



American Heritage Charter School

A Proposed Idaho Public Charter School - Anticipated Opening in September 2013

Date: Tuesday October 23, 2012

Time: 5:30-7:30 p.m.

Location: Riverbend Ranch 2880 N. 5th W. • Idaho Falls, Idaho

REGULAR MEETING AGENDA

A. Roll Call

B. Approval of Agenda

C. Approval of Minutes

D. Chairperson Notes

1. Announcements for the Good of the Order
2. Welcome Alison Henken, Program Manager from the Idaho Public Charter School Commission
3. School sign logo's presented by Tony Lima
4. Charter Education
 - Appendices review of checklist for opening pgs. 183-188 by Mike Batt
 - Training agreement with NVA pgs. 160-164
5. Updates on building progress of New Sweden, Trent VanderSloot

E. New Business

1. Discussion of committees to be formed

F. Financials

1. Bills and Payroll (*standing agenda item, no bills to be paid as yet*)

G. Executive Session (*standing agenda item*)

H. Adjournment

Persons wishing to appear on the agenda must contact
Chairman Deby Infanger at 539-7271 or
Sara Schofield at 821-4978
by 10:00 am on the day before the meeting is scheduled.

Any notice received thereafter will be addressed
at the next regularly scheduled meeting.

DETAILED BOARD TRAINING PLAN:

The Board will begin by following the suggested outline in the “CREATING EFFECTIVE GOVERNING BOARDS” (Produced under a grant from the Annie E. Casey Foundation)

The guidebook is free and can has been downloaded from the National Charter School Resource Center site. AHCS will attend sessions covering the following subjects and others as sponsored by the ICSN and ISBA. In addition, the board will have training during their regular board meetings on the following subjects and others as the board deems necessary.

- 1. BUILDING THE FOUNDATION
- 2. IDENTIFYING AND RECRUITING BOARD MEMBERS
- 3. ORIENTING AND TRAINING BOARD MEMBERS
- 4. MAKING EFFECTIVE DECISIONS
- 5. STRATEGIC PLANNING AND THINKING
- 6. CARRYING OUT LEGAL AND FINANCIAL RESPONSIBILITIES
- 7. DEVELOPING EFFECTIVE BOARD-STAFF RELATIONS
- 8. DEVELOPING FRUITFUL BOARD-COMMUNITY/PARENT RELATIONS
- 9. ENCOURAGING BOARD MEMBER MOTIVATION & ACCOUNTABILITY
- 10. CREATING EFFECTIVE COMMITTEES
- 11. FOSTERING FUND-RAISING
- 12. DEVELOPING EFFECTIVE BOARD SELF-ASSESSMENT

PROFESSIONAL STANDARDS FOR SCHOOL BOARD MEMBERS AND ADMINISTRATORS

The professional standards for school board members and administrators should mirror the 10 principles outlined below for Professional educators: obtained from the following website:

http://www.sde.idaho.gov/site/teacher_certification/code_ethics.htm

Professional Standards Commission - Code of Ethics

This version of the Code of Ethics for Idaho Professional Educators was revised by the Professional Standards Commission and approved by both the State Board of Education and the Idaho legislature. (IDAPA 08.02.02.076)

The Idaho Code of Ethics consists of Ten (10) Principles. Below is a summary of those principles - please refer to the complete document for details

Code of Ethics: The Ten Principles (Summary)

- **Principle I:** A professional educator abides by all federal, state, and local laws and statutes.

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

- **Principle II:** A professional educator maintains a professional relationship with all students, both inside and outside the classroom.
- **Principle III:** A professional educator refrains from the abuse of alcohol or drugs during the course of professional practice.
- **Principle IV:** A professional educator exemplifies honesty and integrity in the course of professional practice.
- **Principle V:** A professional educator entrusted with public funds and property honors that trust with a high level of honesty, accuracy, and responsibility.
- **Principle VI:** A professional educator maintains integrity with students, colleagues, parents, patrons, or business personnel when accepting gifts, gratuities, favors, and additional compensation.
- **Principle VII:** A professional educator complies with state and federal laws and local school board policies relating to the confidentiality of student and employee records, unless disclosure is required or permitted by law.
- **Principle VIII:** A professional educator fulfills all terms and obligations detailed in the contract with the local board of education or education agency for the duration of the contract.
- **Principle IX:** A professional educator reports breaches of the Code of Ethics for Idaho Professional Educators, and submits reports as required by Idaho Code.
- **Principle X:** A professional educator demonstrates conduct that follows generally recognized professional principles with the right to exercise academic freedom.

PRE-OPENING PLAN AND TIMELINE

The following checklist will be following regarding pre-opening of charter school as given by Office of Innovation and School Choice. The “timeline” varies somewhat as far as a given month/week/day as the authorization process must first be completed. This is not an exhaustive list. A key component is hiring an administrator that is ready to work with the board to assure a successful opening. AHCS has the added bonus of a three year cooperative agreement with NVA to assist in getting the new charter school through all 3 stages of Opening as a K-8 school, Expanding to a K-12 school, and last of all Adding Blended Learning.

Charter School Opening Checklist

This list assumes that you have an approved charter petition, a board with bylaws, and that you are just getting ready to open your school. Tasks on this list may be applicable only to year one of operation or may be required annually.

Facilities

Secure a site in proposed attendance area

Contact city/county commissioner, and highway district for any building permits that may be needed

Schedule facilities inspections (building, fire, and health) with city to obtain certificate of occupancy

Ensure proper notice to all utility companies including phone, gas, electricity, water, sewer and cable (2 months is optimum for notice).

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

Ensure that building temperatures, lighting, ventilation and space are adequate
Ensure grounds are well maintained and safe (snow removal, lawn care)
Design a learning environment that reflects, supports educational mission and vision

Health and Safety

Develop a comprehensive emergency response plan
Establish fire drill procedures and schedule fire drills
Post fire exit maps in all occupied spaces
Provide emergency preparedness training to all personnel
Provisions for emergency closure before, after, during school

Contracted Services

Complete transportation bids
Secure fiscal support (accounting, budget, payroll, banking, auditing, purchasing) and outline fiscal policies regarding checks, PO's
Secure telecommunications structure
Secure IT support
Retain legal advice
Secure custodial service
Secure food service agreements
Secure insurance policies: liability, property, worker's comp
Lease or purchase office equipment, computers, software, networking, servers

Policies and Procedures

Finalize comprehensive set of policies and procedures
Complete comprehensive parent/student handbook and orientation procedures: attendance, homework, discipline, school hours, pickup and drop-off procedures, teacher contact, communication pathway, dress code, toys, electronic devices
Complete comprehensive personnel handbook
Establish a school calendar

Documentation (onsite and accessible to appropriate personnel)

Authorized charter document with all amendments 33-5210(3)(b)
Incorporation papers with bylaws (including renewals) 33-5204(1)
Certificate of occupancy
Transportation agreement, if applicable

- ⌚ Food service agreement
- ⌚ Adopted policies and procedures
- ⌚ Facilities inspection, including fire and health
- ⌚ Immunization records for all students 33-4801
- ⌚ Internet use policy, signed by all students and parents
- ⌚ Documentation of all state and federal programs run by the school
- ⌚ Documentation of all private, public and other grants
- ⌚ Annual reports to authorizers including programmatic and fiscal audits 33-5206(7)
- ⌚ Governing board: minutes, schedule of meetings, agendas
- ⌚ Schedule of board meetings
- ⌚ IBEDS reports
- ⌚ Accreditation reports 33-5206(7)
- ⌚ Insurance policies:
 - General liability 33-5205(4)

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

Property 33-5205(4)

Worker's compensation 33-5205(3)

⌚ Personnel files

⌚ Student files, including current IEP

⌚ Documentation of effort to inform public of enrollment opportunities on file 33-5205(3)(s)

⌚ Documentation of lottery method and results 33-5205(4)(j)

List of enrolled students, coded to show primary attendance area children, siblings, and founder's children

List of students who applied for the lottery or application forms

Waiting list

⌚ Continuous school improvement plan (CSIP)

Finance

Create a budget; include assumptions, adjust to reflect new developments

Revisit assumptions to ensure they are still valid and update accordingly

Hold annual public budget hearing

Present monthly financial reports to the board in a public meeting

Schedule annual fiscal audit and report the results

Meet acceptable accounting standards of fiscal management 33-5209(2)(c)

File tax exemption paperwork (ST-101) with vendors

File non-profit forms with state each year Form 990EZ, 990 PF

Develop a fund development strategy

Personnel

Negotiate contract with educational director/principal—retain legal counsel to review all contracts

Establish and publicly approve a salary schedule

Negotiate contracts with teaching staff—retain legal counsel to review all contracts

Ensure all teachers hold valid Idaho teaching certificates for the grades they teach and that these are on file in their personnel files 33-5205(4)(g) and 33-5206(4)

Ensure that all teachers are highly qualified according to NCLB

Ensure staff contracts are written in form approved by the State Superintendent of Public instruction 33-5206(4)

Ensure criminal background checks have been completed for all employees 33-5210(44)(d) (consider background checks for volunteers)

Document teacher training opportunities through professional development plan or other

Enroll all staff in PERSI

Ensure that all paraprofessionals working in an instructional capacity meet requirements of State paraprofessional Standards and federal NCLB requirements

Provide social security, unemployment insurance, worker's compensation insurance and health insurance for all staff 33-5205(3)(m)

Ensure up-to-date and accurate personnel files for all employees that contain only appropriate information

Ensure annual review of every teacher

Governance

Ensure that board has a set of bylaws that address key issues including how the board will be formed, role of board members, terms of board members, how board members can be removed, time of annual meeting—how meetings conducted/process for order, in accordance with IOML

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

Post all meeting schedules for public

Provide attendance logs and minutes for all public meetings, including special meetings, per Idaho Open Meeting Laws

Provide parents with contact info for the board

Adopt policies and procedures for the school-- establish policies in key areas, including: attendance, check signing, credit card, enrollment, family medical leave, job sharing, use of facility by outside groups, communication, homework, dress code, student discipline, interned use, overnight excursion, background checks on volunteers, founders—adopt policies of authorizer with waivers in other areas

Establish committees to assist in work of board—some will be standing others temporary

Obtain training for the board in key areas including: open meetings law, parliamentary procedure, effective meetings strategies, role of a board member, governing v managing, policy development, fiscal controls, etc.

Conduct an annual review of your board—self-evaluation focusing on effectiveness of the board to meet its obligations to the school

Establish a mechanism for the board to obtain updates about legislation and state rules that will affect charter schools

Clarify roles and responsibilities of administration and of governing body

Educational Program

Adopt curriculum consistent with charter vision and mission

Purchase furniture and learning supplies including computers, software, curriculum, etc.

If curriculum or education program change, contact authorizer—a charter amendment may be in order

Ensure that students are meeting measurable Student Educational Standards as described in the charter 33-5205(4)(b-c)

Identify a testing coordinator

⌚ Install a student information system (SIS)

⌚ Collect and analyze student baseline data: educational, demographic

⌚ Demonstrate growth for students consistently enrolled in your program

Compare results to district, states, other charter schools using the same educational program

Ensure students are demonstrating adequate yearly progress. If not, what measures are being implemented to ensure this happens? How have these been communicated to the authorizer?

Submit ISAT, IRI, DWA, DMA scores to authorizer in programmatic audit

⌚ Track student demographics: compare to state, district, explore discrepancies

of students in special education

of minority students

of LEP students

of GT students

of low income students

⌚ Ensure teachers teach to state curriculum standards

⌚ Ensure that adequate classroom materials, technology and books are available to all students

⌚ Ensure that student performing below grade level are identified and provided with remedial instruction, especially in early literacy

⌚ Ensure basic values of honesty, self-discipline, unselfishness, respect for authority and central importance of work are emphasized 33-1612

⌚ Ensure high school students will earn a minimum of 42 credits prior to graduation

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

- ⌚ Ensure all special education students' IEP's are current and that specified services in each are being met
- ⌚ Ensure board and staff have mechanisms in place to stay updated about school reform measures that will affect educational progress

Community & Parent Involvement

- Keep parents and stakeholders involved
- Develop a procedure to report student progress to parents
- Schedule regular parent, teacher, and student conferences
- Publish a student handbook and ensure its annual review by students and parents
- Develop a plan to involve parents and community in key aspects of the school
- Locate community partners
- Develop a community relations plan to build public awareness and support for school, include a press strategy

General

- Submit a copy of the approved and any updated copies of the petition and notification of approval from the Trustees to the State Board of Education and the State Department of Education.
- Secure SDE passwords and ensure SDE communication
- Create a calendar of all state and authorizer deadlines
- Attend state meetings: superintendent meetings, accreditation briefings, legislative briefings, etc.
- Conduct an annual review of the charter document
- Consult your attorney before making major decisions
- ⌚ Maintain regular contact with authorizer

December 2011

American Heritage Charter School will accommodate comprehensive, rigorous, and patriotic curriculum and a demanding character education program. Since teachers are educated in the public school models in teacher colleges, they are not all familiar with all the materials introduced for teaching in a different setting, such as a charter school. Therefore, to get immediate results from the curriculum, it is imperative teachers are given professional development emphasizing expectations from them in curriculum presentation.

The curriculum choices will include the following programs:

1. Core Knowledge
2. Shurley English
3. Everyday Mathematics entwined with Idaho's MTI (Idaho initiative in Idaho)
4. Foss Science
5. Great Expectations (character education)
6. We the People (patriotic program)
7. Money Management

Core Knowledge overreaches the entire elementary education program. It includes education in Mathematics, Language Arts and Reading, Science, Social Studies, Art, and Music. The programs are very intertwined at each grade level building upon knowledge from grade to grade. Shurley English, Everyday Mathematics, Foss Science, money management, and "We the People" are additional curriculum that needs to be woven into the total curriculum picture.

Great Expectations is a character education program that leads the students and teachers down the path of success. Students participate in a weekly group meeting where they learn and sing patriotic songs, and poems. Additionally, they learn new words and phrases that have been identified as leaders to success. Students stand and deliver in the classroom and learn to value and respect their classmates and divergent opinions through adult guidance. Students learn to pass quietly from classroom to classroom in the school. Personal contact and personal space are respected and honored. Students wear uniforms and must learn to dress "to the standard."

North Valley Academy Charter School in Gooding, Idaho is a sister school to American Heritage Charter School and has integrated the curriculum described into a workable model. To facilitate getting the model integrated immediately, AHCS founders plan to institute a rigorous, mandatory professional development plan utilizing staff, expertise, and materials from the existing curriculum at NVA.

North Valley Academy will provide consultation and assistance one on one between administrative teams of both schools on a regular basis. NVA will also assist AHCS by performing the Programmatic Audit of AHCS and assisting in the Dashboard preparation for the first three years. NVA's CFO will assist AHCS's business clerk. NVA's Special Education Director will be included in this administration team. Assistance by all will include, phone, email and face to face visits on a regular basis. Onsite visits will be included as frequently as requested, but no less than monthly during NVA monthly inservice training.

Appendix Z: AHCS Cooperative Professional Development Plan

YEAR ONE PRIOR TO OPENING

Year of Professional Development	Type of Professional Development	Expected Cost of Professional Development	Program to be Developed
Year 1 before opening	Workshop Presentation to AHCS	\$3,000.00	Core Knowledge
Year 1 before opening	Workshop Presentation to AHCS	\$1500.00	Shurley English
Year 1 before opening	Workshop Presentation to AHCS	\$1500.00	Everyday Mathematics
Year 1 before opening	Workshop Presentation to AHCS 1-Cost of Presenter, or 2-Travel to Offsite Workshop	\$1500.00 ^{1,2}	MTI (Math initiative in Idaho)
Year 1 before opening	Workshop Presentation to AHCS	\$1500.00	FOSS Science
Year 1 before opening	Workshop Presentation to AHCS	\$500.00	“We the People”
Year 1 before opening	Workshop Presentation to AHCS	\$500.00	Money Management

YEAR 1 IN THE SCHOOL YEAR

Year of Professional Development	Type of Professional Development	Expected Cost of Professional Development	Program to be Developed
Year 1 after opening	Sister school monthly inservice by grade September through May where sister school teachers exchange classroom visits	\$30,000.00 (Transportation, material sharing, preparation of materials, and follow through)	Core Knowledge Shurley English Everyday Mathematics MTI (Math initiative in Idaho ^{1,2}) 1-Cost of Presenter, or 2-Travel to Offsite Workshop FOSS Science “We the People” Money Management

Appendix Z: AHCS Cooperative Professional Development Plan

YEAR 1 IN THE SUMMER BETWEEN YEAR 1 AND YEAR 2

Year of Professional Development	Type of Professional Development	Expected Cost of Professional Development	Program to be Developed
Year 1 following school year June or July	Sister school's inservice by grade in June or July to check data and evaluate curriculum success.	\$10,000.00 Curriculum followup and data and standards evaluation	Core Knowledge Shurley English Everyday Mathematics MTI (Math initiative in Idaho ^{1,2}) 1-Cost of Presenter, or 2-Travel to Offsite Workshop FOSS Science "We the People" Money Management

YEAR TWO

Year of Professional Development	Type of Professional Development	Expected Cost of Professional Development	Program to be Developed
Year 2	Sister school every other month inservice by grade September through May where sister school teachers exchange classroom visits	\$25,000.00 (Transportation, material sharing, preparation of materials, and follow through)	Core Knowledge Shurley English Everyday Mathematics MTI (Math initiative in Idaho ^{1,2}) 1-Cost of Presenter, or 2-Travel to Offsite Workshop FOSS Science "We the People" Money Management Secondary programs

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YEAR TWO

Year of Professional Development	Type of Professional Development	Expected Cost of Professional Development	Program to be Developed
Year 2 following school year June or July	Sister school's inservice by grade in June or July to check data and evaluate curriculum success.	\$10,000.00 Curriculum followup and data and standards evaluation	Core Knowledge Shurley English Everyday Mathematics MTI (Math initiative in Idaho ^{1,2}) 1-Cost of Presenter, or 2-Travel to Offsite Workshop FOSS Science "We the People" Money Management Secondary programs

YEAR THREE

Year of Professional Development	Type of Professional Development	Expected Cost of Professional Development	Program to be Developed
Year 3	Sister school every two months inservice by grade September through May where sister school teachers exchange classroom visits	\$10,000.00 (Transportation, material sharing, preparation of materials, and follow through)	Core Knowledge Shurley English Everyday Mathematics MTI (Math initiative in Idaho ^{1,2}) 1-Cost of Presenter, or 2-Travel to Offsite Workshop FOSS Science "We the People" Money Management Secondary programs

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YEAR THREE

Year of Professional Development	Type of Professional Development	Expected Cost of Professional Development	Program to be Developed
Year 3 following school year June or July	Sister school's inservice by grade in June or July to check data and evaluate curriculum success.	\$5,000.00 Curriculum followup and data and standards evaluation	Core Knowledge Shurley English Everyday Mathematics MTI (Math initiative in Idaho ^{1,2}) 1-Cost of Presenter, or 2-Travel to Offsite Workshop FOSS Science "We the People" Money Management Secondary programs

The three year professional development schedule gives American Heritage Charter School an opportunity to include startup teachers, secondary teachers, and new hire teachers into professional development to gain expertise in the curriculum areas as the school grows, changes, and becomes its own entity.