



2023 Charter School Renewal Application

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I. School Overview

A. History of Charter

The rationale for creating Arapaho Charter High School (ACHS) was given in the original charter application and is quoted below:

“FCSD #38 is a K-8 public school district located in the village of Arapahoe, Wyoming on the Wind River Indian Reservation. The reservation is the second largest in the United States, encompassing 3,500 square miles and 2.3 million acres. As of the 2000 Census, the reservation is home to approximately 7,073 Northern Arapaho and 3,041 Eastern Shoshone people. Arapahoe School enrolls approximately 325 students, 90% of whom are Northern Arapaho. Of those who complete 8th grade, only 60% go on to high school. Of that 60% who go on to high school, 67% drop out prior to graduation. It is of great concern that 40% of our students who leave 8th grade do not enroll in a secondary school despite compulsory attendance up to the age of 16 or 10th grade.

Students who finish Grade 8 at Arapahoe School attend Riverton High School in Riverton, Wyoming. Other secondary level students on the reservation choose to attend Wind River High School at Pavillion, Wyoming Indian High School at Ethete or St. Stephens School, a BIA K-12 school located within FCSD #38. While many of our secondary students enjoy attendance at these area high schools, the dropout rate is too high and unacceptable to the citizens in our community.

It is the district’s responsibility to address this dropout rate, poor academic performance and lack of attendance in secondary schools in the region. Therefore, it is our desire as a community to increase attendance, student achievement and the graduation rate of our secondary students by creating Arapaho Charter High School at FCSD #38.”

The charter was granted on July 14, 2002. However, the school did not accept students until the fall of 2005. One reason for the delay was the lack of adequate facilities. During the interim, consultants and staff worked on developing curriculum, a body of evidence, policies, application procedures and other pertinent documents.

However, the interim period was also a time of instability as directors resigned and consultants quit. Consequently, when ACHS finally opened in the fall of 2005, the longest standing employee had been on board for approximately 2 months.

Unfortunately, that meant that the original concepts of the charter were unknown to most of the newly hired staff. Further, documents such as the curriculum, body of evidence, and other guidelines were unavailable for a time, and lacked meaning to a staff that had no real leadership and did not have the history of the charter.

In addition, the new facility that was scheduled to be completed by August 2005 experienced a series of delays and was not ready to be occupied until January 2006.

The District was forced during this period to accommodate ACHS students in the elementary building by holding classes in a variety of locations, including that boardroom, computer lab, and the multipurpose room. At times, due to limited space, all students were housed in a single room.

Given the enormous challenges of the first several years, ACHS has made great progress in a very short period. In July 2006, a new Director was hired. An enrolled member of the Northern Arapaho Tribe, he has many years of proven school leadership and administration. His educational philosophy is underscored by his belief that all students can succeed and are motivated to do so. He is dedicated to achieving the goals and vision identified in the Charter proposal.

B. Student Demographics

Our student population is 95% Native American and 100% (District-wide) are eligible for free or reduced lunch. In 2023, about 88% of students tested below grade level on state and national tests in both math and reading. Most students are monolingual, however a percentage of students qualify for ELL (English Language Learner) as defined by the Wyoming Department of Education Wyoming English Language Learners Assessment (WELLA).

In the 2022-2023 school year a vast majority of students are considered “High-Risk” as defined by the National Dropout Prevention Center indicators as well as State and National definitions. Several indicators and percentage of students are listed below.

- SPED- 25%
- Parents as students- 15%
- McKinney Vento- 18%
- Probation or involved in the criminal justice system- 15%
- Substance/Self Harm- 39%
- Gaps in schooling-38%
- Single Parent households or have a deceased parent- 70%

These statistics and unquantitative measures identify ACHS as a school serving a minority population with a majority identified as “non traditional”, “Academically under-performing”, and “High-Risk” as compared to students of their similar age nationally and across Wyoming.

C. Our Revised Mission for the Renewal Period (2022-2027)

Mission Statement:

- *Our Mission at Fremont County School District #38 empowers students to acquire a rigorous education through effective academic instruction, becoming fluent Hinono'eitiit speakers who encourage a strong identity and embrace their cultural heritage that builds on their resilience to flourish in an ever-changing world.*

Vision Statement:

Our Vision at Arapahoe Schools is to enact the following Three Pillars:

- *Our students receive a rigorous, high-quality education in order to be successful in all future endeavors.*
- *The Hinono'eitiit (Arapaho Language) is immersed throughout our school's community.*
- *We will establish a culture and climate of health that benefits everyone in our school community.*

Value Statement:

"Together We Teach, Together We Learn, Together We Succeed"

The mission statement was modified in the Fall of 2020 in a group process that involved ACHS as well as the rest of Fremont County School District #38. While trying to stay true to the original intentions of the founding Charter members, we wanted something that better reflects current practices, unity with the greater school community, is holistic, and understandable by stakeholders. ACHS will keep the Vision, Mission, and Value statements posted in prominent places throughout the school.

D. Structure of ACHS School Day, Week, and Year

ACHS follows the same academic and professional calendar as Fremont County School District #38. This includes 178 Student/teacher contact days and 185 teacher days. In 2022-2023, our school day began at 8:10 a.m. and ended at 3:35 p.m.. Students arrive at the AES campus for breakfast and attend 1st period at Arapahoe Middle School. Students are transported back and forth as needed via FCSD #38 transportation and suburban. Students with children are provided transportation via suburban and up-to-date car seats. Students with children arrive later in the day and leave slightly before regular dismissal.

The original Charter indicated the necessity of offering summer school and extended school days. Currently summer school is offered for credit recovery purposes and after school tutoring is offered from October thru May. Additionally, computer based programming and student issued chromebooks make it possible for students to work remotely and complete assignments on the weekends.

A copy of the 2023-2024 master schedule can be found here: [2023-2024 Master Schedule](#). Please note that this does not include any personalized options and flexible course offerings.

We will continue to analyze best practices in teaching at-risk Native American students using current research methods and a trauma informative way. Students will engage in hands-on learning, thematic units, cross curricular units, and community based/civic learning. ACHS will continue to maintain and build partnerships with outside resources to meet students' interest and future goals. Partnerships include CWC, Job Corps, and BOCES as well as local agencies and businesses.

Personalized and individualized instruction is offered for students trying to graduate that cannot follow a "traditional" schedule with electives, tenn parents, students with special transportation and learning needs, and students hitting an "age-out" point in their education. Individualized learning plans are developed for each student to ensure access to a high quality, personalized, needs-based educational path. Students will be a part of the ILP process and will include a built in portfolio which students can take with them upon completing high school. Individualized instruction will be monitored by the ACHS counselor and general education paraprofessional as liaisons between student and teachers. This also allows staff to have a planning period for instruction and a common PLC time to work on district goals and school specific implementations plans (I.E. MTSS, Trauma-informed practices, RTI, CFA work, etc.)

II. Educational Program

A. Status of Goals and Objectives of ACHS

The original charter application set forth a series of concept statements. In looking at these, a majority have been addressed to varying degrees. Details and direction of items may have changed, evolved, or expanded. An overview of the three major umbrellas are as follows:

Goal 1: To reduce the unacceptable drop-out rate of students who reside within the boundaries of FCSD #38.

- Prepare individualized lessons and teach for each student:
 - *Progress: ACHS has small class sizes in all subject areas. Classes have no more than 15 students per grade level, and most of our classes are 10 students or less. Instructors are able to tailor lessons to fit student circumstances and needs using a variety of blended learning platforms. Most programs used (i.e ALEKS, Edgenuity, CANVAS, Google classroom) adjust and can be tailored to fit student needs and abilities. Students on an IEP are accommodated according to their goals and if required modifications are made to their educational programming through the SPED department and IEP process.*
- To offer a flexible, personalized program to meet the educational needs of each individual student:
 - *Progress: ACHS adheres to Wyoming State Content and Performance standards. Carnegie units are required at the same level indicated in the Hathaway Success Curriculum, and we have the availability to offer the "Honors" level. However, due to the situations of the students attending ACHS, most qualify for the "Opportunity" or "Provisional" level. The counselor at ACHS works closely with students and the schedule to offer flexible scheduling to fill holes in students transcripts as needed for graduation progress. We use personalized, computer-based programming as needed and use various pedagogical techniques to ensure access to learning. ACHS also partners with local entities to offer opportunities for students, such as Central Wyoming College. In the 2022-2023 school year 4 students successfully completed at least one college level course.*
- Implement formal student assessment measures:
 - *Progress: ACHS has and will continue to adhere to all federal and state testing and reporting requirements. Students in 9th grade took Wy-Topp Math, ELA, and Writing; 10th graders took Wy-Topp Math, ELA, and*

Science; and 11th grade took ACT. Additionally, district testing in Fastbridge occurs, and Common Formative Assessments (CFA'S). Students in all grade levels are assessed regularly using teacher based criteria. ASVAB testing is not conducted at this time due to regulations requiring at least 10 students per assessment location, which we currently do not have.

- Increase the writing, reading and basic skills of each student:
 - Progress: As previously stated, the majority of ACHS students are testing significantly behind grade level in basic academic skills. The attempt to bring all students to grade level is one of the biggest challenges at ACHS. Realistically making those types of gains is not possible given the time frame in which we have students and the significance of the gaps. ACHS employs a philosophy of growing students from where they are, utilizing practical/applied skills, and focusing on a limited scope to increase depth rather than breadth of knowledge. This is through the ILP process, MTSS measures, and using the PLC model all while still adhering to Wyoming State Content and Performance Standards. Flexible programming, school-wide interventions, and increased focus on soft skills to assist in learning are also used to progress the writing, reading, and math skills of students.
- Assign each student a teacher/mentor for their entire high school career:
 - Progress: A formal mentoring program is not in place at ACHS; however, measures are implemented to encourage and grow student/teacher relationships at school. This is, in part, due to the FCSD#38 goal set aside for Social-Emotional Learning and past practices and current research. Friday schedules will include enrichment, interventions, celebrations, school-community meals, and team-building activities. The emphasis on building relationships are highly valued and a priority for the school in the upcoming Charter renewal period.
- To improve attendance:
 - Progress: Attendance is the most pressing obstacle to overcome at ACHS. Many of our students face a variety of socio-economic challenges that compete with their ability to attend school on a regular basis. ACHS has employed a student advocate as well as a counselor to track attendance and intervene on high risk students. Home visits, daily phone calls, attendance contracts, and executive function skills are used to make gains in the area of attendance. The school will continue to work on this goal and monitor progress towards increasing attendance.

Goal 2: To promote Arapaho Culture, Language and Traditions

ACHS, in addition to the rest of FCSD#38 has made Hinono'eitiit a priority goal as evident in the District's Vision and Mission statements. Identified measures to work towards this goal are as follows:

- To make Hinono'eitiit a core subject area for every student attending Arapaho Charter High School
 - Progress: 2 certified Arapaho Language instructors are available and 2 sections of Arapaho Language are taught to differentiate leveled learning. Hinono'eitiit is provided to every student every day. Arapahoe Language class is a daily class that all students attend Monday-Thursday. Additionally, each Friday, students attend a Cultural Celebration provided by the Hinono'eitiit team. Monthly Language and Culture nights will be provided to all FCSD #38 students, families and community members beginning in September 2023 and will include ACHS. The Charter will also have separate events for parents to attend in-person, in the building where students attend. Unfortunately, the Covid-19 pandemic hindered the ability to have culture nights and on campus activities during the last Charter renewal period.
- School calendars and events are observed and promoted
 - Progress: School calendars note important days in Arapaho History and are observed by staff and students. Posters, photos, signs, and student work is displayed using Arapaho Language where possible. Efforts to have more Northern Arapaho words and pictures are underway district-wide. School lunches, community BBQ's and presentations from the community are brought throughout the year and will continue. These, at times, coincide with FCSD#38 events, but also happen outside of the rest of the district.

Goal 3: To provide students with meaningful career/technical skills and opportunities for post-secondary success

- To provide relevant and flexible career/technical education:
 - Progress: Currently, ACHS has one certified CTE Teacher. During the reporting period, the CTE program changed from a STEM heavy focus to Business. This was due to a turnover in staff, certification issues, and physical limitations as well as financial and transportation obstacles. Students are able to become CTE certified in Career Readiness and Entrepreneurship. Currently 3 students are on track for that certification, which only became available to ACHS in the 2022-2023 school year. Students are also able to take courses from CWC in a variety of areas

including CTE courses. Ongoing efforts with Job Corps are happening, but due to the pandemic, a new agreement must be created.

- To provide post secondary opportunities regardless of student plans post graduation:
 - Progress: College visits occur now that restrictions have been lifted. All information sent to the school from colleges, universities, and trade schools are made available to students via the counselor. Presentations occur throughout the year from businesses, colleges, trade schools, independent contractors, and outside programs. Flyers, job opportunities, scholarships, and community-based initiatives are posted prominently in the school for students to access. This includes college, trades, jobs, and military information.

Goal 4: To address the unacceptable dropout rate of students and increase daily attendance at ACHS:

- To address the number of dropout students throughout the year as well as the dropout rate of 8th grade students leaving Arapahoe Schools:
 - Progress:
- To increase the ADA/ADM of students attending ACHS, not to exceed 50 students total:
 - Progress

ACHS has also met the following goals during the last charter renewal period:

- Increased overall attendance (from 64% average to rolling average of 82%)
- Decreased discipline referrals and removal of students from ACHS
- Increased enrollment
 - In 2018 there was an end of the year enrollment of around 20 students. Prior to that enrollment was less than 20 at the end of the year.
 - Over the last 5 years enrollment at the end of the year was: 31, 33, 34, 38, 41.
 - Dropouts throughout the year have decreased over the last 5 years as well.
- Increase the number of graduates from ACHS
 - The Class 2023 was the largest to date at 12 + one certificate
 - Since 2020 the graduating classes were all above 5.
 - 2019- 3
 - 2020- 8
 - 2021- 8
 - 2022- 9
 - 2023- 13

B. Content and Performance Standards

Wyoming State Performance and Content Standards (WS 16-3-103.h) are used in the following areas for benchmarks for students in grades 9-12 (WS 21-9-101): ELA, math, science, social studies, foreign language, pe, art, and career/technical education. The academic focus is implemented through challenging, blended learning, computer based platforms, locally relevant projects, civic engagement, and partnerships with the school, families, and community partnerships.

The educational program and curriculum designed and implemented by ACHS meets content standards lawfully adopted by the District and is designed to enable each student to achieve academic success, whatever their post-secondary goals are. ACHS complies with all requirements for State Accreditation and the Hathaway Success Curriculum as contained in the Wyoming Department of Education Rules and Regulations. In addition, ACHS monitors the implementation of these requirements:

- ACHS offers a high school diploma program. The curriculum is based on Wyoming State Standards and the Hathaway Success Curriculum. The school program allows a student to graduate after evidence of successful performance and Carnegie unit completion in the following areas:
 - Four (4) credits in ELA
 - Three (3) credits in Math
 - Three (3) credits in Science
 - Three (3) credits in Social Studies
 - Two (2) credits in Career/Technical Education
 - One (1) credit in PE
 - One (1) credit in Foreign Language (Arapaho Language is offered at ACHS, but other language credits are accepted from transferring institutions)
 - Three (3) credits in Elective areas of student choice
 - Total credits needed to graduate is currently 20.

The Charter states that we will assess students on a regular basis. As a PLC school we use a variety of assessments (formal and informal) including Common Formative Assessments (CFA's), Fastbridge assessments, Wy-Topp, exit tickets, program assessments within each course, ACT (11th graders), and teacher created projects and assessments. In alignment with the school and district vision, ACHS also assesses students on a social-emotional level using the SAEBRS survey in Fastbridge. We also use a PanoramaED survey to monitor student SEL indicators twice a year, at least.

C. Instructional Methods and Philosophy

Activities used to achieve goals and standards:

The instructional goals of ACHS is to utilize instructional techniques that are appropriate to the greater Arapaho community and student body. Teaching-learning reflects current, research-based practices let by the PLC process. ACHS differentiates instruction to fit student needs. A strong emphasis is placed on the following techniques: community based education, culturally appropriate lessons/concepts, critical thinking, project-based learning, civic engagement, and differentiated instruction.

Professional development opportunities are provided to staff on an ongoing basis. PLC summits and institutes are available to all staff, including paraprofessionals, teacher selected conferences are available using justification letters and approved after review. Other professional development opportunities include: CPR training, cultural sensitivity training, GCN training, A.L.I.C.E., SEL initiatives, and RTI/MTSS, to name a few.

Special education services are provided to students who qualify for special education services and require an IEP. Teachers are provided information on the services and accommodations set forth through the IEP process. There is at least one teacher in attendance at IEP meetings and 3 year re-evaluations. Services provided to students can include: testing accommodations, time extensions, counseling, evaluations, interventions, and out of district services/placement as required.

The academic focus of ACHS is to prepare students for either: college, trade school, the military or employment immediately after high school. Partnerships and opportunities are implemented to broaden educational experiences and expose students to opportunities otherwise not known. Creating partnerships and collaborative efforts with the community are vital for the success of our students. Stakeholders and partnerships include organizations, businesses, and agencies on and off the reservation to ensure a variety of services and opportunities.

The following are some of the highlights, practices, and partnerships used to promote and increase student learning and opportunities:

- Arapaho Language and Culture: Language is considered a core, where possible, for all students. It is the District's belief and vision that Arapaho Language and Culture is vital for the holistic development of each student and creates a connection to self-identity. Cultural celebrations, observances, tailored lessons, and presentations are provided using an ongoing basis.
- Central Wyoming College: Dual and concurrent enrollment is offered each semester to any student wishing to take courses. Courses are available in any

area using dual enrollment or online learning. Concurrent enrollment is currently offered in Government and Politics.

- Students must:
 - Be at least 16 years of age;
 - Have an open schedule with the time available;
 - Have an interview with the Principal and the Counselor; and
 - Show academic drive and self motivation
- ACHS Entrepreneurship: this newly developed class has worked with several local businesses and individuals to promote job awareness and exposure. Additionally, the class is developing entrepreneurial opportunities for practical application of skills and content knowledge.
- Wind River Cares: the STAR program allows students to see physicians at Wind River Cares for a variety of services including: behavioral, dental, sports physicals, vision, etc. A teen clinic was established this year which had providers from Wind River Cares coming to ACHS once a week. Partnerships with the dental program also exist for dental screenings. Work with the diabetes prevention program and White Buffalo Recovery. Access to education and services to address the problem of substance abuse, health and nutrition allow for students to take more control over their lives and health.
 - The development of actionable steps to decrease risk factors are in the beginning stages. Access to PE for all students, encouraging walking and exercise, opportunities for sports participation, access to healthy food and snacks, and self-reflective practices are some of the steps currently being developed.
- Youth Services and DFS: Relationships have been established with DFS and youth services to encourage students to attend school on a regular basis, increase their grades, and incorporate wrap-around services available. The communication that exists between these agencies provides students the opportunity to see how professionalism, ethics, and responsibility affects their entire life, in and out of school.
- Sports: due to the limited eligibility of students (mainly based on transfer rules), students do not currently have an independent sports program. We are currently in combination with St. Stephen's Indian School to allow our students to participate in extracurricular activities. Coaches, equipment, uniforms etc. are all provided by the host school. Transportation to and from St. Stephen's are provided by FCSD #38. Game/event transportation is covered by the host school as well as meals (as required).
- Job Corps: during the last renewal period relationships and MOU's were established with Wind River Job Corps for career development and technical education. During the COVID-19 pandemic, partnerships were lacking and

MOU's lapsed. Currently, ACHS and Wind River Job Corps are working on re-establishing a partnership and MOU's.

- Food Bank of Wyoming: FCSD #38 has a partnership with the Food bank for on site food distribution monthly. Students work to participate with the food distribution and tracking of boxes being distributed. Students and families also have access to a "backpack program" which provides food for all students within the Arapahoe Schools System.
- Centsible Nutrition: students complete a mini course using resources provided by the Centsible Nutrition Program. The goal is to provide students with skills and knowledge to promote a healthy lifestyle and fiscal responsibility when it comes to food and nutrition. Students complete the course and receive a package including a cookbook and basic utensils to be more self-sufficient.

D. Career/Technical Education Philosophy

Career/Technical Education has undergone major changes in the last 5 years with many anticipated changes coming in the future. Previously, emphasis was placed on "STEM" learning with a certified instructor. Changes in personnel and student feedback/interest surveys are driving the CTE decisions at ACHS. Availability of resources, both human and fiscal, play a major role in the development of CTE Courses and programs.

Currently, CTE courses in Business and Career Readiness are available to students. Originally, ACHS placed emphasis on construction, automotive, and welding programs. During the last renewal period, a shift occurred, and next steps will allow for another shift to occur. Prior to this year (2022-2023) ACHS was housed on the main campus with limited instructors available to HS students on a full time basis. The decrease in enrollment also played a part in the shift. Due to the constraints of resources CTE courses were largely online/computer based. The desire for cosmetology, culinary, automotive, and construction was unavailable during the last renewal period.

The current set up and course offerings at ACHS under the "business" umbrella allow students to receive a certificate as a "Concentrator" in Career Readiness, Business, and Entrepreneurship. This process is assisted and monitored by the Wyoming Department of Education (WYCTE) under the guidance of Ilaine Brown.

III. Evidence of Support

Community support for ACHS is generally positive. Events held at ACHS receive positive feedback and are seeing increased participation from the community. Guests present at school and district functions reach an audience beyond just the students

within the school. Agencies, past students, and families continue to show support and a vesting interest in growing ACHS.

Parent-Teacher conferences were 100% during the COVID-19 pandemic. This year, face to face conferences were decreased to about 60%, however, ongoing phone calls, letters, and discussions occur to keep parents informed about the status of their student.

ACHS has held parent-community events in conjunction with FCSD #38 while on the main campus. During the 2022-2023 school year, having moved back to the building on Left Hand Ditch Road, ACHS began to have independent events as well as District wide events. Collaborative events include: Thanksgiving dinner, open house, BINGO nights, Culture nights, Friday Celebrations, and Parent-Teacher Conferences. Independent events include award assemblies, an end of the year cook-out, and special guests and presenters.

Interviews with incoming students and families indicate a desire and willingness to participate in a school advisory committee, culture advisory, graduation planning, and community meetings about the future direction of Arapaho Charter High School.

Currently, ACHS has increased enrollment to 40 students, from the 30 previously allowed in with the shared facility. Enrollment can increase to 50 over the next few years, but for now it was advised enrollment remain at 40 to establish the school in the current setting. There were 56 total applications submitted in the 2022-2023 school year. That level of interest is exciting and affirming that ACHS is still a necessary school and that things are working well.

Events that involve ACHS are well attended by the community. The 2023 graduation had over 400 people in attendance, over 200 plates made at the end of the year BBQ, and overall attendance at Parent teacher conferences and open house was positive, but sign in sheets are in conjunction with the rest of the district and not readily available.

Surveys given to parents and community members throughout the year indicate a positive view, satisfaction with student services, available opportunities, and staff support. Again, due to shared staff, campus, limited staff, and the COVID-19 pandemic, quantitative data is limited and much of the feedback is informal and qualitative.

IV. Governance Structure and Operations

Board of Directors Members:

Chairman: Pat Moss Vice-Chairwoman: Leslie Spoonhunter

Treasurer/Clerk: Leo Hanway II Lionel Bell: Member Rebecca Bell: Member

Board of Directors Selection Procedures as Amended:

The Arapaho Charter High School Board shall be made up of five (5) members from the community that reside within the Fremont County School District #38 boundaries, the FCSD #38 Superintendent and the business manager. The Board of Directors shall elect the Chairman/woman, Vice-Chair, Clerk, and Treasurer from its membership.

The biennial election of the five (5) Board Members coincides with the General Election in November, after initial appointment of the Board Members in April 2006. A regular term is four years. This will create the stagger of Director Members on a two-year basis. Board Members will be elected on a non-partisan ballot in accordance with the provisions of the Wyoming Election Code.

In the event of a vacancy during the unexpired term of a Director, the Board of Directors will select a replacement. The candidate shall be approved and appointed by a majority vote of the Directors then in office.

Meeting schedules for upcoming years: Quarterly Board of Director meetings are held at FCSD #38 and scheduled for the 4th Monday of every month at 5:45 PM.

V. Financial Management and Compliance

Provide evidence of internal fiscal controls and procedures. Specifically policies regarding: (a) cash flow, (b) purchasing, (c) payroll, and (d) audits.

- A. **Cash Flow:** ACHS utilizes the Fremont County School District #38 Business Office for all fiscal related activities. Charter funds are drawn down from State and Federal sources as the funds are expended, in conformance with State and Federal laws and generally accepted accounting practices.
- B. **Purchasing:** Segregation of steps for each transaction are practiced, in alignment with generally accepted accounting practices. A flow chart of the process is attached in the appendix.
- C. **Payroll:** The school payroll functions are provided through the district. Services include preparation of W-2's and other required state or federal reports. Services mirror those of the district. Charter administration certifies all payroll information to the district in accordance within the district's established timelines and system.
- D. **Audits:** All audits are conducted annually under the auspices of the Fremont County School District #38 Board of Trustees.

VI. Personnel and Capacity

A. Staffing

ACHS staff includes certificated and classified staff members. All classified staff members are required to keep a current substitute teaching certification. All staff members also require a background check prior to the first day of employment. Shared staff directly working with ACHS students are noted. Staff shared with FSD #38 in a broad sense are not mentioned at this time. This includes custodial, maintenance, transportation and food service. Current structure of ACHS includes the following core staff members.

Name of head of school: Katie Law

Name of Business Manager: Ralph Vinci

Number of teachers/certified staff = 12 Certified, Highly Qualified (as defined by Wyoming PTSB) teachers work with ACHS students on a regular or semi-regular basis.

English Language Arts Instructor: Heather Pasquinelli

Science Instructor: William Benn

Mathematics Instructor: William Neuenschwander

Social Studies Instructor: Jordan Walter

Arapahoe Language Instructor: Lorraine Goggles and Claudette C'Bearing (Shared Staff)

Special Education Instructor: Patrick Pasquinelli and SPED Paraprofessional Patrick Littleshield

Counselor: Daniel Marquart (Second Counselor is vacant)

Security: WinterHawk Felter and SRO Matt Lee

Day Care: Ella French

Student Advocate: Kay Davis

CTE/EL: Darci Holbert

PE: Brock Kisling (Shared staff)

Art: Adrienne Vetter (Shared staff)

General Education Paraprofessional: 2 positions vacant

B. Capacity

Originally ACHS student capacity was 50 students. ACHS had seen a significant drop in the number of students attending throughout the years. In 2016, ACHS was moved to the main campus where facilities were shared, including all teachers in order to sustain the school and maintain fiscal responsibility. In 2019, ACHS began to see increases in enrollment, ADA and ADM. Over that period in time the enrollment, applications denied, interest in attending ACHS, and graduated students, all increased, while yearly dropouts, behavior issues, and referrals to outside agencies decreased. A sustained enrollment of 30 students was maintained over a 3 year period, which allowed for ACHS to move back into the original school structure on Left Hand Ditch Road. The move took place in 2022.

Limited space, the significance of the move, and the historical knowledge of the Charter make it necessary to take steps deliberately and slowly. Taking into consideration physical constraints, fiscal management, student needs, staffing issues, and past experiences it is determined that ACHS will not increase enrollment beyond 40 students. Pending student interest, credit breakdowns, needs assessment, and quality of candidates, 40 students may not be obtained. ACHS will have no less than 30 students throughout the next renewal period. Additionally, class breakdowns will be no more than 15 students. Credit status, ability to graduate, age, and other factors will constitute their class membership. Allowing no more than 15 students per grade level will ensure small class sizes, a good capacity to build relationships, and maintain a strong ILP team per student. Once a grade level is full, registration for that grade is closed. Other grade levels will continue to interview and add students until a total capacity is achieved, or 15 per grade, whichever comes first.

C. Enrollment Process

The process for enrolling ACHS students is as follows:

Beginning of Open Enrollment* through the 10 day after school starts:

Returning student Process:

- Students who completed ACHS in good standing the previous school year will be allowed back with no interview needed. Students who have completed but were flagged for attendance/behavior will be able to attend with a parent meeting.
 - *Open Enrollment is in conjunction with FCSD #38

New Student Process:

- Enrollment/registration filled out online at www.arapahoeschool.com
- Records requested by registrar
- Records received and given to administrator and counselor for review. Review includes information on:
 - Credit checks
 - Past grades
 - Attendance
 - Behavior referrals

- IEP records (if applicable)
- Testing data and assessment records
- Interview set up and conducted. Interview includes:
 - Student questions
 - Parent questions
 - Writing prompts
 - Expectation/Behavior Agreements
 - Tour of facilities
 - Contact Sheets
 - Tentative Schedule
- Acknowledgement of successful candidates are given to the District Registrar
 - Anticipated start date, important notations, grade information, and schedules are given to the registrar as well. District gmail profiles will be established through the tech department via notice from the Registrar.
- Student begins school
 - Student issued their chromebook and google account
 - Assessments and screenings will be completed
 - Assignment of a mentor
 - New student Orientation

At times, beyond a capacity issue already laid out, a student may not be a successful applicant for ACHS. A student may be denied for many reasons. In such an event, options are presented to the student and their family with an idea of next steps and support for all students, whether attending ACHS. Reasons a student may be denied includes, but is not limited to:

- Inability of ACHS to provide adequate services
- Space/capacity limitations
- Safety concerns
- Unreasonable requests, unrealistic expectations and abilities
- ACHS cannot meet wraparound needs
- Multiple flagged areas in the student application/records review
- Student cannot meet needs of ACHS (Partnership/expectations agreement)
- Inability to complete required seat time for a course

Enrollment after the 10th day of school concludes:

From time to time, extenuating circumstances affect a student's ability to register and be accepted to ACHS. While it is not likely, or recommended that students enroll after the 10th day of school, expectations can be made. Two levels of "Late Enrollment" are considered (transfers and new enrollment). Students considered "New Enrollment " after the 10th day of school are not likely to gain admittance to ACHS based on seat time, attendance laws, and school policies regarding attendance. Very few exceptions

will be made for students in this category. Transfer students should bring current schedules, reasons for transferring, behavior records, and current attendance records. It is also recommended that a reference from their current school be available upon request. The process includes:

- Call made from the family, and student to the principal for a quick discussion and plan of action including clarifying and procedural questions.
- Enrollment filled out online at www.arapahoeschools.com
- Records requested by registrar
- Records received and given to administrator and counselor for review
- Interview set up and conducted- same as discussed above, with additional questions regarding the late enrollment request.
- Acknowledgement to Registrar
- Student begins school
 - Assessments, schedules, orientation, and other required paperwork must be completed prior to the students first day of school at ACHS.

Students taken at quarter, will work in a block schedule, unless a direct match to a schedule can be maintained. Students enrolling at this time will be extremely rare and will immediately have an attendance contract upon enrollment, and work independently online.

Enrollment verification for any student enrolled will not be supplied until the 10th consecutive day of attendance.

VII. Facility

ACHS is situated on 80 acres owned by the Fremont County School District #38. It has five classrooms. Although the building itself is not old (built in 2006), it is inadequate for expansion and its current capacity. ACHS still shares schedules and facilities with FCSD #38 which causes hardships and limitations for ACHS students. A storage room is being updated to accommodate a student work space that is in compliance with fire code and ADA requirements. This creates a storage shortage and requires classrooms to be used in a multi-use capacity, which has its disadvantages including lack of security and accountability. The addition of the much needed daycare cut into instructional space that could be used for the expansion of CTE courses, Student Support Centers, or PBIS spaces. The current science room is not up to code for conducting science experiments including fire resistant materials, emergency washing stations, and an exhaust system. Students do not have access to outdoor areas for recreation, breaks, outdoor learning opportunities, or team building activities. A track and field for FCSD #38 is beginning in the Fall of 2023. This space will be of great benefit to ACHS students when it is completed (projected 2025 completion).

Solutions to current constraints are actively being sought and discussed with a team of people within FCSD #38. Until in place, ACHS is not expanding enrollment for the safety and well-being of the students, staff, and facility. This in particular relates to shared K-12 teachers, transportation, food services, and recreation. Classrooms will continue to be shared and used as multi-use spaces until a solution can be reached. As allowed, ACHS students will utilize various spaces around campus to fill needs which cannot be filled at our current location.

VIII. Next Steps

Briefly describe any material modifications you plan to make to your charter during this renewal period (2023-2028).

Arapaho Charter High School would like to make some improvements to the current structure of the school and make slight revisions to the Charter. The general structure, goals, and direction will remain the same as it is currently aligned with the District's current vision, mission, and value statements. The plan will serve as a broad based strategic plan and will include:

- 1. Performance and Academic Assessment**
 - a. Increase growth on local, district and state wide testing**
- 2. Data**
 - a. Attendance**
 - b. Performance**
 - c. Community outreach**
 - d. Behavior**
 - e. Graduation/dropout**
 - f. Student demographics**
- 3. Student Retention and Attendance**
 - a. Maintain an attendance rate of 75% or higher**
 - b. MTSS and after school support for credit recovery and maintaining academic eligibility**
- 4. Discipline**
 - a. Maintain low student discipline**
 - b. Sustain a fair policy for student discipline**
 - c. Increase prevention initiatives**
 - d. Begin restorative justice program at ACHS**
- 5. Professional Development**
 - a. SEL**
 - b. PLC**
 - c. GVC**