

**SUBJECT**

The Village Charter School Proposed Charter Amendments

**APPLICABLE STATUTE, RULE, OR POLICY**

I.C. §33-5206(8)

IDAPA 08.02.04.302

**BACKGROUND**

The Village Charter School (TVCS) is a public charter school authorized by the Public Charter School Commission (PCSC) and located in Boise since 2011.

**DISCUSSION**

TVCS will propose charter amendments to several sections of the charter.

The proposed amendments include significant revisions to the educational Program in Tab 3 of the charter. First, the ACE Approach developed by TVCS's founders has been replaced by the Leadership Program, which incorporates revised Core Values, Stephen Covey's The Leader in Me Program and 7 Habits of Highly Effective People, and the ACE Approach. A new section has been added to describe TVCS's Service Program, including use of the Step-It-Up-2-Thrive (or similar) curriculum. An Elective Program has also been added, with information about hands-on, real-world learning opportunities for students including entrepreneurship and mentoring.

The second section with proposed amendments is Parental Involvement in Tab 5 of the charter. The description of the methods that TVCS will use to encourage parental involvement have been updated and aligned with the new language in the educational program.

The proposed amendments in Tab 7 revise the charter to add lottery preferences for children of full-time staff.

In Tab 8, the proposed amendments include minor revisions to the business plan and calendar. Minor edits have also been made to the Title 1 section and the Bonding section.

**IMPACT**

If the PCSC approves the proposed amendments, TVCS will immediately begin operating under the amended charter. If the PCSC denies the amendments, TVCS could appeal this decision to the State Board of Education, or could decide not to proceed any further.

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff recommends approval of the proposed charter amendments as submitted by The Village Charter School.

**December 4, 2012**

**COMMISSION ACTION**

A motion to approve the proposed charter amendments as submitted by The Village Charter School.

OR

A motion to deny the proposed charter amendments as submitted by The Village Charter School on the following grounds: \_\_\_\_\_.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

December 4, 2012



The Village Charter School  
Board of Trustees  
c/o Rachael Smith  
219 N Roosevelt St  
Boise, ID 83706

November 14, 2012

Chairman Reed & Commissioners:

The Village Charter School Board of Trustees would like to thank you and your staff for your continued dedication to charter schools in Idaho. At this time we would like to make a request to amend our Charter and ask you to approve the following revisions:

- Tab 3- refine and add further clarification to our educational programs and Leadership model
- Tab 5- further define the parental involvement process
- Tab 7- amend the lottery preferences to include full-time staff members
- Tab 8- update the business plan

We have included a copy of our sufficiency review from the State Department of Education as well as our proposed Charter revisions shown by legal formatting.

Thank you for your time, we look forward to seeing you in December.

Sincerely,

Lealan Miller, Chairman  
The Village Charter School Board of Trustees

December 4, 2012



THE VILLAGE CHARTER SCHOOL, Inc.  
CHARTER

Planned Opening: 2011-2012 School Year  
Physical Location: Boise School District  
School Districts Affected: Boise School District  
& Joint School District # 2

The Village Charter School, Inc.  
Board of Directors  
and Founding Families  
219 N. Roosevelt  
Boise, Idaho 83706

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Approved By:

**Idaho Public Charter School Commission**  
**April 29, 2010**

Amended on November 14, 2012

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Tab 1

**I. Articles of Incorporation I.C. § 33-5204(1)**

*Please refer to Appendix A— Articles of Incorporation.*

**II. Bylaws of The Village Charter School, Inc. I.C. § 33-5204(1)**

*Please refer to Appendix B— Bylaws of The Village Charter School, Inc.*

**III. Petition to Establish a Charter School I.C. § 33-5205(1)(a) & (3)**

*Please refer to Appendix C— Petition to Establish a Charter School.*

**IV. Vision Statement and Mission Statement**

**A. Vision Statement**

The Village Charter School community inspires students to cultivate their individual gifts and abilities equipping them to discover meaningful value and purpose in the world.

**B. Mission Statement**

The mission of The Village Charter School is to provide a high quality free public education for our students enriching knowledge through a challenging and engaging curriculum, hands on experience, real world application and creative methods. Each student is given the opportunity to achieve their full potential in a safe, supportive, loving environment preparing them for higher education, satisfying employment, and responsible citizenship. Our village includes passionate, innovative and encouraging teachers, administrators, parents and community members all working together to support our students.

**The Village Community**

Life in a village offers the opportunity for each member to bring their gifts, talents, and abilities to the forefront in order to strengthen the larger community. The Village Charter School (TVCS) is like a village, wherein every member is valued as an individual with talents to be cultivated and shared and is a vital member of a larger whole. Every member of our village works together for the common goal of a safe environment, wherein learning flourishes and students feel safe, supported, respected, accomplished, fulfilled and important. Students are instilled with the values of integrity, honesty, hard work, perseverance, loyalty, dependability, compassion, empathy, respect, leadership, consideration and confidence.

Consistency is a fundamental part of our village's approach to education. Our innovative teaching methods provide teachers with tools to assess the needs of their students in order to maximize each student's growth and success. These methods create an environment that is engaging, academically accelerated, progressive, and motivating to foster a love of learning in our students. It is the goal of The Village Charter School to help each student discover and reach his or her full academic potential while also cultivating their unique gifts and talents in a safe, supportive, loving environment.

Members of The Village Charter School work together, reach out to those around them, and are

aware that they are part of a greater community and can make a difference. Through their education at TVCS, students are equipped to handle real-world situations, are given tools to approach academic challenges, and are prepared for higher education. They understand the importance of obtaining satisfying employment, and ultimately become responsible citizens and leaders who make positive contributions to the world in which they live. Our village includes students, teachers, administrators, parents and other community members all working together to support the students in a positive way that invites learning to be challenging, exciting, interesting, hands-on and a life-long endeavor.

### Founders Statement

The founders of The Village Charter School are parents and educators who have a vision of what our children's education can be. Each of us has seen methods, curriculum and programs that have had amazing abilities to inspire children in such a way that they flourish, love school and excel academically. We want to create a school environment where our children feel loved, accepted and safe, while setting high standards for behavior and scholastic achievement. We want our educators to provide our children with the tools they need to accomplish more than they ever thought possible. We want to create an environment that encourages and uplifts our students and is academically challenging, while also alive with enthusiasm and an eagerness for learning. We plan to create this environment through our accelerated core curriculum, innovative teaching methods and the ACE Approach. As founders of The Village Charter School, we are dedicated to this cause and to the students we will serve.

### Educational Philosophy

There is a great need for options in education. Students are unique and have gifts which need to be cultivated through a variety of activities. Families need an option where each of their children can pursue individual interests within the same school. Character building and values must be taught in order to produce virtuous leaders. If a student isn't progressing, he or she needs a teacher who will discover how to reach them. Students learn at different paces and benefit from the *Limitless Learning Method*, enabling teachers to work with them at their level of understanding. Students need an environment where they can blossom. The *ACE Approach* provides consistency in curriculum, school environment, classroom management and discipline throughout all grade levels. To be academically successful, students need to be taught how to take an active role in their own education. Students need the opportunity to explore their interests and gain skills early in life in order to be prepared for satisfying employment. Additionally, students need to understand the importance of their contribution in society to become responsible citizens.

- Students come first and safety is of the utmost importance.
- Students play an integral role in our village community.
- The school environment is calm, welcoming, fun, and encourages a love of learning and creativity.
- As students feel safe, accomplished, loved, engaged and challenged, they are more likely to succeed.
- Every student has individual gifts and talents to be discovered and cultivated.
- Students are encouraged to explore, learn and follow their dreams.

**December 4, 2012**

- Students are unique, and valued for their individuality.
- School-wide goal to reach every student helping them feel successful and confident.
- Hands-on experience creates a deeper understanding of concepts.
- Critical and creative thinking skills are taught & reinforced.
- Consistency is fundamental in order to provide safety, structure and an engaging atmosphere.
- Instructional methods are varied in order to reach each student's personality, learning style, background knowledge, readiness, language, and interests.
- Through experience students learn the importance of service and develop an awareness of the needs around them.
- Our village includes students, teachers, administrators, parents and community members all working together to support the students.

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Tab 2

**I. Rationale for The Village Charter School I.C. § 33-5205(5)**

**A. Primary Attendance Area I.C. § 33-5205(3)(j)**

The primary attendance area for The Village Charter School encompasses the following area within the boundaries of the Boise School District (BSD):

Boise School District boundaries on the West and South.

North and East boundaries are as follows:

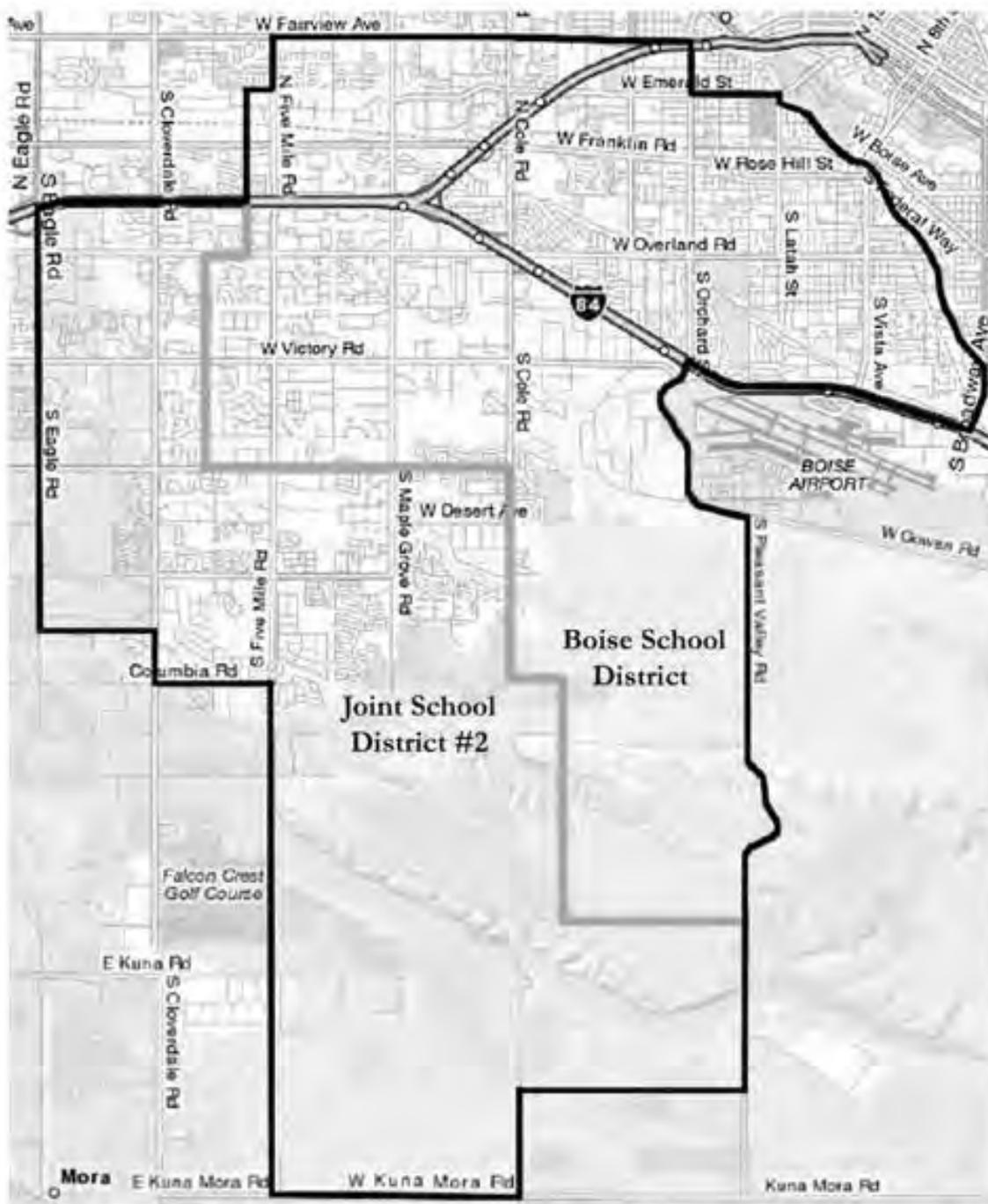
- Start at the corner of Fairview and the BSD boundaries,
- Go east on West Fairview Avenue,
- Turn south on North Orchard Street,
- Turn east on Emerald Street,
- Turn south on South Latah Street,
- Turn east on Crescent Rim Drive,
- Turn east onto South Federal Way,
- Where South Federal Way crosses Broadway Avenue, stop,
- Begin south on Broadway Avenue,
- Turn west onto Interstate 84,
- Turn south on South Orchard Street,
- Turn south on Pleasant Valley Road, and
- Where Pleasant Valley Road and the BSD boundaries meet, stop.

The primary attendance area also encompasses the following area within the boundaries of Joint School District #2:

- Joint School District #2 boundaries on the East and South.
- Interstate 84 on the North.
- South Eagle Road on the West.

The primary attendance area for TVCS is compact and contiguous as required by law. The primary attendance area boundary encompasses an entirely enclosed area. The boundary line goes directly down the middle of the road and does not include both sides of the listed streets.

For further clarification, please refer to the map on the next page.



**—** The Village Charter School Primary Attendance Area

### Target Student Population

The Village Charter School intends to serve students from kindergarten through grade eight in its first year of operation, with the option to expand to grade twelve in the future. Expansion

will be at the discretion of the Board of Directors for TVCS (Board), and the Idaho Public Charter School Commission (Commission) as required, and will be based on enrollment demand and adequate finances. During the first year, TVCS plans to enroll a maximum of 25 students per class in kindergarten and first grade, 30 students per class in second and third grade, and 33 students per class in all other grades. The maximum year one (1) enrollment of TVCS is 325 students. The maximum number of classrooms for year one (1) is ten (10). TVCS may offer up to two kindergarten and two first grade classrooms and one classroom per grade in all other grades. If enrollment is inadequate in two (2) adjacent grades, classes may be combined as needed. TVCS will continue to add one (1) classroom per year to grow the program to the maximum capacity of two (2) classes per grade.

School Year	Classrooms*	Grades Served	Maximum Enrollment
2011	10	K K 1 1 2 3 4 5 6 7 8	325
2012	11	K K 1 1 2 2 3 4 5 6 7 8	345
2013	12	K K 1 1 2 2 3 3 4 5 6 7 8	385

\* Kindergarten is considered a .5 classroom

*Please refer to Appendix V— Enrollment Projections.*

TVCS strives to create a diverse school population by advertising to the entire Treasure Valley. Additionally, TVCS has a special populations committee which is responsible for advertising TVCS to high, mid, and low socio-economic status families, students with various cultural backgrounds and students with special needs in the attendance area and informing them of enrollment opportunities. In this way, TVCS hopes to create a real world population mix. TVCS would welcome the option of becoming a Title I school to provide additional services for our students.

Should enrollment approach the minimum of financial viability, the Board shall take action including, but not limited to, the following:

- Increase enrollment demand through a marketing campaign
- Increase fund-raising from external sources through the PTO and community sources
- Eliminate or defer expenses

**B. Potential Impact on Boise and Meridian School Districts**

We are aware that opening The Village Charter School will have a potential impact on the Boise School District and Joint School District #2. However our unique and innovative academic programs, accelerated curriculum and engaging teaching methods will offer new opportunities for parents seeking school choice. In Year 1 of opening, TVCS will have a projected enrollment of 275 students. Conversely, the impact on the districts will likely be lower than 275 because TVCS students will also come from outside of the district boundaries, home schools, moving in from out of state, etc.

Overall, demand for charter schools is high. Recent data from the Idaho Charter School

Network indicates that there were over 1,400 students on charter school waiting lists in the Boise, Meridian and Kuna area charter schools for the last two years. It is significant that for the 2009-2010 school year the waiting list numbers in these three districts have remained unchanged, even though North Star Charter School has expanded by over 300 new students from their waiting list and Hidden Springs Charter School's waiting list is no longer factoring into this number as it has in the past.

It is important to note that the State of Idaho allocates money for every student to attend school where they choose. Therefore, there is no financial output from any districts for the students who attend TVCS.

### **C. Facilities to Be Utilized**

The Village Charter School will begin operations in a lease-based facility in the Boise School District boundaries. TVCS has looked at several facilities and will not be entering into a lease agreement until the charter is approved and the timing is appropriate. Prior to opening, the facilities will be inspected to ensure compliance with applicable state and federal guidelines as provided in *Idaho Code § 39-4130* and the Americans with Disabilities Act. TVCS commits to continuously comply with all applicable facility codes, ordinances and regulations as they are adopted. TVCS will also provide a certificate of occupancy for the charter school property to the Commission prior to opening.

*Please refer to Appendix E— Facilities & Contractors.*  
*Please refer to Appendix W— Certificate of Occupancy.*

### **D. Administrative Services**

The Principal will be chosen according to the bylaws of the corporation and is empowered, in coordination with the Board, to provide educational direction, administration, and on-site day-to-day operation, as well as certain decisions concerning, but not limited to:

- Implementation of vision and mission
- Instructional materials and supplies
- Resource allocation
- State charter school requirements
- School-wide community building
- Special services
- Contracted services
- Disciplinary support
- Public and media relations
- Business and community partnerships
- Curriculum, instruction, and assessment
- Professional development
- Employment and personnel issues
- Enrollment and attendance
- Staff evaluations
- Facility conditions
- School climate for innovation and growth
- Staff and school morale
- District/Board/Commission liaison
- Supporting the PTO
- Keep budget and financial records
- Annual reports

**E. Civil Liability**

Neither the Idaho State Board of Education, nor the Idaho Public Charter School Commission will have any liability for the acts, omissions, debts or other obligations of any charter schools, except as may be provided in an agreement or contract between the State and The Village Charter School.

**F. Types of Insurance**

Upon approval, The Village 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 not less than one million dollars. The Board will be responsible for soliciting bids for insurance on behalf of TVCS from companies who have maintained a rating of “A” according to the A.M. BEST COMPANY. TVCS will have the same role as a traditional public school in matters of civil liability. The appropriate insurance and legal waivers of all district liability will be obtained as required of other non-profit users of district resources and facilities. Liability and property insurance will be given to the Commission each time it is renewed to ensure continuous coverage. TVCS will provide a list of all other types and amounts of insurance required prior to opening the school.

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Tab 3

**I. Educational Programs I.C. § 33-1612 & 33-5205(3)(a)**

**A. Leadership Program**

The Village Charter School utilizes innovative methods to provide a quality “whole-child” approach to education. This enables students to not only meet standards, but to blossom as individuals who are important, valued and empowered. The Leadership Program (LP) is a unique school wide program that was created by the school founders. The LP curriculum is chosen based on research, best practices and educator experiences. The first section provides the foundation using the school’s ACE Approach and Core Values which encompass leadership expectations. The second section incorporates the 7 Habits of Highly Effective People® (7 Habits) to teach effective leadership principles. The third section encompasses Service to provide opportunities for students to learn leadership through giving to their community. The fourth section is an interest based Elective Program that helps students find success as they participate in hands-on Electives. The fifth section is Thriving and is introduced in the upper grades and teaches students advanced goal setting skills needed to progress in achieving one’s full potential as a leader. The design of the leadership curriculum is to provide students with the tools and confidence they need to explore their own interests and to find satisfaction in employment, education and life. These sections of the Leadership model create a progressive approach and are described in more detail below.

Please refer to Appendix X—TVCS Leadership Map

**ACE Approach**

~~The Village Charter School utilizes innovative methods to provide a quality education in a smaller, more responsive learning environment. This enables students to not only meet standards, but to blossom as individuals who are important, valued and empowered. The ACE Approach (ACE) was developed by the founders of TVCS and is based on research, best practices, and educator experiences. The core values of TVCS are rooted within ACE as guiding principles. The Limitless Learning Method (LLM) is included in ACE and is based on differentiated instruction. This comprehensive approach provides consistency throughout the school, governing behaviors, decisions, discipline and education.~~

*Philosophy*

The ACE Approach is a framework that was developed by the founders of TVCS in order to meet the diverse needs of our students and teachers. It serves to support the educator with a structured and consistent plan for instruction and management. The student benefits from clear expectations, logical consequences, and appropriate coaching. ACE is a specific outline for the school environment, classroom management, curriculum and discipline. It is implemented on a school-wide basis, and provides consistency at each grade level, in each classroom and with each staff member.

The use of consistency is fundamental in the school and classrooms in order to provide a safe, structured, engaging and positive atmosphere. Students are valued for their individuality, and their freedom to make choices is honored. Resources and opportunities are provided for the students to thrive. Students, staff members, parents and community members, work as partners in education.

ACE is based on three fundamental pillars to social and academic success. These are (A) personal accountability, (C) consideration for others, and (E) equipping the student for future situations. These three pillars are integrated throughout the school's organization and daily activities. They guide the school's mission, vision, policies and education methodology, and are rooted in the core values of TVCS. Every staff member is trained to refer to, and apply ACE in decision-making regarding school management and student outcomes. ACE is also used as a reflection tool to redirect behavior that is not meeting expectations.

*Please refer to Appendix G Research Supporting the ACE Approach and LLM.*

#### *School Environment*

- A Accountability: Students are held accountable for their choices, and are expected to conduct themselves in a respectful manner. They are respectful of the school building, supplies and of other's property. Students are responsible to clean up after themselves and take care of their belongings. Daily attendance is essential, as is punctuality.
- C Consideration for others: Etiquette is taught in order to raise awareness of what it means to be considerate of others. Students walk quietly as they transition between classes so as not to disturb working classrooms. Speaking respectfully and saying "please" and "thank you" are modeled and encouraged. Students compete against their own personal best. Students support and encourage each other to achieve their best.
- E Equipping for future situations: There is a focus on team-building activities to create unity. Students are equipped for success through role-playing scenarios, discussions, the student handbook, character education and logical consequences.

#### *Classroom Management*

- A Accountability: Every student may be given regular responsibilities to help with the management of the classroom. This gives them a sense of responsibility and ownership. Assignments are clearly posted in the classroom. The teacher determines whether students work on tasks individually or as a group. Responsibilities are age-appropriate and may include, but are not limited to: sharpening pencils, picking paper up off the floor, wiping desks, leading the Pledge of Allegiance, taking books to the library, keeping a particular area organized, passing out papers, turning off lights, watering plants, feeding classroom pets, collecting homework, assisting in the library or lunchroom.
- C Consideration for others: Students work together, help each other, and lead by example. The teacher holds the high expectation that students treat each other with respect. Classroom rules are clearly posted, and there is consistency throughout the school with correction methods. Students are expected to be quiet and attentive during instruction and when an adult or fellow student is presenting.
- E Equipping for future situations: The classroom daily schedule is clearly posted to provide routine and consistency in order to teach the students time management and scheduling.

The teacher sets class goals, and each student sets personalized learning goals using the SMART (specific, measurable, attainable, relative, and time specific) method. By developing goals, the students, parents and educators will work together to consider the student's strengths and weaknesses.

*Classroom Instruction*

- A Accountability: Teachers prepare lesson plans according to the needs of the class, while meeting the requirements of State Standards. Students are encouraged to ask for help when they are confused or need assistance. Students are expected to be engaged, encouraged to achieve their personal best, and are accountable for individual assignments. Students are supported to discover and develop their distinctive abilities, and to develop goals and a vision for their future.
- C Consideration for others: Students demonstrate respect for others and awareness that they are part of a greater whole. Camaraderie is encouraged between all classes and age groups. Students are given opportunities to work on group assignments in order to build teamwork and interpersonal problem-solving skills. Peer teaching, when appropriate, allows students to become educators and reinforces their own knowledge through presentation. Students are also given the opportunity to work with students from other grades through the Big Buddy/Little Buddy program. Diversity and global awareness are cultivated through social studies, humanitarian projects, and service to the local community. This enables students to appreciate their value of belonging to a larger society and their ability to make contributions to the world in which they live.
- E Equipping for future situations: A clearly defined core curriculum foundation comes first and is enhanced by the LLM. This foundation begins by using state standards as the starting point and progresses to higher, but achievable, standards throughout the course of the year. Teachers work together to decide upon specific content and skills that build progressively from grade to grade and therefore align the curriculum. This collaborative effort provides a secure foundation for further learning and is built upon from year to year. Enhanced curriculum equips students for success in higher education and satisfying employment based upon their unique talents and abilities.

*Behavior and Discipline*

- A Accountability: Students and faculty are held to high standards for moral and ethical conduct consistent with the core values of TVCS. This is accomplished through clear limits and consequences, consistency and empathy. Corrective measures for inappropriate behaviors and poor choices follow a positive model that is progressive and logical. The staff approaches such matters immediately and in a gentle and empathetic manner. When possible, correction is handled quietly and privately between staff members and students. The teacher avoids hollering across the classroom or otherwise bringing undue attention to the situation. Verbal reproach is kept brief, to give direction only. The teacher refrains from lecturing. The objective is to disengage, not engage, the student during conflict. The student's freedom to make responsible choices is honored and each are held accountable for his or her choices. Correction is ideally ended with a positive statement of affirmation, such

as, “I know you can do it”, “I know you’ll make a better choice next time”, or “I believe in you”.

- C Consideration for others: Students are coached to resolve conflict in a positive, caring, and calm manner. They are given the opportunity for personal accountability for their words and actions, and are guided to consider other’s thoughts and feelings. Staff members strive to be conscientious in discerning tattling and bullying from conflict. Bullying, harassing, or otherwise compromising another’s safety is not tolerated.
  
- E Equipping for future situations: Students are taught clear boundaries in order to help them learn that their behaviors effect themselves and others. Staff members prepare students for successful social interaction and character development through role-plays, problem solving, loving communication, coaching and logical consequences. Corrective measures help the student to better understand their choices, the consequences due to their choices, and how they can take responsibility to problem solve. Students learn skills that will help them make positive choices and make amends, in order to preserve relationships.

**Core Values**

<u><b>Caring</b></u>	<u>I am honoring and protecting all living things and the world’s resources.</u>
<u><b>Contribution</b></u>	<u>I have a clear purpose and vision by making a positive contribution to the world.</u>
<u><b>Connection</b></u>	<u>I have positive relationships that enhance the well-being of myself and others. I demonstrate awareness of my inner spirit/soul and how I connect with the universe.</u>
<u><b>Competence</b></u>	<u>I have a love of learning. I am able to manage my emotions and how to act in different situations. I look for ways to care for myself with healthy habits and achieving my goals.</u>
<u><b>Confidence</b></u>	<u>I believe in myself and know I can accomplish my goals. I face challenges successfully by demonstrating persistent resourcefulness and learning new lessons about life.</u>
<u><b>Character</b></u>	<u>I make decisions that are grounded in a clear sense of right and wrong.</u>

~~*Integrity.* — the quality of possessing and steadfastly adhering to high moral principles~~

~~*Honesty.* — the quality, condition, or characteristic of being fair, truthful, and morally upright~~

~~Perseverance.~~ — determined, continuation with something, steady and continued action or belief, usually over a long period and especially despite difficulties or setbacks

~~Dependability.~~ — able to be trusted to do what is expected or has been promised

~~Respect.~~ — a feeling or attitude of admiration, deference, and courtesy toward somebody or something

~~Leadership.~~ — the ability to lead or guide, direct, or influence people

~~Consideration.~~ — mindfulness or sensitivity toward the feelings of others, often including a desire to help.

~~Confidence.~~ — a belief in ones' ability to succeed

*Character Development*

Character development is fundamental to the ~~ACE Approach~~ Leadership Program and is a means of producing virtuous leaders. TVCS has high expectations for moral and ethical conduct. All employees, parents and visitors are expected to follow the same standards that are set for students. Positive character traits are taught by example and through character education classes using our core values. In addition to our core values, there is a school wide focus to create an environment of citizenship, patriotism, service and camaraderie.

**7 Habits**

TVCS teaches and applies the 7 Habits in all grades, K-8, to teach effective leadership principles. TVCS is following the required steps to become a Lighthouse School for Steven R. Covey's The Leader in Me Program. The Leader in Me is an innovative, school-wide model that emphasizes a culture of student empowerment and helps unleash each child's full potential. By applying these habits, teachers and students internalize timeless leadership principles that nurture the skills students need for success in the 21st century. These include making good choices, getting along with others and managing time wisely.

<p><u>Habit 1</u> <u>Be Proactive®</u></p>	<ul style="list-style-type: none"> <li>• <u>Take initiative.</u></li> <li>• <u>Manage change.</u></li> <li>• <u>Respond proactively.</u></li> <li>• <u>Keep commitments.</u></li> <li>• <u>Take responsibility and practice accountability.</u></li> <li>• <u>Create positive education results.</u></li> </ul>
<p><u>Habit 2</u> <u>Begin With the End in Mind®</u></p>	<ul style="list-style-type: none"> <li>• <u>Define vision and values.</u></li> <li>• <u>Create a mission statement.</u></li> <li>• <u>Set measurable team and personal goals.</u></li> <li>• <u>Start projects successfully.</u></li> <li>• <u>Align goals to priorities.</u></li> <li>• <u>Focus on desired outcomes.</u></li> </ul>
<p><u>Habit 3</u></p>	<ul style="list-style-type: none"> <li>• <u>Execute strategy.</u></li> </ul>

<u>Put First Things First®</u>	<ul style="list-style-type: none"><li>• <u>Apply effective delegation skills.</u></li><li>• <u>Focus on important activities.</u></li><li>• <u>Apply effective planning and prioritization skills.</u></li><li>• <u>Balance key priorities.</u></li><li>• <u>Eliminate low priorities and time-wasters.</u></li><li>• <u>Use planning tools effectively.</u></li><li>• <u>Use effective time-management skills.</u></li></ul>
Habit 4 <u>Think Win-Win®</u>	<ul style="list-style-type: none"><li>• <u>Build high-trust relationships.</u></li><li>• <u>Build effective teams.</u></li><li>• <u>Apply successful negotiation skills.</u></li><li>• <u>Use effective collaboration.</u></li><li>• <u>Build productive relationships.</u></li></ul>
Habit 5 <u>Seek First to Understand Then to Be Understood®</u>	<ul style="list-style-type: none"><li>• <u>Apply effective interpersonal communication.</u></li><li>• <u>Overcome communication pitfalls.</u></li><li>• <u>Apply effective listening skills.</u></li><li>• <u>Understand others.</u></li><li>• <u>Reach mutual understanding.</u></li><li>• <u>Communicate viewpoints effectively.</u></li><li>• <u>Apply productive input and feedback.</u></li><li>• <u>Apply effective persuasion techniques.</u></li></ul>
Habit 6 <u>Synergize®</u>	<ul style="list-style-type: none"><li>• <u>Leverage diversity.</u></li><li>• <u>Apply effective problem solving.</u></li><li>• <u>Apply collaborative decision making.</u></li><li>• <u>Value differences.</u></li><li>• <u>Build on divergent strengths.</u></li><li>• <u>Leverage creative collaboration.</u></li><li>• <u>Embrace and leverage innovation.</u></li></ul>
Habit 7 <u>Sharpen the Saw®</u>	<ul style="list-style-type: none"><li>• <u>Achieve life balance.</u></li><li>• <u>Apply continuous improvement.</u></li><li>• <u>Seek continuous learning.</u></li></ul>

## Service

### Service Learning

Each year, beginning in kindergarten, students participate in quality Service Learning projects connected to classroom curriculum. These purposeful experiences provide students with the opportunity to learn the importance of service, broaden their understanding of the world, and develop an awareness of the needs around them.

### Big Buddy/Little Buddy Classroom

To build school-wide camaraderie, older classrooms and younger classrooms are paired together for various projects using cross-grade tutoring and mentoring. Older and the younger students are paired together and assigned to work together throughout the school year on a regular basis. Both the older and the younger students benefit from this partnership as they spend time reading, writing, working on math concepts, or specific assignments together. The older students learn leadership skills, while the younger students gain a valuable mentor. Teachers guide and monitor this program to ensure success.

## Thriving

TVCS teaches students advanced goal setting and leadership skills using resources from *Step-It-Up-2-Thrive*\*, or a similar program, to teach the following skills:

- *Sparks*. Students learn that their innate interests may be different from their family members and friends. Students learn that working with a mentor who shares their interest helps them to further develop their individuality.
- *Mindset*. Students learn about the importance of brain development and adopting a growth mindset.
- *Thriving Indicators*. Self-reflection is encouraged to help students recognize areas in which they can grow. These areas include healthy habits, life skills, love of learning, emotional competence, social skills, positive relationships, spiritual growth, character, caring, confidence, persistent resourcefulness, and purpose. Students also learn how to overcome risk factors such as peer pressure and lack of self-confidence that can get in the way of their development.
- *GPS*. Student's learn advanced goal management skills through GPS which is an acronym for (G) Goal Selection, (P) Pursuit of Strategies and (S) Shifting Gears in the face of challenges.

The full Thriving process motivates students to achieve personal development goals and to move toward reaching their full potential.

\**Step-It-Up-2-Thrive* is a theory of change with four stages that uses curriculum and tools that have been created by the Thrive Foundation for Youth. TVCS has partnered with Thrive to pilot this curriculum in our school.

Please refer to Appendix Y— *Thriving Wheel*.

## Elective Program

*Vision Statement*. As we empower our students to discover their unique potential they will feel success, develop a sense of community, and thrive in the world around them.

*Mission Statement*. To offer an innovative, interest based program that utilizes passionate, innovative and encouraging members of the community as mentors who enrich our students' knowledge through hands-on, meaningful and real world applicable activities.

*Goal*. To help all students feel successful. Through the elective program, students will:

- develop confidence that helps students to find success in other subject areas,
- discover their unique and innate gifts,
- are engaged in learning,
- are challenged through the curriculum,
- experience high expectations for learning outcomes,
- develop an awareness that they offer something unique to the community, and
- develop a sense of camaraderie with their peers.

Organization

The Elective Program is offered school wide as an opportunity for students to pursue individual interests and excel in areas that respond to their particular needs, strengths and preferences. Electives are hands-on, project-based classes that are not traditionally offered in a K-8 school. These may include, but are not limited to, drama, photography, sign language, sports, foreign languages, individualized projects, cooking & baking, scrapbooking, engineering, sewing, presentation skills, business knowledge, crafts, dance, music, visual art, etc. Electives may be taught by teachers, educational assistants, professionals, community members and/or parent volunteers who serve as Mentors and are engaged in direct instruction. Mentors are highly encouraged to use a variety of activities and methods for instruction, including, tactile, visual, kinesthetic, auditory, group and independent approaches. Students do not earn a grade during Electives and consideration is taken to address the varying developmental rates and learning modalities of all students. Electives take place during regular school hours and are offered free to all students.

Students are given the opportunity to explore a variety of interests by participating in several different Electives throughout the year. TVCS offers at least three (3) multiage Elective Sessions per school calendar year to provide first through eighth students with the opportunity to participate in the same class for multiple weeks. Individual or group projects are presented at the conclusion of each Elective Session.

The Administrator is responsible to oversee the Elective Program. Each classroom teacher is responsible to oversee an Elective class. The Administrator may select an Elective Coordinator to administer the day to day operations of the program. These responsibilities may include, but are not limited to, recruiting and training Mentors and volunteers, scheduling classes and coordinating supplies for the Elective classes. The Parent Teacher Organization (PTO) assists the Elective Coordinator, as requested. Parental involvement is highly encouraged to allow the students to work in smaller groups and provide more hands-on experience.

Entrepreneur & Mentoring Programs

Starting in the sixth grade, TVCS students have the opportunity to participate in entrepreneur and mentoring programs. These programs are designed to utilize the skills learned through the Leadership curriculum and provide sixth through eighth grade students with additional real world simulated applications. Through these programs, students are taught to utilize their resources and pursue opportunities thereby providing them with the confidence and tools they need to succeed in their future endeavors beyond their education at TVCS.

**B. Limitless Learning Method**

Students do not learn the same thing in the same way on the same day. Therefore, the *Limitless Learning Method* is based on the philosophy that students' education should not be limited by a set curriculum year after year. In order for teachers to properly know what their students are ready to be taught, they must first determine what their students know, then teach accordingly. The *Limitless Learning Method* is not an individualized education plan for each student. Instead, it is a differentiated approach to teach a classroom of students. The students are divided into

smaller groups whose levels of understanding of concepts are similar, and curriculum is varied to meet their educational needs. Differentiating instruction and allowing flexibility of delivery methods helps educators strive to maximize students' comprehension, retention, and progression.

The goals of the *LLM* are to:

- assess the students' readiness, instructional needs, interests, and learning style
- utilize informative assessment data to develop targeted instructional activities with the integration of curriculum, hands-on experiences, and/or project-based activities
- develop challenging and engaging tasks for the students
- utilize multiple ways to display comprehension

The *LLM* serves to provide a firm learning foundation that equips students for success based upon their attitude that learning is a limitless, life-long endeavor. To accomplish this, the *LLM* follows a six-step process:

1. *Informative Assessment.* Assessment is key to a dynamic focused curriculum. To be responsible for what a child is taught, it is necessary for teachers to understand what their students know and how to move them forward in a successful manner. It is essential to understand how each student learns best. The teacher uses multiple formal and informal methods to collect student data. This data may be gathered from testing, homework assignments, writings, classroom activities, interviews, and surveys.
2. *Analysis.* The teachers use their professional experience, research, collaboration, and judgment to analyze the student's response to current instruction. They take into consideration the student's personality, learning style, background knowledge, readiness, language and specific interests.
3. *Planning.* Based on assessment and analysis, the teacher (and other partners in education, as necessary) may create multiple paths enabling students to experience various ways to absorb, use, develop and present concepts as a part of the daily learning process.
4. *Analytic Implementation.* Varying instructional strategies helps the students to learn in a manner compatible with their own learning preference. This may also expand their repertoire of alternative learning strategies. Variation can occur in content, process, product, and/or classroom environment. A combination of these concepts can be more effective than any single approach.
  - *Content.* Teachers align tasks and objectives to learning goals. Objectives are frequently written in incremental steps that result in a continuum of skills-building tasks. Instruction is concept-focused and principle-driven. The content of instruction should address the same concepts with all students, but the degree of complexity should be adjusted to suit diverse learners. Several elements and materials are used to support instructional content. These include acts, concepts, generalizations or principles, attitudes, and skills.

- *Process.* Teachers provide multiple paths of learning activities or strategies, to explore and manipulate ideas embedded within a concept. For example, graphic organizers, maps, diagrams or charts may be used to display comprehension. Varying the complexity level in demonstrating mastery of a concept can effectively facilitate differing levels of cognitive processing. It may be motivating for some students to be offered choice or encouraged to develop an idea. Teachers may have students work alone, in a small group, or the class may work as a whole to learn a concept and demonstrate competence. Elective classes and projects provide an additional avenue to strengthen unique interests and abilities.
  - *Product.* Assignments may be differentiated to challenge students at various learning stages. For example, teachers may ask students who are working above grade level produce work that requires more complex or advanced thinking. Teachers may also give students who need assistance more instruction, extra help, or allow them to work in groups.
  - *Environment.* Teachers may manipulate the environment by changing the lighting or sound levels, eliminating visual distracters, providing an object to occupy fidgetiness with small-muscle movements (such as sitting on a large ball or squeezing a hand ball), or providing a more casual seating arrangement.
5. *Evaluation.* Both the student’s current level of competence and the effectiveness of the LLM are evaluated and modified as needed. Documentation is necessary to track assessment data, response to instruction, effective instructional pathways, competency in content areas, complexity level, grade level aptitude, and other variations supportive of the student’s educational journey.
6. *Assessment Continuum.* The LLM is built upon year-to-year and a file is created for each student to track assessments. This file is passed on to the student’s succeeding classroom teacher throughout all grades. The core subjects of reading, writing, math, and spelling are assessed every nine weeks using a school wide collection of defined assessments. This serves as a valuable resource to the staff for the student’s comprehensive education.

TVCS uses fair, innovative, research-based assessments to demonstrate student understanding. Each assessment uses a rubric, which provides the teachers with guidelines to thoroughly analyze the students’ work. Through the Progressive Staff Development System, teachers are trained to analyze assessment data using multiple diagnostic methods leading to valid and informative results. This “paints a picture” of student progress and enables teachers to analyze results, problem-solve, and pinpoint needs in order to further student’s academic growth (Routman, 1999).

TVCS emphasizes assessments that enhance learning. The goal of assessment is not only to give a grade, but to encourage students to do their personal best and show them their improvement throughout the year. When analyzing assessment data, it’s not about “what or how many” errors the student made, it’s “why” the errors were made that matters. The “why” informs teachers that students may:

- be able to demonstrate a skill, but their overall comprehension of that skill may be lacking

- have a disconnection between what has been taught and what has been understood
- not learn in the way the teacher has been teaching
- memorize data, but may not be able to correctly apply it

Until a student is aware of “how” and “why” they are making errors, they are unable to begin to improve and progress. The analysis helps teachers to pinpoint the disconnection so they are better able to meet their student’s needs. Students are encouraged to view assessments as learning experiences and challenges. An individual score on a piece of work can be improved if the student is willing to accept the challenge for improvement. Additionally, self-assessment provides a unique learning opportunity for students. As active participants assessing their own work, students are encouraged to develop an understanding of their strengths and deficiencies, as well as an objective view of their accomplishments. In this way, students can see their progress, gain a positive desire to create quality work and strive for excellence.

#### *Core Assessments*

*Reading Assessment.* The number of words a student can read per minute does not necessarily reflect the extent of comprehension. In order to accurately measure a student’s reading level, teachers must also analyze their reading comprehension, error rate, and self-correction rate. By analyzing the student’s reading ability in multiple ways, teachers are able to more accurately support and challenge his or her students. TVCS uses research-based assessments to measure the student’s reading ability. The Running Record, with a comprehension component and grade level marker (Clay, 1983), Reading Curriculum Based Measures (CBMs), MAZE Comprehension, AIMSweb, or similar methods and rubrics, are used to measure the following:

#### Kindergarten

- Letter Naming Fluency: Verbal fluency is analyzed to determine whether the students is at, above or below grade level.

#### Kindergarten and First Grade

- Letter Sound Fluency: Verbal fluency is analyzed to determine whether the students is at, above or below grade level.

#### First through Eighth Grades

Oral Reading Fluency is analyzed using the following measures:

- Current Grade Level: Reading levels are analyzed to determine whether the student is reading at, above, or below grade level.

*If the student is reading below grade level, this information is vital to the teacher. Teachers are then able to create interventions that provide instruction necessary to help the struggling student gain the strategies necessary to accelerate their learning (Routman, 1999).*

- Error Rate: As students read aloud, the number of errors they make per number of words read is tallied. A ratio of 1:6 means that this particular student made one (1) error for every six (6) words read. This indicates to the teacher whether or not the student

needs further instruction in self-monitoring his or her own reading.

*When a student reads a book with less than 90% accuracy or has more than a 10% error rate when reading, then the material is too difficult. Students need to read at their instructional level and their independent level in order to excel in reading (Clay, 1979).*

- Self-Correction Rate: This is measured by tallying how many corrections the student makes independently. A 1:10 ratio reflects that the student corrected one error for every ten (10) errors made. Self-correction informs the teacher of the students' ability to understand what they have read. Without assessments to discover a student's self-correction rate the student's reading deficiencies can go undetected and the student may fall further behind.

*There is a better reading prognosis for a student who evidences self-correction behavior even if it is high, than that of a student who has no self-correction behaviors (Clay, 1979). The student who is making errors and is unaware of them does not have a basic awareness that what they are reading needs to make sense.*

- Comprehension Percentage: Students are asked questions applicable to the passage read to measure reading comprehension.

*If a student is reading at less than 80%, then the student will not be recognized as reading at the tested grade level and would need to be tested again by the teacher at a lower grade level until the student receives a percentage score of 80% or above. This testing informs the teacher of what the student knows and does not know, the teacher can then design instruction by choosing other curriculum materials, if needed, or by providing more explicit instruction in the area of specific need.*

*Writing Assessment.* The development of students' ability to write is a main priority. Writing plays an integral role in students' academic, vocational, social, and personal lives. Educators can use writing to stimulate students' higher-order thinking skills including the ability to make logical connections, compare and contrast solutions to problems, and adequately support arguments and conclusions. TVCS uses research-based assessments to measure the student's writing ability. Write Upon Request with a given prompt, or similar method, may be used and is graded using a variation of the Write Trait Rubrics (Spandel, 2001), or similar rubric, to measure the following:

- Writing Process: There is a writing prompt given at every grade level to assess the student's knowledge of the writing process by analyzing their awareness of the writing process in the areas of voice, organization, and conventions (Spandel, 1999).

*"Becoming a better writer is going to help you become a better reader"- Anne Lamott.*

*Spelling Assessment.* "Learning to spell isn't only about having a good memory. It's about mastering the patterns, principles, and rules that enable us to spell nearly 90 percent of all words in English (Moats, 1997)." Word study is designed to support the student not only in the content area of spelling, but also in the act of reading and writing (Bear, 1995). Word study is taught through a variety of methods where students do not merely memorize lists, instead they study words, letter patterns within words, prefixes, suffixes, and word roots. TVCS uses research-based assessments to measure the student's spelling ability. The spelling assessments and rubric used may be taken

from the text *Word Study* (Bear, Invernizzi, Templeton, Johnston, 1995), or similar method and rubric, to measure the following:

- Spelling: Assessment is used in all grades to evaluate levels of development, including but not limited to, types of errors made, spelling applications, compositions, and definitions, not merely rote memorization of lists.

*What students store in memory about specific words' spellings is regulated in part by what they know about the general literacy system. Learners who lack this knowledge are left with rote memorization, which takes longer and is more easily forgotten. Similarly, what students learn about the orthographic system evolves in part from the accumulation of experiences with specific word spellings (Ebri, 1992).*

*Math Matrix Assessment.* TVCS uses math instruction and assessments that focus on the importance of knowing multiple ways to find solutions to math problems and that the process is as important as the solution. Math is multi-dimensional and taught using a variety of modalities to enrich comprehension, enabling students to use math as a tool for reasoning and problem solving as applied in the real world. TVCS uses research-based assessments to measure the student's math ability. The math Matrix assessments are open-ended and performance-based assessments, which show the processes students are using to reach the correct answer. The Mad Minutes, and the (Carpenter, Blanton, Cobb, Franke, Kaput, 2004), weekly Matrix Math assessment, Singapore Math, AIMSweb or similar methods and rubrics are used to measure the following:

#### Kindergarten

- Oral Counting Fluency: Verbal fluency is analyzed to determine whether the students is at, above or below grade level.

#### First Grade

- Computation: Basic computation skills are measured to determine whether the students is at, above or below grade level.

#### Second through Eighth Grades

- ~~Math~~ Concepts: Mathematics is assessed weekly and at the end of each unit by comprehensive tests covering ~~all~~ concepts ~~covered~~ taught throughout the unit. ~~week~~. These assessments are developed from the Math Matrix presented daily.
- ~~Math Process~~ Application: Math Matrix assessments are given to measure growth in understanding and performance. In these assessments, the process is as important as the answer.

The *Limitless Learning Method* assessments provide each teacher with a “snap-shot” of progress made by any individual student. Using the assessment continuum from the previous year(s) allows each teacher to know what concepts have been mastered and which areas may need more work. Hence, teachers may pick up where the previous teacher left off, ideally leaving few gaps in content and requiring little repetition of mastered skills. The LLM was designed to establish student-responsive, teacher-facilitated classrooms, and to support the educator in becoming an expert of their students' academic needs and abilities.

Results collected from these assessments are used for student report cards and parent teacher conferences to provide concrete representation of student's progress. This provides the information necessary to inform teachers and parents when a student is making progress, when they are leveling off, or losing ground. In this way, educators and parents can partner to provide the best support for the student.

*Please refer to Appendix G Research Supporting the ACE Approach and LLM.*

*Please refer to Appendix F— Limitless Learning Method Classroom.*

### **C. Progressive Staff Development System**

The key to the success of our unique programs such as the LP, ACE and the LLM is consistency. These programs are best achieved when all teachers are given the tools, ~~and~~ training, and collaboration time needed to ensure consistency throughout the school. ~~obtain accurate assessment results, analyze student learning, and differentiate instruction. A qualified ACE consultant is selected by the Principal, with the approval of the Board, using the criteria developed by TVCS organizing members. He or she is responsible for organizing and/or providing ongoing training for TVCS employees~~

The *Progressive Staff Development System* is a systematic professional development structure that is continuous and exists to enhance the staff's knowledge base. The initial staff preparation is extensive and built upon yearly. Teachers attend summer seminars specifically designed for training, sharing knowledge, researching new methods, and for collaboration. In addition, all staff members attend collaboration meetings or staff development classes on an ongoing basis.

The Principal, with the approval of the Board, appoints committees to oversee implementation of the Leadership Program, ACE Approach, Electives and the Limitless Learning Method using the criteria developed by TVCS organizing members. These committees are responsible for organizing and/or providing ongoing training for TVCS employees and ensuring compliance. Staff Members may be asked The Principal may also ask staff members to become experts in certain aspects of the curriculum, ~~or~~ methods, or programs. The staff members then teach each other the skills and knowledge they have obtained in their area of expertise. In this way, teacher's become onsite experts who can support, train and collaborate with their fellow teachers with respect to all teaching methods used by TVCS. Teachers benefit from hands-on training and staff development, while the students benefit from the teacher's shared knowledge. Staff experts may also be asked to oversee development, planning and training for these areas which may include but are not limited to, technology, data and assessment, staff retreats, celebrations, volunteer appreciation, 8<sup>th</sup> grade graduation and curriculum. Additionally, higher education institutions such as Boise State University, Northwest Nazarene University and the College of Western Idaho may be called upon as a source for professional development.

### **D. School Operations**

The unique programs and methods of TVCS are enhanced by a modified school calendar and a uniformed dress code. The modified school calendar for TVCS includes a four-day school

week, a week break during the early fall, and a two-week Spring Break. The uniformed dress code consists of solid-colored polo shirts and khaki or navy bottoms.

*Please refer to Appendix Z— Dress Code Policy*

**E. Thoroughness Standards I.C. § 33-1612**

The Village Charter School will supply each teacher with the state standards. The State Standards define the skills, knowledge and expectations for student learning in each core curriculum area. Teacher training and collaborations will provide teachers the opportunity to develop new and innovative ways to incorporate state standards in their daily instruction. Additionally, the curriculum and instruction developed by TVCS is based on the state standards, and the standards are incorporated in all areas of academics.

TVCS fulfills the thoroughness standards identified in Idaho Code, and it has been established that a thorough system of public schools in Idaho are schools in which the following standards are met:

**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: The Village Charter School will:

- Develop guidelines for physical safety. These guidelines include, but are not 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.
- Use the *ACE Approach* to ensure a safe and orderly environment.
- Provide a facility and adopt policies which meet all required city, state, and federal standards for public schools, including health, accessibility, safety, fire and building codes.
- 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/or drugs.
- Create an environment that highly encourages parents, and other adults to visit the school, participate in the school's activities, to volunteer at some capacity helping with school projects, programs, committees, and to work with students.
- Ensure background checks and FBI fingerprinting for all teachers and staff are up to date and on file.
- Implement a uniformed dress code.
- Ensure all staff members reinforce positive behavior.

**Standard b. Educators are empowered to maintain classroom discipline.**

Goal: Create a positive teaching and learning environment with an emphasis on high

expectations for behavior and performance. Student corrective measures are clear, consistent, logical, and are implemented in a caring, respectful, private, and empathetic manner.

Objectives: The Village Charter School will:

- Outline the policies in a student handbook which provides a code of conduct including clear expectations and logical consequences for unacceptable behavior.
- Hold all staff, students, parents and visitors to the same high standards.
- Teach appropriate behaviors and foster responsible decision-making skills.
- Emphasize student's positive behavior through acknowledgement and reinforcement from the classroom teacher and all staff members.
- Train all staff members to use the *ACE Approach* to ensure consistency between all grades.
- Hold staff meetings for collaboration or development classes.

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

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

Objectives: The Village Charter School will:

- Utilize character education to instill appropriate values.
- Emphasize the importance of adults modeling positive values at school.
- Teach students to be aware of those around them and to offer help when needed.
- Ensure that each class participates in an extensive humanitarian project.
- Develop a sense of individual, social and civic responsibility within the school, at home and in the larger community.
- Provide opportunities for students to participate in regular classroom responsibilities.
- Provide staff development sessions that inform and train teachers in ACE and LLM.

**Standard d. The skills necessary to communicate effectively are taught.**

Goal: Teach students a range of effective communication skills appropriate for the 21<sup>st</sup> century.

Objectives: The Village Charter School will:

- Emphasize meaningful language experience through reading, writing and spelling, enhanced by writing and memorization.
- Utilize language, both verbal and written, as a means to support student's retention of concepts.
- Provide access to computers teaching students basic computer skills and, in older grades, appropriate communication through technology via email and the Internet.
- Provide instruction in a second language.
- Use the *ACE Approach* to help students develop verbal problem solving skills.

- Prohibit or limit the use of cell phones, online chatting, or text messaging on school property and during school hours in order to encourage good communication skills.

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

Goal: Develop educated citizens for the 21<sup>st</sup> century by teaching advanced critical thinking, life, and career skills. Integrate education by weaving 21<sup>st</sup> century themes into core subjects, teaching from various angles, and incorporating multiple subjects. Students must be well grounded in the basics such as reading, writing, mathematics, science, and social studies.

Objectives: The Village Charter School will:

- Use the Idaho State Department of Education's curriculum as a starting point to be enhanced by unifying themes and other creative methods.
- Enhance core curriculum with the study of literature, elective courses, U.S. History, second language, music, computer keyboarding, technology, art, academic preparation, real world skills and environmental responsibility.
- Develop personalized learning goals for each student.
- Emphasize the study of United States history for a better understanding of responsible citizenship and the importance of learning from the past through education.
- Emphasize critical thinking by helping students utilize, evaluate, and refine the use of multiple strategies to solve a variety of problems.
- Provide, as can be funded, a library which houses expository and narrative texts as well as classical literature that serves to ignite the unique imaginations and interests of the individual student and raise the bar for character education.
- Provide field trips, real-world experiences, career development discussions, and visits by professionals to the classroom, as needed and funded.

***Standard f.* The skills necessary for the students to enter the workforce are taught.**

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 becoming life-long learners and helps prepare them to enter the workforce with a solid foundation of knowledge and skills.

Objectives: The Village Charter School will:

- Provide a strong foundation in reading, writing, math, science, history, economics, literature, and technology.
- Provide a technology rich environment, encouraging the effective use of technology as a tool in the workplace of the 21<sup>st</sup> century.
- Use the *ACE Approach* to teach problem solving and social skills.
- Utilize hands-on experiences to create a deeper understanding of concepts.
- Offer an elective program which provides unique opportunities to expose students to a variety of experiences.

- Use group and/or individualized projects to cultivate students' innate gifts.
- Enable students to develop the following intellectual habits important in society: adapting to new situations, responding effectively to new information, solving problems, resolving conflict, making flexible connections among various disciplines of thought, thinking logically, and making informed judgments.
- Enable students to develop the following personal habits important in society: accepting responsibility for personal decisions and actions, demonstrating honesty, courage, and integrity; living a healthy lifestyle, showing empathy, compassion, appreciation for differences among people, self-confidence, concentration and perseverance; learning responsible time management, assuming a fair share of the work load, and working cooperatively with others to reach a group consensus.

**Standard g. The students are introduced to current technology.**

Goal: Provide students with a technological environment using tools such as computers, scientific equipment, and networks linked to local and nationwide resources.

Objectives: The Village Charter School will:

- Use interactive technology as a tool in an integrated educational program rather than as primary instructional delivery systems.
- ~~Students will take classes to achieve proficiency in using both~~ Have class assignments that integrate appropriate use of technology including Internet use, word processing, multimedia presentations and spreadsheet programs.
- Supplement instruction with appropriate online resources.
- Provide computer-keyboarding instruction starting in kindergarten.
- Use computers as tools for activities such as accessing research information, record keeping, data storage, authoring, computation, and communication.
- Protect students by providing technology, cell phone, electronic device and Internet use policies.

**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 21<sup>st</sup> century.

Objectives: The Village Charter School will:

- Train all staff members in the *ACE Approach* to provide an environment where students develop the following habits of responsible citizens: accepting responsibility for personal decisions and actions, demonstrating honesty, courage, and integrity; living a healthy lifestyle, showing empathy, compassion, appreciation for differences among people, self-confidence, concentration and perseverance; learning responsible time management, assuming a fair share of the work load, and working cooperatively with others to reach a group consensus.
- Enable students to understand and apply concepts and principles embedded in each of the

social studies: history, geography, political science, and economics.

- Emphasize the study of United States history for a better understanding of our cultural foundations, our present liberties, and how to take an interest in political matters.
- Teach students life-skills using real-world experiences.
- Emphasize environmental responsibility by recycling and using materials and energy wisely.
- Teach an awareness of the world and environment through hands-on activities in nature, discussions, and lesson themes.
- Ensure all students participate in an extensive humanitarian project.
- Enable students to understand and apply concepts and principles embedded in each of the social sciences: history, geography, political science, and economics.

### Curriculum Overview

It is the intent of The Village Charter School to use the Idaho State Department of Education standards enhanced with a clearly defined common core curriculum that is progressive, innovative, and integrated. Study in each grade is progressive and students build on specific knowledge learned from one grade to the next. Teachers enhance instruction using innovative methods to reach students with different learning styles, personalities and interests. Curriculum is integrated throughout subjects providing a solid foundation that creates a deeper understanding and stronger application of concepts. Through this comprehensive approach, students acquire the academic excellence and social responsibility desired of an educated citizen in the 21<sup>st</sup> century.

The core foundation areas, described below, are language arts, science, math, physical education, health, and social studies. They are augmented by the study of literature, elective courses, U.S. history, second language, music, computer keyboarding, technology, fine art, academic preparation, real world skills, and environmental responsibility. TVCS follows the standards set forth by the Idaho State Department of Education.

*Language Arts.* Students learn the logistics of the English language in reading and writing to become effective communicators. Comprehension skills, phonics, grammar, handwriting, and vocabulary are integrated within language arts. Dramatization, memorization of accelerated vocabulary, and guided application are part of the language arts experience. Writing includes numerous opportunities to apply the concepts learned, whether they are creative or expository. Communication skills include speaking, writing, and oral presentation, using modern technological tools as needed. The Shurley and Spalding Methods, or other similar methods are used.

*Science.* The science curriculum is a multi-year sequence which emphasizes hands-on experimentation and functional knowledge of scientific concepts. Science must take students beyond the factual approach of reading, reciting, drilling, and testing to actually writing, synthesizing, and analyzing data gathered. Proficiency in using the scientific method and observational skills creates a strong foundation of learning, which helps students to approach problem solving in an organized way. This approach allows students to experience the excitement of science enabling them to better understand facts and concepts. The Delta Science Curriculum, or other similar curriculum, may be used to enhance hands-on experience.

*Mathematics.* Matrix Math is based on the fact that math is useful in everyday life and is transformative. Teachers use math matrices to review basic grade level concepts, as well as new and complex mathematical concepts on a daily basis. Students are given the tools to approach mathematical problems using a variety of approaches to produce the same outcome. This helps students think creatively to solve problems. Physical manipulatives are used as a way to give tangible meaning to abstract concepts. In this way, math is multi-layered, using many mediums to enrich and create deeper understanding and application of concepts. Therefore, students comprehend the subject of math and do not hesitate to use it as a tool for reasoning and problem solving in purposeful ways. Singapore and abstract concrete representational math, or other similar programs are used to enhance curriculum.

*Physical Education and Health.* Physical education not only gives students an opportunity to be active, but teaches the skills they need to be active throughout their lifetime. In addition, nutrition and healthy living are emphasized through discussions and hands-on activities. The life skill and awareness of healthy food preparation may be taught progressively throughout the grades. Healthy food choices are encouraged.

*Social Studies.* Students follow the basic elements of the Idaho State Department of Education curriculum with a focus on local, state, national, and world history. Additionally, there is an emphasis on community service and humanitarian projects in all grades giving the students the opportunity to apply their understanding of, and contributions to, the world around them. Students discover and experience their responsibilities and rights as members of our democratic community.

*U.S. History.* The study of cultural literacy creates educated citizens. Patriotism and citizenship are fostered through the study of United States history and government. As students study the founding of our country and functions of the United States government, they cultivate a sense of patriotism and responsible citizenship. TVCS uses a real world, interactive approach which brings history to life by using creative methods, for example re-enactments, studying autobiographies, or conducting a mock election. Additionally, each day begins with the Pledge of Allegiance.

*Literature.* Students are exposed to great and classic works of literature, including fiction, non-fiction and poetry. Literary books are specially selected in order to teach students about the world, stimulate their minds, and raise the standards for ethics, values, and ideals. Great books stir emotions, encourage, inspire, and introduce individuals to ideas, language, and beliefs. They provide powerful and unforgettable lessons and characters, as well as enrich language and vocabulary. Students gain a common cultural background from the shared experience of reading. Literature is integrated throughout other curriculum areas to enrich education. Much is expected from the students in this important area, including time spent reading at home for all grade levels. TVCS will abide by the Commission *Guidelines for Applying the Provisions of Idaho Constitution Article IX, § 6, Regarding Sectarian, Religious or Denominational Teaching or Materials.*

*Environmental Responsibility.* We share a global responsibility for protecting and preserving our environment today and for future generations by teaching our students to respect the world around them. TVCS staff teaches and models environmental responsibility by using materials

and energy wisely and recycling. A responsibility for the world and environment is taught through lesson themes, discussion, hands-on activities, and incorporating these practices into the enhanced curriculum.

*Fine Art.* Art serves as a tool for critical thinking, helping students to hear more deeply, see more appreciatively, and draw on non-traditional modalities when making critical and aesthetic judgments. Students learn best about art through creating art themselves. TVCS provides the environment to experience and experiment different types of art projects taught in the classroom by teachers and/or parent volunteers. Art may be integrated into other curricular areas. Fine Art is taught using a hands-on guided curriculum that focuses on various art forms and techniques.

*Second Language.* Learning a second language reinforces understanding of one's first language, develops communicative competence, strengthens reading and writing skills, and opens the door to a deeper understanding of and appreciation for the richness of diverse cultures. Second language instruction begins in Kindergarten, and is continued throughout. Concepts are integrated and reinforced into regular classrooms where possible.

*Music.* Music is taught as a form of self-expression, and a creative outlet. Participating in music can be more than just learning to play an instrument. Musical activities involve all of a child's senses and reinforce many traditional curriculum areas, such as math and language skills, working together in groups, non-verbal expression and coping skills. Learning about different musical cultures can often be the first step toward developing a tolerance for others and an appreciation of diverse cultures. Vocal technique, music theory, sight-reading, composition, and keyboarding are combined with singing, repeating rhymes, clapping, dancing, and playing rhythms. Students can participate and gain an appreciation for music in many different forms. Multiple instruments are used to create hands-on experience. Orchestra and band classes are taught in the upper grades, as finances allow.

*Technology.* Computers and technology serve as tools to enhance education. Studying, using, and appreciating technology is an important element of a 21<sup>st</sup> century education. Through technology, students develop critical skills, drawing on technology applications to simulate real-world experience. Students use a variety of tools to gather information and solve problems including the Internet, office tools and other resources. Technology is taught through hands-on experience using Smart Boards, laptops and/or desktop computers and other equipment, as finances allow.

*Computer Keyboarding.* Teachers provide guided instruction and may utilize developmentally appropriate software. Students learn proper keyboarding technique and increase speed and accuracy by working toward a determined wpm goal. Computer keyboarding instruction starts in Kindergarten and goes through 8<sup>th</sup> grade, or until the student can pass a proficiency test, as finances and facilities allow.

~~*Academic High School Preparation.* Beginning in the 6<sup>th</sup> grade, students enroll in academic prep classes as a time to learn good study habits, complete their homework, and work on projects. They Students may receive instruction from teachers, guest speakers, college students and graduates, business professionals, and/or fellow students on topics such as leadership principles,~~

career goals, character development, note taking, organization, and study skills. Personal accountability is taught in the classroom through goal setting, time management, homework assignments, organizational planners, leadership principles, and character development. These skills are also demonstrated in each students Leadership Notebook. Laptop computers and/or desktop computers are provided for all students while attending Academic Preparation, as funding allows.

*Real-World Skills.* Etiquette, money, home and time management are important skills that foster the successful growth and achievement of each student. These real-world skills, integrated with academic instruction, create a strong foundation to effectively manage the demands and challenges of everyday life.

~~*Elective Program Classes.* The Elective Program is a hands-on approach to cultivate curiosity, interest and skills. Students are given opportunities to explore a variety of interests through Electives that are project based. These projects maximize student involvement to solidify learning and optimize retention of knowledge and skills. Students will have the opportunity to participate in several different Electives throughout the year. Individual or group projects are presented by the student(s) at the conclusion of each session. The Administrator is responsible to oversee the Elective Program. Each teacher is responsible to organize oversee an Elective one afternoon per week for the duration of each session. Elective class availability is based on student interest surveys and parent/teacher involvement surveys. The teachers will be assisted by the Parent Teacher Organization (PTO), interested parents, community members, college students, college professors, specialist in areas of interest, etc. Parental involvement is highly encouraged to allow the students to work in smaller groups and provide more hands-on experience. The PTO oversees the recruitment committee for the parent and community volunteers, fundraising efforts and the donation of additional supplies.~~

~~*Big Buddy/Little Buddy Classroom.* To build school-wide camaraderie, older classrooms and younger classrooms are paired together for various projects using cross-grade tutoring. Older and the younger students are paired together and assigned to work together throughout the school year on a regular basis. Both the older and the younger students benefit from this partnership as they spend time reading, writing, working on math concepts, or specific assignments together. The older students learn leadership skills, while the younger students gain a valuable mentor. Teachers guide and monitor this program to ensure success.~~

### **Curriculum Development and Approval**

Curriculum development is an ongoing process directed by the Principal with the approval of the Board. The curriculum will be implemented and evaluated through observations and progress of teachers and students, with follow-up discussions with the Principal to include written future goals.

### **Educational Programs and Services**

Based on need, provisions of educational programs and services, such as physical education, Safe/Drug Free Schools programs, guidance and counseling services, parent education programs, social work and psychological services, occupational education, driver education, and

summer school programs will be identified. Provisions for such programs and services will be set forth if need determines and/or if finances are available. The Board and Principal work together to develop, approve, implement and evaluate these programs and services.

TVCS follows the Idaho State Standards regarding HIV/AIDS education and family life/sex education. Parents are given notice prior to instruction, with the option to preview curriculum, have their child opt-out of instruction and/or attend with their child.

### **Academic Freedom, Controversial Issues, and Religion**

The Village Charter School will offer an educational program appropriate to the level of student understanding, which is in accordance with the curriculum and:

- allows students to study and discuss controversial issues
- provides opportunities to examine evidence, facts, and differing viewpoints
- teaches the importance of fact, the value of judgment, and the respect of conflicting opinions
- requires teachers to serve as unbiased moderators for student discussions

### **F. 21<sup>st</sup> Century Learner I.C. 33-5205(3)(a)**

Today's children are tomorrow's leaders. The quality of education separates students who are prepared for the 21<sup>st</sup> century and those who are not. To compete in the 21<sup>st</sup> century, students must develop advanced critical thinking and career skills. Education must be integrated by weaving 21<sup>st</sup> century themes into core subjects, teaching from various perspectives, and incorporating multiple subjects. An ever-changing world requires an educational institution that supports the needs of our modern-day students.

The Village Charter School intends to meet the goal of producing students who possess the academic and personal habits and attitudes desired of an educated citizen in the 21<sup>st</sup> century. Goal attainment will be assessed by ongoing student testing and staff professional development. The student enrollment is small in size, with generally one class per grade so that the students progress together. The receiving teacher has intimate knowledge about what has been previously taught and an awareness of students receiving extra assistance through the LLM.

### **Instructional Methods**

Learning best occurs when teachers use critical moments of direct instruction and the student is allowed opportunities for acquisition and application of knowledge. When students are taught using multiple learning opportunities which are relevant, actively engaging, and purposeful, learning becomes exciting. The Village Charter School recognizes that education is more than the assimilation of facts, and uses uncommon means to achieve exceptional results. Classroom teachers follow the *Limitless Learning Method*. This innovative teaching method relies heavily on student assessment to provide qualitative and quantitative information, which provides a holistic picture of the student's academic success and struggles. Assessment is critical to understanding how students learn best. When researched formative assessments are used to guide and develop instruction, each student greatly benefits. Instead of reviewing concepts previously mastered,

students can build on what they already know and progress, learning new curriculum and concepts. Additionally, assessments demonstrate to teachers the skills that each student has not mastered, and informs the teacher that these skills may need to be re-taught in a different way.

TVCS is dedicated to ensure all students, struggling, proficient, or gifted, are successful at fulfilling their individual potential. The students' come first and are a priority with every decision made. Multiple instructional methods have been developed using available research and practice and they are utilized to reach the unique needs of each student, these include but are not limited to the following:

- a. The *Limitless Learning Method* maximizes student growth and success by assessing current strengths and weaknesses. Students are progressively challenged as teachers analyze assessments and vary content, process, product and environment.
- b. The *Kinesthetic Learning Method* is a teaching and learning style in which learning takes place with the student actually carrying out a physical activity, rather than listening to a lecture or merely watching a demonstration. Hands-on experience aids in creating a deeper understanding of concepts.
- c. The *Integrated Method* combines multiple courses or topics to provide additional opportunities for application and enriches comprehension for a deeper understanding.
- d. The *Inquiry and Problem-Solving Method* suggests that learning occurs when individuals think critically and solve problems. The predominant premise of this method is that it is important to know how to retrieve and apply information, not merely to have instant recall and possession of it.
- e. The *Elective Method* provides an opportunity for students to pursue individual interests and excel in special focus areas. Students are engaged in activities that respond to their particular needs, strengths, and preferences such as group or individualized projects and elective courses.
- f. The *Progressive Method* is a compilation of specific knowledge that builds on what has been taught in prior years to create a strong foundation, deeper understanding, and prepare students for specific concepts that will be taught in the succeeding grades.
- g. The *Discussion Method* encourages learning through sharing of information and concepts within a group. A discussion leader is prepared to recognize each student's level of understanding and can respond at the level most helpful to the student.
- h. The *Matrix Math Method* allows for the daily application and manipulation of math concepts throughout the day, that are integrated with other subjects as often as possible, to solve real life mathematical problems using various approaches.

**G. Special Needs Students I.C. 33-5205(3)(r)**

The Village Charter School supports the rights of all students, including *Limited English Proficient*

(LEP), Gifted and Talented, and students qualifying for *Section 504 of the Rehabilitation Act of 1973* (Section 504), and students qualifying under the *Individuals with Disabilities Education Act* (IDEA) to equal access to educational opportunity, regardless of physical or mental conditions that may create challenges for them in typical learning environments. No student will be excluded from TVCS, counseled out, or referred to other schools in the district because of his or her special needs.

TVCS will conform to the requirements of the IDEA and other federal laws. Also, TVCS will use the *Idaho Special Education Manual* (ISEA) as a reference and guideline for serving students with special needs. TVCS embraces flexibility, inclusion, parental involvement, and cooperative teaching to allow all students to achieve to their full potential. TVCS will be responsible for establishing and implementing an ongoing Child Find system to locate, identify, and evaluate students suspected of having a disability, who may need special education, regardless of the severity of the disability.

### **Protocol for Identification and Evaluation**

#### *Pre-Referral*

Pre-referral is an initial step that may be prompted by observations of teachers, other staff, and/or parents. Records from previous schools may indicate special needs. The Pre-Referral Team will consist of the school's Principal, one or more of the child's classroom teachers, and other specialized staff, as needed. Parental involvement will be sought at this stage.

The task of the Pre-Referral Team is to assess the situation and determine the actions to be taken to meet the needs of the student. The ideal outcome of the pre-referral is prompt action to enable the student to participate and learn fully in the regular classroom setting. Regular teachers and special education staff will cooperate both within and outside of the classroom to exhaust all feasible responses to an emergent special need. Interventions might include changes in the presentation of information, classroom tasks or organization, assessment, or technology. If best efforts of intervention at this level are not successful, testing for disability will be sought. However, when a disability is obvious, this procedure should not delay referral to special education.

#### *Testing and the Multi-Disciplinary Team*

If pre-referral interventions are unsuccessful, a Multi-Disciplinary Team will be prepared to evaluate the student for disabilities. The Multi-Disciplinary Team will consist of specialists from TVCS, or those contracted privately, who have expertise in evaluating the range of possible disabilities that a child may have. The permission of parents/guardians must be obtained for testing to occur. If parental permission for testing is not obtained, the Pre-Referral Team will, with the greatest possible cooperation of parents/guardians, attempt to explore other options for meeting the needs of the child.

#### *Conclusive Results of Testing and the Individualized Education Plan*

If testing concludes that the child has a disability defined within the IDEA, an *Individualized*

*Education Plan* (IEP) will be developed for meeting the needs of the child in the *Least Restrictive Environment* (LRE). The IEP will be re-evaluated annually to reflect the results of child behavior and performance, follow-up testing, the effectiveness of various interventions, and the recommendations of those involved in the creation of the IEP (staff, parents, and student).

Students who do not qualify under IDEA may qualify for special services under Section 504. This eligibility will be assessed during the Pre-Referral and Testing stages. Rather than an IEP, qualification under Section 504 will result in an Accommodation Plan.

### **Programming**

Students with special needs work on their IEP goals while attending TVCS. The *Limitless Learning Method* is flexible enough to allow special needs students to work at their own level of understanding. Teachers present information in multiple formats and media, using a variety of methods to engage and motivate students. Students are given multiple pathways for action and expression. Whenever possible, students with special needs are included in general education classes. When necessary, students in the special education program may receive services in a resource room. Special education staff and regular teachers work closely together to best serve their students with special needs. Parents are involved in every step taken by the school in regard to their students with special needs. This applies even in cases where there is only a perception among staff that special needs may exist and may potentially be best served under an IEP or 504 plans.

### **Special Education Services**

If a student is found to be eligible for special educational services, The Village Charter School will provide services for the student in the following manner, as needed:

- Highly qualified school staff members provide instruction for students with disabilities, and monitor that delivery of instruction. Instructional services follow the IEP and are provided in an inclusion or a resource room depending on the degree of intervention necessary to meet the student's needs.
- TVCS contracts with a private provider for the provisions of other related services outlined in the IEP.

### **Other Special Needs Services for Students**

In a society based on democratic principles, each student has the right to learn at the most appropriate level where growth will take place. Students attending TVCS who are identified as *Limited English Proficient* (LEP), disadvantaged to the extent they may require Title I services, gifted and/or talented, or require other accommodations will be afforded access to the programs and services that address the needs of these special populations. Such services may be offered at TVCS.

These students are provided educational experiences that strive to meet their needs in the regular classroom, as well as in special classes, seminars or workshops. The charter environment allows areas to be pursued beyond the scope of the regular curriculum, regardless of their areas of

special needs. This is accomplished through, but not limited to, clustering, competitions, consultations, curriculum compacting, special topic classes, independent study, interest-based workshops, remediation, tutoring, and pull out classes. It is the goal of TVCS to become a Title I status school and maintain that status to offer more services for our students as resources allow.

*Corrective Action*

Prompt additional help will be given to students who do not accomplish the following;

- score in the top quartile on standardized tests on the national, state, and district levels
- read at grade level by third grade
- compute math at grade level by third grade
- produce student work that depicts acquired, integrated, extended, refined, and meaningful utilization of students
- reflect positive growth on the annual parent surveys about the student's attitudes and habits toward, but not limited to, work ethic, honesty, taking responsibility, self-confidence, knowledge, etc.
- reflect positive growth on self-assessment surveys conducted yearly, regarding attitudes and habits toward task performance

Those students not reading at grade level, as determined by State assessments or computing grade level math as determined by State assessments are identified. They may receive a variety of services including Special Education, Title 1 services as TVCS becomes qualified, tutoring by volunteers, and the opportunity, with parental support, to attend school during one or more intercessions.

An *Academic Improvement Plan* (AIP) is written for every student who is functioning below grade level in reading, writing, math and/or other course(s) or on the *Idaho Standards Achievement Test* ISAT or *Idaho Reading Indicator* (IRI). The AIP includes a request for assistance from the teacher or instructional strategies from the teacher to help the student progress. The classroom teacher or the course teacher will submit the AIP to the Principal within seven days following each nine-week grading period.

*Gifted and Talented Students*

In accordance with *Idaho Code § 33-2003*, The Village Charter School identifies students possessing high performing capabilities in specific academic, intellectual, leadership, creativity and visual/performing arts talent areas. The identification in each area uses a variety of assessments outlined in The Best Practices Manual for Idaho Gifted/Talented Programs. Once identified, TVCS will implement a modification of curriculum to provide a challenging educational experience.

TVCS offers an enriched curriculum for all students. Teachers, with the help of educational assistants and parent volunteers, are engaged in the act of direct teaching throughout the day, using a variety of methods available to them (tactile, visual, kinesthetic, auditory, group and

independent approaches). By taking into account and addressing the varying developmental rates and learning style of the student population, it is possible, through this direct-teaching and monitoring approach, to keep the curricula challenging and the expectations for learning high. The result is above grade level performance, high standardized-test scores, and extraordinary levels of parent and student satisfaction.

The *Limitless Learning Method*, in most cases, will meet the needs of our students. If *Idaho Code § 33-2001* is not being met through the LLM, programs such as the gifted and talented program may be offered at TVCS. The Board will determine if there is a need for internal services.

Students enrolling with an active IEP will receive the services identified in an inclusion setting to meet the intent of their IEP. In all cases, transportation shall be provided to students by their parent(s) or the parent's representative when exercising dual-enrollment opportunities.

#### *Limited English Proficiency (LEP)*

*Identification.* TVCS uses the federal definition of Limited English Proficiency as defined in Title III and IX of the Elementary and Secondary Education Act. Idaho LEP program guidance will be used to support the needs of students who are *English Language Learners* (ELL). Students for whom English is a second language will be assessed using the ELL placement test. The eligibility criteria (listed below) will be used for a Home Language Survey in order to identify the primary home language other than English. The "Woodcock Munoz" test or a similar test will be used to assess ELL progress throughout the school.

- Registration cards include the question: 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.
- If the survey comes back indicating that a student may be 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 the English language proficiency test, a letter will go home to the student's parents indicating that their child was identified as needing specific English language services. The parents must be given the opportunity to waive the services, if desired.
- If the parent does not waive the limited English proficiency services for their child, then the student will be placed in a program of "high quality language instruction."
- Those students placed in a program can be counted for state and Federal funding purposes.

*Services and Instructional Methods.* Students who are identified as eligible for the LEP program will participate in ~~the~~ an LEP program according to state and federal guidelines. State and federally mandated testing of LEP students ~~are~~ will be administered as needed. LEP services may be provided on-site or contracted out as needed.

*Curriculum.* Curriculum will be purchased and modified using the Sheltered Instructional Observation Protocol, or similar technique, and other LEP instructional approaches. *Educational Learning Plans* (ELP) ~~are~~ will be developed to support ~~a student's~~ students identified as ELLs. TVCS will hire and/or contract with teachers certified in Bilingual Education to oversee and

develop ~~an~~ ELPs for students, as needed. TVCS emphasizes the study of a second language and use of technology; ELLs will be well supported to access the general curriculum.

*Assessment.* The “Woodcock Munoz” test, or a similar test, may be used to monitor and document student growth in both content areas and English language development. Students who meet state recommended levels of proficiency are exited from the LEP program.

*Evaluation.* The program is evaluated based on collected data and trends, and revised, if necessary. Evaluation of the program is based on tracking data on swiftness of intervention, type of intervention, comparison with peers for student improvement tracking; availability of resources; staff training; and viable sources of assistance.

**H. Dual Enrollment** *I.C. § 33-203(7) & 33-5205(3)(s)*

Dual Enrollment is an option for all students as provided for in *Idaho Code § 33-203*.

December 4, 2012

Tab 4

**I. Measurable Student Standards** *I.C. § 33-5205(3)(b)*

The Village Charter School strives to move all students toward highest proficiency levels on all standardized measures. The following educational standards will be met:

- 80% of kindergarten, 1<sup>st</sup> and 2<sup>nd</sup> grade students attending TVCS, who have at least 90% attendance in a given school calendar year, will achieve a score of three (3) on the Spring IRI. By the end of 3<sup>rd</sup> grade 85% of students will receive a score of three (3) on the Spring IRI.
- 80% of 3<sup>rd</sup> through 8<sup>th</sup> grade students attending TVCS, who have at least 90% attendance in a given school calendar year, will achieve proficient or advanced on the reading, math and language ISAT.
- All Students are assessed at least every nine weeks in the core areas of reading, writing, math and spelling using the LLM assessments. The results are measured using the appropriate rubric, and included with the report card. Teachers keep a record of student progress that follows the student through succeeding grades. Each student's work reflects acquired, integrated, extended, refined, and meaningful utilization of knowledge.
- Students show positive growth on annual parental/student/teacher surveys that address attitudes and habits toward, but not limited to, work ethic, honesty, showing initiative, taking and accepting responsibility, and self-confidence.

A student baseline is established during the first year of testing and is evaluated each year thereafter. That baseline may include, but is not limited to, results from the State and Federal mandated tests. If any of these goals are not met, TVCS will re-examine its instructional practices and make appropriate improvements.

**A. Standardized Tests** *I.C. § 33-5205(3)(c) & (d)*

Students at The Village Charter School are tested with the same standardized tests as other Idaho public school students. TVCS will give State-mandated assessments during the testing windows outlined by the State Department of Education.

Monitoring the progress of our students and evaluating innovations in education procedures are an important part of our curriculum development process. Evaluation of student assessment is reported annually, and consists of:

- a. a student baseline developed during the first year using testing results;
- b. a comparison of annual results with baseline scores to assess progress;
- c. grade-level and school composite scores;
- d. a graph of annual results showing changes from year-to-year;
- e. a graph of school scores relative to state and national averages; and
- f. sub-analysis of a variety of variables to identify areas for improvement.

**B. Accreditation** *I.C. § 33-5205(3)(e) & IDAPA 08.02.02.140*

The Village Charter School's curriculum meets or exceeds Idaho's State Standards. TVCS will comply with all accreditations standards and procedures of the State of Idaho and obtain accreditation in accordance with *Idaho Code* § ~~33-112~~ ~~33-4612~~. The Board chooses an accreditation committee that works with the Principal and the Board to choose the appropriate accreditation standard and oversee the accreditation process. After accreditation, the Principal ensures that the school meets the Elements of Thoroughness and submits annual accreditation reports to the Idaho State Department of Education. The accreditation standard will be chosen from among the Idaho Elementary/Secondary Accreditation Standards, the Northwest Accreditation Standards, or the Idaho Accreditation School Improvement Model.

### C. Improvement Planning

The Village Charter School meets or exceeds the minimum requirements set by the State Board of Education and the *No Child Left Behind Act* (NCLB) to ensure that its students are taught by highly qualified teachers. At TVCS student achievement is a top priority. Through the *Limitless Learning Method*, TVCS continually assesses student's learning needs and achievements as well as the success of teaching methods. If goals are not being met or exceeded, the Principal and the Board will assess the situation and find a solution to improve testing scores.

In the event that TVCS does not make *Adequate Yearly Progress* (AYP) as outlined in the NCLB, a team comprised of the Principal, Board, and any additional inside/outside technical assistance needed, will meet to develop a school improvement plan to address student achievement. This process will investigate all components that affect student achievement including, but not limited to, curriculum, instructional time, staff professional development, and instructional strategies. It will also be the team's responsibility to monitor the implementation of the improvement plan for improved learning and teaching and continue to provide feedback and recommendations for strengthening ongoing student achievement.

December 4, 2012

Tab 5

**I. Governance Structure**

**A. The Village Charter School, Inc. I.C. § 33-5205(3)(f)**

The Village Charter School, Inc. is a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act. The Articles of Incorporation for The Village Charter School, Inc. were filed with the Secretary of the State of Idaho August 21, 2009. Articles of Amendment were filed with the Secretary of the State of Idaho November 3, 2009. The SS-4, Application for Employer Identification Number, was submitted August 11, 2009. The 501(c)3 is currently being applied for and will be completed upon approval of the charter.

**Organizing Group**

*Founders*

A “Founder,” is defined as any person, who makes a material contribution toward the establishment of a public charter school. The criteria for determining what constitutes a material contribution are determined by the Board and are listed in the Founders’ Policy. Once a “Founder” meets all the requirements of a material contribution as determined by the Board, founder status cannot be revoked. If a founder leaves TVCS for any reason, they may return and receive founder’s preference in the lottery. A founder may only exercise voting rights when they have a student enrolled at the school.

*Initial Organizing Group*

Jani Knox	Former Executive Recruiter; School and Church Leadership Volunteer, BS in Interpersonal Communication – University of Utah
Rachael Smith	Former Retail Management, Church Leadership and School Volunteer
Julie Anderson	Christian Seminary Studies Student, School and Church Volunteer
Shanna Liles	Whole School Interventionist, Thomas Jefferson Charter School; BS of Science in Elementary – University of Idaho, Masters of Curriculum – Boise State University, currently working towards EdD at Northwest Nazarene University
Richard Anderson	Banker and Financial Analyst with Idaho Trust Bank in Boise; BBA in Finance with minor in Accountancy – Boise State University; President of Southminster United Presbyterian Church of Boise, Idaho, Inc.; and chairman of the Stewardship and Finance Committee thereof
Lealan Miller	CPA, Board Member and Partner with Eide Bailly in Boise; BBA – Idaho State University & Masters in Accounting – California State University; Local and National Board Member for Association of Government Accountants, Past Treasurer and Board Member of Idaho Society of

CPAs, Richard McKenna Charter School and Opera Idaho.

*Consultant*

Chris Yorgason      Legal - Manager/Attorney, Capital Development, Inc.; BS in Finance with an International Emphasis; second major in Political Science and JD - BYU, J. Reuben Clark Law School

*Founding Advisory Board*

The initial organizing group for The Village Charter School comprises several committees that make up the *Founding Advisory Board* (FAB). The FAB has written the petition and elects the initial Board. The Board recruits candidates for the position of school principal, and establishes a preliminary operating budget. Following the election of the Board, the function of the FAB is to serve as a data-gathering resource and to provide input and advice to the Board. TVCS reserves the right to recruit qualified FAB members to fill staff positions as needed.

**Board of Directors**

*Initial Formation*

The Board will serve as the public agents who govern The Village Charter School. There will be approximately five to seven (5 to 7) members on the Board. During the first two (2) years of operation, the Board shall be comprised of at least five (5) Directors appointed and nominated by the organizing members and founders of TVCS.

A State of Idaho criminal background check on the Chair of the Board is required, according to the Bylaws of the Corporation.

*Selection and Replacement*

Election and appointments of Board members are staggered and held according to the Bylaws of the Corporation.

*Powers and Limitations*

The Village Charter School is a legally and operationally independent entity established by the nonprofit corporation's Board. The Board is legally accountable for the operation of the charter school. TVCS acknowledges that upon approval of the petition and the contract, the Board members are public agents required by the Commission to control the charter school. The Board commits to compliance with all federal and state laws and rules, and acknowledges that the responsibility for identifying essential laws and regulations, and complying with them, lies with the Board, not the Commission. TVCS may not extend the faith and credit of the Commission to any third person or entity. TVCS may not contractually bind the Commission with any third party. TVCS commits to keeping complete and accurate board meeting minutes and to making them available to the public.

The Board shall have the full power and duty to manage and oversee the operation of the Corporation's business. The Board responsibilities include but are not limited to:

- aiding in the business operations of the school including the procurement of funding
- monitoring and assessing the school's compliance with the provisions of its charter under the Idaho Public Charter Schools Act
- holding meetings which follow the open meetings laws, keeping accurate minutes, and making the minutes available to the public
- meeting as necessary, with one meeting serving as the annual meeting of the corporation
- approve the selection of the Principal, who may not be one of its members, according to the bylaws of TVCS
- fiduciary responsibilities
- hearing and approving or disapproving the recommendations of the Principal with respect to changes in staffing, program, budget, curriculum, or instructional methods
- adjudicating disagreements between parents and the administration when necessary

### **Relationship between Board and Administration of TVCS**

The Village Charter School recognizes the Principal as the key leader responsible for implementing institutional procedures and policies. In conjunction with the Board, the Principal is responsible for meeting the school's vision, mission and core values as described in the authorized charter. The Principal is accountable to the Board and is critical in the development of curriculum and educational programs. The success of the school in implementing its charter and creating an atmosphere for standards-based learning is critical to the role of the Principal.

The Board anticipates contracting with a Principal prior to the opening of school to assist in purchasing, recommending teacher applicants to the Board for employment, school set-up, policy review, and student recruitment. A preliminary job description of the Principal is included below:

Responsibilities:

- a. establish and maintain a coordinated and challenging curriculum that effectively implements the school's vision, mission and core values
- b. supervise administrative subordinates with an effective blend of delegation of authority, measures of accountability, and evaluation of results
- c. implement effective student disciplinary procedures and oversee judicial hearings and appeals that conform to all relevant laws, policies and procedures
- d. maintain written documentation in relation to disciplinary actions, human resource concerns, and any other issues as necessary
- e. ensure administrative functions are successfully achieved, effective administrative procedures are developed, policies and school procedures are carried out, and strategic planning is continuous
- f. interact and intercede for the needs of staff and/or students as needed
- g. report to the Board as required regarding:
  - coordination with the Commission

- staff communications
  - meeting coordination
  - parent interactions
  - staff information reviews
- b. attend or conduct meetings of various constituent groups; attend school functions; attend external meetings, conferences, and/or legal training sessions
  - c. ensure that all teachers understand student data and how to apply such data to instructional adjustments/interventions, when appropriate
  - d. ensure all staff receive initial and ongoing training in the *ACE Approach* and *Limitless Learning Method*, as needed
  - e. monitor the progress, consistency, and implementation of ACE & the LLM
  - f. perform other duties as assigned by the Board

Upon hire, the Principal's performance will be evaluated at least annually. Evaluation may be conducted more frequently by the Board, based on mutually agreed-upon criteria.

The Board is the ultimate policy-making organization and retains total control in the selection or removal of any service organization serving the school, the Principal and school employees. The Principal will be empowered to provide educational direction, administration, and on-site day-to-day operation among other areas as directed by the Board.

### **Standing Committees and Ancillary Support Personnel**

Standing committees are formed in accordance with the Bylaws of the Corporation. These committees include, but are not limited to, Parent-Teacher Organization, a fundraising committee, and the like.

The Board recognizes an official PTO. Faculty members and elected parents operate the PTO according to school policy.

Ancillary support personnel, including clerical and custodial, are hired and supervised by the Principal. The state funding formula is used for funding to hire staff through the regular budgetary process. Additional resources are sought through grants, volunteers, and fundraising efforts.

### **B. Parental Involvement I.C. § 33-5205(3)(f)**

The Board and PTO may provide consultation to the Principal regarding ongoing plans for The Village Charter School. TVCS is committed to ensuring that parents of students who attend TVCS are 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, strengths and limitations, which is essential for the continuing educational development of their children. The process to ensure parental involvement includes, but is not limited to the following items:

- a. Parents receive a student/parent handbook ~~and ACE Approach~~ that includes a Leadership Program summary as each year begins.
- b. Parents fill out a volunteer interest survey form at registration and a volunteer availability

form at the beginning of each year.

- c. Parents fill out an in-depth profile of each child upon initial registration, that may be updated as needed.
- d. Parents are expected to attend two (2) parent teacher conferences per year.
- e. Parents are 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.
- f. Parents are highly encouraged to be involved in the PTO and to volunteer at some capacity to help with school projects, programs, committees, and to work with students.
- g. Parents are highly encouraged and welcomed to volunteer in their children's classrooms.
- h. Parents are highly encouraged to provide an appropriate learning environment at home for study.
- i. Parents are highly encouraged to communicate regularly with the school, in turn, the school and the PTO will regularly communicate with the parents.
- j. Parents are highly encouraged to attend ~~ACE Approach Workshops~~, school events, curriculum workshops, Leadership classes offered through the school, and monthly board meetings.

**C. Annual Audit of Financial & Programmatic Operations I.C. § 33-5205(3)(l)**

The Village Charter School will conduct annual Financial & Programmatic Operations Audits in accordance with the Commission policy and Idaho Administrative Rule.

December 4, 2012

Tab 6

**I. Employee Qualifications** *I.C. § 33-130 & 33-5205(3)(g)*

The Village Charter School's full-time staff meets or exceeds qualifications required by state law. Staff members are required to possess personal characteristics, knowledge, and experience consistent with the philosophy, mission, core values, and expectations of TVCS as outlined within this petition. The Principal makes recommendations to the Board for approval of instructional staff.

TVCS reserves the right to seek limited or alternative certification options as provided by rule of the Idaho State Board of Education when deemed in the best interests of the educational program. Additionally, TVCS 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.

**Professional Opportunities**

The Village Charter School environment provides opportunities for staff to collaborate with other faculty members to align subject areas. The Principal determines in-service training days in order to provide teachers with training in the teaching methods described in this petition. In-service training days are held as often as necessary prior to the first day of school and throughout the school year, as determined by the Principal.

**Additional Staff Development**

The staff participates in regular collaboration meetings and ongoing trainings. Additionally, all employees attend *ACE Approach* training that may take place semi-annually for the first two years of operation and annually each year thereafter. A qualified ACE consultant is selected by the Principal, with the approval of the Board, using the criteria developed by TVCS organizing members. He or she is responsible for implementation and ongoing training for TVCS employees.

**Background Checks and Fingerprinting**

All employees, including classified employees, shall undergo State of Idaho criminal background and Federal Bureau of Investigation fingerprinting checks. One fingerprint card is submitted to the Office of Certification at the State Department of Education and one is kept in the individual's personnel file.

**Teacher Certification**

A copy of the certificates for all certified teachers/staff members is kept on file at The Village Charter School and will be provided upon request.

**Targeted Staff Size**

Initially, The Village Charter School employs one teacher per class at the elementary level and secondary level. There are additional teachers for music, physical education, science, and foreign language as the budget permits. Education assistants are utilized in classes as needed.

*Estimated Staff*

11 Full Time Employees (FTE) in Year 1:

- First Grade 1 FTE
- Second grade 1 FTE
- Third Grade 1 FTE
- Fourth Grade 1 FTE
- Fifth Grade 1 FTE
- Sixth Grade 1 FTE
- Seventh Grade 1 FTE
- Eight Grade 1 FTE
- Administrator 1 FTE
- Office Staff 1 FTE
- Special Education 1 FTE

13.5 Part Time Employees in Year 1:

- Kindergarten .5 FTE
- Spanish .25 FTE
- Physical Education .25 FTE
- Music .25 FTE
- Science .25 FTE
- Instructional Aids 8.5 -.5 FTE

**A. Health and Safety I.C. § 33-5205(3)(b)**

The Village Charter School adopts policies and provides a facility that meets all required city, state, and federal standards for public schools including; health, accessibility, safety, fire, and building codes, that may include, but not limited to, the following:

- The facility will pass inspection by fire and safety officials using the same guidelines for all public schools.
- Fire and evacuation drills are conducted, as required.
- Maps illustrating fire exit routes are posted near the exit in every room.
- All students are required to have proof of immunization or have a written parental waiver and have a birth certificate, or other Board approved identification, before being enrolled at TVCS.
- All visitors and volunteers are required to sign in at the office and to wear a visitor’s pass.
- Student check out during the school day requires the person picking up the child to sign the child out at the office and may require that person to produce appropriate photo identification.
- All state rules and regulations for student safety are followed.
- All staff will be trained in universal medical and health precautions.
- A health/nurse room is furnished and supplied adequately for the number of students in the school, eventually a certified nurse may be hired.
- Health records highlighting chronic issues are held on each student and made available in emergencies.
- Emergency contact numbers are maintained on all students.

- All employees are screened in compliance with *Idaho Code* § 33-130.
- Policies are 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 that, 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 receives training in emergency response, including appropriate "first responder" training
  - policies relating to the administration of prescription drugs and other medicine
  - policies establishing that the school functions as a gun-free, drug-free, alcohol free and tobacco-free workplace
  - policies regarding use/possession of illegal substances

**B. Employee Benefits** *I.C. § 33-5205(3)(n)*

All employees participate in the following programs and benefits: group health insurance, sick leave benefits, *Public Employee Retirement System of Idaho* (PERSI), Federal Social Security, Unemployment Insurance and Worker's Compensation Insurance to the extent allowed and required by law.

**C. Transfer Rights** *I.C. § 33-5205(3)(p)*

Employees of The Village Charter School are not employees of the Boise School District. They are not be eligible for an in-district transfer to another school within the Boise School District. They may apply to teach in any school district.

**Experience**

Certified teachers at The Village Charter School are public school teachers. Each year of service at TVCS counts as one-year experience on the State indexing scale.

**D. Collective Bargaining** *I.C. § 33-5205(3)(q)*

The Village Charter School's staff and employees are a separate unit for purposes of collective bargaining.

**E. Written Contract** *I.C. § 33-5206(4)*

All teachers and administrators are on a written contract with The Village Charter School, Inc., as approved by the State Superintendent of Public Instruction. All employees undergo an annual performance review.

December 4, 2012

Tab 7

**I. Admission Procedures** *I.C. § 33-5205(3)(k)*

**A. Enrollment Opportunities** *I.C. § 33-5205(3)(l)*

Every effort is made to notify the public of enrollment opportunities at The Village Charter School, by taking the following steps:

- a. TVCS takes into consideration language demographics of the attendance area and disseminate information accordingly.
- b. At least three (3) months prior to the enrollment deadline each year, enrollment information is posted in highly visible and prominent locations within the attendance area.
- c. TVCS ensures the dissemination of press release or public service announcements to media outlets that broadcast within or disseminate printed publications within the attendance area.
- d. TVCS ensures that such announcements are broadcast or published by such media outlets on no less than three (3) occasions, beginning no later than fourteen (14) days prior to the enrollment deadline each year.
- e. Prospective students are given the opportunity to enroll regardless of race, color, nationality or ethnicity, religion, gender, familial status, social or economic status, or special needs.

These efforts may also include, but are not limited to, web page updates, announcements through social networking sites, advertising at community centers (e.g., library), school informational meetings, announcements at other public schools, and/or notifications sent home with students.

**Enrollment Deadline**

Each year, the Board will establish an enrollment admissions deadline, which shall be the date by which all written requests for admission to attend TVCS for the next school year must be received. The enrollment deadline cannot be changed once the enrollment information is disseminated.

**Requests for Admission**

The application process prior to the enrollment deadline is as follows:

- a. Application cards are made available at the charter school office and on the school website in both English and Spanish. The application includes information pertinent to filling a specific number of positions in each classroom.
- b. A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in Idaho, may make a request in writing for such child to attend TVCS in compliance with *Idaho Code § 33-5205(3)(k)*.
- c. In the case of a family with more than one (1) child seeking to attend TVCS, one (1) written request for admission must be submitted on behalf of each sibling.
  - The written request for admission must be submitted to, and received by, TVCS on or before the enrollment deadline.
  - The written request for admission shall contain the name, grade level, address, and telephone number of each prospective student.
- d. If the initial capacity of TVCS is insufficient to enroll all prospective students, a lottery shall be

utilized to determine which prospective students will be admitted to TVCS.

- e. Only written requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline established by TVCS shall be permitted in the lottery.

Once the enrollment deadline has passed, the process for filling a grade that has openings after the lottery is as follows:

- a. Application cards are made available at the charter school office and on the school website in both English and Spanish. The application includes information pertinent to filling a specific number of positions in each classroom.
- b. A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in Idaho, may make a request in writing for such child to attend TVCS in compliance with *Idaho Code § 33-5205(3)(k)*.
- c. In the case of a family with more than one (1) child seeking to attend TVCS, one (1) written request for admission must be submitted on behalf of each sibling.
  - The written request for admission shall contain the name, grade level, address, and telephone number of each prospective student.
- d. Written requests for admission received after the established enrollment deadline are served on a first-come, first-served basis and added to the bottom of the final selection list for the appropriate grade.
- e. A sibling of any student, whose application is received after the enrollment deadline, must have his or her name placed at to the bottom of the sibling list.

**Admission Preference for Initial Enrollment** *I.C. § 33-5205(3)(k)*

If the initial capacity of The Village Charter School is insufficient to enroll all prospective students, a lottery, following *Idaho Code § 33-5025(3)(k)*, will be utilized to determine which prospective students will be admitted to TVCS. The selection process in regard to admission preferences shall be as follows:

- a. First preference is given to the children of founders who are listed on the Founder Priority List, provided that this admission preference shall be limited to not more than ten percent (10%) of the initial enrollment capacity of TVCS.
- b. Second preference is given to siblings of students already selected by the lottery.
- c. Third preference is given to prospective students who reside in the primary attendance area of TVCS.
- d. Fourth preference is given to prospective students who reside outside of the primary attendance area of TVCS.

**Admission Preferences for Subsequent Enrollment Periods**

The selection process in regard to admission preferences shall be as follows:

- a. First preference is given to students returning to TVCS in any subsequent year of operation. Returning students are automatically enrolled in the appropriate grade and do not need to be selected by lottery.
- b. Second preference is given to the children of founders, who are listed on the Founder Priority

List, and the children of full-time employees, provided that this admission preference shall be limited to not more than 10 percent (10%) of enrollment capacity.

- c. Third preference is given to siblings of students already enrolled in TVCS.
- d. Fourth preference is given to prospective students residing in the primary attendance area of TVCS.
- e. Fifth preference is given to prospective students residing outside the primary attendance area of TVCS.

### **Enrollment Procedures**

The following procedures will be carried out in accordance with the *Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.02.04*:

- a. Proposed Attendance List for Lottery
- b. Equitable Selection Process
- c. Final Selection List
- d. Notification and Acceptance Process
- e. Subsequent School Years

### **Enrollment Projections**

The Village Charter School intends to serve students from kindergarten through grade eight in its first year of operation, with the intent to expand to grade twelve in the future. Expansion will be at the discretion of the Board, and the Commission as required, and will be based on enrollment demand and adequate finances. During the first year, TVCS plans to have a maximum enrollment of 25 students in kindergarten and first grade, 30 students in second and third grade, and 33 students in all other grades. The maximum year 1 enrollment of TVCS is 275 students. If enrollment is inadequate in two (2) adjacent grades, classes may be combined as needed.

*Please refer to Appendix H—Prospective Student List.*

### **B. Discipline Procedures I.C. § 33-5205(3)(m)**

The Village Charter School is committed to providing a safe learning environment. Student expectations for appropriate student behavior are high and are communicated to both students and parents through the student handbook and upon enrollment. In accordance with *I.C. § 33-5205(3)(i)*, students may be denied attendance to the charter school for any of the following reasons:

- being a habitual truant
- being deemed incorrigible by the Principal
- being deemed by the Board to be disruptive to the school for disciplinary reasons
- being detrimental to the health and/or safety of other students

In addition, students who attend TVCS after being expelled from another district may be placed on probation for one (1) year. During this time, the student may be denied attendance for violation of the probationary requirements.

Parents/guardians will be notified of disruptive behavior via phone calls, written letters, and in person during school conferences. If the situation causing concern is not immediately corrected, the student may be referred to the Principal or to the Board for further discussion and appropriate action. The steps that are followed to address these concerns are described below. If a student is under the influence of alcohol or controlled substances during or after school hours on school grounds, TVCS will follow the procedures required by *Idaho Code § 33-210*.

TVCS will assemble a student handbook following state law and due process that outlines a Code of Conduct including expectations and consequences for unacceptable behaviors. Discipline is handled on a case-by-case basis, taking into account the unique circumstances of each instance of unacceptable behavior. The following steps provide guidelines for establishing the consequences for unacceptable behavior. The Board may choose to implement any of these steps, or additional steps, as it deems appropriate. The Board is not required to proceed through every step before considering suspension or expulsion.

- Step 1:* Parent/Guardian Incident Notification Procedure (written and/or verbal)
- Step 2:* Principal Intervention.
- Step 3:* Suspension with parental notification – three (3) days; re-admission after a conference with student, parents, and Principal.
- Step 4:* Suspension with parental notification – five (5) days; re-admission after a hearing within five (5) school days with the Board.
- Step 5:* Expulsion until the next calendar break/semester/rest of year. The Board may deny enrollment, or may deny attendance by expulsion, to any pupil who is an 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, 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 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.

Provided however, the Board may expel from school for a period of not less than one (1) year (twelve (12) calendar months) or may deny enrollment to, any student who has been found to have carried a weapon or firearm on school property in this state or any other state, except that the Board may modify the expulsion or denial of enrollment order on a case-by-case basis.

Discipline of students with disabilities shall be in accordance with the requirements of federal law part B of the IDEA and Section 504. An authorized representative of the Board shall report such student and incident to the appropriate law enforcement agency.

No pupil shall be expelled nor denied enrollment without the Board 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. This 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 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 Board or the Principal may temporarily suspend any pupil for disciplinary reasons, including student harassment, intimidation or bullying, or for other conduct disruptive of good order or of the instructional effectiveness of the school. A temporary suspension by the Principal shall not exceed five (5) school days in length; and the Board may extend the temporary suspension an additional ten (10) school days. Provided that, on a finding by the Board, 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 Board or 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 Board or Principal who suspended him, upon such reasonable conditions as said Board or Principal may prescribe. The Board shall be notified of any temporary suspensions, the reasons therefore, and the response, if any, thereto.

The Board will establish the procedure to be followed by the Principal for the purpose of affecting a temporary suspension, which procedure must conform to the minimal requirements of due process in accordance with *Idaho Code* § 33-205.

**C. Alcohol or Controlled Substance Use I.C. § 33-210**

*Please refer to Tab 10, Policies.*

**D. Public School Attendance Alternative I.C. § 33-5205(3)(o)**

Because The Village 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 the Boise School District and Joint District #2. Students located within the attendance area of TVCS have the option to enroll in existing non-charter public schools presently serving the area. Enrollment is not mandated based upon residential proximity to TVCS, but through parental choice and equitable selection.

**E. Denial of School Attendance I.C. § 33-205 & 33-5205(3)(i)**

The Board shall have the right to expel or deny enrollment to any student, determine the re-admission of any student suspended or expelled, and determine the admission of any student who has been denied admission as governed by *Idaho Code* § 33-205.

## F. Student Handbook

The Village Charter School Handbook will be finalized upon opening of the school and will be a joint effort between the administration, staff, parents and Board. Contents may include but are not limited to:

- Message from the principal
- School philosophy
- ACE Approach
- School academic goals
- Staff and Board members
- Daily schedule
- Calendar
- Attendance policy
- Behavior and discipline
- Weapons and threats
- Drug Free School Policy
- Referral Policy
- Search & seizure Policy
- Elementary Disciplinary Procedure
- Secondary Discipline Procedure
- Severe weather procedures and inclement weather
- Field trips
- Health, injury, or illness
- Medication
- Personal belongings
- Special services
- Special Education Services
- Other Special Needs Services
- Dual Enrollment
- Complaint Process
- Communication Plan
- Dispute Resolution
- Grading, Homework, Promotion & Retention
- Student Activities
- Student Fees
- Parent Teacher Organization
- Report cards
- Students leaving school grounds
- Dress Code
- Technology, Cell Phone, Electronic Device & Internet Use Draft Policy
- Handbook Acknowledgement

At the beginning of each school year, the Principal is responsible for developing and updating the student handbook and will determine the procedure for ensuring that each student's parents/guardians have access to this handbook.

*Please refer to Appendix I— Draft Student Handbook.*

December 4, 2012

Tab 8

**I. Business Plan**

**A. Business Description**

The Village Charter School is organized exclusively for educational purposes within the meaning of IRS Section 501(c)3 of the Internal Revenue Code and as outlined in the charter petition. Notwithstanding any other provision of its Articles of Incorporation, The Village Charter School 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). The Village Charter School was established as an entity in August 2009. The 501(c)3 is currently being applied for and will be completed upon approval of the charter.

**B. Recruitment and Marketing Plan**

The Village Charter School seeks to create a diverse social balance. Prospective students are given the opportunity to enroll regardless of race, color, nationality or ethnicity, religion, gender, social or economic status, or special needs. The advertising process for TVCS includes all current requirements as stated in *Idaho Code* § 33-5205. TVCS takes into consideration language demographics of the attendance area and disseminates information accordingly. TVCS may recruit students for enrollment by, but not limited to, the following:

- utilizing a special committee who is responsible for advertising to high, mid, and low socio-economic status families, students with various cultural backgrounds, and special needs\_students in the attendance area and informing them of enrollment opportunities.
- utilizing the school website, as well as social networking tools
- sending direct mailings and fliers targeting primary attendance area households
- posting advertising materials in prominent locations within the Districts
- accommodating students on other charter school waiting lists; initially the lottery may be drawn as late as April
- utilizing the media through press releases and articles
- word-of-mouth referrals
- developing a multimedia advertisement campaign

The primary attendance area for TVCS encompasses the following area within the boundaries of the Boise School District:

- a. Boise School District boundaries on the west and south.
- b. north and east boundaries are as follows:
  - Start at the corner of Fairview and the BSD boundaries on the west,
  - Go east on West Fairview Avenue,
  - Turn south on North Orchard Street,

- Turn east on Emerald Street,
- Turn south on South Latah Street,
- Turn east on Crescent Rim Drive,
- Turn east onto South Federal Way,
- Where South Federal Way crosses Broadway Avenue, stop,
- Begin south on Broadway Avenue,
- Turn west onto Interstate 84,
- Turn south on South Orchard Street,
- Turn south on Pleasant Valley Road, and
- Where Pleasant Valley Road and the BSD boundaries meet, stop.

The boundaries within BSD shall include both sides of the listed streets. Residences that reside on any property in BSD that directly touches our boundary shall be considered within the boundary for TVCS.

The primary attendance area also encompasses the following are within the boundaries of Joint School District #2:

a. Joint School District #2 boundaries on the east and south. north and west boundaries are as follows:

- Interstate 84 on the north, encompassing the south side of Interstate 84.
- South Eagle Road on the west side, encompassing the east side of South Eagle Road.

The primary attendance area for TVCS is compact and contiguous as required by law.

### **C. Resumes of Directors**

*Please refer to Appendix J— Resumes of Directors.*

### **D. Management Plan**

#### **Day to Day Operations**

The Principal of The Village Charter School determines the day-to-day operations of the school. The Board will have oversight authority.

TVCS plans to open in August of 2011. Grade organization will generally consist of traditional single-grade classrooms with 25-33 students per class. The Principal, in consultation with the Board, will establish the school calendar, schedule, and hours of operation based upon a modified schedule and the State requirements. The modified school calendar for TVCS includes a four-day school week, a week break during the early fall, and a two-week Spring Break. School hours may be staggered for middle grades to begin earlier than elementary. The school's starting and ending times may also be dependent on busing availability. The schedule will be finalized prior to the lottery and supplied to the Commission. The instructional arrangements will also be reviewed on an annual basis and may be changed, as necessary.

## **Budget**

The budget is prepared in compliance with *Idaho Code § 33-801* and policy of the State Board of Education. It will be presented at a public hearing in June of the year the school will open and be delivered to the State Department of Education as required on or before July 15<sup>th</sup> prior to the beginning of the school year. The budget will be prepared, approved and filed using the *Idaho Financial Accounting Reporting Management System (IFARMS)* format.

## **E. Start Up Budget**

### **Income Sources**

Funding sources will include state allocation per pupil, federal start-up grants, private grants, business partnerships, and donations. The Village Charter School has received a \$50,000 Pre-Charter Vision Planning Grant.

*Please refer to Appendix K—Grant Award Letter.*

### **Working Capital and Assets**

The Village Charter School does not expect to have working capital and assets until after the Charter is approved.

### **Fundraising**

A committee will be established to conduct fundraising efforts to generate capital or to supplement the per-pupil allocations. TVCS has not included any fundraising money in our budget.

### **Title I**

If The Village Charter School qualifies for Title I funding, we will meet requirements for Title I to offer more services to its students, as resources allow. Title I funding has not been included in the current budget.

### **Expenditures**

Expenditures are handled as described in the following sections.

### **Purchasing Process**

Until alternate arrangements are made, the Principal determines procedures for procuring goods and services, with approval of the Board. Purchasing procedure is in compliance with *Idaho Code § 33-601*.

### **Financial Management**

The accounting records will be kept in accordance with generally accepted accounting principles and standards. The Village Charter School will follow the requirements set forth by the Idaho State Department of Education, including formats for account numbering. The Principal will be

responsible for financial management.

### **Bonding**

Documentation of bonding of all personnel involved in the school's financial operations will be kept on file at the school. ~~provided prior to the opening of the school.~~

### **F. Inspection Reports**

The Village Charter School will provide certification to the Commission that the facilities meet all requirements for food, health, safety, fire, and accessibility for the handicapped prior to the opening of the school and by the date specified in the contract. TVCS also will provide regular inspections of the facilities for food, health, safety, and fire compliance and provide copies of those reports to the Commission and other entities as required.

### **G. Clerical Services**

#### **School Records & Reporting**

The Village Charter School's Principal determines how the school will maintain school records and required information consistent with state and federal guidelines. TVCS follows similar procedures to local District methods for reporting attendance and enrollment information to the state for funding purposes. TVCS complies with all Internal Revenue Service regulations and reporting requirements.

#### **Additional Personnel**

Ancillary support personnel, including clerical and custodial, are hired and supervised by the Principal. The state funding formula is used for funding to hire staff through the regular budgetary process.

### **H. Transportation I.C. § 33-5205(3)(u) ~~§ 33-5208(4)~~**

Transportation may be provided to students residing within the primary attendance area, using selected pick-up and drop-off locations, as finances allow. Additionally, transportation is provided for any special needs student enrolled at TVCS who may, because of the nature of his or her disabilities, be entitled to specialized transportation as a related service, and as required by an IEP. Transportation will not be provided to any student living within a 1.5-mile radius of the school, unless required by an IEP. Currently, TVCS is in the process of complying with *Idaho Code § 33-402(g) ~~§ 33-1501.~~*

*Please refer to Appendix L—Transportation.*

### **I. Food Service & Nutrition**

Once a suitable lunch preparation area is available, as funding and facilities allow, TVCS plans to implement an in-house school lunch program. Additional methods of food delivery are currently

being explored, and consideration is being given to:

- contracting with a neighboring public school, in cooperation with the District
- contracting catered meals with a local Nutrition Program Sponsor
- utilizing the Special Milk Program for Children
- contracting with a local restaurant or catering service to bring meals into the school
- purchasing pre-packaged foods
- training staff member(s) to manage the program, transport food, serve food, and/or clean dishes
- utilizing parent volunteer(s) to assist with the program

As finances allow, lunch will be provided to all students at a cost; the cost will be reduced or waived for eligible students. Lunch eligibility forms will be made available to all 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. The lunch program provides a lunch that meets or exceeds minimum daily requirements as determined by the appropriate authorities.

Additional funding for the Nutritional Program may include:

- collaborating with the PTO to raise funds for any necessary serving equipment, paper goods, cleaning supplies, and/or serving utensils
- purchasing milk locally and receiving applicable government reimbursement. Students may be charged a minimal fee to offset the cost vs. reimbursement
- pursuing applicable grants

The Principal will establish policies, consistent with State and Federal guidelines, for verification reporting, record keeping, meal-count tracking and reporting, and governmental reimbursement before the implementation of any such program, and submit a proposal to the Board for approval.

TVCS will have representation at mandatory trainings and will comply with State and Federal regulations, standards, and guidelines set forth by any such program which may include the USDA, NSLP, FFVP, Special Milk Program for Children, and/or Farm-to-School.

*Please refer to Appendix M—Food Service.*

## **II. Start-up Budget with Assumptions form**

*Please refer to Appendix N—Start-Up Budget & Budget Assumptions.*

## **III. Three Year Operating Budget**

*Please refer to Appendix O—3 Year Operating Budget Form.*

## **IV. First Year Month by Month Cash Flow**

*Please refer to Appendix P—First Year Month by Month Cash Flow Form.*

December 4, 2012

Tab 9

**I. Virtual Charter School**

The Village Charter School is not a virtual school.

**December 4, 2012**

**Tab 10**

**A. Business Arrangements, Partnerships, and Lease Agreements**

TVCS is actively engaged in conversations with several entities regarding partnerships. Several facilities are being considered however, TVCS will not enter a lease agreement until the charter is approved and the timing is appropriate. TVCS is actively seeking bids for transportation and food services. These services may be contracted, however TVCS will not enter into any agreements until the timing is appropriate and finances allow for such services. Special education services may be contracted to meet the needs of students as listed on the IEP; TVCS will not plan to enter into an agreement until services are needed and the timing is appropriate. TVCS is planning to contract legal and accounting services, however is not going to enter into an agreement until the charter is approved and the timing is appropriate.

The curriculum for TVCS will be compiled with the assistance of the Board, Principal staff members, and other qualified professionals, as needed. TVCS may contract services as needed, however is will not enter into an agreement until the charter is approved and the timing is appropriate. TVCS intends to use Federal Charter Planning Grants to help fund this effort. The curriculum will meet or exceed Idaho State Standards and be aligned with the charter petition.

TVCS also intends to contract for professional development and is actively engaged in conversations with qualified individuals and professionals to provide such services. TVCS will not enter into an agreement until the charter is approved and the timing is appropriate.

A list of all contracts identifying the party with whom TVCS has contracted, the length of the contract, and the expenditures required by the contract will be submitted to the Commission as required.

**B. Additional Information**

**Amending the Charter**

Any revision of the terms of the Charter, consisting of Tabs 1-10, requires the approval of The Village Charter School Board of Directors and the Commission.

**Proof of Attendance at the Petitioner's Workshop**

On October 5, 2009, four (4) organizing members attended the Petitioner's Charterstart! 101 Workshop. On February 26, 2010 two (2) additional members attended.

Please refer to Appendix Q— Proof of Attendance at Petitioner’s Workshop.

**Policies and Procedures**

See the attached policies and procedures regarding attendance, alcohol and controlled substance use, and computer use for The Village Charter School. These policies will be considered to be in draft form until the principal is hired and has the opportunity to review and accept these policies. In the event a policy does not exist when needed, the Boise School District Board policy will become the default policy.

**C. Termination of the Charter I.C. § 33-5205(3)(v)**

In cases of termination or non-renewal, the Board is responsible for the dissolution of the business and affairs of the school. The Village Charter School will fully cooperate with the Commission for the dissolution process. All students will receive written notice of how to request a transfer of student records to a specific school. TVCS will accommodate student record requests from schools for up to one year after dissolution. Upon dissolution of TVCS, remaining assets will be distributed to the Idaho Public Charter School Commission.

December 4, 2012

Policies

### Attendance Draft Policy

Each student's daily contribution is essential to his or her individual success and the overall success at The Village Charter School. Attendance and punctuality are necessary, and the student should plan on attending school every day that classes are scheduled.

*Tardies.* A student is tardy if he or she is not in the assigned classroom when the class is scheduled to begin.

*Excused Absences.* Absences from school with the knowledge and approval of a student's parents/guardians are excused absences but such absences are counted toward the maximum allowed per semester. In order for an absence to be excused, oral or written communication from the student's parents/guardians must be received within 48 hours of the last day of the absence, except for school approved activity absences.

*Make-up Work.* Make-up work is allowed for students who have excused absences. Credit for make-up work is not allowed for an unexcused absence.

*Truancy.* Any absence from classes without the approval of the parents/guardians or school authorities is considered truancy.

- First truancy: A conference is held between the school principal and the student. The parents are notified. The student is required to make-up all work missed any credit for this work will be at the discretion of the teacher and/or Principal.
- Second truancy: A conference is held with the student, parent, and school principal. The student is required to make-up all work missed any credit for this work will be at the discretion of the teacher and/or Principal.
- Third truancy: A conference is held with the student, parent, and school principal. The student may be referred to the Appeals Board for considerations and action.

*Attendance Requirement.* A student may not miss more than nine (9) days a semester, or the number of absences permitted by the SDE, whichever is fewer. Absence from class for any reason, including family convenience, will be counted when the percentage of attendance and eligibility for promotion is being considered.

*Notification of Absences and Discipline.* Parents/guardians are notified on the school report cards, during conferences and via phone calls about absences. Notice of the eighth absence will inform the parents/guardians that if future absences occur, the school principal may deny promotion to the next grade or refer the parents/guardians to the Board for further discussion and appropriate action, which may include loss of credit or dismissal from the school.

*Grounds for an Appeal.* Those parents who have valid reasons to believe that all or part of their child's absences are the result of extraordinary circumstances may request a review of their case following the attendance appeal process below. Extraordinary circumstances may include, but are not limited to, verified illness or medical treatment, death in the family or death of close friends, and medical or dental professional appointments. Any physician's statements or appropriate verification of absence should be provided.

*Attendance Appeal Process.* If parents/guardians wish to appeal the denial of promotion to the next grade due to the attendance requirement, the following policy applies:

- The parents/guardians have five (5) school days from the date shown on the notification to appeal the loss of credit or denial of promotion.
- The appeal process starts with the principal. An adverse decision may be appealed to the Board. The decision of the Board is final.
- In each situation, representatives of the school and the parents/guardians have five (5) days in which to respond to the appeal or the ruling. Appeals and responses shall be in writing.

## Draft Alcohol & Controlled Substance Policy

In harmony with the federal regulations established by the Drug Free Workplace Act of 1988, The Village Charter School is committed to the ideal of having a drug-free student environment. It is the intent of TVCS that programs and activities be planned and carried out by professional staff who enable the school to achieve this goal.

The primary focus of the program is educational in nature, with instruction geared to discourage student experimentation of any mood altering substance. A companion focus of this program is aimed to assist students in making appropriate choices regarding lifestyles, behaviors, and substances. A necessary part of the latter focus is an attitude among teachers and other staff members that one of their responsibilities is to assist those students who need help in overcoming their potentially addictive behaviors and choices. TVCS believes that it is possible to have a totally drug-free environment in the school setting. If a student cannot, or will not, commit to responsible behavior to help achieve this goal, several sanctions may be imposed as a disciplinary measure.

### Referral Policy

The Village Charter School provides training for staff to identify drug, alcohol, and mood-altering substance use. When staff members have reasonable doubt that a student illegally uses, sells, distributes, or possesses drug paraphernalia, drugs, alcohol, or other mood-altering substances in school, on or adjacent to school property, or at school functions, they report it to the administrator or initiate procedures. All procedures are to be performed with discretion and documented. Refusal to submit to a request to any of the procedures may result in disciplinary action.

As used in this policy, reasonable cause shall mean the existence of specific observable evidence or behaviors, including but not limited to:

- chronic attendance problems, sleeping in class, drop in grades
- erratic behavior, inappropriate comments, defiance or disrespect toward authority
- smell of alcohol or other mood-altering substances
- possession of alcoholic beverages, drugs or drug paraphernalia
- motor coordination problems, impaired speech, impaired coordination
- other recognizable characteristics unusual for the particular student

### Enforcement Procedures

Any student exhibiting behavior that suggests reasonable cause of using or being under the influence of controlled substances is immediately escorted by an employee to the administrative office for interview and observation. Except in the case of an emergency, the student is not to be left unattended and is not allowed to leave the school premises. If a trained staff member, upon observing and/or interviewing the student, reasonably suspects that the student is using, or under the influence of, a controlled substance, the following procedures is as follows:

- The principal and/or any other employee having observed the student's behavior will document his or her observations of the student. A copy will be placed in the student's discipline record.

- Parents/guardians will be notified.
- Law enforcement will be notified. All employees will cooperate fully with any law enforcement investigation of a violation of this policy, including but not limited to providing access to lockers, desks, and other school property, and providing oral and/or written statements/documentation regarding the relevant events.
- Suspension/Expulsion: Students who violate this policy will automatically be suspended by the principal. The principal will determine whether or not the suspension will be served in school or out of school. Suspension for the first offense of this policy will be for three to five (3-5) days, unless extraordinary circumstances exist. Suspension may be modified if the student participates in, and follows, the recommendations of an assessment by a certified drug/alcohol agency. The time period for suspension for the second or third offense will be determined at the discretion of the principal and/or Board. If deemed appropriate by the principal, he or she may request that the Board expel a student who has violated this policy for a second or third offense.

*When a student voluntarily discloses using or being under the influence of alcohol or any controlled substance while on school property or at a school function, anonymity will be provided to the student on a faculty "need to know" basis, except as deemed reasonably necessary to protect the health and safety of others. Notification of the disclosure and availability of counseling for students shall be provided to parents or the legal guardian, Idaho Code § 33-210.*

### **Search and Seizure Philosophy**

In order to maintain a quality educational atmosphere, preserve discipline and good order, and promote the safety and security of students and employees, all school property, including, but not limited to, buildings, equipment, buses, grounds, and other physical settings and equipment of TVCS is under the direct jurisdiction and exclusive control of the Board and subject to search by members of the administrative staff. Therefore, students are advised that it is the policy of this school that members of the administrative staff have the authority to search the student lockers and all other school property over which the school has control at any time, without student/parent consent, and without a search warrant.

A student's person and/or personal effects (e.g., purse, book bag, etc.) may be searched whenever a school official has reasonable cause to believe that the student is in possession of drug paraphernalia or drugs, including alcohol, tobacco or controlled substances. The principal or designee may seize any evidence of a violation of the law or this policy. Students are expected to assume full responsibility for the security of personal property.

Search procedures are as follows:

- Principal to authorize search
- no less than two staff members conduct a search
- parents to be notified of search and findings

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. If two staff members are not available, prior to leaving town, the principal will determine an eligible adult to assist with the search.

## Elementary Disciplinary Procedure (Grades K-5)

### *First Offense for Use or Possession*

Parent or guardian will be contacted.

Law Enforcement Agency may be contacted.

Student will be suspended for three to five (3-5) days.

- Suspension may be modified if the student participates in and follows the recommendations of an assessment by a certified drug/alcohol agency. A release of information would also be required.
- If the student does not complete the recommendations of the assessment, then the remainder of the three to five (3-5) day suspension will go into effect.

Child Protection Services (CPS) may be contacted.

### *Second Offense for Use or Possession*

- a. Parent or guardian will be contacted.
- b. Law Enforcement Agency may be contacted
- c. Board may be petitioned for expulsion of student.
- d. CPS may be contacted.

### *Third Offense for Use or Possession*

- a. Parent or guardian will be contacted.
- b. Law Enforcement Agency will be contacted.
- c. The student will be suspended and the Board will be petitioned for expulsion of the student.
- d. CPS may be contacted.

### *First Offense for Selling or Delivering*

- a. Parent or Guardian will be contacted.
- b. Law Enforcement Agency will be contacted.
- c. The student will be suspended and the Board will be petitioned for expulsion of the student.
- d. CPS may be contacted.

## Secondary Disciplinary Procedure (Grades 6 and up)

### *First Offense for Use or Possession*

Parent or guardian will be contacted.

Law Enforcement Agency may be contacted

Student will be suspended for five (5) days.

- Suspension may be modified if the student participates in and follows the recommendations of an assessment by a certified drug/alcohol agency. A release of information to the school district will also be required.
- If the student does not complete the recommendations of the assessment, then the remainder of the three to five (3-5) day suspension will go into effect.

CPS may be contacted.

### *Second Offense for Use or Possession*

a. Parent or guardian will be contacted.

Law Enforcement Agency may be contacted.

Board may be petitioned for expulsion of the student.

CPS may be contacted.

### *Third Offense for Use or Possession*

a. Parent or guardian will be contacted.

Law Enforcement Agency will be contacted.

The student will be suspended and the Board will be petitioned for expulsion.

CPS may be contacted.

### *First Offense for Selling and/or Delivering Alcohol or Drugs*

a. Parent or guardian will be contacted.

Law Enforcement Agency will be contacted.

The student will be suspended and the Board will be petitioned for expulsion.

CPS may be contacted.

### Technology Use Draft Policy

A public phone is available for students' use during school hours for urgent purposes. Parents are expected to communicate messages through the front office. Students will be permitted to have mobile phones at the school at their own risk with the understanding that mobile phones are to be turned off and not permitted in the classroom during school hours including, but not limited to recess, lunch, and breaks. Mobile phones will be confiscated according to the confiscated device policy. A mobile phone agreement will be signed by parents and students and is found in the student handbook. **TVCS is not responsible for broken, damaged or stolen goods.**

#### *Electronic Device Policy*

1. Electronic gaming devices are not allowed on school property and will be confiscated if seen.
2. The use of USB flash drives is not necessary or required, but is permitted for school purposes only such as saving an assignment or bringing an assignment from home. Any USB flash drive is the sole responsibility of the student and can be used at his or her own risk. If a student is downloading or uploading any information that is considered inappropriate, the item will be confiscated according to the Confiscated Device Policy.
3. Electronic devices, including, but not limited to, mp3 players and digital cameras should not be brought to school unless needed for a specific purpose such as a class presentation. If students feel it will be necessary, they must get the approval of their teacher prior to the day they plan to bring the item to school. If they have not gained prior permission, any use of item will not be permitted and may be confiscated according to the Confiscated Device Policy. Should a student choose to bring an electronic device to school, it will be at his or her own risk, and the device must remain out of sight until the time previously agreed upon by the teacher.

#### *Confiscated Device Policy*

1. Once an item is confiscated, a note, phone call, or email will be sent home to parents explaining how the item can be retrieved. All confiscated items may be picked up by a parent/guardian during normal office hours. If a parent is unable to come to the office, other arrangements will be made.
2. The second time the same item is confiscated, a meeting with the principal, student and parent will be held before the item may be retrieved. The parent and student will be informed that if the item is brought to school again, the item will be held for the duration of the school year.
3. The third time an item is confiscated for misuse, the principal will hold the item until the end of the current school year.

#### *Student Computer Use Agreement*

There is a need for full disclosure and understanding for the partnership between parents, children, and the school in regard to technology and its use. This agreement has been created to inform and provide knowledge of student use of the school's network/computers and Internet access and to ensure that all parties understand the areas of responsibility identified. Each child will need to have

an agreement form signed and on file for use of the Internet as found in the student handbook.

*Electronic Network Use Rules*

School account holders, including all staff and students, are expected to act in a responsible, ethical, and legal manner, in accordance with the missions and purposes of the networks they use on the Internet, and the laws of the State of Idaho and the United States. Students will be provided with a school atmosphere and procedures of student control/discipline that will assure a suitable learning environment.

*Using the computers, network and Internet connections is a privilege, not a right, and the privilege may be revoked at any time for unacceptable conduct.*

Unacceptable conduct includes, but is not limited to, the following:

- Internet is used solely for educational purposes
- using the network for any illegal activity, including violation of copyright or other contracts
- using the network for financial or commercial gain
- degrading or disrupting equipment or system performance
- vandalizing the data of another user
- wastefully using finite resources
- gaining unauthorized access to resources or entities
- willfully and knowingly accessing pornographic sites
- accessing any sites that the Board deems inappropriate for school
- invading the privacy of individuals
- using an account owned by another user without authorization
- posting personal communications without the author's consent
- posting anonymous messages
- placing of unlawful or unlicensed information on a system
- using abusive or otherwise objectionable language in either public or private message
- sending of messages that are likely to result in the loss of recipients' work or systems
- sending of *chain letters* or *broadcast messages* to lists or individuals, or any other type of use that would cause congestion of the networks or otherwise interfere with the work of others

*Network Etiquette*

- Be polite. Do not be abusive in your messages to others.
- Use appropriate language. Do not swear, use vulgarities, or any other inappropriate language. Illegal activities are strictly forbidden.
- Do not reveal your personal address, phone number, or that of other students or colleagues. Any student who receives unsolicited requests for personal information will immediately report that to the supervising teacher. That teacher will report this incident to appropriate authorities.
- Note that electronic mail (e-mail) is not guaranteed to be private. Network administrators who maintain and operate the school's computer system do have access to all mail. Messages relating

to, or in support of, illegal activities may be reported to authorities.

- Do not use the network in such a way that you would disrupt the use of the network by other users.
- Information accessible via the network and Internet should be assumed to be private property and possibly copyrighted.

*Security*

Security on any computer is a high priority. If you feel you can identify a security problem on the Internet, you must notify faculty members. Do not demonstrate the problem to other users. Do not use another individual's account without written permission from that individual. Attempts to log onto the Internet with another person's identification without permission will result in cancellation of user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the Internet.

December 4, 2012

*Appendix X:*

**TVCS Leadership Map**



December 4, 2012

*Appendix Y:*

**Thriving Wheel**

**STEUPTHRIVE**

# THEORY OF CHANGE

*def.*

**Thriving** [θraɪv] –verb  
 [1] A forward, purposeful motion towards achieving one's full potential.  
 [2] An orientation toward life marked by balance, meaning, and learning from experience, in which one knows and finds resources that foster one's talents, interests, and aspirations, and through which one contributes to the common good.

CONTINUOUSLY DEVELOP AND INTEGRATE NEW SKILLS

**FULFILLED POTENTIAL**

**IF**

**Adult Guides support youth to:**

- Identify and grow their inner passions or Sparks;
- Understand and apply a Growth Mindset;
- Reflect on indicators of Thriving and Risk Factors;
- Visualize personal growth that builds upon their sparks;
- Develop goal management skills to build indicators of thriving: (GPS) Goal selection, Pursuit of strategies and Shifting gears in the face of blocked goals;



**Identify Sparks**  
Identify and grow Sparks and Spark Champions.  
*Dr. Peter Benson  
Search Institute*



**Adopt a Growth Mindset**  
Understand brain development and move to a growth mindset.  
*Dr. Carol Dweck  
Stanford University*



**Reflect on the Indicators of Thriving**  
Explore wheels of thriving indicators and risk factors. Youth and Guide use conversation questions to reflect on youth strengths and challenges.  
*Trine Foundation for Youth, Friends of the Children, and Dr. Linda Wegener,  
Fuller Theological Seminary*



**Build Goal Management Skills (GPS)**  
Grow indicators of thriving through learning and executing GPS skills: Goal Selection, Pursuit of strategies, and Shifting gears in face of challenges.  
*Dr. Richard Lerner,  
Tuft Institute for Applied Research*

**THEN**

**Youth will be on a road to a hopeful future...**

...working towards their full potential. The evidence is measurement of goal management skills and thriving goals accomplished.

**Along the road, youth:**  
Build positive, sustained adult-youth relations, with high quality, high quantity time. Learn life skills that include self-reflection and goal management. Practice these skills in valued home, school and community activities.  
*Dr. Richard Lerner, Tufts*

# THRIVING INDICATORS



THRIVING

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Last Updated: Wednesday, April 27, 2011



Appendix Y: Thriving Wheel



THRIVING

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Last Updated: Wednesday, April 27, 2011

December 4, 2012

*Appendix Z:*

**Dress Code Policy**



The Village Charter School Dress Code Policy

Updated April 2011

The National School Safety and Security Services states that school uniforms, dress codes, and book bag control can contribute toward improving a school climate. School climate, of course, can play a significant role in reducing security threats and improving school safety.

School officials have a responsibility to provide a safe, secure, and productive learning environment. Dress and appearance play a role in doing so. Dress codes and uniforms can help reduce the potential for conflict by;

1. Reducing conflict stemming from socio-economic status, i.e., conflicts stemming from comments and personal attacks regarding styles or brands of clothing and so on.
2. Reducing ways in which gang members can identify themselves which, in essence, is a form of intimidation and creates fear.
3. Reduces the risk of students being robbed to and from school, or for that matter in school, of expensive clothing, jewelry, etc.
4. In the case of uniforms, they can help the school administrator & teachers identify non-students, trespassers, and other visitors in the hallways who would stand out in the crowd.

In addition to these safety factors, the dress code policy of The Village Charter School has been designed to support our schools vision and mission to provide a safe, supportive, loving, learning environment for all of our students. To provide this environment, a unified dress code achieves the following: 1. Students can learn without the fear of being teased, bullied, or harassed for their clothing choices; 2. Pressure to wear certain styles or name brands is eliminated; 3. A greater sense of school identity and belonging is created; 4. Decreases overall behavioral issues; 5. Establishes a standard for clothing that fits appropriately, eliminating clothing that is revealing, low cut, too short, too long, too loose or hangs too low.

Although we do not support violating the law, including the legal rights of others, we do believe that properly implemented policies and strategies around dress and appearance are within the realm of reasonable actions which can be taken by school staff to promote a positive school atmosphere.

Recently a group of middle school students at an Idaho public charter school were asked about their uniforms, they were quoted as saying, *"The uniforms sort of even the playing field. We don't worry about looking cool or having the most expensive clothes. We don't see cliques at our school; we include everyone."*

*Appendix Z: Dress Code Policy*

It is with thoughtful planning and attention to the goals of The Village Charter School, that the following dress code policy has been designed. This policy may be revised throughout the year as deemed necessary by the staff. Students are expected to follow the uniform policy during school hours while they are on school grounds.

**Shirt:**

- Polo: Any solid color
- All solid colors are acceptable - No stripes or patterns
- Emblems, insignias, monograms and logos are discouraged but if worn, must be smaller than a nickel
- The Village Charter School logo is permissible
- Should be appropriately sized - should not be longer than the bottom of pants back pockets and should never reveal any midriff area when standing or sitting
- Should be clean and have no holes or tears and have an overall neat appearance
- Short sleeve, long sleeve and 3/4 sleeve length are permissible
- Undershirts are permitted in any solid color

**Sweaters/Sweatshirts, if worn in class, must meet the following criteria:**

- Cardigan button up style sweater
- Zip-up front sweatshirt
- All solid colors are acceptable no stripes or patterns
- Emblems, insignias, monograms and logos are discouraged but if worn, must be smaller than a nickel
- Should be appropriately sized - should not be longer than the bottom of pants back and should be longer than pant waistband
- Should be clean and have no holes or tears and have an overall neat appearance
- Long sleeve and 3/4 sleeve length are permissible
- The Village Charter School logo is permissible

**Pants/Capris/Skirts/Shorts/Skorts:**

- Solid color: Khaki or navy blue
- Must fit appropriately-not tight fitting, and be worn at waistline (hipsters are not allowed nor pants that show underwear of any kind)
- No emblems, insignias, monograms or logos
- Must be clean and in good condition with no holes, cuts, tears, shred, or fraying of pant legs
- Can be pleated or flat front

*Pants/Capris:*

- Must have straight cut leg
- Must be hemmed and length not to exceed top of shoe (hem can be cuffed)
- No Parachute, wind, stretch/warm-up, pegged, flare, skinny jean style pants
- No elastic or gathered at the ankles or calf

*Skirts/Shorts/Skorts:*

- Length: Two inches above the knee or longer.
- Skirts can be pleated, flat front, or A-line
- Shorts can be cuffed or uncuffed

**Belts:**

- Belts are optional when wearing pants, capris, skorts, skirts, or shorts with belt loops
- Multi-colored, ribbon, leather and patterned are permissible as long as they are not loud
- Appropriate length for waist size
- No words, logos, studs, etc.

**Tights, Legging, Knee Socks or Ankle Socks:**

- Color: black, white, tan, cream or navy or brown

**Shoes:**

- Shoes may lace, buckle, Velcro, or Slip-on (No mule style shoes)
- Tennis shoes are acceptable
- Shoes need to be properly tied, if applicable (No dragging shoe laces)
- No house slippers or shoes resemble slippers
- Sandals are permissible as long as they are strapped onto the ankle (No flip flop style sandals)

**Outerwear:**

- Winter/rain coat may be worn to and from school only
- Outerwear may be any color and with or without a hood
- No Long trench coats

**Hats:**

- May be worn to and from school and at recess, however may not be worn in class
- No drug or alcohol related logos, symbols or references
- No loud colors, patterns, prints or logos
- Simple pattern or stripes are permissible

**Accessories/Jewelry:**

- When considering accessories, avoid anything that might distract others or draw excessive attention
- Jewelry should coordinate with the school uniform and be non-distracting. Piercings are limited to the ear lobe only
- No Gauged ear lobes
- One ring per hand is permissible
- Necklaces are permissible
- One bracelet is permissible, although no bangle or charm style bracelets

**Grooming and hygiene:**

- Make-up is not permitted for elementary aged student's
- Sixth grade and older students may wear make-up that is not distracting or loud
- Hair should be clean with well-kept appearance, out of student