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

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Approved by the Idaho Public Charter School Commission
as amended on August l1, 2014

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Table of Table of Contents

TAB 1: Articles of Incorporation, By-Laws, Signatures, and Mission Statement *7*

Section 1.1 - Articles of Incorporation, Chief Tahgee Elementary Academy, Inc **8**

Section 1.2 - CTEA Bylaws **8**

Section 1.3 - Signatures of Qualified Electors **8**

Section 1.4 - Proof of Attendance at Charter Start 101 Workshop **8**

Section 1.5 - Vision & Mission Statements I.C. 08.02.04.202 ..... **8**

TAB 2: Proposed Operation and Potential Effects of the Public Charter School *9*

Section 2.1 - Proposed Operations **10**

Open Meeting Law. 10
Public Records Law. 10
Location & Attendance Area. 10
Target Size. 10
Facilities. 10
Potential Civil Liability 11

Section 2.2 Potential Effects **11**

Recruiting & Contracts. 11
Enrollment. 11
Financial Impact. 12

Section 2.3 - Insurance Coverage **12**

Insurance. 12
Liability and Property. 12
Errors and Omissions. 12
Proof of Insurance. 12
Cancellation or Non-Renewal 12

TAB 3: Educational Program and Goals *13*

Section 3.1 - Definition of Educated Person in the 21st Century **14**

Section 3.2 - How Learning Best Occurs **14**

Section 3.3 - Educational Program and Goals. **16**

Description. 16
Educational Program. 17
Educational Goals. 20
Instructional Materials. 26
Educational Thoroughness Standards. 26
Data Collection and Measurement 31
Curriculum Development and Approval 32
Software and Textbooks. 32
Supplemental Educational Programs and Services. 32
Academic Freedom and Controversial Issues. 32

Section 3.4 - Provisions for Special Education and Programs **32**

Compliance with Federal and State Law 32
Idaho Special Education Manual. 32
Differentiated Instruction. 33
Policies and Procedures 33
Resources. 33
Enrollment. 33
Information Management 33

Multidisciplinary Teams. 33
Individualized Education Program. 33
Screening. 34
Least Restrictive Environments 34
Discipline. 35
Contracts. 35
Highly Qualified. 35
Professional Development 35
Transportation 35
Special Programs and Interventions 36
Parent Participation 36

***Section 3.5 - Dual Enrollment* 36**
Dual Enrollment Students in Other Districts 36

***Section 3.6 - Provisions for Gifted and Talented* 36**
Differentiated Instruction. 36
Policies and Procedures 36
Definition 37
Identification. 37

***Section 3.7 - Provisions for Limited English Proficiency* 37**
Purpose. 37
Definition 37
Participation. 37
Oversight. 38
Screening 38

***TAB 4: Assessment of Student Educational Progress* 39**

***Section 4.1 - Measurable Educational Standards* 40**
MSES #1: 40
MSES #2: 40
MSES #4: 40
MSES #5: 40
MSES #6: 40
MSES #7: 40

***Section 4.2 - Methods of Measurement* 40**
Method of Measurement for MSES #1 through MSES #6: 40
Method of Measurement for MSES #7 41

***Section 4.3 - Provisions for Providing Standardized Testing* 41**

***Section 4.4 - Provisions for Accreditation* 41**

***Section 4.5 - Provisions for In Need of Improvement* 41**

***Section 4.6 - Middle Level Credit and Advancement* 41**

***TAB 5: Governance Structure* 42**

***Section 5.1 - Description of Governance Structure.* 43**
Governance. 43
Board of Directors 43
Relationship between Board of Directors and School Administration 43

***Section 5.2 - Parental Involvement* 45**

***Section 5.3 - Financial and Programmatic Audits* 46**

***Section 5.4 - Dispute Resolution.* 46**

***TAB 6: Employees, School Climate, Health, and Safety* 48**

Section 6.1 - Employee Qualifications. **49**
Section 6.2 - Employee Contracts. **50**
Section 6.3 - Criminal History Background Checks. **50**
Section 6.4 - Employee Transfer Rights. **50**
Section 6.5 - Employee Benefits. **50**
Section 6.6 - Collective Bargaining. **50**
Section 6.7 – Evaluation. **51**
Other Administrators. 51
Faculty. 51
Paraprofessionals and Classified Employees. 51
Consultants, Independent Contractors, and Service Providers 51
School Climate Surveys. 51
Section 6.8 – Personnel Files. **51**
Section 6.9 - School Climate & Safety. **52**
Climate & Safety. 52
Six Pillars of School Climate. 52
Drug & Alcohol Free School Zone. 52
Weapons-Free Schools. 53
Violence Prevention. 53
Suicide Prevention. 53
Crisis Management. 53
Section 6.10 - Health & Wellness. **53**
Health & Wellness. 53
Immunizations. 53
TAB 7: Admission Procedures and Student/Parent Handbook *55*
Section 7.1 - Admission Procedures **56**
Admission Procedures. 56
Enrollment Capacity. 56
Enrollment Deadline. 56
Lottery. 56
Request for Admission. 56
Founders. 57
Admission Preferences. 57
Placement. 58
Notification and Acceptance. 58
Equality. 59
Section 7.2 – Waiting Lists. **59**
Section 7.3 - Public School Attendance Alternative. **59**
Section 7.4 - Enrollment Opportunities. **59**
Section 7.5 - Denial of School Attendance Requirements. **60**
Section 7.6 - Discipline Policy and Procedures **60**
Discipline Tier I – Contact, Conference, & Guidance. 60
Discipline Tier II – Suspension. 60
Discipline Tier III – Expulsion 61
Suspension of Students with Disabilities. 61
Expulsion of Special Education Students. 63
Manifest Determination 63
Procedures for Major Disciplinary Violations. 63

Readmission 64
Due Process. 64

Section 7.7 - Tobacco, Alcohol, and Controlled Substances. **64**
Anonymity. 64
Discovery and Investigation. 64
Notifications. 65
Disciplinary Procedures. 65

Section 7.8 - Use of Technology **65**
Use of Technology. 65
Parent/Guardian Permission. 65
Network Security. 65
Internet Safety. 65

Section 7.9 - Access to Student/Parent Handbook **66**

TAB 8: Business Plan ***67***

Section 8.1 - Business Plan **68**
Business Description. 68
Marketing Plan 68
Management Plan. 68
Resumes of Directors 68
Financial Plan. 68
Start-up Budget Assumptions Form 70
Three-Year Operating Budget Form 70
First Year Month-by-Month Cash Flow Form 70

Section 8.2 - Transportation **70**

Section 8.3 - Plan for School Lunch Program **70**

TAB 9: Virtual Charter School ***72***

TAB 10: Business Arrangements, Termination, and Dissolution ***73***

Section 10.1 - Description of Business Arrangements and Partnerships **74**
Partnerships. 74
Special Services Contracts. 74
Curriculum Contracts. 74
Other Contracts. 74

Section 10.2 - Additional Information Desired by Petitioners **74**
Compliance. 74
Amending the Charter. 75
Public Access. 75

Section 10.3 - Termination Plan **75**
Provisions for Termination 75
Dissolution. 75
Responsibility for Dissolution 75
Payments to Creditors 75
Disposal of Assets. 75
Transfer of Student Records 75
Transfer of Personnel Records 76

References ***77***

Appendix A – Articles of Incorporation ***79***

Appendix B – Governing Bylaws ***90***

Appendix C – Elector Signatures *106*
Appendix D – Charter 101 Workshop *111*
Appendix E – Fort Hall Business Council Resolutions Providing Land to CTEA *114*
Appendix F – Attendance Area Maps & Legal Description *119*
Appendix G – List of Potential Students *125*
Appendix H - Facilities *141*
Appendix I - Curriculum Concept Map *151*
Appendix J – Shoshoni Language Standards *153*
Appendix K– Bilingual Teacher Recruitment *159*
Appendix L – Student/Parent Handbook *163*
Appendix M – Shoshone-Bannock Tribal Council Resolution of Support *190*
Appendix N – CTEA Marketing Plan *191*
Appendix O – Board Resumes *195*
Appendix P – Start-Up Budget Assumptions *220*
Appendix Q – Three Year Projected Operating Budget *231*
Appendix R – First Year Month-by-Month Cash Flow *235*
Appendix S – Shoshone Bannock Jr./Sr. High School Letter of Support *238*
Appendix T – Blackfoot School District #55 Impact Aid Revenue *240*
Appendix U – Blackfoot School District #55 Johnson O'Malley Funds *242*
Appendix V – Blackfoot School District #55 Title VII Funds *243*
Appendix W – CTEA School Board Standards *244*
Appendix X – Board of Directors Development Plan *246*
Appendix Y – Administrator Professional Standards Policy *248*
Appendix Z – Pre-Opening Strategic Plan *251*
Appendix AA – SDE Sufficiency Review *258*
Appendix AB – Memorandum of Agreement with Language & Cultural Preservation Department *275*
Appendix AC - Potential Impacts *276*
Appendix AD – Professional Development, Projected Expenditures, & ISU Letter of Intent *278*

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 form 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 21st 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 21st Century

3.1.1 The fundamental characteristic of the 21st 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 21st 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 mission 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. According to Michael Fillerup, 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 (Fillerup M. , 2011). 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 (Fillerup M. , 2011). 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 then 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. Piagett 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 (Fillerup M. e., 2000). 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 6th grade students and preparing them to be inquisitive and analytic lifelong learners in the 21st 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) and the Dine Immersion Curriculum (Fillerup M. e., 2000) , 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 broadly based upon Fillerup's assumptions and assertions (Dine' Immersion Curriculum, 2000):

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 (Fillerup M. e., 2000):

- 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. Following the Puente de Hozho model (Fillerup M. , 2011), 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) (Fillerup M. , 2011). Since the late 19th 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:

CTEA Timeline for Highly Qualified Fluent Shoshoni Teachers		
School Year	**Total Number of Highly Qualified Fluent Shoshoni Teachers w/ Grades**	**Total Number of Bilingual .05 FTE (1.0 FTE) Paraprofessionals**
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 = 5th and 6th 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

Grade	Percentage of Day (time) in Shoshoni	Percentage of Day (time) in English Language	Benchmark Year
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

Grade	Percentage of Day (time) in Shoshoni	Percentage of Day (time) in English Language
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

Grade	Percentage of Day in Shoshoni	Percentage of Day in English Language
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

Grade	Percentage of Day in Shoshoni	Percentage of Day in English Language Arts
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

Grade	Percentage of Day in Shoshoni	Percentage of Day in English Language
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

Grade	Percentage of Day in Shoshoni	Percentage of Day in English Language
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

Grade	Percentage of Day in Shoshoni	Percentage of Day in English Language
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

Grade	Percentage of Day in Shoshoni	Percentage of Day in English Language
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)(l), §§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.*** Chief Tahgee Elementary Academy shall have an annual maximum enrollment in alignment with the school's growth plan and not exceeding 210 students. CTEA may establish multi-age or multi-grade grade classrooms as deemed appropriate by the Board of Directors.

Annually, no less than two (2) months prior to Chief Tahgee Elementary Academy's lottery application deadline, the Board of Directors shall establish, by motion and vote, grade-based caps, and if deemed necessary, an overall enrollment cap which is lower than the cap established in the school's growth plan. The school will: (1) post the Annual Enrollment Capacity information, including the overall enrollment cap and grade-based caps on the CTEA website within five (5) days of the Board vote; and (2) conduct the lottery and enrollment process in compliance with the established limits.

Growth Plan

Operational Year	School Year	Overall Enrollment Cap
1	2013-2014	114
2	2014-2015	146
3	2015-2016	178
4	2016-2017	210

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 will 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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SECRETARY OF STATE
STATE OF IDAHO

Articles of Incorporation
of
Chief Tahgee Elementary Academy, Inc.

Pursuant to the provisions of the Idaho Nonprofit Corporation Act Title 30, Chapter 3, Idaho Code, the undersigned incorporator(s) of a nonprofit Corporation submit the following Articles of Incorporation to the Secretary of State in order to form a Non-Profit Corporation.

ARTICLE I: Name
The name of the Corporation shall be the Chief Tahgee Elementary Academy, Inc.

ARTICLE II: Principal Place of Business
The place in this state where the principal office of the Corporation is to be located is at NW Corner of Rio Vista and Cemetery Roads, Pocatello, Idaho, 83202. The business of this Corporation may be conducted in all counties of the State of Idaho and in all states of the United States, and in all territories thereof, and in all foreign countries as the Board of Directors/Trustees shall determine.

ARTICLE III: Registered Office and Agent
The mailing address of the registered office of the Corporation is RR2 North Box 76B, Pocatello, Idaho, 83202, and the name of the initial registered Agent is Sherice Gould.

ARTICLE IV: Duration
The period of duration of the Corporation is perpetual and shall exist until dissolved according to law.

ARTICLE V: Purposes and Powers
This Corporation is organized exclusively for the charitable, educational, and innovative purposes in the operation of a nonprofit school within the State of Idaho pursuant to the Idaho Nonprofit Corporation Act as amended and supplemented. Said Corporation is organized for educational purposes within the meaning of Section 501(c) (3) of the Internal Revenue Code and shall not carry on any activities prohibited under said code or corresponding sections of any future Federal Internal Revenue laws.

The Corporation shall have all powers allowed by law, including and without limitation, those powers described in Section 30-2-24 of the Idaho Code. Furthermore, the Corporation shall not engage in any activities or execute powers not in direct furtherance of this Corporation's stated and inferred purposes.

The Corporation may solicit and receive contributions, purchase, own and sell real and personal property, make contracts, invest corporate funds, spend corporate funds for corporate purposes,

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and engage in any other activity in furtherance of, incidental to, or connected with any of the foregoing purposes.

In accordance with federal regulation, the Corporation shall not discriminate against applicants, students, faculty, and staff based on race, creed, age, sex, color, ancestry, or national origin.

ARTICLE VI: Bylaws
The Bylaws shall be set for the necessary provisions for the regulation for the internal affairs of the Corporation.

ARTICLE VII: Initial Directors/Trustees
The names and address of the initial Directors/Trustees are:

Nancy Murillo, PO Box 663, Fort Hall, Idaho 83203
Maxine Edmo, PO Box 367, Fort Hall, Idaho 83203
Sherice Gould, RR2 North Box 76B, Pocatello, Idaho 83202

ARTICLE VIII: Incorporator(s)
The name and address of the initial incorporator(s) are:

Sherwin Racehorse, RR3 Box 170, Blackfoot, Idaho 83221

ARTICLE IX: Membership
The Corporation shall have members.

ARTICLE X: Distributions
The property of the Corporation is irrevocably dedicated to educational purposes, and no part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to its Directors/Trustees, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article Fifth hereof.

ARTICLE XI: Limitations
No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to its members, directors, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article Fifth hereof. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these articles, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a Corporation exempt from federal income tax under section 501(c)(3) of the

Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a Corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. Notwithstanding any other provision of these articles, this Corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes of this Corporation.

ARTICLE XII: Amendment to Articles

The Corporation reserves the right to amend or repeal any provisions contained in these Articles of Incorporation or any amendment to them, and all rights and privileges conferred upon the members, directors, and officers are subject to this reservation. The Articles of Incorporation may be amended in accordance with the provisions of the laws of the State of Idaho, as amended from time to time, unless more specific provisions for amendments are adopted by the Corporation pursuant to Idaho law. Amendments to these Articles of Incorporation shall require the assent of two-thirds (2/3) of the Directors/Trustees.

ARTICLE XIII: Indemnification

The Corporation shall indemnify each Officer and Director/Trustee, including former Officers and Directors/Trustees, to the full extent permitted by the laws of the State of Idaho.

ARTICLE XIV: Dissolution and Distribution

Upon the dissolution of the Corporation and pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or shall be distributed to a Tribal, State and/or local government for a public purpose.

Upon reimbursement of debts and liabilities of the Corporation, the remaining assets shall be distributed to the Corporation's authorizing entity. If at such time any remaining assets exist, the District Court of the County in which the principle office of the Corporation is then located shall determine final distribution.

Dated this 31st day of August, 2011

Signatures of Incorporator(s):

Sherwin Racehorse

204

FILED EFFECTIVE

ARTICLES OF AMENDMENT
(Non-profit)

2012 MAR 21 PM 3:36

SECRETARY OF STATE
STATE OF IDAHO

To the Secretary of State of the State of Idaho
Pursuant to Title 30, Chapter 3, Idaho Code, the undersigned non-profit corporation amends its articles of incorporation as follows:

1. The name of the corporation is:
Chief Tahgee Elementary Academy, Inc.

If the corporation has been administratively dissolved and the corporate name is no longer available for use, the amendment(s) below must include a change of corporate name.

2. The text of each amendment is as follows:

Throughout, "the Corporation" has been changed to CTEA, Inc.

ARTICLE IX: Membership has been changed to.
CTEA, Inc. shall have no membership.

Article XIV has been changed to:
Upon the dissolution of CTEA, Inc. all assets remaining after all debts have been satisfied will be returned to the Authorizing Chartering Entity (ACE).

Please see attached

3. The date of adoption of the amendment(s) was: March 21, 2012

4. Manner of adoption (check one).

☑ Each amendment consists exclusively of matters which do not require member approval pursuant to section 30-3-90, Idaho Code, and was, therefore, adopted by the board of directors. (Please fill spaces below)
   a. The number of directors entitled to vote was: Seven (7)
   b. The number of directors that voted for each amendment was: Five (5)
   c. The number of directors that voted against each amendment was: (0)

☐ The amendment consists of matters other than those described in section 30-3-90, Idaho Code, and was, therefore adopted by the members. (Please fill spaces below)
   a. The number of members entitled to vote was: _____
   b. The number of members that voted for each amendment was: _____
   c. The number of members that voted against each amendment was. _____

Dated: March 21, 2012
Signature: Sherise Racehorse-Gould
Typed Name: Sherice Racehorse Gould
Capacity: Treasurer

Customer Acct #
(if using pre paid account)
Secretary of State use only

gcorpordamendarts (amended_rpprd)
Revised 10/2000

IDAHO SECRETARY OF STATE
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2012 MAR 21 PM 3:36
SECRETARY OF STATE
STATE OF IDAHO

Amended and Restated Articles of Chief Tahgee Elementary Academy, Inc.

Pursuant to the provisions of the Idaho Nonprofit Corporation Act Title 30, Chapter 3, Idaho Code, the undersigned incorporator(s) of a nonprofit Corporation submit the following Articles of Amendment to the Secretary of State.

ARTICLE I: Name
The name of the Corporation shall be the Chief Tahgee Elementary Academy, Inc. (CTEA, Inc.)

ARTICLE II: Principal Place of Business
The place in this state where the principal office of CTEA, Inc. is to be located is at NW Corner of Rio Vista and Cemetery Roads, Pocatello, Idaho, 83202. The business of CTEA, Inc. may be conducted in all counties of the State of Idaho and in all states of the United States, and in all territories thereof, and in all foreign countries as the Board of Directors/Trustees shall determine.

ARTICLE III: Registered Office and Agent
The mailing address of the registered office of CTEA, Inc. is RR2 North Box 76B, Pocatello, Idaho, 83202, and the name of the initial registered Agent is Sheriee Gould.

ARTICLE IV: Duration
The period of duration of the CTEA, Inc. is perpetual and shall exist until dissolved according to law.

ARTICLE V: Purposes and Powers
CTEA, Inc. is organized exclusively for the charitable, educational, and innovative purposes in the operation of a nonprofit school within the State of Idaho pursuant to the Idaho Nonprofit Corporation Act as amended and supplemented. CTEA, Inc. is organized for educational purposes within the meaning of Section 501(c) (3) of the Internal Revenue Code and shall not carry on any activities prohibited under said code or corresponding sections of any future Federal Internal Revenue laws.

CTEA, Inc. shall have all powers allowed by law, including and without limitation, those powers described in Section 30-2-24 of the Idaho Code. Furthermore, CTEA, Inc. shall not engage in any activities or execute powers not in direct furtherance of the stated and inferred purposes of CTEA, Inc.

CTEA, Inc. may solicit and receive contributions, purchase, own and sell real and personal property, make contracts, invest corporate funds, spend corporate funds for corporate purposes,

and engage in any other activity in furtherance of, incidental to, or connected with any of the foregoing purposes.

In accordance with federal regulation, CTEA, Inc. shall not discriminate against applicants, students, faculty, and staff based on race, creed, age, sex, color, ancestry, or national origin.

ARTICLE VI: Bylaws
The Bylaws shall be set for the necessary provisions for the regulation for the internal affairs of CTEA, Inc.

ARTICLE VII: Initial Board of Directors/Trustees
The names and address of the initial Board of Directors/Trustees are:

Nancy Murillo, PO Box 663, Fort Hall, Idaho 83203
Maxine Edmo, PO Box 367, Fort Hall, Idaho 83203
Sherice Gould, RR2 North Box 76B, Pocatello, Idaho 83202

ARTICLE VIII: Incorporator(s)
The name and address of the initial incorporator(s) is:

Sherwin Racehorse, RR3 Box 170, Blackfoot, Idaho 83221

ARTICLE IX: Membership
CTEA, Inc. shall have no membership.

ARTICLE X: Distributions
The property of CTEA, Inc. is irrevocably dedicated to educational purposes, and no part of the net earnings of the CTEA, Inc. shall inure to the benefit of, or be distributable to its Board of Trustees, officers, or other private persons, except that CTEA, Inc. shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article Fifth hereof.

ARTICLE XI: Limitations
No part of the net earnings of CTEA, Inc. shall inure to the benefit of, or be distributable to its members, Board of Trustees, officers, or other private persons, except that CTEA, Inc. shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article V hereof. No substantial part of the activities of CTEA, Inc. shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and CTEA, Inc. shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these articles, CTEA, Inc. shall not carry on any other activities not permitted to be carried on (a) by a Corporation exempt from federal income tax under section 501(c)(3) of the Internal

Revenue Code, or the corresponding section of any future federal tax code, or (b) by a Corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. Notwithstanding any other provision of these articles, CTEA, Inc. shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes of this CTEA, Inc..

ARTICLE XII: Amendment to Articles
CTEA, Inc. reserves the right to amend or repeal any provisions contained in these Articles of Incorporation or any amendment to them, and all rights and privileges conferred upon the members, Board of Trustees, and officers are subject to this reservation. The Articles of Incorporation may be amended in accordance with the provisions of the laws of the State of Idaho, as amended from time to time, unless more specific provisions for amendments are adopted by CTEA, Inc. pursuant to Idaho law. Amendments to these Articles of Incorporation shall require the assent of two-thirds (2/3) of the Board of Trustees.

ARTICLE XIII: Indemnification
CTEA, Inc. shall indemnify each Officer and Board of Trustee member, including former Officers and Trustees, to the full extent permitted by the laws of the State of Idaho.

ARTICLE XIV: Dissolution and Distribution
Upon the dissolution of CTEA, Inc. all assets remaining after all debts have been satisfied will be returned to the Authorizing Chartering Entity (ACE).

Dated this 21st day of March, 2012

Signatures of Incorporator(s):

Sherice Racehorse Gould

Sherice Racehorse Gould
Chief Tahgee Elementary Academy

FILED EFFECTIVE

2012 OCT -2 AM 11:00

SECRETARY OF STATE
STATE OF IDAHO

Amended and Restated Articles
of
Chief Tahgee Elementary Academy, Inc.

Pursuant to the provisions of the Idaho Nonprofit Corporation Act Title 30, Chapter 3, Idaho Code, the undersigned Chief Tahgee Elementary Academy Board of Directors submit the following Amended and Restated Articles of Incorporation to the Secretary of State, which were adopted by a vote of four (4) in favor, zero (0) against, and three (3) absent.

ARTICLE I: Name
The name of the CTEA, Inc. shall be the Chief Tahgee Elementary Academy, Inc (CTEA, Inc).

ARTICLE II: Principal Place of Business
The place in this state where the principal office of CTEA is to be located is at NW Corner of Rio Vista and Cemetery Roads, Pocatello. The business of this CTEA, Inc. may be conducted in all counties of the State of Idaho and in all states of the United States, and in all territories thereof, and in all foreign countries as the Board of Directors shall determine.

ARTICLE III: Registered Office and Agent
The mailing address of the registered office of CTEA, Inc. is to be located is at RR2 North Box 76B, Pocatello, Idaho, 83202 and the name of the initial registered Agent is Sherice Gould.

ARTICLE IV: Duration
The period of duration of CTEA is perpetual and shall exist until dissolved according to law.

ARTICLE V: Purposes and Powers
CTEA, Inc. is organized exclusively for the charitable, educational, and innovative purposes in the operation of a nonprofit school within the State of Idaho pursuant to the Idaho Nonprofit CTEA, Inc. Act as amended and supplemented. CTEA, Inc. is organized for educational purposes within the meaning of IRC Section 501(c) (3) of the Internal Revenue Code and shall not carry on any activities prohibited under said code or corresponding sections of any future Federal Internal Revenue laws.

CTEA, Inc. shall have all powers allowed by law, including and without limitation, those powers described in Section 30-2-24 of the Idaho Code. Furthermore, the CTEA, Inc. shall not engage in any activities or execute powers not in direct furtherance of the stated and inferred purposes of CTEA, Inc.

CTEA, Inc. may solicit and receive contributions, purchase, own and sell real and personal property, make contracts, invest corporate funds, spend corporate funds for corporate purposes, and engage in any other activity in furtherance of, incidental to, or connected with any of the foregoing purposes.

In accordance with federal regulation, the CTEA, Inc. shall not discriminate against applicants, students, faculty, and staff based on race, color, or nation or ethnic origin.

IDAHO SECRETARY OF STATE
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ARTICLE VI: Bylaws
The Bylaws shall set for the necessary provisions for the regulation for the internal affairs of the CTEA, Inc..

ARTICLE VII: Initial Directors
The names and address of the initial Directors are:

Nancy Eschief Murillo, PO Box 663, Fort Hall, Idaho 83203
Maxine Edmo, PO Box 367, Fort Hall, Idaho 83203
Sherice Gould, RR2 North Box 76B, Pocatello, Idaho 83202

ARTICLE VIII: Incorporator(s)
The name and address of the initial incorporator is:

Sherwin Racehorse, RR3 Box 170, Blackfoot, Idaho 83221

ARTICLE IX: Membership
CTEA, Inc. shall have no membership.

ARTICLE X: Distributions
The property of the CTEA, Inc. is irrevocably dedicated to educational purposes, and no part of the net earnings of the CTEA, Inc. shall inure to the benefit of, or be distributable to its directors, officers, or other private persons, except that the CTEA, Inc. shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article V hereof.

ARTICLE XI: Limitations
No part of the net earnings of the CTEA, Inc. shall inure to the benefit of, or be distributable to its members, directors, officers, or other private persons, except that the CTEA, Inc. shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article V hereof. No substantial part of the activities of the CTEA, Inc. shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the CTEA, Inc. shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these articles, the CTEA, Inc. shall not carry on any other activities not permitted to be carried on (a) by a CTEA, Inc. exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a CTEA, Inc., contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. "Notwithstanding any other provision of these articles, this CTEA, Inc. shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes of this CTEA, Inc..

ARTICLE XII: Amendment to Articles
CTEA, Inc. reserves the right to amend or repeal any provisions contained in these Articles of Incorporation or any amendment to them, and all rights and privileges conferred upon the members, directors, and officers are subject to this reservation. The Articles of Incorporation

may be amended in accordance with the provisions of the laws of the State of Idaho, as amended from time to time, unless more specific provisions for amendments are adopted by the CTEA, Inc. pursuant to Idaho law. Amendments to these Articles of Incorporation shall require the assent of two-thirds (2/3) of the Board of Directors.

ARTICLE XIII: Indemnification
CTEA, Inc. shall indemnify each Officer and Director, including former Officers and Directors, to the full extent permitted by the laws of the State of Idaho.

ARTICLE XIV: Dissolution and Distribution
Upon the dissolution of the CTEA, Inc., all assets remaining after all debts have been satisfied will be returned to the Authorizing Chartering Entity (ACE).

Dated this 2st day of October, 2012

Signature for the Board of Directors:

Nancy Eschief-Murillo, Chair

BYLAWS

Of the

Chief Tahgee Elementary Academy

An Idaho Nonprofit Corporation

TABLE OF CONTENTS

ARTICLE I. OFFICES 4
Section 1. Principal Office. 4
Section 2. Registered Office. 4
ARTICLE II. PURPOSE 4
ARTICLE III. MEMBERSHIP 4
Section 1. Voting Membership. 4
Section 2. Voting. 4
ARTICLE IV. BOARD OF DIRECTORS 5
Section 1. Powers. 5
Section 2. Conflicts of Interest. 5
Section 3. Number and Qualifications. 6
Section 4. Terms of Office 6
Section 5. Elections and Appointments. 6
Section 6. Vacancies. 7
Section 7. Compensation. 7
Section 8. Loans. 7
Section 9. Notices. 7
ARTICLE V. MEETINGS. 7
Section 1. Meetings of the Board of Directors 7
Section 2. Special Meetings. 7
Section 3. Emergency Meetings. 8
Section 4. Place of Meetings. 8
Section 5. Notice of Meetings. 8
Section 6. Waiver of Notice. 8
Section 7. Quorum. 8
Section 8. Manner of Acting. 8
Section 9. Voting. 8
Section 10. Agendas. 8
Section 11. Parliamentary Procedure. 9
Section 12. Board Minutes. 9

ARTICLE VI. OFFICERS 9
Section 1. Officers. 9
Section 2. Election and Term of Office. 9
Section 3. Vacancies. 9
Section 4. Removal. 9
Section 5. Resignation. 9
Section 6. Duties of the Chair. 9
Section 7. Duties of the Vice-Chair. 10
Section 8. Duties of the Secretary. 10
Section 9. Duties of the Treasurer. 10
ARTICLE VII. COMMITTEES 10
ARTICLE VIII. STAFF 11
Section 1. Director of School Programs. 11
Section 2. Non-classified Staff. 11
Section 3. Classified Staff. 11
ARTICLE IX. MISCELLANEOUS 11
Section 1. Indemnification. 11
Section 2. Depositories. 11
Section 3. Contracts. 11
Section 4. Checks, Drafts, Payments, & Notes. 11
Section 5. Investment. 12
Section 6. Annual Audit 12
Section 7. Annual Report. 12
Section 8. Books and Records. 12
Section 9. Nondiscrimination 12
Section 10. Indian Preference. 12
Section 11. Political Activity. 12
Section 12. Gifts. 12
Section 13. Dues. 12
ARTICLE X. AMENDMENTS 12
CERTIFICATION 13
APPENDIX A. DEFINITION OF TERMS 14

ARTICLE I. OFFICES

Section 1. Principal Office. The principal office of CHIEF TAHGEE ELEMENTARY ACADEMY, INC. (CTEA), an Idaho nonprofit corporation, is located at NW Corner of Rio Vista and Cemetery Roads, Pocatello, Idaho, 83202.

Section 2. Registered Office. The registered office of CTEA is to be maintained in the state of Idaho is located at Route 2 North Box 76B, Pocatello, Idaho 83202, and may be changed from time to time by the Board of Directors.

ARTICLE II. PURPOSE

The purpose of CTEA is to provide high quality, heritage language immersion education (i.e. Shoshoni/Bannock) for children in grades kindergarten through sixth grade that meets and exceeds Idaho education standards established by the State Board of Education.

ARTICLE III. MEMBERSHIP

Section 1. Voting Membership. Voting membership at CTEA consists of the following stakeholders: all persons at least eighteen (18) years of age who are founders, current employees, and parents, legal guardians, or acting custodians of currently enrolled, continuously enrolled, or recently accepted students at CTEA.

Section 2. Voting. Two (2) parents, guardians, or acting custodians are eligible to vote per family. Founders and employees are entitled to one vote per individual. Each family will be asked to designate two voting members upon enrollment of their student(s) and asked to annually update the names and contact information at student registration. Up to thirty (30) days prior to an election, any family may change an individual voting member upon a written, legally compliant request. Each member is entitled to vote on matters submitted to a vote of the members. Voting will be overseen by a neutral third party and conducted by secret ballot at a location predetermined by the Board of Directors. Eligible voters must be present to vote or request an official absentee ballot. Absentee ballots must be received in the office no later than five working days prior to an election. Conditions

for the suspension or termination of a voting membership may be established by the Board of Directors and recorded in the minutes of the proceedings.

ARTICLE IV. BOARD OF DIRECTORS

Section 1. Powers. The Board of Directors is responsible for the supervision and control of the business, property, and affairs of CTEA, except as otherwise expressly provided by law, the Articles of Incorporation, and these Bylaws. The Board of Directors shall conduct or direct the affairs of CTEA and exercise its powers subject to applicable education law, not-for-profit corporation law, the Idaho Nonprofit Corporations Act, the CTEA Charter, and these Bylaws. The Board of Directors may formally delegate appropriate management of activities to others, so long as the affairs of CTEA are managed, and its powers are exercised, under the Board of Directors' 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*).

1.1. General Responsibilities. The Board of Directors shall 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 shall:

1.1.1. Issue or cause to be issued fiscal and programmatic audits and an annual report, including a CTEA financial report;

1.1.2. Approve all expenditures;

1.1.3. Establish procedures and policies which will govern and provide oversight for all CTEA operations;

1.1.4. As needed, secure the services of an attorney and/or legal counsel;

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

1.1.6. Hire and terminate all non-classified employees of CTEA;

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

Section 2. Conflicts of Interest. In the event that a Director has a conflict of interest that might limit fair and impartial participation in Board of Directors deliberations or decisions, the Director will

inform the Board about the conflict. If the circumstances require the nonparticipation of the affected Director, the Board of Directors may nonetheless request additional, non-confidential information from the Director that may assist in deliberations and decision-making. "Conflict of Interest," includes any transaction by or with CTEA in which a Director has a direct or indirect personal interest, or any transaction in which a Director is unable to exercise impartial judgment or otherwise act in the best interests of CTEA.

Section 3. Number and Qualifications. The Board of Directors of CTEA will consist of five (5) to seven (7) members.

3.1 Ex-Officio Members. The Board of Directors reserves the right to appoint ex-officio members as it sees fit.

3.2 Qualifications. To qualify as a member of the Board of Directors, an individual must be at least eighteen years of age and cannot be an employee of CTEA.

Section 4. Terms of Office. All terms of office will be four (4) years. Director seats will be divided into two categories: appointed and elected.

4.1 Appointed Directors. Three Director positions (seats 1, 2, and 3) are designated as appointed; these appointments will be determined by a two-thirds (2/3) vote of the Board of Directors. Candidates for appointed Director positions are to submit a resume and cover letter to the Board of Directors no later than March 31st during an election year for appointment in May.

4.2 Elected Directors. Four Director positions (seats 4, 5, 6, and 7) will be filled through election by the voting membership. Candidates for the elected Director positions will submit a ballot application by March 31st of an election year.

4.3 Term Limits. There will be no term limits imposed on Board of Directors members.

Section 5. Elections and Appointments. Elections and/or appointments will occur every year in May. The election cycle will begin for Director seats 6, and 7 during the first year CTEA is open to students. The appointment cycle for Director seats 1 and 2 will begin during the second year CTEA is open to students. The appointment and election cycle will begin for Director seats 3 (appointed), 4, and 5 (elected) during the third year CTEA is open to students.

5.1 Assuming Office. All trustees, appointed and elected, will take office at the regularly scheduled July board meeting.

Section 6. Vacancies. The Board of Directors has the authority to appoint any persons to vacancies on the Board to fulfill the unexpired term.

6.1 Resignation. Any Director may resign at any time by giving written notice to the Chairperson of CTEA. The resignation will take effect upon acceptance by the Board of Directors at its next regularly scheduled meeting.

6.2 Removal. Directors serve at the pleasure of the Board of Directors and the membership. Directors may be removed with cause as delineated in Board policy by a two-thirds (2/3) vote of the Board of Directors.

6.3 Recall of Elected Directors. Any stakeholder may request a recall election upon verification of the signatures of at least two-thirds (2/3) of individuals who voted in the previous election.

Section 7. Compensation. The Board of Directors serves without compensation.

Section 8. Loans. The Corporation CTEA will not lend money to or use its credit to assist its Directors or employees.

Section 9. Notices. CTEA will abide by the Idaho Open Meeting Law §§ 67-2340 through 67-2347. Directors will receive diligent notice of all meetings by oral or written means. Oral notice may be communicated through telephone or voice mail. Written notice may be delivered personally or sent by mail or email to each Director at her/his mailing address or email address as shown by the records of the Corporation. The purpose of any special meeting of the Board will be specified in the notice of the meeting.

ARTICLE V. MEETINGS

Section 1. Meetings of the Board of Directors. Pursuant to the provisions of the Idaho Open Meeting Law, all meetings of the Board of Directors are open to the public except when the Board may exercise its right to close meetings to the public at those times when appropriate.

Section 2. Special Meetings. Special meetings of the Board of Directors will be held at the call of the Chair whenever there is sufficient business to come before the Board of Directors, or upon the written request of four (4) Directors of the Board.

Section 3. Emergency Meetings. Emergency meetings of the Board of Directors will be held at the call of the Chair whenever there is sufficient business to come before the Board, or upon the written request of two-thirds (2/3) of the Board of Directors.

Section 4. Place of Meetings. The Board of Directors may designate any place as the place of meeting for any regular meeting or for any special meeting.

Section 5. Notice of Meetings. The Secretary will attempt to give notice to as many members as reasonably practical by (1) posting notice at the principal office; (2) publication on CTEA's website; 3) Tribal Business Center; and 4) Fort Hall Post Office.

Section 6. Waiver of Notice. Whenever any notice is required to be given to any member under the provisions of the Idaho Nonprofit Corporation Act as set forth in Title 30, Chapter 3, Idaho Code, under the provisions of the Articles of Incorporation, or the Bylaws, a waiver in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, will be deemed equivalent to the giving of such notice.

Section 7. Quorum. Two-thirds (2/3) members of the Board of Directors will constitute a quorum for the transaction of business at any meeting of the Board, but if less than a majority of the Directors are present at any meeting, the meeting will be rescheduled. The Board of Directors may permit any or all Directors to participate in regular, special, or emergency meetings by, or conduct the meeting through the use of, any means of synchronous communication by which the public and all participating Directors may simultaneously hear each other during the meeting.

Section 8. Manner of Acting. The act of the majority of the Directors present at a meeting at which a quorum is present will be the official act of the Board of Directors, unless otherwise provided by law or by these Bylaws.

Section 9. Voting. Directors in attendance must vote on all issues. Voting will be by "yes," "no," or "abstain."

Section 10. Agendas. The agenda of the Board of Directors will be prepared, or cause to be prepared, by the Chair in consultation with Board members, staff members and other groups or individuals directly concerned. The agenda will be subject to review and approval by the Board of Directors. All agendas will be posted according to timelines establish by Idaho Open Meeting Law §§ 67-2340 through 67-2347.

Section 11. Parliamentary Procedure. Except as provided by specific stipulations in the Bylaws of the Board, the Board will conduct all of its meetings in accordance with Robert's Rules of Order (Newly Revised).

Section 12. Board Minutes. The minutes of all open meetings of the Board are recorded and filed in CTEA's office. Minutes are considered public property after approval by the Board of Directors and are available to the public. All minutes will be written and made to the public within a reasonable time after the meeting.

ARTICLE VI. OFFICERS

Section 1. Officers. The officers of CTEA will consist of a Chair, Vice-Chair, Secretary and Treasurer. A Director may be elected to hold a combination of two officer positions if neither of the positions is Chair. CTEA may designate other officers as the Board of Directors may deem necessary and such officers will have the authority prescribed by the Board.

Section 2. Election and Term of Office. The officers of CTEA will be elected annually by the Board of Directors at the first meeting of the fiscal year. If the election of officers will not be held at such meeting, such election will be held as soon as possible thereafter. Each officer will hold office until their successor will be duly elected and qualified. The officers will hold office for one (1) fiscal year.

Section 3. Vacancies. Vacancies may be filled or a new office created and filled at any meeting of the Board of Directors.

Section 4. Removal. Any officer may be removed for a cause by an affirmative two-thirds (2/3) vote of the Board of Directors.

Section 5. Resignation. Any officer may resign at any time by giving written notice to the Chair of the Board of Directors. Such resignation will take effect at the time specified in the notice, or if no time is specified, then the resignation will take effect at the time accepted by the Board of Directors at its next regularly scheduled meeting

Section 6. Duties of the Chair. The Chair will preside at all meetings of the Board of Directors and will vote on all issues. The Chair will sign with the Secretary, or any other proper officer of the Corporation authorized by the Board of Directors, any deed, mortgage, bond, contract, or other instrument which the Board of Directors has authorized to be executed, except in cases where the

signing and execution thereof will be expressly delegated to some other officer or agent of the Corporation. In consultation with Board members, staff members and other groups or individuals directly concerned, the Chair will prepare, or cause to be prepared the Board agendas and will call to order as well as adjourn all meetings. In general, the Chair will perform all duties incident to the office of chair and any other duties that from time to time may be prescribed by the Board of Directors.

Section 7. Duties of the Vice-Chair. The Vice-Chair will maintain order within the board meetings at all times and ensure all Bylaws and traditions are respected by everyone. The Vice-Chair will ensure that parliamentary procedures are followed. In the absence of the Chair, or in the event of inability or refusal to act, the Vice-Chair will perform the duties of the Chair, and when so acting, will have all the powers of, and be subject to all the restrictions upon, the Chair. The Vice-Chair will perform all duties incident to the office of vice-chair and such other duties from time to time as may be assigned by the Chair or by the Board of Directors.

Section 8. Duties of the Secretary. The Secretary will keep or cause to be kept, the official minutes of the meetings of the Board of Directors in one or more books provided for that purpose. The Secretary will see that all notices are duly given in accordance with the provisions of these Bylaws, or as required by law and be custodian of the corporate records and corporate seal. In general, the Secretary will perform all duties incident to the office of secretary and any other duties as from time to time may be assigned by the Chair or the Board of Directors.

Section 9. Duties of the Treasurer. The Treasurer will keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of CTEA, including accounts of its assets, liabilities, receipts and disbursements. In general, the Treasurer will perform all the duties incident to the office of treasurer and any other duties as from time to time may be assigned by the Chair or the Board of Directors.

ARTICLE VII. COMMITTEES

The Board of Directors, by action adopted by two-thirds (2/3) Directors, may designate and appoint one or more committees, work groups, task forces, or other advisory group. No committee, work group, task force, or other advisory group will have the authority to amend or repeal these Bylaws, elect or remove any officer or Director, adopt policies, adopt a plan of merger, or authorize the voluntary dissolution of CTEA. Potential committee members may be required to submit an

application, vitae, resume, or biography to be considered for appointment.

ARTICLE VIII. STAFF

Section 1. Director of School Programs. The Director of School Programs will be under contract and serve at the pleasure of the Board of Directors. He/She will have oversight of the day-to-day operations of CTEA. Compensation for the Director of School Programs will be similar to that of an Idaho educational administrator with similar responsibilities and follow the guidelines established by the Internal Revenue Service for nonprofit executive compensation.

Section 2. Non-classified Staff. All non-classified staff are retained by the Board of Directors and accountable to Director of School Programs.

Section 3. Classified Staff. All classified staff are retained by the Director of School Programs and accountable to Director of School Programs.

ARTICLE IX. MISCELLANEOUS

Section 1. Indemnification. CTEA will indemnify any Director, officer or former Director or officer of CTEA against expenses actually and reasonably incurred by him/her in connection with the defense of any action, suit or proceeding, civil or criminal, in which he/she is made a party by reason of being or having been a Director or officer, except in relation to matters as to which he/she is adjudged in such action, suit or proceeding to be liable for negligence or misconduct in the performance of duty to CTEA.

Section 2. Depositories. All funds of CTEA not otherwise employed will be deposited from time to time to the credit of CTEA in such banks, savings and loan associations, trust companies, or other depositories as the Board of Directors may elect.

Section 3. Contracts. The Board of Directors may authorize any officer(s) or agent(s) of CTEA, in addition to the officers authorized by these Bylaws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of CTEA, and such authority may be general or confined to specific instances.

Section 4. Checks, Drafts, Payments, & Notes. All checks, drafts, or orders for the payment of money, notes or other evidence of indebtedness issued in the name of CTEA will be signed by such

persons and in such manner as directed the Board of Directors.

Section 5. Investment. At the discretion of the Board of Directors and in accordance with the purpose, philosophy, and investment policy of CTEA, any funds of the Corporation which are not needed currently for the activities of the Corporation may be invested in any investments that are permitted by applicable laws.

Section 6. Annual Audit. A public accountant will audit the financial books and records of CTEA annually.

Section 7. Annual Report. The Board of Directors shall issue, or cause to be issued, an Annual Report of CTEA.

Section 8. Books and Records. CTEA will keep correct and complete books and records of accounts and will also keep minutes of the proceedings of its members, Board of Directors, and committees having any of the authority of the Board of Directors, and will keep a record giving the name and address of the members entitled to vote. All books and records of CTEA that are subject to Idaho Public Records Law may be inspected by any member or her/his agent or attorney or the general public for any proper purpose at any reasonable time.

Section 9. Nondiscrimination. CTEA is an equal opportunity employer and will make available its services without regard to race, creed, ancestry, national or ethnic origin, age, sex, color, or religion.

Section 10. Indian Preference. CTEA realizes that its school and business is located on the Fort Hall Indian Reservation and respects the Shoshone-Bannock Tribes legal rights to business activity and Indian preference laws. CTEA shall abide by the Tribes' Business License Act and the Tribal Employment Rights Ordinance in training, employment, and contracting.

Section 11. Political Activity. CTEA will not, in any way, use any funds in the furtherance of, nor engage in, any political activity for or against any candidate for public office. However, this Bylaw will not be construed to limit the right of any official or member of CTEA to appear before any legislative committee, to testify as to matters involving CTEA.

Section 12. Gifts. The Board of Directors may accept, on behalf of CTEA, any contribution, gift, bequest, or devise for the general purposes or for any special or educational purposes of CTEA.

Section 13. Dues. There are no membership dues.

ARTICLE X. AMENDMENTS

These Bylaws may be altered, amended or repealed and a new set of Bylaws adopted by an affirmative vote of two-thirds (2/3) of the Board of Directors, and subsequent approval by the Authorizing Chartering Entity (ACE). At least ten (10) days prior, written notice setting forth a proposed action and time and place of meeting will be given to all Directors.

CERTIFICATION

WE, THE UNDERSIGNED, being the duly elected Officers of the Board of Directors of CTEA, do hereby certify that the foregoing Bylaws of CTEA have been duly adopted as the official Bylaws of CTEA by resolution and consent of the Board of Directors on this 23rd day of October, 2012.

Chair

Vice-Chair/Secretary

Treasurer

APPENDIX A. DEFINITION OF TERMS

Academy – Academies are established in a way that is intended to be "creative" and "innovative" in order to give them the freedoms considered necessary to deal with the long-term issues they are intended to solve. In regard to these Bylaws, a term used to reference Chief Tahgee Elementary Academy.

Acting Custodian - If the parents/legal guardians are unable to participate in, or are absent from, their child's education at CTEA, the parents/legal guardians may designate up to two acting custodians to interact with the school on behalf of the student. An acting custodian may: be the primary contact for the school, register the student, check the student in and out, sign for homework and notes, attend parent/teacher conferences, and is eligible to vote for members of the Board of Directors. Duties that by law require a signature, decision, or action of a parent/legal guardian cannot be performed by an acting custodian. CTEA's Acting Custodian Policy delineates the rights and responsibilities of acting custodians at the school. Initial enrollment of a child in CTEA must be performed by the parents/legal guardians. During enrollment, parents/legal guardians will be informed of this option and asked to provide a written signed statement designating up to two individuals as acting custodians. Verification of acting custodianship will occur annually at registration. Acting custodianship may be changed at any time during the year upon a written, legally compliant request by the parents/legal guardians.

Appointed Board Member – An assigned or designated position by the Board of Directors

Articles of Incorporation – The primary rules governing the management of a corporation in the United States. Articles of Incorporation are filed with the Secretary of State's office.

Board Meetings (Emergency) - An emergency board meeting is a special meeting called because of circumstances that, in the judgment of the public body, require immediate consideration by the public body, and one where circumstances will not permit the public body to wait the five days to give notice of a special meeting. Emergency meetings must be proceeded by specific notice to the board members.

Board Meetings (Regular) – Board meetings scheduled to occur regularly on a designated day of each month.

Board Meetings (Special) - A special board meeting is called because of circumstances that, in the judgment of the public body, requires special consideration by the public body and cannot wait until the next regularly scheduled board meeting. Special meetings must be preceded by specific notice to the board members.

Board Member – A person sharing the responsibility and liability for the organization with the rest of the members of a governing body that has supervisory powers.

Board of Directors - A governing board elected or appointed to direct the policies of an educational institution.

Board Officer - A board leadership position; typically refers to the chair, vice-chair, secretary, or treasurer.

Board Policy - A written plan used to influence and determine decisions or actions about specific issues of governance.

Board Procedures - Standard, detailed steps, techniques, or tactics that prescribe how to perform specific tasks.

Bylaws - The legal operating guidelines for a board.

Charge and Custody - The duty, responsibility, or obligation to keep safe and guard.

Charter - Confers powers and rights from the state or an organization to people, local chapters, or corporations.

Conflict of Interest - A situation in which the personal or professional concerns of a board member or a staff member affect his or her ability to put the welfare of the organization before personal benefit.

Corporation - A legal entity that exists to perpetuity until it is dissolved; a 'fictitious person,' separate from its managers or governors, usually given the same rights and obligations as natural persons.

Custodian - One that has charge of something; a caretaker, guardian, or keeper.

Dissolution - The formal procedure by which a nonprofit ceases to operate or exist; involves filing with the state and distribution of assets.

Education Law - The body of state and federal constitutional provisions; local, state, and federal statutes; court opinions; and government regulations that provide the legal framework for educational institutions.

Education Standards - Educational standards define the knowledge and skills students should possess at critical points in their educational career.

Elected Board Member – A position on the Board of Directors selected by the membership through vote.

Ex-Officio Member - "By reason of their office"; a person serving on a board due to his or her position or status rather than through elections.

Family – A family is defined as a group of individuals who share ties of blood, marriage, or adoption, and a group of individuals residing together who have consented to an

arrangement similar to ties of blood or marriage. For the purposed of these Bylaws, a family includes any number of siblings who are students at CTEA and one or more custodial adults.

Fiscal Year - A 12-month period for which an organization plans the use of its funds.

Founder – 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 directors trustees of the public charter school, and who is designated as such at the time the board of directors trustees acknowledges and accepts such contribution. The criteria for determining when a person is a founder shall not discriminate against any person on any basis prohibited by the federal or state constitutions or any federal, state, or local law.

Indemnification/Indemnify - A guarantee by an organization to rely on its own resources to pay board members' legal costs for claims that result from board service.

Independent Contractor - An individual or business that is contracted to perform a specific project or service for a specified amount. All independent contractors are retained by the Board of Directors unless otherwise specified in board policy.

Indian Preference – As detailed in the Tribal Employment Rights Ordinance, it is the process of selecting a person for employment based upon a preference applied when two or more persons are considered equally strong employee applicants following an interview of a pool of qualified applicants.

Insurance (Errors and Omissions) - Insurance coverage that protects professionals against claims of financial loss arising from their actual or perceived negligence, errors, and mistakes in the performance of service for others**.**

Insurance (General Liability) - Policy that covers civil liabilities to third parties, arising from bodily injury, property damage, or other wrongs due to the action or inaction of the insured. It covers only civil liabilities and not criminal liabilities.

Heritage Language Immersion Education - Language immersion is a method of teaching a Heritage Language in which the target language is used as the means of instruction. Unlike more traditional language courses, where the target language is simply the subject material, language immersion uses the target language as a teaching tool, surrounding or "immersing" students in the second language.

Nonprofit Executive Compensation - The IRS requires compensation packages for nonprofit executives to be reasonable when taking into consideration the actual job description, required level of education or experience, similar compensation averages in the local area, number of hours worked, and the overall budget of the nonprofit.

Not-for-Profit Corporation Law - The body of state and federal constitutional provisions; local, state, and federal statutes; court opinions; and government regulations that provide the legal framework for not-for-profit corporations.

Parliamentary Procedure - Generally accepted rules, precedents, and practices used in the governance of deliberative assemblies.

Political Activity - Political activity is defined as activity directed toward the success or failure of a political party, candidate for partisan political office, or a partisan political group.

Public Charter School - A public funded school operated independently of the local school board, often with a curriculum and educational philosophy different from the other schools in the system.

Quorum - A minimum number of people required at a meeting in order for business to be conducted.

Self-Perpetuating Position – A position that renews or perpetuates itself for an indefinite length of time.

Staff (Classified) - School employees who are not required to hold credentials, such as bus drivers, secretaries, custodians, substitute teachers, instructional aides, food service workers, and some management personnel.

Staff (Non-classified) - School employees who are required to hold credentials, such as the principal, other administrators, teachers, and language instructors.

Stakeholders – All persons at least eighteen (18) years of age who are founders, current employees, and parents, legal guardians, or acting custodians of currently enrolled, continuously enrolled, or recently accepted students at CTEA. No other persons, groups, or organizations are classified as stakeholders in CTEA.

Synchronous Communication - Synchronous communication is direct communication where the communicators are time synchronized. This means that all parties involved in the communication are present at the same time. This includes, but is not limited to, a telephone conversation (not texting), a board meeting, a chat room event, and instant messaging.

Director - A person sharing the responsibility and liability for an educational institution with the rest of the members of a governing body that has supervisory powers.

Vitae - A vitae is a written description of an individual's work experience, educational background, and skills; it is more detailed than a resume.

Voting Membership – The voting membership controls an organization through elections of individuals to a governing board and has the right to voice concerns and make suggestions at regularly scheduled meetings.

COUNTY CLERK AFFIDAVIT
CERTIFICAITON OF SIGNATURES

STATE OF IDAHO)
)ss
COUNTY OF BANNOCK)

To the Honorable Ben Ysursa, Secretary of State for the State of Idaho:

I, Dale Hatch, County Clerk of Bannock County, hereby certify that __32__ signatures on this petition are those of qualified electors.

Deputy Clerk

Petition to Establish a New Idaho Public Charter School

This document is an **Elector Petition** and must be signed by not less than thirty (30) qualified electors of the attendance area of the new charter school. Proof of elector qualifications must be provided with the petition.

Name of Proposed New Charter School	Chief Tahgee Elementary Academy
School District Where New Charter School will be Physically Located	POCATELLO SCHOOL DISTRICT #25

- **I am currently a qualified elector in the above-named school district.**
- **I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.**

	Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
1	Beverly J. Klug	Beverly J. Klug	255 S. 10th Ave.	Pocatello	234-7632	5/9/12
2	Cadney A. Crue	Cadney A. Crue	Edmo Rd PO Box 236 Pocatello	Ft. Hall	406-1639	5/9/12
3	Natalie Broncho Hardy	Natalie Broncho-Hardy	921 Highland Blvd.	Poc. ID 83204	251-9092	5-9-2012
4	~~Kathleen Nichols~~	~~Kathleen Nichols~~	0501 S. 5th Ave	Poc ID 83204	~~904-1396~~	~~5-9-12~~
5	CALEC Nichols	Calec Nichols	133 Maple Wood Ave	Poc ID 83204	904-1396	5-9-12
6	Kathleen Nichols	Kathleen Nichols	138 Maplewood Ave	Poc ID 83204	904-1396	5-9-12
7	Richard Nichols	Richard Nichols	138 Maplewood Ave.	Poc. ID 83204	904-1396	5-9-12
8	SHERICE E RACEHORSE	Sherice Racehorse	Rio Vista	Pocatello	240-5515	5-9-12
9	Wayne Lawrence Crue	Wayne Crue	Edmo Rd	Pocatello	406-1639	5-9-12
10	Cynthia Little Beach Pandora	Amelia Little Beach Pandora	Reservation Road	Pocatello	238-3853	5-9-12
11	Delphina Gould	Delphina Gould	Cemetery Road	Pocatello	208-244-8881	5/9/12
12	William Temoke S.R.	William Temoke	440 W. Chubbuck Rd.	Chubbuck	208-705-0829	5/9/12
13	Lori Edmo Suppah	Lori Edmo Suppah	14 Ross Fork School Road	FORT HALL	208-228-4330	5/9/12
14	NEZ RAE HUMPHREY	Nez Rae Humphrey	Rt. 2 Box 33E	POCATELLO	237-7426	5.10.12
15	Candon Y. Tanaka	Candon Y Tanaka	2380 Ada st.	Pocatello	~~235~~ 237-9749	5/10/2012

(14)

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Petition to Establish a New Idaho Public Charter School

This document is an **Elector Petition** and must be signed by not less than thirty (30) qualified electors of the attendance area of the new charter school. Proof of elector qualifications must be provided with the petition.

Name of Proposed New Charter School	Chief Tahgee Elementary Academy
School District Where New Charter School will be Physically Located	Pocatello School District #25

I am currently a qualified elector in the above-named school district.
I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.

Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
1 Sandra Rainey	Sandra Rainey	1011 Old Hwy 91	Inkom	237-1554	5/10/12
2 Paul Schmidt	Paul Schmidt	303 S. 10th	Pocatello	233-7341	5/10/12
3 Drew Schmidt	Drew Schmidt	303 S. 10th	Pocatello	233-7341	5/10/12
4 ELAINE HIGHLAND	Elaine Highland	311 S. 10th	Pocatello	233-1761	5-10-12
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Petition to Establish a New Idaho Public Charter School

This document is an **Elector Petition** and must be signed by not less than thirty (30) qualified electors of the attendance area of the new charter school. Proof of elector qualifications must be provided with the petition.

Name of Proposed New Charter School	Chief Tahgee Elementary Academy
School District Where New Charter School will be Physically Located	Pocatello School District #25

I am currently a qualified elector in the above-named school district.
I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.

	Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
1.	Sylvia Vanengstall		1052W Quinn	Chubbuck	208-406-8767	5/10/2012
2.	Alice Toble E		1052 W Quinn	Chubbuck	208-233693[illegible]	5/10/2012
3.	CLYDA C. SMITH	Clyda C. Smith	1052 W. Quinn	Chubbuck	208-237-779[illegible]	5/16/12
4.	Richard D. Lusk	Richard D. Lusk	1052 W Quinn	Chubbuck	737 8545	5/10/12
5.	Mary A Jackson	Mary A Jackson	1052 W Quinn 308	Ch.	237-644	5/4/12.
6.	Wendy Hoagland	Wendy Hoagland	1885 falcon Cir E.	poc	233-9003	5-11-12
7.	Lenore Hartley	Lenore Hartley	1052 W. Quinn	Poc	237-[illegible]00	5-11-12
8.	PAT LOWELSKI	Pat Lowelski	1052 W Quinn	POC	241-8726	5-11-12
9.	IRENE ELLIOTT	Irene Elliott	1052 N. W Quinn	Chubbuck		5-11-12
10.	Barbara Howell	Barbara Howell	1052 West Quinn Rd	Chubbuck	237-4351	Idaho
11.	Susie F. Priest	Susie F Priest	1052 West Quinn Rd	poc	244-2332	ID
12.	Garold L Priest	Garold L Priest	1052 West Quinn Rd	poc	244-2332	ID
13.	Donna Schmidt	Donna Schmidt	1052 West Quinn Rd	Pocatello	237-1679	5-11-12
14.	Danielle Johnson	Danielle Johnson	Rt-2 Box 2[illegible]	Poc	220-8337	5-11-2012
15						

Pocatello Blvd Filmore Ln

Petition to Establish a New Idaho Public Charter School

This document is an **Elector Petition** and must be signed by not less than thirty (30) qualified electors of the attendance area of the new charter school. Proof of elector qualifications must be provided with the petition.

Name of Proposed New Charter School	Chief Tahgee Elementary Academy
School District Where New Charter School will be Physically Located	Pocatello School District #25

I am currently a qualified elector in the above-named school district.
I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.

Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
#1 VERLON GOULD	Verlon Gould	RIO VISTA	Pocatello	251-6803	5/10/12
#2 Richard J. Butcher Jr.	R Butch	Cemetery	Pocatello	242-7314	5/10/12
NR #3 ~~DARLENE SIEBERT~~	~~Darlene Siebert~~	4700 So 5th #69	Pocatello	251-1247	5/10/12
#4 Maxine Edmo	Maxine Edmo	Ross Fork Creek Road	Pocatello	237 5930	5-11-12
#5 Durand DeVinney		Eastern / Cemetery	Pocatello	240-1404	5/11/12
#6 Jeinene Big Day	Jeinene Big Day	Police Ext. Pocatello	Pocatello	223-0247	5/11/12
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(5)

CERTIFICATE OF ATTENDANCE

This certificate is awarded to

Joel Weaver

Idaho State Department of Education
Charter Start Workshop
October 4 - 5, 2010

Michelle Clement Taylor
School Choice Coordinator

CERTIFICATE OF ATTENDANCE

This certificate is awarded to

Sherwin Racehorse

Idaho State Department of Education
Charter Start Workshop
October 4 - 5, 2010

Michelle Clement Taylor
School Choice Coordinator

RESOLUTION

WHEREAS, the Shoshone-Bannock Tribes has always considered education the first priority for the membership and residents of the Fort Hall Reservation; and

WHEREAS, the Chief Tahgee Elementary Academy was previously approved for five acres of Allotment #T295C located on East Agency Road, but the cost for preparation of connecting to the sewage and waterlines is prohibitive and is not large enough to be the permanent site of Chief Tahgee Elementary Academy; and

WHEREAS, the Chief Tahgee Elementary Academy Board members and staff have met with the Land Use Policy Commission, who indicated the preferred site for the elementary school should be within the area designated as the "school reserve"; and

WHEREAS, the most current suitable school site is approximately 20-acres (map attached) located north of the Shoshone-Bannock Jr./Sr. High School, which includes portions of Allotment Nos. T3125 and T3329;

NOW, THEREFORE, BE IT RESOLVED BY THE BUSINESS COUNCIL OF THE SHOSHONE-BANNOCK TRIBES, that the Chief Tahgee Elementary Academy Board's request is hereby approved with the new location for the Chief Tahgee Elementary Academy being identified as the 20-acre site north of the Shoshone-Bannock Jr./Sr. High School, which includes portions of Allotment Nos. T3125 and T3329 that are located within the area designated as "school reserve" per Resolution No. LAND-91-0321, dated November 12, 1991 for future expansion for educational purposes; and

BE IT FURTHER RESOLVED, that the Chief Taghee Elementary Academy is authorized to occupy and utilize in perpetuity, or until which time the school may be dissolved, said 20-acres, within Allotment Nos. T3125 and T3329; and

BE IT FURTHER RESOLVED, that the Chief Tahgee Elementary Academy Board members request for a support letter to expedite the petition for the Chief Tahgee Elementary Academy is approved and authorized for presentation to the Pocatello School District #25 Board of Trustees; and

BE IT FURTHER RESOLVED, that the Chief Tahgee Elementary Academy Board members are directed to include information that the Environmental Study has been completed on the site as mentioned herein.

Authority for the foregoing resolution is found in the Indian Reorganization Act of June 18, 1934 (48 Stat., 984), as amended, and Article VI, Section 1 (c), under Article VI, Section 1 (r) of the Constitution and Bylaws of the Shoshone-Bannock Tribes.

Dated this 21st day of August 2012

Nathan Small, Chairman
Fort Hall Business Council

SEAL

CERTIFICATION

I HEREBY CERTIFY, that the foregoing resolution was passed while a quorum of the Business Council was present by a vote of 6 in favor and 1 not voting (NS) on the date this bears.

Lee Juan Tyler, Tribal Secretary
Fort Hall Business Council

CULT/LAND-2012-0994

RESOLUTION

WHEREAS, the Shoshone-Bannock Tribes has always considered education the first priority for the membership and residents of the reservation and find the surrounding schools lacking in stressing top quality education for the Indian students, and

WHEREAS, the Shoshone-Bannock Tribes has for the past ten (10) years seeked federal funding for a tribal school to provide for the people top quality education and also the culture of the tribe to the young people which they are not learning, and

WHEREAS, Congress of the USA has granted 4.5 million dollars to the Shoshone-Bannock Tribes for the construction of a tribal school to house up to 300 students and the Bureau of Indian Affairs will be responsible for the necessary procedures and filing of documents, and

WHEREAS, the Land Use Policy Commission has held two (2) public hearings to let the public voice their concerns and receiving no negative responses, and

WHEREAS, the new proposed school will help the surrounding school districts with the over crowding of classrooms and the Indian students will be able to have one on one teaching and the ability to particate in extracurricular activities, which they are not enjoying now,

THEREFORE, BE IT RESOLVED BY THE BUSINESS COUNCIL OF THE SHOSHONE-BANNOCK TRIBES, that the proposed site more commonly known as the "Old Board School" is approved for a Tribal School with area for future expansion, and is described as follows:

Beginning at the northwest section corner of section 1 of T.5S., R.34E. BM, the true point of beginning, thence along the section line bearing N89^{0}23'E a distance of 1,325.94', thence along the west 1/16 line of section 1 bearing S0^{0}17' E a distance of 675.18', thence S 0^{0}05' E a distance of 1,322.31', thence S 0^{0}09' E a distance of 1,268.96' to a point of the southwesterly bank of irrigation lateral, thence along the southwesterly bank bearing S 38^{0}20'E a distance of 350.0', thence S 86^{0}30.0' E a distance of 525.0' thence S 18^{0}43' a distance of 1,816.7' to the 1/4 corner of sections 1 and 12, thence along the section line bearing S 89^{0}37' W a distance of 2,647.92' to the section corner 1,2,11 and 12, thence along the section line bearing N 0^{0}09' W a distance of 1,320.0', thence along the south 1/16 line of section 2 bearing N 89^{0}41' W a distance of 1,073.89' to a point of intersection with the center line of Hi-line Road, thence along the centerline of Hi-line Road on a bearing N 10^{0}47' E a distance of 4,042.23' to a point intersecting the north section line of section 2, thence along the section line bearing N 89^{0}55' E a distance of 310.20' to the north section corner of sections 1 and 2 the true point of

beginning. Said described parcel being in sections 1 and 2 T. 5S., R.34E.BM., containing 266.61 acres, more or less.

Authority fore the foregoing resolution is found in the Indian Reorganization Act of June 18, 1934 (48 Stat., 984) as amended and under Article VI, Section I (c) and Article VIII, Section 1 of the Shoshone-Bannock Tribes Constitution and By-laws of the Fort Hall Indian Reservation

Dated this 12th day of November, 1991.

Kesley Edmo, Sr., Chairman
Fort Hall Business Council

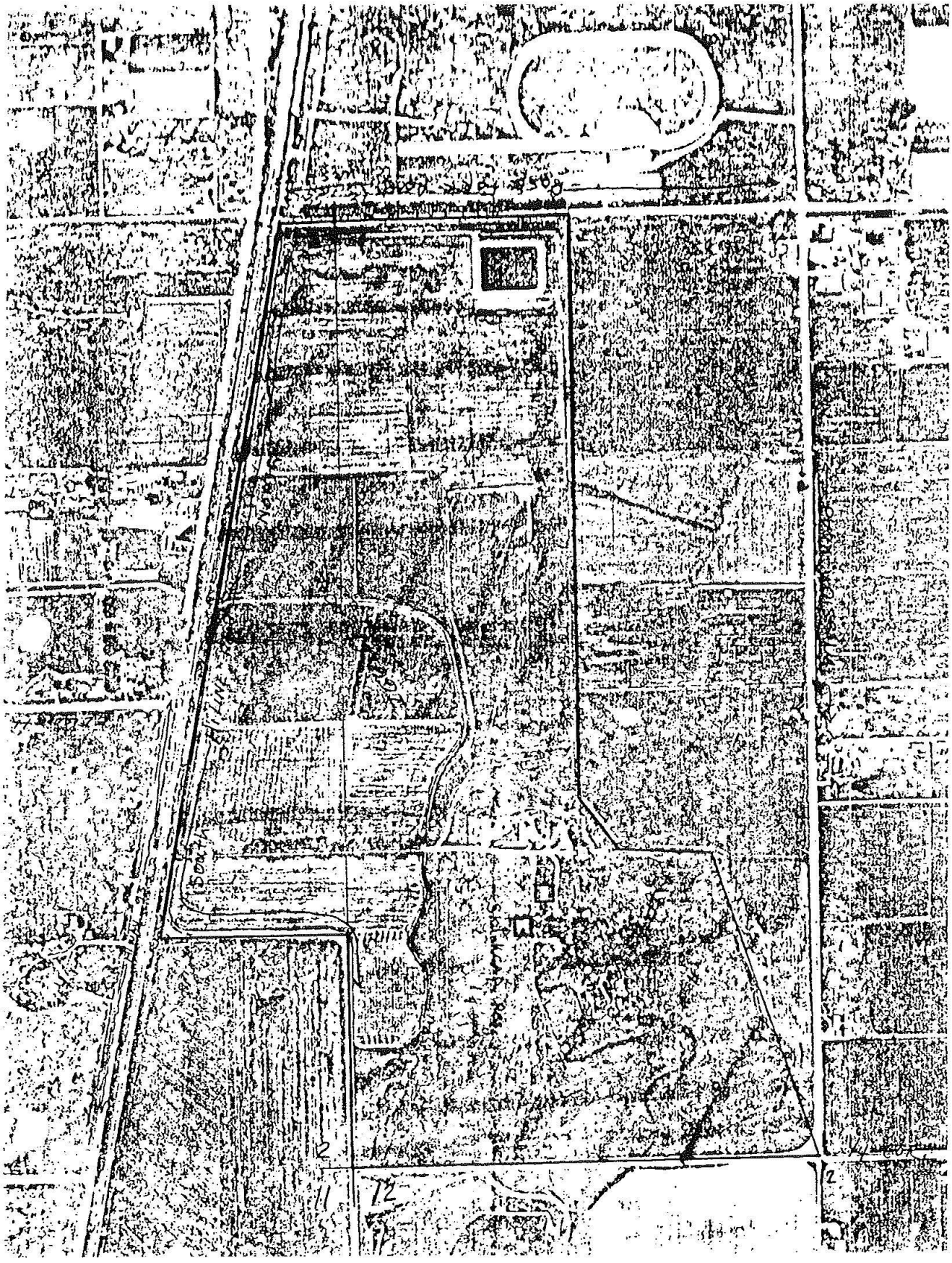
S E A L

CERTIFICATION

I HEREBY CERTIFY, that the foregoing resolution was passed while a quorum of the Business Council was present by a vote of 4 in favor, 2 opposed (JO,DW), and 1 not voting (KE) on the date this bears.

Mary Washakie, Tribal Secretary
Fort Hall Business Council

LAND-91-0321



The SHOSHONE-BANNOCK TRIBES

FORT HALL INDIAN RESERVATION
PHONE (208) 785-2080
Land Use Commission ..... (208) 238-3826

LAND USE COMMISSION
P. O. BOX 306
FORT HALL, IDAHO 83203

November 8, 1991

Kesley Edmo, Chairman
Fort Hall Business Council
Fort Hall, Idaho 83203

Dear Mr. Edmo:

The Land Use Policy Commission received from Mr. Pete Lipovac, Superintendent of the Shoshone-Bannock Tribal School District 512, a Special Use Permit dated October 9, 1991 for a Tribal School on Tribal land. The proposed school will house approximately 300 hundred students from grades 7 through 12.

The Land Use Policy Commission is granting approval of the permit filed by the Sho-Ban School District #512 for establishing and constructing of a new Junior and Senior High School.

Public Hearings were held on Thursday, October 24, 1991 at 10:30 a.m., and 6:00 p.m. in the Fort Hall Business Center, Council Chambers, Fort Hall, Idaho by the Land Use Policy Commission to hear and receive comments on the permit filed. The individuals who attended the hearing were in favor of the site for the proposed school and very much in favor of the school for our children.

The site recommended by the Land Use Policy Commission is tribal land identified as the "Old Board School". The land is described as that portion of Section 1, Township 5 South, Range 34 East, Boise Meridian Idaho lying east of Hi-line Road, north of East Edmo and West of Mission Road, and South of Simplot Road, containing 266.61 acres, more or less.

The extra acreage will enable the school to expand in the future and also have lands available for school projects in farming and ranching and other future educational possibilities.

The original site identified for a Sho-Ban School located at the Mission Farm on Simplot Road is considered to be in a 100-year flood plain, making it unsuitable for the construction of a school with federal funding.

The Land Use Policy Commission is requesting the Fort Hall Business Council to consider the attached resolution and grant the proposed site for a school for the Fort Hall Reservation.

Please call the Commissioners for further information or questions at 238-3826.

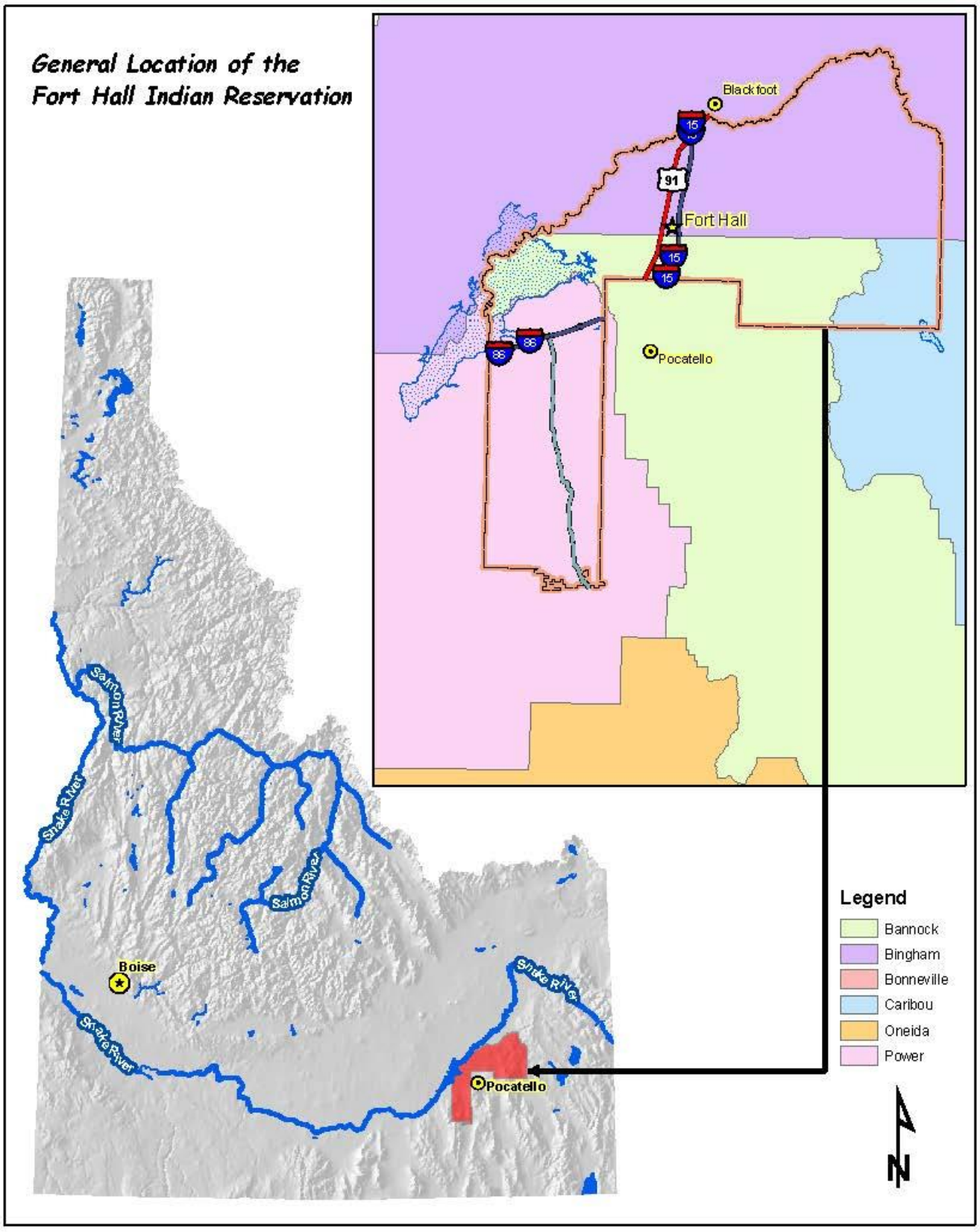
Sincerely,

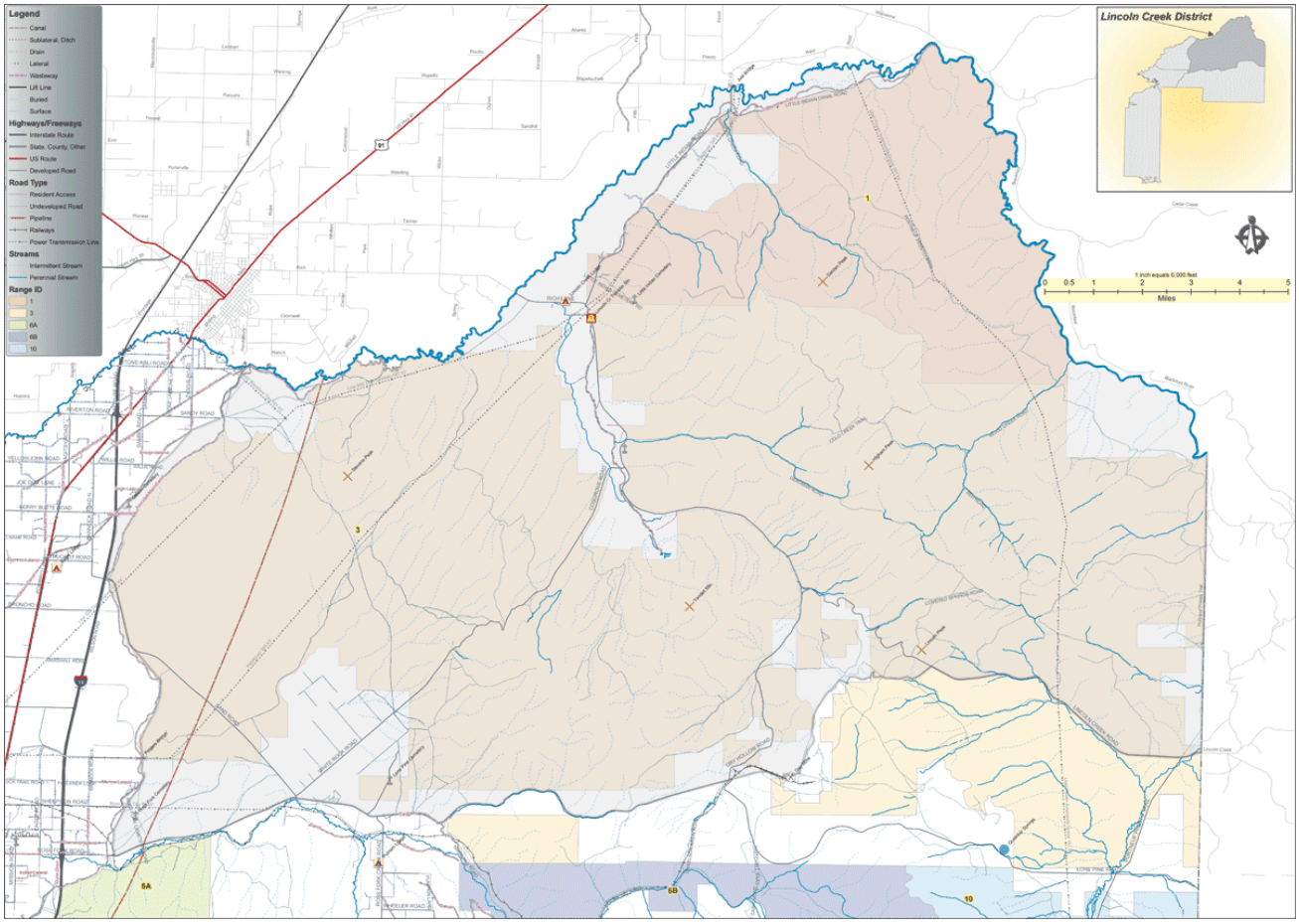
LAND USE POLICY COMMISSION

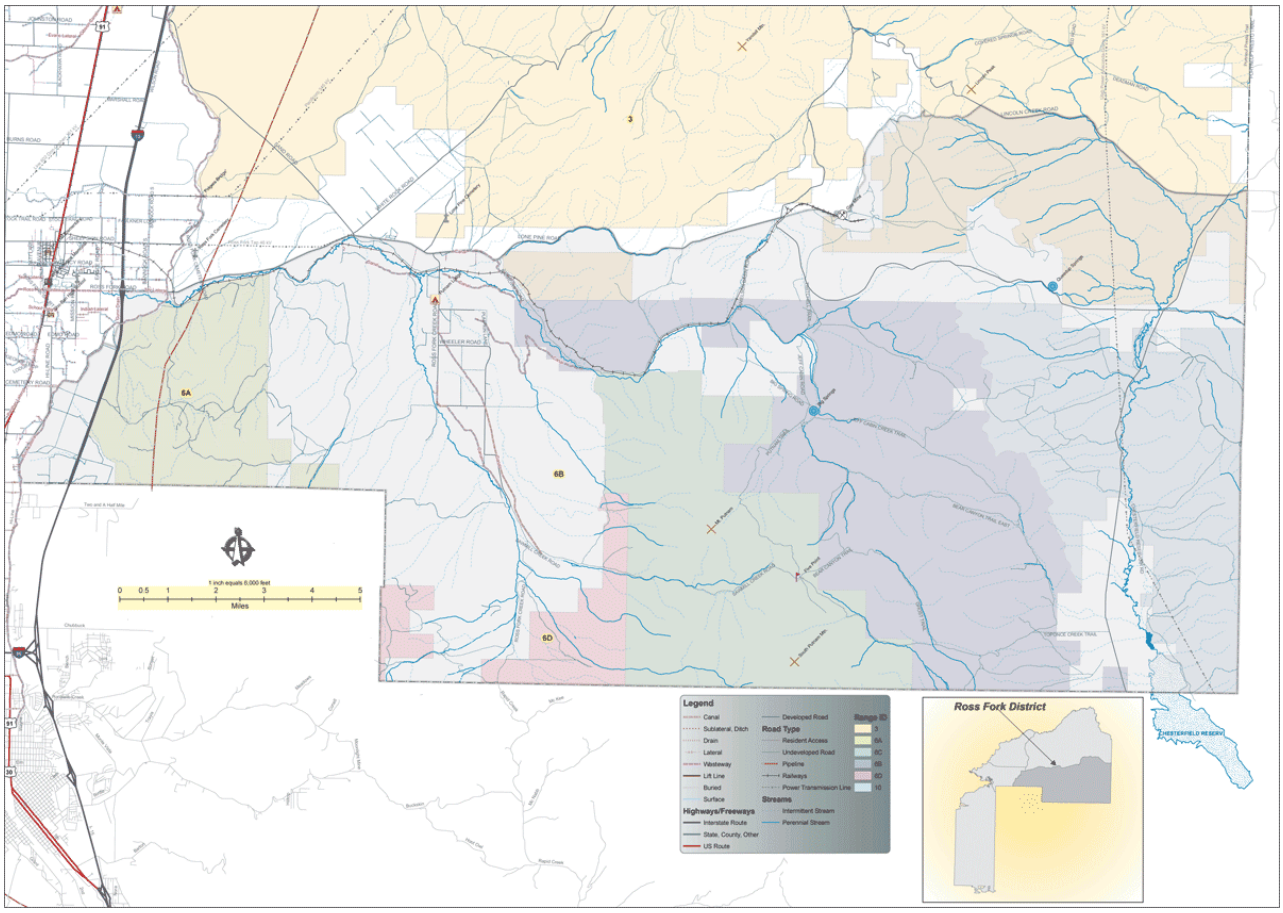
Hobby Hevewah, Chairman

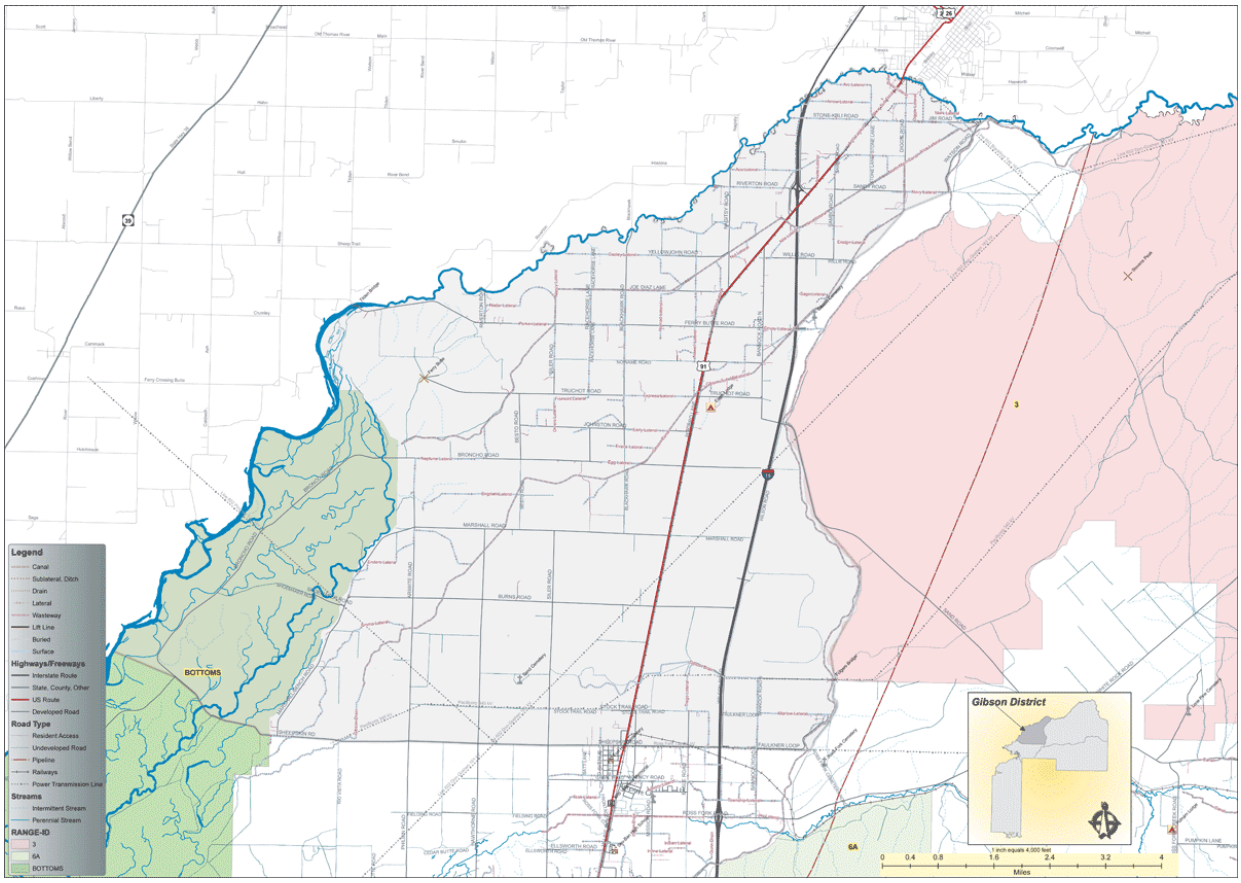
Rozella Mosho, Member

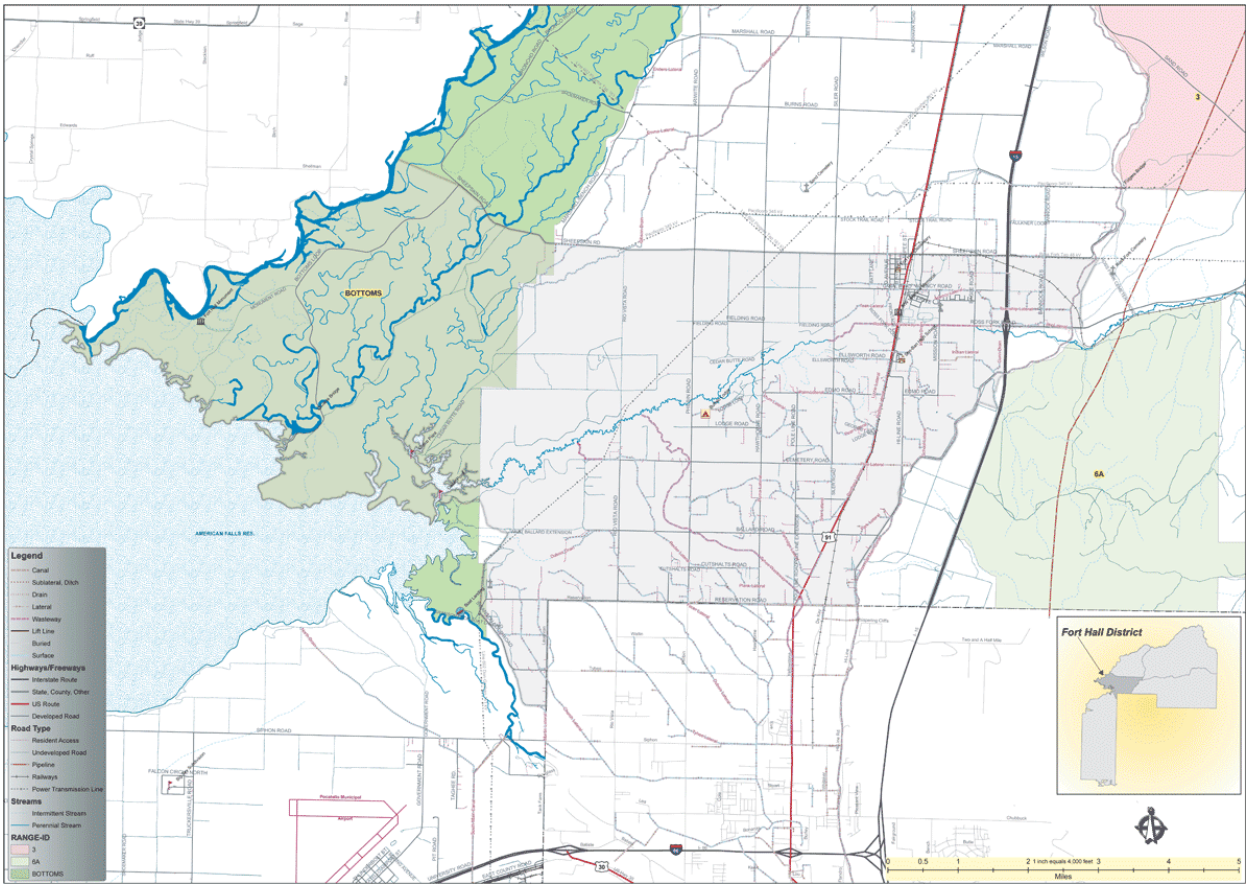
Appendix F - Attendance Area Maps & Legal Description

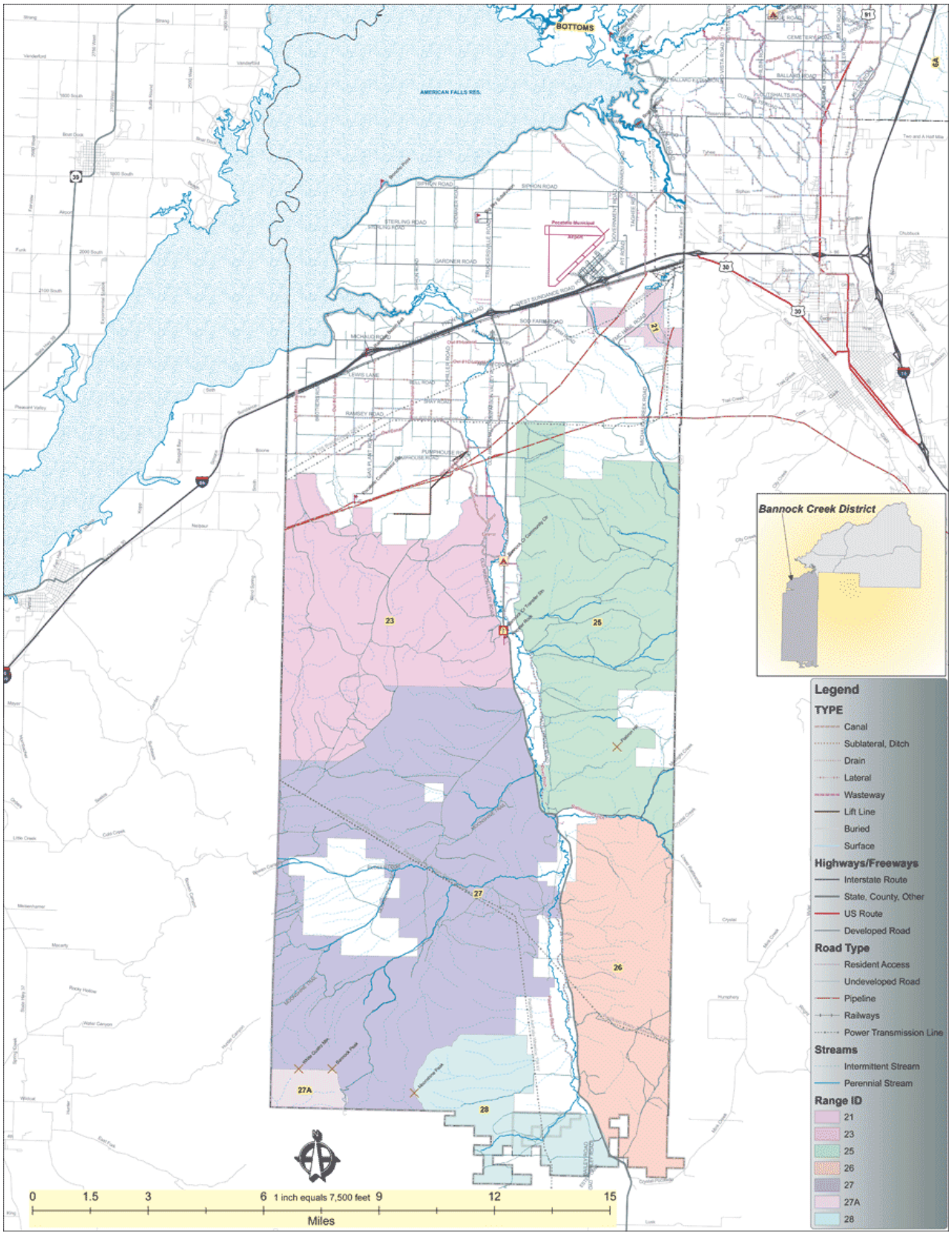



Lincoln Creek District
Legend
Canal
Sublateral, Ditch
Drain
Lateral
Wasteway
Lift Line
Buried
Surface
Highways/Freeways
Interstate Route
State, County, Other
US Route
Developed Road
Road Type
Resident Access
Undeveloped Road
Pipeline
Railways
Power Transmission Line
Streams
Intermittent Stream
Perennial Stream
Range ID
1
3
6A
6B
10
1 inch equals 6,000 feet
Miles
0 0.5 1 2 3 4 5
1
3
6A
6B
10


3
6A
6B
6D
1 inch equals 6,000 feet
Miles
0 0.5 1 2 3 4 5
Legend
Canal
Sublateral, Ditch
Drain
Lateral
Wasteway
Lift Line
Buried
Surface
Highways/Freeways
Interstate Route
State, County, Other
US Route
Developed Road
Road Type
Resident Access
Undeveloped Road
Pipeline
Railways
Power Transmission Line
Streams
Intermittent Stream
Perennial Stream
Range ID
Ross Fork District


Legend
Canal
Sublateral, Ditch
Drain
Lateral
Wasteway
Lift Line
Buried
Surface
Highways/Freeways
Interstate Route
State, County, Other
US Route
Developed Road
Road Type
Resident Access
Undeveloped Road
Pipeline
Railways
Power Transmission Line
Streams
Intermittent Stream
Perennial Stream
RANGE-ID
3
6A
BOTTOMS
BOTTOMS
Gibson District
Miles

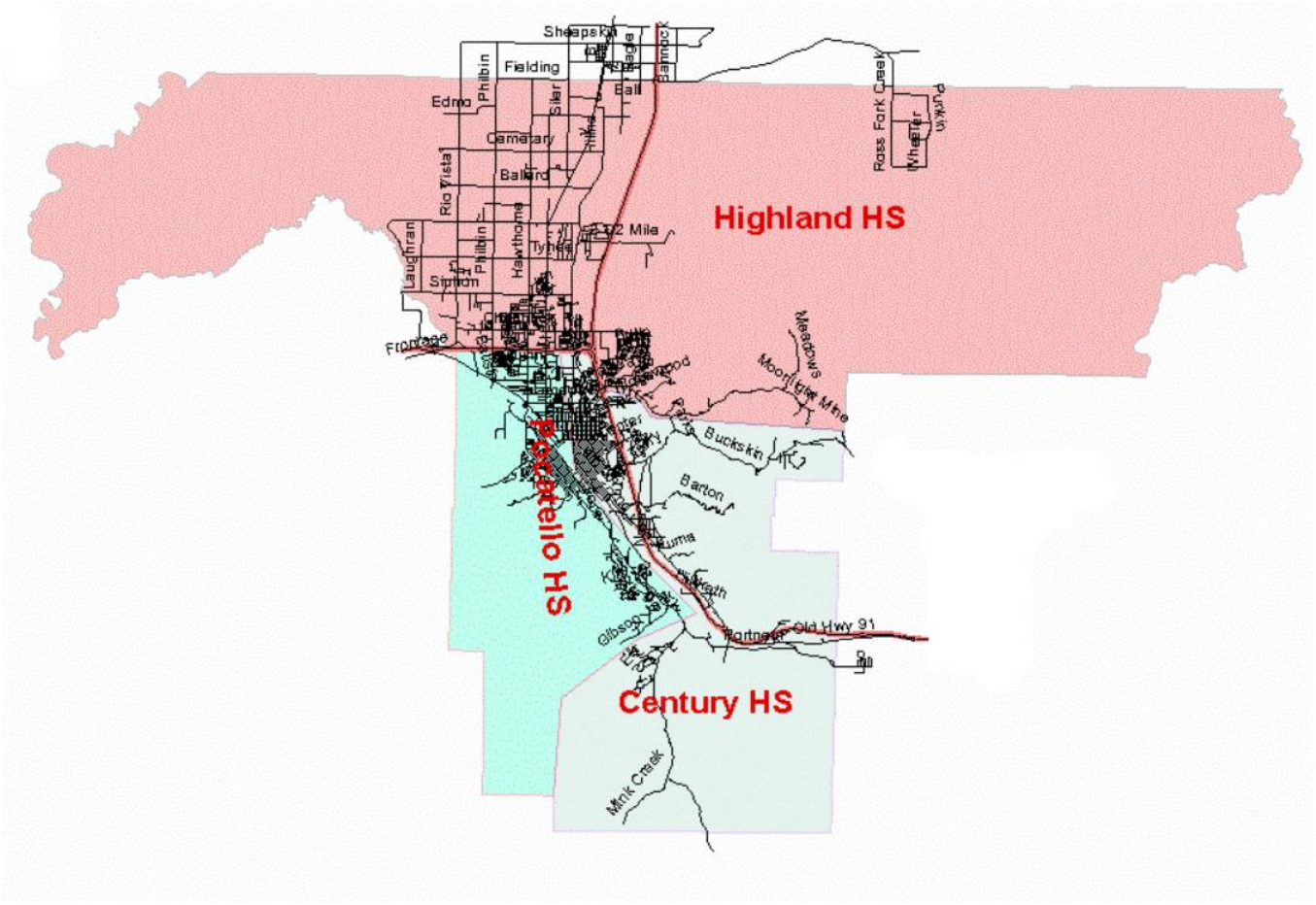

Legend
Canal
Sublateral, Ditch
Drain
Lateral
Wasteway
Lift Line
Buried
Surface
Highways/Freeways
Interstate Route
State, County, Other
US Route
Developed Road
Road Type
Resident Access
Undeveloped Road
Pipeline
Railways
Power Transmission Line
Streams
Intermittent Stream
Perennial Stream
RANGE-ID
3
6A
BOTTOMS
BOTTOMS
AMERICAN FALLS RES.
6A
Fort Hall District
Miles


Bannock Creek District
Legend
TYPE
Canal
Sublateral, Ditch
Drain
Lateral
Wasteway
Lift Line
Buried
Surface
Highways/Freeways
Interstate Route
State, County, Other
US Route
Developed Road
Road Type
Resident Access
Undeveloped Road
Pipeline
Railways
Power Transmission Line
Streams
Intermittent Stream
Perennial Stream
Range ID
21
23
25
26
27
27A
28
0 1.5 3 6 1 inch equals 7,500 feet 9 12 15
Miles

BLACKFOOT SCHOOL DISTRICT NO. 55

BEGINNING at the intersection of the north bank of the Snake River and the south line of Bingham County, Idaho, in Twp. 4 S, R 33 EBM; thence running due east along the south line of said township 4 S, the same being the county line, to its intersection with the east bank of the Blackfoot River in Sec. 31, Twp. 4 S, R 40 EBM; thence north and west along the right bank of the Blackfoot River to its intersection with the east line of R 36 EBM (Twp. 2 S); thence north along the township line to the east-west centerline of Sec. 12, Twp 2 S, R 36 EBM; thence due west to the east line of R 35 EBM (Twp. 2 S); thence north along the township line to a point approximately 610 feet south of the NE corner of Sec. 12, Twp. 2 S, R 35 EBM; thence N 41° 20'04" E 110 feet; thence N 47° 51'56" E 171.52 feet; thence N 57° 35'59" E 313.75 feet; thence N 70° 07'23" E 205.61 feet; thence N 72° 01'05" E 243.09 feet; thence N 76° 59'29" E 248.27 feet; thence N 20° 20' W 919.21 feet; thence S 70° 42'45" W 189.95 feet; thence S 70° 41'08" W 198.14 feet; thence S 56° 36'45" W 419.23 feet; thence S 60° 28'32" W 105 feet to the section line; thence north along the section line to the northeast corner of Sec. 1, Twp 1 S, R 35 EBM; thence west along the township line to the north-south centerline of Sec. 6, Twp. 1 S, R 35 EBM; thence due south to the north bank of the Snake River; thence southwesterly along the right bank of the Snake River to its intersection with the east-west centerline of Sec. 29, Twp. 3 S, R 34 EBM; thence east to the center of said Sec. 29; thence south to the north 1/4 corner of Sec. 32, said township and range; thence west to the NW corner of said Sec. 32; thence south to the SW corner of said Sec. 32; thence west along the south section line of Sec. 31, said township and range, to a point of intersection with the west bank of the Snake River; thence southwesterly along the right bank of said Snake River to the point of beginning.

Pocatello School District #25 Boundary



The following data was gathered in spurts over a three month period from May – July 2012. Most of the signatures were gathered at local events or through familial and social networks. Data includes individuals from both the Blackfoot and Pocatello school districts.

Chief Tahgee Elementary Academy
Opening Fall 2013

Evidence of Community/Student Interest

K	1	2	3	4	5	6	Total
61	26	27	20	19	19	20	192

Many parents indicated interest for children who will be kindergarten students in the future. These students are not included in the numbers above, however, their interest indicates future enrollment potential. CTEA will continue to document pre-kindergarten student/community interest.

Chief Tahgee Elementary Academy
Opening August 2013

I support the vision and mission of Chief Tahgee Elementary Academy (CTEA). Given the opportunity I will send my child, or family member children, to be educated in both the Tribal and English languages in order to better prepare them academically, socially, and culturally to meet the future challenges of a global society.

Name (please print)	Phone	Number of students in each grade							
		K	1	2	3	4	5	6	Total
Marcus Coby	680-5617								2 (1yr & 3yr)
IDA BRONCHO	220-0230								~~5~~ grandkids 1-5yrs
TANISHA Nevada	223-0915								1 yrs
Marilyn Walkaway	221-1942				X			X	
Mike Thompson	250-9128			2					8th
Meagan K. Uribe	237-7250	2	1		1				5-6-7-8 years old
Sandra Eschief	237-9886	1		1			1		3
Nathaniel Evanoff my Josh - grandson will mail a CD (kids)	380-3456								
Alexandra Smith	380-4125	1							1yr
Myrna Cottom	223-1847	1							
~~Ed~~ Skylee Osborne	604-5970	1							
Raven Waterhouse ~~Dulcinea~~ Dulcinea March	479-2978			2					
~~Jill Hackney~~	223-3485	X							~~Headstart~~ x2
Steve Hackney	221-7414			1					
Leona Jim / Tracy Branch	223-0302	X							
Patrick & Justyce / Serena Mendez	241-3649	X							1yr x2
TOTALS		10	1	6	2		1	1	

Chief Tahgee Elementary Academy
Opening August 2013

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Name (please print)	Phone	Number of students in each grade							
		K	1	2	3	4	5	6	Total
Benjeman Tuell	238-0095	X							
Izie Tuell	238-0095	X							
(Zita-mother) Canela & Cielo Lopez	237-2052				X				7yr. & 8yr.
(Casey-father/husband) Dean, Caine	406-3221				X				7yr.
TOTALS		2			2				

Chief Tahgee Elementary Academy
Opening August 2013

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Name (please print)	Phone	Number of students in each grade							
		K	1	2	3	4	5	6	Total
Stanley J. Jack Jr	2081 223-0717							1	1
Jake Thompson	(208) 220-9980		1						5
Stephen Alvin Fe	(208)220-2302								1 town
~~Lisa~~ Tindore-Tasunan	208 223 1427			1				1	2
Maryah L. Stanley	208-223-1022								22 mo.
Calvin Nephi	208 237-9660								2 yrs
~~Caroline~~ CAROLYN SMITH Jameson-Joseph Williams	208 221-0326	✓							1½ yrs
Lee Joan Tyler	208-221-1127		1						
TOTALS		1	2	1				2	

Chief Tahgee Elementary Academy
Opening for Students August 2013

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Name (please print)	Phone	Number of students in each grade							
		K	1	2	3	4	5	6	Total
Autumn Shay	237-3234		✓						1
LeeAnn Dixey-Avila	491-8263	✓							1
Darian Dixey	680-2050						✓	✓	2
Wynona Boyer	690-1024	✓							1
Marci Dawes Flores	221-6385	✓		✓			✓		3
Terrence Dawes	380-0332	✓							1
Jami Stevenson	339-3888			✓		✓			2
TOTALS		4	1	2	1	2	1		

Chief Tahgee Elementary Academy

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Name (please print)	Phone	Number of students in each grade							
		K	1	2	3	4	5	6	Total
Casey Ellsworth	(208) 200-0115				1				1
~~Boyboi, Harry~~	~~(208) 221-0600~~					1	1		~~2~~
Marlene I Duran	(208) 335-2826								
Howard Dogo	(208) 237-6205	Grand children							
[illegible]	(208) 478-4085		1			1		1	3
Brandon Burns	380-1994	1				1	1		3
REBECCA ELLSWORTH	208-223-6962		—	—	—		1	—	1
LaMose Edna	(208) 223-6095								
Sheryl Lynn Slim	(208) 223-0006							1	1
Joseph A. Wadsworth	(208) 380-5329	2	1						3
Linda E Stevens	208-200-0115	1			1				
		4	2		2	2	2	2	14

Chief Tahgee Elementary Academy
Opening for Students August 2013

I support the vision and mission of Chief Tahgee Elementary Academy (CTEA). Given the opportunity I will send my child, or family member children, to be educated in both the Tribal and English languages in order to better prepare them academically, socially, and culturally to meet the future challenges of a global society.

Name (please print)	Phone/Email	Number of students in each grade							
		K	1	2	3	4	5	6	Total
ALLISON FARMER	(208)200-7812		1						1
Brad Diaz	(208) 223-0332						1		1
Trinity Kent	(208)552-1132			X					1
Kenzie Stonecipher	200-6639	1							1
Leilani Morgan	237-9536	1							1
Bella A. Jones	208-223-7144		1	1			1		3
[illegible]	208.200-2954								0
[illegible]	208-[illegible]								0
Tristan Gould	(208)223-8470				1	1	1		3
Magic Smith	380-0766	1							1
Jennifer Sherwood	584-8781	1							1
[illegible]	680-2596	1			1	1			3
[illegible]	251-0375				2				2
[illegible]	208 242 7203								0
Keeton Graham Jones	233-2352								0
[illegible]	241 6260	1							1
[illegible]	335-9385								0
TOTALS		6	2	2	4	2	3		19

Chief Tahgee Elementary Academy
Opening for Students August 2013

I support the vision and mission of Chief Tahgee Elementary Academy (CTEA). Given the opportunity I will send my child, or family member children, to be educated in both the Tribal and English languages in order to better prepare them academically, socially, and culturally to meet the future challenges of a global society.

Name (please print)	Phone/Email	Number of students in each grade							
		K	1	2	3	4	5	6	Total
[illegible]	336-4587	1	1			1	1		4
[illegible]	223-3339		1						1
Shelley Williams	350 2351	1	1						2
Phillip Larkin	251-5178	1							1
Leanna Chapel	232-1254			1		1			2
Lori DeVinney	241-0768	1							1
[illegible]	223-0439	1		1	1		1	1	5
[illegible]	241-5049	1							1
[illegible]	550-1984	1					1		2
[illegible]	540-3420			1					1
[illegible]	223-4357					1		1	2
Cody Anderson	240-6525	1	1						2
Candy Tiger	229-2529		1			1			2
[illegible]	680-[illegible]2268		1	2					3
Wayne M. Lobert	406-7261	1			1				2
Kerri Coby	863-447-7918	1	1			1	1		4
[illegible]	218 [illegible]-9796	1							1
TOTALS		0	0	0	0	0	0		36
		0	11	7	5	2	5	4	2

Chief Tahgee Elementary Academy
Opening for Students August 2013

I support the vision and mission of Chief Tahgee Elementary Academy (CTEA). Given the opportunity I will send my child, or family member children, to be educated in both the Tribal and English languages in order to better prepare them academically, socially, and culturally to meet the future challenges of a global society.

Name (please print)	Phone/Email	Number of students in each grade							
		K	1	2	3	4	5	6	Total
Cynthia Cuthen									
Seton Dowingwee	(208) 252-0995	1							1
Valerie Rodriguez	223-2632	1							1
TYREE SMITH	mdn-tyree@yahoo.c	1							1
Leo C. Strong									1
Angelina Isaac	Angel.george.90@gmail	1							
Rashida Nagasho	223-4593							X	1
	705-1768	1							
Siyota Fast Horse	705-4768	1							
Cheryl Anderson	339-2699	1		1					2
Ashley M Wellington	244-4046			X					
Carmenita Mejia	cmejia@sbtribes.com			1				1	2
Winter Tindore	tindorew@yahoo.com	X			X	X		X	4
TOTALS		8		3	1	1		3	16

Chief Tahgee Elementary Academy
Opening August 2013

I support the vision and mission of Chief Tahgee Elementary Academy (CTEA). Given the opportunity I will send my child, or family member children, to be educated in both the Tribal and English languages in order to better prepare them academically, socially, and culturally to meet the future challenges of a global society.

Name (please print)	Phone	Number of students in each grade							
		K	1	2	3	4	5	6	Total
Judy Johnson	220-8858	X	X	X	X	X	X	X	7
Ramona Medicine Horse	785-2440			1					1
Edna Heavenridge	785-2192							K	1
Winona Wind Bottom	657-0870								6
Kimberly Wence	223-2437								2yrs.old
Doulla Tahdooahnippah	532 4464								
Zelberta Behaney									
Marina Fast Horse									
TCHA MIKO	R6 BOX 37XC HS								
LEONA TAYLOR	RR3 Box 252 BIRR								
Ilene Osborne	Box 514, Ft. Hall, ID	X	X	X					3
Darrell C Tendoy									
Lola Perdomo	680-4311								
Claudene Boyer	4783829								
Tara Peneaux	478-3937								
TOTALS		2	3	3	2	1	1	3	15

Chief Tahgee Elementary Academy
Opening August 2013

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Name (please print)	Phone	Number of students in each grade							
		K	1	2	3	4	5	6	Total
[illegible]	x3725	x							1
[illegible]	238-2305								
Barbara NEAHEAD	335-2385								
Leo "	335-2385								
[illegible]	—								
[illegible]									
[illegible]									
[illegible]	680-1777								
[illegible]									
[illegible]									
[illegible]	238-8835								
[illegible]	223 3743								1 - 9th
[illegible]	237-1493								
[illegible]	240-1280								
[illegible]	273-1043								
[illegible]									
[illegible]									
TOTALS		1							1

Chief Tahgee Elementary Academy
Opening for Students August 2013

I support the vision and mission of Chief Tahgee Elementary Academy (CTEA). Given the opportunity I will send my child, or family member children, to be educated in both the Tribal and English languages in order to better prepare them academically, socially, and culturally to meet the future challenges of a global society.

Name (please print)	Phone/Email	Number of students in each grade							
		K	1	2	3	4	5	6	Total
Larry Murillo	478-3737								~~0~~
Shirley Dugi	223-1054								~~0~~
TOTALS									

Chief Tahgee Elementary Academy

I support the vision and mission of Chief Tahgee Elementary Academy (CTEA). Given the opportunity I will send my child, or family member children, to be educated in both the Tribal and English languages in order to better prepare them academically, socially, and culturally to meet the future challenges of a global society.

Name (print)	Phone	K	1	2	3	4	5	6	Total
William Tenorio	208)705-0829	✓							1
Shawna DeCola	220-5853	✓		✓					2
Jessica Good Voice	208-8705		✓						1
		2	1	1					4

Chief Tahgee Elementary Academy

I support the vision and mission of Chief Tahgee Elementary Academy (CTEA). Given the opportunity I will send my child, or family member children, to be educated in both the Tribal and English languages in order to better prepare them academically, socially, and culturally to meet the future challenges of a global society.

Name (please print)	Phone	Number of students in each grade							
		K	1	2	3	4	5	6	Total
Katie Nichols	208-904-1396	1		1					2
Alana Baldwin	208-886-380-3746				1				1
Summer Baldwin	208-226-4736	1							1
Baybal, Mary Wadsworth	208-221-0600					1	1		two 2
Inez Preacher	208-237-7426	1	1						2
Clarissa Brunette	208-237-7426			1	1	1	1		4
Wynona Boyer	208-254-6049	1	1						2
Adam Hill	RR3, Box 93, Blackfoot				1	1	1	1	4
Leah Hardy	208-220-3940					1			1
Virginia Mendez	208-242-8305	1	1	1	1	1		1	5
Katherine Bache	208-241-0916	1	1			1			3
Anna Nappo	208-313-9807	1	1			1		1	4
Lakai Nalo	208-220-9770	1	1		1		1	1	5
~~Adam Hill~~	~~PO Box 193, Blackfoot~~			1	1	1	1	1	~~4~~
		8	5	3	5	7	4	4	36

Chief Tahgee Elementary Academy
Opening August 2013

I support the vision and mission of Chief Tahgee Elementary Academy (CTEA). Given the opportunity I will send my child, or family member children, to be educated in both the Tribal and English languages in order to better prepare them academically, socially, and culturally to meet the future challenges of a global society.

Name (please print)	Phone	Number of students in each grade							
		K	1	2	3	4	5	6	Total
[signature]		1					1	1	3
[signature]			1	1	1				2
Brenda Burns		1	1				1	1	4
TOTALS		2	2	1			2	2	~~8~~ 9

Chief Tahgee Elementary Academy

I support Tribal language and cultural preservation. Given the opportunity, I would send my child, or family member children, to a school that provides a positive environment in which all students will be educated in both the Tribal and English languages in order to better prepare them academically, socially, and culturally to meet the future challenges of global society.

Printed Name	Signature	Street Address	Telephone	# of children	Date
1. Virginia Meadows	Virginia Meadows	C Street & Agency Rd.	242-8305	5	2/16/12
2. Kaylonnie Bache	Kaylonnie Bache	139 Lodgepine St.	241-0911e	3	2/16/12
3. Tina K Nappa	Tina K Nappa	Rt 3 2918	313-9807	4	2/16/12
4. Kadara Navo	LaDara Navo	1 mi. W. Branch Rd.	200-9770	5	2/16/12
5. [illegible]	[illegible]	Rt 3 Box 193 Blkft. 83221		4	2/16/12
6. Wynona Bower	Wynona Bower	RR 3 Box 283 Blkft.	254-0049	2	2/16/12
7. INEZ Pleacher	Inez Pleacher	Rt. 2 Box 33E, Pocatello, ID.	237-7426	2	4.1.12
8. Clarissa Brunette	Clarissa Brunette	Rt. 2 box 33, e, Pocatello, Id.	237-7426	3	4/2/12
9.					
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Appendix H - Facilities

CTEA estimated its facilities expenditures for initial start-up cost and lease rates from official quotes and personal contacts with local providers. CTEA plans to begin its operation in four portable classroom/office units. Three units will contain two classrooms and at least one ADA approved restrooms. One unit will be designed to house the main office, one half sized classroom for special education, one ADA approved restroom, and two small offices.

CTEA has provided maps of three approved sites located within the Shoshone-Bannock Tribes school reserve and are presented in order of preference. There is no cost for use of the school reserve land; it has been set aside for that purpose. Initial start-up costs will not change depending on the location; even though connection points may change, distance to water, sewer, access, and electrical would remain relatively the same and are marked on each map.

CTEA plans to have its ramps, stairs, and landings built on site; these costs are included in the facilities start-up costs. Consequently, without the stair and ramp installation and rental costs, the monthly lease rate for the Wilscot quote would be $790.00 per month or $37,920 per year for the lease. Design Space quote is $1,175 per month or $56, 400 per year. The Modern Building quote at $870 per month or $41,760 for a year lease. CTEA has included $56,400 a year for 4 units at $1,175 per month. Currently, CTEA is soliciting more quotes.

Facility start-up costs have been estimated from delivery charges, installation, tiedowns into dirt, and wood skirting. These initial costs total $5796 for the Wilscot quote, $5960 for the Design Space quote and $9210 in the Modern Building quote. This cost can be bid out to local providers with a market value closer to the Wilscot and Design Space quotes - CTEA has budgeted $6000 for these costs. Teardown charges have not been included in the start-up budget nor reflected in the projected budget since they will be used for five years. However, carryover in the fourth year of operations budgets clearly can manage these costs.

Facilities cost for the initial set-up and annual lease rates are reflected in the third year of operation to account for growth and the expanding of the grades ($10,000 for set-up and deliver, $4000 for ramp & stairs, $1,175 per month lease).

The following estimated facilities start-up costs are purposely projected high to provide a substantial cushion. In light of the substantial start-up costs associated with facilities, CTEA is constantly scouting the market for used units for sale. Currently, we are negotiating for an office/classroom unit in Riverton, Wyoming. CTEA will continue to explore all options to achieve the lowest costs for facilities; however, at this time the reflected costs are purposely high. If awarded the CSP Grant, CTEA will purchase the modular units; this is reflected in the "Best" budget. CTEA would like to explore building modular units onsite as a secondary plan to leasing used units; currently, three separate bids have been solicited. Purchasing would create a substantial saving over the long term. CTEA will consult with the Commission regarding all facilities options prior to signing any contracts.

CTEA Facility Costs	Units	Unit Cost	Total	Comments
Lease/ Lease to Own	4	$1,175.00	**$56,400.00**	$1175 per unit x 4 units x 12 months = $56,400 - Wlscot quoted $790 per month per unit. Modern Buldings quoted $870 per month per unit. Design Space quoted $1175 per month per unit. $1175 estimate was used for the budget.
Modular Classroom Costs				
Transporation	250	$11.00	$11,000.00	Transportation costs range from $9.5-$11 per mile Boise is 250 miles from Fort Hall. This cost could be as little as $9500
Installation	4	$3,000.00	$12,000.00	Wilscot indicated they would install for $3018, but they also have a $2800 skirting installation and supplies line item (apprx. $5800). Design Space's total was $5960 for the same. Modern Building included the total for $9, 210. Since Wilscot & Design Space seems more in line with the construction market, these installation figures have been used as local providers may bid out the work. Other bids have been solicited.
Skirting & Supplies	4	$3,000.00	$12,000.00	
Subtotal			**$35,000.00**	
Water				
Trench w/pipe	325	$12.00	$3,900.00	This is 6inch pipe to 2 inch hookup
Drill w/pipe	160	$40.00	$6,400.00	This is 6 inch pipe
Water Hook-up w/Permit	4	$1,500.00	$6,000.00	Permit, Labor, & Materials - Permit waiver being sought from the FHBC. Would reduce the cost to $3000
Subotal			**$16,300.00**	
Sewer				
Trench w/pipe	310	$8.00	$2,480.00	
Sewer Hook-up w/Permit	4	$1,500.00	$6,000.00	Permit, Labor, & Materials - Permit waiver being sought from the FHBC. Would reduce the cost to $3000
Subtotal			**$8,480.00**	
Driveway/Parking/Grading	34425	$20,000.00	**$20,000.00**	Two gravel driveways, large gravel parking lot with enough room for student drop off onto the end of the sidewalk. This includes 1 foot of gravel and 4" of road base. Assistance sought from the FHBC for these costs - could save $10,000.
Sidewalks/Pads/Cement	1900	$3.80	**$7,200.00**	Side walk and a 30x30 recreation pad.
Electrical				
Connection	1	$3,000.00	$3,000.00	Triple phase power is within 150 feet of site.
Permit	1	$20.00	$20.00	Permit waiver being sought from the FHBC.
Subtotal			**$3,020.00**	
Patio. Ramps, & Stairs				
Two Trailers Connected	1	$7,000.00	$7,000.00	Two of the trailers will have a landing between them with one set of stairs and one ramp.
Single Ramp w/Landing	2	$4,000.00	$8,000.00	Single ramp & stairs with landing.
Subtotal			**$15,000.00**	
Yearly Lease/Lease to Own			**$56,400.00**	
Start-up Costs			**$105,000.00**	

SPACE BY WILLIAMS SCOTSMAN

WILLIAMS SCOTSMAN, INC

.
Phone: (208)461-1385 Ext.
Fax: (208) 461-2595
Toll Free: 800-782-1500
Jay Madison
Sales Representative
jay.madison@willscot.com

Quote Number: 123818
Date: May 06, 2011

QUOTATION NO. 123818

Customer:	**Contact:**	**Ship To:**
Blackfoot Charter	Joel Weaver	
1234 Main St.	1234 Main St.	BLACKFOOT, ID
Blackfoot, Idaho 83221	Blackfoot, ID 83221	83221 US
	Phone: 208-757-8072	
	Fax:	
	Email: weavjoel@isu.edu	

UNIT DESCRIPTION AND PRICING

64x24 Classroom (60x24 Box)

Option	Minimum Term	Monthly Rate
1	36 Months	$790.00

DELIVERY FREIGHT:	$2,351.26
INSTALLATION:	$3,018.00
TEARDOWN:	$2,011.20
RETURN FREIGHT:	$2,351.26

Insurance Valuation: $64,329.00

OPTIONS

QTY	DESCRIPTIONS	PRICE	FREQUENCY	EXTENDED
12	Tiedowns into dirt	$50.06	Initial	$600.72
168	Wood skirting	$12.96	Initial	$2,177.28
168	Skirting Removal - Wood LF	$2.49	Final	$418.32
1	Ramp - Delivery & Installation	$352.11	Initial	$352.11
1	Ramp - Knockdown & Removal	$281.69	Final	$281.69
1	Ramp - 30' & under (ext. landing) (R)	$149.99	Monthly	$149.99
1	Steps - OSHA Aluminum Rental	$19.99	Monthly	$19.99

SUMMARY

In addition to the above quoted prices, customer shall pay Williams Scotsman any local, state, or provincial, federal and/or personal property tax or fees related to the equipment or its user. Physical Damage & commercial liability insurance coverage are required beginning on the date of delivery.

Williams Scotsman is not responsible for changes required by local code or building inspectors. Customer is responsible for locating and marking underground utilities prior to delivery. Quote assumes a level site with clear access.

MONTHLY CHARGES:	$959.98
INITIAL CHARGES:	$8,499.37
FINAL CHARGES:	$5,062.47
TOTAL CHARGES:	$48,121.12

DesignSpace MODULAR BUILDINGS
From Vision to Reality | On Time and On Budget

4055 S. Eagleson rd
Boise, ID. 83705
Ph:208-362-7587
Fx:208-362-7588

Modular Classroom Quotation

DESCRIPTION ITEM #1

1	3-4 28'x64' Double wide mobile classrooms

Customer: Joel Weaver Attn: Phone: 208-757-8072		Ship to: Blackfoot, ID	
Date: May 5, 2011	**Terms:** Upon Invoice		**Ship Via:** Common Carrier
Salesman: Don Ruesch	Quotation good for 30 days, subject to availability		**Date required:** TBD

Pricing:

***1A: Lease rates*:**

12-24 month rate for classroom lease: $1,175.00 mo/ea w/ RR

12-24 month rate for classroom lease: $1,075.00 mo/ea w/out RR

Price is for building only and does not include applicable tax, and installation charges

Installation charges (within Idaho Falls, ID):

Delivery: $2,606.00 ea

Set-up *: $2,956.00 ea

Return and teardown charges:

Current rate at time of return

Optional Services ***:

Anchors: $290.00 ea x 2 (lateral tiedowns)

Wood skirting: $2,424.00 ea (includes wood frame backing; no insulation)

Vinyl skirting: $1,937.00 ea (no framing or insulation)

HC ramp with switchback: $256.00 mo/ea ($400 set up, $400 teardown)

Steps: $10.00 mo ea

Not included:

Taxes

Ramp or Deck

Insurance

Site prep work

Utilities

***Conceptual Floorplan** (actual floorplan may differ slightly):*

MODERN BUILDING SYSTEMS, INC.
"The Environmentally Smart Choice..."

Quote# D041112

Date: 11-Apr-12

Customer: Chief Tahgee Elementary Academy
Contact: Joel Weaver
Phone: 208-478-4024
Email: joel.weaver@teacademy.org
Address:

Deliver to: Fort Hall, ID

Building Description:

28x56 Modular double-classroom bldg/shingle roof/vinyl sheetrock interior walls/carpet/heatpump
(3) insulated windows per classroom, (1) closet per classroom

Pricing Summary:

Size	Rate	Term	Service	One-Time Charge
28x56	**$925 per month + tax**	12 mo	Std foundation/installation	**$9,210 + tax**
	$870 per month + tax	24 mo	tie-downs/skirting/visqueen	
#984/985	(Pacific office)		Delivery to site/two pilot cars	**$8,230 + tax**
			Unbolt/teardown/cleaning	quoted at return
			Return delivery/pilot cars	quoted at return

Optional items:	Client items:
H/C ramp installed--$250 per mo + $1000 install	Utilities into bldg/permits
Dismantle charge ($1000, at time of return)	Access into the building via sidewalk, ramp or steps

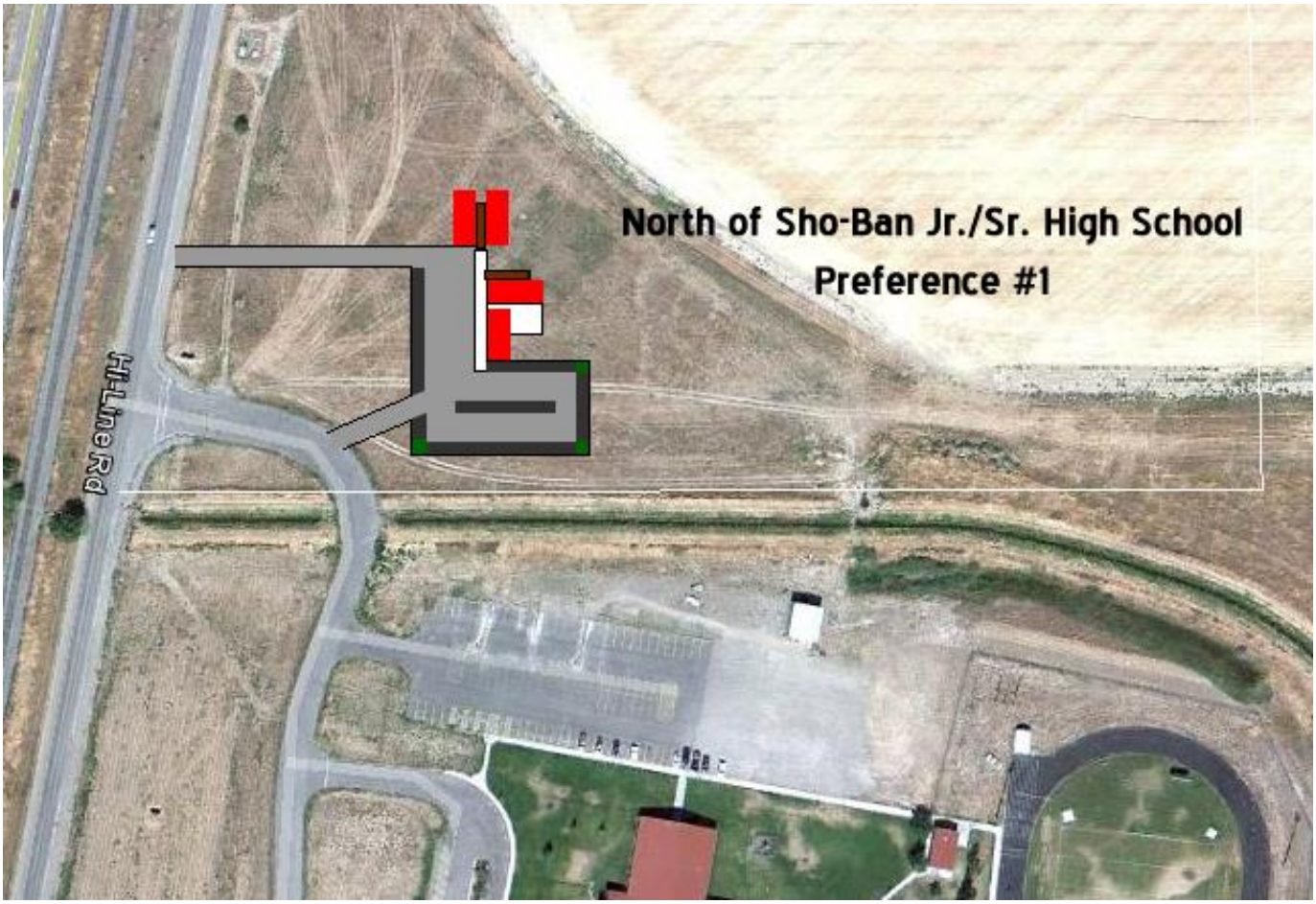
Quote based on delivery and set-up on flat level truck accessible site and is good for 30 days from date of quote. Cleaning is not charged if returned in like condition as when trailer is delivered. Taxes, permits, fees, utilities and their connections are by Lessee. Door and Window bars included, if desired. Insurance, Maintenance by Lessee. Sizes subject to availability.

I appreciate the opportunity to bid your project. Please let me know if you have any questions.

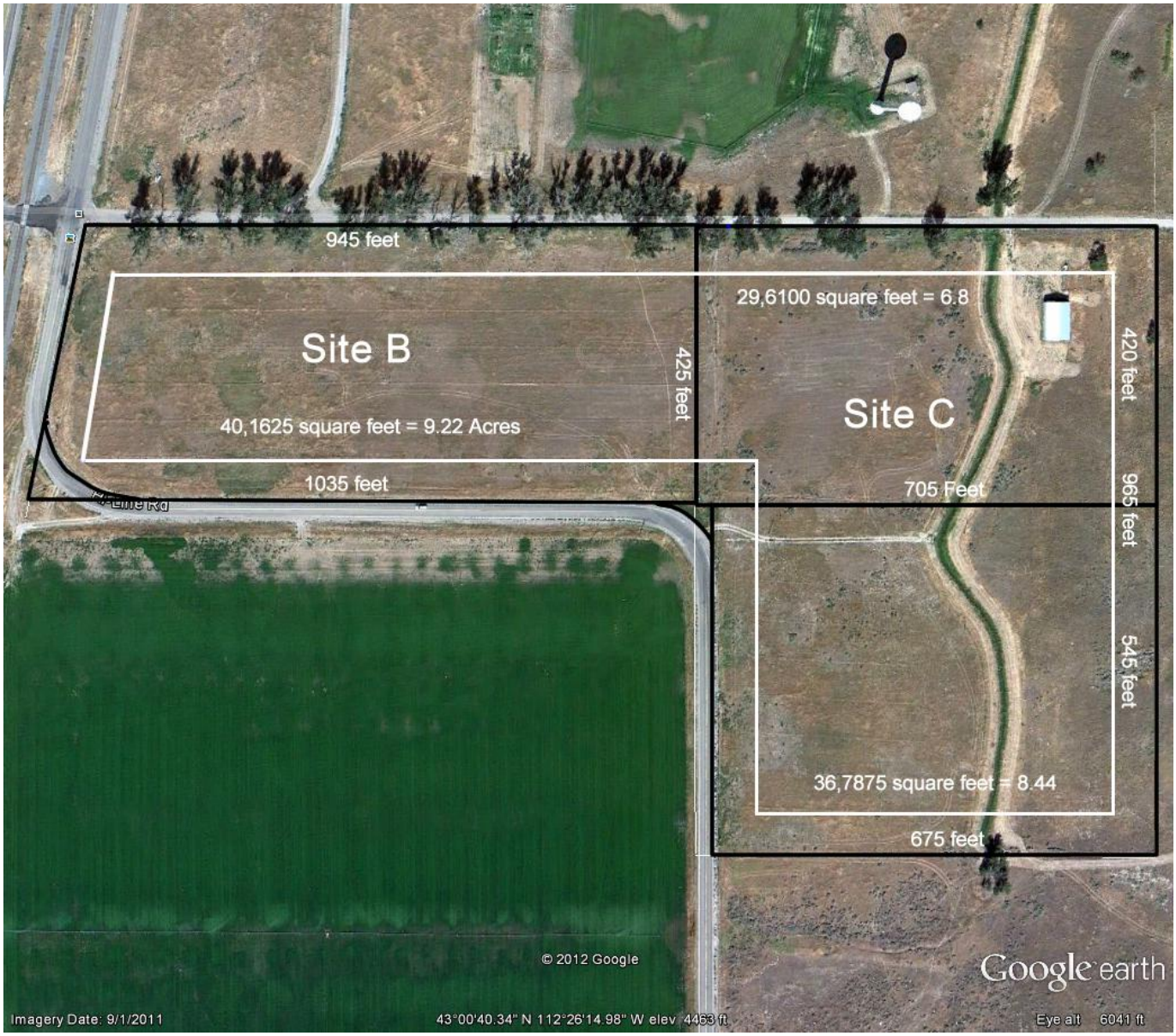
Duane Harris
Branch Sales Manager

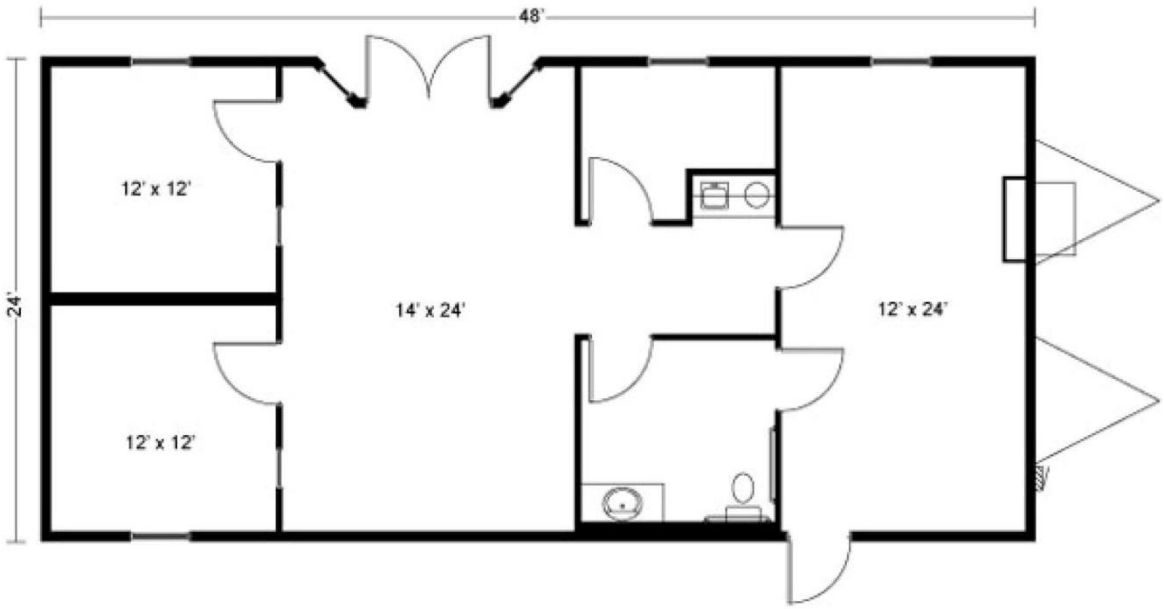
1550 Thornton Ave SW Pacific,WA 98047
P: 253-863-8863 **F:** 253-863-8867 **C:** 253-929-9288 **E:** dharris@modernbuildingsystems.com
www.ModernBuildingSystems.com

Location A – North of Sho-Ban Jr./Sr. High School



Location B & C – South of Sho-Ban Jr./Sr. High School

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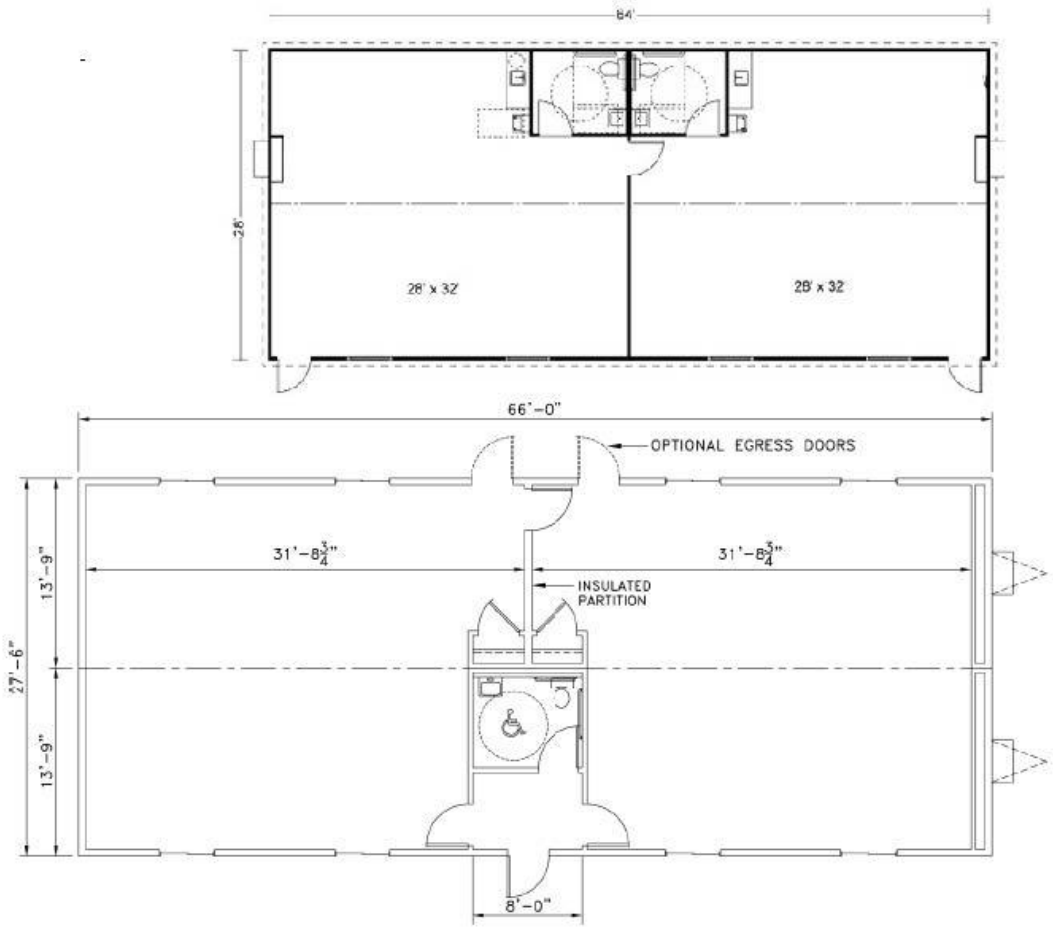
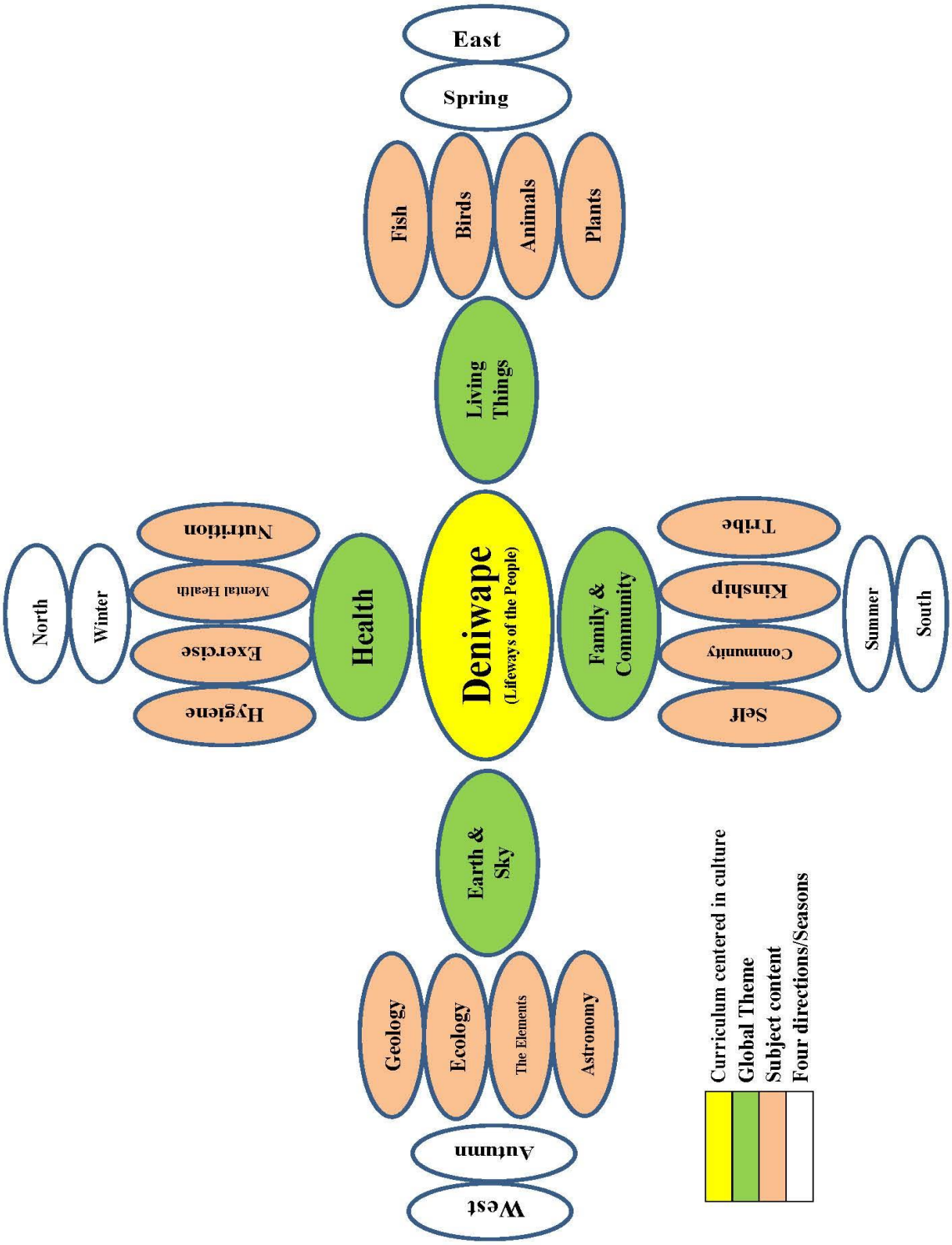
24'
12' x 12'
12' x 12'
14' x 24'
12' x 24'


64'
28'
28' x 32'
28' x 32'
66'-0"
OPTIONAL EGRESS DOORS
31'-8¾"
31'-8¾"
INSULATED PARTITION
27'-6"
13'-9"
13'-9"
8'-0"

APPENDIX I

Thematic Curriculum Concept Map



Thematic Lesson Plan Example

Appendix J – Shoshoni Language Standards

The following draft of the Kindergarten Shoshoni Language Content Standards (KSL) has been aligned with the Idaho Kindergarten Language Arts Standards (KLA) and the Idaho English Language Development Standards (ELD) in the first steps of the validation process of the Shoshoni curriculum. Face, content, and concurrent validity of these standards can be more easily assessed by CTEA, the SDE, and various language learning experts when aligned. CTEA has been in contact with many of the departments at the SDE and will include the expertise of these individuals in the development of the curriculum and school as a whole.

The alignment also allows for CTEA, the SDE, and other experts to determine which Goals of the KLA may be achieved through other means of communication, whether in Shoshoni, signed, gestured, or demonstrated. Examples of these types of Goals may include KLA 5.2.1 – Spell correctly first name; KLA 5.4.1 – Use capital letter in first name; etc. Moreover, since the Shoshoni language uses the English alphabet, letter names, and phonetics, other similar skills will be learned simultaneously, such as blending and decoding. By the third grade, time spent on English language learning will be similar to other public elementary schools. CTEA has been in contact with the SDE to begin discussion on the extent to which the Goals of the KLA and other ELA may be met.

None of the ELD will be met through the Shoshoni language immersion program. These students will receive specialized instruction as indicated in the CTEA Charter and according to the Idaho LEP Program Manual.

1

Chief Taghee Elementary Academy
Shoshoni Language Content Standards
Kindergarten

Standard 1: INTERPERSONAL COMMUNICATION

Goals:	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6	Objective 7	Objective 8	Objective 9
Goal 1.1 Students will engage in conversation and exchange information and opinions orally in Shoshoni. **ID ELD Standards: ELD 1.1.1**	KSL1.1.1 Interact orally with teacher and peers using greetings, farewells, apologies, and expressions of courtesy. K.LA.6.1.2	KSL1.1.2 Demonstrate understanding of and begin to use vocabulary and memorized phrases dealing with daily classroom routines.	KSL1.1.3 Share personal information orally with the teacher and peers to reflect personal likes and dislikes.	KSL1.1.4 Exchange grade-level content information orally with the teacher and peers.	KSL1.1.5 Demonstrate the ability to maintain simple conversations by taking turns to talk and using simple declarative, interrogative, and imperative sentences.	KSL1.1.6 Use a variety of non-verbal communication strategies to ask questions and express own ideas or thoughts with prompting and modeling (e.g., draw, match objects, point to answer, gestures, play games.)	KSL1.1.7 Begin to participate in oral literary discussions using gestures, high-frequency words, learned phrases and expressions, and illustrative objects with appropriate teacher support.		

KLA - Alignment with Idaho Kindergarten Language Arts Standards
ELD – Alignment with Idaho English Language Development Standards

Standard 2: INTERPRETIVE COMMUNICATION

Goals:	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6	Objective 7	Objective 8	Objective 9
Goal 2.1 Students will understand and interpret written and spoken language on a variety of topics in Shoshoni.	KSL2.1.1 Demonstrate understanding of every-day spoken words and phrases and questions accompanied by visual clues and/or props as needed.	KSL2.1.2 Demonstrate understanding of oral/graphic directions and commands.	KSL2.1.3 Demonstrate listening comprehension strategies (such as watching gestures, facial expressions and visual cues, and listening for intonation and expression).	KSL2.1.4 Develop grade-level appropriate vocabulary using a variety of oral and print resources and by associating target words with prior knowledge.	KSL2.1.5 Develop book, print, and non-print awareness such as parts of the book, direction of print, punctuation.	KSL2.1.6 Develop alphabetic principle or sound symbols.	KSL2.1.7 Read or begin to read (guided or independently) simple texts using letter/sound knowledge, word/character recognition, and pictures to construct meaning.	KSL2.1.8 Begin to use with teacher support pre-, during-, and post- reading strategies; (e.g., activate prior knowledge, formulate questions, predict possibilities.)	KSL2.1.9 Make personal and academic connections through interactions with oral language, written language, and media and technology (e.g., listening to and re-visiting stories, illustrating, and discovering relationships.)
ID ELD Standards: ELD 1.1.2	K.LA.6.1.1	K.LA.6.1.3							

KLA - Alignment with Idaho Kindergarten Language Arts Standards
ELD – Alignment with Idaho English Language Development Standards

Standard 3: PRESENTATIONAL COMMUNICATION

Goals:	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6	Objective 7	Objective 8	Objective 9
Goal 3.1 Students will present information, concepts and ideas to an audience of listeners or readers on a variety of topics in Shoshoni.	KSL3.1.1 Begin to speak in simple sentences, using basic grammatical forms with prompting and modeling.	KSL3.1.2 Begin to describe or develop a narrative about (orally and in writing) events, people, places, and things using nouns, verbs, and adjectives.	KSL3.1.3 Recite simple poetry and sing songs.	KSL3.1.4 Give oral commands.	KSL3.1.5 Retell familiar stories and short conversations by using appropriate gestures, simple words, phrases, expressions and illustrative objects with modeling and prompting.	KSL3.1.6 Use a variety of non-verbal strategies, in addition to simple words and phrases with prompting and modeling, to communicate (e.g., match objects, point to answer, draw pictures, gesture	KSL3.1.7 Develop writing conventions and correct formation of letters or characters (spell first name using appropriate capital letter).	KSL3.1.8 Use pre-writing techniques to develop writing (e.g., looking at pictures, drawing, sharing, invented spelling)	KSL3.1.9 Create a variety of texts using print or a variety of multimedia tools: e.g., oral retelling, written stories, lists, journal entries of personal experiences.
ID ELD Standards: **ELD 1.1.3** **ELD 2.1.1** **ELD 2.1.2** **ELD 2.1.3** **ELD 4.1.1** **ELD 4.2.1** **ELD 4.3.1**	K.LA.6.1.1 K.LA.6.1.2	K.LA.6.2.1	K.LA.6.2.3		K.LA.6.2.4	K.LA.3.1.2	K.LA.5.2.1 K.LA.5.4.1	K.LA.3.1.2 K.LA.5.2.2	K.LA.4.1.1

KLA - Alignment with Idaho Kindergarten Language Arts Standards
ELD – Alignment with Idaho English Language Development Standards

Standard 4: Reading literacy

Goals:	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6	Objective 7	Objective 8	Objective 9
Goal 4.1 Students will use text features to locate information. **ID ELD Standards: EL 3.1.1**	KSL4.1.1 Hold a book right side up and turn pages in the correct direction. K.LA.1.1.1	KSL4.1.2 Name the parts of a book, including front cover, back cover, and title. K.LA.1.2.2							
Goal 4.2 Students will decode words using phonological awareness. **ID ELD Standards: ELD 3.1.3**	KSL4.2.1 Identify the initial and final sounds of a spoken word. K.LA.1.3.6	KSL4.2.2 Match vowel and consonant sounds to appropriate letters. K.LA.1.4.1	KSL4.2.3 Name upper and lower case letters. K.LA.1.4.1						
Goal 4.3 Students will decode words using knowledge of syllables. **ID ELD Standards: ELD 3.1.3**	KSL4.3.1 Identify the number of syllables in a word. K.LA.1.3.8								

KLA - Alignment with Idaho Kindergarten Language Arts Standards
ELD – Alignment with Idaho English Language Development Standards

Goal 4.4 Students will identify and categorize common words and patterns of words to build vocabulary and word meaning. **ID ELD Standards: ELD 3.1.6**	KSL4.4.1 Classify common words into basic categories. K.LA.1.8.1								
Goal 4.5 Students will read with fluency. **ID ELD Standards: ELD 3.1.7**	KSL4.5.1 Read at least 25 high frequency words. K.LA.1.7.1								
Goal 4.6 Students will follow written directions. **ID ELD Standards: ELD 3.2.1**	KSL4.6.1 Follow two-or three-step directions using picture clues. K.LA.2.2.4								
Goal 4.7 Students will identify topic in text. **ID ELD Standards: ELD 3.2.2**	KSL4.7.1 Participate in identifying the topic of expository text that is heard or read. K.LA.2.2.1	KSL4.7.2 Identify and sequence information from expository text into correct order using picture clues. K.LA.2.2.3							

KLA - Alignment with Idaho Kindergarten Language Arts Standards
ELD – Alignment with Idaho English Language Development Standards

Goal 4.8 Students will describe characters, settings, and plots. **ID ELD Standards: ELD 3.2.3**	KSL4.8.1 Orally identify the characters in a story that is read aloud. K.LA.2.3.2	KSL4.8.2 Orally identify the setting in a story read aloud. K.LA.2.3.3	KSL4.8.3 Sequence and retell a story that is heard or read, into a beginning, middle and end. K.LA.2.3.4						

Standard 5: CULTURAL COMPETANCY

Goals:	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6	Objective 7	Objective 8	Objective 9
Goal 5.1 Students will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of Shoshone culture.	KSL5.1.1 Demonstrate an understanding of Shoshoni value (Deniwape) system.	KSL5.1.2 Interact with Shoshoni age appropriate texts (stories, songs, poems).	KSL5.1.3 Participate in activities as they occur in the given calendar month related to holidays, festivals and special dates celebrated by the Shoshone-Bannock Tribes.	KSL5.1.4 Describe the ways that students, their families, and community address daily routines, human needs and concerns.	KSL5.1.5 Demonstrate comprehension of Shoshone children's stories, poetry and songs.				

KLA - Alignment with Idaho Kindergarten Language Arts Standards
ELD – Alignment with Idaho English Language Development Standards

Appendix K– Bilingual Teacher Recruitment Plan

Recruitment Strategies

CTEA is collaborating with the Shoshone-Bannock Tribes' 477 Human Resources Department & Education, Employment, and Training Department (477/EET) in order to contact bilingual past and current students who are interested in becoming certified elementary school teachers. Direct marketing through Tribal data, word of mouth, and social event networking have produced the best results thus far. A local teacher recruitment fair sponsored by Dr. Larry Murillo, Director of 477/EET, was not well attended, predominantly due to poor communication and advertising. However, Dr. Murillo has allocated specific education funds for prospective students, whether fluent or willing to become fluent, who wish to become a part of CTEA. These students may take (sixteen) 16 credit hours of Shoshoni languages classes at Idaho State University (ISU) and soon may be allowed to take one-on-one independent study courses in Shoshoni. CTEA is also working with ISU, Utah State University and the University of Utah to recruit, train and provide scholarships for prospective bilingual certified elementary school teachers.

A fluent Shoshoni speaker, who is also a highly qualified veteran teacher of 20 years, has already committed to teaching the kindergarten language immersion class beginning in August 2013. It is the intent of CTEA to hire two veteran English only or bilingual teachers and a veteran English only or bilingual special education teacher the first year. It is our intent to find another bilingual teacher who will teach in English the first year and prepare for the following year in Shoshoni.

CTEA has already identified seven (7) local bilingual Tribal members with at least a Bachelor's degree in education. CTEA has also identified eleven other Tribal members with at least a Bachelor's degree in education. The education degrees included seven (7) in elementary education, five (5) in secondary education, three (3) in physical education, two (2) in instructional design, and one (1) in vocational education. We have identified nine (9) bilingual professionals with Bachelor's degrees in areas other than education and are exploring options with the ABTCE program. Finally, we are working with tribal education departments from other Shoshoni speaking tribes (e.g., Wind River, Pyramid Lake, Duck Valley, and the Northwest Band) to recruit interested individuals from their reservations and communities.

Current Status

CTEA currently has one bilingual individual who has committed to teaching at the school in August 2013. Three other bilingual individuals have expressed interest, and we are currently working with them toward certification. One already has a Bachelor's degree and the other two are currently attending school.

Recruitment Goals

Goal	Target Audience	Responsibility
Recruitment Goal #1: CTEA will have contacted all bilingual, and potentially bilingual, Shoshoni speakers with a Bachelor's degrees or higher by December 1, 2012.	All Shoshoni speakers who might be able to certify quickly or are currently certified throughout Shoshone country.	December 1, 2012
Recruitment Goal #2: CTEA will have a signed teaching contract for the Kindergarten position by April 1, 2013	Current Bilingual Certified Teachers	April 1, 2013
Recruitment Goal #3: CTEA will have a list of at least five potential bilingual elementary school teachers by April 1, 2013 who will be able to teach in the 2014-2015 school year.	Current university students All bilingual adults across Shoshone country Current professionals	April 1, 2013

Target Audience

Audience	What is important to this audience?	How can we reach this audience?	What action do we want the audience to take?
Audience #1: Local bilinguals	Culture & Language Making a living	Word of Mouth throughout the community & ISU Haskell Indian Nations HR Department EET Sho-Ban News	Meet with them informally and in small groups to explain their options.
Audience #2: Individuals with degrees or who are in school that might have the opportunity to learn the language.	Quality education, Culture & Language Making a Living	HR Department Sho-Ban News ISU Indian Club Tribal Colleges	Meet with them informally and in small groups to explain their options.
Audience #3: Parents of students who attend other elementary schools off the reservation.	Quality education, Better academic environment. Culture & Language	Other Tribal offices. Sho-Ban New through relatives. Other Tribal newspapers and media. Haskell Indian Nations	Communicate over the telephone, email, Facebook, etc. to get a list of possible candidates. Set up meeting on other reservations & universities

Develop Clear Message

Message	Supporting Points
Key Message #1: You will be able to teach in your language.	Opportunities to speak anymore are few. People will look at you with extreme respect.
Key Message #2: You will be able to broaden you teaching styles and methods.	Developing one's teaching skills provides numerous intrinsic benefits and increases student success.
Key Message #3: You will save a language and culture.	When it's gone, its most likely forever.

Date: September 14, 2011

To: Graduates, Higher Education Students, and Prospective Students

From: Larry Murillo, Director, 477 Human Resources Department & Education, Employment, and Training Department

Subject: **Educational opportunities to achieve Degrees in Elementary Education and State Certification to teach grades K-6**

We wish to extend an invitation to you or anyone who is interested in achievement of State Certification and becoming a Teacher to attend a presentation on September 27, 2011, 6:00-8:00 p.m. in the EET Learning Lab in the HRDC. This presentation will provide dialogue on the issues of creating a public charter school with Tribal languages, educational programs offered by the College of Education at ISU, the ABTCE alternative route to certification for those who have already earned a bachelor's degree, and funding opportunities to achieve degrees and certification. Please bring any transcripts or documentation of classes you have already taken because Ms. Paula Mandeville of the Advising office of the College of Education will be present to help design potential education plans.

The Shoshone-Bannock Tribes 477/Education Department has been working cooperatively with the Founding Board of the newly initiated CTEA (CTEA), and the Idaho State University - College of Education, and has identified the need to promote Native American teachers with State Teacher Certification and fluency in Shoshoni. The CTEA is to be a public charter school with Shoshoni language immersion as a key educational strategy. An important part of this endeavor is supporting the re-vitalization of the Bannock and Shoshoni languages.

As our available workforce of teachers retire, it is important to the Tribes to actively initiate programs and opportunities in elementary education leading to State Teacher Certification specifically in grades K-6th. Please, also invite any individuals you feel will be interested in this exciting educational endeavor. Hope to see you there!

The event was not well attended, predominantly due to poor publication. CTEA has found most of the potential teachers through word of mouth and social events. We also have a list of all Tribal members who have a Bachelors degree or higher and selected some prospects. The Tribes' Education, Employment, and Training Department offers scholarships to all Tribal members that cover full-tuition at the local universities. Moreover, Idaho State University has scholarships set aside for this purpose. Money is available to educate bilingual teachers, but we still need to find the right people.

CTEA – Student/Parent Handbook - Draft

Welcome

Welcome to the 2013-2014 school year at CTEA. Your elementary school years should be an exciting time filled with great memories. We encourage you to become involved in your school work as well as all activities this year. Be a part of this new beginning and make your mark. The faculty and staff at CTEA believe that everyday success will help prepare you for a successful life. Take this opportunity to meet new people, further your education, and explore new horizons. Make positive choices, give it your all, and have a great year!

Best wishes for a wonderful 2008-2009 school year!

Director

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.

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

Attendance Policy

Purpose

The Board of Directors recognizes the importance of student engagement in learning and attendance at school. Key reasons for regular attendance and engagement in the learning process are educational benefits, safety of students, success that builds self-esteem and employability.

Educational Benefits – Regular attendance and engagement assures that students stay current in academic skills, personal management skills, and teamwork skills.

Safety of Students – Parents/guardians/acting custodians and educators are concerned about the safety of their students. The intent of this policy is to have both parents/guardians/acting custodians and school officials aware of where students are during school hours.

Success That Builds Self-Esteem - Students must be engaged in learning in order to experience success and to build self-esteem. Furthermore, each student's presence at key learning times enhances the success of the entire class.

Employability - Punctuality and attendance are listed among the five most important skills for employment by employers; consequently, developing these skills is critical.

Required Attendance

1) ***Compulsory Attendance.*** Every child of compulsory school age, 7-16 years of age, must be in attendance in an approved school unless otherwise exempted by law.

2) ***Disenrollment / Reenrollment on the Basis of Attendance.*** Without the school being notified by a parents/legal guardian/acting custodian of the reason(s) for their absence and after daily attempts to contact the parents/legal guardian/acting custodian, students may be dropped from enrollment records after they miss five consecutive days of attendance. Students should be re-enrolled on the date they return to and begin attending CTEA.

Responsibility

The Board recognizes that regular attendance is positively related to student achievement. Everyone shares in the responsibility for making school attendance a priority.

1) Parents/guardians/acting custodians are urged to help their child establish good attendance habits throughout the child's schooling experiences. Absences due to family convenience such as vacation and baby-sitting are strongly discouraged. Parents are responsible for verifying absences by contacting the attendance office before or the day of the absence. Parents are responsible for providing the school a current and secure day telephone number for contact regarding absences.
2) Students are directly responsible for establishing good attendance habits, which place priority on being in the classroom on a regular daily basis. Days missed for personal or family convenience should be minimized. When in school, students are required to be in class or in designated areas. If a student exceeds the allowable days, it becomes the parents'/guardians'/acting custodians' responsibility to help their student participate in scheduled make-up sessions.
3) Teachers are responsible for structuring the class in such a way that each day is meaningful and rewarding to the students in attendance. Teachers are required to take accurate attendance and comply with CTEA attendance procedures. Teachers should model regular attendance.
4) The Director is responsible for establishing the procedures that are needed to implement the attendance policy. School activities and related travel should be arranged to minimize negative impact on attendance. Attendance records follow a transferring student to the new school.

Attendance Requirements

1) ***Excused Absence:*** An excused absence is one that the parent/legal guardian knew of, approved, and cleared with the office. Students should miss as few days as possible and

cannot have more than nine (9) total excused absences in a semester with the following exceptions:

- Death in the family,
- School approved activities, or
- Acute, major or chronic medical condition verified by a state licensed medical practitioner.

2) ***Unexcused Absence:*** An unexcused absence is one in which the parent/legal guardian/acting custodians did not have knowledge of, or did not approve, or did not clear with the office. Unexcused absences may be required to be made up outside of school time.

3) ***Absence Review Procedure:*** Absences are reviewed on the following schedule:

- Upon any absence by a student, CTEA will contact the parents/guardians/acting custodians that day to ensure the safety of each student.
- Three (3) absences in a semester (excluding those due to school-approved activities, death in the family, or acute, major or chronic medical condition verified by a medical practitioner) trigger a review by the child's homeroom teacher and includes a telephone conference with the parents/legal guardian/acting custodian. The teacher may wish to include the Director if needed.
- Six (6) cumulative absences (excluding those due to school-sponsored activities, death in the family or acute, major or chronic medical condition verified by a medical practitioner) trigger a review by the Director. This includes a conference with the child's parents/guardians/acting custodians, and teacher. Administrators may request, if needed, medical verification of illness.
- Nine (9) cumulative absences (excluding those due to school-sponsored activities, death in the family or acute, major or chronic medical condition verified by a medical practitioner) trigger an official letter to the parents/guardians/acting custodians that will include the attendance policy and a failure to supervise a child warning. The Director will contact the parents/guardians/acting by telephone or in person to discuss the attendance policy and warning.
- Additional reviews will be scheduled in one-day increments by the Director and may include the appropriate tribal entity, health and welfare, or the prosecuting attorney to investigate possible child neglect or habitual truancy.
- In the event that an attendance problem is not otherwise resolved utilizing the above steps, the students may be referred for expulsion as a habitual truant under the provisions of Section 33-205 of the Idaho Code, and the parents/guardians/acting custodians will be referred to the appropriate authorities.

Attendance Alternative

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 Blackfoot and Pocatello school district boundaries and the 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.

Denial of Attendance

Idaho Law provides for denial of school attendance in Idaho Code §§33-205, "Denial of school attendance at any of its schools, by suspension or expulsion, to any pupil who is a habitual truant or who is incorrigible, or whose conduct in the judgment of the Board, is such as to be continuously disruptive of school discipline, or of the instructional effectiveness of the school. Any pupil having been suspended or expelled may be readmitted to the school by the Board of Directors upon such reasonable conditions as may be prescribed by the Board; but such readmission will not prevent the Board from again suspending or expelling such pupil for cause". 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 Idaho Code. The Board considers the following as some examples of disruptive actions and justification for denial of attendance:

1) ***Bullying & Harassment.*** Verbal harassment and inappropriate physical contact with another student.
2) ***Computer Intrusion or Misuse.*** Unauthorized use of school technology to access protected materials, such as personnel files and student records.
3) ***Controlled Substances***. Possession or use of any controlled substances by students, such as drugs, alcohol, or tobacco, is not permitted on school property.
4) ***Detriment to Health & Safety***. The actions of the student become a detriment to the health and safety of other students, employees, or school as a whole.
5) ***Expulsion***. Expelled from any other school.
6) ***Fighting.*** Aggressive behavior in a threatening way or fighting.
7) ***Gambling.*** Gambling or possessing gambling devices.
8) ***Gangs and Gang Activity.*** No person, group, or organization may establish any secret organization whose active membership requires lascivious, unethical, and/or illegal activities.
9) ***Habitual Truancy***. The act, condition, and habit of being absent without permission.
10) ***Hazing.*** No students may humiliate another or require unnecessary tasks by using coercion of any type.
11) ***Incorrigibility.*** Unruly and/or unmanageable behavior.
12) ***Insubordination.*** Noncompliance with any reasonable request of school faculty or staff.
13) ***Lascivious Literature***. Distributing or possessing lascivious materials on school grounds or during school activities.
14) ***Other.*** Other actions or condition deemed by the Board as disruptive of school discipline or instructional effectiveness.
15) ***Profanity.*** Using profane and vulgar language.
16) ***Scholastic Dishonesty (cheating/plagiarism).*** Cheating on assignments and tests and/or plagiarizing another's material.
17) ***Tardiness.*** Habitual tardiness to classes.
18) ***Unsafe Behavior.*** Potentially dangerous and harassing actions on school grounds, buses, or at school activities.

Truancy

Truancy is defined as any absence from class without knowledge and permission of parent and/or school authority; an absence not cleared in three days; leaving school without permission after reporting to school; leaving class without permission; or absences, even with approval of parents, which are excessive and/or interfere with the student's education program. Consequences for truancy are outlined as follows:

1) For a first (1) truancy school officials will assign consequences and parents/guardians/acting custodians/acting custodians will be notified in writing of the truancy and the consequences.
2) For a second (2) truancy, school officials will conduct an assessment and intervention. The assessment will consider the conditions surrounding the truancy and the student and parents/guardians/acting custodians/acting custodians may be referred to juvenile probation for intervention services. Parents/guardians/acting custodians/acting custodians will be notified in writing of the truancy and consequence/discipline.
3) For a third (3) truancy, the student will be referred as habitually truant to the police or sheriff's department and issued a citation. The citation will require the student and parents/guardians/acting custodians/acting custodians to appear in court. Parents/guardians/acting custodians/acting custodians will be notified in writing of the truancy and consequences.
4) For a fourth (4) truancy, the student will be referred as habitually truant to the police or sheriff's department and issued a citation. The citation will require the student and parents/guardians/acting custodians/acting custodians to appear in court. The citation will require the student and parents/guardians/acting custodians/acting custodians to appear in court. Parents/guardians/acting custodians/acting custodians will be notified in writing of the truancy and court referral. The Director or designee will refer the student to the Board of Directors and may begin the expulsion process.

Cheating & Plagiarism

Students involved in cheating/plagiarism will be subject to the rules of the classroom teacher regarding cheating and/or may be referred to an administrator for discipline. Your teachers will discuss their rules for cheating and define plagiarism.

Computers & Equipment

Computers and other equipment are issued to students for their use while involved in a class, activity, or field experience. It is the student's responsibility to return these items at the end of the school-year, the class, or activity. Students who withdraw or are withdrawn from school have the responsibility to return school property. Leaving computers or equipment in a locker or some other place in the school building does not fulfill this responsibility. Students will be fined for lost or stolen computers or equipment. Schools will not issue transcripts or diplomas for students who have outstanding fines.

Counselor Services

Counseling services will be provide to all CTEA students who may need assistance academic or personal issues. Please contact the student's teacher, the Director, or any other employee with which you feel comfortable in making the request.

Discipline Policy

The School has established the following comprehensive discipline policy and procedures (See Student Discipline Policy). The disciplinary actions may be taken by the Director or designee. Since all discipline is intended to modify behavior and should fit the misbehavior, these actions are suggestive and not necessarily 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.

Discipline Tier I – Contact, Conference, Guidance

The first step in the disciplinary process can include one or more of the actions listed below as deemed appropriate by the principle or designee thereof.

1) *Conference/Contact with Parents*. The Director or designee will arrange a meeting or telephone conversation with the student's parents/legal guardian/acting custodian and/or school personnel to discuss the student's behavior or learning process. The School will seek the assistance of the student's parents/legal guardian/acting custodian in helping the student.
2) *Contact with Student*. The Director or designee will contact the student and inform him/her of the infraction. The student must agree to comply with required behavior management.
3) *Detention.* The Director or designee will require that a student remain in during lunch or after school for a period of time. The student is obligated to bring materials to the detention area to work on to improve his/her academic achievement at school.
4) *Guidance.* The Director or designee will arrange for a conversation between the student and the school personnel. The purpose of this meeting is to inform him/her that his/her behavior needs to change so that he/she does not violate the rights of others and to establish a written plan to help the student improve his/her learning capabilities.
5) *Rearrangement of School Schedule.* The Director or designee may assign a student a new schedule of classes and/or teachers when the behavior of the student is such that the student has not conducted himself/herself in an acceptable manner.
6) *Restriction of Free Time and/or Extracurricular Activities.* The Director or designee may inform a student that he/she cannot participate in certain activities because of his/her past or present behavior.
7) *School Clean-up.* The Director or designee may require a student to clean up certain areas of the school.

Discipline Tier II - Suspension

Students who cannot abide by school regulations and policies of the School, and who disrupt the educational atmosphere or interfere with the educational processes of the school, may be suspended for a temporary period of time.

Discipline Tier II – Expulsion

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.

Dress Code

The students of CTEA are expected to be aware of the importance of dressing appropriately and are urged to accept their responsibility to be well groomed and neat.

Students are expected to wear appropriate clothing and footwear that will be comfortable. Judgment of this will be at the discretion of the Director. Exceptions to the dress code can be made for safety, religious or medical reasons or on "special event" days.

The Director reserves the right to remove a student from the school setting in the event that clothing is deemed inappropriate, poses a concern for the health, safety or welfare of any student including himself/herself or is disruptive to the normal functions of the school. Examples of inappropriate attire for all students includes (but is not limited to):

1. Any clothing or accessory (including chains, spikes, jewelry, shoes, etc.) that propose safety hazards or could cause possible disruptions in the normal functions of the school
2. Any clothing or accessory that depicts slogans or pictures that suggest the use of drugs, alcohol, tobacco, weapons, violence, or that involves sexual connotations, or are degrading to any group on the basis of race, religion, gender, sexual orientation, etc.
3. Halter tops, tube tops, tank tops, muscle shirts, dresses, or other tops with narrow shoulder straps (shoulder straps should be at least three fingers in width)
4. Shirts or dresses that reveal one's chest, back or midriff
5. Short skirts, dresses or shorts
6. Pants, shorts, skirts or dresses with holes or that show skin or undergarments
7. Low cut pants that expose undergarments and midriffs (Students are expected to wear their pants so the belt loops or waist are at or close to the waistline. Sagging is prohibited.)
8. Hats, hoods, bandannas, visors, or other head coverings
9. Sunglasses
10. Coats - Coats must be put in students' lockers or classroom. Sweatshirts or sweaters may be worn in their place.

Students are required to follow the Dress Code at school activities

Dual Enrollment

CTEA students are encouraged 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.

Due Process Policy

When an incident of misconduct occurs, a student will be given written or oral notice of any charges against him/her and an opportunity to present his/her version of the incident in question. Supervisors must give each student the opportunity, either oral or written, to defend himself/herself against the charges of misconduct prior to disciplinary action which may lead to suspension or expulsion. Such procedures must be reasonable, fair, and lead to reliable determination of the factual issues involved.

Educational Program

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). Culture will be central to the curriculum and deniwape (lifeways of the people) will enhance the positive behavior support system to creating a safe and productive learning environment. Our program also builds 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.

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).

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

1) Language is the life-blood of culture.
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) 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.
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.
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.
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).
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.

Emergency Care Policy & Release Form

All employees of CTEA will protect the health of the public school students and will take reasonable measures to provide emergency care that may include, but is not limited to, administering emergency medication to any student that becomes ill or is injured on school property, during school hours, or at any school sponsored activity.

The parents, guardians, or adult student needs to sign an authorization to permit emergency administration of prescribed medication and other life saving measures by a trained non-licensed person (See Emergency Care Release Form).

Emergency Closures & Late Start

If the school closes or the start of school is delayed due to severe weather conditions or other emergencies, the announcement of the closure or late start will be made on all local radio and television

stations and posted on the district website. Late starts may be used to protect valuable instructional time. Parents can sign up for email and/or mobile phone alerts by visiting the school's website www.CTEAcademy.org.

Enrollment

New students can enroll through the office or on the school's website. If filled to capacity, CTEA follows enrollment procedures outlined in its Charter and accepts students on a first-come first-serve basis.

Field Trips & School Trips

Field trips and school trips are a vital part of the learning experience. As such we encourage student participation in these events. Eligibility for participation, however, is at the discretion of the Director. Examples of criteria for eligibility include attendance, academic performance and discipline record. It is possible for students to be excluded from such trips based upon these criteria.

Extracurricular Activities & Clubs

Our school provides extracurricular activities, clubs, and organizations that provide students an opportunity to explore interests outside of their academic program. Participation extracurricular activities and clubs is a privilege afforded students who choose to participate in a positive manner. Extracurricular activities and clubs are a vital part of the learning experience. As such we encourage student participation in these events. Eligibility for participation, however, is at the discretion of the Director. Examples of criteria for eligibility include attendance, academic performance and discipline record. It is possible for students to be excluded from such trips based upon these criteria.

Students who are interested in forming a club should first discuss their idea with their teacher. Students and the teacher must then develop a proposal that includes the name of the organization, its purpose, sample listing of activities, meeting schedule, and target population. This should be given to the Director who will then meet with representatives to review the proposed club. Consideration will be given to the purpose of the new club and whether it duplicates the services provided by an existing club.

Health Policies

Health Records

In the best interest of the School, students, and employees, the following health records are required for each student:

1) A record showing pertinent information relating to immunizations.
2) If submitted by the parents/legal guardian/acting custodian, information pertaining to each student setting forth:
    a. the name of the student's health care provider; the name of a contact person in case the parents/legal guardian/acting custodian cannot be reached in an emergency; and
    b. a medical history and any physical or mental health condition the student might have that may require school personnel attention.

Immunizations

The parents/legal guardian/acting custodian of any child seeking admission to CTEA must provide a statement to regarding the child's immunity to certain childhood diseases. The requirements of this policy must be met **at the time of registration,** before attendance can begin. CTEA is legally required to enroll and have in attendance students experiencing homelessness within one full day of an attempt to enroll.

This statement will provide:

1) A certificate signed by a physician or his/her representative that such child has received, or is in the process of receiving, immunizations as specified by the state.
2) Permission for the Director or designee to access the voluntary statewide registry of immunization maintained by the Idaho Department of Health and Welfare to verify the student's immunization record.
3) An official form which verifies immunity gained through prior contraction of the disease.

If none of these certifications are available, one of the following exemptions allowed under Idaho law must be provided:

1) A certificate signed by a physician stating that the condition of the child is such that all or any of the required immunizations would endanger the life or health of the child.
2) A signed statement of the parents/legal guardian/acting custodian's objections on religious or other grounds.

Medications at School

The purpose of administering medications in school is to help each student maintain an optimal state of health that may enhance his/her educational plan. The medications will be those required during school hours that allow the student to fully participate in the educational setting.

Supply & Schedule

All needed medication and supplies will be provided by the student, parent, or guardian. The parent and family physician are encouraged to work out a schedule of giving medication outside school hours.

Administration Guidelines

Self administration by responsible students is allowed under certain conditions. This decision will be determined by the attending physician in conjunction with the Director or designee. These recommendations apply to all prescribed and over-the-counter medications. This policy is intended to provide safe uniform administration of medication at school as well as to provide for the safety of other students.

Authorizing of Medication

A Request for Medication at School form must be completed and signed by the parent or guardian and physician. The physician's order must be renewed annually. Dosage changes require a new physician's order.

Medication Labeling, Storage, and Disposal

1) All medication must be received at school in its original prescription container. Medications should be brought to school by the parent or responsible adult. If this is not possible, the parent or guardian must inform the Director or designee by telephone that the student is bringing the medication to school and how much medication is in the container. The amount of medication received will be verified and documented by the Director or designee.
2) At the end of the school year, parents and guardians will be notified and asked to pick up unused medication. All unused medications left at school will be destroyed by the Director and witnessed by another school employee.

Administration of Medication

1) The parent, guardian, or physician's office must give the first dose of any new medication.
2) Students on prescribed medications may be allowed to take their own medications with written permission from their parent or guardian. The written permission must be submitted to the Director or designee. Competency of a student to self administer medication will be established. The student will be asked to bring only the prescribed dosage each day. Students who self administer asthma medication in the form of inhalers must provide the original prescription container. Students with asthma and severe allergies must have immediate access to their medication.
3) In case of a respiratory emergency; i.e., bee sting or severe asthma attack, epinephrine, by injection, may be administered by a designee approved by the attending physician and parents or guardians.
4) In case of a diabetic emergency; i.e., severe insulin reaction (low blood sugar), a designee approved by the attending physician and parents or guardian may administer glucose.
5) Aspirin and acetaminophen may be given to a secondary student upon his/her request, with a physician's standing order and parental permission. The physician's order and parental permission must be renewed annually.

Non-Discrimination Policy

All students are eligible to enroll regardless of race, color, national or ethnic origin, religion, sex, social or economic status, or special needs.

Parent Teacher Conferences

Parent conferences are held during the second month of each semester. This enables the student and parents to meet with teachers to evaluate academic progress. Parents may call and request conferences with school personnel at any other time of the year.

Permanent Records & Transcripts

A permanent or cumulative folder is kept for each student. This folder contains health and testing information as well as grades. Documents which qualify students for special programs such as special education or gifted and talented programs are kept in this folder. Cumulative folders are passed to the student's next school and will be kept on file at the CTEA office for five years.

A transcript which includes birth date, sex, date entered, school previously attended, address, parent or guardian names, record of all grades, GPA, and rank in class is kept in the office. All records are available in the office upon request.

Portable Electronic Device Policy

Students may possess and use portable electronic devices, including but not limited to, cellular telephones, Mp3 players and other similar music players, radios, portable digital assistants (PDA), smart phones, digital cameras, hand-held game consoles, laptops, notebooks, etcetera, while on school grounds, in school buildings, or on school sponsored transportation. This policy will also be applicable to similar technologies which have yet to be developed and marketed. All devices will be subject to limitations of this and other policies under the following conditions:

1) The Director, classroom teacher, bus drivers, and all other school personnel are responsible for establishing individual guidelines of usage within his/her areas of supervision. Approval for

student use of PED will be at the discretion of the classroom teacher, Director, or other immediate school personnel supervisor (including substitutes).
2) The Director may establish and enforce additional guidelines limiting or prohibiting the possession and use of PED as appropriate to campus and individual student needs.
3) If use of a PED is required in individual instances to assist a student or in emergencies at any time when such use would otherwise be prohibited by this policy (e.g. during testing), permission must be obtained in writing from the building administrator prior to the use thereof.

Prohibited Use

1) Use of cameras or camera features on any PED in a restroom or for any use constituting an invasion of any person's reasonable expectation of privacy is strictly prohibited. Any device used for such purposes will be confiscated by school personnel, and law enforcement authorities may be notified.
2) Use of any PED in sexting or to distribute any type of lewd and/or pornographic materials is strictly prohibited and will result in confiscation and the loss of privileges, which can only be reinstated through a review by the Board of Directors.
3) Portable electronic devices with recording capability may not be used to record without the intended subject's knowledge and without permission to do so.
4) Portable electronic devices will not be turned on or used in any way (1) when students are directed to report to and participate in any instructional activity (unless the instruction involves the PED), (2) during school-sponsored and supervised group activities (e.g. assemblies, awards, or other ceremonies), or (3) when their use is otherwise prohibited by any school personnel.
5) Portable electronic devices that interfere with the instructional setting, harass, annoy, and offend others, or are used inappropriately on class work/tests are strictly prohibited.
6) No PED will be used or attempted to be used in a manner that creates a health or safety risk for the student, others, or for purposes that violate any of CTEA's policies or State and Federal laws. This includes, but not limited to, discrimination, bullying, harassment, copyright infringement, cheating, unacceptable use of technology as outline in the Technology Use Policy, and/or CTEA's discipline code.

Tracking & Regulation

1) All PED with wireless access to the internet *must* be routed through the school's computer network while on school grounds.
2) The MAC addresses of *all* PED in possession of a student on school grounds, in school buildings, or on school sponsored transportation must be submitted to the school's Information Technologist and will be kept on record throughout the student's period of matriculation in the school.

Consequences of Misuse

Confiscation

1) CTEA assumes no responsibility for loss or damage to personal property of students. If confiscated by school personnel pursuant to this policy and its associated procedures, reasonable care will be taken of the item until retrieval or it is reasonable to be deemed discarded.
2) Portable electronic devices may be confiscated by school personnel when used in a prohibited manner, including the commission an offense under CTEA's discipline code.

3) Confiscated PED will be given to the Director in the school building or to the supervising employee at the school sponsored event or activity where the offense took place as soon as practicable for safe keeping.
4) Portable electronic devices that have been confiscated may be retrieved by the student or the student's parent/guardian/acting custodian from the Director at the end of the school day or when no longer needed for school investigatory or disciplinary purposes.

Search

Any portable electronic device confiscated based upon a reasonable belief that the device was used in furtherance of a violation of this or other school policies may be searched for incriminating evidence. Students who elect to use a portable electronic device in furtherance of misconduct have no reasonable expectation of privacy in the contents of the portable electronic device under such circumstances.

Discipline

1) *Insubordination.* Students are required to stop using portable electronic devices and/or turn portable electronic devices over to school personnel when requested. Students who refuse to do so have committed insubordination, in violation of policies for student discipline, and may be subject to disciplinary action.
2) *Loss of Privilege.* Students who repeatedly misuse portable electronic devices may lose the privilege to possess such devices while at or involved in school or school related activities, in addition to any other disciplinary consequence.
3) *Cumulative Offenses.* Students who use a portable electronic device in the commission of another disciplinary offense may be subject to the consequences of that offense in addition to any consequence applicable under this policy.

Search & Seizure Policy

It is the policy of the Board that members of the administrative staff have the authority to search, in a fair and unbiased method, the student lockers and all other school property over which the school district has control at, any time, without student consent, and without a search warrant. Members of the administrative staff also have the authority to search the personal property of students when reasonable under the circumstances. This authority to search school property, or personal property of the student when appropriate, is extended to members of the teaching staff who accompany students on out-of-town activities for school-related purposes at school district expense.

Detection Dogs

The Board authorizes the Director or designee to use detection dogs affiliated with law enforcement when warranted and within the limits of the Search and Seizure Policy. Detection dogs may be employed as a planned deterrent and detection program, a search based on reasonable suspicion or probable cause, or as an educational demonstration. Detection dogs may be used on any school premises including buildings, facilities, grounds, school buses, student parking lots, and other properties owned or leased by CTEA. When used for a general deterrent and detection program the administration or designee must notify all affected groups and provide a plan that designates the nature of the contraband sought, method employed to ensure random selection, and the possible locations to be searched.

Special Services

Special education and related services will be provided to students with learning and educational difficulties who have been identified through the Individual Education Program (IEP) process, following

determination of special education eligibility. See the special education teacher for help with registration and specific course selection.

Through the IEP process, adapted courses or alternate courses are available to special education students who require such modification of their course work.

Adapted Courses:
Adapted courses through general education or special education may be provided to special education students in grades K-6. Adapted courses require the permission of the parent and will be indicated as "adapted" on the student transcript, as the content of the course will be adapted and does not meet the rigor of the general education class. For a student to be approved for an adapted course, all of the following must be met:

1) The student performs significantly below the average on standardized tests and has been recommended by a teacher, parent, or administrator.
2) Parental input and written approval is in the cumulative file or special education file.
3) It is understood that adapting this course will not impact the student from receiving a diploma and graduating with his/her class, if all other requirements for graduation have been met. However, it may affect his/her entrance into a post-secondary institution.

Alternate Courses:
Alternate courses may be provided to special education students in grades K-6. Any alternate course will be indicated on the student transcript as well as in the IEP. For a special education student to be approved for an alternate course, the following conditions must be met:

1) The student performs significantly below the average on standardized tests and has been recommended by a teacher, parent, or administrator.
2) The student requires different skills and instruction than the general requirements for graduation due to his/her transition plan and educational needs.
3) The IEP team, including the parents, approves the alternate course and the course is identified in the IEP.

Tardy Policy
Attendance and promptness are important to student achievement and to successful teaching. When students are absent or tardy their mastery of knowledge and skills is hampered. Because mastery is critical, Student Tardy Policy will be followed:

1) The first time a student is tardy in a class per semester, the teacher will warn the student about the disruption and inform the student that the teacher will contact the student's parents/legal guardian/acting custodian if more tardies occur.
2) For a third tardy in a class, the teacher will assign the student a detention, notify the parents/legal guardian/acting custodian and have the student sign an attendance contract for that class which specifies attendance expectations and future consequences for continued tardiness.
3) For a fourth tardy in a class, the teacher will refer the student to the Director who will take further disciplinary action and contact the parents/legal guardian/acting custodian.
4) Upon the fifth or more tardies in a class, the teacher shall refer the student to the Director who will issue in-school suspensions if deemed appropriate.

5) Upon the fifteenth tardy in a class, the teacher will refer the student to the Director who will notify the sheriff's department of the student's habitual truancy status and request a uniform citation for the parents Truancy Court. The building administration will notify parents/guardians/acting custodians.

Technology Policy & User Agreement

CTEA provides technology resources for the educational and professional benefit of its students and staff. The Technology Use Policy governs the use of the technological resources.

Students and parents/legal guardians/acting custodians are required to read, sign, and comply with the Technology Use Agreement and the technology policies in order to use CTEA's technology resources. If a user breaks the terms of this agreement, the administration reserves the right to deny or suspend user access. Severe infractions may result in school expulsion. The user will be informed of the suspected violation and given an opportunity to present an explanation. The user may request a review hearing of a building administrator within seven (7) days of such suspension or termination.

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 and security controls are used to the extent practical. Faculty may request that IT services temporarily or permanently unblock access to sites containing material which is appropriate for valid educational purposes.
Students' and employees' home and personal Internet use can have an impact on the school and on other students and employees. If personal Internet expression – such as a threatening message to another person, or a violent web site – creates a likelihood of material disruption to CTEA's operations, the user may face disciplinary action and criminal penalties.

Tobacco, Alcohol, & Controlled Substances

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 or her possession, a controlled or dangerous substance as defined by law will immediately notify the appropriate Designee or designee of such suspicions. The Director 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:

1) Contacting the parents/guardians/acting custodians/acting custodians
2) Contacting law enforcement
3) Referral to a counselor
4) Referral to an outside agency for chemical dependency assessment
5) Suspension from school
6) Expulsion from school

Notification

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/legal guardian/acting custodian 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/legal guardian/acting custodian 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.

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, the School will comply with the procedures required by Idaho Code, Section 33-210 and school policy and procedures.

First Offense for Use or Possession

1) Contact the parents/guardians/acting custodians.
2) Law enforcement may be contacted.
3) Referral to school counselor
4) Suspension from school as determined appropriate by the Director or designee.

Second Offense for Use or Possession

1) Contact the parents/guardians/acting custodians.
2) Law enforcement may be contacted.
3) Referral to school counselor.
4) Referral to an outside agency for chemical dependency assessment and treatment.
5) Suspension from school for five (5) days.
6) School Board may be petitioned for expulsion of student.

Third Offense for Use or Possession

1) Contact the parents/guardians/acting custodians.
2) Law enforcement will be contacted.
3) Suspension from school.
4) School Board will be petitioned for expulsion of student.

First Offense for Trafficking

1) Law enforcement agency will be contacted.
2) Parent or guardian will be contacted.
3) Student will be suspended.
4) School Board will be petitioned for expulsion.

Interrogation

The Board reserves the right to interrogate any student suspected of the possession, use, or trafficking of tobacco, alcohol, drugs, or controlled substances Individual pupils may not be interrogated by any person, except an employee of the school, without the approval of the principal. Officials representing the Idaho Department of Health and Welfare will be allowed access to students upon proper notification to the Director. The Director will not grant such an interview unless he/she deems it essential to the welfare of the child, to the immediate health and safety of others, as may be required by court order, or as authorized by a parent or guardian of the student in advance of the interview.

Transportation

Parent Drop-Off and Pick-Up

If students are transported to school by parents, they are to be dropped-off at the designated drop-off area. At no time are parents to drop-off or pick-up students in the bus zone.

School Bus Rules

The bus drivers are in absolute control and have full responsibility for maintaining safe conditions on the buses. Students must abide by their rules and regulations concerning conduct on the buses.

The use of bus transportation to and from school is a privilege, not a right. Students are only permitted to ride the bus to which they are assigned. Passes will not be issued for alternate bus transportation.

If the conduct of a student while riding a bus is such that it jeopardizes the safety of others or is otherwise obnoxious or undesirable, this privilege may be denied. Do not leave the bus through the rear door except during an emergency or an evacuation drill. Obey these rules – they are for your protection – show concern and respect for other students, and make the bus ride pleasant, clean, safe and efficient for all. Violations of the standards for bus conduct will be subject, but not limited, to the following penalties:

1) 1st offense – warning by driver, move student to front seat and student conference with driver.
2) 2nd offense – written report to Director and student conference with driver and the Director.
3) 3rd offense – mandatory detention and parent conference with Director.
4) 4th offense – loss of any bus privilege.

Severe infractions:

1) 1st offense – written report to Director, mandatory detention and Director conference with parent/guardian/acting custodian.
2) 2nd offense – suspension of any bus privilege

The administration reserves the right to impose more severe consequences based upon its interpretation of the violation committed.

Violence Prevention Policy & Harassment Complaint Form

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. Violence, bullying, cyber bullying, intimidation, hazing, and harassment in the learning environment is not acceptable under any conditions, and any student who violates this policy may be subject to remedial or disciplinary action, up to and including expulsion from school.

CTEA view violence, bullying, hazing, harassment and/or retaliation to be among the most serious breaches of behavior. Appropriate discipline for such behaviors, ranging from warning/remedial action up to expulsion, may be imposed. Discipline may be imposed against a Complainant if CTEA discovers that a Complainant has knowingly made a false complaint, ranging from warning/remedial action up to expulsion. Discipline will be appropriate to the offense, age and status of the individual following the guidelines of the Student Discipline Policy. The Director or designee will submit the case to the appropriate law enforcement agency when the charges warrant such action.

Any parent of a student who feels they have been a victim of violence, bullying, intimidating, hazing, and/or harassment should complete the Harassment Complaint Form included in the Student/Parent Handbook and submit it to the Director (See Harassment Complaint Form).

Visitor Identification

CTEA welcomes and encourages participation by all parents/legal guardians/acting custodians and other persons associated with school business to attend school activities and visit the school. In order to maintain a safe and secure environment and protect students from harm, all visitors are required to sign a log-in sheet and wear and identification badge during their visit. If an individual fails to comply with this directive, he/she may be asked to sign-in, asked to leave the premises, referred to law enforcement, and/or denied further access.

Weapons Policy

The Board has no tolerance for any student who possesses threatens, or uses, or assists another in the possession, threat, or us of, any form of weapon whether on school premises, buses, or school sponsored events. According to federal law, any student who is determined to have used, brought, or have in possession a firearm or destructive device will be immediately suspended, referred to the appropriate law enforcement agency, and, following due process, be expelled from school for a period of not less than one (1) year, twelve (12) calendar months. The Board may modify the expulsion order on a case by case basis. Other than for firearms and destructive devices, when the use, threat of use, or possession of weapons the student may be immediately referred to law enforcement, may be suspended, and ultimately expelled as outline in the School's Student Discipline Policy and Charter.

Withdrawing from School

Students who are transferring to another school or who are withdrawing from school must obtain a permit to withdraw from their counselor/administrator. The office will then issue a check out sheet which must be completed by the student. Any student who does not formally withdraw from school will not be readmitted until a hearing is held with the student's parents/legal guardian/acting custodian and the Director.

Yearbooks

Yearbooks go on sale during January of the school year. Check with the office for price and ordering deadlines.

HANDBOOK AWARENESS STATEMENT

Student/Parent Handbook - Chief Tahgee Elementary Academy

My signature below indicates that I have received and read the Student/Parent Handbook, read the policies and procedures regarding the Code of Coduct, and signed the included forms along with my parents/guardians/acting custodians.

Parents should inform the school of changes in residence, custody and home phone, work and emergency telephone numbers.

TEACHER _____

STUDENT'S NAME (Print) _____

STUDENT'S SIGNATURE _____

DATE _____ GRADE _____

STUDENT ID # _____

PARENT SIGNATURE _____

PLEASE RETURN THIS SIGNED FORM PAGE TO THE OFFICE AT REGISTRATION OR BY THE FIRST WEEK OF SCHOOL

CTEA - Technology Use Agreement

Purpose

CTEA provides technology resources for the educational and professional benefit of its students and staff. The purpose of this Technology Use Agreement is to describe the responsibilities and privileges of users of the school's technology resources. The Board policies on technology govern the use of the technological resources and the terms of this agreement, regardless of whether those policies are explicitly spelled out in this agreement. (See Technology Use Policy)

Compliance

Students and staff are required to comply with this Technology Use Agreement and the technology policies in order to use the school's technology resources. If a user breaks the terms of this agreement, administration or designee thereof reserve the right to deny or suspend user access. Severe infractions may result in termination of employment or school expulsion. The user will be informed of the suspected violation and given an opportunity to present an explanation. The user may request a review hearing of a building administrator within seven (7) days of such suspension or termination.

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 and security controls are used to the extent practical. Faculty may request that IT services temporarily or permanently unblock access to sites containing material which is appropriate for valid educational purposes.

Students' and employees' home and personal Internet use can have an impact on the school and on other students and employees. If personal Internet expression – such as a threatening message to another person, or a violent web site – creates a likelihood of material disruption to the school's operations, the user may face disciplinary action and criminal penalties.

Student Supervision

Students may only use the network only under instructor supervision and with permission of school personnel. Staff members are responsible for supervising student use of technology in a manner appropriate to the students' age. Students are responsible for obtaining permission from a staff member, and staff may NOT permit students to use staff accounts.

Privacy

Personal information about any student or staff member should be assumed to be confidential, and users should never disclose or transmit such information except in strict compliance with the law and school policy. Users should not expect that files and information will always be private; sophisticated or privileged users on the network may gain access to such data.

Without the consent of the author or intended recipient, system administrators will not intentionally inspect the contents of personal files or e-mail, nor, unless required to do so by law or school policies, disclose such contents to other than the author or an intended recipient. System administrators may access any files, folders, or e-mail to investigate complaints regarding data which is alleged to contain impermissible material. System administrators reserve the right to monitor all activity on the network and to cooperate fully with the school, local, state, or federal officials in investigations concerning any data stored on or transmitted via the school's network.

Portable Electronic Devices

In order for all students to achieve technological literacy and prepare themselves to act responsibly in this Information Age, the school is dedicated to becoming a technologically advanced school. The Board of Directors recognizes that electronic devices are tools of both communication and learning that, depending upon their use, can either add value to the learning process or cause disruption in the school environment. As such, electronic devices demand well-reasoned, practical, and wise regulation in the school setting.

In order to achieve these ends, students may possess and use portable electronic devices, including but not limited to, cellular telephones, Mp3 players and other similar music players, radios, portable digital assistants (PDA), smart phones, digital cameras, hand-held game consoles, laptops, notebooks, etcetera, while on school grounds, in school buildings, or on school sponsored transportation. CTEA has developed policy governing the use and regulations of portable electronic devices that is subject to, and in agreement with, the Technology Use Policy. (See Policy : Portable Electronic Devices)

CTEA
Technology Use Agreement

I understand and will abide by the requirements for use of the school's technology resources. By signing the Technology Use Agreement, I committed to:

- Use the technology equipment for educational purposes, not for personal, commercial, any illegal purpose, nor for any other activity prohibited by the school's policies or procedures.
- Use the network only under instructor supervision and with permission of school personnel.
- Refrain from the use of direct communications, such as instant messaging or online chat, during class time, except with permission from and under the direct supervision of school staff.
- Register all personal devices with the information technology department.
- Be responsible at all times for proper use of accounts:
    - Use only assigned accounts and keep passwords confidential.
    - Not permit others to use accounts for which I am responsible.
    - Prevent unauthorized use by logging off of any computer that I am not directly monitoring.
- Protect the privacy of others and myself:
    - Not view, use, transmit or copy information or files for which I am not authorized.
    - Not disclose personal or private information about others or myself.
- Respect and protect the intellectual property of others:
    - Be responsible for determining whether or not any material, including software, texts, music files, movies etc., is in the public domain before using, copying, distributing or installing it.
    - Not use the technology resources for copyrighted or licensed material.
    - Not plagiarize (use another person's work without permission and attribution).
- Treat all technology resources with respect, to protect its security, integrity and availability:
    - Not disable or interfere with any antivirus or anti-malware protection and immediately notify school personnel if a virus or malicious software is found.
    - Report any security risks or violations to a teacher or system administrator.
    - Not destroy, damage, or alter equipment, information or resources that do not belong to me.
    - Use only approved technology equipment and software.
    - Not use personally owned technology unless inspected and approved by IT services.
    - Not permit others (such as family or friends) to use technology assigned for my use.
    - Not send spam, chain letters or other mass unsolicited mailings.
- Respect and practice community principles and ethics:

- Use polite communication; no harassment or bullying, or abusive, vulgar or inappropriate language.
- Not intentionally access, transmit, copy or create any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive or illegal material
- To immediately report accidental access to a teacher or administrator.
- Avoid material on the Internet that does not relate to educational and/or career pursuits.
- Not transmit materials, information or software in violation of any local, state or federal law.

TO BE COMPLETED BY USER:

I have read, understand and will abide by the Technology Use Agreement requirements.

I agree to conform to all Board policies regarding technology use while using school technology resources.

I understand that any violation of the requirements above is unacceptable and may be a criminal offense. Should I commit any violation, my access privileges may be revoked and disciplinary and/or legal action may be taken.

User Signature:_____ Date:_____

Printed Name:_____ Grade:_____

Address:_____

TO BE COMPLETED BY PARENT OR GUARDIAN (not applicable to staff members):

As the parent or guardian of this student, I have read, and discussed with this student, the Technology Use Agreement. I understand that network access is intended for educational purposes and that the school has taken reasonable precautions to eliminate controversial material. However, I also recognize it is impossible for the school to restrict access to all controversial materials and I will not hold it responsible for materials acquired on the network.

I understand that my student may need to purchase storage media to save his/her work.

I hereby give permission to provide network and Internet access for this student and certify that the information contained on this form is correct.

Parent or Guardian Signature:_____ Date:_____

The signature here is legally binding and indicates the party who signed has read the terms and conditions of the Technology Use Agreement carefully and understands its significance.

EMERGENCY TREATMENT RELEASE FORM
Chief Tahgee Elementary Academy

Dear Parent/Guardian:

In order to serve your child in case of accident or sudden illness either at school, on a field trip, or any school sponsored activity, it is necessary that we have this release form signed. Please complete the information requested on the back of this form, review the statement below, then sign and return this form with the other registration information to the Chief Tahgee Elementary Academy office.

_____	_____	_____
Student's Last Name	**First Name**	**Middle Initial**

I the undersigned, do hereby authorize officials of the Chief Tahgee Elementary Academy to contact the persons named on the reverse side of this form and do authorize the named physician or EMS personnel to render such treatment as may be deemed necessary in an emergency, for the health of said child.

In the even the parent/guardian/acting custodian, physician or other persons named on the reverse side of this form cannot be contacted, officials of Chief Tahgee Elementary Academy are hereby authorized to take whatever action is deemed necessary in their judgment, for the health of said child.

I will not hold the school financially responsible for the emergency care and/or transportation of said child.

Signing this form shall release Chief Tahgee Elementary Academy, faculty and staff members from any liability of any nature in assisting said child during a medical emergency.

_____	_____
Signature of Parent/Guardian	**Date**

Important:

1. If an accident or illness occurs, a copy of this form will be provided to the emergency care provider (physician, hospital, EMS).
2. If any of this information changes during the year, please call the school office.
3. Please complete, sign and return this form with the other registration information to the Idaho School of Innovation office.
4. Please complete all of the information requested.

EMERGENCY INFORMATION FORM
Chief Tahgee Elementary Academy

Date: _____ School: _____

Full Name of Student: _____
Last First Middle

Teacher: _____ Grade: ____ Date of Birth: _____

Student's Address: _____

City/State: _____ Zip Code: _____ Telephone: _____

Parent(s) or Guardian(s): _____

Place of Employment (**Father**/Guardian) _____

Where do we contact you in case of an emergency?

(If no home phone, provide the name or a relative or neighbor and their phone) _____

Home Phone: _____ Cell/Pager: _____ Work: _____

Place of Employment (**Mother**/Guardian) _____

Where do we contact you in case of an emergency?

(If no home phone, provide the name or a relative or neighbor and their phone) _____

Home Phone: _____ Cell/Pager: _____ Work: _____

Who do we contact if you cannot be reached?

Name: _____ Relationship: _____ Phone: _____

Name: _____ Relationship: _____ Phone: _____

Please complete this section to allow your child to be taken for treatment in case of emergency, when neither you nor the persons listed above can be contacted: *"I give permission for my child to be taken by school personnel or ambulance for treatment to* _____ *Hospital emergency for treatment. I will be responsible for all related fees."*

Physician's Name: _____ Patient's File Name: _____

Address: _____ Phone: _____

Health Insurance Company _____

Name of Policy Holder: _____ Policy Number: _____

Preferred Ambulance Service, if other than EMS _____ Phone: _____

Use space below to list any health condition(s), routine medication(s), or substances that cause your child to have a sever allergic reaction requiring immediate emergency treatment:

Health Condition	Medication	Allergin/Emergency-Care Needed

If student has medical equipment or supplies, please list company or supplier:

Supplier: _____ Phone: _____

Chief Tahgee Elementary Academy
Student Harassment Complaint and Investigation Form

HARASSMENT COMPLAINT FORM

Name of Complainant:

_____

Grade Level:

_____

Date of Complaint:

_____

Name of Alleged Harasser:

_____

Date and Place of Incident or Incidents:

_____

_____

_____

Description of Conduct:

_____

_____

_____

Name of Witnesses:

_____

_____

_____

Evidence of Harassment, i.e., Letters, Photos:

_____

_____

_____

Any Other Information:

_____

_____

_____

I agree that all the information on this form is accurate and true to the best of my knowledge and request that CTEA investigate this complaint. I understand that while every effort will be made to maintain my complaint as confidential, the substance of this complaint and my identity may need to be disclosed to the alleged harasser.

_____

Parent/Guardian/Acting Custodian Signature

_____

Date

Appendix M – Shoshone-Bannock Tribal Council Resolution of Support

RESOLUTION

WHEREAS, the Shoshone-Bannock Tribes is fully committed to preservation and revitalization of the Shoshone-Bannock Languages and educational achievement of the youth; and

WHEREAS, the Fort Hall Elementary School is one of the prime population targets, that does not have a Shoshone or Bannock Language learning component to its curriculum, and has historically reflected low ISAT scores; and

WHEREAS, the Language and Cultural Preservation Program and members of the Fort Hall community have been meeting to determine the best approach to revitalize the Shoshone and Bannock languages and instill pride and opportunities for learning at the earliest ages as appropriate; and

WHEREAS, the intended vision for the Fort Hall Elementary School is to create a state approved Charter school called the Chief Tahgee Elementary Academy (the CTEA) that focuses on reversal of low academic scores and building children's self-esteem for a successful future; and

WHEREAS, the mission of the school is to provide a core educational program consisting of individualized learning techniques, Tribal language immersion, traditional and cultural education, creative fine arts and performing arts, changing technologies and enhanced academics and science to achieve each child's highest learning potential; and

WHEREAS, the Language and Cultural Preservation Program and members of the Fort Hall community come forward requesting Tribal support and legal assistance to create a state funded Charter school;

NOW, THEREFORE, BE IT RESOLVED BY THE BUSINESS COUNCIL OF THE SHOSHONE-BANNOCK TRIBES, that General Counsel William Bacon is hereby approved to provide legal assistance to the founding Board of the CTEA in formulating a state and federally approved non-profit for the Charter School and assisting with research and potential acquisition of the Fort Hall Elementary School facility; and

BE IT FURTHER RESOLVED, that the Fort Hall Business Council supports investment in the future of the children by preserving and revitalizing the languages and cultures of the Tribes through the academic inclusion of language immersion into elementary education.

Authority for the foregoing resolution is found in the Indian Reorganization Act of June 18, 1934 (48 Stat., 984) as amended, and under Article VI, Section 1 (r) of the Constitution and Bylaws of the Shoshone-Bannock Tribes of the Fort Hall Indian Reservation of Idaho.

Dated this 25th day of October 2010

Nathan Small, Tribal Chairman
Fort Hall Business Council

S E A L

CERTIFICATION

I HEREBY CERTIFY, that the foregoing resolution was passed while a quorum of the Business Council was present by a vote of 5 in favor, 1 absent (GDF), and 1 not voting (NS) on the date this bears.

Elizabeth Ann Lindroth, Tribal Secretary
Fort Hall Business Council

LGCS-2010-1195

Appendix N – CTEA Marketing Plan

Current Status

Many articles have already been written in the local papers, but presentations at key local events, such as the Shoshone-Bannock Tribes Annual Meeting, distribution and lodge meetings has initiate more effective word of mouth advertising. From these events, CTEA has a potential enrollment list of 192 students (See Appendix G).

What Makes CTEA Unique

Chief Tahgee Elementary Academy (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.

Market Analysis

Currently, Fort Hall Elementary School averages approximately twenty (20) students per grade, the Blackfoot School District enrolls approximately twenty (20) more American Indian students per grade throughout the district, and Tyhee Elementary School matriculates approximately twenty-five (25) American Indian students per grade, a total low approximated average of sixty-five (65) American Indian students per grade. CTEA projects a minimum enrollment average of fourteen (14) students per grade during the initial year, twenty-one percent 21% of the American Indian population throughout the attendance area and 5% of the total student population.

Academics

American Indian students in all local elementary schools test on average 20% lower on standardized achievement tests, and even lower in Language Arts. Moreover, Fort Hall Elementary School was ranked the lowest in Idaho for its academic achievement in the 2010-2011 school year. Consequently, CTEA will focus on communicating its goal of raising academic achievement through a rigorous curriculum, language learning, and cultural enrichment.

Bilingualism

CTEA's one-way language immersion program will provide students with the opportunity to learn their heritage language and revive these languages throughout the community. Research has shown that bilingualism increases academic achievement in other areas. No other school offers this opportunity.

Cultural Enrichment

Evidence suggests that public schools are not meeting the needs of Native students. As a result, American Indian students have the highest absentee rate (66%), 2nd-highest suspension rate (27.7%), and the 2nd-highest dropout rate (15%). However, a plethora of research suggests the effectiveness of culturally-responsive education. Documented outcomes of culturally-responsive classrooms include enhanced self-esteem, identity formation, intergenerational respect, community involvement, and academic achievement. CTEA's culturally-responsive curriculum is designed to turn around the above statistics by

providing for the unique needs of Native students that traditional education systems do not address for currently failing indigenous youth. Lillian Vallely, an Episcopalian private school located on the reservation has incorporated culture classes, but does not use culture as the center of its curriculum. Moreover, the local public schools offer few, if any cultural activities, despite the proximity to the Shoshone-Bannock Reservation. These statistics and CTEA's culturally-responsive thematic approach will be emphasized to attract parents to the school.

Marketing Goals

Goal	Target Audience	Responsibility
Marketing Goal #1: CTEA will have a potential student list equaling or greater than 120% of capacity in each grade by the end of September 30, 2012 (K = 36, 1st-6th grades = 17).	Parents & Grandparents	September 30, 2012
Marketing Goal #2: CTEA will have completed application forms for 50% of its capacity in each grade by January 31. 2013 (K = 22, 1st-6th grades = 10).	Parents & Grandparents	January 31, 2013
Marketing Goal #3: CTEA will have completed students application forms to capacity in each grade by April 30, 2013 and hold its first lottery on May 15, 2013 (K = 30, 1st – 6th grades = 14).	Parents & Grandparents	April 30, 2013

Target Audience

Audience	What is important to this audience?	How can we reach this audience?	What action do we want the audience to take?
Audience #1: Parents of Early Childhood, Preschool, and Headstart aged children.	Quality education, hands on/project based learning environments. Culture & Language	Directly at facilities.	Attend informational meetings. Visit website for more information
Audience #2: Parents of students who attend Fort Hall Elementary Students on the reservation.	Quality education, Better academic environment. Culture & Language	Distribution days. Signs by Fort Hall Elementary School & Timbe Hall Booth at Festival	Attend informational meetings to enroll Visit website to enroll. Visit LCPD offices to enroll.
Audience #3: Parents of students who attend other elementary schools off the reservation.	Quality education, Better academic environment. Culture & Language	Distribution days. Signs by Timbe Hall, Hwy 91 North & South side, Agency & Hiline Roads. Booth at Festival	Attend informational meetings to enroll Visit website to enroll. Visit LCPD offices to enroll.

Develop Clear Message

Message	Supporting Points
Key Message #1: Your child's will reach his/her academic potential.	CTEA students will be tracked and provided the necessary support to perform at grade level. Language immersion programs improve academic success. Cultural enrichment improves self-esteem and behavior.
Key Message #2: Your child will learn to speak his/her heritage language.	No other form of language learning develops levels of proficiency. Language and culture are inextricable.
Key Message #3: Your child will be taught the Shoshone-Bannock culture.	No Shoshone-Bannock History or culture is taught at the public schools. Knowing one's culture and History give him/her self-identity and pride. Academic, social, and economic achievement increases when one has a strong self-identity.

Marketing Tactics

The primary venues, sources, and strategies for advertising and recruitment into CTEA may include, but not be restricted to, the following:

- the school website, e-mail, and other social networking tools,
- mass e-mail to all Shoshone-Bannock Tribes employees,
- the school monthly newsletter,
- direct mailings to primary attendance area households,
- dissemination of brochures at community events,
- distribution of flyers to heavily trafficked areas,
- local radio and television advertisements and public announcements,
- building relationships with the local newspapers, including the Sho-Ban News,
- building relationships with the local television and radio stations.
- advertisement materials posted in prominent locations throughout the compact and contiguous attendance areas (i.e. the library, the community notice board, Shoshone-Bannock Tribes Business complex, at City Hall).
- billboards,
- vehicle decals
- word-of mouth referrals,
- public forums in individual homes and other public locations in accordance with Idaho Code *§§67-23*,
- a school sign,
- door-to-door contacts when deemed necessary, and
- build relations with other charters.

Some of the methods CTEA may employ to attract at-risk and non-English speaking students are:

- posting of school events and enrollment dates at local Headstart and Early Childhood programs.
- posting advertising materials in English and Spanish in prominent locations (e.g., the library, the community notice board, at City Hall, stores, churches, and restaurants catering to Hispanics, etc.).
- building relationships with Idaho Unido (Eastern Idaho's Spanish language newspaper)
- public service announcements on Spanish speaking radio programs.
- Spanish language enrollment information posted on the CTEA website.
- providing materials in English and Spanish at the public meetings and at the tables at public gatherings like farmers markets, Pride Days, and other gatherings.

Community 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 engaged in associations with various organizations, including, but not limited to, Shoshone-Bannock Tribes, SBT Language and Cultural Preservation Department, Idaho State University, University of Utah Center for American Indian Languages, National Indian Education Association, Indigenous Language Institute, National Education Association, etc.

Alexandria Alvarez

PO BOX 626

Fort Hall, ID 83203

Phone: 208-760-0270

Email:
alexalvarez.shoban@hotmail.com

Summary

I'm a hard working individual, who isn't afraid to ask for help when I need it. I always do my best to be a team member, and contribute to whatever the task is at hand. When I make mistakes, I learn from them fast to insure failure is not an option. When working and leadership is required I can step up to the plate, but following a leader I do my best to work alongside them. I've never had any problems with my attitude, and I enjoy being a positive person and friendly to all around me. I treat everyone with respect and do my best to show that I have good manners and that I am good person to work with and be around. I do my best in whatever it is I'm doing.

Employment History

10/13/11- Present Hired as a Temporary Sho-Ban News Reporter
Fort Hall, Idaho
Reporter
I was hired to be a temporary news reporter for the Sho-Ban News, and have covered several stories that can be found in the Sho-Ban News. It is a new and exciting experience learning how to develop my writing skills, learn new skills in Adobe Photoshop and gain experience in photography.

1/05/11 – 5/03/11 WINS Washington Internships for Native Students
Washington, DC
WINS Internship
I was accepted to participate in the WINS Spring Semester program that provided me with the opportunity to work with the Environment Protection Agency (EPA) and to work in the American Indian Environment Office where I was not only introduced to what EPA does, but also a semester project to work on. My project was to try and create an Tribal Emergency Coordinator Response contact list that EPA could use to contact tribal leaders in the event of a natural or man-made disaster. My project lead me to do lots of research on FEMA, EPA and making calls to regions around the United States to assess whether regions have a tribal contact list. I was also invited to attend conferences and sessions regarding what the American Indian Environment Office was involved in and working on. I also had to attend two classes, one for the WINS program and the other was an elective taken at American University. I feel that all the information I gained will help me down the road as I continue to further my education.

6/04/10 – 7/31/10 WINS Washington Internships for Native Students
Washington, DC
WINS Internship
I was accepted in the WINS program to participate in an 8 week long summer program, working with the federal government at Social Security, and attend class 3 times a week to earn school credit while going to my internship 5 days a week. I would travel everyday from Washington, DC to Baltimore, Maryland to the Social Security Headquarters, where I worked with OCREO, Office of Civil Rights and Equal Opportunity. I improved a lot on my social skills, introducing myself to individuals in a professional manner, worked on a team and completed a project that is going to be a blue print for companies to hire people with disabilities such as the blind, deaf and veterans. I also worked on a few power points and tried to share information that would help diversify the workforce at Social Security by aiming employment opportunities for Native Americans.

6/2009 – 8/2009 Fort Hall Summer Program Fort Hall, ID
Youth Supervisor
Worked for the Fort Hall Summer program to be a youth supervisor, our duties was to provide a place for the kids to spend their days and stay out of trouble during the summer months they were out of school. The ages attending ranged from 6 to 17 years of age. I worked mostly with smaller kids in the game room, finding activities for them to participate in the mornings. After lunch we would take the kids on a variety of activities depending on the day, which included swimming, movies, bowling and roller skating every Monday through Thursday with Fridays usually being the day for our youth to engage in a special activity. Some of them included culture day, rez dog contest, and camping to list a few. It was a positive experience that helped me get acquainted with some of the youth of our tribe.

6/2007 – 8/2007 Fort Hall Wild Land Fort Hall, ID
Camp Crew
Worked my final year with the Fort Hall Wild Land, keeping the same duties as the previous years; our job was to handle supplies, serve dinner, pick up trash. Depending on where we were stationed and what kind of conditions we faced our duties also included pitching tents, doing dishes, moving water, Gatorade and ice, and watching over the campsite.

6/2006 – 8/2006 Fort Hall Wild Land Fort Hall, ID
Camp Crew
I worked for my 2ed year with the Fort Hall Wild Land department, working again as camp crew. Continuing to do the same duties as the year before, our job was to handle supplies, serve dinner, and pick up trash. Depending on where we were stationed our duties also included pitching tents, doing dishes, moving water, Gatorade and ice, and watching over the campsite.

6/2005 -8/2005 Fort Hall Wild Land Fort Hall, ID
Camp Crew
This year I was working for Fort Hall Wild Land, as camp crew. We would be sent out along side firefighters to work as camp crew, our job was to handle supplies, serve dinner, and pick up trash. Depending on where we were stationed our duties also included pitching tents, doing dishes, moving water, Gatorade and ice, and watching over the campsite.

6/2004 – 7/2004 Hoist Lewiston, ID
Student
This year I was placed at WSU (Washington State University) at their Veterinary Hospital, working in the exotics department. The exotic animals dealt with a variety of animals, everywhere from exotic pets to wildlife. I cleaned cages, fed birds and assisted the vet techs in whatever it is they needed help in.

6/2003 – 7/2003 Hoist Lewiston, ID
Student
Came back to the program the next summer, and this time I became involved in many animal related fields, working for a number of departments. I helped work with horses at their cloning research development center, working with the United States first cloned mules. Then I spent a few days at the university's meat processing factory understanding what processes the meat goes through before it hits the market. And finally ending the rest of my working term at a dairy house, helping feed calves, milk cows, cleaning stalls and whatever else was required.

6/2002 – 7/2002 Hoist Lewiston, ID
Student
I was involved in the Hoist program, a program designed to introduce native students into a variety of careers. My first year I was put in the forestry department, my supervisor was named Bernardo Alvarez, and we did various projects from working with habitat for humanity, to traveling to the Kootenai Tribe to see their

project with the wild native plants. The program lasted for 6 weeks, and we were exposed to life on a campus for the first time.

Education

2010 Haskell Indian Nations University Lawrence, KS
Bachelor Degree American Indian Studies 3.0

2008 Haskell Indian Nations University Lawrence, KS
Associate Degree Liberal Arts 3.0

2006 Blackfoot High School Blackfoot, ID
Diploma 2.5

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155 Indian Avenue Lawrence, KS 66046
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785.749.8440

WINS Program:
Jack Soto Wins Director or Amy Morrill-Bijeau Assistant Dean
4400 Massachusetts Ave Washington, DC 20016-8083
202.895.4882

Luke Jones Supervisor during WINS Internship
American Indian Environment Office at Environmental Protection Agency
202.564.4013
jones.luke@epamail.epa.gov

Fort Hall Recreation Contact Info:
Mike Sakalaris
Po box 306 Fort Hall, ID 83203
208.478.3770

Wild Land Department
Edward Christy
Po Box 306 Fort hall, ID 83203
208.478.3785 or 478.3784

Blackfoot High School
870 S. Fisher Ave Blackfoot, ID 83221

Distinctions
I'm a proud member of the Shoshone-Bannock Tribes of Fort Hall, Idaho. I am semi-fluent in Shoshone and Cherokee, and have studied the Cherokee alphabet. I have learned a handful of words in other native languages such as Navajo, Bannock, Comanche, Yuchi as well as Japanese and Spanish. I do my best to be a role model to my friends and the younger generation by keeping out of trouble and staying drug-free. I respect myself and try to carry myself in a good way. I try to always do my best in whatever I may be doing, and I chase my dreams till I achieve them. When I am done with school, I plan to return home to my reservation to try to improve it and make it a better place for my people.

Interests
Powwows, dancing, tae kwon do, basketball, music, photography, Humane Society, art, reading, indigenous sovereignty, climate change, horseback riding, rodeo, native conferences, camping, fishing, traveling, languages, cultures, roller blading, making new friends, friends and most importantly family.

Accomplishments
I am the current Miss Shoshone-Bannock for 2011-2012, recently crowned this past August at or Fort Hall Indian Festival and serve as the ambassador of the Shoshone-Bannock Tribes. In 1998 I won Rodeo Queen of Fort Hall, and participated helping out at rodeos around the state. I was active in a Fort Hall youth group known as the Fort Hall Youth Council, and served as President for two years, getting my friends and other youth involved as an alternative to getting in trouble, and together we helped put together a benefit powwow at our local college. Afterwards I helped

support my friends take control and helped try to guide them. In high school I was active in our Indian club and help participate in fundraising, making and serving Indian Tacos to fundraise to participate in the Northwest Indian Youth Conference. And in 2004, the Fort Hall Indian Youth Council, local Indian Clubs and four other Tribes in the state of Idaho collaborated to host the Northwest Indian Youth Conference in Boise, Idaho. I successfully graduated in 2006 and entered into college the following fall. Throughout my years at school I have always received good attendance awards, and got certificates of completion, and was never in any trouble or been sent to detention. I have always lived my life drug-free, and had never drank until I was 21, even though I have never been beyond a slight buzz. In college I was active in several clubs, the Haskell Artist Association where I served both as a member, student representative and a secretary for two semesters. In my time I helped the Artist Association hold an art show, and included my own art. Joined the boxing club for a semester as well as the Native American Church club; and finally I have joined the ACCES Club for a few semesters as a member and for my last semester I have served as treasurer. In the ACCES club we have successfully held a stomp dance in spring 2009, went to two stickball tournaments where Haskell came in first place in both years. I have helped in numerous fundraising activities during basketball games, football games, powwows and seasonal activities. I also help out at the Human Society Shelter from time to time, walking dogs and giving cats attention, even did an internship there where I learned much about how the shelter operates and the hard work people put into it.

Maxine Racehorse Edmo

PO Box 367
Fort Hall, ID 83203
208-237-5930

Professional Profile

- Respected Shoshone-Bannock tribal elder
- Devoted most of life to advocating for education and tribal rights
- Served more than 20 years as a 4-H leader
- Served on the federal Library Board
- Advisory Council for Indian Health Services board member that awards approximately 400 scholarships to American Indian students annually

Education

1989	A.A., Marketing and Management, Idaho State University

Work and Service

2005-present	Shoshone-Bannock Tribes Language and Cultural Preservation Department, Bannock language instructor and translator
1998-present	Shoshone-Bannock Tribes Enrollment Committee
1998-2002	Elected to Shoshone-Bannock Tribes Land Use Policy Commission
1996	Shoshone-Bannock Jr./Sr. High School Board member (served many terms)
1985-1996	Instrumental in building tribal school –Shoshone-Bannock Jr./Sr. High School
1992-1998	Tribal Tax Commission
1985	Developed the Human Resource Development Center (HRDC)
1978-1982	Intermountain Indian School Board member
1978	Successfully lobbied to defeat legislation to transfer education out of the Bureau of Indian Affairs to the Department of Education.
1977-1978	Served on BIA task force to pas P.L. 95-561 passed that developed rules and regulations for Indian schools and school boards, Indian School Equalization Program (ISEP), student rights, Johnson O'Malley (JOM), and Indian colleges.
1976	Appointed by President Jimmy Carter to the National Advisory Council on Indian Education
1975-1985	Tribal Education Committee

1968	Tribal Health, Education and Welfare Committee
1966-1977	Developed information for Congressional Record that later resulted in the Johnson O'Malley and Title IV programs
1966	Elected to Fort Hall Business Council

MERCELINE P. BOYER

Rural Route 3 Box 249, Blackfoot, ID 83221 ✽ (208) 785-2965

HIGHLIGHTS OF QUALIFICATIONS

- Productive and responsible; willing to learn and handle any tasks as necessary
- Strong loyalty and commitment to organization
- Able to represent a company with a professional appearance and manner
- Have very good work habits and ethics
- Competent in knowledge of computers and willing to learn in areas I am unknowledgeable
- Am trilingual in the English, the Shoshone and the Bannock languages and can understand the Paiute and Comanche native languages with limited speaking abilities.

PROFESSIONAL EXPERIENCE

Lead Language Instructor Feb. 2011-Present
Shoshone-Bannock Tribes, Language & Cultural Preservation Department
I teach Shoshone and Bannock languages to tribal members and work with other language instructors and translators translating historical documents into Bannock or Shoshone or English. We develop lesson plans, teaching material and teaching aids.

Part-Time Co-Manager for the Bannock Language Preservation Project Oct., 2007 - Sept., 2008
As one of the co-managers for the Tribes' Bannock Language Preservation Project, I oversee the operation for this project to revive and enhance the Bannock language which is endangered as there are very few Bannock speakers left. The project conducts classes for beginning learners and reinforces the language by encouraging speakers to maintain and perpetuate the teaching of the language to their families and community members.
My position as Cultural Instructor is ongoing and I provide cultural information and skills with the TANF participants.

Manager for ANA Language Preservation Grant (part-time) Oct., 2005 - Sept., 2006
As part-time manager of the ANA Preservation Grant, I set up meeting with Bannock speakers and conduct a "Talking Circle" to refresh their language ability and see that we stay in compliance of the grant.
My position as Cultural Instructor is ongoing, I continued to provide cultural information and skills with the TANF participants and my services are available to any other organizations or entities requesting cultural information.

Cultural Curriculum Instructor Oct. 2003 – Feb., 2011
Shoshone-Bannock Tribes, 477 Programs (EET/TANF Programs), Fort Hall, ID
In this position, I provided cultural and native language instruction to TANF participants. I also provide cultural information to other entities and organizations requesting my services. I lend support and participate in other cultural activities of the Tribes. I believe that one must practice the culture as well as speaking the native languages of the Tribes to perpetuate the longevity of being a federally recognized tribe as well as protecting the sovereignty and tribal treaty rights of the Shoshone-Bannock Tribes.

OTHER EXPERIENCE

Academic Outreach Consultant 1995-2003
Shoshone-Bannock Tribes Education, Employment & Training Program, Fort Hall, ID
I maintained communications with the surrounding school districts and Shoshone-Bannock Tribal School on any information important to the support of Indian students. When necessary, I advocated on their behalf and encouraged communications with the schools, parents and students. I also provided historical and cultural information when requested. I basically did the same thing, only my title changed.

Education Outreach Worker 1989-1995
Shoshone-Bannock Tribes, Tribal Education Department, Fort Hall, ID
In this position, I maintained communications with the surrounding school districts and Sho-Ban Tribal School on any information important to the education and support of Indian students. When necessary, I advocated on students behalf when necessary and encouraged communications between the schools, parents and students. I also provided cultural information when requested.

Tribal Education Committee 1985-1989
Shoshone-Bannock Tribes, Fort Hall, ID
I was appointed to this committee to oversee the Tribes' education program and to provide educational information and opportunities to tribal member students. The Shoshone-Bannock Tribes provided funding for their students and we were in charge of this budget. We provided services to all levels from pre-school to adulthood.

Indian Education Liaison 1975-1985
School District #55, Blackfoot, ID
In this position, I made home visits to parents' homes if there were a problem that interfered with the education of an Indian child. I provided advocacy to Indian students and encouraged communications between teachers and parents. I encouraged students to recognize the benefits of acquiring good education for their own future and motivated them to set goals and pursue higher education. During this time I worked with first with junior high students; then, high school students and later, elementary school students.

Secretary 1974-1975
Argonne National Laboratory, Idaho Falls, ID
I worked in various departments and was finally assigned to the Accounting Department where I assisted the accountants in general office work and took care of the petty cash maintained for various departments of the Laboratory.

Secretary/Supervisor 1970-1974
Idaho State University ACTION Program, Pocatello, ID
I was hired as a secretary for this federally funded program, where students of Idaho State University were hired as volunteers in a community service oriented settings. I did secretarial and general office work including bookkeeping for the program and supervised volunteers who were assigned to the Fort Hall Indian Reservation, where the volunteers were assigned tutorial work with school children and other community related projects.

Potato Worker 1959-1969
American Potato Company, Blackfoot, ID
Idaho Supreme Company, Firth, ID

I worked in the production of potato granules, sorted potatoes, boxed potato granules and became informed about the potato industry and am grateful for this knowledge. During this time I worked inconsistently, due to family responsibilities that included raising my family. Working in the potato industry was not my goal, but merely to make extra money. Then I decided to go back to school to learn a profession that I would enjoy.

EDUCATION

Certificate in Office Occupations Idaho State University, School of Voc-Tech, Pocatello, ID	1970
Certificate in Farm Business Management from Idaho State University, College of Technology, Pocatello, ID	2000
Have sophomore status at Idaho State University, Pocatello, ID But have not completed.	1970-present

CIVIC ACTIVITIES

Served as a member of the Title IV Parent Committee of Blackfoot School District, Blackfoot, ID; past member of the Shoshone-Bannock Jr./Sr. High School's School Board, Fort Hall, ID; past member of the Shoshone-Bannock Festival Committee, Fort Hall, ID; Volunteer with the Fort Hall Johnson O'Malley Parent Committee, Fort Hall, ID; past member of the Shoshone-Bannock Tribes' Cultural Resource Survey Organization's Advisory Board, Fort Hall, ID; Past member of the Shoshone-Bannock Tribes' Tribal Risk Assessment Advisory Committee, Fort Hall, ID; past member of the Idaho Committee on Indian Education, Boise, ID; member of the National Indian Education Association and present member of the Shoshone-Bannock Culture Committee, Fort Hall, ID and the local Shoshonean Reunion Committee of Fort Hall, ID.

PERSONAL

I am a member of the Shoshone-Bannock Tribes, being of 4/4 degree Indian blood. I am married to Mr. Lionel Q. Boyer and have been for 53 years. We have five children, four girls and one boy, whom we lost in 1978. We live in the Gibson District of the Fort Hall Reservation where we participate in cultural activities, such as celebrations, spiritual ceremonies and family affairs. When our children were growing up we supported them in their cultural and educational activities. Now we do the same for our grandchildren and have been involved and supportive in their educational and sports activities as well as cultural activities. We feel very deeply that they must practice their culture and traditions to maintain their native identity that will sustain them in their adult lives as respectable Indian people.

Nancy Eschief Murillo
P. O. Box 663, Fort Hall, ID 83203
Ph: Home (208) 237-5807, Cell: (208) 223-6017

Education: Haskell Institute, Lawrence, Kansas, 1963-1965
Commercial Business, Diploma,
Idaho State University, Pocatello, ID, 1972-76, Ed & Soc.
University of Colorado, Boulder, Co, 1964, Summer Session
University ofIdaho, Moscow, ID, 1962
Idaho State University, School of Applied Technology
Farm Bus. Management, 3'd/final yr. Cert. 1995
Farm Bus. Management, 4th yr. Cert. 1996

Work History:

Workforce Team Member/Intergovernmental Affairs. All My Relations, Inc., August 1996 to October 02, 2007, Fort Hall, Idaho

Developed a variety of working documents for operations of the Company. Assisted in the manufacturing and monitoring of2448 Hydrogen/Oxygen Fuel Generators. Communicated with various public/governmental/private officials and entities regarding AMR and its operations. Applied for HubZone status and received 3 year certification for AMR. Applied for Central Contracting Registration, CCR, for U.S. governmental contracts/grants. Application to SBA 8(a) in process. Mr. Robert Dude Perry, President, All My Relations, Inc., and I talked with Mr. AI Gore Author of "Global Warming: An Inconvenient Truth" January 22 2007, and informed AI Gore of the 2448 Hydrogen/Oxygen Fuel Generator manufactured by All My Relations, Inc.; and its capability to reduce toxic emissions. A business card and AMR Flier stuffed in Shoshone-Bannock hand tanned, beaded checkbook cover was gifted to Mr. Gore from All My Relations, Inc. Scheduled meetings for development of a Cooperative Research and Development Agreement for more testing with Idaho National Laboratory, the Prime Contractors and the U.S. Department of Energy, Idaho Falls, Idaho. Contacts made with various local governments, business entities and tribal entities on the Hydrogen Enrichment System for purchase, distributorships and potential partnerships.

Chairperson, Fort Hall Business Council, Shoshone-Bannock Tribes, 2004-2005. Held Vice Chairperson, Treasurer offices, 2000-2006, Fort Hall Indian Reservation, Fort Hall, Idaho.

Served in this elected position to govern and protect the Fort Hall Indian Reservation which encompasses over 543,000 acres of which 97% is owned by the Shoshone-Bannock Tribes and Individual Indians. Worked in all facets of Government working with Federal, State, Private sector, Local governments and jurisdictions. Initiated Tribal Laws/Ordinances, Memoranda of Agreements and Understanding. Reviewed policies, laws, regulations such as personnel policies for

Tribal Gaming, Tribal Enterprises and Tribal Government, federal and state legislation and documents relating to or impacting the Shoshone-Bannock Government and the Shoshone-Bannock people/Tribes. Provided testimony on the state and Congressional levels regarding legislation affecting the Shoshone-Bannock Tribes and American Indian People. Authorized annual budgets for the Tribes' Government, Enterprises and Gaming. As Chairperson and Vice Chair signed a variety of state, Federal contract/grant and cooperative agreement and similar documents. Served the membership in capacities of liaison, grants and assistance in program access and availability. Reviewed and authorized all land leases. Served as the Tribal Fish & Game Commission. Served as Representative to various organizations: National Congress of American Indian, Affiliated Tribes of the NW Indians, Council of Energy Resource Tribes, Intertribal Monitoring Association, Intertribal Agricultural Council and the NW Intertribal Ag Council.

Chairperson, Shoshone-Bannock Tribal Enterprises and Vice Chair, Treasurer and member during tenure on Fort Hall Business Council. Tribal Enterprises include: Two Tribally owned and operated Gas Stations and Convenience stores, Trading Post Grocery store, Tribal Clothes Store- sales of western wear, tribal arts and crafts, souvenirs, Exclusive Smoke shop with these facilities located on Interstate 15 and 86 and U.S. 91.

Consultant: Wind Energy Consultant, Shoshone-Bannock Tribes, Ft. Hall, ID 2001,

Coordinated with the Tribes, National Renewable Energy Laboratory, Council Resource Energy Tribes Office and Idaho Power Company and erected five 20mm and 30 mm anemometers for testing on a commercial scale development of wind. Wind rated on 5-6 scale.

Tribal Court Administrator: Tribal Court, Shoshone-Bannock Tribes, Ft. Hall, ID,

Spring of 2002, appointed to Court Administrator on temporary basis. Provided administrative supervision and management of the Court system. Developed a needs basis for a New Justice System and Center for the Tribes. Invited congressional staffers to a walk through of the deteriorating jail and court buildings and provided testimony to Congress. Did receive A & D funding for the initial phase of the center.

Water Resources Commissioner: Shoshone-Bannock Tribes, Ft. Hall, ID late 1990's

Chairperson/Commission, one of several Commissioners, developed the regulations for the Tribal Water Code in coordination with the Fort Hall Indian Reservation Water Rights Settlement of over 500,00 acre foot annually of surface, storage and ground water in preparation of total management of the Tribes 1863 water right. Provided policy oversight to the Water Engineer and the Water Resources Department and worked with the U.S. Department of the Interior, other federal

agencies, i.e., Bureau of Reclamation, Department of Agriculture, State Water Resources Department, private irrigators and producers and the local office in the management process. In 1995, also worked as a Land Use Policy Commissioner regarding land issues of the Fort Hall Indian Reservation, Tribal lands off Reservation, Treaty territories and issues affecting those areas.

Tribal Health Director: Shoshone-Bannock Tribes, Fort Hall, ID 1976-1993

Hired to develop the Department: Provided Contract and grant development, planning, coordination, budgeting, reporting, personnel management, contract negotiations and compliance. Contracts and grants from some federal and state agencies. Did contract some the Indian Health Services Programs, some state of Idaho and the Bureau of Indian Affairs programs. The Department provides a multitude of services ranging from Pre-natal to the elderly populations. Assisted in acquisition of a new ambulatory health clinic that opened in 1989 in Fort Hall. Congressional Appropriations provide a new clinic with a staff of 73 federal employees. The Old Clinic was too small with few staff. New Clinic does, however, house some of the Tribal Programs. Worked with Rockville, Maryland, in the acquisition of a NIAAA grant for an Alcohol and Drug Rehabilitation Center. Is currently the only Tribally owned inpatient facility in the Northwest.

Other employment: Worked administratively for the Bureau of Commercial Fisheries, Branch of Technology and the Bureau of Land Management, U.S. Department of the Interior, Washington, D.C. in the 1960's. In 60's and 70's worked for U.S. Department of Agriculture, Farmers Home Administration in Pocatello and Blackfoot, Idaho; Federal Aviation Administration in Idaho Falls, and Pocatello, Idaho. Had Employment with Talent Search Program, worked for Manpower Development and the Financial Aid Office for Idaho State University, Pocatello, ID

Committees and Organizations:

- National Congress of American Indians, Delegate from the Shoshone-Bannock Tribes, 2004-2006, Also an individual member.
- Affiliated Tribes of the Northwest Indians, Delegate from the Shoshone-Bannock Tribes, 2007-2006
- Council of Energy Resource Tribes, Delegate, 2003-2006, for Chairman and as Chairperson
- Indian Council oflndian Affairs, State ofldaho, 4 yrs. Co-Chair, 2004-5, Boise, Idaho
- Intertribal Monitoring Association, 3 yrs, 2003-2006, Albuquerque, New Mexico
- Initiator and Signatory to the Memorandum of Agreement to combat the meth/drug problems afflicting southeastern Idaho, 2003-2004 signed by the Fort Hall Business Council, County Commissioners of Bannock, Power and Bingham Counties, Mayors of Pocatello, Chubbuck, Blackfoot, Counties of

Bingham, Power, Bannock Law Enforcement of those jurisdictions, Cities of Pocatello, Blackfoot, American Falls Chiefs of Police and the Shoshone-Bannock Tribes Law Enforcement Chief of Police

- Member of the NW Indian Health Board, 1976-93
- Member of the Region VI Health & Welfare Advisory Board, Pocatello, 1976-93
- Member ofIdaho State University President's Committee,
- Idaho State University Associated Students Association, Senator, two-three yrs.
- Adjunct Faculty Member, Nursing Program, Idaho State University, 1984-85.

Honors:

- Servant & Representative of the Shoshone-Bannock People, 5 years, 2000-2006
- Recognition from Ft. Hall Elementary School for Community Support 2005
- NW Indian Health Board Recognition for Health Promotion, 1989
- National Indian Health Board Health Promotion and Education Award,1989
- Recognition Award for Health Promotion and Disease Prevention from the Director of the Indian Service Public Health Service, U.S. Department of Health & Human Services, 1989
- Recognition Awards from the Shoshone-Bannock Tribes for Health Promotion and Disease Prevention, 1980's
- Community Support Award from School Vistrict 55, 1980's
- High School and college-held various offices of the class and various school organizations.

Other interests:

- " Still pondering the 6 k run back east.
- Planning participation in the senior Olympics
- Writing short-story plays
- Drawing, sketching.
- Antiquing
- Gardening
- Raising grand children.
- Planning ironwork art in near future,
- Fulfilling commitment of seven more years with Tribal Council in the fnture.
- Healing Mother Earth

Sherice Racehorse Gould

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racehorsegou1d@gmai1.com

EDUCATION

2007-2011 **Master of Science in Anthropology** Idaho State University Pocatello, **Idaho**
- Emphasis io Lioguistics and Medical Anthropology

1998-2007 **Bachelor of Arts in General Studies** Idaho State University Pocatello, **Idaho**
- Emphasis **in** Linguistics and Native American **Studies**

EXPERIENCE

2009-PRESENT **Language and Cultural Preservation Department Director**
Shoshoshone-Bannock Tribes *Fort Hall, Idaho*
- **Department includes supervision of Language Preservation Program, Archives, Museum,** Ancestral Research/Special Collections, Origioal Territories and Historical Research Program, Tourism/Byway Liaison and Shoshoni Language Charter School Initiative.
- $500K+ Budget preparation and oversight.
- **Grant proposal submission to National Science Foundation, Administration for Native** Americans, National Historical Society and Potlatch **Foundation.**
- Shoshone-Bannock Tribes Advisory Board **member**
- NDN Scholars Advisor
- ChiefTahgee Board of Trustees Treasurer

2007-2009 **Teaching Assistant Native American Studies**
Idaho State University *Pocatello, Idaho*

10/1999-10/2003 **Administrative Officer- Enrollment Department**
Shoshone-Bannock Tribes *Fort Hall, Idaho*
- Assistant to **Director-Delegated** supervisory responsibility three **employees.**
- Prepared and monitored fiscal **budget.**
- Prepared grant **proposals.**
- Oversaw fmancial **disbursements.**
- Process tribal emollment applications with **recommendations.**

3/1999-10/1999 ***Accountant- Finance Department (Temporary Position)***
Shoshone-Bannock Tribes *Fort Hall, Idaho*
- Administered General Fund and Indirect Cost **accounts.**
- Processed General Ledger and Journal Voucher entries on a monthly **basis.**
- Reconciled bank **accounts.**

6/1996-6/1999 ***Credit Board Chairwoman (Fort Hall Business Council Appointment)***
Shoshone-Bannock Tribes *Fort Hall, Idaho*

- Recommend loans for approval or disapproval.
- Revamp Bylaws and Procedures.
- Member Sovereign Lending Task Force.

12/1991-7/1994 ***Internal Auditor/Senior Accountant***
Colville Tribal Enterprise Corporation *Coulee Dam, Washington*

- Ensured all financial accounting policies, procedures, and practices are implemented and followed.
- Developed Accounting Internal Procedures Manual for (15) entities.
- Audited monthly and year-end financial statements for (18) entities.
- Consolidated financial statements for submission to independent CPA finn.
- Responsible for preparation of financial reports for eight entities consisting of (1) Bingo Hall (4) Trading Post Stores (1) Agribusiness (1) Houseboat Recreational Enterprise (I) Construction Business.
- Maintain all general accounting functions including all transactions relating to cash, receivables, fixed assets, accounts payable and accrued or prepaid expenses.
- Monitored cash and holding accounts to maintain cash balances and reconcile accounts on a daily basis.

REFERENCES

Available Upon Request

Tyson O. Shay
P.OBox 716
Ft. Hall, ID 83203
tshay@sbtribes.com

Objective: To obtain the Self-Reliance Instructor Position and help the TANF Program achieve its organizational goals.

IDGHLIGHTS OF QUALIFICATIONS

- Experienced Manager/Coordinator with successful outcomes.
- Achieved organizational objectives and beyond.
- Skilled in various aspects of business and human resources.
- Informed general public of business promotions and other functions.

WORK EXPERIENCE

2010-Present **Self-Reliance Instructor**
Shoshone-Bannock EET/TANF Program Fort Hall, ID

- Developed curriculum and instructed Job Search/Readiness courses.
- Recorded in Tribal Assistance System and processed payments for Work Experience participants.
- Processed Transitional Service payments for participants transitioning into the workforce.
- Provided services to participants and general public in the computer learning lab.
- Collected data based on participant work experiences.

2009-2010 Nalive **American** Business **Administration Program Coordinator**
Idaho State University Pocatello, ID

- Managed scholarship funding and distribution for stqdents in the NABA Program.
- Applied methods of recruitment and retention of Native American students.
- Coordinated with the Dean, Ph. D's and MBA colleagues in the College of Business.
- Collaborated with professors and administration in developing the Indigenous Nations Institute.

2009-2009 **Summer** Youth **Employment Coordinator**
Shoshone-Bannock Tribes Fort Hall, ID

- Managed daily operations of the **SummerYouth** Employment Program.
- Processed bi-weekly payroll for **SummerYouth** participants.
- Negotiated and created worksites within various tribal departments for youth.
- Coordinated with 477 administrations on events for participants of the SYEP Program.

2006-2008 **Bannock Peak** Site **Manager**
Shoshone-Bannock Tribal Enterprise Fort Hall, ID

- Managed daily operations of the Bannock Peak Truck Stop.
- Prepared daily deposits and reconciliations.
- Oversaw and scheduled work shifts for a staff of thirteen employees.
- Ensured products and inventory were at par level.
- Coordinated with major franchise retailers such as Coke, Pepsi, and Marlboro.

EDUCATION
Bachelor of Business Administration, Management (Currently a senior)
Idaho State University

Curriculum Vitae

Drusilla Gould
Shoshone-Bannock Tribal Member
Fort Hall, Idaho
Department of Anthropology, American Indian Studies Program
Idaho State University
Campus Box 8005
Pocatello, Idaho 83204-8005

Areas of Specialization

Shoshoni Language Revitalization and Documentation
Applied Linguistics – Curriculum Development of Shoshoni Literacy Program
Cultural Survival (language, ethics, natural resources)
Community Health
Traditional Indigenous Parenting
Cultural Resiliency, Historical Trauma
Shoshoni Tribal History and Oral Traditions

Current Positions and Academic Work History

Full-Time Adjunct Instructor (2005-Present). Department of Anthropology, American Indian Studies Program, Idaho State University - Pocatello, Idaho.

Part-time Adjunct Instructor (1989-2004). Department of Anthropology, American Indian Studies Program, Idaho State University – Pocatello, Idaho.

Courses taught at Idaho State University since Fall 1989

1. Elementary Shoshoni-ANTH/SHOS 101/102
2. Intermediate Shoshoni-ANTH/SHOS 201/202
3. Advanced Shoshoni Grammar-ANTH 499/599
4. Native American Women-ANTH 472
5. Traditional Indigenous Parenting-ANTH 299
6. Special Problems in Management – Event Planning-MGT 492/592
7. Native American Arts-ANTH 472/572
8. Conversational Shoshoni–ANTH 299
9. Shoshoni Language Creative Writing-ANTH 498P-01

Education

Idaho State University; Pocatello, Idaho 1985-1987 – General Studies and Cultural Anthropology Courses.

Smithsonian Institution; 1994 - Office of Museum Programs – American Indian Museum Studies Program 'Telling Your Story – Small Exhibits for Tribal Museums' sponsored by the Wichita and Affiliated Tribes of Oklahoma – Museum Exhibit Training

Weber State University; Ogden, Utah 1984 – Linguistics and Curriculum Development for Native American Language Programs.

University of Arizona; Tempe, Arizona – Summer 1986 – American Indian Language Development Institute [AILDI] – Linguistics and Curriculum Development.

Highland High School; Pocatello, Idaho
Hawthorne Jr. High School; Pocatello, Idaho
Tyhee Elementary School; Pocatello, Idaho

Publications

Gould, Drusilla and Dr. Christopher Loether. 2002. *An Introduction to the Shoshoni Language: Dammen Daigwape.* The University of Utah Press, Salt Lake City, UT.

Peer-Reviewed Journal Articles

Maria Glowacka and Drusilla Gould. 2008. "Coyote May Carry you Off on His Tail". A Shoshoni Perspective on Ethics. ***Anthropology and Humanism.*** 33 (1/2):30-37 Blackwell

Gould, Drusilla and Maria Glowacka. 2004. *Nagotoohgahni"* The Bonding between Mother and Child in Shoshoni Tradition. ***Ethnology. An International Journal of Cultural and Social Anthropology.*** XLIII (2). 185-191. The University of Pittsburgh.

Technical Reports

2003 Ethnographic Survey for Yellowstone National Park Obsidian Cliff Road Segment. A Report of Shoshone and Bannock Tribal Uses of Resources. [Drusilla Gould is one of the Shoshone-Bannock contributors]
Note: The information contained in this report is strictly confidential and will not without the Fort Hall Business Council's express written authorization, disclose, release, or produce any information to any third party, firm, business, university, nonprofit organization, state or federal government agency, or corporation for any purpose.

Selected Presentations

"Coyote May Carry You Off on His Tail" Reflections on Traditional Shoshoni Ethics. (co-presenter M. Glowacka). Numic Studies Symposium: Ethnography, Linguistics,, and Archeology, 39th Anthropological Great Basin Conference, Las Vegas, October 2006.

A Shoshoni Perspective on Ethics (co-presenter M. Glowacka). The Friends of Uto-Aztecan Conference, University of Utah. Salt Lake City. August 2006.

Nagotoohgahni: Revival of Child Rearing Practice (co-presenter M. Glowacka). 59th Northwest Anthropological Conference, Seattle, March 2006. Seattle, March 2006.

Nagotoohgahni. Working Together (co-presenter M. Glowacka). 65th Conference of Society for Applied Anthropology, Santa Fe, New Mexico. April 2005.

Nagotoohgahni – The Maternal Nurturance of Infants in Shoshoni Tradition (co-presenter M. Glowacka). 29th Great Basin Anthropological Conference. Symposium on Numic Religion. Sparks, Nevada. October 2004.

Nagotooh-gahni – Bonding Between Mother and Child in Shoshoni Tradition (co-presenter M. Glowacka). International Conference: Scientific and Religious Approaches Towards Altruism. Organizers: Villanova University and Harvard University. Philadelphia. June 2003.

Nagotooh-gahni – The Shoshoni Model of Maternal Nurturance of Infants (co-presenter M. Glowacka). Idaho State University. Pocatello. April 2003.

Invited Community Presentations

Traditional Shoshoni Parenting. Working Together. Idaho State University – College of Pharmacy, Pocatello. February 2008. With M. Glowacka.

The Art of Gender in Everyday Life Conference. Anderson Center, Idaho State University. Pocatello, Idaho. March 6 & 7, 2007.

Indigenous Traditional Parenting. Invited Workshop. 6th Annual Conference of Idaho Children's Trust Fund: Strengthening Families to Prevent Child Abuse and Neglect. Boise. April 14-15, 2005. With M. Glowacka.

Nagotoohgahni Project. Wind River Wellness Conference, Eastern Shoshone Wind River Reservation. Wyoming. February 8-9, 2005. With M. Glowacka.

Nagotoohgahni Project. Fort Hall Reservation-wide Baby Shower. Shoshone-Bannock Reservation. Fort Hall, Idaho. February 2004. With M. Glowacka.

Nagotoohgahni Project. Fort Hall Reservation-wide Baby Shower. Shoshone-Bannock Reservation. Fort Hall, Idaho. October 2004. With M. Glowacka.

Indigenous Traditional Parenting. Idaho State University – College of Pharmacy. Pocatello, Idaho. February 16, 2005. With M. Glowacka.

Traditional Indigenous Parenting. Idaho State University – Janet C. Anderson Gender Center. September 29, 2005. With M. Glowacka.

Nagotooh(gahni) Project. 18th Idaho Conference on Health Care. October 2005. With M. Glowacka.

Legislative Reception. Invited presentation/display of the Idaho State University Shoshoni Culture and Language Programs. Boise, Idaho. February 17, 2005. With M. Glowacka.

Nagotooh(gahni) Project – Traditional Parenting. Temporary Assistance for Needy Families (TANF). Fort Hall. November 7, 2005. With M. Glowacka.

Academic Projects and Consultancy Experience in the Area of Linguistics

2001-present	Shoshoni On-line Dictionary. (in collaboration with Dr. Christopher Loether). Department of Anthropology, American Indian Studies Program, Idaho State University.
1989-present	Shoshoni Language Project. Co-director with Dr. Christopher Loether.
2000-present	Wick. R. Miller Collection. Center for American Indian Languages (CAIL). University of Utah. Project Director Dr. Mauricio Mixco, Department of Linguistics. Funded by the National Science Foundation and Barrick Gold Corporation.
	Consultant. Transcriptions, translations of a large collection of narratives provided by tribal elders from the Great Basin area (speakers of Shoshoni, Goshiute and Paiute languages).
2003-2004	ANA Language Preservation Program. Ely Shoshone Tribe.
	Consultant - Developing the Shoshoni Ely Shoshone Language curriculum to be used in the Ely Language Preservation Program and by the ANA

Language Design and Implementation Program. Developing written materials by using Wick Miller Orthography.

1997 "Wind River" the movie. St. George, Utah, Dayton Studios and Los Angeles, California.

Language Coach for the production of a full length feature movie "Wind River". Transcribe/translate and instruct Movie Actors in preparation for speaking parts in the movie.

1995-1996 Comparative Numic Lexicon Project. Utah State University. Director Dr. John McClaughlin, Department of English funded by the National Endowment for the Humanities Grant.

Consultant - Translating Shoshone material to provide narrative Shoshone vocabulary to build dictionaries of seven numic languages.

March 2005 Evaluation of Language and Interpretation Skills of Participants in Medical Interpretation Training for Morales Dimmic Translation Service.

Evaluator – Evaluation of individuals for the purpose of certification to work with Shoshoni Tribal members in Health Care.

Academic Project and Consultancy Experience in the Area of Cultural Studies

2008 Cultural Consultant to the authors Linda Peavy and Ursula Smith, Full-Court Quest – The Girls from Fort Shaw Indian School Basketball Championships of the World. University of Oklahoma Press. Norman, Oklahoma

5/07 – 6/07 Traditional Plant Identification and Collecting. Bureau of Land Management – Shoshone, Idaho.

Cultural Consultant – Locate traditional gathering sites, video tape methods of gathering, preparation and cooking of natural plants for educational video "How to Gather Bitterroot".

11/08 – 10/09 Ethnographic Description of Images of Shoshoni Life as Presented in the Archival Photographs, ca. 1870-1940. Idaho State University. (funded by the Idaho Humanities Council Research Fellowship).

Cultural Consultant – Ethnographic Description of Photographs using Shoshoni vocabulary. Developing educational materials for the community.

3/07 – 5/07 Native American Heritage Month – "Native American Women's Art Show". Idaho Museum of Natural History Transition Gallery, Idaho State University. (sponsored by the Women's Studies Program, Idaho State University)

Cultural Consultant – Collect, Design and Exhibit Traditional Shoshoni Regalia.

2006 Bannock Ecological – Traditional Use Study Report of Natural Resources in Grand Teton, Yellowstone National Parks and the National Elk Refuge (study area). Fort Hall, Idaho.

Cultural Consultant - Research in identification of all natural plants, animals and minerals which included thermal mud, water and rocks such as obsidian, chert and steatite, etc. and their locations by Native Shoshoni and English names.

2006 Cultural Consultant to the author Joanna Cohan Sherer, A Danish Photographer of Idaho Indians: Benedict Wrensted. Norman, OK: University of Oklahoma Press, 2006: xiii+157pp., notes, bibliography, index, 91 illus.

11/05 -12/06 Deniwape/Reconstruction of Traditional Shoshoni Ethics Project. Idaho State University (funded by the Idaho Humanities Council Research Fellowship).

Cultural Consultant – Describing Traditional Ethics as presented in Traditional Shoshoni Narratives and developing community materials.

1/03 – 5/04 Nagotoohgahni/The Shoshoni Model of Maternal Nurturance of Infants. Idaho State University (funded by Idaho State University Humanities/Social Sciences Research Committee).

Cultural Consultant – Provide cultural knowledge of Shoshoni practices of parenting and child nurturing. Developing curriculum for a new university course ANTH 299 – Indigenous Traditional Parenting.

2004 Winter Games 2004. Salt Lake City, Utah

Cultural Consultant - Coordinated the Welcome Ceremonies in the Athlete Village to the Olympiads and Co-coordinated with Ms. Phyllis Nassi in

presenting Native American Tribes to the world in the Opening Ceremony.

2003 Cultural Consultant to National Park Service for the project Ethnographic Survey for Yellowstone National Park Obsidian Cliff Road Segment and for the International Conference associated with the project at Mammoth Hot Springs, Yellowstone National Park.

2002 Cultural Consultant to author Christopher J. Noller for a Master's Thesis 'Shoshoni Place Names on the Fort Hall Indian Reservation'. Idaho State University.

2001 Cultural Consultant to the authors Patricia A. Dean and Clayton F. Marler for the journal article 'Shoshoni Spirituality and Enhancing Archaeological Interpretation in Southeast Idaho in the SAA Archaeological Record, Vol. 1, No. 2. Washington, DC.

1999 Cultural Consultant to the author Lois Sherr Dubin for 'North American Indian Jewelry and Adornment – From prehistory to the present'. New York, Harry N. Abrams, Inc.

Professional Development

Work in collaboration with the Director of the Linguistics Department, Dr. Mauricio Mixco and Dr. Marianna DiPaolo, Center for American Indian Languages (CAIL), University of Utah, who are very instrumental in providing the technical training needed for linguistic research, data collection, transcription programs (audacity), restoration of old data on reel-to-reel tapes and tips on how to protect archival data.

Appendix P – Start-Up Budget Assumptions

Revenue

- CTEA has provided three budgets. The worst budget scenario at 100 is based on a 12% shortfall from the enrollment cap. The most likely budget scenario has been developed around a total initial enrollment of 114 students. CTEA purposely capped enrollment at these levels to comply more with the enrollment history of other charter schools in their first year. This eliminated the need for a best budget scenario based on enrollment numbers, but rather on the ability of CTEA to find additional funding through grants.

- Assuming 90% attendance, twenty-two (22) kindergarten and eighty-eight (88) 1st-6th grade students generate 6.0 support units in the calculations.

- According to the Salary Apportionment Worksheet, 6.0 support units for an instructional index of 1.15870 provides $198,000.72 for instructional salaries and an administrative index of 1.3426 provides $18,911.37 for administrative salaries. Noncertified salaries totaled $56, 494, and $46,588 for benefit apportionment. CTEA has budgeted more into salaries in order to effectively manage the day to day operations of the school and continue to develop curriculum as each grade level expands. Experience form other charter schools shows that it takes at least 1 ½ individuals performing administrative functions to run a school. Consequently, CTEA will have a Director and a Coordinator of Curriculum and Instruction. The Coordinator will also work in the front office. Consequently, these two positions will have the traditional responsibilities of the business manager, administrative assistant, and director/principal. ISTCS currently spends over $100,000 on its administrative staff of three. Since curriculum selection, alignment, and assessment would already be overseen by one administrator, adding the oversight of development would require and additional .25 FTE from the Coordinator. All curricula will not be developed from scratch; much will be adaptations and translations from existing proven curricula. The Language and Culture Preservation Department has also provided a memorandum of agreement to assist in the production of all Shoshoni materials. Another important aspect is selecting the most effective technological tools; most new charters seem to be ill prepared when it comes to making the most of the available technology. For example, CTEA has already selected integrated learning management and content management programs. Last, CTEA will complete the necessary tasks prior to opening. Too often, charters open without having completed the necessary strategic plans, policies, and procedures.

- Estimating the M&O state support revenue using 6.0 support units provides for $117,756 entitlement. Consequently, total state support equals $422,593 for 100 students, a per pupil estimate of $4225.

- State transportation reimbursement at 50%.

- Nutrition program revenue was averaged on a per pupil basis from the Blackfoot School District #55 and Lapwai School District #341 – The revenue zeros out with the expenditures.

- Impact Aid (PL 81-874) funds were calculated for 95% of the CTEA enrollment (American Indian) according to actual per pupil revenue received by the Blackfoot School District #55; it may be more (See Appendix T). There are no strings attached to the Impact Aid funds other than the district or school must hold an annual meeting to receive input on how these funds will be used. However, there is no earmark for these funds as they go directly into the general budget. The movement of American Indian students out of the Blackfoot School District will affect the district slightly as the funds follow the student. However, the Pocatello School District will not be affected as it does not receive federal funds for directly tied to Indian education.

- Johnson O'Malley funds were calculated for 95% of CTEA's enrollment according to per pupil revenue received by the Blackfoot School District #55; it may be more. The total funding received by the Blackfoot

School District #55 for Johnson O'Malley ($36,000) was divided by their total American Indian Population to obtain a per pupil estimate. (See Appendix U). Johnson O'Malley funds will be used to supplement the core programs through para-pros and supplies. See Idaho State Department of Education website for details. These minimal funds will not greatly affect the Blackfoot School District who generally uses them for cultural enrichment.

- Title II-A funds were averaged from per pupil revenue from the Blackfoot School District #55, Lapwai School District #341, and Idaho Science and Technology Charter School.

- Title I-A funds were averaged from per pupil revenue from the Blackfoot School District #55 and Lapwai School District #341 and calculated at 80% of the projected CTEA enrollment; it may be more. An average per grade estimate of economically disadvantaged students at these districts was divided into their total Title I-A funds. The economically disadvantaged students at Stalker Elementary were estimated at 70% and Fort Hall Elementary has 82% of its students classified as economically disadvantaged.

- IDEA Part B and State Special Education funds were provided by Lester based on enrollment of 100 students.

- Title VII-A (Indian Education Program) funds were calculated for 95% of the school's American Indian population according to per pupil revenue received by the Blackfoot School District #55; it may be more. The total funding received by the Blackfoot School District #55 for Title VII-A ($100,727) was divided by their total American Indian Population to obtain a per pupil estimate. (See Appendix V). Title VII-A funds will be used in accordance with program requirements.

- Medicaid revenue was averaged on a per pupil basis from the Blackfoot School District #55 and Lapwai School District #341

- A single J.A. and Kathryn Albertson Foundation grant for $250,000 (as confirmed via telephone and now indicated on their website) will be awarded (hopefully) in October 2012 if CTEA is fully authorized in September 2012. These funds will be predominantly used for start-up as demonstrated in the start-up budgets.

- The board has set a goal of $150,000 in grants and donations by the first year of operation; $5000 from Wada Farms for infrastructure has been included in the budget.

Expenditures

- Staffing levels are noted at an average rate, depending on experience and education.

- Retirement/PERSI and payroll taxes calculated at the current standard rates.

- Workman's compensation has been calculated at current rates for professional/clerical and other school employees.

- $450 per month per employee has been allocated to purchase group health insurance.

- Initial textbook, furniture, supplies, and equipment purchases have been calculated through various vendors. Much of the K-2 curriculum is currently under development through the Culture and Language Department of the Shoshone-Bannock Tribes. A curriculum developer will continue to design and develop much of the school's curriculum on an ongoing basis. Only the Shoshoni kindergarten curriculum and entire culture enrichment will be completely developed by opening. The Coordinator of Curriculum and Instruction will oversee the development of one grade level Shoshoni curriculum per year. Core subject

curricula will be translated from purchased materials (e.g. FOSS Science System). See the preopening plan (Appendix Z) for timelines, benchmarks, and responsibilities.

- Facility expenditures are based on rental costs associated with the portable campus model (See Appendix H) Land has been provided through resolution by the Shoshone-Bannock Tribes. Delivery and setup costs for new modules have been noted during the years of expansion.

- Contracted services reflect possible school psychologist, counseling, occupational therapy, and physical therapy, and other service personnel fees. Tribal members already receive many of these services through the Tribes. All, if any, services provided by the Tribes will meet the standards required of all public schools. However, CTEA has budgeted for contracted supplemental services in case this relationship isn't in the best interest of the students and the school.

- Utilities were estimated from the modular utilities costs at Idaho Science & Technology Charter School.

- Network administration fees have been calculated for approximately 250 hours of labor. Technology expenditures include purchases for networking components and computers that depreciate rapidly and leases for other products and components. The 1st & 2nd year budget includes the necessary components for a network of 50 computers; subsequent years reflect continued lease contracts and new computers as the student population increases. Start-up and first year operational budgets show $9000 for IT costs to install the network and then $500 monthly contract from thereon.

- Other operating expenses have been determined from, are similar to, other school districts and charter school expenditures.

- Transportation expenses are estimated from the average per pupil cost for transportation from the Blackfoot School District #55 and Lapwai School District #341 budgets. Busing quotes were solicited from Teton Stage Lines and Sho-Ban Jr./Sr. High School, but both were unwilling to provide a formal quote at this time due to the fluctuating price of gas, and the many unknowns - like the number and location of students who will be using school transportation just to name a few. Teton Stage Lines indicated that it costs anywhere from $3.05 to $4.10 per mile to operate, and their routes range anywhere from 35-75 miles per day. Sho-Ban Jr./Sr. High School quoted a $3.74 per mile cost to operate, but they are already running the same routes CTEA will use. Consequently, this cost may decrease when negotiations with the Sho-Ban Jr/Sr High School conclude. From this data, however, one can estimate a cost of $47,685 for a bid from Sho-Ban Jr/Sr High. There are only 80 students enrolled at their school, but there are two bus routes. This means that the buses are only half full – more than enough room for CTEA's initial enrollment number. If both these buses ran the longest route made by Teton Stage Lines at 75 miles/day, then $75 * $3.74 per mile * 2 busses = $95,370. Divide this number by 2 schools and the total cost would be $47,685. A first year cost of $53,200 is reflected in the budget, which was averaged from the Blackfoot School District #55 and Lapwai School District #341 budgets.

- Nutrition Program expenses are similar to the per pupil costs included in the Blackfoot School District #55 and Lapwai School District #341 budgets.

- $15, 000 has been allocated for professional development in the worst scenario budget. $20,000 has been allocated for professional development in the likely and best scenario budgets (See Appendix AD)

- The last column in the start-up budget is the same as the first column in the 5 year projected budget. They both show the entire pre-opening year budget and represent the total start-up costs ($231,253) from October 2012-July 2013. As calculated on both budgets, CTEA will have a surplus of $23,747 at the end of July 2013. This does not take into account the first early payment from the state in July. The start-up budget breaks down the pre-opening year into various months, but the last column is the year's total.

Chief Tahgee Elementary Academy

CTEA - Startup Budget - Worst

	Date	Amount	Oct 2012-May 2013	June 2013	July 2013	Oct-July Total
Revenues:						
Albertson's Grant	Sept 2012	$250,000	$250,000			
Grants/Contributions/Donations		TBD				
Albert Wada Farms		$5,000	$5,000			
Start-up Grant		TBD				
Total Revenues		**$255,000**				
Expenses:						
Contracts & Salaries						
Director of School Programs (Contracted)		$35,896.00	$28,716.80	$3,589.60	$3,589.60	$35,896.00
Total		**$35,896.00**				
Operating Expenses:						
Textbooks/Software		$33,000				$0
Equipment & Supplies		$65,850		$10,850.00	$25,000.00	$35,850
Contract Special Services		$20,000		$1,428.57	$1,428.57	$2,857
Network/Technology Administrator		$15,000		$4,500.00	$4,500.00	$9,000
Legal		Donated				$0
Accounting		$3,000	$500			$500
Advertising/Marketing		$2,500	$1,000.00		$500.00	$1,500
Utilities		$17,000				$0
Liability & Property Insurance		$7,000				$0
Testing & Assessment		$2,000				$0
Staff Development		$15,000				$0
Travel		$2,750		$250.00	$250.00	$500
Postage		$600		$75.00	$75.00	$150
Initial Facilities Set-up		$105,000	$55,000		$50,000.00	$105,000
Rents and Leases		$56,400				$0
Technology		$53,000			$40,000.00	$40,000
Custodial & Maintenance (Contract)		$15,000				$0
Substitutes		$2,000				$0
Miscellaneous		$1,000				$0
Monthly Operating Expenses		**$416,100**	$85,216.80	$20,693.17	$125,343.17	
Total Expenses				$105,909.97	$231,253.14	$231,253.14
Net Operating Income/(Loss)				$149,090.03	$23,746.86	$23,746.86

Chief Tahgee Elementary Academy

CTEA - Startup Budget - Likely

	Date	Amount	Oct 2012-May 2013	June 2013	July 2013	Oct-July Total
Revenues:						
Albertson's Grant	Sept 2012	$250,000	$250,000			
Grants/Contributions/Donations		TBD				
Albert Wada Farms		$5,000	$5,000			
Start-up Grant		TBD				
Total Revenues		**$255,000**				
Expenses:						
Contracts & Salaries						
Director of School Programs (Contracted)		$35,896.00	$28,716.80	$3,589.60	$3,589.60	$35,896.00
Total		**$35,896.00**				
Operating Expenses:						
Textbooks/Software		$33,000				$0
Equipment & Supplies		$65,850		$10,850.00	$25,000.00	$35,850
Contract Special Services		$20,000		$1,428.57	$1,428.57	$2,857
Network/Technology Administrator		$15,000		$4,500.00	$4,500.00	$9,000
Legal		Donated				$0
Accounting		$3,000	$500			$500
Advertising/Marketing		$2,500	$1,000.00		$500.00	$1,500
Utilities		$17,000				$0
Liability & Property Insurance		$7,000				$0
Testing & Assessment		$2,000				$0
Staff Development		$20,000				$0
Travel		$2,750		$250.00	$250.00	$500
Postage		$600		$75.00	$75.00	$150
Initial Facilities Set-up		$105,000	$55,000		$50,000.00	$105,000
Rents and Leases		$56,400				$0
Technology		$53,000			$40,000.00	$40,000
Custodial & Maintenance (Contract)		$15,000				$0
Substitutes		$2,500				$0
Miscellaneous		$2,000				$0
Monthly Operating Expenses		**$422,600**	$85,216.80	$20,693.17	$125,343.17	
Total Expenses				$105,909.97	$231,253.14	$231,253.14
Net Operating Income/(Loss)				$149,090.03	$23,746.86	$23,746.86

Chief Tahgee Elementary Academy

CTEA - Startup Budget - Best

	Date	Amount	Oct 2012-May 2013	June 2013	July 2013	Oct-July Total
Revenues:						
Albertson's Grant	Sept 2012	$250,000	$250,000			
Laura Moore Cunningham		30,000	30,000			
Albert Wada Farms		$5,000	$5,000			
Start-up Grant		172,667	172,667			
Total Revenues		**$457,667**				
Expenses:						
Contracts & Salaries						
Director of School Programs (Contracted)		$35,896.00	$28,716.80	$3,589.60	$3,589.60	$35,896.00
Total		**$35,896.00**				
Operating Expenses:						
Textbooks/Software		$33,000				$0
Equipment & Supplies		$65,850		$10,850.00	$25,000.00	$35,850
Contract Special Services		$20,000		$1,428.57	$1,428.57	$2,857
Network/Technology Administrator		$15,000		$4,500.00	$4,500.00	$9,000
Legal		Donated				$0
Accounting		$3,000	$500			$500
Advertising/Marketing		$2,500	$1,000.00		$500.00	$1,500
Utilities		$17,000				$0
Liability & Property Insurance		$7,000				$0
Testing & Assessment		$2,000				$0
Staff Development		$20,000				$0
Travel		$2,750		$250.00	$250.00	$500
Postage		$600		$75.00	$75.00	$150
Initial Facilities Set-up		$300,000	$150,000		$150,000.00	$300,000
Rents and Leases		$0				$0
Technology		$53,000			$40,000.00	$40,000
Custodial & Maintenance (Contract)		$15,000				$0
Substitutes		$2,500				$0
Miscellaneous		$2,000				$0
Monthly Operating Expenses		**$561,200**	$180,216.80	$20,693.17	$225,343.17	
Total Expenses				$200,909.97	$426,253.14	$426,253.14
Net Operating Income/(Loss)				$256,757.21	$31,414.04	$31,414.04

Wada Farms

May 4, 2012

Nancy Eschief Murillo, Chair
Board of Trustees
Chief Tahgee Elementary Academy
RR2, Box 76B
Pocatello, ID 83202

RE: Chief Tahgee Elementary Academy, Inc., a non-profit organization
(EIN 45-2318592)

Dear Ms. Eschief Murillo:

Upon review of the vision and mission of Chief Tahgee Elementary Academy, I believe the Academy, which is scheduled to open August 2013 on the Fort Hall Indian Reservation, will be a genuine asset to the Shoshone-Bannock Tribes and community. The proposed language immersion and cultural curriculum for grades K-6 will enhance academic achievement and provide a positive environment for students and better prepare them socially and culturally to meet the future challenges of a global society. I am always eager to fund worthwhile and productive projects. I propose a donation of approximately $5,000.00 to your school for the water and sewage infrastructure required for the classroom modules. Since it is my best interest to donate by July 20, 2012, my donation is contingent on CTEA being recognized as exempt under section 501(c)(3) by this date.

Please keep me updated on your exempt status.

Sincerely,

Bryan Wada, President

From: Teton Stage Lines [mailto:donavanh@tetonstagelines.com]
Sent: Thursday, May 19, 2011 3:08 PM
To: weavjoel@isu.edu
Cc: joel.weaver@idahosi.org
Subject: Letter of Interest

Idaho School of Innovation 19 May 2011
C/O Joel Weaver
800 West Riverton Road
Blackfoot, ID 83221
weavjoel@isu.edu

RE: Proposal for School Bus Transportation……

Joel Weaver:

Thanks for the chance to talk with you about the school bus needs for the proposed Idaho School of Innovations High School.

Teton Stage Lines currently operates 17 school buses under contract and provides school bus service for three separate charter schools in the Idaho Falls area and additionally we operate about 25% of the school buses in the Blackfoot School District.

We are proud to have received the #1 or highest safety rating with both the Dept of Transportation and the Department of Defense.

We would be honored to have the chance to bid for services for the new proposed Idaho School of Innovation Charter School. Contracting for school busing can sometimes be a very complex thing; but we are prepared to help you through this process if you will allow us to do so.

Currently, we have routes that run anywhere from 45 miles to over 75 miles per day. School bus mileage rates vary as well and currently rates are at $4.10 to $3.05 per mile based upon the number of miles run. The lower the mileage the higher the rate or cost per mile.

Please let us know if you would like us to help you establish routes for your school and how else we can help you move this along.

Sincerely:

Donavan Harrington

General Manager

Teton Stage Lines

CTEA - Furniture & Supplies Estimates			
	Per Item	Number	Total Cost
Horseshoe Tables	$175.00	6	$1,050.00
Tables	$125.00	24	$3,000.00
Chairs	$40.00	130	$5,200.00
Desks	$50.00	130	$6,500.00
Office/Teacher Chairs	$125.00	8	$1,000.00
Filing Cabinets	$75.00	9	$675.00
Storage Cabinets	$150.00	10	$1,500.00
Cubby Holes	$20.00	130	$2,600.00
Office/Teacher Desks	$600.00	8	$4,800.00
Coat/Backpack Hangers	$25.00	12	$300.00
Office Supplies	$150.00	7	$1,050.00
Copy Paper	$30.00	70	$2,100.00
Smart Boards	$1,500.00	5	$7,500.00
Cleaning Products/Bathroom Pap	$2,500.00	1	$2,500.00
Xeorox Copier - Color Printer	$10,000.00	1	$10,000.00
Posters & Manipulatives	$1,000.00	5	$5,000.00
Reading Books	$5,000.00	1	$5,000.00
Workroom Equipment	$3,000.00	1	$3,000.00
Miscellaneous - Toner, Cardstock	$3,075.00	1	$3,075.00
		Total	$65,850.00

CTEA - Computer Equipment			
Product	**Price**	**Quantity**	**Total**
HP File/Print Server LH 3000	$4,500.00	1	$4,500.00
Printers & Fax	$200.00	4	$800.00
Desktop Computers	$600.00	50	$30,000.00
CAT 5 Cable (1,000 feet)	$150.00	3	$450.00
EtherFast II 24-Port 10/100 Switch	$800.00	5	$4,000.00
Ethernet Router	$1,000.00	1	$1,000.00
RJ45 Plugs - *Packs of 50	$50.00	5	$250.00
Firewall Gateway	$1,500.00	1	$1,500.00
Telephones/Intercom	$500.00	1	$500.00
Projectors	$800.00	5	$4,000.00
Software	$6,000.00	1	$6,000.00
		Total	**$53,000.00**

CTEA - 1st Year Curriculum Budget								
	K	**1st**	**2nd**	**3rd**	**4th**	**5th**	**6th**	**Totals**
Science	2500	2500	2500	2500		2500		12500
Math	2500	2500	2500	2500		2500		12500
Reading/Language		2000	2000	1000	1000	1000	1000	8000
Shoshoni Language	Curriculum will be Developed							
Technology	Curriculum will be Developed							
						Total		33000

These budget projections will provide enough material for the first 3 years of operation, as the first and second grades separate and open to full enrollment of 28 students.

Posters & manupulatives have been included in the furniture & supplies line item for 5 classrooms totally $5000.

Appendix Q – Three Year Projected Operating Budget

Chief Tahgee Elementary Academy

5 Year Projected Budget - Worst

	Start-up			Year 1			Year 2			Year 3			Year 4		
	October 2012 - July 2013			August 2013 - July 2014			August 2014 - July 2015			August 2015 - August 2016			August 2016 - 2017		
	Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount
Number of Students				100			131			160			189		
Revenues:															
State Apportionment					$ 4,225	$422,500		$ 4,225	$553,480		$ 4,225	$676,000		$ 4,225	$798,530
State Transportation					50%	26,600		50%	34,850		50%	42,560		50%	50,280
Nutrition Program				$ 425		42,500	$ 425		55,675	$ 425		68,000	$ 425		80,325
Impact Aid (PL 81-874)				$ 930		88,350	$ 930		115,739	$ 930		141,360	$ 930		166,982
Johnson O'Malley				$ 80		7,600	$ 80		9,956	$ 80		12,160	$ 80		14,364
Title II-A				$ 90		9,000	$ 90		11,790	$ 90		14,400	$ 90		17,010
Title I-A				$ 450		36,000	$ 450		47,160	$ 450		57,600	$ 450		68,040
State Special Education						7,000			7,350			7,718			8,103
IDEA Part B						35,000			36,750			38,588			40,517
Title VII				$ 250		23,750	$ 250		31,113	$ 250		38,000	$ 250		44,888
Medicaid				$ 50		5,000	$ 50		6,550	$ 50		8,000	$ 50		9,450
Albertson's Grant			250,000												
Other Contributions/Donations			TBD			TBD			TBD			TBD			TBD
CSP Start-up Grant			TBD			TBD			TBD						
Laura Moore Cunningham			TBD			TBD			TBD			TBD			TBD
Albert Wada Farms			5,000												
Total Grants & Donations															
Insert Revenue Lines Here															
Total Revenues			$255,000			$703,300			$910,412			$1,104,385			$1,298,488
Expenses:															
Salaries:								3.0%			3.0%			3.0%	
Administration	$ 35,896	1	$35,896	$ 60,000	1	$60,000	$ 61,800	1	$61,800	$ 63,650	1	$63,650	$ 65,560	1	$65,560
Curriculum & Instruction/Front Office			$0	$ 40,000	1	$40,000	$ 41,200	1	$41,200	$ 42,440	1	$42,440	$ 43,710	1	$43,710
Teachers			$0	$ 33,000	4	$132,000	$ 33,990	5	$169,950	$ 35,010	6	$210,060	$ 36,060	7	$252,420
Special Ed			$0	$ 35,000	1	$35,000	$ 36,050	1	$36,050	$ 37,130	1	$37,130	$ 38,240	1	$38,240
Administrative Assistant							$ 20,000	0.5	$10,000	$ 20,600	1	$20,600	$ 21,220	1	$21,220
Paraprofessionals			$0	$ 10,000	4	$40,000	$ 10,300	6	$61,800	$ 10,610	7	$74,270	$ 10,930	8	$87,440
Insert Salaries Lines Here															
Total Salaries			$35,896			$307,000			$380,800			$448,150			$508,590
Benefits:															
Retirement/PERSI	10.4%		$0	10.4%		$31,928	10.4%		$39,603	10.4%		$46,608	10.4%		$52,893
Health/Life Insurance	450		$0	450		$34,650	450		$39,600	450		$49,500	450		$54,450
SUTA	3.36%		$0	3.36%		$9,247	3.36%		$11,626	3.36%		$12,807	3.36%		$13,250
Payroll Taxes	7.7%		$0	7.7%		$23,639	7.7%		$29,322	7.7%		$34,508	7.7%		$39,161
Workers Compensation	0.25%		$0	0.25%		$768	0.25%		$952	0.25%		$1,120	0.25%		$1,271
Insert Benefits Lines Here															
Total Benefits			0.00			$100,231			$121,102			$144,543			$161,026
Operating Expenses:															
Textbooks/Software			$0	$ 330.00		$33,000	$ 200.00		$26,200	$ 200.00		$32,000	$ 100.00		$18,900
Equipment & Supplies			$35,850			$30,000			$20,000			$20,000			$20,000
Contract Special Services			$2,857			$17,143			$20,000			$20,000			$20,000
Network/Technology Administrator			$9,000			$6,000			$6,000			$6,000			$6,000
Legal			Donated			Donated			Donated			Donated			Donated
Accounting			$500			$2,500			$3,000			$3,000			$3,000
Advertising/Marketing			$1,500			$1,000			$2,500			$2,500			$2,500
Utilities			$0			$17,000			$17,000			$20,000			$20,000
Liability & Property Insurance			$0			$7,000			$7,000			$7,000			$7,000
Testing & Assessment			$0			$2,000			$2,000			$2,000			$2,000
Staff Development			$0			$15,000			$20,000			$30,000			$30,000
Travel			$500			$2,250			$3,000			$3,500			$400
Postage			$150			$450			$500			$500			
Initial Facilities Set-up			$105,000			$0						$14,000			
Rents and Leases			$0			$56,400			$56,400			$70,500			$70,500
Technology			$40,000			$13,000			$30,000			$30,000			$30,000
Custodial & Maintenance (Contract)			$0			$15,000			$15,000			$18,000			$18,000
Substitutes			$0			$2,000			$3,000			$4,000			$5,000
Miscellaneous			$0			$1,000			$4,000			$4,000			$5,000
Insert OE Lines Here															
Total Operating Expenses			$195,357			$220,743			$235,600			$287,000			$258,300
Program Expenses:															
Transportation			$0	$ 532		$53,200	$ 532		$69,690	$ 532		$85,120	$ 532		$100,550
Nutrition Program			0	$ 425		$42,500	$ 425		55,680	$ 425		68,000	$ 425		80,330
Insert Program Expenses Lines Here															
Total Benefits			$0			$95,700			$125,370			$153,120			$180,880
Total Expenses			$231,253			$723,674			$862,872			$1,032,813			$1,108,796
Net Operating Income/(Loss)			$23,747			-$20,374			$47,540			$71,572			$189,692
Beginning Fund Balance			0			23,747			3,373			50,912			122,485
Ending Fund Balance			23,747			3,373			50,912			122,485			312,177

Chief Tahgee Elementary Academy

5 Year Projected Budget - Likely

	Start-up			Year 1			Year 2			Year 3			Year 4		
	October 2012 - July 2013			August 2013 - July 2014			August 2014 - July 2015			August 2015 - August 2016			August 2016 - 2017		
	Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount
Number of Students				114			146			178			210		
Revenues:															
State Apportionment					$ 4,225	$481,650		$ 4,225	$616,850		$ 4,225	$752,050		$ 4,225	$887,250
State Transportation					50%	30,330		50%	38,840		50%	47,350		50%	55,860
Nutrition Program				$ 425		48,450	$ 425		62,050	$ 425		75,650	$ 425		89,250
Impact Aid (PL 81-874)				$ 930		100,719	$ 930		128,991	$ 930		157,263	$ 930		185,535
Johnson O'Malley				$ 80		8,664	$ 80		11,096	$ 80		13,528	$ 80		15,960
Title II-A				$ 90		10,260	$ 90		13,140	$ 90		16,020	$ 90		18,900
Title I-A				$ 450		41,040	$ 450		52,560	$ 450		64,080	$ 450		75,600
State Special Education						7,000			7,350			7,718			8,103
IDEA Part B						35,000			36,750			38,588			40,517
Title VII				$ 250		27,075	$ 250		34,675	$ 250		42,275	$ 250		49,875
Medicaid				$ 50		5,700	$ 50		7,300	$ 50		8,900	$ 50		10,500
Albertson's Grant			250,000												
Other Contributions/Donations			TBD			TBD			TBD			TBD			TBD
CSP Start-up Grant			TBD	222,758		TBD			TBD						
Laura Moore Cunningham			TBD			TBD			TBD			TBD			TBD
Albert Wada Farms			5,000												
Total Grants & Donations															
Insert Revenue Lines Here															
Total Revenues			$255,000			$795,888			$1,009,602			$1,223,421			$1,437,350
Expenses:															
Salaries:								3.0%			3.0%			3.0%	
Administration	$ 35,896	1	$35,896	$ 60,000	1	$60,000	$ 61,800	1	$61,800	$ 63,650	1	$63,650	$ 65,560	1	$65,560
Curriculum & Instruction/Front Office			$0	$ 40,000	1	$40,000	$ 41,200	1	$41,200	$ 42,440	1	$42,440	$ 43,710	1	$43,710
Teachers			$0	$ 33,000	4	$132,000	$ 33,990	5	$169,950	$ 35,010	6	$210,060	$ 36,060	7	$252,420
Special Ed			$0	$ 35,000	1	$35,000	$ 36,050	1	$36,050	$ 37,130	1	$37,130	$ 38,240	1	$38,240
Administrative Assistant							$ 20,000	0.5	$10,000	$ 20,600	1	$20,600	$ 21,220	1	$21,220
Paraprofessionals			$0	$ 10,000	5	$50,000	$ 10,300	6	$61,800	$ 10,610	7	$74,270	$ 10,930	8	$87,440
Insert Salaries Lines Here															
Total Salaries			$35,896			$317,000			$380,800			$448,150			$508,590
Benefits:															
Retirement/PERSI	10.4%		$0	10.4%		$32,968	10.4%		$39,603	10.4%		$46,608	10.4%		$52,893
Health/Life Insurance	450		$0	450		$34,650	450		$39,600	450		$49,500	450		$54,450
SUTA	3.36%		$0	3.36%		$9,583	3.36%		$11,626	3.36%		$12,807	3.36%		$13,250
Payroll Taxes	7.7%		$0	7.7%		$24,409	7.7%		$29,322	7.7%		$34,508	7.7%		$39,161
Workers Compensation	0.25%		$0	0.25%		$793	0.25%		$952	0.25%		$1,120	0.25%		$1,271
Insert Benefits Lines Here															
Total Benefits			0.00			$102,402			$121,102			$144,543			$161,026
Operating Expenses:															
Textbooks/Software			$0	$ 330.00		$37,620	$ 200.00		$29,200	$ 200.00		$35,600	$ 100.00		$21,000
Equipment & Supplies			$35,850			$30,000			$20,000			$20,000			$20,000
Contract Special Services			$2,857			$17,143			$20,000			$20,000			$20,000
Network/Technology Administrator			$9,000			$6,000			$6,000			$6,000			$6,000
Legal			Donated			Donated			Donated			Donated			Donated
Accounting			$500			$2,500			$3,000			$3,000			$3,000
Advertising/Marketing			$1,500			$1,000			$2,500			$2,500			$2,500
Utilities			$0			$17,000			$17,000			$20,000			$20,000
Liability & Property Insurance			$0			$7,000			$7,000			$7,000			$7,000
Testing & Assessment			$0			$2,000			$2,000			$2,000			$2,000
Staff Development			$0			$20,000			$30,000			$30,000			$30,000
Travel			$500			$2,250			$3,000			$3,500			$400
Postage			$150			$450			$500			$500			
Initial Facilities Set-up			$105,000			$0						$14,000			
Rents and Leases			$0			$56,400			$56,400			$70,500			$70,500
Technology			$40,000			$13,000			$30,000			$30,000			$30,000
Custodial & Maintenance (Contract)			$0			$15,000			$15,000			$18,000			$18,000
Substitutes			$0			$2,500			$3,000			$4,000			$5,000
Miscellaneous			$0			$2,000			$4,000			$4,000			$5,000
Insert OE Lines Here															
Total Operating Expenses			$195,357			$231,863			$248,600			$290,600			$260,400
Program Expenses:															
Transportation			$0	$ 532		$60,650	$ 532		$77,670	$ 532		$94,700	$ 532		$111,720
Nutrition Program			0	$ 425		$48,450	$ 425		62,050	$ 425		75,650	$ 425		89,250
Insert Program Expenses Lines Here															
Total Benefits			$0			$109,100			$139,720			$170,350			$200,970
Total Expenses			$231,253			$760,365			$890,222			$1,053,643			$1,130,986
Net Operating Income/(Loss)			$23,747			$35,523			$119,380			$169,778			$306,364
Beginning Fund Balance			0			23,747			59,270			178,649			348,428
Ending Fund Balance			23,747			59,270			178,649			348,428			654,792

Chief Tahgee Elementary Academy

5 Year Projected Budget - Best

	Start-up			Year 1			Year 2			Year 3			Year 4		
	October 2012 - July 2013			August 2013 - July 2014			August 2014 - July 2015			August 2015 - August 2016			August 2016 - 2017		
	Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount
Number of Students				114			146			178			210		
Revenues:															
State Apportionment					$ 4,225	$481,650		$ 4,225	$616,850		$ 4,225	$752,050		$ 4,225	$887,250
State Transportation					50%	30,330		50%	38,840		50%	47,350		50%	55,860
Nutrition Program				$ 425		48,450	$ 425		62,050	$ 425		75,650	$ 425		89,250
Impact Aid (PL 81-874)				$ 930		100,719	$ 930		128,991	$ 930		157,263	$ 930		185,535
Johnson O'Malley				$ 80		8,664	$ 80		11,096	$ 80		13,528	$ 80		15,960
Title II-A				$ 90		10,260	$ 90		13,140	$ 90		16,020	$ 90		18,900
Title I-A				$ 450		41,040	$ 450		52,560	$ 450		64,080	$ 450		75,600
State Special Education						7,000			7,350			7,718			8,103
IDEA Part B						35,000			36,750			38,588			40,517
Title VII				$ 250		27,075	$ 250		34,675	$ 250		42,275	$ 250		49,875
Medicaid				$ 50		5,700	$ 50		7,300	$ 50		8,900	$ 50		10,500
Albertson's Grant			250,000												
Other Contributions/Donations			TBD			TBD			TBD			TBD			TBD
CSP Start-up Grant			172,667			186,326			179,916			179,916			
Laura Moore Cunningham			30,000			TBD			TBD			TBD			TBD
Albert Wada Farms			5,000												
Total Grants & Donations															
Insert Revenue Lines Here															
Total Revenues			$457,667			$982,214			$1,189,518			$1,403,337			$1,437,350
				$222,758											
Expenses:															
Salaries:								3.0%			3.0%			3.0%	
Administration	$ 35,896	1	$35,896	$ 60,000	1	$60,000	$ 61,800	1	$61,800	$ 63,650	1	$63,650	$ 65,560	1	$65,560
Curriculum & Instruction/Front Office			$0	$ 40,000	1	$40,000	$ 41,200	1	$41,200	$ 42,440	1	$42,440	$ 43,710	1	$43,710
Teachers			$0	$ 33,000	4	$132,000	$ 33,990	5	$169,950	$ 35,010	6	$210,060	$ 36,060	7	$252,420
Special Ed			$0	$ 35,000	1	$35,000	$ 36,050	1	$36,050	$ 37,130	1	$37,130	$ 38,240	1	$38,240
Administrative Assistant							$ 20,000	0.5	$10,000	$ 20,600	1	$20,600	$ 21,220	1	$21,220
Paraprofessionals			$0	$ 10,000	5	$50,000	$ 10,300	6	$61,800	$ 10,610	7	$74,270	$ 10,930	8	$87,440
Insert Salaries Lines Here															
Total Salaries			$35,896			$317,000			$380,800			$448,150			$508,590
				$352,896											
Benefits:															
Retirement/PERSI	10.4%		$0	10.4%		$32,968	10.4%		$39,603	10.4%		$46,608	10.4%		$52,893
Health/Life Insurance	450		$0	450		$34,650	450		$39,600	450		$49,500	450		$54,450
SUTA	3.36%		$0	3.36%		$9,583	3.36%		$11,626	3.36%		$12,807	3.36%		$13,250
Payroll Taxes	7.7%		$0	7.7%		$24,409	7.7%		$29,322	7.7%		$34,508	7.7%		$39,161
Workers Compensation	0.25%		$0	0.25%		$793	0.25%		$952	0.25%		$1,120	0.25%		$1,271
Insert Benefits Lines Here															
Total Benefits			0.00			$102,402			$121,102			$144,543			$161,026
		$35,896		$102,402											
Operating Expenses:															
Textbooks/Software			$0	$ 330.00		$37,620	$ 200.00		$29,200	$ 200.00		$35,600	$ 100.00		$21,000
Equipment & Supplies			$35,850			$30,000			$20,000			$20,000			$20,000
Contract Special Services			$2,857			$17,143			$20,000			$20,000			$20,000
Network/Technology Administrator			$9,000			$6,000			$6,000			$6,000			$6,000
Legal			Donated			Donated			Donated			Donated			Donated
Accounting			$500			$2,500			$3,000			$3,000			$3,000
Advertising/Marketing			$1,500			$1,000			$2,500			$2,500			$2,500
Utilities			$0			$17,000			$20,000			$20,000			$22,000
Liability & Property Insurance			$0			$7,000			$7,000			$7,000			$7,000
Testing & Assessment			$0			$2,000			$2,000			$2,000			$2,000
Staff Development			$0			$20,000			$30,000			$30,000			$30,000
Travel			$500			$2,250			$3,000			$3,500			$400
Postage			$150			$450			$500			$500			$500
Initial Facilities Set-up			$300,000			$0			$0			$90,000			$0
Rents and Leases			$0			$0			$0			$0			$0
Technology			$40,000			$13,000			$30,000			$30,000			$30,000
Custodial & Maintenance (Contract)			$0			$15,000			$15,000			$18,000			$18,000
Substitutes			$0			$2,500			$3,000			$4,000			$5,000
Miscellaneous			$0			$2,000			$4,000			$4,000			$5,000
Insert OE Lines Here															
Total Operating Expenses			$390,357			$175,463			$195,200			$296,100			$192,400
				$565,820											
Program Expenses:															
Transportation			$0	$ 532		$60,650	$ 532		$77,670	$ 532		$94,700	$ 532		$111,720
Nutrition Program			0	$ 425		$48,450	$ 425		62,050	$ 425		75,650	$ 425		89,250
Insert Program Expenses Lines Here															
Total Benefits			$0			$109,100			$139,720			$170,350			$200,970
Total Expenses			$426,253			$703,965			$836,822			$1,059,143			$1,062,986
				$1,130,218											
Net Operating Income/(Loss)			$31,414			$278,249			$352,696			$344,195			$374,364
Beginning Fund Balance			0			31,414			309,663			662,359			1,006,553
Ending Fund Balance			31,414			309,663			662,359			1,006,553			1,380,918

Chief Tahgee Elementary Academy

Month-by-Month Cash Flow- Worst

Revenue	Total Rev	Aug - 12/May 13	Jun-13	Jul-13	Aug-13	Sep-13	Oct-13	Nov-13	Dec-13	Jan-14	Feb-14	Mar-14	Apr-14	May-14	Jun-14	Jul-14
State Revenue	422,500.00			105,625.00	92,432.44		92,432.44	61,632.19			35,173.13			30,800.25	4,404.56	105,625.00
Transportation	26,600.00			6,650.00	5,819.42		5,819.42	3,880.28			2,214.45			1,939.14	277.31	6,650.00
Federal Programs	199,700.00							99,850.00			99,850.00					
Nutrition	42,500.00										14,166.67			14,166.67	14,166.67	
State Special Education	7,000.00													7,000.00		
Albertson's Grant	250,000.00	250,000.00														
Wada Farms	5,000.00	5,000.00														
Medicaid	5,000.00													5,000.00		
Total Revenue	958,300.00															
Monthly Revenue		255,000.00	-	112,275.00	98,251.85	-	98,251.85	165,362.46	-	-	151,404.24	-	-	58,906.06	18,848.53	112,275.00
Accumulative Revenue		255,000.00	255,000.00	367,275.00	465,526.85	465,526.85	563,778.71	729,141.17	729,141.17	729,141.17	880,545.41	880,545.41	880,545.41	939,451.47	958,300.00	1,070,575.00
Expenditures																
Total Salaries	342,896.00	28,716.80	3,589.60	3,589.60	25,583.33	25,583.33	25,583.33	25,583.33	25,583.33	25,583.33	25,583.33	25,583.33	25,583.33	25,583.33	25,583.33	25,583.33
Total Benefits	100,231.00				8,352.58	8,352.58	8,352.58	8,352.58	8,352.58	8,352.58	8,352.58	8,352.58	8,352.58	8,352.58	8,352.58	8,352.58
Textbooks/Software	33,000.00				33,000.00											
Equipment & Supplies	65,850.00		25,000.00	25,000.00	1,320.83	1,320.83	1,320.83	1,320.83	1,320.83	1,320.83	1,320.83	1,320.83	1,320.83	1,320.83	1,320.83	1,320.83
Contract Services	20,000.00		1,428.57	1,428.57	1,428.57	1,428.57	1,428.57	1,428.57	1,428.57	1,428.57	1,428.57	1,428.57	1,428.57	1,428.57	1,428.57	1,428.57
Network/Technology Admin.	15,000.00		4,500.00	4,500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00
Legal	Donated			Donated												
Accounting	3,000.00	500.00		500.00										2,000.00		
Advertising/Marketing	2,500.00	750.00		500.00					1,250.00							
Utilities	17,000.00				1,416.67	1,416.67	1,416.67	1,416.67	1,416.67	1,416.67	1,416.67	1,416.67	1,416.67	1,416.67	1,416.67	1,416.67
Liability & Property Insurance	7,000.00				583.33	583.33	583.33	583.33	583.33	583.33	583.33	583.33	583.33	583.33	583.33	583.33
Testing & Assessment	2,000.00				2,000.00											
Staff Development	15,000.00				7,500.00	681.82	681.82	681.82	681.82	681.82	681.82	681.82	681.82	681.82	681.82	681.82
Travel	2,750.00	250.00	250.00	500.00	500.00									250.00	500.00	500.00
Postage	600.00		75.00	75.00	37.50	37.50	37.50	37.50	37.50	37.50	37.50	37.50	37.50	37.50	37.50	37.50
Initial Facilities Set-up	105,000.00			105,000.00												
Rents and Leases	56,400.00			4,338.46	4,338.46	4,338.46	4,338.46	4,338.46	4,338.46	4,338.46	4,338.46	4,338.46	4,338.46	4,338.46	4,338.46	4,338.46
Technology	53,000.00			40,000.00	1,083.33	1,083.33	1,083.33	1,083.33	1,083.33	1,083.33	1,083.33	1,083.33	1,083.33	1,083.33	1,083.33	1,083.33
Custodial & Maintenance (Contrac	15,000.00				1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00
Miscellaneous	1,000.00				83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33
Substitutes	2,000.00					222.22	222.22	222.22	222.22	222.22	222.22	222.22	222.22	222.22		
Transportation	53,200.00				5,320.00	5,320.00	5,320.00	5,320.00	5,320.00	5,320.00	5,320.00	5,320.00	5,320.00	5,320.00		
Nutrition Program	42,500.00				4,250.00	4,250.00	4,250.00	4,250.00	4,250.00	4,250.00	4,250.00	4,250.00	4,250.00	4,250.00		
Total Expenditures	954,927.00	30,216.80	34,843.17	185,431.63	98,547.95	56,451.99	56,451.99	56,451.99	57,701.99	56,451.99	56,451.99	56,451.99	56,451.99	56,701.99	49,159.77	47,159.77
Accumulative Expenditures		30,216.80	65,059.97	250,491.60	349,039.55	405,491.54	461,943.53	518,395.52	576,097.51	632,549.50	689,001.49	745,453.48	801,905.47	858,607.46	907,767.23	954,927.00
Monthly Balance		224,783.20	189,940.03	116,783.40	116,487.30	60,035.31	101,835.17	210,745.64	153,043.65	96,591.66	191,543.91	135,091.92	78,639.93	80,844.00	50,532.77	115,648.00

Chief Tahgee Elementary Academy

Month-by-Month Cash Flow- Likely

Revenue	Total Rev	Aug - 12/May 1	Jun-13	Jul-13	Aug-13	Sep-13	Oct-13	Nov-13	Dec-13	Jan-14	Feb-14	Mar-14	Apr-14	May-14	Jun-14	Jul-14
State Revenue	481,650.00			120,412.50	105,372.98		105,372.98	70,260.69			40,097.36			35,112.29	5,021.20	120,412.50
Transportation	30,330.00			7,582.50	6,635.45		6,635.45	4,424.39			2,524.97			2,211.06	316.19	7,582.50
Federal Programs	222,758.00							111,379.00			111,379.00					
Nutrition	48,450.00										16,150.00			16,150.00	16,150.00	
State Special Education	7,000.00													7,000.00		
Albertson's Grant	250,000.00	250,000.00														
Wada Farms	5,000.00	5,000.00														
Medicaid	5,700.00													5,700.00		
Total Revenue	1,050,888.00															
Monthly Revenue		255,000.00	-	127,995.00	112,008.42	-	112,008.42	186,064.08	-	-	170,151.34	-	-	66,173.34	21,487.39	127,995.00
Accumulative Revenue		255,000.00	255,000.00	382,995.00	495,003.42	495,003.42	607,011.85	793,075.93	793,075.93	793,075.93	963,227.27	963,227.27	963,227.27	1,029,400.61	1,050,888.00	1,178,883.00
Expenditures																
Total Salaries	352,896.00	28,716.80	3,589.60	3,589.60	26,416.67	26,416.67	26,416.67	26,416.67	26,416.67	26,416.67	26,416.67	26,416.67	26,416.67	26,416.67	26,416.67	26,416.67
Total Benefits	102,402.00				8,533.50	8,533.50	8,533.50	8,533.50	8,533.50	8,533.50	8,533.50	8,533.50	8,533.50	8,533.50	8,533.50	8,533.50
Textbooks/Software	37,620.00				37,620.00											
Equipment & Supplies	65,850.00		25,000.00	25,000.00	1,320.83	1,320.83	1,320.83	1,320.83	1,320.83	1,320.83	1,320.83	1,320.83	1,320.83	1,320.83	1,320.83	1,320.83
Contract Services	20,000.00		1,428.57	1,428.57	1,428.57	1,428.57	1,428.57	1,428.57	1,428.57	1,428.57	1,428.57	1,428.57	1,428.57	1,428.57	1,428.57	1,428.57
Network/Technology Admin.	15,000.00		4,500.00	4,500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00
Legal	Donated			Donated												
Accounting	3,000.00	500.00		500.00											2,000.00	
Advertising/Marketing	2,500.00	750.00		500.00					1,250.00							
Utilities	17,000.00				1,416.67	1,416.67	1,416.67	1,416.67	1,416.67	1,416.67	1,416.67	1,416.67	1,416.67	1,416.67	1,416.67	1,416.67
Liability & Property Insurance	7,000.00				583.33	583.33	583.33	583.33	583.33	583.33	583.33	583.33	583.33	583.33	583.33	583.33
Testing & Assessment	2,000.00				2,000.00											
Staff Development	20,000.00				10,000.00	909.09	909.09	909.09	909.09	909.09	909.09	909.09	909.09	909.09	909.09	909.09
Travel	2,750.00	250.00	250.00	500.00	500.00									250.00	500.00	500.00
Postage	600.00		75.00	75.00	37.50	37.50	37.50	37.50	37.50	37.50	37.50	37.50	37.50	37.50	37.50	37.50
Initial Facilities Set-up	105,000.00			105,000.00												
Rents and Leases	56,400.00			4,338.46	4,338.46	4,338.46	4,338.46	4,338.46	4,338.46	4,338.46	4,338.46	4,338.46	4,338.46	4,338.46	4,338.46	4,338.46
Technology	53,000.00			40,000.00	1,083.33	1,083.33	1,083.33	1,083.33	1,083.33	1,083.33	1,083.33	1,083.33	1,083.33	1,083.33	1,083.33	1,083.33
Custodial & Maintenance (Contrac	15,000.00				1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00
Miscellaneous	2,500.00				208.33	208.33	208.33	208.33	208.33	208.33	208.33	208.33	208.33	208.33	208.33	208.33
Substitutes	2,000.00					222.22	222.22	222.22	222.22	222.22	222.22	222.22	222.22	222.22		
Transportation	60,650.00				6,065.00	6,065.00	6,065.00	6,065.00	6,065.00	6,065.00	6,065.00	6,065.00	6,065.00	6,065.00		
Nutrition Program	48,450.00				4,845.00	4,845.00	4,845.00	4,845.00	4,845.00	4,845.00	4,845.00	4,845.00	4,845.00	4,845.00		
Total Expenditures	991,618.00	30,216.80	34,843.17	185,431.63	108,147.20	59,158.51	59,158.51	59,158.51	60,408.51	59,158.51	59,158.51	59,158.51	59,158.51	59,408.51	50,526.29	48,526.29
Accumulative Expenditures		30,216.80	65,059.97	250,491.60	358,638.80	417,797.32	476,955.83	536,114.34	596,522.86	655,681.37	714,839.88	773,998.39	833,156.91	892,565.42	943,091.71	991,618.00
Monthly Balance		224,783.20	189,940.03	132,503.40	136,364.62	77,206.11	130,056.02	256,961.59	196,553.08	137,394.56	248,387.39	189,228.87	130,070.36	136,835.19	107,796.29	187,265.00

Chief Tahgee Elementary Academy

Month-by-Month Cash Flow- Best

Revenue	Total Rev	Aug - 12/May 1	Jun-13	Jul-13	Aug-13	Sep-13	Oct-13	Nov-13	Dec-13	Jan-14	Feb-14	Mar-14	Apr-14	May-14	Jun-14	Jul-14
State Revenue	481,650.00			120,412.50	105,372.98		105,372.98	70,260.69			40,097.36			35,112.29	5,021.20	120,412.50
Transportation	30,330.00			7,582.50	6,635.45		6,635.45	4,424.39			2,524.97			2,211.06	316.19	7,582.50
Federal Programs	222,758.00							111,379.00			111,379.00					
Nutrition	48,450.00										16,150.00			16,150.00	16,150.00	
State Special Education	7,000.00													7,000.00		
Albertson's Grant	250,000.00	250,000.00														
Wada Farms	5,000.00	5,000.00														
Medicaid	5,700.00													5,700.00		
Total Revenue	1,050,888.00															
Monthly Revenue		255,000.00	-	127,995.00	112,008.42	-	112,008.42	186,064.08	-	-	170,151.34	-	-	66,173.34	21,487.39	127,995.00
Accumulative Revenue		255,000.00	255,000.00	382,995.00	495,003.42	495,003.42	607,011.85	793,075.93	793,075.93	793,075.93	963,227.27	963,227.27	963,227.27	1,029,400.61	1,050,888.00	1,178,883.00
Expenditures																
Total Salaries	352,896.00	28,716.80	3,589.60	3,589.60	26,416.67	26,416.67	26,416.67	26,416.67	26,416.67	26,416.67	26,416.67	26,416.67	26,416.67	26,416.67	26,416.67	26,416.67
Total Benefits	102,402.00				8,533.50	8,533.50	8,533.50	8,533.50	8,533.50	8,533.50	8,533.50	8,533.50	8,533.50	8,533.50	8,533.50	8,533.50
Textbooks/Software	37,620.00				37,620.00											
Equipment & Supplies	65,850.00		25,000.00	25,000.00	1,320.83	1,320.83	1,320.83	1,320.83	1,320.83	1,320.83	1,320.83	1,320.83	1,320.83	1,320.83	1,320.83	1,320.83
Contract Services	20,000.00		1,428.57	1,428.57	1,428.57	1,428.57	1,428.57	1,428.57	1,428.57	1,428.57	1,428.57	1,428.57	1,428.57	1,428.57	1,428.57	1,428.57
Network/Technology Admin.	15,000.00		4,500.00	4,500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00
Legal	Donated			Donated												
Accounting	3,000.00	500.00		500.00											2,000.00	
Advertising/Marketing	2,500.00	750.00		500.00					1,250.00							
Utilities	17,000.00				1,416.67	1,416.67	1,416.67	1,416.67	1,416.67	1,416.67	1,416.67	1,416.67	1,416.67	1,416.67	1,416.67	1,416.67
Liability & Property Insurance	7,000.00				583.33	583.33	583.33	583.33	583.33	583.33	583.33	583.33	583.33	583.33	583.33	583.33
Testing & Assessment	2,000.00				2,000.00											
Staff Development	20,000.00				10,000.00	909.09	909.09	909.09	909.09	909.09	909.09	909.09	909.09	909.09	909.09	909.09
Travel	2,750.00	250.00	250.00	500.00	500.00									250.00	500.00	500.00
Postage	600.00		75.00	75.00	37.50	37.50	37.50	37.50	37.50	37.50	37.50	37.50	37.50	37.50	37.50	37.50
Initial Facilities Set-up	300,000.00			300,000.00												
Rents and Leases	-			-	-	-	-	-	-	-	-	-	-	-	-	-
Technology	53,000.00			40,000.00	1,083.33	1,083.33	1,083.33	1,083.33	1,083.33	1,083.33	1,083.33	1,083.33	1,083.33	1,083.33	1,083.33	1,083.33
Custodial & Maintenance (Contrac	15,000.00				1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00
Miscellaneous	2,500.00				208.33	208.33	208.33	208.33	208.33	208.33	208.33	208.33	208.33	208.33	208.33	208.33
Substitutes	2,000.00					222.22	222.22	222.22	222.22	222.22	222.22	222.22	222.22	222.22		
Transportation	60,650.00				6,065.00	6,065.00	6,065.00	6,065.00	6,065.00	6,065.00	6,065.00	6,065.00	6,065.00	6,065.00		
Nutrition Program	48,450.00				4,845.00	4,845.00	4,845.00	4,845.00	4,845.00	4,845.00	4,845.00	4,845.00	4,845.00	4,845.00		
Total Expenditures	1,130,218.00	30,216.80	34,843.17	376,093.17	103,808.74	54,820.05	54,820.05	54,820.05	56,070.05	54,820.05	54,820.05	54,820.05	54,820.05	55,070.05	46,187.83	44,187.83
Accumulative Expenditures		30,216.80	65,059.97	441,153.14	544,961.88	599,781.93	654,601.98	709,422.03	765,492.09	820,312.14	875,132.19	929,952.24	984,772.29	1,039,842.34	1,086,030.17	1,130,218.00
Monthly Balance		224,783.20	189,940.03	(58,158.14)	(49,958.46)	(104,778.51)	(47,590.13)	83,653.90	27,583.85	(27,236.21)	88,095.08	33,275.03	(21,545.02)	(10,441.73)	(35,142.17)	48,665.00

Shoshone-Bannock Jr./Sr. High School

School Office (208) 238-4200
Fax (208) 238-2628

Post Office Box 790
Fort Hall, Idaho 83203-0790

July 06, 2011

Chief Targhee Elementary Academy
Attn: Steering Committee
Fort Hall, ID 83203

Re: CTEA and Charter School Initiative / Letter of Support

Dear CTEA Committee:

The School Board for the Shoshone-Bannock Tribes' School District strongly supports the establishment of the Chief Targhee Elementary Academy and the Charter School Initiative. The Board has carefully considered the proposed project and has concluded that it serves the best interests of the Tribal School District and the students, provided the use of school facilities does not conflict with the District's needs.

The School Board for the Shoshone-Bannock Tribes' School District is willing to explore the option of the District assisting in providing food services and transportation services for the proposed charter school. Upon review of the proposal and the discussion with the School Board, at this time it is not a feasible option to allow the entire operation of the Charter School to take place within a portion of the Sho-Ban Jr. /Sr. High School.

The School Board believes that the option of a charter school will provide quality education opportunities and provide a learning environment that is conducive to cultural beliefs. The choice for a charter school on the Reservation will be valuable for tribal members and will be advantageous the students who are able to attend the school.

In sum, the Board unanimously supports the Chief Targhee Elementary Academy and the Charter School Initiative and encourages the Council to facilitate the development of the project.

Sincerely,

School Board Chairperson
Shoshone-Bannock Tribes

Shoshone-Bannock Jr./Sr. High School

School Office (208) 238-4200
Fax (208) 238-2628

Post Office Box 790
Fort Hall, Idaho 83203-0790

June 28, 2012

CHIEF TAHGEE ELEMENTARY ACADEMY
ATT: STEERING COMMITTEE
FORT HALL ID 83203

RE: C.T.E.A. and Charter School Initiative / Letter of Support

Dear C.T.E.A. Committee,

The School Board for the Shoshone-Bannock Tribes' School District strongly supports the establishment of the Chief Tahgee Elementary Academy (C.T.E.A.) and the Charter School Initiative. The Board heard testimony and had the chance to ask questions of the committee at the regular School Board meeting of May 31, 2012.

The School Board for the Shoshone-Bannock Tribes' School District acknowledges that the Fort Hall Business Council (F.H.B.C.) has set aside our area of land for educational purposes, addressed as the School Reserve. Therefore, the Board unanimously supports the utilization of the School Reserve for the purpose of creating a language emersion school, namely, the Chief Tahgee Elementary Academy.

The School Board believes that the option of a charter school will provide quality education opportunities and provide a learning environment that is conducive to cultural beliefs. The choice for a charter school on the Reservation will be valuable for Tribal members and will be advantageous to the students who are able to attend the School

Sincerely, on behalf of the S.B. School Board,

Donna McArthur

Donna McArthur
S.B. School Board, Vice-Chairperson

Impact Aid
Public Hearing
April 27, 2011

What is Impact Aid?

Congress recognized that federal military activities were having an adverse effect on some local school district. In addition, Congress was concerned that the children of military personnel should have adequate funds for their education.

*In 1950, Congress passed PL 81-874 (Impact Aid for Operating Expenses) and PL 81-815 (Impact Aid for construction) in order to assist local schools affected by federal activities.
*Section 2 provided funds due to federal ownership of land;
*Section 3 provided assistance due to the presence of federal students.

These two laws were designed to make up for the financial losses the federal presence has caused many local schools. Later, other types of federal students were added to Section 3 of the program. These students included Indian Land students, Low Rent Housing Students, and students whose parents work on federal property.

*In 1994, Congress re-authorized these Impact Aid laws as Title VIII of PL 103-382 (The Elementary and Secondary Education Act). In doing so, PL 81-874 and PL 81-815 were repealed.

*Impact Aid is one of the **only** federal education programs where the funds are sent directly to the school district, and thus there is almost no bureaucracy or regulations.

*As a result, the funds are used for the education of all students, and there is no "rake-off" by states or the federal government to fund bureaucrats.

*In addition, these funds go into the general fund, and may be used as the local school district decides. There are "no strings attached" to these funds, and they may be used for any legal purpose within the guidelines of state law.

What is the financial effect of federal impaction on local schools?

The ability of local schools to raise revenue is reduced due to land being taken off the tax rolls.

*Sources of school revenue are state aid (based upon average daily attendance), local taxes on businesses, and local taxes on homes. If local businesses are located on federal property or student's homes are located on federal property, the school district cannot generate local revenue on these properties through property taxes.

Policies and Procedures for Children Residing on Indian Lands

The Impact Aid law requires school districts receiving funds for children residing on Indian Trust Lands to have Indian Policies and Procedures (IPPS) in place to ensure five things.

*Indian Lands children are allowed to participate in programs on an equal basis as non-Indian Lands children (everyone has equal opportunity).

*Parents of Indian Lands children and the tribes have an opportunity to present their views on school district programs and to make recommendations on the school's program.

*Parents of Indian Lands children and Tribes are consulted and involved in planning the school program.

*Plans, evaluations, and applications of these programs are disseminated to the parents and Tribes.

*Parents and Tribes have an opportunity to present their views on the job the local school is doing.

Please note that this provision of the law does require the school district to involve the parents and the Tribes in planning; to listen to their concerns and opinions; and to disseminate information to them, however, law does not require the school district to do exactly what the parents or Tribes want. These things are required to be done each year. If requested, the U. S. Department of Education is required to provide technical assistance as to how to develop and implement these policies.

SUMMARY OF BLACKFOOT SCHOOL DISTRICT'S IMPACT AID
Fiscal Year 2012

Student Population

Students With Disabilities Living on Indian Lands	63
All Other Students Living on Indian Lands	337
Total Students Living on Indian Lands	**400**
Students of Military Personnel	49
Students With Disabilities of Military Personnel Living Off-Base	04
Total Students of Military Personnel	**53**
Total Students With a Parent Employed on Federal Lands	**437**
Total of All Federally Connected Students	**890**

Payment for Fiscal Year 2011

Basic Support Payment	$770,161.27
Add-On for Students With Disabilities	60,075.00
Payment on December 16, 2010	$830,236.27

SY 2011-2012
JOM

		SY 10-11	SY 11-12
269-320001-000-000-0	BEGINNING FUND BALANCE	$ 14,000.00	$ 35,575.00
269-419900-210-000-0	REVENUE (09-10 REIMBURSEMENT)	$ 35,575.00	$ 36,000.00
269-419900-210-001-0	REVENUE-OTHER LOCAL	$ -	$ -
		$ 49,575.00	**$ 71,575.00**
Account	**Description**	**Proposed Budget**	
269-512-110-101-000	SALARY CERTIFIED	$ -	$ -
269-512-115-101-000	SALARY, ELEM AIDES	$ 7,487.00	$ -
269-512-160-210-000	SAL, SUBSTITUTE	$ -	$ -
269-512-210-210-000	EMPLOYER PERSI	$ -	$ -
269-512-220-210-000	EMPLOYER FICA	$ 423.00	$ -
269-512-270-210-000	WORK COMP INS	$ 28.00	$ -
269-512-290-210-000	FRINGE BENEFIT	$ -	$ -
269-512-291-210-000	UNUSED SL CONT	$ -	$ -
269-515-110-210-000	SALARY-CERTIFIED	$ -	$ -
269-515-115-210-000	SALARY, DISTRICT ADMINISTRATOR	$ -	$ 1,500.00
269-515-210-200-000	EMPLOYER PERSI	$ -	$ 156.00
269-515-220-200-000	EMPOLOYER FICA	$ -	$ 115.00
269-515-270-200-000	WORKERS COMP INS	$ -	$ 8.00
269-515-290-200-000	FRINGE BENEFIT	$ -	$ -
269-515-291-200-000	UNUSED SICK LEAVE	$ -	$ 19.00
269-541-100-210-000	SUMMER SCHOOL EXPENSES	$ -	$ -
269-621-310-210-000	INSERVICE/TRAINING	$ 5,000.00	$ -
269-621-310-210-001	INDIAN ED COMMITTEE	$ 1,500.00	$ -
269-621-310-210-002	CULTURAL RESOURCES/ACTIVITIES	$ 8,000.00	$ -
269-621-310-210-003	TEACHER TUTORING SERVICES	$ 13,062.00	$ -
269-621-410-210-000	BOOKS AND SUPPLIES	$ 10,000.00	$ -
269-621-550-210-000	EQUIPMENT	$ -	$ -
269-682-323-210-000	TRAVEL/ACTIVITY BUS	$ 1,500.00	$ -
		$ 47,000.00	**$ -**

As of October 13, 2011

Personnel:
Director BRENDA HONENA

Blackfoot School District #55
SY 2011-2012
Title VII
(As of 11/30/11)

	SY 11-12	YTD	% USED
FUND BALANCE (NO CARRYOVER)	$ -	$ -	n/a
FEDERAL REVENUE	$ 100,727.00	$ 29,338.92	29%
	$ 100,727.00	**$ 29,338.92**	**29%**

Description	BUDGET	YTD	% USED
SAL CERTIFIED	$ 67,723.00	$ 22,353.48	33%
FRINGE BENEFIT	$ 31,690.00	$ 3,460.85	11%
INSERVICE, CULTURAL ACTIV-TUT	$ -	$ 1,400.00	($1,400.00)
ADMINISTRATIVE TRAVEL	$ -	$ 1,650.93	$(1,650.93)
PROGRAM SUPPLIES	$ 1,000.00	$ 432.17	43%
PARENT COMMITTEE SUPPLIES	$ 314.00	$ 41.49	13%
	$ 100,727.00	**$ 29,338.92**	**29%**

Personnel:

Half-time Coordinator	JUAN RODRIGUEZ
Half-time @ FHE	JUAN RODRIGUEZ
Half-time @ Stoddard	MICHELE HERNANDEZ
Half-time @ Stalker	WENDY MIKESELL
Half-time @ BSGS	ELAINE WATSON
Half-time @ MVMS	ELAINE WATSON
Half-time @ BHS	MERLE SMITH

Appendix W – CTEA School Board Standards

CTEA School Board Standards have been adapted from the Washington School Board Standards.

Standard 1: Provide responsible school district governance by:

- ***1.a*** Conducting board and district business in a fair, respectful and responsible manner.
- ***1.b*** Ensuring the board is accountable and open to the public including seeking divergent perspectives in its decision making process.
- ***1.c*** Respecting and advocating mutual understanding of the roles and responsibilities of board members and the superintendent.
- ***1.d*** Adopting policies based on well-researched practices that emphasize a belief that all students can achieve at high levels and that support continuous improvement of student achievement.
- ***1.e*** Promoting healthy relationships by communicating supportively, inspiring, motivating and empowering others, and exercising influence in a positive manner.
- ***1.f*** Working as an effective and collaborative team.

Standard 2: Set and communicate high expectations for student learning with clear goals and plans for meeting those expectations by:

- ***2.a*** Articulating the conviction that all students can learn and the belief that student learning can improve regardless of existing circumstances or resources.
- ***2.b*** Leading the development, articulation and stewardship of a vision of learning that is shared and supported by schools and community.
- ***2.c*** Adopting a collaboratively developed district plan focused on learning and achievement outcomes for all students.
- ***2.d*** Ensuring non-negotiable goals for student achievement are established and aligned to the district's plan.

Standard 3: Create conditions district-wide for student and staff success by:

- ***3.a*** Providing for the safety and security of all students and staff.
- ***3.b*** Employing and supporting quality teachers, administrators and other staff and providing for their professional development.
- ***3.c*** Providing for learning essentials, including rigorous curriculum, technology and high quality facilities.
- ***3.d*** Ensuring management of the organization, operations, and resources for an efficient and effective learning environment.
- ***3.e*** Adopting and monitoring an annual budget that allocates resources based on the district's vision, goals and priorities for student learning.

Standard 4: Hold school district accountable for meeting student learning expectations by:

- ***4.a*** Committing to continuous improvement in student achievement at each school and throughout the district.
- ***4.b*** Evaluating the superintendent on clear and focused expectations.
- ***4.c*** Measuring student academic progress and needs based on valid and reliable assessments.

Standard 5: Engage local community and represent the values and expectations they hold for their schools by:

- ***5.a*** Collaborating with families and community members, responding to diverse interests and needs, and mobilizing community resources.
- ***5.b*** Ensuring school board and district transparency through a process that is open and accountable.
- ***5.c*** Ensuring district information and decisions are communicated community- wide.
- ***5.d*** Soliciting input from staff and a wide spectrum of the community so that a diverse range of interests and perspectives on issues is considered.

Appendix X – Board of Directors Development Plan

Upon authorization and funding, a quorum of the CTEA School Board will attend the Charter Start 101 workshop provided by the Idaho State Department of Education.

CTEA will be a member of the Idaho School Board Association (ISBA); these costs are included in Contracts Special Services line item. The ISBA includes training on a variety of topics that help boards govern and lead more effectively in the ever-changing world of public education. Each member of the Board of Directors will be required to attend an ISBA training conference or seminar, the Idaho Charter School Network's Annual Conference, or other similar educational governance conference prior to opening in August 2013.

Upon election, each newly elected Board member will be provided with the New Board Member Packet available through the ISBA. Newly elected members will be required to attend either the ISBA's Summer Leadership Institute, the Idaho Charter School Network's Annual Conference, or other similar educational governance conference during their first year on the Board.

Original and subsequent Board members will receive ongoing training through ISBA Module trainings on School Board Governance, Leadership for Student Achievement, Education Law, Human Resources, Finance & Board's Oversight Role, or Collective Bargaining. Additional and specialized training through the ISBA Module program may also be obtained based on need and as budgets allow.

Beginning after the commencement of the first school year, the members of the Board will be provided additional board training at each regular Board meeting, based on either presentations by the Chair and/or other designated Director regarding information obtained during their attendance at Master of Boardmanship Program seminars (as outlined below), other similar educational governance seminars, or from use of a series of 10 Minute Training materials available from the ISBA on the following topics:
.

- Board Assessment
- Becoming a Better Board Member
- Five Items To Infuse Into Every Board Meeting
- Successful School Levy & Bond Campaigns
- Dealing With The Media
- Clerk Duties & Responsibilities
- What Counts?
- Dealing With Angry Patrons
- Reasons to attend the Annual Business Session
- Updating Policies
- Chain of Command
- Building Relationships with Legislators
- Reduction In Force
- Open Meeting Law
- Board Chair Selection
- Election Consolidation
- Superintendent Evaluation
- Interest Based Bargaining

Master of Boardmanship Program
All Directors of the board will be encouraged to participate in Idaho School Board Association's Master of Boardmanship Award Program and accumulate at least 100 points each year based on the scale listed below.

Annual Training Requirements
All board members will be required to accumulate 30 points each year from among the programs offered on the ISBA's Master of Boardmanship list below; however, 25 of the required points may be obtained through attendance at the Idaho Charter School Network's Annual Conference or other similar educational governance conferences, and no limit will be placed on the number of 10 Minute Trainers.

Board Training / Event: Points:

Conventions
ISBA 50
NSBA 50

Workshops & Seminars
Summer Leadership Institute 25
Negotiations Workshop 25
Education Law Seminar 20

ISBA Regional Meeting
Spring Meeting 15
Fall Meeting 15
Day on the Hill 25

Individual Board Training
By ISBA Approved Presenter
8 Hours Board Training 25
8 Hours Lighthouse Board Training 25
4 Hours Board Training 15
2 Hours Board Training 10
10 Minute Trainers 5
(1 point per 10 Min. Training with maximum of 5 points.
Board Minutes from meeting must be attached for verification.)

ISBA Executive Board Meetings
February Meeting 10
April Meeting 10
September Meeting 10

Recruiting New Board Members
Networking and recruitment for new or additional members of the CTEA Board of Directors will be conducted on an ongoing basis. Outside members of the community and parents of children attending CTEA may be offered a position based on, among other things, the person's demonstrated interest in CTEA, commitment to CTEAs vision and mission statements, and professional background, training or skills relevant to the function of the Board and the operation of the school.

Appendix Y – Administrator Professional Standards Policy

All administrators at CTEA will be required to follow the most current CTEA 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. These standards have been adapted from the California Professional Standards for Educational Leaders.

S t a n d a r d 1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

- ***1.a*** Facilitate the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators.
- ***1.b*** Communicate the shared vision so the entire school community understands and acts on the school's mission to become a standards based education system.
- ***1.c*** Use the influence of diversity to improve teaching and learning.
- ***1.d*** Identify and address any barriers to accomplishing the vision.
- ***1.e*** Shape school programs, plans, and activities to ensure that they are integrated, articulated through the grades, and consistent with the vision.
- ***1.f*** Leverage and marshal sufficient resources, including technology, to implement and attain the vision for all students and all subgroups of students.

S t a n d a r d 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

- ***2.a*** Shape a culture in which high expectations are the norm for each student as evident in rigorous academic work.
- ***2.b*** Promote equity, fairness, and respect among all members of the school community.
- ***2.c*** Facilitate the use of a variety of appropriate content-based learning materials and learning strategies that recognize students as active learners, value reflection and inquiry, emphasize the quality versus the amount of student application and performance, and utilize appropriate and effective technology.
- ***2.d*** Guide and support the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to the content standards.
- ***2.e*** Provide opportunities for all members of the school community to develop and use skills in collaboration, distributed leadership, and shared responsibility.
- ***2.f*** Create an accountability system grounded in standards-based teaching and learning.
- ***2.g*** Utilize multiple assessments to evaluate student learning in an ongoing process focused on improving the academic performance of each student.

S t a n d a r d 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

- ***3.a*** Sustain a safe, efficient, clean, well-maintained, and productive school environment that nurtures student learning and supports the professional growth of teachers and support staff.
- ***3.b*** Utilize effective and nurturing practices in establishing student behavior management systems.
- ***3.c*** Establish school structures and processes that support student learning.

3.d Utilize effective systems management, organizational development, and problem-solving and decision making techniques.
3.e Align fiscal, human, and material resources to support the learning of all subgroups of students.
3.f Monitor and evaluate the program and staff.
3.g Manage legal and contractual agreements

S t a n d a r d 4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

4.a Recognize and respect the goals and aspirations of diverse family and community groups.
4.b Treat diverse community stakeholder groups with fairness and respect.
4.c Incorporate information about family and community expectations into school decision-making and activities.
4.d Strengthen the school through the establishment of community, business, institutional, and civic partnerships.
4.e Communicate information about the school on a regular and predictable basis through a variety of media.
4.f Support the equitable success of all students and all subgroups of students by mobilizing and leveraging community support services.

S t a n d a r d 5: A school administrator is an educational leader who promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.

5.a Model personal and professional ethics, integrity, justice, and fairness, and expect the same behaviors from others.
5.b Protect the rights and confidentiality of students and staff.
5.c Use the influence of office to enhance the educational program, not personal gain.
5.d Make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices, and equity.
5.e Demonstrate knowledge of the standards-based curriculum and the ability to integrate and articulate programs throughout the grades.
5.f Demonstrate skills in decision-making, problem solving, change management, planning, conflict management, and evaluation.
5.g Reflect on personal leadership practices and recognize their impact and influence on the performance of others.
5.h Engage in professional and personal development.
5.i Encourage and inspire others to higher levels of performance, commitment, and motivation.
5.j Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.

S t a n d a r d 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

6.a Work with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.
6.b Influence and support public policies that ensure the equitable distribution of resources and support for all subgroups of students.
6.c Ensure that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements.

6.d Generate support for the school by two-way communication with key decision-makers in the school community.
6.e Collect and report accurate records of school performance.
6.f View oneself as a leader of a team and also as a member of a larger team.
6.g Open the school to the public and welcome and facilitate constructive conversations about how to improve student learning and achievement.

Appendix Z – Pre-Opening Strategic Plan

Board of Directors Pre-opening Plan					
	Train in IFARMS & accounting methods	**Ongoing Board Training**	**Policy & Procedures Review**	**Develop administrative evaluation tools based on standards**	**Develop board evaluation tool based on standards.**
Responsibility	Director Chair (or designee)	Chair (or designee) Board Secretary	Chair (or designee) Director	Chair (or designee) Director	Chair (or designee) Board
August - September		**September Meeting -** Establish 10 minute Trainer order and training priorities.	All policies and procedures required in the petition have already been written and adopted by the CTEA Board of Directors. CTEA will become a member of the ISBA and purchase their policy manual to use as a framework.	**September Meeting -** Research standards and administrative evaluation tools. Present findings to board at September meeting. Board prioritizes the administrator's measurable goals and objectives for the year. Board adops job descriptions and evaluation tools for all administrative positions.	**September Meeting -** Research standards and administrative evaluation tools. Present findings to board at September meeting.
Upon Authorization (Sept 20, 2012 - October 2012)	**October Meeting -** Board training in IFARMS budgeting system				**October Meeting -** Board prioritize its measurable goals and objectives for the year
November 2012		ISBA Annual Convention **November 14-16, 2012 (**50 points)	**November 10, 2012 -** Purchase ISBA Policy Manual prior to annual convention - provide copy to each board member.		**November Meeting -** Board adopts a self-evaluation tool based on its standards.
December 2012	**December Meeting** - Board Training in IFARMS & Accounting methods	**December Meeting - 10** minute Trainer (1 point)			
January 2013			**January Meeting -** Board selects 25 policies from the ISBA policy manual for review and approval.	**January Meeting -** Director reports progress on goals and objectives.	**January Meeting -**Chair (or designee) reports progress on goals and objectives
February 2013		**February Meeting -** 10 minute Trainer (1 point)			
March 2013			**March Meeting -** Board selects 25 policies from the ISBA policy manual for review and approval		
April 2013		**April Meeting -** 10 minute Trainer (1 point)			
May 2013			**May Meeting -** Board selects 25 policies from the ISBA policy manual for review and approval.		
June 2013	**June Meeting -** End of year fiscal report & 2013-2014 budget projections.	**June Meeting -** 10 minute Trainer (1 point)		**June Meeting -** Director reports progress on goals and objectives. Board evaluation on administration.	**June Meeting -** Board completes self-evaluation and reports.
July 2013		ISBA Summer Institute (25 points)	**July Meeting -** Board selects 25 policies from the ISBA policy manual for review and approval		
August 2013					

Finance Pre-opening Plan (Page 1of 2)				
	Account & IFARMS	**Select & meet with accounting firm to establish procedures.**	**Set up benefit accounts - Workman's comp, Insurance, SUTA, PERSI, etc.**	**Set up utilities and liability insurance accounts.**
Responsibility	Treasurer Director	Treasurer Director	Director Board	Director Board
August - September	CTEA has already established an account with Bank of Idaho. New accounts will be opened as needed.			
Upon Authorization (Sept 20, 2012 - October 2012)	**September 20, 2012** Begin using IFARMS	◆Meet with various accounting firms set-up accounting procedures around IFARMS. **October Meeting** - Board approves official accounting procedures.		
November 2012				◆Research insurance companies and aquire quotes on utilites. ◆Organize all the paperwork for setting up utilites and insurance accounts.
December 2012			**December Meeting** - Research all information regarding these programs and present to the Board	**December Meeting** - Present findings on insurance companies and utilities. Board approves paperwork to establish accounts when needed.
January 2013			**January 31, 2013** - Board selects insurance provider and Director set-up fringe accounts 33-5205(3)(m)	
February 2013				
March 2013				
April 2013				
May 2013				
June 2013				
July 2013			**July Meeting** - All accounts have been established and all employees enrolled. 33-5205(3)(m)	**July Meeting** - All accounts have been established.

Finance Pre-opening Plan (Page 2 of 2)

	Fundraising	Budget	Official Registration & Recognition by the SDE	Master Calendars
Responsibility	Chair (or designee) Board Finance Committee Director	Chair (or designee) Board Finance Committee Director	Chair (or designee) Board Finance Committee Director	Chair (or designee) Board Director
August - September	♦Establish donation procedures, accounts, and resolutions for donation to be accepted from Salazar Settlement Payout. ♦Find out about Laura Moore Cunningham Grant ♦Find out about Federal CSP Grant ♦Find out about Shakopee Tribe Grant ♦Solicit donations from Tribal Enterprises, Casino, and Revenue Dept.	Original budgets submitted to ACE.		**October 31, 2012 -** Produce Master Commitment Calendar for the Board, SDE, & ACE. This includes financial audits, programatic audits, special education audits, and all other required or requested information.
Upon Authorization (Sept 20, 2012 - October 2012)	♦Receive Albertson's Foundation Charter School Program Grant. ♦Write one grant application to Tribal Foundation.		Contact the SDE informing them of authorization. Inquire about the process of contacting and registering with all the educational programs.	
November 2012				**November Meeting -** Presentation to the board on Master Commitment Calendar.
December 2012	Write one grant application to Tribal Foundation.			
January 2013	**January 31, 2013 -** ANA Lanugage Maintanence & Preservation Grant due. ($200,000 per year for three years)	.	**January 31, 2013** - ♦After reviewing enrollment numbers, contact SDE with projected enrollment numbers. ♦Begin securing all SDE & federal Accounts & Passwords	
February 2013	Write one grant application to Tribal Foundation.	**Febrary Meeting -** Revisit & update budget.		Complete Master Calendar for 2013-2014 school year.
March 2013			**March 31, 2013 -** CTEA will be registered with all programs at the SDE & have access to all needed information and computer programs.	
April 2013	Write one grant application to Tribal Foundation.			**April Meeting -** Presentation to Board on Master Calendar. Board approves Master Calendar.
May 2013	**May 15, 2013 -** Laura Moore Cunningham Grant Application Due.			
June 2013	**June 6, 2013 -** Federal Charter School Program Grant Application Due	**June Meeting -** End of year fiscal report & 2013-2014 budget projections.		
July 2013	First state funding payment.			
August 2013	Second state funding payment			

	Busing , Nutrition Contracts, & Special Services		Curriculum Purchase, Alignment & Thematic Mapping		
	Negotiations - Sho-Ban Jr./Sr. High, Blackfoot School District, Teton Stage Lines, Miles Bus Company	**Select service provider, sign contracts, inform ACE**	**Purchased Curriculum**	**Curriculum Alignment w/ State Standards**	**Thematic Mapping**
Responsibility	Chair (or designee) Board	Chair (or designee) Board	Director Coordinator of Curriculum Curriculum Committee	Director Curriculum Committe	Director Curriculum Committee
August - September			♦Final review of selected curricula and curricular materials before soliciting final quotes. ♦Final review of curriculum mapping software before purchasing software.		
Upon Authorization (Sept 20, 2012 - October 2012)	Contact local school districts and bus companies to solicit quotes and negotiate contracts for nutrition and transportation.		♦Director will contact venders of selected curricula (e.g. Foss, Singapore Math, etc.) to solicit final quote. One teacher's copy of each curriculum will be purchased at this time. ♦Purchase curriculum mapping software.		
November 2012				Align Kindergarten curriculum to State & Common Core Standards	Thematically map Kindergarten curriculum
December 2012	Complete negotiations for nutrition and transportation.	Research local special services providers and solicit rate quotes.		Align 1st grade curriculum to State & Common Core Standards	Thematically map 1st grade curriculum
January 2013	**January Meeting -** Finalize contracts for nutrition and Transporation.	**January Meeting -** Report on local special services providers.		Align 2nd grade curriculum to State & Common Core Standards	Thematically map 2nd grade curriculum
February 2013		**February Meeting -** Enter formal agreements with local special services providers.		Align 3rd grade curriculum to State & Common Core Standards	Thematically map 3rd grade curriculum
March 2013				Align 4th grade curriculum to State & Common Core Standards	Thematically map 4th grade curriculum
April 2013				Align 5th grade curriculum to State & Common Core Standards	Thematically map 5th grade curriculum
May 2013				Align 6th grade curriculum to State & Common Core Standards	Thematically map 6th grade curriculum
June 2013					♦Produce a global thematic curriculum map. ♦Final assessment of the completeness of the curricula and curricular materials. ♦Complete printing and production of all developed materials and manipulatives.
July 2013			All major curricula and curricular materials will be ordered and purchased in July.		**July Meeting -** Present total curriculum to the Board for final approval.
August 2013	Contracts for transportation and nutrition begin.	Contracts with special services providers may begin.	The remaining curricular materials and manipulatives will be purchased on teacher request.		

	Shoshoni Language & Culture Curriculum	Facilities				
		Infrastructure - Electric, Water & Sewer Lines	**Infrastructure - Land Prep, Driveways, & Parking Lots**	**Place Modular Classrooms & Office**	**Infrastructure - Sidewalk & Pad**	**Clean Up - plant vegitation if funds allow, put up basketball hoop if funds allow or donation.**
Responsibility	Director Education Coordinator Lanugage & Culture Dept.	Director Board	Director Board	Director Board	Director Board	Board Director Volunteers
August - September	♦CTEA has already produced the Shoshoni language and Shoshone-Bannock Cultural Standards. ♦The language Standards have been aligned with the Idaho State LEP & LA standards.					
Upon Authorization (Sept 20, 2012 - October 2012)	**November 30, 2012 -** ♦Translate Kindergarten Science Curriculum ♦Reproduce (Foss) handouts, manipulatives, and other materials to reflect theme.	Solicit final bids for Water & Sewer connections. Contact Idaho Power about electric hook-up. Board selects provider(s).		Solicit final bids for classrooms & office		
November 2012	♦Produce 9 - one week culture curriculum units.	**November, 2012 -** Use Wada Farms & Albertson's funds to put in electric, water & sewer.		Board selects provider of classroom & office units & approves contract. If providers unwilling to contract this early, will attmept again in February.		
December 2012	**January 31, 2013 -**					
January 2013	♦Translate Kindergarten Math Curriculum (Singapore) ♦Reproduce (Singapore) handouts,			If providers were unwilling to sign a contract earlier, solicit final bids for classrooms & office		
February 2013	**April 30, 2013 -** ♦Adapt Shoshoni language instruction from ESL & other language immersion curricula ♦Translate Kindergarten Shoshoni Lanugage Curriculum			If providers unwilling to contract early, Board selects provider of classroom & office units & approves contract.		
March 2013	♦Reproduce handouts, manipulatives, and other materials to reflect theme.					
April 2013	♦Produce 9 - one week culture curriculum units.		Solicit final bids for land prep, driveways, & parking lots		Solicit final bids for sidewalks & pad.	
May 2013	**May 30, 2013 -** Adapt current 4th grade Idaho History text to focus more on American Indian & Shoshone-Bannock history.		Board selects provider.		Board selects provider.	
June 2013	♦Produce a global thematic curriculum map. ♦Final assessment of the completeness of the curricula and curricular materials. ♦Complete printing and production of all developed materials and manipulatives.		**June 30, 2013** - Land Prep, Driveways, & Parking Lots			
July 2013	**July Meeting -** Present total curriculum to the Board for final approval.			**July 1-31, 2013** - ♦Place Modular Classrooms & Offices ♦Finish city inspections like fire and heath and obtain certificate of occupancy & send to ACE 30 days before opening. ♦Post fire escape maps & instructions.		
August 2013					**August 1 - 15, 2013 -** Pour Cement pad & sidewalk	**August 1 - 15, 2013** Clean up, plant vegitation & put up basketball hoop & other play equipment if funds allow.

	Faculty & Staff - Recruitment & Retention	Bilingual Teachers & Staff - Recruitment & Retention	Marketing/Student Enrollment	Student/Parent Handbook
Responsibility	Director Board	Director Board	Director Board	Director Board
August - September			CTEA has already completed an initial interest list of more than 190 potential students - which ranges per grade from 56%-100% over capacity.	CTEA has already developed a quality draft of its Student/Parent Handbook that addresses all the required components.
Upon Authorization (Sept 20, 2012 - October 2012)	♦Begin to advertse for faculty and staff through School Spring, Indeed, ♦SimplyHire, and varous State job listings. ♦Directly advertise through each tribes' government and/or community. ♦Extend outsourced contract for Director of School programs.	Begin to advertse for faculty and staff through School Spring, Indeed, SimplyHire, and varous State job listings. Also, directly advertise through each tribes' government and/or community	Open enrollment for students, distribute applications, and collect them. Strategies are listed in the Appendix N - Marketing Plan	Review & Revise Student/Parent Handbook
November 2012				
December 2012		CTEA will have contacted (according to all Shoshone Tribal records) all known bilingual, and potentially bilingual, Shoshoni speakers with a Bachelor's degrees or higher by **December 1, 2012.**		**December Meeting -** Board adopts publishable Student/Parent Handbook
January 2013	**January 31, 2013** - CTEA will have aquired at least 50 resumes for teaching positions, & 20 applicants for paraprofessional positions. ♦Start to narrow down resumes for interviews. ♦Finalize salarch schedule & benefit expenditures.	Continue to advertise & conduct ongoing interviews until best teacher is found.	**January 31, 2013 -** ♦CTEA will have enrolled student to 50% capacity in each grade K=15 & 1-6=7 ♦Open enrollment for students, distribute applications, and collect them. Strategies are listed in the Appendix N - Marketing Plan	Student/Parent Handbook published on school website.
February 2013	**Througout February -** conduct interviews.			
March 2013	**March Meeting -** Extend Contracts			
April 2013		**April 1, 2013 -** ♦CTEA will have a signed teaching contract for the Kindergarten position by ♦CTEA will have a list of at least five potential bilingual elementary school teachers who will be able to teach in the 2014-2015 school year.	**April 30, 2013 -** CTEA will have completed students application forms to capacity in each grade.	
May 2013		CTEA will extend offers employment to other bilinguals as English speaking teachers or ask them to sign letters of intent for the following year	**May 15, 2013 -** CTEA will hold lottery notify applicants as outlined in the charter petition in Tab 7	Collect student data of those selected in the lottery and are officially enrolled. This includes immunization records, IEP info, transcripts & records from other schools, Technology Use Agreement, Handbook Awareness, etc.
June 2013				
July 2013	Ensure compliance with all personnel issues as delineated in Tab 6 of the CTEA Charter.	Ensure compliance with personnel issues for bilingual teacher(s) and staff as delineated in Tab 6 of the CTEA Charter.	Advertise at Treaty Day/4th of July Celebration	
August 2013	Ensure up-to-date, accurate, and leagally compliant personnel files for all employees.	Ensure up-to-date, accurate, and leagally compliant personnel files for bilingual teacher(s) and staff.	♦Booth at Sho-Ban Annual Festival. ♦Open school to capacity of 114.	♦Two day student orentation& registration. ♦Ensure that all parents receive a copy of the Student/Parent Handbook and sign and submit all required documentation (e.g. immunizations records, IEPs. Technology Use Agreement, Handbook Awareness, etc.) ♦Provide procedures for emergency closure before, after, and during school.

	Professional Development	Equipment & Supples	Technology	Special Education & Response to Intervention Plan
Responsibility	Director Board	Director	Director	Director
August - September		Shoshone-Bannock Tribes have supplied office space and office supplies until August 2013 by Fort Hall Business Council Resolution.		
Upon Authorization (Sept 20, 2012 - October 2012)	Complete a Comprehensive Professional Development Plan (2012-2014) to include ongoing training in: emergency preparedness, Total Physical Response, language immersion techniques, Title I, AIMSWeb tracking, RTI process, technology & software, instructional methodologies, instrucitonal philosophies, evaluation processes, student assessment, etc.			
November 2012				
December 2012				
January 2013	**January Meeting -** Present Comprehensive Professional Development Plan to Board.	Solicit bids & compare costs for equipment & supplies.	Solicit bids & compare costs for technology equipment & software.	**February 28, 2013 -** Complete Special Education self-audit. Make all preparations to receive student data and host SDE Special Education Teams.
February 2013				
March 2013		**March Meeting -** Make presentation to the board regarding equipment & supply purchases and contracts.	**March Meeting -** Make presentation to the board regarding technology purchases & contracts.	**April 30, 3013 -** Complete an ongoing Comprehensive Response to Intervention Plan (2012-2014) which spans all programs (Special Ed., LEP, Title I) and demographics.
April 2013			Complete research & write comprehensive technology plan.	
May 2013				**May Meeting -** Present RTI Plan for Board Approval and Special Education information.
June 2013			**June Meeting -** ♦Present technology plan to Board for approval ♦Purchase, lease & begin to install the bulk of the computer and telecom system.	
July 2013		Purchase & lease the bulk of office equipment & supplies.	Continue to install computer network and telecom system	
August 2013	One-week intensive introductiory orientation & training program to include, special ed, RTI, TPR & language immersion seminar.	Order and additional school supplies after all staff is available.	Complete installation of computer network and telecom system.	One-week intensive introductiory orientation & training program to include, special ed, RTI, TPR & language immersion seminar.

STATE DEPARTMENT OF EDUCATION

P.O. BOX 83720
BOISE, IDAHO 83720-0027

TOM LUNA
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

January 24, 2012

Joel F. Weaver, Authorized Representative
Chief Tahgee Elementary Academy
800 West Riverton Road
Blackfoot, ID 83221

Dear Mr. Weaver,

In Idaho, the State Superintendent of Public Instruction has the responsibility for carrying out policies, procedures and duties authorized by law or established by the State Board of Education for all secondary and elementary school matters (Idaho Code, Section 33-125). Pursuant to Idaho Rules of the Board Governing Education (IDAPA) 08.02.04.200.03, the Sufficiency Review Committee at the Idaho State Department of Education (SDE) has reviewed the draft petition document submitted by Chief Tahgee Elementary Academy for the formation of a new public charter school. This review is to determine whether the proposed draft petition was prepared in accordance with the instructions furnished by, and in the format required by, the Board, and contains the information required by Section 33-5205, Idaho Code. (IDAPA 08.02.04.205.01) Additionally, the review is designed to help with the creation of high quality charter schools.

The findings of the State Department of Education are outlined in the enclosed document. Based on the review, the charter petition submitted **meets the established standards** and legal requirements for new charter schools. Please communicate these findings to the school's board.

After the Sufficiency Review is complete, the petition must be submitted initially to the local board of trustees in which the charter school will be located

Charter developers should take the following limitations into consideration when submitting petitions.

The number of new public charter schools which may begin educational instruction in any one (1) school year shall be limited in number in accordance with the following:

(a) Not more than six (6) new public charter schools may begin educational instruction in any one (1) school year, and

(b) Not more than one (1) new public charter school may begin educational instruction that is physically located within any one (1) school district in any one (1) school year, and

(c) A petition must be received by the initial authorized chartering entity no later than September 1 to be eligible to begin instruction the first complete school year following receipt of the petition, and

(d) To begin operations, a newly-chartered public school must be authorized by no later than January of the previous school year. IC 33-5203 (2)

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

STATE DEPARTMENT OF EDUCATION

P.O. BOX 83720
BOISE, IDAHO 83720-0027

TOM LUNA
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

Legislation enacted in 2008 requires school districts to make serious consideration of new brick and mortar charter schools before denying or forwarding the petition to the Charter Commission.

If you have any questions regarding these findings, please contact me at (208) 332-6963. I look forward to working with your team as you develop Chief Tahgee Elementary Academy.

Sincerely,

Michelle Clement Taylor, School Choice Coordinator
Division of Innovation and Choice

Enclosure: Idaho State Department of Education Sufficiency Review

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

Sufficiency Review by the Idaho State Department of Education
Elements Required of a Petition to Establish a Charter School

Pursuant to the public charter school rules adopted by the Idaho State Board of Education on March 10, 2005, charter school petitioners are required to submit a draft charter school petition to the Idaho State Department of Education (SDE) for the purpose of determining whether the petition complies with statutory requirements (I.C. 33-5202). This review must occur prior to the petition being submitted to an authorized chartering entity (IDAPA 08.02.04.200.03).

Each section presents criteria for a response that meets the standard, and these criteria should guide the overall rating for the section. The Comments box provides space to identify data and other evidence that supports the rating. The rationale for each rating is important, especially if some of the data or evidence does not fit neatly into the criteria provided.

The following definitions should guide the ratings:

Meets the Standard:	The petition reflects a thorough understanding of key issues. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.
Does Not Meet the Standard:	The petition does not meet statutory requirements, lacks information or raises substantial concerns about the applicant's understanding of the topic and/or ability to meet the requirement in practice.

After a sufficiency review has been conducted by the State Department of Education within thirty (30) days of receipt the results of the review will be returned to the petitioners. If the petition items do not meet the standard, those items need to be addressed and resubmitted to the Department for review.

Once all of the petition items meet the defined standards, the next step is to submit the petition and sufficiency review findings to an authorized chartering entity for review and consideration for approval. Completion of the sufficiency review process does not ensure approval of the charter school petition, nor does it establish that the school cannot be challenged for failure to comply with state or federal statutes, rules or regulations at some future date. The SDE does not waive its duty to enforce such laws by performing the sufficiency review.

Cover Page

Proposed Charter School Name: Chief Tahgee Elementary Academy	
District Location: Blackfoot School District #55	
Proposed Physical Location: Fort Hall, Bingham County, ID	
Authorized Representative: Joel F. Weaver	
Address: 800 West Riverton Road, Blackfoot, ID 83221	
Telephone: 208-757-8072	**E-mail: weavjoel@isu.ed**
Alternative Contact: Cyd A Crue, Ph.D.	
Address: RR2 Box 48 Edmo Road, Pocatello, ID 83202	
Telephone: 208-406-6639	**E-mail: cydcrue@gmail.com**
Proposed Opening Date: August 2013	
Proposed Grade Levels: K-6	
Initial Enrollment Goal: 100	
Focus of School: Heritage language immersion program – educating in Shoshoni and English language. Primary purposes: academics, bilingualism, and cultural enrichment.	
Date Submitted for Review: November 15, 2011, 2nd Review December 28, 2011, 3rd Review January 23, 2012	
Date of Review Completion: December 14, 2011, 2nd Review January 19, 2012, 3rd Review January 24, 2012	

Review Comments:
3rd Review: The sections that did not meet the standards have been revised to meet the standards and the recommendations of the review team. The petitioners have been very responsive with revisions and asking for feedback and suggestions.

2nd Review: There are several sections that reference documents (contracts, budgets, etc.) will be provided upon request. On Dec 1, 2011 IC 33-357 went into effect. It requires that data concerning all expenditures made by the education provider be posted on an "internet based website" for the school. This would include contracts, budgets etc. Changes should be made to the petition to reflect this law, as opposed to stating that documents will be available when requested.

There are still a few items that "do not meet the standard". Please review the evaluation rubric that is included with this review.

1st Review: There are several areas that "do not meet the standard" and will require revising and additional review. Please review the comments of the reviewers and make the necessary changes. If changes are made to any of the section that "meet the standard" they will require additional review as well.

Section 5.4 – Dispute Resolution should be reviewed to insure it follows Idaho Code 33-5209.

Required Elements	Idaho Code
Tab 1: Vision, Mission, Legal Status	
Vision and Mission Statements	08.02.04.202
Meets Standard	
Comments: As the founding group establishes the school it will be important to consider how the vision and mission will be measured. What will be used to define and determine if the school is successfully achieving the mission?	
Include a copy of the Articles of Incorporation, file-stamped by Idaho Secretary of State's Office.	33-5204(1)
Meets Standard	
Include a copy of the signed bylaws adopted by the board of directors of the non-profit corporation.	33-5204(1)
Meets Standard	
Include copies of the Elector petition forms to establish a charters school with no fewer than 30 signatures of qualified electors of the attendance area designated in the petition and proof of elector qualifications.	33-5205(1)(a) 33-5205(3)
Meets Standard	

Include documentation of application for nonprofit status.	33-5204(1)
Meets Standard	
Include proof of attendance, within the last two years, at the Charter Start! 101 Workshop presented by the Idaho State Department of Education	33-5205(5)
Meets Standard	

Tab 2: Proposed Operations

Describe the proposed location of the school. Also provide the specific attendance area of the school. If the attendance area uses boundaries other than school district or county boundaries include a detailed description of the attendance area and a map showing the boundary.	33-5205(4)
Meets Standard – 2nd Review	

Comments:
Include a map that outlines the boundaries for the attendance area. The boundaries are more than just one district or the county.

Describe the proposed operation and potential effects of the school, including, but not limited to: a. facilities to be utilized by the school; b. the manner in which administrative services of the school are to be provided; and c. the potential civil liability effects upon the school and its chartering entity.	33-5205(4)
Meets Standard	

Comments:
The facilities plan is very general and will require more detail for the authorizer's review.

Commitment to secure property and liability insurance. Errors and Omissions insurance is not required by statute but is recommended.	33-5204(4)
Meets Standard	

Tab 3: Educational Program and School Goals

Describe the school's educational program and goals. Describe how the goals will be measured and the related data that will be collected. Include how each of the education thoroughness standards as defined in Idaho Code Section 33-1612 shall be fulfilled.	33-5205(3)(a) 33-1612
Meets Standard	

Describe what it means to be an "educated person" in the 21st century.	33-5205(3)(a)
Meets Standard	
Explain how learning best occurs.	33-5205(3)(a)
Meets Standard	
Describe the manner by which special education services will be provided to students who are eligible for such services pursuant to the federal Individuals with Disabilities Education Act, to include a disciplinary procedure for such students.	33-5205(3)(q)
Meets Standard	
Comments: Very nice job addressing students with disabilities. Please see attached checklist document.	
Describe the school's plan for working with parents who have students who are dually enrolled. Include the manner by which eligible students from the public charter school shall be allowed to participate in dual enrollment in non-charter schools within the same district as the public charter school, as provided for in Idaho Code Section 33-203.	33-5205(3)(r) 33-203
Meets Standard	
Comments: The petition outlines the efforts the school will make to work with the other local schools regarding dual enrollment. It will be important for the director to be aware of the local districts' policies regarding the participation of students who are not primarily enrolled in that district.	
Describe the manner in which gifted and talented students will be served.	33-2003
Meets Standard - 2nd Review	
Comments: 2nd Review – Comments from first review incorporated into petition. 1st Review - Section 3.5.4 consider adding the phrase: "including a plan for continuity of services throughout grade levels and a plan for exits and removals from the program and requests for review." Does section 3.5.7 assume there will be a Program Director for the school to oversee GT matters? Consider addressing means of record keeping for GT. I would strongly suggest including language specific to using community resources for mentoring, e.g. elders from the community fluent in the Shoshoni language.	
Describe the manner in which Limited English Proficiency services will be provided.	33-1617 08.02.03.112(5)

Meets Standard – 2nd Review

Comments:
2nd Review – Meets standard – great improvement from the first draft.

1st Review
Section 3.7.2.1 please see sample HLS which includes various questions regarding language spoken in the home. You need more than one question in order to properly identify students. See Idaho LEP Manual at: http://www.sde.idaho.gov/site/lep/guidance_docs.htm on the Title III-LEP website.

Section 3.7.2.7. it states, "Students
on monitoring status will be coded LEPX on the ISAT and still counted for state and Federal funding purposes." LEPX students are **not** counted for funding purposes.

Section 3.7.2.8 Students whose parents waive services are coded as ELL-W (English language learner waived).

Section 3.7.4 cites the *Guidance for Evaluating Limited English Proficient (LEP) Students to Establish Special Education Eligibility*. This document is outdated and no longer used the ISDE as it has been removed from the Idaho LEP Program Manual and replaced with Idaho Toolkit Training. Please contact Fernanda Brendefur at 208-332-6905 or fmbrendefur@sde.idaho.gov for more information regarding the Toolkit.

Section 3.7.6 Not only should parents be informed about child's placement, parents of LEP students must be afforded the opportunity to be involved in the development, implementation and evaluation of the program services (Section 3303(e)(1) of ESEA).

Section 3.7.7 Please provide more of an explanation regarding the differences of LEP services provided on-site vs. contracted out. How will the charter make the determination as to which is the better option?

Section 3.7.8 More information needs to be provided regarding the professional development plan. What PD will be offered? Who will it be provided to? How often? Who will ensure proper implementation of the PD?

This proposal is missing many elements related to effective LEP services for students. There is no mention of the following:

- Specific program model(s) and instructional approaches for LEP services
- English Language Development (ELD) curriculum and resources
- Teacher quality—certified or endorsed in ENL/bilingual education
- Program evaluation, review and improvement

Please review the attached document titled "Important *Must Haves* in Charter School Petitions. This will help guide you as you revise this section of your petition. If you have questions contact: Fernanda Brendefur at 208-332-6905 or fmbrendefur@sde.idaho.gov

Tab 4	
Identify measurable student educational standards that describe the extent to which all students of the charter school will demonstrate they have attained the skills and knowledge specified as goals in the school's educational program.	33-5205(3)(b)
Meets Standard - 2nd Review Comments: 3rd Review: 4.1.11 was updated to state that students "will meet or exceed the state targets…" 2nd Review: • References to the Common Core State Standards has been included. • 4.1.11 – is it realistic to expect 100% of the students will achieve Proficient and/or Advanced as described? You may want to consider stating CTEA students will meet or exceed the state target. This will allow for the changing benchmarks. 4.1.11 meets the standard as written, but may not be realistic. • 4.1.15 updated as described below. 1st Review: 1. Add references to also instructing with the Common Core State Standards (CCSS) when talking about Idaho Content Standards. Requirement for using the CCSS begins in 2013-2014. 2. 4.1.11 – Schools/Districts must meet the Idaho AYP targets for the ISAT (School Year 2011-2012: Reading 90.4%, Math 88.7%, Language Usage 83.4%). Charter Application states 80%. 3. Section 4.1.15 – Schools/Districts must send assessment reports to parents within 3 weeks of receipt from the State.	
Identify the method by which student progress is to be measured in meeting the school's student educational standards.	33-5205(3)(c)
Meets Standard	
Describe how the school's students will be tested with the same standardized tests as other Idaho public school students.	33-5205(3)(d)
Meets Standard - 2nd Review Comments: 2nd Review: IELA included in 4.3.1. 1st Review: Charter must add the testing of any LEP students on the IELA (Idaho English Language Assessment) to this section.	
Describe the plan for the middle level credit and advancement requirements.	08.02.03.107
Not Applicable	
Describe how the school will ensure that it shall be accredited as provided by rule of the Idaho State Board of Education.	33-5205(3)(e) 08.02.02.140
Meets Standard	

Describe the school's plan if it is ever identified as an "in need of improvement" school as outlined in the No Child Left Behind Act.	08.02.03.112 08.02.03.114
Meets Standard	

Tab 5 – Governance Structure, Parental Involvement, Audits

Describe the governance structure of the school, including, but not limited to, the person or entity that shall be legally accountable for the operation of the school.	33-5205(3)(f)
Meets Standard	

Describe the process to be followed by the school to ensure parental involvement in the governance structure.	33-5205(3)(f)
Meets Standard	

Comments:
5.2.1.9 states: "Parents will be encouraged to serve as Board of Trustee members." Will one of the seven Trustee positions be reserved for a parent?

Very positive comments and strategies to involve families and the community as well as not only affording families the opportunity to be engaged during the school day but also creating an environment which encourages and holds a high standard for communication between school staff and families.

Describe the manner in which an annual audit of financial and programmatic operations will be conducted.	33-5205(3)(k) 33-5206(7) 33-5210(3)
Meets Standard - 1st and 2nd Review	

Comments:
2nd Review: The petition now specifically states each of the requirements for 33-701(5-10) and how the CTEA board will meet each requirement.

1st Review:
33-5205(3)(k) – manner in which an annual audit of the financial and programmatic operations is to be done
Page 60 states that an annual educational programmatic operations and financial audit will be conducted each year of operation. Page 61 states an independent financial audit will be performed each year.

33-5206(7) – school will annually submit to its sponsor a report with the audit of the fiscal and programmatic operations, a report on student progress & a copy of the school's accreditation report.
Page 60 states that the results of the programmatic operations and financial audits will be submitted in a timely manner to the Board of Trustees, the ACE, stakeholders, and the SDE. Page 61 states that accreditation-related visits, audits and reports will be completed in a timely manner and copies will be submitted to the Board of Trustees, the ACE and the SDE. Page 46 states that student progress assessment reports will be submitted to the Board of Trustees, ACE, the SDE, and when applicable, the SBOE. It also states that all annual reports demonstrating student achievement will be submitted and published as soon as all the data becomes available each school-year.

33-5210(3) – each school will comply with reporting requirements of 33-701sections 5-10.
Page 60 states that the school will comply with all reporting requirements of Idaho Code 33-5205(3)(k), 33-5206(7) and 33-5210(3). While I would have liked for the school to acknowledge the specific requirements of IC 33-701(5-10), they do say they will comply with the requirements of 33-5210(3), which covers this section of Idaho Code. FYI – 33-701(5-10) covers the annual financial report, budgeting, publication, other financial and statistical reports, etc.

Tab 6: Employee Requirements

Describe the qualifications to be met by individuals employed by the school. Instructional staff must be certified teachers pursuant to rule of the state board of education.	33-5204A 33-5205(3)(g) 33-5210(4)(a)

Meets Standard – 3rd Review

Comments:
3rd Review: As written with this submission, 6.1.2 clearly states the Director must possess a valid Idaho Administrators Certificate.

2nd Review: 6.1.2 states "the Director must also possess, or be qualified to possess, a valid Idaho Administrator Certificate." If the Director is preforming duties beyond a classroom teacher such as disciple or evaluation the Director must have an administrative certificate. The phrase "or be qualified to possess" must be removed in order to meet the standard.

1st Review: If Director DOES NOT hold and administrator's certificate, he/she cannot evaluate any certificated personnel. Until this is addressed in the document it cannot meet standards. There are only two things that one MUST have an administrator's certificate to do: Student discipline above and beyond that of a classroom teacher and evaluations of certificated personnel. At this point, the document states that Director will evaluate all other administrators, but the Charter DOES NOT ENSURE that the Director will hold a valid Idaho administrator's certificate.

Describe the plan for evaluating teachers. Include the measures that will be used, the frequency of evaluations, and the plan if a teacher is deemed to be underperforming.	08.02.02.120
Meets Standard	
Describe the plan to meet all of the requirements of IDAPA 08.02.02.120 – Local District Evaluation Policy.	08.02.02.120
Meets Standard – 3rd Review Comments: **Second Review**: Based upon what is here I would not approve the evaluation plan. There is no mention of stakeholder input in regularly reviewing the evaluation process to ensure that teachers and other school community members believe it is a valid process. There is no mention of training for administrators, nor is there any mention of how funds will be set aside to ensure ongoing professional development for evaluators and those who will serve as instructional leaders. Additionally, SCR mandates for 50% student achievement measures should be clearly articulated. Specifically: • District evaluation policy contains a description of the method used to monitor and evaluate the district's personnel evaluation system. • District evaluation policy contains a plan for ongoing training and professional development for evaluators/administrators and teachers on the district's evaluation standards, tool and process. • District evaluation policy contains a plan for funding ongoing training and professional development for administrators in evaluation These are straight from the rubric that I attached last time. Again I would ask writers of this charter to look at the rubric to ensure that all components have been addressed. First Review: Many missing elements of implementation required by Rule. No mention of data use, sustained funding, training for evaluators, etc. See attached state rubric for approval of Evaluation Policies.	
Describe the plan for evaluating administrators. Include the frequency of the evaluations, research the evaluation is based on, and who is responsible for conducting the evaluations.	08.02.02.120
Meets Standard – 2nd Review Comments: 1st Review: I did not see any mention of frequency, method, or instrument; just a single line that said Directors would be evaluated. Are the director and principal the same position?	
Include a provision that ensures all employees of the school undergo a criminal history check.	33-5210(4)(d) 33-130
Meets Standard	

Describe the transfer rights of any employee choosing to work in a charter school that is approved by the board of trustees of a school district, and the rights of this employee to return to any non-charter school in the same district.	33-5205(3)(o) 33-1217
Meets Standard	

Include a provision that ensures all staff members will be enrolled in and covered by all of the following: Public Employee Retirement System (PERSI) — Unemployment Insurance Federal Social Security — Health Insurance Worker's Compensation Insurance	33-5205(3)(m)
Meets Standard – 3rd Review	

Comments:

3rd Review – 6.5.1 clearly states the benefits listed in statute and that the board will follow the allowances and requirements of the law regarding benefits.

2nd Review – Changes were made to the explanation under the "Expenditures" explanation on page 314 in the appendices. It states all fulltime faculty and staff will be enrolled in a group health insurance plan. Will there be any part-time employees and will they have a portion of the health insurance covered? The statute says all staff members will be enrolled.

1st Review - The explanation in 6.5.1 meets the standard, however on page 279 the statement about health insurance and medical savings program is in conflict. The intent of the law is that the charter schools provide group health coverage, as opposed to providing stipends and leaving it up to the employees. The statement on page 279 implies that it will be up to the employees to purchase insurance.

Include a provision that ensures that the staff of the public charter school shall be considered a separate unit for purposes of collective bargaining.	33-5205(3)(p)
Meets Standard	

Include a provision that ensures all teachers and administrators will be on a written contract as approved by the state superintendent, conditioned up a valid certificate being held by such professional personnel at the time of entering upon the duties.	33-5206(4)
Meets Standard	

Tab 7: Admissions, Discipline, Student Policies

Describe admission procedures, include a provision for over-enrollment, and equitable selection processes for the initial year, as well as subsequent years of operation. Include enrollment capacity of the charter school.	33-5205(3)(j)
Meets Standard – 3rd Review	

Comments:
3rd Review: Changes were made to this section based on the recommendations below. It now meets the standard.

2nd Review:
- The wording in 7.1.6.1 should be changed from "Four pools and/or waiting lists" to "The selection hierarchy for admissions. This would also be true for 7.1.6.2. The use of waiting lists in this case may be confusing.
- 7.1.6.1.1 should state … maximum of 10% of the initial capacity of the school as opposed to student population.
- 7.1.6.1.3 should state children of full-time employees.
- In 7.1.6.2 the children of full-time employees should be included in preference group in 7.1.6.2.2 or 7.1.6.2.4 but not both. Additionally, Idaho Code specifically states full-time employees as opposed to employees.
- 7.1.9.7 has been corrected as described below.

1st Review:
The statement in 7.1.6.1.1 "Any founders' children in excess of the 10% will be placed on the primary attendance area sibling list" needs to be removed. There is no allowance for this in the law. If there are more founders children than the 10% allowance there will need to be method for determining the founders' spots.
7.1.9.7 – final "election" list needs to be changed to final "selection" list.

Describe how waiting lists will be developed and renewed annually.	33-5205(3)(j)

Meets Standard - 2nd Review

Comments:
Note: The waiting lists should be maintained for each grade level. 7.2.1 references waiting lists (plural) in the first line, however on the second line it is stated "students will be placed on **a waiting list** in order…"

Describe the public school attendance alternative for students residing within the school district who choose not to attend the public charter school.	33-5205(3)(n)

Meets Standard

Describe the process by which citizens residing in the compact and contiguous attendance area of the charter school will be made aware of enrollment opportunities.	33-5205(3)(s)

Meets Standard

Comments:
Question – would it be worthwhile to advertise in the Shoshoni language?

Describe the school's plan for denial of attendance to any student who is or has been: ▪ An habitual truant, ▪ Incorrigible, ▪ Deemed by the board of trustees to be disruptive of school discipline or instructional effectiveness, ▪ Detrimental to the health and safety of the other students, or ▪ Expelled from any other school district or state.	33-5205(3)(i) 33-205 33-206

Meets Standard	
Describe the school's disciplinary procedures, including the procedure by which students may be suspended, expelled and reenrolled.	33-5205(3)(l) 33-210
Meets Standard	

Comments:
Given the schools cultural focus, is there a way to tie in a cultural aspect of conflict resolution in disciplinary procedures with tribal members that would support the schools overall vision as well as the law?

Describe the school's policy for contacting law enforcement and student's parents, legal guardians or custodian regarding a student reasonably suspected of using or being under the influence of alcohol or a controlled substance. Include the plan for making the policy available to each student, parent, guardian or custodian.	33-210(3)
Meets Standard	
Describe the procedures the school will follow to ensure the health and safety of students and staff.	33-5205(3)(h)
Meets Standard	
Describe the school's policy for a suicide prevention plan.	08.02.03.160
Meets Standard	

Comments:
In the event of a suicide, please be aware that the State Department of Education has trained Regional School Suicide Response (RSSP) teams in partnership with Suicide Prevention Action Network (SPAN) Idaho. These teams are specifically trained to support staff who are in turn supporting students. For more information and best practice information please see the below links. Information can be accessed through the SDE website here: http://www.spanidaho.org/youth-suicide-forschools-postvention.shtml

Describe the school's policy for Internet access and use and provisions for parental permission related to student Internet use.	33-132
Meets Standard	
Include a student handbook that describes the school rules. Also include the procedure for ensuring a student's parent or guardian has access to the handbook.	08.02.04.202
Meets Standard	

Tab 8: Business Plan, Transportation, School Lunch

A detailed business plan including: • Business description • Marketing plan • Management plan • Resumes of the directors of the nonprofit corporation and current board • School's financial plan • Start-up budget with assumptions form • Three year operating budget form – in the IFARMS format • First year month-by-month cash flow form	08.02.04.202
Meets Standard – 3rd Review	

Comments:
3rd Review: The budget has been adjusted to accurately reflect how the lottery funds are distributed. Please insure the statement about the lottery funds has been removed from the assumptions explanation.

2nd Review: The statement in the budget assumptions regarding lottery funds is incorrect. The lottery funds have been included with the discretionary funding from the SDE and should not be listed as a separate line item (if that is what the "other state funding - 431.900 is referencing). Please adjust the budget accordingly.

1st Review:
The first assumption has a discrepancy between the text and numeric enrollment number - eighty-eight (78). This needs to be corrected.

The Title VI-B funds estimate is probably too high. The VI-B Part 1 funds are allocated based on the number of student in average daily attendance. Lapwai has considerably more students than Chief Tahgee will have, so the figure is probably high. Several of the budget assumptions are made with schools that have a larger student population.

IDEA Part B funds are not included as revenue.

Lottery revenue has been rolled into the state apportionment. For the last couple of years it has not been a separate revenue source.

Describe the school's proposal for transportation services. Note: The budget should reflect estimated costs.	33-5205(3)(t) 33-5208(4)
Meets Standard	

Describe the school's proposal for a school lunch program, including how a determination of eligibility for free and reduced price meals will be made08.02.04.202.	08.02.04.202
Meets Standard	

Comments:
The below submitted looks good.
Section 8.3 - Plan for School Lunch Program
8.3.1 Chief Tahgee Elementary Academy may participate in the National Child Nutrition Program through a contract with the Shoshone-Bannock Jr./Sr. High School (See Appendix AP: Letter of Support). 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. Chief Tahgee Elementary Academy will follow the USDA establish policies for determining prices for meals, verification reporting, record keeping, and governmental reimbursement.
8.3.3 Chief Tahgee Elementary Academy 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: Business Arrangements, Community Involvement, School Closure

Describe any potential or current business arrangements or partnerships with other schools, educational programs, businesses, or nonprofit organizations. This includes curriculum, special education, transportation, food service, legal, and accounting.	08.02.04.202

Meets Standard

Describe the school's plan for termination of the charter by the board of directors, to include: • Identification of who is responsible for dissolution of the charter school; • A description of how payment to creditors will be handled; • A procedure for transferring all records of students with notice to parents of how to request a transfer of student records to a specific school; and • A plan for the disposal of the public charter school's assets, including those purchased with Federal funds. • A procedure for transferring personnel records to the employees.	5205(3)(u) 5206(8)

Meets Standard - 2nd Review

Comments:
2nd Review: changes made to include all federal funds.
1st Review: 9.3.4 states "…equipment purchased with federal grant funds will be…" The statement should say federal funds. Any materials or equipment purchased with federal funds are subject to the federal rules for disposal, not just items purchased with grant funds.

Tab 10: Virtual Schools and Online Programs - Not Applicable

Tab 11: Professional-Technical Regional Public Charter Schools - Not Applicable

MEMORANDUM OF AGREEMENT BETWEEN SHOSHONE-BANNOCK TRIBES LANGUAGE AND CULTURAL PRESERVATION DEPARTMENT AND CHIEF TAHGEE ELEMENTARY ACADEMY

Chief Tahgee Elementary Academy, Inc. was incorporated in the State of Idaho on September 1, 2011 to establish a Shoshoni and Bannock language immersion Kindergarten – Sixth grade elementary school on the Fort Hall Indian Reservation. On January 24, 2012, the Fort Hall Business Council passed Resolution Number FINC-2012-0123 in support of Chief Tahgee Elementary Academy and allocated the use of the office space and office equipment at the Language and Cultural Preservation Department until August 2013 for the ongoing development of ChiefTahgee Elementary Academy.

I. **Purpose of the Agreement**

This Memorandum of Agreement (MOA) sets out the terms by which Chief Tahgee Elementary Academy and the Shoshone-Bannock Tribes Language and Cultural Preservation Department (L&CPD) will work together to implement Chief Tahgee Elementary Academy (CTEA), a Shoshoni and Bannock language immersion K-6 elementary school.

CTEA Board of Trustees will be the key contact for the school. The Director of Cultural Resources, will be the key contact for Shoshone-Bannock L&CPD.

The L&CPD will uphold Resolution Number FINC-2012-0123 providing office space and office equipment for the ongoing development of CTEA, including the production and publication of the Shoshone-Bannock culture and Shoshoni language curricula, until August 2013; said agreement will be in effect with the Shoshone-Bannock Tribes Language and Cultural Preservation Department from January 24, 2012 through August 31, 2013.

Chief Tahgee Elementary Academy will continue a long-term relationship with the L&CPD in all other regards and especially collaborate closely with L&CPD personnel in the production of Shoshoni language standards, Shoshoni language translations, Shoshoni language classroom materials, and Shoshone-Bannock cultural standards and curriculum. Through this agreement, Shoshone-Bannock Tribes L&CPD agrees to provide on-going specialized language and cultural consultation, translations, and oversight of the appropriateness and accuracy of language and cultural curriculum for CTEA.

Signatures of Principals

Darrell Shay, Cultural Resources Director — Date: 8/31/12
Shoshone-Bannock Tribes Language and Cultural Preservation Department

Nancy Eschief Murillo, Chair — Date: Aug 30, 2012
Chief Tahgee Elementary Academy

Financial Impact

The financial impact on the Pocatello School District will be very minimal. According to the SDE Fall Enrollment Statistics, Tyhee Elementary School has an average of twenty-five (25) students per grade. If fifteen percent (15%) left Tyhee and enrolled in CTEA that would be approximately four (4) students per grade, a total of twenty-four (24) students. At capacity, statistically an average of seven (7) students per grade would transfer to CTEA, a total of thirty (30) students.

Currently, there are three schools in the Chubbuck area that are located within two (2) miles of each other; these three schools, including Tyhee Elementary, have a class size average of twenty-five (25) students or more. Reducing class sizes at Chubbuck Elementary and Ellis Elementary by two (2) students would easily compensate for initial enrollment at CTEA. Moreover, Tyhee Elementary School may be able to reduce its staff size at the kindergarten level. According to the law of averages, four (4) other students per grade, a total of twenty (20) students, may also leave the Pocatello School District to attend CTEA; these will be dispersed among the other elementary schools and have only a small impact on each of these schools

Over the long term, the district will not be greatly affected. Since 2007, Tyhee Elementary has grown by forty-six (46) students, Ellis Elementary by thirty-three (33) students, and Chubbuck Elementary by eighty (80) students. Since the city of Chubbuck currently has a growth rate of 43.5% and grew from 9,700 people in the 2000 Census to 13,922 people in the 2010 Census and Pocatello grew by a rate of 5.4%, it seems probable that CTEA will have only a small effect on the Pocatello School District in both the short and long term..

The financial impact on the Blackfoot School District may be more significant. At fourteen percent (14%), the growth rate in Blackfoot supports the loss of students choosing to attend CTEA, but eventually may have to adjust elementary school boundaries on the south end of town. Stalker Elementary and Stoddard Elementary are currently both at capacity with an average of twenty-six (26) students per grade. With two (2) students initially exiting each grade, the total for each school would be ten (10) students and the average class size would decrease to (24) twenty-four, which are still large class sizes. At capacity, an average of three (3) students per grade would attend CTEA, a total of fifteen (15) students per school.

Fort Hall Elementary School, however, will be impacted more than the other schools as it is located approximately one-half mile from the CTEA school site. Currently, there is an average class size of twenty-nine student of which initially an average of five (5) students will leave to attend CTEA, a total of thirty (30) students. In most of the grades this would reduce class size to around twenty (20) to twenty-four (24) students. In the best case scenario, one classroom in some grades may be eliminated and, thus, save the district some money. At capacity, CTEA projects enrolling approximately eight (8) former Fort Hall Elementary students per grade, a total of forty-eight (48) students. This would reduce class sizes at Fort Hall Elementary to a point where the budget would be stretched thin.

The financial impact on the Lillian Vallely School cannot be determined, as funding for the school relies completely on donation and not on enrollment numbers.

Other Impacts

There will be various other effects on local school districts, community, and students. First, a U.S. Department of Education study on the impacts of charter schools on local school districts indicated that nearly half of school district leaders reported becoming more customer service oriented, increasing their marketing and public relations efforts, or increasing the frequency of their communication with parents. In many districts, administrators began paying close attention to their local charter schools, typically by tracking the number of students who attended charter schools and monitoring charter school students' test scores. Also, many (60%) districts implemented new educational programs, made changes in educational structures in district schools, and/or created new schools with programs that were similar to those in the local charter schools. CTEA founders petition the Blackfoot School Board for years and received no response; however, when the superintendent realized that CTEA was becoming a reality, the district began to change. The local districts need this type of a challenge.

CTEA is engaging local governments, businesses, and other organizations to help provide resources and services to the school and families. CTEA will be a community hub, bringing families together and increasing the strength and safety of the community. Other social and educational impacts on the community have been included throughout Tab 3.

Appendix AD – Professional Development, Projected Expenditures, & ISU Letter of Intent

Professional Development Plan

CTEA faculty and staff will participate in a focused professional development plan in an effort to continuously build both methodology and pedagogical understanding of instruction in two languages for each teacher's respective grade level. The following training structure is a proposed training descriptor of the specific instructional components necessary for language immersion (LI) teachers and paraprofessionals to successfully build their professional "toolkit". The College of Education at Idaho State University has drafted a Letter of Intent to provide ongoing traing to CTEA as part of their service component; the letter is attached below.

Developmental Instruction	Responsible Person/Event	Number of Days	Estimated Cost
Tier One (Prior to Opening)			
CTEA School Program Components – An Overview Teaching at CTEA	Director, Coordinator	3 days	$500.00
Curricula Trainings – New adoptions/curricula	Coordinator of Curriculum, Director, & Curriculum Reps		
Technology – Learning management system, content management system, websites, email, etc.	Director/IT Specialist		
Response to Intervention (RTI)	Director		
Shoshoni language for faculty & staff.	Merceline Boyer - Board Member Lead Language Instructor	1/2 day	
Total Physical Response & Accelerated Learning Acquisition Classroom and Conversational Management Strategies/Positive Behavioral Support The Heritage Language Immersion School	Michael Fillerup - Director of Bilingual Education Flagstaff Unified School District Flagstaff, Arizona	2 days	$3,000.00
Reading and Writing Methods Literacy Strategies: Shared Reading, Guided Reading, Phonemic Awareness, etc.	Esther Ntuli, Ph.D. - ISU Carie Green, Ph.D. - ISU	1 day	$200.00
Elementary School Mathematics Methods	Cory A. Bennett, Ph.D. - ISU	1 day	$200.00
Elementary School Science Methods	Wendy Ruchti, Ph.D. - ISU		
Special Education	JeNene Anderson, Ed.S	1/2 day	$300.00
Culturally Relevant Pedagogy & Thematic Instruction	Beverly Klug, Ed.D. - ISU	1 day	$200.00
Tier Two (Ongoing Professional Development)			
Continued Total Physical Response & Accelerated Learning Acquisition	Symposium on Indiginous Languages - ISU CELCNA Workshop on Teaching Learners of American Indian Langauges - UofU	5 days	$3,000.00
Continued Classroom and Conversational Management Strategies Positive Behavior Support	Wendy Rechti, Ph.D. - ISU Director, Coordinator of Curriculum	2 hours 2 times/year 2 hours bimonthly	$200.00
Continued Technology – Learning management system, content management system, websites, email, etc.	Director	2 hours bimonthly	$500.00
Continued Shoshoni language for faculty & staff.	Merceline Boyer - Board Member Lead Language Instructor	2 hours bimonthly	
Using Grade Level Standards (Common Core Standards) for instruction in both languages	Director, Coordinator of Curriculum	2 hours bimonthly	
Using Data to inform Instruction	Director, Coordinator of Curriculum	2 hours bimonthly	
Professional Learning Community Training	Director, Coordinator of Curriculum	2 hours bimonthly	
Thematic Instruction	Director, Coordinator of Curriculum	2 hours bimonthly	
Curriculum Mapping	Director, Coordinator of Curriculum	1/2 day 2 times/year	
Day of Discovery	Idaho State Department of Education	1 day	$1,000.00
Mathematical Thinking for Instruction (MTI)	Idaho State Department of Education Cory Bennet, Ph.D. - ISU	1.5 days 2 hours 3 times/year	$1,000.00
Response to Intervention (RTI)	Idaho State Department of Education Director	3 days 2 hours bimonthly	$2,000.00
Special Education Training	Idaho State Department of Education Special Education Teacher	1 day 2 hours bimonthly	$1,000.00
Idaho School-wide PBIS Training Institute	Idaho Training Clearninghouse	1 day	$500.00
Tier 2 Writing Interventions: Supporting Struggling Students	Idaho Training Clearninghouse	1 day	$500.00
Tier 2 Reading Interventions: Supporting Struggling Students	Idaho Training Clearninghouse	1 day	$500.00
Frontloading Strategies	Guest Lecturer/Seminar - Bev Klug, Ph.D. - ISU	1 day	$200.00
Grouping Strategies / Cooperative Learning	Guest Lecturer/Seminar - Carrie Green, Ph.D. - ISU		
Concept & Thinking Maps Instructional Design for LI Classroom	Guest Lecturer/Seminar - Al Strickland, Ph.D. - ISU or Jane Stricland, Ph.D. - ISU	1 day	$200.00
		Total Professional Development	**$15,000.00**

Idaho State
UNIVERSITY

College of Education
921 South 8th Avenue, Stop 8059 • Pocatello, ID 83209-8059

October 3, 2012

Idaho Public Charter School Commission
PO Box 83720
Boise, ID 83720-0037Public Charter Commission

To Whom It May Concern:

I am writing this letter in support of the proposed Chief Taghee Elementary Academy that would be located on the Fort Hall Shoshone-Bannock Indian Reservation. We recognize that this unique charter school has the potential to reach our Native students in ways that are not available in the regular public schools through students immersion in their Native language as well as learning in English as outlined in the documents submitted to the commission. The school will incorporate culturally relevant pedagogy throughout the curricula as a way to capitalize on students' prior experiences within their Native community.

As a teacher preparation program, we understand that we have an opportunity to work with the charter school in providing professional development activities to the faculty of the school, continuing the work that has already begun in this regard by faculty. We also provide professional development activities to all of our constituents in Regions 4, 5, and 6 through our Intermountain Center for Education Effectiveness, and these contracted services would be available for the school in the future. In addition, we will foster a relationship with the school as an additional venue for our undergraduate and graduate students to learn about the school's unique approach of working with Native students to achieve academically.

We believe as an institution that the achievement and accomplishments of all diverse populations is imperative for the success of our community as a whole. We are pleased to be able to extend our commitment to K-12 education to the Chief Taghee Elementary Academy.

Sincerely,

Deb Hedeen

Deb Hedeen, PhD
Dean

Phone: (208) 282-4838 • Fax: (208)282-4697 • www.ed.isu.edu

ISU is an Equal Opportunity Employer

MEMORANDUM OF AGREEMENT

For Collaboration Regarding Educational Services, Research, and Economic Development

Between

The Shoshone-Bannock Tribes of the Fort Hall Indian Reservation

And

Idaho State University

THIS MEMORANDUM OF AGREEMENT is entered into by and between the Shoshone-Bannock Tribes of the Fort Hall Reservation (the "Tribes") and Idaho State University ("ISU") with mutual interests supported by the following:

WHEREAS the Tribes are a sovereign nation responsible to its tribal members with an interest in enhancing educational opportunities, research, and economic development for the benefit of said tribal members; and

WHEREAS ISU is a public doctoral research university providing a broad range of educational services to a culturally diverse population of students and to the State of Idaho, serving the current and emerging needs of the state and region through its wide range of education, research and public service programs for students, the general public, public agencies, and private industry; and

WHEREAS the parties recognize and will work together to advance their mutual interests in enhancing educational opportunities, research and economic development for members of the Tribes; and

WHEREAS the Tribes hold a vested interest in the successful education of its tribal members and the appropriate education of the ISU community regarding the Shoshone-Bannock Tribes; and

NOW THEREFORE BE IT RESOLVED that ISU and the Tribes commit to proactively strengthening the relationships between them and improving and enriching the quality of educational services, research and economic development opportunities provided to and by the Tribes and ISU, and

BE IT FURTHER RESOLVED that the parties agree to the establishment of a Shoshone-Bannock Tribal Advisory Board to facilitate communication between the two entities, and the parties agree as follows.

I. Establishment of the Shoshone-Bannock Tribal Advisory Board (SBTAB)

A. The parties shall establish a Shoshone-Bannock Tribal Advisory Board (SBTAB) composed of six members. The SBTAB's impact on the parties is advisory only, and consequently not binding on either party.

B. Membership shall, consist of:

1. Shoshone-Bannock Tribes: Three representatives to include the Executive Director, 477 Program Director, and an appropriate designee as determined, by the Tribes;

2. ISU: Three representatives to include the Provost and Vice President for Academic Affairs, the Vice President for Student Affairs (or their respective designees) and another as deemed appropriate by ISU;

3. Ex-Officio: A Native American staff member from the Shoshone-Bannock Tribes and a senior staff member appointed by the ISU Provost and Vice President for Academic Affairs.

II. Purpose, Scope and Meetings

A. The SBTAB will serve in an advisory capacity to the Executive Director at the Tribes and the President of ISU who are responsible for coordinating with their respective governing bodies and staff.

B. The SBTAB shall provide: a forum for mutual collaboration and communication; work to enhance the education of Native students; educate ISU about the Shoshone-Bannock Tribes; and develop a relationship for resource and program development between the parties.

C. The parties agree to meet at least quarterly, with mutually developed agendas to accomplish the purposes and activities of the SBTAB.

D. The Tribes shall host an annual SBTAB meeting.

III. Activities

The SBTAB shall undertake activities that address and advance its purposes and goals including, but not limited to:

A. Student Services – Initiatives that improve the successful education of ISU students, including:

1. Collaborative recruitment and retention of Shoshone-Bannock tribal members, as both students and as qualified instructors.

2. ISU provision of timely and accurate academic advising to Shoshone-Bannock students and prospective students.

3. ISU provision of timely and accurate financial aid advising to Shoshone-

Bannock students and prospective students.

4. ISU outreach to Shoshone-Bannock tribal members with the purpose of providing access to and opportunity for scholarships.

5. ISU working toward the establishment of a Native American student center on the university campus to promote the academic success of Native American students.

6. ISU continuing to support a University-level general advisory body, as a mechanism for the support of Native American students and relationships with tribal organizations in general through its mission and purpose, periodically reviewing the body to ensure that it maintains relevance in terms of its mission and activities (This advisory group will not be tasked to overlap with more specific advisory boards established as the result of agreements with specific Native American tribes).

B. Native Academic Programs and Curriculum – The support and promotion of existing Native American academic programs and curriculum at ISU and the development of future Native academic programs and curriculum as the need and opportunity arises.

1. American Indian Studies Program, including the Shoshoni Language Program. This is a critical resource to American Indian communities throughout the region for the preservation and teaching of the Shoshoni language and American Indian culture and history.

2. Native American Business Administration Program. This program is an important resource for building the capacity for economic development leadership among Native American people in the local community and throughout the region.

3. Curriculum in Native Public Health and Native Education. ISU faculty have valuable expertise in Native public health and Native education. Curriculum and academic program development in these areas are important to the future of Native people and communities in the region.

4. Native American Center. ISU will work toward the establishment of a Native American center for education and research on the university campus to promote academic excellence in Native American education and research. The educational programs focused through this center will include Native American studies, as well as more specifically focused programs including but not limited to Business Administration, Health Services, Energy and Environmental Studies, all clustered around a core of Native American programming.

5. Native Faculty Development Program. A recruitment and faculty mentorship program should be formed in a manner designed to increase the number of Native faculty members across the university.

6. Campus Life Enhancement. ISU will work to increase the number of student organizations and related opportunities for the enhancement of student and academic life for Native American students.

C. Access - Initiatives that expand the access of Native American students to ISU provided services:

1. Work toward the development of an ISU educational site on the Tribes' campus.

2. Provide delivery modes for course and program offerings to Native students, focused on increasing educational access and flexibility.

3. Work toward shared educational and library facilities, instructional and advising staff, and educational internships.

4. Work together to develop and apply for joint grant proposals that improve student access and services, research, and economic development opportunities.

D. Integration and Training - Initiatives that promote training seminars and workshops for Shoshone-Bannock tribal employees or students with ISU as the provider of choice for agreed upon programs.

1. ISU will assist the Tribes with access to technology and training at ISU facilities.

2. The Tribes will assist ISU administration, staff and students with cultural educational opportunities, enrichment and in-service training. ISU will work toward integrating these activities under the operations of both the student Diversity Resource Center and the Faculty/Staff Diversity Center.

4. ISU will continue to fulfill its equal employment opportunity obligations, including making known to Shoshone-Bannock tribal members opportunities to apply for open positions at ISU.

IV. Duration of Agreement

This Agreement shall remain in effect indefinitely, until terminated in writing, with 90 days notice by either party, or by mutual agreement of the parties.

IN WITNESS THEREOF, the Signatory Parties have executed this Memorandum of Agreement as set forth below.

Authorized representatives of the parties to whom communications are required or permitted under this Agreement shall be as follows:

Shoshone-Bannock Tribes

2/17/2010
Date

Mr. Alonzo Coby, Chairman
Fort Hall Business Council
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Idaho State University

2/17/10
Date

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