

2024 Charter School Application
American Preparatory Academy
of Alpine

**A new charter school serving grades Kindergarten through 8th grade
in Alpine, Wyoming**

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**Submitted to Authorizer - Wyoming Charter School
Authorizing Board**

American Preparatory Academy of Alpine (APA-Alpine) intends to begin school operations and have students attending the charter school in August of 2025.

APA-Alpine will not operate as a full-time virtual school.

This application represents a good-faith effort by the Alpine Application Team to describe their vision for a charter school in Alpine, Wyoming. The Team understands the requirement, and is committed to compliance with the requirement, that charter schools are subject to all applicable state and federal laws and regulations. If anything in this application presently, or post-award, conflicts with applicable laws and rules the Team and future Board expresses its commitment to aligning the school to full compliance.

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Waiver Request Statement

Include this assurance statement:

The APA-Alpine - Alpine charter school guarantees that it will comply with the Wyoming constitution and all current state and federal laws, rules and regulations applicable to the charter school or will seek a waiver from the State Board of Education. W.S.21-3-304(g).

After reviewing the specific assurances (written in blue) throughout this application, list any waiver requests to be made to the State Board of Education.

If there are no waiver requests write “there are no waiver requests.”

Note: A 2011 Wyoming Attorney General Opinion said “The Wyoming Teacher Employment Law (W.S. 21-7-101 et. seq.) does not apply to teachers in charter schools.** Accordingly, the State Board has no need or opportunity to waive it.” The teacher employment law is not included in this charter school application.**

Because there are no public schools in Alpine, APA-Alpine believes that it may be important to allow the school to grant priority enrollment to students living within a certain radius of the school and students who are children of staff members. We don’t know if in the case where there is no public school, there would be a prohibition on granting such an enrollment priority which would require a waiver request. This is a topic we would welcome feedback from the CSAB staff on.

Outside of that potential consideration, there are no waiver requests from APA-Alpine.

I. Management and Planning

I.A. Purpose, Mission, and Model

Purpose and Mission

Explain how the charter school will achieve the purpose of the Wyoming public school system defined in W.S.21-2-304(a)(ii) - providing students “an opportunity to acquire sufficient knowledge and skills, at a minimum, to enter the University of Wyoming and Wyoming community colleges, to prepare students for the job market or postsecondary career and technical training and to achieve the general purposes of education that equips students for their role as a citizen and participant in the political system and to have the opportunity to compete both intellectually and economically in society.”

Provide the school’s mission statement and a summary of the mission including the following:

- Identify whom the school is attempting to educate, what it means to be an educated person in the twenty-first century and how learning best occurs. W.S. 21-3-307(a)(i).
- Summarize the innovative teaching methods or other exemplary practices that will make the school a unique, engaging, and beneficial choice for students, including how the charter school will meet the legislative objectives defined in W.S.21-3-301(a).

APA-Alpine’s mission is to provide a classical, liberal arts education through an orderly, safe and nurturing learning environment wherein content-rich, efficient curriculum and research-based instructional methodologies are utilized to ensure that every student achieves academic success and develops good character based on concrete measurements and is therefore prepared to pursue higher education, career or technical training, or public service as they choose and ultimately flourish through lives of meaning and purpose.

APA-Alpine (APA) will serve students in grades K-8 initially and anticipates adding high school students in grades 9-12 in response to future demand. The school will not discriminate in enrollment on the basis of sex, race, religion or national origin. It is the school’s aim to accommodate, to our enrollment capacity, any and all families who wish their children to attend the school.

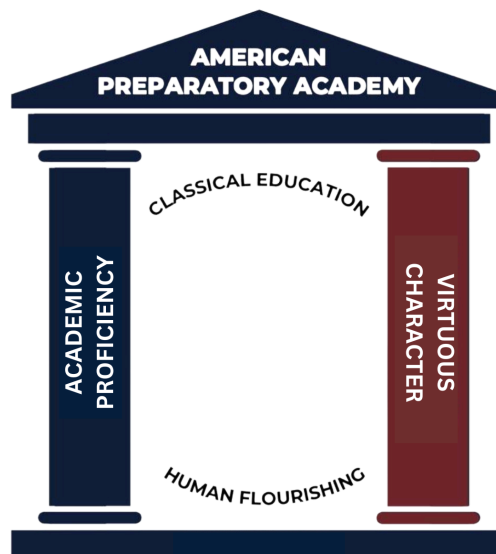
APA will achieve the purpose of the Wyoming public school system defined in W.S.21-2-304(a)(ii), which requires public schools to provide students an opportunity to acquire sufficient knowledge and skills, at a minimum, to enter the University of Wyoming and Wyoming community colleges, to prepare students for the job market or postsecondary career and technical training and to achieve the general purposes of education that equips students for their role as a citizen and participant in the political system and to have the opportunity to compete both intellectually and economically in society. This purpose aligns seamlessly with APA-Alpine’s published Vision Statement which is:

APA-Alpine's Vision Statement

APA-Alpine believes a public school's central mission is two-fold:

1. To ensure that each student achieves **maximum academic proficiency** and,
2. To ensure that each student develops **virtuous character**, including motivation for productive citizenry,

that thereby students become effective citizens of a free, self-governing nation. Students possess the intelligence, skills and desire to live productive lives of meaning and purpose, and motivation to dedicate a portion of their lives to changing the world for the better.



Maintaining Public Trust

The trust of the citizens of Wyoming, expressed in their hard-earned tax dollars flowing to our public school, must be maintained through strict accountability by the school to these two

objectives, and repaid by students who benefit from that public trust by their diligence, hard work and commitment to community and self-government.

To be an educated person in the twenty-first century goes beyond simply accumulating knowledge. It encompasses a wide range of skills, attitudes, and attributes that enable individuals to thrive in a rapidly changing world including broad content knowledge, critical thinking, creativity, collaboration, technology literacy, flexibility, initiative, productivity, leadership and social skills. An important purpose of public education is to prepare students to not only live lives of purpose and meaning for themselves and their families, but to have the knowledge, skills and motivation to serve in their communities and support the ideals and participate in our democratic republic.

Learning best occurs when a proven curriculum is taught by skilled teachers, data is regularly collected to determine the efficacy of the teaching, and real-time adjustments are made based on student learning outcomes. Such a learning process provides strong motivation to students who find daily success in their efforts to learn, and who are thus highly engaged and enthusiastic about learning. All these elements come together through the intentional and strategic model that will be employed at APA-Alpine.

APA-Alpine’s learning model encompasses these key tenets:

- Rigorous skills training: Teaching skills to a level of deep understanding and proficiency.
- Valuable Knowledge: Imparting essential knowledge that is relevant and meaningful and builds a strong foundation for future learning.
- Common Culture: Transmitting the common culture and foundational principles that unite us as a state and a nation.
- Excellence: Engaging students with exceptional examples of artistic and intellectual achievement.
- Mastery of fundamental knowledge and skills is crucial for success in later grades, opening doors to higher education and career opportunities. This is achieved through a coherent, sequential, content-rich, and challenging curriculum taught to mastery by dedicated teachers.

Innovative Teaching Methods and Exemplary Practices

- **Leveled Learning for Skill Acquisition:** In addition to Wyoming Content and Performance Standards-aligned core instruction received in their grade-level homerooms, students will experience **daily skills training with peers at their same instructional level for subjects of Reading, Math, and Spelling** during “Intensive Group” (Groups) classes. All students will be assessed in reading and mathematics and placed

into groups with students at their skill level. The Groups classes will be held simultaneously within grade bands (K-3 and 4-8) enabling all students in the grade band to “go to Groups class” at the same time and learn with their peers who are at their same instructional level, yet not necessarily in their same grade level. This eliminates stigma in skills learning environments, maximizes student motivation, and provides 300 minutes per week of targeted skills instruction in reading, 300 weekly minutes in math, and 200 weekly minutes in spelling/LA. As all students in the Intensive Group are at the same instructional level, the efficiency and thereby the effectiveness of the instruction is maximized and students can move at the fastest possible pace and make maximum progress in the skill development.

- **Direct Instruction for Skills Acquisition Areas:** In the grammar phase of learning, the phase that most often encompasses skills areas, APA-Alpine will utilize direct instruction teaching methodologies which have been evidenced to have maximum impact on student achievement¹. Teachers will be explicitly trained in these methods, and will engage in a robust side-by-side coaching program² to progressively master them.
- **Data Collection, Analysis and Continuous Improvement:** To sustain the Groups model and to ensure accountability to all of the curricular components of the academic program, daily and weekly student performance data is collected by teachers³ and is analyzed weekly and monthly by an administrator and by professional learning communities (PLCs) - groups of teachers and staff members. For Groups classes a weekly report will be generated that highlights students who are not achieving mastery, and also students who may need additional challenge. School will dismiss one hour early on Wednesdays and Thursdays for staff to meet in PLCs to review the reports and make instructional decisions to enhance student success. These decisions may include additional teacher coaching to increase effectiveness or a group change for the student. Accountability Elements are built into each subject and student performance is reported and discussed at monthly PLCs.
- **Strategic Staffing:** APA-Alpine will place a second adult in every homeroom according to what the budget will allow - be they an associate teacher, a teacher-in-training or an assistant teacher/paraeducator. A second adult has many positive impacts, including enabling the lead teacher to teach uninterrupted throughout the day, providing supervisory support for lunch, recess and transitions, teaching Groups classes under the direction of the Lead Teacher or Administrator - thereby reducing their size, supporting

¹ Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. Routledge.
& Hattie, J. (2015). The applicability of visible learning to higher education. Routledge.

² [APA Coaching Forms 2023](#)

³ [Student Performance Data workbook](#)

student motivation during instructional time, and assisting students with special needs. The support of this second adult maximizes the Lead Teacher’s daily prep time, and importantly allows for the general education environment to be open to most if not all students to the maximum extent possible, providing for the least amount of “pulling out” of students who then miss critical teaching.

- **Evidence-based curricula with a track record of success with diverse populations:** APA-Alpine will benefit from [180-day curriculum maps](#) for each grade level and corresponding [lesson plans](#), [assessments](#) and [Accountability Elements](#) in each subject developed by teachers over 20+ years, tested with diverse populations of students, and improved each year based upon analysis of student performance data. All instruction will be aligned to the [Wyoming Content and Performance Standards](#).
- **Annual Data Conference and Teacher Impact on School Development WS 21-3-301 (a) (iv) :** All teachers will participate in the school’s annual data conference held the week following the school year. Student performance for each established Accountability Element will be tracked and reviewed by PLCs in monthly and in the annual meetings. Other assessment data, including Wy-TOPP data in grades 3-10 (or 3-8 in initial years) will also be analyzed and changes will be made to curriculum maps following the annual review of data, upon recommendation of the teaching teams. This fulfills WS 21-3-301 (a) (iv) which directs charter schools to create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- **Classical Education⁴** - Students and staff seek truth, beauty, goodness and wisdom through teaching practices that reflect the Trivium⁵, aligned with Wyoming Content and Performance Standards. Direct Instruction will most often be the pedagogy utilized in the Grammar Phase of learning at the school, with the addition of structured logic (informal) guided questioning in the Logic Phase, and application of the Socratic Method in the Rhetoric phase.
- **Content** that is rich, deep, relevant and interesting based upon the Core Knowledge Sequence⁶ and aligned with the Wyoming Content and Performance Standards will be provided to all students.
- **Student Self-Management** will be a key component of the school and will be explicitly taught utilizing [school-wide organizational systems](#), motivational systems, communication systems and [CHAMPs](#). Explicit teaching of comportment and positive reinforcement will allow all students to find success navigating the school environment.
- **Student Motivation & Engagement:** Strategies to optimize student motivation and engagement have been intentionally built into APA-Alpine school structure and practices. Teachers will be trained in a proven, effective system of motivating students

⁴ [What is Classical Education](#)

⁵ [The Trivium - Veritas Press](#)

⁶ [Core Knowledge Sequence](#)

to high levels of effort and accountability for their work. Daily homework opportunities for skills practice and content mastery for all students is part of the school model.

- **Uniforms** will provide tangible benefits including: enhancing school spirit and community, reducing distractions and promoting a focus on academics, reducing stigma associated with socioeconomic disparities, and signaling to students that their job as a student is important. Uniforms also make it easier to identify intruders or unauthorized individuals in the school environment, enhancing safety. Uniforms also simplify morning routines and save time for parents and students.
- **Character Development Program:** APA-Alpine will benefit from American Prep’s extensive Character Development (CD) program which includes lessons at each grade level and hand-on, experiential activities that effectively teach social skills, etiquette, positive behavior, and responsible civic engagement. (Reference ambassadors.americanprep.org and use password Builders2day!)
- **Patriotic and Civic Education:** As the name of the school suggests, APA-Alpine will have as a focus preparing students to become great American citizens. The aim is students who know and respect the founding principles of America including liberty, equality, democracy, respect for the rule of law, and patriotism. Constitution literacy, learning about and honoring our veterans (those who secure our freedoms) and observing Memorial Day with an all-school assembly are unique ways APA-Alpine will accomplish this aim.
- **Cursive writing**⁷ begins in Kindergarten and students are taught and nurtured to write in cursive due to the research that connects cursive writing to improved neural connections and enhanced memory and comprehension in students.
- **Latin courses** for all 7th and 8th graders enhance English vocabulary and grammar, improve critical thinking and analytical skills. Studies indicate results in higher scores on standardized tests (ACT, SAT), (CITE), and better performance in other subjects most likely due to improved discipline and study habits and increased academic confidence and self-esteem.

Charter School Model

Explain the proposed charter school model (e.g., project-based, placed-based, performing arts, classical, etc.), why this model was selected, how the model aligns with the purpose and mission, and why high numbers of students in the selected community would likely be interested in attending a charter school with this particular model.

⁷[Klemm, W. R. \(2013, August 5\). Biological and Psychology Benefits of Learning Cursive. Psychology Today.](https://www.psychologytoday.com/us/blog/klemm-w-r/2013/08/biological-and-psychology-benefits-of-learning-cursive)

Classical Education Model: APA-Alpine will be a classical school model which is described throughout this application. The model was selected after research into high-performing schools which evidenced that classical schools often provide students with a solid education that sets a foundation for success in University studies and careers.

Model alignment with mission and vision: American Prep’s classical school model aligns with the mission of the school perfectly, which confirmed the committee’s choice of the model.

High numbers of students will be interested in this particular school due to the model’s general appeal to parents looking for high quality education, and the model’s track record of success in other locales.

Special Focus: In addition to its classical model, APA-Alpine will also pursue the development of a focus in the areas of applied science and math in response to the unique opportunities for Wyoming students to prepare for careers in the energy industry. The **Center for Energy Education at APA-Alpine** will respond in a dynamic way to the opportunities arising from the immense potential Wyoming possesses as an energy-producing state due to its abundant natural resources and strategic location. Wyoming has been designated by the federal government as a part of the Intermountain-West Nuclear Energy Corridor (INEC) Tech Hub, as well as an important part of the Section 368 Energy Corridors. The nuclear corridor designation aims to position Wyoming as a global leader in small modular reactors (SMR) and advanced nuclear energy. The Section 368 energy corridors facilitate the development of energy infrastructure including oil, gas, hydrogen pipelines, and electricity transmission infrastructure. Due to Wyoming’s location and natural features it is an ideal location for the development of all types of energy development, including solar, wind and hydropower.

APA-Alpine’s model will prepare students for advanced study and careers in the energy sector in several distinct ways from the outset, and additional supportive pathways will be developed as the school responds to feedback from energy-sector employers and universities. Specifically, APA-Alpine’s leveled learning allows students to be taught mathematics at their level and not at their grade level, allowing capable students to advance as fast and as far as they can in math without imposed limitations. In other schools using this model we find a consistent percentage of students who complete Algebra 1 by the end of sixth grade and calculus by the end of 9th grade. These students then go on to college level math work in 10th through 12th grade through cooperative partnerships with universities, often delivered via virtual classrooms. The APA model has a rigorous science sequence as well, providing strong content starting in the early elementary grades and hands-on science labs that promote critical thinking and communication skills.

Demand for the school: Alpine, Wyoming does not have any type of public school. APA-Alpine will fulfill Wyoming’s constitutional mandate that guarantees every student access to a high-quality education. Students in Alpine currently must travel long distances to access education, and many parents understandably determine that these distances prohibit

reasonable “access”. According to surveys and meetings held to gauge interest in a charter school in Alpine, a significant number of parents will choose APA-Alpine for the simple fact that there is no other school in close proximity to Alpine. Our goal is to provide the residents of Alpine and those in surrounding communities an excellent school option, via a school model with broad general appeal, that is convenient to their homes. APA-Alpine of Alpine will be a classical charter school which, by definition, is an approach to education with demonstrated evidence of meeting the needs of students and high parental satisfaction.

APA-Alpine of Alpine will fulfill the purpose of Wyoming’s charter schools in the following ways:

1. **Continue to improve student learning.**

We will track individual student achievement using embedded assessments, longitudinal standardized assessment tables, weekly subject mastery instructor reports and PLCs, daily participation trackers, and other tools that will allow us to be responsive to individual student learning needs. We will hold an annual teacher conference to review student progress and make changes to curriculum and instruction as needed. Through these robust data collections, evaluations and analysis we will continuously improve student learning.

2. **Increase choice of learning opportunities for students.**

APA-Alpine would provide parents the choice of a school in close proximity to their homes, and to the classical school model. Parents currently have no options for a school in their local community as there is none.

3. **Establish new models of public schools and a new form of accountability for schools that emphasizes the measurement of learning outcomes and the creation of innovative measurement tools.**

APA-Alpine’s data collection and analysis system is robust. Accountability elements are defined for each grade and subject. Reporting on those elements is required and teachers meet monthly to review the student performance results. An annual teacher conference, held at each year’s end for 3-4 days provides an opportunity for teachers to deeply evaluate student progress and use this information to inform their instruction in the upcoming year. A short [video](#) (6 minutes) outlines the data tracking and improvement systems that APA-Alpine will adopt. In addition, examples of data trackers that we will use can be found [here](#).

4. **Provide opportunities for greater parental involvement in management decisions at the school level.**

APA-Alpine was conceived by parents and community members of Alpine, WY. The school will involve parents on school committees that will provide feedback to school management.

We highlight our school's Key Elements below:

Key Elements

- Classical Education - Students and staff seek truth, beauty, goodness and wisdom through teaching and learning that reflects the Trivium, with the aim of student flourishing and in the context of public education and meeting state instructional standards.
- Leveled learning - in addition to grade level core instruction in their homeroom, elementary students experience skills training with peers at their precise level for subjects of Reading, Math, and Spelling.
- Small group sizes available for Reading, Math, and Spelling as appropriate - group sizes ranging from 3 to 25 students, depending on student proficiency levels and needs.
- Core Knowledge Sequence
- Daily homework opportunities- many traditional public schools have gone to “no homework” practices. By contrast, our school utilizes daily homework assignments as part of our rigorous curriculum and a way to involve parents in their childrens’ education.
- Uniforms - uniforms provide equity and a sense of purpose and pride among students
- A comprehensive Character Development Program providing instruction in effective social skills, etiquette, positive behavior, and responsible civic engagement.
- A teacher and paraprofessional in every elementary general ed classroom as budgets allow.
- Patriotic and civic education.
- Cursive writing beginning in Kindergarten.
- Latin courses for all 7th and 8th graders.

Philosophical Approach

Our school will provide a classical education approach to teaching and learning. As classical education can have many interpretations, we will briefly express our paradigm of classical education - first the philosophy, then how it will be expressed at our school in our curriculum and instruction. Following are some of the principles of classical education, and the associated character education that we embrace. Some articulations are borrowed from other classical institutions as noted:



- “The world is ordered and knowable and the human intellect, while imperfect, can attain knowledge of reality through reason, hard work, and a coherent program of study.”
- “Truth exists, and we must seek it relentlessly by disciplined study and good-willed

conversation.”

- “While aspects of our curriculum are subject to new developments in science, discoveries about our universe, and the unfolding of history, our emphasis is upon the enduring, the changeless, the permanent. We give particular emphasis to the literary and philosophical Classics of the West because of the way they speak about the universal human condition and the laws of nature⁸.”
- We honor a long tradition of education that emphasizes the seeking of truth, beauty, goodness and wisdom and the study of the liberal arts and the great books.
- The primary liberal arts are grammar, logic and rhetoric, or in other words the verbal arts of the trivium. At our school, these concepts refer to stages of learning which inform our pedagogy.
- Our approach includes the study of Latin - both language and history.
- A classical “approach” to education teaches students how to learn and how to think. “We do not dispute the usefulness of a liberal arts education, and we gladly and ably prepare our students for college studies, but our main purpose is the formation of the soul, heart, and mind⁹.”
- We believe successful students require a balance of rigorous academics, creative and expressive learning, and positive character and social skill development – all in a motivating, cheerful environment that encourages enthusiasm for learning and love of school. Caring and nurturing relationships with teachers and friends is a foundational daily objective.
- Character education at our school is defined as reaffirming values and qualities of character which promote an upright and desirable citizenry. “Values” means time-established principles or standards of worth.
- Our school has identified the following character traits; enthusiasm, honesty, gratitude, empathy, service, friendliness, perseverance, reliability, respect, kindness, courtesy, confidence, integrity, encouragement of others, humility, diligence and determination. These traits comprise our definition of good or virtuous character.
- Civic and patriotic education at our school will have as its objective the cultivation of informed, responsible participation in political life by competent citizens committed to the fundamental values and principles of representative democracy in Wyoming and the United States. Civic and character education are fundamental elements of the public education system's implicit core mission and thus will be fundamental elements of our school's focus.
- The APA-Alpine model began in Utah, thus the patriotic education at APA is designed to fulfill the Utah statutory mandate that public schools provide for “the cultivation of a continuing understanding and **appreciation** of a constitutional republic and principles of representative democracy”, and “public schools fulfill a vital purpose in the preparation of succeeding generations of informed and responsible citizens who are **deeply attached** to essential democratic values and institutions¹⁰. (Emphasis added). Although this statute is specific to Utah, we apply the concept within the APA-Alpine model as we believe that it is essential to a

⁸ <https://www.greatheartsamerica.org/great-hearts-life/great-hearts-philosophy/>

⁹ <https://www.greatheartsamerica.org/great-hearts-life/great-hearts-philosophy/>

¹⁰ [Utah Code Section 53G-10-204](#)

public education anywhere in the nation.

- Patriotic education at our school will seek to cultivate in our students an appreciation for, and deep attachment to our democratic values and institutions.
- We define patriotism as “gratitude and respect” for people and institutions that provide for and advance democratic values and institutions. Engendering patriotism in our students will be accomplished through teaching and learning together about the founding of our nation, studying the historical and contemporary documents that provide our form of government, and engaging in related experiences in our communities. Some specific activities we will provide our students include honoring Constitution Day by reading the Constitution together with the broader community, honoring Veterans Day with community members who are veterans, honoring Memorial Day with Gold Star families, and visiting government offices and attending public meetings, thus teaching the importance of expressing gratitude and respect for veterans, public servants, and government officials.

I.B. Applicant, Governing Board, and Administration

Applicants

Provide contact information for each applicant.

Describe how the applicant team formed and the relationship of its members to each other.

Indicate whether the applicants will be the initial governing board and, if not, discuss the intended future role of each applicant(s) if the application is approved.

Describe the process the applicants used to develop the written application, including all assistance provided by outside advisors (e.g., education services providers or consultants).

Include this assurance statement:

The charter contract will be between the Wyoming Charter Academies governing board and the Wyoming Charter School Authorizing Board (authorizer).

The applicant team consists of the following individuals:

Name	Email	Phone	Future Role
Steve Funk	sf@funkft.ca	307-413-5705	Governing Board

Dave Jenkins	dave@snowpeakwy.com	307-880-4444	Governing Board
Jeff Daugherty	bigjdaugherty@gmail.com	307-413-8822	None
Carolyn Sharette	csharette@apamail.org	801-808-3933	ESP Contractor
Robert Hagedorn	robhagedorn@msn.com	206-795-0990	Governing Board
Kelly Shackelford	kelly.shackelford@jhsir.com	307-365-2366	Governing Board
Rod Jensen	rod@bosv.com	307-887-0001	Governing Board
Jeremy Larsen	jlarsenalpine@gmail.com	307-203-7669	Governing Board

The Alpine community is unique in that it is believed to be the only jurisdiction in the State of its size that does not have a school. The community has mobilized over the years dedicated to realizing the location of a school in Alpine. This application represents the most productive effort to date. It was clear to stakeholders in the community that a successful approach requires the expertise and support of an applicant team with a broad background and specific skill and expertise necessary to achieve the objective.

Formation of Applicant Team: The Applicant Team formed shortly after the 2024 Legislature approved a slot for a new charter school in Western Wyoming. Several members of the Team were advocates for the opening of a charter school slot during the 2024 legislative Session. The Team is dedicated to vigorously promoting and advocating for a charter school in Alpine.

The Applicant Team and community supporters of this charter school application share commonly held concern for the long bus rides students are subject to and they collectively hope for a parent-led and community-based, rigorous classical preparatory education. They collectively seek a high-performing model. They believe that providing a solid education for the young people of Alpine and surrounding areas is a solemn responsibility that will profoundly change lives for future generations.

With that backdrop, the Applicant Team was selected based on the specific strengths and expertise each member would represent that will help realize these objectives.

- Mr. Funk was selected based on his business acumen, philanthropic commitment, civic-mindedness, and the breadth and depth of his relationships in the community and around the world that can be directed toward the benefit of the project.
- Mr. Jenkins was selected based on his demonstrated leadership experience as a LCSD #2 School Board member and his ability to ensure the charter and district objectives align. He is a successful local business owner and has a record of driving long-term community partnerships.

- Mr. Daugherty was selected based on his background as a former assistant superintendent and his expertise in capital construction, school funding, major maintenance and K-12 school operations.
- Mrs. Sharette was selected based on her demonstrated history of establishing and successfully operating high performing schools serving k-12 students. Additionally, her expertise in deploying successful educational methodologies and her record of success make her a natural choice.
- Mr. Hagedorn was selected based on his pronounced business acumen. He also has a deep love for the Alpine Community and a desire to see it flourish. He is possessed of a philanthropic nature that guides him to “do hard things” and “leave things better than he found them.” He maintains myriad contacts that will facilitate the financial development needed for the construction of a school.
- Ms. Shackelford was selected based on her previous involvement with the Alpine Education Committee. She is a mother of students who may attend the school. She also brings her expertise in real estate that will aid in school acquisition. She holds a deep passion for realizing possibilities that enrich the Alpine community. Moreover, she maintains many deep community associations and relationships and can liaise with many stakeholders during the application process.
- Mr. Jensen was selected based on his multi-generation roots in the community, his accomplished financial acumen resulting from his leadership of the Bank of Star Valley, his affiliations with civic and religious groups in the community and his experience and expertise with bonding and other financial instruments.
- Mr. Larsen was selected for his leadership strengths and the depth of his community relationships. He serves on the Alpine Town Council as an advocate for positive change within the community and believes that the charter school is simultaneously the single most important gift and obligation owed to our youth.

Applicants’ relationship with one another: Some of the applicants were previously acquaintances; none are related by family or marriage.

Future Board: If the charter application is approved, the majority of the applicant team will become the school’s initial governing board. Exceptions are Carolyn Sharette and Jeff Daugherty. Mrs. Sharette is the Executive Director of American Preparatory Schools, the Educational Service Provider that helped to write this application and will be a contractor that will provide services to the board. Mr. Daugherty will take on an Advisory position supporting the Board of Directors into the future.

The applicant team developed this application with significant assistance from American Preparatory Schools. Weekly meetings were held with some or all team members during the writing process. American Preparatory Schools is an Education Management Organization that provides a wide array of services to charter schools. The Governing Board of APA-Alpine - Alpine intends to contract with American Preparatory Schools to provide their full continuum of

services to the charter school. American Preparatory Schools and their services are outlined in detail in the [Company Profile](#), and in the following sections.

Governing Board

Explain the governance structure of the school. W.S. 21-3-307(a)(iv).

Provide contact information and a resume for each governing board member that includes their relationship to and participation in the community to be served.

Explain the role of the board in providing financial oversight, and ensuring long-term sustainability of the school.

Provide a copy of the board policies and bylaws, including how board members will be selected or elected, and any compensation to be paid to board members.

Include a grievance policy explaining how complaints and concerns about the charter school will be addressed.

Include these assurance statements:

The APA-Alpine Charter School guarantees the governing board will:

- **Comply with the Wyoming Public Records Act. W.S. 16-4-201 through 205.**
- **Maintain up-to-date policies, rules, and regulations.**
- **Comply with Wyoming open meeting requirements. W.S. 16-4-401 through 408.**
- **Comply with the Wyoming Ethics and Disclosures Act. W.S. 9-13-101 through 109.**

Governance Structure: The entity that will hold the charter and be responsible during the development of the school is named Wyoming Charter Academies (WCA). It is a Wyoming nonprofit corporation that will establish 501(c)3 status with the IRS after receipt of its charter. The applicant team currently governs the entity. Their resumes and contact information can be found at this [link](#).

Role of the Board: The primary role of the governing board is to provide financial oversight and compliance of the school with Wyoming and federal education statutes. Through monthly board meetings and annual audits, the governing board will govern the entity, receive reports from

the Management Company, provide strategic direction for the school, and ensure compliance and financial integrity.

The APA-Alpine Charter School guarantees the governing board will:

- Comply with the Wyoming Public Records Act. W.S. 16-4-201 through 205.
- Maintain up-to-date policies, rules, and regulations.
- Comply with Wyoming open meeting requirements. W.S. 16-4-401 through 408.
- Comply with the Wyoming Ethics and Disclosures Act. W.S. 9-13-101 through 109.

Bylaws: [The bylaws for Wyoming Charter Academies can be found at this link.](#)

Board selection and compensation: The governing board will be composed of 3-9 members. Upon the occasion of a vacancy on the board that the board chooses to fill, applicants will be solicited and vacancies will be filled by an affirmative vote of the remaining board members. Board members will not receive compensation for their services.

Grievances: APA-Alpine has a [grievance policy](#) explaining how complaints and concerns about the charter school will be addressed.

Administration

Describe how administrative services for the school will be provided. W.S. 21-3-308(c).

- Explain whether the charter school will be an autonomous school that is entirely self-managed, or will be run by an education service provider.
- Include an organizational chart that describes the relationship between the governing board, school leaders, staff, and any education service providers that will play a role in operating or managing the charter school.

Include this assurance:

APA-Alpine Charter School guarantees that it has not entered into a contract with an education service provider without the prior written consent of the authorizer. W.S. 21-3-303(d).

If the charter school governing board intends to contract with an education service provider, include a term sheet that meets the requirements defined in W.S. 21-3-307(a)(xxiv)(B) and (C).

If the service provider operates one or more other charter schools in Wyoming or outside of Wyoming, provide evidence of past performance and the capacity for the operation of the additional school in accordance with 21-3-307(a)(xxv).

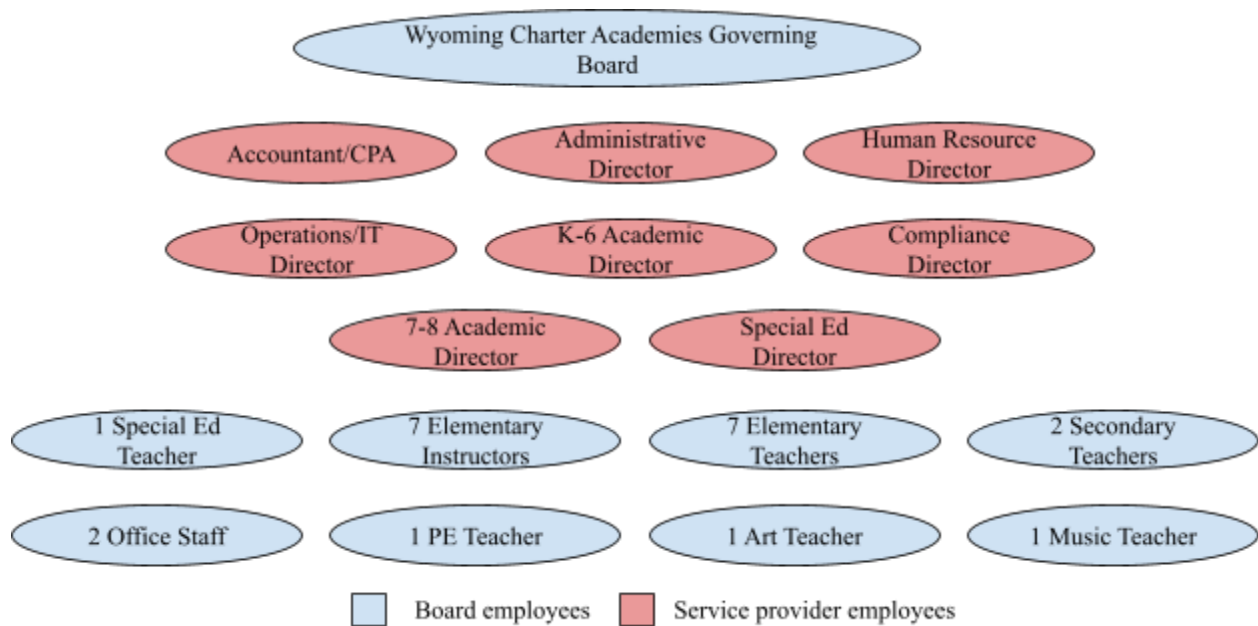
Disclose and explain any existing or potential conflicts of interest between the school governing board, the school's leadership and management team and the proposed education service provider or any affiliated business entities. W.S. 21-3-307(a)(xxiv)(C).

APA-Alpine will be run by an educational service provider called American Preparatory Schools. APA-Alpine has NOT entered into any agreements or contracts with American Preparatory Schools (APS), according to W.S. 21-3-303(d), but intends to enter into a contract with APS once this application is approved. An initial [draft contract](#) is provided with this application.

American Preparatory Schools provides the following services to its client schools. More details regarding these services can be found in their [company profile](#):

- Curriculum program design
- Academic administration
- Governing board training and meeting facilitation
- Charter application creation and advocacy
- Public relations and marketing
- Human resources
- Facilities development and financing
- Compliance
- Accounting
- Operational systems design and oversight
- Special education program designs and oversight
- Legal support and contracts review

American Preparatory Schools provides this support through their central office located in Draper, Utah. As part of the service agreement, American Preparatory Schools places full-time academic personnel in the client schools. An organizational chart showing the staff employed by the school vs. the staff employed by the EMO is shown below.



American Prep has a proven record of success. Here are some examples of past recognitions as well as recent outcome success data:

Recognitions

- In 2022, Stanford’s education research team, the [Credo Institute](#), designated American Preparatory Schools a “gap-busting” CMO (charter management organization), which means that American Prep has provided “strong empirical proof that high-quality, high-equality education is possible anywhere. APS was noted for overcoming achievement gaps in both reading and math by successfully teaching students of all backgrounds ([The National Charter School Study III 2023, Appendix A](#)). More critically, the Credo Institute found that dozens of CMOs have created these results across their portfolios, demonstrating the ability to scale equitable education that can change lives.”
- In 2022 and 2023, APA staff participated in an annual, anonymous, workplace satisfaction survey. As a result of those responses, APA was honored in consecutive years by the Salt Lake Tribune as a “Top Workplace” in Utah ([Top Workplaces Profile Page](#)).
- In 2021, APA-Alpine Draper 3 campus received a ranking of #1 in College Readiness and increased to #3 Overall Salt Lake City High Schools according to the US News and World Report.
- In 2020, American Prep’s Draper High School ranked in the Top 10 High Schools in the State (both traditional and charter) according to the US News and World Report.

- In 2017, American Prep the School for New Americans received the Best of State charter school award by Best of State - Utah primarily because the school achieved the #1 ELA growth score in the state of Utah on the summative exams.
- 2017-2024 American Prep has won over 40 Best of State awards in various areas including school administration, music education, academics, special education, art education, and professional development and training.
- In 2016, American Prep the School for New Americans (American Prep SNA) achieved the highest Median Growth Percentile (85%) in English Language Arts (ELA) among ANY school in Utah. A growth score of 85% was unprecedented.
- In 2015, APA's CFO was awarded the Business Manager of the Year award from the Utah Association of Public Charter Schools. APA schools have never experienced a negative budget year in all 21 years of operations.
- In 2014, Kelly Shaheen, teacher at American Prep West Valley 1 was awarded the Siegfried Engelmann Excellence in Education Award for "Excellence in Teaching Utilizing Direct Instruction". An example of Kelly's Direct Instruction can be seen in the [promo video link](#). This award was presented to him by the National Institute for Direct Instruction for excellence in teaching and utilizing the Direct Instruction method in teaching students.
- In 2011, the Utah Association of Public Charter Schools awarded APA the Charter School of the Year award.

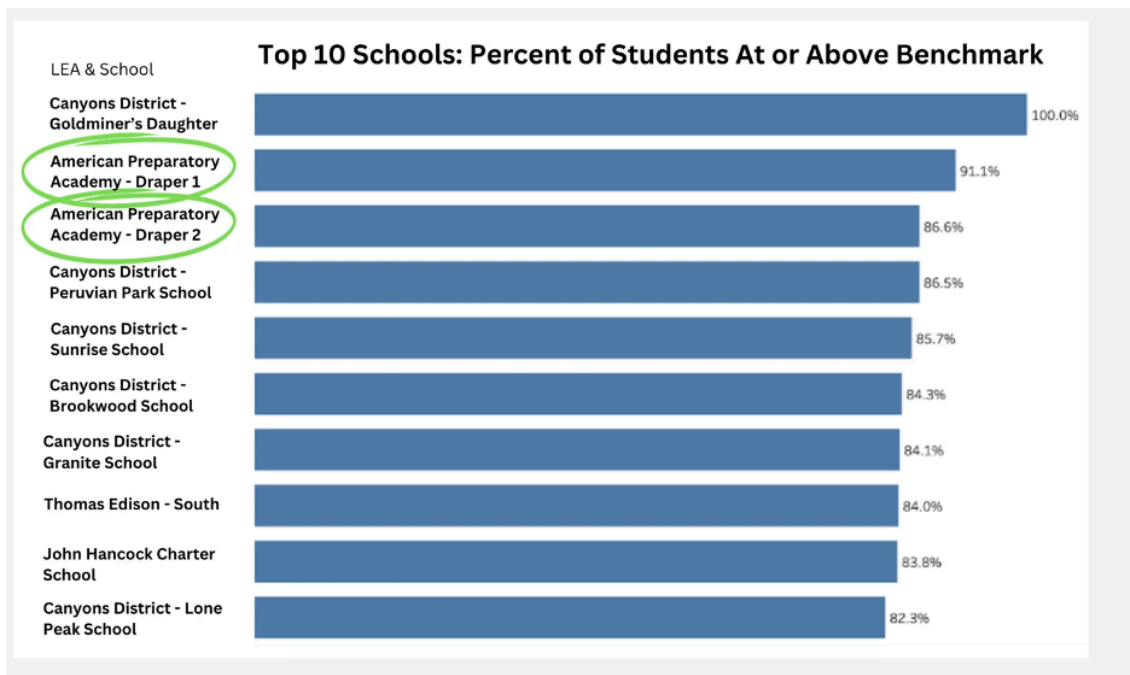
Academic Data

- **Reading:** In 2023, out of approximately 150 charter schools, American Prep managed (or previously managed) 5 of the Top 25 schools in the State of Utah for reading on grade level:

Rank	Top 25 Charter Schools	% on GL
1	John Hancock Charter School	82.6
2	North Star Academy	76.5
3	Bear River Charter School	76.2
4	APA-Alpine - Draper 1	74.4
5	Mountainville Academy	70.8
6	Edith Bowen Laboratory School	69.4
7	Early Light Academy	68.7
8	Wasatch Peak Academy	68
9	Canyon Rim Academy	67.1
10	Channing Hall	67.1
11	Legacy Preparatory Academy	66.7
12	George Washington Academy	64.6
13	Valley Academy	63
14	Jefferson Academy	62.7

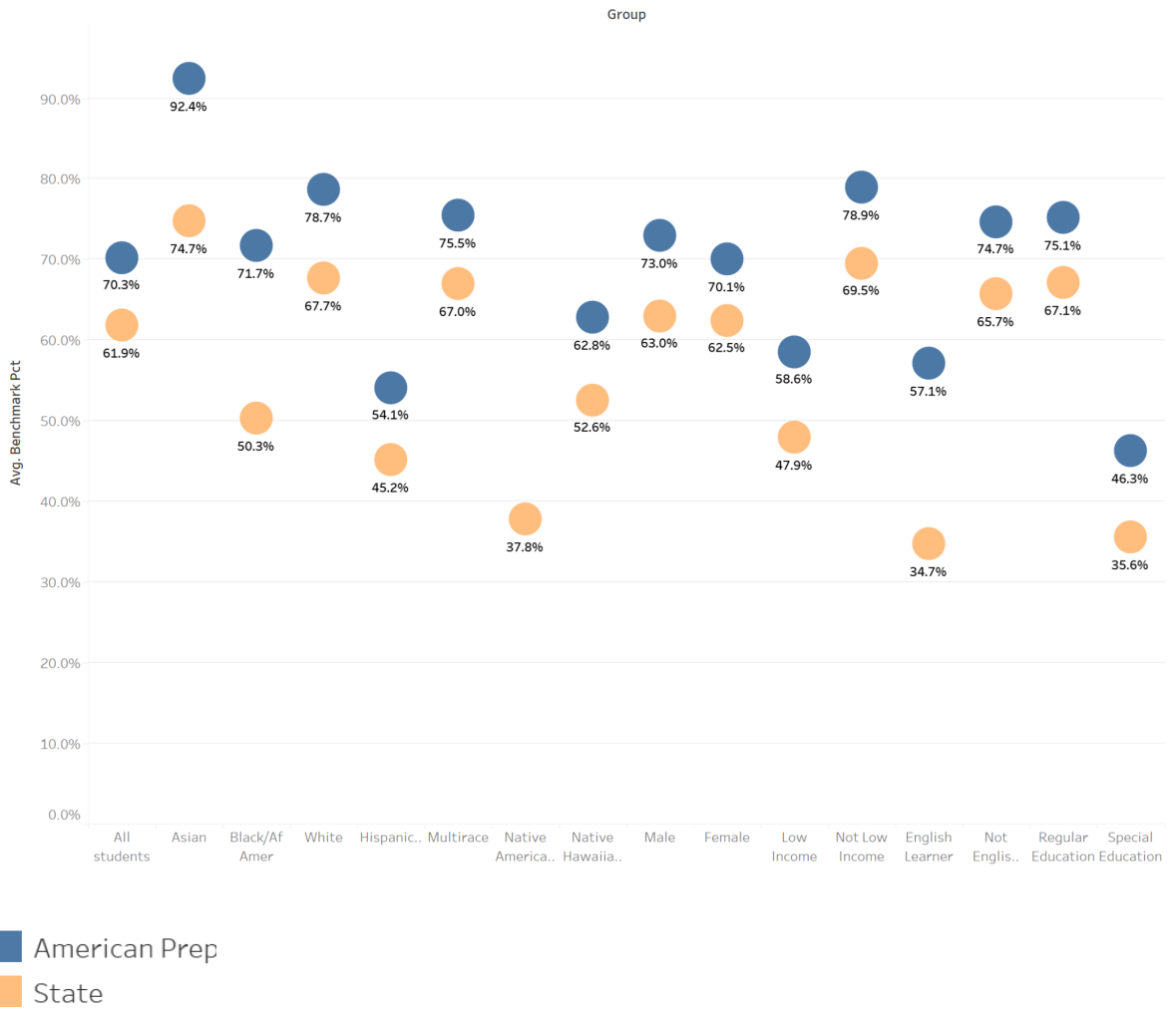
15	APA-Alpine - Salem	62.5
16	Canyon Grove Academy	62.5
17	Thomas Edison Charter School	62.3
18	The Ranches Academy	62
19	Lincoln Academy	61.7
20	Hawthorn Academy	61.4
21	Moab Charter School	60
22	Excelsior Academy	59.1
23	Reagan Academy	58.5
24	APA-Alpine - Draper 2	58.2
25	Timpanogos Academy	58.1

- **Math:** In 2023, American Prep schools performed exceptionally well in the State’s benchmark Math test, with 2 American Prep schools ranking #2 and #3 among ALL of Utah’s approximately 690 public elementary schools. The #1 rank went to a school with fewer than 20 students.



- **Acadience (DIBELS) Reading Report:** The DIBELS report below shows scores for American Preparatory students compared to scores for students for all demographic subgroups across the State of Utah in 2023 Acadience (also known as DIBELS).

Percentage of students reading at or above benchmark in grades 1-3 (subgroups)



APA’s students performed above the average of students at comparable schools in the state on the MOY DIBELS (Acadience) Early Reading Assessment. (Comparable schools are identified by the state utilizing a weighted algorithm taking student demographics into account. For example, % of ELL students will be weighted more heavily in identifying comparable schools than % of male/female students.)

2023 MOY Acadience Reading (Grades 1-3)	APA’s 2023 MOY % at Benchmark	Comparable Schools 2023 MOY Average % at Benchmark	% Difference
APA-Draper 1	81.50%	61.36%	+20.14%
APA-Draper 2	77.80%	57.82%	+19.98%
APA-Salem	76.30%	61.82%	+14.48%
APA-The School for New Americans	50.60%	44.63%	+5.97%
APA-The Accelerated School	55.40%	45.82%	+9.58%

- **ACT Performance:** All 11th grade students participate in the ACT College Readiness assessment annually in Utah. Juniors at the APA Draper 3 Campus (Utah) attained an average ACT composite score of 24.0 in the most recent school year.

Percentage of APA students meeting college-ready benchmarks:

	Math College Readiness	Science College Readiness
Draper 3	63%	57%
National Pct	31%	32%
Net Difference	+31%	+25%

- **State Standardized Assessments:** American Prep’s student scores on RISE and UtahAspire+(the state’s standardized assessments) grew faster than the state average in English Language Arts, Math, and Science for all grade spans and subgroups: English Language Learners, Low Socioeconomic Status, and Special Education Students.

2023 Average RISE Assessment Growth Scores – K-8th grades

English Language Arts			
Population	APA	Utah	% Difference
All Students	67%	62%	+5%
ELL	63%	57%	+6%
Low SES	62%	59%	+3%
SWD	60%	57%	+3%
Math			
Population	APA	Utah	% Difference
All Students	69%	62%	+7%
ELL	64%	59%	+5%
Low SES	62%	59%	+3%
SWD	63%	59%	+4%
Science			
Population	APA	Utah	% Difference
All Students	65%	62%	+3%
ELL	62%	56%	+6%
Low SES	60%	59%	+1%
SWD	60%	57%	+3%

2023 Average Utah Aspire+ Assessment Growth Scores – 9th & 10th grades

English Language Arts			
Population	APA	Utah	% Difference
All Students	71%	60%	+11%
ELL	68%	55%	+13%
Low SES	68%	58%	+10%
SWD	62%	58%	+4%
Math			
Population	APA	Utah	% Difference
All Students	62%	60%	+2%
ELL	59%	57%	+2%
Low SES	64%	58%	+6%
SWD	61%	58%	+3%
Science			
Population	APA	Utah	% Difference
All Students	71%	60%	+11%
ELL	67%	55%	+12%
Low SES	67%	58%	+9%
SWD	71%	58%	+13%

APA is accelerating the growth of its lowest performing students faster than the average growth of the state’s lowest performing students:

Average Growth of Lowest 25% on 2023 State Standardized Assessments			
	APA	Utah	% Difference
K-8 grades	67.6%	61.4%	+6.2%
9 th & 10 th	73.3%	59.6%	+13.7%

- **Graduation:** APA works effectively with our secondary students, moving them to on-time graduation:

% of Students Graduating in 4 Years (2023 Data)			
Population	APA	Utah	% Difference
All Students	93%	88%	+5%
ELL	88%	76%	+12%
Low SES	88%	78%	+10%
SWD	92%	74%	+18%

American Preparatory Schools (APS) Portfolio: The leadership at APS have been working to develop successful charter schools since 1996. Of note:

- APS contracts range from consulting, to start-up assistance, to operational management.
- 7 schools are currently under full-service management by mutual agreement under two governing boards: Utah Charter Academies and Cedar Charter Holders.
- 7 of the 14 engagements listed below are schools started or assisted by APS but are now independent of APS by mutual agreement. These successfully “launched” schools are an important part of APS’ work as we support the growth and success of new charter schools and the improvement of existing ones.

American Preparatory Schools has an impressive history of school development and assistance. Below is a table of impacted schools, their resident states, dates of engagement, and current relationship status with APS: APS has 5300 students currently under management at seven schools. In 2020, APS had 7000 students under management and 2 additional schools in Las Vegas. Those schools are now independent. APS has the capacity to manage APA-Alpine.

School Name	State	Engagement Time Period	Role	Current Status
Platte River Academy	CO	1996-1998	Initiator; Startup; Yrs 1&2 Support; Volunteer; Curriculum Chair	Independent of APS
Academy Charter School	CO	1998-2000	Policy Chair - Board	Independent of APS
APA Draper 1	UT	2002-Present	Initiator; Startup: Operations 20 years	Under APS management
Odyssey Preparatory Academy	UT	2004-2005	Contractual agreement to assist startup	Independent of APS
Legacy Preparatory Academy	UT	2004-2006	3 year contractual agreement to assist startup	Independent of APS
Navigator Pointe Academy	UT	2005-2007	Intended APA satellite school prior to satellite rule	Independent of APS
APA - School for New Americans	UT	2009 - present	Satellite	Under APS management
Excelsior Academy	UT	2010-2012	3-year Contractual Agreement for school management	Independent of APS
APA - Accelerated School	UT	2011 - present	Satellite	Under APS management
APA - Salem	UT	2012-present	VSIP - Satellite	Under APS management
APA - Las Vegas	NV	2014-2020	Contractual agreement for startup and management	Independent of APS (now is Amplus Academy)
North Star Charter School	ID	2014-2017	Bond Holder Consultant	Consulting Only
APA - Draper 2	UT	2014	Satellite	Under APS management
APA - Draper 3	UT	2017	Satellite	Under APS management
West Virginia Academy	WV	2022-2023	Contractual consulting agreement	Consulting only
APA Cedar City	UT	2024 Opening	Contractual agreement for startup and management	Under APS Management

Include these assurance statements:

The APA-Alpine Charter School guarantees that:

- The sole purpose of the charter school is not to avoid consolidation or closure of any school or district. W.S. 21-3-303(b).
- The applicant is not proposing to convert a private school or a nonpublic home-based educational program into a charter school. W.S.21-3-303(c).
- The charter school will be a public, nonsectarian, nonreligious, non home-based school which operates as a public school. W.S. 21-3-304(a).
- The charter school will comply with all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services W.S. 21-3-304(c).
- If authorized by a district, the charter school will comply with district policies unless the policies are specifically waived by the district. (Remove this one for schools to be authorized by the State Loan and Investment Board.)
- The charter school will participate in all monitoring processes conducted by the authorizer or the department to ensure compliance with applicable laws, rules and regulations, to verify school quality, or to ensure adherence to the terms of the charter.
- Records provided by the charter school to the department or authorizer that relate to compliance by the charter school with the terms of the charter or applicable state or federal laws are subject to inspection and copying. W.S.21-3-305(a)(xv).

I.C. Recruitment and Enrollment

Projected Enrollment

Explain the grade levels to be served by the charter school (e.g. K-12), how the projected enrollment was determined, and provide a chart with the projected five-year minimum and maximum enrollment. For example:

APA-Alpine will serve kindergarten through 8th grades initially, with the intent to expand to K-12 as demand dictates. The projected enrollment was determined by using census data and current public school enrollment information to estimate the number of students in elementary and middle school age ranges. According to census data, there are 221 children between the ages of 0-10 (K - 5th grade) and 83 children between the ages of 10-19 (6th - 8th grade). Etna Elementary (the nearest school south of Alpine) serves grades 4-6 and has a total of 285 students enrolled. Thayne Elementary school serves grades K-3 and has a total of 387 students enrolled. We anticipate that most Alpine families will choose to attend a charter school local to their community. We also anticipate that a significant number of families from Thayne and Etna will commute to APA, especially K-3 students from Etna (since Etna doesn't serve K-3 students) and 4-6 students from Thayne (since Thayne doesn't serve 4-6 students). We also believe that there is a significant number of homeschool students that are unaccounted for by the District numbers whose parents may prefer to enroll them if a school were available in Alpine.

Grades	2025-26		2026-27*		2027-28*		2028-29*		2029-30*	
	MIN	MAX	MIN	MAX	MIN	MAX	MIN	MAX	MIN	MAX
K	10	30	10	30	10	30	10	30	10	30
1	10	30	10	30	10	30	10	30	10	30
2	10	30	10	30	10	30	10	30	10	30
3	10	30	10	30	10	30	10	30	10	30
4	10	30	10	30	10	30	10	30	10	30
5	10	30	10	30	10	30	10	30	10	30
6	10	30	10	30	10	30	10	30	10	30
7	10	30	10	30	10	30	10	30	10	30
8	10	30	10	30	10	30	10	30	10	30
Total # students	90	270	90	270	90	270	90	270	90	270

*The school plans to respond to demand for grades 9-12 by expanding to those grades and if demand supports it 9th grade would be added in 2026-2027, 10th grade in 2027-2028, 11th in 2028-2029 and 12th in 2029-2030.

Explain the capacity for the charter school, how the capacity was determined, any enrollment caps or limitations on enrollment or class size, and the projected student-teacher ratio.

School capacity: The capacity for the charter school will be 270-300 students (depending upon class size), with 270 representing 30 students in each grade level for a K-8 school in year 1. **How capacity was determined:** The capacity was determined by looking at census data and current district enrollment numbers to estimate a reasonable enrollment at a new charter school in Alpine, Wyoming. In addition, the Alpine Public Education Committee distributed a survey to Alpine residents and residents of the surrounding area which was completed by approx. 190 residents. 91 (47%) respondents live in Alpine, 42 (22%) live in Etna, 31 (16%) live in Star Valley Ranch, and 24 (13%) live in Thayne. 123 respondents (64%) had students enrolled in LCSD #2 and 19 (10%) respondents reported to have children that are NOT enrolled in LCSD #2. 160 (83%) of the respondents responded “Yes” when asked “Would having your elementary children at the school closest to your home benefit your family in a positive way?”. 109 (57%) said that they would be interested in a charter school in the Lower Valley.

Limits on enrollment: The facility size will limit enrollment to this number in the first year. Because our goal is to meet whatever demand may arise for residents in Alpine and the surrounding areas, we plan to respond to additional enrollments by future expansion as needed.

Teacher-Student Ratio: Because in our model we place 2 adults in every K-6 classroom our effective student-teacher ratio is 1:15-16.

Proposed Demographics

Include a table with the projected percentage of the student population who will be eligible for Free and Reduced Lunch, identified as Special Education, and identified as English Learners. For example:

Below are our projected demographics for the school. These numbers are similar to the demographics of the other public schools in the area. We have no reason at this time to anticipate the demographics at our school will differ significantly from the traditional public school demographics.

	Free/Reduced Lunch	Special Education	English Learners
Demographic Estimates	29%	12%	1%

Recruitment and Enrollment Policies

Explain the process for recruiting students, including any recruiting practices prohibited by school policies (e.g., paying students to enroll).

APA-Alpine will target its marketing to all families in a reasonable geographical area, including the upper and lower valleys and surrounding locales, who have children in grades pre-k through grade 8. We will seek to inform the broadest possible cross-section of families and prospective students of the opportunity to attend the school through the following channels:

- Word of mouth
- Presence at community events
- Facebook and Google advertisements
- Flyers at Alpine, Thayne, and Etna stores and government buildings
- Neighborhood information meetings
- Zoom information meetings
- Billboards along Highway 89

We will market to diverse populations by meeting with and informing community support organizations of opportunities to enroll in our school. Support organizations include public entities such as the public library and public health departments. Private non-profit organizations also will be contacted such as the Star Valley Arts Council and the Animal Humane Association of Star Valley.

No students, parents or any other individual will be paid or given gifts to enroll.

Provide the enrollment policies, including open enrollment and non-discrimination.

APA’s enrollment policies and procedures are described in detail in our [Enrollment Policy](#). Marketing will be undertaken to the broad community in an initial enrollment period. In the event that enrollment exceeds the number of seats available, a blind lottery will be conducted

as described in our policy. APA will not discriminate based on race, religion, or any other basis as prohibited by state or federal statute, as is outlined in our policies¹¹.

Explain the admission and enrollment requirements, W.S. 21- 3-307(a)(vii) and (xii), including the application process or form, when students can apply, student or parent interview requirements, parental or student meeting attendance, entrance exams, parent or student writing assignments, report cards, test scores, disciplinary records, teacher recommendations, academic prerequisites, etc.

Initial Enrollment

Marketing period: Begins at application approval

Initial application period: Nov 1-January 1 year prior to opening

January 1 - March 1 of opening year: Blind lotteries held as needed, seats awarded to applicants

March 1 of opening year: List of students enrolled sent to local school district(s); Enrollment continues until school is at capacity.

The initial application is an online form that requests student's First and Last Name, Address, Birthdate, Current school grade and location, and parent/guardian first and last name, address, phone number.

The detail regarding the application process for year 1 and subsequent years is found in our [Enrollment Policy](#).

Include enrollment preferences in accordance with W.S. 21-3-304(c) and W.S. 21-3-307(a)(vii).

We intend to offer the following enrollment preferences, if permitted by W.S.21-3-307(a)(7), in the order listed:

1. Currently enrolled students (after Year 1)
2. Siblings of current students
3. Children of staff members or governing board members if allowed

Explain the procedure for blind lotteries if the enrollment exceeds the charter school capacity.

¹¹ [Non-discrimination \(Unity and Diversity\) APA policies](#)

Students new to the school in year one of operation: To ensure compliance with fair access state regulations and federal guidance for public charter schools, there will be an **initial application period** of not less than 60 days. Prior to, and during this period, marketing to the broadest possible community will be undertaken. During the initial application period, parents/guardians interested in enrolling their student(s) will complete the online application. At the close of the initial application period, if more applications are received than seats are available in any grade, applications will be placed into an applicant pool and a blindlottery will be held and a ranked list will be created. Seats will be offered to students based upon that ranked list.

Year 2 and beyond: When all students that qualify for priority enrollment have been enrolled, if space is still available, and more applications have been received than there are seats available, students will be selected in random drawings (blind lotteries) to receive enrollment. In the instance that multiple grades have space available, random drawings will be first performed in the grade where the most seats are currently available.

Include this assurance statement:

Admission to the APA-Alpine Charter School will not be determined solely on academic abilities or achievements, including minimum test scores or intelligence quotient scores. W.S. 21-3-304(p).

Enrollment Costs

Include these assurances:

The APA-Alpine Charter School will be tuition free. W.S. 21-3-304(a).

Textbooks and instructional resources will be provided to students free of charge. W.S. 21-9-201(a).

Provide a list of fees, if any, including but not limited to uniform costs, activity fees, and technology fees, and explain why these fees will not be a deterrent to enrollment for at-risk students.

- **Curricular Fees:** APA-Alpine will not charge any curricular fees such as book fees or other class fees to students at the K-8 school. In addition, the school will provide all school supplies needed for daily participation in the school including textbooks, workbooks, library books, pencils, pens, paper, red pens, crayons, markers, art supplies, and organizational tools

(dockets and folders). Parents will be responsible to purchase clothing for their children to wear to school each day that aligns with the dress code policy. PE clothing for 7-8th graders will be purchased by parents. If the school expands to grades 9-12, curricular fees may be assessed and will be done so according to Wyoming statute and rule.

- **Extracurricular fees** for after-school activities may be assessed according to allowability by Wyoming statute and rule. Fees will not be charged for any curricular activity or supply at the K-8 school, and will therefore not be a deterrent to enrollment for at-risk students.

APA-Alpine will distribute the federal free/reduced lunch applications to all families and encourage them to complete it. The designation of qualifying for free/reduced lunch and the total numbers of students who qualify is important to the school in its efforts to seek grants and qualify for federal programs. Families who qualify will be provided fee waivers and reduced or free lunch if and when the school provides a lunch program or charges fees. Designations will be applied if/when the school expands to grades 9-12 and curricular fees are implemented.

With regard to extra-curricular activities, fundraising will be facilitated by American Preparatory Education Foundation¹² (APEF). During the 2023-2024 school year, APEF helped existing APA schools raise over \$100,000 through fundraising to support extra-curricular activities at the schools and also provide a hardship fund to assist families as needed to participate fully in the APA extra-curricular programs. Lastly, grants will be actively pursued by the Educational Management Organization. APS has successfully raised funds for over ten years to support an after-school arts program at two of its schools that provides robust music education to students after school for 3 hours per day at no cost to the students. We anticipate similar efforts will provide student opportunities for extracurricular activities at little or no cost to families.

Parental Obligations

Describe any parent involvement requirements, if any (e.g., fundraising, donating funds, volunteering time), that are a condition for maintaining their children's enrollment, and explain why these parental requirements will not be a deterrent to enrollment for at-risk students.

There are no parent involvement requirements from the school that are a condition for maintaining their children's enrollment. We recognize that parental support is key to student achievement. To facilitate this, parents will be expected to sign the Parent Compact. The compact also encourages parents to participate in their children's education by ensuring their regular attendance, providing healthy food for lunch, helping them with homework, ensuring

¹² <https://www.americanprepfoundation.org/>

they get sufficient sleep every night, providing appropriate uniforms, and abiding by all APA-Alpine policies. The Parent Compact is included below, and [Parent-Student handbooks](#) for existing APA schools can be found on APA's website¹³.

¹³ [Parent-Student Handbooks - https://www.americanprep.org/parent-student-handbooks/](https://www.americanprep.org/parent-student-handbooks/)

APA-Alpine Parent Compact¹⁴

Appendix C: Parent Compact

PARENTS AGREE TO:

1. Ensure that my student attends school regularly and on time. Notify the school promptly in the case of my student's absence. As often as possible, schedule appointments outside of school hours (II. Daily School Operation: Attendance).
2. Abide by school policies and procedures regarding student drop-off and carpool (II. Daily School operation: Carpool).
3. Ensure that my student receives sufficient rest and has a nutritious breakfast and lunch (III. Health and Safety: School Lunch).
4. Ensure that my student arrives at school prepared for class with necessary materials and in appropriate uniform (IV. Academic Policies: Organization and V. Dress Code).
5. Abide by school policies regarding check-in/check-out procedures and visitor policies (II. Daily School Operation: Check-ins and Check-outs).
6. Review my student's homework and sign my student's learning plan each night (IV. Academic Policies: Organization).
7. Provide a home environment that encourages my student(s) to engage in scholarly pursuits on a daily basis, including opportunities for exercise, study, homework, reading, and instrument practice as assigned. Support the school policy of no "screen time" on school nights which includes watching T.V., videos, electronic gaming, social media, etc., with the exception of academic work that must be done electronically (IV. Academic Policies: Homework).
8. Support my student's education through attendance at school meetings, Parent-Teacher conferences, and Parent Interventions when necessary (VII. Parent and Family Engagement Policy: School-Parent Communication and VI. Code of Conduct: Parent Intervention Guidelines)
9. Support the American Preparatory Community by completing parent surveys, and volunteering 20 hours per school year. Volunteers contribute to student success. (VII. Parent and Family Engagement Policy: Parent-School Communication and Volunteer Guidelines).
10. Use "Builder Behavior" within the American Preparatory community by being positive and encouraging with staff, other parents, and students (IV. Academic Policies: Communication with Students and VII. Parent and Family Engagement Policy: Parent-School Communication).
11. Inform and provide constructive input to appropriate staff at American Preparatory Academy in a timely manner should I become aware of obstacles to my student's education or unsafe conditions at the school. (VII. Parent and Family Engagement Policy: Parent-School Communication).
12. Abide by other school policies and procedures as outlined in the Parent-Student Handbook and the Acceptance of Policy.

¹⁴ [APA Parent Compact](#)

Grade Level Determination

Describe the process by which the grade level of students enrolling in the charter school will be determined.

All pupils entering kindergarten must have reached their fifth (5th) birthday in the year of their entrance on or before August 1st. or Sept 15 if the student started kindergarten pursuant to an approved request under W.S. 21-3-110(a)(xxxviii). Pupils entering first grade must have reached their sixth (6th) birthday in the year of their entrance on or before August 1 or Sept 15 if the student started kindergarten pursuant to an approved request under W.S. 21-3-110(a)(xxxviii). Students will be placed in grade levels primarily according to their age; however, there are some exceptions.

IEP students' placement will be individualized according to their IEP, meaning that if a student's IEP requires that they be placed in a grade level other than that which aligns with their age, that will be honored.

Parents may request their student be evaluated and determinations made from this process may also result in a student being placed in a grade other than that which aligns with their age. Some considerations in this process are parent desires, last grade level completed, and student academic proficiency. All students are assessed when they are enrolled. The assessment is used to guide the proper placement of that student in his or her particular classes. Elementary classes at APA are made up of a homeroom grade-level class of approximately 30 students. In the homeroom class, all students learn certain subjects together (Science, History, and other non-skills based subjects). But for the skills-based areas (reading, math, spelling), students "break-out" into achievement level groups that are held in small classrooms called breakout rooms. These breakout groups usually have 12 students in a group on average. Students are placed into the groups that best fit their academic level and learning characteristics based on the New Student Assessments¹⁵ for placement into groups are performed according to the APA Administrative Handbook.

Students will be promoted to the next grade level according to APA's promotion policy¹⁶.

Mid-Year Vacancies

Will the school allow new students to enroll in the school during the school year?

¹⁵ [New Student Assessments from the APA Administrative Handbook](#)

¹⁶ [APA-Alpine draft Promotion Policy](#)

Explain the procedure for enrolling a student to take a vacant seat during the school year if backfilling will be allowed.

The school will allow new students to enroll in the school during the school year. The procedure for enrolling a student to take a vacant seat during the school year is outlined in APA-Alpine's enrollment policy¹⁷.

Re-enrollment

Describe how the charter school will ensure stability in the student population and promote high levels of re-enrollment.

Re-enrollment is most closely tied to parent satisfaction and student success. APA has a proven track record of student retention, achieved through multiple strategies:

1. **Academic Success** - Students are provided the highest quality of instruction and engaging content which results in our students gaining a vast amount of factual knowledge along with the ability to think logically and critically and be self-determined in their education. This is exciting to students and as they see success, they are increasingly passionate about their school and become very loyal participants in the school community.

2. **School culture** - APA's culture of "Builder" behavior cultivates camaraderie, service and fellowship among students. The combination of teaching and promoting student self-management from the very youngest ages and a dedicated commitment to holding students accountable for their behavior provides a safe environment for all students. A joyful student experience for all students results in high student retention.

3. **Parent Engagement** - Parent satisfaction at APA-managed schools in the "overall" category has been above 95% for over ten years. APA's goal is that parents experience regular "bursts of joy" when they consider their child's school experience. Parent satisfaction is key to student retention.

¹⁷ [APA-Alpine Enrollment Policy](#)

I.D. Academic Plan

Academic Goals

Provide the measurable pupil outcomes the school intends to achieve. W.S. 21-3-307(a)(ii).

Include the goal of enabling pupils to become self-motivated, competent and lifelong learners. W.S. 21-3-307(a)(i).

The academic program at APA-Alpine - Alpine is strategically and intentionally designed to ensure maximum student academic achievement and character development. All aspects of the program - including academic content, pedagogy, and school-wide systems that promote scholarship in a classical education environment - work together to assist students in becoming self-motivated, competent and life-long learners.

Goal 1

APA-Alpine will achieve and maintain a school performance rating of “meets or exceeds” expectations as determined by the Wyoming Accountability in Education Act School Performance Report.

Objective	WY-TOPP Benchmark	Internal Benchmark
Academic achievement that exceeds the state-wide average in English language arts, mathematics, and science by Year Three.	By year three of operation, for all grades tested, 60% of students who have attended APA-Alpine for three consecutive years will be rated Proficient or Advanced on the Wyoming Test of Proficiency and Progress (“WY-TOPP”) assessments in Reading, Math, and Science.	For all grades, at least 60% of all students who have attended APA-Alpine for three consecutive years will be rated “on grade level” as measured by the Accountability Elements of the APA-Alpine curriculum for each grade level.
Academic growth that meets or exceeds the state-wide average growth in	For all grades tested, 60% of students will achieve academic growth that meets	For all grades, 80% of all students will demonstrate at least one year’s growth in

English language arts, mathematics, and science in Year Three.	or exceeds LCSD2 average growth in English language arts, mathematics, and science by Year Three, as measured on the WY-TOPP in Year Three.	reading and mathematics as measured by APA-Alpine’s course completion at mastery metric system.
<i>Decrease achievement gaps</i> between the general student population and Swd, EL, economically disadvantaged students, and any other at-risk subgroup.	For all grades assessed, 50% of targeted at-risk students who have attended APA-Alpine for 3 consecutive years will be rated “Proficient” or “Advanced” as measured on the WY-TOPP.	APA-Alpine will work to decrease the achievement gap between each subgroup and the general student population by 5% of the gap difference annually.

Include the goal of enabling pupils to become self-motivated, competent and lifelong learners.

W.S. § 21-3-307(a)(i).

Goal 2

APA-Alpine will enable pupils to become self-motivated, competent and lifelong learners as measured by student participation scores in our character development program (CD Program) activities and grades given in Work & Study Habits.

In the classical tradition, Prep’s comprehensive character development program aims to provide students with training and experiences whereby they seek truth, beauty and wisdom and excellence and develop the skills and attitudes necessary to become effective citizens in our free nation and live a life of flourishing. We are dedicated to nurturing our students to fulfill the public trust, which is the basis of a free and just society. Integral aspects of our program include learning social etiquette including confidence, kindness and leadership, becoming critically minded and pursuing self-improvement daily, developing a habit of diligence and tenacity, and being willing to fully participate in the school community.

Objective	Benchmark	Measure
Students will fully participate in the schools Character Development program	All activities provided by the program will have 80% or higher student participation.	Attendance records from CD activities.
Students will receive letter grades on their report cards in Work & Study habits to help them gauge their participation and effort levels.	When considering all students, 80% of students will receive a score of 80% (B) or higher in Work & Study habits on their report card.	Report card grades in Work & Study habits category.
Students will feel enthusiastic about their participation in school.	80% or more of the students will demonstrate a high or very high level of enthusiasm for school and learning.	Annual parent survey utilizes a Likert scale and asks a specific question related to student enthusiasm to attend school daily.

Measures

Provide methods by which pupil progress in meeting those pupil outcomes is to be measured. W.S. 21-3-307(a)(iii).

APA-Alpine will employ a robust and comprehensive data collection and analysis system of evaluating student progress based upon established Accountability Elements in every subject in every grade, including Character Development. This system is embedded into a professional development plan that results in teacher training and coaching as a direct response to student achievement levels. This system has many forms, documents, and reports that are reviewed by stakeholders at the grade/subject/campus level and district level and are analyzed in regularly-held PLC meetings (weekly; monthly; annually). [An explanation of the APA data collection and analysis system can be found here in a 10-minute video](#) created for American Prep’s system-wide 2020 accreditation.

By employing a rigorous and detailed assessment program that includes data collection and analysis, APA teachers and leaders are able to adjust instruction as needed in response to student achievement (or lack of achievement). This is an ongoing process, not just undertaken a few times per year, but a regular daily/weekly/monthly process of continuous improvement.

Explain how assessment data will be used.

Assessment data of all kinds are first documented into permanent records to ensure it is available for longitudinal studies. The data are then analyzed by the appropriate stakeholders - teachers, administrators, to compare the data to the previous performance or to performance goals and determine if the goals were met. Then, impacting variables are considered - teacher characteristics, student characteristics, variables outside of direct teaching/learning such as calendar and school environment. Conclusions are drawn and a Plan of Action (POA) is developed. POAs can include teacher development (coaching and/or training), increasing student motivators, clarifying expectations, and other remedies. This intense focus on assessment, data and teacher improvement allows for the greatest possible student growth.

Include this assurance statement:

The APA-Alpine Charter School shall be subject to the Wyoming Accountability in Education Act. W.S. 21-3-304(g)(ii).

APA-Alpine will participate fully in the Wy-TOPP, administering the summative ELA and mathematics assessment to all students in grades K-10 (initially K-8), the Wy-TOPP summative writing assessment to all students in grades 3,5,7 and 9, (initially 3, 5, 7) and the Wy-TOPP summative science assessment to all students in grades 4, 8 and 10 (initially 4 and 8). It is anticipated that the school will also administer the interim assessments and on-demand modules as determined to be useful based on student performance data.

Include additional measures as necessary to address the goals articulated.

Improvement Plans

Include this assurance statement:

If the APA-Alpine - Alpine Charter School is required to complete an improvement plan, the school will annually submit a school improvement plan to the Department using the forms and processes prescribed by the Department. W.S. 21-2-204(h).

I.E. Community Support

Location

Describe the proposed location for the charter school, the geographic area from which the charter school intends to draw students, and the rationale for selecting the particular community or geographic area.

Proposed Location: The proposed location for the school is in, or proximate to, the Town of Alpine. Alpine is located in a geographically remote area in Western Wyoming. The town is located just under 35 miles from Afton and just under 40 miles from Jackson. Travel time to these locations averages 40 to 50 minutes respectively. When the weather conditions are good, these distances are manageable. In inclement weather, these trips are difficult and time consuming.

The Applicant Team is presently evaluating several properties proximate to the core area of the Town of Alpine for suitability for a school. Each of the parcels under evaluation are compliant with SFC Uniform Adequacy Standards Chapter 3, Sec. 4 (a). The applicant will also work to meet the SFC design standards for both the parcel and built environment.

The applicant team is evaluating parcels that are proximate to services, are deemed to be walkable and bikeable, demonstrate suitable ingress and egress, presents suitable soils, do not present safety concerns (like proximity to a river), and exhibits limited topographical variation or is otherwise suitable for construction.

Enrollment Area: Students will primarily be generated from the immediate Alpine area. It is also anticipated that students will enroll from other locations within the district. Further, because enrollment will not be closed, parents who feel the curriculum and educational methodologies are a fit for their students will travel reasonable distances to participate in the program. Therefore, the applicant is expecting some enrollment from Southern Teton County. Enrollment areas could include Afton, Hoback, Bondurant, Star Valley Ranch, Freedom, Etna and Thayne

Rationale:

Options and Choice in Education Benefits Students: Lincoln County School District #2 successfully educates many students every year. It is also known that the traditional K-12 path is not a fit for every student. The charter option is being sought because students are benefited by options that meet each student's unique needs. This charter provides another public school option for families.

Schools should be proximate to the students they serve: Alpine is believed to be the only community of its size in the State that does not have a School. Having schools proximate to the

students they serve is foundational to effective education systems. Students benefit from living within a walkable and bikeable distance from school. A short walk or bike to school leaves students healthier, more settled, more focused and ready to learn. Situating a school in Alpine will allow some students this opportunity, and many students the opportunity for a shorter commute to school.

Families are more engaged: When students attend a school proximate to their home families can more easily engage in the educational process. Volunteerism increases. Participation in parent-teacher conferences and activities increases. Participation in activities increases. Most importantly, educational outcomes increase as parental engagement increases. Situating a school in Alpine will increase family engagement and educational outcomes.

Trip Reduction/Bus Ride Time Mitigation: Locating a school in Alpine reduces transportation impacts for students. LCSD #2 presently estimates a typical student ride time to be 45 minutes to an hour per trip. That translates to roughly 2 hours a day; 10-hours a week; 40-hours a month and; 356 hours per year spent on a bus and away from the family. That is the equivalent of 8-full work weeks spent on a bus. Situating a school in Alpine reduces ride times and Vehicle Miles Traveled (VMT).

Community Need

Discuss the need for the charter school, **explain how the need was identified**, and **analyze why the existing local schools are unable to meet the need.**

Constitutional Guarantee: Alpine is the only known community of its size in Wyoming that does not have a school. The Wyoming Constitution endows all Wyoming students with the right to a high quality education that is accessible and fair for every student across the state. These rights have been affirmed four times by the Wyoming Supreme Court through the Campbell County cases.

It is the responsibility of the State Legislature to assure these constitutional obligations are met. The State can meet its obligation through either a traditional school remedy or a charter school - as both are public school options. It is here noted that the State is working through the traditional SFC path with LCSD #2 but any potential remedies are many years out if the State School Facilities process is followed.

The Legislature has clearly recognized that charter schools are a viable option for meeting its constitutional obligations and provided a charter remedy for “Western Wyoming” during the 2024 legislative session. A key factor associated with this remedy is that it can be realized quickly. Therefore, the constitutional educational access concerns regarding the provision of a high quality education for Alpine students can be mitigated. Equitable access to a high quality

education for all students in the Alpine area is a factor in support of establishing the need for a charter school.

Community In-migration: A second consideration is that Alpine is among the fastest growing communities in the State. Alpine’s growth rate is 7.28%. That is roughly half of the growth that Gillette is realizing but is substantially higher than the 2% Cheyenne is experiencing. Overall enrollment is trending steadily upward since 1993.

Birthrates in the area are forecasting a flat natural enrollment. Building permits however, indicate an increase in enrollment associated with in-migrating families. Presently 63% of building permits issued in Star Valley are in the Alpine area, known as “lower-valley”.

Thus, capacity is a growing challenge within the district. The SFC process, while thoughtful and careful, is simply not nimble enough to accommodate growing capacity concerns in real time. Therefore, a school solution that could mitigate population growth and stave off exceeding existing school restricted capacities and utilization rates was a factor informing the need for a charter school.

Alpine’s Remote Location: As discussed previously, the community is geographically remote. As a result, students are compelled to endure lengthy bus rides to reach the various schools within the district throughout their academic careers. This causes students to be away from the influence of their families for an inordinate amount of time. Activities and parent teacher conferences are difficult to accommodate when students and parents are separated by material distances. The data are clear that when students have the benefit of engaged parents, the educational outcomes increase accordingly. It is vital to have students closer to their homes and families. Therefore, a factor determining the need for a charter school is the necessity to have students able to access schools close to their home rather than traveling to other communities for educational services.

Educational Choices: The Wyoming Legislature has done much in recent years to expand parental choice in education. Legislators understand that the traditional K-12 system can meet the needs of many students though it is not a fit for every student. Having options for families that best meet the needs of individual students is imperative. Additionally, providing options that “meet students where they are at academically” is vital to student success. Thus, having educational choices that meet the needs of students is a factor in the pursuit of this application.

Community Completeness: When a community lacks a school, the community lacks a sense of completeness. Schools serve as the centerpieces of a community; they act as gathering places and drive a meaningful sense of community pride. They also support and drive a vibrant economy within the communities they serve. The community completeness element is a factor in establishing the need for this facility.

How the Need was Identified and Why the Local District Is Unable to Meet the Need:

The Alpine Citizens Committee: The Alpine Town Council has long recognized the need, as articulated by factor, in the previous section for a school in Alpine. Over the past 20 years, the Alpine community has engaged in efforts to provide a school. This approach represents the most robust effort to date. Previous efforts relied principally on the SFD/SCD methodologies. However, those processes, while deliberate, are not typically capable of providing timely remedies.

In an effort to attain a school for the Alpine Community, in January of 2024 the Alpine Town Council moved to appoint the Alpine Education Committee. The committee was charged with analyzing both traditional K-12 pathways and charter school pathways as a means to obtain a school for Alpine. The committee engaged the community through opinion sampling and public meetings in order to understand the issues at hand and the preferences of the community. The committee also directed the work of a consultant retained by the Town of Alpine to advocate during the 2024 Legislative Session for the creation of an additional charter school slot in light of the moratorium.

The committee invested a significant amount of volunteer effort researching both options and concluded that the needs of the students were urgent and the pathway for traditional K-12 remedies were not timely enough to pursue. They found the traditional pathway would take approximately 7 years or more in a best case scenario. The committee also found the process could take 10 years or more to realize a school. In light of that, the committee found that a traditional K-12 remedy would only occur after every elementary student had matriculated out of elementary educational facilities. That timeline is unacceptable.

The committee also found that a charter school could be operational in 2 years and could provide curriculum and options not presently available in Star Valley. Thus, the committee recommended to the Town Council in May of 2024 that a charter remedy should be sought immediately. The committee found that meeting the needs of students in a timely manner by following a charter path to be a determinative factor.

Local District Efforts: Simultaneous to the committee's efforts, the local district is faithfully working with the Wyoming School Facilities Division and State Construction Department to assess, and potentially address, a number of capacity and condition concerns facing the district. Presently, the district lacks suitable facilities in the Alpine area. As a result, students are bussed to Etna, Thayne and Afton. The local district understands the challenges at hand and is actively working to address them.

LCSD #2 is one of five districts in the state experiencing sustained growth. The Alpine area is realizing the fastest growth rate in the District. It is also among the fastest growing communities in the State. Additionally, elementary students must travel 20-40 miles per day getting to and from Etna and Thayne to attend school. Transportation costs are a significant factor causing LCSD #2 to have one of the highest ADM costs in the state. It is not uncommon for the District to

see over 1 million miles per year accrue in providing transportation. Having facilities closer to students will not solve the problem but will have a favorable impact on it.

Reconfiguration: The district is aligned to a district wide K-3 and 4-6 configuration. To better meet the needs of Alpine students, the district administration, in the spirit of helpfulness, considered a K-6 reconfiguration of Etna elementary to reduce travel time. It was the district's determination that having one part of the district on the K-6 configuration and the rest of the district on the K-3 and 4-6 configuration created operational challenges within the district that were difficult to surmount. Additionally, it would realistically take two years or more to reconfigure Etna elementary school. Importantly, the associated costs to conduct the change were significant and not justifiable.

Secondary Capacity Growth: LCSD #2 faces projected capacity constraints at the secondary level based on existing growth rates. The K-8 configuration proposed by the Applicant will slow a situation where the LCSD #2 middle school exceeds the intended utilization rate or restricted capacity in the immediate future.

The school district is supportive of the community based efforts to realize a charter school because having the right facilities in the right location and choices in education is what is best for students. Additionally, the charter school mitigates capacity and proximity concerns within the district. Both entities are deeply committed to working toward that which is in the best interest of students.

Most Cost Effective Remedy Study (MCER): LCSD #2's concerns have demonstrated sufficient merit to justify a Most Cost Effective Remedy (MCER) study that is being presently conducted by consultants on behalf of the SFC. This study is in progress and is evaluating a number of prospective remedies intended to resolve concerns regarding capacity and condition on a district wide basis. Specifically, the need for capital remedies in the South Valley will be evaluated through the MCER. Of concern is the fact that even when a preferred alternative is identified, the materialization of the remedy will be 5-7 years or more into the future from the time the remedy was approved by the SFC.

It is not accurate to suggest the district could never realize a solution for Alpine students. Rather, it is the timeline and process the district is compelled to work within that makes this option impractical. While the local district may at some point in the future be able to work with the SFC to realize suitable remedies for students in the Alpine area, the timeline imposed on the district by the State process is not acceptable for our young people. Importantly, there is no guarantee that a MCER will yield a remedy for Alpine.

Further, In the spirit of collaboration, the applicant is purposefully considering design and configuration elements that are intended to help LCSD2 mitigate some of the challenges the district faces with enrollment growth projections and operational impacts. The applicant team will continue to work closely with the local district to assure the efforts of both entities remain

aligned and advance solutions that are deemed to be in the best interests of students. Moreover, at the July School Board meeting, the Trustees unanimously passed a letter of support in favor of the charter school. This action is unprecedented in Wyoming.

To conclude, the need was identified via the efforts of the Alpine Education Committee in reliance on the various factors articulated in the previous section. The committee also found that the approval of a charter school will provide a more immediate remedy for the South Valley students. It will provide a platinum-standard educational opportunity for students and choices for parents. Transportation elements will be improved. Families can more easily and meaningfully engage in their students' education given improved proximity to the school. Activity participation is more accessible. The charter school will provide relief to capacity and condition challenges the district is facing in a timely manner. Further, the timeline and processes imposed on the local district through the SFC rules are not timely nor can a remedy be available to students for at least 7 to 10 years. And, most importantly, the needs of students will be best served through the approval of a charter school. A solid education is the single most important way our students can be prepared for successful, happy and meaningful lives. It is a sobering responsibility that this community is happy to embrace.

Discuss how input regarding the needs of students was solicited from community stakeholders, the form and nature of feedback received from community stakeholders, and how the feedback was incorporated into the proposal.

Methods of Obtaining Input from Stakeholders:

The Alpine Education Committee: The Town of Alpine recognized the need for a school for the local community and subsequently established the Alpine Education Committee in 2024. This committee was tasked with exploring a traditional K-12 remedy pathway and a charter school pathway. The Alpine Education Committee convened a series of community meetings enabling Alpine residents to learn and provide feedback regarding approaches that best meet the needs of the community.

Opinion Sampling: The Committee conducted a survey to sample opinions regarding both traditional K-12 solutions and charter school options. The sample size represented approximately 14% of the population of the Alpine community. The majority (58%) of respondents supported a charter school option. The remaining 42% did not express opposition. Rather, many requested additional information in order to reach a conclusion on the matter.

Cottage Meetings: Trustee Dave Jenkins hosted a meeting in his home with state and local elected officials, members of the Alpine Education Committee, APA representatives and other community members to discuss a charter school and solicit feedback regarding the various options. The purpose of the meeting was to invite all opinions regarding the available options for educational facilities in Alpine. This meeting involved a lively discussion of merits and

constraints of both the traditional K-12 pathway and charter school pathway. The meeting concluded with the general consensus being to pursue a K-8 charter school.

Steve Funk held a cottage meeting at his home on June 8, 2024 in Alpine. The meeting included attendees from state and local governments, members of APA, bonding firms, banking representatives, energy and computing sector representatives and select Alpine residents. The purpose of this meeting was to explore funding opportunities, consider technical or STEM options for curriculum development, to vet siting prospects and address general questions regarding a charter school. The group narrowed the prospective sites to 3 options; determined that the project would consider STEM elements as a part of the curriculum as well as to engage STEM related businesses to provide input and; to consider certain construction financing options.

Weekly Meetings With the Community: Several weekly meetings were conducted by APA - both in person and live. These meetings focused on informing the community about what a charter school is, the proposed curriculum, educational outcomes, enrollment and more. The community was invited to raise any relevant questions. These meetings were advertised by radio PSA's, by postings in the post office, the Town Hall and the Civic Center - as well as social media. The applicant embraced a "swerve to miss" public outreach effort - meaning members of the community would need to act affirmatively to not be aware of efforts to bring a charter to the community.

Tours of APA Facilities: In May, several members were invited to tour APA facilities in Salt Lake City. The delegation toured 3 facilities that included both elementary and secondary schools.

Meetings with LSCD #2: Members of the Applicant Team host bi-weekly calls with the LCSD #2 Superintendent to discuss concerns and assure alignment between the two entities.

Meeting with Superintendent Degenfelter and Community Stakeholders: On June 8th, 2024, Superintendent Degenfelter met with local elected officials and other local stakeholders to discuss the community's plans for a charter school.

HOW WAS THE FEEDBACK INCORPORATED INTO THE PROPOSAL:

The feedback was used to determine that a classical educational model would be sought for the community. The feedback indicated that the community preferred a charter school in Alpine versus reconfiguration or continuing to bus students to other communities. The proposed school will also consider how to build an energy resources curricular path. The feedback also helped the applicant determine that a K-8 configuration with a future potential to expand to K-12 is the best fit for both the local community and the local school district.

Community Support

Provide evidence of community support. W.S. 21-3-307(a)(xiii).

Evidence of Community Support: (e.g., sign-up sheets from community meetings; letters of support from community members; formal partnership agreements with community organizations; letters of intent from potential students; philanthropic support, pledges of private funding or other assistance).

Evidence of community support is demonstrated through Letters of Support and survey data. Letters of support were gathered from the following individuals and entities listed below, [and the link to the surveys with results can be found here and in the footnotes.](#)

- [Letter of Support - Town of Alpine](#)
- [Letter of Support - Alpine Education Committee](#)
- [Letter of Support - LCSD #2.pdf](#)
- [Letter of Support - Lincoln County Commissioners](#)
- [Letter of Support - 9H Research Foundation](#)
- [Letter of Support - Senator Dockstader](#)
- [Letters of Support from Parents](#)

Provide evidence of community outreach (e.g., flyers, websites, social media pages, meeting announcements, survey results, etc.).

Community outreach occurred through the following channels and methods:

- Weekly online or in-person [information meetings](#) have been conducted by American Preparatory Schools
- [Flyers were distributed at](#) city buildings to advertise information meetings
- Information meetings were advertised on [social media](#)
- [Ongoing survey information](#) collected
- The community survey¹⁸ was distributed across Lincoln County with significant responses.

Provide a candid analysis of the opposition to the school as well as evidence of community support.

Opposition to the school: In the early stages of the project, there was some expressed opposition. When solicited for rationale, it was discovered most of the concerns were based upon inaccurate information. Once equipped with accurate information, many became supportive of the charter school application.

¹⁸ [Community survey distributed to Lincoln County - results](#)

The following key issues represent the questions or concerns received prior to the date of this application. Some of the more similar inquiries were consolidated into a common concern heading.

- Residents already pay the majority of their property taxes to fund education. Why should the community now have to pay for a charter school too?”
 - Response: Additional property taxes will not be assessed by the state as a result of this school. CapCon will be addressed by the applicant and the cost of operations will be provided via the State through existing assessments.
- The legislature will not approve an exception to the moratorium as there are too many uncertainties regarding costs to the state.
 - Response: The 2024 legislature considered approving three charter school slots but ultimately approved one additional charter school slot for Western Wyoming.
- The State should pay for the construction of a school.
 - Response: The State does not presently have the ability to provide CapCon funding for a charter school so the applicant will be responsible for those costs either through private funding or bonding.
- Charter school students won’t have access to sports, clubs and activities.
 - Response: Because charter schools are public schools, students will have access to sports, clubs and activities provided by the charter school or the local district. In the latter instance, an agreement with the District will need to be negotiated. Additionally, the facility design APA intends to deploy in Alpine features both gymnasium and field space so certain events, clubs, sports and activities will be provided as a part of the charter school programming.
- The charter school won’t accept SPED students.
 - Response: The charter school is a public school and maintains the same obligations to provide an adequate, suitable and high quality education to all students. The applicant is obligated to provide these services but may contract for the provision of certain services.
- The charter school won’t provide specials:
 - The charter school will either self-provide specials or will work to contract with the local district for these services.
- The charter school will not be able to find board members as people in the community are too busy.
 - Response: Today, the Applicant has presently curated both an advisory board and an applicant team - many of the latter will go on to serve as the governing board. The school will adopt policies that govern the selection new board members as terms are completed.
- The charter school will only accept the best and brightest students.
 - Response: The charter school is a public school and will accept any student qualified for attendance at a traditional school.
- A charter school won’t be able to hire teachers and support staff.

- Response: It is the aspiration of the applicant to be an employer of choice. The applicant has evidence of delivering on that aspiration. Some teachers and support staff will hail from the local community and some will be selected from APA schools in Utah.
- There is no housing teachers can afford.
 - Response: There is sufficient room within ADM funding to provide teachers and support staff with a competitive compensation package. As with public school teachers presently in the area, home ownership typically requires dual incomes. The applicant expects to address the issue in the same fashion that LCSD #2 manages this challenge.
- LCSD #2 will be harmed financially by the loss of these students to a charter school.
 - Response: LCSD #2 will see a block grant decrease that is precisely proportional to the number of students who enroll in the charter school. Districts are funded based on the number of students they educate. As students move to a charter school the burden to educate these students moves too as the funding follows the student. Additionally, because the local district is funded on a three year rolling average, it is likely the district will see a minor decrease in the first year that will step up over the final years of the rolling average. Additionally, since the local district is among the growing districts in the state, it is likely that immigration will offset ADM shifts to the charter school. The purpose of this application is to provide choices in education. There is no aspiration to harm LCSD #2
- Why can't LCSD #2 build a school then a charter is not needed:
 - LCSD #2 is engaged in a MCER study to evaluate capacity and condition needs in the district. That process will take roughly a year. If a new school is warranted by the study and approved by the SFC then the funding, planning, design and construction process would take an additional 5-7 years or more. The charter school can be realized in less than two-years. That is the action that is in the best interest of students.
- The community should reconfigure Etna Elementary to a K-6 then we won't need a charter school.
 - Response: The district evaluated this option and determined that it would be both costly to implement and ultimately impractical. Primarily because the rest of the district uses a K-3, 4-6 configuration. An operational challenge arises in offering both elementary school configurations within the same district. The district functionally requires all elementary schools to be in the same configuration. Additionally, reconfiguration does not address the lack of a school in Alpine.
- Charter schools are not public schools.
 - Response: Charter schools are public schools.
- There are no good places in Alpine to put a school.

- Response: There are multiple parcels in and proximate to the Town of Alpine that the applicant believes to be suited to a charter school use which also comply with SFC Rules.
- How will sending a student to a charter school be paid for - e.g. tuition?
 - Response: Students will not be charged tuition unless they are from outside the state. Costs associated with ADM are funded by formulaic disbursements to the school through the local district. Major maintenance, transportation, SPED and other similar expenses are also funded by the State through different mechanisms.
- Our kids shouldn't have to wear uniforms.
 - Response: The charter school board may choose not to require uniforms provided parents taking this position agree to listen to a presentation regarding educational outcomes that relate to uniform use.
- What if it fails?
 - Response: What if it succeeds? To achieve success, the endeavor is being led by APA - having a demonstrated record of successful charter school operations. Additionally, the applicant team was carefully selected based on demonstrated expertise in key areas and representation of the community. The future Charter School Board will be selected by the inaugural charter school board - who share a relentless commitment to the long term success of the endeavor. Engaging individuals and organizations that have a consistently successful record provides the highest probability of success regarding this endeavor.
- The school won't get operational or major maintenance funding for 3-years.
 - Response: The 2024 Legislature passed HB 21 which eliminated the 3-year waiting period for Major Maintenance funding. Additionally, charter schools can also immediately access block grant or operational funding upon opening.
- If a building is built and leased to the charter school how will it be paid for?
 - Response: The State has mechanisms wherein charter school leases may be paid from block grant funding. It is a formulaic methodology that is in use within the State of Wyoming today.

If the application is for a converted charter school, W.S. 21-3-306(b), provide evidence of support of not less than 50% of the teachers employed by the school who teach at the school proposed to be converted, and the parents of fifty percent (50%) of all students attending the school proposed to be converted.

Not Applicable. The proposed charter school will be a new program situated in a new facility.

Parent, Teacher and Community Involvement

Describe the process to be followed by the school to ensure parental, teacher and community involvement. W.S.21-3-307(a)(iv).

Parental Involvement is an integral part of the school model at American Prep, viewed as one of the legs in the 3-legged stool of School, Student, Parents. Communication is the first step in effective parent involvement. On the first day of school, and every Monday of the school year, students are given their [Learning Plan](#) in elementary school and Secondary students have their Planner. These communication tools are brought home by the student each day, where parents review them with their student and the parent signs the Learning Plan. The next morning, the teacher or associate teacher checks each elementary student's learning plan to ensure a parent signature. If parents fail to sign, the student "moves a card" and it is recorded on the learning plan so parents can see the importance of reviewing their child's work every school day and signing the plan. This has proven to be exceptionally effective as a means of daily parent/teacher communication and keeps parents not only informed but involved as important partners with the school in the education of their child.

Teacher Involvement in the school is unavoidable, as teachers are the instructional leaders at the school, providing the core activities around which the school is organized. In addition, teachers have extensive opportunities to influence school development as they join their PLC in weekly and monthly meetings and participate in the analysis of student performance data, study impacting variables on that performance, and make decisions that support school improvement.

Community Involvement will also rely on strong communication. Strategies for communication from the school to the community include Facebook and other social media, news articles, newsletters, and participation by the school members (students and staff) in community events to the extent possible.

Describe how parents will be involved in the charter school's education-related activities.

Parents will review their [child's learning plan](#) daily and also review the materials brought home daily in the [students "docket" \(plastic portfolio that contains their work in all subjects\)](#). To encourage parents to be fully participatory in the education of their children, APA-Alpine will have an "empty chair" policy wherein we invite parents to come observe the classroom at any time. We also ask parents to come for a 2 hour observation of the classroom during the first

quarter of the school year to acquaint themselves with the teacher, their child's peers and the school programs.

Parents are encouraged to volunteer 20 hours per year (this is not a requirement) and [many opportunities exist for parents to be meaningfully involved in the school](#), assisting with events like the spelling bee or science fair, assisting teachers with organizing field trips, doing clerical work, or leading the classroom Academic Support Team (AST).

Describe how the school administrators, teachers, and governing board will be involved in the community.

The governing board will be composed of people from the community, and each has a particular involvement in the community that will be very helpful to the school. The primary means of communication with the community from the administration will be through emails and newsletters to the parents, from the teachers will be teacher newsletters and emails, and from the governing board will be public board meetings which the public is invited to attend monthly. Facebook, social media, radio and other means of communication will also tie the school to the community.

I.F. Stakeholder Communications

Communications Plan

Describe the school's planned approach to communicating with the various school stakeholder groups.

Describe or provide an example of the school's website.

Discuss the overall marketing strategy for the school.

Communication with parents: [daily learning plans](#), teacher emails and newsletters, administration emails and newsletters.

Communication with teachers/staff: the school administration will have an open door policy for teachers and staff to communicate needs, concerns, and ideas to the school leaders. The school leaders will utilize emails, texts, daily face-to-face conversations as well as weekly and monthly staff and department meetings to communicate with staff.

Communication with the governing board: The school leaders will report to the governing board monthly in their meetings. They will report on school programs, events, academic achievements, character development activities, financial results, facilities and operations, and recommend policies for board adoption.

The schools' website will be similar to the other American Prep schools' websites, which can be found at www.americanprep.org.

Marketing strategy: The objective of marketing for the school is to invite any families in the area to attend the school. As no school has ever existed in Alpine, Wyoming, the primary marketing goal is to ensure all residents are aware of the opportunity to have their child attend the school. The strategy for marketing will rely on any/all of the following:

- Word of mouth
- Presence at community events
- Facebook and Google advertisements
- Flyers at Alpine, Thayne, and Etna stores and government buildings
- Neighborhood information meetings
- Zoom information meetings

- Billboards along Highway 89

II. Resources and Operations

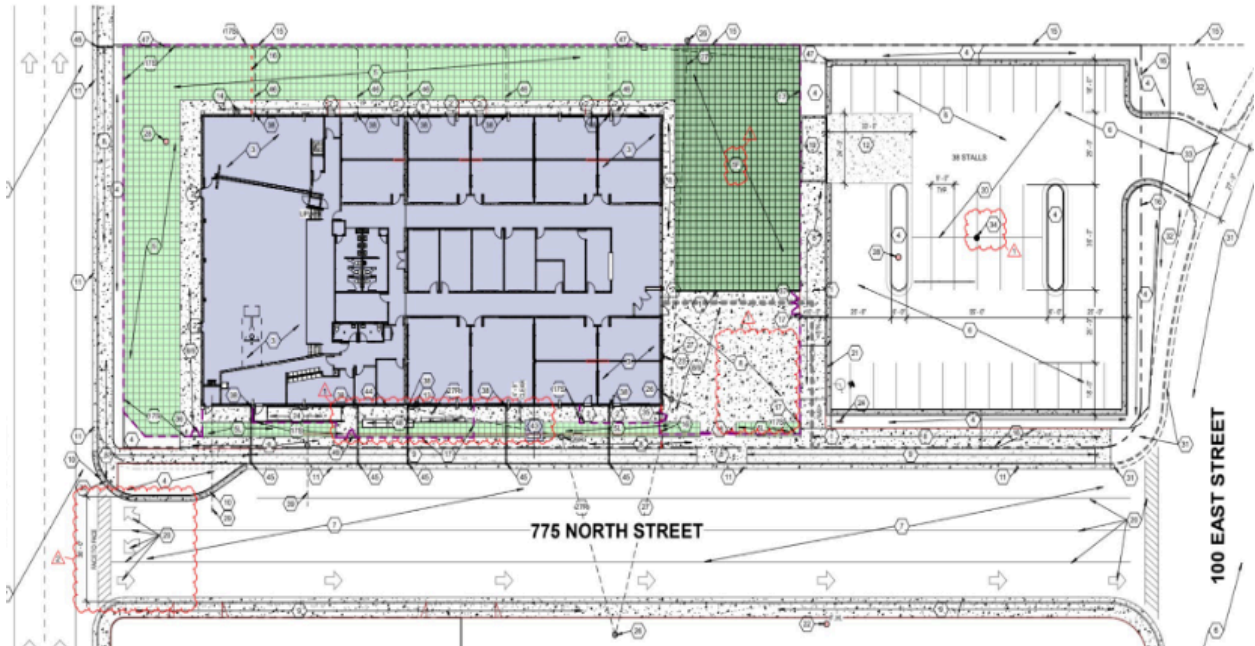
II.A. Buildings and Facilities

Facilities Plan

Include a description of the planned buildings and facilities for the charter school, and the agreements by which these buildings and facilities are to be leased or purchased.

There is no existing building or facility that could accommodate a school in Alpine, so we plan to construct a new facility. Due to the urgency of the need, we are exploring two options to achieve a Fall 2025 opening. The first option is to modify a recently used plan to specifically suit our requirements and construct a pre-engineered metal building. The second is to construct a facility using modular buildings.

[APS](#) has a reputation and history of bringing high quality school buildings to charter schools on considerably tight timelines. APS has assisted charter schools to develop, finance, and construct 10 school buildings in the States of Utah and Nevada. Most recently, APS helped a charter school approved last year in Cedar City, Utah to plan and develop a school to accommodate 297 students in grades K-8. An existing building was available that contained the absolute minimum square footage and site area to meet the needs of the school. Negotiations with the building owner began in December and the remodel is nearing completion for an August opening. This plan (shown below) is an extremely efficient layout for a single class/grade K-8 school using the APA program. However, due to the size of the site, the playground and parking/traffic circulation are less than ideal, and the building size allows for only a half basketball court in the gymnasium. Other support areas are also smaller than would be typical.



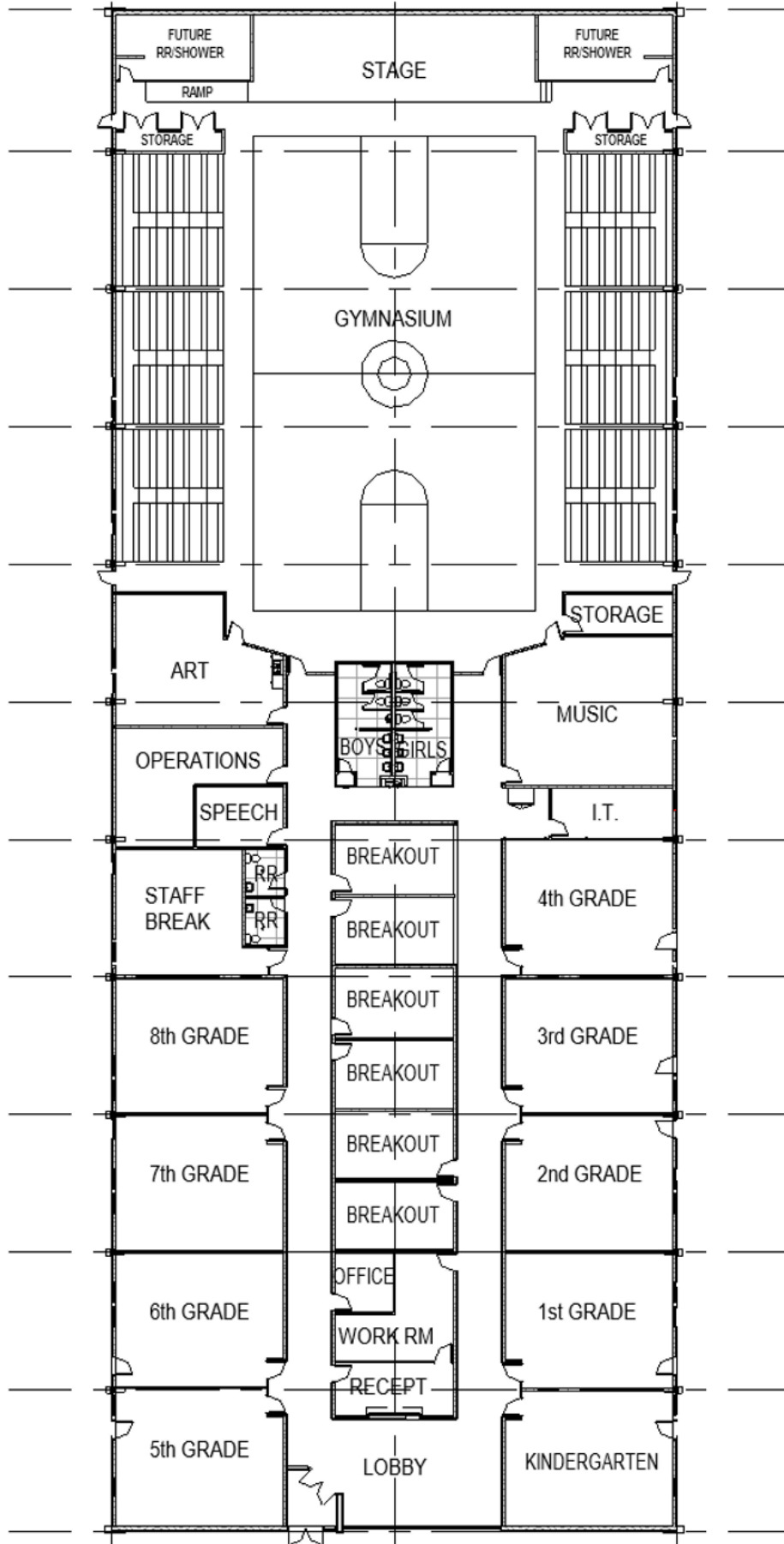
The reasons we are using the Cedar City template as our first option for the Alpine facility are efficiency, cost, and construction time. The Classroom/Breakout Room core of the building is a layout that is used in the K-6 portions of several APA schools and is contained within a 100-foot-wide building. It allows for each K-6 class to be broken into (3) small groups for reading, math, and spelling. This is critical to the APA program and is accomplished by having one Breakout Room for each Classroom, plus each Classroom divided into two by an accordion door with an exterior exit. The building square footage per student is above average but is justified by the divisibility of the students into very small groups which is imperative to the program.

The Cedar City plan is modified to include the optimal spaces for the gymnasium and support spaces discussed on the previous page. The gymnasium will be large enough to accommodate a standard 50'x84' basketball court, and it includes a stage at one end. Because this will be the only school in Alpine, the intent is that the facility be used for other community functions when school is not in session and the gymnasium is sized accordingly and designed such that it can be secured from the rest of the school and contain its own restrooms. The new plan is shown on the following page and contains 26,900 square feet. This plan is very efficient given the accommodation of small teaching groups and community functions as described above.

The Cedar City building was built in the 1940s using 100-foot clear span glue-laminated wood rigid frames spaced at 20'-0" on center, with a solid tongue and groove wood roof deck. The

structural system is basically a prototype pre-engineered metal building (PEMB) but built with wood. We will mimic this system using a typical PEMB steel structure. The bay spacing will be increased to 24'-0" to correspond with the classroom widths unless engineering and cost dictate a smaller bay given the increased snow load in Alpine. The walls will be architectural insulated metal wall panels, and the roof will be insulated standing seam metal roof panels. The PEMB can be erected in a very short time as soon as foundations are in place. Also, as the building envelope, a PEMB is typically an extremely cost-effective solution.





The second option is the use of modular school buildings for our facility. The modular units are built off-site, which allows the construction to take place year-round. Some examples of companies that have successfully built and currently provide modular buildings to schools are included here:

[Modular Classrooms for 21st Century Learning](#)

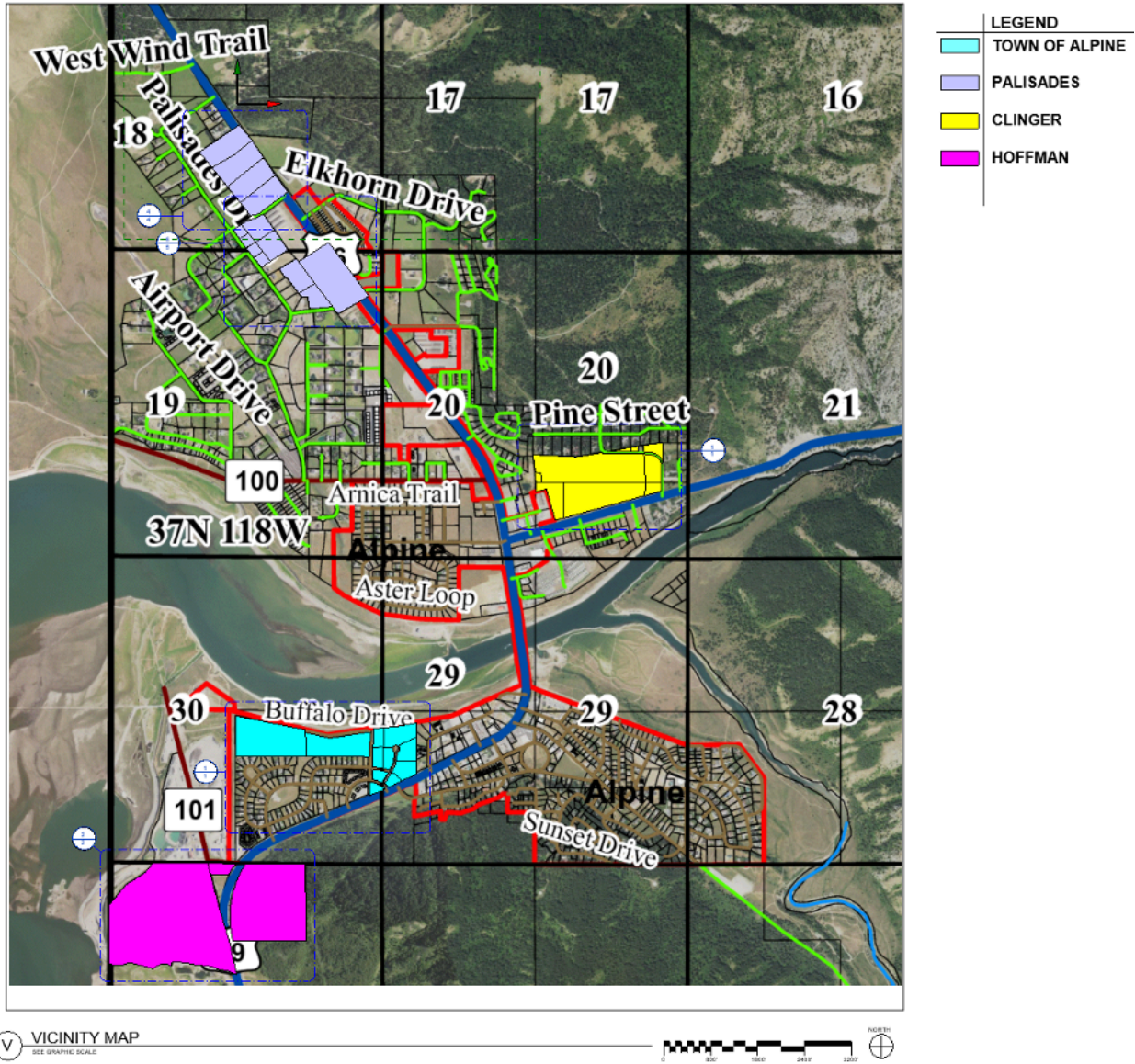
[American Modular Systems](#)

[Portable Classrooms & Modular School Buildings | Satellite](#)

There are other companies that specialize in this type of construction, and we are currently in discussions with these vendors to discuss the possibility of having a school built, installed, and furnished in time for a Fall 2025 school opening.

We have not entered into negotiations for property acquisition for the facility but will do so upon approval of our charter application. We have identified the (4) properties shown on the following page as strong possibilities. We require a minimum of 5 acres to provide a playground size that is typical of most APA schools, and to provide adequate on-site parking and circulation. By comparison, the Cedar City site shown on the first page of this section is 1.25 acres and the pick-up/drop-off circulation areas are off-site. Ideally the site chosen will include additional acreage for future growth in enrollment, whether due to larger grade populations or by adding grades 9-12. With upper grade levels, APA schools include a soccer field and minimal student parking on a minimum of 10 acres. In past APS projects, additional acreage has been accomplished with seller financing structured to correspond with enrollment increases and/or by purchase options for additional property.

Our first choice of the (4) sites shown would be property owned by the Town of Alpine. We believe that a mutually beneficial and symbiotic relationship could be developed with the town. Our vision would be to improve the current public facilities (i.e. baseball field and skating rink) and augment them over time with additional facilities such as the gymnasium and soccer field and the associated parking and restroom facilities. We believe this vision may be financially achievable via a nominally priced long term ground lease with the town. But again, we have not entered into negotiations for property acquisition for the Town of Alpine property, or any of the other (4) properties.



The Alpine APA campus may be developed by either APS, or a 501(c)3 nonprofit named American Preparatory Education Foundation (APEF), or by a single purpose entity controlled by APS or APEF. The owner will depend on funds availability and interest rate options. The Foundation is a nonprofit established in 2014, created to facilitate the development of American Preparatory schools in the areas of facilities and fundraising. The charter entity (Wyoming Charter Academies) would have a long-term lease with APEF or APS for the facility.

Include a letter from the Wyoming School Facilities Department verifying that all school buildings and facilities to be leased or purchased by the charter school are approved by the Wyoming School Facilities Department.

[The letter from the Wyoming School Facilities Department can be found here.](#)

Include these assurance statements:

APA-Alpine Charter School guarantees that:

- **Buildings and facilities will meet standards for school building and facility adequacy. W.S. 21-15-115.**
- **The school will have monthly fire and/or safety drills. W.S. 35-9-505(b).**
- **The flags of the United State of America and the State of Wyoming will be displayed when school is in session in, upon, or around each school building. W.S.21-3-110(a)(xii).**
- **Storage and disposal of toxic chemicals and other hazardous substances used by schools in educational programs will be in accordance with state guidelines. W.S. 21-2-202(a)(xxii).**
- **Pesticide application on school grounds will follow a safety protocol. W.S. 35-7-375 (a)(b) and 21-3-111 (a)(xvix).**

The applicant understands that the construction of a school facility and associated costs will be the responsibility of the applicant.

Technology and Media

Describe the technology, library and media services to be provided.

Each classroom will be outfitted with a projector and screen to be used as a teaching aid. Classroom audio with remote microphone will be installed in every classroom. Classroom video will be installed in every classroom, hallways, common areas and the playground. School-wide computer carts with laptop computers will be available for student use at their teacher's direction.

Libraries will be in-classroom, meaning that each classroom will have a library of books within the classroom, at varying reading levels to meet the needs of all students in the class. Library books and curriculum will be managed by an online system such as Alexandria, allowing students to check out books from their classroom. As a classical school, students and staff will have access to classical literature of the Western heritage and other resources that support the vision of the school to offer a classical curriculum. Classrooms will have ample access to literature and poetry.

There will be no technology costs or fees to be paid by students.

Include this assurance statement:

APA-Alpine Charter School guarantees that internet access will be provided in the school. W.S. 9-2-1035(a)(iii).

II.B. Financial Resources

District Agreement

Regardless of the authorizer, summarize or include the financial agreement between the charter school and the district in which the charter school will be located. W.S. 21-3-314.

APA-Alpine has had discussions with the Superintendent of LCSD#2 and have agreed that if the CSAB determines that funds will flow through LCSD#2, which it appears they will, there will be no discount on the funds received by the charter school. Upon granting of a charter, a district agreement outlining the flow of funds, in detail, to the charter school, will be developed and submitted to the CSAB for approval prior to execution of the agreement. As part of APA-Alpine's charter school contract with the Authorizer and in accordance with W.S. § 21-3-314(c), APA-Alpine expresses the following revenue assumptions, agreed to by LCSD2 superintendent, and understanding that as the first school in this process in this new structure with the CSAB there may well be changes required:

(i) APA-Alpine shall be entitled to the benefit of one hundred percent (100%) of the foundation program amount computed under W.S. 21-13-309(m) based upon the ADM of the charter school,

(ii) APA-Alpine shall be entitled to the benefit of one hundred percent (100%) of the amount to be contributed to LCSD2 under major maintenance payments pursuant to W.S. 21-15-109 based upon the proportion that APA-Alpine educational building gross square footage contributes to LCSD2's educational building gross square footage.

(iii) APA-Alpine shall be entitled to the benefit of one hundred percent (100%) of the amount generated by the payroll of its employees in allocating any school district salary adjustment pursuant to W.S. 21-3-313(c).

Despite W.S. § 21-3-314(c)'s revenue assumption that APA-Alpine shall be entitled to the benefit of one hundred percent (100%) funding, the budget included in APA-Alpine charter application was based on a conservative budgetary assumption that APA-Alpine would only receive 95% of the ADM funding received by LCSD2. APA-Alpine's preliminary budget also assumed that APA-Alpine would not receive any of the special education dollars it may be entitled to receive. We anticipate and expect 100% of funding plus the special education dollars, however, we have budgeted conservatively to ensure successful financial and operational management.

Financial Management

Describe the person(s) responsible for managing the school's finances, their qualifications, and the systems and procedures for managing the school's finances.

The Chief Financial Officer of the Educational Management Organization (APS) will be responsible for management of the school's finances. The CFO at APS is Casey Crellin. Casey holds an MBA from the University of Colorado and a Bachelor's degree in Accounting from the University of Utah. Casey's professional assignments include CFO for Craft Group and Client Systems & Phoenix prior to working for APS. Casey has been involved in charter schools since his children attended one of the first charter schools in Colorado in the 1990's. Casey oversees all of the accounting, bookkeeping, auditing, procurement, accounts payable and receivable, and everything else related to the finances of the American Prep's managed charter schools. During his tenure with American Prep, Casey has overseen major financial system migrations, policy overhauls, and intensive auditing. Under his leadership, American Prep-managed schools have enjoyed healthy net incomes, cash balances, and clean audits.

American Preparatory Schools uses the Netsuite system of financial software to conduct program accounting and maintain financial records. The policies and procedures that will be used for the financial operations of APA are outlined in detail on American Prep's policy website¹⁹.

Describe the process for routinely informing the governing board of the school's finances, and the intended level of financial oversight by the board.

APS will provide financial reports to the governing board of the school on a monthly basis including an income statement, a balance sheet, and a budget-vs-actuals income statement, as well as a year-over-year income statement comparison. The governing board will rely on APS to deliver timely and accurate financial reports. A committee of governing board members that have experience reviewing financial reports will be established (an "audit committee") and will be able to review these reports in depth with APS prior to each board meeting.

The governing board will have ultimate financial oversight, including the following:

- Reviewing and approving a preliminary annual budget prior to the beginning of the fiscal year

¹⁹[American Prep Fiscal policies and procedures](#)

- Reviewing monthly financial statements, which include a balance sheet and statement of revenue, expenditures, and changes in fund balance, at each public board meeting
 - Annually adopting and maintaining an operating budget for the school
 - Retaining the services of a certified public accountant to conduct the annual independent financial audit
 - Reviewing and approving the audit report, including audit findings and recommendations, and implementing action plans to address findings and recommendations, if necessary
 - Reporting to all applicable legal agencies, including the authorizer, and
 - Overseeing the management company and all financial matters delegated to the management company.

The accounts payable and receivables, including the processing of invoices and checks, will be done by the management company. Per the school’s fiscal policy, payments exceeding \$50,000 will require board member signatures on the checks. The management company will be responsible to provide any other information requested by the governing board.

Describe the method through which stakeholders report concerns of fraud, waste, abuse, or non-compliance and the process for addressing these concerns.

All school stakeholders will be advised through written communications and training of their responsibility to report fraud, waste, abuse, or non-compliance. The reporting avenues will be diverse, including informing the School Director, management company, or governing board verbally and/or in written communication. Any reporting of these concerns will be addressed at both the school management and school governance (governing board) level, with the audit committee of the governing board holding the ultimate authority to provide oversight related to fraud, waste, and abuse.

Include this assurance statement:

APA-Alpine - Alpine Charter School will operate in accordance with the Wyoming Uniform Fiscal Procedures Act. W.S. 16-4-101 through 125.

Proposed Budget

Provide a proposed budget for the term of the charter. W.S. 21-3-307(a)(xv).

The proposed budget for the charter school can be found in our application Google Drive²⁰.

Explain the anticipated annual per pupil revenue and other sources of revenue.

Describe how the school will ensure it has sufficient funds to cover all anticipated expenses, including but not limited to start-up costs, and the contingency plan in the case of cash flow or budget shortfalls.

The School Foundation department at the Wyoming Department of Education recommended that we use a per-pupil revenue estimate of \$12,500 for a school located in Alpine within the LCSD#2 District. To be overly conservative, we used \$11,875 which is 95% of the recommended amount. We also assumed that we would not receive outside grant funding, donations, or Special Education funding, although we anticipate and hope to apply for all types of available funding. We set these amounts conservatively.

As is evident in the 5-year budget, we anticipate that the school will have enough revenue to cover all expenses. The majority of the startup costs related to the facility will be covered through the anticipated lease (costs such as playground equipment, security equipment, etc.). In the event of cash flow or budget shortfalls, American Prep is able to reduce staff significantly due to the fact that we hire 1 teacher and 1 paraprofessional for every classroom. In the event of a budget shortfall, we are able to eliminate paraprofessional positions while still providing licensed teachers in every classroom.

Annual Audit Procedure

Explain how an annual audit of the financial and programmatic operations of the school, including any services provided by the authorizer, will be conducted. W.S. 21-3-307(a)(viii).

The school will issue a Request for Proposal for audit services from professional accounting firms. The CFO and audit committee of the board will evaluate the bids and select the most qualified vendor. We will ensure that no relationships exist between the accounting firm and the charter school, its governing board members, staff, or management company. Consideration will be given to any authorizers used by the authorizer.

²⁰ Budget [Google Drive folder](#)

Financial Feasibility

Include a description of how financial feasibility has been or will be determined.

Provide evidence that the plan for the charter school is economically sound. W.S. 21-3-307(a)(xiv).

First and foremost, the 5-year budget describes financial feasibility for the school; however, the budget will be continually analyzed and revised by the CFO and management company to ensure that the school remains in a net positive position, repays its creditors, maintains its commitments to vendors and staff and to the taxpayers of Wyoming to disperse funds with fidelity to the Wyoming Department of Education and the Wyoming Legislature.

Include this assurance statement:

A financial feasibility statement providing evidence of charter school viability will be provided to the authorizer following the first three (3) years of charter school operation. W.S.21-3-307(a)(xxii).

Charter School Closure

Provide the plan or procedure to be followed if the school relinquishes its charter, has its charter revoked, or is non-renewed, including the individual or entity responsible for the closure and dissolution, which entity would receive all net assets or remaining equity after payment of debts, and the process for disposition and retention of records.

American Preparatory Academy - Alpine intends to operate a successful charter school; however, if APA- Alpine's charter is relinquished, revoked, not renewed, or the School's Governing Board passes a resolution closing the charter school, the following closure procedures will be implemented.

Closure of the School will be documented by official action of the Board of Directors and will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities. The Board will promptly notify parents and students of the School, the District, the Authorizer, the retirement systems in which the School's employees participate, and the Wyoming Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of, and contact information for, the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents (guardians)

may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure that the notification to the parents and students of the School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the School.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the School will provide parents, students, and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The School will ask the District to store original records of School students. All records of the School shall be transferred to the District upon School closure. If the District will not or cannot store the records, the School shall work with the Wyoming Board of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to, and maintained by, the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practicable, the School will prepare final financial records. The School will also have an independent audit completed within six months after closure. The School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by, or due to, the charter school.

The School will complete and file any annual reports required pursuant to applicable law.

On closure of the School, all assets of the School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments, and other revenues generated by students attending the School, remain the sole property of the corporation and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the non-profit public benefit corporation to another public educational entity. Any assets acquired from the District or District property will be promptly returned upon School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds

to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the corporation shall remain solely responsible for all liabilities arising from the operation of the School.

As the School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the School, the Board will follow the procedures set forth in applicable Wyoming law for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

The School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

II.C. Human Resources

Employment Policies

Provide an employee handbook or employment policies for the proposed charter school. W.S. 21-3-307(a)(xviii). The handbook or policies must include:

- The qualifications to be met by individuals to be employed by the school. W.S. 21-3-307(a)(v).
- The manner by which staff members of the charter schools will be covered under the Wyoming retirement system and federal social security. W.S. 21-3-307(a)(x).
- A description of the rights of any employee of the school district upon leaving the school district to work in a charter school and of any rights upon returning to the school district after employment at a charter school. W.S. 21-3-307(a)(xi) and 21-3-307(a)(xxi).

Include these assurance statements:

APA-Alpine Charter School guarantees:

- **All personnel will complete all position-specific compliance trainings required by statute or required by the charter school's insurance company (e.g., Non-Discrimination, Suicide Prevention).**

- All employees will be subjected to criminal background checks.
- All personnel that require certification will have a current or pending certificate issued by the Wyoming PTSB or the applicable Wyoming state licensing board, and their assignment will be consistent with their area of endorsement. Department Rules, Chapter 6 § 5(e)(ii).
- All classes, regardless of delivery method (e.g., on-site, virtual, technology-based, independent study), will be taught by a Wyoming PTSB certified teacher. Department Rules, Chapter 6 § 5(e)(ii)(A).
- All teachers will be evaluated in accordance with W.S. 21-3-110(a)(xvii) and (iii) and Department Chapter 29 rules, and leaders will be evaluated at least once annually using a process conforming to Department Chapter 29 rules.

[Please see the APA-Alpine Employee Handbook - Draft for personnel policies.](#)

Qualifications of employees: Employees hired at APA-Alpine to fulfill academic roles such as teacher in the school will meet all Wyoming requirements for licensure. Those staff not required to be licensed will meet all Wyoming requirements for school employees such as background checks. Failure to meet these requirements disqualifies applicants and failure to keep licensure properly in force or to continue to meet state required qualifications is cause for termination.

All employees at APA-Alpine will meet any state or Wyoming or federal qualification requirements for their position.

APA-Alpine is dedicated to fostering a diverse and talented workforce committed to the success of our students and the implementation of our classical educational model. We will actively seek out and hire qualified personnel who share our vision of educational excellence, hold high expectations for student achievement, and embody the positive character traits we strive to instill in our students. Our commitment to ongoing recruitment, retention, and professional development will ensure that our staff remains equipped to provide the highest quality education and support for our students.

Recruiting: The School Director will lead the recruiting efforts with support from APS. Job postings will be broadly communicated using online employment agencies, the school's website, online media advertisements, university job boards, and classical education support

organizations such as the Society for Classical Learning, Hillsdale College, Classical Academic Press, Memoria Press, and Flourishing School Institute.

Teacher and staff hiring will follow all required laws and rules related to employment law and the licensing requirements for teachers in the state of Wyoming.

Teacher retention will be enhanced by APA-Alpine’s teacher coaching and professional development program, as well as by providing competitive salaries and benefits.

State Retirement System and Federal Social Security

As public employees, employees of APA-Alpine will participate in the Federal Social Security System and the Wyoming State Retirement System. APA-Alpine will ensure all employees are registered properly as employees, gathering all documentation required for the federal social security system and state retirement system. APA-Alpine will fulfill all employer requirements for both systems on behalf of its employees. Employees who were employees of a school district during the prior year will therefore retain continuity with existing retirement benefits, and new employees will participate in both systems as required by state and federal law and regulation. All APA-Alpine employees will be members of the Wyoming State Retirement Association and subject to its requirements. APA-Alpine will be solely responsible for the cost of all employer contributions to the retirement systems.

LEA Employee Status

As employees of the Charter School Authorizing Board (CSAB) LEA, employees at APA-Alpine are public employees of the state of Wyoming. Employees who leave APA-Alpine and wish to teach or be employed by another LEA will follow the same procedures for application and consideration as any other applicant to that LEA.

II.D. Calendar and Schedule

School Calendar

Each school district shall operate its schools and its classes for a minimum of one hundred seventy-five (175) days each school year unless an alternative schedule has been approved by the state board. Include a copy of the proposed school calendar.

Include a discussion of the benefits of the proposed calendar, if such benefits exist.

Include these assurances.

APA-Alpine Charter School guarantees:

- The school will meet the minimum hours of student/teacher contact. Department Rules, Chapter 22.
- The school will operate for at least 175 student days and at least 185 teacher days, or will receive approval from the State Board of Education for an alternative calendar. W.S. 21-4-301 and 21-13-307(a)(ii); § 5(a).
- The school will adhere to scheduled holidays, W.S. 8-4-101(a), and appropriately recognize days of observance and mourning. W.S.8-4-101(c) and W.S. 8-4-103-106.
- Temporary school closures (e.g., for inclement weather) will be reported to the department. W.S. 21-13-307(a)(ii).

Proposed School Calendar: [Sample Calendar 2024-2025](#)

American Preparatory Academy 2024-2025 Sample Academic Calendar						School Days	Special School Dates
M	T	W	TH	F			
Training Week	5-Aug	6-Aug	7-Aug	8-Aug	9-Aug	0	First/Last day of school
Preservice Week	12-Aug	13-Aug	14-Aug	15-Aug	16-Aug	0	
Week 1	19-Aug	20-Aug	21-Aug	22-Aug	23-Aug	3	No School Dates
Week 2	26-Aug	27-Aug	28-Aug	29-Aug	30-Aug	5	No School-All Sept. 2nd (Labor Day)
Week 3	2-Sep	3-Sep	4-Sep	5-Sep	6-Sep	4	No School-All 14-Oct through 18-Oct (Fall Break)
Week 4	9-Sep	10-Sep	11-Sep	12-Sep	13-Sep	5	No School-All 27-Nov through 29-Nov (Thanksgiving Break)
Week 5	16-Sep	17-Sep	18-Sep	19-Sep	20-Sep	5	No School-All 23-Dec through 3-Jan (Winter Break)
Week 6	23-Sep	24-Sep	25-Sep	26-Sep	27-Sep	5	No School-All 20-Jan (MLK Day)
Week 7	30-Sep	1-Oct	2-Oct	3-Oct	4-Oct	5	No School-All 17-Feb through 21-Feb (Mid Winter Break)
Week 8	7-Oct	8-Oct	9-Oct	10-Oct	11-Oct	5	No School-All 7-Apr through 11-Apr (Spring Break)
Fall Break	14-Oct	15-Oct	16-Oct	17-Oct	18-Oct	0	No School-All 26-May (Memorial Day)
# School Days						37	Parent-Teacher Conference Dates
Week 1	21-Oct	22-Oct	23-Oct	24-Oct	25-Oct	5	Early Dismissal Secondary 20-Sept, Secondary Parent Teacher Conferences
Week 2	28-Oct	29-Oct	30-Oct	31-Oct	1-Nov	5	No School - ALL Nov. 8- Elem & Secondary Parent Teacher Conferences
Week 3	4-Nov	5-Nov	6-Nov	7-Nov	8-Nov	4	No School-ALL 14-Mar (ALL School PTC)
Week 4	11-Nov	12-Nov	13-Nov	14-Nov	15-Nov	5	PD/Early Dismissal Dates
Week 5	18-Nov	19-Nov	20-Nov	21-Nov	22-Nov	5	Early Dismissal-All Oct 22 Professional Development Day
Week 6	25-Nov	26-Nov	27-Nov	28-Nov	29-Nov	3	Early Dismissal-All 24-Jan, Professional Development Day
Week 7	2-Dec	3-Dec	4-Dec	5-Dec	6-Dec	5	No School All June 6th - June 13th Professional Development Day
Week 8	9-Dec	10-Dec	11-Dec	12-Dec	13-Dec	5	Early Dismissal - ALL March 18 PD Day, ACT
Week 9	16-Dec	17-Dec	18-Dec	19-Dec	20-Dec	5	Early Dismissal Oct 4, Feb 7 - grading day
Term 2 Winter Break	23-Dec	24-Dec	25-Dec	26-Dec	27-Dec	0	Elementary Term Dates
# School Days						42	Elementary Term 1: August 21st-October 11th
Week 1	30-Dec	31-Dec	1-Jan	2-Jan	3-Jan	0	Elementary Term 2: October 21st -December 20th
Week 2	6-Jan	7-Jan	8-Jan	9-Jan	10-Jan	5	Elementary Term 3: January 6th -February 14th
Week 3	13-Jan	14-Jan	15-Jan	16-Jan	17-Jan	5	Elementary Term 4: February 24th -April 4th
Week 4	20-Jan	21-Jan	22-Jan	23-Jan	24-Jan	4	Elementary Term 5: April 14th - June 5th
Week 5	27-Jan	28-Jan	29-Jan	30-Jan	31-Jan	5	Secondary Term Dates
Week 6	3-Feb	4-Feb	5-Feb	6-Feb	7-Feb	5	Term 1: August 21st-October 11th
Week 7	10-Feb	11-Feb	12-Feb	13-Feb	14-Feb	5	Term 2: October 21st -December 20th
Term 3 Break	17-Feb	18-Feb	19-Feb	20-Feb	21-Feb	0	Term 3: January 6th- April 4th (includes Winterim)
# School Days						29	Secondary Term 4: April 14th- June 5th
Week 1	24-Feb	25-Feb	26-Feb	27-Feb	28-Feb	5	Professional Development Dates
Week 2	3-Mar	4-Mar	5-Mar	6-Mar	7-Mar	5	August 12th- 16th Preservice
Week 3	10-Mar	11-Mar	12-Mar	13-Mar	14-Mar	4	June 6th - June 13th Post-Service
Week 4	17-Mar	18-Mar	19-Mar	20-Mar	21-Mar	5	August 5th - 9th Training Week
Week 5	24-Mar	25-Mar	26-Mar	27-Mar	28-Mar	5	
Week 6	31-Mar	1-Apr	2-Apr	3-Apr	4-Apr	5	
Spring Break	7-Apr	8-Apr	9-Apr	10-Apr	11-Apr	0	
# School Days						29	
Week 1	14-Apr	15-Apr	16-Apr	17-Apr	18-Apr	5	
Week 2	21-Apr	22-Apr	23-Apr	24-Apr	25-Apr	5	
Week 3	28-Apr	29-Apr	30-Apr	1-May	2-May	5	
Week 4	6-May	7-May	8-May	9-May	10-May	5	
Week 5	12-May	13-May	14-May	15-May	16-May	5	
Week 6	19-May	20-May	21-May	22-May	23-May	5	
Week 7	26-May	27-May	28-May	29-May	30-May	4	
Post Service	2-Jun	3-Jun	4-Jun	5-Jun	6-Jun	4	
	9-Jun	10-Jun	11-Jun	12-Jun	13-Jun	0	
# School Days						38	
Student Attendance Days		175					
Teacher Attendance Days		190					

Schedules

- Include a copy of the proposed daily schedule.
- Include a copy of the proposed weekly schedule.
- Discuss the benefits of the proposed daily and weekly schedules, if such benefits exist.

STUDENT DAILY SCHEDULE:

MTF: School Begins: 8:15 a.m. School Ends: 3:30 p.m. Hours at School: 7.25

W,TH: School Begins: 8:15 a.m. School Ends: 2:30 p.m. Hours at School: 6.25

ANNUAL STUDENT INSTRUCTIONAL CONTACT HOURS: 1118.50

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This was calculated by removing 30 minutes of non-teaching time during each day and counting four hours of academic time for five early dismissal days:

WEEKLY SCHEDULE: APA-Alpine's unique weekly schedule is focused on teacher preparation and Professional Learning Community (PLC) meetings. To successfully manage the Intensive groups, it is necessary for teachers to record daily and weekly data related to student performance. That data is received by an academic administrator who creates a weekly report of those students who are falling behind, not at mastery, or zooming ahead. The PLC needs to review those reports weekly, analyze the data, and make strategic decisions for student placement in the fluid skills-based groups. Therefore, school will dismiss 1 hour early each Wednesday and Thursday so that the PLC will have 2.25 hours on each of those days to review student performance data and make decisions related to instruction and student placements in groups. Meeting in PLCs on Wednesdays and Thursdays allows for group changes to take effect on Fridays, prior to the weekend break.

Monday - 8:15 - 3:30

Tuesday 8:15 - 3:30

Wednesday 8:15 - 2:30 (early release for PLC)

Thursday 8:15 - 2:30 (early release for PLC)

Friday 8:15-3:30

II.E. Transportation and Nutrition

Pupil Transportation

Discuss how the charter school plans to meet the transportation needs of its pupils and whether the charter school plans to provide transportation for pupils. W.S. 21-3-307(a)(xx).

APA-Alpine prefers to provide transportation for its students and will seek opportunities to do so based upon the available funding for transportation. If funding has not been, or cannot be, secured prior to the opening of the school, parents will be required to transport their children to the school.

Food Services

Describe how the charter school plans to meet the nutrition needs of its pupils and whether the charter school plans to provide food services for pupils.

Initially, families will be responsible for providing lunches for their children.

Parents will be asked to complete an application for free or reduced price school meals, such as [that provided by the USDA](#). APA-Alpine will explore options to support families with nutrition support with the aim being to develop a nutrition program at the school that will provide options for parents for school lunch for their children. All nutritional programs at the school will meet Wyoming Department of Health standards and if federal assistance is engaged, all NSLP requirements will also be met.

II.F. Data, Records, and Insurance

Data and Records

Include the process for reporting data to the Wyoming Department of Education.

APA-Alpine will utilize a student information system(SIS) that is compatible with the Wyoming Department of Education for data uploads. In selecting the SIS, APA-Alpine will seek approval from the WDE to ensure compatibility with the WISE system and compliance with all state and federal regulations related to student data privacy and FERPA.

Describe how data and records will be transferred to the district in which the charter school is located, in the event the charter school is voluntarily or involuntarily closed.

In the event that the school is voluntarily or involuntarily closed, APA-Alpine will transfer student records to the district in the manner requested by the school district, be that electronic and/or other means. All student data privacy laws and regulations will be followed for transfer of student data.

Describe the process the school will use to retain official documents for the life of the school including, but not limited to: enrollment confirmation, transcripts, and a copy of the official diploma in accordance with W.S. 21-2-202(a)(xxxiv)(A) through (K).

APA-Alpine will maintain secure electronic records with robust data backup protocols. Original physical files will be retained as required by law or securely transferred to a student's new school upon request.

Upon graduation or disenrollment, all student records, including cumulative files and other physical documents, will be digitized. Student records will only be accessible to authorized personnel, including:

- School administrative staff
- WDE officials

These records will be stored in the following locations:

1. APA-Alpine's SIS
2. Wyoming Integrated Statewide Education (WISE) Data System

Insurance Coverage

Include an agreement between the parties regarding their respective legal liability and applicable insurance coverage. W.S. 21-3-307(a)(xix);

Although APA-ALPINE anticipates that the respective legal liabilities between the parties will ultimately be negotiated in the charter school contract with the Authorizer after authorization, APA-ALPINE agrees that neither the Authorizer nor the Wyoming Department of Education (WDE) is liable for the acts or omissions of APA-ALPINE, its officers, agents, or employees.

APA-ALPINE agrees to defend, indemnify, and hold the Authorizer and WDE, its agents and employees, harmless from all liability, claims and demands on account of contract, injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever which arise out of, or are in any manner connected with, APA-ALPINE's operations.

Moreover, if APA-ALPINE files a voluntary petition for bankruptcy or is declared bankrupt during a school year, neither the Authorizer nor WDE may be held liable for any claims resulting from APA-ALPINE's bankruptcy.

The [proposed Charter School Services and Support Agreement](#) between Wyoming Charter Academies and American Preparatory Schools (APS) contains the following pertinent insurance and indemnity provision regarding the respective legal liabilities between the parties and applicable insurance coverage:

American Preparatory Schools (APS) shall carry liability insurance in the amount of FIVE MILLION AND 00/100 DOLLARS (\$5,000,000.00) and shall indemnify the School for any acts or omissions arising from or claim to be arising from the scope of services of APS as further set forth herein.

The School (APA-Alpine) shall be named as an additional insured on such policy(ies) of insurance. American Preparatory Schools (APS) agrees to provide, upon request of the Board, certificates of insurance with carriers, in amounts and for terms reasonably acceptable to the Board.

American Preparatory Schools (APS) hereby further agrees to defend, indemnify, hold harmless and protect APA-ALPINE, the Board, the School and their successors and assigns, from and against any and all liabilities, claims, forfeitures, suits, penalties, punitive, liquidated, or exemplary damages, fines, losses, causes of action, or voluntary settlement payments, of whatever kind and nature, and the cost and expenses incident thereto (including the costs of defense and settlement and reasonable attorney's fees) (hereinafter collectively referred to as "claims") which such party may incur, become responsible for, or pay out as a result of claims connected to the acts, services, conduct or omissions of American Preparatory Schools (APS), its employees or agents. This duty to defend shall arise immediately upon the making of a claim against APA-ALPINE, the Board, the School and their successors and assigns without need for final adjudication of fault. If such claims are ultimately adjudged as not being connected to the acts, services, conduct or omissions of American Preparatory Schools (APS), its employees or agents, then the Defended party shall promptly reimburse American Preparatory Schools (APS) for those Defense Fees and costs incurred in defending said Defended party.

Include the types and amount of insurance the charter school will obtain, including liability, property loss, and personal injury.

APA-Alpine will secure insurance coverages for all required areas at the appropriate time, including:

- General Liability Insurance: Covers bodily injury, property damage, and personal injury claims that may occur on school premises or during school-sponsored activities.
- Property Insurance: Protects school buildings, equipment, and other physical assets from damage due to fire, theft, vandalism, and natural disasters.
- Professional Liability Insurance (Errors and Omissions): Protects school administrators, teachers, and staff from claims of negligence, malpractice, or other professional errors.
- Workers' Compensation Insurance: Provides benefits to employees who suffer work-related injuries or illnesses.
- Commercial Auto Insurance: Covers school-owned vehicles used for transportation of students or staff.
- Directors and Officers (D&O) Insurance: Protects board members and school leaders from personal liability for decisions made in their official capacity.

- Cyber Liability Insurance: Covers financial losses and liabilities resulting from data breaches or cyber attacks.
- Student Accident Insurance: Provides coverage for medical expenses resulting from student injuries occurring on school property or during school-sponsored activities.

All required insurance coverages will be in place at or above Wyoming mandated baseline requirements, adjusting as student population increases each year. Please see Table below for the anticipated policy limits for each category of the anticipated coverage.

Coverage	2024-2025
Umbrella - Aggregate	\$5,000,000
Property	100% Replacement
General Liability:	
General Aggregate	\$2,000,000
Products/Complete Operations Aggregate	\$2,000,000
Per Occurrence	\$1,000,000
Personal & Advertising Injury	\$1,000,000
Student Accident/Medical Expense - Per incident	\$15,000
Sexual Misconduct/Molestation - Per Occurrence	\$1,000,000
Sexual Misconduct/Molestation - Aggregate	\$3,000,000
Employee Benefits - Per Occurrence	\$1,000,000
Employee Benefits - Aggregate	\$3,000,000
Other Coverages:	
Crime	
Inland Marine	

Automobile	\$1,000,000
Educators Legal Liability - Per Occurrence	\$5,000,000
Educators Legal Liability - Aggregate	\$5,000,000
Directors & Officers Liability - Per Occurrence	\$1,000,000
Directors & Officers Liability - Aggregate	\$5,000,000
Employment Practices - Per Occurrence	\$5,000,000
Employment Practices - Aggregate	\$5,000,000
Workers Compensation	\$1,000,000

III. Educational Program

III.A. School Leadership

Instructional Leadership

Describe the approach to school leadership, including a biography for the intended school leader(s) with evidence of success.

The School Director has not been identified at this time.

Explain the role of the school leader in resource allocation and management (e.g., staffing, use of funds, scheduling), and the autonomy provided to the school leader(s) in managing these resources.

The School Director will be the lead administrator and will be responsible for the educational leadership and management of the school, as well as implementing board and school policies and adhering to budgets established by the governing board.

Staffing: The School Director is a member of the staff recruitment/hiring team and has hiring/firing authority for the school.

Use of funds: The School Director is authorized to expend school funds on behalf of the school within the bounds of the annual budget adopted by the governing board.

Scheduling: The School Director controls and manages the daily, weekly and annual school schedules.

General Responsibilities of the School Director: Responsible for day-to-day operations, supervision and evaluation of faculty and staff, curriculum implementation, student assessment, student discipline, school safety and facility compliance, and maintaining positive relationships with parents and the community. The School Director will report to the APS Superintendent and work collaboratively with them to ensure the school's success in fulfilling its mission and vision.

Describe how school leader(s) will engage in instructionally focused interactions with teachers intended to promote quality instructional practices (e.g., instructional coaching).

The school may employ one School Director or a Lower Grades Director and an Upper Grades Director. Regardless of configuration, these leaders will be the instructional leaders over their respective grade levels (K-4 and 5-8). They will be responsible for assessing all students and placing them in their intensive skills level groups. In this way they will know all the students and their skill levels and which classes they are attending. These Directors then will implement [APA's Coaching system](#), working side-by-side with teachers in classrooms to model pedagogical techniques and respond to student instructional needs. In the first year, it is anticipated that these leaders will be the primary teacher trainers and coaches. As the school evolves teacher leaders will develop who are skilled in the school's instructional techniques and processes and who will assume team leader roles.

School Culture and Climate

Describe the desired elements of school culture, and how the school leader(s) will create a school culture that fosters high levels of student performance and parent satisfaction.

APA-Alpine has built an intentional system of school culture that begins with our establishment of a classical paradigm, with students and staff together seeking truth, beauty, goodness and wisdom through pursuit of Academics and development of Virtuous Character. The next element in the system is our School Foundations, which are taught explicitly to all staff and expressed to parents in our Parent-Student Handbook, as well as embodied in our coaching and teacher development programs and student-level Builders and Virtues programs:

School Foundations

Expectations: High expectations in academics and character reflect the unwavering confidence we have in our students. We believe that our students can and will achieve whatever is set before them. High expectations are the vital first step toward achieving our school mission of academic excellence and virtuous character development for each student. The confidence engendered in our students by the high expectations we hold motivates them toward excellence.

Effort: We believe that properly reinforced effort is the key to achievement. Our students and staff know the value of hard work and are committed to working hard every day. The fruits of work are real and satisfying and are won without exception by those willing to engage in work earnestly and consistently. The fruits of work cannot be borrowed or lent.

Enthusiasm: Enthusiasm propels one on to greater effort. Enthusiasm makes work enjoyable and provides encouragement for others to put forth increased effort. It is the responsibility of every member of the American Prep community to bring enthusiasm to their work and to their associations at school.

Encouragement: Expertise in the art of encouragement is a hallmark of American Prep staff. Nearly constant, expertly applied encouragement is required to balance the high level of rigor we require of our students.

Excellence: Excellence is a self-perpetuating value. When one achieves excellence, motivation is generated that leads to a natural increase in expectations and encourages one to apply effort and enthusiasm to obtain new, even higher levels of excellence.

We build upon our School Foundations with our monthly **Builders Themes**²¹, and [Virtues focus areas](#). Monthly and annual awards are given to students who exemplify the “Builders” and “Virtues” characteristics.

2 other primary elements of the school culture at APA-Alpine will center on Student Self-Management and Student Motivation and Engagement.

- **Student Self-Management** - it is our goal that students will be self-managed from the very earliest time possible for them developmentally. Students will be attending several different classes daily with different teachers and so teaching learning independence begins in kindergarten. Navigating the school environment successfully will be explicitly taught utilizing school-wide organizational systems, communication systems and CHAMPs, and explicit teaching of comportment using positive reinforcement.
- **Student Motivation & Engagement:** 100% student engagement is the goal at APA-Alpine. The School Directors will lead this effort, and teachers will be trained in a proven, effective system of motivating students to high levels of effort and accountability for their work.
- **Uniforms**²² are an important part of the school culture, and are an outward representation of school unity of purpose and respect for learning.
- **Character Development Program:** The School Director will ensure the full implementation of the Character Development (CD) program which will be a major component of school culture at APA-Alpine.
- **Patriotic and Civic Education:** The School Director and leaders will ensure the full

²¹ [Monthly Builder’s themes found on Page 13 of this document.](#)

²² [APA Uniform Guide K-6](#)

implementation of the patriotic education at APA-Alpine. Students who are well-versed in the principles of freedom and responsibility espoused in our nation's founding documents will demonstrate exemplary conduct and decorum that reflect strong civic values.

Many elements of school culture can be found in this [quick-reference guide](#).

Describe how the school climate will be measured and monitored.

APA-Alpine's climate will be measured by:

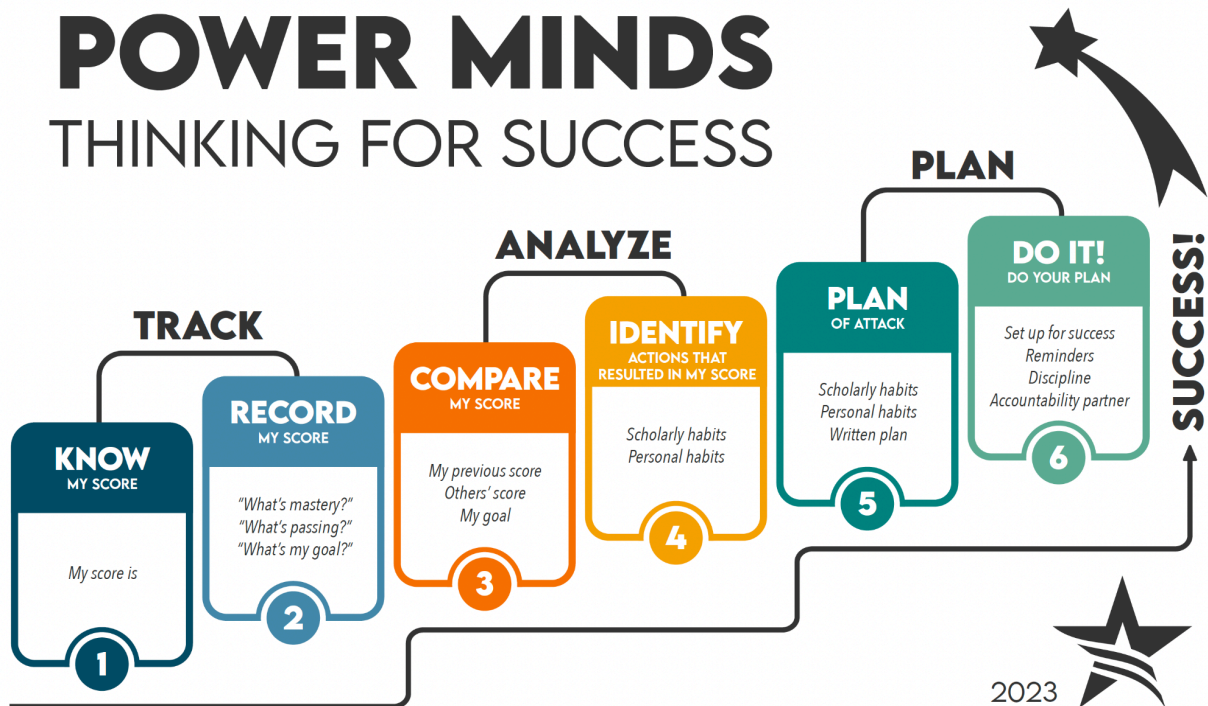
1. Student behavior data that is collected and analyzed annually with goals created for continuous improvement by the school leadership team.
2. Student participation data that is collected and analyzed annually with goals created for continuous improvement by the school leadership team.
3. Student work and study habits grades that are reported quarterly with goals created for continuous improvement by the school leadership team.
4. [An annual survey](#) measuring school climate according to parental perception as well as parental satisfaction as expressed in their responses on the annual parent survey. General satisfaction scores will exceed 80% of parents responding to the survey, and goals will be created annually to ensure continuous improvement toward parental satisfaction.

School culture will directly impact student academic achievement as students exemplify the traits required for effective scholarship and virtuous character.

The school leaders will be responsible to fully implement the Power Minds program, which is a step by step sequence of thought and actions that comprise critical thinking and is taught to each staff member and then to each student. Teachers use the sequence to analyze their students' performance and set goals for teacher improvement. Teachers then teach students in every grade to use "MATS" (achievement trackers) to develop their own individualized plans for improvement. The Power Minds sequence ultimately results in improved teaching as well as improved academic achievement for each student as they learn to independently manage their scholarship.

POWER MINDS

THINKING FOR SUCCESS



Professional Development

Explain the approach to teacher professional development.

Approach to teaching: Teachers at APA-Alpine will be taught the classical tradition of the three phases of learning - grammar, logic and rhetoric. They will be provided hands-on training in implementation of classical teaching via practice sessions that focus on the aligned pedagogical techniques effective in each phase.

Curriculum: Teachers will be provided with “180-day plans” which outline the curriculum they will teach in each subject, and approximately when it will be taught. The curriculum includes lesson plans, learning objectives, and Accountability Elements (assessments). The content is rigorous and many teachers will not come to the school with the background knowledge needed in the various disciplines in order to teach it to mastery. Thus, we provide the lesson plans and prescribe much of the pedagogy so the teacher can focus on reading and studying subjects so their depth of knowledge will be sufficient to teach the subjects to students at a mastery level. For example, in first grade students learn a wide array of science principles, from states of matter to electricity to types of geological matter (rocks). At the same time, a first grade teacher will be required to teach about Mesopotamia and major world religions. Most

elementary teachers require study in order to teach these subjects well and so time is reserved for teacher study by providing a coherent, structured schedule of what will be taught, when, and even to a great extent, how. The school leader is responsible to ensure teachers have all resources available to them, know how to use them, and are held accountable for using them.

Teacher continuous improvement: The focus for school leaders at APA-Alpine will be ensuring that the teachers implement the program to fidelity by giving teachers all the coaching, training, and feedback needed for them to lead their students to mastery of the material and demonstration of critical thinking in the logic and rhetoric phases of learning. A formal summative evaluation²³ will be provided to each teacher each year. Teachers engage in the Power Minds sequence of track, analyze and plan to improve their practice continually.

Student Engagement: 100% student engagement is the standard at APA-Alpine and this requires intense preparation and skill on the part of teachers. Our belief is that teaching must be led by an authentically enthusiastic teacher who is passionate about the content and succeeds in ensuring students also gain a passion for the content. This is only accomplished by teachers who have depth-of-knowledge in the subject and are capable of teaching in an engaging, enthusiastic manner with proper pacing and demonstration of high levels of skill in student motivation. These teaching skills will be explicitly taught to teachers by school leaders, with side-by-side coaching and video coaching and regular feedback in the early stages of teacher learning of the model. School leaders visit classrooms frequently and record student engagement data.

Describe how teachers will work together authentically with support from the school leader(s) to improve their practice, increase teacher collective efficacy, and enhance student learning.

Teacher Collective Efficacy: As this was found [by Hattie to be the #1 most powerful influence over student achievement](#), APA-Alpine has built an intentional, strategic system of standardized teacher expectations, meetings, PLCs, trainings and coaching.

Peer Modeling: Once a level of proficiency is reached through training and coaching, peer modeling becomes the preferred way of teacher development. School leaders will ensure that time in the school schedule will be set aside for teachers to watch their colleagues who have demonstrated effective teaching in particular subjects.

²³ [Formal Summative Evaluation Workbook- template](#)

PLC Data Analysis and Demo Teaching: Once a month, teachers will meet with other teachers and school leaders in the system via zoom who teach their same grade/subject. In these PLC meetings, the teachers whose students had the highest performance on accountability elements will demonstrate their teaching to the other teachers in the group for an upcoming unit. This demo teaching model is a powerful collegial strategy to advance teacher proficiency.

Shared Performance Outcomes and Rankings by Teacher: Outcome data for each Accountability Element (student assessment) will be shared (sans student identifying information) with the APS leadership team and shared with the teacher teams (grade level or subject) at monthly meetings. Rankings based upon % of students achieving mastery will be projected on a screen for the teams to see and evaluate. High-performing teachers will share best practices on how they achieved their student performance outcomes. This is one of the most powerful ways to build teacher collective efficacy.

III.B. Learning Environment

Health

Explain the procedure the school will follow to ensure the health of all students. W.S. 21-3-307(a)(vi).

General Health: APA-Alpine will follow Wyoming law and regulation related to the provision of student health measures. The school will provide health services to all students identified in need of services determined appropriate to be provided from a public school. Upon determination of the number of enrolled students who require health services, school administration and staff will determine the extent of the services needed and allowable under law and regulation. The governing board will contract with the appropriate trained and qualified health professionals to deliver services to such students.

Health Staff: The school will identify a First Aid and Safety Assistant (“FASA”) who will be trained by a qualified nursing professional and will be on campus daily to administer or supervise the administration of medications, attend to student health needs and respond to accidents, illness or injuries, including the administration of epinephrine for anaphylaxis. The FASA will be responsible for planning and carrying out health examinations required by law.

Immunizations: The FASA will collect and examine student immunization records and ensure proper records are maintained at the school. The FASA will ensure that any student without proper immunization records has a waiver in place, or is following a course of immunizations on

a schedule allowable by Wyoming law or they will be notified they are not allowed to attend school. The FASA will report this information to the School Director on a regular basis and the School Director will ensure all students meet these requirements.

Health Screenings: APA-Alpine will hold screenings throughout the school year, including vision, hearing, and scoliosis checks. The school will notify parents or guardians of any child whose screening result meets criteria for parental notification as per school nursing policy. Parents will be provided a list of resources within the community that provide services appropriate to the need.

Urgent Care: Professional development will be provided to the new faculty and staff on the administration of first aid and CPR. Select staff will be Crisis Prevention Institute (“CPI”)-trained.

APA-Alpine aims to provide an environment in which the children will be safe from accidents. However, if an accident or sudden illness occurs, first aid and/or CPR will be administered, and the child’s parents/guardians notified. Emergency medical professionals will be notified in cases of life-threatening injuries, illnesses or symptoms. No care beyond first aid, defined as the immediate, temporary care given in case of an accident or sudden illness, will be given by school personnel. In the event the school is unable to contact the student’s parent/guardian, the school will then call the previously identified emergency contacts.

Communicable Illnesses: To prevent the spread of communicable diseases parents will be asked to keep their children at home when they show evidence of the following symptoms: fever, vomiting, skin eruption, pink eye, ringworm or impetigo, or head lice.

For the welfare of all students, APA-Alpine asks that if a child contracts a communicable disease, that families notify the school and keep their child home until the threat of spreading such communicable disease has passed. This policy will include, but is not limited to, the following communicable diseases:

- Chicken Pox – Until recovery, at least seven days from onset and/or until skin lesions have healed and the crusts have fallen off.
- Strep Throat and Scarlet Fever – Until mucus membranes of the nose and throat appear normal and all complications have ceased OR permission from the family physician is obtained.
- Ringworm and Impetigo – Isolated from school until permission from the family physician is obtained or treatment by a physician has begun.

For incidents of pediculosis (head lice) school policy will be available on the school website and school personnel will follow current recommendations for management of outbreaks in public settings.

Include these assurances:

APA - Alpine Charter School guarantees that:

- All children enrolled will be fully immunized or will have a waiver from immunization, with documentation kept by the school. W.S. 21-4-309.
- With a written permission by parent and healthcare provider, students will be permitted to carry and self-administer life-saving medications. W.S. 21-4-310.
- The school will have stock epinephrine auto-injectors for use in severe allergic reactions, with policies and trained personnel for administration. W.S. 21-4-316.

Safety and Security

Explain how the school will maintain a safe, orderly environment with measures in place to prevent violence and bullying. W.S. 21-3-307(a)(vi) and 21-4-311 through 315.

APA-ALPINE is committed to providing a safe and orderly environment within the school in which all students can learn, and all teachers can teach. Behavior or actions which threaten to jeopardize the safe and orderly environment for teaching and/or learning will be dealt with swiftly and in accordance with APA-Alpine Code of Conduct²⁴ which aligns with the laws and rules of the State of Wyoming.

The Code of Conduct is detailed and includes the Suspension/Expulsion policy.

Explain how the school will use a team approach, with established protocols for threat assessment and response, to address and mitigate threats of violence.

APA-Alpine uses a team approach with established protocols for threat assessment and response to address and **mitigate threats** of school violence. Some aspects of the approach and protocols are outlined here:

Daily Practices: APA-Alpine treats the safety and security of its students, staff, and visitors with the highest priority.

²⁴ [APA-Alpine draft Code of Conduct, including suspension and expulsion policies.](#)

- All members of the school staff view themselves as a team, with each individual personally responsible for school safety and proper implementation of school safety protocols at all times.
- Outside entrances will be locked throughout the school day, with a video camera system at the visitors entrance.
- Visitors will be allowed into the school by school staff and must check in at the front office and receive a visitors badge
- Students will be released only to adults listed on their enrollment permissions, and only with photo ID.
- Doors will not be propped open except by custodial staff when moving equipment in or out of the school and while they are in direct supervision of the entrance.
- Students will wear proper uniforms which will make discernment of visiting children apparent.
- Students, teachers and all staff will wear the APA-Alpine issued name tag daily, identifying those who are part of the school daily operations.
- Visitors will all wear a visitors name tag. Every person in the building should have some type of name tag signifying their role and purpose in the school.

Emergency Management Plan

To ensure best-case outcomes for regular practices and emergencies, the School Director will create, with approval from the Governing Board, an Emergency Management Plan (EMP) developed in conjunction with local, state, and federal policies, regulations, and laws. A template EMP, attached, is a flip-chart style that can be posted in every classroom²⁵.

The School Director and school administrators will have primary responsibility over proper implementation of the Emergency Management Plan.

Threat Assessment: Regular and incident-based threat assessments will be conducted by the School Director using a tool established by the Governing Board and results reported to the Board.

Threat response preparation

Drills: To that end, staff and students will receive regularly scheduled training and drills regarding a variety of emergency/crisis situations. All students will be taught drill procedures for evacuations in the event of a fire or other emergency, lockdowns and shelter-in place

²⁵ [Template Emergency Management Plan - flip-chart for classrooms](#)

procedures for chemical, environmental, or community threat emergencies, active shooter, and AED emergency procedures. These procedures will be practiced monthly where required by state or federal regulation. In all drills, students will be expected to complete the correct procedures seriously and respectfully to ensure preparedness for a real emergency.

Training: Training for staff on emergency drill procedures including Fight Back training will take place during the summer staff training. Staff members will be identified as site security specialists and receive special training and have special duties to enhance the safety of the school, particularly in the areas of prevention and response to emergency situations.

Coordination with local authorities: APA-Alpine will seek collaboration in development of its Emergency Management Plan to address issues relating to facility and local characteristics, and emergency protocols. APA-ALPINE will seek training from local emergency service departments on providing the best possible security and emergency communication for our school.

The following safety drills will be held throughout each year at APA-Alpine:

- Fire & Evacuation Drills – Fire drills are held regularly as required by law. Each room has a sign informing students what to do in case of a fire.
- Lockdowns/Shelter in Place - A drill that is practiced by staff, students, and administrators, sometimes in conjunction with local community agencies to prepare for outside threats to the school.
- Bus Evacuation – Bus evacuation drills are practiced each year with all students. Even though a student may not ride a bus to school, he/she may ride on a bus for a field trip or for other school activities. Therefore, it is imperative that all students participate.

Include these assurances:

APA-Alpine Charter School guarantees that:

- **Industrial quality eye protective devices will be provided free of charge for students and staff for use in any activity that may create risk of harm to the eyes. W.S.21-9-203.**
- **Policies and training will be in place for the use of seclusion and restraint in schools. W.S. 21-3-110(a)(xxxi).**
- **The school will implement protocols for addressing the risk for concussions and other head injuries resulting from athletic injuries. W.S.21-3-110(a)(xxxii).**

- The school will use a reporting system for safety concerns, including anonymous reporting (Safe2Tell Wyoming). W.S. 9-1-603(a)(ix) and (e); W.S. 21-4-314(a)(iv).
- The school will adhere to the “Safe school Climate Act” and prohibit harassment, bullying, intimidation, or retaliation against a victim. W.S. 21-4-311 through 315.

III.C. Curriculum

Common Core of Knowledge

Explain how all ten content areas defined by Wyoming Content and Performance Standards will be offered (e.g., through an integrated curriculum or through stand-alone courses, or a combination of both).

Include this assurance:

APA-Alpine Charter School guarantees that all students will have the opportunity to learn the Wyoming common core of knowledge defined in W.S. 21-9-101 through curriculum aligned to current Wyoming Content and Performance Standards in all ten content areas.

The [Wyoming Content & Performance Standards](#) articulate a set of expectations for what all Wyoming students should know and be able to do, enabling them to be prepared for college and career success and to live a life that contributes to the community. These expectations are communicated to students, parents, educators, and all other Wyoming stakeholders, and provide a common understanding among educators as to what students should learn at particular grade bands. It is important to note that these content and performance standards do not dictate methodology, instructional materials used, or how the material is delivered. Those decisions are made at the local level by individual schools.

APA-Alpine's teachers will utilize American Prep's curriculum maps to prioritize Wyoming's Content and Performance Standards in lesson plans that will meet all of the curriculum requirements of the Wyoming Department of Education. APA-Alpine's academically rigorous curriculum will meet or exceed the uniform content and performance standards published by the Wyoming Department of Education on Content & Performance Standards.

Students will be evaluated at least quarterly to determine their progress in acquiring the skills and content knowledge contained in Wyoming's Content & Performance Standards. Most students will be evaluated weekly in reading and mathematics. Based on the results of these assessments, teachers will evaluate the efficacy of their instruction, discuss possible adjustments with the school leaders, and make necessary instructional adjustments accordingly. Student performance on assessments may place students in flexible groups or in one-on-one instruction to address deficiencies in the common core of skills. Teachers will conduct formative, interim, and summative assessments in the classes they teach. These assessments will inform student placement in appropriate classes, and document progress toward meeting and exceeding Wyoming Content & Performance Standards. APA-Alpine students will be expected to perform at a proficient level on the summative assessment of WY-TOPP.

APA-Alpine will use both stand-alone courses and an integrated curriculum to teach the ten content areas defined by Wyoming C&P Standards. For example, ELA standards are often taught in a stand-alone course such as Reading Mastery, or Shurley Grammar, or Adventures in Language. However, the courses are taught in an integrated *manner*, with teachers drawing connections across subject areas and applying content knowledge and skills across subjects.

Common Core of Skills

Describe any intentional efforts to be made to incorporate skills for success (e.g., the common core of skills, deeper learning competencies) into the curriculum.

Include this assurance:

APA-Alpine Charter School guarantees that it will integrate the Wyoming common core of skills defined in W.S. 21-9-101 into the system of curriculum, instruction, assessment, and learning support.

Embedded in APA-Alpine’s instructional program and teacher-created lesson plans are multiple opportunities to develop a common core of skills as referenced in W.S. 21-9-101:

(A) Problem solving; (B) Interpersonal communications; (C) Computational thinking and computer applications; (D) Critical thinking; (E) Creativity; (F) Life skills, including personal financial management skills.

APA-Alpine and its instructional staff will engage in various intentional efforts to incorporate skills for success (e.g., the common core of skills, deeper learning competencies) into the curriculum in order to make the teaching process more meaningful and effective for the students.

For instance, APA-Alpine staff members will work to incorporate these skills for success throughout the instructional program. These efforts will be supported by school leaders through training, lesson planning, classroom observations, and individual coaching.

The teachers will apply investigation and problem-solving to encourage student curiosity. Teachers will create challenges so the students can experience the application of ideas in practice. Teachers will use open-ended questions so that students can formulate unique opinions and use argumentation and critical thinking to support their positions. Teachers will also use interpersonal communications to improve students’ self-confidence and help them to build positive social relationships with others.

As a classical school that adheres to the concept of the Trivium, we strategically and intentionally ensure that skills development as well as deeper learning competencies are the foundation of our academic program.

Mastery of academic *skills* is the key to mastery of academic *content*. Therefore, our program aligns our pedagogy (instructional methods) with the phases of learning expressed in the Trivium - grammar, logic and rhetoric. Broadly, we will implement grammar-aligned pedagogy when instructing students in the grammar phase of learning, logic-aligned pedagogy when instructing students in the logic phase, and rhetoric-aligned pedagogy when instructing students in the rhetoric phase. Examples of teaching methods and pedagogical themes aligned with the phases are as follows:

Grammar Phase:

Skills Objective: Foundational skills (literacy and numeracy) taught to mastery.

Methods:

- Clear and Constrained Learning Objectives (Instructional design),
- Direct Instruction,
- Choral Responses,
- Repetition to Mastery,
- Teacher Clarity,
- Concise Language,
- Compact Definitions

Logic Phase:

Skills Objective: Problem Solving & Critical thinking

Methods:

- If/Then Statements by teacher evolving to If/Then Queries of students to generalize knowledge, make inferences,
- Identifying Cause and Effect using evidence,
- Why questions
- Evidence requests
- Identifying patterns and exceptions
- Connecting evidence-based knowledge, Connecting domains of knowledge

Rhetoric Phase:

Skills Objective: Defend knowledge and conclusions using logic and persuasion:

Methods:

- Socratic Questioning & Discussion
- Debate,
- Persuasive Writing
- Persuasive Speaking

Critical Thinking and Problem Solving: In addition to the pedagogical methods that promote critical thinking, students will engage in the [Power Minds program](#) (developed by APS) which is a school-wide initiative that explicitly teaches students the step-by-step process of thinking critically.

John Hattie’s research²⁶ indicates that the second highest influence on student achievement is the category he calls “Self-Reported Grades” which has also been called “Student Expectations for their Performance”. It is a student-based influence (meaning it is something students do to improve their achievement). ***This influence has an effect size of 1.33.*** For reference, an effect size of .5 results in an improvement of one grade (for example, from a C to a B). An effect size of 1.0 reflects an improvement of two grades (for example, from a C to an A). The effect size for this influence is 1.33, which means a typically “D” student who engages in these practices can be an A student. At APA-Alpine we will share this research-based information with our students and teach them the skills of being fully aware of their performance, analyzing their performance, and expecting to improve through proactive efforts. Hattie has over half a million education studies over many decades in his meta-analyses which support these conclusions.

Rank	Hattie’s Top 3 Influences on Student Achievement	Effect Size	Domain
1	Collective teacher efficacy	1.57	SCHOOL
2	Self-reported grades	1.33	STUDENT
3	Teacher estimates of achievement	1.29	TEACHER

APA has established a system called MATs (My Achievement Trackers) in all APA grades and courses. Students learn how to **Track** and record data (their score or grade on a test, for example), how to **Analyze** their score and identify the scholarly habits or other variables that

²⁶ Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. Routledge.

Hattie, J. (2015). The applicability of visible learning to higher education. Routledge.

impacted their score, and how to create **Plans** of Attack (POAs) that drive them to greater success with each cycle of Track, Analyze, Plan (TAP). We “TAP” into our Power Minds²⁷ at American Prep using MATs (My Achievement Trackers) each day as students take responsibility for their achievements (or lack of achievements), discover why they are experiencing the results they are having (the impacting variables and scholarly habits), and make plans for improvements. [Examples of MATs for different grade levels and subjects can be viewed at this link.](#) The process of raising the awareness in our students that they are 100% accountable and in control of their success is a major contributor to student achievement and its importance cannot be overstated. Thinking critically is a skill which allows students to grow in every area of life - not just academic pursuits. APA-Alpine will endeavor to make the critical thinking process a habit for every student by fully implementing the Power Minds program.

Interpersonal Communications and Life Skills: APA-Alpine will fully implement the Builders/Ambassadors program which has a comprehensive curriculum teaching students concrete interpersonal communication skills beginning in kindergarten and continuing in each grade. Students at the school all learn how to “meet and greet” others, with specific training in shaking hands (look eye to eye, grasp hands, 2 pumps and release), and saying, “hello, my name is XXX, I don’t believe we’ve met” or “hello, it’s nice to see you again”. This is such an important skill we have a song²⁸ students learn to help them remember and we provide many opportunities for students to practice this skill. Students in grades 5 and 6 participate in “stationed events” where they rotate between six activities where they learn different aspects of social interaction and practice via games and role playing. Here is a [link to the curriculum for one of the stationed events](#) where you can see the teacher’s script and what is taught. Grades 7 & 8 learn social dance during PE, including appropriate conversation while interacting with a dance partner. 7th graders participate in an instructional culminating event where they learn the skill of getting food and drink from a refreshment table with a partner, and demonstrate their dancing skills in an evening of organized dancing, learning proper use of etiquette in that setting. 8th graders have a similar activity with the addition of an instructional 5-course meal prior to the dance.

Service activities will be scheduled every year and students will be given opportunities to plan, organize and participate in providing service to the community. These activities help students develop important life skills of leadership.

²⁷ [Power Minds infographic](#)

²⁸ [Song - Just Meet 'Em - APA Steps to Meet and Greet.](#)

These are just a few examples of the comprehensive character development curriculum that includes explicit teaching and hands-on experiences. A comprehensive list of activities, curriculum and program features can be found at www.ambassadors.americanprep.org with password Builders2day!.

Computational thinking and computer applications: APA-Alpine’s program will provide students a sequence of instruction related to computational thinking and computer applications to ensure readiness for work, career and advanced study at the University level. The instruction includes keyboarding, word processing, spreadsheet development and use, and presentation development (Powerpoint and Google Slides) for all students beginning in grade three and progressing through the grade levels. Digital Literacy is an important key skill taught and practiced throughout the grade levels. Students in the upper grades will be able to use the computer as a tool for their learning and for communication of their learning.

Personal Financial Management Skills will be taught according to [Wyoming C&P Standards](#) - (page 20) Social Studies in grades 2, 5, 8 and 12: SS 2.3.2; SS 5.3.4; SS 8.3.4; SS 12.3.4

Creativity: Our classical school has as a core tenet of seeking beauty, and this is often done through the study of exemplars in literature, poetry, music, art and nature. This study nurtures the creativity of the students and opportunities for creative expression are vast in the school model. Weekly performances during morning assemblies beginning in elementary school provide regular performance opportunities, with concerts, art fairs, and talent shows as additional creative opportunities. Creativity in science and math opportunities come through Science Fair participation and after-school clubs such as robotics and lego clubs.

Other Wyoming Content Requirements

From this list, include the assurances applicable to the school’s grade level configuration and delete the assurances which are not applicable:

APA-Alpine Charter School guarantees:

- **Instruction will be provided in the cultural heritage, history and contemporary contributions of American Indians. W.S. 21-4-602.**
- **Instruction will be provided in the principles of the constitution of the United States and the state of Wyoming for at least three years in kindergarten through grade eight and one year in high school. W.S. 21-9-102.**

- Secondary students will have the opportunity to enroll in courses that meet the Hathaway success curriculum requirements. W.S.21-16-1307.
- Foreign language instruction, aligned to the Wyoming content standards, will be provided in kindergarten through grade two. W.S.21-9-101.
- A reading intervention program that includes evidence based core curricula for all students will be provided in kindergarten through grade three. W.S.21-3-401.
- Reading, writing, and mathematics will be emphasized in grades one through eight. W.S. 21-9-102.

Wyoming Content and Performance Standards

Explain the curriculum with examples of curriculum documents showing alignment to the Wyoming Content and Performance Standards (e.g., alignment matrices, curriculum maps, proficiency scales).

Courses and Curriculum by Grade

The following tables outline the courses we plan to teach in each grade level, along with the minute allocation for each course and ***identified curriculum*** for the course with the exceptions of 1) World Language, which is to be determined but will align with the Wyoming C&P Standards, and 2) Computer Science, which will be integrated into the classroom curriculum in accordance with grade-span [2020 Wyoming Computer Science Content and Performance Standards](#). ***More detailed information on the Computer Science Standards is found [here](#).***

Kindergarten

Following is a template for a full-day kindergarten course.

Activity	Minutes	Days	Total Minutes	Curriculum
Reading Skill Group	60	5	300	Reading Mastery/Heggerty
Math Skill Group	60	5	300	Connecting Math Concepts
Core LA - Writing	25	5	125	Cursive Writing, Core Knowledge Writing
Core LA- Lit/Poetry/Grammar	25	5	125	Core Knowledge, Shurley English
Core LA-Phonics, Vocabulary	30	5	150	Language For Learning/Hegerty/Lindamood Bell LIPS, Seeing Stars
Science	35	2	70	Core Knowledge Science
History	35	2	70	Core Knowledge History
Geography	40	1	40	Core Knowledge Geography
World Language	30	3	90	TBD
Core Math	25	2	50	APS created
Waterford Reading/Activity Time	30	5	150	APS created
PE	25	1	25	APS created
Music	25	2	50	Core Knowledge
Art	30	1	30	Core Knowledge, Monart Drawing

First Grade

Activity	Minutes	Days	Minutes per wk	Curriculum
Weekly Assembly	15	1	15	
Opening	15	4	60	
Reading Skill Group	60	5	300	Reading Mastery/Heggerty
Math Skill Group	60	5	300	Connecting Math Concepts
World Language	30	3	90	TBD
Core LA- Grammar	20	3	60	Shurley English
Core LA - Handwriting	15	4	60	Cursive Writing
Core LA - Vocab/Logic/Writing	30	4	120	Adventures in Language
Core LA - Literature	10	5	50	Core Knowledge
Core LA - Vocabulary	10	1	10	Language for Thinking
Core LA - Phonics	10	2	20	Heggerty
Science / History	25	8	200	Core Knowledge
Geography	15	4	60	Core Knowledge
Core Math	30	2	60	APS Created
Core Math - Facts	10	5	50	Rocket Math
PE	25	2	50	APS Created
Music	25	2	50	Core Knowledge
Art	45	1	45	Core Knowledge/Monart

Second Grade

Activity	Minutes	Days	Minutes per wk	Curriculum
Reading Skill Group	60	5	300	Reading Mastery/LBDI/Heggerty
Math Skill Group	60	5	300	Connecting Math Concepts
World Language	30	3	120	TBD
Science	25	2	50	Core Knowledge
History	25	4	100	Core Knowledge
Core LA - Grammar			80	Shurley English
Core LA - Writing	15	3	45	Cursive Writing
Core LA - Lit./poetry/vocab	15	3	45	Core Knowledge
Core LA - Vocab/Logic/Writing	30	5	150	Adventures in Language
Core LA - Creative Writing	25	2	50	APS Created - paragraphs/journals
Core LA - Lit./Book Reports	20	2	40	Core Knowledge/APS Created
Core LA - Comprehension	20	3	60	Comprehension A
Core LA - Phonics			20	Heggerty
Core Math	30	3	90	APS Created
Core Math - Facts	10	5	50	Rocket Math
Music	25	2	50	Core Knowledge
Art	20	2	40	Core Knowledge/Monart
PE	25	2	50	APS Created

Third Grade

Activity	Minutes	Days	Minutes per week	Curriculum
Reading Skills Group	60	5	300	Reading Mastery/LBDI/Heggerty
Math Skills Group	60	5	300	Connecting Math Concepts/Saxon Math
LA Skills Group	30	3	90	Spalding
History	30	3	90	Core Knowledge
Science	30	3	90	Core Knowledge
Core LA -Vocab/Logic/Writing	30	4	120	Adventures in Language
Core LA-Lit/Poetry	25	3	75	Core Knowledge
Core LA-Grammar	25	4	100	Shurley English
Core Math Facts	5	5	25	RocketMath
Core Math	20	3	60	APS Created
Computers/Keyboarding	40	2	80	Keyboarding Online
Critical Thinking	25	2	50	Comprehension B
Music	25	2	50	Core Knowledge
P.E.	25	2	50	APS Created
Art	40	1	40	Core Knowledge/Monart

Fourth Grade

Reading Skills Group	60	5	300	Reading Mastery/LBDI
Math Skills Group	60	5	300	Saxon Math/Corrective Mathematics
LA Skills Group	30	3	90	Spalding
History/Geography	30	4	120	Core Knowledge
Science	30	4	120	Core Knowledge
Core LA -Writing	30	4	120	Rhetoric & Writing
Core LA-Lit/Poetry	30	2	60	Core Knowledge
Core LA-Grammar	20	4	80	Shurley English
Core Math Facts	5	5	25	RocketMath
Core Math	25-30	4	110	APS Created
Computers/Keyboarding	30	1	30	Keyboarding Online
Critical Thinking/Economics	25	2	50	Building Thinking Skills/Tuttle Twins
Music	25	2	50	Core Knowledge
P.E.	25	2	50	APS Created
Art	45	1	45	Core Knowledge/Monart

Fifth Grade

Activity	Minutes	Days	Minutes per week	Curriculum
Reading Skills Group	60	5	300	Reading Mastery/LBDI
Math Skills Group	60	5	300	Saxon Math/Corrective Mathematics
LA Skills Group	30	3	90	Spalding
History/Geography	30	4	120	Core Knowledge
Science	30	4	120	Core Knowledge
Core LA -Writing	30	4	120	Rhetoric & Writing
Core LA-Poetry/Lit	20	5	100	Core Knowledge
Core LA-Vocabulary	35	2	70	Voracious Vocabulary
Core LA-Grammar	20	4	80	Shurley English
Core Math Facts	5	5	25	RocketMath
Core Math	25	4	100	APS Created
Computers/Keyboarding	20	1	20	Keyboarding Online
Critical Thinking/Economics	25	2	50	Building Thinking Skills/Tuttle Twins
Choir	40	3	120	Core Knowledge
P.E.	25	2	50	APS Created
Art	45	1	45	Core Knowledge/Monart

6th Grade

Activity	Minutes	Days	Minutes per week	Curriculum
Reading Skills Group	60	5	300	Reading Mastery/LBDI
Math Skills Group	60	5	300	Saxon Math/Corrective Mathematics
LA Skills Group	30	3	90	Spalding/Latin Roots
History/Geography	30	4	120	Core Knowledge
Science	30	4	120	Core Knowledge
Core LA -Writing/Keyboarding	20	5	100	Rhetoric & Writing
Core LA-Poetry/Lit	20	5	100	Core Knowledge
Core LA-Vocabulary	35	2	70	Voracious Vocabulary
Core LA-Grammar	20	4	80	Shurley English
Core Math Facts	5	5	25	RocketMath
Core Math	20	4	80	APS Created
Logic/Economics	25	2	50	Building Thinking Skills/Tuttle Twins
Band/Orchestra	40	4	160	Core Knowledge
P.E.	30	2	60	APS Created
Art	40	1	40	Core Knowledge/Monart

7th & 8th Grade

Required Areas	7th Grade	8th Grade
English/ Language Arts	-English 7	-English 8 -Literature 8 (<i>one semester</i>)
Math* Suggested sequence: WY C&P standards taught in each grade	-JH Math (Saxon 7/6 or higher depending upon placement)	-JH Math (Saxon 8/7 or higher depending upon placement)
Science	-Science 7	-Science 8
Social Science	-US History 7	-US History 8
Languages	-Latin I	-Latin II
Health & PE	-Physical Education (<i>one semester</i>) -Health 7 (<i>one semester</i>)	-Physical Education (<i>one semester</i>)
Arts	-Band, Orchestra, Choir	-Band, Orchestra, Choir, Visual Arts
Leadership & Character Development	-Leadership & Character Development 7	-Leadership & Character Development 8

Wyoming State Standards for Elementary and Secondary

All Wyoming Content and Performance Standards (C&PS) will be taught and assessed through our coordinated curriculum and assessment programs. Wyoming C&PS will be aligned to curriculum in every grade and subject area, and housed in the 180-day plans for each grade which is used daily by teachers to guide their instruction. Wyoming C&PS will be assessed using formative and summative assessments provided via W-TOPP, as well as tools developed by our teaching teams and in-program assessments from the curricular programs we utilize.

Wyoming adopted the Common Core State Standards (CCSS) as did two other states where American Preparatory Schools operates (or has operated) - Utah and Nevada. Because of this, we anticipate that the Wyoming curriculum alignment will be very similar to APS' current alignments, with the addition of curricular requirements unique to Wyoming such as Wyoming History in 4th grade. A full alignment will be developed upon issuance of a charter to Wyoming Charter Academies.

The instructional design program at APA-Alpine consists of 3 primary tools and samples of these can be found at the following links: The 180-day plans (curriculum maps) for every grade and subject, the Lesson Plans, and the Accountability Elements.

[7th Grade US History 180 Day Plan](#)

[7th Grade US History Example Lesson Guide](#)

[7th Grade US History Accountability Element List](#)

Alignment with W C&PS Assurance: A full standards alignment will be completed when a charter is granted and APA-Alpine hereby provides that assurance.

For an example of how the alignment will be adjusted to meet all Wyoming C&PS, see the [4th grade 180-day plan here](#). Scroll down to May 20th, then scroll right to the Wyoming History section highlighted in bright green.

Explain how curriculum, instruction, and classroom assessments will be aligned to Wyoming Content and Performance Standards in terms of content and cognitive complexity.

Explain how the Wyoming Performance Standard will be prioritized within the curriculum, and how the school will know students have demonstrated proficiency for these standards.

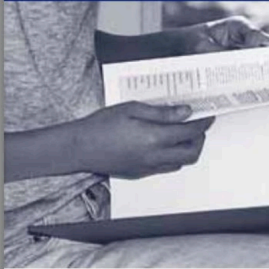
APA-Alpine’s curriculum aligns with the Wyoming Content & Performance Standards globally by meeting the educational and developmental needs of its students. Specific examples of how the curriculum aligns in terms of content and complexity in Wyoming’s identified 10 content areas in the Wyoming Content & Performance Standards are addressed below.

1. LANGUAGE ARTS

APA-Alpine will utilize the Core Knowledge Sequence Language Arts curriculum, with several supplemental curriculums integrated to ensure all standards are thoroughly met. Core Knowledge is explicitly aligned to Common Core Standards which were adopted by Wyoming as the WC&PS in English Language Arts in 2012. APA-Alpine will use several skills-based programs to implement the Core Knowledge Sequence objectives, and if necessary, will make any adjustments to the curriculum based upon student performance on Wy-TOPP assessments.

Alignment is documented in a box at the beginning of each Language Arts section in the Core Knowledge Sequence. Two grade level examples of that alignment statement are shown below.

Language Arts



Language Arts: Kindergarten

The *Common Core State Standards for English Language Arts* emphasize the critical importance of building nonfiction background knowledge in a coherent and sequenced way within and across grades. This can be accomplished most effectively, at each grade level, by integrating the topics from history, geography, science, and the arts in the *Core Knowledge Sequence* into the language arts block. Note that in the *Sequence*, there are many cross-curricular connections to history and science topics within Language Arts (e.g., poems, stories, and sayings), as well as to visual arts and music, which can and should be integrated into the applicable domain of study.

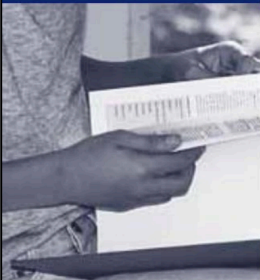
For Kindergarten, domains include: An Overview of the Seven Continents; Native American Peoples, Past and Present; Early Exploration and Settlement; Presidents, Past and Present; Plants and Plant Growth; Animals and Their Needs; The Human Body; Introduction to Magnetism; Seasons and Weather; Taking Care of the Earth.

NOTE: The objectives listed in sections I–IV of Language Arts below are consistent with the *Core Knowledge Language Arts* program and embed all of the skills and concepts within the *Common Core State Standards for English Language Arts*.

K

Figure 16. Language Arts: Kindergarten

Language Arts



Language Arts: Grade 1

The *Common Core State Standards for English Language Arts* emphasize the critical importance of building nonfiction background knowledge in a coherent and sequenced way within and across grades. This can be accomplished most effectively, at each grade level, by integrating the topics from history, geography, science, and the arts in the *Core Knowledge Sequence* into the language arts block. Note that in the *Sequence*, there are many cross-curricular connections to history and science topics within Language Arts (e.g., poems, stories, and sayings), as well as to visual arts and music, which can and should be integrated into the applicable domain of study.

For Grade 1, domains include: Early World Civilizations; Modern Civilization and Culture: Mexico; Early American Civilizations; Early Exploration and Settlement; From Colonies to Independence: The American Revolution; Early Exploration of the American West; Living Things and Their Environments; The Human Body; Matter; Introduction to Electricity; Astronomy: Introduction to the Solar System; The Earth.

NOTE: The objectives listed in sections I–IV of Language Arts below are consistent with the *Core Knowledge Language Arts* program and embed all of the skills and concepts within the *Common Core State Standards for English Language Arts*.

1

Figure 17. Language Arts: Grade 1

Core Knowledge is fully aligned to the Common Core Grade-Level Standards. “...the alignment is explicit: It is present at the domain level and unit level, as well as the lesson level; this explicit alignment is detailed in the teacher materials for the given domain or unit.”

“...students who meet the [Core Knowledge] Standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language. Students who complete the full [Core Knowledge] program are well on their way to meeting or exceeding the college- and career-readiness goals that shaped the CCSS, as well as becoming engaged, productive, responsible citizens who enjoy lifelong learning.” (Core Knowledge Foundation. FAQs: Core Knowledge Language Arts K-5.)

The Core Knowledge Sequence provides Language Arts CCSS aligned curriculum through grade 8. Other curriculum utilized to teach the ELA standards includes Reading Mastery, Literature-Based Direct Instruction (LBDI), Heggerty, Lindamood Bell programs, Adventures in Language, Spalding Spelling, Shurley Grammar, Rhetoric & Writing, Voracious Vocabulary, and Latin Roots.

High school courses, in the event the school is able to expand to High School grades, will be aligned with Wyoming C&P standards for high school grades, and will include Advanced Placement courses.

APA-Alpine will know students have demonstrated proficiency for these standards by student performance on formative curricular and benchmark assessments and on the summative Wy-TOPP assessment in grades 3-10 and the ACT in grade 11. These measures also indicate the sufficiency of cognitive complexity in APA-Alpine’s curriculum.

More detail on how Core Knowledge provides alignment to Wyoming C&PS:

According to the Core Knowledge website, Core Knowledge Curriculum is aligned with Common Core Curriculum. This is evidenced by alignment documents at the beginning of each Core Knowledge lesson. The Wyoming Content & Performance Standards published by the Department of Education are also aligned with the Common Core Curriculum. This uniform alignment between Core Knowledge, Common Core, and Wyoming state standards is evidence that APA-Alpine’s Core Knowledge components will meet or exceed the instructional standards set by the State of Wyoming.

For content areas that are not already aligned to Common Core, APA-Alpine’s teachers will utilize American Prep’s curriculum maps to prioritize Wyoming’s Content and Performance Standards in lesson plans that will meet all of the curriculum requirements of the Wyoming Department of Education. APA-Alpine’s academically rigorous curriculum will meet or exceed the uniform content and performance standards published by the Wyoming Department of Education on Content & Performance Standards.

Students will be evaluated at least quarterly to determine their progress in acquiring the skills contained in Wyoming’s Content & Performance Standards. Based on the results of these assessments, teachers will evaluate the efficacy of their instruction, discuss possible adjustments with the school leaders, and make necessary instructional adjustments accordingly.

2. MATHEMATICS

In 2012, Wyoming adopted the Common-Core State Standards (CCSS) in Mathematics, and updated the standards in 2018. APA-Alpine’s math program consists of integrated curriculums addressing two strands of instruction - Skills-focused instruction and Conceptual instruction - to fulfill the CCSS and Wyoming updated standards, and to ensure student proficiency on Wy-TOPP. Skills Instruction curriculum: Connecting Math Concepts Grades K-2; Saxon Math Grades 3-8 or above if High School grades are added. Conceptual Instruction: APS created, this curriculum focuses specifically on reading and analyzing mathematical problems, breaking them down, determining the problem’s questions, working out possible solutions, finding evidence for the solutions, discussing the solutions and writing about the solutions. Skills-focused instruction is taught in leveled groups that may include students in different grade levels. Conceptual instruction is based on grade-level core standards and is taught in the homeroom classroom with a homogeneous student population.

The curriculum’s purpose is to ensure students master the concepts in the Wyoming C&P standards and is aligned to the standards at every grade level to achieve this purpose.

APA-Alpine will know students have demonstrated proficiency for these standards by student performance on formative curricular and benchmark assessments and on the summative Wy-TOPP assessment in grades 3-10 and the ACT in grade 11. These measures also indicate the sufficiency of cognitive complexity in APA-Alpine’s curriculum.

3. SCIENCE

APA-Alpine’s Science sequence will include both academic content study and hands-on laboratory science experiences, based upon the Core Knowledge sequence and utilizing APS-developed lesson plans in an integrated curriculum approach. The curriculum will meet the Wyoming C&S Standards in each grade or grade band as outlined in the 2016 Standards.

K-2: Core Knowledge Science for Grades K–2 is a part of the K–5 spiral science curriculum that covers the main areas of science content: life, physical, and earth and space science. In addition, each grade level contains units of Human Body and Computer Science. The content of the units at the K–2 level is informed by Next Generation Science Standards (NGSS) and stress observation and questioning, supplemented by direct content knowledge. The many class and group activities are grade-level appropriate, and designed to give students experience with science processes.

Grades 3-5: Core Knowledge Science for Grades 3–5 is a part of the K–5 spiral science curriculum that covers the main areas of science content: life, physical, and earth and space science. In addition, each grade level contains units of Human Body and Computer Science. The content of the units is informed by NGSS and stress questioning of initial observations, conducting activities that give students experience with science processes such as collecting and analyzing data and communicating results.

Grades 6-8: APS-created scope and sequence and curriculum in Science will be used to teach the Wyoming C&P Standards.

APA-Alpine will know students have demonstrated proficiency for these standards by student performance on formative curricular and benchmark assessments and on the summative Wy-TOPP assessment in grades 4, 8 and 10. These measures also indicate the sufficiency of cognitive complexity in APA-Alpine’s curriculum.

4. SOCIAL STUDIES

APA-Alpine’s curriculum meets the Wyoming C&P Standards and goes beyond them, utilizing APS-developed lesson plans based upon the Core Knowledge Sequence which provides a strong historical approach to the social studies standards. The Sequence provides important related components such as geography and culture which present numerous opportunities to meet Wyoming’s relevant social studies content and performance standards. Both world history and American history are studied each year, providing a breadth of study and perspectives. Primary sources are an important part of an integrated curriculum for Social Studies.

The following representative examples for the first six grades demonstrate how APA-Alpine’s History and Geography curriculum aligns to the Wyoming Social Studies C&P Standards of 2018. These examples are specific to Standard 2 - Culture and Cultural Diversity as well as Standard 5 - People, Places, and Environments, however similar examples could be cited for each Social Studies Standard. The following topics within the proposed curriculum demonstrate that APA-Alpine students will both appreciate an understanding of the contributions and impacts of human interaction and cultural diversity on societies as well as be able to demonstrate an understanding of interrelationships among people, places, and environment in accordance with the content and performance standards.

Kindergarten

- “Native American Peoples: Past & Present” teaches about at least one Native American tribe or nation including how they lived, what they wore and ate, the homes where they lived, their beliefs or stories, and the current status of the tribe or nation.

- “Early Exploration & Settlement” teaches about the voyage of Columbus in 1492 and the Pilgrims.

First Grade

- “History of the Three Largest Western Religions” discusses Judaism, Christianity, and Islam including the use of a map of the Middle East to familiarize students with locations connected with stories from these Western religions.
- “Early People & Civilizations of the Americas” teaches about The Earliest People (hunters and nomads) and Early American Civilizations including the Maya and Aztecs in Mexico and Central America and Inca in South America.
- “Modern Mexico” teaches about both the Geography and Culture of Mexico
- “Early Exploration & Settlement” teaches about Spanish Conquistadors including diseases which devastated Native American populations and English settlers in Virginia and Massachusetts including slavery and plantations in Southern colonies.
- “Early Exploration of the American West” teaches about Geography, Daniel Boone and the Wilderness Road as well as the Louisiana Purchase, explorations of Lewis and Clark and Sacagawea.

Second Grade

- “Ancient Asian Civilizations” teaches Geography, Hinduism, and Buddhism in India, and Confucius in China.
- “Modern Japan” including Geography and Culture.
- “Ancient Greece” including Geography, City-States of Sparta and Athens, Persian Wars, Olympic games, Worship of gods and goddesses, Peloponnesian War, and Great Thinkers such as Socrates, Plato, and Aristotle.
- “Geographies of the Americas” including North, Central, and South America.
- “Westward Expansion” including Pioneers head West on the Oregon Trail, and Native Americans including Sequoyah and the Cherokee, forced removal to reservations (“Trail of Tears”), displacement of Native Americans by railroads, and the effect of near extermination of buffalo on Plains Indians.
- “The Civil War” including slavery and Harriet Tubman and the Underground Railroad.
- “Immigration & Citizenship” including the Civil Rights Movement and Rosa Parks and Martin Luther King, Jr.

Third Grade

- “Ancient Rome” includes Geography of the Mediterranean, the Roman Republic, the Roman Empire, the Decline and Fall of Rome, and the Eastern Roman Empire.
- “The Vikings” include origins in Sweden, Denmark, and Norway and the French and British cultural heritage of Canada.
- “Native Peoples of North America” including Early Peoples (Aztecs, Maya, Intuits, Anasazi, and Mound Builders), Native Americans in Southwest (Pueblos, Navajo, and

Apaches), Eastern “Woodland” (Powhatan, Delaware, Susquehanna, Mohican, Massachusetts, and Iroquois), and Southeast (Cherokee and Seminole).

- “Exploration of North America ” including Spanish Exploration in the American Southeast and Caribbean, and the Search for the Northwest Passage to Asia.
- “The Thirteen Colonies” teaches about the Southern Colonies of Virginia, Maryland, South Carolina, North Carolina, and Georgia including slavery, the New England Colonies of Massachusetts, New Hampshire, Connecticut, and Rhode Island including the Pilgrims and the Puritans, and the Middle Atlantic Colonies of New Jersey, Delaware, New York, and Pennsylvania.

Fourth Grade

- “China: Dynasties and Conquerors”
- “Europe in the Middle Ages”
- “Founding & Spread of Islam” including Contributions of Islamic Civilizations and Interactions with Christendom.
- “Early & Medieval African Kingdoms” including the Early African Kingdoms of Kush and Axum and the Medieval Kingdoms of the Sudan in Ghana, Mali, and Songhai.

Fifth Grade

- Native Civilizations of the Americas” including the Mayans, Aztecs, and Inca.
- “European Exploration” teaches about Portugal, Spain, England and France, Holland, and Trade & Slavery.
- “Russia: Early Growth & Expansion” including History and Culture.
- “Feudal Japan” including History and Culture.
- “Westward Expansion Before the Civil War” including Early Exploration, Pioneers, Native American Resistance, “Manifest Destiny and Conflict with Mexico, and the Mexican American War.
- “Antebellum America” including slave life and rebellions and Abolitionists.
- “The Civil War” and “Reconstruction”
- “Westward Expansion After the Civil War” including the Homestead Act, cowboys and cattle drives, African American troops in the West (“Buffalo Soldiers”), and the closing of the American frontier.
- “Western Native Americans” including Tribes and Nations in the Great Basin (Nez Perce), Plateau (Shoshone and Ute), Plains (Arapahoe, Cheyenne, Lakota Sioux, Blackfeet, and Crow), and

Sixth Grade

- “Lasting Ideas: Judaism & Christianity”
- “Lasting Ideas: Ancient Greece”

- “Lasting Ideas: Ancient Rome”
- “The Enlightenment”
- “The French Revolution”
- “Romanticism”
- “The Industrial Revolution”
- “Capitalism and Socialism” including Communism.
- “Gilded Age America” including Immigration, Industrialization & Urbanization, and Reform Movements such as Populism, the Progressive Era, Reform for African-Americans, and Women’s Suffrage.
- “Latin America Independence Movements” in Mexico, Central America, South America, Brazil, and Argentina and Revolutions and New Nations (Costa Rica, El Salvador, Guatemala, Honduras, and Nicaragua).

In all grades, there is a focus on biography, and the lessons include geography, timelines, images, and primary sources.

The teaching of American history and government is robust and serious. There is explicit and meaningful instruction on the Declaration of Independence, the U.S. Constitution, and The Federalist Papers, through which students learn the importance of limited government, natural rights, and equality as expressed in the Founding documents.

Students study American history as part of a regular course each year from kindergarten through grade 8. In grades 7-12, students study history each year as a full-year core requirement, with high school courses in ancient history, the Middle Ages and the Renaissance, American history, and modern history. High school students take a year-long course in American government.

- Pursuant W.S. § 21-9-102, the course in American Government will include a study of the Wyoming State Constitution. This course will include a requirement to pass the U.S. Constitution examination.

APA-Alpine will know students have demonstrated proficiency for these standards by student performance on formative and summative curricular assessments for which American Prep has comparative longitudinal data (more than ten years in most cases), and on the state-wide U.S. Constitution assessment. These measures also indicate the sufficiency of cognitive complexity in APA-Alpine’s curriculum.

5. FINE & PERFORMING ARTS

All APA- Alpine students will participate in music and visual art classes, centered around the Core Knowledge Sequence using APS-developed lesson plans with an integrated curriculum. Visual art curriculum will include the Monart Drawing program. *APA-Alpine will know students meet or exceed the Wyoming C&P Standards of 2013 in this area as evidenced by summative content assessments and project-based assessments. Student proficiency in these measures will indicate the sufficiency of cognitive complexity of the curriculum.*

6. HEALTH EDUCATION

APA-Alpine Health curriculum is provided primarily through the Core Knowledge Science curriculum in Grades K-6 which contains Human Body units in every grade level in that band. The Health standards for grades 7-8 will be addressed in the Science class and potentially in a stand-alone health class. In any case, all of the 2012 Wyoming C&P Standards for Health will be taught at APA-Alpine using various resources including APS-developed lesson plans in an integrated curriculum. *APA-Alpine will know students have demonstrated proficiency for these standards by student performance on formative and summative curricular assessments that assess the standards. Student proficiency in these measures will indicate the sufficiency of cognitive complexity of the curriculum.*

7. FOREIGN LANGUAGE

APA-Alpine will provide foreign language instruction in Grades K-2 as required by Wyoming's 2013 C&P Standards, and will provide Latin instruction to students in grades 7-12. Three years of Latin study will be required when the school has a full K-12 program. Students in grades K-2 will receive foreign language instruction (most likely in Spanish) using a to be determined curriculum. Students studying Latin will use ***APS-developed lesson plans as well as *** text books in an integrated curriculum approach.

APA-Alpine will know students have demonstrated proficiency for these standards by student performance on formative and summative curricular assessments that assess the standards and identify the foreign language proficiency levels outlined in the Wyoming C&P Standards. Student proficiency in these measures will indicate the sufficiency of cognitive complexity of the curriculum.

8. PHYSICAL EDUCATION

APA-Alpine will provide physical education instruction based upon curriculum that meets or exceeds the 2014 Wyoming C&P standards for PE. Students in grades K-6 will have a PE class

twice per week. Students in grades 7-8 will have PE class on a regular basis. Curriculum will be provided via APS-developed lesson plans and other resources in an integrated curriculum approach.

APA-Alpine will know students have demonstrated proficiency for the Wyoming C&P Physical Education standards by student performance on formative and summative curricular assessments that assess the standards. Student proficiency in these measures will indicate the sufficiency of cognitive complexity of the curriculum.

9. COMPUTER SCIENCE

APA-Alpine will provide Computer Science instruction based upon curriculum that meets or exceeds the 2019 Wyoming C&P standards for Computer Science. The Wyoming standards for CS are published in grade bands - K-2, 3-5, 6-8, and 9-12 has two levels of standards. The Core Knowledge Science curriculum contains computer science curriculum for students in grades K-6 and will provide the required standards instruction. In grades 6-8, students will receive their CS instruction in multiple disciplines - science, language arts and history in an integrated curricular approach.

Background: during the 2018 legislative session, the Wyoming Legislature passed Senate Enrolled Act 48 which made significant impacts to K-12 computer science education. APA-Alpine will provide instruction in computer science to meet the WC&P standards in K-12. In accordance with Wyoming law, students at APA-Alpine will have the opportunity to take computer science courses.

APA-Alpine will know students have demonstrated proficiency for the Wyoming C&P Computer Science standards by student performance on formative and summative curricular assessments that assess the standards. Student proficiency in these measures will indicate the sufficiency of cognitive complexity of the curriculum.

10. CAREER AND VOCATIONAL EDUCATION (CVE)

APA-Alpine's curriculum will address the five major categories of CVE in accordance with the 2014 Wyoming Career & Vocational Education Content and Performance Standards. Additionally, the school's special focus at The Energy Center at American Preparatory Academy - Alpine is envisioned to facilitate and nurture student interest and relationships with the state Universities and energy sector employers, providing pathways to careers in the energy sector for APA-Alpine students.

The 5 major categories of CVE and how APA-Alpine will provide support for them:

1. Career Development and Readiness – Students demonstrate career planning and employability skills.

Taught via curriculum in the Character Development program, Leadership class lesson plans.

2. Communication and Collaboration – Students develop the skills necessary to effectively lead, collaborate, and communicate.

Taught via curriculum in the Character Development program, Leadership class lesson plans.

3. Critical Thinking and Problem Solving – Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate technology, tools, and resources.

Taught via curriculum in the Power Minds program, Science program, History program, Character Development program.

4. Technical Literacy – Students effectively read, evaluate, write, and communicate technical information

Taught via curriculum in the Science program

5. Technical Proficiency and Productivity – Students safely, ethically, and productively use existing and new technologies and systems.

Taught via curriculum in the Science, Language Arts, White Ribbon Week, and Character Development curriculum.

These standards will be taught in an integrated curriculum approach.

APA-Alpine will know students have demonstrated proficiency for the Wyoming C&P CVE standards by student performance on formative and summative curricular assessments that assess the standards. These measures also indicate the sufficiency of cognitive complexity in APA-Alpine's curriculum.

Through electives, extracurricular activities, and career advising, APA-Alpine will facilitate student learning in career and vocational education in accordance with Wyoming Content and Performance Standards. APA-Alpine acknowledges that, as part of the 21st century workforce,

college and career ready students will need to be equipped with knowledge, skills, and characteristics that allow them to be productive, contributing members of an innovative, dynamic society. Schools today must assist students in developing the necessary skills, intellectual abilities, and personal traits that help them to secure and maintain meaningful employment in the world of work. The foundation for rewarding careers and productive employment is built through exploration and understanding of career choices.

Today's employers seek creative, critical thinkers who are able to access and use information from a variety of sources to assist them in solving problems and making informed workplace decisions. In order to secure career advancements, an employee must demonstrate a willingness to learn on the job by embracing lifelong learning, and exhibit initiative, productivity, and responsibility. Additionally, an employee must advocate and continually demonstrate safe work practices.

Students must demonstrate the collaborative skills that play a major role in personal and career success. An individual should have the ability to participate as a member of a diverse team, teach others new skills, exercise leadership, compromise, and serve clients and customers. A student must be able to acquire, evaluate, interpret, organize and maintain data, and process and communicate information. In order to be a productive member of society, students must be able to manage personal and workplace resources including time, materials, and finances. In addition, they must be flexible and adaptive with technology in a dynamic and ever-changing digital world.

CVE programs across the State of Wyoming are dynamic and diverse, encompassing the National Career Clusters® Framework and their corresponding Career Pathways linked below. The framework functions as a useful guide in developing programs of study to help students discover their interests and their passions and empowers them to choose the educational pathway that can lead to success in high school, college, and career.

- Agriculture, Food & Natural Resources
- Architecture & Construction
- Arts, A/V Technology & Communications
- Business, Management & Administration
- Education & Training
- Finance
- Government & Public Administration
- Health Science
- Hospitality & Tourism

- Human Services
- Information Technology
- Law, Public Safety, Corrections & Security
- Manufacturing
- Marketing
- Science, Technology, Engineering & Mathematics
- Transportation, Distribution & Logistics
- Computer Science

Through electives, extracurricular activities, career counseling, and opportunities made available through the school's special focus on the energy sector, APA-Alpine will facilitate student learning in accordance with the operative Wyoming Content and Performance Standards in CVE.

Student Activities

Discuss any co-curricular activities and extracurricular activities to be offered by the school, and the strategies to encourage participation in activities.

APA-Alpine will provide many co-curricular and extracurricular activities, and others can be developed based upon student interest and parent support.

A comprehensive program outline listing Character Development co-curricular and extra-curricular activities can be found at www.ambassadors.americanprep.org with password Builders2day!

Some potential activities include:

- Chess Club
- National Honor Society
- Drama Club
- Sports Teams
- Music Groups (Choir, Orchestra, Band)
- Dance
- Cheer
- Math Counts
- Constitution Bee
- Robotics
- Debate

III.D. Instruction

Instruction and Assessment

Explain how the approach to instruction and assessment will be tailored to the mission and the school model.

APA-Alpine’s mission is to ensure maximum student academic achievement and character development as evidenced by concrete measurements. We rely on the following to ensure the mission is fulfilled:

1. Evidence-based curriculum and instruction
2. Strategic school structure supporting leveled learning of primary academic skills
3. Continuous improvement through data collection, analysis and instructional adjustments based upon findings.

Evidence-based curriculum and instruction: Our school’s chosen instructional model is highly influenced by two major educational research efforts. First is the Effective Schools research studies which began in the late 1970’s. Dr. Lawrence W. Lezotte wrote a compact yet thorough explanation of this body of research, wherein he states, “The educational researchers who conducted these studies developed a body of research that supported the premise that all children can learn and that the school controls the factors necessary to assure student mastery of the core curriculum.”²⁹

Multiple studies have been conducted surrounding the premise of “effective schools,” and Ron Edmonds “first formally identified the Correlates of Effective Schools in the 1982 publication “Programs of School Improvement: An Overview.”³⁰ In this paper, Edmonds stated that all effective schools had the following five characteristics in common:

- the leadership of the principal notable for substantial attention to the quality of instruction;
- a pervasive and broadly understood instructional focus;
- an orderly, safe climate conducive to teaching and learning;
- teacher behaviors that convey the expectation that all students are expected to obtain at least minimum mastery;
- the use of measures of pupil achievement as the basis for program evaluation.

²⁹ [Lezotte, D. L. Revolutionary and Evolutionary: The Effective Schools Movement.](#)

³⁰ [Edmonds, R. R. \(1982\). Programs of School Improvement: An Overview. Education Resource Information Center \(ERIC\).](#)

Our school model aims to embody these and the other Effective Schools research conclusions.



The second body of research which has been impactful on our school model and instructional approach is actually considered by some to be the “third generation” of Effective Schools research, and is the work of John Hattie in his book Visible Learning, published first in 2009.³¹ We have evaluated our instructional techniques and pedagogy, PLC organization plan, and other school practices in light of the conclusions of the meta analyses and resulting effect size (ES) conclusions arising

from this body of research.

For example, Hattie’s research indicates that distributed practice is more effective than massed practice. This is one important reason we chose Saxon Mathematics for our upper Elementary and Secondary math programs. Another example of using research to inform our model is *our view of the teacher role as an activator (as opposed to facilitator)*, utilizing principles of teacher clarity (ES .75) teacher feedback (ES .74), metacognitive strategies (ES .67), direct instruction (ES .57), mastery learning (ES .56), and providing worked examples (ES .57). Our Power Minds program is a direct response to Hattie’s finding that “Student self-reported grades” has an ES of 1.44, one of the very highest (most impactful practices). According to Hattie, self-reported grades is a practice by which students assess the quality of their own work or their level of mastery over a given subject or domain.

These impacts were considered in all aspects of our school model, including and especially the instructional focus. For example, we chose direct instruction programs with demonstrated records of success and which facilitate teacher clarity and teacher feedback (Reading Mastery, LBDI - Literature Based Direct Instruction, Adventures in Language, Shurley English, for example). We train teachers on effective pedagogical practices which have been proven to result in high student achievement.

³¹ <https://visible-learning.org/2009/02/visible-learning-meta-study/>

Strategic School Structure

Supporting Leveled Learning of Primary Academic Skills: Staffing Pattern:

Our elementary students will attend a homeroom class that has a General Education Teacher and a Paraeducator (who we will call an “Instructor” or “Associate Teacher”) to the extent the budget will allow. This supplemental employee will make it possible for the General Education Teacher to teach the content scheduled for the day in the most effective way possible, with the Instructor providing support as



needed to minimize instructional disruptions and support students in the learning process, thus expanding access to the general education classroom to as many students as possible, particularly disabled students, **as a matter of strategic planning**. The content taught in the homeroom will address each of Wyoming’s grade-level C&P Standards.

Leveled Learning: The Elementary school academic team will assess each incoming student and place them in an achievement-leveled group in the skills areas of Reading, Math and Spelling. This allows students to enroll in the correct grade according to their age and receive standards-aligned grade-level instruction in their homeroom, but *also* to receive instruction at their performance level in the skills acquisition areas. Elementary students will transition between homeroom classrooms and “break-out” rooms (small classrooms) for Reading and Math and in some cases, an additional ELA course, usually Spelling.

Students will be assessed and groups will be formed that will allow all students to be taught at their precise instructional level, with peers within their age band (K-3 or 4-8), for Reading and Math. These “fluid groups” will be composed of approximately 3-25 students, allowing for small classes as needed. We know that student learning is not entirely predictable, so students will be consistently assessed (weekly) and if a student “zooms” ahead, they will be able to move to a higher level. Likewise, if a student needs extra repetition of a concept, or experiences absences which put them behind, they will be able to join a different group and repeat the instruction that was missed or was challenging for them³².

³² [Example Group Change form - documentation for student placement change.](#)

Achievement grouping supports student positive mental development and protects students from anxiety and depression by avoiding placing students with students performing far above them in these skills subjects. Students advanced academically for their age are likewise placed in groups that provide appropriate challenges so boredom or engagement challenges can be avoided. Because all students will go to their skills groups at the same time in the school day, and the groups will not be not labeled in any way (no numbers, colors, or letters), our students will not typically be conscious of the “position” of their group (higher, lower) in relation to other groups. Avoiding stigma is one of the goals of our achievement groups. It is our belief that these achievement groups are the most efficient way to allow students to gain skills in the fastest, most emotionally-positive environment possible.



Continuous improvement through data collection, analysis and instructional adjustments based upon findings: The teachers and paraprofessionals in every group breakout class or regular classroom will use daily³³ and/or weekly³⁴ student performance tools to determine if students are struggling or over-achieving in order to make sure that they are continually placed in the correct group. Teachers and paraprofessionals use the Daily Lesson Data Record forms and Learning Progress Charts to record student progress data, which is then received by an academic administrator who creates a weekly report - the LPC Report - of those students who are falling behind, not at mastery, or zooming ahead. The PLC reviews the LPC reports weekly, analyzes the data, and makes strategic decisions for altering instruction or student placement changes in the fluid skills-based groups. The first consideration is what the teacher may need to do to alter delivery of instruction. An instructional coach is often sent to observe the instruction prior to making student group changes. After instructional variables are addressed, students may be considered for a group placement change.

Describe any classroom management strategies or practices that will be common across the school and expected in all classrooms.

Our foundational classroom management strategies is a full implementation of CHAMPs³⁵. CHAMPS is an evidence-based approach to classroom behavior management. It is based on more than 50 years of research in the fields of education and psychology and focuses on

³³ [Daily Lesson Data Record forms](#)

³⁴ [Learning Progress Charts \(Weekly Student Performance Data Form\)](#)

³⁵ [CHAMPs](#)

positive motivation, noticing the aligned behaviors, and non-emotional reminders. Students are all explicitly taught 5 elements of each activity they may find themselves engaged in at the school, and which are consistent from class to class and teacher to teacher:

1. C -What **Conversation** is appropriate
2. H - How to get **help**
3. A - What is the **activity**
4. M - What **movement** is appropriate
5. P - What successful **participation** looks like
6. S - Student **success!**

School activities include classroom learning when the teacher is engaged in direct instruction, classroom learning when students are working independently, or working in groups, or taking a test, and procedural activities such as lining up, transitioning from class to class, eating lunch, playing at recess, turning in work, and opening and closing activities. Students can be very confident when they know exactly what is expected of them in every setting they will encounter in the school. Confident, enthusiastic, engaged students are the goal at the school and CHAMPS helps us to achieve that culture.

Describe how instructional time will be structured to maximize active learning and student engagement, and how student engagement will be monitored and measured.

Each grade level has a “minute allocation” for each subject to be taught each day. The curriculum is set in the “180-day plan” so the teacher knows what must be accomplished in those lessons. Because of the coordinated school schedule wherein students from all classes in the grade band attend reading intensive groups and math intensive groups at the same time, it is imperative that the daily instructional schedule is adhered to so teachers are always ready to teach the scheduled class and students are always there on time. This creates a natural urgency and enthusiasm for teaching and learning at the school. Students know there is always something valuable to learn, and there is a time set to learn it. “Bell to bell” teaching is a hallmark of the school model. Pacing of teaching is an important element to ensure students remain 100% engaged, and that teachers successfully complete all their lessons each day. **Student engagement is measured** by data trackers used by school leaders during periodic classroom visits. 100% engagement is the standard and is facilitated in the elementary grades by the Instructor (2nd adult) in each classroom who is able to address student needs that arise so the Teacher is able to teach uninterrupted.

Explain how teachers will promote deeper learning and elicit high levels of student engagement through projects, products, and presentations with performance assessments.

A classical education follows a specific three-part pattern for instruction. First, students are provided with interesting information - facts and information, taught to mastery. Then they are given the logical tools for organization of the information, and taught processes of logic and analysis: compare/contrast/generalization etc. Finally, they are equipped to write about, discuss and debate their conclusions. Projects are an important part of “cementing” knowledge, testing knowledge, and deepening knowledge. APA-Alpine concludes most history and science units of study with “culminating activities” which are hands-on, experiential learning opportunities. For example, when 4th graders learn about the circulatory system, they memorize all the structures in the system, to the point of mastery, where each student can diagram it in color. Once mastery is achieved, a cow’s heart is brought into the class for a culminating activity where the students participate in the dissection of the cow’s heart. This is an impactful experience as students already have strong foundational knowledge and can deepen their understanding by seeing the structures in “real life” - touching, identifying, and discussing the heart and its function.

Explain how the school will determine whether students have achieved proficiency for the Wyoming Performance Standards.

APA-Alpine will determine if students have achieved proficiency for the Wyoming Performance Standards by student performance on formative and summative curricular assessments that assess the standards.

Explain the process for identifying students with a need for additional learning support to achieve proficiency for the Wyoming Performance Standards.

Each week, teachers and instructors will take student performance data during lessons on the Daily Lesson Data Record in mathematics and reading and weekly performance measures are tracked on the Lesson Progress Chart (LPC). Teachers submit information to school leaders each week that outlines how many lessons were completed, and if any students failed to achieve mastery on classwork, homework, or assessments. A report (the LPC report) is created and the students on that list are discussed in the weekly PLC (called the QIP meeting for Quality Improvement Planning) which is held on Wednesday or Thursday each week between 2:30-4:30. In other subjects, there are established Accountability Elements which are normally assessments - quizzes or tests - and teachers similarly are required to review their student

mastery levels on each accountability element and create a plan for students who are not at mastery.

Grading and Reporting

Provide the grading policy, including how student grades will be reported to the school, students, and parents.

[APA-Alpine's Grading Policy is here.](#)

Reporting grades to the school: Teachers will keep an electronic gradebook which will report student grades to the school leaders in “real time” - meaning the School Director will have access to the teacher gradebooks. The School Director will review report cards.

Reporting grades to the students: APA-Alpine will use the Alma grade reporting system for elementary student grades and a yet-to-be-determined SIS for secondary students. Students and parents will be given login information to be able to view the student’s grades at any time.

Reporting grade to parents: In addition to the constant availability of grades via the online SIS, report cards will be sent home at the end of each school term as outlined in the school calendar. [Report Card policy is here.](#)

III.E. Learning Supports

Multi-Tiered Supports

Describe the multi-tiered system of support, or a similarly effective approach to intervention, to be used to identify and provide additional support to all students experiencing difficulties to help them demonstrate proficiency for the Wyoming Performance Standards.

Explain how the intervention time will be scheduled within the school day.

Explain the enrichment or extended learning opportunities to be provided during this time for students who have already demonstrated proficiency.

APA-Alpine acknowledges the growing levels of student need for students to receive instruction alongside their peers and provided by experts. APA-Alpine’s program embodies

recommendations in “Assessing the Adequacy and Means of Funding Services for Students with Disabilities in Wyoming.”³⁶

Opportunity #1: Strengthen Tier 1 classroom instruction by increasing the capacity of general education teachers to support all learners through a combination of a redesigned approach to high-quality instructional coaching (instructional facilitators), master teachers and model Classrooms.” (District Management Group, 2020, page 37)

Recommendation #2: Consider encouraging the use of general education staff to support students with disabilities through the reimbursement model. Students and budgets would be well served if students with special needs received more services from general education teachers as well as special education staff. While it is prudent that the 100% reimbursement model apply only to services for students with special needs, there need not be a requirement that these incremental services are provided by staff with special education certification, if a general education teacher or interventionist is well qualified to provide them. (District Management Group, 2020, page 143)

APA-Alpine’s MTSS is strategic and robust. Student performance data is recorded weekly and reviewed by the PLC to identify students who may be in need of interventions. Interventions are built into the Intensive Groups classes in Reading and Mathematics. Because these classes are held at the same time for all students in a grade band, no students are “pulled out” of other instruction to receive their interventions. Students who are already proficient are receiving instruction at their level during Intensive Groups class, and advanced students are receiving instruction at their level as well. This provides extended learning opportunities for proficient students, while providing interventions for students with a demonstrated need.

It is important to note that all students receive grade-level core curriculum instruction in the homeroom classroom in grades K-8. Intensive Group classes provide instruction *in addition to* that grade-level standard-based instruction, allowing for the multi-tiered system of support to be provided seamlessly, effectively, and daily. Students receive 300 minutes per week of this targeted instruction in reading and 300 minutes of instruction in mathematics.

For students in need of yet more intervention, there is an opportunity for support during the afternoon school-wide Intensive Group which meets for 30 minutes three times per week where Tier 2 and Tier 3 instruction can be provided for students with demonstrated need.

³⁶ [District Management Group. \(2020\). Assessing the Adequacy and Means of Funding Services for Students with Disabilities in Wyoming. Wyoming Select Committee on School Finance Recalibration.](#)

Explain any extended time opportunities (e.g., after school programs, Saturday school) to be provided with a description of the supports available to students during this time.

APA-Alpine will provide an “academic extended day” (AED) for 20 minutes at the end of each school day for students with a demonstrated need. This schedule allows students who qualify for “Tier 3” interventions to receive 60 minutes of reading intervention instruction in the morning Reading Intensive Group, plus another 30 minutes in afternoon Intensive Group, and yet another 20 minutes in AED.

Students with Disabilities

Describe the services, personnel, and processes to meet the needs of students with disabilities.

APA-Alpine will provide all services, instruction, accommodations, modifications, specially-designed instruction (SDI), and services and supports outlined in a Student with Disabilities’ (SwD) Individualized Education Plan (IEP). All state and federal requirements will be met in APA-Alpine’s special education program. Properly credentialed staff will be responsible for finding SwDs, evaluating or coordinating the evaluation of potential SwDs, writing IEPs, coordinating outside services, ensuring SDI, issuing progress reports to school leaders and parents, collecting data, and in every way implementing IDEA requirements with fidelity.

APA-Alpine will contract as necessary with related service providers to provide services required by students’ IEPs.

Detailed application information on APA-Alpine’s proposed special education services is found [here in the Students with Disabilities \(Exhibit\).](#)

[An explanatory overview of American Prep’s special education program’s mission, vision and outcomes is found in this document.](#)

[A brief video \(7 minutes\) of American Prep’s special education model](#)

Explain how the charter school will ensure that students with disabilities have the same access to educational opportunity as their non-disabled peers.

Explain how students who are Individuals with Disabilities in Education Act (IDEA) eligible will receive a free and appropriate public education in the least restrictive environment.

APA's coordinated school schedule allows SwDs to receive their SDI during Intensive Group time for students with reading or math goals in their IEPs. This means the students are rarely "pulled out" of general education classes to receive their SDI in those areas, which has strong advantages academically and emotionally. Students are taught with peers who are at their level, oftentimes working on similar learning objectives, in their Intensive Group classes so maximum progress can be made. Stigma is reduced or eliminated when students all go to class at the same time. The Intensive Group classes are created from the assessment information and IEP information of all of the students in the school. Some groups may be very small and made up primarily of SwD, yet the groups are not identified as such and no students would be aware of this. Reducing stigma for SwD is one of the primary goals of APA-Alpine's special education program and we have strategically designed our program to be stigma-free if possible. Another critical element that advances this objective is having a 2nd adult (Instructor) in every K-6 classroom full time. This individual can implement supplementary aids and services related to instructional support (giving extra repetitions, clarifying instruction to students) and behavioral support (implementing motivational strategies and behavior intervention plans) while the SwD is in the least-restrictive environment (LRE) learning alongside their peers. American Prep won the Best of State award³⁷ for their Special Education program in 2021 and 2022. APA's submission for the Best of State award includes a short video³⁸ outlining some of the features of American Prep's special education program that will be implemented at APA-Alpine.

3 important tenets of the program are:

1. **Emotional Safety:** 92% of our special education students successfully receive their education alongside their peers in an inclusive, non-stigmatized environment. This FAR EXCEEDS the Utah state target of 58%. American Prep ensures, to the extent possible, that our special-needs students do not experience the mental and emotional harm of isolation and stigma. Our innovative model addresses a serious public health crisis in the U.S. - the mental well-being of our children.
2. **Academic Success:** American Prep's special needs students outperform similar students academically across Utah in all grade levels and subjects tested.
3. **Exceptional Satisfaction:** 99.3% of our parents are highly satisfied or satisfied with their child's special education program. Achieving high satisfaction from the parents is critical to a charter school, and American Prep has consistently demonstrated high parental satisfaction and passionate parent support.

³⁷ [APA Best of State - Special Education](#)

³⁸ [Inclusive Education at American Preparatory Academy](#)

Explain whether the school or the district in which the charter school is located will have primary responsibility for special education at the school, including identification and service provision.

APA-Alpine will have primary responsibility for special education at the school, including identification and service provision. The school may contract with related service providers as opposed to having them on staff, but all services required by SwD's IEPs will be provided.

Detailed application information on APA-Alpine's proposed special education services is found [here in the Students with Disabilities \(Exhibit\)](#).

At-Risk Students

Describe the comprehensive evidence-based strategies to be implemented to reduce barriers to learning for at-risk students, and reduce the risk of dropout.

Describe the early warning data system or intervention team process to be used to identify students at-risk of academic failure.

APA-Alpine's academic program was strategically conceived to address the challenge of student motivation and create a successful experience for all students. Teaching students at their precise instructional level in the skills areas reduces stigma and embarrassment, which are two significant factors in creating an "at-risk" situation that leads to drop outs. Excellent instruction requires proper scaffolding of information and skills to avoid "gaps and holes" in student mastery. These "gaps and holes" are often caused by teachers who have insufficient training in instruction, or who are using deficient curriculum, yet students often mistakenly believe they are personally deficient when they are struggling in a subject. APA-Alpine, through rigorous teacher training leading to proficient teaching, and through the use of a highly curated curriculum will avoid creating these "gaps and holes" and so the issue of students becoming "at-risk" will be diminished.

The same daily data collection and weekly student progress monitoring explained previously related to all students at the school has as its purpose to "find" students at risk of academic failure at the earliest possible moment, and bring this information to the PLC where interventions are developed. This dynamic and robust weekly system of monitoring allows the school leaders and teachers to always be aware of students who may be at risk of academic failure.

Explain the planned approach to identifying students who are on track to be chronically absent and strategies to be used to minimize chronic absenteeism.

The APA-Alpine draft School Promotion policy³⁹ requires student attendance of no less than 155 days (20 absent days) in order to be promoted to the next grade unless there are extenuating circumstances brought to the attention of the School Director and he/she can then make an exception. Proactive measures APA-Alpine will take to minimize absenteeism:

1. APA-Alpine will inform parents of the attendance requirements prior to enrollment and again in the Parent-Student Handbook.
2. Parents and students sign a compact with the school agreeing to abide by the attendance policy.
3. APA-Alpine will endeavor to make school a fun, engaging and positive place for students which impacts student attendance.
4. APA-Alpine will send a letter to parents after students are absent for a set amount of days.
5. APA-Alpine school leaders will meet and counsel with parents whose children are chronically absent.
6. Parents may be asked to meet with the Parent Advocate on the Governing Board if their absences continue following the counseling.

English Language Learners

Provide an evidence-based plan to identify and serve English learners.

Include this assurance statement:

APA-Alpine Charter School guarantees that English learners and their families will receive all necessary information and materials in a language that they can understand.

APA-Alpine will identify every student for whom English is their 2nd language and will provide English language instruction through the DISE (Direct Instruction Spoken English) program. Identified students will participate in the WIDA assessments annually until they no longer qualify for services. To facilitate this, APA-Alpine's enrollment documents will solicit information as to the student's language spoken in their household and what language the parent prefers to receive school information in. School leaders and teachers will provide communication in the parent's language of choice, using electronic translating tools for written communications.

³⁹ [WY School Promotion Policy](#)

Detailed information including policy-level processes related to APA-Alpine’s proposed English Language Learners services is found [here in the English Language Learners \(Exhibit\)](#).

Gifted and Talented Students

Describe the approach to be used to identify and provide qualitatively differentiated instruction for gifted and talented students. W.S. 21-9-101(c)(ii).

APA-Alpine’s Intensive Group instruction periods allow for all students, at whatever level, to be taught at their precise instructional level with similar peers. This means that several of the groups will be comprised of gifted and talented students who are performing above grade level.

Students can move at their maximum pace in these classes, and there truly is no limit as to the levels nor constraints based upon age. For example, American Prep has found over 20 years that there are 3-5% of students who, if allowed to go at their pace and have no artificial “stops” to their progress, will be in Algebra 1 in 6th grade (full course honors high school algebra) and complete AP Calculus by 10th grade, requiring them to take college-level courses in their last 2 years of high school. APA-Alpine will provide this track to its students. AP courses will be provided in the high school when it opens which allow gifted students to work at college level during high school.

III.F. Student Discipline

Student Discipline Policies

Provide a student handbook that includes the academic and behavioral expectations for students, policies related to student discipline, and the policies and procedures for suspension and expulsion of students. W.S. 21-3-307(a)(ix).

We provide APA-Alpine’s draft Student Code of Conduct⁴⁰, which outlines the behavioral expectations for students, policies related to student discipline, suspension and expulsion and aligns with Wyoming statute and regulation.

We provide a [sample Parent Student Handbook for elementary \(K-6\)](#) and a [sample handbook for secondary \(7-12\)](#) which contain many policies including academic and discipline policies from American Prep’s Utah schools. This Handbook will be updated to reference Wyoming statutes and regulations upon issuance of a charter, but this edition provides insight into many aspects of APA-Alpine’s operations.

APA-Alpine’s philosophy on student discipline centers on the positive. We provide an organized school environment wherein students are all afforded the opportunity to learn and know without question what it means to be a successful student, a good friend, an exemplar of virtuous character, and what proper comportment is in every aspect of the school setting - every activity, every class. We do this through a school-wide implementation of the CHAMPs⁴¹ program, Builders program, and Virtues sequence.

Include this assurance statement:

APA-Alpine Charter School guarantees that, in accordance with W.S. 21-4-305 through 308, a student shall be given notice and an opportunity to be heard prior to the expulsion and discipline for cause (including deadly weapons).

Student Dismissal

Describe the situations where students would or could be asked to leave the school without following the policies and procedures for suspension or expulsion.

⁴⁰ [APA-Alpine Student Code of Conduct](#)

⁴¹ [CHAMPs classroom management](#)

APA-Alpine will not, and cannot under Wyoming statute, ask a student to leave the school without following the policies and procedures for suspension or expulsion outlined in our Student Code of Conduct.

Include this assurance statement:

APA-Alpine Charter School guarantees that currently enrolled students who are not meeting the school's academic expectations will not be dismissed, asked to transfer, or removed from the school roster as a strategy to improve school performance.

Student Retention

Describe the process by which enrolled students advance from one grade level to the next, the policy or conditions under which a student will be required to repeat a grade when they don't meet academic or behavioral expectations, and the conditions under which the grade level placement of a student could be lowered (e.g., a 3rd grade student moved to 2nd grade).

Students will be automatically promoted based upon the school's promotion policy⁴². The promotion policy provides the framework for automatic promotion which occurs in the great majority of cases. The policy allows school leaders the opportunity to interact with any student and their parent/guardian(s) who didn't automatically earn promotion, in a timely manner, so a plan can be made for the student to meet the requirements of promotion if that is the parent's desire. Promotion meetings are normally held during the months of January-March so interventions can successfully be put in place. For some students, we have witnessed that the "gift of time" of another year in a grade has been profoundly positive, especially for young students whose parents believe it best for their child to have that gift of time. Students with disabilities and/or students on IEPs are only retained upon parental request and agreement from the IEP team.

⁴² [APA-Alpine draft School Promotion Policy](#)

III.G. Graduation (if applicable)

Only high schools that grant diplomas need to complete this subsection. Otherwise, delete this subsection.

Graduation Requirements

Include required courses students must pass to earn a high school diploma that meet or exceed the requirements set by the State Board of Education. W.S.21-2-304(a)(iii).

Provide examples of competency-based equivalency exams, aligned to the Wyoming performance standards, students may pass in lieu of courses, or indicate that students are not allowed to take competency-based exams in lieu of the course requirements.

Describe how demonstrating proficiency for the Wyoming Performance Standards will be factored into the requirements to graduate from high school.

Students will be enrolled in school full time for a minimum of eight semesters in grades nine through 12. Full-time will be defined as being enrolled in at least eight classes.

High school graduation will require a minimum of 28 credits (Carnegie units) for grades nine through 12 and demonstration of proficiency in the nine content areas: language arts, mathematics, science, social studies, health, physical education, world language, career/vocational education, and fine/performing arts.

Graduation requirements for earning a high school diploma will include successful completion of the following components as evidenced by passing grades:

- Coursework, including courses taken for the attainment of a high school diploma, will include courses that, taken together, signify students are equipped to compete both intellectually and economically in society. Coursework for the attainment of a high school diploma will be aligned to the state standards in grades 9-12 and, at a minimum, include the following:
 - Four school years of English
 - Three school years of mathematics
 - Three school years of science, one year of which may be a computer science course

- Four school years of social studies, including American history, American government, and economic systems and institutions
- Four years of Character/Leadership studies
- 2.0 credits in physical/health education
- 2.0 credits in Latin
- 1.5 credits in Fine & Performing Arts
- 1.0 credits in Economics/Financial Literacy
- 3.5 credits in elective subjects
- Courses taken before grade 9 used to satisfy high school diploma requirements will be aligned to the state standards in grades 9-12
- Courses designated as functional equivalents may be used to satisfy the coursework described in this subsection. The Department of Education may verify appropriate alignment of the functional equivalents to the state standards in grades 9-12
- Satisfactorily passing an examination on the principles of the Constitution of the United States and the State of Wyoming.

The graduation requirements for APA-Alpine exceed state requirements.

Required Areas	APA Required Credits	Wyoming Required Credits	9th Grade Freshman Year Suggested Course Sequence	10th Grade Sophomore Year Suggested Course Sequence	11th Grade Junior Year Suggested Course Sequence	12 Grade Senior Year Suggested Course Sequence
English/ Language Arts	4.0	4.0	-Language Arts 9H -Literature 9H	-Language Arts 10H	-Language Arts 11H or AP Literature	-Language Arts 12H or AP Language
Math* Suggested sequence: WY C&P standards taught in each grade	3.0	3.0	-Secondary Math IH	-Secondary Math IIH	-Secondary Math IIIH	-Calculus, AP Calculus BC, or AP Stats
Science	3.0	3.0	-Biology H	-Physics H	-Chemistry H	-AP Physics, AP Biology, or AP Chemistry
Social Science	4.0	3.0	-Geography H or AP Human Geography	-World History H or AP European History	-US History H or AP US History	-US Government Honors or AP US Government
Languages	2.0		-Latin I	-Latin II	-Latin III	-AP Latin or CE Latin
Healthy Lifestyles	2.0	0.0		-Health (0.5) -PST (0.5)	-Fitness for Life (0.5)	-Lifetime Activities (0.5)
Career and Technical Education	0.0	0.0				-Computer Science, AP Computer Science, or Foods & Nutrition
Fine & Performing Arts	1.5	0.0	-Band, Choir, Orchestra, Drama, Visual Arts			
Digital Literacy	0.0	0.0	-Digital Literacy (competency based: may be taken during Winterim or embedded in other courses at some campuses)			
Economics & Financial Literacy	1.0	0.0				Financial Literacy
Leadership and Character Development	4.0	0.0	-Character Development 9	-Character Development 10	-Character Development 11	-Character Development 12
Electives	3.5	5.5	Student choice based on interests, abilities and talents.			
Graduation Requirements	28.0 Credits		Note: Courses marked in blue are beyond graduation requirement but strongly suggested.			

- All students are required to complete the core courses. If a student fails a course, the course must be retaken in lieu of an elective provided the total number of credits earned during the student’s high school tenure does not fall below the state minimum credit requirement for graduation.
- At the discretion of the School Director, a student may be required to complete remedial courses to graduate.
- The School Director has the authority to waive any graduation requirement except state requirements.
- Students will not be allowed to take competency-based exams in lieu of the course requirements.
- Transfer credits will be accepted from other accredited schools.
- An Academic Support diploma may be awarded to students with disabilities assigned to an Academic Support program who have not met the state assessment requirements, or who have not completed all the requirements for a high school diploma but who have completed their IEP.

Constitution Exam

Include this assurance statement:

APA-Alpine Charter School guarantees that students must satisfactorily pass an examination on the constitution of the United States and the state of Wyoming to receive a high school diploma. W.S. 21-9-102.

Students must pass a U.S. Constitution Examination⁴³ in order to graduate from high school.

Must also include the terms of administration, the score students must earn to achieve a passing grade, and the conditions under which a student would have multiple opportunities to pass the exam.

Wyoming House Bill No. HB0058 -Constitutional instructional and examination requirements - effective July 1, 2022, provides in pertinent part as follows:

No student will receive a high school diploma from a Wyoming school district without also passing the civics test required to become a United States citizen by the United States

⁴³ [US Constitution Exam](#)

citizenship and immigration services by a score of at least sixty percent (60%). The instruction will be given each academic year in kindergarten through grade twelve.

On the naturalization test, some answers may change because of elections or appointments. Students will be expected to know the most current answers to these questions with the name of the official who is serving at the time of their test.

Students will have multiple opportunities throughout grades 9 through 12 to pass the civics exam to receive their high school diploma from APA-Alpine.

The curriculum at American Preparatory Academy exceeds state standards for teaching the Constitution of the United States and will prepare students to pass a constitution examination.