

**SUBJECT**

White Pine Charter School Proposed Charter Amendment

**APPLICABLE STATUTE, RULE, OR POLICY**

I.C. §33-5206(8)  
IDAPA 08.02.04.302

**BACKGROUND**

White Pine Charter School (WPCS) is a public charter school authorized by the Public Charter School Commission (PCSC) and located in Ammon since 2003. WPCS currently serves students in grades K-8.

**DISCUSSION**

WPCS is proposing a charter amendment that would expand the grade levels served to include high school. If the amendment is approved, the school's enrollment cap would expand over several years from 522 to 1049 students.

A curricular and programmatic shift would accompany WPCS's proposed expansion. The school was initially founded as a Harbor School™, but it has moved away from some of that method's tenets and is now employing a direct instruction model with STEM options and Spanish language instruction. Under the proposed amendment, grades K-6 would continue in the direct instruction model, while a mastery-based STEM program would be implemented for grades 7-12. In discussion with PCSC staff, WPCS leadership explained their intention to develop the specific nature of their STEM program based on future input from local business leaders regarding workforce needs.

WPCS's enrollment projections for the proposed high school are aggressive and represent a considerably higher enrollment than other charter high schools in the area. The school intends to implement a vigorous marketing plan, but it is unclear whether this will be sufficient to attract the desired enrollment level, particularly in light of the recent opening of a new district high school.

WPCS would house its high school in portable classrooms on its existing site. In the future, the school hopes to build a new permanent facility for grades 7 -12 at a nearby site. The budget accounts for facility costs as the plan progresses.

The proposal explains that in the early years of the expansion, philanthropy would be important to cover costs associated with the desired level of growth. The J.A. and Kathryn Albertson Foundation (JKAF) was noted as a possible donor, through Bluum, and the school hopes to secure approximately \$1 million over the next three years. However, these funds

have not been secured. Only preliminary discussion has taken place between Bluum and WPCS, and no proposal meeting Bluum's criteria has yet been submitted to Bluum.

If White Pine is unable to secure significant philanthropic support, a break-even plan requiring enrollment of 732 students (an increase of 200 students over the current cap) would come into play.

**IMPACT**

If the PCSC approves the proposed amendment, relevant modifications to the performance certificate will be adopted accordingly, and WPCS will immediately begin operating under the amended charter and performance certificate.

If the PCSC denies the amendment, WPCS could appeal this decision to the State Board of Education, or could decide not to proceed any further.

**STAFF COMMENTS AND RECOMMENDATIONS**

As part of the performance certificate development process, the PCSC approved a general standard that schools with an accountability designation of good standing or honor are eligible for consideration of expansion proposals. White Pine was in good standing on its most recent annual report.

PCSC staff recommends approval of the charter amendment proposed by WPCS.

**COMMISSION ACTION**

A motion to approve the proposed charter amendment as submitted by White Pine Charter School related to expansion into high school and the development of a STEM program.

OR

A motion to deny the proposed charter amendment as submitted by White Pine Charter School on the following grounds \_\_\_\_\_.

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



WHITE PINE  
CHARTER SCHOOL

YOUR **FIVE STAR** School of Choice in Eastern Idaho

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◆ 2959 East John Adams Parkway Ammon, ID 83406 ◆ (208) 522-4432

September 5, 2018

Ms. Tamara Baysinger  
Idaho Public Charter School Commission  
Borah Building  
304 N 8th Street Room 242  
Boise, ID 83702

**RE: White Pine Charter School Proposed High School Expansion**

Dear Ms. Baysinger:

The workforce of the future is constantly changing, and the demand for technically savvy learners and scientifically literate citizens is increasing. The next generation needs to possess and use knowledge, skills, innovative thinking, problem-solving, and positive attitudes to pursue productive career paths and lead healthy and happy lives.

White Pine Charter School (“WPCS”) seeks to build on its track record of success in grades K-8 with a Charter expansion to create an innovative science, technology, engineering and mathematics (“STEM”) Academy, serving grades 7 through 12. The White Pine STEM Academy (“STEM Academy”) complete the White Pine educational program and will be Eastern Idaho’s premier STEM school for discerning parents and students wanting a rigorous, relevant, and 21<sup>st</sup> Century education to prepare students for college, career, and beyond.

WPCS’s broad-based educational program in grades K-8 gives students a well-rounded context for advanced and rigorous learning opportunities at the STEM Academy. The Academy will teach 21st century workforce skills, cutting edge Science, Technology, Engineering, and Mathematics (STEM), while integrating English Language Arts, Social Studies, and Humanities in a rich inquiry, problem-solving, mastery, and project-based learning environment.

As with the WPCS elementary programs, the STEM Academy’s curricular activities will be research-based and provide a learning environment where student achievement is unbounded to maximize individual growth. The curriculum will be rigorous and continuously made relevant through community partnerships with the College of Eastern Idaho, the Idaho National Laboratory, key area employers, and other STEM partners. Our mission will be accomplished when students develop into motivated learners, analytical thinkers, and innovative problem-solvers.

The STEM Academy will recruit highly qualified teachers and staff, with a preference given to real world experience in STEM-related fields. Content, curriculum, and projects will be aligned



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with State content standards, but teachers will partner with local colleges and universities, STEM industries, and local and regional employers to create real world STEM projects. These projects will give students meaningful and relevant opportunities to learn and develop the hands-on experience and cognitive skills that will propel them to success in their career path and/or post-secondary education. Students will direct their own learning to achieve content mastery, and will work with teachers and fellow students on dynamic, engaging, and innovative projects.

WPCS will maintain its current campus, expanding its grade level capacity to three classes per grade in K-8. In our Phase 1 expansion, the STEM Academy will transition 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students and recruit additional students for grades 9 and 10 for the 2019-2020 school year, with a target of 124 students in grades 7-10, including 64 9<sup>th</sup> and 10<sup>th</sup> grade students. WPCS will use existing classrooms and either lease appropriate commercial facilities or contract for innovative and well-designed modular classrooms to accommodate initial growth until permanent facilities can be purchased and constructed/renovated. In Phase 2, the STEM Academy will expand to grades 11, using additional leased facilities or modular learning spaces, with a target of 94 a target of 180 students in grades 7-12, including 94 high school students. In Phase 3, the STEM Academy will have ideally purchased and constructed/renovated permanent facilities near the College of Eastern Idaho, and within convenient driving distance of its existing facilities. In Phase 3, the STEM Academy intends to accommodate up to 237 students in grades 7-12, with capacity for 564 secondary students by 2026. By Phase 3, the WPCS elementary building will reach its target capacity of 540 students in grades K-6.

Although various enrollment scenarios exist for break-even in year 1, WPCS anticipates needing grants or other private donations to bridge probable operational deficits in the first 3 years of operation, with potential needs beyond year 3 for programmatic enhancements.

The WPCS elementary program and new STEM academy will challenge and inspire students, preparing them for productive lives and successful careers. We appreciate your consideration of our proposed expansion.

Sincerely,

Jeremy Clarke

Proposed Expansion of  
**WHITE PINE CHARTER SCHOOL**

to expand to grades 9-12 with the

**WHITE PINE STEM ACADEMY**

Available to all Idaho students with a primary attendance area

consisting of Idaho Falls School District #91 and  
Bonneville Joint School District #93

Transferred to authorization  
under the PCSC on April 5, 2007

Current Charter approved  
by the PCSC on April 11, 2013

*Charter Amendment Approved by the PCSC on  
\_\_\_\_\_, 2018*

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(208) 313-2679

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## II. Executive Summary

The workforce of the future is constantly changing, and the demand for technically savvy learners and scientifically literate citizens is increasing. The next generation needs to possess and use knowledge, skills, innovative thinking, problem-solving, and positive attitudes to pursue productive career paths and lead healthy and happy lives.

White Pine Charter School ("WPCS") seeks to build on its track record of success in grades K-8 with a Charter expansion to create an innovative science, technology, engineering and mathematics ("STEM") Academy, serving grades 7 through 12. The White Pine STEM Academy ("STEM Academy") complete the White Pine educational program and will be Eastern Idaho's premier STEM school for discerning parents and students wanting a rigorous, relevant, and 21<sup>st</sup> Century education to prepare students for college, career, and beyond.

WPCS's broad-based educational program in grades K-8 gives students a well-rounded context for advanced and rigorous learning opportunities at the STEM Academy. The Academy will teach 21st century workforce skills, cutting edge Science, Technology, Engineering, and Mathematics (STEM), while integrating English Language Arts, Social Studies, and Humanities in a rich inquiry, problem-solving, mastery, and project-based learning environment.

As with the WPCS elementary programs, the STEM Academy's curricular activities will be research-based and provide a learning environment where student achievement is unbounded to maximize individual growth. The curriculum will be rigorous and continuously made relevant through community partnerships with the College of Eastern Idaho, the Idaho National Laboratory, key area employers, and other STEM partners. Our mission will be accomplished when students develop into motivated learners, analytical thinkers, and innovative problem-solvers.

The STEM Academy will recruit highly qualified teachers and staff, with a preference given to real world experience in STEM-related fields. Content, curriculum, and projects will be aligned with State content standards, but teachers will partner with local colleges and universities, STEM industries, and local and regional employers to create real world STEM projects. These projects will give students meaningful and relevant opportunities to learn and develop the hands-on experience and cognitive skills that will propel them to success in their career path and/or post-secondary education. Students will direct their own learning to achieve content mastery, and will work with teachers and fellow students on dynamic, engaging, and innovative projects.

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Although various enrollment scenarios exist for break-even in year 1, WPCS anticipates needing grants or other private donations to bridge probable operational deficits in the first 3 years of operation, with potential needs beyond year 3 for programmatic enhancements.

The WPCS elementary program and new STEM academy will challenge and inspire students, preparing them for productive lives and successful careers.

### III. Vision & Mission

WPCS is a well-established, well-regarded, and successful public charter school with a proven track record of academic and operational success. WPCS seeks to build on its track record with an innovative high school expansion to create Eastern Idaho’s premier science, technology, engineering and mathematics (“STEM”) high school. This expansion will be known as the [White Pine STEM Academy \(“STEM Academy”\)](#).

#### **A. White Pine Vision**

The White Pine Charter School, through our CORE Knowledge Elementary and the White Pine STEM Academy, will strive to be the school of choice for discerning parents and motivated students in grades K through 12. Our vision is

- a) To create a dynamic and challenging educational institution with high academic standards, providing all students opportunities to develop into motivated learners, analytical thinkers and competent leaders.
- b) To effectively utilize research-based practices and provide a progressive learning environment which maximizes individual student achievement.
- c) To practice a positive and compassionate teaching environment in which educators communicate, share and grow in a professional learning community focusing on unlimited potential for all students and educators.

By building and maintaining proactive community partnerships with local colleges and university, employers, and other STEM partners, we will become the preferred institution for middle and high school students seeking advanced opportunities to graduate early, earn dual credit, and develop 21<sup>st</sup> Century skills and critical habits for success in STEM and other career fields.

#### **B. White Pine Mission**

Our institutional motto is “**Success for Every Student!**” To maximize our student’s success, our mission is to provide a dynamic, safe, and challenging learning environment, holding students to the highest academic standards and behavioral expectations. We utilize research-based

practices and provide a progressive learning environment to maximize individual student achievement. We will cultivate a positive and passionate teaching and learning culture in which teachers and students communicate, collaborate, share, and grow in a mutual, collegial, and professional learning community, with unlimited potential for all students and staff.

This mission results in a broad-based education in grades K-6~~8~~, giving students a well-rounded context for advanced and rigorous learning opportunities at the STEM Academy, which will prepare them for success in the 21<sup>st</sup> Century Workforce. The WPCS mission will be achieved in grades 8-12 at the STEM Academy by challenging, inspiring and preparing students for productive lives and successful careers. We will do this by teaching 21st century skills, cutting edge Science, Technology, Engineering, and Mathematics (STEM), and integrating English Language Arts, Social Studies, and Humanities in a rich inquiry, problem-solving, mastery, and project-based learning environment. The curriculum will be rigorous and continuously made relevant through community partnerships with area colleges and universities, the Idaho National Laboratory, area employers, and other STEM partners. Our mission will be accomplished when students develop into motivated learners, analytical thinkers, and innovative problem-solvers.

#### **STEM Academy Mission**

~~The WPCS mission will be achieved at the STEM Academy by challenging, inspiring and preparing students for productive lives and successful careers. We will do this by teaching 21st century skills, cutting edge Science, Technology, Engineering, and Mathematics (STEM), and integrating English Language Arts, Social Studies, and Humanities in a rich inquiry, problem-solving, mastery, and project-based learning environment.~~

~~As with the WPCS K-6 programs, the STEM Academy's curricular activities will be research-based and provide a learning environment where student achievement is unbounded to maximize individual growth. The curriculum will be rigorous and continuously made relevant through community partnerships with area colleges and universities, the Idaho National Laboratory, area employers, and other STEM partners. Our mission will be accomplished when students develop into motivated learners, analytical thinkers, and innovative problem solvers.~~

## **IV. Authorizer**

WPCS is presently authorized by the Idaho Public Charter School Commission, a statutorily authorized entity under Idaho Code § 33-5202A(1). The Commission is a subdivision of the Idaho State Board of Education and is composed of seven members from around Idaho. Three commissioners are appointed by the Governor, two by the Senate Pro Tempore and two by the Speaker of the House. Each commissioner serves four-year terms with a two-term limit.

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~~The Current Commission members include Alan Reed, Chairman; Brian Scigliano, Vice Chair; Sherrilynn Bair; Kelly Murphey; Wanda Quinn; Kathleen "Kitty" Kunz; and Nils Peterson.~~

WPCS was originally authorized by Bonneville Joint School District 93, but WPCS petitioned to change its authorizer to the Commission, which transfer was approved on April 5, 2007.

~~Idaho Code § 33-5206(8) and IDAPA 08.02.04.302 provide that WPCS may request a revision to its charter or performance certificate. Idaho Statute requires that petitions for new Charters be submitted to the initial authorized chartering entity no later than September 1 and approved no later than January 1 in order to open in the following school year.~~

~~Charter amendments, including a proposed expansion, must be submitted in writing to the authorized chartering entity. See IDAPA 08.02.04.302. The Authorizer will have seventy five (75) days from the receipt of the request to issue its decision. Id. Requests will be considered at the next Commission meeting if submitted no fewer than 30 days in advance of the meeting. The amendment may be delegated to Commission staff. Id. The Commission may but is not required to conduct a public hearing on the revision. Id. If the proposed revision is approved, a copy of the revision must be executed by each party to the performance certificate. Id. If the revision is denied, the Commission will prepare a written notice of the decision, containing the reasons for the decision. Id.~~

## V. Educational Program

WPCS's K-8 program has a proven track record of academic success. Since its inception, WPCS has used the CORE Knowledge curriculum to develop strong content knowledge and skills in reading, writing, math, science, and social studies. Enhanced with foreign language, art, music, health and physical education, the purpose of the WPCS K-8 program is to produce well-rounded students with broad-based content knowledge that equips them for accelerated learning and success at the secondary level and beyond.

The STEM Academy will build on this progress, to integrate Science, Technology, Engineering and Mathematics into every subject in grades 7-12, incorporating mastery- and project-based learning to empower and engage students in directing their own education. The goal of the STEM Academy is to increase students' interest in science, engineering, and math through technology, and to prepare them for success in the 21st Century workforce.

### A. Educational Philosophy

White Pine's philosophy is grounded in the belief that highly challenging content in a safe environment creates the setting for accelerated learning. We believe that students learn when:

- a) students are taught to be life-long learners;
- b) students construct meaning;
- c) students see the connection between what they learn and the real world;
- d) students are actively engaged in purposeful tasks;
- e) activities are integrated and meaningful;
- f) students are allowed differentiated learning opportunities;
- g) students are encouraged to explore and master learning skills;
- h) students work individually and as members of a group;
- i) students are encouraged to apply their personal interest in classroom

- assignments;
- j) students are expected and encouraged to learn;
- k) students and faculty have time built into the schedule for consistent and continual collaboration on class assignments and educational program;
- l) students dress to focus on the school objectives;
- m) students are given assignments to seek understanding of others beliefs, opinions and cultures;
- n) all students have advanced learning opportunities; and
- o) students see themselves as part of the community and find ways to serve the community.

To achieve these conditions, staff and faculty will succeed when:

- a) Create a highly-personalized, open, and trusting learning environment for all students and their families;
- b) Expect students to produce high quality work that is presented to the public;
- c) Create a school culture where character counts, and exploration, reflection, and learning through failure is a part of the learning process;
- d) Weave science, technology, engineering, and mathematics into every subject;
- e) Integrate the study of English Language Arts and Social Studies into STEM subjects;
- f) Engage students in inquiry-based, problem-solving, and project-based learning using compelling projects;
- g) Incorporate fieldwork, local expertise and service learning;
- h) Ensure that curriculum is rigorous and relevant through intensive STEM community involvement—Students shouldn't be left asking, "When are we ever going to use this?"
- i) Empower students to direct their own learning and create an environment where students learn together and from each other;
- j) Help students understand how they learn best, by working in teams, and producing meaningful individual outcomes; and
- k) Build a network of teachers, advisors, parents, business and community leaders, and mentors to inspire and support students to achieve success in the local STEM community and beyond;
- l) Create an environment where students develop academic and personal skills and habits for success.

WPCS and the STEM Academy will be the greenhouse to nurture and grow a new generation of technically savvy learners and scientifically literate citizens who will possess and use knowledge, skills, creative thinking, and positive attitude to pursue technical training, post-secondary education, productive career paths, and healthy and happy lives.

**B. Student Academic Achievement Standards**

**1. Content Standards**

WPCS and the STEM Academy will use the state adopted Idaho Content Standards as a minimum threshold for the content delivered to its students. All curriculum will be aligned with state standards, and will emphasize developing skills and key competencies in:

- a) Personal Responsibility. Students will have positive attitudes and perceptions about creating quality work, striving for excellence and positive interpersonal skills.
- b) Expanding and Integrating Knowledge. Students will acquire and integrate knowledge and experiences from different subject areas. Students will gather and use subject-area information effectively in order to gain new information knowledge, classify and organize information, support inferences, and justify conclusions appropriate to the context and audience.
- c) Communication Skills. Students will communicate with clarity, purpose, and an understanding of audience using a variety of communication forms and skills. Students will develop their talents in music, visual arts, and/or performance. Students will develop oral and written skills in a non-native language.
- d) Thinking and Reasoning Skills. Students will utilize, evaluate, and refine the use of multiple strategies to solve a variety of problems.
- e) Social Responsibility and Skills. Students will deal with disagreement and conflict caused by diversity of opinions and beliefs. Students will evaluate and manage their behavior as group members. Students will participate in community service that reflects responsible citizens in a democratic society.

WPCS and the STEM Academy will maintain high expectations for student achievement. Real success is ultimately difficult to measure, with non-traditional, longitudinal metrics better reflecting real life outcomes; data on college graduation rates, job placement, average income, and lifelong happiness will only be measured, if at all, long after they leave WPCS. Yet, WPCS firmly believes that when performance is measured, performance improves. When performance is measured and reported, the rate of improvement accelerates. And when performance is measured, reported, and recognized/rewarded, we can optimize achievement.

WPCS will measure student progress through standardized testing, formative and summative teacher assessments, and student self-evaluation. Learning outcomes will be written and transparent, in student friendly statements. The WPCS and STEM Academy Principals will ensure that essential knowledge and skills for student learning are defined for each program, and communicated to students and parents in simple, student-friendly language. The Principal will work with the WPCS Board of Directors and STEM community partners to ensure that all curriculum and learning objectives are meaningful and relevant to the 21<sup>st</sup> Century workplace and meeting the needs of local and regional colleges, universities, and STEM employers.

Classroom assessment and grade reporting will be meaningful and reflect student growth and student demonstration of proficiency on content standards and core competencies. Assessments will occur in a variety of ways, including: student self-evaluation, performance, verbal and written.

## **2. Student Portfolios and Self-Evaluation**

Students will also engage in regular self-assessment and create academic portfolios, to help them reflect on what they've learned and memorialize and report on their own growth. Beginning in kindergarten, students will be asked to evaluate their own work, helping them reflect on their own strengths and weaknesses. Students will also build their portfolios using technology and incorporating evidence from their individual work and project-based group work. Students will display and defend their portfolios during academic fairs and other public events, as well as through peer and teacher evaluations. Student self-assessment will help students understand their own accomplishments and learn to set personal learning goals. Their self-assessment and goal setting will be shared with parents twice a year during conferences. When students become the center of the learning they become actively engaged in the entire process and progress is accelerated.

## **3. Student-Led Conferences and Grade Reporting**

WPCS and the STEM Academy will conduct student-led conferences at least twice a year, and report cards will be sent home at the end of each term or reporting period. Parents may inquire at any point in time about a student's progress. The WPCS student information system will give parents access to continuous information about their child's progress.

## **4. Assessments and Standardized Testing**

WPCS will use formative and summative assessments to demonstrate that the school is meeting performance standards outlined by the state and the WPCS school board. Formative and summative evaluations are the basis of valid and reliable assessment. The goal is not only to give a grade, but also to encourage students to do their personal best and show them their own improvement throughout the year. Performance will be assessed on at least three levels:

- a) Performance will be assessed relative to state-developed standards including any adopted testing
- b) Student progress relative to previous performance will be assessed through portfolios, oral presentations, written reports, individual and group projects.
- c) Attitudes and personal/academic habits will be assessed through student evaluation of individual goals, teacher evaluations of projects, presentations and parental input.

In addition to teacher-designed classroom assessments, students will be required to participate in the Idaho Assessment Program, including any assessment required by law



or helpful to WPCS school improvement strategies. The following are examples of the types of tests that may be administered:

- a) Idaho Reading Indicator (IRI);
- b) English Language Proficiency (ELP);
- c) Idaho Standards Achievement Test Comprehensive Assessment System (ISAT);
- d) National Assessment of Educational Progress (NAEP);
- e) Science End of Course Exams (EOC);
- f) Civics Assessment (CA);
- g) College Entrance Exams (SAT); and the
- h) WIDA Access 2.0/ Idaho English Language Assessments.

WPCS will assess students and record and analyze data to drive instruction, and give parents, teachers, and the school a normed perspective on individual student abilities and personal academic habits, as well as the efficacy of WPCS programs.

## **5. Student Outcomes and Objectives**

Based on these assessments, WPCS's primary and general measure of success will be growth each year for individual students and student cohorts.

WPCS's baseline objective, at all grade levels, will be to meet or exceed the State in overall percentage of students scoring proficient or above on standardized testing in Reading, Math and English Language Arts.

Beyond this fundamental objective, WPCS will also strive to achieve the following academic goals:

- a) 75% of continuously enrolled students in grade K-3 will be proficient in reading on the state IRI or other state required standardized test;
- b) 70% of continuously enrolled students will be proficient in math on required state standardized tests.
- c) 70% of continuously enrolled students will be proficient in language arts on required state standardized tests.
- d) Students will demonstrate proficiency in 75% of all core content material (English, Science, Math, and Social Studies).
- e) Students will develop the prerequisite knowledge and skills to advance to higher grade levels.

A "continuously enrolled student" is one with 90% attendance during the school year in which the standardized test is completed.

In addition, the STEM Academy expects the following for students in grades 7-12:

- a) All students in grades 9-12 will complete a course in career exploration,

- including a career internship in a STEM-related field, before graduation;
- b) Graduating juniors or seniors will prepare to apply to a continuing education program after graduation (i.e., college, vocational/technical school);
- c) 80% of all students in grades 7-8 will complete at least one Advanced Opportunity available to middle school students (e.g., an overload, online, or high school level course);
- d) 100% of all students in grades 9-12 will attempt at least one Advanced Opportunity, and 90% will successfully complete at least one Advanced Opportunity available to high school students, including but not limited to
  - 1. Successfully completing at least one Dual Credit or Concurrent Enrollment course to earn college credit while in high school;
  - 2. Passing at least one Advanced Placement exam with a score of three or higher before graduation;
  - 3. Completing at least one career-technical or professional certification for potential employment after high school or helpful to career advancement;
  - 4. Taking overload or online courses to graduate early to enroll in early college opportunities; or
  - 5. Participating in directed, scholarly research and writing and/or publishing a scholarly work in an academic journal concerning a STEM topic.

## **6. Performance Reporting and Evaluation**

~~Student assessment data will be aggregated, summarized, and comparatively reported annually to the State Department of Education and the Charter Authorizer, as required by law. The data will also be made available to parents and provided to the WPCS Board of Directors. The information might consist of:~~

- ~~a) A comparison of annual results with baseline scores and longitudinal data including but not limited to state tests;~~
- ~~b) Grade level and school composite scores;~~
- ~~c) A graph of annual results showing year to year change;~~
- ~~d) A graph of school scores relative to district and state scores; and~~
- ~~e) Disaggregated analysis to identify areas for improvement.~~

~~In addition to the data listed above, it will provide formative and summative data to demonstrate that the school is meeting performance standards prescribed by the state and charter.~~

## **C. Key Educational Design Elements**

### **1. General Elements**

Students attending WPCS and the STEM Academy will see substantive differences from other area educational opportunities, including:

- a) An Extended academic day;
- b) Study of a second language;
- c) Required Homework;
- d) Written and signed disciplinary policy; and
- e) Required dress code.

All academic programs are differentiated through a team approach, allowing teachers to teach from their strengths. Teachers may specialize in subject areas, allowing them to focus on teaching as well as exposing students to different teaching personalities. Time will be scheduled to provide teachers with time to collaborate and participate in professional development to assure team success.

WPCS will leverage the local community resources and opportunities for experiential learning through community involvement, expeditionary/field learning, service projects, and internships. The school intends for each student to obtain a sense of community and neighborhood that will provide a lifelong sense of belonging and confidence.

The curriculum of WPCS will contain both traditional academic subjects and an additional language that make the Charter unique. The Idaho State Department of Education's standards serve as benchmarks. The CORE Knowledge curriculum areas include reading, writing, math, science, and social studies. They are enhanced with a foreign language, art, music, health and physical education.

WPCS's core values are reflected in its philosophy and mission statement. It is highly important for students to be challenged, to be taught as individuals, and to learn in a safe, educational environment that allows them to learn about today's world and equips them with the tools to reshape and improve the world of tomorrow.

WPCS intends to meet the goal of producing students who possess the academic and personal habits and attitudes desired of an educated citizen in the 21<sup>st</sup> century. Goal attainment will be assessed by ongoing student testing and staff professional development. The receiving teacher will have intimate knowledge of curriculum and the strengths and weakness of the students. The school will know if it accomplishes its goals by the continuing success rate of its students and by their scores on standardized tests.

## **2. Curriculum and Methods**

- a) Overview

WPCS will align its curriculum with state approved Content Standards. The curriculum contains both traditional academic subjects and additional language areas that make the Charter unique. The Idaho State Department of Education's standards will be enhanced with unifying themes and other creative methods.

b) K-6 Curriculum

In grades K-6, WPCS will continue to use the CORE Knowledge sequence, or similar curriculum, to drive instruction. The CORE Knowledge Sequence presumes that an educated learner needs to know clearly defined skills and concepts that can best be learned in an organized sequential fashion. Traditionally, this approach has been predominately lecture-based. However, WPCS adds innovative learning methods and tools to increase the efficiency of this sequence, and to provide the opportunity for drills, which are sometimes necessary.

1. The Inquiry and Problem-Solving Method suggests that learning occurs when individuals think critically and solve problems. The predominant premise of this method is that it is important to know how to retrieve and use information, not just to have instant recall and possession of the information.
2. The Individualized Learning Method attempts to personalize the learning process to the interests of the individual by allowing students to develop goals for self-study. The reasons for learning thus become intrinsic--one's own curiosity and personal applicability of the information learned.
3. The Discussion Method encourages learning through sharing of information and concepts within a group, with the thinking process playing an important role. A discussion leader is prepared to recognize each learner's level of understanding and can respond at the level most helpful to the learner.

The subjects that make up the K-6 curriculum are listed and briefly discussed below. Traditional core curriculum areas—reading, writing, math, science, history and social studies-- are strongly emphasized. They are enhanced with a second language, music, art, health, and physical education.

(1) Language Arts (English and Foreign). The literature-based curriculum develops learners who are effective communicators, who love literature, and are lifelong readers and writers. Comprehensive skills, grammar, and vocabulary are integrated within the literature program. Dramatization and memorization of accelerated vocabulary is a motivational aspect of the language arts experience. Writing includes goal setting and self-assessment through a personal journal, book reports, research reports as well as creative and expository writing. Communication skills include speaking and writing, and expand into presentation skills, using modern technological tools. The CORE Knowledge curriculum will be 50% of the language arts program.

(2) Science and Health. The science curriculum is a multiyear sequence that emphasizes hands-on experimentation and functional knowledge of scientific phenomena. Science must take students beyond the factual approach of reading, reciting, drilling, and testing science to actually “doing” and “feeling.” This process approach lets students experience the excitement of science so they can better understand facts

and concepts. Kindergarten through Grade 3 students will focus on the basic science process skills of observing, inferring, measuring, communicating, classifying, and predicting. Grades 4 through 8 students will add the integrated science process skills of identifying variables, constructing tables or data, constructing graphs, describing relationships between variables, acquiring and processing data, constructing hypotheses, and designing investigations.

(3) Mathematics. Kindergarten through Grade 6 students will master grade appropriate arithmetic processes of addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals, as well as the basics of algebra and geometry. Teachers will provide opportunities for concept and manipulative experiences that engage students in exploring, conjecturing, and thinking. Students will view and use math as a tool for reasoning and problem solving in purposeful ways.

(4) Social Studies. Kindergarten through Grade 6 will follow the CORE Knowledge Curriculum and align with the Idaho State Achievement Standards. We will seek out ways for the students to discover and experience responsibilities and rights as members of our democratic community.

(5) Environmental Education and Community Service. There will be a strong emphasis on community service in Grade 6 as students apply their understanding of and their contributions to the world around them. Learners will participate in hands-on projects intended to form an awareness of the ever-changing diversity of our community.

(6) Technology. Technology will be used to support a child's natural way of learning through individual and group discovery and seeking solutions to real-life challenges. WPCS will provide our learners with technology skills that prepare them for future employment.

### **3. STEM Academy with Mastery and Project-Based Learning**

The key curricular feature of the STEM Academy is the integration of Science, Technology, Engineering and Mathematics into every subject in grades 7-12, incorporating mastery- and project-based learning to empower and engage students in directing their own education. The STEM Academy will nurture student's interest in STEM subjects, with a focus on helping students develop 21st Century skills that are in growing demand in today's workforce and the workforce of the future.

Traditional education places students into age groups and lets them advance based on seat time: students learn on the teacher's schedule and all students progress at the same rate. Teachers teach to the middle, with some students either lost and left behind, or bored and wanting for more. Mastery-based education gives students the ability to direct their own learning and advance as they demonstrate proficiency in course content. A motivated learner could master entire subjects in less time, moving

on to more advanced topics without having to wait for the rest of the class. Teachers in this environment facilitate learning, teaching students how to learn using curated resources, and then focusing their efforts on the students who need small group or differentiated instruction. The STEM Academy will work to implement mastery-based learning for course content in all core subjects.

Unlike pure mastery-based learning, which focuses purely on content knowledge, the STEM Academy will help students apply what they learn and develop key cognitive skills through the integration of core academic subjects with project-based learning (PBL). Teachers will lead inquiry-based explorations, where student learning will be driven by a guiding question in a real-world application of knowledge. Students will work individually and in groups on projects that demonstrate knowledge, innovation, creativity, communication skills, collaboration, and problem-solving ability. Some projects will be created and/or curated by teachers, some will be conceived by the students themselves, and many will come from STEM community partnerships and local industries and community leaders, giving students an opportunity to learn by solving real world problems.

The STEM Academy curriculum will include rigorous lessons in science and mathematics, including engaging, inquiry-based, hands-on, and real-world projects. These projects will be designed by the faculty and/or students, with guidance from faculty advisors using the State content standards and 21<sup>st</sup> Century workforce cognitive skills as a framework.

Through real-world projects, students will conduct an inquiry-based exploration of STEM topics, making hypotheses and engaging in the design process to conduct research and problem-solve. They will analyze data, identifying patterns and relationships, and model real life scenarios and solutions. They will use evidence, compare/contrast and interpret data. They will evaluate and critique others, make arguments and counterclaims, write about, speak on, and explain complex subjects. They will discuss, collaborate, and present on topics of import to STEM industries and the local community.

STEM Projects will:

- a) Focus on real-world issues and problems derived from STEM community partners;
- b) Be guided by the engineering design process (EDP), which students will use innovate and find solutions to real- world problems;
- c) Immerse students in exploratory learning and hands-on inquiry where students will direct their own learning with open-ended with constraints;
- d) Give students time to collaborate in teams and learn from one another;
- e) Integrate rigorous math and science content across other core subjects to create interdisciplinary projects that show that science and math are not standalone courses; and

f) Allow for multiple correct answers and include failure as a necessary part of the learning cycle and create a culture where students can explore and experiment without fear of making mistakes.

#### **4. Virtual and Blended Programs**

Digital and self-directed learning is a growing component of education in the 21<sup>st</sup> Century. University classrooms use digital and distance learning technologies as a core part of instruction. Corporate training uses online learning management platforms, often in a self-directed environment. WPCS's goal is not only to educate students on what they need to know, but to teach them how to learn, giving them the skills and tools to teach themselves new topics. This new generation of digital learners use technology every day, and WPCS will integrate a digital learning management system into its program.

WPCS knows that sound training to become a responsible digital citizen is a core 21<sup>st</sup> Century skill. Students will learn to use digital tools to access curriculum and demonstrate proficiency. Teachers will still teach, but they will become facilitators to learning, and not the sole fount of all knowledge in the classroom. In this way, teachers will spend more time as mentors, guiding project-based learning and working with students to demonstrate what they've learned.

#### **5. Learning Management System**

Key to WPCS's mastery learning program at the STEM Academy, WPCS will implement a digital, secure, and cloud-based Learning Management System ("LMS"). An LMS is software for the administration, documentation, tracking, reporting and delivery of curriculum. WPCS will select and purchase (or utilize free or open-source) LMS, such as BUZZ, PowerSchool Unified Classroom, Schoology, Blackboard, HotChalk, Moodle, OpenOLat, Summit Learning, Google Classroom, or a similar LMS.

Teachers will build and upload lesson plans, course content, and assessments into the LMS, making it available to students, teachers, support staff, and parents anytime and anywhere they have access to a computer and an Internet connection. Course content will be laid out and scheduled according to a minimum pace, with students able to move through core content at their own pace. Teachers will introduce topics through engaging, hands-on learning activities, and then allow students to explore and move through curated content in a largely self-directed, but scaffolded environment. Students will take assessments when they are ready to demonstrate mastery, and teachers will monitor progress, focusing time and intervention strategies on those students struggling to stay on pace or having difficulty understanding course content.

The LMS will also be used to present and track projects, integrated as a part of STEM project-based learning. Project summaries, expectations, benchmarks, and outcomes will be presented to students using the LMS, with progress and feedback recorded and monitored in near real-time.

## 6. Curriculum Development and Approval

WPCS will review curriculum and curriculum development on an ongoing basis, directed by the Administrator with the approval of the Board of Directors. The curriculum will be implemented and evaluated through observations of teachers and students, with follow-up discussions with the Administrator to include written future goals. The efficacy of curriculum will be assessed in light of standardized test performance.

Prior to opening the STEM Academy, WPCS will enlist staff and third parties to aid in the purchase and/or development of project- and mastery-based curriculum for upper grades. WPCS will start with the State content standards to outline the content for each course and grade level. WPCS will then purchase/acquire and/or compile curated content resources that align with state content standards, including standard textbooks and treatises; available digital content from reputable curriculum publishers; and open source, digital educational content from reputable organizations and sources, like the The University of Idaho Doceo Center for Innovation + Learning (UIDC), CK-12.org, OpenStax CNS (Rice Univeristy), Khan Academy, SAS Curriculum Pathways, PhET Science Simulations (University of Colorado Boulder), CourseRA, MIT Open Courseware, and others.

WPCS will also adopt a slate of research-based competencies (e.g., skills) and rubrics on which to assess students in the STEM Academy. Examples of such competencies include but are not limited to:

- **The State of Idaho IMEN COMPETENCIES**

- o Reading Critically
- o Expressing Ideas
- o Investigating through Inquiry
- o Reasoning Quantitatively
- o Designing Solutions
- o Building Networks
- o Using Sources
- o Learning independently
- o Leading Teams
- o Navigating Conflict
- o Sustaining Wellness
- o Engaging as a Citizen

- **Big Picture Learning Goals**

- o Empirical Reasoning
- o Communication
- o Empirical Reasoning
- o Quantitative Reasoning
- o Empirical Reasoning
- o Social reasoning
- o Empirical Reasoning



- o Personal Qualities: Self-Management, Organization
- o Personal Qualities: Leadership, Cooperation
- o Social Reasoning; Personal Qualities: Responsibility, Empathy, Cooperation
- o Personal Qualities: Responsibility, Empathy, Cooperation; Social Reasoning
- o Personal Qualities: Enhance my Community
- **Workforce Readiness Skills**
  - o Critical Thinking/Creative Problem Solving; Digital Literacy
  - o Oral/Written Communication
  - o Critical Thinking/Creative Problem Solving
  - o Critical Thinking/Creative Problem Solving
  - o Critical Thinking/Creative Problem Solving
  - o Professionalism/Work Ethic
  - o Digital Literacy
  - o Leadership; Teamwork/Collaboration
  - o Teamwork & Collaboration
  - o Knowledge of Core Subjects
- **Learning What Matters (B-21)**
  - o Reading Informational; Reading Literature
  - o Collaborative Discussions; Writing Arguments; Writing Informational; Writing Narratives;
  - o Leading Science Investigation
  - o Mathematical Problem Solving, Mathematical Argumentation; Data Analysis
  - o Conducting Research
  - o Take Civic Action

Working with industry partners, WPCS staff will develop real-world projects, activities, and exercises that will provide a context for content learning and development of the core competencies, and that provide opportunities for students to demonstrate proficiency in both content knowledge and identified competencies associated with each project, performance task, or exercise.

The process for developing individual projects, performance tasks and assessments is the same expected of teachers in preparing lesson plans in traditional classes. Teachers and staff will be expected to review and curate course material (whether in a traditional textbook or in digital format); identify class and lesson objectives and ensure alignment with state content standards; determine methods and procedures for delivering instruction and/or facilitating learning; design projects and activities that align with content standards and WPCS competencies; determine and prepare methods for assessment; outline the sequence and timing of lessons and activities; identify the materials and resources needed for each lesson/project; and collaborate with other teachers for cross-curricular integration.

Teachers will be expected to create course materials in digital format and upload syllabi, lesson plans, instructions, assessments, and other course materials into the LMS. Teachers will be trained on how to use the LMS, although many common LMS interfaces are web-based and have similar features and user-experience to familiar school productivity applications such as Google Docs/Sheets, Google Classroom, Microsoft Word, PowerSchool, etc.

As with new teachers in a traditional classroom environment, preparatory work to implement mastery- and project-based learning is front-loaded, will require training, professional development, and upfront effort, including necessitating individual forethought and collaboration among WPCS staff.

When hiring staff for the STEM Academy, WPCS will seek individuals with experience in mastery- and project-based learning, and/or provide ongoing professional development opportunities for staff to successfully understand the expectations and methodologies of successful mastery and project-based learning environments. As needed, WPCS will also engage staff and third parties in advance of the opening of the STEM Academy, including over the summer breaks, to continually refine and improve content, curricula, assessments, and projects.

Teachers will be given preparation time and workdays before school is in session and throughout the school year to facilitate their professional development and to provide additional time to prepare digital lesson plans and course materials.

## **7. Thoroughness Standards**

The WPCS will also strive to meet the Thoroughness Standards described in Idaho Code § 33-1612. WPCS will achieve these Standards through its basic curriculum and the unique aspects of the school. Instruction of the curriculum will be accomplished using an aligned proactive method. A combination of a strong emphasis on kindness and a reward system which honors children who are hardworking, responsible, honest, and respectful creates an environment allowing students to maximize their learning potential. We will incorporate memorization and dramatization of classic poetry, quotations and other literary materials noted in the CORE Knowledge Curriculum.

Multiple learning opportunities are afforded the WPCS students. Some are familiar, some are novel, but all strive to make learning relevant and purposeful and to actively engage the learner. Problem-solving groups apply knowledge they have acquired and practice new skills by tackling both real world problems and problems simulated to model the current work world.

WPCS's learning program is built on the belief that all children can learn. It recognizes that talent is individual and that children may excel in any or all the academic areas. All academic talent will be encouraged.

In keeping with WPCS's mission, we recognize that education is more than the assimilation of facts. Proficiency in a discipline means that the learner becomes a capable practitioner and has a sufficient foundation to pursue advanced study. The Charter School emphasizes both the acquisition and application of knowledge.

The staff at WPCS will model essential traits of good character and will ensure a safe, kind environment allowing students to acquire essential information and attitudes that will help them lead productive lives. The learning program supports WPCS's mission of developing lifelong learners. It is designed to stimulate the desire to learn, and is based on the belief that all learners possess an innate and unique creativity that can be developed given the appropriate environment. It allows for the joy of knowledge, self-statement, and the thrill of exploration. It is flexible to accommodate the individuality of learners and to evolve as WPCS learns and grows. WPCS ensures that children are not penalized for the rate at which they learn. The faster learner is continuously presented with new challenges, while the slower learner benefits from an academic improvement plan.

- a) A safe environment conducive to learning is provided.

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

**Objectives:** WPCS will:

1. Provide a written disciplinary policy to every student, parent, faculty and staff member, who will be required to sign a contract that will state they have received a copy of the policy and have reviewed the content. Parents of younger children will be asked to review the policy with the child and sign the contract.
2. Develop a staff/student handbook to provide rules and guidelines for physical safety. These guidelines will include, but not be limited to the procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school, notification of parents' rights, and staff monitoring responsibilities.
3. Provide a facility and adopt policies that satisfy all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools, and is inspected as required to ensure the safety of students and staff.
4. Establish, publish, and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, violence, gangs, and use or sale of alcohol and drugs.
5. Create an environment that encourages parents and other adults to visit the school and participate in the school's activities.

- b) Educators are empowered to maintain classroom discipline.

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

expectations of behavior and performance.

**Objectives:** WPCS will:

1. Provide a written disciplinary policy to every student, parent, faculty and staff member. The above-mentioned individuals will be required to sign a contract that will state they have received a copy of the policy and have reviewed the content. Parents of younger children will be asked to review the policy with the child and sign the contract.
2. Develop a student handbook providing a code of conduct including clear expectations and consequences for unacceptable behavior, and a process for teachers to handle minor and major infractions in the classroom setting.
3. Teach appropriate behaviors and foster responsible decision-making skills.
4. Establish and maintain consistent rules aligned throughout the school.

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

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

**Objectives:** WPCS will:

1. Provide a written disciplinary policy to every student, parent, faculty and staff member. The above-mentioned individuals will be required to sign a contract that will state they have received a copy of the policy and have reviewed the content. Parents of younger children will be asked to review the policy with the child and sign the contract.
2. Emphasize the importance of adults modeling important values at school.
3. Help students build personal bonds and carry out responsibilities to one another and to the faculty and staff.
4. Develop a sense of community and service within the school, and between the school and the larger community. Community service instills a sense of individual, social, and civic responsibility and enables the student to use newly found knowledge to solve community problems.

d) The skills necessary to communicate effectively are taught.

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

**Objectives:** WPCS will:

1. Emphasize meaningful language experience in reading, writing, and spelling, enhanced by dramatization and memorization.
2. Provide a technology supported environment that enhances communication.

3. Provide instruction in a foreign language. Knowledge of a second language is essential in many occupations and post-secondary degrees. In addition, knowledge of a second language boosts English proficiency, improves memory and self-discipline, and enhances verbal and problem-solving skills.

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

**Goal:** Develop an educated citizenry for the 21st century through a dynamic, interactive academic program where pacing is driven by student capabilities rather than textbooks. Students must be well grounded in the basics such as reading writing, mathematics, science, and social studies.

**Objectives:** WPCS will:

1. Use the Idaho State Department of Education Standards
2. Enhance curriculum by unifying themes and other creative methods.
3. Use a variety of methods to ensure student learning, including the CORE Knowledge Curriculum; teaching of math through direct instruction, math manipulative, timed tests, and hands-on experimentation for science learning; and emphasis on community service in social studies.
4. Student, parent, and educator together develop a Personalized Learning Goal for each student considering the student's strengths and weaknesses. The faster learner is continuously presented with new challenges. The slower learner benefits from extra adult help, multiple methods, and multiple environments.
5. Emphasize environmental responsibility and an understanding of the relationships between the manmade and the natural environment.
6. Field trips and career development opportunities will be used, as needed.

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

**Goal:** Provide students with basic skills that prepare them for future employment using technological learning tools, scientific equipment, and networks linked to local and nationwide resources. These tools assist students in learning how to learn so that they become lifelong learners and are prepared to enter the workforce with a solid foundation of knowledge and skills.

**Objectives:** WPCS will:

1. Provide a strong foundation in basic reading, writing, mathematics, science, social studies and technological skills.
2. Provide a technology-rich environment, encouraging the effective use of

technology as a tool in the workplace of the 21st century.

3. Lead students to develop the following personal habits important in the work place: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of the work load; and working cooperatively with others to reach group consensus.

g) The students are introduced to current technology.

**Goal:** Provide students with a technology-rich environment.

**Objectives:** WPCS will:

1. Use interactive technology as tools in an integrated educational program rather than as primary instructional delivery systems.
2. Emphasize the acquisition of basic computer skills as a supplementary medium of communication and research to complement other approaches.
3. Use computers as tools for such activities as accessing research information, authoring, computation, record keeping and data storage, and communication.

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

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

**Objectives:** WPCS will:

1. Provide on-going opportunities of community service.
2. Encourage students to develop habits of responsible citizenship

## **8. Strategies for Effectively Serving All Students**

WPCS is committed to providing a thorough, free, and appropriate education to all students, regardless of individual circumstance. Students with disabilities, limited English proficiency, homeless students (including unaccompanied minors), and gifted and talented students are afforded all the rights provided by state and federal law, including the Individuals with Disabilities Education Improvement Act (“IDEA”), Section 504 of the Rehabilitation Act (“Section 504”) and the Americans with Disabilities Act (ADA), the McKinney-Vento Homeless Assistance Act, etc. WPCS will not discriminate against any student on any basis prohibited by state or federal law.

WPCS has adopted policies and procedures for the provision of special education services to students with disabilities, and it employs and supervises appropriately certificated personnel to implement student IEPs and Section 504 Plan

accommodations, provide equal access to homeless and unaccompanied minors, and make education accessible to ELL students. WPCS staff participate in training opportunities provided by the state regarding these policies and procedures.

WPCS will participate in all monitoring activities conducted by the Idaho State Department of Education, and WPCS staff, administrators, and Board of Directors will apply policies and procedures adopted by the Board for Special Education, and/or contained in the Idaho Special Education Manual. WPCS will collect appropriate data from standardized testing and student performance to ensure that teachers and staff adhere to individual education plans and other accommodations and that annual plan goals are discussed, reported, and achieved.

WPCS will provide all special education services to eligible students with disabilities who enroll in the school. If WPCS is unable to provide the required services for a student, we will contract with an outside agency to provide such services, (e.g., speech, occupational therapy, and psychological testing).

- a) *Nondiscriminatory enrollment procedures.* WPCS will not deny enrollment to a student with a disability solely because of that student's need for special education or related aids and services. Students with disabilities are required to follow the admission procedures provided by Idaho Law, including IDAPA 08.02.04.203, or its successor.
- b) *Child Find activities and evaluations.* WPCS will conduct regular child find activities and evaluations for students admitted through the equitable selection process, and may otherwise partner with local school districts on Child Find activities and evaluations.
- c) *Develop, review and revise IEPs.* Charter School personnel will participate in the testing, review and revision of any IEPs. Such review and revision will be in accordance with adopted procedures described in the Idaho Special Education Manual.
- d) *Provide special education and related services identified on student IEPs using qualified personnel.* WPCS will provide special education and related services identified on enrolled student IEPs using qualified personnel. If White Pine personnel are not qualified or unable to deliver the specific required services White Pine will contract with a qualified provider.
- e) *Meet LRE requirements.* Based on the needs of the student as defined in the IEP either the WPCS special education teacher or contracted independent agency will provide special education and related services in the Least Restrictive Environment.
- f) *Implement IDEA discipline procedures.* The discipline procedures adopted and defined by WPCS Policy and the Idaho Special Education Manual, will be utilized in disciplinary matters for students with disabilities. These adopted policies and procedures referred to as the Code of Conduct will comply with the requirements of IDEA.

- g) *Protect student and parent rights.* All protection of rights for both students and parents will be extended to eligible students and parents.
- h) *Provide a professional development plan.* Based on the needs of the student population, WPCS will hire Special Education Faculty and staff. Faculty and staff will attend state training and activities that are designed to meet the needs of students with disabilities who attend the Charter School.
- i) *A plan for ensuring access.* In compliance with the Americans with Disabilities Act (ADA), WPCS ensures that its new facility and program, when viewed in its entirety, is readily accessible to and usable by individuals with disabilities. The Charter School ensures that the new construction planned for the facility will meet the standards specified in Title II of the ADA and Section 504 of the Rehabilitation Act.
- j) *A Transportation plan.* White Pine will provide transportation for special education students who may, because of the nature of their disabilities, be entitled to specialized transportation as a related service. Transportation will be provided for special education only when indicated in the IEP.
- k) *In the event of a formal complaint is made.* WPCS will notify the authorizing entity in the event that a formal complaint or due process hearing request is filed by or on behalf of a WPCS student.
- l) *Services for Gifted and Talented Students.* Students having been identified through established school policies and current research-based procedures as being gifted and or talented in intellectual, specific academic, leadership, creativity, and/or visual/performing arts areas will be afforded increased learning and enrichment opportunities at WPCS. Such opportunities will include classroom differentiation strategies and any additional programs the Board of Directors, Administrator, and staff determine necessary to promote and lead students in the development of their “demonstrate or potential abilities that give evidence of their high-performing capabilities.”
- m) *Services for Limited English Proficient Students.* A limited English proficient student is defined as an individual who has a native language other than English and comes from an environment where a language other than English is dominant; or is a Native American and comes from an environment where a language other than English has had a significant impact on such individual’s level of English language proficiency; and who has difficulty speaking, reading, writing or understanding the English language whose difficulties may deny such individual the opportunity to learn successfully in classrooms where the language instruction is English.
- (1) WPCS will provide English language development services for eligible LEP students who enroll, and LEP designation may not be a factor in enrollment lottery procedures.
  - (2) When WPCS enrolls LEP students they will assess the students



for their level of language proficiency and place them in a program if services are needed.

- (3) WPCS will also provide the following:
- a) Identification of limited English proficiency through a Home Language Survey (HLS) given to all new students upon registration
  - b) Development of a LEP plan for meeting needs of LEP students
  - c) Submission of an annual LEP plan update to the state LEP program
  - d) Provision of notifications to parents, translated to the extent practicable
  - e) Provision of parental outreach opportunities
  - f) Provision of continuous program monitoring
  - g) Provisions of comprehensive professional development to all teachers and paraprofessionals that is applicable for serving LEP students
  - h) Provision of annual reports to the LEP program at the State Board of Education Essential Educational Components of an LEP Program
  - i) WPCS second language instruction will be integrated into the overall curriculum, be responsive to cultural differences, and maintain high learning and achievement standards.
  - j) WPCS will instruct all LEPs students in all content areas in a manner that will be comprehensible.
  - k) Finally, all LEP students should receive specific English language development appropriate for linguistic abilities. This added instruction will help each student benefit from instruction in the classroom and simultaneously achieve appropriate academic levels.

WPCS will administer the Idaho English Language Assessment to evaluate LEP students' oral, reading, and writing proficiency. The assessment provides information for student evaluation regarding growth and proficiency in the English language. The State Board of Education will provide the IELA annually every spring for LEAs to administer in order to measure the progress of the LEP students they are serving. An IELA placement assessment is a separate assessment provided by the State Board of Education and is used to determine placement into an LEP Program.

## **9. School Calendar and Daily Schedules.**

WPCS will generally be in session from the third or fourth week of August through Memorial Day, with breaks scheduled the week of Thanksgiving, two weeks around Christmas and through New Year's Day, and Spring Break around the third week of

March. In addition, students and staff may be out of session on certain Holidays, as may be determined by the Board, such as Labor Day, Thanksgiving Day, Christmas Day, New Year's Day, Martin Luther King/Civil Rights Day, Presidents' Day, and Memorial Day. This results in approximately 165 to 170 student days. Teachers will have a corresponding 172 to 185 certified contract days, as the Board may establish or negotiate.

WPCS intends to start each school day no later than 8:30 am, releasing students at or before 3:30 pm most days, or later for the STEM Academy. This extended day will give teachers more time to deliver core instruction, provide differentiated and/or needed intervention, and provide students with more time to learn, work, and develop habits of success.

WPCS will, so long as practicable, release students early one day each week. In addition, WPCS intends to provide 8 to 12 teacher work days. On early release or teacher work days, staff have dedicated time for faculty meetings, professional development, parent meetings, and staff collaboration. Students are not present at school during these times, except by appointment.

#### **10. Dual Credit, Virtual, or Blended Programs.**

WPCS, through the STEM Academy, plans to graduate more college-ready, technology savvy, scientifically literate, and career-oriented students who will have taken advantage of low cost dual credit, AP, career-technical, and other advanced opportunities. Through the Idaho State Department of Education "Advanced Opportunities" program, WPCS currently allows middle school students to get a jump start on their high school classes and, through the STEM Academy, will give high school students opportunities to earn college credit and take career technical classes at no cost to the student. The primary vehicle for these early college opportunities has been the Idaho Digital Learning Academy.

WPCS believes many students and their families don't participate in Advanced Opportunities because of relatively minor barriers that can be overcome with information and a little facilitation. Through the STEM Academy, WPCS wants to increase involvement in Advanced Opportunities by educating students and families on the opportunity and the process, removing barriers and facilitating access to early college and career-technical opportunities.

WPCS will use its Counselor, or appoint an Advanced Opportunities Coordinator, to market and facilitate student participation in advanced opportunities. This Coordinator will help aggregate resources, build networks, and develop an Advanced Opportunity program to inform parents and students, remove barriers to participation, and facilitate the enrollment process for all students. The Coordinator will develop personal education plans for each student, and collaboratively create a roadmap to help students navigate the transition from middle-school, to high school, to early college.

In addition, WPCS will leverage relationships with area higher education institutions to open doors to additional opportunities for students to take college classes and earn career technical certifications while still in high school. Additionally, WPCS will allocate resources to incentivize WPCS teachers, through stipends and Leadership Premium bonuses, to become endorsed to teach dual credit and/or AP courses on site, in a less intimidating and convenient environment. These measures, along with WPCS’s existing program, will facilitate greater dual credit, early college, and career-technical participation.

WPCS will encourage middle school students, starting in summer after 6th grade, to take summer and overload high school courses, onsite and through the Idaho Digital Learning Academy (“IDLA”). These courses are above and beyond their regular full class schedule and allow them to earn early high school credits. This opens the door for some students to graduate early and receive Idaho’s Early Graduation Scholarship, which awards roughly \$1,500 for each student graduating at least one full year early.

Finally, through the implementation of mastery-based education in grades 7 through 12, WPCS will allow advanced students to move at their own pace and encourage self-directed learning. This program also creates opportunities for students to earn more credits towards graduation than they otherwise could, based on seat-time alone. If given the chance, many students will move faster than traditional classrooms allow.

#### **D. Professional Development Plan**

WPCS has built and will continue to nurture an environment of professionalism, high expectations, and continuous improvement. Increasing the capacity of our staff through meaningful and relevant professional development will positively impact student achievement, teacher performance, and school culture. Teacher development and evaluation are designed for improvement and growth. Our professional development program is a “comprehensive, sustained, and intensive approach to improving teachers’ and principals’ effectiveness in raising student achievement.” See Section 9101 (34) of the Elementary and Secondary Education Act. WPCS will offer a range of professional learning opportunities for staff, aligned with the Professional Learning Plans and the needs and objectives of WPCS, to ensure including the expansion to STEM-focused, mastery- and project-based learning. WPCS training may include (but are not limited to):

- |                               |  |
|-------------------------------|--|
| a) CORE Knowledge Curriculum  | g) Classroom Management                  |
| b) Character Education        | h) Student Information System/Technology |
| c) School Culture & Mission   | i) Learning Management Systems           |
| d) Project-Based Instruction  | j) Time Management                       |
| e) Mastery-Based Instruction  | k) Student Mentoring & Feedback          |
| f) Differentiated Instruction |  |

Because mastery- and project-based education may be new for many secondary teachers, WPCS will focus professional development efforts for STEM Academy staff on helping them

understand the expectations and methodologies of successful mastery and project-based learning environments. As appropriate, elementary teachers and staff will receive similar training opportunities, to increase their capacity and to help them implement engaging, hands-on, and enriching activities in the K-6 program.

WPCS will nurture relationships with other STEM schools and foster collaboration and professional development that will build on the knowledge and experience of other successful STEM-based schools. WPCS will also turn to experts and learned treatises on the subjects, including, but not limited to:

- Marzano, Robert J., et al. *A Handbook for Personalized Competency-Based Education*. Marzano Research Laboratory, 2017.
- Lenz, Bob, et al. *Transforming Schools Using Project-Based Learning, Performance Assessment*. John Wiley & Sons, 2015.
- Bender, William N. *Project-Based Learning: Differentiating Instruction for the 21st Century*. Corwin, 2012.
- Larmer, John, et al. *PBL Starter Kit: to-the-Point Advice, Tools and Tips for Your First Project in Middle or High School*. Buck Institute for Education, 2009.

As needed, WPCS will also engage experienced staff and third parties in advance of the opening of the STEM Academy, including over the summer breaks, to continually provide training opportunities and to refine and improve content, curricula, assessments, and projects.

Teachers will be given preparation time and workdays before school is in session and throughout the school year to facilitate their professional development and to provide additional time to prepare digital lesson plans and course materials.

#### **E. Data Management**

WPCS will use keep and use data to track student progress and drive student achievement. Core student information will be recorded and maintained digitally through a secure, cloud-based Student Information System (SIS) such as PowerSchool. The Principal, Counselor, Business Manager, and school secretaries/clerks will be primarily responsible for data entry and maintenance. The SIS will be used to compile student data, including term grades for report cards, for the purpose of complying with regular Federal and State reporting requirements (e.g., through ISEE).

Student formative and summative achievement data will also be recorded, maintained, and tracked through a secure, cloud-based systems that integrates with the SIS, such as Milepost, PowerSchool's unified classroom, or another Learning Management System. This data will be evaluated regularly by teaching and support staff to shape instruction and drive intervention strategies. The Principal and Counselor will use this data to identify and track at risk students. Aggregate class data will also be used to guide professional development and individual professional learning plans.

WPCS will also use a digital platform, such as TeacherVitae, to help teachers build and maintain their professional portfolios, facilitate and integrate Danielson Framework teacher evaluations, and to record and actively use Individual Professional Learning Plans, Plans of Improvement (when needed), and aggregated student achievement data, with the goal of helping every teacher become a “Master Teacher” and for continuous school improvement.

Compiled data will be used for the following purposes:

1. Achieving and maintaining accreditation;
2. Compliance with reporting requirements provided by law of the authorizer, Idaho State Board of Education, and Idaho State Department of Education, as well as private supporters and community partners;
3. Measuring student progress with Standardized Achievement Tests, benchmark testing, and other metrics to drive instruction.
4. Operating core school functions efficiently;
5. Continuously improving the operational and financial management of the school; and
6. Continuous Improvement Plan.

#### **F. Continuous Improvement Plan**

WPCS will continuously strive to strengthen and improve its operations, finances, and academic programs. It will do this through a formal Strategic Plan, also referred to as the Continuous Improvement Plan. The Plan will identify specific goals, metrics, and methods for improving in strategically important areas. The Plan will be submitted to the State Department of Education and the Charter Authorizer as required, and will be a routine reporting item for staff and Board meetings.

The Continuous Improvement Plan will be evaluated using aggregate student achievement data, and other metrics. The Plan will be annually reviewed by the Principal and staff, with formal presentation of the Plan to the Board for approval. The Plan will be a “living document” and will be modified as appropriate to address the school’s needs and focus areas for improvement.

#### **G. Accreditation**

WPCS and the STEM Academy will apply to Northwest Accreditation Commission, a Division of AdvancED for accreditation. WPCS will complete the accreditation process review and obtain candidacy status within the first year of expansion to K-12 operation. The accreditation standard will be chosen from among the adopted state accreditation requirements including; Idaho Elementary/Secondary Accreditation Standards or Northwest Accreditation standards. Additionally, the accreditation report and/or self- evaluation will be submitted to the authorizer annually.

## **H. ~~Corrective Action~~**

~~In the event that the Authorizer, the Idaho State Department of Education, the Accreditation Agency, or the Board of Directors identifies deficiencies in the WPCS operations, including operations, academics, or finances, the Board will adopt an appropriate action plan using the following process:~~

- ~~1. The Board will form a team to identify the specific areas of concern that includes the Administrator, Business manager, teachers and parents.~~
- ~~2. The Team will develop an action plan that would address the specific needs in identified areas that includes:
  - ~~a) Areas of needs~~
  - ~~b) Assessment tools~~
  - ~~c) Curriculum limitations~~
  - ~~d) Resources necessary to change the direction of concern; including materials, people, and space~~
  - ~~e) Teacher training necessary to address areas of need.~~~~
- ~~3. The Administrator will implement any corrective action plan adopted by the Board with on-going assessment.~~

~~The Administrator will report on growth to evidence the efficacy of the intervention plan. If WPCS continues to be identified as a school needing improvement for year two, the team would be reconvened, and the process would continue as outlined.~~

## **VI. Location and Facilities Plans**

### **A. Current Facilities**

WPCS will maintain its vibrant K-6 program at its current location at 2959 John Adams Parkway, Ammon, ID 83406, centrally located within its primary attendance area encompassing Bonneville Joint School District 93 and Idaho Falls School District 91. Current facilities offer 21 classrooms, a kitchen, library, a computer lab and commons area, office and gym.

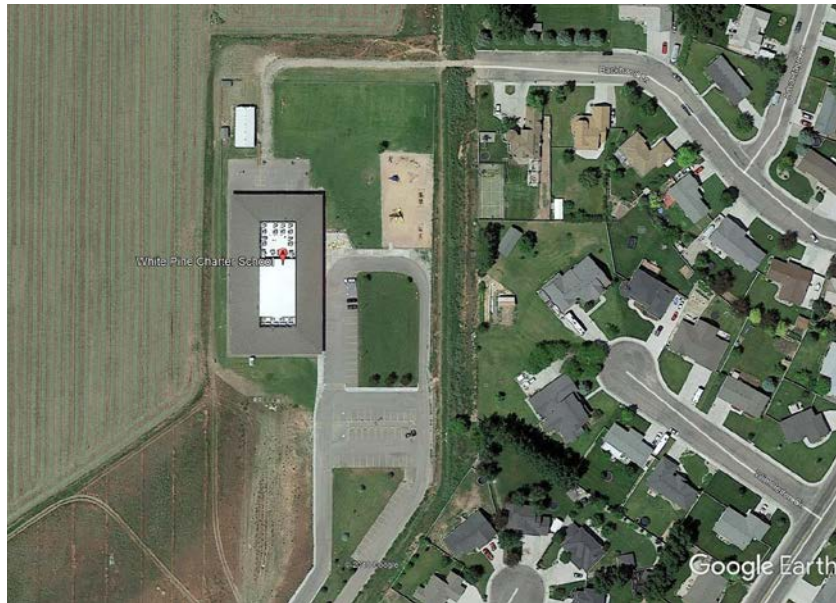


Figure 1. WPCS's existing facilities.

Current facilities are owned by WPCS, financed by U.S. Bank and the USDA.

### **B. Facilities Needs**

WPCS will need to expand its facilities to accommodate the new STEM Academy. The new facilities will ideally be located within convenient driving distance of the current K-6 facilities and nearby the College of Eastern Idaho ("CEI"). The WPCS Board is investigating short-term and long-term facilities options, including the use of modular classrooms in initial phases, leasing existing space on or near CEI, and ultimately constructing permanent facilities on land WPCS would purchase, if necessary and feasible. Generally speaking, WPCS will seek to locate the STEM Academy facilities in the general vicinity depicted in Figure 2 below.

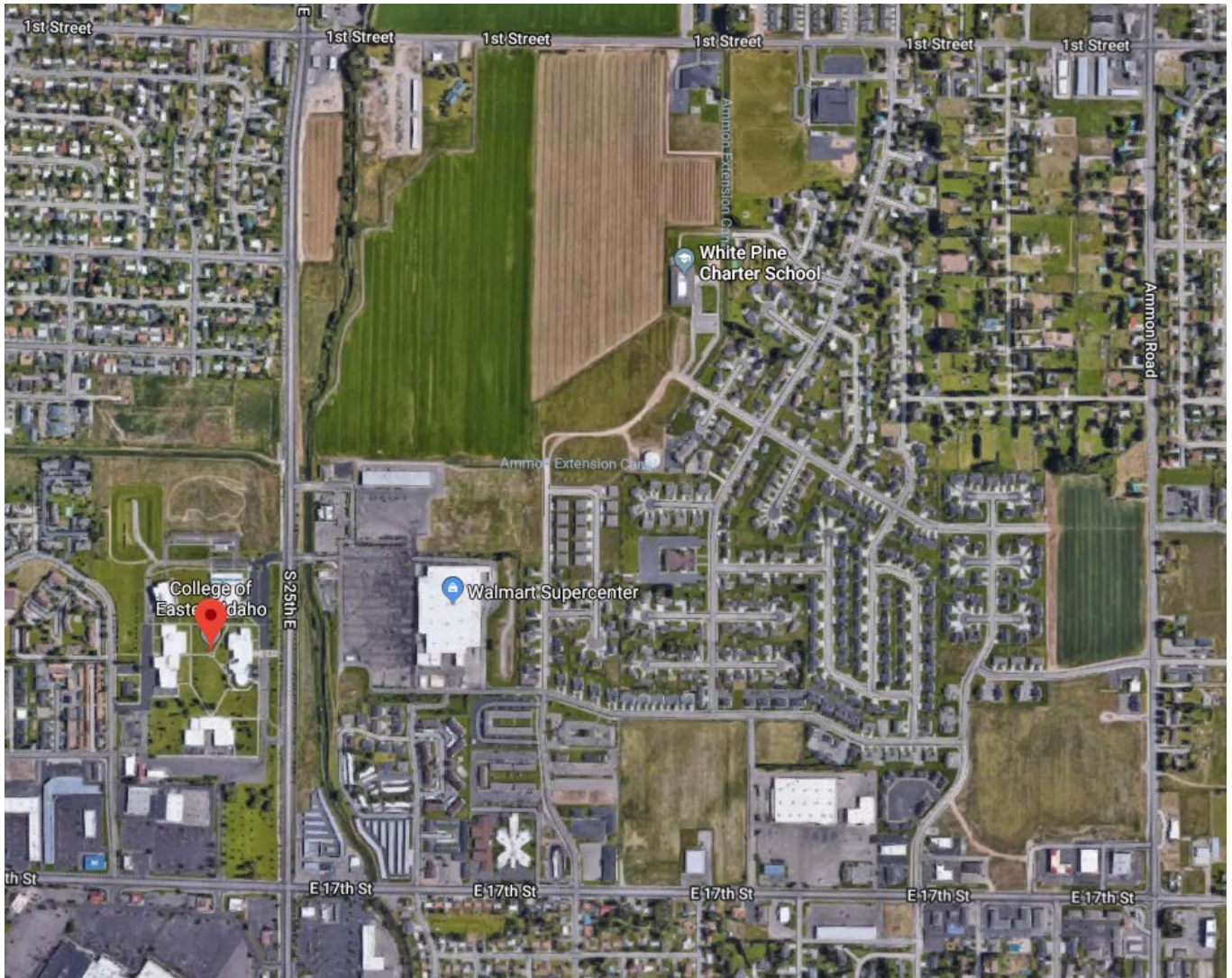


Figure 2. The proposed STEM Academy facilities will ideally be in the vicinity of 25<sup>th</sup> East and 17<sup>th</sup> South, near the College of Eastern Idaho and existing WPCS facilities.

**C. Phase 1 Expansion (lease/modular) to Grades 9-10: 2019-2020**

WPCS anticipates that its initial STEM Academy expansion will involve an expansion to 9<sup>th</sup> and 10<sup>th</sup> grades in the 2019-2020 school year, with an estimated enrollment of 64 students. This expansion will require two additional classrooms for the STEM Academy and one to accommodate a third 4<sup>th</sup> grade class. WPCS believes it can locate temporary/modular classrooms with 3 classrooms at its current facilities and can accommodate the additional students with its existing restrooms and cafeteria facilities.

Alternatively, WPCS will look to lease appropriate space in existing commercial facilities or on the campus of CEI.

WPCS projects entering a 30-month lease on a four-classroom modular unit. The lease payment



will be \$4,469.57 per month, annualizing to \$53,634.84. WPCS has bids for installation and setup costs of \$39,584.16, with a projected additional \$11,000 to add fire suppression systems and data/phone wiring. WPCS projects an additional \$25,000 for removal of the modular building at the end of the lease.

**D. Phase 2 Expansion (lease/modular) to Grades 9-11: 2020-2021**

In its second year of expansion, WPCS would plan to purchase or lease an additional modular classroom trailer with 2 classrooms, to accommodate its expansion to 11<sup>th</sup> grades. This phase will result in a potential capacity of 182 students in grades 7-11. This would bring the total of modular classroom need to six, to accommodate basic instructional needs. In addition, WPCS will consider leasing a small office modular to house its excess capacity for its resource room. To keep with the vision for the STEM Academy, WPCS is investigating mobile classrooms with large exterior structures with open floor plans allowing a communal atmosphere and science facilities (labs). These spaces will hopefully include break out rooms, a large conference room, and space for small groups.

WPCS projects incurring an additional \$105,000 to purchase/lease, move, setup, and outfit an additional modular buildings, with up to 4 additional classrooms in Phase 2, to accommodate the total classrooms needed for Phase 1 and 2.

WPCS believes it can accommodate the increased enrollment with existing restroom and cafeteria facilities. During this year, WPCS will purchased land and/or facilities, and will begin construction or renovation of the facilities for the 2021-2022 school year. Ultimately, WPCS will need space for a potential 564 students, suggesting a need for at least 19 classrooms, labs, restrooms, offices, conference rooms, storage, kitchen/cafeteria space, and assembly/multi-purpose study space. WPCS will engage an architect for possible structure designs and space planning.

WPCS has identified vacant land near its existing facilities and near CEI as potential sites for new construction. In addition, WPCS has identified existing commercial space that may be available for lease or purchase. A first option is vacant, undeveloped land adjacent to existing WPCS facilities. A second option is to search for other open ground near the WPCS property or adjacent to CEI. The WPCS Board is conducting due diligence on these options, including investigating financing options for purchase, construction, and/or renovation of land and facilities.

**E. Phase 3 Expansion with new Permanent Facilities: 2021-2022**

By the fall of 2021, WPCS anticipates having completed the purchase, construction, and or renovation of facilities near its existing facilities and near CEI at one of the options described above. By 2021, WPCS anticipates having up to 241 students in grades 7-12, with a need for at least 8 finished classrooms, restrooms, office space, storage, and kitchen/cafeteria space. WPCS is working with the College of Eastern Idaho for a potential dual-use site on the CEI campus, as well as with the City of Ammon on a potential dual use site adjacent to WPCS's current facilities. A third option for facilities is the old Odyssey Charter school property

## **F. Expansion Contingency**

In the event that permanent facilities are not yet constructed, WPCS will attempt to acquire additional modulars on site with features to accommodate science education and group activities.

The WPCS Board's expansion to create the STEM Academy and expand to grades 9-12 is conditioned on successfully securing supplemental funding, financing, and facilities to accommodate the expansion. In the event that the Board is delayed or unable to secure these resources, the Board may delay, modify, or postpone indefinitely the expansion plans, with notice to the authorizer, in which case, the STEM enhancements will be modified and implemented in the existing K-8 programs.

## **VII. Financial and Business Plan**

### **A. Fiscal Philosophy**

WPCS has 15 years' experience as a steward of taxpayer money and the public trust. Throughout that time, the WPCS Board and administration have taken seriously the obligation to plan for every dollar, and to spend as if every dollar matters, because it does. Strategic planning, conservative budgeting, and restraint in spending are the hallmarks of the WPCS fiscal philosophy. In addition to planning for anticipated needs, WPCS prioritizes building and maintaining a 3 to 6-month operating reserve as a fund balance, to ensure that the school has the resources to address unanticipated needs and fiscal emergencies.

Over time, the Board of Directors has benefited from broad experience in a range of private business management and public administration. Directors have included business owners, accountants, engineers, realtors, and a host of other professions, each bringing their expertise to bear in providing meaningful and engaged oversight of school administration.

WPCS's core mission and values drive strategic planning, budgeting, and spending decisions. Spending priorities focus on empowering teachers, increasing their capacity, and giving students meaningful opportunities to learn in a safe and nurturing environment. Recruiting and retaining quality teachers and staff who are compensated fairly is a foundational priority. Providing a safe, clean, and welcoming facility is also fundamental. Access to research-based methods, curricula, and instructional technology is also a core spending priority. Finally, providing opportunities for professional development and training, to increase teacher capacity, fuels continuous school improvement and directly impacts student outcomes. Which each spending decision, WPCS Board members ask, "How does this help students?" and "Will this expenditure help us realize our vision and achieve our mission?"

## **B. Financial Management Plan**

The budget and all expenditures are ultimately approved by the Board. However, board fiscal policy is ultimately implemented by the WPCS Principal and Business Manager. The Principal's primary focus is to ensure that Board policy, Charter directives, and applicable law are faithfully implemented in the classroom, in a professional manner, achieving desired outcomes, and doing so under budget. The WPCS Business Manager is the guardian of that Budget, and serves as the gatekeeper for all expenditures. The Business Manager oversees all reporting, particularly reporting tied to revenue, and is responsible to keep and maintain all financial and accounting records, and to make such records accessible by WPCS constituents and the public, as required by law. Further, the Principal and Business Manager will regularly report all financial activities to the Board with candor and full transparency.

~~WPCS has elected to employ a Business Manager who has real world business experience outside of education. This employment preference has brought a higher level of professionalism, insight, and transparency to financial affairs, giving the Board opportunities to not only make policy decisions, but to better understand the financial context for those decisions.~~

Assisting the Business Manager, WPCS will employ ~~two~~ one or more clerks/administrative assistants to help implement routine accounting processes, including accounts receivable, accounts payable, and payroll. Financial or accounting transactions initiated by one staff member must be reviewed and ultimately approved by another, to maintain a system of checks and balances, with key duties appropriately segregated. Expenditures are initiated with approval memorialized with both the Principal and Business Manager's review and signature. Once authorized, the Business Manager makes orders, with accounts paid upon receipt of an invoice. The Business Manager confirms delivery of purchased goods/services, and maintains an appropriate inventory of supplies, furniture, and equipment, consistent with generally accepted accounting principles for public charter schools.

The Business Manager trains the board members, when needed, on how to read, interpret, and use basic financial reports to make informed decisions. The Business Manager regularly makes timely, accurate and comprehensible reports to the Principal and the Board, including

- Balance Sheet;
- Income and Expense Statements; and
- Budget versus Actual Reports.

Derivatives of these reports, including various iterations required by law, are published on WPCS's web page and made available to the public for inspection upon request.

## **C. Operating Budget**

The annual operating budget is the core component of the WPCS Business Plan, and outlines revenues (including verified/committed sources), projected expenses, and projected surplus or deficit. Revenues include state ADA and entitlement funding, federal grants, private commitments. Expenditures include salaries, benefits,

rent/mortgage, books/curriculum, supplies, purchased services, professional training, utilities, insurance, etc.) for each year.

### **1. Budget Hearing**

The budget is crafted in April of each year and presented to the Board in a publicly noticed, Budget Hearing each May or June. The Budget is approved, according to law, at the budget hearing, or within 15 days of the budget hearing at a special meeting of the Board. Notice of the Budget hearing is posted for at least 10 days prior to the hearing, with such notice also published in the Post-Register newspaper at least once, not less than 10 days prior to the hearing. The Budget hearing occurs no less than 28 days before the Board's annual meeting in July.

### **2. WPCS Budget History**

WPCS has a track-record of conservative budgeting, with revenues well more than \$2.5 million in each of the prior four years. Strategic planning and frugal spending have allowed WPCS to retain an unappropriated balance in most years, sufficient to build required debt reserves and a reasonable fund balance over time, in excess of \$600,000 at the time of this petition. Expenditures in excess of annual revenues, requiring dipping into the fund balance, are limited to emergency needs, school safety, critical facility needs, and strategic expenditures.

### **3. Five-Year Revenue and Expenditure Projections**

WPCS's current operations and enrollment for grades K-8 are sufficient to continue current operations. WPCS projects that it's STEM Academy expansion will achieve stabilization during the 3rd year, such that enrollment will establish state funding entitlements sufficient to support projected operating expenses. In the first two years of expansion, WPCS anticipates that expenses will exceed traditional state and federal funding because of up front staffing, facilities, supplies, and equipment needs. WPCS recognizes the need to raise money through public or private grants and/or community partnerships to sustain operations during the first two to three years until enrollment in grades 9-12 is stabilized and break-even operations occurs during year 4. With current enrollment projections and a conservative expansion budget, WPCS anticipates an operational shortfall of between \$350,000 and \$500,000 in year 1 of the expansion, diminishing to a shortfall of between \$35,000 and \$150,000 in year 2, and up to \$75,000 deficit in year 3, with break-even occurring in year 4. This underscores the need to secure additional grant support or private funding in the initial years of expansion. Appendix A4 and the table below shows current enrollment, revenue, and expenditure projections.

<b>Six-Year Budget Projection</b>							
White Pine Charter School K-12 Expansion							
6-Year Projection w/out Fundraising or Grants							
	Pre-Expansion 2018-2019	EXPANSION Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024	Year 6 2024-2025
<b>BREAK EVEN</b>							
<b>Enrollment Assumptions</b>	515	579	670	764	824	888	951
K-6 Enrollment	431	455	482	506	528	528	528
7-8 Enrollment	84	60	88	119	125	157	180
9-12 Enrollment	0	64	100	139	171	203	243
<b>REVENUES</b>							
State Funding	\$ 2,907,415	\$ 3,766,277	\$ 4,534,944	\$ 5,183,892	\$ 5,725,120	\$ 6,184,633	\$ 6,822,860
Fundraising Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Title I		\$ 62,864	\$ 72,744	\$ 82,950	\$ 89,464	\$ 96,413	\$ 103,253
Title II		\$ 13,905	\$ 16,091	\$ 18,348	\$ 19,789	\$ 21,326	\$ 22,839
IDEA Part B		\$ 100,754	\$ 116,589	\$ 132,947	\$ 143,387	\$ 154,524	\$ 165,487
<b>Total Federal Funding</b>	<b>\$ 142,500</b>	<b>\$ 224,586</b>	<b>\$ 273,823</b>	<b>\$ 312,240</b>	<b>\$ 336,762</b>	<b>\$ 362,918</b>	<b>\$ 388,666</b>
<b>Total Revenues</b>	<b>\$ 3,049,915</b>	<b>\$ 3,990,863</b>	<b>\$ 4,808,767</b>	<b>\$ 5,496,132</b>	<b>\$ 6,061,882</b>	<b>\$ 6,547,551</b>	<b>\$ 7,211,526</b>
Per Pupil Funding:	\$ 6,615.87	\$ 6,892.68	\$ 7,177.26	\$ 7,193.89	\$ 7,356.65	\$ 7,373.37	\$ 7,583.10
Per Pupil State Facilities Funding:	\$ 466	\$ 466	\$ 466	\$ 466	\$ 466	\$ 466	\$ 466
<b>EXPENDITURES</b>							
Salaries	\$ 1,786,526	\$ 2,210,458	\$ 2,482,392	\$ 2,790,912	\$ 3,083,395	\$ 3,413,869	\$ 3,722,442
Benefits	\$ 329,964	\$ 677,284	\$ 760,606	\$ 855,136	\$ 944,752	\$ 1,080,148	\$ 1,215,005
Other Operating Expenses	\$ 747,998	\$ 714,821	\$ 775,456	\$ 724,046	\$ 616,138	\$ 659,530	\$ 724,383
Transportation	\$ 106,961	\$ 134,339	\$ 155,452	\$ 177,262	\$ 191,183	\$ 206,032	\$ 220,650
Nutrition	\$ 53,681	\$ 63,589	\$ 73,583	\$ 83,906	\$ 90,496	\$ 97,525	\$ 104,444
Facilities Maint. & Utilities	\$ -	\$ 480,453	\$ 541,277	\$ 668,130	\$ 675,930	\$ 683,964	\$ 510,193
Facilities Rent	\$ -	\$ 89,116	\$ 91,789	\$ 189,085	\$ 194,758	\$ 200,601	\$ 206,619
<b>TOTAL EXPENDITURES</b>	<b>\$ 3,025,130</b>	<b>\$ 4,444,007</b>	<b>\$ 4,958,720</b>	<b>\$ 5,570,994</b>	<b>\$ 5,882,578</b>	<b>\$ 6,431,171</b>	<b>\$ 6,796,837</b>
<b>NET INCOME</b>	<b>\$ 24,785</b>	<b>\$ (453,144)</b>	<b>\$ (149,953)</b>	<b>\$ (74,862)</b>	<b>\$ 179,304</b>	<b>\$ 116,379</b>	<b>\$ 414,689</b>
<b>FUNDRAISING/GRANT SUPPORT NEEDED</b>							
		\$ 453,144	\$ 149,953	\$ 74,862	\$ -	\$ -	\$ -
Per Pupil Expenditures:	\$ 6,562	\$ 7,675	\$ 7,401	\$ 7,292	\$ 7,139	\$ 7,242	\$ 7,147
Per Pupil Facilities Cost:	\$ -	\$ 984	\$ 945	\$ 1,122	\$ 1,057	\$ 996	\$ 754
Facilities as % of cost:	0%	13%	13%	15%	15%	14%	11%

Figure 3. WPCS 6-Year Budget Projection.

WPCS will work with and solicit the support of public agencies and private foundations who support educational innovation and the replication and expansion of successful charter schools, and whose mission and vision aligns with WPCS. WPCS has worked with the Joe and Kathryn Albertson Foundation, BLUUM, and other STEM partners, whom WPCS believes are potential supporters of this K-12 expansion.

**D. Fundraising**

WPCS will engage local community partners, private educational foundations, and public educational agencies to build relationships and identify opportunities for grants and donations to support the STEM Academy expansion.

WPCS has already had discussions with BLUUM and the Joe and Kathryn Albertson Foundation concerning potential financial support for operational needs during the initial years of expansion.

**E. Transportation Plan**

WPCS contracts with Teton Stage Lines to provide student transportation to and from school. WPCS annually evaluates its busing needs and contracts with transportation providers, as appropriate, for student transportation services.

**F. Food Service Plan**

WPCS participate in the National School Lunch Program (“NSLP”), which is a federally assisted meal program operating in public and nonprofit private schools. Through this program, WPCS provides nutritionally balanced, low-cost or free lunches to children each school day. WPCS offers lunch service in accordance with federal requirements. Upon registration, families are informed of the Free and Reduced Lunch program and provided a current copy of the State Department’s Parent Letter and qualification guidelines. Further, additional attempts to communicate the program’s availability are provided throughout the year in various communications with the school’s patrons.

## VIII. Students, Target Market and Primary Attendance Area.

### A. Target Classroom Capacity

Current WPCS operations serve 466 students in Kindergarten through the 8th grade, with a capacity for 522 students. WPCS ultimately plans to be the home to up to 1,100 students in grades K-12, growing from its current 466 students in grades K-8, expanding to 9<sup>th</sup> and 10<sup>th</sup> grades in the 2019-2020 school year, then growing organically to 11<sup>th</sup> grade in 2020-2021, and finally to 12<sup>th</sup> grade in 2021-2022.

Target classrooms will continue to emphasize small class sizes for all grades, with class sizes for grade K-6 as follows:

#### White Pine Charter School

Grade Level	Target Class Size	No. of Classes per Grade-Level	Target Grade-Level Population
K	23	3	69
1	24	3	72
2	24	3	72
3	25	3	75
4	25	3	75
5	26	3	78
6	28	3	84
<b>WPCS K-6 CAPACITY SUBTOTAL</b>			<b>525</b>

Figure 4. WPCS K-6 target classroom size by grade.

The STEM Academy will incorporate grades 7 and 8 to create a middle and secondary capacity of 564 additional students, comprised of the following class sizes:

#### STEM Academy

Grade Level	Target Class Size	No. of Classes per Grade-Level	Target Grade-Level Population
7	30	3	90
8	30	3	90
9	32	3	96

10	32	3	96
11	32	3	96
12	32	3	96
<b>STEM ACADEMY CAPACITY SUBTOTAL</b>			<b>564</b>

Figure 5. WPCS 7-12 target classroom size by grade.

<b>TOTAL WHITE PINE POPULATION</b>	<b>1,089</b>
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Figure 6. WPCS Total target capacity.

~~If the WPCS board allows class sizes to exceed these targets by more than (2) additional students in any one classroom, an aide may be provided at the teacher's request for up to 1 hour per day. Notwithstanding, no single classroom in grades 1-8 shall exceed the target size by more than two (2) students, and class sizes in grades 9 through 12 will not exceed 400 in the aggregate.~~

WPCS will offer a half-day kindergarten program. Depending on demand and based on financial feasibility, WPCS may offer a full-day kindergarten program.

~~As need arises, White Pine will adjust grade-level sizes to account for fluctuations, as follows:~~

- ~~1. Decreases in any grade level population may increase the number of students enrolled in another grade level;~~
- ~~2. Increase in the any grade level will decrease the number of students enrolled in the other grade levels; and~~
- ~~3. Vacant STEM Academy seats in any grade level (7-12) may be filled by enrolling students from other 7-12 grade level waiting lists.~~

## B. Projected Enrollment

In anticipation of the expansion, WPCS will continue to add a third classroom for each grade, K-8, adding a third class to 3<sup>rd</sup> grade in 2018-2019, and 4<sup>th</sup> through 6<sup>th</sup> grades in 2019-2020. This organic growth will increase the pipeline of students flowing into the STEM Academy going forward. The STEM Academy will also draw from the pool of other area students attending charter schools, private schools, or who are homeschooled, and whose current schools' offerings end either in 6<sup>th</sup> or 8<sup>th</sup> grade.

	EXPANSION Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024	Year 6 2024-2025	Year 7 2025-2026	Year 8 2026-2027
Grade Level								
K	69	63	63	63	63	63	63	63
1	72	72	68	68	68	68	68	68
2	75	75	75	73	73	73	73	73
3	76	78	78	78	78	78	78	78
4	54	78	78	78	78	78	78	78
5	54	58	81	81	81	81	81	81
6	55	58	63	87	87	87	87	87
7	30	57	60	65	90	90	90	90
8	30	31	59	60	67	90	90	90
9	32	32	33	62	63	70	95	95
10	32	34	34	35	65	66	74	96
11	0	34	36	36	37	68	69	78
12	0	0	36	38	38	39	71	72
	579	670	764	824	888	951	1017	1049

**C. Enrollment Preference**

**1. Admission Preference**

Pursuant to Section 33-5206 of Idaho Code, WPCS will use the following preference grouping:

- First, to pupils returning to WPCS in subsequent years of its operation;
- Second, to children of founders and full-time employees, provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of the public charter school;
- Third, to siblings of pupils already enrolled or selected by the lottery or other random method.
- ~~Fourth, to pupils seeking to transfer from another Idaho public charter school at which they have been enrolled for at least one (1) year, provided that this admission preference shall be subject to an existing written agreement for such preference between the subject charter schools;~~
- ~~Fifth,~~ to students residing within the Primary Attendance Area; and
- ~~Sixth~~Fifth, by an equitable selection process such as by lottery or other random method.

Once enrolled in WPCS, students will not be required to reapply each year thereafter. If a child enrolled at WPCS moves outside the attendance area, they will not forfeit their enrollment status.

WPCS reserves the right to complete a review of an applicant under Idaho Code Section 33-205. Under this process, enrollment of the applicant will be accepted only upon approval by the WPCS Board of Directors.



According to Idaho Code 33-103, the parent or guardian of a child of school age who is enrolled at WPCS shall be allowed to enroll the student in another public school for dual enrollment purposes. WPCS will follow the procedures governing dual enrollment adopted by the student’s resident school district. It will be the responsibility of the parent to provide transportation for their student unless otherwise designated on an Individualized Education Program.

**2. Over-Enrollment Procedures**

WPCS will hold an annual lottery that is advertised in a local newspaper in both English and Spanish. WPCS will also actively participate in Child Find Activities. Prospective students will be given the opportunity to enroll regardless of race, color, national or ethnic origin, religion, sex, social or economic status, or special needs.

WPCS will not discriminate against any student on any basis prohibited by the federal or state constitutions or any federal, state, or local laws.

The equitable selection process will be conducted in accordance with IDAPA 8.02.04.203.

**D. Primary Attendance Area**

**1. Target Market**

The WPCS target market includes parents, students, potential business partners and sustaining donors in and around Bonneville County, Idaho. The Primary Attendance Area includes the compact and contiguous areas defined by Bonneville Joint School District 93 and Idaho Falls School District 91 district boundaries. See Figure 7 below

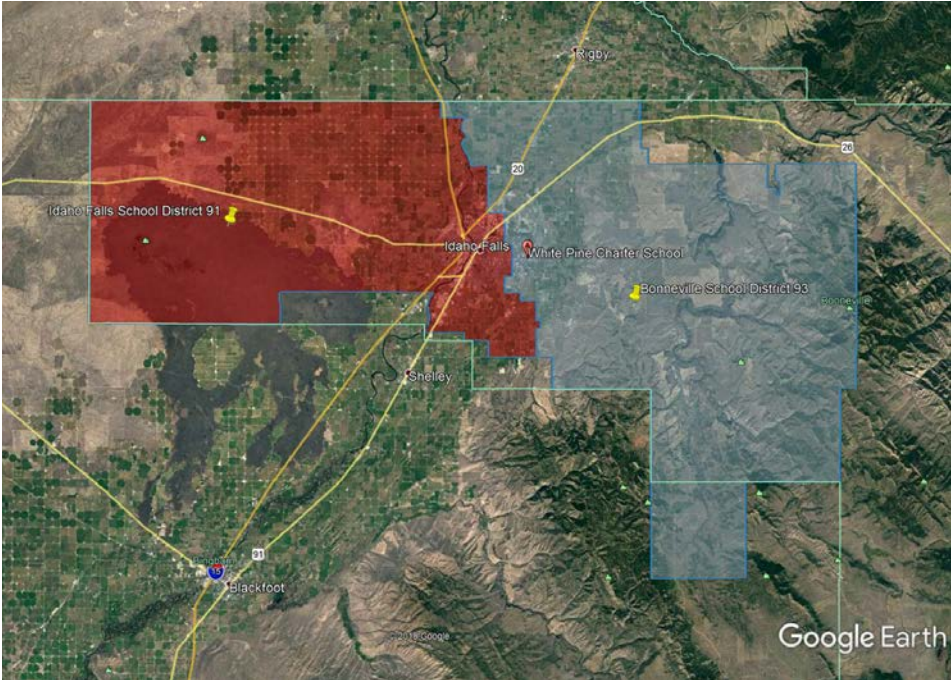


Figure 7. WPCS's primary attendance area includes the contiguous areas in Idaho Falls School District 91 (red) and Bonneville Joint School District 93 (blue)

This Attendance covers the majority of Bonneville County, Idaho with an estimated 114,595 residents over 786 square miles.<sup>1</sup> According to the Idaho Department of labor, Bonneville County is the fourth largest in the state. It grew over 20 percent from 2005 to 2016, with an average population increase of 1,838 a year for the past ten years. Bonneville County is a medical and retail hub for a large geographic area, and is home to the College of Eastern Idaho, with additional campuses of Idaho State University and the University of Idaho. Idaho Falls is the fourth largest city in the state with a 2016 population of 60,211. The next largest city, Ammon, has more than 15,000 residents.

The primary areas feeding WPCS include ZIP codes 83406 and 83401, with more than 75,000 residents,<sup>2</sup> although many current and expected WPCS students will come from other areas within Bonneville County. Ammon, comprising the bulk of ZIP code 83406 has experienced 9.8% population growth since 2010. Bonneville County generally has seen 7.6% increases during that same time period.<sup>3</sup>

Within ZIP Code 83406, more than 5,700 married couples with children reside, with a median income of \$63,045. The broader 83401 ZIP code includes 9,960 married couples with children, with a median income of \$48,196.

According the U.S. Census Bureau, the area residents include 88.1% white (non-Hispanic) and 7.6% Hispanic or Latino, with Asian, African American, and Native populations making up just over 1%. Within ZIP Code 83406, an estimated 3.2% of residents speak Spanish at home.<sup>4</sup>

WPCS has approximately 28% free and reduced lunch population, which is consistent with nearby area high schools, including Hillcrest (21.8%), Bonneville (36.75%), Compass Academy (28.48%), and Idaho Falls (26.28%).<sup>5</sup>

## **2. Community Needs & Community Partnerships or Other local support**

WPCS's ongoing and in-demand elementary program will continue to serve its target market in Bonneville County. However, Bonneville County and Idaho Falls

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<sup>1</sup> See United States Census Bureau, QuickFacts: Bonneville County, Idaho; Idaho Falls city, Idaho; Ammon city, Idaho; UNITED STATES, at <https://www.census.gov/quickfacts/fact/table/bonnevillecountyidaho,US/PST120217>.

<sup>2</sup> Id.

<sup>3</sup> Id.

<sup>4</sup> Id.

<sup>5</sup> See Idaho State Department of Education, Free and Reduced Lunch by District, at <https://apps.sde.idaho.gov/CnpEligibility/Report>. Compare "2012-2016 American Community Survey 5-Year Estimates [for ZIP 83402]," U.S. Census Bureau, available at <https://factfinder.census.gov/> with "Income and Poverty in the United States: 2016," Table 1, Report Number: P60-259, Jessica L. Semega, Kayla R. Fontenot, and Melissa A. Kollar, U.S. Census Bureau (September 2017), at <https://www.census.gov/data/tables/2017/demo/income-poverty/p60-259.html>.

do not currently have a true STEM high school. While District 91's Compass Academy has implemented a strong project-based learning program, including a robust Career-Technical program, they do not incorporate nor market an integrated STEM program. Yet, the area employers include a number of STEM-focused industries. Major employers include government workers working at the Idaho National Laboratory ("INL"), as well as private employers Battelle Energy Alliance, Bechtel BWXT, Century\Link, Eastern Idaho Regional Medical Center, Melaleuca, Inc., Mountain View Hospital, Wal-Mart and Idaho Steel. Small business, particularly STEM businesses associated with the INL the Universities, and ancillary industries provide a multiplicity of STEM-related jobs, demanding a highly trained and educated workforce. The abundance of potential STEM community partners not only affects demand for STEM education but provides opportunity for educational collaboration.

The White Pine STEM Academy will fill a unique niche in the community and draw from broad pool of potential students. WPCS also boasts a proven track record of academic and operational achievement, demonstrating that it is well-positioned to undertake the proposed STEM Academy expansion. Since its opening, but particularly since 2014, WPCS has exceeded the State average of students earning a 3 on the IRI, and those scoring proficient or advanced on the ISAT in both ELA and Math.<sup>6</sup> WPCS has also been recognized by the state of Idaho as a top performing school in math growth.<sup>7</sup>

WPCS is in current discussions with BLUUM, the Albertson Foundation, the Battelle Energy Alliance, and the College of Eastern Idaho to build a shared vision for the expansion of WPCS to include the STEM Academy. WPCS hopes to formalize support for the STEM expansion, including asking CEI to become the authorizer for WPCS. WPCS will work with BLUUM and the Albertson Foundation to leverage their data and expertise in modeling and planning the expansion. Further WPCS will explore partnerships with BLUUM, Albertsons, and Battelle for financial and other support.

### **3. Area Schools, Demand and Market interest**

Bonneville County has an estimated 21,293 students, attending 46 different schools, including 28 elementary, 6 middle schools, 8 high schools, and including 5 Charter Schools. None of the referenced schools fully integrate STEM education, nor do they market themselves as a STEM school, creating a unique opportunity for WPCS to meet a community need and fill a viable niche in the market.

According to the State Department of Education, Bonneville County public high

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<sup>6</sup> See "Idaho State Department of Education." Idaho's K-12 Report Card, [apps.sde.idaho.gov/ReportCard/](https://apps.sde.idaho.gov/ReportCard/).

<sup>7</sup> "Idaho State Department of Education (SDE)." [www.sde.idaho.gov/assessment/accountability/index.html](http://www.sde.idaho.gov/assessment/accountability/index.html).

schools had 7,734 enrolled students as of the Fall of 2017.<sup>8</sup> Since 1995, high school enrollment has averaged 1.1% annual growth, with nearly 4% average annual enrollment increases since 2012.<sup>9</sup> If the trend continues, by the Fall of 2019, Bonneville County public high schools should expect an increased enrollment of 471 high school students, over 2017 numbers.

In Idaho Falls District 91, both Idaho Falls and Skyline Senior High Schools are reportedly overcrowded, with 1,191 students and 1,035 students, respectively.<sup>10</sup> Likewise, Bonneville District 93's three high schools are at or above capacity, including the new Thunder Ridge high school, which opened this fall at capacity, with 1,407 students. The new Thunder Ridge resulted in a reduction of Hillcrest High School's overcrowding by about 450 putative students, reducing its current population to 1,150 for the fall of 2018. District 93 middle schools continue to experience overcrowding, due in large part to the rapid development and growth in the area.<sup>11</sup> Although the newest area high school will alleviate the immediate overcrowding crisis, local districts continue to project significant growth in the area.

The WPCS expansion will help alleviate these overcrowding issues, without local property tax increases. Further, District 93 superintendent, Dr. Charles Shackett, has expressed no reservations over the proposed WPCS expansion.<sup>12</sup>

Looking only at area charter schools, several charter populations will benefit from having another viable high school alternative to the massive public high schools that dominate Bonneville County. For instance, not only will WPCS's existing K-8 population benefit, but Alturas International Academy and Monticello Montessori, both of whom have had stable or growing enrollment in their K-6/K-8 programs, will have an additional charter destination for their students to advance.

The WPCS STEM expansion could have an adverse impact on Taylor's Crossing and American Heritage Charter schools, both of whom have high school populations. Taylor's crossing has had enrollment decline in grades 9-12 an average of 7.2% per year over the past three years, but its enrollment appears to be stabilizing at 80% of its high school capacity.<sup>13</sup> Taylor's Crossing is located in

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<sup>8</sup> Compare "Historical Enrollment by Building", Idaho State Department of Education (2017), at <http://www.sde.idaho.gov/finance/#attendance>, with "Charter School Historical Enrollment by Year", Idaho State Department of Education (2017), at <http://www.sde.idaho.gov/finance/#attendance>.

<sup>9</sup> *Id.*

<sup>10</sup> Hepworth, Natalia. "Here Are the Problems at D91 High Schools, and Why Officials Want a \$99.5 Million School Bond." *East Idaho News*, 23 Aug. 2018, [www.eastidahonews.com/2018/06/parents-and-students-demonstrate-problems-with-idaho-falls-and-skyline-high-schools/](http://www.eastidahonews.com/2018/06/parents-and-students-demonstrate-problems-with-idaho-falls-and-skyline-high-schools/).

<sup>11</sup> Keleher, Katie. "Bonneville School District Meets with Public to Discuss New Bond." *KIFI*, KIFI, 28 Feb. 2018, [www.localnews8.com/news/bonneville-school-district-meets-with-public-to-discuss-new-bond/708679532](http://www.localnews8.com/news/bonneville-school-district-meets-with-public-to-discuss-new-bond/708679532).

<sup>12</sup> See Email from Dr. Charles Shackett, attached as Appendix F.

<sup>13</sup> "Charter School Historical Enrollment by Year", Idaho State Department of Education (2017), at

the vicinity of WPCS and the two schools will likely attract some of the same families/students.

Likewise, WPCS's expansion could impact American Heritage Charter School, whose high school has nearly tripled over the past four years, growing an average of 44% each year. American Heritage is situated on the opposite side of Idaho Falls, and draws its core population from Idaho Falls District 91 and Shelley School districts. American Heritage recognizes that a portion of its students would prefer a STEM high school and they are supportive and have actively assisted in the WPCS expansion efforts.

The lists below identify the area schools and their most recently reported student populations.

a) Charter Schools	
Alturas International Academy (K-8)	409 students
American Heritage Charter School (K-12)	339 students
Monticello Montessori Charter School (K-6)	190 students
Taylor's Crossing Public Charter School (K-12)	391 students
White Pine Charter School	460 students
b) District 93	
Thunder Ridge High School (opening Fall 2018)	1,389 students and 66 Full-time Teachers
Bonneville High School	1,171 Students and 57 Full-time Teachers
Lincoln Alternative High School	163 Students and 11 Full-time Teachers
Hillcrest High School	1,317 Students and 65.7 Full-time Teachers
Sandcreek Middle School (7-8)	676 Students and 37 Full-time Teachers
Rocky Mountain Middle School (7-8)	668 Students and 45 Full-time Teachers
Telford Academy (7-9)	23 Students and 4 Full-time Teachers
Woodland Hills Elementary (K-6)	569 Students and 26 Full-time Teachers
Ammon Elementary School (K-6)	408 Students and 23 Full-time Teachers
Bonneville Early Intervention (PK)	166 Students and 5 Full-time Teachers
Bridgewater Elementary School (K-6)	437 Students and 23 Full-time Teachers
Cloverdale Elementary School (PK-6)	519 Students and 24 Full-time Teachers
Discovery Elementary School (PK-6)	459 Students and 24 Full-time Teachers
Fairview Elementary School (K-6)	287 Students and 13 Full-time Teachers
Falls Valley Elementary School (PK-6)	628 Students and 29 Full-time Teachers
Hillview Elementary School (K-6)	490 Students and 21 Full-time Teachers
Iona Elementary School (K-6)	322 Students and 17 Full-time Teachers
Rimrock Elementary (K-6)	535 Students and 24 Full-time Teachers
Ucon Elementary School (K-6)	409 Students and 20 Full-time Teachers
c) District 91	
Emerson High School (9-12)	140 Students and 8.3 Full-time Teachers

Idaho Falls Senior High School (9-12) Teachers	1,191 Students and 59 Full-time
Skyline Senior High School (9-12) Teachers	1,035 Students and 56 Full-time
Teton Peaks Academy BHC (7-12)	16 Students and 1 Full-time Teachers
Clair E. Gale Jr High School (7-9)	584 Students and 40 Full-time Teachers
Eagle Rock Junior High School (7-9)	897 Students and 48 Full-time Teachers
Taylorview Junior High School (7-9)	802 Students and 45 Full-time Teachers
A H Bush Elementary School (K-6)	501 Students and 21 Full-time Teachers
Dora Erickson Elementary School (K-6)	469 Students and 25 Full-time Teachers
Edgemont Gardens Elementary (K-6)	548 Students and 25 Full-time Teachers
Ethel Boyes Elementary School (K-6)	422 Students and 19 Full-time Teachers
Foxhollow Elementary School (PK-6)	529 Students and 24 Full-time Teachers
Hawthorne Elementary School (PK-6)	437 Students and 20 Full-time Teachers
Linden Park Elementary School (K-6)	533 Students and 24 Full-time Teachers
Longfellow Elementary School (K-6)	494 Students and 23 Full-time Teachers
Sunnyside Elementary School (K-6)	542 Students and 26 Full-time Teachers
Temple View Elementary School (K-6)	503 Students and 23 Full-time Teachers
Theresa Bunker Elementary (PK-6)	329 Students and 15 Full-time Teachers
Tiebreaker Elementary School (K-6)	427 Students and 23 Full-time Teachers
Westside Elementary School (K-6)	513 Students and 21 Full-time Teachers

#### 4. Strategies for Reaching Underserved families.

WPCS is committed to maintaining an open, inclusive learning environment, with a student population reflective of the surrounding demographics. WPCS will continue to engage in recruitment activities designed to educate and inform potential students and their families about its instructional program and to ensure that all Bonneville County residents are given an equal opportunity to enroll their children at the school.

Marketing materials will be prepared in English and Spanish and disseminated in ways that will reach a broad spectrum of local residents. The recruitment program will include such activities as:

- Informative and marketing materials, such as brochures, flyers, advertisements and press releases in English and Spanish;
- Distribution of promotional material to local businesses, community organizations, and special interest associations;
- Founder/board visits to preschools, community centers, religious organizations, Chambers of Commerce and community organizations throughout Bonneville County;
- Having a presence at community events, community centers, local businesses, social service agencies, faith-based organizations, farmer's markets, grocery stores, and shopping centers to inform the public and promote WPCS with prospective students and their families;
- Creation of a STEM club, in partnership with CEI, Idaho State University, University of Idaho, and BYU-Idaho, with opportunities for children and parents to participate in STEM activities;
- Outreach to friends and families of current WPCS students, particularly those of rural, minority, EL, or other disadvantaged students.

- Regular public meetings to introduce WPCS program;
- Regular open house and school tour visits to expose prospective students and their families to what WPCS and the STEM Academy offer; and
- Door-to-door canvassing, particularly in underserved areas.

## IX. Governance

### A. Overview

White Pine Charter School, Inc. is organized and managed under the Idaho Nonprofit Corporation Act and is managed locally by its Board of Directors and employed Administrator.

The Board of Directors are public agents authorized by an Authorizing Chartering Entity (ACE). According to the Corporate bylaws, the Board of Directors of WPCS consists of no less than three (3) and no more than seven (7) members. At least one director must not have children attending WPCS. At least two directors must be parents with children attending the school. ~~The WPCS Elementary and STEM Academy will be a legally and operationally independent entities established by the nonprofit corporation's Board of Directors.~~

The Board of Directors is responsible for financial and legal requirements of the corporation including the annual budget, expenditures and legal compliance with local, state and federal regulations. The Chair of the Board of Directors signs employment contracts and ensures compliance with state and federal regulatory agencies. The Board of Directors has the responsibility to approve the selection of the school Administrator, who may not be one of its members. The Board is also responsible for hearing and approving or disapproving the recommendations of the school Administrator with respect to changes in staffing, program, discipline or curriculum. The Board, when necessary, adjudicates disagreements between parents and the administration.

The elected Board of Directors is legally accountable for the operation of the Charter School. The Board of Directors must comply with Idaho Code § 33-5204, as amended.

### B. Selection and Replacement

Yearly elections for members of the Board of Directors will be held according to the Bylaws of the Charter School Corporation (refer to Articles of Incorporation and Bylaws). Annually, parents and guardians of the students attending WPCS and Faculty and employees will vote in individuals into positions vacated on the Board of Directors. In the event of a resignation or death, the current board may vote in a successor.

### C. Board of Directors

The Current members of the Board of Directors include:

Tony Lima - Chair ([limato@wpcscougars.org](mailto:limato@wpcscougars.org))

~~Amber Beck~~ Vacant - Vice Chair Director ([beckam@wpcscougars.org](mailto:beckam@wpcscougars.org))

Joanna Stark - Secretary Vice Chair ([starkjo@wpcscougars.org](mailto:starkjo@wpcscougars.org))

~~Vacant~~ Jonie Larsen — Director ([larsenjo@wpcscougars.org](mailto:larsenjo@wpcscougars.org))

Jim Seamans - ~~Treasurer~~ Secretary ([seamansji@wpcscougars.org](mailto:seamansji@wpcscougars.org))

~~Vacant~~ Jacob Miller — Director ([millerja@wpcscougars.org](mailto:millerja@wpcscougars.org))

Adam Frugoli - ~~Director~~ Treasurer ([frugoliad@wpcscougars.org](mailto:frugoliad@wpcscougars.org))

#### **D. Relationship between Board of Directors and School Administration**

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

1. implementation of the vision and mission of school
2. instructional materials and supplies
3. resource allocation
4. state charter school requirements
5. school-wide community building
6. special services
7. contracted services
8. disciplinary support
9. public and media relations
10. business and community partnerships
11. curriculum, instruction, and assessment
12. professional development
13. employment and personnel issues
14. enrollment and attendance
15. formative/summative staff evaluations
16. facility conditions
17. transportation

The Administrator will report monthly operations to the Board of Directors.

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

Standing committees will be formed in accordance with the bylaws of the corporation. These committees will include, but are not limited to the Parent-Faculty Association (PFA). Ancillary support personnel, including clerical and custodial, will be hired and supervised by the Administrator. The state funding formula will be used for funding to hire staff through the regular budgetary process. Additional resources will be sought through volunteer and fundraising efforts.

#### **F. Community and Business Partnerships**

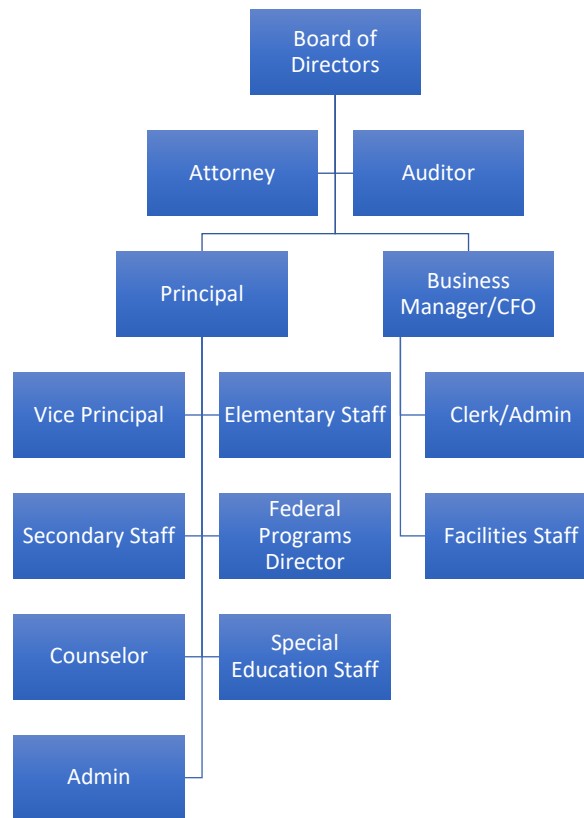
WPCS may enter into business arrangements or contracts with other schools, educational programs, businesses, or non-profit organizations based on financial and operational requirements.

The Board may create a STEM Advisory Committee to guide programmatic and curricular decisions concerning the STEM Academy. The Advisory Committee may be comprised of Board members, parents, faculty, students, community leaders, local business leaders, and STEM partners. The STEM Advisory Committee will provide advice and guidance to the Administrator of the STEM Academy and make recommendations to the Board concerning strategic and operational goals for the STEM Academy.

The authorizing entity shall have no liability for the acts, omissions, debts or other obligations of the school unless otherwise stated in the charter.



## G. Organization Chart



## X. Board Transition and Training Plan

WPCS's has operated for 15 years and has already transitioned its Board from a "Founding Board" to a true governance board. While we hope to keep Founders and Founding board members involved, WPCS's elected board structure is conducive to a diverse and changing board composition.

Current board members are elected by parents and faculty. All board members complete initial board training to include topics such as: member roles & responsibilities, board governance & development, Parliamentary Procedure, charter school finances and financial reports, in addition to reviewing WPCS's charter, mission, and performance certificate, as well as other topics. WPCS will provide in-house training, conducted by veteran board members and WPCS administrators, as well as sending new board members to appropriate association meetings, conferences, and training. Where feasible, WPCS will use school continuous improvement funds to pay for trainers and/or purchase training resources for board members.

WPCS has an autonomous Board of Directors dedicated to the successful operation of the school. As current directors complete their terms, the remaining WPCS board and administration will work to advertise, market, and recruit candidates to run for the vacant positions. With the STEM Academy expansion, we will make extra efforts to find candidates

who have STEM backgrounds or who represent local and regional STEM partners.

All Board members will complete an initial orientation, and ongoing training will include topics such as conflicts of interest, roles and responsibilities, nonprofit governance and leadership, Idaho open meeting laws, ethics, financial responsibility, school finance and reporting, and other topics of import to WPCS.

## **XI. Parental Involvement**

WPCS relies on proactive parent involvement. The Parent-Faculty Association (PFA) of WPCS will provide consultation to the Administrator regarding ongoing plans for the school. Parents of students who attend WPCS will be involved in the education of their children and in the school at many levels. Parents bring an in-depth understanding of their children's personalities, learning styles, and strengths and weaknesses, which is essential for the continuing educational development of their children. The process to ~~ensure~~ encourage parental involvement includes:

1. Parents will be ~~asked~~ encouraged to volunteer 20 hours per school year. They may work specifically with students, serve on committees, or volunteer as needs arise.
2. Parents will be encouraged to be involved in the formal operations of the school, Parent-Faculty Association, committees, or Board of Directors.
3. Parents will be encouraged to provide an appropriate learning environment at home for study.
4. Parents will be ~~expected~~ encouraged to attend two parent teacher conferences per year.
5. Parents will be asked to participate in a yearly election of the Board of Directors and the PFA executive committee.
6. Parents will be required to supply in-depth emergency information for each student to the school.
7. Parents with their child will be required to review and sign the written disciplinary policy and attendance policy.
8. Parents may be asked to complete surveys throughout the school year.
9. Parents may be asked to assist in the office with clerical work, classroom assistance, field trips, tutoring and specialized instruction, playground and recess monitoring, athletics and physical education, enrichment programs or other activities as needs arise.

## FINANCIAL AND PROGRAMMATIC AUDITS

~~White Pine Charter School shall annually submit a report to the authorized chartering entity which approved its charter. The report shall contain independent audits of the fiscal and programmatic operations as required in section 33-5205(3)(k), Idaho Code, a report on student progress based on the public charter school's student educational standards identified in section 33-5205(3)(b), Idaho Code, and a copy of the public charter school's accreditation report.~~

~~White Pine Charter School will have an independent financial audit conducted annually. In addition, WPCS will perform an annual programmatic audit and require an audit performed by an outside agency such as the Idaho Charter School Network every two to three years.~~

~~At such time as revocation or non-renewal of the charter may be initiated, an independent audit may be performed. White Pine Charter School will follow the requirements set forth by Idaho statute regarding audit reporting.~~

## DISPUTE RESOLUTION

The Public Charter School Commission and White Pine Charter School will resolve disputes relating to provisions of the charter following the procedures set forth in Section 33-5209 Idaho Code, and the applicable rules of the State Board of Education for notice of defect and submission of a corrective action plan.

Dispute resolutions for parents or guardians are outlined in the student handbook.

## EMPLOYMENT PRACTICES

~~Pursuant to Idaho Code Section 33-5204A APPLICABILITY OF PROFESSIONAL CODES AND STANDARDS—LIMITATIONS UPON AUTHORITY~~

~~(1) Every person who serves in a public charter school, either as an employee, contractor, or otherwise, in the capacity of teacher, supervisor, administrator, specialist, school nurse or librarian, must comply with the professional codes and standards approved by the state board of education, including standards for ethics or conduct.~~

~~Every employee of a public charter school and every member of the board of directors of a public charter school, whether compensated or non-compensated, shall comply with the standards of ethics or conduct applicable to public officials including, but not limited to, chapter 7, title 59, Idaho Code, except that section 59-704A, Idaho Code, which permits a non-compensated public official to have an interest in a contract made or entered into by the board of which he is a member under certain conditions, shall not apply to the board of directors of a public charter school. A member of the board of directors of a public charter school is prohibited from receiving a personal pecuniary benefit, directly or indirectly, pertaining to a contractual relationship with the public charter school.~~

### Background Checks

~~All employees will be required to undergo the State of Idaho criminal history check to comply with Idaho Code 33-512.~~

### Employees

### Qualifications

~~White Pine Charter School's full-time and part-time teachers will meet or exceed qualifications required by state law. Staff will be required to possess personal characteristics, knowledge, and experience consistent with the philosophy, mission, and expectations of White Pine Charter School as outlined within this petition. Teachers at White Pine Charter School will be given teaching assignments that correlate with their area(s) of certification as designated by the state of Idaho. The Administrator will make recommendations to the Board of Directors for approval of instructional staff. The Chairman of the Board of Directors signs all employment contracts.~~

~~White Pine Charter School's Administrator hires, evaluates, promotes and discharges non-certified staff. The Administrator is hired and evaluated by the WPCS Board of Directors. White Pine Charter School reserves the right to hire any person for temporary assistance under the direct supervision of certified staff members. These provisions are intended to allow various~~

community experts and other specialized persons who may not hold certification to contribute to the school according to their talents, experience, creativity, or expertise on a short-term or seminar basis.

New employees will undergo background checks and finger printing. The White Pine Charter School will pay for the cost of fingerprinting all staff and relevant volunteers.

Job announcements and all other hiring practices will be made without discrimination in accordance with federal and state employment laws.

### Professional Opportunities

Faculty at White Pine Charter School will work in an environment where they have opportunities to work with other faculty to align subject areas. Teachers will be responsible for the learning program at the school. Teachers will work closely with their grade level partner using their strengths to provide students with an optimum experience. Teachers will become familiar with the K-8 sequence of their subject area, allowing for more efficient preparation. Targeted staff size is one teacher per classroom with teacher aide assistance. In-service days will provide teachers with training in keeping with the mission, philosophy,

~~curriculum and assessment of White Pine Charter School. Teachers will be able to take an active role in many aspects of White Pine Charter School.~~

#### ~~Staff Development Plans~~

~~White Pine Charter School's Administrator will ensure that the school's employees understand and are able to implement the school's vision upon hiring and through in-service training.~~

#### ~~Accreditation Requirements~~

~~White Pine Charter School plans to meet the state's accreditation requirement for technology competencies as well as any other state requirements for all certified staff.~~

### ADMINISTRATION

~~Administrative services will be provided by the White Pine Charter School Administrator supplemented by other contracted services as needed. Annual programmatic and financial reports will be presented to the Board of Directors. The Administrator will also serve as the liaison between the Charter School Board of Directors, the Authorized Chartering Entity, and parents.~~

~~Day to Day Operations The Administrator in coordination with the Charter School Board of Directors will determine the day day operations of White Pine Charter School.~~

#### ~~Job Description and Qualifications JOB DESCRIPTION:~~

~~Position Title: Administrator Reports to: The Board of Directors~~

~~Supervises: Directly or indirectly, all employees of the charter school Performance Responsibilities:~~

~~Coordinates the total educational and operational programs of the Charter School and provides leadership in their development and improvement.~~

~~Attends and participates in meetings of the Board of Directors, except when his/her employment or salary is under consideration or when there is an executive meeting. However, on invitation from the Board of Directors may be invited to an executive session.~~

~~Advises the Board of Directors on the need for new and/or revised rules and policies; exercises the power to carry out such rules and policies after the Board of Directors approves them; and provides such instructions to school employees and students as may be necessary to implement charter policy.~~

~~Submits to the Board of Directors an explanation of any proposed procedure that would involve either departure from established policy, or an non-contractual expenditure in excess of \$5,000.~~

~~Participates in the preparation of the annual operating budget recommendations and implements the Board approved budget. Approves and directs, in accordance with law and regulations of the Board, purchases and expenditures within the limits of the budget.~~

~~Maintains adequate records for the Charter School, including property records, personnel, school population, and scholastic records. Performs custodial duties regarding such records and of all contracts, securities, documents, title papers, books of records, and other papers belonging to the Board of Directors. Management of all assets will be in accordance with the Bylaws of the Charter School Corporation, and will be Board approved.~~

~~Prepares and submits to the Board of Directors recommendations relative to all matters requiring Board action, placing before the Board such necessary and helpful facts, information, and reports as are needed to insure the making of informed decisions.~~

~~Coordinates the supervision and evaluation of all employees and recommends the appointment, assignment, transfer, promotion, demotion, discharge, and/or suspension of employees as provided by law and the policies of the Charter School.~~

~~Holds such meetings of teachers and other employees as necessary for the discussion of matters concerning the improvement and welfare of the Charter School.~~

~~Represents the Charter School in its dealings with other school systems, social institutions, business firms, government agencies, and the general public.~~



~~Keeps the Charter School community informed about current educational practices and trends, policies and problems.~~

~~Supervises, either directly or through delegation, all activities of the Charter School according to the policies of the Board of Directors.~~

~~Informs the Board of Directors of changes, developments, and research/trends in education by advanced study, visiting school systems elsewhere, attending educational conferences, and by other appropriate means.~~

~~Studies and revises, together with the staff, all curriculum guides and courses of study, on a continuing basis.~~

~~Recommends to the Board of Directors the adoption of all courses of study, curriculum guides, and major changes in texts and time schedules to be used in the Charter School.~~

~~Make recommendations to the Board of Directors regarding building and facility changes.~~

~~Make recommendations to the Board of Directors concerning the transportation of pupils in accordance with the law and the requirements of safety.~~

~~Provides suitable instructions and regulations to govern the use and care of school properties for school purposes, in conjunction with the Board of Directors.~~

~~May performs additional tasks as assigned by the Board of Directors.~~

~~Prepares annual reports in compliance with the terms of the authorized chartering entity.~~

#### DESIRED QUALIFICATIONS:

~~Σ — Valid Idaho Administrator's Certificate endorsed for K-12 Administrator~~

~~Σ — Successful elementary school teaching experience~~

~~Σ — Successful building level administrative experience~~

~~Σ — Demonstrated competence in the skills listed under "Job Description"~~

~~Σ — Successful business experience~~

~~Σ — Ability to provide leadership to a large and complex organization~~

~~Σ — Ability to establish and maintain an effective working relationship with the Charter School Board of Directors, Idaho Public Charter School Commission, personnel, parents, students and the public.~~

~~TERMS OF EMPLOYMENT AND EVALUATION: Length of Contract: to be determined by the Charter School Board of Directors~~

~~Salary: to be determined by the Charter School Board of Directors Evaluation: annual evaluation by the Board of Directors~~

## HEALTH AND SAFETY

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

~~Require fingerprinting and criminal history checks for all employees in compliance with Idaho Code 33-130. This requirement is a condition of employment. White Pine Charter School will pay for costs associated with the requirement.~~

~~Require that all students show proof of immunization or an exemption request before being enrolled at the White Pine Charter School.~~

~~Require that all visitors sign in at the office when visiting the school.~~

~~Provide for inspection of the facility in compliance with Section 39-4130 of Idaho Code. Adopt policies to meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools. Fire and safety officials, using the guidelines for all public schools, will inspect the facility.~~

~~Adopt and implement a comprehensive set of health, safety and risk management policies. These policies will be developed in consultation with the White Pine Charter School's insurance carriers and at a minimum address the above and the following items:~~

~~∑ — policies and procedures for response to natural disasters and emergencies, including fires and bomb threats.~~

~~∑ — policies relating to preventing contact with blood borne pathogens.~~

~~∑ — a policy requiring that all staff receives training in emergency response, including appropriate "first responder" training.~~

~~∑ — policies relating to the administration of prescription drugs and other medicine.~~

~~∑ — policy that the school will be housed in a facility that has received fire marshal approval and has been evaluated by a qualified structural engineer who has determined the facilities present no substantial safety hazard.~~

~~∑ — policies establishing that the school functions as a gun-free, drug, alcohol and tobacco free workplace.~~

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

~~White Pine Charter School will adopt a crisis intervention plan which includes the following elements of Safe Schools Crisis Management:~~

~~Definition of crisis~~

~~Designated "person in charge" media liaison Procedures for handling crisis situation Annual staff training~~

~~Crisis codes for staff~~

~~Dispersion of information to staff, students and parents Practice schedule for crisis alerts~~

~~Faculty staff roster with emergency phone number and indications of training Community emergency phone numbers~~

~~Student roster and phone numbers Phone trees~~

~~Crisis response equipment~~

~~Blueprints and utility shutoff locations~~

## EMPLOYEE BENEFITS

White Pine Charter School will comply with all state and federal laws addressing employment benefits and insurance. All eligible employees will participate in group health insurance, leave benefits, Public

Employee Retirement System, Federal Social Security, Unemployment Insurance, and Worker's Compensation Insurance to the extent allowed and required by law. White Pine Charter School will use as a guideline, benefits provided by school districts within the area.

### XII. Teacher & Staff Recruiting

WPCS will strive to recruiting, retain, and train staff high quality teachers and staff to meet the WPCS and STEM Academy Mission. high school mission. The Table below shows the projected FTE needed to accommodate current and projected, expanded WPCS operations.

	EXPANSION Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024	Year 6 2024-2025	Year 7 2025-2026	Year 8 2026-2027
Administrators	4	4	4	4	4	4	4	4
K-8 Teachers	21	23	23	24	25	26	27	27
9-12 Teachers	5	5	6	7	8	9	10	11
Pupil Services	1	1	1	1	1.5	1.5	1.5	1.5
Classified Staff	12.1	13.8	15.5	16.7	17.9	19.0	19.8	20.4
<b>TOTAL FTE</b>	<b>43.1</b>	<b>46.8</b>	<b>49.5</b>	<b>52.7</b>	<b>56.4</b>	<b>59.5</b>	<b>62.3</b>	<b>63.9</b>

*Figure 8. Projected WPCS staff needs.*

WPCS will pay its teachers and staff above the state salary guidelines and strive to be competitive with the local school district and comparable, area charter school compensation.

When vacancies arise that need to be filled, WPCS will publish job openings on its Web site, and other media, as appropriate, including but not limited to advertising through education employment web sites, general job posting sites, area college employment boards, social media, and traditional media such as radio, television, and local newspapers, as needed. WPCS will complement its recruitment efforts by building strong community partnerships, and seeking out both traditional and non-traditional educators.

WPCS is an Equal Opportunity employer and does not discriminate on any basis prohibited by state or federal law. WPCS has adopted policies to ensure compliance with applicable employment and non-discrimination laws. WPCS administration annually evaluates all certified and classified staff. Certified staff are evaluated according to Idaho law and WPCS policy, including using the Danielson Framework. WPCS administrators comply with state law requiring training in applicable teacher evaluation methods and rubrics.

WPCS also complies with state law prescribing the adoption and implementation of a plan for continuous improvement. Accordingly, WPCS has adopted and continuously reviews progress towards meeting its strategic objectives for school improvement. WPCS requires each certified staff to have an Individual Professional Learning Plan (“IPLP”) and to develop and maintain a professional portfolio, which are central to ensuring increased capacity and professional development for its teachers.

### **XIII. Marketing Strategy**

WPCS will market its current and expanded STEM programs and opportunities by:

- A. Communicating with current WPCS staff, friends, and families through letters home, email, social media, newsletters, online blogs, flyers, and our web site.
- B. Reaching out and speaking to community organizations and community leaders about the school; and
- C. Outreach efforts, including letters, oral presentations, and receptions targeting hard-to-reach or underserved communities, including rural, socio-economically disadvantaged children, Latin/Hispanic or Spanish-speaking families, families with special needs.

WPCS has already conducted informational meetings with its own parents and supporters about current and proposed STEM activities. WPCS has secured hundreds of signatures of area residents who are supportive of the STEM Academy.

## XIV. Appendix A

### A. Appendix A1:

#### Attachments List

Appendix A2/A3: Financial Summary

Appendix A4: Six-Year Operating Budget, Full Enrollment Scenario, and Break-Even Year 1 Scenario

Appendix A5: Cash Flow Projection for Initial Operating Year

Appendix A6: Facility Options

Appendix B: Governance (Articles of Incorporation and Bylaws)

Appendix C: Bio/Resume Information for Board of Directors

Appendix D: Bio/Resume Information for School Administration & Organizational Chart

Appendix E: [Blank] Education Service Provider – Not Applicable

Appendix F: Supporting Documentation:

- Letter to District 93 Superintendent
- Contracts or draft contracts
- Real Estate Documents re: Facilities Options
- Cost estimates for transportation services
- Cost estimates for modular classrooms
- Email from City of Ammon regarding Siting of Modulars
- Modular Building Specifications
- Alternative Option at location of former Odyssey Charter
- Email regarding Potential Dual Usage of City Property
- Rough Site Plan for Phase 1/2

**B. Appendix A2/A3:**

Financial Summary



## 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:		732	579	670	764
	Pre-Operational Budget	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget
Contributions/ Donations	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Loans	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Grants	\$0.00	\$0.00	\$368,759.90	\$140,718.11	\$320,363.91
Base Support	NA	\$1,051,814.00	\$805,277.00	\$1,008,437.00	\$1,163,023.00
Salary and Benefit Apportionment	NA	\$2,810,196.78	\$2,187,805.87	\$2,685,619.57	\$3,073,483.42
Transportation Allowance	NA	\$110,398.04	\$87,320.19	\$101,044.08	\$115,220.42
Food Service Reimbursement	NA	\$206,137.00	\$163,051.00	\$194,338.00	\$228,251.00
Special Distributions	NA	\$593,251.68	\$522,822.70	\$554,258.53	\$621,758.37
Federal Revenue	NA	\$271,496.23	\$224,585.93	\$273,823.25	\$312,240.25
<b>REVENUE TOTAL</b>	-	\$5,043,293.73	\$4,359,622.59	\$4,958,238.54	\$5,834,340.37

### Expenditures

	Pre-Operational Budget	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget
Staff and Benefit Totals	-	3,250,093.63	2,874,861.65	3,259,918.24	3,675,212.33
Educational Program Totals	-	672,792.78	526,826.66	546,645.10	559,838.68
Technology Totals	\$0.00	165,802.34	119,185.74	144,415.99	136,764.75
Capital Outlay Totals	\$0.00	14,637.04	14,529.97	18,683.04	64,832.04
Board of Directors Totals	\$0.00	26,651.01	26,651.01	27,252.53	27,872.11
Facilities Totals	\$0.00	553,192.23	503,192.23	616,689.98	909,715.85
Transportation Totals	\$0.00	\$169,837.59	\$130,858.47	\$154,756.38	\$179,350.35
Nutrition Totals	-	80,391.94	61,941.33	73,253.31	83,906.34
Other	-	109,895.17	101,575.53	116,623.97	196,847.92
<b>EXPENSE TOTAL</b>	-	\$5,043,293.73	\$4,359,622.59	\$4,958,238.54	\$5,834,340.37

<b>OPERATING INCOME (LOSS)</b>	-	\$0.00	\$0.00	\$0.00	<b>(\$0.00)</b>
<b>PREVIOUS YEAR CARRYOVER</b>	-	-	\$0.00	\$0.00	\$0.00
<b>NET INCOME (LOSS)</b>	-	\$0.00	\$0.00	\$0.00	<b>(\$0.00)</b>

**C. Appendix A4:**

Six-Year Operating Budget, Full Enrollment Scenario, and Break-Even Year 1 Scenario

## 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:	732	579	670	764	
Line Item / Account	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Cash on Hand			NA	NA	Secured funds only; include documentation
Donations and Contributions					Secured funds only; include documentation
Loans					Include documentation for lender, term, rate, and total principal and interest.
Grants		\$368,759.90	\$140,718.11	\$320,363.91	We are anticipating funding from the Albertson's Foundation.
Entitlement	\$1,051,814.00	\$805,277.00	\$1,008,437.00	\$1,163,023.00	Attach the M & O Revenue Template
Salary and Benefit Apportionment	\$2,810,196.78	\$2,187,805.87	\$2,685,619.57	\$3,073,483.42	Attach the M & O Revenue Template
Transportation Allowance	\$110,398.04	\$87,320.19	\$101,044.08	\$115,220.42	
Food Service Reimbursement	\$206,137.00	\$163,051.00	\$194,338.00	\$228,251.00	
Special Distributions					From the SDE Special Distributions Doc.
Charter School Facilities	\$297,924.00	\$235,653.00	\$272,690.00	\$319,557.78	Virtual schools include SDE worksheet
Content and Curriculum	\$2,858.00	\$2,422.50	\$2,729.50	\$2,936.50	
Continuous Improvement Plans and Training	\$6,600.00	\$6,600.00	\$6,600.00	\$6,600.00	
Gifted Talented	\$4,229.76	\$3,972.72	\$4,125.60	\$4,283.52	
Leadership Premiums	\$28,315.00	\$25,281.25	\$27,303.75	\$29,326.25	
IT Staffing	\$15,000.00	\$13,513.75	\$15,000.00	\$15,000.00	
Math and Science Requirement	\$2,700.00	\$31,200.00	\$2,700.00	\$2,700.00	
Professional Development	\$39,505.00	\$36,970.00	\$38,660.00	\$40,350.00	
Safe and Drug-Free Schools	\$10,754.72	\$8,924.84	\$10,013.20	\$11,137.44	
Technology (i.e. infrastructure)	\$103,344.00	\$89,268.00	\$97,640.00	\$106,288.00	
Advanced Opportunities					secondary schools only
College and Career Advisors/ Mentors	\$18,000.00	\$16,920.00	\$18,000.00	\$18,000.00	secondary schools only
Literacy Proficiency	\$10,290.00	\$10,220.00	\$10,080.00	\$9,940.00	
Limited English Proficient (LEP)	\$10,631.04	\$7,785.12	\$9,266.88	\$10,654.56	
School Facilities (Lottery)	\$43,100.16	\$34,091.52	\$39,449.60	\$44,984.32	
Title I Funds	\$79,475.50	\$62,863.82	\$72,743.97	\$82,949.84	
Title II Funds	\$17,579.89	\$13,905.40	\$16,090.88	\$18,348.41	
Medicaid Funds	\$47,062.65	\$47,062.65	\$68,399.07	\$77,995.36	
IDEA Part B Funds	\$127,378.19	\$100,754.06	\$116,589.33	\$132,946.64	
<b>REVENUE TOTAL</b>	<b>\$5,043,293.73</b>	<b>\$4,359,622.59</b>	<b>\$4,958,238.54</b>	<b>\$5,834,340.37</b>	

**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	
<b>Classroom Teachers</b>									
Elementary Teachers	17.5	867,956	17.5	\$858,285	18.5	962,578	19.5	\$1,074,363	
Secondary Teachers	9.0	438,931	6.0	\$303,439	7.0	375,696	8.0	\$454,496	
Specialty Teachers									
<b>Classroom Teacher Subtotals</b>	<b>26.5</b>	<b>1,306,888</b>	<b>23.5</b>	<b>\$1,161,724</b>	<b>25.5</b>	<b>1,338,275</b>	<b>27.5</b>	<b>\$1,528,859</b>	Average classroom size:
<b>Special Education</b>									
Federal Programs/SpecEd Director	1.0	53,985	1.0	\$53,985	1.0	55,605	1.0	\$57,273	
Special Education Teacher	2.0	99,288	2.0	\$99,288	2.0	102,267	2.0	\$105,335	
<b>Special Education Subtotals</b>	<b>3.00</b>	<b>153,273</b>	<b>3.0</b>	<b>\$153,273</b>	<b>3.0</b>	<b>157,871</b>	<b>3.0</b>	<b>\$162,608</b>	Anticipated % Special Education Students:
<b>Other Certified Staff</b>									
Charter Administrator	1.0	99,046	1.0	\$99,046	1.0	102,017	1.0	\$105,078	
Vice Principal	2.0	121,367	2.0	\$121,367	2.0	125,008	2.0	\$128,758	
Counselor (Pupil Services)	1.0	45,892	1.0	\$45,892	1.0	47,269	1.0	\$48,687	
<b>Other Certified Staff Subtotals</b>	<b>4.00</b>	<b>266,305</b>	<b>4.0</b>	<b>\$266,305</b>	<b>4.0</b>	<b>274,294</b>	<b>4.0</b>	<b>\$282,523</b>	
<b>CERTIFIED STAFF TOTAL</b>	<b>33.5</b>	<b>1,726,466</b>	<b>30.5</b>	<b>\$1,581,302</b>	<b>32.5</b>	<b>1,770,440</b>	<b>34.5</b>	<b>\$1,973,989</b>	

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	
<b>Position</b>									
Paraprofessionals- General	3.7	177,075	2.9	140,064	3.4	166,940	3.9	196,072	
Paraprofessionals- SPED	1.1	14,011	0.9	11,082	1.0	13,209	1.1	15,514	
Admin / Front Office Staff	3.7	228,838	3.1	198,081	3.4	222,866	3.8	249,599	
Other	6.0	341,434	4.8	270,069	5.5	321,890	6.3	378,062	
<b>CLASSIFIED STAFF TOTAL</b>	<b>14.5</b>	<b>761,359</b>	<b>11.7</b>	<b>619,296</b>	<b>13.3</b>	<b>724,904</b>	<b>15.1</b>	<b>839,247</b>	

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	
<b>Type</b>									
Retirement	11.32%	281,622	11.32%	249,108	11.32%	282,473	11.32%	318,458	
Workers comp/ FICA/ Medicare	7.72%	192,060	7.72%	169,886	7.72%	192,641	7.72%	217,182	
Group Insurance (Medical/Dental)	10.40%	258,734	10.40%	228,862	10.40%	259,516	10.40%	292,577	
Paid time off (provide assumptions)	1.20%	29,854	1.20%	26,407	1.20%	29,944	1.20%	33,759	
<b>BENEFITS TOTAL</b>		<b>762,269</b>		<b>674,263</b>		<b>764,574</b>		<b>861,976</b>	
<b>CERTIFIED &amp; CLASSIFIED STAFF TOTAL</b>		<b>2,487,824</b>		<b>2,200,598</b>		<b>2,495,345</b>		<b>2,813,237</b>	
<b>TOTAL STAFF &amp; BENEFITS TOTAL</b>		<b>3,250,094</b>		<b>2,874,862</b>		<b>3,259,918</b>		<b>3,675,212</b>	

**Section 2: Educational Program**

<b>2a: OVERALL EDUCATION PROGRAM COSTS</b>	<b>Break-Even Year 1 Budget</b>	<b>Full Enrollment Year 1 Budget</b>	<b>Year 2 Budget</b>	<b>Year 3 Budget</b>	<b>Assumptions / Details / Sources</b>
Professional Development	25,459.58	22,731.77	24,550.31	26,368.85	Based on current professional development expenditures with 3% annual increase
SPED Contract Services	74,263.00	74,263.00	76,490.89	78,785.62	Types of anticipated SPED Contractors: Speech, OT, Audiology, Services for Visually Impaired
Membership Dues					
Authorizer Fee					
Teacher Awards (Leadership Premiums)	23,800.00	21,250.00	22,950.00	24,650.00	Based on current expenditures, adjusted for staffing ratios
Other Contract Services (i.e. accounting, HR, management)					Provide details
Office Supplies					
<b>OVERALL EDUCATION PROGRAM TOTAL</b>	<b>123,522.58</b>	<b>118,244.77</b>	<b>123,991.20</b>	<b>129,804.47</b>	

<b>2b: ELEMENTARY PROGRAM</b>	<b>Break-Even Year 1 Budget</b>	<b>Full Enrollment Year 1 Budget</b>	<b>Year 2 Budget</b>	<b>Year 3 Budget</b>	<b>Assumptions / Details / Sources</b>
Elementary Curriculum	76,842.64	72,238.43	78,820.86	85,227.91	Based on current, per student, costs with 3% annual increase
Elementary Instructional Supplies & Consumables	137,497.29	132,578.95	137,446.46	141,569.85	Costs based on current costs with 3% increases per year - adding an additional classroom each year
Elementary Special Education Curricular Materials					
Elementary Contract Services (provide assumptions)					
<b>ELEMENTARY PROGRAM TOTAL</b>	<b>214,339.93</b>	<b>204,817.38</b>	<b>216,267.32</b>	<b>226,797.76</b>	

<b>2c: SECONDARY PROGRAM</b>	<b>Break-Even Year 1 Budget</b>	<b>Full Enrollment Year 1 Budget</b>	<b>Year 2 Budget</b>	<b>Year 3 Budget</b>	<b>Assumptions / Details / Sources</b>
Secondary Curriculum	118,396.44	59,198.22	51,358.17	43,557.19	Based on current, per student, costs with 3% annual increase
Secondary Instructional Supplies & Consumables	216,533.83	144,566.29	155,028.41	159,679.26	Costs based on current per student costs with 3% increases per year - with additional classrooms
Secondary Special Education Curricular Materials					
Secondary Contract Services (provide assumptions)					Types of anticipated Contractors:
<b>SECONDARY PROGRAM TOTAL</b>	<b>334,930.27</b>	<b>203,764.51</b>	<b>206,386.58</b>	<b>203,236.45</b>	
<b>EDUCATIONAL PROGRAM TOTAL</b>	<b>672,792.78</b>	<b>526,826.66</b>	<b>546,645.10</b>	<b>559,838.68</b>	

**Additional Notes or Details Regarding Educational Program Expenditures:**

--

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
Internet Access	6,471.49	6,471.49	6,665.63	13,731.20	Based on current costs with 3% annual increase and a second location in year 3
Technology Salaries	15,501.60	13,390.20	14,646.00	21,943.20	Portion of Admin salaries to provide in-house support - increased in year 3 given second school
Contracted Services	20,668.80	17,853.60	19,528.00	25,257.60	Contract PC support from Valor, Inc. based on current per student expenditures - increased in year 3 given second school
Technology Software & Licenses					
Computers for Staff Use	7,000.00	5,000.00	6,000.00	7,000.00	Computer Replacement and New Staff
Computers for Student Use	115,630.00	75,940.00	97,030.00	68,270.00	Chromebook Carts for Additional Students and Replace Outdated Chromebooks
Technology Supplies	530.45	530.45	546.36	562.75	Based on current costs with 3% annual increase
Other Technology Hardware (i.e. document cameras, projectors, etc.)					
<b>TECHNOLOGY TOTAL</b>	<b>165,802.34</b>	<b>119,185.74</b>	<b>144,415.99</b>	<b>136,764.75</b>	
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
Furniture (school-wide)	595.68	559.99	611.01	660.68	Based on current costs with 3% increase - furnishings for additional classrooms, labs, etc. are reflected in Section 2
Kitchen Equipment (warming oven, salad bar, etc.)				50,000.00	For new school - based on new kitchen at current school in 2017
Other Capital Outlay (i.e. library, kitchen small wares, maintenance equipment, etc.)	14,041.36	13,969.98	18,072.03	14,171.36	Based on current costs with 3% increase
<b>CAPITAL OUTLAY TOTAL</b>	<b>14,637.04</b>	<b>14,529.97</b>	<b>18,683.04</b>	<b>64,832.04</b>	
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	12,965.40	12,965.40	13,156.36	13,353.05	Based on current expenditures with 3% increases
Legal	530.45	530.45	546.36	562.75	
Insurance (property, liability, E & O, etc.)	2,758.34	2,758.34	2,841.09	2,926.32	
Audit	10,396.82	10,396.82	10,708.72	11,029.99	
<b>BOARD OF DIRECTORS TOTALS</b>	<b>26,651.01</b>	<b>26,651.01</b>	<b>27,252.53</b>	<b>27,872.11</b>	
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
Mortgage Costs on Existing Building	204,715.68	204,715.68	204,715.68	204,715.68	Current mortgage costs
Construction Loan for New Building			106,193.46		Estimated financing for six months of payments on \$2,800,000 mortgage
Mortgage Costs on New Building				203,422.16	Estimated financing for 12 months of payments on 2,800,000 mortgage
Lease Payments for Modulares	55,000.00	55,000.00	55,000.00	27,500.00	30 month lease for four classroom modular
Modular Installation/Removal	50,000.00			25,000.00	Estimate based on installation costs of previous modular
Repairs and Maintenance	162,317.70	162,317.70	167,187.23	276,875.17	Years 1 and 2 based on current expenditures with 3% increase per year. Year 3 assumes two buidlings, so all current expenditures would be doubled after 3% increase from previous year.
Custodial Supplies	4,243.60	4,243.60	4,370.91	9,004.07	
Facilities Maintenance Contracts (i.e. snow removal; trash; lawn care, custodial, security, etc.)	3,713.15	3,713.15	3,824.54	7,878.56	
Utilities (i.e. gas, electric, water, etc.)	35,540.15	35,540.15	36,606.35	75,409.09	
Phone	3,182.70	3,182.70	3,278.18	6,753.05	
Worker's Compensation Insurance	21,218.00	21,218.00	21,854.54	45,020.35	
Liability Insurance	10,078.55	10,078.55	10,380.91	21,384.67	
Other Facilities Related Costs (specify)	3,182.70	3,182.70	3,278.18	6,753.05	
<b>FACILITIES TOTAL</b>	<b>553,192.23</b>	<b>503,192.23</b>	<b>616,689.98</b>	<b>909,715.85</b>	
Additional Notes or Details Regarding Facilities Expenditures: Other costs include Fire Alarm Systems					



Section 7: Transportation					
Line Item / Account	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Daily Transportation	\$169,837.59	\$130,858.47	\$154,756.38	\$179,350.35	Based on current per student expenditures with 3% annual increase
Special Transportation (i.e. SPED, field trips, etc.)					
Other Transportation Costs (specify)					
<b>TRANSPORTATION TOTAL</b>	<b>\$169,837.59</b>	<b>\$130,858.47</b>	<b>\$154,756.38</b>	<b>\$179,350.35</b>	
Additional Notes or Details Regarding Transportation Expenditures:					

Section 8: Nutrition Program					
Line Item / Account	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Food Costs	80,391.94	61,941.33	73,253.31	83,906.34	Based on current per student expenditures with 3% annual increase
Non-Food Costs					
<b>NUTRITION TOTAL</b>	<b>80,391.94</b>	<b>61,941.33</b>	<b>73,253.31</b>	<b>83,906.34</b>	
Additional Notes or Details Regarding Other Expenditures:					

Section 9: Other Expenditures					
Line Item / Account	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Administration Expenditures	68,002.38	63,550.98	67,455.68	71,485.41	Based on current per teacher expenditures with 3% annual increase
Substance Abuse	12,316.62	9,742.25	11,273.41	12,855.05	Based on current per student expenditures with 3% annual increase
School Activities	17,500.00	17,500.00	26,250.00	35,000.00	Start school activity program with highschool, increase \$8750 per grade
Media				40,000.00	Have full media center with new school
Computer Lab				25,000.00	Computer lab for new school
Teacher Improvement	12,076.17	10,782.30	11,644.88	12,507.46	Based on current per teacher expenditures with 3% annual increase
<b>OTHER TOTAL</b>	<b>109,895.17</b>	<b>101,575.53</b>	<b>116,623.97</b>	<b>196,847.92</b>	

**Additional Notes or Details Regarding Other Expenditures:**

**White Pine Charter School  
K-12 Expansion  
BUDGET PROJECTION WORKSHEET**

D THE SALARY & BENEFIT APPORTIONMENTS, AS WELL AS MOST OF THE SPECIAL DISTRIBUTION COMPUTATIONS BELOW																										
Annual Increase Modifier	3%		Total Revenues	\$ 3,990,863	\$ 4,817,520	\$ 5,513,976	\$ 6,080,497	\$ 6,566,143	\$ 7,224,254	\$ 7,415,142	\$ 7,857,184															
K-5 Retention / Growth	98%	10%	Total Expenses	\$ 4,446,151	\$ 4,964,125	\$ 5,588,285	\$ 5,898,811	\$ 6,454,810	\$ 6,809,998	\$ 7,362,158	\$ 7,783,160															
5-8 Retention / Growth	93%	10%	Net Income	\$ (455,288)	\$ (146,605)	\$ (74,309)	\$ 181,686	\$ 111,334	\$ 414,256	\$ 52,983	\$ 74,024															
9-12 Retention / Growth	95%	10%	Fundraising Needs	\$ 455,288	\$ 146,605	\$ 74,309	\$ -	\$ -	\$ -	\$ -	\$ -															
Initial % of Capacity (K-5/6-12)	90%	50%	<b>EXPANSION Year 1</b>									<b>Year 2</b>		<b>Year 3</b>		<b>Year 4</b>		<b>Year 5</b>		<b>Year 6</b>		<b>Year 7</b>		<b>Year 8</b>		
Minimum Number of H.S. Teachers	5.00		<b>2019-2020</b>									<b>2020-2021</b>		<b>2021-2022</b>		<b>2022-2023</b>		<b>2023-2024</b>		<b>2024-2025</b>		<b>2025-2026</b>		<b>2026-2027</b>		
ADA %	92%		<b>Expense Assumption</b>																							
No. of Classes / grade	Class Cap	Grade Level	69	69	69	63	69	63	69	63	69	63	69	63	69	63	69	63	69	63	69	63	69	63	69	63
3	23	K	72	72	72	68	72	68	72	68	72	68	72	68	72	68	72	68	72	68	72	68	72	68	72	68
3	24	1	75	75	75	75	75	75	75	73	75	73	75	73	75	73	75	73	75	73	75	73	75	73	75	73
3	25	2	78	76	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78
3	26	3	78	54	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78
3	26	4	54	54	81	58	81	81	81	81	81	81	81	81	81	81	81	81	81	81	81	81	81	81	81	81
3	27	5	58	55	87	63	87	63	87	63	87	63	87	63	87	63	87	63	87	63	87	63	87	63	87	63
3	29	6	60	30	60	57	60	60	90	65	90	65	90	65	90	65	90	65	90	65	90	65	90	65	90	65
3	30	7	60	30	60	31	60	59	60	60	60	60	90	90	90	90	90	90	90	90	90	90	90	90	90	90
3	30	8	64	32	96	32	96	33	96	62	96	62	96	63	96	63	96	63	96	63	96	63	96	63	96	63
3	32	9	64	32	96	34	96	34	96	35	96	35	96	65	96	65	96	66	96	66	96	66	96	66	96	66
3	32	10	0	0	96	34	96	36	96	36	96	36	96	68	96	68	96	69	96	69	96	69	96	69	96	69
3	32	11	0	0	64	36	96	36	96	38	96	38	96	38	96	38	96	39	96	39	96	39	96	39	96	39
3	32	12	0	0	64	36	96	36	96	38	96	38	96	38	96	38	96	39	96	39	96	39	96	39	96	39
Classrooms = classroom teacher count			29	25.00	27.00	29.00	31.00	33.00	35.00	37.00	38.00															
Total Enrollment	1,104		52%	579	61%	670	69%	764	75%	824	80%	888	86%	951	92%	1,017	95%	1,049								
Students per classroom adult (teach + para)			20.1	21.3	22.5	22.6	22.9	23.1	23.3	23.4																
Students per teacher (including SPED)	Weighted Avg 6-12:	32	23	25	26	27	27	27	27	28																
<b>SUPPORT UNIT COMPUTATION</b>																										
Enrollment (should agree to line 63)			579	670	764	824	888	951	1,017	1,049																
Enter Expected ADA %:			92%	92%	92%	92%	92%	92%	92%	92%																
ADA:			533	616	703	758	817	875	936	965																
(Check)																										
Support Units:			28.45	34.59	38.73	42.23	44.90	48.90	50.18	52.02																
Staffing Assumptions - this drives the Salary & Benefit Apportionment computations, as well as some of the special distributions. Enter the number of teachers and the pay rate you intend to pay in the fields below. This then drives the computation of career ladder funding. Note that the formula for "Total Teacher Budget" is a "SUMPRODUCT" - multiplies the # of teachers x the salary per level. <span style="float:right">BLUUM assumes no increase in the career ladder after 2018-2019. I've used that assumption for funding purposes, but I've used the White Pine Salary Schedule to estimate expenses.</span>																										
<b>TEACHER ASSUMPTIONS:</b>			<b>EXPANSION Year 1</b>		<b>Year 2</b>		<b>Year 3</b>		<b>Year 4</b>		<b>Year 5</b>		<b>Year 6</b>		<b>Year 7</b>		<b>Year 8</b>									
			15	21	27	33	39	45	51	57																
RP1			\$ 37,325.81	\$ 38,445.58	\$ 39,598.95	\$ 40,786.91	\$ 42,010.52	\$ 43,270.84	\$ 44,568.96	\$ 45,906.03																
RP2			\$ 38,391.11	\$ 39,542.84	\$ 40,729.12	\$ 41,951.00	\$ 43,209.53	\$ 44,505.81	\$ 45,840.99	\$ 47,216.22																
RP3			\$ 42,997.03	\$ 44,286.94	\$ 45,615.55	\$ 46,984.02	\$ 48,393.54	\$ 49,845.34	\$ 51,340.70	\$ 52,880.92																
P1			\$ 45,210.85	\$ 46,567.18	\$ 47,964.19	\$ 49,403.12	\$ 50,885.21	\$ 52,411.77	\$ 53,984.12	\$ 55,603.64																
P2			\$ 46,529.91	\$ 47,925.81	\$ 49,363.58	\$ 50,844.49	\$ 52,369.82	\$ 53,940.92	\$ 55,559.15	\$ 57,225.92																
P3			\$ 49,489.99	\$ 50,974.69	\$ 52,503.93	\$ 54,079.05	\$ 55,701.42	\$ 57,372.46	\$ 59,093.64	\$ 60,866.45																
P4			\$ 50,869.78	\$ 52,395.87	\$ 53,967.75	\$ 55,586.78	\$ 57,254.39	\$ 58,972.02	\$ 60,741.18	\$ 62,563.41																
P5			\$ 53,893.35	\$ 55,510.15	\$ 57,175.46	\$ 58,900.72	\$ 60,657.44	\$ 62,477.16	\$ 64,351.48	\$ 66,282.02																
P6			\$ 53,947.36	\$ 55,565.78	\$ 57,232.75	\$ 58,949.74	\$ 60,718.23	\$ 62,539.78	\$ 64,415.97	\$ 66,348.45																
P7			\$ 55,174.62	\$ 56,829.86	\$ 58,534.75	\$ 60,290.80	\$ 62,099.52	\$ 63,962.51	\$ 65,881.38	\$ 67,857.82																
P8			\$ 54,819.33	\$ 56,463.91	\$ 58,157.83	\$ 59,902.56	\$ 61,699.64	\$ 63,550.63	\$ 65,457.15	\$ 67,420.86																
P9			\$ 55,616.32	\$ 57,284.81	\$ 59,003.35	\$ 60,773.45	\$ 62,596.66	\$ 64,474.56	\$ 66,408.79	\$ 68,401.06																
P10			\$ 56,121.87	\$ 57,805.53	\$ 59,539.69	\$ 61,325.88	\$ 63,165.66	\$ 65,060.63	\$ 67,012.45	\$ 69,022.82																
Plus:																										
# of Teachers BA+24			8.0	9.0	9.0	10.0	11.0	11.0	12.0	12.0																
# of Teachers with Masters or >			5.0	5.0	5.0	6.0	6.0	6.0	7.0	7.0																
Number of Occupational Specialists	OS Rate: 0%		3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00																
<b>Total Teacher Budget</b>			\$ 1,261,012.29	\$ 1,440,550.53	\$ 1,634,193.86	\$ 1,829,891.63	\$ 2,040,029.76	\$ 2,231,001.70	\$ 2,450,620.79	\$ 2,599,827.30																
<b>Breakout for G/L Classification:</b>																										
Elementary (formula driven) (includes K-8)			\$ 1,008,809.83	\$ 1,173,781.91	\$ 1,352,436.30	\$ 1,475,719.05	\$ 1,607,296.18	\$ 1,721,058.45	\$ 1,788,290.85	\$ 1,847,245.71																
Secondary (enter data here - count and total comp.) (grades 9-12 only)			\$ 252,202.46	\$ 266,768.62	\$ 281,757.56	\$ 354,172.57	\$ 432,733.59	\$ 509,943.25	\$ 662,329.94	\$ 752,581.59																
			\$ 1,261,012.29	\$ 1,440,550.53	\$ 1,634,193.86	\$ 1,829,891.63	\$ 2,040,029.76	\$ 2,231,001.70	\$ 2,450,620.79	\$ 2,599,827.30																
HS Enrollment	64	100	139	171	203	243	309	341																		
6-12 Enrollment	179	246	321	383	447	510	576	608																		

2015-2016 to 2016-2017, the base salary apportionment was increased 3%, we have assumed this rate of increases will continue

**White Pine Charter School  
K-12 Expansion  
BUDGET PROJECTION WORKSHEET**

ADMINISTRATOR COMPENSATION BUDGET		Enter Admin Years of Exp and Pull Down Ed Level	EXPANSION Year 1 2019-2020		Year 2 2020-2021		Year 3 2021-2022		Year 4 2022-2023		Year 5 2023-2024		Year 6 2024-2025		Year 7 2025-2026		Year 8 2026-2027		
		Y1 Exp	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Charter Administrator		8 MA+36 / ES/D	1.0	99,045.62	1.0	102,016.99	1.0	105,077.50	1.0	108,229.83	1.0	111,476.72	1.0	114,821.02	1.0	118,265.65	1.0	121,813.62	
Secondary Vice Principal		5 MA/BA+36	1.0	60,683.48	1.0	62,503.98	1.0	64,379.10	1.0	66,310.48	1.0	68,299.79	1.0	70,348.79	1.0	72,459.25	1.0	74,633.03	
Elementary Vice Principal		5 MA/BA+36	1.0	60,683.48	1.0	62,503.98	1.0	64,379.10	1.0	66,310.48	1.0	68,299.79	1.0	70,348.79	1.0	72,459.25	1.0	74,633.03	
Federal Programs/SpecEd Director		4 MA+36 / ES/D	1.0	53,984.96	1.0	55,604.51	1.0	57,272.64	1.0	58,990.82	1.0	60,760.55	1.0	62,583.36	1.0	64,460.86	1.0	66,394.69	
<b>Subtotal - Administration</b>			<b>4.0</b>	<b>274,397.54</b>	<b>4.0</b>	<b>282,629.47</b>	<b>4.0</b>	<b>291,108.35</b>	<b>4.0</b>	<b>299,841.60</b>	<b>4.0</b>	<b>308,836.85</b>	<b>4.0</b>	<b>318,101.96</b>	<b>4.0</b>	<b>327,645.01</b>	<b>4.0</b>	<b>337,474.36</b>	
<b>Pupil Services</b>																			
Counselor (Pupil Services)			1.2	\$ 45,892.41	1.2	\$ 47,269.18	1.2	\$ 48,687.26	1.5	\$ 50,147.88	1.5	\$ 51,652.31	1.5	\$ 53,201.88	1.5	\$ 54,797.94	1.5	\$ 56,441.88	
Audiologists, speech pathologists, psychologists (PS)																			
Nurses, social workers (Pupil Services)																			
<b>PUPIL SERVICES ASSUMPTIONS</b>			<b>EXPANSION Year 1 2019-2020</b>		<b>Year 2 2020-2021</b>		<b>Year 3 2021-2022</b>		<b>Year 4 2022-2023</b>		<b>Year 5 2023-2024</b>		<b>Year 6 2024-2025</b>		<b>Year 7 2025-2026</b>		<b>Year 8 2026-2027</b>		
			FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
RP1			1.0	\$ 37,325.81	1.0	\$ 38,445.58	1.0	\$ 39,598.95	1.0	\$ 40,786.91	1.5	\$ 42,010.52	1.5	\$ 43,270.84	1.5	\$ 44,568.96	1.5	\$ 45,906.03	
RP2				\$ 38,391.11		\$ 39,542.84		\$ 40,729.12		\$ 41,951.00		\$ 43,209.53		\$ 44,505.81		\$ 45,840.99		\$ 47,216.22	
RP3				\$ 42,997.03		\$ 44,286.94		\$ 45,615.55		\$ 46,984.02		\$ 48,393.54		\$ 49,845.34		\$ 51,340.70		\$ 52,880.92	
P1				\$ 45,210.85		\$ 46,567.18		\$ 47,964.19		\$ 49,403.12		\$ 50,885.21		\$ 52,411.77		\$ 53,984.12		\$ 55,603.64	
P2				\$ 46,529.91		\$ 47,925.81		\$ 49,363.58		\$ 50,844.49		\$ 52,369.82		\$ 53,940.22		\$ 55,559.15		\$ 57,225.92	
P3				\$ 49,489.99		\$ 50,974.69		\$ 52,503.93		\$ 54,079.05		\$ 55,701.42		\$ 57,372.46		\$ 59,093.64		\$ 60,866.45	
P4				\$ 50,869.78		\$ 52,395.87		\$ 53,967.75		\$ 55,586.78		\$ 57,254.39		\$ 58,972.02		\$ 60,741.18		\$ 62,563.41	
P5			1.0	\$ 53,893.35		\$ 55,510.15		\$ 57,175.46		\$ 58,890.72		\$ 60,657.44		\$ 62,477.16		\$ 64,351.48		\$ 66,282.02	
P6				\$ 53,947.36		\$ 55,565.78		\$ 57,232.75		\$ 58,949.74		\$ 60,718.23		\$ 62,539.78		\$ 64,415.97		\$ 66,348.45	
P7				\$ 55,174.62		\$ 56,829.86		\$ 58,534.75		\$ 60,290.80		\$ 62,099.52		\$ 63,962.51		\$ 65,881.38		\$ 67,857.82	
P8				\$ 54,819.33		\$ 56,463.91		\$ 58,157.83		\$ 59,902.56		\$ 61,699.64		\$ 63,550.63		\$ 65,457.15		\$ 67,420.86	
P9				\$ 55,616.32		\$ 57,284.81		\$ 59,003.35		\$ 60,773.45		\$ 62,596.66		\$ 64,474.56		\$ 66,408.79		\$ 68,401.06	
P10				\$ 56,121.87		\$ 57,805.53		\$ 59,539.69		\$ 61,325.88		\$ 63,165.66		\$ 65,060.63		\$ 67,012.45		\$ 69,022.82	
Plus:																			
# of Pupil Services BA+24			-	\$ 2,000.00	-	\$ 2,400.00	-	\$ 1,600.00	-	\$ 1,600.00	-	\$ 2,000.00	-	\$ 2,400.00	-	\$ 2,400.00	-	\$ 2,400.00	
# of Pupil Services with Masters or >			1.0	\$ 3,500.00	-	\$ 4,200.00	-	\$ 2,800.00	-	\$ 2,800.00	-	\$ 3,500.00	-	\$ 4,200.00	-	\$ 4,200.00	-	\$ 4,200.00	
<b>Subtotal - Pupil Services</b>			<b>1.0</b>	<b>\$ 57,393.35</b>	<b>1.0</b>	<b>\$ 38,445.58</b>	<b>1.0</b>	<b>\$ 39,598.95</b>	<b>1.0</b>	<b>\$ 40,786.91</b>	<b>1.5</b>	<b>\$ 63,015.78</b>	<b>1.5</b>	<b>\$ 64,906.26</b>	<b>1.5</b>	<b>\$ 66,853.44</b>	<b>1.5</b>	<b>\$ 68,859.05</b>	
<b>Noncertified - "Classified" Staff</b>																			
Paraprofessionals- General			2.9	140,064	3.4	166,940	3.9	196,072	4.2	217,814	4.5	241,774	4.8	266,694	5.1	293,759	5.3	312,092	
Paraprofessionals- SPED			0.9	11,082	1.0	13,209	1.1	15,514	1.2	17,234	1.3	19,130	1.4	21,102	1.5	23,243	1.6	24,694	
Admin / Front Office Staff		0.79	79,308	3.1	198,081	3.4	222,866	3.8	249,599	4.0	270,267	4.3	292,856	4.5	316,323	4.8	341,655	4.9	359,816
Nutrition			2.4	178,299	2.8	212,512	3.2	249,597	3.4	277,275	3.7	307,775	3.9	339,499	4.2	373,952	4.4	397,290	
Janitorial			2.4	91,769	2.7	109,378	3.1	128,465	3.3	142,711	3.6	158,409	3.9	174,737	4.1	192,470	4.3	204,482	
<b>Total Noncertified</b>			<b>11.6</b>	<b>\$ 619,296.08</b>	<b>13.3</b>	<b>\$ 724,904.47</b>	<b>15.1</b>	<b>\$ 839,247.17</b>	<b>16.2</b>	<b>\$ 925,301.24</b>	<b>17.4</b>	<b>\$ 1,019,943.44</b>	<b>18.6</b>	<b>\$ 1,118,354.99</b>	<b>19.8</b>	<b>\$ 1,225,079.37</b>	<b>20.4</b>	<b>\$ 1,298,374.26</b>	
<b>Total Salaries Budgeted</b>			<b>41.6</b>	<b>\$ 2,212,099.26</b>	<b>45.3</b>	<b>\$ 2,486,530.04</b>	<b>49.1</b>	<b>\$ 2,804,148.33</b>	<b>52.2</b>	<b>\$ 3,095,821.39</b>	<b>55.9</b>	<b>\$ 3,431,825.83</b>	<b>59.1</b>	<b>\$ 3,732,364.90</b>	<b>62.3</b>	<b>\$ 4,070,198.62</b>	<b>63.9</b>	<b>\$ 4,304,534.97</b>	

**White Pine Charter School  
K-12 Expansion  
BUDGET PROJECTION WORKSHEET**

<b>REVENUES</b>																									
Support Units from Above			28.45		34.59		38.73		42.23		44.90		48.90		50.18		52.02								
Entitlement Growth Expected %			3%		3%		3%		3%		3%		3%		3%		3%								
Projected "Entitlement" per Support Unit	2018-2019	\$	27,481	\$	28,305.00	\$	29,154	\$	30,029	\$	30,930	\$	31,858	\$	32,814	\$	33,798	\$	34,812						
<b>Projected "Entitlement" Funding</b>			\$	<b>805,277.00</b>		\$	<b>1,008,437.00</b>		\$	<b>1,163,023.00</b>		\$	<b>1,306,174.00</b>		\$	<b>1,430,424.00</b>		\$	<b>1,604,605.00</b>		\$	<b>1,695,984.00</b>		\$	<b>1,810,920.00</b>
Admin Index x entitlement growth %	2018-2019	\$	36,186	\$	37,272.00	\$	38,390.00	\$	39,542.00	\$	40,728.00	\$	41,950.00	\$	43,209.00	\$	44,505.00								
Noncertified index x entitlement growth %	2018-2019	\$	21,665	\$	22,315.00	\$	22,984.00	\$	23,674.00	\$	23,674.00	\$	24,384.00	\$	25,116.00	\$	25,869.00	\$	26,645.00						

**STAFFING AND BENEFIT FUNDING COMPUTATION**

<b>NOTE: FUNDING FORMULA IS BASED ON SUPPORT UNITS. MAXIMUM FUNDING ALLOWED/AVAILABLE FOR STAFF IS AS FOLLOWS:</b>																									
Administration	4.0	\$	115,408.70	4.0	\$	144,524.76	4.0	\$	172,926.91	4.0	\$	188,554.18	4.0	\$	214,227.28	4.0	\$	249,324.25	3.0	\$	259,390.49	4.0	\$	302,878.06	
Instructional	25.0	\$	1,365,230.15	27.0	\$	1,713,629.72	29.0	\$	1,953,440.50	31.0	\$	2,169,506.75	33.0	\$	2,315,413.74	35.0	\$	2,532,506.34	37.0	\$	2,605,930.06	38.0	\$	2,705,518.72	
Pupil Service	1.0	\$	120,243.93	1.0	\$	101,106.57	1.0	\$	113,207.79	1.0	\$	123,438.29	1.5	\$	131,242.70	1.5	\$	142,934.70	1.5	\$	146,676.14	1.5	\$	152,054.46	
Noncertified	11.6	\$	238,073.16	13.3	\$	298,131.21	15.1	\$	343,835.26	16.2	\$	374,907.38	17.4	\$	410,565.60	18.6	\$	460,564.65	19.8	\$	486,789.91	20.4	\$	519,777.34	
	<b>41.6</b>		<b>\$ 1,838,955.93</b>	<b>45.3</b>		<b>\$ 2,257,392.26</b>	<b>49.1</b>		<b>\$ 2,583,410.46</b>	<b>52.2</b>		<b>\$ 2,856,406.60</b>	<b>55.9</b>		<b>\$ 3,071,449.32</b>	<b>59.1</b>		<b>\$ 3,385,329.94</b>	<b>61.3</b>		<b>\$ 3,498,786.60</b>	<b>63.9</b>		<b>\$ 3,680,228.58</b>	
<b>If negative, budget is &gt; funding. If positive, funding is &gt; budget.</b>			\$ (373,143.34)		\$ (229,137.78)		\$ (220,737.87)		\$ (239,414.78)		\$ (360,376.51)		\$ (347,034.96)		\$ (571,412.02)		\$ (624,306.39)								
<b>Projected Salary Apportionment</b>			\$	<b>1,838,955.93</b>		\$	<b>2,257,392.26</b>		\$	<b>2,583,410.46</b>		\$	<b>2,856,406.60</b>		\$	<b>3,071,449.32</b>		\$	<b>3,385,329.94</b>		\$	<b>3,498,786.60</b>		\$	<b>3,680,228.58</b>
<b>Projected Benefit Apportionment</b>			\$	<b>348,849.94</b>		\$	<b>428,227.31</b>		\$	<b>490,072.96</b>		\$	<b>541,860.33</b>		\$	<b>582,653.94</b>		\$	<b>642,197.09</b>		\$	<b>663,719.82</b>		\$	<b>698,139.36</b>

**TRANSPORTATION AND FOOD SERVICE REIMBURSEMENTS FROM STATE**

Projected Transportation Reimbursement (calc as 65% of cost)		\$	87,320.19	\$	101,044.08	\$	115,220.42	\$	124,269.14	\$	133,921.11	\$	143,422.27				
Projected Food Service Support/Revenue (calc as 70% of cost)		\$	163,051.00	\$	194,338.00	\$	228,251.00	\$	253,562.00	\$	283,608.00	\$	315,218.00	\$	349,825.00	\$	374,438.00

**SPECIAL DISTRIBUTION COMPUTATION SECTION (BASED ON ADA OR ENROLLMENT, SEE SDE GUIDANCE)**

Charter School Facilities (2018-2019 = \$370 per enrolled +10%)		\$407.00	\$	235,653.00	\$	272,690.00	\$	310,948.00	\$	335,368.00	\$	361,416.00	\$	387,057.00	\$	413,919.00	\$	426,943.00							
College & Career Advisors & Student Mentors	<100, \$180/ or \$9k		\$	16,920.00	\$	18,000.00	\$	18,000.00	\$	18,000.00	\$	19,170.00	\$	23,643.00	\$	28,329.00	\$	30,601.00							
Content and Curriculum	\$1K + \$50 Mid SU		\$	2,422.50	\$	2,729.50	\$	2,936.50	\$	3,111.50	\$	3,245.00	\$	3,445.00	\$	3,509.00	\$	3,601.00							
Strategic Planning (reimb up to \$6,600)			\$	6,600.00	\$	6,600.00	\$	6,600.00	\$	6,600.00	\$	6,600.00	\$	6,600.00	\$	6,600.00	\$	6,600.00							
Gifted / Talented (\$3,000 + 28 per student up to 6% enrollment)			\$	3,972.72	\$	4,125.60	\$	4,283.52	\$	4,384.32	\$	4,491.84	\$	4,597.68	\$	4,708.56	\$	4,762.32							
IT Staffing			\$	13,513.75	\$	15,000.00	\$	15,000.00	\$	15,000.00	\$	15,000.00	\$	15,000.00	\$	15,000.00	\$	15,000.00							
Leadership Premiums (\$850 per inst staff)			\$	21,250.00	\$	22,950.00	\$	24,650.00	\$	26,350.00	\$	28,050.00	\$	29,750.00	\$	31,450.00	\$	38,427.50							
Leadership Premiums Benefits (161.25 per inst staff)			\$	4,031.25	\$	4,353.75	\$	4,676.25	\$	4,998.75	\$	5,321.25	\$	5,643.75	\$	5,966.25	\$	6,127.50							
LEP (\$250/eligible LEP student)	% of LEP	0%	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-							
Literacy (\$350 per K-3 scoring basic and below)	% basic or below=	10%	\$	10,220.00	\$	10,080.00	\$	9,940.00	\$	9,870.00	\$	9,870.00	\$	9,870.00	\$	9,870.00	\$	9,870.00							
Math and Science Requirement			\$	31,200.00	\$	2,700.00	\$	2,700.00	\$	7,100.00	\$	7,100.00	\$	7,100.00	\$	7,100.00	\$	7,100.00							
Teacher Incentive Award - NBC	# NBC Teacher	0	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-							
Professional Development			\$	36,970.00	\$	38,660.00	\$	40,350.00	\$	42,040.00	\$	44,152.50	\$	45,842.50	\$	47,532.50	\$	48,377.50							
Remediation (\$28/student/section not proficient on ISAT)	% not proficie	42%	\$	7,785.12	\$	9,266.88	\$	10,654.56	\$	11,383.68	\$	12,841.92	\$	13,406.40	\$	13,594.56	\$	14,112.00							
Safe & Drug Free (\$2,000 + 13 per ADA)			\$	8,924.84	\$	10,013.20	\$	11,137.44	\$	11,855.04	\$	12,620.48	\$	13,373.96	\$	14,163.32	\$	14,564.04							
Is this Y1?		N		N		N		N		N		N		N		N		N							
School Facilities Funding (Lottery) (\$64 per ADA) - NOT AVAIL Y1			\$	34,091.52	\$	39,449.60	\$	44,984.32	\$	48,517.12	\$	52,285.44	\$	55,994.88	\$	59,880.96	\$	61,765.12							
Classroom Technology (2018-2019 = \$6.5K to \$26K + \$100 per mid-term ADA)			\$	89,268.00	\$	97,640.00	\$	106,288.00	\$	111,808.00	\$	117,696.00	\$	123,492.00	\$	129,564.00	\$	132,508.00							
	Phase 1 sq ft	2,100			Phase 2 sq ft	104,500																			
<b>Facility Square Footage</b>			<b>25,000</b>		<b>27,100</b>		<b>131,600</b>		<b>131,600</b>		<b>131,600</b>		<b>131,600</b>		<b>131,600</b>		<b>131,600</b>								
School Facilities Maint Match - only available after first year of operation, if facilities are owned, reduced by lottery funding			\$	-	\$	-	\$	8,609.78	\$	5,076.98	\$	1,308.66	\$	-	\$	-	\$	-							
Is this the first year of operations?		N		N		N		N		N		N		N		N		N							
Does School own the Facilities?		Y		Y		Y		Y		Y		Y		Y		Y		Y							
Special distributions not computed, school must enter data: 8 in 6, dual credit & fast forward: these are typically pass-throughs, must be manually entered																									
LEP aka ELP (\$250 per L1 or LE per spring Access 2.0)																									
Literacy Proficiency (\$300 per avg K-3, past 3 years below basic)																									
Remediation (\$28 per student per section, not ISAT proficient)																									
Exceptional Contracts, Tuition Equivalency, SED, LEP, Reading Initiative & Remediation - not computed, based on actual enrolled students & assessments; school will likely incur additional costs commensurate with the funding, so total budget impact is minimal.																									
<b>Total Special Distributions</b>			\$	<b>522,822.70</b>		\$	<b>554,258.53</b>		\$	<b>621,758.37</b>		\$	<b>661,463.39</b>		\$	<b>701,169.09</b>		\$	<b>744,816.17</b>		\$	<b>791,187.15</b>		\$	<b>864,740.98</b>

<b>TOTAL EXPECTED STATE REVENUES:</b>		\$	<b>3,766,276.75</b>	\$	<b>4,543,697.18</b>	\$	<b>5,201,736.20</b>	\$	<b>5,743,735.47</b>	\$	<b>6,203,225.47</b>	\$	<b>6,835,588.48</b>	\$	<b>6,999,502.57</b>	\$	<b>7,428,466.92</b>
<b>PER PUPIL FUNDING:</b>		\$	<b>6,504.80</b>	\$	<b>6,781.64</b>	\$	<b>6,808.56</b>	\$	<b>6,970.55</b>	\$	<b>6,985.61</b>	\$	<b>7,187.79</b>	\$	<b>6,882.50</b>	\$	<b>7,081.47</b>

**White Pine Charter School  
K-12 Expansion  
BUDGET PROJECTION WORKSHEET**

<b>TITLE I FUNDS</b>	\$ 62,863.82	\$ 72,743.97	\$ 82,949.84	\$ 89,464.22	\$ 96,412.90	\$ 103,253.00	\$ 110,418.83	\$ 113,893.17
<b>TITLE II FUNDS</b>	\$ 13,905.40	\$ 16,090.88	\$ 18,348.41	\$ 19,789.38	\$ 21,326.42	\$ 22,839.45	\$ 24,424.52	\$ 25,193.04
<b>MEDICAID FUNDS - assume reimburse 75% of contracted services &amp; speech/other specialists</b>	\$ 47,062.65	\$ 68,399.07	\$ 77,995.36	\$ 84,120.65	\$ 90,654.29	\$ 97,085.85	\$ 103,823.67	\$ 107,090.49
<b>IDEA PART B FUNDS</b>	\$ 100,754.06	\$ 116,589.33	\$ 132,946.64	\$ 143,387.47	\$ 154,524.36	\$ 165,487.24	\$ 176,972.16	\$ 182,540.60
<b>TOTAL FEDERAL FUNDS</b>	\$ 224,585.93	\$ 273,823.25	\$ 312,240.24	\$ 336,761.73	\$ 362,917.98	\$ 388,665.54	\$ 415,639.17	\$ 428,717.29
<b>JKAFF GRANT SUPPORT</b>	-	-	-	-	-	-	-	-
<b>FUNDRAISING</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>OTHER REVENUE</b>								
<b>OTHER REVENUE</b>								
<b>OTHER REVENUE</b>								
<b>OTHER REVENUE</b>								
<b>OTHER REVENUE</b>								
<b>TOTAL OTHER REVENUES</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTAL EXPECTED REVENUES:</b>	\$ 3,990,862.68	\$ 4,817,520.43	\$ 5,513,976.45	\$ 6,080,497.19	\$ 6,566,143.44	\$ 7,224,254.01	\$ 7,415,141.74	\$ 7,857,184.22
<b>PER PUPIL FUNDING:</b>	\$ 6,892.68	\$ 7,190.33	\$ 7,217.25	\$ 7,379.24	\$ 7,394.31	\$ 7,596.48	\$ 7,291.19	\$ 7,490.17
<b>PER PUPIL FACILITIES FUNDING:</b>	7% \$ 465.88	6% \$ 465.88	6% \$ 465.88	6% \$ 465.88	6% \$ 465.88	6% \$ 465.88	6% \$ 465.88	6% \$ 465.88
<b>TOTAL BUDGETED EXPENDITURES:</b>	\$4,446,151.04	\$4,964,125.12	\$5,588,285.02	\$5,898,811.18	\$6,454,809.76	\$6,809,998.28	\$7,362,158.48	\$7,783,160.28
<b>NET INCOME</b>	\$ (455,288.36)	\$ (146,604.68)	\$ (74,308.57)	\$ 181,686.02	\$ 111,333.68	\$ 414,255.73	\$ 52,983.26	\$ 74,023.94
<b>EXPENDITURES PER STUDENT:</b>	\$ 7,679.02	\$ 7,409.14	\$ 7,314.51	\$ 7,158.75	\$ 7,268.93	\$ 7,160.88	\$ 7,239.09	\$ 7,419.60

**White Pine Charter School  
K-12 Expansion  
BUDGET PROJECTION WORKSHEET**

EXPENDITURES																	
CERTIFIED STAFF		EXPANSION Year 1 2019-2020		Year 2 2020-2021		Year 3 2021-2022		Year 4 2022-2023		Year 5 2023-2024		Year 6 2024-2025		Year 7 2025-2026		Year 8 2026-2027	
		FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
<b>Classroom Teachers</b>																	
Teachers		25.0	1,261,012.29	27.0	1,440,550.53	29.0	1,634,193.86	31.0	1,829,891.63	33.0	2,040,029.76	35.0	2,231,001.70	37.0	2,450,620.79	38.0	2,599,827.30
Classroom Teacher Subtotals		25.0	1,261,012.29	27.0	1,440,550.53	29.0	1,634,193.86	31.0	1,829,891.63	33.0	2,040,029.76	35.0	2,231,001.70	37.0	2,450,620.79	38.0	2,599,827.30
<b>Special Education</b>																	
SPED Director / Coordinator (included in ADMIN below)																	
Special Education Subtotals		0.0	-	0.0	-	0.0	-	0.0	-	0.0	-	0.0	-	0.0	-	0.0	-
<b>Other Certified Staff</b>																	
Administrator(s)		4.0	274,397.54	4.0	282,629.47	4.0	291,108.35	4.0	299,841.60	4.0	308,836.85	4.0	318,101.96	4.0	327,645.01	4.0	337,474.36
Pupil Services Staff		1.0	57,393.35	1.0	38,445.58	1.0	39,598.95	1.0	40,786.91	1.5	63,015.78	1.5	64,906.26	1.5	66,853.44	1.5	68,859.05
Other Certified Staff Subtotals		5.0	331,790.89	5.0	321,075.05	5.0	330,707.30	5.0	340,628.52	5.5	371,852.63	5.5	383,008.21	5.5	394,498.46	5.5	406,333.41
<b>CERTIFIED STAFF TOTALS</b>		<b>30.0</b>	<b>\$1,592,803.18</b>	<b>32.0</b>	<b>\$1,761,625.57</b>	<b>34.0</b>	<b>\$1,964,901.16</b>	<b>36.0</b>	<b>\$2,170,520.14</b>	<b>38.5</b>	<b>\$2,411,882.40</b>	<b>40.5</b>	<b>\$2,614,009.91</b>	<b>42.5</b>	<b>\$2,845,119.25</b>	<b>43.5</b>	<b>\$3,006,160.71</b>
		46		54		61		66		71		76		81		84	
<b>CLASSIFIED STAFF</b>		EXPANSION Year 1 2019-2020		Year 2 2020-2021		Year 3 2021-2022		Year 4 2022-2023		Year 5 2023-2024		Year 6 2024-2025		Year 7 2025-2026		Year 8 2026-2027	
<b>Position</b>		<b>FTE</b>	<b>Amount</b>	<b>FTE</b>	<b>Amount</b>	<b>FTE</b>	<b>Amount</b>	<b>FTE</b>	<b>Amount</b>	<b>FTE</b>	<b>Amount</b>	<b>FTE</b>	<b>Amount</b>	<b>FTE</b>	<b>Amount</b>	<b>FTE</b>	<b>Amount</b>
Paraprofessionals- General		2.9	140,063.76	3.4	166,939.55	3.9	196,071.75	4.2	217,814.16	4.5	241,773.71	4.8	266,694.37	5.1	293,759.23	5.3	312,092.46
Paraprofessionals- SPED		0.9	11,082.35	1.0	13,208.86	1.1	15,513.91	1.2	17,234.25	1.3	19,130.01	1.4	21,101.83	1.5	23,243.30	1.6	24,693.89
Admin / Front Office Staff / Registrar		3.1	198,081.36	3.4	222,865.99	3.8	249,599.23	4.0	270,267.21	4.3	292,855.66	4.5	316,323.14	4.8	341,655.20	4.9	359,816.43
Nutrition		2.4	178,299.46	2.8	212,512.02	3.2	249,596.95	3.4	277,274.77	3.7	307,774.99	3.9	339,498.69	4.2	373,951.92	4.4	397,289.90
Janitorial		2.4	91,769.15	2.7	109,378.05	3.1	128,465.33	3.3	142,710.86	3.6	158,409.05	3.9	174,736.96	4.1	192,469.73	4.3	204,481.58
<b>CLASSIFIED STAFF TOTALS</b>		<b>11.6</b>	<b>\$619,296.08</b>	<b>13.3</b>	<b>\$724,904.47</b>	<b>15.1</b>	<b>\$839,247.17</b>	<b>16.2</b>	<b>\$925,301.24</b>	<b>17.4</b>	<b>\$1,019,943.44</b>	<b>18.6</b>	<b>\$1,118,354.99</b>	<b>19.8</b>	<b>\$1,225,079.37</b>	<b>20.4</b>	<b>\$1,298,374.26</b>
<b>BENEFITS</b>		EXPANSION Year 1 2019-2020		Year 2 2020-2021		Year 3 2021-2022		Year 4 2022-2023		Year 5 2023-2024		Year 6 2024-2025		Year 7 2025-2026		Year 8 2026-2027	
<b>Type</b>		<b>Rate</b>	<b>Amount</b>	<b>Rate</b>	<b>Amount</b>	<b>Rate</b>	<b>Amount</b>	<b>Rate</b>	<b>Amount</b>	<b>Rate</b>	<b>Amount</b>	<b>Rate</b>	<b>Amount</b>	<b>Rate</b>	<b>Amount</b>	<b>Rate</b>	<b>Amount</b>
PERSI		11.32%	250,410.00	11.32%	281,475.00	11.32%	317,430.00	11.32%	350,447.00	11.32%	388,483.00	11.32%	422,504.00	11.32%	460,716.00	11.32%	487,273.00
Workers comp		0.07%	1,548.00	0.07%	1,741.00	0.07%	1,963.00	0.07%	2,167.00	0.07%	2,402.00	0.07%	2,613.00	0.07%	2,849.00	0.07%	3,013.00
FICA/medicare		7.65%	169,226.00	7.65%	190,220.00	7.65%	214,517.00	7.65%	236,830.00	7.65%	262,535.00	7.65%	285,526.00	7.65%	311,370.00	7.65%	329,297.00
Group insurance		10.40%	230,058.00	10.40%	258,599.00	10.40%	291,631.00	10.40%	321,965.00	11.40%	391,228.00	12.40%	462,813.00	13.40%	545,407.00	14.40%	619,853.00
Paid time off (clarify in assumptions) (PERSI - Retirement Sick Leave)		1.20%	26,545.00	1.20%	29,838.00	1.20%	33,650.00	1.20%	37,150.00	1.20%	41,182.00	1.20%	44,788.00	1.20%	48,842.00	1.20%	51,654.00
<b>BENEFIT TOTALS</b>		<b>30.64%</b>	<b>\$677,787.00</b>	<b>30.64%</b>	<b>\$761,873.00</b>	<b>30.64%</b>	<b>\$859,191.00</b>	<b>30.64%</b>	<b>\$948,559.00</b>	<b>31.64%</b>	<b>\$1,085,830.00</b>	<b>32.64%</b>	<b>\$1,218,244.00</b>	<b>33.64%</b>	<b>\$1,369,214.00</b>	<b>34.64%</b>	<b>\$1,491,090.00</b>
<b>CERTIFIED &amp; CLASSIFIED STAFF TOTALS</b>			<b>\$2,212,099.26</b>		<b>\$2,486,530.04</b>		<b>\$2,804,148.33</b>		<b>\$3,095,821.39</b>		<b>\$3,431,825.83</b>		<b>\$3,732,364.90</b>		<b>\$4,070,198.62</b>		<b>\$4,304,534.97</b>
<i>Check figure</i>			<i>\$0.00</i>		<i>\$0.00</i>		<i>\$0.00</i>		<i>\$0.00</i>		<i>\$0.00</i>		<i>\$0.00</i>		<i>\$0.00</i>		<i>\$0.00</i>
<b>TOTAL STAFF &amp; BENEFITS TOTALS</b>			<b>\$2,889,886.26</b>		<b>\$3,248,403.04</b>		<b>\$3,663,339.33</b>		<b>\$4,044,380.39</b>		<b>\$4,517,655.83</b>		<b>\$4,950,608.90</b>		<b>\$5,439,412.62</b>		<b>\$5,795,624.97</b>
		9		15		20		25		30		35		40		45	
<b>Overall Educational Program &amp; Special Programs Costs</b>		EXPANSION Year 1 2019-2020		Year 2 2020-2021		Year 3 2021-2022		Year 4 2022-2023		Year 5 2023-2024		Year 6 2024-2025		Year 7 2025-2026		Year 8 2026-2027	
MEDICAID PURCHASES			74,263.00		76,490.89		78,785.62		81,149.19		83,583.66		86,091.17		88,673.91		91,334.12
SUPPLIES - SPED			-		-		-		-		-		-		-		-
Administration Software Spec Ed			-		-		-		-		-		-		-		-
EQUIPMENT - SPED			-		-		-		-		-		-		-		-
Teacher Awards (leadership premiums)			21,250.00		22,950.00		24,650.00		26,350.00		28,050.00		29,750.00		31,450.00		33,225.00
<b>Overall Educ Pgm &amp; Special Prgms Subtotals</b>			<b>95,513.00</b>		<b>99,440.89</b>		<b>103,435.62</b>		<b>107,499.19</b>		<b>111,633.66</b>		<b>115,841.17</b>		<b>120,123.91</b>		<b>129,761.62</b>
<b>ELEMENTARY PROGRAMS</b>																	
Elem. PURCHASED SERVICES/TRAVEL			-		-		-		-		-		-		-		-
Elem. PROFESSIONAL DEVELOPMENT			14,919.27		16,112.81		17,306.35		18,499.90		19,693.44		20,886.98		22,080.52		22,677.29
STATE I R I (READING) EXPENSE			2,652.25		2,731.82		2,813.77		2,898.19		2,985.13		3,074.68		3,166.93		3,261.93
ELEMENTARY SUPPLIES			3,919.91		4,277.10		4,624.77		4,970.62		5,319.74		5,673.33		6,031.53		6,394.54
CORE KNOWLEDGE SUPPLIES			1,591.35		1,639.09		1,688.26		1,738.91		1,791.08		1,844.81		1,900.16		1,957.16
PBS - MATERIALS			-		-		-		-		-		-		-		-
STEM SUPPLIES AND EQUIPMENT			-		-		-		-		-		-		-		-
RTI - MATERIALS			-		-		-		-		-		-		-		-
PE CURRICULUM AND SUPPLIES			839.98		916.52		991.02		1,065.13		1,097.09		1,130.00		1,163.90		1,198.82
Elem. LITERACY TRAINING AND SUPPLIES			27,739.56		30,267.21		32,727.52		35,174.97		37,623.22		39,317.12		41,036.64		42,859.74
SPANISH SUPPLIES			335.99		366.61		396.41		426.05		455.83		485.00		513.56		541.53
LIBRARY BOOKS AND SOFTWARE			1,455.97		1,588.64		1,717.77		1,846.23		1,971.62		2,098.67		2,227.43		2,358.95
ART SUPPLIES			1,119.98		1,222.03		1,321.36		1,420.18		1,462.78		1,506.67		1,551.87		1,598.42

Expense Assumptions based on FY18 White Pine Budget on a PER CAPITA basis.

**White Pine Charter School  
K-12 Expansion  
BUDGET PROJECTION WORKSHEET**

MUSIC SUPPLIES		1,903.96	2,077.45	2,246.32	2,414.30	2,486.73	2,561.33	2,638.17	2,717.32
SCIENCE SUPPLIES		91,020.00	92,360.00	43,460.00	7,660.00	8,940.00	10,200.00	11,520.00	12,160.00
ELEMENTARY TEXTBOOKS		72,238.43	78,820.86	85,227.91	91,601.48	94,349.52	97,180.01	100,095.41	103,098.27
		-	-	-	-	-	-	-	-
<b>Elementary Pgm Subtotals</b>		<b>219,736.65</b>	<b>232,380.13</b>	<b>194,521.48</b>	<b>169,715.96</b>	<b>176,496.19</b>	<b>183,385.61</b>	<b>190,468.11</b>	<b>196,410.91</b>
<b>SECONDARY PROGRAMS</b>									
LEADERSHIP AWARDS - MIDDLE SCHOOL		-	-	-	-	-	-	-	-
Sec. PURCHASED SERVICES/TRAVEL		-	-	-	-	-	-	-	-
Sec. PROFESSIONAL DEVELOPMENT		7,812.50	8,437.50	9,062.50	9,687.50	10,312.50	10,937.50	11,562.50	11,875.00
SECONDARY SUPPLIES		46,425.00	52,588.00	39,525.00	9,575.00	11,175.00	12,750.00	14,400.00	15,200.00
CHC DONATION SUPPLIES		-	-	-	-	-	-	-	-
Sec. LITERACY TRAINING AND SUPPLIES		-	-	-	-	-	-	-	-
SCIENCE SUPPLIES		91,020.00	92,360.00	43,460.00	7,660.00	8,940.00	10,200.00	11,520.00	12,160.00
IDLA PROGRAM EXPENSE		7,121.29	10,080.41	13,548.31	16,650.07	20,015.30	23,521.34	27,362.23	29,748.83
SECONDARY TEXTBOOKS		59,198.22	51,358.17	43,557.19	51,471.77	64,478.82	78,035.50	92,917.59	101,968.02
		-	-	-	-	-	-	-	-
<b>Secondary Pgm Subtotals</b>		<b>211,577.01</b>	<b>214,824.08</b>	<b>149,153.00</b>	<b>95,044.34</b>	<b>114,921.63</b>	<b>135,444.33</b>	<b>157,762.32</b>	<b>170,951.85</b>
<b>EDUCATIONAL PROGRAM TOTALS</b>		<b>526,826.7</b>	<b>546,645.1</b>	<b>447,110.1</b>	<b>372,259.5</b>	<b>403,051.5</b>	<b>434,671.1</b>	<b>468,354.3</b>	<b>497,124.4</b>
<b>Technology</b>									
		<b>EXPANSION Year 1 2019-2020</b>	<b>Year 2 2020-2021</b>	<b>Year 3 2021-2022</b>	<b>Year 4 2022-2023</b>	<b>Year 5 2023-2024</b>	<b>Year 6 2024-2025</b>	<b>Year 7 2025-2026</b>	<b>Year 8 2026-2027</b>
TECHNOLOGY ACCESS AND PROGRAMMING		6,471.49	6,665.63	6,865.60	7,071.57	7,283.72	7,502.23	7,727.30	7,959.12
TECHNOLOGY - SUPPLIES		530.45	546.36	562.75	579.64	597.03	614.94	633.39	652.39
TECHNOLOGY - EQUIP		22,915.80	39,564.00	6,182.80	(1,845.20)	-	-	-	-
EQUIPMENT - TECHNOLOGY		58,024.20	63,466.00	69,087.20	72,675.20	76,502.40	80,269.80	84,216.60	86,130.20
PURCHASED SERVICES - TECH		17,853.60	19,528.00	21,257.60	22,361.60	23,539.20	24,698.40	25,912.80	26,501.60
SALARIES-TECHNOLOGY		13,390.20	14,646.00	15,943.20	16,771.20	17,654.40	18,523.80	19,434.60	19,876.20
		-	-	-	-	-	-	-	-
<b>TECHNOLOGY TOTALS</b>		<b>119,185.7</b>	<b>144,416.0</b>	<b>119,899.2</b>	<b>117,614.0</b>	<b>125,576.7</b>	<b>131,609.2</b>	<b>137,924.7</b>	<b>141,119.5</b>
<b>Non-Facilities Capital Outlay (required)</b>									
		<b>EXPANSION Year 1 2019-2020</b>	<b>Year 2 2020-2021</b>	<b>Year 3 2021-2022</b>	<b>Year 4 2022-2023</b>	<b>Year 5 2023-2024</b>	<b>Year 6 2024-2025</b>	<b>Year 7 2025-2026</b>	<b>Year 8 2026-2027</b>
<b>Line Item / Account</b>									
ELEMENTARY EQUIPMENT PURCHASES		1,119.98	1,222.03	1,321.36	1,420.18	1,462.78	1,506.67	1,551.87	1,598.42
FURNITURE		559.99	611.01	660.68	710.09	731.39	753.33	775.93	799.21
PLAYGROUND EQUIPMENT PURCHASE		-	-	-	-	-	-	-	-
SECONDARY EQUIPMENT PURCHASES		12,850.00	16,850.00	12,850.00	-	-	-	-	-
		-	-	-	-	-	-	-	-
<b>CAPITAL OUTLAY TOTALS</b>		<b>14,530.0</b>	<b>18,683.0</b>	<b>14,832.0</b>	<b>2,130.3</b>	<b>2,194.2</b>	<b>2,260.0</b>	<b>2,327.8</b>	<b>2,397.6</b>
<b>Board of Directors (required)</b>									
		<b>EXPANSION Year 1 2019-2020</b>	<b>Year 2 2020-2021</b>	<b>Year 3 2021-2022</b>	<b>Year 4 2022-2023</b>	<b>Year 5 2023-2024</b>	<b>Year 6 2024-2025</b>	<b>Year 7 2025-2026</b>	<b>Year 8 2026-2027</b>
<b>Line Item / Account</b>									
School Improvement		6,600.00	6,600.00	6,600.00	6,600.00	6,600.00	6,600.00	6,600.00	6,600.00
LEGAL FEES - BOARD OF ED		530.45	546.36	562.75	579.64	597.03	614.94	633.39	652.39
BOARD TRAINING - NATIONAL CONF		6,365.40	6,556.36	6,753.05	6,955.64	7,164.31	7,379.24	7,600.62	7,828.64
OTHER EXPENSES - BOARD OF ED		-	-	-	-	-	-	-	-
LEGAL PUB/ADVERTISEMENT		-	-	-	-	-	-	-	-
INSURANCE / DIRECTORS		2,758.34	2,841.09	2,926.32	3,014.11	3,104.54	3,197.67	3,293.60	3,392.41
<b>BOARD OF DIRECTORS TOTALS</b>		<b>16,254.2</b>	<b>16,543.8</b>	<b>16,842.1</b>	<b>17,149.4</b>	<b>17,465.9</b>	<b>17,791.9</b>	<b>18,127.6</b>	<b>18,473.4</b>
<b>Administration</b>									
<b>Line Item / Account</b>									
AUTHORIZER FEE		14,852.60	15,298.18	15,757.12	16,229.84	16,716.73	17,218.23	17,734.78	18,266.82
BANK SERVICE CHARGES		530.45	546.36	562.75	579.64	597.03	614.94	633.39	652.39
AUDIT FEES		10,396.82	10,708.72	11,029.99	11,360.89	11,701.71	12,052.76	12,414.35	12,786.78
COPIER LEASE		4,800.00	4,800.00	4,800.00	4,800.00	4,800.00	4,800.00	4,800.00	4,800.00
TRAVEL - DISTRICT		-	-	-	-	-	-	-	-
CONTRACTED SERVICES - DISTRICT		-	-	-	-	-	-	-	-
SUPPLIES - ADMINISTRATION		-	-	-	-	-	-	-	-
EQUIPMENT - ADMINISTRATION		-	-	-	-	-	-	-	-
BOND INSURANCE		-	-	-	-	-	-	-	-
PURCHASED SERVICES - ADMINISTRATIO		1,060.90	1,092.73	1,125.51	1,159.27	1,194.05	1,229.87	1,266.77	1,304.77
OVER/SHORT		-	-	-	-	-	-	-	-
MEMBERSHIP DUES LICENSING AND FEE		7,426.30	7,649.09	7,878.56	8,114.92	8,358.37	8,609.12	8,867.39	9,133.41
ADMIN FINGER PRINTING		1,074.71	1,243.62	1,418.10	1,529.47	1,648.26	1,765.20	1,887.70	1,947.10
ADMIN PROFESSIONAL TRAINING		15,770.70	18,249.34	20,809.69	22,443.96	24,187.18	25,903.17	27,700.86	28,572.47
STAMPS AND COMMUNICATION FEES		1,591.35	1,639.09	1,688.26	1,738.91	1,791.08	1,844.81	1,900.16	1,957.16
ADVERTISING		2,121.80	2,185.45	2,251.02	2,318.55	2,388.10	2,459.75	2,533.54	2,609.55
SUPPLIES - ADMINISTRATION		-	-	-	-	-	-	-	-
ADMIN - EMPLOYEE APPRECIATION		1,060.90	1,092.73	1,125.51	1,159.27	1,194.05	1,229.87	1,266.77	1,304.77



**White Pine Charter School  
K-12 Expansion  
BUDGET PROJECTION WORKSHEET**

ADMIN EQUIPMENT		4,243.60	4,370.91	4,502.04	4,637.10	4,776.21	4,919.50	5,067.08	5,219.09
COPIER PURCHASE		-	-	-	-	-	-	-	-
ACCOUNTING SERVICES AND PROGRAMS		9,017.65	9,288.18	9,566.82	9,853.83	10,149.44	10,453.93	10,767.55	11,090.57
<b>ADMINISTRATION TOTAL</b>		<b>73,947.8</b>	<b>78,164.4</b>	<b>82,515.4</b>	<b>85,925.6</b>	<b>89,502.2</b>	<b>93,101.1</b>	<b>96,840.3</b>	<b>99,644.9</b>
<b>Facilities / Maintenance</b>		<b>EXPANSION Year 1 2019-2020</b>	<b>Year 2 2020-2021</b>	<b>Year 3 2021-2022</b>	<b>Year 4 2022-2023</b>	<b>Year 5 2023-2024</b>	<b>Year 6 2024-2025</b>	<b>Year 7 2025-2026</b>	<b>Year 8 2026-2027</b>
Line Item / Account									
UTILITIES - ELECTRICITY		23,339.80	24,039.99	49,522.39	51,008.06	52,538.30	54,114.45	55,737.88	57,410.02
UTILITIES - WATER/SEWER		7,426.30	7,649.09	15,757.12	16,229.84	16,716.73	17,218.23	17,734.78	18,266.82
UTILITIES - NAT GAS		4,774.05	4,917.27	10,129.58	10,433.47	10,746.47	11,068.86	11,400.93	11,742.96
TELEPHONE		3,182.70	3,278.18	6,753.05	6,955.64	7,164.31	7,379.24	7,600.62	7,828.64
BUILDING LEASE		-	-	-	-	-	-	-	-
PROPERTY LEASE		-	-	-	-	-	-	-	-
CONTRACTED SERVICES - BUILDINGS		3,713.15	3,824.54	7,878.56	8,114.92	8,358.37	8,609.12	8,867.39	9,133.41
CUSTODIAL SUPPLIES		4,243.60	4,370.91	9,004.07	9,274.19	9,552.42	9,838.99	10,134.16	10,438.19
WORKERS COMPENSATION INSURANCE		21,218.00	21,854.54	45,020.35	46,370.96	47,762.09	49,194.95	50,670.80	52,190.93
PROPERTY/LIABILITY INS		10,078.55	10,380.91	21,384.67	22,026.21	22,686.99	23,367.60	24,068.63	24,790.69
FIRE ALARM SYSTEMS		3,182.70	3,278.18	6,753.05	6,955.64	7,164.31	7,379.24	7,600.62	7,828.64
MAINTENANCE-BUILDING REPAIRS		89,115.60	91,789.07	189,085.48	194,758.04	200,600.79	206,618.81	212,817.37	219,201.89
MAINTENANCE - SUPPLIES		4,243.60	4,370.91	9,004.07	9,274.19	9,552.42	9,838.99	10,134.16	10,438.19
MAINTENANCE - GROUNDS		5,304.50	5,463.64	11,255.09	11,592.74	11,940.52	12,298.74	12,667.70	13,047.73
SITE IMPROVEMENT		63,654.00	65,563.62	67,530.53	69,556.44	71,643.14	73,792.43	76,006.20	78,286.39
LOAN PAYMENT - PRINCIPAL		82,142.03	119,653.50	148,574.89	151,364.19	154,276.78	82,142.03	82,142.03	82,142.03
LOAN PAYMENT - INTEREST		143,949.87	212,631.86	259,562.95	256,773.64	253,861.05	143,949.87	143,949.87	143,949.87
New Construction / Remodeling		100,000.00	50,000.00	-	-	-	-	-	-
<b>FACILITIES TOTALS</b>		<b>569,568.5</b>	<b>633,066.2</b>	<b>857,215.8</b>	<b>870,688.2</b>	<b>884,564.7</b>	<b>716,811.6</b>	<b>731,533.2</b>	<b>746,696.4</b>
Sq Ft		25,000	27,100	131,600	131,600	131,600	131,600	131,600	131,600
per square foot		22.78	23.36	6.51	6.62	6.72	5.45	5.56	5.67
Per pupil		983.71	944.87	1,122.01	1,056.66	996.13	753.75	719.30	711.82
<b>Transportation</b>		<b>EXPANSION Year 1 2019-2020</b>	<b>Year 2 2020-2021</b>	<b>Year 3 2021-2022</b>	<b>Year 4 2022-2023</b>	<b>Year 5 2023-2024</b>	<b>Year 6 2024-2025</b>	<b>Year 7 2025-2026</b>	<b>Year 8 2026-2027</b>
Line Item / Account									
TRANSPORTATION - CONTRACTED		134,338.75	155,452.44	177,262.18	191,183.29	206,032.48	220,649.65	235,962.88	243,387.47
FIELD TRIP TRANSPORTION		-	-	-	-	-	-	-	-
ACTIVITIES TRANSPORTATION		-	-	-	-	-	-	-	-
<b>TRANSPORTATION TOTALS</b>		<b>134,338.7</b>	<b>155,452.4</b>	<b>177,262.2</b>	<b>191,183.3</b>	<b>206,032.5</b>	<b>220,649.7</b>	<b>235,962.9</b>	<b>243,387.5</b>
<b>Nutrition</b>		<b>EXPANSION Year 1 2019-2020</b>	<b>Year 2 2020-2021</b>	<b>Year 3 2021-2022</b>	<b>Year 4 2022-2023</b>	<b>Year 5 2023-2024</b>	<b>Year 6 2024-2025</b>	<b>Year 7 2025-2026</b>	<b>Year 8 2026-2027</b>
Line Item / Account									
FOOD PURCHASES		63,588.71	73,582.79	83,906.34	90,495.85	97,524.65	104,443.63	111,692.08	115,206.49
<b>NUTRITION TOTAL</b>		<b>\$63,588.71</b>	<b>\$73,582.79</b>	<b>\$83,906.34</b>	<b>\$90,495.85</b>	<b>\$97,524.65</b>	<b>\$104,443.63</b>	<b>\$111,692.08</b>	<b>\$115,206.49</b>
<b>Other Expenses (optional)</b>		<b>EXPANSION Year 1 2019-2020</b>	<b>Year 2 2020-2021</b>	<b>Year 3 2021-2022</b>	<b>Year 4 2022-2023</b>	<b>Year 5 2023-2024</b>	<b>Year 6 2024-2025</b>	<b>Year 7 2025-2026</b>	<b>Year 8 2026-2027</b>
Line Item / Account									
TRANSFER TO OTHER FUNDS		12.00	17.00	22.00	27.00	32.00	37.00	42.00	47.00
CONTINGENCY RESERVE		-	-	-	-	-	-	-	-
PURCHASED SERVICES - SUBSTANCE AB		9,742.25	11,273.41	12,855.05	13,864.61	14,941.48	16,001.51	17,112.03	17,650.46
SUPPLIES - SUBSTANCE ABUSE		-	-	-	-	-	-	-	-
EQUIPMENT - SUBSTANCE ABUSE		-	-	-	-	-	-	-	-
SALARIES - SCHOOL ACTIVITIES		10,000.00	15,000.00	20,000.00	20,600.00	21,218.00	21,854.54	22,510.18	23,185.48
TRAVEL - SCHOOL ACTIVITIES		2,500.00	3,750.00	5,000.00	5,150.00	5,304.50	5,463.64	5,627.54	5,796.37
SUPPLIES - SCHOOL ACTIVITIES		2,500.00	3,750.00	5,000.00	5,150.00	5,304.50	5,463.64	5,627.54	5,796.37
EQUIPMENT - SCHOOL ACTIVITIES		2,500.00	3,750.00	5,000.00	5,150.00	5,304.50	5,463.64	5,627.54	5,796.37
SALARIES - MEDIA		-	-	35,000.00	36,050.00	37,131.50	38,245.45	39,392.81	40,574.59
PURCHASED SERVICES - MEDIA		-	-	2,500.00	2,575.00	2,652.25	2,731.82	2,813.77	2,898.19
BOOKS & SUPPLIES - MEDIA		-	-	-	-	-	-	-	-
EQUIPMENT - MEDIA		-	-	2,500.00	2,575.00	2,652.25	2,731.82	2,813.77	2,898.19
TECHNOLOGY EQUIPMENT - LAB		-	-	25,000.00	2,500.00	2,500.00	25,000.00	2,500.00	2,500.00
PURCHASED SERVICES - TEACH IMPROVE		4,312.92	4,657.95	5,002.98	5,348.02	5,693.05	6,038.08	6,383.12	6,555.63
TRAVEL EXPENDITURES		6,469.38	6,986.93	7,504.48	8,022.03	8,539.58	9,057.13	9,574.68	9,833.45
<b>OTHER TOTALS</b>		<b>38,024.5</b>	<b>49,168.3</b>	<b>125,362.5</b>	<b>106,984.7</b>	<b>111,241.6</b>	<b>138,051.2</b>	<b>119,983.0</b>	<b>123,485.1</b>
<b>TOTAL EXPENDITURES:</b>		<b>\$4,446,151.04</b>	<b>\$4,964,125.12</b>	<b>\$5,588,285.02</b>	<b>\$5,898,811.18</b>	<b>\$6,454,809.76</b>	<b>\$6,809,998.28</b>	<b>\$7,362,158.48</b>	<b>\$7,783,160.28</b>

### Six-Year Budget Projection

White Pine Charter School K-12 Expansion

	Pre-Expansion 2018-2019	Full Enrollment Projection Year 1	Break-Even Projection Year 1	6-Year Projection w/out Fundraising or Grants					
				EXPANSION Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024	Year 6 2024-2025
<b>Enrollment Assumptions</b>	515	732	579	579	670	764	824	888	951
K-6 Enrollment	431	484	455	455	482	506	528	528	528
7-8 Enrollment	84	120	60	60	88	119	125	157	180
9-12 Enrollment	0	128	64	64	100	139	171	203	243
<b>REVENUES</b>									
State Funding	\$ 2,907,415	\$4,789,379	\$ 3,766,277	\$ 3,766,277	\$ 4,534,944	\$ 5,183,892	\$ 5,725,120	\$ 6,184,633	\$ 6,822,860
Fundraising Sources	\$ -	\$ -	\$ 450,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Title I		\$79,475	\$ 62,864	\$ 62,864	\$ 72,744	\$ 82,950	\$ 89,464	\$ 96,413	\$ 103,253
Title II		\$17,580	\$ 13,905	\$ 13,905	\$ 16,091	\$ 18,348	\$ 19,789	\$ 21,326	\$ 22,839
IDEA Part B		\$127,378	\$ 100,754	\$ 100,754	\$ 116,589	\$ 132,947	\$ 143,387	\$ 154,524	\$ 165,487
<b>Total Federal Funding</b>	<b>\$ 142,500</b>	<b>\$271,496</b>	<b>\$ 232,864</b>	<b>\$ 224,586</b>	<b>\$ 273,823</b>	<b>\$ 312,240</b>	<b>\$ 336,762</b>	<b>\$ 362,918</b>	<b>\$ 388,666</b>
<b>Total Revenues</b>	<b>\$ 3,049,915</b>	<b>\$5,060,875</b>	<b>\$ 4,449,141</b>	<b>\$ 3,990,863</b>	<b>\$ 4,808,767</b>	<b>\$ 5,496,132</b>	<b>\$ 6,061,882</b>	<b>\$ 6,547,551</b>	<b>\$ 7,211,526</b>
Per Pupil Funding:	\$ 6,615.87	\$6,914	\$ 6,892.68	\$ 6,892.68	\$ 7,177.26	\$ 7,193.89	\$ 7,356.65	\$ 7,373.37	\$ 7,583.10
Per Pupil State Facilities Funding:	\$ 466	\$466	\$ 466	\$ 466	\$ 466	\$ 466	\$ 466	\$ 466	\$ 466
<b>EXPENDITURES</b>									
Salaries	\$ 1,786,526	\$2,485,726	\$ 2,210,458	\$ 2,210,458	\$ 2,482,392	\$ 2,790,912	\$ 3,083,395	\$ 3,413,869	\$ 3,722,442
Benefits	\$ 329,964	\$761,626	\$ 677,284	\$ 677,284	\$ 760,606	\$ 855,136	\$ 944,752	\$ 1,080,148	\$ 1,215,005
Other Operating Expenses	\$ 747,998	\$911,379	\$ 714,821	\$ 714,821	\$ 775,456	\$ 724,046	\$ 616,138	\$ 659,530	\$ 724,383
Transportation	\$ 106,961	\$169,838	\$ 134,339	\$ 134,339	\$ 155,452	\$ 177,262	\$ 191,183	\$ 206,032	\$ 220,650
Nutrition	\$ 53,681	\$80,392	\$ 63,589	\$ 63,589	\$ 73,583	\$ 83,906	\$ 90,496	\$ 97,525	\$ 104,444
Facilities Maint. & Utilities	\$ -	\$480,453	\$ 480,453	\$ 480,453	\$ 541,277	\$ 668,130	\$ 675,930	\$ 683,964	\$ 510,193
Facilities Rent	\$ -	\$89,116	\$ 89,116	\$ 89,116	\$ 91,789	\$ 189,085	\$ 194,758	\$ 200,601	\$ 206,619
<b>TOTAL EXPENDITURES</b>	<b>\$ 3,025,130</b>	<b>\$5,056,928</b>	<b>\$ 4,444,007</b>	<b>\$ 4,444,007</b>	<b>\$ 4,958,720</b>	<b>\$ 5,570,994</b>	<b>\$ 5,882,578</b>	<b>\$ 6,431,171</b>	<b>\$ 6,796,837</b>
<b>NET INCOME</b>	<b>\$ 24,785</b>	<b>\$3,948</b>	<b>\$ 5,134</b>	<b>\$ (453,144)</b>	<b>\$ (149,953)</b>	<b>\$ (74,862)</b>	<b>\$ 179,304</b>	<b>\$ 116,379</b>	<b>\$ 414,689</b>
<b>FUNDRAISING/GRANT SUPPORT NEEDED</b>		\$ -	\$ (453,144)	\$ 453,144	\$ 149,953	\$ 74,862	\$ -	\$ -	\$ -
Per Pupil Expenditures:	\$ 6,562	\$6,908	\$ 7,569	\$ 7,675	\$ 7,401	\$ 7,292	\$ 7,139	\$ 7,242	\$ 7,147
Per Pupil Facilities Cost:	\$ -	\$778	\$ 940	\$ 984	\$ 945	\$ 1,122	\$ 1,057	\$ 996	\$ 754
Facilities as % of cost:	0%	\$0	12%	13%	13%	15%	15%	14%	11%

**D. Appendix A5:**

Cash Flow Projection for Initial Operating Year

Cash Flow Operational Year 1														
	Year 1												Total	
	Budgeted	JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY		JUNE
<b>Student Enrollment Capacity</b>	579													
<b>Revenue</b>														
Fund Balance	0	\$600,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Donations and Contributions	0													
Loans	0													\$0.00
Grants	368,760	\$368,759.90												\$368,759.90
Entitlement	805,277		\$402,638.50			\$161,055.40			\$161,055.40			\$80,527.70		\$805,277.00
Salary and Benefit Apportionment	2,187,806		\$1,093,902.94			\$437,561.17			\$437,561.17			\$218,780.59		\$2,187,805.87
Transportation Allowance	87,320		\$43,660.10			\$17,464.04			\$17,464.04			\$8,732.02		\$87,320.19
Food Service Reimbursement	163,051				\$18,116.78	\$18,116.78	\$18,116.78	\$18,116.78	\$18,116.78	\$18,116.78	\$18,116.78	\$18,116.78	\$18,116.78	\$163,051.00
Special Distributions	522,823		\$261,411.35			\$104,564.54			\$104,564.54			\$52,282.27		\$522,822.70
Federal Revenue	224,586	\$24,953.99	\$0.00	\$0.00	\$0.00	\$24,953.99	\$24,953.99	\$24,953.99	\$24,953.99	\$24,953.99	\$24,953.99	\$24,953.99	\$24,953.99	\$224,585.93
<b>Total Revenue</b>	<b>\$4,359,622.59</b>	<b>\$993,713.89</b>	<b>\$1,801,612.88</b>	<b>\$0.00</b>	<b>\$18,116.78</b>	<b>\$763,715.92</b>	<b>\$43,070.77</b>	<b>\$43,070.77</b>	<b>\$763,715.92</b>	<b>\$43,070.77</b>	<b>\$43,070.77</b>	<b>\$403,393.35</b>	<b>\$43,070.77</b>	<b>\$4,359,622.59</b>
<b>Expenditures</b>														
Salaries and Benefits	2,874,861.65	\$214,085.44	\$214,085.44	\$244,669.08	\$244,669.08	\$244,669.08	\$244,669.08	\$244,669.08	\$244,669.08	\$244,669.08	\$244,669.08	\$244,669.08	\$244,669.08	\$2,874,861.65
Education Program	526,826.66		\$228,397.84	\$33,158.76	\$33,158.76	\$33,158.76	\$33,158.76	\$33,158.76	\$33,158.76	\$33,158.76	\$33,158.76	\$33,158.76	\$33,158.76	\$526,826.66
Technology Totals	119,185.74	\$296.31	\$115,926.31	\$296.31	\$296.31	\$296.31	\$296.31	\$296.31	\$296.31	\$296.31	\$296.31	\$296.31	\$296.31	\$119,185.74
Capital Outlay Totals	14,529.97		14,529.97											\$14,529.97
Board of Directors	26,651.01	\$6,365.40		\$3,288.79	\$6,600.00									\$16,254.19
Facilities	503,192.23	\$33,599.35	\$133,599.35	\$33,599.35	\$33,599.35	\$33,599.35	\$33,599.35	\$33,599.35	\$33,599.35	\$33,599.35	\$33,599.35	\$33,599.35	\$33,599.35	\$503,192.23
Transportation	\$130,858.47				\$14,539.83	\$14,539.83	\$14,539.83	\$14,539.83	\$14,539.83	\$14,539.83	\$14,539.83	\$14,539.83	\$14,539.83	\$130,858.47
Nutrition	61,941.33				\$6,882.37	\$6,882.37	\$6,882.37	\$6,882.37	\$6,882.37	\$6,882.37	\$6,882.37	\$6,882.37	\$6,882.37	\$61,941.33
Other	101,575.53	\$6,533.27	\$6,533.27	\$6,533.27	\$9,108.41	\$9,108.41	\$9,108.41	\$9,108.41	\$9,108.41	\$9,108.41	\$9,108.41	\$9,108.41	\$9,108.41	\$101,575.53
<b>Total Expenditures</b>	<b>\$4,359,622.59</b>	<b>\$260,879.77</b>	<b>\$713,072.18</b>	<b>\$321,545.56</b>	<b>\$348,854.11</b>	<b>\$342,254.11</b>	<b>\$342,254.11</b>	<b>\$342,254.11</b>	<b>\$342,254.11</b>	<b>\$342,254.11</b>	<b>\$342,254.11</b>	<b>\$342,254.11</b>	<b>\$309,095.35</b>	<b>\$4,349,225.77</b>
<b>Cash Flow</b>														
Operational Cash Flow		\$732,834.12	\$1,088,540.70	(\$321,545.56)	(\$330,737.34)	\$421,461.81	(\$299,183.34)	(\$299,183.34)	\$421,461.81	(\$299,183.34)	(\$299,183.34)	\$61,139.23	(\$266,024.58)	\$10,396.82
Cash on Hand			\$732,834.12	\$1,821,374.82	\$1,499,829.26	\$1,169,091.93	\$1,590,553.74	\$1,291,370.40	\$992,187.05	\$1,413,648.86	\$1,114,465.52	\$815,282.18	\$876,421.41	\$610,396.82
<b>Cash End of Period</b>		<b>\$732,834.12</b>	<b>\$1,821,374.82</b>	<b>\$1,499,829.26</b>	<b>\$1,169,091.93</b>	<b>\$1,590,553.74</b>	<b>\$1,291,370.40</b>	<b>\$992,187.05</b>	<b>\$1,413,648.86</b>	<b>\$1,114,465.52</b>	<b>\$815,282.18</b>	<b>\$876,421.41</b>	<b>\$610,396.82</b>	<b>\$620,793.65</b>

**E. Appendix A6:**

Facility Options

----- Forwarded message -----

From: **Cindy Donovan** <[cdonovan@ci.ammon.id.us](mailto:cdonovan@ci.ammon.id.us)>

Date: Mon, Sep 10, 2018 at 2:20 PM

Subject: RE: White Pine Charter School

To: Jeremy Clarke <[clarkeje@wpcscougars.org](mailto:clarkeje@wpcscougars.org)>

Hello Jeremy,

The plan to add the modular units looks like it will work. I will present this at our next weekly development meeting. After that we can begin the process to make this a reality.

Thank you,

Cindy Donovan

City of Ammon

City Planner

[2135 South Ammon Road](#)

[Ammon, ID 83406](#)

Phone: (208) 612-4013

Fax: (208) 612-4009

[cdonovan@cityofammon.us](mailto:cdonovan@cityofammon.us)

*Our prime purpose in this life is to help others. And if you can't help them, at least, don't hurt them – Dalai Lama*

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**From:** Jeremy Clarke [mailto:[clarkeje@wpcscougars.org](mailto:clarkeje@wpcscougars.org)]

**Sent:** Monday, September 10, 2018 2:03 PM

**To:** Cindy Donovan <[cdonovan@ci.ammon.id.us](mailto:cdonovan@ci.ammon.id.us)>

**Cc:** Nick Burrows <[burrowsni@wpcscougars.org](mailto:burrowsni@wpcscougars.org)>; Ken Graham <[grahamke@wpcscougars.org](mailto:grahamke@wpcscougars.org)>

**Subject:** Re: White Pine Charter School

Good afternoon Cindy,

I just finished meeting with Keith about the possible location of the modular. I am sending the map with the location along with the information about the modular. We are looking at adding the modular in the late summer of 2019 and having it in use for the 2019-2020 school year.

White Pine Charter School was recently recognized as a **Top Performing K-8 school** for Math Growth for 2017-18. A top performer means our school ranked in the 90th percentile or above on any indicator in the accountability framework. We were also recognized as a **Goal Maker**. Goal makers are schools whose overall performance meets or exceeds the interim measures of progress toward the state's long-term goals for English language arts/literacy, math, growth toward English language proficiency and graduation rate.

We are so proud to be a part of Ammon. Thanks for your consideration.

Jeremy

On Mon, Sep 10, 2018 at 12:47 PM, Cindy Donovan <[cdonovan@ci.ammon.id.us](mailto:cdonovan@ci.ammon.id.us)> wrote:

Hello Jeremy,

It was nice to meet you as well. We look forward to seeing your plan.

Thank you,

Cindy Donovan  
City of Ammon  
City Planner  
[2135 South Ammon Road](https://www.cityofammon.com/2135-South-Ammon-Road)  
[Ammon, ID 83406](https://www.cityofammon.com/Ammon-ID-83406)  
Phone: (208) 612-4013  
Fax: (208) 612-4009  
[cdonovan@cityofammon.us](mailto:cdonovan@cityofammon.us)

*Our prime purpose in this life is to help others. And if you can't help them, at least, don't hurt them – Dalai Lama*

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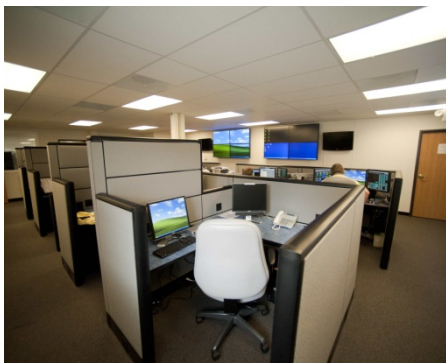
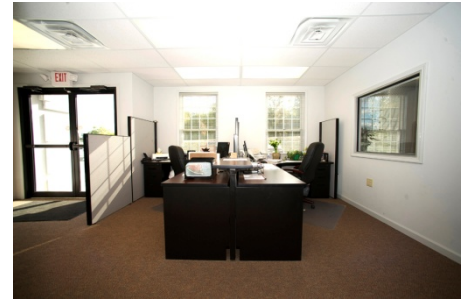
**From:** Jeremy Clarke [mailto:[clarkeje@wpcscougars.org](mailto:clarkeje@wpcscougars.org)]  
**Sent:** Monday, September 10, 2018 12:40 PM  
**To:** Cindy Donovan <[cdonovan@ci.ammon.id.us](mailto:cdonovan@ci.ammon.id.us)>  
**Subject:** White Pine Charter School

Hi Cindy,  
It was nice to meet you today. I will submit the drawing of the school that will include the possible location of the portable classroom this afternoon. Thanks for your help.  
Jeremy

--

*Jeremy Clarke*  
Administrator  
208-522-4432  
White Pine Charter School  
**Success for Every Student**

MODULAR GENIUS  
SMART BUILDING





# Modular Building Specifications

**Base**  
**Mid - Grade**  
**Premium**

Use Group:				
	A - Assembly	X	X	X
	B - Business	X	X	X
	E - Education	X	X	X
	I - Institutional			X
Construction Type:				
	II - Noncombustible			X
	V - Wood	X	X	X
Floor:				
<b>Frame:</b>	12" Out rigger Frame w/Cross members	X		
	12" Perimeter Steel Main beams		X	
	12" Perimeter Steel Main Beam "Direct Deck"			X
<b>Bottom:</b>	1 Mil Cross-woven polypropylene fabric under flooring	X	X	X
<b>Insulation:</b>	R-21 Un-faced F/G	X	X	X
<b>Joists:</b>	2 x 6 @ 16" On Center Longitudinal	X	X	X
<b>Decking:</b>	Single layer 3/4" T&G OSB underlayment (Advantech)	X		
	Double layer 3/4" T&G OSB underlayment (Advantech)		X	
	Fortacrete structural panels are high strength reinforced cement panels			X
<b>Finish:</b>	1/8" Vinyl tile (12" x 12"), (Armstrong)	X	X	
	26oz Commercial carpet, Shaw "Ambition"	X	X	X
	Knight Premium Flooring quartz			X
	Ceramic Tile			X
Exterior and Interior Walls:				
<b>Studs:</b>	2 x 4 #2 SPF @ 16" On Center, single top plate & single bottom plate	X	X	
	6" x 18ga Steel studs @ 16" On Center & 6" x 18ga Steel track			X
<b>Interior:</b>	1/2" Gypsum	X	X	
	5/8" Type X Fire Rated Gypsum			X
<b>Covering:</b>	Vinyl Covered Wall Paper applied to the gypsum	X	X	
	Mud Tape and Paint			X
<b>Insulation:</b>	(Exterior) - R-15 Kraft faced F/G (Interior) - R-11 Kraft Unfaced F/G	X	X	X
<b>Structural Sheathing:</b>	7/16" OSB	X	X	
	5/8" Dens-glass			X
<b>Moisture Sheathing:</b>	Building wrap (DuPont Commercial Wrap Tyvek)	X	X	X

# Modular Building Specifications

**Base**  
**Mid - Grade**  
**Premium**

## Exterior and Interior Walls Continued:

<b>Exterior Siding:</b>	Aluminum .019 Textured or Flat Panels	X		
	Smart Panel: Engineered Wood Product in 8" groove panels	X		
	Vinyl: Different size lap and textures available	X		
	Hardi Panel 8" groove / Flat / or stucco		X	
	Duratemp: Genuine plywood veneer interior core and hardboard face		X	
	Steel: 26 gauge High rib steel siding and trim in various profiles			X
	Hardie Reveal Panel with design flexibility and high end aesthetic			X
<b>Interior Trim:</b>				
<b>Base:</b>	Vinyl Covered Batten Strip	X		
	4" Vinyl cove base throughout, 6" Vinyl cove base in bathroom		X	X
<b>Corner:</b>	Vinyl covered battens	X	X	
	Mud Tape and Paint			X
<b>Ceiling/Wall:</b>	Vinyl covered battens	X		
	"White" Suspended ceiling wall angle for T-Grid ceiling		X	X
<b>Roof:</b>				
<b>Mate line:</b>	(1) Layer 1-1/2", 2.0 LVL (Max span 30'-0" typical)	X	X	
	Steel Truss clear span (Max span 60' 0" typical)			X
<b>Rafters:</b>	2 x 8 or 2 x 10 Roof rafters @ 16" oc spacing with ledge to LVL	X	X	
	18 ga x 8" Steel roof rafters @ 16" oc spacing bolted to truss			X
<b>Insulation:</b>	R-30 Un-faced F/G Batts	X	X	
	R-30 Un-faced F/G Batts w/2" Rigid foam roof grade insulation board			X
<b>Sheathing:</b>	7/16" OSB w/ 1/4" Dens Deck	X	X	
	5/8" Fire treated plywood sheathing w/ 1/4" Dens Deck			X
<b>Roofing:</b>	.045 EPDM Rubber roof (black)	X		
	.045 EPDM Rubber roof (white)		X	
	TPO Roof (white)			X
	Shingles			X
	Steel: 26 gauge High rib steel siding and trim in various profiles			X
<b>Gutters:</b>	Aluminum J-Rail along length with site install Aluminum Gutters		X	X
<b>Ceiling:</b>	1/2" Textured Gypsum Sea Spray Ceiling Board	X		
	2x4 Acoustic suspending ceiling, "Radar" tiles - USG		X	X
<b>Grid:</b>	Donn DX Ceiling Grid - USG		X	X

# Modular Building Specifications

**Base**  
**Mid - Grade**  
**Premium**

## Windows:

<b>Type:</b>	2/0 x 3/0 – Bronze aluminum framed single hung vertical sliding	X		
	3/0 x 4/0 - “White” vinyl framed single hung vertical slider, Silver line #1400 series w/Fiberglass insect screens		X	
<b>Glazing:</b>	“LOW E” double insulated glass		X	X
<b>Trim:</b>	Vinyl covered wood return & casing	X		
	Wood Painted return & casing		X	X
<b>Blinds:</b>	1” Vinyl mini blinds	X	X	X

## Interior Doors:

<b>Size / Type:</b>	3/0 x 6/8 Hollow core pre-finished wood grain	X		
	3/0 x 6/8 Solid core pre-finished wood grain		X	X
<b>Frame:</b>	Wood Prefinished Jamb	X		
	Steel Painted Jamb		X	X
<b>Hinges &amp; Door Trim:</b>	Standard	X		
	Upgraded		X	X
<b>Levers</b>	Lever set – Grade 2	X	X	
	Lever set – Grade 1			X

## Exterior Doors:

<b>Size / Type:</b>	3/0 x 6/8 - Pre-hung 20ga Commercial steel door w/18ga steel frame 5” x 20” Vision Panels	X	X	
<b>Size / Type:</b>	6/0 x 6/8 – Bronze Aluminum Frame Commercial Glass Doors		X	X
<b>Hinges &amp; Door Trim:</b>	Standard	X		
	Upgraded		X	X
<b>Closer</b>	Door Closer, Tell #12641 (Grade 2) or equal	X	X	X
<b>Panic Bar</b>	Panic hardware, Tell #8300BE (Grade 2) or equal		X	X
<b>Levers</b>	Lever set – Grade 2	X	X	
	Lever set – Grade 1			X

## HVAC:

<b>Equipment / Wall Mount:</b>	<b>THE WALL-MOUNT™ AIR CONDITIONERS (50HZ)</b> GREEN REFRIGERANT R-410A Models W24A to W70A 21,200 Btuh (6.21 KW) – 59,000 Btuh (17.28 KW) Right Side Control Panel 50Hz	X		
<b>Equipment / Wall Mount:</b>	<b>The Wall-Mount™ Variable Capacity Environmental Control Units</b> GREEN REFRIGERANT R-410A The Bard Variable Capacity ECU design is a world-class machine designed to operate from - 40F to +131F (-40C to +55C) outdoor temperature range.		X	X

# Modular Building Specifications

**Base**  
**Mid - Grade**  
**Premium**

### HVAC Continued:

<b>Equipment / Roof Mount:</b>	Gas / Electric - 36,000 BTU (3 Ton) Roof top mounted HVAC units w/12kw			X
<b>Equipment / Pad Mount:</b>	Gas / Electric – Two – Stage Air Conditioner			X
<b>Supply / Return:</b>	F/G in ceiling w/24” x 24” adjustable diffusers	X	X	X
<b>Exhaust:</b>	150-cfm exhaust fan	X	X	X
<b>Thermostat:</b>	7-Day Programmable heat/cool	X	X	X

### Plumbing:

<b>Supply:</b>	PVC pipe & fittings	X	X	
<b>Supply:</b>	Type ‘L’ copper pipe & fittings			X
<b>Waste:</b>	Schedule 40 PVC pipe & fittings	X	X	X
<b>Lavatory:</b>	ADA Accessible wall hung china, American Standard #0321.026	X	X	X
<b>Faucet</b>	Single Control Lavatory Faucet Extra Long Metal Lever Handle	X	X	
<b>Faucet:</b>	Electronic Faucet – Brass Construction			X
<b>Toilet:</b>	Low Consumption Elongated Bowl ADA Compliant	X	X	X
<b>Toilet:</b>	Low Consumption Child Height Bowl – Day Cares	X	X	X
<b>Urinal:</b>	Low Consumption Vitreous China		X	X
<b>Urinal:</b>	Zero Water – Zero Flush			X
<b>Bar Sink:</b>	15” x 15” Stainless steel coffee bar sink w/8” gooseneck faucet		X	
<b>Kitchen Sink:</b>	24” x 24” Fiberglass service sink w/8” swivel faucet		X	X
<b>Water Cooler:</b>	Wall-mounted bi-level water cooler with softly rounded corners and edges		X	X
<b>Water Heater:</b>	Single point complaint hand washing heater per sink – Eemax	X		
<b>Water Heater:</b>	Tank type w/plastic water heater pan - Compact		X	X
<b>Water Heater:</b>	Tank type w/plastic water heater pan - Standard		X	X

### Restroom Accessories:

<b>TP Holder:</b>	Single roll toilet paper holder	X	X	X
<b>Soap:</b>	Surface Mounted Soap Dispenser		X	X
<b>Paper Towel:</b>	Surface Mounted Paper Towel Dispenser		X	X
<b>Mirror</b>	18” x 30” Framed Mirror	X	X	X
<b>Grab Bar</b>	Stainless steel grab bar, (Bobrick #B5806-18, #B5806-36, #B5806-42)	X	X	X
<b>Urinal screen</b>	Wall mounted enameled steel urinal screen		X	X
<b>Partitions</b>	Enameled steel modesty partitions		X	X

# Modular Building Specifications

**Base**  
**Mid - Grade**  
**Premium**

### Electrical:

<b>Service:</b>	120/240V Single phase / 3 Wire (AB Phase with neutral)	X		
	120/208V Three phase / 4 Wire (ABC Phase with neutral)		X	X
<b>Panel:</b>	Cutler Hammer #BR1630B150PK breaker	X	X	X
<b>Lights:</b>	5.625 W x 48 L x 3.187 D surface mounted	X		
<b>Lights:</b>	2 x 4 Four-tube grid mounted fluorescent lights w/T-8 lamps		X	X
<b>Raceway:</b>	Romex / MC cable, Per NEC Code (#12 AWG Minimum)	X	X	X
<b>Receptacles:</b>	120V/15A Duplex “White” & GFI near plumbing and at HVAC	X	X	X
<b>Switch:</b>	120V/15A “White” Toggle switch, as needed (Dual switched per IECC)	X	X	X
<b>Sensor / Wall:</b>	Wall Mounted occupancy sensor		X	X
<b>Sensor / Ceiling:</b>	Ceiling mounted occupancy sensor		X	X
<b>Exit / Light</b>	Rustproof Vandal-Resistant Wall/Ceiling Luminaire	X	X	X
<b>Emergency:</b>	Dual head exit/emergency light w/ 90 Minute battery backup	X	X	X
<b>Voice / Data / Security:</b>	Locations w/Single gang boxes and 1/2” flexible conduit above ceiling for equipment to be installed on site	X	X	X
<b>Fire Alarm:</b>	Locations w/Single gang metal boxes and 1/2” EMT conduit to above ceiling for equipment	X	X	X

### Kitchen Furniture:

<b>Countertop:</b>	7’-0” x 25” deep laminate w/4” backsplash		X	X
<b>Cabinets:</b>	Light medium oak 42” Sink base cabinet - 42” Base and Wall cabinet:		X	X

### Clarifications:

	The specific geographic region and occupancy of the building may require a variance of these specifications.	X	X	X
	These specifications “or equal” are typically used by Modular Genius and are used as the bases for the proposal and floor plans below. Education – Classrooms / Training Daycare – Classrooms / Nursery Business – Office / Administrative Assembly – Worship / Conference Health Care – Clinics / Medical	X	X	X

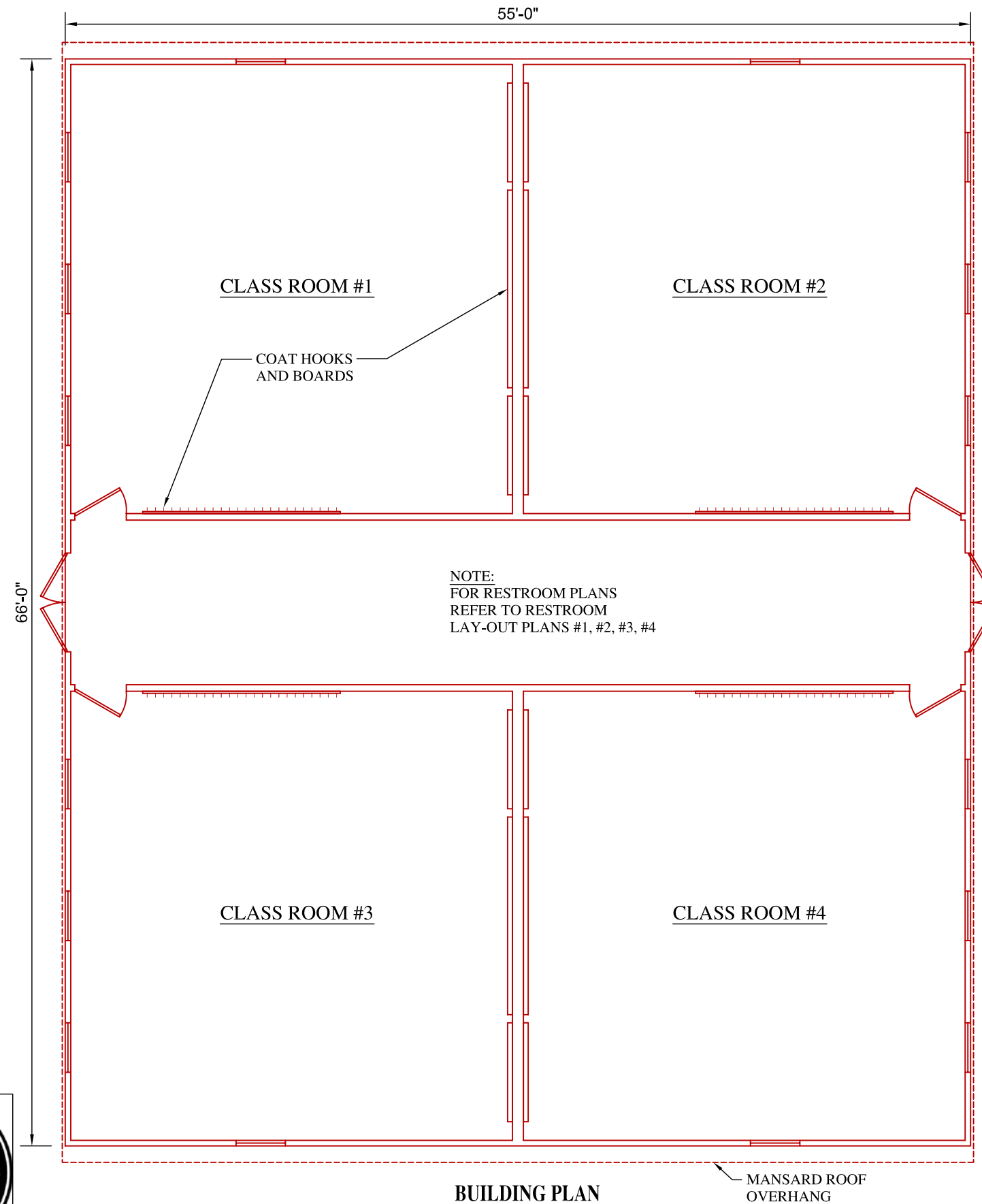
**GENERAL BUILDING INFORMATION:**

DRAWING NUMBER: E4  
 NOMINAL BUILDING SIZE: 56'x66'  
 SQUARE FOOTAGE: 3696  
 BUILDING USE: EDUCATIONAL (E)

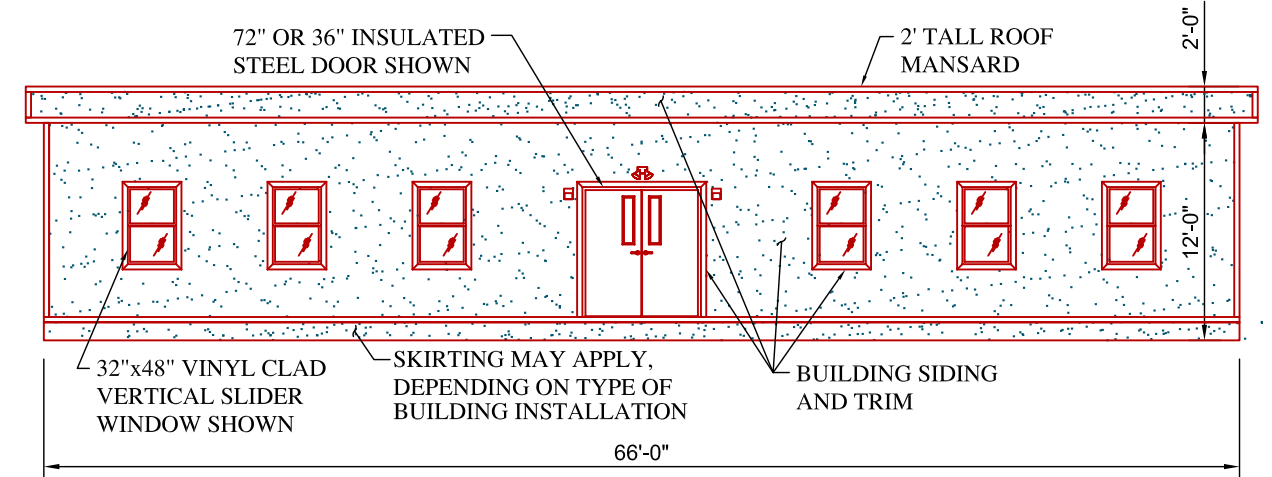
www.modulargenius.com  
 (888)420-1113

**GENERAL CODE INFORMATION:**

- THE MINIMUM AND MAXIMUM NUMBER OF WINDOWS AND DOORS CODE SHALL BE LIMITED. CONSIDERATION MAY BE TAKEN TO THE CODE REQUIREMENTS FOR EGRESS AND ENERGY CONSERVATION.
- REQUIRED PLUMBING FIXTURES ARE SUBJECT TO THE ADOPTED PLUMBING CODE. CONSIDERATION MAY BE TAKEN FOR EXISTING RESTROOMS ON SITE.
- THE BUILDING SQUARE FOOTAGE SHALL BE LIMITED TO THE REQUIREMENTS OF THE ADOPTED BUILDING CODE.
- THE BUILDING SHALL BE SET WITH A PERMANENT OR TEMPORARY FOUNDATION SYSTEM AND APPROVED BY THE LOCAL OFFICIAL HAVING JURISDICTION.
- THE FINAL LAYOUT IS SUBJECT TO REVIEW FOR COMPLIANCE WITH THE BUILDING CODE ENFORCED IN THE AREA THE BUILDING WILL BE LOCATED.



**BUILDING PLAN**



**BUILDING FRONT ELEVATION**

**GENERAL DESIGN NOTES:**

CLASS ROOMS, RESTROOMS, CLOSETS, BREAK ROOMS, CONFERENCE ROOMS AND OFFICES CAN BE ADDED, DELETED, MOVED OR RESIZED TO MEET YOUR SPECIFIC SPACE REQUIRMENTS.

WINDOWS AND DOORS CAN BE ADDED OR REMOVED BASED ON YOUR SITE REQUIREMENTS.

MECHANICAL, ELECTRICAL AND PLUMBING WILL BE SIZED TO MEET THE USE AND OCCUPANCY REQUIREMENTS.



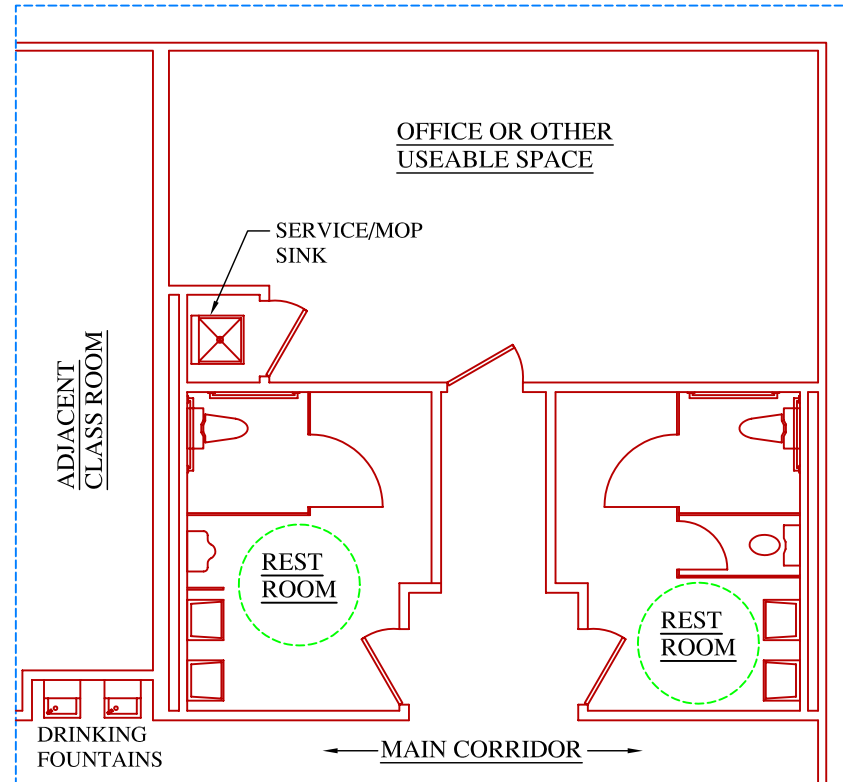
**GENERAL BUILDING INFORMATION:**

DRAWING NUMBER: RRI  
 NOMINAL BUILDING SIZE: VARIOUS  
 SQUARE FOOTAGE: VARIOUS  
 BUILDING USE: EDUCATIONAL (E)

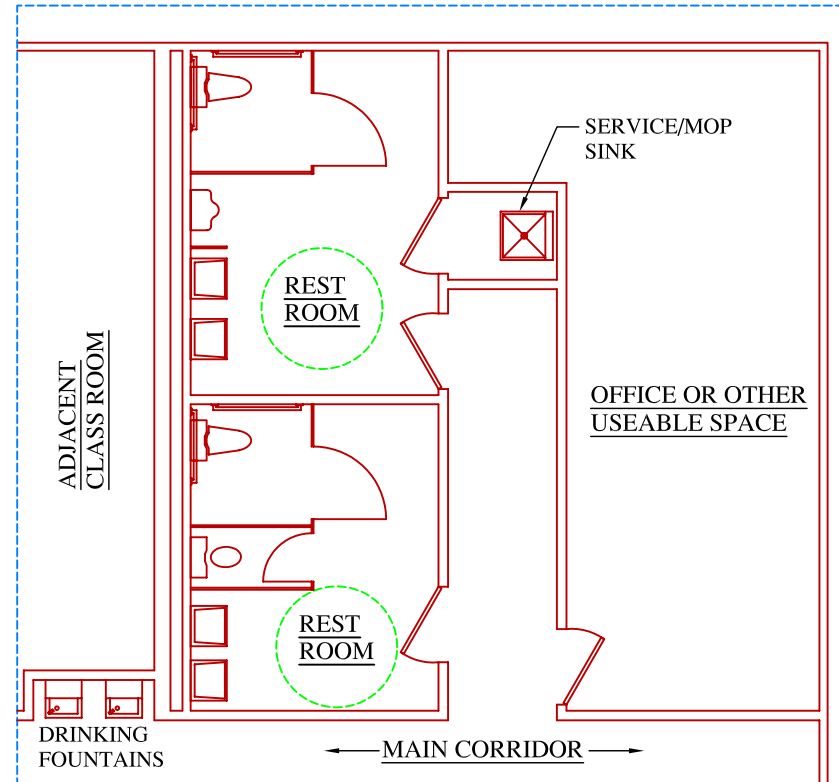
www.modulargenius.com  
 (888)420-1113

**GENERAL CODE INFORMATION:**

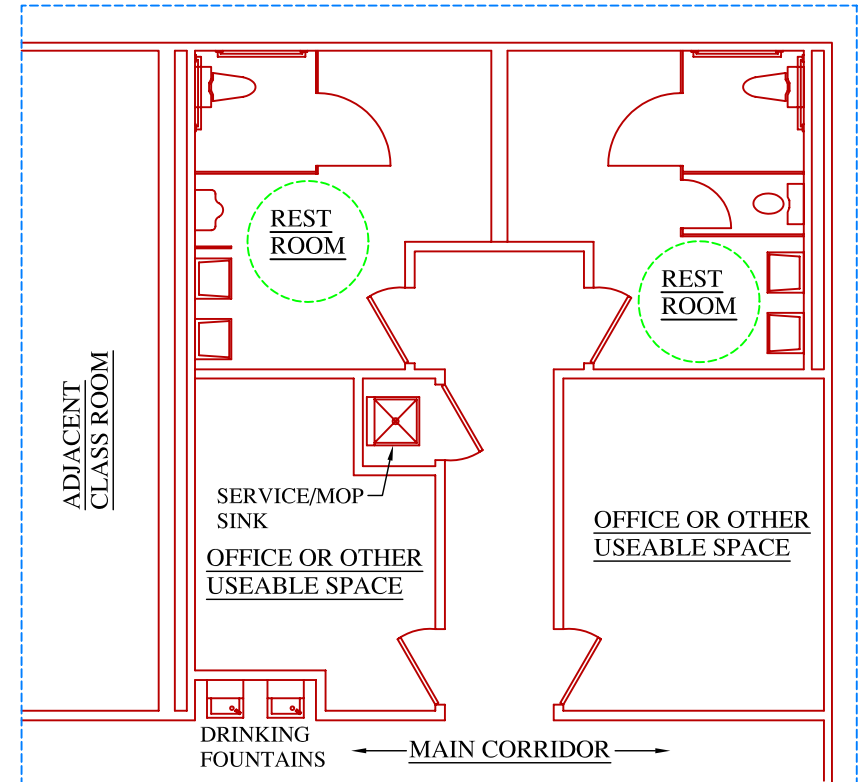
- THE MINIMUM AND MAXIMUM NUMBER OF WINDOWS AND DOORS CODE SHALL BE LIMITED. CONSIDERATION MAY BE TAKEN TO THE CODE REQUIREMENTS FOR EGRESS AND ENERGY CONSERVATION.
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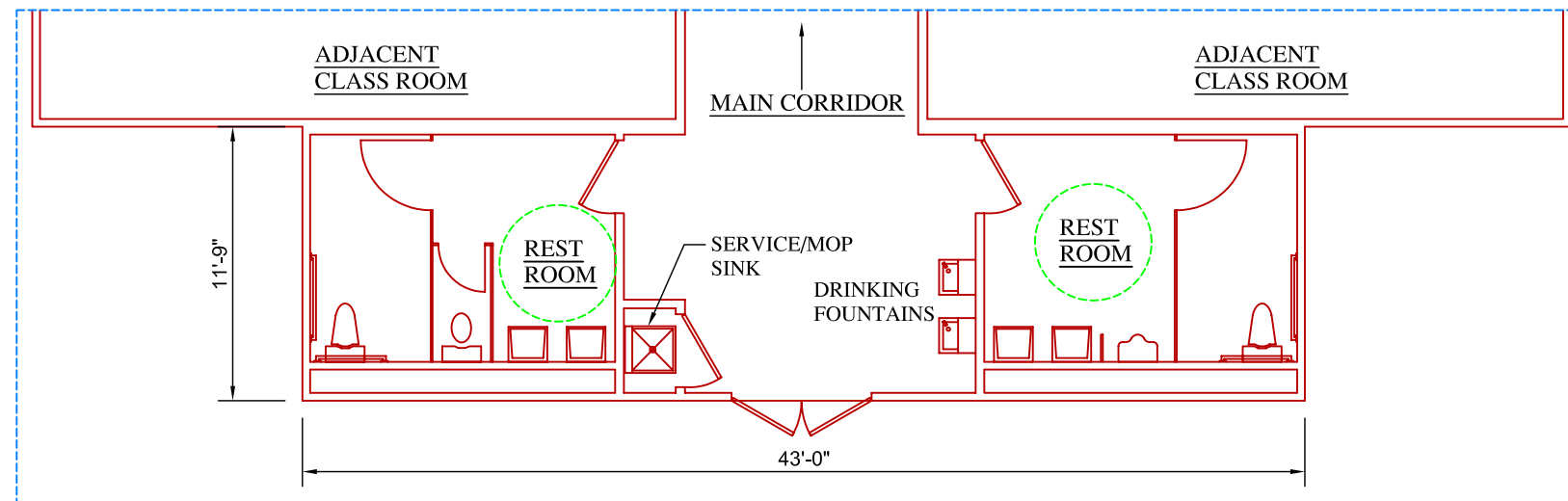
RESTROOM LAY-OUT #1



RESTROOM LAY-OUT #2



RESTROOM LAY-OUT #3



RESTROOM LAY-OUT #4



This is another option for us.

Jeremy

----- Forwarded message -----

From: **Amber Beck** <[amberbeckrealestate@gmail.com](mailto:amberbeckrealestate@gmail.com)>

Date: Mon, Sep 10, 2018 at 3:36 PM

Subject: Odyssey info

To: [clarkeje@wpcscougars.org](mailto:clarkeje@wpcscougars.org)



1235 Jones Dr  
Idaho Falls, ID

Purchase price: \$900,000.00  
Monthly rent including triple net:  
\$8,840

(NNN includes: all outside maintenance of building & grounds, snow removal, taxes etc.)  
NNN is recomplied at the end of each calendar year.

Building was specifically built for a charter school that is no longer in operation. Equipped with advanced air circulation, camera systems, lunch/break area, energy efficiency, etc. Builder has expressed willingness to make structural changes to layout of current walls to accommodate new tenant/owners needs.

Amber Beck  
Century 21 High Desert  
[700 S Woodruff](https://www.century21.com/office/700-s-woodruff-idaho-falls-id-83401)  
[Idaho Falls, ID 83401](https://www.century21.com/office/700-s-woodruff-idaho-falls-id-83401)  
Cell (208) 881-4103

Agency Disclosure: <https://irec.idaho.gov/publcs/agency-disclosure-brochure.pdf>  
Lead Paint Information: [http://www.hud.gov/offices/lead/library/enforcement/pyf\\_eng.pdf](http://www.hud.gov/offices/lead/library/enforcement/pyf_eng.pdf)



----- Forwarded message -----

From: **Micah Austin** <[maustin@ci.ammon.id.us](mailto:maustin@ci.ammon.id.us)>  
Date: Mon, Sep 10, 2018 at 1:20 PM  
Subject: RE: Possible dual usage  
To: Jeremy Clarke <[clarkeje@wpcscougars.org](mailto:clarkeje@wpcscougars.org)>

Jeremy,

Thank you for our conversation today for sending along your questions. I'll discuss this with Mayor Coletti and our Parks and Recreation Direction. We have discussed options for this site in the past, however the city's remained ownership with the hope of expanding Tiebreaker park and some point. I'll get back to after I meet with them.

Regards,

Micah

**From:** Jeremy Clarke [mailto:[clarkeje@wpcscougars.org](mailto:clarkeje@wpcscougars.org)]  
**Sent:** Monday, September 10, 2018 12:56 PM  
**To:** Micah Austin <[maustin@ci.ammon.id.us](mailto:maustin@ci.ammon.id.us)>  
**Subject:** Possible dual usage

Hi Micah,

It was a pleasure to meet you today. I hope you and your family have adapted since your moved to the area.

I really am interested in seeing if we can do something with the property located between White Pine Charter School and Snake River Montessori.

White Pine is currently looking to expand our educational offering to include a STEM based high school. This location would be ideal for a new high school.

We are looking to have a high school serving approximately 300-400 students when the school is at capacity. We will grow the school organically. We will start with our current 8th grade class. We also have a marketing plan to recruit students from other schools as well.

In addition to the land to build a high school, we would be able to create a dual use area for the city and the school. We could do this and have athletic fields, a walking path, fitness stations, and other items that would be ideal for the city and the school.

When would it be possible to speak with you about this tremendous opportunity for White Pina and the City of Ammon?

Thank you for your time and consideration.

Jeremy

--

*Jeremy Clarke*

Administrator

208-522-4432

White Pine Charter School

**Success for Every Student**

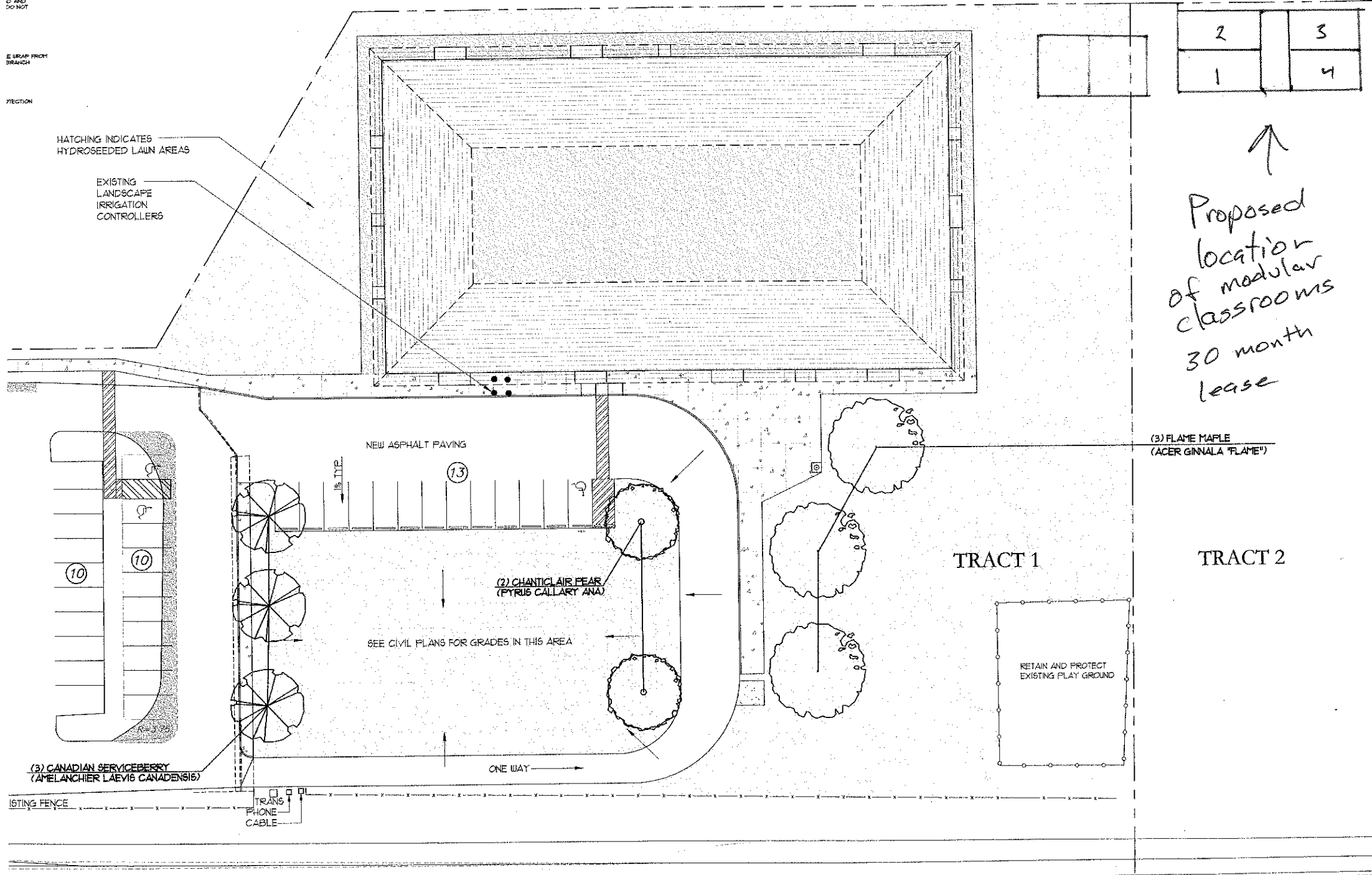
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SECTION

HATCHING INDICATES HYDROSEEDED LAWN AREAS

EXISTING LANDSCAPE IRRIGATION CONTROLLERS



(3) FLAME MAPLE (ACER GINNALA "FLAME")

TRACT 1

TRACT 2

RETAIN AND PROTECT EXISTING PLAY GROUND

(3) CANADIAN SERVICEBERRY (AMELANCHIER LAEVIS CANADENSIS)

(2) CHANTICLAIR PEAR (PYRUS CALLARYANA)

SEE CIVIL PLANS FOR GRADES IN THIS AREA

NEW ASPHALT PAVING

ONE WAY

TRANS PHONE CABLE

EXISTING FENCE

Proposed location of modular classrooms 30 month lease

2	3
1	4

D AND DO NOT

E URAP FRONT BRANCH

SECTION

HATCHING INDICATES HYDROSEEDED LAWN AREAS

EXISTING LANDSCAPE IRRIGATION CONTROLLERS

NEW ASPHALT PAVING

SEE CIVIL PLANS FOR GRADES IN THIS AREA

(2) CHANTICLAIR PEAR (PYRUS CALLARYANA)

(3) FLAME MAPLE (ACER GINNALA "FLAME")

(3) CANADIAN SERVICEBERRY (AMELANCHIER LAEVIS CANADENSIS)

TRACT 1

TRACT 2

RETAIN AND PROTECT EXISTING PLAY GROUND

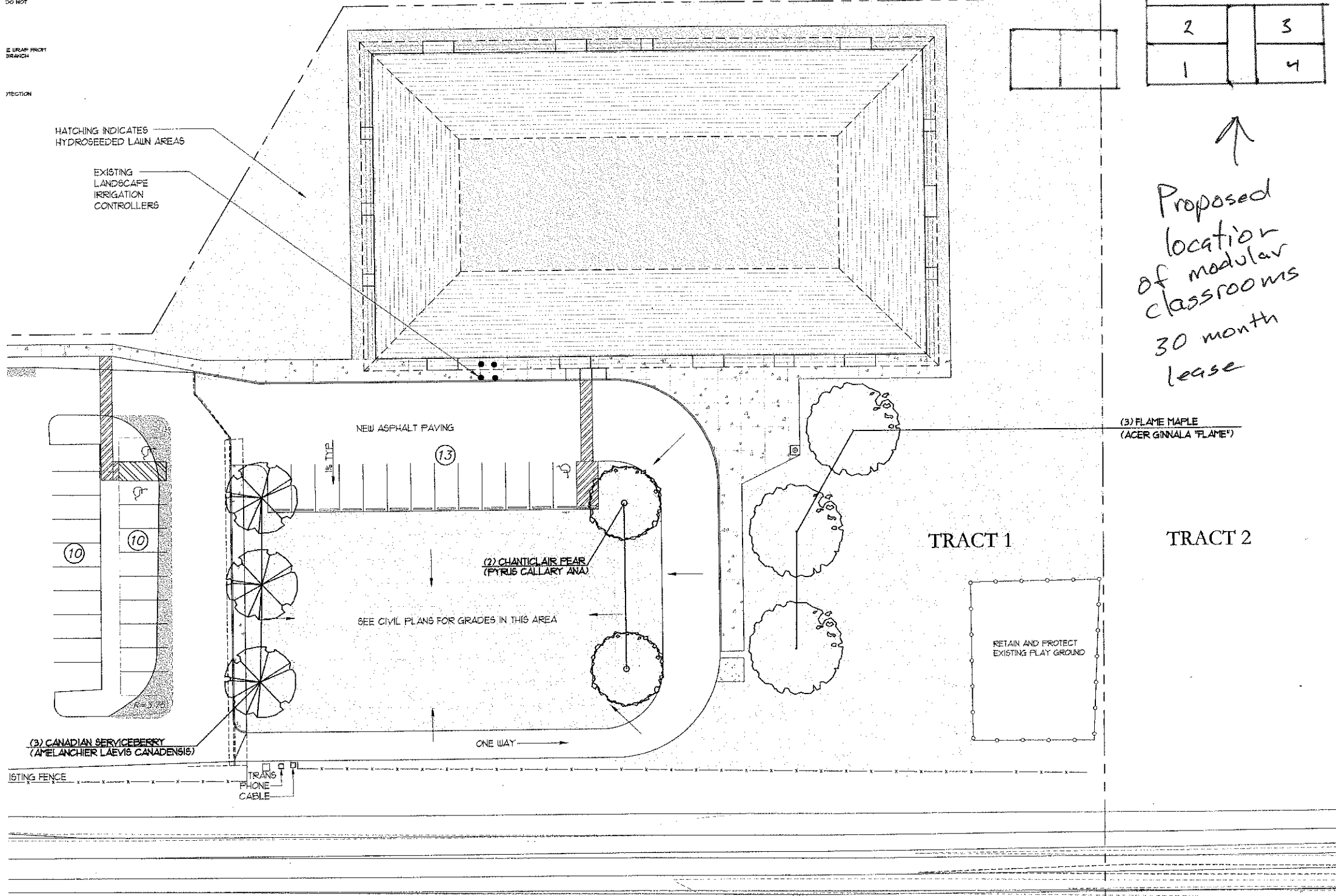
	2		3
	1		4

↑  
Proposed location of modular classrooms  
30 month lease

EXISTING FENCE

TRANS PHONE CABLE

ONE WAY



## **XV. Appendix B:**

Governance (Articles of Incorporation and Bylaws)



# ARTICLES OF INCORPORATION (Non-Profit)

(Instructions on back of application)

The undersigned, in order to form a Non-Profit Corporation under the provisions of Title 30, Chapter 3, Idaho Code, submits the following articles of incorporation to the Secretary of State.

**FILED/EFFECTIVE**  
01 DEC 13 AM 9:23

SECRETARY OF STATE  
STATE OF IDAHO

Article 1: The name of the corporation shall be: White Pine Charter School, Inc. /

Article 2: The purpose for which the corporation is organized is: The corporation is organized exclusively for educational purposes under Section 501(c) (3)

Article 3: The street address of the registered office is: 1799 E. 81st N. Idaho Falls, ID 83401 and the registered agent at such address is: Anita L. Ogden

Article 4: The board of directors shall consist of no fewer than three (3) people. The names and addresses of the initial directors are: Anita L. Ogden 1799 E 81st N, Idaho Falls, Id 83401  
Daniel B. Ogden 1799 E 81st N, Idaho Falls, ID 83401  
Ryan Wymore 632 Terrace Dr, Idaho Falls, ID 83402

Article 5: The name(s) and address(es) of the incorporator(s):  
Anita L. Ogden 1799 E. 81st N. Idaho Falls, ID 83401  
Daniel B. Ogden 1799 E. 81st N. Idaho Falls, ID 83401

Article 6: The mailing address of the corporation shall be:  
1799 E. 81st N. Idaho Falls, ID 83401

Article 7: The corporation (  does  does not) have voting members.

Article 8: Upon dissolution the assets shall be distributed:  
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. After paying or adequately providing for the debts and obligations of the corporation, the remaining assets shall be distributed to one or more nonprofit funds, foundations, or corporations which are organized and operated for educational purposes.

Signature of all incorporators: Anita L. Ogden  
Daniel B. Ogden  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Customer Acct #:  
(if using pre-paid account)

Secretary of State use only

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IDAHO SECRETARY OF STATE  
12/13/2001 05:00  
CK: 2062 CT: 151600 BH: 434334  
I # 38.00 = 38.00 INC NONP # 2

C 141717



# ARTICLES OF AMENDMENT (Non-profit)

To the Secretary of State of the State of Idaho  
Pursuant to Title 30, Chapter 3, Idaho Code, the undersigned  
non-profit corporation amends its articles of incorporation as  
follows:

**FILED EFFECTIVE**  
2007 MAR 29 AM 8:37

SECRETARY OF STATE  
STATE OF IDAHO

- The name of the corporation is:  
White Pine Charter School, Inc.

If the corporation has been administratively dissolved and the corporate name is no longer available for use, the amendment(s) below must include a change of corporate name.

- The text of each amendment is as follows:

Amendment to Article 9 Board of Directors amended to read as follows:

The number of directors constituting the Board of Directors of the corporation shall be fixed by the Bylaws, but in no event shall there be less than five (5) nor more than nine (9) directors.

- The date of adoption of the amendment(s) was: March 1, 2007

- Manner of adoption (check one):

- Each amendment consists exclusively of matters which do not require member approval pursuant to section 30-3-90, Idaho Code, and was, therefore, adopted by the board of directors. (Please fill spaces below)
- The number of directors entitled to vote was: 7
  - The number of directors that voted for each amendment was: 7
  - The number of directors that voted against each amendment was: 0

- The amendment consists of matters other than those described in section 30-3-90, Idaho Code, and was, therefore adopted by the members. (Please fill spaces below)

a. The number of members entitled to vote was: \_\_\_\_\_

b. The number of members that voted for each amendment was: \_\_\_\_\_

c. The number of members that voted against each amendment was: \_\_\_\_\_

Dated: 3-1-07  
 Signature: Miles A. Carroll  
 Typed Name: Miles A. Carroll  
 Capacity: Chairman, Board of Directors

Customer Acct #:  
 (if using pre-paid account)  
 Secretary of State use only

g:\corpforms\starts or amendment\_op.pmd  
Revised 10/2003

IDAHO SECRETARY OF STATE  
 03/29/2007 05:00  
 CK: 3229 CT: 166524 BH: 1043440  
 I # 30.00 = 30.00 NON PROF A # 2

C 141717



# ARTICLES OF AMENDMENT (Non-profit)

**FILED EFFECTIVE**

2007 MAR 29 AM 8:37

To the Secretary of State of the State of Idaho  
Pursuant to Title 30, Chapter 3, Idaho Code, the undersigned  
non-profit corporation amends its articles of incorporation as  
follows:

SECRETARY OF STATE  
STATE OF IDAHO

- The name of the corporation is:  
White Pine Charter School, Inc.

*If the corporation has been administratively dissolved and the corporate name is no longer available for use, the amendment(s) below must include a change of corporate name.*

- The text of each amendment is as follows:

Amendment to Article 14 Upon Dissolution of the Corporation amended to read as follows:

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. After paying or adequately providing for the debts and obligations of the corporation, the remaining assets shall be distributed to the Authorizing Charter Entity pursuant to Section 33-5206(8) of the Idaho Code and within the meaning of section 501(c)(3) of the internal revenue code.

- The date of adoption of the amendment(s) was: March 5, 2007

- Manner of adoption (check one):

- Each amendment consists exclusively of matters which do not require member approval pursuant to section 30-3-90, Idaho Code, and was, therefore, adopted by the board of directors. (Please fill spaces below)
- The number of directors entitled to vote was: 5
  - The number of directors that voted for each amendment was: 5
  - The number of directors that voted against each amendment was: 0

- The amendment consists of matters other than those described in section 30-3-90, Idaho Code, and was, therefore adopted by the members. (Please fill spaces below)
- The number of members entitled to vote was: \_\_\_\_\_
  - The number of members that voted for each amendment was: \_\_\_\_\_
  - The number of members that voted against each amendment was: \_\_\_\_\_

Dated: 3-5-07  
 Signature: Miles A. Carroll  
 Typed Name: Miles A. Carroll  
 Capacity: Chairman, Board of Directors

Customer Acct #:  
 (If using pre-paid account)  
 Secretary of State use only

g:\corpinc\forms\articles of amendment\_np.pmd  
Revised 10/2003

IDAHO SECRETARY OF STATE  
 03/29/2007 05:00  
 CK: 3250 CT: 166524 BH: 1043439  
 1 @ 30.00 = 30.00 NON PROF A # 2

Web Form

C 141717

## **XVI. Appendix C:**

Board of Directors



James V. Seamans, Jr.  
480 S. Deon Lane  
Idaho Falls, Id 83401  
(208) 569-6819  
jseamans2039@msn.com

## **Summary of Qualifications**

Highly motivated, goal oriented professional with diversified experience in Nuclear Engineering, Reactor Engineering, Criticality Safety, Applied Physics, Non-Destructive Assay, Gamma Spectroscopy and Neutron Coincidence Counting. Strengths include:

- MCNP modeling, data analysis and error reduction.
- Programming and development of NQA-1 Compliant software, utilizing various programming languages, including; Microsoft Visual C++, Visual Basic and C#, currently doing development in VS 2010, 2012 and 2013.
- Nuclear Instrumentation, Alpha, Gamma, and Neutron Spectroscopy
- Passive and Active Neutron Non-Destructive Drum and Box Assay counting systems
- Neutron Multiplicity and Coincidence counting systems, design, software, and data analysis.
- Criticality Safety Controls for container handling, stacking, storage and packaging
- Criticality Working Requirements and Technical Safety Requirements for Documented Safety Analysis implementation
- Pajarito Scientific RBAS Software, Canberra NDA 2000, Genie2k and ISOCS Software
- MGA and FRAM Gamma Spectroscopy Analysis Software
- Proficient in WIPP, DOT, EPA and NRC Regulatory Requirements

## **Professional Experience**

### **Senior Physicist**

**September 2008 to Present**

Pajarito Scientific Corporation (PSC)

AMWTP NDA Manager/Subject Matter Expert – Idaho Falls, Id

Physics Support – Portsmouth – Piketon, Ohio

- Performed MCNP modeling of compressors and diffusers for calibrating neutron and gamma measurement systems.
- Performed data analysis of MCNP models for validation of holdup measurements of uranium within various enrichment plant components.
- Developed a method for combining the results of multiple containers, which evaluate the average detection limit at the lowest values, allowing for disposal as low level waste.
- Performed software development in Visual Basic and Visual C++ for the data analysis of neutron and gamma measurements for quantification of radio-isotopes present in waste containers.
- Subject Matter Expert and NDA Manager for Waste Management of the Non-Destructive Assay (NDA) Assay Systems at the Advanced Mixed Waste Treatment Project (AMWTP).
- Provided oversight and supervision of the system operation of seven different WIPP certified NDA systems.

- Mentored junior Expert Technical Reviewers for data analysis process and validation of NDA results for waste certification and disposal.
- Performed system calibrations and certified the AMWTP Retrieval Box Assay System for sending waste to the Waste Isolation Pilot Plant (WIPP).
- Non-Destructive Assay Expert for Criticality Safety
- Conducted training of personnel for Expert Technical Reviewer and Independent Technical Reviewer qualifications for AMWTP NDA Systems.
- Performed Expert Technical Review and technical oversight of NDA data validation for TRU and LLW/MLLW waste, for treatment and/or disposal at the Waste Isolation Pilot Plant (WIPP), Nevada Test Site (NTS) and Energy Solutions.
- Performed data analysis for troubleshooting, calibration, qualification and certification of neutron and gamma assay systems for waste disposal and criticality safety analysis measurements.
- NDA Manager for WIPP, EPA and NTS audit activities.

**Senior Physicist**

**April 2007 to September 2008**

Pajarito Scientific Corporation (formerly BIL Solutions)  
AMWTP NDA Shift Supervisor – Idaho Falls, Id

- Shift Lead for Non-Destructive Assay, providing physics support and technical oversight for data review personnel and AMWTP operations, including support of Facility and Characterization Drum Assay Systems, Retrieval Box Assay System (RBAS) and Packet Assay Systems.
- Conducted training of personnel for Independent Technical Reviewer qualification for AMWTP Assay Systems.
- Performed Independent Technical Review and Expert Technical Review of NDA data for Facility and Characterization Drum Assay Systems.
- Performed Expert Technical Review of NDA data for the Retrieval Box Assay System and Packet Assay System.
- Provided support for WIPP, EPA and NTS audits.

**Consultant  
Physicist**

**June 2005 to April 2007**

BIL Solutions, Inc. (formerly BNFL Instruments)  
AMWTP NDA Expert Reviewer – Idaho Falls, Id

- Provided physics support and technical oversight for AMWTP operations, including support of Facility and Characterization Drum Assay Systems, and Retrieval Box Assay System (RBAS).
- Conducted training of personnel for Independent Technical Reviewer qualification in support of AMWTP Facility and Characterization Drum Assay Systems.
- Developed a method for performing gamma spectroscopy summation in support of source term determination for drums and boxes for Mixed and Low Level Waste.

- Performed Independent Technical Review and Expert Technical Review of NDA data for Facility and Characterization Drum Assay Systems.
- Performed Expert Technical Review of NDA data for the Retrieval Box Assay System.
- Performed software testing in support of WTS for NDA Expert Review Software. Worked with software developers to ensure adequacy and needs of the program in support of NDA for WTS functions.
- Provided support for WIPP and EPA audits.

**Consultant  
Physicist**

**February 2002 to May 2005**

BNFL Instruments, Inc.  
Rocky Flats

- Provided physics support for Rocky Flats cleanup and closure operations, including support of FRAM gamma spectroscopy, Imaging Passive-Active Neutron (IPAN) drum counter, Passive-Active Drum Counter (PADC), Passive-Active Crate Counter (PACC), Super High-Efficiency Neutron Counter (SHENC), Tomographic Gamma Scanning (TGS) drum and can counters, Segmented Gamma Scanning (SGS) drum and can counters, and Multi-Purpose Crate Counter (MPCC).
- Conducted Independent Technical, Expert Technical and Technical Supervisor review of NDA data for Segmented Gamma Scanners, IQ3, Passive Neutron Nondestructive Assay, Imaging Passive-Active Neutron, Passive-Active Drum Counter, Passive-Active Crate Counter, Super High-Efficiency Neutron Counter, Tomographic Gamma Scanning, Multi-Purpose Crate Counter Systems
- Calibrated and Qualified Gamma Spectroscopy system for WIPP and Safeguards measurements.

**Scientist/NDA Specialist**

**January 2000 to September 2001**

Canberra Industries  
RFETS Office, Arvada, Co.

- Developed Software using Microsoft Visual C++ for automated data evaluation, validation and paperless data systems.
- Wrote detailed Software Requirements Specifications, Design Documents, Users Manuals and Test plans for NQA-2 compliant software.
- Developed and tested total measurement uncertainty software using the Microsoft Visual C++, REXX command environment and Genie-PC Graphical Batch Tools for Segmented Gamma Scanner Can Counters, Neutron Multiplicity Counters and Passive Neutron Counters Nondestructive assay systems.
- Conducted Independent Technical, Expert Technical, Technical Supervisor and Quality Assurance Officer review of NDA data for Segmented Gamma Scanners, IQ3 and Passive Neutron Nondestructive Assay Systems.

- Developed an Automated Independent Technical Review process for optimizing data review of passive neutron, segmented gamma scanner and neutron multiplicity counter data.
- Developed and tested total measurement uncertainty software using Visual C++, REXX command environment and Genie-PC Graphical Batch Tools for Segmented Gamma Scanners, IQ3, Neutron Multiplicity Counters and Passive Neutron Systems.
- Ported and optimized gamma spectroscopy analysis software from OS/2 to the Microsoft Windows operating system environment.

**Principle Engineer/Scientist**

**March 1999 to December 1999**

Idaho National Engineering & Environmental Laboratory  
Radioactive Waste Management Complex

- Provided physics support for Stored Waste Examination Pilot Plant (SWEPP) operations, including the Gamma Ray Spectrometer and Passive Active Neutron systems, with associated system software.
- Operational testing and debugging of system software and hardware.
- Troubleshooting and repair of associated electronics and instrumentation for both neutron and gamma measurement systems.
- Performed calibrations and calibration checks of neutron assay and gamma spectroscopy systems.
- Supervised the operations of neutron assay and gamma spectroscopy systems for Non Destructive Assay of waste containers.
- Conducted Level I data review of RadioAssay data for shipment to the Waste Isolation Pilot Plant.
- Participated in the data validation and certification of the first shipment of waste from Idaho to the Waste Isolation Pilot Plant.

**Consultant  
Physicist**

**October 1998 to February 1999**

Idaho National Engineering & Environmental Laboratory  
Radioactive Waste Management Complex

- Provided physics support for Stored Waste Examination Pilot Plant (SWEPP) operations, including the Gamma Ray Spectrometer and Passive Active Neutron systems, with associated VAXGAP and SAS software.
- Utilized Gamma-Ray Spectroscopy to perform isotopic analysis for characterizing radioactive nuclear waste.
- Conducted a performance Evaluation of the Transuranic Reporting, Inventory and Processing System (TRIPS).
- Familiar with design basis of SWEPP RadioAssay program, through detailed study of supporting documentation and practical on the job training.
- Provided on the job training and classroom instruction of SWEPP Radio Assay Operators in basic nuclear theory and nuclear instrumentation operations.

**Research Assistant  
Physics Particle Beam Lab**

**May 1995 to November 1998**

The State of Idaho

Idaho State University, Pocatello, Id.

- Installed a model AK-2000, 2 MeV Van de Graaff Generator positive ion accelerator with associated ion beam transport and vacuum systems.
- Characterized unknown samples utilizing Alpha, Gamma and Neutron spectroscopy using Non Destructive Assaying techniques including: Proton Induced X-ray Emission, Rutherford Scattering and Neutron Activation Analysis.
- Operated Radio Frequency Quadrapole (RFQ) proton accelerator and Van de Graaff accelerator for Boron Neutron Capture Therapy research.
- Maintained ion beam transport systems utilizing oil diffusion, Cryo-pump/compressor, adsorption, turbo and ion vacuum pump systems.
- Determined the neutron yield from the proton-neutron reaction for Beryllium, Lithium, Lithium Fluoride, Lithium Oxide and Lithium Nitride, at varying incident energies.

**Leading First Reactor Controls Division Petty Officer**

**June 1992 to July 1994**

United States Navy

USS Georgia, SSBN 729 (Gold), Bangor, Wa.

- Performed troubleshooting and repairs on reactor plant instrumentation and controls systems.
- Scheduled refit and patrol divisional preventive and correctional maintenance.
- Prepared and delivered divisional and departmental lectures and conducted troubleshooting laboratory sessions.
- Participated in the first ever Pacific Fleet SSBN Follow-on CINC Evaluation Test conducted in the Atlantic Fleet.
- Supervised a division of eight junior personnel in the conduct of operations and maintenance on a Navy submarine nuclear propulsion plant and associated instrument and control equipment.
- Performed calibrations and calibration checks of reactor plant neutron measurement systems.

**Training Petty Officer  
Instructor**

**April 1990 to June 1992**

Nuclear Power Training Unit

Naval Reactors Facility, Idaho Falls, Id.

- Conducted on the job training of junior personnel in reactor plant operations, watch standing and casualty response.
- Provided classroom instruction on reactor principles and detailed analysis of Reactor Plant controls and instrumentation electronics.
- Scheduled the watches of qualified and qualifying personal, ensuring a high efficiency in student and staff qualifications and proficiency at their respective watch stations.

- Wrote and administered examinations to students ensuring adequate coverage and proper testing of integrated systems knowledge, watch standing skills and casualty response.

### **Student in the Naval Nuclear Power Program**

**March 1988 to April 1990**

Nuclear Field “A” School	Naval Training Center, Orlando, Fl.
Naval Nuclear Power School	Naval Training Center, Orlando, Fl.
Nuclear Power Training Unit	Naval Reactors Facility, Idaho Falls, Id

- Obtained hands on experience in the operation, maintenance and casualty response for naval nuclear propulsion plants.
- Received training on electronics theory and operation for Naval nuclear reactor plant controls and instrumentation.
- Received instruction on reactor principles and theory for Naval nuclear propulsion reactors, steam and electric plants.
- Instructed students in electronics troubleshooting as a lab assistant at the Nuclear Field “A” School (6 months)

### **Volunteer Experiences**

- Financial Auditor for local non-profit organization.
- Financial Clerk for local non-profit organization.
- Board of Directors, White Pine Charter School, Idaho Falls, ID

### **Certifications and Training**

- MCNP modeling course by Forrest Brown in Idaho Falls
- AMWTP NDA Independent Technical Reviewer
- AMWTP NDA Expert Technical Reviewer
- AMWTP NDA Subject Matter Expert
- AMWTP Software Tester
- AMWTP Trainer & Assessor Qualification
- INEEL/RWMC RadioAssay Level I data Reviewer
- Nuclear Field Electronics Technician “A” School (USN)
- Naval Nuclear Power School and Nuclear Power Training Unit (USN)
- Electronics Technician Maintenance School (USN)
- Master Training Specialist (USN)
- Reactor Principles School (USN)
- Awarded the National Defense Medal and Good Conduct Medal
- Awarded two Submarine Group Nine Letters of Commendation
- RFETS Expert Technical data Reviewer
- RFETS Independent Technical data Reviewer
- RFETS Technical Supervisor

## **Education**

- B.S., Applied Physics – Idaho State University, 1998.
- M.E., Nuclear Engineering – University of Idaho, 2011
- Graduate Certificate, Nuclear Criticality Safety – University of Idaho, 2011

**Tony Lima, APR**  
**Director of Public Relations**  
**Melaleuca**

As Melaleuca's director of public relations, Tony focuses on building key relationships and enhancing the company's reputation. He oversees Melaleuca's media relations, community outreach, and philanthropic activities. He also supports the company's public affairs, social media, and online marketing initiatives. As a representative for Melaleuca, Tony serves on the board of directors for the Idaho Technology Council (ITC), the Regional Economic Development Corp. for East Idaho (REDI), the American Red Cross of Greater Idaho, the Greater Idaho Falls Chamber of Commerce, and the Development Workshop Foundation.

Tony has chaired White Pine Charter School's board of directors since July 2017, and his four children currently attend the school. Before joining White Pine's board in 2016, Tony was a board member and founder at American Heritage Charter School in Idaho Falls.

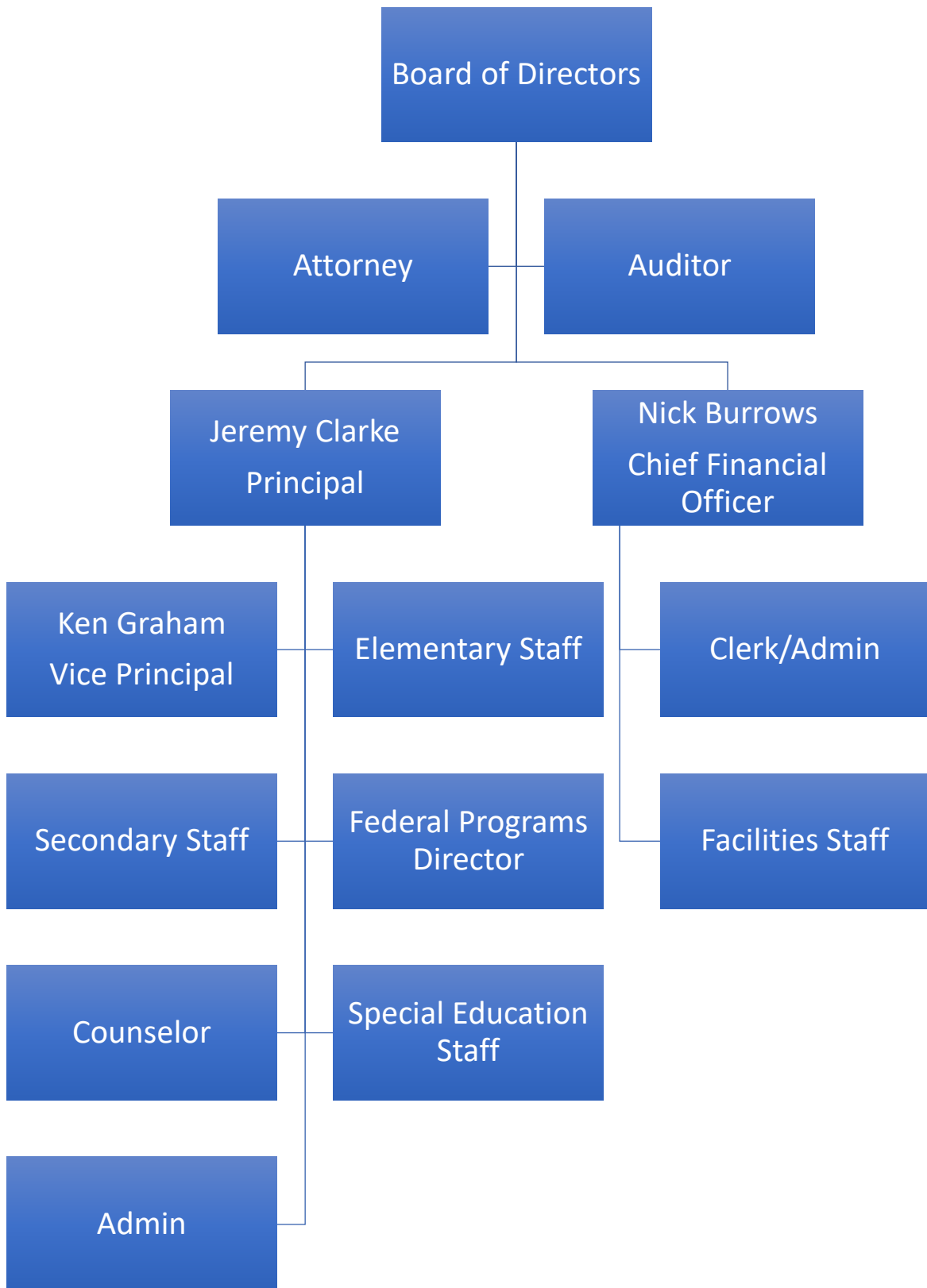
Prior to working at Melaleuca, Tony was the director of strategic marketing at The Summit Group in Salt Lake City. He led advertising, public affairs, public relations, and social media campaigns for some of the ad agency's largest accounts and spent time leading the firm's new business. A few of his clients were Wal-Mart, Subway, Cricket Wireless, the University of Utah, Salt Lake Regional Medical Center and Jordan Valley Medical Center. Previously, he worked at The Dalton Agency, engaging in work for the City of Jacksonville, the NFL's Jacksonville Jaguars, Super Bowl XXXIX's Host Committee, McDonalds, Foley & Lardner, and Wal-Mart. He began his career in New York City at Ogilvy PR Worldwide, where he worked with ADP, Bayer, Deloitte & Touche, Puerto Rico Tourism, GlaxoSmithKline, and Thompson Financial.

Tony is a graduate of Leadership Idaho Falls and Leadership Utah. He received his Accreditation in Public Relations (APR) from the Public Relations Society of America (PRSA). He graduated cum laude from Brigham Young University with a bachelor's degree in Communications.



## XVII. Appendix D:

### School Administration and Organizational Chart



# Jeremy Clarke

270 E Woodhaven Lane, Idaho Falls, ID 83404  
Phone: 208-520-0359 E-Mail: mrjclarke@hotmail.com

## OBJECTIVE

To obtain a position as a charter school principal and use my strong organizational skills, educational background, and ability to work well with people. Experienced in developing and implementing new promotions and sales programs, trainings for educational and business leaders, and creating employee orientation and recognition programs. Also, I have an extensive background in curriculum design, philosophy and implementation.

## EXPERIENCE

### **Administrator**

#### *White Pine Charter School*

**2012-Present**

- Increased school ranking from a Four Star School to a Five Star School
- Developed and implemented school budget with operating funds of 2.1 million dollars.
- Increased student enrollment by 25 students in first year as administrator
- Implemented system-wide training for educational philosophy developed by E.D. Hirsch (Core Knowledge)
- Developed technology plan including the purchase and implementation of a new Mac lab and mobile chrome book lab
- Increased student attendance to 97% average daily attendance.
- Supervised 55 employees and provided formative and summative evaluations for each employee

### **Regional Sales Manager**

**2008-2012**

#### *Melaleuca, Inc.*

- Increased customer base in the south central United States from 37000 to 46662 in 3 years.
- Increased customer base in AZ, NV, and HI by 700 in first quarter 2012.
- Provided business training on products and contributed to worldwide sales increase from \$887 million dollars to \$1.36 billion in 2012.
- Developed incentive program to motivate associates in call center.
- Recognized three times with the Top Performer Award for attaining growth goals, increasing customer retention by 1.5%.
- Organize conferences with over 300 attendees and host meetings at conventions with over 800 attendees.

### **School Site Administrator**

**2003-2008**

#### *Beaumont, CA and Idaho Falls, ID*

- Provided ongoing analysis and implementation on best practices for educators.
- Managed over 100 certificated and classified personnel.
- Implemented site based changes that increased percentage of students taking tests from 92% to over 95%.
- Conducted interviews and recruitment of school personnel and provided quarterly evaluations.
- Managed budget of over \$200,000 for school site. Had surplus at end of each year.
- Constructed course schedule for over 150 different classes and arranged schedules for all school staff while maintaining class size ratio of 28 students to 1 teacher.
- Developed support team for struggling teachers and students and created mentoring program to insure success for all.

### **Educator**

#### *Riverside and Monrovia, CA*

- Developed daily lessons and had highest perfect attendance for students in school.
- Team Leader on providing specialized instruction to diverse population.
- Integrated different subject matters into effective and deliverable lessons.

- Developed district-wide Gifted and Talented Education program

**Clarke Documentation Services**  
*California and Idaho*

- Created consultation service specializing in technical writing.
- Provided technical writing/copy editing to Large and Small Corporations.
- Developed training materials for Web-based learning.

EDUCATION

**Brigham Young University** **1988-1994**  
Bachelor's degree in English with emphasis in American and British Literature

**Azusa Pacific University** **1998-1999**  
Master's degree in Education with emphasis in Teaching

**University of California, Riverside** **2002-2005**  
Administrator Credential

- Earned 86 units towards PhD in Institutional Leadership and Policy Studies

**Interests**

Running Marathons, Spending Time with Family, Volunteer in Church, Coach Community Sports teams, and Boy Scouts of America. Eagle Scout. Fluent in Portuguese.

# Nicholas Burrows, MBA, MAcc

1595 Brookview Dr. ■ Idaho Falls, ID 83404 ■ 208-403-4531 ■ burrowsn@gmail.com

I am a forward thinking leader who exercises outside the box thinking and creativity in a results oriented world. I work fast-paced, yet deliberately, as I find solutions where others find problems. I have over a decade of experience creating and administering programs in the non-profit sector.

## Experience

**White Pine Charter School** — Ammon, ID — Non-Profit K-8 Charter School  
*Interim Chief Financial Officer, June 2018 to Present*

Advise on all matters relating to the business affairs of school; Assist in preparation of budget and subsequent reports; Monitor expenses and funding sources; Analyze budget and prepare financial reports and projections; Assist with operating procedures and internal controls for all financial and administrative matters, including cash management and collection functions; Reconcile all accounts on a periodic basis; Maintain inventory of all fixed assets; As directed by the administration, approve routine expenditures for goods, services, and salaries; Coordinates personnel management system for support staff; Presents information to the public concerning the financial operation of the school as mandated by Federal, State, and local statutes

**Eastern Idaho Community Action Partnership** — Idaho Falls, ID — Non-Profit Organization Serving the Elderly, Disabled, and Families in Poverty

*Birth to Five Education Director, August 2016 to May 2018*  
*Senior and Family Services Director, August 2015 to August 2016*  
*Senior Services Director, August 2012 to August 2015*  
*Area VI Agency on Aging Director, February 2010 to August 2012*  
*Information Systems Manager, June 2003 to February 2010*

### **Program Management Duties:**

Direct operations of assigned program; Coordinate with CEO and appropriate governance bodies to establish policies and procedures; Operate programs within appropriate federal and state laws; Supervise program staff; Participate in appropriate state associations; Prepare program analysis to demonstrate program outputs and outcomes

### **Financial Management Duties:**

Prepare and oversee annual budgets between \$1.5 and \$4 million; Monitor expenditures and prepare financial analysis to forecast expenditures

### **Resource and Program Development Duties:**

Raise local resources through financial contributions, value of goods, and value of volunteer time to meet federal requirements (approximately 20% of total budget); Liaison to the United Way, Bonneville Interagency Council, and Chamber of Commerce (including committees, such as Young Professionals Network and Advocacy Committee); Member of Civitan Club of Idaho Falls

### **Leadership Duties:**

Participate in Agency's Leadership Team; Participate in Agency Strategic Planning

### **Results:**

- Track record of managing diverse personnel and programs within budget parameters
- Successfully reorganized AAA operations, reducing FTEs from 14 to 8
- Author of EICAP's Award for Excellence in Community Action Application

## Education

**Idaho State University, College of Business** — Pocatello, ID

**Master of Business Administration**, May 2010

**Emphases:** Management and Computer Information Systems

**Master of Accountancy**, May 2014

- Passed all four sections of Uniform Certified Public Accountant Exam

**University of Pennsylvania, School of Engineering and Applied Science** — Philadelphia, PA

**Bachelor of Science in Engineering**, May 2003

**Major:** Computer Science and Engineering

**Minors:** Mathematics, Electrical Engineering

## Community Activities:

*White Pine Charter School Board of Directors (Former Chair); Hospice of Eastern Idaho Board of Directors (Treasurer); Community Outreach Center Board of Directors (Chair); Civitan Club of Idaho Falls (incoming President-Elect)*

## Achievements:

*EICAP Board of Directors 2013 Excellence in Community Action Award Recipient; Idaho Falls Chamber of Commerce 2015 Distinguished Under 40; National Association of Area Agencies on Aging Leadership Institute Graduate; Idaho Falls Chamber of Commerce Leadership Idaho Falls Graduate; Beta Gamma Sigma National Honor Society; Eagle Scout*

## References:

*Amy Ballain Health and Nutrition Advisor, EICAP Former Employee 208-521-6911*

*Mancole Fedder Director, South Central Head Start Former Colleague 208-736-0741 x111*

*Jeremy Clarke Administrator, White Pine Charter School 208-520-0359*

*Celeste Eld Executive Director, Hospice of Eastern Idaho 208-932-5947*

## **XVIII. Appendix E:**

Education Service Provider

Not Applicable

## XIX. Appendix F: Supporting Documentation

- ~~• A copy of the letter sent to the superintendent of each district that overlaps the proposed public charter school's primary attendance area pursuant to I.C. 33-5205 (3)(b).~~
- ~~• Any contracts or draft contracts, purchase and sale agreements, etc.~~
- ~~• Any leases or draft leases. These may be for anything from your facility to your printer.~~
- ~~• Any other real estate agreements, including documentation of purchase agreements or donations.~~
- ~~• Any cost estimates, such as for transportation services, facility remodeling, utilities hookups, curricular materials, etc.~~
- ~~• Any facility development proposals, such as for remodeling, new construction, or installation of portables and supporting infrastructure. Be sure to include timelines on which the work will be completed.~~
- Letter to District 93 Superintendent
- Contracts or draft contracts
- Real Estate Documents re: Facilities Options
- Cost estimates for transportation services
- Cost estimates for modular classrooms
- Email from City of Ammon regarding Siting of Modulars
- Modular Building Specifications
- Alternative Option at location of former Odyssey Charter
- Email regarding Potential Dual Usage of City Property
- Rough Site Plan for Phase 1/2

----- Forwarded message -----

From: **Cindy Donovan** <[cdonovan@ci.ammon.id.us](mailto:cdonovan@ci.ammon.id.us)>

Date: Mon, Sep 10, 2018 at 2:20 PM

Subject: RE: White Pine Charter School

To: Jeremy Clarke <[clarkeje@wpcscougars.org](mailto:clarkeje@wpcscougars.org)>

Hello Jeremy,

The plan to add the modular units looks like it will work. I will present this at our next weekly development meeting. After that we can begin the process to make this a reality.

Thank you,

Cindy Donovan

City of Ammon

City Planner

[2135 South Ammon Road](#)

[Ammon, ID 83406](#)

Phone: (208) 612-4013

Fax: (208) 612-4009

[cdonovan@cityofammon.us](mailto:cdonovan@cityofammon.us)

*Our prime purpose in this life is to help others. And if you can't help them, at least, don't hurt them – Dalai Lama*

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**From:** Jeremy Clarke [mailto:[clarkeje@wpcscougars.org](mailto:clarkeje@wpcscougars.org)]

**Sent:** Monday, September 10, 2018 2:03 PM

**To:** Cindy Donovan <[cdonovan@ci.ammon.id.us](mailto:cdonovan@ci.ammon.id.us)>

**Cc:** Nick Burrows <[burrowsni@wpcscougars.org](mailto:burrowsni@wpcscougars.org)>; Ken Graham <[grahamke@wpcscougars.org](mailto:grahamke@wpcscougars.org)>

**Subject:** Re: White Pine Charter School

Good afternoon Cindy,

I just finished meeting with Keith about the possible location of the modular. I am sending the map with the location along with the information about the modular. We are looking at adding the modular in the late summer of 2019 and having it in use for the 2019-2020 school year.

White Pine Charter School was recently recognized as a **Top Performing K-8 school** for Math Growth for 2017-18. A top performer means our school ranked in the 90th percentile or above on any indicator in the accountability framework. We were also recognized as a **Goal Maker**. Goal makers are schools whose overall performance meets or exceeds the interim measures of progress toward the state's long-term goals for English language arts/literacy, math, growth toward English language proficiency and graduation rate.

We are so proud to be a part of Ammon. Thanks for your consideration.

Jeremy

On Mon, Sep 10, 2018 at 12:47 PM, Cindy Donovan <[cdonovan@ci.ammon.id.us](mailto:cdonovan@ci.ammon.id.us)> wrote:

Hello Jeremy,

It was nice to meet you as well. We look forward to seeing your plan.

Thank you,

Cindy Donovan  
City of Ammon  
City Planner  
[2135 South Ammon Road](https://www.cityofammon.com/2135-South-Ammon-Road)  
[Ammon, ID 83406](https://www.cityofammon.com/Ammon-ID-83406)  
Phone: (208) 612-4013  
Fax: (208) 612-4009  
[cdonovan@cityofammon.us](mailto:cdonovan@cityofammon.us)

*Our prime purpose in this life is to help others. And if you can't help them, at least, don't hurt them – Dalai Lama*

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**From:** Jeremy Clarke [mailto:[clarkeje@wpcscougars.org](mailto:clarkeje@wpcscougars.org)]  
**Sent:** Monday, September 10, 2018 12:40 PM  
**To:** Cindy Donovan <[cdonovan@ci.ammon.id.us](mailto:cdonovan@ci.ammon.id.us)>  
**Subject:** White Pine Charter School

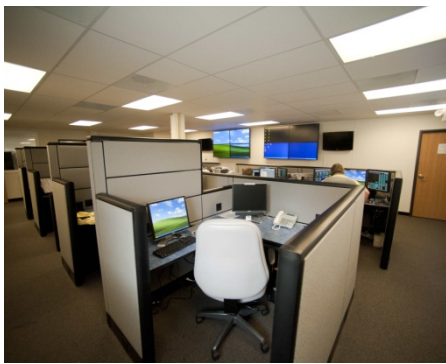
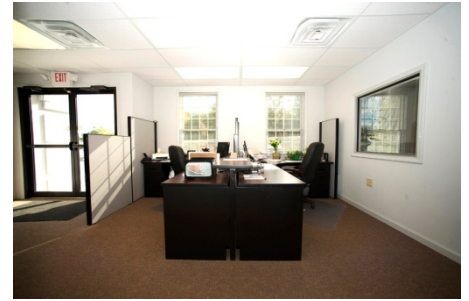
Hi Cindy,  
It was nice to meet you today. I will submit the drawing of the school that will include the possible location of the portable classroom this afternoon. Thanks for your help.  
Jeremy

--

*Jeremy Clarke*  
Administrator  
208-522-4432  
White Pine Charter School  
**Success for Every Student**



MODULAR GENIUS  
SMART BUILDING



# Modular Building Specifications

**Base**  
**Mid - Grade**  
**Premium**

Use Group:				
	A - Assembly	X	X	X
	B - Business	X	X	X
	E - Education	X	X	X
	I - Institutional			X
Construction Type:				
	II - Noncombustible			X
	V - Wood	X	X	X
Floor:				
<b>Frame:</b>	12" Out rigger Frame w/Cross members	X		
	12" Perimeter Steel Main beams		X	
	12" Perimeter Steel Main Beam "Direct Deck"			X
<b>Bottom:</b>	1 Mil Cross-woven polypropylene fabric under flooring	X	X	X
<b>Insulation:</b>	R-21 Un-faced F/G	X	X	X
<b>Joists:</b>	2 x 6 @ 16" On Center Longitudinal	X	X	X
<b>Decking:</b>	Single layer 3/4" T&G OSB underlayment (Advantech)	X		
	Double layer 3/4" T&G OSB underlayment (Advantech)		X	
	Fortacrete structural panels are high strength reinforced cement panels			X
<b>Finish:</b>	1/8" Vinyl tile (12" x 12"), (Armstrong)	X	X	
	26oz Commercial carpet, Shaw "Ambition"	X	X	X
	Knight Premium Flooring quartz			X
	Ceramic Tile			X
Exterior and Interior Walls:				
<b>Studs:</b>	2 x 4 #2 SPF @ 16" On Center, single top plate & single bottom plate	X	X	
	6" x 18ga Steel studs @ 16" On Center & 6" x 18ga Steel track			X
<b>Interior:</b>	1/2" Gypsum	X	X	
	5/8" Type X Fire Rated Gypsum			X
<b>Covering:</b>	Vinyl Covered Wall Paper applied to the gypsum	X	X	
	Mud Tape and Paint			X
<b>Insulation:</b>	(Exterior) - R-15 Kraft faced F/G (Interior) - R-11 Kraft Unfaced F/G	X	X	X
<b>Structural Sheathing:</b>	7/16" OSB	X	X	
	5/8" Dens-glass			X
<b>Moisture Sheathing:</b>	Building wrap (DuPont Commercial Wrap Tyvek)	X	X	X

# Modular Building Specifications

**Base**  
**Mid - Grade**  
**Premium**

## Exterior and Interior Walls Continued:

<b>Exterior Siding:</b>	Aluminum .019 Textured or Flat Panels	X		
	Smart Panel: Engineered Wood Product in 8" groove panels	X		
	Vinyl: Different size lap and textures available	X		
	Hardi Panel 8" groove / Flat / or stucco		X	
	Duratemp: Genuine plywood veneer interior core and hardboard face		X	
	Steel: 26 gauge High rib steel siding and trim in various profiles			X
	Hardie Reveal Panel with design flexibility and high end aesthetic			X
<b>Interior Trim:</b>				
<b>Base:</b>	Vinyl Covered Batten Strip	X		
	4" Vinyl cove base throughout, 6" Vinyl cove base in bathroom		X	X
<b>Corner:</b>	Vinyl covered battens	X	X	
	Mud Tape and Paint			X
<b>Ceiling/Wall:</b>	Vinyl covered battens	X		
	"White" Suspended ceiling wall angle for T-Grid ceiling		X	X
<b>Roof:</b>				
<b>Mate line:</b>	(1) Layer 1-1/2", 2.0 LVL (Max span 30'-0" typical)	X	X	
	Steel Truss clear span (Max span 60' 0" typical)			X
<b>Rafters:</b>	2 x 8 or 2 x 10 Roof rafters @ 16" oc spacing with ledge to LVL	X	X	
	18 ga x 8" Steel roof rafters @ 16" oc spacing bolted to truss			X
<b>Insulation:</b>	R-30 Un-faced F/G Batts	X	X	
	R-30 Un-faced F/G Batts w/2" Rigid foam roof grade insulation board			X
<b>Sheathing:</b>	7/16" OSB w/ 1/4" Dens Deck	X	X	
	5/8" Fire treated plywood sheathing w/ 1/4" Dens Deck			X
<b>Roofing:</b>	.045 EPDM Rubber roof (black)	X		
	.045 EPDM Rubber roof (white)		X	
	TPO Roof (white)			X
	Shingles			X
	Steel: 26 gauge High rib steel siding and trim in various profiles			X
<b>Gutters:</b>	Aluminum J-Rail along length with site install Aluminum Gutters		X	X
<b>Ceiling:</b>	1/2" Textured Gypsum Sea Spray Ceiling Board	X		
	2x4 Acoustic suspending ceiling, "Radar" tiles - USG		X	X
<b>Grid:</b>	Donn DX Ceiling Grid - USG		X	X

# Modular Building Specifications

**Base**  
**Mid - Grade**  
**Premium**

### Windows:

<b>Type:</b>	2/0 x 3/0 – Bronze aluminum framed single hung vertical sliding	X		
	3/0 x 4/0 - “White” vinyl framed single hung vertical slider, Silver line #1400 series w/Fiberglass insect screens		X	
<b>Glazing:</b>	“LOW E” double insulated glass		X	X
<b>Trim:</b>	Vinyl covered wood return & casing	X		
	Wood Painted return & casing		X	X
<b>Blinds:</b>	1” Vinyl mini blinds	X	X	X

### Interior Doors:

<b>Size / Type:</b>	3/0 x 6/8 Hollow core pre-finished wood grain	X		
	3/0 x 6/8 Solid core pre-finished wood grain		X	X
<b>Frame:</b>	Wood Prefinished Jamb	X		
	Steel Painted Jamb		X	X
<b>Hinges &amp; Door Trim:</b>	Standard	X		
	Upgraded		X	X
<b>Levers</b>	Lever set – Grade 2	X	X	
	Lever set – Grade 1			X

### Exterior Doors:

<b>Size / Type:</b>	3/0 x 6/8 - Pre-hung 20ga Commercial steel door w/18ga steel frame 5” x 20” Vision Panels	X	X	
<b>Size / Type:</b>	6/0 x 6/8 – Bronze Aluminum Frame Commercial Glass Doors		X	X
<b>Hinges &amp; Door Trim:</b>	Standard	X		
	Upgraded		X	X
<b>Closer</b>	Door Closer, Tell #12641 (Grade 2) or equal	X	X	X
<b>Panic Bar</b>	Panic hardware, Tell #8300BE (Grade 2) or equal		X	X
<b>Levers</b>	Lever set – Grade 2	X	X	
	Lever set – Grade 1			X

### HVAC:

<b>Equipment / Wall Mount:</b>	<b>THE WALL-MOUNT™ AIR CONDITIONERS (50HZ)</b> GREEN REFRIGERANT R-410A Models W24A to W70A 21,200 Btuh (6.21 KW) – 59,000 Btuh (17.28 KW) Right Side Control Panel 50Hz	X		
<b>Equipment / Wall Mount:</b>	<b>The Wall-Mount™ Variable Capacity Environmental Control Units</b> GREEN REFRIGERANT R-410A The Bard Variable Capacity ECU design is a world-class machine designed to operate from - 40F to +131F (-40C to +55C) outdoor temperature range.		X	X

# Modular Building Specifications

**Base**  
**Mid - Grade**  
**Premium**

### HVAC Continued:

<b>Equipment / Roof Mount:</b>	Gas / Electric - 36,000 BTU (3 Ton) Roof top mounted HVAC units w/12kw			X
<b>Equipment / Pad Mount:</b>	Gas / Electric – Two – Stage Air Conditioner			X
<b>Supply / Return:</b>	F/G in ceiling w/24” x 24” adjustable diffusers	X	X	X
<b>Exhaust:</b>	150-cfm exhaust fan	X	X	X
<b>Thermostat:</b>	7-Day Programmable heat/cool	X	X	X

### Plumbing:

<b>Supply:</b>	PVC pipe & fittings	X	X	
<b>Supply:</b>	Type ‘L’ copper pipe & fittings			X
<b>Waste:</b>	Schedule 40 PVC pipe & fittings	X	X	X
<b>Lavatory:</b>	ADA Accessible wall hung china, American Standard #0321.026	X	X	X
<b>Faucet</b>	Single Control Lavatory Faucet Extra Long Metal Lever Handle	X	X	
<b>Faucet:</b>	Electronic Faucet – Brass Construction			X
<b>Toilet:</b>	Low Consumption Elongated Bowl ADA Compliant	X	X	X
<b>Toilet:</b>	Low Consumption Child Height Bowl – Day Cares	X	X	X
<b>Urinal:</b>	Low Consumption Vitreous China		X	X
<b>Urinal:</b>	Zero Water – Zero Flush			X
<b>Bar Sink:</b>	15” x 15” Stainless steel coffee bar sink w/8” gooseneck faucet		X	
<b>Kitchen Sink:</b>	24” x 24” Fiberglass service sink w/8” swivel faucet		X	X
<b>Water Cooler:</b>	Wall-mounted bi-level water cooler with softly rounded corners and edges		X	X
<b>Water Heater:</b>	Single point complaint hand washing heater per sink – Eemax	X		
<b>Water Heater:</b>	Tank type w/plastic water heater pan - Compact		X	X
<b>Water Heater:</b>	Tank type w/plastic water heater pan - Standard		X	X

### Restroom Accessories:

<b>TP Holder:</b>	Single roll toilet paper holder	X	X	X
<b>Soap:</b>	Surface Mounted Soap Dispenser		X	X
<b>Paper Towel:</b>	Surface Mounted Paper Towel Dispenser		X	X
<b>Mirror</b>	18” x 30” Framed Mirror	X	X	X
<b>Grab Bar</b>	Stainless steel grab bar, (Bobrick #B5806-18, #B5806-36, #B5806-42)	X	X	X
<b>Urinal screen</b>	Wall mounted enameled steel urinal screen		X	X
<b>Partitions</b>	Enameled steel modesty partitions		X	X

# Modular Building Specifications

**Base**  
**Mid - Grade**  
**Premium**

### Electrical:

<b>Service:</b>	120/240V Single phase / 3 Wire (AB Phase with neutral)	X		
	120/208V Three phase / 4 Wire (ABC Phase with neutral)		X	X
<b>Panel:</b>	Cutler Hammer #BR1630B150PK breaker	X	X	X
<b>Lights:</b>	5.625 W x 48 L x 3.187 D surface mounted	X		
<b>Lights:</b>	2 x 4 Four-tube grid mounted fluorescent lights w/T-8 lamps		X	X
<b>Raceway:</b>	Romex / MC cable, Per NEC Code (#12 AWG Minimum)	X	X	X
<b>Receptacles:</b>	120V/15A Duplex “White” & GFI near plumbing and at HVAC	X	X	X
<b>Switch:</b>	120V/15A “White” Toggle switch, as needed (Dual switched per IECC)	X	X	X
<b>Sensor / Wall:</b>	Wall Mounted occupancy sensor		X	X
<b>Sensor / Ceiling:</b>	Ceiling mounted occupancy sensor		X	X
<b>Exit / Light</b>	Rustproof Vandal-Resistant Wall/Ceiling Luminaire	X	X	X
<b>Emergency:</b>	Dual head exit/emergency light w/ 90 Minute battery backup	X	X	X
<b>Voice / Data / Security:</b>	Locations w/Single gang boxes and 1/2” flexible conduit above ceiling for equipment to be installed on site	X	X	X
<b>Fire Alarm:</b>	Locations w/Single gang metal boxes and 1/2” EMT conduit to above ceiling for equipment	X	X	X

### Kitchen Furniture:

<b>Countertop:</b>	7’-0” x 25” deep laminate w/4” backsplash		X	X
<b>Cabinets:</b>	Light medium oak 42” Sink base cabinet - 42” Base and Wall cabinet:		X	X

### Clarifications:

	The specific geographic region and occupancy of the building may require a variance of these specifications.	X	X	X
	These specifications “or equal” are typically used by Modular Genius and are used as the bases for the proposal and floor plans below. Education – Classrooms / Training Daycare – Classrooms / Nursery Business – Office / Administrative Assembly – Worship / Conference Health Care – Clinics / Medical	X	X	X

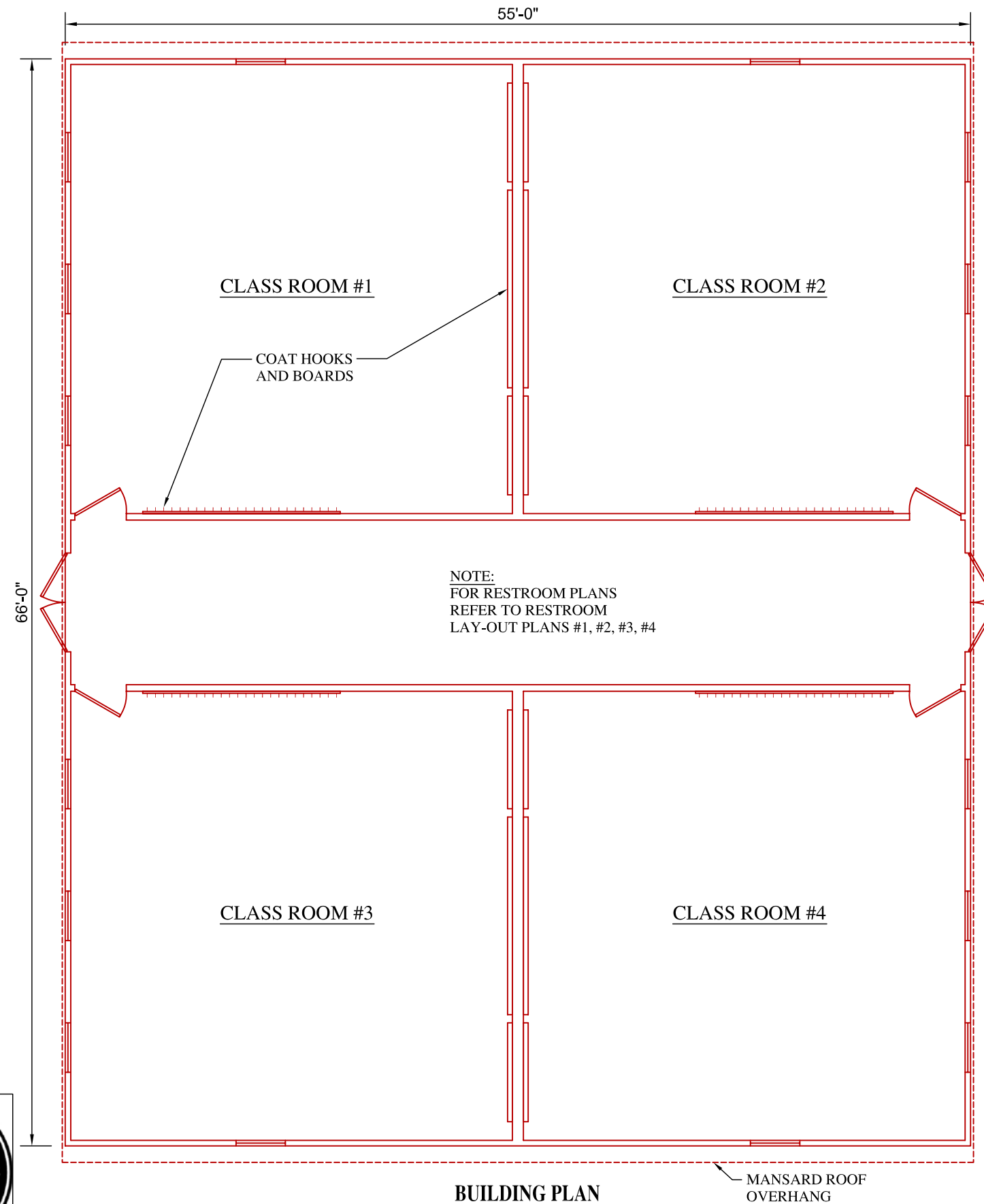
**GENERAL BUILDING INFORMATION:**

DRAWING NUMBER: E4  
 NOMINAL BUILDING SIZE: 56'x66'  
 SQUARE FOOTAGE: 3696  
 BUILDING USE: EDUCATIONAL (E)

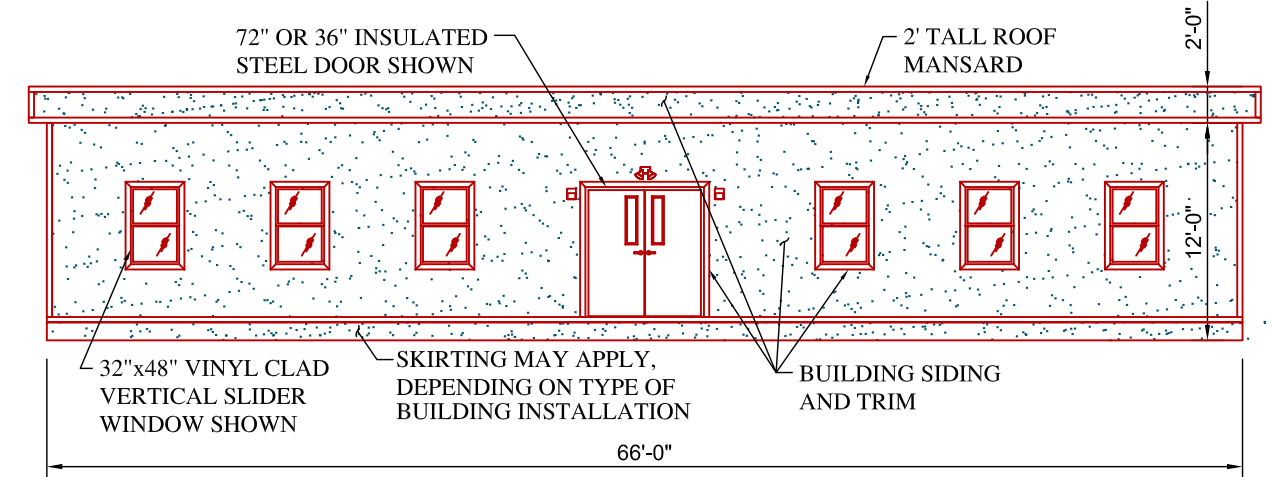
www.modulargenius.com  
 (888)420-1113

**GENERAL CODE INFORMATION:**

- THE MINIMUM AND MAXIMUM NUMBER OF WINDOWS AND DOORS CODE SHALL BE LIMITED. CONSIDERATION MAY BE TAKEN TO THE CODE REQUIREMENTS FOR EGRESS AND ENERGY CONSERVATION.
- REQUIRED PLUMBING FIXTURES ARE SUBJECT TO THE ADOPTED PLUMBING CODE. CONSIDERATION MAY BE TAKEN FOR EXISTING RESTROOMS ON SITE.
- THE BUILDING SQUARE FOOTAGE SHALL BE LIMITED TO THE REQUIREMENTS OF THE ADOPTED BUILDING CODE.
- THE BUILDING SHALL BE SET WITH A PERMANENT OR TEMPORARY FOUNDATION SYSTEM AND APPROVED BY THE LOCAL OFFICIAL HAVING JURISDICTION.
- THE FINAL LAYOUT IS SUBJECT TO REVIEW FOR COMPLIANCE WITH THE BUILDING CODE ENFORCED IN THE AREA THE BUILDING WILL BE LOCATED.



**BUILDING PLAN**



**BUILDING FRONT ELEVATION**

**GENERAL DESIGN NOTES:**

CLASS ROOMS, RESTROOMS, CLOSETS, BREAK ROOMS, CONFERENCE ROOMS AND OFFICES CAN BE ADDED, DELETED, MOVED OR RESIZED TO MEET YOUR SPECIFIC SPACE REQUIRMENTS.

WINDOWS AND DOORS CAN BE ADDED OR REMOVED BASED ON YOUR SITE REQUIREMENTS.

MECHANICAL, ELECTRICAL AND PLUMBING WILL BE SIZED TO MEET THE USE AND OCCUPANCY REQUIREMENTS.



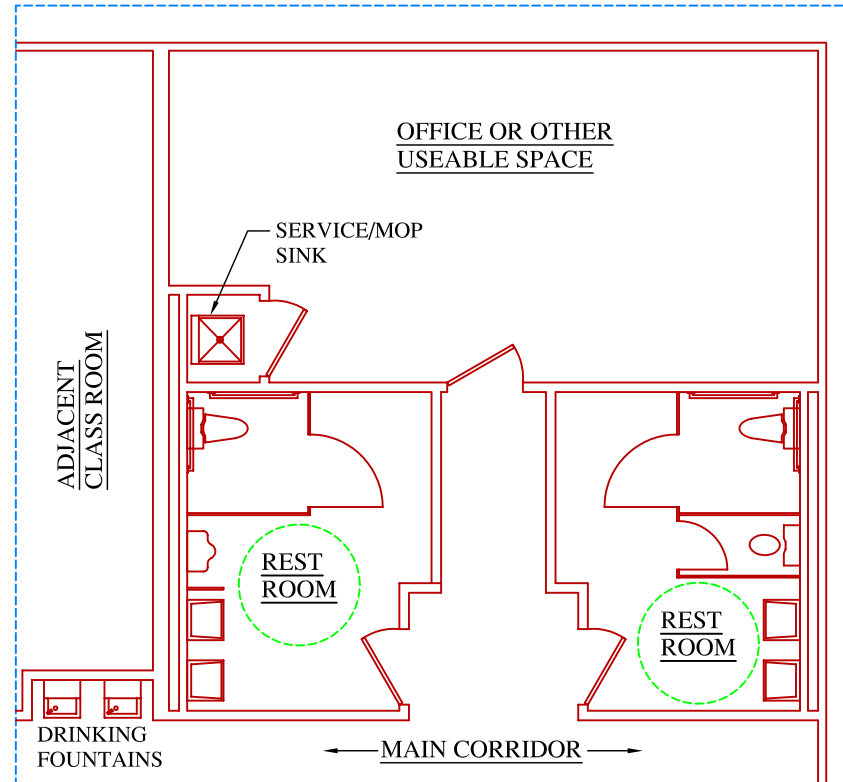
**GENERAL BUILDING INFORMATION:**

DRAWING NUMBER: RRI  
 NOMINAL BUILDING SIZE: VARIOUS  
 SQUARE FOOTAGE: VARIOUS  
 BUILDING USE: EDUCATIONAL (E)

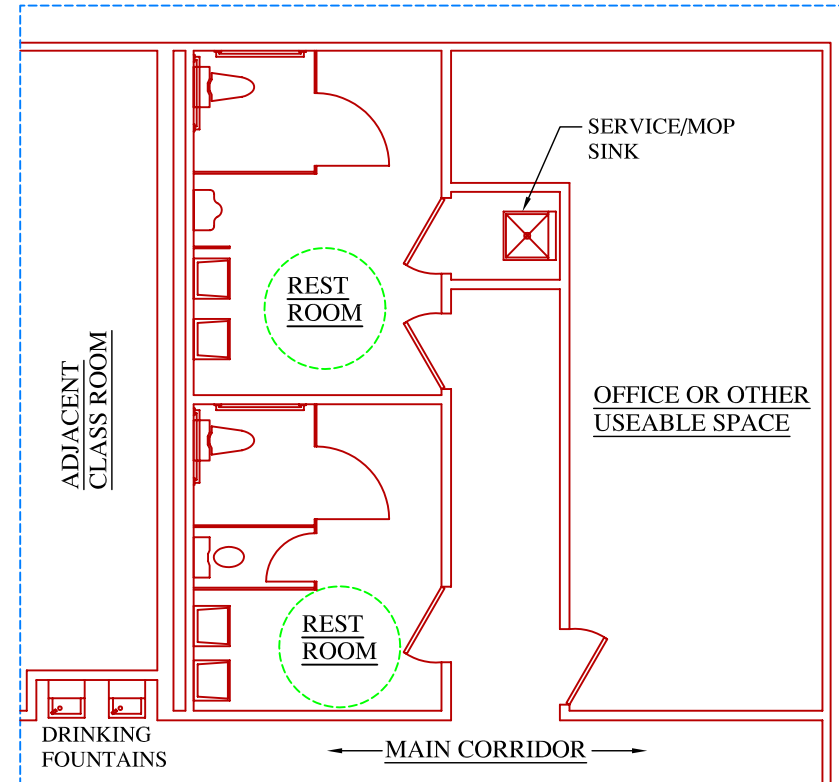
www.modulargenius.com  
 (888)420-1113

**GENERAL CODE INFORMATION:**

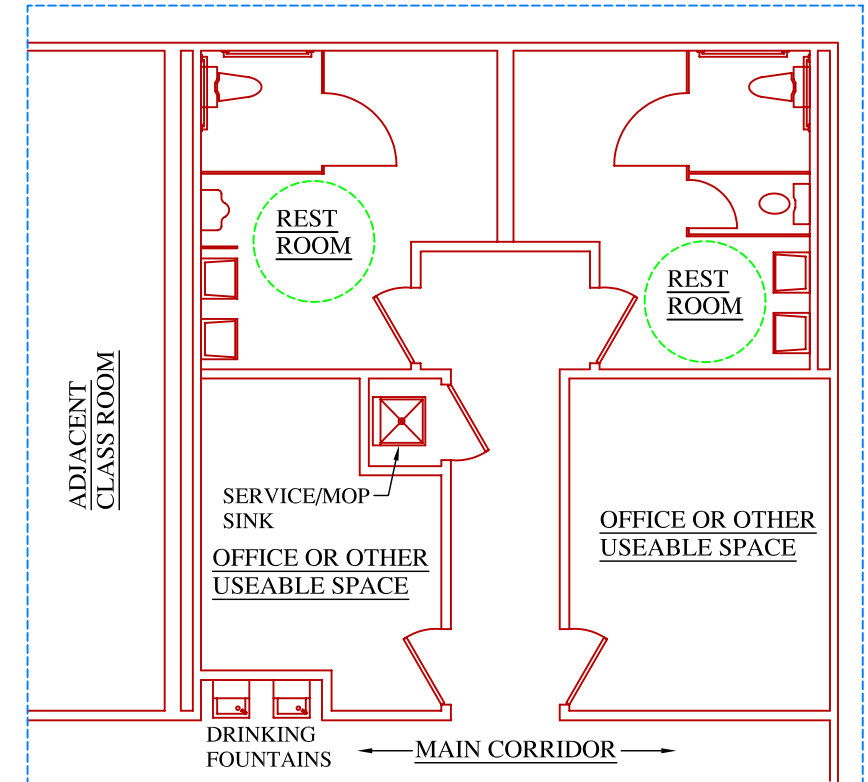
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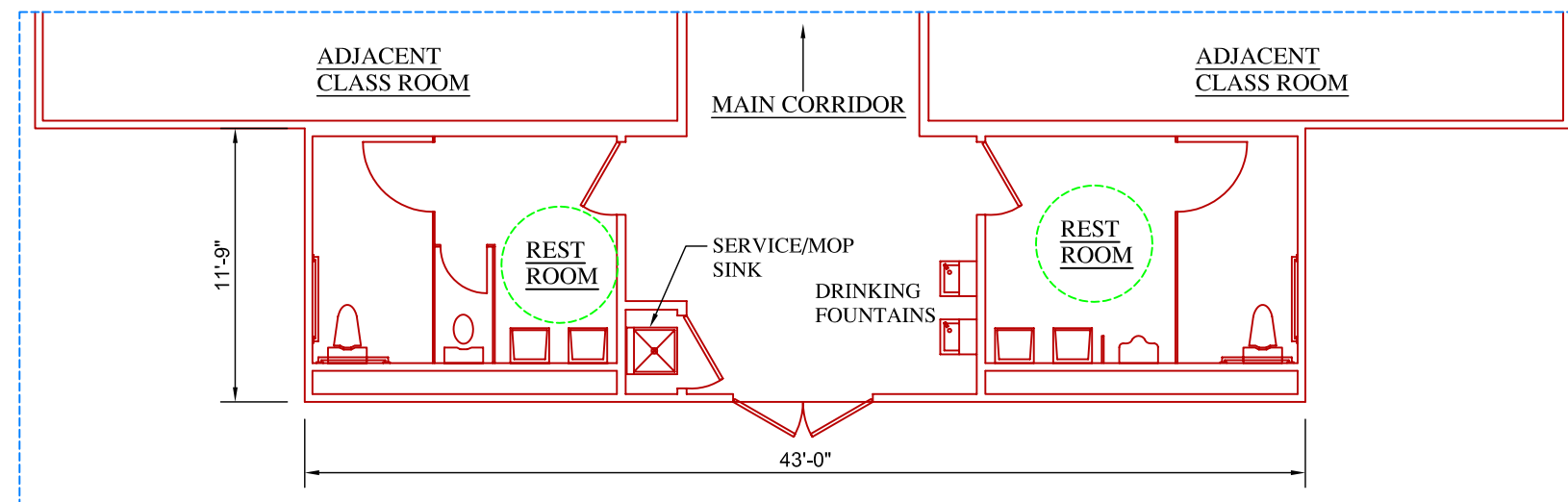
RESTROOM LAY-OUT #1



RESTROOM LAY-OUT #2



RESTROOM LAY-OUT #3



RESTROOM LAY-OUT #4





This is another option for us.

Jeremy

----- Forwarded message -----

From: **Amber Beck** <[amberbeckrealestate@gmail.com](mailto:amberbeckrealestate@gmail.com)>

Date: Mon, Sep 10, 2018 at 3:36 PM

Subject: Odyssey info

To: [clarkeje@wpcscougars.org](mailto:clarkeje@wpcscougars.org)



1235 Jones Dr  
Idaho Falls, ID

Purchase price: \$900,000.00  
Monthly rent including triple net:  
\$8,840

(NNN includes: all outside maintenance of building & grounds, snow removal, taxes etc.)  
NNN is recomplied at the end of each calendar year.

Building was specifically built for a charter school that is no longer in operation. Equipped with advanced air circulation, camera systems, lunch/break area, energy efficiency, etc. Builder has expressed willingness to make structural changes to layout of current walls to accommodate new tenant/owners needs.

Amber Beck  
Century 21 High Desert  
[700 S Woodruff](https://www.century21.com/locations/700-s-woodruff)  
[Idaho Falls, ID 83401](https://www.century21.com/locations/700-s-woodruff)  
Cell (208) 881-4103

Agency Disclosure: <https://irec.idaho.gov/publcs/agency-disclosure-brochure.pdf>  
Lead Paint Information: [http://www.hud.gov/offices/lead/library/enforcement/pyf\\_eng.pdf](http://www.hud.gov/offices/lead/library/enforcement/pyf_eng.pdf)

----- Forwarded message -----

From: **Micah Austin** <[maustin@ci.ammon.id.us](mailto:maustin@ci.ammon.id.us)>  
Date: Mon, Sep 10, 2018 at 1:20 PM  
Subject: RE: Possible dual usage  
To: Jeremy Clarke <[clarkeje@wpcscougars.org](mailto:clarkeje@wpcscougars.org)>

Jeremy,

Thank you for our conversation today for sending along your questions. I'll discuss this with Mayor Coletti and our Parks and Recreation Direction. We have discussed options for this site in the past, however the city's remained ownership with the hope of expanding Tiebreaker park and some point. I'll get back to after I meet with them.

Regards,

Micah

**From:** Jeremy Clarke [mailto:[clarkeje@wpcscougars.org](mailto:clarkeje@wpcscougars.org)]  
**Sent:** Monday, September 10, 2018 12:56 PM  
**To:** Micah Austin <[maustin@ci.ammon.id.us](mailto:maustin@ci.ammon.id.us)>  
**Subject:** Possible dual usage

Hi Micah,

It was a pleasure to meet you today. I hope you and your family have adapted since your moved to the area.

I really am interested in seeing if we can do something with the property located between White Pine Charter School and Snake River Montessori.

White Pine is currently looking to expand our educational offering to include a STEM based high school. This location would be ideal for a new high school.

We are looking to have a high school serving approximately 300-400 students when the school is at capacity. We will grow the school organically. We will start with our current 8th grade class. We also have a marketing plan to recruit students from other schools as well.

In addition to the land to build a high school, we would be able to create a dual use area for the city and the school. We could do this and have athletic fields, a walking path, fitness stations, and other items that would be ideal for the city and the school.

When would it be possible to speak with you about this tremendous opportunity for White Pina and the City of Ammon?

Thank you for your time and consideration.

Jeremy

--

*Jeremy Clarke*

Administrator

208-522-4432

White Pine Charter School

**Success for Every Student**

D AND DO NOT

E BRAN FROM BRANCH

JECTION

HATCHING INDICATES HYDROSEEDED LAWN AREAS

EXISTING LANDSCAPE IRRIGATION CONTROLLERS

NEW ASPHALT PAVING

SEE CIVIL PLANS FOR GRADES IN THIS AREA

ONE WAY

(3) CANADIAN SERVICEBERRY (AMELANCHIER LAEVIS CANADENSIS)

(2) CHANTICLAI PEAR (PYRUS CALLARYANA)

(3) FLAME MAPLE (ACER GINNALA "FLAME")

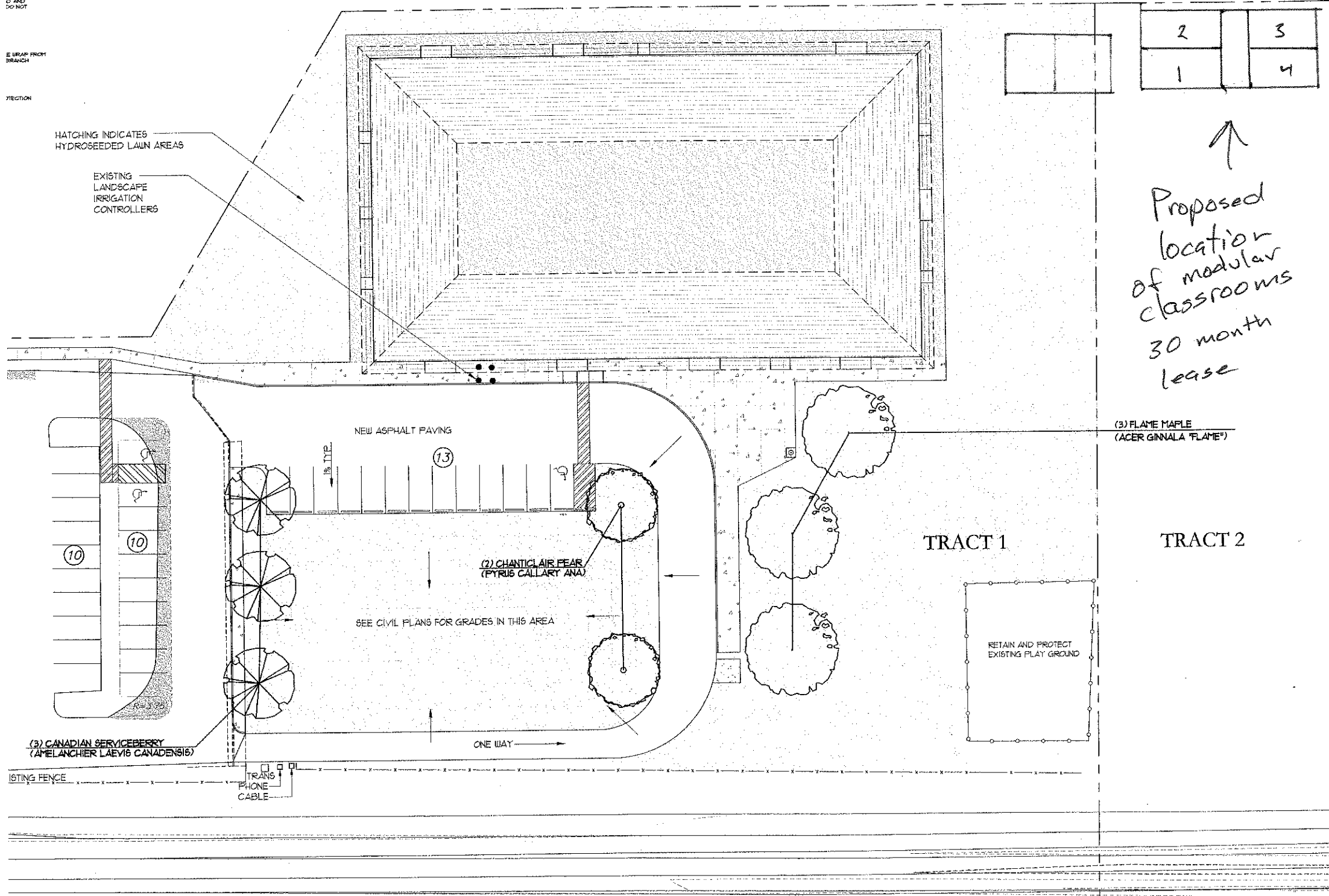
TRACT 1

TRACT 2

RETAIN AND PROTECT EXISTING PLAY GROUND

	2		3
	1		4

↑  
Proposed location of modular classrooms  
30 month lease



D AND DO NOT

E URAP FRONT BRANCH

SECTION

HATCHING INDICATES HYDROSEEDED LAWN AREAS

EXISTING LANDSCAPE IRRIGATION CONTROLLERS

NEW ASPHALT PAVING

SEE CIVIL PLANS FOR GRADES IN THIS AREA

(2) CHANTCLAIR PEAR (PYRUS CALLARYANA)

(3) FLAME MAPLE (ACER GINNALA "FLAME")

(3) CANADIAN SERVICEBERRY (AMELANCHIER LAEVIS CANADENSIS)

TRANS PHONE CABLE

ONE WAY

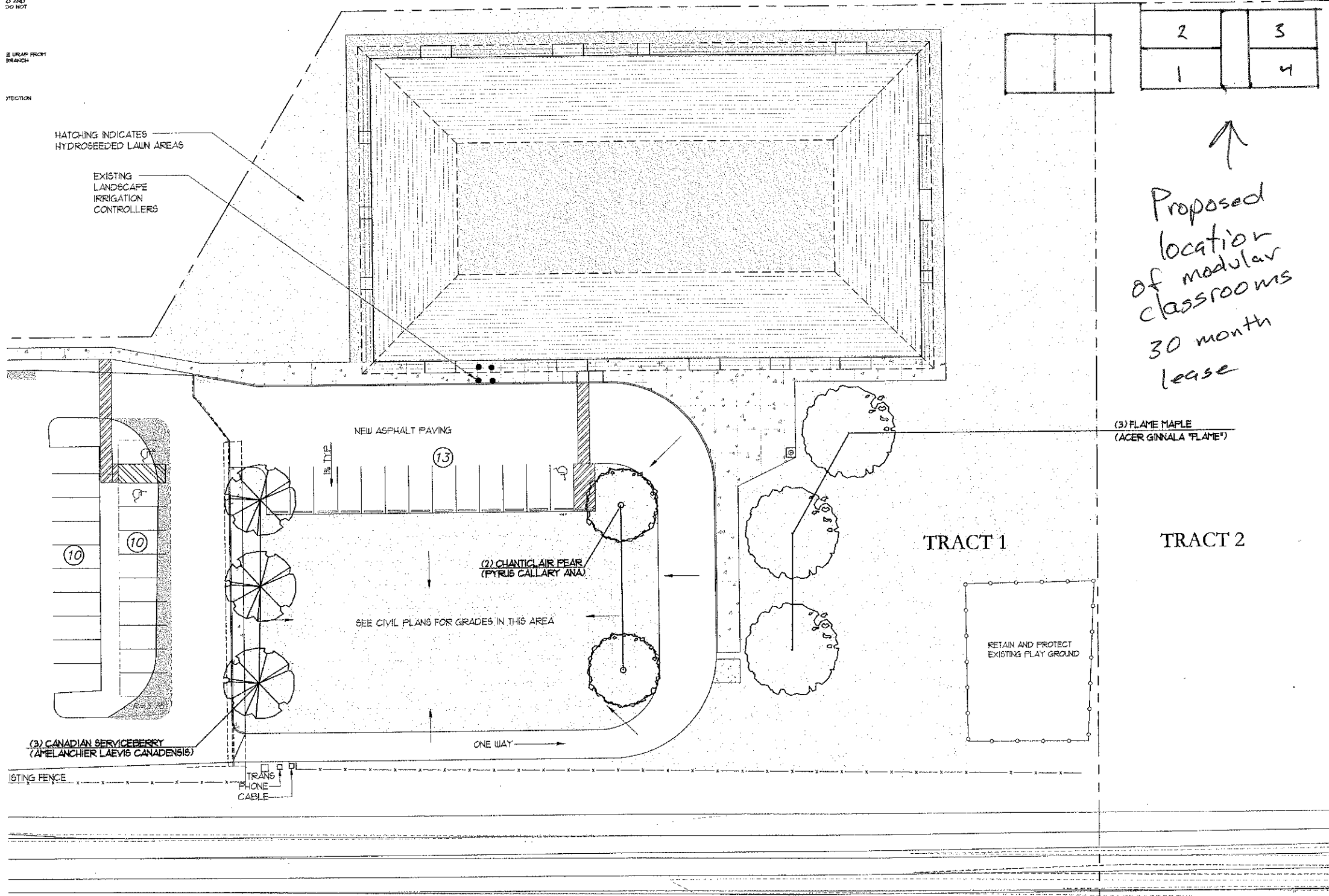
TRACT 1

TRACT 2

RETAIN AND PROTECT EXISTING PLAY GROUND

	2		3
	1		4

↑  
Proposed location of modular classrooms  
30 month lease



**TRANSPORTATION CONTRACT  
WHITE PINE CHARTER SCHOOL  
2959 JOHN ADAMS PARKWAY  
IDAHO FALLS, ID 83406**

**AGREEMENT**

This agreement is entered into on Aug 1<sup>st</sup> 2016, between Board of Director's of White Pine Charter School in Bonneville County, Idaho, referred to as the board, and Teton Stage Lines referred to as contractor.

**RECITALS**

The board is interested in entering into a contract for the purpose of providing adequate transportation services for the school children of the *White Pine Charter School* in conformity with local policies and legal requirement for a period of 1 year.

Contractor has bid for the services sought by the board, and contractor's bid has been found by the board to be acceptable.

In consideration of the foregoing and for other valuable consideration, the board and contractor hereby mutually agree as follows:

**SECTION ONE  
SCOPE OF CONTRACT**

The following shall be deemed to be part of this contract:

- a. The advertisement for bids;
- b. The bid by contractor;
- c. Bid security
- d. The notice of award;
- e. The agreements contained in this contract and recited;
- f. All provisions required by law to be inserted in this contract, whether actually inserted or not.

All of the above taken as a whole shall constitute the contract document.

## SECTION TWO DEFINITIONS

The following words and expressions or pronouns used in substitute therefore, shall, wherever they appear in this contract, be construed as follows, unless a different meaning is clear from the context:

- a. Arbitration shall mean the reference of any dispute concerning this agreement to a referee: the finding and award by the referee shall be binding on the parties.
- b. Board shall mean the Board of Directors of White Pine Charter School its duly authorized representative.
- c. Contract or contract documents shall mean each of the various parts the contract referred to in Section One, both as a whole and severally.
- d. Contractor shall mean , Teton Stage Lines whether operating as a corporation firm or individual, or any combination of same, and contractor's success of personal representatives, executors, administrators, and assigns, and any person, firm, or corporation who or which shall at any time be substituted in contractor's place.
- e. Law or laws shall mean the Constitution of Idaho, the statutes of Idaho, and any ordinance, rule, or regulation having the force of law that is applicable to this contract.
- f. Notice to the contractor shall mean written notice deposited in the United States mail addressed to contractor at P.O. Box 51455, Idaho Falls, Idaho 83405-1455, or to such other address as may appear in an instrument executed by contractor for that purpose and delivered to the board as a change of address. Notice to the Board of Education means written notice delivered to the chairman of the board at P.O. Box 2825, Idaho Falls, Idaho, 83403. Nothing contained in this agreement shall, however, be deemed to preclude or render inoperative the service of any notice, direction, or other communication on contractor personally, or if contractor is a corporation, on any officer or director of contractor.

## SECTION THREE TERM

This contract shall be effective from, August 1, 2016 until the last day of school, on or about June 30, 2017 unless sooner terminated in accordance with the provisions of this contract.

## SECTION FOUR GENERAL UNDERSTANDING AND PERFORMANCE OF WORK

Contractor shall perform the services and furnish the equipment and personnel as provided in the specifications,

- 3 Bus
- 5 Days per week
- Approximately 72 students

and shall do all things necessary or proper for the performance and completion of the work required by this contract, in the manner and at the times provided in the bid and specifications.

**SECTION FIVE  
DELEGATION OF AUTHORITY**

The board hereby delegates to contractor the necessary authority to supervise and control students on the buses operated by contractor while they are en route under such rules as are adopted by the board. However, this authorization shall not include the right to administer corporal punishment, nor the right to eject any offender under circumstances that may or are likely to result in injury or danger to the offender.

**SECTION SIX  
DESIGNATION OF STUDENTS**

Contractor shall transport only those students designated by the board.

**SECTION SEVEN  
SCHOOL CLOSING**

The board agrees to inform contractor as soon as reasonably possible when schools are to be closed because of weather or by reason of any other conditions that might arise.

**SECTION EIGHT  
SCHEDULE DETAILS**

A description of each route shall be furnished to contractor prior to the start of each school year, together with a time schedule and the designated stops to be observed on each route. Changes in the routes, time schedules, or designated stops may be made, and any of the routes may be eliminated or consolidated at the discretion of the board or its duly authorized agent to meet changed conditions. However, no change, elimination, or consolidation, except to meet unexpected or emergency situations, will be made until after contractor has been given an opportunity to confer with the board or its authorized representatives with respect to the change, elimination, or consolidation at least 5 days in advance of the change, elimination, or consolidation. Adjustments in the sums to be paid to contractor will be made for any increase or decrease in mileage resulting from a change, elimination, or consolidation of routes or additional services for high school or elementary school in the nature of school-sponsored activities, as provided in the specifications. The board may, from time to time, establish regulations to be observed by contractor in connection with all details incidental to the operation of the routes, including starting times, bus stops, discipline on the buses, and any situations that may from time to time arise in the performance of the contract.

**SECTION NINE  
RESPONSIBILITY FOR STUDENTS**

Contractor shall be fully responsible for the care and supervision of students during their period of transportation. The transportation of a student shall be deemed to have begun when the student prepares to board the school bus, and shall be deemed to have ended when a student has completed alighting from the bus at a reasonably safe place in which to alight in view of the circumstances then prevailing.

**SECTION TEN  
COMPLIANCE WITH LAWS AND REGULATIONS**

Contractor and contractor's drivers are required to comply with the laws of Idaho, and all regulations or requirements of the State Motor Vehicle Department, Public Utilities Commission, and the State and local Boards of Education or any of them. Furthermore, all school bus drivers employed by the contractor must submit to a criminal history background check pursuant to Idaho Code section 33-130, and shall meet requirements pursuant to IC 33-1509.

It is understood and agreed that White Pine Charter School is a publicly funded, not-for-profit corporation and this Agreement shall in no way or manner be construed so as to bind or obligate White Pine Charter School or the State of Idaho beyond the term of any particular appropriation of funds by the Idaho Legislature or the Congress of the United States as may from time to time exist. In the event the Idaho Legislature or the Congress fails, neglects or refuses to appropriate such funds as may be designated by and enable White Pine Charter School to continue the payment herein, this Agreement shall automatically be terminated and all future rights and liabilities of the parties hereto shall thereupon cease.

**SECTION ELEVEN  
PAYMENT**

As compensation for the transportation of pupils on the regular routes, the Board shall make payment to the Contractor on a monthly basis, based on route mileage as follows:

**Actual miles per day or forty three (43) miles per day per route (whichever is greater) for the 3 buses, at a rate of \$4.15 per mile for days in operations based upon the school calendar, approximately 171 school days.**



Deadhead Miles will be calculated after morning routes, and before afternoon routes at a rate of:

- Each Bus with one (1) driver on board \$2.00 per mile
- Each Bus with two (2) drivers on board \$3.50 per mile.
- Each bus with all three (3) drivers on board \$5.00 per mile.

One (1) bus shall be used for the purpose of transporting drivers from the school to their shop and back to the school. Buses needing repairs shall be used to shuttle drivers for this purpose. Remaining 2 buses shall remain at school and outlets utilized during inclement weather. If the school cannot provide outlets during inclement weather, all buses may need to travel back to the shop for reliability purposes.

Emergency Evacuation Drills will be billed out at \$55.00 per one (1) hour minimum service per school bus requested.

One Standby Bus will be charged at \$25.00 per day for each day school is in operation.

Field Trips in Town have a 2 hour minimum requirement @ \$55.00 per hour.

Field Trips Out of Town have a 2 hour minimum requirement or \$2.50 per mile whichever is greater.

Compensation rates are tied to a baseline fuel cost of \$3.00 per gallon. A fuel adjustment cost will be included on the monthly bill at a rate of \$0.01 per mile for each \$0.05 change in fuel costs above or below baseline fuel cost. Adjustments cost will be based on Contractor's average fuel price for that month.

In the event school is cancelled due to inclement weather or unforeseen circumstance, the Contractor shall be paid one half (1/2) daily rate of the average daily transportation costs for the day in which the cancellation occurs. If buses have already begun driving routes, full wages will be paid to contractor.

At the conclusion of each month, the Contractor shall submit a bill and Contractor's Bus Mileage Report to the school by the 5<sup>th</sup> of the following month. The amount owed to the Contractor shall be paid by net 25 days of submitted mileage report in which the bill was submitted in a timely manner. The bill shall include actual miles for regular routes and rate for fuel adjustment cost. The bill shall be submitted with fuel tickets to verify fuel surcharges. Contractor's Bus Mileage Report will be sent separately by 5<sup>th</sup> of the following month. Field trips will be billed out in a timely manner after each field trip occurs. All field trips bills are due within twenty-five (25) days of invoice date.

**ADDITIONAL BUSES:** If additional buses become necessary over and above those provided as basic service, contractor shall furnish them and shall receive the same amount as the bus services currently being provided.

A cost of living increase will be allowed at the beginning of the new school year (should the contract be extended) after the original year of the contract. Such cost of living increase shall be negotiated between the school administration and the contractor and shall consider the U. S. Consumer Price Index of all Urban Consumers (CPI-U), U. S. City Average.

**SECTION TWELVE  
INSPECTION**

The board reserves the right for its members or duly authorized agents to inspect any and all buses and their operation by riding as passengers or by other reasonable means.

**SECTION THIRTEEN  
TIME OF THE ESSENCE**

Since the contract concerns a necessary public service, the provisions of the contract relating to the daily schedule and regulations that may be promulgated by the board are of the essence of the contract. Accordingly, contractor shall prosecute the work diligently to assure adherence to the schedules.

**SECTION FOURTEEN  
ASSIGNMENT OF CONTRACT**

Contractor agrees not to assign this contract, or any interest in the contract, without the prior approval in writing of the board.

**SECTION FIFTEEN  
FAILURE OF OPERATION**

In the event that contractor fails to operate any route because of the failure of equipment or personnel, the amount of payment for the route may be deducted from the following month's payment at the rate of \$4.15 cents per mile. In order to provide timely service in the event of an equipment failure, the contractor shall have a backup bus available within thirty minutes.

**SECTION SIXTEEN  
RIGHT TO DECLARE DEFAULT**

In addition to any other rights the board may have, the board shall have the right to declare contractor in default if:

- a. Contractor becomes insolvent;
- b. Contractor makes an assignment for the benefit of creditors;
- c. A voluntary or involuntary petition in bankruptcy is filed by or against contractor;
- d. Contractor fails to perform any schedule when notified to do so by the board;
- e. Contractor shall abandon the work;
- f. Contractor shall refuse to proceed with the work when and as directed by the board;
- g. Contractor shall without just cause reduce contractor's working force to a number that, if maintained, would be insufficient, in the opinion of the board, to carry out the work in accordance with this agreement;
- h. Contractor shall sublet, assign, transfer, convey, or otherwise dispose of this agreement other than as specified in this agreement;
- i. A receiver or receivers are appointed to take charge of the property or affairs of contractor;
- j. The board shall be of the opinion that contractor has willfully or in bad faith violated any of the provisions of this agreement;
- k. Any applicable laws have been violated by contractor or contractor's agents, servant, or employees;
- l. Any vehicles provided by contractor are operated in a manner that imperils the safety of the passengers;
- m. Any vehicles provided by contractor are not kept clean or in first class mechanical condition.

Before the board shall exercise its right to declare contractor in default, it shall give contractor an opportunity to be heard, on 5 days notice, at which hearing contractor may at contractor's expense, have a stenographer present, provided, however, that a copy of the stenographic notes, if any, shall be furnished to the board.

**SECTION SEVENTEEN  
EXERCISE OF RIGHT TO DECLARE CONTRACTOR IN DEFAULT**

The right to declare contractor in default for any of the grounds specified or referred to in Section Eighteen shall be exercised by sending contractor a notice signed by the Chairman or Secretary of the board, setting forth the ground or grounds on which each default is declared.

**SECTION EIGHTEEN  
BOARD'S RIGHTS AFTER TERMINATION**

After the termination of contractor's services for a default under this contract, the board may employ another contractor or contractors to complete the terms of this agreement, and hold contractor responsible for any extra or added expense, loans, or damages suffered by the board.

**SECTION NINETEEN  
OTHER REMEDIES**

The provisions outlined in this agreement as to the rights of the board after termination shall be in addition to any and all other legal or equitable remedies permissible under law.

**SECTION TWENTY  
INDEMNIFICATION**

Contractor will be required to indemnify the *White Pine Charter School* from any loss that it may sustain from any cause arising out of the performance or lack of performance of this agreement by contractor.

**SECTION TWENTY-ONE  
REPORT OF ACCIDENT**

Any accident involving student transportation shall be reported to the administrator as soon as possible and not later than 2 hours from the time of the accident. A detailed written report must be submitted to the board as soon thereafter as possible and not later than 24 hours after the time of the accident.

**SECTION TWENTY-TWO  
TITLES OF PARAGRAPHS**

The various titles to the paragraphs in this agreement are used solely for convenience and they shall not be used for the purpose of interpreting or construing any word, clause, paragraph, or subparagraph of this agreement.

**SECTION TWENTY-THREE  
UNLAWFUL PROVISIONS DEEMED STRICKEN**

All unlawful provisions of this agreement shall be deemed stricken from the agreement, and shall be of no effect. On the application of either party, the unlawful part shall be considered stricken without affecting the binding force of the remainder of the agreement.

**SECTION TWENTY-FOUR  
ALL LEGAL PROVISIONS INCLUDED**

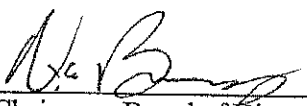
It is the intention of the parties to this agreement that all legal provisions of law required to be inserted in the agreement shall be and are inserted in it. However, if by mistake or otherwise, some such provision is not inserted in the agreement, or is not inserted in proper form. Then on the application of either party the agreement shall be amended so as to strictly comply with the law without prejudice to the rights of either party under the agreement. This Agreement shall be governed and interpreted by the laws of the State of Idaho.

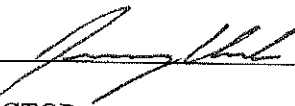
**SECTION TWENTY-FIVE  
LIABILITY INSURANCE**

In accordance with IC 33-1507, the contractor shall be required to have liability insurance in the minimum limits outlined in the Standards for Idaho School Buses and Operations in effect during the duration of the contract. The contractor will list WPCS as an additional insured on the liability insurance policy. The contractor shall provide the charter school with a certificate of liability insurance from the contractor's liability insurer showing coverage in the minimum limits outlined in the Standards for Idaho School Buses and Operations.

In witness whereof, the Board of Directors of White Pine Charter School of Bonneville County, Idaho, acting by Nick Burras its Chairman, duly authorized, and contractor have set their signatures and seals the day and year first above written.

WHITE PINE CHARTER SCHOOL

By:   
Chairman, Board of Directors  
White Pine Charter School

ATTEST:   
CONTRACTOR

By: \_\_\_\_\_  
Authorized Agent

ATTEST: \_\_\_\_\_

White Pine Charter School  
2959 East John Adams Parkway  
Ammon, ID 83406  
Attn: Steve Bailey - Controller

RE: Addendum for Contract 2016-17 to extend one additional year.....

Steve Bailey:

This letter is to state an agreement between Teton Stage Lines and White Pine Charter School to continue service provided under the terms of the 2016-17 school contract dated and entered into 1 August 2016.

**Section Three Term** of the contract allows the Contractor and School to extend the contract for one additional school year.

By signing this addendum the contract will be extended for the term of one school year and will end on the 30<sup>th</sup> of June 2018.

In witness whereof, the Board of Directors of White Pine Charter School of Bonneville County, Idaho, acting by \_\_\_\_\_ its Chairman, duly authorized, and Contractor have set their signatures.

\_\_\_\_\_  
Donavan Harrington, Teton Stage Lines

\_\_\_\_\_  
Chairman, Board of Directors  
White Pine Charter School



April 26, 2017

White Pines Charter School  
 2959 John Adams Parkway  
 Ammon, Id 83406  
 Attn: Steve Bailey

Ref: Bid Response for USAC Form 470 Application Number : 170077383

**Form 470 Application Number: 170077383  
 WPCS FY2017 Internal Network**

**Billed Entity**

WHITE PINE CHARTER SCHOOL  
 2959 JOHN ADAMS PARKWAY  
 AMMON, BONNEVILLE, ID 83406  
 208-522-4432  
 baileyst@wpcscougars.org

**Contact Information**

STEVE BAILEY  
 baileyst@wpcscougars.org  
 208-522-4432

**Billed Entity Number:** 16069555  
**FCC Registration Number:** 0018406215

**Application Type**

**Applicant Type:** School  
**Recipients of Services:** Charter School, Public School

**Number of Eligible Entities:** 1

**Category Two Service Requests**

Service Type	Function	Manufacturer	Other	Entities	Quantity	Unit	Installation and Initial Configuration?	Associated RFPs
Basic Maintenance of Internal Connections	WAP	Ubiquiti		1	18	Each		

Valor, Inc. has been providing computer technical services to South Eastern Idaho since 1995. Our 498 ID number (SPIN) in the USAC system is 143048942. We are pleased to have this opportunity to offer our services for your consideration.

Our bid response is as follows:

# Valor **“ We Succeed When You Succeed ”**

For our response to your Category Two Service Requests we provide the following estimates to comply with this solicitation.

**Category Two Service Requests**

Service Type	Function	Quantity	Unit	Make/Model	Price	Total \$\$	
Basic Maintenance of Internal Connections	WAP	20	Hours	Monitoring, Maintenance, Adjustments	\$75.00	\$1,500.00	
						<b>Sub Total</b>	<b>\$1,500.00</b>
Note: This is an estimated monthly recurring expense to properly maintain Wireless Access Points, wireless access services and equipment items which utilize wireless connectivity.							

<b>Total for Estimated Monthly Recurring Expenses to support Network</b>	<b>\$1,500.00</b>
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If you have any questions concerning this response please feel free to contact us at your convenience. I may be reached directly at 208-569-8545 or by email as indicated below. Thank you for your time and consideration.

Respectfully,

Warren Peterson  
CEO



## Chelsea Cantrell

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**From:** Jared Taylor <jtaylor@tceagles.com>  
**Sent:** Wednesday, September 5, 2018 6:03 PM  
**To:** Chelsea Cantrell  
**Subject:** Re: Idaho Public Charter School Commission Meeting October 11, 2018  
**Attachments:** image003.png@01D43A0A.1BD3B410

Hi Chelsea,

I hope you are well!

We noticed White Pine was on the agenda for a charter amendment consideration. I know there has been chatter that they wish to add high school grades 9-12. I don't know if that's what they are proposing or not, but feel that if it is, we feel that its important that there be a needs assessment in the community to validate the expansion and/or that you have additional information for the consideration. TCPCS has a stellar reputation, but year after year we are challenged with our High School enrollment, and with the opening of Thunder Ridge High School in our community, our own high school enrollment has declined considerably. Where the commission doesn't request enrollment numbers, as you have in previous years, and state data wouldn't be available until mid-October, we just wanted to make sure you have all the necessary data enrollment-wise if you want it or any other information from TCPCS. I do want to be clear that I/we aren't opposed to White Pine expanding, we just know that their may not be the demand to justify it at this time with all the current alternatives that exist, plus a brand new shiny high school kids are gravitating to.

Please let me know if we can provide any information, thank you!

--

Jared Taylor  
Board Chairman  
Taylor's Crossing Public Charter School

On August 22, 2018 at 11:20:32 AM, Chelsea Cantrell ([chelsea.cantrell@osbe.idaho.gov](mailto:chelsea.cantrell@osbe.idaho.gov)) wrote:

Good morning,

The next regular meeting of the Idaho Public Charter School Commission (PCSC) will be held on Thursday October 11, 2018 in Boise at the Capitol Building (700 W. Jefferson St. Boise, 83702) EW 41 at 9:00AM. **If you will be submitting materials for the PCSC's consideration, such materials are due in the PCSC office by 5:00pm MST on September 11, 2018.** If you plan on submitting materials please contact us in advance of the September 11 deadline.

Have a great day,

*Chelsea Cantrell*

Administrative Assistant

Public Charter School Commission

650 W. State St. #307

Boise, ID 83720-0037

[Tel:208.332.1561](tel:208.332.1561)

[boardofed.idaho.gov](http://boardofed.idaho.gov)