



American Academy Board of Directors Meeting Minutes

April 24, 2008
American Academy

Directors present were Jackie Santos, Erin Kane, Chad King, Denese Gardner and Dave Romero.

Roberta Harrell and Amanda Lane-Cline attended the meeting on behalf of the administration. Kitty Migaki and Alison Roush attended the meeting as guests.

1) Call to Order

Erin Kane called the meeting to order at 7:45pm.

2) Pledge of Allegiance

Erin Kane led the recitation of the pledge of allegiance.

3) Approval of Prior Meeting Minutes

Upon motion of Chad King, seconded by Erin Kane, the board unanimously voted to approve the meeting minutes of the March 27, 2008 and April 21, 2008 meeting of the Board of Directors.

4) Audience Participation

Kitty Migaki commented on concerns about middle school communications and recommended a middle school meeting. Roberta Harrell commented that a middle school meeting already had been scheduled.

5) Chief Administrative Officer's Report

The Chief Administrative Officer delivered the report attached hereto as Exhibit A.

6) STEM Director's Report

The STEM Director delivered the report attached hereto as Exhibit B.

7) American Academy PTO Report

Alison Roush delivered a report of the American Academy PTO.

8) School Advisory Council Report

Roberta Harrell delivered a report of the School Advisory Council; Ms. Harrell provided an update on the parent survey.

9) Discussion Items

- Permanent Facility Update

Erin Kane provided the Board with an update on the status of the permanent facility.

10) Action Items

- Upon motion of Jackie Santos seconded by Dave Romero, the board unanimously voted to approve, on first reading, a revised Student Discipline Policy, in the form attached hereto as Exhibit C.
- Upon motion of Chad King, seconded by Jackie Santos, the board unanimously voted to approve revised Staff Bandings, in the form attached hereto as Exhibit D.
- Upon motion of Erin Kane, seconded by Jackie Santos, the board unanimously voted to approve a 2008-09 Student Fee Schedule, in the form attached hereto as Exhibit E.

11) Review of Agenda for Next Meeting

Erin Kane led the Board In a review of the agenda for the Board's next meeting.

12) Dismissal

Erin Kane dismissed the meeting at 8:25.

Respectfully submitted,

Chad King
Secretary
May 9, 2008

Exhibit A
Report of the Chief Administrative Officer (attached)



CAO Report

April 24, 2008

I. Public Relations/Communication

- **Middle School Parent/Student Meeting** – A meeting has been set for May 12 at 4:00 p.m. for orientation for next year's middle school students. This includes current 5th -7th grade students. This will introduce parents to middle school staff as well as give a general overview of curriculum and expectations.
- **New Parent Meeting for K-5** grade incoming students has been set for May 12 at 6:30 p.m.
- **Surveys**
 - **Parent Surveys** -- The link for parents to take our Parent Survey will be on our website this Friday, April 25. I will also include a link in my newsletter. We will have computers available during DRA testing on Friday, April 25 for parents to take the survey while they wait for their student to complete their test.
 - **Student Surveys** – Thanks to Mr. Middlebrooks for administering the student surveys to all grade levels. The SAC committee will compile this data and submit it to the board with all of the survey information.
 - **Staff Surveys** – The staff survey results are attached.
- **Bond Election** – A “placeholder” has been provided by the DCSD Board of Education **on May 6 at 5:00 p.m.** for the charter administration to respond to the questions that were presented at the April 15 meeting. I encourage the American Academy community to show their support at this meeting,

These questions are:

Tim White

- How has or did original charter contracts envision for DCSD the use/sharing of bond money?
- Why the request for 5% versus 6%?
- How does this proposal accommodate for or recognize
- Cost differential between K-8 education and 9-12 education?
- High school facilities cost more than middle school or elementary
- Is there a threat not to vote in favor of a bond being a “chip”?
- Asked of District Leadership – Find out what other district's do in support of charter schools.

Ryan Stuart

- Is there a building/facility long range plan available?

Emily Hansen

- I would like more detail with the dollars/figures in the proposal.
- I am not accustomed to the “per pupil” figure given for bond dollars.
- What is legal with bond monies?
- What are the current fund balances for charter schools?

Justin Williams

- Charters claim they pay teachers less. You also have no transportation costs to cover. Why then doesn't PPR cover your costs?
- Are you ready to pay 5% of the election costs?

Cliff Stahl

- Who owns your buildings?
- Does the District ever fall in line for ownership somehow?
- Have you entertained the thought of a separate question on the ballot?
- Why not Hope-Online in this proposal?

II. Financial Stability

- Monthly financial reports are included from Joanna in the Board packet
- 2008-2009 Budget.(attached)
- Financial Policies – The proposed financial policies and procedures are ready for review.
- The purchase services contract has still not been received from the district. Therefore, the deadline for submitting our 2008-2009 budget has been postponed. After we receive the contract, they will give us a week or so to submit our budget.

III. Educational Success

- **Reading Group updates** – The DRA2 scores for some of the students that moved from Ms. Dougan's ability groups are of concern. We have offered tutoring over the summer also extend this offer to at-risk students in Ms. Kennedy's reading group.
- **Science Fair** – Fourth and fifth grades had their science fairs this week. Congratulations to teachers and staff who worked so hard to put together this very successful learning experience. The judges were all very impressed with the quality of projects that the students submitted.
- **Washington D.C. Trip** –Fifth grade students will be leaving this Monday, April 28 for their trip to Washington D.C. and Gettysburg. Lynda Hernandez and Mary Catton are the chaperones for this trip.
- **Art Show** – Thanks to Mr. Riggs for another fabulous art show. This year the theme is self-portraits, and again the student work is incredible!
- **Kaleidoscope Summer Program** – We have a few classes that are begin offered during our summer school program.

IV. Staff Management

- **Teaching staffing for next year** – We are in the process of finalizing our staffing for next year. We have hired two new teachers so far. These include:
 - **Dan Marshall** – Dan will be teaching 3rd grade. Dan substituted at American Academy last year, with rave reviews from teachers and students. He is completing his masters in education work at DU this Spring.
 - **John Grebe** – John will be teaching middle school English and Social Studies. John is currently teaching at Academy Charter. He comes highly recommended. We observed John teaching an English lesson to our 7th grade students and were all impressed with his rapport with the students and the quality of the lesson.
 - We still have three candidates coming in next week to teach lessons to fill our fourth grade opening.
- **Instructional Assistants** – The office staff is interviewing candidates this Friday for our openings for our Instructional Assistant positions

V. Operational Success

- **Facility** – Lisa King is to meet with Karen Student this week to discuss our proposed plans for constructing 3 new classrooms for next year. We have preliminary plans from Dean Kuhloi to meet the facility needs for next year.
- **Moving Schedule** – As soon as the plans are finalized, Lisa King will provide a moving schedule for the transition of offices to the MPR, classroom movement, and front lobby design.
- **WOL** – The construction that was scheduled to take place on the gym at WOL has been postponed to the following year.

- **Enrollment for 2008-2009** – Currently our numbers are at

		Openings	
Kindie	45		
1 st grade	66	3	
2 nd grade	69		
3 rd grade	90	2	
4 th grade	88		
5 th grade	74		
6 th grade	46	6	
7 th grade	33		
8 th grade	22		
Total	533	11	FTE 510.5

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Upcoming Dates

- **April 24—Art Show 6-8 p.m.**
- **April 25** – DRA 2 testing for all students
- **April 28-May 2** – Fifth grade students to Washington D.C.
- **May 16** – Field Day

Exhibit B
Report of the STEM Director (attached)

STEM@AA

News and Notes for the American Academy
Science, Technology, Engineering and Math Director

STEM Director's Report

I. Successful STEM Discovery Weeks (30%)

Kindergarten STEM week

Human Impact on Wildlife/Conservation: Lorax activities including discussion of development, land-use and pollution. Students will visit Bear Creek Lake Park open space with a ranger. Lucas Stacker (environmental attorney) is coming to speak to the students and a presentation by the Peregrine Falcon Conservation group is pending.

5th Grade Upcoming STEM week

Students will explore how forces of like magnetic poles can be used within the transportation industry. Student will learn about magnetic repulsion, friction, propulsion systems, equations, analyzing data and graphing data using MagLev vehicles. Student will design and construct MagLev vehicles to test for acceleration, friction, speed, angles, maximum loads, and motion.

1st Grade STEM

LEWIS and CLARK GOES HIGH TECH: First grade students will be learning the Global Positioning System (GPS) by engaging in a cross-curricular activity incorporating the history of the Lewis and Clark expedition with the use of hand-held GPS units. As part of a unit on the Lewis and Clark expedition, students will take a field trip to Castlewood Canyon and become modern-day Lewis and Clark by going on an expedition while using hand-held GPS units in search of hidden treasures along their route.

Team America Rocket Challenge (TARC)

On Sunday, April 6, students from the rocketry elective class competed in American Academy's first qualifying launches for the TARC, a nation wide rocketry competition.

The Team America Rocketry Challenge (TARC) is the world's largest rocket contest, sponsored by the Aerospace Industries Association (AIA) and the National Association of Rocketry (NAR). Teams design, build and fly a model rocket that reaches a specific altitude and duration determined by a set of rules developed each year. This year's goal was to design, build and fly a one-stage model rocket to an altitude of 750 feet, keep it aloft for 45 seconds, and return 2 raw eggs unbroken. The contest is designed to encourage students to study math and science and pursue careers in aerospace.

SOLIDWORKS

Students in 7th and 8th grade are completing a STEM week focusing on the use of SOLIDWORKS, a computer assisted design (CAD) software program. CAD programs are currently used in many industries including architecture, architectural engineering, lighting design, building engineering, transportation systems and more. Students were introduced to the basics of the program, used tutorials to create product and submit a product design, designed and created their own products, and was tutored by Jeff Jakubowski, a Solidworks representative, in an introduction to the uses of Solidworks and

advanced features of the software. Students will also have the opportunity to design and create their own product and have it made into a prototype.

2008-2009 STEM Program Topics

Kindergarten

Challenger Learning Center-Gemini Program/Geometry & Architecture /Ecology and Environmental Stewardship/Science Carnival

Grade 1

Microbiology & Health/Marine Animal Science /Challenger Learning Center Voyager 1 Program/Science Carnival/GPS/Engineering is Elementary-An Alarming Idea: Designing Alarm Circuits*

Grade 2

Simple Machines/Challenger Learning Center Voyager 2 Program/Science Carnival/Engineering is Elementary – The Best of Bugs: Designing Hand Pollinators*

Grade 3

Electronics/Challenger Learning Center Voyager 3/Science Carnival/Engineering is Elementary – Sounds Like Fun: Seeing Animal Sounds*

Grade 4

Rocketry/Robotics*/Challenger Learning Center-Return to the Moon Program/Science Fair/Engineering is Elementary-A Work in Process: Designing a Play Dough Process*

Grade 5

Rocketry/Robotics*/CLC- Comet/MagLev/ Science Fair/Engineering is Elementary-Just Passing Through: Designing Model Membranes*

Grade 6

Rocketry/Robotics*/Sustainable Energy-Junior Solar Sprint Cars &Hydrogen Fuel Cells/Challenger Learning Center-Mission to Mars Program/Crow Canyon Archaeological Research Center/Google Sketchup* Computer Assisted Drawing

Grade 7

Sea Camp/Forensics/Satellite Tool Kit Mission Scenario Planning*/Challenger Learning Center- Operation Monserrat*/CAD-Solid Works-CO2 Car*

Grade 8

Satellite Tool Kit Mission Scenario Planning */Challenger Learning Center-Space Station Alpha*/CAD-Solid Works-CO2 Car Design*/Geographical Information Systems, GPS*

* Real World Problem Based Project

Competition Dream Teams:

Robotics with the For Inspiration and Recognition in Science and Technology
Science Fair with the Denver Metro Regional Science and Engineering Fair
Junior Solar Sprint Car with NREL
Hydrogen Fuel Cell Car with NREL
Rocketry with Team America Rocketry Challenge
MathCounts

Career Focus Fields to be determined

II. Technology Integration in Math and Science (30%)

Computers in operation:

- Approximately 95 for students
- Currently 10 out for repair
 - Major repairs are power plugs in the back of laptop being pulled out, monitors gone bad from students dropping or hitting the monitors or carrying the laptops open while holding them by the monitors.
 - The last two months have been terrible. Almost 10 new broken laptops each week, a dramatic increase. Most problems are not related to the age of the laptops, it is more problems caused by incorrect usage.
- We have purchased over 100 extra power cords in the last 18 months— they just seem to "disappear." Power cords usually cost \$20-\$40 each. As of last week, here is the breakdown of who has power cords:
 - K - no extra ones, just the ones that are with their laptops
 - Primary - 10
 - Second - 10
 - Third - 10
 - Fourth - 10
 - Fifth - 10
 - Sixth/seventh - 10 except some of them are waiting for a 1/2 of the cord to come back
 - Eighth - none
 - Science - 20
 - Still a few extras in the common box in the computer closet

American Academy's Student Skills Continuum Status (as reported by staff)

KINDERGARTEN

K.1 Use school approved software in reading, writing, math and drawing.

- In kindergarten we use United Streaming, AR, Microsoft Word, KidPix, Internet Explorer, and Google Earth. We play literacy games and math games, often utilizing the website www.starfall.com. I have made some power point games to reinforce core knowledge concepts. We have also made a movie using Windows Movie Maker which has been posted to the website. Most of the other programs that are available aren't developmentally appropriate (Alice, Adobe Photoshop, etc.)

K.2 Use input devices (mouse, keyboard) and output devices (monitor, printer).

- The kids are quite proficient at using the mouse and are able to use the keyboard for specific functions. We haven't been able to use the printer because our Word of Life computers aren't set up to print over here.

K.3 Identify key terms -computer, monitor, printer, keyboard, mouse, disk, CD-Rom.

- Most kids can identify these terms: computer, printer, keyboard, and mouse. We have not had the occasion to use the terms disk or CD-Rom.

K.4 Demonstrate how to use the enter key, space bar, and how to click and double click.

- They are able to click and double click independently. They can use the enter key and spacebar with direct instruction but don't often do this independently. They are however able to do 'ctrl-alt-del' by themselves.

K.5 Be able to find and start a program from an icon on the desktop.

- They are quite proficient at this. Sometimes they need visual cues but are able to find the most commonly used icons like 'homeroom' and 'KidPix' independently.

K.6 Be able to exit a program.

- proficient

K.7 Become familiar with letters and numbers on the keyboard.

- This all depends on the kids reading level. Higher readers are able to find these things more easily. However some kids still struggle with all letters so are unable to use the letters and numbers on the keyboard.

K.8 Use correct posture when working at the computer.

- Proficient

K.9 Type own name.

- This is a skill we are still working on. There isn't really a program to support this besides Microsoft Word which isn't often relevant to what we are doing.

K.10 Work cooperatively and collaboratively with peers when using technology.

- Proficient

K.11 Demonstrate ethical and legal behaviors when using information and technology in accordance with American Academy Acceptable Use Policy. Discuss the consequences of misuse.

- Proficient

FIRST GRADE

Proficient in all areas except for skill 1.5 Learn the home row keys. Students are working on this skill.

Here is a partial list of what we've used this year:

- United Streaming
- BrainPop
- Starfall
- KidPix

- Survey Monkey (We did a KWL with our kids through Survey Monkey. They had two questions "What did they already know about..." and "What do you want to learn about..." Mrs. Christy's PowerPoint games
- Clickers
- Kidspiration (Word Religions webs) Word Document (Typing world religions study guide, inserting pictures)

SECOND GRADE

Proficient in all areas except for skill 2.8 Use American Academy approved keyboarding software to build knowledge of appropriate keyboarding.

During the first two years of the school, 2nd grade implemented many different technology applications. The students learned how to:

- Proficiently used PowerPoint including the insertion of sound, pictures, slide transitions, backgrounds, & text.
- The students used Kidspiration to create writing webs to help understand the basis of outlines.
- The students used KidPix to create outlines, and illustrate pictures to insert into word art.
- The kids used e-books to illustrate and write about the seasons.
- They continue to use word for writing projects across the curriculum.
- We use webquests for units such as Japan, dinosaurs, insects, weather and Immigration.
- Students use gaggles to understand and use email in a safe environment.
- They can successfully log in and connect to a website that we are using in class.
- We have many interactive sites that we use throughout our year in different units
- Students are very responsible in the use of the computers and can turn them on and shut them down properly.
- Students do work cooperatively and collaboratively with their peers on several projects, especially now that we have to share the laptops.

This year has been more difficult than the past two in our use of the computers. We only have 18 computers for our classes of 23 which limit the amount of individual time the students get on the computer. Our computers were not holding charges and the frustration has been that once the kids get on the computers begin to die. As you can see in our bullets we used computers for many applications with the kids the first two years. We still strive to introduce them to many technology applications; however, it is very difficult this year with the number of computers and the ability to keep them charged. (That has only changed recently due the new power cords.) We are looking forward to the new school so we may, once again, have the opportunity to utilize technology to its fullest capacity.

THIRD GRADE

Proficient in all areas except for skill 3.5 correctly cite electronic and print references-[Easy Bib](#).

Here is a partial list of what we've used this year:

- United Streaming,
- Power-Points

- Brainpop,
- Enchanted Learning,
- Ed Helper,
- Phet,
- Scott Foresman Leveled Books (on-line) and their black-line masters.

The children do research on-line, Power-Points, Math Fact Practice, writing (publishing) with word, Timeliner, Kidspiration, Inspiration. They know how to use the Epson projector (hooking it up, finding the requested sight, and all). Of course, they take their Map Tests on-line.

Overall, the kids in 3rd grade are quite comfortable and knowledgeable about technology.

FOURTH GRADE

Proficient in all areas except for skills:

- 4.2 Use American Academy approved keyboarding software to build knowledge of appropriate keyboarding skills with a minimum rate of 20 w.p.m. with 70% accuracy.
- 4.3 Use word Processing applications such as Microsoft Works and Microsoft Publisher to create a simple newsletter brochure with two or three columns, use page borders, insert tables and use drawing tools. Teacher resource-Microsoft Word tutorial, Literacy Activities w/MS Word
- 4.4 Create and interpret graphs, charts and tables using appropriate software. Sample Excel Spreadsheet activities
- 4.12 Use a rubric to self-assess technology used in classroom projects.

Here is our feedback:

- 1) As you know, the amount of computers we have is insufficient. 4th graders need repeated use on the computers and with computer programs so that they can master the technology concepts. We need enough computers for every student in the largest class to have one.
- 2) On the scope and sequence it states that students should be able to type 20 wpm. We are trouble understanding when we are supposed to do this, because we feel like our time is very crunched.

Programs that we use:

- 1) CPS clickers
- 2) United Streaming
- 3) Brainpop
- 4) Animated Clips – Science
- 5) Inspiration
- 6) Timeliner – History
- 7) Internet resources – (ex. Edheads, teacher approved president report research pages)
- 8) Classifying with Quiqley (Shurley English program)
- 9) Microsoft Office

FIFTH GRADE

Proficient in all areas except for skills:

- 5.2 Use school approved keyboarding software to build knowledge of appropriate keyboarding skills with a minimum rate of 25 w.p.m. with 70% accuracy.
- 5.3 Create a webpage using Front Page Express ([tutorial](#)) whose subject matter integrates with a content area. (Students can present research on a topic or a solution to a problem based scenario).
- 5.7 Create a spreadsheet to organize and interpret data. Teacher Resource-[Excel tutorial](#)
[Sample Excel activities](#)
- 5.11 Correctly cite electronic references-[Easy Bib](#) [Copyright issues](#)
- 5.12 Use software and online resources to participate in collaborative problem-solving activities for the purpose of developing solutions or products (such as [WebQuests](#) or [Problem-Based Learning](#) situations, [Science Court](#), International Inspirer, [Global Projects](#)).

We have used technology to do the following:

- United Streaming/video as well as teacher created quizzes
- AR; my students use this after every core knowledge book and every other week in class to take quizzes
- Timeline- used for Cell discovery
- Inspiration- Newton's Laws and several reading stories/used to graph story lines
- Garage Band on MAC for creating Radio plays like the 50's
- Google Earth-Hatchet plotted the fly path of the downed plane
- SF Books-all students have book access online and quizzes created for them to practice
- Excel: graphing
- Group work using web quests
- PowerPoint for element report
- Inspiration 8 for note taking and making story boards,
- Timeline for History and documenting events for stories read during Reading,
- grammar and usage sites for Language,
- Math sites for Math, and for creative writing in Language.

SIXTH GRADE

Proficient in all areas except for skills:

- 6.2 Use school approved keyboarding software to build knowledge of appropriate keyboarding skills with a minimum rate of 30 w.p.m. with 70% accuracy
- 6.3 Use proper finger position on number keys using keypad.
- 6.4 Use proper finger position on symbol keys.
- 6.5 Use Print Screen to create how to documents technical writing.
- 6.7 Recognize the history of computers.
- 6.10 Sort information in a database.
- 6.15 Collaborate with peers, experts, and others using telecommunications and collaborative tools (e.g. keypals, Ask an Expert, Listservs, etc.) to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom. [GlobalNet Projects Registry](#).
- 6.16 Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems. [Links to website evaluation tools](#), [The Quick Quiz](#), [Lesson on Website Evaluation](#)
- 6.17 Create a bibliography and cite electronic and print resources correctly. [EasyBib](#)

Areas to work on (or things I have not been able to observe): typing skills so that they are second nature; collaboration with peers and others using telecommunications and collaborative tools; using content specific tools.

Technologies used in the classroom: United Streaming, CPS Clickers, Timeliner, MS Office applications, Inspiration, Mozilla, Internet Explorer, Adobe, QuickTime, Windows Media Player, laptop computers, media projector, overhead projector, skype, camcorder, digital camera

SEVENTH GRADE

Proficient in all areas except for skills:

- 7.2 Use district approved keyboarding software to build knowledge of proper keyboarding technique with a minimum rate of 35 w.p.m. with 70% accuracy.
- 7.3 Use proper finger position on symbol keys.
- 7.4 Use Print Screen to create how to documents technical writing
- 7.5 Recognize the history of computers.
- 7.6 Create a database. Access database software tutorial
- 7.13 Collaborate with peers, experts, and others using telecommunications and collaborative tools (e.g. keypals, Ask an Expert, Listservs, etc.) to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom. GlobalNet Projects Registry.
- 7.14 Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems. Links to website evaluation tools, The Quick Quiz, Lesson on Website Evaluation
- 7.18 Create a bibliography and cite electronic and print resources correctly. EasyBib

Some of the uses of technology in 7th grade (Chapleski)

1. Software Use: I have used Timeliner to create a timeline of important facts and events in the world of Astronomy (Space Unit), Powerpoint has been used to create group projects (famous comets project and ITeams) as well as taking daily notes in class, MS Word (daily notes), CPS and Examview for testing and assessment use in Q1-2, Quarter 3-4 I have implemented Quia online quiz generator and grading software to speed up test turn around time and easy of test taking, Lego Mindstorm (STEM elective for 6th grade), Solidworks (7th STEM elective- two training courses) , Vernier Handhelds software and diagnostics (biospheres, plant biomes), Saxon Lesson View (Planning of weekly lesson plans- personal use not students), SKYPE, Mavis Beacon (typing class each quarter), Inspiration (throughout 6th and 7th grade science and year long use for presentations), Audacity and podcast sites, Windows movie maker (it has problems linking and downloading from our cameras though), Holt online resources (each student in 6th and 7th grade has log in capability),
2. Simulations/ Visual Aids: PhEt and NOAA simulations throughout the year for various topics, hundreds of web based sites to promote individual comprehension of difficult topics in science and math, Discovery Educators Network and yahoo teacher to supplement my curriculum (brings topics to higher level teaching), Google Earth (night sky- astronomy elective and 6th grade space unit), United Streaming (video reinforcement of curriculum concepts), History Channel Planet Earth programming and Astronomy series

3. Equipment: Elmo, projector, Mimio White board, video cameras (weather reporting, etc.), laptops, Vernier,

EIGHTH GRADE

Proficient in all areas except for skills:

8.10 Evaluate electronic sources for credibility. [QUICK](#)

8.11 Select the electronic resource most appropriate to the desired outcome. [What Source to Use?](#)

8.12 Use technology resources for solving real world problems and making informed decisions.

http://www.ashland.k12.ky.us/resources/aisd_links.htm

8.20 Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society. [New Scientist. com](#)

REGULAR CLASSROOM TECHNOLOGY (Astler)

VERNIER DATA COLLECTION HANDHELDS AND LOGGER PRO SOFTWARE (handheld unit and software) Students have been introduced to this collection device and software during the last quarter of this year.

EXCEL (software) Description: Software program used for various reasons including spreadsheets, graphing, and lab write-ups. Students seem to be on grade level with this software, but could use lessons at the start of the year and throughout for updated information and additional skills.

WEBQUESTS: (web-based)

Description: A WebQuest is an inquiry-oriented lesson format in which most or all the information that learners work with comes from the web. Students are proficient in navigating through websites and tasks needed to be completed on various webquests throughout the year.

PHET SIMULATIONS (web-based)

Description: Interactive simulations for various science concepts.

SOLIDWORKS (software)

Description: Computer Aided Design (CAD) software that uses computer to aid in the design of a product. Students spent a week being introduced, working through simple designs through online tutorials and attempting to design and create a new product. More instruction is need. More experience in real-world uses needed.

FLICKR (web-based)

Description: A web-based digital photography portal where students may post images (relating to a science concept) and share with classmates, parents, school communities and beyond. A few students are being introduced to this type of web-based display. Students are not very proficient with this application at this time.

SCREENCASTING (web-based)

Description: Screencasting involves capturing what you or students do on the computer with an audio narration to go with it. A few students are being introduced to this type of web-based software and learning.

PODCASTING (web-based/software)

In a classroom setting, students take a scientific concept and create a 2-3 minute "radio show" about their topic. Students seem to be proficient at this and easily learn new and advanced skills.

TIMELINER (software)

Description: TIMELINER is a software program used to help develop timelines of events. Students in a science classroom will take a teacher or student selected topic and create a timeline of events which turn into a short presentation for their classmates. Students seem to be proficient at this and are easily learning new and advanced skills.

ELECTIVES

*Used by minimal number of students

GPS Handheld Units/Geocaching

Description: Geocaching is a "treasure hunt" using handheld Global Positioning Systems to find valuable "treasures." Through the use of this "sports" students learn the GPS system, how to mark and locate waypoints and use GPS units in the field. Students in the elective have developed sufficient skills to locate waypoints and many have developed the ability to mark waypoints for other student to locate.

Hydrogen Fuel cell (limited kids)

Description: An energy conversion device that produces electricity from the electrolysis of water converting it into electrical energy.

Dreamweaver (software)

Description: Dreamweaver is a web-design software program where students design and create their own websites for possible publication. In a science classroom as well as an elective, students are developing ideas, written content, and formatted that content into web pages. Students are not proficient with this software as it has just been introduced this quarter in the regular classroom. Several student in an elective webpage design class, have developed sufficient skills to create basic websites.

III. Educational Success in Science/Technology/Engineering/Math (30%)

The K- 8 science curriculum is currently being reviewed. Revisions to the scope and sequence will be done over the summer. Content pre and post tests will be created for use in the 2008/09 school year.

IV. Individual Contributions (10%)

Public Relations

- Press releases have been submitted to the Douglas County School District's for publication in their Newline weekly. They have published an article on our MathCounts performance as well the beta test we are doing with the Space Foundation and NASA's Goddard Space Flight Center.
- STEMapalooza. The Center for Applied Mathematics for Innovation and Competitiveness is hosting an event to bring STEM professionals and educators together to better appreciate and understand how each of the stakeholders contribute, develop and establish continuing relationships among stakeholders, engage policy makers and the media, spotlight the successes, and create an atmosphere of shared responsibility. Events will include: (1) main showcase event for STEM providers; (2) discussion panels grouped by theme (i.e. industries, higher education, K-12, students, informal education, etc.); (3) Friday luncheon with Governor Ritter (invited); (4) research poster sessions displaying cutting-edge STEM research; and (5) a pre-expo reception for exhibitors. The audience for the event includes: business and industry, formal educators at all levels, parents, government agencies, informal educators, chambers of commerce, non-profit coalitions, and others. The event will be held October 24-25, 2008 at the Colorado Convention Center.
- ITEA's 71th Annual Conference, Louisville, Kentucky March 26 – 28, 2009

Grants

- RGK Foundation Grant-Microdome or STEM program
- SunPower Grant-Solar Panels

Exhibit C
Student Discipline Policy (attached)



AMERICAN ACADEMY
EDUCATE | INNOVATE | EXPLORE

Student Discipline Policy

This policy was approved by the American Academy Board of Directors on ~~May 15, 2007~~ April 23, 2008.

Purpose

American Academy's Code of Conduct and related Disciplinary Procedures are based on the premise that all students are expected to behave appropriately in the school setting. At American Academy, each student must respect staff members, as well as volunteers as an essential part of their education. It is, therefore, expected that every student will conduct himself/herself in a manner compatible with the school's function as an educational facility. Conduct that disrupts the operation of the school interferes with the rights of others, or damages school or personal property will not be tolerated and will result in disciplinary action.

Procedure for Good Behavior

Students who exhibit good behavior will receive rewards. ~~Elementary classroom Classroom~~ teachers design and implement these based upon the grade level involved. They may include, but not be limited to, extra recess, tickets for prize drawings, drawing from a "treasure" chest, etc. Teachers ~~substitutes, and or~~ administration, ~~or other staff members~~ may write a Commendation Slip to acknowledge students for superior behavior, leadership, or responsibility.

Commendation Slips

The Commendation Slips component of the discipline policy is designed to acknowledge behavior representing Core Virtues. A student's behavior needs to be above the norm to receive a Commendation Slip.

- Commendation Slip will be given to students for exceptional behavior, leadership, or responsibility.
- Commendation Slips need not be signed by parents and returned to the school the following day.
- Students who receive Commendations Slips will be personally acknowledged each quarter by the administration with a Commendation Breakfast.
- Names of students who receive Commendations will be published ~~on the web site on a regular basis~~ daily in morning announcements.

Procedure for Disciplining

Student achievement and safety are our top priorities. The appropriate staff person will give the appropriate slip (see below) to the student at the time of the infraction. The student must meet the requirements of the infraction during the allotted time period. Failure to do so will result in additional infractions.

Any staff member who witnesses inappropriate behavior has the obligation and responsibility to administer appropriate discipline. Any parent volunteer witnessing infractions will notify a staff member so disciplinary action, if warranted, can be taken.

Work Habits Notifications pertain to student's missing school work assignments or failure to come to class prepared. The consequence of receiving a work habit slip may be an after school study hall the following day. Failure to return the work habit slip and/or failure to attend the required study hall results in a minor infraction.

Minor Infraction Slips pertain to minor inappropriate behavior in the school. Each minor infraction slip will result in 2 points and a lunch detention. Points will accumulate, resulting in consequences at each level. [Points for minor infractions will be deducted one at a time after two weeks with no further infractions.](#)

- Dress code violation. In addition to the Minor Infraction Slip, students not following the dress code may need to make immediate arrangements in order to remain in school that day. Parents will be called to bring the appropriate item, and the student may not be allowed to return to class until appropriately attired. This will also result in a loss of the next Dress of Choice Day.
- Littering
- Minor classroom disruption
- Hallway disruption
- Gum chewing
- Disrespect to classmates, adults or volunteers.
- Inappropriate recess behavior
- [Failure to return required signed forms \(including field trip forms, work habits, conferences, etc.\)](#)
- [Double points will be assigned if any of the above occur on a field trip or under the supervision of a substitute teacher.](#)

Duplicate paper notification: One to parent, one to the Academic Director. Parents will also be emailed [a copy a notification a](#) of the infraction [slip](#).

Severe Infraction Slips

Severe Infractions Slips, pertain to major inappropriate behavior in the school. Each major infraction slip will result in 5 points and may not be reduced. The points will carry through to the end of the academic year. Each year a student will begin with a zero balance.

Severe Infraction Slips are given for the following:

- Vandalism
- Scholastic dishonesty
- Lying
- Severe disrespect to an adult or student
- Physical aggression
- Insubordination
- Abusive or foul language
- Intimidation of another student
- Major or chronic classroom disruption

- Double points will be assigned if any of the above occur on a field trip or under the supervision of a substitute teacher

Anyone receiving a Severe Infraction Slip at any time during a single day will attend one before-school detention, during which students will be given a written assignment appropriate to the infraction. Any severe infraction will result in no participation in the next Dress of Choice Day. Based on the severity of the infraction, points will be assessed to the student; accumulated points may result in suspension and/or expulsion (see below).

Duplicate paper notification: One to parent, one to the Academic Director. Parents will also be emailed a [copy notice](#) of the infraction slip.

Detention [\(this needs to be revisited\)](#)

- Students will be required to serve ~~before-school detention~~ [for a severe infraction, the Thursday following the date of their severe infraction at a time and date determined by the school administration](#) as a consequence for their inappropriate behavior. During this period, the student will be given a writing assignment related to the infraction.

If a student is absent, the before-school detention will be served the next Thursday after the student returns to school.

Suspension

Accumulated points:

- **15 points** = A half day- school suspension
 - **20 points** = A full day in-school suspension plus a parent/student conference
 - **25 points** = Two full day in-school suspension plus a pre-suspension and a re-admittance conference
 - **30 points** = Two full day out-of -school suspension plus pre-suspension and a re-admittance conference
 - **35 points** = Expulsion hearing
- Students will receive from the teacher assignments to be completed during the suspension period. All work is due on the day the student returns to the classroom.
 - The Academic Director will contact the parents to schedule the suspension

Expulsion

A district expulsion hearing occurs when:

- a total of 35 points have accumulated
- a violation as dictated by Colorado State law
- a single event is deemed by American Academy administration or Board of Directors to warrant expulsion or denial of continued enrollment.

POLICY HISTORY

- Original:* approved by the BOD on July 25, 2005
- Revision 1:* approved by the BOD on October 11, 2005
- Revision 2:* approved by the BOD on November 21, 2005
- Revision 3:* approved by the BOD on April 3, 2006
- Revision 4:* approved by the BOD on May 15, 2007
- Revision 5:* [approved by the BOD on April 23, 2008](#)

Exhibit D
Staff Bandings (attached)

American Academy Faculty Job Descriptions

<u>Level</u>	<u>Base Salary Range</u>	<u>Bonus Potential</u>
<p>Lead Instructor</p> <p><i>Criteria:</i></p> <p><i>Responsibilities:</i></p>	<p>\$38,000-\$48,000</p> <p>Minimum 5 years teaching experience Meet NCLB qualifications for Highly Qualified Teacher Masters degree required Passion for integrating technology into curriculum Demonstrates positive leadership skills Support the mission of the school</p> <p><i>Same as instructor level, plus:</i></p> <ul style="list-style-type: none"> • Leadership role in an assigned area (EX: SST, 504 Coordinator, SAC/STEM representative, PTO/Board Liaison, etc.) • Mentor Instructor-Level teachers (This includes monthly observations, weekly meetings, assistance with classroom management skills and general teaching coaching) • Conduct monthly vertical team meetings/Meet with administration monthly 	<p>\$4000</p>
<p>Senior Instructor</p> <p><i>Criteria:</i></p> <p><i>Responsibilities:</i></p>	<p>\$32,000-\$42,000</p> <p>3-5 years teaching experience Meet NCLB qualifications for Highly Qualified Teacher Masters degree preferred Core Knowledge experience Passion for integrating technology into curriculum Supports the mission of the school</p> <p><i>Same as instructor level, plus:</i></p> <ul style="list-style-type: none"> • Monitor American Academy curriculum -- Ensure that all teachers are on track to complete all areas of the AA curriculum. • Provide observation opportunities for Instructor Level teachers to observe other teachers. In charge of setting monthly calendar for observations to occur between team/staff members. • Participate in monthly senior level team meetings/meet with Academic Director monthly 	<p>\$3000</p>
<p>Instructor</p> <p><i>Criteria:</i></p> <p><i>Responsibilities:</i></p>	<p>\$30,000-\$40,000</p> <p>Meet NCLB qualifications for Highly Qualified Teacher Passion for integrating technology into curriculum Supports the mission of the school</p> <ul style="list-style-type: none"> • Conducts an organized and professional classroom • Submits quality lesson plans in a timely manner • Maintains up-to-date information in Infinite Campus • Updates classroom and grade level webpage regularly • Develops with parents and students a cooperative partnership based on mutual respect and objectivity • Continues intellectual and professional development and pursues further education in primary academic discipline • Develops and maintains constructive and cooperative working relationships with other staff members • Follows policies established by the Board and district and state mandated school guidelines 	<p>\$2000</p>

American Academy Staff Salary Bandings

Note: All Staff positions are exempt

<u>Level</u>	<u>Base Salary Range</u>	<u>Bonus Potential</u>
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Officer	\$75,000-\$120,000	\$15,000
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*Pre-requisites: Masters degree in related field required
5-10 years leadership experience
Dedicated to the mission of the school*

Director	\$50,000-\$75,000	\$7,000
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*Pre-requisites: Masters degree in related field
3-5 years leadership experience
Dedicated to the mission of the school*

Department Chair	\$35,000-\$55,000	\$5,000
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*Pre-requisites B.S Degree (Masters preferred) in related field
5-10 years teaching experience in subject area
Dedicated to the mission of the school*

Manager	\$30,000-\$45,000	\$3,000
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*Pre-requisites: Office administrative experience
Financial competence
Dedicated to the mission of the school*

Assistant	up to \$30,000	up to \$2,000
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Pre-requisites: Varies with specific positions

Exhibit E
2008-09 Student Fee Schedule (attached)

C - STUDENT FEES

	STUDENTS	Per Student	Annual	STEM ONLY
K	45	\$115	\$5,175	\$4,050
1	68	\$115	\$7,820	\$4,050
2	69	\$115	\$7,935	\$4,050
3	91	\$115	\$10,465	\$4,050
4	85	\$120	\$10,200	\$8,075
5	75	\$120	\$9,000	\$7,125
6	50	\$170	\$8,500	\$6,250
7	43	\$170	\$7,310	\$5,375
8	24	\$170	\$4,080	\$3,000
TOTAL	550		\$70,485	\$46,025

K - 3		4 - 5G		6 - 8G	
STEM	\$90	STEM	\$95	STEM	\$125
MUSIC	\$ -	MUSIC	\$ -	MUSIC	\$10
ART	\$ -	ART	\$ -	ART	\$10
WKBKS	\$5	WKBKS	\$5	WKBKS	\$ -
PLANNER	\$4	PLANNER	\$4	PLANNER	\$4
TECH	\$10	TECH	\$10	TECH	\$10
TXTBKS	\$6	TXTBKS	\$6	TXTBKS	\$11
	\$115		\$120		\$170