



Idaho Public Charter School Commission

PUBLIC CHARTER SCHOOL COMMISSION MEETING

September 20, 2012
700 W. State Street, Boise, Idaho
JRW West Conference Room

Thursday September 20, 2012 – 700 W. State Street, JRW West, 9:00 a.m.

1. Commission Work and Officer Election (Vice-Chair)
2. Odyssey Charter School New Charter Petition – 3rd Hearing
3. Chief Tahgee Elementary Academy New Charter Petition
4. DaVinci Charter School Corrective Action Plan and Fiscal Status Update
5. Blackfoot Community Charter Learning Center Academic Status Update
6. Wings Charter Middle School Corrective Action Plan, Proposed Charter Amendments, and Academic Status Update
7. Xavier Charter School Fiscal Status Update
8. iSucceed Virtual High School Annual Update
9. Kootenai Bridge Academy Annual Update
10. Liberty Charter School Annual Update
11. Monticello Montessori School Annual Update
12. Victory Charter School Annual Update
13. PCSC Discussion: Proposed Rule Changes

OTHER / NEW BUSINESS

If auxiliary aids or services are needed for individuals with disabilities, or if you wish to speak during the Open Forum, please contact the SBOE office at 334-2270 or PCSC staff before the meeting opens. While the PCSC attempts to address items in the listed order, some items may be addressed by the PCSC prior to or after the order listed.

1. Agenda Approval

Does the Public Charter School Commission (PCSC) have any changes or additions to the agenda?

2. Minutes Approval

COMMISSION ACTION

To approve the meeting minutes from July 17, 2012; July 24, 2012; and August 7, 2012 as submitted.

THIS PAGE INTENTIONALLY LEFT BLANK

**DRAFT MEETING MINUTES
PUBLIC CHARTER SCHOOL COMMISSION SPECIAL MEETING
TUESDAY, JULY 17, 2012
650 W. STATE STREET, BOISE, IDAHO
VOCATIONAL REHABILITATION, ROOM 150**

A special meeting of the Idaho Public Charter School Commission (PCSC) was held Tuesday, July 17, 2012, at 650 W. State Street, Boise, ID, Room 150. Chairman Alan Reed presided.

The following members attended via telephone:

Brad Corkill	Nick Hallett
Wanda Quinn	Esther Van Wart

Absent: Gayle O'Donahue
 Gayann DeMordaunt

Chairman Reed, also in attendance via telephone, called the meeting to order at 9:01 a.m.

3. Blackfoot Charter Community Learning Center Proposed Charter Amendment and Revised Corrective Action Plans

Fred Ball, administrator; Joselyn Hayes, teacher; and Emily Hanson, board member, represented BCCLC.

Tamara Baysinger, PCSC Director, said the purpose of this meeting is to consider a proposed charter amendment that would increase enrollment from 300 to 378 over several years.

Mr. Ball reported that BCCLC completed FY12 with a fund balance of approximately \$55,000. Growth was restructured so that BCCLC can stay in their current facility for the next five years.

Commissioner Hallett asked why the 5-year budget shows a decline in administrative costs.

Mr. Ball said an anticipated retirement will result in reduced costs as the school replaces that individual with a less experienced administrator.

M/S: (Hallett/Corkill): To approve Blackfoot Charter Community Learning Center's proposed charter amendment related to the enrollment cap.
The motion passed unanimously.

Fred Ball asked if the commission would like to discuss the CAP.

Chairman Reed said that with the increase in enrollment, there is the possibility of removing one a notice of defect.

Upon discussion, the commissioners agreed that, due to BCCLC's history of identified defects, BCCLC should continue to be monitored with regard to the NOD and CAP.

Ms. Baysinger said BCCLC will be on the PCSC's September 20 meeting agenda to provide an academic status update.

Commissioner Hallett asked if the audit will be available in September.

Mr. Ball said he will make sure it is completed and available by then.

M/S (Van Wart/Hallett): To adjourn the meeting. *The motion passed unanimously.*

The meeting was adjourned at 9:10 a.m.

**DRAFT MEETING MINUTES
PUBLIC CHARTER SCHOOL COMMISSION MEETING
TUESDAY, JULY 24, 2012
700 W. STATE STREET, BOISE, IDAHO
JRW WEST CONFERENCE ROOM**

A regular meeting of the Idaho Public Charter School Commission (PCSC) was held Tuesday, July 24, 2012, at 700 W. State Street, Boise, ID, in the JRW West Conference Room. Chairman Alan Reed presided.

The following members were in attendance:

Brad Corkill	Nick Hallett
Gayle O'Donahue	Wanda Quinn

Absent: Gayann DeMordaunt
Esther Van Wart

Chairman Reed called the meeting to order at 9:00 a.m.

4. Commission Work

M/S (Quinn/Hallett): To approve the agenda as published. *The motion passed unanimously.*

M/S (Corkill/O'Donahue): To approve the meeting minutes from May 31, 2012, as submitted. *The motion passed unanimously.*

5. Commission Education: Certification and Provisional Authorization

Cina Lackey, Certification/Professional Standards Coordinator at the State Department of Education (SDE), gave a presentation regarding teacher certification requirements. She said Idaho Code § 33-1201 addresses Idaho requirements for teacher certification, and charter schools are not exempt from this statute. Many charter schools inquire about the use of paraprofessionals for core courses. This is not allowable, and paraprofessionals must work in sight of the teacher of record, who cannot be a paraprofessional. The SDE's website outlines the requirements for this provisional administrative certification.

The link to the Teacher Certification homepage is:

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

The link to the Alternative Authorizations / Routes to Certification is:

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

6. Commission Discussion: Consideration of Hearing Officer's Recommendation Regarding Summit Public Charter School Petition Denial

Chairman Reed opened the floor for Commission discussion.

There was no discussion.

M/S (Quinn/Corkill): To affirm the Commission's initial decision to deny the petition for Summit Public Charter School. *The motion passed unanimously.*

Tamara Baysinger, PCSC Director, indicated that the petitioners have three options at this point in time:

- Not to proceed further
- File an appeal with the Idaho State Board of Education
- Re-start the petitioning process from the beginning, as with a new petition

7. American Heritage Charter School (AHCS) New Charter Petition

Deby Infanger, Founder and Board Chairman of NVA; Gayle DeSmet, Founder and Principal of NVA; Kathy Thompson, Founder and Clerk for NVA; Sara Schofield, Board Secretary; Michael Infanger, Founder; Michael Batt, Board Treasurer; represented American Heritage.

Ms. Infanger said AHCS will be a K-8 school expanding into K-12 in the future. The school has enough students interested to reach 90% enrollment. Blended learning will be added to the educational program in 2015. The board's experience with NVA and an alliance with the VanderSloot Foundation increase the likelihood of the school's academic and fiscal success.

Commissioner O'Donahue requested additional evidence of market interest.

Frank VanderSloot said community interest in AHCS has been high, despite little marketing to date.

Commissioner O'Donahue does not doubt the passion of those involved that the interest is there. However, she cautioned the school to get documentation.

Commissioner Quinn noted that some charter schools in the area have not reached capacity.

Ms. Infanger said there are no charter schools on the west side of Idaho Falls, where AHCS will be located. Even if AHCS does not get the enrollment expected, fiscal stability is assured by their experience and support from the VanderSloot Foundation.

Commissioner Corkill verified with Ms. Infanger and Mr. VanderSloot that the necessary financial gifts are guaranteed.

Ms. Infanger noted that the line item donations are to replace the Federal Start Up Grants and nothing more.

Chairman Reed said one version of the budget does still show large donations beyond the first three years.

Frank VanderSloot said he is the donor and 100% certain the funds will be available through the VanderSloot Foundation. However, he is not certain all of the funds will be necessary. AHCS will cover utilities, but the Foundation will provide the facility and building maintenance. The goal is to provide a better education to the community through a charter school alternative.

Commissioner Corkill commended the Foundation for their generosity.

Commissioner Hallett is uneasy that the fund balance is small in the "most likely" budget scenario.

Ms. Infanger said the small fund balance is due to the fact that AHCS is heavily relying on the VanderSloot Foundation and the school plans to become self-sustaining through growth.

Frank VanderSloot said the Foundation has provided assurance that they will cover any deficit fund balance, if the need arises.

Ms. Infanger has been stunned by the support of the VanderSloot Foundation.

Commissioner Hallett expressed discomfort with the self-perpetuating board.

Ms. Infanger said recruiting for board members is very difficult. AHCS would be happy to change to more elected positions at the direction of the Commission.

Commissioner Hallett noted that administrators must approve teacher hiring decisions pursuant to I.C. § 33-523.

Commissioner O'Donahue questioned the choice to open grades 9 through 12 in Year Two.

Ms. Infanger said the plan was based on NVA's experience. Having the flexibility of grades 9 through 12 is the only way to make the budget work and pay for the necessary teachers.

Commissioner Quinn asked about the impact of AHCS on the Idaho Falls School District.

Chairman Reed read an excerpt from an email from Dave Lent, Chairman of Idaho Falls School District #91: *We are not opposed to the opening of AHCS and plan to work collaboratively with them.*

Chairman Reed noted that several concerns previously identified by PCSC staff require attention prior to petition approval.

The petitioners said it would be helpful for AHCS to gain approval today, due to facility preparation timing issues.

M/S (Quinn/Hallett): To hold the decision on the American Heritage Charter School petition until such time as PCSC staff feels the petition is complete, and to then convene a special meeting for consideration of the petition.

The motion passed, with Commissioner O'Donahue voting nay.

8. Heritage Community Charter School (HCCS) Corrective Action Plan (CAP) and High School Pilot Update

Lon McCrae, Board Vice Chairman; Archie Buck, Teacher and Assistant to the Administrator; Javier Castaneda, Administrator; Richard Hammond, Board Chairman; and Rob MacDonald, Board Member, represented HCCS.

Mr. Hammond said HCCS' board has made a unanimous decision to discontinue the high school pilot program at this time. The school may request to expand back into high school at a later date.

Mr. Hammond asked how the school should request an enrollment expansion of 30 students in the 8th grade.

Ms. Baysinger said HCCS would need to submit a proposed charter amendment just as for any other proposed charter amendment.

Commissioner O'Donahue inquired about the status of HCCS's former high school students' attempts to get their HCCS credits accepted at other schools, given HCCS's failure to obtain provisional accreditation.

Mr. Castaneda said HCCS is working with the surrounding high schools to make sure the 28 affected students either have their credits accepted or that HCCS provides support.

Commissioner O'Donahue requested continued updates on the status of these high

school students to ensure these students have been assisted.

M/S (Hallett/Corkill): To lift the notice of defect previously issued to Heritage Community Charter School with regard to Latin instruction, maintenance of an expenditure website, and administrative certification. *The motion passed unanimously.*

Commissioner Quinn reminded HCCS of the request at the July 24, 2012 Commission meeting for the following status reports:

- Board of Directors
- School Administration
- Fiscal Status
- High School Pilot Program - Student Mediation
- Academic Status
- Accreditation

9. DaVinci Charter School Fiscal Status and Special Education Report

Matthew Shapiro, Board Member; Darin Vickery, Board Member; and Tim Richey, Board Treasurer, represented DaVinci.

Mr. Shapiro said DaVinci's fiscal circumstances resulted from a tight budget combined with unexpected facility move expenses and a SDE disbursement that the school expected in June but received in July. The result was a FY12 shortfall of approximately \$23,000. DaVinci's board recognizes that the tools they have been using to assess the school's fiscal health are inadequate for cash-flow management. They are working on a new system to address this concern.

Mr. Shapiro said DaVinci took immediate steps to get back into Special Education compliance. Their review of the circumstances revealed that the vast majority of the complaints (seven out of eight) were the result of poor note taking. DaVinci received 16 out of 16 points from SDE for the Special Education program.

Commissioner Hallett asked when the school would be able to provide a response to PCSC staff's questions regarding details in the budget.

DaVinci said it would be the beginning of August before the Business Manager returns.

The Commissioners asked the school to address all the issues identified by the next scheduled Commission meeting.

Commissioner Quinn and Chairman Reed emphasized that the special education issue is extremely serious and should not be taken lightly.

M/S (Hallett/Quinn): To direct PCSC staff to issue to DaVinci Charter School a notice of defect on the following grounds:

- 1. Committed a material violation of any condition, standard, or procedure set forth in the approved charter, specifically with regard to providing special education services;**
- 2. Failure to demonstrate fiscal soundness;**
- 3. Violation of a provision of law, specifically with regard to the following special education laws: 34 CFR §300.111, 34 CFR §300.301, 34 CFR §300.304, 34 CFR §300.306, 34 CFR §300.503, 34 CFR §300.504, and 34 CFR §300.530.**

The motion passed unanimously.

10. Falcon Ridge Public Charter School (FRPCS) Academic Status Report

Mark Green, Administrator, represented FRPCS.

Mr. Green and the Commission discussed whether FRPCS had properly amended the MSES in the approved charter, and whether the MSES were met. The Commission noted that the confusion should not overshadow their commendations to FRPCS for their desire to achieve high standards. They encouraged the school to continue work on revising the MSES, particularly with regard to the IRI.

M/S (Quinn/Hallett): To lift the notice of defect issued to Falcon Ridge Public Charter School on the grounds of failure to substantially meet any of the measurable student educational standards in the approved charter. *The motion passed unanimously.*

11. North Idaho STEM (NI STEM) Pre-Opening Update

Scott Thomson, Founder; and Colleen Thomson, Project Coordinator and Founder, represented NI STEM.

Mr. Thompson said NI STEM purchased four acres outright and has built a cafeteria/gym/auditorium. The infrastructure is in place and all teachers are hired in accordance with NCLB guidelines. There is a meeting scheduled with the City of Rathdrum, furniture is being ordered, curriculum has been purchased, and SDE paperwork is completed for payments to be received in August.

Commissioner O'Donahue commended the school for recognizing the need to delay their opening, making the decision to do so, and for their patience throughout the process.

Commissioner Hallett asked after the status of the 8th grade.

Mr. Thompson reported that 8th grade is full and there is a total enrollment of 264.

Commissioner Quinn said there has been a lot of excitement in Northern Idaho regarding the opening of NI STEM.

Chairman Reed thanked the school for their efforts. The commission no longer requires monthly updates from the school.

12. Another Choice Virtual School (ACVS) Annual Update

There were no representatives from ACVS in attendance. The PCSC consented to move the item to later in the agenda.

13. Idaho Virtual Academy (IDVA) Annual Update

Kelly Edginton, Director of Academic Services; Allen Wenger, Business Manager; Desiree Laughlin, Head of School; and Dave Malnes, Board Chairman and Parent, represented IDVA.

Ms. Laughlin provided a PowerPoint presentation regarding the status of the school. She noted that returning enrollment has increased, up over 67% from two years ago, but attrition is historically high within virtual education. IDVA's MSES are not as measurable as they need to be, and the board has approved a committee to work on amendments to this section of the petition, as well as the mission and vision statements. The school's pilot, hybrid alternative program for at-risk students has been discontinued. Next year, IDVA will offer expanded, blended learning opportunities to all students. New programs will be launched in the fall using iPads, phonics for young children, math and writing workshops, field experiments, and Idaho history videos and movies. Surveys showed that the Tier II program was not rigorous enough. This will be addressed in the upcoming year.

Mr. Wenger clarified details regarding IDVA's contract with K12.

Ms. Laughlin said IDVA's board interprets the charter's description of parent/teacher contact in such a way that it believes the school is not in violation. She summarized the level and variety of contact that takes place.

Commissioner Corkill asked about the differences in the budgets for the following categories:

- Special Education
- Transportation
- Management Services
- Textbooks

- School Supplies
- Computer Services

Mr. Wenger stated \$20,000 for Special Education is for the current month. Transportation includes the state reimbursement of \$900,000. The management services variance was due to a change in how the K12 charges were computed. Changes were also made in how IDVA budgets were configured. The textbook category now includes all curriculum materials (textbooks, software, science supplies, etc.). Computer Services was moved into areas that fit more into a brick-and-mortar setting. IDVA pays approximately \$900,000 per year for 3,000 computers.

The Commission requested that IDVA divide K12's billing into "instructional" and "non-instructional" expense categories and provide information in this format.

Chairman Reed and Commissioner Corkill expressed concern that K12's services are overpriced and the contract is structured such that K12 will always receive as much money as possible.

Mr. Wenger noted that K12's contract works similarly in other states, which tend to fund public schools at a higher rate. Therefore, K12 profits less from IDVA than from other schools that use K12.

Commissioner Hallett said it appears K12 is providing "insurance" that IDVA will not have a deficit, and such insurance may come at a significant cost to IDVA. He feels a breakdown between instructional and non-instructional line items will assist in answering these questions.

Chairman Reed asked about the length of the contract.

IDVA reported that the contract with K12 concludes in 2014.

14. Taylor's Crossing Public Charter School (TCPCS) Update

Aaron Clegg, Board Chairman; Justin Judy, Board Treasurer; Laila Kammerman, Board Secretary; Erica Radford, Board Member; Jared Emfield, Principal; Jamie Toop, Financial Director; and Teresa Adelizzi, HR Director, represented TCPCS.

Mr. Emfield provided a PowerPoint presentation regarding the status of the school.

Chairman Reed and Commissioners Quinn and Hallett commended the school for the positive changes made since last fall.

Chairman Reed inquired about stakeholder dissatisfaction regarding extracurricular

activities.

Mr. Emfield said the school needs to do a better job of communicating that, as a Harbor school, TCPCS focuses on academics rather extracurricular activities.

15. Wings Charter School Annual Update

Kay Jones, Board Chairman; Tony Adkins, Board Secretary/Treasurer and CPA; Letha Blick, Administrator; Kristie Oberg, Special Education Teacher; and Melody Lechner, Founder, represented Wings.

Ms. Blick provided a PowerPoint presentation regarding the status of the school.

Commissioners Hallett and O'Donahue commended the school for taking on underachieving students. They emphasized the PCSC's expectations that the school follows charter school laws and requirements, operates in compliance with the charter, submits meeting materials and other reports in a timely fashion, completes work on necessary charter revisions done, and provides quality education for students.

Chairman Reed expressed concern that the administration is not adequately supported by the board. The school isn't fulfilling the mission described in the charter and the CAP has not been successful in curing defects.

Wings reported they are close to having the charter revisions done, now that they can rely on historical data to help them craft reasonable goals.

Commissioner Quinn asked about the school's facility concerns.

Ms. Blick said the school has been unable to renegotiate the expensive lease. A possible purchase is under discussion; this would reduce monthly costs if the school is able to find a lender.

M/S (Hallett/Corkill): To direct PCSC staff to issue to Wings Charter School a notice of defect on the grounds of failure to substantially meet any of the measurable student educational standards in the approved charter.

Chairman Reed said the seriousness of the school's academic status cannot be understated. This defect has been repeatedly addressed by the PCSC and Wings needs to improve.

Commissioner Hallett said the development of a quality charter school is a team effort, and he feels that Wings' board needs to step up and help the school resolve these problems.

The motion passed unanimously.

9. Another Choice Virtual School (ACVS) Annual Update

Donna Meyers, Business Manager; Dr. Laura Sandidge, Part-Time Administrator; Kim Hunter, Community Liaison and Registrar; and Kelsey Williams, Full-Time Administrator, represented ACVS.

The ACVS representatives provided an update regarding the status of the school. ACVS projects a year-end reserve of \$66,000. Reading growth is apparent, but math and language growth needs to improve and programs to address this are being implemented. 34% of the student population qualifies for special education services. The school will be moving to a larger facility over the summer.

Commissioner Quinn noted that no board members were present for PCSC staff's site visit, and none attended this meeting.

ACVS said most of the board members are on vacation during the summer months. However, the school is in constant contact with board members. The board is very involved and supportive.

Chairman Reed asked about the utilization of Ron Clark's "Essential 55".

ACVS indicated they are not currently using that program, but will be working with PCSC staff to revise their charter.

M/S: (Quinn/Corkill): To direct PCSC staff to issue to Another Choice Virtual School a notice of defect on the following grounds:

- 1. Material violation of a condition, standard, or procedure set forth in the approved charter, specifically with regard to utilizing Ron Clark's "Essential 55" and Great Expectations.**
- 2. Failure to submit required reports to the authorizing chartering entity, specifically, the goals attainment report and stakeholder satisfaction results.**

The motion passed unanimously.

M/S (Hallett/Corkill): To adjourn the meeting. *The motion passed unanimously.*

The meeting was adjourned at 2:22 p.m.

**DRAFT MEETING MINUTES
PUBLIC CHARTER SCHOOL COMMISSION MEETING
TUESDAY, AUGUST 7, 2012
650 W. STATE STREET, BOISE, IDAHO
CLEAR WATERS CONFERENCE ROOM**

A special meeting of the Idaho Public Charter School Commission (PCSC) was held Tuesday, August 7, 2012, at 650 W. State Street, Boise, ID, in the Clear Waters Conference Room. Chairman Alan Reed presided.

The following members were in attendance by telephone:

Brad Corkill	Gayann DeMordaunt	Gayle O'Donahue
Wanda Quinn	Esther Van Wart	

Absent: Nick Hallett

Chairman Reed, attending via telephone, called the meeting to order at 9:01 a.m.

1. American Heritage Charter School (AHCS) New Charter Petition – Second Hearing

Deby Infanger, Founder, President and Board Chairman of NVA; Sara Schofield, Board Secretary; Michael Infanger, Founder and Entrepreneur; and Jennifer Andrus-Hyden represented AHCS.

Tamara Baysinger, PCSC Director, said she has worked with the petitioners over the last two weeks to eliminate outstanding concerns. The VanderSloot Foundation and family has committed to ensuring availability of necessary funding.

Chairman Reed opened the floor for comments or questions regarding the petition.

Commissioner Quinn asked if the school district remains supportive of AHCS.

Chairman Reed reconfirmed the school district's continued support of the school.

M/S (Corkill/O'Donahue): To approve the petition for American Heritage Charter School. *The motion passed unanimously.*

2. Heritage Community Charter School (HCCS) Proposed Charter Amendment

Javier Castaneda, Executive Director; Archie Buck, Teacher and Assistant Director; and Chris Yorgason, Attorney, represented HCCS.

Mr. Yorgason has worked with Ms. Baysinger to craft the proposed amendment in

order to accelerate the expansion of the 8th grade by one year from the 2013/2014 school year to the 2012/2013 school year. HCCS will have a full K-8 school with 60 students per grade.

Ms. DeMordaunt stated that approval is in no way an indication of her, or the Commission's, opinion regarding the possibility of future expansion into high school.

Mr. Yorgason verified that the school understands that approval for increased 8th grade enrollment is a separate issue from high school expansion.

Mr. Castaneda said HCCS has two positions pending, one for a business manager and one for a special education director. The positions are posted and HCCS is preparing for the interview process. Jean Taylor plans to assist the school until a permanent special education director is in place.

M/S (O'Donahue/Corkill): To approve Heritage Community Charter School's proposed charter amendment related to the enrollment cap. *The motion passed unanimously.*

M/S (Van Wart/Corkill): To adjourn the meeting. *The motion passed unanimously.*

The meeting was adjourned at 9:13 a.m.

SUBJECT

Odyssey Charter School New Charter Petition (3rd Hearing)

APPLICABLE STATUTE, RULE, OR POLICY

I.C. § 33-5205

BACKGROUND

Odyssey Charter School (Odyssey) is a proposed new public charter school to be located in Idaho Falls, Idaho. The petition was referred to the Public Charter School Commission (PCSC) by Idaho Falls School District 91.

Odyssey presented the petition at the April 2012 and May PCSC meetings. Each time, a decision was delayed in order to give the school additional time to develop the petition. The petitioners and PCSC have mutually agreed to consideration of the petition at this September 20, 2012, meeting.

DISCUSSION

Odyssey's petition is for the establishment of a new public charter school serving Bonneville County, Jefferson County, and Shelley School District students in grades 6-12. The proposed school will open with grades 6-10; adding grades 11 and 12 in subsequent years. It will focus on project-based instruction emphasizing the development of skills needed for post-secondary and career success.

In an effort to prepare its faculty and administration to effectively implement project-based learning across the educational program, Odyssey intends to contract with the Buck Institute for Education. The Institute will provide a three-day workshop prior to the beginning of operations, and then follow up with two, single-day workshops during the year. Additionally, two of Odyssey's curriculum vendors will provide product-specific training that, due to the nature of the curricula, Odyssey believes will further develop teachers' understanding of project-based learning. In later years of operation, Odyssey may repeat the three-day Buck Institute workshop for new teachers and assign mentoring relationships between new and returning teachers. Odyssey will also use free, online resources for professional development. Given the complexity of project-based learning as an educational method, as well as the tendency of most professionals to fall back on familiar methods in the absence of consistently reinforced training, Odyssey's professional development plan may be insufficient to ensure the successful implementation of the intended educational program.

Odyssey's enrollment caps allow space for up to 325 students in grades 6-10 in Year One, followed by annual enrollment increases and grade level expansions until the school reaches and ultimate enrollment cap of 700 in grades 6-12. However, the petitioners have provided various budget

scenarios acknowledging that actual enrollment may be well below these numbers.

The Measurable Student Educational Standards (MSES) in the petition reflect prudent use of the Star Rating System, though it appears the school's board would benefit from additional training in how star ratings are determined and the conclusions that can be drawn from them. In order to meet PCSC requirements, additional MSES whose focus is comparison of achievement at Odyssey to achievement at other schools must be added to the petition.

Although part of the petition has been well edited for clarity, flow, and professionalism, the remainder of the document should undergo similar work in order to best represent the quality of the proposed school.

IMPACT

As Odyssey could be the second of two petitions approved for opening in the Idaho Falls School District in fall 2013, the PCSC should strongly consider comments previously provided by the district regarding the potential impact of the proposed schools.

If the PCSC approves the petition, Odyssey will be responsible for notifying the State Board of Education of such approval, seeking authorization to begin operations for the 2013-2014 school year, and seeking authorization for LEA status. The PCSC will be responsible for the general oversight of the school.

If the PCSC denies the petition, the petitioners could appeal to the State Superintendent of Public Instruction, or they could decide to not proceed further.

The PCSC and Odyssey may mutually agree to delay a decision on the petition for an additional, specified period of time.

STAFF COMMENTS AND RECOMMENDATIONS

Staff notes that, later in the petitioning process, Odyssey has improved the timeliness and thoroughness of its responses. Though not as refined as it could be, the petition is substantially complete. The PCSC should carefully consider whether, given its limited budget and the difficulty of implementing a schoolwide, project-based learning program, Odyssey will be able to effectively implement the vision described in the petition.

COMMISSION ACTION

A motion to approve the petition for Odyssey Charter School.

OR

September 20, 2012

A motion to deny the petition for Odyssey Charter School based on item(s)
_____.

OR

The PCSC and petitioners may mutually agree to delay a decision on the petition for a specified period of time.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

September 20, 2012

THIS PAGE INTENTIONALLY LEFT BLANK

**PUBLIC CHARTER SCHOOL COMMISSION STAFF REVIEW
OF PUBLIC CHARTER SCHOOL PETITION**

Name of Proposed Public Charter School: Odyssey Charter School
Date: **9/10/12 (Previous reviews 11/2/2011, 3/21/12, and 5/10/12, 6/22/12, 7/11/12, and 8/29/12)**

Petition Delivered to Commission Staff: **revision delivered 9/7/12**
File Number: **2011-03**

Proposed school year: **2013-2014**
Proposed grades to begin operations: **6-12**
Proposed attendance area: **Shelley Joint School District #60, Bonneville County, and Jefferson Joint School District #251, with the facility located in Idaho Falls Joint School District #91**

Means by which petition came to Commission:

- Virtual school
- X Referred by school district
Reason for referral: ***“Petition lacks the sufficient detail needed to guarantee successful implementation. In addition, the governance, oversight and support of such a school would tax the district’s existing resources, and result in additional costs for the district. At this time, the district is also considering a project-based magnet school that is more robust and uses a model that been successfully replicated around the country and has proven results.”***
- Filed by petitioner after withdrawal from school district
Date of filing with board of trustees:
- SBOE re-directed petition for consideration by commission?
Reason for referral:
- Transfer of district-authorized charter school
Reason for request:
 - Documentation of district agreement to proposed transfer, including any charter revisions, has been provided

**REQUIRED ELEMENTS OF THE PETITION IN FORMAT REQUIRED
BY THE PUBLIC CHARTER SCHOOL COMMISSION
IDAPA 08.03.01.401**

COVER PAGE & TABLE OF CONTENTS

- X Name of proposed charter school
- X School year petitioning to open the school
- X Name of the school district(s) affected by the attendance area

- X Where the public charter school building will be physically located, or the physical location of the main office of a virtual school
- X Name, address, telephone number, fax number, and email address of the petitioner's authorized representative
- X Table of contents

Comments:

TAB 1

- X Articles of Incorporation, file-stamped by Secretary of State's Office *I. C. § 33-5204(1)*
- X Adopted Bylaws *I. C. § 30-3-21(1)*
- X Signatures of at least 30 qualified electors of designated service area? *I. C. § 33-5205(1)(a)*
- X Mission and vision statements

Comments:

TAB 2

- X Proposed operation and potential effects of the public charter school *I.C. § 33-5205(4)*
 - X Facilities to be used by the public charter school
 - X The manner in which administrative services will be provided
 - X Potential civil liability effects upon the public charter school and the authorized chartering entity
 - X Commitment to secure property and liability insurance. *I. C. § 33-5204(4)*
Errors and Omissions insurance is not required by statute but is recommended.

Comments:

Bowen:

Will Design Space require that a minimum number of modulars be leased? (We have seen this requirement come up for other petitioners.) If so, will the minimum number of modulars required by Odyssey meet the requirement?

TAB 3

- X Proposed educational plan and goals, including how each of the educational thoroughness standards defined in I.C. 33-1612 shall be fulfilled *I.C. 33-5205 (4)(a)*
- X Description of what it means to be an "educated person" in the 21st century and how learning best occurs *I.C. 33-5205 (4)(a)*
- X The manner by which special education services will be provided to students with disabilities who are eligible pursuant to the federal individuals with disabilities education act. *I.C. § 33-5205(3)(q)*

- X Plan for working with parents of dually-enrolled students and the manner by which eligible students from the public charter school shall be allowed to participate in dual enrollment in non-charter schools within the same district as the public charter school, as provided for in section 33-203(7), Idaho Code. *I.C. § 33-5205(3)(r)*
- X The manner in which gifted and talented students will be served.

Comments:

TAB 4

- X Measurable student educational standards, which means the extent to which all students demonstrate they have attained the skills and knowledge specified as goals in the school's educational program. *I.C. § 33-5205(3)(b)*
- X The method by which student progress in meeting the student educational standards is to be measured. *I.C. § 33-5205(3)(c)*
- X Provision by which students will be tested with the same standardized tests as other Idaho public school students. *I.C. § 33-5205(3)(d)*
- X A provision which ensures that the public charter school shall be state accredited as provided by rule of the state board of education. *I.C. § 33-5205(3)(e)*
- X A provision describing the school's plan if it is ever identified as an "in need of improvement" school as outlined in the No Child Left Behind Act

Comments:

TAB 5

- X The governance structure of the school including, but not limited to, the person or entity that shall be legally accountable for the operation of the public charter school? *I.C. § 33-5205(3)(f)*
- X The process to be followed by the school to ensure parental involvement? *I.C. § 33-5205(3)(f)*
- X The manner in which an annual audit of the financial operations of the public charter school is to be conducted. *I.C. § 33-5205(3)(k)*

Comments:

TAB 6

- X The qualifications to be met by individuals employed by the public charter school. Instructional staff shall be certified teachers, or may apply for a waiver or any of the limited certification options as provided by rule of the state board of education. *I.C. § 33-5205(3)(g)*
- X The procedures that the public charter school will follow to ensure the health and safety of students and staff. *I.C. § 33-5205(3)(h)*
- X A provision which ensures that all staff members of the public charter school will be covered by the public employee retirement system, federal social security, unemployment insurance, and workers compensation insurance?

The budget should reflect consideration of these provisions. *I.C. § 33-5205(3)(m)*

- X A description of the transfer rights of any employee choosing to work in a public charter school and the rights of such employees to return to any non-charter school in the school district after employment at a public charter school. *I.C. § 33-5205(3)(o)*
- X A provision which ensures that the staff of the public charter school shall be considered a separate unit for purposes of collective bargaining. *I.C. § 33-5205(3)(p)*
- X A statement that all teachers and administrators will be on written contract *I.C. § 33-5206(4)*

Comments:

TAB 7

- X Admission procedures, including provision for over-enrollment. Such admission procedures shall provide that the initial admission procedures for a new public charter school, including provision for over-enrollment, will be determined by lottery or other random method, except as otherwise provided by this provision. *I.C. § 33-5205(3)(j)*
- X The disciplinary procedures that the public charter school will utilize, including the procedure by which students may be suspended, expelled, and re-enrolled. Disciplinary procedures for Special Education Students should also be included. *I.C. § 33-5205(3)(l)*
- X The governing board of the charter school shall ensure that procedures are developed for contacting law enforcement and the student's parents, legal guardian or custodian regarding a student reasonably suspected of using or being under the influence of alcohol or a controlled substance. Charter school policies formulated to meet the provisions of Section 37-2732C, Idaho Code, and this section shall be made available to each student, parent, guardian or custodian by August 31, 2002, and thereafter as provided by Section 33-5126, Idaho Code. *I.C. § 33-210(3)*
- X The public school attendance alternative for students residing within the school district who choose not to attend the public charter school. *I.C. § 33-5205(3)(n)*
- X The process by which the citizens in the area of attendance shall be made aware of the enrollment opportunities of the public charter school. *I.C. § 33-5205(3)(s)*
- X A plan for the requirements of section 33-205, Idaho Code, for the denial of school attendance to any student who is a habitual truant, or who is incorrigible, or whose conduct, in the judgment of the board of directors of the public charter school, is such as to be continuously disruptive of school discipline, or of the instructional effectiveness of the school, or whose presence in a public charter school is detrimental to the health and safety of other pupils, or who has been expelled from another school district in this state or any other state. *I.C. § 33-5205(3)(i)*
- X The student handbook that describes the school rules and the procedure ensuring a student's parent or guardian has access to this handbook.

Comments

TAB 8

- X A detailed business plan including:
 - i. Business description
 - ii. Marketing Plan
 - iii. Management plan
 - iv. Resumes of the directors of the nonprofit corporation
 - v. The school's financial plan
 - vi. Start-up budget with assumptions form
 - vii. Three year operating budget form
 - viii. First year month-by-month cash flow form
- X A proposal for transportation services. The budget should reflect estimated cost. *I.C. § 33-5205(3)(t)*
- X Plans for a school lunch program, including how a determination of eligibility for free and reduced price meals will be made

Comments:

TAB 9 -- VIRTUAL SCHOOLS

- If the petition is for a virtual school, a brief description of how the school meets the definition of a virtual school as defined by I.C. § 33-5202A(6)
- The learning management system by which courses will be delivered;
- The role of the online teacher, including the consistent availability of the teacher to provide guidance around course material, methods of individualizing learning in the online course, and the means by which student work will be assessed;
- A plan for the provision of professional development specific to the public virtual school environment;
- The means by which public virtual school students will receive appropriate teacher-to-student interaction, including timely, frequent feedback about student progress;
- The means by which the public virtual school will verify student attendance and award course credit. Attendance at public virtual schools shall focus primarily on coursework and activities that are correlated to the Idaho State Thoroughness Standards.
- A plan for the provision of technical support relevant to the delivery of online courses;
- The means by which the public virtual school will provide opportunity for student-to-student interaction; and
- A plan for ensuring equal access to all students, including the provision of necessary hardware, software, and internet connectivity required for participation in online coursework.

Comments:

TAB 10

- X A description of any business arrangements or partnerships with other schools, educational programs, businesses, or nonprofit organizations, and copies of any contracts or lease agreements.

Services identified as being contracted:

Curriculum	<input type="checkbox"/> YES	X NO
Special education	<input type="checkbox"/> YES	X NO
Transportation	X YES	<input type="checkbox"/> NO
Meals	X YES	<input type="checkbox"/> NO
Legal	X YES	<input type="checkbox"/> NO
Accounting	<input type="checkbox"/> YES	X NO

- X Copies of contracts included in petition ***None for transportation***
- X Additional information the petitioners want the authorized chartering entity to consider as part of the petition
- X A plan for termination of the charter by the board of directors, to include:
 - (i) Identification of who is responsible for dissolution of the charter school;
 - (ii) A description of how payment to creditors will be handled;
 - (iii) A procedure for transferring all records of students with notice to parents of how to request a transfer of student records to a specific school; and
 - (iv) A plan for the disposal of the public charter school's assets. *I.C. § 33-5205(3)(u)*

Comments:

APPENDICES

- X State Department of Education sufficiency review. *I.C. §33-1612 ; IDAPA 08.02.04.200.03*
- X Written response to the findings of the sufficiency review.
- X Written comments from an authorized representative of the school district.

Comments:

The Buck Institute letter indicates that Buck seldom works with individual schools. Has Odyssey received assurance that this option will be available to you? We have obtained a new letter of intent from Buck that gives the assurance that it is sufficient for the school.

Could you direct us to this letter of intent? There is a cut-and-pasted email from Lauren Scheller on page 189 of the appendix, but you appear to be referring to a different document.

Also, as noted in the embedded comments, it seems that Odyssey may be relying on Buck Institute for some additional services, including scope and sequence development and assistance with the organization of free resources to develop a logical, thorough, ongoing professional development plan. Are these services included in the letter of intent and budget?

BUDGET

The Budget Assumptions sheet indicates that the Albertsons grant will be used during Year One (since it is reflected in the first-year cash flow projection). However, it also appears that some of the funds will be used for startup expenses in the pre-opening year. Perhaps a clarification of the assumptions is all that is needed. In our budgets the first year is the start-up or pre-opening year. The second year is the first year with students.

We see that the budgets include four columns, the first of which is headed Year One (Start-up Year). This is a logical way to show how you will use your Albertson's grant in the pre-opening year; any leftover grant money may then be shown in the Year Two (first year with students) carryover line.

However, in the budgets, the Year One (Start-up Year) column includes not only the Albertson's grant, but also revenues and expenditures indicating that the school will be operating with students in the classrooms. Please clarify.

GENERAL COMMENTS

It appears that some of the petition underwent very good editing to improve the professionalism of the writing and remove copyediting errors. However, the changes do not continue through the entire document. Is further quality revision underway?

IMPORTANT: *Remember that all changes to your petition must be submitted in legislative (or "redline") format. That is, text to be removed should be shown as stricken, and text to be added should be underscored. Legislative formatting from prior revisions should be removed so that only the most recent revisions are shown. Note that use of your word processing software's "show edits" feature is NOT an acceptable substitute for legislative formatting. Color and font should NOT be used to emphasize or replace legislative formatting.*

Please note that only the most recent changes should be shown in legislative format (Please remove earlier versions of legislative format so the actual changes appear in the text. Show only the current changes being made in legislative formatting. This must be done by hand). Legislative formatting need not be used on budget spreadsheets or when entire appendices are simply re-ordered but not changed.

September 20, 2012

Odyssey

Charter School

Opening with Grades 6–10 the first year and adding 11th grade the second year and 12th grade the third.

A Petition to Establish a Public Charter School Beginning in the 2013–2014 school year.

Available to all Idaho students with a primary attendance area consisting of Bonneville County, Jefferson Joint School District No. 251, and Shelley Joint School District No. 60, with the facility located in Idaho Falls Joint School District No. 91.

Submitted to
The Idaho Public Charter School Commission
~~August 20, 2012~~ September 7, 2012

Contact Person:
Karl Peterson
3890 Taylorview Lane, Ammon, Idaho 83406
Phone: 208-524-1285 Cell: 208-681-1805
kbpetersonmail@yahoo.com...ocsidaho.org

Odyssey Charter School does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. Any variance should be brought to the attention of the administration through personal contact, letter, phone, or email.

Table of Contents

Table of Contents.....	2
Tab 1: Articles of Incorporation, Bylaws, Signatures, and Mission Statement	6
Mission Statement	6
Vision Statement.....	6
Tab 2: Proposed Operation and Potential Effects of the Public Charter School.....	7
Physical Facilities	7
Primary Attendance Area.....	8
Potential Impact on the School Districts.....	8
Administrative Services.....	11
Day-to-Day Operations	12
Civil Liability.....	13
Tab 3: Educational Program and Goals.....	14
Defining An Educated Person.....	14
When Learning Best Occurs	14
Instructional Methods.....	15
Curriculum Overview	19
<i>Language Arts (English and Foreign)</i>	<i>20</i>
<i>Science and Health</i>	<i>21</i>
<i>Mathematics</i>	<i>21</i>
<i>Social Studies and Community Service</i>	<i>22</i>
<i>Career Education.....</i>	<i>22</i>
<i>Technology Education.....</i>	<i>22</i>
<i>Integrating Projects Into the Curriculum.....</i>	<i>23</i>
<i>Curriculum Development and Approval</i>	<i>24</i>
Thoroughness Standards.....	24
<i>Textbooks and Curriculum.....</i>	<i>30</i>
<i>Educational Programs and Services.....</i>	<i>30</i>
<i>Improvement of Student Learning.....</i>	<i>30</i>
Graduation Requirements.....	31
<i>Advanced Opportunity.....</i>	<i>33</i>
<i>Project based Learning and Community Service</i>	<i>33</i>
<i>Senior Project / Community Service Leadership.....</i>	<i>33</i>
<i>Accommodations/Alternate Graduation Requirements.....</i>	<i>33</i>
<i>Proficiency.....</i>	<i>34</i>
<i>Transfer Students.....</i>	<i>34</i>
<i>Early Graduation.....</i>	<i>34</i>

Graduation of Nonpublic School Students	34
How Special Education and Other Special Needs Will Be Met.....	34
<i>Special Education Services</i>	35
<i>Individual Education Plans</i>	35
<i>Nondiscriminatory Enrollment Procedures</i>	36
<i>LRE Requirements</i>	37
<i>Dual Enrollment</i>	38
<i>Gifted and Talented Program</i>	38
<i>LEP Students</i>	39
<i>Other Special Needs Student Services</i>	41
Tab 4: Assessment of Student Educational Progress	43
Measurable Student Educational Standards	43
Methods for Measuring Student Progress	44
Provisions by which Students Will Receive Standardized Testing.....	44
Accreditation.....	45
NCLB School Improvement Provision	46
Tab 5: Governance Structure	47
Governance Structure.....	47
<i>Founders</i>	47
<i>Board of Directors</i>	48
<i>Recruiting Highly Qualified Board Members</i>	48
<i>Initial Terms</i>	49
<i>Initial Formation</i>	49
<i>Selection and Replacement</i>	49
<i>Powers and Limitations</i>	49
<i>Relationship between Board of Directors and School Administration</i>	50
<i>Principal</i>	50
<i>Administrative Assistant</i>	51
<i>Business Manager</i>	51
<i>Standing Committees and Ancillary Support Personnel</i>	51
<i>Process to Ensure Parental Involvement</i>	51
Complaint Process.....	52
Crisis/Emergency Policies	52
Public Access	52
Annual Financial and Programmatic Operations Audits	53
Tab 6: Employees of the Charter School	54
Employee Qualifications	54
Health and Safety Procedures	54

Transfer Rights	56
Employee Benefits and Provisions.....	56
Professional Opportunities	56
Collective Bargaining	59
Written Employment Contracts	59
Background Checks.....	60
Assessing Board, Administration, Teacher, and Staff Performance	60
Tab 7: Admission Procedures.....	62
Admission and Over-enrollment Procedures.....	62
Enrollment Capacity Chart	62
Enrollment Deadline	63
Process for Public Notification of Enrollment Opportunities.....	63
Requests for Admission	64
Priority of Preferences for Initial Enrollment	64
Priority of Preferences for Subsequent Enrollment Periods.....	64
Proposed Attendance List for Lottery	65
Lottery Process.....	65
Waiting List	67
Final Selection List.....	67
Notification and Acceptance	67
Subsequent School Years	68
Public School Attendance Alternative	68
Denial of School Attendance and Disciplinary Procedures Including Suspension, Expulsion, and Re-enrollment	69
Student Health and Safety	70
Classroom Management.....	71
Bullying/Harassment.....	72
Fights, Weapons, Drugs, and Alcohol	72
Suspicion of Being Under the Influence	72
Notification of Law Enforcement	73
Suicide Prevention Plan.....	73
Internet Use	73
Student Handbook and Procedure Ensuring Parental Access.....	74
Tab 8: Business Plan.....	75
Business Description	75
Marketing Plan.....	75
Resumes of Directors	77

Financial Plan	78
<i>Revenues</i>	78
<i>Revenues and Expenditures Process</i>	79
<i>Payroll Processing</i>	79
<i>Reports and Audits</i>	79
Start-up Budget.....	80
Three Year Estimated Budget.....	80
First Year Month-by-Month Cash Flow.....	80
Transportation Services	80
Free and Reduced Lunch	81
Tab 9: Virtual Schools	82
Tab 10: Business Arrangements, Pre-Opening Timeline, and Termination.....	83
Business Arrangements and Partnerships	83
Development of School Policy Manual	84
Pre-Opening Time Line.....	84
Termination.....	90
Appendix A Articles of Incorporation	
Appendix B Signed Bylaws	
Appendix C Signatures of Qualified Electors	
Appendix D Attendance Area Map	
Appendix E Attendance at the Charter Start Workshop	
Appendix F Facilities	
Appendix G Resumes of Directors	
Appendix H Start-up Budget with Assumptions Form	
Appendix I Three Year Operating Budget Form	
Appendix J First Year Month-by-Month Cash Flow	
Appendix K Student Handbook	
Appendix L List of Potential Students and Interested People	
Appendix M Letter of Referral to the Public Charter School Commission	
Appendix N Plan for Inexpensive Technology	
Appendix O State Department of Education’s Review and Odyssey’s Response	
Appendix P Subcontractor Bids and Memoranda of Intent	
Appendix Q Board Training Program	
Appendix R Adapting Project-based Learning for Inclusive Classrooms.	
Appendix S Professional Standards for Administrators and the Board of Directors	
Appendix T 501(c)(3) Charitable Organization Approval Letter	
Appendix U Middle School Credit and Advancement Requirements	
Appendix V Pre-Opening Professional Development	

Tab 1: Articles of Incorporation, Bylaws, Signatures, and Mission Statement

Articles of Incorporation

Idaho Code § 33-5204(1)

See Appendix A.

Certificate of Adoption of Bylaws

Idaho Code §§ 33-5204(1) and 30-3-21(1)

See Appendix B.

Mission Statement

Our mission at Odyssey Charter School is to graduate students who, in addition to being proficient in a range of academic subjects, possess an advanced level of interpersonal and social communication skills, have the ability to engage in critical thinking and rational problem solving, demonstrate respect for the value of the contributions of others, possess a strong sense of personal integrity and responsibility, and believe in their own capacity for achievement.

Vision Statement

The vision of the Odyssey Charter School is to prepare and equip our middle school and high school students for the rigors of higher education and an ongoing lifetime of achievement. We satisfy this goal by providing an education that incorporates a relevant, challenging, exploratory and integrative curriculum with the academic innovations of project based learning. Odyssey Charter School will seek to create a culture of productive collaboration, personal integrity, mutual respect and civic responsibility.

Tab 2: Proposed Operation and Potential Effects of the Public Charter School

Odyssey Charter School offers the community a project based 6th-12th grade secondary school that encourages students to develop their higher level thinking skills. Odyssey Charter School is based around ~~the~~ an active, hands-on teaching technique of ~~project based learning. Odyssey focuses on hands-on, active,~~ called project based learning. ~~We will strive~~ Odyssey strives to meet the needs of students ~~who use~~ with different learning styles ~~and to build~~ by building on student interests in order to motivate and enable the students to learn.

~~Projects create relevance to the students' abstract knowledge because they provide immediate~~ Teaching through the use of projects makes academic knowledge more relevant by providing the means for the immediate and practical application of the core academic concepts learned in class. Odyssey students will use project-based learning in their day to day classes, ~~and each semester.~~ In addition, the students will work ~~on~~ one multi-disciplinary project. ~~By combining~~ each semester. Odyssey will promote its students' sense of civic responsibility by using projects designed to help ~~the~~ their community ~~with the acquisition of core academic~~ concepts, Odyssey students will become ~~compassionate and capable problem solvers who seek to~~ improve the world around them. Through project-based learning, Odyssey ~~not only~~ teaches both the "3 R's" of Reading, Writing, and Arithmetic, but also ~~the~~ for Cs of Critical reading, writing, and arithmetic, as well as the "4 C's" of critical thinking: communication, collaboration, and creativity. Odyssey's curriculum will also integrate the development of personal management and social skills that the students will need to succeed in the modern day collaborative workforce and in their family life.

~~Many~~ Although many local schools may occasionally offer a project-based class, Odyssey will be the only school in the area that focuses on project-based learning throughout the entire secondary school years.

~~Please~~ See Appendix V for Odyssey's plan to provide its teachers with professional development in the use of project-based teaching techniques. See the Curriculum Overview in Tab 3 for a description of the curricula selected for use with Odyssey's project-based learning program, including the effectiveness and alignment of the curricula to Common Core State Standards.

Physical Facilities

Idaho Code § 33-5205(4)

Odyssey Charter School will be a new public charter school, not a conversion or replacement of an existing school.

The administration/school building(s) shall be properly licensed and compliant with ~~code with~~ regard to the Americans with Disabilities Act, applicable OSHA regulations, and Idaho law. The building(s) shall provide sufficient wiring, communication capabilities, heating, ventilation, lighting, sanitary conditions, and water to support the operation of the school.

The Charter Developers are currently exploring a variety of building options for the school in order to ensure the sustainability of the program.

Current options for facilities for Odyssey Charter School are detailed in Appendix F.

Primary Attendance Area

Idaho Code § 33-5205(4)

The primary attendance area will be Bonneville County, Jefferson Joint School District No. 251, and Shelley Joint School District No. 60. Students from these districts will be given priority in accordance with Idaho Code § 33-5205(3)(j); however, students from other areas may also be enrolled. Odyssey's attendance area map is included in Appendix D.

Potential Impact on the School Districts

Idaho Code § 33-5205(4)

Odyssey Charter School will actively recruit students from its primary attendance area of Bonneville County, Jefferson Joint School District 251, and Shelley Joint School District 60. The charter school will not rely on these districts for contracted services such as special education, psychological evaluation services, occupational services, speech and language therapy, vision, gifted and/or talented programs, administration, or special needs such as special education accommodations, ~~excepts those that have been~~ unless mutually agreed upon by Odyssey and the relevant district.

According to the 2009 U.S. census, there are approximately 12,452 students in grades 6–12 in Bonneville County. The total high school population within Odyssey's entire attendance area is approximately 13,222 students, according to the 2009 U.S. census. When filled to capacity, Odyssey Charter School will enroll approximately 3% of the secondary school population in the attendance area. Idaho Falls has grown 12% in the past ten years, and Ammon, a small city adjacent to Idaho Falls, has more than doubled in population during that time. Bonneville county school districts are over capacity and are using modular classrooms to accommodate the student population. These districts may need to build new facilities in order to accommodate the number of students they serve. In particular, Bonneville School District No. 93 has announced plans to build a new high school in 2015. Odyssey Charter School is not anticipated to significantly reduce the student population in the local districts' traditional secondary schools, but it will provide some relief for present facilities that cannot currently accommodate an increasing school population. Odyssey is also anticipated to provide an

additional educational option for local private school students and home school students who often prefer to attend public charter schools over traditional public schools.

Odyssey's ~~list~~summary of potential students (see Appendix L) shows that less than 30% of Odyssey's potential students are anticipated to come from Idaho Falls School District No. 91, 40% are anticipated to come from Bonneville School District No. 93, 18% are anticipated to come from Jefferson School District No. 251, 7% are anticipated to come from Shelley School District No. 60, and the remainder are anticipated to come from outside these four districts. As a result, Odyssey's impact on the school districts within its attendance area will be widely distributed between the districts, thereby minimizing its impact on any one district.

The new Compass Academy being introduced by the Idaho Falls School District No. 91 is anticipated to have a very limited effect on the implementation of Odyssey Charter School's project-based learning program for the following reasons:

- The Compass Academy magnet school will create interest for project based education not only among students in the Idaho Falls School District, but among students in the surrounding districts as well. ~~In effect, Idaho Falls School District will be helping convince families in the surrounding area of the value of a project based education while offering a limited enrollment within only one of the six school districts included in Odyssey's attendance area. If the magnet school does not fill to capacity with students from District 91, individual students from other districts can apply to attend Compass Academy magnet school by obtaining a waiver. However, most of the potential students in Jefferson Joint School District 251, Shelley School District 60, and the rest of Bonneville County will be unable to attend the Compass Academy magnet school, leaving Odyssey the only choice for attending a project based secondary school.~~ Odyssey Charter School will be able to capitalize upon this increased public awareness of and interest in project based learning, particularly with regard to students that live outside of the Idaho Falls School District, but within Odyssey's wider attendance area.
- Odyssey will span grades 6 through 12, while the magnet school will only enroll students in grades 9 through 12. Odyssey will be the only project based educational option within its attendance area for 6th, 7th, and 8th grade students. ~~8th grades. We anticipate that District 91 parents who are interested in a project based education will enroll their children in Odyssey in 6th grade, in order to guarantee a spot in a project based school for both middle school and high school. They may choose to apply to the new magnet school when their child is approaching 9th grade, but there is no guarantee the child will be accepted if the magnet school has sufficient numbers for a lottery. The parent(s) and child may decide to stay with their friends, and remain in Odyssey during their high school years.~~

September 20, 2012

- Assuming that the new magnet school is successful in meeting its enrollment goals, there may be some parents in Idaho Falls School District No. 91 who are interested in a project based program but cannot enroll in the new academy. Odyssey Charter School will provide another project based educational option for those families. Parents and students in Shelley Joint School District No. 60, Jefferson Joint School District No. 251, and the rest of Bonneville County will not have the option of attending the new magnet school, and Odyssey will be the only option for a project based secondary school for those families.
- ~~Odyssey Charter School will help ameliorate any disgruntled feelings of parents in Idaho Falls Joint School District 91 that the magnet school and its students are receiving preferential treatment, while the students who are not accepted must settle for the pre-existing high schools. Those students will have another option to receive a project based education.~~
- ~~The Idaho Falls/Ammon area is divided into two school districts. The proposed locations of Odyssey Charter School are just a few blocks from the border of Idaho Falls Joint School District 91. Bonneville School District students will be as close to Odyssey as the majority of District 91 students.~~

There are presently two local charter schools that enroll middle and high school students: White Pine Charter School, which goes to the 8th grade; and Taylor's Crossing, which goes through 12th grade. White Pine has a waiting list for 6th and 7th grades; and 8th grade usually starts at capacity and loses a few students during the year. Taylor's Crossing usually starts the year at capacity and loses a few students through the year. 11th and 12th grades at Taylor's Crossing usually have a few places available.

Despite the local school districts suffering from overcrowding in all grade levels, local charter schools have been unable to meet their enrollment caps for their secondary grades. Odyssey Charter School has several unique features that other charter schools either do not offer or do not advertise that will help Odyssey attract students where other charter schools have struggled. These features include the following:

- Odyssey is the only project based school in Jefferson Joint School District No. 251, Shelley Joint School District No. 60, and the rest of Bonneville County.
- Odyssey will offer more integrated technology in the classrooms.
- Odyssey will be the only charter school in the area that focuses exclusively on the secondary grades. Many secondary age students do not want to attend a charter school that also includes elementary grade students, because it does not seem "grown up" enough. Many students are looking for a school that includes only middle and high school grades, rather than one that essentially functions as an extended elementary school. This formula has been proven successful by charter schools such as the Idaho

Science and Technology Charter School, which serves an area with a significantly smaller student population than the primary attendance area of Odyssey Charter School.

- Odyssey will offer unique educational opportunities such as drama, dance, and multidisciplinary projects, either as extra-curricula programs or as an integrated part of the school curriculum,
- Community improvement projects will create newsworthy stories that will foster connections with members of the larger community and civic outreach opportunities for Odyssey Charter School students.
- The collaborative nature of project based learning helps provide the kind of productive social interaction that secondary school students need.
- As part of its marketing program, Odyssey Charter School will emphasize its ability to provide participation in projects involving the arts (e.g., theater, music, and art) as well as science and technology (e.g., robotics, video production, and web design).

~~The founders have performed limited marketing. Despite this, we have attracted many potential students (see Appendix L for the exact numbers at the time of submission), which is a large percentage of our initial year enrollment caps listed in the Enrollment Capacity Chart in Tab 7: Admission Procedures. In addition, we have scheduled the following Meet n' Greets to provide more information and recruit potential student families.~~

August 18th	Idaho Falls	Pier View Farmer's Market 8:00 a.m. — 3:00 p.m.
August 25th	Idaho Falls	Pier View Farmer's Market 8:00 a.m. — 3:00 p.m.
September 1st	Idaho Falls	Pier View Farmer's Market 8:00 a.m. — 3:00 p.m.

~~More Meet n'Greets. Additional marketing events will be scheduled throughout the coming year.~~

~~We are advertising our school in the Post Register newspaper in Idaho Falls, and in the Shelley Pioneer newspaper in Shelley. We also have ads on Channel 6 KPVI and Channel 8 KIFI in Idaho Falls. We are translating our flyers and other marketing materials into Spanish, and we plan to advertise in Idaho Unido, a Spanish language newspaper; and on Spanish speaking radio stations in eastern Idaho.~~

Administrative Services

Administrative services for the school will be provided by the school pPrincipal, with support from the Board of Directors. The school Principal will be a full time position.

An administrative assistant will complete paperwork and required reporting, in addition to other duties. A business manager will manage the school's fiscal affairs. Both positions will be either full time or part time based on financial allocations from the state according to student

population. If the administrative assistant and/or business manager are employed part-time, the Principal, faculty members, and parent volunteers will assist in the fulfillment of the duties of those positions. An independent financial audit will be performed each year by an independent auditor not affiliated with Odyssey Charter School. Board members and founding family members will may be utilized according to their background and experience, which includes teaching experience, grant writing expertise, etc.

Annual programmatic operations and financial reports will be presented to the Board of Directors. The Principal will also serve as the liaison between Odyssey Charter School, parents, and Odyssey's Board of Directors. The Board of Directors will report the results of the audits to the Public Charter School Commission.

Financial operations will be provided by the school. Funding sources will include state allocation per pupil, federal grants, private grants, business partnerships, fees (where appropriate), and donations. The Odyssey Charter School Board is ultimately responsible to its authorizer, and at least two members will be present at every meeting of the authorizer for which Odyssey Charter School is on the agenda.

Administrative services will be selected and evaluated by Odyssey Charter School's Board. Teachers will be employed by the school through the use of a written Idaho Standard Teachers' Contract in a form approved by the state superintendent of public instruction. School personnel will be required to hold the appropriate Idaho teaching certifications and endorsements. Odyssey teachers will hold highly qualified status under the No Child Left Behind Act (NCLB) or will work towards this status in a state-approved program of instruction. This may include state-approved alternative routes to certification such as the American Board for Certification of Teacher Excellence (ABCTE) or other state-approved program. Any teachers teaching a class in a specific content area will be highly qualified in that content area. Teachers who are not highly qualified will have waivers from the State Department of Education.

The Board of Directors will conduct annual evaluations of the Principal based on the job description of the Principal. See Appendix S for the standards the evaluations that Odyssey Charter School will use.

Day-to-Day Operations

The Pprincipal, in coordination with the Odyssey Charter School Board of Directors, will determine the day-to-day operations of Odyssey Charter School. Please refer to Appendix I for staffing numbers.

Civil Liability

Idaho Code § 33-5204(4)

Odyssey Charter School will procure and maintain a policy of general liability insurance in the amount required by state law, and errors and omissions insurance with limits of not less than one million dollars. Insurance companies who have and maintain a rating of "A" according to the A.M. Best Company will provide insurance.

Additionally, Odyssey Charter School will procure and maintain a policy of property loss to insure its facilities, equipment, and other assets against damage or loss with minimum coverage of \$1,000,000 per event or \$5,000,000 in the aggregate, or as otherwise required by law or determined by the Board.

Odyssey Charter School ~~will be~~ is incorporated as a nonprofit public school under the laws of the state of Idaho. ~~with~~ The Odyssey Charter School Board of Directors listed as having the responsibilities and liabilities is responsible for the operation of the school and the development of school policies. Odyssey Charter School will adopt and adapt prototype policies available through the Idaho School Board Association (ISBA) charter school policies to the that extent such policies are available and applicable. ~~will serve as a basis for Odyssey Charter School policy until the school's policies can be developed completely.~~ Other policies will be developed and adopted by the Board of Directors as necessary or prudent.

Pursuant to Idaho Code § 33-5204(2), the Idaho Public Charter School Commission shall have no liability for the acts, omissions, debts, or other obligations of Odyssey Charter School.

Odyssey Charter School will have the same role as a traditional public schools in matters of civil liability. The appropriate insurance and legal waivers of ~~all Odyssey~~ liability will be obtained from outside groups using Odyssey facilities.

~~Proof of insurance will be given to the Public Charter School Commission each time it is renewed to insure continuous coverage.~~ Odyssey Charter School shall provide to the Idaho Charter School Commission with ~~Copies of insurance binders from~~ issued by a companyies authorized to ~~de~~ conduct business in Idaho. The binders will contain Odyssey's policies for liability insurance (per occurrence and aggregate coverage), property insurance, worker's compensation insurance, unemployment insurance, and errors and omissions insurance. ~~will be provided to the Commission.~~ Additional proof of insurance will be provided as required by the Commission.

Tab 3: Educational Program and Goals

Defining An Educated Person

Idaho Code § 33-5205(3)(a)

The 21st Century has moved beyond the industrial age, when most public school students required only a remedial education to enable them to function productively within a blue collar work force. ~~when most employees needed only to do what they were told, and a few leaders required higher education and managerial skills.~~ In today's knowledge information age, people employees in virtually every trade, profession and industry need not only the "three R's" of reading, writing and arithmetic, but also the "four C's" of critical thinking, communication, collaboration, and creativity. Life-long jobs are becoming increasingly rare, as employees move with greater rapidity between positions and even between industries. Most job growth is in small businesses and in new technology. Today's global business requires a more educationally sophisticated employee more sophisticated employees with a broad base of knowledge, experience in evolving technologies, and in whom the ability to adapt to innovative work environments, and innovate is highly developed. An educated person must be flexible, ~~knowledgeable,~~ responsible, interdependent, ~~and creative,~~ as well as and technologically competent, ~~in order to survive in a global marketplace. A useful education~~ Students need to be educated should include learning in science, math, and technology, as well as to function well in the workforce. They also need to be well versed in exposure to history's great ideas through the study of arts and humanities. to understand and to be better citizens and leaders. Project based learning best prepares students for the project based workplace of the 21st century.

When Learning Best Occurs

Idaho Code 33-5205(3)(a)

Current research shows that learning best occurs under the following conditions:

- Learning occurs in content
- Learning is active
- Learning is social
- Learning is reflective

(M. Suzanne Donovan & John Balfanz, Editors.(2005). *How people learn*. National Research Council.)

In addition to the above, Odyssey Charter School's core educational philosophy also includes the following:

- Students see the connection between what they learn and the real world.

- Students are actively engaged in hands-on and practical projects that improve the community.
- Students work both individually and as responsible members of a group.
- Students work on interdisciplinary projects that involve standards from several subjects.
- Students, parents, and educators work together to identify academic and personal learning goals.
- Expectations are clearly communicated to students.
- Students use their skills and knowledge continuously over their course of their schooling.
- The learning experiences are challenging yet possible for the student to accomplish.
- Students and teachers realize that both success and failure is a part of the learning process and students are led to learn from each.
- Students and teachers work in an emotionally and physically safe environment free of taunting, teasing, ridicule, or violence.

Instructional Methods

The hallmark of an Odyssey Charter School education is the use of the project based instructional method. Other teaching methods may supplement project based learning where appropriate, but the broad application of hands-on, practical, project based teaching is what distinguishes Odyssey Charter School from traditional secondary public schools. This distinguished by the use of project based learning that will help students be successful and fulfill their individual potential. Other types of teaching will be employed in the education of the students, but these techniques will work toward the projects that will be the hallmark of an education at Odyssey Charter School.

~~The curricula for Odyssey Charter School has been chosen for its use of project-based learning as a learning method. This will make it much easier for teachers to incorporate project-based learning in the day-to-day lesson plans as well as in the semester long projects. Please see Curriculum Overview in Tab 3 for more details.~~ Research demonstrates that Pproject-based learning is a very effective method of teaching. The following are findings about project-based learning, with the relevant studies show that:

1. PBL can be *more* effective than traditional instruction in increasing academic achievement.
 - Geier, R., Blumenfeld, P.C., Marx, R.W., Krajcik, J.S., Fishman, B., Soloway, E., & Clay-Chambers, J. (2008). Standardized test outcomes for students engaged in inquiry-based science curricula in the context of urban reform. *Journal of Research in Science Teaching*, 45(8), 922-939.

- Mergendoller, J.R., Maxwell, N., & Bellisimo, Y. (2007). The effectiveness of problem based instruction: A Comparative Study of Instructional Methods and Student Characteristics. *Interdisciplinary Journal of Problem-based Learning*, 1(2), 49-69
 - Hickey, D.T., Kindfeld, A.C.H., Horwitz, P., & Christie, M.A. (1999). Advancing educational theory by enhancing practice in a technology-supported genetics learning environment. *Journal of Education*, 181, 25-55.
 - Lynch, S., Kuipers, J.U., Pyke, C., & Szesze, M. (2005). Examining the effects of a highly rated science curriculum unit on diverse students: Results from a planning grant. *Journal of Research in Science Teaching*, 42, 921-946
 - Walker, A., & Leary, H. (2008). A problem based learning meta-analysis: Differences across problem types, implementation types, disciplines and assessment levels. *Interdisciplinary Journal of Problem Based Learning*
2. PBL can be *more* effective than traditional instruction for knowledge application.
 - Dochy, R., Segers, M., Van den Bossche, P., & Gijbels, D. (2003) Effects of problem based learning: A metanalysis. *Learning and Instruction*, 13, 533-568
 - Koh, G. C-H., Khoo, H.E., Wong, M.L., & Koh, D. (2008). The effects of problem based learning during medical school on physician competency: A systematic review. *Canadian Medical Association Journal*, 178(1), 34-41]
 3. PBL can be *more* effective than traditional instruction for teaching concepts and developing deep understanding of content.
 - Boaler, J. (1997). *Experiencing School Mathematics: Teaching Styles, Sex and Settings*. Buckingham, UK: Open University Press
 4. PBL can be *more* effective than traditional instruction for preparing students for future learning.
 - Schwartz, D.L., & Martin, T. (2004). Inventing to prepare for future learning: The hidden efficiency of encouraging original student production in statistics instruction. *Cognition and Instruction*, 22, 129-184
 5. PBL can be *more* effective than traditional instruction for preparing students to be *better* able to integrate and explain concepts.
 - Capon, N, & Kuhn, D. (2004). What's so good about problem-based learning? *Cognition and Instruction*, 22, 61-79
 6. PBL can increase student motivation, positive attitudes toward subject matter, and engagement in learning.
 - Boaler, J. (1997). *Experiencing School Mathematics: Teaching Styles, Sex and Settings*. Buckingham, UK: Open University Press; [Cognition and Technology Group at Vanderbilt. (1992)

7. PBL can improve students' retention of knowledge over time.
 - Geier, R., Blumenfeld, P.C., Marx, R.W., Krajcik, J.S., Fishman, B., Soloway, E., & Clay-Chambers, J. (2008). Standardized test outcomes for students engaged in inquiry-based science curricula in the context of urban reform. *Journal of Research in Science Teaching*, 45(8), 922-939
8. PBL can improve students' mastery of 21st-century skills.
 - Cognition and Technology Group at Vanderbilt. (1992) The Jasper series as an example of anchored instruction: Theory, program description and assessment data. *Educational Psychologist*, 27, 291-315
 - Hmelo, C. (1998). Problem-based learning: Effects on the early acquisition of cognitive skill in medicine. *Journal of the Learning Sciences*, 7, 173-208
 - Gallagher, S.A., Stepien, W.J., Rosenthal, H. (1992) The effects of problem-based learning on problem solving. *Gifted Child Quarterly*, 36, 195-200; Sheperd
9. PBL can be especially effective with lower-achieving students.
 - Geier, R., Blumenfeld, P.C., Marx, R.W., Krajcik, J.S., Fishman, B., Soloway, E., & Clay-Chambers, J. (2008). Standardized test outcomes for students engaged in inquiry-based science curricula in the context of urban reform. *Journal of Research in Science Teaching*, 45(8), 922-939
 - Mergendoller, J.R., Maxwell, N., & Bellisimo, Y. (2007). The effectiveness of problem based instruction: A Comparative Study of Instructional Methods and Student Characteristics. *Interdisciplinary Journal of Problem-based Learning*, 1(2), 49-69
 - Lynch, S., Kuipers, J.U., Pyke, C., & Szesze, M. (2005). Examining the effects of a highly rated science curriculum unit on diverse students: Results from a planning grant. *Journal of Research in Science Teaching*, 42, 921-946
 - Hickey, D.T., Kindfeld, A.C.H., Horwitz, P., & Christie, M.A. (1999). Advancing educational theory by enhancing practice in a technology-supported genetics learning environment
10. PBL can increase students' achievement on state-administered, standardized tests.
 - Geier, R., Blumenfeld, P.C., Marx, R.W., Krajcik, J.S., Fishman, B., Soloway, E., & Clay-Chambers, J. (2008). Standardized test outcomes for students engaged in inquiry-based science curricula in the context of urban reform. *Journal of Research in Science Teaching*, 45(8), 922-939.

~~As the nation works hard to have No Child Left Behind (NCLB), Odyssey's teaching methods are especially well-suited for the very people this national program is attempting to improve.~~

~~The projects will affect all aspects of the learning process. Most of the day-to-day work will consist of projects that may be accomplished in one or two class periods and over the course of~~

September 20, 2012

a unit. Odyssey Charter School will use College Preparatory Math and It's About Time science curriculum, which include hands-on projects that may span one or two class periods.

Each semester will have its own long term projects. Odyssey Charter School's STEM projects will revolve around the For Inspiration and Recognition of Science and Technology (FIRST) family of programs. For instance, those students involved in the FIRST Lego League and FIRST Tech Challenge will use the yearly topic to develop a research project that will include a five-minute presentation that is followed by a five-minute question and answer session presented at the tournament and other locations. The goal of the FIRST Lego League's presentation is to develop an innovation in the subject for that year.

Fine art and performing art by their very nature are project based. Theater, music, dance, and art will be combined in yearly musical productions. Art will be incorporated through set and costume construction as well as through posters and other public relations materials.

STEM and the arts will integrate through a variety of methods. The music, dance, and art presentations will also incorporate technology through the use of lighting and sound reinforcement. Art classes will also use computers to create art work for performing art and STEM projects. Performance and writing skills will be used in STEM presentations.

In order for project learning to be successful, a scope and sequence will be developed to teach concepts in a logical order. This scope and sequence will be developed by the teachers under the guidance of the principal. Much of the development and training will come through Odyssey Charter School's professional development. College Preparatory Math, and It's About Time science, and FIRST robotics STEM program will provide the curriculum training for STEM projects. Odyssey's performing arts productions will provide the framework for the arts projects. Performing and fine arts teachers are already trained in how to mount a production. Professional development days will be provided at the beginning of the school year and during the year for teachers to create project materials and coordinate their efforts in the multidisciplinary projects under the direction of the principal. Mentoring will also be provided through mentors specializing in project based learning, other teachers in the area using project based learning, or both. Initial project based learning professional development will be provided by Buck Institute for Education and it will happen before the school year starts, with a follow up workshop during the next school year to build and improve the process. Peer mentoring will also be implemented by using Odyssey teachers who have shown expertise in a particular area to mentor other Odyssey teachers. Taking advantage of the skills of its own staff, Odyssey will provide needed professional development and will also build collaboration and communication among the staff.

To achieve Odyssey's goals, a high level of professional development will occur through the following:-

- Hiring teachers as early as possible.

- ~~Conducting pre-service training in project learning and software before school begins, to allow the teachers to prepare interdisciplinary unit studies that culminate in a field application of what they learned.~~
- ~~Mentoring teachers extensively.~~
- ~~Hiring teachers who will teach students in more than one subject area and over the span of multiple years, as much as it is practical. Elementary endorsed teachers will be able to teach a variety of content areas in the middle school grades. Secondary teachers with endorsements in specific content areas will work on project-based learning in their own content areas and will collaborate with other teachers in other subjects to create and utilize multi-disciplinary projects that span more than one content area.~~
- ~~Planning for teams of teachers to work cooperatively and provide structured team planning, mentoring, and professional development time. Grade level and subject matter teachers will be provided common planning times and time before or after school to collaborate and coordinate their instruction plans.~~
- ~~Providing opportunities for teachers to observe and work directly in the classroom with other teachers.~~

Some of books that will be used to train teachers are listed below:

- ~~*The Leader in Me*, by Stephen R. Covey~~
- ~~*Revisiting Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement*, by Richard DuFour, Robert Baker, and Rebecca DuFour~~
- ~~*PBL Starter Kit: To-the-Point Advice, Tools and Tips for Your First Project (Project Based Learning Toolkit Series)*, by John Larmer, David Ross, John R. Mergendoller PhD~~

Curriculum Overview

~~Odyssey Charter School uses project-based learning.~~

All students will participate in a common core of learning that will fulfill the school's mission to produce students who possess the academic skills, personal habits, character traits, and attitudes that an educated citizen in the 21st century needs. Odyssey Charter School will align its goals and objectives with the goals and objectives of the Idaho Content Standards and the Common Core State Standards. These standards will be enhanced with unifying themes in the project based classroom activities and along with other creative methods.

The subjects that make up the curriculum are listed and briefly discussed below. Traditional core curriculum areas—language arts, math, science, and social studies—will remain strongly

emphasized. They will be augmented and reinforced by other choices of activities like such as music, art, theater, science, career, health, physical, and environmental education.

~~Because~~The curricula for Odyssey Charter School has been chosen for its compatibility with the project-based learning teaching method. ~~This will make it much easier for teachers to incorporate project-based learning in the day-to-day lesson plans as well as in the semester-long projects.~~ Odyssey will use the curricula listed below as a starting point within each identified content area, and then adapt that content to individual project based lesson plans. The curricula will also be aligned to the Common Core State Standards and Idaho's Content Standards. ~~take the curricula listed below and adapt them to meet the needs of a project based-education. The curricula listed below in the various content areas will be used as a starting point to build curricula that will be project based and aligned to the Common Core State Standards and Idaho's Content Standards. This is especially needed in the humanities. Very little humanities curricula is project based, so Odyssey will need to create and to adapt project based materials to fit its needs. Please s~~See Curriculum Overview in Tab 3 for more details.~~The evidence of the effectiveness of project based education is provided above in the Instructional Methods section of this tab.~~

The sections below describe the various curricula that Odyssey will employ. The Board or the administration **may to** change curricula in the future to better suit the students' needs.

Language Arts (English and Foreign)

Language arts will be an integral part of the school's project based education. The goal is to develop learners who enjoy literature, and who are competent writers.

The curriculum will focus on the great ideas of western civilization that provide the underpinnings of our culture and government. Personal management and social skills from Sean Covey's *7 Habits of Highly Effective Teens* will be woven into the subject through both positive and negative ~~the good and bad~~ examples of the people and characters in the works the students will study. Grammar and vocabulary skills will be integrated into creative, technical, and expository writing. Communication skills will be developed through assignments in speaking, writing, and presentation using technology such as presentational software, online collaborating, and other forms of online communication. No project based language arts curriculum is available from major vendors, but several inquiry-based curriculums are available. The difference is small enough that the curricula can be easily adapted. The language arts curriculum will be aligned with the Common Core Standards.

Odyssey will use Common Core Curriculum Maps by Common Core which outlines reading selections and assignments for language arts classes. It uses works from various sources and it allows flexibility of works, ~~which allows it to be adaptable for project based learning.~~ It is also one of the few curricula that are already adapted to the Common Core Standards at the present time. Odyssey will also use Grammar Punk, an interactive, and collaborative grammar and writing program that is aligned with Bloom's Taxonomy (revised); the Standards for the English

Language Arts, sponsored by NCTE and IRA; Vickie Spandel's 6 + 1 Traits; and the National Writing Project.

Science and Health

The science curriculum is a multi-year sequence that emphasizes hands-on experimentation and functional knowledge of scientific phenomena. Project based learning lets students experience the excitement of science so they can better understand facts and concepts. The curriculum will include integrating the scientific method, identifying variables, constructing tables or data, constructing graphs, describing relationships between variables, acquiring and processing data, constructing hypotheses, and designing investigations. It's About Time's Project Based Inquiry Science will be used for the middle school grades, and It's About Time high school science curricula will be used for the high school grades. Both are hands-on and activity based to support student learning through projects. These curricula support the project based education model of Odyssey Charter School, and will be aligned with the Common Core Standards in Language Arts for literacy in science.

It's About Time's effectiveness is based on research at Northwestern University that investigating the change in classroom practices ~~that are~~ elicited by project based units. Analyses of the artifacts produced by students indicates that students are engaging in ambitious learning practices, requiring weighing and synthesizing many results from complex analyses of data. Students are engaged in planning, performing, monitoring and revising their investigations, and reporting on their investigation processes as well as their results. In general, the classrooms engaging in project based activities reveal substantial moves toward a scientific discourse community in which students focus on arguing from evidence, critiquing ideas, and conjecturing, rather than simply reporting on what they have read or been told.

Mathematics

Students will master computation processes and proceed into algebra and beyond, as individual ability dictates. Exploring abstract concepts as well as manipulative experiences will engage students and enhance learning. Students will use reasoning and problem solving in purposeful ways through the use of interdisciplinary projects. The math curriculum will be aligned with the Common Core Standards in mathematics.

Odyssey Charter School will use College Preparatory Math, since it integrates the concepts of hands-on, collaborative learning, and it has shown its effectiveness in several studies where College Preparatory Math has produced consistently better results when compared to a control group. These studies can be found at their website (cpm.org) on their Research and Results page.

Social Studies and Community Service

The curriculum will include the basic elements of history, government, geography, economics, sociology, and citizenship, with a focus on local, state, national, and world history. Leadership principles will be taught through an examination of the big ideas of history according to Grant Wiggins's *Understanding by Design*, because it deals with the big ideas or eternal questions, has a variety of learning situations, and promotes autonomy and strategic thinking rather than low level, "read and regurgitate" thinking. Odyssey Charter School will use Pearson Publishing for its social studies curriculum, which is designed around Wiggins's *Understanding by Design* principles. Odyssey Charter School will seek out ways for the students to discover and experience responsibilities and rights as members of the community, state, and nation through their projectbased service work. The curriculum will be aligned with Idaho Department of Education's Social Studies Content Standards in Language Arts for literacy for history and social studies.

Career Education

The Department of Education's *Doing What Works* website does not list any evidence-based career education strategies or curricula and the Idaho Department of Education does not provide content standards for career education. Despite this, Odyssey will use a multifaceted approach to career education. Odyssey Charter School will begin to expose students to the vast array of career opportunities available in today's world through their projects. Students will be exposed to various careers through their projects and will start to recognize and understand that their unique aptitudes, interests, and abilities contribute to their teams and, by extension, the world of work. Odyssey's adopted science curricula, *It's About Time*, shows how science affects people's lives by featuring various scientists solving problems facing society. Students will also begin to understand the importance of "soft skills" such as personal responsibility, teamwork, and dependability in career success. *College Preparatory Math* also shows many real life examples of how math is used in people's lives. Odyssey's career education will align with the Common Core Standards in Language Arts for literacy in college and career readiness in reading, speaking, listening, and writing.

Technology Education

Students will gain a basic understanding of technologies that operate in the world around them. Technology is not only for the sciences, but is also now used in business, art, communication, and the humanities. Instruction will utilize a hands-on approach that employs technology in project based, discovery learning and problem solving. Students will seek solutions to real-life challenges. Odyssey Charter School will provide learners with technology skills which helpprepare them for future employment. All technology curricula will be aligned to state standards. A one semester beginning technology class will be required for all students entering Odyssey Charter School unless the student can demonstrate proficiency and can test out of it. The beginning technology class will prepare the students to comfortably work in Google Apps,

which include Gmail, Google Calendar, Google Sites and Google Docs. Google Docs is an online office suite that includes document, spreadsheet, presentation, form and drawing apps. Beginning technology will also teach movie editing software. These programs will be used in other classes for class work, including presentations of projects. Odyssey's technical education will be aligned with the Common Core Standards for Language Arts literacy in technical subjects.

Odyssey Charter School will comply with all requirements set forth in the Children's Internet Protection Act.

Integrating Projects Into the Curriculum

Odyssey's curriculum will incorporate the use of projects into aspects of the learning process. Most of the day-to-day work will consist of projects that may be accomplished in one or two class periods and over the course of a unit. For example, Odyssey's College Preparatory Math and It's About Time science curricula both employ hands-on projects that may span one or two class periods. In addition, students will have one long-term project to complete in each semester.

Odyssey Charter School's science, technology, engineering, and math (STEM) projects will revolve around the For Inspiration and Recognition of Science and Technology (FIRST) family of programs. For instance, those students involved in the FIRST Lego League and FIRST Tech Challenge will use the yearly topic to develop a research project that will include a five minute presentation that is followed by a five minute question and answer session presented at the tournament and other locations. The goal of the FIRST Lego League's presentation is to develop an innovation in the subject for that year.

Fine art and performing art by their very nature are project based. Odyssey will offer extra-curricular opportunities for students who wish to participate in theater, music, dance, and art through the presentation of yearly musical productions. These presentations will also incorporate STEM technology through the use of lighting and sound reinforcement.

Art classes will use computers to create art work for performing art and STEM projects.

In order for Odyssey's project-based learning to be successful, a scope and sequence plan will be developed for proposed class room projects to ensure that the relevant materials and concepts are taught in a logical order. The scope and sequence plan will be developed by Odyssey's teachers under the guidance of the workshop teacher from the Buck Institute for Education or from a similar organization or an experienced mentor chosen by the Principal. Much of the scope and sequence planning will be developed through Odyssey Charter School's professional development program. **Will this scope and sequence be available in time for use in Year One of operations? Will experience in PBL and/or development of scope and sequence be required of applicants for the principal and teaching positions? How much has been set aside in the budget to cover the Buck Institute's work on this significant project? (This item does**

not appear to be addressed in Appendix P, Subtractor Contracts, or mentioned in the budget assumptions.)

For example, professional development in College Preparatory Math and It's About Time science, and FIRST robotics STEM program will provide curriculum training for STEM projects by educating teachers on the projects used in the curricula as well as learning methods that will transfer into multidisciplinary projects.

Curriculum Development and Approval

Odyssey Charter School recognizes that curriculum development is a continuous process. The curriculum will be implemented and evaluated through ongoing observations of teachers and students, programmatic audits, and with follow-up discussions with the Principal to include written goals. The curricula will be evaluated by how well it integrates project based learning, state content standards and Common Core Standards. Different or additional curricula may be adopted and implemented over time as Odyssey continues to refine its curriculum and as additional resources become available.

An important part of curriculum development is the training and professional development of Odyssey's administration and teachers in the precepts of project based learning. See Appendix V Pre-Opening Professional Development for more details.

Thoroughness Standards

Idaho Code §§ 33-5205(3)(a) and 33-1612

Odyssey Charter School will fulfill the thoroughness standards identified in Idaho Code § 33-1612. It will establish a thorough system of instruction that will fully address the following standards:

Standard A. A safe environment conducive to learning is provided.

Goal: Maintain a positive and safe teaching and learning climate. Every student has the right to attend a school that encourages positive and productive learning, provides a safe and orderly environment, and promotes student respect for themselves and others.

Objectives: Odyssey Charter School will:

- Develop a staff/student handbook to provide rules and guidelines for physical safety. These guidelines will include and not be limited to the procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school, notification of parents' rights, and staff monitoring responsibilities (see the student handbook in Appendix K).

- Provide a facility and adopt policies that meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools, and are inspected as required to ensure the safety of students and staff.
- Establish, publish, and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, violence, gangs, and use or sale of alcohol and drugs (see the student handbook in Appendix K).
- Create an environment that encourages parents and other adults to visit the school and participate in the school's activities.

Measurement and evaluation: ~~This standard and its goals will be measured and evaluated through end-of-course surveys given to students and parents/guardians. Also, t~~The administration will use accident and discipline reports as the ~~an additional~~ source of measurement for evaluation.

Standard B. Educators are empowered to maintain classroom discipline.

Goal: Create a positive teaching and learning environment with an emphasis on high expectations of behavior and performance.

Objectives: Odyssey Charter School will:

- Develop policies that ensure a positive teaching and learning environment with an emphasis on high expectations of behavior and performance.
- Use Fred Jones's Tools for Teaching as Odyssey Charter School's classroom management/discipline model.
- Provide Odyssey's faculty and administration professional development in Tools for Teaching to increase their skills in maintaining classroom discipline.
- Develop a student handbook providing a code of conduct, including clear expectations and consequences for unacceptable behavior that are consistent throughout the school, and a process for teachers to handle minor and major infractions in the classroom setting (see Appendix K for the student handbook). Teach appropriate behaviors and foster responsible decision-making skills.

Measurement and evaluation: ~~This standard and its goals will be measured and evaluated through end-of-course surveys given to students and parents/guardians. Administration will use~~ accident and discipline reports and RTI information as the ~~an additional~~ sources of measurement for evaluation.

Standard C. The basic values of honesty, self-discipline, unselfishness, respect for authority, and the central importance of work are emphasized.

September 20, 2012

Goal: Offer opportunities for students to develop and express exemplary character traits in concert with the overall educational program.

Objectives: Odyssey Charter School will:

- Teach exemplary character traits through the use of Sean Covey's *7 Habits of Highly Effective Teens* and the literature studied in language arts and history classes.
- Help students build personal bonds and carry out responsibilities to one another and to the faculty and staff.
- Develop a sense of community and service within the school, and between the school and the larger community, by using project learning in projects that will provide positive change in the community. Community service instills a sense of individual, social, and civic responsibility and enables the student to use newly found knowledge to solve community problems. Odyssey Charter School senior theses will document how the seniors researched community problems and how the seniors organized other students and members of the community to execute plans to improve these problems. Teachers will organize at least one community service project for the student to be involved in per semester in addition to involvement in senior projects.
- ~~Utilize multi-grade classrooms, respect for other students' workspace, emphasis on students helping teach each other through collaboration on project learning, and small group work.~~

Measurement and evaluation: This standard and its goals will be measured and evaluated through ~~end-of-course surveys given to students and parents/guardians,~~ documentation of senior theses and other community services, and accident and discipline reports.

Standard D. The skills necessary to communicate effectively are taught.

Goal: Teach students a range of effective communication skills appropriate for the 21st Century.

Objectives: Odyssey Charter School will:

- Emphasize meaningful language experience in reading, writing, and spelling.
- Provide many chances for verbal communication through the use of small group work, presentations of projects, and the use of the various performing and fine arts to improve poise as well as verbal, auditory, and visual communication skills.

Measurement and evaluation: This standard and its goals will be measured and evaluated through tracking the number of students involved in performances and fine arts activities, projects, presentations, the grades and other evaluations of these projects, ~~and end-of-course surveys about these objectives.~~

Standard E. A basic curriculum necessary to enable students to enter academic or professional-technical post-secondary educational programs is provided.

Goal: Develop an educated citizenry for the 21st century through a dynamic, interactive academic program where students will be well grounded in the basics such as reading, writing, mathematics, science, social studies, technology, and the arts.

Objectives: Odyssey Charter School will:

- Use the Idaho State Board of Education's content standards and Common Core Standards as a basis for unifying themes and projects.
- Organize projects across several subject areas to create interdisciplinary studies for the students so information will not be taught in isolation.
- Design project learning to allow Odyssey Charter School students differentiated instruction where the student will have a chance to choose from multiple roles in the projects that can fit with the personality and learning styles of the student.
- Establish school-wide formative assessments that will be given to the students every 3 to 4 weeks to measure student performance, which will identify struggling students for interventions and help the teachers to measure the effectiveness of their teaching strategies. The assessments for the semester will be developed before the semester begins as part of the teacher collaboration and professional development provided before the opening of the school. Teachers will do their own formative assessments on a continual basis.
- Invite experts from various fields to judge student presentations and provide feedback to the students based on the experts' real world experiences.
- Enable students to develop the following intellectual habits important in the work place: ability to adapt to new situations and respond effectively to new information; solve problems; locate and evaluate information from a variety of sources; make flexible connections among various disciplines of thought; think logically, and make informed judgments.
- Enable students to develop the following personal habits important in the work place: ability to accept responsibility for personal decisions and actions; honesty, courage, and integrity; a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; ability to assume a fair share of the workload; and to work cooperatively with others to reach group consensus.

Measurement and evaluation: This standard and its goals will be measured and evaluated through school-wide formative assessments that will be given to the students every 3 to 4 weeks using AIMS web, a similar program to AIMS web, or teacher-developed assessments;

state mandated test scores; ~~and ACT, SAT scores. Accuplacer, and Compass scores, evaluations from professionals who judge the students' presentations, as well as end-of-course surveys given to students and parents/guardians.~~

Standard F. The skills necessary for the students to enter the work force are taught.

Goal: Provide students with basic skills that prepare them for future employment using learning tools such as computers, scientific equipment, and internet access to local and nationwide resources. Also, Odyssey Charter School will provide students with opportunities to prepare them for a knowledge-based, project-style workplace where planning, people skills, and project organization are necessary abilities. These tools will assist students to become lifelong learners who are prepared to enter the project based work force of the 21st century with a solid foundation of knowledge and skills.

Objectives: Odyssey Charter School will:

- Provide a strong foundation in basic reading, writing, science, and mathematics skills.
- Enable students to develop the following intellectual habits important in the work place: ability to adapt to new situations and responding effectively to new information; solving problems; locate and evaluate information from a variety of sources; making flexible connections among various disciplines of thought; thinking logically and making informed judgments.
- Provide multiple opportunities to work on individual, small group, and larger group assignments that will develop independence, interdependence, responsibility, project planning skills, and leadership.

Measurement and evaluation: This standard and its goals will be measured and evaluated through ~~end-of-course satisfaction surveys given to students and parents/guardians, and results from its programmatic audit.~~ Periodic formative assessments will provide data on these skills. Teacher citizenship grades will also be utilized to evaluate the desired student personal habits.

Standard G. The students are introduced to current technology.

Goal: Provide students with a technology and instruction on how to use it. The students will be using tools such as computers, scientific equipment, video production, and networks linked to local and nationwide resources.

Objectives: Odyssey Charter School will:

- Provide technology that enhances communication among students and teachers using 21st-century communication methods. Teachers will have their own web pages where assignments can be accessed, and where videos and other teaching tools can be used. Students will have an online account to prepare their assignments and transmit them to their teachers for grading. Other 21st-century communication tools may include but are not limited to blogging, video production, and podcasting.

September 20, 2012

- Maintain a mobile computer lab of 25 computers. These computers can be checked out as a group or separately. These will be used for state mandated test testing and also for other class work.
- Provide at least 5 computers in each language arts, history, math, and science classroom.
- Provide an interactive white board for each language arts, history, math, and science classroom.
- Use computers as tools for such activities as accessing information, authoring, computation, record keeping, data storage, and communication. Computers and mobile computing devices will be available in the classrooms at least on a limited basis. The school will allow students to bring and use their own computing devices.
- Strive to become a “paperless” school, as much as it is practical, in order to mirror the workplace of the 21st century.

Measurement and evaluation: This standard and its goals will be measured and evaluated through ~~end-of-course satisfaction surveys given to students and parents/guardians and by the~~ inventory of computers and mobile computing devices, and teachers’. ~~Teachers will~~ documentation of the frequency of their use of technology in their classrooms. The objective of striving to become “paperless” will be monitored by the amount of paper purchased by the school.

Standard H. The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools, and communities is emphasized.

Goal: Provide students with the skills and understanding necessary to become responsible citizens in their respective jobs and communities of the 21st century.

Objectives: Odyssey Charter School will:

- Provide a program of projects that reflects responsible citizenship in a democratic society and an interdependent world. These projects will show the students real-world application of what they have learned.
- Enable students to accept responsibility for personal decisions and actions, have respect for differences among people, assume a fair share of the work load, and work cooperatively with others to reach group consensus.

Measurement and evaluation: This standard and its goals will be measured and evaluated through ~~end-of-course satisfaction surveys given to students and their parents and guardians,~~ discipline records, and through documentation of projects that help the community.

Textbooks and Curriculum

Odyssey Charter School will align the instruction and other materials to content area curriculum standards and objectives and the Common Core Standards. The evidence of the alignment will be provided to the Commission's staff during their annual visits to the school. ~~Copies will be provided to the Public Charter School Commission prior to the opening of the school.~~ The textbooks will be approved through the textbook adoption process, or a waiver will be obtained for textbooks that have not been approved.

Educational Programs and Services

Provision for educational programs and services such as special education, physical education, HIV/AIDS education, family life/sex education, guidance and counseling services, Safe/Drug-Free Schools programs, summer school programs, parent education programs, social work, and psychological services will be identified based on need. Any additional contracted services in areas such as psychological evaluation services, occupational therapy, speech and language therapy, etc., will be provided through either private professionals or in conjunction with a local school district.

Improvement of Student Learning

Multiple learning opportunities will be afforded to Odyssey Charter School students. Some will be familiar to the students, others will be innovative, but all will strive to make learning relevant and purposeful and to actively engage the learner. Problem-solving groups will apply knowledge they have acquired, and practice new skills, by tackling both real-world problems and problems simulated to model those that could be found in the work world. For example, the school's requirement for students to perform community service as part of their senior theses not only informs students about the needs of our community, but also encourages them as a group to decide which needs they can reasonably address, and to plan an approach, implement the plan, and then evaluate the result. Team collaboration on assignments will provide an opportunity for learners to become educators, and it will reinforce their own knowledge and mastery of new skills through presentation of their own work and through working in groups. Projects will include requirements for both individual effort and group collaboration, to ensure mastery of basic content and interactive skills.

Odyssey Charter School's learning program is built on the belief that all children can learn, but it is understood that all students do not learn in the same way or at the same rate, and they do not all acquire knowledge from the same sources. Odyssey Charter School recognizes that children are variously gifted and that they may excel at different levels in the following areas: linguistic; mathematical/logical; intrapersonal (self); interpersonal (others); bodily-kinesthetic; spatial; and musical. All seven aspects of learning will be examined and encouraged through project based instruction.

Odyssey Charter School will implement project based learning to explore and improve the community, and will encourage learners to take responsibility for their own learning. Through the use of project based learning, Odyssey Charter School will ensure that children are not penalized for the rate at which they learn. The faster learner will be continuously presented with new challenges, while the slower learner will benefit from extra adult help, multiple methods of teaching, and multiple environments. Project based learning is flexible and able to accommodate the individuality of learners.

Odyssey Charter School recognizes that children do not develop character in a vacuum, and that the development of character and social skills are necessary to succeed in the workplace and in life. Project based learning requires that students work together to design, plan, execute, and document their projects; therefore, character development and social skills are very important in our school. Our plan for character education includes the use of Sean Covey's *7 Habits of Highly Effective Teens*. Odyssey will employ staff who model essential traits of good character. Leadership and character development lessons will be incorporated in all the classes through small and large group projects, project based community service, and leadership discussions of characters and historical figures and the decisions they made. The staff at Odyssey Charter School will ensure a safe, kind environment, allowing students to acquire essential information and attitudes that will help them lead productive lives.

Graduation Requirements

Graduation requirements will be aligned with ~~the latest~~ all applicable laws and regulations promulgated by the Idaho State Department of Education. Odyssey will meet or exceed these requirements. Odyssey will use the semester system for classes. The graduation requirements are outlined below and are also included in the Odyssey Charter School Student Handbook (Appendix K).

Core Area	Graduation Requirement
Core of Instruction	30 credits
Electives	17 credits
Total credits	46 credits (minimum)
Language Arts <i>English: 8 credits; and Speech: 1 credit</i>	9 credits <i>Speech credit will be integrated into the English classes through the presentations of the projects. Students who transfer to Odyssey will need to have 4 language arts credits at Odyssey or take a speech class off campus or online.</i>

Core Area	Graduation Requirement
Mathematics	6 credits <i>Including Algebra I and Geometry standards. 2 credits must be taken in the last year of high school</i>
Science	6 credits <i>4 lab</i>
Social Studies <i>US History, Economics, and American Government</i>	5 credits
Humanities <i>Interdisciplinary Humanities, Fine Arts, or Foreign Language</i>	2 credits
Health	1 credit
Senior Project <i>Focusing on Community Service Leadership</i>	1 credit <i>See description below</i>
Post Secondary Readiness Plan	4-year Learning Plan at the end of 8th Grade
College Entrance Exam	Take either ACT, SAT, or Compass exam by the end of 11 th grade.
State Mandated Test	Pass the state mandated test with a score of Proficient or Advanced in Reading and Math, Language Usage, and Science
Online Classes	2 Credits from the list Odyssey will provide (This will take effect for the class graduating 2016).

Advanced Opportunity

Odyssey Charter School will offer dual credit, advanced placement classes, or both, for its students. **It appears that this reference to dual credit is meant to be a reference to concurrent credit. Please ensure that you are familiar with the difference. Through what means and to what extent will concurrent credit and AP coursework be made available? This is of particular importance given Odyssey's mission and the MSES that pertains to star ratings earned for post-secondary readiness.**

Project based Learning and Community Service

Odyssey will incorporate project based learning into the classwork, and the projects will often have a community service focus. Thus, community service is integrated into Odyssey's classes instead of being a separate class or requirement, with the exception of the Senior Project.

Senior Project / Community Service Leadership

Senior projects will be the culmination of all the skills the student has learned at Odyssey Charter School and will require the student to act in a leadership role with the guidance of a teacher. The project will be based on improving the community in some way and will include organizing other people—students and others—to accomplish this project. The project will require strong academics as well as managerial and organizational skills. The project will include the following:

- Research a community need
- Plan a project to meet that need
- Organize people to help with the project
- Write a report of the project
- Present an oral presentation of the project to a panel of teachers and others.

Accommodations/Alternate Graduation Requirements

Alternatives to specific course requirements, excluding those identified in IDAPA Rule 08.02.03.105, may be approved by the principal or designee. Students who are eligible for services under the Individuals with Disabilities Education Act (IDEA) may graduate under alternate graduation requirements outlined on their Individual Education Plan (IEP) as determined by an IEP team.

Proficiency

Students must pass the state mandated test ~~10~~, ~~another exam that may replace the state-mandated test 10~~, or pass a comparative assessment approved by the ~~B~~board of ~~D~~irectors. In addition, each student receiving special education services will have included, in his or her IEP, a statement of how the student will demonstrate proficiency in the Idaho Achievement Standards as a condition of graduation, if it is different than meeting proficiency under either No. 1 or No. 2 above.

Transfer Students

In order to receive a diploma from Odyssey Charter School, the students must attend Odyssey Charter School the student's senior year or have moved with his/her family from out of the area after the beginning of the second semester of the senior year. All credits applied toward graduation must have been earned from accredited institutions. In the case of homeschooled or students transferring in from non-accredited schools, Odyssey staff will evaluate the credits and decide to accept or reject these credits. **Be sure to establish a policy for making these decisions prior to your first enrollment lottery.**

Early Graduation

Any high school student who completes the number of credits required for graduation prior to finishing the eight semesters of high school work may petition the Board of Directors for early graduation, providing he/she has the endorsement of the Principal.

~~Graduation of Nonpublic School Students~~

~~A nonpublic student must meet all grade and other graduation requirements of Odyssey Charter School in order to graduate. In order to graduate and receive a diploma, a nonpublic school student must be a full-time student of this district during that student's final semester.~~

How Special Education and Other Special Needs Will Be Met

Idaho Code § 33-5205(3)(q)

Odyssey Charter School will serve all children including special education, Gifted and Talented, and LEP (Limited English Proficient) students. Odyssey Charter School will follow the requirements of IDEA, the state of Idaho, and all other federal and state mandates regarding special needs students.

Odyssey Charter School will adhere to the *Idaho Special Education Manual* and will adopt and implement appropriate special education policies and procedures consistent with state and federal laws, rules, regulations, and legal requirements. All children will receive appropriate

services as outlined in the Individuals with Disabilities Education Improvement Act, Section 504, and the *Idaho Special Education Manual*.

Please refer to See Appendix R Adapting Project-Based Learning for Inclusive Classrooms for examples and details.

Special Education Services

Odyssey Charter School will plan and budget to provide personnel, physical facilities, funding, and contractual arrangements to ensure that Odyssey students with disabilities receive special education and services as required in IDEA 2004 and outlined on the students' IEPs. All special education personnel will meet highly qualified special education standards and will be interviewed, selected, hired, trained, and in place by the first day of the 2013–2014 school year. To meet these expectations, Odyssey Charter School will conduct a yearly Child Find activity. Odyssey will follow a three-step process, as outlined in the *Idaho Special Education Manual*, to determine whether or not a student requires special education services:

1. The school will locate students by establishing and implementing an ongoing Child Find system, which will include referrals by parents, school staff, etc. An individual will be appointed to coordinate the development, revision, implementation, and documentation of the Child Find system.
2. The school shall ensure that staff and the school's constituents are informed of the availability of special education services through information included in staff orientation, on the school's web page, and in registration materials.
3. Odyssey will identify students who may qualify as special needs, and an evaluation team, which includes educators and the parent and/or adult student, will review the information from multiple sources. These sources include, but are not limited to, general education interventions, formal and informal assessments, and progress in the general curriculum, and will also include any and all referrals by parents and/or other adults including teachers, counselors, or other school professionals.

If a student is found to be eligible for special education services ~~at the charter school~~, Odyssey Charter School will form a multidisciplinary team to consider a student's eligibility for special education. The team will meet at least twice a month. If a team determines the need for an evaluation by other personnel, such as a school psychologist, speech therapist, occupational therapist, or other required experts not currently employed by the school, such evaluations will be contracted with a private provider.

Individual Education Plans

Appropriate personnel will be responsible to monitor Individual Education Plans (IEPs) and supervise the implementation as written. A certificated teacher will provide services in an inclusion or a pull-out model depending on the degree of intervention necessary to meet the

student's needs. These services will be delivered by a licensed provider, with a para-educator used to support the licensed provider as allowed by IDEA and the ESEA. The appropriate personnel will consult with the general education staff to utilize effective classroom interventions, adaptations, and modifications.

For more information on how project based learning can be adapted for students of various abilities, please refer to Appendix R.

The continuum of settings and services include general education classes, resource classes, and provisions for supplemental services such as resource services, itinerant instruction provided in conjunction with the general classroom, classroom aides, replacement curricula, behavioral supports, etc. In determining appropriate settings and services for a student with a disability, the IEP team shall consider the student's needs and the variety of alternate placements and related services available to meet those needs. Odyssey Charter School may contract with private providers for the provision of related services. Services may be provided by a licensed therapist, who may use a para-educator for support. In the event that the IEP team determines that the student's academic needs cannot be met on site, Odyssey Charter School will contract with other agencies to provide those services. OSC will continue to monitor the student's progress.

For all special education students, Odyssey Charter School will develop, review, and revise IEPs in accordance with state and federal laws. Odyssey Charter School will implement the IDEA 2004 discipline procedures and assure protection of student and parent rights, including the confidentiality of personally identifiable information in student special education records. These statutes also provide for the right to review and inspect records. Odyssey Charter School will ensure access to charter school programs, as required by the ADA. Odyssey's building plan may include the actual location of students within the classrooms, and settings within the classrooms, to permit access by students with disabilities. The school will provide transportation for special education students who may, because of the nature of their disabilities, be entitled to specialized transportation as a related service. Odyssey Charter School will include a comprehensive professional development plan for the training needs of special education personnel, as well as for general education teachers, in order to meet the needs of students with disabilities who are enrolled in the charter school. This will be done as a group or with an individual teacher, depending on the needs of the students in a particular teacher's class load. Special education professional development will be provided by the special education teacher.

Odyssey Charter School uses scientifically research-based ~~curricula~~ curricula when working with students with disabilities who need supplemental or replacement ~~curricula~~ curricula.

Nondiscriminatory Enrollment Procedures

Odyssey Charter School will not deny enrollment to a student with a disability solely because of that student's need for special education or related aids and services. All appropriate services will be provided for disabled students who have the opportunity to meet the minimum federally-

established eligibility criterion for such services. Enrollment policies described elsewhere in this charter petition are consistent with the mission of Odyssey Charter School and civil rights requirements. The nondiscriminatory policy will be stated on the school's website, applications, advertisements, etc.

LRE Requirements

Odyssey Charter School will provide special education and related services to eligible Odyssey Charter School students in the Least Restrictive Environment (LRE), educating disabled students with non-disabled students to the maximum extent appropriate. This will be in accordance with the *Idaho Special Education Manual, PL 94-142*, and as identified on each student's IEP. In many cases, the LRE will be specified as Odyssey Charter School. In other cases, the LRE might be an alternative site, depending on the needs of each student. Odyssey Charter School will provide assessments to admitted students as required, meeting individual student needs and IDEA requirements. At-risk students will be monitored and assessed using the Response to Intervention model, and will be placed as needed. Professional service providers will include a psychologist, speech-language pathologist, occupational therapist, vision specialist, and any other professionals listed in the students' IEPs.

LRE decisions are made individually for each student. The IEP team shall consider the following when determining the LRE in which the IEP can be implemented:

- **The student's IEP:** The student's IEP is developed prior to the determination of the location of services and settings. The services and settings needed by each student with a disability must be based on the student's IEP and the unique needs that result from his or her disability, not on the student's category of disability.
- **Age-Appropriate Peers:** Students with disabilities shall be educated with age-appropriate peers to the maximum extent appropriate. A student with a disability is not removed from age-appropriate general education environments solely because of needed accommodations and/or adaptations in the general education curriculum.
- **School of Attendance:** A student with a disability shall be educated in the school as close as possible to the student's home and, unless the IEP requires some other arrangement, the student is will be educated in the school he or she would attend if not disabled.
- **Harmful Effects:** Consideration shall be given to any potential current or long-term harmful effect on the student or on the quality of services the student needs, including the student's ability to graduate and achieve their post high-school goals.
- **Accommodations and/or Adaptations:** A student with a disability is not removed from general education settings solely because of needed accommodations and/or adaptations in the general education curriculum.

- **Participation in Nonacademic and Extracurricular Services and Activities:** A student with a disability shall be allowed to participate with students without disabilities in nonacademic and extracurricular services and activities to the maximum extent appropriate. These services and activities may include meals, recesses, field trips, counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the district, referrals to community agencies, career development, and assistance in making outside employment available.

Dual Enrollment

Idaho Code §§ 33-5205(3)(r) and 33-203(7)

Odyssey Charter School will provide students with a rich and varied cross-curricular educational experience. In the event that students desire to participate in dual enrollment, they will be informed of the dual enrollment options Odyssey Charter School may have with other public postsecondary schools. ~~Odyssey Charter School and the students' parents partner schools will develop memorandums of understanding regarding funding in accordance with Fractional Adequate Funding policies of the State of Idaho.~~ Again, please bear in mind the difference between dual and concurrent enrollment.

~~Home schooled and private school students may attend Odyssey Charter School as required by Idaho Code 33-203.~~ Odyssey does not permit part-time enrollment.

Dual enrollment will be subject to ~~school district procedures as allowed in Idaho Code § 33-203(1).~~ State funding of a dually enrolled student will be limited to the extent of the student's participation in the public school programs. Information concerning dual enrollment options and requirements will be provided to all parents.

Gifted and Talented Program

Idaho Code § 33-2003

Odyssey Charter School will meet the needs of the Gifted and Talented (GATE) students in the regular classroom. The project based learning approach offers the flexibility to adapt projects and the individual responsibilities within the project to the unique needs and skill levels of the students. Also, a variety of classes at different skill levels will provide additional opportunities for GATE students to excel. See Appendix R for more explanation.

~~Dual~~Concurrent enrollment will be another option for students whose skills are beyond the offerings of Odyssey Charter School. Students may enroll in online college classes or attend university classes in the area to meet their educational needs. Policies regarding dual concurrent enrollment will be developed by the Principal and the Board of Directors. Odyssey will cooperate with Idaho Falls School District 91 as the district's policies allow.

Odyssey Charter School shall identify and provide services to students who demonstrate evidence of high-performing capabilities. Odyssey Charter School utilizes eligibility criteria

developed by the Idaho Department of Education. The identification system aligns with GATE rules and regulations as identified by IDAPA Rule 08.02.03.171.

Odyssey Charter School will develop a procedure to identify and screen possible GATE students using multiple indicators of giftedness with information obtained through the following methods and sources:

- Quantitative data will be gathered through the use of formal assessment methods. Odyssey will use school grades, state mandated test, PSAT, CLEP, SAT, and ACT as formal assessments. Other tests may be used as well.
- Qualitative data will be gathered through informal assessment methods. Such assessments will include teacher and staff observation and referrals, interviews, and biographical data such as extracurricular and community activities. More qualitative data will be obtained through the interviews with the student, parents, and other adults.

LEP Students

Students who are eligible for the LEP program will participate in the Odyssey LEP program according to state and federal guidelines.

Administration and Evaluation

Odyssey understands that an effective LEP program is the entire school's responsibility and will work to support the needs of the LEP students. Many charter schools in eastern Idaho do not have LEP students, so Odyssey will plan for the eventuality of providing LEP services. This plan is outlined in Program of Services and Instructional Methods section below. Odyssey will plan for LEP services but not put the plan into effect until the need arises.

In preparation for LEP students enrolling, teachers and other employees will be provided with professional development to develop the resources, skills, methodologies, and knowledge to create and to implement an effective LEP program. The training will be of sufficient intensity and duration to create lasting improvement.

Evaluation of the program will be based on tracking data on swiftness of intervention, type of intervention, comparison with peers for student improvement tracking, availability of resources, staff training, viable sources of assistance, performance of students, and compliance with state and federal policies. The program will be revised as necessary.

Identification

Odyssey Charter School will use the federal definition of Limited English Proficiency as defined in Title III and IX of the ESEA. The *Guidance for Evaluating Limited English Proficient (LEP) Students to Establish Special Education Eligibility*, or other materials provided in the future by

the Idaho State Department of Education, will be used for identifying Special Education LEP students.

Registration cards will ask what is the primary language spoken in the home. If a response is any language other than English, a survey will go home to the parents. Native American students will be asked if the student's language is influenced by a tribal language through a parent, grandparent, relative, or guardian.

Students for whom English is a second language will be assessed using the LEP placement test. The state's eligibility criteria will be used to develop a Home Language Survey in order to identify the Primary Home Language Other Than English (PHLOTE) students.

If the parent survey comes back indicating that a student may be Limited English Proficient (LEP), they will be tested with an English language proficiency test within 30 days of registration or within 2 weeks of entry into the school.

If the student tests less than proficient on an English language proficiency test, then a letter will go home to the parents indicating that their child was identified as needing specific English language services. The parent will be given the opportunity to waive the services, if desired.

Those students whose parents waive the services are coded ELL-W and will still take the annual IELEA test until they are proficient. They are still LEP students and will be served according to their needs.

Program of Services and Instructional Methods

If the parent does not waive the Limited English Proficiency (LEP) services for their child, then the student will be placed in a program of high quality, scientifically-based language instruction determined by the LEA (Section 3115(c)(1)). Those students placed in the program will be counted for state and federal funding. Idaho LEP program guidance will be used to support the needs of LEP students.

Odyssey Charter School will meet the linguistic, academic, and cultural needs of LEP students in a number of ways. Odyssey will integrate LEP students into the regular classrooms as much as possible and provide part-time pull out classes if the students need it. Teachers and paraprofessionals will be trained to work with LEP students as part of the school's ongoing professional development using state-sponsored webinars and other sources. Also, Odyssey will prepare a list of content area curricula that can be purchased and used for future LEP students.

LEP services such as testing, ELL teacher, and interpreters may be provided on-site or contracted out. If Odyssey is unable to hire or contract with an ELL teacher when the need arises, the Principal will be responsible for arranging training of teachers and paraprofessionals. The principal will also oversee the implementation of the LEP program. Odyssey will have a curricula list, materials list, and teacher training prepared before Odyssey opens.

The flexibility of project based learning lends itself to the needs of the LEP student. Because the Project Based Learning Model is effective in providing support and intervention for students with a variety of needs, the Odyssey LEP program will allow students to participate in the core curriculum as much as possible. Project based learning provides many opportunities for the student to develop both academic and social English by incorporating various instructional strategies such as think-pair-share, corners, panel discussions/debate, language immersion, and especially cooperative learning. It also allows students to work on projects that reflect the student's culture in many cases.

Monitoring of Students

The Idaho English Language Assessment (IELA) or other state provided standard test will be used to assess English proficiency as well as monitor LEP progress. State and federally mandated testing of LEP students will be administered. Additionally, all students (including LEP) will be given formative assessments every 3 to 4 weeks to measure student academic performance as mentioned in ~~Proof of insurance will be given to the Public Charter School Commission each time it is renewed to insure continuous coverage. Odyssey Charter School shall provide to the Idaho Charter School Commission with Copies of insurance binders from issued by a companyies authorized to deconduct business in Idaho. The binders will contain Odyssey's policies for liability insurance (per occurrence and aggregate coverage), property insurance, worker's compensation insurance, unemployment insurance, and errors and omissions insurance, will be provided to the Commission. Additional proof of insurance will be provided as required by the Commission.~~ This information appears to be misplaced.

~~Tab 3: Educational Program and GoalsThoroughness Standards.~~ State mandated test scores will also be used to measure academic performance. The ENL teacher will regularly confer with the classroom teachers to monitor the progress of the LEP students and may assess the LEP student's progress as frequently as needed. Changes in the student's ELPs will be made as needed to ensure the interventions are appropriate. Students who meet state-recommended levels of proficiency on the IELA or other assessments will be exited from the LEP program and monitored for 2 years. Students on monitoring status will be coded LEP on the state mandated test and will still count for state and federal funding purposes.

Other Special Needs Student Services

Because Gifted and/or Talented, LEP, Title I, Section 504, and IDEA students have special needs, they will be provided educational experiences that will strive to meet those needs in the regular classroom as well as in special classes, seminars, or workshops. Students with disabilities will be placed in the Least Restrictive Environment as defined by their IEP teams and services enabling each student to receive a Free Appropriate Public Education will be provided as determined by each student's IEP team. Transportation will be provided as required by the student's IEP.

September 20, 2012

Those students not reading at grade level or computing math at grade level will be identified and receive a variety of services including Special Education, Title **1** (if funded), tutoring by volunteers, and the opportunity (with parental support) to attend appropriate summer or after-school programs.

Tab 4: Assessment of Student Educational Progress

Measurable Student Educational Standards

Idaho Code § 33-5205(3)(b)

Odyssey Charter School will accomplish the following goals:

1. ~~1st~~ **What is the purpose of the “1st?” Is this an error?** 95% of students who have been continuously enrolled at Odyssey Charter School for one year. Please specify whether you mean a full calendar year, or since the beginning of the school year during which the test is administered. will have a Student Growth Percentile (SGP) that is equal to or greater than their Adequate Growth Percentile (AGP) in the area of reading.
2. ~~1st~~ 85% of students who have been continuously enrolled at Odyssey Charter School for one year will have a Student Growth Percentile (SGP) that is equal to or greater than their Adequate Growth Percentile (AGP) in the area of math.
3. ~~1st~~ 82% of students who have been continuously enrolled at Odyssey Charter School for one year will have a Student Growth Percentile (SGP) that is equal to or greater than their Adequate Growth Percentile (AGP) in the area of language.
4. In 2016 and afterwards, Odyssey Charter School will have at least a 90% graduation rate.
5. In 2016 and afterwards, Odyssey Charter School will receive 4 out of 5 stars in the Advanced Opportunity category on the Star Rating System.

The above MSES do a good job of defining what percentage of Odyssey’s students will make adequate growth to reach/maintain proficiency within 3 years or by 10th grade, whichever comes first.

We still need to see MSES directed at how Odyssey’s results compare to those of other schools. This can be accomplished using the SGP (which, as a percentile, automatically provides a comparison to each student’s academic peers – that is, other students who scored similarly last year). For examples, please see email messages to Karl Peterson from Tamara Baysinger dated 9/5/12 and 9/6/12.

- ~~• After two years of operation, Odyssey Charter School will score 2 percentage points higher on the ISAT than Idaho Falls Joint School 91 score in reading in the same academic year.~~
- ~~• After two years of operation, Odyssey Charter School will score 2 percentage points higher on the ISAT than Idaho Falls Joint School 91 score in math in the same academic year.~~

- ~~After two years of operation, Odyssey Charter School will score 2 percentage points higher on the ISAT than Idaho Falls Joint School 91 score in language in the same academic year.~~
- ~~80 percent of Odyssey Charter School students will make at least 1 year of academic growth in language arts as measured by the ISAT.~~
- ~~80 percent of Odyssey Charter School students will make at least 1 year of academic growth in math as measured by the ISAT.~~
- ~~All Odyssey Students who are enrolled through the entire semester will participate in one long term, multidisciplinary project each semester enrolled and will~~
- ~~80% of the students will score a proficient grade on their long term, multidisciplinary project. This will be based on a school-wide, faculty-created rubric.~~
- ~~After three years of operation, Odyssey will achieve a Star rating of one star above the median Star rating of Idaho Falls School Joint District's junior and senior high schools. If the Star rating of the median school is 5 stars, Odyssey will also achieve a 5 star rating.~~
- ~~60 percent of Odyssey Charter School's 12th grade students will meet or exceed the Boise State University potential candidate cut-off through the student's combination of grade point average and score on the ACT, SAT, or Compass test.~~

Methods for Measuring Student Progress

Idaho Code § 33-5205(3)(c)

Odyssey will use **a variety the following** methods to measure student progress in meeting the above identified student educational standards: AIMS web or similar program's records, RTI records, teacher-created formative and summative tests, projects and presentations, the Idaho Standards Achievement Test, the state mandated test, the Idaho Alternative Assessment (IAA) if applicable, the National Assessment of Educational Progress (NEAP) if selected, the ACT, Accuplacer, and SAT tests, and the Boise State University potential candidate cut-off. **Although it is certainly appropriate to use all these evaluation methods, note that the wording should be updated because they will not all be used to measure student progress "in meeting the above identified student educational standards." Only data generated through the Star Rating System will be needed for that specific purpose.**

Provisions by which Students Will Receive Standardized Testing

Idaho Code § 33-5205(3)(d)

Under the direction of the School Test Coordinator, the following standardized tests will be conducted in strict accordance with, and at the specified intervals mandated by, the state of

Idaho, namely, Idaho Standards Achievement Test for grades 6 through 10. Additionally, any and all other assessments required in Idaho now or in the future will be administered in accordance with state mandates and policies.

Accreditation

Idaho Code §§ 33-5205(3)(e) and 33-5210(4)(b)

Before opening its doors, Odyssey Charter School will apply to Northwest Accreditation Commission, a Division of AdvancED for accreditation, as required in IDAPA 08.02.02.140. In compliance with Idaho State Board of Education Rules, Odyssey Charter School will complete the accreditation process outlined below.

- Odyssey will apply for its readiness visit before May 1, 2014 so that the visit can take place after the school has begun operation. Odyssey will complete the readiness checklist before the readiness visit.
- After the readiness visit, Odyssey will be in candidacy status. Odyssey will then complete the self-assessment and survey of the school's stakeholders.
- Odyssey will then complete its full external review during the 2014-15 school year.
- Odyssey will then attempt to be deemed fully accredited by the Northwest Accreditation Commission, a Division of AdvancED, before Odyssey performs its first graduation in the spring of 2016—three school years after the initial opening of Odyssey. Since Odyssey starts in 2013-14 with sophomores, the school will have sufficient time to complete the accreditation process before this class reaches graduation.
- Additionally, the school will develop a five-year strategic plan focused on the improvement of student performance as outlined by Northwest Accreditation Commission, a Division of AdvancED. This will begin the repeating five year cycle of re-accreditation in which Odyssey will be continually involved.

The strategic plan will be monitored by a review team established by the school's administration and Board of Directors. This team will be empowered to recommend revision of goals as necessary and will provide regular reports on implementation of the plan to the Board of Directors.

Accreditation reports outlining the attainment of standards will be submitted, as requested, to both the Public Charter School Commission and the Idaho State Accreditation Committee.

~~Copies of all annual reports, including accreditation reports, financial audits, programmatic audits, school report cards, and testing results, will be given to the Public Charter School Commission. The State Department of Education receives a copy of the financial audits. Parents and the general public will also be provided with report information, where appropriate.~~

NCLB School Improvement Provision

Odyssey Charter School is committed to being a school where student success is our top priority. ~~If it were~~ ever determined that, based on student performance, the school was in need of, improvement in accordance with NCLB, Odyssey Charter School ~~will~~ develop a strategic plan focused on improving school and staff capacity (structure, resource allocation, teacher skill sets) to increase student achievement.

The ~~B~~board of ~~D~~irectors of Odyssey Charter School will provide consultation to the ~~P~~rincipal regarding ongoing plans for the school. ~~Odyssey will cooperate fully with the Public Charter School Commission in improving Odyssey Charter School's No Child Left Behind performance.~~ The ~~B~~board of ~~D~~irectors will take the responsibility of the school district in meeting the policies of the State Department of Education regarding school improvement.

The Parent Action Committee(PAC) will also work with the ~~B~~board of ~~D~~irectors on school improvement.

All student and teacher standards will meet state-approved standards as adopted by the State Board of Education, and federal standards mandated by the *No Child Left Behind Act of 2001*.

Idaho is now preparing its waiver to the *No Child Left Behind Act of 2001*. The final details of this waiver are not currently set. Odyssey Charter School commits to following the rules and regulations of the waiver when they become official and follow the procedures contained in the waiver once the waiver is adopted.

Until the waiver is in place, Odyssey will follow the *No Child Left Behind Act of 2001*. In the event that Odyssey Charter School does not meet AYP, Odyssey will follow the steps for school improvement as outlined in *School Improvement Plan Writing Workbook: Instructions for Idaho's Local Education Agencies*. As a charter school, Odyssey will be responsible for both the school's and the Local Education Agency's responsibilities outlined in the workbook.

The ~~B~~board of ~~D~~irectors of Odyssey Charter School will provide consultation to the Principal regarding ongoing plans for the school. The Parent Action Committee(PAC) will also work with the ~~B~~board of ~~D~~irectors on school improvement.

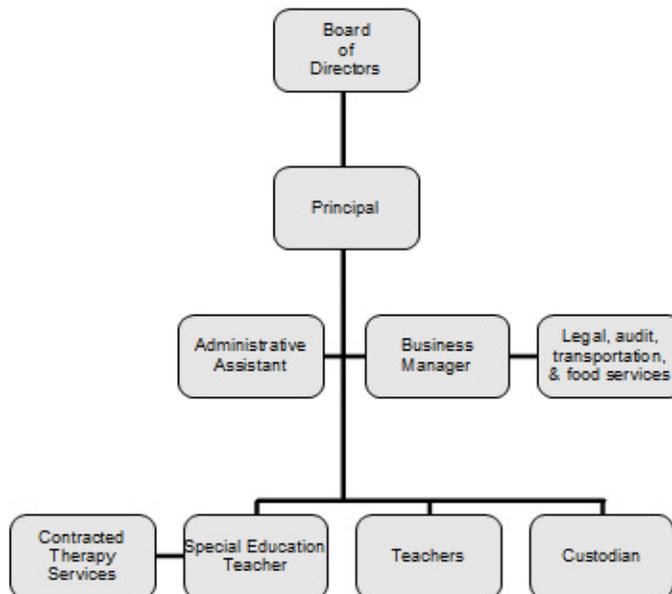
Tab 5: Governance Structure

Idaho Code § 33-5205(3)(f)

Governance Structure

Odyssey Charter School, Inc., will be a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act. The Board of Directors will be the public agents who control and govern the Charter School. Odyssey Charter School's board shall be responsible to identify and comply with all statutory requirements affecting the operation of a public school. The Board of Directors meetings will follow the open meetings law and public records law. The secretary of Board of Directors will keep accurate minutes of the meetings and make the minutes available to the public according to the Bylaws of the charter school corporation.

Odyssey Charter School Organization Chart



Founders

A founder is hereby defined as a person, including employees, parents, or staff of a public charter school, who has served for at least 9 months on the founders committee and has worked at least 100 hours on outside projects. The time on the founders committee and the hours on outside projects must be performed before the opening of the school. The Board of

~~The~~ directors of Odyssey Charter School will vote after the opening of the school to ~~create a list of who is considered a founder~~ identify qualified founders based on the criteria above.

The founders will have no authority in the administration or governing of the school. Their only reward for being a founder will be that their children will be considered children of the founders at the time of the enrollment lottery.

~~After approval by the Public Charter School Commission, the people named in the Articles of Incorporation will become the board of directors of Odyssey Charter School. After one year of operation, the board of directors will hold an election for the new board of directors. The board of directors becomes the governing body for Odyssey Charter School. Officers shall be established as set forth in the corporate bylaws~~

Board of Directors

The ~~B~~oard of ~~D~~irectors has three main responsibilities.

1. The board is responsible for policymaking for Odyssey Charter School. It develops and refines its policy manual using ISBA materials. It approves the budget, develops long and short term goals, establishes educational objectives and performance indicators, and approves curricular frameworks and student education standards.
2. The board provides administrative oversight for the operation of Odyssey and is ultimately accountable for all aspects of its operation. This includes fiscal oversight. The board administers through establishing policy. The board is not responsible for the day-to-day operation of Odyssey. The board answers to the Public Charter School Commission, its authorizer, for the operation of Odyssey Charter School.
3. The board provides leadership and represents the interests of the stakeholders of Odyssey Charter School. It selects the ~~P~~rincipal of the school and approves personnel decisions. It serves as a forum for stakeholder input, soliciting input and balancing the desires of various shareholders.

Odyssey's Board of Directors will also have such duties and powers as are set forth in the Articles of Incorporation and the school's By-Laws.

Recruiting Highly Qualified Board Members

Odyssey will seek to recruit parents of students enrolled in the school and ~~from~~ other people in the community who are highly qualified to be on the Board. The Board will seek prospective members who have training and demonstrated experience in accounting, law (preferably educational law), education (preferably project based learning), publicity, and business. Board members with experience in real estate, construction, and advertising will also be sought. Recruitment notices that detail the qualifications and experience required will be sent out through e-mail to the students' parents and others on the school's e-mail list. They will also be

posted on the school's website, and sent out to the Board members' personal and professional associates. The staff of the school will also be notified of the need for Board members with certain skills sets. Odyssey will request the help of its faculty in finding highly qualified candidates.

See Appendix Q for details regarding Odyssey's Board Training Program.

Initial Terms

Board Members elected or appointed in the first year of incorporation shall serve terms as follows:

- Initial Class A: 12 years
- Class B: 24 years
- Subsequent Class A: 24 years

Initial Formation

The Board of Directors of Odyssey Charter School will consist of five to seven members.

A state of Idaho criminal background check on the Board of Directors will be conducted prior to the opening of the school and on each future board members.

Selection and Replacement

Biennial ~~Yearly~~ elections for members of the Board of Directors will be held according to the Bylaws of the Charter School Corporation.

Powers and Limitations

Odyssey Charter School will be a legally and operationally independent entity ~~established~~ governed by the nonprofit corporation's Board of Directors. The elected Board of Directors will be legally accountable for the operation of the charter school. Odyssey Charter School acknowledges that upon approval of the petition and the contract, the school's Board of Directors will be public agents required to control the charter school. Odyssey Charter School commits to compliance with all federal and state laws and rules and acknowledges its responsibility for identifying such laws and regulations and complying with them.

The Board of Directors will ~~have the responsibility to select~~ be responsible for the selection of the school Principal, who may not be one of its members. Odyssey Charter School will not contractually bind the Idaho Public Charter School Commission in a contract with any third party.

Relationship between Board of Directors and School Administration

The relationship of the Board of Directors to the Odyssey Charter School administration will be as follows:

Principal

The Principal will work under the direction of the Board of Directors and will be empowered to provide educational direction, administration, and on-site day-to-day operation, as well as certain decisions concerning but not limited to:

- implementing the vision and mission of the school
- providing instructional materials and supplies
- allocating resources
- fulfilling state charter school requirements
- building school-wide community
- providing special services
- contracting services
- providing disciplinary support
- establishing public and media relations
- building business and community partnerships
- developing curriculum, instruction, and assessment
- implementing professional development
- Hiring and supervising of ancillary support personnel including clerical and custodial
- resolving employment and personnel issues
- overseeing enrollment and attendance
- conducting formative/summative staff evaluations
- maintaining facility conditions
- providing transportation
- promoting climate for innovation and growth
- building staff and school morale
- supervising budget and financial records
- supplying annual reports to the Idaho Public Charter School Commission
- managing the day-to-day operations
- executeing the policies of the board
- acting as an intermediary between the Board of Directors&and the stakeholders
- communicateing to the board Odyssey's performance
- makeing recommendations to the board issues facing the school
- superviseing student scheduling

- administering the lunch program

Administrative Assistant

The administrative assistant's will work under the direction of the Principal. The Administrative Assistant's responsibilities will include, but are not limited to the following:

- Student enrollment and records
- Attendance
- State reports concerning students, faculty, and staff
- Parent and public relations

Business Manager

The Business Manager will work under the direction of the Principal. The Business Manager's responsibilities include, but are not limited to the following:

- Financial records
- Ordering and receiving
- State reports concerning finances
- Payroll

Standing Committees and Ancillary Support Personnel

Standing committees will be formed in accordance with the bylaws of the corporation. These committees will include, but are not limited to, Parent Action Committee (PAC), fund raising, and the like.

Process to Ensure Parental Involvement

The Board of Directors of Odyssey Charter School will provide consultation to the Principal regarding ongoing plans for the school. The Parent Action Committee (PAC) will also work with the Board of Directors on school improvement. Parents of students who attend Odyssey Charter School will be involved in the education of their children and in the school at many levels. Parents bring an in-depth understanding of their children's personalities, learning styles, and strengths and weaknesses, which is essential for the continuing educational development of their children. The process to ensure parental involvement will be as follows:

1. Parents will provide information necessary to ensure proper placement of students.
2. Parents will receive a student/parent handbook at registration.
3. Parents will be encouraged to attend all parent teacher conferences.

4. Parents will be asked to complete surveys throughout the school year addressing the following issues: safety of students, classroom discipline, school-wide discipline, child's response to classroom atmosphere, and parents' perception of learning environment.
5. Parents will be encouraged to be involved in the Parent Action Committee and to volunteer for school projects, programs, committees, and to work specifically with students who are challenged academically.
6. Parents will be encouraged to provide an appropriate learning environment at home for study.
7. Parents will be encouraged to volunteer as tutors and assist in other ways as need dictates.

Complaint Process

Odyssey Charter School's procedures for a complaint process for parents/guardians and the public will be developed as part of the tasks in the pre-opening timeline in Tab 10. The ultimate authority in any complaint process will reside with the Board of Directors of Odyssey Charter School. All complains will be forwarded to the Public Charter School Commission as required by administrative rule.

Crisis/Emergency Policies

Odyssey Charter School will develop a policies for various crisis and emergency situations. This development is part of the timeline in Tab 10.

Public Access

Odyssey Charter School's policies regarding the ways in which the public may have access to the school's students, staff, and facilities will be similar to that of the local traditional public schools. The Charter School will comply with Idaho statutes relating to public records and public meetings, as indicated in the bylaws. ~~Odyssey Charter School will provide access to the public for inspection.~~

Annual Financial and Programmatic Operations Audits

An annual financial audit and programmatic operations audit will be conducted during each fiscal year. Odyssey Charter School will annually submit to the Public Charter School Commission an annual report ~~with the audit of~~ containing the fiscal audit, and the programmatic operations audit, a report on student progress, and a copy of the school's accreditation report. Audits and reports will be conducted as mandated by state requirements as outlined in:

- I.C. § 33-5205(3)(k)
- I.C. § 33-5206(7)
- I.C. § 33-701(5-10)
- IDAPA Rule 08.02.04.300.03, Rules Governing Public Charter Schools
- IDAPA Rule 08.03.01.301.12, Rules of the Public Charter School Commission

~~The Odyssey Charter School Board will forward copies of all complaints to the Public Charter School Commission.~~

Tab 6: Employees of the Charter School

Employee Qualifications

Idaho Code §§ 33-5204A (1), 33-5205(3)(g), and 33-5210(4)(a)

Odyssey Charter School's full-time and part-time staff will meet or exceed qualifications required by state law. Instructional staff shall be certified teachers as required by Idaho Code § 33-5205(3)(g) and will be Highly Qualified in the teaching positions that require it or Odyssey will obtain waivers for teachers who are not highly qualified. This will include Special Education teachers. Teachers for grades 6, 7, and 8 will have either elementary or secondary certificates and will have the proper endorsements for the subjects they teach. Teachers for grades 9 through 12 will have secondary education certificates and will hold the proper endorsements for the subjects they teach.

Staff will be required to possess personal characteristics, knowledge, and experience consistent with the philosophy, vision, mission, core values, and expectations of Odyssey Charter School as outlined within this petition. Staff must also comply with the professional codes and standards approved by the state Board of Education, including standards for ethics or conduct as required by Idaho Code § 33-5204A(1).

Odyssey reserves the right to employ any person for temporary assistance under the direct supervision of certified staff members. These provisions are intended to allow various community experts and other specialized persons who may not hold certification to contribute to the school according to their talents, experience, creativity, or expertise on an as-needed basis.

~~The Pprincipal will make recommendations to the Bboard of Ddirectors for approval of the instructional staff. The Pprincipal and the board must agree on the hiring decisions for them to be final. Each professional staff member (teachers and the Pprincipal) will be on a written contract in a form approved by the Idaho State Superintendent of Public Instruction. The contract is conditional upon valid certification.~~

Health and Safety Procedures

Idaho Code § 33-5205(3)(h)

Odyssey Charter School's plans and policies for public conduct in the school, which protects the safety, welfare, and education of students, will be aligned with the Idaho State Board of Education Thoroughness Standard A, "A safe environment conducive to learning is provided."

Odyssey Charter School will comply with the following health and safety procedures:

September 20, 2012

1. Conduct criminal history checks for all employees in compliance with Idaho Code § 33-130. This requirement is a condition of employment.
 2. Require that all students show proof of immunization before being enrolled at the Odyssey Charter School or have an exemption signed by a parent or legal guardian.
 3. Require that all visitors sign in at the office and receive and wear a visitor's pass when visiting the school building.
 4. Provide for inspection of the facility in compliance with Idaho Code § 39-4130, and adopt policies to meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools. Fire and safety officials will inspect the facility using the same guidelines used for all public schools.
 5. Adopt and implement a comprehensive set of health, safety, and risk management policies. These policies will be developed in consultation with Odyssey Charter School's insurance carriers and at a minimum address the above and the following items:
 - ◆ Policies and procedures for response to natural disasters and emergencies, including fires and bomb threats.
 - ◆ Policies relating to preventing contact with blood-borne pathogens.
 - ◆ A policy requiring that all staff receive training in emergency response, including appropriate "first responder" training. All staff will be trained in emergency response protocols and will be provided an emergency response binder. Odyssey will create an emergency response team that will develop school protocols and procedures. The team will meet at least twice a year to review the protocols and recommend needed changes.
 - ◆ Policies relating to the administration of prescription drugs and other medicine.
 - ◆ A policy that the school will be housed in a facility that has received fire marshal approval and has been evaluated by a qualified structural engineer who has determined the facilities present no substantial safety hazard.
 - ◆ Policies establishing that the school functions as a gun-, drug-, alcohol-, and tobacco-free workplace.
1. Odyssey Charter School will develop a policy regarding internet usage and comply with all requirements set forth in the Children's Internet Protection Act.

Policies will be incorporated as appropriate into the school's student and staff handbooks and will be reviewed on an ongoing basis in the school's staff development efforts.

Transfer Rights

Idaho Code §§ 33-5205(3)(o)

No transfer rights apply.

Employee Benefits and Provisions

Idaho Code 33-5205(3)(m)

Odyssey Charter School will provide all employees the following programs and benefits: group health insurance, Public Employee Retirement System Insurance (PERSI), federal Social Security, Unemployment Insurance, and Worker's Compensation Insurance, to the extent allowed and required by law. Accumulation of sick leave for teachers shall be up to ninety (90) days and be governed by Idaho Code § 33-1217.

Professional Opportunities

~~Faculty at Odyssey Charter School will work in an environment where they have opportunities to work with other faculty to align subject areas. The Principal will determine in-service training days in order to provide teachers with training in the teaching methods described in this petition. All employees will undergo an annual performance review.~~

Odyssey recognizes that a successful project based learning program depends in large part upon the talent, skill, and commitment of its educators. In order to achieve its program goals, Odyssey will provide extensive professional opportunities to its teaching staff based on the following guiding principals:

~~To achieve Odyssey's goals, a high level of professional development will occur through the following:-~~

- Hire teachers as early as possible.
- Conduct pre-service training in project learning and software before school begins, to allow the teachers to prepare interdisciplinary unit studies that culminate in a field application of what they learned.
- Mentor teachers extensively.
- Hire teachers who will teach students in more than one subject area and over the span of multiple years, as much as practical. Elementary endorsed teachers will be able to teach a variety of content areas in the middle school grades. Secondary teachers with endorsements in specific content areas will work on project-based learning in their own

content areas and will collaborate with other teachers in other subjects to create and utilize multi-disciplinary projects that span more than one content area.

- Plan for teams of teachers to work cooperatively and provide structured team planning, mentoring, and professional development time. Grade level and subject matter teachers will be provided common planning times and time before or after school to collaborate and coordinate their instruction plans.
- Provide opportunities for teachers to observe and work directly in the classroom with other teachers.

Workshops and Teacher In-Service Days

Initial professional development and mentoring will be provided to Odyssey's educators by Buck Institute for Education and it will happen before the school year starts, with a follow up workshop during the next school year to build and improve the teaching process. Odyssey will provide professional development in project based learning through Buck Institute for Education for all the teachers and administrators of the school. Buck Institute for Education will provide a three day workshop before Odyssey opens and a follow up session before the start of the next school year. **Please edit this paragraph to eliminate redundancy and improve clarity.**

The first workshop will introduce project based learning to the faculty and administrators and will help the teachers prepare their first interdisciplinary project for the fall. The follow up session will help the faculty talk about what went well and what needs improving and help them prepare their next project for the next semester. The two workshops are explained in greater detail in the e-mail listed in Appendix P. The exact timing of the workshops depends on the schedule of the presenters from the Buck Institute for Education. ~~The first workshop will take place before the opening of school.~~ Peer mentoring will also be implemented by using Odyssey teachers who have shown expertise in a particular area to mentor other Odyssey teachers. ~~Taking advantage of the skills of its own staff, Odyssey will provide needed professional development and will also build collaboration and communication among the staff.~~ **Is it likely that many of Odyssey's teachers will have prior expertise in PBL? If not, are there other options for mentors who have experience as well as aptitude?**

Odyssey will also provide pre-opening workshops in It's About Time science curriculum and College Preparatory Mathematics. These programs both emphasize project-based learning, and will complement the professional development aspect of Buck Institute for Education's workshops, as well as help the teachers better prepare to use these curricula.

In addition to receiving project based training from the Buck Institute and curricula training in specific subjects, professional development days will be provided to Odyssey's teachers at the beginning of each school year and periodically throughout the year during the year for to allow teachers to create project materials and to coordinate efforts in the multidisciplinary projects

under the direction of the Principal. Mentoring will also be provided through professional mentors specializing in project based learning, other teachers who are knowledgeable and experienced in the area using project based learning techniques, or both. All teacher in-service days will be determined by the Principal prior to the start of school and included in the calendar for each academic year. **How many such professional development/in-service days will be included in each school year? It will be essential for Odyssey to ensure teachers have more than the usual amount of training and prep time if PBL is to be implemented effectively.**

Resources for Professional Development

~~The New Tech Network that Idaho Falls School District is using to provide guidance and software for the district's Compass Academy is a well-known and successful company, but New Tech is not the only source of information on project-based learning. Much of what the district is paying for is available online for free or at a considerable savings. Odyssey has copious amounts of materials available for its use through a variety of sources.~~

A substantial amount of professional development resources are available online, either for free or at a discounted cost. For example, ~~the~~ Buck Institute for Education provides 18 free forms, handouts, rubrics, and other downloads on their site as well as links to other project libraries from many different organizations including High Tech High's. The Buck Institute It also provides project-based tutorials from PBL-Online.org, Project Based Learning in Hand, Apple's Challenge Based Learning, Edutopia: How to Plan a Project, Intel: Project-Based Approaches Online, and Project Based Learning Space by Houghton Mifflin.

Buck Institute for Education has a library of over four hundred and forty projects indexed by 17 sources and 10 subjects that can be downloaded free of charge. Buck also provides a free online, password-protected Project Planner to registered users. Registration is free. Edutopia provides approximately 200 online articles and videos on project-based learning as well as large amounts of materials on comprehensive assessment, integrated studies, social & emotional learning, and technology integration. Another source of online professional development is College Preparatory Mathematics' website. It provides teachers online explanations of every lesson in their courses. This is free to anyone.

Odyssey will utilize these free, online sources for ongoing professional development. Odyssey will use these sources to target identified areas of improvement and make improvements in those areas. The faculty will be guided through these materials by the Principal or the Principal's appointee in collaboration with the Buck Institute or similar organizations. **What will be the Buck Institute's level of involvement with ongoing professional development, and at what cost will this service be provided? This role doesn't seem to be addressed in the draft service agreement.**

Another One more source of professional development is the Odyssey faculty themselves. Odyssey will use the skills developed by its individual faculty members to improve the faculty as

a whole. Odyssey encourages its educators to personally invest in their own professional development and that of their peers through the research and development of their own unique and innovative methods to improve student learning.

An important part of curriculum development and professional opportunities is the training the administration and teachers will receive in preparation for teaching project-based learning and using the online computer programs that will be implemented at Odyssey. See Appendix V for Pre-Opening Development for more details.

Odyssey has identified the following texts as potential tools for the training and development of successful educators:

- *The Leader in Me*, by Stephen R. Covey
- *Revisiting Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement*, by Richard DuFour, Robert Baker, and Rebecca DuFour
- *PBL Starter Kit: To-the-Point Advice, Tools and Tips for Your First Project (Project Based Learning Toolkit Series)*, by John Larmer, David Ross, John R. Mergendoller PhD.

These materials will be used in connection the training and professional development of Odyssey's administration and teaching staff.

Collective Bargaining

Idaho Code § 33-5205(3)(p)

Odyssey Charter School's staff shall be a separate unit for purposes of collective bargaining.

Written Employment Contracts

Idaho Code § 33-5206(4)

All certificated staff will be required to sign a written contract with Odyssey Charter School. Contracts will be in a form approved by the Idaho State Superintendent of Public Instruction. The contract is conditional upon valid certification.

A copy of all teacher contracts and certificates for all certified teachers or staff members will be on file in the school office. Job announcements and all other hiring and employment practices will be free of any unlawful discriminatory language or practices.

Background Checks

Idaho Code §§ 33-130 33-512 and 33-5210(4)(d)

All employees, volunteers, subcontractors, and board members who work with students independently will undergo state of Idaho criminal background checks and FBI fingerprinting checks. One fingerprint card will be submitted to the Office of Certification at the State Department of Education.

Assessing Board, Administration, Teacher, and Staff Performance

Evaluation of the Board of Directors

The evaluation of the Board of Directors will take place annually one month before the elections are scheduled. The board will be evaluated on the following items: **Who will perform this evaluation? Do we assume correctly that this will be a self-evaluation?**

- School performance based on ~~the Idaho Public Charter School Commission's Annual Dashboard Report~~ the programmatic audit and the financial audit.
- The ~~chair~~president and vice ~~chair~~president accomplishing at least 100 points according to ISBA's Master of Boardmanship Program as it is outlined in Board Training in Tab 5.
- Other board members accomplishing at least 50 points according to the ISBA's Master of Boardmanship Program.
- The Star Rating according to the No Child Left Behind Idaho waiver school rating **system with** details about student proficiency, student academic growth, student growth to proficiency, graduation rate enrollment and completion of advanced courses, and SAT scores.

Evaluation of the Administration

The evaluation of the administration will take place annually ~~in~~ before the end of June.

- Principal Star rating according to the No Child Left Behind Idaho waiver when the Pprincipal evaluation takes effect
- School Star rating according to the No Child Left Behind waiver
- Odyssey Charter School's performance of its Measurable Student Educational Standards
- School Mission fulfillment
- Communication with the board
- Stakeholder and faculty satisfaction

Teacher and staff performance will be evaluated in accordance with Idaho state law and the State Department of Education policies. Odyssey Charter School will develop an evaluation

September 20, 2012

process based the Danielson model for teachers evaluation and will meet the requirements set forth by the State Department of Education.

Tab 7: Admission Procedures

Admission and Over-enrollment Procedures

Idaho Code § 33-5205(3)(j)

Odyssey Charter School has identified the following admission procedures:

Odyssey Charter School will be open to all students on a space-available basis. No student will be denied admission based on ethnicity, creed, gender, disability, or place of residence. No out-of-state students will be enrolled.

Odyssey Charter School will substantially follow the model admission procedure identified by the Idaho State Board of Education in the initial year and for every year thereafter.

Enrollment Capacity Chart

Year	6 th	7 th	8 th	9 th	10 th	11 th	12 th	Total Capacity by Year
1 st	50	100	75	50	50	0	0	325
2 nd	50	100	100	75	50	50	0	425
3 rd	75	100	100	100	75	50	50	550
4 th	75	100	100	100	100	75	50	600
5 th	100	100	100	100	100	100	100	700

The initial enrollment caps in year 1 reflect that Jefferson Joint School District 251 starts middle school at 6th grade, so we assume that many students from that school district will come when they start 6th grade. Other 6th grade students may come to participate in Odyssey programs that are not offered in their elementary schools. Idaho Falls, Bonneville, and Shelley school districts start middle school in the 7th grade. It is assumed that most students will enroll at Odyssey at this grade since it is the time when most students will be changing schools anyway. Smaller numbers in 8th through 12th grades reflect the assumptions that recruiting students in older grades will probably be more difficult and that Idaho Falls Joint School District's Compass Academy will be the choice of some of the high school students in the Idaho Falls School District. Students outside of Idaho Falls School District will not have the option of attending the magnet school. Please see Tab 2: The Potential Impact to Other Districts for a greater explanation of how Odyssey Charter School and Idaho Falls Joint School District's Compass

Academy differ. Please see Appendix L for the latest number of potential students broken down by grade level.

Odyssey Charter School also anticipates that there may be some attrition as students advance to the next grade, since this has been the experience of many other schools. However, Odyssey will guarantee a place in its enrollment numbers for all enrolled students to move up into the next grade. The enrollment caps in the higher grades reflect our commitment to the student body, to allow all enrolled students to move up to the next grade.

Enrollment Deadline

Each year Odyssey Charter School will establish an enrollment admissions deadline that will coincide with the Board of Directors March meeting. This will be the date by which all written requests for admission to attend the public charter school for the next school year must be received. The enrollment deadline cannot be changed once the enrollment information is disseminated. Late applications will be accepted at any time for admission for slots remaining open and/or in addition to waiting lists.

Process for Public Notification of Enrollment Opportunities

Idaho Code § 33-5205(3)(s)

Odyssey Charter School will ensure that the public notification process of enrollment ~~possibilities~~opportunities will include the dissemination of enrollment information, taking into consideration the language demographics of the attendance area, at least three months in advance of the enrollment deadline established by Odyssey Charter School each year. The information will be posted in highly visible and prominent locations within the attendance area of the public charter school. In addition, Odyssey Charter School will ensure that such process include the dissemination of press release or public service announcements to media outlets such as television, radio, and newspapers that broadcast within, or disseminate printed publications within, the area of attendance of the public charter school. Odyssey Charter School will ensure that such announcements are broadcast or published by such media outlets on at least three occasions, beginning no later than fourteen days prior to the enrollment deadline each year. Enrollment information shall advise that all prospective students will be given the opportunity to enroll in the public charter school regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

Requests for Admission

A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in this state, may make a request in writing for such child to attend Odyssey Charter School. In the case of a family with more than one (1) child seeking to attend, a single written request for admission must be submitted on behalf of all siblings whom the parents desire to enroll in Odyssey Charter School. The written request for admission must be submitted to, and received by, the public charter school at which admission is sought on or before the enrollment deadline established by the public charter school. The written request for admission shall contain the name, grade level, address, and telephone number of each prospective student in a family. If the initial capacity of the school is insufficient to enroll all prospective students, then a lottery, as described below, shall be utilized to determine which prospective students will be admitted to the public charter school. Only those written requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline shall be permitted in the lottery. Only written requests for admission shall be considered. ~~Written requests for admission received after the established enrollment deadline will be added to the bottom of the waiting list for the appropriate grade.~~

Priority of Preferences for Initial Enrollment

Admission preferences as authorized by Idaho Code § 33-5205(3)(j) for initial Odyssey Charter School enrollment of students shall be as follows:

1. To children of founders and full-time employees, provided that this admission preference shall be limited to not more than ten percent (10%) of the initial capacity of the public charter school. Once the number of founders' applicants reaches the 10% limit, the remaining children of founders will not be included in this category. Once this category is filled, the remaining students will be categorized according to the highest level of preference for which they are otherwise eligible.
2. To siblings of pupils already selected by the lottery
3. To prospective students residing in the primary attendance area
4. To all other students

Priority of Preferences for Subsequent Enrollment Periods

The selection hierarchy for admission preferences as authorized by Idaho Code § 33-5205(3)(j) for enrollment of students in subsequent school years shall be as follows:

1. To pupils returning to the public charter school in the second or any subsequent year of operation
2. To children of founders and full-time employees, provided that this admission preference shall be limited to not more than ten percent (10%) of the school's capacity
3. To siblings of pupils already enrolled in the public charter school.
4. To prospective students residing in the attendance area of the school
5. To all other students

Proposed Attendance List for Lottery

Idaho Code § 33-5205(3)(j)

Each year Odyssey Charter School will create a new attendance list containing the names of all prospective students on whose behalf a written request for admission was received in a timely manner by the public charter school, separated by grade level. Returning students will be automatically included in the attendance list unless the parents or guardians have requested otherwise. The proposed attendance list shall contain columns next to the name of each student, in which the public charter school will designate admission preferences applicable to each prospective student. The columns shall be designated "A" for returning student preference; "B" for founders and full-time employees preference; "C" for sibling preference, with a corresponding cross-reference to each of the siblings of the prospective student; and "D" for primary attendance area preference. Names shall not be carried over from one year to the next.

Lottery Process

Odyssey will hold a lottery on or before April 30 of each year. The lottery will be held in a public forum and a disinterested party will conduct the lottery selection. If the initial capacity of Odyssey Charter School is insufficient to enroll all prospective students, or if capacity is insufficient to enroll all prospective students in subsequent school years, then Odyssey Charter School will determine the students who will be offered admission by conducting a fair and equitable lottery.

This lottery will be conducted ~~as follows:~~ according to IDAPA Rule 08.02.04.203.09.

- ~~1. The name of each prospective student on the proposed attendance list shall be individually affixed to or written on a three-by-five inch (3" x 5") index card or other similar but equal media. The index cards shall be separated by grade. The selection procedure~~

~~shall be conducted one (1) grade level at a time, with the order for each grade level selected randomly. The index cards containing the names of the prospective students for the grade level being selected shall be placed into a single container.~~

- ~~2. A neutral, third party shall draw the grade level to be completed first and then draw each index card from the container for that grade level, and such person shall write the selection number on each index card as drawn, beginning with the numeral "1" and continuing sequentially thereafter. In addition, after selecting each index card, the name of the person selected will be compared to the proposed attendance list to determine whether any preferences are applicable to such person.~~
- ~~3. If the name of the person selected is a returning student, then the letter "A" shall be written on such index card. If the name of the person selected is the child of a founder or full-time employee, the letter "B" shall be written on such index card. If the name of the person selected is the sibling of another student that has already been selected for admission to the public charter school, then the letter "C" shall be written on such index card. If the name of the person selected resides in the attendance area, then the letter "D" shall be written on the card.~~
- ~~4. With regard to the sibling preference, if the name of the person selected has a sibling in a higher grade who has already been selected, but the person previously selected did not have the letter "C" written on his or her index card (because a sibling had not been selected for admission prior to the selection of the index card of that person), then the letter "C" shall now be written on that person's index card at this time.~~
- ~~5. With regard to the founder's and full-time employee preference, a running tally shall be kept during the course of the selection procedure of the number of index cards, in the aggregate, that have been marked with the letter "B." When the number of index cards marked with the letter "B" equals ten percent (10%) of the proposed capacity of the public charter school for the school year at issue, then no additional index cards shall be marked with the letter "B," even if such person selected would otherwise be eligible for the founders preference.~~
- ~~6. After all index cards have been selected for each grade, the cards shall be sorted for each grade level in accordance with the following procedure: All index cards with the letter "A" shall be sorted first, based on the chronological order of the selection number written on each index card; followed by all index cards with the letter "B," based on the chronological order of the selection number written on each index card; followed by all index cards with the letter "C," based on the chronological order of the selection number written on each index card; followed by all index cards with the letter "D," based on the chronological order of the selection number written on each index card; followed finally~~

~~by all index cards containing no letters, based on the chronological order of the selection number written on each index card.~~

- ~~7. After the index cards have been drawn and sorted for all grade levels, the names shall be transferred by grade level, and in such order as preferences apply, to the final selection list.~~

Waiting List

~~All student names who were not selected in the lottery will be put on a waiting list in the order established by the lottery. All openings during the school year will be filled according to the order of that waiting list. Written requests for admission received after the established enrollment deadline will be added to the bottom of the waiting list for the appropriate grade. If there is an opening in one grade, a sibling, if any, from a late submitted application will go to the bottom of the sibling list. Waiting lists for a given school year shall not roll over to a subsequent school year.~~

Final Selection List

The names of the persons in highest order on the final selection list shall have the highest priority for admission to Odyssey Charter School in that grade, and shall be offered admission to Odyssey in such grade until all seats for that grade are filled.

All student names who were not selected in the lottery will be listed after the selected students in the order established by the lottery. All openings during the school year will be filled according to the order of this list. Written requests for admission received after the established enrollment deadline will be added to the bottom of the waiting list for the appropriate grade. If there is an opening in one grade, a sibling, if any, from a late submitted application will go to the bottom of the sibling list. Waiting **lists for** a given school year shall not roll over to a subsequent school year.

Notification and Acceptance

With respect to students selected for admission to the public charter school, within seven (7) days after conducting the selection process, Odyssey Charter School shall send an offer letter to the parent, guardian, or other person who submitted a written request for admission on behalf of a student, advising such person that the student has been selected for admission to the public charter school. The offer letter must be signed by such student's parent or guardian and returned to Odyssey by the date designated in such offer letter by the public charter school.

With respect to a prospective student not eligible for admission to Odyssey Charter School, within seven (7) days after conducting the selection process, the public charter school shall send a letter to the parent, guardian, or other person who submitted a request for admission on behalf of such student, advising such person that the prospective student is not eligible for admission, but will be placed on a waiting list and may be eligible for admission at a later date if a seat becomes available.

If a parent, guardian, or other person receives an offer letter on behalf of a student and declines admission, or fails to sign and return such offer in a timely manner by the date designated in such offer letter by the public charter school, then the name of such student will be stricken from the final selection list, and the seat that opens in that grade will be made available to the next eligible student on the final selection list. If a student withdraws from Odyssey Charter School during the school year for any reason, then the seat that opens in that grade will be made available to the next eligible student on the final selection list.

Subsequent School Years

The final selection list for a given school year shall not roll over to the next subsequent school year. If the capacity of the public charter school is insufficient to enroll all prospective students during the next subsequent school year, then a new equitable selection process shall be conducted by the public charter school for such school year.

Public School Attendance Alternative

Idaho Code § 33-5205(3) (n)

Because Odyssey Charter School is a new entity and not a conversion of an existing school, the attendance alternative is the same as for those presently residing within Jefferson Joint School District 251, Shelley Joint School District 60, and Bonneville County. Students located within the attendance area of Odyssey Charter School would have the option to enroll in an existing charter or non-charter public school serving the area. Enrollment is not mandated based upon residential proximity to Odyssey Charter School, but through parental choice and equitable selection.

Denial of School Attendance and Disciplinary Procedures Including Suspension, Expulsion, and Re-enrollment

Idaho Code §§ 33-5205(3)(i) and 33-205 33-206

In accordance with Idaho Code § 33-205, the Odyssey Charter School Board of Directors may deny enrollment or may expel or deny attendance to any pupil who is a habitual truant, or who is incorrigible, or whose conduct, in the judgment of the board, is such as to be continuously disruptive of school discipline or the instructional effectiveness of the school, or whose presence in a public school is detrimental to the health and safety of other pupils, or who has been expelled from another school district in this state or any other state. Any pupil having been denied enrollment or expelled may be enrolled or readmitted to the school by the Board of Directors upon such reasonable conditions as may be prescribed by the board, but such enrollment or readmission shall not prevent the board from again expelling such pupil for cause.

The board shall expel from school for a period of not less than one (1) year (twelve calendar months) or may deny enrollment to, a student who has been found to have carried a weapon or firearm on school property in Idaho or any other state, except that the board may modify the expulsion or denial of enrollment order on a case-by-case basis. An authorized representative of the board shall report such student and incident to the appropriate law enforcement agency.

Discipline of students with disabilities shall be accordance with the requirement of federal law part B of the Individuals with Disabilities Education Act and section 504 of the Rehabilitation Act. Discipline of students with disabilities will consider whether the disability contributed to the student violation of school rules.

Disciplinary problems by special education students will be assessed by the multidisciplinary team. Teachers and administrators will follow the Idaho Special Education Manual (as currently defined in Chapter 7, Section 13, and titled "Student Discipline") to address these issues. Odyssey Charter School will follow IDEA for students with an IEP that may include Behavior Intervention Plans (BIPs) and whose behavior impacts their own learning or the learning of others. The team will determine if the student's disability may have contributed to the disciplinary issue and if the issue was addressed by the BIP or not, and will adjust the disciplinary action accordingly. When manifestation determinations occur, Odyssey Charter School will proactively use Positive Behavioral Interventions and Supports (PBIS).

No pupil shall be expelled nor denied enrollment without the board of Board of Directors having first given written notice to the parent or guardian of the pupil, which notice shall state the grounds for the proposed expulsion or denial of enrollment and the time and place where such parent or guardian may appear to contest the action of the board to deny school enrollment. The notice shall also state the rights of the pupil to be represented by counsel, to produce witnesses and submit evidence on his own behalf, and to cross-examine any adult

witnesses who may appear against him. Within a reasonable period of time following such notification, the Board of Directors shall grant the pupil and his parents or guardian a full and fair hearing on the proposed expulsion or denial of enrollment. However, the board shall allow a reasonable period of time between such notification and the holding of such hearing to allow the pupil and his parents or guardian to prepare their response to the charge. Any pupil who is within the age of compulsory attendance, who is expelled or denied enrollment as herein provided, shall come under the purview of the Juvenile Corrections Act, and an authorized representative of the board shall, within five (5) days, give written notice of the pupil's expulsion to the prosecuting attorney of the county of the pupil's residence.

The Principal of any school may temporarily suspend any pupil for disciplinary reasons or for other conduct disruptive of good order or of the instructional effectiveness of school. A temporary suspension by the Principal shall not exceed five (5) school days in length; and the principle may extend the temporary suspension an additional ten (10) school days. Provided, that on a finding by the Board of Directors that immediate return to school attendance by the temporarily suspended student would be detrimental to other pupils' health, welfare, or safety, the board may extend the temporary suspension for an additional five (5) school days. Prior to suspending any student, the Principal shall grant an informal hearing on the reasons for the suspension and the opportunity to challenge those reasons. Any pupil who has been suspended may be readmitted to the school by the Principal who suspended him upon such reasonable conditions as said Principal may prescribe. The Board of Directors shall be notified of any temporary suspensions, the reasons therefore, and the response, if any, thereto.

The Board of Directors shall establish the procedure to be followed by the Odyssey Charter School administration for the purpose of affecting a temporary suspension. This procedure must conform to the minimal requirement of due process.

Student Health and Safety

Idaho Code 33-5205(3)(h)

Odyssey Charter School will comply with the following health and safety procedures:

- ~~Conduct criminal history checks for all employees, volunteers, and board members who work with students in compliance with Idaho Code 33-130. This requirement is a condition of employment.~~
- ~~Require that all students show proofs of immunization before being enrolled at the Odyssey Charter School, or have an exemption signed by a parent or legal guardian.~~

- ~~Require that all visitors sign in at the office and wear a visitor's pass when visiting the school building or campus.~~
- ~~Provide for inspection of the facility in compliance with Section 39-4130 of Idaho Code, and adopt policies to meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools. Fire and safety officials will inspect the facility using the same guidelines used for all public schools.~~
- ~~Adopt and implement a comprehensive set of health, safety, and risk management policies. These policies will be developed in consultation with the Odyssey Charter School's insurance carriers and at a minimum address the above and the following items:-~~
 - ◆ ~~Policies and procedures to respond to natural disasters and emergencies, including fires and bomb threats.~~
 - ◆ ~~Polices relating to preventing contact with blood-borne pathogens.~~
 - ◆ ~~Policies relating to the administration of prescription drugs and other medicine.~~
 - ◆ ~~A policy that the school will be housed in a facility that has received fire marshal approval and has been evaluated by a qualified structural engineer who has determined the facilities present no substantial safety hazard.~~

Classroom Management

Odyssey Charter School will use Fred Jones's Tools for Teaching as Odyssey's general disciplinary philosophy for dealing with less serious, daily classroom management issues.

Tools for Teaching combines discipline, instruction, and motivation that allows teachers to reduce the stress of teaching and prevents most management headaches. It helps reduce student disruptions, backtalk, helpless handraising and dawdling while helping teachers increase responsible behavior, motivation and independent learning. It accomplishes this through several areas:

- Building a Classroom Management System
- Exploiting Proximity
- Creating Independent Learners
- Raising Expectations
- Building Classroom Structure

- Learning to Mean Business
- Producing Responsible Behavior
- Positive Classroom Management

This section requires additional expansion, as the information provided doesn't provide a clear summary of your classroom management philosophy and methods for the benefit of prospective enrollees who wish to understand Odyssey's classroom management style. The above list, which reads like Fred Jones' table of contents, won't provide much of a picture to parents or teachers who are unfamiliar with Jones. Again, a paragraph or two is likely to be sufficient.

Bullying/Harassment

The proposed Odyssey Charter School Student Handbook describes bullying/harrassment as:

Bullying/harassment shall be defined as any physical, verbal, cyber, or socially aggressive behavior calculated to intimidate, harm, injure, coerce, ridicule, or threaten. Any staff member observing or suspecting bullying behavior shall intervene. ~~The consequences of this are explained in the proposed student handbook under Minor Offenses: Class I.~~

The consequences for violation of this policy will be determined by the Board of Directors and set forth in the Student Handbook.

Fights, Weapons, Drugs, and Alcohol

~~The prohibition of fights~~Fights and weapons are prohibited on campus, as well as the consequences, is also explained in the proposed student handbook under Major Offenses: Class III. The consequences for violation of this policy will be determined by the Board of Directors and set forth in the Student Handbook.

Suspicion of Being Under the Influence

If a student discloses or is reasonably suspected of being under the influence of alcohol or controlled substances, Odyssey Charter School will comply with the procedures required by Idaho Code § 33-210. It is the policy of Odyssey Charter School that any staff member who has reasonable suspicion that a student may be under the influence of, or has in his or her possession, a controlled or dangerous substance as defined by law shall immediately notify the appropriate administrator or designee of such suspicions. The Principal or designee shall

immediately investigate the allegation and, if confirmed, notify the parent or legal guardian of said student's possession of a controlled or counterfeit substance or suspected abuse thereof.

This policy includes provisions for anonymity in that when a student voluntarily discloses use or being under the influence, information will be shared only on a "need to know" basis as provided in Idaho Code §33-210.

Notification of Law Enforcement

When a student is suspected of being in violation of federal, state, or local law for possession, use, or distribution of any illegal drug or controlled substance, the local law enforcement agency should be notified immediately. The Principal or a designee should communicate all available information to the police and offer the full cooperation of the administration and faculty to a police investigation. Immediate notification will also be given to the parent or guardian.

Any search, seizure, or subsequent disciplinary action shall be subject to applicable school policies, regulations, state laws, or student handbook rules.

Students will not be questioned by law enforcement without prior parent notification.

Suicide Prevention Plan

IDAPA, Rule 08.02.03.160

Odyssey Charter School will develop a suicide prevention plan in accordance with IDAPA Rule 08.02.03.160 that will include collaboration among school personnel and collaboration with expert clinicians in the community.

Internet Use

Idaho Code § 33-131(1)

An account on the Odyssey Charter School computer network, and subsequently access to the Internet, will be provided for all students once a Computer Use Agreement is signed and returned to the school. Students who are minors will need their parent's or guardian's signatures as well.

Computers and computer networks, including internet access, provide valuable tools that support the education of students in Odyssey Charter School. Network users are expected to use all network resources for purposes appropriate to the education environment at all times. Users must refrain from any use that is not consistent with the policies, purposes, or objectives of Odyssey Charter School.

Computer Use Agreement

Use of the Internet is required in order to access the Odyssey Charter School's network. The Odyssey Charter School's network is a secured system, and every effort is made to ensure the quality and safety of its content. Please refer to Use of Internet section of the student handbook in Appendix K

Student Handbook and Procedure Ensuring Parental Access

In order to ensure that both parents and students understand the expectations for students at Odyssey Charter School, parents will receive a student/parent handbook at registration. Additionally, all students will be given a copy of the handbook during the first few days of class. During registration, parents will sign a validation form indicating that they have received and agree to read and adhere to the handbook.

Tab 8: Business Plan

Business Description

Odyssey Charter School, Inc., will be organized exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code. Notwithstanding any other provision of the school's Articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 (or corresponding provision of any future United States Internal Revenue Law), or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law).

Marketing Plan

Odyssey Charter School will use the following marketing plan to attract students for the opening year and for every year after that.

Category	Strategy
Mission Statement	Please see Tab 1.
Situational Analysis	Please see Potential Impact on the School Districts section in Tab 2 2 where the unique qualities of Odyssey are listed.
Marketing Methods	<p>The following <u>methods</u> will be used for the first and each subsequent year. Odyssey Charter School will contact the students and parents to encourage the-parents to re-enroll their children and also to invite them to encourage their friends to enroll.</p> <p>Odyssey Charter School will recruit students using the following methods:</p> <ul style="list-style-type: none"> • Community calendars on television and radio • Yard signs around the attendance area • Flyers sent to parents of <u>private and charter school</u> students attending schools that only enroll up to 6th grade <u>if the charter schools are willing</u> • Flyers attached to products sold by local merchants. • Information tables at local gatherings such as the farmers markets and other <u>civil events</u> • School website as well as blogs, Facebook, and Twitter pages • Speaking at community organizations like the Chamber of Commerce

September 20, 2012

	<ul style="list-style-type: none"> • Ongoing articles in the <i>Post Register</i>, <i>The Shelley Pioneer</i>, and <i>The Jefferson Star</i> • Holding public meetings within the attendance area once a month • News releases and articles • Stickers for back windows of cars <p>In each of these marketing <u>methods</u>, advertising will include strategies to reach at-risk and non-English speaking students. This process will include all current requirements as stated in Idaho Code § 33-5205.</p>
Marketing Methods in Spanish	<p>Some of the methods Odyssey will use to attract non-English speaking students are listed below:</p> <ul style="list-style-type: none"> • Ongoing articles in <i>Idaho Unido</i> (Eastern Idaho's Spanish language newspaper) • Public service announcements on Spanish speaking radio programs • Spanish language enrollment information posted on Odyssey's website • Posting advertising materials in English and Spanish in prominent locations (e.g., the library, the community notice board, at City Hall, stores, churches, and restaurants catering to Hispanics, etc.) • Providing materials in Spanish at the public meetings and at the tables at <u>local civic events</u>
Marketing Budget	<p>Since Odyssey Charter School will not have any state funding available until the end of July 2013, the marketing budget will rely on as many free forms of public relations opportunities as possible with some funds coming from donations from the Board of Directors and other people interested in helping Odyssey Charter School get started. Also, some funding from the Albertson's Foundation grant will be used if it is available to Odyssey to help pay the costs of advertising. Volunteers will provide the manpower to accomplish the various public relations and advertising activities and will work under the direction of the Board of Directors. Please see Appendices H and I for the marketing budget for each beginning year.</p>
Performance Analysis	<p>Odyssey Charter School's <u>B</u>oard of <u>D</u>irectors will monitor the progress of amassing information on potential students and will direct volunteers in this process. The <u>P</u>rincipal will administer the day-to-day implementation of marketing Odyssey once the <u>P</u>rincipal has been hired and started work.</p> <ul style="list-style-type: none"> • July 2012: accumulate information on at least 100 potential students • September 2012: accumulate information on at least <u>200</u> potential students • January 2013: accumulate information on at least <u>250</u> potential students • March 2013: accumulate application forms for at least <u>300</u> potential students • September 2013: Start school with at least 140 students.
Implementation	<p>The items listed in the Marketing Strategy above will be implemented upon the</p>

September 20, 2012

Schedule	<p>approval of the charter petition by the Public Charter School Commission. The marketing strategy will be a continuous process until the opening of Odyssey Charter School. Marketing will continue after the school opens and will be adjusted in intensity depending on whether the school has met its enrollment caps for the various grades and the capacity of Odyssey Charter School's facilities.</p> <p><u>Odyssey has scheduled the following public meetings to provide more information and recruit potential student families.</u></p> <p><u>Aug. 18th Idaho Falls</u> Pier View Farmer's Market 8:00 a.m. – 3:00 p.m. <u>Aug 25th Idaho Falls</u> Pier View Farmer's Market 8:00 a.m. – 3:00 p.m. <u>Sept 1st Idaho Falls</u> Pier View Farmer's Market 8:00 a.m. – 3:00 p.m. <u>Sept 1-9th Idaho Falls</u> Distribution of fliers at the Southeastern Idaho Fair <u>Nov Idaho Falls</u> Booth at the Boutique Fair at Bonneville H.S</p> <p><u>Additional marketing events will be scheduled throughout the coming year.</u> The board of directors will administer the marketing of Odyssey. The principal will administer the day-to-day implementation of marketing Odyssey once the principal has been hired and started work.</p>
Additional Considerations	<p>Despite Odyssey's very limited advertising since we do not have a guaranteed opening date, Odyssey <u>has</u> attracted <u>over 200</u> possible students (please refer to Appendix L for the list of potential students). <u>Odyssey Charter School is confident that we can attract the necessary students to meet our enrollment goals.</u> Many parents are looking for an alternative to the traditional schools in the area that provides a smaller, more personal environment for their children.</p> <p>Odyssey Charter School will continue to gather names and other information about possible students. Upon approval by the Public Charter School Commission, Odyssey's Board will start actively seeking students using the methods explained above and will gather contact information of interested parents and their children as well as others in the community who show interest in Odyssey. Odyssey will open <u>the application process</u> in January 2013 and will cut off <u>the application process</u> for the lottery on March 31st of 2013.</p> <p>The Principal will use the same techniques outlined above to attract students in subsequent years. Also, the school will seek out public relation opportunities about the activities and accomplishments of the school.</p>

Resumes of Directors

See Appendix G.

Financial Plan

While the Principal of Odyssey Charter School will be responsible for financial management, the Board has ultimate responsibility for the school's financial status. All accounting records will be kept in accordance with generally accepted accounting principles.

The budget for Odyssey Charter School will be prepared in compliance with Idaho Code § section 33-801, Idaho Statutes and the policy of the State Board of Education. The budget will be presented at a public hearing in June of the year the school will open, and it will be delivered to the State Department of Education as required on or before July 15 prior to the start of the school year. Copies of the budget will be provided to the Idaho State Charter Commission. The budget will be prepared, approved, and filed using the Idaho Financial Accounting Reporting Management System (IFARMS) format.

Revenues

Estimates of funding sources will include state allocation as based on:

- The Support Unit Calculation ~~Template~~ for Charter Schools
- Salary Based Apportionment ~~Template~~ for Charter Schools
- State allocations for pupil transportation
- State allocations for technology
- State lottery

As soon as possible, Odyssey Charter School will notify the Idaho Department of Education's School Achievement and School Improvement, in writing, of its intention to apply for federal Title I funds. The school will develop and implement an approved Consolidated Plan that details the programs. This plan will include, but not be limited to, a Parent Involvement Policy, Parent Compacts, participation in the state assessment and accountability system, highly qualified staff, and a scientific research-based program of support for academically at-risk students. Federal funds for Title I, Title IV-B, and the child nutrition program will be calculated through the prescribed formulae.

Odyssey Charter School will seek out a variety of grantors to create additional lines of revenue. The Parent Action Committee will organize various fundraising activity for the school. Odyssey will also seek technology and arts grants.

Revenues and Expenditures Process

Odyssey will follow the process below for revenues:

1. Revenues will be received by the business manager who will record the transaction in the proper account and will provide a receipt for the revenue.
2. The Principal and Odyssey's Board of Directors will also review the record of and will approve the transactions.
3. The annual financial audit will also be one of the financial safeguards.

Purchasing procedure will be in compliance with State Law, Idaho Code 33-601. The board will develop and implement policies and procedures at before February 1 of the opening year. Purchases of goods or services by Odyssey Charter School will follow state guidelines provided by the Idaho Department of Administration, Division of Purchasing. Odyssey will adhere to the policies as explained in Idaho Department of Administration's Purchasing Guides or other state purchasing guidelines that the department may publish in the future to supplant these guidelines. The purchasing procedure will be as follows:

1. A request for purchase will be filled out and given to the business manager.
2. The business manager will determine if the purchase fits the specifications of the funds the request will be paid from and if there is sufficient funds for the purchase.
3. If the purchase is approved by the Principal, a purchase order will be sent to the vendor for the purchase. The Board will decide on a dollar amount that the Principal can **approved** without Board approval.
4. After the item has been received and inventoried, the business manager will prepare the check. All checks will be signed by two Board members.
5. The business manager will prepare monthly financial reports for the Board that will include the dispersal of funds for the purchases.
6. The yearly financial audit will also review the purchase as an additional safeguard.

Payroll Processing

Odyssey Charter School will process its own payroll. Odyssey will pay into the Public Retirement System Insurance (PERSI), social security, unemployment insurance, taxes, and workman's compensation.

Reports and Audits

Odyssey Charter School will conduct an independent financial audit annually. A yearly independent audit will be performed as required by Idaho statute regarding audit reporting.

Odyssey Charter School Principal will provide a monthly cash-flow report and balance sheet to the Board of Directors that details revenues and expenditures for the previous month.

The budget will be in the Idaho Financial Accounting Reporting Management System (IFARMS) format.

Start-up Budget

A copy of the estimated start-up budget is contained in Appendix H.

Three Year Estimated Budget

A copy of the three year estimated budget is contained in Appendix I.

First Year Month-by-Month Cash Flow

A copy of the estimated first year month-by-month cash flow is contained in Appendix J.

Transportation Services

Idaho Code § 33-5205(3)(t) and 33-5208(4)

Odyssey Charter School will provide busing for its students who live within the primary attendance area and reside between 1.5 to 15 miles from the school or whatever the state laws and regulations may require in the future. Odyssey Charter School will contract out its busing for the first year and for the foreseeable future though Odyssey may choose to purchase buses and provide its own busing at some point.

Busing will be provided in accordance with Idaho Department of Education, Division of Student Transportation regulations and Idaho Code § 33-1510. School transportation provided by charter schools functioning as LEAs is a reimbursable expense funded by the state and dispersed by the State Department of Education in accordance with ~~Section~~ Idaho Code § 33-1006, Idaho Code. Transportation reimbursement payments are based on a 60% advance payment with a final reimbursement of a blended 50/80% and a block grant. Please see Appendix H for assumptions of transportation expenses, and Appendix P for other transportation related materials..

Free and Reduced Lunch

Odyssey Charter School will participate in the National Child Nutrition Program pursuant to Idaho Code § 33-1015. Meal preparation will be guided by the U.S. Dietary Guidelines for Americans. Free and reduced price lunches will be available to qualifying students based on the USDA's current Income Eligibility Guidelines. The income of the students' families will be determined based on enrollment materials that will ask about the income level of the families of the students. The Odyssey Charter School board will approve policies for determining eligibility of students for free and reduced prices for meals, verification reporting, and record keeping before the implementation of such program. Odyssey Charter School uses verification, reporting, and record-keeping procedures as outlined in the National School Lunch Program through the State Department of Education. Facility construction will eventually include appropriate food preparation equipment so as to allow Odyssey Charter School to provide its own food service. However, the school may contract for food service during the first years of operation and at any time in the future. Please refer to Appendix P for a memoranda of intent for Odyssey's potential food service providers.

Tab 9: Virtual Schools

Odyssey Charter School is not a virtual school.

Tab 10: Business Arrangements, Pre-Opening Timeline, and Termination

Business Arrangements and Partnerships

Odyssey Charter School will actively and consistently seek to establish partnerships with businesses providing possible services and materials for education, legal, accounting, food, transportation, special education, and other services. At the current time, no such contracts exist. All business arrangements will be conducted according to the laws and policies of the state.

Odyssey will seek to perform volunteer community service to organizations as a way to provide students with real-world results to some of their educational projects. Projects may include improving parks, preparing histories of the area, or providing assistance to various shelters. All community work will be under the direct supervision of an Odyssey teacher.

All ~~subcontractors, mentors, volunteers, or other adults who work with students independently will undergo state of Idaho criminal background checks and FBI fingerprinting checks and will sign a memorandum of understanding outlining the expectations and responsibilities of both the school and the individual or business. This will also apply to individuals or organizations involved in career explorations or community service activities of the school.~~ Subcontractors will pay for and provide to Odyssey a copy of their employees' criminal background checks. **Any adult who has direct contact with students must undergo a background check. Who will pay for background checks for volunteers?**

Odyssey Charter School will not contract out the following services:

- Curriculum
- Accounting
- Most special education
- Legal

Odyssey will contract out the following services listed below. Odyssey may provide these services in house at a future date.

- Transportation
- Meals
- Financial and programmatic auditing
- Specific psychological, speech, occupational, and other therapies
- Legal

Please refer to Appendix P for memoranda of intent from Odyssey's various prospective subcontractors.

Development of School Policy Manual

Odyssey Charter School fully recognizes and understands the need to develop and implement a comprehensive policy manual that details procedures and processes for all aspects of school operations. The Board of Directors will develop a working draft of Odyssey's policy manual and have it approved by the beginning of August of the opening year. Each administrator, as well as staff, students, and other residents, shall have ready access to the manual. All policy manuals distributed to anyone shall remain the property of the school and shall be subject to recall or revision at any time.

Pre-Opening Time Line

In order to prepare for the opening of Odyssey Charter School in the fall of 2012, the Directors will accomplish the following goals:

Category	Goal
Board Governance	The Directors will receive thorough training in order to prepare them to lead Odyssey in a fiscally responsible and educationally effective manner.
Enrollment	Odyssey Charter School will build an enrollment of at least 140 students by the opening day of school.
Facilities	Odyssey Charter School will obtain a facility and equipment to adequately meet the financial and educational needs of the school.
Fiscal Management	Odyssey Charter School will practice sound, transparent, and responsible financial practices.
Human Resources	By April 30, 2013, Odyssey Charter School will secure qualified administrative, instructional and support staff to meet the requirements outlined in the charter.
Marketing and Public Relations	In order to attract students to the school, Odyssey Charter School will educate the community on the advantages and roles of its program.
Programmatic Development	Odyssey Charter School will execute the programmatic goals of its charter in order to meet the needs of the students, to accomplish the instructional goals outlined in the school's charter, and to be in compliance with all state and federal requirements.

September 20, 2012

The following timelines list the deadlines and corresponding actions that will be completed in order to accomplish the goals above.

2012 – Upon Approval of Charter	
Category	Action
Board Governance	<ul style="list-style-type: none"> • Join the ISBA. • Transform the Founders Committee into the Board of Directors. • Arrange for board training in key areas like open meetings law, parliamentary procedure, effective meeting strategies, role of a board member, governing vs. managing, policy development, fiscal controls, Idaho Open Meeting Law, etc. • Schedule board meetings. Training will be completed through the ISBA and possibly the Charter School Network. • Arrange for accreditation. • Secure SDE passwords and ensure SDE communication.
Enrollment	<ul style="list-style-type: none"> • Continue to collect names of potential students and notify them of the application process. • Document efforts to inform public of enrollment opportunities, especially for LEP students.
Facilities	<ul style="list-style-type: none"> • Work to solidify facilities contract. • Communicate with the city to ensure that the facility will be acceptable to the planning and zoning committee, and seek a conditional use permit for the property.
Fiscal Management	<ul style="list-style-type: none"> • Contact the IRS regarding the approval of the school's charter. • Set up a business bank account. • Set up 2M data system. • Continue seeking grants and other donations in the areas of technical education, math, science, start-up help, advertising, and other areas suggested by the Board of Directors.
Human Resources	<ul style="list-style-type: none"> • Continue collecting names of potential faculty and staff, and notify potential applicants of interview and hiring dates.
Marketing and Public Relations	<ul style="list-style-type: none"> • Start monthly information meetings. • Continue advertising for potential students, faculty, and staff. • Continue collecting data on potential students, faculty, and staff. • Continue marketing through public relations outlets such as community calendars, posters, yard signs, local talk radio programs, etc. • Sign up a booth for the Idaho Falls Roaring Youth Jam.
Programmatic	<ul style="list-style-type: none"> • Continue revision of the draft Student Handbook found in

September 20, 2012

2012 – Upon Approval of Charter	
Category	Action
Development	Appendix K. • Using ISBA materials, continue creating a School Policy Manual that will incorporate a specific complaint process and a crisis/emergency policy. The crisis/ emergency policy will include prevention and procedures on the methods of responding to a crisis/emergency.

January 1, 2013	
Category	Action
Board Governance	<ul style="list-style-type: none"> • Create a calendar of all state and authorizer deadlines.
Enrollment	<ul style="list-style-type: none"> • Open enrollment for students, distribute applications, and begin collecting them.
Facilities	<ul style="list-style-type: none"> • Complete facility design with an architect in order to meet all design requirements for the facility. • Finalize the facility location and sign contracts with the land owner or the management company of the facility or modular classroom company. • Get the conditional use permit for the facility. • Finalize plan to bring city utilities to the site if needed. • Advertise bidding process for all contracts requiring bids. • Make sure that all relevant building permits are secured.
Fiscal Management	<ul style="list-style-type: none"> • Ensure that bids and expenses to open the school remain within budget.
Human Resources	<ul style="list-style-type: none"> • Finalize salary schedule and benefits package. • Advertise job openings.
Marketing and Public Relations	<ul style="list-style-type: none"> • Continue monthly open houses and continue advertising the dates of these open houses in community calendars, newspapers, radio, Internet, etc.
Programmatic Development	<ul style="list-style-type: none"> • Develop a scope and sequence of classes and finalize class offerings.

March 1, 2013	
Category	Action
Board Governance	<ul style="list-style-type: none"> • Complete school calendar, school hours, and administrator contracts. • Hire an administrator.
Enrollment	<ul style="list-style-type: none"> • If Odyssey exceeds the enrollment caps in any grade, close applications for the lottery.

September 20, 2012

March 1, 2013	
Category	Action
Facilities	<ul style="list-style-type: none"> • Continue progress on facility.
Fiscal Management	<ul style="list-style-type: none"> • Secure insurance policies (liability, property, worker's compensation, etc.). • Continue to monitor expenses and ensure that the school's expenses remain within budget.
Human Resources	<ul style="list-style-type: none"> • Hire an administrator, and continue to advertise other job openings.
Marketing and Public Relations	<ul style="list-style-type: none"> • Continue monthly open houses and continue advertising the dates of these open houses in community calendars, newspapers, radio, theater screen advertising, Internet, etc.
Programmatic Development	<ul style="list-style-type: none"> • Finish a working draft of the Student Handbook. • Set up OpenSIS for the school.

April – May, 2013	
Category	Action
Board Governance	<ul style="list-style-type: none"> • Retain legal counsel.
Enrollment	<ul style="list-style-type: none"> • Collect enrollment packets. Perform lottery and notify applicants on or before April 30, 2013.
Facilities	<ul style="list-style-type: none"> • Continue progress on facility.
Fiscal Management	<ul style="list-style-type: none"> • Complete contracts for all contracted services such as transportation, food service, special ed. services, IT support, student information system, etc., and for fiscal support services such as accounting, budget, payroll, banking, auditing, and purchasing. • Secure telecommunications services. • Continue to monitor expenses and ensure that the school's expenses remain within budget.
Human Resources	<ul style="list-style-type: none"> • Finish hiring faculty and staff and sign employee contracts • Ensure all teachers hold valid Idaho teaching certificates for the grades they teach and that these are on file in their personnel files 33-5205(4)(g) and 33-5206(4). • Ensure all teachers are highly qualified according to the NCLB or that they have waivers from the State Department of Education • Ensure staff contracts are written in the form approved by the State Superintendent of Public Instruction 33-5206(4). • Ensure that criminal background checks have been completed for all employees 33-5210(44)(d) (consider background checks for volunteers).
Marketing and	<ul style="list-style-type: none"> • Continue monthly open houses and continue advertising the

September 20, 2012

April – May, 2013	
Category	Action
Public Relations	dates of these open houses in community calendars, newspapers, radio, theater screen advertising, Internet, etc.
Programmatic Development	<ul style="list-style-type: none"> • Order textbooks and other school supplies and equipment. • Arrange the dates of presentations for pre-opening professional development.

June 2013	
Category	Action
Board Governance	<ul style="list-style-type: none"> • Continue to monitor Administrator actions and provide support as needed.
Enrollment	<ul style="list-style-type: none"> • Update enrollment as new students enroll.
Facilities	<ul style="list-style-type: none"> • Lease or purchase any office equipment.
Fiscal Management	<ul style="list-style-type: none"> • Continue to monitor expenses and ensure that the school's expenses remain within budget.
Human Resources	<ul style="list-style-type: none"> • Arrange for Fiscal and Programmatic Audits for the following school year.
Marketing and Public Relations	<ul style="list-style-type: none"> • Announce on website if there are any openings for students and the available grades. • Advertise at the Idaho Falls Roaring Youth Jam.
Programmatic Development	<ul style="list-style-type: none"> • Order additional textbooks and other school supplies and equipment if needed.

July – August, 2013	
Category	Action
Board Governance	<ul style="list-style-type: none"> • Finish a working copy of the School Policy Manual that will incorporate a specific complaint process and a crisis/emergency policy. The crisis/ emergency policy will include prevention and procedures on the methods of responding to a crisis/emergency. The manual will be periodically updated to meet the needs of the school.
Enrollment	<ul style="list-style-type: none"> • Announce on the school's website if there are any openings for students and the available grades.
Facilities	<ul style="list-style-type: none"> • Finish facility set up. • Take delivery of school equipment and supplies. • Set up classrooms and office equipment and supplies. • Ensure that the facility has adequate HVAC, lighting, and space. • Ensure the grounds are safe and well maintained. Arrange for

July – August, 2013	
Category	Action
	<p>grounds care and snow removal.</p> <ul style="list-style-type: none"> • Finish city inspections such as fire and health, and obtain a certificate of occupancy. • Post fire exit maps in all occupied spaces.
Fiscal Management	<ul style="list-style-type: none"> • Have procedures in place for receiving donations and student fees. • Continue to monitor expenses and ensure that the school's expenses remain within budget.
Human Resources	<ul style="list-style-type: none"> • Enroll all staff in PERSI • Provide social security, unemployment insurance, worker's compensation insurance and health insurance for all staff [33-5205(3)(m)]. • Ensure that up-to-date and accurate personnel files that contain only appropriate information have been created for all staff. • Ensure that all paraprofessionals working in an instructional capacity meet the requirements of State Paraprofessional Standards and Federal NCLB requirements. • Provide emergency preparedness training to all personnel. • Provide procedures for emergency closure before, after, and during school. • Establish fire drill procedures and schedule fire drills. • Complete school policy handbook that details policies and procedures, especially in the following key areas: <ul style="list-style-type: none"> ○ attendance ○ check signing ○ credit card use ○ enrollment ○ family medical leave ○ job sharing ○ use of facility by outside groups ○ communication ○ homework ○ dress code ○ student discipline ○ Internet use ○ overnight excursion ○ background checks on volunteers and board members • Finish and publish student handbook. • Finish obtaining immunization records for all enrolled students. • Obtain Internet policy agreements signed by all students and

July – August, 2013	
Category	Action
	<p>their parents.</p> <ul style="list-style-type: none"> • Collect all existing IEPs. • Revisit budgets and assumptions, and revise as needed. • Hold annual public budget hearing . • Develop a fund development strategy. • Ensure that all personnel files are up-to-date and contain only appropriate information. • Provide two days for student registration, which will include signing up students, gathering Internet usage agreements, handing out schedules and student handbooks, and meeting teachers. • Provide orientation and professional development activities for faculty and staff in order to educate the faculty in project based. learning, enable them to prepare their first interdisciplinary project aligned to state standards, familiarize them with the student information system, set them up with the school's email system, give room assignments, familiarize them with the student disciplinary procedures, and familiarize them with the school's professional standards and expectations, etc.
Marketing and Public Relations	<ul style="list-style-type: none"> • Send out press releases about the opening of the school. Post the press release on the website. Announce on the website if there are any openings for students and the available grades.
Programmatic Development	<ul style="list-style-type: none"> • Inventory and distribute all textbooks, materials, and supplies to teachers.

Termination

Idaho Codes 5205(3)(u) and 5206(8)

In case of termination, the ~~chair~~ President of board of ~~B~~board of Directors will be responsible for the dissolution of Odyssey Charter School and will cooperate with the Public Charter School Commission. The board will follow all state and federal laws regarding the dissolution of a non-profit corporation and arrange for the liquidation of assets, dispersing of funds to the creditors. When the board determines that the school will be terminated, the board will appoint a designee or designees to execute the termination. The designee may or may not be a member of the board. The designee will work under the direction of the ~~chair~~ President and will coordinate the dissolution of the school.

September 20, 2012

Within the month after the determination to dissolve the school, the designee will contact the parents of past and present students of how to obtain school records and/or to which school the records should be sent. The designee will send written notification to parents of students at their last known address and will email the parents at their last known email. The notification will explain how to request a transfer of student records to a specific school, where to obtain records before dissolution, and where the records will be stored after dissolution. The designee will send the records to the school that parents have requested.

~~Within one month~~ two months after of the end of the school year ~~the determination to dissolve the school,~~ the designee will send the remaining student records to parents for whom the school has mailing addresses. Any student records that are still left will be sent to the school district of the student's last known address if the school district is willing.

~~and the~~ Any remaining student records will be stored in a secure location for the legal limit required by an individual or organization to be determined by the board. The Odyssey will maintain a Facebook page or similar page stating where remaining student records can be located.

The designee will send personnel records to all former employees of the school within one month after the final school year.

The ~~chair~~ President of the board, will arrange for the sale of assets and will use the proceeds to pay creditors.

~~Within the month after the end of the school year,~~ ~~a~~ Any items bought with federal funds will be delivered to the Public Charter School Commission and will not be used to pay creditors. The remaining assets will be distributed to creditors pursuant to Idaho Code §§ 30-3-114 and 30-3-115 of the Idaho Code. All remaining assets will be turned over to the Public Charter School Commission.

September 20, 2012

Appendix A

Articles of Incorporation

The Articles of Incorporation and amendments are on the following pages.

September 20, 2012

AMENDED ARTICLES OF INCORPORATION

OF

ODYSSEY CHARTER SCHOOL, INC.

The undersigned, acting as the incorporator of a nonprofit corporation ("Corporation") organized under and pursuant to the Idaho Nonprofit Corporation Act, Chapter 3, Title 30, Idaho Code ("Act"), adopts the following Articles of Incorporation ("Articles").

Article I - Name.

The name of the Corporation is Odyssey Charter School, Inc.

Article II - Nonprofit Status.

The Corporation is a nonprofit corporation. The Corporation shall have no capital stock and no shares of stock in the Corporation shall be issued.

Article III - Period of Duration.

The period of duration of the Corporation is perpetual.

Article IV - Registered Agent.

The name of the Corporation's registered agent is Karl Peterson, 3890 Taylorview Lane, Ammon, ID 83406.

Article V - Purposes.

The purposes for which the Corporation is organized and will be operated are as follows:

A. To operate a nonprofit charter school and related services of the kind customarily furnished most effectively by schools;

B. To fulfill educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended from time to time, including, for such purposes, the making of distributions to organizations that qualify as exempt under such Section 501(c)(3).

C. To exercise all powers granted by law necessary and proper to carry out the foregoing purposes, including, but not limited to, the power to acquire or accept donations of money, property, whether real or personal, or any other things of value. Nothing herein contained shall be deemed to authorize or permit the Corporation to carry on any business for profit, to exercise any power, or to do any act that a corporation formed under the Act, or any amendment thereto or substitute therefor, may not at that time lawfully carry on or do.

Article VI - Limitations.

No part of the net earnings or the assets of the Corporation shall inure to the benefit of, or be distributable to, its members, directors, officers, or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article V hereof. No substantial part of the activities of the Corporation shall be for the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provisions of these Articles, the Corporation shall not carry on any other activities not permitted to be carried on by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended from time to time.

Article VII - No Shareholders.

The Corporation shall have no shareholders. Any action which would otherwise by law require approval by a majority of all shareholders or approval by the shareholders shall require only approval of the Board. All rights, which would otherwise by law vest in the shareholders, shall vest in the Board.

Article VIII - Board of Directors.

The affairs of the Corporation shall be managed by its Board of Directors. The number of Directors serving on the Board of Directors shall be fixed in accordance with the Corporation's Bylaws. Other than the Directors constituting the initial Board of Directors, who are designated in these Articles, the Directors shall be elected in the manner and for the term provided in the Bylaws of the Corporation.

The names and street addresses of the persons constituting the initial Board of Directors are:

NAME

ADDRESS

Karl Peterson

3890 Taylorview Lane
Ammon, ID 83406

September 20, 2012

Chris Peterson	3890 Taylorview Lane Ammon, ID 83406
Monica Couch	1450 Fox Court Idaho Falls, ID 83404
Kimberly Evans Ross	1120 East 1275 North Shelley, ID 83274
Lisa S. Nolan	1000 Wheatstone Drive Idaho Falls, ID 83404

Article IX - Distribution on Dissolution.

Upon dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all liabilities of the Corporation, distribute all the assets of the Corporation consistent with the purposes of the Corporation to the Idaho Public Charter School Commission.

Article X - Indemnification

The Corporation shall indemnify its directors and officers, employees and agents from and against all liability and expenses in the manner provided in the Bylaws.

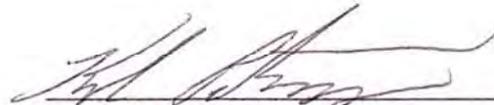
Article XI - Incorporator.

The name and street address of the incorporator is Karl Peterson, 3890 Taylorview Lane, Ammon, ID 83406.

Article XII - Bylaws.

Provisions for the regulation of the internal affairs of the Corporation shall be set forth in the Bylaws.

DATED this 29th day of February, 2012



Karl Peterson, Incorporator

September 20, 2012

Appendix B

Signed Bylaws

The signed Bylaws of Odyssey Charter School, Inc. are on the following pages.

BYLAWS
OF
ODYSSEY CHARTER SCHOOL, INC.
An Idaho Nonprofit Corporation

1. OFFICES.

1.1 Principal Office. The principal office of Odyssey Charter School, Inc., an Idaho corporation ("Corporation"), shall be fixed and located in the County of Bonneville, State of Idaho, as the Board of Directors ("Board") shall determine. .

1.2 Registered Office. The Corporation shall maintain a registered office as required by the Idaho Nonprofit Corporation Act, Chapter 3, Title 30, Idaho ("Act"). The location of the registered office of the Corporation is 2184 Channing Way, PMB #127, Idaho Falls, Idaho 83404.

1.3 Change of Offices. The Board is granted full power and authority to change the locations of the principal and registered offices by amendment of these Bylaws and appropriate filing with the Idaho Secretary of State as required by law.

2. PURPOSE. The Corporation is organized exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future Federal income tax code. Notwithstanding any other provision of these Bylaws to the contrary, the Corporation shall not carry on any activities not permitted of:

- a) a corporation exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provisions of any future Federal income tax code, or
- b) a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provisions of any future Federal income tax code.

3. NO SHAREHOLDERS/PARENT MEMBERS.

3.1 No Shareholders. The Corporation shall have no shareholders. Any action which would otherwise by law require approval by a majority of all shareholders or approval by the shareholders shall require only approval of the Board. All rights, which would otherwise by law vest in the shareholders shall vest in the Board.

3.2 Parent Members. Nothing in Article 3 shall prohibit the Corporation from recognizing a "Qualifying Parent" as a "Member" of the Corporation. Members of the Corporation may originate and take part in the discussion of any subject that may properly come

before any meeting of the Board, but may not vote. The Corporation's right to recognize and refer to its Members shall not render anyone a shareholder within the meaning of Idaho Code §30-334 of the Act

3.3 For purposes of these Bylaws, a "Qualifying Parent" is defined as a parent having a child or children enrolled in any charter school operated by the Corporation (collectively, the "Charter School"). As used herein, the term "parent" includes a person standing in parental relation to a child enrolled in the Charter School, including a birth or adoptive parent, a foster parent, a legal guardian, or an adult family member: (a) who is caring for an enrolled child; (b) with whom the child lives; and (c) who is legally responsible for the child. The term does not include a person whose parent-child relationship has been lawfully terminated or a person not entitled to possession of or access to a child under a court order.

4. BOARD OF DIRECTORS.

4.1 General Powers and Standard of Care.

4.1.1 General Powers. The Board, as a board, shall have the full power and duty to manage and oversee the operation of the Corporation's business and to pledge the credit, assets and property of said Corporation when necessary to facilitate the efficient operation thereof. Authority is given to the Board by the State of Idaho as provided in the "Public Charter Schools Act of 1998" (Idaho Code §33-5201).

4.1.2 Function of the Board; Quorum. The function of the Board can be described as policy making, advising and evaluating. The Board shall have the further duty of directing the financial means by which the educational program is conducted. Unless otherwise provided in these Bylaws, a majority of the Board shall constitute a quorum and the act of a majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board.

4.1.3 Corporate Powers. All corporate powers shall be exercised by or under the authority of the Board, and the business and affairs of the Corporation shall be managed under the direction of the Board, except as may be otherwise provided in the Act or the Articles.

4.1.4 Employees. The Board shall have the power to hire, supervise, evaluate, discipline and terminate employees of the Corporation. The duties and compensation of the Corporation's employees shall be specified by the Board.

4.2 Director's Duties. A Director shall perform the Director's duties, whether as a member of the Board or a member of any committee of the Board, in good faith, in a manner such Director reasonably believes to be in the best interests of the Corporation, and with such care as an ordinarily prudent person in a like position would use under similar circumstances. In performing such duties, a Director shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:

- a) one (1) or more officers or employees of the Corporation whom the Director reasonably believes to be reliable and competent in the matters presented;
- b) legal counsel, public accountants or other person(s) as to the matter that the Director reasonably believes to be within such person's professional or expert competence; or
- c) a committee of the Board upon which such Director does not serve, duly designated in accordance with a provision of these Bylaws, as to matters within its designated authority, which committee the Director reasonably believes to merit confidence;

but such Director shall not be considered to be acting in good faith if such Director has knowledge concerning the matter in question that would cause such reliance to be unwarranted. A person who performs such duties shall have no liability by reason of being or having been a Director of the Corporation, and shall be indemnified by the Corporation pursuant to the provisions set forth in Paragraph 6 herein.

4.3 Presumption of Assent. A Director of the Corporation who is present at a Board meeting at which any action on any corporate matter is taken shall be presumed to have assented to the action unless: (1) the Director expressly dissents during the meeting and such dissent is entered in the minutes of the meeting; or (2) unless the Director files a written dissent to such action with the Secretary of the meeting before the adjournment thereof. Such right to dissent shall not apply to a Director who affirmatively voted in favor of such action.

4.4 Number, Election and Qualification of Directors. The original Board of Directors set forth in the Articles ("Original Board"), or the successor(s) of any Original Director(s) duly appointed by unanimous vote all Original Directors, shall serve as Directors until the First Election of Directors following the issuance of a charter to the Corporation pursuant to the provisions of Chapter 52, Title 33, Idaho Code.

4.4.1 Except for the Original Board of Directors, the number of Directors serving on the Board shall be fixed pursuant to resolutions adopted by the Board.

4.4.2 In order to ensure continuity in the leadership of the Corporation, the election of Directors shall be staggered in the manner set forth herein. In the first month of July following the issuance of a charter to the Corporation pursuant to the provisions of Chapter 52, Title 33, Idaho Code ("First Election"), the Original Board shall fix the number of Directors that will serve on the Board and conduct the First Election of Directors. The Directors elected at the First Election shall include, at a minimum, each member of the Original Board (including any successors of the Original Board duly appointed pursuant to Section 4.4), plus the number of additional Directors fixed by the Original Board, if any. The Directors elected at the First Election shall be fixed into two (2) classes, each class to be as nearly equal in number as possible. Class A Directors elected at the First Election shall serve a term of two (2) years, after which all Class A Directors elected by the Board shall serve a term of four (4) years. Class B Directors, including those elected at the First Election, shall serve a term of four (4) years. After

the First Election, the Board shall hold Director elections biennially, but only one Class of Directors shall be up for election at a time.

4.4.3. Members of the Original Board shall hold office until their successors shall have been elected at the First Election. The Directors elected at the First Election shall assume their duties as Directors immediately upon election, and the results of the First Election shall not be ratified. Except for the Original Board of Directors and the Directors elected at the First Election, each Director shall hold office until his or her successor shall have been elected and ratified in the manner set forth in Section 4.5. herein.

4.4.4 Every Director must be a resident of the State of Idaho. A Director need not qualify as a Member of the Corporation.

4.5 Ratification of Directors.

4.5.1 Ratification Process. With the exception of the election of Directors at the First Election, the election of Directors at each annual meeting shall be subject to ratification and approval in the manner set forth below.

4.5.2 Notice of Special Meeting of Members. Within three (3) days after the date of the annual meeting for the election of Directors, the incumbent Board shall call a Special Meeting of Members for the purpose of submitting the election of Directors to a ratification vote by the Members. Notice of the Special Meeting of Members shall be given at least twenty-four (24) hours prior to the time set for the Special Meeting by posting notice of the Special Meeting and the Agenda for the Special Meeting in a prominent location at the school. The date of the Special Meeting shall be no more than fourteen (14) days after the annual meeting for the election of Directors. The Notice and Agenda of the Special Meeting shall state that the purpose of the meeting is for the Members to ratify the election of all Directors of the Corporation elected at an annual meeting pursuant to Section 4.4 above. Notice of the Special Meeting shall be deemed to be waived by any Member in attendance at such meeting.

4.5.3 Voting Qualification. Except as provided herein, each Member may cast one vote for each Director elected at the annual meeting. In order to be qualified to vote, the Member must have at least one child enrolled at the Charter School as of the date of the Special Meeting called pursuant to Section 4.5.2. If two or more Members qualify as a "parent" of an enrolled child pursuant to Section 3.3, such Members shall be collectively entitled to cast one vote for each Director at the Special Meeting. In the event that Members subject to a collective voting right cast more than one collective vote, then all such votes shall be invalidated and shall not be counted. Members with more than one child enrolled in the Charter School may only cast one vote for each Director, regardless of the number of children they have enrolled. Prior to the casting of the votes, the President or Secretary of the Corporation shall verify the identity of the Members eligible to vote by requiring proof of identification in the form of a driver's license or other form of identification deemed satisfactory by the President or Secretary.

4.5.4 Proxy Votes. Members may vote either in person or by a proxy signed by such Member and personally delivered to the President or Secretary prior to the start of the

meeting. Such proxy shall be invalid if executed more than 300 days prior to the date of the meeting. Such proxy shall be invalid if issued by a Member who is subject to a collective voting right shared with at least one other Member and one of the Members subject to the collective voting right attends the meeting and votes in person.

4.5.5 Tabulation of Votes. Voting shall be by secret ballot and shall be supervised by the President or Secretary of the Corporation. At the conclusion of the balloting, the President and Secretary of the Corporation shall count the votes prior to the adjournment of the meeting. At least 10% of the total number of qualifying votes must be cast at the Special Meeting in order to ratify an election of Directors. If less than 10% of the total number of qualifying votes is cast at the Special Meeting, the results shall be discarded and the Special Meeting shall be re-noticed as provided in Section 4.5.2 for a date not less than three (3) and not more than fourteen (14) days after the date of the Special Meeting at which an insufficient number of votes were cast.

4.5.6 Ratification Number. An affirmative vote of the majority of votes cast for each Director at the Special Meeting is sufficient to ratify the election of that Director. In the event that any candidate for ratification shall not receive the affirmative vote of the majority of votes cast at the meeting for that candidate, such candidate's election shall not have been ratified. In such event, the President or Secretary of the corporation shall communicate the results of the vote to the Board and the Board shall, within ten (10) days thereafter, elect another candidate to serve as a Director of the corporation. The election of such replacement candidate shall then be similarly subject to ratification in the same manner set forth above. In the event such replacement candidate fails to obtain ratification, the Board shall appoint yet another replacement candidate, whose election shall be deemed to be final, without further ratification vote.

4.6 Vacancies. Any vacancy occurring in the Board may be filled by the affirmative vote of a majority of the remaining Directors, even though less than a quorum of the Directors. A Director elected to fill a vacancy shall be elected for the unexpired term of such Director's predecessor in office. Any Directorship to be filled by reason of an increase in the number of Directors may be filled by the Board for a term of office continuing only until the next regular election of Directors.

4.7 Removal of Directors. At a meeting of the Board called expressly for the purpose of removing a Director, any Director may be removed with cause by a vote of a majority of the Directors then in office, which majority shall include the Director subject to the vote. Any Director may be removed at such a meeting without cause by a vote of two-thirds majority of the Directors then in office, which two-thirds majority shall include the Director subject to the vote. For the purposes hereof, "cause" shall include, without limitation, any willful or knowing breach of fiduciary duty or obligation owed to the Corporation, commission of any felony or a misdemeanor involving moral turpitude, and willful violation of any standard of ethics or rule of conduct applicable to public officials. A quorum of Directors for purposes of a meeting called for the express purpose of removing a Director shall be all members of the Board of Directors then in office. Any Member qualified to vote at a Special Meeting for the ratification of the election of Directors shall have the right to petition the Board for the removal of a Director by

presenting such petition, signed by at least 10% of all Members qualified to vote at a Special Meeting for the ratification of the election of Directors. Upon receiving such petition, the Board shall have fourteen (14) days in which to call a meeting to vote upon the removal of the Director identified in the petition in accordance with the provisions of this section.

4.8 Committees of Directors.

4.8.1 Membership. The Board may, by resolution adopted by a majority of the Directors, designate and appoint one or more Director Committees, each of which shall consist of two or more Directors.

4.8.2 Authority. Director Committees shall have and exercise the authority of the Board in the management of the Corporation, but only to the extent provided in the resolution establishing the committee; provided, however, that no Director Committee shall have the authority of the Board with regard to the following actions: (i) authorization of distributions, (ii) approval of corporate assets, including acquisition and removal of such assets, (iii) election, appointment or removal of Directors or filling vacancies of the Board or on any of its committees, or (iv) adoption, amendment or repeal of the Articles or these Bylaws. The designation and appointment of any such Director Committee and the delegation of authority to a Director Committee shall not operate to relieve the Board, or any individual Director, of any responsibility imposed upon the Board or any individual Director by operation of Section 4.2 or other applicable law regarding the delegation of the particular duties so delegated.

4.8.3 Nominating Committee. At least 15 days prior to each annual meeting of the Board of the Corporation, the President shall submit for ratification and vote by the Board the names of at least three (3) Directors of the Corporation to serve as the Nominating Committee. The President shall not serve as a member of the Nominating Committee.

4.8.4 Standing Director Committees.

- a) Other Standing Committees. A Standing Committee of the Board of Directors may be constituted as determined from time to time by resolution of the Board of Directors.
- b) Tenure. Each member of a Standing Committee shall continue as such until the next annual meeting of the Board of Directors and until a successor is appointed unless (i) the committee is sooner terminated, or (ii) such member is removed from the committee, or (iii) such member ceases to qualify as a member of the committee.

4.8.5 Chairperson. One member of each Director Committee shall be appointed as Committee Chairperson by the Board.

4.8.6 Vacancies. Vacancies in the membership of any Director Committee may be filled by appointments made in the same manner as provided in the case of the original appointments.

4.8.7 Resignation. Any committee member may resign at any time by giving written notice to the Board, the President, or the Secretary of the Corporation. Unless otherwise specified in the notice of resignation, the resignation shall take effect upon receipt. Acceptance of the resignation shall not be necessary to make the resignation effective.

4.8.8 Removal. Any committee member may be removed by the person or persons authorized to appoint such member with or without cause.

4.8.9 Quorum. Unless otherwise provided in the resolution of the Board designating a Director Committee, a majority of the whole committee shall constitute a quorum and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

4.9 Directors and Committee Meetings.

4.9.1 Meeting Location. Meetings of the Board, regular or special, or meetings of any Director Committee, may be held either within or without the State of Idaho. Unless otherwise specified in this section or in the notice for such meeting, all meetings shall be held at the principal office of the Corporation. All meetings of the Board and/or Director Committees shall comply with the Idaho Open Meeting Act.

4.9.2 Notice. Except as otherwise provided in this section, regular or special meetings of the Board or any committee designated thereby may be called by or at the request of the President, any Director, or the Chair of a Director Committee, as the case may be, upon written or verbal notice thereof given to all other Directors or committee members, as the case may be, at least three (3) days before the meeting. The Board may provide, by resolution, the time and place for the holding of additional regular meetings without other notice than such resolution.

4.9.3 Attendance by Conference Call. Members of the Board or any Director Committee may participate in a meeting of the Board or such committee by conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other at the same time, and the participation by such means shall constitute presence in person at a meeting. For any meeting held by conference telephone or similar communications equipment, notice of the meeting shall be given at least one (1) hour prior thereto by telephone or other communication directly with the Directors and/or committee members.

4.9.4 Attendance Constitutes Waiver. The attendance at or participation of a Director or committee member in any meeting shall constitute a waiver of notice of such meeting, except where a Director or committee member attends or participates for the express purpose of objecting to the transaction of any business on the ground that the meeting is not lawfully called or convened.

4.9.5 Purpose of Meeting. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the Board or any committee designated thereby need be specified in the notice or waiver of notice for such meeting.

4.9.6 Order of Business. At the meetings of the Board of Directors or any Director Committee, the order of business shall be as follows:

- a) Call meeting to order.
- b) Proof of notice of meeting and determination of quorum.
- c) Reading of minutes of previous meeting.
- d) Reports of Directors, officers, committee members or other counsel.
- e) Reports of committees.
- f) Unfinished business.
- g) New business.
- h) Public input.
- i) Executive session (if needed)
- j) Adjournment.

4.10 Waiver of Notice. Whenever any notice is required to be given to any Director or committee member under the provisions of the Act, the Articles or these Bylaws, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be equivalent to the giving of such notice.

4.11 Compensation. Directors shall not be entitled to compensation for their services as Directors but shall be entitled to receive from the Corporation reimbursement for any reasonable expenses incurred in course of performing the duties of a Director.

4.12 Rights of Inspection. Every Director has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the Corporation's obligations to maintain the confidentiality of certain books, records and documents under any applicable Federal, state or local law.

4.13 Director Conflicts of Interest.

4.13.1 Duty to Disclose. Any Director who has a conflict of interest with regard to a contract or other transaction presented to the Board or a committee thereof for authorization, approval or ratification shall make a prompt and full disclosure of such Director's conflicting interest to the Board or Director Committee prior to the Board's or Committee's consideration of or action on such contract or transaction. Such disclosure shall include all relevant and material facts known to the Director about the contract or transaction that might reasonably be construed to be adverse to the Corporation's interest. A conflict of interest, for purposes of these Bylaws, exists when a Director has, either directly or indirectly, the potential for personal, proprietary, legal, or financial loss or benefit as a result of any action or inaction taken by the Corporation.

4.13.2 No Voting By Interested Director. A Director who has a conflict of interest in any matter presented for consideration or action by the Board or a Director Committee, in addition to disclosing such interest pursuant to Section 4.14.1, shall abstain from voting on the matter giving rise to the interest and shall not be counted for purposes of establishing a quorum of those present.

4.13.3 Non-Salaried. Membership on the Board of Directors shall be voluntary and no Director will receive payment from the Corporation as compensation for the Director's services as a Director.

4.14 Loans to Directors. The Corporation shall not lend money to or use its credit to assist its Directors or officers.

4.15 Liability of Directors for Wrongful Distribution of Assets.

4.15.1 Liability for Value of Wrongful Distribution. In addition to any other liability imposed by law upon the Directors of the Corporation, the Directors who vote for or assent to any distribution of assets, other than in payment of its debts, when the Corporation is insolvent or when such distribution would render the Corporation insolvent, or during the liquidation of the Corporation without the payment and discharge of or making adequate provisions for all known debts, obligations and liabilities of the Corporation, shall be jointly and severally liable to the Corporation for the value of such assets which are thus distributed, to the extent that such debts, obligations and liabilities of the Corporation are not thereafter paid and discharged. The indemnity provisions of Section 6.1 shall not apply to violations of Section 4.16.1 of these Bylaws.

4.15.2 Reliance Upon Financial Statements. A Director shall not be liable under this section if, in the exercise of ordinary care, such Director relied and acted in good faith upon written financial statements of the Corporation represented to such Director to be correct by the President or by the officer of the Corporation having charge of its books of account, or certified by an independent licensed or certified public accountant or firm of such accountants to reflect fairly the financial condition of the Corporation, nor shall such Director be so liable if, in the exercise of the ordinary care and good faith, in determining the amount available for such distribution, such Director considered the assets to be equal to their book value.

4.15.3 Reliance Upon Counsel of an Attorney. A Director shall not be liable under this section, if in the exercise of ordinary care, such Director acted in good faith and in reliance upon the written opinion of an attorney for the Corporation.

4.15.4 Entitlement to Contribution. A Director against whom a claim shall be asserted under this section and who shall be held liable thereon shall be entitled to contribution(s) from persons who accepted or received such distribution knowing such distribution to have been made in violation of this section in proportion to the amounts received by them respectively.

5. BOARD OFFICES.

5.1 Number. The officers of the Corporation shall consist of a President, Vice President, Secretary and Treasurer, each of whom shall be elected by the Board, and such other officers and assistant officers as may be deemed necessary, and which may be elected or appointed by the Board. Any two (2) or more offices may be held by the same person except for the offices of President and Secretary. All elected Board Officers must be duly elected and ratified members of the Board of Directors.

5.2 Election and Term of Office. The officers of the Corporation shall be elected annually as soon as practicable after the election and ratification of Directors pursuant to sections 4.4 and 4.5 herein. Each officer shall hold office until a successor shall have been duly elected.

5.3 Removal. Any officer or agent may be removed by the Board whenever in its judgment the best interests of the Corporation will be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed. Election or appointment of an officer or agent shall not of itself create contract rights.

5.4 Vacancies. A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled by the Board for the unexpired portion of the term.

5.5 President. The President shall be the principal executive officer of the Corporation and, subject to the control of the Board, shall in general supervise and control all other business and affairs of the Corporation. The President shall, when present, preside at all meetings of the members of the Board and establish the agenda for such meetings. The President may sign, with the Secretary or any other proper officer of the Corporation thereunto authorized by the Board, any promissory notes, deeds, mortgages, leases, contracts, or other instruments that the Board has authorized to be executed, except in the cases where the signing and execution thereof shall be expressly delegated by the Board or by these Bylaws to some other officer or agent of the Corporation, or shall be required by law to be otherwise signed and executed. The President shall co-sign all checks or other deposit account withdrawals in excess of five hundred dollars (\$500.00) and, in general, shall perform all duties incident to the office of President and such other duties as may be prescribed by the Board from time to time. The President shall be the chief liaison to the administrator of the Charter School. The President shall be responsible

for ensuring that the Board is in compliance with the charter contract, Articles of Incorporation, and Corporate Bylaws.

5.6 Vice President. In the absence of the President or in the event of the President's death, inability or refusal or act, the Vice President shall perform the duties of the President and, when so acting, shall have all the powers of and be subject to all the restrictions upon the President and shall perform such other duties as from time to time may be assigned to the Vice President by the President or by the Board.

5.7 Secretary. The Secretary shall attend all meetings of the Board and shall prepare and maintain proper minutes of those meetings. The Secretary shall be the custodian of the official seal of the Corporation, if any, and shall affix that seal on all documents executed on behalf of the Corporation, pursuant to due authorization by the Board. The Secretary shall have the custody of and properly protect all executed deeds, leases, agreements and other legal documents and records to which the Corporation is a party or by which it is legally affected. The Secretary shall in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to the Secretary by the President or the Board.

5.8 Treasurer. The Treasurer shall be the principal financial officer of the Corporation and shall have charge and custody of and be responsible for all funds of the Corporation. The Treasurer shall sign all checks and promissory notes of the Corporation and shall receive and give receipts for moneys due and payable to the Corporation from any source whatsoever and deposit all such moneys in the name of the Corporation in such banks, trust companies or other depositories as shall be selected in accordance with the provisions of Article 7 of these Bylaws. The Treasurer shall keep or cause to be kept, adequate and correct accounts of the Corporation, including accounts of its assets, liabilities, receipts and disbursements. The Treasurer shall submit to the Board and the President, when required, statements of the financial affairs of the Corporation. The Treasurer shall in general perform all of the financial duties incident to the office of Treasurer and such other duties as from time to time maybe assigned to the Treasurer by the President or the Board. If required by the Board, the Treasurer shall give a bond for the faithful discharge of the Treasurer's duties in such sum and with such surety or sureties as the Board shall determine.

5.9 Officer Conflict of Interest. Officers of the Corporation shall comply with all standards of ethics or conduct applicable to public officials, including but not limited to the Idaho Ethics in Government Act.

6. INDEMNIFICATION.

6.1 Indemnification of Officers, Directors, Employees and Agents. The Corporation shall indemnify any current Director, officer, employee or agent of the Corporation, or any former Director, officer, employee or agent of the Corporation, against expenses actually and reasonably incurred by him or her in connection with the defense of any action, suit or proceeding, civil or criminal, in which he or she is made a party by reason of being, or having been, a Director or officer of the Corporation; but only if (with respect to civil actions) he or she acted in good faith and in a manner he or she reasonably believed to be in (or not opposed to) the

best interests of the Corporation; and only if (with respect to criminal actions or proceedings), he or she had no reasonable cause to believe his or her conduct was unlawful; AND PROVIDED FURTHER, indemnification shall not be made by the Corporation to a current Director or officer, or former Director or officer, in relation to matters as to which he or she is adjudged in such action, suit or proceeding to be liable for negligence or misconduct in the performance of his or her duties to the Corporation. It is intended that this indemnification provision be applied consistent with Idaho Code §30-3-89.

6.2 Insurance. The Corporation may indemnify Directors, officers, employees and agents of the Corporation to the extent permitted by, and in accordance with, the Act. The Corporation may purchase and maintain insurance on behalf of any person who is or was a Director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise against any liability asserted against such person and incurred by such person in any such capacity or arising out of such person's status as such, whether or not the Corporation would have the power to indemnify such person against such liability.

7. MISCELLANEOUS.

7.1 Books and Records. At its registered office or principal place of business, the Corporation shall keep: (i) correct and complete books and records of account; and (ii) minutes of the proceedings of its members and Board; and (iii) a record of the names and addresses of all members. Any books, records and minutes may be in written form or in any other form capable of being converted into written form within a reasonable time.

7.2 Contracts. The Board may authorize any officers, agent or agents of the Corporation, in addition to the officers so authorized by these Bylaws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

7.3 Checks, Drafts and Evidences of Indebtedness. All checks, drafts, or other orders for payment of money, notes or other evidences of indebtedness issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents, of the Corporation as provided in these Bylaws or in such manner as shall from time to time be determined by the Board.

7.4 Deposits. All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board may select.

7.5 Gifts. The Board may accept on behalf of the Corporation any contribution, gift, bequest or devise for the general purposes or for any special purpose of the Corporation.

7.6 Annual Financial Statements. The officers of the Corporation shall cause a balance sheet as of the closing date of the last fiscal year, together with a statement of income and expenditures for the year ending on the date, to be prepared and presented to the Directors at each annual meeting of the Board.

7.7 Fiscal Year. The fiscal year of the Corporation shall begin on the first day of July and end on the last day of June of the following year, except that the first fiscal year shall begin on the date of incorporation.

7.8 Regulation of Internal Affairs. The internal affairs of the Corporation shall be regulated as set forth in these Bylaws to the extent that these Bylaws are lawful under the Act. With respect to any matter not covered in these Bylaws, the provision of the Act shall be controlling as long as such provisions of the Act are not inconsistent with the lawful provisions of these Bylaws.

7.9 Non-Discrimination. The Corporation is committed to the concept and practice of equal opportunity for all of its students, employees, and applicants in education, employment, services, and contracts, and does not discriminate on the basis of race or ethnicity, color, age, national origin, ancestry, religion, creed, marital status, gender, sexual orientation, pregnancy, Vietnam-era or disabled veteran status, political affiliation or belief, citizenship/status as a lawfully admitted immigrant authorized to work in the United States, or presence of any physical, sensory, or mental disability, except where a disability may impede performance at an acceptable level. In addition, reasonable accommodations will be made for known physical or mental limitations for all otherwise qualified persons with disabilities.

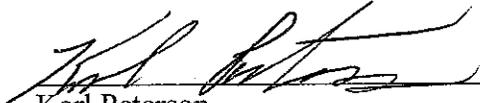
The Corporation is committed to providing qualified students with a disability an equal opportunity to access the benefits, rights, and privileges of services, programs and activities in an accessible setting appropriate to the student's needs. No student shall, on the basis of her or her disability, be excluded from participation, be denied the benefits of, or otherwise be subject to discrimination under any educational program or activity. The Corporation is committed to providing an accessible setting appropriate to the student's needs, in compliance with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973 and the disability laws of the State of Idaho.

7.10 Amendments. These Bylaws may be altered, amended or repealed and new Bylaws may be adopted by the Board of the Corporation in the manner provided in Idaho Code § 30-3-96. New Bylaws may be adopted or these Bylaws may be amended or repealed by a majority vote of the Board, provided that notice of the proposed amendments have been published to the members of the Board at least ten (10) days prior to the meeting. Whenever any amendment or new Bylaws are adopted, copies shall be placed in the Book of Bylaws with the original Bylaws, and immediately after them, and shall not take effect until so copied. If any Bylaws are repealed, the fact of repeal with the date of the meeting at which the repeal was enacted must be stated in the book and until so stated, the repeal must not take effect. Whenever any provision of the Bylaws is either amended or repealed, a marginal note shall be made thereon indicating the place or page where the amendment or repeal may be found. No amendments to the Bylaws may be made which are contrary to the non-profit and tax exempt status and objectives of the Corporation as expressed in the Articles of Incorporation. No amendment to the Bylaws is effective until such amendment has been approved by the Idaho Public Charter School Commission.

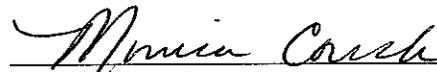
7.11 Dissolution. Upon dissolution of the Corporation, assets shall be distributed in accordance with the provisions for dissolution set forth in the Articles.

September 20, 2012

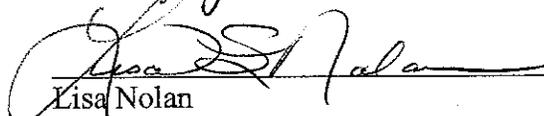
The undersigned, being Directors of the Corporation, do hereby certify that the foregoing Bylaws were duly adopted as the official Bylaws of the Corporation on this 7 day of September, 2012.


Karl Peterson


Chris Peterson


Monica Couch


Kimberly Evans Ross


Lisa Nolan

September 20, 2012

Appendix C

Petition Signatures of Qualified Electors

Signatures were gathered from people who are residents of Bonneville County on three separate sheets. The election office verified the signatures of the sheets with one verification per sheet. The signature sheets and the verifications follow on the pages below.

September 20, 2012

COUNTY CLERK AFFIDAVIT
CERTIFICATION OF SIGNATURES ON PETITION

STATE OF IDAHO,
SS.
County of BONNEVILLE

DATE: April 5, 2011

I, Ronald Longmore, County Clerk of BONNEVILLE County, hereby certify
that 12 signatures on this petition are those of qualified electors.



Signed: _____

Kay m. Condie
County Clerk or Deputy

Petition # _____

B-001

Petition to Establish a New Idaho Public Charter School

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

Name of Proposed New Charter School	Odyssey				
School District Where New Charter School will be Physically Located	Bonnerille Schml District 493 area				
Elector's Printed Name	I am currently a qualified elector in the above-named school district.				
	I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.				
Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
1 Kaci Peterson		3890 Taylorview	Ammon	524-1285	12-29-2010
2 Chris Peterson		3890 Taylorview	Ammon	524-1285	12-29-2010
3 Janelle Chancellor		3599 Taylorview	Ammon	800-5183	12-09-2010
4 Jeremy Sullivan		3690 Silverstone Dr.	Ammon	522-6363	01/14/2011
5 April Sullivan		3690 Silverstone Dr.	Ammon	522-6363	01/19/2011
6 Jill Burch		3050 Fenwick	Ammon	523-0701	1-19-11
7 Ben Bristol		3239 E Kit Ln	Idaho Falls	520-9352	1-19-11
8 Jessie Bristol		3239 E Kit Ln	Idaho Falls	351-8178	1-19-11
9 Mikki Scott		1718 Costelli Dr.	Ammon	680-9444	1-19-11
10 Christine Ogden		4171 Clarkston	Idaho Falls	157096634	1-19-11
11 Debra Woods		1231 Jefferson Ave	Idaho Falls	208206-5742	1-19-11
12 Sarah Henrie		3374 Charleston Lane	Idaho Falls	524-8841	1-19-11
13 Laci Sullivan		1101 Stevens Dr	Idaho Falls	524-1141	1-19-11
14 Shannon Steffler		3320 E Michelle St.	Idaho Falls	680-4227	1/19/11
15 Jake Silva		2011 APR E 15th Street Dr.	Ammon	932-41619	1/19/11

52
52
NA Add
46
46
46
46
51
47
NR
28
46
45
NR

BONNERVILLE COUNTY
ELECTORS

B-001

September 20, 2012

COUNTY CLERK AFFIDAVIT
CERTIFICATION OF SIGNATURES ON PETITION

STATE OF IDAHO,
SS.
County of BONNEVILLE

DATE: April 5, 2011

I, Ronald Longmore, County Clerk of BONNEVILLE County, hereby certify
that 10 signatures on this petition are those of qualified electors.



Signed: _____

Kay M. Cordie
County Clerk or Deputy

Petition # _____

B-002

Petition to Establish a New Idaho Public Charter School

This document is an Elector Petition and must be signed by no less than thirty (30) qualified electors of the attendance area of the new charter school. Proof of elector qualifications must be provided with the petition.

Name of Proposed New Charter School		Odyssey charter School			
School District Where New Charter School will be Physically Located		District 91			
I am currently a qualified elector in the above-named school district.					
I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.					
Electors' Printed Name	Electors' Signature	Street Address	City	Telephone	Date
1 Corrie Holden	<i>Corrie Holden</i>	550 S. Old Butte Rd #404	Idaho Falls	206-2085	2/28/11
2 Sarah Martin	<i>Sarah Martin</i>	810 W Shelley	Idaho Falls	521-0480	3/2/11
3 Malinda Smith	<i>Malinda Smith</i>	1445 Cedar	Idaho Falls	529-1824	3/2/11
4 Dennis Croft	<i>Dennis Croft</i>	430 10th St	Idaho Falls	524-509	3/2/11
5 Kristy Johnson, LSW	<i>Kristy Johnson</i>	2740 W 33 N	Idaho Falls	520-8904	3/4/11
6 Mary Blacker	<i>Mary Blacker</i>	3368 Chinnery Peak	Idaho Falls	757-8373	3/10/11
7 Linda Allen	<i>Linda Allen</i>	1770 E Sunnyvale Rd	IF	552-1124	3/24/11
8 Monica Couch	<i>Monica Couch</i>	1450 Fox Ct.	IF	552-0706	3/24/11
9 Nedra Franzen	<i>Nedra Franzen</i>	5503 Smithville Trl	IF	709-7595	3/29/11
10 James Burup	<i>James Burup</i>	1117 Pacific St.	IF	557-8377	3/29/11
11 Jared Hiatt	<i>Jared Hiatt</i>	137 Clubhouse #102	IF	589-4185	3/29/11
12 Vicki McMaster	<i>Vicki McMaster</i>	1571 DuChene Circle	IF	528-4189	3/29/11
13 Kimberlee Smith	<i>Kimberlee Smith</i>	3080 Mesquite Dr.	IF	524-7018	3/29/11
14 Jennifer Harmon	<i>Jennifer Harmon</i>	1440 Fox Court.	IF	680-2320	3/29/11
15 Neal Hansen	<i>Neal Hansen</i>	3800 Cedar Trail	IF	403-5414	3/31/11

NR 05 NR 12 36 27 27 27 27 NR 17 26 NR NR 27

4/16/2008

B-002

~~September 20, 2012~~ FIDAVIT
CERTIFICATION OF SIGNATURES ON PETITION

STATE OF IDAHO,
SS.
County of BONNEVILLE

DATE: April 5, 2011

I, Ronald Longmore, County Clerk of BONNEVILLE County, hereby certify
that 13 signatures on this petition are those of qualified electors.



Signed: Kay M. Condie
County Clerk or Deputy

Petition # B-003

Petition to Establish a New Idaho Public Charter School

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

Name of Proposed New Charter School	Elector's Signature		Street Address	City	Telephone	Date
School District Where New Charter School will be Physically Located	Odyssey					
	Bonnevillie School Dist #93					
<ul style="list-style-type: none"> I am currently a qualified elector in the above-named school district. I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School. 						
Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date	
16 David Gerritsen	<i>David Gerritsen</i>	1163 Diamond Dr	Ammon	523-3241	1/19/11	49
17 Blair Jarrett	<i>Blair Jarrett</i>	319 Valley Dr	Idaho Falls	529-5521	1/19/11	23
18 Carrie Spencer	<i>Carrie Spencer</i>	1750 Ashment #5	Idaho Falls	520-4372	1/19/11	25
19 Joan Radford	<i>Joan Radford</i>	3798 Elona	Idaho Falls	360-8345	01/19/11	45
20 Kristi Hunter	<i>Kristi Hunter</i>	2450 Ross	IF	709-6485	1/19/11	51
21 Brandi Wassom	<i>Brandi Wassom</i>	3510 GRANVA	Ammon	403-4338	1-19-11	51
22 Angela Powell	<i>Angela Powell</i>	4360 Cochise Dr	Ammon	419-5715	1-19-11	50
23 Tammy Over	<i>Tammy Over</i>	1416 Mark Way	IF	524-2604	1/19/11	NR
24 Filene Page	<i>Filene Page</i>	590 Ogden Dr	Idaho Falls	524-4484	1/19/11	23
25 Janice Moore	<i>Janice Moore</i>	2997 N. Azusa	IF	206-1585	1/19/11	45
26 Kambria Reeves	<i>Kambria Reeves</i>	2992 N. Azure Drive	IF	359-9581	1/19/11	NR
27 Carma Ellis	<i>Carma Ellis</i>	5008 Vell Drive	Ammon	552-1315	1/19/11	52
28 Sherrill Silva	<i>Sherrill Silva</i>	855 Terrace Court Dr.	Ammon	932-4119	1/19/11	48
29 Ben Wheeler	<i>Ben Wheeler</i>	1200 S. Rimline Dr.	I.F.	529-0368	1/19/11	59
30 Donna Guillen	<i>Donna Guillen</i>	4069 Birchwood Cir	Ammon	522-6916	1/25/11	50

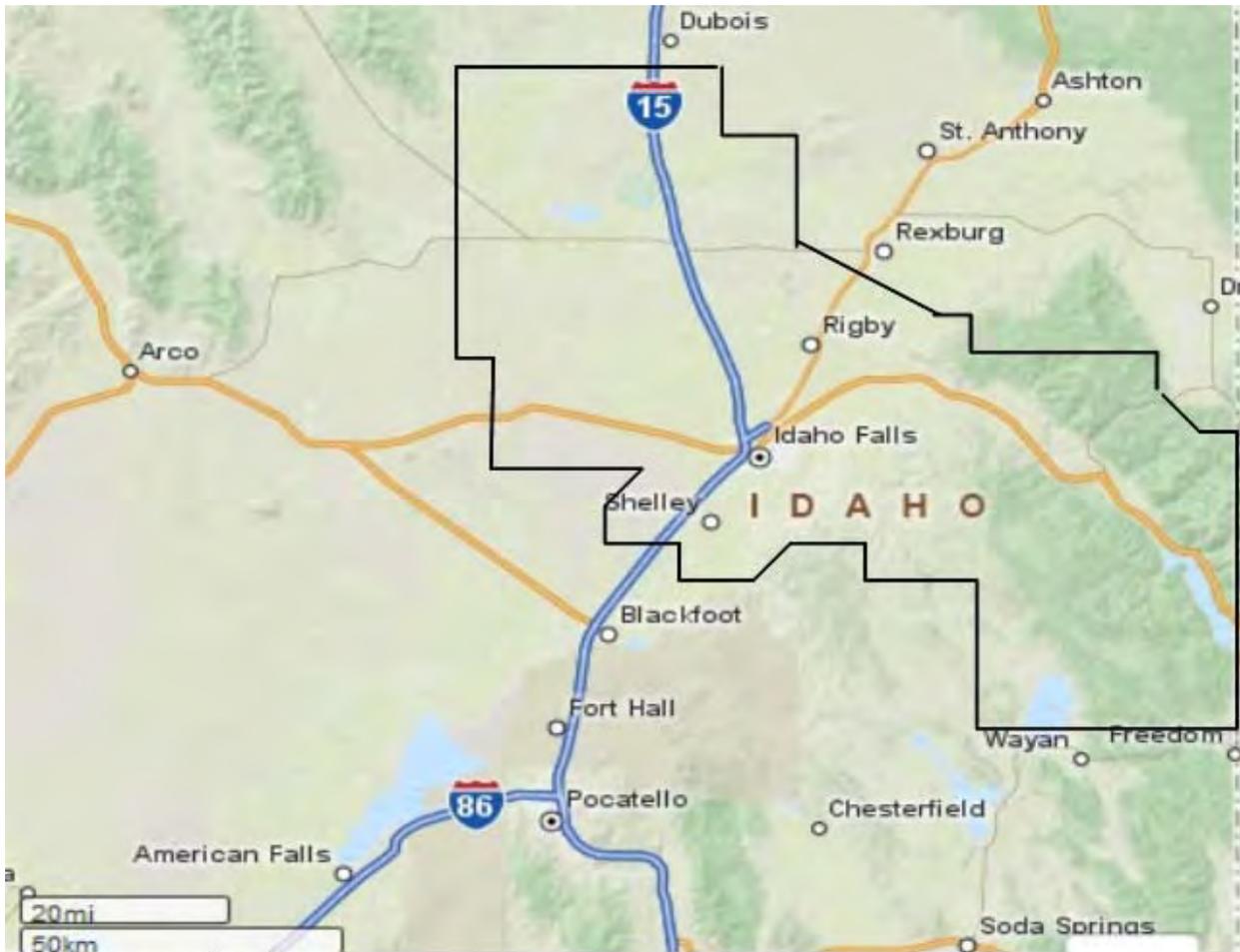
4/16/2008

B-003

Appendix D

Odyssey Charter School's attendance area is Jefferson County, Bonneville County, and Shelley School District # 60.

The attendance area map is below.



The attendance area allows students to be bused from the major towns of Shelley, Ucon, Ririe, and Rigby to the projected location for Odyssey Charter School in the Hollipark Drive and Jones Street area in Idaho Falls where the three potential facilities are located. These locations are within the 15 road miles allowable for busing.

September 20, 2012

Appendix E

Attendance at the Charter Start! 101 Workshop

September 20, 2012

Certificate of Attendance

This certificate is awarded to

KARL PETERSON



*For attending the two-day
Charter Start Workshop on
February 28 & March 1, 2011*

Michelle Clement Taylor

School Choice Coordinator

September 20, 2012

Certificate of Attendance

This certificate is awarded to

Monica Couch

For attending the Charter Start! 101 Workshop

March 8-9, 2012

Michelle Clement Taylor

School Choice Coordinator

September 20, 2012

Certificate of Attendance

This certificate is awarded to

Lisa Nolan

For attending the Charter Start! 101 Workshop

March 8-9, 2012

Michelle Clement Taylor

School Choice Coordinator

Appendix F

Facilities

Odyssey Charter School has looked at several possibilities for a facility that is located in Idaho Falls School District #91. Occupancy and conditional use permits would be needed for all the options and those costs are figured into the budgets.

The timeline for completion of the facilities is July 1, 2013, to give sufficient time to move in all the equipment and supplies to begin school.

Our first choice is to lease the Broken Bow Plaza. The building is currently a finished shell. The interior is still open to the studs. The owner of Broken Bow Plaza is willing to finish the interior of the building to meet our needs. To do this, he will require a 5 year lease. This means that we will need to find additional space at another location or locations to grow. The triple net takes care of the exterior maintenance of the building, as well as landscaping and snow removal. Odyssey will need to provide its own signage. The landlord will pay for all remodeling necessary to bring the building in compliance with the laws and codes applicable to an educational facility.

Broken Bow has an estimated capacity of 260. In the most-likely case scenario, this capacity will be reached in Year 2, with the addition of grade 11 and other anticipated growth. Once the capacity of Broken Bow is reached, Odyssey plans to lease additional space at 1167 Jones, which is adjacent to Broken Bow. The lease of 1167 Jones will allow three extra classrooms to be added to the school, which will provide room for an additional 90 students (350 students total). This additional space is factored into the budgets. Once we reach capacity with the combination of Broken Bow and 1167 Jones, we can add modular classrooms between the two buildings, which will give us additional space in increments of 50 students per modular building (25 students in each classroom). The combination of Broken Bow, 1167 Jones, and 2 modular buildings will provide room for 450 students. The main advantage of using Broken Bow, then adding 1167 Jones, and then adding modular classrooms, is that it allows us to keep our facility lease costs low in the first years, when our budget is the most vulnerable. It allows us to increase our facility cost as our enrollment permits, rather than paying for more building than we need. Many expenses would not increase at the same rate that the student body would increase. For instance, fixed costs like a student information system and a financial system would not change. Administrative costs would only go up slightly since the school will need only one business manager, administrative assistant, and principal. The economy of scale comes into play as enrollment increases, since a larger percentage of the total space would consist of classrooms and the facility would be more cost effective.

Our second choice is the Bowen Addition, which is a combination of bare land and modular classrooms. It is located south of Broken Bow in the same development. The area has been improved with street, curb, and gutter, with utilities stubbed to the edge of the property. The developer has agreed to owner finance a 3.203 acre parcel land over 5 years, and provide an option on a 4 acre parcel next to it, which will give Odyssey a total of 7.203 acres. This option gives Odyssey the flexibility to adapt to a growing student body and to add more classrooms as student enrollment increases, with no limitation to growth other than Odyssey's enrollment caps. Odyssey could grow its student enrollment in anticipation of a permanent facility and show

potential lenders a record of Odyssey's ability to attract students. Odyssey would assume all costs to maintain the exterior of the buildings, as well as landscaping and snow removal for Bowen Addition. Odyssey would pay to have parking lots put in and for city utilities to be brought to the buildings, and for its own signage.

Our third choice is 3000 Pancheri, on the western side of Idaho Falls. This is an office complex that the landlord is willing to remodel from offices into classrooms, for a total of seven classrooms and the administration area. It is handicapped accessible and the landlord agrees to pay for of all renovation to make it suitable to be occupied as a school. The triple net takes care of the exterior maintenance of the building, as well as landscaping and snow removal. The building has seven empty office suites that can be converted into classrooms and the owner will allow us to lease them as we need them. He also owns more property and is willing to build more space for us as we grow, so that this facility too can grow as Odyssey requires more space. Odyssey can grow to full capacity at one location. This space is very adaptable, and Odyssey would not be locked into a building that is too large and too expensive during the first few years of operation. Odyssey will need to provide its own signage.

Our fourth option is 1167 Jones Avenue. This is a light industrial shop space with a lobby, office, bathroom, and a large workshop area. The building is a duplex, and the other unit currently houses a welding business. 1167 Jones Avenue contains 2400 square feet of space. The triple net takes care of the exterior maintenance of the building, as well as landscaping and snow removal. Odyssey will need to provide its own signage. The landlord will pay for all remodeling necessary to bring the building in compliance with the laws and codes applicable to an educational facility. Jones will hold 90 students and then Odyssey will add modular classrooms for additional students.

There is space for modular classrooms to the east of the building (on the right side of the building in the picture). Each modular building houses two classrooms. The modular buildings will provide space for 50 students (25 per classroom). This will give Odyssey room for 190 students in total, using both the building and two modular classroom buildings. Additional space would then be leased in the Broken Bow facility as needed, for a total of 450 students.

1167 Jones Avenue has a large workshop area with cement floors, which at first glance may seem rather unusual for classrooms. However, many light industrial shops are used in the areas for dance and gymnastic classes, and cement floors are used in many new retail spaces and in some newer charter schools like Monticello Montessori Charter School, which is in our attendance area.

For the future, we are looking at several different options to secure a permanent facility, including building a new facility with Highmark School Development, with headquarters in Midvale, Utah. We have had preliminary discussions with Highmark. They have financed 25 charter school buildings and presently have six more schools in development as of April 2012.

Please see the sections below for more detail about each option.

Broken Bow Plaza



The Broken Bow Plaza is the building on the upper left corner of Hollipark and Jones. It is in an office space and light industrial area off of the main east/west artery of Ammon/Lincoln Road. The building is a finished shell that has not been built out on the inside. It was built as a medical office building, but the doctors who were to be the tenants pulled out of the project before it was done. It has sat empty for the last three years. It has a wooden floor with a crawl space under it, so it would be easy and inexpensive to install the plumbing needed for the bathrooms required for the school. Since the interior has not been built out, it can easily be finished to meet the needs of the school. The landlord is willing to build out at his expense the interior to suit the school's needs with a signed five year lease.

If Odyssey's enrollment grows beyond the capacity of this facility before we have finished our lease, we will seek to enlarge our capacity by using one or more of the following options: The first option is our fourth facility option, 1167 Jones Avenue, which is adjacent to Broken Bow. We can use these facilities and add modular classrooms on land near Broken Bow, since there are around 20 acres of plotted land south of Broken Bow. Another option is to lease space that is open in the future. Another option to expand our capacity is to build additional space in the available land near the school. The last option is to find a tenant to sublease the facility and find or build a facility large enough to hold the entire student body.

Odyssey will make every effort to keep the students safe and maintain order. By arranging classes so that students stay in the same building as much as possible, having teachers move

September 20, 2012

into these classrooms where it is feasible rather than the students, and possibly using an A/B schedule, we would have less class disruption during the day

Office Property - Off Market

BROKEN BOW PLAZA

1235 JONES STREET, Idaho Falls, ID 83401



Total Space Rentable:	6,800 SF
Rental Rate:	N/A
Property Type:	Office
Property Sub-type:	Medical Office
Construction Status:	Under Construction/ Proposed
Building Size:	6,800 SF
Build to Suit:	Yes
Lot Size:	1 AC

Last Verified 5/11/2010
Listing ID 16469390

1 Space

Space 1	Space Available:	6,800 SF
	Rental Rate:	N/A
	Space Type:	Medical Office
	Min. Divisible:	2,000 SF
	Max. Contiguous:	4,000 SF
	Lease Type:	NNN

Description

1235 JONES OFF HOLLIPARK DRIVE
DIRECTLY ACROSS FROM DISTRICT 7 HEALTH DEPT
EXTERIORS COMPLETE, TOTALY NEW PARKING LOT, LANDSCAPED
INTERIORS READY TO FINISH
THIS BUILDING RATED ENERGY STAR COMPLIANCE CALL -MIKE

1235 JONES STREET
IDAHO FALLS, IDAHO 83401

Map of 1235 JONES STREET, Idaho Falls, ID 83401 (Bonneville County)

[Hide Map](#)

September 20, 2012

September 4, 2012

RE: Letter of Intent

Karl Peterson , Odyssey Charter School

Landlord: Broken Bow Properties

Tenant: Karl Peterson DBA Odyssey Charter School

Building: 1235 Jones Avenue , Idaho Falls, Idaho 83401

Premises: 6808 square feet Entire Building

Term: Fixed -60 month lease, to commence on JULY 1, 2013 (TBD))

Base Rent: \$8169.60. per month, \$1.20 / SQ . FT. based on 6808 sq. ft. @ \$14.40 per ft. annually

Triple Net: To include taxes, Insurance & exterior maintenance estimated at \$12,250 annually (\$1,020.83 monthly)

Expenses: Utilities, janitorial and phone

Security Deposit: Two Month Base Rent Equal To \$ 16339.20

Option to Extend: Tenant, by providing landlord with 45 days prior written notice, may extend the term of this Lease for one, (1 to 5) year period

Tenant Improvements: The landlord will finish the interior at his cost so that the building will be in compliance with all applicable codes and health and safety laws in order that the facility can be approved by the city for use as a public school.

Subletting: The tenants may NOT sublet the building without approval by the landlord.

Binding Provisions: When executed by Landlord and Tenant, this document will constitute a Letter Of Intent relative to the above-referenced transaction and will constitute and create a legal obligation of each part to negotiate in good faith to finalize the documentation of the lease.

ACKNOWLEDGED AND AGREED:

Broken Bow Properties School Thomas M. Bowcutt Karl Peterson DBA Odyssey Charter

Thomas M. Bowcutt

Signature

Signature

September 4, 2012

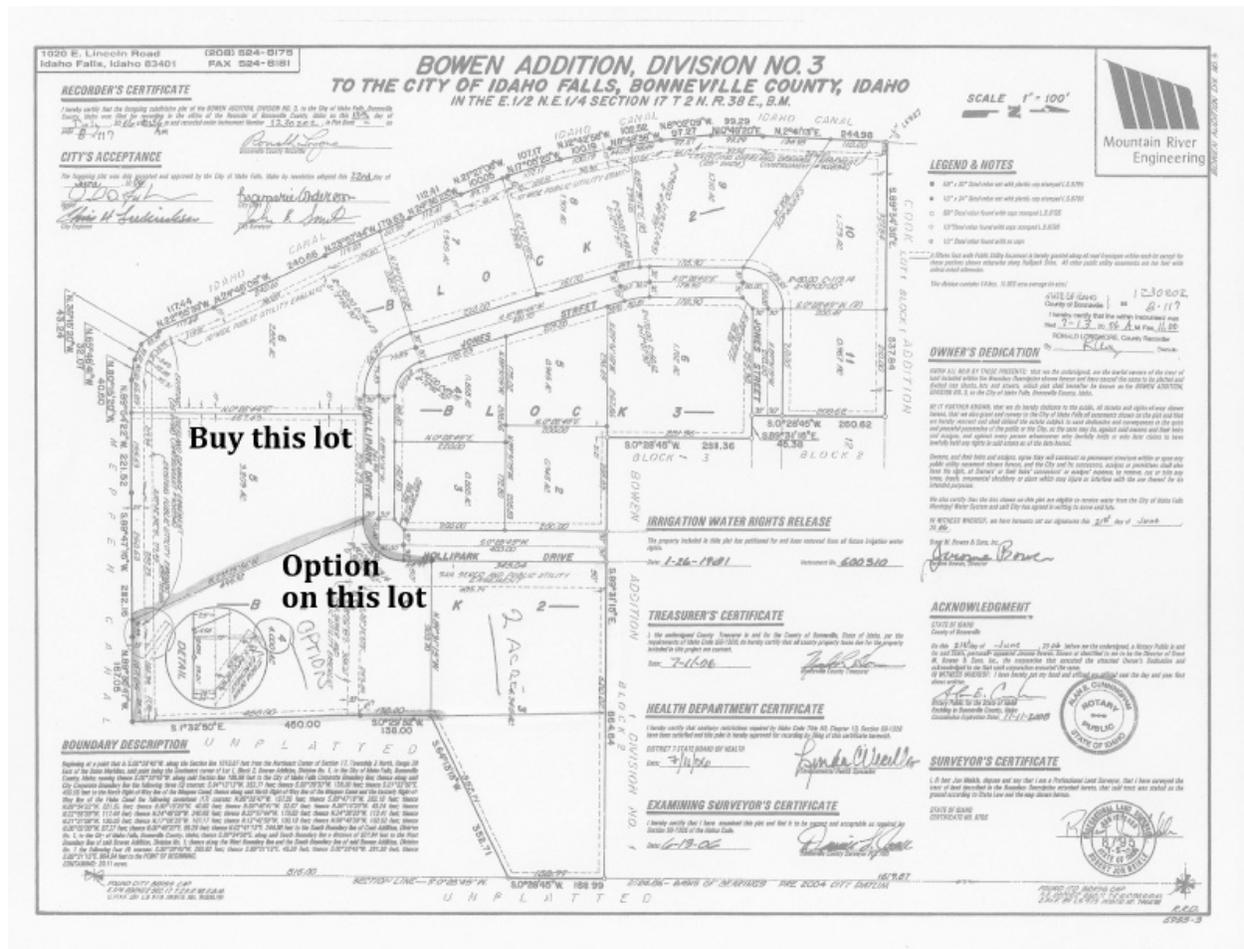
Date

Date

Bowen Addition

The Bowen Addition is a development of bare land located just south of Broken Bow near the border between Idaho Falls School District #91 and Bonneville School District #93. The area is also within the 15 road miles to Rigby and Shelley so that Odyssey can provide busing from this location to all of Idaho Falls, Ammon, Rigby, and Shelley.

With this option, Odyssey intends to purchase the lot found on the left on the illustration below with an option to purchase the lot next to it in 5 years. Odyssey will initially place modular classrooms on the property. The land is suitable for building and it is Odyssey's intention to build a permanent facility on this land in the future.



Bowen Construction is willing to improve the land in preparation for modular classrooms. They will bring in the utilities, pave the parking lot, and prepare the area for the modular class rooms so that it is suitable for them. They will be responsible for all improvements needed for the area to be used as an educational facility other than the requirements the modular classrooms. The

requirements for the modular classrooms will be the responsibility of the modular classroom company and the installer.

Purchasing land may seem like a big step for a beginning charter school, but this option has many favorable elements:

- It ends up being about the same amount of money as leasing Broken Bow.
- If Odyssey has less enrollment than we expect, we can lease fewer modular classrooms which will lower expenses rather than having the fixed expense of Broken Bow.
- If enrollment is larger, Odyssey can lease more modular classrooms making the purchase more cost effective. The cost of the modular goes up but the cost of the land stays the same.
- It would provide Odyssey with at least a partial down payment on a future permanent facility.

Please see the information on the modular classrooms found at the end of this appendix to learn more about the modular classrooms we will use on this land.

The following is a letter of intent for both the purchase of land with the option for a second parcel next to it and a second letter of intent is for the improvement of the land which will include a paved parking lot, utilities brought into an area prepared for modular classrooms. Jerome Bowen Construction will be responsible for meeting all laws, codes, and regulations for the site and the modular classroom company will be responsible for the laws, codes, and regulations for the modular classrooms and their installation.

September 20, 2012

Non-Binding Letter of Intent to Buy
Bowen Addition Division 3 Lot 5

July 3, 2012

Karl Peterson – Odyssey Charter School

This correspondence shall serve as a non-binding letter of intent to lease the property located at Lot 5 Division 3 Bowen Addition and an option to purchase 5 Division 3 of Bowen Addition.

Owner: Grant M. Bowen & Sons, Inc.

Buyer: Odyssey Charter School

Purchase of Lot 5 Division 3 Bowen Addition

Purchase Price: \$210,000

Terms: \$45,000 down at closing. Seller to carry a note secured with a Deed of Trust for a term of 5 years with an interest rate of 7%. Payments will be due annually in the amount of \$33,595. Closing to be on or before January 1, 2013, the first payment will be due July 1, 2014. Subsequent payments will be due on the 1st of August of each year. Additional interest of \$5775 will be added to the first payment to cover interest for the additional 6 months.

Option to Purchase Lot 4 Division 3 Bowen Addition at \$295,000.

Terms: Purchaser to provide an additional \$10,000 at closing of Lot 5 for the option on Lot 4. If the option is not exercised by July 1, 2018, the option money will become non-refundable.

Non-Binding: This letter of intent is completely non-binding and has no effect on either party whatsoever until a lease agreement has been fully executed by both tenant and landlord. This letter is meant to act as a preliminary meeting of the minds so that Odyssey Charter School may demonstrate that they have the ability to secure a viable location for their proposed school.

Buyer: *Karl Peterson* Odyssey Charter School Date: *Aug 17, 2012*
Seller: Grant M. Bowen & Sons, Inc. *Grant Bowen* Date: *Aug 17, '12*

Non-Binding Letter of Intent for Land Improvement

Bowen Addition Division 3

July 3, 2012

Karl Peterson – Odyssey Charter School

This correspondence shall serve as a non-binding letter of intent to improve the property located at Lot 5 Division 3 Bowen Addition.

Construction Company: Jerome Bowen Construction

Owner: Odyssey Charter School

Improvements to Land Parcel Lot 5 Division 3 Bowen Addition

Improvement Price: \$50,000

Terms: Jerome Bowen Construction will pave a parking lot suitable for 250 students and bring the utilities to 8 gravel pads with 1500 p.s.f. soil bearing capacity for 28' x 84' modular classrooms. Utilities will include electricity, phone, internet, water, and sewer.

Electric: 200 amp, 220 volt, single phase connection to building's panel box.

Jerome Bowen Construction will develop a site plan and will get all permits for construction and will be responsible for all state, county, and city requirements for the land to be used as a school.

The improvement price does not include any state, county, or city requirements that are the responsibility of the modular classroom leasing company or the company that installs the modular classrooms.

Non-Binding: This letter of intent is completely non-binding and has no effect on either party whatsoever until a lease agreement has been fully executed by both tenant and landlord. This letter is meant to act as a preliminary meeting of the minds so that Odyssey Charter School may demonstrate that they have the ability to secure a viable location for their proposed school.

Odyssey Charter School: Karl Peterson Odyssey Charter School Date: Aug 17, 2012

Construction: Jerome Bowen Construction Blake Sharp Date: 8/17/12

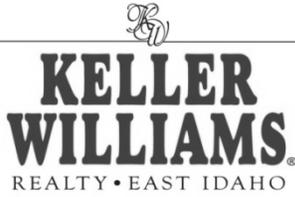
3000 Pancheri



Pancheri is an office space development that is an office development that has three entrances. One third of the building is now used as a day care. This is the entrance on the left. The other two thirds are not leased at this time. The middle and right entrances are available. Each entrance opens to a hallway that then lead to various office suites that are approximately 1000 square feet each. These suites are divided up into a reception area and small offices. The landlord is willing to convert each of these office suites into classrooms at his cost and he is willing to take care of any remodelling that is needed to meet health and safety codes, ADA, and any other requirements for the facility to be used as a school (please see the letter of intent later in this section). Triple net takes care of the exterior of the building. Odyssey will be required to provide signage. One of the offices will not be remodelled to provide administration space and small instruction rooms for special ed and intervention.

Assuming a beginning enrollment of 140, six offices will be remodelled into classrooms and one will be left as is for administrative offices. Existing bathrooms are sufficient for the needs of the school and all entrances and bathrooms are handicapped accessible. The owner is willing to build more space for the school to the right of the existing building on land that he owns if Odyssey fills up the existing spaces. This allows for future growth for Odyssey and incremental increases in facility costs as student enrollment requires it.

September 20, 2012



Non-Binding Letter of Intent to Lease

July 3, 2012

Karl Peterson – Odyssey Charter School

This correspondence shall serve as a non-binding letter of intent to lease the property located at **3000 Pancheri Dr. Idaho Falls, ID 83402.**

Proposed Terms and Conditions:

Landlord: ABL Investments LLC

Tenant: Odyssey Charter School

Premises: 3000 Pancheri Suite #1-4 with the option to lease other suites as needed including 3002 Pancheri Dr.

Term: 60 month lease, to commence July 1, 2013 on 3000 Pancheri Suite #1. Lease of additional adjacent space to be determined at a later date.

Base Rent: \$4,400.00 per month, based on 4,400 sq. ft.

Triple Net: To include taxes, insurance and exterior maintenance of common areas and building

Deposit: \$1,100 per Suite or amount of space needing to be leased.

Option to Renew: Tenant, by providing landlord with 45 days prior written notice, may extend the term of this lease for a one to five year period.

Tenant Improvements: Remove dividing walls between offices, replace carpet and carpet pad, relocate electrical and networking in the ceiling, bring building within code requirements for a public school. Landlord to make improvements and adjust base rent accordingly to cover the incurred costs of improvements. Cost per Suite is \$4,300 to be amortized over the course of a 5 year lease agreement.

Signage: Tenant to be responsible for any new signage in front of the lease property; however, landlord will be responsible for the removal of any unwanted existing signage. Signage will be in accordance with CC&R's and city ordinances.

Non-Binding: This letter of intent is completely non-binding and has no effect on either party what-so-ever until a lease agreement has been fully executed by both tenant and landlord. This letter is meant to act as a preliminary meeting of the minds so Odyssey Charter School may demonstrate they have a potential location for their school.

Tenant: _____ **Date:** _____

Landlord: _____ **Date:** _____

12/12

Navica MLS

MLS #: SO178480A

3000 Pancherl Drive IDAHO FALLS, ID 83402



DAYS ON MARKET: 26
 LEASE RATE: \$1,100.00
 RATE TYPE: \$/Month
 TYPE LEASE: NNN
 CURRENT USE: Office
 # BUILDINGS: 0
 # OFFICES/UNIT(S): 3
 # RESTROOMS: 2
 # STORIES: 1
 HANDICAP ACCESS: Yes
 APX TOTAL SQFT: 0
 APX YEAR BUILT: 2009
 PARKING: Parking Lot
 # OFF STREET PARKING: 0

UNIT #:
 COUNTY: Bonneville
 SUB AREA:
 ZONING-GENERAL: NOT VERIFIED
 ZONING-SPECIFIC: NOT VERIFIED

LOT SIZE (APX SQFT): APX ACREAGE: 0 FRONTAGE: DEPTH: FLOOD PLAIN: N
 LOCATION: Near Schools, Near Site Bus Stop
 PARCEL #:

ABV GRADE SQFT: 1100 BLW GRADE SQFT: 0 FIRE SUPPRESSION:
 OVERHEAD DOORS: # OVERHEAD DOORS: 0 DOOR HEIGHT:
 CEILGHGT: 9 MINCLGHGT: MAXCLGHGT:
 SEP UTILITIES: \$/SQFT ANNUALLY: 12 ESTIMATED TRIPLE NET CHARGES: .25
 SUBLEASE: MINTRMLSE: 1 year PRMLSEEXP:

CONSTRUCTION/STATUS: Existing WATER: City/Public Water
 FOUNDATION: Concrete SEWER: City Sewer
 ROOF: Composition PROVIDER/OTHER INFO: Idaho Falls Power
 HEAT SOURCE/TYPE: Gas, Forced Air COMMERCIAL AMENITIES:
 AIR CONDITIONING: Central

INCLUSIONS:

EXCLUSIONS:

PUBLIC INFO: This office space for lease sits in a commercial zoning which will allow for all types of businesses including medical offices. Ideally positioned on the West side of Idaho Falls, this property is minutes from the airport, is surrounded by residential communities, and has easy access to the highway making it an ideal spot for those who need to travel out to the INL site. There are two separate office suites in this unit. Both Suites are 1100 Sq.ft. and are on individual utilities. Suite #1 has three large offices and a very large reception area. Suite #2 has 2 large offices a conference room and a very large reception area. These two suites share a common lobby and restroom facilities. The building has lots of parking, signage on the road and in the building is available. This office space is ideal for contract companies that need quick and easy access to the INL site, and doctors and dentists offices.

PRIVATE INFO: 3% of the annual total lease price paid in commission. Call Joe for the preferred lease form 208.360.4343.

DRIVING DIRECTIONS BEGINNING AT: Continue West on Pancherl to the address. Building is on the North side of the road.

OWNER NAME:

BUSINESS NAME:

CNTRTYPE: BA COMP: 3 NAGTOFFR: 3 DUALVAR: No AGTBONUS: MIN COMM:
 KEY BOX TYPE: STANDARD KEY BOX TIME: KEY LOCATION: LOCKBOX
 CMSSNPDSLRCNCSN: No SIGN: Yes AGT OWND: No BYREXCLSN: No
 DUPLICATE ENTRY: No OTHER MLS#:

SHOWING INSTRUCTIONS: Lockbox-Vacant

PENDING DATE: VOW AVN: No VOW COMMENTS: No
 LIST DATE: 2/6/2012 EXPIRE DATE: 2/6/2013 DISPLAY ON INTERNET: Yes DISPLAY ADDRESS: Yes
 CO-LIST OFFICE: CO-LIST AGENT: Joe Stroh

OFFICE NAME: Keller Williams Realty East Idaho (#:3046)
 MAIN: (208) 529-8888
 FAX: (208) 529-8893

LISTING AGENT: Lee Gagner (#:9766)
 AGENT EMAIL: lgagner@aol.com
 CONTACT #: (208) 529-8888

Information Herein Deemed Reliable but Not Guaranteed

1167 Jones Avenue



The facility is in the lower left of the picture below. It is the white-roofed building next to Broken Bow plaza on the corner. It is right half of the building. The facility is a finished shop space with a lobby, one office space, one bathroom, and a large L-shaped shop area. The facility can be remodeled into three classrooms and larger bathrooms for the school divided into three classrooms and also use the current office and lobby for administration. The letter of intent includes remodeling at the expense of the owner to make it compliant to all laws and regulations regarding an educational facility.

The facility alone will house 90 students 26.6 square feet per student. Also, there is room for two modular classrooms to the right side of the building and still have sufficient parking. This will provide space for 100 more students at 25 students per classroom for a total of 190 students. Additional space would then be rented at Broken Bow.

September 20, 2012

September 4, 2012

RE: Letter of Intent

Karl Peterson , Odyssey Charter School

- 1. **Landlord:** Broken Bow Properties
- 2. **Tenant:** Karl Peterson DBA Odyssey Charter School
- 3. **Building:** 1167 Jones Avenue , Idaho Falls, Idaho 83401
- 4. **Premises:** 2400 square feet 50 % OF Building, Main floor area only.
- 5. **EXTERIOR LOT** 4800 sq.ft. if used for Modular Trailers will be billed out @ \$.50 / sq ft with owner to pay all costs to add utilities for trailers (note -- these costs are not reflected at this time in base rent.
- 6. **Term:** FIXED -60 month lease, to commence on JULY 1, 2012 2013 (TBD)
- 7. **Base Rent:** \$3000.00 per month, based on 2400 sq. ft. @ \$12.50 per ft. annually
- 8. **Triple Net :** To include taxes, Insurance & exterior maintance estimated at \$4320.00 annually (\$360.00 monthly)
- 9. **Expenses:** Utilities, janitorial and phone
- 10. **Security Deposit:** Two Month Base Rent Equal To \$ 6000.00
- 11. **Option to Extend:** Tenant, by providing landlord with 45 days prior written notice, may extend the term of this Lease for one, (1 to 5) year period
- 12. **Tenant Improvements:** The landlord will finish the interior at his cost so that the building will be in compliance with all applicable codes and health and safety laws in order that the facility can be approved by the city for use as a public school.
- 13. **Subletting:** The tenants may NOT sublet the building without approval by landlord
- 14. **Binding Provisions:** When executed by Landlord and Tenant, this document will constitute a Letter Of Intent relative to the above-referenced transaction and will constitute and create a legal obligation of each part to negotiate in good faith to finalize the documentation of the lease.

ACKNOWLEDGED AND AGREED:

Broken Bow Properties Thomas M. Bowcutt

Karl Peterson DBA Odyssey Charter School

Thomas M. Bowcutt

Signature

Signature

September 4, 2012

Date

Date

September 20, 2012



4055 S. Eagleson rd

Boise, ID. 83705

Ph:208-362-7587

Fx:208-362-7588

Modular Classroom Quotation

DESCRIPTION ITEM #1

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

Customer: Odyssey Charter School		Ship to: Idaho Falls, ID.	
Attn: Karl Peterson Phone: 208-681-1805			
май 18, 2012	Terms: Upon Invoice		Ship Via: Common Carrier
Salesman: Don Ruesch	Quotation good for 30 days, subject to availability		Date required: TBD

September 20, 2012

From: Steve Haynie <shaynie@dsmbi.com>
To: kbpetersonmail@yahoo.com
Sent: Tuesday, September 11, 2012 10:45 AM
Subject: Modular Classrooms

Karl,

-
Here at Design Space, we don't have a minimum on how many classrooms you have to rent from us in order for us to do business together. Please let me know if you have any questions.

-
Thanks,

-
[Steve Haynie](mailto:shaynie@dsmbi.com)
Branch Sales Manager
Design Space Modular Buildings, Inc.
4055 Eagleson Rd, Boise, ID 83705
(208) 362-7587 office
(208) 362-7588 fax
shaynie@dsmbi.com

Pricing:

1A: Lease rates:

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

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

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

Installation charges (within Idaho Falls, ID):

Delivery: \$2,606.00 ea

Set-up *: \$2,956.00 ea

Return and teardown charges:

Current rate at time of return

Optional Services **:

Anchors: \$290.00 ea x 2 (lateral tiedowns)

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

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

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

Steps: \$10.00 mo ea

Not included:

Taxes

Ramp or Deck

Insurance

Site prep work

Utilities

Conceptual Floorplan (actual floorplan may differ slightly):

Utility Connections (provided by customer):

Electric: 200 amp, 220 volt, single phase connection to building's panel box

ADDITIONAL INFORMATION

* Set-up cost based on 1500 p.s.f. soil bearing capacity.

** Optional service (may be required by local municipality). Price reflects service taken during time of building delivery.

Our steps are constructed out of metal or aluminum with a 3'x5' landing and three risers with an average height of 34". The will facilitate a trailer setting with a door threshold of 33" to 38" at finished floor. Customer sites or requests that require either a higher or lower finished floor height outside of these parameters will need to find an alternative to the step option we provide.

Rates on handicap ramps assume a 30' long ramp with a 5'x5' landing. Site to be level. Customer requirements beyond those defined herein are subject to an additional charge.

Pricing is based upon others providing all permits, fees, taxes, licenses, utility connections and preparation of a level, compact and truck accessible site. The customer is solely responsible for the procurement and costs of all permits as required for the installation process of the building(s).

Unless otherwise noted, all buildings quoted herein offer a standard 50 lb roof load, and comply with DSMBI standard building specifications.

Quotation excludes all state, local and personal property taxes, fees, building permits and utility connections.

Pricing is for non-code, non-union, and non-prevailing wage.

Pricing is for a standard Modular Industry above ground, pier and pad foundation, block and level type set-up. Pricing does not include charges for tolls, escorts, local permits, and other charges required by local authorities.

Submission of an order does not constitute a guarantee of equipment availability or a commitment by Design Space Modular Buildings Inc. to provide equipment to you. All equipment rentals/sales are subject to equipment availability, credit approval, and execution of Design Space Modular Buildings Inc. lease/sale documentation. DSMBI does not warrant that the equipment meets any local or state code.

Quotation valid for 30 days starting from date listed herein.

Thank you for the opportunity to provide you with this quotation. Please feel free to call me with any questions that you may have at 208-362-7587.

TECHNICAL CLARIFICATIONS

1. This lease/sale is based on:

- a) an assumed soil bearing capacity of 1,500 psf at finished grade;
 - b) no excavation, grading, landscaping or site development;
 - c) a staging area located adjacent to the work site;
 - d) suitable and acceptable access to the site for the module size(s) to be provided;
 - e) electrical to a sub-panel(s) at the end of each module, connection by others;
 - f) multiple potable water/sanitary drops through floor – heat tape/insulation, utility connections to the drops and extensions finished and installed by others;
 - g) no dewatering of subsurface water;
 - h) all underground obstructions, if any, within the proposed building envelope/work area to be located and marked above grade, by others;
 - i) level grade (+ -3") within the proposed building envelope;
 - j) NO sprinkler system/fire alarm system – provided by others;
 - k) NO computer and phone systems - jacks and conductors by others;
 - l) actual module size slightly smaller than that listed herein;
 - m) attached specification(s) and scope of work which form a part of this proposal – DSMB recommends a detailed review of this specification in addition to all other proposals received, to ensure an equal comparison;
 - n) placement of module(s) to be accomplished by the use of truck;
 - o) unless otherwise noted, color selection(s) to be made from manufacturer's standard stock colors;
 - p) no ramps, steps, stoops walks and/or canopies;
 - q) HVAC certified balancing by others;
 - r) wheels and axles to remain on module(s). Hitches will be removed and stored under module(s) if skirting package option is selected, otherwise hitches to remain on building;
 - s) storm water management/erosion and sedimentation control by others;
 - t) Any other drawings and/or tests required are to be supplied by customer;
 - u) Geotechnical studies and reports and survey's are by others;
- NO fire extinguishers – provided by others

There are no businesses that sell or distribute liquor, or firearms that would prevent any of the four options to be used as a school.

The triple net payments will be paid by Odyssey Charter School as is outlined in the letters of intent in the three leasing options of Broken Bow, 3000 Pancheri, and 1167 Jones. Bowen Addition would require that Odyssey take care of these items and these are shown in our budget for Bowen Addition.

September 20, 2012

Appendix G

Charter Developer Resumes

The resumes of the Board of Directors are on the following pages.

Karl Brad Peterson

3890 Taylorview Lane, Ammon, ID 83406. 208-681-1805. kbpetersonmail@yahoo.com

Teaching License

Idaho, Standard Secondary Certificate, endorsed in Art, English, and Drama

Education:

- ✦ Master of Education in Educational Leadership from American College of Education 2011.
- ✦ Bachelor of Fine Arts *cum laude* in Theater from Utah State University an art minor 1983.
- ✦ Bachelor of Science *cum laude* in Secondary Education with a teaching minor in English 1989
- ✦ Associates of Science Snow College 1981

Experience:

Teaching

- ✦ Presently teaching a private after school robotics team for FIRST Lego League. The team won the Rising Star trophy and qualified for the state competition in 2010 and won 1st place in robot design and 2nd place in programming at the regional competition in 2011.
- ✦ Presently substituting as a teacher and administrator at Monticello Montessori Charter School.
- ✦ Taught robotics, crafts, and woodworking for 2 years at Rocky Mountain Middle School. I made the change from VEX robots to Lego Mindstorms robots in the robotics class. I was active in fund raising in order to build up the program from 1 computer and 2 robots to 9 computers and 9 robots.
- ✦ Taught theater at The Theater Factory for 3 years where I worked with youth ranging from 6 to 18 years old. I also wrote, directed, and designed sets and costumes for the productions.
- ✦ Taught English and Theater for 16 years at Idaho Falls High School where I directed the theatrical productions as well as writing some of the scripts and adapted Shakespeare plays to perform at the school. I also started the Shakespeare class offered at Idaho Falls High School. Idaho Falls High School won the 3rd Place Sweepstakes trophy for larger schools at the state drama competition for 4 different years.

Rentals

- ✦ Bought and sold houses and apartments since 1993. I presently have 10 rentals units consisting of 2 four-plex apartments and 2 houses.
- ✦ Organized the designing and building of 2 four-plexes.
- ✦ Partnered to develop Green Gables II apartment complex in Rexburg, Idaho.

Business

- ✦ Owned and operated The Theater Factory for 3 years.
- ✦ Owned and operated Peterson Rentals since 1993.

Writing

- ✦ Taught English and theater at Idaho Falls High School (in Idaho Falls, ID) for 16 years from 1989 to 2005.
- ✦ Written 10 plays and still counting. Some are presently available at PlaysForStage.com.
- ✦ Wrote a curriculum for robotics titled Mindstorms Made Easy. It is available from MindstormsMadeEasy.com and Ebay.

Computer

- ✦ Built and continue maintain the website for PlaysForStage.com and MindstormsMadeEasy.com
- ✦ Illustrated Mindstorms Made Easy using screen shots and digital photography.
- ✦ Competent in Microsoft Office, OpenOffice, Google Docs, Power Teacher, Mindstorms NXT-G (a robotics programming language), Yahoo Site Builder, and Picasa.

Other Experience and Training

- ✦ Cub Master for 5 years organizing monthly pack meetings and managing advancements.
- ✦ I graduated from Wood Badge leadership training through the Boy Scouts of America. I have worked with disabled people in my home, teaching them life skills since 1993.
- ✦ Personal Care Provider running a Certified Family Home where I work with 3 developmentally disabled adults providing their therapy in living skills as well as providing their housing and meals.

References

Randy Hurley, Principal of Idaho Falls High School
601 South Holmes Avenue
Idaho Falls, ID 83401
208-525-3344, 208-525-7740

Dave Meyer, ~~Director of Monticello Montessori Charter School~~ Vice Principal, Rigby Junior High School
4707 S. Sweetwater Way
Ammon, ID 83406
208-520-2492, 208-419-0742

Kirk Astel, Associate Professor at Brigham Young University-Idaho
109 John Taylor Building
Brigham Young University Idaho
Rexburg, ID 83460
208-496-3937

September 20, 2012

Monica Hendricks Couch

1450 Fox Court · Idaho Falls, ID 83404 · (208) 351-8669 · E-mail: Monhendricks@yahoo.com

Experience

BRIGHAM YOUNG UNIVERSITY – IDAHO, Rexburg, ID

Adjunct Teacher in the Humanities and English Departments, Sept. 2005 – July 2008

Taught introductory Western Civilization survey courses in the Humanities Dept. for three terms, and then taught Business English in the English Dept. for two terms. Assisted in developing an online Business English course with recorded lectures, and taught the online class.

MOFFATT THOMAS, Idaho Falls, ID

Legal Secretary, August 2003 – October 2005

Supported a partner and two associates in a litigation and intellectual property practice. Also helped coordinate legal education seminars for local business owners.

ROBIN, BLECKER & DALEY, New York City, NY

IP Legal Secretary, April 2000 – June 2003

Supported two senior attorneys and an associate in the Trademark Department. Assumed many paralegal responsibilities, including client communication, research, and Internet filings.

CLEARPOOL, INC., Brooklyn, NY

K-5 Program Coordinator in Literacy Program, June 1998- August 1999

Was part of the management team in the after school and summer literacy programs at a Beacon elementary school, in the Chancellor's District. Managed over twenty teachers, helped develop curriculum, taught when teachers were absent, and worked one-on-one with students.

MILLER, STARR & REGALIA, Walnut Creek and Redwood City, California

Human Resources and Marketing Assistant / Legal Secretary, March 1993 - August 1997

Worked for two years as a legal secretary in the litigation and transactional departments, and then was asked to join the HR and Marketing team. From April to August, 1997, worked as interim office manager and assisted three attorneys, as we opened a new branch office in Silicon Valley.

Volunteer Work

MONTICELLO MONTESSORI CHARTER SCHOOL – Ammon, ID

Hiring Committee Member (July, 2010) and PFA Volunteer (Jan. 2010 – present)

Assisted in creating interview questions for teacher applicants, and in the interviewing of applicants. Currently I organize community fundraising nights and teach a weekly art class for two teachers.

Education

NEW YORK UNIVERSITY, *M.A. Humanities and Social Thought*, 2000

Masters work included working with 567 students in 12 New York City high schools, to measure how teaching multicultural literature texts impacts high school students' academic performance and patterns of social interaction. Research was authorized and approved by the University Committee on Activities Involving Human Subjects at NYU.

UNIVERSITY OF CALIFORNIA - BERKELEY, *B.A. English*, 1991

Minor in French. Senior seminar on the Irish Conflict; and courses in African-American literature.

References

David Meyer, Superintendent
Monticello Montessori Charter School
4707 S. Sweetwater Way
Ammon, ID 83406
Tel: (208) 520-2492
E-mail: administrator@monticellomontessori.com

Lee Radford, Esq.
Moffatt Thomas
420 Memorial Drive
Idaho Falls, Idaho 83402
Tel: (208) 522-6700
E-mail: KLR@moffatt.com

Jack Harrell, Ph.D.
English Department
Brigham Young University – Idaho
525 South Center Street
180 Rigby Hall
Rexburg, Idaho 83460-4540
Tel: (208) 496-4383
E-mail: harrellj@byui.edu

Howard Barnaby, Esq.
Coordinator, Special Programs
Center for Language Study
Yale University
370 Temple Street
New Haven, CT 06511
Tel: (203) 432-8504
E-mail: howard.barnaby@yale.edu

September 20, 2012

Kimberly Evans Ross, Esq.

1120 E. 1275 N., Shelley, ID 83274

(208) 757-9319

kde@moffatt.com

WORK EXPERIENCE

Moffatt Thomas Barrett Rock & Fields, Chrtd.
Partner/Shareholder

Idaho Falls, ID
April 2004 to present

Practice areas include general commercial litigation, business and corporate law, debtor/creditor relations, real estate litigation, construction litigation, insurance defense, employment litigation, and employment law, including ADA, Title VII, USERRA, FMLA, and FLSA, and the Idaho Human Rights Act.

Tarlow & Stonecipher, P.L.L.C.
Associate Attorney

Bozeman, MT
Aug. 1999 to Dec. 2003

Practice areas included employment law, employment litigation, commercial litigation, business and corporate law, construction law, insurance defense and intellectual property transactions.

Montana Supreme Court
Law Clerk
Chief Justice J.A. Turnage

Helena, MT
Aug. 1998 to Aug. 1999

Drafted appellate court opinions; conducted legal research, marshaled oral arguments; reviewed content of appellate briefs for compliance with the rules of appellate procedure.

United States Bankruptcy Court, Middle Dist. of N.C.
Law Clerk

Greensboro, NC
Sept. 1997 to July 1998

Chief Judge William L. Stocks

Performed legal research on federal and state law issues related to pending motions and trial matters; reviewed and prepared case summaries for all motions and briefs filed with the court; opened and attended trial court twice a week.

EDUCATION

University of North Carolina
Juris Doctorate with Honors

Chapel Hill, NC
1997

Honors/Awards: Holderness Moot Court National Team member, Dean's List six semesters, Certificate of Merit in Legal History, Certificate of Merit in Debtor/Creditor Relations, Recipient of the American Bankruptcy Law Journal Prize 1997

Boise State University
Bachelor of Arts in English, *Cum Laude* with Distinguished Honors
Member of CEDA Debate Team, 2 years

Boise, ID
1994

MEMBERSHIPS & AWARDS

Montana State Bar: admitted 1998

Idaho State Bar: admitted 2004

(Member of Corporate Law, Litigation, and Employment Law Practice Divisions)

American Bar Association

Federal Bar Association

Society for Human Resource Management ("SHRM")

Idaho Women Lawyers

Idaho Legal Historical Society

Recipient of Idaho Business Review 2012 Women of the Year Award

Lisa S. Nolan, MBA, CPA

1000 Wheatstone Drive, Idaho Falls, Idaho 83404

(208) 520-9357

lisa.s.nolan@gmail.com

Work Experience

CPA, Owner

October 2010 – Present

Reliant Group, Inc. – Idaho Falls, Idaho

- Focused in corporate audit and tax, employee benefits audits, employee benefits programs and reporting compliance, and personal income tax and planning.

CPA, Account Executive/Manager, Partner

January 2003 – October 2010

Cooper Norman – Idaho Falls, Idaho

- Focused experience on corporate audits and taxation in the government contracting and construction industries. Specialized in employee benefit programs, providing audit services to benefit plans, as well as administrative compliance services. Lead partner in ERISA practice.
- Experienced in various client accounting and tax software.

Graduate Teaching Assistant

September 2000 – December 2002

Idaho State University – Pocatello, Idaho

- Assisted Accounting 201 professors, graded Accounting 201 homework, and instructed students on basic introduction to QuickBooks Pro.

Administrative Assistant

1998 to 1999

State of Idaho EMS Bureau – Regional Office, Idaho Falls, Idaho

- Managed regional budgets, purchasing, and grants.
- Scheduled and coordinated use of training equipment, maintained office equipment and supplies inventories.
- Coordinated regional certification examination, developed flyers, maintained approved training course records, certification records, instructor records, and test evaluator records.

Secretary

1996 to 1998

State of Idaho Emergency Services Training, Boise, Idaho

- Reviewed and prioritized incoming correspondence, produced letters and bulk mailings, developed course and conference flyers, recorded class costs and budget information, scheduled and shipped course materials, and directed incoming calls.

Office Manager and Claims Adjuster

1992 to 1995

Pacific Claims, Inc., Seattle, Washington

- Licensed Independent Adjuster, State of Washington.
- Supervised a clerical staff of four personnel, assisted in handling Longshore and Jones Act claims, reviewed expenses, prepared and tracked insurance payments and receipts.

Education

Master of Business Administration – Accounting Emphasis

December 2002

Idaho State University

Bachelor of Business Administration

December 2000

Idaho State University

Double major: Management and Finance, Emphasis in Entrepreneurship

- Achieved overall grade point average of 3.6 (on a 4.0 scale).

Community Involvement

Exchange Club

(www.nationalexchangeclub.org)

"Exchange, America's Premier Service Club, working to make our communities better places to live."

- Active member and Past-President of the Idaho Falls Exchange Club
- Current District President (2011-2012) Yellowstone District Exchange Club

Help, Inc.

(<http://www.helpincidaho.org>)

"To eradicate child abuse in our communities through community education and victim and family support."

- Active board member since 2007 and current Treasurer.

Professional Associations

- American Institute of Certified Public Accountants (AICPA)
- Idaho Society of Certified Public Accountants (ISCPA)
- American Society of Pension Professionals & Actuaries (ASPPA)

References

- David M. Smith, CPA, Smith & Company, PLLC – (208) 524-2601
- James Drake, DMD, Park West Dental Care – (208) 524-0870
- Todd Mary, The Hartwell Corporation – (208) 522-5656

September 20, 2012

Chris M. Peterson

3890 Taylorview Lane
Ammon, Idaho 83406
208-524-1286
cpeterson@butterflyoils.com

Education

Midwifery College of Utah May 2010-present
Graduation expected by January 2015
NARM Certification expected by 2015

Eastern Idaho Technical College Summer 1993 semester
Earned a Certified Nurse Assistant Certificate (CNA)
First Aid training American Red Cross February 1993-present
CPR from February 1993-present
NRP enrolled in class in April 2011 will gain certificate

Experience

1993-present

Certified Family Home Care Provider (24 hour home health nurse aid in a home setting in my home)

I provide the following services for my clients:

management of all finances and payee for clients (i.e. adults with disabilities), all management of home and cleaning of laundry, making food and shopping for clients meals, most transportation, training of daily chores for clients, training for basic personal skills such as hair care, brushing teeth, showering, toileting, and so on. Manage all doctor, dentist, and other therapies, handle any and all medications taken by clients.

As a Certified Family Home Provider I attend monthly meetings with supervising RN where I report, monthly meetings with state representative where I make an accounting of all funds spent. Yearly re-licensing home with state representative, file taxes annually.

Community Service:

Girl's Scouts Leader 2004-2006 (worked with ages 6-10)
Cub Scouts Leader 2010 (worked with 9 yr. olds)
Church Youth Teacher 2009-2010 (worked with 8 yr. olds)
Church Youth Teacher 2010-Present (working with 5 yr. olds)

Personal Interest:

I enjoy working with children in scouting and church groups. I also enjoy running, biking, vegetarian cooking, watching old movies, and anything that has to do with birth or midwifery. I enjoy alternative health modalities and I use and sell essential oils. I have home schooled my eight children for the past fifteen years. I am very interested in the educational system for in my area.

September 20, 2012

References

Val Stark
(208) 709-3883 Cell
(208) 357-2341 Home
307 W Maple St
Shelley, ID 83274

Karen Ady
(435) 725-3214 Home
6490 West 3000 SOUTH
Roosevelt, UT 84066

Tammy Sher
(208) 522-1119 Home
153 Clubhouse Circle
Idaho Falls, ID 83401

Appendix H

Start-Up Budgets with Assumptions

The start up budget is included in Appendix I and J. The assumptions for the facilities are in Appendix F. The assumptions for various subcontractors are found in the bids and the memoranda of intent in Appendix P. Key budget assumptions are summarized below:

First Year with students (listed as year 2 in budgets):

Minimum expected students – 140

Maximum expected classrooms – 7

All calculations summarized are for Year 1 Worst Case Scenario – Broken Bow; unless otherwise indicated.

Income items:

- State Apportionment: Utilizing the state’s 2012 M&O worksheets. ADA of 90%, returns 10.9 support units in grades 6 through 10. Seven instructional staff with an index of 1.0. One administrator with an index of 2.0126.

**Required Data Elements for Calculating Salary Based Apportionment
Include only staff paid from General Fund Money (code 10)
For Budgeting Purposes 2011-2012**

Charter Number	
Charter Name	Odyssey
Charter February Support Units	10.9
Separate Secondary School Allowance	N/A
Charter Staff Index - Administration	2.01260
Charter Staff Index - Instructional	1
Actual FTE - Administration	1.00000
Actual FTE - Instructional	7.00000
Actual FTE - Noncertified	5.50000
Actual Total Salary - Administration	\$51,500
Actual Total Salary - Instructional	\$210,000
Actual Total Salary - Noncertified	\$73,000
Minimum adj to \$30,000	\$51,709

September 20, 2012

- State Transportation: Reimbursement is 85% of cost. Annual increase at standard inflation rate. Estimated reimbursement rate was compared to another charter school with similar distances and student demographics. Following are the calculations for estimating cost, as well as the calculation for comparing reasonableness of estimated transportation income.

Mileage rates (based on quote from Teton Stage Lines):

Minimum	\$3.05
Maximum	\$4.10
 Rate used for budgeting	 \$4.10

Proposed routes (see map):

Bus route #1 (Shelley)	13.4 miles
Bus route #2 (Rigby)	13.9 miles
Add'l mileage for routes	17.7 miles
Mileage one way	<u>45.0</u>
 Round-trip total estimated miles per day	 90
Times # of school days	176
Total miles per year	<u>15,840</u>
# months in year	9
# of bus routes	2
Estimated miles per month per route	<u>880</u>
 Estimated miles per month (2 routes)	 1,760
Times estimated mileage rate	\$4.10
Estimated monthly cost	<u>\$7,216.00</u>
 Estimated monthly cost	 \$7,216.00
# of months	9
Estimated annual cost (Teton Stage Lines)	<u>\$64,944.00</u>

COMPARATIVE ESTIMATE:

Taylor's Crossing busing % of student body (Grades K-12)	44.14%
 Reimbursable Cost per the Pupil Transportation Statewide Summary for School Year 2009-2010 (annual rate per student)	 \$886
 Student body - year 1	 140
Applied % of students busing (Taylor's Crossing)	44%
Estimated bused students	62
Reimbursement rate per student from State	\$886
Total estimated transportation income (# students x rate)	<u>\$54,932</u>
Variance from estimated income through Teton Stage Lines	(270)
 Total estimated transportation income	 54,932
Estimated transportation reimbursement rate	1
Total estimated transportation cost based on historic reimb rate	<u>64,626</u>
Variance from estimated cost through Teton Stage Lines	(318)

Transportation (continued)

Anticipated routes in the Worst Case Scenario include one to Shelley and one to Rigby:



Bus Route #1 (13.4 miles)



Bus Route #2 (13.9 miles)

In the Most Likely Scenario, an additional route is included in the budget to accommodate additional students. In the Best Case Scenario, one more additional route is included in the budget.

September 20, 2012

- Lunch: Reimbursement is based on 55% of the students utilizing free or reduced lunch, and 45% paid lunches. Reimbursement rates of \$2.77, \$2.37, and \$0.23 per lunch.

LUNCH

COSTS:

MOI That One Place	\$3.00
MOI Taylor's Crossing	\$2.75

			Rate	Daily		
Estimated total students		140	Reimbursed	Reimbursed	Student Paid	Daily Cost
% of students - paid lunch	45%	63	\$0.23	\$14.49	\$173.25	
% of students - reduced lunch	30%	42	\$2.37	\$99.54		
% of students - free lunch	25%	35	\$2.77	\$96.95		
Total lunches	100%	140		\$210.98	\$173.25	\$385.00

- Grants/Other Revenue: The initial start-up budget includes the Albertson's grant of \$250,000. The First-Year Month-by-Month Cash Flow budget shows how this grant will be utilized in the first year, as well as the First-Year Operating Budget without the grant.

Expense items:

- Salaries: There will be a total of 7 instructors to accommodate 7 classrooms.
- Benefits: PERSI is assumed at 10.5% of gross wages. We are investigating health care plan options, including a medical stipend similar to a program utilized in another charter school. Current budget assumes \$2,400 per FTE.
- Workers' Comp & Unemployment: Rates provided by the State Insurance Fund of \$0.54/\$100 for "professionals" and \$4.81/\$100 for maintenance workers. The board member rate is \$5 each. Unemployment is based on the "new employer rate" of 3.36%, up to \$34,100. No rate adjustments are assumed for subsequent years.

Workman's Comp rates (Per State Insurance Fund):

		<u>Salary</u>	<u>Premium</u>
Professionals (rate per \$100)	0.54	324,500	1,752
Maintenance (rate per \$100)	4.81	10,000	481
Board members (\$2000 * 0.25 / 100 * each member)			25
		<u>334,500</u>	<u>2,258</u>

Unemployment rate (Idaho Department of Labor)

Standard rate for new employers in 2012	3.36%	334,500	
Less excess wages (Base for 2012 is \$34,100)		(17,400)	
(Source http://labor.idaho.gov/dnn/Default.aspx?tabid=709)		<u>317,100</u>	<u>10,655</u>

TOTAL WORKMAN'S COMP & UNEMPLOYMENT			<u>12,913</u>
--	--	--	----------------------

September 20, 2012

Total Benefits:

For comparison and reasonableness of amounts budgeted for Retirement/PERSI, Health/Life Insurance, Payroll Taxes, Workers Comp/Unemployment, the total budget of \$106,025 was compared to another charter school as a percentage of total gross wages. Odyssey has budgeted 31.7% of total wages, compared to 26.7% of total wages for the other charter school. This leaves 5% of total wages as a cushion.

- **Textbooks:** Estimated total cost includes additional books per class/grade level in anticipation of additional students in any given grade level. Price quotes were provided for Math (\$69), Science/Health (\$23), Social Studies (\$23), plus instructor texts. Language Arts and Robotics were estimated at \$10,500 and \$12,020, respectively. The cost of textbooks are is subject to a 3% inflation rate.
- **Student Technology:** Year 1 provides a computer lab that can service up to 60 students, double the capacity in Year 2. The “host” computer monitors 10 terminals. The host computer would be utilized by the instructor and/or teacher’s assistant. Grade 6 would have primary access to the computer lab. Grades 7 through 12 includes 1 to 1 ratio of netbooks to student. Each teacher will have a netbook and printer in the classroom. The Testing and Assessment will be conducted in the Computer Lab. The Albertson’s grant is budgeted for Grades 7 through 10 netbooks. The classrooms will utilize the computer lab. Years 2 through 4 add additional netbooks and prices are adjusted for inflation.

MULTISEAT SYSTEM COST	Qty.	Unit Cost	Extended Cost
Host computer - quad core, 4GB RAM including monitor and keyboard	1	\$1,500	\$1,500
Monitors	10	\$120	\$1,200
Keyboards	10	\$30	\$300
License per computer, Useful	11	\$59	\$649
USB MultiSeat device	11	\$90	\$990
TOTAL COST			\$4,639

Location		Qty.	Cost	Total	Qty.	Cost	Total	Qty.	Cost	Total	Qty.	Cost	Total
Computer lab	MultiSeat - 30 users	3	\$4,639	\$13,917	3	\$4,778	\$14,335						
Grade 6	(none - uses lab)												
Grade 7		45	\$348	\$15,660	(16)	\$358	-\$5,735	(4)	\$369	-\$1,477	20	\$380	\$7,605
Grade 8		45	\$348	\$15,660	8	\$358	\$2,868	(24)	\$369	-\$8,861	(2)	\$380	-\$761
Grade 9		25	\$348	\$8,700	28	\$358	\$10,036	-	\$369	\$0	(26)	\$380	-\$9,887
Grade 10	Acer 15.6" Netbook	25	\$348	\$8,700	-	\$358	\$0	28	\$369	\$10,337	(2)	\$380	-\$761
Grade 11	4GB RAM 1.0 GHz 1MB		\$348	\$0	20	\$358	\$7,169	-	\$369	\$0	28	\$380	\$10,648
Grade 12			\$348	\$0	-	\$358	\$0	20	\$369	\$7,384	-	\$380	\$0
Instructors		7	\$348	\$2,436	1	\$358	\$358	1	\$369	\$369	1	\$380	\$380
Classrooms	Laser printers	7	\$160	\$1,120	1	\$165	\$165	1	\$170	\$170	1	\$175	\$175
Total for computers and hardware				\$66,193			\$29,195			\$7,923			\$7,400

September 20, 2012

- Furniture & Equipment: 7 classrooms can be outfitted for approximately \$36,000. The balance of the budget includes furniture and equipment for the main office, principal's office, and mailroom. Subsequent years budget for additional classrooms and adjusted for inflation.

	Year 1 (Start up year)			Year 2			Year 3			Year 4		
2-drawer filing cabinet	7	189.88	\$1,329.16	1	\$195.58	\$195.58	1	\$201.44	\$201.44	1	\$207.49	\$207.49
3-hole punch	7	15.29	\$107.03	1	\$15.75	\$15.75	1	\$16.22	\$16.22	1	\$16.71	\$16.71
American Flag	7	\$8.30	\$58.10	1	\$8.55	\$8.55	1	\$8.81	\$8.81	1	\$9.07	\$9.07
Bookshelves	7	\$69.99	\$489.93	1	\$72.09	\$72.09	1	\$74.25	\$74.25	1	\$76.48	\$76.48
Bulletin board	7	\$111.77	\$782.39	1	\$115.12	\$115.12	1	\$118.58	\$118.58	1	\$122.13	\$122.13
Cabinet	7	\$319.95	\$2,239.65	1	\$329.55	\$329.55	1	\$339.43	\$339.43	1	\$349.62	\$349.62
Calculators	7	\$3.99	\$27.93	1	\$4.11	\$4.11	1	\$4.23	\$4.23	1	\$4.36	\$4.36
Chairs - student	145	\$23.88	\$3,462.60	47	\$24.60	\$1,156.03	21	\$25.33	\$532.02	23	\$26.09	\$600.17
Clock - Atomic Wall	7	\$46.88	\$328.16	1	\$48.29	\$48.29	1	\$49.73	\$49.73	1	\$51.23	\$51.23
Door Stop	7	\$4.49	\$31.43	1	\$4.62	\$4.62	1	\$4.76	\$4.76	1	\$4.91	\$4.91
Emergency Folder Wall Holder	7	\$9.79	\$68.53	1	\$10.08	\$10.08	1	\$10.39	\$10.39	1	\$10.70	\$10.70
Equipment Cart	7	\$74.88	\$524.16	1	\$77.13	\$77.13	1	\$79.44	\$79.44	1	\$81.82	\$81.82
Extension Cord	7	\$5.79	\$40.53	1	\$5.96	\$5.96	1	\$6.14	\$6.14	1	\$6.33	\$6.33
First Aid Kit	7	\$29.49	\$206.43	1	\$30.37	\$30.37	1	\$31.29	\$31.29	1	\$32.22	\$32.22
Globes	3	\$64.95	\$194.85	1	\$66.90	\$66.90	1	\$68.91	\$68.91	1	\$70.97	\$70.97
Microscopes	20	\$64.99	\$1,299.80	20	\$66.94	\$1,338.79		\$68.95	\$0.00		\$71.02	\$0.00
Overhead Projector	7	\$139.99	\$979.93	1	\$144.19	\$144.19	1	\$148.52	\$148.52	1	\$152.97	\$152.97
Pencil Sharpener	7	\$31.99	\$223.93	1	\$32.95	\$32.95	1	\$33.94	\$33.94	1	\$34.96	\$34.96
Power Strip	7	\$7.99	\$55.93	1	\$8.23	\$8.23	1	\$8.48	\$8.48	1	\$8.73	\$8.73
Projector	7	\$399.99	\$2,799.93	1	\$411.99	\$411.99	1	\$424.35	\$424.35	1	\$437.08	\$437.08
Pull Down Maps	7	\$249.00	\$1,743.00	1	\$256.47	\$256.47	1	\$264.16	\$264.16	1	\$272.09	\$272.09
Pull Down Screen	7	\$71.99	\$503.93	1	\$74.15	\$74.15	1	\$76.37	\$76.37	1	\$78.67	\$78.67
Safety Goggles	20	\$2.59	\$51.80	20	\$2.67	\$53.35		\$2.75	\$0.00		\$2.83	\$0.00
Scientific Calculators	20	\$9.49	\$189.80	20	\$9.77	\$195.49		\$10.07	\$0.00		\$10.37	\$0.00
Scissors	7	\$2.99	\$20.93	1	\$3.08	\$3.08	1	\$3.17	\$3.17	1	\$3.27	\$3.27
Staple Remover	3	\$2.99	\$8.98	1	\$3.08	\$3.08	1	\$3.18	\$3.18	1	\$3.27	\$3.27
Stapler - Heavy Duty	7	\$14.29	\$100.03	1	\$14.72	\$14.72	1	\$15.16	\$15.16	1	\$15.62	\$15.62
Stapler	7	\$8.99	\$62.93	1	\$9.26	\$9.26	1	\$9.54	\$9.54	1	\$9.82	\$9.82
Tables - Activity	35	\$78.80	\$2,758.00	1	\$81.16	\$81.16	1	\$83.60	\$83.60	1	\$86.11	\$86.11
Task chair	10	\$175.63	\$1,756.30	1	\$180.90	\$180.90	1	\$186.33	\$186.33	1	\$191.92	\$191.92
Tape Dispenser	7	\$3.99	\$27.93	1	\$4.11	\$4.11	1	\$4.23	\$4.23	1	\$4.36	\$4.36
Teacher chair	7	\$65.88	\$461.16	1	\$67.86	\$67.86	1	\$69.89	\$69.89	1	\$71.99	\$71.99
Teacher desk	7	\$331.70	\$2,321.90	1	\$341.65	\$341.65	1	\$351.90	\$351.90	1	\$362.46	\$362.46
Trash can (6.8 gal)	7	\$34.99	\$244.93	1	\$36.04	\$36.04	1	\$37.12	\$37.12	1	\$38.23	\$38.23
White board	7	\$279.99	\$1,959.93	1	\$288.39	\$288.39	1	\$297.04	\$297.04	1	\$305.95	\$305.95
White board eraser	14	\$2.49	\$34.86	1	\$2.56	\$2.56	1	\$2.64	\$2.64	1	\$2.72	\$2.72
Magnetic proj. markerboard	6	\$335.75	\$2,014.50	1	\$345.82	\$345.82	1	\$356.20	\$356.20	1	\$366.88	\$366.88
Portable XGA Projector	6	\$564.99	\$3,389.94	1	\$581.94	\$581.94	1	\$599.40	\$599.40	1	\$617.38	\$617.38
Shipping costs		10%	\$3,290.12		10%	\$661.63		10%	\$452.09		10%	\$470.87
TOTAL CLASSROOM EQUIPMENT			\$36,191.37			\$7,277.96			\$4,972.94			\$5,179.54

September 20, 2012

Additional furniture and equipment for the office/mailroom, Principal's office, and business manager's office.

	Year 1 (Start up year)		Year 2		Year 3		Year 4		
3-Hole punch	3	\$15.29	\$45.87	\$15.75	\$0.00	\$16.22	\$0.00	\$16.71	\$0.00
Binding machine	1	\$122.99	\$122.99	\$126.68	\$0.00	\$130.48	\$0.00	\$134.39	\$0.00
Bookshelves	3	\$39.99	\$119.97	\$41.19	\$0.00	\$42.43	\$0.00	\$43.70	\$0.00
Bulletin Board Cabinet	1	\$79.88	\$79.88	\$82.28	\$0.00	\$84.74	\$0.00	\$87.29	\$0.00
Calculator	1	\$6.99	\$6.99	\$7.20	\$0.00	\$7.42	\$0.00	\$7.64	\$0.00
Chair - Office	3	\$84.88	\$254.64	\$87.43	\$0.00	\$90.05	\$0.00	\$92.75	\$0.00
Chair - Staff	8	\$23.88	\$191.04	\$24.60	\$0.00	\$25.33	\$0.00	\$26.09	\$0.00
Chair - Visitor	4	\$69.99	\$279.96	\$72.09	\$0.00	\$74.25	\$0.00	\$76.48	\$0.00
Chair - Visitor	4	\$69.99	\$279.96	\$72.09	\$0.00	\$74.25	\$0.00	\$76.48	\$0.00
Clipboards	10	\$1.79	\$17.90	\$1.84	\$0.00	\$1.90	\$0.00	\$1.96	\$0.00
Clock - Atomic Wall	3	\$46.88	\$140.64	\$48.29	\$0.00	\$49.73	\$0.00	\$51.23	\$0.00
Copier	1	\$799.99	\$799.99	\$823.99	\$0.00	\$848.71	\$0.00	\$874.17	\$0.00
Desk - Office	3	\$288.99	\$866.97	\$297.66	\$0.00	\$306.59	\$0.00	\$315.79	\$0.00
Emergency Folder Wall Holder	1	\$9.79	\$9.79	\$10.08	\$0.00	\$10.39	\$0.00	\$10.70	\$0.00
Extension Cord	1	\$5.79	\$5.79	\$5.96	\$0.00	\$6.14	\$0.00	\$6.33	\$0.00
Fax Machine	1	\$59.98	\$59.98	\$61.78	\$0.00	\$63.63	\$0.00	\$65.54	\$0.00
Filing cabinet - 2-drawer lateral	2	\$189.88	\$379.76	\$195.58	\$0.00	\$201.44	\$0.00	\$207.49	\$0.00
Fire Proof Filing Cabinet	1	\$1,099.99	\$1,099.99	\$1,132.99	\$0.00	\$1,166.98	\$0.00	\$1,201.99	\$0.00
First Aid Kit	1	\$29.49	\$29.49	\$30.37	\$0.00	\$31.29	\$0.00	\$32.22	\$0.00
Heavy Duty Stapler	1	\$47.99	\$47.99	\$49.43	\$0.00	\$50.91	\$0.00	\$52.44	\$0.00
Labeler	1	\$29.99	\$29.99	\$30.89	\$0.00	\$31.82	\$0.00	\$32.77	\$0.00
Laminator	1	\$1,330.99	\$1,330.99	\$1,370.92	\$0.00	\$1,412.05	\$0.00	\$1,454.41	\$0.00
Laminator Stand	1	\$186.99	\$186.99	\$192.60	\$0.00	\$198.38	\$0.00	\$204.33	\$0.00
Lockers	1	\$251.99	\$251.99	\$259.55	\$0.00	\$267.34	\$0.00	\$275.36	\$0.00
Mail boxes (set)	1	\$232.00	\$232.00	\$238.96	\$0.00	\$246.13	\$0.00	\$253.51	\$0.00
Microwave	1	\$49.00	\$49.00	\$50.47	\$0.00	\$51.98	\$0.00	\$53.54	\$0.00
Paper Clip Holder	2	\$4.79	\$9.58	\$4.93	\$0.00	\$5.08	\$0.00	\$5.23	\$0.00
Paper Cutter	1	\$114.99	\$114.99	\$118.44	\$0.00	\$121.99	\$0.00	\$125.65	\$0.00
Pencil Sharpener	1	\$31.99	\$31.99	\$32.95	\$0.00	\$33.94	\$0.00	\$34.96	\$0.00
Phone System, D-Link Voice Center	1	\$2,330.00	\$2,330.00						
IP Phone, Cisco SPA504G	12	\$169.00	\$2,028.00						
Power Strip	3	\$7.99	\$23.97	\$8.23	\$0.00	\$8.48	\$0.00	\$8.73	\$0.00
Radio - 2-way	1	\$47.11	\$47.11	\$48.52	\$0.00	\$49.98	\$0.00	\$51.48	\$0.00
Recycling bin & lid	1	\$204.98	\$204.98	\$211.13	\$0.00	\$217.46	\$217.46	\$223.99	\$0.00
Recycling bin (31 gal)	1	\$149.99	\$149.99	\$154.49	\$0.00	\$159.12	\$0.00	\$163.90	\$0.00
Recycling bin lid	1	\$54.99	\$54.99	\$56.64	\$0.00	\$58.34	\$0.00	\$60.09	\$0.00
Refrigerator	1	\$399.99	\$399.99	\$411.99	\$0.00	\$424.35	\$0.00	\$437.08	\$0.00
Round Tables	1	\$102.88	\$102.88	\$105.97	\$0.00	\$109.15	\$0.00	\$112.42	\$0.00
Scissors	2	\$2.99	\$5.98	\$3.08	\$0.00	\$3.17	\$0.00	\$3.27	\$0.00
Staple Remover	1	\$2.99	\$2.99	\$3.08	\$0.00	\$3.17	\$0.00	\$3.27	\$0.00
Stapler	3	\$14.29	\$42.87	\$14.72	\$0.00	\$15.16	\$0.00	\$15.62	\$0.00
Tables - Lunch	2	\$164.88	\$329.76	\$169.83	\$0.00	\$174.92	\$0.00	\$180.17	\$0.00
Tape Dispenser	3	\$3.99	\$11.97	\$4.11	\$0.00	\$4.23	\$0.00	\$4.36	\$0.00
Trash can (6.8 gal)	2	\$34.99	\$69.98	\$36.04	\$0.00	\$37.12	\$0.00	\$38.23	\$0.00
Trash can (6.8 gal)	3	\$34.99	\$104.97	\$36.04	\$0.00	\$37.12	\$37.12	\$38.23	\$0.00
Trash can-large (22 gal)	1	\$71.99	\$71.99	\$74.15	\$0.00	\$76.37	\$0.00	\$78.67	\$0.00
		10%	\$1,305.95	15%	\$0.00	15%	\$0.00	15%	\$0.00
			\$14,365.48		\$0.00		\$254.58		\$0.00

Items to be covered by the Albertson's grant:

** Items for the Albertson's grant:			
2-drawer filing cabinet	4	189.88	\$759.52
3-hole punch	5	15.29	\$76.45
American Flag	7	\$8.30	\$58.10
Bookshelves	4	\$69.99	\$279.96
Bulletin board	4	\$111.77	\$447.08
Cabinet	5	\$319.95	\$1,599.75
Calculators	5	\$3.99	\$19.95
Door Stop	7	\$4.49	\$31.43
Emergency Folder Wall Holder	7	\$9.79	\$68.53
Equipment Cart	5	\$74.88	\$374.40
Extension Cord	5	\$5.79	\$28.95
First Aid Kit	5	\$29.49	\$147.45
Globes	2	\$64.95	\$129.90
Microscopes	10	\$64.99	\$649.90
Overhead Projector	5	\$139.99	\$699.95
Pencil Sharpener	7	\$31.99	\$223.93
Power Strip	7	\$7.99	\$55.93
Projector	5	\$399.99	\$1,999.95
Pull Down Maps	7	\$249.00	\$1,743.00
Pull Down Screen	7	\$71.99	\$503.93
Safety Goggles	10	\$2.59	\$25.90
Scientific Calculators	10	\$9.49	\$94.90
Scissors	7	\$2.99	\$20.93
Staple Remover	3	\$2.99	\$8.98
Stapler - Heavy Duty	5	\$14.29	\$71.45
Stapler	7	\$8.99	\$62.93
Tables - Activity	25	\$78.80	\$1,970.00
Task chair	5	\$175.63	\$878.15
Tape Dispenser	7	\$3.99	\$27.93
White board	7	\$279.99	\$1,959.93
White board eraser	14	\$2.49	\$34.86
Magnetic proj. markerboard	4	\$335.75	\$1,343.00
Portable XGA Projector	4	\$564.99	\$2,259.96
3-Hole punch	2	\$15.29	\$30.58
Binding machine	1	\$122.99	\$122.99
Bookshelves	2	\$39.99	\$79.98
Bulletin Board Cabinet	1	\$79.88	\$79.88
Calculator	1	\$6.99	\$6.99
Chair - Visitor	8	\$69.99	\$559.92
Clipboards	10	\$1.79	\$17.90
Desk - Office	3	\$288.99	\$866.97
Emergency Folder Wall Holder	1	\$9.79	\$9.79
Extension Cord	1	\$5.79	\$5.79
Filing cabinet - 2-drawer lateral	2	\$189.88	\$379.76
Heavy Duty Stapler	1	\$47.99	\$47.99
Labeler	1	\$29.99	\$29.99
Laminator	1	\$1,330.99	\$1,330.99
Laminator Stand	1	\$186.99	\$186.99
Lockers	1	\$251.99	\$251.99
Paper Clip Holder	2	\$4.79	\$9.58
Paper Cutter	1	\$114.99	\$114.99
Pencil Sharpener	1	\$31.99	\$31.99
Power Strip	2	\$7.99	\$15.98
Radio - 2-way	1	\$47.11	\$47.11
Refrigerator	1	\$399.99	\$399.99
Round Tables	1	\$102.88	\$102.88
Stapler	2	\$14.29	\$28.58
Tables - Lunch	1	\$164.88	\$164.88
Tape Dispenser	2	\$3.99	\$7.98
Trash can (6.8 gal)	2	\$34.99	\$69.98
Trash can-large (22 gal)	1	\$71.99	\$71.99
			<u>\$23,731.41</u>

September 20, 2012

- Computer Hardware – Admin: 3 computers and 2 printers (one networked and one dedicated) for the Principal, Business Manager, and Office Staff. Computers pre-loaded with standard office software. Computers are scheduled for upgrade in Year 4.

LOCATION	YEAR 1	YEAR 2	YEAR 3	YEAR 4
Administrator (loaded with MS Office)	\$2,500			\$2,500
Business manager (loaded with MS Office)	\$2,500			\$2,500
Office staff (loaded with MS Office)	\$2,500			\$2,500
Networked laser printer	\$1,000			\$1,000
Dedicated laser printer - administrator	\$500			\$500
Router, SonicWall TZ215	\$859			\$859
24 Port Switch, Netgear JGS524	\$249			\$249
(3) Wireless AP, Linksys WAP54G	\$387			\$387
(12) IP Phone, Cisco SPA504G	\$2,028			\$2,028
TOTAL COST	\$12,523	\$0	\$0	\$12,523

- Audits: Total cost is adjusted for inflation in Years 3 and 4.

Type	YEAR 1	YEAR 2	YEAR 3	YEAR 4
Financial audit	\$5,000.00	\$5,000.00		
Program audit	\$1,250.00	\$1,250.00		
Lunch audit	\$400.00	\$400.00		
TOTALS	\$6,650.00	\$6,650.00	\$6,849.50	\$7,054.99

- Licensing & Software: Total cost is adjusted for inflation in Years 3 and 4.

	YEAR 1	YEAR 2	YEAR 3	YEAR 4
2M Data Systems (accounting, payroll, SDE reporting)	3,200.00			
Annual support agreement	450.00	450.00	463.50	477.41
Annual updated fees (payroll & accounting)		840.00	865.20	891.16
OpenSIS - grades, attendance, etc.				
Idaho state reporting - one time fee	1,000.00			
Setup & configuration with 1 hr training - one time fee	500.00			
Monthly licensing	2,388.00	2,388.00	2,459.64	2,533.43
Internet protection (Lightspeed Systems)				
Appliance - one time fee	2,000.00			
1 year license - @ \$20 each per student	2,800.00	3,640.00	3,960.00	4,320.00
1 year license - @ \$20 each for 10 extra computers	200.00	200.00	200.00	200.00
Miscellaneous licensed software (Virus protection, etc.)	1,000.00	1,000.00	1,000.00	1,000.00
	13,538.00	8,518.00	8,948.34	9,421.99

September 20, 2012

- Gas & Electric: Gas and electrical costs are based on historical costs at each facility. The cost per square foot was increased to \$0.30.

	SF	\$ / SF	YEAR 1	YEAR 2*	YEAR 3*	YEAR 4*
<u>BROKEN BOW PLAZA</u>	6800	\$0.30	\$2,040.00	\$2,101.20	\$2,164.24	\$2,229.16
<u>BOWEN ADDITION</u>	4320	\$0.30	\$1,296.00	\$1,334.88	\$1,374.93	\$1,416.17
Unit 4 (24x60)	1440	\$0.30		\$444.96	\$458.31	\$472.06
Unit 5 (24x60)	1440	\$0.30				\$472.06
Unit 6 (24x60)	1440	\$0.30				
<u>3000 PANCHERI SUITES</u>	4000	\$0.30	\$1,200.00	\$1,236.00	\$1,273.08	\$1,311.27
3000 PANCHERI SUITES - ADD'L SUITES	1000	\$0.30		\$309.00	\$318.27	\$327.82
3000 PANCHERI SUITES - ADD'L SUITES	2000	\$0.30			\$618.00	\$636.54
3001 PANCHERI SUITES - ADD'L SUITES	2000	\$0.30				
<u>1167 JONES Building</u>	2400	\$0.30	\$720.00	\$741.60	\$763.85	\$786.76
2 MODULAR Buildings	3584	\$0.30	\$1,075.20	\$1,107.46	\$1,140.68	\$1,174.90
1/2 BROKEN BOW Building	3400	\$0.30				\$1,114.58
ESTIMATE FOR GAS (All locations)			\$1,500.00	\$1,650.00	\$1,815.00	\$1,996.50

- Telephone & Internet: Budget allows for internet and phone services through local cable company that will provide sufficient download and upload speeds, unlimited data usage, IP address, website hosting, and email accounts with storage.
- Board Training: Board training program is outlined in Appendix Q. The associated cost of the program is summarized below. Total cost is adjusted for inflation in Years 3 and 4.

Class	Amount	Qty.	YEAR 1	YEAR 2	YEAR 3	YEAR 4
Summer Institute Learning	\$350		\$350.00	\$350.00		
Module training (quarterly)	\$500	4	\$2,000.00	\$2,000.00		
Trainer expenses (quarterly)	\$100	4	\$400.00	\$400.00		
Master Boardmanship Program			\$1,000.00	\$1,000.00		
TOTAL			\$3,750.00	\$3,750.00	\$3,862.50	\$3,978.38

September 20, 2012

- Professional Development: Project based education professional training through the Buck Institute is described in Appendix P Subcontractor Bids. The associated costs are outlined below.

Class	Amount	Qty.	YEAR 1	YEAR 2	YEAR 3	YEAR 4
It's About Time Science			\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00
College Prep Math	\$9,100			\$9,100.00		
+ travel & lodging	\$1,500			\$1,500.00		
Tools for Learning (train the trainer)			\$1,350.00			\$1,350.00
Three-day PBL 101 workshop	\$8,150	1	\$8,150.00	\$8,150.00	\$8,150.00	\$8,150.00
One-day PBL follow-ups	\$4,150	2	\$8,300.00			\$8,300.00
One-day PBL 201	\$4,150	1		\$4,150.00		
One-day PBL Lead workshop	\$4,150	1			\$4,150.00	
Books	\$25	15	\$375.00			\$375.00
TOTAL			\$19,675.00	\$24,400.00	\$13,800.00	\$19,675.00

- Membership Dues: Odyssey will belong to the Idaho School Board Association and the Charter School Network. The annual dues are included in the budget as follows.

	YEAR 1	YEAR 2	YEAR 3	YEAR 4
<u>ISBA</u>				
Annual costs up to 500 students	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00
\$1 per student over 500 students				
<u>Charter School Network</u>				
Annual dues	\$ 750.00	\$ 750.00	\$ 1,250.00	\$ 1,250.00
TOTAL MEMBERSHIP DUES	\$ 2,000.00	\$ 2,000.00	\$ 2,500.00	\$ 2,500.00

September 20, 2012

- Building Costs: The building costs include start-up costs in Year 1, triple-net (if applicable)

BUILDING COSTS - BROKEN BOW PLAZA (WORST CASE SCENARIO)

Student capacity	267
Square footage per student	25
Total available square feet	6,808

BROKEN BOW PLAZA	Start-up	Monthly	YEAR 1	YEAR 2	YEAR 3	YEAR 4
Anticipated student enrollment			140	182	198	216
Remodeling costs	\$0					
Signs	\$370					
Signs - Toyskins, Inc.	\$1,009					
Occupancy permit	\$300					
Conditional use permit	\$400					
Deposit	\$16,339					
Rent (per month / annual)		\$8,170	\$98,035	\$98,035	\$98,035	\$98,035
Triple net (bldg insurance, tax, maint.)		\$1,021	\$12,250	\$12,617	\$12,996	\$13,386
Maintenace (interior areas)		\$42	\$500	\$515	\$530	\$546
Total start-up / monthly / annual costs	\$18,418	\$9,232	\$110,785	\$111,168	\$111,562	\$111,967

September 20, 2012

BUILDING COSTS - BOWEN ADDITION (WORST CASE SCENARIO)

BOWEN ADDITION	SF	sf/Student	# of Students			
Unit 1 (24x60)	1,440	25.71	56	56	56	56
Unit 2 (24x60)	1,440	25.71	56	56	56	56
Unit 3 (24x60) 1/2 for office space	720	25.71	28	28	28	28
Unit 4 (24x60)	1,440	25.71		56	56	56
Unit 5 (24x60)	1,440	25.71				56
Unit 6 (24x60)	1,440	25.71				

Total capacity:	140	196	196	252
-----------------	-----	-----	-----	-----

	Start-Up	Monthly	YEAR 1	YEAR 2	YEAR 3	YEAR 4
Land improvement costs	\$0					
Signs	\$290			\$290		
Signs - Toyskins, Inc.	\$1,009			\$1,009		
Occupancy permit	\$300			\$300		
Conditional use permit	\$400					
Down payment - Lot 5	\$45,000					
Land payment - Lot 5		\$2,800		\$33,595	\$33,595	\$33,595
Accrued interest - Lot 5				\$5,775		
Option payment - Lot 4	\$10,000					
Estimated bldg insurance, tax, maint.		\$1,062	\$12,744	\$13,126	\$13,520	\$13,926
Unit setup costs - Unit 1	\$6,542					
Unit setup costs - Unit 2	\$6,542					
Unit setup costs - Unit 3	\$6,542					
Unit setup costs - Unit 4				\$6,673		
Unit setup costs - Unit 5						\$6,806
Unit setup costs - Unit 6						
Unit 1 (modulars & ramp)		\$1,431	\$17,172	\$17,172	\$17,172	\$17,172
Unit 2		\$1,431	\$17,172	\$17,172	\$17,172	\$17,172
Unit 3		\$1,431	\$17,172	\$17,172	\$17,172	\$17,172
Unit 4		\$1,460		\$17,515	\$17,515	\$17,515
Unit 5		\$1,489				\$17,866
Unit 6		\$1,519				
Total start-up / monthly / annual costs	\$76,625	\$12,622	\$64,260	\$129,800	\$116,147	\$141,224

BUILDING COSTS - PANCHERI (WORST CASE SCENARIO)

	SF	sf/Student	# of Students			
3000 PANCHERI SUITES	4,000	25	160	160	160	160
3000 PANCHERI SUITES - ADD'L SUITES	1,000	25		40	40	40
3000 PANCHERI SUITES - ADD'L SUITES	2,000	25			80	80
3001 PANCHERI SUITES - ADD'L SUITES	2,000					

Total capacity:	160	200	280	280
-----------------	-----	-----	-----	-----

	Start-up	Monthly	YEAR 1	YEAR 2	YEAR 3	YEAR 4
Remodeling costs						
Signs	\$370			\$370		
Signs - Toyskins, Inc.	\$1,009			\$1,009		
Occupancy permit	\$300			\$300		
Conditional use permit	\$400			\$400		
Year 1 - Deposit	\$6,600					
Add'l Suites - Deposit				\$2,200		
Add'l Suites - Deposit					\$2,200	
Add'l Suites - Deposit						
Rent (6 suites)		\$8,800	\$105,600	\$105,600	\$105,600	\$105,600
Rent (additional suite)		\$1,100		\$13,200	\$13,200	\$13,200
Rent (additional 2 suites)		\$2,200			\$26,400	\$26,400
Rent (additional 2 suites)		\$2,200				
Estimated bldg insurance, tax, maint.		\$1,062	\$12,744	\$14,018	\$15,420	\$15,883
Total start-up / monthly / annual costs	\$8,679	\$15,362	\$118,344	\$137,097	\$162,820	\$161,083

September 20, 2012

BUILDING COSTS - 1167 JONES AVENUE (WORST CASE SCENARIO)

	<u>SF</u>	<u>sf/Student</u>	<u># of Students</u>			
1167 JONES Building	2,400	27	90	90	90	90
2 MODULAR Buildings	3,584	36	100	100	100	100
1/2 BROKEN BOW Building	3,400	25				136

Total capacity:	190	190	190	326
------------------------	-----	-----	-----	-----

	Start-up	Monthly	YEAR 1	YEAR 2	YEAR 3	YEAR 4
Remodeling costs	\$25,000					
Signs	\$370			\$370		
Signs - Toyskins, Inc.	\$1,009			\$1,009		
Occupancy permit	\$300			\$300		
Conditional use permit	\$400			\$400		
Deposit - 1167 JONES	\$2,640					
Rent - 1167 JONES		\$1,320	\$15,840	\$15,840	\$15,840	\$15,840
Triple net - 1167 JONES		\$360	\$4,320	\$4,320	\$4,320	\$4,320
Site prep work - EST. FOR MODULARS	\$10,000					
Delivery & set-up - MODULARS	\$12,284					
Ramp with switchback	\$400	\$256	\$3,072	\$3,072	\$3,072	\$3,072
Rent - MODULARS		\$1,075	\$12,900	\$12,900	\$12,900	\$12,900
Deposit - 1/2 BROKEN BOW					\$7,375	
Rent - 1/2 BROKEN BOW		\$3,688				\$44,250
Triple net - 1/2 BROKEN BOW		\$510				\$6,125
Maintenace (interior areas)		\$700	\$8,400	\$8,652	\$8,912	\$9,803
Total start-up / monthly / annual costs	\$52,403	\$7,909	\$44,532	\$46,863	\$52,419	\$96,310

September 20, 2012

Appendix I

~~Three~~ Four Year Operating Budget and Start Up Budget

The information is found on the following pages.

September 20, 2012

**Odyssey Charter School
Pre-Opening Budget (Start-Up Costs)**

	LOCATION			
	BROKEN BOW	BOWEN ADDITION	PANCHERI	1167 JONES
Revenues:				
State Apportionment				
State Transportation				
Lunch Reimbursement (daily)				
Albertson's Grant	\$250,000	\$250,000	\$250,000	\$250,000
<i>Total Revenues</i>	250,000	250,000	250,000	250,000
Expenses:				
<u>Salaries</u>				
Teachers				
Special Education				
Administration				
Instructional Aids				
Office Staff				
Business Manager				
Maintenance/Other				
<i>Total Salaries</i>				
<u>Benefits</u>				
Retirement/PERSI				
Health/Life Insurance				
Payroll Taxes				
Workers Comp/Unemployment				
<i>Total Benefits</i>				
<u>Operating Expenses</u>				
Textbooks	23,187	23,187	23,187	23,187
Student technology	33,097	33,097	33,097	33,097
Supplies				
Furniture & equipment	12,639	12,639	12,639	12,639
Computer hardware - admin	6,262	6,262	6,262	6,262
Audits				
Licensing & software app.				
Advertising and marketing	2,000	2,000	2,000	2,000
Gas and/or electric				
Telephone and internet				
Liability & property ins.				
Testing, assess., accreditation	350	350	350	350
Board training	1,000	1,000	1,000	1,000
Professional development				
Membership dues	2,000	2,000	2,000	2,000
IT consulting & legal fees	6,500	6,500	6,500	6,500
Travel				
Postage				
Building costs	18,418	76,625	8,679	52,403
Miscellaneous				
<i>Total Operating Expenses</i>	105,453	163,659	95,713	139,437
<u>Program Expenses</u>				
Lunch (daily cost)				
Transportation				
Spec. Ed. (Counselor, ST, OT)				
<i>Total Program Expenses</i>				
Total Expenses	105,453	163,659	95,713	139,437
Beginning Balance	0	0	0	0
Ending Balance	\$144,547	\$86,341	\$154,287	\$110,563

September 20, 2012

Odyssey Charter School

WITH ALBERTSON GRANT

(ALTERNATE: WORST CASE) Location: Broken Bow Plaza

STUDENT #'S BASED ON BREAK EVEN GROWTH & ONE (1) ADDITIONAL CLASS PER YEAR

	Year 1			Year 2			Year 3			Year 4		
	Students per Class	Total		Students per Class	Total		Students per Class	Total		Students per Class	Total	
Grade 6 (different divisor)	20	1	20	20	1	20	15	1	15	15	1	15
Grade 7	20	2	40	23	1	23	20	1	20	19	2	38
Grade 8	20	2	40	23	2	46	21	1	21	20	1	20
Grade 9	20	1	20	23	2	46	22	2	44	21	1	21
Grade 10	20	1	20	20	1	20	23	2	46	22	2	44
Grade 11				20	1	20	20	1	20	23	2	46
Grade 12							20	1	20	20	1	20
Total number of classes / students		7	140		8	175		9	186		10	204
Operating School Days			176			176			176			176
Inflation Rate					3%			3%			3%	
Revenues:												
State Apportionment	10.9	\$5,174	\$724,323	13.1	\$4,961	\$868,104	13.8	\$4,982	\$926,568	15.1	\$5,015	\$1,022,967
State Transportation		85%	55,202		85%	56,858		85%	58,564		85%	60,321
Lunch Reimbursement (daily)		\$211	37,132		\$217	38,246		\$224	39,394		\$231	40,576
Grants/Other Revenue												
Total Revenues			816,658			963,209			1,024,526			1,123,864
Expenses:												
<u>Salaries</u>												
Teachers	5.0	\$30,000	150,000	6.0	\$31,500	189,000	6.0	\$33,000	198,000	7.0	\$35,000	245,000
Special Education	2.0	\$30,000	60,000	2.0	\$31,500	63,000	3.0	\$33,000	99,000	3.0	\$35,000	105,000
Administration	1.0	\$51,500	51,500	1.0	\$63,000	63,000	1.0	\$68,900	68,900	1.0	\$69,900	69,900
Instructional Aids	3.0	\$9,000	27,000	3.0	\$9,180	27,540	4.0	\$9,364	37,454	4.0	\$9,551	38,203
Office Staff	1.0	\$16,000	16,000	1.0	\$16,320	16,320	1.0	\$16,646	16,646	1.0	\$16,979	16,979
Business Manager	1.0	\$20,000	20,000	1.0	\$26,000	26,000	1.0	\$30,000	30,000	1.0	\$32,000	32,000
Maintenance/Other	0.5	\$20,000	10,000	1.0	\$20,400	20,400	1.0	\$20,808	20,808	1.0	\$21,224	21,224
Total Salaries	13.5		334,500	15.0		405,260	17.0		470,809	18.0		528,307
<u>Benefits</u>												
Retirement/PERSI	10.50%		35,123	10.50%		42,552	10.50%		49,435	10.50%		55,472
Health/Life Insurance	9.69%		32,400	9.15%		37,080	9.19%		43,285	8.94%		47,206
Payroll Taxes	7.65%		25,589	7.65%		31,002	7.65%		36,017	7.65%		40,415
Workers Comp/Unemployment	3.86%		12,913	3.88%		15,730	3.85%		18,106	3.85%		20,332
Total Benefits	31.70%		106,025	31.18%		126,365	31.19%		146,842	30.93%		163,426
<u>Operating Expenses</u>												
Textbooks		\$166	23,187			32,530			31,426			34,671
Student technology		\$188	33,097			27,403			6,446			7,400
Supplies			12,000			12,360			12,731			13,113
Furniture & equipment			37,918			7,089			5,088			5,180
Computer hardware - admin			6,261			0			0			12,523
Audits			6,650			6,650			6,850			7,055
Licensing & software app.			13,538			8,378			8,708			9,182
Advertising and marketing			3,000			5,150			5,305			5,464
Gas and/or electric			3,540			3,751			3,979			4,226
Telephone and internet			3,600			3,600			3,600			3,708
Liability & property ins.			4,000			4,120			4,244			4,371
Testing, assess., accreditation			3,750			4,223			4,350			4,480
Board training			2,750			3,750			3,863			3,978
Professional development			19,675			24,400			13,800			19,675
Membership dues			0			2,000			2,500			2,500
IT consulting & legal fees			19,500			26,780			27,583			28,411
Travel			600			618			637			656
Postage			600			618			637			656
Building costs			110,785			111,168			111,562			111,967
Miscellaneous			500			515			530			546
Total Operating Expenses			304,950			285,103			253,837			279,761
<u>Program Expenses</u>												
Lunch (daily cost)		\$385	67,760		\$397	69,793		\$408	71,887		\$421	74,043
Transportation			64,944			66,892			68,899			70,966
Spec. Ed. (Counselor, ST, OT)			9,000			9,270			9,548			9,835
Total Program Expenses			141,704			145,955			150,334			154,844
Total Expenses			887,179			962,683			1,021,822			1,126,337
Beginning Balance			\$144,547			\$74,026			\$74,552			\$77,256
Ending Budget Balance			\$74,026			\$74,552			\$77,256			\$74,783

September 20, 2012

Odyssey Charter School

WITH ALBERTSON GRANT

(ALTERNATE: WORST CASE) Location: Bowen Addition

STUDENT #'S BASED ON BREAK EVEN GROWTH & ONE (1) ADDITIONAL CLASS PER YEAR

	Year 1			Year 2			Year 3			Year 4		
	Students per Class	Total		Students per Class	Total		Students per Class	Total		Students per Class	Total	
Grade 6 (different divisor)	20	1	20	20	1	20	15	1	15	16	1	16
Grade 7	20	2	40	24	1	24	20	1	20	20	2	40
Grade 8	20	2	40	24	2	48	21	1	21	23	1	23
Grade 9	20	1	20	24	2	48	22	2	44	23	1	23
Grade 10	20	1	20	20	1	20	23	2	46	23	2	46
Grade 11				20	1	20	20	1	20	23	2	46
Grade 12							20	1	20	20	1	20
Total number of classes / students		7	140		8	180		9	186		10	214
Operating School Days			176			176			176			176
Inflation Rate					3%			3%			3%	
Revenues:												
State Apportionment	10.9	\$5,174	\$724,323	13.4	\$4,917	\$884,979	13.8	\$4,982	\$926,568	15.8	\$4,967	\$1,062,999
State Transportation		85%	55,202		85%	56,858		85%	58,564		85%	60,321
Lunch Reimbursement (daily)		\$211	37,132		\$217	38,246		\$224	39,394		\$231	40,576
Grants/Other Revenue			0									
Total Revenues			816,658			980,084			1,024,526			1,163,896
Expenses:												
<u>Salaries</u>					2%			2%			2%	
Teachers	5.0	\$30,000	150,000	6.0	\$31,500	189,000	6.0	\$33,000	198,000	7.0	\$35,000	245,000
Special Education	2.0	\$30,000	60,000	2.0	\$31,500	63,000	3.0	\$33,000	99,000	3.0	\$35,000	105,000
Administration	1.0	\$51,500	51,500	1.0	\$63,000	63,000	1.0	\$68,900	68,900	1.0	\$69,900	69,900
Instructional Aids	3.0	\$9,000	27,000	3.0	\$9,180	27,540	4.0	\$9,364	37,454	4.0	\$9,551	38,203
Office Staff	1.0	\$16,000	16,000	1.0	\$16,320	16,320	1.0	\$16,646	16,646	1.0	\$16,979	16,979
Business Manager	1.0	\$20,000	20,000	1.0	\$26,000	26,000	1.0	\$30,000	30,000	1.0	\$32,000	32,000
Maintenance/Other	0.5	\$20,000	10,000	1.0	\$20,400	20,400	1.0	\$20,808	20,808	1.0	\$21,224	21,224
Total Salaries	13.5		334,500	15.0		405,260	17.0		470,809	18.0		528,307
<u>Benefits</u>												
Retirement/PERSI	10.50%		35,123	10.50%		42,552	10.50%		49,435	10.50%		55,472
Health/Life Insurance	9.69%		32,400	9.15%		37,080	9.19%		43,285	8.94%		47,206
Payroll Taxes	7.65%		25,589	7.65%		31,002	7.65%		36,017	7.65%		40,415
Workers Comp/Unemployment	3.86%		12,913	3.88%		15,730	3.85%		18,106	3.85%		20,332
Total Benefits	31.70%		106,025	31.18%		126,365	31.19%		146,842	30.93%		163,426
<u>Operating Expenses</u>												
Textbooks		\$166	23,187		\$184	33,118		\$166	30,821		\$168	35,943
Student technology			33,097			29,195			4,600			10,822
Supplies			12,000			12,360			12,731			13,113
Furniture & equipment			37,918			7,224			4,949			5,467
Computer hardware - admin			6,261			0			0			12,523
Audits			6,650			6,650			6,850			7,055
Licensing & software app.			13,538			8,478			8,708			9,382
Advertising and marketing			3,000			5,150			5,305			5,464
Gas and/or electric			2,796			3,430			3,648			4,357
Telephone and internet			3,600			3,600			3,600			3,708
Liability & property ins.			4,000			4,120			4,244			4,371
Testing, assess., accreditation			3,750			4,223			4,350			4,480
Board training			2,750			3,750			3,863			3,978
Professional development			19,675			24,400			13,800			19,675
Membership dues			0			2,000			2,500			2,500
IT consulting & legal fees			19,500			26,780			27,583			28,411
Travel			600			618			637			656
Postage			600			618			637			656
Building costs			64,260			130,200			116,147			141,224
Miscellaneous			500			515			530			546
Total Operating Expenses			257,681			306,429			255,500			314,330
<u>Program Expenses</u>												
Lunch (daily cost)		\$385	67,760		\$397	69,793		\$408	71,887		\$421	74,043
Transportation			64,944			66,892			68,899			70,966
Spec. Ed. (Counselor, ST, OT)			9,000			9,270			9,548			9,835
Total Program Expenses			141,704			145,955			150,334			154,844
Total Expenses			839,910			984,009			1,023,485			1,160,907
Beginning Balance			\$86,341			\$63,089			\$59,164			\$60,205
Ending Budget Balance			\$63,089			\$59,164			\$60,205			\$63,194

September 20, 2012

Odyssey Charter School

WITH ALBERTSON GRANT

(ALTERNATE: WORST CASE) Location: Pancheri

STUDENT #'S BASED ON BREAK EVEN GROWTH & ONE (1) ADDITIONAL CLASS PER YEAR

	Year 1			Year 2			Year 3			Year 4		
	Students per Class	Total		Students per Class	Total		Students per Class	Total		Students per Class	Total	
Grade 6 (different divisor)	20	1	20	22	1	22	18	1	18	18	1	18
Grade 7	20	2	40	24	1	24	20	1	20	20	2	40
Grade 8	20	2	40	24	2	48	24	1	24	22	1	22
Grade 9	20	1	20	24	2	48	24	2	48	22	1	22
Grade 10	20	1	20	20	1	20	24	2	48	23	2	46
Grade 11				20	1	20	20	1	20	24	2	48
Grade 12							20	1	20	20	1	20
Total number of classes / students		7	140		8	182		9	198		10	216
Operating School Days			176			176			176			176
Inflation Rate					3%			3%			3%	
Revenues:												
State Apportionment	10.9	\$5,174	\$724,323	13.6	\$4,924	\$896,229	14.7	\$4,935	\$977,194	16.0	\$4,974	\$1,074,437
State Transportation		85%	55,202		85%	56,858		85%	58,564		85%	60,321
Lunch Reimbursement (daily)		\$211	37,132		\$217	38,246		\$224	39,394		\$231	40,576
Grants/Other Revenue			0									
Total Revenues			816,658			991,334			1,075,152			1,175,334
Expenses:												
<u>Salaries</u>												
						2%			2%			2%
Teachers	5.0	\$30,000	150,000	6.0	\$31,500	189,000	6.0	\$33,000	198,000	7.0	\$35,000	245,000
Special Education	2.0	\$30,000	60,000	2.0	\$31,500	63,000	3.0	\$33,000	99,000	3.0	\$35,000	105,000
Administration	1.0	\$51,500	51,500	1.0	\$63,000	63,000	1.0	\$68,900	68,900	1.0	\$69,900	69,900
Instructional Aids	3.0	\$9,000	27,000	3.0	\$9,180	27,540	4.0	\$9,364	37,454	4.0	\$9,551	38,203
Office Staff	1.0	\$16,000	16,000	1.0	\$16,320	16,320	1.0	\$16,646	16,646	1.0	\$16,979	16,979
Business Manager	1.0	\$20,000	20,000	1.0	\$26,000	26,000	1.0	\$30,000	30,000	1.0	\$32,000	32,000
Maintenance/Other	0.5	\$20,000	10,000	1.0	\$20,400	20,400	1.0	\$20,808	20,808	1.0	\$21,224	21,224
Total Salaries	13.5		334,500	15.0		405,260	17.0		470,809	18.0		528,307
<u>Benefits</u>												
Retirement/PERSI	10.50%		35,123	10.50%		42,552	10.50%		49,435	10.50%		55,472
Health/Life Insurance	9.69%		32,400	9.15%		37,080	9.19%		43,285	8.94%		47,206
Payroll Taxes	7.65%		25,589	7.65%		31,002	7.65%		36,017	7.65%		40,415
Workers Comp/Unemployment	3.86%		12,913	3.88%		15,730	3.85%		18,106	3.85%		20,332
Total Benefits	31.70%		106,025	31.18%		126,365	31.19%		146,842	30.93%		163,426
<u>Operating Expenses</u>												
Textbooks		\$166	23,187		\$183	33,391		\$162	32,007		\$161	34,721
Student technology			33,097			29,195			7,923			7,400
Supplies			12,000			12,360			12,731			13,113
Furniture & equipment			37,918			7,278			5,228			5,180
Computer hardware - admin			6,261			0			0			12,523
Audits			6,650			6,650			6,850			7,055
Licensing & software app.			13,538			8,518			8,948			9,422
Advertising and marketing			3,000			5,150			5,305			5,464
Gas and/or electric			2,700			3,195			4,024			4,272
Telephone and internet			3,600			3,600			3,600			3,708
Liability & property ins.			4,000			4,120			4,244			4,371
Testing, assess., accreditation			3,750			4,223			4,350			4,480
Board training			2,750			3,750			3,863			3,978
Professional development			19,675			24,400			13,800			19,675
Membership dues			0			2,000			2,500			2,500
IT consulting & legal fees			19,500			26,780			27,583			28,411
Travel			600			618			637			656
Postage			600			618			637			656
Building costs			118,344			137,097			162,820			161,083
Miscellaneous			500			515			530			546
Total Operating Expenses			311,669			313,458			307,577			329,213
<u>Program Expenses</u>												
Lunch (daily cost)		\$385	67,760		\$397	69,793		\$408	71,887		\$421	74,043
Transportation			64,944			\$66,892			68,899			70,966
Spec. Ed. (Counselor, ST, OT)			9,000			9,270			9,548			9,835
Total Program Expenses			141,704			145,955			150,334			154,844
Total Expenses			893,898			991,038			1,075,562			1,175,790
Beginning Balance			\$154,287			\$77,047			\$77,342			\$76,932
Ending Budget Balance			\$77,047			\$77,342			\$76,932			\$76,476

September 20, 2012

Odyssey Charter School

WITH ALBERTSON GRANT

(ALTERNATE: WORST CASE) Location: 1167 Jones Avenue

STUDENT #'S BASED ON BREAK EVEN GROWTH & ONE (1) ADDITIONAL CLASS PER YEAR

	Year 1			Year 2			Year 3			Year 4		
	Students per Class	Total		Students per Class	Total		Students per Class	Total		Students per Class	Total	
Grade 6 (different divisor)	20	1	20	18	1	18	15	1	15	20	1	20
Grade 7	20	2	40	19	1	19	18	1	18	20	2	40
Grade 8	20	2	40	20	2	40	19	1	19	21	1	21
Grade 9	20	1	20	20	2	40	20	2	40	21	1	21
Grade 10	20	1	20	19	1	19	20	2	40	20	2	40
Grade 11				19	1	19	19	1	19	20	2	40
Grade 12							19	1	19	20	1	20
Total number of classes / students		7	140		8	155		9	170		10	202
Operating School Days			176			176			176			176
Inflation Rate						3%			3%			3%
Revenues:												
State Apportionment	10.9	\$5,174	\$724,323	11.7	\$5,093	\$789,352	12.7	\$5,086	\$864,692	15.0	\$5,036	\$1,017,248
State Transportation		85%	55,202		85%	56,858		85%	58,564		85%	60,321
Lunch Reimbursement (daily)		\$211	37,132		\$217	38,246		\$224	39,394		\$231	40,576
Grants/Other Revenue			0									
Total Revenues			816,658			884,457			962,650			1,118,145
Expenses:												
<u>Salaries</u>						2%			2%			2%
Teachers	5.0	\$30,000	150,000	6.0	\$31,500	189,000	6.0	\$33,000	198,000	7.0	\$35,000	245,000
Special Education	2.0	\$30,000	60,000	2.0	\$31,500	63,000	3.0	\$33,000	99,000	3.0	\$35,000	105,000
Administration	1.0	\$51,500	51,500	1.0	\$63,000	63,000	1.0	\$68,900	68,900	1.0	\$69,900	69,900
Instructional Aids	3.0	\$9,000	27,000	3.0	\$9,180	27,540	4.0	\$9,364	37,454	4.0	\$9,551	38,203
Office Staff	1.0	\$16,000	16,000	1.0	\$16,320	16,320	1.0	\$16,646	16,646	1.0	\$16,979	16,979
Business Manager	1.0	\$20,000	20,000	1.0	\$26,000	26,000	1.0	\$30,000	30,000	1.0	\$32,000	32,000
Maintenance/Other	0.5	\$20,000	10,000	1.0	\$20,400	20,400	1.0	\$20,808	20,808	1.0	\$21,224	21,224
Total Salaries	13.5		334,500	15.0		405,260	17.0		470,809	18.0		528,307
<u>Benefits</u>												
Retirement/PERSI		10.50%	35,123		10.50%	42,552		10.50%	49,435		10.50%	55,472
Health/Life Insurance		9.69%	32,400		9.15%	37,080		9.19%	43,285		8.94%	47,206
Payroll Taxes		7.65%	25,589		7.65%	31,002		7.65%	36,017		7.65%	40,415
Workers Comp/Unemployment		3.86%	12,913		3.88%	15,730		3.85%	18,106		3.85%	20,332
Total Benefits		31.70%	106,025		31.18%	126,365		31.19%	146,842		30.93%	163,426
<u>Operating Expenses</u>												
Textbooks		\$166	23,187		\$194	30,133		\$188	31,988		\$181	36,572
Student technology			33,097			20,951			7,184			10,822
Supplies			12,000			12,360			12,731			13,113
Furniture & equipment			37,918			6,547			5,200			5,581
Computer hardware - admin			6,261			0			0			12,523
Audits			6,650			6,650			6,850			7,055
Licensing & software app.			13,538			7,978			8,388			9,142
Advertising and marketing			3,000			5,150			5,305			5,464
Gas and/or electric			3,295			3,499			3,720			5,073
Telephone and internet			3,600			3,600			3,600			3,708
Liability & property ins.			4,000			4,120			4,244			4,371
Testing, assess., accreditation			3,750			4,223			4,350			4,480
Board training			2,750			3,750			3,863			3,978
Professional development			19,675			24,400			13,800			19,675
Membership dues			0			2,000			2,500			2,500
IT consulting & legal fees			19,500			26,780			27,583			28,411
Travel			600			618			637			656
Postage			600			618			637			656
Building costs			44,532			46,863			52,419			96,310
Miscellaneous			500			515			530			546
Total Operating Expenses			238,452			210,756			195,526			270,635
<u>Program Expenses</u>												
Lunch (daily cost)		\$385	67,760		\$397	\$69,793		\$408	71,887		\$421	74,043
Transportation			64,944			\$66,892			68,899			70,966
Spec. Ed. (Counselor, ST, OT)			9,000			9,270			9,548			9,835
Total Program Expenses			141,704			145,955			150,334			154,844
Total Expenses			820,681			888,336			963,511			1,117,212
Beginning Balance			\$110,563			\$106,539			\$102,661			\$101,800
Ending Budget Balance			\$106,539			\$102,661			\$101,800			\$102,733

September 20, 2012

Odyssey Charter School

WITH ALBERTSON GRANT

(ALTERNATE: MOST LIKELY) Location: Broken Bow Plaza

	Year 1 (Start up year)			Year 2			Year 3			Year 4		
	Students per Class	Total		Students per Class	Total		Students per Class	Total		Students per Class	Total	
Grade 6 (different divisor)	20	1	20	20	1	20	20	1	20	20	1	20
Grade 7	20	2	40	20	2	40	20	3	60	20	3	60
Grade 8	20	2	40	20	2	40	20	3	60	20	3	60
Grade 9	20	2	40	20	2	40	20	2	40	20	3	60
Grade 10	20	2	40	20	2	40	20	2	40	20	2	40
Grade 11				20	2	40	20	2	40	20	2	40
Grade 12							20	2	40	20	2	40
Total number of classes / students		9	180		11	220		15	300		16	320
Operating School Days			176			176			176			176
Inflation Rate						3%			3%			3%
Revenues:												
State Apportionment	13.4	\$4,965	\$893,729	16.5	\$5,013	\$1,102,795	20.1	\$4,555	\$1,366,630	21.4	\$4,582	\$1,466,116
State Transportation		85%	82,804		85%	85,288		85%	87,846		85%	90,482
Lunch Reimbursement (daily)		\$470	82,716		\$484	85,198		\$499	87,754		\$514	90,387
Grants/Other Revenue												
Total Revenues			1,059,249			1,273,281			1,542,231			1,646,984
Expenses:												
<u>Salaries</u>						2%			2%			2%
Teachers	6.0	\$30,000	180,000	8.0	\$31,500	252,000	10.0	\$33,000	330,000	11.0	\$35,000	385,000
Special Education	3.0	\$30,000	90,000	3.0	\$31,500	94,500	5.0	\$33,000	165,000	5.0	\$35,000	175,000
Administration	1.0	\$51,500	51,500	1.0	\$63,000	63,000	1.0	\$68,900	68,900	1.0	\$69,900	69,900
Instructional Aids	4.0	\$9,000	36,000	4.0	\$9,180	36,720	6.0	\$9,364	56,182	6.0	\$9,551	57,305
Office Staff	1.0	\$16,000	16,000	2.0	\$16,320	32,640	2.0	\$16,646	33,293	2.0	\$16,979	33,959
Business Manager	1.0	\$20,000	20,000	1.0	\$26,000	26,000	1.0	\$30,000	30,000	1.0	\$32,000	32,000
Maintenance/Other	1.0	\$20,000	20,000	1.0	\$20,400	20,400	1.0	\$20,808	20,808	1.0	\$21,224	21,224
Total Salaries	17.0		413,500	20.0		525,260	26.0		704,182	27.0		774,388
<u>Benefits</u>												
Retirement/PERSI		10.50%	43,418		10.50%	55,152		10.50%	73,939		10.50%	81,311
Health/Life Insurance		9.87%	40,800		9.41%	49,440		9.40%	66,200		9.14%	70,809
Payroll Taxes		7.65%	31,633		7.65%	40,182		7.65%	53,870		7.65%	59,241
Workers Comp/Unemployment		3.97%	16,421		3.89%	20,410		3.86%	27,207		3.86%	29,930
Total Benefits		31.99%	132,271		31.45%	165,185		31.41%	221,217		31.16%	241,290
<u>Operating Expenses</u>												
Textbooks			27,499			33,822			40,520			33,830
Student technology			48,033			29,719			31,691			8,160
Supplies			18,000			18,540			19,096			19,669
Furniture & equipment			50,719			11,480			11,395			9,753
Computer hardware - admin			6,261			0			0			12,523
Audits			6,650			6,650			6,850			7,055
Licensing & software app.			11,538			0			0			0
Advertising and marketing			5,500			5,665			5,835			6,010
Gas and/or electric			4,637			4,908			5,199			5,514
Telephone and internet			3,600			3,600			3,600			3,708
Liability & property ins.			6,000			6,180			6,365			6,556
Testing, assess., accreditation			5,275			5,433			5,596			5,764
Board training			2,750			3,750			3,863			3,978
Professional development			30,275			34,425			38,575			22,125
Membership dues			0			2,000			2,500			2,500
IT consulting & legal fees			22,100			22,763			23,446			24,149
Travel			1,200			1,236			1,273			1,311
Postage			1,200			1,236			1,273			1,311
Building costs			110,785			140,887			131,722			132,127
Miscellaneous			1,000			1,030			1,061			1,093
Total Operating Expenses			363,022			333,324			339,861			307,138
<u>Program Expenses</u>												
Lunch (daily cost)		\$495	87,120		\$510	89,734		\$525	92,426		\$541	95,198
Transportation			97,416			100,338			103,349			106,449
Spec. Ed. (Counselor, ST, OT)			9,000			9,270			68,899			70,966
Total Program Expenses			193,536			199,342			264,673			272,614
Total Expenses			1,102,329			1,223,111			1,529,933			1,595,430
Beginning Balance			\$144,547			\$101,467			\$151,637			\$163,935
Ending Budget Balance			\$101,467			\$151,637			\$163,935			\$215,489

September 20, 2012

BUILDING COSTS - BROKEN BOW PLAZA (MOST LIKELY SCENARIO)

		Student Capacity			
Student capacity - Broken Bow		260	260	260	260
Student capacity - 1167 Jones				90	90
Total available square feet	6,808	260	260	350	350

BROKEN BOW PLAZA	Start-up	Monthly	YEAR 1	YEAR 2	YEAR 3	YEAR 4
Anticipated student enrollment			180	220	300	320
<u>BROKEN BOW:</u>						
Remodeling costs	\$0					
Signs	\$370					
Signs - Toyskins, Inc.	\$1,009					
Occupancy permit	\$300					
Conditional use permit	\$400					
Deposit	\$16,339					
Rent (per month / annual)		\$8,170	\$98,035	\$98,035	\$98,035	\$98,035
Triple net (bldg insurance, tax, maint.)		\$1,021	\$12,250	\$12,617	\$12,996	\$13,386
Maintenace (interior areas)		\$42	\$500	\$515	\$530	\$546
<u>1167 JONES:</u>						
Remodeling costs				\$25,000		
Signs				\$370		
Signs - Toyskins, Inc.				\$1,009		
Occupancy permit				\$300		
Conditional use permit				\$400		
Deposit - 1167 JONES				\$2,640		
Rent - 1167 JONES		\$1,320			\$15,840	\$15,840
Triple net - 1167 JONES		\$360			\$4,320	\$4,320
Total start-up / monthly / annual costs	\$18,418	\$10,912	\$110,785	\$140,887	\$131,722	\$132,127

September 20, 2012

Odyssey Charter School

WITH ALBERTSON GRANT

(ALTERNATE: BEST CASE) Location: Broken Bow Plaza

	Year 1 (Start up year)			Year 2			Year 3			Year 4		
	Students per Class	Total		Students per Class	Total		Students per Class	Total		Students per Class	Total	
Grade 6 (different divisor)	25	3	75	25	3	75	20	2	40	20	2	40
Grade 7	25	3	75	25	3	75	25	3	75	20	3	60
Grade 8	25	3	75	25	3	75	25	3	75	25	3	75
Grade 9	25	2	50	25	3	75	25	3	75	25	3	75
Grade 10	25	2	50	25	2	50	25	3	75	25	3	75
Grade 11				25	2	50	25	2	50	25	3	75
Grade 12							25	2	50	25	2	50
Total number of classes / students		13	325		16	400		18	440		19	450
Operating School Days			176			176			176			176
Inflation Rate						3%			3%			3%
Revenues:												
State Apportionment	22.5	\$4,486	\$1,457,938	26.1	\$4,277	\$1,710,846	27.8	\$4,184	\$1,841,101	28.4	\$4,240	\$1,908,058
State Transportation		85%	110,405		85%	113,717		85%	117,128		85%	120,642
Lunch Reimbursement (daily)		\$892	156,985		\$919	161,695		\$946	166,546		\$975	171,542
Grants/Other Revenue												
Total Revenues			1,725,328			1,986,258			2,124,776			2,200,242
Expenses:												
<u>Salaries</u>						2%			2%			2%
Teachers	9.0	\$30,000	270,000	11.0	\$31,500	346,500	12.0	\$33,000	396,000	13.0	\$35,000	455,000
Special Education	4.0	\$30,000	120,000	5.0	\$31,500	157,500	6.0	\$33,000	198,000	6.0	\$35,000	210,000
Administration	1.0	\$51,500	51,500	1.0	\$63,000	63,000	1.0	\$68,900	68,900	1.0	\$69,900	69,900
Instructional Aids	5.0	\$9,000	45,000	6.0	\$9,180	55,080	7.0	\$9,364	65,545	8.0	\$9,551	76,407
Office Staff	1.0	\$16,000	16,000	2.0	\$16,320	32,640	2.0	\$16,646	33,293	2.0	\$16,979	33,959
Business Manager	1.0	\$20,000	20,000	1.0	\$26,000	26,000	1.0	\$30,000	30,000	1.0	\$32,000	32,000
Maintenance/Other	1.0	\$20,000	20,000	1.0	\$20,400	20,400	1.0	\$20,808	20,808	1.0	\$21,224	21,224
Total Salaries	22.0		542,500	27.0		701,120	30.0		812,546	32.0		898,490
<u>Benefits</u>												
Retirement/PERSI		10.50%	56,963		10.50%	73,618		10.50%	85,317		10.50%	94,341
Health/Life Insurance		9.69%	52,800		9.15%	66,744		9.19%	76,385		8.94%	83,921
Payroll Taxes		7.65%	41,501		7.65%	53,636		7.65%	62,160		7.65%	68,734
Workers Comp/Unemployment		3.86%	21,452		3.88%	27,269		3.85%	31,434		3.85%	34,769
Total Benefits		31.70%	172,716		31.18%	221,266		31.19%	255,295		30.93%	281,767
<u>Operating Expenses</u>												
Textbooks			67,358			38,095			38,131			34,141
Student technology			114,481			42,787			28,767			10,062
Supplies			27,000			27,810			28,644			29,504
Furniture & equipment			78,494			16,684			14,665			13,981
Computer hardware - admin			12,523			0			0			12,523
Audits			6,650			6,650			6,850			7,055
Licensing & software app.			17,238			11,678			12,550			12,823
Advertising and marketing			8,250			8,498			8,752			9,015
Gas and/or electric			3,835			3,950			4,069			4,191
Telephone and internet			3,600			3,600			3,600			3,708
Liability & property ins.			9,000			9,270			9,548			9,835
Testing, assess., accreditation			7,913			8,150			8,394			8,646
Board training			3,750			3,750			3,863			3,978
Professional development			30,275			34,425			38,575			38,575
Membership dues			2,000			2,000			2,500			2,500
IT consulting & legal fees			24,310			25,039			25,790			26,564
Travel			1,800			1,854			1,910			1,967
Postage			1,800			1,854			1,910			1,967
Building costs			162,029			155,952			156,605			157,902
Miscellaneous			1,500			1,545			1,591			1,639
Total Operating Expenses			583,805			403,591			396,714			390,577
<u>Program Expenses</u>												
Lunch (daily cost)		\$894	157,300		\$921	162,019		\$948	166,880		\$977	171,886
Transportation			129,888			133,785			137,798			141,932
Spec. Ed. (Counselor, ST, OT)			9,000			9,270			68,899			70,966
Total Program Expenses			296,188			305,074			373,577			384,784
Total Expenses			1,595,209			1,631,051			1,838,132			1,955,618
Beginning Balance			\$141,507			\$271,626			\$626,834			\$913,477
Ending Budget Balance			\$271,626			\$626,834			\$913,477			\$1,158,102

September 20, 2012

BUILDING COSTS - BROKEN BOW PLAZA (BEST CASE SCENARIO)

Student capacity 714
 Average square footage per student 18
 Total available square feet 12,784

	SF	sf/Student	# of Students			
Broken Bow s.f.	6,800	25	267	267	267	267
1167 Jones s.f.	2,400	27	90	90	90	90
Modular classrooms (2) s.f.	3,584		100	100	100	100
student capacity			357	457	457	457

	One-time	Monthly	YEAR 1	YEAR 2	YEAR 3	YEAR 4
Anticipated student enrollment			325	400	440	450
<u>BROKEN BOW:</u>						
Remodeling costs	\$0					
Signs	\$370					
Signs - Toyskins, Inc.	\$1,009					
Occupancy permit	\$300					
Conditional use permit	\$400					
Deposit	\$16,339					
Rent (per month / annual)		\$8,170	\$98,035	\$98,035	\$98,035	\$98,035
Triple net (bldg insurance, tax, maint.)		\$1,021	\$12,250	\$12,617	\$12,996	\$13,386
Maintenance (interior areas)		\$42	\$500	\$515	\$530	\$546
<u>1167 JONES:</u>						
Deposit - 1167 JONES	\$2,640					
Rent - 1167 JONES		\$1,320	\$15,840	\$15,840	\$15,840	\$15,840
Triple net - 1167 JONES		\$360	\$4,320	\$4,320	\$4,320	\$4,320
Site prep work - EST. FOR MODULARS			\$10,000			
Delivery & set-up - MODULARS			\$12,284			
Ramp with switchback	\$400	\$256	\$400	\$3,072	\$3,072	\$3,072
Rent - MODULARS		\$1,075		\$12,900	\$12,900	\$12,900
Maintenance (interior areas)		\$700	\$8,400	\$8,652	\$8,912	\$9,803
Total start-up / monthly / annual costs	\$21,457.80	\$12,943.10	\$162,029.16	\$155,951.66	\$156,605.19	\$157,902.14

September 20, 2012

Appendix J

First Year Month-by-Month Cash Flow

The information is found on the following pages.

September 20, 2012

Odyssey Charter School

YEAR 1 MONTHLY BUDGET - WITH ALBERTSON GRANT

(ALTERNATE: WORST CASE) Location: Broken Bow Plaza

	jul	aug	sept	oct	nov	dec	jan	feb	mar	apr	may	jun	TOTAL
Revenues:													
State Apportionment	\$362,162		\$72,432		\$72,432		\$72,432		\$72,432		\$72,432		\$724,323
State Transportation	27,601		5,520		5,520		5,520		5,520		5,520		55,202
Lunch Reimbursement (daily)			4,642	\$4,642	4,642	\$4,642	4,642	\$4,642	4,642	\$4,642			37,132
Albertson's Grant													\$0
Total Revenues	389,763	0	82,594	4,642	82,594	4,642	82,594	4,642	82,594	4,642	77,953	0	816,658
Expenses:													
<u>Salaries</u>													
Teachers			15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	150,000
Special Education			6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	60,000
Administration		4,682	4,682	4,682	4,682	4,682	4,682	4,682	4,682	4,682	4,682	4,682	51,500
Instructional Aids			3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000		27,000
Office Staff		1,455	1,455	1,455	1,455	1,455	1,455	1,455	1,455	1,455	1,455	1,455	16,000
Business Manager		1,818	1,818	1,818	1,818	1,818	1,818	1,818	1,818	1,818	1,818	1,818	20,000
Maintenance/Other		909	909	909	909	909	909	909	909	909	909	909	10,000
Total Salaries	0	8,864	32,864	29,864	334,500								
<u>Benefits</u>													
Retirement/PERSI		931	3,451	3,451	3,451	3,451	3,451	3,451	3,451	3,451	3,451	3,136	35,123
Health/Life Insurance		859	3,183	3,183	3,183	3,183	3,183	3,183	3,183	3,183	3,183	2,893	32,400
Payroll Taxes		678	2,514	2,514	2,514	2,514	2,514	2,514	2,514	2,514	2,514	2,285	25,589
Workers Comp/Unemployment		342	1,269	1,269	1,269	1,269	1,269	1,269	1,269	1,269	1,269	1,153	12,913
Total Benefits	0	2,809	10,417	9,466	106,025								
<u>Operating Expenses</u>													
Textbooks	23,187												23,187
Student technology	33,097												33,097
Supplies	6,000		1,200		1,200		1,200		1,200		1,200		12,000
Furniture & equipment	12,639	25,278											37,918
Computer hardware - admin	6,261												6,261
Audits												6,650	6,650
Licensing & software app.	10,154		677		677		677		677		677		13,538
Advertising and marketing	500									833	833	833	3,000
Gas and/or electric	295	295	295	295	295	295	295	295	295	295	295	295	3,540
Telephone and internet	300	300	300	300	300	300	300	300	300	300	300	300	3,600
Liability & property ins.	333	333	333	333	333	333	333	333	333	333	333	333	4,000
Testing, assess., accreditation	750									1,500	1,500		3,750
Board training	600	350			600			600			600		2,750
Professional development				9,838				9,838					19,675
Membership dues													0
IT consulting & legal fees	6,500	1,444	1,444	1,444	1,444	1,444	1,444	1,444	1,444	1,444	1,444		19,500
Travel	50	50	50	50	50	50	50	50	50	50	50	50	600
Postage	50	50	50	50	50	50	50	50	50	50	50	50	600
Building costs	9,232	9,232	9,232	9,232	9,232	9,232	9,232	9,232	9,232	9,232	9,232	9,232	110,785
Miscellaneous	42	42	42	42	42	42	42	42	42	42	42	42	500
Total Operating Expenses	109,989	37,375	13,623	21,584	14,223	11,747	13,623	22,184	13,623	14,080	15,112	17,785	304,950
<u>Program Expenses</u>													
Lunch (daily cost)			7,529	7,529	7,529	7,529	7,529	7,529	7,529	7,529	7,529		67,760
Transportation			7,216	7,216	7,216	7,216	7,216	7,216	7,216	7,216	7,216		64,944
Spec. Ed. (Counselor, ST, OT)			1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000		9,000
Total Program Expenses	0	0	15,745	0	141,704								
Total Expenses	109,989	49,048	72,649	80,609	73,249	70,772	72,649	81,209	72,649	73,105	74,137	57,115	887,179
Beginning Balance	144,547	424,321	375,273	385,218	309,251	318,596	252,466	262,412	185,844	195,789	127,326	131,141	144,547
Ending Balance	\$424,321	\$375,273	\$385,218	\$309,251	\$318,596	\$252,466	\$262,412	\$185,844	\$195,789	\$127,326	\$131,141	\$74,026	\$74,026

September 20, 2012

Odyssey Charter School

YEAR 1 MONTHLY BUDGET - WITHOUT ALBERTSON GRANT

(ALTERNATE: WORST CASE) Location: Broken Bow Plaza

	jul	aug	sept	oct	nov	dec	jan	feb	mar	apr	may	jun	TOTAL
Revenues:													
State Apportionment	\$362,162		\$72,432		\$72,432		\$72,432		\$72,432		\$72,432		\$724,323
State Transportation	27,601		5,520		5,520		5,520		5,520		5,520		\$55,202
Lunch Reimbursement (daily)			4,642	4,642	4,642	4,642	4,642	4,642	4,642	4,642			\$37,132
Grants/Other Revenue													\$0
Total Revenues	389,763	0	82,594	4,642	82,594	4,642	82,594	4,642	82,594	4,642	77,953	0	816,658
Expenses:													
<u>Salaries</u>													
Teachers			15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	150,000
Special Education			6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	60,000
Administration		4,682	4,682	4,682	4,682	4,682	4,682	4,682	4,682	4,682	4,682	4,682	51,500
Instructional Aids			3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	27,000
Office Staff		1,455	1,455	1,455	1,455	1,455	1,455	1,455	1,455	1,455	1,455	1,455	16,000
Business Manager		1,818	1,818	1,818	1,818	1,818	1,818	1,818	1,818	1,818	1,818	1,818	20,000
Maintenance/Other		909	909	909	909	909	909	909	909	909	909	909	10,000
Total Salaries		8,864	32,864	32,864	32,864	32,864	32,864	32,864	32,864	32,864	32,864	29,864	334,500
<u>Benefits</u>													
Retirement/PERSI	0	931	3,451	3,451	3,451	3,451	3,451	3,451	3,451	3,451	3,451	3,136	35,123
Health/Life Insurance	0	859	3,183	3,183	3,183	3,183	3,183	3,183	3,183	3,183	3,183	2,893	32,400
Payroll Taxes	0	678	2,514	2,514	2,514	2,514	2,514	2,514	2,514	2,514	2,514	2,285	25,589
Workers Comp/Unemployment	0	342	1,269	1,269	1,269	1,269	1,269	1,269	1,269	1,269	1,269	1,153	12,913
Total Benefits	0	2,809	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	9,466	106,025
<u>Operating Expenses</u>													
Textbooks	23,187												23,187
Student technology	33,097												33,097
Supplies	6,000		1,200		1,200		1,200		1,200		1,200		12,000
Furniture & equipment	12,639	25,278											37,918
Computer hardware - admin	6,261												6,261
Audits												6,650	6,650
Licensing & software app.	10,154		677		677		677		677		677		13,538
Advertising and marketing	500									833	833	833	3,000
Gas and/or electric	295	295	295	295	295	295	295	295	295	295	295	295	3,540
Telephone and internet	300	300	300	300	300	300	300	300	300	300	300	300	3,600
Liability & property ins.	333	333	333	333	333	333	333	333	333	333	333	333	4,000
Testing, assess., accreditation	750									1,500	1,500		3,750
Board training	600	350			600			600			600		2,750
Professional development				9,838				9,838					19,675
Membership dues													0
IT consulting & legal fees	6,500	1,444	1,444	1,444	1,444	1,444	1,444	1,444	1,444	1,444			19,500
Travel	50	50	50	50	50	50	50	50	50	50	50	50	600
Postage	50	50	50	50	50	50	50	50	50	50	50	50	600
Building costs	9,232	9,232	9,232	9,232	9,232	9,232	9,232	9,232	9,232	9,232	9,232	9,232	110,785
Miscellaneous	42	42	42	42	42	42	42	42	42	42	42	42	500
Total Operating Expenses	109,989	37,375	13,623	21,584	14,223	11,747	13,623	22,184	13,623	14,080	15,112	17,785	304,950
<u>Program Expenses</u>													
Lunch (daily cost)			7,529	7,529	7,529	7,529	7,529	7,529	7,529	7,529	7,529		67,760
Transportation			7,216	7,216	7,216	7,216	7,216	7,216	7,216	7,216	7,216		64,944
Spec. Ed. (Counselor, ST, OT)			1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000		9,000
Total Program Expenses	0	0	15,745	15,745	15,745	15,745	15,745	15,745	15,745	15,745	15,745	0	141,704
Total Expenses	109,989	49,048	72,649	80,609	73,249	70,772	72,649	81,209	72,649	73,105	74,137	57,115	887,179
Beginning Balance	(105,453)	174,321	125,273	135,218	59,251	68,596	2,466	12,412	(64,156)	(54,211)	(122,674)	(118,859)	(105,453)
Ending Balance	\$174,321	\$125,273	\$135,218	\$59,251	\$68,596	\$2,466	\$12,412	(\$64,156)	(\$54,211)	(\$122,674)	(\$118,859)	(\$175,974)	(\$175,974)

September 20, 2012

Appendix K

Student Handbook

The proposed Student Handbook is on the following pages.

Odyssey

Charter School

for grades 6-12

Proposed STUDENT HANDBOOK

Odyssey Charter School is a free public charter school available to all Idaho students with a primary attendance area consisting of Shelley Joint School District #60, Bonneville County, and Jefferson Joint School District #251 with the facility located in Idaho Falls Joint School District #91.

Odyssey Charter School does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended. Any variance should be brought to the attention of the administration through personal contact, letter, phone or e-mail. Note: In case of conflict between Board policies or any provisions of student handbooks, the provision of Board policy is to be followed.

MISSION

We guide young adults to become well-rounded, capable leaders prepared to meet the challenges of the 21st Century.

VISION

Using project-based instruction in the arts and technology as well as real-world opportunities for community service, we create an engaging and challenging learning environment that enables each student to become a competent, compassionate, responsible, and interdependent citizen leader well-prepared for college and for life in the 21st century.

PREFACE

Dear Students and Parents:

The Odyssey Charter School Student Handbook contains information that students and parents are likely to need during the school year. Throughout the handbook, the term “the student’s parent” is used to refer to the parent, legal guardian, or other person who has agreed to assume school-related responsibility for a student.

Please be aware that this document is updated periodically since policy adoption and revision is an ongoing process. Therefore, any changes in policy that affect student handbook provisions should be made available to students and parents through newsletters and other communications. These changes will generally supersede provisions found in this handbook because they have been made obsolete by newly adopted policy.

RELEASE OF “DIRECTORY INFORMATION”

Regarding student records, federal law requires that “directory information” on my child be released by Odyssey Charter School to anyone who requests it unless I object in writing to the release of any or all of this information. This includes release of directory information to military recruiters and post-secondary institutions. This objection must be filed within ten school days of the time this handbook was given to my child. Directory information ordinarily includes:

1. student’s name
2. address
3. telephone number

4. date and place of birth
5. participation in officially recognized activities and sports
6. weight and height of members of athletic teams
7. photographs
8. dates of attendance
9. awards received in school
10. most recent previous school attended

Parents or guardians may limit the release of information listed above by contacting the office.

CREDIT CRITERIA FOR ENROLLMENT

MIDDLE SCHOOL 6th-8th GRADES

Middle school students must meet the following criteria to be advanced to the next grade:

- ⤴ A student will pass a minimum of eighty percent (80%) of the total credits attempted before the student will be eligible for promotion to the next grade level.
- ⤴ Odyssey will require a student to attain, at a minimum, a portion of the total credits attempted in each area in which credits are attempted, except for areas in which instruction is less than a school year, before the student will be eligible for promotion to the next grade level.
- ⤴ Students will take pre-algebra before entering the 9th grade.
- ⤴ Credit Recovery. A student who does not meet the minimum requirements of the credit system shall be given an opportunity to recover credits by retaking the class or taking another class either at Odyssey or at another accredited school.
- ⤴ Students must maintain or exceed ninety percent (90%) attendance in a class in order to pass that class. Attendance time can be made up through arrangements with the principal. The attendance time must be made up before the end of the semester.
- ⤴ Special Education Students. The Individualized Education Program (IEP) team for a student who is eligible for special education services under the Individuals with Disabilities Education Improvement Act may establish alternate requirements or accommodations to credit requirements as are deemed necessary for the student to become eligible for promotion to the next grade level.

- ⤴ Limited English Proficient (LEP) students. The Educational Learning Plan (ELP) team for a Limited English Proficient (LEP) students, as defined in Subsection 112.04.d.iv, may establish alternate requirements or accommodations to credit requirements as deemed necessary for the student to become eligible for promotion to the next grade level.

9TH GRADE

To be enrolled as a student at Odyssey Charter School, a student must successfully complete the middle school credits as will be outlined by above. Students who have not completed their middle school graduation requirements will remain in middle school classes until they complete them. They may move up into high school classes at the beginning of a new semester if a position is available.

10TH-12TH GRADE

Students who transfer to Odyssey Charter School or wish to re-enroll in Odyssey Charter School and have been accepted through the enrollment process must complete the following:

Complete at least 10 credits for each grade they have been in from their freshman year. Freshmen need to complete 10 credits, sophomores need 20 credits, etc.

Options: Students who do not have the required credits each year have the following options to meet the minimum credits needed:

1. Take college home study classes (See Counseling Office).
2. Take summer school classes (limited to 2 credits).
3. Complete courses through Idaho Digital Learning Academy.

FOREIGN EXCHANGE STUDENTS

Foreign exchange students wishing to attend Odyssey Charter School will be charged a \$600 tuition fee to attend. This is in addition to any other fees that may be incurred.

RELEASED TIME PRIVILEGE

Students are under the jurisdiction of the school for the entire school day. The only exception to this is for students who participate in a “release time” program. Students who have been granted “release time” and are not at their assigned “release time” program, will be dealt with as if truant from school and their privileges may be revoked.

COMPLAINTS BY STUDENTS / PARENTS

Usually student or parent complaints or concerns can be addressed simply by a phone call or a conference with the teacher. If unresolved, a written complaint and a request for a conference should be sent to the principal. Some complaints require different procedures. The principal's office can provide information regarding specific processes for filing complaints.

CORPORAL PUNISHMENT

No person who is employed or engaged by Odyssey Charter School may inflict or cause to be inflicted corporal punishment on a student. Corporal punishment does not include, and Odyssey Charter School personnel are permitted to use, reasonable force as needed to maintain safety for other students, school personnel, or other persons, or for the purpose of self-defense.

DISTRIBUTION OF NON-SCHOOL MATERIALS

Written materials, handbills, photographs, pictures, petitions, films, tapes, posters, or other visual or auditory materials may not be posted, sold, circulated, or distributed on any school campus by a student or a non-student without the prior approval of the principal. Any student who posts material without prior approval will be subject to disciplinary action. Materials displayed without this approval will be removed.

DRESS STANDARDS

Dress standards are established to teach grooming and hygiene, prevent disruption, and minimize safety hazards. Compliance with the dress and grooming standards will help our students to be safer, enable them to focus on learning while at school, and will limit distress for those who are unable to afford rapidly passing fads. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following guidelines and do not create a disturbance or interference to the educational environment:

Commercialism is defined as symbols, brands or slogans referring to products, companies, movies, video games, and television shows.

Media messages include, but are not limited to, movie and television characters, comments or slogans, and screen graphics.

CLOTHING

Bottoms: All students, boys and girls, must wear pants due to the fact that they may be doing much of their work on the floor. Pants must be black, khaki, or dark blue, and can be

any style. Denim pants are not allowed. We ask that all pants be worn above the hips, be clean, and that they have no holes, tatters, patches, fading, commercialism or media messages. The brand name and logo on the exposed, stitched-in tag of denim pants is acceptable at the waist line only. Pants must be worn above the hips and cover all undergarments.

Tops: All students, boys and girls, must wear a solid color, sleeved, collared-polo style shirt. They may choose any **solid** color (no patterns) and any collar style. Shirts must be clean and have no holes, tatters, patches, commercialism or media messages. One **small** embroidered logo like the Lacoste crocodile is OK, but no screen graphics are permitted. Shirts may be tucked or untucked, but must cover all undergarments.

Shoes: All shoes, sneakers, and sandals that have no holes are acceptable. No heels, flip flops, or backless shoes or sandals. No wheels. For safety all shoes and sandals should fasten securely to the foot. Shoes must be worn for health and safety reasons.

Socks: All socks that have no holes are acceptable; but should have no media messages.

Hats: Hats and caps are for outdoor wear only and must be stored during class time.

Winter: When it gets cold, students may wear warm clothing such as beanies, sweaters, cardigans, hooded jackets, coats, etc. of any color and pattern that have no holes or media messages.

All clothing shall be neat, clean and appropriate to the circumstances. Students may be excluded from attending classes when any of the following is worn or evident:

1. Clothing that reveals the midriff
2. Chains or spike-like accessories.
3. Gang-related dress including the following:
 - a. Bandanas: No bandanas of any color will be allowed.
 - b. Sagging: No sagging will be allowed (All pants are to be worn at the waist.) This includes any clothing worn by any student which gives the obvious appearance of sagging where pockets or zippers are seen positioned in the thigh region or below.
 - c. No monikers (nicknames or gang names) on the side or inside of hats.
 - d. Hats will be worn with the brim of the hat over the face of the person wearing it. Hairnets cannot be worn.

- e. Military style or webbing belts, if worn, must be in the belt loop not hanging.
4. Oversize full length coats such as dusters or trench coats.
5. Body piercings other than for one set of ear rings for girls. No piercings are allowed for boys.

A student whose dress disrupts the educational process will be subject to appropriate discipline.

The administration has the option to contact the parents to deliver a change of clothes while the student waits in the office until the parent arrives, send the student home to change or give them a temporary replacement until school ends.

If there is a cultural or religious issue for a student with respect to the clothing expectations, the school administrator will address this on a case by case basis.

HAIR, GROOMING AND HYGIENE

Hair is to be clean and neat. The length for boys' hair is not to exceed past the collar and off of the ears. All students should have their hair worn so that it is out of their eyes. No distracting hair styles or unnatural colors are acceptable. Students should be clean and free of body odors. Students are welcome to bring a toothbrush with them to school to practice good hygiene habits. If there is a cultural or religious issue for a male student with respect to the length or style of hair the school administrator will address this on a case by case basis.

JEWELRY AND BODY ADORNMENT

No dangling jewelry will be allowed for safety purposes. Girls may wear stud earrings only. Students may wear jewelry that has religious significance to the child as long as it is not dangling and does not become a distraction to the student or to others in the classroom. Necklaces must be worn inside the shirt. No tattoos may be visible.

COMPUTER RESOURCES

Use of computer technology is restricted to students working under a teacher's supervision and for approved purposes only. Students and parents will be asked to sign a user agreement (separate from this handbook) regarding use of these resources; violations of this agreement may result in withdrawal of privileges and other disciplinary action. Students and parents should be aware that electronic communications—e-mail and other computer communications—using school computers are not private and may be monitored by Odyssey Charter School staff.

CLASS CHANGE POLICY

In the spring, students will be registered for the following year. By the time school has ended each student must have a complete schedule for the next year. SCHEDULE CHANGES ARE

\$20.00. (That means any schedule changes made in the fall when school starts will cost the student \$20.00.) The only exception will be if the school or the parents feel that there are some extenuating circumstances and permission from the principal is given for schedule changes. THE DEADLINE FOR ALL CLASS CHANGES IS TWO WEEKS AFTER THE BEGINNING OF EACH SEMESTER. Students may not change classes or drop classes after this two week period. If for some reason a change must be made following the 2 week deadline, an "F" will be given on the transcript and the student will receive NO CREDIT in the class dropped AND the new class entered. Any student who chooses to quit going to a class because they are failing the class, etc., must have administrative approval. Failure to do so could result in a dismissal of the student for the semester and a loss of all credit for that semester.

CHALLENGING A GRADE

Students have a period of three weeks after grades are posted or mailed to question a grade given by a teacher or a grade denied for attendance problems.

CLASS/CREDIT POLICY

Odyssey Charter School students who have fulfilled all the requirements for an Odyssey Charter School diploma (see Graduation Requirements) prior to the day of graduation will be allowed to participate in graduation activities. If a student fails to complete all the requirements by the designated deadline set by the school, he or she will not be eligible to march at the commencement ceremony. A diploma may issued at a later date when the work is complete. Odyssey Charter School students are defined as having taken at least 30 of their credits at OCS or they have recently enrolled and finished their required credits at Odyssey Charter School. Students must have all work fully completed and approved by the faculty before graduation or they cannot march. It does not matter when they finish the 50 credits, they can march at the next graduation exercises. OCS students with "good cause" (extenuating circumstances as approved by administration and counselors) are allowed to graduate.

Students attending another school, who are eligible to graduate through Odyssey Charter School, must make the decision by May 1 to avoid any problems. Foreign exchange students do not receive a diploma, but can receive a certificate of attendance and march in graduation exercises.

CONCURRENT ENROLLMENT POLICY

Students may receive dual credit by taking college classes. These classes need to be approved by the student's counselor. Odyssey Charter School supports concurrent enrollment with the universities. Students desiring to take college credits will also be given elective credit to fulfill

elective requirements for graduation. High school core courses cannot be substituted with college courses unless there is an articulation agreement with the university and the course in question meets the State of Idaho standards.

OTHER INTERESTS

Students who will miss 11 or more days of school to pursue other interests such as being a Congressional Page in Boise or other special situations will need administrative approval. Options are to make up missing work through completion of correspondence courses, or via Idaho Digital Learning Academy.

REPLACING LOW OR FAILED GRADES

There are four options for a student to use to replace a low or failing grade in a class:

1. Repeat the same course at the high school.
2. Take the same course in a local school district's summer school.
3. Take the same course at a local school district night school.
4. Take the same course through IDLA (see counseling office.).

CORRESPONDENCE/HOME STUDY PROGRAMS

Only eight credits of home study will be accepted for graduation. Home studies sponsored by a university need approval from a counselor. Idaho Digital Learning Academy credits also require approval from a counselor. BYU Independent Home study courses must have all assignments and the final test sent to BYU by the second Friday in May. If this deadline is not met, students must make an appointment to go to BYU in Provo, Utah and hand in any missing assignments and take the final test in person on campus. Final grades must be in the Friday before commencement exercises.

GRADUATION REQUIREMENTS

Graduation requirements will be aligned with the latest the laws and codes of the State of Idaho such as IDAPA 08.02.03 104, 105, 106. Odyssey will meet or exceed these requirements.

Core Area	Graduation Requirement
Core of Instruction	30 credits
Electives	16 credits
Total Credits	46 credits (minimum)

Language Arts (English-8 credits and Speech - 1 credit)	9 credits (Speech credit be integrated into the English classes through the presentations of the projects. Students who transfer to Odyssey will need to have 4 language arts credits at Odyssey or take a speech class off campus or online.
Mathematics	6 credits Including Algebra I and Geometry Standards. 2 credits must be taken in the last year of high school
Science	6 credits (4 lab)
Social Studies (US History, Economics, and American Government)	5 credits
Humanities (Interdisciplinary Humanities, Fine Arts, or Foreign Language)	2 credits
Health	1 credit
Senior Project focusing on Community Service Leadership	1 credit See description below.
Post Secondary Readiness Plan	4 Year Learning Plan at the end of 8th Grade
College Entrance Exam	Take either ACT, SAT, or Compass exam by the end of 11th or 12th grade
ISAT	Pass the ISAT with a Score of Proficient or Advanced in Reading and Math, Language Usage, and Science
Online Classes	2 Credits from the list Odyssey will provide. This will take effect for the class graduating 2016.

Project-Based Learning and Community Service

Odyssey will incorporate project based learning that will often incorporate a community service focus, so community service is integrated into Odyssey's classes instead of being a separate class or requirement.

Senior Project/Community Service Leadership

Senior projects will be the culmination of all the skills the student has learned at Odyssey Charter School and will require the student act in a leadership role with the guidance of the teacher. The project will be based on improving the community in some way and will include organizing other people--students and others--to accomplish this goal. The project will require strong academics as well as managerial and organizational skills and will include the following:

1. Research a community need
2. Plan a project to meet that need
3. Organize people to help with the project
4. Written report of the project
5. Oral presentation of the project to a panel of teachers and others

ACCOMMODATIONS

Alternatives to specific course requirements, excluding those identified in IDAPA 08.02.03.105, may be approved by the principal or designee. Students who are eligible for services under the Individuals With Disabilities Act (IDEA) may graduate under alternate graduation requirements outlined on their Individual Education Plan (IEP) as determined by an IEP Team.

PROFICIENCY

Students must (1) pass the ISAT 10 or (2) pass a comparative assessment approved by the Board of Trustees. In addition, each student receiving special education services will include as part of his/her IEP a statement of how the student will demonstrate proficiency in the Idaho Achievement Standards as a condition of graduation, if it is different than meeting proficiency under either #1 or #2 above.

TRANSFER STUDENTS

In order to receive a diploma from Odyssey Charter School, the students must attend Odyssey Charter School the student's senior year or have moved with his/her family from out of the area after the beginning of the second semester of the senior year. All credits applied toward graduation must have been earned from accredited institutions.

EARLY GRADUATION

Any high school student, who completes the number of credits required for graduation prior to finishing the eight semesters of high school work, may petition the Board of Trustees for early graduation providing he/she has the endorsement of the principal and the principal.

GRADUATION OF NON PUBLIC SCHOOL STUDENTS

A nonpublic student must meet all grade and other graduation requirements of Odyssey Charter School in order to graduate and obtain a diploma. In order to graduate and receive a diploma, a nonpublic school student must be a full time student of Odyssey during that student's final semester.

ALTERNATIVE CREDIT OPTIONS

In addition to regular classroom-based high school instruction, students may earn credit through the following means:

CORRESPONDENCE/VIRTUAL/ONLINE COURSES

Correspondence/Virtual/online courses, an option different from the traditional classroom, take place when space, time or both separate the teacher and the learner.

These courses offer educational opportunities that meet students' individual needs and grant them flexibility of learning with respect to time and place. Odyssey Charter School will allow a maximum of eight (8) credits from correspondence/virtual/online courses to be applied toward the completion of graduation requirements. All correspondence credits used in completing graduation requirements shall be from an institution which has received its accreditation from the Northwest Association of Accredited Schools or its affiliates. Only those correspondence/virtual/online courses which are approved in advance by the principal's or designee will be accepted for credit. In unusual or extenuating circumstances, the principal or designee may approve correspondence/virtual/online credits above the maximum, but within the State Board of Education requirements.

IDAHO DIGITAL LEARNING ACADEMY (IDLA)

The Idaho Digital Learning Academy (IDLA) is a legislatively created virtual school created to provide Idaho students with greater access to an assortment of courses while working in collaboration with public schools. IDLA is accredited by the Northwest Association of Accredited Schools and its courses are aligned to Idaho Achievement Standards. Credits earned through the IDLA shall not be subject to the graduation credit limitations specified in Board Policy. Odyssey Charter School will use IDLA classes to supplement its curriculum, provide remedial

academic support, and assist students in fulfilling their parent approved four year high school plan. IDLA courses are an alternative to learning in a traditional classroom.

Characteristics that aid in the success of IDLA students are reading competency, time management skills, intrinsic motivation, and self-discipline.

All students who are academically qualified to take a course for high school credit may enroll in IDLA courses. Registration will be facilitated by the designated Site Coordinator at the school for which the student is zoned to attend or the school the student is attending.

All tuition and registration fees for IDLA courses will be the responsibility of the student and/or parent with the following exceptions:

1. The student is unable to attend school for documented medical reasons.
2. Scheduling conflicts prevent enrollment in a course required for graduation.
3. The IDLA course is not offered within Odyssey Charter School curriculum.
4. The existence of unusual and/or extenuating circumstances as determined by the principal or designee.
5. In any case in which Odyssey Charter School pays tuition for IDLA courses, the student and/or parent is required to place a deposit that is equal to 75% of the tuition and registration fees to cover "drop fees" in the event the student does not complete the course. Upon completion of the course, the deposit will be refunded in full.

Textbooks required for IDLA courses in cases where Odyssey Charter School pays the tuition costs will be provided by Odyssey Charter School.

COLLEGE/UNIVERSITY COURSES

Any credits earned from an accredited post-secondary institution shall be credited toward Idaho State Board of education high school graduation requirements. A three (3) credit course at the post-secondary level shall equate to one and one-half (1.5) high school course credit.

DRUG TESTING POLICY

Odyssey Charter School expects that students who are provided with the opportunity to engage in school-sponsored sporting and other extracurricular activities as representatives of Odyssey Charter School will be drug and alcohol free during their participation in these activities and other extracurricular events will decrease their chances of being injured. It will demonstrate to the rest of the student body their willingness to be drug and alcohol free and their desire to be worthy representatives of Odyssey Charter School.

Drug testing will be for the express purposes of:

1. The health and safety of all students participating in extracurricular activities.
2. The prevention of student involvement with drugs and alcohol.
3. Undermining the effects of peer pressure by providing specific reasons for students to refuse involvement with drugs and alcohol.
4. Possible intervention with and help for students involved with drugs and alcohol by encouraging those involved to seek treatment or rehabilitation. Odyssey Charter School's drug testing policy is to insure that those students who participate in sporting and other extracurricular activity are free from the effects of illegal drugs and alcohol while engaging in such Odyssey Charter School sponsored activities.

Any student in grades eight through twelve participating in interscholastic athletic programs that may be sponsored by Odyssey Charter School and the Idaho High School Activities Association and/or any student whose participation in an extracurricular activity requires that student to leave school grounds as a representative of Odyssey Charter School may be required to be tested. Students can be tested during the fall, winter, spring or year around sport or activity from the first allowable day of practice or activity as determined by the IHSAA or the official school sponsor of the activity to the last day designated for that activity.

Parents who would like a complete copy of Odyssey Charter School's policy may obtain one from the office.

DUAL ENROLLMENT

Students will be allowed to participate in dual enrollment with other public schools within Idaho Falls School District #91. Home schooled and privately schooled students may also enroll. Odyssey only accepts full-time students.

GRADUATION

In honor of those graduating and to lend to the dignity of Commencement Exercises, we have established the following policies:

1. All graduates will be dressed in a uniform manner, i.e. caps and gowns. Graduates will wear slacks, shirt and tie, dresses and appropriate footwear under their gowns.
2. No decorations on the cap or gown that would cause the graduate to draw individual attention including medals, medallions, etc. unless there is administrative approval.
3. Nothing should be brought into the ceremony that could cause a disruption.
4. Guests are asked to dress up for the occasion. Clothes such as shorts, tank tops, well worn denims, etc. are not appropriate.

5. Because of increasingly limited seating and the disturbances small children can make, babysitting arrangements should be made for babies and small children.
6. Please come early enough to find seats. Taping off rows of seats is not fair to the general public. Only official OCS signs will be honored for reserving seats.

TEACHER AIDE CREDITS

Only two credits of T.A. (office, library or teacher aide) are allowed for graduation.

FEES

All fees should be paid the day of registration. Classroom fees for electives (Art, Play Production, Piano, etc.) should be paid within **two weeks** after each semester begins. Fees should be paid in the office. **Receipts should be kept the whole year.** When students produce receipts, the question of payment is cleared up quickly. **Refunds for yearbooks will not be issued after December 1 for any reason.** Unpaid fees are kept on record through the course of high school and must be paid by graduation in order to participate in graduation exercises.

CELL PHONES AND OTHER ELECTRONIC DEVICES

Cell phones are not to be used in the classroom for any reason.

Use of cell phones is limited to breaks. Those wishing to communicate with students by cell phone must understand that they can only respond to text or voice messages at the breaks or lunchtime. Music player devices are a disruption to learning and have no educational value. Students should not bring them to school. ***Personal music player devices and cell phones, if seen or heard between the start of school and the end of school, will be confiscated, taken to the office and returned to parents only. Failure to relinquish a phone or music player device to a staff member is insubordination, a Class II discipline violation.***

The following consequences will also apply:

1st Offense: 1 day lunch detention plus warning of \$10 fine for next offense.

2nd Offense: 3 days lunch detention, \$10 fine, plus warning of \$30 fine on the 3rd offense

3rd Offense: 1 day in-school-suspension, 3 days lunch detention, \$40 fine, plus parental meeting, consideration of being dis-enrolled.

4th Offense: 3-5 day in-school-suspension and recommendation by principal for dis-enrollment.

If an electronic device is lost or stolen, it is not the school's responsibility. The school will pursue the matter as a matter of teaching good character traits such as honesty, etc. Because the

parents and/or student choose to bring the device to school, they are responsible for the care and safekeeping of all electronic devices.

FIRE DRILL/LOCK DOWN INSTRUCTIONS

1. The signal for a fire drill is a loud, continuous horn.
2. When the signal is sounded, evacuate all buildings. Stay away from all buildings. Students should stay with class groups.
3. Leave the building in a calm and orderly manner. Walk quickly. Do not run or loiter.
4. Leave the building through the exit assigned your area of the building.
5. Students on the grounds not in classrooms should move immediately with other students to the nearest evacuation area.
6. When the all-clear signal is given, return to class immediately.
7. In Lock Down situations, students remain in the classroom and follow instructions from the teacher.

CONDUCT

In order for students to take advantage of available learning opportunities and to be productive members of our campus community, each student is expected to:

1. Demonstrate courtesy — even when others do not.
2. Behave in a responsible manner, always exercising self-discipline.
3. Attend all classes, regularly and on time.
4. Prepare for each class; take appropriate materials and assignments to class.
5. Meet Odyssey Charter School or building standards of grooming and dress.
6. Obey all building and classroom rules.
7. Respect the rights and privileges of other students, teachers, and other Odyssey Charter School staff.
8. Respect the property of others, including Odyssey Charter School property and facilities.
9. Cooperate with or assist the school staff in maintaining safety, order, and discipline.

DISCIPLINE POLICY

School personnel will strive to secure individual and group discipline, but should not tolerate insubordination (refusal to obey), lack of proper respect, or improper conduct on the part of a student or students. Such conduct will result in disciplinary action and may lead to suspension or expulsion. School personnel should, in turn, extend to students the same respect and courtesy which they, as employees, have the right to demand. Supervisory personnel must afford students due process prior to taking disciplinary action. Cutting or reducing grades is not

acceptable disciplinary action. Students are charged with the responsibility of abiding by accepted standards of good conduct and discipline while on school property, while participating in any school function or activity, private conveyance or walking. All teachers and/or other supervisory personnel are charged with the responsibility of knowing Odyssey Charter School's policies, procedures, rules and regulations, regulations of the State Board of Education, and the state and city laws.

MINOR OFFENSES: CLASS I

1. The intentional unlawful threat by word or act to do violence to another student, combined with an apparent ability to do so, and doing some act which creates a well founded fear in the person that such violence is imminent.
2. Bullying/harassment shall be defined as any physical, verbal, cyber, or socially aggressive behavior calculated to intimidate, harm, injure, coerce, ridicule, or threaten. Any staff member observing or suspecting bullying behavior shall intervene.
3. Intentionally providing false information to an Odyssey Charter School employee. This includes, but is not limited to student informational data and information directly related to school business.
4. Using profane or obscene language, conduct and/or gestures.
5. Illegal organization. Participation in fraternities, sororities, and secret societies.
6. Excessive unverified absences /tardiness. Not clearing attendance with parents or the office and repeatedly reporting late to school or class.
7. Nonconformity to dress code.
8. Minor disruption on a school bus.
9. Inappropriate public display of affection.
10. Unauthorized absence from class or school.
11. Excessive distraction of other students. Any behavior which disrupts the orderly educational process in the classroom or other school functions.
12. Truancy/sluffing school (refer to verifiable absences)
13. Any other violation which the administrator reasonably deems to fall within this category.

CLASS I DISCIPLINARY ACTIONS:

First Offense: In-school conference and parental contact, when warranted. Specific circumstances may warrant disciplinary action outlined under subsequent offenses.

Subsequent Offense: In-school disciplinary action, such as probation, detention, extra assignments, and/or in-school suspension at the discretion of the administrator. (Note: Circumstances make consequences flexible.)

INTERMEDIATE OFFENSE: CLASS II

1. Battery upon students. Intentionally using physical force or striking another student against the will of the other, or intentionally causing bodily harm to an individual, or observing and or encouraging such behavior without seeking help or trying to stop it.
2. Defiance of school board employee's authority. Any verbal or nonverbal refusal to comply with a lawful direction of a school board employee or volunteer worker.
3. Use of obscene manifestations (verbal, written or gestures) toward another person.
4. Possession and/or use of tobacco products or paraphernalia. Possession on the person, in the locker or desk, or in other effects of the student.
5. Simple assault on school Odyssey Charter School employees. The intentional, unlawful threat by word or act to do violence to the person of an employee, coupled with an apparent ability to do so, and the doing of some act which creates a well-informed fear in such person that violence is imminent.
6. Stealing, larceny, petty theft. The intentional, unlawful taking, concealing, and/or taking away of property valued at less than \$100 belonging to, or in the lawful possession or custody of another.
7. Possession of stolen property. With the knowledge that it is stolen.
8. Trespassing. Willfully entering or remaining in any structure, conveyance, or property without being authorized, licensed or invited, or having been warned by an authorized person to depart, refusing to do so.
9. Vandalism. Intentional action resulting in injury or damages of less than \$100 to public property or the personal property of another.
10. Fighting. Any physical conflict between two or more individuals or observing and/or encouraging the physical conflict without an attempt to break it up or inform authorities.
11. Possession and/or igniting of fireworks.
12. Threats, extortion. Malicious written or verbal threat of injury to the person, property or reputation of another, with the intent to extort money or any pecuniary advantage whatsoever; or with intent to compel the person threatened, or any other person, to do any act or refrain from doing any act against his/her will.
13. Offensive touching of another person.
14. Written or verbal reference to or propositions to engage in sexual acts.
15. Inciting to riot or unapproved assembly.
16. Any other violation which the Administrator reasonably deems to fall within this category.

CLASS II DISCIPLINARY ACTIONS:

First Offense: Parental contact and in-school suspension and/or extended work assignments before or after school and/or suspension for 1-3 days. Any school properties damaged or destroyed by the student will be reimbursed to the school by that student.

Subsequent Offenses: Suspension for 3-5 school days. Special circumstances may warrant a recommendation for expulsion. If so recommended, the expulsion procedures listed will be followed. Any monetary loss to the school incurred by the actions of the student will be reimbursed to the school by that student. Note: Circumstances make consequences flexible.

MAJOR OFFENSES: CLASS III

1. AGGRAVATED BATTERY. Intentionally causing great bodily harm, disability or permanent disfigurement; use of a deadly weapon.
2. DISCHARGING ANY PISTOL, RIFLE, SHOTGUN, AIR GUN OR ANY SUCH DEVICE. THERE WILL BE ZERO TOLERANCE FOR GUNS OR WEAPONS ON SCHOOL PROPERTY.
3. POSSESSION OF WEAPONS. Any instrument, article, or substance which under the circumstances in which it is used, attempted to be used, or threatened to be used, is readily capable of causing serious physical injury or death.
4. FAKE OR TOY WEAPONS. Under certain circumstances, trying to judge the authenticity of a weapon could be a serious matter and could result in a dangerous situation.
5. DRUGS. Unauthorized possession, transfer, use or sale of drugs, drug paraphernalia, or alcoholic beverages.
6. BATTERY UPON SCHOOL SCHOOL EMPLOYEE. The actual unlawful, intentional use of physical force or striking of an employee or volunteer worker against his/her will, or the intentional causing of bodily harm to an employee or volunteer worker.
7. ARSON. The willful and malicious burning of any part of a building or its contents.
8. STEALING, LARCENY, GRAND THEFT. The intentional, unlawful taking, concealing and/or carrying away of property valued at \$100 or more belonging to, or in the lawful possession or custody of another.
9. ROBBERY. The taking of money or property from the person or custody of another by force, violence or assault.
10. BURGLARY OF SCHOOL PROPERTY. Entering or remaining in a structure or conveyance with the intent to remove property, money or other valuables from the premises.
11. CRIMINAL MISCHIEF. Willful and malicious injury or damages at or in excess of \$100 to public property, or to real or personal property belonging to another.
12. INCITING OR PARTICIPATING IN MAJOR STUDENT DISORDER. Leading, encouraging, or assisting in major disruptions which result in destruction or damage of private or public property or personal injury to participants or others.
13. EXPLOSIVES. Preparing, possessing or igniting on Odyssey Charter School property explosives likely to cause serious bodily injury or property damage.
14. BOMB THREATS. Any such communication to an Odyssey Charter School employee which has the effect of interrupting the educational environment.

15. SEXUAL ACTS. Acts of a sexual nature, including but not limited to, battery, intercourse, attempted rape, or rape.
16. EXTORTION. The carrying out of a threat against an employee which causes the victim either to comply with demands or to suffer the results of the threat for noncompliance to demands made with the intent to extort money or any pecuniary advantage whatsoever.
17. ANY OTHER OFFENSE WHICH THE ADMINISTRATOR MAY REASONABLY DEEM TO FALL WITHIN THIS CATEGORY.

CLASS III DISCIPLINARY ACTIONS:

Suspension and recommendation for expulsion by the school administrator, as authorized in the procedures outline. Pending final determination of the matter by the school board, the school may request a two day extension of the allowed five day suspension policy of the school. Circumstances make consequences flexible or stiffer.

DISRUPTIVE ACTIONS

Additional grounds for suspension or expulsion exist in a number of areas classified as "Disruptive Actions". Included in this area are such things as: **fighting**, gambling, **insubordination** (failure to obey or cooperate) **profanity**, possessing and/or distributing of lewd literature, failure to identify yourself to proper authority when asked, and a variety of others. **Students using vulgar language anywhere in the school or at a school activity, will be referred to the administration for discipline.**

Generally, discipline for any of the above offenses will be as follows:

- 1st offense: Parents notified-suspension.
- 2nd offense: Parental conference-suspension and possible expulsion.
- 3rd offense: Parental conference with principal and possible expulsion.

PLAGIARISM/CHEATING IN SCHOOL POLICY

Plagiarism includes any incident in which students claim to have done original work when in fact, they have not. Plagiarism of any type will not be tolerated. Penalties for this offense or any other form of cheating will likely include failure for the class involved, and could include expulsion from school. Any student who encourages plagiarism by showing his/her work on an assignment to another student will be subject to the same penalties. All students must strive to protect their assignments, computer discs and files in order to keep them private and inaccessible to others.

COMPUTER USE

Computers within the school that are available for student use should be used for enhancing or completing classroom assignments.

Odyssey Charter School agrees to comply with all laws and regulations related to the safety of students, including the Protecting Children in the 21st Century Act. Compliance with this Acceptable Use Policy is necessary to ensure the safety and protection of children using online learning tools.

STATEMENT OF OBJECTIVE

While enrolled in Odyssey Charter School or a Odyssey Charter School School (collectively referred to as “the School”), parents, legal guardians, students, Learning Coaches, and staff (collectively referred to as “Users”) will use computer equipment and various programs provided by the School—some of which are accessed by the Internet, and the Internet accessed through the School computer or a computer provided by the Users to participate in the School’s educational program. This policy applies to all Users and outlines the basic rules and requirements with which all Users are required to comply when using the Technology. The User and parent or legal guardian of a minor User will be responsible for compliance with this policy. This Acceptable Use Policy may be updated periodically. The most current version is always available on Odyssey Charter School’s website. Any changes will be effective upon posting of the revised policy. You can tell when this policy was last revised by referring to the “Last Updated” legend at the top of the Acceptable Use Policy page.

USER ACCOUNT, PASSWORD, AND SECURITY

Users of the Odyssey Charter School’s network require a unique user name and password in order to access the system. The unique user name is used to recognize the User in the Odyssey Charter School’s network and allows the Odyssey Charter School’s network to determine the User’s access rights (i.e., what areas of the Odyssey Charter School’s network they are authorized to use).

Users are entirely responsible for maintaining the confidentiality of their user names and passwords. Furthermore, Users are entirely responsible for any and all activities that occur under their accounts. Users must notify Odyssey Charter School immediately of any unauthorized use of their accounts or any other breach of security. Odyssey Charter School will not be liable for any loss that a User may incur as a result of someone else using his or her password or account either with or without the User’s knowledge, and a User may be held liable for losses incurred by Odyssey Charter School or another party due to someone else using his or her account or password. Users may not use another person’s account at any time for any reason.

USE OF INTERNET

Use of the Internet is required in order to access the Odyssey Charter School's network. The Odyssey Charter School's network is a secured system and every effort is made to ensure the quality and safety of its content. All use of the Odyssey Charter School network and other technology supplied by the School must comply with the following:

1. Except where permitted by Odyssey Charter School, the technology is to be used only for School purposes and must comply with this Acceptable Use Policy.
2. Any use of the Technology for the following purposes is strictly prohibited. By using technology provided by the school, you agree that you will NOT:
 - a. display pornographic, obscene, sexually explicit material, or any material harmful to minors
 - b. impersonate any person or entity (through the use of their password or other means), including any employee or representative of Odyssey Charter School
 - c. copy or distribute content included in the Odyssey Charter School's network (including postings on the Message Boards, messages, or curriculum materials, including answer keys) without the owner's permission.
 - d. solicit or collect information about the Users or members of this site, especially for the purpose of transmitting, or facilitating transmission of, unsolicited or bulk electronic email or communications
 - e. use the School-provided communication services in connection with surveys, contests, pyramid schemes, chain letters, junk e-mail, spamming, or any duplicative or unsolicited messages (commercial or otherwise)
 - f. knowingly or purposefully upload files that contain viruses, Trojan horses, worms, time bombs, cancelbots, corrupted files, or any other similar software or programs that may damage the operation of another's computer or property;
 - g. solicit or collect personal information (including name, address, and phone number) from anyone under eighteen (18) years of age without verified parental consent.
 - h. display threatening or offensive material, including using swear words, offensive, vulgar, or obscene language
 - i. display racist, prejudiced, or discriminatory messages or pictures
 - j. violate any state or federal law
 - k. reveal the User's or a minor's personal address, phone number, or similar information to others

- l. violate any copyright, trademark, patent, trade secret, or other intellectual property laws or otherwise use intellectual property of another individual without the owner's permission—this includes providing links to and including other copyrighted or trademarked material from third parties in the LMS (including posting on the Message Boards or other messages) without permission as well as using any trademarks, service marks, or other marks in social media or other websites without the owner's permission
- m. trespass in another's folders, work, or files;
- n. promote commercial activities;
- o. advertise products or engages in political lobbying;
- p. defame, harass, insult, abuse, stalk, threaten, attack, or otherwise violate the legal rights (such as privacy and publicity) of another person or interfere with another person's work, including, but not limited to, sending unwanted messages or e-mail.

Any unauthorized use of the computers (abuse of passwords, tampering with, hacking, etc.) will be dealt with as a Class III disciplinary issue by the administration. The Student have his or her computer network account revoked.

OFF CAMPUS EVENTS

Students at school sponsored off-campus events shall be subject to all rules and regulations. For activities requiring bus transportation, students must ride the bus to the activity. In extenuating circumstances, with the permission of the coach /advisor, a parent could provide transportation for their student only. Students who ride the school bus to off-campus events must return on that bus unless the **parent** is there at events and personally contacts the person in charge and takes their son/daughter with them.

DUE PROCESS

When an incident of misconduct occurs, a student shall be given written or verbal notice of charges and an opportunity to present their version of the incident. Supervisors must give each student the opportunity to defend the charges of misconduct prior to disciplinary action. Such procedures must be reasonable, fair, and lead to reliable determination of the factual issues involved. Students will be advised of their right of appeal. This appeal should be handled through the proper line of authority: First the principal and then to the Board of Directors as the final appeal.

SMOKING/DRINKING/DRUGS

Idaho Law states that it is unlawful for minors to possess tobacco in any form, alcohol, or drugs. The codes further state that students who engage in behavior that is incorrigible or whose conduct is disruptive may be denied attendance by suspension and expulsion. Students over the age of 18 or who are minors are not allowed to possess or use any of these items on campus or at any school sponsored activity. The following action will be taken with students who choose to disregard this policy:

(Circumstances make consequences flexible.)

1st offense: Call resource officer, call parents, fine, intervention program, suspension

2nd offense: Call police, call parents, fine, intervention program, 3 day suspension, visit with the principal

3rd offense: Call police, call parents, fine, intervention program, 5 day suspension, possible dis-enrollment.

EXTRACURRICULAR ACTIVITY CONDUCT POLICY

Odyssey Charter School is striving to maintain a variety of extracurricular activities where students are given the opportunity to demonstrate their abilities and find success in participation. Students who are involved in extracurricular activities are expected to work hard, keep high standards, make sacrifices, and be well disciplined as they represent their group and school.

IN COMPETITION

Students should never use profanity or shady tactics. Losing is an unavoidable part of competition and a person should be gracious in defeat and modest in victory. It is always courteous to congratulate the opponent on a job well done whether in defeat or in victory. Immature persons often display temper tantrums, poor sportsmanship, and foul language when things fail to go their way. A respected competitor is in control at all times and will take discipline without grumbling or complaint.

IN THE CLASSROOM

Academic Eligibility.

All students participating in extracurricular activities should strive for quality in academic work. To be eligible to participate, **students must have received passing grades in at least 5 out of 6 classes of the previous semester.** In order to remain eligible through the season of participation, students must maintain passing grades in 5 classes. **If Release Time is offered in the future, Release Time does not count as one of the six classes.**

Attendance

Regular class attendance must be a top priority. State law requires:

A student between the ages of 7 and 16 must attend school unless the student is otherwise legally exempt or excused. School employees must investigate and report violations of the state compulsory attendance law. A student absent from school without permission, from any class or from required special programs, will be considered truant and subject to disciplinary action. Truancy may also result in assessment of a penalty by a court of law against the student and his or her parents.

Absences that are the result of extenuating circumstances may be excused:

- An extracurricular activity or public performance, approved by Odyssey Charter School's Board of Trustees.
- A documented health care appointment — if the student begins classes or returns to school on the same day as the appointment.
- A temporary absence resulting from any cause acceptable to the teacher, or principal including personal illness, or illness or death in the immediate family.
- A juvenile court proceeding documented by a probation officer.
- An absence required by state or local welfare authorities.
- A family emergency or unforeseen or unavoidable instance requiring immediate attention.

When a student must be absent from school, the student — upon returning to school — must bring a note, signed by the parent that describes the reason for the absence. A note signed by the student, even with the parent's permission, will not be accepted. A student absent for any reason should promptly make up specific assignments missed and/or complete additional in-depth study assigned by the teacher. Class time is essential to learning. Doctor's appointments should be scheduled, if possible, at times when the student will not miss instructional time.

Excessive absences and truancy will jeopardize eligibility and position.

Athletes who do not come to school the day of competition will not participate in the scheduled competition that day or evening. **A student can miss no more than 2 periods on a game day or they are ineligible for participation on that day regardless of reason.**

Trips

On trips, we represent our school and community. Students are a responsibility to their coach or supervisor and must abide by the rules and regulations established. All school rules apply on trips.

PHYSICAL CONDITION

Students are expected to keep themselves in top physical condition for the activity they are participating in. All students are expected to refrain from the use of drugs, alcoholic beverages,

and tobacco (smoking and chewing). To provide consistency, the following steps will be followed:

- The first time it is discovered that a participant has used or is using any of the above substances during the activity season, the student will automatically be suspended from participation for a specified amount of time and/or number of contests as determined by the person in charge.
- If the student chooses to disregard this policy a second time, they will automatically be removed from participation for the remainder of the school year.

MISCELLANEOUS AREAS

- School equipment: Students are responsible for the care and return of all equipment checked out to them.
- Missing practice, rehearsals, etc.: Missing a practice or competition without good reason, particularly without notifying the one in charge may result in suspension or dismissal from the activity. It is not only required but just good responsible behavior.
- All students participating in extracurricular activities must purchase a student body activity card.
- Letters and awards: The head coach/advisor for each area shall recommend requirements for lettering. At the end of the season, a list of names shall be submitted to the athletic director of those qualifying for lettering or awards. Students removed from participation or who drop out on their own will forfeit all awards.
- Students involved in after school activities such as drama, yearbook, etc., will not be allowed in the building after 12 am, with the exception of students who are cleaning up after a dance.

IMPLEMENTATION

The coach or advisor is responsible for implementing this policy and is responsible for the physical well being of the students he/she is working with. Students are to be prepared for competition so they can participate safely and meet the demands of the activity; both physically and mentally. Students are responsible for learning the rules and regulations and reading this policy. They should understand the dangers, obligations, and commitments involved before participation.

CAFETERIA SERVICES

Odyssey Charter School will participate in the National School Lunch Program and offers students nutritionally balanced sack lunches daily. Free and reduced-price lunches are available

based on financial need. Information about a student's participation is confidential. You can obtain an application for Free and Reduced-price meals from the office.

COMMUNICABLE DISEASES / CONDITIONS

To protect children from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. Parents of a student with a communicable or contagious disease should phone the school nurse or principal so that other students who may have been exposed to the disease can be alerted. These diseases include, but are not limited to:

- Amebiasis
- Campylobacteriosis
- Chickenpox
- Colorado Tick Fever
- Gastroenteritis
- Hansen's disease
- Hepatitis
- Influenza
- Malaria
- Measles
- Meningitis
- Pinkeye
- Salmonellosis
- Scabies
- Streptococcal disease
- Chlamydia
- Diphtheria
- Giardiasis
- Lyme disease
- Mumps
- Ringworm of the scalp
- Rubella (German Measles)
- Syphilis
- Shigellosis
- Tuberculosis
- Whooping Cough(Pertussis)

CRISIS RESPONSE PLAN

Our primary objective is to attend to the health and welfare of your child/children in the event of a crisis. In most emergencies, your child/children will remain and be cared for at the school. In the rare event of an emergency affecting the school building that prohibits re-entry to the building (such as a broken water main or a fire), students will be accompanied to a predetermined alternate site. We ask that you follow this procedure if you hear of any school emergency:

- If you have Internet access, check the School web site: www.idahoscitech.com.
- Radio stations: 97.7 KLCE, Z101 K-Bear, Z103, or 105.5 The Hawk.
- Television Stations: Channels 3, 6, or 8 will also be posting updates on school conditions.
- Please do not come to school unless requested to pick up your child at school. Any emergency involving your child's school may mean emergency vehicles and workers must be able to get into the building. If the emergency necessitates relocation of staff and students, you will be informed via the media.
- If a student is injured, we will be calling the parents at home or work

SCHOOL DRIVING AND PARKING REGULATIONS

- All vehicles that have the possibility of being driven to school by students will need to be registered by license plate number.
- Parking is strictly limited to the student parking area. No student vehicles are permitted in the faculty parking area. All signs and curb markings are to be obeyed. Red is no parking no matter what, white indicates faculty parking, and yellow indicates student parking.
- To facilitate identification, automobiles are to be parked front end in first. A student parking permit will be given to verify parking privileges. Cost will be \$10.00 per tag per year. Any vehicles parked on school property during the school day
- without tags will be cited. ***Parking permits must be visible in the front windshield.***
- There is no loitering in the parking lot and visitors must check in at the office.
- The maximum posted speed limit is 15 mph. Any speed exceeding this will be cited as careless or reckless driving.
- Student vehicles may be subject to search if there are reasonable grounds to believe that drugs, alcohol, stolen property or other contraband might be present in that vehicle.
- Parking regulations are strictly enforced. It is considered a privilege to park on school grounds. Suspension of driving privileges, towing of vehicles and/or suspension from school may occur when violations of these regulations occur.

- Traffic and parking fines must be paid within 5 school days of date of issue. Failure to do so can result in the loss of driving privileges on school grounds. Fines are paid in the main office. Fines not paid within the month the citation is given are subject to doubling or tripling depending on the length of time.
- Vehicles parked in the fire lane or parked in such a way as to block traffic flow are subject to towing without warning. It is the responsibility of the owner to contact the towing company and pay towing fees.

Students have the right to contest any citation. It must be done within two days of date of issue. A designated administrator will handle all contested citations.

FEES

Materials that are part of the basic educational program are provided with state and local funds and are at no charge to a student. A student, however, is expected to provide his or her own pencils, paper, erasers, and notebooks and PE clothing. Students may be required to pay certain other fees or deposits, including:

- Membership dues in voluntary clubs or student organizations and admission fees to extra-curricular activities.
- Materials, equipment, and apparel used for electives and extracurricular activities.
- Voluntarily purchased pictures, publications, yearbooks, etc.
- Fees for lost, damaged, or overdue library books.

Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the office.

FUNDRAISING

Student clubs or classes, outside organizations, and/or parent groups occasionally may be permitted to conduct fund-raising drives for approved school purposes. An application for permission must be made to the office at least 10 days before the event.

IMMUNIZATION

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical, personal or religious reasons, the student will not be immunized. The immunizations required are: diphtheria, pertussis, rubeola (measles), rubella, mumps, poliomyelitis and tetanus. Haemophilus influenzae type B is required. A student who transfers into Odyssey Charter School may photocopy immunization records in the possession of the

school of origin. Odyssey Charter School will accept the photocopy as evidence of the immunization. Within thirty (30) days after a transferring student ceases attendance at the school of origin, Odyssey Charter School must receive the original immunization records for the student who transfers into Odyssey Charter School.

If a student's religious or personal beliefs conflict with the requirement that the student be immunized, the parent must complete a signed exemption form (obtained in the office). This form must be renewed yearly.

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by an Idaho licensed physician stating that, in the doctor's opinion, the immunization required would be harmful to the health and well being of the student or any member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a life-long condition.

INSURANCE

Even with the greatest precaution and the closest supervision, accidents can and do happen at school. They are a fact of life and a part of the growing up process children go through. Parents need to be aware of this and be prepared for possible medical expenses that may arise should their child be injured at school. Odyssey Charter School does not provide medical insurance to automatically pay for medical expenses when students are injured at school. Odyssey carries only legal liability insurance.

LAW ENFORCEMENT

QUESTIONING OF STUDENTS

When law enforcement officers or other lawful authorities wish to question or interview a student at school:

- The principal will verify and record the identity of the officer or other authority and ask for an explanation of the need to question or interview the student.
- The principal ordinarily will make reasonable efforts to notify parents unless the interviewer raises what the principal considers to be a valid objection.
- The principal ordinarily will be present unless the interviewer raises what the principal considers to be a valid objection.
- The principal will cooperate fully regarding the conditions of the interview, if the questioning or interview is part of a child abuse investigation.

STUDENTS TAKEN INTO CUSTODY

State law requires Odyssey Charter School to permit a student to be taken into legal custody:

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- To comply with a properly issued directive to take a student into custody.
- By an authorized representative of Child Protective Services, Idaho Department of Protective and Regulatory Services, a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Idaho Code relating to the student's physical health or safety.

Before a student is released to a law enforcement officer or other legally authorized person, the principal will verify the officer's identity and, to the best of his or her ability, will verify the official's authority to take custody of the student.

The principal will immediately notify the Board President and will ordinarily attempt to notify the parent unless the officer or other authorized person raises what the principal considers to be a valid objection to notifying the parents. Because the principal does not have the authority to prevent or delay a custody action, notification will most likely be after the fact.

MEDICINE AT SCHOOL

A student who must take prescription medicine during the school day must have a Medical Release form on file (available in the office), and the medicine in its original, properly labeled container, to the office. The principal or secretary will either give the medicine at the proper times or give the student permission to take the medication as directed. All dispensing of medication will be documented accordingly.

PARENT INVOLVEMENT, RESPONSIBILITIES, AND RIGHTS

Odyssey Charter School believes that the best educational result for each student occurs when all three partners are doing their best: the Odyssey Charter School staff, the student's parent(s) or guardians, and the student. Such a partnership requires trust and much communication between home and school. To strengthen this partnership, every parent is urged to:

- Encourage his or her child to put a high priority on education and commit to making the most of the educational opportunities the school provides.
- Review the information in the student handbook with his or her child and sign and return the acknowledgment form(s) and the directory information notice. A parent with questions is encouraged to contact the office.
- Become familiar with all of the child's school activities and with the academic programs, including special programs, offered by Odyssey Charter School.
- Discuss with the counselor or principal any questions, such as concerns about placement, assignment, or early graduation, and the options available to the child. Monitor the child's academic progress and contact teachers as needed.
- Attend scheduled conferences and request additional conferences as needed. To schedule a telephone or in person conference with a teacher, or the principal, please call the school office for an appointment. A teacher will usually arrange to return the call or meet with the parent during his or her conference period or at a mutually convenient time before or after school.
- Exercise the right to review teaching materials, textbooks, and other aids, and to examine tests that have been administered to his or her child. [See Protection of Student Rights]
- Become a school volunteer. For further information, contact the office.
- Participate in campus parent organizations. Parents have the opportunity to support and be involved in various school activities, either as leaders or in supporting roles.
- Offer to serve as a parent representative on planning committees formulating educational goals and plans to improve student achievement. For further information, contact the office.

PHONE CALLS/MESSAGES/DELIVERIES

Parents should not call students except in cases of real emergency. Parents should not contact the student directly during school hours. Instead, the parent should contact the office and the school will contact the student to return the parent's call. Student-to-student messages are not delivered by the office. Prior to bringing a delivery to the office, it is asked that the delivery be prepared with the first and last name of the student clearly labeled and adhered to the delivery. Deliveries should be limited to items needed for school. Flowers and other items not needed for schoolwork will not be delivered. While every effort is made to place deliveries and messages, circumstances may prohibit delivery.

PROMOTION AND RETENTION

The decision to promote a student to the next grade level shall be based on successful completion of the curriculum, attendance, performance based on standard achievement tests or other testing. A student shall not be promoted based on age or other social reason not related to academic performance.

PROTECTION OF STUDENT RIGHTS

Surveys: Parents have the right to inspect any survey or evaluation and refuse to allow their child to participate in such survey or evaluation.

Instructional Materials: Parents have the right to inspect instructional materials used as a part of their child's educational curriculum, within a reasonable time. This does not include academic tests or assessments.

Collection of Personal Information from Students for Marketing

Odyssey Charter School will not administer or distribute to students any survey or other instrument for the purposes of collecting or compiling personal information for marketing or selling such information, with the exception of the collection, disclosure, or use of personal information collected for the exclusive purpose of developing, evaluating, or providing educational products/services for, or to, students or educational institutions. Pursuant to federal law, Odyssey Charter School will not request, nor disclose, the identity of a student who completes any survey or evaluation (created by any person or entity, including Odyssey Charter School) containing one or more of the following:

- Political affiliations.
- Mental and psychological problems potentially embarrassing to the student or family.
- Sexual behavior and attitudes.
- Illegal, antisocial, self-incriminating, and demeaning behavior.
- Criticism of other individuals with whom the student or the student's family has a close family relationship.
- Relationships privileged under law, such as relationships with lawyers, physicians, and ministers.
- Religious practices, affiliations, or beliefs of students or the student's parent/guardian.
- Income, except when the information will be used to determine the student's eligibility to participate in a special program or to receive financial assistance under such a program.

RELEASE OF STUDENTS FROM SCHOOL

A student will not be released from school at times other than at the end of the school day except with permission from the principal or designee and according to the building sign-out procedures. Unless the principal has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the instructional day.

A student who will need to leave school during the day must bring a note from his or her parent that morning. A student who becomes ill during the school day should, with the teacher's permission, report to the office or school nurse. The administrator or nurse will decide whether or not the student should be sent home and will notify the student's parent.

REPORT CARDS, PROGRESS REPORTS, AND CONFERENCES

Written reports of absences and student performance in each class or subject are issued to parents on Parent-Teacher Conference nights. Please see our academic calendar for the dates of Parent-Teacher Conferences.

SAFETY

ACCIDENT PREVENTION

Student safety on campus and at school-related events is a high priority of Odyssey Charter School. Although Odyssey Charter School has implemented safety procedures, the cooperation of students is essential to ensure school safety. A student should:

- Avoid conduct that is likely to put the student or other students at risk.
- Follow the behavioral standards in this handbook, as well as any additional rules for behavior and safety set by the principal, teachers, or bus drivers.
- Remain alert to and promptly report safety hazards, such as intruders on campus.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, and other Odyssey Charter School employees who are overseeing the welfare of students.
- Report to teachers or administrators and unsafe situation or equipment the student has concerns about.

EMERGENCY MEDICAL TREATMENT AND INFORMATION

If a student has a medical emergency at school or a school-related activity when the parent cannot be reached, the school will need to have written parental consent to obtain emergency medical treatment and information about allergies to medications, etc. Therefore, parents are asked each year to complete an emergency care consent form. Parents should keep emergency care information up to date (name of doctor, emergency phone numbers, allergies, etc.). Please contact the office to update any information.

DRILLS: FIRE AND OTHER EMERGENCIES

From time to time, students, teachers, and other Odyssey Charter School employees will participate in drills of emergency procedures. When the alarm is sounded, students should follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

EMERGENCY SCHOOL CLOSING INFORMATION

In the event that school must be closed unexpectedly due to severe weather, epidemic, or other emergency, families will be notified by email and cell phone text (if enrolled with txtwire—contact the office for more information). We will post the closure along with information about the expected date we will reopen on our website and contact local media outlets to broadcast the information as well.

SEARCHES

In the interest of promoting student safety and attempting to ensure that schools are safe and drug free, Odyssey Charter School officials may from time to time conduct searches. Such searches are conducted without a warrant and as permitted by law.

The Director, principal, teacher (authorized personnel) may detain and search any student or students on the premises of the public schools or while in transit to any event or function sponsored or authorized by the school when that authorized person has reasonable suspicion that the student may have on the students' person or property, alcohol, dangerous weapons, controlled dangerous substances as defined by law, stolen property if the property in question is reasonably suspected to have taken from a student, a school employee or the school during school activities or any other items which have been or may reasonably be disruptive of school operations or in violation of student discipline rules and applicable provisions of the student handbook.

SCHOOL-APPROVED STORAGE AREAS

School-provided storage areas are school property and remain under the control and jurisdiction of the school even when assigned to an individual student.

Students are fully responsible for the security and contents of the assigned storage areas. Searches of storage areas may be conducted at any time there is reasonable cause to believe that they contain articles or materials prohibited by Odyssey Charter School policy, whether or not a student is present. Periodic general inspections of storage areas may also be conducted at random, in accordance with law and Odyssey Charter School policy. The principal may request the assistance of law enforcement personnel or private individuals to conduct inspections and searches through the use of specially trained dogs.

SEXUAL HARASSMENT / SEXUAL DISCRIMINATION

Odyssey Charter School encourages parental and student support in its efforts to address and prevent sexual harassment and sexual discrimination in the public schools. Students and/or parents are encouraged to discuss their questions or concerns about the expectations in this area with a teacher, and/or the principal.

Students must not engage in unwanted and unwelcome verbal or physical conduct of a sexual nature directed toward another student or an Odyssey Charter School employee. This prohibition applies whether the conduct is by word, gesture, or any other sexual conduct, including requests for sexual favors. All students are expected to treat other students and Odyssey Charter School employees with courtesy and respect; to avoid any behaviors known to be offensive; and to stop these behaviors when asked or told to stop. A substantiated complaint against a student will result in appropriate disciplinary action, according to the nature of the offense.

Odyssey Charter School will notify the parents of all students involved in sexual harassment by student(s) when the allegations are not minor, and will notify parents of any incident of sexual harassment or sexual discrimination by an employee. To the greatest extent possible, complaints will be treated as confidential. Limited disclosure may be necessary to complete a thorough investigation.

A complaint alleging sexual harassment by another student or sexual harassment or sexual discrimination by a staff member may be presented by a student and/or parent in a conference with the principal or with the Title IX coordinator. The parent or other advisor may accompany the student throughout the complaint process. The first conference with the student ordinarily will be held by a person of the same gender as the student. The conference will be scheduled and held as soon as possible. The principal will conduct an appropriate investigation. The student will not be required to present a complaint to a person who is the subject of the complaint.

If the resolution of the complaint by the principal is not satisfactory to the student or parent, the

student or parent may, within fifteen calendar days of the principal's decision, request present a complaint to the Board.

Prior to this appeal, the student and/or parent must submit the complaint in writing and must include (1) a complete statement of the complaint, (2) any evidence supporting the complaint, (3) a statement about how the matter should be resolved, (4) the student's and/or parent's signature and the date of the conference with the principal, the principal's designee, or the Title IX coordinator. Following the receipt of the appeal, the matter shall be placed on the agenda at the next regularly scheduled Board meeting. Information on the procedure for addressing the Board can be obtained from the principal's office.

SCHOOL BOOKS AND MATERIALS

Board-approved materials and books are provided free of charge for each subject or class, however please note they are VERY expensive. Materials and books must be cared for by the student as directed by the teacher. A student who notices damage to a material or book should report the damage to the teacher. Any student failing to return a book issued by the school or damaging materials or books issued by the school may be charged to replace the material or book.

SPECIAL PROGRAMS

Odyssey Charter School provides special programs for gifted and talented students and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in Odyssey Charter School or by other organizations. A student or parent with questions about these programs should contact the office.

STUDENT RECORDS

A student's school records are confidential and are protected from unauthorized inspection or use. A cumulative record is maintained for each student from the time the student enters Odyssey Charter School until the time the student withdraws or graduates. A copy of this record moves with the student from school to school. By law, both parents, whether married, separated, or divorced, have access to the records of a student who is under 18 or a dependent for tax purposes.

A parent whose rights have been legally terminated will be denied access to the records, if the school is given a copy of the court order terminating these rights.

The principal is custodian of all records for currently enrolled students and for students who

have withdrawn or graduated. Records may be reviewed during regular school hours, upon completion of the written request form. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records. If circumstances prevent a parent or eligible student from inspecting the records, Odyssey Charter School will either provide a copy of the requested records or make other arrangements for the parent or student to review the requested records.

Parents of a minor or of a student who is a dependent for tax purposes, the student (if 18 or older), and school officials with legitimate educational interests are the only persons who have general access to a student's records. "School officials with legitimate educational interests" include any employees, agents, or Trustees of Odyssey Charter School; cooperatives of which Odyssey Charter School is a member; or facilities with which Odyssey Charter School contracts for the placement of students with disabilities, as well as their attorneys and consultants, who are:

1. Working with the student;
2. Considering disciplinary or academic actions, the student's case, an individual education plan (IEP) for a student with disabilities under IDEA, or an individually designed program for a student with disabilities under Section 504;
3. Compiling statistical data; or Investigating or evaluating programs.

The parent's or student's right of access to and copies of student records does not extend to all records. Materials that are not considered educational records, such as teachers' personal notes on a student that are shared only with a substitute teacher, records pertaining to former students of Odyssey Charter School, and records maintained by school law enforcement officials for purposes other than school discipline do not have to be made available to the parents or student.

Certain officials from various governmental agencies may have limited access to the records. Odyssey Charter School forwards a student's records on request and without prior parental consent to a school in which a student seeks or intends to enroll. Records are also released in accordance with court order or lawfully issued subpoena. Unless the subpoena is issued for law enforcement purposes and the subpoena orders that its contents, existence, or the information sought not be disclosed, Odyssey Charter School will make a reasonable effort to notify the parent or eligible student in advance of compliance.

Parental consent is required to release the records to anyone else. When the student reaches 18 years of age, only the student has the right to consent to release of records. Students over 18, and parents of minor students may inspect the student's records and request a correction if the records are inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. If Odyssey Charter School refuses the request to amend the records, the requestor has

the right to ask for a hearing. If the records are not amended as a result of the hearing, the requestor has 30 school days to exercise the right to place a statement commenting on the information in the student's record. Parents or the student have the right to file a complaint with the U.S. Department of Education if they believe Odyssey Charter School is not in compliance with the law regarding student records.

Copies of student records are available at a cost of per page, payable in advance. Parents may be denied copies of a student's records (1) after the student reaches age 18 and is no longer a dependent for tax purposes; (2) when the student is attending an institution of post-secondary education; (3) if the parent fails to follow proper procedures and pay the copying charge; or (4) when Odyssey Charter School is given a copy of a court order terminating the parental rights. If the student qualifies for free or reduced-price meals and the parents are unable to view the records during regular school hours, upon written request of the parent, one copy of the record will be provided at no charge.

Certain information about Odyssey Charter School students is considered directory information and will be released to anyone, including military recruiters and/or post-secondary institutions, who follows procedures for requesting it, unless the parent objects to the release of any or all directory information about the child. The opportunity to exercise such an objection was provided on the form signed by the parent to acknowledge receipt of this handbook. Should circumstances change; the parent can contact the principal to indicate his or her desire to change the original request. Directory information includes: a student's name, address, telephone number, date and place of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, photographs, and dates of attendance, awards received in school, and most recent previous school attended.

SPECIAL EDUCATION RECORDS

Parents of a student with disabilities who has been provided special education services by Odyssey Charter School will be notified when any information that specifically identifies the student is no longer needed. If the parent requests destruction of the information and the time established by law for retention has expired, the records will be destroyed. However, if the retention period established by law has not expired, the material will be deleted from the records but the records will be maintained until the time has expired.

TRANSCRIPT/GRADING POLICY

Once a grade is on a transcript (class is completed) the grade cannot be dropped. The only way to change a grade on a transcript is to **RETAKE THE EXACT SAME CLASS**. There is no credit for the replaced grade.

When required classes are repeated (usually in math) and both credits are kept, any one grade is the required grade and the other grade is an elective grade/credit. An “F” grade is given when a student exceeds the 10 allowable absences in a semester or loses credit because of unverified or unexcused absences.

TRANSPORTATION

SCHOOL SPONSORED TRIPS

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. The principal, however, may make an exception if the parent personally requests that the student be permitted to ride with the parent, or the parent presents — before the scheduled trip — a written request that the student be permitted to ride with an adult designated by the parent.

TRANSPORTATION TO AND FROM SCHOOL

Odyssey Charter School makes school bus transportation available at no cost to students enrolled in the charter school and reside between 1.5 miles from to 15 miles from the school, or whatever distance state law requires in the future.

Students are expected to assist the busing personnel in ensuring that buses remain in good condition and that transportation is provided safely. When riding school buses, students are held to behavioral standards established in this handbook.

Students must:

- Follow the driver’s directions at all times.
- Enter and leave the bus in an orderly manner at the designated bus stop.
- Keep feet, books, band instrument cases, and other objects out of the aisle.
- Not deface the bus or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the bus.
- Wait for the driver’s signal upon leaving the bus and before crossing in front of the bus.

When students ride in a school van or passenger car, seat belts must be fastened at all times. Misconduct will be punished and bus-riding privileges may be suspended.

VIDEORECORDING OF STUDENTS

Video cameras may be used in locations as deemed appropriate by the principal to ensure the health, welfare, and safety of all staff, students, and visitors and to safeguard Odyssey Charter School facilities and equipment. Students in violation of Board policies, administrative regulations, building rules, or law shall be subject to appropriate disciplinary action. Others may be referred to law enforcement agencies. Video recordings may become a part of a student's educational record. Odyssey Charter School shall comply with all applicable state and federal laws related to record maintenance and retention.

VISITORS

Parents and others are welcome to visit Odyssey Charter School. For the safety of those within the school, all visitors must first report to the principal's office. Visits to individual classrooms during instructional time are permitted only with approval of the principal and teacher and so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment.

EXTRACURRICULAR ACTIVITIES & ADVISORS

(TBA)

Appendix L

List of Potential Students and Interested People

The founders of Odyssey Charter School realize that the list below is of potential students and interested people and that many of them may not actually attend the school, but the list shows the interest in the community for a new school serving the secondary grades. The founders are confident that they will be able to attract many more potential students after the approval of the petition.

As of the submission of this petition, we have the following breakdown of potential students:

- 6th grade: ~~356~~
- 7th grade: ~~623~~
- 8th grade: 48
- 9th grade: ~~435~~
- 10th grade: 24

This gives us a total of ~~244~~ 216 students as of ~~August 15~~ September 5, 2012. This is with no advertising budget other than what the founders donate. Also, this is with more than a year from the proposed opening date.

September 20, 2012

Appendix M

District 93's Letter of Referral to the Public Charter School Commission

The Letter of Referral from Idaho Falls Joint School District 91 is on the following page.



October 5, 2011

Odyssey Charter School Audit Committee Recommendations:

In evaluating this petition, the Odyssey Charter School Audit Committee, for the most part, used a rubric provided by the School Choice Coordinator of the Idaho State Department of Education. A copy of the rubric is attached. The Audit Committee also reviewed public comment and testimony from the public meeting on the Odyssey Charter School Petition held by the Falls School District #91 Board of Trustees on September 27, 2011. In addition, the committee included additional information provided by the petitioners at a separate meeting with the audit committee held on October 4, 2011.

The idea of a charter school that focuses on the arts using a project-based model has merit. However, the Odyssey Charter School petition lacks the sufficient detail needed to guarantee successful implementation. In addition, the governance, oversight and support of such a school would tax the district's existing resources, and result in additional costs for the district. At this time, the district is also considering a project-based magnet school that is more robust and uses a model that been successfully replicated around the country and has proven results.

The Odyssey Charter School Audit Committee recommends the Idaho Falls School District #91 Board of Trustees refer the petition to the public charter school commission. The committee also recommends the petitioners address the concerns identified in the attached rubric prior to submitting the petition to the public charter school commission.

Committee Members:

Trina Caudle (Chair), Director of Secondary Education
Karla LaOrange, Director of Elementary Education
Carrie Smith, Director of Human Resources & Finance
Gail Rochelle, Director of Student Achievement & School Improvement
Lisa Sherick, Director of Student Services
Margaret Wimborne, Communications and Community Engagement

*690 John Adams Parkway, Idaho Falls, ID 83401 • (208) 525-7500 • FAX (208) 525-7596
www.d91.k12.id.us*

September 20, 2012



**Idaho Falls
School District 91**
A World Class Education

Board of Trustees
David Lent, Chairman
Jerry Wixom
Ernest Jensen
Deidre Warden
Lisa Burtenshaw

October 19, 2011

State Board of Education
Public Charter School Commission
PO Box 83720
Boise, ID 83720-0027

RE: Odyssey Charter School Petition

Dear Commissioners,

This letter is to inform you of the decision made by the Board of Trustees on October 11, 2011 during an open meeting, until the formal minutes can be approved in November, to refer the Odyssey Charter School petition to the public charter school commission. The petitioners were in attendance at the meeting and have also been given a copy of the audit committee's review rubric.

The district's Audit Committee evaluated the petition, reviewed public comment and testimony from a public hearing held by the Idaho Falls School District #91 Board of Trustees on September 27, 2011 and considered additional information provided by the petitioners at a separate meeting with the audit committee on October 4, 2011 before making recommendations to the Board of Trustees for their decision.

The Audit Committee also recommended the petitioners address the concerns identified in the rubric prior to submitting the petition to the public charter school commission.

Sincerely,

A handwritten signature in cursive script that reads "Debbie Wilkie".

Debbie Wilkie
Administrative Assistant

Enclosure: Audit Rubric
pc: Karl Peterson, Odyssey Charter School

690 John Adams Parkway, Idaho Falls, ID 83401 • (208) 525-7500 • FAX (208) 525-7596
www.d91.k12.id.us

Appendix N

Plan for Inexpensive Technology

In the past, schools and businesses were required to invest huge amounts of money on computers and servers that used name brand software. Schools then had to hire experts who could keep everything running and in compliance with the software agreements. That is no longer the case. Today, schools and businesses can be “lean and mean” by using freeware or online applications that are available for little or no cost. Certainly some educational software requires Windows, but the vast majority of Odyssey's computing needs can be done without it.

As a new school, Odyssey Charter School is not locked into expensive legacy technology like such as Microsoft products and Power School. Odyssey can take advantage of new technology without needing to worry about integrating it into established systems.

Odyssey Charter School plans to integrate technology inexpensively and will direct savings in from other areas into technology.

Savings That Can be Directed into Technology

One of the reasons that technology is expensive for schools is that traditional methods of disseminating information are used. The use of reams of paper and leased copying machines to prepare worksheets and reading material can cost over fifty thousand dollars a year. Many of these copies are used one time and then thrown away. Also, improvements on the worksheets can only be accomplished by throwing away the old copies and printing them again. Teachers often print more copies than the students need, since the students lose their copies and need more. Putting school information online, so that it can be accessed on an interactive whiteboard, on a computer, or on a tablet, is less expensive than paper copies. Also, putting information online allows for constant improvements at a lower cost, and greater interaction with the reading material and video content that paper textbooks and learning materials can not achieve. Odyssey will strive to be a paperless school. The huge expense of paper and copying machine contracts can be saved and channeled into the technology budget.

Also, many textbook companies offer online versions of their textbooks for a minimal cost if the school buys a paper version of the text. Using both paper and online versions of the textbooks allows Odyssey to basically get two textbooks for the price of one. It also allows students to access the textbook online from home, without needing to take a paper version home.

Hardware

Hardware is an area where prices drop every six months as new technology comes into the marketplace. Many laptops are now less expensive than desktop computers. Tablet computers like Barnes and Nobel's Nook presently sells for \$179, and Google makes a tablet for \$199. Prices on such devices will probably drop even further in the next year-and features on new tablets will increase.

Other innovative products are making computing hardware less expensive. One possible way Odyssey can save money on computer hardware is by using a product called Useful Multiseat, and also by acquiring used computers and accessories from other companies as they upgrade.

Useful Multiseat enables one computer to act as a server for 11 separate terminals for about \$150 a terminal. Each terminal works independently of the others and can run different web pages and different applications. This allows more students to access the Internet, and allows students to access their Google Docs files for a much lower cost than providing one computer for each student.

Odyssey will seek out surplus computers from area businesses like the Idaho National Laboratory's Education and Research Transfer Program, which donates surplus computers and related technology to schools that request it. Odyssey will also prepare ongoing grant requests for computers using DonorsChoose, and it will seek out other technology grants. Also, since Odyssey will utilize the web to host much of its instructional materials, students can bring laptops from home to use at school. This will further extend Odyssey's use of technology with very little expense. The Internet will be filtered before it is disseminated to the students, so that computers from home will receive the same filtered content as the rest of Odyssey's computers.

Software

Odyssey Charter School will also save money on technology by using open source software where possible and by using free or less expensive online alternatives to traditional computer programs. There are many cloud-based software applications that are much less expensive than the traditional alternatives.

One technology area that can be costly for schools is the school's Student Information System. In lieu of PowerSchool, Odyssey will use the more economical OpenSIS. This program is used successfully at Idaho Connects Online School, and it allows easy preparation of mandated Department of Education's reports.

Odyssey will also save money on technology by purchasing inexpensive SmartBoard technology. SmoothBoard is a program that uses Wii remotes and an infrared pen to create an interactive whiteboard similar to SmartBoard, for a much lower price.

Online coursework is part of Idaho's Student Comes First program. Though the details are not worked out yet, the program allows schools to select or even create their own online coursework. Open High School of Utah, an online charter school and the winner of Utah's Best in Curriculum Development for 2011, uses Moodle (an open source, free, course management system) for its coursework, and provides all of its coursework online to be downloaded without cost by anyone who wants it. If Idaho laws and regulations will permit it, Odyssey will be able to adapt these courses to meet Idaho's Core Content requirements, for Odyssey's online classes. This can all be done for a very minimal expense.

Because Odyssey Charter School will emphasize "cloud" applications, most computers will only need to connect the students to the web, where they will use web applications to do their work. Google offers Google Apps, which includes Websites and Calendars. Google also offers Google Docs which is an office suite that includes Document, Presentation, Drawing, Spreadsheet, Forms (used to create quizzes and surveys), and Gmail. Google provides these online programs for free to non-profit, educational institutions.

Collaborize Classroom offers free online sites for teachers to hold online discussions with their students on various subjects and a forum for the students to present their results. Online communication is something with which students are already familiar because of social network sites like Facebook.

Since much of the computing and all of the storage is done on Google's servers, the computers used by students will not need the computing power that computers loaded with name brand software would require. This allows the school to use Linux-based operating systems on the computers. The combination of Linux and Google Apps requires much less computing power than the combination of Windows and Microsoft Office, and Odyssey will be able to utilize older, less powerful computers in the classrooms. Linux is also free and if a computer becomes infected, which is very rare for a Linux computer, the computer's hard drive can be wiped clean and Linux reinstalled. Since all the users' files are saved on the "cloud," all files can be easily restored.

Odyssey's goal is to begin with a set curricula for its classes and to customize it over the years to better meet the needs of our project-based learning style. This will be accomplished using the online open source learning management system Moodle or something similar to it, which will enable Odyssey to put its coursework online. The school will not only put reading materials online, but it will also allow students to take some of their assessments online, and to collaborate on their projects online as well. This means that the cost of textbooks and paper copies of assignments can be greatly reduced. Odyssey can use this savings to provide more technology. Moodle, Google Apps, and other online tools will also help free teachers from much of the time consuming manual grading and paperwork, and will allow them to spend more time working with students.

Moodle is a very simple program that can be integrated into the school by asking tech-savvy teachers to first integrate it in their classrooms, and then to train other teachers to use it.

Odyssey's philosophy is that these innovative programs will better prepare a student for school and for professional life. Many K-12 and colleges are switching to Google Apps and other freeware as a method of providing both the students and faculty with technology at a fraction of the cost of traditional downloaded software. This means that training students on Google Apps will be excellent training for higher education and the workplace. Gmail and Google Docs are programs that many students and future faculty are already using, so they can be integrated into Odyssey Charter School with a minimum of training.

Tech for Opening Day

Based on the enrollment population of 140 students, Odyssey will start with two computer labs that will each be equipped with a classroom set of terminals. Each teacher will have a computer to use, and each core class will also have an interactive whiteboard using SmoothBoard technology. Please see Appendix H for additional details and costs.

In conclusion, Odyssey will be able to provide a more integrated technological experience to its students by using newer methods than those used by many traditional school districts. Odyssey will not be locked into expensive hardware and software combinations, and it will provide more extensive technology at a much lower cost.

September 20, 2012

Appendix O

State Department of Education's Sufficiency Review
and
Odyssey Charter School's Response

The Sufficiency Review and Odyssey's response are on the following pages.

Sufficiency Review by the Idaho State Department of Education Elements Required of a Petition to Establish a Charter School

Pursuant to the public charter school rules adopted by the Idaho State Board of Education on March 10, 2005, charter school petitioners are required to submit a draft charter school petition to the Idaho State Department of Education (SDE) for the purpose of determining whether the petition complies with statutory requirements (I.C. 33-5202). This review must occur prior to the petition being submitted to an authorized chartering entity (IDAPA 08.02.04. 200.03).

Each section presents criteria for a response that meets the standard, and these criteria should guide the overall rating for the section. The Comments box provides space to identify data and other evidence that supports the rating. The rationale for each rating is important, especially if some of the data or evidence does not fit neatly into the criteria provided.

The following definitions should guide the ratings:

Meets the Standard: The petition reflects a thorough understanding of key issues. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.

Does Not Meet the Standard: The petition does not meet statutory requirements, lacks information or raises substantial concerns about the applicant's understanding of the topic and/or ability to meet the requirement in practice.

After a sufficiency review has been conducted by the State Department of Education within thirty (30) days of receipt the results of the review will be returned to the petitioners. If the petition items do not meet the standard, those items need to be addressed and resubmitted to the Department for review.

Once all of the petition items meet the defined standards, the next step is to submit the petition and sufficiency review findings to an authorized chartering entity for review and consideration for approval. Completion of the sufficiency review process does not ensure approval of the charter school petition, nor does it establish that the school cannot be challenged for failure to comply with state or federal statutes, rules or regulations at some future date. The SDE does not waive its duty to enforce such laws by performing the sufficiency review.

Cover Page

Proposed Charter School Name: Odyssey Charter School	
District Location: Idaho Falls #91	
Proposed Physical Location:	
Authorized Representative: Karl Peterson	
Address: 3890 Taylorview Lane, Ammon ID 83408	
Telephone: 208-681-1805	E-mail: kbpetersonmail@yahoo.com
Alternative Contact: Rebecca Ellis-Lindsey	
Address: 1270 Sunnyside, Idaho Falls, ID 83408	
Telephone: 208-201-8047	E-mail: rebecca.elindsey@gmail.com
Proposed Opening Date: 2012	
Proposed Grade Levels: 7 - 12	
Initial Enrollment Goal: 210	
Focus of School: Project based instruction, real world opportunities for community service	
Date Submitted for Review: May 31, 2011, July 18, 2011	
Date of Review Completion: June 29, 2011, Second Review - August 2, 2011, 3rd Review – August 9, 2011	
<p>Comments:</p> <p>3rd review – The petition as submitted for the 3rd review meets the standards and requirements. There are areas that can be strengthened with the guidance of the potential authorizers.</p> <p>1st/2nd Review - The petition as submitted does not meet the legal sufficiency standards and requirements. Sections not meeting the standard need to be revised and resubmitted.</p> <p>The organization of this petition aided in the review process. There are many strong elements of the petition, however there are a number of sections that require more detail to demonstrate a "thorough understanding of key issues." (See the explanation for "Meets Standard" on the first page of this document.)</p> <p>There are numerous formatting and typographic errors throughout the petition that need to be corrected before the petition is submitted to an authorizer. Many of the errors make reading the petition more difficult; however some of the errors change the meaning of the text.</p> <p>Different sections of the petition refer to charter schools other than Odyssey and other districts. Before the petition is submitted to the potential authorizer this must be corrected. It is important for the Odyssey board to review those sections and insure that the language reflects the philosophy and policies of the board.</p>	

Required Elements	Idaho Code
Tab 1	
Include a copy of the Articles of Incorporation, file-stamped by Idaho Secretary of State's Office.	33-5204(1)
Meets Standard	
Include a copy of the signed bylaws adopted by the board of directors of the non-profit corporation.	33-5204(1) 30-3-21(1)
Meets Standard	
Include copies of the Elector petition forms to establish a charters school with no fewer than 30 signatures of qualified electors of the attendance area designated in the petition and proof of elector qualifications.	33-5205(1)(a) 33-5205(3)
Meets Standard	
Include documentation of application for nonprofit status.	33-5204(1)
Meets Standard	
Include proof of attendance at the Charter Start! 101 Workshop presented by the Idaho State Department of Education	33-5205(5)
Meets Standard	
Vision and Mission Statements	08.02.04. 202
Meets Standard	
<p>Comments: Mission and Vision statements are included. Questions for the founders to consider regarding the mission and vision: how is the success or failure of the mission measured? How will the board, teachers, authorizer and/or stakeholders determine if the school is meeting the mission and living up to the 'ideal'?</p>	
Tab 2	
Describe the proposed location of the school. Also provide the specific attendance area of the school. If the attendance area uses boundaries other than school district or county boundaries include a detailed description of the attendance area and a map showing the boundary.	33-5205(4)

Meets Standard

Describe the proposed operation and potential effects of the school, including, but not limited to: 33-5205(4)

- a. facilities to be utilized by the school;
- b. the manner in which administrative services of the school are to be provided; and
- c. the potential civil liability effects upon the school and its chartering entity.

Meets Standard – 2nd Review

Comments:

2nd Review - More specific facilities plans are include in Appendix F.

Vague facilities options are presented (leasing portables, possibly building or leasing district space). A bid for leasing portables is included in the appendices. More specific and detailed options will be required if this petition is presented to an authorizer.

Administrative services include the plan for a school director, full-time secretary, and part-time business manager. The board may want to consider hiring a full-time business manager; which is a best practice of financially successful charter schools within the state. This allows the director to be an instructional leader and focus on the educational side of operating a charter school.

The petition states: "Odyssey Charter School operates independently as a Local Education Agency (LEA)." It is important to note this is only the case if the school is authorized by the Idaho Public Charter School Commission. If authorized by a district the school is part of the district LEA. It should also be noted that the district would have no liability for the acts, omissions, debts... if they are the authorizer.

Commitment to secure property and liability insurance. Errors and Omissions insurance is not required by statute but is recommended. 33-5204(4)

Meets Standard – 2nd Review

Comments:

2nd Review - Insurance for property loss, errors and omissions are all addressed in the current petition.

33-5204(4) requires charter schools to secure insurance for liability and property loss. The petition includes a section title "Commitment to Secure Property" and "Insurance Coverage". Insurance for property loss is not discussed.

Errors and Omissions insurance, while not required by law, is not discussed.

Tab 3

Describe the school's educational program and goals. Describe how the goals will be measured and the related data that will be collected. Include how each of the education thoroughness standards as defined in Idaho Code Section 33-1612 shall be fulfilled. 33-5205(3) (a) 33-1612

Meets Standard – 2nd Review

Comments:

The education program, goals and thoroughness standards are included; however there is not a discussion of how the goals will be measured and what data will be collected regarding those goals. For example, "Goal: Create a positive teaching and learning environment with an emphasis on high expectations of behavior and performance." What data will be collected to determine if the school is progressing toward this goal?

2nd Review - All of the objectives list end-of-course surveys as one of the measurement and evaluation tools. This is one tool for measurement; however it is not necessarily the most effective tool. When looking at methods of evaluation, consider data that may be already generated as opposed to creating additional data. For example, Standard D – The skills necessary to communicate effectively are taught. Goal: Teach students a range of effective communication skills appropriate for the 21st century. Student projects, class presentations, course grades are all ways to evaluate this goal, without creating another survey, which may or may not provide the required data.

In the "Curriculum Overview" section, the petition states: "Odyssey Charter School will align its goals and objectives with the goals and objectives of the Idaho Thoroughness Standards." The goals and objectives should be aligned to content area curriculum standards and objectives. The thoroughness standards provide the basic assumptions related to the public school system, they do not provide the necessary goals and objectives for the curriculum.

2nd Review – Odyssey will align the instruction and other materials to content area curriculum standards and objectives.

The textbooks which are used should be ones that are approved through the textbook adoption process or that a waiver has been obtained. The reference to the thoroughness standards in the Textbook and Curriculum section is inaccurate.

2nd review – The textbooks that are used will be adopted textbooks or a waiver will be obtained.

Graduation requirements for the school are not addressed in the petition. They should be included in the charter itself or in board policy and submitted for review, along with an alternate graduation plan.

2nd review – The Graduation Requirements table included in petition. Senior project and Alternate Graduation Requirements included.

Describe what it means to be an "educated person" in the 21st century.	33-5205(3)(a)
Meets Standard	
Explain how learning best occurs.	33-5205(3)(a)
Meets Standard	
Describe the manner by which special education services will be provided to students who are eligible for such services pursuant to the federal Individuals with Disabilities Education Act, to include a disciplinary procedure for such students.	33-5205(3)(q)
Meets Standard – 2nd Review	

2nd Review - Odyssey charter has added all of the requested changes and additions. This petition considers and addresses the continuum of Special Education services.

Comments:

Good:

1. *Manual*; Plan to adopt Idaho Special Education Manual from State Dept. of Ed.
2. *Highly qualified* ; a certificated teacher will provide services,
3. *Supplementary Aids, Services*; The school will provide transportation for special education students who may, because of the nature of their disabilities be entitled to transportation as a related service.

The following are items for Odyssey founders to review and revise within the petition, and consequently be prepared to serve students that qualify or may qualify for special education services. The first column addresses the areas that were discussed within the petition. The second column quotes Odyssey's petition when addressing the specific areas. The third column provides Odyssey a more complete picture of each area that has been addressed when considering Individuals with Disabilities Education Act, IDEA.

Confidentiality:

Petition includes: Assure protection of student and parent rights.

Petition needs to include: The meaning of this sentence is unclear. Is it referring to confidentiality? (Protect the confidentiality of personally identifiable information in student special education records. These statutes also provides for the right to review and inspect records.)

Child Find:

Petition includes: Child Find is mentioned with multidisciplinary team.

Three step process for Child Find;

1. locating students
2. ensure staff and constituents are informed
3. screening process

Petition needs to include:

- Each of the 3 steps listed in Odyssey's Child Find process lead to the question; How?
- Your charter should mention they provide free education for all students including those with disabilities. It should be stated on website, applications, advertisements, etc.
- A team regularly (1x/week or 2x/month) meets to discuss interventions/ RTI. This should provide a formal process in place for evaluating student response to scientifically research-based interventions, consisting of the core components of problem identification, problem analysis, applying research-based interventions, and progress monitoring.

Contractual arrangements for related services:

Petition includes:

- Odyssey will contract with a private provider for provision of related services....services may be provided by a paraprofessional under direct supervision of a licensed therapist.
- ...multidisciplinary team to consider eligibility. If team determines the need for an evaluation by other personnel, school psychologist, etc., such evaluations will be contracted with a private provider

Petition needs to include:

- Use caution in this area: these services should be delivered by licensed provider with para-educator used to support said provider; not with services provided by paraprofessional.
- Petition lists speech, language, and OT. Do not narrow it to only those services, it could be other services based upon a student's IEP. (For example; other related services could be Behavioral Intervention, Adaptive Technology, Extended School Year, etc.). It is best not to narrow petition related services to specific services. (e.g. ...provide related services as dictated by Individual Students Program or individual student's needs.)

- If the IEP team determines that the student's academic needs cannot be met on site, the charter will contract with another agency to provide those services. The charter is responsible to continue to monitor the student progress.

Discipline of student under IDEA:

Petition includes: *Disciplinary problems by special education students will be assessed by multidisciplinary teams and following manual (Chapter 7, Section 13)*

Petition needs to include:

- Specifically; following IDEA for students with an IEP that may need a Behavior Intervention Plans (BIPS) for student whose behavior impact their learning or the learning of others
- When manifestation determinations occur, proactive use of Positive Behavioral Interventions and Supports (PBIS)

Least Restrictive Environment & Continuum of Services:

Petition includes: *A certificated teacher will provide services in an inclusion or a pullout model depending on the degree of intervention necessary to meet student's needs. A paraprofessional will be used to support instruction as allowed....*

Petition needs to include: The continuum of setting includes gen ed classes, special classes, etc. plus making provision for supplemental services, such as resource services or itinerant instruction, to be provided in conjunction with the general classroom. In determining appropriate settings and services for a student with a disability, the IEP team shall consider the student's needs and the continuum of alternate placements and related services available to meet those needs

Evaluation:

Petition includes: *A screening process is in place for child find....if a student is found to be eligible for special education servicesa multidisciplinary team to consider a student's eligibility.*

Petition needs to include: A screening or multidisciplinary team cannot determine eligibility, it would be an evaluation team (which includes educators and the parent and/or adult student) which reviews information from multiple sources including, but not limited to, general education interventions, formal and informal assessments, and progress in the general curriculum

Petition did not address;

No mention *Research Based Curriculum;*

- Use of supplemental and replacement curriculum for students with disabilities, requires curriculum that is scientifically research based curriculum due to the increased accountability.
- IDEA requires students with disabilities to be educated with students who are nondisabled to the maximum extent appropriate; continuum of services; variety of education environments such as gen education classroom, resource room for direct instruction or replacement curriculum, behavioral supports, etc.

33-5205(3)(f)
33-203(7)

Describe the school's plan for working with parents who have students who are dually enrolled. Include the manner by which eligible students from the public charter school shall be allowed to participate in dual enrollment in non-charter schools within the same district as the public charter school, as provided for in Idaho Code Section 33-203(7).

Meets Standard – 2nd Review

Comments:

2nd Review – home school students and private school students may enroll as long as Odyssey is not at its enrollment capacity for that grade.

Petition does not address home school students and private school students who wish to dual enroll.

Describe the manner in which gifted and talented students will be served.

33-2003

Meets Standard – 2nd Review

Comments:

2nd Review – incorrect references corrected. The petition reflects GATE opportunities more suited for a high school. Services will be provided, but not a completely separate program.

The reference to IDAPA is incorrect as stated in the petition. The correct reference is 08.02.03.171. The expectation for this section is that the school's plan would be described, as opposed to restating the Rules of the Board. Specific names of assessments for identification purposes should be listed. Additionally, there is a discrepancy in the section. The first sentence states: "no separate program is necessary because of the flexibility to adapt projects..." however, the second paragraph states: "the GATE program will be supervised by a certificated staff member." Will there be a program or not?

Describe the manner in which Limited English Proficiency services will be provided.

08.02.04, 202

Meets Standard – 3rd Review

Comments:

3rd Review – The changes made to this section as well as the “Other Special Needs Student Services” section strengthen this petition. It will be important to implement the plans as described.

2nd Review – many of the questions below were not addressed with specific details, if at all. More detail is still needed regarding who will be responsible for an LEP program and the evaluation.

Please explain in more detail how LEP students’ needs will be met via the regular classroom. It is not enough to say teachers are trained in SIOP and will meet each unique need. How will the school/board ensure that SIOP is implemented effectively and with fidelity? In many situations, SIOP has been implemented poorly and LEP students have not received the services they need to be successful both in social and academic English.

Please describe the type of program services the district would contract out should it be necessary to do so. What specific program services will be given to LEP students? Pull-out? Who will deliver these services? How will the school/board ensure a highly qualified teacher endorsed in ENL will provide the services? This section is extremely weak. When reading this petition, a reviewer should have a clear idea of how LEP students will be served linguistically, academically, and culturally.

Who will be responsible for looking at the data to determine how LEP students are progressing? Will the school/board establish a team?

When providing interventions for LEP students who are not progressing, how will the school/board ensure the interventions are appropriate for LEP students? What curriculum will be used in the “core” LEP program? How will the English language development (ELD) standards be implemented district-wide? How will LEP students be monitored?

At this time, this petition does not adequately address how the school/board will meet the needs of LEP students. More detailed information needs to be provided.

Tab 4

Identify measurable student educational standards that describe the extent to which all students of the charter school will demonstrate they have attained the skills and knowledge specified as goals in the school’s educational program.	33-5205(3)(b)
---	---------------

Meets Standard – 3rd Review

Comments:

3rd Review – The petition includes one MSES related to ISAT, and one MSES related to additional testing. Both of the standards meet the standard. Most petitions contain 3-5 MSES for the school. This is something that may need to be worked out with the authorizer.

The question from the 2nd review was addressed by using “or” instead of “and”. Potentially there is a group of students who would not be included in the data for the MSES. If there is a student in the first year of attendance or that has 95% attendance they would not be included.

2nd Review – What are the MSES for the students who have below 96% attendance and who have attended less than two consecutive academic years?

The 75% and 85% used for the Measurable Student Educational Standards will be below the AYP target for 2012. It is possible that the school could meet the goals as they are currently written and not make the AYP standard.

Identify the method by which student progress is to be measured in meeting the school's student educational standards.	33-5205(3)(c)
Meets Standard	
Describe how the school's students will be tested with the same standardized tests as other Idaho public school students.	33-5205(3)(d)
Meets Standard – 2nd Review	
<p>Comments: 2nd Review – grade 10 added and the DMA/DWA were removed.</p> <p>Please add grade 10 to those listed as taking the ISAT. Also, the DMA and DWA are no longer required by the State of Idaho. They can be administered at the local level.</p>	
Describe the plan for the middle level credit and advancement requirements.	08.02.03.107
Meets Standard	
Describe how the school will ensure that it shall be accredited as provided by rule of the Idaho State Board of Education.	33-5205(3)(e) 33-5210(4)(b)
Meets Standard	
<p>Comments: Please note that you will need to apply for accreditation from the Northwest Accreditation Commission not the State Department of Education. The Northwest Accreditation Commission is Idaho's accrediting Agency as designated by the State Board of Education.</p>	
Describe the school's plan if it is ever identified as an "in need of improvement" school as outlined in the No Child Left Behind Act.	08.02.04. 202
Meets Standard - 2nd Review	
<p>Comments: 2nd Review – OCS has addressed all concerns from the 1st review and has met all requirements to this portion of the application. I feel OCS has a strong understanding of School Improvement and the necessary and required steps, in accordance with ESEA and NCLB, if OCS is identified as "needs improvement".</p> <p>Page 28-29: The proposed application lacks specific detail and school improvement requirements to lead the reviewer a clear and concise strategies that will be implemented if OCS is identified as "needs improvement". The plan is incomplete needing more specific description of each of the years of improvement from being identified in School Improvement Year 1 through Restructuring Year 2: Plan Implementation. The plan does not specifically spell out the requirements of School Choice or Supplemental Education Services, and minimally describes how parents will be included or informed of OCS AYP status or options for the parents. From what has been submitted as OCS's application it is unclear to the reviewer if OCS has a clear understanding of the requirements of school improvement and how to successful plan and implement strategies for school improvement as required.</p>	

Tab 5	
Describe the governance structure of the school, including, but not limited to, the person or entity that shall be legally accountable for the operation of the school.	33-5205(3)(f)
Meets Standard	
Describe the process to be followed by the school to ensure parental involvement	33-5205(3)(f)
Meets Standard	
Comments: Decision making and section on ensuring parental involvement were positive.	
Describe the manner in which an annual audit of financial and programmatic operations will be conducted.	33-5205(3)(k) 33-5206(7) 33-5210(3)
Meets Standard – 3rd Review	
<p>Comments:</p> <p>33-5205(3)(k) – manner in which an annual audit of the financial and programmatic operations is to be done</p> <p>33-5206(7) – school will annually submit to its sponsor a report with the audit of the fiscal and programmatic operations, a report on student progress & a copy of the school's accreditation report. Pages 40-41 state that the school will perform an annual programmatic operations audit and will submit it annually to the school's authorizer on or before 10/15. Page 41 states the school will conduct an audit in accordance with IC 67-450B and will file one copy with the SDE and one copy with the school's authorizer. The charter also states it will follow the form and process dictated in IC 33-701. Page 34 states that an annual financial audit will be conducted after the completion of each charter school year. Page 34 also states that a programmatic operations audit will be conducted as mandated by state requirements as outlined in IC 33-5205(4)(k) [should be 33-5205(3)(k)], 33-5206(7), 33-5210(3) and IDAPA. While the petition states that a programmatic operations audit will be conducted as mandated by state requirements outlined in the above code sections, the petition does not state that it will submit a report to its chartering entity that includes a copy of the fiscal and programmatic audits, a report on student progress, and a copy of the school's accreditation report, all of which are required by IC 33-5206(7)</p> <p>33-5210(3) – each school will comply with reporting requirements of 33-701 sections 5-10. Page 34 states the school will conduct a programmatic operations audit as mandated by state requirement as outlined in IC 33-5210(3). Idaho Code 33-5210(3) has nothing to do with programmatic operations audits. Instead, IC 33-5210(3) states that charters will comply with the financial reporting requirements of IC 33-710, subsections 5-10.</p>	
Tab 6	
Describe the qualifications to be met by individuals employed by the school. Instructional staff must be certified teachers pursuant to rule of the state board of education.	33-5204A (1) 33-5205(3)(q) 33-5210(4)(a)
Meets Standard - 2nd Review	

Comments:

2nd Review - For future clarity, please note that "Common Core" standards and "Core Content" as defined by the U.S. Department of Education are two different concepts.

The petition states that the full-time and part-time staff will meet or exceed qualifications required by state law. It is not clear from the petition if the founders understand what those are. It is mentioned that the school reserves the right to seek waivers or limited certification options, but it is not stated that all instructional staff will be certified. There is little specific information devoted to how this school will ensure that they are employing quality teachers. There is not discussion of proven means for assessing teacher performance. More detail and clarity is required in this section.

Describe the transfer rights of any employee choosing to work in a charter school that is approved by the board of trustees of a school district, and the rights of this employee to return to any non-charter school in the same district.	33-5205(3)(o) 33-1217
---	--------------------------

Meets Standard

Include a provision that ensures all staff members will be enrolled in and covered by all of the following: Public Employee Retirement System (PERSI) Federal Social Security Worker's Compensation Insurance	33-5205(3)(m) Unemployment Insurance Health Insurance
--	---

Meets Standard

Include a provision that ensures that the staff of the public charter school shall be considered a separate unit for purposes of collective bargaining.	33-5205(3)(p)
---	---------------

Meets Standard

Include a provision that ensures all teachers and administrators will be on a written contract as approved by the state superintendent, conditioned up a valid certificate being held by such professional personnel at the time of entering upon the duties.	33-5206(4)
---	------------

Meets Standard

Include a provision that ensures all employees of the school undergo a criminal history check.	33-5210(4)(d) 33-130 33-512
--	--------------------------------

Meets Standard - 2nd Review

Comments:

2nd Review – Meets Standard

Fingerprint cards should be submitted to the SDE for the background check. One should not be kept in the personnel file. What is the plan for background checks of volunteers or board members that will be working with students independently?

Tab 7

<p>Describe admission procedures, include a provision for over-enrollment, and equitable selection processes for the initial year, as well as subsequent years of operation. Include enrollment capacity of the charter school.</p>	<p>33-5205(3)(j)</p>
<p>Meets Standard – 2nd Review</p>	
<p>Comments: 2nd Review – An enrollment capacity table was included in this section. The petitioners may want to consider listing the enrollment caps per grade grouping as a guideline. This will allow flexibility if more or less students are interested than initially planned. For example: new charter high schools rarely have students in 11th or 12th grade in their first year. If you have 25 9th graders and 20 10th graders interested, you would not be able to accept them all based on the way this is currently written. This is something to discuss with the authorizer to determine the best way to set the enrollment capacity. The enrollment capacity for the school was not included in this section.</p>	
<p>Describe how waiting lists will be developed and renewed annually.</p>	<p>33-5205(3)(j)</p>
<p>Meets Standard – 3rd Review</p>	
<p>Comments: 3rd Review – Waiting lists are specifically addressed and follow the requirements outlined in IDAPA. 2nd Review – There is not a specific section for the waiting list. Information about the waiting list is alluded to in several places in the enrollment section. It would be helpful for parents to provide the waiting list information in one section. Describe how the list will be developed after the acceptance s from the lottery. Specifically explain how students who are interested in enrolling after the lottery are handled (added to the bottom of the wait list by grade) and what happens with siblings of students who get in after the lottery. Explain that the list will not roll over from one year to the next. The development of the waiting list was not addressed in the petition.</p>	
<p>Describe the public school attendance alternative for students residing within the school district who choose not to attend the public charter school.</p>	<p>33-5205(3)(n)</p>
<p>Meets Standard</p>	
<p>Describe the process by which citizens residing in the compact and contiguous attendance area of the charter school will be made aware of enrollment opportunities.</p>	<p>33-5205(3)(s)</p>
<p>Meets Standard - 2nd Review</p>	
<p>Comments: 2nd Review – Timelines for notification are now included in the petition. The petition states that the notification of enrollment opportunities will address all of the current requirements in Idaho Code 33-5205. There is no reference to the specific timelines related to advertising that is included in IDAPA 08.02.04.203.02.</p>	

Describe the school's plan for denial of attendance to any student who is or has been:	33-5205(3)(l) 33-205 33-206
<ul style="list-style-type: none"> • An habitual truant, • Incurable, • Deemed by the board of trustees to be disruptive of school discipline or instructional effectiveness, • Detrimental to the health and safety of the other students, or • Expelled from any other school district or state. 	
Meets Standard	
Describe the school's disciplinary procedures, including the procedure by which students may be suspended, expelled and reenrolled.	33-5205(3)(l) 33-210
Meets Standard	
Describe the school's policy for contacting law enforcement and student's parents, legal guardians or custodian regarding a student reasonably suspected of using or being under the influence of alcohol or a controlled substance. Include the plan for making the policy available to each student, parent, guardian or custodian.	33-210(3)
Meets Standard	
Describe the procedures the school will follow to ensure the health and safety of students and staff.	33-5205(3)(h)
Meets Standard - 2nd Review	
<p>Comments:</p> <p>2nd Review – Revisions are adequate and greatly improve this area of the petition.</p> <p>More detail is needed on the tier of consequences for bullying / harassment and students being under the influence. Additionally, include clear prohibitions around fights and weapons on campus.</p>	
Describe the school's policy for a suicide prevention plan.	08.02.03.160
Meets Standard	
<p>Comments: Applicant indicates they will develop a plan- if this is carried out as described in the petition this category meets the standard.</p>	
Describe the school's policy for Internet access and use and provisions for parental permission related to student Internet use.	33-131(1)
Meets Standard - 2nd Review	

Comments:

3rd Review – the recommendation was incorporated into the student handbook.

2nd Review – Revision is adequate.

Recommendation: in the list of prohibited computer uses clarify that *any student who knowingly or purposefully* uploads files that contain viruses, malware, etc... are violating policy. Most who upload malicious software do so unknowingly.

Clarify which online activities are prohibited and the consequences for violating policy (accessing inappropriate material, viewing personal social media sites, cyberbullying, etc...). Contact Matt McCarter for further clarification if needed (208) 332-6960.

Include a student handbook that describes the school rules. Also include the procedure for ensuring a student's parent or guardian has access to the handbook.

08.02.04, 202

Meets Standard - 2nd Review

Comments:

2nd Review – Student handbook is very thorough and detailed.

Petition does address student handbook and the above mentioned requirements but I was not able to locate the actual student handbook that is supposed to be included in the petition.

Tab 8

A detailed business plan including:

08.02.04, 202

- Business description
- Marketing plan
- Management plan
- Resumes of the directors of the nonprofit corporation
- School's financial plan
- Start-up budget with assumptions form
- Three year operating budget form
- First year month-by-month cash flow form

Meets Standard - 2nd Review

Comments:

2nd Review- Under the Revenues portion of the business plan Federal start-up grants, private grants, and donations are included as revenues. Grants really shouldn't be included as revenues because they are not guaranteed. They aren't included in the budget worksheets.

In the sentence following revenue sources the petition references "Idaho Department of Education's Bureau of special Populations," the reference to the division is outdated. It should be "School Achievement and School Improvement."

Note: White Pine Charter School is not using the Harbor Method. They are a "core knowledge" school.

The Financial Plan references "Idaho Science and Technology Charter School" and states that it will be responsible for the financial management. What is the connection here? In another portion of the petition it is stated that a half-time business manager will be hired to oversee the fiscal affairs.

The start-up budget is included with the Income Units Worksheet. No explanation is provided for the assumptions used when developing the budget. How will all of the start-up costs be covered before the advance payment is received July 31? How is the school budgeting for special education services? What plans are there for applying for grants or other fund raising?

The budget lists \$75,000.00 for Rent/Leases: 5,000 square foot building@ \$15/sq foot, however no documentation is provided for that expense. It is difficult to determine if the amount budgeted is realistic.

Describe the school's proposal for transportation services.
Note: The budget should reflect estimated costs.

33-5205(3)(t)
33-5208(4)

Meets Standard – 3rd Review

Comments:

3rd Review – The reimbursement rate in the petition accurately reflects IC 33-1006.

2nd Review - This section meets the standard with the following exception, which is extremely important to understand and include when budgeting. The actual reimbursement is based on a 60% advance payment with a final reimbursement of a blended 50/85% and a block grant. This is in IC 33-1006 and is also referenced in Lanette's original comment. It should also be reiterated that the process to obtain busing should begin nearly one year prior to needing transportation services. The petition states: "Transportation reimbursement payments reflect an 85% reimbursement for the previous year's allowable transportation costs."

Petition states that charter will not offer transportation. IC 33-1501 that states, where practicable, school shall provide transportation for the public school pupils within the district. The charter school should specifically define why it is not practicable to provide busing when IC 33-1006 and 33-5208 provide for advance transportation funding.

There are four methods to obtain and provide transportation services: joint busing with school district, charter-owned school busing, contracted busing service, or pay parents in-lieu only if it is more cost effective. The process to obtain busing should begin nearly one year prior to needing transportation service. Charter should consider boundaries when busing is provided. SDE understands that the attendance area becomes the zone for providing transportation services to all eligible students living more than 1½ miles from school. Transportation may be reimbursed in advance at 60% with a final reimbursement of a blended 50/85% rate and a block grant per IC 33-1006. In addition, reference IC 33-5208 that limits transportation reimbursement to students within the public charter school's attendance zone that meet one of the following criteria: student resides within the school district in which the public charter school is physically located, or student resides within 15 miles of the public charter school by road.

It is recommended the charter school contact SDE School Transportation Staff at 332-6832 with additional questions on busing options and requirements.

Describe the school's proposal for a school lunch program, including how a determination of eligibility for free and reduced price meals will be made	08.02.04. 202
Meets Standard	
Tab 9	
Describe any business arrangements or partnerships with other schools, educational programs, businesses, or nonprofit organizations. This includes curriculum, special education, transportation, food service, legal, and accounting.	08.02.04. 202
Meets Standard - 2nd Review	

Comments:

2nd Review – Community partnership agreement included. All community partnership will involve an Odyssey teacher. MOUs will be used to outline expectations.

Currently, no arrangements exist. There is no discussion of policies or contracts related to special education, legal, or accounting services; though money is budgeted for legal and accounting. More detail about the plans/policies related to business arrangements and partnership is needed, given the emphasis the school is placing on "community experts and other specialized persons" and "real world opportunities for community service."

- | | |
|--|--------------|
| Describe the school's plan for termination of the charter by the board of directors, to include: | 5205 (3) (u) |
| <ul style="list-style-type: none">• Identification of who is responsible for dissolution of the charter school;• A description of how payment to creditors will be handled;• A procedure for transferring all records of students with notice to parents of how to request a transfer of student records to a specific school; and• A plan for the disposal of the public charter school's assets, including those purchased with Federal funds.• A procedure for transferring personnel records to the employees. | 5206 (8) |

Meets Standard - 2nd Review

Comments:

Changes were made to this sections based on the review feedback.

This section of the petition references Nampa School District and Legacy. It needs to be changed to reflect Odyssey Charter School's policy. In the petition it is stated that students will receive written notice of how to request a transfer of records. Idaho Code requires notification be provided to the parents. No discussion of items purchased with Federal funds is included in this section. Additionally, personnel records are not included.

Tab 10 – Virtual Schools – do not complete this section if the school is not a virtual school.

Tab 11 – Professional-Technical Regional Public Charter Schools -do not complete this section if the school is not a virtual school.

Response to Sufficiency Review

The founders of Odyssey Charter School took the comments and recommendations outlined in the review and have made the changes requested. The petition has been made clearer and more detailed to better explain the various parts of the charter petition. Much greater detail has been included on the facilities choices, educational goals and thoroughness standards, special education procedures, LEP students, measurable student education standards, the business plan, budgets and subcontractor sections. All suggested changes mentioned by the State Department of Education have been made to the petition.

Appendix P

Subcontractor Bids and Memoranda of Intent

Student Information

The bid for openSIS is presented below:

openSIS Pricing Sheet for OS4ED Cloud Hosting

The following pricing is based on 12 month subscription contract, which is mandatory for cloud hosted services.

openSIS-Pro with Billing, Discipline, EasyCom and Library Modules for 300 students @ \$199/month	\$2388.00/year
Idaho State Reporting- One Time Fee	\$1000.00
openSIS Setup & Configuration with 1 Hour Training – One Time Fee	\$500.00
Seven Day Rotating Backup	Included
Annual Maintenance and Email and Chat Support (Bronze Level)	Included
Data Import into the System	\$1/record

Food Services

Taylor's Crossing Charter School has agreed to handle our food services. They have provided the same services for Monticello Montessori Charter School for the past two school years (2010-2011 and 2011-2012). They will handle all of the required forms and reporting as they have done for Monticello Montessori.

Also, a catering service named That One Place also agrees to provide food service to Odyssey Charter School. Their memorandum of intent is on the following page.

MEMORANDUM OF INTENT

Between That One Place and Odyssey Charter School

This Memorandum of Intent is made between That One Place ("Caterer") and Odyssey Charter School ("OCS").

1. Purpose

The Parties recognize the benefit of forming a cooperative, pre-competitive alliance in order to plan the menu and budget for a school lunch program at OCS. The purpose of this document is to express the non-binding intent of entering into an agreement for the provision of lunches to students enrolled at OCS. The relationship among the Parties is that of independent collaborators and at no time will any Party be deemed to be the agent of another.

2. Term and Termination

This Memorandum shall remain valid for a period of eighteen months from the date of the last signature show below, by which time the Parties anticipate entering into a binding contractual agreement in accordance with the mutual intent expressed herein. This Memorandum may be extended by written mutual agreement of both Parties. Either Party to this Memorandum may unilaterally withdraw its intent by providing thirty days written notice to the other Party.

3. Status

This Memorandum is not legally binding. No funds are committed and no legal obligations are created by this Memorandum.

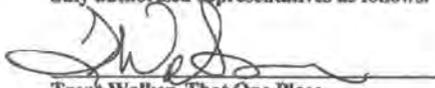
4. Nutritional Guidelines

As a term of the binding contract anticipated by this Memorandum, Caterer will create a menu that meets or exceeds the requirements of the National School Lunch Program (NSLP).

5. Number and Cost of Lunches Served

As a term of the binding contract anticipated by this Memorandum, Caterer will provide lunches to the students enrolled at OCS who choose to participate in the program. The initial enrollment at OCS for its first operating year is 140 students. It is anticipated that Caterer will provide its menu at the cost of \$ 3.00 per lunch.

IN WITNESS WHEREOF, the Parties have caused this AGREEMENT to be executed by their duly authorized representatives as follows.


Treat Walker, That One Place
DATE:


Karl Peterson, OCS
DATE:

MEMORANDUM OF INTENT

Between Taylor's Crossing Public Charter School and Odyssey Charter School

This Memorandum of Intent is made between Taylor's Crossing Public Charter School ("Taylor's Crossing") and Odyssey Charter School ("OCS").

1. Purpose

The Parties recognize the benefit of forming a cooperative, pre-competitive alliance in order to plan the menu and budget for a school lunch program at OCS. The purpose of this document is to express the non-binding intent of entering into an agreement for the provision of lunches to students enrolled at OCS. The relationship among the Parties is that of independent collaborators and at no time will any Party be deemed to be the agent of another.

2. Term and Termination

This Memorandum shall remain valid for a period of eighteen months from the date of the last signature show below, by which time the Parties anticipate entering into a binding contractual agreement in accordance with the mutual intent expressed herein. This Memorandum may be extended by written mutual agreement of both Parties. Either Party to this Memorandum may unilaterally withdraw its intent by providing thirty days written notice to the other Party.

3. Status

This Memorandum is not legally binding. No funds are committed and no legal obligations are created by this Memorandum.

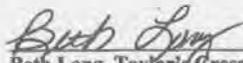
4. Nutritional Guidelines

As a term of the binding contract anticipated by this Memorandum, Taylor's Crossing will create a menu that meets or exceeds the requirements of the National School Lunch Program (NSLP). A sample menu is attached to this Memorandum.

5. Number and Cost of Lunches Served

As a term of the binding contract anticipated by this Memorandum, Taylor's Crossing will provide lunches to the students enrolled at OCS who choose to participate in the program. The initial enrollment at OCS for its first operating year is 142 students. It is anticipated that Taylor's Crossing will provide its menu at the cost of \$2.75 per lunch.

IN WITNESS WHEREOF, the Parties have caused this AGREEMENT to be executed by their duly authorized representatives as follows.

 2/21/12
Beth Long, Taylor's Crossing
DATE:


Kari Peterson, OCS
DATE:

September 20, 2012

Special Educational Services

The following pages contain memoranda of intent for various special education subcontractors who are willing to work with Odyssey Charter School.

MEMORANDUM OF INTENT

Between Paul Pack (School Psychologist) and Odyssey Charter School

This Memorandum of Intent is made between Paul Pack and Odyssey Charter School.

1. Purpose

The Parties recognize the benefit of forming a cooperative, pre-competitive alliance in order to provide education services to the students enrolled at Odyssey Charter School. The purpose of this document is to express the non-binding intent of entering into an agreement for the provision of counseling, tutoring, testing, the creation of individualized education programs, and other services. The relationship among the Parties is that of independent collaborators and at no time will any Party be deemed to be the agent of another.

2. Term and Termination

This Memorandum shall remain valid for a period of eighteen months from the date of the last signature show below, by which time the Parties anticipate entering into a binding contractual agreement in accordance with the mutual intent expressed herein. This Memorandum may be extended by written mutual agreement of both Parties. Either Party to this Memorandum may unilaterally withdraw its intent by providing thirty days written notice to the other Party.

3. Status

This Memorandum is not legally binding. No funds are committed and no legal obligations are created by this Memorandum.

4. Number of Students Served

As a term of the binding contract anticipated by this Memorandum, Paul Pack will provide education services to the students who qualify for them at Odyssey Charter School. The initial total enrollment at OCS for its first operating year is 140 students.

5. Budget

It is anticipated that Paul Pack will provide services at the cost of \$ 50⁰⁰ per hour.

IN WITNESS WHEREOF, the Parties have caused this AGREEMENT to be executed by their duly authorized representatives as follows.



Paul Pack, School Psychologist
DATE: 2/27/2012



Karl Peterson, Odyssey Charter School
DATE:

MEMORANDUM OF INTENT

Between Taylor Physical Therapy and Odyssey Charter School, Inc.

This Memorandum of Intent is made between Taylor Physical Therapy and Odyssey Charter School, Inc. ("OCS").

1. Purpose

The Parties recognize the benefit of forming a cooperative, pre-competitive alliance in order to provide physical therapy for students of OCS. The purpose of this document is to express the non-binding agreement. The relationship among the Parties is that of independent collaborators and at no time will any Party be deemed to be the agent of another.

2. Term and Termination

This Agreement shall come into force from the date of the last signature and shall remain valid for a period of eighteen months. It may be extended by mutual agreement with the prior written agreement of each Party. This Agreement may be terminated at any time by mutual written agreement of the Parties. Any Party may unilaterally withdraw by providing thirty days written notice to the other Party.

3. Status

This agreement is not legally binding. No funds are committed and no legal obligations are created by this Agreement.

5. Number and Cost of Services

The physical therapist will provide services to the students enrolled at OCS who choose to participate in the program. The initial enrollment at OCS for its first operating year is 142 students. The physical therapist will provide its menu at the cost of \$_____ per hour. *the state reimbursement rate.*

IN WITNESS WHEREOF, the Parties have caused this AGREEMENT to be executed by their duly authorized representatives as follows. *APJ*

Mark Taylor RPT
Mark Taylor TAYLOR PHYSICAL THERAPY
DATE:

Karl Peterson
Karl Peterson, Odyssey Charter School
DATE:

MEMORANDUM OF INTENT

Between Carol Woodvine (Occupational Therapist) and Odyssey Charter School

This Memorandum of Intent is made between Carol Woodvine and Odyssey Charter School.

1. Purpose

The Parties recognize the benefit of forming a cooperative, pre-competitive alliance in order to provide occupational therapy to the students enrolled at Odyssey Charter School. The purpose of this document is to express the non-binding intent of entering into an agreement for the provision of providing occupational therapy to qualifying students. The relationship among the Parties is that of independent collaborators and at no time will any Party be deemed to be the agent of another.

2. Term and Termination

This Memorandum shall remain valid for a period of eighteen months from the date of the last signature show below, by which time the Parties anticipate entering into a binding contractual agreement in accordance with the mutual intent expressed herein. This Memorandum may be extended by written mutual agreement of both Parties. Either Party to this Memorandum may unilaterally withdraw its intent by providing thirty days written notice to the other Party.

3. Status

This Memorandum is not legally binding. No funds are committed and no legal obligations are created by this Memorandum.

4. Number of Students Served

As a term of the binding contract anticipated by this Memorandum, Carol Woodvine will provide occupational therapy to the students who qualify to receive such services at Odyssey Charter School. The initial total enrollment at OCS for its first operating year is 140 students.

5. Budget

It is anticipated that Carol Woodvine will provide services at the cost of \$ 50 per hour.

IN WITNESS WHEREOF, the Parties have caused this AGREEMENT to be executed by their duly authorized representatives as follows.


Carol Woodvine, Occupational Therapist
DATE:


Karl Peterson, Odyssey Charter School
DATE:

MEMORANDUM OF INTENT

Between Naomi Ostergar and Odyssey Charter School

This Memorandum of Intent is made between Naomi Ostergar and Odyssey Charter School.

1. Purpose

The Parties recognize the benefit of forming a cooperative, pre-competitive alliance in order to provide special education services to the students enrolled at Odyssey Charter School. The purpose of this document is to express the non-binding intent of entering into an agreement for the provision of tutoring, testing, the creation of individualized education programs, and other services. The relationship among the Parties is that of independent collaborators and at no time will any Party be deemed to be the agent of another.

2. Term and Termination

This Memorandum shall remain valid for a period of eighteen months from the date of the last signature show below, by which time the Parties anticipate entering into a binding contractual agreement in accordance with the mutual intent expressed herein. This Memorandum may be extended by written mutual agreement of both Parties. Either Party to this Memorandum may unilaterally withdraw its intent by providing thirty days written notice to the other Party.

3. Status

This Memorandum is not legally binding. No funds are committed and no legal obligations are created by this Memorandum.

4. Number of Students Served

As a term of the binding contract anticipated by this Memorandum, Naomi Ostergar will provide special education services to the students who qualify for them at Odyssey Charter School. The initial total enrollment at OCS for its first operating year is 140 students.

5. Budget

It is anticipated that Naomi Ostergar will provide services at the cost of \$ 30 per hour.

IN WITNESS WHEREOF, the Parties have caused this AGREEMENT to be executed by their duly authorized representatives as follows.



NAOMI OSTERGAR
DATE: 3-1-12



Karl Peterson, Odyssey Charter School
DATE:

September 20, 2012

Financial Data System

From: 2M Data Systems <2MData@mstarmetro.net>

To: KBPetersonmail@yahoo.com

Sent: Monday, January 16, 2012 12:06 PM

Subject: 2M Data Systems Software Information

Hi Karl,

Thank you for your inquiry concerning our software. We look forward to working with you and your school. I'm iterating the costs below . . . I recommend you visit one or more of them to see the software in operation and ask questions about how it fits their needs. I'll another email with the Payroll & Budget manuals attached. Near the beginning of the manuals is a list of features. Please let me know if you don't receive them. If you have other questions, please don't hesitate to call or email.

Initial Costs:

Payroll	1,300.00	
Accounting	1,300.00	
SDE Reporting	600.00	("ABReport" - prints SDE annual budget and IFARMS reports)
Total	3,200.00	

Annual Update Fees (approximate):

Payroll	420.00 (sent in December each year)
Accounting	420.00 (sent in June each year)

Annual, unlimited phone support agreement 450.00 (optional)

Project-Based Education Professional Training

Buck Institute for Education provides professional development for schools across the country. An email describing the workshops they provide follows below. Odyssey Charter School will use their three day workshop and their one day follow up session in its first year of operation and will use their one day advanced workshop the next year. By then, sufficient staff will be trained in project-based learning to train new staff.

Hi Karl.

Thanks for your inquiry. I hope this information will help. We have been working very successfully with Blaine County Schools for the past two years.

By way of background, we provide onsite sustained support (professional development) focused on PBL. A great deal of research and a decade of hard-earned experience have shown us that a three-day on-site PBL workshop, no matter how fabulous, has little impact on teacher behavior or student outcomes. Therefore, our policy requires us to provide sustained support, meaning we go in and do the initial three-day PBL 101 and then return two or more times in the subsequent 12 months for teacher coaching and additional support (classroom visitations, additional training, curriculum development and review, etc.). We seldom work with individual schools unless there is a clear, long-term commitment from the staff and leadership.

Please keep in mind that is best to start small rather than train every teacher in a school or district. PBL is more successful when you start with a small, eager cadre such as a department, grade level or SLC. This strategy gives you a local model for success that we can use as a springboard to promote the adoption of effective PBL in your larger system.

The sessions are taught by our National Faculty, which has both programmatic and discipline-specific knowledge in PBL. We can offer PBL sessions that are geared to different programs (K-5, for instance) or disciplines (math, science, social science, career technical education, etc.) or school population (alternative education, special needs, continuing education, after school, gifted, credit recovery, tribal, etc.). We have experience in a variety of school models as well, including New Tech, Expeditionary Learning, EdVisions, High Tech HS, IB, CES and Asia Society/ISSN. It is especially important to break apart the K-5 teachers from their 6-12 brethren if you are planning multiple sessions.

Teachers emerge from our PBL 101 workshop with a completed or nearly completed Project Overview Form, Project Calendar and Teaching and Learning Guide, which they can implement in their classrooms immediately.

Please keep in mind that we strictly enforce the 35-person cap on participants. Our policy requires me to send a second (or third...) facilitator if there are going to be more than 35 participants. That of course increases your costs. The prices are all inclusive of travel, prep, materials, time, food, etc.

September 20, 2012

The prices you see below will remain accurate until Dec. 31, 2012. We bill upon completion of services. BIE does not negotiate prices – we are a non-profit and try to provide the lowest price we possibly can.

Summers book up for us four months or more in advance.

We trained 5,000 teachers nationwide this summer and expect an even higher volume in the summer of 2012.

All participants in our PBL 101 workshops receive a free copy of our *PBL 101 Workbook*, which includes rubrics, planning forms, protocols, activities and sample projects.

Note: We will ship only 35 copies of the PBL 101 Workbook per workshop.

- **Three-day PBL 101 workshop.** **Schedule:** TBA, 2012. **BIE staffing:** One National Faculty member for up to 35 participants. **Location:** On site, Idaho Falls, ID. **Description:** This three-day workshop engages participants in learning the principles for designing, assessing and managing standards-focused projects as well as using performance assessments to judge the relevant work generated by 21st Century learners. Through a combination of direct instruction, video analysis and hands-on group work, participants have the opportunity to plan, design and receive peer feedback on an engaging and rigorous project using the Buck Institute for Education model and tools. **Cost: \$8150** *Note: At no charge, workshop participants can continue to receive support through our Forums and by participating in our biweekly webinars, which launched in September of 2011.*

- **One-day PBL follow-ups.** **Schedule:** TBA, 2012. **Quantity:** Minimum of 2 in year following PBL 101. **BIE staffing:** One National Faculty member. **Location:** On site, Idaho Falls, ID. **Description:** Additional training, classroom observation, teacher coaching, curriculum review, student work review, etc., following online needs assessment of participants. **Cost per event: \$4150.**

- **One-day PBL 201 (advanced practices).** **Schedule:** TBA, 2012. **Quantity:** TBA. **BIE staffing:** One National Faculty member. **Location:** On site, Idaho Falls, ID. **Description:** PBL 201 workshops (advanced practices) are designed as follow-up sessions for participants who have taken PBL 101 and had an opportunity to implement their project. The topics range from PBL and Web 2.0, PBL and RtI, PBL and Differentiated Instruction to PBL and Literacy Programs. **Cost per event: \$4150.**

- **One-day PBL Lead workshop.** **Schedule:** TBA, 2012. **Quantity:** TBA. **BIE staffing:** One National Faculty member. **Location:** On site, Idaho Falls, ID. **Description:** This full-day workshop engages principals, assistant principals and instructional leaders in exploring best practices in leading a school or district in the effective, sustainable implementation of Project Based Learning. Through a combination of direct instruction, video analysis and hands-on individual and group work, participants have the opportunity to design and receive peer feedback on a PBL Lead plan for their organization using the Buck Institute for Education model and tools. Participants engage in such protocols as Leadership Compass, SWOT Analysis, Gap Analysis and the Affinity

September 20, 2012

Protocol. Ongoing support for participants is provided through the PBL Leadership forum on www.bie.org **Cost per event: \$4150.**

- We sell three books, none of which are a required part of the workshops or follow-ups. That said, teachers really like receiving copies of the books. *The PBL Starter Kit* for Middle and High School (2009) and *PBL for Elementary Grades* (2011) retail for \$30 per copy; the *PBL Handbook* (2003) retails for \$40 per copy. If you choose one book, I would recommend either of the Starter Kits. You can purchase them online (www.bie.org) or by contacting our assistant administrator, Theresa Rowland (Theresa@bie.org).

If you need any more information, please give me a call or send a message.

Best wishes,

--

Lauren Scheller
Professional Services Coordinator
Buck Institute for Education
18 Commercial Boulevard
Novato, CA 94949
(415) 883-0122 x311
(415) 883-0260 (fax)
www.bie.org
lauren@bie.org
[BIE on Edmodo](#)
[BIE on YouTube](#)
Twitter: @laurenbie

September 20, 2012

Transportation Services

Teton Stage Lines was unwilling to give Odyssey Charter School a formal letter of intent that included exact busing costs due to the fluctuating price of gas, and the many unknowns like the number and location of students who will be using school transportation just to name a few. They did send the letter found on the next page expressing their desire to work with us to provide transportation. Also, they looked through a model contract that one of our founders prepared and made the following comments through emails

From: dj_harrington@q.com [mailto:dj_harrington@q.com]
Sent: Saturday, May 19, 2012 8:55 PM
To: Cindy Lister
Subject: Re: Model Bus Contract

Sindy:

I have read through the changes that have been made and I am okay with the language used. It would appear that they are interested in a 3 year contract with two one year /or one two year extension.

Did you express that they could make the contract for one 5 year term with a 5 year extension if they wanted to?

That is the longest term that the State will allow.

Bottom line is.....I am happy with the contract they have currently drafted.

DH

From: Cindy Lister <sindy1@tetonstagelines.com>
To: monhendricks@yahoo.com
Sent: Friday, May 18, 2012 12:20 PM
Subject: FW: Model Bus Contract

Monica,

Here is the correspondence with Donavan about this model contract. He had a couple of issues but they will not be hard to fix.

September 20, 2012

1. He would like to have at least a 3 year contract with the additional 5 year extension option.
 - a. You can have up to a 5 year contract with a 5 year extension.
 - b. Financing, for the required school buses, is difficult with a 1 year contract.
2. There is no information about compensation for snow days.
 - a. They should be set at ½ the regular day rate. See Monticello Montessori contract for wording.

Other than that the contract looks good. We will do the pricing when we do actual bid process.

If you need anything else please get back with me.

Thank you,

Sindy Lister

Office Manager

Teton Stage Lines

(208)529-8036 phone

(208)529-2364 fax

sindy1@tetonstagelines.com

ATTACHMENT A

SAMPLE PAYMENT SCHEDULE

On or before the 1st day of each month of each school year covered by this contract, contractor shall submit to the board a bill that shall include a detailed account showing the mileage covered in each category of transportation furnished during the preceding month. On or before the 10th day of the month in which the bill is submitted, the board agrees to pay contractor the contract price for those services that it shall find to have been rendered, computed on the following schedule:

Category of Service	Estimate of Miles per Month	Rate per Mile <i>final rate to be determined prior to execution of Contract</i>
Bus Route A	880	\$4.10 - \$3.05
Bus Route B	880	\$4.10 - \$3.05

September 20, 2012




TETON STAGE LINES
Charter Buses Anytime • Anyplace

P.O. Box 51455 Idaho Falls, ID 83405-1455
Telephone (208) 529-8036 877-529-8036
FAX (208) 529-2364 info@tetonstagelines.com
www.tetonstagelines.com

Odyssey Charter School
C/O Monica Couch
1450 Fox Court
Idaho Falls, ID 83404
208-351-8669
mon@couchschool.com

April 10, 2012

RE: Proposal for School Bus Transportation

Monica Couch:

Thanks for the chance to talk with you about the school bus needs for the proposed Odyssey Charter School.

Teton Stage Lines currently operates 18 school buses under contract and provides school bus service for three separate charter schools in the Idaho Falls area and additionally we operate about 25% of the school buses in Blackfoot for School District #55.

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

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

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

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

Sincerely:


Donovan Harrington
General Manager
Teton Stage Lines



Appendix Q

Board Training Program

Odyssey will be a member of the Idaho School Board Association (ISBA). Each member of the Original Board of Directors will be required to attend the Summer Leadership Institute offered by the Idaho School Board Association in Rigby, Idaho on August 2, 2012. The Institute will include training on a variety of topics including Roles and Responsibilities, Effective Meetings, Superintendent Evaluations, Basic School Finance, Board Policy, Recent Legislation Issues, and Board Scenarios and Ethics.

Original and subsequent Board members will receive ongoing training on a quarterly basis through ISBA Module trainings on School Board Governance, Leadership for Student Achievement, Education Law, Human Resources, Finance & Board's Oversight Role, or Collective Bargaining. Additional and specialized training through the ISBA Module program may also be obtained based on need and as budgets allow.

Beginning after the commencement of the first school year, the members of the Board will be provided additional board training at each regular Board meeting, based on either presentations by the Chairman and/or Vice Chairman regarding information obtained during their attendance at Master of Boardmanship Program seminars (as outlined below), or from use of a series of 10 Minute Training materials available from the ISBA on the following topics:

- Board Assessment
- Becoming a Better Board Member
- Five Items To Infuse Into Every Board Meeting
- Successful School Levy & Bond Campaigns
- Dealing With The Media
- Clerk Duties & Responsibilities
- What Counts?
- Dealing With Angry Patrons
- Reasons to attend the Annual Business Session
- Updating Policies
- Chain of Command
- Building Relationships with Legislators
- Reduction In Force
- Open Meeting Law
- Board Chair Selection
- Election Consolidation
- Superintendent Evaluation
- Interest Based Bargaining

Master of Boardmanship Program

The chairman and vice chairman of the board will accumulate at least 100 points each year based on the scale listed below, which is taken from the Idaho School Board Association's Master of Boardmanship Award Program.

Board Training / Event: Points:

Conventions

ISBA	50
NSBA	50

Workshops & Seminars

Summer Leadership Institute	25
Negotiations Workshop	25
Education Law Seminar	20

ISBA Regional Meeting

Spring Meeting	15
Fall Meeting	15

Day on the Hill

25

Individual Board Training

By ISBA Approved Presenter

8 Hours Board Training	25
8 Hours Lighthouse Board Training	25
4 Hours Board Training	15
2 Hours Board Training	10
10 Minute Trainers	5

(1 point per 10 Min. Training with maximum of 5 points.

Board Minutes from meeting must be attached for verification.)

ISBA Executive Board Meetings

February Meeting	10
April Meeting	10
September Meeting	10

All board members will be required to accumulate 35 points each year from among the programs offered on the ISBA's Master of Boardmanship list above; however, 25 of the required points may be obtained through attendance at the Idaho Charter School Network's Annual Conference. Upon election, each newly elected Board member will be provided with the New Board Member Packet available through the ISBA. Newly elected members will be required to attend either the ISBA's Summer Leadership Institute or the Idaho Charter School Network's Annual Conference during their first year on the Board.

Recruiting New Board Members

Networking and recruitment for new or additional members of the Odyssey Board of Directors will be conducted on an ongoing basis. Outside members of the community and parents of children attending Odyssey Charter School may be offered a directorship position based on, among other things, the person's demonstrated interest in Odyssey Charter School, commitment to Odyssey's vision and mission statements, and professional background, training or skills relevant to the function of the Board and the operation of the school.

Appendix R

Adapting Project-Based Learning for Inclusive Classrooms

One of the great advantages of project-based learning is that an individual's part of a project can be customized to fit the abilities and interests of the student. Gifted students can be encouraged to dig deeper into the subject, and at risk students can work in their zone of proximal development or their "Goldilocks zone," where the level of the assignment is not too difficult or easy but it is "just right." This is easily accomplished in a project-based classroom, but is very difficult in a traditional textbook-driven classroom. One size fits all textbooks that are written for a specific reading level, accompanied by assessments have been written for the average skill level of the students, force some students to either "dumb down," or to struggle to complete work that is too advanced for their current abilities.

Another advantage of project-based learning is that special education teachers can be involved in the collaborative process to create projects. This allows the special education teacher to adapt the projects to meet the individual needs of any students who have an IEP or a 504 plan.

Project-based learning allows for more personalization for students of all levels. Some examples of these adaptations are:

- Research material can be adapted for the reading level of the student.
- Rubrics can be adjusted to fit the adaptations of an IEP or a 504 plan.
- Alternative methods of assessment can be personalized to fit the interests of the students.
- Student presentation requirements can be customized to conform to a student's abilities (e.g. length of presentation, type of presentation, number of sources, audience).
- An individual student's part of the group's presentation can be tailored to match the student's skill level.
- Project teams can be led by an adult rather than a student.
- Students may work outside of a team and only work one-on-one with an adult.

Project-based learning can also be adapted to meet physical challenges; for example, large type sources and audio books can be used by the visually impaired to research presentations, and, kinesthetic presentations such as dance or acting can be incorporated as part of the team's presentation. Visual or audio aides can be used to make abstract concepts more understandable to students.

Jerry Webster (2012), an educator for over 18 years who now works with autistic students, states in "Project Based Learning for Special Education and Inclusion" that project-based

learning has been proven to improved content retention in a range of students. He claims that it deepens understanding because it engages higher level thinking skills like “Evaluate” and “Create” on Bloom’s Taxonomy, it is multi-sensory, it teaches skills of cooperation and collaboration, it provides alternate means of assessment, and it promotes engagement since students are able to better learn concepts by studying topics they are interested in.

A special needs student can have his or her part of a project altered by giving the student leveled readers to use as research material, or by requiring that the length of the student’s presentation be of shorter duration than the time other students are required to present. If the student has a fear of presenting in front of other people, the student might be allowed to give his or her part of the presentation to the teaching team rather than at the presentation night in front of the public. Rubrics for grading the special needs student can be adapted to reflect these changes. For example, in a project that combined ancient history, language arts, and drama, students might be given the multidisciplinary assignment of studying the main features of Greek theater and developing a traditional bedtime story like “Goldilocks and the Three Bears” into a short Greek tragedy. Students would be required to divide the story into five acts, with chorus sections between each act, for a total of four chorus sections. The chorus would divide into two parts at times, for the strophe and the antistrophe. The play would take place in less than 24 hours, would be in locations that take less than a few hours travel time to go from one to the other, and have no subplots. A special needs student who struggles to memorize might be given a small part like the Woodsman and might also be a member of the chorus. The special needs student would be assigned to work with a fellow student and they could write one of the chorus interludes together. A PSR worker would make sure the student understood the assignment and completed the parts assigned to him. The student would perform with the rest of the class.

A gifted and talented student’s learning plan can also be adapted to reflect his or her greater ability. He or she could be required to use a greater number of sources, to develop sophisticated synthesis of the sources, to compare and contrast differing viewpoints, or to edit the team’s presentation.

The ideas and examples below are based on Andrew Millar’s “Six Strategies to Differentiate in Project-Based Learning” (<http://www.edutopia.org/blog/differentiated-instruction-strategies-pbl-andrew-miller>).

Differentiate Through Teams

Sometimes it can be effective to differentiate through teams. In a literature-based project, it may be appropriate for students to be grouped according to reading level, so that the teacher can give them the help they need to be successful.

Reflection and Goal Setting

Students periodically reflect on their work and set goals for further learning. This is an opportunity for the teacher and the student to set personalized learning goals and target the specific instruction the student needs. A student who struggles with working in a collaborative setting can be given more individual work compared to the other students.

Mini-Lessons

Mini lessons can be given to students who do not understand a key concept or lack a needed skill. The lesson can be given only to the students who need it while the other students are working independently. For example, some students may not understand the difference between bacteria and viruses. The teacher can give a mini lesson to those students while the other students work on their projects. Mini-lessons may be presented by the teacher, a fellow student, or through a video.

Voice and Choice in Products

Giving students a voice and choice, both in their acquisition of knowledge and in their work product helps personalize the project. Choices in summative assessments or products allow students to show their knowledge in a variety of ways. The type of learning materials and the form of the final product can be adapted to fit the accommodations outlined in a student's IEP. For instance, a student with dyslexia may be guided to use videos for research in lieu of written sources.

Differentiate Through Formative Assessments

Formative assessments can be customized for different students. The assessment can be oral or written, and different mediums can be used to assess a student's progress, such as graphic design or perhaps a collage.

The explanation and examples above show how project-based learning easily allows for personalization and adaptation to the student's ability and interests. Part of the philosophy of inclusion is that "fair" is not always "equal." If we are to truly "leave no child behind," then we need to be sure that the target achievement level is based on what the student is capable of doing. Project-based learning can be adapted to the abilities of all students, so that they can each have the opportunity to succeed.

Appendix S

Professional Standards for Administrators and the Board of Directors

Administrator Professional Standards

Odyssey Charter School will follow the Interstate School Leaders Licensure Consortium Standards for School Leaders outlined below as the Odyssey Charter School's professional standards for the administration and adapted to fit Odyssey Charter School's mission and vision, or the state mandated administrator evaluation.

Standard 1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of Odyssey Charter School's vision statement.

Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Standard 4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Board of Director Professional Standards

Odyssey Charter School's board of Directors will guided through ISBA's self-evaluation process like this listed below:

BOARD OF TRUSTEES SELF-ASSESSMENT

THE BOARD MEMBER TEAM	Very Good	Satisfactory	Needs to Improve
1. Keeps the education and welfare of students as their primary concern.			
2. Is open and honest with each other, as well as administrators and is able to maintain an attitude of mutual trust and respect.			
3. Works to preserve the confidentiality of items discussed in executive session.			
4. Represents the interests of the entire district rather than a special interest group(s).			
5. Understands the need for compromise and is willing to support the majority decision.			
6. Encourages each other to work together as a team.			
7. Realizes that independent decisions or commitments on the board's behalf are improper.			
8. During meetings is polite, listens carefully and is respectful of each other, as well as school personnel.			

9. Comes to meetings prepared to focus on discussion issues and keeps comments relevant and brief.			
10. Does not use the office of Trustee for personal profit and/or advancement of patronage.			
11. Is concerned about achieving results rather than giving a good appearance.			
BOARD/SUPERINTENDENT RELATIONS	Very Good	Satisfactory	Needs to Improve
1. The board and superintendent work together in a spirit of mutual trust and respect.			
The board:			
A. Understands the distinction between the board's role and the function of the administration.			
B. Avoids interference with the superintendent's duties.			
C. Solicits input from the superintendent in the development of board policies.			
D. Gives direction to the superintendent rather than through individual staff members.			
2. The board and superintendent develop, in cooperation, long-and short-term goals, and a once or twice yearly process for evaluating the superintendent's progress and performance.			
3. A spirit of open discussion prevails so that board members do not feel alienated and are able to address potentially destructive issues.			
4. The board plans regular opportunities for open communication between the board and the			

superintendent.			
BOARD/STAFF RELATIONS	Very Good	Satisfactory	Needs to Improve
1. Appropriate personnel policies in the area of employment evaluation are reviewed and adopted by the board.			
2. The board encourages and offers opportunities for professional growth for all employees.			
3. Suggestions from staff for improvement of the school system are welcome.			
4. Staff accomplishments are recognized by the board.			
5. An appropriate study of staff attitudes are conducted on a regular basis.			
6. Board members avoid making excessive personal requests from staff.			
7. The board provides a safe and productive working environment.			
BOARD/COMMUNITY RELATIONS	Very Good	Satisfactory	Needs to Improve
1. The Board:			
A. Keeps the public informed through regular newsletters, reports, and contact with the media.			
B. Is aware of community attitudes and of special interest groups.			
C. Seeks community input prior to establishing district goals and objectives.			
D. Holds public hearings on important issues before taking final action.			

E. Encourages public attendance/input at board meetings and at school functions.			
F. Cooperates with parent or citizen groups.			
G. Allows adequate time for public participation at board meetings, but prevents a single individual or group from dominating discussion.			
H. Channels public complaints/concerns about the school district to the appropriate member of the staff.			
BOARD MEMBER ORIENTATION AND CONTINUING DEVELOPMENT	Very Good	Satisfactory	Needs to Improve
1. The district has a planned program to orient newly-elected board members:			
A. The nature of their duties and responsibilities.			
B. The nature of the duties and responsibilities of administrative personnel.			
C. The difference in responsibilities between the board and the administration.			
D. The educational relationship between the school district and the state: i.e. finances, transportation, etc.			
E. The roll of the teachers' union.			
F. The use of Parliamentary Procedure.			
2. The board keeps informed through:			

A. Professional publications and educational periodicals.			
B. Use of pertinent data, research and consulting services.			
C. Training opportunities such as conferences and workshops relevant to board responsibilities.			
D. Listening to educators, students, parents and community.			
PLANNING	Very Good	Satisfactory	Needs to Improve
1. Demographic information is current and provided to the board.			
2. The board:			
A. Establishes its own goals and objectives through a yearly review and evaluation process.			
B. Provides for a continuous process of strategic planning which focuses on student achievement and citizenship.			
C. Develops long- and short-term goals and objectives for the school district jointly with the superintendent and administrative team.			
D. Requires the superintendent to discuss progress on goals and objectives at designated intervals during the year.			
POLICY	Very Good	Satisfactory	Needs to Improve
1. The board:			
A. Maintains well-defined policies consistent with strategic goals of the district.			

B. Periodically reviews and updates policies according to an existing plan or system.			
C. Involves administrators, teachers, staff, students, parents and community members in the development or review of policy.			
D. Ensures that policies are current with mandates by governmental agencies and courts.			
E. Makes policy manuals available for district employees, students and the public.			
BUDGET/FINANCE	Very Good	Satisfactory	Needs to Improve
1. The annual budget:			
A. Reflects the strategic plan and supports the district's goals and objective for student achievement and citizenship.			
B. Demonstrates the results of an evaluation of existing programs.			
C. Considers both short and long range funding sources and expenditures.			
2. The board encourages input from staff, parents, students and community members throughout the budgeting process.			
3. Quarterly reports, depicting the district's financial status, including bills paid and other expenditures are presented in written form, clearly and concisely.			
4. Financial reports present clear and understandable data to the public.			
INSTRUCTIONAL PROGRAM	Very Good	Satisfactory	Needs to Improve
1. The board formulates educational goals			

based on the needs and values of the community.			
2. The board provides a quality educational program imposing high individual academic standards for <u>each</u> student.			
3. The board provides alternative instructional programs for the non-traditional student.			
4. The board provides appropriate courses-information for post high school careers/education.			
5. The board understands and follows the basic instructional program mandated by the legislature and the State Board of Education.			
6. The board reaches decisions affecting school programs on the basis of study of all available data and the superintendent's recommendations.			
7. Programs are evaluated on a timely basis and reported to the board.			
8. Student academic performance in the district, state and nation is presented regularly to the board.			
9. The board recognizes student accomplishments.			
10. The board promotes a positive, consistent approach to student discipline.			

Odyssey's Board of Directors will follow the ISBA's professional standards listed below:

As a member of my local board of trustees, I will strive to improve student achievement in public education, and to that end I will:

September 20, 2012

1. Attend all regularly scheduled board meetings insofar as possible, having read my packet ensuring that I am informed about the issues to be considered at the meetings;
2. Recognize that the board must comply with the Open Meeting Law and only has authority to make decisions at official board meetings;
3. Make all decisions based on the available facts and my independent judgment, and refuse to surrender that judgment to individuals or special interest groups;
4. Understand that the board makes decisions as a team. Individual board members may not commit the board to any action unless so authorized by official board action;
5. Recognize that decisions are made by a majority vote and the outcome should be supported by all board members;
6. Acknowledge that policy decisions are a primary function of the board and should be made after full discussion at publicly held board meetings, recognizing that authority to administer policy rests with the superintendent or administrator of the charter school;
7. Be open, fair and honest – no hidden agendas, and respect the right of other board members to have opinions and ideas which differ from mine;
8. Recognize that the superintendent or the administrator is the board's advisor and should be present at all meetings, except when the board is considering the superintendent's evaluation, contract or salary;
9. Understand the chain of command and refer problems or complaints to the proper administrative office while refraining from communications that may create conditions of bias should a concern ever rise to the attention of the board as a hearings panel;
10. Keep abreast of important developments in educational trends, research and practices by individual study and through participation in programs providing such information;
11. Respect the right of the public to be informed about district decisions and school operations;
12. Understand that I will receive information that is confidential and cannot be shared;
13. Give staff the respect and consideration due skilled, professional employees and support the employment of those best qualified to serve as district staff, while insisting on regular and impartial evaluation of all staff;

14. Present personal criticism of district operations to the superintendent or administrator, not to district staff or to a board meeting;
15. Refuse to use my board position for personal or family gain or prestige. I will announce any conflicts of interest before board action is taken; and
16. Remember always that my first and greatest concern must be the educational welfare of the students attending the public schools.

Board Members of Odyssey Charter School will follow the professional standards below.

- ~~strive to attend all scheduled board meetings.~~
- ~~To strive to be punctual.~~
- ~~To make a sincere effort to be informed on all agenda items, including asking questions and seeking clarification prior to the meeting.~~
- ~~To participate actively and fully on all issues, including those which may be highly controversial.~~
- ~~To respond to constituent concerns and evaluate staff recommendations without~~
- ~~To implying a criticism.~~
- ~~To act with professional courtesy during board meetings, being open to those whose views are different from mine.~~
- ~~To demonstrate an ability to think independently, to grow in knowledge, to rely on facts and a willingness to hear and consider all sides of controversial issues.~~
- ~~To convey a sense of loyalty to associates and respect for group discussions.~~
- ~~To make decisions based on what is best for the entire district, avoiding conflicts of interest or using my board position for personal or partisan gain.~~
- ~~To strive to keep focused on policy that supports and enhances student achievement, recognizing that authority for the administration remains with the administration.~~
- ~~To help the board expedite meetings by sticking to the agenda and suggesting new or additional items be put on a future agenda.~~
- ~~Follow the vision and mission statement of Odyssey Charter School in making decisions.~~

September 20, 2012

Appendix T

501(c)(3) Charitable Organization Approval Letter

Please see the following page.

September 20, 2012

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **OCT 03 2011**

ODYSSEY CHARTER SCHOOL INC
C/O KARL PETERSON
2184 CHANNING WAY PMB 127
IDAHO FALLS, ID 83404

Employer Identification Number:
45-1644409
DLN:
17053132305011
Contact Person:
ALICE T LI ID# 95032
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
509(a)(2)
Form 990 Required:
Yes
Effective Date of Exemption:
April 7, 2011
Contribution Deductibility:
Yes
Addendum Applies:
No

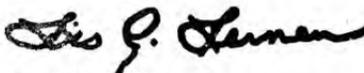
Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Sincerely,



Lois G. Lerner
Director, Exempt Organizations

Enclosure: Publication 4221-PC

Letter 947 (DO/CG)

Appendix U

Middle School Credit and Advancement Requirements

Idaho Code 08.02.03.107

Odyssey will implement the following credit system for its middle school students:

- A student will pass a minimum of eighty percent (80%) of the total credits attempted before the student will be eligible for promotion to the next grade level.
- Students must maintain or exceed ninety percent (90%) attendance in a class in order to pass that class. Attendance time can be made up through arrangements with the principal. The attendance time must be made up before the end of the semester.
- Special Education Students. The Individualized Education Program (IEP) team for a student who is eligible for special education services under the Individuals with Disabilities Education Improvement Act may establish alternate requirements or accommodations to credit requirements as are deemed necessary for the student to become eligible for promotion to the next grade level.
- Limited English Proficient (LEP) students. The Educational Learning Plan (ELP) team for a Limited English Proficient (LEP) students, as defined in Subsection *112.04.d.iv*, may establish alternate requirements or accommodations to credit requirements as deemed necessary for the student to become eligible for promotion to the next grade level.

Appendix V

Pre-Opening Professional Development

Pre-Opening Professional Development

Odyssey Charter School will provide professional development before school begins to prepare the faculty to use project-based learning and also use the various cloud-based tools available for them to use at the school. The professional development will cover the following:

- Project-based learning through Buck Institute for Learning 3 day workshop
- Online collaboration through Collaborize Classroom course management system using presentations of webinars and group discussion and practice
- Online etiquette and culture through a presentation of Collaborize Classroom's Create a Safe Space Online webinar and group discussion
- Google Docs, a cloud-based office suite similar to Microsoft's Office Suite
- OpenSIS, the student information system Odyssey will be using

Following the presentations, there will be discussions and survey cards for questions on what needs to be covered in more detail.

Pre-Opening Orientation and Professional Development Tentative Schedule

Administrator Professional Development

Intel has developed a variety of professional development courses explained later in this appendix. One of the courses is aimed at administrators. Intel's Educational Leadership for the 21st Century professional development will be completed by Odyssey's principal before the teachers start their professional development in August of 2013. Educational Leadership for the 21st Century helps school principals and district administrators support teacher effectiveness for student achievement through technology integration.

The administrator will also study the other Intel Modules explained later as preparation for leading Odyssey through the professional development of its project-based learning methodology.

Day 1

Teacher Orientation. Topics will be signing paperwork, professional standards, introduction to the school, get-to-know-you activities. Hand out teacher laptops. Teachers will be given their usernames and their passwords for their Gmail, OpenSIS, and Collaborize Classroom accounts.

Google Docs Workshop. An introduction of Google Docs and how to use it will be presented to the faculty.

September 20, 2012

OpenSIS. An introduction of Odyssey's student information system will be presented to the faculty.

Introduction to Collaborize Classroom. A series of short modules on Collaborize Classroom, an online course management system (CMS), will be presented through the use of Collaborize webinars and hands-on practice. This will lay a foundation of tools the teachers will use to put the project materials online for use in the classroom and at home.

- Get Organized! A demonstration on how to set up class categories and student groups on the Collaborize Classroom site. (10 minutes)
- Adding Students. A webinar on how to add students to the teacher's Collaborize Classroom web site. (10 minutes)
- How to Prepare for Fall Semester. A webinar on how to save time, plan ahead, and manage discussion topics. (47 minutes)

Lunch

Work Time

Day 2-4

Buck Institute for Education 3 Day Workshop

Buck Institute's workshop for designing, assessing and managing standards-focused projects as well as using performance assessments to judge the relevant work generated by students. Teachers will plan, design and receive peer feedback on an engaging and rigorous project using the Buck Institute for Education model and tools. Buck Institute for Education also has an online tools and forums for lessons, forms, and questions and answers that the teachers can use throughout the school year.

Day 5

Collabirze Classroom continued

Create a Safe Space Online. This webinar discusses the importance of establishing a safe space online to ensure that online students' conversations are respectful and supportive. It explains how to lay a firm foundation that will ensure that your discussion will be more successful long term. (42 minutes)

Getting Students Online and Posting Topics. This is a webinar to familiarize teachers with various ways to use Collaborize Classroom. It covers how to get students online, post a topic and begin engaging students in online discussions. (26 minutes)

Lunch

Work Time

Day 6

September 20, 2012

Teaching to Common Core State Standards Using Blended Instruction. This webinar discusses concrete strategies for how a teacher can leverage blended learning, online discussions and group collaboration to address Common Core State Standards. It shows how to teach technology and media literacy while providing more opportunities for students to develop their reading, writing, communication, critical thinking and problem solving skills. (60 minutes)

Lunch

Work Time

Day 7

Work Time

Professional Development after School Begins

Odyssey plans to repeat Buck Institute's three day workshop every summer for new teachers and has budgeted for this expense. The workshop may be altered if the administration and faculty see a need for more advanced training in the event that we do not have new teachers for the upcoming school year.

Odyssey will organize teacher's planning periods so that teams of teachers in the core classes of language arts, math, social studies, and history who need to coordinate their interdisciplinary projects will have a common preparation period.

Odyssey will contract with providers to conduct professional development in specific subject areas, project based-learning, classroom management, or other areas that the administration and the faculty sees the need.

Odyssey Charter School will provide links to the online lessons used in the professional development classes and other materials that will be helpful to the faculty. Depending on the need of the teachers, Odyssey will use the Intel professional development classes below in either an individual study program or as a group professional development classes depending on the needs and interests of the faculty.

The Intel Corporation has provided online a series of professional development courses. These courses can be used for free by schools as group professional development or by individual teachers. They include animated e-learning tutorials, interactive learning exercises, and offline activities to apply concepts and cover a variety of areas that relate to Odyssey's professional development needs. Intel's project-based courses are described below:

Project-Based Approaches helps teachers improve their understanding and application of project-based approaches in the 21st century classroom.

Assessment in 21st Century Classrooms shows teachers ways to improve assessment of 21st century skills with new assessment strategies and tools for assessing 21st century skills.

September 20, 2012

Collaboration in the Digital Classroom provides teachers with strategies for building collaborative activities using online tools that support connection and sharing in and beyond the classroom.

Thinking Critically with Data helps teachers to think critically about data quality, display, and interpretation.

Each course includes 4-5 hours of learning the concepts which will be done as a group. Then there will be 8-12 hours of individual work applying the concepts done individually. Next, the group will meet for 5-8 hours sharing ideas and giving feedback on the teachers' action plans.

The Intel courses and teacher mentoring by existing faculty will also be used in subsequent years for newly hired teachers at Odyssey Charter School to prepare them for Odyssey's project-based methodology.

SUBJECT

Chief Tahgee Elementary Academy New Charter Petition

APPLICABLE STATUTE, RULE, OR POLICY

I.C. § 33-5205

BACKGROUND

Chief Tahgee Elementary Academy (CTEA) is a proposed new public charter school to be located on the Fort Hall Indian Reservation. The petition was referred to the Public Charter School Commission (PCSC) by Pocatello School District 25. A similar petition was previously referred to the PCSC by Blackfoot School District 55.

DISCUSSION

CTEA's petition is for the establishment of a new public charter school serving Pocatello SD, Blackfoot SD, and Fort Hall Indian Reservation students in grades K-6. Plans for expansion may be considered after the fourth year of operation. The proposed school would be a heritage language immersion school focused on improving academic outcomes of Shoshone-Bannock students, Shoshoni language preservation, and cultural revitalization.

CTEA's proposed educational program includes a language immersion component that will expand over the first several years of operation. The need for teachers and paraprofessionals who are fluent in Shoshoni will be limited at first and grow over time. The petitioners are taking action to encourage potential candidates to become highly qualified teachers and achieve fluency in Shoshoni; however, it is not clear that a sufficient pool of candidates will be available. Additionally, the school may experience steady faculty turnover during its initial years as Shoshoni-speaking teachers replace individuals who do not achieve fluency. Newly certified teachers may be overwhelmed by the task of teaching a newly developed curriculum in a second language they may have only recently mastered.

In acknowledgement of Educational Thoroughness Standards and Common Core Standards regarding the use of English, the petitioners have included limited English instruction (35 minutes daily for Kindergarten) in the educational program. They believe this, combined with the advantages of second language instruction and the similar phonetic and grammatical structures of Shoshoni and English, will enable students to meet the standards and demonstrate their ability on standardized tests taken in English. However, it is uncertain whether Shoshoni writing and reading practice will be sufficient to promote adequate growth in comparable English language skills.

September 20, 2012

Because most students entering the school will have little prior exposure to Shoshoni, their ability to learn in all subjects will likely be compromised for an extended period. The petitioners anticipate this impact will be outweighed by the benefits of bilingualism by the time students reach the third grade. Though the school is unlikely to enroll a substantial number of Limited English Proficient (LEP) students, meeting the needs of any such students is likely to prove difficult. Classroom management may also be problematic due to the full immersion of students in a language with which they are unfamiliar. It should be noted that only the initial cohort (Kindergarteners in Year One) will experience the full immersion model. During the school's early years, other grades will receive Shoshoni language and cultural enrichment classes only.

CTEA's language immersion and cultural focus will require the development of Shoshoni language curricula, beginning with Kindergarten and expanding to keep pace with the initial cohort of fully immersed students. Shoshoni language curriculum for all grades will need to be developed prior to Year One. The petitioners propose including in their budget a part-time Coordinator of Curriculum and Instruction who will develop curriculum during the startup year, then proceed with curriculum development while managing the front office during the school year. It is unclear whether a part-time position will be sufficient for the amount of work required to develop and test curriculum.

At capacity, CTEA hopes to enroll approximately 29% of the Shoshoni-Bannock student population in the primary attendance area. Non-American Indian students will also be welcome to attend, though the petitioners expect few to enroll. Though students will be drawn from both the Pocatello and Blackfoot School Districts, CTEA anticipates that Blackfoot will experience the greatest fiscal impact and may eventually need to consolidate classrooms as a result.

The Measurable Student Educational Standards (MSES) in the petition reflect prudent use of the Star Rating System. The petitioners have set conservative standards based on the anticipation that they will enroll a high percentage of students who are currently performing well below grade level.

Due in part to the donation of land by the Shoshone-Bannock tribe, CTEA anticipates that the school can be fiscally sound with enrollment of 100 students, a number 12% below the initial enrollment cap. The petitioners note that the Arizona magnet school, after which the petition is modeled, has encountered no difficulty in filling seats; it should be acknowledged, however, that the American Indian population from which that school draws is more substantial.

Throughout the petitioning process, CTEA's board has relied on contracted individuals to develop the charter petition. These contractors report that the board has been involved in the process, understands the petition and the

responsibilities of a charter school board, and is capable of ensuring successful operations. Beyond board member interviews, PCSC staff's contact with the school has been almost exclusively with the contractors, whose work has proven competent but who may or may not remain with the school beyond its early years.

IMPACT

If the PCSC approves the petition, CTEA will be responsible for notifying the State Board of Education of such approval, seeking authorization to begin operations for the 2013-2014 school year, and seeking authorization for LEA status. The PCSC will be responsible for the general oversight of the school.

If the PCSC denies the petition, the petitioners could appeal to the State Superintendent of Public Instruction, or they could decide to not proceed further.

The PCSC and CTEA may mutually agree to delay a decision on the petition for an additional, specified period of time.

STAFF COMMENTS AND RECOMMENDATIONS

Staff notes that the petitioners have proven timely and thorough in their responses throughout the petitioning process. The petition is well-developed and designed to meet the needs of an underserved population through a unique school that will provide new opportunities for both students and teachers. However, the petition describes an educational program with multiple, significant, and inherent challenges. The PCSC should carefully consider the capacity of the board to ensure successful implementation of the proposed educational program and operations.

COMMISSION ACTION

A motion to approve the petition for Chief Tahgee Elementary Academy.

OR

A motion to deny the petition for Chief Tahgee Elementary Academy based on item(s) _____.

OR

The PCSC and petitioners may mutually agree to delay a decision on the petition for a specified period of time.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

September 20, 2012

THIS PAGE IS LEFT INTENTIONALLY BLANK

September 20, 2012

Public Charter School Petition



CTEA

plans to open in August 2013 with an attendance area including
the Pocatello, Blackfoot, and American Falls school districts
and the entirety of the Fort Hall Indian Reservation

Submitted to the
Pocatello School District #25
May 10, 2012

Submitted to the
Idaho Charter School Commission
September 10, 2012

Nancy Eschief Murillo, Chair
P.O. Box 217
Fort Hall, ID 83203
info@cteacademy.org
208-478-4024

Contact Persons:
Joel F. Weaver, M.Ed.
Cyd Crue, Ph.D.
Phone: 208-478-4024
joel.weaver@cteacademy.org
cyd.crue@cteacademy.org

Table of Table of Contents

TAB 1: Articles of Incorporation, By-Laws, Signatures, and Mission Statement7

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

Section 1.2 - CTEA Bylaws8

Section 1.3 - Signatures of Qualified Electors8

Section 1.4 - Proof of Attendance at Charter Start 101 Workshop8

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

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

Section 2.1 - Proposed Operations10

Open Meeting Law..... 10

Public Records Law..... 10

Location & Attendance Area..... 10

Target Size..... 10

Facilities..... 10

Potential Civil Liability..... 11

Section 2.2 Potential Effects11

Recruiting & Contracts..... 11

Enrollment..... 11

Financial Impact..... 12

Section 2.3 - Insurance Coverage12

Insurance..... 12

Liability and Property..... 12

Errors and Omissions..... 12

Proof of Insurance..... 12

Cancellation or Non-Renewal..... 12

TAB 3: Educational Program and Goals.....13

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

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

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

Description..... 16

Educational Program..... 17

Educational Goals..... 20

Instructional Materials..... 26

Educational Thoroughness Standards..... 26

Data Collection and Measurement..... 31

Curriculum Development and Approval..... 32

Software and Textbooks..... 32

Supplemental Educational Programs and Services..... 32

Academic Freedom and Controversial Issues..... 32

Section 3.4 - Provisions for Special Education and Programs32

Compliance with Federal and State Law..... 32

Idaho Special Education Manual..... 32

Differentiated Instruction..... 33

Policies and Procedures..... 33

Resources..... 33

Enrollment..... 33

Information Management..... 33

Multidisciplinary Teams..... 33

<i>Individualized Education Program</i>	33
<i>Screening</i>	34
<i>Least Restrictive Environments</i>	34
<i>Discipline</i>	35
<i>Contracts</i>	35
<i>Highly Qualified</i>	35
<i>Professional Development</i>	35
<i>Transportation</i>	35
<i>Special Programs and Interventions</i>	36
<i>Parent Participation</i>	36
Section 3.5 - Dual Enrollment	36
<i>Dual Enrollment Students in Other Districts</i>	36
Section 3.6 - Provisions for Gifted and Talented	36
<i>Differentiated Instruction</i>	36
<i>Policies and Procedures</i>	36
<i>Definition</i>	37
<i>Identification</i>	37
Section 3.7 - Provisions for Limited English Proficiency	37
<i>Purpose</i>	37
<i>Definition</i>	37
<i>Participation</i>	37
<i>Oversight</i>	38
<i>Screening</i>	38
TAB 4: Assessment of Student Educational Progress	39
Section 4.1 - Measurable Educational Standards	40
MSES #1:	40
MSES #2:	40
MSES #3:	40
MSES #4:	40
MSES #5:	40
MSES #6:	40
MSES #7:	40
Section 4.2 - Methods of Measurement	41
Method of Measurement for MSES #1 through MSES #6:	41
Method of Measurement for MSES #7	41
Section 4.3 - Provisions for Providing Standardized Testing	41
Section 4.4 - Provisions for Accreditation	41
Section 4.5 - Provisions for In Need of Improvement	41
Section 4.6 - Middle Level Credit and Advancement	42
TAB 5: Governance Structure	43
Section 5.1 - Description of Governance Structure	44
<i>Governance</i>	44
<i>Board of Trustees</i>	44
<i>Relationship between Board of Trustees and School Administration</i>	44
Section 5.2 - Parental Involvement	46
Section 5.3 - Financial and Programmatic Audits	47
Section 5.4 - Dispute Resolution	48
TAB 6: Employees, School Climate, Health, and Safety	49

Section 6.1 - Employee Qualifications 50

Section 6.2 - Employee Contracts 51

Section 6.3 - Criminal History Background Checks 51

Section 6.4 - Employee Transfer Rights 51

Section 6.5 - Employee Benefits 51

Section 6.6 - Collective Bargaining 51

Section 6.7 – Evaluation 52

Other Administrators 52

Faculty 52

Paraprofessionals and Classified Employees 52

Consultants, Independent Contractors, and Service Providers 52

School Climate Surveys 52

Section 6.8 – Personnel Files 52

Section 6.9 - School Climate & Safety 53

Climate & Safety 53

Six Pillars of School Climate 53

Drug & Alcohol Free School Zone 53

Weapons-Free Schools 54

Violence Prevention 54

Suicide Prevention 54

Crisis Management 54

Section 6.10 - Health & Wellness 54

Health & Wellness 54

Immunizations 54

TAB 7: Admission Procedures and Student/Parent Handbook 56

Section 7.1 - Admission Procedures 57

Admission Procedures 57

Enrollment Capacity 57

Enrollment Deadline 57

Lottery 57

Request for Admission 57

Founders 58

Admission Preferences 58

Placement 59

Notification and Acceptance 59

Equality 59

Section 7.2 – Waiting Lists 60

Section 7.3 - Public School Attendance Alternative 60

Section 7.4 - Enrollment Opportunities 60

Section 7.5 - Denial of School Attendance Requirements 60

Section 7.6 - Discipline Policy and Procedures 61

Discipline Tier I – Contact, Conference, & Guidance 61

Discipline Tier II – Suspension 61

Discipline Tier III – Expulsion 61

Suspension of Students with Disabilities 62

Expulsion of Special Education Students 64

Manifest Determination 64

Procedures for Major Disciplinary Violations 64

Readmission 65
Due Process 65
Section 7.7 - Tobacco, Alcohol, and Controlled Substances.....65
Anonymity 65
Discovery and Investigation 65
Notifications 66
Disciplinary Procedures 66
Section 7.8 - Use of Technology.....66
Use of Technology 66
Parent/Guardian Permission 66
Network Security 66
Internet Safety 66
Section 7.9 - Access to Student/Parent Handbook67
TAB 8: Business Plan68
Section 8.1 - Business Plan69
Business Description 69
Marketing Plan 69
Management Plan 69
Resumes of Trustees 69
Financial Plan 69
Start-up Budget Assumptions Form 71
Three-Year Operating Budget Form 71
First Year Month-by-Month Cash Flow Form 71
Section 8.2 - Transportation.....71
Section 8.3 - Plan for School Lunch Program71
TAB 9: Virtual Charter School.....73
TAB 10: Business Arrangements, Termination, and Dissolution.....74
Section 10.1 - Description of Business Arrangements and Partnerships75
Partnerships 75
Special Services Contracts 75
Curriculum Contracts 75
Other Contracts 75
Section 10.2 - Additional Information Desired by Petitioners75
Compliance 75
Amending the Charter 76
Public Access 76
Section 10.3 - Termination Plan76
Provisions for Termination 76
Dissolution 76
Responsibility for Dissolution 76
Payments to Creditors 76
Disposal of Assets 76
Transfer of Student Records 76
Transfer of Personnel Records 77
References.....78
Appendix A – Articles of Incorporation79
Appendix B – Governing Bylaws86

Appendix C – Elector Signatures107

Appendix D – Charter 101 Workshop112

Appendix E – Fort Hall Business Council Resolutions Providing Land to CTEA.....115

Appendix F – Attendance Area Maps & Legal Description120

Appendix G – List of Potential Students126

Appendix H - Facilities142

Appendix I - Curriculum Concept Map152

Appendix J – Shoshoni Language Standards154

Appendix K– Bilingual Teacher Recruitment.....160

Appendix L – Student/Parent Handbook164

Appendix M – Shoshone-Bannock Tribal Council Resolution of Support190

Appendix N – CTEA Marketing Plan191

Appendix O – Board Resumes195

Appendix P – Start-Up Budget Assumptions220

Appendix Q – Three Year Projected Operating Budget230

Appendix R – First Year Month-by-Month Cash Flow232

Appendix S – Shoshone Bannock Jr./Sr. High School Letter of Support235

Appendix T – Blackfoot School District #55 Impact Aid Revenue237

Appendix U – Blackfoot School District #55 Johnson O’Malley Funds239

Appendix V – Blackfoot School District #55 Title VII Funds.....240

Appendix W – CTEA School Board Standards.....241

Appendix X – Board of Trustee Development Plan243

Appendix Y – Administrator Professional Standards Policy.....245

Appendix Z – Pre-Opening Strategic Plan.....248

Appendix AA – SDE Sufficiency Review255

Appendix AB – Memorandum of Agreement with Language & Cultural Preservation Department ...272

Appendix AC - Potential Impacts273

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

Section 1.1 - Articles of Incorporation I.C. §§33-5204 (1)

Section 1.2 - Signed Bylaws I.C. §§33-5204 (1), §§30-3-21(1)

Section 1.3 - Application for Non-Profit Status I.C. §§33-5204 (1)

Section 1.4 - Signatures of Qualified Electors I.C. §§33-5205 (1)(a), §§33-5205 (3)

Section 1.5 - Proof of Charter Start 101 Workshop Attendance I.C. §§33-5205 (5)

Section 1.6 – Vision Statement and Mission Statement I.C. 08.02.04.202

Section 1.1 - Articles of Incorporation, CTEA, Inc (See Appendix A)

Section 1.2 - CTEA Bylaws (See Appendix B)

Section 1.3 - Signatures of Qualified Electors

1.3.1 Petition of Qualified Electors. Chief Tahgee Elementary Academy (CTEA) will provide no less than thirty (30) signatures of qualified electors from the designated attendance area as specified in Idaho Code §§ 33-5205 (1) (a) and §§33-5205 (3) (See Appendix C).

Section 1.4 - Proof of Attendance at Charter Start 101 Workshop

1.4.1 Charter Start 101 Workshop Attendance. In compliance with Idaho Code §§33-5205 (5), a founder of CTEA will be required to attend the Charter Start 101 Workshop (See Appendix D).

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

1.5.1 Vision Statement. CTEA will be an exemplary student-centered learning organization reflecting the Shoshone-Bannock values of deniwape, where culture is an indispensable resource –the very heart and soul of the school. CTEA has three primary purposes: academics, bilingualism, and cultural enrichment. In our one-way language immersion program, students who already speak English will be “immersed” in their Native language. CTEA envisions a place of learning where all students are given the opportunity to develop the intellectual skills and social capacities needed to lead successful lives.

1.5.2 Mission Statement. The mission of CTEA is to provide every student the Power of Two. The Power of Two is the ability to speak, read, write and think in both English and another language. Students who have the Power of Two are better prepared to meet the challenges of a global society because they have these life advantages:

- Enhanced cognitive skills
- Greater success in cross-cultural communication
- More career opportunities
- Enhanced problem-solving skills
- Preparation for the global economy

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

Section 2.1 - Proposed Operations I.C. §§33-5205 (4)

- 2.1.1** Open Meeting Law
- 2.1.2** Public Records Law
- 2.1.3** Location & Attendance Area
- 2.1.4** Target Size
- 2.1.4** Facilities
- 2.1.5** Potential Civil Liability

Section 2.2 - Potential Effects I.C. §§33-5205 (4)

Section 2.3 - Insurance Coverage I.C. §§33-5204(4)

Section 2.1 - Proposed Operations

- 2.1.1 Open Meeting Law.** All school meetings, including the Board of Trustees, meetings will be conducted in compliance with, and subject to, all regulations addressed in the Idaho Open Meeting Law I.C. §§67-2340 through §§67-2347.
- 2.1.2 Public Records Law.** All school functions are subject to all the regulations addressed in the Idaho Public Records Law I.C. §§9-337 through §§9-350.
- 2.1.3 Location & Primary Attendance Area.** CTEA will be physically located within the boundaries of the Pocatello School District #25 on the Fort Hall Indian Reservation. The Fort Hall Business Council FHBC (Resolution CULT-2012-0681) has resolved to provide 20 acres for the CTEA school site located within the area designated as "school reserve" (Resolution LAND-91- 0321) (See Appendix E). Two other suitable site locations have been also identified within the school reserve. The school will have a contiguous primary attendance area encompassing the areas identical to that of the Pocatello School District, Blackfoot School District, and entirety of the Fort Hall Indian Reservation. These students will be given priority as designated in I.C. §33-5205 (3) (j), however, students from other areas may be enrolled (See Appendix F).
- 2.1.4 Target Size.**-An enrollment cap of one hundred fourteen (114) will be in effect for the first year (1) of operation, one hundred forty-six (146) the second year (2), one hundred seventy-eight (178) in the third year (3) of operations, and two-hundred ten (210) in the fourth (4) year. During the first year (1) of operation, CTEA will cap enrollment in kindergarten at thirty (30) students and grades one (1) through six (6) at fourteen (14) students per grade; grades one/two, three/four, and five/six will be combined classes (See Appendix G). In the second year (2) of operation, there will be an enrollment cap of thirty (30) students in grades K-2 and fourteen (14) for grades three (3) through six (6); grades three/four and five/six will remain combined classes. In the third year (3), grades K-4 will have an enrollment cap of thirty (30) students and grades five (5) and six (6) will retain a cap of fourteen (14) students; grades five/six will remain combined. In the fourth year (4) of operation and beyond, all grades will have an enrollment cap of thirty (30) students per grade. At that time, and with approval from the ACE, the Board will evaluate and determine if it is viable for CTEA to further expand. When deemed in the best interest of the school, and with approval from the ACE, the Board may decrease the enrollment cap per grade.
- 2.1.5 Facilities.** In order to facilitate the instruction of the student body and operate its academic program, the CTEA Board will acquire and maintain facilities in compliance with federal and state regulations, specifically I.C. §§33-5205 (4). The primary site will be located within the identical boundaries of the Pocatello School District #25. CTEA has been provided a location on the Fort Hall Indian Reservation by resolution of the Shoshone-Bannock Tribal Council for the use of a portable campus model. If deemed more appropriate by the Board and the Shoshone-Bannock Tribal Council, another location may be provided. This facilities plan ensures that adequate instructional, office, library, and other space appropriate for its student population will be available (See Appendix H).

2.1.5.1 Idaho Code §§39-4130 Compliance. CTEA will provide the ACE with certification that the facilities meet all requirements for health, safety, fire, and accessibility for the handicapped required of all public schools. All CTEA facilities will be inspected to assure compliance with Idaho Code. §§39-4130 and the Americans with Disabilities Act and a report submitted to the ACE and the State Department of Education no later than thirty (30) days before the school initially opens and then within seven (7) days of receipt, thereafter. The Board will develop all procedures to meet said health and safety requirements in accordance with state and federal regulation

2.1.6 Potential Civil Liability

2.1.6.1 Damages and Injury. The Shoshone-Bannock Tribes, Idaho State Board of Education, the State Department of Education, or the ACE will not be held liable for damages in an action to recover for bodily injury, personal injury, or property damage arising out of the establishment or operation of CTEA.

2.1.6.2 Liability to the Shoshone-Bannock Tribes. The Shoshone-Bannock Tribes will have no liability for the acts, omissions, debts or other obligations of CTEA, except as may be provided in an agreement or contract between the Shoshone-Bannock Tribes and the school.

2.1.6.3 Liability to Authorizing Chartering Entity. The ACE will have no liability for the acts, omissions, debts or other obligations of CTEA, except as may be provided in an agreement or contract between the district or Public Charter School Commission and the school.

Section 2.2 Potential Effects

2.2.1 Recruiting & Contracts. CTEA will actively recruit from its compact and contiguous primary attendance area, including, the Blackfoot and Pocatello school districts and the entirety of the Fort Hall Indian Reservation. The Board of Trustees retains the authority to contract with outside providers for a variety of special services as deemed appropriate. Examples of these may include: psychological evaluation services, occupational services, speech and language therapy, vision, gifted and/or talented, technology, financial, or other administrative.

2.2.2 Enrollment. According to state testing statistics, Fort Hall Elementary School averages approximately twenty-nine (29) students per grade, the Blackfoot School District enrolls approximately twenty (20) American Indian students per grade throughout the district, and Tyhee Elementary School matriculates approximately twenty-five (25) American Indian students per grade, and the rest of the elementary schools in Pocatello School District enroll approximately twenty (20) students. Also, Lillian Vallely School enrolls approximately five (5) students per grade. This totals a low approximated average of sixty-five (65), one hundred (100) American Indian students per grade.

2.2.2.1 CTEA firmly believes that bilingualism develops cognitive ability and increase academic achievement; consequently, the Board encourages enrollment of all

students. CTEA's nondiscrimination policy and broad primary attendance area boundaries are indicative of its desire to include all who would chose to attend. Currently, Fort Hall Elementary School has a student population comprised of eighty-five (85%) percent American Indians. Due to CTEA's program, enrollment cap, and lottery, it is projected that ninety-five percent (95%) of CTEA students will be American Indian; approximately one (1) student per grade would be non-Indian.

2.2.2.2 CTEA projects a minimum enrollment average of fourteen (14) students per grade and thirty (30) in kindergarten during the initial year of operation fifteen percent (15%) of the American Indian population throughout the attendance area and 5% one percent (1%) of the total student population. At capacity, it is projected that CTEA will enroll approximately twenty-nine percent (29%) of the American Indian student population and two percent (2%) of the total student population throughout its primary attendance area.

2.2.3 Potential Impacts. As with all change, there are potential positive and negative impacts on the local communities, school districts, and the students. It is evident that the benefits of CTEA's educational program far outweigh the costs (See Appendix AC).

Section 2.3 - Insurance Coverage

2.3.1 Insurance. As delineated in Idaho Code §§33-5204(4), CTEA will secure insurance for liability and property loss. Liability and property insurance will be similar to the coverage purchased by that of other similar districts.

2.3.2 Liability and Property. CTEA will procure and maintain insurance for liability and property loss in amounts as required by Idaho Code §§33-5204(4). Provision for liability and property loss will be made for general liability, vehicle liability, professional liability, and trustees and officer liability in the annual budget. CTEA will insure all assets, facilities, and equipment against loss and liability of not less than \$1million per person, \$5 million aggregate; in compliance with Idaho State requirements, other such limits may be determined by the Board.

2.3.3 Errors and Omissions. CTEA will procure and maintain insurance for errors and omissions with limits not less than \$1 million dollars or deemed in the best interest of the school by the Board of Trustees.

2.3.4 Proof of Insurance. CTEA will provide the ACE with declaration pages of all other types and amounts of insurance required upon acquisition, or a minimum of thirty (30) days prior to the opening of the school.

2.3.5 Cancellation or Non-Renewal. The ACE will be given a sixty-day notice of cancellation or non-renewal of said insurance. A copy of the proof of insurance will be given to the ACE within thirty (30) days each time it is renewed to insure continuous coverage.

TAB 3: Educational Program and Goals

Section 3.1 – Educated Person in the 21st Century I.C. §§33-5205 (3)(a)

Section 3.2 - How Learning Best Occurs I.C. §§33-5205 (3)(a)

Section 3.3 - Educational Program and Goals I.C. §§33-1612 & §§33-5205 (3)(a)

Section 3.4 - Provisions for Special Education and Programs I.C. §§33-5205 (3)(r)

Section 3.5 - Dual Enrollment I.C. §§33-203 & 33-5205 (3)(s)

Section 3.6 - Provisions for Gifted and Talented I.C. §§33-2003

Section 3.7 - Provisions for Limited English Proficiency §§33-1617, 08.02.03.112(5)

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

3.1.1 The fundamental characteristic of the 21st Century is ever-accelerating change. Information is multiplying as quickly as it is becoming obsolete; ideas are continually revisited, retested and revised. At the same time the world is becoming increasingly interdependent. To be an educated person and global citizen in the 21st Century, our students need to have a foundation of knowledge and skills that will enable them to acquire and critically analyze, synthesize, evaluate, understand, and communicate knowledge and information. An educated person must also have the ability to function effectively whether in familiar or unfamiliar situations, both in personal and intellectual life, and have the ability to develop skills that respond to changing professional requirements and new challenges in society. He or she must have the ability to take skills previously gained from the study of one set of problems and apply them to another. He or she must be able to locate, understand, critically interpret, evaluate, and use information in an appropriate way and ultimately be able to communicate his or her synthesis and understanding of that information in a clear and accurate manner. With these characteristics in mind, and in response to community concerns about low academic achievement, middle and high school dropout rates, and the loss of language and culture, the vision of CTEA evolved. The educational programs at CTEA will be customized to meet the specific needs of the community and designed to accelerate learning and improve academic achievement. Research suggests that a bilingual education fosters greater meta-linguistic awareness, enhances English language development, and reinforces reading and other academic skills. CTEA's goal is to create an educational environment where students will learn in a nurturing and safe setting while pursuing "the Power of Two," or the ability to speak, read, and write proficiently in two languages. Students who have the "Power of Two" are better prepared to meet the challenges of a global society and possess enhanced intellectual skills, increased levels of creativity, greater success in cross-cultural communication, greater academic achievement, and more career opportunities. The method of achieving bilingualism is a one-way immersion model where students who already speak English will be immersed in the heritage language for most of the day in kindergarten. At CTEA each child's language and culture will be regarded as an indispensable resource, the very heart and soul of the school. Students at CTEA will develop habits that include cultural values and moral reasoning, diligence, intellectual curiosity, cross-cultural awareness, and a respect for family, community, and scholarship in order to become empowered citizens in their community and beyond.

Section 3.2 - How Learning Best Occurs

3.2.1 Heritage language acquisition best occurs through early and sustained immersion in the target language. Two distinct heritage languages are spoken on the Fort Hall Indian Reservation: Shoshoni and Bannock. The decision to begin with instruction in Shoshoni is directly related to the existing number of available fluent speakers, teachers and resources. However, after successfully establishing a Shoshoni language immersion program and predicated upon the then available fluent speakers, teachers, and resources, the goal is to also initiate a Bannock language immersion program beginning with a

Bannock kindergarten and thereafter adding one grade of Bannock immersion each year. CTEA envisions eventually having a trilingual program: Shoshoni/English or Bannock/English.

- 3.2.1.1** CTEA's method of achieving bilingualism is one-way immersion in the target language. Students who already speak English will be "immersed" in Shoshoni for most of the day in kindergarten. Each year thereafter, the amount of English instruction will be increased until there is a 50/50 balance between the two languages. The power of this program is that it is a school-wide endeavor rather than an auxiliary program.
- 3.2.1.2** CTEA has extensively researched multiple models of language immersion programs and language immersion methodologies and techniques. This research includes visiting heritage language immersion schools in New Mexico and Arizona where Navajo (Dine) and Acoma Pueblo immersion schools have a long and successful history. Moreover, CTEA is collaborating with scholars from Idaho State University, Utah State University, University of Utah (Center for American Indian Languages), University of New Mexico, and Northern Arizona University. The model for CTEA is Puente De Hozho, a tri-lingual (Navajo/English or Spanish/English) language immersion public magnet school in Flagstaff, AZ. The demographics of Puente's enrollment area are similar to the student population from which CTEA will draw. Approximately 10% (6,000) of Flagstaff's population of 60,000 identify as American Indian, although not all of those who identify as American Indian are Navajo who would enroll their students in the Navajo language immersion program. In comparison, CTEA's enrollment area includes all of the Fort Hall Indian Reservation (5,800 enrolled tribal members), Pocatello School District 25, a population of approximately 54,255 with 1.35% (732) identifying as American Indian, and Blackfoot School District 55, a population of approximately 11,899 with 2.51% (298) identifying as American Indian. In terms of academic achievement, the students at Puente in the Navajo/English one-way immersion program scored at the 71st percentile in Reading and at the 84th percentile in Math on the spring 2003 Stanford 9 Achievement Test (SAT 9) and from 2003 - 2010 made AYP in all categories. Recent scores from Puente demonstrate that students in language immersion programs do better overall than students in English only academic programs.
- 3.2.1.3** At CTEA students will achieve high academic attainment, become highly proficient in two languages, become grounded in the Shoshone-Bannock culture, and develop sensitivities to other cultures. Heritage language immersion is a proven educational methodology in which the school curriculum is taught through the medium of the target language. Research indicates that students can simultaneously master a rigorous academic curriculum using the target language as a means of delivering content as well as mastering the English language (Met, 2004).
- 3.2.1.4** At CTEA we believe that students learn in multiple ways but largely by constructing meaning for what they experience. Students do not simply absorb knowledge that is presented to them, rather, they try to make sense of it, often by

connecting knowledge being learned to other information or mental organizations already present. Piaget referred to this process as assimilation and accommodation (1970). Research on the learning styles of American Indian students suggests that Native students exhibit learning styles different from mainstream students (Swisher, 1991). Learning styles in general largely reflect a culturally determined set of values. We therefore believe that cultural differences in the socialization process and in learning style preferences develop during children's early learning experiences.

3.2.2 Research also suggests that an integrated thematic curriculum centered in culture and the heritage language, accompanied by a constructivist approach along with the use kinesthetic methodologies, best facilitates learning by American Indian students (Crawford, 1992). Families, especially extended families, are the central segment of many American Indian societies, so collaboration between students, teachers and families are an essential element for our students' learning process. Curriculum will be Shoshone-Bannock specific centered on the unifying concept of deniwape (lifeways of the people) with language, content, and culture integrated to address American Indian student's differences in learning styles and to facilitate improved student learning and the best learning outcomes for all the students at CTEA. For example, deniwape cultural values incorporated into instructional practices that impact American Indian students' learning styles include discipline, group harmony, and a holistic approach to health and spirituality. These values all speak to the integral aspects of one's life that communicate balance and respect and impact the way in which one approaches a new learning situation. The values of careful listening and careful observation also reflect the cultural value held by many American Indians that it is virtuous to be a good listener and to learn as much as one can from studying the environment, including the many messages that are transmitted by nonverbal behavior. CTEA expects few non-American Indian students. However, CTEA will draw students from three school districts and it is possible that non-Indian families or blended families will want their children to have the advantages of bilingualism. All students will do well in CTEA's educational program. Just as English speaking students in Spanish or other language immersion programs experience success in those programs and typically out-test English only students, we expect that all students will outperform their non-immersion counterparts. In Utah, for example, Chinese immersion students perform 6-11 percent better than non-immersion students on state board examinations (White, 2012). Further, our curriculum will enhance cross-cultural understanding to better prepare all students academically, socially, and culturally to meet the future challenges of a global society

Section 3.3 - Educational Program and Goals.

3.3.1 *Description.* CTEA is an innovative heritage language immersion school that prioritizes providing a challenging and comprehensive education for Kindergarten through 6th grade students and preparing them to be inquisitive and analytic lifelong learners in the 21st Century. CTEA began as a grassroots effort to work with School District #25 and School District #55 to address the unique educational needs of American Indian students. Of primary concern were the historically low academic achievement outcomes, absenteeism, and disproportionately high dropout rates of Fort Hall students. The primary intent of the CTEA founders was to find a

way to reverse the history of low academic achievement. Through much research and discussion it became evident that the best method to accomplish this was through language and cultural immersion. Thus the CTEA established three major goals: academic achievement, revitalization of the Shoshoni language, and preservation of the Shoshone-Bannock culture. Research indicates that language is inextricably bound to one's cultural values, and that cultural values are psychological imperatives that affect one's self-awareness, identity, interpersonal relationships, self-confidence, and success in life (Crawford, 1992). Evidence-based research also demonstrates that bilingual education enhances cognitive development (Hakuta, 1985; Pease-Alvarez, 1992; Au, 1998; Au, 1995; Diaz, 1985). Children who learn a second language (in this case, heritage language) beginning in early childhood demonstrate certain cognitive advantages over children who do not. Finally, similar indigenous language revitalization programs, such as the Te Kohanga (Maori) in New Zealand, the Cree Way in Quebec, Canada, the Puana Leo (Hawaiian) in Hawaii, and the Hualapai in Arizona, have resulted in lower dropout rates, a heightened sense of heritage and identity, and improved test scores (Stiles, 1997). Preliminary results in Arizona and New Mexico from Navajo language immersion programs are also demonstrating significantly improved test scores (D. Trubakoff, Principal, Puente de Hozho, personal communication, September 19, 20011; M. Fillerup, Bilingual Director, Flagstaff Unified School District, personal communication, M. Madsen, Principal, Eva B. Stokely, Shiprock, NM, personal communication, September 22, 2011; Marlena Shepard, Curriculum Coordinator, Shiprock Consolidated School District, September 22, 2011; September 22, 2011; R. Tayah, Principal, Tsehootsooi Dine Bi Olta, Ft. Defiance, AZ personal communication, September 23, 2011).

3.3.2 Educational Program. The Shoshoni first educational program of CTEA is a collaborative effort of the learning community that prioritizes teaching the whole child and Shoshoni language fluency where all courses are taught through the lens of Shoshone culture. Our students will first develop initial literacy in the Shoshoni language and then progress to a complete understanding of Shoshoni and English. Research indicates that the many cognitive processes that underlie the ability to read a language, other than the first language, such as understanding the relationship between the spoken language and the written word, transfer from one language to another (Cloud N., 2000). Shoshoni language instruction will provide Fort Hall students with academic, affective, linguistic, cultural, and psychological benefits that will prepare them for success in two worlds. Therefore, instruction is in Shoshoni, so that the students learn to read, write, and speak the Shoshoni language as they learn the standard curriculum. Cross-curricular thematic instruction will be heavily influenced by the sciences, and the performing and visual arts. In essence, our immersion program will not only teach students Shoshoni, it will strengthen their understanding of English and all other academic skills as well.

3.3.2.1 CTEA's educational program is designed to create a sound educational experience for each student. This includes knowledge of cultural heritage as well as cultivating each learner's interest in the current problems of our rapidly changing society. CTEA curriculum will be thematically integrated

and flexible, focusing on language immersion methodologies (Total Physical Response (TPR), accelerated language acquisition, and other highly kinesthetic teaching methodologies). At the heart of Shoshone-Bannock culture is the concept “deniwape” which means “lifeways of the people.” Deniwape is the unifying theme of CTEA curriculum which is designed to help students develop themselves intellectually, physically, spiritually, and socially. The curriculum, heavily influenced by the sciences, will be organized around global themes. Global themes are the organizing framework for CTEA's curriculum and represent concepts from deniwape and the corresponding cardinal direction and seasonal cultural activities of the Shoshone-Bannock peoples. Focusing on the same global theme, all subjects will be presented holistically to the students. Thematic units, like those found in the Full Option Science System (FOSS), will be integrated into each global theme. Each thematic unit will include a goal, objectives, key vocabulary, and suggested activities. Objectives will be correlated with the most current Idaho State Standards, Common Core State Standards, and Rules Governing Thoroughness and suggested activities will be cross-referenced with the unit objectives. CTEA's program will also build on students' prior knowledge and present interests and concerns. Students understand concepts and information better through active exploration of problematic situations that are relevant to their interests, unique culture, and personal lives. Student interests, brought out in discussions and activities, will help guide the choice of content. Content that excites students will motivate application of the pertinent academic skills and knowledge bases targeted by Shoshone-Bannock cultural experts as well as those described in the most current Idaho State Core Curriculum Content Standards (See Appendix I).

- 3.3.2.2 Students will study topics in depth, making connections within and across subjects. An interdisciplinary approach to subject matter extends student achievement by making connections and putting new information within conceptual frameworks. The curriculum will be adaptable to the multiple ways in which people learn. Adaptations will incorporate a variety of learning approaches (investigation and discovery, kinesthetic involvement, individual research, debate, thematic projects, older students teaching younger, review and practice, individual enterprise, or private reflection).
- 3.3.2.3 The CTEA educational program is based upon the following assumptions and assertions:
 - 3.3.2.3.1 Language is the life-blood of culture.
 - 3.3.2.3.2 The ability to speak the Shoshoni language is essential to the self-identity of a Shoshone-Bannock child and to an understanding of deniwape (lifeways of the people).
 - 3.3.2.3.3 It is just as important for a Shoshone-Bannock child to learn their heritage language as it is for him or her to learn English. However, both languages must be learned and learned well.

- 3.3.2.3.4** An immersion program will help preserve the Shoshoni language and the Shoshone-Bannock culture. A Shoshoni immersion educational program will provide a medium through which Shoshone-Bannock children can communicate and thereby connect with their elders. This linguistic bridge to the past will also form a bridge to the future as subsequent generations of Shoshone-Bannock children learn to speak, read, and write the language of their ancestors.
- 3.3.2.3.5** A language cannot be preserved solely through the school. Language instruction must begin in the home with a home-school outreach program, and language preservation must be a community-wide effort.
- 3.3.2.3.6** The United States Government has a legal responsibility to “preserve, protect and promote the rights and freedom of Native Americans to use, practice, and develop Native American languages...” (Native American Languages Act of 1990).
- 3.3.2.3.7** People who can speak, read, and write more than one language have certain cognitive, academic, social, cultural, and professional advantages over those who cannot.
- 3.3.2.3.8** CTEA K-6 educational program is organized in such a way that it cuts across subject-matter lines, bringing together various aspects of the curriculum into meaningful association to focus upon broad areas of study. It views learning and teaching in a holistic way and reflects the real social and cultural world that the students experience. CTEA’s integrated thematic curriculum is a strategy based on the premise that learning is a series of connections. The integrated thematic curriculum uses theme teaching, projects, and units to cover a variety of material centered in deniwape and heavily influenced by the sciences, to effectively teach all Common Core and Idaho State Standards. This approach allows students to learn in a way that is most natural to them. The educational program is enhanced by building webs made up of themes of interest to the children, with benefits for all. These benefits include more adequate coverage of curriculum, use of natural learning, building on children's interests, teaching skills in meaningful contexts, and more flexibility.
- 3.3.2.3.9** CTEA’s thematic teaching units involve a group of correlated activities that are designed around topics or themes and cross several areas of the curriculum. They provide an environment that fosters and encourages process learning and active involvement of all students. They build on students' interests and prior knowledge by focusing on topics relevant to their lives. They will help students relate to real-life experiences and build on what they know. Thematic units provide one of the best vehicles for integrating content areas in a way that makes sense to children and helps them make connections to transfer knowledge they learn and apply it in a meaningful way. Thematic units also address the diverse learning styles of the students we serve.
- 3.3.2.3.10** The benefits of CTEA’s thematic approach include:
- Learning in-depth factual information;
 - Becoming physically involved with learning;
 - Learning process skills;

- Learning “how to learn”;
- Integrating learning in a holistic way;
- Promoting group cohesiveness;
- Addressing individual needs; and
- Motivating students and teachers.

3.3.3 Educational Goals. CTEA’s overarching goal is teaching the whole child in order to construct a learning environment where students, teachers, and parents learn, work, and problem-solve together. The measure of high student achievement will be the development of each child to his or her full potential. Students will have both individual and group educational objectives. The seven correlates that guide our program are: strong instructional leadership, a clear and focused culturally relevant mission, a climate of high expectations for success, a safe and orderly environment, frequent monitoring of student progress, opportunity to learn/student time on task, and positive home, school, and community relations. The following are the primary goals of the Shoshoni language immersion program:

3.3.3.1 BILINGUALISM: Students will acquire the ability to speak, read, write, and communicate effectively in different social and cultural contexts in their heritage and English languages.

3.3.3.2 ACADEMIC ACHIEVEMENT: Students will meet the national, tribal, and state standards in all academic subjects.

3.3.3.3 CULTURAL ENRICHMENT: Students will gain an in-depth understanding of the Shoshone-Bannock culture and its relationship philosophically, historically, socially, and spiritually to the social and academic mainstream.

3.3.3.4 The aim of our curriculum is ambitious: to teach all students at the school through the use of the Shoshoni language (See Appendix K). Since the late 19th Century, English only policies in education have been enforced to immerse American Indian children in European-American culture, yet still large academic achievement gaps and high drop-out rates remain. Fort Hall Elementary School is an example of the stark achievement gap between American Indian students and non-Indian students, having been ranked the lowest school in the State of Idaho on achievement test for the past five (5) years in a row. At this time, we are developing Shoshoni language curriculum and curricular materials for Kindergarten and the Kindergarten home-school language outreach program.

3.3.3.5 The school will open in the fall of 2013 with grades K-6. ~~however,~~ At that time, only kindergarten will be a Shoshoni language immersion classroom with students taught 90 percent of the day through the use of the Shoshoni language. Language and literacy in the target language supports the development of language and literacy in English. Children who speak more than one language are thought to have greater mental flexibility and can use those skills to figure out math concepts and word problems. Bilinguals have also been shown to be better than monolinguals when it comes to learning a third language. The Shoshoni language is written phonetically using the English (Latin) alphabet. For example, kindergarten students will follow words from left to right and from top to bottom on the

printed page; identify the difference between a letter, a word, and a sentence, show the one-to-one correspondence between a spoken word and a printed word, recognize the concept of letters, words, and sentences by segmenting spoken and print sentences into individual words, etc. in two languages—Shoshoni and English. Thirty-five minutes of each day will be afforded directly to English Language Arts. CTEA will prepare students for all standardized testing required by the state. As cited above, students in language immersion programs generally out-test their English only peers. The immersion classroom may demand unique classroom management strategies for the purpose of cultivating language learning. Classroom management strategies utilizing positive behavior support and instructional strategies that build the routines for the target language production are key to production of the target language and include:

- 3.3.5.1 Consistent teacher expectation for students to speak the target language;
 - 3.3.5.2 Clear boundary for separation of languages;
 - 3.3.5.3 Instructional routines/strategies designed to engage students in sustained discourse in the target language;
 - 3.3.5.4 Positive student perception of teacher, classroom environment and the target language; and
 - 3.3.5.5 The ability to motivate students;
- 3.3.3.6 Each year Shoshoni language curriculum and curricular materials will be developed for the following year. CTEA will pre-test several kindergarten language immersion thematic units at the Shoshone-Bannock Tribes Head Start program for the purpose of evaluation and assessment prior to full-time application in Fall 2013.
- 3.3.3.7 CTEA is confident that there are sufficient fluent Shoshoni speakers to fulfill the mission of the school (See Appendix K). Teachers who are highly qualified but newly fluent or gaining fluency will not be classroom Shoshoni language immersion teachers until they have been certified as fluent by the Fort Hall Business Council and then certified as language instructors by the State of Idaho. This same language certification process has been used for high school Shoshoni language instructors. As a result, CTEA Shoshoni language immersion teachers must be certified by the State of Idaho as highly qualified elementary education teachers as well as certified Shoshoni language instructors. All teachers, regardless of classroom experience, will require extensive training and oversight in the use of Total Physical Response (TPR) and other accelerated language acquisition techniques. All teachers, whether veteran or new teachers, will also require training on the implementation of the thematic curriculum. The Coordinator of Curriculum & Instruction will provide training and coordination of the instructional activities of teachers, paraprofessionals, aides, and volunteers and oversee curriculum design and evaluation of curriculum goals and objectives. Below is a table reflecting the number of highly qualified teachers and paraprofessionals required by CTEA:

CTEA Timeline for Highly Qualified Fluent Shoshoni Teachers		
School Year	Total Number of Highly Qualified Fluent Shoshoni Teachers w/ Grades	Total Number of Bilingual .05 FTE (1.0 FTE) Paraprofessionals
2013	1 (K)	4-5
2014	2 (K-1)	6
2015	3 (K-2)	7 (3.5)
2016	4 (K-3)	8 (4)
2017	5 (K-4)	9 (4.5)
2018	6 (K-5)	10 (5)
2019*	6 (K-6)	10 (5)

*2019 = 5th and 6th grades will share one full-time, highly qualified, and fluent Shoshoni teacher for 50 percent (three hours) of day.

3.3.3.8 First through sixth grades will include language and cultural enrichment classes. Each subsequent year an additional grade level of immersion will be implemented until instruction through the use of the Shoshoni language is a school-wide practice. Another CTEA goal is to create positive change in the way K-6 grade education is taught so that our children can achieve their highest learning potential.

3.3.3.9 CTEA will address student attrition in the later years of operation by enrolling up to 30 students in Kindergarten cohorts as it is not likely empty seats in the upper grades will be possible to fill. CTEA has projected its long-term budget to reflect an attrition rate of ten percent (10%) by the third (3rd) grade and twenty percent (20%) by the 5th grade when the first kindergarten cohort reaches these grades; class sizes would be twenty-seven (27) and twenty-four (24) respectively. Even if attrition rates reach thirty-five percent (35%) by the fifth (5th) grade (20 students), revenue will still be sufficient to operate the school. This also allows for available space within the per-grade caps for all thirty (30) students in a cohort to move up through each grade if they wish to do so. Students in the upper grades will be fluent in the target language and 50% of the day will be taught in the target language. CTEA will require parents wishing to enroll students in the upper grades to visit the classroom with their student(s) to observe instruction to determine whether their student(s) will do well in the immersion environment. The following tables demonstrate the percentage of time each day students spend learning in Shoshoni and English at each grade level and the targeted benchmark of attaining the language goal:

Table 1. Projected Benchmarks for Shoshoni Language Immersion

Grade	Percentage of Day (time) in Shoshoni	Percentage of Day (time) in English Language	Benchmark Year
K*	90%	10%/35 min.	2013
1	85%	15%/55 min.	2014
2	80%	20%/1 hr. 15 min.	2015
3	70%	30%/ 1 hr. 50 min.	2016
4	60%	40%/2 hrs. 20 min	2017
5	50%	50%/ 3 hrs.	2018
6	50%	50%/3 hrs.	2019

*Full-day Kindergarten

Table 2. First Year Shoshoni Immersion -- 2013

Grade	Percentage of Day (time) in Shoshoni	Percentage of Day (time) in English Language
K	90%	10%/35 min
1 & 2	Language and cultural enrichment classes only	85%
3 & 4	Language and cultural enrichment classes only	85%
5 & 6	Language and cultural enrichment classes only	85%

Table 3. Second Year Shoshoni Immersion -- 2014

Grade	Percentage of Day in Shoshoni	Percentage of Day in English Language
K	90%	10%/35 min.
1	85%	15%/55 min.
2	Language and cultural enrichment classes only	85%
3 & 4	Language and cultural enrichment classes only	85%
5, & 6	Language and cultural enrichment classes only	85%

Table 4. Third Year Shoshoni Immersion – 2015

Grade	Percentage of Day in Shoshoni	Percentage of Day in English Language Arts
K	90%	10%/35 min.
1	85%	15%/55 min.
2	80%	20%/1 hr. 15 min
3 & 4	Language and cultural enrichment classes only	85%
5 & 6	Language and cultural enrichment classes only	85%

Table 5. Fourth Year Shoshoni Immersion – 2016

Grade	Percentage of Day in Shoshoni	Percentage of Day in English Language
K	90%	10%/35 min.
1	85%	15%/55 min.
2	80%	20%/1 hr. 15 min.
3	70%	30%/1 hr. 50 min.
4, 5 & 6	Language and cultural enrichment classes only	85%

Table 6. Fifth Year Shoshoni Immersion – 2017

Grade	Percentage of Day in Shoshoni	Percentage of Day in English Language
K	90%	90%/35 min.
1	85%	15%/55 min.
2	80%	20%/1 hr. 15 min.
3	70%	30%/1 hr. 50 min.
4	60%	40%/2 hrs. 20 min.
5 & 6	Language and cultural enrichment classes only	85%

Table 7. Sixth Year Shoshoni Immersion – 2018

Grade	Percentage of Day in Shoshoni	Percentage of Day in English Language
K	90%	10%/35 min.
1	85%	15%/55 min.
2	80%	20%/1 hr. 15 min.
3	70%	30%/1 hr. 50 min.
4	60%	40%/2 hrs. 20 min.
5	50%	50%/ 3 hrs.
6	Language and cultural enrichment classes only	85%

Table 8. Seventh Year Shoshoni Immersion – 2019

Grade	Percentage of Day in Shoshoni	Percentage of Day in English Language
K	90%	10%/35 min.
1	85%	15%/55 min.
2	80%	20%/1 hr. 15 min.
3	70%	30%/1 hr. 50 min.
4	60%	40%/2 hrs. 20 min.
5	50%	50%/3 hrs.
6	50%	50%/3 hrs.

3.3.3.10 The above tables illustrate the primary goals and benchmarks of the CTEA language immersion program. However, after evaluation and assessment it may be necessary to adjust percentages of time spent each day in the target and English languages to meet student needs. Additionally, CTEA may find it necessary to temporarily modify these benchmarks in order to respond to events such as loss of certified fluent

staff and/or student attrition. An example of modified language benchmarks could be the 50/50 model (as opposed to the above incremental language immersion model) utilized by the bilingual (Mandarin, French, and Spanish) programs in the State of Utah. However, CTEA's Board and administration assures the ACE that an intense, long-term commitment in remaining true to the school's vision and will return as quickly as possible, if compromise is necessary, in order to ensure the fulfillment of the charter.

3.3.4 *Instructional Materials.* CTEA will follow the most current Idaho State Standards, Common Core State Standards, and Rules Governing Thoroughness when selecting or developing its curricular materials. Instructional software and textbooks for the school are not yet chosen; they will be selected through collaboration between teachers, parents, Director, Coordinator, and the Board of Trustees. CTEA plans to purchase a thematic curriculum such as the Foss Science system. The Coordinator of Curriculum and Instruction, in collaboration with the Shoshone-Bannock Tribes Language and Cultural Preservation Department language and cultural specialists, will adapt, modify, and develop curricular materials in Shoshoni. The CTEA Board believes that the Coordinator of Curriculum & Instruction position is critical to the success of CTEA and has accounted for this position in the projected budget; however, in the event that finances do not permit this position to be filled, the Board will ensure continued oversight. As in other indigenous language programs, one year of curricular materials will be developed each year as the immersion students progress to the next grade. Kindergarten curricular materials are now being developed for the 2013-2014 school year. Costs for the production and printing of Shoshoni curricular materials and language specialists will be incurred by the Shoshone-Bannock Tribes. CTEA has entered into a memorandum of agreement with the Shoshone-Bannock Tribes Language and Cultural Preservation Department to solidify this collaboration and agreement (See Appendix AB). Costs for curriculum design are included in CTEA budget projections.

3.3.5 *Educational Thoroughness Standards.* CTEA will fulfill the thoroughness standards identified in Idaho Code. Idaho Code §§33-1612 defines a thorough system of public schools by the following standards:

3.3.5.1 *Standard 1.* A safe environment conducive to learning is provided.

3.3.5.1.1 *Goal:* Maintain a positive and safe teaching and learning climate. Every student has the right to attend a school that encourages positive and productive learning, provides a safe and orderly environment, and promotes student respect for themselves and others.

3.3.5.1.2 *Objectives:* CTEA will:

3.3.5.1.2.1 Develop policy and procedure for physical safety. These guidelines will include, but not be limited to, the procedures for fire drills, reporting unsafe

equipment, methods for checking students in and out of school, notification of parents' rights, and staff monitoring responsibilities.

3.3.5.1.2.2 Provide a facility and adopt policies that meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools.

3.3.5.1.2.3 Establish, publish, and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, violence, gangs, and use or sale of alcohol and drugs.

3.3.5.1.2.4 Create an environment that encourages parents and other adults to visit the school and participate in the school's activities.

3.3.5.2 Standard 2. Educators are empowered to maintain classroom discipline.

3.3.5.2.1 Goal: Create a positive teaching and learning environment with an emphasis on high expectations of behavior and performance.

3.3.5.2.2 Objectives: CTEA will:

3.3.5.2.2.1 Develop a school-wide positive behavior support system, centered in Shoshone-Bannock cultural ways, to create a school environment that promotes and supports appropriate behavior of all students.

3.3.5.2.2.2 Adapt the policies into a student/parent handbook providing a code of conduct including clear expectations and consequences for unacceptable behavior.

3.3.5.2.2.3 Provide a school-wide process for teachers to handle minor and major infractions in the classroom setting.

3.3.5.2.2.4 Teach appropriate behaviors and foster responsible decision-making skills.

3.3.5.2.2.5 Establish and maintain consistent rules aligned throughout the school.

3.3.5.3 Standard 3. The basic values of honesty, self-discipline, unselfishness, respect for authority, and the central importance of work are emphasized.

3.3.5.3.1 Goal: Offer opportunities for students to develop and express exemplary character traits in concert with the overall educational program.

3.3.5.3.2 Objectives: CTEA will:

- 3.3.5.3.2.1 Utilize the general philosophy of the Shoshone-Bannock Tribes' cultural program and standards to instill important values.
- 3.3.5.3.2.2 Emphasize the importance of adults modeling culturally important values at school.
- 3.3.5.3.2.3 Help students build personal bonds and carry out responsibilities to one another and to the faculty and staff.
- 3.3.5.3.2.4 Develop a sense of community and service within the school, and between the school and the larger community. Community service instills a sense of individual, social, and civic responsibility and enables the student to use newly found knowledge to solve community problems.

3.3.5.4 **Standard 4.** The skills necessary to communicate effectively are taught.

3.3.5.4.1 **Goal:** Teach students a range of effective communication skills required for future success.

3.3.5.4.2 **Objectives:** CTEA will:

- 3.3.5.4.2.1 Emphasize meaningful language experience in the language arts, enhanced by dramatization and the heritage language along with accelerated language learning methods, e.g., Total Physical Response (TPR).
- 3.3.5.4.2.2 Provide access to computers to teach students basic computer skills and appropriate communication through technology (via e-mail and the Internet).
- 3.3.5.4.2.3 Provide instruction in the heritage language. In addition, knowledge of a second language will boost English proficiency, improve memory and self-discipline, and enhance verbal and problem-solving skills.

3.3.5.5 **Standard 5.** A basic curriculum necessary to enable students to enter academic or professional-technical post-secondary educational programs is provided.

3.3.5.5.1 **Goal:** Develop an educational program that is dynamic, interactive, and integrated. CTEA will employ a thematic approach, heavily influenced by the sciences through global themes which exist in Shoshone-Bannock culture (e.g., Foss Science System).

3.3.5.5.2 **Objectives:** CTEA will:

- 3.3.5.5.2.1 Meet the Common Core Standards, including those related to English, and use the standards to drive the critical elements of the educational program. CTEA will adopt curriculum mapping to ensure that the Idaho State Standards and the Common Core standards are aligned and that curriculum and assessment are integrated. Curriculum mapping allows for both horizontal and vertical alignment and also organizes content, skills, assessments, and resources over time. The Coordinator of Curriculum & Instruction will, in collaboration with the Director of School Programs and the language and cultural specialists of the Shoshone-Bannock Tribes Language & Cultural Preservation Department, align cultural and language requirements with the common core state standards. An example of CTEA Kindergarten Shoshoni language standards and alignment is attached in Appendix J:
- 3.3.5.5.2.2 Use a variety of methods to ensure student learning, including but not limited to: accelerated language learning methods and techniques (e.g. language immersion and Total Physical Response) that will be utilized across all content areas.
- 3.3.5.5.2.3 Present subject matter (language arts, science, math, social studies, etc.) holistically through global themes. Instruction will be experience-based and project-centered and will encourage the use of hand-on activities and critical interaction with peers, teachers, and texts.
- 3.3.5.5.2.4 Together, the student, parents and educator will consider the student's strengths and weaknesses to improve student learning.

3.3.5.6 **Standard 6.** The skills necessary for the students to enter the workforce are taught.

3.3.5.6.1 **Goal:** Provide students with basic skills that prepare them for future employment using learning tools such as computers, scientific equipment, and local and national resources. These tools assist students in learning how to learn so that they become lifelong learners and are prepared to enter the workforce with a solid foundation of knowledge and skills.

3.3.5.6.2 **Objectives:** CTEA will:

- 3.3.5.6.2.1 Provide a strong foundation in reading, writing, problem solving, math concepts, science, social studies, and computational skills.
- 3.3.5.6.2.2 Provide an environment; encouraging the effective use of technology.
- 3.3.5.6.2.3 Enable students to develop the following intellectual habits important in the work place: adapting to new situations and responding effectively to new information; solving problems; locating and evaluating information from a variety of sources; making flexible connection among various disciplines of thought; thinking logically and making informed judgments.
- 3.3.5.6.2.4 Enable students to develop the following personal habits important in the work place: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; organizational skills; study skills; responsible time management; assuming a fair share of the work load; and working cooperatively with others to reach group consensus.

3.3.5.7 **Standard 7.** The students are introduced to current technology.

3.3.5.7.1 **Goal:** Provide students with a technology environment using tools such as computers, scientific equipment, and networks linked to local and nationwide resources.

3.3.5.7.2 **Objectives:** CTEA will:

- 3.3.5.7.2.1 Use interactive technology as tools in an integrated educational program.
- 3.3.5.7.2.2 All students leaving CTEA will possess grade level competencies in using both a word processing and spreadsheet package.
- 3.3.5.7.2.3 Use computers as tools for such activities as language learning, accessing research information, authoring, computation, record keeping and data storage, time and scheduling software (e.g., Outlook Express), and communication (email).
- 3.3.5.7.2.4 Students will be required to complete a technology assessment portfolio documenting their proficiency.

3.3.5.8 **Standard 8.** The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools, and communities is emphasized.

3.3.5.8.1 Goal: Provide students with the skills and understanding necessary to become responsible citizens in their respective jobs and communities of the 21st century.

3.3.5.8.2 Objectives: CTEA will:

3.3.5.8.2.1 Provide a comprehensive program of community service by the third year of operation that reflects responsible citizenship in a democratic society and an interdependent world.

3.3.5.8.2.2 Enable students to develop the following habits of responsible citizens: accepting responsibility for personal decisions and actions; honesty, courage and integrity; empathy, courtesy and respect for differences among people; assuming a fair share of the workload; and working cooperatively with others to reach group consensus.

3.3.5.8.2.3 Enable students to understand and apply concepts and principles embedded in each of the social studies: history, geography, political science, and economics.

3.3.5.9 Achievement. CTEA will achieve the Thoroughness Standards through well trained, competent, highly qualified faculty members and staff. Faculty training will focus on individual improvements, both personal and instructional; regularly scheduled staff meetings and in-service days will be designated for this purpose. The school's size will facilitate the necessary enculturation, school/community participatory behaviors, and a safe environment. A strong emphasis on understanding and developing self-efficacy and motivation will guide the decision-making process and relationships throughout the school.

3.3.6 Data Collection and Measurement. In all program areas and at all levels, CTEA will measure student progress toward achieving learner goals and program area performance standards including: the content and data, the development of critical thinking and reasoning, and student attitude. CTEA expectations are that student attendance, engagement, and rates of achievement will accelerate beyond the levels they were attaining before attending CTEA and will meet or exceed proficiency levels as defined by the No Child Left Behind Act (NCLB) and the State Department of Education. In order to demonstrate these achievements, student performance will be measured using a variety of assessments, including state and federally mandated standardized tests, curriculum-based assessments, content standard assessments, and rubrics developed for determination of progress in technological literacy, project and experiment composition, engagement, and motivation.

- 3.3.7 Curriculum Development and Approval.** With the ultimate approval of the Board of Trustees, curriculum development will be led by the Director and the Curriculum, Instruction, and Assessment Coordinator. Initial development of each grade of Shoshoni language curriculum and curricular materials will be, at minimum a seven year project with one year of curriculum and curricular materials developed each year. Additionally, curriculum development will be on ongoing process with evaluation, assessment, and refinement annually. The curriculum will be implemented and evaluated through observations of the Coordinator, teachers, stakeholders, parents and students. Curriculum will also be evaluated through all assessments required by the No Child Left Behind Act (NCLB) or State of Idaho Waiver and the State Department of Education, curriculum-based assessment, content-based assessment, and rubrics.
- 3.3.8 Software and Textbooks.** CTEA will follow the Idaho State Standards, the Common Core State Standards, and Rules Governing Thoroughness when selecting its curricula. Instructional software and textbooks for the school are not yet chosen; they will be selected through collaboration between the teachers, parents, Director, Coordinator, and Board of Trustees.
- 3.3.9 Supplemental Educational Programs and Services.** Provision of supplemental educational programs and services such as HIV/AIDS education, family life education, occupational education, guidance and counseling services, summer school programs, parent education programs, social work, and psychological services will be provided to students who require them from the first day of school. The Board of Trustees, Director, faculty association, and parent association will work together to determine the need for, and estimated cost and value of, these programs. Outside contracts to meet specific identified needs will be negotiated by the Director on a need basis.
- 3.3.10 Academic Freedom and Controversial Issues.** CTEA will offer an educational program appropriate to the level of student understanding which: 1) allows students to study and discuss controversial issues; 2) provides opportunities to examine evidence, facts, and differing viewpoints; and 3) teaches the importance of fact, the value of judgment, and the respect of conflicting opinions.

Section 3.4 - Provisions for Special Education and Programs

- 3.4.1 Compliance with Federal and State Law.** The Board of Trustees acknowledges the right of every student to receive a quality education; consequently, CTEA will comply with all federal and state laws associated with special education, including but not limited to, Section 504 of the Rehabilitation Act of 1973 (Section 504), the Individuals with Disabilities Act (IDEA) of 1990, Title II of the Americans with Disabilities Act (ADA) of 1990, Idaho Code §§33-2001 through 2002, §§33-2004 through 2005, §§33-2010, and 08.02.03.109.
- 3.4.2 Idaho Special Education Manual.** CTEA will adopt and comply with the most up-to-date version Idaho Special Education Manual. The Idaho Special Education Manual will be used for identifying, evaluating, programming, developing

individualized education plans, planning services, informing the discipline policy, budgeting, and providing transportation for special needs students, as necessary.

- 3.4.3 *Differentiated Instruction.*** All special education, Section 504, IDEA, ADA, and Title I of the Improving America's Schools Act (IASA) of 1994 (Title I) classified students have special needs; consequently, these students will be provided educational experiences that strive to meet those needs in the regular classroom as well as in special classes, seminars or workshops.
- 3.4.4 *Policies and Procedures.*** The Board of Trustees will adopt and maintain appropriate special education policies consistent with state and federal laws and requires legally compliant written procedures, rules, and regulations from the Director. All students at CTEA will receive appropriate services as outlined in the following provisions.
- 3.4.5 *Resources.*** The Board of Trustees will provide the necessary resources to ensure that students with disabilities receive adequate personnel, physical facilities, funding and contractual arrangements as required in Section 504, IDEA, ADA, and outlined in the students' Individualized Education Program (IEP).
- 3.4.6 *Enrollment.*** CTEA will not deny enrollment to a student with a disability solely due to that student's need for special education or related aids and services. The Board ensures that all appropriate services will be provided for students that have met minimum state and federally established eligibility criterion for such services. CTEA will be prepared to provide special education services the first day of school.
- 3.4.7 *Information Management.*** CTEA will use the forms for special education as outlined in the Idaho Special Education Manual.
- 3.4.8 *Multidisciplinary Teams.*** The Director or designee will form multidisciplinary teams to consider a student's eligibility for special education. If a team determines the need for an evaluation by personnel, such as a school psychologist, speech therapist, or occupational therapist, not currently employed by the school, such evaluations will be contracted.
- 3.4.9 *Individualized Education Program.*** In compliance with federal and state law, an Individualized Education Program (IEP) multidisciplinary team will be established as set forth by IDEA and comprised of the student's general education teacher, a special education teacher, a district representative, parents, the student when appropriate, and, if deemed of value, other knowledgeable persons. The team is responsible for developing the IEP, determining placement, and reviewing and revising the student's IEP and placement at least annually. A certificated teacher, or an educational assistant under his/her guidance, will provide services in an inclusion or a pullout model depending on the degree of intervention necessary to meet the student's needs. The appropriate personnel will consult with the general education staff to utilize effective classroom interventions, adaptations, and modifications.

3.4.9.1 If an IEP team determines that the student's academic needs cannot be met on site, CTEA will contract with another agency to provide those services; however, the school will continue to monitor student progress.

3.4.10 *Screening.* The Director or designee will conduct a yearly Child Find activity that includes a three-step process leading to the determination of whether or not a student requires special education services. As outlined in the Idaho Special Education Manual, CTEA will:

3.4.10.1 Establish and implement an ongoing Child Find system. An individual will be appointed to coordinate the development, revision, implementation, and documentation of the Child Find system.

3.4.10.2 Ensure that staff and the school's constituents are informed of the availability of special education services.

3.4.10.3 Implement a screening process that will include any and all referrals by parents and/or other adults including teachers, counselors, or other school professionals.

3.4.11 *Least Restrictive Environments.* In compliance with the Idaho Special Education Manual and as identified on each student's IEP, CTEA will provide special education and related services to eligible students in the Least Restrictive Environment (LRE). Depending on the needs of individual students, the LRE will be CTEA, another local school district site (if contract agreement is made), or other alternative site. Multidisciplinary IEP team LRE decisions will be made individually for each student. The following criteria will be considered in the decision-making process:

3.4.11.1 *Based on student's IEP:* The student's IEP is developed prior to the determination of the location of services and settings. The services and settings needed by each student with a disability must be based on the student's IEP and unique needs that result from his or her disability, not on the student's category of disability.

3.4.11.2 *Age Appropriate Peers:* Students with disabilities will be educated with age-appropriate peers to the maximum extent appropriate. A student with a disability is not removed from age-appropriate general education environments solely because of needed accommodations and/or adaptations in the general education curriculum.

3.4.11.3 *School of Attendance:* A student with a disability will be educated in the school as close as possible to the student's home and unless the IEP requires some other arrangement, the student is educated in the school he or she would attend if not disabled.

3.4.11.4 *Harmful Effects:* Consideration will be given to any potential current or long term harmful effect on the student or on the quality of services the student needs.

3.4.11.5 *Accommodations and/or Adaptations:* A student with a disability is not removed from general education settings solely because of needed accommodations and/or adaptations in the general education curriculum.

3.4.11.6 *Participation in Nonacademic and Extracurricular Services and Activities:* A student with a disability will be allowed to participate with students without disabilities in nonacademic and extracurricular services and activities to the maximum extent appropriate. These services and activities may include meals, recess, field trips, counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the school, referrals to community agencies, career development, and assistance in making outside employment available. The IEP team determines the supplementary aids and services that are appropriate and necessary for the student to participate in nonacademic settings and extracurricular services and activities.

3.4.12 *Discipline.* Multidisciplinary teams will be formed to address disciplinary problems by special education students. CTEA employees will follow the Idaho Special Education Manual (as currently defined in Chapter 7, Section 12, and titled “Student Discipline”) and the district policy manual to address these issues.

3.4.12.1 *Discipline Policy.* The discipline policy as set forth in the Idaho Special Education Manual and outlined in Tab 7 of this petition will be used by the IEP team as a guideline for establishing appropriate disciplinary procedures when misconduct of a student with a disability was:

3.4.12.1 a demonstration of the disability, that is an inability to understand impact and consequences or an inability to control behavior;

3.4.12.2 the result of an inappropriate placement, and/or

3.4.12.3 the lack of provision of services consistent with the IEP and placement.

3.4.13 *Contracts.* CTEA may contract with psychological, speech, language, occupational, and/or physical therapy providers for the provision of special education related services; services may be provided by a paraprofessional under the direct supervision of a licensed therapist.

3.4.14 *Highly Qualified.* The Director will ensure that special education and special services personnel meet highly qualified standards as delineated in Tab 6 of this document.

3.4.15 *Professional Development.* All special education, special services, and general education personnel will receive ongoing training in order to meet the needs of students with disabilities who are enrolled in the school. The Director or designee will provide a comprehensive professional development plan regarding special education, Section 504, IDEA, and ADA.

3.4.16 *Transportation.* Transportation for special needs students will be provided as dictated by the nature of the disability, which would include specialized transportation such as door-to-door. Unless the student is capable of getting to

school in the same manner as other students, the student(s) will be entitled to this transportation even if the charter school does not provide transportation to other students or who resides further than (15) miles by road of the school's physical location.

3.4.17 *Special Programs and Interventions.* Those students not reading at grade level or computing grade level mathematics will be identified and receive a variety of services including but not limited to special education, Title I, Response to Intervention, tutoring, and/or they may attend school during an extended session. In order to comply with state and federal regulations and meet student needs, CTEA will administer assessment to admit students into all special programs. Students deemed at risk will be screened and monitored using the Response to Intervention model and the appropriate interventions will be implemented as needed.

3.4.18 *Parent Participation.* The Board of Trustees understands the importance of parent participation in their child's education. Consequently, CTEA will make every effort to facilitate opens lines of communication with all parents/guardians/acting custodians. In accordance with Board policy and state and federal law, parents/guardians/acting custodians will receive written notice regarding identification, evaluation, and/or placement of their child for special education or other special program. Parents/guardians will be involved in all placement decisions regarding their child and have the right to request due process hearings at any time.

Section 3.5 - Dual Enrollment

3.5.1 *Dual Enrollment Students in Other Districts.* As delineated in Idaho Code §§33-203 and §§33-5205 (3)(s), CTEA students will have the opportunity to participate in dual enrollment with other public schools and will comply with the local school districts' current dual enrollment policies and fee schedules, or as may be amended. Dual enrollment arrangements will be made between parents and the schools.

Section 3.6 - Provisions for Gifted and Talented

3.6.1 *Differentiated Instruction.* All gifted and talented students have special needs; consequently, these students will be provided educational experiences that strive to meet those needs in the regular classroom as well as in special classes, seminars or workshops. The charter environment allows for areas to be pursued beyond the scope of the regular curriculum, regardless of the student's areas of special talent. This may include, but not be limited to, clustering, competitions, consultations, curriculum compacting, special topic classes, independent study, interest-based workshops, and pullout classes.

3.6.2 *Policies and Procedures.* CTEA will implement policies and procedures for the identification and instruction of the gifted and talented according to Idaho Code §§33-2003.

- 3.6.3 Definition.** Gifted and talented students are those identified as possessing demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing or visual arts and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities.
- 3.6.4 Identification.** CTEA will identify gifted and talented students using a variety of formal assessments (ISAT, Aprenda, Standardized Intelligence Test, or other equivalent assessment), informal assessments (teacher rating/observations, student records, including GPA, projects or work sample, parent questionnaire, student questionnaire, etc), and other information indicative of giftedness and/or talent (subject experts, personal references, etc.) to ensure all opportunities to be considered for the program have been met. The screening criteria will be age/grade appropriate, nondiscriminatory, and comply with the procedures set forth in all state and federal legislation. This will include a plan for continuity of services throughout grade levels and a plan for exits and removals from the program and requests for review.

Section 3.7 - Provisions for Limited English Proficiency

- 3.7.1 Differentiated Instruction.** All English Language Learners (ELL) have special needs; consequently, these students will be provided educational experiences that strive to meet those needs in the regular classroom as well as in special classes, seminars or workshops. The charter environment allows for areas to be pursued beyond the scope of the regular curriculum, regardless of the student's area of special needs. For LEP students, this may include, but not be limited to, clustering, push-in and pullout settings, and newcomer classes. In accordance with the Board's philosophy to provide a quality educational program for all students, CTEA will provide an appropriate planned instructional program for identified students whose dominant language is not English.
- 3.7.2 Purpose.** The purpose of the program is to increase the English language proficiency of eligible students so that they can attain the academic standards adopted by the Board and achieve academic success. Students who have Limited English Proficiency (LEP) will be identified, assessed and provided with appropriate services.
- 3.7.3 Definition.** CTEA will apply the federal definition of Limited English Proficiency as defined in Title III and IX of the ESEA.
- 3.7.4 Participation.** CTEA will provide a program for each student whose dominant language is not English for the purpose of facilitating the student's achievement of English proficiency and the academic standards. The program will include English as a Second Language instruction. The program will meet the three-pronged test of program compliance: (1) sound research-based education theory; (2) sufficient resources and staffed by appropriate prepared personnel; (3) periodic program evaluation. The Board will include provisions for the LEP programs in its Strategic Plan.

- 3.7.5 **Oversight.** The Director or designee will implement and supervise an LEP Program that meets the legal requirements for LEP program compliance.
- 3.7.6 **Screening.** CTEA will follow the Idaho LEP Program Manual guidelines and procedures for identification of students whose dominant language is not English.
- 3.7.7 **Individual Needs.** The LEP program will be designed to provide instruction to meet each student's individual needs based on the assessment of English proficiency in reading, writing, listening and speaking. Adequate content area support will be provided while the student is learning English to ensure achievement of academic standards.

TAB 4: Assessment of Student Educational Progress

Section 4.1 - Measurable Educational Standards I.C. §§33-5205 (3)(b)

Section 4.2 - Method of Measurements I.C. §§33-5205 (3)(c)

Section 4.3 - Provision for Standardized Testing I.C. §§33-5205 (3)(d)

Section 4.4 - Provision for Accreditation I.C. §§33-5205 (3)(e),
08.02.02.140

Section 4.5 - Provision for Learning Improvement per No Child Left Behind
08.02.03.112, 08.02.03.114

Section 4.6 - Middle Level Credit and Advancement I.C. 08.02.03.107

Section 4.1 - Measurable Educational Standards

- 4.1.1** CTEA will demonstrate student achievement in measurable terms and actively participate in state requirements for student achievement and accountability. CTEA's plan includes systematic data collection and reporting of progress toward our three primary goals of academic excellence, bilingualism, and cultural enhancement. Student performance will be assessed using a variety of assessments including state required assessments, curriculum-based assessments, written and oral language assessments and rubrics developed for the determination of student progress in the target language, cultural awareness and knowledge, and behavior/attendance.
- 4.1.2** CTEA's expectations are that students' will exceed the minimum passing requirements on all state-mandated testing and other testing that may be instituted or required in the future. CTEA students who have been continuously enrolled ~~at the school~~ since the beginning of each school-year for three (3) consecutive years will meet the following benchmarks:
- 4.1.2.1** ~~MSES #1: students will meet or exceed the state targets, as applicable on the state approved standardized test annually. CTEA will meet or exceed the state achievement targets on annual standardized tests. Seventy-five percent (75%) of students continuously enrolled at CTEA will have a Student Growth Percentile (SGP) that is equal to or greater than their Adequate Growth Percentile (AGP) in the area of reading.~~
- 4.1.2.2** ~~MSES #2: students will meet or exceed school-wide achievement benchmarks on curriculum based measurement assessments with screenings to be implemented at least three (3) times per year. School-wide benchmarks will be set using state and national norms. CTEA will meet or exceed state adequate growth percentile targets on annual standardized tests. Seventy-five percent (75%) of students continuously enrolled at CTEA will have a SGP that is equal to or greater than their AGP in the area of mathematics.~~
- 4.1.2.3** ~~MSES #3: Students at CTEA will perform higher than students in exceed the Pocatello/Chubbuck School District, Blackfoot School District, and state (comparing CTEA students with students of similar demographics) on percentage benchmarks for math, reading, and language on state required tests. Seventy percent (70%) of students continuously enrolled at CTEA will have a SGP that is equal to or greater than their AGP in the area of English language arts.~~
- 4.1.2.4** MSES #4: Seventy-five percent (75%) of the students continuously enrolled at CTEA will achieve an SGP of 50 in the area of reading.
- 4.1.2.5** MSES #5: Seventy-five percent (75%) of the students continuously enrolled at CTEA will achieve an SGP of 50 in the area of mathematics
- 4.1.2.6** MSES #6: Seventy percent (70%) of the students continuously at CTEA will achieve an SGP of 50 in the area of English language arts.
- 4.1.2.7** MSES #7: Once quantitative norms have been established for a grade level, 80% seventy-five percent (75%) of CTEA students will demonstrate grade level proficient in the Shoshoni language.

Section 4.2 - Methods of Measurement

4.2.1 CTEA students will participate in multiple assessments to best meet the needs of the students and comply with state and federal requirements. In addition, CTEA will use curriculum based measurements (such as AIMSWeb) to monitor progress toward each measureable educational standard. These assessments include:

4.2.1.1 Method of Measurement for MSES #1 through MSES #6: MSES 1 through MSES 6 will be measured using a state approved standard achievement test in each grade. The state standard achievement test is composed of reading, language usage, and mathematics tests. Multiple-choice items are used to assess what a student knows and is expected to do on the Idaho content and Common Core standards. These items are used to assess a variety of skill levels, from short-term recall of facts to problem solving.

4.2.1.2 Method of Measurement for MSES #7 Shoshoni language fluency test (written and oral): The Shoshoni language proficiency exam will be designed in conjunction with the SDE and modeled after established oral and written proficiency exams, such as the Navajo language proficiency exam and those endorsed by the American Council on the Teaching of Foreign Languages (ACTFL), like the Student Oral Proficiency Assessment (SOPA). Quantitative norms for each grade level will be established after testing three different cohorts at each grade level.

~~**4.2.1.3 MSES #3 Method of Measurement** MSES #1 and #3 will also be assessed using the IRI (Idaho Reading Indicator) in grades K-3. The purpose of this assessment is to indicate which children are most likely going to be at risk of failure with skills that are prerequisite for being successful readers throughout life. As is written in the statute, the state K-3 assessment test results shall be reviewed by school personnel for the purpose of providing necessary interventions to sustain or improve the students' reading skills.~~

Section 4.3 - Provisions for Providing Standardized Testing

4.3.1 The ultimate goal for CTEA will be that all enrolled students meet the statewide performance standards developed by the Idaho State Department of Education. Consequently, students at CTEA will be tested with the same standardized tests as other Idaho public school students as delineated in Idaho Code §§33-5205 (3)(d) and defined by the Idaho State Board of Education. Chief Tahgee Elementary Academy will administer any and all State mandated assessments during the testing windows outlined by the State Department of Education, including the testing of any LEP students on the IELA (Idaho English Language Assessment).

Section 4.4 - Provisions for Accreditation

4.4.1 Chief Tahgee Elementary Academy will comply with all accreditation standards and obtain accreditation in accordance with Idaho Code §§33-5205 (3)(e) and the Idaho Administrative Procedures Act (IDAPA) 08.02.02.140.

Section 4.5 - Provisions for In Need of Improvement

4.5.1 Chief Tahgee Elementary Academy is committed to a school where student success is our top priority; consequently, all efforts will be made to ensure the success of all students, which include but are not limited to, the employment of a faculty designated as highly qualified. If it were ever determined that, based on student performance, CTEA was classified as a school “in need of improvement” as delineated by the NCLB, or rated as a one to three star school as defined in the Idaho ESEA Waiver, the Director and the Board of Trustees, will develop a legally compliant comprehensive plan for improving performance until it has met AYP or achieved four or five stars for two consecutive years and no longer considered in need of improvement.

Section 4.6 - Middle Level Credit and Advancement

4.6.1 Chief Tahgee Elementary Academy is an elementary school and does not enroll middle level student.

TAB 5: Governance Structure

Section 5.1 - Description of Governance Structure I.C. §§33-5205 (3)(f)

Section 5.2 - Parental Involvement Procedures I.C. §§33-5205 (3)(f)

Section 5.3 - Financial and Programmatic Audits I.C. §§33-5205 (3)(1), §§33-5206(7),
§§33-5210 (3)

Section 5.4 - Dispute Resolution I.C. §§33-5209

Section 5.1 - Description of Governance Structure.

5.1.1 Governance. CTEA, Inc. is a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act in accordance with Idaho Code §§30-3-1. The Board of Trustees will be the public agents who control and govern the charter school according to the Bylaws and Articles of Incorporation. CTEA will be responsible to identify and comply with all statutory requirements affecting the operation of a public school. The Board of Trustees' meetings will follow the open meeting laws, keep accurate minutes, and make the minutes available to the public, according to the Bylaws of the charter school.

5.1.2 Board of Trustees. The Board of Trustees of CTEA is responsible for supervision and control of the business, property, and affairs of the school, except as otherwise expressly provided by law, the Articles of Incorporation, or its Bylaws. The Board will conduct or direct the affairs of CTEA and exercise its powers, subject to applicable education law, not-for-profit corporation law, Idaho Nonprofit Corporations Act, the CTEA Charter, and its Bylaws. The Board may formally delegate appropriate management of the activities of CTEA to others, so long as the affairs of the school are managed, and its powers are exercised, under the Board's ultimate jurisdiction. Authority is given to CTEA's Board of Trustees by the State of Idaho as provided in the "Public Charter Schools Act of 1998" (I.C. §§33-5201).

5.1.3.1 General Responsibilities. The Board of Trustees will be responsible for ensuring that the school is in compliance with all applicable ~~tribal~~, federal, and state education standards, all applicable tribal, federal, and state laws, rules, regulations and policies, as well as the terms and conditions of the charter. The Board will:

5.1.3.1.1 Issue or cause to be issued fiscal and programmatic audits and an annual report, including a CTEA financial report; of the corporation;

5.1.3.1.2 Approve all expenditures;

5.1.3.1.3 Establish procedures and policies which will govern and provide oversight for the expenditures and respective requirements of any such funding all CTEA operations;

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

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

5.1.3.1.6 Hire and terminate all faculty and non-classified employees of CTEA;

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

5.1.4 Relationship between Board of Trustees and School Administration. Administrative services for CTEA will be provided for by the Director of School Programs. The Director must possess a valid Idaho Administrator Certificate. Under the direction of the Board, the

Director will determine the day-to-day operations of the school in accordance with Title 33 of Idaho Code. The Director will be ultimately responsible to oversee the following areas:

5.1.4.1 Responsibilities of the Director of School Programs

- 5.1.4.1.1 Accountability & Testing
- 5.1.4.1.2 Capital Accounts
- 5.1.4.1.3 Collective Bargaining Cost Analysis
- 5.1.4.1.4 Construction/Facilities/Maintenance
- 5.1.4.1.5 Fiscal Forecasting
- 5.1.4.1.6 Grants, Gifts & Fundraising
- 5.1.4.1.7 Insurance & Fringe Benefits
- 5.1.4.1.8 Medicaid Management
- 5.1.4.1.9 Payroll
- 5.1.4.1.10 Purchasing & Contracts
- 5.1.4.1.11 Technology
- 5.1.4.1.12 Transportation
- 5.1.4.1.13 Strategic Planning
- 5.1.4.1.14 Human Resources
- 5.1.4.1.15 Budget/Budget Reporting
- 5.1.4.1.16 Interscholastic Relations – Charter & Traditional
- 5.1.4.1.17 Curriculum, Instruction & Special Programs
- 5.1.4.1.18 External Organizations/Agencies
- 5.1.4.1.19 Federal Programs – Impact Aid (PL 81-874), Johnson O'Malley, Title II-A, Title I-A, Title VI-B, Title VII
- 5.1.4.1.20 Athletics/Activities/Afterschool Programs
- 5.1.4.1.21 Professional Development & Assessment
- 5.1.4.1.22 Public Relations & Marketing
- 5.1.4.1.23 Principal – Head of School
- 5.1.4.1.24 Schools & Administrators
- 5.1.4.1.25 Board Relations

5.1.4.2 Contracts. When deemed in the best interest of CTEA, selected financial and organizational operations may be contracted out to licensed and bonded entities. Supplemental services may also be contracted as needed. The Director will be responsible for oversight of these contracts. No contractual agreements have been made at this time. The Director will serve as the liaison between the selected contractors, Board of Trustees, the ACE, the State Department of Education, Idaho State Board of Education, community, and parents.

5.1.4.3 Reporting. Annual programmatic operations and financial reports will be presented by the Director to the Board of Trustees and the Authorizing Chartering Entity (ACE) when the data becomes available and in a timely manner.

5.1.4.4 Evaluation. The Director will receive a yearly evaluation according to his/her performance. Annual prioritized goals and objectives will be agreed upon by the Director and the Board. Student achievement and a valid performance measure based on the Administrator Professional Standards and the annual prioritized

goals and objectives will be used to evaluate the Director. All evaluations will be retained in the Director's personnel file.

- 5.1.4.5 Vacancies.** During the vacancy of the Director position, the Board will reassume complete oversight. Within thirty (30) days, the Board will appoint an interim Director to oversee the day-to-day operations until the position can be filled as soon as a suitable candidate can be found.
- 5.1.4.6 Stakeholders.** Board members, founding family members, faculty, staff, and community stakeholders will be utilized according to their background and experience, which includes fund raising experience, grant writing expertise, etc.
- 5.1.4.7 Other Administrators.** The CTEA administrative organization will be designed so that all divisions and departments are part of a single system guided by Board policies, which are implemented through the Director. If deemed necessary and financially viable, other administrators may be retained by the Board (e.g. Coordinator of Curriculum and Instruction); other administrators will be supervised by the Director and evaluated annually by the Director with approval of the Board. Other administrators are expected to administer their resources in accordance with federal and state regulations, Board policy, and the rules and procedures outlined by the Director.
- 5.1.4.8 Faculty and Unclassified Staff.** All faculty and unclassified staff will be retained by the Board of Trustees and accountable to the Director. The state funding formula will be used for funding faculty through the regular budgetary process. In order to attract the most highly qualified teachers, additional resources will be sought through grants, volunteers, and fundraising efforts.
- 5.1.4.9 Classified Personnel.** All classified staff is retained by the Director of School Programs and accountable to the Director.
- 5.1.4.10 Administrator Professional Standards.** All administrators at CTEA will be required to follow the most current Administrator Professional Standards Policy. The Board has adopted these standards to guide the practices of the administration. The standards will be reviewed annually and provide a framework from which the Board and administrators can develop their goals, objectives and evaluations (See Appendix Y).
- 5.1.4.11 Code of Ethics.** All administrators will abide by the Code of Ethics for Idaho Professional Educators as a condition of employment.

Section 5.2 - Parental Involvement

- 5.2.1** In accordance with Idaho Code §§33-5205 (3)(f), all parents with students enrolled at CTEA will be encouraged to be highly involved in their child's education and may at any time consult with the Director regarding direction and operation of the school. CTEA will be committed to the continual betterment of efficient and effective lines of communication with parents and teachers. Likewise, parents of students who attend CTEA will be afforded

every opportunity to participate in the education of their child, including but not limited to volunteer work. Parents possess unique and critical insight into the personalities, learning strategies, motivational state, weaknesses, and strengths of their child that enhance individual and school success. Some processes to facilitate parental involvement will include, but are not limited to the following:

- 5.2.1.1 Parents will receive a student/parent handbook at registration.
- 5.2.1.2 Parents will receive written information regarding the function of the school on a monthly basis.
- 5.2.1.3 Parents will be sufficiently notified of and encouraged to attend two parent teacher conferences per year.
- 5.2.1.4 Parents will be asked to complete a satisfaction survey at the end of each semester to address their perceptions of: the happiness of their children, safety of students, classroom attention, school-wide discipline, child's response to classroom atmosphere, the progress of their child, the learning environment as a whole, and other general concerns and satisfactions.
- 5.2.1.5 Parents will be encouraged to be involved in the parent association/committee and to become an integral part of CTEA community, this may include volunteering for school projects, programs, or committees, working with students, and supporting academic and other activities directed toward personal and character development.
- 5.2.1.6 Parents will be encouraged to serve as Board of Trustee members.
- 5.2.1.7 Parents will be encouraged to volunteer their time and talents to assist with the daily operation of the school as well as after school programs. Parent volunteerism is strictly optional, but it is encouraged for the benefit of the students. The school will regularly distribute volunteer information to parents that will allow them to sign up for service in areas of expertise or interest; this will allow parents to provide the most meaningful service, and simultaneously, provide the school with the ability to coordinate all volunteers.
- 5.2.1.8 Background checks will be performed on all volunteers working with students whose interactions will be unsupervised by a faculty or staff member or as deemed necessary by the Director or designee.

Section 5.3 - Financial and Programmatic Audits

- 5.3.1 CTEA will comply with all the reporting requirements of Idaho Code §§33-5205 (3)(l), §§33-5206(7), and §§33-5210(3), §§33-701 (5) through §§33-701 (10) and IDAPA 08.02.04.300.03 and 08.03.01.301.12. An annual educational programmatic operations and financial audit will be conducted during each year of operation; the results will be submitted in a timely manner to the Board of Trustees, the ACE, stakeholders, and the State Department of Education.

Section 5.4 - Dispute Resolution.

- 5.4.1** CTEA Board of Trustees and the ACE will resolve disputes relating to provisions of the charter following the procedures set forth in Section §§33-5209, Idaho Code, and the applicable rules of the State Board of Education for notice of defect and submission of a corrective action plan.

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

Section 6.1 - Employee Qualifications I.C. §§33-5204A, §§33-5205 (3)(g), §§33-5210 (4)(a)

Section 6.2 - Employee Contracts I.C. §§33-5206 (4)

Section 6.3 - Criminal History Background Check I.C. §§33-5210 (4)(d), §§33-130

Section 6.4 - Transfer Rights §§33-5205 (3)(p), §§33-1217

Section 6.5 - PERSI, Social Security, Unemployment, Worker's Compensation, and Health Insurance I.C. §§33-5205 (3)(n)

Section 6.6 - Collective Bargaining I.C. §§33-5205 (3)(q)

Section 6.7 - Evaluation 08.02.02.120

Section 6.8 – Personnel Files

Section 6.9 - School Climate & Safety I.C. §§33-5205 (3)(h), §§33-210 (3), 08.02.03.160

- 6.9.1** Climate and Safety
- 6.9.2** Six Pillars of School Climate
- 6.9.3** Drug and Alcohol Free School Zone
- 6.9.4** Weapon-Free Schools
- 6.9.5** Violence Prevention
- 6.9.6** Suicide Prevention
- 6.9.7** Crisis Management

Section 6.10 - Health and Wellness I.C. §§33-5205 (3) (h), 08.02.03.160

- 6.10.1** Health and Wellness
- 6.10.2** Immunizations

Section 6.1 - Employee Qualifications.

- 6.1.1** The Board of Trustees recognizes that student success is directly correlated to a talented and capable faculty and staff. Moreover, all employees will possess personal characteristics, knowledge, and experience consistent with the philosophy, mission, and expectations of CTEA and will be required to follow the professional code of ethics of their respective positions.
- 6.1.2** The Director will be selected upon criteria to be developed by the Board; emphasis will be placed on a broad spectrum of employment experience and educational coursework. CTEA reserves the right to employ the Director based on its selected criteria, which will be based around, but not limited to, the State of Idaho rules regarding administrator certification. All individuals selected as the Director must possess no less than a Masters Degree from an accredited university and must also possess a valid Idaho Administrator Certificate.
- 6.1.3** All certified faculty members will meet or exceed the qualifications considered *highly qualified* (HQT) in their subject area as required under NCLB and state regulations, and possess an Idaho Education Credential or be in application thereof.
- 6.1.4** According to Idaho Code §§33-1280, all heritage language immersion teachers will be designated as highly and uniquely qualified by the Shoshone-Bannock Tribes and certified as American Indian language teachers by the State Department of Education.
- 6.1.5** Recruiting and retaining highly qualified bilingual teachers is a priority for CTEA, therefore we are incorporating a broad range of recruitment practices into our Bilingual Teacher Recruitment Plan. (See Appendix K).
- 6.1.6** All paraprofessionals classified as a Title I Instructional Assistant, ELL Instructional Assistant, Special Education Instructional Assistant, Youth Companion, Occupational Therapy or Physical Therapy Technician, or Library Media Assistant will meet one of the following three requirements before being hired:

 - 6.1.6.1** completed two years (48 credits) of study at an institution of higher education; or
 - 6.1.6.2** obtained an associate's (or higher) degree; or
 - 6.1.6.3** pass the state ParaPro Assessment.
- 6.1.7** When applicable, CTEA's ancillary staff members will hold the appropriate state licensure or certification to provide services to students at the school.
- 6.1.8** When deemed in the best interests of the educational program, the Board reserves the right to seek limited certification options as provided by rule of the Idaho State Board of Education. Additionally, CTEA reserves the right to employ any person for temporary assistance under the direct supervision of certified staff members. These provisions are intended to allow various community experts and other specialized persons who may not hold certification to contribute to the school according to their talents, experience, creativity, or expertise on an as needed basis.

6.1.9 CTEA will be an equal opportunity employer; job announcements and all other hiring practices will be free of discriminatory language.

6.1.10 A copy of the certificates for all certified administrators, teachers, and staff members will be kept on file at CTEA, provided upon request, and available to the public through the State Department of Education website.

Section 6.2 - Employee Contracts.

6.2.1 The Director will make recommendations to the Board of Trustees for approval of instructional staff. Each professional staff member, including the Director, will be on a written contract in a form approved by the Superintendent of Public Instruction, conditioned upon a valid certificate being held by such professional personnel at the time of entering upon the duties.

6.2.2 Certified teachers and administrators at CTEA are public school employees; their service at CTEA counts as one year experience on the state indexing scale.

6.2.3 Employee contracts are considered public documents; therefore, a copy of all contracts will be kept on file at CTEA and posted on the school's website.

6.2.4 All employees will be required to undergo an annual performance review before the renewal of a contract.

Section 6.3 - Criminal History Background Checks.

6.3.1 All employees will undergo criminal history background and fingerprinting checks.

6.3.2 All volunteers who potentially will be working with or alone with students unsupervised will undergo criminal history background and fingerprinting checks.

Section 6.4 - Employee Transfer Rights.

6.4.1 Employees of CTEA are not employees of any local school district, and consequently, will not be eligible for an in-district transfer; however, they may apply to work in any district.

Section 6.5 - Employee Benefits.

6.5.1 The Board will provide CTEA employees with: group health insurance, sick leave benefits, Public Employee Retirement System, Federal Social Security, Unemployment Insurance, and Worker's Compensation Insurance to the extent allowed and required by law.

Section 6.6 - Collective Bargaining.

6.6.1 CTEA's staff and employees will be a separate unit for purposes of collective bargaining.

Section 6.7 – Evaluation.

- 6.7.1 Other Administrators.** It will be the responsibility of the Director to evaluate all other CTEA administrators annually. Such evaluation will be based on 1) the appropriate administrative position job description, 2) student achievement, and 3) in cooperation with the Director, Board, and administrator, an established a set of goals and objectives for each calendar year. The Director will report to the Board annually regarding the performance of administrative personnel.
- 6.7.2 Faculty.** CTEA believes that its students deserve the highest quality of instruction. To ensure quality instruction for every student, performance appraisal of all certified personnel is essential and is one of the CTEA’s primary responsibilities to students, patrons, and staff. The purpose of the CTEA professional educator evaluation process is to provide quality instruction that aligns with the school’s goals and objectives. In addition, this process is designed to promote professional learning that allows educators to continually grow and learn new techniques to improve their instructional practices and methods. CTEA know that the most important factor in a student’s education is the quality of the teacher in the classroom; consequently, a significant factor in faculty evaluations will be student achievement.
- 6.7.3 Paraprofessionals and Classified Employees.** Performance evaluation is an important aspect of personnel management because it facilitates growth and school improvement. The primary objective of CTEA performance evaluation process is employee development through methods that identify actions required to promote more effective job performance and maximize employee potential. The performance evaluation process incorporates not only a review of past performance, but also establishes performance goals and expectations for the future.
- 6.7.4 Consultants, Independent Contractors, and Service Providers.** Each consultant, independent contractor, and service provider who contracts with the district will be evaluated. The evaluations will be objective and based on established goals and objectives and will be conducted at the end of the contract term for contracts that have terms less than one (1) year and at the end of the fiscal year for contracts that have terms longer than one (1) years. The evaluation will be based on job performance as determined by the Director according to the agreed upon goals and objectives. The evaluation will be the major factor into whether the consultant, independent contractor, or service provider is offered a new contract. A written evaluation report will be utilized.
- 6.7.5 School Climate Surveys.** In order to improve the performance of CTEA staff and students, the Director will administer a yearly school climate survey to measure the perceived experiences, attitudes, and opinions of students, staff and parents. These surveys will assess the perceptions of student motivation, the learning environment, instructor teaching methods and effectiveness, parent involvement, the effectiveness of the Director, and the quality of the CTEA as a whole. The Board has developed a preliminary list of key themes and questions on which these surveys will be based.

Section 6.8 – Personnel Files.

- 6.8.1** All employee certifications, transcripts, criminal background checks, contracts, professional development records, evaluations, and other records as required by

law or deemed critical to the functions of CTEA will be kept securely on file in the main office of the school.

Section 6.9 - School Climate & Safety.

6.9.1 Climate & Safety. The Board of Trustees recognizes that school climate and safety is a critical component in the learning process; it facilitates academic scholarship, personal development, positive interpersonal relationships, psychological wellness, and security. To ensure the safety of our employees and students, CTEA will comply with the following school climate, safety, and risk management policies and procedures. All school climate and safety policies will be reviewed annually and available on the CTEA website, included in the Student/Parent Handbook provided upon enrollment, and noted during student orientation.

6.9.2 Six Pillars of School Climate. The Board will develop and maintain policies structured around the following six pillars; these underlying principles collectively represent the fundamental attitudes, values, and beliefs expectedly evidenced by all parents, families, teachers, students, and staff.

- 6.9.2..1** Pillar I - The Director will incorporate positive behavioral conduct codes and conflict mediation tools to promote an educational environment designed to keep students in school and learning.
- 6.9.2..2** Pillar II - The Director is charged with the obligation to provide a climate that is free from harassment, discrimination, and abuse within academic, emotional, social, and physical domains.
- 6.9.2..3** Pillar III - The Director will ensure that the physical plant, buses, equipment, and all supportive resources are accessible to all, meet current standards, are modern, and project a welcoming, clean, and safe appearance.
- 6.9.2..4** Pillar IV - The Director is responsible for providing opportunities involving meaningful student participation and peer-facilitated activities.
- 6.9.2..5** Pillar V - The Director is accountable for establishing and promoting educational, extracurricular, and vocational partnerships designed to promote the academic achievement, and emotional, social, and physical well-being among its pupils and their families.
- 6.9.2..6** Pillar VI - The Director will provide for the continuous professional development, education and training of the faculty and staff to ensure their expertise continually represents contemporary best practices and exemplary knowledge of the education field.

6.9.3 Drug & Alcohol Free School Zone. The abuse of alcohol and/or drugs is a serious threat to the school, its employees and students. The Board realizes that administration and staff are equally responsible for maintaining a safe and healthy working and learning environment. For that reason, and in compliance with the Federal Regulations established by the Drug Free Workplace Act of 1988, the school has adopted a Drug and Alcohol Free Zone Policy prohibiting

employees and visitors from manufacturing, purchasing, consuming, possessing, and/or trafficking drugs or alcohol on school premises or CTEA sponsored events regardless of the location.

6.9.4 Weapons-Free Schools. In order to facilitate learning to the greatest extent, the Board of Trustees is committed to creating a safe and secure environment for all students, staff and visitors. Although no absolute guarantee of eliminating all threats to individual safety can be assured, the Board directs the administration to reduce and minimize safety risks through the implementation of its Weapons Policy.

6.9.5 Violence Prevention. The Board is committed to maintaining a learning environment which is free from violence of any kind, including but not limited to bullying, intimidation, hazing, and harassment. The Board, its employees, students, and people within school communities all have an obligation to promote, monitor, and maintain a violence-, bullying-, intimidation-, hazing-, and harassment-free learning environment. No violence, bullying, intimidating, hazing, and/or harassment on the basis of race, sex, color, creed, religion, ancestry, national origin, age, physical, mental, emotional or learning disability, arrest or conviction record, pregnancy, marital status, parental status, sexual orientation, and/or political affiliation will be allowed.

6.9.6 Suicide Prevention. Mental, emotional, and social well-being are foundations for building good health. These foundations include a sense of security, identity, belonging, purpose and competence in order to strive toward a healthy and productive life. CTEA is concerned with the health and safety of all its students; consequently, in order to protect students from suicidal tendencies and in compliance with Idaho Code 08.02.03.160, the Board has adopted and authorizes the following procedures through its Suicide Prevention Policy.

6.9.7 Crisis Management. The Board of Trustees recognizes schools need to be prepared to handle a crisis involving a student, a staff member, or the school. While CTEA's main function is to educate, the safety of staff and student body is of paramount concern. In order to help prevent suicide and other severe acts of violence, the Board authorizes the Director to implement the procedures and programs delineated in its Crisis Management Policy.

Section 6.10 - Health & Wellness.

6.10.1 Health & Wellness. The Board is committed to providing a school environment that promotes and protects the health and well-being of its students. The Board encourages all members of the school community to create an environment that supports lifelong habits of health and wellness. The Board will review all health and wellness policies annually and make a good faith effort to continue to maintain the health and wellness of all students and employees.

6.10.2 Immunizations. In accordance with Section 39-4801, Idaho Code: Idaho Department of Health and Welfare Rules, IDAPA §§16.02.15, the Board has

September 20, 2012

developed its Immunization Policy. The requirements of this policy must be met at the time of registration, before attendance can begin.

TAB 7: Admission Procedures, and Student/Parent Handbook

Section 7.1 - Admission Procedures I.C. §§33-5205 (3)(k)

Section 7.2 - Waiting List I.C. §§33-5205 (3)(k)

Section 7.3 - Attendance Alternative I.C. §§33-5205 (3)(o)

Section 7.4 - Public Notification of Enrollment I.C. §§33-5205 (3)(t)

Section 7.5 - Denial of School Attendance Requirements I.C. §§33-5205 (3)(i), §§33-205, §§33-206

Section 7.6 - Disciplinary Policy and Procedures I.C. §§33-5205 (3)(m), §§33-210, §§33-205

Section 7.7 - Tobacco, Alcohol, and Controlled Substances §§33-210(3)

Section 7.8 - Use of Technology Policy I.C. §§33-132

Section 7.9 - Access to Student/Parent Handbook

Section 7.1 - Admission Procedures.

- 7.1.1 Admission Procedures.** CTEA will open in August of the 2013 school-year and be physically located within the boundaries delineated by Pocatello School District #25. CTEA will have a primary attendance area encompassing the areas identical to that of the Pocatello School District, Blackfoot School District, and entirety of the Fort Hall Indian Reservation. These students will be given priority as designated in I.C. §§33-5205 (3) (j), however, students from other areas may be enrolled. In the initial year and for every year thereafter, CTEA will follow the model admission procedure identified in IDAPA 08.02.04.203. In accordance with Idaho Code §§33-5205 (3)(k), the Board has adopted the following admission procedures to ensure a fair and equitable selection process for admission and enrollment in subsequent school years.
- 7.1.2 Enrollment Capacity.** An enrollment cap of one hundred fourteen (114) will be in effect for the first year (1) of operation, one hundred forty-six (146) the second year (2), one hundred seventy-eight (178) in the third year (3) of operations, and two-hundred ten (210) in the fourth (4) year. During the first year (1) of operation, CTEA will cap enrollment in kindergarten at thirty (30) students and grades one (1) through six (6) at fourteen (14) students per grade; grades one/two, three/four, and five/six will be combined classes (See Appendix G). In the second year (2) of operation, there will be an enrollment cap of thirty (30) students per grade in grades K-2 and fourteen (14) per grade for grades three (3) through six (6); grades three/four and five/six will remain combined classes. In the third year (3), grades K-4 will have an enrollment cap of thirty (30) students per grade and grades five (5) and six (6) will retain a cap of fourteen (14) students per grade; grades five/six will remain combined. In the fourth year (4) of operation and beyond, all grades will have an enrollment cap of thirty (30) students per grade. At that time, and with approval from the ACE, the Board will evaluate and determine if it is viable for CTEA to further expand. When deemed in the best interest of the school, and with approval from the ACE, the Board may decrease the enrollment cap per grade.
- 7.1.3 Enrollment Deadline.** Each year, the Board will establish an enrollment admissions deadline, which will be the date by which all written requests for admission to attend CTEA for the next school year must be received. The enrollment deadline cannot be changed once the enrollment information is disseminated.
- 7.1.4 Lottery.** If the capacity of CTEA is insufficient to enroll all prospective students, a lottery will be utilized to determine which prospective students will be admitted. The lottery will identify the list of students accepted into CTEA and establish a final selection list for the upcoming school year. All openings during the school year will be filled according to the order established by that lottery. The lottery will be conducted by a disinterested third party in a public forum.
- 7.1.5 Request for Admission.** Request for admission will be taken continuously throughout the school-year. Requests for the fall semester of the next school-year must be received by an established enrollment deadline as indicated above. The application process prior to the enrollment deadline will be as follows:

7.1.5.1 A parent, guardian, acting custodian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in this state, may make a written or electronic request for such child to attend the school.

7.1.5.2 A parent, guardian, acting custodian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in the State of Idaho, may make a request in writing for such child to attend the CTEA. In the case of a family with more than one (1) child seeking to attend a public charter school, a single written request for admission must be submitted on behalf of all siblings.

7.1.5.3 The written request for admission will contain the name, grade level, address, e-mail address, telephone number, and last school attended of each prospective student in a family.

7.1.5.4 If the initial capacity of the school is insufficient to enroll all prospective students, then a lottery as described below will be utilized to determine which prospective students will be admitted to the public charter school. Only those requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline will be permitted in the lottery.

7.1.6 Founders. A Founder is defined in Section 33- 5202(a)(3), Idaho Code, and means a person, including employees or staff of a public charter school, who makes a material contribution toward the establishment of a public charter school in accordance with criteria determined by the Board of the public charter school, and who is designated as such at the time the Board of Trustees acknowledges and accepts such contribution. The criteria for determining when a person is a founder will not discriminate against any person on any basis prohibited by the federal or state constitutions or any federal, state, or local law. The designation of a person as a founder, and the admission preferences available to the children of a founder, will not constitute pecuniary benefits.

7.1.7 Admission Preferences. In accordance with Idaho Code §§33-5205 (3)(k), CTEA has established the following initial enrollment and subsequent enrollment admission preferences criteria for students residing in the primary attendance area of CTEA, for children of founders and full-time employees, for siblings of students already enrolled in the school, for returning students, and students residing outside of the primary attendance area.

7.1.7.1 Initial Year of Enrollment. . If the initial capacity of CTEA is insufficient to enroll all prospective students, a lottery will be utilized to determine which prospective students will be admitted. The selection hierarchy for admissions will be established and prioritized as listed:

7.1.7.1.1 founders' children and children of full time employees will have first preference for admission to the school, with a maximum of 10% of the initial capacity consisting of founders' and full time employees' children; the ,

7.1.7.1.2 siblings of pupils already selected by the lottery,

7.1.7.1.3 prospective students residing within the primary attendance area, and

7.1.7.1.4 to all other students residing outside the primary attendance area.

7.1.7.2 **Second and Subsequent Years of Enrollment.** If the capacity of CTEA is insufficient to enroll all prospective students in subsequent years of enrollment, a lottery will be utilized to determine which prospective students will be admitted. The selection hierarchy for admissions will be established and prioritized as listed:

- 7.1.7.2.1 returning students are automatically enrolled
- 7.1.7.2.2 children of founders and full time employees provided that this admission preference will be limited to not more than ten percent (10%) of the capacity,
- 7.1.7.2.3 siblings of pupils already attending,
- 7.1.7.2.4 students residing within the primary attendance area, and
- 7.1.7.2.5 all other students residing outside of the primary attendance area.

7.1.8 **Placement.** Initially, applications will be drawn for placement using the Equitable Selection Process outlined in the Administrative Rules Governing Public Charter Schools. The process will begin with a randomly drawn grade and continue with randomly selected grades.

7.1.11 **Notification and Acceptance.** CTEA has established the following procedures for notification and acceptance:

- 7.1.11.1 Students selected for admission to CTEA will be officially notified, within seven (7) days after conducting the selection process. CTEA will send an offer letter to the parent, guardian, or other person who submitted a written request for admission on behalf of a student. The notification will advise such person that the student has been selected for admission to the school. The offer letter must be signed by such student's parent, or guardian, and returned to CTEA by the date designated in such offer letter by the school.
- 7.1.11.2 Students not eligible for admission to CTEA will be officially notified within seven (7) days after conducting the selection process. CTEA will send a letter to the parent, guardian, or other person who submitted a request for admission on behalf of such student. The notification will advise such person that the prospective student is not eligible for admission, but will be placed on a waiting list and may be eligible for admission at a later date if a seat becomes available.
- 7.1.11.3 If a parent, guardian, or other person receives an offer letter on behalf of a student and declines admission, or fails to timely sign and return such offer by the date designated in such offer, then the name of such student will be stricken from the final selection list, and the seat that opens in that grade will be made available to the next eligible student on the final selection list. If a student withdraws from the CTEA during the school year for any reason, then the seat that opens in that grade will be made available to the next eligible student on the final selection list.

7.1.12 **Equality.** Prospective students will be given the opportunity to enroll regardless of race, color, national or ethnic origin, religion, sex, social or economic status, or special needs as delineated and required by law. No out-of-state students will be allowed to be enrolled until an Idaho residence has been established and verified.

Section 7.2 – Waiting Lists.

7.2.1 Once the enrollment period is complete and a waiting list for each grade level has been established through lottery as described above, the remaining students will be placed on the appropriate waiting list for their grade level in order of lottery selection and offered admission for the upcoming school year as seats become available. Subsequent applications will be added to bottom of the list for the appropriate grade level waiting list on a first come-first served basis and will be taken in numerical order from this list. Once on a waiting list, students will remain eligible for placement within the school throughout the entire school year for which they applied. There will be no carryover from year to year of the waiting lists maintained to fill vacancies at the school. All waiting lists will be redrawn and renewed annually according to Idaho Code §§33-5205 (3)(k). Parents/guardians wishing to remove their child from the waiting list must make their request directly to CTEA via e-mail, telephone, or in writing.

Section 7.3 - Public School Attendance Alternative.

7.3.1 Since CTEA is a new entity and not a conversion of an existing school, the attendance alternative would be the same as for those presently residing within the aforementioned contiguous attendance area boundaries of the Pocatello School District, Blackfoot School District, and entirety of the Fort Hall Indian Reservation. Students located within the attendance area of CTEA will have the option to enroll in existing public schools presently serving the area. Since enrollment is not mandated based upon residential proximity to the school, but through parental choice and equitable selection, no student will be required to attend CTEA.

Section 7.4 - Enrollment Opportunities.

7.4.1 It is the intent of the Board of Trustees to create a diverse and socially balanced educational environment for the students and employees of CTEA. Consequently, the school will recruit and provide the opportunity for students to enroll regardless of race, color, national or ethnic origin, religion, sex, social or economic status, or special needs. Moreover, advertisement for enrollment opportunities at CTEA will include all current requirements as delineated in Idaho Code §§33-5205 (3)(t) and ensure that such announcements are broadcast and/or published by local media outlets on not less than three (3) occasions, beginning no later than fourteen (14) days prior to the enrollment deadline each year. Likewise, taking into consideration the language demographics of the area, all advertisement will be disseminated in English, Spanish, and other languages as deemed appropriate. These efforts may also include, but are not limited to, the school website and social networking sites, advertising at community centers (e.g., library), public forums, the school newsletter, flyers and brochures, local news organizations, and/or notifications sent home with students.

Section 7.5 - Denial of School Attendance Requirements.

7.5.1 Idaho Law provides for denial of school attendance in Idaho Code §§33-205; consequently, the Board will have the right to deny enrollment to any student, determine the readmission

of any student suspended or expelled, and determine the admission of any student who has been denied admission as governed by the aforementioned Idaho Code.

Section 7.6 - Discipline Policy and Procedures. CTEA has established the following discipline policy and procedures as required by Idaho Code §§33-5205 (3)(m) and §§33-205. The disciplinary actions may be taken by the Director or designee. Since all discipline is intended to modify behavior and should fit the misbehavior, actions are suggestive and not necessarily conclusive nor sequential. In all disciplinary matters, students and parents have the right to due process and to appeal decisions to the next higher level of governance. CTEA has formally adopted and will review annually its student discipline policies and procedure.

7.6.1. Discipline Tier I – Contact, Conference, & Guidance. The first step in the disciplinary process for *all* students may include one or more of the following actions as deemed appropriate by the Director or designee: contact with the student, conference/contact with parents, detention, guidance, restriction of free time, and/or school clean-up.

7.6.2 Discipline Tier II – Suspension. Students who cannot abide by school regulations and policies of CTEA, and who disrupt the educational atmosphere or interfere with the educational processes of the school, may be suspended for a temporary period of time. As per Idaho Code §§33-205, the following limitations will apply to all suspensions:

7.6.2.1 In-school Suspension. In-school suspension is defined as temporary removal from a class or activity.

7.6.2.1.1 Removal of student from class or classes and temporary placement in a more restrictive in-school location.

7.6.2.1.2 Suspension from a class may be initiated by the classroom teacher or other member of the faculty with concurrence of the Director. Verbal and written notification to parents or legal guardian will be provided by the Director or designee.

7.6.2.1.3 Suspension from one or more classes may be initiated by the Director provided that verbal and written notification is given to the parents, guardians, or acting custodians in a timely fashion.

7.6.2.1.4 Students will be given credit for assignments completed during supervised in-school suspension.

7.6.2.3 Out-of-school Suspension. Out-of-school suspension is defined as temporary removal from the school premises.

7.6.2.3.1 No student will be suspended from a school by a school administrator for more than five (5) consecutive days for each offense.

7.6.2.3.2 School administrators may suspend students for up to five (5) days, and Boards of Trustees may suspend students for up to seven (7) calendar days.

7.6.2.3.3 Students may not be allowed make-up privileges for assignments missed as a result of being suspended out-of-school.

7.6.3 Discipline Tier III – Expulsion

7.6.3.1 Expulsion is a very serious action to be taken against a student and should not be recommended unless all resources and processes have been exhausted. No recommendation for expulsion will be made until all necessary investigations and conferences have been held at the school building level.

7.6.3.2 All expulsions are under the jurisdiction of the Board of Trustees and will be governed in accordance with the due process procedures. Any decision by the Board of Trustees regarding an expulsion will require that 1) a quorum of the Board be present and 2) such decision be made by vote that constitute a majority of those voting.

7.6.4 *Discipline for Students with Disabilities.* According to the Individuals with Disabilities Education Act (IDEA), Section 504 of the 1973 Rehabilitation Act, and Idaho Codes 33-5205 (3)(m) and 33-205, the following requirements for discipline of students with disabilities will be employed:

7.6.4.1 *Suspension of Students with Disabilities.* Students with disabilities may not be suspended unless the continued presence of the exceptional student in school poses a danger to himself/herself, other persons, or property, or unless there is a serious disruption of the educational process.

7.6.4.1.1 Examples of such situations are: physical assault, or threatened assault on a teacher or another student; action taking place on school property of a criminal nature; or continuous disruptive conduct which the school has attempted and failed to control through documented changes in the child's educational program/placement.

7.6.4.1.2 Students with disabilities may be suspended so long as:

7.6.4.1.2.1 Written notice is given to the parent, guardian, or acting custodian and administrator(s) of the exceptional student describing the grounds for the suspension and a brief statement of the facts.

7.6.4.1.2.2 A Child Study Team meeting (due process hearing) is called to meet within five (5) school days, to review the student's Individual Education Program and to establish a satisfactory plan for readmission or alternative education.

7.6.4.1.3 *Ten-day Disciplinary Removal*

7.6.4.1.3.1 CTEA personnel may order a disciplinary removal of a student with disabilities for not more than ten (10) cumulative school days per infraction to the extent suspension would apply to students without disabilities.

7.6.4.1.3.2 Cumulative suspensions, if over 10 school days in a school year must not constitute a significant change in placement.

7.6.4.1.3.3 In determining whether a significant change in placement has occurred, CTEA personnel, through the multi-disciplinary team process, will review whether the student is subjected to a series of removals that constitute a pattern of exclusion because they cumulate to more than ten (10) school days in a school year, and because the length of each removal, the total amount of time the child is removed, and the proximity of the removals to one another indicate such a pattern of exclusion.

7.6.4.1.3.4 Any time a student is suspended for more than ten (10) school days in a school year, the student will be provided services to the extent necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out on his or her IEP, as determined by the student's IEP team.

7.6.4.1.4 *Forty-five Day Disciplinary Removal*

7.6.4.1 The Director or designee may order a change in placement of a student with a disability to an appropriate interim alternative educational setting, as determined by the IEP Team, for the same amount of time that a student without a disability would be subject to discipline, but for not more than forty-five (45) days if:

7.6.4.1.4.1.1 The student carries or possesses a weapon to or at school, on school premises, or to a school function. This term does not include a pocket knife with a blade of less than two and one-half (2 1/2) inches in length.

7.6.4.1.4.1.2 The student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function.

7.6.4.1.4.2 School personnel may request a change in placement to an appropriate interim alternative educational setting from a hearing officer for not more than forty-five days if it is determined by personnel that a student with a disability is substantially likely to cause injury to himself/herself, or to others in the current educational placement.

7.6.4.1.4.3 School personnel may petition the court for an injunction to remove any student with a disability from school or to change the student's current educational placement if personnel believe that maintaining the student in the current educational placement is substantially likely to result in injury to the student or to others.

7.6.4.2 *Expulsion of Special Education Students.* An exceptional pupil may not be expelled unless the student's continued presence in school presents a danger to himself/herself, other persons, or property.

7.6.4.2.1 Examples of emergency situations are: physical assault or threatened assault on a teacher or another student; action taking place on school property of a criminal nature; or continuous disruptive conduct which the school has attempted and failed to control through documented changes in the child's educational program/placement.

7.6.4.2.2 If a student on an Individualized Education Program (IEP) is expelled from school after a manifestation determination has found that the student's behavior was not a manifestation of the student's disability, educational services, consisting of services necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the student's IEP will be provided to that student at an alternative setting.

7.6.4.2.3 If it is the judgment of the Child Study Team that a situation exists that a school provided or supported educational program is not possible, expulsion may be recommended to the Board of Trustees.

7.6.4.2.4 After being informed of the situation, the Board of Trustees will schedule the necessary due process hearing as outlined.

7.6.4.2.5 Within ten (10) calendar days following written notice of expulsion to the parent or guardian of the exceptional pupil, the Child Study Team will meet to review the exceptional pupil's IEP to include appropriate educational goals that can be carried out in a correctional or rehabilitative setting. The school district's individual education program for the exceptional pupil will be presented to the court for determining an appropriate placement following expulsion.

7.6.4.3 *Manifest Determination.* Prior to submitting an expulsion recommendation to the Board of Trustees for a student with a disability, the IEP Team will conduct a manifestation determination. A manifestation determination will occur within ten (10) school days after the date on which a decision was made to recommend the expulsion.

7.6.5 *Procedures for Major Disciplinary Violations.* In most circumstances, the following shall govern discipline for major disciplinary violations. However, the Director or designee has, within his/her discretion, the authority to vary from this policy if deemed in the best interest of the student and all concerned parties. All suspensions and expulsions will follow the procedures outlined in Idaho Code §33-205.

7.6.5.1 *First Violation.* The Director or designee will hold a conference with the student. The student's parent/guardian will be notified in writing of the major disciplinary

violation and a conference with the parent/guardian may be arranged. Discipline may involve up to and including suspension and/or expulsion.

- 7.6.5.2 **Second Violation.** The Director or designee will hold a conference with the student. The Director or designee will notify the student's parent/guardian in writing of the disciplinary violation and will attempt to arrange a conference with the parent/guardian and the student. Discipline may involve up to and including suspension and/or expulsion.
- 7.6.5.3 **Third and Subsequent Violations.** The Director or designee will hold a conference with the student's parent/guardian. Repeated major disciplinary violations may be grounds for consideration of an extended suspension or expulsion.
- 7.6.5.4 **The Board delegates to the Director the responsibility of determining if a student is a habitual truant.** The Superintendent or designee shall notify the prosecuting attorney's office according to Idaho code 33-205 and 33-206.

7.6.6 Readmission. Readmission of any student suspended or expelled, or admission of any student who has been denied admission will be governed by Section 33-205, Idaho Code. Students who have been expelled from CTEA will be eligible for readmission after (1) year, 12 calendar months.

7.6.7 Due Process. As delineated by federal regulations and Idaho Code §33-205, all students will be accorded rights as guaranteed under the constitution and all disciplinary action will be addressed according to reasonable due process rights of all parties involved. CTEA has adopted a Student Due Process Policy to protect individual rights.

Section 7.7 - Tobacco, Alcohol, and Controlled Substances.

7.7.1 In accordance with Federal regulations established by the Drug Free Workplace Act of 1988, CTEA will comply with Idaho Code §§33-210 and maintain a drug free environment. The following procedures are included in the CTEA Tobacco, Alcohol, and Controlled Substance Policy.

7.7.2 Anonymity. This policy includes provisions for anonymity in that when a student or staff member voluntarily discloses use or being under the influence, information will be shared only on a "need to know" basis as provided in Idaho Code §§33-210.

7.7.3 Discovery and Investigation. It is the policy of CTEA that any staff member who has reasonable suspicion that a student may be under the influence of, or has in his/her possession, a controlled or dangerous substance as defined by law immediately will notify the appropriate administrator or designee of such suspicions. The administrator or designee will immediately investigate the allegation, and if confirmed, will take the appropriate disciplinary measures. These may include, but are not limited, to the following:

- 7.7.3.1 Contacting the parents/guardians/acting custodians
- 7.7.3.2 Contacting law enforcement
- 7.7.3.3 Referral to school counselor
- 7.7.3.4 Referral to an outside agency for chemical dependency assessment
- 7.7.3.5 Suspension from school
- 7.7.3.6 Expulsion from school

- 7.7.4 Notifications.** When a student is suspected of being in violation of federal, state, or local law for possession or use of any illegal drug, controlled substance, tobacco, or alcohol, the parents, guardians, or acting custodians will be contacted immediately and local law enforcement agency may be notified. When a student is suspected of being in violation of federal, state, or local laws for trafficking of alcohol or drugs, the parents, guardians, or acting custodians and law enforcement will be contacted immediately. The administrator or a designee will communicate all available information to the police and offer the full cooperation of the administration and staff in a police investigation.
- 7.7.5 Disciplinary Procedures.** If a student discloses or is reasonably suspected of being under the influence of alcohol or controlled substances, sells or distributes, or possesses drug paraphernalia, drugs, alcohol, tobacco, or other mood altering substances in school, on or adjacent to school property, or at school functions, CTEA will comply with the procedures required by Idaho Code §§33-210 and school policy and procedures.

Section 7.8 - Use of Technology

- 7.8.1 Use of Technology.** The Board expects that its technology and all related resources such as its network of computers, peripherals, etc. will be used by all users in a judicious, prudent manner observing generally accepted rules of conduct and etiquette. CTEA will take every measure to ensure the security of its network by applying the appropriate firewalls, active directory policies, and network based antivirus software. The Board has adopted and will review annually a Technology Use Policy to govern the use of all school technology; the policy includes, but is not limited to the following regulations.
- 7.8.2 Parent/Guardian Permission.** Students who use CTEA technology must have written permission from their parents/guardians/acting custodians as specified in the Technology Use Agreement.
- 7.8.3 Network Security.** CTEA will take every measure to ensure the security of its network by applying the appropriate firewalls, active directory policies, and network based antivirus software.
- 7.8.4 Internet Safety.** To promote the safety and security of users, and to ensure compliance with the Children's Internet Protection Act (CIPA), blocking and filtering protection measures, such as Barracuda Web Filtering, will be used to the fullest extent practical. Faculty may request that IT services temporarily or permanently unblock access to sites containing material which is appropriate for valid educational purposes.

Section 7.9 - Access to Student/Parent Handbook

7.9.1 Access to Student/Parent Handbook. The Director of CTEA will assemble a Student/Parent Handbook pursuant to state laws which outlines a Code of Conduct including expectations and consequences for unacceptable behavior. The aforementioned policies will be incorporated as appropriate into the school's student and staff handbooks, and will be reviewed on an ongoing basis in the school's staff development effort (See Appendix L).

TAB 8: Business Plan

Section 8.1 - Business Plan 08.02.04.202, 08.03.01.401.10

- 8.1.1** Business Description
- 8.1.1** Marketing Plan
- 8.1.2** Management Plan
- 8.1.3** Resumes of Trustees
- 8.1.4** Financial Plan
- 8.1.5** Start-up Budget Assumptions Form
- 8.1.6** Three-Year Operating Budget Form
- 8.1.7** First Year Month-by-Month Cash Flow Form

Section 8.2 - Proposal for Transportation Services I.C. §§33-5205 (3)(u), §§33-5208 (4)

Section 8.3 - Plan for School Lunch Program, 08.02.04.202 08.03.01.401.10

Section 8.1 - Business Plan

8.1.1 Business Description.-See CTEA Articles of Incorporation (Appendix A) and the CTEA Governing Bylaws (Appendix B).

8.1.2 Marketing Plan. It is the intent of the Board of Trustees to respond to an expressed need by the parents and community members of Fort Hall to incorporate Shoshoni language immersion and culture into the school curriculum. (See Appendix M). Use of the Shoshoni language has declined dramatically and is now considered an endangered indigenous language. There is a sense of urgency about efforts to revitalize the Shoshoni language. Tribal officials and community members fear that if this decline in the use of Shoshoni language is not curbed in this generation, the Shoshoni language will disappear as a viable form of communication. An unfortunate lesson of history informs us that the loss of language is closely followed by the loss of a culture. Consequently, CTEA has developed a marketing plan to inform the community and attract students. The marketing strategy will be a dynamic process and adjusted in intensity depending on whether the school has met its enrollment caps for the various grades and the capacity of the CTEA facilities (See Appendix N).

8.1.2.1 Targeting At Risk & ELL Students. In CTEA's marketing processes, advertising will include strategies to reach at-risk and non-English speaking students. This process will comply with all current requirements in Idaho Code 33-5205 (See Appendix).

8.1.2.2 Marketing Budget. Since CTEA will not have any significant funding available until the end of September 2012 at the earliest, marketing has relied on as many free forms of public relations opportunities as possible until that time. CTEA has allocated a combination of funds from the J.A. and Kathryn Albertson Foundation Charter School Program to be used in the year prior to opening and state funds available in July 2013 (See Appendix P & Appendix Q). Board members and volunteers will provide other means of accomplishing the various public relations and advertising activities.

8.1.3 Management Plan.

8.1.3.1 See Tab 5 Section 1

8.1.4 Resumes of Trustees

8.1.4.1 See Appendix O for Resumes of Trustees

8.1.5 Financial Plan.

8.1.5.1 Financial Management. While the Director of CTEA will be responsible for financial management, the Board has ultimate responsibility for the school's financial status. All accounting records will be kept in accordance with generally accepted accounting principles. CTEA will follow the requirements set forth by the State of Idaho and the Idaho State Department of Education, including formats for account numbering, audits, etc.

8.1.5.1.1 Records and Reporting. The Director will determine how the school will maintain school records and required information consistent with state and federal guidelines. CTEA will follow similar procedures to local District methods for reporting attendance and enrollment information to the state for funding purposes. CTEA will comply with all Internal Revenue Service regulations and reporting requirements.

8.1.5.2 Budget. The budget for CTEA will be:

- 8.1.5.2.1** prepared in compliance with Section 33-801, Idaho Code and policy of the Idaho State Board of Education,
- 8.1.5.2.2** prepared, approved and filed using the Idaho Financial Accounting Reporting Management System (IFARMS) format,
- 8.1.5.2.3** presented at a public hearing in June of the year the school will open, and
- 8.1.5.2.4** delivered to the State Department of Education as required on or before July 15 prior to the start of each school year. Copies of the budget will be provided in a timely manner to the ACE, on or before July 15, and posted on the school's website.

8.1.5.3 Funding & Revenues. Funding sources for CTEA will be based on and include, but not limited to, the following:

- 8.1.5.3.1** the Support Unit Calculation Template for Charter Schools
- 8.1.5.3.2** Salary Based Apportionment Template for Charter Schools
- 8.1.5.3.3** state allocations for pupil transportation
- 8.1.5.3.4** private grants
- 8.1.5.3.5** business partnerships
- 8.1.5.3.6** loans
- 8.1.5.3.7** donations
- 8.1.5.3.8** As soon as possible, it is the intent of CTEA to applying for all Federal Title funds available for and relevant to its purposes, including Title I and Title II-A. CTEA will develop and implement an approved Consolidated Plan that details these programs. This plan will include, but not be limited to, a parent involvement policy, parent compacts, participation in the state assessment and accountability system, highly qualified staff, and a scientific research based program of support for academically at risk students.
- 8.1.5.3.9 Fundraising Committee.** A committee will be established to conduct fundraising efforts to generate capital or to supplement the per-pupil allocations. To date, no private funding monies have been included in the budget.
- 8.1.5.3.10 Grant Writing & Fundraising Plan.** CTEA is aware that in order to accomplish our stated vision and mission, a successful and ongoing grant-writing process and strategy is important. Consequently, CTEA has developed an ongoing plan for finding possible funding sources and are tracking opportunities that are likely to recur.

8.1.5.4 Internet Based Expenditure Website. In compliance with Idaho Code §§33-357, data concerning all expenditures made by CTEA will be posted on the school's website.

8.1.6 Start-up Budget Assumptions Form

8.1.6.1 See Appendix P for Start-up Budget & Assumptions Form

8.1.7 Three-Year Operating Budget Form

8.1.7.1 See Appendix Q for Three-Year Operating Budget Form

8.1.8 First Year Month-by-Month Cash Flow Form

8.1.8.1 See Appendix R for First Year Month-by-Month Cash Flow Form

Section 8.2 - Transportation

8.2.1 Inasmuch as applicable to CTEA, in accordance with Idaho Code §§33-1501 through 1514, §§ 33-402(g), §§33-1006, §§33-5208, and §§67-2806, transportation will be provided to any student residing more than one and one-half 1(1/2) miles or less than fifteen (15) miles by road from the school's physical location at selected pick-up and drop off locations. Students who reside less than one and one-half (1 1/2) miles by road from CTEA will be provided services according to safety issues.

8.2.2 Transportation will be provided for any special needs student enrolled at CTEA who may, due to the nature of his/her disabilities and delineated in an IEP, be entitled to specialized transportation as a related service.

8.2.3 CTEA may contract its transportation services with the Shoshone-Bannock Jr./Sr. High School or outsource to another provider. An estimated first year transportation cost has been included in the budget. If transportation is outsourced, the transportation bidding process will begin no later than January 31, 2013. The bid will be awarded no later than April 30, 2013. No bids or contracts will be let until after the charter is granted (See Appendix S). Board policy requires that all bussing contract include appropriate safety measures.

8.2.4 If CTEA elects to contract out transportations services, the proposed contract will be compliant with Idaho Department of Education, Division of Student Transportation regulations and with Idaho Code §§33-1510. CTEA will seek the advice of the SDE prior to both parties' signatures on any transportation agreement.

Section 8.3 - Plan for School Lunch Program

8.3.1 CTEA may participate in the National Child Nutrition Program through a contract with the Shoshone-Bannock Jr./Sr. High School (See Appendix S). CTEA may also explore the possibility of contracting with the Blackfoot or Pocatello school district. Meal preparation will be guided by the USDA Code of Federal Regulation and meet or exceed minimum daily nutritional requirements as determined by the appropriate authorities.

- 8.3.2** Free and reduced lunch forms will be provided to all students by CTEA. Free and reduced price lunches will be available to qualifying students. The Income Eligibility Guidelines set forth by the USDA Food and Nutrition Services Child Nutrition Programs will be used to determine eligibility of students for free and reduced price meals. CTEA will follow the USDA establish policies for determining prices for meals, verification reporting, record keeping, and governmental reimbursement.
- 8.3.3** CTEA will have representation at mandatory trainings and will comply with State and Federal regulations, standards, and guidelines set forth by any such programs which may include the USDA, NSLP, FFVP, Special Milk Program for Children, and/or Farm-to-School.

September 20, 2012

TAB 9: Virtual Charter School

Section 9.1 - Qualification as Virtual Charter School I.C. §§33-5202 (a)(6)

9.1.1 CTEA does not qualify as a public virtual charter school.

TAB 10: Business Arrangements, Termination, and Dissolution

Section 10.1 - Description of Business Arrangements and Partnerships

- 10.1.1** Partnerships
- 10.1.2** Special Services Contracts
- 10.1.3** Curriculum Contracts
- 10.1.4** Other Contracts

Section 10.2 - Additional Information Desired by Petitioners

- 10.2.1** Compliance
- 10.2.2** Amending the Charter
- 10.2.3** Right to Evaluate
- 10.2.4** Public Access
- 10.2.5** Lease/Purchase Documentation

Section 10.3 - Termination Plan I.C. §§33-5205 (3)(v), §§33-5206 (8)

- 10.3.1** Provisions for Termination
- 10.3.2** Dissolution
- 10.3.3** Responsibility for Dissolution
- 10.3.4** Payments to Creditors
- 10.3.5** Disposal of Assets
- 10.3.6** Transfer of Student Records
- 10.3.7** Transfer of Personnel Records

Section 10.1 - Description of Business Arrangements and Partnerships

10.1.1 Partnerships. CTEA will continue to seek community partnerships to acquire/share resources, network, and improve the educational opportunities at the school. Currently, CTEA has partnered with the Fort Hall Business Council and Wada Farms for financial and material resources and is negotiating partnerships with the Shoshone-Bannock Jr./Sr. High School, the Wellness Center committee, and the Parks committee. The administration and Board of Trustees has included the Director of TANF and EET to coordinate educational efforts. CTEA will also seek out partnerships with the INL, Premier Technologies, Nonpareil, and other organizations whose partnerships are deemed beneficial to the school. Partnerships will be sought out through established Tribal contacts with these organizations or solicited by the Board of Trustees and/or Director. In addition, CTEA will actively seek and engage in associations with various organizations, including, but not limited to, Shoshone-Bannock Tribes, SBT Language and Cultural Preservation Department, Idaho State University, National Indian Education Association, Indigenous Language Institute, National Education Association, etc.

10.1.2 Special Services Contracts. Special education and Section 504 of the Rehabilitation Act and the Americans with Disabilities Act services may be contracted to meet the needs of all students; CTEA will enter into all contractual agreements prior to the opening of the school, thus these services will be available to students by the first day of school. CTEA has discussed contractual arrangements for school psychologist; speech therapy, physical therapy, and occupational therapy services with local providers.

10.1.3 Curriculum Contracts. As needed, the curriculum for CTEA will be compiled with the assistance of the Board of Trustees, Director, curriculum coordinator, faculty members, information technologist, and other qualified professionals. CTEA may contract services as needed; however, no contracts have been discussed and this time and will not be entered until the charter is approved and the timing is appropriate. Currently, CTEA is working with the Shoshone-Bannock Language and Cultural Preservation Department for translations of the kindergarten science and math curricula into Shoshoni, development of the culture curriculum, and the production of the Shoshoni language materials. All curricula will be aligned with the most current educational standards adopted by the State of Idaho.

10.1.4 Other Contracts. When deemed in the best interest of CTEA, selected financial and organizational operations may be contracted out to licensed and bonded entities. The Director will be responsible for oversight of these contracts. No contractual agreements have been made at this time. A list of all contracts identifying the party with whom CTEA has contracted, the length of the contract, and the requirements of the contract will be submitted to the ACE and the State Department of Education upon contractual agreement, as required and in a timely manner, and posted on the school's website.

Section 10.2 - Additional Information Desired by Petitioners

10.2.1 Compliance. CTEA will comply with all Superintendent for Public Instruction, Idaho State Board of Education, State Department of Education, federal, state, and ACE rules, policies,

and regulations as they relate to Charter Schools and public education, unless exempt through charter or other legislation.

10.2.2 Amending the Charter. Any revision of the terms of the CTEA charter will be in compliance with Idaho Code, will require the approval of the Board of Trustees and the ACE, and may require another State Department of Education Sufficiency Review.

10.2.3 Public Access. CTEA's policies regarding the ways in which the public may have access to the school's students, staff, and facilities will be similar to that of other local public school districts; final determination will be at the discretion of the Board. CTEA will fully comply with all aspects of the Idaho Public Records Law (Idaho Code §§9-337 – §§9-350) and with the Idaho Open Meeting Law (Idaho Code §§67-2340 through §§67-2347), as indicated in the Bylaws.

Section 10.3 - Termination Plan

10.3.1 Provisions for Termination. The Board of Trustees recognizes its responsibility to maintain communications with the ACE regarding any changes, problems, or difficulties in the operations of CTEA. Moreover, CTEA will resolve any dispute with the ACE regarding the provisions of the charter in accordance with Idaho Code §§33-5209 and the applicable rules of the Idaho State Board of Education for notice of defect and submission of a corrective action plan. Copies of any formal complaints filed against CTEA, including lawsuits, will be provided to the ACE within (5) business days of receipt by CTEA.

10.3.2 Dissolution. In the event of revocation or termination of the CTEA's charter, the school board will make every attempt to fully cooperate with the ACE and State Department of Education through the dissolution process.

10.3.3 Responsibility for Dissolution. In cases of some form of termination, non-renewal, or revocation occurs, the Chairperson of Board of Trustees will be responsible for the dissolution of the business and affairs of the school.

10.3.4 Payments to Creditors. Upon the dissolution of CTEA and pursuant to Sections 30-3-114 and 30-3-115 of Idaho Code, CTEA will attempt to pay or adequately provide for the debts and obligations of the corporation. First, all materials and/or equipment purchased with federal funds will be returned to the authorizer. The Board will dispose of other school property to satisfy any outstanding debts as outlined in Article IX of the Idaho Constitution.

10.3.5 Disposal of Assets. After all debts and/or obligations are met, the Board of Trustees will distribute all of the remaining assets of the corporation to the ACE.

10.3.6 Transfer of Student Records. The Chairperson of the Board of Trustees will ensure that all student records are transferred to the local school district in which each student resides or to the district where the student will be matriculated. All students and parents will receive written notice of how to request a transfer of student records to a specific district; this process and the notice will be posted on the school's website. Students and parents will be instructed to contact the Board Chairperson or designee via written request to a post office box established for that purpose or through a designated e-mail address. CTEA will

accommodate student record requests from other districts, universities, students, and/or parents for up to three (3) years after dissolution. After three (3) years, all remaining student records will be delivered to the student's last known home school district as the final repository.

10.3.7 *Transfer of Personnel Records.* The Chairperson of the Board of Trustees will ensure that personnel records are maintained by the Secretary of the Board and all employees will receive a written notice describing where the records will be maintained and describing the length of time personnel records will be held. Employees will be instructed to contact the Board Chairperson or designee via written request to a post office box established for that purpose or through a designated e-mail address. CTEA will accommodate personnel for up to three (3) years after dissolution.

References

- Au, K. H. (1995). Multicultural Perspectives on Literacy Research. *Journal of Literacy Research*, 27(1), 85-100.
- Au, K. H. (1998). Social Constructivism and the School Literacy Learning of Students of Diverse Backgrounds. *Journal of Literacy Research*, 30(2), 297-319.
- Cloud N., G. F. (2000). *Dual language instruction: A handbook for enriched education*. Boston: Heinle & Heinle.
- Cloud, N. G. (2000). *Dual language instruction: A handbook for enriched education*. Boxtton: Heinle & Heinle.
- Crawford, J. (1992). *Hold your tongue: bilingualism and the politics of "English only"*. Reading, MA: Addison-Wesley.
- Genesee, F. (1987). *Learning through two languages: Studies of immersion and bilingual education*. Rowley, MA: Newbury.
- Hakuta, K. a. (1985). The Relationship Between Degree of Bilingualism and Cognitive Ability: A Critical Discussion and Some New Longitudinal Data. In K. Nelson, *Children's Language* (pp. 319-344). Hillsdale, NJ: L. Erlbrum.
- Met, M. (2004, November). Improving Students' Capacity in Foreign Language. *Phi Delta Kappan*.
- Native American Languages Act of 1990, 104, 25 U.S.C. 2901-2906.
- Pease-Alvarez, L. a. (1992, March). Enriching Our Views of Bilingualism and Bilingual Education. *Educational Researcher*, 21(2), 4-19.
- Piaget, J. (1970). Le point de vue de Piaget (Piaget's point of view). *International Journal of Psychology*, 3(4), 281-199.
- Stiles, D. B. (1997). Four successful indigenous language programs. In J. Reyhner, *Teaching Indigenous Languages* (pp. 148-262). Flagstaff, AZ: Northern Arizona University.
- Swisher, K. (1991). Indian/Alaskan Native Learning Styles: Research and Practice. *ERIC Clearinghouse on Rural Education and Small Schools (ERIC Document Reproduction Service No. ED335175)*, 1-7.

September 20, 2012

Appendix A – Articles of Incorporation

FILED EFFECTIVE

**Articles of Incorporation
of
Chief Tahgee Elementary Academy, Inc.**

2011 SEP -1 PM 4:53
SECRETARY OF STATE
STATE OF IDAHO

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

ARTICLE I: Name

The name of the Corporation shall be the Chief Tahgee Elementary Academy, Inc.

ARTICLE II: Principal Place of Business

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

ARTICLE III: Registered Office and Agent

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

ARTICLE IV: Duration

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

ARTICLE V: Purposes and Powers

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

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

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

IDAHO SECRETARY OF STATE
09/01/2011 05:00
CK: CASH CT: 262094 BH: 1208910
1 @ 30.00 = 30.00 INC NONP # 3

C192187

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

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

ARTICLE VI: Bylaws

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

ARTICLE VII: Initial Directors/Trustees

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

Nancy Murillo, PO Box 663, Fort Hall, Idaho 83203

Maxine Edmo, PO Box 367, Fort Hall, Idaho 83203

Sherice Gould, RR2 North Box 76B, Pocatello, Idaho 83202

ARTICLE VIII: Incorporator(s)

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

Sherwin Racehorse, RR3 Box 170, Blackfoot, Idaho 83221

ARTICLE IX: Membership

The Corporation shall have members.

ARTICLE X: Distributions

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

ARTICLE XI: Limitations

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

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

ARTICLE XII: Amendment to Articles

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

ARTICLE XIII: Indemnification

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

ARTICLE XIV: Dissolution and Distribution

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

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

Dated this 31st day of August, 2011

Signatures of Incorporator(s):



Sherwin Racehorse

204

FILED EFFECTIVE



ARTICLES OF AMENDMENT (Non-profit)

2012 MAR 21 PM 3:36

SECRETARY OF STATE STATE OF IDAHO

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

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

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

- 2. The text of each amendment is as follows:

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

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

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

Please see attached

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

- 4. Manner of adoption (check one).

[X] Each amendment consists exclusively of matters which do not require member approval pursuant to section 30-3-90, Idaho Code, and was, therefore, adopted by the board of directors. (Please fill spaces below)

- a. The number of directors entitled to vote was: Seven (7)
b. The number of directors that voted for each amendment was: Five (5)
c. The number of directors that voted against each amendment was: (0)

[] The amendment consists of matters other than those described in section 30-3-90, Idaho Code, and was, therefore adopted by the members. (Please fill spaces below)

- a. The number of members entitled to vote was:
b. The number of members that voted for each amendment was:
c. The number of members that voted against each amendment was:

Dated: March 21, 2012

Signature: Sherice Racehorse Gould

Typed Name: Sherice Racehorse Gould

Capacity: Treasurer

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

Vertical stamp: 03/21/2012 05:00 PM

IDAHO SECRETARY OF STATE 03/21/2012 05:00 CK: 938948 CF: 172099 BH: 1316247 1 @ 38.00 = 38.00 NON PROF A # 2 1 @ 20.00 = 20.00 NON EXPEDI # 3

C192187

September 20, 2012

MAR-21-2012 15:11 From:FORT HALL, REC CENTER 2084783988

To: ID SOS

P.5

2012 MAR 21 PM 3: 36

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

SECRETARY OF STATE
STATE OF IDAHO

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

ARTICLE I: Name

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

ARTICLE II: Principal Place of Business

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

ARTICLE III: Registered Office and Agent

The mailing address of the registered office of CTEA, Inc. is RR2 North Box 76B, Pocatello, Idaho, 83202, and the name of the initial registered Agent is Sherice Gould.

ARTICLE IV: Duration

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

ARTICLE V: Purposes and Powers

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

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

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

Page 1 of 3

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

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

ARTICLE VI: Bylaws

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

ARTICLE VII: Initial Board of Directors/Trustees

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

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

ARTICLE VIII: Incorporator(s)

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

- Sherwin Racehorse, RR3 Box 170, Blackfoot, Idaho 83221

ARTICLE IX: Membership

CTEA, Inc. shall have no membership.

ARTICLE X: Distributions

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

ARTICLE XI: Limitations

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

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

ARTICLE XII: Amendment to Articles

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

ARTICLE XIII: Indemnification

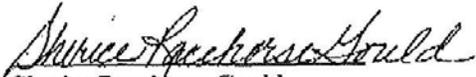
CTEA, Inc. shall indemnify each Officer and Board of Trustee member, including former Officers and Trustees, to the full extent permitted by the laws of the State of Idaho.

ARTICLE XIV: Dissolution and Distribution

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

Dated this 21st day of March, 2012

Signatures of Incorporator(s):



Sherice Raeeforse Gould
Chief Tahgee Elementary Academy

September 20, 2012

Appendix B – Governing Bylaws

BYLAWS

Of the

Chief Tahgee Elementary Academy

An Idaho Nonprofit Corporation

August 23, 2012

Page 1 of 17

Last Revised August 23, 2012

TABLE OF CONTENTS

ARTICLE I. OFFICES4
 Section 1. Principal Office.4
 Section 2. Registered Office.4
ARTICLE II. PURPOSE4
ARTICLE III. MEMBERSHIP4
 Section 1. Voting Membership.....4
 Section 2. Voting.4
ARTICLE IV. BOARD OF TRUSTEES4
 Section 1. Powers.4
 Section 2. Conflicts of Interest.....5
 Section 3. Number and Qualifications.5
 Section 4. Terms of Office.....6
 Section 5. Elections and Appointments.....6
 Section 6. Vacancies.6
 Section 7. Compensation.7
 Section 8. Loans.7
 Section 9. Notices.....7
ARTICLE V. MEETINGS7
 Section 1. Meetings of the Board of Trustees.7
 Section 2. Special Meetings.7
 Section 3. Emergency Meetings.7
 Section 4. Place of Meetings.....7
 Section 5. Notice of Meetings.....7
 Section 6. Waiver of Notice.7
 Section 7. Quorum.....8
 Section 8. Manner of Acting.....8
 Section 9. Voting8
 Section 10. Agendas.8
 Section 11. Parliamentary Procedure.....8
 Section 12. Board Minutes.8

ARTICLE VI. OFFICERS8
 Section 1. Officers.....8
 Section 2. Election and Term of Office.....9
 Section 3. Vacancies.....9
 Section 4. Removal.....9
 Section 5. Resignation.....9
 Section 6. Duties of the Chair.....9
 Section 7. Duties of the Vice-Chair.....9
 Section 8. Duties of the Secretary.....10
 Section 9. Duties of the Treasurer.....10
ARTICLE VII. COMMITTEES10
ARTICLE VIII. STAFF10
 Section 1. Director of School Programs.....10
 Section 2. Non-classified Staff.....10
 Section 3. Classified Staff.....10
ARTICLE IX. MISCELLANEOUS11
 Section 1. Indemnification.....11
 Section 2. Depositories.....11
 Section 3. Contracts.....11
 Section 4. Checks, Drafts, Payments, & Notes.....11
 Section 5. Investment.....11
 Section 6. Annual Audit.....11
 Section 7. Annual Report.....11
 Section 8. Books and Records.....11
 Section 9. Nondiscrimination.....12
 Section 10. Indian Preference.....12
 Section 11. Political Activity.....12
 Section 12. Gifts.....12
 Section 13. Dues.....12
ARTICLE X. AMENDMENTS12
CERTIFICATION.....13
APPENDIX A. DEFINITION OF TERMS14

ARTICLE I. OFFICES

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

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

ARTICLE II. PURPOSE

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

ARTICLE III. MEMBERSHIP

Section 1. Voting Membership. Members include all persons at least eighteen years of age who are: those individuals living within the boundaries of the Fort Hall Indian Reservation, parents/guardians/acting custodians of enrolled students, founders, and employees.

Section 2. Voting. Each member is entitled to vote on matters submitted to a vote of the members. Conditions for the suspension or termination of a voting membership may be established by the Board of Trustees and recorded in the minutes of the proceedings. Eligible voters must be present to vote or request an official absentee ballot.

ARTICLE IV. BOARD OF TRUSTEES

Section 1. Powers. The Board of Trustees is responsible for the supervision and control of the business, property, and affairs of CTEA, except as otherwise expressly provided by law, the Articles of Incorporation, and these Bylaws. The Board of Trustees shall conduct or direct the affairs of CTEA and exercise its powers subject to applicable education law, not-for-profit corporation law, the Idaho

Nonprofit Corporations Act, the CTEA Charter, and these Bylaws. The Board of Trustees may formally delegate appropriate management of activities to others, so long as the affairs of CTEA are managed, and its powers are exercised, under the Board of Trustees' ultimate jurisdiction. Authority is given to CTEA's Board of Trustees by the State of Idaho as provided in the "Public Charter Schools Act of 1998" (*I.C. §§33-5201*).

1.1. General Responsibilities. The Board of Trustees shall be responsible for ensuring that the school is in compliance with all applicable federal and state education standards, all applicable tribal, federal, and state laws, rules, regulations and policies, as well as the terms and conditions of the charter. The Board shall:

- 1.1.1. Issue or cause to be issued fiscal and programmatic audits and an annual report, including a CTEA financial report;
- 1.1.2. Approve all expenditures;
- 1.1.3. Establish procedures and policies which will govern and provide oversight for all CTEA operations;
- 1.1.4. As needed, secure the services of an attorney and/or legal counsel;
- 1.1.5. Secure general liability and errors and omissions insurance as customary and proper for the operation of similar non-profit corporations;
- 1.1.6. Hire and terminate all non-classified employees of CTEA;
- 1.1.7. Conduct any and all business of CTEA to ensure the health and welfare of the corporation and its goals and purposes.

Section 2. Conflicts of Interest. In the event that a Trustee has a conflict of interest that might limit fair and impartial participation in Board of Trustee deliberations or decisions, the Trustee will inform the Board about the conflict. If the circumstances require the nonparticipation of the affected Trustee, the Board of Trustees may nonetheless request additional, non-confidential information from the Trustee that may assist in deliberations and decision-making. "Conflict of Interest," includes any transaction by or with CTEA in which a Trustee has a direct or indirect personal interest, or any transaction in which a Trustee is unable to exercise impartial judgment or otherwise act in the best interests of CTEA.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ARTICLE V. MEETINGS

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

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

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

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

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

Section 6. Waiver of Notice. Whenever any notice is required to be given to any member under the provisions of the Idaho Nonprofit Corporation Act as set forth in Title 30, Chapter 3, Idaho Code, under the provisions of the Articles of Incorporation, or the Bylaws, a waiver in writing signed

by the person or persons entitled to such notice, whether before or after the time stated therein, will be deemed equivalent to the giving of such notice.

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

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

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

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

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

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

ARTICLE VI. OFFICERS

Section 1. Officers. The officers of CTEA will consist of a Chair, Vice-Chair, Secretary and Treasurer. A Trustee may be elected to hold a combination of two officer positions if neither of the

positions is Chair. CTEA may designate other officers as the Board of Trustees may deem necessary and such officers will have the authority prescribed by the Board.

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

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

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

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

Section 6. Duties of the Chair. The Chair will preside at all meetings of the Board of Trustees and will vote on all issues. The Chair will sign with the Secretary, or any other proper officer of the Corporation authorized by the Board of Trustees, any deed, mortgage, bond, contract, or other instrument which the Board of Trustees has authorized to be executed, except in cases where the signing and execution thereof will be expressly delegated to some other officer or agent of the Corporation. In consultation with Board members, staff members and other groups or individuals directly concerned, the Chair will prepare, or cause to be prepared the Board agendas and will call to order as well as adjourn all meetings. In general, the Chair will perform all duties incident to the office of chair and any other duties that from time to time may be prescribed by the Board of Trustees.

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

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

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

ARTICLE VII. COMMITTEES

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

ARTICLE VIII. STAFF

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

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

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

and accountable to Director of School Programs.

ARTICLE IX. MISCELLANEOUS

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

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

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

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

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

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

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

Section 8. Books and Records. CTEA will keep correct and complete books and records of accounts and will also keep minutes of the proceedings of its members, Board of Trustees, and committees having any of the authority of the Board of Trustees, and will keep a record giving the

name and address of the members entitled to vote. All books and records of CTEA that are subject to Idaho Public Records Law may be inspected by any member or her/his agent or attorney or the general public for any proper purpose at any reasonable time.

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

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

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

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

Section 13. Dues. There are no membership dues.

ARTICLE X. AMENDMENTS

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

September 20, 2012

CERTIFICATION

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


Chair


Vice-Chair/Secretary


Treasurer

APPENDIX A. DEFINITION OF TERMS

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

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

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

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

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

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

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

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

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

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

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

Bylaws - The legal operating guidelines for a board.

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

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

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

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

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

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

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

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

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

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

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

Founder – Founder is defined in Section 33-5202 A (3), Idaho Code, and means a person, including employees or staff of a public charter school, who makes a material contribution toward the establishment of a public charter school in accordance with criteria determined by the board of directors of the public charter school, and who is designated as such at the time the board of directors acknowledges and accepts such contribution. The criteria for determining when a person is a founder shall not discriminate against any person on any basis prohibited by the federal or state constitutions or any federal, state, or local law.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

APPENDIX A. DEFINITION OF TERMS

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

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

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

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

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

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

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

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

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

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

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

Bylaws - The legal operating guidelines for a board.

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

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

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

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

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

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

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

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

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

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

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

Founder – Founder is defined in Section 33-5202 A (3), Idaho Code, and means a person, including employees or staff of a public charter school, who makes a material contribution toward the establishment of a public charter school in accordance with criteria determined by the board of directors of the public charter school, and who is designated as such at the time the board of directors acknowledges and accepts such contribution. The criteria for determining when a person is a founder shall not discriminate against any person on any basis prohibited by the federal or state constitutions or any federal, state, or local law.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

September 20, 2012

Appendix C – Elector Signatures



**COUNTY CLERK AFFIDAVIT
CERTIFICATION OF SIGNATURES**

STATE OF IDAHO)
)ss
COUNTY OF BANNOCK)

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

I, Dale Hatch, County Clerk of Bannock County, hereby certify that 32 signatures on this petition are those of qualified electors.


Deputy Clerk

Petition to Establish a New Idaho Public Charter School

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

Chief Tahgee Elementary Academy

POCATELLO SCHOOL DISTRICT #25

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

Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
11 Beverly J. King	<i>Beverly J. King</i>	255 S. 10th Ave.	Pocatello	234-7652	5/9/12
12 Catherine A. Line	<i>Catherine A. Line</i>	Edna Rd Pocatello	Pocatello	906-6639	5/9/12
13 Wanda Branch, Hairy	<i>Wanda Branch</i>	921 Highland Blvd.	Poc. ID 83204	251-4092	5-9-2012
4 Kathleen Nichols	<i>Kathleen Nichols</i>	1501 S. 5th AV	Pocatello	904-1394	5-9-12
5 ALEC W. Nichols	<i>Alec W. Nichols</i>	158 N. 8th Wood Ave	Pocatello	904-1298	5-9-12
6 KATHLEEN NICHOLS	<i>Kathleen Nichols</i>	138 MAPLEWOOD AV	Pocatello	904-1594	5-9-12
7 RANDY NICHOLS	<i>Randy Nichols</i>	138 Maplewood Ave	Pocatello	904-1594	5-9-12
8 SHARON RICHMOND	<i>Sharon Richmond</i>	Rio Vista	Pocatello	440-5515	5-9-12
9 SHARON RICHMOND	<i>Sharon Richmond</i>	Edna Rd	Pocatello	406-1639	5-9-12
10 Sharon Lawrence Givie	<i>Sharon Lawrence Givie</i>	Resurrection Road	Pocatello	238-3853	5-9-12
11 William Tomke S.R.	<i>William Tomke</i>	Cemetery Road	Pocatello	208-244-8881	5/9/12
12 William Tomke S.R.	<i>William Tomke</i>	440 W. Chubbuck	Chubbuck	208-705-0829	5/9/12
13 Leen Edna Sigmund	<i>Leen Edna Sigmund</i>	1100 S. 5th Ave	Pocatello	208-224-5450	5/11/12
14 NEZ ROE WARDEN	<i>Nez Roe Warden</i>	400 S. 2nd St	Pocatello	237-7486	5/10/12
15 Randon V. Tomaka	<i>Randon V. Tomaka</i>	2380 Ada St	Pocatello	238-237-9749	5/10/2012

(30)

9/20

Petition to Establish a New Idaho Public Charter School

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

Name of Proposed New Charter School		Chief Tahgee Elementary Academy			
School District Where New Charter School will be Physically Located		Pocatello School District #25			
I am currently a qualified elector in the above-named school district. I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.					
Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
1. Sandra Kainer	<i>Sandra Kainer</i>	1111 Od Hwy 91	Tipton	237-1554	5/10/12
2. Paul Shumaker	<i>Paul Shumaker</i>	303 S 10th	Pocatello	233-7341	5/10/12
3. Drew Shumaker	<i>Drew Shumaker</i>	303 S 10th	Pocatello	233-7511	5/10/12
4. ELAINE HIGHLAND	<i>Elaine Highland</i>	311 S 10th	Pocatello	233-1761	5-10-12
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					

(4) 12

Petition to Establish a New Idaho Public Charter School

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

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

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

Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
14 Silvia Lanerstell	<i>Silvia Lanerstell</i>	1052 N. Quinn	Chubbuck	208-466-8767	5/10/12
15 Alice Tobler	<i>Alice Tobler</i>	1052 N. Quinn	Chubbuck	208-336-4931	5/10/12
16 CLYDA C SMITH	<i>Clyda C. Smith</i>	1052 N. Quinn	Chubbuck	208-336-4931	5/10/12
17 Mary G Jackson	<i>Mary G Jackson</i>	1885 Falcon Cir E	Chubbuck	237-6644	5/11/12
18 Wendy Heald	<i>Wendy Heald</i>	1052 N. Quinn	Chubbuck	233-9003	5-11-12
19 GARY KOWSKI	<i>Gary Kowski</i>	1052 W. Quinn	Chubbuck	237-4200	5-11-12
20 ERNE ELLIOTT	<i>Erne Elliott</i>	1052 N. W. Quinn	Chubbuck	241-8786	5-11-12
21 Barbara Howell	<i>Barbara Howell</i>	1052 West Quinn Rd	Chubbuck	237-4351	5/11/12
22 GERALD L PRIEST	<i>Gerald L Priest</i>	1052 West Quinn Rd	Chubbuck	244-2332	5/11/12
23 DONOR SCHWITZ	<i>Donor Schwitz</i>	1052 West Quinn Rd	Pocatello	237-1679	5-11-12
24 DANVILLE WILSON	<i>Danville Wilson</i>	1052 West Quinn Rd	Pocatello	220-8337	5-11-2012

127 F. Moore Ave
 Pocatello

Petition to Establish a New Idaho Public Charter School

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

Name of Proposed New Charter School		Chief Tahgee Elementary Academy			
School District Where New Charter School will be Physically Located		Pocatello School District #25			
I am currently a qualified elector in the above-named school district. I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.					
Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
14 Victor Gaud	<i>Victor Gaud</i>	210 Vista	Pocatello	251-6803	5/10/12
13 Richard J. Hutchins	<i>Richard J. Hutchins</i>	4700 So 5th #69	Pocatello	251-7314	5/10/12
12 Patricia Roberts	<i>Patricia Roberts</i>	4700 So 5th #69	Pocatello	251-7347	5/10/12
11 Maxine E. Edens	<i>Maxine E. Edens</i>	4700 So 5th #69	Pocatello	251-7347	5/10/12
10 Darnold DeWinnon	<i>Darnold DeWinnon</i>	4700 So 5th #69	Pocatello	251-7347	5/10/12
9 Wilvene Bigden	<i>Wilvene Bigden</i>	4700 So 5th #69	Pocatello	251-7347	5/10/12
8					
7					
6					
5					
4					
3					
2					
1					

(5)



CERTIFICATE OF ATTENDANCE

This certificate is awarded to

Joel Weaver

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

Michelle Lument-Jayson
School Choice Coordinator

CERTIFICATE OF ATTENDANCE

This certificate is awarded to

Sherwin Racehorse



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

Michelle Clement Vaughn
School Choice Coordinator

September 20, 2012

Appendix E – Fort Hall Business Council Resolutions Providing Land to CTEA

RESOLUTION

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

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

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

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

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

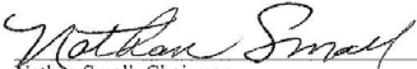
BE IT FURTHER RESOLVED, that the Chief Tahgee Elementary Academy is authorized to occupy and utilize in perpetuity, or until which time the school may be dissolved, said 20-acres, within Allotment Nos. T3125 and T3329; and

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

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

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

Dated this 21st day of August 2012


Nathan Small, Chairman
Fort Hall Business Council

SEAL

CERTIFICATION

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


Lee Juan Tyler, Tribal Secretary
Fort Hall Business Council

CULT/LAND-2012-0994

September 20, 2012

RESOLUTION

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

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

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

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

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

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

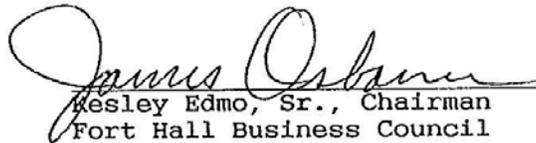
Beginning at the northwest section corner of section 1 of T.5S., R.34E. BM, the true point of beginning, thence along the section line bearing N89°23'E a distance of 1,325.94', thence along the west 1/16 line of section 1 bearing S0°17' E a distance of 675.18', thence S 0°05' E a distance of 1,322.31',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

September 20, 2012

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

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

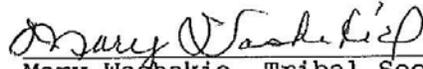
Dated this 12th day of November, 1991.


Wesley Edmo, Sr., Chairman
Fort Hall Business Council

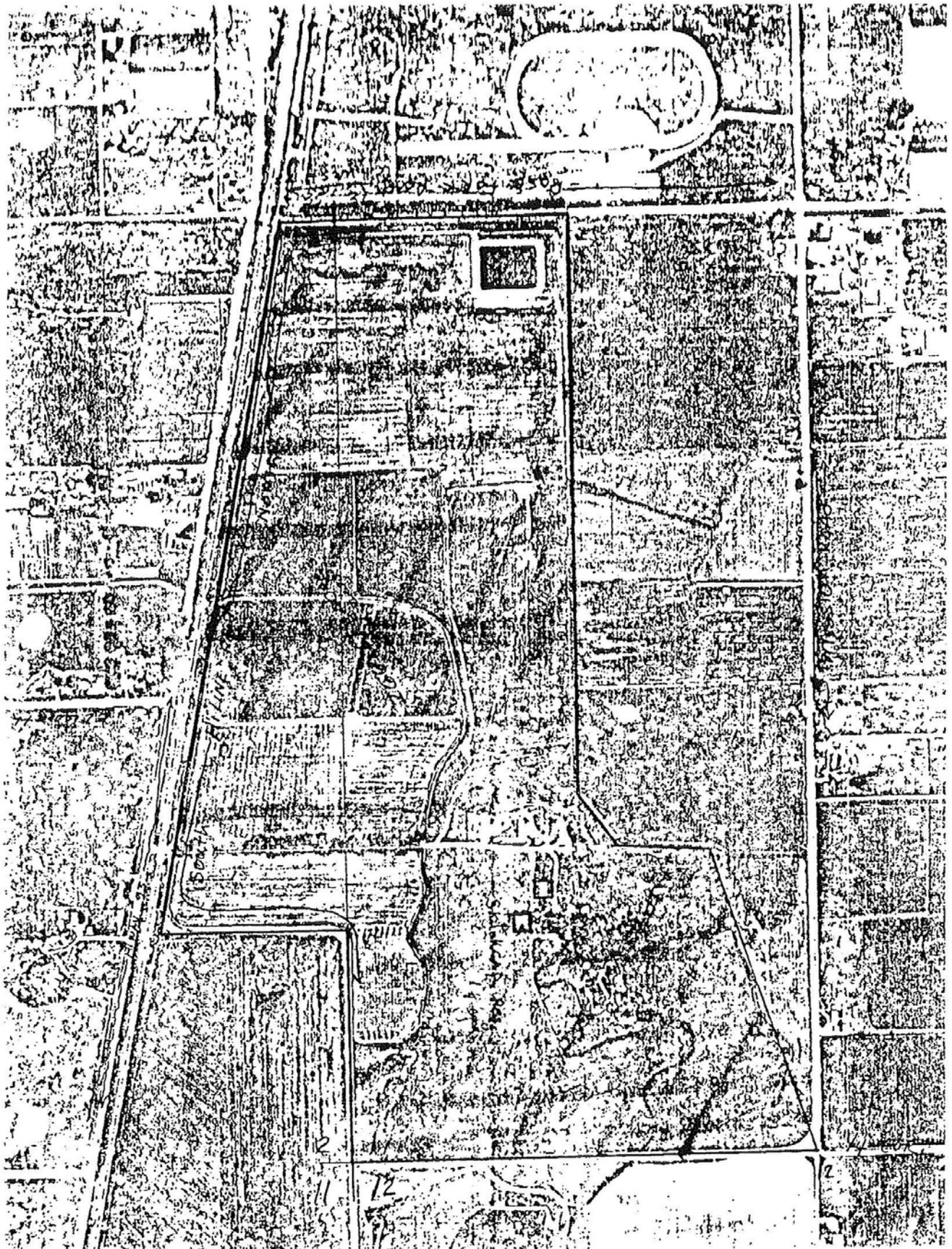
S E A L

CERTIFICATION

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


Mary Washakie, Tribal Secretary
Fort Hall Business Council

LAND-91-0321



September 20, 2012

The SHOSHONE-BANNOCK TRIBES

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



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

November 8, 1991

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

Dear Mr. Edmo:

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

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

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

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

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

September 20, 2012

Kesley Edmo, Chairman
November 8, 1991
Page 2

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

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

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

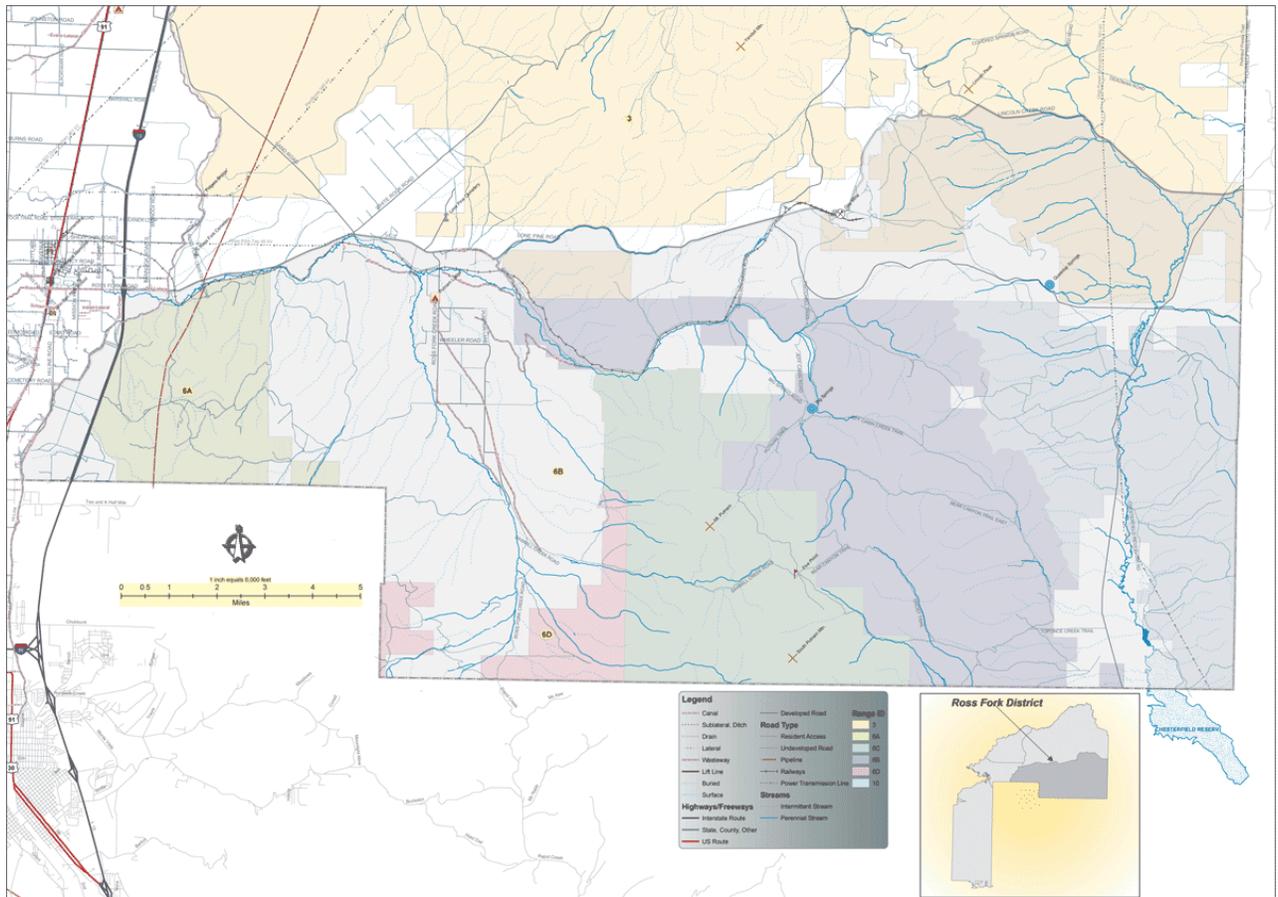
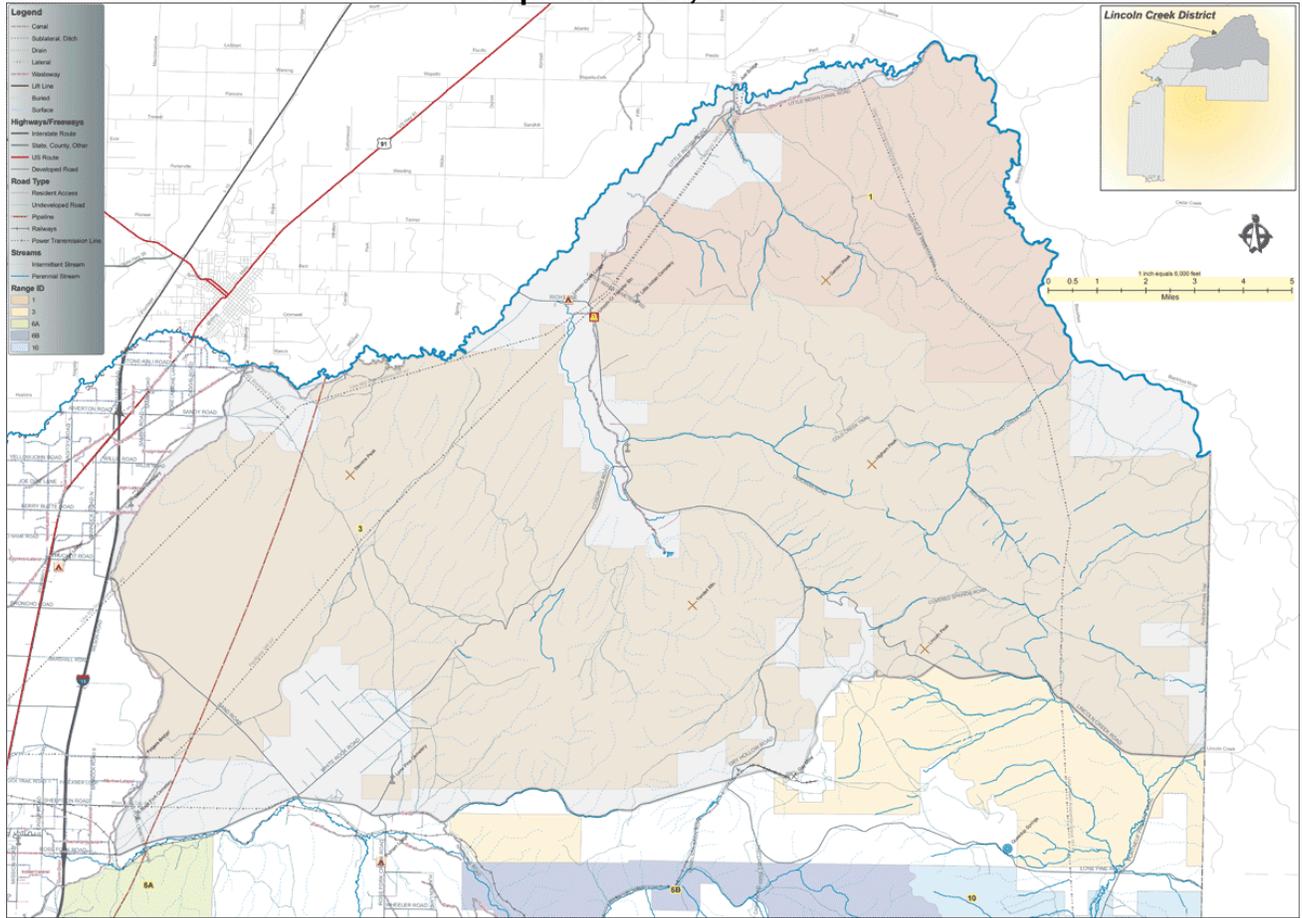
Sincerely,

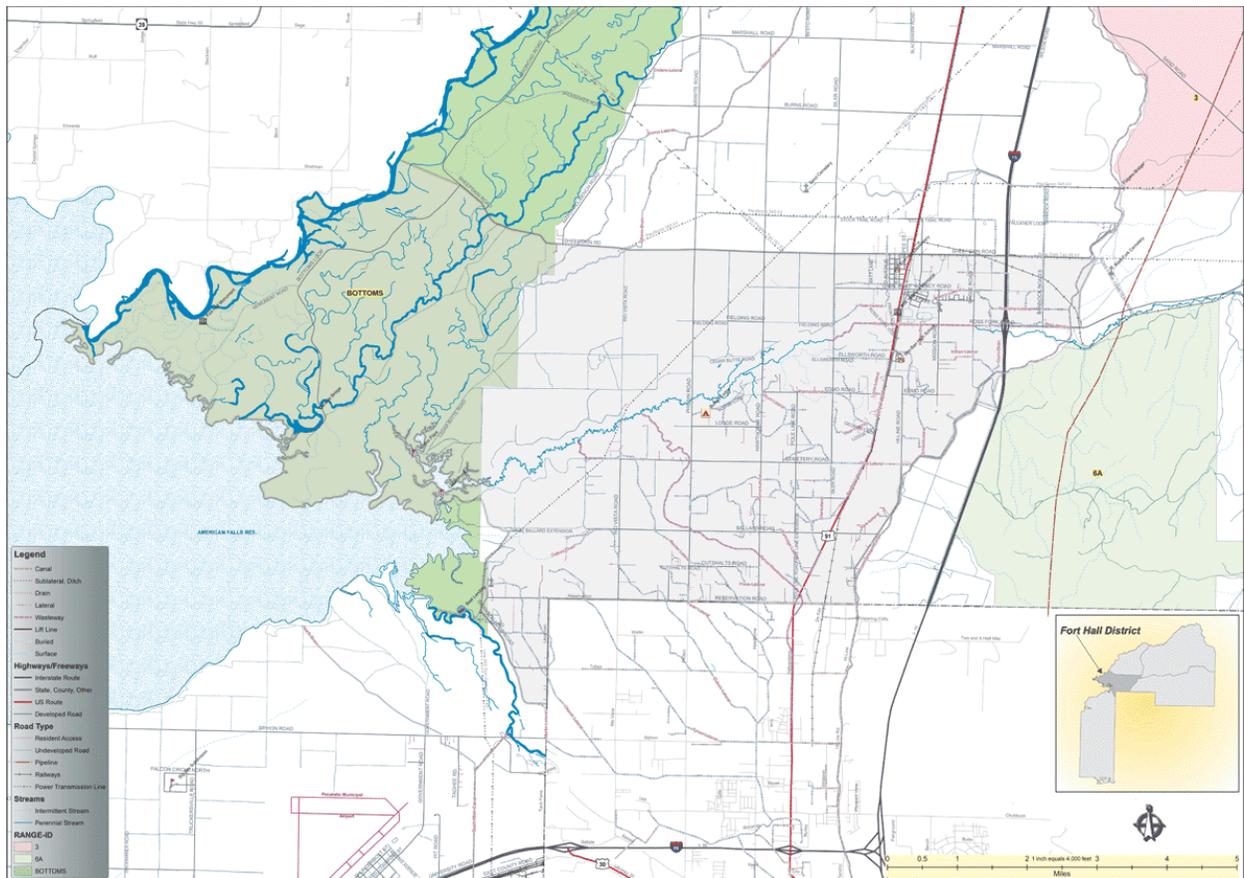
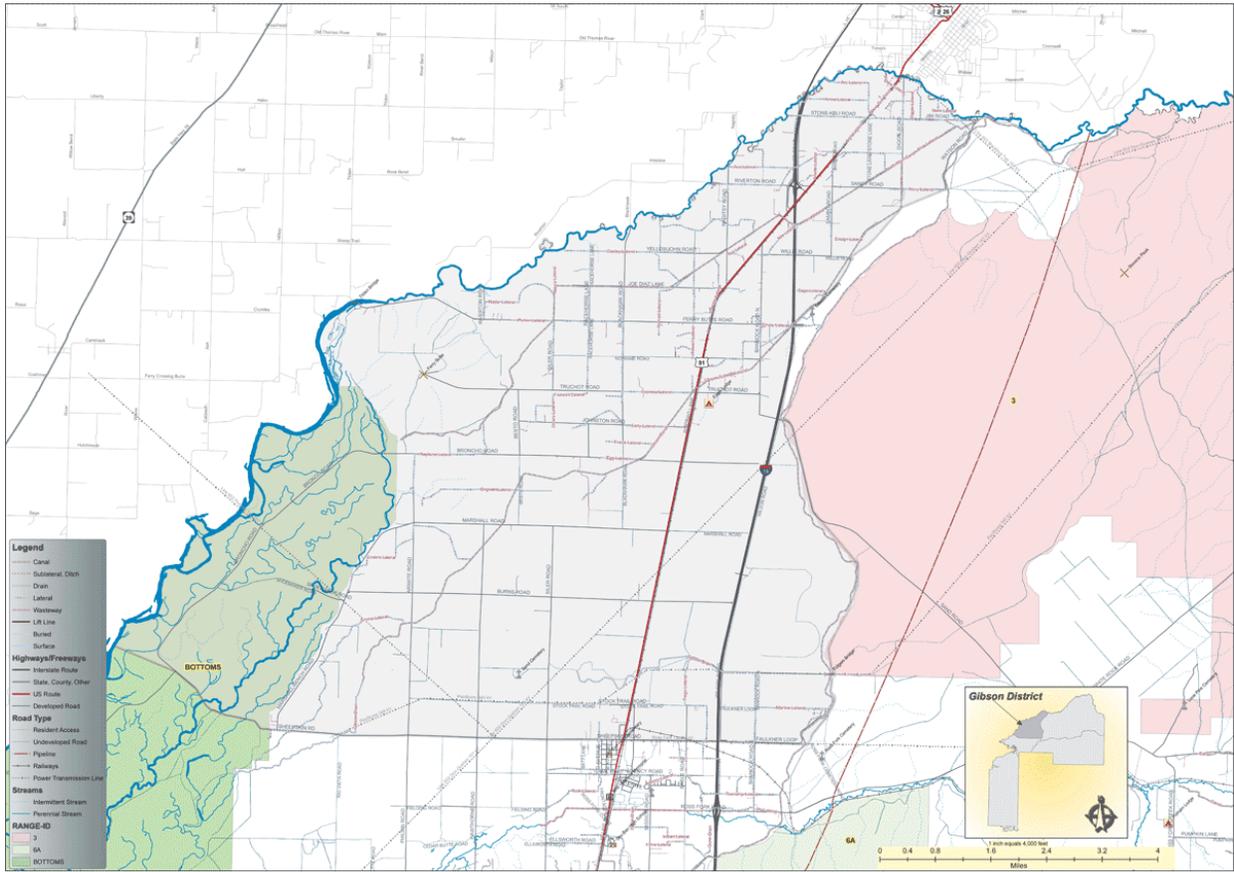
LAND USE POLICY COMMISSION

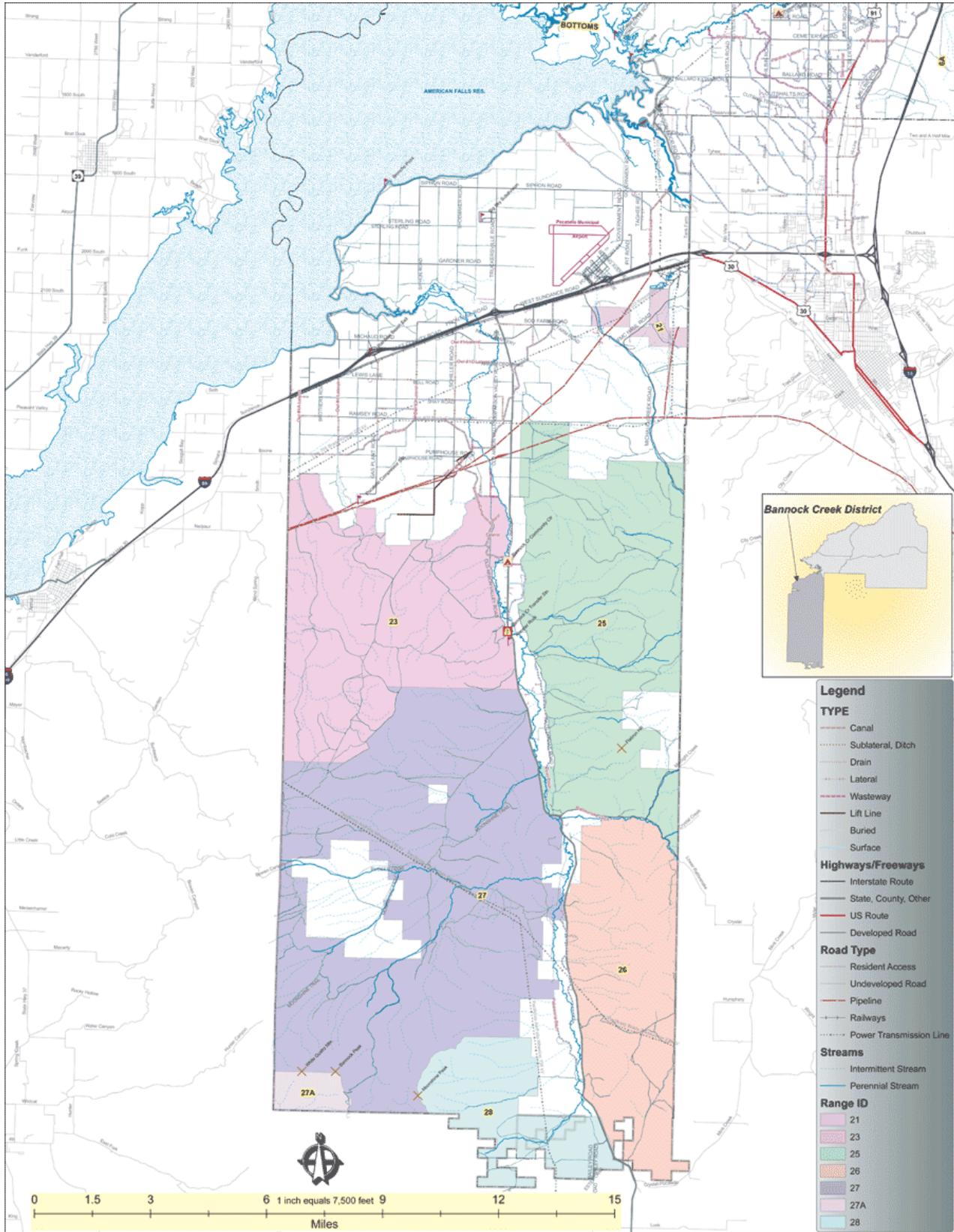
Hobby Hevewah
Hobby Hevewah, Chairman

Rozella Mosho
Rozella Mosho, Member

September 20, 2012







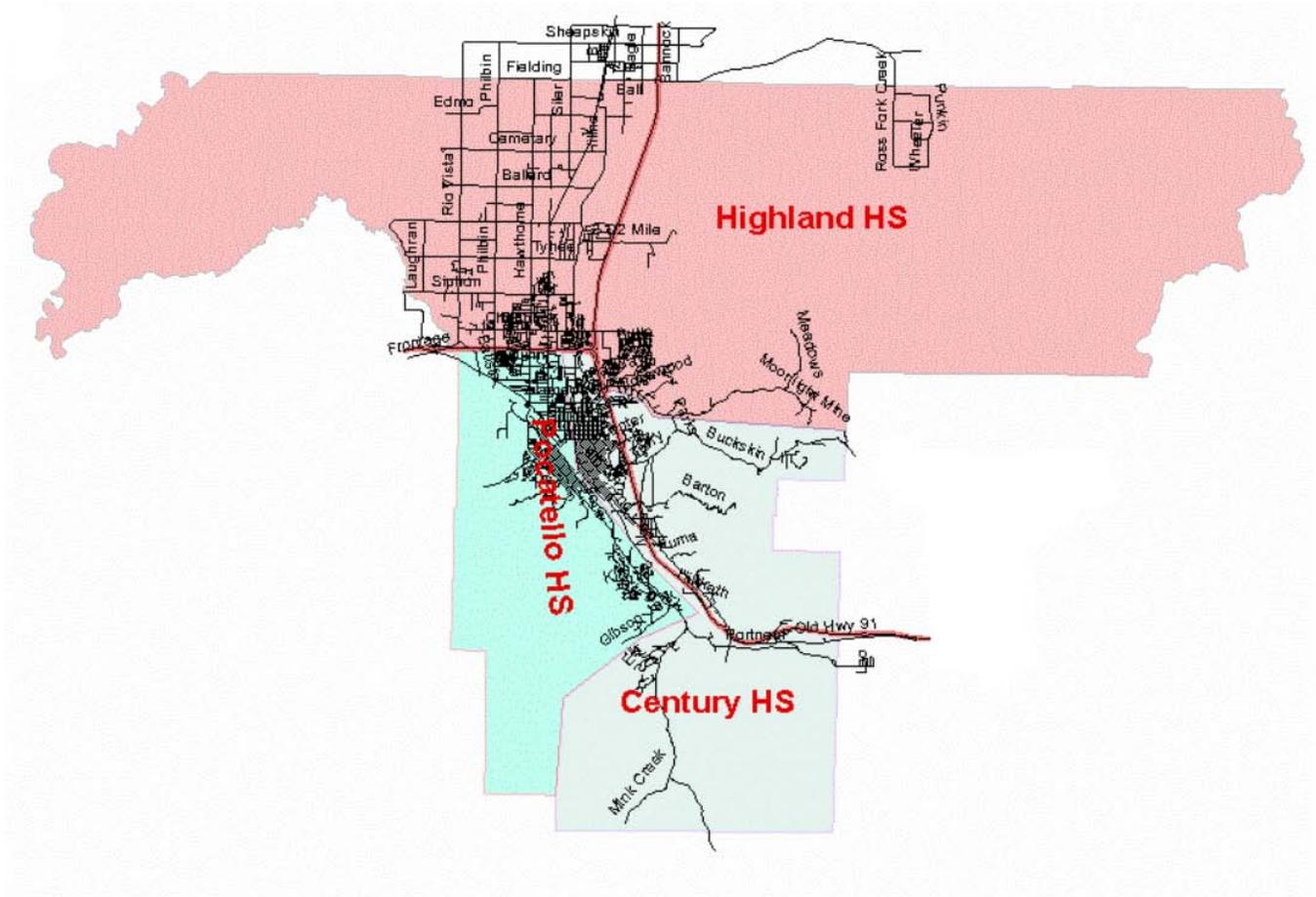
BLACKFOOT SCHOOL DISTRICT NO. 55

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



September 20, 2012

Pocatello School District #25 Boundary



Appendix G – List of Potential Students

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

**Chief Tahgee Elementary Academy
Opening Fall 2013**

Evidence of Community/Student Interest

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

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

Chief Tahgee Elementary Academy
Opening August 2013

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

Name (please print)	Phone	Number of students in each grade							
		K	1	2	3	4	5	6	Total
Marcus Coby	2680-5417								2 (1 1/2 & 3 yr)
IDA Beonito	220-0230								2 grad kids 1-5 yr
TANISHA Nevada	223-0915								1 YRS
Marilyn Waktony	221-1942				X			X	
Mike Thompson	250-9128			2					8th
Meavin K. Uribe	237-7250	2	1	1					5-6-7-8 years old
Sandra Eschier	237-9886	1		1				1	3
Nathaniel Francisco Jay Ish - grandson will need a CD	350-3456								
Alexandra Smith	590-4125	1							1 yr
Myrna Cotton	223-1847	1							
Lee Osborne	604-5470	1							
Parent Waterhouse / Dylana (Dylanna March)	479-2978			2					
Willie Hartman	223-3485	X							HEADSTART x2
Steve HALLER	221-7419			1					
Leona Jim / Treva Branch	223-0302	X							
Patrick Justice / Serena Mendez	241-3649	X							1 yr x2
TOTALS		10	1	6	2			1	1

September 20, 2012

Chief Tahgee Elementary Academy
Opening for Students August 2013

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

Name (please print)	Phone/Email	Number of students in each grade							Total
		K	1	2	3	4	5	6	
ALLISON FARMER	(208) 200-7812		1						1
Brend Diaz	(208) 223-0332						1		1
Trinity Kent	(208) 552-1132			X					1
Kenzji Stonecipher	200-4639	1							1
Leilan Wagon	237-4336	1							1
Hyla A. Jensen	208-223-7144		1	1			1		3
Sharon Ford	208-200-2954								0
Victoria S. All	208-227-9640								0
Triston Gould	(208) 223-8470				1	1	1		3
Magic Smith	380-0766	1							1
Jennifer Sherwood	584-8781	1							1
Wanda B. Dink	680-2596	1			1	1			3
Sharon Mack	251-0375				2				2
Anthony Martin	208 242 7203								0
KeeAnn Graham Jones	233-2352								0
Belma Miller	241-6260	1							1
Sharon Kaman	335-8385								0
TOTALS		6	2	2	4	2	3		19

19

September 20, 2012

Chief Tahgee Elementary Academy
Opening for Students August 2013

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

Name (please print)	Phone/Email	Number of students in each grade							Total
		K	1	2	3	4	5	6	
MEZ KRACHER	326-4587	1	1			1	1		4
Ramon Ramirez	223-3339		1						1
Shelley Williams	380-2351	1	1						2
Phillip Larkin	251-5178	1							1
Leanna Chapel	232-1254			1			1		2
Loni Delinney	241-0768	1							1
CHRISTOPHER	223-0439	1		1	1		1	1	5
Shirley Williams	241-5049	1							1
Paula	220-1984	1					1		2
Maria Anderson	540-2720			1					1
Brenda Weir	223-4357					1		1	2
Cody Anderson	240-6525	1	1						2
Candy Titus	223-2529		1			1			2
VATEY, Haseuse.	680-532268		1	2					3
Wayne M. Lorenz	406-7268	1			1				2
Kerri Coby	863-447-7918	1	1			1	1		4
Michele Appenauy	218 115-9790	1							1
TOTALS		11	7	5	2	5	4	2	36

September 20, 2012

Chief Tahgee Elementary Academy
Opening for Students August 2013

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

Name (please print)	Phone/Email	Number of students in each grade								
		K	1	2	3	4	5	6	Total	
<i>Curtis Cutler</i>										
<i>Seto Dominguez</i>	<i>(208) 252-0495</i>	1								1
<i>Valerie Rodriguez</i>	<i>223-2632</i>	1								1
<i>TYREE SMITH</i>	<i>wn-tyree@yahoo.com</i>	1								1
<i>Leo L. Schone</i>										1
<i>Chigema Ixik</i>	<i>Angel.gomez90@gmail</i>	1								1
<i>Farah Rasheed Nagasho</i>	<i>223-4593</i>								X	1
<i>[Signature]</i>	<i>705-1768</i>	1								
<i>Siyota Fast Horse</i>	<i>705-4768</i>	1								
<i>Cheryl Andersen</i>	<i>339-2699</i>	1		1						2
<i>Amber M. Wellington</i>	<i>RAA. ATAG</i>				X					
<i>Carmenita Greja</i>	<i>amejia@sbtribes.com</i>				1				1	2
<i>Winter Lindore</i>	<i>tlindore@yahoo.com</i>	X			X	X			X	4
TOTALS		8		3	1	1			3	16

September 20, 2012

Chief Tahgee Elementary Academy
Opening August 2013

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

Name (please print)	Phone	Number of students in each grade							Total
		K	1	2	3	4	5	6	
Judy Johnson	720-89252	x	x	x	x	x	x	x	7
Ramona Medina	785-2440			1					1
Gilda Hernandez	785-2192							x	1
Monica Winters	637-0870								0
Kimberly Wence	223-2437								2 yrs. old
Douglas Toljehug	532 61449								
Elizabeth Behm									
MARINA FISH HOLE									
TCHA MIKO	960 370 715								
LEONA TAYLOR	913 922 8122								
Thene Osborne	805 514 FT. HARRIS, TX	x	x	x					3
Darnell C. Tenda									
Shela Redmond	680-4311								
Laudene Beyer	478 3829								
Nawakena	478-3937								
Deborah Wynn									
TOTALS		2	3	3	2	1	1	3	15

September 20, 2012

Chief Tahgee Elementary Academy
Opening August 2013

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

Name (please print)	Phone	Number of students in each grade							Total
		K	1	2	3	4	5	6	
Meyuki Bor	43725	X							1
Dee B. L.	238-2305								
Barbara NEAUW	335-2385								
leo	335-2385								
Jennifer Teton	—								
Guinevere Damon									
Christy Calico	480-1777								
Madeline Lindroth									
Mary Jo Jacobson									
Colleen Marie Johnson	228-8835								
Melba Urdette	223 3743								1-9th
Marion Ahles	237-1493								
Rose Paudeah	240-1280								
—	223-1043								
Sheryl Pruvitt									
Alexis Phelps									
TOTALS		1							1

Chief Tahgee Elementary Academy

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

Printed Name	Signature	Street Address	Telephone	# of children	Date
1. Virginia Meade	<i>Virginia Meade</i>	C Street & Agency Rd.	242-8305	5	2/16/12
2. Kaylonnie Becke	<i>Kaylonnie Becke</i>	139 Lodgepine St.	241-0911	3	2/16/12
3. Tanya K Nappo	<i>Tanya K Nappo</i>	Rt. 3 209B	313-9807	4	2/16/12
4. Kadesa Newb	<i>Kadesa Newb</i>	2 mi. W. Broncho Rd.	200-9770	5	2/16/12
5. Idanias	<i>Idanias</i>	P.O. Box 123 Bluff, 83221		4	2/16/12
6. Wynona Bauer	<i>Wynona Bauer</i>	R.R. 2 Box 783 Rexburg	254-0049	2	2/16/12
7. NEZ Mackie	<i>NEZ Mackie</i>	Rt. 2 Box 336, Pocahontas, ID.	207-7426	2	4/1/12
8. Clarissa Brunette	<i>Clarissa Brunette</i>	Rt. 2 Box 33, e. Pocahontas, ID.	237-7426	3	4/2/12
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					
21.					
22.					
23.					
24.					
25.					

Appendix H - Facilities

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

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

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

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

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

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

September 20, 2012

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

September 20, 2012



WILLIAMS SCOTSMAN, INC

Quote Number: 123818

Date: May 06, 2011

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

QUOTATION NO. 123818

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

UNIT DESCRIPTION AND PRICING

64x24 Classroom (60x24 Box)

Option	Minimum Term	Monthly Rate	DELIVERY FREIGHT:	\$2,351.26
1	36 Months	\$790.00	INSTALLATION:	\$3,018.00
			TEARDOWN:	\$2,011.20
			RETURN FREIGHT:	\$2,351.26

Insurance Valuation: \$64,329.00

OPTIONS

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

SUMMARY

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

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

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

September 20, 2012



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

Modular Classroom Quotation

DESCRIPTION ITEM #1

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

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

Pricing:

1A: Lease rates:

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

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

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

Installation charges (within Idaho Falls, ID):

Delivery: \$2,606.00 ea

Set-up *: \$2,956.00 ea

Return and teardown charges:

Current rate at time of return

Optional Services **::

Anchors: \$290.00 ea x 2 (lateral tiedowns)

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

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

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

Steps: \$10.00 mo ea

Not included:

Taxes

Ramp or Deck

Insurance

Site prep work

Utilities

Conceptual Floorplan (actual floorplan may differ slightly):

September 20, 2012



MODERN BUILDING SYSTEMS, INC.

"The Environmentally Smart Choice..."

Quote# D041112

Date: 11-Apr-12

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

Deliver to: Fort Hall, ID

Building Description:

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

Pricing Summary:

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

Optional Items:

H/C ramp installed--\$250 per mo + \$1000 install
Dismantle charge (\$1000, at time of return)

Client Items:

Utilities into bldg/permits
Access into the building via sidewalk, ramp or steps

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

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

Duane Harris
Branch Sales Manager

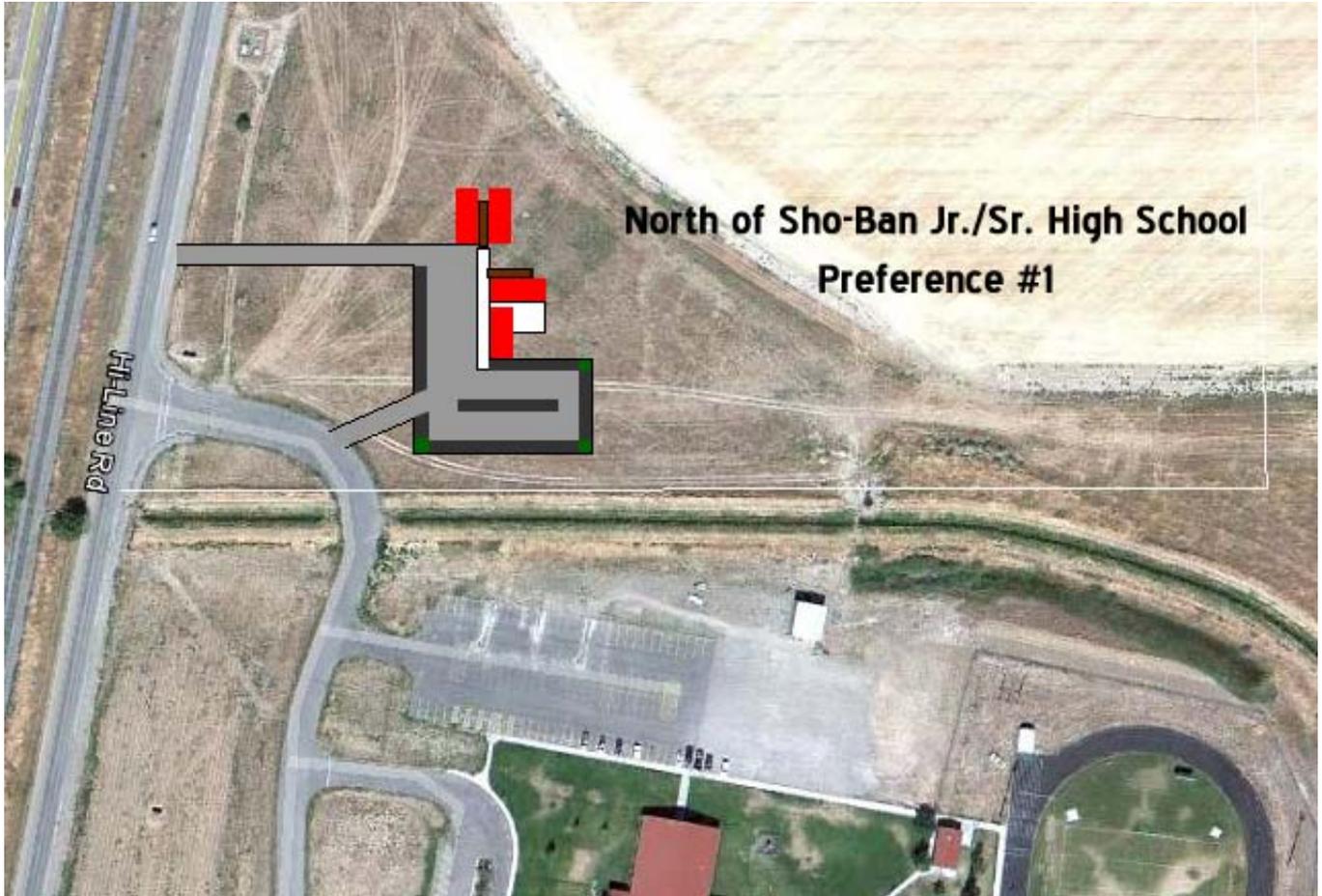
1550 Thornton Ave SW Pacific, WA 98047

P: 253-863-8863 F: 253-863-8867 C: 253-929-9288 E: dharris@modernbuildingsystems.com

www.ModernBuildingSystems.com

September 20, 2012

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

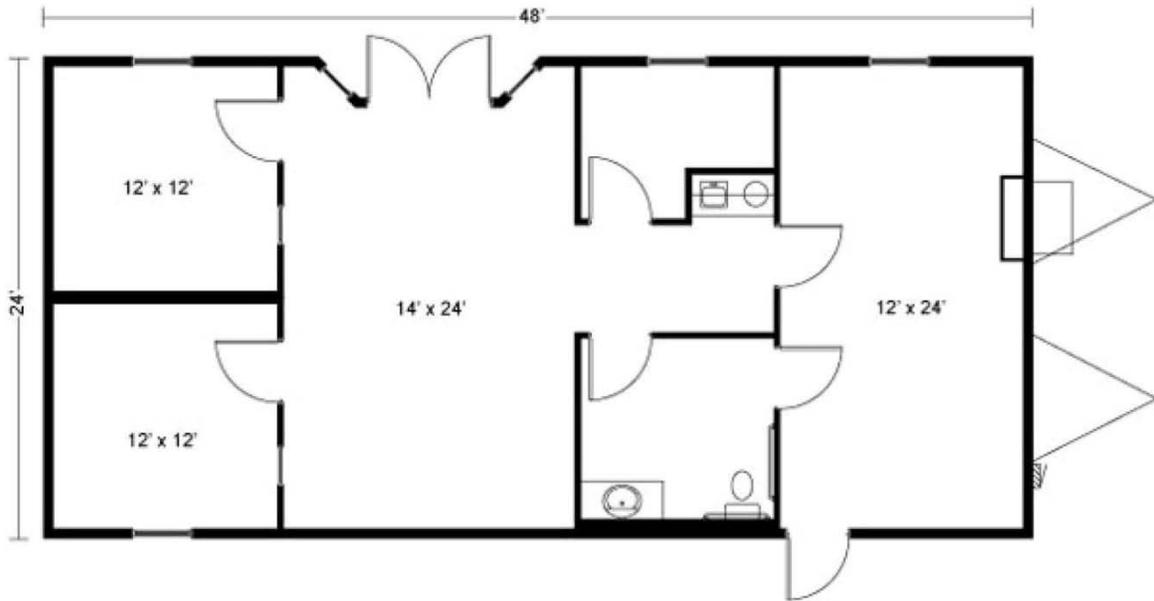


September 20, 2012

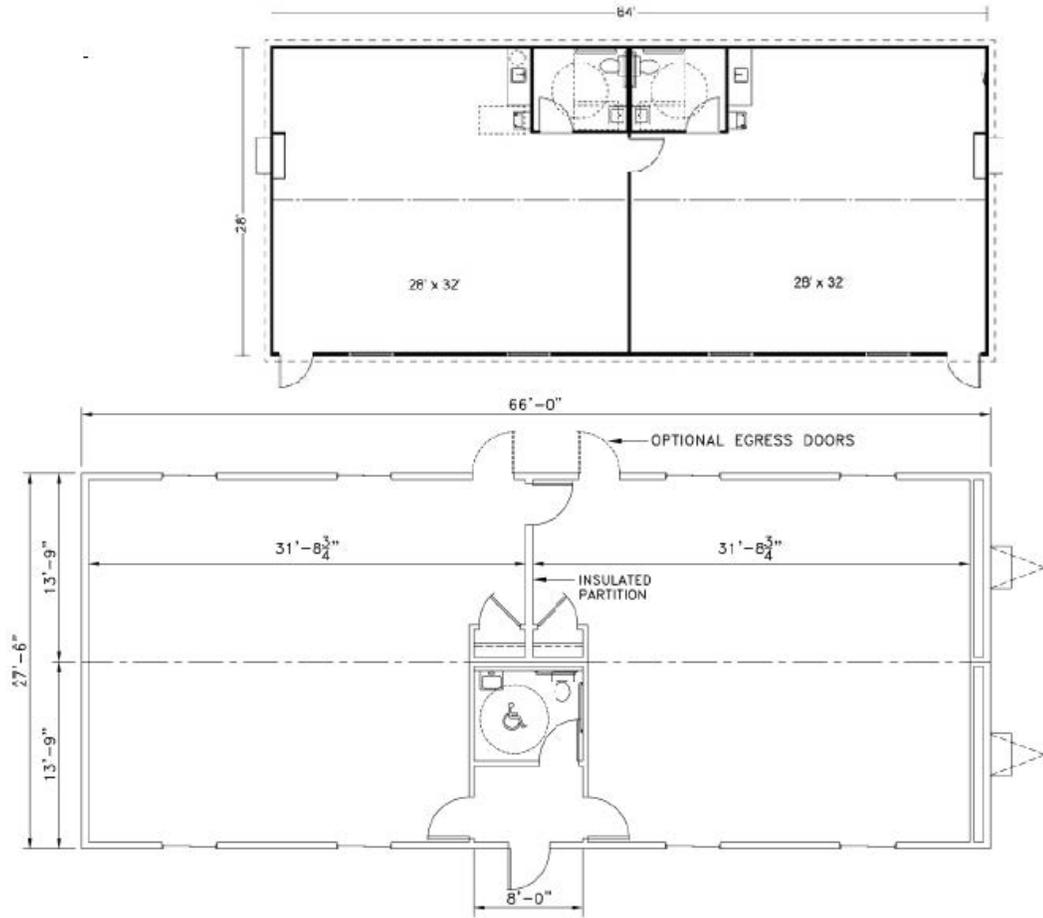
Location B & C – South of Sho-Ban Jr./Sr. High School



September 20, 2012

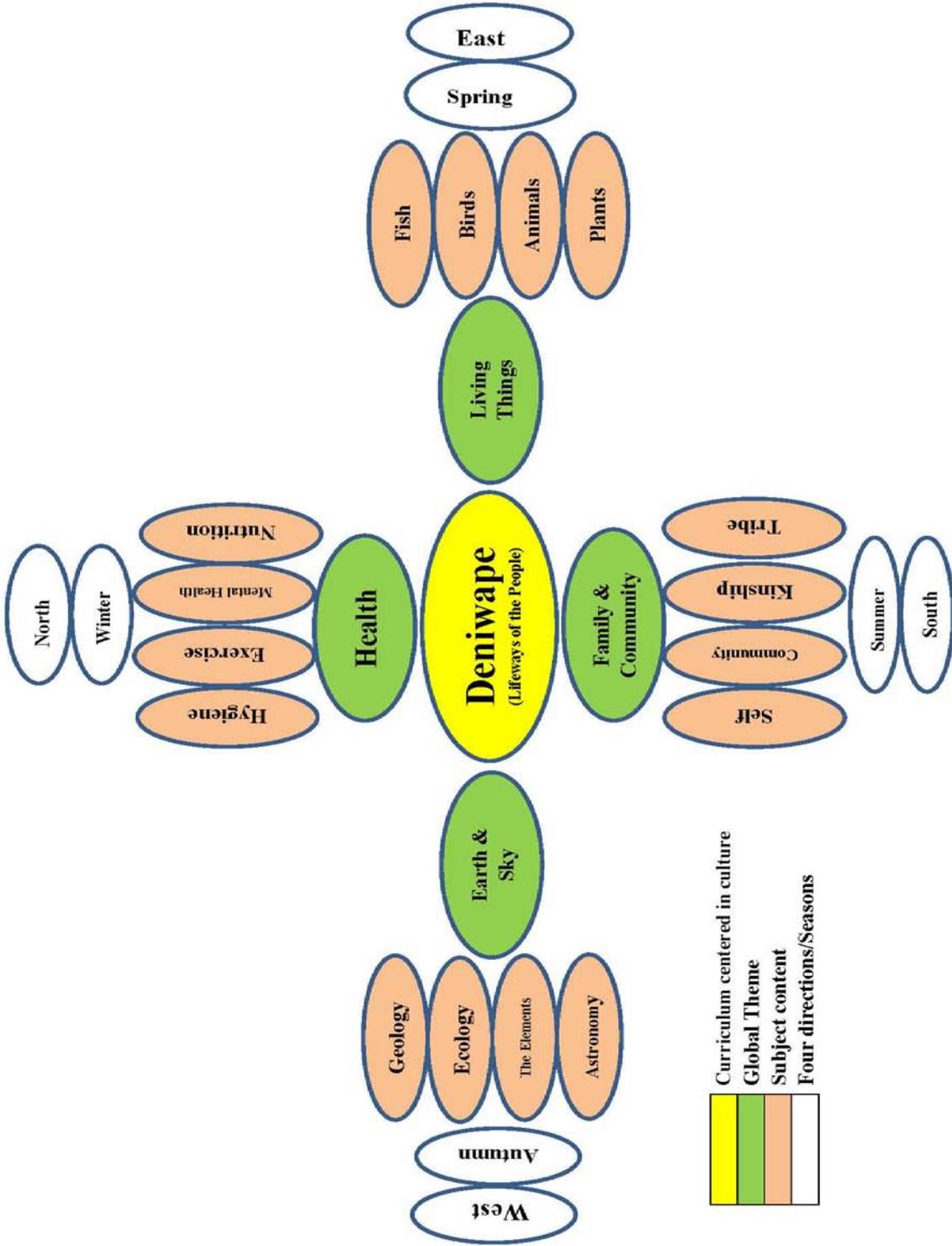


September 20, 2012



Appendix I - Curriculum Concept Map

APPENDIX I
Thematic Curriculum Concept Map



Thematic Lesson Plan Example



Appendix J – Shoshoni Language Standards

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

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

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

Chief Taghee Elementary Academy
Shoshoni Language Content Standards
Kindergarten

Standard 1: INTERPERSONAL COMMUNICATION

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

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

Standard 2: INTERPRETIVE COMMUNICATION

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

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

Standard 3: PRESENTATIONAL COMMUNICATION

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

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

Standard 4: Reading literacy

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

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

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

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

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

Standard 5: CULTURAL COMPETANCY

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

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

Appendix K– Bilingual Teacher Recruitment Plan

Recruitment Strategies

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

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

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

Current Status

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

Recruitment Goals.

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

Target Audience

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

Develop Clear Message

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

September 20, 2012

Date: September 14, 2011

To: Graduates, Higher Education Students, and Prospective Students

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

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

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

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

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

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

CTEA – Student/Parent Handbook - Draft

Welcome

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

Best wishes for a wonderful 2008-2009 school year!

Director

Vision Statement

Chief Taghee Elementary Academy will be an exemplary student-centered learning organization reflecting the Shoshone-Bannock values of deniwape (lifeways of the people) and life-long learning. Our primary objective is to produce students who are bilingual speakers and thinkers in the Shoshoni and English languages, while at the same time exceed both national and state academic standards. Overall, the vision is to increase the academic success of our students and revitalize the Shoshoni language among elementary school children through a culturally and linguistically relevant heritage language immersion educational program.

Mission Statement

The mission of CTEA's heritage language immersion program is to provide a positive environment in which all students will be educated in the Shoshoni and English languages in order to better prepare them academically, socially, and culturally to meet the future challenges of a global society. CTEA has three primary purposes: academics, bilingualism, and cultural enrichment. Centered on the Shoshone-Bannock culture and through the use of the Shoshoni language, the curriculum and instructional materials are designed to increase the academic achievement of our students. Cross-curricular thematic instruction will be heavily influenced by the sciences and the performing and visual arts. CTEA is dedicated to advancing academic excellence by providing students in kindergarten through sixth grades with the intellectual capacity to participate and work productively in a multicultural society..

Attendance Policy

Required Attendance

- 1) ***Compulsory Attendance.*** Every child of compulsory school age, 7-16 years of age, must be in attendance in an approved school unless otherwise exempted by law.
- 2) ***Disenrollment / Reenrollment on the Basis of Attendance.*** Without the school being notified by a parents/legal guardian/acting custodian of the reason(s) for their absence, students may be dropped from enrollment records after they miss five consecutive days of attendance. Students should be re-enrolled on the date they return to and begin attending the CTEA.

Responsibility

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

- 1) Parents/guardians/acting custodians/Acting Custodians are urged to help their child establish good attendance habits throughout the child's schooling experiences. Absences due to family convenience such as vacation and baby-sitting are strongly discouraged. Parents are responsible for verifying absences by contacting the attendance office before, the day of, or no later than the close of the second day upon the student's return to school. Parents are responsible for providing the school a current and secure day telephone number for contact regarding absences.
- 2) Students are directly responsible for establishing good attendance habits, which place priority on being in the classroom on a regular daily basis. Days missed for personal or family convenience should be minimized. When in school, students are required to be in class or in designated areas. If a student exceeds the allowable days, it becomes that student's responsibility to participate in scheduled make-up sessions.
- 3) Teachers are responsible for structuring the class in such a way that each day is meaningful and rewarding to the students in attendance. Teachers are required to take accurate attendance and comply with CTEA attendance procedures. Teachers should model regular attendance.
- 4) The Director is responsible for establishing the procedures that are needed to implement the attendance policy. School activities and related travel should be arranged to minimize negative impact on attendance. Attendance records follow a transferring student to the new school.

Attendance Requirements

- 1) ***Excused Absence:*** An excused absence is one that the parent/legal guardian knew of, approved, and cleared with the office. Students should not have more than five (5) total excused absences in a trimester with the following exceptions:
 - Death in the family,
 - School approved activities, or
 - Acute, major or chronic medical condition verified by a state licensed medical practitioner.
- 2) ***Unexcused Absence:*** An unexcused absence is one in which the parent/legal guardian did not have knowledge of, or did not approve, or did not clear with the office. Unexcused absences may be required to be made up outside of school time.
- 3) ***Absence Review Procedure:*** Absences should be reviewed on the following schedule:
 - Four absences in a semester (excluding those due to school-approved activities, death in the family, or acute, major or chronic medical condition verified by a medical practitioner) trigger a review by the child's homeroom teacher. This review may

include a conference with the child and parents/legal guardian/acting custodian. The teacher may wish to invite the Director if needed.

- Eight (8) cumulative absences (excluding those due to school-sponsored activities, death in the family or acute, major or chronic medical condition verified by a medical practitioner) trigger a review by the Director. This review may include, if needed, a conference with the child, parent, and teacher. Administrators may request, if needed, medical verification of illness.
- Additional reviews will be scheduled in four-day increments (12, 16, 20, etc.) by the Director and may include the appropriate tribal entity, health and welfare, or the prosecuting attorney to investigate possible child neglect or habitual truancy.
- In the event that an attendance problem is not otherwise resolved utilizing the above steps, the students may be referred for expulsion as a habitual truant under the provisions of Section 33-205 of the Idaho Code.

Attendance Alternative

Since CTEA is a new entity and not a conversion of an existing school, the attendance alternative would be the same as for those presently residing within the aforementioned contiguous attendance area boundaries of the Blackfoot and Pocatello school district boundaries and the entirety of the Fort Hall Indian Reservation. Students located within the attendance area of CTEA will have the option to enroll in existing public schools presently serving the area. Since enrollment is not mandated based upon residential proximity the school, but through parental choice and equitable selection, no student will be required to attend CTEA.

Denial of Attendance

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

- 1) ***Bullying & Harassment.*** Verbal harassment and inappropriate physical contact with another student.
- 2) ***Computer Intrusion or Misuse.*** Unauthorized use of school technology to access protected materials, such as personnel files and student records.
- 3) ***Controlled Substances.*** Possession or use of any controlled substances by students, such as drugs, alcohol, or tobacco, is not permitted on school property.
- 4) ***Detriment to Health & Safety.*** The actions of the student become a detriment to the health and safety of other students, employees, or school as a whole.
- 5) ***Expulsion.*** Expelled from any other school.
- 6) ***Fighting.*** Aggressive behavior in a threatening way or fighting.
- 7) ***Gambling.*** Gambling or possessing gambling devices.

- 8) **Gangs and Gang Activity.** No person, group, or organization may establish any secret organization whose active membership requires lascivious, unethical, and/or illegal activities.
- 9) **Habitual Truancy.** The act, condition, and habit of being absent without permission.
- 10) **Hazing.** No students may humiliate another or require unnecessary tasks by using coercion of any type.
- 11) **Incorrigibility.** Unruly and/or unmanageable behavior.
- 12) **Insubordination.** Noncompliance with any reasonable request of school faculty or staff.
- 13) **Lascivious Literature.** Distributing or possessing lascivious materials on school grounds or during school activities.
- 14) **Other.** Other actions or condition deemed by the Board as disruptive of school discipline or instructional effectiveness.
- 15) **Profanity.** Using profane and vulgar language.
- 16) **Scholastic Dishonesty (cheating/plagiarism).** Cheating on assignments and tests and/or plagiarizing another's material.
- 17) **Tardiness.** Habitual tardiness to classes.
- 18) **Unsafe Behavior.** Potentially dangerous and harassing actions on school grounds, buses, or at school activities.

Truancy

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

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

Cheating & Plagiarism

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

Computers & Equipment

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

Counselor Services

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

Discipline Policy

The School has established the following comprehensive discipline policy and procedures (See Student Discipline Policy). The disciplinary actions may be taken by the Director or designee. Since all discipline is intended to modify behavior and should fit the misbehavior, these actions are suggestive and not necessarily sequential. In all disciplinary matters, students and parents have the right to due process and to appeal decisions to the next higher level of governance.

Discipline Tier I – Contact, Conference, Guidance

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

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

- 6) *Restriction of Free Time and/or Extracurricular Activities.* The Director or designee may inform a student that he/she cannot participate in certain activities because of his/her past or present behavior.
- 7) *School Clean-up.* The Director or designee may require a student to clean up certain areas of the school.

Discipline Tier II - Suspension

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

Discipline Tier II – Expulsion

Expulsion is a very serious action to be taken against a student and should not be recommended unless all resources and processes have been exhausted. No recommendation for expulsion will be made until all necessary investigations and conferences have been held at the school building level.

Dress Code

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

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

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

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

Students are required to follow the Dress Code at school activities

Dual Enrollment

CTEA students are encouraged to participate in dual enrollment with other public schools and will comply with the local school districts' current dual enrollment policies and fee schedules, or as may be amended.

Due Process Policy

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

Educational Program

CTEA's educational program is designed to create a sound educational experience for each student. This includes knowledge of cultural heritage as well as cultivating each learner's interest in the current problems of our rapidly changing society. CTEA curriculum will be thematically integrated and flexible, focusing on language immersion methodologies (Total Physical Response (TPR), accelerated language acquisition, and other highly kinesthetic teaching methodologies). Culture will be central to the curriculum and deniwape (lifeways of the people) will enhance the positive behavior support system to creating a safe and productive learning environment. Our program also builds on students' prior knowledge and present interests and concerns. Students understand concepts and information better through active exploration of problematic situations that are relevant to their interests, unique culture, and personal lives. Student interests, brought out in discussions and activities, will help guide the choice of content. Content that excites students will motivate application of the pertinent academic skills and knowledge bases targeted by Shoshone-Bannock cultural experts as well as those described in the most current Idaho State Core Curriculum Content Standards.

Students will study topics in depth, making connections within and across subjects. An interdisciplinary approach to subject matter extends student achievement by making connections and putting new information within conceptual frameworks. The curriculum will be adaptable to the multiple ways in which people learn. Adaptations will incorporate a variety of learning approaches (investigation and discovery, kinesthetic involvement, individual research, debate, thematic projects, older students teaching younger, review and practice, individual enterprise, or private reflection).

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

- 1) Language is the life-blood of culture.
- 2) The ability to speak the Shoshoni language is essential to the self-identity of a Shoshone-Bannock child and to an understanding of deniwape (lifeways of the people).
- 3) It is just as important for a Shoshone-Bannock child to learn their heritage language as it is for him or her to learn English. However, both languages must be learned and learned well.
- 4) An immersion program will help preserve the Shoshoni language and the Shoshone-Bannock culture. A Shoshoni immersion educational program will provide a medium through which Shoshone-Bannock children can communicate and thereby connect with their elders. This linguistic bridge to the past will also form a bridge to the future as subsequent generations of Shoshone-Bannock children learn to speak, read, and write the language of their ancestors.
- 5) A language cannot be preserved solely through the school. Language instruction must begin in the home with a home-school outreach program, and language preservation must be a community-wide effort.

- 6) The United States Government has a legal responsibility to “preserve, protect and promote the rights and freedom of Native Americans to use, practice, and develop Native American languages...” (Native American Languages Act of 1990).
- 7) People who can speak, read, and write more than one language have certain cognitive, academic, social, cultural, and professional advantages over those who cannot.

Emergency Care Policy & Release Form

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

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

Emergency Closures & Late Start

If the school closes or the start of school is delayed due to severe weather conditions or other emergencies, the announcement of the closure or late start will be made on all local radio and television stations and posted on the district website. Late starts may be used to protect valuable instructional time. Parents can sign up for email and/or mobile phone alerts by visiting the school’s website www.CTEAcademy.org.

Enrollment

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

Field Trips & School Trips

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

Extracurricular Activities & Clubs

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

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

Health Policies

Health Records

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

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

Immunizations

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

This statement will provide:

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

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

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

Medications at School

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

Supply & Schedule

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

Administration Guidelines

Self administration by responsible students is allowed under certain conditions. This decision will be determined by the attending physician in conjunction with the Director or designee. These

recommendations apply to all prescribed and over-the-counter medications. This policy is intended to provide safe uniform administration of medication at school as well as to provide for the safety of other students.

Authorizing of Medication

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

Medication Labeling, Storage, and Disposal

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

Administration of Medication

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

Non-Discrimination Policy

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

Parent Teacher Conferences

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

Permanent Records & Transcripts

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

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

Portable Electronic Device Policy

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

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

Prohibited Use

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

Tracking & Regulation

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

Technologist and will be kept on record throughout the student's period of matriculation in the school.

Consequences of Misuse

Confiscation

- 1) CTEA assumes no responsibility for loss or damage to personal property of students. If confiscated by school personnel pursuant to this policy and its associated procedures, reasonable care will be taken of the item until retrieval or it is reasonable to be deemed discarded.
- 2) Portable electronic devices may be confiscated by school personnel when used in a prohibited manner, including the commission an offense under the CTEA's discipline code.
- 3) Confiscated PED will be given to the Director in the school building or to the supervising employee at the school sponsored event or activity where the offense took place as soon as practicable for safe keeping.
- 4) Portable electronic devices that have been confiscated may be retrieved by the student or the student's parent/guardian/acting custodian from the Director at the end of the school day or when no longer needed for school investigatory or disciplinary purposes.

Search

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

Discipline

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

Search & Seizure Policy

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

Detection Dogs

The Board authorizes the Director or designee to use detection dogs affiliated with law enforcement when warranted and within the limits of the Search and Seizure Policy. Detection dogs may be employed as a

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

Special Services

Special education and related services will be provided to students with learning and educational difficulties who have been identified through the Individual Education Program (IEP) process, following determination of special education eligibility. See the special education teacher for help with registration and specific course selection.

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

Adapted Courses:

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

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

Alternate Courses:

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

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

Tardy Policy

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

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

Technology Policy & User Agreement

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

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

To promote the safety and security of users, and to ensure compliance with the Children's Internet Protection Act (CIPA), blocking and filtering protection measures and security controls are used to the extent practical. Faculty may request that IT services temporarily or permanently unblock access to sites containing material which is appropriate for valid educational purposes.

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

Tobacco, Alcohol, & Controlled Substances

It is the policy of the CTEA that any staff member who has reasonable suspicion that a student may be under the influence of, or has in his or her possession, a controlled or dangerous substance as defined by law will immediately notify the appropriate Designee or designee of such suspicions. The Director or designee will immediately investigate the allegation, and if confirmed, will take the appropriate disciplinary measures. These may include, but are not limited, to the following:

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

6) Expulsion from school

Notification

When a student is suspected of being in violation of federal, state, or local law for possession or use of any illegal drug, controlled substance, tobacco, or alcohol, the parents/legal guardian/acting custodian will be contacted immediately and local law enforcement agency may be notified. When a student is suspected of being in violation of federal, state, or local laws for trafficking of alcohol or drugs, the parents/legal guardian/acting custodian and law enforcement will be contacted immediately. The administrator or a designee will communicate all available information to the police and offer the full cooperation of the administration and staff in a police investigation.

Disciplinary Procedures

If a student discloses or is reasonably suspected of being under the influence of alcohol or controlled substances, sells or distributes, or possesses drug paraphernalia, drugs, alcohol, tobacco, or other mood altering substances in school, on or adjacent to school property, or at school functions, the School will comply with the procedures required by Idaho Code, Section 33-210 and school policy and procedures.

First Offense for Use or Possession

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

Second Offense for Use or Possession

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

Third Offense for Use or Possession

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

First Offense for Trafficking

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

Interrogation

The Board reserves the right to interrogate any student suspected of the possession, use, or trafficking of tobacco, alcohol, drugs, or controlled substances Individual pupils may not be interrogated by any person, except an employee of the school, without the approval of the principal. Officials representing

the Idaho Department of Health and Welfare will be allowed access to students upon proper notification to the Director. The Director will not grant such an interview unless he/she deems it essential to the welfare of the child, to the immediate health and safety of others, as may be required by court order, or as authorized by a parent or guardian of the student in advance of the interview.

Transportation

Parent Drop-Off and Pick-Up

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

School Bus Rules

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

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

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

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

Severe infractions:

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

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

Violence Prevention Policy & Harassment Complaint Form

No violence, bullying, intimidating, hazing, and/or harassment on the basis of race, sex, color, creed, religion, ancestry, national origin, age, physical, mental, emotional or learning disability, arrest or conviction record, pregnancy, marital status, parental status, sexual orientation, and/or political affiliation will be allowed. Violence, bullying, cyber bullying, intimidation, hazing, and harassment in the learning environment is not acceptable under any conditions, and any student who violates this policy may be subject to remedial or disciplinary action, up to and including expulsion from school.

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

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

Visitor Identification

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

Weapons Policy

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

Withdrawing from School

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

Yearbooks

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

HANDBOOK AWARENESS STATEMENT

Student/Parent Handbook - Chief Tahgee Elementary Academy

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

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

TEACHER _____

STUDENT'S NAME (Print) _____

STUDENT'S SIGNATURE _____

DATE _____ GRADE _____

STUDENT ID # _____

PARENT SIGNATURE _____

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

CTEA - Technology Use Agreement

Purpose

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

Compliance

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

Internet Safety

To promote the safety and security of users, and to ensure compliance with the Children's Internet Protection Act (CIPA), blocking and filtering protection measures and security controls are used to the extent practical. Faculty may request that IT services temporarily or permanently unblock access to sites containing material which is appropriate for valid educational purposes.

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

Student Supervision

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

Privacy

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

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

Portable Electronic Devices

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

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

September 20, 2012

**CTEA
Technology Use Agreement**

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

- Use the technology equipment for educational purposes, not for personal, commercial, any illegal purpose, nor for any other activity prohibited by the school's policies or procedures.
- Use the network only under instructor supervision and with permission of school personnel.
- Refrain from the use of direct communications, such as instant messaging or online chat, during class time, except with permission from and under the direct supervision of school staff.
- Register all personal devices with the information technology department.
- Be responsible at all times for proper use of accounts:
 - Use only assigned accounts and keep passwords confidential.
 - Not permit others to use accounts for which I am responsible.
 - Prevent unauthorized use by logging off of any computer that I am not directly monitoring.
- Protect the privacy of others and myself:
 - Not view, use, transmit or copy information or files for which I am not authorized.
 - Not disclose personal or private information about others or myself.
- Respect and protect the intellectual property of others:
 - Be responsible for determining whether or not any material, including software, texts, music files, movies etc., is in the public domain before using, copying, distributing or installing it.
 - Not use the technology resources for copyrighted or licensed material.
 - Not plagiarize (use another person's work without permission and attribution).
- Treat all technology resources with respect, to protect its security, integrity and availability:
 - Not disable or interfere with any antivirus or anti-malware protection and immediately notify school personnel if a virus or malicious software is found.
 - Report any security risks or violations to a teacher or system administrator.
 - Not destroy, damage, or alter equipment, information or resources that do not belong to me.
 - Use only approved technology equipment and software.
 - Not use personally owned technology unless inspected and approved by IT services.
 - Not permit others (such as family or friends) to use technology assigned for my use.
 - Not send spam, chain letters or other mass unsolicited mailings.
- Respect and practice community principles and ethics:
 - Use polite communication; no harassment or bullying, or abusive, vulgar or inappropriate

language.

- Not intentionally access, transmit, copy or create any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive or illegal material
- To immediately report accidental access to a teacher or administrator.
- Avoid material on the Internet that does not relate to educational and/or career pursuits.
- Not transmit materials, information or software in violation of any local, state or federal law.

TO BE COMPLETED BY USER:

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

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

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

User Signature: _____ Date: _____

Printed Name: _____ Grade: _____

Address: _____

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

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

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

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

Parent or Guardian Signature: _____ Date: _____

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

September 20, 2012

EMERGENCY INFORMATION FORM
Chief Tahgee Elementary Academy

Date: _____ School: _____

Full Name of Student: _____
Last First Middle

Teacher: _____ Grade: _____ Date of Birth: _____

Student's Address: _____

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

Parent(s) or Guardian(s): _____

Place of Employment (Father/Guardian) _____

Where do we contact you in case of an emergency?
(If no home phone, provide the name or a relative or neighbor and their phone) _____

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

Place of Employment (Mother/Guardian) _____

Where do we contact you in case of an emergency?
(If no home phone, provide the name or a relative or neighbor and their phone) _____

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

Who do we contact if you cannot be reached?

Name: _____ Relationship: _____ Phone: _____

Name: _____ Relationship: _____ Phone: _____

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

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

Address: _____ Phone: _____

Health Insurance Company _____

Name of Policy Holder: _____ Policy Number: _____

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

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

Health Condition	Medication	Allergen/Emergency-Care Needed

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

**Chief Tahgee Elementary Academy
Student Harassment Complaint and Investigation Form**

HARASSMENT COMPLAINT FORM

Name of Complainant:

Grade Level:

Date of Complaint:

Name of Alleged Harasser:

Date and Place of Incident or Incidents:

Description of Conduct:

Name of Witnesses:

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

Any Other Information:

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

Parent/Guardian/Acting Custodian Signature

Date

September 20, 2012

Appendix_M – Shoshone-Bannock Tribal Council Resolution of Support

RESOLUTION

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

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

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

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

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

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

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

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

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

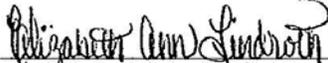
Dated this 25th day of October 2010

S E A L


Nathan Small, Tribal Chairman
Fort Hall Business Council

CERTIFICATION

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


Elizabeth Ann Lindroth, Tribal Secretary
Fort Hall Business Council

LGCS-2010-1195

Appendix N – CTEA Marketing Plan

Current Status

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

What Makes CTEA Unique

Chief Tahgee Elementary Academy (CTEA) will be an exemplary student-centered learning organization reflecting the Shoshone-Bannock values of deniwape, where culture is an indispensable resource –the very heart and soul of the school. CTEA has three primary purposes: academics, bilingualism, and cultural enrichment. In our one-way language immersion program, students who already speak English will be “immersed” in their Native language. CTEA envisions a place of learning where all students are given the opportunity to develop the intellectual skills and social capacities needed to lead successful lives.

Market Analysis

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

Academics

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

Bilingualism

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

Cultural Enrichment

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

September 20, 2012

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

Marketing Goals.

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

Target Audience

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

Develop Clear Message

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

Marketing Tactics

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

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

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

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

Community Partnerships

CTEA will continue to seek community partnerships to acquire/share resources, network, and improve the educational opportunities at the school. Currently, CTEA has partnered with the Fort Hall Business Council and Wada Farms for financial and material resources and is negotiating partnerships with the Shoshone-Bannock Jr./Sr. High School, the Wellness Center committee, and the Parks committee. The administration and Board of Trustees has included the Director of TANF and EET to coordinate educational efforts. CTEA will also seek out partnerships with the INL, Premier Technologies, Nonpareil, and other organizations whose partnerships are deemed beneficial to the school. Partnerships will be sought out through established Tribal contacts with these organizations or solicited by the Board of Trustees and/or Director. In addition, CTEA will actively seek and engaged in associations with various organizations, including, but not limited to, Shoshone-Bannock Tribes, SBT Language and Cultural Preservation Department, Idaho State University, University of Utah Center for American Indian Languages, National Indian Education Association, Indigenous Language Institute, National Education Association, etc.

Appendix O – Board Resumes

Alexandria Alvarez
PO BOX 626
Fort Hall, ID 83203

Phone: 208-760-0270

Email:
alexalvarez.shoban@hotmail.com

Summary

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

Employment History

10/13/11- Present Hired as a Temporary Sho-Ban News Reporter
Fort Hall, Idaho

Reporter

I was hired to be a temporary news reporter for the Sho-Ban News, and have covered several stories that can be found in the Sho-Ban News. It is a new and exciting experience learning how to develop my writing skills, learn new skills in Adobe Photoshop and gain experience in photography.

1/05/11 – 5/03/11 WINS Washington Internships for Native Students
Washington, DC

WINS Internship

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

6/04/10 – 7/31/10 WINS Washington Internships for Native Students
Washington, DC

WINS Internship

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

6/2009 – 8/2009 Fort Hall Summer Program Fort Hall, ID

Youth Supervisor

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

6/2007 – 8/2007 Fort Hall Wild Land Fort Hall, ID

Camp Crew

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

September 20, 2012

6/2006 – 8/2006 Fort Hall Wild Land Fort Hall, ID

Camp Crew

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

6/2005 -8/2005 Fort Hall Wild Land Fort Hall, ID

Camp Crew

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

6/2004 – 7/2004 Hoist Lewiston, ID

Student

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

6/2003 – 7/2003 Hoist Lewiston, ID

Student

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

6/2002 – 7/2002 Hoist Lewiston, ID

Student

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

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

Education

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

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

2006 Blackfoot High School Blackfoot, ID
Diploma 2.5

Sho-Ban News

Lori Edmo-Suppah Editor
P.O. Box 900, Fort Hall, ID 83203
Office Phone:
(208) 478-3888/3701
Fax (208) 478-3702

Haskell Indian Nations University:

155 Indian Avenue Lawrence, KS 66046
Office of the Register Manny King
785.749.8440

WINS Program:

Jack Soto Wins Director or Amy Morrill-Bijeu Assistant Dean
4400 Massachusetts Ave Washington, DC 20016-8083
202.895.4882

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

Fort Hall Recreation Contact Info:

Mike Sakalaris
Po box 306 Fort Hall, ID 83203
208.478.3770

Wild Land Department

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

Blackfoot High School

870 S. Fisher Ave Blackfoot, ID 83221

Distinctions

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

Interests

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

Accomplishments

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

September 20, 2012

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

Maxine Racehorse Edmo

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

Professional Profile

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

Education

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

Work and Service

2005-present Shoshone-Bannock Tribes Language and Cultural Preservation Department,
Bannock language instructor and translator

1998-present Shoshone-Bannock Tribes Enrollment Committee

1998-2002 Elected to Shoshone-Bannock Tribes Land Use Policy Commission

1996 Shoshone-Bannock Jr./Sr. High School Board member (served many terms)

1985-1996 Instrumental in building tribal school –Shoshone-Bannock Jr./Sr. High School

1992-1998 Tribal Tax Commission

1985 Developed the Human Resource Development Center (HRDC)

1978-1982 Intermountain Indian School Board member

1978 Successfully lobbied to defeat legislation to transfer education out of the Bureau of Indian Affairs to the Department of Education.

1977-1978 Served on BIA task force to pass P.L. 95-561 passed that developed rules and regulations for Indian schools and school boards, Indian School Equalization Program (ISEP), student rights, Johnson O'Malley (JOM), and Indian colleges.

1976 Appointed by President Jimmy Carter to the National Advisory Council on Indian Education

1975-1985 Tribal Education Committee

September 20, 2012

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

MERCELINE P. BOYER

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

HIGHLIGHTS OF QUALIFICATIONS

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

PROFESSIONAL EXPERIENCE

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

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

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

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

OTHER EXPERIENCE

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

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

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

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

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

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

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

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

EDUCATION

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

CIVIC ACTIVITIES

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

PERSONAL

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

September 20, 2012

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

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

Work History:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Committees and Organizations:

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

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

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

Honors:

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

Other interests:

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

Sherice Racehorse Gould

RT 2 N BOX 76B POCATELLO, IDAHO 83202
(208) 237-9640; (208) 240-5515
racehorsegould@gmail.com

EDUCATION

- 2007-
2011 **Master of Science in Anthropology** Idaho State University Pocatello, Idaho
• Emphasis in Linguistics and Medical Anthropology
- 1998-
2007 **Bachelor of Arts in General Studies** Idaho State University Pocatello, Idaho
• Emphasis in Linguistics and Native American Studies

EXPERIENCE

- 2009-
PRESENT **Language and Cultural Preservation Department Director**
Shoshone-Bannock Tribes *Fort Hall, Idaho*
• **Department includes supervision of Language Preservation Program, Archives, Museum, Ancestral Research/Special Collections, Original Territories and Historical Research Program, Tourism/Byway Liaison and Shoshoni Language Charter School Initiative.**
• \$500K+ Budget preparation and oversight.
• **Grant proposal submission to National Science Foundation, Administration for Native Americans, National Historical Society and Potlatch Foundation.**
• Shoshone-Bannock Tribes Advisory Board member
• NDN Scholars Advisor
• ChiefTahgee Board of Trustees Treasurer
- 2007-
2009 **Teaching Assistant Native American Studies**
Idaho State University *Pocatello, Idaho*
- 10/1999-
10/2003 **Administrative Officer- Enrollment Department**
Shoshone-Bannock Tribes *Fort Hall, Idaho*
• Assistant to Director-Delegated supervisory responsibility three employees.
• Prepared and monitored fiscal budget.
• Prepared grant proposals.
• Oversaw financial disbursements.
• Process tribal enrollment applications with recommendations.
- 3/1999-
10/1999 **Accountant- Finance Department (Temporary Position)**
Shoshone-Bannock Tribes *Fort Hall, Idaho*
• Administered General Fund and Indirect Cost accounts.
• Processed General Ledger and Journal Voucher entries on a monthly basis.
• Reconciled bank accounts.
-

6/1996- 6/1999	<i>Credit Board Chairwoman (Fort Hall Business Council Appointment)</i> <i>Shoshone-Bannock Tribes</i> <i>Fort Hall, Idaho</i> <ul style="list-style-type: none">• Recommend loans for approval or disapproval.• Revamp Bylaws and Procedures.• Member Sovereign Lending Task Force.
12/1991- 7/1994	<i>Internal Auditor/Senior Accountant</i> <i>Colville Tribal Enterprise Corporation</i> <i>Coulee Dam, Washington</i> <ul style="list-style-type: none">• Ensured all financial accounting policies, procedures, and practices are implemented and followed.• Developed Accounting Internal Procedures Manual for (15) entities.• Audited monthly and year-end financial statements for (18) entities.• Consolidated financial statements for submission to independent CPA firm.• Responsible for preparation of financial reports for eight entities consisting of (1) Bingo Hall (4) Trading Post Stores (1) Agribusiness (1) Houseboat Recreational Enterprise (1) Construction Business.• Maintain all general accounting functions including all transactions relating to cash, receivables, fixed assets, accounts payable and accrued or prepaid expenses.• Monitored cash and holding accounts to maintain cash balances and reconcile accounts on a daily basis.

REFERENCES

Available Upon Request

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

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

IDGHLIGHTS OF QUALIFICATIONS

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

WORK EXPERIENCE

- | | | |
|--------------|---|---------------|
| 2010-Present | Self-Reliance Instructor
Shoshone-Bannock EET/TANF Program | Fort Hall, ID |
| | <ul style="list-style-type: none">• Developed curriculum and instructed Job Search/Readiness courses.• Recorded in Tribal Assistance System and processed payments for Work Experience participants.• Processed Transitional Service payments for participants transitioning into the workforce.• Provided services to participants and general public in the computer learning lab.• Collected data based on participant work experiences. | |
| 2009-2010 | Nalive American Business Administration Program Coordinator
Idaho State University | Pocatello, ID |
| | <ul style="list-style-type: none">• Managed scholarship funding and distribution for stqcents in the NABA Program.• Applied methods of recruitment and retention of Native American students.• Coordinated with the Dean, Ph. D's and MBA colleagues in the College of Business.• Collaborated with professors and administration in developing the Indigenous Nations Institute. | |
| 2009-2009 | Summer Youth Employment Coordinator
Shoshone-Bannock Tribes | Fort Hall, ID |
| | <ul style="list-style-type: none">• Managed daily operations of the SummerYouth Employment Program.• Processed bi-weekly payroll for SummerYouth participants.• Negotiated and created worksites within various tribal departments for youth.• Coordinated with 477 administrations on events for participants of the SYEP Program. | |
| 2006-2008 | Bannock Peak Site Manager
Shoshone-Bannock Tribal Enterprise | Fort Hall, ID |
| | <ul style="list-style-type: none">• Managed daily operations of the Bannock Peak Truck Stop.• Prepared daily deposits and reconciliations.• Oversaw and scheduled work shifts for a staff of thirteen employees.• Ensured products and inventory were at par level.• Coordinated with major franchise retailers such as Coke, Pepsi, and Marlboro. | |

EDUCATION

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

September 20, 2012

Curriculum Vitae

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

Areas of Specialization

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

Current Positions and Academic Work History

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

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

Courses taught at Idaho State University since Fall 1989

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

Education

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

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

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

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

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

Publications

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

Peer-Reviewed Journal Articles

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

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

Technical Reports

2003 Ethnographic Survey for Yellowstone National Park Obsidian Cliff Road Segment. A Report of Shoshone and Bannock Tribal Uses of Resources. [Drusilla Gould is one of the Shoshone-Bannock contributors]

Note: The information contained in this report is strictly confidential and will not without the Fort Hall Business Council’s express written authorization, disclose, release, or produce any information to any third party, firm, business, university, nonprofit organization, state or federal government agency, or corporation for any purpose.

Selected Presentations

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

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

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

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

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

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

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

Invited Community Presentations

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

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

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

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

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

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

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

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

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

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

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

Academic Projects and Consultancy Experience in the Area of Linguistics

2001-present Shoshoni On-line Dictionary. (in collaboration with Dr. Christopher Loether). Department of Anthropology, American Indian Studies Program, Idaho State University.

1989-present Shoshoni Language Project. Co-director with Dr. Christopher Loether.

2000-present Wick. R. Miller Collection. Center for American Indian Languages (CAIL). University of Utah. Project Director Dr. Mauricio Mixco, Department of Linguistics. Funded by the National Science Foundation and Barrick Gold Corporation.

Consultant. Transcriptions, translations of a large collection of narratives provided by tribal elders from the Great Basin area (speakers of Shoshoni, Goshiute and Paiute languages).

2003-2004 ANA Language Preservation Program. Ely Shoshone Tribe.

Consultant - Developing the Shoshoni Ely Shoshone Language curriculum to be used in the Ely Language Preservation Program and by the ANA

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

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

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

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

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

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

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

Academic Project and Consultancy Experience in the Area of Cultural Studies

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

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

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

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

- Cultural Consultant – Ethnographic Description of Photographs using Shoshoni vocabulary. Developing educational materials for the community.
- 3/07 – 5/07 Native American Heritage Month – “Native American Women’s Art Show”. Idaho Museum of Natural History Transition Gallery, Idaho State University. (sponsored by the Women’s Studies Program, Idaho State University)
- Cultural Consultant – Collect, Design and Exhibit Traditional Shoshoni Regalia.
- 2006 Bannock Ecological – Traditional Use Study Report of Natural Resources in Grand Teton, Yellowstone National Parks and the National Elk Refuge (study area). Fort Hall, Idaho.
- Cultural Consultant - Research in identification of all natural plants, animals and minerals which included thermal mud, water and rocks such as obsidian, chert and steatite, etc. and their locations by Native Shoshoni and English names.
- 2006 Cultural Consultant to the author Joanna Cohan Sherer, A Danish Photographer of Idaho Indians: Benedict Wrensted. Norman, OK: University of Oklahoma Press, 2006: xiii+157pp., notes, bibliography, index, 91 illus.
- 11/05 -12/06 Deniwape/Reconstruction of Traditional Shoshoni Ethics Project. Idaho State University (funded by the Idaho Humanities Council Research Fellowship).
- Cultural Consultant – Describing Traditional Ethics as presented in Traditional Shoshoni Narratives and developing community materials.
- 1/03 – 5/04 Nagotoohgahni/The Shoshoni Model of Maternal Nurturance of Infants. Idaho State University (funded by Idaho State University Humanities/Social Sciences Research Committee).
- Cultural Consultant – Provide cultural knowledge of Shoshoni practices of parenting and child nurturing. Developing curriculum for a new university course ANTH 299 – Indigenous Traditional Parenting.
- 2004 Winter Games 2004. Salt Lake City, Utah
- Cultural Consultant - Coordinated the Welcome Ceremonies in the Athlete Village to the Olympiads and Co-coordinated with Ms. Phyllis Nassi in

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

- 2003 Cultural Consultant to National Park Service for the project Ethnographic Survey for Yellowstone National Park Obsidian Cliff Road Segment and for the International Conference associated with the project at Mammoth Hot Springs, Yellowstone National Park.
- 2002 Cultural Consultant to author Christopher J. Noller for a Master's Thesis 'Shoshoni Place Names on the Fort Hall Indian Reservation'. Idaho State University.
- 2001 Cultural Consultant to the authors Patricia A. Dean and Clayton F. Marler for the journal article 'Shoshoni Spirituality and Enhancing Archaeological Interpretation in Southeast Idaho in the SAA Archaeological Record, Vol. 1, No. 2. Washington, DC.
- 1999 Cultural Consultant to the author Lois Sherr Dubin for 'North American Indian Jewelry and Adornment – From prehistory to the present'. New York, Harry N. Abrams, Inc.

Professional Development

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

Appendix P – Start-Up Budget Assumptions

Revenue

- CTEA has provided three budgets. The worst budget scenario at 100 is based on a 12% shortfall from the enrollment cap. The most likely budget scenario has been developed around a total initial enrollment of 114 students. CTEA purposely capped enrollment at these levels to comply more with the enrollment history of other charter schools in their first year. This eliminated the need for a best budget scenario based on enrollment numbers, but rather on the ability of CTEA to find additional funding through grants.
- Assuming 90% attendance, twenty-two (22) kindergarten and eighty-eight (88) 1st-6th grade students generate 6.0 support units in the calculations.
- According to the Salary Apportionment Worksheet, 6.0 support units for an instructional index of 1.15870 provides \$198,000.72 for instructional salaries and an administrative index of 1.3426 provides \$18,911.37 for administrative salaries. Noncertified salaries totaled \$56,494, and \$46,588 for benefit apportionment. CTEA has budgeted more into salaries in order to effectively manage the day to day operations of the school and continue to develop curriculum as each grade level expands. Experience from other charter schools shows that it takes at least 1 ½ individuals performing administrative functions to run a school. Consequently, CTEA will have a Director and a Coordinator of Curriculum and Instruction. The Coordinator will also work in the front office. Consequently, these two positions will have the traditional responsibilities of the business manager, administrative assistant, and director/principal. ISTCS currently spends over \$100,000 on its administrative staff of three. Since curriculum selection, alignment, and assessment would already be overseen by one administrator, adding the oversight of development would require an additional .25 FTE from the Coordinator. All curricula will not be developed from scratch; much will be adaptations and translations from existing proven curricula. The Language and Culture Preservation Department has also provided a memorandum of agreement to assist in the production of all Shoshoni materials. Another important aspect is selecting the most effective technological tools; most new charters seem to be ill prepared when it comes to making the most of the available technology. For example, CTEA has already selected integrated learning management and content management programs. Last, CTEA will complete the necessary tasks prior to opening. Too often, charters open without having completed the necessary strategic plans, policies, and procedures.
- Estimating the M&O state support revenue using 6.0 support units provides for \$117,756 entitlement. Consequently, total state support equals \$422,593 for 100 students, a per pupil estimate of \$4225.
- State transportation reimbursement at 50%.
- Nutrition program revenue was averaged on a per pupil basis from the Blackfoot School District #55 and Lapwai School District #341 – The revenue zeros out with the expenditures.
- Impact Aid (PL 81-874) funds were calculated for 95% of the CTEA enrollment (American Indian) according to actual per pupil revenue received by the Blackfoot School District #55; it may be more (See Appendix T). There are no strings attached to the Impact Aid funds other than the district or school must hold an annual meeting to receive input on how these funds will be used. However, there is no earmark for these funds as they go directly into the general budget. The movement of American Indian students out of the Blackfoot School District will affect the district slightly as the funds follow the student. However, the Pocatello School District will not be affected as it does not receive federal funds for directly tied to Indian education.
- Johnson O'Malley funds were calculated for 95% of the CTEA's enrollment according to per pupil revenue received by the Blackfoot School District #55; it may be more. The total funding received by the Blackfoot

September 20, 2012

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

- Title II-A funds were averaged from per pupil revenue from the Blackfoot School District #55, Lapwai School District #341, and Idaho Science and Technology Charter School.
- Title I-A funds were averaged from per pupil revenue from the Blackfoot School District #55 and Lapwai School District #341 and calculated at 80% of the projected CTEA enrollment; it may be more. An average per grade estimate of economically disadvantaged students at these districts was divided into their total Title I-A funds. The economically disadvantaged students at Stalker Elementary were estimated at 70% and Fort Hall Elementary has 82% of its students classified as economically disadvantaged.
- IDEA Part B and State Special Education funds were provided by Lester based on enrollment of 100 students.
- Title VII-A (Indian Education Program) funds were calculated for 95% of the school's American Indian population according to per pupil revenue received by the Blackfoot School District #55; it may be more. The total funding received by the Blackfoot School District #55 for Title VII-A (\$100,727) was divided by their total American Indian Population to obtain a per pupil estimate. (See Appendix V). Title VII-A funds will be used in accordance with program requirements.
- Medicaid revenue was averaged on a per pupil basis from the Blackfoot School District #55 and Lapwai School District #341
- A single J.A. and Kathryn Albertson Foundation grant for \$250,000 (as confirmed via telephone and now indicated on their website) will be awarded (hopefully) in October 2012 if CTEA is fully authorized in September 2012. These funds will be predominantly used for start-up as demonstrated in the start-up budgets.
- The board has set a goal of \$150,000 in grants and donations by the first year of operation; \$5000 from Wada Farms for infrastructure has been included in the budget.

Expenditures

- Staffing levels are noted at an average rate, depending on experience and education.
- Retirement/PERSI and payroll taxes calculated at the current standard rates.
- Workman's compensation has been calculated at current rates for professional/clerical and other school employees.
- \$450 per month per employee has been allocated to purchase group health insurance.
- Initial textbook, furniture, supplies, and equipment purchases have been calculated through various vendors. Much of the K-2 curriculum is currently under development through the Culture and Language Department of the Shoshone-Bannock Tribes. A curriculum developer will continue to design and develop much of the school's curriculum on an ongoing basis. Only the Shoshoni kindergarten curriculum and entire culture enrichment will be completely developed by opening. The Coordinator of Curriculum and Instruction will oversee the development of one grade level Shoshoni curriculum per year. Core subject curricula will be

September 20, 2012

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

- Facility expenditures are based on rental costs associated with the portable campus model (See Appendix H) Land has been provided through resolution by the Shoshone-Bannock Tribes. Delivery and setup costs for new modules have been noted during the years of expansion.
- Contracted services reflect possible school psychologist, counseling, occupational therapy, and physical therapy, and other service personnel fees. Tribal members already receive many of these services through the Tribes. All, if any, services provided by the Tribes will meet the standards required of all public schools. However, CTEA has budgeted for contracted supplemental services in case this relationship isn't in the best interest of the students and the school.
- Utilities were estimated from the modular utilities costs at Idaho Science & Technology Charter School.
- Network administration fees have been calculated for approximately 250 hours of labor. Technology expenditures include purchases for networking components and computers that depreciate rapidly and leases for other products and components. The 1st & 2nd year budget includes the necessary components for a network of 50 computers; subsequent years reflect continued lease contracts and new computers as the student population increases. Start-up and first year operational budgets show \$9000 for IT costs to install the network and then \$500 monthly contract from thereon.
- Other operating expenses have been determined from, are similar to, other school districts and charter school expenditures.
- Transportation expenses are estimated from the average per pupil cost for transportation from the Blackfoot School District #55 and Lapwai School District #341 budgets. Busing quotes were solicited from Teton Stage Lines and Sho-Ban Jr./Sr. High School, but both were unwilling to provide a formal quote at this time due to the fluctuating price of gas, and the many unknowns - like the number and location of students who will be using school transportation just to name a few. Teton Stage Lines indicated that it costs anywhere from \$3.05 to \$4.10 per mile to operate, and their routes range anywhere from 35-75 miles per day. Sho-Ban Jr./Sr. High School quoted a \$3.74 per mile cost to operate, but they are already running the same routes CTEA will use. Consequently, this cost may decrease when negotiations with the Sho-Ban Jr/Sr High School conclude. From this data, however, one can estimate a cost of \$47,685 for a bid from Sho-Ban Jr/Sr High. There are only 80 students enrolled at their school, but there are two bus routes. This means that the buses are only half full – more than enough room for the CTEA initial enrollment number. If both these buses ran the longest route made by Teton Stage Lines at 75 miles/day, then $75 * \$3.74 \text{ per mile} * 2 \text{ busses} = \$95,370$. Divide this number by 2 schools and the total cost would be \$47,685. A first year cost of \$53,200 is reflected in the budget, which was averaged from the Blackfoot School District #55 and Lapwai School District #341 budgets.
- Nutrition Program expenses are similar to the per pupil costs included in the Blackfoot School District #55 and Lapwai School District #341 budgets.
- The last column in the start-up budget is the same as the first column in the 5 year projected budget. They both show the entire pre-opening year budget and represent the total start-up costs (\$231,253) from October 2012-July 2013. As calculated on both budgets, CTEA will have a surplus of \$23,747 at the end of July 2013. This does not take into account the first early payment from the state in July. The start-up budget breaks down the pre-opening year into various months, but the last column is the year's total.

September 20, 2012

Chief Tahgee Elementary Academy						
CTEA - Startup Budget - Likely						
	Date	Amount	Oct 2012-May 2013	June 2013	July 2013	Oct-July Total
Revenues:						
Albertson's Grant	Sept 2012	\$250,000	\$250,000			
Grants/Contributions/Donations		TBD				
Albert Wada Farms		\$5,000	\$5,000			
Start-up Grant		TBD				
Total Revenues		\$255,000				
Expenses:						
Contracts & Salaries						
Director of School Programs (Contracted)		\$35,896.00	\$28,716.80	\$3,589.60	\$3,589.60	\$35,896.00
Total		\$35,896.00				
Operating Expenses:						
Textbooks/Software		\$33,000				\$0
Equipment & Supplies		\$65,850		\$10,850.00	\$25,000.00	\$35,850
Contract Special Services		\$20,000		\$1,428.57	\$1,428.57	\$2,857
Network/Technology Administrator		\$15,000		\$4,500.00	\$4,500.00	\$9,000
Legal		Donated				\$0
Accounting		\$3,000	\$500			\$500
Advertising/Marketing		\$2,500	\$1,000.00		\$500.00	\$1,500
Utilities		\$17,000				\$0
Liability & Property Insurance		\$7,000				\$0
Testing & Assessment		\$2,000				\$0
Staff Development		\$7,500				\$0
Travel		\$2,750		\$250.00	\$250.00	\$500
Postage		\$600		\$75.00	\$75.00	\$150
Initial Facilities Set-up		\$105,000	\$55,000		\$50,000.00	\$105,000
Rents and Leases		\$56,400				\$0
Technology		\$53,000			\$40,000.00	\$40,000
Custodial & Maintenance (Contract)		\$15,000				\$0
Substitutes		\$2,500				\$0
Miscellaneous		\$2,000				\$0
Monthly Operating Expenses		\$410,100	\$85,216.80	\$20,693.17	\$125,343.17	
Total Expenses				\$105,909.97	\$231,253.14	\$231,253.14
Net Operating Income/(Loss)				\$149,090.03	\$23,746.86	\$23,746.86

September 20, 2012

Chief Tahgee Elementary Academy						
CTEA - Startup Budget - Worst						
	Date	Amount	Oct 2012-May 2013	June 2013	July 2013	Oct-July Total
Revenues:						
Albertson's Grant	Sept 2012	\$250,000	\$250,000			
Grants/Contributions/Donations		TBD				
Albert Wada Farms		\$5,000	\$5,000			
Start-up Grant		TBD				
Total Revenues		\$255,000				
Expenses:						
Contracts & Salaries						
Director of School Programs (Contracted)		\$35,896.00	\$28,716.80	\$3,589.60	\$3,589.60	\$35,896.00
Total		\$35,896.00				
Operating Expenses:						
Textbooks/Software		\$33,000				\$0
Equipment & Supplies		\$65,850		\$10,850.00	\$25,000.00	\$35,850
Contract Special Services		\$20,000		\$1,428.57	\$1,428.57	\$2,857
Network/Technology Administrator		\$15,000		\$4,500.00	\$4,500.00	\$9,000
Legal		Donated				\$0
Accounting		\$3,000	\$500			\$500
Advertising/Marketing		\$2,500	\$1,000.00		\$500.00	\$1,500
Utilities		\$17,000				\$0
Liability & Property Insurance		\$7,000				\$0
Testing & Assessment		\$2,000				\$0
Staff Development		\$7,500				\$0
Travel		\$2,750		\$250.00	\$250.00	\$500
Postage		\$600		\$75.00	\$75.00	\$150
Initial Facilities Set-up		\$105,000	\$55,000		\$50,000.00	\$105,000
Rents and Leases		\$56,400				\$0
Technology		\$53,000			\$40,000.00	\$40,000
Custodial & Maintenance (Contract)		\$15,000				\$0
Substitutes		\$2,500				\$0
Miscellaneous		\$2,000				\$0
Monthly Operating Expenses		\$410,100	\$85,216.80	\$20,693.17	\$125,343.17	
Total Expenses				\$105,909.97	\$231,253.14	\$231,253.14
Net Operating Income/(Loss)				\$149,090.03	\$23,746.86	\$23,746.86

September 20, 2012

Chief Tahgee Elementary Academy						
CTEA - Startup Budget - Best						
	Date	Amount	Oct 2012-May 2013	June 2013	July 2013	Oct-July Total
Revenues:						
Albertson's Grant	Sept 2012	\$250,000	\$250,000			
Laura Moore Cunningham		30,000	30,000			
Albert Wada Farms		\$5,000	\$5,000			
Start-up Grant		172,667	172,667			
Total Revenues		\$457,667				
Expenses:						
Contracts & Salaries						
Director of School Programs (Contracted)		\$35,896.00	\$28,716.80	\$3,589.60	\$3,589.60	\$35,896.00
Total		\$35,896.00				
Operating Expenses:						
Textbooks/Software		\$33,000				\$0
Equipment & Supplies		\$65,850		\$10,850.00	\$25,000.00	\$35,850
Contract Special Services		\$20,000		\$1,428.57	\$1,428.57	\$2,857
Network/Technology Administrator		\$15,000		\$4,500.00	\$4,500.00	\$9,000
Legal		Donated				\$0
Accounting		\$3,000	\$500			\$500
Advertising/Marketing		\$2,500	\$1,000.00		\$500.00	\$1,500
Utilities		\$17,000				\$0
Liability & Property Insurance		\$7,000				\$0
Testing & Assessment		\$2,000				\$0
Staff Development		\$7,500				\$0
Travel		\$2,750		\$250.00	\$250.00	\$500
Postage		\$600		\$75.00	\$75.00	\$150
Initial Facilities Set-up		\$300,000	\$150,000		\$150,000.00	\$300,000
Rents and Leases		\$0				\$0
Technology		\$53,000			\$40,000.00	\$40,000
Custodial & Maintenance (Contract)		\$15,000				\$0
Substitutes		\$2,500				\$0
Miscellaneous		\$2,000				\$0
Monthly Operating Expenses		\$548,700	\$180,216.80	\$20,693.17	\$225,343.17	
Total Expenses				\$200,909.97	\$426,253.14	\$426,253.14
Net Operating Income/(Loss)				\$256,757.21	\$31,414.04	\$31,414.04

September 20, 2012



May 4, 2012

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

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

Dear Ms. Eschief Murillo:

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

Please keep me updated on your exempt status.

Sincerely,

A handwritten signature in black ink, appearing to read "Bryan Wada", is written over a thin horizontal line.

Bryan Wada, President

September 20, 2012

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

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

19 May 2011

RE: Proposal for School Bus Transportation.....

Joel Weaver:

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

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

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

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

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

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

Sincerely:

Donavan Harrington

General Manager

Teton Stage Lines

September 20, 2012

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

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

September 20, 2012

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

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

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

September 20, 2012

Appendix Q – Three Year Projected Operating Budget

Chief Tahgee Elementary Academy															
5 Year Projected Budget - Likely															
	Start-up			Year 1			Year 2			Year 3			Year 4		
	October 2012 - July 2013			August 2013 - July 2014			August 2014 - July 2015			August 2015 - August 2016			August 2016 - 2017		
	Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount
Number of Students				114			146			178			210		
Revenues:															
State Apportionment					\$ 4,225	\$481,650		\$ 4,225	\$616,850		\$ 4,225	\$752,050		\$ 4,225	\$887,250
State Transportation					50%	30,330		50%	38,840		50%	47,350		50%	55,860
Nutrition Program				\$ 425		48,450	\$ 425		62,050	\$ 425		75,650	\$ 425		89,250
Impact Aid (PL 81-874)				\$ 930		100,719	\$ 930		128,991	\$ 930		157,263	\$ 930		185,535
Johnson O'Malley				\$ 80		8,664	\$ 80		11,096	\$ 80		13,528	\$ 80		15,960
Title II-A				\$ 90		10,260	\$ 90		13,140	\$ 90		16,020	\$ 90		18,900
Title I-A				\$ 450		41,040	\$ 450		52,560	\$ 450		64,080	\$ 450		75,600
State Special Education						7,000			7,350			7,718			8,103
IDEA Part B						35,000			36,750			38,588			40,517
Title VII				\$ 250		27,075	\$ 250		34,675	\$ 250		42,275	\$ 250		49,875
Medicaid				\$ 50		5,700	\$ 50		7,300	\$ 50		8,900	\$ 50		10,500
Albertson's Grant			250,000												
Other Contributions/Donations			TBD			TBD			TBD			TBD			TBD
CSP Start-up Grant					222,758				TBD			TBD			TBD
Laura Moore Cunningham						TBD			TBD			TBD			TBD
Albert Wada Farms			5,000									TBD			TBD
Total Grants & Donations															
Insert Revenue Lines Here															
Total Revenues			\$255,000			\$795,888			\$1,009,602			\$1,223,421			\$1,437,350
Expenses:															
Salaries:															
Administration	\$ 35,896	1	\$35,896	\$ 60,000	1	\$60,000	\$ 61,800	1	\$61,800	\$ 63,650	1	\$63,650	\$ 65,560	1	\$65,560
Curriculum & Instruction/Front Office			\$0	\$ 40,000	1	\$40,000	\$ 41,200	1	\$41,200	\$ 42,440	1	\$42,440	\$ 43,710	1	\$43,710
Teachers			\$0	\$ 33,000	4	\$132,000	\$ 33,990	5	\$169,950	\$ 35,010	6	\$210,060	\$ 36,060	7	\$252,420
Special Ed			\$0	\$ 35,000	1	\$35,000	\$ 36,050	1	\$36,050	\$ 37,130	1	\$37,130	\$ 38,240	1	\$38,240
Administrative Assistant						\$ 20,000	0.5	\$10,000	\$ 20,600	1	\$20,600	\$ 21,220	1	\$21,220	
Paraprofessionals			\$0	\$ 10,000	5	\$50,000	\$ 10,300	6	\$61,800	\$ 10,610	7	\$74,270	\$ 10,930	8	\$87,440
Insert Salaries Lines Here															
Total Salaries			\$35,896			\$317,000			\$380,800			\$448,150			\$508,590
Benefits:															
Retirement/PERSI	10.4%		\$0	10.4%		\$32,968	10.4%		\$39,603	10.4%		\$46,608	10.4%		\$52,893
Health/Life Insurance	450		\$0	450		\$34,650	450		\$39,600	450		\$49,500	450		\$54,450
SUTA	3.36%		\$0	3.36%		\$9,583	3.36%		\$11,626	3.36%		\$12,807	3.36%		\$13,250
Payroll Taxes	7.7%		\$0	7.7%		\$24,409	7.7%		\$29,322	7.7%		\$34,508	7.7%		\$39,161
Workers Compensation	0.25%		\$0	0.25%		\$793	0.25%		\$952	0.25%		\$1,120	0.25%		\$1,271
Insert Benefits Lines Here															
Total Benefits			0.00			\$102,402			\$121,102			\$144,543			\$161,026
Operating Expenses:															
Textbooks/Software			\$0	\$ 330.00		\$37,620	\$ 200.00		\$29,200	\$ 200.00		\$35,600	\$ 100.00		\$21,000
Equipment & Supplies			\$35,850			\$30,000			\$20,000			\$20,000			\$20,000
Contract Special Services			\$2,857			\$17,143			\$20,000			\$20,000			\$20,000
Network/Technology Administrator			\$9,000			\$6,000			\$6,000			\$6,000			\$6,000
Legal			Donated			Donated			Donated			Donated			Donated
Accounting			\$500			\$2,500			\$3,000			\$3,000			\$3,000
Advertising/Marketing			\$1,500			\$1,000			\$2,500			\$2,500			\$2,500
Utilities			\$0			\$17,000			\$17,000			\$20,000			\$20,000
Liability & Property Insurance			\$0			\$7,000			\$7,000			\$7,000			\$7,000
Testing & Assessment			\$0			\$2,000			\$2,000			\$2,000			\$2,000
Staff Development			\$0			\$7,500			\$10,000			\$10,000			\$10,000
Travel			\$500			\$2,250			\$3,000			\$3,500			\$400
Postage			\$150			\$450			\$500			\$500			\$500
Initial Facilities Set-up			\$105,000			\$0			\$14,000			\$14,000			\$14,000
Rents and Leases			\$0			\$56,400			\$56,400			\$70,500			\$70,500
Technology			\$40,000			\$13,000			\$30,000			\$30,000			\$30,000
Custodial & Maintenance (Contract)			\$0			\$15,000			\$15,000			\$18,000			\$18,000
Substitutes			\$0			\$2,500			\$3,000			\$4,000			\$5,000
Miscellaneous			\$0			\$2,000			\$4,000			\$4,000			\$5,000
Insert OE Lines Here															
Total Operating Expenses			\$195,357			\$219,363			\$228,600			\$270,600			\$240,400
Program Expenses:															
Transportation			\$0	\$ 532		\$60,650	\$ 532		\$77,670	\$ 532		\$94,700	\$ 532		\$111,720
Nutrition Program			0	\$ 425		\$48,450	\$ 425		62,050	\$ 425		75,650	\$ 425		89,250
Insert Program Expenses Lines Here															
Total Benefits			\$0			\$109,100			\$139,720			\$170,350			\$200,970
Total Expenses			\$231,253			\$747,865			\$870,222			\$1,033,643			\$1,110,996
Net Operating Income/(Loss)			\$23,747			\$48,023			\$139,380			\$189,778			\$326,364
Beginning Fund Balance			0			23,747			71,770			211,149			400,928
Ending Fund Balance			23,747			71,770			211,149			400,928			727,292

September 20, 2012

Chief Tahgee Elementary Academy															
5 Year Projected Budget - Worst															
	Start-up			Year 1			Year 2			Year 3			Year 4		
	October 2012 - July 2013			August 2013 - July 2014			August 2014 - July 2015			August 2015 - August 2016			August 2016 - 2017		
	Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount
Number of Students				100			131			160			189		
Revenues:															
State Apportionment					\$ 4,225	\$422,500		\$ 4,225	\$553,480		\$ 4,225	\$676,000		\$ 4,225	\$798,530
State Transportation					50%	26,600		50%	34,850		50%	42,560		50%	50,280
Nutrition Program				\$ 425		42,500	\$ 425		55,675	\$ 425		68,000	\$ 425		80,325
Impact Aid (PL 81-874)				\$ 930		88,350	\$ 930		115,739	\$ 930		141,360	\$ 930		166,982
Johnson O'Malley				\$ 80		7,600	\$ 80		9,956	\$ 80		12,160	\$ 80		14,364
Title II-A				\$ 90		9,000	\$ 90		11,790	\$ 90		14,400	\$ 90		17,010
Title I-A				\$ 450		36,000	\$ 450		47,160	\$ 450		57,600	\$ 450		68,040
State Special Education						7,000			7,350			7,718			8,103
IDEA Part B						35,000			36,750			38,588			40,517
Title VII				\$ 250		23,750	\$ 250		31,113	\$ 250		38,000	\$ 250		44,888
Medicaid				\$ 50		5,000	\$ 50		6,550	\$ 50		8,000	\$ 50		9,450
Albertson's Grant			250,000												
Other Contributions/Donations						TBD			TBD			TBD			TBD
CSP Start-up Grant						TBD			TBD			TBD			TBD
Laura Moore Cunningham						TBD			TBD			TBD			TBD
Albert Wada Farms			5,000												
Total Grants & Donations															
Insert Revenue Lines Here															
Total Revenues			\$255,000			\$703,300			\$910,412			\$1,104,385			\$1,298,488
Expenses:															
Salaries:															
Administration	\$ 35,896	1	\$35,896	\$ 60,000	1	\$60,000	\$ 61,800	1	\$61,800	\$ 63,650	1	\$63,650	\$ 65,560	1	\$65,560
Curriculum & Instruction/Front Office			\$0	\$ 40,000	1	\$40,000	\$ 41,200	1	\$41,200	\$ 42,440	1	\$42,440	\$ 43,710	1	\$43,710
Teachers			\$0	\$ 33,000	4	\$132,000	\$ 33,990	5	\$169,950	\$ 35,010	6	\$210,060	\$ 36,060	7	\$252,420
Special Ed			\$0	\$ 35,000	1	\$35,000	\$ 36,050	1	\$36,050	\$ 37,130	1	\$37,130	\$ 38,240	1	\$38,240
Administrative Assistant							\$ 20,000	0.5	\$10,000	\$ 20,600	1	\$20,600	\$ 21,220	1	\$21,220
Paraprofessionals			\$0	\$ 10,000	4	\$40,000	\$ 10,300	6	\$61,800	\$ 10,610	7	\$74,270	\$ 10,930	8	\$87,440
Insert Salaries Lines Here															
Total Salaries			\$35,896			\$307,000			\$380,800			\$448,150			\$508,590
Benefits:															
Retirement/PERSI	10.4%		\$0	10.4%		\$31,928	10.4%		\$39,603	10.4%		\$46,608	10.4%		\$52,893
Health/Life Insurance	450		\$0	450		\$34,650	450		\$39,600	450		\$49,500	450		\$54,450
SUTA	3.36%		\$0	3.36%		\$9,247	3.36%		\$11,626	3.36%		\$12,807	3.36%		\$13,250
Payroll Taxes	7.7%		\$0	7.7%		\$23,639	7.7%		\$29,322	7.7%		\$34,508	7.7%		\$39,161
Workers Compensation	0.25%		\$0	0.25%		\$678	0.25%		\$952	0.25%		\$1,120	0.25%		\$1,271
Insert Benefits Lines Here															
Total Benefits			0.00			\$100,231			\$121,102			\$144,543			\$161,026
Operating Expenses:															
Textbooks/Software			\$0	\$ 330.00		\$33,000	\$ 200.00		\$26,200	\$ 200.00		\$32,000	\$ 100.00		\$18,900
Equipment & Supplies			\$35,850			\$30,000			\$20,000			\$20,000			\$20,000
Contract Special Services			\$2,857			\$17,143			\$20,000			\$20,000			\$20,000
Network/Technology Administrator			\$9,000			\$6,000			\$6,000			\$6,000			\$6,000
Legal			Donated			Donated			Donated			Donated			Donated
Accounting			\$500			\$2,500			\$3,000			\$3,000			\$3,000
Advertising/Marketing			\$1,500			\$1,000			\$2,500			\$2,500			\$2,500
Utilities			\$0			\$17,000			\$17,000			\$20,000			\$20,000
Liability & Property Insurance			\$0			\$7,000			\$7,000			\$7,000			\$7,000
Testing & Assessment			\$0			\$2,000			\$2,000			\$2,000			\$2,000
Staff Development			\$0			\$7,500			\$10,000			\$10,000			\$10,000
Travel			\$500			\$2,250			\$3,000			\$3,500			\$400
Postage			\$150			\$450			\$500			\$500			\$500
Initial Facilities Set-up			\$105,000			\$0			\$14,000			\$14,000			\$14,000
Rents and Leases			\$0			\$56,400			\$56,400			\$70,500			\$70,500
Technology			\$40,000			\$13,000			\$30,000			\$30,000			\$30,000
Custodial & Maintenance (Contract)			\$0			\$15,000			\$15,000			\$18,000			\$18,000
Substitutes			\$0			\$2,500			\$3,000			\$4,000			\$5,000
Miscellaneous			\$0			\$2,000			\$4,000			\$4,000			\$5,000
Insert OE Lines Here															
Total Operating Expenses			\$195,357			\$214,743			\$225,600			\$267,000			\$238,300
Program Expenses:															
Transportation			\$0	\$ 532		\$53,200	\$ 532		\$69,690	\$ 532		\$85,120	\$ 532		\$100,550
Nutrition Program			0	\$ 425		\$42,500	\$ 425		55,680	\$ 425		68,000	\$ 425		80,330
Insert Program Expenses Lines Here															
Total Benefits			\$0			\$95,700			\$125,370			\$153,120			\$180,880
Total Expenses			\$231,253			\$717,674			\$852,872			\$1,012,813			\$1,088,796
Net Operating Income/(Loss)			\$23,747			-\$14,374			\$57,540			\$91,572			\$209,692
Beginning Fund Balance			0			23,747			9,373			66,912			158,485
Ending Fund Balance			23,747			9,373			66,912			158,485			368,177

Appendix R – First Year Month-by-Month Cash Flow

Idaho School of Innovation																
Month-by-Month Cash Flow- Likely																
Revenue	Total Rev	Aug-12/May1	Jun-13	Jul-13	Aug-13	Sep-13	Oct-13	Nov-13	Dec-13	Jan-14	Feb-14	Mar-14	Apr-14	May-14	Jun-14	Jul-14
State Revenue	481,650.00			120,412.50	105,372.98		105,372.98	70,260.69			40,097.36			35,112.29	5,021.20	120,412.50
Transportation	30,330.00			7,582.50	6,635.45		6,635.45	4,424.39			2,524.97			2,211.06	316.19	7,582.50
Federal Programs	222,758.00							111,379.00			111,379.00					
Nutrition	48,450.00										16,150.00			16,150.00		
State Special Education	7,000.00													7,000.00		
Albertson's Grant	250,000.00															
Wada Farms	5,000.00															
Medicaid	5,700.00													5,700.00		
Total Revenue	1,050,888.00															
Monthly Revenue	255,000.00	255,000.00	255,000.00	127,995.00	112,008.42	495,003.42	112,008.42	186,064.08	793,075.93	793,075.93	170,151.34	963,227.27	963,227.27	66,173.34	21,487.39	127,995.00
Accumulative Revenue	255,000.00	510,000.00	765,000.00	892,995.00	1,004,993.42	1,500,003.42	1,612,001.84	1,798,065.92	2,591,141.85	3,384,217.78	3,554,369.12	4,517,596.39	5,480,823.66	6,142,697.00	6,357,584.39	6,485,579.39
Expenditures																
Total Salaries	352,896.00	28,716.80	3,899.60	3,589.60	26,416.67	26,416.67	26,416.67	26,416.67	26,416.67	26,416.67	26,416.67	26,416.67	26,416.67	26,416.67	26,416.67	26,416.67
Total Benefits	102,402.00				8,533.50	8,533.50	8,533.50	8,533.50	8,533.50	8,533.50	8,533.50	8,533.50	8,533.50	8,533.50	8,533.50	8,533.50
Textbooks/Software	37,620.00				37,620.00											
Equipment & Supplies	65,850.00			25,000.00	1,320.83	1,320.83	1,320.83	1,320.83	1,320.83	1,320.83	1,320.83	1,320.83	1,320.83	1,320.83	1,320.83	1,320.83
Contract Services	20,000.00			1,428.57	1,428.57	1,428.57	1,428.57	1,428.57	1,428.57	1,428.57	1,428.57	1,428.57	1,428.57	1,428.57	1,428.57	1,428.57
Network/Technology Admin.	15,000.00			4,500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00
Legal	Donated			Donated												
Accounting	3,000.00	500.00		500.00					1,250.00						2,000.00	
Advertising/Marketing	2,500.00	750.00		500.00					1,250.00							
Utilities	17,000.00			1,416.67	1,416.67	1,416.67	1,416.67	1,416.67	1,416.67	1,416.67	1,416.67	1,416.67	1,416.67	1,416.67	1,416.67	1,416.67
Liability & Property Insurance	7,000.00			583.33	583.33	583.33	583.33	583.33	583.33	583.33	583.33	583.33	583.33	583.33	583.33	583.33
Testing & Assessment	2,000.00			2,000.00												
Staff Development	7,500.00			3,750.00	3,750.00	3,750.00	3,750.00	3,750.00	3,750.00	3,750.00	3,750.00	3,750.00	3,750.00	3,750.00	3,750.00	3,750.00
Travel	2,750.00	250.00	250.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00
Postage	600.00	75.00	75.00	75.00	37.50	37.50	37.50	37.50	37.50	37.50	37.50	37.50	37.50	37.50	37.50	37.50
Initial Facilities Set-up	105,000.00			105,000.00												
Rents and Leases	56,400.00			4,338.46	4,338.46	4,338.46	4,338.46	4,338.46	4,338.46	4,338.46	4,338.46	4,338.46	4,338.46	4,338.46	4,338.46	4,338.46
Technology	53,000.00			40,000.00	1,083.33	1,083.33	1,083.33	1,083.33	1,083.33	1,083.33	1,083.33	1,083.33	1,083.33	1,083.33	1,083.33	1,083.33
Custodial & Maintenance (Contract)	15,000.00			1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00
Miscellaneous	2,500.00			208.33	208.33	208.33	208.33	208.33	208.33	208.33	208.33	208.33	208.33	208.33	208.33	208.33
Substitutes	2,000.00															
Transportation	60,650.00			6,065.00	6,065.00	6,065.00	6,065.00	6,065.00	6,065.00	6,065.00	6,065.00	6,065.00	6,065.00	6,065.00	6,065.00	6,065.00
Nutrition Program	48,450.00			4,845.00	4,845.00	4,845.00	4,845.00	4,845.00	4,845.00	4,845.00	4,845.00	4,845.00	4,845.00	4,845.00	4,845.00	4,845.00
Total Expenditures	979,118.00	30,216.80	34,843.17	185,431.63	101,897.20	58,990.33	58,990.33	58,990.33	59,840.33	58,590.33	58,590.33	58,590.33	58,590.33	58,840.33	49,958.11	47,958.11
Accumulative Expenditures	30,216.80	65,059.97	250,491.60	352,388.80	410,979.13	469,569.47	528,159.80	588,000.13	646,590.46	705,180.79	763,771.12	822,361.45	882,361.45	931,159.89	979,118.00	979,118.00
Monthly Balance		224,783.20	189,940.03	132,503.40	142,614.62	84,024.29	137,442.38	264,916.13	205,075.80	146,485.47	258,046.48	199,456.15	140,865.81	148,198.83	119,728.11	199,765.00

Idaho School of Innovation																
Month-by-Month Cash Flow- Worst																
Revenue	Total Rev	Aug - 12/May 13	Jun-13	Jul-13	Aug-13	Sep-13	Oct-13	Nov-13	Dec-13	Jan-14	Feb-14	Mar-14	Apr-14	May-14	Jun-14	Jul-14
State Revenue	422,500.00			105,625.00	92,432.44	92,432.44	61,632.19	61,632.19			35,173.13			30,800.25	4,404.56	105,625.00
Transportation	26,600.00			6,650.00	5,819.42	5,819.42	3,880.28	3,880.28			2,214.45			1,999.14	277.31	6,650.00
Federal Programs	199,700.00						99,850.00	99,850.00			99,850.00					
Nutrition	42,500.00										14,166.67			14,166.67		
State Special Education	7,000.00													7,000.00		
Albertson's Grant	250,000.00															
Wada Farms	5,000.00															
Medicaid	5,000.00													5,000.00		
Total Revenue	958,300.00															
Monthly Revenue		255,000.00		112,275.00	98,251.85	98,251.85	165,362.46	165,362.46			151,404.24			58,906.06	18,848.53	112,275.00
Accumulative Revenue		255,000.00	255,000.00	367,275.00	465,526.85	465,526.85	630,889.31	796,251.77	729,141.17	729,141.17	880,545.41	880,545.41	880,545.41	939,451.47	958,300.00	1,070,575.00
Expenditures																
Total Salaries	342,896.00	28,716.80	3,589.60	3,589.60	25,583.33	25,583.33	25,583.33	25,583.33	25,583.33	25,583.33	25,583.33	25,583.33	25,583.33	25,583.33	25,583.33	25,583.33
Total Benefits	100,231.00				8,352.58	8,352.58	8,352.58	8,352.58	8,352.58	8,352.58	8,352.58	8,352.58	8,352.58	8,352.58	8,352.58	8,352.58
Textbooks/Software	33,000.00				33,000.00											
Equipment & Supplies	65,850.00		25,000.00	25,000.00	1,320.83	1,320.83	1,320.83	1,320.83	1,320.83	1,320.83	1,320.83	1,320.83	1,320.83	1,320.83	1,320.83	1,320.83
Contract Services	20,000.00		1,428.57	1,428.57	1,428.57	1,428.57	1,428.57	1,428.57	1,428.57	1,428.57	1,428.57	1,428.57	1,428.57	1,428.57	1,428.57	1,428.57
Network/Technology Admin.	15,000.00		4,500.00	4,500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00
Legal	Donated			Donated												
Accounting	3,000.00	500.00		500.00											2,000.00	
Advertising/Marketing	2,500.00	750.00		500.00					1,250.00							
Utilities	17,000.00				1,416.67	1,416.67	1,416.67	1,416.67	1,416.67	1,416.67	1,416.67	1,416.67	1,416.67	1,416.67	1,416.67	1,416.67
Liability & Property Insurance	7,000.00				583.33	583.33	583.33	583.33	583.33	583.33	583.33	583.33	583.33	583.33	583.33	583.33
Testing & Assessment	2,000.00				2,000.00											
Staff Development	7,500.00				3,750.00	3,750.00	3,750.00	3,750.00	3,750.00	3,750.00	3,750.00	3,750.00	3,750.00	3,750.00	3,750.00	3,750.00
Travel	2,750.00	250.00	250.00	500.00	500.00	340.91	340.91	340.91	340.91	340.91	340.91	340.91	340.91	340.91	340.91	340.91
Postage	600.00		75.00	75.00	37.50	37.50	37.50	37.50	37.50	37.50	37.50	37.50	37.50	37.50	37.50	37.50
Initial Facilities Set-up	105,000.00			105,000.00												
Rents and Leases	56,400.00			4,338.46	4,338.46	4,338.46	4,338.46	4,338.46	4,338.46	4,338.46	4,338.46	4,338.46	4,338.46	4,338.46	4,338.46	4,338.46
Technology	53,000.00			40,000.00	1,083.33	1,083.33	1,083.33	1,083.33	1,083.33	1,083.33	1,083.33	1,083.33	1,083.33	1,083.33	1,083.33	1,083.33
Custodial & Maintenance (Contract)	15,000.00				1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00
Miscellaneous	2,500.00				208.33	208.33	208.33	208.33	208.33	208.33	208.33	208.33	208.33	208.33	208.33	208.33
Substitutes	2,000.00															
Transportation	53,200.00				5,320.00	5,320.00	5,320.00	5,320.00	5,320.00	5,320.00	5,320.00	5,320.00	5,320.00	5,320.00	5,320.00	5,320.00
Nutrition Program	42,500.00				4,250.00	4,250.00	4,250.00	4,250.00	4,250.00	4,250.00	4,250.00	4,250.00	4,250.00	4,250.00	4,250.00	4,250.00
Total Expenditures	948,927.00	30,216.80	34,843.17	185,481.63	94,922.95	56,236.08	56,236.08	56,236.08	57,486.08	56,236.08	56,236.08	56,236.08	56,236.08	56,486.08	48,943.86	46,943.86
Accumulative Expenditures		30,216.80	65,059.97	250,491.60	345,414.55	401,650.63	457,886.72	514,122.80	571,608.88	627,844.96	684,081.04	740,317.12	796,553.20	853,039.28	901,983.14	948,927.00
Monthly Balance		224,783.20	189,940.03	116,783.40	120,112.30	68,876.22	105,891.99	215,018.37	157,532.29	101,296.21	196,464.37	140,228.29	83,992.21	86,412.18	56,316.86	121,648.00

Idaho School of Innovation															
Month-by-Month Cash Flow - Best															
Revenue	Aug-12/May 1	Jun-13	Jul-13	Aug-13	Sep-13	Oct-13	Nov-13	Dec-13	Jan-14	Feb-14	Mar-14	Apr-14	May-14	Jun-14	Jul-14
Total Rev															
State Revenue	481,650.00		120,412.50	105,372.98	105,372.98	70,260.69	70,260.69			40,097.36	35,112.29	5,021.20	35,112.29	5,021.20	120,412.50
Transportation	30,330.00		7,582.50	6,635.45	6,635.45	4,424.39	4,424.39			2,524.97	2,211.06	316.19	2,211.06	316.19	7,582.50
Federal Programs	224,758.00					111,379.00	111,379.00								
Nutrition	48,450.00									16,150.00	16,150.00		16,150.00	16,150.00	
State Special Education	7,000.00										7,000.00		7,000.00		
Albertson's Grant	250,000.00														
Wada Farms	5,000.00														
Medicaid	5,700.00												5,700.00		
Total Revenue	1,050,888.00														
Monthly Revenue	255,000.00		127,995.00	112,008.42	112,008.42	186,064.08	186,064.08			170,151.34	66,173.34	21,487.39	66,173.34	21,487.39	127,995.00
Accumulative Revenue	255,000.00	255,000.00	382,995.00	495,003.42	495,003.42	607,011.85	793,075.93	793,075.93	793,075.93	963,227.27	963,227.27	1,029,400.61	1,029,400.61	1,050,888.00	1,178,883.00
Expenditures															
Total Salaries	352,896.00		3,589.60	26,416.67	26,416.67	26,416.67	26,416.67	26,416.67	26,416.67	26,416.67	26,416.67	26,416.67	26,416.67	26,416.67	26,416.67
Total Benefits	102,402.00			8,533.50	8,533.50	8,533.50	8,533.50	8,533.50	8,533.50	8,533.50	8,533.50	8,533.50	8,533.50	8,533.50	8,533.50
Textbooks/Software	37,620.00			37,620.00											
Equipment & Supplies	65,850.00		25,000.00	1,320.83	1,320.83	1,320.83	1,320.83	1,320.83	1,320.83	1,320.83	1,320.83	1,320.83	1,320.83	1,320.83	1,320.83
Contract Services	20,000.00		1,428.57	1,428.57	1,428.57	1,428.57	1,428.57	1,428.57	1,428.57	1,428.57	1,428.57	1,428.57	1,428.57	1,428.57	1,428.57
Network/Technology Admin.	15,000.00		4,500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00
Legal	Donated														
Accounting	3,000.00		500.00	500.00										2,000.00	
Advertising/Marketing	2,500.00		500.00					1,250.00							
Utilities	17,000.00			1,416.67	1,416.67	1,416.67	1,416.67	1,416.67	1,416.67	1,416.67	1,416.67	1,416.67	1,416.67	1,416.67	1,416.67
Liability & Property Insurance	7,000.00			583.33	583.33	583.33	583.33	583.33	583.33	583.33	583.33	583.33	583.33	583.33	583.33
Testing & Assessment	2,000.00			2,000.00											
Staff Development	7,500.00			3,750.00	340.91	340.91	340.91	340.91	340.91	340.91	340.91	340.91	340.91	340.91	340.91
Travel	2,750.00		250.00	500.00	500.00									250.00	500.00
Postage	600.00		75.00	37.50	37.50	37.50	37.50	37.50	37.50	37.50	37.50	37.50	37.50	37.50	37.50
Initial Facilities Set-up	300,000.00		300,000.00												
Rents and Leases															
Technology	53,000.00		40,000.00	1,083.33	1,083.33	1,083.33	1,083.33	1,083.33	1,083.33	1,083.33	1,083.33	1,083.33	1,083.33	1,083.33	1,083.33
Custodial & Maintenance (Contract)	15,000.00			1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00
Miscellaneous	2,500.00			208.33	208.33	208.33	208.33	208.33	208.33	208.33	208.33	208.33	208.33	208.33	208.33
Substitutes	2,000.00			222.22	222.22	222.22	222.22	222.22	222.22	222.22	222.22	222.22	222.22	222.22	222.22
Transportation	60,650.00			6,065.00	6,065.00	6,065.00	6,065.00	6,065.00	6,065.00	6,065.00	6,065.00	6,065.00	6,065.00	6,065.00	6,065.00
Nutrition Program	48,450.00			4,845.00	4,845.00	4,845.00	4,845.00	4,845.00	4,845.00	4,845.00	4,845.00	4,845.00	4,845.00	4,845.00	4,845.00
Total Expenditures	1,117,718.00		376,093.17	97,558.74	54,251.87	54,251.87	54,251.87	55,501.87	54,251.87	54,251.87	54,251.87	54,251.87	54,251.87	54,501.87	43,619.65
Accumulative Expenditures	30,216.80	65,059.97	441,153.14	538,711.88	592,963.75	647,215.62	701,467.49	756,969.36	811,221.23	865,473.10	919,724.97	973,976.84	1,028,478.71	1,074,088.35	1,117,718.00
Monthly Balance	224,783.20	189,940.03	(58,158.14)	(43,708.46)	(97,960.33)	(40,203.77)	91,608.44	36,106.57	(18,445.30)	97,754.17	43,502.30	(10,749.57)	921.90	(23,210.35)	61,165.00

September 20, 2012

Appendix S – Shoshone Bannock Jr./Sr. High School Letter of Support



Shoshone-Bannock Jr./Sr. High School

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

Post Office Box 790
Fort Hall, Idaho 83203-0790

July 06, 2011

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

Re: CTEA and Charter School Initiative / Letter of Support

Dear CTEA Committee:

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

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

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

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

Sincerely,

School Board Chairperson
Shoshone-Bannock Tribes

September 20, 2012



Shoshone-Bannock Jr./Sr. High School

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

Post Office Box 790
Fort Hall, Idaho 83203-0790

June 28, 2012

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

RE: C.T.E.A. and Charter School Initiative / Letter of Support

Dear C.T.E.A. Committee,

The School Board for the Shoshone-Bannock Tribes' School District strongly supports the establishment of the Chief Tahgee Elementary Academy (C.T.E.A.) and the Charter School Initiative. The Board heard testimony and had the chance to ask questions of the committee at the regular School Board meeting of May 31, 2012.

The School Board for the Shoshone-Bannock Tribes' School District acknowledges that the Fort Hall Business Council (F.H.B.C.) has set aside our area of land for educational purposes, addressed as the School Reserve. Therefore, the Board unanimously supports the utilization of the School Reserve for the purpose of creating a language emersion school, namely, the Chief Tahgee Elementary Academy.

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

Sincerely, on behalf of the S.B. School Board,

A handwritten signature in cursive script that reads "Donna McArthur". The signature is written in black ink and is positioned above the printed name.

Donna McArthur
S.B. School Board, Vice-Chairperson

Appendix T – Blackfoot School District #55 Impact Aid Revenue

**Impact Aid
Public Hearing
April 27, 2011**

What is Impact Aid?

Congress recognized that federal military activities were having an adverse effect on some local school district. In addition, Congress was concerned that the children of military personnel should have adequate funds for their education.

*In 1950, Congress passed PL 81-874 (Impact Aid for Operating Expenses) and PL 81-815 (Impact Aid for construction) in order to assist local schools affected by federal activities.

*Section 2 provided funds due to federal ownership of land;

*Section 3 provided assistance due to the presence of federal students.

These two laws were designed to make up for the financial losses the federal presence has caused many local schools. Later, other types of federal students were added to Section 3 of the program. These students included Indian Land students, Low Rent Housing Students, and students whose parents work on federal property.

*In 1994, Congress re-authorized these Impact Aid laws as Title VIII of PL 103-382 (The Elementary and Secondary Education Act). In doing so, PL 81-874 and PL 81-815 were repealed.

*Impact Aid is one of the **only** federal education programs where the funds are sent directly to the school district, and thus there is almost no bureaucracy or regulations.

*As a result, the funds are used for the education of all students, and there is no “rake-off” by states or the federal government to fund bureaucrats.

*In addition, these funds go into the general fund, and may be used as the local school district decides. There are “no strings attached” to these funds, and they may be used for any legal purpose within the guidelines of state law.

What is the financial effect of federal impaction on local schools?

The ability of local schools to raise revenue is reduced due to land being taken off the tax rolls.

*Sources of school revenue are state aid (based upon average daily attendance), local taxes on businesses, and local taxes on homes. If local businesses are located on federal property or student’s homes are located on federal property, the school district cannot generate local revenue on these properties through property taxes.

Policies and Procedures for Children Residing on Indian Lands

The Impact Aid law requires school districts receiving funds for children residing on Indian Trust Lands to have Indian Policies and Procedures (IPPS) in place to ensure five things.

- *Indian Lands children are allowed to participate in programs on an equal basis as non-Indian Lands children (everyone has equal opportunity).
- *Parents of Indian Lands children and the tribes have an opportunity to present their views on school district programs and to make recommendations on the school's program.
- *Parents of Indian Lands children and Tribes are consulted and involved in planning the school program.
- *Plans, evaluations, and applications of these programs are disseminated to the parents and Tribes.
- *Parents and Tribes have an opportunity to present their views on the job the local school is doing.

Please note that this provision of the law does require the school district to involve the parents and the Tribes in planning; to listen to their concerns and opinions; and to disseminate information to them, however, law does not require the school district to do exactly what the parents or Tribes want. These things are required to be done each year. If requested, the U. S. Department of Education is required to provide technical assistance as to how to develop and implement these policies.

**SUMMARY OF BLACKFOOT SCHOOL DISTRICT'S IMPACT AID
Fiscal Year 2012**

Student Population

Students With Disabilities Living on Indian Lands	63
All Other Students Living on Indian Lands	337
Total Students Living on Indian Lands	400
Students of Military Personnel	49
Students With Disabilities of Military Personnel Living Off-Base	04
Total Students of Military Personnel	53
Total Students With a Parent Employed on Federal Lands	437
Total of All Federally Connected Students	890

Payment for Fiscal Year 2011

Basic Support Payment	\$770,161.27
Add-On for Students With Disabilities	60,075.00
Payment on December 16, 2010	\$830,236.27

September 20, 2012

Appendix U – Blackfoot School District #55 Johnson O’Malley Funds

SY 2011-2012 JOM		SY 10-11	SY 11-12
269-320001-000-000-0	BEGINNING FUND BALANCE	\$ 14,000.00	\$ 35,575.00
269-419900-210-000-0	REVENUE (09-10 REIMBURSEMENT)	\$ 35,575.00	\$ 36,000.00
269-419900-210-001-0	REVENUE-OTHER LOCAL	\$ -	\$ -
		<u>\$ 49,575.00</u>	<u>\$ 71,575.00</u>
		Proposed Budget	
Account	Description		
269-512-110-101-000	SALARY CERTIFIED	\$ -	\$ -
269-512-115-101-000	SALARY, ELEM AIDES	\$ 7,487.00	\$ -
269-512-160-210-000	SAL, SUBSTITUTE	\$ -	\$ -
269-512-210-210-000	EMPLOYER PERSI	\$ -	\$ -
269-512-220-210-000	EMPLOYER FICA	\$ 423.00	\$ -
269-512-270-210-000	WORK COMP INS	\$ 28.00	\$ -
269-512-290-210-000	FRINGE BENEFIT	\$ -	\$ -
269-512-291-210-000	UNUSED SL CONT	\$ -	\$ -
269-515-110-210-000	SALARY-CERTIFIED	\$ -	\$ -
269-515-115-210-000	SALARY, DISTRICT ADMINISTRATOR	\$ -	\$ 1,500.00
269-515-210-200-000	EMPLOYER PERSI	\$ -	\$ 156.00
269-515-220-200-000	EMPLOYER FICA	\$ -	\$ 115.00
269-515-270-200-000	WORKERS COMP INS	\$ -	\$ 8.00
269-515-290-200-000	FRINGE BENEFIT	\$ -	\$ -
269-515-291-200-000	UNUSED SICK LEAVE	\$ -	\$ 19.00
269-541-100-210-000	SUMMER SCHOOL EXPENSES	\$ -	\$ -
269-621-310-210-000	INSERVICE/TRAINING	\$ 5,000.00	\$ -
269-621-310-210-001	INDIAN ED COMMITTEE	\$ 1,500.00	\$ -
269-621-310-210-002	CULTURAL RESOURCES/ACTIVITIES	\$ 8,000.00	\$ -
269-621-310-210-003	TEACHER TUTORING SERVICES	\$ 13,062.00	\$ -
269-621-410-210-000	BOOKS AND SUPPLIES	\$ 10,000.00	\$ -
269-621-550-210-000	EQUIPMENT	\$ -	\$ -
269-682-323-210-000	TRAVEL/ACTIVITY BUS	\$ 1,500.00	\$ -
		<u>\$ 47,000.00</u>	<u>\$ -</u>

As of October 13, 2011

Personnel:

Director BRENDA HONENA

Appendix V – Blackfoot School District #55 Title VII-A Funds



Blackfoot School District #55
SY 2011-2012
Title VII
(As of 11/30/11)

	SY 11-12	YTD	% USED
FUND BALANCE (NO CARRYOVER)	\$ -	\$ -	n/a
FEDERAL REVENUE	\$ 100,727.00	\$ 29,338.92	29%
	<u>\$ 100,727.00</u>	<u>\$ 29,338.92</u>	<u>29%</u>

Description	BUDGET	YTD	% USED
SAL CERTIFIED	\$ 67,723.00	\$ 22,353.48	33%
FRINGE BENEFIT	\$ 31,690.00	\$ 3,460.85	11%
INSERVICE, CULTURAL ACTIV-TUT	\$ -	\$ 1,400.00	(\$1,400.00)
ADMINISTRATIVE TRAVEL	\$ -	\$ 1,650.93	\$(1,650.93)
PROGRAM SUPPLIES	\$ 1,000.00	\$ 432.17	43%
PARENT COMMITTEE SUPPLIES	\$ 314.00	\$ 41.49	13%
	<u>\$ 100,727.00</u>	<u>\$ 29,338.92</u>	<u>29%</u>

Personnel:

Half-time Coordinator
 Half-time @ FHE
 Half-time @ Stoddard
 Half-time @ Stalker
 Half-time @ BSGS
 Half-time @ MVMS
 Half-time @ BHS

JUAN RODRIGUEZ
 JUAN RODRIGUEZ
 MICHELE HERNANDEZ
 WENDY MIKESSELL
 ELAINE WATSON
 ELAINE WATSON
 MERLE SMITH



Appendix W – CTEA School Board Standards

CTEA School Board Standards have been adapted from the Washington School Board Standards.

Standard 1: Provide responsible school district governance by:

- 1.a* Conducting board and district business in a fair, respectful and responsible manner.
- 1.b* Ensuring the board is accountable and open to the public including seeking divergent perspectives in its decision making process.
- 1.c* Respecting and advocating mutual understanding of the roles and responsibilities of board members and the superintendent.
- 1.d* Adopting policies based on well-researched practices that emphasize a belief that all students can achieve at high levels and that support continuous improvement of student achievement.
- 1.e* Promoting healthy relationships by communicating supportively, inspiring, motivating and empowering others, and exercising influence in a positive manner.
- 1.f* Working as an effective and collaborative team.

Standard 2: Set and communicate high expectations for student learning with clear goals and plans for meeting those expectations by:

- 2.a* Articulating the conviction that all students can learn and the belief that student learning can improve regardless of existing circumstances or resources.
- 2.b* Leading the development, articulation and stewardship of a vision of learning that is shared and supported by schools and community.
- 2.c* Adopting a collaboratively developed district plan focused on learning and achievement outcomes for all students.
- 2.d* Ensuring non-negotiable goals for student achievement are established and aligned to the district's plan.

Standard 3: Create conditions district-wide for student and staff success by:

- 3.a* Providing for the safety and security of all students and staff.
- 3.b* Employing and supporting quality teachers, administrators and other staff and providing for their professional development.
- 3.c* Providing for learning essentials, including rigorous curriculum, technology and high quality facilities.
- 3.d* Ensuring management of the organization, operations, and resources for an efficient and effective learning environment.
- 3.e* Adopting and monitoring an annual budget that allocates resources based on the district's vision, goals and priorities for student learning.

Standard 4: Hold school district accountable for meeting student learning expectations by:

- 4.a* Committing to continuous improvement in student achievement at each school and throughout the district.
- 4.b* Evaluating the superintendent on clear and focused expectations.
- 4.c* Measuring student academic progress and needs based on valid and reliable assessments.

Standard 5: Engage local community and represent the values and expectations they hold for their schools by:

- 5.a** Collaborating with families and community members, responding to diverse interests and needs, and mobilizing community resources.
- 5.b** Ensuring school board and district transparency through a process that is open and accountable.
- 5.c** Ensuring district information and decisions are communicated community- wide.
- 5.d** Soliciting input from staff and a wide spectrum of the community so that a diverse range of interests and perspectives on issues is considered.

Appendix X – Board of Trustee Development Plan

Upon authorization and funding, a quorum of the CTEA School Board will attend the Charter Start 101 workshop provided by the Idaho State Department of Education.

CTEA will be a member of the Idaho School Board Association (ISBA); these costs are included in Contracts Special Services line item. The ISBA includes training on a variety of topics that help boards govern and lead more effectively in the ever-changing world of public education. Each member of the Board of Trustees will be required to attend an ISBA training conference or seminar, the Idaho Charter School Network's Annual Conference, or other similar educational governance conference prior to opening in August 2013.

Upon election, each newly elected Board member will be provided with the New Board Member Packet available through the ISBA. Newly elected members will be required to attend either the ISBA's Summer Leadership Institute, the Idaho Charter School Network's Annual Conference, or other similar educational governance conference during their first year on the Board.

Original and subsequent Board members will receive ongoing training through ISBA Module trainings on School Board Governance, Leadership for Student Achievement, Education Law, Human Resources, Finance & Board's Oversight Role, or Collective Bargaining. Additional and specialized training through the ISBA Module program may also be obtained based on need and as budgets allow.

Beginning after the commencement of the first school year, the members of the Board will be provided additional board training at each regular Board meeting, based on either presentations by the Chair and/or other designated trustee regarding information obtained during their attendance at Master of Boardmanship Program seminars (as outlined below), other similar educational governance seminars, or from use of a series of 10 Minute Training materials available from the ISBA on the following topics:

- Board Assessment
- Becoming a Better Board Member
- Five Items To Infuse Into Every Board Meeting
- Successful School Levy & Bond Campaigns
- Dealing With The Media
- Clerk Duties & Responsibilities
- What Counts?
- Dealing With Angry Patrons
- Reasons to attend the Annual Business Session
- Updating Policies
- Chain of Command
- Building Relationships with Legislators
- Reduction In Force
- Open Meeting Law
- Board Chair Selection
- Election Consolidation
- Superintendent Evaluation
- Interest Based Bargaining

Master of Boardmanship Program

All trustees of the board will be encouraged to participate in Idaho School Board Association's Master of Boardmanship Award Program and accumulate at least 100 points each year based on the scale listed below.

Annual Training Requirements

All board members will be required to accumulate 30 points each year from among the programs offered on the ISBA's Master of Boardmanship list below; however, 25 of the required points may be obtained through attendance at the Idaho Charter School Network's Annual Conference or other similar educational governance conferences, and no limit will be placed on the number of 10 Minute Trainers.

Board Training / Event: Points:

Conventions

- ISBA 50
- NSBA 50

Workshops & Seminars

- Summer Leadership Institute 25
- Negotiations Workshop 25
- Education Law Seminar 20

ISBA Regional Meeting

- Spring Meeting 15
- Fall Meeting 15
- Day on the Hill 25

Individual Board Training

By ISBA Approved Presenter

- 8 Hours Board Training 25
 - 8 Hours Lighthouse Board Training 25
 - 4 Hours Board Training 15
 - 2 Hours Board Training 10
 - 10 Minute Trainers 5
- (1 point per 10 Min. Training with maximum of 5 points.
Board Minutes from meeting must be attached for verification.)

ISBA Executive Board Meetings

- February Meeting 10
- April Meeting 10
- September Meeting 10

Recruiting New Board Members

Networking and recruitment for new or additional members of the CTEA Board of Trustees will be conducted on an ongoing basis. Outside members of the community and parents of children attending CTEA may be offered a position based on, among other things, the person's demonstrated interest in CTEA, commitment to CTEA's vision and mission statements, and professional background, training or skills relevant to the function of the Board and the operation of the school.

Appendix Y – Administrator Professional Standards Policy

All administrators at CTEA will be required to follow the most current CTEA Administrator Professional Standards Policy. The Board has adopted these standards to guide the practices of the administration. The standards will be reviewed annually and provide a framework from which the Board and administrators can develop their goals, objectives and evaluations. These standards have been adapted from the California Professional Standards for Educational Leaders.

Standard 1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

- 1.a* Facilitate the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators.
- 1.b* Communicate the shared vision so the entire school community understands and acts on the school's mission to become a standards based education system.
- 1.c* Use the influence of diversity to improve teaching and learning.
- 1.d* Identify and address any barriers to accomplishing the vision.
- 1.e* Shape school programs, plans, and activities to ensure that they are integrated, articulated through the grades, and consistent with the vision.
- 1.f* Leverage and marshal sufficient resources, including technology, to implement and attain the vision for all students and all subgroups of students.

Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

- 2.a* Shape a culture in which high expectations are the norm for each student as evident in rigorous academic work.
- 2.b* Promote equity, fairness, and respect among all members of the school community.
- 2.c* Facilitate the use of a variety of appropriate content-based learning materials and learning strategies that recognize students as active learners, value reflection and inquiry, emphasize the quality versus the amount of student application and performance, and utilize appropriate and effective technology.
- 2.d* Guide and support the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to the content standards.
- 2.e* Provide opportunities for all members of the school community to develop and use skills in collaboration, distributed leadership, and shared responsibility.
- 2.f* Create an accountability system grounded in standards-based teaching and learning.
- 2.g* Utilize multiple assessments to evaluate student learning in an ongoing process focused on improving the academic performance of each student.

Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

- 3.a* Sustain a safe, efficient, clean, well-maintained, and productive school environment that nurtures student learning and supports the professional growth of teachers and support staff.
- 3.b* Utilize effective and nurturing practices in establishing student behavior management systems.
- 3.c* Establish school structures and processes that support student learning.

- 3.d* Utilize effective systems management, organizational development, and problem-solving and decision making techniques.
- 3.e* Align fiscal, human, and material resources to support the learning of all subgroups of students.
- 3.f* Monitor and evaluate the program and staff.
- 3.g* Manage legal and contractual agreements

Standard 4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

- 4.a* Recognize and respect the goals and aspirations of diverse family and community groups.
- 4.b* Treat diverse community stakeholder groups with fairness and respect.
- 4.c* Incorporate information about family and community expectations into school decision-making and activities.
- 4.d* Strengthen the school through the establishment of community, business, institutional, and civic partnerships.
- 4.e* Communicate information about the school on a regular and predictable basis through a variety of media.
- 4.f* Support the equitable success of all students and all subgroups of students by mobilizing and leveraging community support services.

Standard 5: A school administrator is an educational leader who promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.

- 5.a* Model personal and professional ethics, integrity, justice, and fairness, and expect the same behaviors from others.
- 5.b* Protect the rights and confidentiality of students and staff.
- 5.c* Use the influence of office to enhance the educational program, not personal gain.
- 5.d* Make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices, and equity.
- 5.e* Demonstrate knowledge of the standards-based curriculum and the ability to integrate and articulate programs throughout the grades.
- 5.f* Demonstrate skills in decision-making, problem solving, change management, planning, conflict management, and evaluation.
- 5.g* Reflect on personal leadership practices and recognize their impact and influence on the performance of others.
- 5.h* Engage in professional and personal development.
- 5.i* Encourage and inspire others to higher levels of performance, commitment, and motivation.
- 5.j* Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.

Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

- 6.a* Work with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.
- 6.b* Influence and support public policies that ensure the equitable distribution of resources and support for all subgroups of students.
- 6.c* Ensure that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements.

September 20, 2012

- 6.d** Generate support for the school by two-way communication with key decision-makers in the school community.
- 6.e** Collect and report accurate records of school performance.
- 6.f** View oneself as a leader of a team and also as a member of a larger team.
- 6.g** Open the school to the public and welcome and facilitate constructive conversations about how to improve student learning and achievement.

September 20, 2012

Appendix Z – Pre-Opening Strategic Plan

Board of Trustees Pre-opening Plan					
	Train in IFARMS & accounting methods	Ongoing Board Training	Policy & Procedures Review	Develop administrative evaluation tools based on standards	Develop board evaluation tool based on standards.
Responsibility	Director Chair (or designee)	Chair (or designee) Board Secretary	Chair (or designee) Director	Chair (or designee) Director	Chair (or designee) Board
August - September		September Meeting - Establish 10 minute Trainer order and training priorities.	All policies and procedures required in the petition have already been written and adopted by the CTEA Board of Trustees. CTEA will become a member of the ISBA and purchase their policy manual to use as a framework.	September Meeting - Research standards and administrative evaluation tools. Present findings to board at September meeting. Board prioritizes the administrator's measurable goals and objectives for the year. Board adopts job descriptions and evaluation tools for all administrative positions.	September Meeting - Research standards and administrative evaluation tools. Present findings to board at September meeting.
Upon Authorization (Sept 20, 2012 - October 2012)	October Meeting - Board training in IFARMS budgeting system				October Meeting - Board prioritize its measurable goals and objectives for the year
November 2012		ISBA Annual Convention November 14-16, 2012 (50 points)	November 10, 2012 - Purchase ISBA Policy Manual prior to annual convention - provide copy to each board member.		November Meeting - Board adopts a self-evaluation tool based on its standards.
December 2012	December Meeting - Board Training in IFARMS & Accounting methods	December Meeting - 10 minute Trainer (1 point)			
January 2013			January Meeting - Board selects 25 policies from the ISBA policy manual for review and approval.	January Meeting - Director reports progress on goals and objectives.	January Meeting - Chair (or designee) reports progress on goals and objectives
February 2013		February Meeting - 10 minute Trainer (1 point)			
March 2013			March Meeting - Board selects 25 policies from the ISBA policy manual for review and approval		
April 2013		April Meeting - 10 minute Trainer (1 point)			
May 2013			May Meeting - Board selects 25 policies from the ISBA policy manual for review and approval.		
June 2013	June Meeting - End of year fiscal report & 2013-2014 budget projections.	June Meeting - 10 minute Trainer (1 point)		June Meeting - Director reports progress on goals and objectives. Board evaluation on administration.	June Meeting - Board completes self-evaluation and reports.
July 2013			July Meeting - Board selects 25 policies from the ISBA policy manual for review and approval		
August 2013		ISBA Summer Institute (25 points)			

September 20, 2012

Finance Pre-opening Plan (Pag 1 of 2)				
	Account & IFARMS	Select & meet with accounting firm to establish procedures.	Set up benefit accounts - Workman's comp, Insurance, SUTA, PERSI, etc.	Set up utilities and liability insurance accounts.
Responsibility	Treasurer Director	Treasurer Director	Director Board	Director Board
August - September	CTEA has already established an account with Bank of Idaho. New accounts will be opened as needed.			
Upon Authorization (Sept 20, 2012 - October 2012)	September 20, 2012 Begin using IFARMS	◆ Meet with various accounting firms set-up accounting procedures around IFARMS. October Meeting - Board approves official accounting procedures.		
November 2012				◆ Research insurance companies and acquire quotes on utilites. ◆ Organize all the paperwork for setting up utilites and insurance accounts.
December 2012			December Meeting - Research all information regarding these programs and present to the Board	December Meeting - Present findings on insurance companies and utilities. Board approves paperwork to establish accounts when needed.
January 2013			January 31, 2013 - Board selects insurance provider and Director set-up fringe accounts 33-5205(3)(m)	
February 2013				
March 2013				
CTEA PETITION April 2013				

September 20, 2012

Finance Pre-opening Plan (Page 2 of 2)				
	Fundraising	Budget	Official Registration & Recognition by the SDE	Master Calendars
Responsibility	Chair (or designee) Board Finance Committee Director	Chair (or designee) Board Finance Committee Director	Chair (or designee) Board Finance Committee Director	Chair (or designee) Board Director
August - September	<ul style="list-style-type: none"> ◆ Establish donation procedures, accounts, and resolutions for donation to be accepted from Salazar Settlement Payout. ◆ Find out about Laura Moore Cunningham Grant ◆ Find out about Federal CSP Grant ◆ Find out about Shakopee Tribe Grant ◆ Solicit donations from Tribal Enterprises, Casino, and Revenue Dept. 	Original budgets submitted to ACE.		October 31, 2012 - Produce Master Commitment Calendar for the Board, SDE, & ACE. This includes financial audits, programmatic audits, special education audits, and all other required or requested information.
Upon Authorization (Sept 20, 2012 - October 2012)	<ul style="list-style-type: none"> ◆ Receive Albertson's Foundation Charter School Program Grant. ◆ Write one grant application to Tribal Foundation. 		Contact the SDE informing them of authorization. Inquire about the process of contacting and registering with all the educational programs.	
November 2012				November Meeting - Presentation to the board on Master Commitment Calendar.
December 2012	Write one grant application to Tribal Foundation.			
January 2013	January 31, 2013 - ANA Lanugage Maintenance & Preservation Grant due. (\$200,000 per year for three years)		January 31, 2013 - <ul style="list-style-type: none"> ◆ After reviewing enrollment numbers, contact SDE with projected enrollment numbers. ◆ Begin securing all SDE & federal Accounts & Passwords 	
February 2013	Write one grant application to Tribal Foundation.	February Meeting - Revisit & update budget.		Complete Master Calendar for 2013-2014 school year.
March 2013			March 31, 2013 - CTEA will be registered with all programs at the SDE & have access to all needed information and computer programs.	
April 2013	Write one grant application to Tribal Foundation.			April Meeting - Presentation to Board on Master Calendar. Board approves Master Calendar.
May 2013	May 15, 2013 - Laura Moore Cunningham Grant Application Due.			
June 2013	June 6, 2013 - Federal Charter School Program Grant Application Due	June Meeting - End of year fiscal report & 2013-2014 budget projections.		
July 2013	First state funding payment.			
August 2013	Second state funding payment			

September 20, 2012

	Busing , Nutrition Contracts, & Special Services		Curriculum Purchase, Alignment & Thematic Mapping		
	Negotiations - Sho-Ban Jr./Sr. High, Blackfoot School District, Teton Stage Lines, Miles Bus Company	Select service provider, sign contracts, inform ACE	Purchased Curriculum	Curriculum Alignment w/ State Standards	Thematic Mapping
Responsibility	Chair (or designee) Board	Chair (or designee) Board	Director Coordinator of Curriculum Curriculum Committee	Director Curriculum Committe	Director Curriculum Committee
August - September			<ul style="list-style-type: none"> ◆ Final review of selected curricula and curricular materials before soliciting final quotes. ◆ Final review of curriculum mapping software before purchasing software. 		
Upon Authorization (Sept 20, 2012 - October 2012)	Contact local school districts and bus companies to solicit quotes and negotiate contracts for nutrition and transportation.		<ul style="list-style-type: none"> ◆ Director will contact venders of selected curricula (e.g. Foss, Singapore Math, etc.) to solicit final quote. One teacher's copy of each curriculum will be purchased at this time. ◆ Purchase curriculum mapping software. 		
November 2012				Align Kindergarten curriculum to State & Common Core Standards	Thematically map Kindergarten curriculum
December 2012	Complete negotiations for nutrition and transportation.	Research local special services providers and solicit rate quotes.		Align 1st grade curriculum to State & Common Core Standards	Thematically map 1st grade curriculum
January 2013	January Meeting - Finalize contracts for nutrition and Transportation.	January Meeting - Report on local special services providers.		Align 2nd grade curriculum to State & Common Core Standards	Thematically map 2nd grade curriculum
February 2013		February Meeting - Enter formal agreements with local special services providers.		Align 3rd grade curriculum to State & Common Core Standards	Thematically map 3rd grade curriculum
March 2013				Align 4th grade curriculum to State & Common Core Standards	Thematically map 4th grade curriculum
April 2013				Align 5th grade curriculum to State & Common Core Standards	Thematically map 5th grade curriculum
May 2013				Align 6th grade curriculum to State & Common Core Standards	Thematically map 6th grade curriculum
June 2013					<ul style="list-style-type: none"> ◆ Produce a global thematic curriculum map. ◆ Final assessment of the completeness of the curricula and curricular materials. ◆ Complete printing and production of all developed materials and manipulatives.
July 2013			All major curricula and curricular materials will be ordered and purchased in July.		July Meeting - Present total curriculum to the Board for final approval.
August 2013	Contracts for transportation and nutrition begin.	Contracts with special services providers may begin.	The remaining curricular materials and manipulatives will be purchased on teacher request.		

September 20, 2012

	Shoshoni Language & Culture Curriculum	Facilities				
		Infrastructure - Electric, Water & Sewer Lines	Infrastructure - Land Prep, Driveways, & Parking Lots	Place Modular Classrooms & Office	Infrastructure - Sidewalk & Pad	Clean Up - plant vegetation if funds allow, put up basketball hoop if funds allow or donation.
Responsibility	Director Education Coordinator Language & Culture Dept.	Director Board	Director Board	Director Board	Director Board	Board Director Volunteers
August - September	<ul style="list-style-type: none"> ◆ CTEA has already produced the Shoshoni language and Shoshone-Bannock Cultural Standards. ◆ The language Standards have been aligned with the Idaho State LEP & LA standards. 					
Upon Authorization (Sept 20, 2012 - October 2012)	<p>November 30, 2012 -</p> <ul style="list-style-type: none"> ◆ Translate Kindergarten Science Curriculum ◆ Reproduce (Foss) handouts, manipulatives, and other materials to reflect theme. 	Solicit final bids for Water & Sewer connections. Contact Idaho Power about electric hook-up. Board selects provider(s).		Solicit final bids for classrooms & office		
November 2012	<ul style="list-style-type: none"> ◆ Produce 9- one week culture curriculum units. 	November, 2012 - Use Wada Farms & Albertson's funds to put in electric, water & sewer.		Board selects provider of classroom & office units & approves contract. If providers unwilling to contract this early, will attempt again in February.		
December 2012	January 31, 2013 -					
January 2013	<ul style="list-style-type: none"> ◆ Translate Kindergarten Math Curriculum (Singapore) ◆ Reproduce (Singapore) handouts, 			If providers were unwilling to sign a contract earlier, solicit final bids for classrooms & office		
February 2013	<p>April 30, 2013 -</p> <ul style="list-style-type: none"> ◆ Adapt Shoshoni language instruction from ESL & other language immersion curricula ◆ Translate Kindergarten Shoshoni Language Curriculum 			If providers unwilling to contract early, Board selects provider of classroom & office units & approves contract.		
March 2013	<ul style="list-style-type: none"> ◆ Reproduce handouts, manipulatives, and other materials to reflect theme. 					
April 2013	<ul style="list-style-type: none"> ◆ Produce 9- one week culture curriculum units. 		Solicit final bids for land prep, driveways, & parking lots		Solicit final bids for sidewalks & pad.	
May 2013	May 30, 2013 - Adapt current 4th grade Idaho History text to focus more on American Indian & Shoshone-Bannock history.		Board selects provider.		Board selects provider.	
June 2013	<ul style="list-style-type: none"> ◆ Produce a global thematic curriculum map. ◆ Final assessment of the completeness of the curricula and curricular materials. ◆ Complete printing and production of all developed materials and manipulatives. 		June 30, 2013 - Land Prep, Driveways, & Parking Lots			
July 2013	July Meeting - Present total curriculum to the Board for final approval.			July 1-31, 2013 - <ul style="list-style-type: none"> ◆ Place Modular Classrooms & Offices ◆ Finish city inspections like fire and health and obtain certificate of occupancy & send to ACE 30 days before opening. ◆ Post fire escape maps & instructions. 		
August 2013					August 1 - 15, 2013 - Pour Cement pad & sidewalk	August 1 - 15, 2013 Clean up, plant vegetation & put up basketball hoop & other play equipment if funds allow.

September 20, 2012

	Faculty & Staff - Recruitment & Retention	Bilingual Teachers & Staff - Recruitment & Retention	Marketing/Student Enrollment	Student/Parent Handbook	
Responsibility	Director Board	Director Board	Director Board	Director Board	
August - September			CTEA has already completed an initial interest list of more than 190 potential students - which ranges per grade from 56%-100% over capacity.	CTEA has already developed a quality draft of its Student/Parent Handbook that addresses all the required components.	
Upon Authorization (Sept 20, 2012 - October 2012)	<ul style="list-style-type: none"> ◆ Begin to advertise for faculty and staff through School Spring, Indeed, SimplyHire, and various State job listings. ◆ Directly advertise through each tribes' government and/or community. ◆ Extend outsourced contract for Director of School programs. 	Begin to advertise for faculty and staff through School Spring, Indeed, SimplyHire, and various State job listings. Also, directly advertise through each tribes' government and/or community CTEA will have contacted (according to all Shoshone Tribal records) all known bilingual, and potentially bilingual, Shoshoni speakers with a Bachelor's degrees or higher by December 1, 2012 .	Open enrollment for students, distribute applications, and collect them. Strategies are listed in the Appendix N - Marketing Plan	Review & Revise Student/Parent Handbook	
November 2012					
December 2012					December Meeting - Board adopts publishable Student/Parent Handbook
January 2013	January 31, 2013 - CTEA will have acquired at least 50 resumes for teaching positions, & 20 applicants for paraprofessional positions. <ul style="list-style-type: none"> ◆ Start to narrow down resumes for interviews. ◆ Finalize salarich schedule & benefit expenditures. 	Continue to advertise & conduct ongoing interviews until best teacher is found.	January 31, 2013 - <ul style="list-style-type: none"> ◆ CTEA will have enrolled student to 50% capacity in each grade K=15 & 1-6=7 ◆ Open enrollment for students, distribute applications, and collect them. Strategies are listed in the Appendix N - Marketing Plan 	Student/Parent Handbook published on school website.	
February 2013	Throughtout February - conduct interviews.				
March 2013	March Meeting - Extend Contracts				
April 2013		April 1, 2013 - <ul style="list-style-type: none"> ◆ CTEA will have a signed teaching contract for the Kindergarten position by ◆ CTEA will have a list of at least five potential bilingual elementary school teachers who will be able to teach in the 2014-2015 school year. 	April 30, 2013 - CTEA will have completed students application forms to capacity in each grade.		
May 2013		CTEA will extend offers employment to other bilinguals as English speaking teachers or ask them to sign letters of intent for the following year	May 15, 2013 - CTEA will hold lottery notify applicants as outlined in the charter petition in Tab 7	Collect student data of those selected in the lottery and are officially enrolled. This includes immunization records, IEP info, transcripts & records from other schools, Technology Use Agreement, Handbook Awareness, etc.	
June 2013					
July 2013	Ensure compliance with all personnel issues as delineated in Tab 6 of the CTEA Charter.	Ensure compliance with personnel issues for bilingual teacher(s) and staff as delineated in Tab 6 of the CTEA Charter.	Advertise at Treaty Day/4th of July Celebration		
August 2013	Ensure up-to-date, accurate, and leagally compliant personnel files for all employees.	Ensure up-to-date, accurate, and leagally compliant personnel files for bilingual teacher(s) and staff.	<ul style="list-style-type: none"> ◆ Booth at Sho-Ban Annual Festival. ◆ Open school to capacity of 114. 	<ul style="list-style-type: none"> ◆ Two day student orentation& registration. ◆ Ensure that all parents receive a copy of the Student/Parent Handbook and sign and submit all required documentation (e.g. immunizations records, IEPs, Technology Use Agreement, Handbook Awareness, etc.) ◆ Provide procedures for emergency closure before, after, and during school. 	

September 20, 2012

	Professional Development	Equipment & Supplies	Technology	Special Education & Response to Intervention Plan
Responsibility	Director Board	Director	Director	Director
August - September		Shoshone-Bannock Tribes have supplied office space and office supplies until August 2013 by Fort Hall Business Council Resolution.		
Upon Authorization (Sept 20, 2012 - October 2012)	Complete a Comprehensive Professional Development Plan (2012-2014) to include ongoing training in: emergency preparedness, Total			
November 2012	Physical Response, language immersion			
December 2012	techniques, Title I, AIMSWeb tracking, RTI process, technology & software, instructional methodologies, instructional philosophies, evaluation processes, student assessment, etc.			
January 2013	January Meeting - Present Comprehensive Professional Development Plan to Board.	Solicit bids & compare costs for equipment & supplies.	Solicit bids & compare costs for technology equipment & software.	February 28, 2013 - Complete Special Education self-audit. Make all preparations to receive student data and host SDE Special Education Teams.
February 2013				
March 2013		March Meeting - Make presentation to the board regarding equipment & supply purchases and contracts.	March Meeting - Make presentation to the board regarding technology purchases & contracts.	April 30, 2013 - Complete an ongoing Comprehensive Response to Intervention Plan (2012-2014) which spans all programs (Special Ed., LEP, Title I) and demographics.
April 2013			Complete research & write comprehensive technology plan.	
May 2013				May Meeting - Present RTI Plan for Board Approval and Special Education information.
June 2013			June Meeting - ♦ Present technology plan to Board for approval ♦ Purchase, lease & begin to install the bulk of the computer and telecom system.	
July 2013		Purchase & lease the bulk of office equipment & supplies.	Continue to install computer network and telecom system	
August 2013	One-week intensive introductory orientation & training program to include, special ed, RTI, TPR & language immersion seminar.	Order and additional school supplies after all staff is available.	Complete installation of computer network and telecom system.	One-week intensive introductory orientation & training program to include, special ed, RTI, TPR & language immersion seminar.

September 20, 2012

Appendix AA – SDE Sufficiency Review



STATE DEPARTMENT OF EDUCATION

P.O. BOX 83720
BOISE, IDAHO 83720-0027

TOM LUNA
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

January 24, 2012

Joel F. Weaver, Authorized Representative
Chief Tahgee Elementary Academy
800 West Riverton Road
Blackfoot, ID 83221

Dear Mr. Weaver,

In Idaho, the State Superintendent of Public Instruction has the responsibility for carrying out policies, procedures and duties authorized by law or established by the State Board of Education for all secondary and elementary school matters (Idaho Code, Section 33-125). Pursuant to Idaho Rules of the Board Governing Education (IDAPA) 08.02.04.200.03, the Sufficiency Review Committee at the Idaho State Department of Education (SDE) has reviewed the draft petition document submitted by Chief Tahgee Elementary Academy for the formation of a new public charter school. This review is to determine whether the proposed draft petition was prepared in accordance with the instructions furnished by, and in the format required by, the Board, and contains the information required by Section 33-5205, Idaho Code. (IDAPA 08.02.04.205.01) Additionally, the review is designed to help with the creation of high quality charter schools.

The findings of the State Department of Education are outlined in the enclosed document. Based on the review, the charter petition submitted **meets the established standards** and legal requirements for new charter schools. Please communicate these findings to the school's board.

After the Sufficiency Review is complete, the petition must be submitted initially to the local board of trustees in which the charter school will be located

Charter developers should take the following limitations into consideration when submitting petitions.

- The number of new public charter schools which may begin educational instruction in any one (1) school year shall be limited in number in accordance with the following:
- (a) Not more than six (6) new public charter schools may begin educational instruction in any one (1) school year, and
 - (b) Not more than one (1) new public charter school may begin educational instruction that is physically located within any one (1) school district in any one (1) school year, and
 - (c) A petition must be received by the initial authorized chartering entity no later than September 1 to be eligible to begin instruction the first complete school year following receipt of the petition, and
 - (d) To begin operations, a newly-chartered public school must be authorized by no later than January of the previous school year. IC 33-5203 (2)

Office Location
650 West State Street

Telephone
208-332-6800

Speech/Hearing Impaired
1-800-377-3529

Fax
208-334-2228

September 20, 2012



STATE DEPARTMENT OF EDUCATION

P.O. BOX 83720
BOISE, IDAHO 83720-0027

TOM LUNA
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

Legislation enacted in 2008 requires school districts to make serious consideration of new brick and mortar charter schools before denying or forwarding the petition to the Charter Commission.

If you have any questions regarding these findings, please contact me at (208) 332-6963. I look forward to working with your team as you develop Chief Tahgee Elementary Academy.

Sincerely,

Michelle Clement Taylor, School Choice Coordinator
Division of Innovation and Choice

Enclosure: Idaho State Department of Education Sufficiency Review

Office Location
650 West State Street

Telephone
208-332-6800

Speech/Hearing Impaired
1-800-377-3529

Fax
208-334-2228

**Sufficiency Review by the Idaho State Department of Education
Elements Required of a Petition to Establish a Charter School**

Pursuant to the public charter school rules adopted by the Idaho State Board of Education on March 10, 2005, charter school petitioners are required to submit a draft charter school petition to the Idaho State Department of Education (SDE) for the purpose of determining whether the petition complies with statutory requirements (I.C. 33-5202). This review must occur prior to the petition being submitted to an authorized chartering entity (IDAPA 08.02.04.200.03).

Each section presents criteria for a response that meets the standard, and these criteria should guide the overall rating for the section. The Comments box provides space to identify data and other evidence that supports the rating. The rationale for each rating is important, especially if some of the data or evidence does not fit neatly into the criteria provided.

The following definitions should guide the ratings:

- Meets the Standard:** The petition reflects a thorough understanding of key issues. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.
- Does Not Meet the Standard:** The petition does not meet statutory requirements, lacks information or raises substantial concerns about the applicant's understanding of the topic and/or ability to meet the requirement in practice.

After a sufficiency review has been conducted by the State Department of Education within thirty (30) days of receipt the results of the review will be returned to the petitioners. If the petition items do not meet the standard, those items need to be addressed and resubmitted to the Department for review.

Once all of the petition items meet the defined standards, the next step is to submit the petition and sufficiency review findings to an authorized chartering entity for review and consideration for approval. Completion of the sufficiency review process does not ensure approval of the charter school petition, nor does it establish that the school cannot be challenged for failure to comply with state or federal statutes, rules or regulations at some future date. The SDE does not waive its duty to enforce such laws by performing the sufficiency review.

Cover Page

Proposed Charter School Name: Chief Tahgee Elementary Academy	
District Location: Blackfoot School District #55	
Proposed Physical Location: Fort Hall, Bingham County, ID	
Authorized Representative: Joel F. Weaver	
Address: 800 West Riverton Road, Blackfoot, ID 83221	
Telephone: 208-757-8072	E-mail: weavjoel@isu.ed
Alternative Contact: Cyd A Crue, Ph.D.	
Address: RR2 Box 48 Edmo Road, Pocatello, ID 83202	
Telephone: 208-406-6639	E-mail: cydcru@gmail.com
Proposed Opening Date: August 2013	
Proposed Grade Levels: K-6	
Initial Enrollment Goal: 100	
Focus of School: Heritage language immersion program – educating in Shoshoni and English language. Primary purposes: academics, bilingualism, and cultural enrichment.	
Date Submitted for Review: November 15, 2011, 2nd Review December 28, 2011, 3rd Review January 23, 2012	
Date of Review Completion: December 14, 2011, 2nd Review January 19, 2012, 3rd Review January 24, 2012	

Review Comments:

3rd Review: The sections that did not meet the standards have been revised to meet the standards and the recommendations of the review team. The petitioners have been very responsive with revisions and asking for feedback and suggestions.

2nd Review: There are several sections that reference documents (contracts, budgets, etc.) will be provided upon request. On Dec 1, 2011 IC 33-357 went into effect. It requires that data concerning all expenditures made by the education provider be posted on an "internet based website" for the school. This would include contracts, budgets etc. Changes should be made to the petition to reflect this law, as opposed to stating that documents will be available when requested.

There are still a few items that "do not meet the standard". Please review the evaluation rubric that is included with this review.

1st Review: There are several areas that "do not meet the standard" and will require revising and additional review. Please review the comments of the reviewers and make the necessary changes. If changes are made to any of the section that "meet the standard" they will require additional review as well.

Section 5.4 – Dispute Resolution should be reviewed to insure it follows Idaho Code 33-5209.

Required Elements	Idaho Code
Tab 1: Vision, Mission, Legal Status	
Vision and Mission Statements	08.02.04.202
Meets Standard	
Comments: As the founding group establishes the school it will be important to consider how the vision and mission will be measured. What will be used to define and determine if the school is successfully achieving the mission?	
Include a copy of the Articles of Incorporation, file-stamped by Idaho Secretary of State's Office.	33-5204(1)
Meets Standard	
Include a copy of the signed bylaws adopted by the board of directors of the non-profit corporation.	33-5204(1)
Meets Standard	
Include copies of the Elector petition forms to establish a charters school with no fewer than 30 signatures of qualified electors of the attendance area designated in the petition and proof of elector qualifications.	33-5205(1)(a) 33-5205(3)
Meets Standard	

Include documentation of application for nonprofit status.	33-5204(1)
Meets Standard	
Include proof of attendance, within the last two years, at the Charter Start! 101 Workshop presented by the Idaho State Department of Education	33-5205(5)
Meets Standard	
Tab 2: Proposed Operations	
Describe the proposed location of the school. Also provide the specific attendance area of the school. If the attendance area uses boundaries other than school district or county boundaries include a detailed description of the attendance area and a map showing the boundary.	33-5205(4)
Meets Standard – 2nd Review	
<p>Comments: Include a map that outlines the boundaries for the attendance area. The boundaries are more than just one district or the county.</p>	
Describe the proposed operation and potential effects of the school, including, but not limited to: a. facilities to be utilized by the school; b. the manner in which administrative services of the school are to be provided; and c. the potential civil liability effects upon the school and its chartering entity.	33-5205(4)
Meets Standard	
<p>Comments: The facilities plan is very general and will require more detail for the authorizer's review.</p>	
Commitment to secure property and liability insurance. Errors and Omissions insurance is not required by statute but is recommended.	33-5204(4)
Meets Standard	
Tab 3: Educational Program and School Goals	
Describe the school's educational program and goals. Describe how the goals will be measured and the related data that will be collected. Include how each of the education thoroughness standards as defined in Idaho Code Section 33-1612 shall be fulfilled.	33-5205(3)(a) 33-1612
Meets Standard	

Describe what it means to be an "educated person" in the 21st century.	33-5205(3)(a)
Meets Standard	
Explain how learning best occurs.	33-5205(3)(a)
Meets Standard	
Describe the manner by which special education services will be provided to students who are eligible for such services pursuant to the federal Individuals with Disabilities Education Act, to include a disciplinary procedure for such students.	33-5205(3)(q)
Meets Standard	
<p>Comments: Very nice job addressing students with disabilities. Please see attached checklist document.</p>	
Describe the school's plan for working with parents who have students who are dually enrolled. Include the manner by which eligible students from the public charter school shall be allowed to participate in dual enrollment in non-charter schools within the same district as the public charter school, as provided for in Idaho Code Section 33-203.	33-5205(3)(r) 33-203
Meets Standard	
<p>Comments: The petition outlines the efforts the school will make to work with the other local schools regarding dual enrollment. It will be important for the director to be aware of the local districts' policies regarding the participation of students who are not primarily enrolled in that district.</p>	
Describe the manner in which gifted and talented students will be served.	33-2003
Meets Standard - 2nd Review	
<p>Comments: 2nd Review – Comments from first review incorporated into petition.</p> <p>1st Review - Section 3.5.4 consider adding the phrase: "including a plan for continuity of services throughout grade levels and a plan for exits and removals from the program and requests for review." Does section 3.5.7 assume there will be a Program Director for the school to oversee GT matters? Consider addressing means of record keeping for GT. I would strongly suggest including language specific to using community resources for mentoring, e.g. elders from the community fluent in the Shoshoni language.</p>	
Describe the manner in which Limited English Proficiency services will be provided.	33-1617 08.02.03.112(5)

Meets Standard – 2nd Review

Comments:

2nd Review – Meets standard – great improvement from the first draft.

1st Review

Section 3.7.2.1 please see sample HLS which includes various questions regarding language spoken in the home. You need more than one question in order to properly identify students. See Idaho LEP Manual at: http://www.sde.idaho.gov/site/lep/guidance_docs.htm on the Title III-LEP website.

Section 3.7.2.7. it states, “Students on monitoring status will be coded LEPX on the ISAT and still counted for state and Federal funding purposes.” LEPX students are **not** counted for funding purposes.

Section 3.7.2.8 Students whose parents waive services are coded as ELL-W (English language learner waived).

Section 3.7.4 cites the *Guidance for Evaluating Limited English Proficient (LEP) Students to Establish Special Education Eligibility*. This document is outdated and no longer used the ISDE as it has been removed from the Idaho LEP Program Manual and replaced with Idaho Toolkit Training. **Please contact Fernanda Brendefur at 208-332-6905 or fbrendefur@sde.idaho.gov for more information regarding the Toolkit.**

Section 3.7.6 Not only should parents be informed about child’s placement, parents of LEP students must be afforded the opportunity to be involved in the development, implementation and evaluation of the program services (Section 3303(e)(1) of ESEA).

Section 3.7.7 Please provide more of an explanation regarding the differences of LEP services provided on-site vs. contracted out. How will the charter make the determination as to which is the better option?

Section 3.7.8 More information needs to be provided regarding the professional development plan. What PD will be offered? Who will it be provided to? How often? Who will ensure proper implementation of the PD?

This proposal is missing many elements related to effective LEP services for students. There is no mention of the following:

- Specific program model(s) and instructional approaches for LEP services
- English Language Development (ELD) curriculum and resources
- Teacher quality—certified or endorsed in ENL/bilingual education
- Program evaluation, review and improvement

Please review the attached document titled “Important *Must Haves* in Charter School Petitions. This will help guide you as you revise this section of your petition. If you have questions contact: Fernanda Brendefur at 208-332-6905 or fbrendefur@sde.idaho.gov

Tab 4	
Identify measurable student educational standards that describe the extent to which all students of the charter school will demonstrate they have attained the skills and knowledge specified as goals in the school's educational program.	33-5205(3)(b)
Meets Standard - 2nd Review	
<p>Comments:</p> <p>3rd Review: 4.1.11 was updated to state that students "will meet or exceed the state targets..."</p> <p>2nd Review:</p> <ul style="list-style-type: none"> • References to the Common Core State Standards has been included. • 4.1.11 – is it realistic to expect 100% of the students will achieve Proficient and/or Advanced as described? You may want to consider stating CTEA students will meet or exceed the state target. This will allow for the changing benchmarks. 4.1.11 meets the standard as written, but may not be realistic. • 4.1.15 updated as described below. <p>1st Review:</p> <ol style="list-style-type: none"> 1. Add references to also instructing with the Common Core State Standards (CCSS) when talking about Idaho Content Standards. Requirement for using the CCSS begins in 2013-2014. 2. 4.1.11 – Schools/Districts must meet the Idaho AYP targets for the ISAT (School Year 2011-2012: Reading 90.4%, Math 88.7%, Language Usage 83.4%). Charter Application states 80%. 3. Section 4.1.15 – Schools/Districts must send assessment reports to parents within 3 weeks of receipt from the State. 	
Identify the method by which student progress is to be measured in meeting the school's student educational standards.	33-5205(3)(c)
Meets Standard	
Describe how the school's students will be tested with the same standardized tests as other Idaho public school students.	33-5205(3)(d)
Meets Standard - 2nd Review	
<p>Comments:</p> <p>2nd Review: IELA included in 4.3.1.</p> <p>1st Review: Charter must add the testing of any LEP students on the IELA (Idaho English Language Assessment) to this section.</p>	
Describe the plan for the middle level credit and advancement requirements.	08.02.03.107
Not Applicable	
Describe how the school will ensure that it shall be accredited as provided by rule of the Idaho State Board of Education.	33-5205(3)(e) 08.02.02.140
Meets Standard	

Describe the school's plan if it is ever identified as an "in need of improvement" school as outlined in the No Child Left Behind Act.	08.02.03.112 08.02.03.114
Meets Standard	
Tab 5 – Governance Structure, Parental Involvement, Audits	
Describe the governance structure of the school, including, but not limited to, the person or entity that shall be legally accountable for the operation of the school.	33-5205(3)(f)
Meets Standard	
Describe the process to be followed by the school to ensure parental involvement in the governance structure.	33-5205(3)(f)
Meets Standard	
<p>Comments:</p> <p>5.2.1.9 states: "Parents will be encouraged to serve as Board of Trustee members." Will one of the seven Trustee positions be reserved for a parent?</p> <p>Very positive comments and strategies to involve families and the community as well as not only affording families the opportunity to be engaged during the school day but also creating an environment which encourages and holds a high standard for communication between school staff and families.</p>	
Describe the manner in which an annual audit of financial and programmatic operations will be conducted.	33-5205(3)(k) 33-5206(7) 33-5210(3)
Meets Standard - 1st and 2nd Review	

Comments:

2nd Review: The petition now specifically states each of the requirements for 33-701(5-10) and how the CTEA board will meet each requirement.

1st Review:

33-5205(3)(k) – manner in which an annual audit of the financial and programmatic operations is to be done

Page 60 states that an annual educational programmatic operations and financial audit will be conducted each year of operation. Page 61 states an independent financial audit will be performed each year.

33-5206(7) – school will annually submit to its sponsor a report with the audit of the fiscal and programmatic operations, a report on student progress & a copy of the school's accreditation report.

Page 60 states that the results of the programmatic operations and financial audits will be submitted in a timely manner to the Board of Trustees, the ACE, stakeholders, and the SDE. Page 61 states that accreditation-related visits, audits and reports will be completed in a timely manner and copies will be submitted to the Board of Trustees, the ACE and the SDE. Page 46 states that student progress assessment reports will be submitted to the Board of Trustees, ACE, the SDE, and when applicable, the SBOE. It also states that all annual reports demonstrating student achievement will be submitted and published as soon as all the data becomes available each school-year.

33-5210(3) – each school will comply with reporting requirements of 33-701sections 5-10.

Page 60 states that the school will comply with all reporting requirements of Idaho Code 33-5205(3)(k), 33-5206(7) and 33-5210(3). While I would have liked for the school to acknowledge the specific requirements of IC 33-701(5-10), they do say they will comply with the requirements of 33-5210(3), which covers this section of Idaho Code. FYI – 33-701(5-10) covers the annual financial report, budgeting, publication, other financial and statistical reports, etc.

Tab 6: Employee Requirements

Describe the qualifications to be met by individuals employed by the school. Instructional staff must be certified teachers pursuant to rule of the state board of education.	33-5204A 33-5205(3)(g) 33-5210(4)(a)
---	--

Meets Standard – 3rd Review

Comments:

3rd Review: As written with this submission, 6.1.2 clearly states the Director must possess a valid Idaho Administrators Certificate.

2nd Review: 6.1.2 states "the Director must also possess, or be qualified to possess, a valid Idaho Administrator Certificate." If the Director is performing duties beyond a classroom teacher such as discipline or evaluation the Director must have an administrative certificate. The phrase "or be qualified to possess" must be removed in order to meet the standard.

1st Review: If Director DOES NOT hold and administrator's certificate, he/she cannot evaluate any certificated personnel. Until this is addressed in the document it cannot meet standards. There are only two things that one MUST have an administrator's certificate to do: Student discipline above and beyond that of a classroom teacher and evaluations of certificated personnel. At this point, the document states that Director will evaluate all other administrators, but the Charter DOES NOT ENSURE that the Director will hold a valid Idaho administrator's certificate.

Describe the plan for evaluating teachers. Include the measures that will be used, the frequency of evaluations, and the plan if a teacher is deemed to be underperforming.	08.02.02.120
Meets Standard	
Describe the plan to meet all of the requirements of IDAPA 08.02.02.120 – Local District Evaluation Policy.	08.02.02.120
Meets Standard – 3rd Review	
<p>Comments:</p> <p>Second Review: Based upon what is here I would not approve the evaluation plan. There is no mention of stakeholder input in regularly reviewing the evaluation process to ensure that teachers and other school community members believe it is a valid process. There is no mention of training for administrators, nor is there any mention of how funds will be set aside to ensure ongoing professional development for evaluators and those who will serve as instructional leaders. Additionally, SCR mandates for 50% student achievement measures should be clearly articulated.</p> <p>Specifically:</p> <ul style="list-style-type: none"> • District evaluation policy contains a description of the method used to monitor and evaluate the district's personnel evaluation system. • District evaluation policy contains a plan for ongoing training and professional development for evaluators/administrators and teachers on the district's evaluation standards, tool and process. • District evaluation policy contains a plan for funding ongoing training and professional development for administrators in evaluation <p>These are straight from the rubric that I attached last time. Again I would ask writers of this charter to look at the rubric to ensure that all components have been addressed.</p> <p>First Review: Many missing elements of implementation required by Rule. No mention of data use, sustained funding, training for evaluators, etc. See attached state rubric for approval of Evaluation Policies.</p>	
Describe the plan for evaluating administrators. Include the frequency of the evaluations, research the evaluation is based on, and who is responsible for conducting the evaluations.	08.02.02.120
Meets Standard – 2nd Review	
<p>Comments:</p> <p>1st Review: I did not see any mention of frequency, method, or instrument; just a single line that said Directors would be evaluated. Are the director and principal the same position?</p>	
Include a provision that ensures all employees of the school undergo a criminal history check.	33-5210(4)(d) 33-130
Meets Standard	

<p>Describe the transfer rights of any employee choosing to work in a charter school that is approved by the board of trustees of a school district, and the rights of this employee to return to any non-charter school in the same district.</p>	<p>33-5205(3)(o) 33-1217</p>
<p>Meets Standard</p>	
<p>Include a provision that ensures all staff members will be enrolled in and covered by all of the following: Public Employee Retirement System (PERSI) Unemployment Insurance Federal Social Security Health Insurance Worker's Compensation Insurance</p>	<p>33-5205(3)(m)</p>
<p>Meets Standard – 3rd Review</p>	
<p>Comments: 3rd Review – 6.5.1 clearly states the benefits listed in statute and that the board will follow the allowances and requirements of the law regarding benefits. 2nd Review – Changes were made to the explanation under the “Expenditures” explanation on page 314 in the appendices. It states all fulltime faculty and staff will be enrolled in a group health insurance plan. Will there be any part-time employees and will they have a portion of the health insurance covered? The statute says <u>all</u> staff members will be enrolled. 1st Review - The explanation in 6.5.1 meets the standard, however on page 279 the statement about health insurance and medical savings program is in conflict. The intent of the law is that the charter schools provide group health coverage, as opposed to providing stipends and leaving it up to the employees. The statement on page 279 implies that it will be up to the employees to purchase insurance.</p>	
<p>Include a provision that ensures that the staff of the public charter school shall be considered a separate unit for purposes of collective bargaining.</p>	<p>33-5205(3)(p)</p>
<p>Meets Standard</p>	
<p>Include a provision that ensures all teachers and administrators will be on a written contract as approved by the state superintendent, conditioned up a valid certificate being held by such professional personnel at the time of entering upon the duties.</p>	<p>33-5206(4)</p>
<p>Meets Standard</p>	
<p>Tab 7: Admissions, Discipline, Student Policies</p>	
<p>Describe admission procedures, include a provision for over-enrollment, and equitable selection processes for the initial year, as well as subsequent years of operation. Include enrollment capacity of the charter school.</p>	<p>33-5205(3)(j)</p>
<p>Meets Standard – 3rd Review</p>	

Comments:

3rd Review: Changes were made to this section based on the recommendations below. It now meets the standard.

2nd Review:

- The wording in 7.1.6.1 should be changed from “Four pools and/or waiting lists” to “The selection hierarchy for admissions. This would also be true for 7.1.6.2. The use of waiting lists in this case may be confusing.
- 7.1.6.1.1 should state ... maximum of 10% of the initial capacity of the school as opposed to student population.
- 7.1.6.1.3 should state children of full-time employees.
- In 7.1.6.2 the children of full-time employees should be included in preference group in 7.1.6.2.2 or 7.1.6.2.4 but not both. Additionally, Idaho Code specifically states full-time employees as opposed to employees.
- 7.1.9.7 has been corrected as described below.

1st Review:

The statement in 7.1.6.1.1 “Any founders’ children in excess of the 10% will be placed on the primary attendance area sibling list” needs to be removed. There is no allowance for this in the law. If there are more founders children than the 10% allowance there will need to be method for determining the founders’ spots. 7.1.9.7 – final “election” list needs to be changed to final “selection” list.

Describe how waiting lists will be developed and renewed annually. 33-5205(3)(j)

Meets Standard - 2nd Review

Comments:

Note: The waiting lists should be maintained for each grade level. 7.2.1 references waiting lists (plural) in the first line, however on the second line it is stated “students will be placed on a waiting list in order...”

Describe the public school attendance alternative for students residing within the school district who choose not to attend the public charter school. 33-5205(3)(n)

Meets Standard

Describe the process by which citizens residing in the compact and contiguous attendance area of the charter school will be made aware of enrollment opportunities. 33-5205(3)(s)

Meets Standard

Comments:

Question – would it be worthwhile to advertise in the Shoshoni language?

Describe the school’s plan for denial of attendance to any student who is or has been:

- An habitual truant, 33-5205(3)(i)
- Incurrigible, 33-205
- Deemed by the board of trustees to be disruptive of school discipline or instructional effectiveness, 33-206
- Detrimental to the health and safety of the other students, or
- Expelled from any other school district or state.

Meets Standard	
Describe the school's disciplinary procedures, including the procedure by which students may be suspended, expelled and reenrolled.	33-5205(3)(l) 33-210
Meets Standard	
<p>Comments: Given the schools cultural focus, is there a way to tie in a cultural aspect of conflict resolution in disciplinary procedures with tribal members that would support the schools overall vision as well as the law?</p>	
Describe the school's policy for contacting law enforcement and student's parents, legal guardians or custodian regarding a student reasonably suspected of using or being under the influence of alcohol or a controlled substance. Include the plan for making the policy available to each student, parent, guardian or custodian.	33-210(3)
Meets Standard	
Describe the procedures the school will follow to ensure the health and safety of students and staff.	33-5205(3)(h)
Meets Standard	
Describe the school's policy for a suicide prevention plan.	08.02.03.160
Meets Standard	
<p>Comments: In the event of a suicide, please be aware that the State Department of Education has trained Regional School Suicide Response (RSSP) teams in partnership with Suicide Prevention Action Network (SPAN) Idaho. These teams are specifically trained to support staff who are in turn supporting students. For more information and best practice information please see the below links. Information can be accessed through the SDE website here: http://www.spanidaho.org/youth-suicide-forschools-postvention.shtml</p>	
Describe the school's policy for Internet access and use and provisions for parental permission related to student Internet use.	33-132
Meets Standard	
Include a student handbook that describes the school rules. Also include the procedure for ensuring a student's parent or guardian has access to the handbook.	08.02.04.202
Meets Standard	
Tab 8: Business Plan, Transportation, School Lunch	

<p>A detailed business plan including:</p> <ul style="list-style-type: none"> • Business description • Marketing plan • Management plan • Resumes of the directors of the nonprofit corporation and current board • School's financial plan • Start-up budget with assumptions form • Three year operating budget form – in the IFARMS format • First year month-by-month cash flow form 	<p>08.02.04.202</p>
<p>Meets Standard – 3rd Review</p>	
<p>Comments:</p> <p>3rd Review: The budget has been adjusted to accurately reflect how the lottery funds are distributed. Please insure the statement about the lottery funds has been removed from the assumptions explanation.</p> <p>2nd Review: The statement in the budget assumptions regarding lottery funds is incorrect. The lottery funds have been included with the discretionary funding from the SDE and should not be listed as a separate line item (if that is what the "other state funding - 431.900 is referencing). Please adjust the budget accordingly.</p> <p>1st Review: The first assumption has a discrepancy between the text and numeric enrollment number - eighty-eight (78). This needs to be corrected.</p> <p>The Title VI-B funds estimate is probably too high. The VI-B Part 1 funds are allocated based on the number of student in average daily attendance. Lapwai has considerably more students than Chief Tahgee will have, so the figure is probably high. Several of the budget assumptions are made with schools that have a larger student population.</p> <p>IDEA Part B funds are not included as revenue.</p> <p>Lottery revenue has been rolled into the state apportionment. For the last couple of years it has not been a separate revenue source.</p>	
<p>Describe the school's proposal for transportation services. Note: The budget should reflect estimated costs.</p>	<p>33-5205(3)(t) 33-5208(4)</p>
<p>Meets Standard</p>	
<p>Describe the school's proposal for a school lunch program, including how a determination of eligibility for free and reduced price meals will be made.</p>	<p>08.02.04.202</p>
<p>Meets Standard</p>	

Comments:

The below submitted looks good.

Section 8.3 - Plan for School Lunch Program

8.3.1 Chief Tahgee Elementary Academy may participate in the National Child Nutrition Program through a contract with the Shoshone-Bannock Jr./Sr. High School (See Appendix AP: Letter of Support). Meal preparation will be guided by the USDA Code of Federal Regulation and meet or exceed minimum daily nutritional requirements as determined by the appropriate authorities.

8.3.2 Free and reduced lunch forms will be provided to all students by CTEA. Free and reduced price lunches will be available to qualifying students. The Income Eligibility Guidelines set forth by the USDA Food and Nutrition Services Child Nutrition Programs will be used to determine eligibility of students for free and reduced price meals. Chief Tahgee Elementary Academy will follow the USDA establish policies for determining prices for meals, verification reporting, record keeping, and governmental reimbursement.

8.3.3 Chief Tahgee Elementary Academy will have representation at mandatory trainings and will comply with State and Federal regulations, standards, and guidelines set forth by any such programs which may include the USDA, NSLP, FFVP, Special Milk Program for Children, and/or Farm-to-School.

Tab 9: Business Arrangements, Community Involvement, School Closure

Describe any potential or current business arrangements or partnerships with other schools, educational programs, businesses, or nonprofit organizations. This includes curriculum, special education, transportation, food service, legal, and accounting. 08.02.04.202

Meets Standard

Describe the school's plan for termination of the charter by the board of directors, to include: 5205(3)(u) 5206(8)

- Identification of who is responsible for dissolution of the charter school;
- A description of how payment to creditors will be handled;
- A procedure for transferring all records of students with notice to parents of how to request a transfer of student records to a specific school; and
- A plan for the disposal of the public charter school's assets, including those purchased with Federal funds.
- A procedure for transferring personnel records to the employees.

Meets Standard - 2nd Review

Comments:

2nd Review: changes made to include all federal funds.

1st Review: 9.3.4 states "...equipment purchased with federal grant funds will be..." The statement should say federal funds. Any materials or equipment purchased with federal funds are subject to the federal rules for disposal, not just items purchased with grant funds.

Tab 10: Virtual Schools and Online Programs - Not Applicable

Tab 11: Professional-Technical Regional Public Charter Schools - Not Applicable

September 20, 2012

Appendix AB – Memorandum of Agreement with Language & Cultural Preservation Department

**MEMORANDUM OF AGREEMENT BETWEEN SHOSHONE-BANNOCK TRIBES
LANGUAGE AND CULTURAL PRESERVATION DEPARTMENT AND CHIEF TAHGEE
ELEMENTARY ACADEMY**

Chief Tahgee Elementary Academy, Inc. was incorporated in the State of Idaho on September 1, 2011 to establish a Shoshoni and Bannock language immersion Kindergarten – Sixth grade elementary school on the Fort Hall Indian Reservation. On January 24, 2012, the Fort Hall Business Council passed Resolution Number FINC-2012-0123 in support of Chief Tahgee Elementary Academy and allocated the use of the office space and office equipment at the Language and Cultural Preservation Department until August 2013 for the ongoing development of Chief Tahgee Elementary Academy.

I. Purpose of the Agreement

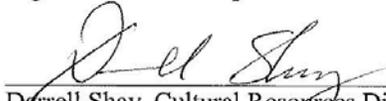
This Memorandum of Agreement (MOA) sets out the terms by which Chief Tahgee Elementary Academy and the Shoshone-Bannock Tribes Language and Cultural Preservation Department (L&CPD) will work together to implement Chief Tahgee Elementary Academy (CTEA), a Shoshoni and Bannock language immersion K-6 elementary school.

CTEA Board of Trustees will be the key contact for the school. The Director of Cultural Resources, will be the key contact for Shoshone-Bannock L&CPD.

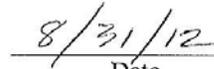
The L&CPD will uphold Resolution Number FINC-2012-0123 providing office space and office equipment for the ongoing development of CTEA, including the production and publication of the Shoshone-Bannock culture and Shoshoni language curricula, until August 2013; said agreement will be in effect with the Shoshone-Bannock Tribes Language and Cultural Preservation Department from January 24, 2012 through August 31, 2013.

Chief Tahgee Elementary Academy will continue a long-term relationship with the L&CPD in all other regards and especially collaborate closely with L&CPD personnel in the production of Shoshoni language standards, Shoshoni language translations, Shoshoni language classroom materials, and Shoshone-Bannock cultural standards and curriculum. Through this agreement, Shoshone-Bannock Tribes L&CPD agrees to provide on-going specialized language and cultural consultation, translations, and oversight of the appropriateness and accuracy of language and cultural curriculum for CTEA.

Signatures of Principals



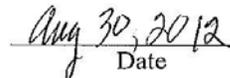
Darrell Shay, Cultural Resources Director
Shoshone-Bannock Tribes Language and Cultural Preservation Department



Date



Nancy Eschier Murillo, Chair
Chief Tahgee Elementary Academy



Date

Appendix AC - Potential Impacts

Financial Impact

The financial impact on the Pocatello School District will be very minimal. According to the SDE Fall Enrollment Statistics, Tyhee Elementary School has an average of twenty-five (25) students per grade. If fifteen percent (15%) left Tyhee and enrolled in CTEA that would be approximately four (4) students per grade, a total of twenty-four (24) students. At capacity, statistically an average of seven (7) students per grade would transfer to CTEA, a total of thirty (30) students.

Currently, there are three schools in the Chubbuck area that are located within two (2) miles of each other; these three schools, including Tyhee Elementary, have a class size average of twenty-five (25) students or more. Reducing class sizes at Chubbuck Elementary and Ellis Elementary by two (2) students would easily compensate for initial enrollment at CTEA. Moreover, Tyhee Elementary School may be able to reduce its staff size at the kindergarten level. According to the law of averages, four (4) other students per grade, a total of twenty (20) students, may also leave the Pocatello School District to attend CTEA; these will be dispersed among the other elementary schools and have only a small impact on each of these schools

Over the long term, the district will not be greatly affected. Since 2007, Tyhee Elementary has grown by forty-six (46) students, Ellis Elementary by thirty-three (33) students, and Chubbuck Elementary by eighty (80) students. Since the city of Chubbuck currently has a growth rate of 43.5% and grew from 9,700 people in the 2000 Census to 13,922 people in the 2010 Census and Pocatello grew by a rate of 5.4%, it seems probable that CTEA will have only a small effect on the Pocatello School District in both the short and long term..

The financial impact on the Blackfoot School District may be more significant. At fourteen percent (14%), the growth rate in Blackfoot supports the loss of students choosing to attend CTEA, but eventually may have to adjust elementary school boundaries on the south end of town. Stalker Elementary and Stoddard Elementary are currently both at capacity with an average of twenty-six (26) students per grade. With two (2) students initially exiting each grade, the total for each school would be ten (10) students and the average class size would decrease to (24) twenty-four, which are still large class sizes. At capacity, an average of three (3) students per grade would attend CTEA, a total of fifteen (15) students per school.

Fort Hall Elementary School, however, will be impacted more than the other schools as it is located approximately one-half mile from the CTEA school site. Currently, there is an average class size of twenty-nine student of which initially an average of five (5) students will leave to attend CTEA, a total of thirty (30) students. In most of the grades this would reduce class size to around twenty (20) to twenty-four (24) students. In the best case scenario, one classroom in some grades may be eliminated and, thus, save the district some money. At capacity, CTEA projects enrolling approximately eight (8) former Fort Hall Elementary students per grade, a total of forty-eight (48) students. This would reduce class sizes at Fort Hall Elementary to a point where the budget would be stretched thin.

The financial impact on the Lillian Vallely School cannot be determined, as funding for the school relies completely on donation and not on enrollment numbers.

Other Impacts

There will be various other effects on local school districts, community, and students. First, a U.S. Department of Education study on the impacts of charter schools on local school districts indicated that nearly half of school district leaders reported becoming more customer service oriented, increasing their marketing and public relations efforts, or increasing the frequency of their communication with parents. In many districts, administrators began paying close attention to their local charter schools, typically by tracking the number of students who attended charter schools and monitoring charter school students' test scores. Also, many (60%) districts implemented new educational programs, made changes in educational structures in district schools, and/or created new schools with programs that were similar to those in the local charter schools. CTEA founders petitioned the Blackfoot School Board for years and received no response; however, when the superintendent realized that CTEA was becoming a reality, the district began to change. The local districts need this type of a challenge.

CTEA is engaging local governments, businesses, and other organizations to help provide resources and services to the school and families. CTEA will be a community hub, bringing families together and increasing the strength and safety of the community. Other social and educational impacts on the community have been included throughout Tab 3.

September 20, 2012



**Pocatello
Chubbuck
School District 25**

**Maximizing Learning For All Students
Through Rigor, Relevancy and Relationships**

Whatever It Takes!

August 24, 2012

Office of the State Board of Education
650 W. State Street, Room 307
P.O. Box 83720-0037
Boise, ID 83720-0037

Dear Members of the Public Charter School Commission:

This letter serves as written comment from the Pocatello/Chubbuck School District No. 25 for the hearing on the petition for a public charter school filed by the Chief Tahgee Elementary Academy set for September 20, 2012 before the Idaho Public Charter School Commission (PCSC).

The Board of Trustees of the Pocatello/Chubbuck School District No. 25 accepted a petition from the Chief Tahgee Elementary Academy Charter School Petition at its Regular Meeting on June 19, 2012. Following receipt of the petition, the document was examined by School Board members and a District Review Committee appointed by the Superintendent to determine the viability of the School District authorizing the Charter.

To comply with Idaho Code, a Special Meeting for the purpose of holding a Public Hearing to consider the Chief Tahgee Elementary Academy Charter School Petition and to take any action on the proposed Petition was set for 4:00 p.m. on July 12, 2012. At that meeting the Board was presented with a draft Resolution containing the rationale for a recommendation to refer the Petition to the Public Charter School Commission. After considering pertinent testimony during the Public Hearing, the Pocatello/Chubbuck School District No. 25 Board of Trustees adopted the Resolution to Refer the Chief Tahgee Elementary Academy Charter School Petition to the State Charter Commission as allowed under Idaho Code 33-5205(c).

Enclosed is a memorandum to the Pocatello/Chubbuck School District No. 25 Board of Trustees regarding the study of the petition and the Resolution adopted by the Board referring the charter to the PCSC.

Sincerely,

A handwritten signature in cursive script that reads 'Mary M. Vagner'.

Mary M. Vagner
Superintendent

c. Board of Trustees

Memo

To: Superintendent Mary Vagner
From: Patti S. Mortensen, Director of Elementary Education
Date: 7/9/2012
Re: Chief Tahgee Elementary Academy Charter Petition

A committee of district administrators was established to review the charter petition submitted by representatives of the Chief Tahgee Elementary Academy. Each committee member was charged with reading through the petition and completing an in-depth review on an assigned section(s). A copy of the Charter School Petition Evaluation Rubric provided by the State Department of Education was utilized in the review process. Committee members were directed to report their findings relative to strengths and weaknesses observed in the assigned section(s) of the petition. From this work, a resolution was prepared for consideration by the Board of Trustees.

Committee member assignments were as follows:

Superintendent Mary Vagner – Articles of Incorporation (Tab 1); Proposed Operation and Potential Effects of the Public Charter School (Tabs 2); Governance Structure (Tab 5)

Chuck Wegner, Director of Curriculum – Educational Program and Goals (Tab 3)

Lynda Steenrod, Director of Special Services (retired) – Provisions for Special Education and Programs (Tab 3)

Dr. Patti Mortensen, Director of Elementary – Education Dual Enrollment (Tab 3); Admission Procedures and Health & Wellness; Use of Technology (Tab 7); Business Arrangements (Tab 9)

Kathy Luras, Curriculum and Assessment Coordinator – Provisions for Gifted and Talented (Tab 3); Assessment of Student Educational Progress (Tab 4)

Dr. Douglas Howell, Director of Human Resources – Employees of Chief Tahgee Elementary Academy (Tab 6)

Kent Hobbs, Director of Student Support Services – Discipline Policy and Procedures; School Climate and Safety (Tab 7)

Bart Reed, Director of Business Operations – Business Plan (Tab 8)

Jan Harwood, Title I Coordinator – Provisions for Limited English Proficiency (Tab 3)

September 20, 2012

Pocatello/Chubbuck School District No. 25

**RESOLUTION TO REFER THE CHIEF TAHGEE ELEMENTARY ACADEMY
CHARTER SCHOOL PETITION TO THE STATE CHARTER COMMISSION**

WHEREAS, representatives of the Chief Tahgee Elementary Academy Charter School submitted a petition to the Board of Trustees of the Pocatello/Chubbuck School District on May 14, 2012 communicating their intention to open a new charter school within the boundaries of District No. 25 in September 2013; and

WHEREAS, the Sufficiency Review conducted by the State Department of Education indicates the charter school is to be located in the Blackfoot School District while the petition submitted to the Pocatello/Chubbuck School District No. 25 states the charter school is to be located within the boundaries of District No. 25; and

WHEREAS, the charter petition states that the purpose of the charter school is to preserve the Shoshoni and Bannock languages. While the intent and purpose of this petition statement is a commendable goal, from strictly an educational standpoint, District No. 25 questions whether the emphasis of the school will be on language preservation rather than on the skill development of the children in accordance with the Common Core State Standards as measured by performance on the Smarter Balanced Assessment Consortium; further, District No. 25 questions who will be responsible for data collection, analysis and student progress monitoring; and

WHEREAS, the charter petition mentions that the school will manage language preservation of the community, while again an admirable goal, appears to be an impossible task and is not a task for which data collection or objective goal measurement can occur; and

WHEREAS, the charter petition mentions that the school will develop an educated person for the 21st century and the school will measure student attitude; District No. 25 questions how that vision will be actualized and how student attitude will or can be measured; and

WHEREAS, the charter petition mentions that the school will provide cultural socialization that will be incorporated into instructional practices that impact American Indian students' learning styles inclusive of discipline, group harmony and a holistic approach to health and spirituality; District No. 25 questions the concept of teaching or developing spirituality in the students as that is outside the purview of public schools and cautions detailed steps would have to be taken in assuring this goal does not run afoul with Article IX, Section 5 and Article IX, Section 6 of the Idaho Constitution; and

WHEREAS, the charter petition addresses educating children in an immersion Shoshoni language program; District No. 25 questions where the charter school will find highly qualified certified teachers who are proficient in Shoshoni and English; where the charter school will find highly qualified classified staff proficient in Shoshoni and English to work with children in an immersion program; and where the charter school will find highly qualified certified administrators proficient in Shoshoni and English to work with children evaluating and supervising bilingual teachers and a bilingual education program; and

WHEREAS, the charter petition addresses seeking limited certification options in regard to allowing various community experts and other specialized persons who may not hold certification to contribute to the school according to their talents, experience, creativity or expertise on an as needed basis; District No. 25 questions whether non-certified people in the community will be teaching Shoshoni or core educational subject matters to the children; and

WHEREAS, District No. 25 questions the availability of university programs to prepare highly qualified certified teachers who are bilingual in Shoshoni and English; District No. 25 questions whether or not the school is sustainable in accordance with the vision of the school; and

WHEREAS, the charter petition indicates that in the primary grades students will be taught in the Shoshoni language with limited English spoken at school in those grades; the petition addresses the fact that a test like the IRI will be adapted to Shoshoni; however, students in Idaho public schools will only be tested in English; thus, the IRI will be administered to students in English who may have limited proficiency and fluency in English; District No. 25 questions the fact that with limited English spoken at the school in the primary grades and no indication of actual time for instruction in English how will the school prepare students to greater levels of proficiency in English as required by the Common Core State Standards; further, it should be stated that all state assessments must be administered in English, which substantiates a need for all students to be proficient, receive education in and be fluent in English; and

WHEREAS, the charter petition addresses that the Culture and Language Department of the Shoshone-Bannock Tribes is preparing curriculum and instructional materials in the Shoshoni language for use in the school K-2; the charter petition also references that curriculum is to be developed for Shoshoni Language, Social Studies, Health, Physical Education and Technology; District No. 25 is concerned that the curriculum and instructional materials, must be research-based and materials must be selected from the state approved list; further, District No. 25 is concerned that the curriculum and materials selected must support the Common Core State Standards; and

WHEREAS, the charter petition does not address the need of the school to make provisions for the state's new Star Rating System as opposed to the provisions necessary under the former No Child Left Behind Act; further, the state of Idaho requires that all schools that have not met AYP requirements, regardless of Title 1 status, must enter into a needs improvement status which would have to be addressed by the charter school; and

WHEREAS, the charter petition addresses the concept of outsourcing various professional administrative functions; District No. 25 recognizes that the technical skills of outsourced individuals must be inclusive of knowledge of compliance with federal and state laws and federal and state rules and regulations and further recognizes that outsourced administrators must still hold a valid Idaho Administrative credential and that the state's funding for outsourced administrative personnel is for salary provisions only, without any benefits compensation pursuant to Section 33-1004(5), Idaho Code and that such could negatively impact the financial status of the charter school; and

WHEREAS, the charter petition speaks to contracting psychologist, counseling, OT and PT services with the statement that many Tribal members already receive these services through the Tribes; District No. 25 questions the fact that there are multiple and significant differences between these personal services and the mandated school based special education services; and

WHEREAS, the charter petition speaks to special education services, the petition incorrectly references federal law and incorrectly uses various terms; practices are partially defined leaving District No. 25

with a curiosity as to how the school will identify and meet the needs of students who are struggling; how the school will identify and meet the needs of students who are identified as in need of special education services; how the school will establish a continuum of special education services; how the school will conduct its child find in an on-going manner; how the school will select intervention and special education materials; how the school will address staffing allocations to meet the needs of students in need of special education services; how the school will budget for special education services; and

WHEREAS, the charter petition speaks to the school making decisions about providing special education services in consultation with special education teachers of IEP teams; this process is contrary to federal law as the decision making process is subject to the IEP team; and

WHEREAS, the charter petition speaks to Gifted and Talented services; however, according to Idaho Code, those teachers providing direct Gifted and Talented services must have a Gifted and Talented endorsement and be Highly Qualified to provide said services; District No. 25 questions the process and the tool that will be used to screen all potential gifted students as required by Idaho Code; and

WHEREAS, as to Limited English Proficiency (LEP) services, the charter petition meets the Office of Civil Rights requirements, however, the petition does not address the need to create an Education Learning Plan for LEP students requiring accommodations on state testing; and

WHEREAS, the charter petition speaks to the possibility of contracting with the Tribe for food service and transportation services; District No. 25 cautions that outsourced services would need to be in compliance with state and federal laws, rules and regulations; further, District No. 25 realizes that specialized transportation services may be necessary for students with disabilities inclusive of various special assistance, safety restraints, ramps, lifts, field trip travel and driver training, which are not discussed in the charter petition; and

WHEREAS, the charter petition addresses enrollment numbers, caps and temporary and permanent space; District No. 25 is concerned that the school will not be able to maintain its desired class size and caps due to the funding for public schools in the state of Idaho; District No. 25 questions the future financial ability of the school to abandon portable classrooms in lieu of a permanent structure; and

WHEREAS, the charter petition addresses state funding of a dually enrolled student; the petition states that the school will negotiate the terms of how ADA will be divided with any local school district; this negotiation is not possible as the student's day will be funded through fractional ADA which is a state determination; further, the petition states that parents will receive written notice regarding placement of a child in a dual enrollment program; District No. 25 notes that it is the parent who makes the choice of placement in a dual enrollment situation and in the case of dual enrollment the school must be clear about the curriculum it is responsible for during the time the student is enrolled; and

WHEREAS, the charter petition targets a student population from the Pocatello/Chubbuck School District No. 25, the Blackfoot District and from the Ft. Hall Indian Reservation; District No. 25 questions whether or not the provision of one more option for schooling for elementary children will provide for even greater possible disruption for those children who may be in the student population who are mobile; and

WHEREAS, the charter petition speaks to overcrowding in the neighboring school districts; Tyhee Elementary School is the District No. 25 school that services the children who live on the Ft. Hall Indian

Reservation and that school is well below recommended capacity and can easily accommodate the children who live on the Ft. Hall Indian Reservation and is not overcrowded; and

WHEREAS, the charter petition references Blackfoot School District's impact aid FY 2012; District No. 25 gets no impact aid; the petition documents Blackfoot School District's JOM funds; District No. 25 does not get JOM funds; the petition references Blackfoot School District's Title VII-A funds; District 25 does not get Title VII-A funds; the petition references Blackfoot School District's Title II-A funds, their Title I-A funds and their Medicaid revenue; the three year projected operating budget identifies revenue from impact aid, JOM and Title VII funds all of which District 25 does not receive; and

WHEREAS, the charter petition references a fund raising goal to collect \$150,000 in grants and donations the first year; the petition also speaks to identifying religious organizations for charitable giving to the school; District No. 25 cautions that this goal may be unreachable and cautions with respect to the separation of church and state; and

WHEREAS, the Educational Program outlined in the petition indicates that an elementary student will be proficient in word processing and the use of a spreadsheet package; District No. 25 believes that the technology competencies expected for elementary children will be more expansive than those described; and

WHEREAS, the charter petition speaks to the evaluation of administration and faculty in accordance with Idaho Code and rules; District No. 25 cautions that the policies and forms submitted do not include provision for parent input into the evaluations and do not provide for the inclusion of a goal/measure for 50% of the evaluation to be based on student achievement; District No. 25 cautions that the policies and forms need to be examined to adhere to the timelines set forth in Students Come First legislation; and

WHEREAS, the charter petition speaks to a process for evaluating teacher effectiveness, it is unclear as to how this is tied to student academic performance and it does not discuss the frequency for conducting evaluations; and

WHEREAS, the charter petition speaks to the number of days that the school board can suspend; that number is not accurate as pursuant to Section 33-205, Idaho Code, a school board can only suspend for 5 (five) days; and

WHEREAS, the charter petition is void of a discussion of disciplining students who are receiving special education services inclusive of a need for a manifest determination and its process; time requirements for suspension of students; flexible time limitations for expulsions and readmissions; and

WHEREAS, the charter petition speaks to issues of student discipline, the petition appears to be incomplete in part with respect to due process; the right to be heard appears to be missing as is a description of an investigation; and

WHEREAS, the charter petition includes a Weapon's Policy; the policy does not state that only the Board of Trustees can grant permission to bring a weapon on school property for educational purposes; and

WHEREAS, in the charter petition, the Tobacco, Alcohol, Substance Abuse Policy gives leeway to reporting such use or possession to the police; possession and/or use of these substances are illegal and

September 20, 2012

there is no option to not report such to law enforcement; further in the policy discussion, the school administrator does not have the right to prohibit Health and Welfare's right to interview children; and

WHEREAS, the charter petition does not address safety planning and drills; District No. 25 views this lack of discussion as a concern; and

WHEREAS, the District No. 25 is the authorizer of the Pocatello Community Charter School and fully understands the responsibilities and oversight obligations required of authorizers under Idaho Code; and

WHEREAS, given the charter petition's numerous errors in law and fact with regard to the provision of student special services, ranging from a failure to address discipline of special education students, incorrect references to law, incorrect use of terms, practices and the application of the law to events occurring in the school and given that District No. 25 will be held legally responsible for special education errors made by a District approved charter, District No. 25 is concerned that the petitioners do not have a solid fundamental understanding of the significant obligations and legalities involved in provision of special education services; and

WHEREAS, due to the actions of the Idaho Legislature over the past four years, District No. 25 resources have been dramatically reduced requiring increased workloads for all employees thereby limiting the District's ability to meet the oversight obligations required of a charter authorizer; and

WHEREAS, the Chief Tahgee Elementary Academy petition was reviewed by the Pocatello/Chubbuck School District No. 25 Board of Trustees and a committee of District representatives in a reasonable effort demonstrating due diligence as required by Idaho Code 33-5205 (c);

THEREFORE BE IT RESOLVED, that pursuant to Idaho Code, Section 33-5205, and State Board of Education Rules Governing Charter Schools, the Pocatello/Chubbuck School District No. 25 Board of Trustees exercises its legal authority to refer the Chief Tahgee Elementary Academy Charter School petition to the State Charter Commission.

Adopted this 12TH day of JULY, 2012.


Board Chair


Board Clerk

September 20, 2012

To: PCSC Commissioners

From: PCSC Staff

Regarding: Chief Tahgee Elementary Academy Founding Board Member Interviews

In Spring 2012, PCSC staff completed interviews with six of the founding board members for Chief Tahgee Elementary Academy. These interviews focused on the member's interest in founding the school, their understanding of board member and authorizer roles, the experience and expertise they bring to the board, their level of understanding regarding school finance and business accounting, and the challenges they anticipate as the school opens.

Our interviews revealed that all board members are also members of the Shoshone Bannock tribe. Two of them are students earning degrees in Business Administration and American Indian Studies. Two members have previous experience serving on boards. The board brings expertise in Indian culture and language, tribal experience, health, clerical work, and education. Being tribe members, each person is invested in the school as they have witnessed the academic underperformance of their youth and loss of the language and culture.

The consensus of the members is that charter schools provide choice, innovation, and hopefully higher achievement in education. They see the mission of CTEA as raising the academic achievement and cultural awareness of the Fort Hall community through language immersion. The board members perceive their individual roles to include providing knowledge of the language and culture, connecting with the youth, providing expertise in their particular fields, and tribal experience. The level of understanding regarding school finance appears to be fairly low. However, two of the members have knowledge in business accounting.

The board members seem to have a fairly solid understanding of the role of the board, seeing it as being one of governing the school, setting policies, and overseeing the general operation of the school. Each member understands the value of formal board training and has verbally committed to participate in such training. The potential challenges they anticipate include finances, facility, establishing the culture of the school, and hiring. Four of the board members perceive the role of the authorizer as being one of oversight and compliance monitoring. The other two were not familiar with the role of the PCSC.

Strengths of the board:

- Personal investment
- Tribal and cultural experience
- Knowledge of the language
- Commitment to training

September 20, 2012

Areas of concern:

- Low level of school finance knowledge
- Lack of education knowledge and experience
- Lack of some specific skill sets such as legal and marketing

SUBJECT

DaVinci Charter School Corrective Action Plan and Fiscal Status Update

APPLICABLE STATUTE, RULE, OR POLICY

I.C. § 33-5209

BACKGROUND

DaVinci Charter School (DaVinci) is a public charter school authorized by the Public Charter School Commission (PCSC). The school has operated in Garden City since 2006 and serves approximately 145 students in grades K-8.

In July 2012, the PCSC issued to DaVinci a Notice of Defect (NOD) on the grounds of violation of the approved charter regarding provision of special education services, violation of special education law, and failure to demonstrate fiscal soundness.

DISCUSSION

DaVinci has provided Corrective Action Plans (CAPs) regarding the identified defects. The defects related to special education services are being addressed through corrective action required by the State Department of Education (SDE).

The school intends to address the defect of failure to demonstrate fiscal soundness through marketing to increase enrollment, improving internal financial status monitoring, and amending the FY13 budget to decrease reliance on lines of credit to cover cash flow. Many elements of the plan have already been implemented, and enrollment is currently 144.

Historically, DaVinci has relied on a line of credit for cash flow to cover June payroll. The line of credit is repaid each year after the school receives its final disbursement from the state in July, and fiscal audits have reflected such repayment in the carryover.

In FY12, DaVinci experienced a greater shortage than usual. As a result of unexpected facility and special education expenses, the full \$50,000 line of credit from Zion's Bank, plus short-term stakeholder loans totaling \$23,222, was necessary to cover FY12 expenses. The stakeholder loans were repaid in August, and the line of credit is expected to be repaid in October.

At this time, DaVinci estimates that its ending balance from FY12 will match the estimated operating loss of \$46,000. Repayment of all \$73,222 in loans is reflected in this estimate, which cannot be verified until completion of the independent fiscal audit.

The school reports that no additional operating loss is expected in FY13. At this time, insufficient data is available to determine whether or not DaVinci is likely to

be successful in recouping its FY12 losses and reducing its reliance on the line of credit. The school's board has not specified the amount of progress it anticipates will be made toward reversing its financial situation during FY13.

IMPACT

No action is required of the PCSC in response to corrective action plans or updates thereto.

Pursuant to I.C. § 33-5209(3) and IDAPA 08.02.04.301.04, the public charter school must “comply with the terms and conditions of the corrective action plan and...cure the defect at issue within a reasonable time...” If the public charter school fails to comply with the plan and cure the defect, “the authorized chartering entity may provide notice to the public charter school of its intent to revoke the charter.”

The PCSC may, at its discretion, formally acknowledge the lifting of a notice of defect in the event the PCSC believes the school has cured such defect.

If the PCSC determines that the school has failed to cure an identified defect within a reasonable period of time, the PCSC may issue a notice of intent to revoke the charter.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the PCSC continue to require the submission of monthly fiscal updates, including balance sheets and cash flow statements, until further notice.

COMMISSION ACTION

Any action would be at the discretion of the PCSC.

September 20, 2012



IDAHO PUBLIC CHARTER SCHOOL COMMISSION

650 W. State Street • P.O. Box 83720 • Boise, ID 83720-0037
208/334-2270 • FAX: 208/334-2632
e-mail: charter@osbe.idaho.gov

July 25, 2012

DaVinci Charter School
Board of Directors
5655 N. Glenwood St.
Boise, ID 83714

Dear DaVinci Charter School Board of Directors:

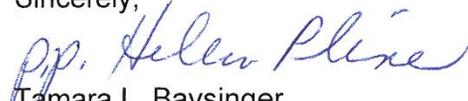
As you are aware, Idaho Code § 33-5209 requires an authorized chartering entity to provide written notice of defect to any school which it has reason to believe has committed a defect. This letter is to serve as written notice of defect to DaVinci Charter School (DaVinci) on the grounds that the Public Charter School Commission (PCSC) has reason to believe that DaVinci has:

1. Committed a materials violation of any condition, standard, or procedure set forth in the approved charter, specifically with regard to the provision of special education services;
2. Violated a provision of law, specifically with regard to the following special education laws: 34 CFR §300.111, 34 CFR §300.301, 34 CFR §300.304, 34 CFR §300.306, 34 CFR §300.503, 34 CFR §300.504, and 34 CFR §300.530; and
3. Failed to demonstrate fiscal soundness.

Pursuant to IDAPA 08.02.04.301.03, please submit to the PCSC office by August 24, 2012, a corrective action plan detailing the means by which DaVinci will cure these defects.

As always, you are welcome to contact me any time I may be of assistance.

Sincerely,


Tamara L. Baysinger
Director

Cc: Michelle Clement Taylor, School Choice Coordinator, SDE
Cindy Hoovel, Administrator, DaVinci Charter School

Printed on Recycled Paper

September 20, 2012

DaVinci Charter School, #459

CORRECTIVE ACTION PLAN

RE: Special Education Dispute Resolution

TO: Idaho Public Charter School Commission

Update August 20, 2012

Regarding Allegation #1:

- A. The LEA Board will adopt by Board action the *Idaho Special Education Manual, 2007 (Revised, 2009)* no later than September 1, 2012. The Director will provide the Board minutes clearly delineating the adoption of the *Idaho Special Education Manual*, to the SDE Dispute Resolution Coordinator no later than September 10, 2012.

ACTION: DaVinci Charter School, #459, officially adopted the Idaho Special Education Manual, 2007 (revised, 2009) during their June 18, 2012 board meeting. Board minutes were sent to Melanie Reese at the SDE as documentation on June 19, 2012

Regarding Allegations #2, #3, #5, #6, #7:

- A. The Director, the Special Education Coordinator, at least one general education teacher, and other individuals as identified by the LEA Administration, are required to attend training by a person approved by the SDE to include the following topics: the affirmative responsibility of an LEA for Child Find; referral processes; conducting evaluations; determining eligibility; providing written notice; providing procedural safeguards; and the roles, responsibilities and membership of problem-solving, referral, assessment, evaluation, and eligibility teams. Part of this training will include reviewing example processes and forms available in the *Idaho Special Education Manual* and the Idaho Training Clearinghouse. This training will be conducted no later than September 21, 2012. The Director will provide the SDE Dispute Resolution Coordinator a copy of the sign-in sheet with names and titles of attendees, as well as a copy of the training agenda, no later than October 1, 2012.

ACTION: A planning meeting for this training was held August 16 with our new SDE contracted dispute resolution liaison, Paul Epperson. Director Cindy Hoovel and Mr. Epperson discussed the specific trainings required and developed the training agendas needed. The training for the rest of the designated team was set for August 23, 2012 prior to the start of our school year. (NOTE: Due to a family death, Mr. Epperson had to postpone this training date. It will be completed by the SDE's newly extended deadline of October 5, 2012 – documentation sent to SDE by October 19, 2012.)

- B. The Director, the Special Education Coordinator, at least one general education teacher, and other individuals as identified by the LEA Administration, shall produce evidence demonstrating correct processes for all documentation associated with the referral, assessment, evaluation and eligibility processes to their Regional Coordinator, or other representative appointed by the SDE Dispute Resolution Coordinator, no later than September 30, 2012. Copies of all documentation first approved by the Regional Coordinator shall be submitted to the SDE Dispute Resolution Coordinator no later than October 19, 2012.

ACTION: DaVinci's Special Services Coordinator, Angela Banning has been working closely with Kelly Hall (SpEd Regional Coordinator) for two years. We were told in early August 2012 that Kelly had resigned, so we are waiting to hear who the SDE and BSU designate as our new regional coordinator. If this is not announced soon, we will be asking the SDE to assign us someone during the interim.

We will continue to work closely with our Regional SpEd Coordinator and obtain her assistance with the processes mentioned above. We will show documentation that we have been following correct processes by giving the SDE Dispute Resolution Coordinator examples no later than September 30, 2012. Copies of the approved documents will also be given to them no later than October. Most of these were already prepared in spring 2012, but we'll continue with further documentation as requested.

- C. The LEA will report to the Regional Coordinator, or other representative appointed by the SDE Dispute Resolution Coordinator, within five (5) days any request for referral for evaluation or any reevaluation for special education for any student enrolled at the LEA to the Regional Coordinator, until June 5, 2013. The Regional Coordinator, or other representative appointed by the SDE Dispute Resolution Coordinator, will provide ongoing technical assistance on the referral, assessment or reassessment, and eligibility processes for each file. The Regional Coordinator, or other representative appointed by the SDE Dispute Resolution Coordinator, has the authority to require documentation and correction of appropriate processes throughout the process. The LEA will provide a summary report to the Dispute Resolution Coordinator identifying the referrals, assessments or reassessments, and eligibility processes held during the 2012-2013 school year. This summary report will be verified by the Regional Coordinator and submitted by the Director to the SDE Dispute Resolution Coordinator no later than June 12, 2013.

ACTION: DaVinci started working on this above requirements with Kelly Hall (Regional SpEd Coordinator) in school year 2012-2013 regarding all requests. We will continue to do this with our newly appointed Regional SpEd Coordinator as stated above and send in our year of documentation by the June 12, 2013 deadline.

Regarding Allegation #8:

- A. The LEA will update their policy manual (3340 P-2) to include current IDEA (2004) language, and develop additional policies to demonstrate processes in line with 34 CFR §300.304 and 34 CFR §300.536. This policy will be sent by the Director to the SDE Dispute Resolution Coordinator no later than September 1, 2012.

ACTION: Upon receiving this Corrective Action Plan, DaVinci immediately (June 2012) sent additional policies that were already in place in their current policy manuals which covered this aspect. The dispute resolution department's, Melanie Reese, gave additional suggestions regarding 34CFR 300.304 and 34CFR 300.536 that the board will consider making clearer with more detailed information in our policy manual. NOTE: SDE liaison, contracted Paul Epperson, requested and received more time to complete these policy additions to research the laws further and to give the board enough time to complete the legal readings required prior to adopting new policies. The new deadline is November 26, 2012.

- B. The LEA's Board President will provide a signed letter to the Complainants that will include this language: *The discipline procedures culminating in the decision to expel [the Student] did not follow IDEA (2004) regulations, and subsequently did not offer the protections afforded a student suspected of having a disability under IDEA 34 CFR §300.304 and 34 CFR §300.536. Due to the scope and magnitude of the procedural violations, we hereby render the decision to expel [the Student] null and void and consider [the Student] eligible to return to DaVinci Charter School with his current IEP during the 2012-2013 school year.*

A copy of this letter will be submitted to the Dispute Resolution Coordinator no later than July 31, 2012.

ACTION: Board president, Laurel Odell, wrote and sent this letter July 25, 2012 via registered mail to the Complainants using the exact wording as required above. DaVinci also sent a copy of this letter as documentation to the dispute resolution coordinator, Melanie Reese, on July 26, 2012. A copy of the original letter was sent to Melanie immediately. She requested a copy of the signed letter in July, so this was sent via mail for their files. This was sent via registered mail and the signed receipt has been received to show the family received the letter.

September 20, 2012

C. The Director, the Special Education Coordinator, at least one general education teacher, and other individuals as identified by the LEA Administration, shall complete training conducted by a trainer approved by the SDE on complying with IDEA discipline procedures, including the following topics: conducting a manifestation determination meeting; when and how to conduct a functional behavior assessment; and implementing a positive behavior intervention system (PBIS). Training is to be completed no later than December 7, 2012. The Director will provide the SDE Dispute Resolution Coordinator a copy of the sign-in sheet with names and titles of attendees, as well as a copy of the training agenda, no later than December 14, 2012.

This Final Report marks the end of the Complaint Investigator's involvement in this matter. All future inquiries should be directed to Dr. Melanie Reese, Dispute Resolution Coordinator, Idaho State Department of Education.

ACTION: This team has already been designated and will start this training as part of the August 23, 2012 training with our SpEd Regional Coordinator, Kelly Hall – or whoever is her replacement. We plan to extend parts of this training to more of our school staff during fall professional developments. We will keep agendas and attendee sign in sheets to send as documentation that this has been completed. This will be completed no later than December 14, 2012.

SDE Allegations and Corrective Action Plan

Submitted this 14th day of June, 2012, by:

Mert Burns, SDE Contracted Complaint Investigator

Accepted by Melanie J. Reese, Ph.D. SDE Dispute Resolution Coordinator

NOTE: ACTION items for each section of this Corrective Action Plan were submitted to the DaVinci Board of Directors to send to the Idaho Public Charter School Commission by DaVinci Director, Cindy Hoovel, on June 29, 2012. This CAP was updated August 16, 2012 to meet requirements for Corrective Action Plan from the IPCSC for their September 2012 meeting.

Respectfully submitted,

**Cindy Hoovel, Director
DaVinci Charter School, #459
5655 N. Glenwood St.
Boise, ID 83714
(208) 377-0011**

September 20, 2012

DaVinci Charter School, #459

CORRECTIVE ACTION PLAN

RE: Fiscal Soundness

TO: Idaho Public Charter School Commission

Update August 22, 2012

Regarding 2012-2013 Fiscal Soundness:

ACTIONS: DaVinci Charter School, #459, is:

- 1) Recruiting 10-12 additional students through;
 - a) Board phone calls to prospective student families,
 - b) Utility bill mailings inviting families to open houses, and
 - c) Developing and implementing a marketing plan with assistance from Boise State University Graduate Students, Dr. Yonnie Chyung supervising.
- 2) Conducting monthly monitoring of cash flow, revenues and expenses.
- 3) Submitted amended/revised 2012-2013 revenue and expense projections with decreased reliance on line-of-credit as cash flow tool.

Respectfully submitted,

Laurel York Odell, President, Board of Directors
DaVinci Charter School, #459
5655 N. Glenwood St.
Boise, ID 83714
(208) 377-0011

September 20, 2012

DaVinci Charter School													
FY12-13 Cash Flow Worksheet													
Updated: 08/22/2012													
	Budget as of Aug 15	JULY	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
BEGINNING CASH BALANCE	-\$4,000.00	-\$4,000.00	-\$28,168.98	\$163,115.64	\$54,549.01	\$128,180.20	\$208,398.47	\$147,742.09	\$84,697.42	\$31,284.68	-\$31,934.13	-\$85,128.55	-\$73,831.40
CASH INFLOWS													
Local Revenue (417-419)	\$34,414.55			\$6,194.62	\$2,064.87	\$1,376.58	\$2,064.87	\$1,376.58	\$10,668.51	\$1,032.44	\$3,441.46	\$6,194.62	\$344.15
County Revenue													
State Revenue (431 & 437)	\$676,537.80	\$40,592.27	\$284,145.88		\$135,307.56	\$142,072.94					\$6,765.38	\$67,653.78	
Federal Revenue (445)	\$17,000.00				\$1,020.00	\$1,530.00	\$2,040.00	\$340.00	\$680.00	\$510.00	\$1,360.00	\$2,210.00	\$6,970.00
Other (415 Earnings)	\$500.00												
Transfers													
TOTAL CASH INFLOWS	\$728,452.35	\$40,592.27	\$284,145.88	\$6,194.62	\$138,392.43	\$144,979.52	\$4,104.87	\$1,716.58	\$11,348.51	\$1,542.44	\$11,566.83	\$76,058.40	\$7,314.15
CASH OUTFLOWS													
Salaries	-\$424,650.00	-\$35,387.50	-\$35,387.50	-\$35,387.50	-\$35,387.50	-\$35,387.50	-\$35,387.50	-\$35,387.50	-\$35,387.50	-\$35,387.50	-\$35,387.50	-\$35,387.50	-\$35,387.50
Benefits	-\$110,217.00	-\$9,184.75	-\$9,184.75	-\$9,184.75	-\$9,184.75	-\$9,184.75	-\$9,184.75	-\$9,184.75	-\$9,184.75	-\$9,184.75	-\$9,184.75	-\$9,184.75	-\$9,184.75
Purchased Services	-\$224,418.00	-\$18,701.50	-\$18,701.50	-\$18,701.50	-\$18,701.50	-\$18,701.50	-\$18,701.50	-\$18,701.50	-\$18,701.50	-\$18,701.50	-\$18,701.50	-\$18,701.50	-\$18,701.50
Supplies & Materials	-\$10,250.00	-\$854.17	-\$854.17	-\$854.17	-\$854.17	-\$854.17	-\$854.17	-\$854.17	-\$854.17	-\$854.17	-\$854.17	-\$854.17	-\$854.17
Capital Outlay	-\$500.00	-\$41.67	-\$41.67	-\$41.67	-\$41.67	-\$41.67	-\$41.67	-\$41.67	-\$41.67	-\$41.67	-\$41.67	-\$41.67	-\$41.67
Debt Retirement	-\$1,000.00	-\$83.33	-\$83.33	-\$83.33	-\$83.33	-\$83.33	-\$83.33	-\$83.33	-\$83.33	-\$83.33	-\$83.33	-\$83.33	-\$83.33
Insurance & Judgements	-\$6,100.00	-\$508.33	-\$508.33	-\$508.33	-\$508.33	-\$508.33	-\$508.33	-\$508.33	-\$508.33	-\$508.33	-\$508.33	-\$508.33	-\$508.33
Transfers (Loans Payable \$50KL)	-\$78,100.00		-\$28,100.00	-\$50,000.00									
TOTAL CASH OUTFLOWS	-\$855,235.00	-\$64,761.25	-\$92,861.25	-\$114,761.25	-\$64,761.25	-\$64,761.25	-\$64,761.25	-\$64,761.25	-\$64,761.25	-\$64,761.25	-\$64,761.25	-\$64,761.25	-\$64,761.25
NET CASH BALANCE	-\$130,782.65	-\$28,168.98	\$163,115.64	\$54,549.01	\$128,180.20	\$208,398.47	\$147,742.09	\$84,697.42	\$31,284.68	-\$31,934.13	-\$85,128.55	-\$73,831.40	-\$131,278.50

September 20, 2012

*** BUDGET REPORT *** DaVINCI CHARTER SCHOOL

MO-YR: 06-2012 06/30/12 PAGE 1

(Rprt: 01-MAIN FILE; Dates: 00/00/00-06/30/12; PRINT: 08/16/12 10:53:55 AM)

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
GENERAL FUND							
100320-000-000	BUDGET BALANCE CARRY FORWARD	78,950.05CR	0.00	0.00	78,950.05CR	0%	0%
100415-000-000	EARNINGS ON INVESTMENT	1,000.00CR	13.33CR	330.71CR	669.29CR	1%	33%
100417-400-001	SCHOOL FEES & OTHER REVENUE	20,000.00CR	275.00CR	13,860.45CR	6,139.55CR	1%	69%
100417-100-004	FIELD TRIPS	4,000.00CR	0.00	1,585.47CR	2,414.53CR	0%	40%
100419-200-002	CONTRIBUTIONS/DONATIONS-SCHOOL	1,000.00CR	50.00CR	8,811.65CR	7,811.65	5%	881%
100419-200-501	DONATIONS-STUDENT PROJECTS	0.00	0.00	0.00	0.00	0%	0%
100419-200-001	CONTRIBUTIONS/DONATIONS - GRANTS	500.00CR	0.00	0.00	500.00CR	0%	0%
100419-900-000	REVENUE - OTHER LOCAL	0.00	0.00	9,174.46CR	9,174.46	0%	0%
100419-900-300	AUCTION - REVENUE	8,000.00CR	0.00	0.00	8,000.00CR	0%	0%
100431-100-000	STATE BASE SUPPORT	506,211.00CR	12,857.50CR	491,386.03CR	14,824.97CR	3%	97%
100431-100-100	STATE BASE SUPPORT - ARRA	0.00	0.00	0.00	0.00	0%	0%
100431-200-000	TRANSPORTATION SUPPORT	19,479.00CR	9,444.00CR	35,901.00CR	16,422.00	48%	184%
100431-800-000	BENEFIT SUPPORT	62,997.00CR	0.00	61,434.68CR	1,562.32CR	0%	98%
100431-900-000	OTHER STATE SUPPORT	0.00	0.00	0.00	0.00	0%	0%
100431-900-001	IRI TESTING	0.00	0.00	193.80CR	193.80	0%	0%
100431-900-003	LEARNING ENGLISH PROFICIENCY	400.00CR	0.00	645.00CR	245.00	0%	161%
100431-900-502	REMEDATION	4,000.00CR	0.00	3,844.00CR	156.00CR	0%	96%
100431-900-503	STATE TEXTBOOK ALLOWANCE	0.00	0.00	0.00	0.00	0%	0%
100431-900-504	TECHNOLOGY GRANT	0.00	0.00	0.00	0.00	0%	0%
100437-000-000	BUILDING MAINTENANCE - LOTTERY	8,000.00CR	0.00	6,169.00CR	1,831.00CR	0%	77%
100439-000-000	OTHER STATE REVENUE	0.00	0.00	0.00	0.00	0%	0%
100445-900-000	OTHER INDIRECT FEDERAL PROGRAMS	0.00	0.00	0.00	0.00	0%	0%
100445-900-500	MEDICAID REIMBURSEMENT	31,000.00CR	15,966.71CR	35,567.73CR	4,567.73	52%	115%
100445-900-501	MEDICAID GCCS 30%	0.00	0.00	0.00	0.00	0%	0%
100451-000-000	LOAN PROCEEDS	0.00	0.00	0.00	0.00	0%	0%
100460-000-000	TRANSFER FROM OTHER FUNDS	0.00	0.00	0.00	0.00	0%	0%
	**TOTAL REVENUE	745,537.05CR	38,606.54CR	668,903.98CR	76,633.07CR	5%	90%

September 20, 2012

*** BUDGET REPORT *** DaVINCI CHARTER SCHOOL

(Rprt: 01-MAIN FILE; Dates: 00/00/00-06/30/12; PRINT: 08/16/12 10:53:55 AM)

MO-YR: 06-2012 06/30/12 PAGE 2

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
100512-110-000	ELEMENTARY TEACHER SALARIES	178,201.78	16,000.33	186,226.76	(8,024.98)	9%	105%
100512-115-000	CLASSIFIED STAFF SALARIES	13,500.00	945.00	15,953.64	(2,453.64)	7%	118%
100512-116-000	LEP SALARIES	0.00	363.75	693.75	(693.75)	0%	0%
100512-117-000	SAFETY SALARIES	2,656.00	258.00	2,434.00	222.00	10%	92%
100512-165-000	ELEMENTARY SUBSTITUTE SALARIES	3,000.00	182.50	3,107.25	(107.25)	6%	104%
100512-210-000	BENEFITS - ELEMENTARY	88,779.30	4,336.81	81,746.86	7,032.44	5%	92%
100512-300-000	TECHNOLOGY SERVICES	8,000.00	360.00	3,417.67	4,582.33	5%	43%
100512-300-001	FIELD TRIPS	0.00	0.00	1,407.00	(1,407.00)	0%	0%
100512-300-502	LEP SERVICES	500.00	0.00	0.00	500.00	0%	0%
100512-300-503	REMEDICATION SERVICES	0.00	0.00	0.00	0.00	0%	0%
100512-390-000	TESTING EXPENSE	0.00	0.00	0.00	0.00	0%	0%
100512-400-000	TECHNOLOGY SUPPLIES	250.00	0.00	41.95	208.05	0%	17%
100512-400-001	ELEMENTARY CURRICULUM	250.00	0.00	261.91	(11.91)	0%	105%
100512-400-100	ELEMENTARY SUPPLIES	2,000.00	326.23	3,091.09	(1,091.09)	16%	155%
100512-400-502	REMEDICATION SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
100512-440-503	ELEMENTARY TEXTBOOKS	500.00	0.00	0.00	500.00	0%	0%
100512-500-000	ELEMENTARY FURNITURE	0.00	0.00	0.00	0.00	0%	0%
100512-500-001	ELEMENTARY TECHNOLOGY	2,000.00	0.00	182.79	1,817.21	0%	9%
	**TOTAL ELEMENTARY PROGRAM	299,637.08	22,772.62	298,564.67	1,072.41	8%	100%
100515-110-000	SECONDARY TEACHER SALARIES	32,067.50	2,672.31	32,180.00	(112.50)	8%	100%
100515-115-000	CLASSIFIED STAFF	0.00	0.00	0.00	0.00	0%	0%
100515-165-000	SUBSTITUTE TEACHER SALARIES	600.00	270.00	1,268.75	(668.75)	45%	211%
100515-210-000	BENEFITS - SECONDARY	13,194.32	1,083.51	13,372.64	(178.32)	8%	101%
100515-300-000	PURCHASED SERVICES/Grants	0.00	0.00	24.95	(24.95)	0%	0%
100515-300-001	TECHNOLOGY SERVICES	500.00	0.00	0.00	500.00	0%	0%
100515-400-000	SECONDARY SUPPLIES	100.00	0.00	88.24	11.76	0%	88%
100515-400-001	SECONDARY CURRICULUM	500.00	0.00	26.00	474.00	0%	5%
100515-440-500	SECONDARY TEXTBOOKS	0.00	0.00	0.00	0.00	0%	0%
100515-490-000	GRANT PURCHASES	0.00	0.00	433.47	(433.47)	0%	0%
100515-500-000	SECONDARY EQUIPMENT PURCHASES	0.00	0.00	0.00	0.00	0%	0%
	**TOTAL SECONDARY PROGRAM	46,961.82	4,025.82	47,394.05	432.23CR	9%	101%
100521-100-000	EXCEPTIONAL CHILD SALARIES	26,000.00	5,326.68	24,421.26	1,578.74	20%	94%
100521-200-000	BENEFITS-EXCEPTIONAL CHILD	3,000.00	1,489.11	3,457.11	(457.11)	50%	115%
100521-300-900	EXCEPTIONAL CHILD - MEDICAID	4,500.00	2,459.95	9,924.88	(5,424.88)	55%	221%
100521-400-000	EXCEPTIONAL CHILD - SUPPLIES	500.00	0.00	0.00	500.00	0%	0%
100616-300-000	SPECIAL SERVICES-PURCHASED SERVICE	16,000.00	4,785.97	10,343.01	5,656.99	30%	65%
	**TOTAL EXCEPT CHILD PROGRAM	50,000.00	14,061.71	48,146.26	1,853.74	28%	96%
100524-400-000	GIFTED/TALENTED EXPENSES	0.00	0.00	0.00	0.00	0%	0%
	**TOTAL GIFTED/TALENTED PROG	0.00	0.00	0.00	0.00	0%	0%
100532-100-000	SPECIAL PROGRAM SALARIES	0.00	0.00	0.00	0.00	0%	0%
100532-200-000	SPECIAL PROGRAMS BENEFITS	0.00	0.00	0.00	0.00	0%	0%
100532-300-000	SPECIAL PROGRAM PURCHASED SERVICES	1,000.00	0.00	1,775.00	(775.00)	0%	178%
100532-400-000	SPECIAL PROGRAM SUPPLIES	1,000.00	0.00	126.39	873.61	0%	13%
100532-400-001	SPECIAL PROGRAM ART SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
100532-500-000	SPECIAL PROGRAM EQUIPMENT	0.00	0.00	0.00	0.00	0%	0%
	**TOTAL SCHOOL ACTIVITIES PROG	2,000.00	0.00	1,901.39	98.61	0%	95%
100621-300-000	DUES, FEES, TRAVEL & MEMBERSHIP	100.00	0.00	0.00	100.00	0%	0%
100621-320-000	STAFF DEVELOPMENT	0.00	0.00	0.00	0.00	0%	0%
	**TOTAL INSTRUCTION IMPROVEMENT	100.00	0.00	0.00	100.00	0%	0%
100631-300-000	LEGAL FEES - BOARD OF ED	500.00	0.00	0.00	500.00	0%	0%
100631-340-000	AUDIT FEES	6,200.00	0.00	6,550.00	(350.00)	0%	106%
	**TOTAL BOARD OF EDUCATION	6,700.00	0.00	6,550.00	150.00	0%	98%
100632-115-000	BUSINESS MANAGER/CLERK SALARIES	31,007.00	2,583.99	31,007.00	0.00	8%	100%
100632-210-000	BENEFITS - BUSINESS MANAGER/CLERK	5,934.74	498.72	5,984.38	(49.64)	8%	101%
100632-280-000	BENEFITS - RETIREMENT SICK LEAVE	0.00	0.00	0.00	0.00	0%	0%
100632-310-000	PURCHASED SERVICES - ADMIN	0.00	0.00	0.00	0.00	0%	0%
100632-320-000	BANK SERVICE CHARGES	1,000.00	3,487.35CR	9,972.75CR	10,972.75	348%	996%
100632-380-000	TRAVEL - ADMINISTRATION	0.00	0.00	0.00	0.00	0%	0%
100632-500-000	EQUIPMENT - ADMINISTRATION	0.00	0.00	0.00	0.00	0%	0%
	*** TOTAL DISTRICT ADMINISTRATION	37,941.74	404.64CR	27,018.63	10,923.11	0%	71%
100641-110-000	SALARIES - DIRECTOR	78,150.00	6,512.50	78,150.00	0.00	8%	100%
100641-110-001	SALARIES - SECRETARY SALARY	14,500.00	1,283.37	14,575.00	(75.00)	9%	101%
100641-200-000	BENEFITS - DIRECTOR	22,014.51	1,844.97	22,112.82	(98.31)	8%	100%
100641-200-001	BENEFITS - SECRETARY	9,831.90	827.01	9,834.04	(2.14)	8%	100%
100641-300-000	SERVICE CONTRACT(S)	5,000.00	210.54	6,596.69	(1,596.69)	4%	132%
100641-390-000	OTHER EXPENSES	1,500.00	0.00	7,642.87	(6,142.87)	0%	510%
100641-400-000	SUPPLIES - SCHOOL OFFICE	1,500.00	81.72	2,368.44	(868.44)	5%	158%
100641-400-001	SCHOOL OFFICE - POSTAGE	0.00	142.50	594.15	(594.15)	0%	0%
	**TOTAL SCHOOL ADMINISTRATION	132,496.41	10,902.61	141,874.01	9,377.60CR	8%	107%
100651-300-000	BUSINESS OPER. PURCHASED SERVICES	0.00	0.00	125.00	(125.00)	0%	0%
100651-300-001	BUSINESS OPER. MARKETING & RECRUIT	2,000.00	19.95	4,203.36	(2,203.36)	1%	210%
100651-300-002	BUSINESS OPERATION LEGAL	2,000.00	0.00	1,085.05	914.95	0%	54%
100651-300-003	BUSINESS OPER. MEALS MEM. DUES,TRA	2,500.00	0.00	4,270.85	(1,770.85)	0%	171%
100651-400-000	BUSINESS OPER. MARKETING MATERIALS	500.00	0.00	0.00	500.00	0%	0%
100651-400-001	BUSINESS OPER. SUPPLIES	1,400.00	0.00	772.61	627.39	0%	55%

September 20, 2012

*** BUDGET REPORT *** DaVINCI CHARTER SCHOOL

(Rprt: 01-MAIN FILE; Dates: 00/00/00-06/30/12; PRINT: 08/16/12 10:53:56 AM)

MO-YR: 06-2012 06/30/12 PAGE 3

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
100656-500-000	ADMINISTRATIVE EQUIPMENT	0.00	0.00	0.00	0.00	0%	0%
	*** TOTAL BUSINESS OPERATIONS	8,400.00	19.95	10,456.87	2,056.87CR	0%	124%
100661-300-000	BUILDING CUSTODIAL SERVICE	4,000.00	24.00	82.00	3,918.00	1%	2%
100661-330-000	BUILDING - UTILITIES - ELECTRICITY	8,000.00	0.00	7,599.11	400.89	0%	95%
100661-334-000	BUILDING-UTILITIES-TRASH, WATER,	2,000.00	0.00	3,811.97	(1,811.97)	0%	191%
100661-340-000	BUILDING - UTILITIES - NAT GAS	3,000.00	0.00	35.28	2,964.72	0%	1%
100661-350-000	BUILDING - UTILITIES - TELEPHONE	3,000.00	59.35	2,171.92	828.08	2%	72%
100661-360-000	BUILDING LEASE	100,000.00	6,995.45	108,469.54	(8,469.54)	7%	108%
100661-370-000	PROPERTY LEASE	0.00	0.00	1.00	(1.00)	0%	0%
100661-390-000	SERVICES - BUILDINGS	0.00	0.00	13,537.48	(13,537.48)	0%	0%
100661-390-001	BUILDINGS- SAFETY/PERMITS	0.00	0.00	14,474.69	(14,474.69)	0%	0%
100661-410-000	CUSTODIAL SUPPLIES	2,000.00	32.16	979.56	1,020.44	2%	49%
100661-710-000	WORKERS COMPENSATION INSURANCE	3,000.00	0.00	2,552.00	448.00	0%	85%
100661-720-000	BUILDING INSURANCE	3,000.00	0.00	4,076.00	(1,076.00)	0%	136%
	**TOTAL BUILDING CARE PROGRAM	128,000.00	7,110.96	157,790.55	29,790.55CR	6%	123%
100664-320-000	MAINTENANCE-BUILDING REPAIRS	0.00	34.95	7,762.10	(7,762.10)	0%	0%
100664-400-000	SUPPLIES- SCHOOL BLDG MAINT& REP	0.00	0.00	0.00	0.00	0%	0%
100665-410-000	MAINTENANCE - GROUNDS	0.00	0.00	122.25	(122.25)	0%	0%
	**TOTAL MAINTENANCE PROGRAM	0.00	34.95	7,884.35	7,884.35CR	0%	0%
100681-340-000	TRANSPORTATION - CONTRACTED	37,000.00	8,202.86	51,038.04	(14,038.04)	22%	138%
100681-350-000	CURRICULUM TRIP TRANSPORTION	4,000.00	313.75	3,574.17	425.83	8%	89%
100681-380-000	ACTIVITIES TRANSPORTATION	0.00	0.00	0.00	0.00	0%	0%
	**TOTAL TRANSPORTATION	41,000.00	8,516.61	54,612.21	13,612.21CR	21%	133%
100710-100-000	FOOD SERVICES - SALARIES	0.00	0.00	0.00	0.00	0%	0%
100710-200-000	FOOD SERVICES - BENEFITS	0.00	0.00	0.00	0.00	0%	0%
100710-300-000	PURCHASED SERVICES - FOOD SERVICE	4,500.00	795.55	6,502.90	(2,002.90)	18%	145%
	*** TOTAL FOOD SERVICE	4,500.00	795.55	6,502.90	2,002.90CR	18%	145%
100810-500-000	PURCHASE OF PROPERTY	0.00	0.00	0.00	0.00	0%	0%
100911-600-000	LOAN PAYMENT - PRINCIPAL	0.00	0.00	0.00	0.00	0%	0%
100912-610-000	LOAN PAYMENT - INTEREST	0.00	247.57	1,997.15	(1,997.15)	0%	0%
100920-810-000	TRANSFER TO OTHER FUNDS	0.00	0.00	0.00	0.00	0%	0%
100950-000-000	CONTINGENCY RESERVE	0.00	0.00	0.00	0.00	0%	0%
	**TOTAL OTHER SERVICES	0.00	247.57	1,997.15	1,997.15CR	0%	0%
	***TOTAL EXPENDITURES	757,737.05	68,083.71	810,693.04	52,955.99CR	9%	107%

September 20, 2012

*** BUDGET REPORT *** DaVINCI CHARTER SCHOOL

(Rprt: 01-MAIN FILE; Dates: 00/00/00-06/30/12; PRINT: 08/16/12 10:53:56 AM)

MO-YR: 06-2012 06/30/12 PAGE 4

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
ED JOBS							
101431-100-000	ED JOB FUNDS	21,200.00CR	6,055.88CR	20,954.57CR	245.43CR	29%	99%
	**TOTAL REVENUE	21,200.00CR	6,055.88CR	20,954.57CR	245.43CR	29%	99%
101512-100-000	JOB FUND SALARIES	19,578.20	4,220.00	15,000.00	4,578.20	22%	77%
101512-210-000	BENEFITS - ED JOBS FUND	1,621.80	679.72	2,355.17	(733.37)	42%	145%
	***TOTAL EXPENDITURES	21,200.00	4,899.72	17,355.17	3,844.83	23%	82%
Donations Student Projects							
710419-900-000	REVENUE - STUDENT PROJECTS	0.00	32.50	812.23CR	812.23	0%	0%
	**TOTAL REVENUE	0.00	32.50	812.23CR	812.23	0%	0%
710532-300-000	SERVICE-STUDENT PROJECTS	0.00	0.00	0.00	0.00	0%	0%
710532-400-000	SUPPLIES-STUDENT PROJECTS	0.00	812.23	812.23	(812.23)	0%	0%
	***TOTAL EXPENDITURES	0.00	812.23	812.23	812.23CR	0%	0%
COMMUNITY COUNCIL							
750419-900-000	COMMUNITY COUNCIL - REVENUE	0.00	0.00	0.00	0.00	0%	0%
750419-900-100	REVENUE - AUCTION	0.00	0.00	0.00	0.00	0%	0%
750419-900-200	REVENUE - SALES TAX	0.00	0.00	0.00	0.00	0%	0%
750460-000-000	TRANSFER FROM OTHER FUNDS	0.00	0.00	431.13	431.13CR	0%	0%
	**TOTAL REVENUE	0.00	0.00	431.13	431.13CR	0%	0%
750532-300-000	COMMUNITY COUNCIL - PURCH. SERVICE	0.00	0.00	0.00	0.00	0%	0%
750532-300-100	AUCTION - PURCHASES SERVICES	0.00	0.00	0.00	0.00	0%	0%
750532-400-000	COMMUNITY COUNCIL - SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
750532-400-100	AUCTION - SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
750532-400-200	Sales Tax	0.00	0.00	0.00	0.00	0%	0%
	***TOTAL EXPENDITURES	0.00	0.00	0.00	0.00	0%	0%
COORDINATED HEALTH GRANT							
247439-000-000	REVENUE-COORDINATED HEALTH GRANT	0.00	0.00	1,000.00CR	1,000.00	0%	0%
	**TOTAL REVENUE	0.00	0.00	1,000.00CR	1,000.00	0%	0%
247512-100-000	SALARIES - HEALTHY SCHOOLS	0.00	937.50CR	0.00	0.00	0%	0%
247512-200-000	BENEFITS - HEALTHY SCHOOLS	0.00	392.19CR	0.00	0.00	0%	0%
247512-300-000	PURCH. SERVICES-COORDINATED HEALTH	0.00	0.00	990.00	(990.00)	0%	0%
247512-400-000	SUPPLIES-COORDINATED HEALTH GRANT	0.00	5.00CR	10.00	(10.00)	0%	0%
	***TOTAL EXPENDITURES	0.00	1,334.69CR	1,000.00	1,000.00CR	0%	0%
TECHNOLOGY FUND							
245320-000-000	BUDGET BALANCE CARRY FORWARD	0.00	0.00	0.00	0.00	0%	0%
245439-000-000	REVENUE - TECHNOLOGY FUND 245	0.00	2,146.00CR	4,268.00CR	4,268.00	0%	0%
	**TOTAL REVENUE	0.00	2,146.00CR	4,268.00CR	4,268.00	0%	0%
245623-100-000	SALARIES-TECHNOLOGY	0.00	0.00	0.00	0.00	0%	0%
245623-200-000	BENEFITS - TECHNOLOGY	0.00	0.00	0.00	0.00	0%	0%
245623-300-000	PURCHASED SERVICES - TECHNOLOGY	0.00	0.00	2,039.94	(2,039.94)	0%	0%
245623-400-000	SUPPLIES - TECHNOLOGY	0.00	0.00	82.06	(82.06)	0%	0%
245623-500-000	EQUIPMENT - TECHNOLOGY	0.00	0.00	0.00	0.00	0%	0%
	***TOTAL EXPENDITURES	0.00	0.00	2,122.00	2,122.00CR	0%	0%
TITLE I FUND							
251320-000-000	BUDGET BALANCE CARRY FORWARD	0.00	0.00	0.00	0.00	0%	0%
251445-100-000	TITLE IA - REVENUE	36,000.00CR	0.00	37,397.00CR	1,397.00	0%	104%
251445-100-001	TITLE IA REALLOCATION REVENUES	0.00	0.00	0.00	0.00	0%	0%
251445-100-002	REVENUE -BUILDING CAPACITY PROJECT	0.00	0.00	0.00	0.00	0%	0%
251445-100-003	REVENUE -TITLE IA ARRA	0.00	0.00	0.00	0.00	0%	0%
251445-100-004	TITLE IA - REVENUE EXT. READING	0.00	0.00	0.00	0.00	0%	0%
	**TOTAL REVENUE	36,000.00CR	0.00	37,397.00CR	1,397.00	0%	104%
251512-100-000	TITLE IA - SALARIES	20,673.00	0.00	28,106.27	(7,433.27)	0%	136%
251512-100-001	TITLE 1A -SALARIES READING PROGRAM	0.00	0.00	0.00	0.00	0%	0%
251512-100-002	TITLE 1A SALARIES-BUILDING CAPACIT	0.00	0.00	0.00	0.00	0%	0%
251512-100-003	TITLE 1A SALARIES-ARRA	0.00	0.00	0.00	0.00	0%	0%
251512-165-000	TITLE 1A - SUB. SALARIES	0.00	0.00	26.00	(26.00)	0%	0%
251512-200-000	TITLE IA - BENEFITS	8,692.00	0.00	8,260.89	431.11	0%	95%

September 20, 2012

*** BUDGET REPORT *** DaVINCI CHARTER SCHOOL

(Rprt: 01-MAIN FILE; Dates: 00/00/00-06/30/12; PRINT: 08/16/12 10:53:56 AM)

MO-YR: 06-2012 06/30/12 PAGE 5

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
251512-200-001	TITLE 1A -BENEFITS READING PROGRAM	0.00	0.00	0.00	0.00	0%	0%
251512-200-002	TITLE IA - BENEFITS BUILDING CAPAC	0.00	0.00	0.00	0.00	0%	0%
251512-200-003	TITLE IA - BENEFITS ARRA	0.00	0.00	0.00	0.00	0%	0%
251512-300-000	TITLE IA - PURCHASED SERVICES	6,335.00	0.00	18.29	6,316.71	0%	0%
251512-300-001	TITLE 1A -PURCH. SER. READING PROG	0.00	0.00	0.00	0.00	0%	0%
251512-300-002	TITLE 1A - PURCH. SER. IBC	0.00	0.00	0.00	0.00	0%	0%
251512-300-003	TITLE 1A -PURCH. SER. ARRA	0.00	0.00	0.00	0.00	0%	0%
251512-300-004	TITLE 1A - SES	0.00	0.00	0.00	0.00	0%	0%
251512-300-100	TITLE IA - PARENT INVOLVEMENT	300.00	0.00	268.42	31.58	0%	89%
251512-380-000	TITLE 1A -Travel	0.00	0.00	0.00	0.00	0%	0%
251512-380-003	TITLE 1A -Travel ARRA	0.00	0.00	0.00	0.00	0%	0%
251512-400-000	TITLE IA -SUPPLIES	0.00	0.00	697.00	(697.00)	0%	0%
251512-400-001	TITLE 1A -SUPPLIES READING PROGRAM	0.00	0.00	0.00	0.00	0%	0%
251512-400-002	TITLE 1A - PRO DEV	0.00	0.00	0.00	0.00	0%	0%
251512-400-003	TITLE 1A -SUPPLIES ARRA	0.00	0.00	0.00	0.00	0%	0%
251512-400-004	TITLE 1A- HOMELESS	0.00	0.00	20.13	(20.13)	0%	0%
251512-500-000	TITLE IA - EQUIPMENT	0.00	0.00	0.00	0.00	0%	0%
	***TOTAL EXPENDITURES	36,000.00	0.00	37,397.00	1,397.00CR	0%	104%
	TITLE VI-B FUND						
257320-000-000	BUDGET BALANCE CARRY FORWARD	0.00	0.00	0.00	0.00	0%	0%
257445-600-000	REVENUE - TITLE VI-B IDEA	29,562.00CR	0.00	29,650.00CR	88.00	0%	100%
257445-600-001	REVENUE - TITLE VI-B IDEA ARRA	0.00	0.00	0.00	0.00	0%	0%
	**TOTAL REVENUE	29,562.00CR	0.00	29,650.00CR	88.00	0%	100%
257521-100-000	SALARIES - TITLE VI-B IDEA	9,000.00	0.00	10,975.66	(1,975.66)	0%	122%
257521-100-001	SALARIES - TITLE VI-B IDEA ARRA	0.00	0.00	0.00	0.00	0%	0%
257521-200-000	BENEFITS - TITLE VI-B IDEA	4,562.00	0.00	6,094.56	(1,532.56)	0%	134%
257521-200-001	BENEFITS - TITLE VI-B IDEA ARRA	0.00	0.00	0.00	0.00	0%	0%
257521-300-000	PURCHASED SERVICES-TITLE VI-B IDEA	0.00	0.00	100.00	(100.00)	0%	0%
257521-400-000	SUPPLIES - TITLE VI-B IDEA	0.00	0.00	44.00	(44.00)	0%	0%
257521-500-000	EQUIPMENT - TITLE VI-B IDEA	0.00	0.00	0.00	0.00	0%	0%
257616-300-000	SPECIAL SERVICES-PURCH. SERVICES	16,000.00	0.00	12,435.78	3,564.22	0%	78%
257920-800-000	Transfers out	0.00	0.00	0.00	0.00	0%	0%
	***TOTAL EXPENDITURES	29,562.00	0.00	29,650.00	88.00CR	0%	100%
	TEACHER IMPROVEMENT FUND						
271320-000-000	BUDGET BALANCE CARRY FORWARD	0.00	0.00	0.00	0.00	0%	0%
271445-900-000	REVENUE - TEACHER IMP. TITLE IIA	5,000.00CR	0.00	4,654.96CR	345.04CR	0%	93%
	**TOTAL REVENUE	5,000.00CR	0.00	4,654.96CR	345.04CR	0%	93%
271621-100-000	TITLE IIA TEACHER IMP SALARY	0.00	0.00	0.00	0.00	0%	0%
271621-200-000	TITLE IIA TEACHER IMP. BENEFITS	0.00	0.00	0.00	0.00	0%	0%
271621-300-000	TITLE IIA TEACHER IMP SERVICES	2,500.00	0.00	3,455.13	(955.13)	0%	138%
271621-380-000	TITLE IIA TEACHER IMP TRAVEL	1,500.00	0.00	0.00	1,500.00	0%	0%
271621-400-000	TITLE IIA TEACHER IMP SUPPLIES	1,000.00	321.23CR	1,199.83	(199.83)	31%	120%
271621-500-000	TITLE IIA TEACHER IMP EQUIPMENT	0.00	0.00	0.00	0.00	0%	0%
	***TOTAL EXPENDITURES	5,000.00	321.23CR	4,654.96	345.04	5%	93%
	FOOD SERVICE FUND						
290320-000-000	BUDGET BALANCE CARRY FORWARD	0.00	0.00	0.00	0.00	0%	0%
290415-000-000	EARNINGS ON INVESTMENT	0.00	0.00	0.00	0.00	0%	0%
290416-100-000	REVENUE - CHILD LUNCHES	5,500.00CR	261.02CR	6,145.46CR	645.46	5%	112%
290416-200-000	LUNCH BALANCE REFUNDS	0.00	0.00	17.00	(17.00)	0%	0%
290416-900-000	OTHER FOOD SALES	0.00	0.00	0.00	0.00	0%	0%
290445-500-000	FOOD SERVICE - STATE REIMB.	15,000.00CR	3,153.54CR	17,536.11CR	2,536.11	21%	117%
	**TOTAL REVENUE	20,500.00CR	3,414.56CR	23,664.57CR	3,164.57	17%	115%
290710-100-000	SALARIES - FOOD SERVICE	2,523.00	302.00	2,594.00	(71.00)	12%	103%
290710-200-000	BENEFITS - FOOD SERVICE	254.00	23.11	198.47	55.53	9%	78%
290710-300-000	PURCHASED SERVICES - FOOD SERVICE	17,723.00	3,089.45	20,872.10	(3,149.10)	17%	118%
290710-400-000	FOOD PURCHASES	0.00	0.00	0.00	0.00	0%	0%
290710-450-000	OTHER SUPPLIES - MILK, MISC.	0.00	0.00	0.00	0.00	0%	0%
290710-500-000	EQUIPMENT - FOOD SERVICE	0.00	0.00	0.00	0.00	0%	0%
290710-800-001	TRANSFERS IN & OUT	0.00	0.00	0.00	0.00	0%	0%
	***TOTAL EXPENDITURES	20,500.00	3,414.56	23,664.57	3,164.57CR	17%	115%
	AUCTION						
751419-900-000	REVENUE - AUCTION	0.00	424.03CR	19.24	19.24CR	0%	0%
751419-900-200	REVENUE - SALES TAX	0.00	103.68	0.00	0.00	0%	0%
751460-000-000	AUCTION-TRANSFER FROM OTHER FUND	0.00	0.00	0.00	0.00	0%	0%
	**TOTAL REVENUE	0.00	320.35CR	19.24	19.24CR	0%	0%
751532-300-000	AUCTION - PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%

September 20, 2012

*** BUDGET REPORT *** DaVINCI CHARTER SCHOOL

MO-YR: 06-2012 06/30/12 PAGE 6

(Rprt: 01-MAIN FILE; Dates: 00/00/00-06/30/12; PRINT: 08/16/12 10:53:57 AM)

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
751532-400-000	AUCTION - SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
751532-400-200	SALES TAX	0.00	0.00	0.00	0.00	0%	0%
751920-800-000	AUCTION-TRANSFER TO OTHER FUNDS	0.00	0.00	0.00	0.00	0%	0%
	***TOTAL EXPENDITURES	0.00	0.00	0.00	0.00	0%	0%

September 20, 2012

*** BALANCE SHEET *** DaVINCI CHARTER SCHOOL

(Rprt: 01-MAIN FILE; Dates: 00/00/00-06/30/12; PRINT: 08/16/12 10:53:57 AM)

MO-YR: 06-2012 06/30/12 PAGE 7

ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
GENERAL FUND				
100111-000-000	PETTY CASH	0.00	0.00	0.00
100111-100-000	CASH IN BANK - GENERAL FUND	0.00	10,517.34CR	10,517.34CR
100111-200-000	CASH IN BANK - PAYROLL	0.00	0.00	0.00
100111-100-002	CASH IN BANK - SAVINGS	20,959.09CR	80.73	20,878.36CR
100112-100-000	INVESTMENT-STATE TREASURER	0.00	0.00	0.00
100114-000-000	ACCOUNTS RECEIVABLE	0.00	0.00	0.00
100114-100-000	STATE SUPPORT RECEIVABLE	0.00	22,301.50	22,301.50
100114-200-000	PREPAID EXPENSES	0.00	2,940.25	2,940.25
100116-200-000	BUILDING DEPOSIT	0.00	0.00	0.00
100114-200-001	PAYROLL ADVANCE	0.00	0.00	0.00
100213-000-000	ACCOUNTS PAYABLE	0.00	21,061.75CR	21,061.75CR
100213-500-000	LOANS PAYABLE	50,000.00CR	23,222.40CR	73,222.40CR
100217-100-000	SALARIES PAYABLE	0.00	0.00	0.00
100217-200-000	BENEFITS PAYABLE	0.00	0.00	0.00
100221-000-000	DEFERRED REVENUE	375.00CR	0.00	375.00CR
100320-100-000	FUND BALANCE - GENERAL FUND	71,329.66	29,477.17	100,806.83
	NET TOTAL	4.43CR	1.84CR	6.27CR
ED JOBS				
101111-100-000	CASH IN BANK - ED JOB FUNDS	0.00	4,899.72CR	4,899.72CR
101111-100-002	CASH IN BANK - SAVINGS	2,443.24	6,055.88	8,499.12
101114-000-000	ACCOUNTS RECEIVABLE	0.00	0.00	0.00
101213-000-000	ACCOUNTS PAYABLE	0.00	0.00	0.00
101217-200-000	BENEFITS PAYABLE	0.00	0.00	0.00
101320-100-000	FUND BALANCE-ED JOB	2,443.24CR	1,156.16CR	3,599.40CR
	NET TOTAL	0.00	0.00	0.00
COMMUNITY COUNCIL				
750111-100-000	CASH IN BANK - COMMUNITY COUNCIL	0.00	0.00	0.00
750114-000-000	ACCOUNTS RECEIVABLE	0.00	0.00	0.00
750213-000-000	ACCOUNTS PAYABLE	0.00	0.00	0.00
750320-100-000	FUND BALANCE - COMMUNITY COUNCIL	0.00	0.00	0.00
	NET TOTAL	0.00	0.00	0.00
COORDINATED HEALTH GRANT				
247111-100-000	CASH IN BANK-COORDINATED HEALTH	3,203.93	1,334.69	4,538.62
247111-100-002	CASH IN BANK-COORDINATED HEALTH SA	5,500.00	0.00	5,500.00
247114-000-000	ACCOUNTS RECEIVABLE	0.00	0.00	0.00
247213-000-000	ACCOUNTS PAYABLE	0.00	0.00	0.00
247221-000-000	DEFERRED REVENUE	0.00	0.00	0.00
247320-100-000	FUND BALANCE-COORDINATED HEALTH GR	8,703.93CR	1,334.69CR	10,038.62CR
	NET TOTAL	0.00	0.00	0.00
SCHOOL BUILDING MAINTENANCE				
240111-100-000	CASH IN BANK-SCHOOL BUILDING MAINT	3,957.10	34.95	3,992.05
240111-100-002	CASH IN SAV.-SCHOOL BUILDING MAINT	0.00	0.00	0.00
240114-000-000	ACCOUNTS RECEIVABLE	0.00	0.00	0.00
240213-000-000	ACCOUNTS PAYABLE	0.00	0.00	0.00
240320-100-000	FUND BALANCE	3,992.05CR	0.00	3,992.05CR
	NET TOTAL	34.95CR	34.95	0.00
TECHNOLOGY FUND				
245111-100-000	CASH IN BANK - TECHNOLOGY	0.00	0.00	0.00
245111-100-002	CASH IN BANK - TECHNOLOGY SAVINGS	0.00	2,146.00	2,146.00
245114-000-000	ACCOUNTS RECEIVABLE	0.00	0.00	0.00
245213-000-000	ACCOUNTS PAYABLE	0.00	0.00	0.00
245320-100-000	FUND BALANCE - TECHNOLOGY	0.00	2,146.00CR	2,146.00CR
	NET TOTAL	0.00	0.00	0.00
TITLE I FUND				
251111-100-000	CASH IN BANK - TITLE IA	0.00	0.00	0.00
251111-100-002	CASH IN BANK - TITLE 1A SAVINGS	0.00	0.00	0.00
251114-000-000	ACCOUNTS RECEIVABLE - TITLE 1A	0.00	0.00	0.00
251111-200-000	CASH IN BANK - PAYROLL	0.00	0.00	0.00
251115-000-000	PRE-PAID EXPENSES	0.00	0.00	0.00
251200-000-000	TITLE 1A - ACCOUNTS PAYABLE	0.00	0.00	0.00
251213-000-000	TITLE 1A - BENEFITS PAYABLE	0.00	0.00	0.00
251320-100-000	TITLE IA - FUND BALANCE	0.00	0.00	0.00
	NET TOTAL	0.00	0.00	0.00

TITLE VI-B FUND

September 20, 2012

*** BALANCE SHEET *** DaVINCI CHARTER SCHOOL

(Rprt: 01-MAIN FILE; Dates: 00/00/00-06/30/12; PRINT: 08/16/12 10:53:57 AM)

MO-YR: 06-2012 06/30/12 PAGE 8

ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
257111-100-000	CASH IN BANK - TITLE VI-B	0.00	0.00	0.00
257111-100-002	CASH IN BANK - TITLE VI-B SAVINGS	0.00	0.00	0.00
257114-000-000	ACCOUNTS RECEIVABLE	0.00	0.00	0.00
257213-000-000	ACCOUNTS PAYABLE	0.00	0.00	0.00
257320-100-000	FUND BALANCE - TITLE VI-B	0.00	0.00	0.00
	NET TOTAL	0.00	0.00	0.00
		=====	=====	=====
	TEACHER IMPROVEMENT FUND			
271111-100-000	CASH IN BANK - TITLE IIA	0.00	321.23	321.23
271111-100-002	CASH IN BANK - TITLE IIA SAVINGS	1,598.03	0.00	1,598.03
271114-000-000	ACCOUNTS RECEIVABLE	0.00	0.00	0.00
271213-000-000	ACCOUNTS PAYABLE	0.00	0.00	0.00
271320-100-000	FUND BALANCE - NCLB TEACHER IMP	1,598.03CR	321.23CR	1,919.26CR
	NET TOTAL	0.00	0.00	0.00
		=====	=====	=====
	FOOD SERVICE FUND			
290111-100-000	CASH IN BANK - FOOD SERVICE	0.00	731.46	731.46
290111-100-002	CASH IN BANK - SAVINGS	0.00	3,153.54	3,153.54
290111-200-000	Food Service Cash in Bank Payroll	0.00	0.00	0.00
290114-000-000	ACCOUNTS RECEIVABLE	0.00	0.00	0.00
290217-100-000	SALARIES PAYABLE	0.00	0.00	0.00
290217-200-000	BENEFITS PAYABLE	0.00	0.00	0.00
290213-000-000	ACCOUNTS PAYABLE	0.00	3,885.00CR	3,885.00CR
290320-100-000	FUND BALANCE - FOOD SERVICE	0.00	0.00	0.00
	NET TOTAL	0.00	0.00	0.00
		=====	=====	=====
	Donations Student Projects			
710111-100-000	CASH IN BANK - STUDENT PROJECTS	844.73	844.73CR	0.00
710114-000-000	ACCOUNTS RECEIVABLE	0.00	0.00	0.00
710213-000-000	ACCOUNTS PAYABLE	0.00	0.00	0.00
710320-100-000	FUND BALANCE - STUDENT PROJECTS	844.73CR	844.73	0.00
	NET TOTAL	0.00	0.00	0.00
		=====	=====	=====
	AUCTION			
751111-100-000	CASH IN BANK - AUCTION	1,500.00	320.35	1,820.35
751114-000-000	ACCOUNTS RECEIVABLE	0.00	0.00	0.00
751213-000-000	ACCOUNTS PAYABLE	0.00	0.00	0.00
751320-100-000	FUND BALANCE - AUCTION	1,500.00CR	320.35CR	1,820.35CR
	NET TOTAL	0.00	0.00	0.00
		=====	=====	=====

SUBJECT

Blackfoot Charter Community Learning Center Academic Status Update

APPLICABLE STATUTE, RULE, OR POLICY

I.C. § 33-5209(2)

IDAPA 08.02.04.301.03

BACKGROUND

Blackfoot Charter Community Learning Center (BCCLC) was originally authorized by the Blackfoot School District and began operations in fall 2000. In April 2010, the Public Charter School Commission (PCSC) approved a transfer of authorizing authority to the PCSC.

In March 2011, the PCSC issued to BCCLC a notice of defect on the grounds of failure to meet Measurable Student Educational Standards (MSES) 2 and 3 in the approved charter. BCCLC's Corrective Action Plan (CAP) stated that the defect would be cured by spring 2012. The PCSC requested this academic status update as an opportunity to evaluate whether the defect has been cured.

DISCUSSION

BCCLC did not submit materials for this meeting.

Overall, BCCLC's standardized test results show improvement in several areas, and the school exceeded statewide ISAT goals in all subjects. However, MSES 2 and 3 remain unmet; details are provided with these materials. With regard to MSES 3, note that these materials provide both indexed and non-indexed scores. In the past, BCCLC has expressed a preference for the use of indexed scores, which calculate students achieving at "basic" as 50% proficient. Non-indexed scores provide a truer representation of results and enable accurate comparisons of growth over time. The MSES in the charter were drafted prior to the use of indexing.

BCCLC's [Star Rating](#) for the 2011-12 school year is 4 out of 5, and the school met [AYP](#). Growth to Achievement results indicate that BCCLC received 3/5 points each in reading and language for the amount of student growth compared to academic peers and the rate of growth needed to achieve proficiency within 3 years. Math performance, given 4/5 points, was stronger. Overall, BCCLC received 72/100 points.

Longitudinal cohort representations of ISAT results over the past three years indicate that as BCCLC students progress from grade 3 to grade 5, their reading and language results improve, but they lose ground in math.

IMPACT

No action is required of the PCSC in response to corrective action plans or updates thereto.

Pursuant to I.C. § 33-5209(3) and IDAPA 08.02.04.301.04, the public charter school must “comply with the terms and conditions of the corrective action plan and...cure the defect at issue within a reasonable time...” If the public charter school fails to comply with the plan and cure the defect, “the authorized chartering entity may provide notice to the public charter school of its intent to revoke the charter.”

The PCSC may, at its discretion, formally acknowledge the lifting of a notice of defect in the event the PCSC believes the school has cured such defect.

If the PCSC determines that the school has failed to cure an identified defect within a reasonable period of time, the PCSC may issue a notice of intent to revoke the charter.

If the PCSC approves any or all of the proposed charter amendments, the school will begin operating under the amended charter. If the PCSC denies the proposed charter amendments, the school could appeal this decision to the State Board of Education, or could decide not to proceed any further.

STAFF COMMENTS AND RECOMMENDATIONS

PCSC staff recommends that BCCLC continue work toward amending the MSES to remove outdated information and develop more useful standards by which to evaluate the academic status of the school. Assistance with this process, particularly in the use of Star Rating data for MSES purposes, is available through SDE and PCSC staff.

PCSC staff further recommends that the PCSC direct BCCLC to submit an updated CAP, as progress was made but the timeframe in the original CAP was not met.

COMMISSION ACTION

Information item only. Any action would be at the discretion of the PCSC.

September 20, 2012



IDAHO PUBLIC CHARTER SCHOOL COMMISSION

650 W. State Street • P.O. Box 83720 • Boise, ID 83720-0037

208/334-2270 • FAX: 208/334-2632

e-mail: charter@osbe.idaho.gov

March 11, 2011

Blackfoot Community Charter Learning Center
Board of Directors
2801 Hunter's Loop
Blackfoot, ID 83221

Dear BCCLC Board of Directors:

As you are aware, Idaho Code § 33-5209 requires an authorized chartering entity to provide written notice of defect to any school which it has reason to believe has committed a defect. This letter is to serve as written notice of defect to BCCLC on the grounds that BCCLC has failed to substantially meet any of the student educational standards in the approved charter, specifically, measurable student educational standards 2 and 3 in the approved charter.

Pursuant to IDAPA 08.02.04.301.03, please submit to the Public Charter School Commission office by April 11, 2011, a corrective action plan detailing the means by which BCCLC will cure this defect.

As always, you are welcome to contact me any time I may be of assistance.

Sincerely,

A handwritten signature in cursive script that reads "Tamara L. Baysinger".

Tamara L. Baysinger
Charter Schools Program Manager

Cc: Michelle Clement Taylor, School Choice Coordinator, SDE
Fred Ball, Director, BCCLC

September 20, 2012



BLACKFOOT CHARTER SCHOOL

2801 Hunters Loop

Blackfoot, Idaho 83221

Phone: 782-0744

Corrective Action Plan

Blackfoot Charter Community Learning Center was issued a notice of defect in two core areas: reading fluency as measured by the Idaho Reading Indicator (IRI) and language arts as measured by the Idaho Standard Achievement Test (ISAT). While these are separate defects, they target similar curriculum and instructional issues as they are manifesting in different grades. Thus, many of the corrective actions are applicable to both defects.

Defect 1

BCCLC charter mandates that 90% of K-3 students demonstrate proficiency in reading fluency as measured by the IRI. The school reached a proficiency level of 86.5%, below the specified measurable education standard.

Discussion

BCCLC's proficiency in reading fluency as measured by the IRI is showing positive trends in two specific areas: the overall total percentage of K-3 students reaching proficiency has risen steadily over the last four years and percentage of students in each individual grade reaching proficiency has made positive gains. However, the upper grades, especially grade 3, continue to be BCCLC's weakest area, as measured by the IRI. Faculty members have observed a strong correlation between high proficiency levels and high numbers of students who begin their education at BCCLC.

Actions

BCCLC has implemented the following corrective actions:

1. BCCLC has increased its kindergarten capacity. During the 2010-2011 academic year, the school increased its kindergarten program from 23 students to 46 students.
2. BCCLC has implemented a teacher mentoring program, assigning teachers with demonstrated success in reading programs to new or struggling teachers. Mentors actually team teach with their teaching partners. Students from both classes have sustained core curriculum contact with both teachers every day.
3. BCCLC has implemented tiered core reading instruction in addition to regular reading instruction. During tiered instruction, students are assigned to small group settings, taught by certified teachers, with curriculum materials specifically designed to increase student proficiency.
4. BCCLC will complete vertical alignment of its language arts curriculum with common core standards.

Time Frame

BCCLC has already implemented corrective actions 1-3. The school anticipates seeing gains as a result of those actions during the current academic year.

Corrective action 4 is currently in process; however, the school is transitioning from Idaho State Standards to Core Standards. As a result of this transition, the process will not be completed until January, 2012.

IRI test results in Spring, 2011 will show an increased percentage in student proficiency; however, full compliance with BCCLC's charter mandate to demonstrate 90% proficiency will be fully realized in Spring, 2012.

Defect 2

BCCLC's charter mandates that 85% of 3-5 students demonstrate proficiency in core academic areas as measured by the ISAT. The school reached the following proficiency levels: mathematics, 89.6%; reading, 91.7%; and language arts, 80.2%. The language arts score is lower than the school's mandated proficiency level.

Discussion

BCCLC's proficiency in all core areas, including language arts, as measured by the ISAT, is showing positive trends. Over the last four years, the school has averaged approximately 10% growth each year, rising from an average of 60% proficiency to near 90% proficiency. The trend extends to language arts. However, while language arts scores are trending up, they are still below the school's mandated goal.

Actions

BCCLC has implemented the following corrective actions:

1. BCCLC has introduced additional language arts curriculum by Michael Thomson. This curriculum specifically targets the language arts areas of sentence structure, parts of speech, and vocabulary.
2. BCCLC has implemented a teacher mentoring program, assigning teachers with demonstrated success in reading and language arts programs to new or struggling teachers. Mentors actually team teach with their teaching partners. Students from both classes have sustained core curriculum contact with both teachers every day.
3. BCCLC has implemented tiered core reading and language arts instruction in addition to regular reading instruction. During tiered instruction, students are assigned to small group settings, taught by certified teachers, with curriculum materials specifically designed to increase student proficiency.
4. BCCLC will complete vertical alignment of its language arts curriculum with common core standards.

Time Frame

BCCLC has already implemented corrective actions 1-3. The school anticipates seeing gains as a result of those actions during the current academic year.

Corrective action 4 is currently in process; however, the school is transitioning from Idaho State Standards to Core Standards. As a result of this transition, the process will not be completed until January, 2012.

BCCLC test results in Spring, 2011 will show an increased percentage in student proficiency; however, full compliance with BCCLC's charter mandate to demonstrate 85% proficiency will be fully realized in Spring, 2012.

BCCLC MSES Update – September 2012

MSES 2: “90% of students in grades K-3 will demonstrate reading competency by scoring proficient on the end of year (spring) Idaho Reading Indicator (IRI).”

IRI results*

2012						
IRI	Fall	Spring	Fall	Spring	Fall	Spring
Grade	% Intensive	% Intensive	% Strategic	% Strategic	% Benchmark	% Benchmark
K	12.7	0	22.22	0	65.08	100
1	10.87	13.33	17.39	17.78	71.74	68.89
2	21.62	25.64	29.73	15.38	48.65	58.97
3	28.57	18.52	14.29	22.22	57.14	59.26

MSES 3: “85% of students in grades 3-5 will score proficient or above on the Idaho Standard Achievement Test (ISAT).”

ISAT results (non-indexed)*

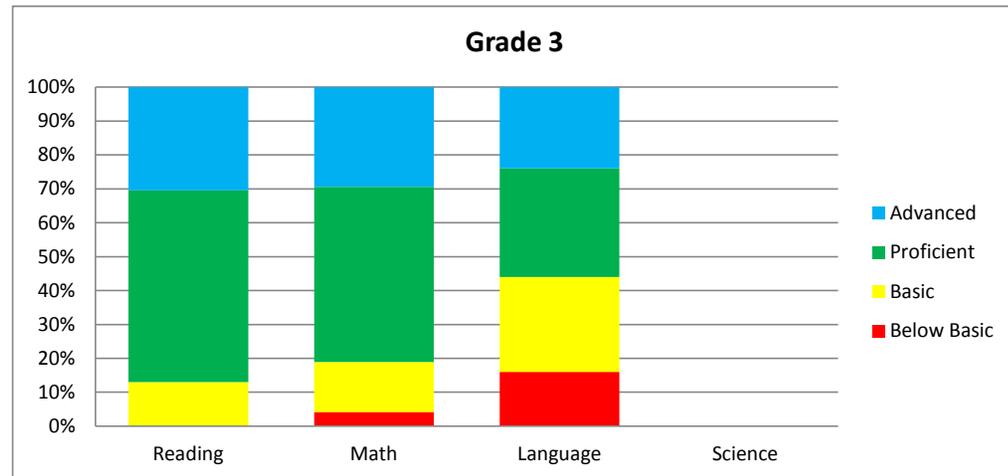
ISAT**		Spring 2011	Spring 2012
Grade		% Proficient & Advanced	% Proficient & Advanced
3	Reading	89.3	86.9
	Mathematics	81.5	87.5
	Language	67.8	56
4	Reading	81.3	85.2
	Mathematics	73.4	81.5
	Language	62.6	81.5
5	Reading	84.7	86.6
	Mathematics	85.7	46.6
	Language	69.2	80
	Science	84.7	80

ISAT results (indexed)*

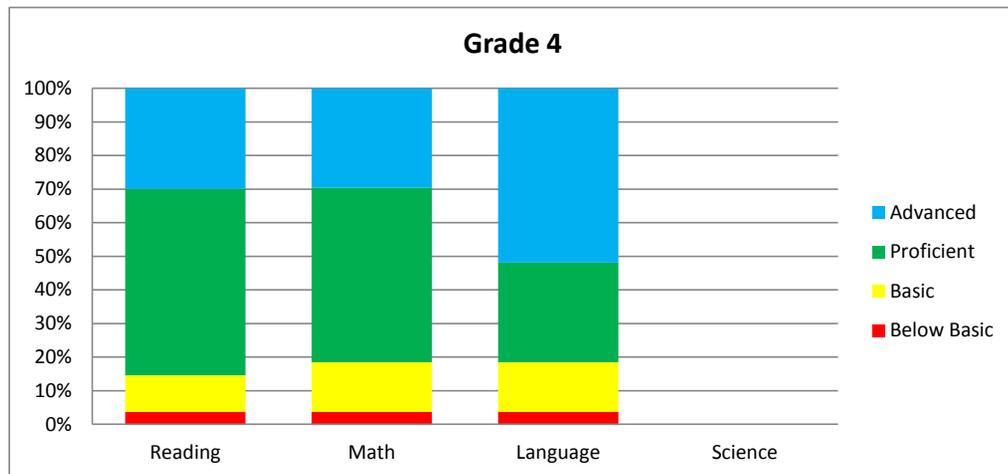
ISAT		Spring 2012
Grade		% Proficient & Advanced
3 - 5	Reading	90
	Mathematics	85
	Language	81.4

*Green highlighting indicates positive change over time. Pink highlighting indicates negative change over time. Red text indicates failure to meet MSES in relevant category.

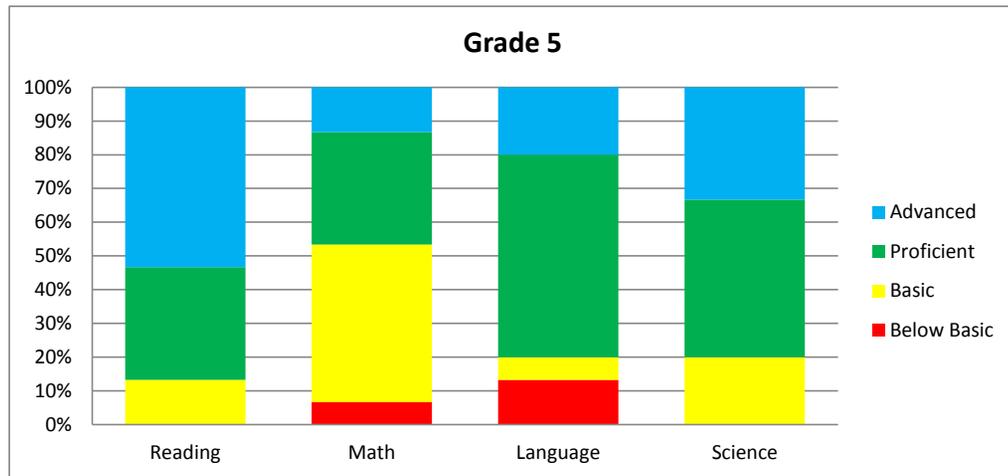
Grade 3	Reading	Math	Language	Science
Below Basic	0	4.2	16	
Basic	13	14.8	28	
Proficient	56.5	51.9	32	
Advanced	30.4	29.6	24	



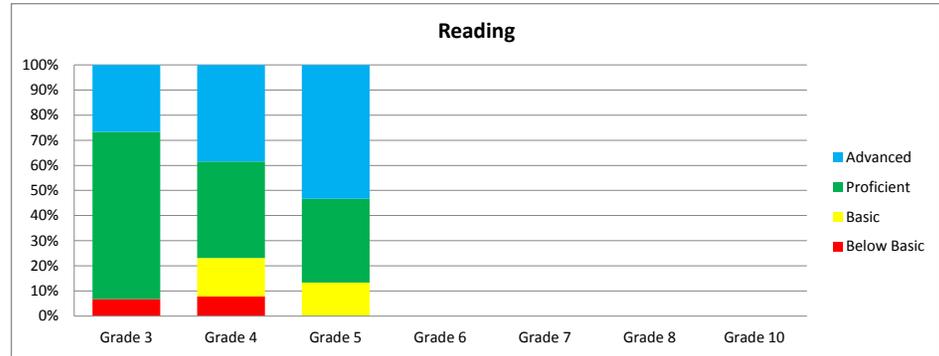
Grade 4	Reading	Math	Language	Science
Below Basic	3.7	3.7	3.7	
Basic	11.1	14.8	14.8	
Proficient	56.5	51.9	29.6	
Advanced	30.4	29.6	51.9	



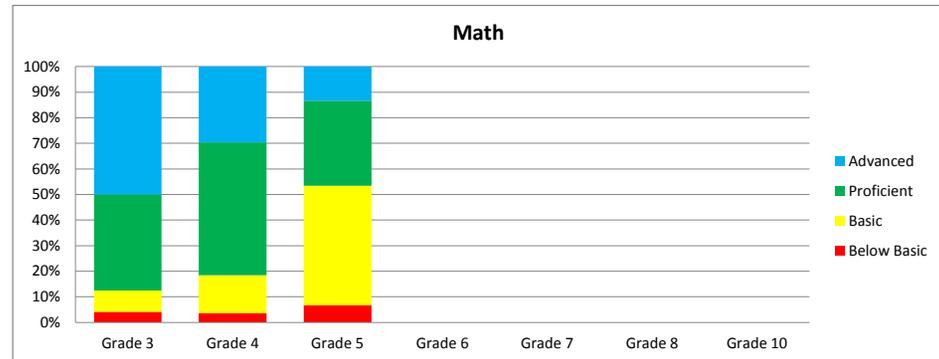
Grade 5	Reading	Math	Language	Science
Below Basic	0	6.7	13.3	0
Basic	13.3	46.7	6.7	20
Proficient	33.3	33.3	60	46.7
Advanced	53.3	13.3	20	33.3



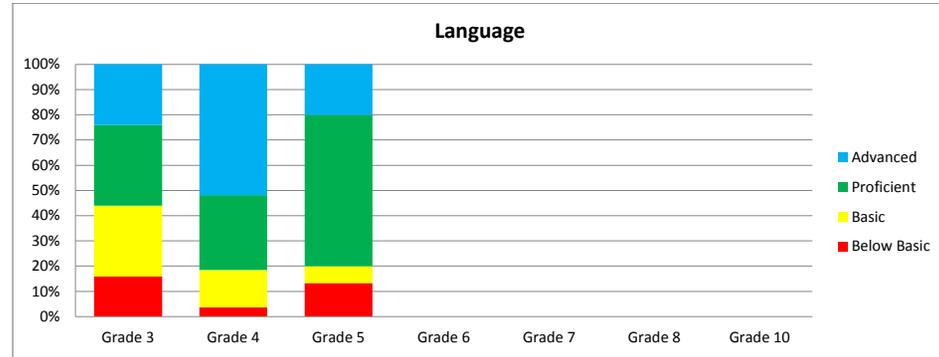
Reading	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic	6.7	7.7	0	#N/A	#N/A	#N/A	#N/A
Basic	0	15.4	13.3	#N/A	#N/A	#N/A	#N/A
Proficient	66.7	38.5	33.3	#N/A	#N/A	#N/A	#N/A
Advanced	26.7	38.5	53.3	#N/A	#N/A	#N/A	#N/A



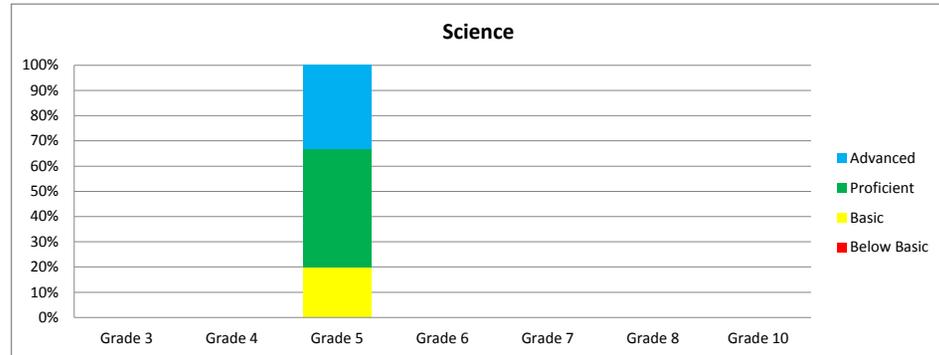
Math	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic	4.2	3.7	6.7	#N/A	#N/A	#N/A	#N/A
Basic	8.3	14.8	46.7	#N/A	#N/A	#N/A	#N/A
Proficient	37.5	51.9	33.3	#N/A	#N/A	#N/A	#N/A
Advanced	50	29.6	13.3	#N/A	#N/A	#N/A	#N/A



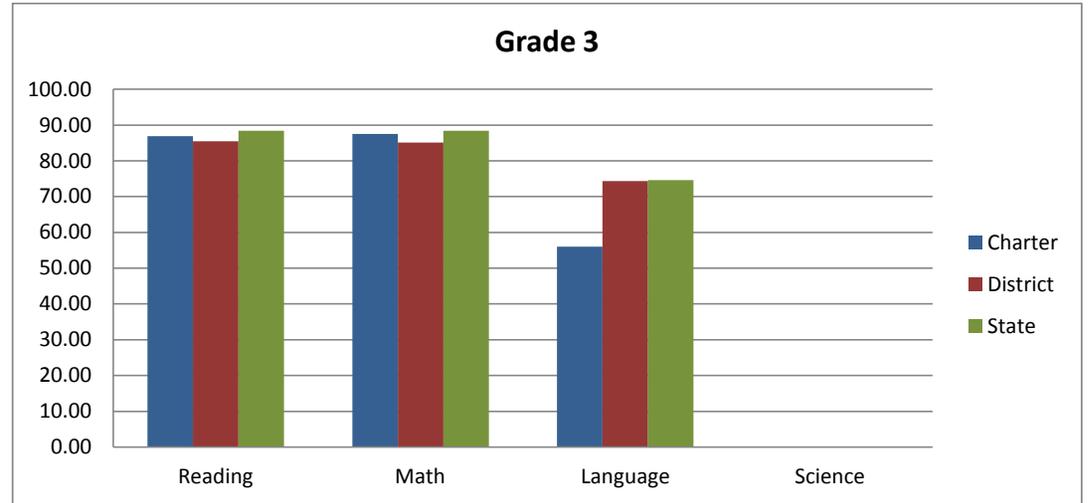
Language	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic	16	3.7	13.3	#N/A	#N/A	#N/A	#N/A
Basic	28	14.8	6.7	#N/A	#N/A	#N/A	#N/A
Proficient	32	29.6	60	#N/A	#N/A	#N/A	#N/A
Advanced	24	51.9	20	#N/A	#N/A	#N/A	#N/A



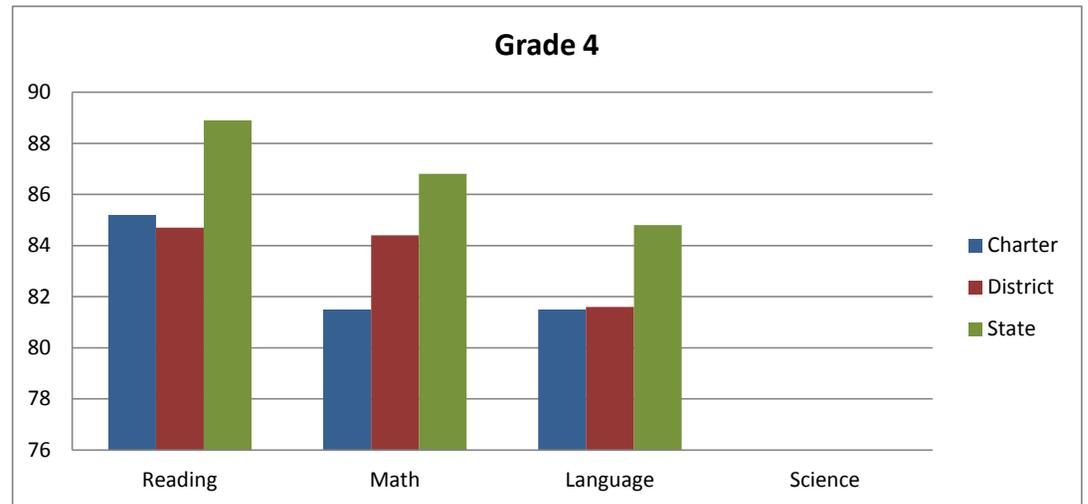
Science	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic			0		#N/A		#N/A
Basic			20		#N/A		#N/A
Proficient			46.7		#N/A		#N/A
Advanced			33.3		#N/A		#N/A



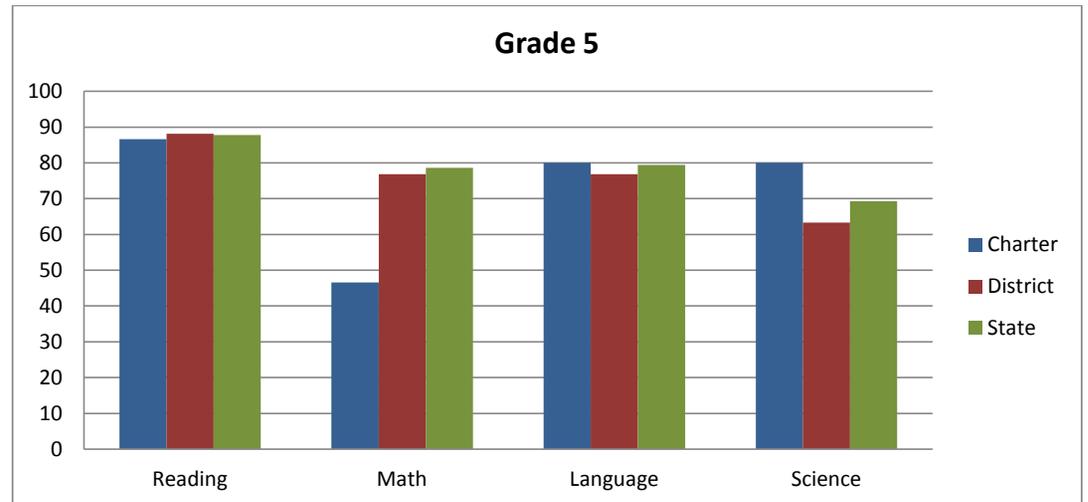
Grade 3	Reading	Math	Language	Science
Charter	86.9	87.5	56	
District	85.5	85.1	74.3	
State	88.4	88.4	74.6	



Grade 4	Reading	Math	Language	Science
Charter	85.2	81.5	81.5	
District	84.7	84.4	81.6	
State	88.9	86.8	84.8	

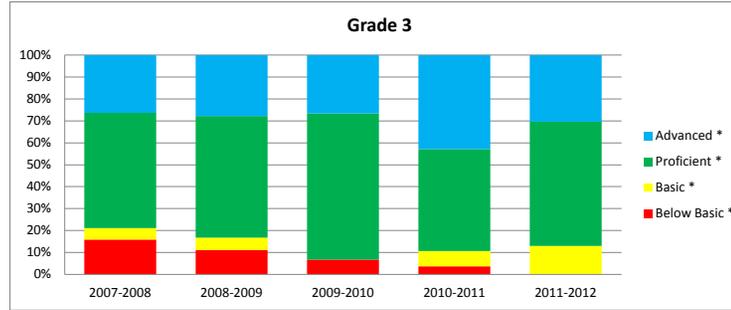


Grade 5	Reading	Math	Language	Science
Charter	86.6	46.6	80	80
District	88.1	76.8	76.8	63.3
State	87.8	78.6	79.4	69.3

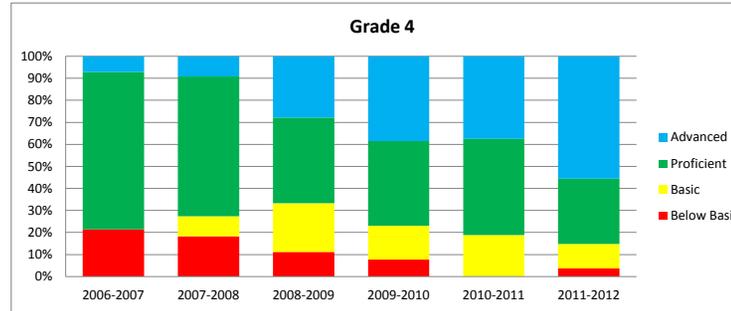


September 20, 2012

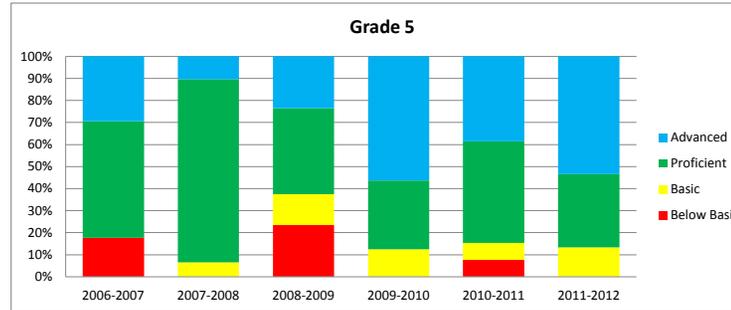
Reading Grade 3	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Below Basic	*	15.8	11.1	6.7	3.6	0
Basic	*	5.3	5.6	0	7.1	13
Proficient	*	52.6	55.6	66.7	46.4	56.5
Advanced	*	26.3	27.8	26.7	42.9	30.4



Reading Grade 4	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Below Basic	21.4	18.2	11.1	7.7	0	3.7
Basic	0	9.1	22.2	15.4	18.8	11.1
Proficient	71.4	63.6	38.9	38.5	43.8	29.6
Advanced	7.1	9.1	27.8	38.5	37.5	55.6

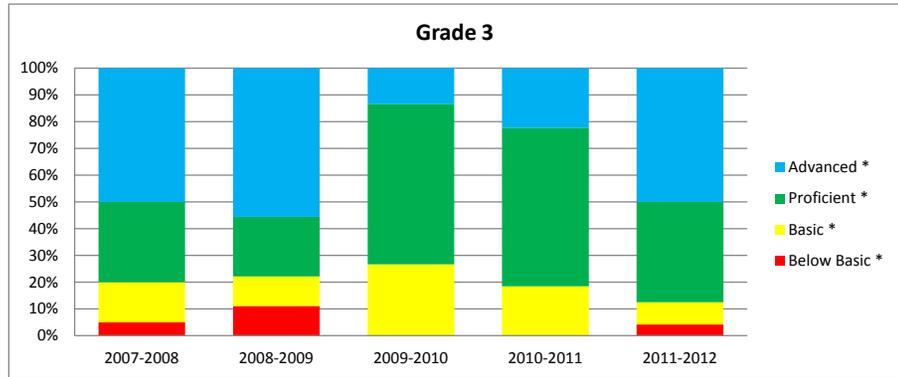


Reading Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Below Basic	15	0	25	0	7.7	0
Basic	*	5.3	15	12.5	7.7	13.3
Proficient	45	66.7	41.7	31.3	46.2	33.3
Advanced	25	8.3	25	56.3	38.5	53.3

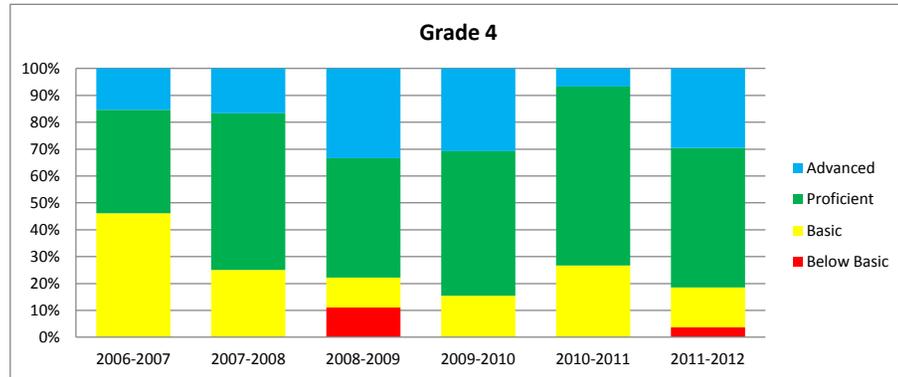


September 20, 2012

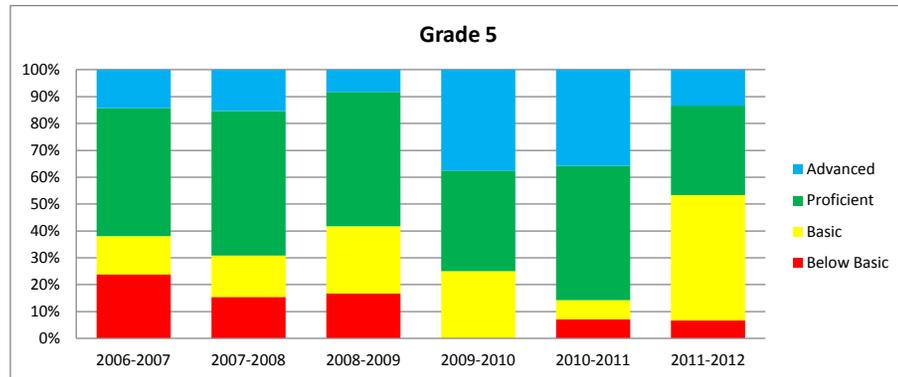
Math Grade 3	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Below Basic	*	5	11.1	0	0	4.2
Basic	*	15	11.1	26.7	18.5	8.3
Proficient	*	30	22.2	60	59.3	37.5
Advanced	*	50	55.6	13.3	22.2	50



Math Grade 4	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Below Basic	0	0	11.1	0	0	3.7
Basic	46.2	25	11.1	15.4	26.7	14.8
Proficient	38.5	58.3	44.4	53.8	66.7	51.9
Advanced	15.4	16.7	33.3	30.8	6.7	29.6

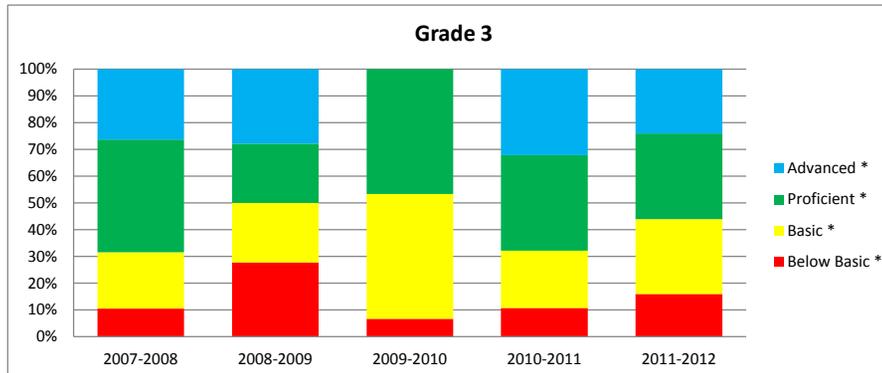


Math Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Below Basic	23.8	15.4	16.7	0	7.1	6.7
Basic	14.3	15.4	25	25	7.1	46.7
Proficient	47.6	53.8	50	37.5	50	33.3
Advanced	14.3	15.4	8.3	37.5	35.7	13.3

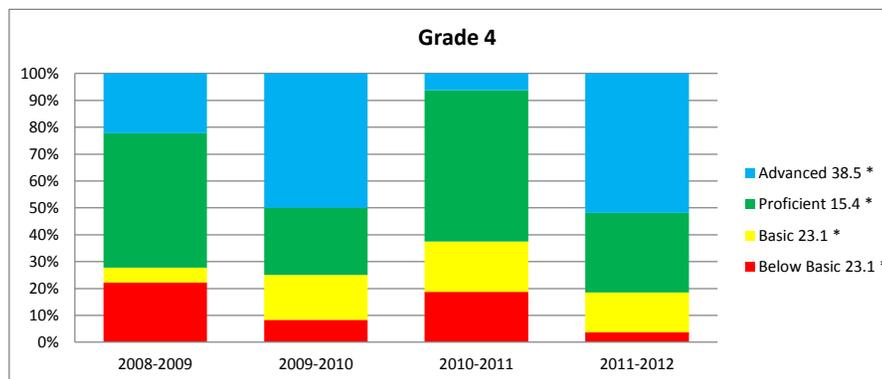


September 20, 2012

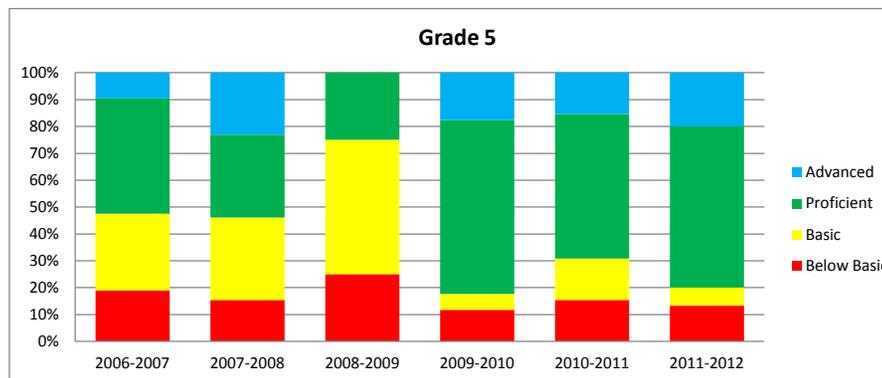
Language Grade 3	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Below Basic	*	10.5	27.8	6.7	10.7	16
Basic	*	21.1	22.2	46.7	21.4	28
Proficient	*	42.1	22.2	46.7	35.7	32
Advanced	*	26.3	27.8	0	32.1	24



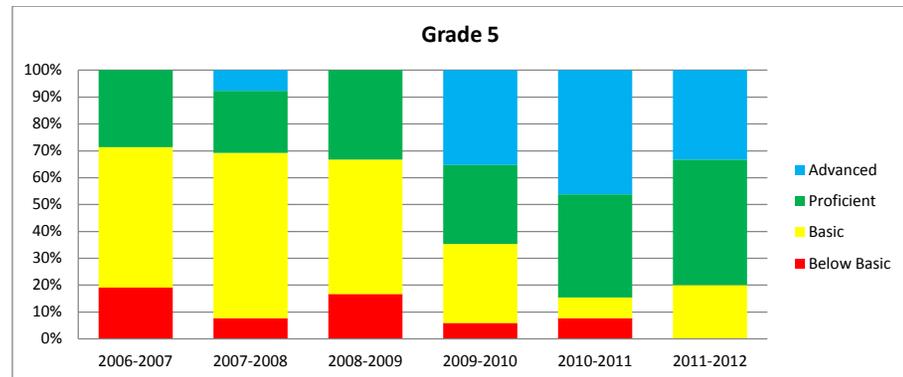
Language Grade 4	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Below Basic	23.1 *		22.2	8.3	18.8	3.7
Basic	23.1 *		5.6	16.7	18.8	14.8
Proficient	15.4 *		50	25	56.3	29.6
Advanced	38.5 *		22.2	50	6.3	51.9



Language Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Below Basic	19	15.4	25	11.8	15.4	13.3
Basic	28.6	30.8	50	5.9	15.4	6.7
Proficient	42.9	30.8	25	64.7	53.8	60
Advanced	9.5	23.1	0	17.6	15.4	20

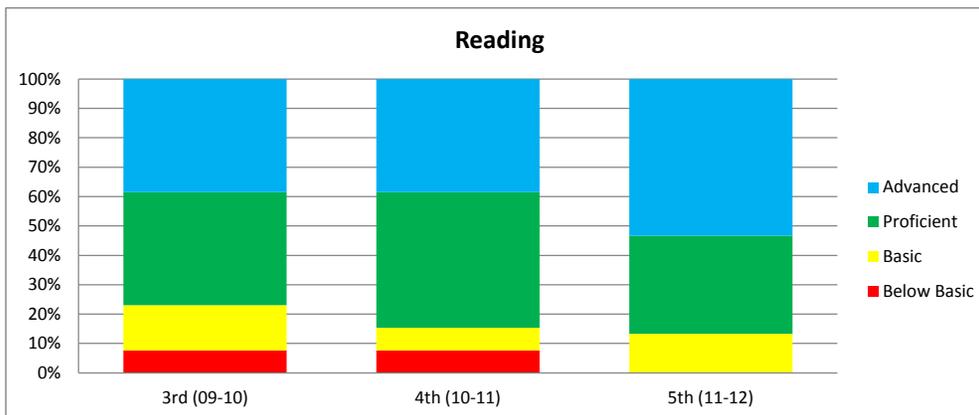


Science Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Below Basic	18.2	7.7	16.7	5.9	7.7	0
Basic	50	61.5	50	29.4	7.7	20
Proficient	27.3	23.1	33.3	29.4	38.5	46.7
Advanced	#N/A	7.7	0	35.3	46.2	33.3

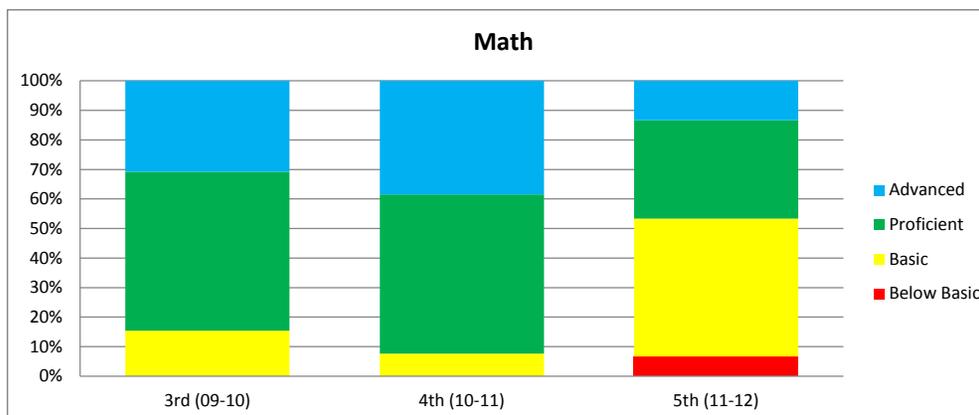


September 20, 2012

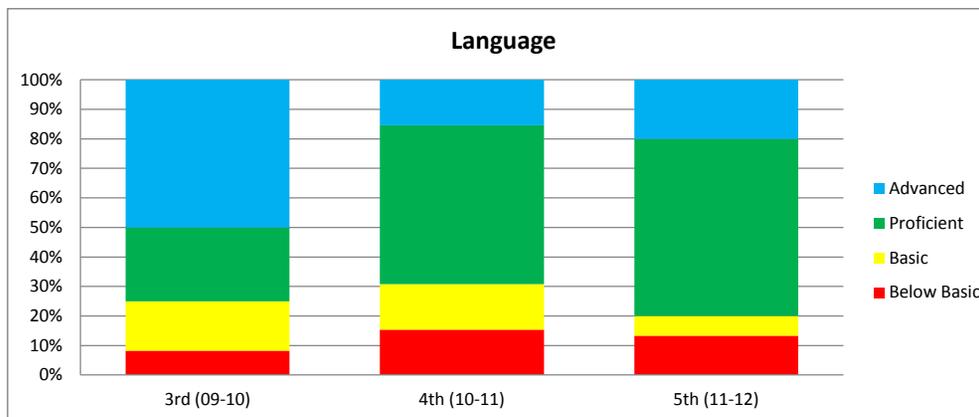
Class of 2019	3rd (09-10)	4th (10-11)	5th (11-12)
Below Basic	7.7	7.7	0
Basic	15.4	7.7	13.3
Proficient	38.5	46.2	33.3
Advanced	38.5	38.5	53.3



Class of 2019	3rd (09-10)	4th (10-11)	5th (11-12)
Below Basic	0	6.7	6.7
Basic	15.4	7.1	46.7
Proficient	53.8	50	33.3
Advanced	30.8	35.7	13.3

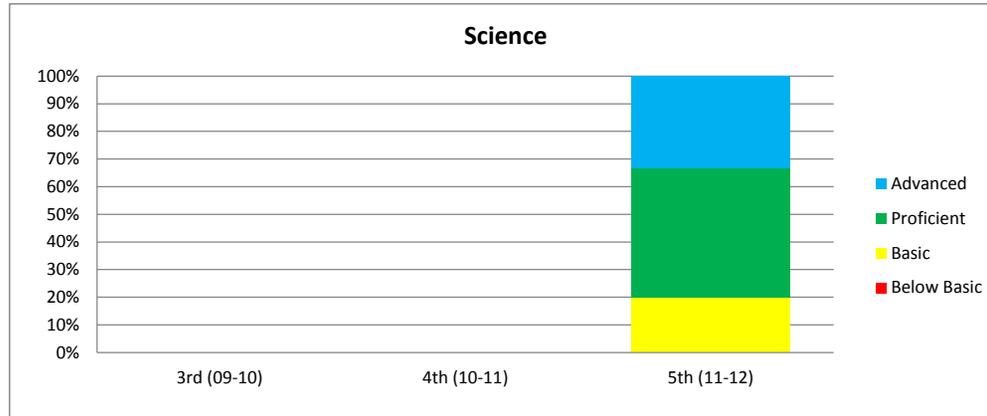


Class of 2019	3rd (09-10)	4th (10-11)	5th (11-12)
Below Basic	8.3	15.4	13.3
Basic	16.7	15.4	6.7
Proficient	25	53.8	60
Advanced	50	15.4	20



September 20, 2012

Class of 2018	3rd (09-10)	4th (10-11)	5th (11-12)
Below Basic	#N/A	#N/A	0
Basic	#N/A	#N/A	20
Proficient	#N/A	#N/A	46.7
Advanced	#N/A	#N/A	33.3



September 20, 2012

2011 - 2012 Star Rating Results

Blackfoot Charter Community Learning Center (477) / Blackfoot Charter Community (1294)

OVERALL STAR RATING

4 star

72 out of 100 points

ACHIEVEMENT

Content Area	Percent Proficient / Advanced	Points Earned	Points Eligible
ISAT Reading	84.3%	4	5
ISAT Math	75.7%	3	5
ISAT Language	72.9%	3	5

** Calculated using average of last three years data

Percentage of points:

10 / 15 = 66.7%

Total points for this area:

17 / 25

GROWTH TO ACHIEVEMENT

Content Area	Median Student Growth Percentile (SGP)	Median Student Adequate Growth Percentile (AGP)	Made Adequate Growth?	Points Earned	Points Eligible
Reading	50.5	16.5	Yes	3	5
Math	57.5	40.5	Yes	4	5

September 20, 2012

Language	49.0	33.0	Yes	3	5
----------	------	------	-----	---	---

Percentage of points:

10 / 15 = 66.7%

Total points for this area:

33 / 50

GROWTH TO ACHIEVEMENT - AT RISK SUBGROUP

Content Area	Median Student Growth Percentile (SGP)	Median Student Adequate Growth Percentile (AGP)	Made Adequate Growth?	Points Earned	Points Eligible
Reading	52.0	18.0	Yes	16	20
Math	66.0	47.0	Yes	20	20
Language	52.0	33.0	Yes	16	20

Percentage of points:

52 / 60 = 86.7%

Total points for this area:

22 / 25

PARTICIPATION

Was participation met? Yes

SUBJECT

Wings Charter Middle School Corrective Action Plan, Proposed Charter Amendments, and Academic Status Update

APPLICABLE STATUTE, RULE, OR POLICY

I.C. § 33-5209

BACKGROUND

Wings Charter Middle School (Wings) is a public charter school authorized by the Public Charter School Commission (PCSC). Wings serves a primarily at-risk population of about 190 middle school students in Twin Falls, and recently started its fourth year of operation.

In July 2012, the PCSC issued to Wings a Notice of Defect (NOD) on the grounds of failure to meet Measurable Student Educational Standards (MSES) 2 and 4. The NOD also noted that Wings again failed to meeting MSES 1 and 3, a defect identified in a June 2011 NOD.

DISCUSSION

Wings has provided a Corrective Action Plan (CAP) in response to the NOD. As part of the plan, Wings has submitted a proposed charter amendment including the following changes:

1. Removal of the requirement that Wings develop an individualized learning plan (ILP) for each student. The school will instead use state's Response to Intervention (RTI) framework to evaluate and improve the academic program as it applies to each student.
2. Replacement of all MSES based solely on ISAT achievement with MSES based on data now available through the Star Rating System. The proposed, new MSES establish standards that, while low relative to many other schools in the state, commit to dramatic improvement over spring 2012 results.

The new MSES are focused on whether or not students' growth, as measured by the statewide standardized test, is adequate to bring them to proficiency within three years or by 10th grade, whichever comes first. The new MSES also address whether or not Wings' students are growing at a level comparable to their academic peers; that is, other students whose standardized test results were similar the previous year.

Wings' [Star Rating](#) for the 2011-12 school year is 1 out of 5. The 8/25 points earned for Achievement result from low proficiency rates of about 30% in math and language.

Growth to Achievement data (10/50 points) indicates that the median Wings student grew more than only 24-31% of his or her academic peers. As a school,

Wings did not achieve an adequate rate of growth to ensure that its typical student will achieve proficiency within three years or by 10th grade, whichever comes first. Growth to Achievement At Risk Subgroup results are similar despite the specialty described in Wings' charter.

Wings did not meet [AYP](#) in 2011-12, and is in School Improvement Year Two status for reading, math, and language. As a result, the school is subject to sanctions specified by the State Board of Education.

IMPACT

No action is required of the PCSC in response to corrective action plans or updates thereto.

Pursuant to I.C. § 33-5209(3) and IDAPA 08.02.04.301.04, the public charter school must "comply with the terms and conditions of the corrective action plan and...cure the defect at issue within a reasonable time..." If the public charter school fails to comply with the plan and cure the defect, "the authorized chartering entity may provide notice to the public charter school of its intent to revoke the charter."

The PCSC may, at its discretion, formally acknowledge the lifting of a notice of defect in the event the PCSC believes the school has cured such defect.

If the PCSC determines that the school has failed to cure an identified defect within a reasonable period of time, the PCSC may issue a notice of intent to revoke the charter.

If the PCSC approves the proposed charter amendment, the school will immediately begin operating under the amended charter. If the PCSC denies the proposed charter amendment, the school could appeal this decision to the State Board of Education, or could decide not to proceed any further.

STAFF COMMENTS AND RECOMMENDATIONS

PCSC staff recommends approval of the proposed charter amendments.

The National Association of Charter School Authorizers (NACSA) advises that "Many charter schools target students who are marginalized or underserved in mainstream district schools...These schools were granted charters specifically because they promised to successfully improve outcomes for these students...State policy should recognize that charter schools serving non-mainstream populations should be no less accountable for student outcomes."

Wings' board and administration have expressed renewed commitment to improvement of the school's academic status. However, if significant progress cannot be made during the 2012-13 school year, the PCSC should seriously consider whether the school represents a viable choice for students and taxpayers.

September 20, 2012

COMMISSION ACTION

A motion to approve Wings Charter Middle School's proposed charter amendments as submitted.

OR

A motion to deny Wings Charter Middle School's proposed charter amendments as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

September 20, 2012

THIS PAGE IS LEFT INTENTIONALLY BLANK

September 20, 2012



IDAHO PUBLIC CHARTER SCHOOL COMMISSION

650 W. State Street • P.O. Box 83720 • Boise, ID 83720-0037
208/334-2270 • FAX: 208/334-2632
e-mail: charter@osbe.idaho.gov

July 25, 2012

Wings Charter Middle School
Board of Directors
771 College Ave N
Twin Falls, Idaho 83301

Dear Wings Charter Middle School Board of Directors:

As you are aware, Idaho Code § 33-5209 requires an authorized chartering entity to provide written notice of defect to any school which it has reason to believe has committed a defect. This letter is to serve as written notice of defect to Wings Charter Middle School School (Wings) on the grounds of failure to meet any of the measurable student educational standards in the approved charter.

Specifically, Wings failed to meet MSES 2 and 4. It should also be noted that Wings again failed to meet MSES 1 and 3, a defect previously identified in a June 2011 notice of defect.

Pursuant to IDAPA 08.02.04.301.03, please submit to the PCSC office by August 24, 2012, a corrective action plan detailing the means by which Wings will cure this defect.

As always, you are welcome to contact me any time I may be of assistance.

Sincerely,


Tamara L. Baysinger
Director

Cc: Michelle Clement Taylor, School Choice Coordinator, SDE
Letha Blick, Administrator, Wings Charter Middle School

September 20, 2012

Corrective Action Plan and Timeline for Measurable Educational Standards 2012-2013

School Name: Wings Charter School

District: #467

GOALS	ACTIVITIES/STRATEGIES	MEASURABLE EVIDENCE	TIMELINE	RESOURCES
Meet educational standards in charter by basing them on Idaho Growth Model and by increasing student achievement	Establish work committee to revise educational standards	Board Chair, Administrator, Leadership Committee	7/27/2012	Board Chair, Leadership Team
	Utilize input from Michele Taylor	Conference call notes	8/20/2012	Michele Taylor
	Compare performance of student populations to other local districts	ISAT data table comparison STAR reports	7/27/2012	ISAT data posted on State Dept website
	Analyze data from AYP and STAR reports	Access log to Schoolnet	8/20/2012	Leadership Team Password to site
	Submit revised standards to State Department of Education for Sufficiency Review	Email to Mtaylor Confirmaton that revisions meet standards	7/28/2012-- 8/20/2012	Mtaylor Email Attachments
	Submit approved revisions to Charter School Commission	PDF email to Charter Commission	8/20/2012-- 9/30/2012	Kcampbell Tbaysinger
	Provide mentoring/coaching to staff	Observation Feedback forms	9/24/2012-- ongoing	Debby Lund, Letha Blick peer mentoring
	Utilize progress monitoring from AIMS web probes and provide feedback to students	Aims Web Data	9/6/2012-- ongoing	Leadership Team
	Set academic/personal goals for each student and provide interventions based on data through Response to Intervention process	Weekly RtI meetings Intervention Coach	Thursdays ongoing	9/6/201 Leadership Team Kristy Oberg

September 20, 2012

Monitor student attendance daily	Daily Attendance Report Truancy Court or Status Offenders Referrals	9/4/2012-- ongoing	Secretary, Counselor Administrator, Judge Harris, Mitzi Stanger
Provide training in Total Instructional Alignment and Common Core Standards	Agenda for in-services and off site trainings	8/27/2012-- ongoing	Leadership Team
Provide book study on Teach Like a Champion	Blackboard blog	9/10/2012- 12/10/2012	Kristy Oberg
Provide training from Time to Teach to increase time on task	Attendance at Murtaugh training/in house trainer on staff	8/23/2012-- ongoing	Administrator Reda Gomske-on staff trainer
Utilize training from SIOP to increase student engagement	Observation Feedback form Universal Lesson Plan template for staff	9/24/2012-- ongoing	Administrator Brett Twiss
Focus on direct instruction of academic vocabulary and on Bloom's Higher Order Thinking Skills	Agenda for in-service Universal Lesson Plan template for staff	8/27/2012-- ongoing	Leadership Team
Provide additional tutoring to students	Time cards	9/15/2012	Staff, LaRee Janssen

September 20, 2012

**WINGS CHARTER MIDDLE SCHOOL, INC.
771 North College Rd
Twin Falls, ID 83301**

Charter for School Year 2009 – 2010
2010-2011
2011-2012

Within the Twin Falls School District #411

~~October 20, 2011~~ August 20, 2012

Attendance Areas that may be impacted:

Blaine County SD #061
Camas County SD #121
Cassia County SD #151
Gooding SD #231
Wendell SD #232
Hagerman SD #233
Bliss SD #234
Jerome SD #261
Valley SD #262
Shoshone SD #312
Dietrich SD #314
Richfield SD #316
Minidoka County SD #331
Twin Falls SD #411
Buhl SD #412
Filer SD #413
Kimberly SD #414
Hansen SD #415
Castleford SD #417
Murtaugh SD #418

Contact Person:

Letha Blick
771 North College Road
Twin Falls, ID 83301
PH# 208-734-2902
FAX# 208-734-2907
lblick@wingscharter~~school~~.org

Table of Contents

TAB I	
A. Articles of Incorporation and By-Laws	Page 5
B. Signatures of Qualified Electors and Proof of Qualifications	Page 5
C. Mission and Vision Statement	Page 5
TAB II	
A. Facilities	Page 6
B. Administrative Services	Page 6
C. Civil Liability	Page 7
D. Potential Effects on School Districts	
TAB III	
A. Educational Goals and Thoroughness Standards	Page 8
B. Educated Person and “How Learning Occurs”	Page 14
C. Teachers Are Actively Engaged	Page 14
D. Delivery of Services to Students with Disabilities	Page 15
E. Plan for Dual Enrollment	Page 21
TAB IV	
A. Measurable Educational Standards	Page 22
B. Measurement of Student Progress	Page 22
C. Standardized Testing	Page 22
D. Accreditation of Charter School	Page 23
E. Need of Improvement Plan	Page 23
TAB V	
A. Governance Structure	Page 24
B. Parental Involvement	Page 24
C. Annual Audit	Page 25
TAB VI	
A. Hiring Qualifications of Staff	Page 26
B. Health and Safety of Students and Staff	Page 26
C. Benefits for Staff	Page 26
D. Transfer Rights of Staff	Page 27
E. Collective Bargaining Status	Page 27
F. Teachers and Administrators Under Contract	Page 27
TAB VII	
A. Admission Procedures	Page 28
B. Disciplinary Procedures including Special Education Students	Page 30
C. Procedures for Students Using Controlled Substances	Page 31
D. Public School Alternative	Page 31
E. Enrollment Opportunities	Page 32
F. Denial of School Attendance	Page 32
G. Student Handbooks	Page 32
TAB VIII	
A. Detailed Business Plan	Page 33

- B. Transportation Services
- C. School Lunch

Page 34
Page 34

TAB IX – Not Applicable

TAB X

- A. Partnerships
- B. Additional Information
- C. Termination of the Charter

Page 35
Page 35
Page 35

TAB I

A. Articles of Incorporation

See Appendix L

B. List of Qualified Electors

See Appendix M

C. Mission and Vision Statement

~~It is the mission/vision of the Wings Charter Middle School to be a partner in fostering a meaningful life is to promote a successful academic future for all middle school students in the Magic Valley and is represented by our logo: "Soaring to Success".~~

The ~~mission purpose~~ of the WINGS Charter Middle School, Inc. is to provide an appropriate educational experience for middle school students. ~~with language-based and/or math-based learning differences, tailoring instruction to each student's unique learning style so that the student not only acquires language and math skills but also develops a joy of learning that enables the student to realize his/her full intellectual and personal potential. Incorporating a hands-on learning experience with a smaller teacher to student ratio, WCMS prepares students for a successful high school experience. WCMS tailors instruction to build on each student's unique learning style.~~

TAB II
Proposed Operations & Potential Effects

A. Facilities

The goal of WINGS CHARTER MIDDLE SCHOOL is to provide a facility in a convenient location that will both ensure the safety and enhance the education of our students. The Board will develop a program to maintain and/or upgrade the buildings and grounds of WINGS CHARTER MIDDLE SCHOOL. See Appendix K for information regarding the current facilities plan and subsequent back up plans.

B. Administrative Services

WINGS CHARTER MIDDLE SCHOOL will function as a non-profit organization, organized and managed under the Idaho Nonprofit Corporation Act, as outlined in the Corporate Bylaws and Articles of Incorporation.

Wings Charter Middle School will employ a principal/head teacher who reports to the WINGS Charter Middle School Board. The principal/head teacher position may be full time or part time depending on enrollment at the school. The WINGS Charter Middle School principal/head teacher will be responsible to see that WINGS Charter Middle School policies and procedures are followed. The WINGS Charter Middle School principal/head teacher will be responsible for the day-to-day operation of WINGS Charter Middle School. The WINGS Charter Middle School principal/head teacher will be responsible for determining WINGS Charter Middle School instructional programs. The principal/head teacher will be responsible for supervising the implementation of the instructional programs and the supervision and evaluation of the instructional staff. The WINGS Charter Middle School Board of Directors will supervise and evaluate the principal/head teacher actions with respect to the Lab School. The WINGS Charter Middle School Board of Directors will have the full power and duty to manage and oversee the operation of the Corporation's business. The Board will adjudicate disagreements between parents and the administration, be responsible for compliance with statute, administrative rule, and the charter as well as serve as the school's policymaking body.

Instructional Organization

School Fiscal Year: The fiscal year of the school is from July 1 to June 30.

School Calendar: The Board of Directors will establish the dates for opening and closing classes, teacher in-services, the length and dates of vacation, and the days designated as legal school holidays. School holidays will include New Year's Day, President's Day, Memorial Day, Labor Day, Thanksgiving Day, and Christmas Day. For those commemorative days that fall on a school day, the teachers and students will devote a portion of the day on each such day designated in Idaho Code 73-108.

Instructional Hours: The Board of Directors will provide the minimum number of hours (900) for students in grades 6-8 as designated in Idaho Code 33-512.

Records Management: The custodian of personnel and student records will be under the supervision of the Principal. Personnel files and student files are confidential and will be disclosed only as provided in policy and/or by law. A record of persons examining/copying personnel files or student files, other than administrative staff, will be kept for each employment file and student file. All public records will be provided to the public in accordance with the Family Educational Rights and Privacy Act (FERPA), laws of the State of Idaho, and WINGS Charter Middle School policy.

Non- instructional Operations: The school may hire staff or contract with a service provider for services such as accounting, transportation, food service, business management, or other business or educational services. All contract service providers are required to have adequate limits of liability insurance as determined by the Board of Directors or other state requirements and will maintain the same throughout any contract period. A list of all contracts identifying the party with whom WINGS CHARTER MIDDLE SCHOOL has contracted, the length of the contract, and the expenditures required by the contract must be submitted to the Authorized Chartering Entity for its review no later than thirty (30) days prior to the opening of school and thereafter, annually.

C. Potential Civil Liability

Insurance for potential civil liability, as required by Section 33-5205(4), Idaho Code, will be obtained by the WINGS CHARTER MIDDLE SCHOOL Corporation. The Authorizing Charter Entity shall have no liability for the acts, omissions, debts, or other obligations of WINGS Charter Middle School. WINGS Charter Middle School will operate its business in conformance with all local, state, and federal environmental laws. Specific documentation of the above outlined requirements will be contained in the respective insurance policies negotiated with the insurance providers.

The WINGS Charter Middle School Board members incur essentially the same civil liability as if they were serving as regular school board members. The potential liability risks include, but are not limited to, student and staff transportation, safety risks, personnel actions, and civil rights issues. Therefore, the WINGS CHARTER MIDDLE SCHOOL Corporation will purchase an additional Errors and Omissions Policy to cover their potential liability risks.

D. Potential Effects on School Districts Served by WINGS CHARTER MIDDLE SCHOOL.

The potential effect of WINGS CHARTER MIDDLE SCHOOL on surrounding school districts is expected to be positive. WINGS Charter Middle School will provide targeted instruction to some of their most at-risk students who will then return to their individual school districts with an increased likelihood of graduating from high school. Our numbers will be very low in comparison to the two middle schools in Twin Falls School District, so we do not foresee a financial burden being placed on the district due to declining enrollment. We are also drawing students from many area school districts and not just from the Twin Falls School District.

TAB III

A. Educational Goals and Thoroughness Standards

WINGS Charter Middle School believes that learning occurs when...

- learners construct meaning
- learners see connections between what they learn and the real world
- learners are actively engaged in purposeful tasks
- activities are integrated and meaningful
- learners work individually and as members of a group
- learners are expected and encouraged to learn
- learners internalize that what they learn and do in school makes a positive change in their community
- learners are supported with teachers, mentors and advocates
- all learners have advanced learning opportunities
- all essential curriculum are described with outcomes and standards, and are assessed through formative and summative assessments

With these beliefs in mind, the goals of the WINGS Charter Middle School are to:

- ~~Create for every student an Individualized Learning Plan (ILP) focusing on his/her unique needs, with goals ranging from core academics to developing social and organizational skills. (This is not the same as an IEP required for students with disabilities or students who have been referred for testing to determine if a disability exists.) The ILPs will be developed during the 6th grade year as part of the student's individual portfolio which will be addressed by the 6th grade curriculum. Analyze data from the student management system, state reports, progress monitoring tools, parent and student interest surveys and teacher observations to document student strengths and weaknesses of all students during the Response to Intervention team meetings to make appropriate decisions to promote academic and personal growth.~~
- Provide opportunities for every student to meet or exceed the academic objectives set forth by Idaho Standards of Achievement Test or other state achievement test that the state uses.
- Use curriculum, teaching styles, and textbooks that are designed and chosen from best practices in constructivist teaching, problem-based learning, and integrated instruction as they pertain to middle school education.
- Allow all participating students
 - To enter the next grade level and be successful in a four-year high school with the skills and abilities necessary to achieve success.
 - To increase literacy skills
- Provide a comprehensive middle school education with an emphasis upon achieving literacy and learning in the content areas.
- Ensure that students, ~~particularly those with a disability~~ become excited about learning and find their intellectual voices
- Foster leadership and interpersonal skills that last a lifetime

To meet all Educational Thoroughness Standards (as defined in Section 33-1612 of the Idaho Code), WINGS Charter Middle School will insure that:

Standard A: A safe environment conducive to learning is provided.

Each student has the right to come to school without fear of taunting, teasing, or violence. Each parent has the right to expect the school to provide a safe, supportive learning environment for their child. WINGS Charter Middle School will:

- Provide facilities that are inspected as required and adopt policies that meet all required city, county, state, and federal health, accessibility, safety, fire, and building codes for public schools to ensure the safety of students and staff.
- Establish, publish, and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, violence, gangs, and use or sale of alcohol and drugs.
- Develop a staff and student handbook to provide rules and procedures for physical safety. These guidelines will include, and not be limited to, the procedure for fire drills, reporting unsafe equipment, methods for checking students in and out of school, notification of parents' rights, and staff monitoring responsibilities.
- Require criminal background checks to be done on all employees

Standard B: Educators are empowered to maintain classroom discipline.

Each staff member has the right to teach without fear of violence, and students have the right to learn with the same privilege. It will be a priority of the school to create a positive teaching and learning environment with an emphasis on high expectations for performance and behavior.

WINGS Charter Middle School will:

- Develop a student handbook providing a code of conduct including clear expectations with consequences for unacceptable behaviors, and a process for teachers to handle minor and major infractions in the classroom setting. Emphasis will be placed on teachers working directly with parents and students, when appropriate, to resolve discipline problems before they escalate to the point of a student being expelled from the school.
- Establish and maintain rules to be used consistently throughout the school.
- Develop policies relating to procedures for suspension, expulsion, and re-enrollment of students.

Standard C: The basic values of honesty, self-discipline, unselfishness, respect for authority and the central importance of work are emphasized.

The school will work to offer opportunities for students to develop and express exemplary character traits in concurrence with the overall educational program. Responsibility will be a fundamental focus of the entire WINGS Charter Middle School community. Areas of responsibility that will be addressed include personal responsibility, personal mastery, personal integrity and self esteem. Below are beliefs surrounding responsibility that will be shared by the WINGS Charter Middle School staff and students.

- **Personal Responsibility:** As Charter Community members we accept responsibility for ourselves as individuals, for how we act, express ourselves, and react. We are accountable for the consequences of those actions, expressions and reactions.
- **Personal Mastery:** We strive for personal mastery, which we define as the process of continual improvement. We continually seek to surpass our previous personal best.

- **Personal Integrity:** As individuals we seek to understand ourselves, be clear about what we believe and live those beliefs. Our words, and most importantly, our actions are congruent with our beliefs. Children will do as we do, not as we say.
- **Self-Esteem:** Our self-image and vision of our future have a major impact on how we function throughout life. We seek to acknowledge individual achievements, validate personal goals, recognize each member's uniqueness and encourage interpersonal and intrapersonal skill acquisition in order to foster development of self-esteem.

Standard D: The skills necessary to communicate effectively are taught.

WINGS Charter Middle School will teach students a range of effective communication skills. Reading and writing, verbal and non-verbal skills and listening skills will be specifically targeted in the intervention curriculum and will be integrated into the content classes.

- Remedial instruction and direct instruction in executive functioning skills in combination with a strong core of academic classes with abstract, complex ideas taught via hands-on, multi-sensory arts-based instruction that will allow students to graduate from WINGS Charter Middle School with the knowledge and skills to be successful when entering a four-year high school academic program
- The staff and students will utilize current technology on a daily basis. Students will be provided with age-appropriate technology curriculum that supports development of a variety of communication skills, including written and verbal.
- The importance of students acquiring the skills to enable them to be responsible citizens of their home, schools, and communities are emphasized
 - In accomplishing their project-learning goals students will be taught the executive functioning skills of planning and organization.
 - Instruction in the group process and multiple opportunities to work as a team will be provided.

AI. Educational Program

WINGS CHARTER MIDDLE School will combine state of the art intervention in reading, written language and math in combination with innovative instruction in the content areas of social science, science and literature for middle school students in the eight county area of the Magic Valley - Camas, Blaine, Lincoln, Gooding, Jerome, Twin Falls, Cassia and Minidoka.

The WINGS CHARTER MIDDLE SCHOOL curriculum is based on the theory that individuals learn best when they learn from their own personal experience. This is best described as the Constructivist Approach to learning. In addition, there is a belief that each individual's approach to learning can be described by the concept of Multiple Intelligences, i.e. (linguistic, mathematical, intrapersonal, interpersonal, bodily-kinesthetic, spatial, naturalistic and musical). This suggests that individuals learn more easily when they have the opportunity to use the "Intelligence(s)" or learning approach(es) they prefer. Pedagogical strategies that will be used at the school include: project based learning, integrated thematic curriculum units, authentic experience, inquiry-based instruction, integrated arts, personalized learning projects, enrichment sessions, and community service.

Project based learning: Each thematic unit at WINGS CHARTER MIDDLE SCHOOL ends with a final project created by either an individual or learner group. These projects are designed to provide the opportunity to apply learning to complex problems as well as to develop products that utilize written and oral expression, technology, the arts, math, language arts, social science and science. It requires the learners to learn how to undertake extended research, analyze the information and

synthesize the information into a presentation. It provides the learners an opportunity for self directed in-depth learning and allows them the experience of being an educator through their presentations. Finally, it provides an opportunity for the learners to practice time management in accomplishing the multiple facets of the task. These skills are needed for success both in high school, college, and the world beyond. An example of a final product for a math unit on geometry could be the construction of a new "Perrine Bridge". The learners would present their ideas in both a written and oral report. In addition, they would build a model of their innovative bridge and present it to the community during a learner exhibition.

Integrated Thematic curriculum units: To facilitate learning across subject areas, educators in core subject areas will collaborate to integrate classes around the unifying thematic unit when designing classes.

Integrated arts: Visual and performing arts are woven throughout the curriculum as a way to illuminate knowledge in the core subjects. Learners will be provided a similar opportunity to incorporate the arts into their final projects.

Authentic Experience: As the learners further develop, the school will provide them with "real world" opportunities to gain authentic experiences. One excellent example of this is the learner's participation in the school's mandatory community service program described below.

Inquiry-based instruction: Some learners learn best when they are posed a series of questions. They then must work alone, in groups, or with an educator in working through the questions to find the answer. This process allows the student to approach the question using his/her preferred "intelligence(s)". WINGS CHARTER MIDDLE SCHOOL will educate learners so they have the skills and knowledge base to solve their own problems when they become adults. Inquiry based education not only happens daily in the classroom, but will also be demonstrated in annual school events such as the "Science/Invention Fair".

Community Service: Community service is a vital and distinctive element of our curriculum. The community service requirement is designed to instill a sense of individual responsibility, social responsibility and civic responsibility. It enables learners to use newly found knowledge to solve community problems. The learners and WINGS CHARTER MIDDLE SCHOOL staff, based on current community needs and interaction with community and government leaders, will determine specifics of the program.

Personalized Learning Projects: While we realize we are a public school with limited resources, focus is nonetheless placed on providing opportunities for learners to individualize their education. Each year, every learner will be asked to create, with cooperation from his or her parents and educators, a Personalized Learning Project (PLP). The PLP is a project that extends the education of the learner in a way that is most meaningful because it is his/her choice and would hopefully connect with their community service efforts.

Enrichment: All students are given the opportunity to choose non-core curriculum courses called enrichment sessions. Enrichment sessions are taught by family and community volunteers. Enrichment topics may include but are not limited to sewing, auto mechanics, biking, cooking, electronics, robotics, computer graphics, science and visual and performing arts. These opportunities allow learners to expand the breadth of their education and perhaps identify a new passion to pursue. Emphasis will be placed on allowing students to explore future career opportunities with these enrichment sessions.

Curriculum: The curriculum will be developed primarily in the summer and fall of 2008 using monies from a Vision Grant that has been awarded to WINGS CHARTER MIDDLE SCHOOL by the Idaho State Department of Education. A curriculum consultant will be hired with expertise in developing engaging instructional activities to meet the needs of diverse learners who will work with the teachers and the principal to develop integrated curricular units of study.

Once the initial curricular units have been created curricular development will be an ongoing process directed by the administrator or their designee with the approval of the Board of Directors. The curriculum will be implemented and evaluated for effectiveness through observations of teachers and students. The curriculum of WINGS Charter Middle School will be comprised of a variety of learning areas including language arts, science, environmental studies, social studies, mathematics, visual and performing arts, foreign language, health/physical education, and technology.

Language Arts: The language arts goals are to develop learners who are effective communicators, who love literature, and who are lifelong readers and writers. Comprehension skills, vocabulary and grammar are integrated within a literature program. Writing includes a personal journal and creative and expository writing. Communication areas of focus include speaking, writing and presentation skills using modern technological tools.

Mathematics: The mathematics curriculum strives to develop learners who are able to use their math skills effectively and efficiently in real life settings. WINGS CHARTER MIDDLE SCHOOL's math curriculum will be driven by essential learnings that have been distilled from Idaho's State Board of Education mathematics framework standards and the National Council of Teachers of Mathematics standards.

Science: The science curriculum emphasizes hands-on experimentation and functional knowledge of scientific phenomena. While the specific disciplines are the same as presented in the Idaho State Board of Education Science framework (7th grade Life Science and 8th grade Earth Science), the school curriculum differs in several areas. This approach involves experimentation, field trips and visits from guest scientists and local experts. Major concepts are re-emphasized as appropriate and relevant to the interrelationship of disciplines.

Social Studies: This curriculum develops learners who understand that history and social science are about real people, in real places, solving problems relevant to the learners' own lives. Students understand the interrelationships between the peoples of the world and study the past as a background and prelude to the present.

Visual and Performing Arts: The goal here is that the learners embrace the values of arts appreciation including self and group expression in the visual arts, music, theater and dance. The curriculum strives to instill confidence in the learner's artistic self-expression and the appreciation of the artistry of others. Attempts will be made to ensure that each learner will be given the opportunity to participate in music, dance or movement activities, visual art techniques, and art forms as a primary means of expression.

Health and PE: WINGS Charter Middle School will provide an atmosphere that encourages all learners to enjoy physical activity and to incorporate it into their everyday lives. This program emphasizes "lifetime" or "individual" activities as well as "cooperative" sports to perpetuate the concept of lifelong activity.

Technology: The technology program includes learning tools such as computers, interactive video equipment, audio-visual aids, scientific equipment and networks linked to local and nationwide

resources. These tools will help students guide their own education. They support a child's natural way of learning both through individual and group discovery as well as seeking solutions to real life challenges.

Social Emotional Learning (SEL): The SEL program at WINGS CHARTER MIDDLE SCHOOL will be developed with the goal of teaching to the whole child. The development of the whole child is accomplished by integrating social and emotional concepts into each of the curricular areas at WINGS Charter Middle School. Social Emotional Learning is regarded as a community responsibility, owned by educators, learners, parents and other community members at large.

B. Educated Person and How Learning Occurs

Educated Person

In order to be prepared for the complex society of the 21st century, every child must be competent in the “core” academic disciplines of language arts, mathematics, social science, and science and be able to demonstrate skills and knowledge in the “non-core” disciplines of the arts, media literacy, and technology. They must be able to use these abilities to think critically and solve problems.

How Learning Best Occurs

The educational program of WINGS Charter Middle School is informed by research and several philosophies regarding teaching and learning and is based upon the teaching, parenting and professional therapeutic experiences of the charter school developers. Below is the outline of the philosophy and practices that guide our educational program.

The Educational Philosophy of WINGS Charter Middle School

Students will demonstrate high levels of achievement that prepare them for college or a profession of their choice when:

- A. Each child’s learning strengths are encouraged and weaknesses are addressed in all aspects of their schooling.
- B. The school supports the “whole child,” by collaborating with the family and any supporting professionals to meet the cognitive, social, emotional, and physical needs of every child.
- C. Teachers are actively engaged in a reflective and collaborative environment of on-going professional development focused on student achievement.

Each of these three areas are discussed in greater detail below.

A. Each child’s learning strengths are encouraged and weaknesses are addressed in all aspects of their schooling.

~~At the heart of the educational program of WINGS Charter Middle School is a belief that every student has a sea of learning strengths that must be nurtured and specific learning difficulties that can be remediated or accommodated. Accordingly, every student will have an Individualized Learning Plan (ILP) focusing on his/her unique needs, with goals ranging from core academics to developing social and organizational skills. The ILP’s will be collaboratively created with the student, his or her family members, and the WINGS CHARTER MIDDLE SCHOOL staff. This course of instruction will~~ Through the Response to Intervention teaming process detail goals and benchmarks for a student’s academic performance, as well as social, emotional, and physical strengths and challenges will be identified for all students at Wings Charter Middle School.

The WINGS Charter Middle School will utilize several methods for addressing students who are not meeting the ~~stated~~ outcomes ~~of their ILP’s~~ identified during Response to Intervention team meetings to include but not be limited to:

- Meeting with parents to examine the student's course of study and/or assessments from allied professionals
- Identifying what may be blocking the student's learning
- Outreaching to community experts, as needed and as fiscally possible, to ensure that the student is receiving the necessary supports and services that will allow him or her to reach the ~~stated WINGS Charter Middle School ILP~~ agreed upon outcomes.
- Using progress monitoring and questionnaires to determine appropriate interventions

B. The school supports the “whole child,” by collaborating with the family and any supporting professionals to meet the cognitive, social, emotional, and physical needs of every child.

The WINGS Charter Middle School charter school developers believe that the social, emotional, and physical development of a student cannot be separated from his/her academic performance. Therefore, the school will support the “whole child” by fostering a collaborative relationship between school and family.

The student must be seen in the context of his or her family and the family must have ample opportunity to be involved in their student's education. Opportunities for family participation at the WINGS Charter Middle School will include allowing parents the opportunity to provide information regarding the student's social, medical, developmental, and academic history for integration into a “case history” for their child and supporting the student's learning by co-designing the student's course of study and may further include:

- Participating in and attending school functions, such as workshops and school social events.
- Providing input to teachers and administrators regarding curriculum.
- Volunteering time and resources to the school in multiple forms.
- Attending student exhibitions.

C. Teachers are actively engaged in a reflective and collaborative environment of on-going professional development focused on student achievement.

The WINGS Charter Middle School Charter school developers believe that schools are only as strong as their teaching faculty. Core goals at WINGS Charter Middle School are to:

- Ensure professionalism of teaching by establishing a culture that fosters professional development.
- Staff participation in professional development-training opportunities before each school year begins. Professional development opportunities will be designed so teachers will work together to refine curriculum and define focus areas for the school year based upon the past year's student achievement data and other current issues that may impact the coming school year.
- Build in a reflection week in the middle and at the end of the school year for teachers to meet with parents and reflect on the achievement of their students and themselves. Teachers will be given time daily to collaborate, prepare lessons and/or communicate with families.

Skills and Knowledge: The curriculum used to teach skills and knowledge at WINGS Charter Middle School shall contain one or more of the following elements:

Criteria I

Remedial learning activities designed for students who are one to two years below grade level shall contain the following elements:

- The use of research- based intervention programs

- Instructional delivery methods that use research-based pedagogy
- Teacher knowledge of the strengths and weaknesses of the student's cognitive processes
- Intervention programs designed to match the student's cognitive strengths and weaknesses
- Instructional staff who have a working knowledge of the student's social-emotional status

In addition, WINGS CHARTER MIDDLE SCHOOL will strive to develop a program with the following elements:

- Parental instruction in strategies that will assist the student in his practice at home
- The compilation of a developmental, academic, medical and social history on each student
- Monitoring for the need for further evaluation in an allied area, e.g. language, occupational therapy, physical therapy or psychological evaluations, when indicated
- Consultations from allied professionals as needed to assist in meeting each student's individual needs.
- Self-advocacy instruction for the students including knowledge of their own strengths and weaknesses and ways to advocate for themselves.
- Incorporation of active input from a parent-student advisory committee
- A learning environment conducive to all students being valued and learning where teachers can be effective in teaching.
- Direct instruction in the meta-cognitive skills of organization, time management and planning
- Efforts will be made to hire instructors who are highly qualified in their specialized teaching area and/or Special Education and have experience in working with the learning disabled child.
- Ensure that the instructional setting is appropriate and effective regarding:
 - Student-teacher ratios striving to be less than 20:1
 - Sufficient equipment and curriculum
 - Safety
 - Facility maintenance

Criteria II

Intervention instructors and general education instructors will work together to ensure that all hands on, integrated projects will have the skill areas of math, reading and written language infused into them at each student's level of competence to the maximum extent.

The outcomes of these strategies will be students who:

1. Have made individual growth towards proficiency at grade level and/or shown growth by moving one level on ISAT's or end of year curriculum assessments
2. Are prepared to enter the next grade level
3. Have the leadership and interpersonal skills necessary for life success
4. Have the skills necessary for learning success when entering high school and beyond

D. Delivery of Services to Students With Disabilities

Pursuant to the federal Individuals with Disabilities Education Act, Section 33-5205(3)(q), Idaho Code, to deliver services to students who are not already identified as having a disability and/or are currently not on an IEP Child Find activities shall include the following:

- Students will be screened by their general education teacher, or other WINGS CHARTER MIDDLE SCHOOL staff as needed if adequate progress is not made, to determine the potential need for possible Special Education services.
- All students identified through the screening process will be referred to a problem solving team of WINGS CHARTER MIDDLE SCHOOL staff, in consultation with the student's parents, to develop general education interventions, accommodations, and strategies to determine if they can be successful with these supports. If it is determined that it is not likely the student will be successful with accommodations then a referral for a special

education evaluation will be considered by a multi-disciplinary team which includes parents.

Special Education Services

WINGS Charter Middle School will provide a Special Education Program in accordance with federal and state regulations and guidelines. Specifically, WINGS CHARTER MIDDLE SCHOOL will serve students with special needs in accordance with IDEA and Section 504. Further, WINGS CHARTER MIDDLE SCHOOL adopts and complies with the current Idaho Special Education manual from the State Department of Education. This manual reflects IDEA guidelines and Special Education best practices. WINGS CHARTER MIDDLE SCHOOL Special Education director will be the IDEA, Section 504, and ADA Compliance officer. WINGS CHARTER MIDDLE SCHOOL will ensure that students who are disabled within the definition of IDEA, Section 504, and ADA are identified, evaluated and provided with appropriate educational services. At the time that students are being referred for a special education evaluation or are known to have a disability and an I.E.P., parents will be given a copy of procedural safeguards. The procedural safeguards will be those outlined in the current Idaho Special Education Manual which addresses all aspects of Special Education, including identification, evaluation, and delivery of services and Disciplinary Procedures.

Disciplinary Procedures for Special Education Students

The discipline procedures adopted in the Idaho Special Education Manual will be utilized in disciplinary matters for students with disabilities attending WINGS CHARTER MIDDLE SCHOOL. These adopted policies and procedures will meet the requirements of IDEA, Section 504, and ADA.

WINGS CHARTER MIDDLE SCHOOL endorses the parent involvement goals of Title I and encourages the regular participation of parents of Title I eligible students in all aspects of the program. The education of students is viewed as a cooperative effort among the parents, school, and community.

Pursuant to federal law WINGS CHARTER MIDDLE SCHOOL will develop jointly with, agree upon with, and distribute to parents of students participating in the Title I program a written parent involvement policy. WINGS CHARTER MIDDLE SCHOOL parents will be notified at the beginning of the school year if the school is identified for Title I school improvement, the reasons for that designation, how the school is addressing the achievement problem, how parents can help address the problem, and the option they have as parents to transfer their student to another public school with transportation provided. At the required annual meeting of Title I parents, parents will have opportunities to participate in the design, development, operation, and evaluation of the program for the next school year. Proposed activities to fulfill the requirements necessary to address the requirements of parental involvement goals will be presented.

Meetings

In addition to the required annual meeting, at least three (3) additional meetings will be held at various times of the day and/or evening for parents of students participating in the Title I program. These meetings will be used to provide parents with:

1. Information about programs provided under Title I;
2. A description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;
3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their students; and
4. The opportunity to bring parent comments, if they are dissatisfied with the school's Title I program, to the school level.

Title I funding, if sufficient, may be used to facilitate parent attendance at meetings, through payment of transportation and childcare costs.

School-Parent Compact

WINGS CHARTER MIDDLE SCHOOL will use Title I funds to develop jointly with parents of students served in the program a "School-Parent Compact" outlining the manner in which parents, school staff, and students share the responsibility for improved student academic achievement in meeting state standards. The "School-Parent Compact" will:

1. Describe the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment enabling students in the Title I program to meet the state's academic achievement standards;
2. Indicate the ways in which each parent will be responsible for supporting their student's learning, such as monitoring attendance, homework completion, and television watching; volunteering in the classroom; and participating, as appropriate, in decisions related to their student's education and positive use of extracurricular time; and
3. Address the importance of parent-teacher communication on an ongoing basis with, at minimum, parent-teacher conferences, frequent reports to parents, and reasonable access to staff.

Guidelines and Responsibilities

In order to achieve the level of Title I parent involvement desired by Charter School policy on this topic, these procedures guide the development of each school's annual plan designed to foster a cooperative effort among parents, school, and community.

1. *Guidelines*: Parent involvement activities developed through every grade level will include opportunities for:
 - a. Volunteering;
 - b. Parent education;
 - c. Parents to provide social, developmental, and academic histories for their children as they pertain to their Individualized Learning Plan (ILP);
 - d. Home support for the student's education; and
 - e. Parent participation in school decision making.

The school system will provide opportunities for professional development and resources for staff and parents/community regarding effective parent involvement practices.

2. *Roles and Responsibilities*
 - a. Parents. It is the responsibility of the Title I parents to:
 - 1) Actively communicate with school staff;
 - 2) Be aware of rules and regulations of school;
 - 3) Take an active role in the student's education by reinforcing at home the skills and knowledge the student has learned in school; and
 - 4) Utilize opportunities for participation in school activities.
 - b. Staff. It is the responsibility of staff to:
 - 1) Develop and implement a school plan for parent involvement;
 - 2) Promote and encourage parent involvement activities;
 - 3) Effectively and actively communicate with all parents about skills, knowledge, and attributes students are learning in school and suggestions for reinforcement;
 - 4) Send information to parents of Title I students in a format and, to the extent practicable, in a language the parents can understand.

- c. Community. Community members who volunteer in the schools have the responsibility to:
 - 1) Be aware of rules and regulations of the school;
 - 2) Utilize opportunities for participation in school activities.

- d. Administration. It is the responsibility of the administration to:
 - 1) Facilitate and implement the Title I Parent Involvement Policy and Plan;
 - 2) Provide training and space for parent involvement activities;
 - 3) Provide resources to support successful parent involvement practices;
 - 4) Provide in-service education to staff regarding the value and use of contributions of parents and how to communicate and work with parents as equal partners;
 - 5) Send information to parents of Title I students in a format and, to the extent practicable, in a language the parents can understand.

Gifted and Talented Program

Section 33-2001, Idaho Code describes gifted/talented students as "...those students who are identified as possessing demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic, or leadership areas, or ability in the performing or visual arts and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities." All public schools, including charter schools, must identify and serve gifted/talented students.

By law, WINGS CHARTER MIDDLE SCHOOL is required to provide for special instructional needs of gifted and talented students enrolled in WINGS CHARTER MIDDLE SCHOOL. The Board, in conjunction with the Principal and staff, will develop the State required plan for WINGS CHARTER MIDDLE SCHOOL's gifted/talented program. The Plan will include a philosophy statement, definition of giftedness, program goals, program options, identification procedures and a program evaluation. WINGS CHARTER MIDDLE SCHOOL's initial plan will be submitted to the Department of Education. Pursuant to State Board mandate, the Plan will be updated every three (3) years.

The Board designates the Principal to be responsible for development, supervision and implementation of WINGS CHARTER MIDDLE SCHOOL's gifted and talented program. Such program will include, but not be limited to, the following:

1. Expansion of academic attainments and intellectual skills;
2. Stimulation of intellectual curiosity, independence and responsibility;
3. Development of a positive attitude toward self and others; and
4. Development of originality and creativity.

The Principal/Designee will establish procedures consistent with state guidelines for screening, nominating, assessing, and selecting students of demonstrated achievement, or potential ability in terms of general intellectual ability and academic aptitude.

Limited-English Proficiency (LEP) Program

WINGS CHARTER MIDDLE SCHOOL anticipates an enrollment ranging from 80-240 students. The ethnic minority in Twin Falls County, and consequently WINGS CHARTER MIDDLE SCHOOL is Hispanic. WINGS CHARTER MIDDLE SCHOOL anticipates limited-English proficient (LEP) students to make up 10-20% of total enrollment. WINGS CHARTER MIDDLE SCHOOL will provide an appropriately planned instructional program for identified students whose dominant language is not English. The purpose of the program is to increase the English proficiency of eligible students,

so they can attain academic success. Students that have limited English proficiency (LEP) will be identified, assessed, and provided appropriate services.

WINGS CHARTER MIDDLE SCHOOL will maintain an effective means of outreach to encourage parental involvement in the education of their students. This will be accomplished at the beginning of each school year. WINGS CHARTER MIDDLE SCHOOL will enlist the services of an interpreter to communicate with non-English speaking parents, as required by law. Parents will also regularly be apprised of their student's progress.

Progression of Student through LEP program: The Principal/designee will implement, supervise and disseminate written procedures regarding an LEP program which will:

1. Identify and assist LEP students.
2. Create a plan to quickly emerge student in the English language.
3. Transition LEP students through the program with fluency as quickly as possible.
4. Set attainable goals for students to meet.

LEP Program Goals and Procedures: WINGS CHARTER MIDDLE SCHOOL's Principal/designee will also oversee appropriate LEP instruction and compliance with applicable laws and regulations, by ensuring implementation and adherence to the following programs and procedures:

1. Program Goals

Students whose dominant language is not English may enroll in WINGS CHARTER MIDDLE SCHOOL. Students will have access to and be encouraged to participate in all academic and extracurricular activities of WINGS CHARTER MIDDLE SCHOOL. Students will be identified by teacher or parent referral or by prior school records as an L.E.P. They will be given the I.E.L.A. and if confirmed to be L.E.P., identified students will be provided an appropriate, planned instructional program, which may include one-on-one education with a para-professional.

2. Student Enrollment Procedures

WINGS CHARTER MIDDLE SCHOOL will establish the following procedure for identifying students whose language is not English.

- a. WINGS CHARTER MIDDLE SCHOOL will have registration cards for every new student that includes at least the question: What is the primary language spoken in the home?
- b. If a response is any language other than English, WINGS CHARTER MIDDLE SCHOOL will send a School/Home Language Survey (HLS) home to the parents, or have an interpreter contact the parent to complete a Home Language Survey.
- c. If the survey comes back indicating that a student may be LEP, they will be tested with the English Language Learners (ELL) Placement test within 30 days of registration or with 2 weeks (15 days) of entry into the school (if during the school year).
- d. If the student tests less than proficient on the ELL Placement test, then a letter will be sent home to the parents indicating that their child was identified as needing specific English language services. The parent will then be given the opportunity to waive or accept services to improve English skills
- e. If the parent does not waive the LEP services for his/her child, the student will be placed in a program of "high quality language instruction, based on scientifically-based research."
- f. Once a student tests proficient on the ELL test, they will be exited from the LEP program and monitored for two years. Students on monitoring status will be coded LEPX on the ISAT and still counted for state and Federal funding purposes.

- g. Those students whose parents waive the services may not be considered LEP for state and Federal funding purposes and ISAT coding. However, they are still ELL and will still be served according to their needs.
3. Assessment Procedures for Program Entrance and Measurement of Progress
- a. WINGS CHARTER MIDDLE SCHOOL testing coordinator will oversee compliance with the requirements of “No Child Left Behind (NCLB)” by administering Idaho English Language Assessment (IELA) to determine a student’s proficiency in the English language once they have been placed in the LEP program. This will enable WINGS CHARTER MIDDLE SCHOOL to comprehensively and accurately track LEP student growth.
 - b. LEP students will take the IELA in addition to the ISAT or other state content assessment tests administered to students statewide.
 - c. The IELA will be given using pencil and paper.
 - d. WINGS CHARTER MIDDLE SCHOOL will study the results of IELA and ISAT tests to set standards and objectives for raising LEP students’ level of English proficiency.
 - e. WINGS CHARTER MIDDLE SCHOOL’s testing coordinator, having been trained in the pre-identification process, will identify all eligible LEP students so labels can be generated and the correct number of tests (by grade span) can be shipped to WINGS CHARTER MIDDLE SCHOOL.
 - f. The pre-identification will take place through the same secure website of the ELL placement test.
 - g. WINGS CHARTER MIDDLE SCHOOL’s testing coordinator will administer the IELA each spring (approximately Feb. through April).
 - h. WINGS CHARTER MIDDLE SCHOOL plans to use the following state adopted Idaho English Language Development Level Descriptors:

Level 1 – Beginning

Students performing at mastery of this level of English language proficiency begin to demonstrate basic communication skills. They can understand brief, very simple speech on familiar topics, with visual support. They can respond to simple social talk and academic instruction by using gestures or a few words or phrases, or very simple subject-predicate sentences. With assistance, they can read very brief text with simple sentences and familiar vocabulary, supported by graphics or pictures. They can write words, phrases and very simple sentences. They exhibit frequent errors in pronunciation, grammar, and writing conventions that often impede meaning.

Beginning was chosen to reflect the skill level of English learners as they are just beginning to learn English; it refers to the mastery level after roughly six months of English language development (ELD) instruction.

Level 2 - Advanced Beginning

Students performing at mastery of this level of English language proficiency communicate with increasing ease in a greater variety of social and academic situations. They can understand brief, simple speech on mostly familiar topics, and need visual support. They can engage in basic social talk and academic instruction by using phrases or simple subject-predicate sentences. With assistance, they can read brief text with simple sentences and mostly familiar vocabulary, supported by graphics or pictures. They can write phrases and simple sentences. They exhibit frequent errors in pronunciation, grammar, and writing conventions that often impede meaning.

Advanced Beginning was chosen for the second level because Objectives at that level generally reflect advancement of skills above the Beginning level rather than lack of skills below the Intermediate level.

Level 3 - Intermediate

Students performing at mastery of this level of English language proficiency begin to expand the complexity and variety of their communication skills. They can understand speech on familiar and some unfamiliar topics, and may need some visual support. They can engage in social talk and academic instruction using increasingly detailed sentences. They can independently read simple text with mostly familiar vocabulary, and can read more complex text supported by graphics or pictures. They can write simple texts with support. They exhibit fairly frequent errors in pronunciation, grammar, and writing conventions that may impede meaning.

Intermediate tends to be a major benchmark in ELD progress; English learners with proficiency at this level can learn in various content areas in a mainstream classroom as long as the teacher provides appropriate support.

Level 4 - Early Fluent

Students performing at mastery of this level of English language proficiency communicate adequately in complex, cognitively demanding situations. They can understand social and academic speech at their grade level, and may need some visual support for unfamiliar topics. They can engage in social talk and academic instruction using detailed sentences and expanded vocabulary. They can write texts near grade level. They exhibit some errors in pronunciation, grammar, and writing conventions that usually do not impede meaning.

Level 5 - Fluent

Students performing at mastery of this level of English language proficiency communicate effectively with various audiences on a wide range of topics, though they may need further enhancement and refinement of English language skills to reach the native level of their peers. They can understand a variety of social and academic speech at their grade level. They can engage in social talk and academic instruction using varied sentence structures and vocabulary appropriate to the context. They can independently read grade-level text, including technical text. They can write expanded texts appropriate to their grade level. They may exhibit a few errors in pronunciation, grammar, and writing conventions that do not impede meaning.

Early Fluent and **Fluent** reflect the practice of considering English learners at these levels for redesignation as Fluent English Proficient status (based on a variety of appropriate measures).

4. Transition/Exit out of LEP Program

WINGS CHARTER MIDDLE SCHOOL will exit students out of the LEP program when they: Score at the Fluent level overall (5) and at the Early Fluent level or above (EF+) on each domain tested on the IELA; AND one of the following:

Idaho Standards Achievement Tests (ISATs) score that meets the “Basic” level; OR

Demonstrate access to mainstream content curriculum in one of the following ways:

- Consistent proficient scores on grade level benchmark unit assessments; or
- Qualified teacher observations that are based on language proficiency benchmarks and criteria, with supporting portfolio of student classroom work.

A student should not necessarily be kept in an LEP program if they are deemed “proficient” on the IELA, but are not yet at the “proficient” level on the ISAT. These are two different measures of achievement and have two different definitions.

Taking into consideration the State recommended exit criteria, WINGS CHARTER MIDDLE SCHOOL will detail their district exit criteria on their annual LEP Plans which are approved by Board and submitted to the LEP Program manager June 30th of each year.

E. Plan for Dual Enrollment Participation

Students enrolled in WINGS CHARTER MIDDLE SCHOOL will be allowed to participate in dual enrollment with traditional public schools as required by Idaho Code 33-203. Dual enrollment options will be subject to district procedures as allowed in Idaho Code 33-203 (1).

Parents will be provided information concerning dual enrollment options and requirements. State funding of a dually enrolled student will be only to the extent of the student's participation in the public school programs.

TAB IV

A. Measurable Student Educational Standards
Ref. Idaho Code 33-5202 (3) (b)

~~Sixty percent (60%) of students in attendance for a period of two consecutive years at WINGS CHARTER MIDDLE SCHOOL will improve their personal scores in all aspects of the following assessment, which will ultimately improve WINGS CHARTER MIDDLE SCHOOL's overall scoring:-~~

- ~~• ISAT assessment, Grades 6-8~~

~~WINGS CHARTER MIDDLE SCHOOL's has established educational standards is for all students. For the sake of data collection and monitoring, who are enrolled continuously enrolled students are defined as any student who is enrolled by from the beginning of the school year October 15th of the current school year and participates in the required testing. The academic educational standards include the following standards; to show annual academic improvement as measured by: As measured using the Idaho Growth Model and the Star ratings calculations:~~

- ~~1. 60% of students in grade 7 who have been enrolled in WINGS CHARTER MIDDLE SCHOOL for at least one full calendar year will show individual growth of 10% or more on standard ISAT Reading assessment. 70% of the continuously enrolled students will have a Student Growth Percentile (SGP) that is equal to or greater than their Adequate Growth Percentile (AGP) in the area of reading. (Note: In 2012 this percentage was 50%.)~~
- ~~2. 65% of students in grade 8 who have been enrolled in WING CHARTER MIDDLE SCHOOL for at least two full calendar years will show individual growth of 10% or more on the 8th grade ISAT Reading assessment scores from the previous year's scores or make AYP through Safe Harbor. 60% of the continuously enrolled students will have a Student Growth Percentile (SGP) that is equal to or greater than their Adequate Growth Percentile (AGP) in the area of math. (Note: In 2012 this percentage was 18%.)~~
- ~~3. 60% of students in grade 7 who have been enrolled in WINGS CHARTER MIDDLE SCHOOL for at least one full calendar year will show individual growth of 10% or more on standard ISAT Math assessment. 60% of the continuously enrolled students will have a Student Growth Percentile (SGP) that is equal to or greater than their Adequate Growth Percentile (AGP) in the area of language. (Note: In 2012 this percentage was 20%.)~~
- ~~4. 65% of students in grade 8 who have been enrolled in WING CHARTER MIDDLE SCHOOL for at least two full calendar years will show individual growth of 10% or more on the 8th grade ISAT Math assessment scores from the previous year's scores or make AYP through Safe Harbor. The reading, math and language median SGP for Wings Charter School will be equal to or greater than that of other Magic Valley Middle Schools where our students would be attending. Those schools include Robert Stuart Middle School, Twin Falls Bridge Academy, Jerome Middle School, Filer Middle School, Kimberly Middle School.~~
- ~~5. Wings Charter Middle School overall Star Rating will be equal to or greater than 54 points.~~
- ~~6. 50% of Wings Charter Middle School students will achieve a SGP of 50 or greater.~~

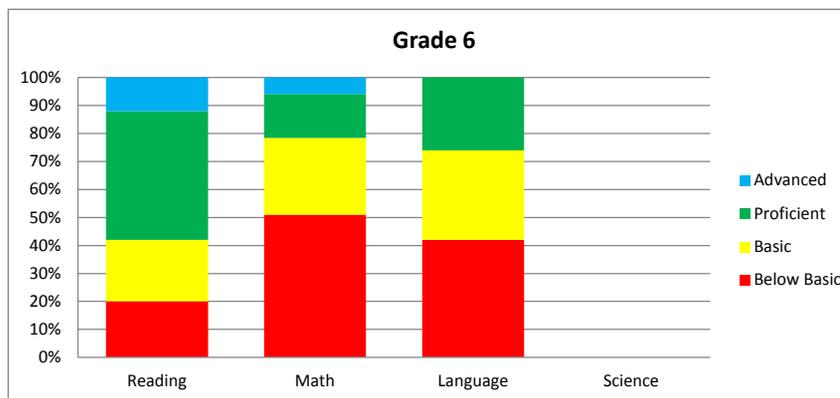
- ~~4.1. Personal Goal: 75% of continuously enrolled students will show personal growth as measured by a pre/post skills inventory.~~

September 20, 2012

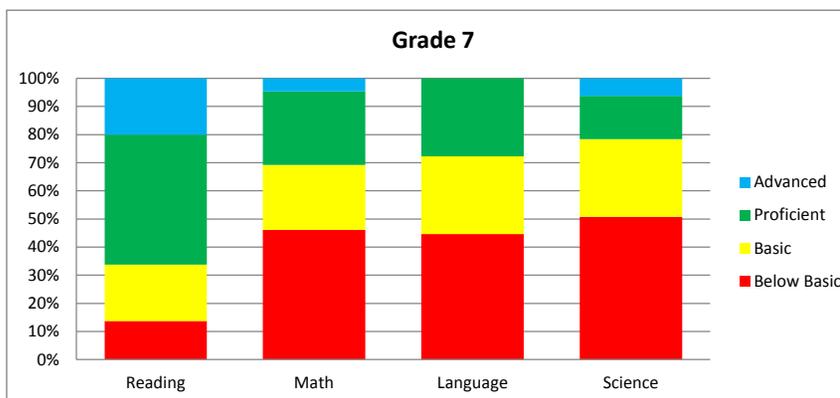
WINGS School Charter |
Tab IV |

B. Measurement of Student Progress
Ref. Idaho Code 33-5205 (3) (c) and (d)

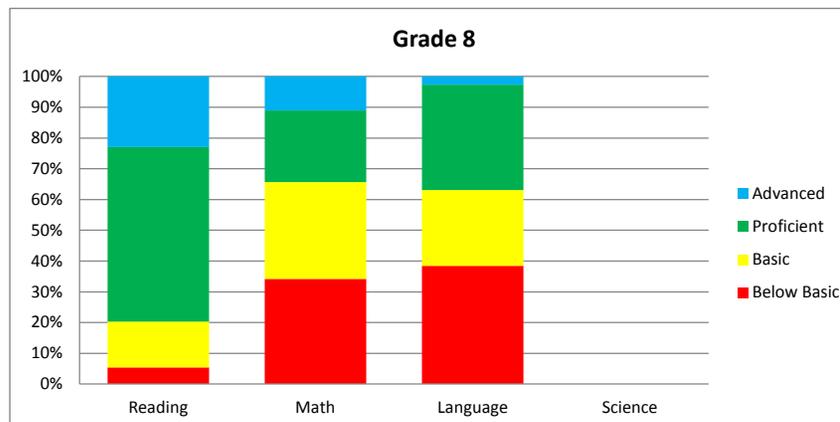
Grade 6	Reading	Math	Language	Science
Below Basic	20	51	42	
Basic	22	27.5	32	
Proficient	46	15.7	26	
Advanced	12	5.9	0	



Grade 7	Reading	Math	Language	Science
Below Basic	13.8	46.2	44.6	50.8
Basic	20	23.1	27.7	27.7
Proficient	46.2	26.2	27.7	15.4
Advanced	20	4.6	0	6.2

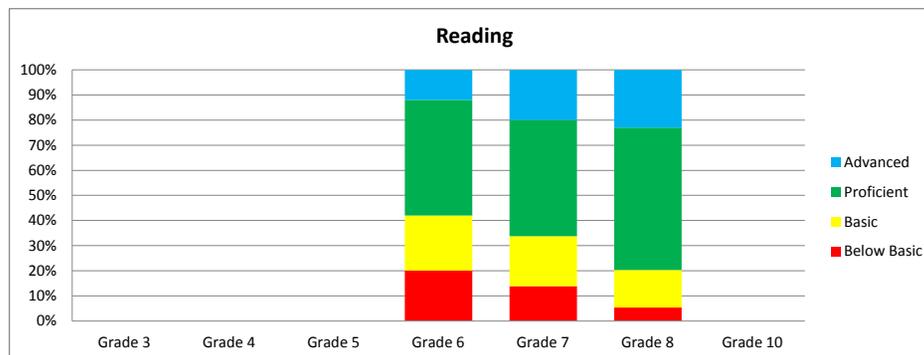


Grade 8	Reading	Math	Language	Science
Below Basic	5.4	34.2	38.4	
Basic	14.9	31.5	24.7	
Proficient	56.8	23.3	34.2	
Advanced	23	11	2.7	

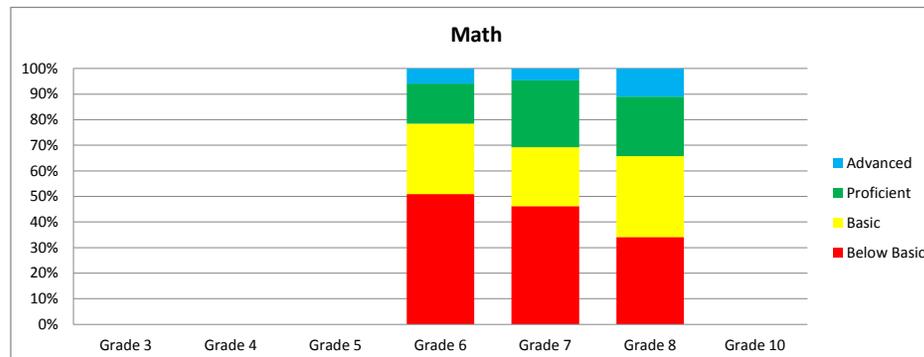


September 20, 2012

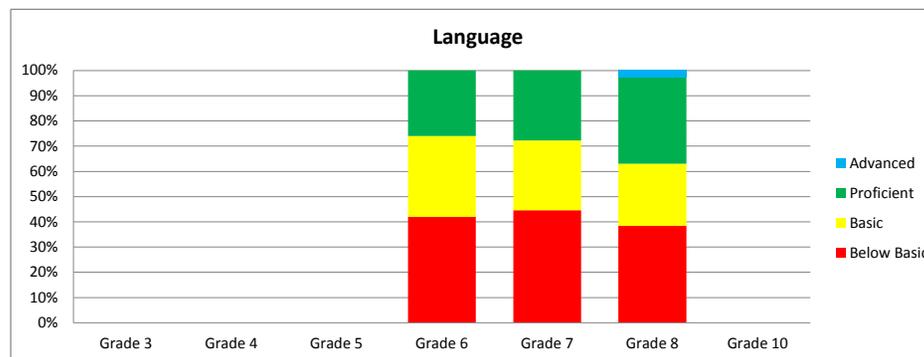
Reading	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic	#N/A	#N/A	#N/A	20	13.8	5.4	#N/A
Basic	#N/A	#N/A	#N/A	22	20	14.9	#N/A
Proficient	#N/A	#N/A	#N/A	46	46.2	56.8	#N/A
Advanced	#N/A	#N/A	#N/A	12	20	23	#N/A



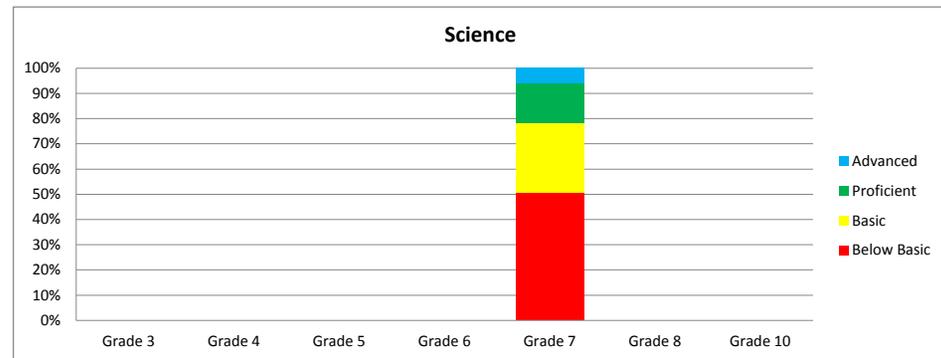
Math	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic	#N/A	#N/A	#N/A	51	46.2	34.2	#N/A
Basic	#N/A	#N/A	#N/A	27.5	23.1	31.5	#N/A
Proficient	#N/A	#N/A	#N/A	15.7	26.2	23.3	#N/A
Advanced	#N/A	#N/A	#N/A	5.9	4.6	11	#N/A



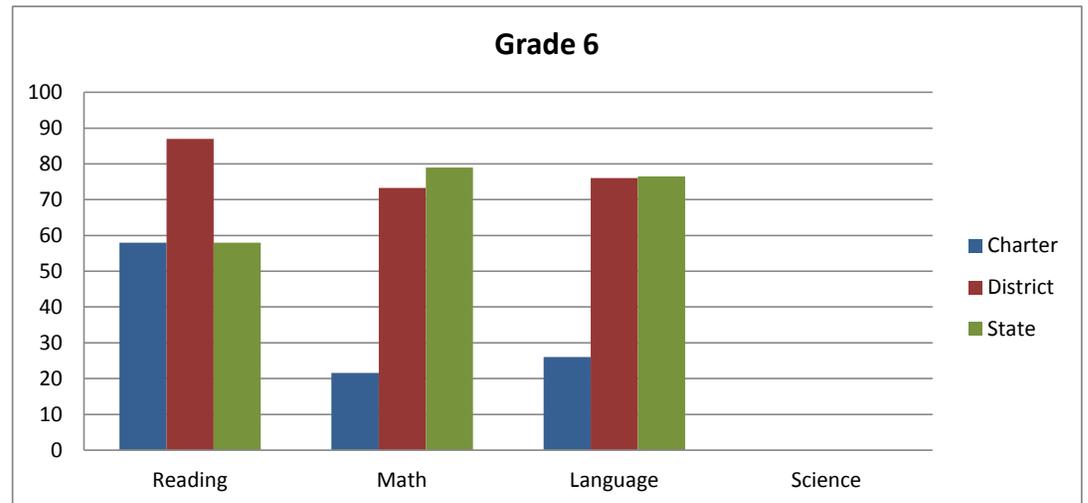
Language	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic	#N/A	#N/A	#N/A	42	44.6	38.4	#N/A
Basic	#N/A	#N/A	#N/A	32	27.7	24.7	#N/A
Proficient	#N/A	#N/A	#N/A	26	27.7	34.2	#N/A
Advanced	#N/A	#N/A	#N/A	0	0	2.7	#N/A



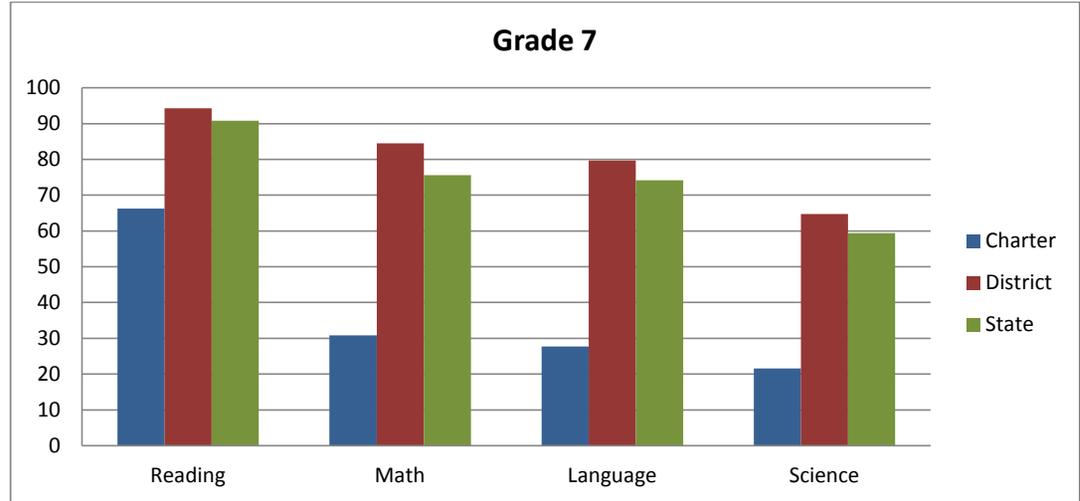
Science	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic			#N/A		50.8		#N/A
Basic			#N/A		27.7		#N/A
Proficient			#N/A		15.4		#N/A
Advanced			#N/A		6.2		#N/A



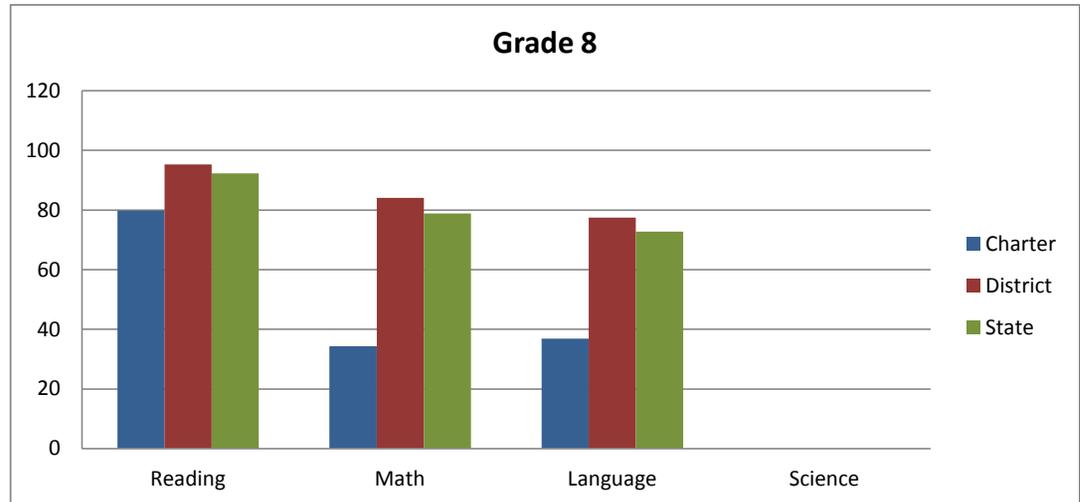
Grade 6	Reading	Math	Language	Science
Charter	58	21.6	26	
District	87	73.3	76	
State	58	79	76.5	



Grade 7	Reading	Math	Language	Science
Charter	66.2	30.8	27.7	21.6
District	94.3	84.5	79.7	64.7
State	90.8	75.6	74.2	59.4

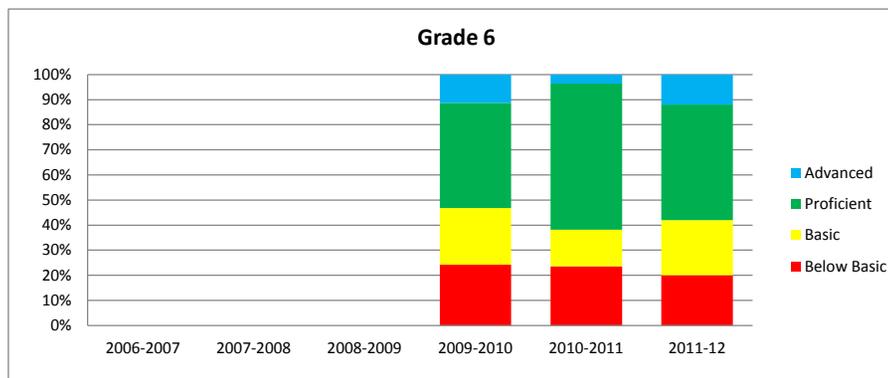


Grade 8	Reading	Math	Language	Science
Charter	79.8	34.3	36.9	
District	95.3	84.1	77.5	
State	92.3	78.8	72.8	

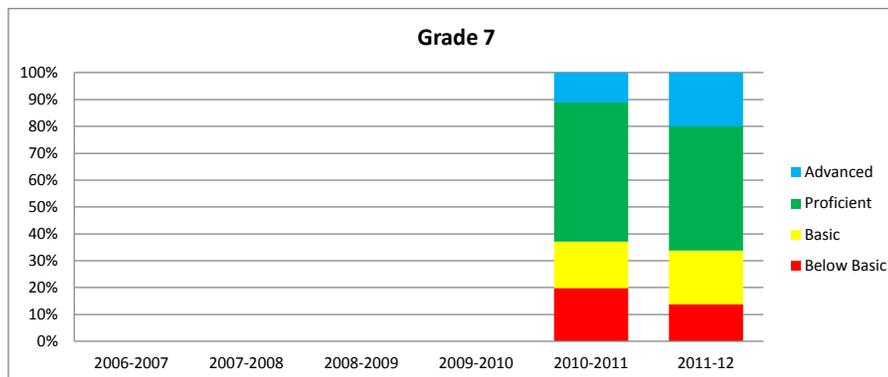


September 20, 2012

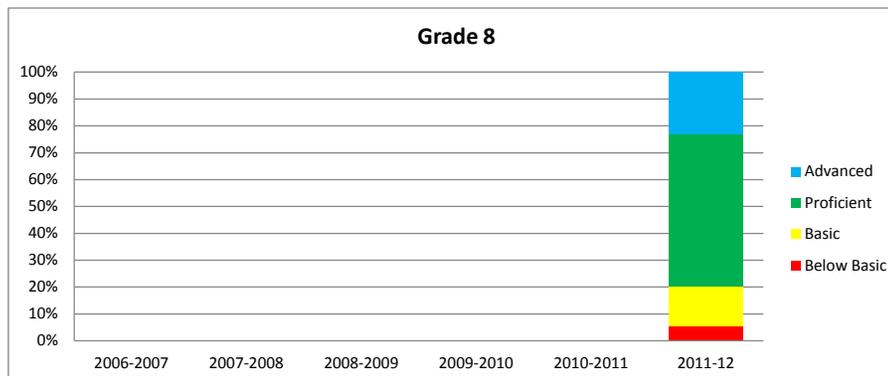
Reading Grade 6	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-12
Below Basic	#N/A	#N/A	#N/A	24.2	23.6	20
Basic	#N/A	#N/A	#N/A	22.6	14.5	22
Proficient	#N/A	#N/A	#N/A	41.9	58.2	46
Advanced	#N/A	#N/A	#N/A	11.3	3.6	12



Reading Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-12
Below Basic	#N/A	#N/A	#N/A	#N/A	19.8	13.8
Basic	#N/A	#N/A	#N/A	#N/A	17.3	20
Proficient	#N/A	#N/A	#N/A	#N/A	51.9	46.2
Advanced	#N/A	#N/A	#N/A	#N/A	11.1	20

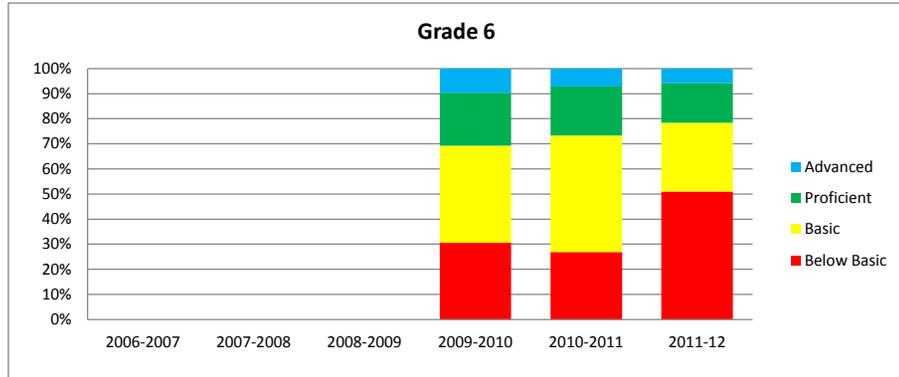


Reading Grade 8	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-12
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A	5.4
Basic	#N/A	#N/A	#N/A	#N/A	#N/A	14.9
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A	56.8
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A	23

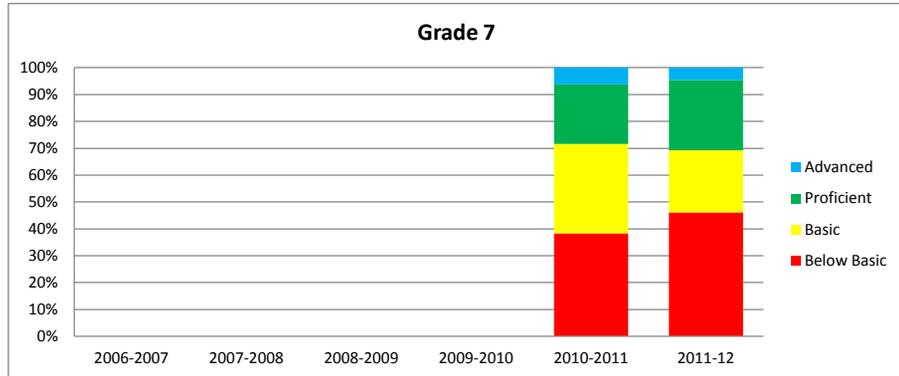


September 20, 2012

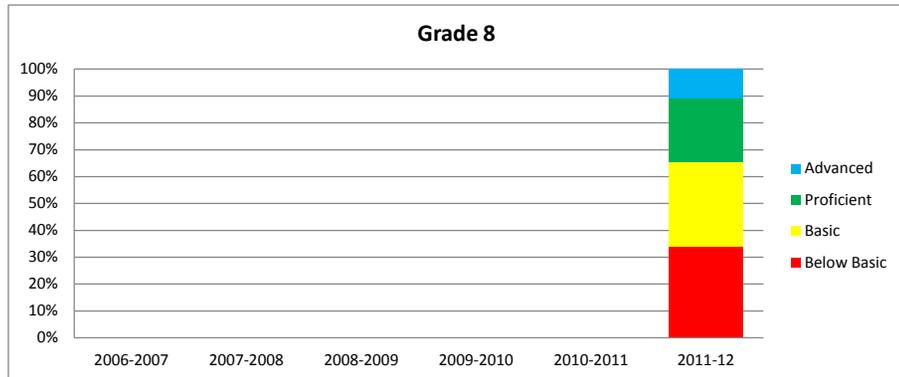
Math Grade 6	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-12
Below Basic	#N/A	#N/A	#N/A	30.6	26.8	51
Basic	#N/A	#N/A	#N/A	38.7	46.4	27.5
Proficient	#N/A	#N/A	#N/A	21	19.6	15.7
Advanced	#N/A	#N/A	#N/A	9.7	7.1	5.9



Math Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-12
Below Basic	#N/A	#N/A	#N/A	#N/A	38.3	46.2
Basic	#N/A	#N/A	#N/A	#N/A	33.3	23.1
Proficient	#N/A	#N/A	#N/A	#N/A	22.2	26.2
Advanced	#N/A	#N/A	#N/A	#N/A	6.2	4.6

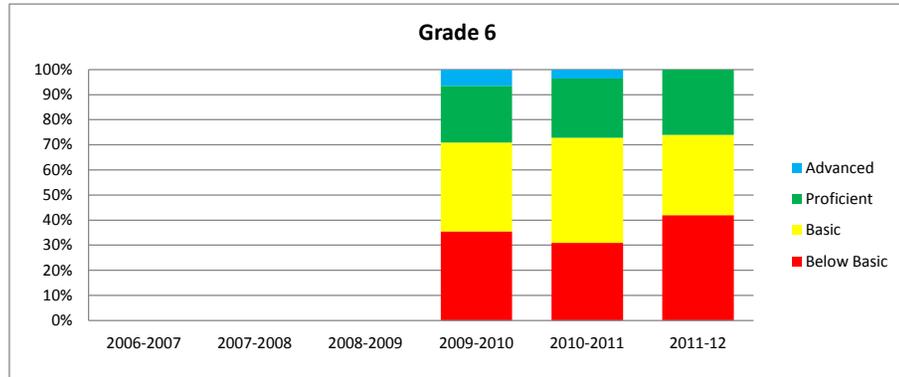


Math Grade 8	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-12
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A	34.2
Basic	#N/A	#N/A	#N/A	#N/A	#N/A	31.5
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A	23.3
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A	11

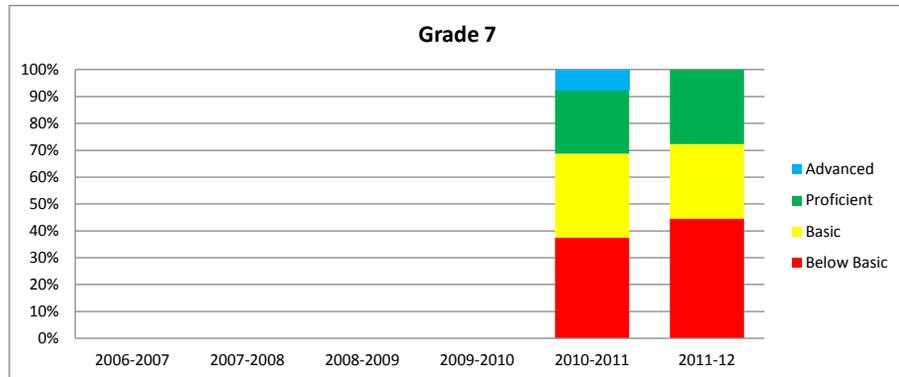


September 20, 2012

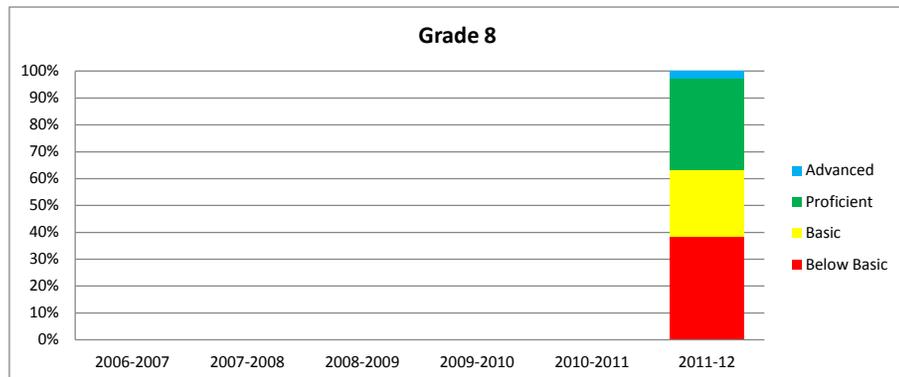
Language Grade 6	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-12
Below Basic	#N/A	#N/A	#N/A	35.5	30.9	42
Basic	#N/A	#N/A	#N/A	35.5	41.8	32
Proficient	#N/A	#N/A	#N/A	22.6	23.6	26
Advanced	#N/A	#N/A	#N/A	6.5	3.6	0



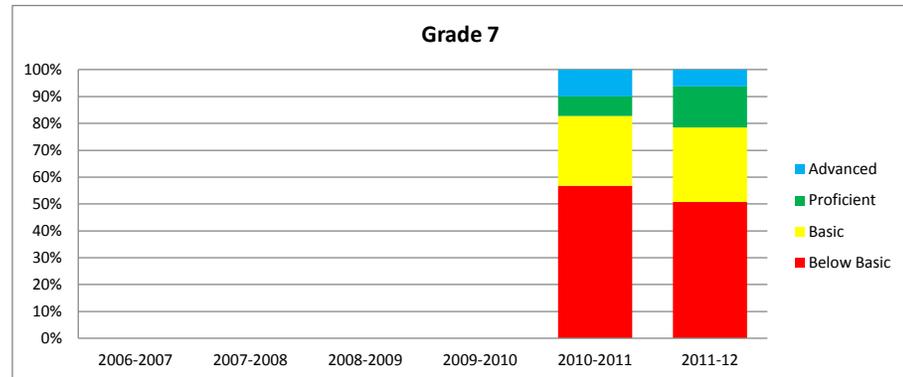
Language Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-12
Below Basic	#N/A	#N/A	#N/A	#N/A	37.5	44.6
Basic	#N/A	#N/A	#N/A	#N/A	31.3	27.7
Proficient	#N/A	#N/A	#N/A	#N/A	23.8	27.7
Advanced	#N/A	#N/A	#N/A	#N/A	7.5	0



Language Grade 8	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-12
Below Basic	#N/A	#N/A	#N/A	#N/A	#N/A	38.4
Basic	#N/A	#N/A	#N/A	#N/A	#N/A	24.7
Proficient	#N/A	#N/A	#N/A	#N/A	#N/A	34.2
Advanced	#N/A	#N/A	#N/A	#N/A	#N/A	2.7

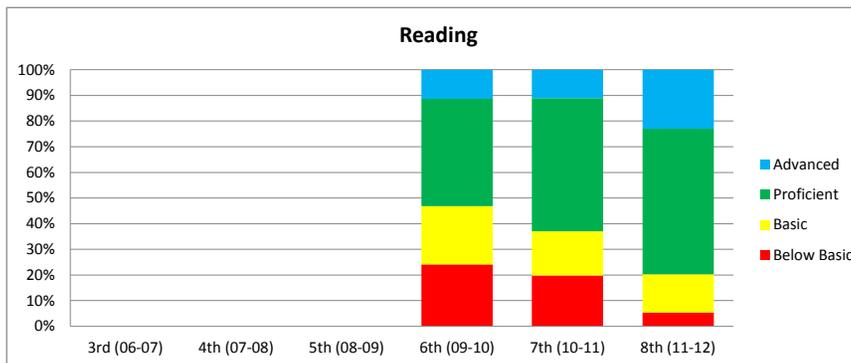


Science Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-12
Below Basic	#N/A	#N/A	#N/A	#N/A	56.8	50.8
Basic	#N/A	#N/A	#N/A	#N/A	25.9	27.7
Proficient	#N/A	#N/A	#N/A	#N/A	7.4	15.4
Advanced	#N/A	#N/A	#N/A	#N/A	9.9	6.2

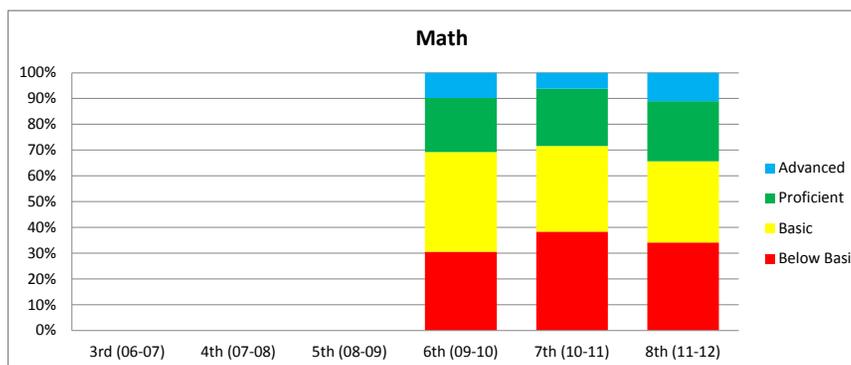


September 20, 2012

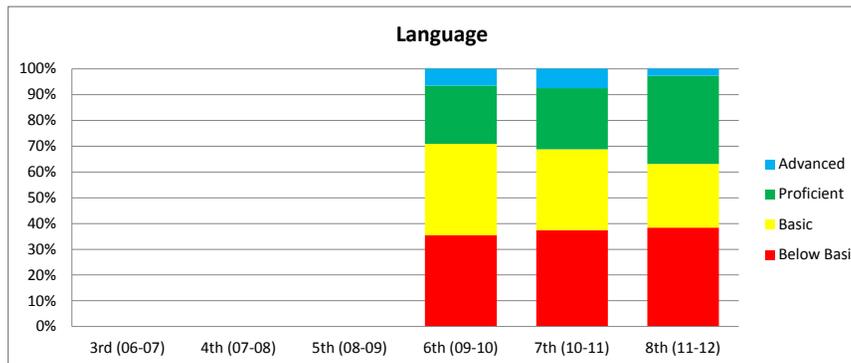
Class of 2015	3rd (06-07)	4th (07-08)	5th (08-09)	6th (09-10)	7th (10-11)	8th (11-12)
Below Basic	#N/A	#N/A	#N/A	24.2	19.8	5.4
Basic	#N/A	#N/A	#N/A	22.6	17.3	14.9
Proficient	#N/A	#N/A	#N/A	41.9	51.9	56.8
Advanced	#N/A	#N/A	#N/A	11.3	11.1	23



Class of 2015	3rd (06-07)	4th (07-08)	5th (08-09)	6th (09-10)	7th (10-11)	8th (11-12)
Below Basic	#N/A	#N/A	#N/A	30.6	38.3	34.2
Basic	#N/A	#N/A	#N/A	38.7	33.3	31.5
Proficient	#N/A	#N/A	#N/A	21	22.2	23.3
Advanced	#N/A	#N/A	#N/A	9.7	6.2	11

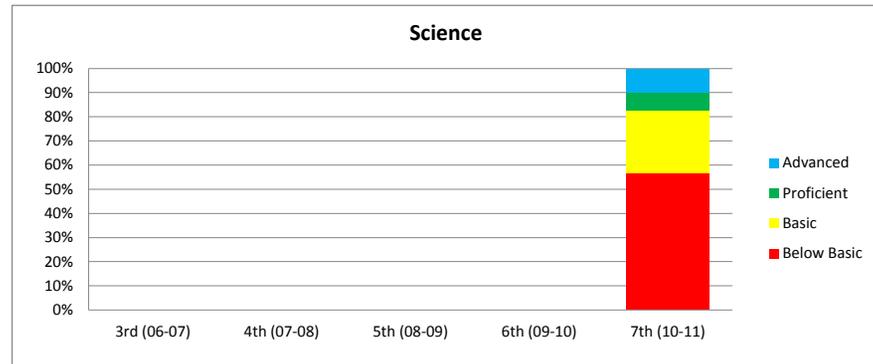


Class of 2015	3rd (06-07)	4th (07-08)	5th (08-09)	6th (09-10)	7th (10-11)	8th (11-12)
Below Basic	#N/A	#N/A	#N/A	35.5	37.5	38.4
Basic	#N/A	#N/A	#N/A	35.5	31.3	24.7
Proficient	#N/A	#N/A	#N/A	22.6	23.8	34.2
Advanced	#N/A	#N/A	#N/A	6.5	7.5	2.7



September 20, 2012

Class of 2015	3rd (06-07)	4th (07-08)	5th (08-09)	6th (09-10)	7th (10-11)	8th (11-12)
Below Basic	#N/A	#N/A	#N/A	#N/A	56.8	
Basic	#N/A	#N/A	#N/A	#N/A	25.9	
Proficient	#N/A	#N/A	#N/A	#N/A	7.4	
Advanced	#N/A	#N/A	#N/A	#N/A	9.9	



September 20, 2012

2011 - 2012 Star Rating Results

Wings Charter Middle School (467) / Wings Charter Middle School (1216)

OVERALL STAR RATING

1 star

23 out of 100 points

ACHIEVEMENT

Content Area	Percent Proficient / Advanced	Points Earned	Points Eligible
ISAT Reading	69.0%	3	5
ISAT Math	31.8%	1	5
ISAT Language	29.2%	1	5

*** Calculated using average of last three years data*

Percentage of points:

5 / 15 = 33.3%

Total points for this area:

8 / 25

GROWTH TO ACHIEVEMENT

Content Area	Median Student Growth Percentile (SGP)	Median Student Adequate Growth Percentile (AGP)	Made Adequate Growth?	Points Earned	Points Eligible
Reading	31.0	38.0	No	1	5

September 20, 2012

Math	24.0	60.0	No	1	5
Language	28.0	62.0	No	1	5
Percentage of points: $3 / 15 = 20.0\%$					
Total points for this area: $10 / 50$					
GROWTH TO ACHIEVEMENT - AT RISK SUBGROUP					
Content Area	Median Student Growth Percentile (SGP)	Median Student Adequate Growth Percentile (AGP)	Made Adequate Growth?	Points Earned	Points Eligible
Reading	31.0	39.5	No	4	20
Math	23.0	60.0	No	4	20
Language	28.0	63.0	No	4	20
Percentage of points: $12 / 60 = 20.0\%$					
Total points for this area: $5 / 25$					
PARTICIPATION					
Was participation met? Yes					

SUBJECT

Xavier Charter School Fiscal Status Update

APPLICABLE STATUTE, RULE, OR POLICY

I.C. § 33-5209

BACKGROUND

Xavier Charter School (XCS) is a public charter school authorized by the Public Charter School Commission (PCSC). Located in Twin Falls, XCS is now in its sixth year of operations and serves grades K-12.

XCS is currently attempting to recover from a history of inadequate fiscal oversight by the board and management company. The interim administration team and new board are working to correct significant fiscal concerns resulting from XCS's failure to properly document expenditures attached to a significant sum of federal funding for Special Education, an unsustainable facility lease situation, and improper payroll tax filings during the first quarter of 2010.

DISCUSSION

Since spring 2012, XCS has worked closely with the State Department of Education (SDE), providing monthly updates on the status of its reconstruction of federal fund expenditures from FY11. The SDE, which notes that the school has not yet fully implemented the Idaho Financial Accounting Reporting Management System (IFARMS) will perform a follow-up technical assistance visit in November and provide a report on their findings for the PCSC's consideration.

Much of the expenditure reconstruction work was done internally or pro bono, so the school anticipates that associated costs will be minimal. At this time, the amount XCS will be required to repay remains unclear. School officials estimate that approximately 85% of the expenditures can be documented. If this estimate is accurate, XCS may need to repay roughly \$105,000 of the \$700,000 originally in question.

Additionally, XCS currently leases its built-to-suit facility from a Utah company. The lease agreement includes an annual increase to the already-unsustainably high monthly payments. XCS's legal counsel has opened conversation with the landlord regarding possible renegotiation of the lease or financing to purchase the building. It is unlikely that additional progress can be made until the FY11 fiscal audit is complete.

No new information is available regarding possible resolution of the IRS request for payment. As of May 2012, the XCS board was hopeful that the \$81,000 in back payroll taxes would not need to be paid; however, no conclusion has yet been reached.

Additional accounting work has raised new concerns regarding XCS's carryover from FY12. Although the school carried over \$506,000 from FY11, extensive unbudgeted expenditures have lead to an anticipated FY12 ending deficit of approximately \$55,000.

The actual and potential financial challenges faced by XCS are likely to result in an FY13 deficit of at least \$232,000. Recent declines in high school enrollment may further threaten the school.

XCS's board and administration continue to maintain open lines of communication with SDE and PCSC staff as the situation develops.

IMPACT

If the PCSC has reason to believe that a public charter school has failed to demonstrate fiscal soundness, the PCSC must provide the public charter school written notice of the defect and provide a reasonable opportunity to cure the defect.

Pursuant to I.C. §33-5209(2)(d), "In order to be fiscally sound, the public charter school must be: (i) Fiscally stable on a short term basis, that is, able to service all upcoming obligations; and (ii) Fiscally sustainable as a going concern, that is, able to reasonably demonstrate its ability to service any debt and meet its financial obligations for the next fiscal year."

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the PCSC direct staff to issue to XCS a notice of defect on the grounds of failure to demonstrate fiscal soundness as defined by I.C. §33-5209(2)(d).

COMMISSION ACTION

A motion to direct staff to issue to Xavier Charter School a notice of defect on the grounds of failure to demonstrate fiscal soundness as defined by I.C. §33-5209(2)(d).

Moved by _____ Seconded by _____ Carried yes _____ or no _____

September 20, 2012

Xavier Charter School 8/16/2012	Proposed (Board Approved Budget for Fiscal Year)	Actual (Through Most Recent Month End)	Projected (Anticipated Year- End Numbers)	Percentage Used (Actual / Proposed)	Notes
REVENUE					
Salary Apportionment	\$1,670,442.00		\$1,670,442.00	0.00%	
Benefit Apportionment	\$279,191.00		\$279,191.00	0.00%	
Entitlement	\$711,387.00		\$711,387.00	0.00%	
State Transportation	\$109,000.00		\$109,000.00	0.00%	
Lottery				#DIV/0!	
Other State Funds (Specify)	\$152,373.00		\$152,373.00	0.00%	Lottery, IRI, Hiring Positions, Technology, Prof Dev/Mobile
Special Ed - Regular	\$82,488.00		\$82,488.00	0.00%	
Special Ed - ARRA				#DIV/0!	
Title I	\$81,081.00		\$81,081.00	0.00%	
Federal Title I Funds : ARRA				#DIV/0!	
Medicaid Reimbursement	\$31,000.00		\$31,000.00	0.00%	
Title IIA	\$5,000.00		\$5,000.00	0.00%	\$5000 was carry-over, We will receive \$7,476 for FY12-13
Local Revenue (Specify)	\$500.00		\$500.00	0.00%	Building Rental
Federal Startup Grant	\$73,690.00		\$73,690.00	0.00%	Fed Food Reimbursable - THIS IS NOT FEDERAL STARTUP GRANT
Other Grants (Specify)	\$89,267.00		\$89,267.00	0.00%	Food NON-Reimbursable
Fundraising		\$1,741.71		#DIV/0!	Misc Other
Interest Earned	\$2,000.00	\$25.90	\$2,000.00	1.30%	
Other (Specify)	\$35,000.00		\$35,000.00	0.00%	Exceptional Child/SED Support
Other (Specify)	\$11,000.00		\$11,000.00	0.00%	Transfer IN from Food Service Utilities
TOTAL REVENUE	\$3,333,419.00	\$1,767.61	\$3,333,419.00	0.05%	
EXPENDITURES					
100 Salaries					
Teachers	\$999,796.00	\$85,071.01	\$999,796.00	8.51%	
Special Education	\$91,506.00		\$91,506.00	0.00%	
Instructional Aides	\$92,100.00		\$92,100.00	0.00%	
Classified/Office	\$150,245.92	\$12,265.13	\$150,245.92	8.16%	
Administration	\$88,872.92	\$8,218.75	\$88,872.92	9.25%	
Maintenance	\$9,800.00	\$1,518.39	\$9,800.00	15.49%	
Other (Specify)	\$58,266.70		\$58,266.70	0.00%	Food Service
Other (Specify)				#DIV/0!	
Total Salaries	\$1,490,587.54	\$107,073.28	\$1,490,587.54	7.18%	
200 Employee Benefits					
PERSI/FICA/Benefits	\$450,104.97	\$48,411.99	\$450,104.97	10.76%	
Other (Specify)	\$10,926.00		\$10,926.00	0.00%	Workers Comp
Total Benefits	\$461,030.97	\$48,411.99	\$461,030.97	10.50%	
300 Purchased Services					
Management Services	\$71,676.33		\$71,676.33	0.00%	Admin Consultant, SPED & Title IA contracted services
Staff Dev/Title IIA	\$5,000.00		\$5,000.00	0.00%	
Legal Pub/Advertising	\$23,023.32		\$23,023.32	0.00%	
Legal Services	\$30,000.00	\$1,010.00	\$30,000.00	3.37%	
Special Education	\$28,270.97		\$28,270.97	0.00%	
Liability & Property Ins	\$6,454.00		\$6,454.00	0.00%	
Substitute Teachers	\$10,000.00		\$10,000.00	0.00%	
Board Expenses	\$12,640.00	\$1,402.00	\$12,640.00	11.09%	Audit & Memberships
Computer Services	\$27,903.00	\$10,431.30	\$27,903.00	37.38%	One-Call, Webpage, IP Monitoring Software, Plato, IDLA
Transportation	\$109,000.00	\$318.00	\$109,000.00	0.29%	
Travel	\$5,000.00	\$922.12		18.44%	Travel & Purchase Services
Other (Specify)	\$24,610.00		\$24,610.00	0.00%	Custodial Contract & Pest Contract & Snow Removal
Other (Specify)	\$24,000.00		\$24,000.00	0.00%	Food Service Purchase Services & Transfer
Total Services	\$377,577.62	\$14,083.42	\$372,577.62	3.73%	
Facilities					
Building Lease	\$809,824.68	\$66,488.07	\$809,824.68	0.12%	
Land Lease				#DIV/0!	
Modular Lease				#DIV/0!	
Utilities, Phones, Lndscp	\$53,641.16	\$2,229.69	\$53,641.16	0.00%	

September 20, 2012

Site Preparation				#DIV/0!	
Other (Specify)	\$3,623.00		\$3,623.00	287.92%	Fire/Security Monitoring& HVAC Contract
Other (Specify)	\$3,816.00	\$318.00	\$3,816.00	8.33%	Storage Rental
Total Facilities	\$870,904.84	\$69,035.76	\$870,904.84	7.93%	
400 Supplies and Maintenance					
Textbooks	\$25,992.00		\$25,992.00	0.00%	
School Supplies	\$49,446.00		\$49,446.00	0.00%	Paper & Teacher Supplies
Power School	\$3,500.00		\$3,500.00	0.00%	
Custodial Supplies	\$35,982.00		\$35,982.00	0.00%	
Other (Specify)	\$47,938.40	\$954.64	\$47,938.40	1.99%	Copy Machine Lease, Maintenance & Copies
Other (Specify)	\$50,572.00		\$50,572.00	0.00%	Food Service Supplies & Food
Total Supplies	\$213,430.40	\$954.64	\$213,430.40	0.45%	
500 Capital Objects					
Furniture				#DIV/0!	
Technical AV Equipment				#DIV/0!	
Other (Specify)	\$13,820.00	\$10,761.22	\$13,820.00	77.87%	Skyward 2 of 3 payments
Other (Specify)	\$2,838.12	\$83.75	\$2,838.12	2.95%	Lawn Mower
Other (Specify)	\$3,798.00	\$219.00	\$3,798.00	5.77%	Floor Cleaning Equipment
Other (Specify)	\$81,000.00		\$81,000.00	0.00%	Building Maintenance
Total Capital Objects	\$101,456.12	\$11,063.97	\$101,456.12	10.91%	
Debt Service					
Specify				#DIV/0!	
Specify				#DIV/0!	
Specify				#DIV/0!	
Total Debt Service	\$0.00	\$0.00	\$0.00	#DIV/0!	
Grant Purchases					
Specify				#DIV/0!	
Specify				#DIV/0!	
Specify				#DIV/0!	
Specify				#DIV/0!	
Specify				#DIV/0!	
Total Grant Purchases	\$0.00	\$0.00	\$0.00	#DIV/0!	
Reserve Fund				#DIV/0!	
Building Fund				#DIV/0!	
Total Expenses	\$3,514,987.49	\$250,623.06	\$3,509,987.49	7.13%	
Carryover from Previous FY	\$300,000.00	(\$55,639.39)	(\$55,639.39)	-18.55%	
Reserve/(Deficit)	\$118,431.51	(\$304,494.84)	(\$232,207.88)	-257.11%	

September 20, 2012

Xavier Charter School 8/16/202	Proposed Budget	Notes
REVENUE		
Local Revenue	\$2,500.00	
State Revenue		
Entitlement	\$1,089,926.51	Based on ADA of 655
Wages		
Administration	\$113,783.37	
Teachers	\$1,248,417.00	
Classified	\$253,689.12	
Medicaid	\$0.00	
Benefit	\$279,191.00	
Transportation	\$109,000.00	
Federal Revenue		
Title I	\$81,081.00	
Special Ed	\$82,488.00	
Title II	\$0.00	
Startup Grant	\$0.00	
Other Sources (Specify)	\$35,000.00	State SED Support
Other Sources (Specify)		
Other Sources (Specify)	\$169,690.00	School Lunch
Total Revenue before holdback	\$3,464,766.00	
PROPOSED HOLDBACK		
		Holdbacks should be estimated at a minimum of 5% - 5.5% for FY 2011.
Teacher Salaries	\$0.00	
Classified Salaries	\$0.00	
Admin Salaries	\$0.00	
Benefits	\$0.00	
Entitlement	\$0.00	
Transportation	\$0.00	
Total Holdback	\$0.00	
Total Revenue after holdback	\$3,464,766.00	
EXPENDITURES		
100 Salaries		
Teachers	\$1,263,000.00	
Admin	\$90,000.00	
Classified	\$171,644.00	
Special education	\$48,271.00	
Other (Specify)		
Other (Specify)		
Total Salaries	\$1,572,915.00	
200 Benefits		
Benefit Dollars	\$279,121.00	
PERSI/Payroll taxes	\$182,603.04	
Other (Specify)	\$7,340.00	Workers Comp
Total Benefits	\$469,064.04	
300 Purchased Services		
Transportation	\$109,000.00	
Special Education	\$28,270.97	
Proctor costs		
Legal	\$30,000.00	
Insurance	\$17,380.00	
Copier Lease	\$27,464.00	
Printer Lease		
Facility Lease	\$821,927.00	
Utilities	\$50,000.00	
Professional Development	\$5,000.00	
Technology	\$25,000.00	
Management Services	\$70,000.00	Consultant, Title I & SPED Contractor
Legal Publications/Advertising	\$15,000.00	

September 20, 2012

Substitute Teachers	\$10,000.00	
Board Expenses	\$10,000.00	
Other (Specify)	\$70,000.00	Building Maintenance and Custodial
Other (Specify)		
Total Purchased Services	\$1,289,041.97	
Supplies & Materials		
Teacher/Classroom	\$50,000.00	
Office	\$5,000.00	
Janitorial	\$35,982.00	
Textbooks	\$10,000.00	
Other (Specify)		
Other (Specify)	\$52,000.00	Food Service
Total Supplies & Materials	\$152,982.00	
Grant Expenditures		
Specify		
Specify		
Specify		
Total Grant Expenditures	\$0.00	
Capital Outlay	\$20,456.12	Lawn Mower, Skyward & Floor Scrubber
Total Capital Outlay	\$20,456.12	
Debt Retirement		
Total Debt Retirement	\$0.00	
Insurance & Judgements	\$0.00	
Total Insurance & Judgements	\$0.00	
Transfers		Food Service \$11,000
Total Transfers	\$11,000.00	
Contingency Reserve	\$0.00	
Building Fund	\$0.00	
Total Expenditures	\$3,515,459.13	
Carryover from Previous FY	(\$232,207.88)	Reflects projected reserve/(deficit) from "current year" worksheet
Reserve/(Deficit)	(\$282,901.01)	

September 20, 2012

REVENUES	GENERAL M & O FUND								ALL OTHER FUNDS			
	Prior Year Actual 2009-2010	Prior Year Actual 2010 - 2011	Prior Year Actuals 2011 - 2012	Adopted Budget 2012 - 2013	Projected Budget 2013-2014	Projected Budget 2014-2015	Projected Budget 2015-2016	Projected Budget 2016-2017	Prior Year Actual 2009-2010	Prior Year Actual 2010 - 2011	Prior Year Actuals 2011 - 2012	Adopted Budget 2012 - 2013
Beginning Balances	*	\$ 387,177	\$ 506,278	\$ (55,639)	\$ (170,870)	\$ (246,110)	\$ (230,432)	\$ (245,318)			\$ 16,506	\$ 5,000
Local Tax Revenue												
Other Local	\$ 130,321	\$ 198,446	\$ 96,264	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500		\$ 81,070	\$ 83,551	\$ 89,267
County Revenue												
State Revenue	\$ 2,582,760	\$ 2,941,258	\$ 2,750,455	\$ 2,988,393	\$ 3,094,007	\$ 3,252,637	\$ 3,533,869	\$ 3,944,624	\$ 878			
Federal Revenue	\$ 399,630	\$ 112,541	\$ 21,463						\$ 453,144	\$ 458,413	\$ 295,052	\$ 237,259
Other Sources			\$ 11,000	\$ 11,000	\$ 11,000	\$ 11,000	\$ 11,000	\$ 11,000				
Totals	\$3,112,711	\$3,639,422	\$3,385,461	\$ 2,946,254	\$ 2,936,637	\$3,020,027	\$3,316,938	\$3,712,807	\$454,022	\$539,483	\$ 395,109	\$331,526
EXPENDITURES	Prior Year Actual 2009-2010	Prior Year Actual 2010 - 2011	Prior Year Actuals 2011 - 2012	Adopted Budget 2012 - 2013	Projected Budget 2013-2014	Projected Budget 2014-2015	Projected Budget 2015-2016	Projected Budget 2016-2017	Prior Year Actual 2009-2010	Prior Year Actual 2010-2011	Prior Year Actual 2011-2012	Adopted Budget 2012-2013
Salaries	\$ 1,537,941	\$ 1,422,180	\$ 1,348,152	\$ 1,277,831	\$ 1,303,388	\$ 1,329,455	\$ 1,568,757	\$ 1,882,509	\$ 81,896	\$ 168,532	\$ 106,492	\$ 169,008
Benefits	\$ 364,934	\$ 499,748	\$ 553,511	\$ 425,455	\$ 446,728	\$ 469,064	\$ 492,517	\$ 522,068	\$ 23,122	\$ 37,645	\$ 14,997	\$ 36,269
Purchased Services	\$ 980,692	\$ 898,437	\$ 1,269,359	\$ 1,260,462	\$ 1,272,609	\$ 1,284,939	\$ 1,326,653	\$ 1,370,453	\$ 89,094	\$ 218,232	\$ 130,196	\$ 69,676
Supplies & Materials	\$ 65,517	\$ 243,795	\$ 185,717	\$ 132,920	\$ 139,566	\$ 146,544	\$ 153,872	\$ 161,565	\$ 162,647	\$ 96,431	\$ 110,842	\$ 45,573
Capital Outlay	\$ 1,353	\$ 68,984	\$ 84,360	\$ 20,456	\$ 20,456	\$ 20,456	\$ 20,456	\$ 20,456	\$ 97,263	\$ 2,137	\$ 14,293	
Debt Retirement											\$ 36	
Insurance & Judgments												
Transfers (net)											\$ 11,000	\$ 11,000
Contingency Reserve												
Unappropriated Balances	\$ 162,274	\$ 506,278							\$ -	\$ 16,506	\$ 7,253	\$ -
Totals	\$3,112,711	\$3,639,422	\$ 3,441,100	\$ 3,117,124	\$3,182,747	\$3,250,458	\$3,562,255	\$3,957,051	\$454,022	\$539,483	\$ 395,109	\$331,526
	Excess (Deficiency) of Revenue over Expenditures & Transfers		(\$55,639)	(\$170,870)	(\$246,110)	(\$230,432)	(\$245,318)	(\$244,244)				

Assumptions	YR	Annual Lease	Projected ADA	
3% Increase in State Revenue	2009-2010		569.45	* Data Not Available
2% Increase in Salary	2010-2011		609.38	
5% Increase in Benefits	2011-2012	\$ 797,857	640.17	2012-2013 Adopted budget was adjusted to reflect actual carry-over.
Increase in Lease	2012-2013	\$ 809,825	640	
of approx 1.5% per year	2013-2014	\$ 821,927	655	
(actual based upon CPI)	2014-2015	\$ 834,256	670	
5% Increase in cost of supplies	2015-2016	\$ 846,770	685	
	2016-2017	\$ 859,472	700	
			Projected	
				Support = \$19,706
				Add Support Unit
				0.81
				1.259
				5.26
				6.33

SUBJECT

iSucceed Virtual High School Annual Update

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

iSucceed Virtual High School (iSVHS) is a virtual public charter school authorized by the Public Charter School Commission (PCSC). Based in Boise, iSVHS has completed its fourth year of operations. iSVHS serves approximately 350 students in grades 9-12 but has a particular interest in serving at-risk and migrant students. 2011-12 enrollment reflected a Hispanic population of approximately 6% and a low-income population of 49%.

DISCUSSION

iSVHS will provide an update on the status of the school. Meeting materials were submitted after the deadline and have therefore been excluded from this document.

iSVHS's [Star Rating](#) for the 2011-12 school year is 1 out of 5. The Achievement category (9/20 points) reflects low percentages of students performing at proficient or advanced on the spring 2012 ISAT, particularly in math (43%) and language (51%).

The school's Growth to Achievement results (10/30 points) show that the school met the Adequate Growth Percentile (AGP) in reading and language. However, the low point assignments (2/5) indicate that although a sufficient percentage of students are on-track to achieve proficiency within three years or by 10th grade, whichever comes first, the majority of iSVHS students did not grow as much as their academic peers.

The school did not meet the AGP in math. The point assignment of 1/5 reveals that most iSVHS students did not grow as much as their academic peers and the rate of growth will need to improve in order for the typical iSVHS student to reach proficiency within 3 years or by 10th grade.

iSVHS's Growth to Achievement At-Risk Subgroup results (4/20 points) are also concerning, particularly in light of the school's mission. Because iSVHS enrolls a high percentage of students who face life challenges and start well below grade level, comparatively low achievement may be expected. However, the school should be able to demonstrate significant growth. According to SGP and AGP results, both the amount and rate of growth in math and language are inadequate. Reading results indicate that the median, at-risk iSVHS student is growing less, and more slowly, than the majority of his or her academic peers. School wide, the rate of growth in reading is adequate but relatively slow.

Although iSVHS's graduation rate improved slightly to 88.89%, it remains below the state requirement of 90% and earns only 2/10 points toward an overall Post-Secondary and Career Readiness score of 4/20. The graduation rate is sufficient to meet the MSES in the approved charter. Few iSVHS students have taken advantage of advanced opportunities in the past; the school has expressed its intention to improve awareness of their availability.

After achieving Safe Harbor in spring 2011, iSVHS did not meet [AYP](#) in the 2011-12 school year. This places the school in School Improvement Year 2 for math and Alert status for the Third Indicator (language usage). As a result, the school is subject to sanctions specified by the State Board of Education.

iSVHS reports meeting the MSES in the approved charter.

Over the summer, iSVHS has experienced significant, structural changes. Former curriculum provider K12 has been replaced with American Virtual Academy (AVA). iSVHS anticipates that AVA will be a better fit for the student population, leading to improved academic results.

During the transition, AVA is assisting with business operations. However, AVA's long term role will be limited to provision of curriculum, the online learning platform, and the student/parent information system. All administrative, business management, educational, and support personnel will be iSVHS employees. The current administration is undergoing changes as well, and iSVHS currently employs an interim administrator.

The transition to AVA represents the third turnover in service providers for iSVHS in as many years. All prior changes have been the result of corporate buyouts beyond the school's control, but they nevertheless presented significant challenges and had a dramatic, negative effect on enrollment. The board, which remains involved and professional, will need to ensure a focus on stakeholder communication and effective implementation of the new platform.

iSVHS has not finalized its contract with AVA, whose billing structure is based on a fee-per-credit, per-semester. Preliminary budgets provided by the school are unclear, but indicate the school's fiscal outlook will improve as service provider costs decrease. Additionally, the school reports that it reserved \$600,000 in a building fund during FY12, and amount set aside in addition to the carryover. Enrollment, at 434, exceeds that on which the original FY13 budget was based. Insufficient information is available at this time to make accurate projections for FY13.

During a site visit in spring 2012, PCSC staff identified several minor provisions in the charter with which the school appears to be out of compliance. These include the following:

- Students will compile portfolios to demonstrate academic growth
- A Community/Professional Counsel will be developed
- A Community Coordinator will be a paid position and is open to parents
- Policies regarding administration of prescription drugs and an infectious control plan will be established

The school may choose to address these deficiencies as part of a proposed charter amendment, which should also reflect changes in the service provider and staffing structure.

IMPACT

Pursuant to I.C. § 33-5209(2), if the PCSC “has reason to believe that the public charter school has done any of the following, it shall provide the public charter school written notice of the defect and provide a reasonable opportunity to cure the defect:...(a) Committed a material violation of any condition, standard or procedure set forth in the approved charter.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the PCSC direct iSVHS to finalize its contract with AVA as soon as possible, and provide a copy of the contract to the PCSC. Staff further recommends that the PCSC require the submission of updated FY13 budgets and FY14 projections upon finalization of the AVA contract.

Staff further recommends that the PCSC direct staff to issue to iSVHS a notice of defect on the grounds that the school has committed a material violation of any condition, standard or procedure set forth in the approved charter, specifically with regard to: student portfolios, Community/Professional Counsel, Community Coordinator position offering, and prescription drug and infectious control policies.

Now in its fifth year of operations, iSVHS has a history of academic underperformance. While both student demographics and vendor turnover have likely contributed to this situation, a central purpose of public charter schools is to improve educational outcomes, including for at-risk populations. In the event that the school continues to evidence academic underperformance, the PCSC should seriously consider whether iSVHS represents a viable choice for students and taxpayers.

COMMISSION ACTION

A motion to direct PCSC staff to issue to iSucceed Virtual High School a notice of defect on the grounds that the school has committed a material violation of any condition, standard or procedure set forth in the approved charter, specifically with regard to: student portfolios, Community/Professional Counsel, Community Coordinator position offering, and prescription drug and infectious control policies.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

iSucceed Virtual High School Site Visit Report

April 3, 2012

Interview with Board Members:

One board member participated in the interview. He expressed the mission of the school as becoming the school of choice in Idaho, reaching out to hard to serve populations, and providing opportunities for all students – especially those who are at-risk. He feels the mission is being fulfilled; about half of the students enrolled are considered to be disadvantaged.

iSVHS experienced a significant decrease in overall enrollment this year (2011-12). The board feels this is due to a change in curriculum providers due to the buy-out by K12, in addition to lack of marketing last spring. A marketing firm has been hired and the goal is to reach enrollment numbers over 800 as they have previously been.

The board chair reports that the board functions well. Monthly meetings are held. Members can attend in person or via telephone. All members have a common vision for the school, issues are thoroughly explored and discussed, and the board is heavily involved in development of policy.

The board considers its relationship with the administration to be good. The arrangement with K12 can, at times, present unique challenges as some staff members are K12 employees while others are iSucceed employees. The board feels the staff and administration have been effective, although there is always room for improvement. Administrator evaluations will be implemented this year. Negotiations regarding the master service agreement with K12 are in progress.

Control of the budget has remained with the iSucceed board. A reserve has been built through conservative decision-making and planning for worst-case scenarios. The board plans to continue building the reserve to allow for flexibility in dealing with difficult economic situations.

During the last two years, parent seats have been added to the board membership. Plans for vetting interested parents have been developed. These include soliciting interested parents, conducting interviews, and inviting possible candidates to participate in board meetings. A committee for grooming prospective board members will be established in the near future.

The board is strengthened by its members' diverse experience and views. Member backgrounds include education, banking, development, and work with Latino populations. Other strengths include high engagement, understanding of the role of the board, and commitment to training. The board would like to become more educated in

blended models and how to better implement face-to-face contact opportunities. They also plan to better track training that has been received in order to determine what has been accomplished as well as future needs. Current board priorities are increasing enrollment and negotiating the master service agreement.

Parent and community involvement is an area that could be improved. The original vision for the Parent Advisory Council has not come to fruition. Interest in meeting on a monthly basis, especially online, has been low. The board feels cultivating parent interest is critical. Plans for accomplishing this are being developed. Bylaws may need to be amended to accommodate the plans.

iSucceed applied to the SDE for the first round of disbursement of one-to-one computing devices. Since laptops are already supplied to their students, challenges surrounding how to transition to the state plan and work out the details between the state and iSucceed's current vendor will need to be addressed. Pay for performance and teacher evaluation plans have been submitted to the SDE and are in place.

The school attorney is in the process of updating the charter to reflect changes. The board feels they have a good relationship with the PCSC. They have been treated well and receive great support.

Interview with Administrator:

iSucceed's Principal, Ms. Renae Jones, participated in the interview in lieu of the Executive Director, who was off site for ISAT testing. The principal describes the mission of the school as serving diverse populations while meeting individual needs. She believes the mission is being fulfilled due to the fact that all decisions made revolve around the mission. She was unable to comment on the relationship between the board and administration due to her limited interaction with the board. The Executive Director typically works with the board.

The administrative workload is described as being heavy, as each individual performs a broad scope of duties. Ms. Jones believes the administration is effective and functions well as a team. One administrative position has been open since December. This has increased the work load for others; however, interviews have been conducted and the position should be filled soon.

Academic strengths of the school include variety of courses available, strong support system, and instructors' ability to adapt coursework to meet individual needs. Additionally, the school offers a blended model with ten labs throughout the state. The number of labs increased from only four last year. They allow students to obtain personalized assistance. A virtual lab is also available five days per week. According to the principal, more academic opportunities for special education students are

needed. Other areas for improvement include increasing attendance at live events and implementation of more social opportunities.

The school made AYP in FY11 under Safe Harbor. Remediation efforts include the purchase of Plato with test packets for math, reading, and language arts. Teachers are offering tutoring sessions each week. The sessions are built around the ISAT footprint and concepts that students most need. It is reported that approximately 25 students attend the weekly tutoring sessions. Data shows that those students who regularly attended last year's tutoring sessions achieved ISAT proficiency in math. 10th grade ISAT results indicate that iSucceed students are performing below state levels in all subject areas. The school believes these results strongly correlate to student retention. Those students who attend the school for several consecutive years do better. New students entering the school tend to be underachieving upon enrollment. School officials believe the Plato program and tutoring sessions will help bridge the gap and increase student achievement.

The adjustment to the new vendor, K12, has been huge. The transition was smoother for those students who were new to the school. However, students who previously attended the school have had a huge learning curve in adjusting to the new curriculum and learning management system. Administration believes K12 has a lot to offer but much remains to be learned.

Teacher evaluations are completed semi-annually. They are based on the Danielson model, which was adopted 3 years ago. Ms. Jones feels that instruction has greatly improved as a result. Teachers are in the process of writing mini grants for technology. The pay-for-performance plan is in place. Administration believes results will be favorable, but data is not yet available.

School administration has attended Common Core State Standard Training but implementation is not yet occurring. This fall, curriculum changes in the form of offering a larger variety of levels for courses will be offered.

iSucceed has been able to access large amounts of data. Not only is achievement measured, but the data is also used to predict the success rate of students. Week-over-week improvement is measured, weekly progress reports are emailed, and telephone parent-teacher conferences are held on a monthly basis.

Interview with Business Manager:

iSucceed's business manager, Ms. Lisa McIntosh, has been with the school for four years. She has a business background but no prior education finance experience. She takes advantage of all SDE trainings. Her workload is described as being very

manageable. A second person helps with HR tasks and others aid in administration of the Edu Jobs program.

The school has maintained control of their budget and does not have a credit memo arrangement with K12. Submitted budget templates show that the proposed and projected columns differ significantly. This is due to considerable decreases in enrollment. Teacher salaries decreased because adjunct teachers were not rehired and the special education staffing structure was converted to three full time employees rather than all adjunct. Additional classified staff was hired.

The FY12 budget allows for \$120,000 in marketing expenses. Additionally, \$600,000 has been set aside as restricted funds for future building. These funds may be accessed only through board resolution. A \$270,000 operating loss is projected for the current year, but reserves total \$992,000. The FY13 budget is based on current enrollment figures of about 400. A \$917,000 operating loss is projected, which will deplete reserves to about \$75,000.

Program Strengths:

- Committed board
- Conservative approach to finances
- School staff and board (not management company) have retained fiscal management and oversight
- Increased blended learning options
- Differentiated instruction
- Data acquisition
- Increased face-to-face contact
- Weekly progress reports and monthly parent teacher conferences
- Met AYP and MSES

Program Concerns:

- Enrollment decreased by almost 50%
- Several vendor changes in a short time span
- Aventa curriculum may not be meeting the needs of the school
- K12 vendor may not be meeting the needs or expectations of the school
- ISAT scores below average state performance in all subject areas
- Longitudinal comparisons fail to show consistent improvement in math results
- 70% standard for MSES may be somewhat low
- Parent participation appears minimal
-

Possible charter violations include:

- Students will compile portfolios to demonstrate academic growth
- A Community/Professional Counsel will be developed
- A Community Coordinator will be a paid position and is open to parents
- Policies regarding administration of prescription drugs and an infectious control plan will be established

Possible Amendments:

- Charter is being revised by attorney to reflect changes/updates
- Above violations

Recommendations:

- Propose possible charter amendments as soon as possible
- Continue to find ways to improve academic achievement
- Continue marketing efforts to increase enrollment
- Align curriculum and implement common core standards
- Increase parent/community involvement
- Finalize negotiations for master service agreement with vendor

Materials requested:

- Updated charter once amendments are complete

September 20, 2012

2011 - 2012 Star Rating Results

iSUCCEED VIRTUAL HIGH SCHOOL (466) / iSUCCEED VIRTUAL HIGH SCHOOL (0654)

OVERALL STAR RATING

1 star

29 out of 100 points

ACHIEVEMENT

Content Area	Percent Proficient / Advanced	Points Earned	Points Eligible
ISAT Reading	75.8%	3	5
ISAT Math	43.3%	2	5
ISAT Language	50.7%	2	5

** Calculated using average of last three years data

Percentage of points: 7 / 15 = 46.7%

Total points for this area: 9 / 20

GROWTH TO ACHIEVEMENT

Content Area	Median Student Growth Percentile (SGP)	Median Student Adequate Growth Percentile (AGP)	Made Adequate Growth?	Points Earned	Points Eligible
Reading	31.5	2.0	Yes	2	5
Math	30.0	36.0	No	1	5
Language	30.0	22.0	Yes	2	5

Percentage of points: 5 / 15 = 33.3%

September 20, 2012

Total points for this area: 10 / 30

GROWTH TO ACHIEVEMENT - AT RISK SUBGROUP

Content Area	Median Student Growth Percentile (SGP)	Median Student Adequate Growth Percentile (AGP)	Made Adequate Growth?	Points Earned	Points Eligible
Reading	25.0	5.0	Yes	4	20
Math	24.0	48.0	No	4	20
Language	30.5	35.5	No	4	20

Percentage of points: 12 / 60 = 20.0%

Total points for this area: 4 / 20

POST SECONDARY

Content Area	Points Earned	Points Eligible
Graduation	2	10
Advanced Opportunity	1	5
College Entrance Placement	1	5

Percentage of points: 4 / 20 = 20.0%

Total points for this area: 6 / 30

PARTICIPATION

Was participation met? Yes

SUBJECT

Kootenai Bridge Academy Annual Update

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

Kootenai Bridge Academy (KBA) is a virtual public charter school authorized by the Public Charter School Commission (PCSC). KBA offers extensive, in-person support to its largely at-risk population of Coeur d' Alene area students in grades 11-12. KBA is beginning its fourth year of operations.

DISCUSSION

KBA will update the PCSC on the status of the school.

KBA's [Star Rating](#) for the 2011-12 school year is 1 out of 5. Because KBA serves only students in grades 11-12, the rating does not reflect achievement or growth based on ISAT results. Instead, it is limited to the post-secondary and career-readiness accountability area, in addition to participation.

KBA's low Graduation Rate score (2/10 points) appears to be influenced by the school's reporting of students' grade levels based on biological age rather than credits accumulated. Because the school is designed to offer credit recovery, a high percentage of KBA's students are at-risk and will not graduate on time.

The low Advanced Opportunity score (1/5 points) and College Entrance Placement score (1/5 points) indicate that few KBA students successfully completed AP, IB, dual-credit, or tech prep coursework. KBA offers opportunities to participate in such coursework, but few students take advantage of them.

Additionally, KBA failed to make [AYP](#) in spring 2012 and is in School Improvement Year One on the Third Indicator (graduation). KBA graduated 46.4% of its students, compared to the state goal of 90%. However, the school graduated 63% more students in 2012 than in 2011.

Review of KBA's Measurable Student Educational Standards (MSES) indicates that the school should consider further revisions to this section of the charter, as data to measure most of the standards is inconsistent or unavailable. The board will need to identify the school's definition of academic success and research the best means by which to evaluate progress accordingly.

KBA's facility lease expires in July 2013, and the board is considering options including purchasing the existing facility, extending the lease, and locating a new facility. The school's solid fiscal position contributes to the range of viable possibilities.

IMPACT

Information item only.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the PCSC direct KBA's board to develop its academic goals for the school and determine how such goals will be measured, as it is unlikely any state-mandated reporting system will be well-matched to KBA's unique structure.

COMMISSION ACTION

Any action would be at the discretion of the PCSC.

CHARTER SCHOOL DASHBOARD

Date: 8/20/12

School Name: Kootenai Bridge Academy

School Address: 606 River Ave

School Phone: 208-930-4515

Current School Year: Data reflects SY 11-12

School Mission: Providing bridges to success through education, self-motivation, community responsibility

CHARTER SCHOOL BOARD

Board Member Name	Office and Term	Skill Set(s)	Email	Phone
Chad Clifford	Chairman, 2009-2015	CFO, Simplot Corp	pugcda@yahoo.com	660-0366
Buck FitzPatrick	Vice-Chairman, 2009-2015	Principal, ret	Bfitz178@yahoo.com	664-6759
Doug Grace	Secretary, 2009-2015	Principal, ret	dkgrace1969@verizon.net	772-7940
Len Crosby	Finance, 2012-2015	Businessman, ret	crosbylenmary@frontier.com	651-0697
Holly Horton	Parent Liasion,2011-2014	Businesswoman	mihohorton@roadrunner.com	660-3530

ENROLLMENT

Grade Level	Current Enrollment	Current ADA	Current Waiting List	Previous Year's Enrollment	Previous Year's ADA
K					
1					
2					
3					
4					
5					
6					
7					
8					

September 20, 2012

9					
10					
11	158	117	0	111	87
12	75	57	0	91	70
TOTAL	233	168		203	157

Student Attrition Rate: For last year's Dashboard I reported the following: *"It is hard to put a percent on this. We have lots of kids who sign up for a couple weeks and then vanish. We don't count them as enrolled in this situation. Anecdotally, I would say about a third of the kids who apply and have NovaNet accounts created for them disappear. This is just an unfortunate reality given the clientele our school is designed to reach. Every new kid I interview is full of good intentions and brave talk, but many do not follow through. I should also mention that the grade designations in the chart above are somewhat arbitrary as "grade level" is not really a feature of our system per se."* This statement continues to accurately reflect our situation. With the advent of ever more detailed ISEE reporting, I have been working with Michelle Taylor to try to mesh our delivery system with a reporting system that was clearly not designed to accommodate our model. The concept of 13th, 14th and even 15th grade makes sense for students biologically but not for their credit standing. At the time of this writing the SDE is still mulling our best reporting options.

Is your school planning to increase or decrease enrollment opportunities for the upcoming school year? We have achieved the equilibrium foretold in last years Dashboard. Our experiment in increased student production requirements has borne fruit and NovaNet production numbers nearly doubled again this year. However, we feel we have hit a plateau given the size of our Staff and facility; any further increase in enrollment would offer diminishing returns to our program design.

If yes, briefly describe planned enrollment changes, including numbers and grades affected: As above.

STUDENT DEMOGRAPHICS

School Year	Hispanic (# and %)	Asian (# and %)	White (# and %)	Black (# and %)	American Indian (# and %)	LEP (# and %)	FRL (# and %)	Special Education (# and %)
Current	7/3%	3 /1.2%	214/91.8%	4/1.7%	5/2.1%	0	*130/56%	13/5.5%
Previous	8/4%	0	191/94.5%	1/.5%	2/1%	0	*60/63%	20/10%

FACULTY AND STAFF

Administrator Name(s): Charles Kenna
Administrator's Hire Date: 8/25/09
Administrator Email(s): kootenaibridgeacademy@gmail.com
Current Classified Staff (# FTE): 3.45
Classified Attrition Rate: NA
Current Faculty (# FTE): 5.45
Faculty Attrition Rate: Mike Baum has moved from Certified to Classified

EDUCATIONAL PROGRAM

September 20, 2012

Did your school make AYP during the last school year? NA

If no, please specify indicator and status:

If no, please describe plan for addressing need:

Was your school selected to participate in NAEP this year? No

REPORTING

Date of last programmatic operations audit? 4/10/12

Date submitted to authorizer? 7/2/12

Who performed your most recent programmatic audit? Dianne Demerest/ICSN

Date of most recent fiscal audit? 8/15/11

Date submitted to authorizer? 9/10/11

COMMENTS

Please describe any significant changes experienced by your school in the past year:

Len Crosby replaced our outgoing member Bruce Noble in June. Chad Clifford assumed the Chairmanship.

Please describe the greatest successes experienced by your school in the past year: We took a huge gamble by increasing our attendance requirements and it was a raging success. While the higher standard did result in more students being dismissed, overall the total amount of lesson production nearly doubled. The third year of any enterprise is often extremely telling, and we feel like the omens are very positive for KBA as a long term concern based on the continued excellence in school climate we managed this year. **While our ADA was up only marginally, we experienced a 63% increase in Graduates.**

Please describe any challenges you anticipate during the upcoming year:

ISAT scores continue to be an issue with us. The only group of kids who we can absolutely force to take it and take it seriously are graduating Seniors, and so this year we amended our Charter to make their success the primary benchmark of our effectiveness. Still, with such a wildly variable population, any degree of certainty in this area is hard to come by. **That said, we DID achieve our Educational goal in Tab 4 of 90% or better success rate among non-IEP graduating Seniors.** We have also found the ISEE reporting system a major challenge to deal with; it seems the standards for this system are a constantly moving target, and with such a small admin team, all of whom wear many hats, we spend what we feel is an inordinate amount of time trying to provide the data the State requires. We worry that if things keep changing next year as they have this year with layer upon additional layer of reporting required we are going to reach a tipping point of sacrificing time that could and should be spent on more student centered activities. Naturally, this is like complaining about gravity, we will deal with it, but there are times we wonder if we don't need to hire an additional staff person just to deal with reporting, which would mean 10% of our staff did nothing but deal with that one issue, not efficient or consistent with our philosophy. Lastly, Mike Baum is retiring from Certified to Classified and we have replaced him with a full time Certified classroom instructor.

Please add any additional information of which you would like to make your authorizer aware :

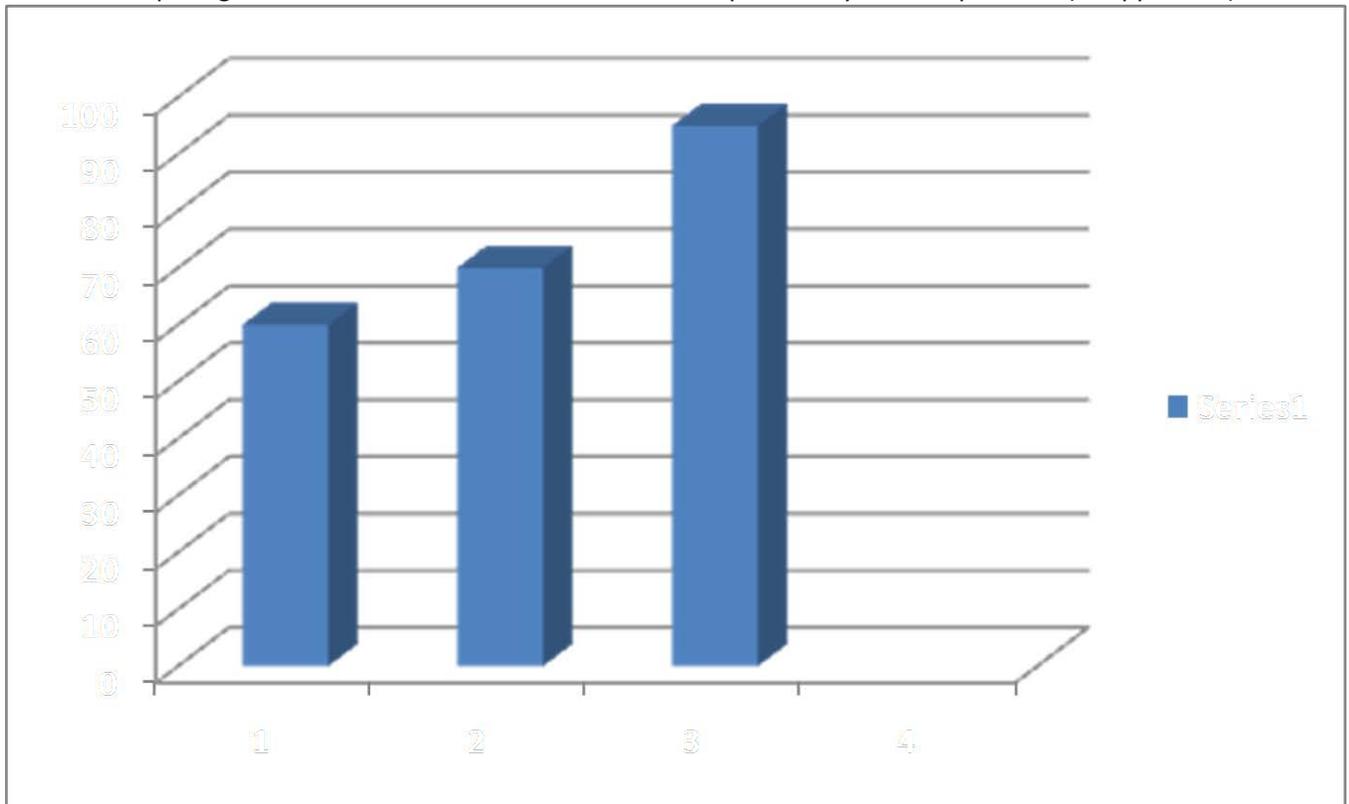
With the construction project by the City adjacent to our building complete, we are in the process of negotiating the purchase of our building with the owner. We are also in the process of investigating other properties to compare their prices. The owner invested significant funds into upgrading the building when he purchased it 10 years or so ago, but real estate prices have since declined and he is "into" the building for around \$80-\$100K more than it is currently assessed at. However, the location

of the building is such that there is an inherent value in it's geographic location alone on the Education Corridor, to say nothing of our established presence here, the costs that would be associated with moving and the apparent lack of a suitable replacement location. Our lease expires in July of 2013, so it will be the primary focus of the Board over the next 6 months to study this issue in depth and make a judgement on the wisdom of purchasing the building, extending the lease or re-locating.

REQUIRED ATTACHMENTS

Most recent ISAT, IRI, DWA, and DMA results (as applicable) [See below](#)

Chart comparing ISAT, IRI, DWA, and DMA scores over the past four years of operation (as applicable)



ISAT SCORES BY YEAR % SUCCESS: Y1=58%, Y2= 66%, Y3= 91%

Goals attainment report comparing the measurable student educational standards in your charter to actual results.

TAB 4

A. Measurable student education standards 33-5205(3)(b)

KBA's goal is to accomplish these educational goals annually:

Students at KBA will show annual academic improvement as measured by:

September 20, 2012

- 90% of Graduating Seniors without IEPs will receive a score of proficient or above in all required subjects as measured by the Idaho Standards Achievement Test (ISAT) or in any assessment of the Common Core Standards that succeeds the ISAT. **As above.**
- 75% of students will achieve satisfactory or above in core subjects as measured by assessment tools, such as, but not limited to culminating portfolios, assignments, quizzes and tests.
- 90% of all students will attain a proficiency level of 80% or better on all NovaNET curriculum.

Both Goals above are an automatic feature of our system; Students are not awarded a grade of less than a B save only in the rarest of cases amounting to less than 2% of credits awarded.

- 80% of all students will complete a minimum of four (4) lessons per regular session.
- 85% of all students will complete a minimum of 3 core classes and 2 elective credits per semester.
- 70% of students will be online a minimum of 10 hours per week with a progress of a minimum of 16 completed lessons per week.

Per the discussion of student attrition rate in the Dashboard report above, generating accurate and verifiable data for these goals is problematic given our set up. We have open enrollment throughout the semester, so data that is semester driven is necessarily skewed. Likewise, students who are not dismissed through lack of attendance will necessarily achieve their required number of lessons, which in turn assures they complete their required core and elective credit requirements. I would seek the guidance of Tamara and/or the Commission on the best path forward; it is possible that these goals need to either have their language amended or struck altogether.

- 100% of all Graduating Seniors will develop and maintain a Senior Project.

No Senior receives a KBA diploma without first completing their Senior Project either here or at another accredited school.

Written response to recommendations from most recent programmatic operations audit. **(See Attached)**

Most recent parent/stakeholder satisfaction survey results **(See Attached)**. **PLEASE NOTE: Our parent survey results for 2012 are not yet available as we have switched formats from a paper/mail in**

September 20, 2012

format to an online format, the window for which has not yet closed. The new format/provider is an experiment which we hope leads to great things for all stakeholder involvement and for compliance with new laws regarding teacher evaluation.

Budget actuals for most recent month-end (See Attached). Budget numbers reported on the 2 year Budget Template reflect the most recent month end actuals. Also, a third tab was added that includes our account totals for checking and savings.

Budget estimates for remainder of current year, and fiscal outlook for next year (See Attached) Budget numbers reported on the 2 Year Budget Template include projected fiscal outlook for next year.

ENTER SCHOOL NAME AND SUBMISSION DATE OF COMPLETED TEMPLATE	Proposed (Board Approved Budget for Fiscal Year)	Actual (Through Most Recent Month End)	Projected (Anticipated Year-End Numbers)	Percentage Used (Actual / Proposed)	Notes
REVENUE					
Salary Apportionment	\$626,923.00	\$736,019.33	\$736,019.33	117.40%	
Benefit Apportionment	\$73,865.00	\$84,915.61	\$84,915.61	114.96%	
Entitlement	\$280,652.00	\$274,764.00	\$274,764.00	97.90%	215 students at 80% attendance for an ADA of 172 equalling 14.3 support unit:
State Transportation				#DIV/0!	
Lottery				#DIV/0!	
Other State Funds (Specify)				#DIV/0!	
Special Ed - Regular	\$52,152.00	\$52,152.00	\$52,152.00	100.00%	Federal Funds that we have until Fall of 2013 to spend
Special Ed - ARRA				#DIV/0!	
Title I				#DIV/0!	
Federal Title I Funds : ARRA				#DIV/0!	
Medicaid Reimbursement				#DIV/0!	
Title IIA				#DIV/0!	
Local Revenue (Specify)				#DIV/0!	
Federal Startup Grant				#DIV/0!	
Other Grants (Specify)				#DIV/0!	
Fundraising				#DIV/0!	
Interest Earned				#DIV/0!	
Other (Specify)			\$11,936.00	#DIV/0!	Other State Revenue (Math/Science, Classroom Technology)
Other (Specify)				#DIV/0!	
TOTAL REVENUE	\$1,033,592.00	\$1,147,850.94	\$1,159,786.94	111.05%	
EXPENDITURES					
100 Salaries					
Teachers	\$255,000.00	\$180,130.92	\$191,512.66	70.64%	
Special Education	\$40,000.00	\$35,400.75	\$38,619.00	88.50%	
Instructional Aides	\$27,000.00	\$18,329.23	\$18,329.23	67.89%	Special Ed using Fed Funds
Classified/Office	\$116,000.00	\$88,875.15	\$95,984.35	76.62%	
Administration	\$118,000.00	\$79,962.63	\$87,231.96	67.76%	
Maintenance				#DIV/0!	
Other (Specify)	\$40,000.00	\$30,039.13	\$32,769.96	75.10%	Guidance Counselor
Other (Specify)				#DIV/0!	
Total Salaries	\$596,000.00	\$432,737.81	\$464,447.16	72.61%	
200 Employee Benefits					
PERSI/FICA/Benefits	\$193,652.00	\$162,750.21	\$174,840.50	84.04%	
Other (Specify)				#DIV/0!	
Total Benefits	\$193,652.00	\$162,750.21	\$174,840.50	84.04%	
300 Purchased Services					
Management Services				#DIV/0!	
Staff Dev/Title IIA	\$5,000.00	\$490.66	\$490.66	9.81%	
Legal Pub/Advertising	\$5,000.00	\$1,546.43	\$1,546.43	30.93%	
Legal Services	\$7,000.00	\$1,742.50	\$1,742.50	24.89%	
Special Education	\$26,182.00	\$5,059.25	\$5,059.25	19.32%	
Liability & Property Ins	\$6,000.00	\$4,604.00	\$4,604.00	76.73%	
Substitute Teachers				#DIV/0!	
Board Expenses	\$10,000.00	\$779.27	\$779.27	7.79%	
Computer Services	\$44,532.00	\$3,942.00	\$3,942.00	8.85%	
Transportation				#DIV/0!	
Travel	\$4,000.00	\$1,780.08	\$1,780.08	44.50%	
Other (Specify)	8000	2942.09	2942.09	10.31%	Student Activities
Other (Specify)	\$154,000.00	\$15,883.30	\$15,883.30	#REF!	Administrative and Business Operations- memberships, audits, graduation, etc...
Total Services	\$269,714.00	\$38,769.58	\$38,769.58	14.37%	
Facilities					
Building Lease	\$52,500.00	\$52,500.00	\$52,500.00	3.32%	
Land Lease				#DIV/0!	
Modular Lease				#DIV/0!	
Utilities, Phones, Lndscp	\$13,000.00	\$7,674.34	\$7,674.34	0.00%	

September 20, 2012

Site Preparation				#DIV/0!	
Other (Specify)	\$71,978.00	\$12,516.09	\$12,516.09	5.48%	Janitorial Services
Other (Specify)	\$15,000.00	\$4,543.81	\$4,543.81	0.00%	Misc Grounds and Buiing Services
Total Facilities	\$152,478.00	\$77,234.24	\$77,234.24	50.65%	
400 Supplies and Maintenance					
Textbooks	\$8,000.00	\$2,102.78	\$2,102.78	26.28%	
School Supplies	\$365,687.00	\$16,270.85	\$16,270.85	4.45%	Student, Admin, Business, Graduation,
Power School				#DIV/0!	
Custodial Supplies	\$15,000.00	\$1,059.00	\$1,059.00	7.06%	
Other (Specify)	\$60,000.00	\$38,435.75	\$38,435.75	64.06%	Educational and Remedial Software
Other (Specify)				#DIV/0!	
Total Supplies	\$448,687.00	\$57,868.38	\$57,868.38	12.90%	
500 Capital Objects					
Furniture				#DIV/0!	
Technical AV Equipment				#DIV/0!	
Other (Specify)	\$210,769.00			0.00%	State revenue in case we needed to buy unplanned computers and/or furniture
Other (Specify)	\$59,000.00			0.00%	Albertsons Funds in case we needed any remodels done or student equipment
Other (Specify)	\$6,000.00			0.00%	SpEd Funds incase we needed received a student with unforeseen disabilities that may require new equipment
Other (Specify)				#DIV/0!	
Total Capital Objects	\$275,769.00	\$0.00	\$0.00	0.00%	
Debt Service					
Specify				#DIV/0!	
Specify				#DIV/0!	
Specify				#DIV/0!	
Total Debt Service	\$0.00	\$0.00	\$0.00	#DIV/0!	
Grant Purchases					
Specify				#DIV/0!	
Specify				#DIV/0!	
Specify				#DIV/0!	
Specify				#DIV/0!	
Specify				#DIV/0!	
Total Grant Purchases	\$0.00	\$0.00	\$0.00	#DIV/0!	
Reserve Fund				#DIV/0!	
Building Fund				#DIV/0!	
Total Expenses	\$1,936,300.00	\$769,360.22	\$813,159.86	39.73%	
Carryover from Previous FY	\$902,708.00	\$902,708.00	\$902,708.00	100.00%	
Reserve/(Deficit)	\$0.00	\$1,281,198.72	\$1,249,335.08	#DIV/0!	

ENTER SCHOOL NAME AND SUBMISSION DATE OF COMPLETED TEMPLATE	Proposed Budget	Notes		
REVENUE				
Local Revenue				
State Revenue				
Entitlement	\$281,796.00	215 students at 80% attendance for an ADA of 172 equalling 14.3 support units		
Wages				
Administration	\$43,747.71			
Teachers	\$555,425.74			
Classified	\$101,194.55			
Medicaid				
Benefit	\$104,675.00			
Transportation				
Federal Revenue				
Title I				
Special Ed	\$32,676.00			
Title II				
Startup Grant				
Other Sources (Specify)				
Other Sources (Specify)				
Other Sources (Specify)				
Total Revenue before holdback	\$1,119,515.00			
PROPOSED HOLDBACK				
		Holdbacks should be estimated at a minimum of 5% - 5.5% for FY 2011.		
Teacher Salaries				
Classified Salaries				
Admin Salaries				
Benefits				
Entitlement				
Transportation				
Total Holdback	\$0.00			
Total Revenue after holdback	\$1,119,515.00			
EXPENDITURES				
100 Salaries				
Teachers	\$326,049.00			
Admin	\$120,000.00			
Classified	\$117,113.00			
Special education	\$67,887.00	State and Federal Funds		
Other (Specify)	\$35,000.00	Guidance Counselor		
Other (Specify)				
Total Salaries	\$666,049.00			
200 Benefits				
Benefit Dollars	\$91,200.00			
PERSI/Payroll taxes	\$106,778.00			
Other (Specify)				
Total Benefits	\$197,978.00			
300 Purchased Services				
Transportation				
Special Education	\$10,000.00			
Proctor costs	\$300.00			
Legal	\$6,000.00			
Insurance	\$6,000.00			
Copier Lease				
Printer Lease				
Facility Lease	\$54,060.00			
Utilities	\$9,000.00			
Professional Development	\$59,688.00			
Technology	\$6,000.00			
Management Services				

September 20, 2012

Legal Publications/Advertising	\$3,000.00			
Substitute Teachers				
Board Expenses	\$8,000.00			
Other (Specify)	\$43,000.00			
Other (Specify)	\$8,000.00	Student Activities		
Total Purchased Services	\$213,048.00			
Supplies & Materials				
Teacher/Classroom	\$135,000.00			
Office	\$15,700.00	Administrative and Business Operations- memberships, audits, graduation, etc...		
Janitorial	\$6,000.00			
Textbooks	\$8,000.00			
Other (Specify)				
Other (Specify)				
Total Supplies & Materials	\$164,700.00			
Grant Expenditures				
Specify				
Specify				
Specify				
Total Grant Expenditures	\$0.00			
Capital Outlay				
Total Capital Outlay	\$877,686.50	Possible Building Purchase. Replacement of half of student/staff computers if needed		
Debt Retirement				
Total Debt Retirement	\$0.00			
Insurance & Judgements				
Total Insurance & Judgements	\$0.00			
Transfers				
Total Transfers	\$0.00			
Contingency Reserve	\$0.00			
Building Fund	\$0.00			
Total Expenditures	\$2,119,461.50			
Carryover from Previous FY	\$1,249,335.08	Reflects projected reserve/(deficit) from "current year" worksheet		
Reserve/(Deficit)	\$249,388.58			

RECOMMENDATIONS/RESPONSES KOOTENAI BRIDGE ACADEMY

Goal One Recommendations:

Complete board evaluation to help inform board continuous development. Each Board Member filled out a self-evaluation.

Taking advantage of relocation of receptionist to increase her work flow and supporting her efforts to attend to confidentiality. The remodel was complete before the beginning of school and has been a great enhancement. The design allows Jen to still talk with the kids but increases needed privacy and security.

Is your student data system adequate to inform decisions. NovaNet continues to be our primary mode of instruction, as well as our primary method of reporting attendance and output. Our student data base has gone through several upgrades this year to keep pace with more detailed reporting requirements from ISEE. We have tightened up our monitoring of ISAT scores. We also have a much more robust system of tracking the post-secondary plans of our graduates. All of these systems continue to become increasingly integrated and refined.

Could a sign in sheet in the lab increase safety in the event of an evacuation. A daily sign in sheet was deemed impractical. Instead, we have created an emergency sign out sheet. After students have left the building in case of evacuation, a roster will be created so Staff is aware of who was physically present for the evacuation.

In the context of orienting new board member, revisit the roles of the board and administration. Trustee Horton has upgraded the Board manual from a variety of angles including this one.

The board might consider an opportunity to review the successes of these first two years and create the vision for the next five or more years. As you consider, why buy the building – what will it mean for your future. The area around our school is about to undergo profound changes in street design and traffic flow. Until this construction was complete, the cost of the building and even what property might be available was unknowable. The plan to purchase the building will be taken up next year when the project is final. Preliminary numbers on the cost benefit ratio of owning vs. renting have already been generated for a period extending

over the next 11 years, but at present too many variables remain for a truly informed decision to be considered.

Define your stakeholders more clearly so that you can be more strategic about gathering information. Policy has been developed on this point and added to the Board Manual.

Positive fiscal audit. Develop 5 year plan and have effective strategy for post Charter Program grant. A 5 year budget was developed and submitted to the Board, ICSN and the SCPCS.

Goal Two Recommendations:

Continue to use data to inform the program and student progress. As above.

It appears that Nova Net is light on writing and we encourage staff to continue to explore additional opportunities to provide writing support especially to students heading to college. This has continued to pose a dilemma for our delivery system. In the late Fall, we contracted with Study Island to assist us in ISAT remediation. They also have a writing element that we intend to explore to offer as an elective credit next year. Our increased knowledge of the plans of this years Juniors/next years Seniors in regards to college will assist in assigning this elective to prepare them.

Insufficient data available to assess mastery of education goals in the charter; might consider looking at what data is available to describe progress on those. Tab 4 of the charter was amended this Fall. Our new goals are simpler to monitor; in addition, our data analysis across the board has improved.

Stakeholders identify many areas of growth among students that support their lifelong learning (responsibility, confidence, self- esteem) that are critical to their success. Maybe worth quantifying. The qualities mentioned are inherently difficult to quantify. However, we have begun requiring all graduates to fill out an exiting survey that invites input on open ended questions such as these.

Review building safety, sign in if needed, fire drills, etc. As above.

Continue to develop the role of the counselor in the school as you work with students on their future plans. Steve was the author of the exiting survey mentioned above. He took the lead on Staff Development in reviewing/leading discussions on our reading assignment, The Second Family. He has also vastly increased the amount of information available on the school website for job fairs and post-secondary opportunities. With our small staff and expanded enrollment, his primary function remains working with the kids on the floor, but his second year has seen a major expansion in his delivery as a Guidance Counselor.

Goal Three Recommendations:

Explore additional opportunities for communication with stakeholders who are asking for that. This Fall we created a Gmail list for all parents. This has been an extremely useful tool for direct communication. We also began to publish a monthly Newsletter online to keep parents informed on school activities. We have expanded our Facebook "Friend" base, primarily with students, which is also very effective. We have also kept up with our previous methods of communication through NovaNet bulletins and that old standby, the telephone.

Work to more clearly define your stakeholders so that you can capture opportunities to engage them in various ways. **As Above.**

Explore the student data system for student and parent communication. **As Above.**

Continue annual surveys for stakeholder feedback and consider exploring some issues more deeply. Might consider utilizing outside resource to get a different perspective on stakeholder surveys. **The annual surveys have continued, augmented by the student exiting survey.**

Consider additional outreach to broader community to build the visibility of the school. While this point was indeed considered, our enrollment was sufficient that recruitment was not a problem; if anything, too many applicants was the problem. Increasing the school's "visibility" does not inherently advance our Mission Statement when considering that we are already running at maximum capacity. Additionally, given the reality of the politics surrounding our formation, "out of sight, out of mind" is, in our estimation, a superior short term strategy.

Goal Four Recommendations:

Continue opportunities for reflection and feedback as well as data informed decision making. The new State requirements regarding administration of the SAT, the COMPASS or the ACCUPLACER to all Juniors has greatly increased our understanding of where our students are going after earning their diploma with us. This in turn has led to a great deal of reflection about how best to not only be a dropout recovery program, but also a program that supports post-secondary education. Unfortunately, due to our small staff size, heightened enrollment and the time it has taken to meet these new requirements, we are still processing this information, and, indeed, at the time of this writing, we have yet to have any of our students take any of these tests. We anticipate an avalanche of fresh data for us to process in the next school year.

Continue to develop the document that outlines your strategic plan, seeks the input of all stakeholders and has clearly measurable outcomes. This is indeed a work in progress. The ambiguity surrounding our purchase of the building as described above impedes significant progress on the most profound strategic issue facing our program. The yearly if not monthly

September 20, 2012

changes in ISEE reporting requirements and State requirements for testing likewise offer a moving target on meaningful strategic planning. Finally, the transition from NCLB/ISAT testing to the CCSS model will offer both opportunities and challenges. As we complete our 3rd year of operations, we are “fully hatched”, and can now start to sort through a body of data reflecting where we have been and plan more realistically on where we are going. As an administrator, I feel that our program continues to mature and that as the substance of our history increases so too will the institutional wisdom that will guide our future.

Board development plan will have positive impact school-wide as governance continues to be strengthened. As above. Additionally, we are in the process of seeing our first Board Member retire and are in the process of interviewing a replacement who will assume his or her duties in June of 2012. Going forward, as KBA continues to build momentum, new Board Members will enter into a milieu that enjoys a necessarily higher efficiency than that we were able to offer when we were just starting out. As our school continues to refine its delivery and efficiency, our Governance structure will certainly do so as well.

Consider investing in consultant to help set up more sophisticated data system that will be able to provide evidence of growth and student change. Another area that has not seen extensive progress since our last audit as we grappled with issues that presented a higher level of priority. While our financial situation is comfortable, I am not sure what I would have to pay an outside consultant to try to bring all the disparate elements of our model together, particularly since, as mentioned above, the definition of success and compliance continues to morph. I suspect it would be the work of hundreds of hours. That said, a fresh set of eyes from an outside perspective would be a worthy contribution and one we will keep in mind.

September 20, 2012

2011 - 2012 Star Rating Results		
Kootenai Bridge Academy (470) / Kootenai Bridge Academy School (1232)		
OVERALL STAR RATING		
1 star		
20 out of 100 points		
POST SECONDARY		
Content Area	Points Earned	Points Eligible
Graduation	2	10
Advanced Opportunity	1	5
College Entrance Placement	1	5
Percentage of points:		
4 / 20 = 20.0%		
Total points for this area:		
20 / 100		
PARTICIPATION		
Was participation met? Yes		

SUBJECT

Liberty Charter School Annual Update

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

Liberty Charter School (Liberty) is a public charter school authorized by the Public Charter School Commission (PCSC) and located in Nampa since 1999. Liberty serves approximately 420 students in grades K-12.

DISCUSSION

Liberty will provide an annual update on the status of the school.

Liberty's [Star Rating](#) for the 2011-12 school year is 4 out of 5, and the school met [AYP](#). More than one third of Liberty's seniors graduated with 4.0 or higher GPAs. Although the graduating class collectively earned over 450 post-secondary credits, Liberty received a score of 1/5 in the Advanced Opportunity category. This is the result of an error in the SDE's data collection system, which remains reflected in Liberty's rating because the school missed the appeal window.

Liberty met the Measurable Student Educational Standards (MSES) in the charter and continues to produce stellar academic results.

Based on the success of Legacy Charter School's co-administrator model, Liberty has implemented this model beginning in fall 2012. Each of two administrators teach half of each day and perform administrative duties during the balance of their time. Liberty's original administrator, Harbor Method founder Rebecca Stallcop, remains with the school as a co-administrator.

The school's board continues to function in an effective manner and the school's fiscal stability is apparent.

IMPACT

Information item only.

STAFF COMMENTS AND RECOMMENDATIONS

Staff has no comments or recommendations.

COMMISSION ACTION

Any action would be at the discretion of the PCSC.

September 20, 2012

THIS PAGE IS LEFT INTENTIONALLY BLANK

September 20, 2012

CHARTER SCHOOL DASHBOARD

Date: 8/13/2012

School Name: Liberty Charter School

School Address: 9955 Kris Jensen Lane

School Phone: 208-466-7952

Current School Year: 2011-2012

School Mission: To develop students who are competent, confident, and responsible young adults who possess the habits, skills, and attitudes to succeed in life and be offered the invitation of a post-secondary education and satisfying employment.

CHARTER SCHOOL BOARD

Board Member Name	Office and Term	Skill Set(s)	Email	Phone
Sheila Bryant	Chairman 2012	Legal & real estate	shelia.bryant61@gmail.com	208-880-7499
Robbie Hamblin	Vice Chair 2014	Medical/Business Owner	rhamblin@cableone.net	208-461-2853
Ted Hernandez	Board Member 2013	Business Mgt.	teodoro.hernandez@quest.com	208-465-7104
Sherry Mancuso	Secretary/Treasurer 2013	Medical/Office Mgt/Financial	sherrym@idahocardiology.com	208-461-3030
Clyde Colbert	Board Member 2012	Business Management	clydec@qntx.com	208-465-7571
Alane McKnight	N/A	Clerk of the Board	amcknight@libertycharterschool.com	208-466-7952

ENROLLMENT

Grade Level	Current Enrollment	Current ADA	Current Waiting List	Previous Year's Enrollment	Previous Year's ADA
K	24	98.39%	215	24	97.00%
1	28	98.11%	164	28	96.61%
2	31	97.7%	178	30	97.03%
3	30	98.76%	211	30	97.27%
4	33	98.41%	210	33	96.48%
5	32	98.08%	226	33	96.76%
6	33	98.76%	247	35	96.34%
7	35	97.33%	232	35	96.33%
8	35	97.17%	269	33	97.27%
9	38	97.8%	241	34	97.06%
10	36	95.22%	116	35	97.22%
11	37	94.75%	145	35	95.11%
12	30	97.22%	56	30	93.46%
TOTAL	422	97.44%	2510	415	96.45%

September 20, 2012

Student Attrition Rate: 5%

Is your school planning to increase or decrease enrollment opportunities for the upcoming school year? no

If yes, briefly describe planned enrollment changes, including numbers and grades affected: n/a

STUDENT DEMOGRAPHICS

School Year	Hispanic (# and %)	Asian (# and %)	White (# and %)	Black (# and %)	American Indian (# and %)	LEP (# and %)	FRL (# and %)	Special Education (# and %)
Current	36/8.6%	2/.05%	368/87%	7/1.7%	2/.05%	0	154/39%	23/5.4%
Previous	36/8.6%	5/1%	364/87%	7/1.7%	7/1.7%	0	171/41%	30/7.2%

FACULTY AND STAFF

Administrator Name(s): Rebecca Stallcop

Administrator's Hire Date: June 1998

Administrator Email(s): rebeccastallcop@libertycharterschool.com

Current Classified Staff (# FTE): 16

Classified Attrition Rate: 1

Current Faculty (# FTE): 18

Faculty Attrition Rate: 0

EDUCATIONAL PROGRAM

Did your school make AYP during the last school year? yes

If no, please specify indicator and status: n/a

If no, please describe plan for addressing need: n/a

Was your school selected to participate in NAEP this year? no

REPORTING

Date of last programmatic operations audit? July 25, 2012

Date submitted to authorizer? August 22, 2012

Who performed your most recent programmatic audit? Mr. Holland Johnson & Mrs. Brianne Gray

Date of most recent fiscal audit? August 2, 2012

Date submitted to authorizer? Sept. 20, 2012.

COMMENTS

Please describe any significant changes experienced by your school in the past year:

At the end of 2011-2012, Mrs. Stallcop, founder of the Harbor School Method and founding principal for Liberty Charter, announced her retirement. Since that time, the Governing Board has been taking applications and resumes from educators interested in sharing a co-administrator/co-teacher position. The Liberty Governing Board decided to go with this model of carrying out the day-to-day administrative operations of the school after observing the co-administrator/co-teacher setup at the newest Harbor School to open in Nampa, Legacy Charter School. The outcome of this new administrative arrangement has been to hire long-time Liberty teacher and athletic director, Mark Wachsmuth (who has also held an administrator credential for several years), as one of the co-administrators. It is expected that the other co-administrator will be determined early this fall.

Please describe the greatest successes experienced by your school in the past year:

1. Liberty students continuing to make AYP and continuing to surpass state test performance standards.

September 20, 2012

2. 100% of 2012 seniors graduating. The 2012 graduates completed 459 college credits. Eleven of the 30 graduated with a 4.0 or better GPA, while 86% graduated with a 3.0 or better GPA.
3. The continued emphasis on teaching time in science, and science curriculum now using Harbor concept board approach, resulted in continued gains in ISAT science scores this year. Fifth grade proficiency/advanced combined score increased by almost 9% (78.8% to 87.5%), while the 10th grade proficiency/advanced combined score increased by 18% (from 76.5 to 94.4%)! Additional positive ISAT outcomes include: Two grades having 100% proficiency or better in math (3rd & 5th grades), with all other grades achieving 94% or higher proficiency; and 100% of 3rd graders proficient in reading.
4. Concert choir received superior ratings from all judges at State festival, as well as a superior rating in sight reading -- superior ratings across the board are almost unheard of at this competition. Additionally, the program sent 5 students to All-State in choir (our of 35 total concert choir students).
4. Continued to see that daily ACT/SAT review questions at beginning of each high school class for 9th-12th grades of benefit to students by continued trend of higher testing outcomes.
5. Continued budget strength and fiscal restraint to realize ample unappropriated fund balance while providing all student services and teacher salaries and benefits that are among the highest in the State.
6. On the extra-curricular side, Liberty's boys' JV & Varsity basketball coaches, girls' JV & Varsity basketball coaches, and Varsity volleyball coach were all nominated by their peers as the 2011-2012 coaches of the year.
7. Student accomplishments within the sports program:
 - Varsity Volleyball shared the regular season 1A Western ID Conference title, and 3 players were named to All-Conference or Honorable Mention, including 1 player who was named Player of the Year in the league.
 - Girls' Varsity won regular season conference title, won 1A Division I District III championship, and won consolation championship in State Tournament. Five players named to All-Conference of Honorable Mention in the league.
 - Boys' Varsity won regular season conference title, finished 3rd in 1A Division District III tournament, and advanced to State Tournament, winning the first game at state tournament in Liberty boys' basketball history.

Please describe any challenges you anticipate during the upcoming year:

None

Please add any additional information of which you would like to make your authorizer aware :

1. Pleased to share that Alan Reed, Chairman of the Charter School Commission, was the speaker for Liberty's commencement on June 1, 2012. This was the first class to graduate that began at Liberty as kindergartners. In this senior class of 30, 11 will graduate with a 4.0 or better GPA, while collectively the class has earned 459 college credits. We were honored that Chairman Reed wanted to take part.
2. Continue to be proud of the manner in which Liberty's administrator and teachers are mentoring Legacy Charter School staff to help ensure their strength as a Harbor School.

REQUIRED ATTACHMENTS

- Most recent ISAT and IRI results (as applicable)
- Chart comparing ISAT and IRI scores over the past four years of operation (as applicable)
- Goals attainment report comparing the measurable student educational standards in your charter to actual results.
- Written response to recommendations from most recent programmatic operations audit.
- Most recent parent/stakeholder satisfaction survey results
- Budget actuals for most recent month-end

September 20, 2012

- Budget estimates for remainder of current year, and fiscal outlook for next year
- Exit interview data for most recent school year

From Liberty's charter document:

ELEMENT FOUR: METHOD STUDENT PROGRESS MEASURED

Liberty Charter School learners are exposed to some traditional examination methods. As required by the Charter, student performance is assessed relative to other learners of the same age, up through the twelfth grade, through state and national testing.

Students at Liberty Charter School will:

- ...meet the statewide performance standards developed by the Idaho Department of Education. These standards include the subjects of Language Arts, Mathematics, Science, Social Studies and Physical Education;
- ...achieve developed standards for age levels, content areas and outcomes addressed by the State Department of Education. These standards will be measured by student products, performances, exhibitions and any future tests developed by the Idaho State Department of Education.

We will meet the goals identified in this Charter petition when students demonstrate the following:

- Score in the top quartile on standardized tests on the national, state, and district levels.
Met -- Liberty students continue to score in the in the 90th+ percentile in ISAT language, math, and reading. Science proficiency continues to climb with tremendous growth in 2011-2012: Fifth grade increased 9%, 7th grade increased 2%, and 10th grade increased 18%! Overall science average increased from 77% in 2010-2011 to 85% in 2011-2012.
- Reading at grade level by 3rd grade.
Met, but two students are receiving RTI support to strengthen skills.
- Computing math at grade level by 3rd grade.
Met -- Spring 2012 ISAT outcome for 3rd grade: 100% proficient or advanced!
- Student absenteeism is less than 4%.
Met -- Liberty's Dashboard shows average daily attendance for 2011-2012 was 97.44%
- Student tardies are less than 2%.
Met -- As documented on teachers' attendance reports on each student's report cards and in Powerschool tracking.

September 20, 2012

- 7th through 12th grade students will receive a positive evaluation when completing the community service piece of the charter which is designed to instill a sense of individual, social, and civic responsibility where learners will use new found knowledge of solve community problems.

Met – 7th and 8th grade teachers keep completed, documented hours of community service in each student's file. Once in high school, students report documented community service hours with the high school registrar. High School students receive 1 credit on their high school transcript for completion of required hours. To emphasize importance of community service commitment, annually one senior is awarded the Kris Jensen Scholarship, a college scholarship in remembrance of long-time Liberty employee Kris Jensen who died in an automobile accident at the beginning of '09-10 school year.

- Samples of student work depicting acquired, integrated, extended, refined and meaningful utilization of knowledge.

Met – At parent-teacher conferences, teachers and students share with parents examples of student work demonstrating acquired knowledge, academic success, and personal growth. Annually, each high school class (freshman, sophomore, junior & senior classes) present to families and friends an evening of speeches where they demonstrate a particular area of learning that year that has affected them positively in some manner and places it in a context beyond the classroom and/or school setting.

- Students reflect positive growth on self-assessment surveys done yearly on attitudes and habits toward task performance.

Met – Information included as part of students' report cards.

PROGRAMMATIC AUDIT:

After last year's reaccreditation visit by the Northwest Accreditation Commission, and using that report as the 2010-2011 audit, Liberty returned to its annual programmatic audit format in which community members, successful in either their line of work and/or community affairs, served as the audit team reviewing the school's programs and providing feedback so as to continue the school's aim to provide a "school-to-work" educational model. The results of this programmatic audit are included in the pages that follow.

September 20, 2012

ANNUAL PROGRAMMATIC AUDIT
2011-2012

School: LIBERTY CHARTER SCHOOL

Programmatic Audit team:

Mr. Darrell Deide
Mr. Holland Johnson
Mrs. Brianne Gray

Date of Programmatic Audit:

July 25, 2012

TEAM REPORT SUMMARY

July 27, 2012

On July 25, 2012, the programmatic audit team consisting of local community members met with representatives of the school's governing board, administration, staff, and parents to evaluate the school's performance during 2011-2012 in the areas of governance & leadership, finances & reporting, facilities/health & safety, and educational program.

Members of the programmatic audit team included:

Darrell Deide: Superintendent of the Caldwell School District 1975-1995; School Board Representative during construction of present Caldwell High School 1996-1997; Idaho State Senator 3 terms – Vice Chairman, Senate Education Committee and Chairman, Senate Agriculture Committee; co-author of the public charter school bill; former director of the Harbor Educational Institute. [Due to an unforeseen family circumstance, Mr. Deide was unable to participate. A replacement could not be secured because of the timing of notification, therefore, Mr. Johnson and Mrs. Gray conducted the audit.]

Holland Johnson: Retired educator serving 41 years in public schools, most recently in the Caldwell School District; 1981 Nampa Teacher of the Year; 1988-1998 Junior High Principal; Counselor/Consultant to Nampa's Liberty Charter High School program in its initial years of operation.

Brianne Gray: Owner & Operator, Stillwater Hollow, Nampa; Professional Singer; founder of Legacy Public Charter School; former educational assistant, Liberty Charter School; former lobbyist, Idahoans for Choice in Education-PAC.

It is no coincidence that audit team members have substantial experience with Harbor Method schools, along with strong educational, community and business backgrounds. The governing board members believed this level of Harbor expertise, coupled with the members' considerable skills & knowledge in their professional areas, would be beneficial, allowing the team to "hit the ground running" by already being familiar with the mission & vision of the school and the overall education goals, yet still removed enough to provide valuable feedback to the school representatives as they seek ways to improve.

Overall, the programmatic team found that Liberty Charter School continues to provide a much-desired educational option in its community as evidenced by its large waiting list (more than 2,500 students), student retention, and parent satisfaction, and by its strong teacher and staff support (little attrition) and long-time service by its governing board members. As has been the history of the school, student educational outcomes are impressive with state test scores that any school would be proud to claim. Additionally, the school continues to use its resources wisely: Financially, the school is strong. The budgets are carefully reviewed and approved by the governing board and followed by the administrator, with the administrator having the expertise to understand the budget necessary to operate the school effectively. As a result, the school has a nearly decade-long record of running in the black with healthy reserves – an enviable position for nearly any enterprise in today's economy either in the private or public sector. From a facilities standpoint, it's impressive to see a building that while nearly 10 years old barely shows its age. There is pride and appreciation shown in the facilities by the students, staff and parents, and an understanding that it must stand the test of time. And while the review team understands that long-time Liberty administrator, Mrs. Rebecca Stallcop, has

September 20, 2012

retired, we are confident of the mentoring and transition she has established to ensure that Liberty is now able to move forward without her day-to-day, full-time presence. It's refreshing to see an educator who is excited to stay a part of the what she has created to help ensure the school is here for as long as the community supports it. We will watch with interest as the coming years unfold and want to recognize and thank Mrs. Stallcop here for her dedication to education choice in Idaho.

The attached review provides a checklist of the areas the review team covered and includes collective comments by the team members as we met with various school representatives. As you will see from the documentation cited, the review team based its audit findings on information provided through interviews, document review, and a physical look at the learning facility on the day of the audit, and were, obviously, developed in concert with each team member's previous Harbor knowledge and specific school experiences as already addressed.

In conclusion, we congratulate Liberty Charter School for being a trailblazer in the charter school movement in Idaho as being one of the first charter schools to open in the State, and for continuing to operate successfully in all areas of its operation.

Mr. Holland Johnson

Mrs. Brianne Gray

2010-2011 SCHOOL INFORMATION --

SCHOOL NAME: Liberty Charter School

ADDRESS: 9955 Kris Jensen Lane, Nampa, Idaho 83686

PROGRAMMATIC AUDIT YEAR: 2011-2012

YEAR OPENED: 1999

ENROLLMENT: 401

GRADES OFFERED: K-12

CURRENT WAITING LIST: 2,569

BOARD MEMBERS: Mrs. Shelia Bryant, Dr. Rob Hamblin, Mrs. Sherry Mancuso, Mr. Clyde Colbert, Mr. Ted Hernandez.

ADMINISTRATOR(S): Mrs. Rebecca Stallcop

OF CERTIFIED TEACHERS: 19

OF EDUCATIONAL ASSISTANTS: 14

OF OFFICE/ADMINISTRATIVE STAFF: 2

GOVERNANCE & LEADERSHIP:

Objective	Met	Not Met	Supporting Documentation	Audit Team Comments
Governing Board:				
Governing Board understands its role and responsibilities and the role of the administrator(s)	X		Interview & discussion, policies & procedures	<i>Appreciate history of long-time service by board members; and careful consideration of board selection when an opening occurs to not select those who will "rubber stamp" decisions, but who will ensure charter is adhered to while carrying mission/vision, and when/if issues arise they are addressed quickly (HQ issue)</i>
Governance structure is effective.	X		Copy of policies & procedures, interviews with board members, admins & staff	
Charter school's bylaws are up-to-date and include major obligations for governance.	X		Copy of Bylaws	
Board participates in board training	X		Board training schedule, interviews	<i>Commend board for establishing training schedule, even though it's an established board, and for Ms. Bryant's leadership in board's updating of bylaws & policies during 2011-2012.</i>
Board works well with administrator, supports administrator, holds administrator accountable.	X		Interviews, administrator formal evaluation	<i>Because board and administrator understand each other's roles & responsibilities well, school appears able to operate with little to no discord.</i>
Board understands the charter and its responsibility in ensuring the charter is followed.	X		Interviews	<i>Fingerprinting issue during 2011-2012 is an example of fixing an issue quickly and with integrity w/authorizer.</i>

September 20, 2012

Governing Board understands and follows open meeting laws, and works with administrator to stay up-to-date on new legislation, state requirements & procedures, and to address legal obligations.	X		Board postings, notices, meeting minutes; interviews; evidence of participation in state-sponsored trainings.	
---	---	--	---	--

GOVERNANCE & LEADERSHIP, continued:

Objective	Met	Not Met	Supporting Documentation	Comments
Administration:				
Administrator is knowledgeable of and committed to school's mission & vision.	X		Interviews & discussion, policies & procedures	
Administrator understands and effectively allocates school resources to achieve mission, vision, goals & student outcomes.	X		Interviews, review of class schedules, budgets, personnel allocation.	<i>Administrator's vast knowledge and expertise in public school budgets has long been evident and board's effectiveness in understanding and approving realistic budgets is to be commended. The school's strong reserve is impressive and a testament to the commitment by the admin and board to use tax dollars conservatively.</i>
Administrator understands and carries out leadership skills that support the governing board, teachers, staff & students w/in the Harbor Method absolutes.	X		Harbor Method absolutes document, interviews, board evaluation.	<i>Appreciated comments describing the way in which the administrator speaks about the board to her staff and parents so they understand the voluntary role, yet extremely important role, the board members play in the success of the school.</i>
Evidence of effective Administrator and Governing Board relationship that benefits teachers & students.	X		Interviews	<i>Comments demonstrate mutual respect and appreciation.</i>
Administrator has an effective procedure in place for evaluating school personnel.	X		Interviews, procedure for personnel evaluations.	<i>Charlotte Danielson's Framework coupled with teacher-provided videos of their classroom instruction for admin review in concert with daily visits by admin in the classrooms appears to have created incredibly valuable on-going and substantive evaluations.</i>

September 20, 2012

Administrator is able to demonstrate ability to carry out day-to-day duties, as required by the Harbor Method, and long-term duties (accreditation, annual Commission updates, SDE compliance, etc.).	X		Interviews, board evaluation of administrator, annual update review, accreditation review, etc.	
Administrator effectively communicates with constituents and insures school communicates with community.	X		Interviews, review of weekly attendance notes & news, website, lottery notices, public mtg notices, etc.	

FINANCES:

Objective	Met	Not Met	Supporting Documentation	Comments
School budget is in place, followed and realistic.	X		Review of approved 2011-2012 budget & actuals, interviews	
Budget is able to support school's mission, vision, academic program and facility upkeep & safety.	X		Review of approved 2011-2012 budget & actuals, interviews, student achievement data, facility walk-thru.	
Board approves annual budget and stays up-to-date with budget actuals throughout the year.	X		Board mtg minutes, interviews	
Administrator understands budget, follows budget, and is able to manage within the constraints of the budget.	X		Interviews	

September 20, 2012

Business manager/clerk is able to perform the job duties and is supported by the Board and administration.	X		Interviews	<i>New business manager/board clerk has managed the on-going responsibilities well while learning "on the job." Appreciate hearing the mentoring that's taking place between her and long-time business manager/board clerk Niki Crow.</i>
The school is able to meet its financial obligations (loans, salaries, facility upkeep, etc.)	X		Interviews, budget review	<i>Understanding that healthy reserve is in place for unforeseen expenses while planning for continued facilities upkeep and new mandates that may arise from SDE, feds.</i>
Enrollment is strong and able to support budget requirements.	X		Enrollment data, waiting list data, interviews	<i>Continued to be impressed by growing waiting list – "clean list" that still contains more than 2500 names.</i>
Leadership is able to show capable management and reporting of the budget as required.	X		Board meeting notices & minutes, interviews	

FACILITIES:

Objective	Met	Not Met	Supporting Documentation	Comments
School building & grounds are safe and in good working order.	X		Interviews, building walk-through, fire evacuations posted, evidence of fire drills conducted, evidence of regular maintenance, etc.	
Student and personnel files are stored properly.	X		Inspection of file storage, interviews.	
Student information is easily accessible for purposes of contacting parents, medical, etc.	X		Inspection of annual enrollment info binders.	

September 20, 2012

Information available to the public is easily accessible (school outcomes, budget info, public notices, etc.)	X		Website review, front office files location, interviews.	<i>Upcoming year's school calendar may be missing from school website – understand that is provided to parents in previous year, but perhaps something to check on so parents have that info at their fingertips before school begins.</i>
Student Data system evident and being used (ISEE, Powerschool)	X		Interviews, data system inspection.	<i>Appreciation of staff involved in these data systems well noted. It's also noted the difficulty of small schools/districts to try to cover all the ways in which student data & reporting is to be accomplished in accordance with state & federal requirements.</i>
Evidence that classrooms are well organized and appropriate for school mission, vision, learning outcomes.	X		Walk-through, interviews.	

Student Outcomes:

Objective	Met	Not Met	Supporting Documentation	Comments
Student outcomes meet expectations of charter.	X		Review of 2011-2012 test data, charter, interviews, annual updates.	<i>Student outcomes – impressive!</i>
Evidence that all students learning needs are properly addressed.	X		Interviews w/special ed teacher, Title IA teacher, admins, review of student records as appropriate.	<i>Demographics of school show that special ed & title services necessary to provide appropriate learning environment for all students. Appreciated hearing the ways in which student needs are met and how all students are succeeding.</i>
Evidence that students are provided a complete educational program as described in charter.	X		Review of class schedules, examples of lesson plans, evidence of extra-curricular activities, student handbook, test data.	<i>School leadership & teachers are aware that they can't "be all things to all people," but they have provided a solid ed program with ample extra-curriculars to benefit students.</i>

September 20, 2012

Evidence of student & parent satisfaction	X		Review of Annual survey, parent & student interviews.	
Evidence of parent involvement	X		Interviews, parent volunteer schedules, parent-teacher conferences, annual meeting documentation (weebly sites)	<i>Examples: Parent volunteer schedule signups in some classes outnumber the time needed – great “problem” to have, has resulted in creative scheduling. Annual survey shows overwhelming parent satisfaction and comments for improvement minor compared to what many schools encounter.</i>
All required testing taken.	X		Test data outcomes	<i>Again, student ed outcomes impressive and stories of achievement inspiring.</i>
Evidence of constant evaluation of academic program to ensure student success.	X		Examples of addressing academic program updates w/in Harbor Method framework: high school morning concepts, co-admin emphasis, after-school tutoring, etc.	

September 20, 2012

LIBERTY CHARTER SCHOOL
2012 ISAT & AYP COMPARISONS (Expressed in %)

ISAT:

READING Proficiency	State	Nampa School District	Victory Charter School	Idaho Arts Charter School	Liberty Charter School
3 rd Grade	88.40	83.00	100	91.70	93.40
4 th Grade	88.90	85.40	100	93.80	90.90
5 th Grade	87.80	83.10	100	87.30	90.90
6 th Grade	89.50	85.90	87.90	93.80	88.50
7 th Grade	90.80	88.30	97.10	100	100
8 th Grade	92.30	88.70	97.10	98.40	96.90
10 th Grade	87.60	85.40	100	98.00	100
MATH Proficiency	State	Nampa School District	Victory Charter School	Idaho Arts Charter School	Liberty Charter School
3 rd Grade	88.40	85.80	96.60	89.60	96.70
4 th Grade	86.80	84.30	96.90	89.60	87.90
5 th Grade	78.60	74.60	93.90	81.00	93.90
6 th Grade	79.00	72.80	81.80	84.40	91.40
7 th Grade	75.60	70.80	94.10	80.30	97.00
8 th Grade	78.80	72.60	82.90	88.30	96.90
10 th Grade	78.00	73.00	86.40	79.60	82.30
SCIENCE Proficiency	State	Nampa School District	Victory Charter School	Idaho Arts Charter School	Liberty Charter School
5 th Grade	69.30	65.20	87.90	68.20	78.80
7 th Grade	59.40	57.10	70.60	59.00	76.50
10 th Grade	72.50	67.80	86.40	63.20	76.50
LANGUAGE Proficiency	State	Nampa School District	Victory Charter School	Idaho Arts Charter School	Liberty Charter School
3 rd Grade	74.60	68.70	96.60	72.90	86.70
4 th Grade	84.80	80.30	93.70	91.70	90.90
5 th Grade	79.40	73.60	93.90	84.10	87.90
6 th Grade	76.50	72.30	81.90	87.50	82.90
7 th Grade	74.20	66.60	82.40	88.50	97.10
8 th Grade	72.80	63.10	88.60	86.70	93.70
10 th Grade	76.60	73.10	100	85.70	91.20

AYP: 2010-2011 results as 2011-2012 results not available until after 8-31-2012.

	State	Nampa School District	Victory Charter School	Idaho Arts Charter School	Liberty Charter School
ISAT Reading (Grades 3-10)	92.70	90.0	95.90	95.10	96.10
ISAT Math (Grades 3-10)	88.40	85.60	96.50	91.30	95.10
Graduation	92.40	91.90	92.20	87.20	100

September 20, 2012

LIBERTY CHARTER SCHOOL
ISAT RESULTS: Four-year comparison/2008-2012

READING Proficiency	2008	2009	2010	2011	2012	5-yr AVERAGE
3 RD Grade	86.70	89.66	100	93.40	100	93.95
4 th Grade	93.90	84.85	87.90	90.90	88.00	89.11
5 th Grade	93.70	96.97	87.90	90.90	96.90	93.27
6 th Grade	90.90	100	100	88.50	90.90	94.06
7 th Grade	100	93.94	93.90	100	91.40	95.85
8 th Grade	96.90	100	97.1	96.90	97.00	97.58
10th Grade	100	94.12	90.09	100	97.30	96.30
School Avg	94.59	94.22	93.84	94.37	94.50	94.30
MATH Proficiency	2008	2009	2010	2011	2012	5-yr AVERAGE
3 RD Grade	96.70	96.55	100	96.70	100	98.00
4 th Grade	100	93.94	90.90	87.90	97.00	93.95
5 th Grade	96.90	96.88	97.20	93.90	100	96.98
6 th Grade	93.80	90.63	96.90	91.40	94.00	93.35
7 th Grade	94.10	87.88	94.00	97.00	97.10	94.02
8 th Grade	96.90	93.94	92.10	96.90	94.10	94.80
10th Grade	100	85.29	87.90	82.30	94.50	90.00
School Avg	96.91	92.15	94.14	92.30	96.67	94.43
SCIENCE Proficiency	2008	2009	2010	2011	2012	5-yr AVERAGE
5 TH Grade	78.20	66.67	63.60	78.80	87.50	74.95
7th Grade	50.00	69.70	48.50	76.50	74.30	63.80
10 th Grade	86.70	79.41	72.70	76.50	94.40	81.94
School Avg	71.63	71.93	61.60	77.27	85.40	73.57
LANGUAGE Proficiency	2008	2009	2010	2011	2012	5-yr AVERAGE
3 RD Grade	86.70	93.10	93.30	86.70	90.00	90.52
4 th Grade	90.90	87.88	87.90	90.90	87.80	89.04
5 th Grade	84.40	87.88	84.80	87.90	93.80	84.74
6 th Grade	81.80	84.38	87.60	82.90	84.80	84.23
7 th Grade	91.20	90.91	84.90	97.10	85.80	89.88
8 th Grade	87.60	93.94	91.20	93.70	94.20	89.05
10th Grade	96.70	85.29	87.90	91.20	94.50	88.22
School Avg	88.47	89.05	88.22	90.06	90.12	89.18

2011-2012 LIBERTY IRI SCORES: Four-year comparison

2011-2012	Benchmark	Strategic	Intensive
K-Fall	75%	20.83%	4.17%
K – Spring	79%	20.83%	0
1st – Fall	82.14%	17.86%	0
1st – Spring	92.86%	7%	0
2 nd – Fall	82.76%	10.34%	6.9%
2 nd – Spring	89.66%	4%	6.45%
3 rd – Fall	93.33%	3.33%	3.33%
3 rd – Spring	90.32%	9.67%	0
2010-2011	Benchmark	Strategic	Intensive
K-Fall	77.27%	13.64%	9.09%
K-Spr	90.91%	9.09%	0.00%
1 st -Fall	82.14%	17.86%	0.00%
1 st -Spr	92%	4.00%	4.00%
2 nd -Fall	83.33%	10.00%	6.67%
2 nd -Spr	90.00%	3.33%	6.67%
3 rd -Fall	86.67%	10.00%	3.33%
3 rd -Spr	86.67%	10.00%	3.33%
2009-2010	Benchmark	Strategic	Intensive
K-Fall	70.83%	16.67%	12.50%
K-Spr	79.17%	20.83%	0.00%
1 st -Fall	75.00%	21.43%	3.57%
1 st -Spr	78.57%	17.86%	3.57%
2 nd -Fall	83.33%	13.33%	3.33%
2 nd -Spr	89.29%	10.71%	0.00%
3 rd -Fall	96.67%	3.33%	0.00%
3 rd -Spr	96.97%	3.33%	0.00%
2008-2009	Benchmark	Strategic	Intensive
K-Fall	66.67%	25.00%	8.33%
K-Wtr	95.65%	4.35%	0.00%
1 st -Fall	92.86%	7.14%	0.00%
1 st -Spr	85.71%	14.29%	0.00%
2 nd -Fall	93.33%	3.33%	3.33%
2 nd -Spr	96.67%	3.33%	0.00%
3 rd -Fall	82.14%	14.29%	3.57%
3 rd -Spr	85.19%	14.81%	0.00%

Results of the 2011-2012 Stakeholder Survey:

In 2011-2012, Liberty underwent its three-year federal programs review. As part of the federal funding the school receives, surveys are to be conducted with the school's stakeholders to ensure parents/guardians are knowledgeable of and involved in their students' learning environment. The survey below was given this past winter to the 7th & 8th grade parents first, realizing that it is often at these grades when students and parents become somewhat less engaged in the day-to-day school programs and opportunities, and then to all parents at the end of the year. Additionally, this survey was used to fulfill the school's charter requiring that an annual survey be given to stakeholders. This year it was decided to survey parents regarding Title IA/parent involvement in two phases: First, to the parents of our 7th & 8th grade students, which was conducted in December; and second, to the parents-at-large, which was conducted in the spring. We emphasized the 7th and 8th grades as this is when we begin to see parents becoming somewhat less involved in school, so thought it would be a good comparison group to the other grades as a whole. The results from the first phase with 7th & 8th grade parents are shown in gray; the results from the overall parent survey are shown in blue:

2011-2012 Annual Survey: Title IA and Parental Involvement

To continue to have our parents/guardians aware of and involved in the various programs & activities at the school, please take 5 minutes to complete this short, anonymous survey, which is both an information-sharing and information-receiving tool. Thank you.

Please answer the following using a scale of 1-5, with five being "very familiar" to 1 being "unfamiliar."

- Liberty Charter School values parental involvement. The following are ways parents can be involved in their child(ren)'s education:
 - Volunteer in classrooms
 - Provide an appropriate environment for homework
 - Work on PLATO at home
 - Read and sign weekly attendance newsletter
 - Read and sign annual enrollment packet in the fall, which includes the school-parent compact
 - Provide feedback to teachers/administrators

How familiar are you with these opportunities?

5—very familiar	4-somewhat familiar	3-familiar	2-not very familiar	1-unfamiliar
71%	28%	10%	0%	0%
[Requested more info on PLATO home access]				
77%	14%	6.5%	2%	1/2%

- Parents are made aware of their child(ren)'s progress in the following ways:
 - Progress reports as needed
 - Twice yearly parent/teacher conferences
 - Informal parent/teacher communication
 - Quarterly report cards
 - Testing results (ISAT and IRI)

How familiar are you with these avenues?

September 20, 2012

5-very familiar	4-somewhat familiar	3-familiar	2-not very familiar	1-unfamiliar
84%	13%	6%	0%	0%
87%	8%	4%	½%	½%

3. Information regarding the overall progress of Liberty Charter is presented through the following:

- School website linked to the school’s Annual Report Card & notification of AYP status
- Annual Title 1A presentation at the Back-to-School night
- Administrator’s report at Governing Board meetings
- Weekly attendance newsletters

How familiar are you with these avenues of sharing the school’s progress?

5-very familiar	4-somewhat familiar	3-familiar	2-not very familiar	1-unfamiliar
45%	32%	10%	10%	0%
[Areas noted least familiar – AYP/Annual Report Card notifications]				
52%	27%	10%	9%	1%

4. Below are ways Liberty Charter communicates with parents:

- Weekly attendance newsletters, annual enrollment packet and student handbook
- Twice yearly parent/teacher conferences
- Informal parent/teacher communication
- High school parents email newsletter
- School -wide events
- Governing Board meetings
- Administrator emails/ backpack notes

How familiar are you with these communication avenues?

5-very familiar	4-somewhat familiar	3-familiar	2-not very familiar	1-unfamiliar
71%	23%	10%	0%	0%
72%	17%	8%	2%	1%

On a scale of 1-5, with 5 being “strongly agree” to 1 being “strongly disagree”, please answer the following:

1. I believe the school provides adequate opportunities for parents/guardians to be involved in their child(ren)’s academic success.

5-strongly agree	4-agree	3-somewhat agree	2-disagree	1-strongly disagree
71%	26%	3%	0%	0%
75%	19%	5%	<½%	1%

2. I believe the school does a good job in keeping me aware of my child(ren)’s progress.

5-strongly agree	4-agree	3-somewhat agree	2-disagree	1-strongly disagree
61%	23%	13%	0%	0%
68%	20%	11%	½%	½%

September 20, 2012

3. I believe there are enough ways in which the school provides information to me regarding the school's programs, activities and services.

5-strongly agree	4-agree	3-somewhat agree	2-disagree	1-strongly disagree
55%	30%	10%	0%	3%
58%	27%	11%	4%	<½%

Thank you for completing this survey.

September 20, 2012

Liberty exit data for 2011-2012:

Transfer to another charter school: 1

Expulsion: 1

Going to be home schooled: 1

Moved – out of state: 13

Moved in state (to another town or school): 14

For those who transferred to another school in the area, the reasons given for leaving Liberty included: School too hard, Student wants to go where there is a football program, Too many rules, Doesn't like small school/parents wanted children to attend larger school, Wants a more lenient attendance policy.

September 20, 2012

Liberty Charter School, August 10, 2012	Proposed (Board Approved Budget for Fiscal Year)	Actual (Through Most Recent Month End)	Projected (Anticipated Year-End Numbers)	Percentage Used (Actual / Proposed)	Notes
REVENUE		6/30/2012			
Salary Apportionment	\$1,418,372.33	\$1,418,372.33	\$1,418,372.33	100.00%	
Benefit Apportionment	\$221,206.02	\$221,206.05	\$221,206.05	100.00%	
Entitlement	\$535,789.80	\$535,789.80	\$535,789.80	100.00%	Based on 27.3 units, 430 enrolled currently
State Transportation	\$139,641.00	\$140,555.00	\$140,555.00	100.65%	
Lottery				#DIV/0!	
Other State Funds (Specify)	\$16,350.00	\$24,771.77	\$24,771.77	151.51%	IRI, Tech Funds, Remediation
Special Ed - Regular	\$63,467.00	\$63,805.00	\$63,805.00	100.53%	
Special Ed - ARRA				#DIV/0!	
Title I	\$73,892.00	\$73,892.00	\$73,892.00	100.00%	
Federal Title I Funds : ARRA				#DIV/0!	
Medicaid Reimbursement	\$6,400.00	\$4,870.00	\$4,870.00	76.09%	
Title IIA	\$11,722.00	\$11,722.00	\$11,722.00	100.00%	
Local Revenue (Specify)	\$14,000.00	\$12,505.29	\$12,505.29	89.32%	Kindergarten room lease revenue, communication reimb.
Federal Startup Grant				#DIV/0!	
Other Grants (Specify)	\$34,341.00	\$34,341.00	\$34,341.00	100.00%	REAP
Fundraising	\$450.00	\$421.89	\$421.89	93.75%	
Interest Earned	\$1,500.00	\$1,455.43	\$1,455.43	97.03%	
Other (Specify)	\$185,693.00	\$195,232.59	\$195,232.59	105.14%	Food Service
Other (Specify)				#DIV/0!	
TOTAL REVENUE	\$2,722,824.15	\$2,738,940.15	\$2,738,940.15	100.59%	
EXPENDITURES					
100 Salaries					
Teachers	\$966,000.00	\$969,218.98	\$969,218.98	100.33%	
Special Education	\$69,267.43	\$68,701.21	\$68,701.21	99.18%	
Instructional Aides	\$70,983.00	\$70,709.38	\$70,709.38	99.61%	
Classified/Office	\$161,000.00	\$156,998.24	\$156,998.24	97.51%	
Administration	\$89,750.00	\$92,666.66	\$92,666.66	103.25%	
Maintenance	\$9,250.00	\$10,598.00	\$10,598.00	114.57%	
Other (Specify)	\$18,100.00	\$16,632.16	\$16,632.16	91.89%	\$10,100 Teacher Improvement, \$8,000.00 Activities
Other (Specify)				#DIV/0!	
Total Salaries	\$1,384,350.43	\$1,385,524.63	\$1,385,524.63	100.08%	
200 Employee Benefits					
PERSI/FICA/Benefits	\$387,372.33	\$385,314.45	\$385,314.45	99.47%	
Other (Specify)				#DIV/0!	
Total Benefits	\$387,372.33	\$385,314.45	\$385,314.45	99.47%	
300 Purchased Services					
Management Services				#DIV/0!	
Staff Dev/Title IIA				#DIV/0!	
Legal Pub/Advertising	\$1,000.00	\$860.37	\$860.37	86.04%	
Legal Services	\$5,000.00	\$6,810.00	\$6,810.00	136.20%	
Special Education	\$5,068.00	\$9,351.62	\$9,351.62	184.52%	
Liability & Property Ins	\$9,950.00	\$8,817.00	\$8,817.00	88.61%	
Substitute Teachers	\$500.00	\$859.00	\$859.00	171.80%	
Board Expenses				#DIV/0!	
Computer Services				#DIV/0!	
Transportation	\$174,500.00	\$193,401.89	\$193,401.89	110.83%	
Travel	\$500.00	\$1,159.58	\$1,159.58	231.92%	
Other (Specify)	\$7,316.00	\$4,870.00	\$4,870.00	66.57%	Medicaid
Other (Specify)	\$24,000.00	\$20,548.33	\$20,548.33	85.62%	Copier Lease, Dual Enrollment, Membership fees, Janitorial, Alarm Service, Communicator
Total Services	\$227,834.00	\$246,677.79	\$246,677.79	108.27%	
Facilities					
Building Lease				#DIV/0!	
Land Lease				#DIV/0!	
Modular Lease				#DIV/0!	
Utilities, Phones, Lndscp	\$77,350.00	\$76,286.43	\$76,286.43	1.11%	12K new phone system

September 20, 2012

Site Preparation				#DIV/0!	
Other (Specify)	\$21,000.00	\$23,109.07	\$23,109.07	0.00%	Maintenance - Building Repairs
Other (Specify)				#DIV/0!	
Total Facilities	\$98,350.00	\$99,395.50	\$99,395.50	101.06%	
400 Supplies and Maintenance					
Textbooks	\$10,000.00	\$9,215.98	\$9,215.98	92.16%	
School Supplies	\$40,019.80	\$40,028.00	\$40,028.00	100.02%	
Power School	\$4,000.00	\$4,000.00	\$4,000.00	100.00%	
Custodial Supplies	\$7,500.00	\$8,024.72	\$8,024.72	107.00%	
Other (Specify)				#DIV/0!	
Other (Specify)	\$4,000.00	\$3,655.51	\$3,655.51	91.39%	District Equipment
Total Supplies	\$65,519.80	\$64,924.21	\$64,924.21	99.09%	
500 Capital Objects					
Furniture				#DIV/0!	
Technical AV Equipment	\$28,000.00	\$29,921.22	\$29,921.22	106.86%	
Other (Specify)				#DIV/0!	
Other (Specify)				#DIV/0!	
Other (Specify)				#DIV/0!	
Other (Specify)				#DIV/0!	
Total Capital Objects	\$28,000.00	\$29,921.22	\$29,921.22	106.86%	
Debt Service					
Specify	\$298,540.84	\$294,844.00	\$294,844.00	98.76%	Loan Payment
Specify		\$5,557.00	\$5,557.00	#DIV/0!	Change in Fund Balance
Specify				#DIV/0!	
Total Debt Service	\$298,540.84	\$300,401.00	\$300,401.00	100.62%	
Grant Purchases					
Specify	\$34,341.00	\$34,341.00	\$34,341.00	100.00%	REAP
Specify	\$174,060.00	\$190,605.47	\$190,605.47	109.51%	Food Service
Specify	\$181.00	\$181.00	\$181.00	100.00%	Title I
Specify	\$281.00	\$281.00	\$281.00	100.00%	Title II
Specify		\$4,627.00	\$4,627.00	#DIV/0!	Change in FS Fund Balance
Total Grant Purchases	\$208,863.00	\$230,035.47	\$230,035.47	110.14%	
Reserve Fund				#DIV/0!	
Building Fund				#DIV/0!	
Total Expenses	\$2,698,830.40	\$2,742,194.27	\$2,742,194.27	101.61%	
Carryover from Previous FY	\$657,344.00	\$657,344.00	\$657,344.00	100.00%	
Reserve/(Deficit)	\$681,337.75	\$654,089.88	\$654,089.88	96.00%	

September 20, 2012

Liberty Charter School August 10, 2012	Proposed Budget	Notes
REVENUE		
Local Revenue	\$15,000.00	
State Revenue	\$15,500.00	
Entitlement	\$532,062.00	Based on 27 units. 430 currently enrolled
Wages		
Administration	\$122,967.00	
Teachers	\$1,083,231.00	
Classified	\$189,740.00	
Medicaid	\$5,000.00	
Benefit	\$240,000.00	
Transportation	\$127,500.00	
Federal Revenue		
Title I	\$73,892.00	
Special Ed	\$68,934.00	
Title II	\$11,722.00	
Startup Grant		
Other Sources (Specify)	\$34,341.00	REAP
Other Sources (Specify)	\$178,400.00	Food Service
Other Sources (Specify)		
Total Revenue before holdback	\$2,698,289.00	
PROPOSED HOLDBACK		
		Holdbacks should be estimated at a minimum of 5% - 5.5% for FY 2011.
Teacher Salaries		
Classified Salaries		
Admin Salaries		
Benefits		
Entitlement		
Transportation		
Total Holdback	\$0.00	
Total Revenue after holdback	\$2,698,289.00	
EXPENDITURES		
100 Salaries		
Teachers	\$973,000.00	
Admin	\$80,000.00	
Classified	\$150,000.00	
Special education	\$84,140.00	
Other (Specify)	\$11,000.00	Maintenance
Other (Specify)	\$93,083.00	EA's, Teacher Improvement, Activities
Total Salaries	\$1,391,223.00	
200 Benefits		
Benefit Dollars	\$132,200.00	
PERSI/Payroll taxes	\$254,154.00	
Other (Specify)		
Total Benefits	\$386,354.00	
300 Purchased Services		
Transportation	\$186,000.00	
Special Education	\$6,000.00	
Proctor costs		
Legal	\$10,000.00	
Insurance	\$27,000.00	
Copier Lease	\$8,000.00	
Printer Lease		
Facility Lease		
Utilities	\$66,500.00	
Professional Development		
Technology	\$12,000.00	
Management Services	\$15,000.00	
Legal Publications/Advertising	\$1,000.00	

September 20, 2012

Substitute Teachers	\$4,000.00	1K Sub Teachers, \$3K Dual Enrollment		
Board Expenses	\$2,300.00			
Other (Specify)	\$5,000.00	Medicaid		
Other (Specify)	\$24,000.00	\$24K Bldg & Grounds		
Total Purchased Services	\$366,800.00			
Supplies & Materials				
Teacher/Classroom	\$35,000.00			
Office	\$4,000.00			
Janitorial	\$7,500.00			
Textbooks				
Other (Specify)	\$3,454.00	Special Ed		
Other (Specify)	\$5,500.00	Equipment, 5K School Activities		
Total Supplies & Materials	\$55,454.00			
Grant Expenditures				
Specify	\$34,341.00	REAP		
Specify	\$462.00	Title I and II		
Specify	\$178,400.00	Food Service		
Total Grant Expenditures	\$213,203.00			
Capital Outlay				
Total Capital Outlay	\$0.00			
Debt Retirement				
Total Debt Retirement	\$300,000.00			
Insurance & Judgements				
Total Insurance & Judgements	\$0.00			
Transfers				
Total Transfers				
Contingency Reserve	\$0.00			
Building Fund	\$0.00			
Total Expenditures	\$2,713,034.00			
Carryover from Previous FY	\$654,089.88	Reflects projected reserve/(deficit) from "current year" worksheet		
Reserve/(Deficit)	\$639,344.88			

September 20, 2012

2011 - 2012 Star Rating Results

LIBERTY CHARTER (458) / LIBERTY CHARTER SCHOOL (0587)

OVERALL STAR RATING

4 star 80 out of 100 points

ACHIEVEMENT

Content Area	Percent Proficient / Advanced	Points Earned	Points Eligible
ISAT Reading	94.3%	4	5
ISAT Math	96.5%	5	5
ISAT Language	90.4%	4	5

*** Calculated using average of last three years data*

Percentage of points: 13 / 15 = 86.7%

Total points for this area: 17 / 20

GROWTH TO ACHIEVEMENT

Content Area	Median Student Growth Percentile (SGP)	Median Student Adequate Growth Percentile (AGP)	Made Adequate Growth?	Points Earned	Points Eligible
Reading	54.0	9.0	Yes	4	5
Math	61.0	11.0	Yes	4	5
Language	58.0	16.0	Yes	4	5

Percentage of points: 12 / 15 = 80.0%

Total points for this area: 24 / 30

September 20, 2012

GROWTH TO ACHIEVEMENT - AT RISK SUBGROUP

Content Area	Median Student Growth Percentile (SGP)	Median Student Adequate Growth Percentile (AGP)	Made Adequate Growth?	Points Earned	Points Eligible
Reading	56.5	15.0	Yes	16	20
Math	54.5	25.0	Yes	16	20
Language	47.0	31.5	Yes	12	20

Percentage of points:

$44 / 60 = 73.3\%$

Total points for this area:

15 / 20

POST SECONDARY

Content Area	Points Earned	Points Eligible
Graduation	10	10
Advanced Opportunity	1	5
College Entrance Placement	5	5

Percentage of points: $16 / 20 = 80.0\%$

Total points for this area: 24 / 30

PARTICIPATION

Was participation met? Yes

SUBJECT

Monticello Montessori School Annual Update

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

Monticello Montessori School (Monticello) is a public charter school approved by the Public Charter School Commission (PCSC). Serving approximately 215 students in Idaho Falls, Monticello recently completed its second year of operations.

DISCUSSION

Monticello will provide an update regarding the status of the school. Meeting materials were submitted after the deadline and have therefore been excluded from this document.

Monticello's [Star Rating](#) for the 2011-12 school year is 2 out of 5. Math represents the school's weakest area in terms of both achievement and growth. The median Monticello student's growth was in the 10th percentile, and the majority of students are not growing at a rate that will enable them to reach proficiency within three years.

Monticello did meet the Adequate Growth Percentile (AGP) in reading and language. However, the 2/5 points earned for language indicate that most Monticello students grew less than their academic peers.

It should be noted that, due to inadequate numbers of students, Monticello's overall points (43/100) are not influenced by Growth to Achievement Subgroups.

Monticello did not meet [AYP](#) in 2012, and is on alert status in math.

Insufficient documentation has been provided to permit a determination regarding whether or not Monticello has met the MSES in the approved charter. As noted in the PCSC site visit report and a response from Monticello's administrator, the MSES require amendment to increase effectiveness and better reflect the mission of the school.

Monticello's former administrator, a school founder, has been replaced by Mr. Randy Crisler. Three new members have joined the board since January 2012, filling a vacant seat and replacing two, outgoing members.

The school reports finishing FY12 with a carryover of approximately \$64,000, despite an \$85,000 operating loss. The projected FY13 ending

balance is \$42,136; the school retains an additional \$50,000 in a reserve account. Additionally, Monticello has succeeded in obtained USDA financing for its facility.

Required dashboard attachments including standardized test results, a goals attainment report, programmatic audit responses, stakeholder survey results, and student exit interview data were not provided.

IMPACT

Pursuant to I.C. § 33-5209(2), if the PCSC “has reason to believe that the public charter school has done any of the following, it shall provide the public charter school written notice of the defect and provide a reasonable opportunity to cure the defect:...(e) Failed to submit required reports to the authorized chartering entity governing the charter...”

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the PCSC direct staff to issue to Monticello Montessori School a notice of defect on the grounds of failure to submit required reports to the authorizing chartering entity, specifically: budgets, standardized test results, a goals attainment report, programmatic audit responses, stakeholder survey results, and student exit interview data.

Monticello has indicated that both students and teachers require time to adjust to the Montessori Method. However, a central purpose of the public charter school is to improve educational outcomes, and Monticello is now in its third year of operations. In the event that the school continues to evidence academic underperformance, the PCSC should seriously consider whether Monticello represents a viable choice for students and taxpayers.

COMMISSION ACTION

A motion to direct PCSC staff to issue to Monticello Montessori School a notice of defect on the grounds of failure to submit required reports to the authorizing chartering entity, specifically: budgets, standardized test results, a goals attainment report, programmatic audit responses, stakeholder survey results, and student exit interview data.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Monticello Montessori Charter School Site Visit

January 6, 2012

Interview with Board Members:

Two board members participated in the interview. Board members articulated that the mission of the school is to provide a Montessori-based education focused on continuous improvement and a strong commitment to success with an emphasis on students becoming independent citizens. They believe the school is on target in fulfilling the mission.

According to the board members, the board functions exceedingly well. They understand the role of a board, and each member is committed to the success of the school. Engaging discussions take place during which all members are free to express opinions and consensus is reached. Meeting attendance is good.

Administration and the board have an open and compatible relationship with regular communication. Board members consider the administration to be an effective team that works well with a young staff that continues to learn and adjust. The board completes administrator evaluations on a semiannual basis.

Regarding the financial stability of the school, board members believe the school has done very well in light of the times. They are trying to obtain permanent financing for their new facility but have a good relationship with the construction company, which will continue to work with the school in leasing the facility. The board considers fund usage to be wise and looks at the financial situation from an investment perspective. As expressed in the interview, enrollment is the key to operating without a loss. Keeping a reserve is of utmost importance to the board. Contingency plans are discussed on a monthly basis.

Facility issues include obtaining permanent financing and gaining space to allow for a cafeteria and gym. The school would like to add additional domes to expand the school.

Possible board candidates are being groomed through training invitations, board meeting invitations, and committee service. Current board strengths include diversity and open discussion. Weaknesses include the need for additional training, and the board is committed to continuous learning and growth. Training is an ongoing agenda item that is scheduled for the next several months.

Parent involvement is described as being fabulous. The school has instituted a point system that acts as incentive for volunteerism and participation. Many misconceptions remain in the community, which tends to expect Montessori schools to be private rather than public. Movie theatre commercials, bookmarks distributed to libraries, harvest festivals, and community fundraising events form

the basis of marketing plans. The school is trying to capitalize on word of mouth marketing as it seems to be the most effective.

Concerns expressed by the board include inadequate funding for Special Education programs, which they view as creating a financial burden for schools. They would like to see the option of video conferencing for PCSC meeting attendance to relieve the time and money constraints related to traveling to Boise.

Interview with Administrator:

The mission of the school as expressed by the administrator, Mr. David Meyer, is using the Montessori Method to create critical thinkers and independent learners with a focus on individualized and differentiated learning. Students are encouraged to take responsibility for their learning. Ideally, fulfillment of the mission is determined according to how well students use knowledge to solve problems. However, the only measurement tools currently available are designed to measure the accumulation of knowledge. Administration expressed the need to amend the MSES to better reflect the mission of the school.

The relationship between administration and the board is described as professional, effective, and efficient. The board supports the mission and makes decisions based on policy and the law without personal entanglement. Only recently were parents of students in the school added as board members. Current board members were selected based on the skills they possess.

Facility issues involve the need to obtain permanent financing. Dome Technology invested 2.3 million in the facility and is patiently waiting for reimbursement. Debt service to Dome Technology is scaled to enrollment. The school is working to obtain USDA financing. The school would like to see legislation that would help charter schools access facility funds.

The administrative workload is described as being manageable. Mr. Meyer values continuation of the school regardless of his presence there. Therefore, he tries to offload tasks as appropriate. Staff is cross trained and their increased understanding of various roles and responsibilities makes workloads more reasonable. Additionally, an administrative assistant was brought in this year. Staff members work well together and willingly aid in task completion.

The administrator acts as a resource to the staff and has created a collaborative and trusting environment. Staff credits the administrator's attitude as being the catalyst for staff being willing to do more. The administrator views himself as being effective at organizing people; defining tasks; ensuring people feel supported; communicating with staff, parents, and students; and creating a close knit team. He holds himself to high standards and ultimately feels responsible for everything that happens even though he has a shared vision of responsibility.

An academic strength of the school is the level of effort put into professional development regarding use of Montessori Method. Students must also learn how to learn through Montessori. Work plans provide direction for students, while teachers serve as mentors that solicit student feedback and respond to individual needs. Students are excited about learning and engaged in the work. Weaknesses include the need for additional training in the Montessori Method, alignment of Montessori principles to state and common core standards, and a significant student population that struggles with reading. Additional reading curriculum resources are needed. Administration believes a three year cycle is needed to obtain accurate results.

The administrator reports that all teachers are properly certified and highly qualified. Annual teacher evaluations are completed. These are based on the Danielson model and appreciative inquiry. Special education students are properly identified and serviced. The school is ready to align curriculum to common core standards, they are currently deciding who will complete this task. The staff is aware of common core standards but training is needed.

Data acquisition is based mostly on teacher observation. The Montessori Method provides that teachers observe students for mastery and move them on accordingly. Controls are built into the curriculum so it is obvious to both the student and teacher when mistakes are made. The student becomes his own authority over what is being done right or wrong. Additionally, feedback loops are built into the curriculum. For these reasons, the administrator said little formal data acquisition is needed. IRI, AIMSWEB, reading probes, and ISAT scores are used to identify areas of weakness and drive curricular decisions.

Over 90% of parents attend conferences, and the school has an active parent organization. Administration believes newly passed state legislation does not support the Montessori Method and that legislation is driving innovation. The legislation has resulted in reduction of staff and is not viewed as being a motivator for teachers. Also as a result of Students Come First, the administration is considering adding an online component to the school.

Interview with Business Manager:

The business manager describes her training as being adequate and the workload manageable. After a year on the job, she has a good understanding of the 2M software. Every month she goes over the budget and completes interim budgets reflecting needed adjustments. She describes the process as ongoing evaluation.

The current budget is likely inaccurate, as it was based on enrollment of 256 and enrollment is actually 241. Additionally transportation reimbursement may be lower than estimated. The state will true up these figures in February. Medicaid reimbursement has gone up due to increased special education expenses.

MMCS currently charges preschool tuition. Tuition is also collected for full day kindergarten. Next year, the preschool tuition will be phased out but will continue to be charged for the full day kindergarten option. No fees are charged for supplies or for the half-day kindergarten option.

It appears that the school will have an operating loss of about \$62,000 this year. However, this does not take into account grant money carried over from last year, budget even though grant expenditures are included. The school has had to dip into reserves but anticipates ending the current year with a positive fund balance of about \$47,000. FY 13 projections were not provided.

Program Strengths:

- Individualized instruction
- Dedicated staff, board, and administration
- Good working relationships among staff, administration, and board
- Engaged students
- Administrator is viewed as a resource
- High parent involvement
- Met AYP
- SRA curriculum
- AIMSWEB data acquisition

Program Concerns:

- Additional teacher training needed
- MSES not met or in need of more data
- 3 year cycle needed for true measure of Montessori effectiveness – how will progress be measured in the meantime?
- Obtaining permanent financing for facility
- Better calibration to determine appropriateness of curriculum needed
- More hard data may be required to determine success of program – better tracking of student progress
- Financial audit - PCSC does not have copy

Possible Charter Violations:

- The Gifted and Talented Education (GATE) program will be supervised by a certificated staff member who holds the Gifted and Talented Endorsement, or by a certificated staff member of another school through a cooperative arrangement.
- Monticello teachers are trained in the use of the Sheltered Instruction Observation Protocol (SIOP) Model
- MSES 2 not met

- Monticello offers a full day preschool and kindergarten to better meet the needs of parents.

Possible Charter Amendments:

- MSES
- Other areas of non-compliance as noted above
- Adding an online component

Recommendations:

- Amend MSES and other charter requirements that are not being met as soon as possible
- Meet compliance with all charter requirements
- Obtain additional teacher training
- Find ways to collect more hard data to better measure student progress and the success of the program
- Continue work on obtaining permanent financing
- Train teachers in MTI
- Continue implementation of common core standards
- Additional board training
- Community education about the Montessori method

Materials Requested:

- Fiscal audit

September 20, 20112

Monticello Montessori

4707 S. Sweetwater Way
Ammon, Idaho 83406
208.520.2492 office
208.717.3161 fax



February 14, 2012

Dear Keelie:

Thank you for visiting Monticello Montessori. We enjoyed having you here. I appreciate the document you created that lists in an abbreviated format the requirements of our charter. This will be a very helpful document for us!

Regarding your concerns about compliance, the following information is submitted for your consideration.

1. We would like to amend our charter to reflect MESEs that align with our school's mission: To create critical thinkers and intrinsically motivated learners. We would like to remove the ISAT and IRI MESEs and add the following assessments instead:

The Cornell Critical Thinking Test, Grades 5 and 6

The School Motivation and Learning Strategies Inventory (SMALSI), Grades 3 through 6

Both of these assessments have been nationally normed. *(PCSC Staff Note: This possibility was discussed but never submitted as a proposed amendment.)*

2. We have contracted with a teacher who holds a Gifted and Talented endorsement. She is working with us to identify our GAT students and provide a program to meet their needs.
3. We do not currently have any students who are English Language Learners; however, we will purchase the SIOP training books from the SIOP Institute and begin training this school year to be in compliance with the charter.
4. We would like to amend our charter to state Monticello Montessori *may* offer a full day preschool and kindergarten program so that we have the flexibility to offer or not to offer such programs. *(PCSC Staff note: This amendment was approved by staff in Spring 2012.)*

Please advise how you would like us to submit the charter amendments mentioned in items 1 and 4 above. Also, please advise if there is anything else we need to do to be in compliance regarding items 2 and 3 above. Once again, thank you for your oversight and attention to detail regarding our charter.

Best regards,

--

David D. Meyer, Administrator
Monticello Montessori Charter School
4707 S Sweetwater Way

September 20, 2012

Ammon, ID 83406
(208) 419-0742, office
(208) 717-3161, fax

September 20, 20112

2011 - 2012 Star Rating Results

Monticello Montessori Charter School (474) / Monticello Montessori Charter School (1246)

OVERALL STAR RATING

2 star

43 out of 100 points

ACHIEVEMENT

Content Area	Percent Proficient / Advanced	Points Earned	Points Eligible
ISAT Reading	83.1%	3	5
ISAT Math	52.1%	2	5
ISAT Language	64.8%	3	5

*** Calculated using average of last three years data*

Percentage of points:

8 / 15 = 53.3%

Total points for this area:

13 / 25

GROWTH TO ACHIEVEMENT

Content Area	Median Student Growth Percentile (SGP)	Median Student Adequate Growth Percentile (AGP)	Made Adequate Growth?	Points Earned	Points Eligible
Reading	48.5	18.0	Yes	3	5

September 20, 20112

Math	10.0	38.5	No	1	5
Language	40.5	35.0	Yes	2	5
Percentage of points: 6 / 15 = 40.0%					
Total points for this area: 30 / 75					
PARTICIPATION					
Was participation met? Yes					

SUBJECT

Victory Charter School Annual Update

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

Victory Charter School (Victory) is a public charter school authorized by the Public Charter School Commission (PCSC) and located in Nampa since 2004. Victory serves approximately 400 students in grades K-12.

DISCUSSION

Victory will provide an annual update on the status of the school.

Victory's [Star Rating](#) for the 2011-12 school year is 4 out of 5, and the school met [AYP](#). The Achievement and Growth categories evidence the school's strong academic program, which resulted in 100% reading proficiency in several grades on the ISAT. Although Victory received 10/10 for its 100% graduation rate, the school received a score of 1/5 in the Advanced Opportunity category. This is the result of an error in the SDE's data collection system, which remains reflected in Victory's rating because the school missed the appeal window.

Victory met the Measurable Student Educational Standards (MSES) in the charter and continues to produce stellar academic results.

Based on the success of Legacy Charter School's co-administrator model, Victory has implemented this model beginning in fall 2012. Each of two administrators teach half of each day and perform administrative duties during the balance of their time. Victory's original administrator, Marianne Saunders, remains with the school as a co-administrator.

The school's board continues to function in an effective manner and the school's fiscal stability is apparent.

Stakeholder survey results indicate some areas in which communication could be improved; the school has taken steps to address these issues.

IMPACT

Information item only.

STAFF COMMENTS AND RECOMMENDATIONS

Staff has no recommendations or comments.

COMMISSION ACTION

Any action would be at the discretion of the PCSC.

September 20, 2012

THIS PAGE IS LEFT INTENTIONALLY BLANK

September 20, 2012

CHARTER SCHOOL DASHBOARD

Date: 8-15-2012

School Name: Victory Charter School

School Address: 9779 Kris Jensen Lane

School Phone: 208-442-9400

Current School Year: 2011-2012

School Mission: To develop students who are competent, confident, and responsible young adults who possess the habits, skills, and attitudes to succeed in life and be offered the invitation of post-secondary education and satisfying employment

CHARTER SCHOOL BOARD

Board Member Name	Office and Term	Skill Set(s)	Email	Phone
Leslie Mauldin	Chair/2013	Business Owner	leslie.mauldin@yahoo.com	208-870-8538
Dale Dixon	Vice Chair/2014	Public Relations/Business	info@daledixonmedia.com	208-908-3674
Susan Larson	Sec,Treasurer2013	Education/Office Mgt.	sjlrun@yahoo.com	208-463-4408
Ebe Amaechi	Member/2014	Counselor/Juvenile Corrections	eamaechi@msn.com	208-440-4411
Darren McKenzie	Member 2012	Attorney/Legal	darrenmckenzie67@yahoo.com	208-461-3989
Niki Crow	Clerk	Accountant	clerk@victorycharterschool.net	208-442-9400

ENROLLMENT

Grade Level	Current Enrollment	Current ADA	Current Waiting List	Previous Year's Enrollment	Previous Year's ADA
K	24	96.29	127	24	96.84
1	28	97.30	120	28	97.05
2	30	97.69	171	30	96.30
3	30	97.89	201	32	96.94
4	32	97.22	178	32	97.24
5	33	97.32	210	33	96.72
6	33	97.20	224	33	96.86
7	35	97.24	197	34	96.35
8	35	97.03	219	35	96.53
9	34	97.74	154	37	97.14
10	23	97.23	118	30	97.51
11	39	98.19	78	36	96.18
12	24	97.01	34	18	95.93
TOTAL	399	97.37	2031	402	96.76

Student Attrition Rate: 8%

Is your school planning to increase or decrease enrollment opportunities for the upcoming school year? no

If yes, briefly describe planned enrollment changes, including numbers and grades affected: n/a

STUDENT DEMOGRAPHICS

School Year	Hispanic (# and %)	Asian (# and %)	White (# and %)	Black (# and %)	American Indian (# and %)	LEP (# and %)	FRL (# and %)	Special Education (# and %)
Current	34/8.5%	13/3.3%	335/84%	13/3.3%	1/.3%	0/0	147/37%	11/2.8%
Previous	36/8.8%	10/2.4%	349/85%	12/3%	3/.8%	0/0	217/53%	15/4%

FACULTY AND STAFF

Administrator Name(s): Dr. Marianne Saunders

Administrator's Hire Date: June 2004

Administrator Email(s): msaunders@victorycharterschool.net

Current Classified Staff (# FTE): 9.5

Classified Attrition Rate: 0

Current Faculty (# FTE): 18

Faculty Attrition Rate: 0

EDUCATIONAL PROGRAM

Did your school make AYP during the last school year? Yes

If no, please specify indicator and status: NA

If no, please describe plan for addressing need: NA

Was your school selected to participate in NAEP this year? No

REPORTING

Date of last programmatic operations audit? July 25, 2012

Date submitted to authorizer? August 22, 2012

Who performed your most recent programmatic audit? Mr. Holland Johnson & Mrs. Brianne Gray

Date of most recent fiscal audit? July 31, 2012

Date submitted to authorizer? August 23, 2012

COMMENTS

Please describe any significant changes experienced by your school in the past year:

None

Please describe the greatest successes experienced by your school in the past year:

1. Victory took top honors at the 28th annual Academic Decathlon state competition. The school's team came in first place in the small schools category at the yearly event, which quizzes students in ten academic categories. In addition to the overall team category, three Victory students earned individual awards. The school took 3rd among ALL schools in Idaho, and represented the state in the national online competition where they....
2. Very proud to share that Victory has its first National Merit Scholar!
3. Victory students took first place honors for the National History Day Competition.
4. Victory's RAD program (Race Against Drugs production that's taken to area schools in the spring) received a CapEd Grant to support the program and its travel expenses. The RAD choir event is presented by the school's 5th & 6th graders.
5. The fourth senior class graduated June 1st. 100% of the seniors graduated.

September 20, 2012

6. The boys basketball team, for the first time, went to a playoff game beyond the regular season.

7. Revamping of science across the grades continues to show improvement in student outcomes: ISAT science results improved as follows: 10th graders showed 9% increase in those who are proficient/advanced (86.4%) over last year, 7th graders improved 3% over last year (70.6% proficient/advanced), and 5th graders improved 21% over last year (87.9% proficient/advanced).

8. Other student success in state achievement outcomes: 100% of 3rd, 4th, 5th & 10 graders scored proficient/advanced in reading. 10th graders also scored 100% proficient/advanced in IST language.

Please describe any challenges you anticipate during the upcoming year:

None

Please add any additional information of which you would like to make your authorizer aware :

In 2012-2013, Victory has gone to a co-administrator/co-teacher position to model the success that its sister school, Legacy Charter School, has experienced with this arrangement in which two individuals teach half day and then carry out the administrative duties half day. In doing so, the governing board hired Mr. Matt McDaniel, a long-time teacher at Victory & Liberty Charter Schools, to share the administrative role with Dr. Marianne Saunders, who has been the principal since the school's inception.

REQUIRED ATTACHMENTS

- Most recent ISAT and IRI results (as applicable)
- Chart comparing ISAT and IRI scores over the past four years of operation (as applicable)
- Goals attainment report comparing the measurable student educational standards in your charter to actual results.
- Written response to recommendations from most recent programmatic operations audit.
- Most recent parent/stakeholder satisfaction survey results
- Budget actuals for most recent month-end
- Budget estimates for remainder of current year, and fiscal outlook for next year
- Exit interview data for most recent school year

September 20, 2012

VICTORY CHARTER SCHOOL
2012 ISAT & AYP COMPARISONS (Expressed in %)

ISAT:

READING Proficiency	State	Nampa School District	Victory Charter School	Idaho Arts Charter School	Liberty Charter School
3 rd Grade	88.40	83.00	100	91.70	93.40
4 th Grade	88.90	85.40	100	93.80	90.90
5 th Grade	87.80	83.10	100	87.30	90.90
6 th Grade	89.50	85.90	87.90	93.80	88.50
7 th Grade	90.80	88.30	97.10	100	100
8 th Grade	92.30	88.70	97.10	98.40	96.90
10 th Grade	87.60	85.40	100	98.00	100
MATH Proficiency	State	Nampa School District	Victory Charter School	Idaho Arts Charter School	Liberty Charter School
3 rd Grade	88.40	85.80	96.60	89.60	96.70
4 th Grade	86.80	84.30	96.90	89.60	87.90
5 th Grade	78.60	74.60	93.90	81.00	93.90
6 th Grade	79.00	72.80	81.80	84.40	91.40
7 th Grade	75.60	70.80	94.10	80.30	97.00
8 th Grade	78.80	72.60	82.90	88.30	96.90
10 th Grade	78.00	73.00	86.40	79.60	82.30
SCIENCE Proficiency	State	Nampa School District	Victory Charter School	Idaho Arts Charter School	Liberty Charter School
5 th Grade	69.30	65.20	87.90	68.20	78.80
7 th Grade	59.40	57.10	70.60	59.00	76.50
10 th Grade	72.50	67.80	86.40	63.20	76.50
LANGUAGE Proficiency	State	Nampa School District	Victory Charter School	Idaho Arts Charter School	Liberty Charter School
3 rd Grade	74.60	68.70	96.60	72.90	86.70
4 th Grade	84.80	80.30	93.70	91.70	90.90
5 th Grade	79.40	73.60	93.90	84.10	87.90
6 th Grade	76.50	72.30	81.90	87.50	82.90
7 th Grade	74.20	66.60	82.40	88.50	97.10
8 th Grade	72.80	63.10	88.60	86.70	93.70
10 th Grade	76.60	73.10	100	85.70	91.20

AYP: 2010-2011 results as 2011-2012 results not available until after 8-31-2012

	State	Nampa School District	Victory Charter School	Idaho Arts Charter School	Liberty Charter School
ISAT Reading (Grades 3-10)	92.70	90.0	95.90	95.10	96.10
ISAT Math (Grades 3-10)	88.40	85.60	96.50	91.30	95.10
Graduation	92.40	91.90	92.20	87.20	100

September 20, 2012

VICTORY CHARTER SCHOOL
ISATS: Four-year comparison – 2008-2012

READING	2008	2009	2010	2011	2012	5-yr
Proficiency						AVERAGE
3 RD Grade	83.3	86.7	96.7	87.5	100	90.84
4 th Grade	93.5	96.9	87.6	96.9	100	95.00
5 th Grade	84.9	93.8	100	90.9	100	93.92
6 th Grade	81.8	87.9	97.0	93.9	87.90	89.70
7 th Grade	87.9	88.2	91.2	94.1	97.10	91.70
8 th Grade	93.8	100	85.7	94.3	97.10	94.18
10th Grade	100	-----	92.0	100	100	98.00
School Avg	89.3	92.2	92.6	93.9	97.44	93.08
MATH	2008	2009	2010	2011	2012	5-yr
Proficiency						AVERAGE
3 RD Grade	93.3	83.3	93.3	93.8	96.60	92.06
4 th Grade	100	96.9	93.7	100	96.90	97.50
5 th Grade	90.9	93.8	100	90.9	93.90	93.90
6 th Grade	87.8	87.8	100	100	81.80	91.48
7 th Grade	93.9	88.2	88.2	91.2	94.10	91.12
8 th Grade	87.5	90.3	85.7	91.4	82.90	87.68
10th Grade	84.4	-----	92.0	93.6	86.40	89.10
School Avg	91.1	90.0	91.8	94.4	90.37	91.53
SCIENCE	2008	2009	2010	2011	2012	5-yr
Proficiency						AVERAGE
5 TH Grade	57.6	68.8	69.7	66.7	87.90	70.14
7th Grade	60.6	55.9	70.6	73.5	70.60	66.24
10 th Grade	81.3	71.5	79.2	77.4	86.40	79.16
School Avg	66.5	65.4	73.2	72.5	81.63	71.85
LANGUAGE	2008	2009	2010	2011	2012	5-yr
Proficiency						AVERAGE
3 RD Grade	70.0	80.0	76.7	78.1	96.60	80.28
4 th Grade	90.3	87.5	84.4	100	93.70	91.18
5 th Grade	78.8	93.8	90.9	81.8	93.90	87.84
6 th Grade	75.8	78.8	84.8	97.0	81.90	83.66
7 th Grade	87.9	85.3	79.4	88.2	82.40	84.64
8 th Grade	81.3	83.9	80.0	85.7	88.60	83.90
10th Grade	75.0	-----	84.5	87.1	100	86.65
School Avg	93.2	84.9	83.1	88.3	91.01	85.45

September 20, 2012

VICTORY CHARTER SCHOOL -- IRI SCORES
Four-year Comparison

2011-2012	Benchmark	Strategic	Intensive
K-Fall	70.83%	20.83%	8.33%
K-Spring	83.3%	12.5%	4.2%
1 st -Fall	64.29%	28.57%	7.14%
1 st -Spring	82.14%	14.29%	3.57%
2 nd -Fall	80%	10%	10%
2 nd -Spring	86.67%	6.67%	6.67%
3 rd -Fall	93.33%	6.67%	0%
3 rd -Spring	96.67%	3.33%	0%
2010-2011	Benchmark	Strategic	Intensive
K-Fall	83.33%	12.50%	4.17%
K-Spr	72.73%	18.18%	9.09%
1 st -Fall	78.57%	14.29%	7.14%
1 st -Spr	88.89%	11.11%	0.00%
2 nd -Fall	86.67%	10.00%	3.33%
2 nd -Spr	93.33%	6.67%	0.00%
3 rd -Fall			
3 rd -Spr	96.88%	3.12%	0.00%
2009-2010	Benchmark	Strategic	Intensive
K-Fall	79.17%	16.67%	4.17%
K-Spr	79.17%	16.67%	4.17%
1 st -Fall	65.38%	30.77%	3.85%
1 st -Spr	96.00%	4.00%	0.00%
2 nd -Fall	76.67%	16.67%	6.67%
2 nd -Spr	96.55%	3.45%	0.00%
3 rd -Fall	93.33%	3.33%	3.33%
3 rd -Spr	90.00%	10.00%	0.00%
2008-2009	Benchmark	Strategic	Intensive
K-Fall	66.67%	25.00%	8.33%
K-Wtr	90.91%	9.09%	0.00%
1 st -Fall	96.43%	0.00%	3.57%
1 st -Spr	96.43%	0.00%	3.57%
2 nd -Fall	76.67%	23.33%	0.00%
2 nd -Spr	93.33%	6.67%	0.00%
3 rd -Fall	86.21%	3.45%	10.34%
3 rd -Spr	85.71%	3.57%	10.71%

Goals Attainment Report

From Victory's charter document:

ELEMENT FIVE: THE MEASURABLE STUDENT EDUCATIONAL STANDARDS

Measurement...

- We will meet the goals identified in this Charter petition when students demonstrate the following:
 - Score in the top quartile on standardized tests on the national, state, or district levels after a period of two consecutive academic years at Victory Charter School.

Met – For 2011, 2012, the 3rd, 4th, 5th, and 10th grades all scored 100% proficient/advanced on the reading ISAT. In language, 100% of the 10th grade scored proficient/advanced on the ISAT. In science ISAT, 5th grade went from 66.7% proficient/advanced in 2010-2011 to 87.90%, a 21% increase, while 10th grade went from 77.4% in 2010-2011 to 86.4% in 2011-2012, a 9% increase!
 - Reading at grade level by 3rd grade.

ISAT and IRI spring testing occurring weeks of April 16 & 23. School has historically met this standard.
 - Computing math at grade level by 3rd grade.

100% of 3rd graders passed the ISAT reading, all students but one scored a 3 on the spring IRI; the one who scored just below a 3 is receiving RTI services to strengthen skills.
 - Student absenteeism is less than 4%.

Met – Overall average daily attendance in 2011-2012 was 97.37%.
 - Student tardies are less than 2%.

Met – tardies are tracked through Powerschool and on students' report cards.
 - 7th through 12th grade students will receive a positive evaluation when completing the community service piece of the charter which is designed to instill a sense of individual, social, and civic responsibility where learners will use new found knowledge of solve community problems.

September 20, 2012

Met – 7th and 8th grade teachers keep completed, documented hours of community service in each student's file. Once in high school, students report documented community service hours with the high school registrar. High School students receive 1 credit on their high school transcript for completion of required hours.

- Samples of student work depicting acquired, integrated, extended, refined and meaningful utilization of knowledge.

Met – At parent-teacher conferences, teachers and students share with parents examples of student work demonstrating acquired knowledge, academic success, and personal growth. Annually, each high school class (freshman, sophomore, junior & senior classes) present to families and friends an evening of speeches where they demonstrate a particular area of learning that year that has affected them positively in some manner and places it in a context beyond the classroom and/or school setting.

- Students reflect positive growth on self-assessment surveys done yearly on attitudes and habits toward task performance.

Met – Information included as part of students' report cards.

VICTORY'S PROGRAMMATIC AUDIT:

After last year's reaccreditation visit by the Northwest Accreditation Commission, and using that report as the 2010-2011 audit, Victory returned to its annual programmatic audit format in which community members, successful in either their line of work and/or community activities, served as the audit team reviewing the school's programs and providing feedback so as to continue the school's aim to provide a "school-to-work" education model. The results of this programmatic audit are included in the information that follows.

September 20, 2012

**ANNUAL PROGRAMMATIC AUDIT
2011-2012**

**School: VICTORY CHARTER
SCHOOL**

Programmatic Audit team:

Mr. Darrell Deide

Mr. Holland Johnson

Mrs. Brianne Gray

Date of Programmatic Audit:

July 25, 2012

TEAM REPORT SUMMARY

July 28, 2012

On July 25, 2012, the programmatic audit team consisting of local community members met with representatives of the school's governing board, administration, staff, and parents to evaluate the school's performance during 2011-2012 in the areas of governance & leadership, finances & reporting, facilities/health & safety, and educational program.

Members of the programmatic audit team included:

Darrell Deide: Superintendent of the Caldwell School District 1975-1995; School Board Representative during construction of present Caldwell High School 1996-1997; Idaho State Senator 3 terms – Vice Chairman, Senate Education Committee and Chairman, Senate Agriculture Committee; co-author of the public charter school bill; former director of the Harbor Educational Institute. **[Due to an unforeseen family circumstance, Mr. Deide was unable to participate. A replacement could not be secured because of the timing of notification, therefore, Mr. Johnson and Mrs. Gray conducted the audit.]**

Holland Johnson: Retired educator serving 41 years in public schools, most recently in the Caldwell School District; 1981 Nampa Teacher of the Year; 1988-1998 Junior High Principal; Counselor/Consultant to Nampa's Liberty Charter High School program in its initial years of operation.

Brianne Gray: Owner & Operator, Stillwater Hollow, Nampa; Professional Singer; founder of Legacy Public Charter School; former educational assistant, Liberty Charter School; former lobbyist, Idahoans for Choice in Education-PAC.

It is no coincidence that audit team members have substantial experience with Harbor Method schools, along with strong educational, community and business backgrounds. Victory's leadership saw this level of Harbor expertise, coupled with the members' considerable skills & knowledge in their professional areas, would be beneficial, allowing the audit team to "hit the ground running" by already being familiar with the mission & vision of the school and the overall education goals, yet still removed enough to provide valuable feedback to the school representatives as they seek ways to improve.

Recognizing that Victory Charter School is one of the longest-running schools to replicate Liberty Charter School, the first charter school to use the Harbor School Method, the programmatic team expected that much of what it found at Victory should be similar, if not nearly identical, to that of Liberty. We weren't disappointed. Victory Charter School, like Liberty, has provided a much-desired educational option in its community as evidenced by its large waiting list (more than 2,100 students), student retention, and parent satisfaction, and by its strong teacher and staff support, and solid service by its governing board members. It should be proud to be able to rival, and in some cases surpass, the student educational outcomes of its sister school, Liberty. Victory students' test scores are extremely impressive and it's easy to see why parents are confident in the school's ability to help their students succeed. While often times schools that try to replicate struggle in achieving similar levels of financial strength as the founding school, Victory is not in this category. The school continues to use its resources wisely: Fiscally, the school is strong. The budgets are carefully reviewed and approved by the governing board and followed by the administrator, with the board and administrator continuing a close relationship with Harbor Method Founder Becky Stallcop and her Harbor school-developed budgets to ensure the finances of the school stay in line with its mission & vision. As a result, Victory has succeeded in running in the black with reserves – even in the recent years' tight economic times. Victory's facilities are appropriate for the educational forum it provides. It's

September 20, 2012

clean, inviting, and shows little wear and tear even though it's entering its fifth year in operation (the school operated in portables its first 2 ½ years). We also appreciated seeing that although the Harbor Method's successes are well documented, Victory's replication doesn't mean it doesn't have an identity of its own or that it doesn't work collaboratively with the founding school, Liberty, to find ways to expand or adjust the program as new opportunities arise that fit into the Method well. For instance, while Liberty has a humanities focus within its high school, Victory is developing its own distinctive focus as a math & science school, having nearly all of its high school math & science credits offered as concurrent credit. It also worked with Liberty and the newest replicate school in Nampa, Legacy, to take that school's model of a co-administrator/co-teacher concept so that this coming year it will see long-time administrator, Dr. Marianne Saunders, share this role with long-time Harbor teacher, Matt McDaniel, while both will have teaching responsibilities. It's exciting to see schools that are successful not rest on that success but continue to seek ways to bring the best into the classroom for students and into the overall operation of the school.

The attached review provides a checklist of the areas the review team covered and includes collective comments by the team members as we met with various school representatives. As you will see from the documentation cited, the review team based its audit findings on information provided through interviews, document review, and a physical look at the learning facility on the day of the audit, and were, obviously, developed in concert with each team member's previous Harbor knowledge and specific school experiences as already addressed.

In conclusion, we congratulate Victory Charter School for successfully replicating an incredibly successful educational model. It's an example that when great schools are operating and parents/students want more of them, they can be duplicated so that other students benefit.

Mr. Holland Johnson

Mrs. Brianne Gray

September 20, 2012

2011-2012 SCHOOL INFORMATION --

SCHOOL NAME: Victory Charter School

ADDRESS: 9779 Kris Jensen Lane, Nampa, Idaho 83686

PROGRAMMATIC AUDIT YEAR: 2011-2012

YEAR OPENED: 2004

ENROLLMENT: 399

GRADES OFFERED: K-12

CURRENT WAITING LIST: 2,157

BOARD MEMBERS: Ms. Leslie Mauldin, Mr. Dale Dixon, Mr. Ebi Amaechi, Ms. Susan Larson, Mr. Darren McKenzie

ADMINISTRATOR: Dr. Marianne Saunders

OF CERTIFIED TEACHERS: 18

OF EDUCATIONAL ASSISTANTS: 9.5

OF OFFICE/ADMINISTRATIVE STAFF: 2

GOVERNANCE & LEADERSHIP:

Objective	Met	Not Met	Supporting Documentation	Audit Team Comments
Governing Board:				
Governing Board understands its role and responsibilities and the role of the administrator(s)	X		Interview & discussion, policies & procedures	Appreciate history of long-time service by board chair, who was served on board since school's inception and was a founder before that; also appreciated that board is aware of the school's role in not only operating its school but also being involved in educational issues beyond its four walls.
Governance structure is effective.	X		Copy of policies & procedures, interviews with board members, admins & staff	It's not easy to have people continue to serve for long periods of time on a board, so school is to be commended for having done so.
Charter school's bylaws are up-to-date and include major obligations for governance.	X		Copy of Bylaws	
Board participates in board training	X		Board training schedule, interviews	Commend board for collaborating with Liberty in new board member training and on-going training, and updating of bylaws & policies during 2011-2012. Good seeing on-going work to ensure board turnover has little impact on school operations.
Board works well with administrator, supports administrator, holds administrator accountable.	X		Interviews, administrator formal evaluation	
Board understands the charter and its responsibility in ensuring the charter is followed.	X		Interviews	Fingerprinting issue occurrence at Victory that resulted in Notice of Defect is an example of fixing an issue quickly and with integrity w/authorizer & SDE.

Governing Board understands and follows open meeting laws, and works with administrator to stay up-to-date on new legislation, state requirements & procedures, and to address legal obligations.	X		Board postings, notices, meeting minutes; interviews; evidence of participation in state-sponsored trainings.	
---	---	--	---	--

GOVERNANCE & LEADERSHIP, continued:

Objective	Met	Not Met	Supporting Documentation	Comments
Administration:				
Administrator is knowledgeable of and committed to school's mission & vision.	X		Interviews & discussion, policies & procedures	
Administrator understands and effectively allocates school resources to achieve mission, vision, goals & student outcomes.	X		Interviews, review of class schedules, budgets, personnel allocation.	The school has a strong reserve – good to know board and administrator are following Harbor Method budgeting.
Administrator understands and carries out leadership skills that support the governing board, teachers, staff & students w/in the Harbor Method absolutes.	X		Harbor Method absolutes document, interviews, board evaluation.	Interested in seeing the move from one admin to a co-admin/co-teacher arrangement. Appreciate Dr.Saunders' willingness and wanting to return to the classroom and share admin responsibilities with Mr. McDaniel.
Evidence of effective Administrator and Governing Board relationship that benefits teachers & students.	X		Interviews	

September 20, 2012

Administrator has an effective procedure in place for evaluating school personnel.	X		Interviews, procedure for personnel evaluations.	Charlotte Danielson's Framework coupled with teacher-provided videos of their classroom instruction for admin review in concert with daily visits by admin in the classrooms creates on-going and substantive evaluations.
Administrator is able to demonstrate ability to carry out day-to-day duties, as required by the Harbor Method, and long-term duties (accreditation, annual Commission updates, SDE compliance, etc.).	X		Interviews, board evaluation of administrator, annual update review, accreditation review, etc.	
Administrator effectively communicates with constituents and insures school communicates with community.	X		Interviews, review of weekly attendance notes & news, website, lottery notices, public mtg notices, etc.	

FINANCES:

Objective	Met	Not Met	Supporting Documentation	Comments
School budget is in place, followed and realistic.	X		Review of approved 2011-2012 budget & actuals, interviews	
Budget is able to support school's mission, vision, academic program and facility upkeep & safety.	X		Review of approved 2011-2012 budget & actuals, interviews, student achievement data, facility walk-thru.	School's ability to build a separate gym facility for PE and sports program during tight economic times for most schools is a credit to the board & administrator's careful management.
Board approves annual budget and stays up-to-date with budget actuals throughout the year.	X		Board mtg minutes, interviews	

September 20, 2012

Administrator understands budget, follows budget, and is able to manage within the constraints of the budget.	X		Interviews	
Business manager/clerk is able to perform the job duties and is supported by the Board and administration.	X		Interviews	
The school is able to meet its financial obligations (loans, salaries, facility upkeep, etc.)	X		Interviews, budget review	Victory has been able to operate in these tough times without having to decrease salaries, benefits, or programs.
Enrollment is strong and able to support budget requirements.	X		Enrollment data, waiting list data, interviews	Victory's 2,100+ waiting list continues to demonstrate strength.
Leadership is able to show capable management and reporting of the budget as required.	X		Board meeting notices & minutes, interviews	

FACILITIES:

Objective	Met	Not Met	Supporting Documentation	Comments
School building & grounds are safe and in good working order.	X		Interviews, building walk-through, fire evacuations posted, evidence of fire drills conducted, evidence of regular maintenance, etc.	
Student and personnel files are stored properly.	X		Inspection of file storage, interviews.	

September 20, 2012

Student information is easily accessible for purposes of contacting parents, medical, etc.	X		Inspection of annual enrollment info binders.	
Information available to the public is easily accessible (school outcomes, budget info, public notices, etc.)	X		Website review, front office files location, interviews.	
Student Data system evident and being used (ISEE, Powerschool)	X		Interviews, data system inspection.	
Evidence that classrooms are well organized and appropriate for school mission, vision, learning outcomes.	X		Walk-through, interviews.	

Student Outcomes:

Objective	Met	Not Met	Supporting Documentation	Comments
Student outcomes meet expectations of charter.	X		Review of test data, charter, interviews, annual updates.	Student outcomes – impressive!
Evidence that all students learning needs are properly addressed.	X		Interviews w/special ed teacher, Title IA teacher, admins, review of student records as appropriate.	Demographics of school show that special ed & title services necessary to provide appropriate learning environment for all students. Appreciated that Victory is committed to meeting all student needs.

September 20, 2012

Evidence that students are provided a complete educational program as described in charter.	X		Review of class schedules, examples of lesson plans, evidence of extra-curricular activities, student handbook, test data.	Concurrent credit opportunities for high school students – well done.
Evidence of student & parent satisfaction	X		Review of Annual survey, parent & student interviews.	Survey results show strong satisfaction.
Evidence of parent involvement	X		Interviews, parent volunteer schedules, parent-teacher conferences, annual meeting documentation (weebly sites)	Teacher discussions showed they have parent involvement and resources that benefit students.
All required testing taken.	X		Test data outcomes	Good to see replicate school able to post impressive student outcomes.
Evidence of constant evaluation of academic program to ensure student success.	X		Examples of addressing academic program updates w/in Harbor Method framework: high school morning concepts, co-admin emphasis, after-school tutoring, etc.	

2011-2012 Victory Stakeholder Survey

In 2011-2012, Victory underwent its three-year federal programs review. As part of the federal funding the school receives, surveys are conducted with the school's stakeholders to ensure parents/guardians are knowledgeable of and involved in their students' learning environment. The survey below was given to the 7th & 8th grade parents about mid-year, realizing that it is often at these grades when students and parents become somewhat less engaged in the day-to-day school programs and opportunities. This survey was then given to all stakeholders in the spring.

The results of the first phase with 7th & 8th grade parents is highlighted gray; the results of the survey being given to all stakeholders is highlighted yellow.

2011-2012 Annual Survey: Title IA and Parental Involvement

To continue to have our parents/guardians aware of and involved in the various programs & activities at the school, please take 5 minutes to complete this short, anonymous survey, which is both an information-sharing and information-receiving tool. Thank you.

Please answer the following using a scale of 1-5, with five being "very familiar" to 1 being "unfamiliar."

1. Victory Charter School values parental involvement. The following are ways parents can be involved in their child(ren)'s education:

- Volunteer in classrooms
- Provide an appropriate environment for homework
- Work on PLATO at home
- Read and sign weekly attendance newsletter
- Read and sign annual enrollment packet in the fall, which includes the school-parent compact
- Provide feedback to teachers/administrators

How familiar are you with these opportunities?

5- very familiar	4-somewhat familiar	3-familiar	2-not very familiar	1-unfamiliar
48%	26%	16%	6%	3%

[Plato circled in the 3%/unfamiliar – will continue to communicate w/parents in Attendance Newsletter, teacher emails to parents, at parent-teacher conferences.]

69%	18%	9%	3%	1%
-----	-----	----	----	----

2. Parents are made aware of their child(ren)'s progress in the following ways:

- Progress reports as needed
- Twice yearly parent/teacher conferences
- Informal parent/teacher communication
- Quarterly report cards
- Testing results (ISAT and IRI)

How familiar are you with these avenues?

5-very familiar	4-somewhat familiar	3-familiar	2-not very familiar	1-unfamiliar
65%	16%	23%	0%	0%
88%	9%	2%	1%	0%

3. Information regarding the overall progress of Victory Charter is presented through the following:

- School website linked to the school's Annual Report Card & notification of AYP status

September 20, 2012

- Annual Title 1A presentation at the Back-to-School night
- Administrator’s report at Governing Board meetings
- Weekly attendance newsletters

How familiar are you with these avenues of sharing the school’s progress?

5-very familiar	4-somewhat familiar	3-familiar	2-not very familiar	1-unfamiliar
13%	35%	29%	19%	3%

[Areas of note where parents are less aware of info: Annual Report Card & AYP status. Address with more notices in Attendance Newsletter, emphasize more at annual mtg.]

23%	32%	27%	15%	3%
-----	-----	-----	-----	----

4. Below are ways Victory Charter communicates with parents:

- Weekly attendance newsletters, annual enrollment packet and student handbook
- Twice yearly parent/teacher conferences
- Informal parent/teacher communication
- High school parents email newsletter
- School -wide events
- Governing Board meetings
- Administrator emails/ backpack notes

How familiar are you with these communication avenues?

5-very familiar	4-somewhat familiar	3-familiar	2-not very familiar	1-unfamiliar
42%	19%	26%	6%	0%

[Note: Not surprising, 7th & 8th parents not aware of separate, high school parent email notices, which was mostly noted here.]

74%	17%	7%	2%	0%
-----	-----	----	----	----

On a scale of 1-5, with 5 being “strongly agree” to 1 being “strongly disagree”, please answer the following:

1. I believe the school provides adequate opportunities for parents/guardians to be involved in their child(ren)’s academic success.

5-strongly agree	4-agree	3-somewhat agree	2-disagree	1-strongly disagree
32%	52%	16%	3%	0%
44%	49%	5%	2%	0%

2. I believe the school does a good job in keeping me aware of my child(ren)’s progress.

5-strongly agree	4-agree	3-somewhat agree	2-disagree	1-strongly disagree
29%	42%	19%	10%	0%
36%	51%	10%	3%	

3. I believe there are enough ways in which the school provides information to me regarding the school’s programs, activities and services.

5-strongly agree	4-agree	3-somewhat agree	2-disagree	1-strongly disagree
29%	45%	23%	3%	0%
48%	34%	12%	5%	1%

Thank you for completing this survey.

September 20, 2012

Victory exit data for 2011-2012 –

Transfer to another charter school: 3

Expulsion: 2

Going to be home schooled: 6

Moved out of state: 4

Moved in state (to another town or school): 41

For those who transferred to another school in the area, the reasons given for leaving Victory included: Sports (wanted more options), School too hard, Too many rules, Attendance policy too strict, Wanted large high school experience, Home-schooled students wanted to try, found it too different, went back to being home schooled.

September 20, 2012

VICTORY CHARTER SCHOOL August 17, 2012	Proposed (Board Approved Budget for Fiscal Year)	Actual (Through Most Recent Month End)	Projected (Anticipated Year- End Numbers)	Percentage Used (Actual / Proposed)	Notes	State Comparison (Anticipated Year End Numbers) <i>This column for state use only.</i>	Difference Between State and School's Projected
REVENUE		6/30/2012					
Salary Apportionment	\$1,320,157.00	\$1,310,344.41	\$1,310,344.41	99.26%			
Benefit Apportionment	\$179,559.34	\$179,559.34	\$179,559.34	100.00%			
Entitlement	\$510,276.00	\$510,276.00	\$510,276.00	100.00%	26.5 Support Units.		
State Transportation	\$107,063.00	\$98,883.00	\$98,883.00	92.36%			
Lottery				#DIV/0!			
Other State Funds (Specify)	\$17,030.00	\$22,787.42	\$22,787.42	133.81%	Tech., IRI, Remediation		
Special Ed - Regular	\$58,959.00	\$59,543.00	\$59,543.00	100.99%			
Special Ed - ARRA				#DIV/0!			
Title I	\$81,548.00	\$69,316.05	\$69,316.05	85.00%			
Federal Title I Funds : ARRA				#DIV/0!			
Medicaid Reimbursement	\$25,700.00	\$24,306.20	\$24,306.20	94.58%			
Title IIA	\$9,471.00	\$9,770.00	\$9,770.00	103.16%			
Local Revenue (Specify)				#DIV/0!			
Federal Startup Grant				#DIV/0!			
Other Grants (Specify)		\$1,222.00	\$1,222.00	#DIV/0!	Ed Jobs		
Fundraising	\$22,000.00	\$20,922.26	\$20,922.26	95.10%	Misc.		
Interest Earned	\$1,000.00	\$1,071.06	\$1,071.06	107.11%			
Other (Specify)	\$36,006.00	\$36,006.00	\$36,006.00	100.00%	REAP		
Other (Specify)	\$105,380.50	\$125,282.81	\$125,282.81	118.89%	Food Service		
TOTAL REVENUE	\$2,474,149.84	\$2,469,289.55	\$2,469,289.55	99.80%			\$0.00
EXPENDITURES							
100 Salaries							
Teachers	\$836,325.00	\$830,143.84	\$830,143.84	99.26%			
Special Education	\$46,660.00	\$47,244.00	\$47,244.00	101.25%			
Instructional Aides	\$196,071.00	\$192,432.67	\$192,432.67	98.14%			
Classified/Office	\$42,000.00	\$38,982.50	\$38,982.50	92.82%			
Administration	\$90,000.00	\$90,000.00	\$90,000.00	100.00%			
Maintenance	\$16,000.00	\$15,248.55	\$15,248.55	95.30%			
Other (Specify)				#DIV/0!			
Other (Specify)				#DIV/0!			
Total Salaries	\$1,227,056.00	\$1,214,051.56	\$1,214,051.56	98.94%			
200 Employee Benefits							
PERSI/FICA/Benefits	\$326,826.00	\$347,054.01	\$347,054.01	106.19%			
Other (Specify)	\$11,500.00	\$8,309.00	\$8,309.00	72.25%	Worker's Comp.		
Total Benefits	\$338,326.00	\$355,363.01	\$355,363.01	105.04%			
300 Purchased Services							
Management Services				#DIV/0!			
Staff Dev/Title IIA				#DIV/0!			
Legal Pub/Advertising	\$800.00	\$670.24	\$670.24	83.78%			
Legal Services				#DIV/0!			
Special Education	\$31,425.00	\$23,902.20	\$23,902.20	76.06%			
Liability & Property Ins	\$14,000.00	\$13,966.00	\$13,966.00	99.76%			
Substitute Teachers	\$4,000.00	\$5,916.52	\$5,916.52	147.91%			
Board Expenses	\$6,000.00	\$5,962.50	\$5,962.50	99.38%	Audit		
Computer Services				#DIV/0!			
Transportation	\$143,750.00	\$150,604.68	\$150,604.68	104.77%			
Travel	\$26,329.00	\$27,142.93	\$27,142.93	103.09%	School Activities		
Other (Specify)	\$9,050.00	\$9,018.31	\$9,018.31	99.65%	Dues & Fees, Misc		
Other (Specify)	\$28,750.00	\$25,020.30	\$25,020.30	87.03%	Contracted Services, Purchased Services		
Total Services	\$264,104.00	\$262,203.68	\$262,203.68	99.28%			\$0.00

September 20, 2012

Facilities				#DIV/0!		
Building Lease	\$6,200.00	\$6,200.00	\$6,200.00	0.00%		
Land Lease				#DIV/0!		
Modular Lease				#DIV/0!		
Utilities, Phones, Lndscp	\$46,200.00	\$39,987.44	\$39,987.44	12.81%		
Site Preparation	\$7,000.00	\$7,000.00	\$7,000.00	85.18%	Site Improvement	
Other (Specify)	\$11,000.00	\$8,533.10	\$8,533.10	0.00%	Contracted Services-Bldg	
Other (Specify)				#DIV/0!		
Total Facilities	\$70,400.00	\$61,720.54	\$61,720.54	87.67%		\$0.00
400 Supplies and Maintenance						
Textbooks				#DIV/0!		
School Supplies	\$36,800.00	\$36,958.43	\$36,958.43	100.43%		
Power School				#DIV/0!		
Custodial Supplies	\$5,000.00	\$4,468.10	\$4,468.10	89.36%		
Other (Specify)	\$28,000.00	\$32,251.58	\$32,251.58	115.18%	Repair & Maint.	
Other (Specify)				#DIV/0!		
Total Supplies	\$69,800.00	\$73,678.11	\$73,678.11	105.56%		\$0.00
500 Capital Objects						
Furniture				#DIV/0!		
Technical AV Equipment	\$12,596.00	\$10,425.24	\$10,425.24	82.77%		
Other (Specify)				#DIV/0!		
Other (Specify)				#DIV/0!		
Other (Specify)				#DIV/0!		
Other (Specify)				#DIV/0!		
Total Capital Objects	\$12,596.00	\$10,425.24	\$10,425.24	82.77%		\$0.00
Debt Service						
Specify	\$373,873.00	\$368,162.49	\$368,162.49	98.47%	Wells Fargo - Building payments	
Specify		\$5,782.00	\$5,782.00	#DIV/0!	Increase in Debt Service Fund Balance	
Specify				#DIV/0!		
Total Debt Service	\$373,873.00	\$373,944.49	\$373,944.49	100.02%		\$0.00
Grant Purchases						
Specify	\$36,006.00	\$36,006.00	\$36,006.00	100.00%	REAP	
Specify	\$3,200.00	\$244.60	\$244.60	7.64%	Title I	
Specify	\$5,300.00	\$5,393.93	\$5,393.93	101.77%	Special Education	
Specify	\$112,150.00	\$125,567.58	\$125,567.58	111.96%	Food Service	
Specify				#DIV/0!		
Total Grant Purchases	\$156,656.00	\$167,212.11	\$167,212.11	106.74%		\$0.00
Reserve Fund				#DIV/0!		
Building Fund				#DIV/0!		
Total Expenses	\$2,512,811.00	\$2,513,598.74	\$2,518,598.74	100.23%		
Carryover from Previous FY	\$410,604.00	\$410,604.00	\$410,604.00	100.00%		\$0.00
Reserve/(Deficit)	\$371,942.84	\$361,294.81	\$361,294.81	97.14%		

September 20, 2012

VICTORY CHARTER SCHOOL August 17, 2012	Proposed Budget	Notes
REVENUE		2012-2013
Local Revenue		
State Revenue		
Entitlement	\$521,815.00	26.48 Support Units.
Wages		
Administration	\$109,254.00	
Teachers	\$1,003,372.00	
Classified	\$186,086.00	
Medicaid	\$25,700.00	
Benefit	\$219,857.00	
Transportation	\$107,063.00	
Federal Revenue		
Title I	\$68,868.00	
Special Ed	\$60,106.00	
Title II	\$9,414.00	
Startup Grant		
Other Sources (Specify)	\$35,000.00	REAP
Other Sources (Specify)	\$108,700.00	Food Service
Other Sources (Specify)	\$46,771.00	Other State Funding, Misc., Interest
Total Revenue before holdback	\$2,502,006.00	
PROPOSED HOLDBACK		Holdbacks should be estimated at a minimum of 5% - 5.5% for FY 2011.
Teacher Salaries		
Classified Salaries		
Admin Salaries		
Benefits		
Entitlement		
Transportation		
Total Holdback	\$0.00	
Total Revenue after holdback	\$2,502,006.00	
EXPENDITURES		
100 Salaries		
Teachers	\$913,588.00	
Admin	\$211,663.00	
Classified	\$120,000.00	
Special education		
Other (Specify)		
Other (Specify)		
Total Salaries	\$1,245,251.00	
200 Benefits		
Benefit Dollars		
PERSI/Payroll taxes	\$340,700.00	
Other (Specify)	\$13,000.00	Worker's Comp.
Total Benefits	\$353,700.00	
300 Purchased Services		
Transportation	\$143,000.00	
Special Education	\$31,475.00	
Proctor costs		
Legal		
Insurance	\$15,500.00	
Copier Lease	\$10,000.00	
Printer Lease		
Facility Lease	\$6,200.00	
Utilities	\$51,300.00	

September 20, 2012

Professional Development		
Technology	\$13,836.00	
Management Services	\$15,000.00	
Legal Publications/Advertising	\$1,000.00	
Substitute Teachers	\$3,000.00	
Board Expenses	\$6,100.00	Audit.
Other (Specify)	\$11,000.00	Dues & Fees, Misc.
Other (Specify)	\$50,000.00	Contracted Services, Travel, Other
Total Purchased Services	\$357,411.00	
Supplies & Materials		
Teacher/Classroom		
Office	\$30,000.00	
Janitorial	\$5,000.00	
Textbooks		
Other (Specify)	\$27,000.00	Repair & Maint.
Other (Specify)		
Total Supplies & Materials	\$62,000.00	
Grant Expenditures		
Specify	\$35,000.00	REAP
Specify	\$4,647.00	Special Education, Title I
Specify	\$103,800.00	Food Service
Total Grant Expenditures	\$143,447.00	
Capital Outlay		
Total Capital Outlay		
Debt Retirement		
Total Debt Retirement	\$364,481.00	
Insurance & Judgements		
Total Insurance & Judgements	\$0.00	
Transfers		
Total Transfers	\$0.00	
Contingency Reserve	\$0.00	
Building Fund	\$0.00	
Total Expenditures	\$2,526,290.00	
Carryover from Previous FY	\$367,004.81	Reflects projected reserve/(deficit) from "current year" worksheet
Reserve/(Deficit)	\$342,720.81	

September 20, 2012

2011 - 2012 Star Rating Results

VICTORY CHARTER SCHOOL (451) / VICTORY CHARTER SCHOOL (0868)

OVERALL STAR RATING

4 star 80 out of 100 points

ACHIEVEMENT

Content Area	Percent Proficient / Advanced	Points Earned	Points Eligible
ISAT Reading	97.2%	5	5
ISAT Math	91.9%	4	5
ISAT Language	90.0%	4	5

** Calculated using average of last three years data

Percentage of points: 13 / 15 = 86.7%

Total points for this area: 17 / 20

GROWTH TO ACHIEVEMENT

Content Area	Median Student Growth Percentile (SGP)	Median Student Adequate Growth Percentile (AGP)	Made Adequate Growth?	Points Earned	Points Eligible
Reading	53.0	9.0	Yes	4	5
Math	55.0	12.0	Yes	4	5
Language	60.0	19.0	Yes	4	5

Percentage of points: 12 / 15 = 80.0%

September 20, 2012

Total points for this area: 24 / 30

GROWTH TO ACHIEVEMENT - AT RISK SUBGROUP

Content Area	Median Student Growth Percentile (SGP)	Median Student Adequate Growth Percentile (AGP)	Made Adequate Growth?	Points Earned	Points Eligible
Reading	53.0	12.0	Yes	16	20
Math	49.0	20.0	Yes	12	20
Language	60.0	28.0	Yes	16	20

Percentage of points: 44 / 60 = 73.3%

Total points for this area: 15 / 20

POST SECONDARY

Content Area	Points Earned	Points Eligible
Graduation	10	10
Advanced Opportunity	1	5
College Entrance Placement	5	5

Percentage of points: 16 / 20 = 80.0%

Total points for this area: 24 / 30

PARTICIPATION

Was participation met? Yes

SUBJECT

Commission Discussion: Proposed Rule Changes

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

During the 2010-2012 legislative session, Idaho's legislature approved amendments to charter school statute that have resulted in the need to update State Board of Education (SBOE) and Public Charter School Commission (PCSC) administrative rules for consistency.

DISCUSSION

The draft, proposed rules included with these materials update SBOE and PCSC rules in a manner consistent with legislative changes that were supported by the PCSC. Some additional, clean-up changes update the rules to correspond with existing SDE and PCSC policy and procedures.

IMPACT

Changes may be made to the draft PCSC rules at the direction of the PCSC. The draft SBOE rules have been reviewed by the SBOE and no changes were requested.

STAFF COMMENTS AND RECOMMENDATIONS

Staff has no comments or recommendations.

COMMISSION ACTION

A motion to approve the draft rules as submitted.

OR

A motion to approve the draft rules with the following changes:

_____.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

September 20, 2012

THIS PAGE IS LEFT INTENTIONALLY BLANK

September 20, 2012

Page / Line(s)	Section	IDAPA Reference	Description
p2/	33-5205(2)	08.02.04.010.10	Update definition of "public virtual school" to coincide with statutory definition 33-5202A(8)
p2/	33-5205(1)(c)	08.02.04.100.01	Strike subsection due to statutory elimination of charter growth cap.
p2-3/		08.02.04.100.02	Strike requirement that charter revisions be filed with SBOE. Replace provision that authorizer must provide such revisions to the SBOE upon request.
p3/	33-5205(2)	08.02.04.100.03-05	Strike subsections due to statutory elimination of charter growth cap.
p3/		08.02.04.200.01	Update statutory reference.
p3/	33-5205(2)	08.02.04.200.03	Update petition sufficiency review submission requirements to reduce waste.
p4/		08.02.04.201.02	Remove redundant information.
p5/		08.02.04.203.06 - 07	Update to reflect additional, optional enrollment lottery preferences in accordance with statute.
p6/	33-5205(3)(j)	08.02.04.203.11	Strike "in a higher grade," updating process to coincide with statute.
p7/	33-5205(3)(k)	08.02.04.205.01	Update petition sufficiency review submission requirements to reduce waste.
p8/	33-5205(3)(5)	08.02.04.205.04	Update to reflect requirement that SDE review and approve changes made in response to sufficiency review.
p8/		08.02.04.205.05	Broaden purpose of substantive review of petition to include probability of successful governance, academics, and fiscal viability.
p8/		08.02.04.205.06(a-c)	Update 60-day timeframes to 75 days to coincide with statute.
p8/		08.02.04.205.06(d)	Update 90-day timeframe to "specified period of time" to coincide with statute.
p8/	33-5205(3)(k)	08.02.04.205.07(a)	Remove requirement to submit copy of approved petition to SBOE to reduce waste.
p8/	33-5205(3)(r)	08.02.04.205.07(b)	Strike subsection due to statutory elimination of charter growth cap.

September 20, 2012

Page / Line(s)	Section	IDAPA Reference	Description
p9/	33-5205(3)(t)	08.02.04.206.01	Specify that notice of referral decision must be in writing, and require notification to Commission of referral decision and reasons for referral.
p9/	33-5205(4), (5), and (6)	08.02.04.206.02	Update 60-day timeframe to 75 days to coincide with statute.
p9/		08.02.04.206.03(a)	Add reference to definition of "considered received."
p9/		08.02.04.206.03(b)	Update 60-day timeframe to 75 days to coincide with statute.
p10/	33-5205A(2)	08.02.04.301.03	Remove requirement to submit copy of corrective action plan to SBOE.
p10/		08.02.04.302.01	Update proposed revision sufficiency review submission requirements to reduce waste.
p10/		08.02.04.302.03	Update 30-day timeframe to 75 days to eliminate need for special meetings.
p11/	33-5206(1)	08.02.04.302.04	Remove requirement to submit copy of charter revision to SBOE.
p17/		08.02.04.500.03(a)	Remove "except as discussed in Subsection 500-03 of these rules" as the relevant information is proposed to be struck.
p17/		08.02.04.500.04(b)	Strike sub-subsection because public virtual schools may not be authorized by district board.

- Redundant/Outdated/Grammatical
- Administrative
- Clarification
- Logical Flow

IDAPA 08
TITLE 02
CHAPTER 04

08.02.04 - RULES GOVERNING PUBLIC CHARTER SCHOOLS

000. LEGAL AUTHORITY.

In accordance with Sections 33-105, 33-5203, and 33-5210(4)(e), Idaho Code, the Board shall promulgate rules implementing the provisions of Title 33, Chapter 52, Idaho Code. (4-11-06)

001. TITLE AND SCOPE.

01. Title. These rules shall be cited as IDAPA 08.02.04, "Rules Governing Public Charter Schools." (4-11-06)

02. Scope. These rules establish a consistent application and review process for the approval and maintenance of public charter schools in Idaho. (4-11-06)

002. WRITTEN INTERPRETATIONS.

In accordance with Section 67-5201(19)(b)(iv), Idaho Code, written interpretations, if any, of the rules of this chapter are available at the offices of the Board. (4-11-06)

003. ADMINISTRATIVE APPEALS.

The provisions found in Sections 400 through 404, of these rules, shall govern administrative appeals of public charter schools. (4-11-06)

004. INCORPORATION BY REFERENCE.

There are no documents that have been incorporated by reference into these rules. (4-11-06)

005. OFFICE INFORMATION.

01. Office Hours. The offices of the Board are open from 8 a.m. to 5 p.m., except Saturday, Sunday, and legal holidays. (4-11-06)

02. Street Address. The offices of the Board are located at 650 W. State Street, Boise, Idaho. (4-11-06)

03. Mailing Address. The mailing address of the Board is P.O. Box 83720, Boise, Idaho 83720-0037. (4-11-06)

04. Telephone Number. The telephone number of the Board is (208) 334-2270. (4-11-06)

05. Facsimile. The facsimile number of the Board is (208) 334-2632. (4-11-06)

06. Electronic Address. The electronic address of the State Board of Education website is www.boardofed.idaho.gov. (4-11-06)

006. PUBLIC RECORDS ACT COMPLIANCE.

These rules are subject to the provisions of the Idaho Public Records Act, Title 9, Chapter 3, Idaho Code. (4-11-06)

007. -- 009. (RESERVED)

010. DEFINITIONS.

01. Authorized Chartering Entity. Is defined in Section 33-5202A(1), Idaho Code, and means either the local board of trustees of a school district in this state, or the Idaho Public Charter School Commission. (4-11-06)

02. Board. Means the Idaho State Board of Education. (4-11-06)

03. Charter. Is defined in Section 33-5202A(2), Idaho Code, and means the grant of authority approved by the authorized chartering entity to the board of directors of the charter school. (4-11-06)

04. Commission. Means the Idaho Public Charter School Commission, as provided by Section 33-5213, Idaho Code. (4-11-06)

05. Department. Means the Idaho Department of Education. (4-11-06)

06. Founder. Is defined in Section 33-5202A(3), Idaho Code, and means a person, including employees or staff of a public charter school, who makes a material contribution toward the establishment of a public charter school in accordance with criteria determined by the board of directors of the public charter school, and who is designated as such at the time the board of directors acknowledges and accepts such contribution. The criteria for determining when a person is a founder shall not discriminate against any person on any basis prohibited by the federal or state constitutions or any federal, state, or local law. The designation of a person as a founder, and the admission preferences available to the children of a founder, shall not constitute pecuniary benefits. (4-11-06)

07. Petition. Is defined in Section 33-5202A(4), Idaho Code, and means the document submitted by a person or persons to the authorized chartering entity to request the creation of a public charter school. (4-11-06)

08. Petitioners. Means the group of persons who submit a petition to establish a new public charter school, or to convert an existing traditional public school to a public charter school, as provided by Section 33-5205, Idaho Code, and the procedures described in Sections 200 through 205 of these rules. (4-11-06)

09. Public Charter School. Is defined in Section 33-5202A(5), Idaho Code, and means a school that is authorized under the Public Charter Schools Act, Title 33, Chapter 52, Idaho Code, to deliver public education in Idaho. (4-11-06)

10. Public Virtual School. Is defined in Section 33-5202A(68), Idaho Code, and means a ~~public charter school that may serve students in more than one (1) school district and through which the primary method for the delivery of instruction to all of its pupils is through virtual distance learning or online technologies.~~ (4-11-06) school that delivers a full-time, sequential program of synchronous and/or asynchronous instruction primarily through the use of technology via the internet in a distributed environment. Schools classified as virtual must have an online component to their school with online lessons and tools for student and data management.

11. School Year. Means the period beginning on July 1 and ending the next succeeding June 30 of each year. (4-11-06)

011. -- 099. (RESERVED)

100. LIMITATIONS ON NEW PUBLIC CHARTER SCHOOLS.

~~**01. Number of New Public Charter Schools Approved for a School Year.** Section 33-5203(2), Idaho Code, limits the number of new public charter schools that may be approved to begin instruction for a school year to not more than six (6), and further limits the number of new public charter schools that may be approved for a single school district for a school year to not more than one (1). The Board shall use the procedure described in Section 100 of these rules for implementing this limitation on the approval of new public charter schools.~~ (4-11-06)

021. Responsibilities of Petitioners on Approval of Charter. Upon the approval of a new public

charter school by an authorized chartering entity, the petitioners shall be responsible for providing the Board with written notice of such approval, ~~and shall promptly submit a copy of the final approved petition to the Board, as required by Section 33-5206(6), Idaho Code. In addition, in the event the charter is revised at any time, as permitted by Section 33-5209(1), Idaho Code, and pursuant to the procedures described in Section 302 of these rules, the governing board of the public charter school shall also be responsible for submitting copies of any such charter revisions to the Board.~~ The authorized chartering entity of the public charter school shall provide the Board with copies of the charter and any charter revisions upon request. (4-11-06)

~~**03. — Chronological Numbering System.** The Board, in accordance with Section 33-5206(6), Idaho Code, shall record the date and the time that it receives each final approved petition for a new public charter school. In addition, the Board shall assign a number to each final approved petition that it receives on a chronological basis, beginning with the numeral “1,” and continuing sequentially thereafter. The Board shall maintain a chronological list of approved charters for the purpose of determining which public charter schools shall be authorized to begin educational instruction during a given school year.~~ (4-11-06)

~~**04.03 Authorization to Begin Educational Instruction.** The six (6) public charter schools that will be authorized to begin educational instruction during a given school year shall be those public charter schools that have been assigned the lowest chronological number by the Board, and which are eligible to begin educational instruction at some time during such school year. A public charter school will be considered “eligible” in accordance with the preceding sentence if the public charter school has ~~have~~ received approval from its ~~their~~ authorized chartering entity ~~entities~~ to begin educational instruction at some time during such school year. In addition, a public charter school will be considered “eligible” only if no other public charter school located within the same school district has been assigned a lower chronological number, and has been approved to begin educational instruction during such school year. A public charter school that is not authorized to begin educational instruction because it is not “eligible,” as described herein, shall maintain its position on the Board’s chronological list of approved charters, and shall be under consideration for authorization to begin educational instruction during the next succeeding school year. A public charter school that is approved by an authorized chartering entity, but which does not begin educational instruction because it is not “eligible,” as described herein, must confirm with the Board, on or before March 1 preceding the next succeeding school year, that it is able to begin educational instruction during such school year.~~ (4-11-06)

~~**05.04 Notification.** The Board shall, as soon as reasonably practicable after determining that a public charter school will be authorized to begin educational instruction during a given school year, provide written notification to the petitioners. The Board shall also send a copy of such notification to the authorized chartering entity that approved the charter.~~ (4-11-06)

101. -- 199. (RESERVED)

200. PROCEDURE FOR FORMATION OF A NEW PUBLIC CHARTER SCHOOL.

01. Assistance With Petitions. The Department shall, in accordance with Section 33-5211, Idaho Code, provide technical assistance to public charter school petitioners. The Department shall undertake this statutory responsibility by conducting public charter school workshops, as discussed in Subsection 200.02 of this rule. (4-11-06)

02. Public Charter School Workshops. The purpose of the public charter school workshops shall be to provide public charter school petitioners with a brief overview of a variety of educational and operational issues relating to public charter schools, as well as to answer questions and to provide technical assistance, as may be necessary, to aid petitioners in the preparation of public charter school petitions. (4-11-06)

03. Petition Sufficiency Reviews. Prior to submitting a petition to an authorized chartering entity, petitioners shall ~~submit six (6) copies~~ one (1) copy of the proposed draft petition to the Department, which will review the proposed draft petition to determine whether it complies with statutory requirements. (4-11-06)

201. POLICIES AND PROCEDURES ADOPTED BY AN AUTHORIZED CHARTERING ENTITY.

01. Charter School Policies and Procedures. An authorized chartering entity may adopt its own charter school policies and procedures describing the charter school petition process and the procedures that petitioners must comply with in order to form a new public charter school, including a public virtual school. Petitioners must comply with the charter school policies and procedures adopted by the authorized chartering entity with which a petition is submitted. Such charter school policies and procedures must comply with Title 33, Chapter 52, Idaho Code, and the rules promulgated by the Board. If there is any conflict between the charter school policies and procedures adopted by an authorized chartering entity and rules promulgated by the Board, then the Board rules shall govern. (4-11-06)

02. Application Deadline. Petitioners must submit a new petition to an authorized chartering entity by September 1 in order to be eligible to begin educational instruction for the following school year as required by Section 33-5203, Idaho Code. A petition filed after such date may not be rejected by an authorized chartering entity as untimely, but if the petition is approved and the charter is granted, the proposed public charter school will not be eligible to begin operations until the next succeeding school year at the earliest, ~~and only if authorized to begin operations during such school year in accordance with the approval procedure described in Subsection 100.04 of these rules.~~ (4-11-06)

202. PETITION REQUIREMENTS.

A petition to form a new or conversion public charter school shall be submitted in accordance with instructions, and in such format, as may be required by the Board. Notwithstanding, the petition must include, at a minimum, the information described in Section 33-5205, Idaho Code. (4-11-06)

203. ADMISSION PROCEDURES.

01. Model Admission Procedures. In accordance with Section 33-5205(3)(i), Idaho Code, a petition to establish a new public charter school must describe the admission procedures to be utilized by the public charter school. In order to ensure that public charter schools utilize a fair and equitable selection process for initial admission to and enrollment in a public charter school, as well as admission to and enrollment in a public charter school during subsequent school years, the Board has approved model admission procedures that may be utilized and adopted by petitioners. The approved model admission procedures are described in Subsections 203.03 through 203.12 of these rules. Petitioners are not required to adopt the Board's model admission procedures, but must demonstrate a reason for varying from the Board's approved procedures. (4-11-06)

02. Enrollment Opportunities. Section 33-5205(3)(s), Idaho Code, requires petitioners to describe the process by which the citizens in the area of attendance shall be made aware of the enrollment opportunities of the public charter school. Petitioners shall ensure that such process includes the dissemination of enrollment information, taking into consideration the language demographics of the attendance area, at least three (3) months in advance of the enrollment deadline established by the public charter school each year, to be posted in highly visible and prominent locations within the area of attendance of the public charter school. In addition, petitioners shall ensure that such process includes the dissemination of press release or public service announcements, to media outlets that broadcast within, or disseminate printed publications within, the area of attendance of the public charter school; petitioners must ensure that such announcements are broadcast or published by such media outlets on not less than three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year. Finally, such enrollment information shall advise that all prospective students will be given the opportunity to enroll in the public charter school, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs. (4-11-06)

03. Enrollment Deadline. Each year a public charter school shall establish an enrollment admissions deadline, which shall be the date by which all written requests for admission to attend the public charter school for the next school year must be received. The enrollment deadline cannot be changed once the enrollment information is disseminated as required by Subsection 203.02. (4-11-06)

04. Requests for Admission. A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in this state, may make a request in writing for such child to attend a public charter school. In the case of a family with more than one (1) child seeking to attend a public charter school, a single written request for admission must be submitted on behalf of all siblings. The written request

for admission must be submitted to, and received by, the public charter school at which admission is sought on or before the enrollment deadline established by the public charter school. The written request for admission shall contain the name, grade level, address, and telephone number of each prospective student in a family. If the initial capacity of the public charter school is insufficient to enroll all prospective students, then an equitable selection process, such as a lottery or other random method, shall be utilized to determine which prospective students will be admitted to the public charter school, as described in Subsection 203.09 of this rule. Only those written requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline established by the public charter school shall be permitted in the equitable selection process. Only written requests for admission shall be considered by the public charter school. Written requests for admission received after the established enrollment deadline will be added to the bottom of the waiting list for the appropriate grade. If there is an opening in one grade, a sibling, if any, from a late submitted application must go to the bottom of the sibling list. (4-11-06)

05. Admission Preferences. A public charter school shall establish an admission preference for students residing in the attendance area of the public charter school, as provided in Section 33-5206, Idaho Code. In addition, a public charter school may establish admission preferences, as authorized by Section 33-5205(3)(i), Idaho Code, for students returning to the public charter school, for children of founders, and for siblings of students already selected to attend the public charter school. Such admission preferences must be approved by the authorized chartering entity and described in the final approved petition. (4-11-06)

06. Priority of Preferences for Initial Enrollment. If a public charter school determines to establish admission preferences for initial enrollment of students in a public charter school, then the selection hierarchy with respect to such preferences shall be as follows: (4-11-06)

a. First, to children of founders, provided that this admission preference shall be limited to not more than ten percent (10%) of the initial capacity of the public charter school. If so stated in its petition, a new public charter school may include within this priority group the children of full-time employees, subject to the provisions of Section 33-5205(3)(j), Idaho Code. (4-11-06)

b. Second, to siblings of pupils already selected by the lottery or other random method. (4-11-06)

c. Third, to prospective students residing in the attendance area of the public charter school. (4-11-06)

d. Fourth, an equitable selection process, such as by lottery or other random method. (4-11-06)

07. Priority of Preferences for Subsequent Enrollment Periods. If a public charter school determines to establish admission preferences for enrollment of students in a public charter school in subsequent school years, then the selection hierarchy with respect to such preferences shall be as follows: (4-11-06)

a. First, to pupils returning to the public charter school in the second or any subsequent year of operation. Returning students are automatically enrolled in the appropriate grade and do not need to be selected by a random selection method. (4-11-06)

b. Second, to children of founders, provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of the public charter school. If so stated in its petition, a public charter school may include within this priority group the children of full-time employees and/or children withdrawn from the public charter school within the previous three (3) years as a result of the relocation of a parent or guardian due to an academic sabbatical, employer or military transfer or reassignment, subject to the provisions of Section 33-5205(3)(j)(i-ii), Idaho Code. (4-11-06)

c. Third, to siblings of pupils already enrolled in the public charter school. (4-11-06)

d. Fourth, to prospective students residing in the attendance area of the public charter school. (4-11-06)

- e. Fifth, an equitable selection process, such as by lottery or other random method. (4-11-06)

08. Proposed Attendance List for Lottery. Each year the public charter school shall create an attendance list containing the names of all prospective students on whose behalf a written request for admission was timely received by the public charter school, separated by grade level. In addition, the proposed attendance list shall contain columns next to the name of each student, in which the public charter school will designate admission preferences applicable to each prospective student. The columns shall be designated “A” for returning student preference; “B” for founders preference; “C” for sibling preference, with a corresponding cross-reference to each of the siblings of the prospective student; and “D” for attendance area preference. (4-11-06)

09. Equitable Selection Process. If the initial capacity of a public charter school is insufficient to enroll all prospective students, or if capacity is insufficient to enroll all prospective students in subsequent school years, then the public charter school shall determine the students who will be offered admission to the public charter school by conducting a fair and equitable selection process. The selection procedure shall be conducted as follows: (4-11-06)

a. The name of each prospective student on the proposed attendance list shall be individually affixed to or written on a three by five (3 x 5) inch index card. The index cards shall be separated by grade. The selection procedure shall be conducted one (1) grade level at a time, with the order for each grade level selected randomly. The index cards containing the names of the prospective students for the grade level being selected shall be placed into a single container. (4-11-06)

b. A neutral, third party shall draw the grade level to be completed first and then draw each index card from the container for that grade level, and such person shall write the selection number on each index card as drawn, beginning with the numeral “1” and continuing sequentially thereafter. In addition, after selecting each index card, the name of the person selected will be compared to the proposed attendance list to determine whether any preferences are applicable to such person. (4-11-06)

c. If the name of the person selected is a returning student, then the letter “A” shall be written on such index card. If the name of the person selected is the child of a founder, the letter “B” shall be written on such index card. If the name of the person selected is the sibling of another student that has already been selected for admission to the public charter school, then the letter “C” shall be written on such index card. If the name of the person selected resides in the attendance area of the public charter school, then the letter “D” shall be written on such index card. (4-11-06)

d. With regard to the sibling preference, if the name of the person selected has a sibling ~~in a higher grade~~ who has already been selected, but the person previously selected did not have the letter “C” written on his or her index card (because a sibling had not been selected for admission prior to the selection of the index card of that person), then the letter “C” shall now be written on that person’s index card at this time. (4-11-06)

e. With regard to the founder’s preference, a running tally shall be kept during the course of the selection procedure of the number of index cards, in the aggregate, that have been marked with the letter “B.” When the number of index cards marked with the letter “B” equals ten percent (10%) of the proposed capacity of the public charter school for the school year at issue, then no additional index cards shall be marked with the letter “B,” even if such person selected would otherwise be eligible for the founders preference. (4-11-06)

f. After all index cards have been selected for each grade, then the index cards shall be sorted for each grade level in accordance with the following procedure. All index cards with the letter “A” shall be sorted first, based on the chronological order of the selection number written on each index card; followed by all index cards with the letter “B,” based on the chronological order of the selection number written on each index card; followed by all index cards with the letter “C,” based on the chronological order of the selection number written on each index card; followed by all index cards with the letter “D,” based on the chronological order of the selection number written on each index card; followed, finally, by all index cards containing no letters, based on the chronological order of the selection number written on each index card. (4-11-06)

- g. After the index cards have been drawn and sorted for all grade levels, the names shall be

transferred by grade level, and in such order as preferences apply, to the final selection list. (4-11-06)

10. Final Selection List. The names of the persons in highest order on the final selection list shall have the highest priority for admission to the public charter school in that grade, and shall be offered admission to the public charter school in such grade until all seats for that grade are filled. (4-11-06)

11. Notification and Acceptance Process. (4-11-06)

a. With respect to students selected for admission to the public charter school, within seven (7) days after conducting the selection process, the public charter school shall send an offer letter to the parent, guardian, or other person who submitted a written request for admission on behalf of a student, advising such person that the student has been selected for admission to the public charter school. The offer letter must be signed by such student's parent, or guardian, and returned to the public charter school by the date designated in such offer letter by the public charter school. (4-11-06)

b. With respect to a prospective student not eligible for admission to the public charter school, within seven (7) days after conducting the selection process, the public charter school shall send a letter to the parent, guardian, or other person who submitted a request for admission on behalf of such student, advising such person that the prospective student is not eligible for admission, but will be placed on a waiting list and may be eligible for admission at a later date if a seat becomes available. (4-11-06)

c. If a parent, guardian, or other person receives an offer letter on behalf of a student and declines admission, or fails to timely sign and return such offer by the date designated in such offer letter by the public charter school, then the name of such student will be stricken from the final selection list, and the seat that opens in that grade will be made available to the next eligible student on the final selection list. (4-11-06)

d. If a student withdraws from the public charter school during the school year for any reason, then the seat that opens in that grade will be made available to the next eligible student on the final selection list. (4-11-06)

12. Subsequent School Years. The final selection list for a given school year shall not roll over to the next subsequent school year. If the capacity of the public charter school is insufficient to enroll all prospective students during the next subsequent school year, then a new equitable selection process shall be conducted by the public charter school for such school year. (4-11-06)

13. Admission Procedures for Approved Charter Schools. All public charter schools must have an admission procedure approved by their authorized chartering entity, which complies with Section 203 of this rule. (4-11-06)

204. SUBMISSION OF PETITION.

01. New Public Charter School. To institute the approval process for the formation of a new public charter school, the petitioners must submit the petition to the local board of trustees of the school district in which the proposed new public charter school will be located, as required by Section 33-5205(1)(a), Idaho Code. (4-11-06)

02. New Public Virtual School. The petitioners for a new public virtual school must submit the petition for approval with the Commission, as required by Section 33-5205(1)(b), Idaho Code. (4-11-06)

03. Notification to the Board. Petitioners shall promptly notify the Board that a petition has been submitted to an authorized chartering entity. (4-11-06)

205. REVIEW OF PETITIONS.

01. Initial Review of Petition. Prior to submitting a petition with an authorized chartering entity, petitioners shall submit ~~six (6) copies~~ one (1) copy of the proposed draft petition to the Department, which shall review the proposed draft petition for the purpose of determining whether it was prepared in accordance with the

instructions furnished by, and in the format required by, the Board, and contains the information required by Section 33-5205, Idaho Code.

(4-11-06)

02. Timeframe for Initial Review. The Department shall complete the initial review of the proposed draft petition as soon as reasonably practicable after the date the proposed draft petition is received by the Department, but not later than thirty (30) days after receipt. (4-11-06)

03. Notification of Findings After Initial Review. The Department shall notify the petitioners promptly in writing describing the results of the initial review of the proposed draft petition, and, if applicable, identify any deficiencies in the proposed draft petition. (4-11-06)

04. Written Response to Initial Review. Petitioners shall include a copy of the Department's ~~initial~~ final review of the proposed draft petition, and a written response to the findings of such review, with the petition upon submission to an authorized chartering entity. Deficiencies in the petition identified by the Department's initial review shall be addressed in the written response. (4-2-08)

05. Substantive Review of Petition. The substantive review of the merits of a petition by an authorized chartering entity shall be for the purpose of determining whether petitioners have demonstrated compliance with Title 33, Chapter 52, Idaho Code. (4-11-06)

06. Timeframe for Substantive Review. An authorized chartering entity must comply with the procedural requirements described in Section 33-5205, Idaho Code. (4-11-06)

a. Unless a petition is referred to the Commission as authorized by Section 33-5205(1)(c)(iii), Idaho Code, and as discussed in Subsection 206.01 of these rules, an authorized chartering entity must hold a public hearing not later than ~~sixty (60)~~ seventy-five (75) days after receipt of the petition, for the purpose of considering the merits of the petition, as well as the level of employee and parental support for the proposed public charter school. In the case of a petition being reviewed by the Commission, the public hearing must also include any oral or written comments, if any, from an authorized representative of the school district in which the proposed public charter school would be physically located regarding the merits of the petition and any potential impacts on the school district. (4-11-06)

b. An authorized chartering entity must make a decision on whether to approve the petition within ~~sixty (60)~~ seventy-five (75) days after the date of the public hearing on the merits of the petition. (4-11-06)

c. The authorized chartering entity may unilaterally determine to extend the date by which a decision is required to be made up to an additional ~~sixty (60)~~ seventy-five (75) days if it determines the petition is incomplete. (4-11-06)

d. The Commission and the petitioners may mutually agree to extend the date by which a decision is required to be made on the merits of the petition ~~up to an additional ninety (90) days~~ for an additional, specified period of time. (4-11-06)

07. If Approved, Charter Is Subject to Limitations on Number of New Charters. (4-11-06)

a. If a petition is approved, then the authorized chartering entity must promptly prepare for petitioners a written notice of its decision to approve the charter. It shall be the responsibility of the petitioners to provide the Board with this written notice of approval, ~~and with a copy of the final approved petition, in accordance with the procedure described in Section 100 of these rules.~~ (4-11-06)

~~**b.** The approval of a charter by an authorized chartering entity does not provide the petitioners with any right to begin educational instruction at the public charter school during a particular school year, or in accordance with the terms and conditions of the charter, as such approval is conditioned upon the limitations on the number of new public charter schools that may be approved to begin educational instruction for a school year, as described in Section 100 of these rules. (4-11-06)~~

08. If Denied, Petitioners May Appeal. (4-11-06)

a. If a petition is denied, then the authorized chartering entity must promptly prepare for petitioners a written notice of its decision to deny the charter. The written decision shall include all of the reasons for the denial, and shall also include a reasoned statement that states or explains the criteria and standards considered relevant by the authorized chartering entity, the relevant contested facts relied upon, and the rationale for the decision based on the applicable statutory provisions and factual information presented to the authorized chartering entity. (4-11-06)

b. The petitioners may appeal the decision of the authorized chartering entity, in accordance with the procedures described in Sections 401 through 402 of these rules. (4-11-06)

206. WITHDRAWAL OF PETITION; REFERRAL OF PETITION TO THE COMMISSION.

01. Referral of Petition by Local Board of Trustees. A board of trustees of a local school district may refer the petition for consideration to the Commission, as authorized by Section 33-5205(1)(c)(iii), Idaho Code. If a board of trustees of a local school district determines to refer a petition to the Commission, then it shall provide prompt written notice of such decision to the petitioners. In addition, the board of trustees of a local school district must promptly ~~forward the petition and verification that there are thirty (30) signatures from qualified electors from the attendance area to the Commission~~ notify the Commission of the referral decision, including all the reasons for referral. (4-11-06)

02. Withdrawal by Charter Petitioners. Notwithstanding, if a board of trustees of a local school district does not refer a petition to the Commission, the charter petitioners may withdraw the petition from the local board of trustees and submit the petition to the Commission for consideration if, within ~~sixty (60)~~ seventy-five (75) days after ~~the submission of the petition is considered received with~~ by the authorized chartering entity, the parties have not reached mutual agreement on the provisions of the petition, after a reasonable and good faith effort. (4-11-06)

03. Reasonable and Good Faith Effort. For purposes of Subsection 206.02 of these rules, the ~~parties~~ authorized chartering entity shall be considered to have established a reasonable and good faith effort to reach mutual agreement on the provisions of the petition if representatives of the ~~parties~~ authorized chartering entity take at least all of the following actions: (4-11-06)

a. The authorized chartering entity must send written notice to petitioners acknowledging receipt of the charter petition and the date of receipt. (4-11-06)

b. The authorized chartering entity posts public notice of a public hearing for the purpose of considering the petition, and such meeting is scheduled to occur not later than ~~sixty (60)~~ seventy-five (75) days after receipt of the petition and verification that there are thirty (30) signatures from qualified electors of the attendance area. (4-11-06)

c. Prior to the date the posted public hearing is scheduled, representatives of the authorized chartering entity must conduct a review of the petition and the State Department of Education sufficiency review of the petition, and if immediate concerns with the petition are identified, then written notice must be sent to petitioners identifying the concerns and requesting that said identified concerns be addressed. ~~In the event correspondence is sent to petitioners identifying concerns with the petition, then petitioners must respond in writing to the authorized chartering entity addressing the identified concerns.~~ (4-11-06)

d. Either prior to or at the posted public hearing, representatives from both the authorized chartering entity and petitioners must meet and engage in face-to-face discussions regarding the charter petition. (4-11-06)

04. Failure of Authorized Chartering Entity to Make a Good Faith Effort. If the authorized chartering entity fails to make the good faith effort described in Subsection 206.03 of these rules, the petitioners may withdraw the petition from the local board of trustees and submit the petition to the Commission for consideration, provided the petitioner takes at least all of the following actions:

a. The petitioners must provide the authorized chartering entity with a petition that is administratively

complete and that has been reviewed by the Department in accordance with Subsection 205 of these rules.

- b. The petitioners must contact the authorized chartering entity, in writing, to ensure awareness of the timelines for petition review and the petitioners' request for a review of the petition and public hearing to consider the merits of the petition.
- c. In the event correspondence is sent to the petitioners identifying concerns with the petition, then the petitioners must respond in writing to the authorized chartering entity addressing the identified concerns.
- d. The petitioners must meet with the authorized chartering entity and engage in face-to-face discussions regarding the petition, if the authorized chartering entity provides an opportunity to do so.

207. -- 299. (RESERVED)

300. PUBLIC CHARTER SCHOOL RESPONSIBILITIES.

01. General. The governing board of a public charter school shall be responsible for ensuring that the public charter school is adequately staffed, and that such staff provides sufficient oversight over all public charter school operational and educational activities. In addition, the governing board of a public charter school shall be responsible for ensuring compliance with Title 33, Chapter 52, Idaho Code. (4-11-06)

02. Compliance with Terms of Charter. The governing board of a public charter school shall be responsible for ensuring that the school is in compliance with all of the terms and conditions of the charter approved by the authorized chartering entity of the school, as reflected in the final approved petition filed with the Board. In addition, the governing board of the public charter school shall be responsible for ensuring that the school complies with all applicable federal and state education standards, as well as all applicable state and federal laws, rules and regulations, and policies. (4-11-06)

03. Annual Reports. The governing board of a public charter school must submit an annual report to the authorized chartering entity of the school, as required by Section 33-5206(7), Idaho Code. The report shall contain the audit of the fiscal and programmatic operations as required in Section 33-5205(3)(j), Idaho Code, a report on student progress based on the public charter school's student educational standards identified in Section 33-5205(3)(b), Idaho Code, and a copy of the public charter school's accreditation report. An authorized chartering entity may reasonably request that a public charter school provide additional information to ensure that the public charter school is meeting the terms of its charter. (4-11-06)

04. Operational Issues. The governing board of the public charter school shall be responsible for promptly notifying its authorized chartering entity if it becomes aware that the public charter school is not operating in compliance with the terms and conditions of its charter. Thereafter, the governing board of the public charter school shall also be responsible for advising its authorized chartering entity with follow-up information as to when, and how, such operational issues are finally resolved and corrected. (4-11-06)

301. AUTHORIZED CHARTERING ENTITY RESPONSIBILITIES.

01. Compliance Monitoring. Notwithstanding Section 300 of these rules, the authorized chartering entity of a public charter school shall be responsible for ensuring that the public charter school operates in accordance with all of the terms and conditions of the charter approved by the authorized chartering entity, as reflected in the final approved petition filed with the Board, and as provided by Section 33-5209(1), Idaho Code. The authorized chartering entity also shall be responsible for ensuring that the public charter school program approved by the authorized chartering entity meets the terms of the charter, complies with the general education laws of the state, unless specifically directed otherwise in Title 33, Chapter 52, Idaho Code, and operates in accordance with the state educational standards of thoroughness as defined in Section 33-1612, Idaho Code, as provided in Section 33-5210(2), Idaho Code. (4-11-06)

02. Written Notice of Defect. If an authorized chartering entity has reason to believe that a public charter school has committed any defect identified in Subsections 33-5209(2)(a) through (e), Idaho Code, then the

authorized chartering entity shall provide the public charter school with prompt written notice of such defect, and shall provide the public charter school a reasonable opportunity to cure such defect. (4-11-06)

03. Corrective Action Plan. The public charter school shall provide the authorized chartering entity with a corrective action plan describing the public charter school's plan to cure the defect. The corrective action plan shall describe in detail the terms and conditions by which the public charter school will cure the defect at issue, including a reasonable time frame for completion. ~~The public charter school shall send a copy of the corrective action plan to the Board.~~ (4-11-06)

04. Failure to Cure. If a public charter school fails to comply with the terms and conditions of the corrective action plan and to cure the defect at issue within a reasonable time, then the authorized chartering entity may provide notice to the public charter school of its intent to revoke the charter, as permitted by Section 33-5209(3), Idaho Code, and in accordance with Section 303 of these rules. (4-11-06)

302. CHARTER REVISIONS.

The governing board of a public charter school may reasonably request that its authorized chartering entity revise its charter, as authorized by Section 33-5209(1), Idaho Code. (4-11-06)

01. Request for Revision. The governing board of a public charter school that desires to revise its charter must submit a written request describing the proposed revisions with the public charter school's authorized chartering entity. In addition, the governing board of the public charter school shall also submit ~~six (6) copies~~ one (1) copy of the proposed revisions to the Department, which shall review the proposed revisions in the same manner that it reviews a proposed draft petition, as described in Section 204 of these rules. The Department shall complete its review of the proposed charter revisions not later than thirty (30) days after receipt, and shall notify the governing board of the public charter school and the authorized chartering entity promptly in writing describing the results of such review. (4-11-06)

02. Limited Review. The authorized chartering entity shall only be permitted to review and consider the proposed revisions to the charter, and shall not have authority to make other charter revisions that are not requested by the public charter school. (4-11-06)

03. Procedure for Reviewing Request for Charter Revision. The authorized chartering entity shall have ~~thirty (30)~~ seventy-five (75) days from the date of receipt of the written notice from the Department in which to issue its decision on the request for charter revision. The authorized chartering entity shall consider the request for charter revision at its next regular meeting following the date of receipt of the written notice from the Department, provided that the request is submitted no fewer than thirty (30) days an advance of that meeting. If permitted by applicable policies and procedures adopted by the authorized chartering entity, the review of a request for a charter revision may be delegated to appropriate staff employed by the authorized chartering entity. An authorized chartering entity may, but is not required to, conduct a public hearing to consider the request for charter revision. (4-11-06)

04. Approval of Proposed Charter Revision. If the authorized chartering entity approves the proposed charter revision, a copy of such revision shall be executed by each of the parties to the charter contract and shall be treated as either a supplement to, or amendment of, the final approved petition, whatever the case may be. ~~The governing board of the public charter school shall be responsible for sending a copy of the charter revision to the Board, as required by Subsection 100.02 of these rules.~~ (4-11-06)

05. Denial of Proposed Charter Revision. If the proposed revision is denied, then the authorized chartering entity must prepare a written notice of its decision denying the request for charter revision. The decision to deny a request for a charter revision shall contain all of the reasons for the decision. The public charter school may appeal the decision denying the request for charter revision to the Board. The provisions of Section 403 of these rules shall govern the appeal. (4-11-06)

303. REVOCATION.

An authorized chartering entity may revoke a charter in accordance with the procedure described in this Section 303 of this rule if a public charter school has failed to cure a defect with respect to the operation of the public charter school, as described in Subsection 301.04 of these rules, after receiving reasonable notice and a reasonable

opportunity to cure the defect. (4-11-06)

01. Written Notice of Intention to Revoke Charter. The authorized chartering entity must provide the public charter school with reasonable notice of the authorized chartering entity's intent to revoke the charter, which shall be in writing and must include all of the reasons for such proposed action. In addition, such notice shall provide the public charter school with a reasonable opportunity to reply, which shall not be less than thirty (30) days after the date of such notice. (4-11-06)

02. Public Hearing. The authorized chartering entity shall conduct a public hearing with respect to its intent to revoke a charter. Such hearing shall be held no later than thirty (30) days after receipt of such written reply. If the public charter school does not reply by the date set in the notice, then such hearing shall be held no later than sixty (60) days after the date the notice was sent by the authorized chartering entity. (4-11-06)

a. Written notification of the hearing shall be sent to the public charter school at least ten (10) days in advance of the hearing. (4-11-06)

b. The public hearing shall be conducted by the authorized chartering entity, or such other person or persons appointed by the authorized chartering entity to conduct public hearings and receive evidence as a contested case in accordance with Section 67-5242, Idaho Code. (4-11-06)

03. Charter Revocation. If the authorized chartering entity determines that the public charter school has not complied with the corrective action plan and cured the defect at issue, then the authorized chartering entity may revoke the charter. Such decision may be appealed to the Board. The provisions of Section 403 of these rules shall govern the appeal. (4-11-06)

304. -- 399. (RESERVED)

400. APPEALS.

The following actions relating to public charter schools may be appealed to the Department or to the Board, as applicable, in accordance with the procedures described in Sections 401 through 403 of these rules: (4-11-06)

01. Denial of New Petition. The denial by an authorized chartering entity of a petition to form a new public charter school, as authorized by Section 33-5207, Idaho Code. (4-11-06)

02. Approval of Conversion Petition. The approval of a petition by an authorized chartering entity to convert a traditional public school to a public charter school over the objection of thirty (30) or more persons or employees of the local school district, as authorized by Section 33-5207, Idaho Code. (4-11-06)

03. Denial of Charter Revision. The denial by the authorized chartering entity of a public charter school of a request to revise a charter, as authorized by Section 33-5209(4), Idaho Code. (4-11-06)

04. Revocation. A decision of an authorized chartering entity to revoke a charter, as authorized by Section 33-5209(4), Idaho Code. (4-11-06)

401. APPEAL TO THE DEPARTMENT OF A DECISION RELATING TO THE FORMATION OF A NEW OR CONVERSION PUBLIC CHARTER SCHOOL.

The denial of a petition to form a new public charter school, or the granting of a petition to form a conversion public charter school over the objection of thirty (30) or more persons or employees of the local school district, may be appealed to the Department, as provided by Section 33-5207(1), Idaho Code. The following procedures shall govern such appeals. (4-11-06)

01. Submission of Appeal. To institute an appeal, the petitioners/appellants shall submit a notice of appeal and request for public hearing in writing to the Department that describes, in detail, all of the grounds for the appeal, and the remedy requested, within thirty (30) days from the date of the decision of the authorized chartering entity that reviewed the petition. A copy of the notice of appeal shall be submitted to the authorized chartering entity, and with the Board. In addition, contemporaneous with the submission of the notice of appeal, the

petitioners/appellants shall also submit to the Department two (2) copies of the complete record of all actions taken with respect to the consideration of the public charter school petition. The record must be in chronological order and must be appropriately tabbed and indexed. The record must contain, at a minimum, all of the following documents: (4-11-06)

a. The name, address, and telephone number of the person or persons submitting the appeal on behalf of petitioners/appellants, as well as the authorized chartering entity that issued the decision being appealed. (4-11-06)

b. The complete petition that was submitted to the authorized chartering entity, including any amendments thereto or supplements thereof. (4-11-06)

c. Copies of audio or video recordings, if any, and the minutes from all meeting(s) where the petition was considered or discussed. (4-11-06)

d. All correspondence between the petitioners/appellants and the authorized chartering entity relating to the petition from the date the original petition was submitted until the date the authorized chartering entity issued the decision being appealed. (4-11-06)

e. The written decision provided by the authorized chartering entity to the petitioner. A copy of such notice of appeal shall be submitted to the authorized chartering entity whose decision is being appealed, and to the Board. (4-11-06)

02. Hearing Officer. The Department shall hire a hearing officer to review the action of the authorized chartering entity and to conduct a public hearing, pursuant to Section 67-5242, Idaho Code. The Department shall forward to the hearing officer one (1) copy of the record provided by petitioners/appellants and attached to the notice of appeal within ten (10) business days of receipt. (4-11-06)

03. Public Hearing. A public hearing to review the decision of the authorized chartering entity shall be conducted within thirty (30) days after the hearing officer receives the notice of appeal and request for a public hearing submitted to the Department. (4-11-06)

04. Notice of Hearing. All parties in an appeal shall be notified of a public hearing at least ten (10) days in advance, or within such time period as may be mandated by law. The notice shall identify the time, place, and nature of the hearing; a statement of the legal authority under which the hearing is to be held; the particular sections of the statutes and any rules involved; the issues involved; and the right to be represented. The notice shall identify how and when documents for the hearing will be provided to all parties. (4-11-06)

05. Prehearing Conference. The hearing officer may, upon written or other sufficient notice to all interested parties, hold a prehearing conference to formulate or simplify the issues; obtain admissions or stipulations of fact and documents; identify whether there is any additional information that had not been presented to the authorized chartering entity; arrange for exchange of any proposed exhibits or prepared expert testimony; limit the number of witnesses; determine the procedure at the hearing; and to determine any other matters which may expedite the orderly conduct and disposition of the proceeding. (4-11-06)

06. Hearing Record. The hearing shall be recorded unless a party requests a stenographic recording by a certified court reporter, in writing, at least seven (7) days prior to the date of the hearing. Any party requesting a stenographic recording by a certified court reporter shall be responsible for the costs of same. Any party may request that a transcript of the recorded hearing be prepared, at the expense of the party requesting such transcript, and prepayment or guarantee of payment may be required. Once a transcript is requested, any party may obtain a copy at the party's own expense. (4-11-06)

07. Hearing Officer's Recommendation. The hearing officer shall issue a recommendation within ten (10) days after the date of the hearing. The recommendation shall include specific findings on all major facts at issue; a reasoned statement in support of the recommendation; all other findings and recommendations of the hearing officer; and a recommendation affirming or reversing the decision of the authorized chartering entity. The hearing officer shall mail or deliver a copy of the recommendation to the Department, the petitioners/appellants, and

the authorized chartering entity. (4-11-06)

08. Review of Recommendation by Authorized Chartering Entity. (4-11-06)

a. The authorized chartering entity shall hold a public hearing to review the recommendation of the hearing officer within thirty (30) days of receipt of the recommendation. (4-11-06)

b. Written notification of the scheduled public hearing shall be sent by the authorized chartering entity to the petitioners/appellants at least ten (10) days prior to the scheduled hearing date. (4-11-06)

c. The authorized chartering entity shall make a final decision to affirm or reverse its initial decision within ten (10) days after the date the public hearing is conducted. (4-11-06)

09. Reversal of Initial Decision. (4-11-06)

a. If the authorized chartering entity reverses its initial decision and denies the conversion of a traditional public school to a public charter school, then that decision is final and there shall be no further appeal. (4-11-06)

b. If the authorized chartering entity reverses its initial decision and approves the new public charter school, then the charter shall be granted and there shall be no further appeal. (4-11-06)

10. Affirmation of Initial Decision. (4-11-06)

a. If the authorized chartering entity affirms its initial decision to authorize the conversion of a traditional public school to a public charter school, then the charter shall be granted and there shall be no further appeal. (4-11-06)

b. If the authorized chartering entity affirms its initial decision and denies the grant of a new public charter school, then the petitioners/appellants may appeal such final decision further to the Board in accordance with the procedure described in Section 402 of these rules. (4-11-06)

402. APPEAL TO THE BOARD RELATING TO THE DENIAL OF A REQUEST TO FORM A NEW PUBLIC CHARTER SCHOOL.

The following procedures shall govern an appeal to the Board of the final decision of an authorized chartering entity relating to the denial of a petition to form a new public charter school. (4-11-06)

01. Submission of Appeal. The petitioners/appellants shall submit a notice of appeal in writing with the Board that describes, in detail, all of the grounds for the appeal, and the remedy requested, within twenty-one (21) days from the date the authorized chartering entity issues its final decision to deny a petition to form a new public charter school. A copy of the notice of appeal shall be submitted to the authorized chartering entity. In addition, contemporaneous with the submission of the notice of appeal, the petitioners/appellants shall also submit to the Board, two (2) copies of a complete record of all actions taken with respect to the consideration of the public charter school petition. The record must be in chronological order, must be tabbed and indexed, and must contain, at a minimum, the following documents: (4-11-06)

a. The complete record submitted to the Department, as provided in Subsection 401.01.a. through 401.01.e. of these rules. (4-11-06)

b. A transcript, prepared by a neutral person whose interests are not affiliated with a party to the appeal, of the recorded public hearing conducted by the hearing officer, as described in Subsection 401.06 of these rules. (4-11-06)

c. A copy of the hearing officer's recommendation. (4-11-06)

d. Copies of audio or video recordings, if any, and the minutes of the public hearing conducted by

the authorized chartering entity to consider the recommendation of the hearing officer, as described in Subsection 401.08.a. through 401.08.c. of these rules. (4-11-06)

e. Copies of any additional correspondence between the petitioners/appellants and the authorized chartering entity relating to the petition subsequent to the public hearing conducted by the Department. (4-11-06)

f. The final written decision provided by the authorized chartering entity to the petitioners/appellants. (4-11-06)

02. Public Hearing. A public hearing to review the final decision of the authorized chartering entity shall be conducted within a reasonable time from the date that the Board receives the notice of appeal, but not later than sixty (60) calendar days from such date. The public hearing shall be for the purpose of considering all of the materials in the record that were presented at prior proceedings. However, new evidence, testimony, documents, or materials that were not previously considered at prior hearings on the matter may be accepted or considered, in the sole reasonable discretion of the Board, or of the charter appeal committee or public hearing officer, as described in Subsection 402.04 of this rule. (4-11-06)

03. Notice of Hearing. All parties in an appeal shall be notified of a public hearing at least ten (10) days in advance, or within such time period as may be mandated by law. The notice shall identify the time and place of the hearing; a statement of the legal authority under which the hearing is to be held; the particular sections of the statutes and any rules involved; the issues involved; and the right to be represented. The notice shall identify how and when documents for the hearing will be provided to all parties. (4-11-06)

04. Appointment of Charter Appeal Committee or Public Hearing Officer. The Board may, in its reasonable discretion, determine to appoint a charter appeal committee, composed solely of Board members, or a combination of Board members and Board staff, or alternatively, to appoint a public hearing officer, for the purpose of conducting the public hearing. If the Board determines not to make such an appointment, then the Board shall conduct the public hearing. (4-11-06)

05. Recommended Findings. If the public hearing is conducted by a charter appeal committee or appointed public hearing officer, then such committee or appointed public hearing officer shall forward to the Board all materials relating to the hearing as soon as reasonably practicable after the date of the public hearing. If so requested by the Board, the entity conducting the public hearing may prepare recommended findings for the Board to consider. The recommended findings shall include specific findings on all major facts at issue; a reasoned statement in support of the recommendation; all other findings and recommendations of the charter appeal committee or public hearing officer; and a recommended decision affirming or reversing the decision of the authorized chartering entity, or such other action recommended by the charter appeal committee or public hearing officer, such as remanding the matter back to the authorized chartering entity, or redirecting the petition to another authorized chartering entity. A copy of the recommended findings shall be mailed or delivered to all the parties. (4-11-06)

06. Final Decision and Order by the Board. The Board shall consider the materials forwarded by the entity conducting the public hearing, including any recommended findings of the charter appeal committee or appointed public hearing officer, as may be applicable, in a meeting open to the public at the next regularly scheduled meeting of the Board that occurs after the public hearing. If the public hearing was not conducted by the Board, then the Board may allow representatives for both the petitioner/appellant and the authorized chartering entity an opportunity to deliver oral arguments to the Board advocating their respective positions, limited to thirty (30) minutes for each party. Whether the public hearing is conducted by the Board or by a charter appeal committee, the Board shall issue a final written decision on such appeal within sixty (60) days from the date of the public hearing. The final decision and order of the Board shall be sent to both the petitioners/appellants and the authorized chartering entity, and will not be subject to reconsideration. With respect to such written decision, the Board may take any of the following actions: (4-11-06)

a. Approve the charter, if the Board determines that the authorized chartering entity failed to appropriately consider the charter petition, or if it acted in an arbitrary manner in denying the request. In the event the Board approves the charter, the charter shall operate under the jurisdiction of the Commission, as provided by

Section 33-5207(6), Idaho Code. (4-11-06)

b. Remand the petition back to the authorized chartering entity for further consideration with directions or instructions relating to such further review. If the authorized chartering entity further considers the matter and again denies the petition, then that decision is final and there shall be no further appeal. (4-11-06)

c. Redirect the petition for consideration ~~to another authorized chartering entity~~ by the Commission, if the appeal is regarding a denial decision made by the board of trustees of a local school district. (4-11-06)

d. Deny the appeal submitted by the petitioners/appellants. (4-11-06)

403. APPEAL RELATING TO THE DENIAL OF A REQUEST TO REVISE A CHARTER OR A CHARTER REVOCATION DECISION.

The following procedures shall govern an appeal relating to the denial of a request to revise a charter or a charter revocation decision. (4-11-06)

01. Submission of Appeal. The public charter school shall submit a notice of appeal in writing to the Board that describes, in detail, all of the grounds for the appeal, and the remedy requested, within thirty (30) days from the date of the written decision of the authorized chartering entity to revoke a charter or to deny a charter revision. A copy of the notice of appeal shall be submitted to the authorized chartering entity. In addition, contemporaneous with the submission of the notice of appeal, the appellant charter school shall also submit to the Board eleven (11), three (3)-holed punched, copies of the complete record of all actions taken with respect to the matter being appealed. The record must be in chronological order and must be appropriately tabbed and indexed. The record must contain, at a minimum, all of the following documents: (4-11-06)

a. The name, address, and telephone number of the appellant public charter school and the authorized chartering entity that issued the decision being appealed. (4-11-06)

b. Copies of all correspondence or other documents between the appellant public charter school and the authorized chartering entity relating to the matter being appealed. (4-11-06)

c. Copies of audio or video recordings, if any, and the minutes from all meeting(s) where the matter on appeal was considered or discussed. (4-11-06)

d. The written decision provided by the authorized chartering entity to the appellant public charter school. (4-11-06)

02. Public Hearing. A public hearing to review the decision of the authorized chartering entity shall be conducted within thirty (30) days after the date of the filing of the notice of appeal. (4-11-06)

03. Notice of Hearing. All parties in an appeal shall be notified of a public hearing at least ten (10) days in advance, or within such time period as may be mandated by law. The notice shall identify the time and place of the hearing; a statement of the legal authority under which the hearing is to be held; the particular sections of the statutes and any rules involved; the issues involved; and the right to be represented. The notice shall identify how and when documents for the hearing will be provided to all parties. (4-11-06)

04. Appointment of Charter Appeal Committee or Public Hearing Officer. The Board may, in its reasonable discretion, determine to appoint a charter appeal committee, composed solely of Board members, or a combination of Board members and Board staff, or alternatively, to appoint a public hearing officer, for the purpose of conducting the public hearing. If the Board determines not to make such an appointment, then the Board shall conduct the public hearing. (4-11-06)

05. Prehearing Conference. The entity conducting the public hearing may, upon written or other sufficient notice to all interested parties, hold a prehearing conference to formulate or simplify the issues; obtain admissions or stipulations of fact and documents; identify whether there is any additional information that had not been presented to the authorized chartering entity; arrange for exchange of any proposed exhibits or prepared expert

testimony; limit the number of witnesses; determine the procedure at the hearing; and to determine any other matters which may expedite the orderly conduct and disposition of the proceeding. (4-11-06)

06. Hearing Record. The hearing shall be recorded unless a party requests a stenographic recording by a certified court reporter, in writing, at least seven (7) days prior to the date of the hearing. Any party requesting a stenographic recording by a certified court reporter shall be responsible for the costs of same. The record shall be transcribed at the expense of the party requesting a transcript, and prepayment or guarantee of payment may be required. Once a transcript is requested, any party may obtain a copy at the party's own expense. (4-11-06)

07. Recommended Findings. If the public hearing is conducted by a charter appeal committee or appointed public hearing officer, then such committee or public hearing officer shall forward to the Board all materials relating to the hearing as soon as reasonably practicable after the date of the public hearing. If so requested by the Board, the entity conducting the public hearing may prepare recommended findings for the Board to consider. The recommended findings shall include specific findings on all major facts at issue; a reasoned statement in support of the recommendation; all other findings and recommendations of the charter appeal committee or public hearing officer; and a recommended decision affirming, or reversing the action or decision of the authorized chartering entity. A copy of the recommended findings shall be mailed or delivered to all the parties. (4-11-06)

08. Final Decision and Order by the Board. The Board shall consider the materials forwarded by the entity conducting the public hearing, including any recommended findings of the charter appeal committee or appointed public hearing officer, as may be applicable, in a meeting open to the public at the next regularly scheduled meeting of the Board that occurs after the public hearing. If the public hearing was not conducted by the Board, then the Board may allow representatives for both the appellant public charter school and the authorized chartering entity an opportunity to deliver oral arguments to the Board advocating their respective positions, limited to thirty (30) minutes for each party. Whether the public hearing is conducted by the Board, or by a charter appeal committee or appointed public hearing officer, the Board shall issue a final written decision on such appeal within sixty (60) days from the date of the public hearing. The decision shall be sent to both the appellant public charter school and the authorized chartering entity. With respect to such written decision, the Board may take any of the following actions: (4-11-06)

a. Grant the appeal and reverse the decision of the authorized chartering entity if the Board determines that the authorized chartering entity failed to appropriately consider the revocation of the charter, or the request to revise the charter, or that the authorized chartering authority acted in an arbitrary manner in determining to revoke the charter, or in denying the request to revise the charter. (4-11-06)

b. Remand the matter back to the authorized chartering authority entity for further consideration with directions or instructions relating to such further review. If the authorized chartering entity further considers the matter and again denies the petition, then that decision is final and there shall be no further appeal. (4-11-06)

~~**e.** Redirect the matter for consideration to another authorized chartering entity.~~ (4-11-06)

~~**d-c.** Deny the appeal filed by the appellants.~~ (4-11-06)

404. EX PARTE COMMUNICATIONS.

Unless required for the disposition of a matter specifically authorized by statute to be done ex parte, no party to the appeal nor any representative of any such party to the appeal, nor any person or entity interested in such appeal, may communicate, directly or indirectly, regarding any substantive issue in the appeal with the Board or the charter appeal committee or any hearing officer appointed to hear or preside over the appeal hearing, except upon notice and opportunity for all parties to participate in the communication. (4-11-06)

405. -- 499. (RESERVED)

500. MISCELLANEOUS.

01. Definition of LEA. As used in Section 500 of these rules, the term "local education agency" or

September 20, 2012

“LEA” shall mean a public authority legally constituted within the state for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in the state, as such term is defined in the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001, and as such term is further defined in 34 CFR 300.18. (4-11-06)

02. LEA Designations. Section 33-5203(7), Idaho Code, provides that the Board shall be responsible to designate those public charter schools that will be identified as an LEA; however, only public charter schools chartered by the board of trustees of a school district may be included in that district’s LEA. A public charter school may request to be designated as an LEA. Such request shall be in writing and must be submitted to the executive director of the Board. In addition, such request shall state the reasons why the public charter school is requesting LEA status, and must include, at a minimum, the following: (4-11-06)

a. Verification that the public charter school is a public virtual school under Idaho law (if applicable). (4-11-06)

b. A description of the federal programs for which the public charter school will seek funding, and a detailed discussion of the projected financial impact (positive or negative) to the public charter school if it is designated an LEA. (4-11-06)

c. A discussion of how the public charter school will administer the ISAT tests to its students. (4-11-06)

03. Criteria. The executive director of the Board shall have the authority to designate a public charter school as an LEA, in accordance with the following criteria: (4-11-06)

a. A public charter school that is chartered by the board of trustees of a school district shall be included in that district’s LEA, and the executive director of the Board shall not be permitted to designate such a school as an LEA, ~~except as discussed in Subsection 500.03 of these rules.~~ (4-11-06)

~~**b.** A public virtual school that is chartered by the board of trustees of a school district may be designated as an LEA, if the executive director determines, in his reasonable discretion, that the public virtual school has demonstrated a compelling reason for such designation in its written request and any supporting materials. (4-11-06)~~

~~**b.**~~ **e. b.** A public charter school that is chartered by the Commission must be designated by the executive director as an LEA, but will still be required to submit a written request pursuant to Subsection 500.02 of these rules. (4-11-06)

04. Referral to the Board. The executive director may determine to refer any request for LEA designation described in Section 500 of these rules to the Board for consideration, including any request submitted by a public charter school that is not eligible under the criteria contained herein. (4-11-06)

05. Review. A public charter school may appeal to the Board a decision made by the executive director of the Board to deny a request to be designated an LEA. (4-11-06)

06. Timeframe for LEA Request. A request for LEA status must be received no later than February 1 in order for any such designation to be effective for the following school year. (4-11-06)

501. -- 999. (RESERVED)

September 20, 2012

Page / Line(s)	Section	IDAPA Reference	Description
p2/		08.03.01.300.01	Revise petition submission requirements to reduce waste by requiring electronic documents rather than multiple hard copies.
p2/		08.03.01.300.05	Revise supplemental submission requirements to reduce waste.
p3/		08.03.01.301	Revise to eliminate typographical error in initial paragraph (change "will" to "with").
p3/		08.03.01.301	Revise to specify that Commission staff will verify the existence of items described in .01, .02, .04, .07, .09, .13, .15, .16, and .17.
p3/		08.03.01.301	Revise to specify that the items described in .03, .05, .07, .08, .10, .11, and .12 must be submitted to the Commission office.
p3/		08.03.01.301.06	Remove requirement that copies of all reports submitted to the SDE also be submitted to the Commission in order to reduce waste and duplication of effort.
p4/		08.03.01.301.11	Revise to include reference to measurable student educational standards.
p4		08.03.01.301.12	Change programmatic audit due date from October 15 to August 15.
p4/		08.03.01.301.14	Remove requirement that Commission staff verify proof of compliance with all relevant rules, regulations, and statute, as this is unrealistic on a practical level. Replace with provision that additional proof of compliance must be submitted by schools as reasonably requested by the Commission or its designee.
p4/		08.03.01.301.15 & .16	Remove 30-day submission requirement as items must be available but not submitted. SDE also verifies validity of these items.
p5/		08.03.01.401.01(d)	Remove fax number from list of required elements of the petition title page.
p6/		08.03.01.401.07(a)	Add requirement that governance section describe the professional standards to which the governing board will adhere, as well as a board training plan.
p7/		08.03.01.401.10(a)	Add requirement that business plan include a pre-opening plan and timeline.
p7/		08.03.01.401.10(b)	Amend sub-subsection to add that budgets must be submitted in IFARMS format "or other format such as may be required by the Commission."

- Redundant/Outdated/Grammatical
- Administrative
- Clarification
- Logical Flow

IDAPA 08
TITLE 03
CHAPTER 01

08.03.01 - RULES OF THE PUBLIC CHARTER SCHOOL COMMISSION

000. LEGAL AUTHORITY.

The Public Charter School Commission, in accordance with Section 33-5213, Idaho Code, adopts these rules. (4-11-06)

001. TITLE AND SCOPE.

01. Title. These rules shall be cited as IDAPA 08.03.01, "Rules of the Public Charter School Commission." (4-11-06)

02. Scope. These rules provide the requirements for the governance and administration of the Public Charter School Commission. (4-11-06)

002. WRITTEN INTERPRETATIONS.

In accordance with Section 67-5201(19)(b)(iv), Idaho Code, written interpretations of the rules of this chapter, if any, are available at the offices of the Public Charter School Commission. (4-11-06)

003. ADMINISTRATIVE APPEALS.

The provisions of Title 33, Chapter 52, Idaho Code, and IDAPA 08.02.04, "Rules Governing Public Charter Schools," govern appeals from decisions of the Commission. (4-11-06)

004. INCORPORATION BY REFERENCE.

No documents have been incorporated by reference into these rules. (4-11-06)

005. OFFICE -- OFFICE HOURS -- MAILING ADDRESS AND STREET ADDRESS.

The Public Charter School Commission is located in the offices of the Idaho State Board of Education. (4-11-06)

01. Office Hours. The Board offices are open from 8 a.m. to 5 p.m., except Saturday, Sunday, and legal holidays. (4-11-06)

02. Street Address. The offices of the Board are located at 650 W. State Street, Boise, Idaho. (4-11-06)

03. Mailing Address. The mailing address of the Board is P.O. Box 83720, Boise, Idaho 83720-0037. (4-11-06)

04. Telephone Number. The telephone number of the Board is (208) 334-2270. (4-11-06)

05. Facsimile. The Board's FAX number is (208) 334-2632. (4-11-06)

06. Electronic Address. The Board of Education website at www.boardofed.idaho.gov. (4-11-06)

006. PUBLIC RECORDS ACT COMPLIANCE.

Commission records are subject to the provisions of the Idaho Public Records Act, Title 9, Chapter 3, Idaho Code. (4-11-06)

007. -- 099. (RESERVED)

100. DEFINITIONS.

01. Board. The Idaho State Board of Education or its designee. (4-11-06)

02. Commission. The Public Charter School Commission or its designee. (4-11-06)

101. -- 199. (RESERVED)

200. PROCEEDINGS BEFORE THE COMMISSION.

Proceedings or other matters before the Commission or its duly appointed hearing officer are governed by the provisions of Title 33, Chapter 52, Idaho Code, IDAPA 08.02.04, and these rules. (4-11-06)

201. COMMUNICATIONS WITH COMMISSION.

All written communications and documents intended to be part of an official record of decision in any proceeding before the Commission of any hearing officer appointed by the Commission must be filed with the individual designated by the agency. Unless otherwise provided by statute, rule, order, or notice, documents are considered filed when received by the officer designated to receive them, not when mailed or otherwise transmitted. (4-11-06)

202. COMPUTATIONS OF TIME.

Whenever statute, these or other rules, order, or notice requires an act be done within a certain number of days of a given day, the given day is not included in the count, but the last day of the period so computed is included in the count. If the day the act must be done is Saturday, Sunday, or a legal holiday, the act may be done on the first day following that is not a Saturday, Sunday, or legal holiday. (4-11-06)

203. BOARD MEETINGS -- MAJORITY -- CHAIRMAN.

01. Majority. A simple majority of members voting shall be sufficient to decide any matter pending before the Commission. (4-11-06)

02. Chairman Vote. The chairman shall vote only when necessary to break a tie. (4-11-06)

204. -- 299. (RESERVED)

300. PETITION -- SUBMISSION.

01. Number of Copies. Petitioners shall submit a petition consisting of ~~an unbound original application package and twelve (12) unbound, three (3) hole punched, copies of the application package to the Commission and~~ an electronic copy of the petition in word format. Appendices to the petition must be submitted as a single document in Adobe format. (4-11-06)

02. Case Number. The Commission will assign a case number to a petition. Any future documents or correspondence submitted to the Commission after original filing must reference the assigned case number.(4-11-06)

03. Administratively Complete. If the petition is not administratively complete when received, the Commission shall provide the petitioner notice of the deficiency, which identifies the missing documents and information. Administratively complete means the petition contains all of the information and documents required by Title 33, Chapter 52, Idaho Code, and IDAPA 08.02.04, "Rules Governing Public Charter Schools." (4-11-06)

04. Considered Received. A petition is considered received by the Commission when it is presented to the Commission at the first scheduled meeting after the petition is filed and the petition is administratively complete. (4-11-06)

05. Supplemental Information. Submission of supplemental information to the Commission shall be accomplished by filing ~~only the pages being amended~~ a complete, electronic copy of the petition, with the text to be removed stricken and the new language underlined, with the ~~page number of the page to be replaced at the bottom~~

~~center of the page and the month and year date of revision in the bottom left hand corner of the page noted on the title page.~~ (4-11-06)

06. Sufficiency Review. Petitioners shall submit a copy of the State Department of Education's sufficiency review, which is required by IDAPA 08.02.04, "Rules Governing Public Charter Schools," Subsection 200.03, and any related documents addressing the deficiencies, if any, at the time the petition is filed with the Commission. (4-11-06)

07. School District Comments. If applicable, school districts may provide comments of the school district where the public charter school will be physically located. (4-11-06)

301. COMPLIANCE MONITORING.

The Commission shall be responsible for ensuring the public charter school operates in accordance with all of the terms and conditions of the approved charter, including compliance ~~with~~ with all applicable federal and state education standards and all applicable state and federal laws, rules and regulations, and policies. See IDAPA 08.02.04, "Rules Governing Public Charter Schools," Subsection 301.01. Commission staff will make a site visit and verify the existence of the following documents after the charter is granted: (4-11-06)

~~01. Certificate of Occupancy.~~ Certificate of Occupancy for the public charter school site ~~no later than thirty (30) days prior to the opening of the school;~~ (4-11-06)

~~02. Building Inspection Reports.~~ A copy of the inspection report from the Idaho Division of Building Safety ~~to be submitted no later than thirty (30) days before the school initially opens and then within seven (7) days of receipt, thereafter;~~ (4-11-06)

~~03. Lease Agreement.~~ If school structures are being leased, a copy of the lease agreement for the building(s) at which students will be taught; (4-11-06)

~~04.~~ **03. Fire Marshal Report.** A fire marshal report for the public charter school site; (4-11-06)

~~05. Financial Statements.~~ Audited financial statements from an independent auditor must be submitted as required by Section 33-701, Idaho Code; (4-11-06)

~~06. Reports.~~ Copies of the following reports within five (5) business days of said reporting being submitted; (4-11-06)

~~a. All reports submitted to the State Department of Education including, but not limited to, the Idaho Basic Education Data System ("IBEDS");~~ (4-11-06)

~~b. All reports submitted to the Board; and~~ (4-11-06)

~~c. All reports submitted to federal education agencies including, but not limited to, reports required by the No Child Left Behind Act and the Individuals with Disabilities Education Act.~~ (4-11-06)

~~07. Accreditation Reports.~~ A copy of the public charter school's accreditation report must be submitted within five (5) business days of receipt. See Section 33-5206(7), Idaho Code; (4-11-06)

~~08. Complaints.~~ Copies of any complaints filed against the public charter school including, but not limited to, lawsuits and complaints filed with the Idaho Professional Standards Commission relating to school employees, within five (5) business days of receipt; (4-11-06)

~~09.~~ **04. Insurance Binders.** Copies of insurance binders from a company authorized to do business in Idaho for a liability policy, a property loss policy, worker's compensation insurance, unemployment insurance, and health insurance ~~no later than thirty (30) days prior to the opening of school and thereafter, thirty (30) days before the expiration of the insurance policies;~~ (4-11-06)

September 20, 2012

~~10. **Board Members.** A current list of all public charter school board members, including full name, address, telephone number, and resume must be on file with the Commission within five (5) business days of any changes; (4-11-06)~~

~~11. **Goals Attainment.** Reporting to be submitted by the close of the school year demonstrating the students' level of attainment of the established skills and knowledge specified as goals in the public charter school's educational program. See Section 33-5206(7), Idaho Code; (4-11-06)~~

~~12. **Programmatic Operations Audit.** An audit of the programmatic operations of the public charter school as required by Section 33-5205(3)(k), Idaho Code, must be submitted no later than October 15th for the previous school year. See Section 33-5206(7), Idaho Code; (4-11-06)~~

~~13. **05. Health District Inspection Certificate.** A copy of the health certificate issued by the health district for each site at which students will be taught; (4-11-06)~~

~~14. **Proof of Compliance.** Proof the public charter school board is in compliance with all federal, state, and local rules, regulations, and statutes relating to education, health, safety, and insurance at least thirty (30) days before the first day of operation of the public charter school for each school year; (4-11-06)~~

~~15. **06. Criminal History Checks.** A copy of the criminal history checks for all employees as required by Sections 33-130 and 33-5210(4)(d), Idaho Code, no later than thirty (30) days prior to the first day of school; (4-11-06)~~

~~16. **07. Instructional Staff Certification.** Proof of certification for all instructional staff employed by the public charter school must be submitted no later than thirty (30) days prior to the first day of school; and (4-11-06)~~

~~17. **08. School Calendar, Daily schedule, and instructional hours.** Ninety (90) days before the commencement of each school year, documentation must be submitted to the Commission detailing the school's calendar for the school year, daily schedule, and documentation of the appropriate number of instructional hours for students at each grade level. (4-11-06)~~

302. Public charter schools authorized by the Commission shall submit to the Commission the following documents:

01. **Lease Agreement.** If school structures are being leased, a copy of the lease agreement for the building(s) at which students will be taught;

02. **Financial Statements.** Audited financial statements from an independent auditor must be submitted as required by Section 33-701, Idaho Code;

03. **Accreditation Reports.** A copy of the public charter school's accreditation report must be submitted within five (5) business days of receipt. See Section 33-5206(7), Idaho Code; (4-11-06)

04. **Complaints.** Copies of any complaints filed against the public charter school including, but not limited to, lawsuits and complaints filed with the Idaho Professional Standards Commission relating to school employees, within five (5) business days of receipt;

05. **Board Members.** A current list of all public charter school board members, including full name, address, telephone number, and resume must be on file with the Commission within five (5) business days of any changes; (4-11-06)

06. **Goals Attainment.** Reporting to be submitted by the close of the school year demonstrating the students' level of attainment of the established skills and knowledge specified as goals in the public charter school's educational program and measurable student educational standards in the approved charter. See Section 33-5206(7), Idaho Code; (4-11-06)

07. **Programmatic Operations Audit.** An audit of the programmatic operations of the public charter

school as required by Section 33-5205(3)(k), Idaho Code, must be submitted no later than August 15th for the previous school year. See Section 33-5206(7), Idaho Code.

08. Proof of Compliance. Additional proof of compliance as reasonably requested by the Commission.

302. 303. -- 399. (RESERVED)

400. PETITION -- PUBLIC HEARING.

A public hearing, as required by Section 33-5205(2), Idaho Code, for consideration of a petition on its merits shall be conducted by the Commission. The Commission will: (4-11-06)

01. Charter Provisions. Consider the provisions of the public school charter petition. (4-11-06)

02. Petition Merits. Consider the merits of the petition including, but not limited to, the presentation by authorized representatives for the petition. (4-11-06)

03. Petition Support. Consider the level of employee and parental support of the petition. (4-11-06)

04. School District Comment. Consider any oral or written comments of an authorized representative of the school district in which the proposed public charter school would be physically located. (4-11-06)

05. Public Comment. Citizens intending to testify must notify the Commission the day of the meeting. Public comment will be limited to ten (10) minutes, unless otherwise determined by the Commission chairman. (4-11-06)

401. PETITION -- FORMAT.

All petitions submitted to the Commission must be in the following format. Information will only be considered if it is located in the correct Section. (4-11-06)

01. Cover Page. The cover page must include the following information: (4-11-06)

a. Name of proposed charter school; (4-11-06)

b. School year petitioning to open the school; (4-11-06)

c. Name of the school district affected by the attendance area; (4-11-06)

i. Where the public charter school building will be physically located; or (4-11-06)

ii. If it is a virtual school and the physical location of the main office; and (4-11-06)

d. Name, address, telephone number, ~~fax number~~, and e-mail address of the petitioner's authorized representative. (4-11-06)

02. Table of Contents. The second page shall be the beginning of the table of contents. (4-11-06)

03. Tab 1. (4-11-06)

~~**a.** Copies of articles of incorporation, file stamped by the Idaho Secretary of State's Office; and of the signed bylaws adopted by the board of directors of the nonprofit corporation. See Section 33-5204(1), Idaho Code.~~

~~**b.** Signatures of at least thirty (30) qualified electors of the proposed charter school's service area. Proof of qualification of electors must be attached. See Section 33-5205(1)(a), Idaho Code. (4-11-06)~~

~~**e. a.** Mission and vision statements. (4-11-06)~~

04. Tab 2. The petitioner’s information regarding the proposed operation and potential effects of the public charter school including, but not limited to, the facilities to be utilized by the public charter school, the manner in which administrative services of the public charter school are to be provided, and the potential civil liability effects upon the public charter school and upon the authorized chartering entity. See Section 33-5205(4), Idaho Code. (4-11-06)

05. Tab 3. (4-11-06)

a. A description of the public charter school’s educational program and goals, including how each of the educational thoroughness standards, as defined in Section 33-1612, Idaho Code, shall be fulfilled. See Section 33-5205(3)(a), Idaho Code. (4-11-06)

b. A description of what it means to be an “educated person” in the twenty-first century, and how learning best occurs. See Section 33-5205(3)(a), Idaho Code. (4-11-06)

c. The manner by which special education services will be provided to students with disabilities who are eligible pursuant to the federal Individuals with Disabilities Education Act. See Section 33-5205(3)(q), Idaho Code. (4-11-06)

d. The plan for working with parents who have students who are dually enrolled pursuant to Section 33-203(7), Idaho Code. See Section 33-5205(3)(r), Idaho Code. (4-11-06)

06. Tab 4. (4-11-06)

a. The measurable student educational standards the public charter school will use. See Section 33-5205(3)(b), Idaho Code. (4-11-06)

b. The method by which student progress in meeting the identified student educational standards is to be measured. See Section 33-5205(3)(c), Idaho Code. (4-11-06)

c. A provision by which students of the public charter school will be tested with the same standardized tests as other Idaho public school students. See Section 33-5205(3)(d), Idaho Code. (4-11-06)

d. A provision that ensures that the public charter school shall be state accredited as provided by rule of the Board. See Section 33-5205(3)(e), Idaho Code, and IDAPA 08.02.02, “Rules Governing Uniformity,” Section 140. (4-11-06)

e. A provision describing the school’s plan if it is ever identified as an in need of improvement school as outlined in the No Child Left Behind Act. (4-11-06)

07. Tab 5. (4-11-06)

a. A description of the governance structure of the public charter school including, but not limited to, the persons or entity who shall be legally accountable for the operation of the public charter school. See Section 33-5205(3)(f), Idaho Code.

b. A description of the ethical standards to which to governing board of the public charter school will adhere.

c. A plan for the initial and ongoing training of the governing board of the public charter school. (4-11-06)

~~**d.**~~ **d.** The process to be followed by the public charter school to ensure parental involvement. See Section 33-5205(3)(f), Idaho Code.

e. The manner in which an annual audit of the financial and programmatic operations of the public charter school will

08. Tab 6. (4-11-06)

September 20, 2012

a. The qualifications to be met by individuals employed by the public charter school. This should include a requirement for all staff members to submit to a criminal history check, as required by Section 33-130, Idaho Code, and that all instructional staff shall be certified teachers, as required by the Board. See Section 33-5205(3)(g), Idaho Code. (4-11-06)

b. The procedures that the public charter school will follow to ensure the health and safety of students and staff. See Section 33-5205(3)(h), Idaho Code. (4-11-06)

c. A provision which ensures that all staff members of the public charter school will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance. See Section 33-5205(3)(m), Idaho Code. (4-11-06)

d. A description of the transfer rights of any employee choosing to work in a public charter school authorized by the Commission and the rights of such employees to return to any public school in the school district after employment at such public charter school. See Section 33-5205(3)(o), Idaho Code. (4-11-06)

e. A provision that ensures that the staff of the public charter school shall be considered a separate unit for purposes of collective bargaining. See Section 33-5205(3)(p), Idaho Code. (4-11-06)

f. A statement that all teachers and administrators will be on written contract as required by Section 33-5206(4), Idaho Code. (4-11-06)

09. Tab 7. (4-11-06)

a. Admission procedures, including provision for over enrollment. See Section 33-5205(3)(j), Idaho Code, and IDAPA 08.02.04, "Rules Governing Public Charter Schools," Section 203. (4-11-06)

b. The disciplinary procedures that the public charter school will utilize, including the procedure by which students, including special education students, may be suspended, expelled, and reenrolled. See Section 33-5205(3)(l), Idaho Code. (4-11-06)

c. The procedures required by Section 33-210, Idaho Code, for students using or under the influence of alcohol or controlled substances. (4-11-06)

d. The public school attendance alternative for students residing within the school district who choose not to attend the public charter school. See Section 33-5205(3)(n), Idaho Code. (4-11-06)

e. The process by which the citizens in the area of attendance shall be made aware of the enrollment opportunities of the public charter school. See Section 33-5205(3)(s), Idaho Code. (4-11-06)

f. A plan for the requirements of Section 33-205, Idaho Code, for the denial of school attendance. See Section 33-5205(3)(i), Idaho Code. (4-11-06)

g. The student handbook that describes the school rules and the procedure ensuring a student's parent or guardian has access to this handbook. (4-11-06)

10. Tab 8. (4-11-06)

a. A detailed business plan including: (4-11-06)

i. Business description, (4-11-06)

ii. Marketing plan, (4-11-06)

iii. Management plan, and (4-11-06)

- ~~iv. Resumes of the directors of the nonprofit corporation, (4-11-06)~~
 - ~~v. iv. The school's financial plan, (4-11-06)~~
 - ~~vi. Start-up budget with assumptions form, (4-11-06)~~
 - ~~vii. Three (3) year operating budget form, and (4-11-06)~~
 - ~~viii. First year month-by-month cash flow form. (4-11-06)~~
 - ~~v. A pre-opening plan and timeline.~~
 - ~~b. The school's budget must be in the Idaho Financial Accounting Reporting Management System (IFARMS) format. (4-11-06)~~
 - c. A proposal for transportation services with an estimated first year cost as required by Section 33-5208(4), Idaho Code. (4-11-06)
 - d. Plans for a school lunch program, including how a determination of eligibility for free and reduced price meals will be made. (4-11-06)
 - 11. **Tab 9.** If this is a virtual public charter school, a brief description of how the school meets the definition of a public virtual school as defined by Section 33-5202A(6), Idaho Code. (4-11-06)
 - 12. **Tab 10.** (4-11-06)
 - a. A description of any business arrangements or partnerships with other schools, educational programs, businesses, or nonprofit organizations, ~~and copies of any contracts or lease agreements.~~ (4-11-06)
 - b. Additional information the petitioners want the authorizing chartering entity to consider as part of the petition. (4-11-06)
 - c. A plan for termination of the charter by the board of the public charter school. (4-11-06)
 - 13. **Appendices**
 - ~~a. Copies of articles of incorporation, file-stamped by the Idaho Secretary of State's Office; and of the signed bylaws adopted by the board of directors of the nonprofit corporation. See Section 33-5204(1), Idaho Code.~~
 - ~~b. Signatures of at least thirty (30) qualified electors of the proposed charter school's service area. Proof of qualification of electors must be attached. See Section 33-5205(1)(a), Idaho Code.~~
 - ~~c. Resumes of the directors of the nonprofit corporation, including references.~~
 - ~~d. Copies of any contracts or lease agreements,~~
 - ~~e. Start-up budget with assumptions form and supporting documentation, (4-11-06)~~
 - ~~f. Three (3)-year operating budget form, and (4-11-06)~~
 - ~~g. First year month-by-month cash flow form. (4-11-06)~~
 - ~~h. The school's budget must be in the Idaho Financial Accounting Reporting Management System (IFARMS) format and any other such format as may be reasonably requested by the Commission.~~
402. -- 999. (RESERVED)