

SUBJECT

Proposed Charter and Performance Certificate Amendments

APPLICABLE STATUTE, RULE, OR POLICY

I.C. §33-5206(8)
IDAPA 08.02.04.302

BACKGROUND

Idaho Science and Technology Charter School (ISTCS) is a public charter school authorized by the Public Charter School Commission (PCSC). Located in Blackfoot, the school opened in 2009 as a STEM and career focused middle school, serving grades 6-8. Over the years, they have expanded to serve students in grades 4-8 and provide a wider array of offerings, including music and art, in a project-based learning environment.

DISCUSSION

ISTCS is proposing a charter amendment that would further expand the grade offerings at the school to include kindergarten through 8th grade. In addition to the grade level expansion, school leadership would like to amend the charter to better reflect the school's current mission and project-based learning approach. Due to the substantial nature of the proposed changes, the draft amendment included with these materials represents a complete rewrite of the charter, rather than select changes marked with legislative formatting.

Currently, ISTCS serves 222 students in grades 4-8. The school's enrollment cap is set at 370 students. By the 2021/22 school year, if the proposed expansion is approved, the school's enrollment cap would be 460 students, representing a 24% increase.

ISTCS's leadership is seeking this change both to provide programmatic consistency and to ensure financial stability. The school currently struggles to maintain adequate enrollment, particularly in the middle school grades where there is relatively high student turnover. Upon analysis, school leaders found that the students most likely to persist at the school are those who enroll in the upper elementary program. Additionally, stakeholders have been calling on the school to expand their offerings to include the lower elementary grades.

The academic program for the new K-3 program would be designed to help prepare students for the project-based approach in the middle grades. The curriculum would be vertically aligned, but the early elementary grades would not employ a project-based approach.

Eastern Idaho schools struggle with a shortage of certified teachers, particularly in the lower grades. This can lead to higher levels of alternatively certified teachers and/or teachers new to the profession. As a small school seeking to establish an early elementary program for the first time, it is unclear from the proposal how the school intends to recruit experienced educators and support them with the aspects of the program unique to K-3.

Currently, the elementary grades are housed in portables, adjacent to the main school building. The school owns the property on which the school building sits and several additional acres that are undeveloped. The school is in negotiations to buy the building from the landlord. If the expansion is approved, the school has plans to purchase portables to house the new K-3 students. In the future, ISTCS would like to expand the current building to include an elementary wing.

The budget reflects a conservative approach to the proposed expansion. Cost estimates are based on the school's historical expenses. Similarly, revenues are based on the school's historical data and are accurately generated from state templates. The proposal includes \$50,000 in unsecured donations; however, expenditures are not dependent on these funds. The budget does not appear to account for increased utilities costs as additional portables are added.

The PCSC's performance framework establishes that replication and expansion proposals will be considered for schools with academic accountability designations of Honor and Good Standing, while such proposals are less likely to succeed for schools in Remediation. ISTCS's current academic status falls four percentage points below the Good Standing rating category. The school outperforms its surrounding district in both ELA and Math proficiency. Math growth is an area for improvement, while ELA growth is strong.

IMPACT

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

STAFF COMMENTS AND RECOMMENDATIONS

PCSC staff recommends approval of ISTCS's proposed charter and performance certificate amendments.

COMMISSION ACTION

A motion to approve the proposed charter and performance certificate amendments as submitted by Idaho Science and Technology Charter School.

OR

A motion to deny the proposed charter and proposed performance amendments as submitted by Idaho Science and Technology Charter School on the following grounds: _____.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



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Expansion Proposal Cover Letter

Idaho Science and Technology Charter School (ISTCS) proposes formally amending its academic offerings from a 4-8 grade program to a K-8 program. The school believes this change will solidify its educational mission and to better define itself as part of the community. In order to facilitate this expansion, ISTCS proposes the following changes:

1. ISTCS will offer grades K-8.
2. ISTCS will rewrite its charter to reflect the age group it serves, its actual practice, and its current promises to the community.
3. ISTCS will amend Design Elements to reflect a project-based emphasis of scientific inquiry and critical thinking skills.
4. ISTCS will amend its overall enrollment CAPS to embrace a small, highly competitive market philosophy.
5. ISTCS will clearly delineate early elementary, upper elementary, and middle school educational programs.

Under this proposal, ISTCS will expand its grade level offerings to include K-3 during the 2018-19 school year; however, the enrollment capacity of the school will remain at 370 for the first year. The school will simply distribute its enrollment caps through nine (9) grade levels rather than five (5). After the first year, the school will maintain overall growth in student enrollment to below 10%, reaching an overall final enrollment limit of 460 students in year 4 (2021-2022). This approach is designed to ensure that the school is able to maintain its positive culture while embracing a small, competitive marketing strategy during its transition.

The academic programs at ISTCS have proven to be successful. ISTCS students generally score higher on standardized tests than their peers in surrounding public schools (see chart below); however, expected student outcomes for children attending ISTCS go far beyond traditional testing methods. The educational program at the school offers project-based and advanced classes that are not widely available in local schools. Each year, between 50 – 70% of 8th grade students earn high school credits through advanced opportunities programs including four (4) in-house classes offered at ISTCS.

Percentage of Students Proficient Spring, 2017

	ELA	Math	Science
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Idaho Science and Technology	52%	33%	63%
Blackfoot Charter	39%	33%	39%
Blackfoot School District	40%	31%	48%
Snake River School District	49%	38%	54%

Notably, ISTCS students who are classified as economically disadvantaged outperform their public school peers on the state level as measured by ISATs. In Spring, 2017, 47% of ISTCS students who qualified as economically disadvantaged were proficient in ELA, compared to only 40% statewide. In math, the proficiency rates were 31% for ISTCS compared to 30% statewide.

ISTCS has significant support for this expansion. Stakeholders have requested early elementary programs for several years. The school receives inquiries and even lottery applications for younger grades every school year. Within an hour of announcing that the school would pursue this expansion, it had collected information from several families wanting to enroll their children. As of March 6, 2018, enrollment interest is over capacity for two grades. The school anticipates 1st grade interest to reach enrollment capacity before this proposal is considered.

	Enrollment Capacity	Enrollment Interest
Kindergarten	40	23
1 st Grade	20	13
2 nd Grade	20	28
3 rd Grade	20	25

ISTCS has built the capacity to facilitate this expansion over several years. All elements including leadership, governance, policies, staff, facilities, budgets, market, and academic programs are established for 4-8 grade and have been considered as part of this expansion proposal. Overall, this expansion proposal strengthens the school’s overall viability and position in the community.

- Attachments: Expansion Proposal Narrative
Charter Rewrite
Charter Appendices
Facility Plan
Market Analysis
Stakeholder Input
Accreditation Report
ISTCS Budget Projection
PCSC Budget Worksheets
SDE Budget Worksheets (3 each: M&O, Support Unit Calculation, and SBA)

Narrative

Background

Idaho Science and Technology Charter School (ISTCS) was established in 2009 as a charter middle school in Blackfoot, Idaho. Its founding mission emphasized preparation for careers in a global marketplace, especially careers in science and technology.

Almost immediately, the school underwent pragmatic changes in its vision that were driven primarily by stakeholder desires, market demands, educational needs, and the developmental needs of middle-school students. Stakeholders and the market made the school's viability dependent on offering a variety of electives, especially in music and art. The school quickly adapted to allow students to participate in band, orchestra, choir, and art. Those additional offerings put pressure on the school's science and technology emphasis. In addition to market pressures, evidence that middle school students are not developmentally ready to prepare for careers forced educational program changes. Soon, the school began to move away from career preparation and towards teaching the application of skills necessary to succeed in science such as problem solving, inquiry, collaboration, constructing and testing a hypothesis, and effectively communicating results.

ISTCS was founded by parents of students at another local charter school and was closely tied to that charter school for four years, sharing administrative leadership and many stakeholders. In 2013, the Board of Director's at ISTCS hired new administrative leadership, essentially severing ties with many founding stakeholders. The transition was difficult.

In 2014-15, the school began operating under its first performance certificate which defined three design elements: science and technology, project-based learning, and a collaborative school culture. Using those design elements, ISTCS began to define significant changes to its identity in distinct ways. First, it piloted an upper elementary program, offering a small 4th and 5th grade. With that pilot program, the school defined an educational program with a heavy emphasis on project-based learning. Second, it offered several in-house high-school credits as part of the state's advanced opportunities initiative and began to prepare for accreditation. The school completed both of those initiatives in 2015-16 by becoming fully accredited and transitioning from a pilot upper elementary program to permanently offering grades 4-8. With those changes, the school had effectively transitioned from its original career focus to an emphasis on providing applied, project-based learning in a positive, collaborative culture.

Current Strengths

Data shows that while students attend ISTCS for a variety of reasons, parents consistently name two factors that influenced their initial decision to choose ISTCS for their children: school culture and student achievement.

The culture of ISTCS is its defining trait. In a recent parent survey, one comment summarized the overall results: "ISTCS has a reputation for being a safe and dedicated school."

Both the Idaho Public Charter School Commission (PCSC) site visit team and accreditation team noted the positive culture at ISTCS.

Parents seem to be very favorable toward the “small school” environment, but are only able to identify the design element of “culture,” suggesting that the other areas of focus are not standing out in parent or student experience. . . .

The administration is responsive to parent support of the school’s strong culture, and is currently engaged in reviewing the school’s identity. . . .

PCSC Pre-Renewal Site Visit Report, 10/25/2017

Overall, observations reflected engaged students in rich learning environments where teachers are presenting aligned curriculum meeting content standards. Best practice teaching methods were in place throughout the school. Most notable were the warm relationships between teachers and students. Students displayed a positive attitude toward learning.

ISTCS Accreditation Report

For many parents, student achievement is also an important defining characteristic of ISTCS. Parents often note that their choice to send a child to ISTCS was based on preparing the child for the future. The school is accredited, has a robust advanced opportunities program and has shown overall positive trends in student achievement. Over 50% of the school’s 8th grade students earn high school credits. Over 80% of students either show significant growth or measure proficient on standardized tests.

Parents recognize the connection between a positive school culture and student achievement. One parent noted, “[My daughter] had a great year there last year. She was happy, engaged and really improved her grades and understanding of the material. She connected with her teachers and they taught in a way that made sense to her.”

Current Enrollment

ISTCS currently enrolls 222 students in grades 4 – 8.

- 49% transferred from 7 Blackfoot School District (55) Schools.
- 21% transferred from Blackfoot Charter Community Charter School (BCCLC).
- 16% transferred from 4 Snake River District (52) Schools.
- 14% transferred from 22 Out of Area Schools or Homeschool.

The majority of students currently enrolled at ISTCS started the school in an elementary (4th or 5th grade) program.

- 62% started in elementary
- 29% started in 6th grade
- 11% started in middle school

The majority of students attending ISTCS have also had siblings enrolled. (59%). Only seven (7) percent of current students are children of founders, board members, or current staff members.

Current Needs

For many years, stakeholders at ISTCS have requested that the school offer early elementary programs. That request has always seemed inconsistent with the science and technology focus of the school. However, as the school has prepared for renewal, it has become more apparent that its identity is not well-enough defined, that stakeholders identify more closely with the culture and project-based learning aspects of the school's identity than with the career and STEM aspects, and that the school's viability is dependent on responding to stakeholder needs.

ISTCS has identified specific needs that will be addressed through this proposal:

- All students who currently attend ISTCS have to transfer from another system. Students currently transfer from approximately 13 schools in 3 different districts including two (2) traditional districts and one (1) charter district.
- ISTCS does not offer a choice for parents who want their children to attend, but do not want students to transfer in the middle of their educational experience.
- ISTCS has enrollment caps that are too high for the small market in Blackfoot.
- Stakeholders frequently request additional grades.
- The school's identity is not reflected through its name.
- The school's identity has shifted.

Proposal

ISTCS proposes formally amending its academic offerings to further define its educational mission and to better define itself as part of the community. The school believes that these changes will solidify and complete the natural progression outlined in its history.

Summary of Proposed Changes

1. ISTCS will offer grades K-8.
2. ISTCS will rewrite its charter to reflect the age group it serves, its actual practice, and its current promises to the community.
3. ISTCS will amend Design Elements to reflect a project-based emphasis of scientific inquiry and critical thinking skills.
4. ISTCS will amend its overall enrollment CAPS to embrace a small, highly competitive market philosophy.
5. ISTCS will clearly delineate early elementary, upper elementary, and middle school educational programs.
6. ISTCS will consider other options for naming the school, including the possibility of retaining its LEA name but creating a new name for both its elementary school and its middle school.

Enrollment CAP proposal

	Enrollment CAPS	Anticipated Enrollment	Notes
Year 1	K – 40 Students 1 – 20 Students 2 – 20 Students 3 – 20 Students 4 – 24 students 5 – 48 students 6 – 72 students 7 – 72 students 8 – 54 students Total – 370	K – 40 Students 1 – 20 Students 2 – 20 Students 3 – 20 Students 4 – 22 students 5 – 48 students 6 – 72 students 7 – 54 students 8 – 48 students Total – 344 18.95 Support Units	No Enrollment CAP Growth <p style="text-align: center;">Fiscal Impact:</p> <p>Additional Costs Over Current Operations: \$88,200 Teachers \$22,000 Aides \$85,000 Modularity \$10,000 Curriculum \$8,000 Technology \$4,000 Supplies Total \$217,200</p> <p>Additional Revenue: \$239,239</p>
Year 2	K – 40 Students 1 – 40 Students 2 – 37 Students 3 – 20 Students 4 – 24 students 5 – 48 students 6 – 72 students 7 – 72 students 8 – 54 students Total 407	K – 40 Students 1 – 40 Students 2 – 32 Students 3 – 20 Students 4 – 24 students 5 – 48 students 6 – 72 students 7 – 65 students 8 – 50 students Total 391 21.95 Support Units	10% Enrollment CAP Growth <p style="text-align: center;">Fiscal Impact:</p> <p>Additional Costs Over Current Operations: \$88,200 Teachers \$22,000 Aides \$85,000 Modularity \$10,000 Curriculum \$8,000 Technology \$4,000 Supplies Total \$217,200</p> <p>Additional Revenue: \$383,394</p>
Year 3	K – 40 Students 1 – 40 Students 2 – 40 Students 3 – 40 Students 4 – 24 students 5 – 48 students 6 – 72 students 7 – 72 students 8 – 60 students Total 436	K – 40 Students 1 – 40 Students 2 – 40 Students 3 – 38 Students 4 – 22 students 5 – 48 students 6 – 72 students 7 – 72 students 8 – 58 students 430 24.11 Support Units	7% Enrollment CAP Growth <p style="text-align: center;">Fiscal Impact:</p> <p>Additional Costs Over Current Operations: \$88,200 Teachers \$8,000 Technology \$4,000 Supplies Total \$100,200</p> <p>Additional Revenue: \$181,901</p>
Year 4	K – 40 Students 1 – 40 Students 2 – 40 Students 3 – 40 Students 4 – 48 students 5 – 48 students 6 – 72 students 7 – 72 students 8 – 60 students Total 460	K – 40 Students 1 – 40 Students 2 – 40 Students 3 – 40 Students 4 – 40 students 5 – 48 students 6 – 72 students 7 – 72 students 8 – 60 students Total 452 24.97 Support Units	6% Enrollment CAP Growth <p style="text-align: center;">Fiscal Impact:</p> <p>Additional Costs Over Current Operations: \$44,100 Teachers \$4,000 Technology \$4,000 Supplies Total \$100,200</p> <p>Additional Revenue: \$52,100</p>

Need Justification

Market

1. ISTCS currently offers only middle grades with no feeder schools. Every student who attends the school must have a reason to decide to transfer and must transfer knowing that he/she will have to return another system.
2. ISTCS has enrollment caps too high for the number of students in the community, creating a situation where there is no competition to enter the system and no competitive reason to stay. As a result, student transfer in and out as they “try out” other options.
3. Stakeholder surveys indicate that families choose to attend ISTCS primarily for its school culture rather than the science emphasis.
4. Community feedback indicates that families often choose not to attend ISTCS as a result of intimidation from the name of the school.

Purpose

1. ISTCS has not clearly established its identity in the community.
2. ISTCS has an educational program, mission, vision statement, and philosophy that do not clearly align with each other, current practice, or its design elements. Aligning all of the promises of the school will clarify its purpose.
3. ISTCS will be better able to offer families in the community an educational choice by allowing parents to make that choice at the beginning of their child’s educational experience.

Academic

1. ISTCS, by design, accepts students from a minimum of 13 feeder schools. A great deal of academic time in 4th, 5th, and 6th grade is spent determining appropriate student placement, identifying individual student academic strengths and holes, and addressing the inherent needs created by those differences.
2. By offering K-8, ISTCS would be able to vertically align programs and better anticipate student academic needs from grade to grade.
3. Aligning all of the promises of the school will clarify the school’s academic emphasis.

Financial Viability

1. Spreading the current enrollment cap out over 4 additional grades will create a competitive way to keep individual grade levels full, increasing funding.

IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL

CHARTER APPLICATION

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TAB 1 -- INTRODUCTION

EXECUTIVE SUMMARY

Idaho Science and Technology Charter School (ISTCS) was established in 2009 as a charter middle school in Blackfoot, Idaho. Its founding mission emphasized preparation for careers in a global marketplace, especially careers in science and technology.

Almost immediately, the school underwent pragmatic changes in its vision. Evidence that middle school students are not developmentally ready to prepare for careers forced educational program changes. School viability was dependent on offering a variety of electives, especially in music and art. Soon, the school began to move away from career preparation and towards teaching the application of skills necessary to succeed in science such as problem solving, inquiry, collaboration, constructing and testing a hypothesis, and effectively communicating results.

At the time of its charter renewal in 2018, the school had effectively transitioned from its original career focus to an emphasis on providing applied, project-based learning in a positive, collaborative culture. As part of its renewal process, the school transitioned from offering grades 4–8 to offering grades K-8.

The culture of ISTCS is its defining trait. The school has a reputation for being a safe, caring school that systematically teaches students positive social skills. Stakeholder surveys consistently indicate that families choose to have their children attend the school because of its positive, supportive culture.

The educational program at ISTCS is centered on a project-based learning philosophy aligned with Idaho State Standards. Students learn best when they are personally invested in their own learning. Project-based learning encourages active student engagement as students tackle real-world problems that require them to apply academic knowledge gained in core ELA and math courses using real-world skills including scientific inquiry, problem solving, research, collaboration, and effectively articulating a conclusion.

Expected student outcomes for children attending ISTCS go far beyond traditional testing methods. While student achievement has consistently trended upwards and students at ISTCS tend to outperform their local peers as measured by standardized tests, the educational program at the school is designed to produce confident, independent thinkers who can manage complex projects and effectively communicate the results of their work.

MISSION STATEMENT

To engage students in independent learning through authentic, complex projects in a positive collaborative setting.

TAB 2 -- EDUCATIONAL PROGRAM

EDUCATIONAL PHILOSOPHY

Students who learn to apply knowledge and skills in positive, collaborative, supportive settings will be prepared for their future. This educational philosophy is based on four fundamental beliefs:

1. Quality education is the key to a successful future.
2. Students learn best when they are personally invested in their own learning.
3. Students are more likely to be personally invested in learning that has authentic value to them such as Project Based Learning.
4. Students learn best in a safe, supportive environment.

EDUCATIONAL PROGRAM

The educational program at ISTCS is centered on a project-based learning philosophy aligned with Idaho State Standards. Students learn best when they are personally invested in their own learning. We strive to use project-based learning as a platform to encourage active student engagement as students “learn how to apply knowledge [gained in core ELA and math courses] to the real world, and use it to solve problems, answer complex questions, and create high-quality products.” (Buck Institute for Education, 2015).

ISTCS has adopted board policies designed to fulfill IDAPA requirements. Board policies 2000 – 2999 regulate all aspects of the educational program at ISTCS including but not limited to curriculum, school calendar, student placement, grading, and meeting the needs of special student populations. Board policy is reviewed and updated regularly.

All educational program and curricular decisions are made pursuant to board policy and IDAPA. Content specific curriculum is adopted through processes outlined by board policy 2100 and may be changed from time to time pursuant to that policy and Idaho State Content Standards. ISTCS currently uses Buck Institute for Education, the George Lucas Educational Foundation, ASCD, and other research-driven educational tools to develop project based curriculum. However, such programs may change from time to time due to the development of new products, changes in standards and/or curriculum modifications.

The educational program at ISTCS is designed to allow students to systematically gain the skills necessary to progress toward independent learning. ISTCS provides five (5) distinct

educational levels designed to meet the needs of children as they develop cognitive, emotional, and academic skills. All educational programs at ISTCS are vertically aligned. Students in upper elementary grades are housed in separate facilities from middle school students and have limited contact with them.

ELEMENTARY (EXPLORATION)

The elementary educational program at ISTCS is designed to give students the skills necessary to explore, discover, and respond to their world while gaining literacy, math, observation, collaboration, presentation, and inquiry skills. Students in elementary programs will be given daily opportunities to participate in “specials” such as PE, music, language, art, and computers. The elementary program is divided into three levels: kindergarten, early elementary, and upper elementary.

KINDERGARTEN (CURIOSITY)

The kindergarten program is designed to nurture a young child’s natural curiosity and desire to learn. The curriculum is based largely on using stories to create early literacy and number sense experiences. Students in kindergarten have extensive exposure to books, stories, phonological awareness, and numbers in a creative environment designed to encourage collaborative play, curiosity, problem solving, and friendship. Students leave kindergarten prepared to learn reading and math skills while working with others to identify and solve problems. Kindergarten is a half day program. Parents will have the option of enrolling kindergarten students in an additional supplemental program on campus for a fee.

EARLY ELEMENTARY (OBSERVATION)

The early elementary program focuses on teaching children early literacy and math in an environment designed to encourage children to develop skills in observation, perspective, and creativity. Students in early elementary grades have extensive exposure to books, stories, non-fiction, and early mathematical concepts. Students are given daily opportunities to make and articulate observations, listen to others, and collaborate to meet age-appropriate goals. Students leave early elementary with the literacy and math skills necessary to begin inquiry-based learning.

UPPER ELEMENTARY (INQUIRY)

The upper elementary program focuses on helping students transition from learning early literacy and math skills to using reading and math as tools in their learning process. Students in upper elementary grades will learn inquiry skills in an environment rich in resources necessary to ask and answer questions as they explore topics ranging from oceans to mythology. Students leave the elementary program prepared for an academic program designed to teach them how to make a positive impact on their world.

MIDDLE SCHOOL (IMPACT)

The middle school educational program is designed to give students opportunities to impact their world. During middle school, students use knowledge and skills to solve problems, ask and answer complex questions, and create high-quality products. Students leave middle school as empowered, independent learners with the ability to impact their own environment and their own futures. The middle school program is divided into two levels: 6th grade and middle school.

6TH GRADE (IMPACT FOR SELF)

ISTCS's 6th grade program is considered part of the middle school program. The focus of 6th grade is to empower students to use the skills of observation, inquiry, research, and presentation to make an impact on their world. Students attend multiple classes including core subjects, project-based learning classes, and electives taught by teachers certified in content areas; however, they are assigned a "core rotation" group. These groups of students are assigned all core classes in a block. This configuration allows students to experience a middle-school schedule without the distraction of changing classmates in every class period. The curriculum is differentiated to meet the needs of a variety of learners, and an honors track is available.

MIDDLE SCHOOL (IMPACT OUTSIDE OF SELF)

ISTCS's 7th and 8th grade program is based entirely on a middle-school configuration. The goal of the middle school academic program is to give students opportunities to incorporate all of the skills gained through ISTCS in authentic projects that have a measurable impact. Students request classes based on academic preparation and preference. All students are required to complete content-specific requirements as outlined by Idaho Statute, project classes, and electives. Students will have the opportunity to take electives. Honors classes are available in core subjects, and qualified 8th grade students are given advanced opportunities for high-school credit.

STUDENT ACADEMIC ACHIEVEMENT STANDARDS

Expected student outcomes for children attending ISTCS go far beyond traditional testing methods. While student achievement has consistently trended upwards and students at ISTCS tend to outperform their local peers as measured by standardized tests, the educational program at the school is designed to produce confident, independent thinkers who can manage complex projects and effectively communicate the results of their work.

ISTCS will set annual goals addressing Measurable Student Educational Standards (MSES) through existing processes which currently include a Continuous Improvement Plan, Accreditation, and Strategic Planning. MSES will be publicly available and will use the following methods as tools to assess student achievement:

STATE-MANDATED TESTING

The school will administer all required state-mandated testing and will establish annual performance goals related to each test at each level. The results of state-mandated testing, along with associated academic goals, will be presented in public meetings annually and will be available on the school's website. Currently, these tests include ISAT, IRI, and NAEP but may change from year to year.

UNIVERSAL TESTING

The school will administer universal testing at the beginning and end of every academic year. The results will be used to screen students for potential specific needs, to place students in appropriate classes, and to monitor specific academic programs. Students who qualify for academic assistance in programs such as Title I will be given additional progress monitor tests throughout the year. Progress monitoring may be used as needed with any student.

CLASSROOM ASSESSMENTS

Classroom assessments designed to determine student knowledge, understanding, and skills including but not limited to tests, quizzes, student products, and student performances will be used to measure student achievement.

PROJECT-BASED STANDARDS RUBRICS

Skills identified as essential for project based learning will be assessed through mastery-based rubrics.

EDUCATIONAL DESIGN ELEMENTS

PROJECT BASED LEARNING

The educational program at ISTCS is centered on a project-based learning philosophy aligned with Idaho State Standards. Students learn best when they are personally invested in their own learning. Project-based learning encourages active student engagement as students “learn how to apply knowledge [gained in core ELA and math courses] to the real world, and use it to solve problems, answer complex questions, and create high-quality products.” (Buck Institute for Education, 2015). While project-based classes may be taught in a variety of subjects, many project-based classes will focus on teaching the application of skills necessary to succeed in science such as problem solving, inquiry, collaboration, constructing and testing a hypothesis, and effectively communicating results.

COLLABORATIVE SCHOOL CULTURE

ISTCS will promote a supportive and collaborative school culture. ISTCS will actively encourage collaboration amongst faculty and students. This emphasis will inform school decisions in scheduling, professional development, curriculum, and discipline. ISTCS will maintain a 4-day instructional week; Fridays will be focused teachers’ professional development and collaboration. ISTCS will implement classroom strategies and activities designed to explicitly teach students how to contribute in a collaborative, supportive academic effort.

STRATEGIES FOR MEETING THE NEEDS OF SPECIFIC STUDENT POPULATIONS

ISTCS supports the right of all students including students with disabilities, English language learners, and gifted/talented to equal access to educational opportunity. No student will be excluded from ISTCS because of their special needs.

ISTCS has adopted the State of Idaho 2016 Special Education Manual as board policy. The school is committed to abiding by the requirements of the federal Individual with Disabilities Education Act (IDEA), section 504 of the Americans with Disabilities Act (ADA) and other federal and state statutes.

The school will maintain a Response to Intervention (RTI) program to identify students who may qualify for services under IDEA. The school will employ certificated special education teacher(s) to provide services. When necessary, the school will contract with specialists such as speech pathologists, school psychologists, and occupational specialists. An Individual Education Plan (IEP) will be developed by an interdisciplinary team including the student's parent(s) or guardian(s) to meet the needs of students with disabilities in the Least Restrictive Environment (LRE).

ISTCS has established board policies (2390 – 2450) pursuant to federal and state statute to address the school's responsibility to specific student populations including English Language Learners (ELL), Gifted and Talented students (GT), students who qualify for section 504 of ADA, and Title I. Board policies are reviewed and updated as needed.

TAB 3 -- FINANCIAL AND FACILITIES PLAN

TRANSPORTATION

Transportation to and from school for students in the primary attendance area is provided through contracted services pursuant to state mandates.

FOOD SERVICE

ISTCS does not participate in the Federal Free and Reduced Lunch Program; however, it does have lunch available for students to purchase.

ISTCS proactively seeks grants and other sources of revenue to offset the cost of student lunch. Currently, the school is able to offer a reduced lunch price to qualifying families. In addition, the school proactively seeks funds and/or material support from community partnerships and Federal Programs such McKinney Vento to provide assistance to qualifying students. The level of assistance and funding for such programs may vary and impact the school's ability to assist from time to time.

FINANCIAL MANAGEMENT

ISTCS has adopted board policies designed to fulfill IDAPA requirements. Board policies 7000 – 7999 regulate all aspects of financial management at ISTCS including but not limited to budgeting and accounting practices, fraud prevention, audits, and property records. Board policies 1000 – 1999 regulate governance practices including the Board of Director's rights and responsibilities regarding financial management; board policy 1205 outlines the financial authority of the Board of Directors. Board policy is reviewed and updated regularly.

ISTCS contracts with an independent auditor to perform financial audits annually.

FACILITIES

ISTCS is located at 21 N 550 West. The school owns 50% interest in a 15 acre property at that address and currently leases a 30,000 square foot facility that includes 13 classroom spaces, a

gym, a warming kitchen, a commons area, restrooms, and office space. In addition, the school owns four modular units located on the property. The school will add additional modular units as necessary. In the future, the school will consider other permanent building options including but not limited to adding a wing to its current building or building an additional building on its grounds.

TAB 4 -- BOARD CAPACITY AND GOVERNANCE STRUCTURE

GOVERNANCE STRUCTURE

The governance structure for ISTCS is outlined in detail in ISTCS Board Policies 1000 – 1999. Governance policies address a wide range of board topics including legal status, board membership, powers and duties, strategic planning, director insurance, board meeting, and the board’s relationship to the school’s director. All board policies are cross referenced with legal requirements including IDAPA and federal regulations. The board reviews and updates policies as needed. All policies are available on the school’s website: idahoscience.com.

Articles of Incorporation and Corporate Bylaws can be found in Appendix B.

CURRENT BOARD OF DIRECTOR’S ROSTER

Seat Number and Current Occupant	Elected or Appointed	Office Position Held If any	Seated	Date of Term Expiration
1. Jennifer Cameron	Appointed	Member	11/08/2017	Annual Meeting – 2018; 2021, 2024
2. Kelly Moulton	Elected	Chair	11/14/2012	Annual Meeting – 2020; 2023; 2026
3. Gwen Inskeep	Elected	Member	7/10/2017	Annual Meeting – 2019; 2022; 2025
4. Matthew Steffa	Elected	Secretary/Treasurer	7/10/2017	Annual Meeting – 2019; 2022; 2025
5. Becki Adams	Appointed	Vice Chair	3/19/2014	Annual Meeting – 2020; 2023; 2026
6. Not Utilized	--	--		--
7. Not Utilized	--	--		--

Resumes for current board members can be found in Appendix C.

RECRUITMENT AND TRAINING

The process for filling all openings on the Board of Directors at ISTCS is outlined in Article 4 of its Corporate Bylaws. The school actively recruits potential board members from its parent stakeholders. All board openings are announced to stakeholders through established communication methods such as email, letters home, Facebook, advertising at school functions, and/or the school's website. In addition, parents who have previously expressed an interest in significant volunteer positions are contacted individually to notify them of a potential opportunity to serve on the board.

Once potential board members are identified, they are provided with information necessary to eventually be seated including but not limited to a questionnaire for potential board members, the school charter, and Board policy 1205 *Board of Directors Powers and Duties*, and ISBA publication *So You Want to be a School Board Member*.

ISTCS is a member of the Idaho School Board Association (ISBA). The Board of Directors completes annual training through that organization including individualized training at the school and attendance at ISBA sponsored training events. Two current ISTCS board members have earned Boardmanship Awards through ISBA, and the Board of Directors earned the 2017 Master of Boardmanship Award. In addition to ISBA training, the board actively seeks training in legal matters. Representatives from the board attend Ed Law Institute annually. All board training is also attended by the school's administrative director to facilitate a strong working relationship between ISTCS's governance and administration.

TAB 5 -- STUDENT DEMAND AND PRIMARY ATTENDANCE AREA

STUDENT DEMAND

Within three weeks of announcing expansion to a K-8 program, ISTCS had collected sufficient lottery applications to fill all openings in 1st – 3rd grade and sufficient lottery applications to fill 70% of its overall enrollment caps. Initial studies show that ISTCS’s current student population (2017-18 school year) transferred from the following educational entities:

- 49% transferred from 7 Blackfoot School District (55) Schools.
- 21% transferred from Blackfoot Charter Community Charter School (BCCLC).
- 16% transferred from 4 Snake River District (52) Schools.
- 14% transferred from 22 Out of Area Schools or Homeschool.

ISTCS’s current student population includes 59% siblings; however, applicants for the new openings in early elementary show a significantly higher initial sibling preference. The school is projecting that 80% of its students in grades K – 3 will be siblings of current students.

ISTCS’s retention rate among students who begin in elementary grades is significantly higher than its retention rate among students who begin in middle school grades. Currently, 62% of the school’s total student population started attending ISTCS as an elementary student.

STUDENT NEED

ISTCS students generally score higher on standardized tests than their peers in surrounding public schools (see chart below); however, expected student outcomes for children attending ISTCS go far beyond traditional testing methods. The educational program at the school offers project-based and advanced classes that are not widely available in local schools. Each year, between 50 – 70% of 8th grade students earn high school credits through advanced opportunities programs including four (4) in-house classes offered at ISTCS.

Percentage of Students Proficient
Spring, 2017

	ELA	Math	Science
Idaho Science and Technology	52%	33%	63%
Blackfoot Charter	39%	33%	39%
Blackfoot School District	40%	31%	48%
Snake River School District	49%	38%	54%

Notably, ISTCS students who are classified as economically disadvantaged outperform their public school peers on the state level as measured by ISATs. In Spring, 2017, 47% of ISTCS students who qualified as economically disadvantaged were proficient in ELA, compared to only 40% statewide. In math, the proficiency rates were 31% for ISTCS compared to 30% statewide.

TARGET ENROLLMENT

Idaho Science and Technology Charter School will serve grades kindergarten (K) through eight (8). The school will maintain its overall enrollment CAPS to embrace a small, highly competitive educational and market philosophy. During the initial year of expansion, the school will retain its overall enrollment CAP and redistribute grade level CAPS as shown in the table below. In subsequent years, the school will maintain 10% or less growth in the school-wide enrollment CAP.

	Enrollment CAP	Anticipated Enrollment
Year 1 (2018-19)	K – 40 Students 1 – 20 Students 2 – 20 Students 3 – 20 Students 4 – 24 students 5 – 48 students 6 – 72 students 7 – 72 students 8 – 54 students Total – 370	K – 40 Students 1 – 20 Students 2 – 20 Students 3 – 20 Students 4 – 22 students 5 – 48 students 6 – 72 students 7 – 54 students 8 – 48 students Total – 344 18.95 Support Units
Year 2 (2019-20)	K – 40 Students 1 – 40 Students 2 – 37 Students 3 – 20 Students 4 – 24 students 5 – 48 students 6 – 72 students 7 – 72 students 8 – 54 students Total 407	K – 40 Students 1 – 40 Students 2 – 32 Students 3 – 20 Students 4 – 24 students 5 – 48 students 6 – 72 students 7 – 65 students 8 – 50 students Total 391 21.95 Support Units

Year 3 (2020-21)	<p>K – 40 Students 1 – 40 Students 2 – 40 Students 3 – 40 Students 4 – 24 students 5 – 48 students 6 – 72 students 7 – 72 students 8 – 60 students</p> <p>Total 436</p>	<p>K – 40 Students 1 – 40 Students 2 – 40 Students 3 – 38 Students 4 – 22 students 5 – 48 students 6 – 72 students 7 – 72 students 8 – 58 students</p> <p>430 24.11 Support Units</p>
Year 4 (2021-22)	<p>K – 40 Students 1 – 40 Students 2 – 40 Students 3 – 40 Students 4 – 48 students 5 – 48 students 6 – 72 students 7 – 72 students 8 – 60 students</p> <p>Total 460</p>	<p>K – 40 Students 1 – 40 Students 2 – 40 Students 3 – 40 Students 4 – 40 students 5 – 48 students 6 – 72 students 7 – 72 students 8 – 60 students</p> <p>Total 452 24.97 Support Units</p>

ISTCS will ensure that total student enrollment remains below overall school enrollment CAPS outlined above and that sufficient openings exist in upper grades to accept all returning students from lower grades. When grade-based caps must be adjusted based on returning enrollment or retained students, the ISTCS Board of Directors will establish grade-based enrollment caps no less than one (1) month prior to ISTCS’s lottery application deadline and will post the Annual Enrollment Capacity information on the Idaho Science and Technology Charter School website within five (5) days of the Board vote.

LOTTERY PROCESS

All potential students wishing to enroll in ISTCS must complete a lottery application. Applications can be obtained through the office or the enrollment tab at idahoscience.com. Applications can also be mailed or faxed to the school. Applications must be received by ISTCS by 5:00 the day

before the date of the lottery. Applications received after the deadline will be added to the bottom of the final selection list for the appropriate grade.

If the capacity of the school is insufficient to enroll all prospective students, a lottery shall be utilized to determine which prospective students will be admitted to ISTCS. The lottery will be held during the March Board of Director's Meeting unless otherwise designated by the board. The lottery date will be posted at least 30 days prior to the lottery. The lottery will utilize a randomized computer lottery program. A lottery to determine the order in which grades will be filled will precede the student lottery. The lottery will follow Idaho Code Section 33-502 (j). Prospective students will be placed in priority groups as follows:

First Priority – The first priority group includes pupils returning to ISTCS for the subsequent year.

Second Priority – The second priority group of ISTCS will include the children of full-time employees and children of Founders (provided that this admission preference shall be limited to not more than ten percent of the capacity of ISTCS).

Third Priority – The third priority group is siblings of pupils already enrolled or selected by the lottery.

Fourth Priority – The fourth priority group is students who reside within the primary attendance area.

The fifth priority group includes students who reside outside of the primary attendance area.

At the conclusion of the lottery for each grade, the officials will pause to update the priority group assigned to prospective students impacted by sibling priority. In the case of twins, school officials will manually adjust the priority of the second twin chosen.

Offers of enrollment may be made via e-mail, telephone or residential mail. Acceptance must be made within 7 days of when the offer is made or of the date the offer was delivered, as verified by the U.S. postal Service. If no response is received within 7 days, the child's name will be moved to the bottom of the waiting list. This timeline will be shortened to 24 hours between August 15 and September 15.

The final selection list for a given school year shall not roll over to the next subsequent school year.

COMMUNITY VISION

VISION

ISTCS will be recognized for playing a positive role in the community.

ISTCS stakeholders host or support a minimum of 5 community events per year. Past events include hosting a community-wide science fair, hosting education outreach programs, color runs, canned food drives, and service projects.

PARTNERSHIPS

ISTCS actively seeks community partnerships. The school has current, active partnerships with the following organizations: ISU Community Outreach, ISU College of Science and Engineering, Ignite CS, iSTEM, Leo's Place, Overdeck Family Foundation, Simons Foundation, INL, Radio Shack, Community Dinner Table, Bingham Historical Park, STEM Action Center, Future City, and PK12. In addition to those partnerships, ISTCS hosts students from surrounding school districts in an annual science fair.

MARKETING

ISTCS maintains an aggressive marketing plan that is updated and presented to its Board of Director's annually. The marketing plan generally consists of four components: community, communication, advertisement, and enrollment. The community component focuses on establishing and maintaining a positive school image in the community, communication focuses on maintaining a positive image with current stakeholders, advertisement focuses on communicating with potential students, and enrollment focuses on meeting annual enrollment expectations.

STRATEGIES FOR INFORMING UNDERSERVED STUDENTS AND FAMILIES

ISTCS's marketing plan is designed specifically to reach all potential stakeholders within its primary attendance area. The school typically runs three (3) coordinated advertising campaigns per school year with the goal of using multiple platforms to disseminate a specific, targeted message in both English and Spanish. The school relies heavily on digital platforms such as Facebook, email, and its Website; however, it recognizes that digital messaging does not work for all populations in its primary attendance area. The school distributes fliers to underserved neighborhoods.

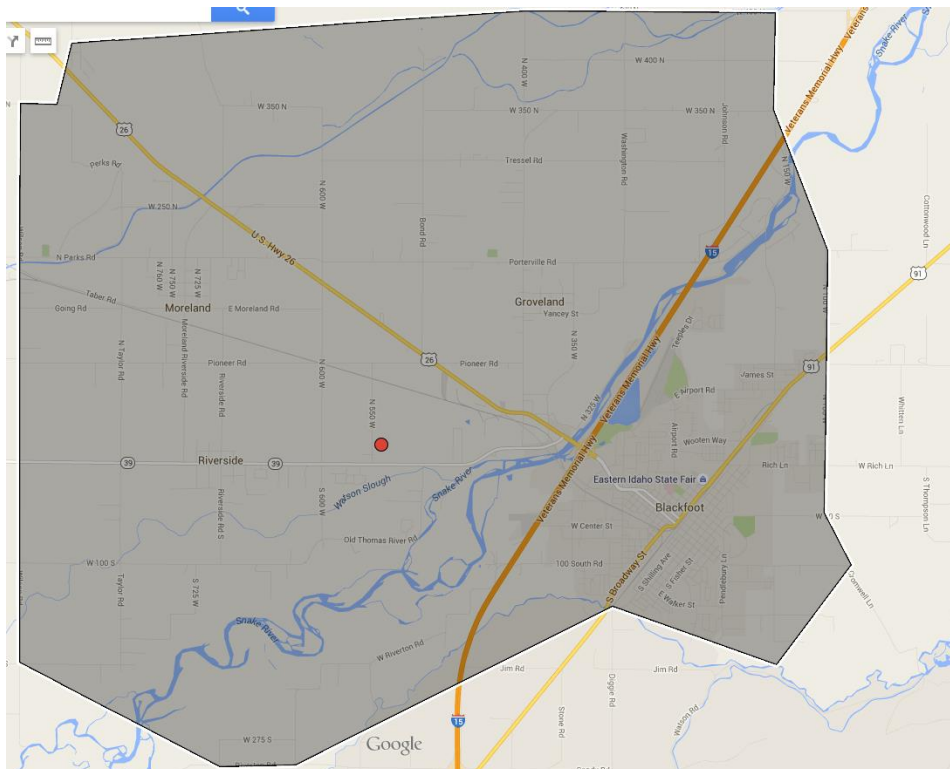
Currently, ISTCS's population does not appear to mirror the demographics of surrounding school districts. Verified enrollment numbers consistently show that ISTCS serves a higher percentage of Special Education students, but a lower number of both ELL students and students who qualify for Free and Reduced Lunch.

PRIMARY ATTENDANCE AREA

The primary attendance area will include areas from the Blackfoot School District (55) and Snake River School District (52). The boundaries will be as follows:

Intersection of 450 West and 400 West (McDonaldville Rd) West (No Roads or Population) to Highway 26 and Larsen Road: South on Larsen Rd. to W 350 N; West on W 350 N to Wilson Road; South on Wilson Road to Hahn Road; Southeast (No road or population) to the intersection at S Riverton Road and Hoskins Loop; East to S 625 West; Southeast (No Road or population) to the intersection at Highway 91 and Shilling; East on Blackfoot River to 150 West; North on 150 West to Cromwell Lane; North (No Road – State Hospital) the intersection of Mitchell Lane and 100 West; North on 100 West to the end of Hansen Lane; North (No Roads or Population) to intersection of 350 North and Rose Road; West on 350 North to Johnson Road; North on Johnson Road to 450 West (Lambert Road); West on 450 West to McDonaldville Road. Addresses on both sides of the streets will be included in the primary attendance area. (See Map)

These students will be given priority as designated in Idaho Code Section 33-5205(3) (j); however, students from other areas may be enrolled.



TAB 6 -- SCHOOL LEADERSHIP AND MANAGEMENT

Policies related to school leadership and management are delineated in Board Policies 6000-6999. The director of ISTCS is directly responsible to the Board of Directors, serves as the chief executive of the Board, and supervises all District operations in accordance with Board policies. The Director's responsibilities include overseeing all aspects of compliance, personnel, students, strategic planning, educational program, operations, finances, and public relations. The Board evaluates the Director annually pursuant to Board Policy 1410 and 6100.

The Principal of ISTCS is responsible to the Director in managing all day-to-day operations of the school. The Principal acts as a designee for the Director when necessary, sits on the school leadership team, and participates in long-term strategic planning. The Director is responsible for evaluating the Principal annually.

The business manager of ISTCS is responsible to the Director of the school in managing all business operations including financial, student and personnel records, and compliance. The business manager also serves as the Clerk of the Board and is directly responsible to the Board of Directors as its Clerk. The Director is responsible for evaluating the Business Manager Annually.

Resume for current Director can be found in Appendix D.

Organizational Chart can be found in Appendix D.

Job Descriptions for the Director, Principal, and Business Manager can be found in Appendix D.

APPENDIX A – 3-YEAR OPERATING BUDGET

	2018-19	2019-20	2020-21
Anticipated Revenues			
M&O	\$1,906,672.00	\$2,271,604.00	\$2,429,022.00
Other State Support	\$270,852.00	\$297,937.00	\$318,792.00
Federal	\$134,942.00	\$134,942.00	\$134,942.00
Misc	\$50,000.00	\$50,000.00	\$50,000.00
Total Anticipated Revenues	\$2,362,466.00	\$2,754,483.00	\$2,932,756.00

	2018-19	2019-20	2020-21
Anticipated Expenditures			
Elementary Program 512	\$595,208.00	\$719,408.00	\$807,608.00
Secondary Program 515	\$590,000.00	\$607,700.00	\$625,931.00
Exceptional Child 521	\$20,884.00	\$20,884.00	\$20,884.00
Student Support 611	\$56,000.00	\$57,680.00	\$59,410.00
Board of Education 631	\$6,600.00	\$6,600.00	\$6,600.00
Administration 641	\$184,031.00	\$189,552.00	\$195,239.00
Business Operations 651	\$64,000.00	\$65,920.00	\$67,898.00
Building Care 661 - 665	\$403,100.00	\$488,100.00	\$408,100.00
Transportation 681	\$170,000.00	\$175,100.00	\$187,357.00
Debt 911	\$67,000.00	\$67,000.00	\$67,000.00
Contingency 950			
Title I	\$45,364.00	\$45,364.00	\$45,364.00
SPED	\$48,578.00	\$48,578.00	\$48,578.00
Total Proposed Expenditures	\$2,250,765.00	\$2,491,886.00	\$2,539,969.00

Anticipated Carryover (Revenues-Expenditures)

\$111,701.00	\$262,597.00	\$392,787.00
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Budget Assumptions

Support Units	18.95	21.95	23.86
Kindergarten Enrollment	40	40	40
Elementary Enrollment	202	236	260
Secondary Enrollment	102	115	130
ADA	325	369	405
FTE Teachers	22.64	26.64	28.64
FTE Admin	1.8	2	2
FTE Counselor	1	1	1
FTE Non Certified Staff	8	10	10

BYLAWS OF IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL, INC.

An Idaho Nonprofit Corporation

**ARTICLE 1
OFFICES**

Section 1.1 Offices

The Corporation’s principle office shall be fixed and located in the County of Bingham, State of Idaho as the Board of Directors (“Board”) shall determine. The Board is granted full power and authority to change the principle office from one location to another within the County of Bingham, State of Idaho.

**ARTICLE 2
PURPOSE**

Section 2.1 Purpose

The Corporation is organized exclusively for educational purposes within the meaning Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future Federal income tax code.

Notwithstanding any other provision of these Bylaws to the contrary, the Corporation shall not carry on any activities not permitted of:

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

**ARTICLE 3
NO MEMBERS**

Section 3.1 No Members

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

Section 3.2 Associates

Nothing in the Article 3 shall be construed to limit the Corporation’s right to refer to persons associated with it as “members” even though such persons are not members, and no such reference by the Corporation shall render anyone a member within the meaning of Section 30-334 of the Idaho Nonprofit Corporation Act. Such individuals

may originate and take part in the discussion of any subject that may properly come before any meeting of the Board, but may not vote.

**ARTICLE 4
BOARD OF DIRECTORS**

Section 4.1 Board of Directors

The number of Directors constituting the Board of the Corporation shall be not less than five (5) or more than seven (7) Directors. The function of the Board can be described as policy making, governance, advising and evaluating. The Board shall have the further duty of directing the financial means by which the educational program is conducted. They shall also ensure that the community be informed of the needs, purposes, values and status of the charter school.

Section 4.2 Powers of the Board of Directors

The Board, as a board, shall have the full power and duty to manage and oversee the operation of the Corporation’s business and to pledge the credit, assets and property of said Corporation when necessary to facilitate the efficient operation thereof. Authority is given to the Charter School Board of Directors by the State of Idaho as provided in the “Public Charter Schools Act of 1998.” (I.C. 33-5201)

Section 4.3 Selection of Directors

(a) During the initial year of operation, the Board shall be comprised of the Directors nominated and appointed by the organizing members and founders of Idaho Science and Technology Charter School. Additional Directors may be added at the discretion of the current Directors, as established with a two-thirds majority vote.

(b) After the initial year of operation, Directors shall be determined as follows:

If 5 Directors	3 Elected	2 Appointed
If 6 Directors	3 Elected	3 Appointed
If 7 Directors	4 Elected	3 Appointed

The procedure for the appointment or election of directors is as detailed below.

(c) After the initial year of operation, Directors will fill vacancies on the Board by the process outlined below;

- i. Process for the Election of a Director:
 - a.. All Board of Directors applicants will be required to fill out a questionnaire.
 - b.. All Board of Directors applicants will be required to go through a screening process, overseen by a committee that is nominated by the Charter School Board of Directors. The committee shall consist of staff members, members of the PAC Executive Committee and members of the Board of Directors.
 - c.. The committee will then nominate to the Charter School Board of Directors, candidates for each open position.
 - d. No more than three candidates per position shall be nominated.

- e. Stakeholders of the school will then be asked to vote on the candidates. A stakeholder of the school is defined as one or more of the following; a parent of a child attending the school; staff members or employees of Idaho Science and Technology Charter School; Idaho Science and Technology Charter School board members and founders of the Charter School that signed the charter petition.
 - f. Idaho Science and Technology Charter School Board of Directors will ensure all ballots are counted in a fair and impartial manner, by a neutral 3rd party.
 - g. The time, date and location of all elections will be advertised by Idaho Science and Technology Charter School using, but not limited to, the following methods; newspaper articles, public service announcements in newspapers, and notification sent home with students.
 - h. Voting on board member elections can be done in person or via absentee ballot. Absentee ballots are valid only if person is named on the Stakeholder list and the individual is not also voting in person. The stakeholder list consists of; parents of students attending the school; staff members or employees of Idaho Science and Technology Charter School; Idaho Science and Technology Charter School board members and founders of the Charter School that signed the charter petition. The cut-off for being listed as a stakeholder is the final day of school each year.
 - i. In the instance where a Board is unable to seat a Director through Election due to the lack of any qualified individual seeking election to a position, the Board may fill such position through appointment for the term of the seat.
- ii. Process for the Appointment of a Director:
 - a. All individuals interested in an appointed position on the Board will be required to fill out a questionnaire.
 - b. All individuals interested in appointment in a position may be required to go through a screening process, overseen by a committee that is nominated by the Charter School Board of Directors. The committee shall consist of staff members, members of the PAC Executive Committee and members of the Board of Directors.
 - c. The committee may then nominate to the Charter School Board of Directors, candidates for each open position.
 - d. The Board shall thereafter appoint a Director to its Board. The Board has discretion to accept an individual nominated by the Committee or to select any other individuals who may have sought out the position and completed the questionnaire.
 - e. The Board, by majority vote, may choose to deviate from this outlined process if it deems time to be of the essence in filling an existing vacancy or vacancies.
 - iii. Filling a Director Vacancy mid-term:
 - a. Should any Director choose to quit their position on the Board, mid-term, fail to have a student attending the school or otherwise become disqualified to serve or be removed from serving as a Director of the Board, the remaining Board members shall appoint an individual to fill out the remainder of the year until such time as the Annual Meeting.
 - b. If the vacancy is a position for Appointment, the Board members shall appoint an individual to serve in the position until the end of the term.
 - c. If the vacancy is a position for Election, the Board shall put into place the appropriate process in advance of the Annual Meeting such that an election can be held and a successor elected to fulfill the remainder of the term.

- d. If the next Annual Meeting is the conclusion of the term for the seat that has been vacated, the process for filling such seat shall remain consistent with the traditional process for filling a vacancy on the Board.

Section 4.4 Terms

(a) Directors shall be elected or appointed to a three (3) year term of office. At all such time, such terms shall be staggered such that at no time shall more than two (2) terms be ending at the same time.

- i. In order to remain qualified to serve as a Director, an individual must have a child enrolled as a student at the school. At any time during the term should a Director have no child enrolled at the school, the Board shall declare such position vacant and fill such term as is to be done for vacancies.

(b) All terms shall align with the Annual Meeting of the School. Each Director shall serve until the stakeholders at the Annual Meeting of the Corporation duly elect or appoint his/her successor. Should a successor not yet be appointed or elected at the time of the Annual Meeting, the Board may choose to continue the existing Director in the position until such time as a successor is elected and/or appointed.

(c) Successive Terms. The terms of the school’s Bylaws will not prevent a Board Member from seeking to serve, be elected or appointed to serve additional terms in office.

(d) The Board shall maintain a chart of the positions of the Directors. Such chart shall include information as follows:

Seat Number and Occupant	Elected or Appointed	Office Position If any	Date of Term Expiration
1.	Appointed		Annual Meeting – 2015; 2018; 2021 etc.
2.	Elected		Annual Meeting - 2017; 2020; 2023 etc.
3.	Elected		Annual Meeting - 2016; 2019; 2022 etc
4.	Elected		Annual Meeting - 2016; 2019; 2023 etc
5.	Appointed		Annual Meeting - 2017; 2020; 2023 etc
6. Not Utilized			
7. Not Utilized			

Section 4.5 Resignation and Removal

Subject to the provisions of Section 30-3-69 of the Idaho Nonprofit Public Corporation Act, any Director may resign effective upon giving written notice to the Chairman of the Board, or the Secretary of the Board, unless the notice specifies a later effective time. If the resignation is effective at a future time, a successor may be selected before such time as addressed herein. A Director may be removed without cause by a majority of the Directors then in office.

Section 4.6 Vacancies

(a) A Board vacancy or vacancies shall be deemed to exist if any Director dies, resigns, or is removed, is otherwise unqualified due to the lack of a child enrolled in the school or if the authorized number of Directors is increased.

(b) The Board may declare vacant the office of any director who has been convicted of a felony, or has been found to have breached any duty arising under Article 30-3-85 of the Idaho Nonprofit Public Corporation Act or to be of unsound mind, by any court of competent jurisdiction, or has failed to attend four (4) or more meetings of the Board in any calendar year.

(c) Removal of a Director for one or more of the reasons listed in Section 4.6(b) above may be initiated by any member of the Board or by a majority vote petition of the Stakeholders. The Board shall hold a public meeting within ten (10) school attendance days of receiving such a request or petition. Such meeting shall be conducted with regard for the reasonable due process rights of all parties and in public, except where either the Board or the Director whose removal is sought requests a closed session. Where a closed session is held, the final action of the Board shall be taken in public.

(d) A vacancy on the Board may be filled by a majority vote of the remaining Directors, through the aforementioned process, although less than a quorum. Each Director so elected shall hold office until the next annual meeting of the Corporation, as detailed herein.

(e) No reduction of the authorized number of Directors shall have the effect of removing any Director prior to the expiration of the Director's term of office.

Section 4.7 Compensation of Directors

Directors shall not receive any compensation for their services; however, the Board may approve the reimbursement of a Director's actual and necessary expenses incurred in the conduct of the Corporation's business. The Corporation shall carry liability insurance covering the Corporation's business.

Section 4.8 Employees

The Board shall have the power to hire employees of the Corporation whose duties shall be specified by the Board.

Section 4.9 Voting

No proxy voting on the Board may occur. All voting must occur in accordance with Open Meeting laws as stated in the Idaho Code. The Chairman of the Board may make or second any motion before the Board and maintains full voting rights as a Board Member.

Section 4.10 Quorum

A majority of the number of Directors fixed by section 4.1 of the ByLaws shall constitute a quorum for the transaction of business for the Board of Directors. The act of the majority of the Directors present at a meeting at which a quorum, is present, consistent with the Idaho Code, shall be the act of the Board of Directors. A quorum consisting of a majority or more of the then current Directors must be assembled to vote and conduct business.

Section 4.11 Rights of Inspection

Every Director has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation provided such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the Corporation's obligations to maintain the confidentiality of certain books, records and documents under any applicable federal, state or local law. Such right to individual Director inspection shall not include confidential personnel or student records protected by state and/or federal law.

ARTICLE 5 BOARD MEETINGS

Section 5.1 Place of Meeting

The place of all meetings of the Directors shall be determined from time to time by the Board, when applicable noted and determined at the Annual Meeting; and the place at which such meetings shall be held shall be stated in the notice and call of meeting.

Section 5.2 Annual Meeting

The Annual Meeting of the Directors of the Corporation for the election of Directors and Officers to succeed those whose terms expire and for the transaction of other business as may properly come before the meeting, shall be held each year during the month of July, at the principle office of the Corporation in the County of Bingham, Idaho and as posted and noticed for such meeting.

Section 5.3 Monthly Meetings

Monthly meetings of the Directors of the Corporation will not be mandatory. However, to the extent the Board deems appropriate, a regular meeting schedule will be established by the Board during its Annual Meeting, with a determination of date each month, time of commencement and location. Should a regular meeting need to be rescheduled, such will be posted and noticed accordingly.

Section 5.4 Notice of Meeting

Notice of the date, time and place of any meeting of the Board shall be in accordance with Idaho

Open Meeting Law. Notice of the time and place of the annual meeting of the Directors or of any monthly meetings of the Directors shall not be given by mailing written or printed notice of the same but shall be posted at the school bulletin board and any other location as determined by the Board at its Annual Meeting, in accordance with the provisions of the Idaho Code.

5.5 Special Meetings

Special meetings of the Board of Directors shall be in accordance with Idaho Open meeting Law and may be held at any time on a call issued by two or more members of the Board of Directors. Notice of any special meeting of the Board shall be given in accordance with the provisions of the Idaho Code by written notice delivered personally or sent by mail, facsimile, or electronic mail to each Director.

Section 5.6 Attendance

Each member of the Board is expected to diligently and responsibly execute his duties and responsibilities. Failure to attend three consecutive meetings during any fiscal year of the Board, or four absences in one year shall be, at the discretion of the Board, grounds for removal with cause.

Section 5.7 Robert's Rules of Order

Robert's Rules of Order will be used as deemed necessary as advisory and not compulsory guidance by the Board of Directors.

ARTICLE 6 OFFICERS AND DUTIES

Section 6.1 Officers

The Officers of the Corporation shall be Chairman of the Board, Vice Chairman, Secretary, and Treasurer. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as the Chairman of the Board. Officers of the Corporation shall also be Directors of the Corporation. The Officers shall be elected each year at the Annual Meeting by the Board and serve a one (1) year term.

Section 6.2 Chairman of the Board

The Chairman of the Board is the general manager and chief executive officer of the Corporation and has, subject to the control of the Board, general supervision, direction and control of the business of the Corporation. The Chairman of the Board shall preside at all meetings of the Board. The Chairman of the Board has the general management powers and duties usually vested in the office of President and General Manager of a corporation as well as such other powers and duties as may be prescribed from time to time by the Board.

Section 6.3 Vice Chairman

In the absence or disability of the Chairman of the Board, the Vice Chairman will perform all the duties of the Chairman of the Board and, when so acting, shall have all the powers of, and be subject to all the restrictions upon,

the Chairman of the Board. The Vice Chairman shall have such other powers and perform such other duties as the Board may prescribe from time to time.

Section 6.4 Secretary

(a) The Secretary shall keep or cause to be kept, at the principle office or such other place as the Board may order, a book of minutes of all meetings of the Board and its committees, including the following information for all such meetings: the time and place of holding; whether regular or special; if special, how authorized; the notice thereof given; the names of those present and absent, and the proceedings thereof. The Secretary shall keep, or cause to be kept, at the principle office in the State of Idaho the original or a copy of the Corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all Directors and their respective addresses.

(b) The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committees thereof required by these Bylaws or by law to be given, and shall distribute the minutes of meetings of the Board to all its members promptly after the meetings; shall see that all reports, statements and other documents required by law are properly kept or filed, except to the extent the same are to be kept or filed by the Treasurer; and shall have such other powers and perform such duties as may be prescribed from time to time by the Board.

Section 6.5 Treasurer

(a) The Treasurer of the Corporation shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the Corporation, including accounts of its assets, liabilities, receipts and disbursements. The books of account shall at all times be open to inspection by any Board member. The school secretary may serve as Treasurer.

(b) The Treasurer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as may be designated from time to time by the Board. The Treasurer shall disburse the funds of the Corporation as may be ordered by the Board, and shall render to the Board, upon request, an account of all transactions as Treasurer and of the financial condition of the Corporation. The Treasurer shall present an operating statement and report, since the last preceding regular Board meeting, to the Board at all regular meetings. The Treasurer shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

Section 6.6 Removal

Any Officer may be removed, either with or without cause, by a majority of the Directors then in office.

Section 6.7 Vacancies

A vacancy in any office because of death, resignation, removal, disqualification or any other cause shall be filled in the manner prescribed in these Bylaws for regular election or appointment to such office, provided that such vacancies shall be filled as they occur and not on an annual basis.

ARTICLE 7 DEPOSITORIES AND CONTRACTS

Section 7.1 Depositories

All funds of the Corporation shall be deposited in the name of the Corporation in such bank, banks, or other financial institutions the Board of Directors may from time to time designate. Those funds shall be drawn on checks, drafts, or other orders signed by individuals designated by the Board. The board must adopt policies for the signing of checks, drafts, or orders to ensure appropriate control over the expenditure of corporate funds and those policies must be included in the Board's Policy Handbook. Under no circumstances is any person authorized to sign checks, draft, or other orders drawn on a financial institution of the Corporation if that person is not covered by the Corporation's errors and omissions policy or directions and officers liability policy.

Section 7.2 Contracts

The Chairman, or Vice-Chairman, is authorized to execute any contract which has been previously approved or has been budgeted by the Board. No member of the board, including the Chairman or Vice-Chairman, is authorized to bind the corporation by any contract, agreement, understanding, obligation, instrument, or by any other means, in any manner, inconsistent with the will of the Board.

ARTICLE 8 FISCAL AFFAIRS

Section 8.1 Fiscal Year

The fiscal year of the Corporation shall be from July 1st to June 30th.

ARTICLE 9 NOTICES

Section 9.1 Manner of Giving Notice

Notice of the time and place of the Annual Meeting of the Directors or of any monthly meetings of the Directors shall be given by facsimile, e-mail, mailing or written notice of the same at least seven days in advance of the meeting.

Section 9.2 Waiver

A waiver of any notice in writing, signed by a Director or Officer, whether before or after the time stated in said waiver for holding a meeting, or presence at any such meeting, shall be deemed equivalent to a notice required to be given to any Director, or individual.

ARTICLE 10 DISSOLUTION

Section 10.1 Dissolution

Upon dissolution of the Corporation, assets shall be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code. All remaining assets will be distributed the Idaho Public Charter School Commission.

ARTICLE 11
AMENDMENTS

Section 11.1 Bylaws

New Bylaws may be adopted or these Bylaws may be amended or repealed by a majority vote of the Board, provided that notice of the proposed amendments have been published to the members of the Board at least ten (10) days prior to the meeting. Whenever any amendment or new Bylaws are adopted, copies shall be placed in the Book of Bylaws with the original Bylaws, and immediately after them, and shall not take effect until so copied. If any Bylaws are repealed, the fact of repeal with the date of the meeting at which the repeal was enacted must be stated in the book and until so stated, the repeal must not take effect. Whenever any provision of the Bylaws is either amended or repealed, a marginal note shall be made thereon indicating the place or page where the amendment or repeal may be found.

CERTIFICATE OF BYLAWS

I certify that I am the initial agent of Idaho Science and Technology Charter School, Inc., an Idaho Nonprofit Corporation, and that the foregoing Bylaws, constitute the Bylaws of such corporation.

IN WITNESS WHEREOF, I have signed my name to this Certificate on _____
Date

Kelly Moulton

Kelly A. Moulton , Board Chair

Experience

PRACTICE MANAGER

10/01-CURRENT

ANIMAL HEALTH CLINIC, INC. BLACKFOOT, ID

- Manage a veterinary clinic, involved in all aspects of business ownership. Responsible for implementation of all policies and procedures.
- Responsible for personnel management, troubleshooting finance & HR issues, payroll, record keeping practices, scheduling, interviewing, hiring, benefits, relocation and evaluation of employees.
- Created new clinic image via marketing utilizing our involvement in community and emphasizing employee strengths.
- Performed a needs analysis on clinic resulting in the company mission statement, vision and corporate goals.
- Developed new job descriptions by identifying competencies and processes to maximize workflow and create a new training manual.

RECEPTIONIST – EMPLOYMENT SPECIALIST

8/98-5/01

PURDUE UNIVERSITY

WEST LAFAYETTE, IN

- Complete interaction with public regarding employment, Purdue policies and procedures, and overall customer satisfaction.
- Responsible for front desk operations, including phones, customer service, database update for current employees as well as applicant updates, and word processing.
- Cross-trained in I-9 procedures and application coding; trained new employees.

COMPUTER SPECIALIST

8/97-8/98

RELIABLE EXTERMINATORS

LAFAYETTE, IN

- Installed new computer program on server and workstations.
- In charge of updates, daily issue resolution, and software/hardware troubleshooting.
- Responsible for monthly billing, collection of overdue accounts, special account requests, and general accounting knowledge.
- Trained office staff, owners and managers to use new programs, basic Windows operations, Microsoft Office, Lotus, and Internet usage.
- Daily multi-phone line use and customer relation responsibilities. Developed excellent phone etiquette.

Education

MASTER'S DEGREE IN HUMAN RESOURCES, TRAINING AND DEVELOPMENT

Idaho State University; 2004, 4.0 GPA

Master's Thesis Project done on Veterinary Perceptions on Veterinary Technicians in Idaho delving into the discrepancy between the laws concerning licensed technicians vs. the reality of the available qualified work pool in the state.

BACHELOR'S DEGREE IN HUMAN RESOURCES, TRAINING AND DEVELOPMENT

Idaho State University; 2003

Finished concurrently as Master's began.

ASSOCIATES'S DEGREE IN ARTS AND SCIENCES

Ricks College; 1997, Graduated with Honors

Received scholarship for Outstanding Sophomore Education Student.

Activities and Awards

- Current Board Chairman of the Idaho Science and Technology Charter School. Board member for five years, Board Chair for last four years.
 - Former Vice President of Business Professionals of America, competed & received awards at both State and National levels.
 - Member of Farm Bureau Federation, leadership roles included County Chair for Young Farmers & Ranchers and County Secretary.
 - Recipient of 2009 Excellence in Agriculture Award for the State of Idaho.
 - Local community events and charity functions.
-

Skills

- Knowledge of Windows OS systems, Office Suite and Office 365, QuickBooks, Internet browsers and social media marketing apps.
- Usage of both Mac and PC computers.
- Patience and dedication to build a small 1-doctor practice to a 4-doctor practice.
- Punctual with excellent organization skills, proofreading, and business related attributes and professional attitude.

Gwen E. Inskeep, Board Member

EDUCATION

Bachelor's of Science Degree in Geomatics Technology
Idaho State University; 2013

A.A.S. in Civil Engineering Technology
Idaho State University; 2011

WORK EXPERIENCE:

DIOPTRA Pocatello, Idaho May 2013-Current

LiDAR/HDS Manager and Land Survey Intern

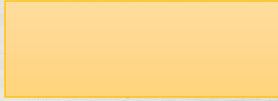
- Drafting Records of Surveys, Plats, ALTA(s) and topography linework
- Drafting from a 3D model/LiDAR point clouds
- Creating and editing/merging digital terrain models
- 3D scanning and post-processing for high definition projects
- Project scheduling and man-day estimating
- Created and implemented Dioptra's 3D scanning procedures for the office
- OPUS Projects Management
- Project research for surrounding counties
- Mapping and GIS Applications
- Topographic, boundary, and construction survey field work
- Experience in Cyclone and Bentley software (Microstation, Power InRoads and Descartes), Carlson (CAD based drafting software), Trimble Business Center, ArcMap, OPUS Projects

Materials Testing and Inspection Idaho Falls, Idaho May-August 2010

Materials Tester

- Performed testing on aggregate, concrete, and asphalt for surrounding construction jobs
- Used GPS to obtain locations of existing and proposed gravel pits
- Researched obtained data and created maps to include in final report

Jennifer Lynne Cameron



Objective Obtain a position as a member of the Board of Directors for the Idaho Science & Technology Charter School.

Experience 2/06-Present *Cameron Family Trucking* *Blackfoot, ID*

Co-Owner & Vice President

Responsible for day-to-day operations, financial management, configuration management, safety management, administrative management, and overall marketing. Other specific responsibilities include policy administration, HR operations and management, line haul analysis, customer development, accounting/bookkeeping, records management, government filings and ensuring compliance with multiple layers of federal and state regulations. Interfaces with government and public organizations.

2/06-12/06 *Idaho National Laboratory* *Idaho Falls, ID*
O&M Contractors: *Battelle Energy Alliance*

Independent Consultant

Provided expertise in Program Management, Systems Engineering, Financial Analysis, Configuration Management, and general technical support for six (6) projects, listed below:

- Department of Defense (DoD) projects (4): 1) Chemical, Biological, Radiological, and High-Yield Nuclear Explosives (CBRNE) (PM: D. Verrill); 2) Central Command Support Reach Back Project (CENTCOM) (aka: Project X) (PM: D. Verrill); 3) Mobile Munitions Assessment System (MMAS) (Phase 1 System 1, Phase 1 System 2, Phase 2 System 1) (PM: D. Verrill); 4) Pine Bluff Arsenal Munitions Assessment System (PBAMAS) (PM: B. Clark)
- Work For Others (WFO): Critical Infrastructure Test Range Development Project (PM: A. Snyder)
- Defense Threat Reduction Agency: DTRA Trailer Project (PM: B. Clark)

Also provided employee replacement training for the Senior Technical Specialist position, held prior to this position.

2/99-2/06 *Idaho National Laboratory* *Idaho Falls, ID*
O&M Contractors: *Battelle Energy Alliance (2/05 - Present)*

Bechtel B&W Idaho (10/99-02/05) - Idaho National Engineering & Environmental Laboratory (INEEL)
Lockheed Martin Idaho Technologies Co. (2/99-10/99) - Idaho National Engineering & Environmental Laboratory (INEEL)
Group Lead: Robert "Bob" Caliva

Senior Technical Specialist (July '04 - February '06)

Team "lead" in providing technical and Systems Engineering Support to the following projects:

- Department of Defense (DoD) projects (4): 1) Chemical, Biological, Radiological, and High-Yield Nuclear Explosives (CBRNE) (PM: D. Verrill); 2) Central Command Support Reach Back Project (CENTCOM) (aka: Project X) (PM: D. Verrill); 3) Mobile Munitions Assessment System (MMAS) (Phase 1 System 1, Phase 1 System 2, Phase 2 System 1) (PM: D. Verrill); 4) Pine Bluff Arsenal Munitions Assessment System (PBAMAS) (PM: B. Clark)
- Work For Others (WFO): Critical Infrastructure Test Range Development Project (PM: A. Snyder)
- Defense Threat Reduction Agency: DTRA Trailer Project (PM: B. Clark)

Responsible for providing the following Systems Engineering / technical support to the projects listed above: System Safety Engineering; requirements analysis; risk assessment; project management support; logistical support; facilitating group/customer interaction; database management; and configuration management. Other specific responsibilities include: consulting program and project management on processes, documents, and presentations regarding systems engineering and its application within the DoD. Designated as the lead program system safety engineer for identifying, tracking, and mitigating program/project/system functional hazards. Designated as the team lead in interfacing with the DoD's Integrated Performance Management System, which included analyzing and reporting program budgets, technical status, and resource usage. Designated as the primary RadCon Source Custodian for the Integrated Defense System Facility (IDSF). Provided project management support, including project coordination, project activity scheduling, and project budgeting and reporting. Regularly participated in technical discussions regarding project planning and management issues. Identified, scheduled, and delegated annual project

activity schedules and baseline costs for new business. Analyzed changes of product design to determine changes in hazardous effects. Analyzed changes of project design to determine the effect on the end product design and function. Prepared required program/project technical external customer documentation. Reviewed released engineering change data, drawings, and technical documentation. Responsible for technical document development (i.e., quarterly project reports, annual project execution plans, quarterly performance presentations for customer, etc.). Critiqued program / project training programs. Performed verification and resolution activities by establishing criteria and checklists to perform technical reviews. Identified deficiencies and areas of improvement on various projects. Provided consultation services in the Configuration Management (CM) area. Established CM programs for various projects.

Professional Education

May 2003	MASTER OF BUSINESS ADMINISTRATION DEGREE (MBA) Idaho State University, Pocatello, ID
Dec 1998	BACHELOR OF SCIENCE DEGREE IN BUSINESS MANAGEMENT Brigham Young University, Provo, UT
May 1995	ASSOCIATE DEGREE OF ARTS & SCIENCE IN BUSINESS MANAGEMENT Brigham Young University-Idaho (formerly Ricks College), Rexburg, ID

Additional Knowledge

- *Computer Software:*
 - Microsoft Suite (e.g., Word, Excel, Access, PowerPoint, & Projects)
 - Project Scheduler 7
- *Training / Classes:*
 - Project Management
 - Counter Intelligence
 - Configuration Management
 - Systems Engineering – “Applying Systems Engineering in a DOE Environment”
 - Emergency Area Warden
- *Certification(s):*
 - On Job Training (OJT) Trainer Certified
 - Mobile Crane Certified
 - RadCon Source Custodian Certified
- *Records Management:* Records Coordinator Specialist (9/99 – present)

Affiliations Idaho State University, Pocatello, ID
Idaho State University Alumni Lifetime member (2003 – present)
Masters of Business Administration Association member, 1999-2003

Brigham Young University, Provo, UT
Brigham Young University Alumni Lifetime member (1997 – present)
Marriott School of Management Society member, 1996-1997
Student Alumni Association member, 1995-1996

Brigham Young University-Idaho (formerly Ricks College), Rexburg, ID
Brigham Young University-Idaho Alumni Lifetime member (1995 – present)
Business Club member, 1994-1995

Awards 2007 CAMBRIDGE WHO’S WHO AMONG EXECUTIVE & PROFESSIONAL WOMEN “HONORS EDITION”

INL EXCELLENCE IN ACTION AWARD for outstanding support to the Army’s 20th Support Command & 22nd Chemical Battalion, and customer appreciation for equipment sets delivered on time/within budget and of highest quality, resulting in significant new funding for the laboratory (November 2005)

INEEL PERFORMANCE PLUS RECOGNITION for outstanding support of the Pine Bluff Arsenal Munitions Assessment System project (January 2004)

INEEL SPIRIT OF EXCELLENCE AWARD for selflessness, dedication, professionalism, and outstanding support of Project X (April 2003)

INEEL PERFORMANCE PLUS RECOGNITION for outstanding support of the Mobile Munitions Assessment System project (2000)



Becki Adams

Creative Director of Product Design
Freelance Designer



About Me

My passion resides in photos and storytelling and the magic that happens when those two elements coincide. Memory keeping is a way of life for me and my family. There's something very special about documenting a memory with a photo.

Contact

208-681-4847
becki@scrapbookexpo.com
beckiadams.com

Skills

Adobe Photoshop + Microsoft Word
Microsoft Excel + WordPress
Blogger + Microsoft Outlook
Adobe Photoshop Elements

Experience

Freelance Designer
2005-Present

- Bella Blvd
- American Crafts
- Pebbles Inc.
- Scrapbook & Cards Today Magazine
- Scrapbook Trends Magazine
- Echo Park Paper
- Carta Bella Paper

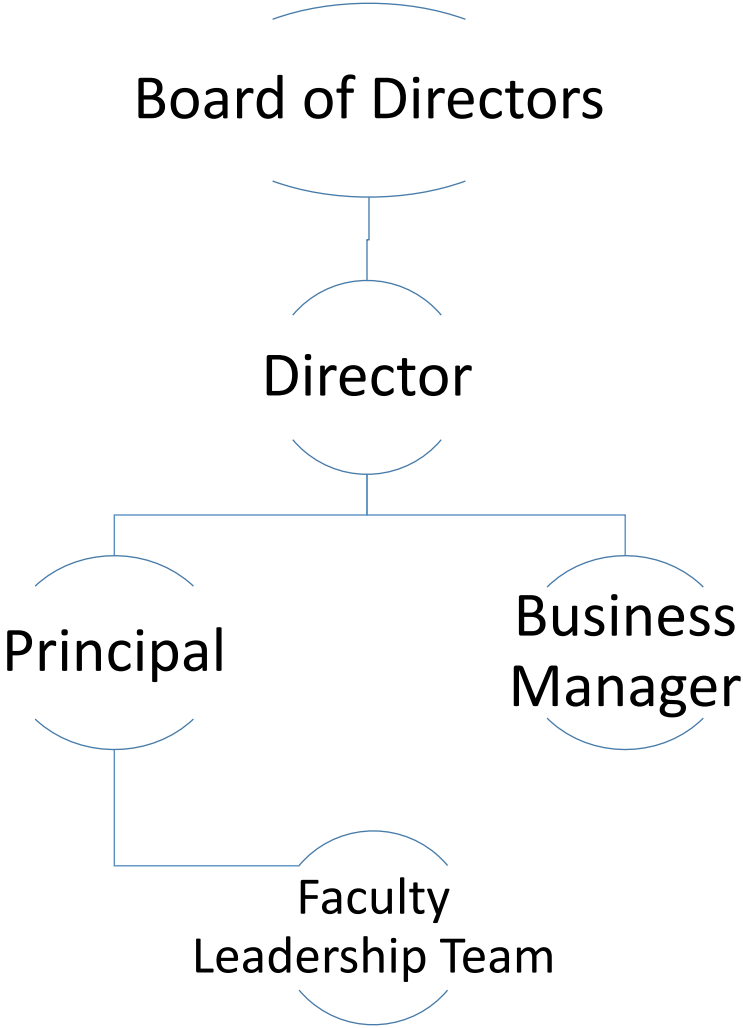
As a freelance designer I create marketing materials and formulate strategic plans for branding and merchandising with multiple companies. I design and promote products through social media and print media. Producing step by step tutorials and video instructions were also some of my regular tasks.

Stamp & Scrapbook Expo
2015-Present

Creative Director of Product Design / Blog
Coordinator / Blogger / Classroom Instructor

- Develop product lines
- Oversee manufacturing process
- Manage outsourcing products
- Coordinate social media promotions as well as blog promotions
- Coordinate marketing schedules
- Project Management

ORGANIZATIONAL CHART



Tami Dortch

Certifications

ID Administrator, 2014-2019

- School Principal Pre K - 12

ID Standard Elementary, 2014-2019

- All Subjects K-8

Education

Western Governor's University

- 2011 MS, Educational Leadership and Administration

Brigham Young University

- 1989 BA, English and History

Experience

Idaho Science and Technology Charter School

Director, October, 2013 – Present

Serve as the chief executive of the Board of Directors, overseeing all district operations including compliance, personnel, students, strategic planning, educational programs, operations, finances, and public relations in accordance with Board policies. Responsibilities include

- Development, monitoring, and reporting of all educational budgets including state, federal, grant, and fund raising monies.
- Work with the State Department of Education, Public Charter School Commission, State Board of Education, ISTCS Board of Directors, and legal counsel and others to ensure compliance with all applicable state and federal statutes, policies, regulations, bylaws, and charter mandates.
- Oversee all personnel activities including recruiting, hiring, professional development and supervision.
- Development and monitoring of all educational programs.
- Development, implementation, and reporting of all district-level plans including program monitoring, teacher evaluation, administrative evaluation, technology integration,

professional development, leadership development, risk assessment, and strategic planning.

- Oversee all Board of Directors' contracts, policy implementation, and assurances.
- Serve as an advocate for the school on the local, state, and federal levels.

Idaho Science and Technology Charter School

Principal, 2013 – 2017

Responsibilities: Oversee day-to-day school operations including all student and personnel activities.

Western Governor's University

Clinical Supervisor, 2012 – Present

Responsibilities: Oversee student teachers and administrative interns placed at ISTCS. Conduct clinical observations and evaluations.

Idaho Science and Technology Charter School

Assistant Principal, 2011 – 2013

Administrative and teaching responsibilities including

- Professional development
- Mentor and team teaching
- Curriculum design
- Development of master schedule
- Federal programs
- SDE and federal accountability including WISE, programmatic audits, Title audits, assessment, and IDEA.

Blackfoot Charter Community Learning Center

Teacher, 2005-2011

Blackfoot Charter Community Learning Center

Curriculum Director, 2003-2011

Blackfoot Charter Community Learning Center

Founding Member: Board of Directors, 2000-2002

Utah Valley State College

Director: Learning Enrichment Center Tutorial Labs, 1989-1995

Adjunct Teacher: Freshman English, Research Paper, Study Skills, 1990-1995

DIRECTOR JOB DESCRIPTION

The Director is directly responsible to the Board of Directors, serves as chief executive of the Board, and supervises all District operations in accordance with Board policies.

Compliance

1. Work with PCSC, SDE, SBOE, board of directors, legal counsel, and others to ensure compliance with all applicable state and federal statutes, policies, regulations, bylaws, and charter mandates.
2. Ensure expenditure and reporting compliance for federal programs.
3. Work with the board and legal counsel to ensure due process for personnel and students.
4. Resolve issues of non-compliance.
5. Report non-compliance to board of directors, SDE, PCSC, or other applicable entities.
6. Evaluate school functions with regard to the Charter's approved Performance Certificate and make recommendations for amendment to such certificate, where appropriate.
7. Serve as the school's Title IX, VI and ADA coordinator and serve in all legal defined functions relating to non-discrimination.

Personnel

1. Assign job responsibilities for all employees.
2. Supervise all certificated employees (summative role) and be responsible for all personnel recommendations to the Board of Directors.
3. Evaluate all certificated employees.
4. Monitor all improvement and/or probationary plans.
5. Professional Development
6. Recruit employees and make recommendations to the Board of Directors for personnel hiring.
7. Address administrative leave for personnel as per policy and statute.
8. Assure creation of, with review and modification where appropriate, of all personnel job descriptions.

Student

1. Act as a second level of student discipline and as provided by Idaho Code for suspensions and expulsion recommendations as appropriate. Ensure compliance with due process.
2. Conduct manifest determination meetings.
3. Work with board and legal counsel on expulsion or other significant disciplinary issues.
4. Engage with law enforcement relating to student conduct and disciplinary issues.

Strategic Planning

1. Facilitate long term strategic planning and make recommendations to the Board of Director's regarding same. Ensure that these long term plans are implemented and monitored and routinely evaluated.
2. Submit compliance plans and reports.
3. Evaluate data for long term needs of the school with regard to finances, academic planning, curriculum, program status and growth.
4. Work with stakeholder groups and the Idaho Legislature regarding educational, charter and financial issues impacting the school.

Educational Program

1. Ensure compliance of educational programs with all mandates including state and federal law and the school's charter.
2. Propose charter amendments to the Board of Directors and PCSC as needed.
3. Supervise, monitor, and evaluate all educational programs.
4. Meet with members of the leadership team regularly to evaluate curriculum and student achievement.
5. Approve Master Schedule

Operations

1. Oversee school operations including facilities and transportation.
2. Oversee the implementation of all board contracts including facilities and transportation.
3. Oversee all scheduling.
4. Review policy and recommend revision of/ development of policies to the Board of Directors Implement policies, procedures and agreements of the school, consistent with the law, charter and the school's vision and mission.

Financial

1. Oversee the preparation of annual budgets for board consideration.
2. Align expenditures to continuous improvement and/or strategic plans.
3. Prepare and present salary schedules and personnel contracts to the board of directors for consideration.
4. Report financials to the Board of Directors in conjunction with the business manager.
5. Authorize expenditures within the framework of the annual budget.
6. Ensure compliance with earmarked funds.
7. Ensure auditing activities occur as per statute, mandate and policy and that any recommended changes in financial operations are communicated to the directors and are implemented in a manner as directed by the directors.

Communications and Public Relations

1. Serve as a liaison between the Board of Directors and parents, students, staff and community.
2. Cultivate cooperative and respectful relationships with families, the community, community organizations, local school districts and local, state and federal education stakeholders.
3. Provide public communications about the school, its program and successes with leadership on educational issues.
4. Advocate for students, staff and public education on the local, state and federal levels.
5. Ensure that the school's website and promotional social media are maintained and up to date.

PRINCIPAL JOB DESCRIPTION

The Principal is responsible to the Director in managing all day-to-day operations of the school.

Compliance

1. Ensure student discipline is compliant with board policy.
2. Ensure classroom practices and personnel conduct, including discipline and grading are compliant with board policy.
3. Testing Coordinator.
4. Report non-compliance to director.

Personnel

1. Work with certificated staff to meet evaluation expectations (formative role). Serves as the instructional leader who sets the tone and culture of instruction of the school with a commitment towards continuous improvement.
2. Prepare professional development as assigned.
3. Assist and provide input on personnel observations and evaluations and any probationary or improvement plans implemented for staff.
4. Reviews and evaluate the day to day operations of the school and make recommendations for professional development and/or collaborative activities that aid in improving such operations.
5. Understands and clearly articulates to the staff the connections between curriculum, assessment and instructional practices, providing day to day guidance/coaching/mentoring to staff.

Student

1. Student discipline on a day to day basis as provided by Idaho Code, the school's charter and the student handbook.
2. In conjunction with school's teaching staff, general day to day supervision of student conduct, activities and engagement in the educational program.
3. Sit on IEP and Section 504 team/ multi-disciplinary /health care or other applicable team meetings.
4. Keep Skyward up-to-date.
5. Supervise day-to-day student activities.
6. Supervise extra-curricular activities and after-school programs that enhance student achievement and success.
7. Responsible for facilitating student achievement and growth as measured by state guidelines and assuring that the state's testing program is fully implemented and complied with in the school setting.

Strategic Planning

1. Participate and make recommendations with regard to long term strategic planning.
2. Evaluate data to determine needs of students, personnel and the educational program/curriculum of the school. Make recommendations to the Director with regard to such needs and long term planning and implementing data-driven strategies that align content standards, curriculum, instruction and assessment.

Educational Program

1. Create master schedule.
2. Sit on the leadership team.
3. Evaluate a broad range of academic topics including curriculum, scheduling, and course requirements and make proposals to improve the student success,
4. Supervise student scheduling.

Operations

1. Oversee all Day-to-Day operations.
2. Oversee student issues with transportation.
3. Oversee facilities inspections to provide a safe and appropriate educational and work environment for all students and personnel and engages in day-to-day oversight of facility management.

Financial

1. Propose curriculum and/or academic program expenditures.
2. Propose financial means to achieve academic goals.

Communications and Public Relations

1. Be the first-line in administrative communication with students, parents and staff to address concerns and/or successes within the educational program.
2. Encourage parent and community involvement through volunteer opportunities and school functions.

BUSINESS MANAGER JOB DESCRIPTION

The Business Manager is responsible to the Director and the Board of Directors. The Director evaluates the business manager annually.

Compliance

1. Serve as the Board Clerk.
2. ISEE reports.
3. Submit budget reports, audits, calendar, etc. to PCSC and SDE.
4. Keep website compliant.
5. Report non-compliance to director and/or board.
6. Lottery.

Personnel

1. Ensure compliance with hiring processes.
2. Background checks.
3. Maintain personnel files.
4. Payroll
5. Manage employee benefits.

Student

1. Keep Skyward student records up-to-date.

Strategic Planning

1. Participate in long term strategic planning.
2. Provide budget scenarios.

Educational Program

1. Coordinate with director, assistant principal, and leadership team to prepare budgets for educational program.
2. Order curriculum and other materials for educational program.

Operations

1. Schedule building maintenance.
2. Manage school lunch program.
3. Manage office staff.

Financial

1. Payroll
2. Manage accounts payable and accounts receivable.
3. Maintain financial records including 2M.
4. Prepare for and facilitate annual audit.
5. Maintain records of all expenditures and applicable expenditure authorization and/or justification.
6. Ensure expenditures are properly coded and reported.
7. Request all state and federal monies including grant.
8. Ensure compliance with all budget reporting mandates.
9. Report financials to the board of directors in conjunction with the director.
10. In conjunction with the director, prepare annual budgets for board consideration.

Market Analysis

Within three weeks of announcing expansion to a K-8 program, ISTCS had collected sufficient lottery applications to fill all openings in 2nd and 3rd grade and sufficient lottery applications to fill 70% of its overall enrollment caps. Initial studies show that ISTCS's current student population (2017-18 school year) transferred from the following educational entities:

- 49% transferred from 7 Blackfoot School District (55) Schools.
- 21% transferred from Blackfoot Charter Community Charter School (BCCLC).
- 16% transferred from 4 Snake River District (52) Schools.
- 14% transferred from 22 Out of Area Schools or Homeschool.

ISTCS administration has informally reached out to the superintendents of both local districts to discuss its current expansion plan. Because the school's overall enrollment caps will not initially change, enrollment increases will be gradual, and the school was able to provide statistics to each district on the number of potential students who will be impacted, the school been able to engage in positive discussions with little resistance to the expansion.

ISTCS's current student population includes 59% siblings; however, applicants for the new openings in early elementary show a significantly higher initial sibling preference. The school is projecting that 80% of its students in grades K – 3 will be siblings of current students.

ISTCS's retention rate among students who begin in elementary grades is significantly higher than its retention rate among students who begin in middle school grades. Currently, 62% of the school's total student population started attending ISTCS as an elementary student.

ISTCS has significant support for this expansion. Stakeholders have requested early elementary programs for several years. The school receives inquiries and even lottery applications for younger grades every school year. Within an hour of announcing that the school would pursue this expansion, it had collected information from several families wanting to enroll their children. As of March 6, 2018, enrollment interest is over capacity for two grades. The school anticipates 1st grade interest to reach enrollment capacity before this proposal is considered.

	Enrollment Capacity	Enrollment Interest
Kindergarten	40	23
1 st Grade	20	13
2 nd Grade	20	28
3 rd Grade	20	25

Facility Plan

ISTCS is located at 21 N 550 West. The school owns 50% interest in a 15 acre property at that address and currently leases a 30,000 square foot facility that includes 13 classroom spaces, a gym, a warming kitchen, a commons area, restrooms, and office space. In addition, the school owns four modular units located on the property. The school will add additional modular units as necessary. In the future, the school will consider other permanent building options including but not limited to adding a wing to its current building or building an additional building on its grounds.

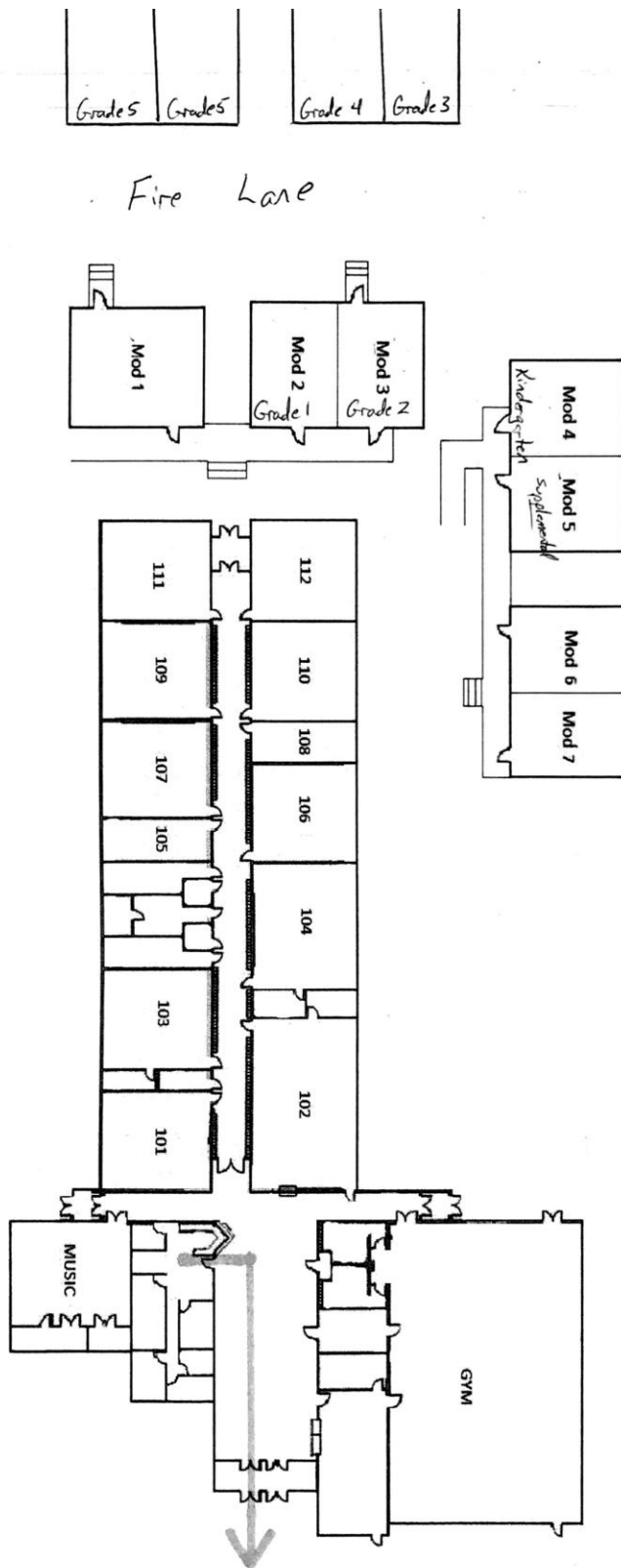
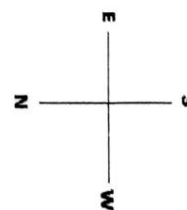
The school has reached out to local districts to start the bidding process on 2 portable units to accommodate the needs of increased students. The portable units will be placed directly behind the fire lane in accordance with guidance from the Idaho Division of Building Safety. Specifications are as follows:

- Each unit will be a minimum of 1600 ft² with two (2) classrooms.
- In 2014 when the school proposed a similar expansion, the total cost of both units, including moving, placement, electricity, fire systems, and documentation was \$38,000. The school has budgeted \$88,000 to allow for potential changes in the availability of modular units and increased costs.

Elementary students currently use bathroom facilities inside the main building. Educational assistants will accompany them into the building to maintain appropriate supervision of elementary students.

Elementary students currently eat lunch in the ISTCS lunch room. Under this proposal, the school will create separate facilities for elementary lunch, either as part of the gym or in a 816 ft² modular unit available for elementary use.

Idaho Science & Technology Charter School Fire Evacuation Plan



ISTCS 3 Year Budget Projection

	2018-19	2019-20	2020-21
Anticipated Revenues			
M&O	\$1,906,672.00	\$2,271,604.00	\$2,429,022.00
Other State Support	\$270,852.00	\$297,937.00	\$318,792.00
Federal	\$134,942.00	\$134,942.00	\$134,942.00
Misc	\$50,000.00	\$50,000.00	\$50,000.00
Total Anticipated Revenues	\$2,362,466.00	\$2,754,483.00	\$2,932,756.00

Anticipated Expenditures			
Elementary Program 512	\$595,208.00	\$719,408.00	\$807,608.00
Secondary Program 515	\$590,000.00	\$607,700.00	\$625,931.00
Exceptional Child 521	\$20,884.00	\$20,884.00	\$20,884.00
Student Support 611	\$56,000.00	\$57,680.00	\$59,410.00
Board of Education 631	\$6,600.00	\$6,600.00	\$6,600.00
Administration 641	\$184,031.00	\$189,552.00	\$195,239.00
Business Operations 651	\$64,000.00	\$65,920.00	\$67,898.00
Building Care 661 - 665	\$403,100.00	\$488,100.00	\$408,100.00
Transportation 681	\$170,000.00	\$175,100.00	\$187,357.00
Debt 911	\$67,000.00	\$67,000.00	\$67,000.00
Contingency 950			
Title I	\$45,364.00	\$45,364.00	\$45,364.00
SPED	\$48,578.00	\$48,578.00	\$48,578.00
Total Proposed Expenditures	\$2,250,765.00	\$2,491,886.00	\$2,539,969.00

Anticipated Carryover (Revenues-Expenditures)

	\$111,701.00	\$262,597.00	\$392,787.00
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Budget Assumptions

Support Units	18.95	21.95	23.86
Kindergarten Enrollment	40	40	40
Elementary Enrollment	202	236	260
Secondary Enrollment	102	115	130
ADA	325	369	405
FTE Teachers	22.64	26.64	28.64
FTE Admin	1.8	2	2
FTE Counselor	1	1	1
FTE Non Certified Staff	8	10	10

Financial Summary

Worksheet Instructions: This page will auto-populate as you complete the Pre-Operational and Operational Budget tabs.

Revenue

Anticipated Enrollment for Each Scenario:		#VALUE!	#VALUE!	#VALUE!	#VALUE!
	Pre-Operational Budget	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget
School Fees & Charges / Fundraising	\$0.00	\$0.00	\$50,000.00	\$50,000.00	\$50,000.00
Contributions / Donations	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other Local Revenue	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Base Support	\$0.00	\$0.00	\$1,586,885.00	\$1,914,900.00	\$2,049,147.00
Exceptional Child	\$0.00	\$0.00	\$48,578.00	\$48,578.00	\$48,578.00
Benefit Apportionment	\$0.00	\$0.00	\$204,787.00	\$246,704.00	\$261,875.00
Other State Support Total	\$0.00	\$0.00	\$385,852.00	\$412,937.00	\$433,792.00
REVENUE TOTAL	\$0.00	\$0.00	\$2,276,102.00	\$2,673,119.00	\$2,843,392.00

Expenditures

	Pre-Operational Budget	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget
Staff and Benefit Totals	\$0.00	\$0.00	\$1,324,336.19	\$1,519,114.00	\$1,621,257.00
Educational Program Totals	\$0.00	\$0.00	\$51,500.00	\$54,500.00	\$52,500.00
Technology Totals	\$0.00	\$0.00	\$7,535.00	\$7,535.00	\$7,535.00
Capital Outlay Totals	\$0.00	\$0.00	\$26,000.00	\$26,000.00	\$18,000.00
Board of Directors Totals	\$0.00	\$0.00	\$34,475.00	\$34,475.00	\$34,475.00
Facilities Totals	\$0.00	\$0.00	\$372,000.00	\$372,000.00	\$287,000.00
Transportation/Nutrition Totals	\$0.00	\$0.00	\$157,000.00	\$164,850.00	\$173,092.00
Other	\$0.00	\$0.00	\$25,315.00	\$28,744.00	\$30,744.00
EXPENSE TOTAL	\$0.00	\$0.00	\$1,998,161.19	\$2,207,218.00	\$2,224,603.00

OPERATING INCOME (LOSS)	\$0.00	\$0.00	\$277,940.81	\$465,901.00	\$618,789.00
PREVIOUS YEAR CARRYOVER	\$0.00	\$0.00	\$0.00	\$277,940.81	\$743,841.81
NET INCOME (LOSS)	\$0.00	\$0.00	\$277,940.81	\$743,841.81	\$1,362,630.81

**Idaho Public Charter School Commission
Charter Petition: Pre-Operational Budget**

Worksheet Instructions: list revenues, expenditures, and Full-Time Equivalencies (FTE) anticipated during the pre-operational year. Insert rows as necessary through the document. Include notes specific to start-up costs (details, sources, etc) in the Assumptions column.

Pre-Operational Revenue

Line Item / Account	Budget	Assumptions / Details / Sources
School Fees & Charges / Fundraising		
Contributions / Donations		
Other Local Revenue		
Base Support		
Exceptional Child		
Benefit Apportionment		
Other State Support Total (details below)		
State Facility funding		
Professional development		
REVENUE TOTAL	\$0.00	

Additional Notes or Details regarding Revenue: Estimated support units used for Base Support calculations = NOT APPLICABLE

Pre-Operational Expenditures

Section 1: Staffing

1a: CERTIFIED STAFF	Budget		Assumptions / Details / Sources
Classroom Teachers	FTE	Amount	
Elementary Teachers			
Secondary Teachers			
Other Teachers (provide assumptions)			
Classroom Teacher Subtotals	0.0	-	Average classroom size:
Special Education	FTE	Amount	
SPED Director / Coordinator			Title and hours:
Special Education Teacher			
Special Education Subtotals	0.0	-	Anticipated % Special Education Students:
Other Certified Staff	FTE	Amount	
Administrator			Title and hours:
Assistant Administrator			
Other Certified Staff Subtotals	0.0	-	
CERTIFIED STAFF TOTAL	0.0	\$0.00	

1b: CLASSIFIED STAFF	Budget		Assumptions / Details / Sources
Position	FTE	Amount	
Paraprofessionals- General			
Paraprofessionals- SPED			
Admin / Front Office Staff			
CLASSIFIED STAFF TOTAL	0.0	\$0.00	

1c: BENEFITS	Budget		Assumptions / Details / Sources
Type	Rate	Amount	
PERSI			
Workers comp			
FICA/medicare			
Group insurance			
Paid time off (provide assumptions)			
BENEFITS TOTAL		\$0.00	

CERTIFIED & CLASSIFIED STAFF TOTAL		\$0.00	
TOTAL STAFF & BENEFITS TOTAL		\$0.00	

Section 2: Educational Program		
2a: OVERALL EDUCATION PROGRAM COSTS	Budget	Assumptions / Details / Sources
Professional Development		
SPED Contract Services		Types of anticipated SPED Contractors:
Other Contract Services (provide assumptions)		
OVERALL EDUCATION PROGRAM TOTAL	\$0.00	

2b: ELEMENTARY PROGRAM	Budget	Assumptions / Details / Sources
Elementary Supplies Total (details below)		
Curriculum / text books		
Other supplies (provide assumptions)		
Elementary Contract Services (provide assumptions)		Types of anticipated Contractors:
ELEMENTARY PROGRAM TOTAL	\$0.00	

2c: SECONDARY PROGRAM	Budget	Assumptions / Details / Sources
Secondary Supplies Total (details below)		
Curriculum / text books		
Other supplies (provide assumptions)		
Secondary Contract Services (provide assumptions)		Types of anticipated Contractors:
SECONDARY PROGRAM TOTAL	\$0.00	

Additional Notes or Details regarding Educational Program Expenditures:

EDUCATIONAL PROGRAM TOTAL	\$0.00	
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Section 3: Technology		
Line Item / Account	Budget	Assumptions / Details / Sources
Contract Services Total (details below)		
Internet		
Other Contrac Services (provide assumptions)		
Technology fees & licenses		
TECHNOLOGY TOTAL	\$0.00	
Additional Notes or Details regarding Technology Expenditures:		

Section 4: Non-Facilities Capital Outlay		
Line Item / Account	Budget	Assumptions / Details / Sources
Educational Pgm Cap. Outlay Total (details below)		
Furniture (provide assumptions)		
Other Outlay (provide assumptions)		
Technology Capital Outlay Total (details below)		
Computers for staff use		
Computers for staff use		
Other Technology (provide assumptions)		
Other Capital Outlay (provide assumptions)		
CAPITAL OUTLAY TOTAL	\$0.00	
Additional Notes or Details regarding Non-Facilities Capital Outlay Expenditures:		

Section 5: Board of Directors		
Line Item / Account	Budget	Assumptions / Details / Sources
Board Training		
Legal		
Audit		
BOARD OF DIRECTORS TOTAL	\$0.00	
Additional Notes or Details regarding Board of Directors Expenditures:		

Section 6: Facilities Details (consistent with facilities template)		
Line Item / Account	Budget	Assumptions / Details / Sources
Construction / Remodeling (if applicable)		
Mortgage or Lease (provide assumptions)		
Repairs and Maintenance		
Utilities Total (details below)		
Gas		
Electric		
Other Utilities (provide assumptions)		
FACILITIES TOTAL	\$0.00	
Additional Notes or Details regarding Facilities Expenditures:		

Section 7: Transportation/Nutrition		
Line Item / Account	Budget	Assumptions / Details / Sources
Daily Transportation		
Special transportation (SPED, field trips, etc.)		
Nutrition Services (in-house or contracted)		
Other Contract Services (provide assumptions)		
TRANSPORTATION TOTAL	\$0.00	
Additional Notes or Details regarding Transportation Expenditures:		

Section 8: Other Expenditures (if applicable)		
Line Item / Account	Budget	Assumptions / Details / Sources
OTHER TOTAL	\$0.00	
Additional Notes or Details regarding Transportation Expenditures:		

Idaho Public Charter School Commission					
Charter Petition: Operational Budgets					
Worksheet Instructions: list revenues, expenditures, and Full-Time Equivalencies (FTE) anticipated during the pre-operational year. Insert rows as necessary throughout the document. Include notes specific to start-up costs (details, sources, etc) in the Assumptions column.					
Operational Revenue					
Anticipated Enrollment for Each Scenario:		344	391	430	
Line Item / Account	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
School Fees & Charges / Fundraising		50,000.00	50,000.00	50,000.00	Historical Data
Contributions / Donations					
Other Local Revenue					
Base Support		1,586,885.00	1,914,900.00	2,049,147.00	SBA, M&O, Support Unit Calculation (FY18 Worksheets)
Exceptional Child		48,578.00	48,578.00	48,578.00	SBA, M&O, Support Unit Calculation (FY18 Worksheets)
Benefit Apportionment		204,787.00	246,704.00	261,875.00	SBA, M&O, Support Unit Calculation (FY18 Worksheets)
Other State Support Total (details below)		385,852.00	412,937.00	433,792.00	State Support Worksheet (FY18). Transportation
State Facility funding					
Professional development					
REVENUE TOTAL	\$0.00	\$2,276,102.00	\$2,673,119.00	\$2,843,392.00	
Additional Notes or Details regarding Revenue: Estimated support units used for Base Support calculations =					

Operational Expenditures

Section 1: Staffing

1a: CERTIFIED STAFF	Break-Even Year 1 Budget		Full Enrollment Year 1 Budget		Year 2 Budget		Year 3 Budget		Assumptions / Details / Sources
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Classroom Teachers									
Elementary Teachers			11	397,632	13.0	468,000	15.0	540,000	
Secondary Teachers			10.6	424,000	12.0	480,000	12.0	480,000	
Other Teachers (provide assumptions)			1	40,000	1.0	40,000	1.0	40,000	1 FTE Counselor
Classroom Teacher Subtotals	0.00	-	23	861,632	26.0	988,000	28.0	1,060,000	Average classroom size: K-3, 20; 4-8, 24
Special Education									
SPED Director / Coordinator			1.00	40,000	1.0	40,000	1.00	40,000	Title and hours: SPED Coordinator, FT
Special Education Teacher					0.5	18,000	1.00	18,000	
Special Education Subtotals	0.00	-	1.00	40,000	1.5	58,000	2.00	58,000	Anticipated % Special Education Students: 11%
Other Certified Staff									
Administrator			1.00	70,000	1.0	70,000	1.00	70,000	Title and hours: Director, FT Extended Contract
Assistant Administrator			0.80	40,000	1.0	50,000	1.00	50,000	Principal, .8 FTE Extended Contract
Other Certified Staff Subtotals	0.00	-	1.80	110,000	2.0	120,000	2.00	120,000	
CERTIFIED STAFF TOTAL	0.00	\$0.00	25.4	1,011,632	29.5	1,166,000	32.00	1,238,000	

1b: CLASSIFIED STAFF	Break-Even Year 1 Budget		Full Enrollment Year 1 Budget		Year 2 Budget		Year 3 Budget		Assumptions / Details / Sources
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Position									
Paraprofessionals- General			1.00	11,000.00	2.00	11,000.00	2.00	22,000.00	
Paraprofessionals- SPED			2.00	22,000.00	2.00	22,000.00	2.00	22,000.00	
Admin / Front Office Staff			2.00	35,000.00	2.00	35,000.00	2.00	35,000.00	
CLASSIFIED STAFF TOTAL	0.00	\$0.00	5.00	\$68,000.00	6.00	\$68,000.00	6.00	\$79,000.00	

1c: BENEFITS	Break-Even Year 1 Budget		Full Enrollment Year 1 Budget		Year 2 Budget		Year 3 Budget		Assumptions / Details / Sources
	Rate	Amount	Rate	Amount	Rate	Amount	Rate	Amount	
Type									
PERSI			0.12	129,556		148,080		158,040	
Workers comp				6,477.79		7,404		7,902	.6/\$100 payroll
FICA/medicare			0.08	86,370.56		98,720		105,360	
Group insurance				10,000.00		12,400		13,200	\$400/month per Full Time Employee
Paid time off (provide assumptions)				12,300.00		18,510		19,755	Historical Data (1.5% Total Teacher Salary)
BENEFITS TOTAL		\$0.00		\$244,704.19		\$285,114.00		\$304,257.00	

CERTIFIED & CLASSIFIED STAFF TOTAL	\$0.00	\$1,079,632.00	\$1,234,000.00	\$1,317,000.00
TOTAL STAFF & BENEFITS TOTAL	\$0.00	\$1,324,336.19	\$1,519,114.00	\$1,621,257.00

Section 2: Educational Program

2a: OVERALL EDUCATION PROGRAM COSTS	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Professional Development		5,000.00	5,000.00	5,000.00	Historical Data
SPED Contract Services		8,000.00	10,000.00	10,000.00	Types of anticipated SPED Contractors: Speech, OT
Other Contract Services (provide assumptions)					
OVERALL EDUCATION PROGRAM TOTAL	\$0.00	\$13,000.00	\$15,000.00	\$15,000.00	

2b: ELEMENTARY PROGRAM	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Elementary Supplies Total (details below)		25,500.00	26,500.00	15,500.00	
Curriculum / text books		22,000.00	22,000.00	10,000.00	New Curriculum Purchase Years 1 and 2
Other supplies (provide assumptions)		3,500.00	4,500.00	5,500.00	\$500/Classroom
Elementary Contract Services (provide assumptions)					Types of anticipated Contractors:
ELEMENTARY PROGRAM TOTAL	\$0.00	\$25,500.00	\$26,500.00	\$15,500.00	

2c: SECONDARY PROGRAM	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Secondary Supplies Total (details below)		13,000.00	13,000.00	22,000.00	
Curriculum / text books		8,000.00	8,000.00	18,000.00	Year 3 ELA Adoption Year
Other supplies (provide assumptions)		5,000.00	5,000.00	5,000.00	Project Classes/ Science Supplies \$200 per section
Secondary Contract Services (provide assumptions)					Types of anticipated Contractors:
SECONDARY PROGRAM TOTAL	\$0.00	\$13,000.00	\$13,000.00	\$22,000.00	

Additional Notes or Details regarding Educational Program Expenditures:

EDUCATIONAL PROGRAM TOTAL	\$0.00	\$51,500.00	\$54,500.00	\$52,500.00	
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Section 3: Technology					
Line Item / Account	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Contract Services Total (details below)	-	7,535.00	7,535.00	7,535.00	
Internet		3,840.00	3,840.00	3,840.00	Contract \$9,600 (60% reimbursed E-Rate)
Other Contrac Services (provide assumptions)		3,695.00	3,695.00	3,695.00	MYon Library
Technology fees & licenses					
TECHNOLOGY TOTAL	\$0.00	\$7,535.00	\$7,535.00	\$7,535.00	
Additional Notes or Details regarding Technology Expenditures:					

Section 4: Non-Facilities Capital Outlay					
Line Item / Account	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Educational Pgm Cap. Outlay Total(details below)	-	10,000.00	10,000.00	10,000.00	
Furniture (provide assumptions)		10,000.00	10,000.00		Desks/ Chairs/ Furniture (New Years 1 and 2/ Update after)
Other Outlay (provide assumptions)					
Technology Capital Outlay Total (details below)	-	16,000.00	16,000.00	8,000.00	
Computers for staff use		3,000.00	3,000.00	3,000.00	4 Staff Computers (New/Replace/Update)
Computers for staff use		5,000.00	5,000.00	5,000.00	20 Chrome Books for Student Use
Other Technology (provide assumptions)		8,000.00	8,000.00		3 Smart Boards/ Projectors (year 1 and 2)
Other Capital Outlay (provide assumptions)					
CAPITAL OUTLAY TOTAL	\$0.00	\$26,000.00	\$26,000.00	\$18,000.00	
Additional Notes or Details regarding Non-Facilities Capital Outlay Expenditures:					

Section 5: Board of Directors					
Line Item / Account	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Board Training		6,600.00	6,600.00	6,600.00	State Reimbursement
Legal		15,000.00	15,000.00	15,000.00	Historical
Audit		12,875.00	12,875.00	12,875.00	Contract
BOARD OF DIRECTORS TOTALS	\$0.00	\$34,475.00	\$34,475.00	\$34,475.00	
Additional Notes or Details regarding Board of Directors Expenditures:					

Section 6: Facilities Details (consistent with facilities template)					
Line Item / Account	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Construction / Remodeling (if applicable)		85,000.00	85,000.00		4 Modular Classrooms/Years 1 and 2
Mortgage or Lease (provide assumptions)		240,000.00	240,000.00	240,000.00	Per Lease
Repairs and Maintenance		12,000.00	12,000.00	12,000.00	Supplies and Maintenance Historical Data
Utilities Total (details below)		35,000.00	35,000.00	35,000.00	Historical Data
Gas					
Electric					
Other Utilities (provide assumptions)					
FACILITIES TOTAL	\$0.00	\$372,000.00	\$372,000.00	\$287,000.00	
Additional Notes or Details regarding Facilities Expenditures:					

Section 7: Transportation/Nutrition					
Line Item / Account	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Daily Transportation		157,000	164,850	173,092	Per Contract, Increase Approximately 5%/Year
Special transportation (SPED, field trips, etc.)		Break Even	Break Even	Break Even	Historical Data
Nutrition Services (in-house or contracted)		Break Even	Break Even	Break Even	Historical Data
Other Contract Services (provide assumptions)					
TRANSPORTATION TOTAL	\$0.00	\$157,000.00	\$164,850.00	\$173,092.00	
Additional Notes or Details regarding Transportation Expenditures:					

Section 8: Other Expenditures (if applicable)					
Line Item / Account	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Insurance		13,744.00	13,744.00	13,744.00	Historical Data
PCSC		11,571.00	15,000.00	17,000.00	Historical Data Pro-Rated for Increases Enrollment
OTHER TOTAL	\$0.00	\$25,315.00	\$28,744.00	\$30,744.00	
Additional Notes or Details regarding Transportation Expenditures:					

Idaho Public Charter School Commission Cash Flow Operational Year 1														
Year 1														
	Budgeted	JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	Total
Student Enrollment Capa	#VALUE!													
Revenue														
Base Support	\$1,586,885	\$396,721	\$374,504			\$308,014			\$319,440			\$165,353	\$22,853	1,586,885
Benefit Apportionment	\$204,787					\$39,749			\$102,393			\$62,645		204,787
Facilities	\$103,500			\$103,500										103,500
Transportation	\$115,000		\$56,350			\$22,322			\$23,150			\$11,983	\$1,195	115,000
Nutrition	\$32,000			\$3,555	\$3,555	\$3,555	\$3,555	\$3,555	\$3,555	\$3,555	\$3,555	\$3,560		32,000
Exceptional Child	\$48,578			\$12,144			\$12,144			\$12,145			\$12,145	48,578
Federal Programs	\$90,000			\$22,500			\$22,500			\$22,500			\$22,500	90,000
Other State Funds	\$167,000										\$167,000			167,000
Local Revenue	\$50,000						\$25,000					\$25,000		50,000
Total Revenue	2,397,750	396,721	430,854	141,699	3,555	373,640	63,199	3,555	448,538	38,200	170,555	268,541	58,693	2,397,750
Expenditures														
Salaries and Benefits	1,324,336.00	102336	112000	112000	112000	112000	112000	112000	112000	112000	112000	112000	102000	1,324,336.00
Education Program	51,500.00		31500	1000	4000	1000	1000	4000	1000	1000	4000	1000	2000	51,500.00
Technology Totals	7,535.00	320	320	4015	320	320	320	320	320	320	320	320	320	7,535.00
Capital Outlay Totals	26,000.00		26000											26,000.00
Board of Directors	34,475.00	1000	12875	1200	4000	1200	1200	1200	1200	7000	1200	1200	1200	34,475.00
Facilities	372,000.00	108913	23917	23917	23917	23917	23917	23917	23917	23917	23917	23917	23917	372,000.00
Transportation	157,000.00		15700	15700	15700	15700	15700	15700	15700	15700	15700	15700		157,000.00
Nutrition	32,000.00			3555	3555	3555	3555	3555	3555	3555	3555	3560		32,000.00
Other	25,315.00			13744						11571				25,315.00
Total Expenditures	2,030,161.00	\$212,569.00	\$222,312.00	\$175,131.00	\$163,492.00	\$157,692.00	\$157,692.00	\$160,692.00	\$157,692.00	\$175,063.00	\$160,692.00	\$157,697.00	\$129,437.00	\$2,030,161.00
Cash Flow														
Operational Cash Flow		184,152.00	208,542.00	-33,432.00	-159,937.00	215,948.00	-94,493.00	-157,137.00	290,846.00	-136,863.00	9,863.00	110,844.00	-70,744.00	367,589.00
Cash on Hand			184,152.00	392,694.00	359,262.00	199,325.00	415,273.00	320,780.00	163,643.00	454,489.00	317,626.00	327,489.00	438,333.00	
Cash End of Period		184,152.00	392,694.00	359,262.00	199,325.00	415,273.00	320,780.00	163,643.00	454,489.00	317,626.00	327,489.00	438,333.00	367,589.00	367,589.00

Narrative: Start-Up Budget
[If there is any additional information or cost breakdowns that you feel will be valuable for the PCSC to understand in reviewing your Pre-Opening or Operational Budgets, please provide it here.]

Narrative: Operational Budgets
[If there is any additional information or cost breakdowns that you feel will be valuable for the PCSC to understand in reviewing your Pre-Opening or Operational Budgets, please provide it here.]

Narrative: 1st Year Cash Flow
[If there is any information that you feel will be valuable for the PCSC to understand in reviewing your 1st Year Cash Flow, please provide it here.]

List of Attachments	
[If you have supporting documentation related to your budget assumptions or cash flow (cost-breakdowns, contract services quotes, etc.), please list them here and identify their location.]	
Attachment Title	Location in Apendices
ISTCS Buget Projection	
M&O Year 1, 2, and 3	
SBA Year 1, 2 and 3	
Support Unit Calculation Year 1, 2, and 3	

Stakeholder Input

ISTCS has reached out to stakeholders through a variety of public forums 24 times in the past nine (9) months as part of its expansion process. Stakeholder outreach has included public Board of Director's meetings, school leadership team meetings, faculty meetings, website updates, Facebook posts, and emails to parents. In addition, the school has had information readily available for parents in the office since its January Board meeting and has displayed information on the expansion at the school. School administration and the board chair have reached out to staff at PCSC on numerous occasions since July, 2017 as part of this process.

Board Meetings

July 10, 2017
August 9, 2017
October 11, 2017
January 10, 2018
February 21, 2018
March 7, 2018

Leadership Team Meetings

August 10, 2017
January 5, 2018
January 19, 2018

Faculty Meetings

October 16, 2017
January 19, 2018
February 9, 2018
February 23, 2018
January 19, 2018

Website Updates

January 11, 2018 (Elementary Program)
February 27, 2018 (Public Comment on Charter Rewrite)

Emails to Parents

January 11, 2018
January 25, 2018

Facebook Posts

Announce Early Elementary Program; 1684 People Reached; 62 People Engaged

January 29 “We’re so excited about our new early elementary program coming next year! Since announcing our expansion only two weeks ago, so many students have registered for the lottery that we only have 10 more slots in 1st - 3rd grade! Check out some of the books 1st graders will be using next year.

ISTCS will offer grades K-3 starting in the 2018-19 school year pending PCSC approval on April 12, 2018. <http://www.idahoscience.com/>”

Direct Parents to Enrollment on Website; 4058 People Reached; 71 People Engaged

January 30; February 5; February 8; March 5

Ask for Feedback on Charter Rewrite; 890 People Reached; 45 People Engaged

March 5

Notes from selected stakeholder meetings

January 5, 2018 – Leadership Team

Document discussed: Preliminary Expansion Proposal; ISTCS Vision, Mission, and Philosophy Statements; ISTCS Design Elements

Does the narrative accurately represent ISTCS?

Incomplete. The background section works, but we need a section that describes us now. Why are students here? Where did they come from? Talk about culture and high school classes. Talk about how prepared ISTCS students are for high school.

Is the proposal needed?

Yes! People in Blackfoot largely don’t like change. We need to offer an option that doesn’t require change. School viability is dependent on this change.

The educational program and mission statement at ISTCS currently try to include everything. They don’t actually say anything.

Will the proposal work?

Yes, but we have to address numerous operational issues ranging from bathrooms to how we control the amount of interaction between the grades.

Questions to address in the proposal: Do students who start at ISTCS in 4th grade stay? What schools do students transfer from? How many of our students have siblings here? How many are employee’s children? Why do they choose ISTCS? What are our Overall enrollment trends?

Will the proposal solve the problems described?

The current proposal doesn't actually acknowledge problems.

Will the proposal be well-received by stakeholders?

Yes. No one on the leadership team sees any resistance to this change. SPED will be difficult, but Lisa has voiced support. She will need help with the transition. Parents are excited. Those who aren't interested don't lose anything.

Does the proposal consider all relevant needs?

Probably, but it doesn't acknowledge them. Add a needs or problems section.

January 19, 2018 – Leadership Team

Document discussed: Board Approved Expansion Proposal; Charter Rewrite Tab 1 Overview (Executive Summary, Mission Statement); Charter Rewrite Tab 2 Educational Program (Philosophy, Program Overview)

Big Picture – Overall Educational Program Discussion

What absolutely must be addressed for success?

- Training
- Time for Development of PBL
- SPED
- Elementary programs
- Recruiting teachers
- Budgets

What would we like to address?

- 7/8 grade separated for core classes
- Longer class periods in middle school
- Schedules (possibly a modified block or some way to allow more time for PBL and science)
- Homework policy

How do we address accountability while maintaining as much local control as we need for flexibility?

- Add the word “philosophy” to project-based learning.
- Define PBL ourselves.
- Align to Idaho State Standards so that we can change when Idaho standards change.
- Define academic knowledge as “core ELA and math courses”.
- Refer to board policy, Idaho State Standards, and IDAPA rather than quoting them.

Are the stated expected student outcomes too ambitious?

- They are ambitious but everyone likes them.
- They will need to be defined in detail – the overview is fine but undeveloped.

Will a half-day kindergarten that embraces the social/emotional needs of a 5 year old be well-received by parents?

- Most of the team would choose that program for their own children.
- Need to address the needs of working parents.
- Need to address the convenience of transportation, etc. that full-day provides.
- Need to market appropriately – We want children to enjoy kindergarten.
- Need to look up research. Where do students end up academically who attend full-day academic kindergarten programs?
- Can we offer a day-care or extended program for students? Can we charge for that?

Details – What do we need to address?

Water	Transportation	Teachers
Food	Specials	Pick Up System
Lunch	Admin for Elem	Stagger Times for Dismissal
Modular Location	First Aid	Fire Drills
Fence	Copies	Announcements
Safety	Check In/ Check Out	Communication
Marketing	Procedures	Money
Public Relations	Office Personnel	Technology
Playground	Sidewalks	Counseling
Schedules	Parking	SPED
Proximity (Building, Admin, Older Students)		

January 19, 2018 – Faculty

Document discussed: Charter Rewrite Tab 1 Overview (Executive Summary, Mission Statement); Charter Rewrite Tab 2 Educational Program (Philosophy, Program Overview)

List questions that will need answered before implementation.

1. When will the educational programs be vertically aligned? How?
2. Why are there 5 separate educational models and how do they connect?
3. Why is the word “model” used?
4. What is a good standard for an acceptable project model for each grade?
5. What process is needed to progress from grade to grade?
6. How do we teach the kindergarteners what is acceptable and expected at school?
7. How do we teach “how to read” (phonics)?
8. How can we align the new teachers’ goals with ours?
9. What type of mentoring will be offered for the incoming teachers?
10. Would electives or specials be offered to the younger grades also?

11. Do we have enough bathrooms?
12. Is there enough kitchen space to provide for all grades?
13. What time would each grade eat lunch?
14. Is there enough gym space for PE?
15. Would we provide child care as an option for kindergarten?
16. Should we make parent volunteering required for kindergarten?
17. Do we need a kindergarten aid (accompany students to bathroom)?
18. How will we get the needed money?
19. Do we need fundraisers?
20. When will we be providing hearing and vision screenings? What grades?
21. How do we create a complex project that special ed students can successfully complete?
22. How will we accommodate special needs with a wider age range of students?
23. How do we align curriculum through a larger range of grade levels?
24. Are we changing our school name?
25. How do we avoid confusion in our name change?
26. What will our technology plan look like?
27. How do we sustain programs through personnel changes?
28. Will we be able to offer regular specials to all elementary grades on a daily basis (Spanish, PE, music, etc)
29. Will increased supervision duties fall on teachers or will an aide be available to assist?
30. How do we address separation of younger ages from older ages?
31. What are other services offered at other elementary schools that we currently don't offer? Will we try to add those?
32. Where will we put classrooms?
33. Can we have a formal RTI team to identify students?
34. How will it affect other therapists at the school?
35. Where will therapy (occupational, speech, etc) take place?
36. Will we have the ability to take ESL students?
37. When is the projected plan for an actual elementary building?
38. How will this affect G/T programs? What ages will G/T be offered?
39. Will we be providing more training for faculty to better implement learning goals?
40. Can we get a grant writer to help find funding for teachers?

List things that you hope will change as a result of expansion.

1. Name of the school
2. More playground equipment, storage
3. Separate playground for younger students
4. Fence around property
5. Better library with increased access to books and a full-time librarian
6. Full-time computer teachers
7. Garden section on grounds
8. More Chromebooks/technology
9. Re-doing the charter and updating it
10. Clarifying our identity
11. Community will know who we are
12. A simpler name
13. More convenient bathrooms with modularity

14. More secure campus (sidewalks, fence)
15. Added parking for staff and events
16. Signs that are visible on both highways
17. Utilizing outdoor space better
18. Plant trees to block out undesirable views of properties out of our control

List things that you hope will not change as a result of expansion.

1. Community within the school
2. Older students caring about younger students
3. Project-based learning
4. All grades have electives and/or specials
5. Culture (positive, safe, respectful)
6. 4 day school week
7. Faculty Fridays



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Integrated Professional Development 3 Year Plan

School-Wide Initiatives:

All school-wide initiatives for this plan are designed to build group efficacy in improving student outcomes.

1. Establish collaborative groups in each educational level to address student achievement. Groups will have a balanced number of new and experienced teachers to allow for mentoring.
2. Define, measure, and positively impact desired student outcomes in each educational level.
3. Align teaching methods to use strategies that support Project Based Learning using resources from Buck Institute for Education, the George Lucas Educational Foundation, ASCD.

Goals:

1. Build leadership team capacity to support and encourage faculty development of instructional units that support Project Based Learning (PBL) and assessment.
 - a. Define roles and responsibilities within the leadership team.
 - b. Devote a minimum of 2 hours per month to leadership PD development using materials provided by Buck Institute for Education.
 - c. Give members of the leadership team released time to visit classrooms, develop training materials, present training materials, and evaluate effectiveness of initiatives.
2. Increase instructional staff capacity to effectively implement Project Based Learning (PBL).
 - a. Devote a minimum of 4 hours per month to in-house PD activities designed specifically to teach instructional methods that support (PBL).
 - b. Devote a minimum of 2 hours per month to in-house PD activities designed to refine horizontal alignment strategies.
 - c. Participate in collaborative lesson planning.
 - d. Ensure that administration and/or leadership team members visit every classroom monthly to observe implementation.

- e. Give all faculty released time to visit classrooms at ISTCS to observe effective implementation.
3. Increase instructional staff capacity to define and impact desired student outcomes.
 - a. Devote a minimum of 2 hours per month to in-house PD activities designed to increase faculty capacity to impact student outcomes.
 - b. Participate in EngageNY professional development modules.

Roles and Responsibilities

Director: The director of ISTCS will be accountable for implementation of this plan including

- Ensure a PD schedule that meets all time and content requirements.
- Assign roles for each in house PD session.
- Ensure released time.
- Ensure expenditures and coordination of funds for PD.
- Meet with the leadership team.
- Participate in PD activities.
- Observe classrooms.
- Collect and discuss classroom observation rubrics from leadership team.
- Evaluate teacher, program, and school success with implementation using rubrics, pre/post observations, student outcomes, and other data.
- Supervise elementary collaborative groups.

Assistant Principal: The assistant principal will be responsible for coordinating details of this plan including

- Ensure that PD materials are in place.
- Maintain schedule and minutes for leadership team meetings.
- Meet with the leadership team.
- Create in-house PD activities.
- Participate in PD activities.
- Maintain schedule and minutes for PD.
- Observe classrooms.
- Supervise middle school collaborative groups.

Leadership Team: Members of the leadership team will be responsible for coordinating details of this plan within their content areas including

- Observe classrooms.
- Monitor and report successful implementation and/or current needs to administration.
- Facilitate discussion among content area teachers designed to help evaluate program success.
- Maintain schedule and minutes for content area team meetings.

Scope and Sequence

2018-19	
June	Leadership meetings to assess 17-18 year and set goals for upcoming year.
Year Long	In-house PD <ul style="list-style-type: none"> • Monthly school-wide PD addressing PBL strategies. • Bi-Monthly collaborative grade-level groups. • Weekly PD led by administration for teachers new to the profession to address instructional strategies, classroom management, and assessment.
August November January	Administrator-led professional development on meeting specific student-based needs as identified by teachers in the school. All meetings will include duty to report and indicators of homelessness. All meetings will include differentiation strategies.
Year Long	SDE SPED training for SPED teacher.

2019-20	
June	Leadership meetings to assess 18-19 year and set goals for upcoming year.
Year Long	To Be Determined based on previous year student outcomes, leadership team analysis, and stakeholder feedback.
August November January	Administrator-led professional development on meeting specific student-based needs as identified by teachers in the school. All meetings will include duty to report and indicators of homelessness. All meetings will include differentiation strategies.

2020-21	
June	Leadership meetings to assess 19-20 year and set goals for upcoming year.
Year Long	To Be Determined based on previous year student outcomes, leadership team analysis, and stakeholder feedback.
August November January	Administrator-led professional development on meeting specific student-based needs as identified by teachers in the school. All meetings will include duty to report and indicators of homelessness. All meetings will include differentiation strategies.