



Idaho Public Charter School Commission

PUBLIC CHARTER SCHOOL COMMISSION MEETING

April 5, 2012
700 W. State Street, Boise, Idaho
JRW East Conference Room

Thursday, April 5, 2012 – 700 W. State Street, JRW East, 8:30 a.m.

1. Commission Work
2. Commission Education: Star Ratings
3. Summit Public Charter School New Charter Petition – 2nd Hearing
4. Odyssey Charter School New Charter Petition
5. Idaho Stem Academy New Charter Petition
6. Chief Tahgee Elementary Academy New Charter Petition
7. Blackfoot Community Charter Learning Center Corrective Action Plan
and Proposed Charter Amendment
8. Heritage Academy Corrective Action Plan and Proposed Charter
Amendment
9. Falcon Ridge Public Charter School Annual Update

OTHER / NEW BUSINESS

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

1. Agenda Approval

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

2. Rolling Calendar

COMMISSION ACTION

The PCSC has approved May 31, 2012, and July 24, 2012, as the dates and Boise, Idaho as the location for its regularly scheduled meetings to follow the February 2012 meeting.

To approve September 20, 2012; December 4, 2012; and February 14, 2013 as the dates and Boise, Idaho as the location for the following regularly scheduled PCSC meetings.

3. Minutes Approval

COMMISSION ACTION

To approve the meeting minutes from January 20, 2012, and February 9, 2012, as submitted.

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**DRAFT MEETING MINUTES
PUBLIC CHARTER SCHOOL COMMISSION MEETING
FRIDAY, JANUARY 20, 2012
650 W. STATE STREET, BOISE, IDAHO
CONFERENCE ROOM 302**

A special meeting of the Idaho Public Charter School Commission (PCSC) was held Friday, January 20, 2012, at 650 W. State Street, Boise, ID, Conference Room 302. Chairman Alan Reed presided via telephone conference.

The following members were in attendance via telephone conference:

Brad Corkill
Gayle O'Donahue

Gayann DeMordaunt
Wanda Quinn

Nick Hallett
Esther Van Wart

Chairman Reed called the meeting to order at 3:00 p.m.

1. PCSC Discussion: Proposed Legislation Regarding Charter School Advance Funding

Tamara Baysinger, PCSC director, advised the PCSC that proposed legislation previously approved by the PCSC appears to be unnecessary going forward. The State Department of Education (SDE) has found a way to mitigate this issue legislatively. PCSC staff suggests that PCSC recommend to the State Board of Education (SBOE) that the legislation be held without introduction.

Commissioner Quinn asked if we are holding the legislation because of the number of schools affected, or because the SDE is going to handle the issue differently.

Ms. Baysinger said both are true. Due to the way the SDE is handling the issue, there is only one school affected.

M/S (O'Donahue/Van Wart): To direct staff to convey to the State Board of Education the Public Charter School Commission's recommendation that RS 20819 be held without introduction. *The motion passed unanimously.*

2. PCSC Discussion: Mission Statement

Ms. Baysinger introduced a draft mission statement for the PCSC.

Commissioner DeMordaunt suggested adding the word "authorizing" prior to "best practices" in order to clarify that the PCSC is not in the business of operating schools.

Commissioner Quinn questioned the term “protecting”.

Ms. Baysinger said that language refers to protecting student interests and came directly from the National Association for Charter Schools’ (NACSA) Three Core Principles of Charter School Authorizing.

M/S (DeMordaunt/Corkill): To adopt the following as the PCSC’s mission statement:

“The Public Charter School Commission’s mission is to ensure PCSC-authorized public charter schools’ compliance with Idaho statute, protecting student and public interests by balancing high standards of accountability with respect for the autonomy of public charter schools and implementing best authorizing practices to ensure the excellence of public charter school options available to Idaho families.”

The motion passed unanimously.

Commissioner DeMordaunt commended Ms. Baysinger for her work in bringing this item forward and her thoughtful process drafting the language.

3. Staff Update: Legislative Update

Ms. Baysinger updated the PCSC on the status of proposed legislation that would lift the growth cap on new public charter schools. She also conveyed a request from Representative Nonini that members of the PCSC meet with the House Education Committee when they are in town for the February PCSC meeting.

The PCSC agreed that questions from members of the legislative committee should be answered by Chairman Reed, with possible input from Vice-Chair DeMordaunt and Ms. Baysinger.

The PCSC further agreed to change the February 9 meeting start time to 10:30 a.m. in order to accommodate the House Education Committee.

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

The meeting was adjourned at 3:35 p.m.

**DRAFT MEETING MINUTES
PUBLIC CHARTER SCHOOL COMMISSION MEETING
THURSDAY, FEBRUARY 9, 2012
700 W. STATE STREET, BOISE, IDAHO
JRW WEST CONFERENCE ROOM**

A regular meeting of the Idaho Public Charter School Commission (PCSC) was held Thursday, February 9, 2012, at 700 W. State Street, Boise, ID, JRW West Conference Room. Chairman Alan Reed presided.

The following members were in attendance:

Brad Corkill
Wanda Quinn

Gayann DeMordaunt
Esther Van Wart

Gayle O'Donahue

Absent: Nick Hallett

Chairman Reed called the meeting to order at 10:45 a.m.

4. Commission Work

M/S (DeMordaunt/Corkill): To approve the agenda as published.

The PCSC has approved April 5, 2012, and May 31, 2012, as the dates and Boise, Idaho as the location for its regularly scheduled meetings to follow the February 2012 meeting.

M/S (O'Donahue/DeMordaunt): To approve July 24, 2012, as the date and Boise, Idaho as the location for the following regularly scheduled PCSC meeting. *The motion passed unanimously.*

M/S (DeMordaunt/Van Wart): To approve the meeting minutes from December 15, 2012, as submitted. *The motion passed unanimously.*

5. Rolling Hills Public Charter School (RHPCS) Corrective Action Plan

Ms. Brock Larson, RHPCS Board Chairman, reviewed the corrective action plan regarding the school's failure to hold board elections in compliance with its bylaws. Applications for prospective board members will be collected and the election will be postponed to February 22-23.

Commissioner DeMordaunt expressed frustration with RHPCS's unacceptable delay in holding the elections, particularly in light of RHPCS's past defects with regard to the same issue.

Ms. Larson said RHPCS was unable to assemble a quorum to hold an annual board meeting in July. She said that, at the next meeting, the board agreed to appoint an election committee to develop a board election process. New board members will be sworn in at the March 8th meeting. The following board elections will be held on the 3rd Monday of each July.

Commissioner DeMordaunt asked if the delay was due to stakeholder concerns.

RHPCS said that if they had not delayed the elections of February 1st, they would have had very unhappy stakeholders.

Commissioner Corkill asked how many board members there are and why there was not a quorum present in July.

Ms. Brock Larson said it was difficult for board members to be available and to get viable candidates during the summer months.

Commissioner Van Wart asked what RHPCS's plan is to prevent these problems from recurring.

Ms. Brock Larson said RHPCS does need to address that issue. The election committee will have a board election plan prepared for the school's April board meeting.

Commissioner DeMordaunt acknowledged RHPCS's progress in addressing financial strains but said those issues do not excuse the lack of focus on governance. She requested additional weekly reporting for the next several months to ensure the school's board is on track.

The Commission agreed to leave the notice of defect in place until additional board members are elected and the following year's board elections have been held appropriately.

RHPCS asked how they should handle a situation in which the school holds elections but is unable to attract viable candidates.

Chairman Reed indicated that giving such advice is out of the scope of the Commission's role as an authorizer.

Commissioner O'Donahue said that if the process needs to be changed, then it is up to RHPCS to change the process. However, not following the process in place is unacceptable.

Commissioner Quinn asked RHPCS to submit an updated corrective action plan.

Keelie Campbell, PCSC staff, said an updated corrective action plan has been submitted, but came after the deadline for meeting material submission.

6. Blackfoot Community Charter Learning Center (BCCLC) Corrective Action Plan and Proposed Charter Amendment

BCCLC representatives included Fred Ball, Administrator, Mr. Stacey Lilya, Board Vice-Chairman, and Jocelyn Hayes, Head Teacher. Mr. Lilya read the following statement:

“After having read the staff report on BCCLC, and having discovered that it is neither complete nor unbiased, we feel at a loss as to how to present our case in the time allocated. The important information has been omitted and much that is included is heavily filtered and thereby misleading. Staff recommendations are structured in such a way as to promote an unfavorable attitude against the school which therefore makes it impossible for the school to be considered in a fair and unbiased manner. We therefore choose to make no additional presentation at this time, recognizing that it is not possible to correct the situation under these meeting circumstances. We therefore request consideration at a future date and request to be heard in executive session to discuss a PCSC personnel issue.”

Commissioner DeMordaunt clarified with the BCCLC representatives that the statement did represent both BCCLC's board and administration.

The PCSC asked BCCLC to repeat the statement, and Ms. Hayes complied.

Commissioner Van Wart asked whether BCCLC is refusing to discuss why they are unhappy.

Ms. Hayes and Mr. Ball said they feel this is an inappropriate venue and there is not enough time to clarify as necessary.

Commissioner DeMordaunt asked what the impact to BCCLC would be if the issues on today's agenda are delayed until the next meeting.

Tamara Baysinger, PCSC director, said BCCLC is requesting an enrollment expansion and a delayed decision could impact their lottery process.

Ms. Hayes said waiting until April for a decision would not be a problem. She said the school will not announce any enrollment expansion until such expansion is approved by the PCSC.

Commissioner DeMordaunt indicated that the notice of defect would remain in place.

She said she would approve BCCLC's request to be on the next meeting's agenda.

Commissioner Corkill noted that two, separate issues are at play: discussion of when agenda items will be heard and an apparent disagreement with PCSC staff. He said he did not see the staff issue or executive session request as related to PCSC's ability to discuss the corrective action plan and proposed amendment.

Ms. Hayes said the BCCLC representatives do not want to debate their reasons, but wish to come back in April when they can be fully prepared to address the corrective action plan and proposed amendment, as well as the personnel issue.

Commissioner Corkill asked why this issue was not brought to the attention of the PCSC Chairman prior to this meeting.

Ms. Hayes said BCCLC does not wish to debate but prefers to wait until April for a discussion so they can compile what they need to in preparation for that kind of meeting.

Commissioner DeMordaunt clarified she is not agreeing to an executive session or discussion of PCSC staff. She is only asking whether delaying consideration of the corrective action plan and proposed amendment would have a detrimental impact on the school or its students.

Chairman Reed asked if materials submitted were left out of today's meeting materials.

Mr. Lilya said the material had been twisted to fit someone's agenda and was not what was submitted.

Commissioner O'Donahue asked if all the materials submitted by the school were included in the meeting materials.

Ms. Baysinger said she believes everything the school submitted is included in the meeting materials. The school may disagree with conclusions regarding those documents, but she does not believe PCSC staff extracted anything that was sent.

Mr. Ball said BCCLC's contention is that the PCSC has not had access to all the information.

Commissioner O'Donahue asked again whether BCCLC believes the PCSC does not have all the materials.

Mr. Ball said this is correct.

Commissioner O'Donahue asked what materials are missing.

Mr. Ball said that is more than they wish to discuss at this time. He said that what the report contains and what was submitted are not the same.

Commissioner O'Donahue said the materials include a report that contains staff's perspective, which the PCSC then considers in the context of the entire packet of information. She said that even if unfavorable issues are identified, the PCSC meetings are the school's opportunity to work through such issues.

Mr. Ball said the PCSC staff report was not published at a point in time that would have permitted much earlier notification to the PCSC of the school's concerns.

Chairman Reed indicated that this meeting would be the appropriate time and place for the school to present its case.

Mr. Ball said BCCLC did not feel comfortable raising its concerns here, and that is why an executive session is being requested.

Chairman Reed expressed concern about the precedent that would be set by holding an executive session because a school disagrees with something staff has written. He indicated it would be more appropriate for the school to simply present to the PCSC its own perspective. The Commission will review what the school submits, what the PCSC staff has written, and have a discussion with the school before determining what decision should be made.

Mr. Ball said this is not a case of simply being unhappy. It is a case of misrepresentation of information. He said that if the PCSC wishes to address these concerns in an open forum, BCCLC can do so at the April meeting.

Commissioner Corkill said that if BCCLC takes contention with data in the PCSC report, the appropriate thing is to bring those concerns to the meeting and express them.

Mr. Ball said they can do that if the Commission wishes to have this aired in a public forum.

Commissioner Corkill cautioned the school regarding what they air and reiterated that if BCCLC has contention with the facts, they should bring it out in a rational manner, so all parties can deal with it.

Mr. Ball said that whether the PCSC has the facts is the issue. He believes the staff reports lead the Commission in a certain direction and they want fair representation on their side.

Mr. Lilya said ten minutes is not enough time to have a full discussion.

Commissioner Quinn asked whether BCCLC has an issue with the information the PCSC received regarding the fiscal aspect of the corrective action plan.

Mr. Ball said the two issues are too intertwined to permit a separate discussion.

Commissioner Quinn confirmed that BCCLC disagrees with the information in the materials and is not prepared to deliver information illustrating the school's perspective.

Commissioner DeMordaunt said the PCSC is very thorough in reviewing the materials to the best of their ability given the one week review timeframe. She said that, while these materials include PCSC staff comments and recommendations in accordance with the standard practice of every commission or board in the state, these comments merely inform Commissioners and do not by any means determine the outcome of meetings. PCSC decisions do not reflect staff recommendations, as decisions are made solely by the PCSC and not by staff. She indicated that she is not willing to have a discussion as to whether the PCSC will or won't hear anything regarding staff, publicly or in an executive session. However, she is comfortable if all BCCLC is asking for is time to present more materials that the Commission needs to review to gain a full picture of the school.

Mr. Ball said BCCLC genuinely feels that the Commission is concerned with what is best for charter schools. His concern is that the Commission does not have the information it needs to make a decision at this time, and he believes that this lack of information is not BCCLC's fault.

Chairman Reed asked if BCCLC feels their information was changed or omitted, rather than BCCLC merely taking issue with conclusions.

Mr. Ball said BCCLC believes there were some omissions and changes to what was submitted.

Commissioner Corkill said there could have been a more diplomatic and tactful way for BCCLC to address these concerns. Simply requesting a delay would have been more appropriate.

Chairman Reed said a phone call to him on Tuesday or Wednesday would have been appropriate.

Mr. Ball said the statement BCCLC read was drafted during the drive to today's meeting. He said that BCCLC was prepared to present, but given the nature of the information the PCSC has in its possession, it would be counterproductive for BCCLC to pursue any other course.

Chairman Reed suggested a delay in BCCLC's presentation until April's meeting. He said the PCSC would consult with counsel and consider how the matter would be addressed at that time.

Ms. Swartz said there a number of exceptions that allow a body to go into executive session. One of these is to discuss personnel issues, including complaints about employees. There are other ways to go about it as well and how to approach this matter is at the discretion of the Commission.

Chairman Reed indicated that BCCLC's corrective action plan materials and discussion regarding the notice of defect will need to be presented in an open meeting.

Commissioner Van Wart emphasized that, if there is information a school believes needs to be corrected, PCSC meetings are the venue in which to have that discussion.

Chairman Reed agreed that if the school doesn't agree with information in the staff report, they should present what they believe to be accurate information.

Mr. Lilya said the issue goes back to late 2010 when BCCLC made AYP but didn't have a fair case given in the information presented.

The PCSC agreed to delay BCCLC's presentation until the April meeting.

Chairman Reed asked the school to be prepared to make a full presentation in April.

7. Heritage Community Charter School (HCCS) Annual Update and Proposed Charter Amendment

Richard Hammond, Board Chairman; Jean Taylor, Acting Administrator; Robb MacDonald, Board Treasurer; Josh Gregory, Board Member; Chris Yorgason, HCCS Counsel; Trey Klauss, Board Member; Lon McCrae; Board Vice-Chairman; Tamara Strikwerda, Board Secretary; and Kirsten Masters, PTO Officer, represented HCCS.

Chairman Reed clarified that the 10-minute presentation limit was established in light of a very full agenda. The restriction was intended to ensure sufficient time for Commissioners to ask questions of schools. The agenda was shortened after schools were notified of the time limit, which now permits greater flexibility.

HCCS reported on the following:

- Board Turnover: This item has been resolved.
- Bylaws: Changes to the bylaws have been reversed to the original plan of an all appointed board during the first year of operation, one elected board position in

the second year, and two elected board positions the third year. The school withdrew its proposed bylaws amendment.

- Stakeholder Trust: The board has recognized the Parent Teacher Organization and trust has improved over the last two months.
- Board's Governance Role: Lisa McIntosh has been hired to review finances. The board will begin receiving a complete balance sheet monthly.
- Open Meeting Law Compliance: Mr. Yorgason has worked with the board to ensure all previous meeting minutes have been approved and that they are posted to the website. He is reviewing board agendas, attending meetings, taking minutes, and ensuring compliance with open meeting law.
- Board Chairman/Vice-Chairman: HCCS received letters with concerns about Mr. McRae when he was the Board Chairman. The board investigated and found no validity to the concerns. However, Mr. McRae did volunteer to step down to Vice-Chairman.
- Board Training: Brian Carpenter will be providing training on February 15th and 16th.
- Enrollment Rates in Grades 9-12: Current enrollment is 510 and there are waiting lists in every grade except 6th. There are a total of 217 students on the waiting lists.
- Parent Survey: HCCS received a 53% survey return rate.
- Facility Lease Payment Increase: Financial and marketing positions were eliminated for a savings of \$147,735. The net savings, deducting for outsourcing services and a teacher going to part-time, are \$63,830, plus payroll taxes, unemployment, etc. The year should end with a small carryover.
- High Number of Student Disciplinary Issues: When the school opened, the majority of the discipline problems were in the upper grades as a majority of secondary students came from alternative schools in the area. There was some gang and drug activity, which resulted in several suspensions. Demographics include 76% Free and Reduced Lunch and 30% Hispanic populations.
- Testing Results: Every student (K-3) was screened for both reading and math and then screened again in the fall. The Title I program is up and running, math interventions, RTI, progress monitoring, and referrals are being made to Special Education as necessary.
- Non-Compliance Regarding Dissemination of Enrollment Information/Lottery Date: Mr. McRae said the date of enrollment was delayed to begin on February 8th and the lottery has been delayed to May 12th.

Commissioner DeMordaunt said she feels stakeholders are under-represented in HCCS' bylaws.

Commissioner Corkill expressed concern with negative survey results regarding the handling of disciplinary issues.

Commissioner DeMordaunt noted the parent survey results were less positive than

the PCSC typically sees. She suggested that, since this is an opening year, parents be re-surveyed at the end of the school year.

8. Heritage Academy Annual Update and Proposed Charter Amendment

Kelly Bangerter, Board Chairman; Anneli Crouch, Board Secretary; Kala Tate, Board Treasurer; Cheryl Kary, Business Manager; Randy Reddington, Administrator; and Blair Crouch, Board Vice-Chairman, represented Heritage Academy.

Mr. Bangerter reported enrollment started at 130 and has increased to 148, with a 134.85 average daily attendance. He provided a general update on the status of the school and noted student demographics that are comparable to the Jerome School District.

Mr. Bangerter introduced a proposed charter amendment that would permit increased enrollment. He said the school would prefer the proposed amendment be changed to replace the word “cap” with “average” in order to accommodate twins.

Commissioner DeMordaunt asked what demand there has been for Kindergarten seats at Heritage Academy.

Mr. Bangerter said 86% of parents responded in a phone survey saying they would enroll in Heritage if given the opportunity. Many parents also would like having upper grades for growing students through the school.

Commissioner DeMordaunt inquired whether Heritage has completed budget projections that reflect the possibility of an inability to fill the seats in 5th and 6th grades.

Ms. Tate reported that Heritage will incur a net loss of \$97,000 for the first year, which will be covered by the Albertson's grant. In year two, the school faces a \$55,000 loss. Enrollment growth is critical to the school's survival. A facility refinance is also being investigated due to an upcoming balloon payment. Heritage is working with the USDA on a 4% interest loan, with a 30 year term, which would save \$30,000 per year on mortgage payments. Some of the equity in the building would be used for upgrades and repairs to the aging facility.

Commissioner Van Wart asked if the Heritage has a full-time special education teacher. She also inquired whether the school is complying with its charter by providing enrichment clusters and foreign language instruction.

Mr. Reddington said he is working toward certification and the school is considering adding one position as a half-time special education teacher and a half-time Title I coordinator. Enrichment clusters are being introduced gradually.

Ms. Crouch said as Heritage became more immersed in the program, they learned that enrichment clusters are not held weekly as the petitioners originally believed.

Mr. Bangerter said the foreign language commitment was unintentionally included in the charter.

Ms. Baysinger said the law does not make a provision for a situation in which the school is violating the existing charter, but plans to change it. The PCSC's role is to determine whether the school is in violation of the charter as it currently stands. If so, the PCSC is obliged to issue a notice of defect. Part of the corrective action may involve a revision of the school's charter.

Mr. Bangerter said Heritage plans to revise the charter.

Chairman Reed asked how Heritage will increase enrollment, particularly in light of the small waiting list.

Mr. Bangerter said the Jerome School District contacted parents and had them sign an agreement to return the following year. Many parents felt bound by that agreement.

Commissioner O'Donahue said the PCSC has previously approved enrollment increases for schools with larger waiting lists than what Heritage currently has, yet those schools have struggled to fill seats.

Commissioners O'Donahue and DeMordaunt said they felt the school would benefit from providing more documentation of community interest.

Commissioner Quinn requested updated waiting lists at the next meeting.

Ms. Baysinger said the reason PCSC staff recommends using the word "cap" is that "average" does not provide a firm cut off. The law does not make any distinction between twins or other siblings. Use of the word "average" could lead to a violation of Idaho statute.

M/S (DeMordaunt/Van Wart): To direct staff to issue to Heritage Academy a notice of defect on the grounds of material violation of a condition, standard, or procedure set forth in the approved charter, specifically with regard to Tab 3, Methods of Instruction and Educational Goals, and Tab 2, Special Education Coordinator. *The motion passed unanimously.*

9. The Village Charter School Annual Update

Lee Miller, Board Chairman; Janie Knox, Board Vice-Chairman; Dr. Teresa England, Administrator; and Lisa McIntosh, Business Manager/Accountant, represented The Village.

The Village representatives provided an annual update on the status of the school.

Commissioners Van Wart and DeMordaunt commended the school for their excitement and organization.

10. Legacy Charter School Annual Update

Commissioner O'Donahue recused herself from this discussion due to her involvement with Legacy Charter School.

Sheila Bryant, Vice Chairman; Seth Stallcop, Co-Administrator; Niki Crow, Board Clerk; and Rebecca Stallcop, Harbor Method Founder, represented Legacy.

Ms. Bryant provided an update regarding the status of the school.

Ms. Stallcop took responsibility for the school's failure to go out to bid for the busing contract. She said the bidding process is now underway.

Ms. Bryant said Legacy anticipates ending year one with a \$75,000 deficit, but by the end of year two, a carryover of \$11,000 is expected. Despite this challenge, financing has been secured for the school's permanent facility.

Commissioner Quinn excused herself and a quorum remained present.

M/S (Corkill/DeMordaunt): To direct staff to issue to Legacy Charter School a notice of defect on the grounds of material violation of a condition, standard, or procedure set forth in the approved charter, specifically, Tab 8, Transportation and violation of a provision of law, specifically, I.C. 33-1510(2). *The motion passed unanimously.*

M/S (Corkill/DeMordaunt): To direct staff to issue to Legacy Charter School a notice of defect on the grounds of failure to demonstrate fiscal soundness as defined by Section 33-5209(2)(d), Idaho Code. *The motion passed unanimously.*

11. Idaho Science and Technology Charter School (ISTCS) Annual Update

Gary Larsen, Principal; Holly Lilya, Board Treasurer; Mike Kitzmiller, Board Member; and Tami Dorch, Curriculum Coordinator, represented ISTCS.

The ISTCS representatives provided an update regarding the status of the school.

Commissioner Van Wart asked ISTCS to ensure that the public can access their website, as some internet searches have yielded poor results.

Ms. Dorch said there are 10 grade schools and 4 systems within the school district. ISTCS anticipates that as more students come to ISTCS for reasons other than escaping a different system, ISAT scores will improve.

Commissioner DeMordaunt commended the school for their trend lines and increases in ISAT scoring.

Chairman Reed asked how ISTCS was able to build its facility.

ISTCS reported the developer used a sliding scale payment plan based on enrollment. Lease payments began at 50% through the school year even though ISTCS had occupancy.

Commissioner Van Wart asked why ISTCS has been slow to respond to staff requests.

Ms. Dorch said ISTCS has had significant technological issues, but they have been cleared up.

Commissioner O'Donahue asked if there are some busing or transportation issues.

ISTCS said Brandon Phillips, SDE Transportation Specialist, visited the school to review ISTCS's transportation program and explain reimbursement requirements.

Ms. Baysinger clarified that the SDE became concerned about the manner in which ISTCS and BCCLC shared transportation and funding. The most recent report she received from the SDE indicated that ISTCS was not in violation, but the outcome for BCCLC remained in question.

M/S (Van Wart/Corkill): To direct staff to issue to Idaho Science and Technology Charter School a written notice of defect on the grounds of failure to substantially meet any of the measureable student educational standards identified in the approved charter, specifically, MSES 6 with regard to ISAT results. *The motion passed unanimously.*

Commissioner DeMordaunt commended the school regarding growth in the ISAT results and she is confident in their ability to correct the defect.

12. DaVinci Charter School Annual Update

Cindy Hoovel, Administrator; Laurel York Odell, Board Chairman; and Michele Roth, Business Manager, represented DaVinci.

Ms. Hoovel provided an update regarding the status of the school.

Ms. Baysinger said the PCSC issued a notice of defect to DaVinci last January on the grounds of failure to meeting their measurable student educational standards (MSES). The corrective action plan included the intent to amend the charter; however, due to a miscommunication, the revised standards were never formally submitted or approved. Regardless, DaVinci has not met either set of MSES.

Chairman Reed said the notice of defect will remain in effect. PCSC staff will investigate the status of the school. He requested the school to keep the PCSC updated on progress towards correction of the defect.

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

The meeting was adjourned at 3:02 p.m.

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SUBJECT

Commission Education: Star Rating System

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

Idaho's new Star Rating System was developed by SDE as part of the state's request to the U.S. Department of Education for a waiver of requirements established by No Child Left Behind (NCLB). The Star Rating System is intended to replace Adequate Yearly Progress (AYP) for purposes of evaluating schools' academic status based on the ISAT. The new system is still under development and final approval has not yet been received from the federal government.

DISCUSSION

Nick Smith, Deputy Superintendent Federal Programs for the Idaho State Department of Education, will discuss Star ratings as they relate to public charter schools and authorizers.

IMPACT

Information item only.

STAFF COMMENTS AND RECOMMENDATIONS

Staff has no comments or recommendations.

COMMISSION ACTION

Any action would be at the discretion of the Commission.

April 5, 2012

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April 5, 2012

STATE DEPARTMENT OF EDUCATION

P.O. BOX 83720
BOISE, IDAHO 83720-0027

TOM LUNA
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

Idaho's ESEA Flexibility Application

Executive Summary

January 10, 2012

The State of Idaho is applying for flexibility under the Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind, to ensure every student graduates from high school prepared to go on to postsecondary education or the workforce without the need for remediation. To accomplish this, Idaho has created a new system of increased accountability that focuses on postsecondary and career-ready standards; recognition, accountability and support for all schools; and a support system for effective instruction and leadership at every level.

Idaho has taken a lead role in building the next generation of accountability systems. By passing the Students Come First reform laws in 2011, the state has moved toward an education system based on academic growth and better preparing students for the world that awaits them after high school. Superintendent of Public Instruction Tom Luna worked with other states to develop key principles for new accountability systems through his role as President-Elect (and now current President) of the Council of Chief State School Officers. In June, Superintendent Luna sent a letter to Secretary Duncan, informing him that Idaho would begin moving toward a new system of increased accountability since Congress has not reauthorized No Child Left Behind. The new system would include more flexibility for school districts and a new accountability system that measures growth.

Under the current No Child Left Behind law, states can only measure school success based on proficiency – or how many students pass the test. The federal law, which originally passed in 2001, was supposed to be reauthorized four years ago so states could include academic growth, or how much progress a student makes in a given year. However, Congress has not taken action on reauthorization.

With a waiver to certain parts of the No Child Left Behind law, Idaho can create its new system of increased accountability based on higher standards, academic growth, and improved performance evaluations for educators – all key components of the Students Come First reform laws. These laws have positioned Idaho well to implement its new system of increased accountability.

In each state's waiver application, they must address four areas:

1. College- and Career-Ready Expectations for All Students
2. State-Developed Differentiated Recognition, Accountability, and Support
3. Supporting Effective Instruction and Leadership
4. Reducing Duplication and Unnecessary Burden

Here is an overview of how Idaho's new system of increased accountability will work.

College- and Career-Ready Expectations for All Students

Idaho adopted the Common Core State Standards for mathematics and English language arts and is implementing a comprehensive plan for transitioning to the standards by the 2013-2014 school year. The plan includes professional development opportunities and additional tools and resources that are targeted for Idaho teachers, principals and district leadership teams. All trainings and resources will ensure that students receive the education they need to meet these standards, including students who are English language learners, students with disabilities and low-achieving students. The State also is moving to next-generation assessments that are aligned with the Common Core State Standards.



April 5, 2012

STATE DEPARTMENT OF EDUCATION

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PUBLIC INSTRUCTION

State-Developed Differentiated Recognition, Accountability, and Support

Idaho will maintain a single accountability system for all schools, Title I and non-Title I schools alike. Idaho will no longer measure Adequate Yearly Progress (AYP) for schools and districts. Under the new accountability system, the State has created a Five-Star scale to evaluate and recognize school performance.

The Five-Star scale uses multiple measures every year to determine a school's performance. Schools are evaluated based on student proficiency, student academic growth, student growth to proficiency, and postsecondary and career readiness metrics. The State will use the statewide standardized test, the ISAT, to measure growth and proficiency in grades 3-10. The State will use additional metrics, such as graduation rate, enrollment in and completion of advanced courses and student scores on college entrance exams to measure postsecondary and career readiness. Under Students Come First, the State already has moved toward measuring academic growth as well as proficiency.

Four-Star and Five-Star Schools will be publicly recognized and financially rewarded for their excellent performance. These schools will serve as an example to other schools. Under Students Come First, the State developed a statewide pay-for-performance plan to financially reward the certificated staff in schools that demonstrate overall excellence or significant academic growth each year. One-Star and Two-Star Schools will be required to develop school improvement plans tied to researched best practices and work closely with the State and their school districts to implement the interventions that are proven to raise student achievement and close achievement gaps. It will take these schools two consecutive years of progress to exit their status. Three-Star Schools also must complete an improvement plan but will be given considerable more flexibility in how they implement interventions to reach Four-Star or Five-Star Status. It will take these schools one year of progress to exit their status.

Supporting Effective Instruction and Leadership

Idaho has created statewide frameworks for performance evaluations that use multiple measures to improve the craft of teaching and instructional leadership at all levels. Every school district is currently using the Statewide Framework for Teacher Performance Evaluations, based on the Danielson Framework for teaching, to evaluate teachers at least once a year. Now, under Students Come First, at least 50 percent of a teacher and administrator's performance evaluation also must be based on student achievement. In addition, schools and districts must make sure parent input is included on teacher and school-based administrator performance evaluations going forward.

In addition, the Idaho State Department of Education (ISDE) is working with educational stakeholder groups to develop a statewide framework for administrator evaluations. This work is currently underway and should be completed by May 2012. The State will use these frameworks to make necessary changes with teacher and administrator preparation programs. This process has already begun with action from the Idaho State Board of Education.

Reducing Duplication and Unnecessary Burden

Idaho fully deployed a statewide longitudinal data system in the 2010-2011 school year. This system, known as the Idaho System for Educational Excellence (ISEE), has consolidated data collection processes at the State and district levels and should reduce duplicative reporting and other unnecessary burdens on schools and districts. In addition, the Idaho State Department of Education (ISDE) received a \$21 million grant from the J.A. and Kathryn Albertson Foundation to deploy the second phase of ISEE: a statewide instructional management system available to all classrooms, schools and districts.



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The State contracted with Schoolnet to provide the instructional management system. Through Schoolnet, a teacher or administrator can access Idaho's Content Standards, the Common Core State Standards, deconstructed Common Core State Standards, digital content aligned with the standards and lesson plans aligned to the content and standards. In the 2011-2012 school year, six school districts are piloting the additional use of assessment tools in Schoolnet. These assessment tools will be available to a majority of Idaho's schools and districts in the 2015-2016 school year through a competitive grant process. Eventually, all Schoolnet tools and resources will be available to every public school in Idaho in the 2016-2017 school year. The instructional management system will assist teachers and leaders in analyzing achievement data, building lesson plans and creating high-quality assessments.



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Frequently Asked Questions regarding Idaho's ESEA Waiver Application:

1. **Will the waiver application take the place of Idaho's Accountability Workbook?**
 - a. Yes. However, at this point it is unknown whether the U.S. Department of Education will require revisions to the Accountability Workbook to make the waiver parallel to the waiver document.
2. **When will Idaho know if the waiver is approved by the U.S. Department of Education?**
 - a. The review of Idaho's waiver will take place at the end of March. The U.S. Department of Education has informed us that they will strive to approve as quickly as possible after that. The final approval will be driven by how many issues need to be addressed in response to the review team and how quickly states can move to make changes. The U.S. Department of Education hopes to get as many states through the process as possible before summer.
3. **When will the star ratings be released to the public?**
 - a. At the end of this school year, the SDE will be assigning new star ratings with this year's data, including this year's testing results. It is the SDE's plan to offer an appeal process for both the AYP and Star Rating data during June-July 2012, provided the negotiations with U.S. Department of Education will allow for that. The waiver requires the SDE send the ratings to the U.S. Department of Education with the waiver application. The SDE has not done so at this time because we wanted districts to see their data and have time to understand it and appeal it before doing so. Our plan is to send the updated star ratings to the U.S. Department of Education once we have all of the data corrected and the new data from this spring.
4. **Why is Idaho choosing to adopt one accountability system for all schools rather than just schools that receive Title I funding as is required under Federal law?**
 - a. The Idaho State Board of Education and Superintendent of Public Instruction Tom Luna have long supported one, streamlined accountability system for all Idaho's public schools to ensure all students receive a uniform education that best meets their needs. This accountability system is different in its requirements for expenditures in that only the lowest-performing schools are required to set aside funds. The plan details flexibility for the use of federal funds in order to meet the obligations in non-Title I schools that are identified as One- or Two-Star Schools. Right now, the state does not have the funding to maintain two systems of accountability. Through Idaho's education reform known as Students Come First, the state has finally been able to implement a growth model, which educators have demanded for years. Now, Idaho is applying for a waiver aligned to this growth model and the Students Come First laws. With this waiver, we will have one system of accountability that more accurately measures school performance and ensures we spend our scarce resources on the schools and students who need it most.

5. **When does the star rating system go into effect and take over for AYP?**
 - a. Idaho has proposed to hold AYP targets at the same level they were during the 2010-2011 school year while introducing the new performance framework. The existing NCLB improvement timeline will continue to be in place until spring 2013. However, an initial star rating will be available to schools and districts by fall 2012. Therefore, there will be a transition period during the 2012-2013 school year in which schools will have ratings under two systems. In order to provide clarity of the requirements for 2012-2013, we have included a table in the waiver application that details how the requirements of the two systems will integrate for a one-year period. That table can be found on page 81 of Idaho's ESEA Waiver.
6. **I am having trouble accessing my schools star ratings on the SDE website. How do I go about accessing them?**
 - a. The State Department of Education has put together a guide that outlines how to access and interpret the star rating system accountability information found on the AYP site. That document was sent to Superintendents and Charter School Administrators on February 10, 2012. If you need additional information or assistance, please contact Dr. Angela Rishell at arishell@sde.idaho.gov.
7. **In reviewing the ESEA waiver, we are unable to locate the public comments that were received. Where in the waiver are the public comments located?**
 - a. An entire listing of public comments received by the State Department of Education can be found as Attachment 2 in the waiver as is identified in the Table of Contents. Please see the following pages in the waiver for specific public comments:
 - i. Attachment 2, pg. 5 – 25, Public Comments for Suggested Change and ISDE Response
 - ii. Attachment 2, pg. 26, Idaho Indian Education Advisory Committee
 - iii. Attachment 2, pg. 27, Idaho Commission on Hispanic Affairs
 - iv. Attachment 2, pg. 28, Email from Senator John Goedde
 - v. Attachment 2, pg. 29, Committee of Practitioners
 - vi. Attachment 2, pg. 30, Email from Greg Lowe
 - vii. Attachment 2, pg. 31 – 36, ISSA, ESEA Waiver Committee
 - viii. Attachment 2, pg. 37 – 40, Boise School District
 - ix. Attachment 2, pg. 41 – 49, Meridian School District
 - x. Attachment 2, pg. 50 – 53 Lewiston School District
 - xi. NCLB ESEA Request Public Comment pg. 54 – 128.
8. **Will districts receive star ratings or just schools?**
 - a. The ESEA waiver required the SDE to supply the ratings of schools as part of the application. As a result, that is where we have focused our attention at this time. We will produce ratings for districts but will wait until the end of this school year when districts have had a chance to appeal their data and we have had a chance to include this year's assessment data to update the star ratings for all schools as well. The State Department of Education will not be reporting district star ratings as part of the waiver process.

9. **Will the star rating system be released to the public or will they only be available to districts this year while still under review by the U.S. Department of Education?**
 - a. While the waiver does require that we send the ratings to the U.S. Department of Education as part of the application, the SDE will not be releasing the list of star ratings to the public or submitting the list of the schools and their star ratings as required in the waiver to the U.S. Department of Education at this time. We have placed the star ratings behind the secure site where only school administrators can access their respective schools' data. We wanted districts to be able to see their data and have time to understand and appeal it before we submit it and make it public. We will be building an application similar to the AYP appeals site and will provide districts the opportunity to view and appeal any data related to the star rating prior to making it public or sending it to the U.S. Department of Education.
10. **Grade 9 is actually taking the Grade 10 ISAT and our data seems to indicate that this influences the % proficient because they are not taking a "true" Grade 9 end-of-year test. How does the new system account for this difference in testing Grade 9 students versus all other grade levels?**
 - a. The Achievement ratings are calculated using only 10th grade data. Ninth grade data is not included in the achievement percentages. The Growth to Achievement and Growth to Achievement Gaps are calculated using 9th and 10th grade data because the scores use a vertical scale and can illustrate growth from grade to grade.
11. **It appears that all four (4) subgroups are merged in the new system. The score is multiplied by four (4) to calculate the points. How does this work in schools that might have only 1, 2, or 3 subgroups that reach the "N" of 25?**
 - a. In schools that do not have 25 students in each subgroup, the subgroups are combined into one subgroup to avoid not identifying high-risk students. When subgroups are combined, each student is only counted one time. For example, if you have a student that is Minority, LEP and Free and Reduced Lunch, his scores would only be counted one time. In schools where there are 25 students in all subgroups, the students are kept separate but are counted multiple times if the student was identified in multiple subgroups. We will be proposing a change to the U.S. Department of Education to address this.
12. **In looking at the metrics used to determine star ratings, we are concerned that a disproportionate number of alternative schools will be classified as One- and Two-star schools?**
 - a. The State Department of Education has received feedback related to alternative schools and how they are identified in the new star rating system. While we do believe that students in an alternative setting have high potential for growth, and we do recognize that an accountability system designed to evaluate alternative schools may need to focus on or place more of an emphasis on other indicators of success. Based on the feedback we are getting, the SDE has committed to pulling together a working group of superintendents and principals to analyze the star rating system as it pertains to alternative schools and make recommendations for possible revision once we have begun negotiations with the U.S. Department of Education about the waiver approval.

13. **In reviewing the star rating for our high school, we do not believe that we have received credit for all of our students who have been taking dual credit courses.**
- a. The star rating reports that were previously published took into account AP, IB and Tech Prep courses which were collected through ISEE but not Dual Credit courses because the system was not collecting that information at the time. If a school had AP, IB or Tech Prep programs, they would have been rewarded in that category as long as the ISEE upload included a grade for the course being taken. For schools that utilize Dual Credit, they would not have received the credit which is why we made a point of needing to allow for an appeals opportunity so that districts can get that data in. The coding for dual credit is a new field that is required with the March upload but available under the V2 Templates during the February upload. You can find a list of required fields at <http://www.sde.idaho.gov/site/isee/> under “Required Data Collection Elements 2011-2012.” As mentioned above, districts will have an opportunity to update and correct their data for the first semester and or trimester, and we will be in contact with districts once we establish a process for doing so.
14. **The star rating system uses Student Growth Percentiles (SGP) and Adequate Student Growth Percentiles (AGP) to determine growth. Does the Students Come First Pay-for-Performance plan use AGP or SGP in its calculations? If not, what calculation is being used?**
- a. Yes. Pay-for-Performance under Students Come First is calculated using SGP. The star rating system is based on both SGP and AGP, while the Pay-for-Performance metric is based entirely on SGP and achievement. Therefore, they are not directly connected. A school does not have to have a specific star rating to be eligible for a Pay-for-Performance bonus in either growth or achievement.
15. **How is the star rating system from the ESEA Waiver tied to Pay-for-Performance from Students Come First?**
- a. While the Pay-for-Performance model and the star rating system are both based partially on Student Growth Percentiles, they are not directly connected. You do not have to have a specific star rating to be eligible for Pay-for-Performance. The state Pay-for-Performance shares are based on where a school is in the Growth and Excellence quartiles, not on how many stars they have earned. If the school is in either (or both) the top 75% of schools on the Growth measure, or the top 50% of the Excellence measure, all certificated employees in the building will earn state Pay-for-Performance shares, unless they do not meet local measures set by the local school district. The Pay-for-Performance structure was built prior to the ESEA Waiver opportunity and the creation of the star rating system. We are currently analyzing the relationship between the two and how and if they should be aligned.

16. Why is our AYP data (% proficient) higher than what is showing in the star rating system?

- a. As you may recall, Idaho has been using an “indexing” system for AYP for the past few years. In those calculations, basic students are counted as half proficient (0.5) and added to your totals, thus increasing your percent proficient under the AYP system. In the star rating system, the SDE has still accounted for students who were not continuously enrolled using the same business rules we have now. The SDE has also exempted LEP1 and LEP2 students from those calculations, with the goal of exempting LEP3 next year when we have the coding in the ISEE system. However, the percent proficient and advanced is just a straight calculation of those students with the exemptions listed above. As a result, the number will be less unless you did not have any students who were basic or if your basic students were in the LEP2 category.

17. My school has always made AYP, and now I am a Two-Star School. How can this be?

- a. AYP was based solely on proficiency. While proficiency is part of the overall equation in the star rating system, the Idaho’s new Accountability Plan now utilizes multiple measures when looking at a school’s performance, including a significant portion of points being assigned to growth and growth to a standard.

18. Why is Idaho requiring SES and Choice for One- and Two-Star Schools when it is not required?

- a. The decision to use STS (tutoring) and Choice is a matter of principle. In the lowest-performing schools, many students need additional help. STS and Choice are the only options available to empower families and students with an alternative method of support. It gives them the opportunity for additional assistance or an alternative instructional setting. Without it, they are left to the sole discretion of the school while it is undergoing change. Substantial improvement of a school takes time, and the students and their families cannot afford to wait for the changes to take full effect. The STS and Choice requirements have been limited to the lowest-performing schools. This is a substantial reduction from the Idaho’s previous accountability system. The plan also creates significant flexibility for how to meet the STS and Choice obligations that were previously unavailable to districts. While the old SES model had significant flaws, research does support the need for additional learning time (an element required in the waiver).

19. Under the ESEA Waiver, are Choice and STS available to all students?

- a. While we believe in School Choice and STS as options for students, we also recognize the issues inherent to both under the current No Child Left Behind law. In the plan, Choice and STS are limited to the lowest-performing schools in the state (One- and Two-Star Schools), as opposed to all schools in improvement, and are only available for students who are not proficient in core subject areas based on state tests. Idaho has also written significant flexibility into the plan for both the funding and design aspects of both to address capacity and cost issues. A significant change from the NCLB SES model is that it was required in all schools in improvement status, regardless of the severity of a school’s data. Under the new plan, only the lowest-performing schools and districts that have lacked progress for two years are required to offer it. The plan limits the eligibility of students and provides flexibility for when, where, and how the district can deliver STS.

20. Can school districts serve as their own SES provider?

- a. The district has significant latitude to design something that meets the needs of students. However, since it is limited to persistently low-performing schools in which districts have already had two years to change the trajectory of performance, districts must put out a request for proposals (RFP) and use standard procurement policies to select at least one external provider that delivers STS services aligned with the district's and school's improvement plans. The state will no longer maintain a list of providers nor expect the district to offer more than one. Rather, the district is expected to exercise sound judgment in the selection process, and the SDE will monitor its plans. If the district does not receive any satisfactory proposals, the district may develop a plan (pending SDE approval) to provide its own STS services. We consider this to be a compromise between making districts offer multiple external provider choices, with the district being just one choice among many, and the fact that the school in question is persistently low-performing. We believe that this provision provides the flexibility districts have requested in the past while still serving the needs of Idaho's students and parents attending low-performing schools.

21. The waiver says that parents will have the ability to select "any school in the state" as it pertains to school choice. Will my district have to provide transportation for students to travel to any school in the state of Idaho?

- a. The plan states: "School Choice can be met through the use of the Idaho Education Network and virtual charter schools as well as any public school in the State" (p. 88). The intended audience is the U.S. Department of Education, not parents, per se. The wording is to demonstrate that districts may meet their obligations through multiple means. The sentence does not say, nor does it mean, that parents may choose "any school in the state." Just as with the current requirements regarding School Choice, the district (a) must do its due diligence to offer another school(s) within the district, and (b) if there are no choices within district, it must do its due diligence to find and offer other choices (e.g., virtual charter schools or in neighboring districts that are not in improvement status). Also, as is currently true, other districts are not required to take the student(s), but the district that is required to provide Choice is required to demonstrate that it sought options. The plan includes tremendous flexibility to assist districts in meeting these obligations. For example, it permits the use of the Title I set-aside for non-Title schools to cover the costs and allows courses in core subject areas that are delivered virtually (e.g., via Idaho Digital Learning Academy or other providers over the Idaho Education Network, internet, or other means) by other schools to count as Choice instead of transporting the student elsewhere. The district is required to offer Choice; parents do not get to select choices that are not provided by the district.

22. How are graduation rates calculated for the star rating?

- a. To calculate graduation rates, Idaho uses the formula from the National Center for Educational Statistics (NCES). Graduation rate is defined by NCES as the proportion of students who begin in ninth grade and go on to complete twelfth grade with a diploma. Idaho includes students who complete high school under the IEP exception. A General Education Development (GED) certificate does not meet requirements that are comparable for receipt of a regular high school diploma. We will continue to use this formula until 2013-2014 when Idaho will begin reporting graduation rates using a four-year adjusted cohort model that is required by the U.S. Department of Education. This is a current requirement, but Idaho received a waiver until 2013-2014. By 2013-2014, we will have the data needed to report using the four-year adjusted cohort model.

23. **How are Student Growth percentiles (SGP) calculated, and what are the formulas used in that calculation?**

- a. **Student Growth Percentile (SGP)** is a normative measure of academic growth. SGP is the percentile of a student's 2011 ISAT scale score within a conditional density:

$$\Pr(2011 \text{ ISAT Scale Score} | 2010 \text{ ISAT Scale Score}).$$

Quantile regression is used to estimate the conditional density associated with the student's 2011 ISAT scale score (Betebenner, 2008). A linear combination of B-spline seven cubic polynomial functions are used as the conditional quantile functions to accommodate non-linearity, heteroscedasticity, and skewness of the distribution (Betebenner, 2008). Given assessment scores for t occasions, ($t \geq 2$), the τ -th conditional quantile for Y_t based on $Y_{t-1}, Y_{t-2}, \dots, Y_1$ is given by

$$Q_{Y_t}(\tau | Y_{t-1}, \dots, Y_1) = \sum_{j=1}^{t-1} \sum_{i=1}^3 \varphi_{ij}(Y_j) \beta_{ij}(\tau),$$

where φ_{ij} , $i = 1, 2, 3$ and $j = 1, \dots, t-1$ denote the B-spline basis functions (Betebenner, 2008). SGP is not correlated with 2010 ISAT scale score; therefore, one cannot make an assumption that a low-achieving student with a SGP of 60 learned as much as a high-achieving student with the same SGP (Betebenner, 2008). Instead, a student with a SGP of 60 has grown as much as 60% of the student's academic peers, all Idaho students having a similar 2010 ISAT scale score at the same grade level.

Median Student Growth Percentile is a median of SGPs within a particular group of interest (i.e. school, minority students within a school, etc). By ordering the SGPs from smallest to largest within the group, denoted by x_1, \dots, x_n , the sample median is given by

$$\tilde{x} = \begin{cases} \left(\frac{n+1}{2}\right)^{th} \text{ ordered value} & n \text{ is odd} \\ \text{average of } \left(\frac{n}{2}\right)^{th} \text{ and } \left(\frac{n}{2} + 1\right)^{th} \text{ ordered value} & n \text{ is even} \end{cases},$$

where n is the number of students in the group.¹

24. How is Adequate Student Growth Percentiles (AGP) calculated, and what is the formula used in that calculation?

- a. Adequate Growth Percentile (AGP) is a criterion-referenced measure of academic growth. AGP is calculated based on the coefficient matrices derived from estimating the conditional density described above (Betebenner, 2008). Using the matrices as a look up table, multiple future growth/achievement scenarios are predicted upon 2010 ISAT scale score (Betebenner, 2008). AGP is translated as how much growth is necessary to achieve or keep proficiency within three years or 10th grade, whichever comes first.

Median Adequate Growth Percentile is a median of AGPs for a particular group of interest (i.e. school, minority students within a school, etc). See above for how to obtain a sample median.

25. What does a student have to score on the SAT for our school to earn five points in the College Entrance/Placement Exam category?

- a. In addition to the SAT, the SDE will utilize the results from the ACT, ACCUPLACER and COMPASS exams. For each exam, Idaho will establish a benchmark score that has the highest probability that the student will not need remediation in a postsecondary education setting, and the metric will give points for the percentage of students who reach these set benchmarks. For example, the College Board has established that a composite score of 1550 on the SAT indicates an increased probability of success (defined as a freshman average grade of B- or higher) in college. This benchmark will be evaluated to determine the score where students are best prepared for college and professional-technical courses. During summer 2012, representatives of Idaho colleges and universities in partnership with teachers and representatives from Idaho's K-12 public schools will convene to agree upon a set cut score for the ACCUPLACER, ACT and COMPASS tests that will then be taken to the Idaho State Board of Education for approval. If a student takes multiple exams, the higher of the two exam scores will be calculated into the matrix.

26. How are the advanced opportunities points calculated?

- a. Advanced Opportunities are calculated based on both the percent of students who completed and the percent of students who earned a grade of C or better on an Advanced Placement (AP), International Baccalaureate (IB), or Dual Credit or Tech Prep course. Eligible students in this category are all public school juniors and seniors. The first measure considers the total number of students eligible for such courses (as defined in IDAPA 08.02.03. 106.02) to be all juniors and seniors and the percent of the eligible students who took one or more courses. The second measure is a cumulative percentage of the number of courses taken by any eligible students who completed a course. If a student takes multiple courses, the higher of the two course grades will be calculated into the matrix.

27. Will Idaho always have 5% of their schools classified as one-star schools and 10% of their schools classified as two-star schools despite how well they are doing?

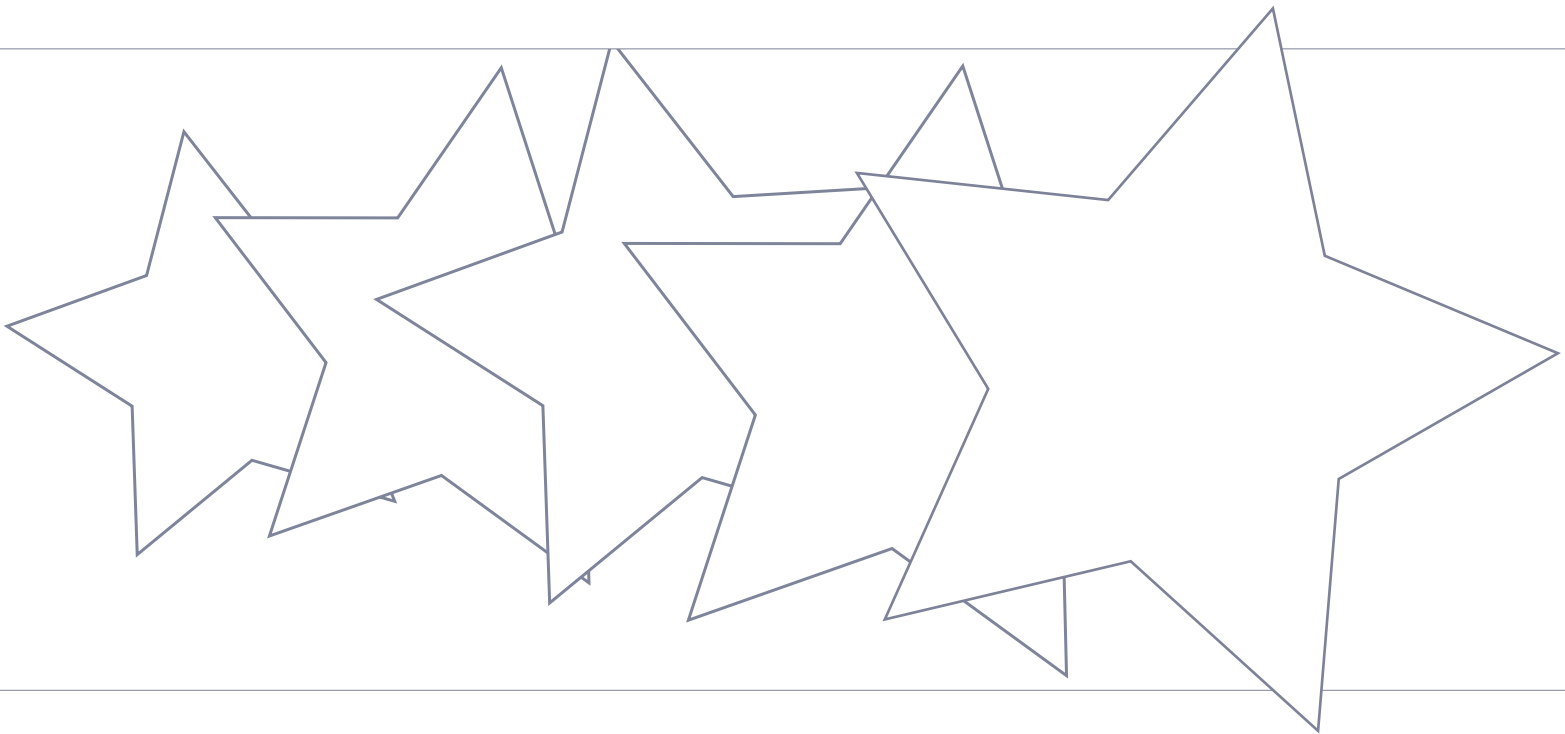
- a. No. The ESEA Waiver application did require states to identify their lowest 5% of schools as Turnaround and Priority Schools and the next lowest 10% of schools as focus schools for the purpose of providing services and interventions. In our application, that equates to 5% classified as One Star Schools and 10% classified as Two Star Schools. This was an initial requirement, but there is no requirement forcing us to maintain this distribution. Our goal as a state would be to move all schools out of the one and two star status and into four and five star status.

28. **When calculating the Advanced Opportunities, does the percent completing advanced opportunities include all of the students enrolled in my high school or only juniors and seniors?**
- a. Only juniors and seniors are used in the calculation of Advanced Opportunities since they are the only students typically eligible to take a majority of the advanced courses being offered due to age qualifications. You can find that information on page 67 of the waiver, directly above Table 12.
29. **If a school makes AYP under current system but comes in as a One or Two Star School during the transition year, which one trumps? Will it be like the transition to indexing where the school gets the better of the two ratings for accountability purposes?**
- a. If a school makes AYP this year and has a One or Two Star Rating, the school wouldn't have any requirements under the old AYP system. Because of this, we are giving them the benefit of the doubt and not requiring anything of them in this initial year under the new system. If they receive a One or Two Star Rating the following year, they would be required to meet the requirement that are outlined for those categories as it would be considered their second year at that level.
30. **Under the ESEA Waiver Application, school districts are only required to offer Choice and STS to use those who qualify. Are those who qualify just those students not proficient and economically disadvantaged? Are districts obligated to notify all parents of STS and Choice or just those who qualify?**
- a. Eligible students are identified as any student not proficient and who has not made adequate growth on either the Reading or Math sections of the ISAT. For grades K-2, any student that scores at the level of 1 on the Spring administration of the Idaho Reading Indicator (IRI) is eligible for School Choice and STS. It is not limited to economically disadvantaged students. If there is not enough funding to serve all students, school districts would need to prioritize students using economically disadvantaged as a factor. Parent notification for Choice and STS is limited to those students who qualify. For more information, please see Attachment 14 of the Waiver titled Family and Student Support Options.

¹ Betebenner, D.W. (2008). Norm- and Criterion-Referenced Student Growth. Retrieved from the National Center for the Improvement of Educational Assessment website:
http://www.nciea.org/publications/normative_criterion_growth_DB08.pdf

UNDERSTANDING THE STAR RATING SYSTEM

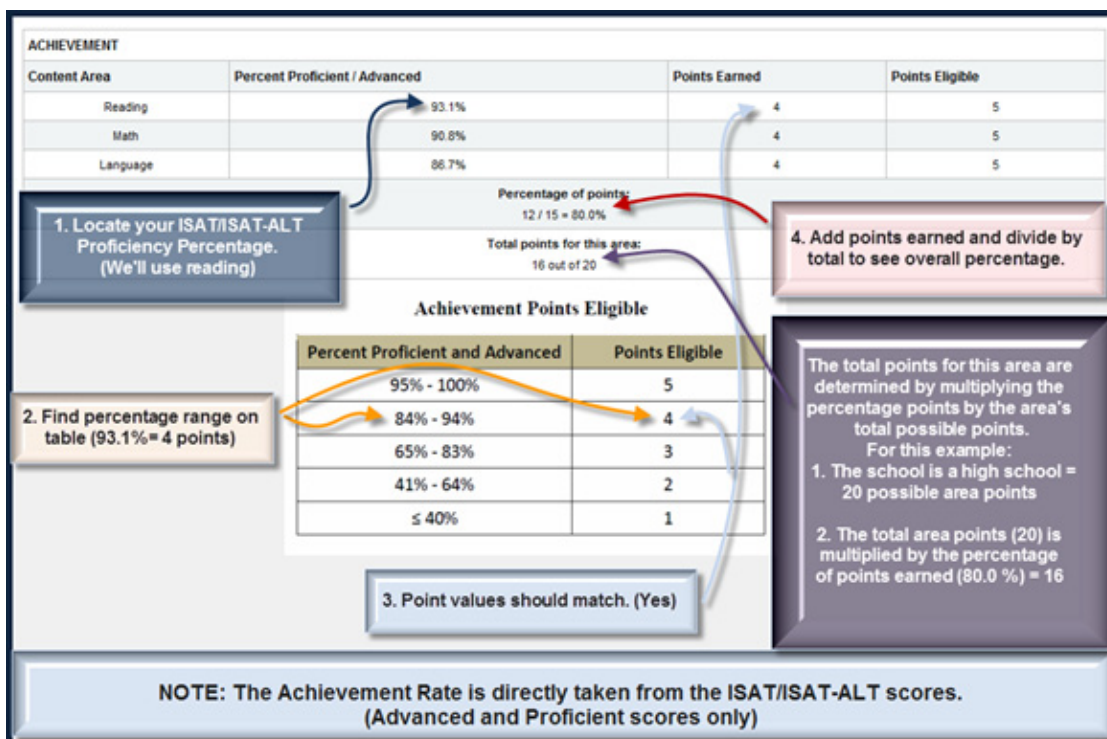
This guide outlines how to interpret the Star Rating System accountability information found on the AYP site.



For assistance, please contact
Dr. Angela Rishell at
arishell@sde.idaho.gov
208-332-6976

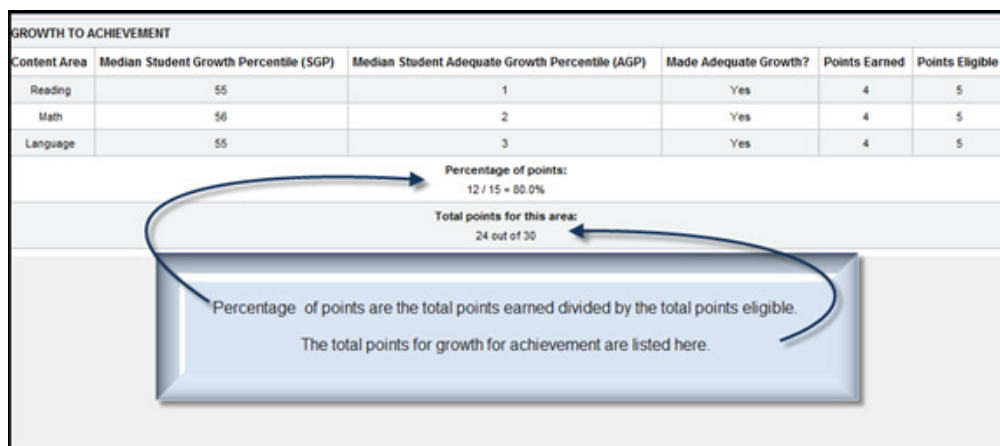
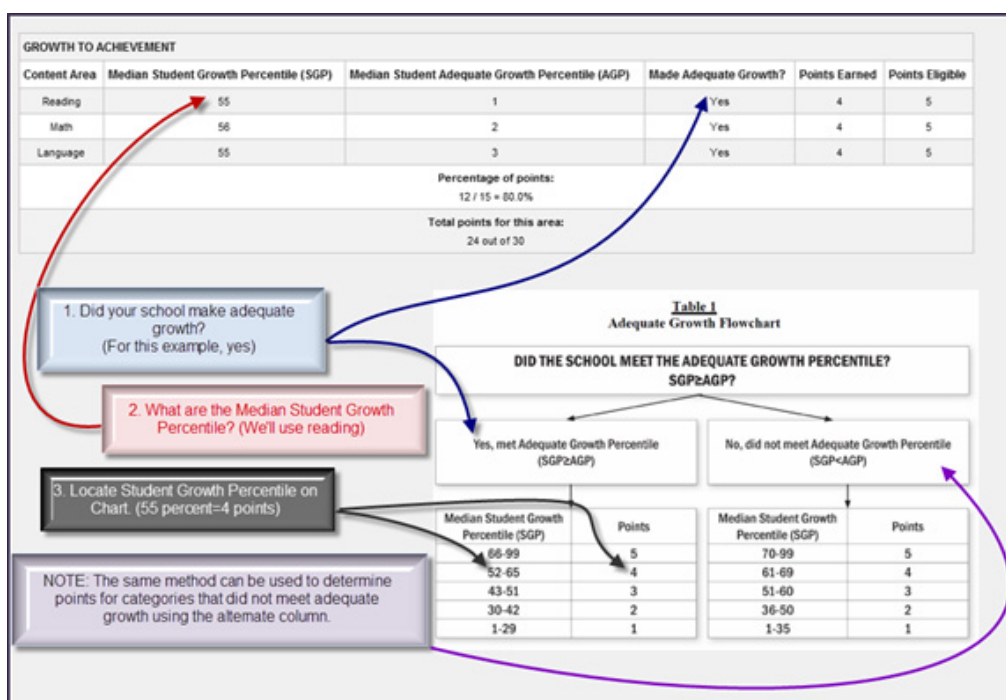
Accountability Area 1: Achievement

- This category is a direct reflection of student achievement on the ISAT tests.
 - These scores may look different than your AYP data because basic students are counted as 0.5 proficient for the old AYP system. For the Star System, only students who score proficient or advanced will be included in the calculations.
- To interpret the data presented on this site:
 1. locate your ISAT/ISAT-ALT proficiency percentage
 2. locate your percentage range on the table (which will then show you your total points earned from the total points eligible column).
 3. The Points Earned column on the school page should mirror the points eligible on the table.
 - Repeat for all categories.
 4. Add points and divide by total to see overall percentage.
 5. For the purpose of the star rating system each accountability area is given a set number of points that are different for elementary and high school (there is an adjustment for categories not reported at the elementary level... graduation, etc.).
 - The total points for high schools = 20
 - The total points for elementary = 25
 - The total percentage points earned is then taken and multiplied by the total points to determine total points earned for each area.



Accountability Area 2: Growth To Achievement

- Academic growth and academic growth gaps are evaluated based on a normative comparison of how much the typical or median student in the school/subgroup grew compared to his/her academic peers. This is called Median Student Growth Percentile (SGP).
- Growth to Achievement and Growth to Achievement Subgroups are evaluated based on the criterion of whether or not the growth rate is adequate for the typical or median student in the school/subgroup to reach or maintain a performance level of proficient or advanced within three years or by 10th grade, whichever comes first. This is called Median Student Adequate Growth Percentile (AGP).
- The Growth to Achievement and Growth to Achievement Subgroups indicators use two different scoring guides depending on whether or not the median growth percentile of the school or subgroup meets or exceeds the adequate growth needed for that school or subgroup.



ADDITIONAL SIMPLIFIED EXAMPLE:

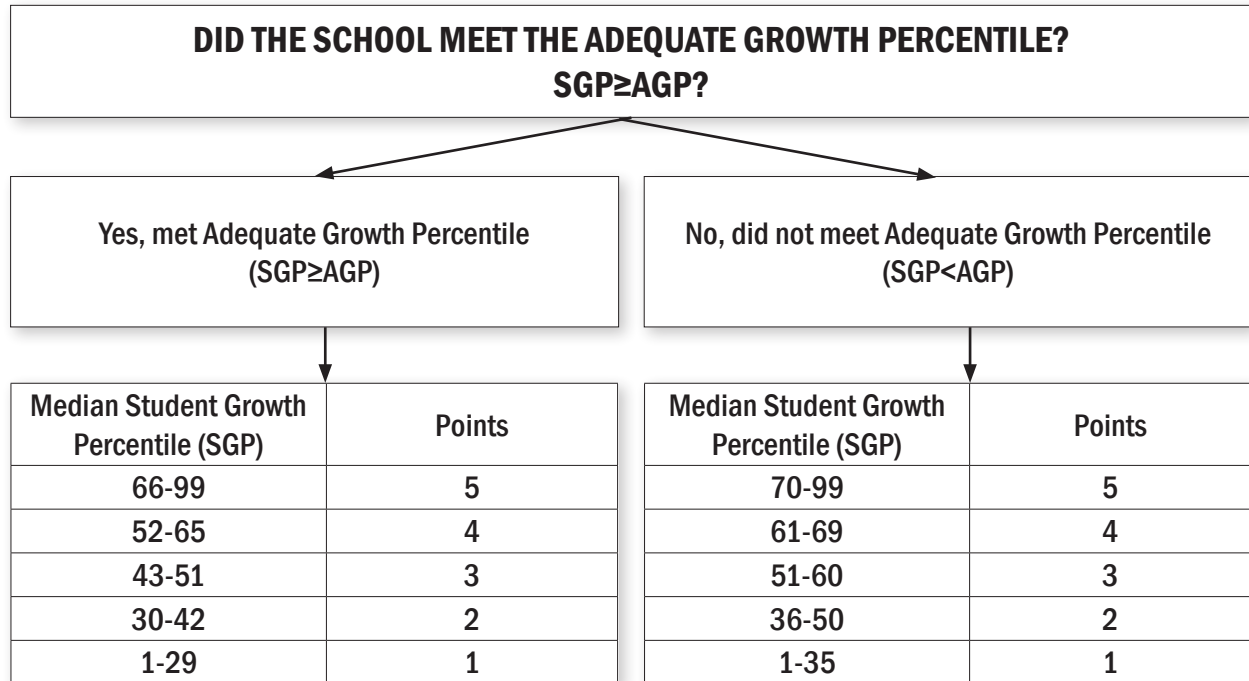
Here is a very simplified example of how SGP and AGP work. Say the state of Idaho only has eight 4th graders, and your school has three of them: Jonny, Sally, and Mike.

Name	ISAT Reading 3rd	ISAT Reading 4th
Jonny	179	192
Sally	202	233
Mike	202	200
Kim	202	264
Sue	179	194
Tom	179	180
Sammy	160	194
Joe	255	255

To calculate Jonny's SGP for Reading, you look at his academic peers, Sue and Tom. They performed similar to Jonny on the 3rd grade ISAT Reading. When looking at Jonny's 4th grade ISAT Reading scale score, 192, you notice that it is higher than Tom's score (180) but lower than Sue's score (194). Jonny performed better than 50% of his academic peers; therefore Jonny's SGP is 50. Similarly, Sally received a SGP of 50 and Mike received a SGP of 17. Your school's median SGP would be 50.

With a scale score of 179, Jonny is below basic. He needs to achieve a scale score of 208 or higher on the 6th grade ISAT reading test in order to be proficient within 3 years. Using our state-level data, we predict that Jonny's growth percentile needs to be 58 over the next three years to achieve proficiency; therefore, Jonny's AGP is 58. Because Jonny's growth percentile was only 50 this year, he is not making enough growth to meet his three year target. Therefore, we determine that Jonny did not "make adequate growth".

Remember that Jonny, Sally, and Mike are also in your school. Sally is already proficient in reading with a scale score of 202, and say her AGP = 10 percentile to maintain this proficiency status for the next three years. Similarly, Mike received an AGP of 10. Your school's median AGP is 10. Because your school's median SGP is bigger than your school's median AGP, your school "made adequate growth". Your school will receive 3 points based on the following chart.



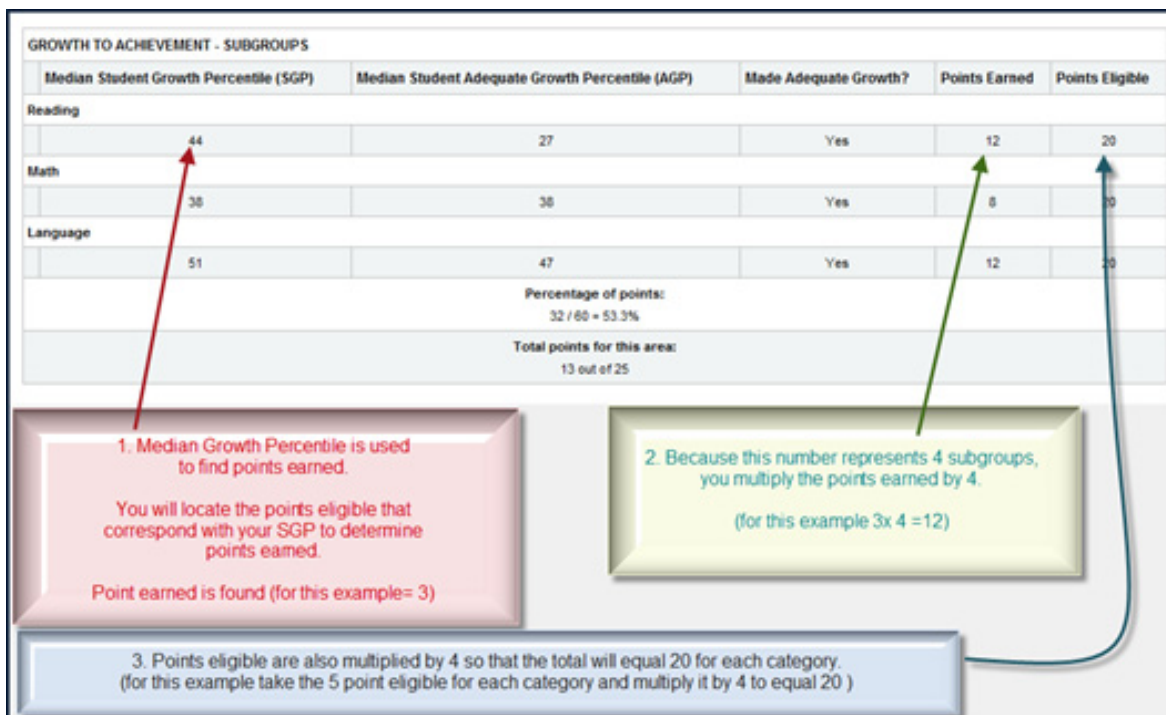
Name	SGP	AGP	Made Adequate Growth?
Jonny	50	58	No
Sally	50	10	Yes
Mike	17	10	Yes
School Median	50	10	Yes

Accountability Area 3: Growth To Achievement Subgroups

- Growth to Achievement, as stated previously, is also broken down by subgroups. The example below is for a school with subgroups.

GROWTH TO ACHIEVEMENT - SUBGROUPS					
	Median Student Growth Percentile (SGP)	Median Student Adequate Growth Percentile (AGP)	Made Adequate Growth?	Points Earned	Points Eligible
Reading					
Free/Reduced Lunch	49	3	Yes	3	5
Students With Disabilities	69	23	Yes	5	5
Limited English Proficiency	49	86	No	2	5
Minority Students	52	2	Yes	4	5
Math					
Free/Reduced Lunch	51	5	Yes	3	5
Students With Disabilities	81	69	Yes	5	5
Limited English Proficiency	50	87	No	2	5
Minority Students	53	7	Yes	4	5
Language					
Free/Reduced Lunch	45	30	Yes	3	5
Students With Disabilities	57	69	No	3	5
Limited English Proficiency	23	94	No	1	5
Minority Students	35	22	Yes	2	5
Percentage of points: 37 / 60 = 61.7%					
Total points for this area: 12 out of 20					
<p>Growth to Achievement for Subgroups is the same as for the overall category. The total points are then added and presented at the bottom of the page. NOTE: You can make it in some categories and not in others</p>					

- However, if a school does not have enough students (25) in all four subgroups, the subgroup categories will be rolled into one group which will be reported in the following fashion:



Accountability Area 4: Post Secondary And Career Readiness

NOTE: The Post Secondary and Career Readiness accountability area is broken down into two categories (for now): Graduation Rate (50%) and Advanced Opportunity (50%). Starting next year, we will add the third category: College Entrance Placement Exams. Once the third category is established, each category will be valued at 33.33% of the total area points.

ADVANCED OPPORTUNITIES

- Advanced Opportunities includes both the percent of students who completed and the percent who earned a grade of C or better on an Advanced Placement (AP), International Baccalaureate (IB), or dual credit or tech prep course.
- Eligible students in this category are all public school juniors and seniors. The first measure considers the total number of students eligible for such courses (as defined in IDAPA 08.02.03. 106.02) to be all juniors and seniors and the percent of the eligible students who completed one or more courses.
 - As a note, percent completing advanced opportunity is the number of students that completed a course with a grade A through F divided by the number of eligible students. You must have reported the students on your ISEE report. You may appeal any students that were not included during the appeal window.
- The second measure is a cumulative percentage of the number of courses taken by any eligible students who completed a course with a grade of C or better. If a student takes multiple courses, the higher of the two course grades will be calculated into the matrix.

POST SECONDARY		
Content Area	Points Earned	Points Eligible
Graduation Rate (96.0%)	5	5
Advanced Opportunity	5	5
Percentage of points: 10 / 10 = 100.0%		
Total points for this area: 30 out of 30		

The Advanced Opportunity information is pulled directly from ISEE. That percentage is then converted to points using the below table

Advanced Opportunity Eligible Points	Percent Completing an Advanced Opportunity Course with C or better				
Percent Completing Advanced Opportunity	90%-100%	75%-89%	60%-74%	40%-59%	≤ 39%
50% - 100%	5	5	3	2	1
25% - 50%	5	4	3	2	1
16% - 24%	4	4	3	2	1
6% - 15%	3	2	2	1	1
≤ 5%	1	1	1	1	1

GRADUATION REQUIREMENTS

- Graduation Requirements
 - Idaho's graduation rate goal is 90%.
 - The data presented is the same data reported for the 2011 AYP.

COLLEGE ENTRANCE/PLACEMENT EXAMS

- The College entrance/placement exams category will be added once data had been reported.

POST SECONDARY		
Content Area	Points Earned	Points Eligible
Graduation Rate (96.0%)	5	5
Advanced Opportunity	5	5
Percentage of points: 10 / 10 = 100.0%		
Total points for this area: 30 out of 30		

Was 95% participation met? Yes

To determine the Graduation Rate Eligible Points, take your reported graduation rate, find the range and then find the associated points.
For the example school, they had a rate between 90%-100%, so their points eligible =5

Participation is directly pulled from the ISAT and ISAT-ALT.
If you did not make participation, you will automatically lose 1 star rating.
The example school met participation; therefore, they will not lose a star.

Graduation Rates	Points Eligible
90% - 100%	5
81% - 89%	4
71% - 80%	3
61% - 70%	2
≤ 60%	1

Accountability Area 5: Participation

- All schools and districts must have at least a 95% participation rate on the ISAT/ISAT-Alt for all of their students (including all subgroups) or the Star Rating for the school or district will drop by one star.
- The participation data is taken directly from the ISAT/ISAT-ALT tests.

THE FINAL RATING

- Every section is totaled and presented in the Overall Star Rating Area.
- The number of stars are determined using the following scale:

The screenshot shows a web interface for 'Star Results'. At the top, there are navigation links: COMMUNICATION, RESOURCES, DATA COLLECTION, and ADMINISTRATORS. Below these is a header with 'Log Out' and a user email 'brishel@edu.k12'. The main content area is titled 'Star Results for [Your School Name Here]'. A link 'View District Summary' is present. The 'OVERALL STAR RATING' section displays '4 Star' and '82 out of 100 points'. A red callout box points to this rating, stating: 'Overall Rating: This is the School's Star Rating. The school's total points earned from each category are totaled and displayed here.' Below this is the 'ACHIEVEMENT' section, which is a table with the following data:

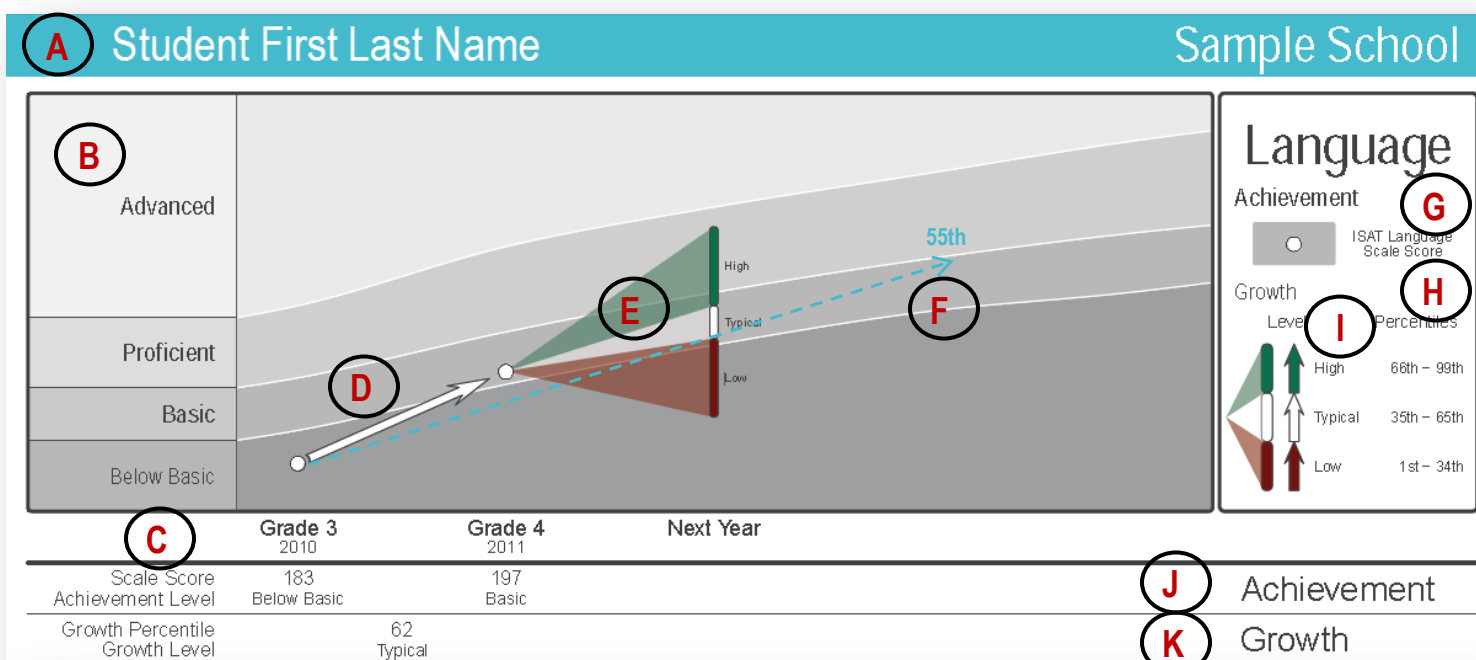
Content Area	Percent Proficient / Advanced	Points Earned	Points Eligible
Reading	93.1%	4	5
Math	90.8%	4	5
Language	86.7%	4	5
Percentage of points: 12 / 15 = 80.0%			
Total points for this area: 16 out of 20			

Star Rating Point Range

Star Rating	Total Point Range
★ ★ ★ ★ ★	83-100
★ ★ ★ ★	67-82
★ ★ ★	54-66
★ ★	40-53
★	<39

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How to Read Student Growth Report



- A. Displays the student's name and school in which the student had been continuously enrolled in SY 2010-2011
- B. Lists the proficiency level
- C. Displays the student's grade and school year
- D. Student Growth Percentile (SGP) is represented by the arrow between the two white circles, refer to I.
- E. Displays the projected growth levels necessary to earn proficiency next year
- F. Adequate Growth Percentile (AGP) is represented by the dotted line (display coming late 2012)¹
- G. Displays the subject
- H. Scale score is represented by the white circle (○)
- I. In the state of Idaho, the green growth arrow is considered high growth; white is typical; and red is low, refer to D.
- J. Displays the student's scale score and proficiency level
- K. Displays the student's growth percentile and growth level

Scale Score and Proficiency Level

Scale scores provide a measure of achievement that allows for valid comparisons across students within the same grade and subject. The scores are grouped into four proficiency levels.

Growth Percentile

Student Growth Percentile (SGP) provides a norm-referenced measure of academic growth by comparing the student's scale score to that of the student's "academic peers." all Idaho students being tested in the same grade-level subject and having a similar ISAT scale score in that subject prior to the current year. The student must have two consecutive years of test results and should not have been retained or have skipped a grade in order to receive a growth percentile.

Adequate Growth Percentile (AGP) provides a criterion-referenced measure of academic growth by predicting how much growth is necessary to keep or achieve proficiency in three years or by 10th grade, whichever comes first.

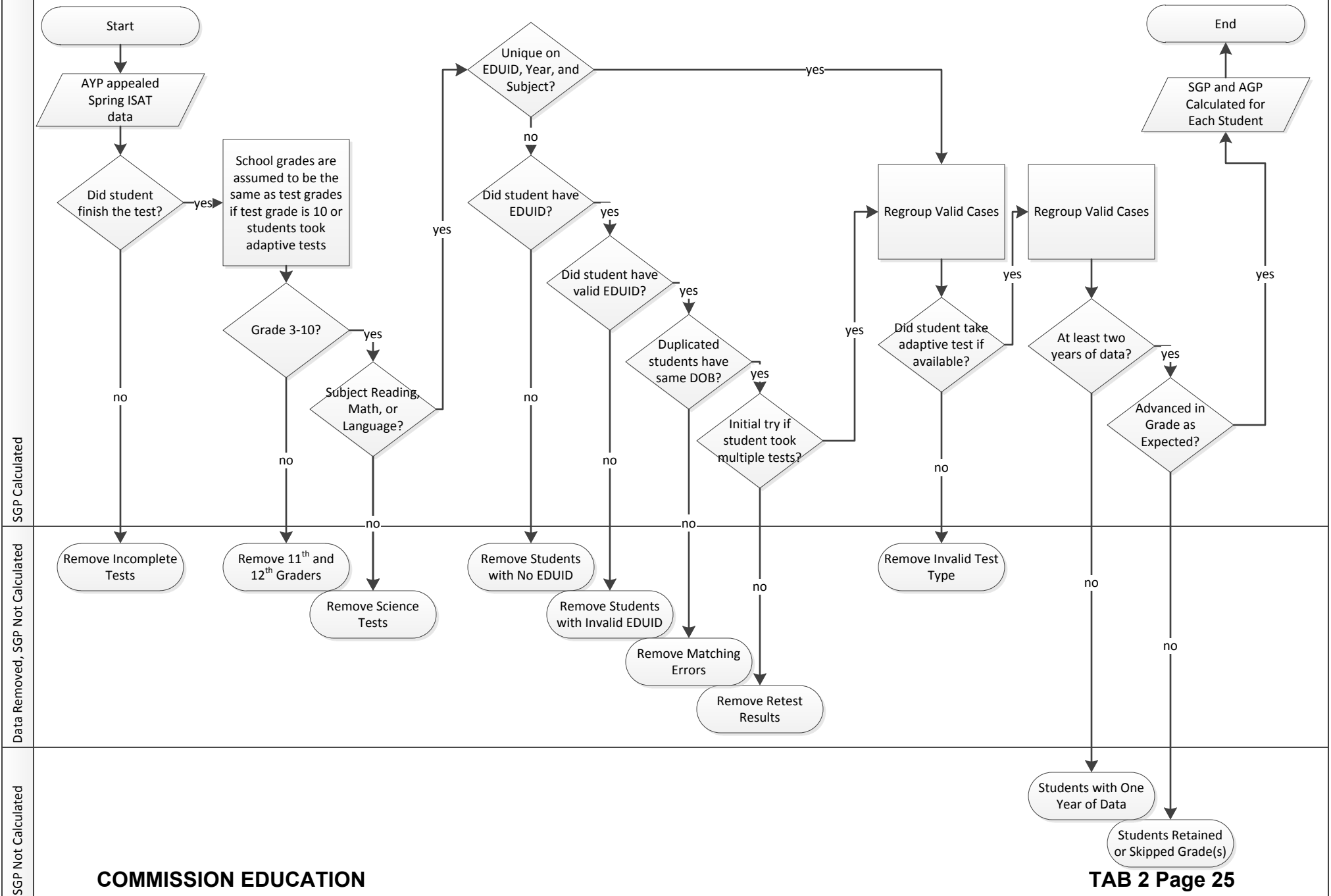
Interpretation of Chart

This student's scale score was 183 (Below Basic) on third grade ISAT Language in 2010 and 197 (Basic) on fourth grade ISAT Language in 2011. The student made 62 percentile growth between 2010 and 2011, which is considered typical growth. Therefore, the student has grown as good as or better than 62% of his/her academic peers in the area of language. The student needs to obtain high growth (SGP ≥ 66th percentile) next year in order to achieve proficiency in fifth grade ISAT Language. From the student's third grade score, it was projected that the student needs to earn at least 55th percentile growth every year for the next three years to achieve proficiency in sixth grade ISAT Language. Because the student made adequate growth this year (SGP ≥ AGP), the student is on the right track to achieve proficiency by 2013.

Growth Percentile Calculation Process Flow

Last Updated on 03/23/2012

Individual SGP and AGP Calculation



ESEA Waiver
Rewards and Sanctions
Summary Chart for Schools

Schools	Five Star	Four Star	Three Star [*]	Two Star [†]	One Star
Recognition & Rewards	Eligible for Recognition and Rewards	Eligible for Recognition	Not eligible	Not eligible	Not eligible
WISE Tool	Optional (Continuous Improvement Plan)	Optional (Continuous Improvement Plan)	Continuous Improvement Plan	Rapid Improvement Plan	Turnaround Plan
Statewide System of Support Services	Optional	Optional	Optional	Participation Required	Participation Required
Family and Student Support Options • Supplemental Tutoring Services • School Choice	Optional	Optional	Optional	Must provide for eligible students	Must provide for eligible students
Professional Development Set-Aside	Optional	Optional	Optional	Required 10% of school Title I funding allocation NOTE: <i>This amount may aggregate into the District 10% set-aside</i>	Required 10% of school Title I funding allocation NOTE: <i>This amount may aggregate into the District 10% set-aside</i>
State Funding Alignment Requirements[‡]	No additional requirements	No additional requirements	Must provide plan that describes aligned use of funds	Must provide plan that describes aligned use of funds	Must provide plan that describes aligned use of funds

^{*} Three, four, and five three star categories will determine school and district recognition, rewards, and accountability requirements on an annual basis.

[†] One and two star categories will determine school and district accountability requirements based on exit and entrance criteria defined in Sections 2.D.5 and 2.E.4.

[‡] State funds include: hard-to-fill, leadership and pay for performance, dual credit, technology, professional development, remediation, and criteria used for determining 1 and 2-year teacher contracts. Further inclusion in the plans includes a provision for focus on the teacher and administrator evaluation plans and how parental input will be included.

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Transitional Period
School Improvement Requirements

NCLB Status 2012-2013	Star Rating for 2012-2013			
	<i>Five or Four Stars</i>	<i>Three Star</i>	<i>Two Star</i>	<i>One Star</i>
School Improvement (SI) Year 1	No plan required No additional requirements	Continuous Improvement Plan	Continuous Improvement Plan School Choice	Continuous Improvement Plan School Choice
SI Year 2	No plan required No additional requirements	Continuous Improvement Plan	Continuous Improvement Plan School Choice STS	Continuous Improvement Plan School Choice STS
Corrective Action (SI Year 3)	No plan required No additional requirements	Continuous Improvement Plan State Funding Alignment Plan	Continuous Improvement Plan School Choice STS A Corrective Action State Funding Alignment Plan	Continuous Improvement Plan School Choice STS A Corrective Action State Funding Alignment Plan
Restructuring Year 1: Planning (SI Year 4)	No plan required No additional requirements	Continuous Improvement Plan State Funding Alignment Plan	NCLB Restructuring Plan School Choice STS State Funding Alignment Plan	NCLB Restructuring Plan School Choice STS State Funding Alignment Plan
Restructuring Year 2 (or beyond): Plan Implementation (SI Year 5+)	No plan required No additional requirements	Continuous Improvement Plan State Funding Alignment Plan	NCLB Restructuring Plan Implementation School Choice STS State Funding Alignment Plan	NCLB Restructuring Plan Implementation School Choice STS State Funding Alignment Plan

Transition Period: The State is holding AYP targets for use during the 2012-2013 school year while introducing the new performance framework. The existing NCLB improvement timeline will continue to be in place until spring 2013. However, an initial Star-Rating will be available to schools and districts in late summer 2012. Therefore, there will be a transition period in which schools have labels under two systems. In order to provide clarity of the requirements for 2012-2013, the following table details how the requirements of the two systems will integrate for a one year period. The table explains what each level of NCLB School Improvement Status is required to do depending on the star rating earned at the end of 2011-2012. The requirements balance the new and old systems to alleviate burden where possible and maintain strong accountability where performance is low.

SUBJECT

Summit Public Charter School New Charter Petition (Second Hearing)

APPLICABLE STATUTE, RULE, OR POLICY

I.C. § 33-5205

IDAPA 08.02.04.205.06

BACKGROUND

Summit Public Charter School (Summit) is a proposed new public charter school to be located in Pocatello, Idaho. The petition was referred to the Public Charter School Commission (PCSC) by Pocatello/Chubbuck School District 25.

Summit's petition was first submitted to the PCSC office in July 2011, but due to administrative incompleteness and missed deadlines, it was not considered received until October 20, 2011. The petition was presented for a first hearing in December 2011 at which time the Commission held a decision until a future meeting so outstanding concerns could be addressed by the petitioners.

In January 2012, the Summit petitioners received a letter notifying them that their proposed school would infringe on the Harbor Method trademark owned by Ms. Rebecca Stallcop. Summit and PCSC staff mutually agreed to delay the next petition hearing in accordance with statute, permitting time for the petitioners to amend the petition to avoid trademark infringement. At this time, Summit believes the issue to have been resolved; confirmation of Ms. Stallcop's agreement with this perspective has not yet been received.

The delay in holding this hearing places Summit at the end of the statutory timeline for consideration of new charter petitions. This indicates that the PCSC must make a final decision with regard to the petition without further delay.

DISCUSSION

Summit's petition is for the establishment of a new public charter school serving Pocatello/Chubbuck area students in grades K-8, with no intention to add classrooms or expand into high school grades. The proposed school will endeavor to enable students to become successful citizens who contribute to their communities. Summit will focus on high expectations, consistent reflection on student learning, data driven decision making, and purposeful contribution to an environment of safety, accountability, engagement, and responsibility.

Staff has reviewed Summit's petition and notes the following, primary concerns:

1. Affordability of Summit's facility options remains unclear. With regard to the primary facility option, Westwood Mall, costs associated with necessary renovations are undocumented. The Albertson's Charter Start Grant budget includes \$80,000 for remodeling and relocation costs; relocation of the existing tenant is estimated to be \$65,000, leaving \$15,000 for remodel expenses. The petitioners report that the Westwood Mall lessor continues to express interest in reaching a lease agreement with Summit.

Uncertainty remains regarding whether the budget can support the backup facility options. In accordance with staff direction, Summit has based budget scenarios on the most likely facility option. However, reserves projected in these scenarios may not be adequate to make the backup options viable.

2. Adequate enrollment may be difficult to achieve. Summit's budgets are based on enrollment of 231 or more students. Market research indicates that as many as 209 students have expressed interest in attending Summit; however, these results predate Summit's separation from the Harbor Method and rely heavily on The Academy's waiting list. It is unclear whether these families will remain interested in Summit given recent changes to the petition. The petitioners do have a plan for extensive marketing and report that they are publicizing their independence from The Academy and the Harbor Method.

Additional concerns are cited in the petition review memo and embedded in the petition text.

IMPACT

If the Public Charter School Commission (PCSC) approves the petition, Summit will be responsible for notifying the State Board of Education of such approval, seeking authorization to begin operations for the 2012-2013 school year, and seeking authorization for LEA status. The PCSC will be responsible for the general oversight of the school.

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

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the PCSC consider whether the Summit petitioners are likely to overcome potential enrollment and facility challenges in order to operate a fiscally viable school. The petitioners are highly motivated and

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passionate, but have at times taken slow or incomplete action in response to recommendations from state agencies.

COMMISSION ACTION

A motion to approve the petition for Summit Public Charter School.

OR

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

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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

Name of Proposed Public Charter School: ***Summit Public Charter School***

Date: ***3-26-12 (additional reviews dated 7/7/11, 8/22/11, 10/27/11, 12/8/11, 1/18/12, 3/7/12)***

Petition Delivered to Commission Staff: ***original draft submitted 7-7-11; petition considered received on 10-20-11***

File Number: ***2011-02***

Proposed school year: ***2013-2014***

Proposed grades to begin operations: ***K-7 or K-8 depending on interest; expanding to K-8 in Year 2 if grade 8 enrollment is insufficient to open all grades in Year 1***

Proposed attendance area: ***Pocatello/Chubbuck School District #25 boundaries***

Means by which petition came to Commission:

☐ Virtual school

X Referred by school district

Reason for referral: ***Failure of petition to address Common Core State Standards; dissatisfaction with measurable student educational standards; failure of petition to address continuous school improvement planning; dissatisfaction with petition contents related to special education services; determination that the population does not need a replication school; lack of district resources for adequate oversight.***

☐ Filed by petitioner after withdrawal from school district

Date of filing with board of trustees:

☐ SBOE re-directed petition for consideration by commission?

Reason for referral:

☐ Transfer of district-authorized charter school

Reason for request:

☐ Documentation of district agreement to proposed transfer, including any charter revisions, has been provided

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

COVER PAGE & TABLE OF CONTENTS

- X Name of proposed charter school
- X School year petitioning to open the school
- X Name of the school district(s) affected by the attendance area
- X Where the public charter school building will be physically located or the physical location of the main office of a virtual school
- X Name, address, telephone number, fax number, and email address of the petitioner's authorized representative
- X Table of contents

Comments:

TAB 1

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

Comments:

- ***Article VII – It is commonly recommended that the minimum number of board members be 5. This has been changed in some places throughout the petition but there remains discrepancy. Please edit so all sections refer to the same minimum number of directors.***
- ***Bylaws III Why have you removed language that allows for parent election of some board member seats? It appears that all board members will be elected by the board. The PCSC has historically encouraged public charter school boards to accommodate stakeholder influence with regard to board membership. (The petitioners responded, but the intent of the response was unclear. They do not allow for parent elected board seats.)***

TAB 2

- X Proposed operation and potential effects of the public charter school *I.C. § 33-5205(4)*
 - X Facilities to be used by the public charter school
 - X The manner in which administrative services will be provided
 - X Potential civil liability effects upon the public charter school and the authorized chartering entity
 - X Commitment to secure property and liability insurance. *I. C. § 33-5204(4)*

Errors and Omissions insurance is not required by statute but is recommended.

Comments:

TAB 3

- X Proposed educational plan and goals, including how each of the educational thoroughness standards defined in I.C. 33-1612 shall be fulfilled *I.C. 33-5205 (4)(a)*
- X Description of what it means to be an “educated person” in the 21st century and how learning best occurs *I.C. 33-5205 (4)(a)*
- X The manner by which special education services will be provided to students with disabilities who are eligible pursuant to the federal individuals with disabilities education act. *I.C. § 33-5205(3)(q)*
- X Plan for working with parents of dually-enrolled students and the manner by which eligible students from the public charter school shall be allowed to participate in dual enrollment in non-charter schools within the same district as the public charter school, as provided for in section 33-203(7), Idaho Code. *I.C. § 33-5205(3)(r)*
- X The manner in which gifted and talented students will be served.

Comments:

TAB 4

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

Comments:

TAB 5

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

Comments:

TAB 6

- X The qualifications to be met by individuals employed by the public charter school. Instructional staff shall be certified teachers, or may apply for a waiver or any of the limited certification options as provided by rule of the state board of education. *I.C. § 33-5205(3)(g)*
- X The procedures that the public charter school will follow to ensure the health and safety of students and staff. *I.C. § 33-5205(3)(h)*
- X A provision which ensures that all staff members of the public charter school will be covered by the public employee retirement system, federal social security, unemployment insurance, and workers compensation insurance? The budget should reflect consideration of these provisions. *I.C. § 33-5205(3)(m)*
- X A description of the transfer rights of any employee choosing to work in a public charter school and the rights of such employees to return to any non-charter school in the school district after employment at a public charter school. *I.C. § 33-5205(3)(o)*
- X A provision which ensures that the staff of the public charter school shall be considered a separate unit for purposes of collective bargaining. *I.C. § 33-5205(3)(p)*
- X A statement that all teachers and administrators will be on written contract. *I.C. § 33-5206(4)*

Comments:

TAB 7

- X Admission procedures, including provision for over-enrollment. Such admission procedures shall provide that the initial admission procedures for a new public charter school, including provision for over-enrollment, will be determined by lottery or other random method, except as otherwise provided by this provision. *I.C. § 33-5205(3)(j)*
- X The disciplinary procedures that the public charter school will utilize, including the procedure by which students may be suspended, expelled, and re-enrolled. Disciplinary procedures for Special Education Students should also be included. *I.C. § 33-5205(3)(l)*
- X The governing board of the charter school shall ensure that procedures are developed for contacting law enforcement and the student's parents, legal guardian or custodian regarding a student reasonably suspected of using or being under the influence of alcohol or a controlled substance. Charter school policies formulated to meet the provisions of Section 37-2732C, Idaho Code, and this section shall be made available to each student, parent, guardian or custodian by August 31, 2002, and thereafter as provided by Section 33-5126, Idaho Code. *I.C. § 33-210(3)*
- X The public school attendance alternative for students residing within the school district who choose not to attend the public charter school. *I.C. § 33-5205(3)(n)*

- X The process by which the citizens in the area of attendance shall be made aware of the enrollment opportunities of the public charter school. I.C. § 33-5205(3)(s)
- X A plan for the requirements of section 33-205, Idaho Code, for the denial of school attendance to any student who is a habitual truant, or who is incorrigible, or whose conduct, in the judgment of the board of directors of the public charter school, is such as to be continuously disruptive of school discipline, or of the instructional effectiveness of the school, or whose presence in a public charter school is detrimental to the health and safety of other pupils, or who has been expelled from another school district in this state or any other state. I.C. § 33-5205(3)(i)
- X The student handbook that describes the school rules and the procedure ensuring a student's parent or guardian has access to this handbook.

Comments:

TAB 8

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

Comments:

TAB 9 -- VIRTUAL SCHOOLS

- ☐ If the petition is for a virtual school, a brief description of how the school meets the definition of a virtual school as defined by I.C. § 33-5202A(6)
- ☐ The learning management system by which courses will be delivered;
- ☐ The role of the online teacher, including the consistent availability of the teacher to provide guidance around course material, methods of individualizing learning in the online course, and the means by which student work will be assessed;
- ☐ A plan for the provision of professional development specific to the public virtual school environment;
- ☐ The means by which public virtual school students will receive appropriate teacher-to-student interaction, including timely, frequent feedback about student progress;

- ☐ The means by which the public virtual school will verify student attendance and award course credit. Attendance at public virtual schools shall focus primarily on coursework and activities that are correlated to the Idaho State Thoroughness Standards.;
- ☐ A plan for the provision of technical support relevant to the delivery of online courses;
- ☐ The means by which the public virtual school will provide opportunity for student-to-student interaction; and
- ☐ A plan for ensuring equal access to all students, including the provision of necessary hardware, software, and internet connectivity required for participation in online coursework.

Comments: **N/A**

TAB 10

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

Curriculum	<input type="checkbox"/> YES	X NO
Special education	X YES	<input type="checkbox"/> NO
Transportation	<input type="checkbox"/> YES	X NO
Meals	X YES	<input type="checkbox"/> NO
Legal	X YES	<input type="checkbox"/> NO
Accounting	X YES	<input type="checkbox"/> NO
- X Copies of contracts/estimates/letters of intent included in appendices
- X Additional information the petitioners want the authorized chartering entity to consider as part of the petition
- X A plan for termination of the charter by the board of directors, to include:
 - (i) Identification of who is responsible for dissolution of the charter school;
 - (ii) A description of how payment to creditors will be handled;
 - (iii) A procedure for transferring all records of students with notice to parents of how to request a transfer of student records to a specific school; and
 - (iv) A plan for the disposal of the public charter school's assets. *I.C. § 33-5205(3)(u)*

Comments:

APPENDICES

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

Comments:

Many of the concerns stated in earlier reviews do not appear to have been addressed. Some of these were addressed in an email that is included with the April 5 meeting materials. However, revised appendices have not been submitted.

Appendix H, I & J: These documents refer to "Summit Charter School," while the rest of the petition refers to "Summit Public Charter School." Please edit for consistency.

Appendix K – Albertson's Start-up Grant:

Since Appendix AA is a revised Albertson's Start-up budget, the original budget in Appendix K should be replaced with it.

The revised Albertson's budget appears to possibly allocate insufficient amounts to certain expenditures such as food service equipment, audio visual equipment, and science room equipment.

The Albertson's grant budget still shows \$20,000 being paid to The Academy for professional development. It also shows purchasing curriculum from The Academy. Is this accurate?

Appendix L – Budgets:

According to the proposed lease agreement for Westwood Mall, the tenant will pay all remodel costs. \$15,000 is allocated as part of the Albertson's start-up grant. Is this enough to cover costs associated with wall changes, code requirements, electrical wiring, smoke alarms, restroom renovations, and other potential issues? Please provide documentation, such as contractor estimates, to show what remodeling is needed and how much it will cost.

Why have gas/electric and water/sewer/garbage expenses been reduced from Summit's previous estimates in the three year budgets?

Why are operating costs reduced in the worst and most-likely-case budget scenario (by \$3,300) and the best-case scenario (by \$7,500)? Are these amounts adequate for all facility options?

Are the budget scenarios sufficient to support all of the proposed facility options? Some concerns remain as to the fiscal viability of all facility options.

Why is the special education salary reduced by about \$43,000 from the worst-case budget submissions in December? (It appears that the Bonus Special Education salary has been deleted. Why?)

Richard Kirkham appears to be the agent of the land for the modular option and the lessor for both the Cre-Act and Roosevelt Centers. If these options are pursued, he may not remain on the board of directors. Please refer to I.C. 33-5204A(2), which states that a member of a board of directors is prohibited from receiving a personal pecuniary benefit, directly or indirectly, pertaining to a contractual relationship with the public charter school.

Summit indicates that all renovations needed for the Cre-Act facility would be handled by the property owner prior to occupancy. However, it is not clear whether any of these expenses will fall on Summit. Will rent for the facility increase to cover the renovation costs?

The “most likely” 3-year budget shows enrollment as being 263 for the first year. This number reflects about 30 students per grade in grades K-6 and 25 in 7 and 8. Are these realistic numbers? Survey results indicate that fewer than 30 students are interested in attending Summit in all grades except for K and 1. Additionally, only 12 are interested in attending 7th grade and 14 in 8th grade.

Survey results indicate that 209 students may be interested in attending Summit. The worst case budget relies on 231 students. It appears that obtaining sufficient enrollment may be a problem.

Are the survey results still accurate, considering Summit is no longer affiliated with The Academy or the Harbor Method? Do the enrollment estimates still rely on The Academy’s waiting list? How do you know these students are still interested in attending Summit?

It appears the special education budget allocation may be insufficient to cover all associated costs including contracted services.

The budget does not appear to include sufficient expenditures for all activities to which the board is committed, such as those included in meeting the goals in Appendix T.

Appendix M: This section appears to reflect lack of understanding of the term “dual enrollment.” It seems that part time enrollment at Summit is being confused with dual enrollment. Dual enrollment allows students at Summit to enroll in schools within the local district where they reside (not necessarily vice versa). Please refer to I.C. 33-203.

Appendix N & X: Most of these documents demonstrate inputs (that is, efforts made by the petitioners) rather than outcomes (that is, quantifiable results of those efforts). This is not particularly useful to the PCSC's purpose of determining the likelihood that Summit will be able to enroll a sufficient number of students to ensure fiscal viability.

Appendix S: The facility description sheets require proofreading.

Appendix X: Please report the results of the open house that was held in December.

Appendix Z: This appendix shows results of The Academy's parent survey. These do not appear to be relevant considering Summit is no longer affiliated with The Academy.

GENERAL COMMENTS

As requested previously, please add tab numbers to headers or footers for ease of navigation.

Please make sure all information in the petition and appendices are updated to reflect Summit's position of no longer being a companion school to The Academy or having any Harbor Method ties. Our staff is still awaiting confirmation from Ms. Rebecca Stallcop that she is comfortable with the changes to Summit's petition as they relate to the Harbor Method or replication of The Academy.

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

Please note that only the most recent changes should be shown in legislative format. Legislative formatting need not be used on budget spreadsheets or when entire appendices are simply re-ordered but not changed. Entirely new or moved sections within the body of the petition should be marked as such.

PUBLIC CHARTER SCHOOL COMMISSION STAFF REVIEW OF PUBLIC CHARTER SCHOOL PETITION

Name of Proposed Public Charter School: **Summit Public Charter School**

Date: 1-18-12 (*additional reviews dated 7/7/11, 8/22/11, 10/27/11, 12/8/11*)

(Summit responses to PCSC staff comments and questions are shown in red.)

TAB 1

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

Comments:

- **Article III – In the past PCSC Commissioners have suggested that the minimum number of directors be 5. Article III section 2 changed to 5 directors**
- **Bylaws III Why have you removed language that allows for parent election of some board member seats? It appears that all board members will be elected by the board. How will your stakeholders feel about not having a voice in the elections? The process of creating an election by parents previously proposed in the bylaws was cumbersome and impractical. Any parent who wants to be involved as a board member can nominate themselves and be placed on the slate for the board to elect. School choice prevails and it is incumbent on the board to and parents__**
- **Bylaws III.5: Is there a means by which stakeholders may initiate the removal of a board member? Yes. Parents can lobby the board and the board can remove a board member for any reason at anytime.**
- **Bylaws III.20: Review I.C. 33-5204A (2) and edit accordingly. Note that “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.” This paragraph in the bylaws was taken directly from Idaho code. We will add the words outlined above.**
- **Bylaws V.4: To what contract rights is this section intended to refer? Contract language above.**

Mission/Vision: Has Summit adequately dealt with the possible legal issues surrounding replication of The Academy and Becky Stallcop's copyrights to the Harbor Method ? Yes. On February 3, 2012, The Board of Directors sent a letter to Ken Pedersen, legal counsel for Rebecca Stallcop, outlining the steps the Board has taken to disavow any relationship and philosophical connection The Harbor Method™ and The Academy ARC. On February 8, 2012, the Board sent a revised copy of the Summit charter to Mr. Pedersen for his review and for Ms. Stallcop's review. Said version of the charter had been revised to eliminate any reference to The Academy ARC, and any vocabulary connection that could be misconstrued as related to The Harbor Method™. This act of submitting our charter to them for their review was done as a measure of good faith. On March 5, 2012, Mr. Petersen, counsel for Becky Stallcop, contacted Mr. Braack by phone, and provided a "courtesy tutorial" regarding the status of Ms. Stallcop's concerns. and his interpretation of copyright law. He assured us that we have resolved all concerns that were raised by his client. He made the points that he does not see any need to pursue this any further, and he made comment that as long as we do the following, we will be free and clear of any potential copyright infringement:

- Eliminate any perception among the community, parents, students, and staff, that we have any legal, contractual, or philosophical connection to The Harbor Method
- Eliminate any perception among the community, parents, students, and staff, that we have any legal, contractual, or philosophical connection to The Academy at Roosevelt Center with respects to trademarked and copyrighted materials of The Harbor Method currently used by The Academy, ARC
- Summit Public Charter School may contract with any entity to work on items which are considered public domain, best instructional or management practices, or which carry copyrights independent of The Harbor Method™, and have legally sound and independent processes for purchase and contracting (i.e. A certified trainer of The Spalding Method, legal purchase of The Shurley Method, Math Connects curriculum, etc.
- Provide a disclaimer in the text of the Charter document to be authorized stating no contractual or philosophical relationship exists between Summit Public Charter School and the copyright or trademark of The Harbor Method or Rebecca Stallcop's business entity BMED, Inc.
- Again, Mr. Pedersen indicated we are clear of concerns and even expressed his wishes for our success in our charter approval and in our education of students. He stated he cannot provide legal counsel to us, but cordially offered to answer questions about any remaining or future copyright questions as they relate to his client, if we have any arise. For

confirmation of his clearance of our petition as it currently exists, PCSC staff may contact him directly at 208-343-6355.

TAB 2

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

Comments:

Why is the Roosevelt Center no longer included in the facility options as part of Appendix S. The Roosevelt Center was withdrawn by the offerer.

Comments:

Your petition states that you will contract out special education. No contract or letter of intent is provided for this service. Additionally, the letter of intent for professional development assistance by The Academy fails to specify cost. The Letter of Intent with The Academy is null and void due to the change in circumstances.

APPENDICES

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

Comments:

Appendix H, I & J: These documents refer to “Summit Charter School,” while the rest of the petition refers to “Summit Public Charter School.” Please edit for consistency.

Appendix K – Albertson’s Charter-Start Grant:

Since Appendix AA is a revised Albertson’s Start-up budget, the original budget in Appendix K should be replaced with it.

The revised Albertson’s budget appears to possibly allocate less than adequate amounts to certain expenditures such as food service equipment, audio visual equipment, and Science room equipment.

*When does Summit anticipate that Albertsons grant funds will be available? Typically, these funds are not disbursed until non-profit status is confirmed, but it appears Summit is relying on the funds for pre-opening activities beginning early in 2012. **Non profit status is expected within the next month. Funds from Albertsons's grant are expected by July of 2012. This timing was confirmed with a phone conversation to the Albertson's Foundation.***

Appendix L – Budgets:

According to the lease agreement for Westwood Mall , the tenant will pay all remodel costs. \$15,000 is allocated as part of the Albertson's start-up grant. Is this enough to cover costs associated with wall changes, code requirements, electrical wiring, smoke alarms, restroom renovations, and other potential issues? Please provide documentation, such as contractor estimates etc. to show what remodeling is needed along with related costs.

*The budgeted amount set for Gas/Electric costs seem to be viable for all facility options except the Cre-Act option. Similarly, the property insurance allocation is not adequate for the Cre-Act facility. **Keelie advised us to include numbers in the budget that would support the Westwood option since this option is near certain to be the option chosen. Numbers for gas and electric are actual numbers from the landlord.***

Richard Kirkham appears to be the agent of the land for the modular option and the lessor for both the Cre-Act and Roosevelt Centers. If these options are pursued, he may not remain on the board of directors. Please refer to I.C. 33-5204A(2) which states that a member of a board of directors is prohibited from receiving a personal pecuniary benefit, directly or indirectly, pertaining to a contractual relationship with the public charter school.

*What renovations are needed for the Cre-Act facility? They could be extensive if there is water damage among other issues such as parking, administration facilities, kitchen facilities, multipurpose facilities, etc. Can your budget support the necessary renovations if this facility must be utilized? **All renovations for this option would be handled by the property owner prior to us occupying.***

The "most likely" 3-year budget shows enrollment as being 263 for the first year. This number reflects about 30 students per grade in grades K-6 and 25 in 7 and 8. Are these realistic numbers? The Academy wait list shows only 45 total students in grades 5-8, and it should not be assumed that all of them will choose to enroll at Summit. Survey results indicate that fewer than 30 students are interested in attending Summit in all grades except for

K and 1. Additionally, only 12 are interested in attending 7th grade and 14 in 8th grade.

Summit appears to rely heavily on The Academy's and PCCS's waiting lists to fill the new school's enrollment. Have families on these waiting lists been surveyed to assess their level of interest?

The petition refers to the probability of using contracted services to provide special education; where is this expense reflected in the budget?
Included in line item marked "Special Education".

The budget does not appear to include sufficient expenditures for all activities to which the board is committed, such as those included in meeting the goals in Appendix T.

Petition



Proposed Opening Date:

August 2013

Within the Boundaries of:

Pocatello/Chubbuck School District #25

Revised:

March 1, 2012

Most recent revision date was March 22, 2012

Facilities to be Utilized:

West Wood Mall

Authorized Representative:

Jonathan Braack, M.Ed, Chairman of the Board

4739 Kimmi Court, Chubbuck, Idaho 83202

307-840-4668/mr.gmoneyyo@gmail.com

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APPENDICES

Appendix A: Articles of Incorporation

Appendix B: Updated Bylaws

Appendix C: Signatures of Qualified Electors

Appendix D: Summit Brochure

Appendix E. Letter of Intent for Legal Services ~~Summit Public Charter School Interest Survey~~

Appendix F. Certificates of Attendance of Charter Start! 101

Appendix G. Resumes

Appendix H. Computer/Network Acceptable Use Policy

Appendix I. Focused, Relevant, and Ongoing Professional Development

Appendix J. Student Handbook Prototype

Appendix K. Updated Albertsons Start Up Budget

Appendix L. Updated-Revised Budget Pro-Formas: 3 Year Best Case, 3 Year Most Likely Case, 3 Year Worst Case; Year 1 Cash Flow Best Case, Year 1 Cash Flow Most Likely Case, Year 1 Cash Flow Worst Case

Appendix M. Dual Enrollment Policy

Appendix N. Bart Ward Letters: Letter of Discount/Donation for Supplies and Equipment, Letter of Fundraiser Event Planned for August 11-13; Letter Describing Future Fundraising

Appendix O. Greg Smith Letters: Letter of Donation of Funds upon Authorization; Letter of Fundraising Consultant Seminar

Appendix P. Food Service Contract

Appendix Q. Updated Letter of Intent and Lease for West Wood Mall ~~The Academy Replication Documentation~~

Appendix R. Letter of Intent Regarding Board Governance Training

Appendix S. Updated ~~Four~~ Complete Facilities Plans

Appendix T. Nine Strategic Goals and Phases

Appendix U. Tables as of October 2011 for Interest Surveys and Waiting List for The Academy as of September October 2011

April 5, 2012

Appendix V. Letter of Intent for Professional Development Contract with The Academy

Appendix W. Draft of Lottery Notice

Appendix X. Open House #2 Plans for December 6, 2011

Appendix Y. Introduction and Narrative of the Board of Directors

Appendix Z. Parent Survey Data Collected November 2011

Appendix AA: Updated Albertsons Start Up Budget

Appendix BB: Updated Marketing and Fundraising Plans

TAB 1

1. ARTICLES OF INCORPORATION

See Appendix A.

2. BYLAWS

See Appendix B.

3. SIGNITURES OF QUALIFIED ELECTORS

See Appendix C.

4. STATEMENTS OF MISSION, VISION, PHILOSPHY

OUR MISSION

The mission of Summit Public Charter School is to enable students, within a safe learning environment, to become competent citizens able to contribute to their various life communities and to succeed in their lives. Educators at Summit Public Charter School will fulfill this mission by:

- Holding students to clear and consistent high expectations for learning and behavior, and making learning *personal* to and *important* to students
- Consistently reflecting on student learning, teaching practices, and research driven high-yield strategies
- Making intentional data-driven decisions using multiple forms of assessment without creating anxiety for either students or staff
- Purposely contributing to and safeguarding an environment of safety, accountability, engagement, participation, and responsibility of and for children

OUR VISION

We envision a safe environment where *all* children are capable of learning, developing, and succeeding. We envision students gaining and refining all skills necessary to be productive and conversant in a “knowledge economy,” *because* they attend Summit Public Charter School.

OUR PHILOSOPHY

Every child has the right to attend free public school where he/she will taught using research-driven best practices. Parents have the right to expect a safe, research-friendly, and respectful school learning environment for his/her child. Each staff member has the right to teach without fear of physical violence, gossip, bullying, professional isolation, or lack of administrative support in the classroom. Students, parents, and teachers deserve peace of mind and will engage in *meaningful* and *measurable* learning in the setting of Summit Public Charter School.

DISCLAIMER: Summit Public Charter School holds no interest in or legal, contractual, or collaborative relationship with The Academy at Roosevelt Center or with BMED, Inc. for purposes of utilizing The Harbor School Method trademark.

TAB 2

1. JUSTIFICATION FOR SUMMIT PUBLIC CHARTER SCHOOL

Students face a variety of influences which do not promote *child-centered* education in public schools. Such prevailing examples include: not being challenged by curriculum, not being treated as equals by their peers and teachers, not feeling safe to explore their ideas and creativity publicly, and especially not feeling physically or emotionally safe in their school environment. Paramount to other influences are the lack of preparation many students receive in mathematics, solid reading skills and comprehension, language usage, and inadequate communication and life skills. It is the plan and competence of the Summit founders to provide a daily experience that offers rigorous instruction towards these skills, with a research-based ‘checks and balances’ system using student data.

Preliminary polling shows a large number of community parents will enroll their students at Summit Public Charter School, and get on the waiting list if needed. Consistent feedback from members of the greater Pocatello community includes a sense of frustration that there are not more innovative choices for education in the local community. The Board of Directors, with the help of committed Founders, is gathering interest data by virtue of a concise survey. Such data is demonstrating the need and desire for Summit Public Charter School to be authorized, and to begin operation. Summit Founders are providing a booth at the Annual Southeast Idaho Spring Fair, held in Pocatello, Idaho. The event spans from Thursday, March 29, 2012 through Saturday, March 31, 2012. 20,000+ people have been documented to have attended the fair over the three days in previous years and consecutive years. Founders are confident they will reach a wide spectrum of community members, gain their interest in the school, and obtain robust enrollment interest data from the three day event. The data will be new and ready to deliver as an “update” of data less than 5 days old, upon being heard during the petition hearing on April 5. Further, upon approval, founders will continue to advertise for open enrollment, during the span of at least a full calendar year to do so before operations begin in August ~~od~~ 2013.

Please see Appendix U for documentation of interest by grade level, of community members ~~not~~. The “pie table” shows where these students come from.

Appendix U has not been updated. It is unclear if these families are still interested in attending Summit since it is no longer affiliated with The Academy or the Harbor concept.

The pie table cannot be read due to the dark print.

2. TARGET STUDENT POPULATION *I.C. 33-5205(4)*

PRIMARY ATTENDANCE AREA

Summit Public Charter School will be located within the community of Pocatello, Idaho. The primary attendance area will incorporate all residences within the current established boundaries of Pocatello/Chubbuck School District #25.

The goal of The Board of Directors is to open the School in August 2012. Summit Public Charter School will provide grades kindergarten through 8th, with only one class of students per grade level. If fewer than 15 students apply, for 8th grade prior to a date to be specified for the spring of 2013,

Summit Public Charter School will not offer 8th grade during the 2012-2013 school year. Instead, 8th grade will be available starting the 2013-2014 school year. The enrollment ceiling of Summit Public Charter School will be 288-students. There is no plan to increase the enrollment cap through the addition of more kindergarten through 8th grade classes or with the addition of a high school.

ENROLLMENT CAP

Each grade shall be made up of one class per grade level kindergarten through eighth grade and the total enrollment capacity for the school will be **288** students. The enrollment cap for each grade level shall be:

- Kindergarten: 32 students
- First Grade: 32 students
- Second Grade: 32 students
- Third Grade: 32 students
- Fourth Grade: 32 students
- Fifth Grade: 32 students
- Sixth Grade: 32 students
- Seventh Grade: 32 students
- Eighth Grade: 32 students

Because our model provides strict and consistent structure, procedures for, and positive and constructive consequences for behavior, founders are confident in the ability of the school to operate larger class sizes. Both existing charter schools in Pocatello operate large class sizes and are very successful with classroom management. In addition, many charter schools in the United States operate larger than normal class sizes and have success. Further, the kindergarten teacher will operate a morning kindergarten class for 16 students, and a separate afternoon kindergarten class for 16 separate kindergarteners. The 32 students comprise the first grade class for each subsequent year.

3. POTENTIAL IMPACT ON DISTRICT #25

The founders of Summit Public Charter School recognize the school's opening and operation will have a potential impact on Pocatello/Chubbuck School District #25.

The following factors lessen the impact of Summit Public Charter School on the local School District. The 288 students enrolled with Summit Public Charter School will have *a minimal impact* on the 12,411 student enrollment of District #25 *because:*

- The enrollment cap will not exceed 288 students now, or in subsequent years, and the Pocatello/Chubbuck School District #25 will not be affected by an expansion of Summit Public Charter School
- Students who attend the several private schools in the community may opt to attend Summit Public Charter School as a free, public, high quality alternative
- Home-schooled students may enroll and attend Summit Public Charter School

- Based on historical enrollment at The Academy, students from Marsh Valley School District, American Falls School District, and Fort Hall School District may opt to attend Summit Public Charter School

As indicated earlier, the following shows enrollment by grade for Summit Public Charter School. In conjunction with this enrollment below, the most recent and available enrollment numbers of District 25 are provided to show the minimal effect of the enrollment of Summit on District 25:

SUMMIT: Kindergarten: 32 students
DISTRICT 25 2010-2011 Kindergarten: 1123 students

SUMMIT: First Grade: 32 students
DISTRICT 25 2010-2011 First Grade students: 1002

SUMMIT: Second Grade: 32 students
DISTRICT 25 2010-2011 Second Grade students: 1000

SUMMIT: Third Grade: 32 students
DISTRICT 25 2010-2011: Fourth Grade students: 921

SUMMIT: Fourth Grade: 32 students
DISTRICT 25 2010-2011 Fourth Grade students: 957

SUMMIT: Fifth Grade: 32 students
DISTRICT 25 2010-2011 Fifth Grade students: 922

SUMMIT: Sixth Grade: 32 students
DISTRICT 25 2010-2011 Fifth Grade students: 837

SUMMIT: Seventh Grade: 32 students
DISTRICT 25 2010-2011 Seventh Grade student: 901

SUMMIT: Eighth Grade: 32 students
DISTRICT 25 2010-2011 Eighth Grade students: 913

According to the Idaho Charter School Network in November 2011, only 5% of Idaho students are in Idaho charter schools. The Academy educates 2.2% of the total student population of District #25. Summit Public Charter School will educate approximately 2.3% of the total District 25 student population. The impact of enrollment at Summit Public Charter School on the enrollment of District 25 is minimal.

The Enrollment Interest Survey data, last gathered in October 2011, demonstrate that 57% of parents who have indicated they will enroll their children in Summit have children enrolled in District 25. 30% of the students from the survey will be new in Kindergarten in August 2012. The remaining 13% represents students who are currently home schooled, attend private schools, or other education options.

Please see Appendix U for a bar graph representing the number of students by grade, and a pie chart representing student percentages and from what location.

POTENTIAL ENROLLMENT BOOST FROM POCATELLO COMMUNITY CHARTER SCHOOL

Parents of students on the waiting list of Pocatello Community Charter School may enroll at Summit Public Charter School, especially if their child/children have been on the PCCS waiting list for an extended period of time. This is consistent with The Academy, and several students gaining a seat at The Academy from the PCCS waiting list. Because District #25 authorizes PCCS, the ISAT report for 2010-2011 of District 25 represents PCCS as influencing the AYP status of the overall District. The reading, language, and math scores for PCCS are included in grades 3-8 in their AYP performance report. By potentially having students from the PCCS waiting list enroll in Summit Public Charter School, the influence of PCCS on the AYP performance of District 25 could potentially be affected.

Summit Public Charter School will receive money as an individual LEA (Local Education Agency), and will receive dollars from the State for each student enrolled, just as any LEA receives such funds. According to the Center for Education Reform, "Charter Schools *are* public schools. When a child leaves for a charter school the money *follows that child*. This benefits the public school system by instilling a sense of accountability regarding its services to the students and parents, and its fiscal obligations" (www.edreform.com/fast_facts). Hence, if a student left a local school district for another traditional school district, the state funded dollars would follow that student just the same. Summit Public Charter School will be another "public" school. In addition, Summit Public Charter School will not have the benefit of receiving additional public funds through supplemental tax levies and other funding sources.

According to the Idaho State Department of Education (2008), only 4% of the state's total public education budget goes towards charter schools. Districts, including Pocatello/Chubbuck School District, are able to acquire additional funding through levies and bonds, regardless of the student population. While District #25 will not receive the Average Daily Attendance (ADA) funding for students enrolled full-time at Summit Public Charter School, they will avoid the costs associated with meeting the demands of growth in their coverage areas.

4. FACILITIES TO BE UTILIZED

The Board of Directors assumes the obligation to provide facilities which are functional, safe, and conducive to a learning environment. The board has secured 4 facilities which could adequately meet such needs. The options are as follows:

- The West Wood Mall
- Temporary Modular School with Available Land
- The Cre-Act School
- The Roosevelt School (The Roosevelt building may be available for use for Summit in subsequent years, but, due to the unknown housing future of the current tenant, Summit founders cannot present Roosevelt as an option for use for beginning operations in August 2013; because the owner of the Roosevelt building holds a seat on the Summit Board, the Board and founders are updated regularly on the future possibilities of Roosevelt building as it relates to Summit Public Charter School) (As noted in the Appendices, this option will not be mobilized unless The Academy is able to comfortably vacate the premises by July 1, 2013)

Please see Appendix S for complete documentation for the above mentioned facilities options.

5. ADMINISTRATIVE SERVICES

PRINCIPAL

The school Principal is the leader of culture and research-based best practices in the organization. He/she sets the tone, the expectation, and the models for executing the school program. Further, the focus on students' academics and development of character, and staff adherence to the principle of "what is most effective for students" is a constant focus of the building leader. The leader of the day-to-day operations must embrace a commitment to establishing, living, and modeling for others, an accountability culture to all stakeholders of the school. With respects to culture, a visitor can visit the classrooms of Summit Public Charter School on any given day at any given time, and be able to observe a culture of learning, and a culture of With respects to climate, the Principal ensures that each student is experiencing the school day safely with peers and adults. Further, the Principal ensures that each staff member feels safe to work around one another in a relationship of respect, trust, and working out problems and differences, directly. Thus, the Principal of Summit Public Charter School ensures that when conflict arises, staff members are held to expectations of resolving conflict with respect, patience, transparency, openness, and with proactive solutions in mind. The Principal understands that human beings approach conflict in three basic ways: Avoidance, Aggression, and Collaboration. The Principal ensures staff members and parents engage in a collaborative approach to conflict, as dictated by leading research.

The Principal also has a sincere, observable commitment to monitoring both effective teaching, *and* the elements responsible for students' abilities to learn. The school leader considers teaching a privileged and sacred profession. He/she hires, and then honors his/her teachers as the experts of learning. Because of this, the Principal of Summit Public Charter School must know when to be each of the following types of leader:

- Directive leader
- Non-directive leader
- Collaborative leader
- Informational leader

The Principal utilizes the talent and abilities of staff to assist him/her in coaching and guiding each other towards best practices. Utilizing the philosophy and practice of the Professional Learning Community, staff members benefit from a collaborative leader. They are trained in the direction they are to pursue regarding curriculum and instructional practices, and then allowed to systematically assist each other in those efforts. The Principal is revered and respected as the person who "pilots the ship," but does so taking into consideration the expertise, talent, and skills of the school staff. This leader is focused on and cognoscente of the talents of staff members, and how to support those staff members to be the most effective for students.

The first requirement for employment consideration as Principal will be possession of a valid Idaho Administrator Certificate (an endorsement for "Principal") or the equivalent. The Principal for Summit Public Charter School must be a highly principled, experienced educator with the following characteristics at minimum:

- significant experience developing and managing budgets
- experience writing and implementing curriculum, technology, and training/professional development
- a record of leadership and sound management

- a passion for helping students attain high standards
- strong interpersonal skills and experience in building and leading teams
- an understanding of the diversity and unique character of the school's community
- consistent and exceptional professional evaluations
- outstanding references from peers, former colleagues, parents, and members of the school community
- commitment and passion for student achievement, parent involvement, and innovation in education
- strong academic credentials, interpersonal skills, and work ethic
- strong positive professional references
- experience in special education and related issues

The Principal reports to The Board of Directors, and is the employee of The Board of Directors and is the Chief Executive Officer of the school organization. Further, the Principal is responsible for implementing the school's education program, attaining the school's objectives for high student achievement, managing, evaluating, promoting, and releasing school personnel, creating a school culture that is disciplined, orderly, and conducive to learning, and nurturing a strong relationship among and with the stakeholders of Summit Public Charter School.

The Principal is expected to keep apprised of the latest educational research and to be involved in local, regional or state boards, committees, and organizations to further the mission of Summit Public Charter School and increase his/her academic leadership expertise.

BUSINESS MANAGER/CLERK OF THE BOARD OF DIRECTORS

Under the supervision of the Principal, the Business Manager assists in Human Resource management, student record and attendance compliance, managing the public lottery process and maintaining sufficient school enrollment. Responsibility shall further include ISEE management, executing payroll documentation and accounts receivables/payables, and assist the Principal and other school programs with timely and accurate reporting per the SDE "data acquisition" calendar.

Human Resource & Record Management

- Assure all new employee hires have proper documentation for state/federal reporting, complete SDE required background checks, obtaining official transcripts and certifications, and assure all testing is completed if necessary for the hired position assuring compliance.
- Monitor and record all completion of continued education credits and professional testing.
- Conduct a new hire orientation which includes the following: Explain pay period and time card process, give a brief overview of the parent handbook and employee dress code (employee receives copy of each). Schedule ~~for~~ a background check, email set-up, health insurance paperwork if applicable and discuss any further testing requirements such as a Paraprofessional Praxis.
- Insurance and Risk Coordinator with the Principal oversight which includes the following: liaison between school and Mutual Insurance, Cobra compliance, file workers' compensation claims and follow-up, communicate with staff applicable information as deems necessary,

Student Record Management and Attendance

- Oversee the student registration procedures and assure all student records are recorded in Power School verifying absences via parent phone calls, Doctor notes, etc.
- Request student CUM file from previous school and verify birth certificate is on file, immunizations are up to date and testing documentation is included.
- Oversee and record daily attendance in PowerSchool. As per the parent handbook, mailing 3 or 5 day letters to parents of students that have missed applicable days. Monitor and advise the Principal of excess truanancies and conduct follow up procedures-scheduling parents with the Principal/ Board of students and assuring proper documentation.
- Manage student transfers and records communicating with staff when a student withdraws.
- Fill any vacant seats upon the Principal's approval and scheduling families for a school tour and meeting with the Principal.
- Maintain accurate student documentation in PowerSchool including but not limited to: personal, demographics, attendance and medical.
- Maintaining accurate enrollment and attendance statistics.

School Lottery Coordinator

- Under the direction of, and in participation with The Board of Directors and the Principal, oversee the school lottery enrollment process in accordance with Idaho Code Title 33, Chapter 52 maintaining on-going accurate records throughout the year.
- Manage school lottery that is conducted in March each year and mailing of ~~out~~ result letters to all applicable families and reporting results to school board and the Principal.
- Maintaining communication with families as open seats become available and keeping accurate documentation.

State Department of Education Reporting (and other agencies)

- ISEE Director with ~~the~~ Principal oversight- implementation of procedures to assure accurate monthly reporting and weekly reporting beginning in fall of 2011.
- ISEE reporting includes nine files: student attendance, demographics, and courses, staff demographics and assignments, school calendar, teacher attendance, SPED and gifted students.
- Monitor SDE data acquisition calendar and assure timely reporting of all applicable requirements on behalf of the Principal, school programs and budget.
- Student Immunization annual reporting (November) to Idaho Department of Health and Welfare.
- Communication to parents via recommended formatted letter for any records that are out of compliance.

Clerk of The Board of Directors

- Monitor payroll process monthly assuring accuracy on behalf of the Principal and ~~Clerk of~~ The Board of Directors.
- Conduct A/R and A/P reviewing for proper documentation/need therefore assuring accuracy and staying within budget constraints.
- Student Health Care Management; dispensing prescription medication to students, mailing H&W formatted letter to 5th grade enrollment for recommended immunizations, schedule maturation classes and visual and other screenings and maintain accurate documentation.
- Assist faculty with purchase requests, g-mail calendar updates, facility use requests, answering phones and assumes responsibility for tasks assigned by the Principal and/or

- school board.
- Manage the petty cash fund and the Principal fund checking account.

6. CIVIL LIABILITY

Neither the Idaho Public Charter School Commission nor the Idaho State Board of Education will have any liability for the, acts, omissions, debts, or other obligations of Summit Public Charter School.

TYPES OF INSURANCE

Summit Public Charter School will secure and retain a policy of general liability insurance in the amount required by Idaho state law and errors and omissions insurance with limits not less than \$1,000,000. The appropriate insurance and legal waivers of all district liability and property insurance will be similar to the coverage purchased by the district. Copies of insurance declarations will be provided to the Idaho Public Charter School Commission when policies are renewed. Summit Public Charter School will provide a list of all other types and amounts of insurance required prior to the opening of the school.

Summit Public Charter School will purchase property insurance and liability insurance. Additionally, both the facility provider and Summit Public Charter School insures their respective interests against damage and for liability exposures with minimum limits of liability of not less than \$1,000,000 per person, or such limits as imposed by the State requirement or as otherwise determined by The Board of Directors. All such insurance policies shall name Summit Public Charter School as an additional insured and provide for a least ten (10) days written notice prior to cancellation. The facility provider and Summit Public Charter School shall provide to each other certificates of insurance evidencing such coverage.

Summit Public Charter School will only contract with service providers who carry adequate liability insurance. To the extent it is covered by insurance, Summit Public Charter School shall indemnify its employees, parents, students, agents, servants, customers, invitees, the facility provider, the chartering entity, or any other person entering the facility under express or implied invitation, against death, injury, or damage to or loss of property caused by virtue of negligence or misconduct of Summit Public Charter School.

TAB 3

1. EDUCATIONAL PROGRAM *I.C.33-5205(3)(A)*

Vertical Alignment

All components of the program, and particularly the curriculum, have been meticulously aligned vertically from grade to grade. Concepts in all curricula build upon one another in a cohesive fashion which suits the learning rates and abilities of the students as they advance through each grade. No teacher at Summit Public Charter School works in isolation of each other. No teacher uses his/her own core curriculum, but, each teacher uses a piece of a universal curriculum at his/her grade level with fidelity. Such fidelity is evident in the daily achievement of students.

Advanced Curriculum

Students K-8th grades, are exposed to a curriculum which espouses the Idaho Core Content Standards at a grade level **ahead** of where the Standards are required to be taught. For example, on any given day, a parent, or guest on tour will walk into a classroom, and see math concepts on the board which represent core concepts that are traditionally taught in the grade above that grade level of students. Because Summit educators do not pressure the students to learn any concept by a certain time, and because the students' progress is so meticulously tracked, exposing students to concepts advanced for their grade level is feasible and practical.

The Spalding Method

All certified teachers and several classroom assistants will complete two full school years of Spalding certification training. Further, the students K-8, receive a curriculum and training in reading that is unmatched by any area school. Further, the Spalding Method is meticulously vertically aligned from grade to grade, providing maximum consistency in the building and continuation of reading skills, grade to grade, beginning in Kindergarten. Unlike other schools which employ The Spalding Method, Summit Public Charter School utilizes the entirety of the program and curriculum, both Spalding I and Spalding II.

Commitment to Research-based Best Practices

In addition to using a myriad of instructional approaches which respond to the multiple modalities of learners, ~~Academy Summit~~ educators will contribute to and operate ~~designed~~ a data management and evaluation system which allows the adults to have daily access to multiple forms of student learning data. As a requirement of hire for Summit, educators will be expected to engage said research proven process. Having embraced the RtI model three years ago, Summit educators, lead by the administration as the instructional leader, are will be required to be keenly aware of each students' learning progress and capabilities. [Please rephrase for clarity and grammatical correctness.] Every student identified as in need of additional instruction, receives intervention during periods OTHER than core instructional time. Students are **never** pulled away from core instruction. Instead, such students receive additional intervention during specials classes.

Because each student receives between 3-5 sessions of each special class, each week, the amount of time taken away from specials over the course of a month is minimal. The combination of maximum exposure to core instruction, and strategically receiving intervention, will close the gap of knowledge acquisition of our lower learners.

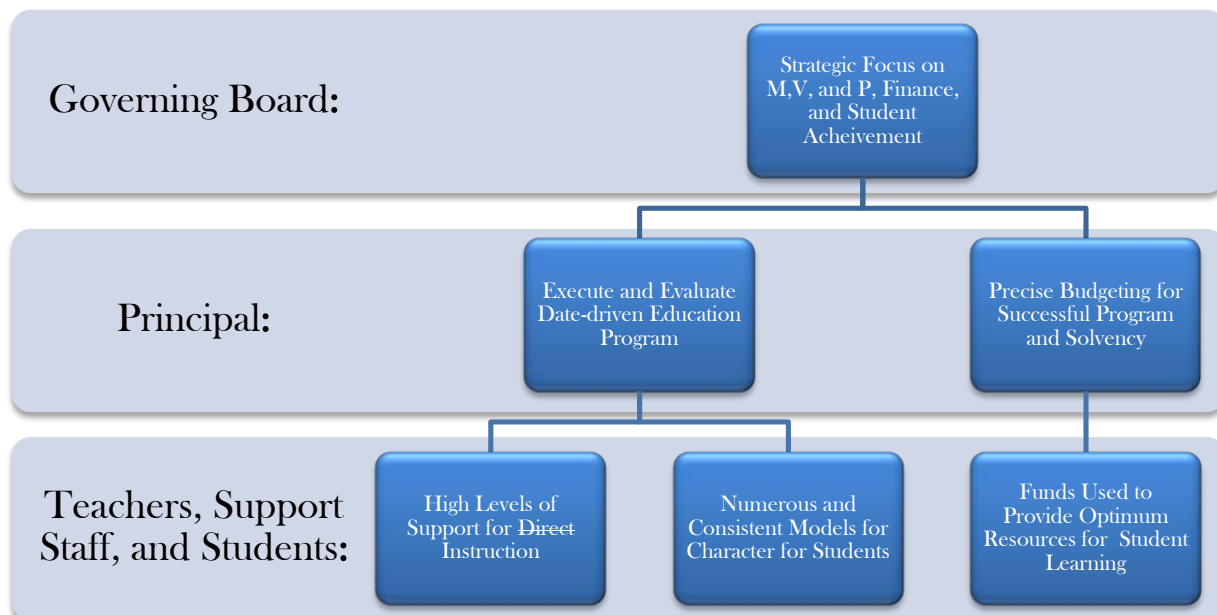
Intentional and Strategic Use of Support Staff

Classroom Assistants are trained to collect and grade student work. Further, they handle most of the paperwork tasks that a traditional teacher is expected to do. The Classroom Assistant in each Summit assignment is held accountable for stepping in and performing tasks that would prevent the Summit teacher from being an instructor, if those tasks were not managed by support personnel. Classroom Assistants provide student supervision on various levels, so the teacher may remain in the classroom and prepare for instruction.

Preparation Time

Each teacher is provided 120-150 minutes of prep time per day. Because Classroom Assistants are handling paperwork, grading, and supervision, the classroom teacher intentionally spends each preparation block of time preparing lessons, and other necessary instructional components. They are not weighed down with tasks which take away from their focus, energy, or ability to be an instructor during core instructional time.

\Below is a diagram representing the influence the Board of Directors will have on all stakeholders, with respects to what are priorities of the Board as a governing body:



PROGRAM: A SAFE ENVIRONMENT CONDUCIVE TO HIGH LEVELS OF LEARNING

Character development and rigorous learning are the pillars of Summit Public Charter School. The program is a child-centered educational model built on high expectations for both student behavior and academic endeavor. The heart of the character education curriculum is learning how to treat each other, why such treatment is important, and how such treatment effects all parties

involved. Summit Public Charter School students will help create a kinder community around them, whether at school, at home or in their neighborhoods. Our plan for citizenship education provides training through memorization and dramatization of classic poetry, historical passages, classic literature, studying the lives of great leaders, as well as employing a staff which models essential traits of good character. The staff at Summit Public Charter School will ensure a safe, kind environment allowing students to acquire essential information and attitudes that will help them lead productive lives.

Summit Public Charter School operates using a rigorous approach to instruction and curriculum. The curriculum is aligned with the Idaho State Achievement Standards and Objectives for grades K-8. The curriculum will align to the new Common Core State Standards, intended to take effect in 2013. The academic objective of Summit Public Charter School is to provide a complete educational foundation based on proven methods of instruction, using rich, challenging content. The K-8 curriculum is presented in a “repetitive fashion” so that students are exposed to key concepts multiple times throughout the week, month, and the school year. The expectation of students is mastery of both knowledge and the ability to apply skills with a direct connection to the levels and competencies as defined by Blooms Taxonomy. The K-8 curriculum is a comprehensive program that includes both traditional academic subjects taught in innovative ways, and additional curriculum areas that make Summit Public Charter School even more unique.

Staff members of Summit Public Charter School teach students of all learning styles and learning rates. Yet, they teach at the same elevated level for all students in their classrooms. Staff members know that when students feel safe and welcome in the learning environment, they focus much more on learning and not so much on the external factors surrounding them, such as fear of others, fear of being judged, and fear of not knowing the answer.

Teachers are engaged in ~~direct~~ instruction throughout the day using a variety of proven teaching techniques. It is important to consider and address the varying developmental rates and learning modalities of the student population. Teachers at Summit Public Charter School understand and implement teaching practices as defined by SIOP, and the “Teacher Continuum, which places instructional pedagogy in four quadrants: Teacher-Centered, Teacher-Assisted, Student-Assisted, and Student-Centered. Teachers at Summit Public Charter School, using direct instruction and student collaboration and peer groups, with an ability to act as facilitator when necessary, can keep curricula challenging and the expectations for learning high with the help of qualified Classroom Assistants and classroom volunteers. The program blends the development of and instruction toward ~~character~~ citizenship development and academic development together. As children are taught and reminded of their *responsibility* to learn, they develop personal ownership of their learning.

Education reform research teaches us that vertical alignment of curriculum is key to success for students from grade to grade. The following are examples of the alignment of curriculum, character modeling, and expectations which occur at Summit Public Charter School:

- Curriculum is aligned to Idaho State Standards and Objectives as a place to start and then build from those standards with rigor and pace
- Curriculum from grade to grade will build very intentionally on the curriculum in the previous grade
- Teachers will meet and create framework for identifying the areas of vertical alignment which must exist

- While individual style will exist for each teacher, the same approaches will exist from class to class; such will be evident in instruction with the Spalding Method, math memorization recitations, and many more
- Teachers at each grade level will **not** work in isolation of the curriculum in the grade level above and below the grade they teach
- The same high behavior expectations will exist from grade to grade, teacher to teacher, student to student; the Principal is the chief educator who establishes and reinforces these expectations with consistency, and further expects each teacher to be consistent with these expectations

Our instructional approach is a blend of numerous strategies that are proven by research and in-class experience to yield the largest increase of student learning. The following is a summary of such instructional methodology:

- Delivery of concepts and teaching toward skills must be frequent and integrated into multiple contexts; Concepts are not taught in an isolated lesson, but are brought up and revisited at different times during the day; the students at other times in-turn display each and every concept, as well as their execution of the problem on their own white board, thus giving the student and the teacher immediate data on their understanding
- Summit teachers are responsible for using multiple assessments to guide and direct their daily understanding of the knowledge acquisition rates of the students; they use assessments as sources of insight about student learning, instructional effectiveness and curricular needs, and uses such data to drive decisions about instruction
- Direct Instruction is defined in a myriad of ways, and is exemplified using multiple strategies; Summit teacher learn and implement similar strategies for instruction to develop and maintain a consistent approach that student benefit from as they move through the grade levels of the school Please correct grammatical errors.
- Teachers see their own mistakes in instruction, classroom management, etc., as opportunities to teach the students; they are transparent about their mistakes and model learning opportunities from them.

Mathematics: Our teachers believe and demonstrate by actions and observable strategies the blending and co-existence of *instructional fidelity* and *individual teacher creativity and style*; teachers are guided by learning objectives and concept pacing—they adjust their strategies as needed, but also know where to be consistent in order to accelerate students’ understanding of curricula. Teachers use multiple tools for assessing whether students are experiencing “knowledge acquisition” as they use their instructional techniques. One such tool students use is a dry erase board to record concepts and complete them in the fashion be taught by the teacher [Please correct error.]; the students in-turn display each and every concept, as well as their execution of the problem on their own white board, thus giving the student and the teacher immediate data on their understanding; students respond to the direct board by each participating in his/her own oral recitation, and joining with all classmates in choral response; as teachers model and then reinforces concepts for students as a class group, students do not feel singled out; further, the concepts are taught and repeated from day to day as the curriculum “spirals” up; through daily practice, review, and application, the curriculum builds a solid early foundation in both facts, computation, and concepts. Students from kindergarten through the eighth grade will master the arithmetic processes of addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals through drills using “The Mad Minute,” or a similar supplemental math technique. Many traditional public schools and public charter schools in the United States experience great success with



The Mad Minute and similar tools each year. However, since mathematical learning is, as research teaches, an involved thinking process, our students participate in concept and manipulative experiences that engage students in exploring, conjecturing, and explicating their processes, and other critical thinking steps. Students develop a high degree of mathematical literacy and qualitative proficiency, while viewing math as a tool for reasoning and problem solving in purposeful ways. Math Connects, 2011 edition, Saxon Math, or a rigorous equivalent will be the core mathematics curriculum.

Language Arts:



The goal is to develop learners who are effective communicators and who love the skill and process of reading. Summit school students learn to read early, and correctly, because they are taught essential reading skills and components strategically and are consequently lifelong readers and writers. The Spalding Method, our reading curriculum, addresses building reading proficiency from the phonemic level, through phonogram instruction and decoding. Strategic comprehension skills and vocabulary development are integrated within the Spalding Program. Writing includes self-analysis using

the 6-Traits writing model in conjunction with creative and expository writing. The Shurley Method articulates the essential components of grammar usage, punctuation and capitalization skills, and are specifically taught, used, and practiced daily. Spelling is taught methodically, focusing on patterns, phonograms, rules and stages that children pass through as they develop spelling proficiency. Dramatization and memorization of accelerated vocabulary is a motivational aspect of the language arts experience. As students commit to memory vocabulary lists, and vocabulary through poetry, they are able to blend kinesthetic skills with memory to recall the information in context. Writing includes self-analysis connected with student learning goals through a personal journal, as well as creative, expository, and professional writing. Communication skills include speaking and writing, and expand into presentation skills, using modern technological tools.

Social Studies & Community Service:



This curriculum includes instruction in history, government, geography, economics, current world affairs, citizenship and sociology and will follow the elements of the Idaho State Standards. In addition there will be a strong emphasis on community service from Grade 7 onward as students apply their understanding of and their contributions to the world around them. We will seek out ways for the students to experience responsibilities and rights as members of our democratic community. Students at Summit Public Charter School will use the Social Studies curriculum, custom designed by Summit teachers.

American History:



The purpose of this curriculum is to instill in our students a love and appreciation of history, particularly the history of America and its Constitution. Our students will be distinguished as historians in general and students of American history in particular. They will study the original founding documents, and the lives and writings of the Founders. They will

understand their role and responsibilities as citizens of the United States. Students at Summit Public Charter School will use the Social Studies curriculum, custom designed by Summit teachers.

Science & Health:



The science curriculum is a multi-year sequence that will include instruction in applied sciences, earth and space sciences, physical sciences and life sciences that emphasize 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 actual fieldwork

with instruments. This process and approach allows students to experience the excitement of science so they can better understand the facts and concepts and is in line with the Idaho State Standards. Students at Summit Public Charter School will use the Science curriculum, custom designed by the science teacher of Summit Public Charter School.

Music:



Studies have shown that early musical training can dramatically boost a child's brainpower, building the kind of skills necessary to succeed in high level math and science. The music curriculum for older students will focus on the development of fundamental musical skills, while also exposing students to local musical heritage and culture. Students will have access to instruments, styles, and genres of music from various cultures, and various time periods. Students at Summit Public Charter School will use the Music curriculum, custom designed by the music instructor of Summit Public Charter School

Physical Education: A flexible physical education program is designed to ensure that students develop the coordination, motor skills, and overall fitness necessary to lead healthy and active lives. P.E. students are expected to participate in physical activities (as far as health will allow) that will teach them good sportsmanship, team play, and individual achievement. Physical education also includes diet and nutrition education. Students at Summit Public Charter School will use the P.E curriculum, custom designed by the P.E instructor of Summit Public Charter School.



Foreign Language: The study of a foreign language is an integral and distinguishing aspect of the Summit Public Charter School curriculum. Research demonstrates that the study of a second language boosts English proficiency, improves memory and self-discipline, and enhances verbal and problem-solving skills. Spanish is the chosen second language of Summit Public Charter School. A robust Spanish curriculum is used Kindergarten-eight grades. The concepts are taught using direct instruction techniques. Students are assessed more intensely on the acquisition of the language as they advance through the grades at Summit Public Charter School. Students at Summit Public Charter School will use the Spanish curriculum, custom designed by the Spanish instructor of Summit Public Charter School.



Beginning in First Grade, students learn Spanish in terms of:

- the beginning components of the language, including key vocabulary words and some simple subject/verb conjugation

As students advance through the grades, they begin to learn more complex steps of the language, including, but not limited to:

- the numerous conjugations of verbs,
- the complexities of Spanish consonant phonemes
- lexical stress
- mastering the appropriate gender with words
- the tendencies of stress assignment and inflection
- verbally constructing complete phrases, sentences, and paragraphs.

Further, students simultaneously learn how to apply Spanish grammar rules to *writing*, including but not limited to:

- the inflection of the language in writing
- writing using the appropriate gender with words
- the “right-branching” form of Spanish text
- heavy reliance of the Spanish Language on prepositions
- the syntax of subject-verb-object
- verb framing

Students at Summit Public Charter School will become proficient in speaking and writing Spanish. They will assume proficiency and fluency of Spanish at different levels. But, the emphasis on mastering the second language is key to insuring well rounded success as a 21st century citizen.

Further, Our Spanish program intentionally supports what children are currently learning in the English language in their core classroom curriculum.

2. A 21ST CENTURY EDUCATED PERSON *I.C. 33-5205(3)(A)*

The stakeholders of Summit Public Charter School embrace the characteristics of 21st century learners, as encapsulated by Richard Cronin:

1. They listen and they hear.
2. They read and they understand.
3. They can talk with anyone.
4. They can write clearly and persuasively and movingly.
5. They can solve a wide variety of [...] problems.
6. They respect rigor not so much for its own sake but as a way of seeking truth.
7. They practice humility, tolerance, and self-criticism.
8. They understand how to get things done in the world.
9. They nurture and empower the people around them.
10. They follow E. M. Forster’s injunction from *Howards End*: “Only connect . . .”

Cronin continues, “More than anything else, being an educated person means being able to see connections so as to be able to make sense of the world and act within it in creative ways...listening, reading, writing, talking, problem-solving, seeing the world through others’ eyes, empowering others, leading—every last one of these things is finally about connecting.” William Cronin, “Only Connect...: The Goals of a Liberal Education”. *The American Scholar*. 1998. 67(4)

Educated citizens in the 21st century understand that true success in life comes from working very hard, and not making excuses for failure, or what could be labeled as predetermined outcomes. Thus, they have been taught how to develop short-term, mid-term, and long term goals that are strategically focused on the outcomes they wish to meet and enjoy in their lives. Further, they are driven by a personal mission statement, uniquely crafted by themselves as well as being based off of the vision and success of others.

Educated citizens in the 21st century do not make excuses; they create opportunities to succeed. When in the midst of trials and setbacks, they have the self-discipline and commitment to stay true to the short-term, mid-term, and long-term goals they have set for themselves. They identify ways to make their education at all levels *work for them*. They strategically use their education, talents, skills, and mastery of different curricula and concepts to meet and exceed their goals they have created benchmarks for.

Educated citizens keenly identify they cannot just “settle,” because they have the discipline and integrity to recognize they are competing in a 21st century “knowledge economy.” Tony Wagner, author of *Change Leadership*, describe the dilemma students have moving into the job market and society, both comprised more and more of a knowledge economy: “Employees must know how to solve more complex problems more quickly, and must create new goods and services if they are to add significant value to virtually any business or nonprofit organization, no matter what size. And those who don’t have these skills are not being hired (*Change Leadership*, p.3).” With Wagner’s observation in mind, Summit Public Charter School leadership, staff, and stakeholders, understand that the skills required in the 21st century work places “directly correspond” to the skills and concept competence needed for success in college-level education.

It is the duty of stakeholders of Summit Public Charter School to consider and scaffold key competencies of their students. According to Carnevale and Desrochers, (*Standards for What? The Economic Roots for K-16 Reform*, 2003, p.40), the following competencies best prepare students of all ages to be educated citizens, geared toward success in the job market, and giving them a gainful edge in the 21st century:

- Basic Skills: Reading, Writing, and Mathematics
- Foundational Skills: Knowledge of *how* to learn
- Communication Skills: Listening and Oral Communication
- Adaptability: Creative Thinking and Problem Solving
- Group Effectiveness: Interpersonal skills, Negotiation, and Teamwork
- Influence: Organizational Effectiveness and Leadership
- Personal Management: Self-Esteem and Motivation/Goal Setting
- Attitude: Positive Cognitive Style
- Applied Skills: Professional and Occupational Competencies

Further, The Board of Directors, the Principal, and staff believe that educated citizens in the 21st century are:

- Those who have attained the knowledge and skills necessary for the 21st century by developing work habits and ethic, communication skills, and problem-solving habits that contribute directly to democratic communities (Thus, our core program addresses the nurture of intellectual, social, interpersonal, and character growth skills *in* and *out* of the classroom setting)
- Those who have solid, in-depth, and advanced skills across multiple curricula; they can assuredly prepare for academic choices in secondary and post secondary schooling because they have mastery over foundational and advanced concepts and skills as they enter high school
- Those who have been exposed to and who have established strong work habits early in life, and who have the capacity and skills to recognize when and how to employ these work habits
- Those who communicate a sense of pride for, and investment in the various communities of their lives
- Those who learn early that their conduct in the foundational school years of their lives create the foundation for their behavior after their years of school are over
- Those who learn to persevere towards mastery of and competency towards their learning at all ages of their lives; further, they understand that mistakes are natural and normal, and mistakes are to be seen as and used as teaching moments of growth in life

- Those who are internally motivated to do right, work hard to master concepts and skills, and recognize the role and purpose of extrinsic motivation as supplementary to internal motivation to succeed
- Those who understand there are rules in life, that individual choices determine success or failure, and that positive and constructive consequences naturally follow choices

3. HOW DOES LEARNING BEST OCCUR? *I.C. 33-5205(3)(a)*

Summit Public Charter School explicitly defines and scaffolds high quality learning, taking into consideration the various elements which influence student learning. Further, learning best occurs when all decisions in the school are made following the principle of what is optimum for student learning. Learning best occurs when **all stakeholders** recognize they play roles in *student learning outcomes*:

What is expected of our students?

- Students are deeply engaged in their work; how they perform in class with academics and behavior matters to them; thus, they develop a sense of personal accountability and responsibility for their performance
- Because students understand expectations of them, they develop work habits which will make them successful
- Students continuously participate in the various learning expectations, using multiple strategies including chorale recitation, kinesthetic exercises woven into the lessons, and peer collaboration and assessment
- Students learn the instructional routines in early grades which accelerates their ability to focus on new information, new skill development, and new thinking skills

What is expected of our classroom teachers?

- Teachers design the elements and pedagogy of their classroom environment; in doing so, they use all activities in the day to be intentional about what students can learn
- Teachers establish and maintain the high level of culture in the classroom: expectations, consistency, kindness, respect, accountability, responsibility, competence, and confidence; they proactively hold students accountable for students' choices; they do not overlook any form of misbehavior whatsoever; they let all their students know they are safe, yet accountable; such methods including Love and Logic and other best practices have influenced such approaches over the years
- Teachers create a foundation for critical thinking habits which consists of advanced, challenging content, dedication to monitoring student proficiency in skill, and establishing determination in students to give their best effort
- Teachers consider student engagement and participation as paramount to consistent knowledge acquisition; they learn, understand, recognize and engage the multiple methods of student engagement
- Teachers meet clear expectations set by the Principal for quality instruction through the use of specific curriculum, instructional strategies, and student management practices which support intellectual, emotional, and character development of students
- Teachers consistently review classroom, school-wide, and state level assessments; with this data, they set expectations for making performance improvements and data-driven decisions

- With Principals, teachers value assessments as sources of insight about student learning, instructional effectiveness, and curricular needs
- Teachers provide multiple opportunities for students to learn throughout a day, a week, a month, and the school year; they deliver the curriculum in ways that students are exposed to concepts repeatedly, and not just once
- Teachers provide continuous opportunities to demonstrate their understanding and skill

What *Principals* do to contribute to high achievement:

- Principals are highly noticeable and present in the classrooms throughout the day; they become experts on each classroom environment, and on each teacher's instructional approaches and management, so they can lend support as needed and coaching as needed
- They lead out in ensuring practices that contribute to an environment of kindness towards one another, respect for one another, and accountability for work being done
- Principals ~~create and then~~ protect the conditions for teachers to excel at teaching
- Principals consistently review classroom, school-wide, and state level assessments; with this data, they set expectations for making performance improvements and data-driven decisions
- With teachers, Principals value assessments as sources of insight about student learning, instructional effectiveness, and curricular needs
- Principals ensure instructional program coherence within each grade, as well as vertically through all grades
- Principals ensure that students know what to expect from grade to grade, from class to class, from adult to adult
- Principals consistently monitor teaching and learning; they provide continual feedback to teachers regarding effectiveness of instruction, or what they might consider to improve
- Principals encourage individual students to perform well and to behave by reminding students of expectations and modeling those for students

What *parents* do to contribute to high achievement:

- Parents are encouraged to learn the methods teachers use, observe instruction in classrooms, and hold their children accountable for what the teacher is teaching, and what the student should be learning; because parents are visible in the school by their children, they assist in establishing a mindset of working with school staff as a team; they can speak to different learning expectations at home
- Parents are encouraged to support the completion of specially selected homework at home; they are encouraged to see the value of homework and establish expectations for applying the concepts, knowledge, and skills their kids learned at school that day
- Parents are encouraged to provide service hours at the school as a means to understand the program and support it; because they are able to model this work ethic, and volunteer service to the school, their children are reinforced in their efforts to work hard, participate, and be engaged in class

2. EDUCATIONAL THOROUGHNESS STANDARDS *I.C. 33-5205(3)(A)*

Summit Public Charter School will fulfill the Educational Thoroughness Standards identified in Section 33-1612, Idaho Code.

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

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

Objectives: Summit Public Charter School will:

- Follow the general philosophy of the school's program and culture.
- 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 parent's rights, and staff monitoring responsibilities.
- Provide a facility and adopt policies that meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools, and hold inspections as required to ensure the safety of students and staff.
- Establish, publish and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, violence, gangs, and use or sale of alcohol and drugs.
- Create an environment that encourages parents and other adults to visit the school and participate in the school's activities.

Standard B. Educators are empowered to maintain classroom discipline.

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

Objectives: Summit Public Charter School will:

- Follow the general philosophy of the established program and culture
- 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
- Teach appropriate behaviors and foster responsible decision-making skills
- Establish and maintain consistent rules aligned throughout the school

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

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

Objectives: Summit Public Charter School will:

- Follow the general philosophy of the school's established program and culture.
- Emphasize the importance of adults modeling important values at school.
- Help students build personal bonds and carry out responsibilities to one another and to the faculty and staff.

- Develop a sense of community and service within the school, and between the school and the larger community. Community service instills a sense of individual, social, and civic responsibility and enables the student to use newly found knowledge to solve community problems.

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

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

Objectives: Summit Public Charter School will:

- Emphasize meaningful language experience in reading, writing, and spelling, enhanced by dramatization and memorization.
- Provide a technology-rich environment that enhances communication.
- Provide instruction in a foreign language. Knowledge of a second language is essential in many occupations. In addition, knowledge of a second language boosts English proficiency, improves memory and self-discipline, and enhances verbal and problem-solving skills.

Standard E. An advanced and challenging 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 delivered by direct instruction and 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: Summit Public Charter School will:

- Use the Idaho State Department of Education's Curriculum as a starting point to be enhanced by unifying themes and other creative methods.
- Use a variety of methods to ensure student learning, including but not limited to, such examples as: Spalding's method as detailed in *Writing Road to Reading* (language arts); The Shurley method (grammar) Teaching of math through direct instruction, math manipulatives, timed tests, and Math Connects or Saxon math for homework; hands-on experimentation for science learning; and emphasis on community service in social studies.
- Through various forms of formative and summative assessment, staff determines each student's strengths and weaknesses. The faster learner is continuously presented with new challenges. The slower learner benefits from a range of adult intervention following the three tiers of RtI (Response to Intervention), multiple methods, and multiple environments.
- Emphasize environmental responsibility and an understanding of the relationships between the built and natural environment.
- Field trips and career development discussions will be used, as supported and validated by the curriculum

Standard F. The skills necessary to enter the workforce are taught.

Goal: Provide students with basic skills that prepare them for future employment using learning tools such as computers, scientific equipment, and 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: Summit Public Charter School will:

- Provide a strong foundation in basic reading, writing, science, social studies, and computational skills.
- Provide a technology rich environment, encouraging the effective use of technology as a tool in the workplace of the 21st century.
- Strive to provide students with a connection to the world through internet driven research tools, smart boards, electronic books, and laptop computers, Further, grant will be written with the goal of providing the following as suggestions: discussion tools & technology, email tools & technology, handheld devices in the classroom, instructional tools & technology-rich learning, interactive tools & technology-rich learning, publishing/visual tools & technology multimedia tools & technology, and writing tools & technology
- Enable students to develop the following intellectual habits important in the workplace: adapting to new situations and responding effectively to new information; solving problems; locating and evaluating information from a variety of sources; making flexible connections among various disciplines of thought; thinking logically and making informed judgments.
- Enable students to develop the following personal habits important in the work place: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; a healthy lifestyle; empathy, responsible time management; assuming a fair share of the work load; and working cooperatively with others.
- Provide students with jobs in their classrooms and throughout the school to teach the importance of work, instill ownership in the school, and to help them learn the skills that they will need to enter the work force. These skills include taking instruction from supervisors, learning a task, and accomplishing a task in a timely manner.
- In grades 7 and 8, further enhance the ability of students to assess needs, prioritize in decision-making, plan an approach, implement a plan, and evaluate the result as part of the community service aspect of the curriculum.
- Plan for further growth in career guidance and development for students as they enter the high school grades.

Standard G. The students are introduced to current technology.

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

Objectives: Summit Public Charter School will:

- Emphasize the acquisition of basic computer skills as a supplementary medium of communication and research to complement other approaches.
- Use computers as tools for such activities as accessing research information, authoring, computation, record keeping, data storage, and communication.

- Expose students to continuous use of tools including Mimeo Boards, Digital recording devices, and multiple tools of technology through the Computer lab

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

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

Objectives: Summit Public Charter School will:

- Provide a comprehensive program of community service that reflects responsible citizenship in a democratic society and an interdependent world.
- Enable students to develop the following habits of responsible citizens: accepting responsibility for personal decisions and actions; honesty, courage and integrity; empathy, courtesy and respect for differences among people; assuming a fair share of the work load; and working cooperatively with others to reach wise decisions.
- Enable students to understand and apply concepts and principles embedded in each of the social studies: history, geography, political science, and economics.

Summit Public Charter School will achieve the Thoroughness 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, the “golden rule,” and a reward system which honors children who are hard working, responsible, honest, and respectful creates an environment allowing for student peace of mind which then maximizes learning potential. We will focus on the memorization and dramatization of classic poetry, which, through daily recitation, discussion, and application to life situations, will create sensitivity for humankind in staff and students.

4. SPECIAL NEEDS STUDENTS *I.C. 33-5205(3)(Q)*

Summit Public Charter School will identify special needs students, including LEP (Limited English Proficient), gifted and talented, and students qualifying for Section 504 and IDEA. The school will utilize the Idaho Special Education Manual as now adopted or as amended in the future and will comply with state and federal statutes and regulations. The Idaho Special Education Manual will be used as a guide on developing individualized education plans, planning services, developing our discipline policy, and budgeting and providing transportation for special needs students, as necessary.

SPECIAL EDUCATION

It is the intent of Summit Public Charter School to identify, locate, and evaluate all enrolled children who may have disabilities. Disability, in this instance, means such conditions as: hearing impairments, visual impairments, speech or language impairments, specific learning disabilities, emotionally disturbed, multiple disabilities, cognitive disability, other health impairments, physical impairments, autism, and traumatic brain injury. Before disabled children can be served, they must be identified according to Idaho State criteria in the State Special Education Manual.

A Special Education teacher will be hired at 1 FTE and will serve as the “Director” of Special Education at Summit Public Charter School. In this capacity, the teacher will serve as liaison between the school and the state, remain current on all state and federal policies and procedures, and oversee

the implementation and monitoring of all Special Education services at the school. Further, a mentoring contract will be entered into with the Special Education teacher/director at the Academy at Roosevelt Center. This step will be taken to ensure the timely and thorough implementation of a high functioning and current policy/current practices driven program for Summit Public Charter School.

If a student is found to be eligible for special education services at Summit Public Charter School, services will be provided for that student in one or more of the following ways:

- Summit Public Charter School will form a multi-disciplinary team to consider a student’s eligibility for special education. If a team determines the need for an evaluation by other personnel, such as a school psychologist, speech therapist, or occupational therapist, not currently employed by the school, such evaluations will be contracted with a private provider. Providers will meet all applicable licensure and certification requirements. All evaluation and eligibility requirements will be followed and parents will be notified of their due process rights.
- The certified special education teacher/director will be responsible to meet with the IEP team to develop monitor Individual Education Plans (IEPs) and implement each plan as written. The special education teacher, an educational assistant under his/her guidance, or a contracted service provider will provide services in an inclusion or a pullout model depending on the degree of intervention necessary to meet the student’s needs. The special education teacher will consult with the general education staff to utilize effective classroom interventions, adaptations, and modifications. The delivery of instruction for students with disabilities, and the monitoring of that delivery of instruction will be provided by personnel who meet highly qualified criteria along with requirements of IDEA.
- Instructional services will follow the Individual Education Plan (IEP) and will be provided in the Least Restrictive Environment as defined by the student’s IEP. An Education Assistant will be used to support instruction as allowed by IDEA.
- Disciplinary issues with special education students will be assessed by the IEP team. Teachers and administrators will follow the Idaho Special Education Manual (as currently defined in Chapter 12, and titled —Student Discipline) to address these issues.
- By way of collaboration, and not in isolation, staff will consider whether or not the student’s disability contributed to the behavior
- Summit Public Charter School will contract with private providers for the provision of related services. All providers will meet the applicable licensure and certification requirements appropriate for the services they are providing. Examples of providers are as follows: physical therapist, speech language therapist, and an occupational therapist. Services may be provided by a paraprofessional under the direct supervision of a licensed therapist. In the event that the IEP team determines that the student’s academic needs cannot be met on site, Summit Public Charter School will determine the least restrictive environment complying with PL 94-142.
- To ensure the provision of a free and appropriate public education to all school-age children in need of Special Education Services, Summit Public Charter School provides a Special Education Program in accordance with federal and state regulations and guidelines. Specifically, Summit Public Charter School adopts and complies with the current Idaho

Special Education manual from the State Department of Education. This manual reflects IDEA guidelines and Special Education best practices. The Principal or the Director of Special Education at Summit Public Charter School will be the Section 504 Rehabilitation Act Compliance Officer.

The 1997 Amendments to the Individuals with Disabilities Education Act (IDEA) mandate that every school district in the country develop a system to identify children with disabilities who live in the district from birth age through age 21.

The rules adopted by the Idaho Department of Education direct that in addition to a three-year intensive search, school districts must conduct an annual in-service effort to identify and provide services to children with disabilities. Each year Summit Public Charter School will make a concerted effort to identify children with disabilities. In-service training will provide a review of most current and up-to-date special education requirements, regulations and obligations so that Summit Public Charter School is alert to the needs of the children for whom it is responsible. The assistance of all staff members and agency personnel in this process is essential to accomplish this task, and they must work to ensure that this goal and responsibility are achieved.

Summit Public Charter School asks for information about each child that is identified to establish answers to such questions as:

- What is the problem?
- What has already been done about the problem?
- What background information is available?

This information may be collected in several ways including interview, observations, screening, and testing. This information may be obtained from parents and the student, or from other agencies that have information about the student. This information will be used to decide whether the child has a disability and if he or she needs special services. All information collected will be held in strict confidence and released to others only with parental permission or as allowed by law. Parents may have a copy of any records kept upon request.

Summit Public Charter School keeps a record of all persons who review confidential records with the exception of other educational agency personnel and also maintains a list of employees who may have access to records. When the information collected, maintained, or used is no longer needed to provide educational services to the child, the parents will be informed. Parents and students have rights in this process. Parents have the right to:

- Review and copy their child's records
- Refuse permission to release information (except as required by, or permitted by, law to be released)
- Request that information they believe to be inaccurate, misleading, or in violation of their child's privacy or other rights be changed. The school has a process to resolve disagreements about information collected as explained in the Idaho Special Education Manual from the State Department of Education.

Summit Public Charter School appoints one person to make sure that information archived on the students is kept confidential and also has a system that assures a practical method of identifying which children are currently receiving special education services and which children are not. Certain data regarding children are maintained within this system.

If a student at Summit Public Charter School is found to be eligible for special education services at the charter school, services may be provided for that student in one or more of the following ways as provided by the IEP team and the ID State Special Education Manual:

- Related services, (including but not limited to speech/language therapy, behavioral therapy, occupational therapy, ~~or~~ transportation, physical therapy) refer to those services necessary for a student to benefit from their special education. When necessary, Summit Public Charter School will contract with a private provider for the provision of related services. Some related services may be provided by a paraprofessional under the direct supervision of a licensed therapist according to State allowances.
- In the event that the IEP team determines that the student's academic needs cannot be met on site, Summit Public Charter School may contract with a local school district to provide services.
- Upon registration Summit Public Charter School will provide written information regarding the Child Find that specifies that the school will identify and assist students who have been identified with special needs. Summit Public Charter School is committed to meeting the needs of children with disabilities. Few legislative mandates of the federal government have such far-reaching implications for local school districts.

LEAST RESTRICTIVE ENVIRONMENT

Summit Public Charter School will employ the following plan to ensure the LRE is provided for a student with an IEP:

- To the utmost degree which is deemed acceptable by the IEP, students with disabilities are educated with students who are not considered eligible for Special Education services
- Individualized classes, separate learning environments, or other removal of students with disabilities from the core instruction classroom occurs only when the character or intensity of the educational disability is such that education in the core instruction classroom cannot be achieved adequately with the use of supplementary aids and services
- To the utmost degree which is deemed acceptable, each child with a disability participates with students who are not considered eligible for Special Education services in nonacademic and extracurricular services and activities.

According to law, students must be educated in the same school he or she would attend if not disabled, unless the individualized education program (IEP) specifies an alternate plan. Placement must be based on the IEP. These requirements exhibit the partiality for educating students with disabilities in the regular classroom. Nevertheless, the IDEA also requires that a full "continuum of services" be available to meet the needs of students with disabilities who cannot be educated in the regular classroom for part or all of the school day.

The following are examples of criteria to use when continuum of services is determined:

- Whether the students can be educated satisfactorily in a regular classroom with supplementary aids and services;
- A comparison of the benefits provided in a regular class and the benefits provided in a special education class; and
- The potentially beneficial or harmful effects which a placement may have on the student with educational disabilities or the other students in the class.
- From these requirements, a sequential process will be implemented to assist in the placement process

5. DUAL ENROLLMENT I.C. 33-203(7) & 33-5205(3)(R)

Summit Public Charter School will allow enrolled students to be dually enrolled in other courses per Idaho state statute 33-203.

The Board of Directors of Summit Public Charter School will draft and ratify a policy for how to address and support students who wish to be dually enrolled in both Summit Public Charter School, and other options including but not limited to a traditional public school, home school, online courses, etc.

Per requirement of the Idaho State Department of Education, the Board of Directors has drafted and approved a policy and will make such available to stakeholders.

Please see Appendix M for the policy regarding dual enrollment.

6. LIMITED ENGLISH PROFICIENCY

Summit Public Charter School will abide the federal definition of Limited English Proficient (LEP) as defined in Title III and IX of the ESEA. Students who are eligible for the LEP program will participate in the Summit LEP program according to state and federal guidelines. State and federally mandated testing of LEP students will be administered. LEP services may be provided on-site or contracted out to a private provider.

The *Guidance for Evaluating Limited English Proficient (LEP) Students to Establish Special Education Eligibility*, provided by the Idaho Department of Education, will be used for identifying Special Education LEP students.

Summit Public Charter School will follow the Idaho LEP Program guide and administer the Idaho English Language Assessment (IELA) for student placement as well as monitoring student growth. The following guidelines will be used for the Home Language Survey in order to identify Primary Home Language Other Than English (PHLOTE) students.

Home Language Survey (HLS)

- Registration cards must include at least the question: What is the primary language spoken in the home?
- If a response is any language other than English, a survey must go home to the parents.
- If a district has Native American students, more questions should be included such as: Is the student's language influenced by the Tribal language through a parent, grandparent, relative or guardian? Does the student have a least on grandparent that is part of a federally recognized tribe?

If the survey comes back indicating that a student maybe Limited English Proficient (LEP), they must be tested with an English language proficiency test within 30 days of registration or within 2 weeks of entry into the school, if entry falls during the calendared school year

If the student tests less than proficient on the English language proficiency test, then a letter must go home to the parents indicating that their child was identified as needing specific English language services. The parent must be given the opportunity to waive the services, if desired. If the parent does not waive the Limited English Proficiency (LEP) services for their child, then the student must be placed in a program of high quality language instruction, based on scientifically based research (Section 3115 (c) (1)), and as determined by Summit Public Charter School.

Those children placed in a program can be counted for state and Federal funding. Once a student tests proficient on the English language proficiency test, they will be exited from the LEP program and monitored for 2 years. Students on monitoring status will be coded LEP on the ISAT and still counted for state and Federal funding purposes.

Those students whose parents waive the services may not be considered as LEP. This decision is driven by government funding and state level testing. Although, these students will be still considered learners of the English language, and will be given support according to their needs.

Once LEP students are identified, Summit Public Charter School will meet the linguistic, academic, and cultural needs of these learners in a number of ways. An LEP teacher will be identified and will meet the appropriate certification and endorsement requirements to serve students identified. The LEP teacher will teach English language acquisition and will work with Summit Public Charter School general education teachers to provide support in the general education classroom. Because Summit Public Charter School is effective in providing support and intervention for students with a variety of needs, the Summit Public Charter School LEP program will be designed to allow students to participate in the core curriculum *as much as possible*. The LEP teacher will identify additional curricula to support specific language acquisition needs after analyzing specific student assessment data. The LEP teacher will also identify and instruct teachers regarding modifications that will be made in the core classes.

Professional development will be given to administrators and teachers specific to meeting the needs of LEP students through two in-service trainings each year. Both trainings will focus on the specific needs of English Language Learners and one will be designed to increase collaboration among general education teachers and the Summit Public Charter School LEP teacher, Title I

teacher and Special Education teacher to create and adjust the model of providing instruction, intervention and support to students to allow them to meet their language acquisition goals and participate as fully as possible in the general education curriculum. In addition, in the spring or summer, prior to the Principal of the Home Language Survey and identification of LEP students, Summit Public Charter School will conduct training for staff members to ensure that information collected is accurate and students are identified appropriately. Prior to the ~~administration~~ Principal of the IELA, proctors will be trained to administer the assessments and instructed regarding the use of accommodations and modifications in order to make sure Summit Public Charter School assessments are administered appropriately.

7. STUDENTS WHO QUALIFY AS GIFTED AND TALENTED

Students who qualify as gifted or talented deserve to receive an education which both challenges their intellect and provides additional rigor and relevancy. In addition, a parent may recommend his/or her student. The process for determining Gifted and Talent status shall be as follows:

- A criterion will be determined by the Principal, the Special education teacher, and staff according to laws governing the identification of gifted and talented students
- Universal screeners for all students are given for a variety of reasons at the beginning of each year, students who scores exceed benchmarks will be identified for possible testing
- ISAT scores will be analyzed with a minimal score of Low Advanced according to grade
- Classroom performance will be reviewed
- Teacher references will be highly considered
- Students will take a series of tests which measure cognitive ability

Manner of Service:

The curriculum and program of Summit Public Charter School is advanced. Students who are identified as gifted and talented will experience, more naturally, a rigorous learning experience due to the natural rigorous nature of the program. Nevertheless, this experience will be complemented by such current programs of The Academy as the LEGOs program, The Robotics program, and Computer Club program. Further, Further, The Principal of Summit Public Charter School will ensure that several key business and university relationships exist, which will allow gifted and talented students to interact in those environments having to use higher level thinking and critical thinking approaches.

TAB 4

1. MEASURABLE STUDENT EDUCATIONAL STANDARDS *I.C. 33-5205 (3)(b)*

Statement of Understanding:

Statement of Understanding: Officials of Summit Public Charter School are wholly committed to compliance with the following measurable student education standards, and understand that failure to meet these standards may result in revocation of the charter pursuant to I.C. 33-5209(2)(b).

Educators, The Board of Directors, and parents of Summit Public Charter School will persistently endeavor for all students enrolled at the school to exceed the minimum passing requirements on all state-mandated testing and other testing that may be instituted or required in the future. Students who have been enrolled at the school for two (2) consecutive years will meet the following educational benchmarks:

MSES Statement #1:

Students at Summit Public Charter School will meet or exceed percentage benchmarks for Math, Reading, and Language for the ISAT, as driven by NCLB legislation, or equivalent legislation.

MSES Statement #2:

Students at Summit Public Charter School will meet or exceed school wide achievement benchmarks as driven by the curricula, formative assessment processes, and summative assessment processes utilized. (Quantitative summative data will be gathered three times per year, and quantitative formative data will be gathered as frequent as weekly, using multiple assessment measures. School wide benchmarks are set using state and national norms creating percentages and percentiles through the RtI process of Benchmark, Strategic, and Intensive indicators)

MSES Statement #3:

Students at Summit Public Charter School will perform a minimum of 3 percentage points higher than Pocatello/Chubbuck School District #25, on percentage benchmarks for Math, Reading, and Language for the ISAT, as driven by NCLB legislation, or equivalent.

2. STUDENT ASSESSMENT: THE METHODS BY WHICH STUDENT PROGRESS IN MEETING THE MEASURABLE STUDENT EDUCATIONAL STANDARDS IS TO BE DETERMINED: OUR RESEARCH-BASED APPROACHES *I.C. 33-5205(3)(C)*

“That which gets measured, gets done.” *Peter Drucker*

“Without data, you are just another person with an opinion.” *Andreas Schleicher*

Research demonstrates that student achievement increases when the school’s goals and objectives for students include expectations for high academic achievement and preparation for post-secondary education and careers. *Curriculum, instruction, assessment, scheduling and professional*

development are designed and continually reviewed and improved based on the use of available data. This approach of looking at data to determine trends and then adjust programs to generate better results is part of the school's continual improvement plan.

Further, students will participate in a variety of formative and summative assessments to comply with state and federal requirements and to collect information about student progress toward educational goals. Assessments will range from small-scale assessments used in the classroom by teachers to obtain day-to-day information about student progress, through medium-scale assessments used to evaluate program effectiveness. Teachers and staff will actively seek out research based assessment tools and strategies that will improve their ability to analyze student progress and teaching effectiveness.

The following is a summation of the assessment *tools* and sources used in Summit Public Charter School:

- TPRI: Texas Primary Reading Initiative
- IRI (Idaho Reading Indicator)
- AIMSweb: R-CBM, M-CBM, LSF, LNF, MAZE
- CORE Phonics Survey (for grades K-3)
- Classroom based assessments including, but not limited to: Program math concept tests, timed math computation tests, Shurley Method tests, Oral Phonogram Review, Written Phonogram Review, McCall-Crabbs, SRA
- ISAT (Idaho Standards Achievement Test)
- Observation of and reflection on instruction
- Observation of individual students
- Student white boards

Instructional practices as well as student achievement are reviewed regularly and evaluated for improvement. The AIMSWEB data management system allows staff to regularly review student growth driven by instruction. Teachers conduct classroom-based assessments, review them, and consistently conduct “in-stride” evaluation of themselves and their students learning as they teach.

The Student Measurable Educational Standards are the paramount performance benchmarks driving data collection and analysis. The Sections entitled, “Data-Driven Reflective Practice” and “Guidelines for Data Driven Reflective Practice” articulate the processes for developing and gathering data which help determine if the MSES are met. Data gathered from the above mentioned “assessment tools” will be used within the context of a Professional Learning Community to determine if the MSES are met by:

- Meeting every two weeks as a staff PLC and as vertical grade level PLCs
- Data is analyzed in these teams according to the research proven RtI approach of three times per year for students making determined benchmarks, monthly for students meeting or not meeting determined benchmarks, or weekly for students not meeting determined benchmarks
- Within the context of the PLC, staff ensure alignment of the curriculum as driven by the Common Core State Standards; staff evaluates all aspects of the curriculum with respects to systematic pacing, systematic instructional practices, and systematic common assessments at each grade level

Please refer to the section entitled “The Professional Learning Community as Utilized by Summit Public Charter School” for more details regarding the nature of and operations of Professional Learning Communities”

The Spalding model of instruction with the lead text, “*The Writing Road to Reading*,” has a sound and consistent review and improvement process including training, modeling, coaching, review, and improvement goals.

Summit Public Charter School promotes accelerated learning using rigorous curricula, the philosophy of teaching to high levels of learning, and direct instruction pedagogy, all with fidelity. This system of teaching and learning requires a specific assessment framework to provide tangible data and evidence for continuous review and improvement. This framework for assessing this instruction and learning system will be analyzed further, and the staff team will collaborate regarding the best strategies for assessing and measuring the effectiveness of our system, and for implementing strategies for improvement where necessary.

Please refer to Appendix I for “Focused, Relevant, and Ongoing Professional Development” for further details regarding the process of assessment we will use.

Collaboration: The Setting and Framework for Professional Development, Reflective Practice, and Data-Driven Decisions

To address the uniqueness of the program, Summit Public Charter School provides and requires an extensive amount of professional development for teachers to ensure that they are not only highly qualified in curriculum and instructional methods, but highly *effective* as well. All professional development days will include instructional and philosophy training or review. Additionally, all regularly scheduled staff meetings will contain staff development exercises.

All Summit Public Charter School teachers are sufficiently trained in the program regarding: the execution of curriculum through universal instructional techniques of a school, the benefits of the unified culture of a school, the importance of pacing, and the reliability of high expectations for every student. Workshops and in-service training will be scheduled as needed.

Professional Development focuses will include but not be limited to:

- Initial Programmatic Training Curriculum alignment and pacing
- Unified School Culture and Expectations
- The Spalding Method I and II: The Writing Road to Reading
- The Shurley Method or a similarly effective grammar/language curriculum
- Mathematics approach and processes
- Initial and ongoing training with collaboration with Professional Learning Communities approaches
- Making data-driven decisions
- Best practices and high yield instructional practices

The staff members of Summit Public Charter School do not work in professional isolation, but work together. The staff of Summit Public Charter School collaborates regarding student achievement, behavior, and character development.

The Professional Learning Community as Utilized by Summit Public Charter School

Richard DuFour teaches of the power and synergy that evolves when educators work, not only as individual classroom teachers, one-on-one with a class of students, but also as a team, or a community of educators. Thus, “The very essence of a learning community is a focus on and a commitment to the learning of each student” (Dufour, *Learning by Doing: A Handbook for Professional Learning Communities at Work*, 2006, p. 3). A student, who is supported by a team of educators collaborating consistently for his/her learning, achievement, and character growth, is far more likely to be successful in the myriad of ways this charter professes. While students are taught to the high, being exposed to concepts repeatedly, teachers have the responsibility to use their expertise of learning, and create relationships with each individual student, focusing on individual needs. One role of a charter school Principal is to assure each student has the educational resources, structure, and attention needed to demonstrate consistent acquisition of knowledge and skills. Therefore, the Principal can ensure these resources are effectively used when teachers share with each other curricular knowledge, strategies, and insight gleaned from multiple forms of student observation, formative, and summative data. Summit Public Charter School staff members embrace and execute the appropriate steps towards common practice as related by Little (1981):

“Collegiality is the presence of four specific behaviors, as follows: Adults in schools talk about practice. These conversations about teaching and learning are frequent, continuous, concrete, and precise. Adults in school observe each other engaged in the practice of teaching and the Principal. These observations become the practice to reflect on and talk about. Adults engage together in work on curriculum, by planning designing, researching and evaluating curriculum. Finally, adults in schools teach each other what they know about teaching, learning, and leading. Craft knowledge is revealed, articulated, and shared.”

As the staff of Summit Public Charter School engages in the behaviors and practice stated above, and as led by the Principal, they will experience enriching activities and conversations which will scaffold and strengthen their abilities to teach students to the high, provide multiple learning opportunities, and to analyze multiple forms of formative and summative data.

Data-Driven Reflective Practice through collaboration at Summit Public Charter School will consist of, but not be limited to the following:

- The teaching staff, guided by the Principal, is itself a collaboration team; thus, The faculty meets in staff meetings to collaborate about the effectiveness of methodology, teaching practices, and the needs of students based on formative and summative assessment
- The Principal provides coaching and feedback to each teacher regarding practices, management, and instructional strategies, instructional practices, student needs and situations, and implementing the program with fidelity
- Teachers meet in grade level teams in context, and pertinent to grade level focuses in vertical curriculum, detailed by the following examples: K-2, 1-3, 2-4, 3-5, 4-6, 5-7, 6-8
- As teams, teachers and the Principal follow the “guiding questions” and follow the “systematic process” as detailed below; they do so continually
- Teachers and the Principal have informal conversations regarding a student, and his or her academic progress, or behavior and how it is adversely affecting the students’ learning; in such conversations, the teacher and Principal design an approach to best remedy the academic struggles or lack of behavioral performance

- Teachers converse with other teachers regarding students and their performance; these conversations become especially beneficial when one or more teachers in the dialogue previously taught said students in years past
 - A data team is assembled, which administers school-wide screening probes, progress monitors students, and provides weekly, monthly, and tri-annual data addressing proficiency of students in multiple curricula; the various forms of information is then shared with teachers individually, in specific vertical teams, or as a staff
- Teachers, Education Assistants, and the Principal work together to provide Harbor culture and character growth for students

Guidelines for *Data-Driven Reflective Practice* at Summit Public Charter School:

The Guiding Questions for our dialogue and decisions:

- What are students supposed to be learning? What knowledge and skills should every student acquire as a result of this lesson, unit, etc.? (Standards, curriculum, pacing)
- How do we know they are getting it? How will we know when each student has acquired the essential concepts, knowledge, skills, and ability to apply new concepts and skills? What are our indicators? What determines when we are satisfied constant learning is happening?(Classroom based assessments, observation, formative assessment, summative assessment, attentiveness to the components of the curriculum)
- What are we going to do if they do not get it? What determines when we either step in and intervene, or trust they will pick it up through repetition and mastery? (Re-teach with fidelity to direct instruction and to high levels of concept learning, teaching to high levels of learning, ~~the high~~, identify interventions or alternate strategies)

The Systematic Process which guides our decisions and actions:

- Gather evidence of current levels of student learning
- Develop strategies and ideas to build on strengths and weaknesses in both instruction and student learning
- As a team, implement, monitor, and evaluate implementation and actions taken
- Analyze the impact of those steps and strategies on student achievement and instructional practice, determining whether they were effective and why, or not effective and why
- Apply in practice the new knowledge, strategies, etc., learned from this
- Measure the impact of implementation on student learning and achievement through multiple forms of assessment

3. STANDARDIZED TESTS *I.C. 33-5205(3)(D)*

Students of Summit Public Charter School participate in all required assessments required by the Idaho State Board of Education, and as supervised by the Idaho State Department of Education. Currently, the tests which Summit Public Charter School will conduct as mandated by the above entities are:

- *The Idaho Reading Indicator (IRI)*: Given to students grades K-3 and serves as an assessment of early reading skills; this test is administered in the fall and the spring; Summit Public Charter School will additionally administer the IRI in the Winter as this midpoint of the school year is a valuable time to measure reading change and growth

- *The Idaho Standards Achievement Test (ISAT)*: Given in the spring to students 3-8th grades to determine proficiency in core Mathematics, Reading, Language, and Science skills and concepts; spring results from this test series determines Annual Yearly Progress (AYP) status for Summit Public Charter School as required by No Child Left Behind legislation
- Special Needs students who meet the criteria for “alternative assessment” according to the Idaho Special Education Manual will take the IAA in the spring through special education.
- If selected, grades 4 and 8 will participate in the National Assessment of Education Progress (NAEP) to assess reading, mathematics, science, and writing.

Summit Public Charter School will conduct an annual evaluation of empirical assessment results. As part of the annual independent fiscal audit, this assessment evaluation will be reported annually to the authorizer of Summit Public Charter School, and will contain but will not be limited to, the following components:

- Student baseline developed during the first year using testing results;
- A comparison of annual results with baseline scores to assess progress
- Grade-level and school composite scores
- A graph of annual results showing year-to-year change
- An examination of a variety of variables and indicators through formative assessment and summative assessment to identify areas for improvement

As part of the strategic planning and focus of the Board of Directors, the above listed data will be presented to the Board of Directors of Summit Public Charter School and the school’s authorizing entity, on an annual basis.

4. ACCREDITATION *I.C. 33-5205(3)(E) & IDAP 08.02.02.140*

Accreditation refers to the approval granted to an institution of learning by an official review board after the institution has met specific requirements. Accreditation is another means of assuring the public that the school can be trusted to provide a high-quality education. Summit Public Charter School commits to obtaining accreditation in accordance with IDADPA 08.02.02.140

5. MIDDLE LEVEL CREDIT AND ADVANCEMENT REQUIREMENTS

The Board of Directors and the Principal will collaborate to establish and execute a middle level program which accomplishes the following:

- Implementation of a credit system no later than 7th grade
- Requirement that students attain a minimum of 80 percent of credits or complete an alternate route in order to move on to the next grade
- Students will not be allowed to lose a full year of credit in one academic area.
- Attendance as a required factor in the credit process

Further, the Middle Level credit focus at Summit Public Charter School will create a program blending the following key elements:

- Student Accountability
- Challenging Middle Level Curriculum

- Academic Analysis and Intervention
- Shared Leadership
- Provision for Tools and Processes for Transition to High School

Summit Public Charter School will work collaboratively with the “Middle Level Task Force” of the Idaho State Department of Education in an ongoing mentoring experience from this SDE team.

6. SCHOOL IMPROVEMENT PLANNING

Research demonstrates that student achievement increases when the school’s goals and objectives for students include expectations for high academic achievement and preparation for post-secondary education and careers. Curriculum, instruction, assessment, scheduling and professional development are designed and continually reviewed and improved based on available data. This approach of looking at data to determine trends and then adjust programs to generate better results is part of the school’s continual improvement plan. In the event Summit Public Charter School is identified as a school “In Improvement,” the Principal will lead a team to work with the Idaho State Department of Education, specifically the “Division of Student Achievement and School Improvement.” Further, the Principal will ensure the school follows all procedures, projects, and plans set forth by the SDE for identifying needs, developing a School Improvement Plan, and for putting in place an effective process for implementing and monitoring the SIP plan and its success.

What is an LEA and school identified as “In Need of Improvement?”

According to the *No Child Left Behind (NCLB) Act of 2001*, a major legislative reform of the *Elementary and Secondary Education Act (ESEA)*, a school is in need of improvement if it does not make adequate yearly progress (AYP) for two consecutive years, thus being identified as needing improvement. According to NCLB, every state must set the goals that each district/school must meet.

The succession of years and responsibilities in each year are as follows:

Year 1: Summit Public Charter School does not meet AYP

Year 2: Summit Public Charter School does not meet AYP / School Improvement Year 1 (choice)

Year 3: Summit Public Charter School does not meet AYP / School Improvement Year 2 (supplemental ed. services)

Year 4: Summit Public Charter School does not meet AYP / Corrective Action

Year 5: Summit Public Charter School does not meet AYP / Restructure (planning year)

Year 6: Summit Public Charter School does not meet AYP / Restructure (implement plan)

Planning for school improvement for Summit Public Charter School is built on at least four objectives and themes of NCLB:

- Accountability for results
- An emphasis on doing what works based on empirical scientific research
- Expanded parental options for school choice
- Expanded local control and flexibility

The Principal and the Board of Directors of Summit Public Charter School will remain abreast of policy changes and advancements with No Child Left Behind. When a workshop or training occurs, the Principal will designate an agent of the school to attend these meetings. The relationship with this SDE division will maximize communication regarding AYP and NCLB if the school is a “school in improvement.”

Agents of Summit Public Charter School understand how a school enters and exits “improvement status.” We understand that AYP requires 95% participation of all students tested in all areas. Further, we understand that one determining factor for entering “needs improvement” status is based upon sub-groups of students which need to meet the established benchmarks, identified in Table 1 on p. 38 of this charter.

These subgroups which must meet the benchmarks in Table 1 include but are not limited to the following:

- Limited English Proficient Students
- Economically Disadvantaged
- African American
- Asian
- American Indian /Alaska Native
- Hispanic
- Native Hawaiian /Pacific Islander
- White
- Overall Student Population
- Students with Disabilities

As far as agents of Summit Public Charter School are aware, there are a possible total of 41 target groups which must meet AYP. If the total school population, or any one of the other sub-groups, does not meet the benchmark shown in Table 1, the entire school is identified as not meeting adequate yearly progress. This shortfall begins the process of the school entering into needs improvement status after *the second year of shortfall with standardized tests*. Thus, a school that does not make AYP for two years, consequently, is identified as in need of improvement. ~~for “improvement.”~~ We understand that Summit Public Charter School must have a sub-group of at least 34 students in order to calculate student data. Schools with larger populations such as high schools, middle schools, and larger elementary schools have a larger chance of not meeting AYP because of the larger sub-groups.

We understand student subgroups who fall below the proficiency level can meet AYP through what is called “Safe Harbor” status. This requires that 10% of the students in the subgroup move from “Basic” status on the ISAT, to “proficient” on the ISAT.

Further, we understand additional consequences of entering into school improvement status are:

- Parents of Summit Public Charter School are given “school choice” within the LEA/district if it is available

- Summit Public Charter School must pay for transportation of students to the school of choice
- Lowest achieving students from low-income families are given first preference
- For Title I schools, Supplemental Education Services (SES) from an approved list of providers are offered to all eligible students if the school does not make AYP for three years in a row (*SES providers are exempt from certain ESEA requirements to which the public schools must adhere*). For non-Title I schools, SES will be available at the school
- If Summit Public Charter School does not meet AYP for 5 consecutive years are in corrective action

TABLE 1: Benchmarks for achievement on the ISAT determining “Adequate Yearly Progress”

READING	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Proficiency Goals	85.6%	90.4%	90.4%	95.2%	100%
MATH	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Proficiency Goals	83.0%	88.7%	88.7%	94.3%	100%
LANGUAGE	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Proficiency Goals	75.1%	83.4%	83.4%	91.7%	100%

Year 1: Our school does not meet AYP

Year 2: Our school not meet AYP / School Improvement Year 1 (choice)

Year 3: Our school not meet AYP / School Improvement Year 2 (supplemental ed. services)

Year 4: Our school not meet AYP / Corrective Action

Year 5: Our school not meet AYP / Restructure (planning year)

Year 6: Our school not meet AYP / Restructure (implement plan)

Officials of Summit Public Charter School understand these benchmarks are subject to change upon state request and federal approval. Thus, school officials are prepared to adjust school level benchmarks and goals to be in alignment with federal requirements.

The following is a detailed plan regarding Summit Public Charter School, in the event it is identified as “in need of improvement.” This plan addresses School Improvement Years 1, 2, 3, 4 and 5, as well as its responsibilities for LEA Improvement status Years 1 and beyond.

The LEA/school goals for improvement planning and execution will be driven by AYP.

Year 2: School Improvement Year 1

Summit Public Charter School-must identify for school improvement any school that fails to make AYP for 2 consecutive years. Identification must take place before the beginning of the school year following the failure to make AYP:

- Within 3 months, Summit Public Charter School will develop a school plan, in consultation with parents, school staff, district, and external school improvement facilitators /experts. This plan will be referred to as the School Improvement Plan (SIP)
- The Principal will organize a School Improvement Team consisting of: a member of the Board of Directors, the Principal, a minimum of two teachers, a minimum of two para-professionals, a minimum of 2 parents.
- Provide parents the option to transfer to another public school not in school improvement.
- use of accommodations, modifications, and alternate assessments for students with disabilities;

Year 3: School Improvement Year 2

If Summit Public Charter School fails to make AYP for 3 consecutive years, by the end of the first full year after identification the LEA/charter school must:

- Continue implementing and evaluating the elements of the School Improvement Plan (SIP), making adjustments based on shortfall of meeting goals the previous year
- Continue to provide technical assistance
- Continue to make public school choice available
- Make supplemental educational services available
- ~~Year 4: Corrective Action~~

Year 4: Corrective Action

If Summit Public Charter School fails to meet AYP for 4 consecutive years, by the end of the second full school year after identification, it must:

- Continue to make public school choice available;
- Continue to make supplemental services available;
- Continue technical assistance;
- Identify the school for corrective action; and
- Take at least one of the following actions:
- Replace school staff relevant to the failure;
- Institute and implement a new curriculum
- Significantly decrease management authority in the school;

- Appoint outside experts to advise the school;
- Extend school year or school day; or
- Restructure internal organization of the school.

Year 5: Restructure (planning year)

If Summit Public Charter School fails to make AYP for 5 consecutive years, after one full year of corrective action, ~~it the LEA/charter school must—~~

- continue to make public school choice available;
- continue to make supplemental services available; and
- prepare a plan to restructure the school.

Year 6: Restructure (Implementation of the Restructuring Plan)

By the beginning of the next school year, Summit Public Charter School ~~the charter LEA~~ must implement one of the following alternative governance arrangements consistent with Idaho State law:

- Re-open school as a public charter school (Invalid option for Summit Public Charter School)
- Replace all or most of school staff, including the Principal;
- Enter into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness to operate the school;
- Have the Idaho State Department of Education assume governance of the school
- Have the Local School district assume control of the school if Summit Public Charter School is authorized by the local school district (Invalid option if Summit Public Charter School is authorized by the Idaho PCSC)
- Impose another major restructuring of the school's governance arrangement.

If Summit Public Charter School is a charter LEA, the budget will be altered to include a percentage provision to purchase professional development for staff. The percentage of said provision will be determined by current legislation. The professional development will be determined by needs as the School Improvement Plan dictates what training is needed to achieve which goals of the SIP. Further, a percentage provision of the budget will be set aside for providing supplementary education services. The percentage of said provision will be determined current by legislation. The general education budget, the special education reimbursements, and the Title I funds, if they exist, will be taken into consideration as sources for such mandated set asides.

These set asides will be made in any subsequent year the school is identified as “in improvement.”

If Summit Public Charter School enters a restructuring phase, finances will be set aside to offset changes including but not limited to:

- Replacing teaching staff

- Adding additional para-professional staff
- Training of existing and new staff to become “highly qualified” if the requirements are altered from current status (Summit Public Charter School will not be hiring teachers who do not demonstrate “highly qualified” status with their credentials when the interviewing begins)
- Implementing new curriculum

Founders are aware of the inherent conflict of interest which exists in the event of restructuring options alternative governance. In essence, a charter school administrator is also the superintendent of the school, and thus cannot solely lead a restructuring effort if part of the restructuring includes replacing district the Principal. Therefore, the following actions will be taken to remedy the conflict of interest:

- Using viable data, the Superintendent/Principal will first determine what changes need to be made regarding the teaching staff, with the curriculum, and with the process of monitoring/evaluating student achievement, and regarding the use of funds redistributed and structured
- The Principal will develop (3) proposed restructuring plans and present the plans to the Board of Directors
- The Board of Directors, in an effort to avoid conflict of interest, will partner with an outside entity to provide arbitration and third party perspective and coaching; the first entity to be sought will be the Idaho Charter School Network; the third party entity will provide additional and separate feedback and counseling on charter school restructuring to the Board of Directors based on reviewing the charter, reviewing student achievement data, and performance data
- The Board of Directors will, using the proposed options of the Principal and the third party, choose a viable restructuring plan
- If the Board of Directors determines that restructuring processes requires removal of the Principal, the Board of Directors will solely decide the outcome of the Principal
- The school board, with the counsel of the third party, examine the options proposed by the Principal, to accept such, or go with a different option all together

TAB 5

1. GOVERNANCE STRUCTURE *I.C. 33-5205(3)(F)*

SUMMIT PUBLIC CHARTER SCHOOL, INC.

Summit Public Charter School is a non-profit organization organized and managed under the *Idaho Nonprofit Corporation Act*. The founding board of Summit Public Charter School has submitted the application for is in the process of applying for qualification under Section 501 (c) (3) of the Internal Revenue Code and will provide documentation of approval when this is granted. Please see Appendix A. for Articles of Incorporation and Appendix B for Bylaws. The Board of Directors will be the public officials who govern the charter school. In addition, the Board of Directors shall be responsible and ensure that the school is in compliance with all applicable federal and state education standards, all applicable federal and state laws, rules, regulations and policies, as well as the terms and conditions of the charter.

Short term and long term success of Summit Public Charter School ultimately rests on the shoulders of a strong, strategically focused Board of Directors. Summit's board will be focused first and foremost on the following:

- Ensuring the school is fiscally sound and transparent
- Ensuring all fiscal , SDE, and authorizer reporting is timely, accurate, and consistent
- Developing and establishing policies which provide optimum learning opportunities for all students enrolled in the school
- Engaging in strategic directional planning which yields the highest rate of success for students' character growth, learning, achievement, success, and strong work ethic
- Establishing a reputation backed by action of being transparent and student focused

The founding Board of Directors of Summit Public Charter School is made up of Idaho citizens committed to operating a safe, performance-based charter school in the Pocatello area. The governing body of Summit Public Charter School officiates for the nonprofit corporation, and is The Board of Directors for the school. The number of seats on the Board of Directors when the school opens will be 6 ~~5-6~~. Members of the current founding Board of Directors consists of individuals who are a cross representation of professions and experiences, several of whom desire to have children enrolled in Summit Public Charter School, upon authorization. Board Directors are not employees of the charter school. The Board of Directors meets regularly to oversee the strategic direction, operation, and activities of the school. The Board of Directors defines, composes, and revises (as needed) the policies of Summit Public Charter School and ensures compliance with its charter agreement and applicable laws and regulations. The Board of Directors will be subject to the provisions of the Idaho Open Meetings Act and the Idaho Public Records Act (I.C. 33-5205(3)(f)). The Board of Directors meetings will follow the open meeting laws, keep accurate minutes, and make the minutes available to the public, according to the Bylaws of the charter school. Any board member who works directly with students will be subject to background

checks and will receive training for the school program. The Summit Public Charter School Board of Directors will comply with Idaho Code 33-5204(2).

The Board of Directors of Summit Public Charter School will purchase errors and omissions insurance for the protection of the school. It is anticipated that some of The Board of Directors will be community members, other than parents, in order to further increase the level of the school's accountability to the public, especially with regards to high levels of success and results in the school's culture and program. Summit Public Charter School, Inc. will be a legally and operationally independent entity established by the nonprofit corporation's Board of Directors. The Board of Directors will be legally accountable for the operation of the charter school. Summit Public Charter School acknowledges that upon approval of the petition, the school's Board of Directors will be public agents required by its authorizer to oversee the school. Summit Public Charter School commits to comply with all federal and state laws and rules and acknowledges its responsibility for identifying essential laws and regulations, and complying with them.

The Board of Directors will have the responsibility to approve the selection of the Principal, who is not permitted to occupy a seat on such board. The Board of Directors also will be responsible for understanding the process of hiring, and requirements of potential employees. Further the Board will take an active role in learning of the hiring choices made by the Principal, and inquire as to how the hiring choices made best meet the needs of the students. As a measure of support for the school, the Board of Directors will have the opportunity to meet the employees hired, both certified and classified, in the next regular board meeting after the hire. The Principal will lead the hiring process and will make decisions regarding filling open positions.

The Board of Directors will, when necessary, adjudicate disagreements between parents and the Principal. Summit Public Charter School commits to keeping complete and accurate Board of Directors meeting minutes and to making them available to the public via the school website, as well as by hard copy in the office.

THE GOVERNANCE STANDARDS OF THE BOARD OF DIRECTORS:

1. The Board of Directors will represent the needs and interests of **ALL** the children of Summit Public Charter School; the mission, vision, and philosophy statements are the priorities upon which **all** strategic decisions are made by The Board of Directors;
2. The Board of Directors will represent the needs and interests of **ALL** the stakeholders of Summit Public Charter School and will provide competent stewardship of and fiscal management of public tax funds;
3. The Board of Directors values the right of public citizens to be informed about Board decisions and school operations;
4. The Principal is the Chief Executive Officer of Summit Public Charter School. He/she is to advise The Board of Directors, provide recommendations, and propose options on matters pending before The Board of Directors. The Principal shall be present at all meetings;
5. The Board of Directors will establish the vision, adopt and revise policy, and assume accountability. The Principal will administer Board policy and strategically manage the school. In doing so, The Board of Directors will demonstrate its understanding of its role and responsibilities;

6. The Board of Directors, with advisement from the Principal, will set clear goals for Summit Public Charter School;
7. The Board of Directors Chair or designee is The Board of Directors spokesperson;
8. The Board of Directors Chair and Principal jointly set meeting agendas;
9. Full participation is expected for all The Board of Directors at meetings. Less than full participation of The Board of Directors impacts the ability of The Board of Directors to function effectively and efficiently;
10. The Board of Directors will execute due diligence, be informed, be on time, present a professional appearance, attend all regularly scheduled sessions and committee meetings, give notice if members have a need to be absent, and participate in all local and State Board training opportunities;
12. The Board of Directors understands that there are many other time commitments beyond the regular work session and meeting schedules. Thus, the Board of Directors agrees that all are responsible to commit to additional obligations but do so by sharing these responsibilities;
13. The Board of Directors will keep abreast of educational trends, research and best practices through individual study, and participate in programs which provide educational information;
14. The Board of Directors understands that individual members do not have authority. Only The Board of Directors as a whole has authority, and only in a publicly noticed, convened meeting. We agree that individual The Board of Directors cannot take unilateral action;
15. The Board of Directors will conduct its business in accordance with the Open Meeting Law. It is preferred that The Board of Directors be physically present at meetings so as to be highly visible to the public and present for general and crucial conversation;
16. The Board of Directors recognizes that decisions are made by a majority vote. Once a decision is made, all The Board of Directors will support that decision;
17. The Board of Directors will conduct a yearly self-evaluation and promptly address individual problems which limit teamwork and creates conflict with the Operating Standards;
18. The Board of Directors will respect the staff, support the employment of those best qualified, and expect that all staff are evaluated fairly, effectively, and regularly by the Principal;
19. The Board of Directors will lead by example. We agree to avoid words and actions that impact people negatively and personally. Prior to making decisions, we expect to debate and have a full discussion of differing points of view in a safe, open, honest, and respectful environment;
20. Communication between staff and The Board of Directors is encouraged. However, requests made of individual members of the Board of Directors or of The Board of Directors as a quorum that require extensive study or may have political implications are to be directed to the Principal;
21. All staff and student personnel complaints and criticisms received by The Board of Directors, as a whole or the individual members, will be directed to the Principal;
22. The Board of Directors will follow the chain of command referring others to present their issues, problems, or proposals to the person who can properly and expeditiously address the issues;
23. The Board of Directors will refrain from communications which create conditions of bias should a problem or complaint become the subject matter of a hearing before The Board of Directors;
24. The Board of Directors will consider available facts, research, best practices, cost implications, input from the Principal, staff and the public, and individual judgment in its decision making process;

25. Prior to making a decision that The Board of Directors identifies as having major impact on students, staff and/or patrons, The Board of Directors will use a public hearing process to gather input;
26. The Board of Directors is to refrain from using a Board position for personal or family gain or prestige. We agree that any Board member having any conflict of interest with an agenda item must declare that conflict prior to Board action;
27. When members of The Board of Directors are assigned to serve on various school committees, their role shall be defined by The Board of Directors as a whole, as either a silent observer or an active participant;
28. Surprises to The Board of Directors or the Superintendent will be the exception, not the rule. We agree to ask the Chairperson of The Board of Directors or the Principal to place an item on a future agenda rather than bringing an item up unexpectedly at a meeting. Any member of The Board of Directors having personal criticism of district operations is to present that criticism to the Principal at a time other than a Board meeting;
29. To be efficient and effective as a Board of Trustees, long Board meetings will be avoided. If a Board member needs more information, either the Principal or Board Chair is to be contacted before the meeting. Public comment will be encouraged as a component of Board meetings under public comment. Appropriate protocol for public comment will be consistently practiced;
30. The Board of Directors will debate or speak only to the issues noticed on the agenda. Facts and information needed from the Principal will be referred to the Principal;
31. Executive sessions will be held only when specific needs arise. The Board of Directors must adhere to confidentiality in regard to executive sessions realizing the legal ramifications of outside communication from these sessions;
32. Work sessions will be scheduled for in-depth discussion on one or more topics.
33. The Board of Directors will affirm these Operating Standards during its annual meeting.

THE BOARD OF DIRECTORS AND THE PRINCIPAL

The Principal of Summit Public Charter School is the agent charged with executing the strategic plans of The Board of Directors for the proper education of all the students. The Board of Directors assures that the Principal executes, analyzes, and improves upon the success of the curriculum, student assessment, culture, and character focus within of the school's program. The Board of Directors holds the Principal accountable for accomplishing his/her duties with focus, consistency, and strategy. The Board of Directors of Summit Public Charter School is the final policy makers of the school. Unless otherwise determined by the Board of Directors, the Principal makes decisions regarding the hiring and termination of staff. Further, the Principal develops and carries out all staff evaluations, both formal and informal. Such evaluations are independent of oversight by any Board member or quorum of board members. The evaluation tools and processes for evaluation may be shared with and explicated to them upon request and inquiry.

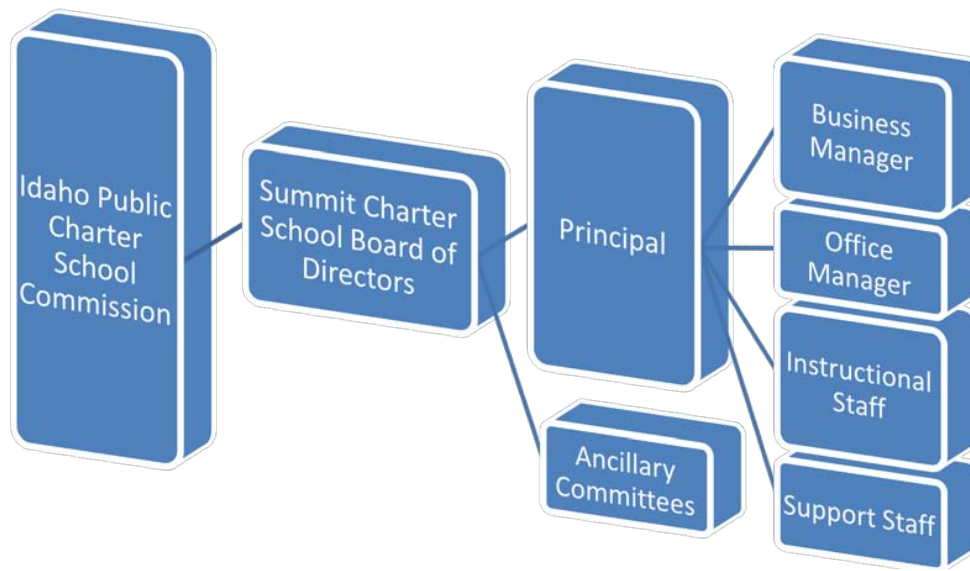
The Board of Directors gives the Principal charge for oversight of successful practices and improvement upon performance of staff members. It is the expertise and experience of the Principal to do such. The Principal reports at intervals determined by The Board of Directors on the performance of the staff.

The Principal is responsible for communicating with the Board of Directors about coordination with the school's authorizer, the effectiveness of staff communication, the purpose and frequency of different meetings which take place in the school, relationships with different individuals and entities in the community, specific parent interactions, staff performance, student performance, and student achievement data in various forms.

The following is a summation of the Principal's chief duties as these duties relate to the safety, culture, climate, and performance of the school:

- Maintains a consistent presence in the school during the instructional day and is not off campus; the Principal is most effective, supportive, and impactful when he or she is consistently present
- Spends time with teachers and students in classrooms and other staff consistently through the school day and saves office work and paper work for non-instructional times
- Establish and sustain a synchronized, vertically aligned, and challenging curriculum which effectively uses the school's aggressive learning and character goals, and effectively fulfills the mission of the school.
- Supervise administrative staff with an effective blend of leadership styles, procedures for ensuring accountability, and analysis of results.
- Implement and execute proactive and consistent student disciplinary steps
- Oversee discipline hearings and appeals that are driven by all applicable laws, policies, and procedures
- Ensure managerial/organizational procedures are developed, followed, and evaluated
- Ensure managerial/organizational functions are effectively executed, followed, and evaluated
- Ensure all policies and school procedures are executed
- Be the leader of continuous strategic planning which is constant and communicated
- Interact and intercede for the needs of staff and/or students as needed.
- Attend or conduct meetings of various constituent groups, attend school functions, attend external meetings, conferences, or legal training sessions or delegate attendance at those meetings so that the school is benefited from the training/information
- Insure all teachers understand student data and how to apply such data to instructional adjustments/interventions, when appropriate.
- Develops and follows methodology for providing supportive and constructive feedback to staff and students regarding their performance and success
- Determines needs for professional development through a variety of means including observation, staff input and collaboration, and driven by various forms of data
- Develop and follow a financial budget which is fiscally conservative, meets all governmental requirements and has consistent expenditures based on what is optimum for student learning.
- Execute other duties and assignments given by the Board of Directors.

The following chart illustrates the organizational structure, including the oversight of an authorizer, of Summit Public Charter School:



GOVERNANCE TRAINING FOR THE BOARD OF DIRECTORS

Upon authorization of Summit Public Charter School, the Board will enter a 12 month contract with the Idaho School Boards Association for governance training. The contract will provide one year of initial training, helping the founders' group of the board transition into the quorum which governs an operational school. After this year expires, the Board will determine what the most strategic areas of training needed are at the time, based on the expertise and experience of the members of the Board.

The overarching focus of training from the agents of the school will involve sound and comprehensive understanding of the school program. In order to govern the school in a way which provides an innovative and choice learning experience for students, Board members must make knowing and supporting the school program their constant endeavor. The Principal and staff will lead this training initiative. Further, programmatic training will encompass a portion of each regular Board meeting.

Please see Appendix R for the "Letter of Intent" from Liz Kilpack, board trainer for the Idaho School Boards Association.

ANCILLARY COMMITTEES

As ruled by the corporate bylaws, ancillary committees will be created. These groups will consist of such groups as, but not limited to: Parent Teacher Organization, a fundraising committee for raising additional funds to support operational costs, a public relations committee, and others.

Such committees will work in consultation with the Principal and The Board of Directors to create and monitor strategic and results-driven actions for the school.

2. PARENT INVOLVEMENT

Parents of students at Summit Public Charter School are vital to the ongoing education of their children. One of the key characteristics of the school which parents will be able to recognize, is the strong multi-leveled emphasis on parent support. Agents of Summit Charter value and appreciate the perspective each parent has regarding his/her child. This is perspective that only a parent can have, and thus, the school encourages and provides opportunities for communication and teamwork on behalf of students. In a variety of circumstances, parents work as team members with staff to monitor and adjust as needed efforts made with students. Such opportunities include conferences, classroom observations, and more.

High levels of parental support are critical to the successful implementation of the Summit program. Each month, every family is encouraged to provide a numbers of hours (to be determined) of volunteer time for the school. This volunteer time can constitute various types of different support activities such as assisting with grading, lesson preparation, in-class aid, guest lectures, facilitating parent communication, lunch or recess supervision, or general office assistance.

Parents of students at Summit Public Charter School are considered their child's first teachers. Therefore, staff members seek proactive ways to involve parents in issues such as discipline, homework, academic progress, and opportunities for character development. Parents as stakeholders in Summit Public Charter School will be encouraged to be involved by:

- Attending an "orientation" session at the beginning of each school year (attendance at this session becomes the parent's first experience each new school year with expectations)
- Providing welcomed service at the school, with first emphasis being placed on classroom support and preparation for teachers
- Attending each of the two conferences with the respective teacher; by being to attend these conferences, parents and teachers create another line of communication. Further, teachers are able to share with parents their specific expectations for behavior and academics, and how those can be uniquely supported in the home
- Attend classes to be provided which will strengthen their understanding of different culture and curricular focuses and goals
- Contributing in proactive ways by speaking with their child over the phone during the day in the event a discipline situation warrants such a conversation
- Providing their student(s) with a setting where learning may continue at home, and encouraging students to complete work with a good attitude and sincere effort

- Attending field trips as chaperones and supervisors modeling appropriate behaviors, manners, and being good ambassadors in the community
- Visiting classrooms as invited speakers representing businesses, volunteer organizations, the military, and other area of the community
- Observing instruction, culture, and practices in the classrooms to enable them to speak to and model such with their children in their homes
- Communicating with teachers and the Principal through email, phone conversations, and scheduled appointments to collaborate on successful strategies for students

Stakeholders of Summit Public Charter School will be encouraged by The Board of Directors to organize a standing committee known as the Parent Teacher Organization (PTO) to coordinate classroom and school volunteers, fundraising activities, and further support at Summit Public Charter School.

3. ANNUAL PROGRAMMATIC AND FINANCIAL AUDITS *I.C. 33-5205(3)(k)*

ANNUAL PROGRAMMATIC OPERATIONS AUDIT *I.C. 33-5205(3) (k)*

Summit Public Charter School will have an Annual Programmatic Operations Audit provided by an entity determined by the Board of Directors. For a cost, the Idaho Charter Schools Network is available for such audits. For a greatly reduced price, an independent audit team can be assembled by employees and board members of other charter schools, as well as delegates of neighboring school districts.. Such an audit will provide Summit Public Charter School an opportunity for self-reflection and external, objective feedback. This process will:

- Assist the school with ensuring operational achievement and implementation of Summit Public Charter School's vision
- Assist Summit Public Charter School with continuous improvement and strategic planning
- Provide evidence to supply the school's authorizer with strengths and deficiencies, including compliance, or failure to comply with statute, administrative rule, and/or the terms of the charter. Summit Public Charter School is committed to comply with all Idaho statutes and all policies of the Idaho Public Charter School Commission with regard to programmatic operations audits.

PARTICIPATION IN THE PROGRAMMATIC OPERATIONS AUDIT

Other members of the programmatic operations audit team may include current and former members of The Board of Directors, founders, teachers, parents, students, representatives of the authorized charter entity, and other stakeholders. It is the intent of Summit Public Charter School to be gracious and teachable hosts to all audit team members. The days scheduled for the audit to be executed by the audit team members will be tightly organized, scheduled, and productive

4. ANNUAL INDEPENDENT FISCAL AUDIT *I.C. 33-5205(3)(k)*

Summit Public Charter School will contract with a third party entity to conduct a comprehensive audit of all financial statements of the school as required by Idaho Code Section 67-450B. Further,

the school will prepare an annual statement of financial condition and report of the school. This report will reflect all financials as of the end of the fiscal year. *Summit Public Charter School will follow a form and process dictated by the Office of the State Superintendent of Public Instruction, Idaho Code Section 33-701.* Summit Public Charter School will contract with a Certified Public Accountant to perform the financial audit, and pursuant to IC 33-701 sections 5-10, shall:

- “The annual statement of financial condition and report shall be published [...] in a newspaper as provided in IC 60-106, in the county in which the school district is located”
- File one copy of the audit report with the Idaho State Department of Education on or before the 10th of November of each year
- File one copy with the school’s authorizer on or before the 10th of November of each year
- “Order and have destroyed any canceled check or warrant, or any form of claim or voucher which has been paid, at any time after five (5) years from the date the same was canceled and paid”
- “Review the school district budget periodically and make appropriate budget adjustments to reflect the availability of funds and the requirements of the school district”
- “Invest any money coming into the hands of the school district in investments permitted by IC 67-1210. Unless otherwise provided by law, any interest or profits accruing from the investment of any funds shall be credited to the general fund of the district”

A letter of intent for contract will be written and provided to a Certified Public Accountant when this charter is approved.

5. DISPUTE RESOLUTION

DISPUTES BETWEEN THE AGENTS OF SUMMIT PUBLIC CHARTER SCHOOL AND STAKEHOLDERS

Members of the public, parents, teachers, students, and others, may submit a complaint to The Board of Directors in writing and may deliver the same in person, by fax, e-mail, or regular U. S. mail to Summit Public Charter School’s administrative office.

Instructions and procedures for members of the public, parents, teachers, students, and others to communicate will be made available in the student handbook and on the school’s website. Those making complaints are strongly urged to first submit their issue in writing directly to the involved party. Written complaints, whether minor or serious, from any entity be forwarded to the Public Charter School Commission.

6. REVIEW, RESPONSE, AND DISPOSITION

The Principal shall review any grievances, and notify the concerned individual in writing within 72 hours that the grievance has been received, and that the grievance shall be acted upon within one week. Parents may be confident that their concerns will be acknowledged immediately and acted upon in a timely manner. The Principal has the duty to attempt to resolve any such matter in the time period stated.

Upon appeal to the Principal a hearing will be held within 10 business days, inviting all parties involved. The Principal will communicate a decision within one week of the hearing, along with a notice of rights to appeal. Per administrative rule, copies of all written complaints will be forwarded to the authorizer.

If the matter is not resolved before the next meeting of The Board of Directors, the Principal will report the grievance to The Board of Directors. Within 72 hours of the meeting, the parent shall be notified, in writing, of any Board actions. The Chairman of The Board of Directors is permitted under the By-laws to convene an ad hoc board meeting to address a question that warrants immediate attention. Such a decision will be done in alignment to open meeting laws, including the posting of the meeting, and an invitation to the public to attend.

7. APPEALS

Concerned individuals must be notified in writing of any decisions made by the Principal and informed that appeals may be made to The Board of Directors. Additionally, concerned individuals must be made aware of the full appeal process, including the fact that decisions of The Board of Directors are considered final.

TAB 6

1. EMPLOYEE QUALIFICATIONS *I.C. 33-130 & 33-5205(3)(G)*

PROFESSIONAL QUALIFICATIONS

All members of the staff must comply with the professional codes and standards approved by the State Board of Education, including standards for ethics or conduct as required by Idaho Code Section 33-5204A(1). Instructional staff shall be certified teachers as required by Idaho Code Section 33-5205(3)(g). Summit Public Charter School reserves the right to seek alternative/limited certification options as provided by rule of the Idaho State Board of Education. Such hires will take place if they serve the interest of program effectiveness. Additionally, Summit Public Charter School reserves the right to staff any person for temporary assistance under the direct supervision of certified staff members. These provisions are intended to allow various community experts and other specialized persons who may not hold certification to contribute to the school according to their talents, experience, creativity, or expertise on an “as needed” basis.

The Principal is responsible for hiring qualified personnel and will share all details of hiring and termination of certified and classified staff members with the Board of Directors. The contracts will be approved by the Board of Directors of Summit Public Charter School, and signed by the Chairperson, the Principal, and the Clerk of the Board.

Highly qualified teaching professionals implement our learning programs. To ensure that teacher applicants are highly qualified, Summit Public Charter School uses a variety of evaluation factors, including years of classroom teaching experience, area(s) of endorsement, charter school experience, former employment referral, and other skills and experiences. Together these factors indicate potential success in working effectively in the unique charter school setting of Summit Public Charter School.

All staff, certified and classified, will be subject to background checks as required by state law. In addition the following qualifications are set for certified staff:

As stated, teachers at Summit Public Charter School are revered as the “experts of teaching and learning.” They are hired with such a concept in mind. Because teachers are the experts of learning, they must display exemplary qualities which assist them in setting very high expectations for learning, and for executing the curriculum with high-yield instructional strategies. Teachers will be hired for faculty status based on such abilities. The following indicators must be present before a teacher is considered for membership of the Summit Public Charter School faculty:

- All required teacher certification, unless waived by The Board of Directors of Summit Public Charter School. Waiver will only be considered temporary.
- “Highly Qualified” under NCLB and “IBEDS”
- Five years of certified, contracted classroom experience (highly preferred; candidates with such will be given first attention)

- Possess a Masters of Education degree or higher (highly preferred; candidates with such will be given first attention)
- High grade point averages from high school and university transcripts
- Experience mentoring peers
- Experience in participation in professional development and evidence of such participation
- Proficiency in standard technology applications (MS Office, Outlook, etc.)
- Consistently exceptional professional evaluations
- Teaching awards and other professional honors from parent groups, local businesses, and educational partnerships (Preferred)
- Outstanding references from peers, former students, and parents.

Once evidence of these above indicators is provided, teachers must demonstrate a sound commitment to learning and then embracing the instructional approach and culture completely. Candidates will be interviewed with this evidence as the most important quality and ability in mind, after the above indicators are considered.

Certified teachers, who have left the workforce but seek part-time employment, will be encouraged to apply for specialist positions including teachers of music, science, P.E., Computers, Spanish, and Librarian/ Media Specialist. Local dancers, artists, actors, computer experts, and other consultants with special skills may be asked to participate as guests of the school in special instruction, events, outings or assemblies. The guests will be supervised by a member of the teaching staff that possesses a valid Idaho Teaching Certificate.

BACKGROUND CHECKS FOR STAFF MEMBERS

A thorough background check will be one of the required items for beginning employment after a position has been offered to an individual. All employees will complete a criminal background check with the State of Idaho and the Federal Bureau of Investigation. Further, the Principal will call references and ask questions of the potential employee in contest of such elements as: character, work ethic, honesty, self-motivation, adaptability, timeliness, and professionalism among others.

Fingerprint cards will be used as follows: one fingerprint card will be submitted to the Office of Certification at the Idaho State Department of Education and one will be kept in the individual's personnel file at Summit Public Charter School.

BACKGROUND CHECKS FOR CONTRACTORS AND VOLUNTEERS

A background check will be required of all persons who contract with the school for services including but not limited to: speech and language pathologist, school psychologist and other individuals conducting tests with students. The school will perform due diligence in ensuring volunteers are credible and trustworthy for actions including but not limited to: driving students, working directly in the classroom with teachers and students, and any occasion when in direct contact with students. Thus, any individual who will have contact with students will have a background check conducted by Summit Public Charter School.

Summit Public Charter School will provide evidence of such background probing as required by the law, and will keep documentation of these probes in the business manager's office.

ESTIMATED SIZE OF FACULTY AND STAFF

Estimated Staff: 21 FTE in Year 1

Principal - 1 FTE
Kindergarten -- .5 FTE
First Grade -1 FTE
Second Grade - 1 FTE
Third Grade - 1 FTE
Fourth Grade - 1 FTE
Fifth Grade - 1 FTE
Sixth Grade - 1 FTE
Seventh Grade - 1 FTE
Eighth Grade - 1 FTE

Special Education Teacher - 1 FTE

Educational Assistants - 8.5 FTE (includes Science, Music, PE, Computer and Spanish teachers at .5 FTE)

Office Manager—1 FTE

Business Manager/Clerk of the Board of Directors—1 FTE

Certified teachers at Summit Public Charter School are “public” school teachers. Their employment per year at Summit Public Charter School counts as one year equivalent experience on the state indexing scale.

2. EMPLOYEE HEALTH AND SAFETY. 33-5205(3)(H)

To protect the safety of employees and students, Summit Public Charter School will adhere with the following health and safety procedures:

- Conduct criminal history checks for all employees in compliance with Idaho Code Section 33-130. This requirement is a condition of employment.
- Require that all students have proof of immunization or have a written parental waiver and have a birth certificate or other identification before being enrolled at the Summit Public Charter School.
- Require that all visitors sign in at the office when visiting the school building.
- 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 same guidelines for all public schools will inspect the facility.

- Adopt and implement, where appropriate, policies regarding health, safety and risk management policies, unless otherwise written and adopted by The Board of Directors of Directors. These policies at 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 Principal of prescription drugs and other medicine.
- Policies establishing that the school functions are a gun-free, drug-free, alcohol-free, 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 in the school’s staff development efforts.

3. EMPLOYEE BENEFITS *I.C. 33-5205(3)(M)*

Summit Public Charter School will ensure employee participation in the following:

- Group health insurance, sick leave benefits,
- Public Employee Retirement System of Idaho PERSI
- Federal Social Security,
- Unemployment Insurance
- Worker’s Compensation Insurance to the extent allowed and required by law.

4. TRANSFER RIGHTS *I.C. 33-5205(3)(O)*

Employees of Summit Public Charter School are not employees of the Pocatello/Chubbuck School District, or any other neighboring district. They may apply to teach in any school district. Teachers at Summit Public Charter School will not be eligible for an “in-district” transfer to another school within the Pocatello/Chubbuck School District, or any other school district.

5. COLLECTIVE BARGAINING *I.C. 33-5205(3)(P)*

Certified Staff of Summit Public Charter School will be a separate entity for purposes of collective bargaining.

6. WRITTEN CONTRACT *I.C. 33-5206(3)(I)*

The Principal, teachers, and support staff will each be on a written contract with Summit Public Charter School, in a form approved by the Superintendent of Public Instruction. All employees will undergo an annual formal performance review conducted by the Principal. All contracts with employees will be 1 year contracts, subject to evaluations performed by the Principal.

TAB 7

1. ADMISSION PROCEDURES *I.C. 33-5205(3)(i)*

ENROLLMENT OPPORTUNITIES *I.C. 33-5205(3)(s)*

The admissions process seeks to ensure that all potential families understand the mission and the unique nature of the school. Summit Public Charter School will comply fully with Section 33-5205(3)(s), Idaho Code, in providing enrollment opportunities. Summit Public Charter School is inclusive and open to all eligible students as required by law. There will be no discrimination in the admission of students to the school on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services. Summit Public Charter School provides a Free, Appropriate Public Education (FAPE) to all of its students.

Upon admission of any student with special needs, the school will comply with all federal and states laws regarding the education of students who are disabled or have special needs. The school does not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability. As a public charter school, Summit Public Charter School is also committed to being open for enrollment to all students given enough capacity, as required by Idaho Open Enrollment laws.

ENROLLMENT DEADLINE

Each year The Board of Directors shall establish an enrollment admissions deadline, which shall be the date by which all written requests for admission to attend Summit Public Charter School for the next school year must be received. The enrollment deadline cannot be changed once the enrollment information is distributed.

REQUESTS FOR ADMISSION

Summit Public Charter School will comply with Section 33-5205(3)(j) of the Idaho Code to establish policy and procedure for admission. A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in this state, may make a request in writing for such child to attend Summit Public Charter School. In the case of a family with more than one (1) child seeking to attend Summit Public Charter School, a single written request for admission must be submitted on behalf of all siblings. The written request for admission must be submitted to, and received by, Summit Public Charter School on or before the enrollment deadline established by the Board of Directors. The written request for admission shall contain the name, grade level, address, and telephone number of each prospective student in a family. If the initial capacity of Summit Public Charter School is insufficient to enroll all prospective students, then a lottery shall be utilized to determine which prospective students will be admitted to Summit Public Charter School. Only those written requests for admission submitted

on behalf of prospective students that are received prior to the enrollment deadline established by The Board of Directors shall be permitted in the lottery.

Only written requests for admission shall be considered by The Board of Directors. Written requests for admission received after the established enrollment deadline will be added to the bottom of the final selection list for the appropriate grade. Applications received late go to the bottom of the final selection list.

ADMISSION PREFERENCES *I.C. 33-5206 & 33-5205(3)(j)*

Summit Public Charter School has established an admission preference for students residing within the primary attendance area of the school. In addition, the school has established admission preferences for returning students, for children of founders and full-time employees of the school, and for siblings of students already selected to attend the school.

PRIORITY OF PREFERNCES FOR FIRST YEAR ENROLLMENT

If the initial capacity of Summit Public Charter School is inadequate to enroll all prospective students, a lottery shall be utilized to determine which prospective students will be admitted to the school. Summit Public Charter School will follow Idaho Code Section 33-5205(3)(j).

Prospective students will be placed in the following prioritized groups:

- First, to the children of “founders” and full-time employees (provided that this admission preference shall be limited to not more than ten percent (10%) of the initial capacity of Summit Public Charter School).
- Second, to siblings of pupils already selected by the lottery.
- Third, to prospective students residing in the primary attendance area of Summit Public Charter School.
- Fourth, to all other prospective students by lottery or other random method

PRIORITY PREFERENCES FOR SUCCESSIVE ENROLLMENT PERIODS

Preferences for successive enrollment periods shall be as follows:

- First, to pupils returning to Summit Public Charter School in the second or any subsequent year of operation. Returning students are automatically enrolled in the appropriate grade and do not need to be selected by a lottery.
- 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 Summit Public Charter School.
- Third, to siblings of pupils already enrolled in Summit Public Charter School.
- Fourth, to prospective students residing in the primary attendance area of Summit Public Charter School.
- Fifth, to all other prospective students by lottery or other random method

EQUITABLE SELECTION PROCESS

If the initial capacity of Summit Public Charter School is insufficient to enroll all prospective students, or if the capacity is insufficient to enroll all prospective students in subsequent school years, then the Board of Directors shall determine the students who will be offered admission to Summit Public Charter School by conducting a lottery. The selection procedure, unless otherwise determined by the Board of Directors and then approved by the school's authorizer, shall be conducted as follows:

The name of each prospective student on the proposed attendance list shall be individually affixed to or written on a three by five (3x5) inch index card. The index cards shall be separated by grade. The selection procedure shall be conducted one (1) grade level at a time, with the order of grade levels selected randomly. The index cards containing the names of the prospective students for the grade level being selected shall be placed into a single container. A neutral, third party shall draw the grade level to be completed first and then draw each index card from the container for that grade level, and such person shall write the selection number on each index card as drawn, beginning with the numeral (1) and continuing sequentially thereafter. In addition, after selecting each index card, the name of the person selected will be compared to the proposed attendance list to determine whether any preferences are applicable to such person.

If the name of the person selected is a returning student, then the letter (A) shall be written on such index card. If the name of the person selected is the child of a founder or full-time employee, the letter (B) shall be written on such index card. If the name of the person selected is the sibling of another student that has already been selected for admission to the public charter school, the letter (C) shall be written on such index card. If the name of the person selected resides in the primary attendance area of the public charter school, then the letter (D) shall be written on such index card. If the name of the person selected resides outside the primary attendance area of Summit Public Charter School, then the letter (E) shall be written on such index card.

With regard to the sibling preference, if the name of the person selected has a sibling who has already been selected, but the person previously selected did not have the letter (C) written on his or her index card (because a sibling had not been selected for admission prior to the selection of the index card of that person), then the letter (C) shall now be written on that person's index card at this time.

With regard to the founder's and full-time employee's preference, a running tally shall be kept during the course of the selection procedure of the number of index cards, in the aggregate, that have been marked with the letter (B). When the number of index cards marked with the letter (B) equals ten percent (10%) of the proposed capacity of Summit Public Charter School for the school year at issue, then no additional index cards shall be marked with the letter (B), even if such person selected would otherwise be eligible for the founder's and full-time employee's preference.

After all index cards have been selected for each grade, then the index cards shall be sorted for each grade level in accordance with the following procedure. All index cards with the letter (A) shall be sorted first, based on the chronological order of the selection number written on each index card; followed by all index cards with the letter (B) based on the chronological order of the

selection number written on each index card; followed by all index cards with the letter (C) based on the chronological order of the selection number written on each index card; followed by all index cards with the letter (D) based on the chronological order of the selection number written on each index card; followed by all index cards with the letter (E) based on the chronological order of the selection number written on each index card; followed finally, by all index based on the chronological order of the selection number written on each index card. After the index cards have been drawn and sorted for all grade levels, the names shall be transferred by grade level, and in such order as preferences apply, to the final selection list.

FINAL SELECTION LIST

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

The final selection list has the students in the order in which they will be offered enrollment. Officials of Summit Public Charter School conducting the lottery will abide by IDAPA 08.02.04.203.04.

NOTIFICATION AND ACCEPTANCE PROCESS

Summit Public Charter School will comply with Idaho State Board of Education Rules Governing Public Charter Schools Notification and Acceptance Process.

SUCCESSIVE SCHOOL YEARS

Summit Public Charter School will comply with the Rules of the Idaho State Board of Education for Governing Public Charter Schools IDAPA 08.02.04 for Subsequent School Years.

2. DISCIPLINE PROCEDURES *I.C. 33-5205(3)(i)*

Agents of Summit School believe students function best within a safe, orderly, and consistent environment. Expectations for successful behavior and attitudes are paramount at Summit Public Charter School, and will be enforced consistently. Upon acceptance into the school, and during Parent Orientations, students and parents will learn how students can be successful by adhering to high expectations. Summit Public Charter School will assemble a student handbook which details expectations, rules, and procedures including expectations and consequences for intolerable behavior. Parents/guardians will be notified of violations of the code of conduct or school policy through communication from the school. Typically, the Principal will be involved with behavior in each classroom. Hence, the Principal becomes the chief contact with parents concerning behavior issues.

Suspension or expulsion will be considered as options, only after other efforts to change behavior have failed, or seem unsuccessful (except in “no-tolerance” cases such as drugs, weapons, physical assault, etc.) The following are plausible examples of actions to be taken to correct behavior and avoid suspension or expulsion:

- Parent/Guardian notification by teacher or staff (Written and Verbal).
- Parent/Guardian notification by teacher/staff or administrator (Written and Verbal) and possible parent/teacher/administrator conference.
- Suspension with parental notification
- Three Day Suspension with re-admission after a conference with student, parents, and Administrator; or
- Five Day Suspension with re-admission after a hearing within five (5) school days with the Board of Directors. Pursuant to Idaho Code Section 33-205, the Board of Directors may extend the suspension.
- Expulsion to be determined by the Board of Directors in compliance with Idaho Code Section 33-205.

Please read below for specific details of actions and steps available, and for offenses warranting discipline.

Good behavior and kindness, with an emphasis on politeness, honesty, and integrity, is the number one expectation for Summit Public Charter School students. There is little tolerance for disrespect at Summit Public Charter School. Students must be polite to the teachers, administrators, staff, fellow students, and any visitors. The same is required of those employed by Summit Public Charter School. Teachers, administrators, and staff will be respectful of students, and be an example of correct and proper behavior. Because the number one goal at Summit Public Charter School is to have a safe and orderly school that provides an atmosphere that is conducive to learning, there is a focus on positive behavior. Any student faced with a disciplinary action will be granted due process pursuant to Idaho Code section 33-205. In the case of suspension or expulsion, a student will be given written or oral notice of the charges and an opportunity to present his version of the incident. The Principal will determine the types of infractions, and the frequency of such, which require parent contact.

MINOR DISCIPLINARY ACTIONS

Minor discipline problems will be handled in class by either a classroom teacher or an administrator. Following due process and open discussion, students are expected to publicly apologize, as appropriate, to those adversely affected by their misbehavior or unsuitable actions. Additional consequences (disciplinary actions) may include, detention, in house suspension, a loss of privileges and/or parent conferences. Parents will be notified of any disciplinary actions taken. Minor disciplinary issues include, but are not limited to the following:

- Talking disrespectfully to teachers, the Principal, or other staff members
- Not completing homework or in class assignments
- Talking to or treating another student disrespectfully
- Mild forms of bullying and teasing including name-calling and other disrespect
- Not following classroom rules of any kind
- Not following systemic rules including different forms of hallway behavior, lunchroom behavior, and bathroom behavior
- Noticeable lack of effort toward school work and respect and kindness towards others

MAJOR DISCIPLINARY ACTIONS

Major discipline problems will be referred to the Principal or for appropriate consequences that may include detention, off-site suspension or referral to The Board of Directors or designee for expulsion. As stated above parents will be notified of any disciplinary actions taken.

TEMPORARY SUSPENSION

Students who cannot abide by the school regulations and policies of Summit Public Charter School or disrupt the educational atmosphere or interfere with the educational process of the school may be temporarily suspended from classroom instruction and/or school for a time, not to exceed five (5) days by the Principal or designee; and in the event The Board of Directors determines that it would be detrimental to the student and/or other students' health, welfare, or safety to return the student to school, The Board of Directors may extend the temporary suspension for an additional ten (10) school days.

EXPULSION

The Board of Directors may expel students who refuse or consistently fail to abide by school regulations and policies. The Board of Directors may delegate authority ~~it's~~ authority for student expulsion to an expulsion hearing officer, as implicitly provided by Section 33-205, 33-513(2) and or 33-513(5)(g), Idaho Code.

A recommendation for expulsion will be directly made by the Principal to the Board-on a form entitled "Recommendation for Expulsion." In the event that a hearing officer is delegated the authority for student expulsion, The Board of Directors may serve as an appellate body for those whose wish it to contest the hearing officer's decision. The following types of student conduct are examples of what might constitute a major discipline, and may lead to expulsion, subject to procedures for implementing this policy.

- Disruption of school or a school-related activity by depriving others of the use of school buildings, school grounds, or parts thereof, through use of violence, force, noise, threat, passive resistance, or other conduct which interferes with educational activities organized by school officials.
- Extortion by means of force or threat to obtain money or property from another student
- Intimidation of any person with threat of bodily harm
- Causing or attempting to cause damage to school property
- Stealing or attempting to steal school property
- Fighting (physical altercations) on or off school grounds while under the supervision of school authorities.
- Cursing, using profanity or vulgar language.
- Possessing, handling, or transmitting ANY object which may be reasonably considered a weapon on or off school grounds at any educational function or school event. (Such objects will not include school supplies such as pencils, or compasses where they have a reasonable use in connection with an educational function in which the student is engaged; but such objects do include any firearm, any flammable substance, any explosive, including firecrackers, or any knife.)

- Insubordination by failing to comply with reasonable directions of teachers during any period of time on or off school grounds when the student is under teacher supervision and when the insubordination may constitute interference with school purposes.

DISCIPLINARY PROCEDURES FOR SPECIAL EDUCATION STUDENTS

Summit Public Charter School adopts and complies with the current Idaho Special Education Manual from the State Department of Education and will follow the procedures outlined in Chapter 7, Section 13: Student Discipline.

RE-ADMITTANCE TO SCHOOL FOLLOWING EXPULSION

A student who has been expelled may appeal to a Reinstatement Committee authorized by The Board of Directors to hear a petition for reinstatement in school. The Committee will make a recommendation to The Board of Directors which will make the final decision. If the committee recommends “not to reinstate” the student may petition The Board of Directors for a hearing with The Board of Directors.

WEAPONS

Weapons are defined as ANY object which may be reasonably categorized as a firearm, any flammable substance, any explosive, including firecrackers, or any knife. This definition does not include school supplies such as pencils, or compasses where they have reasonable use in connection with an educational function in which the student is engaged.

Summit Public Charter School maintains a policy of ZERO tolerance for weapons. A student who carries a weapon onto school property, or who has a weapon in his/her possession while on school property or at a school function, shall be immediately referred to the Principal for disciplinary action. Such action may include referral to law enforcement authorities, and/or suspension from school, not to exceed 5 days, and referral to the Board of Directors of Summit Public Charter School for expulsion.

3. ALCOHOL OR CONTROLLED SUBSTANCES

Summit Public Charter School will comply with Section 33-210, Idaho Code for students using or under the influence of alcohol or controlled substances. In harmony with the federal regulations established by the Drug Free Workplace Act of 1988, Summit Public Charter School is committed to the concept of having a drug free work and student environment. Programs and activities will be planned and carried out by the professional staff that will enable the school to achieve this goal.

Summit Public Charter School and its Board of Directors shall, from its inception, implement the following guidelines as outlined in Section 33-210, Idaho Code:

- Any student reasonably suspected of using or being under the influence of alcohol or a controlled substance whether by an administrator, teacher, staff person, or fellow student, shall be immediately reported to the Principal, or in the absence of the Principal the person temporarily appointed in his or her stead.

- The school administrator shall have the duty to contact the student's parents, legal guardian or custodian, and law enforcement relative to the circumstances of the suspected abuse.
- This policy is formulated to meet the provisions of section 37-2732C, Idaho Code, including the possibility of conviction of a misdemeanor under the law and drug rehabilitation requirements.
- Each student who is accepted for enrollment shall be provided a copy of this policy together with a copy of Section 37-2732C, Idaho Code, and such notice shall be accepted by signature of the parent, guardian, or custodian of the student upon admission to the school and shall keep a record of that notice on file at the school.
- Upon formal adoption of the policies and procedures manual of Summit Public Charter School The Board of Directors shall also formally adopt this policy entitled "Tobacco, Alcohol, Drugs, or Other Forms of Intoxicants."

4. PUBLIC SCHOOL ATTENDANCE OPTION/ALTERNATIVE *I.C. 33-5205 (3)(n)*

Because Summit Public Charter School will be a new unit and not an alteration or transition of an existing school, the attendance alternative would be the same as for those presently residing within the neighboring school districts. Students located within the attendance area of Summit Public Charter School would have the option to enroll in the existing charter school or non-charter public schools serving the area. Enrollment is not mandated based upon proximity of residence to Summit Public Charter School, but through parent choice and impartial selection.

If a student is eligible for enrollment and is selected through the lottery process as described by IDAPA 08.02.04 and chooses not to attend Summit Public Charter School, they will have the opportunity to enroll in the appropriate public school district as afforded by Idaho Code. Summit Public Charter School cannot ensure enrollment beyond our legal authorization and does not intend to ensure enrollment in any school public or private.

Summit Public Charter School lies within the boundaries of School District #25. There are a number of attendance alternatives available to students who reside in these boundaries. School District #25 has an open enrollment policy so parents can choose which school best fits the needs of their child. Since Summit Public Charter School plans to serve students K—8th grades, the following public alternatives are available:

Elementary Schools:

- The Academy at Roosevelt Center
- Chubbuck Elementary School
- Edahow Elementary School
- Ellis Elementary School
- Gate City Elementary School
- Greenacres Elementary School
- Indian Hills Elementary School
- Jefferson Elementary School

- Lewis and Clark Elementary School
- Syringa Elementary School
- Tendoy Elementary School
- Tyhee Elementary School
- Washington Elementary School
- Wilcox Elementary School
- Lincoln Early Childhood Center
- Pocatello Community Charter School

Middle Schools:

- The Academy at Roosevelt Center
- Franklin Middle School
- Hawthorne Middle School
- Irving Middle School
- Kinport Academy

5. DENIAL OF SCHOOL ATTENDANCE *I.C. 33-205 & 33-5205(3)(i)*

Summit Public Charter School will comply with Idaho Code Sections 33-205 and 33-206 regarding denial of enrollment or denial of school attendance by expulsion. The Board of Directors will establish the procedure to be followed by the Principal for the purpose of affecting a temporary suspension, which procedure must conform to the minimal requirements of “due process” (I.C. 33-205).

6. PUBLIC NOTICE OF ENROLLMENT OPPORTUNITIES

Summit Public Charter School will ensure the public is aware of enrollment opportunities by establishing a system to communicate the following:

- Submitting public service announcements various through media entities
- Providing public notices at local public buildings
- Sending information with students and publication on the school’s official web site

7. STUDENT HANDBOOK

Summit Public Charter School will produce a complete student and parent handbook that describes the school rules and procedures. The handbook will be available in paper copy, and will also be available via a link on the school’s website. An official and revised handbook will not be approved by the Board of Directors until the Principal has reviewed the book.

Please see Appendix J. to view the prototype handbook which has been developed. The handbook is an organic document which will undergo further revisions after charter authorization, and before parent orientations at the beginning of the school year.

The mission, vision, and philosophy statements in the charter do not match those in the handbook. The handbook contains Harbor references.

8. SUICIDE PREVENTION AND RESPONSE POLICY

Summit Public Charter School recognizes its responsibility to respond to help students and staff deal with the suicide of a student. The suicide of a student has an impact on the whole school community, and it has been noted that one suicide seems in some cases to lead to other suicides. In congruence with The National Association of School Psychologists, Summit Public Charter School adopts the Association's view of a school's 3-tiered role in suicide prevention:

- Detection and Awareness
- Parent Notification and communication regarding their own children and the school's prevention plan
- Supporting at-risk Students

Summit Public Charter School will develop a partnership with the Suicide Prevention Action Network of Idaho (SPAN) in developing a sustainable plan, including the following steps as outlined by SPAN:

- Program Implementation
- Gatekeeping: Tracking behavioral problems/warning signs, determining level of risk, and referring students to resources and services
- Staff Training: Staff will be trained with regards to addressing students who make violent attempts
- Postvention: Measures taken after an incident occurs to reduce the risk to those affected by the event

The plan stemming from this partnership with SPAN will be made policy by The Board of Directors of Summit Public Charter School.

Summit Public Charter School, above all other duties, provides a safe proactive environment for learning. At its core the program of the school combined with culture, should eliminate any element that would contribute to suicidal inclinations for any student. In light of recent suicides in the nation, Summit recognizes that elements including threat, teasing, bullying, and lack of respect among students can be leading motivators for suicide. Our philosophy, implemented consistently should drastically lessen threat, bullying, unkindness, or disrespect to oneself or neighbor. It is the policy of Summit Public Charter School, first and foremost, to work to prevent suicide. Education about suicide prevention will be available in the following ways:

- Open yet appropriate discussion with students, staff, and parents at meditated times during the school years. These are given by staff, parents, and administrators. Students must know

that adults can relate to their stresses and anxieties in life and the choices that they have to make because of personal experience.

- Staff will be provided with information on the signs of depression and suicidal tendencies.
- Resources and referrals will be available for students identified.

Any threats of suicide made by a student will be reported immediately to the Principal.

In the event of a student suicide, it is the policy of Summit Public Charter School to act quickly to help students and staff and to be sensitive and responsive to the needs and privacy of the student's family. The Principal will contact the family to make sure information is accurate and to get the family's permission to give information to staff and students. Depending on the time of day the Principal learns of the suicide, s/he will try to call a meeting of all staff before the school day starts to provide information on the incident and advise on how to handle students' reactions. If possible, professionals will be available to help staff deal with their own reactions at this meeting as well as prepare them for student reactions.

In the event a suicide takes place on school premises the following steps will be taken:

- Summit Public Charter School will fully cooperate with local authorities following any procedures dictated by them
- Summit Public Charter School upon approval, will create a relationship with a local agency to assist the Board of Directors, Principal, staff, and students in moving through the process needed after a suicide

TAB 8

1. BUSINESS PLAN

DESCRIPTION OF BUSINESS IDENTITY

Summit Public Charter School, Inc. is organized exclusively for educational purposes within the terms of Section 501(c)(3) of the Internal Revenue Code and as detailed in our petition for chartering. “Notwithstanding any other provision of its Articles of Incorporation,” Summit Public Charter School shall not carry on any additional activities not permitted to be carried on (a) by a corporation exempt from Federal Income tax under Section 501(c) (3) of the Internal Revenue Code of 1986 (or corresponding provisions of any future United States Internal Revenue law), or (b) by a corporation, contributions to which are deductible under Section 170(c) (2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue law).

The Founders of Summit Public Charter School are in the process of applying for qualification under Section 501(c)(3) of the Internal Revenue Code.

STRATEGIC MARKETING

Enrollment survey data collected and referenced in this document, waiting list of Pocatello Community Charter School, show evidence of interest in further charter opportunities within the local community. It is the belief of the founders of Summit Public Charter School that many additional community families await the opportunity to add their children to a waiting list, if they felt it would be worth it, but currently do not have their children on a waiting list. For this purpose, the founders have designed the following plan for marketing the opening of the school, and the filling of seats:

- Planning of four open houses provided to the public in which attendees learn of the purposes and impacting roles of charter schools in the community; attendees learn of the value of innovative choice in charter schools specifically regarding intense focus on learning, instruction, unique culture, and high success rates; and then attend a general information meeting on the purpose of Summit Public Charter School and its progress in being approved and opening
- The creation of a short but concise interest survey distributed by paper copy, electronic copy, and housed on a website
- A website located at gosummit.org, has been created for purposes of mass communication regarding the intentions of the founders to seek approval for the school; additionally, the website serves as a means to communicate the following: provide an interest survey and collect data electronically from the survey; convey messages about open house meeting dates, times, and activities; convey messages regarding the intended focuses of the school
- Public service announcements via television and radio regarding open houses and educating the community about charter schools

- The creation of a board sub-committee (ex-officio) to assist with relations between The Board of Directors and potential founders and stakeholders

Upon approval, representatives of Summit will provide the remaining open house meetings in the community to notify residents of the opening of the school, its mission/vision/philosophy, education program, and other information pertinent to assisting parents in making an informed decision about their children attending the school. Upon approval, Summit Public Charter School will continue to utilize a school website for the purpose of sharing information about the school.

Further, upon approval, Summit Public Charter School will access various local media in the Snake River Valley (radio, TV, web, newspaper, etc.), either through paid or earned media, to inform the public about the school and to keep the community updated throughout the start-up process. Summit Public Charter School will create notices to be sent to home addresses in the school's primary attendance zone so that its neighbors are informed of the additional school choice opportunity.

RESUMES OF THE FOUNDING BOARD OF DIRECTORS

See Appendix G. for resumes of The Founding Board of Directors.

2. BUDGETS

Day-to-Day Operations

The Principal of Summit Public Charter School will determine the day-to-day operations of the school. The Board of Directors will have oversight authority.

Budget:

The budget for Summit Public Charter School will:

- Be prepared in compliance with section 33-801, Idaho Statutes and policy of the State Board of Education
- Be presented at a public hearing in June of the year in which the school opens
- Be delivered to the State Department of Education as required on or before July 15 of the year in which the school opens.
- Be prepared, approved, and filed using the form prescribed by the Office of the Superintendent of Public Instruction

INITIAL START UP BUDGET

See Appendix K. for the initial start-up budget reflecting assumptions as funded by the Grant from the Albertsons Foundation.

INCOME SOURCES

Funding sources will include state allocation per pupil, federal start-up grants, private grants, business partnerships, and donations. Summit Public Charter School will apply for a start-up grant once it is granted status as a non-profit organization pursuant to Section 501(c) (3) of the Internal Revenue Code.

WORKING CAPITAL AND ASSETS

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

FUNDRAISING:

A committee exists and is established to conduct fundraising efforts to generate capital or to supplement the per-pupil allocations. Please see Appendix T with respects to Fundraising Goal 1 and Fundraising Goal 2 for the current focus of the fundraising committee.

EXPENDITURES

Please see section below entitled “Financial Management.”

PURCHASING PROCESS

The Principal, will determine procedures for procuring goods and services, with approval of the Board of Directors.

FINANCIAL MANAGEMENT

The accounting records will be kept in accordance with general accepted accounting principles. Summit Public Charter School will follow the requirements set forth by the Idaho State Department of Education, including formats for account numbering. The Principal, and the business manager, under the direction and supervision of the Principal, will be responsible for financial management. The Principal will report to the Board of Directors with the assistance of the business manager/clerk of The Board of Directors. Further, the following steps, or similar, will take place:

- The Principal and the business manager will meet every two weeks at a standing scheduled meeting to review YTD expenditures in all fund categories within the general operations budget
- The Principal, and the business manager, under the direction and supervision of the Principal, will compare encumbered expenditures with actual expenditures, and determine the YTD health of the budget
- The Principal and business manager will act as checks and balances with each other for the budget and expenditures
- The Board of Directors will appoint a member of the executive board as board treasurer, who will provide checks and balances for the Principal and the business manager, and will report the financials to the Board of Directors on a monthly basis, during regular open

board meetings

BONDING

The school will provide documentation of “bonding” for all staff involved in financial operations and management. This will be provided prior to the opening of the school.

THREE YEAR BUDGET

Please see Appendix L for:

- 3 Year Best Case Budget Proforma Budget
- 3 Year Most Likely Proforma Budget
- 3 Year Worst Case Proforma Budget

MONTH-BY-MONTH CASH FLOW FOR THE FIRST SCHOOL YEAR

Please see Appendix L for:

- Year 1 Best Case Monthly Cash Flow
- Year 1 Most Likely Case Monthly Cash Flow
- Year 1 Worst Case Monthly Cash Flow

3. TRANSPORTATION I.C. 33-5205(3)(t) & 33-5208(4)

Summit Public Charter School will **not** provide transportation services in year one of operation. A cost deficit will exist in the general budget if transportation is provided. This condition exists as a result of the lack of dollars in the general fund to provide transportation. While a portion of transportation costs are reimbursed by the SDE, the cost savings do not outweigh the reimbursed amounts. Further, the current price for gasoline and maintenance does not support purchasing, and/or leasing a vehicle to providing transportation. In addition, the budget does not support the wage of a driver. Further, school district #25 indicated they are **not** in a position to provide contracted transportation services due to a higher student to bus ratio in their own district. Such a decision greatly limits the options of Summit Public Charter School to contract with an entity within the community.

In preparation for year two of operation, The Board of Directors will analyze the following: ~~If~~ factors including the economy, availability for contracting services, and dollars in the general fund to support associated costs. If circumstances are favorable to provide transportation for year two of operation, the Board of Directors will re-visit the option of providing transportation for students. The following process and language will be used in planning, executing, and overseeing transportation of students:

DETERMINING A NEED FOR TRANSPORTATION

Transportation will be provided to students residing in the primary attendance area. In providing transportation services, Summit Public Charter School will comply with Idaho Code 33-402 and

33-1510. Summit Public Charter School shall provide transportation for the public school pupils within the district primary attendance area pursuant to IC 33-1501.

Because ~~advance~~ reimbursement funding is available for transportation (IC 33-1006 and 33-5208), The Board of Directors will evaluate the percentage of enrolled students whose parents request transportation and the percentage of families who will indefinitely prefer to drive their students to the school. It is most likely the school will provide transportation based on percentages.

Summit Public Charter School will use one **or** more of the following four methods to obtain and provide transportation services:

- Joint busing with Pocatello/Chubbuck School District #25
- Purchase, provide, and maintain the operational costs of a school bus
- Contracted busing service
- Pay parents in-lieu if such a process is deemed to be cost effective and complements the school's operational budget.

Further, Summit Public Charter School understands that the attendance area does become the zone for providing transportation services.

Pursuant to IC 33-5208, Summit Public Charter School understands that said code limits transportation reimbursement to students within the public charter school's primary attendance area that meet one of the following criteria:

- If a student resides within the school district in which the public charter school is physically located
- If a student resides within 15 miles of the public charter school by road

4. FOOD SERVICES FOR STUDENTS

Summit Public Charter School will operate a "warming and servicing" kitchen and serving area and it will participate in the federally assisted National School Lunch Program as an independent provider. Hot lunch will be offered to students at full price, and free and reduced price lunches to those students who qualify under federal guidelines. At the time of enrollment, students will be given the opportunity to complete the federal free or reduced lunch form. Lunch will be provided to all first through eighth grade students with cost, but that cost will be reduced or waived for eligible students.

Please see Appendix P for Food Services Contract provided by Holy Spirit Catholic School.

TAB 9

1. VIRTUAL CHARTER SCHOOL

Summit Public Charter School is not and will not be a Virtual Charter School.

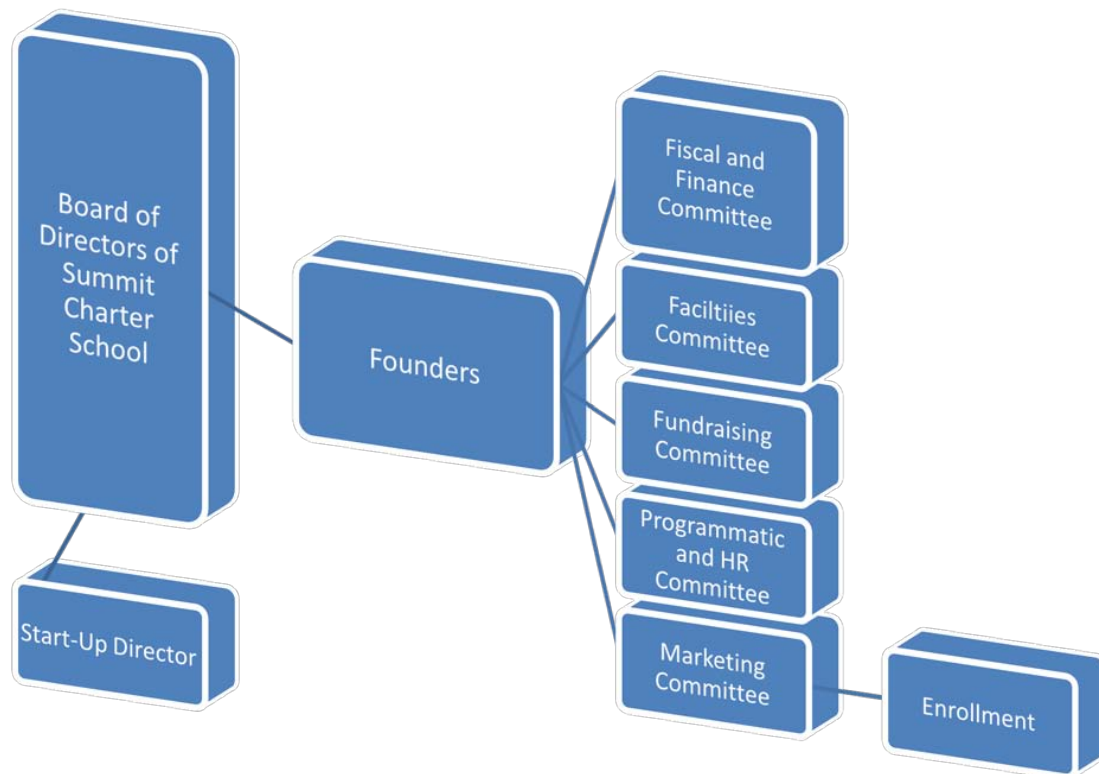
TAB 10

1. STRATEGIC PLAN FOR PRE-OPENING OPERATIONS

9 STRATEGIC GOAL TOPICS

- Board Governance Development
- Facilities
- Enrollment
- Fundraising Focus on Start-up Expenses
- Fundraising Focus on First Year Financial Support
- Programmatic Development
- Human Resources Development
- Marketing and Public Relations
- Fiscal Management

The Board of Directors has determined that the above topics constitute the development of goals which ~~goals~~ are to be best met by soundly executing organizational management steps. The visual below provides the structure in which The Board of Directors executes the action items related to addressing the 9 focuses above. The timeline for strategic pre-opening operations spans from April 2012-Aug 2013.



Please see Appendix T for:

- Complete goal statements and descriptions
- Phase objectives
- Phase deadlines
- Overall goal timelines

The Board of Directors commits to the following:

- To delay opening of the school for operations by one year if the goals listed in appendix D are not met. (The two fundraising goals are tentative and are subject to change depending on circumstances related to fundraising achievement, as well as needs for funds. Factors contributing to such are: projected first year revenue via state funding, and unknown funds gifted and/or raised)

2. BUSINESS PARTNERSHIPS AND ARRANGEMENTS

Summit Public Charter School will enter into legally binding contracts for services with entities including but not limited to the following:

- Contractors for outside special education services such as child psychological testing, speech and language pathology, etc.
- Legal services by an attorney at law representing a charter firm
- Accounting services with a Certified Public Accountant (see below)

Janitorial, and some grounds keeping, will all be provided (in-house) to save money in the general operations-budget. Several grounds keeping duties are covered via “Common Area Maintenance” provisions of the West Wood Facilities Plan.

A contract will be entered for purposes of a Financial Operations Audit to be conducted by a Certified Public Accountant whose office exists within the same community or a nearby community as Summit Public Charter School. These contracts will be entered into upon authorization of the Charter.

3. TERMINATION AND DISSOLUTION

Statement of Understanding: Officials of Summit Public Charter School are wholly committed to compliance with statute, administrative rule, and the terms of the charter, and have sound understanding that the charter of the school may be revoked pursuant to I.C. 33-5209.

In the event the charter is terminated, the Board of Directors of Summit Public Charter School will be responsible for the dissolution of the business aspects and all other affairs of the school. The Board of Directors will work closely with its authorizer for the dissolution process. Further:

- All records of students will be transferred immediately to the district in which they reside so they may distribute said records to the appropriate school within that district.
- All parents will receive written notice via the Principal and business manager of how to request a transfer of student records to a specific district and school
- All employee records will be given to the employee or transferred to a new hiring entity, as will be determined by circumstances
- The Board of Directors of Summit Public Charter School will accommodate student record requests from schools within district in which students reside for up to one year after dissolution.
- After the dissolution of Summit Public Charter School, outstanding assets will be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code. The Board of Directors will assume responsibility for making payments from remaining assets via a mutually agreed upon process with creditor and the Summit Board
- All remaining assets will be distrusted to the authorizer of Summit Public Charter School via funds transfer, check, or by the giving of physical assets to the physical location or designated area of the authorizer
- Items purchased with Federal funds will be disposed of in the manner required by the guidelines of the program from which the funds were provided; further, items purchased with federal funds will not be sold to satisfy any creditor's claim

Appendix-A

April 5, 2012

January 18, 2012
Summit Public Charter School
4739 Kimmi Court
Chubbuck, Idaho 83202
(208)220-7371

To The Secretary of State:

This letter serves as an amendment to our annual report that was filed on January 18, 2012. It should read as follows:

Executive Director- Jonathan Braack
4739 Kimmi Court
Chubbuck, ID 83202

Secretary- Heather Lorimer
1630 Sundance
Pocatello, ID 83201

Treasurer- Heath Mitchell
1528 Avis Court
Pocatello, Idaho 83201

Director- Susan Hall
711 Fir Street
Pocatello, Idaho 83204

Director- Rich Kirkham
8055 Prospector Hollow
Pocatello, Idaho 83201

Director- Greg Smith
2505 Marilyn Street
Pocatello, Idaho 83201

With Warm Regards,

Heather Lorimer

April 5, 2012

Annual Report for C 189063

<http://www.sos.idaho.gov/servlet/TransformXMLDoc?url=/2012011...>

No. C 189063		Due no later than Nov 30, 2011		2. Registered Agent and Address (NO PO BOX)	
Return to: SECRETARY OF STATE 700 WEST JEFFERSON PO BOX 83720 BOISE, ID 83720-0080 NO FILING FEE IF RECEIVED BY DUE DATE		1. Mailing Address: Correct in this box if needed. SUMMIT PUBLIC CHARTER SCHOOL, INC. JONATHAN BRAACK 4739 KIMMI COURT CHUBBUCK ID 83202 USA		BETHANY ROPER 1135 ROWLAND RD POCATELLO ID 83204	
				3. New Registered Agent Signature:*	
4. Corporations: Enter Names and Business Addresses of President, Secretary, and Directors. Treasurer (optional).					
Office Held	Name	Street or PO Address	City	State	Country Postal Code
TREASURER	HEATH MITCHELL	1528 AVIS COURT	POCATELLO	ID	USA 83201
SECRETARY	HEATHER LORIMER	1630 SUNDANCE	POCATELLO	ID	USA 83201
DIRECTOR	JONATHAN BRAACK	4739 KIMMI CT	CHUBBUCK	ID	USA 83202
5. Organized Under the Laws of: ID C 189063		6. Annual Report must be signed.* Signature: Heather Lorimer Name (type or print): Heather Lorimer Date: 01/18/2012 Title: Secretary			
Processed 01/18/2012		* Electronically provided signatures are accepted as original signatures.			

April 5, 2012

04/28/2011 10:34 FAX 334 2080

Idaho Secretary of State

001

update of officers
C189063

April 25, 2011

Summit Public Charter School
4739 Kimmi Court
Chubbuck, Idaho 83202
(208)220-7371

2011 APR 26 AM 10:11

SECRETARY OF STATE
STATE OF IDAHO

To The Secretary of State:

This Letter is to notify you that our Board of Directors has changed. The names and street addresses of the persons constituting the Board of Directors are:

Jonathan Braack 4739 Kimmi Court, Chubbuck, Idaho 83202
Heather Lorimer 1630 Sundance, Pocatello, Idaho 83201
Heath Mitchell 1528 Avis Court, Pocatello, Idaho 83202
Juana Harris 934 Wayne Avenue, Pocatello, Idaho 83201
Brad Bassett 155 E. Griffith, Pocatello, Idaho 83201
Greg Smith 2505 Marilyn Street, Pocatello, Idaho 83201
Rich Kirkham 8055 Prospector Hollow, Pocatello, Idaho 83201

With Warm Regards,

Heather L. Lorimer

Heather Lorimer
Secretary of the Board
Board of Directors
Summit Public Charter School, Inc.



ARTICLES OF AMENDMENT (Non-profit)

FILED EFFECTIVE

2010 NOV 22 PM 12:25

SECRETARY OF STATE
STATE OF IDAHO

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

1. The name of the corporation is:
Mountain View Public 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.

2. The text of each amendment is as follows:

Article I of the corporation's articles of incorporation is hereby amended so that after amendment it will read
as follows: The name of the Corporation is Summit Public Charter School, Inc.

3. The date of adoption of the amendment(s) was: 18 November 2010

4. 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)
- a. The number of directors entitled to vote was: 8
 - b. The number of directors that voted for each amendment was: 8
 - c. The number of directors that voted against each amendment was: 0

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

a. The number of members entitled to vote
was: _____

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

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

Dated: 11/22/10

Signature: Bethany Roper

Typed Name: Bethany Roper

Capacity: President

Customer Acct #:

(if using pre-paid account)

Secretary of State use only

g:\corp\exp\form\articlesofamendment_17m.pmd
Revised 10/2003
Web Form

IDAHO SECRETARY OF STATE

11/22/2010 05:00

CK: 4105 CT: 169988 DR: 1240109
1 @ 30.00 = 30.00 NON PROF A # 2
1 @ 20.00 = 20.00 NON EXPDI # 3

C189063

April 5, 2012

FILED EFFECTIVE

ARTICLES OF INCORPORATION
OF
Mountain View Public Charter School, Inc.

10 NOV 15 AM 8:42

SECRETARY OF STATE

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

ARTICLE I
NAME OF THE CORPORATION

The name of the Corporation is Mountain View Public Charter School, Inc.

ARTICLE II
PERIOD OF DURATION

The period of duration of the Corporation is perpetual.

ARTICLE III
REGISTERED OFFICE AND AGENT

The street address of the registered office is: 1135 Rowland Road, Pocatello, Idaho 83204; and the registered agent at such address is: Bethany Roper.

The mailing address of the Corporation is: 1135 Rowland Road, Pocatello, Idaho 83204.

ARTICLE IV
PURPOSES

The purposes for which the Corporation is organized is exclusively for educational purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

ARTICLE V
LIMITATIONS

No part of the net earnings or the assets of the Corporation shall inure to the benefit of, or be distributable to, its members, directors, officers, or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article IV hereof.

No substantial part of the activities of the Corporation shall be for the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or

IDAHO SECRETARY OF STATE
11/15/2010 05:00
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20.00 = 20.00 NON EXPEDI # 3
ARTICLES OF INCORPORATION - Page 1 of 1
C189063

April 5, 2012

intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Notwithstanding any other provisions of these Articles, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

ARTICLE VI NO MEMBERS

The Corporation shall not have any voting members.

ARTICLE VII BOARD OF DIRECTORS

The affairs of the Corporation shall be managed by its Board of Directors. The Board of Directors shall consist of no fewer than three (3) people. The names and street addresses of the persons constituting the initial Board of Directors are:

Bethany Roper	1135 Rowland Road, Pocatello, Idaho 83204
Barclay Roper	1135 Rowland Road, Pocatello, Idaho 83204
Heath Mitchell	1528 Avis Court, Pocatello, Idaho 83202
Heather Lorimer	1630 Sundance, Pocatello, Idaho 83201
Jonathan Braack	4739 Kimmi Court, Chubbuck, Idaho 83202
Juana Harris	934 Wayne Avenues, Pocatello, Idaho 83201
Brad Bassett	155 E. Griffith, Pocatello, Idaho 83201
Jason Flaig	1491 Partridge Cove, Pocatello, Idaho 83201

ARTICLE VIII DISTRIBUTION ON DISSOLUTION

Upon dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all liabilities of the Corporation, distribute all the assets of the Corporation consistent with the purposes of the Corporation to such organization or organizations as shall at that time qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, in such manner as the Board of Directors shall determine.

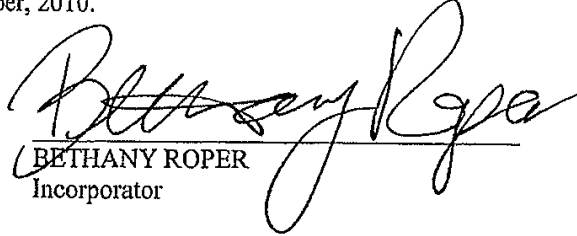
Any such assets not so distributed shall be distributed by the district court of the county in which the principal office of the Corporation is then located, exclusively for the purposes of the Corporation or to such organizations as such the court shall determine to be consistent with the purposes of the Corporation.

April 5, 2012

ARTICLE VIV
INCORPORATOR

The name and street address of the incorporator is: Bethany Roper, 1135 Rowland Road,
Pocatello, Idaho 83204.

DATED this 12 day of November, 2010.


BETHANY ROPER
Incorporator

Appendix-B

April 5, 2012

BYLAWS

for
Summit Public Charter School, Inc.

ARTICLE I
NAME AND PURPOSE

Section 1. Name. The name of the Corporation is Summit Public Charter School, Inc. (hereafter, the "Corporation").

Section 2. Purpose. Subject to the limitations set forth in the Corporation's Articles, the purposes for which the Corporation is organized is exclusively for educational purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

ARTICLE II
OFFICES

Section 1. Registered Office. The registered office of the Corporation shall be at 4739 Kimmi Court, Chubbuck, Idaho 83202.

Section 2. Additional Offices. The Corporation may also have offices at such other places, within the State of Idaho, as the Board of Directors may from time to time determine or as the business of the Corporation may require.

ARTICLE III
DIRECTORS

Section 1. General Powers. All corporate powers shall be exercised by or under authority of, and the business and affairs of the Corporation shall be managed under the direction of, the Board of Directors, acting as Trustees, except as may be otherwise provided in the Act or the Articles.

Section 2. Number. The number of Directors shall be five (5), however the number of directors may be changed at any time by a two thirds majority vote of the Board of Directors. In any case the number of directors shall not be less than three (3) and shall not be more than nine(9).

Section 3. Term. Directors shall serve for a term of two (2) years unless otherwise indicated in these Bylaws. Directors may serve for an unlimited number of successive terms.

Section 4. Election. At least thirty (30) days prior to the annual meeting, the Board shall nominate and prepare a slate of candidates of persons interested in serving as directors including any directors desiring re-election. Non-board members may submit nominations to the to the Board's Secretary in writing, listing their qualifications and interest, no less than thirty (30) days in advance of the annual meeting. A combined list of all nominations shall be made publicly available thirty (30) days prior to the annual meeting by posting the slate of all candidates on the Corporation's website, and at any other places or by any other means determined appropriate by the Board of Directors. Directors and officers shall be elected at the Annual Meeting by a quorum of the Board of Directors present at the Annual Meeting. New directors and officers shall assume their duties at the first regular meeting of the board following the election. Each Director shall hold office for a term of two (2) years.

Section 5. The initial Board and term. The names and addresses of the members of the Initial Board of Directors were stated in the Articles of Incorporation filed with the Idaho Secretary of State and recorded 11/15/2010. These persons or their successors shall hold office until the first annual meeting to be held in May 2012. One month prior to the annual meeting at a Regular Meeting of the Board, the names of the current directors shall be divided into two (2) groups to determine the expiration of the directors' terms, with the two groups to be divided equally as nearly as possible. A random determination shall designate which group shall serve for one (1) additional year and which group of names shall be eligible to be placed on the slate of nominations for the next two-year directorship terms to begin in June of 2012.

Section 5. Vacancies. If any vacancies occur in the Board of Directors, the Chairperson of the Board shall call for nominations to fill the vacancy. Such nominations may come from any remaining member of the Board of Directors. Any nominations must be sustained by affirmative vote of a majority of the remaining Board of Directors. Directors elected to fill a vacancy shall be elected for the unexpired term of their predecessor. Vacancies may be filled, or a new office created and filled, at any meeting of the Board of Directors.

Section 5. Removal. Any Director or Directors may be removed at any time, with or without cause, by the affirmative vote of a majority of the Board of Directors.

Section 6. Resignation. Any Director may resign at any time by giving written notice to the Board of Directors, the Chairperson of the Board, or the Secretary of the Corporation. Unless otherwise specified in such Written notice, a resignation shall take effect

upon delivery thereof to any of the said individuals.

Section 7. Place of Meetings. The Board of Directors may hold meetings, both regular and special, at times and places determined by the Board of Directors provided such a place complies with open meeting law.

Section 8. Annual Meeting. An annual meeting of the Board of Directors shall be held in conjunction with the last scheduled regular meeting of the Board of Directors for the month of May each year. The purpose of the Annual Meeting is for electing directors and officers for the following year, and for the transaction of any other annual business as may come before the Board. Following the business of the Annual Meeting the Directors may adjourn to a Regular Meeting.

Section 9. Regular Meetings. Regular meetings of the Board of Directors may be held at such time and place as may from time to time be determined by the Board of Directors provided that notice of regular meetings is given to each Director, and that notice of all meetings is posted on the Corporation's website no less than seven (7) days prior to the regular meeting and that all notices are given, and all meetings conducted, in compliance with Open Meeting Law as referenced in Idaho Code §§ 67-2340 through 67-2347.

Section 10. Special Meetings. Special meetings of the Board of Directors may be called by the Chairperson of the Board, or by two (2) or more Directors with at least two (2) days written notice to each Director, if such notice is delivered personally, by mail, email, or fax. Any such notice need not state the purpose or purposes of such meeting except as provided in Article X. Special meetings must also be held in compliance with Open Meeting Law as referenced in Idaho Code §§ 67-2340 through 67-2347.

Section 11. Meeting by Telephone or Similar Communications. Members of the Board of Directors may participate in any meeting by means of conference telephone or similar communications equipment provided that all directors and the public participating in the meeting can all hear one another. Participation in such a meeting by this means shall constitute presence in person by such Director at such meeting.

Section 12. Quorum. Unless otherwise provided for in these Bylaws, a majority of the Board of Directors shall constitute a quorum for the transaction of business at any meeting of the Board. If less than a majority of the Directors are present at a meeting or any portion of the meeting, then a majority of the directors present may adjourn the meeting for lack of a quorum but in no case can business be transacted without a quorum of the board.

Section 13. Manner of Acting. Unless otherwise provided for in these Bylaws, the act of the majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board of Directors.

Section 14. Presumption of Assent. A Director of the Corporation who is present at a meeting of the board at which any action on any corporate matter is taken shall be presumed to have assented to the action unless such Director's dissent shall be entered in the minutes of the meeting or unless such Director shall file such Director's written dissent to such action with the Secretary of the meeting before the adjournment thereof or shall forward such dissent by certified or registered mail to the Secretary of the Corporation within three (3) days after the adjournment of the meeting. Such right to dissent shall not apply to a Director who voted in favor of such action.

Section 15. Informal Action. No official action may be taken outside of a meeting of the Board of Directors.

Section 16. Waiver of Notice. Whenever any notice is required to be given under the provisions of law, the Corporation's Articles or these Bylaws, a written waiver thereof, signed by the person or persons entitled to said notice, whether before or after the time stated therein, shall be deemed to be equivalent to such notice. In addition, any Director who attended a meeting of the Board of Directors, without protesting at the commencement of the meeting the lack of notice thereof to him, shall be conclusively deemed to have waived notice of such meeting.

Section 17. Proxy Voting. There shall be no proxy voting allowed for any Directors.

Section 18. Chairperson of the Board. Every year the Board of Directors shall elect a Chairperson of the Board at the Annual Meeting. The Chairperson of the Board shall preside at all meetings of the Board of Directors when present. If the Chairperson of the Board is not present, then the Board shall call itself to order and shall by majority nominate and appoint one director to preside at that particular meeting.

Section 19. Compensation. Directors shall not be entitled to compensation for their services as Directors but shall be entitled to receive from the Corporation reimbursement for any reasonable expenses incurred in performing services for the Corporation so long as such expenses are approved by the Board of Directors in advance.

Section 20. Conflict of Interest. 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. No member of the Board of Directors of the Corporation shall have pecuniary interest directly or indirectly in any contract or other transaction pertaining to the maintenance or conduct of the Corporation, nor shall any member of the Board of Directors of the Corporation accept any reward or compensation for services rendered as a director except as may be otherwise provided in this section. The Board of Directors may accept and award contracts involving the Corporation to businesses in which the director or a person related to him by blood or marriage within the second degree has a direct or indirect interest, provided that the procedures set forth in section 18-1361 or 18-1361A, Idaho Code, are followed. The receiving, soliciting, or acceptance of moneys of Corporation for deposit in any bank or trust company, or the lending of moneys by any bank or trust company to the Corporation, shall not be deemed to be a contract pertaining to the maintenance or conduct of the Corporation within the meaning of this section; nor shall the payment by the Board of Directors of compensation to any bank or trust company for services rendered in the transaction of any banking business with the Board of Directors be deemed the payment of any reward or compensation to any officer or director of any such bank or trust company within the meaning of this section.

Furthermore, the Board of Directors of may not enter into or execute any contract with the spouse of any member of the Board of Directors, the terms of which said contract require, or will require, the payment or delivery of any funds, moneys or property to such spouse, except as provided in section 18-1361 or 18-1361A, Idaho Code. Furthermore, when any relative of any director or relative of the spouse of a director related by affinity or consanguinity within the second degree is to be considered for employment by the Corporation, such director shall abstain from voting in the election of such a relative, and shall be absent from the meeting while such employment is being considered and determined or reviewed.

ARTICLE IV COMMITTEES

Section 1. Committees. The Board of Directors, by resolutions adopted by a majority of the whole Board, may appoint such committee or committees as it shall deem advisable and with such functions and duties as the Board of Directors shall prescribe and allowable by law and the Corporation's Articles and Bylaws. Membership of the committees shall be determined by the Board of Directors.

Section 2. Vacancy. The Board of Directors shall have the power at any time to fill vacancies, to change the membership of, and to discharge any committee.

Section 3. Quorum. A majority of the committee(s) established by the Board shall constitute a quorum for the transaction of business. The affirmative vote of a majority of the members of the committee shall be required for any action of the committee. No decision by any committee shall be binding on the Board of Directors.

Section 4. Chairperson of the Committee. Committees shall choose a chairperson or one shall be appointed by the Board of Directors. The chairperson of the committees shall keep regular minutes of its meetings and deliver such minutes to the Board of Directors when requested.

Section 5. Meetings. Committees shall meet at such times and at such place or places as may be provided by the members of the committees.

Section 6. Compensation. Members of any committee shall not be entitled to compensation for their services as a member of any committee but shall be entitled to receive from the Corporation reimbursement for any reasonable expenses incurred in performing services for the Corporation so long as such expenses are approved by the Board of Directors in advance.

Section 7. Action by Consent. Any action required or permitted to be taken at any meeting of any committee may be taken without a meeting if a written consent to such action is signed by all members of the committee and such written consent is filed with the minutes of its proceedings. However if a committee comprises a quorum of the board, said committee may not take board action outside a public meeting posted in accordance with open meeting law.

Section 8. Meetings by Telephone or Similar Communications. The members of any committee designated by the Board of Directors may participate in a meeting of such committee by means of a conference telephone or similar communications equipment by means of which all persons participating in such meeting can hear each other and participation in such meeting shall constitute presence in person at such meeting.

Section 9. If a committee includes a quorum of members of the Board of Directors that committee's meetings must be held in compliance with the open meeting law.

ARTICLE V
OFFICERS

Section 1. Designations. The officers of the Corporation shall be chosen by majority vote of the Board of Directors at the Annual Meeting. Corporate officers may be members of the Board of Directors or non-members of the Board of Directors.

a. Secretary. The Secretary of the Corporation shall serve the board of directors. The secretary shall keep detailed minutes of the business and proceedings of all Regular, Special, and Annual Meetings held by the Board of Directors, including attendance, and recording of all votes and the proceedings of the meetings in a book to be kept for that purpose and shall perform like duties for the committees, if required, and shall post those minutes on the Corporation's public website no later than 48 hours after any given meeting. When directed by the Board of Directors, the Secretary shall file the annual report, and be empowered to authorize any change of the registered office or registered agent (or both) of the Corporation in the State of Idaho. The secretary may also serve as the Treasurer if so directed by the Board of Directors. He shall give, or cause to be given, notice of all special meetings of the Board of Directors, and shall perform such other duties as may from time to time be prescribed by the Board of Directors, the Chairperson of the Board, under whose supervision he or she shall act. He or she shall have custody of the seal of the Corporation, and he or she shall have authority to affix the same to any instrument requiring it, and, when so affixed, the seal may be attested by his signature. The Board of Directors may give specific authority to any other Officer to affix the seal of the Corporation and to attest the affixing thereof by his signature. The Secretary shall maintain an office as defined by the board that is available to the directors for the purpose of reviewing and safeguarding the Corporation's records, posting of notices, and any other purposes assigned by the board.

b. Treasurer. The Treasurer shall be responsible for the finances of the Corporation and shall make regular (meaning no less than quarterly) reports to the Board of Directors of the Corporation's balances of assets and liabilities, cash flow and profit and loss status. The Treasurer shall file or cause to file all tax returns for the Corporation. The Treasurer shall have the custody of the corporate funds and other valuable effects, including securities, and shall keep, or cause to keep, full and accurate accounts of receipts and disbursements in books belonging in such depositories as may from time to time

be designated by the Board of Directors. He or she shall disburse or cause to disburse the funds of the Corporation as may be ordered by the Board of Directors, taking proper vouchers for such disbursements, and shall render to the Chairperson of the Board at regular meetings of the Board, or whenever they may require it, an account of all his transactions as Treasurer and of the financial condition of the Corporation.

- c. The Executive Director. The executive Director is an ex-officio (non-voting) officer of the Corporation and an employee who shall serve as the principal of the school, shall be subject to the direction of the Board of Directors, and shall have general charge of the business, affairs and property of the Corporation and general supervision over its employees and agents, and with the approval of the board may hire and terminate employees. The Executive Director shall be a liaison to the board and see that all orders and resolutions of the Board of Directors are carried into effect. It is the duty of the Executive Director to carryout the intent of the the Bylaws and Articles of the Corporation. The Executive Director shall also insure that all reports that are required to be filed with the Chartering Authority are filed timely. The Executive Director shall have full power and authority to act on behalf of the Corporation ONLY when specifically directed to do so by the consent and will of a majority of the Board of Directors. Such consent when given shall be given by an approved motion and shall be duly noted in the minutes of the meeting. Such actions shall be limited to the execution of contracts, attendance at meetings, or to act as a representative of the Board at such times and places as directed by the Board of Directors. In any such circumstances the Executive Director shall possess and may exercise only those rights and powers delegated to him or her by the Board of Directors as described in this paragraph. The Executive Director shall serve at the will of the board and either the employee or the employer with or without cause can terminate the employment relationship at any time.

Section 2. Term of Office. All officers of the Corporation, except the Executive Director who serves with compensation at-will, shall be elected annually by the Board of Directors at the Annual

Meeting. Any number of offices may be held by the same person, unless the law or the Corporation's Articles and Bylaws provide otherwise. Officers who are not members of the Board of Directors shall be ex-officio (non-voting) officers of the Corporation.

Section 3. Vacancies. If any vacancies occur in the officers of the Corporation, the Chairperson of the Board shall call for nominations to fill the vacancy. Such nominations may come from any member of the Board of Directors. Any nominations must be sustained by affirmative vote of a majority of the Board of Directors. Vacancies may be filled, or a new office created and filled, at any meeting of the Board of Directors.

Section 4. Removal. Any officer elected by the Board of Directors may be removed, with or without cause, at any time by the affirmative vote of a majority of the Directors then in office.

Section 5. Compensation. Members of the Board of Directors shall not receive compensation nor shall employees of the corporation serve as voting members of the Board of Directors however they may serve as ex-officio (non-voting) officers of the corporation.

ARTICLE VI
INDEMNIFICATION OF DIRECTORS,
OFFICERS, EMPLOYEES AND AGENTS

Section 1. General Indemnification. Reference is made to the Idaho Not-for-profit Corporations Law. Particular reference is made to the class of persons (hereinafter called "Indemnities") who may be indemnified by an Idaho corporation, namely, any person (or the heirs, executors or administrators of such person) who was or is a party or is threatened to be made a party to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative, by reason of the fact that such person is or was a director, officer, employee or agent of such corporation, or is or was serving the request of such corporation as a director, officer, employee or agent of all other corporation, partnership, joint venture, or other enterprise. The Corporation shall (and is hereby obliged to) indemnify the indemnities, and each of them, in each and every situation where the Corporation is obligated to make such indemnification pursuant to the aforesaid statutory provisions. The Corporation shall indemnify the indemnities, aid each of them, in each and every situation where, under the aforesaid statutory provisions, the Corporation is not obligated, but is nevertheless permitted or empowered, to make such indemnification, it being understood, that, before making such indemnification with respect to any situation covered under this sentence, the Corporation shall promptly make or cause to be made a determination as to whether each indemnity acted

April 5, 2012

to good faith aid in a manner such Indemnities reasonably believed to be in or not opposed to the best interests of the Corporation, and, in the case of any criminal action or proceeding, had no reasonable cause to believe that such indemnity's conduct was unlawful. No such indemnification shall 'be made (where not required by statute) unless it is determined that such indemnity's acted in good faith and in a manner such indemnity's reasonably believed to be in or not opposed to the best interests of the Corporation, and, in the case of any criminal action or proceeding, had no reasonable cause to believe that such Indemnity's conduct was unlawful.

Section 2. Insurance. The Board of Directors may authorize the purchase of insurance on behalf of any director, officer, employee, or agent of the Corporation, or who while a director, officer, employee or agent of the Corporation is or serving at the request of the Corporation as a director, officer, partner, trustee, employee or agent of another foreign or domestic corporation, partnership, joint venture, trust, other enterprise or employee benefit plan against any liability asserted against and incurred by him arising out of such person's position, whether or not the Corporation would have the power to indemnify such person against that liability under law.

ARTICLE VII INVESTMENTS

Section 1. Reinvestment. The Corporation shall have the right to hold, manage, invest and reinvest the property received by it, in the discretion of the Board of Directors and without being restricted to the class of investments which any Director is or may be permitted by law to make; provided, however, that no action may be taken by or on behalf of the Corporation if such action would result in the denial of the Corporation's income tax exemption under Section 501(c) of the Internal Revenue Code

Section 2. Commingling. Upon receipt of any property, the Board of Directors may in its sole discretion, subject to any limitations by law or the Corporation's Articles or Bylaws, co-mingle property with any other assets of the Corporation or hold such property as a separate fund if the Board determines that such segregation is in the best interests of the Corporation.

ARTICLE VIII EXEMPT ACTIVITIES

Section 1. Maintaining Exempt Status. Notwithstanding any other provision of these Bylaws, no Director, officer, employee or other agent or representative of the Corporation shall take any action

for or on behalf of the Corporation if such action is not permitted under Section 501(c)(3) of the Internal Revenue Code and that in the event of dissolution the remaining assets of the corporation shall be distributed to the Authorizing Chartering Entity (ACE) (See Article XI Section 1).

ARTICLE IX
GENERAL PROVISIONS

Section 1. Fiscal Year. The fiscal year of the Corporation shall be as determined from time to time by the Board of Directors, but shall initially be from July 1st to June 30th.

Section 2. Seal. The corporate seal shall have inscribed thereon the name of the Corporation, the year of its incorporation and the words "Corporate Seal" and "Idaho".

Section 3. Invalid or Unenforceable Provisions. The invalidity or unenforceability of any particular provision of these Bylaws shall not affect the other provisions hereof, and these Bylaws shall be construed in all respects as if such invalid or unenforceable provision were omitted.

Section 4. Public Records and Open Meetings. The Board of Directors shall abide by the Public Records Act and Open Meetings Law of the State of Idaho.

ARTICLE X
AMENDMENTS

Section 1. Amending Bylaws. The Board of Directors shall have the power to make, alter and repeal these Bylaws, and to adopt new bylaws, by an affirmative vote of a majority of the whole Board of Directors, provided that the Corporation's Charter Authorizer has given it's approval of the changes. A notice of the proposal to make, alter or repeal these Bylaws, or to adopt new bylaws, shall be included in the notice of the meeting of the Board of Directors at which such action takes place.

ARTICLE XI
DISSOLUTION

Section 1. Dissolution. Upon dissolution of the Corporation, assets shall be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code. All remaining assets must be distributed to the authorized chartering entity.

SECRETARY'S CERTIFICATE

April 5, 2012

I, Heather Lorimer, Secretary of the Summit Public Charter School, Inc. (hereafter, the "Corporation"), an Idaho non-profit corporation, DO HEREBY CERTIFY that the foregoing is a true and correct copy of the Corporation's Bylaws as adopted by the Board of Directors of the Corporation at a meeting held on the 9th day of January, 2012.

Signed: Heather L. Lorrimer
Date signed: 3/7/12

Appendix-C

April 5, 2012

DISTRICT COURT
SIXTH JUDICIAL DISTRICT
STATE OF IDAHO

Jay Bingham
Jury Commissioner
Phone (208) 236-7334



Bannock County Courthouse
P.O. Box 6094
Pocatello, ID 83205

AFFIDAVIT CERTIFICATION
OF SIGNATURES

STATE OF IDAHO)
)ss
COUNTY OF BANNOCK)

I, Victoria Hall, Deputy Clerk for Bannock County, hereby certify that ____13____
signatures on this petition are those of qualified electors.



Deputy Clerk

Petition to Establish a New Idaho Public Charter School

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

Name of Proposed New Charter School	Summit Public Charter School Inc.				
School District Where New Charter School will be Physically Located	School district 25 Pocatello ID				
<p> <input type="checkbox"/> I am currently a qualified elector in the above-named school district. <input checked="" type="checkbox"/> I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School. </p>					
Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
11 Evan H. Worley	<i>Evan H. Worley</i>	565 McKinley Ave	Pocatello	232-6530	11-12-2010
12 Alan Worley	<i>Alan Worley</i>	565 McKinley Ave	Pocatello	757-0031	11-15-2010
13 Karl L. Worley	<i>Karl L. Worley</i>	505 McKinley Ave	Pocatello	232-0530	11-13-2010
14 Terry Zaudy	<i>Terry Zaudy</i>	118 7th St	Pocatello	233-5895	11-17-2010
15 Shannon Krossin	<i>Shannon Krossin</i>	4310 McKinley Ave.	Pocatello	233-4387	11-17-2010
16 Keva Pollard	<i>Keva Pollard</i>	344 Roosevelt	Pocatello	232-5388	11/17/10
17 Megan Worley	<i>Megan Worley</i>	802 McKinley Ave	Pocatello	234-3768	11/17/10
18 Kate Sutton	<i>Kate Sutton</i>	117 Wilson Ave	Pocatello	479-8769	11/17/10
19 Minda Clark	<i>M. Clark</i>	350 W. Maple St.	Pocatello	241-2927	11/17/10
10 Amber Smar Karen	<i>Amber B.</i>	900 McKinley Ave. Bldg C	Pocatello	240-7758	11-17-10
11 Denise Lars	<i>Denise Lars</i>	3902 R. Street	Pocatello	691-5349	11-17-10
12 Lisa Hargraves	<i>Lisa Hargraves</i>	579 McKinley Ave.	Pocatello	233-1247	11/17/10
13 Katherine Bellington	<i>Katherine Bellington</i>	265 W. Roosevelt	Pocatello	206-2444	11/17/10
14 Patricia Jones	<i>Patricia Jones</i>	442 7th Ave	Pocatello	241-3879	11-17-10
15 M. Kelly Doherty	<i>M. Kelly Doherty</i>	397 Roosevelt Ave	Pocatello	579-7551	11-17-10

13

April 5, 2012

DISTRICT COURT
SIXTH JUDICIAL DISTRICT
STATE OF IDAHO

Jay Bingham
Jury Commissioner
Phone (208) 236-7334

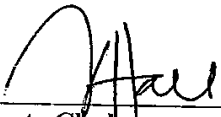


Bannock County Courthouse
P.O. Box 6094
Pocatello, ID 83205

AFFIDAVIT CERTIFICATION
OF SIGNATURES

STATE OF IDAHO)
)ss
COUNTY OF BANNOCK)

I, Victoria Hall, Deputy Clerk for Bannock County, hereby certify that 11
signatures on this petition are those of qualified electors.



Deputy Clerk

Petition to Establish a New Idaho Public Charter School

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

Name of Proposed New Charter School		Summit Public Charter School inc.			
School District Where New Charter School will be Physically Located		School District 25 Pocatello, ID			
<p>I am currently a qualified elector in the above-named school district.</p> <p>I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.</p>					
Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
466 Spotnicks Sofia	[Signature]	935 Lullwater	Poc	339-1070	11-15-10
17 [unclear]	[Signature]	941 Lullwater	Poc	333-1742	11-15-10
48 [unclear]	[Signature]	942 Wainwright	Poc	333-6084	11-15-10
48 [unclear]	[Signature]	942 Wainwright	Poc	478-4434	11-15-10
48 [unclear]	[Signature]	1309 Meadows	Poc	234-7029	11-16-10
48 [unclear]	[Signature]	1320 Meadows	Poc	235-5213	11-16-10
48 [unclear]	[Signature]	1172 Meadows	Poc	232-4473	11-16-10
48 [unclear]	[Signature]	1073 Meadows	Poc	681-5041	11-16-10
48 [unclear]	[Signature]	973 Meadows	Poc	680-6071	11-16-10
48 [unclear]	[Signature]	933 Meadows	Poc	233-3196	11-16-10
48 [unclear]	[Signature]	469 Meadows	Poc	233-9068	11-16-10
48 [unclear]	[Signature]	930 Meadows	Poc	904-3274	11-16-10
48 [unclear]	[Signature]	987 Meadows	Poc	234-4442	11-16-10
48 [unclear]	[Signature]	937 Meadows	Poc	233-2452	11-16-10
48 [unclear]	[Signature]	934 Meadows	Poc	237-5855	11-12-10

11

April 5, 2012

DISTRICT COURT
SIXTH JUDICIAL DISTRICT
STATE OF IDAHO

Jay Bingham
Jury Commissioner
Phone (208) 236-7334



Bannock County Courthouse
P.O. Box 6094
Pocatello, ID 83205

AFFIDAVIT CERTIFICATION
OF SIGNATURES

STATE OF IDAHO)
)ss
COUNTY OF BANNOCK)

I, Victoria Hall, Deputy Clerk for Bannock County, hereby certify that ____05____
signatures on this petition are those of qualified electors.



Deputy Clerk

Petition to Establish a New Idaho Public Charter School

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

Name of Proposed New Charter School		Summit Public Charter School inc.			
School District Where New Charter School will be Physically Located		School district 25 Pocatello, ID			
<p>I am currently a qualified elector in the above-named school district.</p> <p>I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.</p>					
Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
1 Jason Flaig	<i>Jason Flaig</i>	1491 Prestige Ave	Pocatello	208-380-9933	10/21/10
2 Heath Michael	<i>Heath Michael</i>	1528 Ave. C	Pocatello	208-237-1856	10/21/10
3 Brad Rasmussen	<i>Brad Rasmussen</i>	155 E. Grand St.	Pocatello	208-244-2723	10/21/10
4 Lamar Bassett	<i>Lamar Bassett</i>	155 E. Grand St.	Pocatello	208-380-9800	10/21/10
5 Ryan Bassett	<i>Ryan Bassett</i>	4739 Kinnick Ct	Pocatello	208-220-3325	10/21/10
6 Ann Bassett	<i>Ann Bassett</i>	4739 Kinnick Ct	Pocatello	208-220-6182	10/21/10
7 Heather Lottimer	<i>Heather Lottimer</i>	1030 Sundance	Pocatello	208-209-0211	10/21/10
8 Juana Morris	<i>Juana Morris</i>	934 Wayne Ave	Pocatello	208-5855	10/21/10
9					
10					
11					
12					
13					
14					
15					

6

April 5, 2012

DISTRICT COURT
SIXTH JUDICIAL DISTRICT
STATE OF IDAHO

Jay Bingham
Jury Commissioner
Phone (208) 236-7334

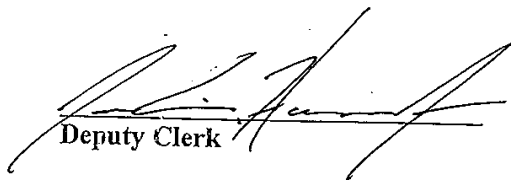


Bannock County Courthouse
P.O. Box 6094
Pocatello, ID 83205

AFFIDAVIT CERTIFICATION
OF SIGNATURES

STATE OF IDAHO)
)ss
COUNTY OF BANNOCK)

I, Victoria Hall, Deputy Clerk for Bannock County, hereby certify that 4
signatures on this petition are those of qualified electors.


Deputy Clerk

Petition to Establish a New Idaho Public Charter School

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

Name of Proposed New Charter School		Summit Public Charter School.			
School District Where New Charter School will be Physically Located		School District 25, Pocatello, ID			
<p> <input type="checkbox"/> I am currently a qualified elector in the above-named school district. <input type="checkbox"/> I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School. </p>					
Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
1 Kaycee Thiemann	<i>Kaycee Thiemann</i>	605 S. 19th Ave	Pocatello	208-251-2745	11-30-2010
2 Anthony Steed	<i>Anthony Steed</i>	875 Jones Drive	Pocatello	208-237-8945	11-30-2010
3 Robert Meredith	<i>Robert Meredith</i>	1601 Melrose Circle	Pocatello	208-232-6966	11-30-2010
4 Debra D. Niemann	<i>Debra D. Niemann</i>	875 Jones Dr.	Pocatello	208-237-8945	11-30-2010
5 Kimberly Gilbert	<i>Kimberly Gilbert</i>	883 Jones Dr.	Pocatello	208-238-1365	11-30-2010
6 Travis Gilbert	<i>Travis Gilbert</i>	883 Jones Dr.	Pocatello	208-238-1365	11-30-2010
7					
8					
9					
10					
11					
12					
13					
14					
15					

4/16/2001

Appendix-D

Opportunities to Get Involved
Join an Executive Board Sub-Committee focusing on the following 8 Strategic Goals:

Programmatic Development

Human Resources

Facilities and Equipment

Fundraising

Fiscal Management

Marketing and Public Relations

Enrollment

Parent Teacher Organization /PTO

Board of Directors:

Heather Lorimer

Greg Smith

Susan Hall

Rich Kirkham

Heath Mitchell

Jonathan Braack

One factor of the school opening is the amount of interest shown by the community. Please take our quick interest survey and stay updated at:

www.gosummit.org

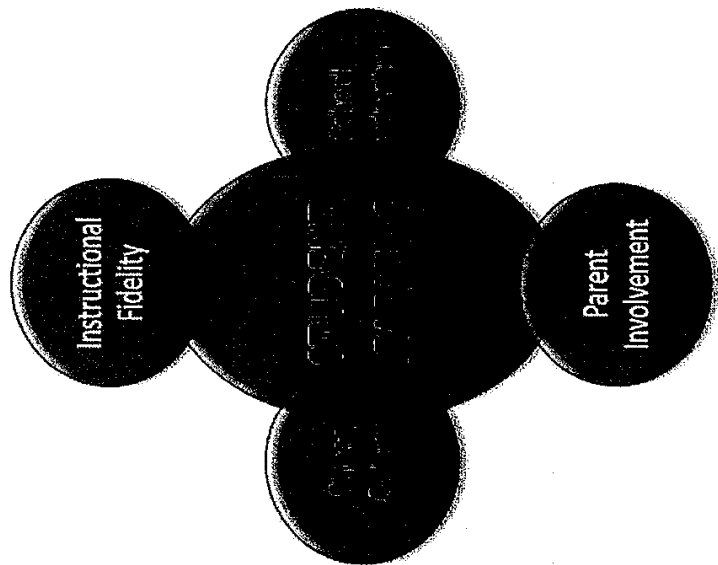
Call 208-220-7371 for more information!

Rigorous and Advanced Curriculum

Our curriculum and its delivery are based on direct instruction. Further, the curriculum is aligned from grade to grade. Teachers use the same curriculum model, using their own expertise and style, to provide consistent instruction towards the skills and concepts from grade to grade. Such vertical alignment ensures that a coherent system of learning exists. The results of direct instruction are well documented among researchers and practitioners. Our focus on building knowledge enables students to develop their capacity to apply, analyze, synthesize, and evaluate. This incorporates both information acquisition and skill development as requirements for students.

Our curriculum extends student learning through designating Idaho Content Standards as essential to Grade level, or accelerated. Teachers design instruction based the level of objectives they are helping students achieve. Thus, our students are approximately one grade level ahead, and sometimes more, with respects to curriculum content. Further, we do not separate the development of character in students from the development of their academic skills.

All students deserve to have a rigorous education, within a safe and kindness oriented environment. As seen below, all stakeholders of Summit Charter School play direct roles in preparing students to be productive citizens with the skills necessary for higher education and obtaining satisfying careers:



**Summit
Public
Charter
School**

**With High
Expectations and
Safety for Everyone!**

**A Free, Public
K-8 School
Option for
Families in the
Pocatello and
Chubbuck
Communities**

Summit

PUBLIC CHARTER SCHOOL

What is Summit Charter School?

Summit Charter School is a free public school option for parents in Potomac, Chubbuck, and surrounding communities. Summit Charter School is a replication in philosophy, culture, and curriculum, of its successful sister school, The Academy at Roosevelt Center.

Summit Charter School is governed by an executive board of directors, consisting of local parents who are driven by the need to provide parents with innovative choices for education. The Board receives regular and ongoing training for continuous improvement in the governance process. The executive board is focused on strategic goals, goals which directly relate to the mission, vision, and philosophy of Summit Charter School.

In September of 2010, the governing board of The Academy at Roosevelt Center passed a resolution stating Summit Charter School may use the waiting list of the Academy, when approved to open. Thus, the initial enrollment for grades Kindergarten through 8th will take place via the waiting list of The Academy at Roosevelt Center. Parents may complete an application for one of the 285 seats available at Summit Charter School by filling out an application at the Academy at Roosevelt Center. Think about it: Your chances for entering one of the two schools doubles!

Our Mission, Vision, and Philosophy

Our Mission

Our mission is to enable students, within a physically and emotionally safe learning environment, to become competent, productive, confident, and responsible young citizens, by being exposed to an advanced curriculum through direct instruction and the "teach to the high" method. Thus, students will possess the character, attitude, skills, habits, and work ethic necessary to succeed in the workforce, and in their various life communities.



Our Vision

Our vision is that of a safe environment where all children feel safe and capable of learning, developing, and succeeding. We envision students succeeding because they are exposed to a dynamic character development model which is centered on shaping students' attitudes about kindness, respect, and responsibility, and thus being able to weave these attributes into their character. We envision all stakeholders having high expectations for students so that students will develop intellect, social skills, and strong character. We envision students responding to a rigorous education program consisting of a solid, proven, and well-paced curriculum. We have a vision for meaningful and consistent parent involvement, which will ensure students become the learners we envision.

Our Philosophy

We believe when students do not feel threatened physically, emotionally, or academically, and the curriculum is advanced and rigorous, their learning is proven to take place at an increased pace. We believe every child has the right to attend a public school free of bullying, taunting, and teasing. We believe every staff member deserves to work in a school free of bullying, gossip, professional isolation, and lack of administrator support. We believe such an environment is what is absolutely best for kids.

Culture Comes First

The culture of a school teaches. A culture of safety from threat, teasing, and other forms of bullying combined with an emphasis on respect and kindness provide the optimum environment for learning. Students learn by what they see, hear, and do. Thus, the adults in the school must embrace a commitment to living and modeling kindness and respect for all students and each other. Expectations are set and clearly communicated for the people working in the school, both students and adults. We are intentional about shaping students' behavior and attitudes. Respect and personal responsibility are visible in interactions between students and adults. For example, adults do not yell when discipline is needed. If adults are proactive regarding student conduct, they will not be prone to sudden anger. Instead, discipline is natural, and is provided without negativity, but with clear and direct attention and consequences. The adults are calm and respond in a matter of fact and supportive manner. Further, adults contribute to a positive and supportive culture for students through their word, deeds, and practices. Among both students and adults, gossip, destructive communication, and hurtful exchanges are not acceptable. Students are awarded and validated in a myriad of ways when they succeed, which contributes to the belief and practice of a "can do" attitude at Summit Charter School.

Making Learning Important and Personal to Kids....

Parent Involvement

Parents are vital to the ongoing education of their children. Summit Charter School is established as an innovative choice for parents. Staff at Summit Charter School value and respect the unique perspectives only parents can offer about their children. In a variety of circumstances, parents are considered members of the team, and work closely with staff to help adjust efforts being taken with their children. Yet, every student is held to the same high expectations as the other. Students do not receive special treatment, but are all considered equally accountable to the rules and expectations of the school. Parents learn the methods the teachers use, observe instruction in their child's classroom, and hold their children accountable for what their children learn. They further support their kids by seeing the value of specially selected homework, and ensure the children complete homework assignments. One way parents show support of the school is by providing several hours per month of volunteer service addressing a variety of needs of the school.

Special Education

Summit Charter School operates a fully functional special education program in alignment with state and federal guidelines for public school programs. Our Special Education staff view students with special needs as their highest priority. The Special Education model aligns seamlessly with core classroom instruction.



Appendix-E

April 5, 2012



ABLE LAW PC

Attorneys at Law

A. Bruce Larson

155 South Second Ave.

Telephone (208) 478-7600

P.O. Box 6369

Facsimile (208) 478-7602

Michael J. Morrissey

Pocatello, ID 83205-6369

January 9, 2012

Summit Public Charter School, Inc.
c/o Greg Smith
353 N 4th Ave
Pocatello, Idaho 83201

Re: **Summit Charter School Representation Agreement**

Ladies and Gentlemen:

This letter contains the conditions and terms of engagement for legal services of A. Bruce Larson and ALE Law PC ("Attorney"), who will provide legal services to Summit Charter School ("Client"), on the terms set forth below.

SCOPE OF SERVICES. Client hires Attorney to provide legal services as General Counsel for client with specific matters or litigation to be determined on a case by case basis.

LEGAL FEES AND BILLING PRACTICES. Client agrees to pay by the hour at Attorney's prevailing rates for all time spent on Client's matter by Attorney's legal personnel. Current hourly rates for legal personnel are as follows:

A. Bruce Larson: \$150/hour office time, Court Appearances \$175/hour

Michael J. Morrissey: \$120/hour Court Appearances \$130/hour

Time is charged in units of 1/10 of an hour

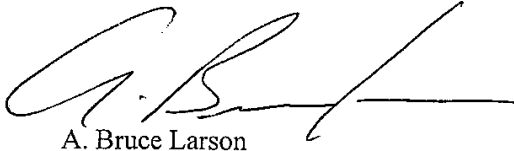
The time charged will/may include the time Attorney spends on telephone calls relating to Client's matter, including calls with Client, witnesses, opposing counsel or court personnel. The legal personnel assigned to Client's matter will/may confer among themselves about the matter, as required and appropriate. When they do confer, each person will/may charge for the time expended, as long as the work done is reasonably necessary and not duplicative. Likewise, if more than one of the legal personnel attends a meeting, court hearing or other proceeding, each will/may charge for the time spent. Attorney will/may charge for waiting time in court and elsewhere and for travel time, both local and out of town.

Representation Agreement
Page 2 of 2
January 9, 2012

COSTS AND OTHER CHARGES. In General. Attorney will incur various costs and expenses in performing legal services under this Agreement. Client agrees to pay for all costs, disbursements and expenses in addition to the hourly fees. The costs and expenses commonly include, service of process charges, filing fees, court and deposition reporters' fees, jury fees, notary fees, deposition costs, long distance telephone charges, messenger and other delivery fees, postage, photocopying and other reproduction costs, travel costs including parking, mileage, transportation, meals and hotel costs, investigation expenses, consultants' fees, expert witness, professional, mediator, arbitrator and/or special master fees and other similar items.

Out of Town Travel. Client agrees to pay transportation, meals, lodging and all other costs of any necessary out-of-town travel by Attorney's personnel. Client will also be charged the hourly rates for the time legal personnel spend traveling.

Attorney will send Client periodic statements for fees and costs incurred, upon request by Client. If Client so requests, Attorney will provide one within 20 days. The statements shall include the amount, rate, basis of calculation or other method of determination of the fees and costs, which costs will be clearly identified by item and amount. If the Client objects to any charges to be credited against the deposit, Client may notify Attorney within 10 days. If any statement carries a balance due, it shall be paid in full within 30 days after the date of such statement.



A. Bruce Larson

Client: Summit Public Charter School, Inc.

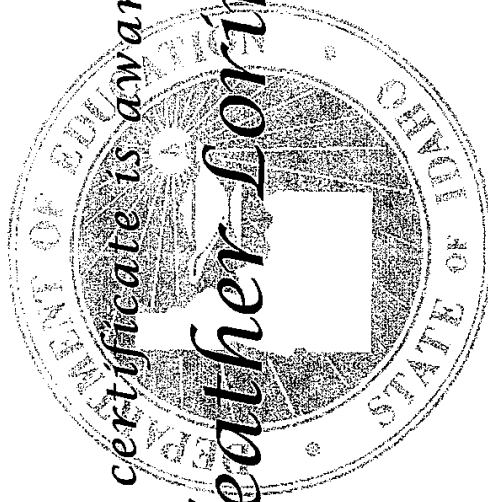
By _____ Dated: _____

Appendix-F

CERTIFICATE OF ATTENDANCE

This certificate is awarded to

Heather Lomimer



Idaho State Department of Education
Charter Start Workshop
October 4 - 5, 2010

Michelle Clement-Jaycox
School Choice Coordinator

Appendix-G

JONATHAN BRAACK, M.Ed

j.braack@theacademyarc.com

PROFESSIONAL PROFILE

Visionary and innovative school administrator recognized for effective organizational leadership/ Proven and recognized ability to utilize interpersonal communications to establish meaningful relationships with stakeholders /Data-driven instructional leader loyal to current research, and effective teaching practices for faculty / Ability to facilitate next steps for and hold staff accountable to continuous school improvement / Driven to establish both trust and validation among faculty, staff, and especially students/ Trustworthy problem-solver with a talent to establish a vision for the school and its programs and obtain desired results /Consistent disciplinarian committed to determining consequences while establishing a vision of improvement for students / Dependable team player highly committed to holding parents accountable to partnerships for school involvement /Able to strategically balance collaborative and directive leadership

COMPETENCIES

Comprehensive experience with day-to-day management of school operations /Extensive experience with utilizing coaching cycles and teacher evaluation models for instructional improvement / Implemented and maintained instructional coaching cycles with teachers / Ability to develop and translate state/district policies and programs at the building level /Caseload management of student discipline /Ability to help staff develop and hold staff accountable to a Continuous Improvement goals /Talented in developing and guiding data-driven teams to assess and yield growth in student achievement / Hands-on experience and training in development of needs-specific Professional Development trainings /Recognized ability to develop and maintain a physically, emotionally, and academically safe school environment, vision, and culture as a leader

PROFESSIONAL EXPERIENCE

Vice-Principal / August 2009-Current / The Academy at Roosevelt Center /Pocatello, Idaho

- Performing various "District level" responsibilities including Human Resources, Title I management, and Curriculum and Instruction, and collaboration with various Idaho State Department of Education directors
- Implementing and holding staff accountable to using the school character and instructional program with fidelity
- Implementing instructional leadership by assuring adherence to the advanced curriculum and character-model
- Formal and informal coaching of classroom teachers toward best practices and high-yield teaching strategies
- Direct supervision of the implementation and execution of a successful Title I Reading Intervention program
- Direct supervision and coaching for classroom education assistants with support and academic intervention
- Team Leader of the RTI inspired Problem Solving Team consisting of a Director of Special Education, Title I Reading Coordinator/Spalding Coach, two testing and data management staff, and respective teachers
- Direct supervision of the parent involvement/parent support program
- Responsible for building and managing the master schedule tailored to optimize instructional time
- Responsible for holding students accountable to the character and academic model of The Academy including shaping the attitudes and dispositions of students regarding their behavior
- Performing self-reflection and instructional improvement-driven evaluations of teachers
- Providing ongoing training and dialogue with staff to use different forms of student achievement data to drive decisions about instruction and intervention
- Providing supervision as the ISAT Coordinator
- Have written and am writing several successful grants directed at sustaining educational program fidelity

Chairman of the Board of Directors, Summit Charter School, Inc. / Pocatello, Idaho

- Providing leadership, guidance, and direction as chairman for the founding board members of the proposed Summit Charter School
- Wrote the entirety of the 70 page Charter document for Summit Charter School, including the education program, the achievement goals, and the comprehensive portfolio of elements of daily, monthly, and yearly school operations
- Worked in collaboration with fellow directors to develop the marketing plan, business plan, and operational budget for Summit Charter School
- Worked in collaboration with fellow directors to design, plan, and execute the first of four public informational open houses for Summit Charter School
- Also currently functioning as the Public Relations officer of the Board

Project and Program Manager, Dissemination Support Grant for The Academy ARC/ August 2010-Current

- Designed and wrote the entirety of the 50 page dissemination grant proposal, which became one of only two proposals accepted for the grant in the state of Idaho
- In collaboration with and supervision of two teachers at The Academy, developed a training and implementation plan for improving teachers' reading instruction and students' reading achievement, and implementing and improving Professional Learning Communities for another school district

PROFESSIONAL
EXPERIENCE
CONT'D

- Directly participating in training and mentoring the Superintendent, elementary principal, Title I director, and elementary teachers of North Gem School District with the reading instruction and PLC implementation plans and progress
- Responsible for all financial transactions, planning, and attainment of the project goals of the grant project
- Responsible for the comprehensive evaluation of the project including data collection, executive summaries to the Idaho State Department of Education, and year-end evaluation of the project

Consultant and Trainer, Sugar-Salem School District/ September 2009/ Sugar City, Idaho

- Provided a two day training and instruction session for Sugar-Salem elementary and junior high teachers entitled, "Reading and Literacy Across the Curriculum"
- On a different occasion, provided a morning session to the entire Sugar-Salem School District including superintendent, principals, teachers, and specialists addressing Conflict Resolution and Professional Relationships

Principal / August 2008-August 2009 / Artz-Fox Elementary School /Mabton, Washington

- Served as head principal for 70 staff members and 550 students in a Title I school with a 97% Hispanic population
- Lead a team of administrators comprised of an Assistant Principal, Director of Special Education, Director of Student Learning and Data, and Reading and Learning Coach
- Selected and am facilitating a school improvement team comprised of certified staff which has continuous oversight and decision-making for the school improvement plan
- Aligned School Improvement Plan to District Improvement Goals
- Held staff accountable to comprehensive school improvement plan for measured growth in student achievement
- Used multiple forms of student and staff data to drive decisions for modifying and improving instruction and yielding growth in student achievement
- Fascinated in the incremental implementation of RTI, Response to Intervention, to maximize use of interventions to strengthen students' phonics, decoding, comprehension, and reading fluency skills
- Accountable for implementation and systemic use of Sheltered Instruction Observation Protocol (SIOP) instructional strategies for English Language Learners in a Hispanic population of students
- Sponsored staff members student-focused peer collaboration in Professional Learning Communities using Richard DuFour's model for PLCs
- Provided professional development for staff members to strengthen abilities to achieve the goals of the school improvement plan
- Conducted classroom walkthroughs as part of walkthrough coaching cycles for teachers to align teaching practices with a systemic vision for rigorous instruction
- Executed Administrative practices with the coaching and tutelage of an administrative coach and a school improvement facilitator/coach
- Accountable for all managerial operations of the building, including those of instruction staff, and all clerical and para-educational staff
- Facilitated a parent group from the community to help parents become more involved in the school community and the instructional practices of teachers
- Conducted self-reflection and instructional improvement driven evaluations of teachers
- Direct oversight over building budget expenditures, balancing the building budget, and expending monies towards that which will yield the most growth in student achievement
- Worked directly with multiple public agencies to ensure equitable education for minority students

18 Month Internship, Vice-Principal / January 2007-June 2008 / Pocatello High School / Pocatello, Idaho

- Extensive training and experience with student discipline procedures and caseloads
- Extensive training and experience with student attendance/truancy procedures and caseloads
- Participant in weekly principals' administrative meetings with three building principals
- Member, District Principal Task Force to redesign the attendance/tardy policies for nine schools
- Administrative Chair, 'Clear and Focused Mission and Vision' Correlate Group, Effective Schools
- Curriculum Development including Vertical Alignment and District Semester Finals for multiple grades
- Executed Formative and Summative teacher evaluations using the District's Instruction Evaluation model
- Developed, organized, and executed Professional Development training for faculty and staff
- Member, Building Leadership Team, Pocatello High School
- Co-Chair, Pocatello High School C.A.R.E. Team for students with emotional/substance abuse
- Executed Total Instructional Alignment model and "Role-Out" for K-12 grades curricula for 9 Idaho districts
- Development, Scheduling, and Supervision of student curricular and extra-curricular activities

PROFESSIONAL
EXPERIENCE
CONT'D

- Participation in numerous public relations roles for the Pocatello/Chubbuck area
- Administrative member, Parent Advisory Council for Pocatello High School
- Administrative member, Partnership Schools Committee for overseeing the implementation of student teachers and interns from Idaho State University into 21 elementary and secondary schools
- Decision-making member of five separate hiring committees for positions of multiple disciplines
- Participant in numerous multicultural school and community events for Latino and Native American students a

English Teacher , 10th 11th 12th grades / June 2006-June 2008 / Pocatello High School, Pocatello, Idaho

- Innovatively aligned teaching pedagogy to curriculum goals while helping student develop life-skills
- Senior Class "Teacher of the Year," 2007
- Mentored students with their writing in preparing for numerous writing contests in the community and region
- Co-Winner, 2008 Pocatello/Chubbuck School District 25 Simplot "Inspirational Teacher of the Year"
- Speaker, Morning Graduation Commencement Ceremonies, May 2008

English Teacher, 7th Grade ~ June 2005- August 2006 ~ Payson Middle School, Payson, Utah

- Received one full school year of mentorship from a successful middle school teaching mentor
- Taught 150 7th grade students using district curriculum
- Member, Peaceable Schools Partnership Committee, Nebo School District/Brigham Young University

EDUCATION

B.A./Bachelor of Arts

English Teaching

3.2 G.P.A.

August 2001- August 2005

Brigham Young University, Provo, Utah

M.Ed./Master of Education

Education Administration and Organizational Leadership

3.976 G.P.A.

May 2006 - May 2008

Grand Canyon University, Phoenix, Arizona

CREDENTIALS

Idaho Professional Educator License

Endorsement for *Principal*: Grades K-12

Endorsement for *English Teaching*: Grades 6-12

Expiration Date: 2014

PROFESSIONAL
DEVELOPMENT

Implementing Response to Intervention, Idaho State Department of Education, November 2010, February 2011

CORE Literacy, September, 2009

Response to Intervention, Rtl, Coeur d'Alene, Idaho, April, 2009

School Improvement Facilitation Training, Office of the Superintendent of Public Instruction, Washington

Continuous Training with a state provided School Improvement Facilitator, 2008-09

Training one full day per week by a district funded external Administrative Coach, August 08-February 09

Learning by Doing: Professional Learning Communities at Work, Richard DuFour

Next Steps for Initiating Change in Public Schools, Bill and Melinda Gates Foundation, Seattle, WA

Effective Schools, Dr. Larry Lazotte, sponsored by the Intermountain Center for Education Effectiveness, Aug. 2007

PROFESSIONAL
REFERENCES

Teresa Jackman

Director, Title I and Reading Coach The Academy ARC, Pocatello, ID..... 208-232-1447 Office/208-251-4916 Cell

Joel Lovstedt

Principal, The Academy ARC, Pocatello, Idaho.....208-232-1447 Office/208-220-7372 Cell

Kelly Watson

Teacher, The Academy ARC, Pocatello, Idaho.....208-232-1447 Office/208-317-3805 Cell

Jamie Holyoak

Superintendent, North Gem School District #149, Bancroft, Idaho..... 208-648-7848 Office/208-252-0879 Cell

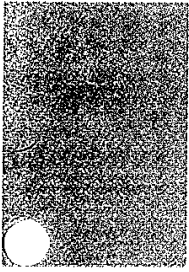
Heidi Lyons, Ed.D

Principal, Jefferson Elementary School /District #25, Pocatello, ID.....208-233-2056 Office/208-380-0795 Cell

Chuck Zimmerly, Ed.D

Director, Intermountain Center for Education Effectiveness, ISU.....208-282-3202 Office

April 5, 2012



Sandra Pasiero-Davis

Superintendent, Mabton School District, Mabton, WA509-894-4852 Office/509-831-9609 Cell

Jay Tyus

Principal, Mabton High School, Mabton, WA509-894-4951 Office/509-894-5288 Cell

Scott Fisher

Director of Special Education, Mabton School District, Mabton, WA509-894-4941 Office/509-781-2016 Cell

RESUME

March - 2011

RICHARD D. KIRKHAM

Owner and Corporate officer of *Dale's Inc., Commercial Real Estate Services*, P.O. Box
Pocatello, Idaho 83201

Home: Richard D. Kirkham
8055 N. Prospector Hollow
Pocatello, Idaho 83201
(208) 233-7625
Email: Rich@RichKirkham.com

Office: Garrett Business Park
2055 Garrett Way, Bldg 1, Suite 2
P.O. Box 4026
Pocatello, Idaho 83205
Work: (208) 232-6886
Fax: (208) 232-6571



EDUCATION

- B.A., Business Administration, Brigham Young University, Spanish minor; 1980
- M.B.A. Graduate Studies, Idaho State University; 1984
- Licensed Idaho Real Estate Professional; 1985

PROFESSIONAL EXPERIENCE (Current)

- Corporate Officer, stockholder, Dale's Inc., *Commercial Real Estate Services*, Pocatello Idaho. Experience includes overseeing real estate development projects, negotiating and maintaining real estate leases and contracts, and evaluating all real estate acquisition and selling activities while maintaining customer relations for the company. Oversees a staff of 10 people that supervise sub-contractors and project managers on various construction projects and other aspects of property management and development. Responsible for 77 commercial tenants and 33 company-owned properties. The company is an Idaho licensed General Contractor specializing in commercial real estate development since 1986.
- Director, GO LLC *Property Holding Company*, Pocatello, Idaho.
- General Partner, *Onidah Limited Partnership*, Pocatello Idaho.

PROFESSIONAL EXPERIENCE (past)

- Big A Auto Supply, Co., Inc, Pocatello, Idaho - Owned and operated a chain of auto parts stores in Southeast Idaho that specialized in automotive paint and refinish products, custom and high performance aftermarket parts and accessories, and general new and used auto parts supply. Pioneered computerization and point of sale inventory control in the automotive jobber sector during the personal computer revolution; 1980 – 1990

- ADS - Automotive Data Solutions. Developed, licensed, and distributed a proprietary software product designed to meet the needs of small automotive jobbers in an emerging computer market environment. The product allowed small business to be more competitive by converting manual data operations to computerized functions; 1990 – 1994
- HPM - High Performance Management. Developed a training program for the automotive industry designed to help auto parts store owners and managers improve routine functions of store management. Program included writing a business plan, power selling, simplified collections, employee motivation and retention, growth and strategic planning, and customer retention. The National Automotive Trainer's and Manager's Counsel recognized the Program for excellence and the program won a national award and was recognized in Chicago, IL as "Training Program of the Year"; 1989
- Success Training Institute. Developed and published a motivational training course entitled, *"How to Get Where You're Goaling!"* Marketed the product, coached individuals and taught group seminars in goal achievement strategies; 1987 - 1992

PROFESSIONAL & COMMUNITY SERVICE ACTIVITIES

- Summit Charter School; Board of directors 2011
- Founder of The Academy (ARC) Charter School; 2005
- Bannock Development Corporation (BDC); Board of Directors; 2007 – present
- Greater Pocatello Chamber of Commerce; board of directors; 2003 to 2009
- Industrial Lands; Board of Directors; 1998 – present
- Idaho Civic Symphony; Board of Directors; 2007 - present
- Pocatello Rotary Club; Board of Directors 2011; Member since 2004
- Valley Pride, Community beautification organization; Board of Directors 2004 – 2007.
- Candidate for Idaho House of Representatives; 2006
- Idaho Central Credit Union Task Force Committee; 2002 to 2009
- Chairman of The Idaho Voice for Responsible Government (IVRG); 2002 - 2004
- President of American Society of Training and Development (ASTD), Southeast Idaho Chapter; 1989-1992
- Scoutmaster, Boy Scouts of America; 1980 – 1989, and 2005 - present

April 5, 2012

Heath Mitchell

1528 Avis Ct.
Pocatello, ID 83202
(208) 705-4517
hhcoopmitch@yahoo.com

EXPERIENCE:

2002 to present **Zions Bank, Pocatello, Idaho**
Commercial Relationship Manager, July 2005 – Present

- Develop and maintain a wide variety of commercial relationships including commercial loans and/or commercial deposit accounts
- Obtain quality new business through client and prospect calls, referrals, and cross selling efforts.
- Responsible for thoroughly interviewing loan applicants to determine loan structuring, credit worthiness, and financial stability
- Responsible for the monitoring of commercial relationships to ensure that all loans and accounts are being handled as agreed
- Cross sell all other bank products as needed

Customer Service Manager, November 2003 – July 2005

- Responsible for the management of a seven person staff, including hiring, reviewing, and counseling when needed
- Assign work schedules to ensure adequate customer service coverage
- Ensure branch is in compliance with all bank policies and prepares branch for internal audits
- Respond to more complex customer complaints and questions
- Communicate and manage promotional campaigns and product initiatives
- Develop relationships with business clients, including commercial loans and/or business deposit accounts

Personal Banker & Sales Liaison, October 2002 – November 2003.

- Facilitate the consumer loan process for clients from application to closing, including home equity loans, home refinance Loans, land or lot loans, auto loans, and personal loans
- Open new deposit accounts
- Cross-sell all banking needs, including loans, deposit accounts, insurance, and investments
- Handle all teller duties, including account transactions, account maintenance, and client inquiries
- Organize contests and promotions to promote products and services

2001 to 2002 **Scout Mountain Archery Equipment, Pocatello, Idaho**
Sales Representative

- Communicated directly with customers to take orders, answer questions and collect payments
- Attended trade shows to display and sell new products to distributors and dealers

2000 to 2002 **WMA Securities, Idaho Falls, Idaho**
Financial Consultant

- Obtained Idaho Life Insurance License and Series 6 & 63 Securities License for purposes of selling investments and insurance

EDUCATION:

Idaho State University, Pocatello, Idaho. September 1999 – December 2003.

- Achieved a Bachelor of Business Administration with a degree in Finance.
- Gained valuable knowledge about the financial sector of our economy.

April 5, 2012

John G. Smith

2505 Marilyn
Pocatello, ID 83201
(208)237-3503
Payton442@hotmail.com

Objective: Inform Charter School Board of my qualification as founder

Education: BS Engineering Idaho State University 1979
BBA Business Administration Idaho State University 1979

Experience: AMI Semi-conductor, Pocatello from 1979 -1992
Fabrication Section manager 1979-1985
Marketing and Product manager 1985-1992

Ameriprise Financial Advisor from 1992-Present

I am an independent contractor and have built my practice for the last 19 years with a focus on retirement planning, tax planning strategies, investments, and related financial planning. My goal has been to establish solid relationships with each of my clients, and ensure that all decisions are made for their benefit.

In addition to my role as a financial advisor I have spent 35 years in church management by filling the roles of President of the Church, Head of the Board of Elders and President of the Parrish Planning.

I am married with 3 children - 2 are grown and have families of their own. I have adopted a child who is 9 years old and in the 5th grade. I have a long standing interest in education and believe that I instilled that love with my children. My two older daughters are graduates of ISU. They are both employed in and around Pocatello. I am hopeful that my youngest daughter, as well as my grandchildren will attend Summit Charter School.

References

Ron Petersen CFP
Financial Advisor
353 N 4th
Pocatello, ID 83201

George Katsilometes CFP
Financial Advisor
353 N 4th
Pocatello, ID 83201

Susan R. Hall
779 Fir St.
Pocatello, ID. 83201
(208)339-1411

Objective

Providing high quality education to our students, and being dedicated to the financial success of the school as a Board member.

Summary of Achievements

- Strong background in sales, marketing, merchandising, and staff development.
- Insurance License (state of Idaho, inactive).
- Certified Dental Assistant (DCA from ISU).
- CEO First Impressions Handcasts.
- Team captain for "Relay for life", raising several thousand dollars towards cancer research.
- Most importantly have a handsome loving Husband of nine years and three children.

Experience

Founded First Impressions Handcasts in 2005, and have since grown and developed the company into a 15 franchise chain. First Impressions Handcasts is the largest Handcasting Company in the USA.

Member of the Gate City Rotary Club for 2 years, recipient of the "new member of the year" award.

Have served in church leadership positions for 8+ years, including the following:

- President of Primary Organization
- First Counselor in Primary Organization
- Various other positions in the Primary Organization

Summit Public Charter School founding member.

April 5, 2012

Heather Lorimer

1630 Sundance Pocatello, Id 83201

(208)269-0211:lheather269@gmail.com

Professional Summary

Dependable Educational Assistant with over 20+years experience in working with children of all age groups. Committed to providing a safe harbor for learning.

Qualifications

- Effectively works with parents, board, Staff, and general public
- Community Involved
- Outstanding Social skills
- Strong Collaborator

Experience

Educational Assistant

August 2007-present

The Academy Charter School-Pocatello, Idaho

Combined discipline plan with effective measures and various lesson plans to increase concentration, participation, and progress student accountability.

Owner/Manager

Peanuts Daycare

Nov.1994-Mar.2001

Owned and operated a successful child care center. Responsible for 40 kids and 5 employees. Took care of all the scheduling and bookkeeping, organization of all daily activities, and trained and mentored all employees on good business practices.

Education

Pocatello High School,1992

Pocatello,Idaho USA

Diploma

over

Certifications

Para-Professional Certificate, 2008

Community Involvement

Board of Directors, The Academy Harbor Foundation, Mar 2010-present

Responsible for coordinating community fundraisers

work closely with Chamber of Commerce to promote strong ties with the community

find and write all types of grants for our schools to successfully raise 100K

Parent Volunteer, Aug 2002-present

Church Volunteer, July 1988-present

Key words

Community Involvement, Critical Thinking, Goal Setting and Implementation, Grant Writing, Public Relations, and Parental Participation.

Appendix-H

SUMMIT CHARTER SCHOOL

COMPUTER/NETWORK ACCEPTABLE USE POLICY

GENERAL VIEWS OF SUMMIT CHARTER SCHOOL TOWARD COMPUTER USAGE

In harmony with the mission of Summit Charter School to preserve a safe working and learning environment, the following policy is in place insure best practices and professional conduct regarding computer, internet, and in-house network usage.

INTERNET/ON-LINE CONDUCT

1. The User is expected to abide by generally accepted rules of network etiquette, including, but not limited to:
 - a. Be polite.
 - b. Use appropriate language. Do not swear, use vulgarities or any other inappropriate language. Do not get abusive in your messages to others.
 - c. Illegal activities, including "hacking," are strictly forbidden.
 - d. Do not reveal personal information of others and be cautious when revealing your own personal information (credit card numbers, social security number, home address, phone number, etc.)
 - e. Do not use the network in such a way that you would disrupt the use of the network by other Users.
 - f. All communications and information accessible via the network should be assumed to be private property of Summit Charter School.
 - g. Do not submit, publish, or display any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material; nor encourage the use of controlled substances. Summit Charter School does not condone or permit the use of such materials in the school environment. A user knowingly bringing such materials into the school environment will be dealt with according to the discipline policies of Summit Charter School, and such activities may result in termination of access to Summit Charter School's computer Network, termination of employment, and/or school expulsion.
 - h. Do not transmit materials, information or software in violation of any local, state or federal law or Summit Charter School policy.
2. Any action by the User that is determined to constitute inappropriate use of Summit Charter School's network or to improperly restrict or inhibit other users from using Summit Charter School's network is strictly prohibited and may result in disciplinary action.

3. The User specifically agrees to indemnify Summit Charter School and the administrators for any losses, costs, or damages, including reasonable attorneys' fees, relating to, or arising out of any breach of this agreement by the user.

4. Summit Charter School's computer network is to be used by the User for his/her professional/educational benefit. Commercial uses, such as promoting or advertising any business, are strictly prohibited.

- a. Summit Charter School's computer network may not be used to promote any political or charitable cause or organization, including soliciting of funds, unless it is a school related and sanctioned cause.
- b. Personal use by the User is to be limited to time when the user is not providing paid services for Summit Charter School.
- c. Use of the network is a privilege, not a right.
- d. Inappropriate use will result in the removal of privileges.
- e. Unauthorized equipment connected by the User to Summit Charter School's computer network, harmful to network performance, is not allowed.
- f. The User may not attach any equipment or cabling that may cause Summit Charter School's computer network to be out of accepted network specifications. Any such equipment will be removed when found.
- g. The user may not perform any maintenance of equipment connected to Summit Charter School's computer network, unless authorized by an Administrator, nor has the right to authorize such.
- h. The User can not install, connect, or use unauthorized equipment on Summit Charter School's computer network unless authorized by an Administrator.

5. The User agrees not to use the facilities and capabilities of Summit Charter School's Computer Network to conduct any business or activity or to solicit the performance of any activity that is prohibited by law or policy.

6. Because Summit Charter School's computer Network provides the Internet, (World Wide Web access), the user specifically understands that the Administrators and Summit Charter School do not have control of information residing on other systems. Measures to restrict minors' access to harmful materials include Internet filtering. Summit Charter School recognizes and advises the User's that no filter provides complete blocking of all harmful materials.

SOFTWARE LIBRARIES

1. Public domain files, or files in which the author has given expressed consent for online distribution, may be uploaded to the software libraries by the User.

2. Any software to be added to the computer network or to individual computers need to be approved by administration. The software needs to have been researched, and demonstrate an educational or school related purpose.

3. Any software having the purpose of damaging other Users' systems or Summit Charter School's computer network (e.g. computer viruses) is specifically prohibited.
4. The Administrators or their designees reserve the right to refuse posting of files and to remove files.
5. The Administrators further reserve the right to immediately terminate the account of any user who misuses the software libraries.
6. The Administrators do not necessarily inspect software uploaded by users and Summit Charter School does not guarantee the suitability or performance of any software downloaded from Summit Charter School's software libraries or other accessed services.
7. The User is responsible for inoculating all uploaded/downloaded software for viruses.

COPYRIGHTED MATERIAL

1. Copyrighted material must not be placed on any system connected to Summit Charter School's computer network without purchasing the appropriate license or obtaining the author's permission.
2. Only the owner(s) or persons they specifically authorize may upload copyrighted material.

PUBLIC DOMAIN MATERIAL

1. The User assumes all risks regarding the determination of whether a program is in the public domain. Further, the User is responsible for inoculating all uploaded/downloaded software for viruses.

PUBLIC POSTING AREAS (MESSAGE BOARDS/ INSTANT MESSAGING/USER NET GROUPS)

1. UseNet messages are posted from systems connected to the Internet.
2. The Administrators have no control of the content of the messages posted.
3. UseNet groups will not be available on Summit Charter School's local network.
4. Instant messaging is real-time chat between 2 or more individuals.
5. The Administrators have the obligation to monitor and limit all instant messaging due to factors such as band-width, inappropriate or unethical use, federal E-Rate requirements, and Policy.
6. Messages received by Summit Charter School are retained for 30 days unless deleted by the recipient. A canceled Summit Charter School account will not retain its e-mail.
7. The User is expected to remove old messages in a timely fashion and the Administrators may remove such messages if not attended to by the User.

8. No district employee may use the District's e-mail or on-line services (Internet) for the promotion of:

- a. Election or political campaigns.
- b. Issues dealing with private or charitable organizations or foundations.
- c. Ballot issues

9. Use for other informal or personal purposes is permissible within reasonable limits.

10. E-mail should not be considered private.

- a. The District's e-mail and Internet systems are intended to be used for educational purposes only.
- b. All e-mail/Internet records are considered Summit Charter School's records and should be transmitted only to individuals who have a need to receive them.
- c. Additionally, all Summit Charter School records and e-mail/Internet records are subject to disclosure to law enforcement or government officials or to other third parties through subpoena or other process.
- d. Administrators may investigate complaints regarding e-mail which is alleged to contain defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material to District, local, state, or federal officials in investigations concerning any e-mail transmitted on Summit Charter School's computer network.
- e. While Summit Charter School does not intend to regularly review Users' e-mail/Internet records, Users have no right or expectation of privacy in e-mail or the Internet.
- f. The District owns the computers and software making up the e-mail and Internet system and permits the Users to use them in the performance of their duties for the District.
- g. E-mail messages and Internet records are to be treated like shared paper files, with the expectations that anything in them is available for review by the Administrators or designee.
- h. Consequently, Users should always ensure that the educational information contained in e-mail/Internet messages is accurate, appropriate, and lawful.
- i. The Administrators do not guarantee delivery or receipt of e-mail to any User.

11. E-mail/Internet messages by employees may not necessarily reflect the views of Summit Charter School.

12. Abuse of the e-mail or Internet systems, though excessive personal use, or use in violation of the law or Summit Charter School policies, will result in disciplinary action, up to and including termination of employment.

13. The User agrees not to publish on or over Summit Charter School's computer Network any information which violates or infringes upon the rights of others or any information which would be abusive, profane or sexually offensive to an average person, or which without the approval of the Administrators, contains any advertising or any solicitation of other users to use goods or services.

DISK USAGE

1. The Administrator's reserve the right to set quotas for disk usage on Summit Charter School's computer network.

2. If the User exceeds his/her quota, the User will be required to delete files to return to compliance.

3. The User may request that disk quota be increased by submitted an email to the Administrator's stating the need for the quota increase.

4. The User who remains in non-compliance of disk space quotas after seven (7) days of notification will have files removed.

SECURITY

1. Security is a high priority.

2. If the User can identify a security problem on Summit Charter School's computer network, the User must notify an Administrator.

3. The User should not demonstrate the problem to others.

4. The User may not let others use his/her account except as noted below (*STUDENT SUPERVISION*).

5. Passwords should not be easily guessable, nor should they be words found in a dictionary.

6. Attempts to login to Summit Charter School's computer network using another User's account or as an Administrator will result in termination of the User's account.

7. The User should immediately notify an Administrator if his/her password is no longer secure, or if the user has reason to believe that someone has obtained unauthorized access to his/her account.

8. If the User is identified as a security risk, the user may be denied access to Summit Charter School's computer network.

STUDENT SUPERVISION

1. A Summit Charter School staff person may allow students who are not authorized users to access Summit Charter School's computer network through the staff member's account as long as the staff member does not disclose the password to the student and understands that the staff member assumes responsibility for actions of students using his/her account.

2. In the event that students have individual accounts, a staff member must be present supervising the student's use of Summit Charter School's computer network.

3. It is the student's responsibility to obtain permission from a Summit Charter School Staff Member to use Summit Charter School's computer network.

VANDALISM

1. Vandalism will result in disciplinary actions.

2. Vandalism is defined as any attempt to harm or destroy data of another User, Summit Charter School's computer network or any of the agencies or other networks that are connected to Summit Charter School's computer network. (This includes, but is not limited to, the uploading or creation of computer viruses)

TERMINATION OF ACCOUNT

1. A User's access to Summit Charter School's computer network may be terminated at any time by the User by notifying an Administrator.

2. Accounts inactive for more than 30 days (and associated files) may be removed without notice to the User.

3. The administration, faculty, and/or staff may request the Administrator to deny, revoke, or suspend a User's access.

- a. The Administrators reserve the right, at their sole discretion, to suspend or terminate a User's access to Summit Charter School's computer network upon any breach of the terms of this agreement by the User.
- b. Prior to a suspension or termination or as soon after as is practicable, an Administrator will inform the User of the suspected breach and give the user an opportunity to present an explanation.
- c. The User may request a review hearing with a different Administrator than the one who imposed the suspension or termination within seven (7) days of such suspension or termination.
- d. After the review, access may be restored if an Administrator upholds User's appeal.
- e. The Board/designee shall be promptly notified of all termination actions.

PERSONAL INFORMATION

1. Summit Charter School will not disclose personal information without expressed consent of the user.
2. There will be no unauthorized disclosure, use, or dissemination of personal information regarding minors.
3. Administrators reserve the right to cooperate fully with the, local, state, or federal officials in investigations concerning illegal activities on Summit Charter School's computer network.

GLOSSARY OF TERMS

Academy Computer Network: all Local Area Computerized Networks which includes all attached equipment (computers, printers, servers, hand held palms, and other connecting devices) that make up the Local Area Networking System of Summit Charter School.

Electronic mail ("E-mail"): an electronic message sent by or to a user in correspondence with another person having e-mail access

On-line services (Internet): a communications tool whereby information, reference material, and messages are sent and retrieved electronically on personal computers.

Student: Any student that is full-time, part-time or dually enrolled in any school or facility of Summit Charter School.

Staff Member: All employees working in any capacity for Summit Charter School at

User: all Staff Members or Students that use Summit Charter School's computer network in any capacity.

Appendix-I

Focused, Relevant, & Ongoing Professional Development

Professional Development: Discovering, Monitoring, and Continuously Improving Practices

To address the uniqueness of the program, Summit Charter School provides and requires an extensive amount of professional development for teachers to ensure that they are not only highly qualified in curriculum and instructional methods, but highly *effective* as well. Summit Charter School will contract with The Academy at Roosevelt Center and its fully trained and experienced site teachers, for training and mentoring services. All professional development days will include instructional and philosophy training or review. Additionally, all regularly scheduled staff meetings will contain staff development exercises.

All Summit Charter School teachers are immersed in the instruction for a period of time sufficient to demonstrate the execution of curriculum through direct instruction, the benefits of the Harbor culture, the importance of pacing, and the reliability of high expectations for every student. Each Summit Charter School teacher will be assigned a “Mentor” teacher for ongoing training throughout the year. Workshops and in-service training will be scheduled as needed.

Professional Development Focuses will include:

- Programmatic Mentorship with and The Academy at Roosevelt Center
- Curriculum alignment and pacing
- Spalding Method I and II: The Writing Road to Reading
- Initial and ongoing training with collaboration with Professional Learning Communities approaches
- Making data-driven decisions
- Best practices and high yield instructional practices

Collaboration: The Setting and Framework for Professional Development Reflective Practice, and Data-Driven Decisions

The staff members of Summit Charter School do not work in professional isolation, but work together. The staff of Summit Charter School collaborates regarding student achievement, behavior, and character development.

Richard DuFour teaches of the power and synergy that evolves when educators work, not only as individual classroom teachers, one-on-one with a class of students, but also as a team, or a community of educators. Thus, “The very essence of a learning community is a focus on and a commitment to the learning of each student” (Dufour, *Learning by Doing: A Handbook for Professional Learning Communities at Work*, 2006, p. 3). A student, who is supported by a team of educators collaborating consistently for his/her learning, achievement, and character growth, is far more likely to be successful in the myriad of ways this charter professes. While students are taught to the high, being exposed to concepts repeatedly, teachers have the responsibility to use their expertise of learning, and create relationships with each individual student, focusing on

individual needs. One role of a charter school administrator is to assure each student has the educational resources, structure, and attention needed to demonstrate consistent acquisition of knowledge and skills. Therefore, the principal can ensure these resources are effectively used when teachers share with each other curricular knowledge, strategies, and insight gleaned from multiple forms of student observation, formative, and summative data. Summit Charter School staff members embrace and execute the appropriate steps towards common practice as related by Little (1981):

“Collegiality is the presence of four specific behaviors, as follows: Adults in schools talk about practice. These conversations about teaching and learning are frequent, continuous, concrete, and precise. Adults in school observe each other engaged in the practice of teaching and administration. These observations become the practice to reflect on and talk about. Adults engage together in work on curriculum, by planning designing, researching and evaluating curriculum. Finally, adults in schools teach each other what they know about teaching, learning, and leading. Craft knowledge is revealed, articulated, and shared.”

As the staff of Summit Charter School engages in the behaviors and practice stated above, and as led by the principal, they will experience enriching activities and conversations which will scaffold and strengthen their abilities to teach students to the high, provide multiple learning opportunities, and to analyze multiple forms of informal and formal data.

Reflective Practice through collaboration at Summit Public Charter School will consist of, but not be limited to the following:

- The teaching staff, guided by the principal, is itself a collaboration team; thus, The faculty meets in staff meeting to collaborate about the effectiveness of methodology, teaching practices, and the needs of students
 - The Principal provides coaching and feedback to each teacher regarding practices, management, and instructional strategies instructional practices, student needs and situations, and implementing the program with fidelity
 - Teachers meet in grade level teams in context, and pertinent to grade level focuses in vertical curriculum, detailed by the following examples: K-2, 1-3, 2-4, 3-5, 4-6, 5-7, 6-8
 - As teams, teachers and administration follow the “guiding questions” and follow the “systematic process”, as detailed below; they do so continually, and
 - Teachers and the principal have informal conversations regarding a student, and his or her academic progress, or behavior and how it is adversely affecting the students’ learning; in such conversations, the teacher and principal design an approach to best remedy the academic struggles or lack of behavioral performance
 - Teachers converse with other teachers regarding students and their performance; these conversations become especially beneficial when one or more teachers in the dialogue previously taught said students in years past
 - A data team is assembled, which administers school-wide screening probes, progress monitors students, and provides weekly, monthly, and tri-annual data addressing proficiency of students in multiple curricula; the various forms of information is then shared with teachers individually, in specific vertical teams, or as a staff
- Teachers, Education Assistants, and administration work together to provide Harbor culture and character growth for students

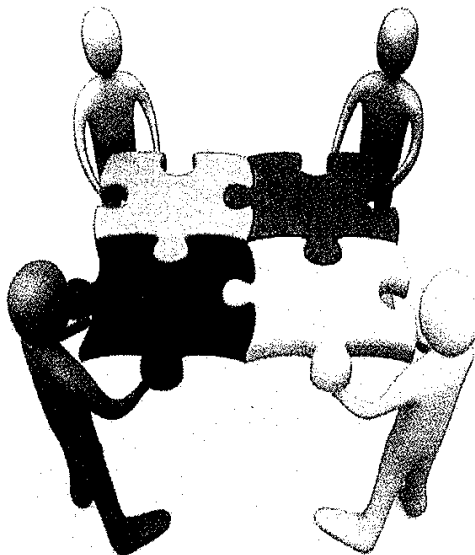
Guidelines for *Reflective Practice* at Summit Charter School:

The questions which guide our dialogue and decisions:

- What are they supposed to be learning? What knowledge and skills should every student acquire as a result of this lesson, unit, etc.? (Standards, Harbor curriculum, Pacing)
- How do we know they are getting it? How will we know when each student has acquired the essential concepts, knowledge, skills, and ability to apply new concepts and skills? What are our indicators? What determines when we satisfied constant learning is happening?(Classroom based assessments, observation, formative assessment, summative assessment, attentiveness to the Spiraling curriculum)
- What are we going to do if they do not get it? What determines when we either step in and intervene, or trust they will pick it up through repetition and mastery? (Re-teach with fidelity to direct instruction and to high levels of concept learning, teaching to the high, identify interventions or alternate strategies)

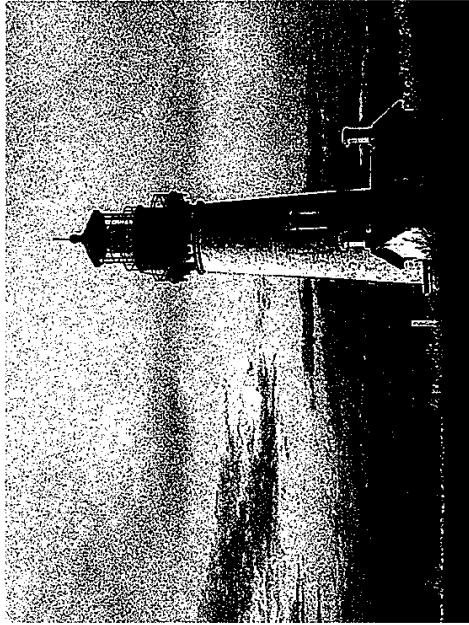
The Systematic Process which guides our decisions and actions:

- Gather evidence of current levels of student learning
- Develop strategies and ideas to build on strengths and weaknesses in both instruction and student learning
- As a team, implement, monitor, and evaluate implementation and actions taken
- Analyze the impact of those steps and strategies on student achievement and instructional practice, determining whether they were effective and why, or not effective and why
- Apply in practice the new knowledge, strategies, etc., learned from this
- Measure the impact of implementation on student learning and achievement through multiple forms of assessment



Appendix-J

SUMMIT CHARTER SCHOOL



Parent/Student Handbook Policies, Procedures, and Expectations

2012-2013

Dear Parents:

Congratulations on your decision to enroll your child/children at Summit Charter School. Summit Charter School is pleased to offer academic rigor and low incidence of bullying, teasing, other student misbehaviors.

Our school environment offers safety from bullying, violence, teasing, and gossip. Both adults and children have the right to attend school and work without the fear and anxiety caused by the above actions. Further, we believe a rigorous and challenging curriculum within a safe environment allows students to learn at an increase and more enriching rate.

Agents of Summit Charter School believe that a strong school culture, supported by all stakeholders, sets the ideal environment for meaningful and substantial learning. When each teacher follows a universal instructional method, coupled with individual style, and when expectations and routines for behavior and academic performance are high and consistent across grades, student achievement accelerates.

It is our hope that the information in the following pages will help you to understand the core elements of Summit Charter School, so that you can support your child in his/her academic experience with us. Welcome!

Sincerely,

The Principal of Summit Charter School



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Celebrating Student Success.....12

Teacher Biographies and Classroom Focuses.....

Our Mission

The mission of Summit Public Charter School is to enable students, within a safe learning environment, and by being exposed to a spiraling curriculum through direct instruction and the "teach to the high" philosophy, to become competent, productive, confident, and responsible young citizens who possess the character, attitude, skills, and habits necessary to contribute to their various life communities and to succeed in their lives. These approaches function as scaffolds to prepare our students for successful learning in their secondary and post-secondary education, and for satisfying living employment. We envision students capable of pursuing any subject area because they understand how to learn and they enjoy the process of learning. Educators at Summit Charter School will fulfill the mission by:

- Holding students to clear and consistent high expectations for learning and behavior, and making learning personal to and important to students
- Consistently reflecting on student learning, teaching practices, and research driven high-yield strategies
- Making intentional data-driven decisions using multiple forms of assessment without creating anxiety for either students or staff
- Purposely contributing to and safeguarding an environment of safety, accountability, engagement, participation, and responsibility of and for children

Our Vision

Our vision is to provide a safe environment where all children are capable of learning, developing, and succeeding. Thus, we envision all stakeholders having high expectations for their children or students in a school that will develop students' intellectual, social, interpersonal, and character growth. We envision a comprehensive education consisting of a solid, proven, and rigorous fast-paced curriculum coupled with meaningful, consistent parental partnerships/involvement, and a dynamic character development model centered in teaching and shaping students' attitudes and dispositions about what kindness, respect, and responsibility truly are, and how students cultivate, embrace, and weave these attributes into their characters.

Our Philosophy

The philosophy of Summit Public Charter School is grounded in the following belief: *When children do not feel threatened physically, emotionally, or academically, and the curriculum is advanced and rigorous, their learning is proven to take place at a faster pace.* Every child has the right to come to school without fear of teasing, bullying, or violence. Parents have the right to expect a safe, kind, and respectful school learning environment for his/her child. Each staff member has the right to teach without fear of violence, gossip, professional isolation, or lack of support. Students, parents, and teachers will experience peace of mind and engage in meaningful and measurable learning in the setting of Summit Public Charter School.

Summit Charter School

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Phone: 208-232-1447
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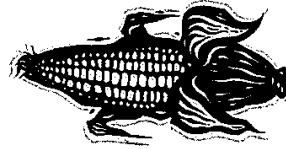
We're on the Web!

example.com

Your business tag line here.



Back Page Story Headline



Cornucopia overflowing with produce.

What is the Culture of Summit Charter School?

Summit Charter School maintains a child-centered educational program built on high expectations for both student behavior and academic endeavor. Decisions on every level should be based on the question, "what's best for kids?" The method proactively sets up an environment that allows students to focus on learning, while in a safe, secure setting.

A Direct Focus on Respect and Kindness for Others

Summit Charter School provides a comprehensive plan for character education. Kindness and respect are two elements which are rare or even extinct in many public schools throughout America. At Summit, students are taught the true nature and actions of kindness and respect, modeled by adults in various venues and in various means, including many deliberate scenarios.

Academic Program

Summit Charter School uses a strong emphasis on success in the workplace to make its behavior expectations relevant to the real world. It is built on high expectations for all students. Academy teachers do not compromise program rigor for fear that some students "are not getting it." When all adults engage the culture of the school. They ensure that students will "get it" without the need to slow the entire class down in the process. Direct instruction combined with individual student attention (provided by educational assistants, teachers, and parent volunteers) is the key to each student's success. Students are not leveled or grouped by ability. The curriculum guide provides details in the specific curriculum prescribed for all grade levels and must be followed in its entirety at each grade level, and from grade level to grade level.

School Administration

The governing board supports the staff and governs the school consistent with the culture of making decisions based on what is the best for students. The board provides the checks and balances needed for financial and legal matters. They set policy and have direct involvement in hiring the principal. The principal is responsible for the educational and day to day operations of the school.

He does this through daily supervision and support of teachers to ensure the consistent application of the culture and instruction of the school. During the instructional period of the day, the principal spends most of his time in the classrooms and student contact areas, not in the office. Administrative paperwork and meetings with parents should be handled outside of class hours to allow the principal to focus on students and teachers during instructional time. The charter of Summit Charter School defines the principal's role in terms of assisting teachers to maximize their lesson planning and instructional time.

Attendance

Summit Charter School has an attendance policy of 90% and utilizes specific strategies to ensure that the attendance goal is met. Those strategies include parental awareness training on the importance of high attendance, student awareness training with a school-to-work emphasis on the importance of attendance, a family friendly year-round schedule, and no personal leave days for staff to ensure they model our attendance policy and a grading system that can be positively or adversely affected by attendance.

Financial Management

We believe that our revenues represent a sacred public trust. Every dollar spent must be maximized for student benefit. We believe that one of the most effective ways to do that is to hold our teachers to the highest professional standards and to pay them well. Summit Charter School maintains a high standard of checks and balances for all financial transactions, and undergoes thorough annual audits.

Parental Involvement

We believe that parents should have a complete understanding of the school culture before enrolling their children, a thorough orientation before the first day of school, and ongoing opportunities to experience the culture through classroom service.

Research shows that parental involvement improves student attitude towards school and increases student achievement. When children see you modeling good citizenship, and taking time to enhance their education, it reinforces what we are teaching, and increases our effectiveness.

Summit Charter School requires a minimum of 3 hours of volunteer service a month/family or 30 hours for the school year. These service hours can be accomplished in a variety of ways including:

- Assisting teachers with grading, filing, and record keeping
- Observing classes
- Participating in small group learning activities
- Working in the library/office
- Helping assemble/prepare lesson projects
- Supervising at lunch/recess/special activities
- Attending board and committee meetings

Attendance Policy

"If you miss school you miss out" At the Academy, 90% of our teaching is through direct instruction, where students interact "directly" with the teacher —rather than through a worksheet or textbook chapter— to learn important curriculum. This underscores the importance of daily attendance and punctuality at all grade levels. High attendance helps assure that students are getting the full benefits of our program.

Idaho state funding presumes a minimum of 90% attendance from students. The state does not distinguish between excused or unexcused absences for funding. When students are absent for any reason, the school is deprived of funding for that student on that day. Because of this, our school calendar has been carefully arranged to allow several extended breaks throughout the year so that parents have ample opportunity to set regular doctor, dentist or other appointments without impinging on school resources. Please make every effort to set these appointments when school is not in session.

Absences

Students missing more than 7 days a year will be out of compliance with our policy and may be referred to the Board of Directors for Expulsion. On the 3rd and 5th unexcused absences parents will receive notice, and will meet with a school administrator. If the student passes the 7th unexcused absences the administrator will be compelled to refer the student to the Board of Directors for expulsion from The Academy. (Please keep in mind that 3 unexcused tardies equals 1 absence). At the 6-8 level, 3 unexcused absences will result in the dropping of one letter grade in each subject area. Students with attendance/punctuality problems do not qualify for Citizen of the Week awards.

Excused absences are taken into consideration by the Board of Directors when expulsion (because of attendance) from Summit Charter School is deliberated. An excused absence is one caused by illness, or a death in the family. All other absences will be considered unexcused. In order for absences due to illness or bereavement to be excused, oral or written communication from the student's parent/guardian must be received within 48 hours of the last day of absence.

Tardies

Students are expected to be in their seat and ready to learn at 8:15 A.M. otherwise they are considered tardy. On the third tardy, and each time thereafter, for the remainder of the trimester, students will receive a lunch detention. If tardiness continues to be a problem, parents will meet with an administrator to discuss corrective actions and consequences.

Make-up Work and Tests

Makeup work/makeup tests are only allowed for excused absences and are subject to the limitations imposed by missing direct instruction.

8th Grade

Gossip-A poem

My name is Gossip.
I have no respect for justice.
I maim without killing.
I break hearts and ruin lives.

I am cunning and malicious and gather strength with age.
The more I am quoted the more I am believed.
I flourish at every level of society.
My victims are helpless.

They cannot protect themselves against me because I have
no name and no face.
To track me down is impossible.
The harder you try, the more elusive I become.
I am nobody's friend.

Once I tarnish a reputation, it is never the same.
I topple governments and ruin marriages.
I ruin careers and cause sleepless nights, heartache and indignation.
I spawn suspicion and generate grief.

I make headlines and headaches.
Remember, before you repeat a story, ask yourself:
Is it true? Is it fair? Is it necessary?
If not, do not repeat it, KEEP QUIET!

What is Success?

To laugh often and much;
To win the respect of intelligent people
and the affection of children;
To earn the appreciation of honest critics
and endure the betrayal of false friends;
To appreciate beauty;
To find the best in others;
To leave the world a bit better, whether by
a healthy child, a garden patch
or a redeemed social condition;
To know even one life has breathed
easier because you have lived;
This is to have succeeded.

-Ralph Waldo Emerson



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Daily Homework: 90 minutes to 2 hours

8th grade Literature:

- Diary of a Young Girl - Story of Ann Frank
- Killer Angels
- My Brother Sam is Dead
- All Things Great and Small
- The Westing Game
- Kon Tiki
- Deathwatch
- Swiss Family Robinson

Field trips/Special Activities:

- Expedition Yellowstone
- Sports for Life Ski Program – Pebble Creek Ski Resort
- Trout in Classroom

parents will be notified immediately.

Minor Disciplinary Actions

Minor discipline problems will be handled in class by either a classroom teacher or an administrator. Following due process and open discussion, students are expected to publicly apologize, as appropriate, to those adversely affected by their misbehavior or unsuitable actions. Additional consequences (disciplinary actions) may include, detention, in house suspension, a loss of privileges and/or parent conferences. Parents will be notified of any disciplinary actions taken. Minor disciplinary issues include, but are not limited to the following:

- Talking disrespectfully to teachers, the principal, or other staff members
- Not completing homework or in class assignments
- Talking to or treating another student disrespectfully
- Mild forms of bullying and teasing including name-calling and other disrespect
- Not following classroom rules of any kind
- Not following systemic rules including different forms of hallway behavior, lunchroom behavior, and bathroom behavior
- Noticeable lack of effort toward school work and respect and kindness towards others

Major Disciplinary Actions

Major discipline problems will be referred to the administration or for appropriate consequences that may include detention, off-site suspension or referral to the Board of Directors or designee for expulsion. As stated above parents will be notified of any disciplinary actions taken.

Temporary Suspension

Students who cannot abide by the school regulations and policies of Summit Charter School or disrupt the educational atmosphere or interfere with the educational process of the school may be temporarily suspended from classroom instruction and/or school for a time, not to exceed five (5) days by the administration or designee; and in the event the Board of Directors determines that it would be detrimental to the student and/or other students' health, welfare, or safety to return the student to school, the Board may extend the temporary suspension for and additional ten (10) school days.

Expulsion

The Board of Directors may expel students who refuse or consistently fail to abide by school regulations and policies. The Board may delegate it's authority for student expulsion to an expulsion hearing officer, as implicitly provided by Section 33-205, 33-512(2) and or 33-513(5)(g), Idaho Code.

The recommendation for expulsion will be reported to the administration or designee on a Recommendation Expulsion Form. In the event that a hearing officer is delegated the authority for student expulsion, the Board may serve as an appellate body for those whose wish it to contest the hearing officers decision. The following types of student conduct are examples of what might constitute a major discipline, and may lead to expulsion, subject to procedures for implementing this policy.

- Disruption of school or a school-related activity by depriving others of the use of school buildings, school grounds, or parts thereof, through use of violence, force, noise, threat, passive resistance, or other conduct which interferes

6th Grade



IF

If you can keep your head when all about you
Are losing theirs and blaming it on you,
If you can trust yourself when all men doubt you,
But make allowance for their doubting too;
If you can wait and not be tired by waiting,
Or being lied about, don't deal in lies,
Or being hated, don't give way to hating,
And yet don't look too good, nor talk too wise:

If you can dream - and not make dreams your master;
If you can think - and not make thoughts your aim;
If you can meet with Triumph and Disaster
And treat those two impostors just the same;
If you can bear to hear the truth you've spoken
Twisted by knaves to make a trap for fools,
Or watch the things you gave your life to, broken,
And stoop and build 'em up with worn-out tools:

If you can make one heap of all your winnings
And risk it on one turn of pitch-and-toss,
And lose, and start again at your beginnings
And never breathe a word about your loss;
If you can force your heart and nerve and sinew
To serve your turn long after they are gone,
And so hold on when there is nothing in you
Except the Will which says to them: 'Hold on!'

If you can talk with crowds and keep your virtue,
' Or walk with Kings - nor lose the common touch,
If neither foes nor loving friends can hurt you,
If all men count with you, but none too much;
If you can fill the unforlving minute
With sixty seconds' worth of distance run,
Yours is the Earth and everything that's in it,
And - which is more - you'll be a Man, my son!

-Rudyard Kipling

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Daily Homework: 50 minutes- 1 hour:

6th grade Literature:

- Where Roses Bloom
- I Have No Mouth and I Must Scream
- My Name is Muerte
- Twilight

Field trips/Special Activities:

- Sports for Life Ski Program - Pebble Creek Ski Resort

7th Grade

Count That Day Lost

If you sit down at set of sun
And count the acts that you have done,
And, counting, find
One self-denying deed, one word
That eased the heart of him who heard,
One glance most kind
That fell like sunshine where it went –
Then you may count that day well spent.

But if, through all the livelong day,
You've cheered no heart, by yes or nay –
If, through it all
You've nothing done that you can trace
That brought the sunshine to one face –
No act most small
That helped some soul and nothing cost –
Then count that day as worse than lost.

—George Eliot (Mary Ann Evans)

Friendship

Friendship needs no studied phrases,
Polished face, or winning wiles,
Friendship deals no lavish praises,
Friendship dons no surface smile.

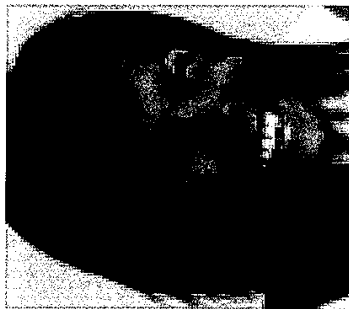
Friendship follows Nature's diction,
Shuns the blandishments of Art,
Boldly severs truth from fiction,
Speaks the language of the heart

Friendship favors no condition,
Scorns a narrow-minded creed,
Lovingly fulfills its mission,
Be it word or be it deed.

Friendship cheers the faint and weary,
Makes the timid spirit brave,
Warns the erring, lights the dreary,
Smooths the passage to the grave.

Friendship - pure, unselfish friendship,
All through life's allotted span,
Nurtures, strengthens, widens, lengthens,
Man's relationship with man.

—Anonymous



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Daily Homework: 1 to 1½ hours

7th grade Literature:

- The Outsiders
- A Christmas Carol
- The Hobbit
- The High King
- The Adventures of Tom Sawyer

Field trips/Special Activities:

- Camp Perkins
- Sports for Life Ski Program – Pebble Creek Ski Resort

Behavior Expectations

Our intent is to promote prudent decision-making, self-discipline, and excellent moral character. Kindness and respect are the two foundational virtues at Summit Charter School. When students and adults are kind and respectful problems relating to fighting, arguing, name calling and other types of bullying are greatly reduced. Harbor schools have identified certain specific activities that make children feel excluded or unwanted. These include handing out party invitations during school to only part of the class, sitting in exclusive groups at lunch, being ignored at recess and other similar activities. Students are taught and expected to avoid these activities and to actively reach out to others in friendship.

Background noise is distracting to teachers and students. It can increase stress and reduce concentration. Environments with distracting background noise feel less secure and inhibit learning and comprehension. To reduce background noise and promote a safe, polite learning environment we have four simple rules that apply anywhere at school or wherever students are representing the Academy:

- No talking is allowed in the hallways or when entering and exiting assembly programs.
- Students are required to walk in straight lines (it is easier to monitor student hands and what is in those hands).
- Students will say "please" and "thank you" and in all other ways be respectful to adults and each other
- Students are expected to use napkins, model manners and social graces, and to talk quietly during lunch.

Discipline

Agents of Summit School believe students function best within a safe, orderly, and consistent environment. Expectations for successful behavior and attitudes are paramount at Summit Charter School, and will be enforced consistently. Upon acceptance into the school, and during Parent Orientations, students and parents will learn how students can be successful by adhering to high expectations. Summit Charter School will assemble a student handbook which details expectations, rules, and procedures including expectations and consequences for intolerable behavior. Parents/guardians will be notified of violations of the code of conduct or school policy through communication from the school. Typically, the principal will be involved with

Suspension or expulsion will be considered as options, only after other efforts to change behavior have failed, or seem unsuccessful. The following are plausible examples of actions to be taken to correct behavior and avoid suspension or expulsion:

- Parent/Guardian notification by teacher/staff or administrator (Written and Verbal)
- Parent/Guardian notification by teacher/staff or administrator (Written and Verbal) and possible parent/teacher/administrator conference.
- Suspension with parental notification
- Three Day Suspension with re-admission after a conference with student, parents, and Administrator; or
- Five Day Suspension with re-admission after a hearing within five (5) school days with the Governing Board. Pursuant to Idaho Code Section 33-205, the Governing Board may extend the suspension.
- Expulsion to be determined by the Governing Board in compliance with Idaho Code Section 33-205.

Please read below for specific details of actions and steps available, and for offenses warranting discipline.

Good behavior and kindness, with an emphasis on politeness, honesty, and integrity, is the number one expectation for Summit Charter School students. There is little tolerance for disrespect at Summit Charter School. Students must be polite to the teachers, administrators, staff, fellow students, and any visitors. The same is required of those employed by Summit Charter School. Teachers, administrators, and staff will be respectful of students, and be an example of correct and proper behavior. Because the number one goal at Summit Charter School is to have a safe and orderly school that provides an atmosphere that is conducive to learning, there is a focus on positive behavior. Any student faced with a disciplinary action will be granted due process pursuant to Idaho Code section 33-205. In the case of suspension or expulsion, a student will be given written or oral notice of the charges and an opportunity to present his version of the incident. Whenever a student is faced with disciplinary actions the

positive, including firecrackers, or any knife. This definition does not include school supplies such as pencils, or compasses where they have reasonable use in connection with an educational function in which the student is engaged.

Summit Charter School maintains a policy of ZERO tolerance for weapons. A student who carries a weapon onto school property or who has a weapon in his/her possession while on school property or at a school function, shall be immediately referred to the administrator for disciplinary action. Such action may include referral to law enforcement authorities, and/or suspension from school, not to exceed 5 days, and referral to the governing board of Summit Charter School for expulsion.

Student Dress Code

Summit Charter School has adopted a dress code in order to provide a safe school environment with minimal distractions. All students are required to adhere to the following dress code.

Uniform Guidelines

Bottoms - slacks, shorts, skirts, or shorts are to be in navy blue or khaki. All bottoms must be worn at the waist, no "hip huggers". Pants cannot be ripped or torn. Shorts, skirts, and shorts must be modest and be no more than three inches above the knee. Shorts and Capri pants cannot be worn between fall and spring break.

Tops - polo shirts, dress shirts, turtlenecks, t-shirts (no undershirts), sweaters or sweatshirts can be khaki, navy blue, burgundy or white. Shirts must be plain solid colors with no words or pictures except for The Academy logo. Shirts must be modest, and brief garments will not be allowed such as undershirts, halter-tops, tube tops, net tops, tank tops, spaghetti straps, midriff shirts, sleeveless shirts or plunging necklines (front or back). Layering of tops will be limited to two school approved shirts.

Shoes - sturdy shoes for daily P.E. are required and can be kept in the student's cubby if they choose to wear other types of shoes to school. Sandals and flip-flops cannot be worn between fall and spring break. No shoes with wheels shall be worn.

Tights & socks - can only be in school colors.

Coats & Jackets - winter coats or jackets that are worn outside can be any color. Jackets or sweatshirts that the students wish to wear in the classroom must be plain solid school colors with no words or pictures except for The Academy logo.

Hats & scarves - baseball caps, knit hats, and scarves may be any color and may be worn at recess, but not in the classroom. Hats with brims must be worn with the brim straight over the face. Any symbol, print, or logo must be appropriate and meet The Academy's standards.

Casual Fridays - Students may wear appropriate non-uniform clothing each Friday based on student or class performance as determined by the administration. All clothing must adhere to the neatness and modesty standards identified in this policy.

Crazy hair day - not more than one crazy hair or dress day per trimester may be approved each year at the discretion of the administration. These days must be identified at least one month in advance and modesty guidelines shall apply.

Promotional Clothing - Clothing (such as t-shirts, hats, bracelets, etc.) sponsored by approved school clubs, teams or school support organizations may be worn on a limited basis with prior administrative approval. The articles must conform to school neatness and modesty standards.

Additional Guidelines

Neatness & Modesty Standards - Student clothing and footwear should fit appropriately. All articles of clothing should be worn as originally intended, be clean and in good repair. Clothing which is faded, worn out, distracts from the educational environment or draws unwarranted attention (such as short shorts and skirts, tight clothing, and shirts that do not cover the stomach) is unacceptable. Extremes in clothing or hairstyles are also unacceptable.

Makeup - lipstick, gloss, blush, eye makeup, or foundation are not allowed at Summit Charter School. Cover-up for acne is allowed when needed.

Accessories - students can wear different colored headbands without scarves attached or necklaces as long as they are not a distraction.

Gang Attire - Any article of clothing judged by administration as promoting gang membership or affiliation is prohibited.

4th Grade



The Man in the Looking Glass

When you get what you want in your struggles for self

And the world makes you king for a day,
Just go to a mirror and look at yourself
And see what *that* man has to say.

For it isn't your father or mother or wife
Whose judgment upon you must pass,
The fellow whose verdict counts most in your life
Is the one staring back from the glass.

Ms. Jolene Hurst

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Some people might think you're a straight-shooting
chum

And call you a wonderful guy.

But the man in the glass says you're only a bum
If you can't look him straight in the eye.

He's the fellow to please, never mind all the rest
For he's with you clear to the end
And you've passed your most dangerous test
if the guy in the glass is your friend.

You may fool the whole world down the pathway of
years

And get pats on the back as you pass
But your final reward will be heartache and tears
if you've cheated the man in the glass.

-Anonymous

Daily Homework: 50 minutes- 1 hour:

5th grade Literature:

- Sign of the Beaver
- Trouble River
- Sarah, Plain and Tall
- Trouble for Lucy
- Thunder Rolling in the Mountain
- The Lion, the Witch and the Wardrobe

Field trips/Special Activities:

- Swore Farms
- Fort Hall Replica
- Massacre Rock
- Idaho History Day

5th Grade

Can't

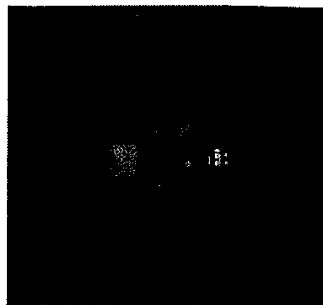
"Can't" is the worst word that's written or spoken;
Doing more harm here than slander and lies;
On it is many a strong spirit broken,
And with it many a good purpose dies.
It springs from the lips of the thoughtless each morning
And robs us of courage we need through the day;
It rings in our ears like a timely-sent warning
And laughs when we falter and fall by the way.

"Can't" is the father of feeble endeavor,
The parent of terror and half-hearted work;
It weakens the efforts of artisans clever,
And makes of the toiler an indolent shirk.
It poisons the soul of the man with a vision,
It stifles in infancy many a plan;
It greets honest toiling with open derision
And mocks at the hopes and the dreams of a man.

"Can't" is a word none should speak without blushing;
To utter it should be a symbol of shame;
Ambition and courage it daily is crushing;
It blights a man's purpose and shortens his aim.
Despise it with all of your hatred of error;
Refuse it the lodgment it seeks in your brain;
Arm against it as a creature of terror,
And all that you dream of you some day shall gain.

"Can't" is the word that is foe to ambition,
An enemy ambushed to shatter your will;
Its prey is forever the man with a mission
And bows but to courage and patience and skill.
Hate it, with hatred that's deep and undying,
For once it is welcomed 'twill break any man;
Whatever the goal you are seeking, keep trying
And answer this demon by saying: "I can."

-by Edgar A. Guest



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Daily Homework: 50 minutes- 1 hour:

5th grade Literature:

- Where Roses Bloom
- I Have No Mouth and I Must Scream
- My Name is Muerte
- Twilight

Field trips/Special Activities:

- Simplot Fertilizer Production Facility
- Animal Shelter
- City Dump

- with educational activities organized by school officials.
- Extortion by means of force or threat to obtain money or property from another student
- Intimidation of any person with threat of bodily harm
- Causing or attempting to cause damage to school property
- Stealing or attempting to steal school property
- Fighting (physical altercations) on or off school grounds while under the supervision of school authorities.
- Cursing, using profanity or vulgar language.
- Possessing, handling, or transmitting ANY object which may be reasonably considered a weapon on or off school grounds at any educational function or school event. (Such objects will not include school supplies such as pencils, or compasses where they have a reasonable use in connection with an educational function in which the student is engaged; but such objects do include any firearm, any flammable substance, any explosive, including firecrackers, or any knife.)

Possessing, using, selling, transmitting, or being under the influence of any drug, alcohol, intoxicant of any kind, or tobacco on or off school grounds while under the supervision of school authorities. (Use of prescribed drug authorized by a registered physician will not be a violation of this rule.)

Insubordination by failing to comply with reasonable directions of teachers during any period of time on or off school grounds when the student is under teacher supervision and when the insubordination may constitute interference with school purposes.

Disciplinary Procedures for Special Education Students

Summit Charter School adopts and complies with the current Idaho Special Education Manual from the State Department of Education and will follow the procedures outlined in Chapter 7, Section 13: Student Discipline.

Re-admittance to School Following Expulsion

A student who has been expelled may appeal to a Reinstatement Committee authorized by the Board to hear a petition for reinstatement in school. The Committee will make a recommendation to the Board which will make the final decision. If the committee recommends "not to reinstate" the student may petition the Board for a hearing with the Board. Summit Charter School and its governing board shall, from its inception, implement the following guidelines as outlined in Section 33-210, Idaho Code:

- Any student reasonably suspected of using or being under the influence of alcohol or a controlled substance whether by an administrator, teacher, staff person, or fellow student, shall be immediately reported to the administrator, or in the absence of the administrator the person temporarily appointed in his or her stead.
- The school administrator shall have the duty to contact the student's parents, legal guardian or custodian, and law enforcement relative to the circumstances of the suspected abuse.
- This policy is formulated to meet the provisions of section 37-2732C, Idaho Code, including the possibility of conviction of a misdemeanor under the law and drug rehabilitation requirements.
- Each student who is accepted for enrollment shall be provided a copy of this policy together with a copy of Section 37-2732C, Idaho Code, and such notice shall be accepted by signature of the parent, guardian, or custodian of the student upon admission to the school and shall keep a record of that notice on file at the school.
- Upon formal adoption of the policies and procedures manual of Summit Charter School the Board shall also formally adopt this policy entitled "Tobacco, Alcohol, Drugs, or Other Forms of Intoxicants."

Weapons

Weapons are defined as ANY object which may be reasonably categorized as a firearm, any flammable substance, any ex

child permission to go on field trips that his or her class participates in at The Academy. Please note, that you will have the opportunity to deny permission if there is a field trip you do not wish your child to participate in. A notice of time, place and method of transportation will be sent home at least one week prior to each field trip.

The following are some guidelines for field trips:

- Drivers will need to have a valid driver's license and proof of insurance at the time of the field trip.
- Chaperones. Please remember that your first concern is the safety of our students. Therefore, The Academy would appreciate it if you made childcare arrangements for your other children so that you can devote your full attention to the students on the field trip.
- Students are not allowed to sit in the front seat of the vehicle.
- If your child requires a child safety seat or a booster seat, please be prepared to provide one.

Please make sure that footwear (for you and your student/s participating in the field trip) is sturdy and suitable for the activity.

Directory Information and Photo Release

The Academy may disclose, without consent, directory information such as the following:

- Student Name, Age and Grade
- Phone Number
- Parent Name
- Student Photograph

If you do not want your child's directory information released you may sign an opt out form.

Cell Phones, iPods, etc.

Cell phones provide a useful function; however, students will ask permission to use the school phone for all calls unless an emergency condition exists. Personal cell phones may be used before and after school, but must be turned off, and turned in at the office during the school day. Students using cell phones at school will have them confiscated.

Medication and Insurance

Whenever possible, all medication should be taken at home. If medication must be given at school, it must be personally delivered by the parent and accompanied by an Academy ARC Medication Request and Release Form from the parent/guardian that includes the name of the medication and the instructions for its administration (time and dosage).

Student Injuries & Medical Costs

It is important for parents to understand that even with The Academy taking the greatest of precautions and having close supervision, accidents unfortunately can, do, and will happen at our school. The Academy carries only liability insurance, which means that we do not carry health insurance that will cover the cost of medical expenses resulting from an injury accident that a student may sustain while attending school. Please be prepared for possible medical expenses that may arise should your child involved in an accident at school.

2nd Grade

If You Were Busy Being Kind

If you were busy being kind,
Before you knew it you would find
You'd soon forget to think 'twas true
That someone was unkind to you.

If you were busy being glad
And cheering people who seem sad,
Although your heart might ache a bit,
You'd soon forget to notice it.

If you were busy being good,
And doing just the best you could,
You'd not have time to blame some man
Who's doing just the best he can.

If you were busy being true
To what you know you ought to do,
You'd be so busy you'd forget
The blunders of the folks you've met.

If you were busy being right,
You'd find yourself too busy quite
To criticize your brother long,
Because he's busy being wrong.

-By R. Foreman



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Daily Homework: 40-50 minutes

2nd grade Literature:

- Beezus and Ramona series
- Socks
- The Littles
- Ralf S. Mouse series
- Magic Tree House series

Field trips/Special Activities:

- Carnival
- Knitting
- Bowling
- Class skits

Homework

Research has shown that, regardless of a student's ethnic background or family income level, the most successful students are those who have regularly structured homework time. At the Academy we believe that regular, meaningful homework develops lifelong habits that will benefit students as they progress toward post-secondary education and the workplace. The purpose of homework assignments is to support, review and amplify what has been taught and learned in the classroom.

For this reason, we do not expect parents to help their children by teaching them how to do their homework, but to support them with a structured environment conducive to learning and review where homework can be completed. Parent involvement involves setting a homework time, encouraging children to do their best, helping them understand directions (as needed), and ensuring their homework is completed and turned in to the teacher on time. Where possible, we encourage parents to sit at the table with their children while they are doing homework and that extraneous distracters such as music, television or loud conversations be at a minimum. (zero).

Some homework assignments require active participation from parents. These parent assisted practice serves a dual purpose: they give students extra practice time with an adult to reinforce and advance the skills taught in school and give parents a chance to interact with their children academically to build self-value and memories.

Students that come to school unprepared will receive consequences according to their classroom policy and will vary according to the grade and maturity of the student. These consequences range from missing a particular daily activity (such as recess or special classes) to detention or parent conference with an administrator. After six detentions in a grading period a student may be referred to the board for expulsion. Please note that 5th - 8th students are given periodic free assignment passes that allow them to not do a homework assignment. In addition, the fifth and sixth graders are given one opportunity in a grading period to turn in their homework one day late without penalty.

Students are to bring their completed homework to school on the day it is due. Expectations for daily homework commitment can vary on a day-to-day basis but generally fall within the parameters of the Daily Homework Expectations (See table). Please contact the principal if your child spends more than the recommended time on homework.

Celebrating Student Success

Hall of Fame

Students in each class (1st through 8th grade) practice timed mastery of math and geography facts. Those who reach a predetermined level of proficiency in one minute (according to grade level) have their names displayed in a prominent place in the classroom.

Citizen of the Week

This award is given to students who exhibit an extra measure of kindness, responsibility, and helpfulness at school during a given week. Approximately 30 can be earned in each class per year.

Citizen of the Month

This is an award given to those students who show exemplary behavior in the following areas:

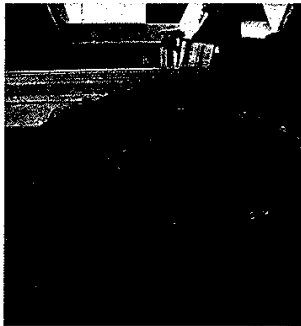
- A good citizen is kind and supportive to other students.
- A good citizen is responsible and turns in all work on time.
- A good citizen follows all the rules.
- A good citizen exhibits interest and enthusiasm about learning.
- A good citizen is one who is at school and is on time.

These students will be honored at an assembly each month.

Field Trip Guidelines

At different times during the school year, your child may have the opportunity to take educational field trips away from the school under the supervision of school personnel. Experience has shown that it is difficult for schools to send home permission slips prior to each field trip and have 100% returned before the field trip departure time. The result is often a hasty effort to obtain last minute parent permission by telephone or a disappointed child who has to stay at school while his or her classmates go on a field trip.

Therefore, we ask that you sign and return the release form (you may have done this at registration) if you wish to give your



Ms. Mary Harris
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Field trips/Special Activities:

- Simplot Fertilizer Production Facility
- Animal Shelter
- City Dump

3rd Grade

What Have We Done Today?

We shall do so much in the years to come,
But what have we done today?

We shall give our gold in a princely sum,
But what did we give today?

We shall lift the heart and dry the tear,
We shall plant a hope in the place of fear,
We shall speak the words of love and cheer,
But what did we speak today?

We shall be so kind in the afterwhile,
But what have we been today?

We shall bring each lonely life a smile,
But what have we brought today?

We shall give to truth a grander birth,
And to steadfast faith a deeper worth,
We shall feed the hungering souls of earth,
But whom have we fed today?

We shall reap such joys in the by and by,
But what have we sown today?
We shall build us mansions in the sky,
But what have we built today?

'Tis sweet in idle dreams to bask,
But here and now do we do our task?
Yes, this is the thing our souls must ask,
"What have we done today?"

-Anonymous

1st Grade

The Boy Who Never Told a Lie

Once there was a little boy,
With curly hair and pleasant eye—
A boy who always told the truth,
And never, never told a lie.

And when he trotted off to school,
The children all about would cry,
"There goes the curly-headed boy—
The boy that never tells a lie."

And everybody loved him so,
Because he always told the truth,
That every day, as he grew up,
"Twas said, "There goes the honest youth."

And when the people that stood near
Would turn to ask the reason why,
The answer would be always this:
"Because he never tells a lie."



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Field trips/Special Activities:

- Simplot Fertilizer Production
- Animal Shelter
- City Dump

*I pledge allegiance to the Flag
of the United States of America,
and to the Republic for which it stands:
one Nation under God,
indivisible,
With Liberty and Justice for all.*



The Bottom Line

Face It: Nobody owes you a living, what you achieve or fail to achieve in your lifetime is directly related to what you do or fail to do. No one chooses his parents or childhood but you can choose your own direction. Everyone has problems and obstacles to overcome, but that too is relative to each individual. Excuses Are For Losers: Those who take responsibility for their actions are the real winners in life. Winners meet life's challenge head on, knowing there are no guarantees, and give it all they've got. Never think it's too late or too early to begin, time plays no favorite and will pass whether you act or not. Take Control of Your Life! Dare to dream and take risk: Compete! If you aren't willing to work for your goals, don't expect others to. BELIEVE IN YOURSELF!

*I will act in such a way,
That I will be proud of myself,
And others will be too.
I came to school to learn,
and I will learn.*

I WILL HAVE A GREAT DAY!



Kindergarten



Which Loved Her Best?

"I love you, Mother," said little John;
Then, forgetting his work, his cap went on.
And he was off to the garden swing,
And left her the water and wood to bring.

"I love you, Mother," said little Nell;
"I love you better than tongue can tell."
Then she teased and pouted full half the day,
Till her mother *rejoiced* when she went to play.

"I love you, Mother," said little Fan;
"To-day I'll help you all I can;
How glad I am school doesn't keep!"
So she rocked the baby till it fell asleep.

Then, stepping softly, she took the broom,
And swept the floor and tidied the room.
Busy and happy all day was she,
Helpful and happy as child could be.

"I love you, Mother," again they said,
Three little children going to bed.
How do you think that Mother guessed
Which of them really loved her best?

Ms. Lori Turpin
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Field trips/Special Activities:

- Popcorn Factory
- Zoo
- Town & Country Nursery

Appendix-K

Albertsons Foundation Charter-Start Grant

Beginning Balance: \$250,000.00

STAFFING:

10-12 Month Salary: <i>Start-Up Director</i>	\$60,000.00
2-Month Contract: <i>Special Education Director</i>	\$6,000.00
4 Month Salary: <i>Business Manager</i>	\$10,000.00

EQUIPMENT:

Student Desks	\$14,000.00
Teacher Desks	\$5,000.00
Support Staff Desks	\$5,000.00
Kinder Student Desks	\$1,200.00
Intervention Tables	\$2,000.00
Filing Cabinets	\$1,000.00
25 Book Shelves	\$2,500.00
Copy Machine/Printer	\$10,000.00

SUPPLIES

Elementary Supplies	\$2,500.00
Secondary Supplies	\$2,500.00
Janitorial Supplies	\$2,000.00
Administration Supplies	\$2,000.00
Administration Purchased Services	\$2,000.00

PURCHASED SERVICES

Professional Development w/ The Academy	\$25,000.00
2M Payroll and Human HR Software	\$3,200.00
PowerSchool Student Management System	\$3,200.00
Curriculum Purchase: New Texts	\$25,000.00
Curriculum Purchase: Academy Transfers	\$15,000.00
Total Expenses	\$199,100.00
Remaining Balance	\$50,900.00

Appendix-L

April 5, 2012

Kindergarten-8th Grade Pro-forma Years 1-3
Worst Case

	Year 1 (FY 13)			Year 2 (FY 14)			Year 3 (FY 15)			NOTES: School notes in plain text. PCSC Staff notes in Italics.
	Numbe	Rate	Amount	Numbe	Rate	Amount	Numbe	Rate	Amount	
Number of Students K	29		\$0.00	30		\$0.00	30		\$0.00	
Number of Students 1-3	82		\$0.00	91		\$0.00	91		\$0.00	
Number of Students 4-6	82		\$0.00	91		\$0.00	91		\$0.00	
Number of Students 7-12	38		\$0.00	51		\$0.00	61		\$0.00	
Exceptional										
Total Number of Students	231			263			263			
Revenues:										
State Apportionment			\$999,162			\$1,149,200			\$1,149,200	
State Transportation	85%			85%			85%			
Nutrition Program			0			0			0	
Federal Grants			0			0			0	
Contributions/Donations			0			0			0	
State Revenue (IRI/LEP/Except/Voc)			57,943			57,943			57,943	\$20,000 has been pledged, but eliminated for worst case scenario
Insert Revenue Lines Here										
Total Revenues			\$1,057,105			\$1,207,143			\$1,207,143	
Expenses:										
Salaries:										
Teachers			\$390,420			\$437,500			\$437,500	9 FTE, salaries decreased in year 1 due to low enrollment
Bonus Teachers										
Special Ed			37,000			42,000			42,000	1 FTE, salaries decreased in year 1 due to low enrollment
Bonus Special Ed			0			0			0	
Instructional Aides			0			0			0	
Classified/Office Staff			193,227			193,227			193,227	9.5 FTE
Administration			70,000			80,000			80,000	1 FTE, salaries decreased in year 1 due to low enrollment
Administration Bonus										
Nutritional Program			0			0			0	
Librarian			0			0			0	
Maintenance/Other			0			0			0	Maintenance costs included in Grounds and Maintenance below.
Insert Salaries Lines Here										
Total Salaries			\$680,647			\$752,727			\$752,727	
Benefits:										
Retirement/PERSI			\$80,269			\$80,269			\$80,269	
Health/Life Insurance			96,585			96,585			96,585	
Payroll Taxes			50,721			50,721			50,721	
Workers Compensation			5,500			5,500			5,500	
Insert Benefits Lines Here										
Total Benefits			\$233,075			\$233,075			\$233,075	
Operating Expenses:										
Textbooks			\$0			\$0			\$3,500	Year 1 & 2 expense included in Startup Budget
Supplies			\$0			\$10,000			\$10,000	Year 1 expense included in Startup Budget
Equipment			\$0			\$0			\$0	Included in Startup Budget
Contract Services			\$500			\$5,500			\$5,500	
Legal			\$3,500			\$3,500			\$3,500	
Accounting			\$6,000			\$6,000			\$6,000	
Advertising/Marketing			\$1,000			\$1,000			\$1,000	
Gas/Electric			\$8,500			\$8,500			\$8,500	Actual numbers from Westwood Landlord + \$3400 cushion
Telephone			\$3,000			\$3,000			\$3,000	
Liability & Property Insurance			\$4,500			\$4,500			\$4,500	
Testing & Assessment			\$0			\$0			\$0	
Staff Development			\$0			\$0			\$0	
Consulting			\$0			\$1,200			\$1,200	
Travel			\$2,000			\$2,000			\$2,000	
Postage			\$200			\$200			\$200	
Rents and Leases			\$63,900			\$85,200			\$85,200	
Debt Retirement			\$0			\$0			\$0	
Grounds & Maintenance			\$18,500			\$18,500			\$18,500	Includes contract labor for all maintenance and janitorial needs
Miscellaneous			\$1,600			\$1,600			\$1,600	
Water/Sewer/Garbage			\$1,800			\$1,800			\$1,800	Actual numbers from Westwood Landlord + \$1000 cushion
2M Accounting System			\$0			\$500			\$500	Year 1 expense included in Startup Budget
Student Management System			\$0			\$1,000			\$1,000	Year 1 expense included in Startup Budget
Insert OE Lines Here										
Total Operating Expenses			\$115,000			\$154,000			\$157,500	
Program Expenses:										
Transportation			\$1,000			\$1,000			\$1,000	
Nutrition Program			14,000			14,000			14,000	
Title I										
Title VI-B										
Insert Program Expenses Lines Here										
Total Benefits			\$15,000			\$15,000			\$15,000	
Total Expenses			\$1,053,722			\$1,154,802			\$1,158,302	
Net Operating Income/(Loss)			\$3,384			\$52,342			\$48,842	
Beginning Fund Balance			0			3,384			55,725	
Ending Fund Balance			3,384			55,725			104,667	

April 5, 2012

Kindergarten-6th Grade Pro-forma Years 1-3
Most Likely

	Year 1 (FY 13)			Year 2 (FY 14)			Year 3 (FY 15)			NOTES: School notes in plain text. PCSC Staff notes in <i>italics</i> .
	Numbe	Rate	Amount	Numbe	Rate	Amount	Numbe	Rate	Amount	
Number of Students K	30		\$0.00	32		\$0.00	32		\$0.00	
Number of Students 1-3	91		\$0.00	96		\$0.00	96		\$0.00	
Number of Students 4-6	91		\$0.00	96		\$0.00	96		\$0.00	
Number of Students 7-12	51		\$0.00	58		\$0.00	64		\$0.00	
Exceptional										
Total Number of Students	263			282			288			
Revenues:										
State Apportionment			\$1,149,200			\$1,212,463			\$1,247,609	
State Transportation		85%			85%			85%		
Nutrition Program			0			0			0	
Federal Grants			0			0			0	
Contributions/Donations			0			0			0	
State Revenue (IR/LEP/Except/Voc)			57,943			57,943			57,943	\$20,000 has been pledged, but eliminated for worst case scenario
Insert Revenue Lines Here										
Total Revenues			\$1,207,143			\$1,270,406			\$1,305,552	
Expenses:										
Salaries:										
Teachers			\$437,500			\$437,500			\$437,500	9 FTE
Special Ed			42,000			42,000			42,000	1 FTE
Instructional Aides			0			0			0	
Classified/Office Staff			193,227			193,227			193,227	9.5 FTE
Administration			80,000			80,000			80,000	1 FTE
Nutritional Program			0			0			0	
Librarian			0			0			0	
Maintenance/Other			0			0			0	Maintenance costs included in Grounds and Maintenance below.
Insert Salaries Lines Here										
Total Salaries			\$752,727			\$752,727			\$752,727	
Benefits:										
Retirement/PERSI			\$80,269			\$80,269			\$80,269	
Health/Life Insurance			96,585			96,585			96,585	
Payroll Taxes			50,721			50,721			50,721	
Workers Compensation			5,500			5,500			5,500	
Insert Benefits Lines Here										
Total Benefits			\$233,075			\$233,075			\$233,075	
Operating Expenses:										
Textbooks			\$0			\$0			\$3,500	Year 1 & 2 expense included in Startup Budget
Supplies			\$0			\$10,000			\$10,000	Year 1 expense included in Startup Budget
Equipment			\$0			\$0			\$0	Included in Startup Budget
Contract Services			\$500			\$5,500			\$5,500	
Legal			\$3,500			\$3,500			\$3,500	
Accounting			\$6,000			\$6,000			\$6,000	
Advertising/Marketing			\$1,000			\$1,000			\$1,000	
Gas/Electric			\$8,500			\$8,500			\$8,500	Actual numbers from Westwood Landlord + \$3400 cushion
Telephone			\$3,000			\$3,000			\$3,000	
Liability & Property Insurance			\$4,500			\$4,500			\$4,500	
Testing & Assessment			\$0			\$0			\$0	
Staff Development			\$0			\$0			\$0	
Consulting			\$0			\$1,200			\$1,200	
Travel			\$2,000			\$2,000			\$2,000	
Postage			\$200			\$200			\$200	
Rents and Leases			\$63,900			\$85,200			\$85,200	
Debt Retirement			\$0			\$0			\$0	
Grounds & Maintenance			\$18,500			\$18,500			\$18,500	Includes contract labor for all maintenance and janitorial needs
Miscellaneous			\$1,600			\$1,600			\$1,600	
Water/Sewer/Garbage			\$1,800			\$1,800			\$1,800	Actual numbers from Westwood Landlord + \$1000 cushion
2M Accounting System			\$0			\$500			\$500	Year 1 expense included in Startup Budget
Student Management System			\$0			\$1,000			\$1,000	Year 1 expense included in Startup Budget
Insert OE Lines Here										
Total Operating Expenses			\$115,000			\$154,000			\$157,500	
Program Expenses:										
Transportation			\$1,000			\$1,000			\$1,000	
Nutrition Program			14,000			14,000			14,000	
Title I										
Title VI-B										
Insert Program Expenses Lines Here										
Total Benefits			\$15,000			\$15,000			\$15,000	
Total Expenses			\$1,115,802			\$1,154,802			\$1,158,302	
Net Operating Income/(Loss)			\$91,342			\$115,605			\$147,251	
Beginning Fund Balance			0			91,342			206,946	
Ending Fund Balance			91,342			206,946			354,197	

April 5, 2012

Kindergarten-5th Grade Pro-forma Years 1-3
Best Case

	Year 1 (FY 13)			Year 2 (FY 14)			Year 3 (FY 15)			NOTES: School notes in plain text. PCSC Staff notes in italics.
	Numbe	Rate	Amount	Numbe	Rate	Amount	Numbe	Rate	Amount	
Number of Students K	32		\$0.00	32		\$0.00	32		\$0.00	
Number of Students 1-3	96		\$0.00	96		\$0.00	96		\$0.00	
Number of Students 4-6	96		\$0.00	96		\$0.00	96		\$0.00	
Number of Students 7-12	64		\$0.00	64		\$0.00	64		\$0.00	
Exceptional										
Total Number of Students	288			288			288			
Revenues:										
State Apportionment			\$1,247,609			\$1,247,609			\$1,247,609	
State Transportation	85%			85%			85%			
Nutrition Program			0			0			0	
Federal Grants			0			0			0	
Contributions/Donations			10,000			5,000			5,000	
State Revenue (IR/LEP/Except/Voc)			57,943			57,943			57,943	
Insert Revenue Lines Here										
Total Revenues			\$1,315,552			\$1,310,552			\$1,310,552	
Expenses:										
Salaries:										
Teachers			\$437,500			\$437,500			\$437,500	9 FTE
Special Ed			42,000			42,000			42,000	1 FTE
Instructional Aides			0			0			0	
Classified/Office Staff			193,227			193,227			193,227	9.5 FTE
Administration			80,000			80,000			80,000	1 FTE
Nutritional Program			0			0			0	
Librarian			0			0			0	
Maintenance/Other			0			0			0	Maintenance costs included in Grounds and Maintenance below.
Insert Salaries Lines Here										
Total Salaries			\$752,727			\$752,727			\$752,727	
Benefits:										
Retirement/PERSI			\$80,269			\$80,269			\$80,269	
Health/Life Insurance			96,585			96,585			96,585	
Payroll Taxes			50,721			50,721			50,721	
Workers Compensation			5,500			5,500			5,500	
Insert Benefits Lines Here										
Total Benefits			\$233,075			\$233,075			\$233,075	
Operating Expenses:										
Textbooks			\$0			\$0			\$3,500	Year 1 & 2 expense included in Startup Budget
Supplies			\$0			\$10,000			\$10,000	Year 1 expense included in Startup Budget
Equipment			\$0			\$0			\$0	Included in Startup Budget
Contract Services			\$500			\$5,500			\$5,500	
Legal			\$3,500			\$3,500			\$3,500	
Accounting			\$6,000			\$6,000			\$6,000	
Advertising/Marketing			\$1,000			\$1,000			\$1,000	
Gas/Electric			\$5,100			\$5,100			\$5,100	Actual numbers from Westwood Landlord + \$800 cushion
Telephone			\$3,000			\$3,000			\$3,000	
Liability & Property Insurance			\$4,500			\$4,500			\$4,500	
Testing & Assessment			\$0			\$0			\$0	
Staff Development			\$0			\$0			\$0	
Consulting			\$0			\$1,200			\$1,200	
Travel			\$2,000			\$2,000			\$2,000	
Postage			\$200			\$200			\$200	
Rents and Leases			\$63,900			\$85,200			\$85,200	
Debt Retirement			\$0			\$0			\$0	
Grounds & Maintenance			\$18,500			\$18,500			\$18,500	Includes contract labor for all maintenance and janitorial needs
Miscellaneous			\$1,600			\$1,600			\$1,600	
Water/Sewer/Garbage			\$1,000			\$1,000			\$1,000	Actual numbers from Westwood Landlord + \$200 cushion
2M Accounting System			\$0			\$500			\$500	Year 1 expense included in Startup Budget
Student Management System			\$0			\$1,000			\$1,000	Year 1 expense included in Startup Budget
Insert OE Lines Here										
Total Operating Expenses			\$110,800			\$149,800			\$153,300	
Program Expenses:										
Transportation										
Nutrition Program			14,000			14,000			14,000	
Title I										
Title VI-B										
Insert Program Expenses Lines Here										
Total Benefits			\$14,000			\$14,000			\$14,000	
Total Expenses			\$1,110,602			\$1,149,602			\$1,153,102	
Net Operating Income/(Loss)			\$204,951			\$160,951			\$157,451	
Beginning Fund Balance			0			204,951			365,901	
Ending Fund Balance			204,951			365,901			523,352	

Summit Public Charter School
Kindergarten-8th Grade Year 1 - Monthly
Worst Case

	Jun-13	Jul-13	Aug-13	Sep-13	Oct-13	Nov-13	Dec-13	Jan-14	Feb-14	Mar-14	Apr-14	May-14	Jun-14	Jul-14
Revenues:														
Number of Students K-8	180	180	180	180	180	180	180	180	180	180	180	180	180	180
Number of Students 1-3	120	120	120	120	120	120	120	120	120	120	120	120	120	120
Number of Students 4-6	60	60	60	60	60	60	60	60	60	60	60	60	60	60
Number of Students 7-12	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Exceptional	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Number of Students	231	231	231	231	231	231	231	231	231	231	231	231	231	231
State Apportionment	\$599,162	\$599,162	\$599,162	\$599,162	\$599,162	\$599,162	\$599,162	\$599,162	\$599,162	\$599,162	\$599,162	\$599,162	\$599,162	\$599,162
State Transportation	0	0	0	0	0	0	0	0	0	0	0	0	0	0
State Insurance	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Federal Grants	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Contributions/Donations	0	0	0	0	0	0	0	0	0	0	0	0	0	0
State Revenue (RULP/Exceptional)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Insert Revenue Lines Here														
Total Revenues	\$199,832	\$199,832	\$199,832	\$199,832	\$199,832	\$199,832	\$199,832	\$199,832	\$199,832	\$199,832	\$199,832	\$199,832	\$199,832	\$199,832
Expenses:														
Salaries	\$32,535	\$32,535	\$32,535	\$32,535	\$32,535	\$32,535	\$32,535	\$32,535	\$32,535	\$32,535	\$32,535	\$32,535	\$32,535	\$32,535
Teachers	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Special Ed	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Instructional Aides	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Classified/Office Staff	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Administrative	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Instructional Program	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Instructional Materials	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Maintenance/Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Insert Salaries Lines Here														
Total Salaries	\$57,554	\$57,554	\$57,554	\$57,554	\$57,554	\$57,554	\$57,554	\$57,554	\$57,554	\$57,554	\$57,554	\$57,554	\$57,554	\$57,554
Benefits:														
Health Insurance	\$60,269	\$60,269	\$60,269	\$60,269	\$60,269	\$60,269	\$60,269	\$60,269	\$60,269	\$60,269	\$60,269	\$60,269	\$60,269	\$60,269
Life Insurance	\$8,049	\$8,049	\$8,049	\$8,049	\$8,049	\$8,049	\$8,049	\$8,049	\$8,049	\$8,049	\$8,049	\$8,049	\$8,049	\$8,049
Payroll Taxes	\$4,227	\$4,227	\$4,227	\$4,227	\$4,227	\$4,227	\$4,227	\$4,227	\$4,227	\$4,227	\$4,227	\$4,227	\$4,227	\$4,227
Workers Compensation	\$468	\$468	\$468	\$468	\$468	\$468	\$468	\$468	\$468	\$468	\$468	\$468	\$468	\$468
Insert Benefits Lines Here														
Total Benefits	\$73,013	\$73,013	\$73,013	\$73,013	\$73,013	\$73,013	\$73,013	\$73,013	\$73,013	\$73,013	\$73,013	\$73,013	\$73,013	\$73,013
Operating Expenses:														
Textbooks	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Supplies	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Contract Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Legal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Accounting	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Advertising/Marketing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Gas/Electric	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Telephone	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Liability & Property Insurance	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Testing & Assessment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Staff Development	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Consulting	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Postage	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Insert Operating Expenses Lines Here														
Total Operating Expenses	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Program Expenses:														
Grounds & Maintenance	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Needlepointe	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Videoconferencing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2M Accounting System	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Student Management System	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Insert Program Expenses Lines Here														
Total Program Expenses	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Expenses	\$126,567	\$126,567	\$126,567	\$126,567	\$126,567	\$126,567	\$126,567	\$126,567	\$126,567	\$126,567	\$126,567	\$126,567	\$126,567	\$126,567
Net Operating Income(Loss)	\$73,265	\$73,265	\$73,265	\$73,265	\$73,265	\$73,265	\$73,265	\$73,265	\$73,265	\$73,265	\$73,265	\$73,265	\$73,265	\$73,265
Beginning Fund Balance	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Ending Fund Balance	\$73,265	\$73,265	\$73,265	\$73,265	\$73,265	\$73,265	\$73,265	\$73,265	\$73,265	\$73,265	\$73,265	\$73,265	\$73,265	\$73,265

Summit Public Charter School
Kindergarten-8th Grade Year 1 - Monthly
Likely Case

	Year 1 (FY 12)	Jul-13	Aug-13	Sep-13	Oct-13	Nov-13	Dec-13	Jan-14	Feb-14	Mar-14	Apr-14	May-14	Jun-14
Number	Rate	Amount											
30	\$0.00												
61	\$0.00												
81	\$0.00												
203													
Revenues:													
Number of Students K		\$1,149,220	\$229,840	\$0	\$229,840	\$229,840	\$0	\$0	\$103,428	\$0	\$0	\$103,428	\$22,984
Number of Students 1-5													
Number of Students 6-8													
Number of Students 7-12													
Exceptional													
Total Number of Students													
Revenues:													
Compensation													
State Transportation													
Nutrition Program													
Federal Grants													
Contributions/Donations													
State Revenue (RTE/EP/Excep/Voc)													
Insert Revenue Lines Here													
Total Revenues		\$1,207,143	\$241,420	\$0	\$241,420	\$241,420	\$0	\$0	\$108,643	\$0	\$0	\$108,643	\$24,143
Expenses:													
Salaries													
Compensation		\$437,500	\$36,458	\$36,458	\$36,458	\$36,458	\$36,458	\$36,458	\$36,458	\$36,458	\$36,458	\$36,458	\$36,458
Social Ed		42,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Instructional Aides		193,227	\$18,102	\$18,102	\$18,102	\$18,102	\$18,102	\$18,102	\$18,102	\$18,102	\$18,102	\$18,102	\$18,102
Classified/Office Staff		80,000	\$6,667	\$6,667	\$6,667	\$6,667	\$6,667	\$6,667	\$6,667	\$6,667	\$6,667	\$6,667	\$6,667
Administration		0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Nutritional Program		0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Liberation		0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Insurance/Other		0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Insert Salaries Lines Here		0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Salaries		\$752,727	\$92,727	\$92,727	\$92,727	\$92,727	\$92,727	\$92,727	\$92,727	\$92,727	\$92,727	\$92,727	\$92,727
Benefits													
Retirement/PERSI		\$80,269	\$6,689	\$6,689	\$6,689	\$6,689	\$6,689	\$6,689	\$6,689	\$6,689	\$6,689	\$6,689	\$6,689
Health/Life Insurance		96,585	\$8,049	\$8,049	\$8,049	\$8,049	\$8,049	\$8,049	\$8,049	\$8,049	\$8,049	\$8,049	\$8,049
Payroll Taxes		50,721	\$4,227	\$4,227	\$4,227	\$4,227	\$4,227	\$4,227	\$4,227	\$4,227	\$4,227	\$4,227	\$4,227
Workers Compensation		6,500	\$458	\$458	\$458	\$458	\$458	\$458	\$458	\$458	\$458	\$458	\$458
Total Benefits		\$233,075	\$19,423	\$19,423	\$19,423	\$19,423	\$19,423	\$19,423	\$19,423	\$19,423	\$19,423	\$19,423	\$19,423
Operating Expenses:													
Textbooks		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Supplies		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Equipment		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Contract Services		\$42	\$42	\$42	\$42	\$42	\$42	\$42	\$42	\$42	\$42	\$42	\$42
Legal		\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200
Accounting		\$8,000	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667
Advertising/Marketing		\$1,000	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83
Gas/Electric		\$8,500	\$708	\$708	\$708	\$708	\$708	\$708	\$708	\$708	\$708	\$708	\$708
Telephones		\$3,000	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250
Liability & Property Insurance		\$4,900	\$375	\$375	\$375	\$375	\$375	\$375	\$375	\$375	\$375	\$375	\$375
Staff Development		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Consulting		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Travel		\$2,000	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167
Postage		\$200	\$17	\$17	\$17	\$17	\$17	\$17	\$17	\$17	\$17	\$17	\$17
Rent and Leases		\$62,500	\$5,125	\$5,125	\$5,125	\$5,125	\$5,125	\$5,125	\$5,125	\$5,125	\$5,125	\$5,125	\$5,125
Contract Insurance		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Dental & Life Insurance		\$18,500	\$1,542	\$1,542	\$1,542	\$1,542	\$1,542	\$1,542	\$1,542	\$1,542	\$1,542	\$1,542	\$1,542
Miscellaneous		\$1,800	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150
Water/Sewer/Garbage		\$1,800	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150
2M Accounting System		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Student Management System		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Insert OE Lines Here													
Total Operating Expenses		\$115,000	\$9,583	\$9,583	\$9,583	\$9,583	\$9,583	\$9,583	\$9,583	\$9,583	\$9,583	\$9,583	\$9,583
Program Expenses:													
Transportation		\$1,000	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83
Nutrition Program		14,000	\$1,167	\$1,167	\$1,167	\$1,167	\$1,167	\$1,167	\$1,167	\$1,167	\$1,167	\$1,167	\$1,167
Title I		0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Title VI-VI-3		0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Insert Program Expenses Lines Here													
Total Expenses		\$139,000	\$12,766	\$12,766	\$12,766	\$12,766	\$12,766	\$12,766	\$12,766	\$12,766	\$12,766	\$12,766	\$12,766
Net Operating Income(Loss)		\$81,342	\$15,770	\$15,770	\$15,770	\$15,770	\$15,770	\$15,770	\$15,770	\$15,770	\$15,770	\$15,770	\$15,770
Beginning Fund Balance		0	\$153,770	\$302,215	\$302,215	\$302,215	\$302,215	\$302,215	\$302,215	\$302,215	\$302,215	\$302,215	\$302,215
Ending Fund Balance		0	\$153,770	\$302,215	\$302,215	\$302,215	\$302,215	\$302,215	\$302,215	\$302,215	\$302,215	\$302,215	\$302,215

Summit Public Charter School
Kindergarten-8th Grade Year 1 - Monthly
Best Case

	Year 4 (FY 13)		Amount	Insert Revenue Lines Here	Dec-13	Jan-14	Feb-14	Mar-14	Apr-14	May-14	Jun-14
	Number	Rate									
Number of Students K	32	0	\$0.00								
Number of Students 1-3	66	0	\$0.00								
Number of Students 4-6	66	0	\$0.00								
Number of Students 7-12	64	0	\$0.00								
Number of Students	288	0	\$0.00								
Total Number of Students											
Revenues:											
State Apportionment			\$1,247,609								
State Transportation											
State Income Tax	85%										
Federal Grants			\$10,000								
Contributions/Donations			\$67,943								
State Revenue (IR/LEP/Excess/Voc)											
Insert Revenue Lines Here											
Total Revenues			\$201,110	\$246,522	\$0	\$249,522	\$249,522	\$0	\$0	\$112,285	\$24,952
Expenses:											
Salaries:											
Teachers			\$38,458	\$38,458	\$38,458	\$38,458	\$38,458	\$38,458	\$38,458	\$38,458	\$38,458
Special Ed			\$3,500	\$3,500	\$3,500	\$3,500	\$3,500	\$3,500	\$3,500	\$3,500	\$3,500
Instructional Aides			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Instructional Aides Staff			\$16,227	\$16,102	\$16,102	\$16,102	\$16,102	\$16,102	\$16,102	\$16,102	\$16,102
Administrative			\$5,687	\$5,687	\$5,687	\$5,687	\$5,687	\$5,687	\$5,687	\$5,687	\$5,687
Nutritional Program			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Librarian			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Minimonee/Other			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Insert Salaries Lines Here											
Total Salaries			\$62,727	\$62,727	\$62,727	\$62,727	\$62,727	\$62,727	\$62,727	\$62,727	\$62,727
Benefits:											
Retirement/PERSI			\$90,269	\$6,689	\$6,689	\$6,689	\$6,689	\$6,689	\$6,689	\$6,689	\$6,689
Health/Life Insurance			\$8,049	\$8,049	\$8,049	\$8,049	\$8,049	\$8,049	\$8,049	\$8,049	\$8,049
Payroll Taxes			\$0,721	\$4,227	\$4,227	\$4,227	\$4,227	\$4,227	\$4,227	\$4,227	\$4,227
Workers Compensation			5,600	\$458	\$458	\$458	\$458	\$458	\$458	\$458	\$458
Insert Benefits Lines Here											
Total Benefits			\$233,076	\$19,423	\$19,423	\$19,423	\$19,423	\$19,423	\$19,423	\$19,423	\$19,423
Operating Expenses:											
Textbooks			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Supplies			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Equipment			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Contract Services			\$500	\$42	\$42	\$42	\$42	\$42	\$42	\$42	\$42
Liquor			\$3,500	\$292	\$292	\$292	\$292	\$292	\$292	\$292	\$292
Advertising			\$4,000	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500
Accounting/Marketing			\$1,000	\$80	\$80	\$80	\$80	\$80	\$80	\$80	\$80
Gas/Electric			\$5,100	\$425	\$425	\$425	\$425	\$425	\$425	\$425	\$425
Telephone			\$3,000	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250
Liability & Property Insurance			\$4,500	\$375	\$375	\$375	\$375	\$375	\$375	\$375	\$375
Testing & Assessment			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Staff Development			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Continuing Education			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Travel			\$2,000	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167
Postage			\$63,900	\$17	\$17	\$17	\$17	\$17	\$17	\$17	\$17
Rent and Leases			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Debt Retirement			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Grounds & Maintenance			\$1,542	\$1,542	\$1,542	\$1,542	\$1,542	\$1,542	\$1,542	\$1,542	\$1,542
Insurance			\$1,800	\$133	\$133	\$133	\$133	\$133	\$133	\$133	\$133
Winter/Snow Storage			\$1,500	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83
2M Accounting System			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Student Management System			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Insert OE Lines Here											
Total Operating Expenses			\$110,800	\$6,233	\$6,233	\$6,233	\$6,233	\$6,233	\$6,233	\$6,233	\$6,233
Program Expenses:											
Personnel			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Nonpersonnel			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Nautil Program			14,000	\$1,167	\$1,167	\$1,167	\$1,167	\$1,167	\$1,167	\$1,167	\$1,167
Title I			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Title V-B			0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Insert Program Expenses Lines Here											
Total Benefits			\$14,000	\$1,167	\$1,167	\$1,167	\$1,167	\$1,167	\$1,167	\$1,167	\$1,167
Total Expenses			\$87,226	\$92,550	\$92,550	\$92,550	\$92,550	\$92,550	\$92,550	\$92,550	\$92,550
Net Operating Income(Loss)			\$204,851	\$173,885	\$171,080	\$168,560	-\$90,050	-\$92,550	-\$92,550	\$24,950	-\$68,439
Beginning Fund Balance			0	\$173,885	\$252,395	\$423,456	\$592,016	\$592,016	\$592,016	\$592,016	\$592,016
Ending Fund Balance			\$173,885	\$344,946	\$252,395	\$423,456	\$592,016	\$592,016	\$592,016	\$592,016	\$592,016

Appendix-M

SUMMIT CHARTER SCHOOL Policy Regarding Dual Enrollment

Part-Time Attendance / Dual Enrollment

In context of this policy, the term “non-public school student” refers to a student who is enrolled in a non-public school (including a home school or private school), enrolled in a public charter school or enrolled in a post-secondary institution.

Any non-public school student will be allowed to enroll at Summit Charter School and be entitled to participate in any program (curricular or extracurricular), subject to the same requirements as other students who are enrolled full-time in the Charter School and subject to the requirements set forth below in this policy.

Non-public school students admitted to Summit Charter School shall only be on school property during the hours of enrollment or as otherwise indicated by the Principal. Summit Charter School will not be responsible for the student during non-enrollment hours or times.

Admittance

The parent/legal guardian of any non-public school student wishing to admit their son/daughter in Summit Charter School for any academic or nonacademic program must register the student and provide the following prior to acceptance of any such student:

1. Birth certificate;
2. Evidence of residency within boundaries of Summit Charter School;
3. Immunization records (or an appropriate waiver); and
4. Student records from the previously attended public school, if any, and any other records providing academic background information.

Extracurricular Activities

The following rules apply for a non-public school student to be eligible to participate in nonacademic school activities (i.e., extracurricular activities):

1. Eligibility standards must be met the same as other regular full-time students;
2. The non-public school student shall achieve a minimum score on the achievement test(s) required annually by the State Board of Education for purposes of determining eligibility for the following school year. The minimum composite test score of the student must fall within the average range or higher as established by the test service utilized. The minimum score on each assessment is the fifth (5th) stanine for the battery total score;
3. A non-public school student will be subject to the same requirements as public school students regarding school attendance on the date of an activity. If the non-public school student is not scheduled to attend academic courses in the Charter School on activity days, the non-public school student's primary education provider shall provide assurance to the Charter School that such student has met the attendance requirements in the non-public school academic setting.

Priority

Priority for enrollment, when school programs reach maximum capacities, will be given to students enrolled on a regular full-time basis. If a number of non-public school students request admission into the same class, they will be accepted on a first-come basis. In the event the class enrollment position of a non-public school student is needed for a regular full-time student during the course of the year, the full-time student will have priority for the position beginning with the semester after the need is identified. Students with disabilities residing in the Charter School who are attending private or home schools will be accepted in accordance with state and federal statutes.

Average Daily Attendance

Students who are dual enrolled (i.e., enrolled on a part-time basis) shall be used in calculating the Charter School's state fund, but only to the extent of the student's participation in the programs of Summit Charter School programs.

Transportation

Summit Charter School does not provide transportation services for any students.

Graduation


In order to graduate from the 8th grade of Summit Charter School, all non-public school students must meet the grade and other graduation requirements the same as regular full-time students.

Legal References:

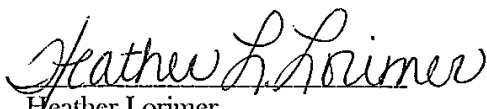
I.C. § 33-203 (1-9)	Dual Enrollment
I.C. § 33-5205 (3) (R)	Dual Enrollment
I.C. § 33-1001, et. seq.	Average Daily Attendance
IDAPA 08.02.03.111.13	Dual Enrollment

Board History with Policy:

Approved and Adopted on: Thursday, September 29, 2011



Jonathan Braack, M.Ed
Chairman of the Board



Heather Lorimer
Secretary of the Board

Appendix-N

April 5, 2012

RAVEN PRODUCTIONS

PO BOX 4967 Pocatello, Idaho 83205
(208) 232-2232

Dear Spring Fair Exhibitor:

Just a short note to confirm your advance reservation for **THE BIGGEST SELLING EVENT OF THE YEAR...SPRING FAIR 2012!**

SHOW DATES: Thursday-Friday-Saturday March 22, 23, & 24, 2012

A complete informational packet will be mailed to all exhibitors in January 2012. If you have any questions or changes in your exhibit plans please let us know. Remember that all space **MUST BE PAID IN FULL** on or before February 18, 2012.

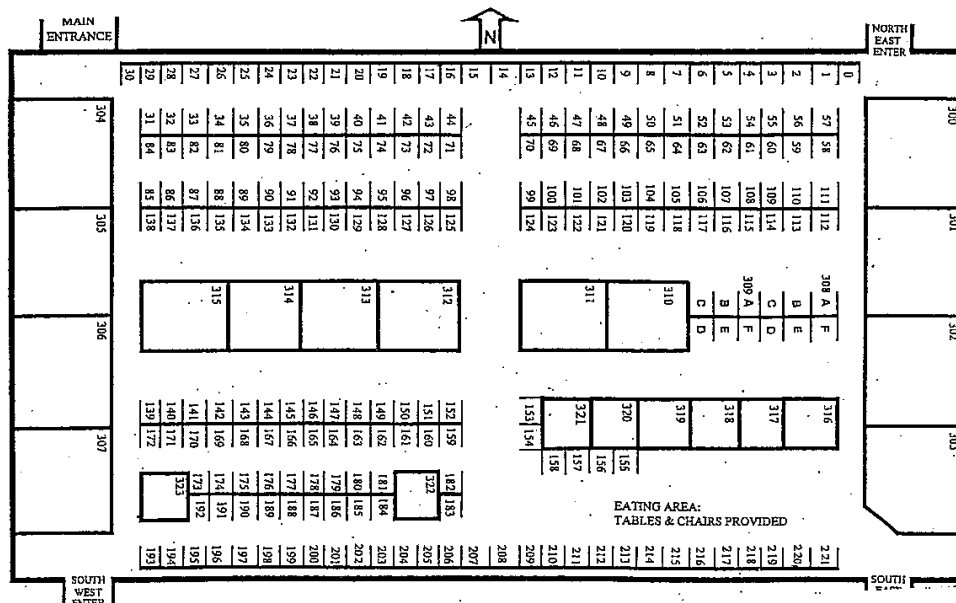
BOOTH/BULK AREA 81 EXHIBIT FEE 440 -

DEPOSIT PAID 44 - DEPOSIT DUE 0

REMAINING BALANCE DUE ON OR BEFORE FEB. 18, 2012 396 -
NOTICE.....

Only **CONFIRMED** products/services/concepts will be **ALLOWED** in your exhibit area. Those items, as we know, are listed below. Any changes to this list must be approved by **RAVEN PRODUCTIONS**. (Please be Brand Specific)

Info about new Charter School



April 5, 2012

SAFETY AND HIGH
EXPECTATIONS FOR
EVERYONE



WWW.GOSUMMIT.ORG

Hampton Inn & Suites
151 Vista Drive
Pocatello, ID 83201

To Whom it May Concern:

Summit Charter School is a new school in the Pocatello/Chubbuck area petitioning to open August 2012, for the 2012 – 2013 school year. The schools focus is to provide a safe environment for the children's learning while maintaining high expectations to challenge the children to excel. As a free public school, fundraising is necessary for the school to open and operate. We are asking for your help for an upcoming fundraiser, the information is below.

Date:	Friday, August 12th
Time:	5:00 PM
Location:	To be determined
Event:	Benefit concert featuring Jordan and Kaitlynn Bluth, including a VIP dinner.
Attendance:	VIP dinner is expected to have 30 and concert is expected to have up to 500 in attendance.
Our Request:	A space to hold the VIP Dinner, to hold up to 50 people (count includes staff) with serving tables for the dinner.
Donor Recognition:	All businesses supporting the event will be recognized as sponsors in event marketing which may include print, radio, and TV advertising. Recognition will also be made during the event.

Your support would be greatly appreciated! We are excited about the opportunity this event provides our school to raise necessary funds to open and operate. Summit Charter School values our community and always appreciates your support. If you have any questions, feel free to contact Heather Lorimer, our Fundraising Committee Chairman, at 208-269-0211.

Sincerely,

Susan Hall
Summit Charter School Board Founder

April 5, 2012



Summit Charter School, Inc.
4739 Kimmi Ct.
Chubbuck, ID 83202

Jonathan Braack,

On behalf of DevriAnn LLC we would like to thank the executive board and founders for the efforts with the Summit Charter School project. We can see a great value in the future success for the school especially for the future students. We would like to show our support by offering our services in an effort to save time and money for the school.

DevriAnn LLC specializes in custom manufactured consumer products, mostly in clothing however we have many other product opportunities as well. Below is a listing of products that we have worked with or have suppliers that work with. If the school is in need of a product that is not listed please contact us for a no obligation price and leadtime quote.

Product Possibilities:

- Clothing
- Promotional Items
- Computers
- Computer Components
- Monitors
- Network Hardware
- Sports Equipment
- Kitchen Equipment
- Student Desks
- Professional Desks
- Student Chairs
- Office Chairs
- Tables
- Cleaning Supplies

Supplies:

- Pencils
- Pens
- Chalk
- Notebooks
- Binders
- Calculators
- Paper

Many other items

We will be willing to limit any markup on the items to cover our costs or in some circumstances we may be willing to donate some of these items as well. Please let us know how we can be of assistance.

Sincerely,

Bart Ward
Owner – DevriAnn LLC

April 5, 2012



Summit Charter School, Inc.
4739 Kimmi Ct.
Chubbuck, ID 83202

Jonathan Braack,

As a founder of the Summit Chart School Board I would like to give an update on current and future fundraising efforts. Our first fundraiser is scheduled to take place in a few weeks. This fundraiser is the beginning of a great effort to obtain necessary funds that will take the school through the startup and first open operating phases. A detailed update on the first fundraiser is listed below; it is several events that will work together as one fundraiser.

Fundraiser Part I

Dates: August 11
Time: 5:00pm
Location: Cotant Park, Chubbuck Idaho
Event: Free concert at the park featuring Jordan and Kaitlynn Bluth. Dinner will be offered exclusively by board members and founders for attendees to purchase, all proceeds from the dinner will go directly to the school. This will be in conjunction with the local city sponsored Chubbuck Days festival.
Attendance: We are anticipating on attendance of 250 to 500 people.
Potential Benefit: \$1,250 - \$2,500

Fundraiser Part II

Dates: August 12
Time: 5:00pm
Location: Hampton Inn & Suites, 151 Vista Dr. Pocatello Idaho
Event: VIP Dinner with Jordan and Kaitlynn Bluth
Attendance: 30 Tickets to be sold in conjunction with the Concert Meet and Greet.
Potential Benefit: \$2,550

Fundraiser Part III

Dates: August 12
Time: 7:30pm
Location: Stephens Performing Arts Center, Bistline Theater, Idaho State University
Event: Concert with Meet and Greet Featuring Jordan and Kaitlynn Bluth
Attendance: We are anticipating on attendance of 250 to 500 people.
Potential Benefit: \$3,250 - \$6500

Total fundraiser benefit: \$7,050 - \$11,550

April 5, 2012



Our first Fundraiser is to start the ball rolling in the right direction and to fund our first marketing and miscellaneous expenses. Our other efforts are not set completely at this point but will be as we work toward future fundraising activities. Listed below are some details of our plans that are in current development.

Community Events:

Spring of 2012 we have a possibility of hosting a benefit concert with Kurt Bestor. We have made contact with Kurt Bestor and he is considering the concert with a split of the profits earned. In the past Kurt Bestor has sold out Christmas concerts in Pocatello. This fundraiser has the potential to raise \$15,000 to \$30,000 or more for the school.

Community 3 on 3 basketball tournament. We have contacts with Shawn Bradley, a retired NBA player that may be available to play in the tournament to attract more involvement.

The Jordan and Kaitlynn Bluth concert is a part of the Chubbuck Days festival. The City of Chubbuck has asked that it become an annual event, the school can elect to continue this fundraiser for at least the next 3 to 5 years.

The Pocatello area is predominantly an LDS community. With the high level of church activity and access to well known LDS performers and authors we are working on hosting several of them in the area for various activities.

Philanthropy:

Local support has always been a big part of schools and other non-profit entities in the area. There are a number of business owners and philanthropists that we have access to and will be working with to build local funding support.

In addition to community members we have access to many others that may potentially help with funding the school. A small incomplete list of people we will be working with are listed below.

Dr. Stephen R Covey – Author and faculty at Utah State University
Michael Ballam – Singer, Performer
Ronald Daw – International Business Owner
Shawn Bradley – Retired NBA Star
Kurt Bestor – Singer, Songwriter
Michael McLean – Singer, Performer
Jon Huntsman – Business Owner, Major Donor to Huntsman Cancer Center
Glenn Beck – TV Show Host, Entertainer, Political Strategist
Several others we are currently working on.

Grants:

There are many grants available from local groups to national level companies, individuals, and governments. We have a team that will be working on grant research and writing to utilize that avenue of financing to the fullest as well.

The Fundraising committee has been busy with these and other possible fundraising activities to raise the necessary money to get the school running. We plan to have all expenses covered for start up as well as assistance and emergency funds available throughout the start up and well into the future of school operation.

Sincerely,

Bart Ward
Summit Charter School Founder Board Member

April 5, 2012



Summit Charter School, Inc.
4739 Kimmi Ct.
Chubbuck, ID 83202

Jonathan Braack,

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Sincerely,

Bart Ward
Owner – DevriAnn LLC

APPENDIX O

April 5, 2012

Summit Charter School

9/28/2011

Reference: Donation to Summit

Marianne Healea

1505 Olympus Point

Pocatello, Idaho 83201

I have decided to donate \$10,000 to the school for start-up costs. I will also donate \$5000 each year for the first 3 years the school is in operation.

Marianne Healea

April 5, 2012

Summit Charter School

Fund Raising Committee

Dear Sirs:

Donna Rollman
12512 N. Fallen Shadows Dr.
Marana AZ. 85658

Donna has a great deal of experience in coordinating fund raisers in the Arizona area.

Donna has also been working with a firm called Send Out Card and has volunteered to assist

Summit with marketing and fundraising ideas she has used in the Arizona area.

This seminar will be free and will help us focus on best practices in the future.

The seminar will be during Sept 2011 and will be scheduled in August.

Greg Smith

April 5, 2012

Summit charter school

Founders board

7/29/2011

Dear Sirs:

It is my intent to assist you in a meaningful way before your opening in the school year 2012. I will help buy funding whatever is needed at that time to the best of my abilities.

Marianne Healea

APPENDIX P

April 5, 2012

HOLY SPIRIT CATHOLIC SCHOOL

540 NORTH 7th AVENUE
POCATELLO, IDAHO 83201
(208) 832-5763

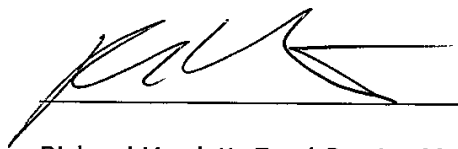
September 15, 2011

FOOD SERVICE CONTRACT LETTER OF INTENT
2012/2013 SCHOOL YEAR

Holy Spirit Catholic School (HSCS) will provide meals for Summit Charter School (SCS) for the 2012/2013 school year under the following stipulations:

1. Meals provided by HSCS will meet the standards imposed by the Federal School Lunch Program.
2. HSCS will be responsible to transport the meals to SCS. (Subject to change depending on location.)
3. SCS will be responsible to pay for the meals as follows:
 - Full rate.....\$2.75 (Students)
 - Reduced rate.....\$.40 (for qualifying students)
 - Free..... -0- (for qualifying students)
 - Milk only.....\$.35 (Subject to change)
 - Adults.....\$3.00
 - o If food or fuel prices change dramatically, HSCS reserves the right to renegotiate this contract.
 - o HSCS will receive subsidy for SCS students who qualify for Free and Reduced lunch.
4. SCS will be responsible for distributing and collecting Free and Reduced forms.
5. SCS will be responsible for serving the meals.
6. SCS agrees that HSCS will be the only entity supplying school lunch for SCS for the 2012/2013 school year.

This contract letter of intent is for the period August 1, 2012 through June 30, 2013

 09/15/11
Richard Howlett, Food Service Mgr date
Holy Spirit Catholic School

April 5, 2012

HOLY SPIRIT CATHOLIC SCHOOL

540 NORTH 7TH AVENUE
POCAHONTO, IDAHO 83201
(208) 832-5763

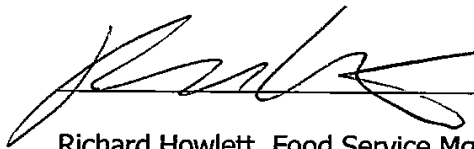
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 09/15/11
Richard Howlett, Food Service Mgr date
Holy Spirit Catholic School

APPENDIX Q

April 5, 2012

MRFB

Box 722 Logan, UT 84323 / 208.317.2221

Dear Pocatello Charter School:

This letter is to certify that all things in the letter of Intent will remain the same with a new expiration date of August 2013. However if another Tenant desires to lease the space within that time frame before said date, the Pocatello Charter School will be offered the first write or refusal on the lease and two weeks to execute the previously mentioned lease.

Sincerely:

Carla Albertson
MRFB / Westwood Mall

Jeffrey W. Ballant
Managing Member MRFB

P. 1

Jan 09 2012 9:27PM HP LASERJET FAX

Lease Agreement

THIS LEASE AGREEMENT, Dated this _____ day of _____ 2012
made between **MRFB, LLC**, (the West Wood Mall) (herein called "LANDLORD");
Summit Public Charter School, Inc: "Tenant"). For the 2013 School Year.

GRANT: In consideration of the TENANT agreeing to pay rent and perform the terms
and conditions contained in this lease, the LANDLORD leases to the TENANT and the
TENANT leases from the LANDLORD the premises, which are hereinafter described.

PREMISES: The LANDLORD is the owner of the property at 1800 Garrett Way located
in the City of Pocatello, Idaho, commonly known as the Westwood Mall. Site Plan Lease
Exhibit "A" is herein referred to as the "LEASED PROPERTY".

WITNESSETH: That LANDLORD, for and in consideration of the covenants and
agreements hereinafter set forth to be kept and performed by TENANT, does hereby
lease unto TENANT that building located at 1800 Garrett Way # 2 and 2A, Pocatello,
Idaho (See Exhibit "A") (herein called "the LEASED PROPERTY"), together with the
nonexclusive right to use, in common with others; the parking areas, driveways,
footways and other facilities provided by LANDLORD for the common use of tenants
such common use facilities being herein collectively called "the PARKING FACILITIES"
of the building (herein called the "Westwood Mall").

TENANT does hereby rent the same from LANDLORD upon the following terms and
conditions:

1. **TERM:** The term of this Lease Agreement shall be for 7 years (84 months),
with three one-year (12 month) term options, a potential full term of 10 years
or (120) months. Tenant may exercise it's option to extend the term of the
Lease by giving Landlord 90 days written notice prior to the expiration of the

Initials:

Landlord: _____

Tenant: _____

term of their current Lease or any option term of its intent to exercise an option.

2. Landlord reserves the right to transfer this Lease Agreement with 30 days notice to move the Tenant to a new location within the mall area suitable to both parties.

- A. **EFFECTIVE DATE OF THE LEASE:** The lease will be in full force and effect after the occurrence of the following events:
 1. Approval of Tenant's zoning by the City of Pocatello.
 2. Approval of Tenant's Charter by the State of Idaho.
 3. Relocation of the current Tenant to accommodate the space requested by Tenant by the 1st day of May 2013.

In the event of the failure of any one of these events, this Lease shall be null and void.

- B. **COMMENCEMENT OF LEASE TERM:** Subject to ¶12A hereof, the term of the lease shall start on July 1st, 2013 or date of possession, which ever comes later. (Commencement date).

- C. **COMMENCEMENT OF RENT FOR THE LEASE:** Rent shall begin for TENANT on the Commencement Date. If there is a partial month's rent due and payable when TENANT'S rent begins, that partial month's rent will be credited to TENANT from the first month's rent paid at the time the lease is executed with the balance to be applied to the next months rent. After the partial month's rent payment, all rent will be due on the 1st of each month as stated in Item 2 below.

2. **RENT:** As rent for the LEASED PROPERTY, TENANT covenants and agrees to pay to LANDLORD at the address hereinafter set forth, the following sums as monthly rent:

Initials:
Landlord: _____
Tenant: _____

Year 1	\$7,100.00 per month w/ a 3 month rent concession for the first 3 months after the Commencement Date. (Not to exceed 3 months rent).
Years 2-7	\$7,100.00 per month
Years 8, 9, and 10	Tenant shall have the option of 3 – 1 year (12) month extensions, provided that Landlord and Tenant can agree to the rent increases for each such renewal term within 30 days of Tenant's notice of exercise of each such option.
Relocation	In addition to monthly rent, Tenant shall pay Landlord's actual costs for relocating the current tenant to a new location inside the mall, to be billed and paid monthly as costs are incurred, not to exceed \$65,000.00 for Tenant's share.

3. **COMMON AREA MAINTENANCE:** In addition to the aforementioned rent, TENANT covenants and agrees to pay to LANDLORD, TENANT'S Share (as hereinafter defined) of monthly estimated Common Area Maintenance (hereinafter, "CAM") charges of:

CAM is included in rent

CAM charges include the cost of operation and maintenance of the common area including the taxes and insurance described in Sections 4 & 5 below. Cost of operations shall include but not be limited to; exterior maintenance, sanitary control, cleaning, lighting, landscaping, painting and normal snow removal, of common areas, public liability, fire and extended coverage and property damage insurance policy and property taxes. CAM charges does not include outsourced snow removal, which is charged to the TENANT on a prorated basis of LANDLORD'S actual cost of snow removal as incurred. The charges for snow removal will be in addition to Rent.

4. **CASUALTY INSURANCE:** TENANT shall provide any and all casualty insurance covering the contents of the LEASED PROPERTY. LANDLORD shall secure and

Initials:

Landlord: _____

Tenant: _____

maintain fire and extended coverage insurance covering the entire building in an amount equal to 100% of the full replacement costs of the insurable portion of said building, excluding its contents, naming as insured LANDLORD, TENANT and any mortgagee or mortgagees designated by LANDLORD from time to time, as their respective interests may require. LANDLORD shall also secure general public liability insurance (as described in Section 11 below) against claims occurring on or about the PARKING FACILITIES. Casualty Insurance is included within the costs of CAM with TENANT'S portion of CAM charges noted in Item #3 above.

5. **TAXES:** TENANT shall pay all property taxes assessed against all of TENANT'S personal property, trade fixtures and inventory. LANDLORD shall pay the property taxes on the Leased Premises as they currently exist (Base Rate).

In the event the assessment for taxes exceed the Base Rate in the future, the LANDLORD will furnish to TENANT a statement setting forth the estimated total amount of property taxes in excess of the Base Rent and TENANT'S pro rata share of the taxes allocated to the LEASED PROPERTY. LANDLORD will notify TENANT at the end of each calendar year and new rent amount will be adjusted in writing for estimated taxes in excess of the Base Rate. TENANT shall reimburse LANDLORD, the amount thereof in equal monthly installments within the next calendar year. TENANT will receive notice in writing with a copy of the tax assessment or notice or other documentation in the event of a tax increase.

6. **PRORATA SHARE:** The term "Tenant's Pro-rata Share" as used in this lease shall mean the ratio calculated by dividing the square footage of the Leased Property by the total square footage of the Westwood Mall to be applied to payment of taxes, snow removal etc. as stipulated in the various lease sections.

7. **DELINQUENT RENT:** All rent shall be due and payable on or before the first (1st) of the month. Delinquent rent (if not received by the 10th of the month) or other charges bill to Tenant not paid within 30 days, shall be subject to a late charge of twelve percent (12%) and if over thirty days (30) delinquent, shall bear interest thereafter at a rate of eighteen percent (18%) per year.

Initials:

Landlord: _____

Tenant: _____

8. **SECURITY DEPOSIT: A deposit of \$7,100.00 is due at the time of execution of the lease.** This deposit shall be held by the Landlord, without interest, as security for unpaid rents, damage to the property (normal wear and tear excepted) and Tenant's failure to perform Tenant's covenants and obligations herein. The balance, after application to the same, shall be refunded to the Tenant within 30 days of termination (as provided herein) of this Lease. Any deductions from this deposit shall be documented by a statement accompanying a the refund of the balance of the deposit, if any. Tenant shall remain responsible for any amounts owing by Tenant which exceed the deposit.

9. **USE OF THE LEASED PROPERTY:** TENANT covenants and agrees that TENANT will use the LEASED PROPERTY for a Charter School K-8. TENANT will make no unlawful use of the LEASED PROPERTY and will not keep or maintain thereon any substances or materials or conduct its business operation in a manner which may violate or endanger the validity of the hazard insurance on the improvements or increase the premium of such.

Tenant understands and agrees that other Tenants with the Westwood Mall have or will have operations which include the sale of beer, wine and/or liquor within 300 feet of Tenant's public school. Tenant agrees to the sale of beer, wine and/or liquor within the Westwood Mall within 300 feet of Tenant's nearest entrance or otherwise and agrees to approve and support any request to the governing body of the City of Pocatello by the Landlord or a Westwood Mall tenant to approve such operations and the issuance of a beer, wine or liquor license within the Westwood Mall. Tenant further understands and agrees that in the event a present or future Tenant of the Westwood Mall is refused a license for beer, wine or liquor by the State of Idaho, Bannock County or the City of Pocatello, due to Tenant's presence in the Westwood Mall, Landlord may elect to terminate this lease within 30 days written notice with Tenant to vacate the Leased Property as soon as practicable, which shall not exceed the end of the current school semester.

Initials:

Landlord: _____

Tenant: _____

10. **LIABILITY INSURANCE FOR LEASED PROPERTY:** TENANT covenants and agrees to secure and maintain during the term hereof, an insurance carrier or carriers approved by LANDLORD, which approval LANDLORD shall not unreasonably withhold, general public liability insurance against claims for personal injury, death or property damages, occurring in, on or about the LEASED PROPERTY, with limits of not less than one million dollars (\$1,000,000.00) for personal injury or bodily injury or death of any one person, one million dollars (\$1,000,000.00) for personal injury or bodily injury or death of more than one person in one occurrence and five hundred thousand dollars (\$500,000.00) with respect to damage to or destruction of property for each occurrence, which shall name both LANDLORD and TENANT as insured's. TENANT shall provide LANDLORD with a certificate of insurance to comply with this paragraph. If TENANT fails or refuses to secure the same, LANDLORD may secure and maintain such insurance, the cost for which shall be added to the rent and shall be subject to the late charge and interest as provided for delinquent rent. Insurance required hereunder shall be with companies licensed to do business in the State of Idaho and be rated "B class" or better in the AM Best Company Rating Guide.

11. **UTILITIES:** TENANT shall pay for utilities used or consumed on the LEASED PROPERTY, including but not limited to water, electricity, gas and the disposal and removal of trash. If TENANT fails or refuses to pay the same, LANDLORD may make such payments and such payments shall be added to the rent and shall be subject to the late charge and interest as provided for delinquent rent.

12. **MAINTENANCE & REPAIRS:** TENANT shall keep the interior of the Leased Property in a good state of repair including paint (except for structural defects); shall perform all maintenance, repairs and replacements as required to maintained the Leased Property and its contents to at least its current condition including but not limited to heating, air conditioning, fire suppression system pipes, heads and all other systems and improvements. Tenant is responsible for electrical, above-grade water and sewer facilities within the building; shall promptly replace all broken or damaged glass. Tenant will have carpets professionally cleaned once in every calendar year. If not the Landlord

Initials:

Landlord: _____

Tenant: _____

will have it done upon inspection and will back charge the Tenant, and or Tenant will be responsible for carpet replacement if needed. It is the Tenants responsibility to provide and maintain any equipment used to facilitate its customers or operations. Tennant shall keep sidewalks and entry ways to the Leased Property free from snow and ice during normal business hours, litter, merchandise and obstructions of any kind; shall make no structural changes in the building without the prior written consent of LANDLORD; and shall repair any damage to the roof of the building caused by Tenant including the installation of approved signs, or satellite dishes thereon erected by the Tenant or for the benefit of TENANT. If TENANT fails to keep and maintain the LEASED PROPERTY as herein provided, LANDLORD may perform such repairs and maintenance, and the costs thereof, plus twelve percent (12%) for supervision, shall be added to the rent and shall be subject to the late charge and interest as provided for delinquent rent. LANDLORD shall keep the exterior of the building in a good state of repair; shall correct any structural defects; and shall keep the roof in a good state of repair, except for damages caused by Tenant. TENANT shall return the LEASED PROPERTY to LANDLORD upon the termination of this Lease in the same condition and with said improvements (see Exhibit B for improvements) as when received, ordinary wear, tear and acts of God only excepted. TENANT shall keep all exits clear of debris for exiting. Shall not stack merchandise over legal limits in height for fire codes and fire suppression system. TENANT shall maintain all valves, heads and pipes controlling water supply for fire suppression sprinkler system, maintain illuminated exit signs, and all fire extinguishers.

13. **DESTRUCTION OF BUILDING:** If the building is totally destroyed (or so substantially damaged as to be untenable) by storms, fire, earthquake or other casualty, this Lease shall terminate as of the date of such destruction or damage, and rental shall be accounted for between LANDLORD and TENANT as of that date. If the building is damaged but not rendered wholly untenable and the damage can be fully repaired within one hundred eighty (180) days, rent shall abate in proportion as the building has been damaged and LANDLORD shall restore within said time limit, whereupon rent in full shall recommence. Should the LANDLORD fail or refuse to fully

Initials:

Landlord: _____

Tenant: _____

repair the building within said one hundred eight (180) days, TENANT may terminate this Lease.

14. **PARKING FACILITIES:** LANDLORD has constructed or provided on the subject property sufficient parking. TENANT'S patrons, employees and customers shall have the nonexclusive right along with the patrons, employees and customers of other tenants of the building to use the parking areas.

The LANDLORD shall:

- a. Maintain floodlights and other means of illumination sufficient to illuminate the PARKING FACILITIES including the rear parking areas, during at least three (3) hours or more beyond twilight and evening hours that TENANT is open for business and in operation;
- b. Maintain and keep the PARKING FACILITIES in good condition and clean and remove debris, ice and snow there from.
- c. Secure and maintain for the mutual benefit of LANDLORD, TENANT and other tenants of the building general public liability insurance against claims for personal injury, death or general property damage occurring on or about the operations of the PARKING FACILITIES. The limits of liability of such insurance shall not be less than one million dollars (\$1,000,000.00) for personal injury or bodily injury or death of any one person, one million dollars (\$1,000,000.00) for personal injury or bodily injury of more than one person in one occurrence, and five hundred thousand dollars (\$500,000.00) with respect to damage to or destruction of property for such accident.

The Tenant shall:

Prepare a traffic plan for the orderly and safe delivery and pick up of students to and from the Leased Property, with limited interference with the use of the parking lot by other tenants, patrons and others coming to and from the Westwood Mall. Tenant shall be solely responsible to

Initials:

Landlord: _____

Tenant: _____

provide personnel to supervise and police the traffic and shall indemnify and hold harmless Landlord from any and all claims for bodily injury or death to a student, parents or other third party arising out of the delivery, pick up, or other traffic event related to the Tenant's operation.

15. **INSPECTION:** LANDLORD may at all reasonable times enter to view the LEASED PROPERTY to make repairs or show the LEASED PROPERTY to persons who may wish to lease or buy the same. LANDLORD will make its best efforts not to enter the premises during TENANT'S peak business hours.

16. **ASSIGNMENT:** This Lease Agreement may be assigned by Landlord. TENANT shall not assign this Lease nor sublet all or any part of the LEASED PROPERTY without the prior written consent of LANDLORD, which shall not be unreasonably withheld.

17. **REMOVAL OF FIXTURES:** TENANT may remove, prior to the termination of this Lease, all fixtures and equipment which it has placed on the LEASED PROPERTY provided, TENANT shall repair all damages caused by such removal.

18. **ADVERTISING SIGNS:** TENANT may display signs it may deem necessary on the LEASED PROPERTY so long as the placement thereof does not interfere with the enjoyment of adjoining premises by other tenants, their patrons and customers, and provided LANDLORD has given prior written approval for the designation, nature, style and location of any such signs, and Pocatello City has approved the signage.

19. **TERMINATION:** If TENANT fails to keep and perform or shall violate any of the covenants, conditions or terms of this Lease, including the payment of the monthly rental when and as due, and fails to remedy such default within thirty (30) days after written notice thereof by LANDLORD, or if TENANT is adjudicated bankrupt or makes an assignment for the benefit of creditors, or if a receiver shall be appointed for TENANT or its interest hereunder, then and in any such event, LANDLORD shall have the right at

Initials:
Landlord: _____
Tenant: _____

any time thereafter to terminate this lease without further notice or demand. The right of termination shall not be exclusive and LANDLORD shall have other such rights and remedies as may be provided by law for enforcing LANDLORD'S rights hereunder and for the collection of rent and other damages.

TENANT agrees to pay LANDLORD'S cost, including reasonable attorney's fees, for enforcing any of LANDLORD'S rights hereunder, including, but not limited to, the collection of rent, late charges and interest on delinquent rent and damages.

20. **BENEFITS:** This Lease and its terms and conditions shall inure to the benefit of the parties and their respective heirs, successors and assigns, limited however, by the provisions herein expressed to the contrary.

21. Tenant agrees to (1) remain courteous to Landlord and all other Tenants, (2) Not to cause disruptions including gatherings by students or other conduct while not in school and (3) to not be unusually loud in their conduct of their operations.

NOTICE: Any notice provided for or permitted herein may be delivered in person to the other party or may be delivered by depositing a copy thereof in the United States mail, sent via Certified Mail with Return Receipt requested, postage prepaid, addressed as follows:

LANDLORD:

MRFB, LLC
Jeffrey W. Ballard
P.O. Box 722
Logan, Utah 84323-0722

TENANT:

Summit Charter School, Inc.
4739 Kimmi Court
Chubbuck, ID 83202

Initials:

Landlord: _____

Tenant: _____

April 5, 2012

Notice by mail shall be considered delivered 24 hours following the deposit and postmark thereof in any United State post office. Either party may change the address of notice by giving appropriate notice thereof in writing to the other Party.

22. **GOVERNING LAW:** This Lease shall be governed by the laws of the State of Idaho; and parties consent to enforcement of this Lease by the courts of the State of Idaho located within Bannock County, Idaho.

23. **ARBITRATION:** The parties agree that any controversy or claim arising out of or relating to this lease, except for the collection by Landlord of unpaid rent or other charges, shall be settled by arbitration in Pocatello Idaho in accordance with the Rules of the American Arbitration Association, and judgment upon the award rendered by the arbitrators may be entered in any court having jurisdiction thereof.

24. **MERGER OF NEGOTIATIONS:** All negotiations between the parties are merged into this Lease Agreement and there are no undertakings or agreements other than those incorporated herein. This Lease Agreement may not be modified, except by an instrument in writing by the parties.

IN WITNESS WHEREOF, the parties have execute this Lease Agreement hereto this _____ day of _____ November 2011.

TENANT:

LANDLORD:

MRFB DEVELOPMENT, LLC

By: Jonathan Braack
Its: Vice Principal
Summit Charter School, Inc.

By: Jeff W. Ballard
Its: Managing Member

Initials:

Landlord: _____

Tenant: _____

Page 11 of 18

SEPARATE ENTITY GUARANTEE OF LEASE AGREEMENT

In order to induce MRFB, LLC (Landlord) to execute the foregoing Lease Agreement (hereinafter Lease) with Summit Public Charter School Inc. and all board members as Tenant, the undersigned each hereby unconditionally guarantee the payment and performance of, and agrees to pay and perform as a primary obligor all liabilities, obligations and duties, including, but not limited to, payment of rent imposed upon Tenant under the terms of the Lease as if the undersigned had executed the Lease as Tenant thereunder.

The Entity of the undersigned hereby waives notice of acceptance of this guarantee and all other notices in connection herewith or in connection with the liabilities, obligations and duties guaranteed thereby, including notices of default by Tenant under the terms of the Lease and waives diligence, presentment and suit on the part of the Landlord in the enforcement of any liability, obligation or duty guaranteed hereby. Each of the undersigned further agrees that Landlord shall not be first required to enforce against Tenant or any other person or any liability, obligation or duty guaranteed hereby before seeking enforcement thereof against the undersigned. Suit may be brought and maintained against each of the undersigned by Landlord to enforce any liability, obligation or duty guaranteed hereby without joinder of Tenant or any other person.

The liability of each of the undersigned shall not be affected by any indulgence, compromise, settlement, or variation of terms which may be extended to Tenant by Landlord or agreed upon by Landlord and Tenant and shall not be affected by termination of the Lease or the release of one (1) or more of the undersigned Guarantors. Landlord and Tenant, without notice to or consent by the undersigned, may any time or times enter into such modifications, extensions, amendments or other covenants respecting the lease as they may deem appropriate and the undersigned shall not be released thereby but shall continue to be fully liable for the payment and performance of all liabilities, obligations and duties of the Tenant under the Lease as so modified, extended, or amended.

The Entity agrees that in the event that the Tenant shall become insolvent or shall be adjudicated a bankrupt, or shall file a petition for reorganization, arrangement or other relief under any provision of the federal or state laws governing bankruptcy, now or hereafter in effect, or if the Tenant shall seek a judicial readjustment of the rights of its creditors under any present federal or state law, or if a receiver of all or part of its property and assets is appointed by any federal or state court, no such proceeding or action taken therein shall modify, diminish or in any way affect the liability of the Guarantor(s) under this

Initials:

Landlord: _____

Tenant: _____

April 5, 2012

Guaranty and the liability of each Guarantor with respect to such Lease shall be of the same scope as if each Guarantor had executed the Lease in the place and stead of the Tenant, and no "rejection" and/or "termination" of the Lease in any of the proceedings referred to herein shall be effective to release and/or terminate the continuing liability of each Guarantor to the Landlord under this Guaranty with respect to the Lease for the remainder of the lease term stated therein unaffected by any such "rejection" and/or "termination" in said proceedings.

Any release of a Guarantor from the obligations of this Guaranty must be in writing and signed by the Landlord and expressly state the Landlord's intent and agreement to release and discharge the Guarantor hereunder.

In the event of the Tenant's default under the Lease or the default of a Guarantor under this Guaranty, each Guarantor agrees to pay Tenant's reasonable attorneys' fees and other costs as provided by the terms of the Lease, incurred by the Landlord in connection therewith, whether or not suit or action is filed, and payment thereof shall be a condition of the curing of such default.

Each Guarantor expressly agrees that this Guaranty, and all rights of the Landlord hereunder, may be assigned by the Landlord to another without the notice to or consent of the Guarantor(s), and if so assigned by the Landlord, the assignee shall have all of the rights of the Landlord hereunder.

This agreement shall be binding upon each of the undersigned, the successors, heirs, executors and administrators of the undersigned and shall inure to the benefit of the Landlord and his heirs, executors, administrators and assigns.

IN WITNESS WHEREOF signed and executed this ____ day of _____ to be effective as the date of the above-referenced Lease.

Guarantor

Guarantor, (Print Name)

Initials:

Landlord: _____

Tenant: _____

Page 13 of 18

EXHIBIT "A"

To Lease Agreement between Summit Charter School TENANT and MRFB llc
LANDLORD.

DESCRIPTION OF LEASED PROPERTY:

15,293 sq. feet of space

That portion of a tract of land in the SE ¼ of Section 22. Township 6 South, Range 34
EBM, Bannock County, Idaho shown as Parcel No. 4 on a recorded of survey map
instrument no. 760780 records of Bannock County, Idaho, located at 1800 Garrett Way,
known as the Westwood Mall, the space known as # 2 and 2A. Containing
approximately 15,293 square feet as measured by BOMA standards.

Signed for Identification of Exhibit "A"

For LANDLORD

For TENANT

Initials:

Landlord: _____

Tenant: _____

Page 14 of 18

EXHIBIT "B"

Construction and/or Finishing of Improvements to Leased Premises

In accordance with the provisions of the body of the Lease, to which this Exhibit "B" is attached, the improvements to the LEASED PROPERTY shall be constructed and/or finished (as the case may be) in the manner described and upon all of the terms and conditions contained, in the following portion of this Exhibit "B".

TENANT shall:

1. Any items not listed are the sole responsibility of the Tenant.
2. Purchase any items if their business requires anything additional.
(ex: fire extinguishers, fire panels, fire doors, etc.)
3. Tenant will do all of their own re-model including new space across the hall including electrical.
4. Lighting in new room is excluded.
5. Accept all restrooms will be left "as is". Any remodeling will be at Tenant's expense.
6. Pay for all Carpet & Paint used to update both spaces.
7. Make any handicapped improvements inside or outside if needed by code. Including concrete at entry.
8. Will provide all Fire Code requirements including panel, wiring to include additional space across hallway, strobes and smoke alarms for the new space across the hall.
9. Provide any "to code" requirements in space needed for a school.
10. Pay all expenses to move Day Care to new location as described in section 2.
11. Will accept additional space across hallway "as is" and will do all remodel required.
12. This lease is contingent on the obtaining their Charter from the State of Idaho as well as obtaining the zoning requirements from the City of Pocatello.

Landlord Shall:

1. Give a 3 month rent concession during the first months of rent.
Beginning July 2012 or date of possession.
2. Provide all HVACs in all spaces are working and are in a good state of repair at move in.
3. Will provide the north room with proper remodel of the floor, bringing to code.
4. Re-carpet all floors.
5. Re-paint all walls.

Initials:

Landlord: _____

Tenant: _____

6. Replace glass window in lobby.
7. Replace railing outside front door or provide a metal wedge from one level to another.
8. All light bulbs and light lenses will be installed and in good working order.
9. Any VCT tiles will be repaired if ripped.
10. Provide locked or tamper free covers for electric panels in boy's restroom if required by code.
11. Repair or replace front panel of drinking fountain.
12. Replace any handles on doors that were taken off.
13. Repair rust on second exit door and provide weather stripping.
14. Remove carpet in fire hallway.
15. Paint fire hallway.
16. Lower fire sprinkler heads in classrooms across the hallway.
17. Finish doorway opening into back hallway of main space.
18. Pay for lighting in the new space, including fixtures.
19. Allow Tenant to use the existing mall's trash container for all it's trash.

Signed for Identification of Exhibit "B"

For LANDLORD:

For TENANT:

Initials:

Landlord: _____

Tenant: _____

April 5, 2012

EXHIBIT "C"

Tenant's Pro-rata Share shall be estimated as follows:

Signed for Identification of Exhibit C

For LANDLORD

For TENANT

Initials:
Landlord: _____
Tenant: _____

Page 17 of 18

April 5, 2012

RIDER

Landlord and Tenant agree that, if any provision on this rider conflicts with any item in the lease or its exhibits, that the provisions of the rider will govern:

Initials:
Landlord: _____
Tenant: _____

Page 18 of 18

APPENDIX R

April 5, 2012



Idaho School Boards Association, Inc.

"Trustee Leadership for Excellence in Idaho Public Education"

PO Box 9797, Boise, Idaho 83707-4797

Phone (208) 854-1476 Toll-Free (866) 799-ISBA Fax (208) 854-1480

4739 Kimmi Court
Chubbuck, Idaho 83202

ATTN: Letter of Intent to Provide Board Governance Training

Board of Directors of Summit Public Charter School:

Thank you for inviting me to your board meeting the other day. It was a pleasure to visit with you. I appreciate the time you dedicate to the students of Idaho and your willingness to serve.

The purpose of this letter is to summarize our discussion regarding training for your district.

- Pending approval from the Public School Charter Commission, ISBA will deliver monthly training for your board of directors at a cost of \$1200 for 12 months, as a 1 hour session per visit. This cost does not include travel costs, from Firth to Pocatello, at the state reimbursed travel rate. Additional hours would be billed at \$100 per hour.
- A spectrum of topics will be covered including, but not limited to: Effective Governance, Roles and Responsibilities, Effective Meetings, Board/Administrator Relationships, Policy, Community Engagement, School Finance, Strategic Planning, Administrator Evaluations, and Open Meeting Law. Selection of the topics will be the responsibility of the Board Chair and the Administrator.
- All topics will be examined within the context of your district charter, by-laws, policies, and strategic plan.

I am excited about the opportunity to work with you monthly, and I look forward to doing so in the near future. Please feel free to contact me with any other questions.

Sincerely,

Liz Killpack
School Board Trainer
Idaho School Boards Association, Inc.

"The Idaho School Boards Association provides leadership and services to local school boards for the benefit of students and the advocacy of public education."

APPENDIX S

THE WESTWOOD FACILITY PLAN

The Westwood Facilities. The Westwood Mall in Pocatello has an existing 12 classroom Suite that once served as the Pocatello Community Charter School. The West Wood facility is a proven facility and was used by PCCS for 5 years. The property is owned by MRFB, LLC in Logan Utah, and is locally managed by Carla Albertson a local real estate professional in Pocatello. MRFB, LLC has 35 years of leasing experience.

FACILITY DESCRIPTION AND CONFIGURATION. The 1-story building has 15,293 sq ft available. There is currently 9 classrooms with the possibility of changing a small 6 room area into 2 more large classrooms. There is also another large open space that could be used for 3 more classrooms for the possibility of up to 14 classroom. It also offers multiple other existing room that could be used for administration offices, storage, testing areas, a large common area to accommodate a lunch area, and a full kitchen area. This site also offers many external amenities that could be negotiated to enhance the learning experience. The facility houses other large facilities that could be used to benefit the Summit Charter School. Tenants such as Fitness Inc Health Club, the largest athletics business in town at almost 40,000 sq.ft., offers swimming facilities, gymnastic and other health related activities. In addition, E.P Athletics, a gymnastics center, is excited to work with us to offer potential gymnastics opportunities as part of a robust P.E. program. The landlord has also informed us that a newly signed tenant will begin building an events center in the vacant lot adjacent to the proposed Summit site that will offer a community events atmosphere with two large gymnasiums. Said gymnasium are projected to be completed before the target open date of Summit Public Charter School. A playground and grass area adjacent to the building and will be negotiated over, in order to host playground activities for our students. These neighboring businesses mentioned here have been approached and are excited to negotiate exciting opportunities for Summit students.

DOCUMENTATION OF AVAILABILITY. The Board of Directors is currently finalizing negotiations with the landlord on items and contingencies of the lease. Upon authorization of the charter, The Board of Directors will finalize negotiations with the owner, and will sign the lease. The lease attached is the most current and exemplifies 2 months of negotiations. The attached lease shows a period of 7 years, but is not the only lease option provided by the owner. ***The Board of Directors was advised by the staff of the PCSC to use the attached lease as the basis for pro-forma budget revision.***

RENOVATIONS, AND IMPROVEMENTS. Some minor improvements and changes are needed in order to bring it up a reasonable standard as a charter school facility. The minimum renovations would include new carpeting, painting of all rooms, and conducting a thorough code/life/safety review to determine what improvements are needed in order to start operations. The cost are listed as misc expenses and only requires to remove/add some walls and adding or closing off doors area. The landlord will amortize the new carpet and paint and reflect such in the lease amount at a cost of \$400 per month.

LOCAL REQUIREMENTS. This facility was formally an educational facility but will need a conditional use permit from the City of Pocatello. This permit is currently in the process of being obtained. No utility installations, additional parking, or other known issues inhibit the immediate occupancy and continued use of this facility. Attached is a letter from the Pocatello zoning office. (See attached zoning letter)

OPERATIONS AND MAINTENANCE COSTS. The operations and maintenance costs for this facility should be similar to those reported by the Academy because the building is approximately the same square footage. Below are the budgeted amounts for 2012-2013 school year. These numbers are represented in all proforma budgets submitted:

Telephone	\$ 3,000
Gas/Electric	\$ 8,500
Water and Sewer	\$ 1,800
Property Insurance	\$ 4,500
Grounds & Maintenance	\$ 18,500
(Includes custodial labor and supplies. CAM is included in lease amount)	

TOTAL OPERATIONS BUDGET \$36,300

LEASE COST. The lease rate for this facility is \$5.57 per square foot or \$7,100 per month. The landlord is providing new carpet and paint and has estimated this to be valued at \$400 a month during the first 7 years and is included in the proposed rent amount. The annual lease rate is \$85,200. They have also agreed to give a 3 month rent free rental concession if a 7 year lease is signed, saving \$21,300 on this upfront cost over the first annual lease year. An additional 1 month floating rent concession is included if a 7 year lease is signed. A 5 year lease option is available at the same rate of \$7,100 but Summit would lose the 3 month rental concession in year 1.

Lease amount for year 1 is \$85,200-\$21,000=\$63,900

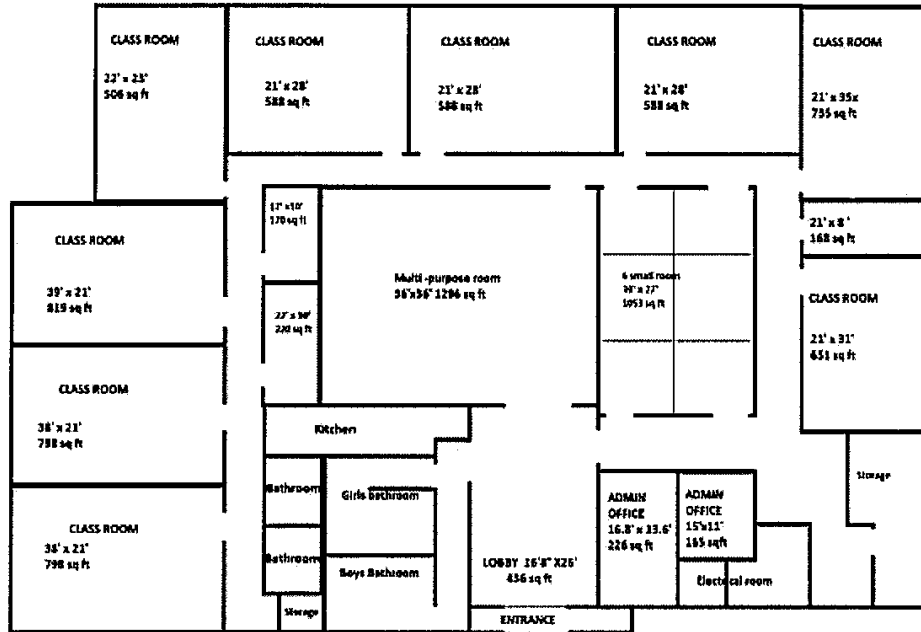
Operating costs for year 1 are \$36,300

Total ANNUAL cost estimate for year 1: \$100,200

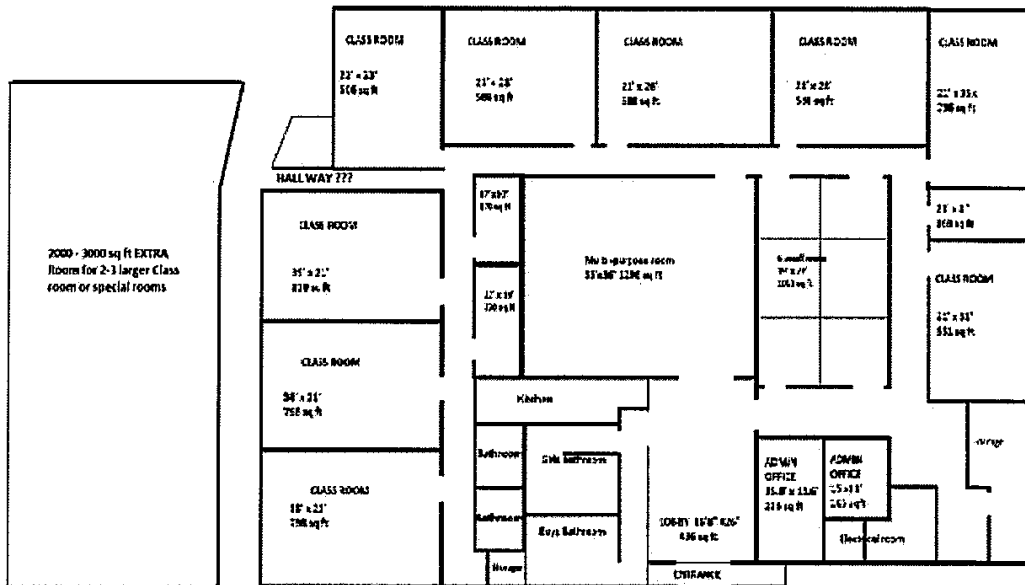
Total ANNUAL cost estimate per year for years 2-7: \$121,500

Operating costs are estimates. If the operating costs exceed those represented in the Best Case, Most Likely Case, and Worse Case budgets, the net operating income will be adjusted to satisfy costs of operations.

Existing layout of the previous tenant, Pocatello Community Charter:



Floor plan of the West Wood facility with square footage as represented in the lease financials:



TEMPORARY MODULAR SCHOOL PLAN

MODULAR SCHOOL. Williams Scotsman of Nampa Idaho has extensive experience providing modular classrooms for other charter schools in Idaho. They have given a proposal to Summit to lease 10 modular classrooms for a 24 month term. The facilities total 14,400 sq ft of building space. Williams Scotsman's cost estimates include delivery, setup, skirting, ramps, and stairs. The proposed location for the moduls will be at 2055 Garrett Way, Pocatello, Idaho, on a 2 acre parcel of land. The Landlord, is the Garrett Business Park. They will provide the land and site work including fire lines, extending the water, sewer, and power to the modular buildings. Summit has a letter of intent (LOI) from The Garrett Business Park, who will provide the land and facilitate the set up and operation of the the modular school.

DOCUMENTATION OF AVAILABILITY. These modular units are produced as a commodity and are available on an ongoing basis.

RENOVATIONS, AND IMPROVEMENTS. The classroom units require connection to electricity. Additionally the bathrooms require connection to sewer and water. Some fencing will be required to provide for the playground area and parking.

LOCAL REQUIREMENTS. The land is contained within the Garrett Business Park of Pocatello. The Park is zoned as a Planned Unit Development (PUD) that currently allows schools within the PUD. A site plan will be provided to the city in order to obtain a

temporary permit to place the units in the Business Park.

FACILITY DESCRIPTION AND CONFIGURATION. The modular classrooms are 30' long and 24' wide, or 720 sq ft each with two classrooms in each building. Initially Summit will require a minimum of 10 classrooms to begin the first year. (See drawing below) One of those classrooms will be converted to an administration office and one classroom will be converted to a boy's and girl's bathroom and faculty bathroom facility. Additional classrooms can be added during second year if needed.

OPERATIONS AND MAINTENANCE COSTS. The annual operations and maintenance costs for this facility are estimated as follows:

Electricity	\$5,000
Water, sewer, garbage	\$3,500
Property Insurance	\$4,000
Custodial services	\$12,000
Custodial supplies	\$4,500
Building & Grounds Maintenance	\$5,000

TOTAL ANNUAL OPERATIONS BUDGET \$34,000

FACILITIES COST. Additionally the gross annual lease rate for 10 classrooms is estimated as follows:

8 class rooms	\$96,000
Administration & Bathroom Bldg	\$33,600
Land cost	\$24,000

Total Facility Lease per year estimated: \$153,600

Total ANNUAL cost estimate including operations is \$187,600

If this option needs to be mobilized, the Best Case, Most Likely Case, and Worse Case budgets have been evaluated to meet the ANNUAL cost listed. All three budgets will support this operation.

April 5, 2012

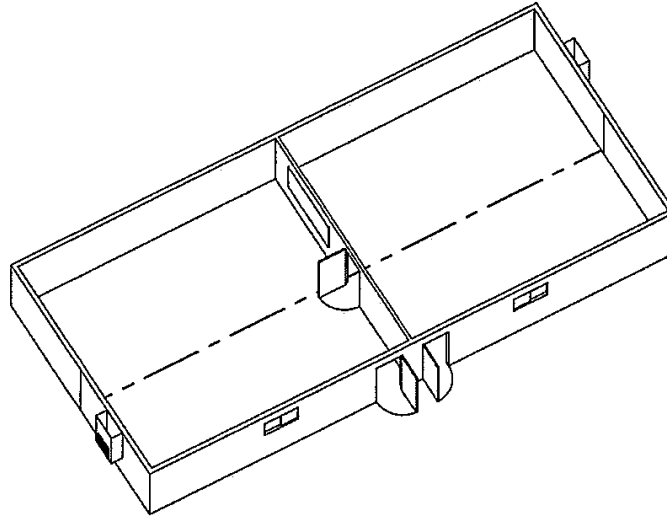
EXHIBIT SHOWING A TYPICAL 60' X 40' MODULAR WITH 2 ROOMS



8211 Town Center Drive
Baltimore, Maryland 21236-5997
800.782.1500
www.willscot.com

HCD_CL6424

CLASSROOM



DWN BY: HW	SERIAL#: A-1	REP: -	CAD FILE: -
SCALE: 1/8"=1'	DWG #	DATE 01-01-10	REV# 0



THE USE OF THIS DRAWING FOR ANY MEANS OTHER THAN
INTENDED IS STRICTLY PROHIBITED WITHOUT THE PRIOR
WRITTEN CONSENT OF AN AUTHORIZED WILLIAMS
SCOTSMAN REPRESENTATIVE.
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April 5, 2012

**GARRETT BUSINESS PARK
2055 GARRETT WAY
POCATELLO IDAHO**

JANUARY 1, 2012

Summit Public Charter School
Pocatello, ID 83201

RE: 2055 Garrett Way, Pocatello, ID

Dear Summit Board,

This Letter of Intent outlines the basic terms for a Land Lease for property located at 2055 Garrett Way, Pocatello, Idaho. and to commence negotiations on a mutually-acceptable Lease Agreement ("Lease") for the Property, the initial draft of which Lease will be prepared by Seller's counsel, including the following terms:

1. Property Description: 2 acres of bare ground in the Garrett Business Park, fenced.
2. Lease Price: \$2,000.00 per month, 3N.
3. Term: 2 years
4. Commencement date: July 1, 2013
5. Improvements: Lessor will obtain building permit for a temporary occupancy, and will provide water, sewer, and power access to 5 modular buildings.
6. Documents: Lessor will prepare a draft Lease for review by Lessee and its counsel.

If the foregoing is acceptable, please evidence your acceptance by executing a copy of this letter and returning it to us by facsimile transmission or overnight delivery before its expiration at 5:00 PM on February 15, 2012.

We look forward to working with you.

Sincerely,

Lessor: Garrett Business Park

By: Richard A. Kirkman

Its: Authorized Agent

Date: 1/1/2012

Accepted and Agreed to:

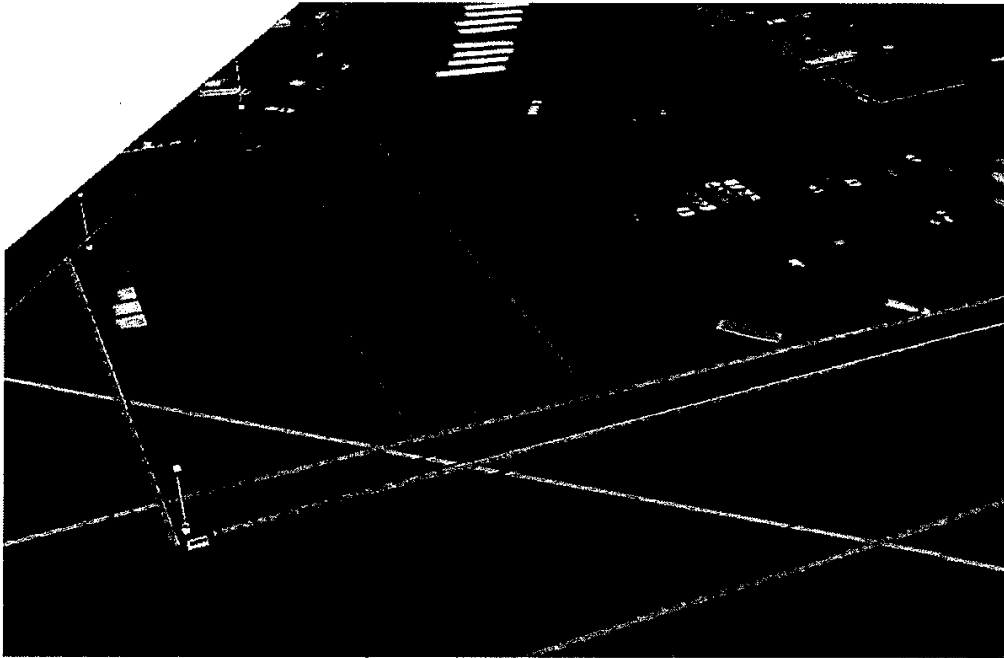
Lessee: Summit Public Charter School

By: _____

Its: _____

Date: _____

April 5, 2012



Concept layout for a modular school at 2055 Garrett Way



Concept 2055 Garrett Site Plan

THE CRE-ACT SCHOOL PLAN

THE CRE-ACT SCHOOL. The Cre-act School of Pocatello is a school facility that served the community for many years as a private Catholic school. Built in the 1930s, the school was sold by the School District many years ago to the Franciscan Sisters. The aging sisters have now retired and the school closed down about 2 years ago. The property is currently on the market for sale for \$275,000. Summit has a letter of intent from a local developer who will purchase the building, renovate it and lease it back to Summit. (See attached LOI)

FACILITY DESCRIPTION AND CONFIGURATION. The 3-story building is 20,154 sq ft, has 11 classrooms, and sits on slightly less than one acre of ground. While the school lacks adequate parking, administration, multipurpose, and kitchen facilities it remains a viable backup plan. This school would work well as a start up solution while a suitable long-term school facility solution is worked out.

DOCUMENTATION OF AVAILABILITY. The property is currently listed as available on the open market. No attempt has been made to bind the property on contingency at this time. Summit has a signed letter of intent from a developer who will make the improvements necessary for occupancy and lease the facility to Summit.

RENOVATIONS, AND IMPROVEMENTS. While the school is usable and was recently occupied, some improvements are needed in order to bring it up to a reasonable standard as a charter school facility. The minimum renovations would require painting of the classrooms, addressing some water damage issues, and conducting a thorough code/life/safety review to determine what improvements are needed in order to start operations.

LOCAL REQUIREMENTS. This facility is an existing educational facility that is already permitted, zoned, and integrated into the community. No conditional use permits, utility installations, additional parking, or other known issues inhibit the immediate occupancy and continued use of this facility. Attached is a letter from the Zoning Commission showing this location as being permitted outright in this zone district. (See attached zoning letter)

OPERATIONS AND MAINTENANCE COSTS. The operations and maintenance costs for this facility should be similar to those reported by the Academy because the building is approximately the same square footage and age. Below are the budgeted amounts for 2011-2012 school year. Summit estimates that its maintenance and operations costs will be similar at this location:

Electricity	\$7,000
Gas	\$5,000
Water, sewer, garbage	\$7,045
Property Insurance	\$6,123
Custodial services	\$15,000
Custodial supplies	\$4,037

TOTAL OPERATIONS BUDGET \$44,205

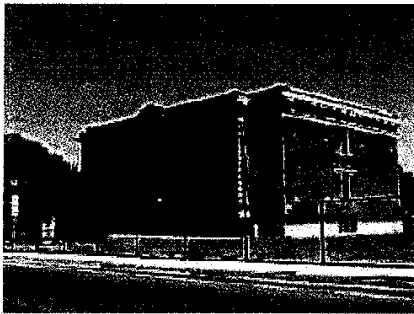
LEASE COST. The lease rate for this facility is \$5.50 per square foot or \$5,200 per month. The proposed lease term is five years with an option to renew for an additional five years to purchase the facility. The annual lease rate is \$62,400.

Total ANNUAL cost estimate including operations is \$106,605

If this option needs to be mobilized, the Best Case, Most Likely Case, and Worse Case budgets have been evaluated to meet the ANNUAL cost listed.

If this option is mobilized, adjustments will be made from the net operating income from the Best, Most Likely, or Worst Case Budgets to offset costs of operations as listed above.

CLIENT HANDOUT



Type: Real Estate Only
Area: South Pocatello
Asking Price: \$275,000
Address: 526 S Grant
City: Pocatello

MLS #: 538849
Status: ACTIVE
County: Bannock

State: ID Zip:

Primary Heat Type: Forced Air
Primary Heat Source: Gas
A/C Type: Window/Wall ...
Parking Spaces: 30

Prepared Courtesy of:
Jason Christensen - Cell: (208) 851-1616
ReMax Country R E Inc

General

Year Built: 1960	Effective Age: 30	Builder:	
Total Sqft: 20,154	Above Grade Sqft: 20,154	Below Grade Sqft: 0	% of Bsmnt. Fi
# of Buildings: 1	# of Stories: 3	# of Offices: 11	# of Bathroom
Overhead Doors: No	# of Overhead Doors:	Ceiling Height: 10	Door Height:
Average Electric:	Average Non-Elect. Heat:	Average WSG:	Separate Utili

Taxes: 0	Tax Year:	Real Property Taxes:	Personal Prop
Building/Business Name: CreAct School Building			
Monthly Rent:	Rent per SQFT:	Rent/SQFT/Year:	
Annual Gross Income:	Annual Insurance:	Cap Rate:	
Net Operating Income:	Other Expenses:		
Approx. Acres: 0.96	Lot Dimensions: 300x140	Parcel #: RPP0C386200	
Legal Description: Lots 11-20 Block 537		Subdivision: Pocatello Towns	
Directions: Benton West to Grant (Corner of Benton/Grant)			
Property Exclusions:			

Features

ZONING-CITY	Residential	CONSTRUCTION STATUS	Existing	TERMS	Ca
CURRENT USE	Other	FOUNDATION	Concrete		Tr
PRIOR USE	Other	BASEMENT/SUBSTRUCTURE	Full Basement	EXTRAS	Ra
POSSIBLE USE	Other	PRIMARY ROOF	Other	TOPOGRAPHY/SETTING	Co
CONSTRUCTION	Brick	EXTERIOR-FINISH	Brick	ASSOCIATION FEE INCLUDES	No
		EXTERIOR-ACCENT	Brick	ELECTRIC TYPE	20
		LANDSCAPING	None	OWNER PAYS	OU
		DOMESTIC WATER	City/Public Water	ELECTRICITY PROVIDED BY	Id
				SEWER TYPE	Cl
				LOCATION	Lo
				TENANT PAYS	OU
				SUBMIT TO INTERNET	Ye

Remarks

Excellent condition for Age of Building. Well maintained. Was former CreAct School. Music Studio, Playground, Kitchen Area, Lunchroom, 8-10 Classrooms. Plus Office Areas. Roof is in good repair - Has been replaced. \$195,000 price reduction on May 19. Very motivated seller.

April 5, 2012

LETTER OF INTENT FOR CRE-ACT SCHOOL

January 5, 2012
To: Summit Public Charter School
Pocatello, ID 83201

RE: 526 E. Grant, Pocatello, ID

Dear Summit Board:

This Letter of Intent outlines the basic terms under which Dale's Inc., or its assignee ("Lessor") is prepared to offer to Summit Public Charter School ("Lessee") for property located at 526 E. Grant, Pocatello, Idaho and to commence negotiations on a mutually-acceptable Lease Agreement ("Lease") for the Property, the initial draft of the Lease will be prepared by Lessor, and will include the following general terms:

1. Property Description: 20,154 sf of building and .75 acres of land
2. Lease Price: \$5,200 per month, 3N.
3. Term: 5 Year lease with a 5 year renewal option to own.
4. Commencement date: August 1, 2013
5. Improvements: Prior to occupancy Landlord will provide a third-party code/life/safety review and study of the building by a mutually-acceptable licensed architect and will address all code issues. Additionally all carpeted spaces will be recarpet and the entire building will be repainted prior to occupancy.
6. Documents: Lessor will prepare a draft Lease for review by Lessee and its counsel.
7. Contingency: This Lease offer is contingent upon the Lessee successfully securing a Charter from the State of Idaho to begin school operations in September 2013 and is subject to the availability of the property.

If the foregoing is acceptable, please evidence your acceptance by executing a copy of this letter and returning it to us by facsimile transmission or overnight delivery by 5:00 PM on February 15, 2012. We are looking forward to working with you to successfully complete this transaction.

Sincerely,

Accepted and Agreed to:

Lessor: Dale's Inc

Lessee: Summit Public Charter School



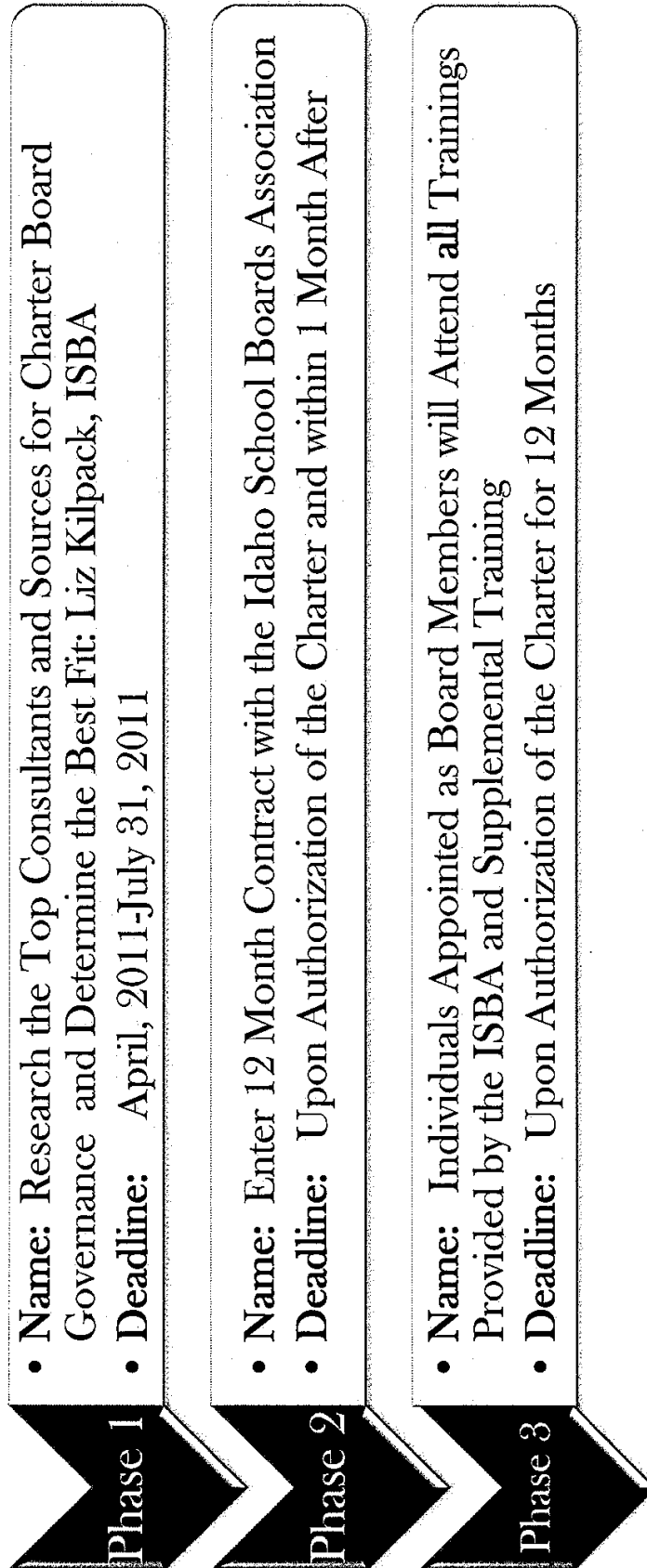
By: Richard D. Kirkham
Authorized Signor
Date: 1/5/2012

By: _____
Authorized Representative
Date: _____

APPENDIX T

STRATEGIC BOARD GOVERNANCE

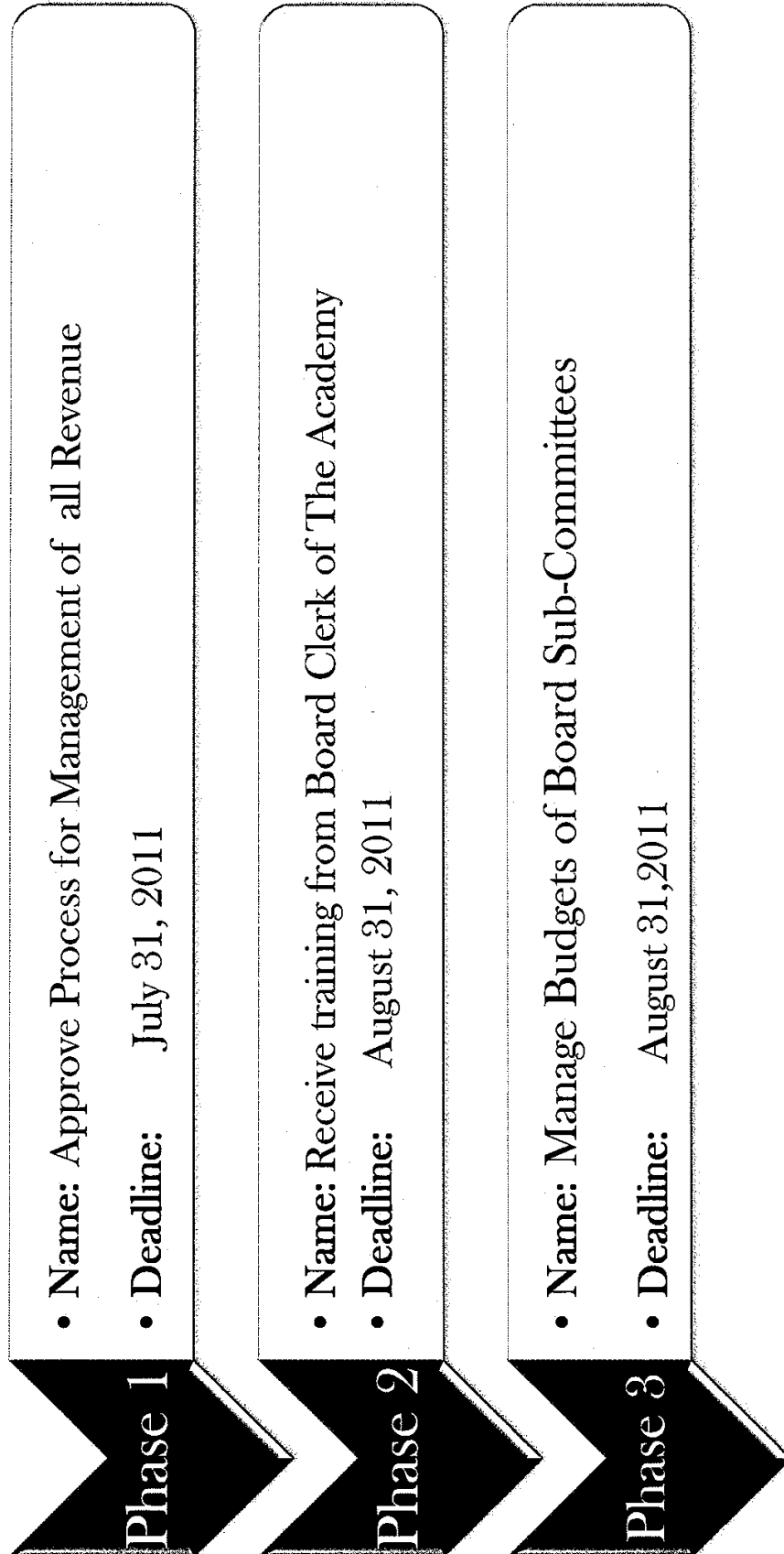
GOAL STATEMENT: The Directors will receive thorough/continuous training scaffolding them to remain fiscally responsible as they focus on strategically insulating student learning and student character as their mission.




TIMELINE: Approval  12 Months After

FISCAL MANAGEMENT

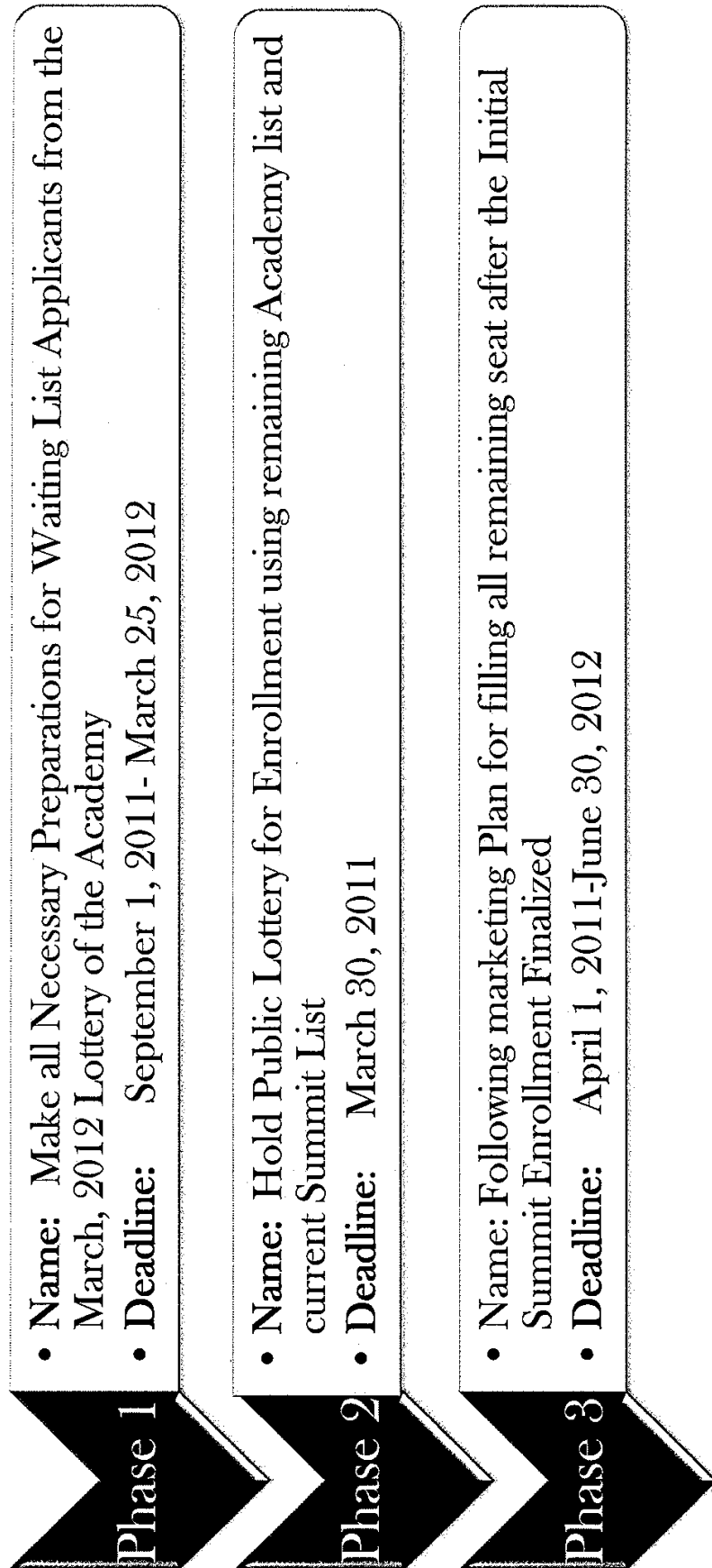
GOAL STATEMENT: Summit Charter School will practice sound, transparent, solvent financial practices in its pre-opening stage.



TIMELINE: May 2011  **August 31, 2011**

ENROLLMENT

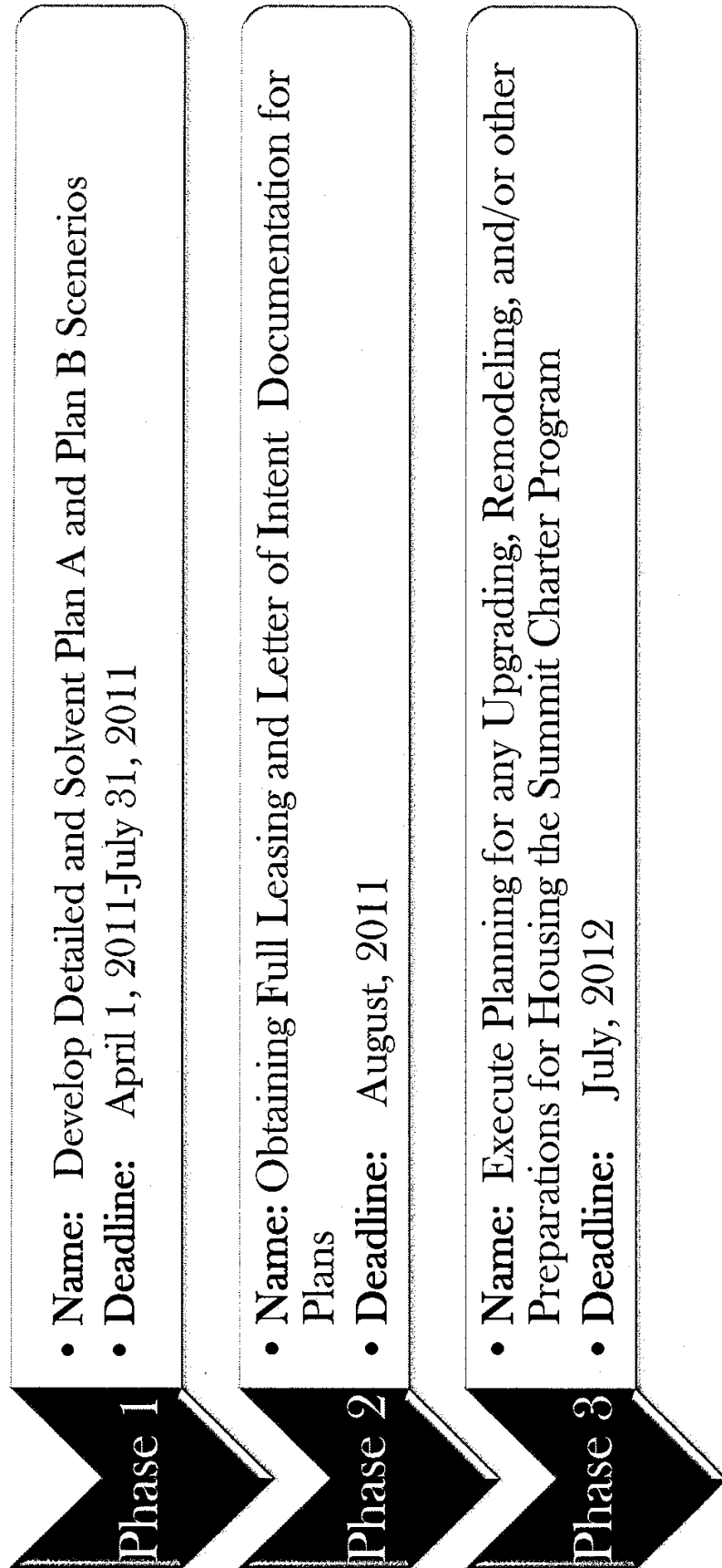
GOAL STATEMENT: Summit Charter School will, by August 2012, obtain and maintain through a waiting list an enrollment of 285 students for grades K-8th.



TIMELINE: Sept. 2011 —————→ June 30, 2012

FACILITIES

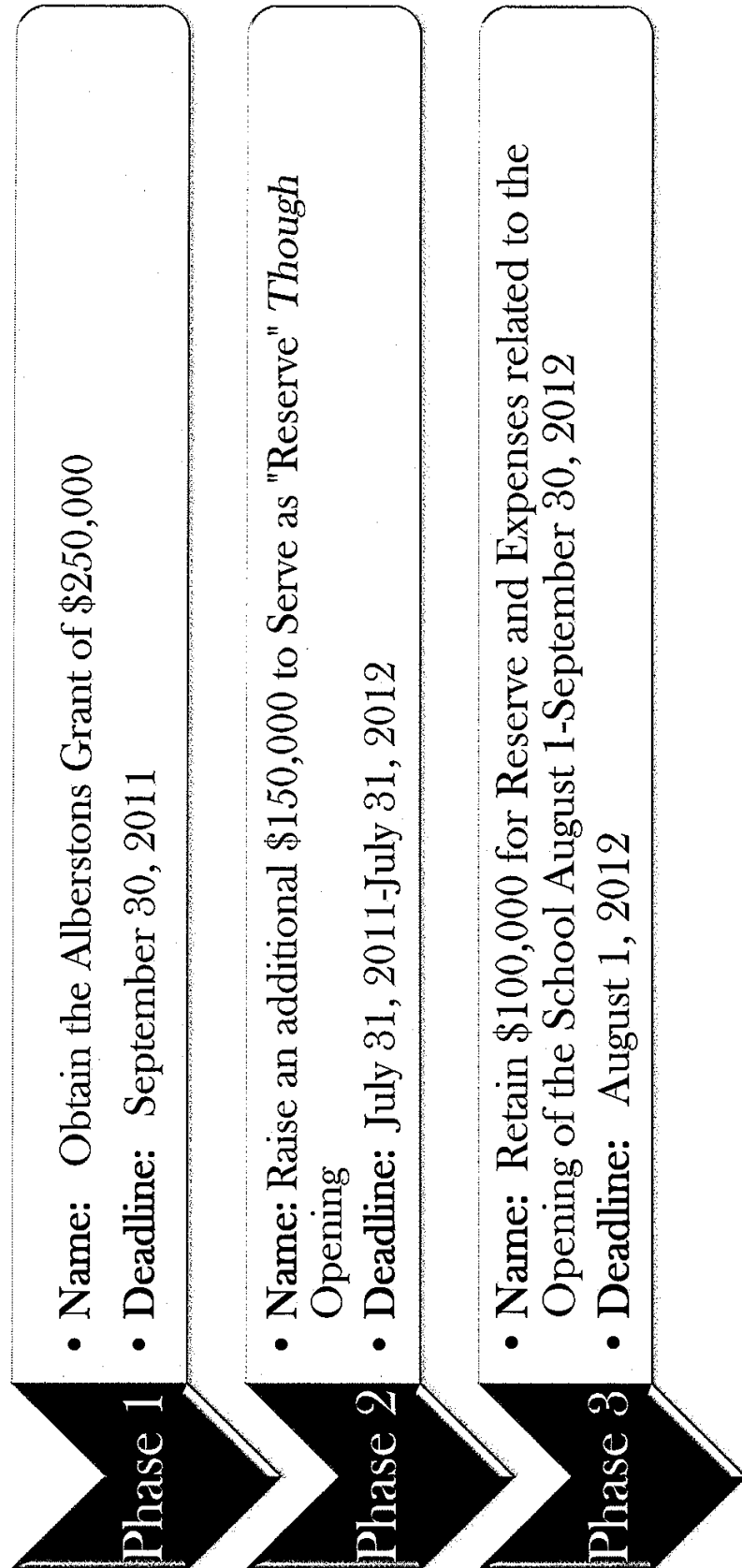
GOAL STATEMENT: Summit Charter School will, by August 2012, obtain a facility and equipment which adequately meet the financial and programmatic needs of the school.



TIMELINE: April 2011  July, 2012

FUNDRAISING

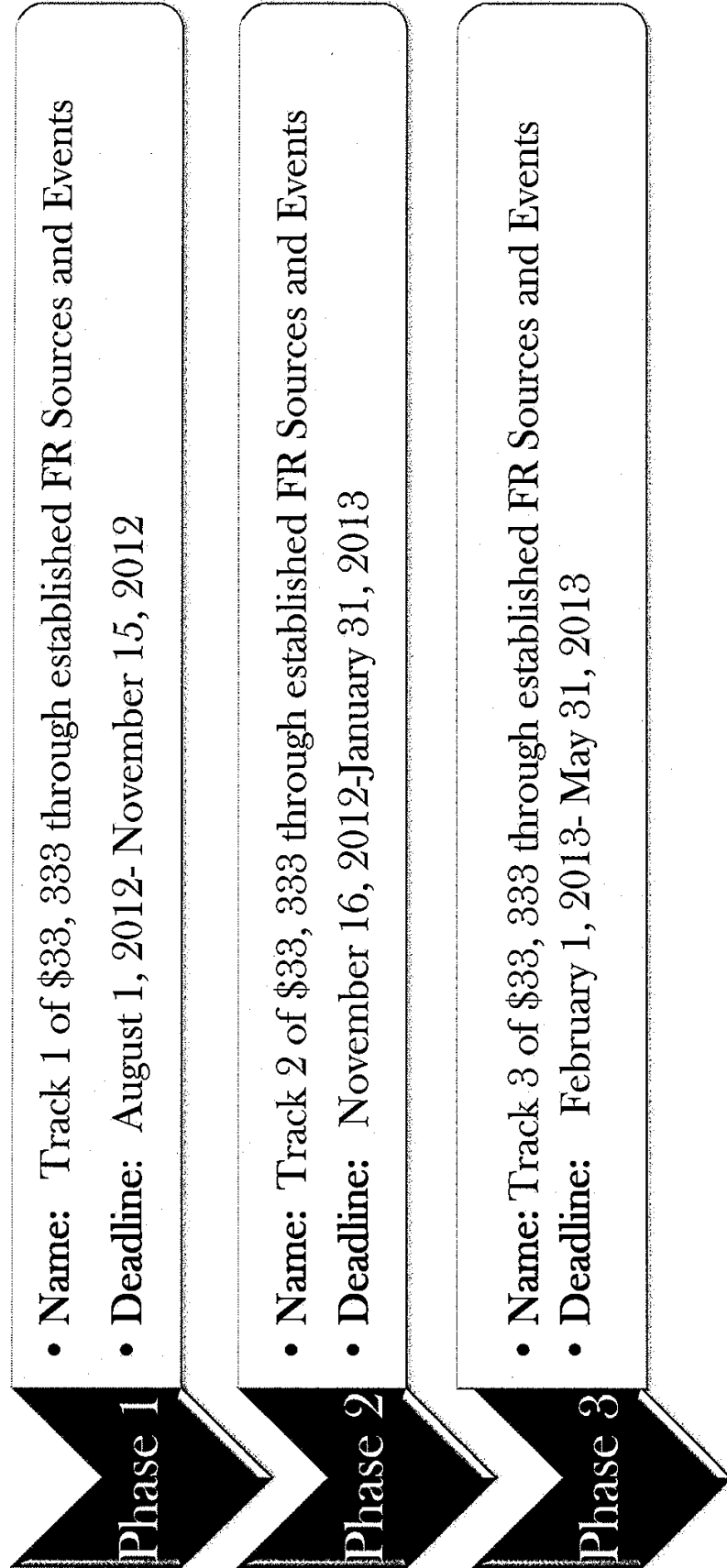
GOAL STATEMENT 1: Summit Charter School will have \$500,000 by the Summer of 2012 to offset and/or reimburse for costs of “start up.”




TIMELINE: May 2011  **August 1, 2012**

FUNDRAISING

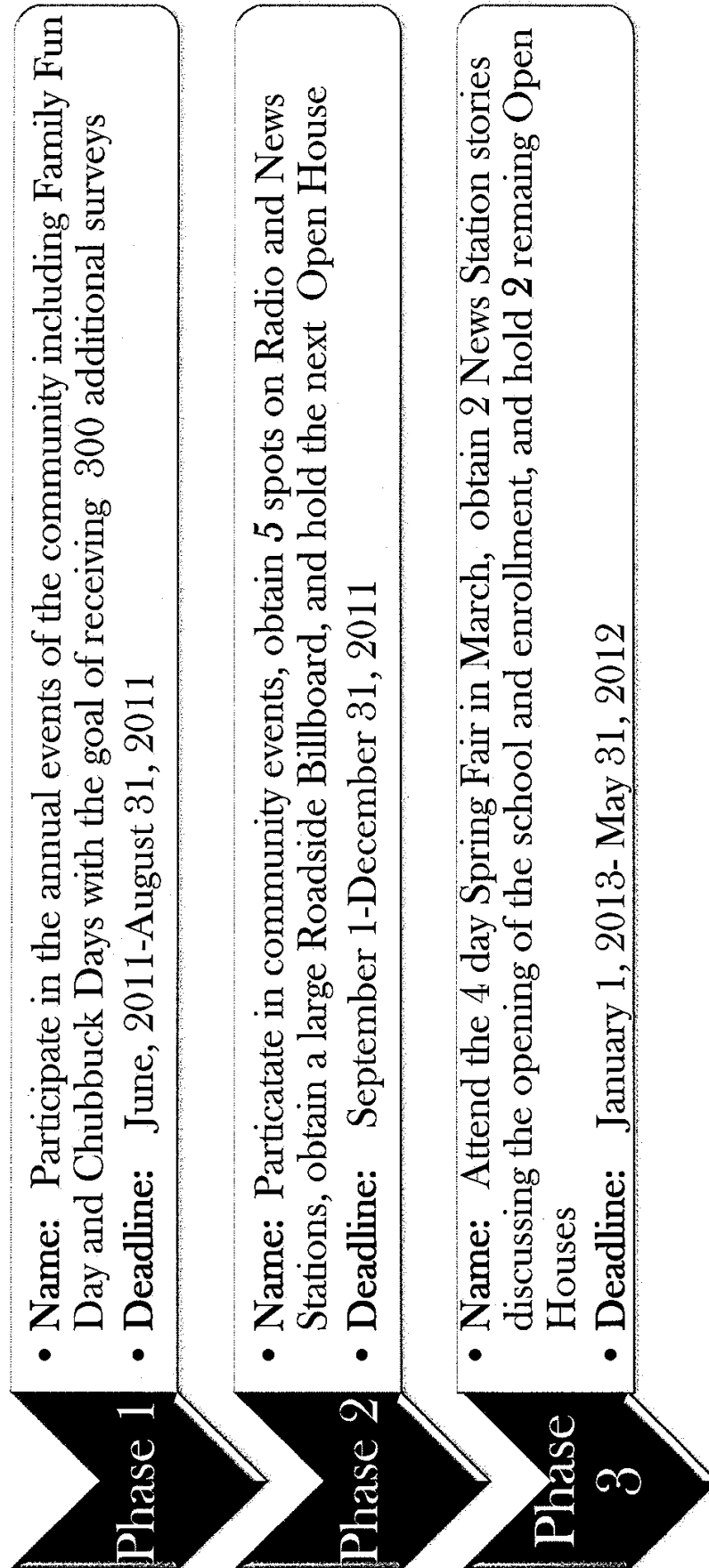
GOAL STATEMENT 2: Summit Charter School will raise an additional \$100,000 by June 30, 2013 to reimburse the G.O. Budget for the 2012-2013 school year. These are separate dollars than Goal Statement 1.



TIMELINE: Aug. 1, 2012  May 31, 2013

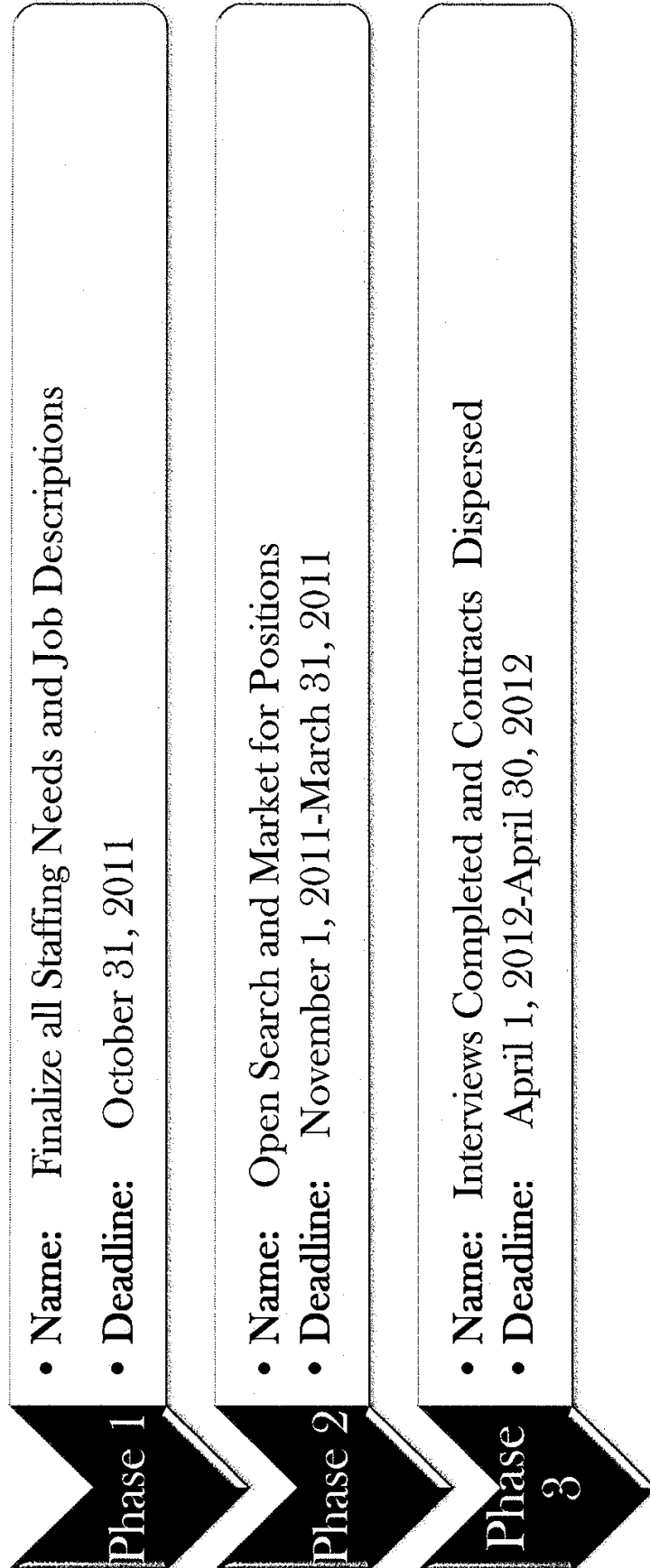
MARKETING AND PUBLIC RELATIONS

GOAL STATEMENT: Summit Charter School will educate the community on the advantages and roles of its program and fill all available seats in preparation for August 2012.



HUMAN RESOURCES

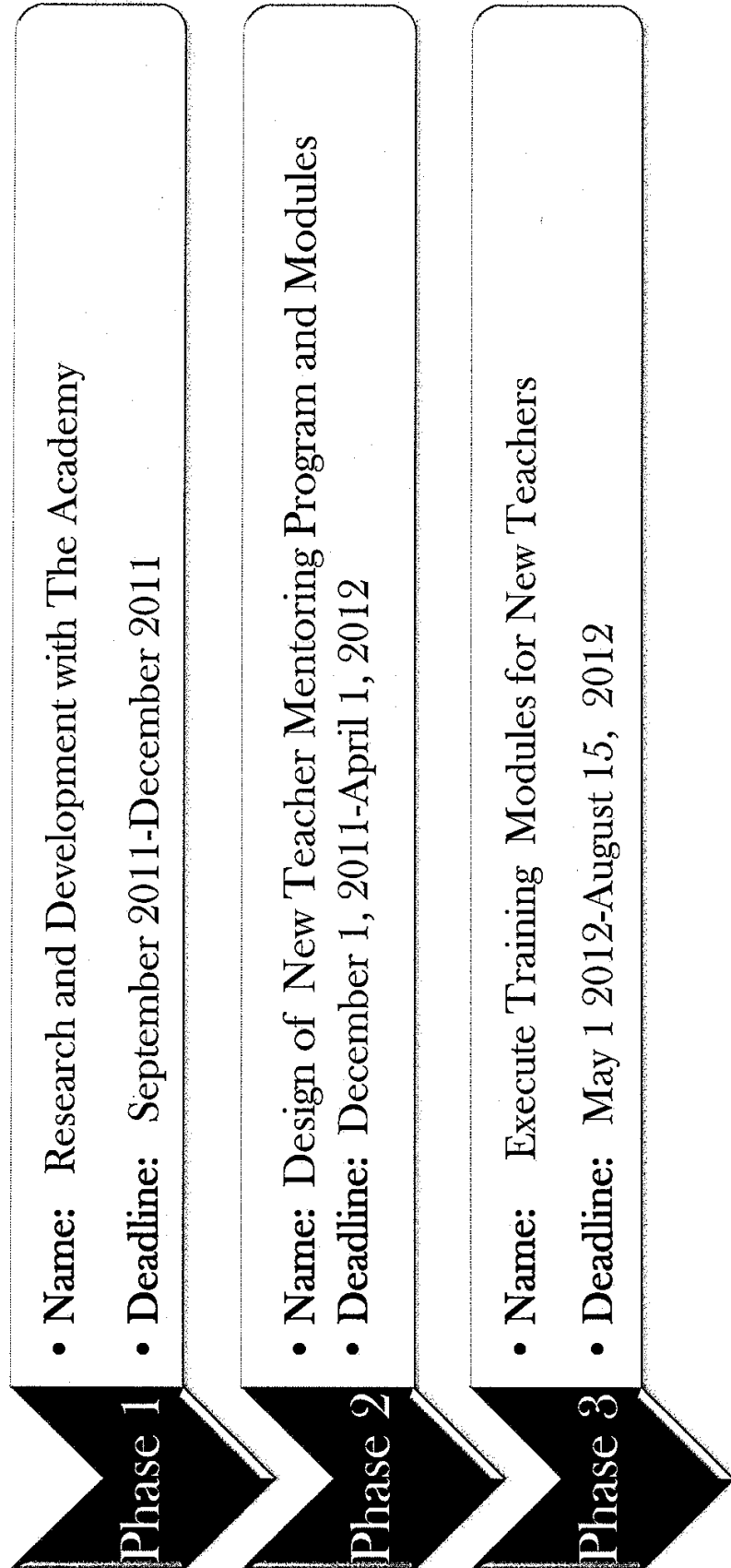
GOAL STATEMENT: Summit Charter School will, by April 30, 2012, secure a qualified administrative, instructional, and support staff, prepared to meet the requirements of the program defined in the charter.



TIMELINE: Oct. 31, 2011  April 30, 2012

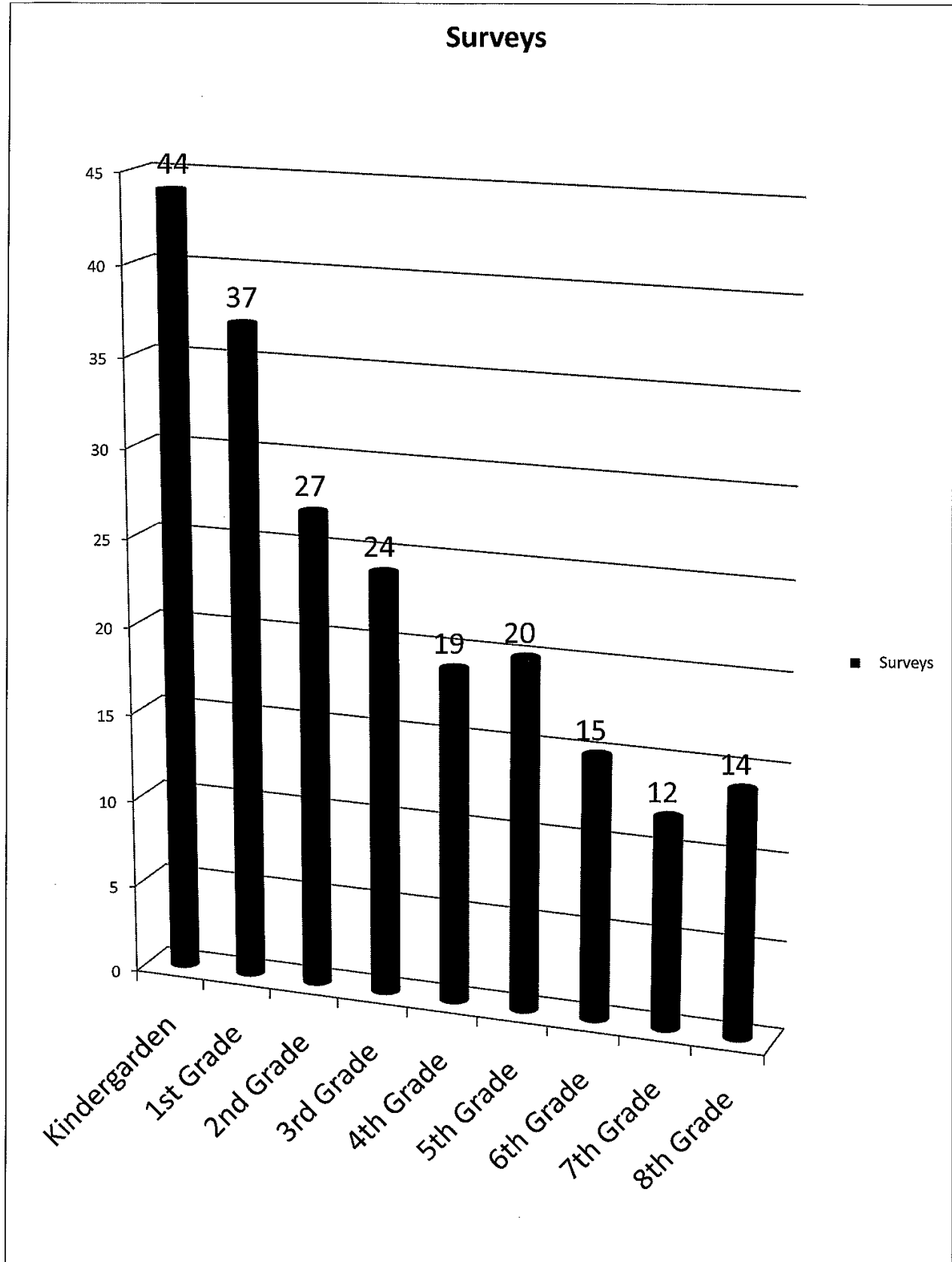
PROGRAMMATIC DEVELOPMENT

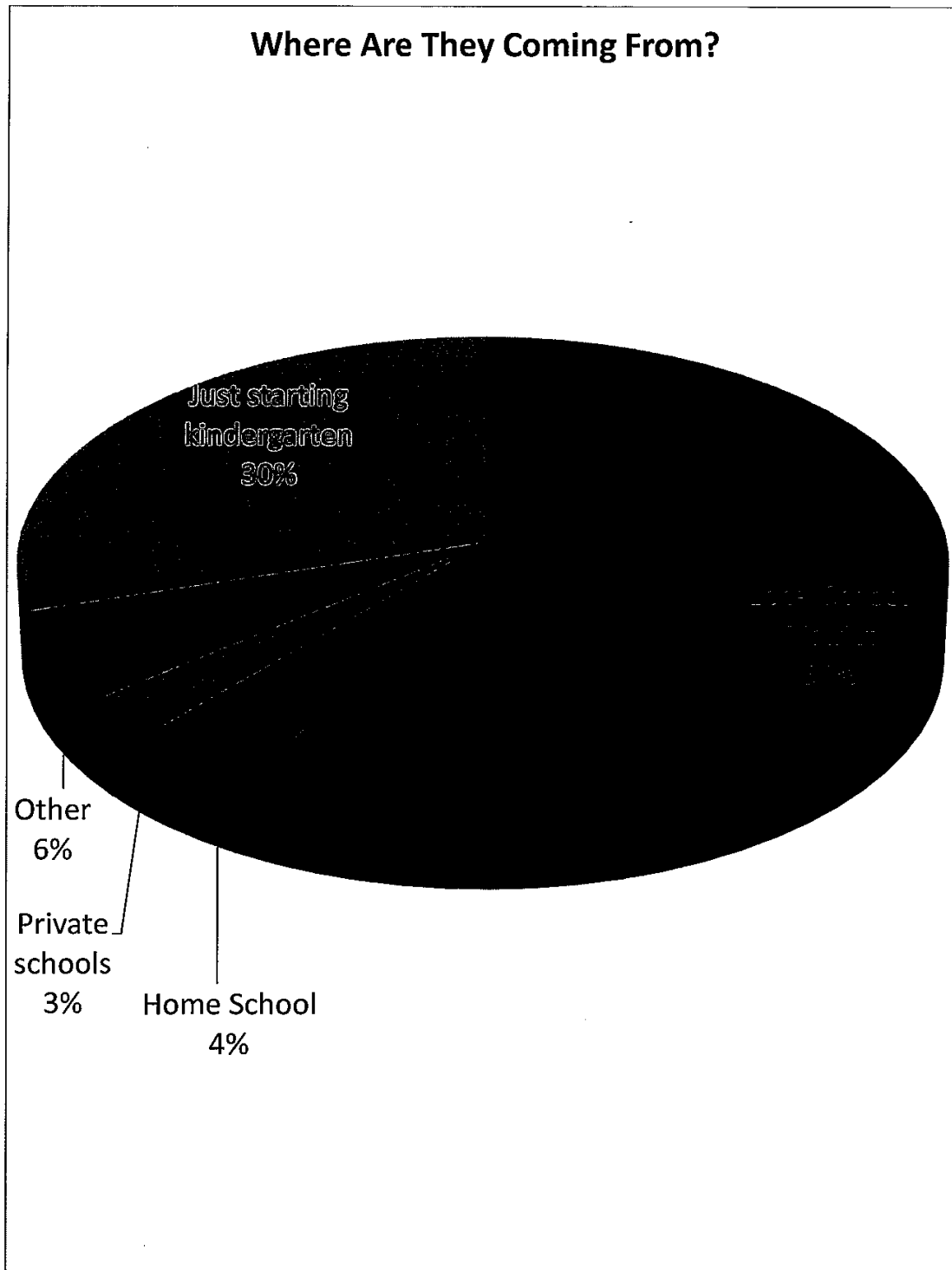
GOAL STATEMENT: Summit Charter School will execute the programmatic goals of its charter, namely curriculum, culture, and instructional fidelity.



TIMELINE: May 2011  August 15, 2012

Appendix U





APPENDIX W



Tuesday, March 06, 2012

Board of Trustees
The Academy at Roosevelt Center
240 East Maple Street
Pocatello, Idaho 83201

Cc: Joel Lovstedt, James Ruchti

As a measure of good faith, the Board of Directors of Summit Public Charter School desires to provide an update regarding the potential copyright and trademark concerns addressed by Ms. Rebecca Stallcop towards Summit Public Charter School in January, 2012:

On February 3, 2012, The Board of Directors of Summit Public Charter School sent a letter to Ken Pedersen, legal counsel for Rebecca Stallcop, outlining the steps the Board has taken to disavow any relationship and philosophical connection to The Harbor Method™ and The Academy ARC. On February 8, 2012, the Board sent a revised copy of the Summit charter to Mr. Pedersen for his review and for Ms. Stallcop's review. Said version of the charter had been revised to eliminate any reference to The Academy ARC, and any vocabulary and practice connection that could be misconstrued as related to The Harbor Method™. This act of submitting our charter to them for their review was done as a proactive step of professionalism, and was not initially requested. On March 5, 2012, Mr. Petersen, counsel for Becky Stallcop, contacted Mr. Braack by phone, and provided a "courtesy tutorial" regarding the status of Ms. Stallcop's concerns, and his interpretation of copyright law. He assured us that we have resolved all concerns that were raised by his client. He thanked us for our immediate, professional, and proactive communications and efforts with him as her legal counsel. He made the points that he does not see any need to pursue this any further, and he made comment that as long as we do the following, we will be free and clear of any potential copyright infringement:

- Eliminate any perception among the community, and future parents, students, and staff of Summit PCS, that we have any legal, contractual, or philosophical connection to The Harbor Method
- Eliminate any perception among the community, and future parents, students, and staff of Summit Public PCS, that we have any legal, contractual, or philosophical connection to The Academy at Roosevelt Center with respects to trademarked and copyrighted materials of The Harbor Method™ currently used by The Academy ARC
- Provide a disclaimer in the text of the Summit charter document to be authorized stating no contractual or philosophical relationship exists between Summit Public Charter School and the copyright or trademark of The Harbor Method™ or Rebecca Stallcop's business entity BMED, Inc.

- Demonstrate the previous mentioned steps in our practices and functions as a school

As a point of information, Summit Public Charter School may contract with any entity to work on items which are considered public domain, best instructional or management practices, or which carry copyrights independent of The Harbor Method™, and have legally sound and independent processes for purchase and contracting (i.e., a certified trainer of The Spalding Method, legal purchase of The Shurley Method, Math Connects curriculum, etc.)

Again, Mr. Pedersen indicated we are clear of concerns and even expressed his kind wishes for our success in our charter approval and in our education of students. He stated he cannot provide legal counsel to us, but cordially offered to answer questions about any remaining or future copyright questions as they relate to his client, if we have any arise. For confirmation of his clearance of our petition as it currently exists, we have requested that PCSC staff contact him directly at 208-343-6355.

Regarding our intended relationship with The Academy, as was planned since September 2010, The Board of Directors of Summit Public Charter School regrets the dissolution of any direct relationship with The Academy at Roosevelt Center. Further, the Board of Directors wishes the best for the students and staff at The Academy. Founders and stakeholders of Summit Public Charter School will continue to hold in high regard, the efforts of the Academy faculty and staff, and the examples of character and academic excellence of Academy students.

For further inquiries, please send such correspondence to the following email address:

jbraack@fremont38.k12.wy.us

Sincerely,

Jonathan E. Braack

Jonathan E. Braack, M.Ed.
Chairman
Board of Directors
Summit Public Charter School, Inc.

APPENDIX X



Open House

December 6, 2011

We are holding an open house on December 6, 2011 at the Academy at Roosevelt Center from 3:30 pm -5:30 pm.

We will have a greeter at the entrance to welcome, and direct our guests. Our guests will receive an information packet which will include an interest survey, application to the Academy (our sister school), contact information sheet, and the Mission, Vision, and Philosophy statements of Summit Public Charter School. We will have teachers, The Vice-Principal, and 2 "Academy Families" available to visit with, and answer questions. In addition, we will have a movie playing that teaches about Summit Public Charter School. For our school aged guests, we will have a "T-Shirt Decorating Contest", and the winner will receive a prize. All T-Shirts will be required to feature "Summit Public Charter School" on them, and the winning shirt will be reproduced, and available to purchase.

As a committee, we are implementing several marketing strategies.

1. News paper
 - Our event will be on the community calendar
 - Press release
 - Purchased advertisement
 - "Write up" on the school in the Idaho State Journal, prior to the open house
 - Invite journalists to cover our event
2. News
 - Community calendar
 - Press release/story covering Summit and the progress we have made in the process
 - Invite local news to attend our event
3. Facebook
 - Post information on our walls
 - Have a prize/drawing for those that "like" our page
4. Web Site
 - Post open house details on the website
5. Posters
 - Our committee will hang posters all around town, focusing on locations that reach out to our demographic.

April 5, 2012

6. Invitations

- We will mail invitations to all our current contacts
- Each committee member, founder, and board member (18) will give out at least 20 invitations to families we personally know, which have 5th-7th graders in the household.

Our target group for this open house will be 5th-7th graders, and their families, because those grades seem to be the more difficult grades to fill.

Our goal for attendance is to have 300 guests, and to receive 100 new applications.

We are looking forward to our Open House, and making it a success.

Sincerely,

Susan Hall
Open House Coordinator
Board of Directors
208-339-1411
779 Fir St.
Pocatello, ID

APPENDIX Y

April 5, 2012



Board of Directors
Summit Public Charter School
4739 Kimmi Court
Chubbuck, Idaho 83202

Commissioners
Public Charter School Commission
PO Box 83720
Boise, ID 83720-0037

Attn: Introduction and Narrative of the Board of Directors

Commissioners:

This letter serves as an introduction and narrative of the Board of Directors of Summit Public Charter School. We hope this letter provides valuable and necessary information regarding our expertise, competencies, and regarding the actions we have taken since the formation of the Board.

The Board of Directors was formed in October, 2010. We have labored diligently through the Sufficiency Review process, the process of petitioning Pocatello/Chubbuck School District #25, and the process of evaluation by the staff of the Public Charter School Commission. As intensive as this process has been, we unanimously feel that each step, each review, and each set of findings and comments have strengthened the breadth and depth of our charter proposal. Further, with the exception of several isolated occasions, the Board has met in a regular public meeting **every two weeks** since October, 2010. Our knowledge of Board decision making and strategic planning has been magnified by each of these regular and consistent meetings. Two members of this Board attended the Idaho Charter School Network Annual Conference in June, 2011. The sessions attended related directly to charter board governance. Our commitment to receiving formal board training solidified due to attendance of these workshops and trainings, as did some of our processes and decision making.

During April, 2011, the Board designed, revised, and sanctioned nine strategic goals to begin in May, 2011 and end in August, 2012. The members of the board saw the necessity and effectiveness of using sound strategic planning to drive the efforts, progress, and goals needed in order for the charter to be approved, and to successfully start and open the school. The goals statements, with their phases, activities, and timelines can be viewed as Appendix T of the charter petition. To help execute the goals, and provide results, the board has made use of committees comprised of founders, with each committee supervised by a board member.

The Directors names, expertise, and contributions to the Board are as follows:

Heath Mitchell

Expertise: Assistant Vice-President, Zions Bank, Old Town Branch, Pocatello, Idaho

Contributions to the Board: Heath has served on the Board since October, 2010, and has helped in the creation, and consistent refinement of the pro-forma budgets for the last 12 months; he has become an expert with the budget formula templates provided by the SDE; his expertise in finance and fiscal responsibility often translates to fiscal conservatism, training on the balancing of budgets, and tools for remaining fiscally solvent; further, Heath is a skilled decision maker, and his decisions reflect process-based,

forward thinking; in addition, Heath has 3 children who will benefit from the programs of Summit Public Charter School

Greg Smith

Expertise: Financial Advisor, Ameriprise Financial, Pocatello, Idaho

Contributions to the Board: Greg has served on various governing boards of other organizations and offers consistent wisdom to our group; Greg, among his contributions to Summit, supervises the fundraising efforts of the Board, and recently brokered a charitable contribution of \$20,000 to the start-up costs of Summit, and said funds will be delivered upon authorization of the charter; further, Greg has overseen the execution of several marketing events for Summit; Greg has grandchildren and great grandchildren who will benefit from the programs of Summit Public Charter School

Rich Kirkham

Expertise: Successful entrepreneur, business owner, commercial property owner, and business strategist; One of the original founders and founding board members of The Academy at Roosevelt Center

Contributions to the Board: Rich has served on many Boards in his career, and currently serves on boards of other organizations in Pocatello and Chubbuck. Rich and his company have a long and respected history of business and property ownership as well as property management in this community; Rich has provided consistent counsel and insight about governing and running successful business operations including fiscal management, obtaining and maintaining facilities, and how to work with the costs of operating facilities; as an original founder of The Academy, Rich is vocal about his passion for the vision and mission of Summit Public Charter School

Susan Hall

Expertise: Local Business Owner; Marketing and Public Relations Expert

Contributions to the Board: Susan is the newest member of our executive Board, but has served as a founder and committee member for much of this calendar year; Susan has helped design, organize, and execute several of our marketing efforts and events around the community over the course of 2011; as a mother of young children, Susan has a good sense of the community and what parents want for innovative choice in the community; she is currently overseeing the organizing, marketing, and execution of our second public open house; as a collaborator and decision maker on the board, she is conservative in her thinking, and offers perspectives which are unique and needed; she has three children who will benefit from the programs of Summit Public Charter School

Heather Lorimer

Expertise: Previous Local Business Owner, 5 year employee of The Academy at Roosevelt Center, Parent of children at The Academy

Contributions to the Board: Heather has served on the Board since October, 2010; as board secretary, she has been behind many of the communications, activities, events, and meetings of the Board and founders over the last 14 months; Heather is a passionate parent who has witnessed, first hand, the effects of a charter school because of her children's' success; She has helped with virtually every event and effort we have made to further the Summit project; Heather offers process-based decision making in our discussions and decisions, and often offers very intentional perspectives of multiple stakeholder groups

Jonathan Braack, Chairman

Expertise: School Principal, Teacher, Public Education Trainer and Consultant

Contributions to the Board: Jonathan has served on the Board since October, 2010, and has served as Chairman of the Board since February, 2011; Jonathan, with the insight and assistance of the other board members, has written much of the proposed charter; as a public school principal, and as the Vice-Principal

April 5, 2012

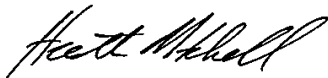
of The Academy, Jonathan has provided his insight, knowledge, and training toward research-based best practices in public education; he has consistently pushed for governance training, and will serve as a consultant to and advisor to the Board from January, 2012 through August, 2012

The following provides a brief timeline of next steps upon approval of the charter petition on December 15:

- January, 2012-January 2013: Formal Board Governance Training from Liz Kilpack, Trainer for the Idaho School Boards Association
- Execution of Phases 2 and 3 of each of the nine strategic goals for opening the school
- Continued fundraising targeting the costs associated with "start-up"
- Continued Marketing for seats including the use of Media and a 3 day booth at the Annual Spring Fair, which consistently brings over 25,000+ people over three days; the booth will be used specifically to educate about the school, and help fill remaining open seats, K-8th, after the March lottery
- Employ a start-up director to oversee and execute all arrangements for the opening of the school

We thank you for taking the time to read this narrative. We feel it is necessary to provide this information so you will see we are a sound-minded, strategic group, looking forward to providing the next innovative choice in education in the Pocatello community.

With Regards,



Heath Mitchell



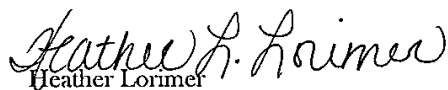
Greg Smith



Rich Kirkham



Susan Hall



Heather Lorimer



Jonathan Braack, M.Ed

APPENDIX Z

ACADEMY PARENT SURVEY RESULTS

*Parents: This survey will be solicited at the end of each trimester. It will be used as part of teacher, and administrator evaluations and to improve our school program. Because of its potential impact on employment, anonymous surveys will **not** be considered. Only one survey per family is necessary, although any other adult members of the Academy community may also complete a survey.*

Name of Parent/Guardian filling out survey: _____ Date: 1st Trimester (11/11)

Parents/Homework

	Zero	1-3	4-8	9+
In the last 3 months, approximately how many hours have you volunteered at the school or at school functions?	25	18	27	39

	Yes	No
Our home has a dedicated "homework spot" where distractions such as TV or music are minimized.	98	11

How much time does your child *read*, at home, during an average weekday?

Grade	< 20 min	20-30 min	30-60 min	60+ min
K	2	15	1	3
1	1	14	2	2
2	1	13	10	3
3	1	18	5	4
4	0	16	8	0
5	0	9	3	8
6	0	11	6	5
7	1	12	6	7
8	2	2	7	10

Besides reading, how much time does your child spend doing daily homework?

Grade	< 20 min	20-30 min	30-60 min	60+ min
K	21	1	1	0
1	0	3	9	8
2	3	15	7	2
3	2	8	9	8
4	1	4	15	4
5	2	2	10	4
6	1	5	10	7
7	0	3	12	10
8	0	4	9	9

What time does your child usually finish with their homework?

Grade	By 4:30	By 5:30	By 8:00	After 8:00
K	14	3	4	0
1	5	7	7	0
2	10	15	3	0
3	4	17	4	1
4	5	11	9	1
5	2	15	0	1
6	6	11	4	1
7	3	12	9	1
8	2	7	7	6

School Communications

	Yes	No	NA
I have gone to the School's website (www.theacademyarc.com) to seek information (such as lunch menus, handouts, calendar items, student grades, attendance, etc.).	112	5	0
I have accessed PowerSchool Parent Portal to monitor my child's progress and attendance.	32	84	0
I receive and read the School's biweekly newsletter, The Announcer via email.	108	8	0
I receive a response from phone calls or phone messages within 1-2 business days.	75	2	37
I receive a response from emails sent to the school within 1-2 business days.	72	5	39

School Environment

	Strongly Agree	Agree	Disagree	Strongly Disagree
The Academy provides a safe place for learning.	92	23	1	0
My child/children feel safer at the Academy than they did at their previous school. (+27 NA-that never attended other school)	39	22	5	0
The Academy staff is supportive and caring.	66	27	0	0

Academic Quality

	Strongly Agree	Agree	Disagree	Strongly Disagree
I am satisfied that my child/children are being challenged academically.	68	20	1	1
I am satisfied that my child/children are being taught the skills and knowledge they will need to be successful.	81	27	2	2
My child/children get the academic support they need from the school to be successful.	75	32	4	1

School Leadership

	Yes	No		
I have attended one or more board meetings/committee sessions.	40	74		
I know a member of the School Board personally.	65	47		
	Strongly Agree	Agree	Disagree	Strongly Disagree
Members of the School Board are aware of "what's going on" at the school and hold the principal accountable.	31	66	3	0
I feel comfortable speaking with the principal (Mr. Lovstedt) about school issues or concerns.	56	52	6	0
My child/children feel comfortable speaking with Mr. Lovstedt about school issues or concerns.	38	63	12	1
All in all, the school is managed effectively- in a way that promotes a safe environment and student academic success.	77	36	1	0

If you would like to add any comments regarding any aspect of the school program please do so below. If you would like to meet with Mr. Lovstedt to discuss any aspect of this survey or the school program in particular, please call 232-1447 to set up an appointment.

APPENDIX

AA

April 5, 2012

Albertsons Foundation Charter-Start Grant

Revised

Beginning Balance: \$250,000.00

STAFFING:

6 Month Salary: Start-Up Director: February through July 2013	\$42,000.00
2 Month Contract: Special Education Director: June and July 2013	\$6,500.00
2 Month Salary: Business Manager: June and July 2013	\$6,500.00

EQUIPMENT:

Student Desks (Used) @ 280 x \$25 each	\$7,000.00
Teacher Desks \$100 (Used)	\$1,300.00
Support Staff Desks (Used)	\$1,300.00
Kinder Student Desks (4 station tables)	\$1,200.00
Intervention Tables	\$1,000.00
Filing Cabinets	\$500.00
25 Book Shelves: Supplies Only (Built by Founder Volunteer Labor)	\$1,000.00
Copy Machine/Printers/paper cutter/ hole punch/paper rack etc)	\$5,000.00

SUPPLIES

Elementary Supplies	\$2,000.00
Secondary Supplies	\$2,000.00
Janitorial Supplies	\$2,000.00
Office Supplies	\$1,000.00
Administration Supplies	\$1,000.00

PURCHASED SERVICES

Professional Development w/ The Academy	\$20,000.00
2M Payroll and Human HR Software (Initial Purchase Costs)	\$3,200.00
PowerSchool Student Management System	\$3,200.00
Curriculum Purchase: Used Texts i.e Saxon, Spalding, Shurley	\$25,000.00
Curriculum Purchase: Academy Transfers	\$1,000.00

OTHER

Phone/Intercom System	\$2,250.00	
Westwood Remodeling Costs & Tenant Relocation Costs	\$80,000.00	65K for tenant relocation, and \$15K for remodel items not included by landlord
Lease Security Deposit	\$7,100.00	
Signage	\$2,000.00	
Computers/Software/Network costs	\$3,000.00	
Teacher Computers and Two Building Printers	\$4,500.00	
Library	\$1,000.00	
Food Services Equipment	\$1,500.00	
Lunch Room Tables & Chairs	\$2,200.00	
Audio Visual Equipment: Projectors, Overheads, Screens	\$1,000.00	
Science Room Equipment	\$1,000.00	
Gymnasium Equipment	\$1,050.00	
Playground Equipment	\$2,950.00	
File Cabinets (used)	\$400.00	
Music Program (Piano? Music? Player? Risers?)	\$1,000.00	
Health Supplies, First Aid, etc.	\$200.00	
ISBA Governance Training: 12 Months	\$1,250.00	

Total Expenses	\$246,100.00
Contingency reserve	\$3,900.00

APPENDIX BB

Summit Public Charter School
Marketing, Public Relations, and Fundraising

May, 2012 Obtain Albertsons Grant of \$250,000

June 13, 2012- Live @ 5, . We will have a booth at this free community concert series throughout the summer. Our goal is to build our contact & waiting lists by gaining 15 new names per event.

June 23, 2012- have a booth set up at "airport appreciation day" Goal, to get 75 new names on our lists.

June 27, 2012- live @ 5, We will have a vender booth, and will raise \$250. We will also add 15 new names to our lists

July 11, 2012- live a@ 5, add 15 new names to our lists

July 21, 2012- Pioneer Days Celebration- We will have a vender booth, and will raise \$500.00. In addition to our vender booth, we will pass out information, and add 75 new names to our lists

August 9, 2012- Chubbuck Days Concert with Jordan Bluth. This is going to be a free concert given in conjunction with the Chubbuck Days Celebration. We have sole rights to sell food during the event, and plan to raise \$1,000 by selling dinners.

August 10, 2012- Jordan Bluth Concert. We will sell tickets for the Jordan Bluth concert, and plan to raise \$15,000. We will do heavy marketing for our event through radio, TV, newspaper, Face book, and flyers around town.

November 17, 2012- Open House, We plan to add 50 new names to our lists from the open house.

January 2013- obtain radio and News spots on the School, and progress being made.

February 2013- Open House, our Goal will be to have 100 applications submitted.

March 2013- Spring Fair, 3 day event. We will have 300 new applications submitted at this large event.

April 2013- Open house, our Goal will be to have 100 applications submitted.

May-August 2013, Fundraising will be our main focus as we prepare to open Summit Public Charter School.

April 5, 2012

From: [Carol Oliver](#)
To: j.braack@theacademyarc.com; ellen.jensen06@gmail.com; mdparker@hotmail.com
Cc: [Tamara Baysinger](#); mtaylor@sde.idaho.gov
Subject: Stallcop, Rebecca - Our File #3695
Date: Monday, January 30, 2012 2:04:58 PM
Attachments: [Register - 100.pdf](#)

Re: THE HARBOR SCHOOL METHOD® and Summit Public Charter School

I represent BMED, Inc. and Rebecca Stallcop for intellectual property law matters. BMED, Inc. owns the U.S. Trademark #2,333,859 for THE HARBOR SCHOOL METHOD® relating to educational services. Ms. Stallcop is the president, and a founder, of BMED, Inc. A copy of the registration is attached.

It has come to my attention that Mr. Braack is planning to soon open a public charter school in Pocatello named Summit. Also, I understand that Ms. Jensen and Mr. Parker of the Academy (ARC) are involved in assisting Mr. Braack with his start-up efforts for the Summit School, and have committed to further assist him with operations of Summit after start-up. It appears from public documents that the planned school has been identified as a "HARBOR" school, and it will be operated according to the THE HARBOR SCHOOL METHOD®.

This is to notify you that any unauthorized use of the terms "THE HARBOR SCHOOL METHOD" or "HARBOR SCHOOL" or "HARBOR" relating to educational services is illegal and an infringement of my client's trademark rights. If prosecuted, such unauthorized use may subject the parties involved to an injunction, damages, and costs. Damages may include the cost of corrective advertising, and may be trebled, at a court's discretion. Also, a court may award attorney's fees in the case of deliberate or willful infringement. For example, in a 1976 Iowa case, the Court awarded attorney's fees when defendant proceeded to cause confusion after requesting and being denied permission to use a mark.

These remedies above may also be obtained by the trademark owner against parties who may not directly infringe, but who induce or contribute to the trademark infringement. For example, in a 2006 Ohio case, the Court found that the YWCA had enough control to prevent trademark infringement from taking place on its premises, so it could be found liable for contributory infringement.

Also, simply not identifying a product or a service the same way that the trademark owner does may not be enough to avoid infringement. For example, selling an exact duplicate of a LINCOLN® motor car with only a different name plate would be an infringement, because the public will confuse the knock-off with the original, due to the overall commercial impression of the looks. What is important in this context is intent – a showing by a trademark owner that a defendant began operations with the intent of deriving benefit from the trademark owner's reputation may be sufficient to find infringement.

Therefore, if you want to create a new school which walks like and talks like a HARBOR

April 5, 2012

SCHOOL™, especially if this is how you have presented your proposed school in your early planning to regulators, parents and students, you must first obtain the permission of BMED, Inc. via Ms. Stallcop. Until permission is obtained, I will consider starting such a school, and the conduct of others who contribute to, encourage or permit such conduct to be trademark infringement, and I will advise my client to prosecute it accordingly.

Best regards,
Ken J. Pedersen

Pedersen & Company, PLLC
1410 N. 28th Street
Boise, ID 83703
Phone: (208) 343-6355
Fax: (208) 343-6341
jp@pedersenco.com
www.pedersenco.com

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April 5, 2012



Tuesday, March 06, 2012

Board of Trustees
The Academy at Roosevelt Center
240 East Maple Street
Pocatello, Idaho 83201

Cc: Joel Lovstedt, James Ruchti

As a measure of good faith, the Board of Directors of Summit Public Charter School desires to provide an update regarding the potential copyright and trademark concerns addressed by Ms. Rebecca Stallcop towards Summit Public Charter School in January, 2012:

On February 3, 2012, The Board of Directors of Summit Public Charter School sent a letter to Ken Pedersen, legal counsel for Rebecca Stallcop, outlining the steps the Board has taken to disavow any relationship and philosophical connection to The Harbor Method™ and The Academy ARC. On February 8, 2012, the Board sent a revised copy of the Summit charter to Mr. Pedersen for his review and for Ms. Stallcop's review. Said version of the charter had been revised to eliminate any reference to The Academy ARC, and any vocabulary and practice connection that could be misconstrued as related to The Harbor Method™. This act of submitting our charter to them for their review was done as a proactive step of professionalism, and was not initially requested. On March 5, 2012, Mr. Petersen, counsel for Becky Stallcop, contacted Mr. Braack by phone, and provided a "courtesy tutorial" regarding the status of Ms. Stallcop's concerns, and his interpretation of copyright law. He assured us that we have resolved all concerns that were raised by his client. He thanked us for our immediate, professional, and proactive communications and efforts with him as her legal counsel. He made the points that he does **not** see any need to pursue this any further, and he made comment that as long as we do the following, we will be free and clear of any potential copyright infringement:

- Eliminate any perception among the community, and future parents, students, and staff of Summit PCS, that we have any legal, contractual, or philosophical connection to The Harbor Method
- Eliminate any perception among the community, and future parents, students, and staff of Summit Public PCS, that we have any legal, contractual, or philosophical connection to The Academy at Roosevelt Center with respects to trademarked and copyrighted materials of The Harbor Method™ currently used by The Academy ARC
- Provide a disclaimer in the text of the Summit charter document to be authorized stating no contractual or philosophical relationship exists between Summit Public Charter School and the copyright or trademark of The Harbor Method™ or Rebecca Stallcop's business entity BMED, Inc.

- Demonstrate the previous mentioned steps in our practices and functions as a school

As a point of information, Summit Public Charter School may contract with any entity to work on items which are considered public domain, best instructional or management practices, or which carry copyrights independent of The Harbor Method TM, and have legally sound and independent processes for purchase and contracting (i.e., a certified trainer of The Spalding Method, legal purchase of The Shurley Method, Math Connects curriculum, etc.)

Again, Mr. Pedersen indicated we are clear of concerns and even expressed his kind wishes for our success in our charter approval and in our education of students. He stated he cannot provide legal counsel to us, but cordially offered to answer questions about any remaining or future copyright questions as they relate to his client, if we have any arise. For confirmation of his clearance of our petition as it currently exists, we have requested that PCSC staff contact him directly at 208-343-6355.

Regarding our intended relationship with The Academy, as was planned since September 2010, The Board of Directors of Summit Public Charter School regrets the dissolution of any direct relationship with The Academy at Roosevelt Center. Further, the Board of Directors wishes the best for the students and staff at The Academy. Founders and stakeholders of Summit Public Charter School will continue to hold in high regard, the efforts of the Academy faculty and staff, and the examples of character and academic excellence of Academy students.

For further inquiries, please send such correspondence to the following email address:

jbraack@fremont38.k12.wy.us

Sincerely,

Jonathan E. Braack

Jonathan E. Braack, M.Ed.
Chairman
Board of Directors
Summit Public Charter School, Inc.

April 5, 2012

From: Tamara Baysinger
To: [Rich Kirkham](#)
Cc: [Keelie Campbell](#); ["Smith Greg"](#); ["Mitchell Heath"](#); ["Braack Jonathan"](#); ["LORIMER Heather"](#); ["Romriell Susan"](#)
Subject: FW: Request for postponement
Date: Tuesday, January 31, 2012 3:25:00 PM

Good afternoon, Rich,

Keelie is on the road today and forwarded your request for postponement to me. She was correct in her previous message stating that if Summit's petition is delayed until April, that hearing will be the last one available to Summit. Hopefully, the explanation below will clarify:

I.C. 33-5205(2) states that "following review of any petition and any public hearing provided for in this section [Summit's first hearing was Dec 15], the authorized chartering entity shall either approve or deny the charter within 60 days after the date of the public hearing [that puts us at the February 9 meeting], provided however, that the date may be extended **by an additional 60 days** [in this case, our April 5 meeting] if the petition fails to contain all of the information required in this section, or if both parties agree to the extension."

IDAPA 08.02.04.205.06(d) supports the above except that it permits a final delay of 90 days (instead of 60) by mutual agreement. The difference is likely irrelevant, as the PCSC has no plans to meet between April 5 and May 31.

I'll take Summit off the February 9 agenda; please let us know immediately if you wish to reconsider.

Regards,

Tamara L. Baysinger
Director, Idaho Public Charter School Commission
208-332-1583

From: Keelie Campbell
Sent: Tuesday, January 31, 2012 1:23 PM
To: Tamara Baysinger
Subject: Fwd: Request for postponement

Sent from my iPhone

Begin forwarded message:

From: Rich Kirkham <rich@richkirkham.com>
Date: January 31, 2012 11:24:42 AM MST
To: Keelie Campbell <Keelie.Campbell@osbe.idaho.gov>
Cc: Smith Greg <payton442@hotmail.com>, Mitchell Heath
<heath.mitchell@zionsbank.com>, Braack Jonathan
<Mr.gmoneyyo@gmail.com>, LORIMER Heather <lheather269@gmail.com>,

April 5, 2012

Romriell Susan <susanromriell@hotmail.com>

Subject: Request for postponement

Dear Keelie,

On behalf of the board of directors for Summit, I would like to request that our February 9th public hearing be postponed. As you are aware we have been given notice that Becky Stallcop with BMED alleges that our efforts to start Summit may infringe on certain trademarks and copyrights that she owns. We have previously enlisted the help of legal council to research this potential conflict, and we are working to resolve these issues, but it is unlikely that all of this will be sorted out in time for the February 9th hearing date. When we next come before the Commission we want to assure them that any questions regarding this matter are resolved.

Previously I asked you about postponing our hearing until April and I understood that you said that was possible to do so, but that April would be our final appeal opportunity. As I have read through Section 33-5205(2) it appears to me also that "the date may be extended...if both parties **agree** to the extension".

Therefore I would request, on behalf of our board, that we agree and the Charter Commission agree to postpone the date of our hearing to a future time yet to be determined so we can properly work through any potential legal issues that may be pending. This is obviously in the best interests of all concerned. Once we have a better handle on this we can contact you and reschedule the hearing.

We appreciate the Consideration of the Commission in this request. Please let me know if I need to address this request directly to Mr. Reed.

Sincerely,

Rich Kirkham

33-5205(2) Following review of any petition and any public hearing provided for in this section, the authorized chartering entity shall either approve or deny the charter within sixty (60) days after the date of the public hearing, provided however, that the date may be extended by an additional sixty (60) days if the petition fails to contain all of the information required in this section, **or if both parties agree to the extension**. This public hearing shall be an opportunity for public participation and oral presentation by the public. This hearing is not a contested case hearing as described in [chapter 52, title 67](#), Idaho Code.

On Jan 30, 2012, at 4:17 PM, Keelie Campbell wrote:

Attached is my latest review of your petition. Tamara has not yet added her comments.

April 5, 2012

Keelie Campbell
Idaho State Board of Education
Charter School Program Manager
208-332-1585

<2 Summit 1-18-12 Petition Review Memo.docx><3 Summit 1-18-12 Charter
Petition with staff comments.docx>

SUBJECT

Odyssey Public Charter School New Charter Petition

APPLICABLE STATUTE, RULE, OR POLICY

I.C. § 33-5205

BACKGROUND

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

DISCUSSION

Odyssey's petition is for the establishment of a new public charter school serving Bonneville County, Jefferson County, and Shelley School District students in grades 6-12. The proposed school will focus on project-based instruction in the arts, technology, and STEM. In addition, emphasis will be placed on personal management and social skills to help students succeed in the workforce and their family lives.

Staff has reviewed Odyssey's petition and notes the following, primary concerns:

1. Odyssey may struggle to enroll a sufficient number of students. According to budget assumptions, Odyssey plans to enroll 140 students the first year of operation. Current documentation includes a list of 49 families who are interested in enrollment at Odyssey. No grade breakdowns are provided.

Existing charter schools in the area have not reached capacity, particularly in the upper grades. Additionally, the Idaho Falls School District is opening a technology-focused, project-based magnet school in fall 2012. Odyssey and the magnet school may be in direct competition for students.

Odyssey's growth expectations may be unrealistic, as enrollment is planned to increase by 75 - 100 students per year. Documentation of sufficient market interest has not been provided.

2. The facility options included in the petition are vague. Although Odyssey's petition includes three facility options, all require additional documentation with regard to suitability and cost. It appears that the facilities will be financially out of reach once necessary renovations, security deposits, and substantial rent increases are considered; these expenses are not adequately reflected in the budget. Additionally, the facilities appear to offer inadequate space to accommodate Odyssey's planned enrollment.

3. Budget estimates indicate that Odyssey will complete each of the first three years with reserves. However, the reserves are minimal, especially in Year One. Considering the apparently inadequate allotments for many line items, together with the likelihood of unexpected first year expenses, the school could easily finish the year in deficit.

Staff has requested the submission of best-case, worst-case, and most-likely budget scenarios, in addition to a separate Albertson's Foundation grant budget.

4. Odyssey's petition requires additional development with regard to the educational program, as the school's focus and method are presently unclear.

Additional concerns are cited in the petition review memo and embedded in the petition text.

Odyssey is one of two petitions currently under consideration for schools that would open within the Idaho Falls School District in fall 2013. The other, American Heritage Charter School, has been submitted to the school district's board. Due to the passage of House Bill 481, which removes the restriction on the number of public charter schools that may open in a single district in any given year, the PCSC should strongly consider any comment provided by the district regarding the potential impact of these proposed schools.

IMPACT

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

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

The PCSC may elect to delay a decision on the petition for up to 60 days.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the PCSC delay a decision on the Odyssey petition to allow time for further revisions in accordance with PCSC and staff guidance.

COMMISSION ACTION

A motion to hold the decision on the Odyssey Public Charter School petition until the next meeting of the PCSC and to direct staff to work with the petitioners to address concerns in item(s) _____.

April 5, 2012

OR

A motion to approve the petition for Odyssey Public Charter School.

OR

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

Moved by _____ Seconded by _____ Carried Yes _____ No _____

April 5, 2012

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April 5, 2012

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

Name of Proposed Public Charter School: Odyssey Charter School

Date: **3/21/12 (previous review 11/2/2011)**

File Number: **2011-03**

Proposed school year: **2013-2014**

Proposed grades to begin operations: **6-12**

Proposed attendance area: **Shelley Joint School District #60, Bonneville County,
and Jefferson Joint School District #251, with the facility located in Idaho
Falls Joint School District #91**

Means by which petition came to Commission:

☐ Virtual school

X Referred by school district

Reason for referral: ***"Petition lacks the sufficient detail needed to guarantee successful implementation. In addition, the governance, oversight and support of such a school would tax the district's existing resources, and result in additional costs for the district. At this time, the district is also considering a project-based magnet school that is more robust and uses a model that been successfully replicated around the country and has proven results."***

☐ Filed by petitioner after withdrawal from school district

Date of filing with board of trustees:

☐ SBOE re-directed petition for consideration by commission?

Reason for referral:

☐ Transfer of district-authorized charter school

Reason for request:

☐ Documentation of district agreement to proposed transfer, including any charter revisions, has been provided

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

IDAPA 08.03.01.401

COVER PAGE & TABLE OF CONTENTS

X Name of proposed charter school

X School year petitioning to open the school

X Name of the school district(s) affected by the attendance area

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

Comments:

TAB 1

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

Comments:

TAB 2

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

Comments:

See Appendix comments regarding facility concerns.

The petition includes a list of 49 families who are interested in attending Odyssey. However, a breakdown of possible numbers of students per grade level would be much more informative, particularly as upper grades are typically the most difficult to fill.

With how many students does Odyssey plan to open? The last submission indicated 210 but this language has been struck. Budget scenarios are based on 140.

Providing documentation that approximately 50 families are interested in attending Odyssey is a good start. However, based on the 140 students with which Odyssey plans to open (according to your budget scenarios), enrolling an additional 90 students may be a significant challenge. Why do you believe Odyssey will be able to fill high school grades when

surrounding charter schools that already exist have not been able to do so?

Note that the school must obtain waivers from the State Department for teachers who are not highly qualified.

Are ISBA's materials available to non-members? If Odyssey plans to join, make sure the budget includes the associated expense.

TAB 3

- X Proposed educational plan and goals, including how each of the educational thoroughness standards defined in I.C. 33-1612 shall be fulfilled I.C. 33-5205 (4)(a)
- X Description of what it means to be an "educated person" in the 21st century and how learning best occurs I.C. 33-5205 (4)(a)
- X The manner by which special education services will be provided to students with disabilities who are eligible pursuant to the federal individuals with disabilities education act. I.C. § 33-5205(3)(q)
- X Plan for working with parents of dually-enrolled students and the manner by which eligible students from the public charter school shall be allowed to participate in dual enrollment in non-charter schools within the same district as the public charter school, as provided for in section 33-203(7), Idaho Code. I.C. § 33-5205(3)(r)
- X The manner in which gifted and talented students will be served.

Comments:

How does Odyssey define a technology-rich environment? How will this be provided? How is it measured? When including this type of statement in a petition these questions must be considered and the requirements met.

The budget does not seem to provide for technology-related expenses such as hardware and software. If you do not plan to or cannot afford to provide technology access to your students, commitments regarding the provision of a technology-rich environment should be amended or eliminated.

Standard G and other standards related to technology can only be accomplished if students have frequent and consistent access to technology. How will the school ensure this is the case?

It will be important for the school to provide quality professional development to enable staff members to tie projects to content standards so connections between knowledge and application are apparent to students and result in higher achievement. Is the budgeted amount for professional development adequate for the training that will be required?

Please include a description of how you will provide differentiated instruction based on identified student needs. Include examples.

How will mentor opportunities for teachers be provided?

It may be difficult to hire teachers who are highly qualified in multiple content areas. How will you accommodate student and staff needs in the case teachers are not able to teach more than one subject area? Please note that any teacher who teaches a specific content area must be highly qualified in that content regardless of certification (this applies to middle school teachers as well).

Idaho has adopted the common core standards. Schools will be held accountable for implementing the standards and meeting the requirements set forth in them by 2013-2014. Therefore, it is important that you become familiar with these standards now and consider them as you develop your program.

Does the budget accommodate the quality and amount of professional development that is described in the charter?

TAB 4

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

Comments:

Your Measurable Student Educational Standards (MSES) should be aligned to the mission and vision of the school as well as tied to research to prove effectiveness.

MSES are standards that must be met rather than goals to strive for. Schools are held accountable for meeting their MSES (merely "working toward goals" is not sufficient).

Please consider including an MSES that is growth based.

The actual Middle Level Credit policy should be included in your appendices.

TAB 5

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

Comments:

You may wish to consider expanding the governance description of the school to include items such as an organizational chart. A clear description of the separation between the roles and responsibilities of the board and the roles and responsibilities of the school's administrator could serve as a valuable tool for operational efficiency and lessen the potential for confusion related to task completion.

Please include a plan for recruiting highly qualified board members with identified skill sets.

Please include a plan and schedule for board training. This is a PCSC requirement.

Commit to development of a specific complaint process to be developed and accepted as board policy; this should be included in the pre-opening timeline. The statement that such process will be similar to that of local districts is too vague. Include a commitment to forward copies of all complains to your authorizer as required by administrative rule.

A crisis/emergency policy needs to be developed and included in the policy manual (not in the petition or its appendices). It should address prevention as well as procedures regarding responding to a crisis/emergency. This, too, should appear on the pre-opening timeline.

TAB 6

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

security, unemployment insurance, and workers compensation insurance?
The budget should reflect consideration of these provisions. I.C. § 33-5205(3)(m)

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

Comments

Please note that middle school teachers must be highly qualified. This means that those who are elementary certified must also be highly qualified in the content areas they are teaching.

Along with teacher evaluations, your petition should contain statements outlining requirements and procedures for annual evaluations of the board and administration.

TAB 7

- X Admission procedures, including provision for over-enrollment. Such admission procedures shall provide that the initial admission procedures for a new public charter school, including provision for over-enrollment, will be determined by lottery or other random method, except as otherwise provided by this provision. I.C. § 33-5205(3)(j)
- ☐ The disciplinary procedures that the public charter school will utilize, including the procedure by which students may be suspended, expelled, and re-enrolled. Disciplinary procedures for Special Education Students should also be included. I.C. § 33-5205(3)(l)
- X The governing board of the charter school shall ensure that procedures are developed for contacting law enforcement and the student's parents, legal guardian or custodian regarding a student reasonably suspected of using or being under the influence of alcohol or a controlled substance. Charter school policies formulated to meet the provisions of Section 37-2732C, Idaho Code, and this section shall be made available to each student, parent, guardian or custodian by August 31, 2002, and thereafter as provided by Section 33-5126, Idaho Code. I.C. § 33-210(3)
- X The public school attendance alternative for students residing within the school district who choose not to attend the public charter school. I.C. § 33-5205(3)(n)
- X The process by which the citizens in the area of attendance shall be made aware of the enrollment opportunities of the public charter school. I.C. § 33-5205(3)(s)

- X A plan for the requirements of section 33-205, Idaho Code, for the denial of school attendance to any student who is a habitual truant, or who is incorrigible, or whose conduct, in the judgment of the board of directors of the public charter school, is such as to be continuously disruptive of school discipline, or of the instructional effectiveness of the school, or whose presence in a public charter school is detrimental to the health and safety of other pupils, or who has been expelled from another school district in this state or any other state. I.C. § 33-5205(3)(i)
- X The student handbook that describes the school rules and the procedure ensuring a student's parent or guardian has access to this handbook.

Comments

It appears that the entire configuration of the school has changed since the last submission. What is the reason for this significant change?

If you do not plan to accept any 11th or 12th graders the first year (as your table states), your petition needs to specify that Odyssey will open with grades 6-10 and add 11th grade the second year and 12th grade the third year.

The class caps for each grade level are confusing. Why would the 6th grade cap be 50, 7th grade 100, and 8th grade 75?

Also, is it realistic to expect that the school will be able to enroll this many students in each grade the first year? What documentation supports these numbers?

Total capacity is increased each year by 75-100 students. Is this a realistic expectation for growth? What documentation do you have to show there is this much interest in the school, particularly in light of the district's plans to open a similar, magnet school?

Disciplinary procedures for Special Education students must be included. This section must state that the question of whether the student's disability contributed to the behavior will be considered.

TAB 8

- X A detailed business plan including:
 - i. Business description
 - ii. Marketing Plan
 - iii. Management plan
 - iv. Resumes of the directors of the nonprofit corporation
 - v. The school's financial plan
 - vi. Start-up budget with assumptions form
 - vii. Three year operating budget form

- viii. First year month-by-month cash flow form
- X A proposal for transportation services. The budget should reflect estimated cost. I.C. § 33-5205(3)(t)
- ☐ Plans for a school lunch program, including how a determination of eligibility for free and reduced price meals will be made

Comments:

Strategies to reach at risk and non-English speaking student populations appear vague. Marketing plans should focus on ways to contact and inform these students about what Odyssey can offer them.

Your marketing plan needs to extend beyond the opening year. What is the marketing plan beyond year one?

The financial plan for the school is too vague. A clear description of the spending decision hierarchy is not evident.

There should be oversight of all revenues and expenditures by several individuals to increase internal control so that mistakes can be prevented, detected, and corrected in a timely manner.

The transportation costs in your budget should be based on written estimates from potential providers. Estimates need to be part of the appendices.

TAB 9 -- VIRTUAL SCHOOLS

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

- ☐ The means by which the public virtual school will provide opportunity for student-to-student interaction; and
- ☐ A plan for ensuring equal access to all students, including the provision of necessary hardware, software, and internet connectivity required for participation in online coursework.

Comments:

TAB 10

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

Curriculum	<input type="checkbox"/> YES	X NO
Special education	<input type="checkbox"/> YES	X NO
Transportation	X YES	<input type="checkbox"/> NO
Meals	X YES	<input type="checkbox"/> NO
Legal	X YES	<input type="checkbox"/> NO
Accounting	<input type="checkbox"/> YES	X NO
- X Copies of contracts included in petition ***None for transportation or legal***
- X Additional information the petitioners want the authorized chartering entity to consider as part of the petition
- X A plan for termination of the charter by the board of directors, to include:
 - (i) Identification of who is responsible for dissolution of the charter school;
 - (ii) A description of how payment to creditors will be handled;
 - (iii) A procedure for transferring all records of students with notice to parents of how to request a transfer of student records to a specific school; and
 - (iv) A plan for the disposal of the public charter school's assets. *I.C. § 33-5205(3)(u)*

Comments:

A policy manual needs to be developed as soon as possible. This responsibility belongs to the Board, as it is the policy making body of the school.

APPENDICES

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

Comments:

Appendix B: Bylaws

- *It seems that 4.4 establishes that each year half of your board members will be up for re-election and could be replaced. Is this your intent?*
- *7.2 This may not be the intent of your Bylaw, I.C.33-5204A(2) states "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."*

Appendix F: Facilities

- *The Appendix F cover sheet is incomplete. Option three is not given. Please provide required, minimum lease terms for all options.*
- *There is discrepancy in the lease amount for Dunkley Hollipark. The cover sheet for Appendix F indicates the amount to be \$2995 but the lease agreement says \$3000 in one place and \$3120 in another place.*
- *Appendix F options do not appear to include all of the options mentioned under Tab 2 of the petition.*
- *It appears Broken Bow will only permit subletting with the owner's permission. What will occur if such permission cannot be obtained?*
- *Note that the PCSC will be more concerned with Odyssey's ability to remain fiscally stable during its early years than with the school's plans to secure a long-term facility. We'd rather see a fiscally stable school on a lease than a financially overburdened school with a loan.*
- *According to the letter of intent, it appears that the owner will cover all costs associated with finishing the interior of Broken Bow to ensure it is school ready. Is this correct?*
- *More detail is needed for all options. How much will finishing the interiors of the facilities so they are school appropriate cost? Specify the construction/remodel needed for each facility. What is the timeline for completing the development of each facility? Include written estimates for necessary renovations, or written commitments from lessors if they will cover such costs.*
- *What special use or other permits are required for each facility option?*
- *Provide documentation that demonstrates each facility is in compliance with all applicable codes, health and safety laws, etc.*
- *Describe ground and exterior preparation that each facility would require along with associated expenses, including city/county permitting, etc.*
- *Specify what interior and exterior preparation expenses the owner of the facility will cover and which ones the school is responsible for. Reflect all school related expenses in the budgets.*
- *Specify the lease terms for each facility option. Broken Bow Plaza and Jones Avenue both include a 3 year lease. What are the terms for Dunkley Hollipark?*

- *How will you deal with the fact that Broken Bow Plaza does not allow for growth of the school?*
- *The last submission indicated Dunkley Hollipark Plaza would only allow for 128 students. The current submission indicates this number is 150. What has changed?*
- *Even with the above mentioned increase, Dunkley Hollipark may not allow for the planned number of students in the first year. Why is this a viable facility option? In any case, this facility will not accommodate any growth beyond the first year.*
- *It appears that the school will pay for the triple net expenses (taxes, insurance, and exterior maintenance) for Broken Bow and Jones Avenue. Is this correct?*
- *According to the letter of intent, Broken Bow will cost the school \$8,395 per month including rent and triple net expense. This is over \$100,000 annually. In addition, a \$14,750 security deposit is required. The security deposit does not appear to be reflected in the budget.*
- *Security deposits for Dunkley Hollipark and Jones Avenue do not appear in budget calculations.*
- *At what point would Odyssey consider using Broken Bow and Jones Avenue facilities together?*
- *The letter of intent for Jones Avenue indicates that the rent would change if interior remodel work is required. It appears that the remodel is required, so what will the new rent be?*
- *It appears that the 3 classrooms the current Jones Avenue facility can be remodeled to accommodate are insufficient for the anticipated number of students. Thus, the modular units would also be needed. What is the cost of the modular units including set up, delivery, land, land prep, permits, etc.? Please provide details long with documentation from the modular company and all other parties.*
- *Is Highmark development still being considered as a facility option? If so, the terms of the agreement should be very carefully considered as it would be a 25 year lease with a base rent that starts at 10.255 of the project cost and increases annually by 3%.*

Appendix H: Budgets

- *Does Odyssey plan to receive an Albertson's Start-up Grant (usually \$250,000)? If so please provide a separate budget for the grant revenue and expenses it will cover.*
- *A budget assumptions sheet (or sheets, one for each scenario, if appropriate) must be included.*
- *Are projected enrollment numbers realistic? What evidence supports these numbers?*
- *Is it realistic to obtain all furniture and equipment required for setting up the school for around \$20,000? If you plan to receive donations of any kind, documentation of specific amounts and items must be included.*

- *It does not appear that the budget allows for any technology expenses. These could be considerable even with your plans to purchase it in inexpensive ways.*
- *Is \$50,000 a reasonable amount for purchasing all texts for all subjects and grade levels? Please provide documentation.*
- *How did you determine transportation expenses? It appears that almost \$111,000 is a lot to pay for transportation.*
- *\$6,000 for gas and electric costs relative to each facility appears to be insufficient to cover actual costs. Is it reasonable to assume these expenses will remain constant regardless of the facility option? Additionally, letters of intent indicate that Odyssey will be responsible for paying water, sewer, and garbage expenses. These are not reflected in the budget.*
- *Many of the budget items reflect identical amounts for different facility options. Is this a realistic assumption?*
- *The Hollipark Plaza facility can hold a maximum of 128 students (There is some discrepancy in student capacity related to this facility. Some descriptions say 150 total students and others say 128. Please clarify.) The budget is based on enrollment of 140 students. If this facility will only allow for 128 students, the lower enrollment is what the budget should be based on.*
- *The Hollipark Plaza year one budget reflects rent expenses as about \$40,000. Why does this amount go up to \$89,000 in year 2, \$84,000 in year three, and \$86,000 in year 4?*
- *The budgets do not reflect any technology expenses for equipment, software, or technical support.*
- *Budgets do not reflect costs associated with student management or data systems such as Powerschool, Skyward, etc. How do you plan to manage student information and data?*
- *Furniture and equipment budget allocations appear to be inadequate.*
- *Supply allocations appear to be inadequate to open a new school.*
- *It seems that many expenditures should increase as the number of students increases. The budgets do not reflect this.*
- *It appears that amounts reflected for contracted services may not be adequate. Why do they decrease progressively? Please document the anticipated costs.*
- *Is the benefit allotment in your budget adequate?*
- *Is the grounds and maintenance budget adequate?*
- *It does not appear that the triple net expenses (taxes, insurance, and exterior maintenance) are included in the budget.*
- *Why is the revenue amount different for the Broken Bow budget than the other two budgets?*
- *The administration salary expense appears to be very low. Why does it change with different facility options?*

- *The school will save about \$60,000 by using the Hollipark facility rather than Broken Bow. However the bottom line difference is only about \$4000. Why is this?*
- *Why does Broken Bow Plaza rent decrease in years two and three?*
- *Saturday school program expenses do not appear to be reflected in the budget.*
- *Make sure that all stated requirements in your petition are reflected in your budget (testing, accreditation, audits, professional development, board training, etc).*
- *The month to month cash flow budget shows four months where expenses exceed revenue. Overall, cash flow seems to be adequate to cover these months. Is there a way to avoid the negative cash flow situation?*
- *With only a \$6,000 reserve at the end of year one, it appears the school could very easily finish the first year with a deficit due to unexpected first year costs and inadequate budget allotments for expense.*
- *Please provide best case, most likely case, and worst case budget scenarios based on the most likely facility option. The worst case option should depend on the smallest number of students Odyssey can enroll and still remain fiscally viable.*

Appendix N:

- *Please edit for spelling and grammatical errors.*
- *This plan is vague in reference to which options will actually be used and the cost of them. Please provide specific details.*

Appendix P:

- *Please provide a letter of intent for the transportation contract.*

Appendix Q:

- *Your budget must include the membership fee for ISBA.*

GENERAL COMMENTS

Many sections of the petition are vague and lack adequate detail. At this point, numerous aspects of the operation of the school and its financial position are unclear.

The budgets appear to include inadequate amounts to cover all start up and first year expenses.

Please include the a section regarding professional standards for school board members and administrators.

IMPORTANT: *Remember that all changes to your petition must be submitted in legislative (or "redline") format. That is, text to be removed should be shown as ~~stricken~~, and text to be added should be underscored. Legislative formatting from*

April 5, 2012

prior revisions should be removed so that only the most recent revisions are shown. Note that use of your word processing software's "show edits" feature is NOT an acceptable substitute for legislative formatting. Color and font should NOT be used to emphasize or replace legislative formatting.

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

Legislative formatting must be done by hand to allow for proper formatting so PCSC staff's embedded comments and revisions can be shown in a contrasting color.

April 5, 2012

To: PCSC Commissioners

From: PCSC Staff

Regarding: Odyssey Public Charter School Founding Board Member Interviews

PCSC staff completed interviews with the five founding board members for Idaho STEM Academy. These interviews focused on the members' interest in founding the school, their understanding of board member and authorizer roles, the experience and expertise they bring to the board, their level of understanding regarding school finance and business accounting, and the challenges they anticipate as the school opens.

Our interviews revealed that one board member is an attorney, one is a CPA, and three are professional educators. All five board members are parents. The board brings expertise in corporate structures, parochial school attendance, sales, real estate, finance, and teaching. The members are personally invested in the school, as they plan to have their own children attend Odyssey.

The consensus of the members is that Charter schools provide choice, innovation, and responsiveness in education. They see the mission of Odyssey as being a secondary education alternative that is project based. The Board perceives their role to include providing expertise in their particular fields, advertising, community education, and setting up the infrastructure. The level of understanding regarding school finance appears to be at an introductory level; although some members have general business finance knowledge.

The board members seem to have a fairly solid understanding of the role of the board, seeing it as being one of governing the school, setting policies, and overseeing the finances and general operation of the school. Each member understands the value of formal board training and has verbally committed to participate in such training. The potential challenges they anticipate are adequate enrollment, marketing, creating the culture of the school, the facility, and staying financially sound. Board members perceive the role of the authorizer as being one of oversight and know that the school is accountable to the authorizer.

Strengths of the board:

- Personal investment
- Role definition
- Legal and finance expertise
- Commitment to training

Areas of concern:

- Low level of school finance knowledge
- No board member representation from non-parents

April 5, 2012

Odyssey

Charter School

for Grades ~~7~~6–12

Petition to Establish a Public Charter School Beginning in the
~~2012~~–2013–2014 school year.

Available to all Idaho students, with a primary attendance area consisting of ~~Shelley Joint School District #60~~, Bonneville County, ~~and~~ Jefferson ~~Joint~~County, ~~and Shelley~~ School District ~~#251,60~~ with the facility located in Idaho Falls Joint School District #91.

Submitted to
The Idaho Public Charter School Commission
~~October 26, 2011~~January 6, 2012

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

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

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Appendix A Articles of Incorporation

Appendix B Signed Bylaws

Appendix C ~~Petition~~ Signatures of Qualified Electors

Appendix D ~~Application of Nonprofit Status~~Attendance Area Map

Appendix E Attendance at the Charter Start Workshop

Appendix F Facilities

Appendix G Resumes of Directors

Appendix H Start-up Budget with Assumptions Form

Appendix I Three Year Operating Budget Form

Appendix J First Year Month-by-Month Cash Flow

Appendix K Student Handbook

Appendix L ~~Career Exploration Work-Site Agreement~~List of Potential Students and Interested People

Appendix M ~~Charter Commission~~ Letter of Referral ~~and Rubrieto~~the Public Charter School Commission

Appendix N Plan for Inexpensive Technology

Appendix O State Department of Education's Review and Odyssey's Response

Appendix P Subcontractor Bids and Memoranda of Intent

Appendix Q Board Training Program

Appendix R IRS Approval Letter

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

Articles of Incorporation

Idaho Code 33-5204(1)

See Appendix A.

Certificate of Adoption of Bylaws

Idaho Codes 33-5204(1) and 30-3-21(1)

See Appendix B.

~~*Signatures of Qualified Electors*~~

~~*Idaho Codes 33-5205(1)(a) and 33-5205(3)*~~

~~See Appendix C.~~

~~*Application of Nonprofit Status*~~

~~*Idaho Code 33-5204(1)*~~

~~See Appendix D.~~

~~*Proof of Attendance at Charter Start! 101 Workshop*~~

~~*Idaho Code 33-5205(5)*~~

~~See Appendix E.~~

Mission Statement-

Guiding young adults to become well-rounded, capable leaders prepared to meet the challenges of the 21st Century.

Vision Statement

Using project-based instruction ~~and~~in the arts and technology as well as real-world opportunities for community service, we create an engaging and challenging learning environment that enables each student to become a competent, compassionate, responsible, and interdependent citizen leader well-prepared for college and for life in the 21st century.-

Vision Statement

We guide young adults to become well-rounded, capable leaders prepared to meet the challenges of the 21st Century.

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

Odyssey Charter School offers the community a project-based 6th-12th grade secondary school that creates an innovative blend of technology and the arts that allows students to use their higher level thinking skills. Projects create relevance to what the students are learning because it provides immediate application of the concepts learned in class. Odyssey students use project-based learning in their day to day classes, and each semester the students will work on a multidisciplinary project that will incorporate not only STEM learning (science, technology, engineering, and science) but will also include the arts. By combining projects aimed to help the community, Odyssey students will become compassionate and capable problem-solvers that seek to improve the world around them. Through project-based learning, Odyssey not only teaches the 3 Rs of Reading, Writing, and Arithmetic, but also the four Cs of Critical thinking, Communicating, Collaborating, and Creativity. Odyssey will create a more personable atmosphere by having students attend classes with the same teacher(s) for more than one year and more than one subject when possible. Odyssey also focuses on personal management and collaborative social skills the students need to succeed in the collaborative workforce and their family life.

Many schools in the area only have a few classes that use project-based learning, but Odyssey will be the only school in the area focused on using project-based learning through the entire secondary school years. Also, it is the only school to blend the arts and technology into an integrated, multidisciplinary learning experience.

Physical Facilities

Idaho Code 33-5205(4)

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

The administration/school building(s) shall be properly licensed and compliant with code with regard to the Americans with Disabilities Act, all OSHA regulations, and all applicable Idaho laws. The building shall provide sufficient wiring and communication capabilities to support the nature and infrastructure of the school. The building shall also provide adequate heating, ventilation, lighting, sanitary conditions, and water supply to support the school's staff and students.

The Charter Developers are currently exploring a variety of building options for the school to ensure sustainability of the program. ~~The final decision of the facility will be greatly dependent-~~

~~on the chartering organization. If Odyssey Charter School is authorized by Idaho Falls Joint School District #91, a facility will be arranged through them by possibly building a new facility or using an existing facility. If Odyssey is not authorized by Idaho Falls Joint School District #91 and is authorized by the state charter school commission, Odyssey Charter School will decide between several options: leasing existing space within the district (possibly with the option to buy), using modular classrooms, or leasing a new facility with an option to buy. Odyssey Charter School will decide between several options listed below:~~

- ~~1) Leasing existing space within the district (possibly with the option to buy)~~
- ~~2) Using modular classrooms~~
- ~~3) Leasing a new facility with an option to buy.~~

Options for facilities that have been explored for Odyssey Charter School are detailed in Appendix F.- ~~Option three is not mentioned in Appendix F.~~

~~Please see review memo comments.~~

Primary Attendance Area

Idaho Code 33-5205(4)

~~The total anticipated enrollment for Odyssey Charter School is 420 students. This would include approximately 70 students within each grade level. Odyssey Charter School will start with 210 students and will increase in enrollment by 70 students each year until reaching 420 in four years. The founders also recognize that most students will come to the school as seventh-graders since the middle schools in Idaho Falls School District start with the seventh grade. We anticipate a smaller group of new students will be freshmen high school students coming from White Pine Charter School and local middle schools as the students move into high school.~~

The primary attendance area will be Bonneville County, Jefferson County, and Shelley Joint School District #60, ~~Bonneville County, and Jefferson Joint School District #251.~~ Students from these districts will be given priority as designated in Idaho Code Section 33-5205(3)(j); however, students from other areas may be enrolled. Please refer to the attendance area map in Appendix D.

Please refer to Enrollment Capacity Chart in Tab 7: Admission Procedures for the grades and grade level enrollment caps for the first year of operation and for subsequent years.

Please refer to the Marketing Plan in Tab 8: Business Plan for information about Odyssey attracting students in the upper grades.

~~The two sections above need not be included here.~~

Potential Impact on the School Districts

Idaho Code 33-5205(4)

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

According to the 2009 U.S. census, there are approximately ~~10673~~12,452 students in grades ~~76~~ [should this be 6 or 7?]-12 in Bonneville County alone. The high school population of the attendance area is approximately 13,222, according to the 2009 US census. When filled to capacity, Odyssey Charter School will enroll ~~less than 4~~about 3% of the secondary school population in ~~Bonneville County~~the attendance area. Idaho Falls has grown 12%, and an even-smaller portion of students from Rigby and Shelley school districts. Some of these students will be home schoolers and students from private schools, so the impact on the local school districts will be even smaller. Ammon, a small city adjacent to Idaho Falls, has more than doubled in population in the past ten years. The districts are over capacity and are using modular classrooms to accommodate the student population and may need to build new facilities to make room for them. ~~Odyssey will help reduce the strain on the area's school districts by reducing the need for new employees and facilities.~~ Bonneville School District has announced that it plans on to building a new high school in 2015. Odyssey may not reduce the student population in the traditional schools, but it will relieve the pressures of the increasing population the present facilities cannot accommodate without additional facilities and employees. This does not even include private school students and home school students who often are willing to attend a charter school but are not willing to attend a traditional public school.

We anticipate that the Idaho Falls School District's proposed New Tech-style high school will have a very limited effect on Odyssey for several reasons including:

- The magnet school will create interest for project-based education not only in the Idaho Falls School District but in the surrounding districts as well. In effect, Idaho Falls School district will be helping convince families in the surrounding area of the value of a project-based education while offering a limited enrollment within only one of the six school districts included in Odyssey's attendance area. This means that any potential students in Jefferson County, Shelley School District #60, and the rest of Bonneville County will be unable to attend the magnet school, leaving Odyssey the only choice for attending a project-based school.

- Odyssey will be span grades 6 through 12 while the magnet school will be only enroll students in grades 9 through 12. Odyssey will be the only option for 6th and 8th grades for a project-based education in the attendance area. We anticipate parents living in the Idaho Falls School District who are interested in their child attending a project-based school will choose to apply to Odyssey starting in 6th grade to insure that their child will get a guaranteed spot in a project-based school for both middle school and high school. They may choose to apply to the new magnet school when their child is approaching 9th grade, but there is no guarantee the child will be accepted if the magnet school has sufficient numbers for a lottery. The parent(s) and child may decide to stay with their friends and remain in Odyssey during their high school years.
- Assuming that the new magnet school is successful in meeting its enrollment goals, many parents in Idaho Falls School District #91 will not be successful in enrolling their students in the new school and will seek alternatives like Odyssey Charter School. Of course, parents and students in Shelley School District # 60, Jefferson County, and the rest of Bonneville County do not have the option of attending the new magnet school. Odyssey will be their only option for a project-based secondary charter school.
- Odyssey Charter School will lessen the ill feelings of many people in Idaho Falls School District that the new magnet school and its students are receiving preferential treatment while the students who do not get accepted must settle for the pre-existing high schools. Those students will have another option to receive a project-based education.
- Project-based education is flexible for all subjects, and Odyssey can adjust to meet the needs not met at the new magnet school. Although the district has not formally decided that the new magnet school will be a STEM school, it seems to be the prevailing opinion of several board members. Since this is the case, Odyssey is focusing on applying project-based education with a technology and arts emphasis. How does this tie into the mission and vision of Odyssey? Are you project based with a technology and arts focus or are you a STEM school? If you consider Odyssey to be both, how will the two mesh?

There are presently two local charter schools that enroll middle and high school students. White Pine Charter School, which goes to the 8th grade, and Taylor's Crossing, which goes through 12th grade. White Pine has a waiting list for 6th-7th grade; and 8th grade usually starts at capacity and loses a few students during the year. Taylor's Crossing has a waiting list for 6th-7th, 8th, and 9th grades; and 10th grade usually starts the year at capacity and loses a few students through the year. 11th and 12th grades at Taylor's Crossing usually have a few places available.

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

- Odyssey is the only project-based school in Jefferson County, Shelley School District # 60, and the rest of Bonneville County.
- It will offer more integrated technology in the classrooms. How?
- Odyssey Charter School will be the only charter school in the area that is focused only on the secondary grades. The founders of Odyssey Charter School contend that many secondary age students do not want to attend a school that also includes elementary students because it does not seem grown up enough. Many students are looking for a school that only includes middle and high school grades. This has been a successful formula used by Idaho Science and Technology Charter School in an area with far less student population than the primary attendance area of Odyssey Charter School.
- It will offer unique opportunities like drama, dance, and multidisciplinary projects. How will this mesh with being a STEM school?
- Community improvement projects will create newsworthy stories that will create connections with various members of the community.
- The collaborative nature of project-based learning helps provide the social interaction that secondary school students crave.
- The marketing of Odyssey Charter School will focus on the opportunities for student involvement in the arts like theater, music, and art as well as opportunities in technology like robotics, video production, and web design. These opportunities will help students be interested in attending Odyssey. Since Odyssey claims to be a STEM school how will science, math, and engineering be incorporated?

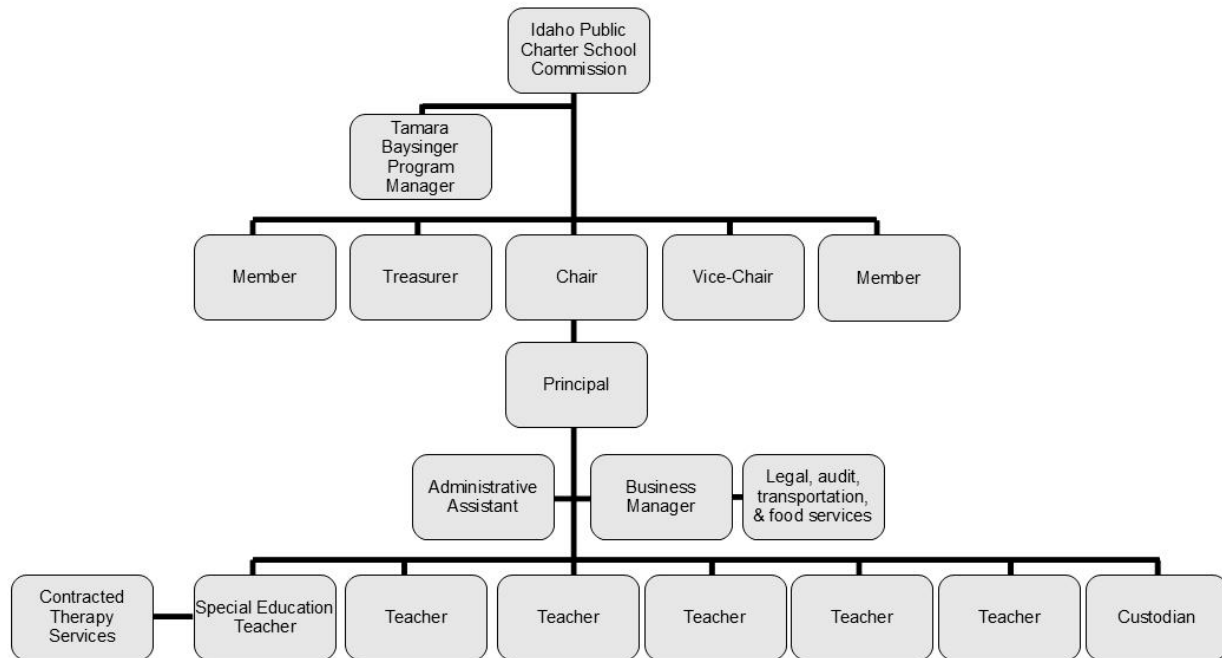
The founders have performed limited marketing due to the fact we are not sure when Odyssey Charter School will open. Despite this, we have attracted around 50 potential students which is a large percentage of our initial year enrollment caps listed in the Enrollment Capacity Chart in Tab 7: Admission Procedures and over one-third of the 140 students planned for in our budgets. Please refer to the list of potential students provided in Appendix L. While this may be a good start, it appears that Odyssey cannot survive with this number of students. Enrolling an additional 90 students may be a significant challenge.

Administrative Services

Administrative services for the school will be provided by the school ~~Director~~Principal, with support from the Board of Directors. ~~A full-time secretary~~An administrative assistant will complete paperwork and required reporting, in addition to other duties. ~~A full-time~~ business manager will manage the school's fiscal affairs. Both positions will be either full time or part time based on the financial allocations from the state based on the student population. If the positions are part-time, the principal, faculty, and parent volunteers will assist them in their duties. An independent financial audit will be performed each year by an independent auditor not affiliated with Odyssey Charter School. Board members and founding family members will

be utilized according to their background and experience, which includes teaching experience, grant writing expertise, etc.-

Odyssey Charter School Organization Chart



Note: The number of teachers will vary with the size of the student body.

Annual programmatic operations and financial reports will be presented to the Board of Directors. The ~~Director~~principal will also serve as the liaison between the Odyssey Charter School, parents, and ~~its~~Odyssey's Board of Directors. The Board of Directors will report the charter commission, and parents results of the audits to the Public Charter School Commission. Financial operations will be contracted out to licensed and bonded entities [Your budget needs to reflect costs associated with contracting out financial operations.] or provided by the school. Funding sources will include state allocation per pupil, federal ~~start-up~~ grants, private grants, business partnerships, fees, and donations. The Odyssey Charter School board is ultimately responsible to its ~~authorizing organization~~authorizer, and at least one member [It is highly recommended that several board members be in attendance at Commission meetings as it is ultimately the board's responsibility to report to the Commission.] will be present at every meeting of the ~~authorizing organization~~authorizer for which Odyssey Charter School is on the agenda!-

Administrative services are selected and evaluated by Odyssey Charter School's Board. Teachers are employed by the school through the use of a written Idaho Standard Teachers' Contracts~~Contract in a form approved by the state superintendent of public instruction~~. School personnel are required to hold the appropriate Idaho teaching certifications and endorsements. Odyssey teachers hold highly qualified status under No Child Left Behind Act (NCLB) or are working towards this status in a state-approved program of instruction. This may include state-approved alternative routes to certification such as through the American Board for Certification of Teacher Excellence (ABCTE).

The Board of Directors will conduct annual evaluations of the principal based on the job description of the principal.

Day-to-Day Operations-

The ~~Director~~Principal, in coordination with the Odyssey Charter School Board of Directors, will determine the day-to-day operations of Odyssey Charter School. ~~During its first year of operation, it is anticipated that Odyssey Charter School will employ 18 staff members. In addition to the Director, school secretary, and business manager mentioned above, the school will employ ten Project/Core Subject teachers, a Special Education teacher, three Instructional Aides, and a Maintenance Engineer. Please refer to Appendix I for staffing numbers.~~

Civil Liability

Idaho Code 33-5204(4)

Odyssey Charter School will ~~insure its interests against damage~~procure and maintain a policy of general liability exposures. Odyssey will obtain insurance in the amount required by state law and errors and omissions insurance with ~~at least the minimum~~ limits not less than one million dollars. Insurance companies who have and maintain a rating of "A" according to the A.M. Best Company will provide insurance.

Additionally, Odyssey Charter School will procure and maintain a policy of property loss to insure its facilities, equipment, and other assets against damage and for liability exposures with minimum limits of liability of not less than \$1,000,000 per person, \$5,000,000 aggregate or such limits as imposed by the State requirement or as otherwise determined by the Board.

~~imposed by the state requirement and as determined by the board.~~

Odyssey will provide group health insurance for employees meeting or exceeding the state minimums. Rephrase so this statement is clearer and flows better.

Odyssey Charter School will be incorporated as a nonprofit public school with the Odyssey Charter School Board of Directors listed as having the responsibilities and

liabilities for the operation of the school. Idaho School Boards Association (ISBA) charter school policies will serve as a basis for Odyssey Charter School policy until the school's policies can be developed completely. ~~Can you use ISBA's materials if you do not join the association? If you plan to join, make sure you budget for the associated expenses.~~

~~Odyssey Charter School will operate independently as a Local Education Agency (LEA) if it is not authorized by Idaho Falls School District #91. Odyssey is responsible for its own operation including personnel matters, preparation of a budget, and contracting for services. Odyssey maintains a policy of general liability insurance and all other types of insurance necessary to provide coverage for the potential losses described in this paragraph.~~

~~Odyssey Charter School's employees, director, and officers shall enjoy the same immunities as employees, directors, and officers of public school districts and other public schools.~~ Pursuant to Idaho Code 33-5204(2), the Idaho Public Charter School Commission shall have no liability for the acts, omissions, debts, or other obligations of Odyssey Charter School.

Odyssey Charter School will ~~defend, hold harmless, and indemnify~~have the ~~Authorized Chartering Entity against any claim, action, loss, damage, injury, same role as a traditional public schools in matters of civil liability, cost, or expense of any kind or nature arising out. The appropriate insurance and legal waivers of the operation of all~~ Odyssey liability will be obtained from outside groups using Odyssey facilities.

Proof of insurance will be given to the Public Charter School ~~and/or arising out of the acts or omissions of the agents, employees, invitees, or contractors of the school~~Commission each time it is renewed to insure continuous coverage. Copies of insurance binders from a company authorized to do business in Idaho for liability insurance (per occurrence and aggregate coverage), property insurance, worker's compensation insurance, unemployment insurance, and ~~any other~~errors and omissions insurance will be provided to the Commission.

~~The Idaho State Board of Education and the Idaho Public Charter School Commission shall have no liability for the acts, omissions, debts, or other obligations of any charter schools, except as may be provided in an agreement or contract between such entities and Odyssey Charter School.~~

Commitment to Secure ~~Property~~

~~Idaho Code 33-5204(4)~~

~~Odyssey Charter School commits to secure property for building a facility. As its first option, the school will seek to find space to lease. The second option is to start with land and to lease modular classrooms until the time the school decides to build a permanent facility on the land. The third option is to contract a building contractor and build. See Appendix F. Facility~~

~~Insurance Coverage~~

~~Idaho Code 33-5204(4)~~

~~Odyssey Charter School will procure and maintain a policy of general liability insurance in the amount required by state law, and errors and omissions insurance with limits not less than one million dollars. Odyssey Charter School commits to secure a facility in which to operate. We will seek several options to lease a facility. We may seek to purchase a facility as the school has proven its viability. See Appendix F for the various facility options. We may seek to have two campuses to handle the student population as it grows. This is a method that other charter schools have used as well. If Odyssey Charter School chooses this option, the students will not be required to move from one campus to another during the school day in order to protect the safety of the students. Teachers may travel from campus to campus. One or more administrators will have the responsibility for building discipline and emergencies.~~

~~It appears significant changes were made to the above section without being marked. Text that is to be removed should be struck out but remain.~~

Tab 3: Educational Program and Goals

Defining an Educated Person

Idaho Code 33-5205(3)(a)

The 21st Century has moved beyond the industrial age when most employees only needed to do what they were told and a few leaders needed higher education and managerial skills. In today's knowledge age, people need not only the three Rs of Reading, wRiting and aRithmetic, but also the four Cs of Critical thinking, Communicating, Collaborating, and Creativity. Today, life-long jobs are becoming increasingly rare. Most job growth is in small businesses and in new technology. Businesses require a new type of educated person where the ability to adapt and innovate is much more important than a person trained in soon-to-be-extinct trade skills. An educated person must be flexible, knowledgeable, responsible, interdependent, and creative as well as technologically competent in order to survive in a global marketplace. Students need to be educated in science and technology to function well in the workforce. They also need to be well-versed in the humanities and the arts to understand history's great ideas to be better citizens and leaders. Project-based learning best prepares students for the project-based workplace of the 21st century.

When Learning Best Occurs

Idaho Code 33-5205(3)(a)

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

- Learning occurs in content
- Learning is active
- Learning is social
- Learning is reflective (M. Suzanne Donovan & John Bansford, Editors. (2005). *How people learn*. National Research Council.)

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

- Students see the connection between what they learn and the real world.
- Students are actively engaged in hands-on and practical projects that improve the community.
- Students work both individually and as responsible members of a group.
- Students work on interdisciplinary projects that involve standards from several subjects.

- Students, parents, and educators work together to identify academic and personal learning goals.
- Expectations are clearly communicated to students.
- Students use their skills and knowledge continuously over their course of their schooling.
- The learning experiences are challenging yet possible for the student to accomplish.
- Students and teachers realize that both success and failure is part of the learning process and students are led to learn from each.
- Students and teachers work in an emotionally and physically safe environment free of taunting, teasing, ridicule, or violence.

Instructional Methods

Odyssey Charter School is distinguished by the use of project-based learning that will be used to help students be successful in fulfilling their individual potential. Projects will be used across the curriculum to unify and integrate the various subject areas. Humanities projects will integrate reading, writing, speech, history, government, and the arts. S.T.E.M. projects will integrate science, technology, engineering, and math. ~~Insurance companies who have and maintain a rating of "A" according to the A.M. Best Company will provide insurance.~~

~~Additionally, Odyssey Charter School will procure and maintain a policy of property loss to insure its facilities, equipment, and other assets against damage and for liability exposures with minimum limits of liability of not less than \$1,000,000 per person, \$5,000,000 aggregate or such limits as imposed by the State requirement or as otherwise determined by the Board.~~

~~Also, Odyssey Charter School will procure and maintain errors and omissions insurance for the school.~~

~~Odyssey Charter School will have the same role as a public school in matters of civil liability. The appropriate insurance and legal waivers of all district liability will be obtained as required of other nonprofit users of district resources and facilities.~~

~~Liability and property insurance will be similar to the coverage purchased by other charter schools and districts. Proof of insurance will be given to the Charter~~ Integration will further develop as S.T.E.M. projects will use language and presentation skills, and humanities projects will use technology, data gathering, and other traditionally science skills in humanities projects.

~~Please revise so this sentence flows better and is clearer.~~ Other types of teaching will be employed in the education of the students, but these techniques will work toward the projects that will be the hallmark of an education at Odyssey Charter School.

Project-based learning is a very effective method of teaching. The following are findings about project-based learning, with the relevant studies:

1. PBL can be *more* effective than traditional instruction in increasing academic achievement.

- Geier, R., Blumenfeld, P.C., Marx, R.W., Krajcik, J.S., Fishman, B., Soloway, E., & Clay-Chambers, J. (2008). Standardized test outcomes for students engaged in inquiry-based science curricula in the context of urban reform. *Journal of Research in Science Teaching*, 45(8), 922-939.
- Mergendoller, J.R., Maxwell, N., & Bellisimo, Y. (2007). The effectiveness of problem based instruction: A Comparative Study of Instructional Methods and Student Characteristics. *Interdisciplinary Journal of Problem-based Learning*, 1(2), 49-69
- Hickey, D.T., Kindfeld, A.C.H., Horwitz, P., & Christie, M.A. (1999). *Advancing educational theory by enhancing practice in a technology-supported genetics learning environment. Journal of Education*, 181, 25-55.
- Lynch, S., Kuipers, J.U., Pyke, C., & Szesze, M. (2005). Examining the effects of a highly rated science curriculum unit on diverse students: Results from a planning grant. *Journal of Research in Science Teaching*, 42, 921-946.
- Walker, A., & Leary, H. (2008). A problem based learning meta-analysis: Differences across problem types, implementation types, disciplines and assessment levels. *Interdisciplinary Journal of Problem Based Learning*.

2. PBL can be more effective than traditional instruction for knowledge application.

- Dochy, R., Segers, M., Van den Bossche, P., & Gijbels, D. (2003) Effects of problem based learning: A metanalysis. *Learning and Instruction*, 13, 533-568
- Koh, G. C-H., Khoo, H.E., Wong, M.L., & Koh, D. (2008). The effects of problem based learning during medical school on physician competency: A systematic review. *Canadian Medical Association Journal*, 178(1), 34-41]

3. PBL can be more effective than traditional instruction for teaching concepts and developing deep understanding of content.

- Boaler, J. (1997). *Experiencing School Mathematics: Teaching Styles, Sex and Settings*. Buckingham, UK: Open University Press

4. PBL can be more effective than traditional instruction for preparing students for future learning.

- Schwartz, D.L., & Martin, T. (2004). Inventing to prepare for future learning: The hidden efficiency of encouraging original student production in statistics instruction. *Cognition and Instruction*, 22, 129-184

5. PBL can be more effective than traditional instruction for preparing students to be better able to integrate and explain concepts.

- Capon, N, & Kuhn, D. (2004). What's so good about problem-based learning? *Cognition and Instruction*, 22, 61-79

6. PBL can increase student motivation, positive attitudes toward subject matter, and engagement in learning.

- Boaler, J. (1997). *Experiencing School Mathematics: Teaching Styles, Sex and Settings*. Buckingham, UK: Open University Press; [Cognition and Technology Group at Vanderbilt. (1992)

7. PBL can improve students' retention of knowledge over time it is renewed to insure continuous coverage.

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

8. PBL can improve students' mastery of 21st-century skills.

- Cognition and Technology Group at Vanderbilt. (1992) The Jasper series as an example of anchored instruction: Theory, program description and assessment data. *Educational Psychologist*, 27, 291-315
- Hmelo, C. (1998). Problem-based learning: Effects on the early acquisition of cognitive skill in medicine. *Journal of the Learning Sciences*, 7, 173-208
- Gallagher, S.A., Stepien, W.J., Rosenthal, H. (1992) The effects of problem-based learning on problem solving. *Gifted Child Quarterly*, 36, 195-200; Sheperd

9. PBL can be especially effective with lower-achieving students.

- Geier, R., Blumenfeld, P.C., Marx, R.W., Krajcik, J.S., Fishman, B., Soloway, E., & Clay-Chambers, J. (2008). Standardized test outcomes for students engaged in inquiry-based science curricula in the context of urban reform. *Journal of Research in Science Teaching*, 45(8), 922-939
- Mergendoller, J.R., Maxwell, N., & Bellisimo, Y. (2007). The effectiveness of problem based instruction: A Comparative Study of Instructional Methods and Student Characteristics. *Interdisciplinary Journal of Problem-based Learning*, 1(2), 49-69
- Lynch, S., Kuipers, J.U., Pyke, C., & Szesze, M. (2005). Examining the effects of a highly rated science curriculum unit on diverse students: Results from a planning grant. *Journal of Research in Science Teaching*, 42, 921-946
- Hickey, D.T., Kindfeld, A.C.H., Horwitz, P., & Christie, M.A. (1999). Advancing educational theory by enhancing practice in a technology-supported genetics learning environment

10. PBL can increase students' achievement on state-administered, standardized tests.

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

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

The projects will affect all aspects of the learning process. Most of the day-to-day work will be projects that may be accomplished in one or two class periods and over the course of a unit. Odyssey Charter School's use of College Preparatory Math and It's About Time science curriculum use hands-on projects that may span one or two class periods.

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

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

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

In order for project learning to be successful, a scope and sequence of concepts will be developed to teach concepts in a logical order that allows the concepts to build on the concepts before them. Please rephrase for improved flow and clarity. ~~School~~ This scope and sequence will be developed by the teachers under the guidance of the principal. Much of the development and training will come through Odyssey Charter School's curriculum's professional development. College Preparatory Math, It's About Time science, and FIRST robotics STEM program will provide the training for STEM projects. Odyssey's performing arts productions will provide a list of all the framework for the arts projects. Performing and fine arts teachers are already trained in how to mount a production. Professional development days will be provided at the beginning of the school year and during the year for teachers to create project materials and coordinate their efforts in the multidisciplinary projects under the direction of the principal. Mentoring will also be provided through mentors specializing in project-based learning, other types and amounts of insurance required prior to the opening of teachers in the area using project-based learning, or both. Most professional development will happen before the school year starts with follow up during the school year to build and improve the process. Does your budget allow for this?

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

- Hiring teachers as early as possible.
- Pre-service training in project learning and software used by the school will take place before the beginning of school to allow the teachers to prepare interdisciplinary unit studies that culminate in a field application of what they learned.
- Extensive teacher mentoring.
- Having teachers will teach students in more than one subject area and over the span of multiple years as much as it is practical.
- Teams of teachers will work cooperatively and are provided structured team planning, mentoring, and professional development time. Grade level and subject matter teachers will be provided common planning times and time before or after school to collaborate and coordinate their instruction plans.
- Providing opportunities for teachers to observe and work directly in the classroom with other teachers.

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

- *The Leader in Me*, by Stephen R. Covey
- *Revisiting Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement*, by Richard DuFour, Robert Baker, and Rebecca DuFour

- PBL Starter Kit: To-the-Point Advice, Tools and Tips for Your First Project (Project Based Learning Toolkit Series), by John Larmer, David Ross, John R. Mergendoller PhD

Curriculum Overview Significant changes were made to this section without being marked. Original language should remain but be stricken.

Odyssey Charter School uses project-based learning by mixing the arts and technology to create an interesting and challenging educational experience. English and history classes mix with theater and other arts so students make connections between the ideas and struggles people experience through history. Combined math, science, and technology classes give students hands-on opportunities to see how real scientists experiment to find the answers to the problems around them. Some projects mix English, history, math, and science into a project so that students see how the subjects interconnect.

All students will participate in a common core of learning that will fulfill the school's mission to produce students who possess the academic and personal habits and attitudes an educated citizen in the 21st century needs. Odyssey Charter School will align its goals and objectives with the goals and objectives of the Idaho Content Standards. [Please note these are changing for math and language arts as Common Core State Standards have been adopted.] These standards will be enhanced with unifying themes in the project-based classroom activities and other creative methods. The subjects that make up the curriculum are listed and briefly discussed below. Traditional core curriculum areas—language arts, math, science, and social studies—will remain strongly emphasized. They will be augmented and reinforced by other activities like music, art, theater, technology, career, health, physical, and environmental education.

Because Odyssey Charter School's primary style of education is project-based, Odyssey will take the curricula listed below and adapt them to meet the needs of a project-based education. The curricula listed below in the various content areas will be used as a starting point to build curricula that will be project-based and aligned to the Common Core Standards and Idaho's Content Standards [The Idaho State Standards are being replaced with the CCSS.]. This is especially needed in the humanities. Very little humanities curricula is project based so Odyssey will need to create and to adapt project-based materials to fit its needs.

The evidence of the effectiveness of project-based education is provided above in Instructional Methods section of this tab.

Language Arts (English and Foreign)

Language arts will be an integral part of the school's project-based education. The goal is to develop learners who are effective communicators, who are critical thinkers, who enjoy literature, and who are competent writers. The curriculum will focus on the great ideas of

western civilization that provide the underpinnings of our culture and government. Personal management and social skills from Sean Covey's 7 Habits of Highly Effective Teens will be woven into the subject through the good and bad examples of the people and characters in the works the students will study. Also, comprehensive skills, grammar, and vocabulary will be integrated as well as creative, technical, and expository writing. Communication skills include speaking, writing, and presentation skills. Technology will be used extensively to develop 21st-century communication skills through presentational software, online collaborating, and other forms of online communication. No project-based language arts curriculum is available from major vendors, but several inquiry-based curriculums are available. The difference is small enough that the curricula can be easily adapted. The language arts curriculum will be aligned with the Common Core Standards.

Odyssey will use Common Core Curriculum Maps by Common Core which outline reading selections and assignments for language arts classes. It uses works from various sources and it allows flexibility of works which allows it to be adaptable for project-based learning. It is also one of the few curricula that are already adapted to the Common Core Standards at the present time. Odyssey will also use Grammar Punk, an interactive, collaborative grammar and writing program that is aligned with Bloom's Taxonomy (revised), the Standards for the English Language Arts, sponsored by NCTE and IRA, Vickie Spandel's 6 + 1 Traits, and the National Writing Project.

Science and Health Only newly added text should be undercored.

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

It's About Time's effectiveness is based on research at Northwestern University that investigated the change in classroom practices that are elicited by project-based Units. Analyses of the artifacts students produce indicate that students are engaging in ambitious learning practices, requiring weighing and synthesizing many results from complex analyses of data, constructing scientific arguments that require synthesizing results from multiple complex analyses spelling? of data. Students are engaged in planning, performing, monitoring and revising their investigations, and reporting on their investigation processes as well as their results. In general, the classrooms engaging in project-based activities reveal substantial moves

toward a scientific discourse community in which students focus on arguing from evidence, critiquing ideas, and conjecturing, rather than simply reporting on what they have read or been told.

Mathematics

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

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

Social Studies and Community Service

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

Career Education

The Department of Education's *Doing What Works* website does not list any evidence-based career education strategies or curricula and the Idaho Department of Education does not provide content standards for career education. Despite this, Odyssey will use a multifaceted approach to career education. Odyssey Charter School will begin to expose students to the vast array of career opportunities available in today's world through their projects. Students will be exposed to various careers through their projects and will start to recognize and understand their unique aptitudes, interests, and abilities contribute to their teams and, by extension, the world of work. Odyssey's adopted science curricula, It's About Time, shows how science affects

people's lives by featuring various scientists solving problems facing society. Students will also begin to understand the importance of "soft skills" such as personal responsibility, teamwork, and dependability in career success. College Preparatory Math also shows many real life examples of how math is used in people's lives. Odyssey's career education will align with the Common Core Standards in Language Arts for literacy in college and career readiness in reading, speaking, listening, and writing.

Technology Education

Students will gain a basic understanding of technologies that operate in the world around them. Technology is not only for the sciences but is also now used in business, art, communication, and humanities. Instruction will utilize a hands-on approach that employs technology in their project-based discovery learning and problem solving. Rephrase for clarity and include proper grammar. Students will seek solutions to real-life challenges. Odyssey Charter School will provide learners with technology skills that prepare them for future employment. Various technology classes will be taught at Odyssey. Robotics will play a main role in technology education. Odyssey will use Carnegie Melon Robotics Academy curricula. All technology curricula will be aligned to state standards. A one semester beginning technology class will be required for all students entering Odyssey Charter School unless the student can demonstrate proficiency and can test out of it. The beginning technology class will prepare the students to comfortably work in Google Apps which include Gmail, Google Calendar, Google Sites and Google Docs. Google Docs is an online office suite that includes document, spreadsheet, presentation, form and drawing apps. Beginning technology will also teach movie editing software. These programs will be used in other classes for class work including presentations of projects. Odyssey's technical education will be aligned with the Common Core Standards for Language Arts literacy in technical subjects.

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

Curriculum Development and Approval

Odyssey Charter School recognizes that curriculum development is a continuous process. Tab-3: Educational Program and Goals The curriculum will be implemented and evaluated through ongoing observations of teachers and students, programmatic audits, and with follow-up discussions with the principal to include written goals. The curricula will be evaluated by how well it integrates project-based learning, state content standards and Common Core Standards Language Arts.

Thoroughness Standards

Idaho Codes 33-5205(3)(a) and 33-1612

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

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

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

Objectives: Odyssey Charter School will:

- Develop a staff/student handbook to provide rules and guidelines for physical safety. These guidelines will include and not be limited to the procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school, notification of parents' rights, and staff monitoring responsibilities (see the student handbook in Appendix K).
- Provide a facility and adopt policies that meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools, and are inspected as required to ensure the safety of students and staff.
- Establish, publish, and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, violence, gangs, and use or sale of alcohol and drugs (see the student handbook in Appendix K).
- Create an environment that encourages parents and other adults to visit the school and participate in the school's activities.

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

While important, policies, rules, and handbooks do not create a safe environment by their existence alone. Through what specific methods will the school create a culture of physical and emotional safety for its students?

Standard B. Educators are empowered to maintain classroom discipline.

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

Objectives: Odyssey Charter School will:

- Develop policies that ensure a positive teaching and learning environment with an emphasis on high expectations of behavior and performance.
- ~~• Teach personal management and leadership skills through the use of Sean Covey's 7 Habits of Highly Effective Teens.~~
- ~~• Use Fred Jones's Tools for Teaching as Odyssey Charter School's classroom management/discipline model.~~
- Develop a student handbook providing a code of conduct including clear expectations and consequences for unacceptable behavior that are consistent throughout the school, and a process for teachers to handle minor and major infractions in the classroom setting (see Appendix K for the student handbook). Teach appropriate behaviors and foster responsible decision-making skills.
- ~~• Establish school-wide formative assessments that will be given to the students every 3 to 4 weeks to measure student performance which will identify struggling students for interventions and help the teachers to measure the effectiveness of their teaching strategies.~~
- Provide professional development in classroom management to teachers to increase their skills in maintaining classroom discipline.

Measurement and evaluation: This standard and its goals will be measured and evaluated through end-of-course surveys given to students and parents/guardians. Formative assessments will be evaluated for effectiveness in identifying struggling students and effective teaching strategies. Also, the administration will use accident and discipline reports and RTI information from AIMS web or a similar program as an additional ~~sources~~ sources of measurement for evaluation. ~~It appears some of these methods for measuring progress in meeting this standard are no longer applicable. The assessments and AIMSweb do not appear to apply to maintaining classroom discipline.~~

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

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

Objectives: Odyssey Charter School will:

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

Measurement and evaluation: This standard and its goals will be measured and evaluated through end-of-course surveys given to students and parents/guardians. ~~The sense, documentation of senior theses and other community and service will be measured services, and evaluated through surveys given to the groups involved. Also, the administration will use accident and discipline reports as an additional source of measurement for evaluation.~~

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

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

Objectives: Odyssey Charter School will:

- Emphasize meaningful language experience in reading, writing, and spelling.
- ~~• Provide a technology-rich environment that enhances communication where students and teachers use 21st-century communication methods. Teachers will have their own web pages where assignments can be accessed, and where videos and other teaching tools can be used. Students will have an online account to prepare their assignments and transmit them to their teachers for grading. Other 21st-century communication tools may include but are not limited to blogging, video production, and podcasting.~~

- Provide many chances for verbal communication through the use of small group work, presentations of projects, and the use of the various performing and fine arts to improve poise as well as verbal, auditory, and visual communication skills.

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

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

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

Objectives: Odyssey Charter School will:

- Use the Idaho State ~~Department~~Board of Education's content ~~area curriculum~~ standards and ~~objectives~~Common Core Standards as a ~~starting point to be enhanced by~~basis for unifying themes and ~~other creative methods~~projects.
- The school will be organized to use projects across several subject areas to create interdisciplinary studies for the students so information will not be taught in isolation.
- Project learning will be designed to allow Odyssey Charter School students differentiated instruction where the student will have a chance to choose from multiple roles in the projects that can fit with the personality and learning styles of the student.

- ~~Field work will show the value and application of the material in the work world and also create career development opportunities by allowing students to interact with professionals in various fields in the arts, science, technology, and community service.~~

Why was this removed?

- Establish school-wide formative assessments that will be given to the students every 3 to 4 weeks to measure student performance which will identify struggling students for interventions and help the teachers to measure the effectiveness of their teaching strategies. ~~The assessments for the semester will be developed before the semester will begin as part of the teacher collaboration and professional development~~

Measurement and evaluation: This standard and its goals will be measured and evaluated through school-wide formative assessments that will be given to the students every 3 to 4 weeks ~~and using AIMS web, a similar program to AIMS web, or teacher-developed~~ assessments; ISAT scores; ACT, SAT, and Compass scores, evaluations from professionals who judge the students' field work and presentations This may no longer be applicable with

removal of the field work component above., as well as end-of-course surveys given to students and parents/guardians.

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

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

Objectives: Odyssey Charter School will:

- Provide a strong foundation in basic reading, writing, science, and mathematics skills.
- Enable students to develop the following intellectual habits important in the work place: adapting to new situations and responding effectively to new information; solving problems; locating and evaluating information from a variety of sources; making flexible connections among various disciplines of thought; thinking logically and making informed judgments.
- ~~Provide multiple opportunities to work on individual, small group, and larger group assignments that will develop independence, interdependence, responsibility, project planning, and leadership. Provide a technology-rich environment that supports and encourages the effective use of technology as a tool to perform in various disciplines like art, humanities, science, technology, and business.~~
- ~~Enable students to develop the following intellectual habits important in the work place: adapting to new situations and responding effectively to new information; solving problems; locating and evaluating information from a variety of sources; making flexible connections among various disciplines of thought; thinking logically and making informed judgments.~~
- ~~Enable students to develop the following personal habits important in the work place: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of the workload; and working cooperatively with others to reach group consensus.~~

Why were the two points above removed?

- ~~• Provide multiple opportunities to work on individual, small group, and larger group assignments that will develop independence, interdependence, responsibility, project planning, and leadership.~~

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

Standard G. The students are introduced to current technology.

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

Objectives: Odyssey Charter School will:

Provide a technology-rich environment that enhances communication where students and teachers use 21st-century communication methods. Teachers will have their own web pages where assignments can be accessed, and where videos and other teaching tools can be used. Students will have an online account to prepare their assignments and transmit them to their teachers for grading. Other 21st-century communication tools may include but are not limited to blogging, video production, and podcasting. ~~Periodic formative assessments will provide data on these skills. Teacher citizenship grades will also be utilized to evaluate the desired student personal habits.~~ **Make a bulleted point so the format matches the rest of this section.**

~~**Standard G.** The students are introduced to current technology.~~

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

~~Objectives: Odyssey Charter School will:~~

- ~~• Emphasize the acquisition of computer skills as an important medium of communication and research.~~

~~•~~

- Use computers as tools for such activities as accessing information, authoring, computation, record keeping, data storage, and communication. Computers and mobile computing devices will be available in the classrooms. The school will provide these computers and will allow students to bring and use their own computing devices.
- Odyssey Charter School will strive to become a “paperless” school as much as it is practical in order to mirror the workplace of the 21st century.

Make sure the school can actually provide the services mentioned above on an ongoing basis as it will be held accountable for doing so.

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

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

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

Objectives: Odyssey Charter School will:

- Provide a ~~comprehensive~~ program of ~~project-oriented community service projects~~ that ~~reflects~~reflect responsible citizenship in a democratic society and an interdependent world. These projects will ~~giveshow~~ the students real-world application of what they have learned. ~~Odyssey will also focus on the ethical and other consequences of their projects.~~
- Enable students to accept responsibility for personal decisions and actions, respect for differences among people, assuming a fair share of the work load, and working cooperatively with others to reach group consensus.
- ~~Provide a well-developed social studies curriculum that enables students to understand and apply concepts and principles embedded in history, geography, political science, economics, etc.~~

Measurement and evaluation: This standard and its goals will be measured and evaluated through end-of-course satisfaction surveys given to students, discipline records, and parents/guardians. ~~What about parents and guardians will act as a measurement tool for this standard? Please rephrase.~~

~~Defining an Educated Person~~

~~Idaho Code 33-5205(3)(a)~~

~~The 21st Century has moved beyond the industrial age when most employees only needed to do what they were told and a few leaders needed higher education and managerial skills. In today's knowledge age, people need not only the three Rs of Reading, wRiting and aRithmetic, but also the four Cs of Critical thinking, Communicating, Collaborating, and Creativity. Today, most businesses require a new type of educated person where the ability to adapt and innovate is much more important than a person trained in soon-to-be-extinct trade skills. Project-based~~

~~learning best prepares students for the project-based workplace of the 21st century. An educated person must be flexible, knowledgeable, responsible, interdependent, and creative as well as technologically competent in order to survive in a global marketplace.~~

~~When Learning Best Occurs~~

~~Idaho Code 33-5205(3)(a)~~

~~Odyssey Charter School believes that a safe environment creates the setting where both remedial development and accelerated learning best occur. Odyssey Charter School's core educational philosophy is that learning best occurs when:-~~

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

~~Instructional Methods~~

~~Odyssey Charter School is distinguished by the use of project-based learning that will be used to help the students to be successful in fulfilling their individual potential. Projects will be used across the curriculum to unify and integrate the various subject areas. Humanities projects will integrate reading, writing, speech, history, government, and the arts. S.T.E.M. projects will integrate science, technology, engineering, and math. Integration will further develop as S.T.E.M. projects will use language and presentation skills and humanities projects will use technology, data gathering, and other traditionally science skills in humanities projects. Other types of teaching will be employed in the education of the students, but these techniques will~~

~~work towards the projects that will be the hallmark of an education at Odyssey Charter School. Specific coursework and instructional programming will be determined by the subject area experts (teachers), the administrator, and the curriculum director and will be approved by the board of directors, after these individuals are hired.~~

~~In order for project learning to be successful, a scope and sequence of concepts will be developed to teach concepts in a logical order that allows the concepts to build on the concepts before them.~~

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

- ~~• Hiring teachers as early as possible and begin pre-service training in project learning and software used by the school to allow the teachers to start preparing interdisciplinary unit studies that culminate in a field application of what they learned.~~
- ~~• Extensive teacher mentoring.~~
- ~~• Teachers will teach students in more than one subject area and over the span of multiple years as much as it is practical.~~
- ~~• Teams of teachers will work cooperatively and are provided structured team planning, mentoring, and professional development time.~~
- ~~• Opportunities for teachers to observe and work directly in the classroom with other teachers.~~

~~A some of books that will be used to train teachers are:~~

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

~~Curriculum Overview~~

~~All students will participate in a common core of learning that will fulfill the school's mission to produce students who possess the academic and personal habits and attitudes an educated citizen in the 21st century needs. Odyssey Charter School will align its goals and objectives with the goals and objectives of the Idaho **Thoroughness Standards**. These standards will be enhanced with unifying themes in the project based classroom activities and other creative methods. The subjects that make up the curriculum are listed and briefly discussed below.~~

~~Traditional core curriculum areas—language arts, math, science, and social studies—will remain strongly emphasized. They will be augmented and reinforced by other activities like music, art, theater, technology, career, health, physical, and environmental education.~~

~~Language Arts (English and Foreign)~~

~~Language arts will be an integral part of the school's project-based education. The goal is to develop learners who are effective communicators, critical thinkers, who enjoy literature, and are lifelong readers and writers. The curriculum will focus on the great ideas of western civilization that provide the underpinnings of our culture and government. Leadership principles will be woven into the subject through the good and bad examples of the people and characters in the works the students will read and the projects they do. Also, comprehensive skills, grammar, and vocabulary will be integrated as well as creative, technical, and expository writing. Communication skills include speaking, writing, and presentation skills. Technology will be used extensively to develop 21st-century communication skills.~~

~~Science and Health~~

~~The science curriculum is a multi-year sequence that emphasizes hands-on experimentation and functional knowledge of scientific phenomena. Project-based learning lets students experience the excitement of science so they can better understand facts and concepts. Curriculum will include integrating the scientific method, identifying variables, constructing tables or data, constructing graphs, describing relationships between variables, acquiring and processing data, constructing hypotheses, and designing investigations. Mathematics~~

~~Students will master computation processes and proceed into algebra and beyond as individual ability dictates. Exploring abstract concepts as well as manipulative experiences will engage students and enhance learning. Students will learn to view and use technology as a tool for reasoning and problem solving in purposeful ways through the use of interdisciplinary projects.~~

~~Social Studies and Community Service~~

~~The curriculum will include the basic elements of history, government, geography, economics, sociology, and citizenship, with a focus on local, state, national, and world history. Leadership principles will be taught through the good and bad examples of the people in history. Odyssey Charter School will seek out ways for the students to discover and experience responsibilities and rights as members of the community, state, and nation through their project-based service work.~~

~~Career Education~~

~~Odyssey Charter School will begin to expose students to the vast array of career opportunities available in today's world through their projects. Individuals will start to recognize and understand their unique aptitudes, interests, and abilities as assets in their teams as they work on their projects and, by extension, the world of work. Individuals will also begin to understand the importance of "soft skills" such as personal responsibility, teamwork, and dependability in career success.~~

~~Technology Education~~

~~Students will gain a basic understanding of technologies that operate in the world around them. Technology is not only for the sciences, but is also now used in business, art, communication, and humanities. Instruction will utilize a hands-on approach that employs technology in their project-based discovery learning and problem-solving. Students will seek solutions to real-life challenges. Odyssey Charter School will provide learners with technology skills that prepare them for future employment.~~

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

~~Curriculum Development and Approval~~

~~Odyssey Charter School recognizes that curriculum development is a continuous process. Prior to the completion of the first year of operation, curriculum will be fully aligned with the Idaho Content Standards. The curriculum will be implemented and evaluated through ongoing observations of teachers and students, program audits, and with follow-up discussions with the Director to include written goals, and through documentation of projects that help the community.~~

Textbooks and Curriculum

Odyssey Charter School will align the instruction and other materials to content area curriculum standards and objectives, and the Common Core Standards. Copies will be provided to the Public Charter School Commission prior to the opening of the school. ~~Textbooks for the school are not yet chosen and will be selected by curriculum committees that include the director, teachers, and parents.~~ The textbooks will be ones that are approved through the textbook adoption process, or a waiver will be obtained for textbooks that have not been approved.

Educational Programs and Services

Provision for educational programs and services such as special education, physical education, HIV/AIDS education, family life/sex education, guidance and counseling services, Safe/Drug-

Free Schools programs, summer school programs, parent education programs, social work, and psychological services will be identified based on need. Any additional contracted services in areas such as psychological evaluation services, occupational therapy, speech and language therapy, etc., will be provided through either private professionals or in conjunction with a local school district.

Improvement of Student Learning

Multiple learning opportunities will be afforded to Odyssey Charter School students. Some are familiar, some are innovative, 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. For example, the school's requirement for students to perform genuine community service in their senior theses not only informs students about real needs our community has, but also encourages them as a group to decide which needs they can reasonably address, plan an approach, implement the plan, and then evaluate the result. Collaboration in teams on assignments, will provide an opportunity for learners to become educators and reinforce their own knowledge and mastery of new skills through presentation of their own work and through working in groups. Projects will include a balance of individual effort and group collaboration to ensure mastery of important basic skills, content, and interactive skills.

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

Odyssey Charter School will implement project-based learning to explore and improve the community and this will encourage learners to take responsibility for their own learning. Through the use of project-based learning, the Odyssey Charter School 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 extra adult help, multiple methods, and multiple environments. Odyssey's project-based learning is flexible to accommodate the individuality of learners.

The staff of Odyssey Charter School believe that children do not develop character in a vacuum and that character development and social skills are important skills necessary to success in the workplace and in life. Project-based learning requires that students work together to design, plan, execute, and document their projects; therefore, character and social skills are very important in our school. Our plan for character education includes the use of Sean Covey's *7 Habits of Highly Effective Teens*, as well as staff who model essential traits of good character.

Leadership and character development lessons will be incorporated in all the classes through small and large group projects, project-based community service, and leadership discussions of characters and historical figures and the decisions they made. The staff at Odyssey Charter School will ensure a safe, kind environment allowing students to acquire essential information and attitudes that will help them lead productive lives.

Graduation Requirements

Graduation requirements will be aligned with the latest laws and codes of the state of Idaho such as IDAPA 08.02.03 104, 105, 106. Odyssey will meet or exceed these requirements. ~~The use of semesters or trimesters as well as other details of scheduling of classes will be designed to fit the needs of Odyssey Charter School's project based education. The following Odyssey Charter School graduation requirements are based on the information taken from the State Department of Education's website (http://www.sde.idaho.gov/site/hs_grad_requirements/docs/Grad%20minimum%20Requirements.pdf).~~

~~The graduation requirements~~Odyssey will use the semester system for classes. The graduation requirements are outlined below and are also included in the Odyssey Charter School Student Handbook included in Appendix K:

Core Area	Graduation Requirement
Core of Instruction	30 credits
Electives	16 credits state graduation requirements include a minimum of 17 elective credits.
Total credits	46 credits (minimum)
Language Arts <i>English: 8 credits; and Speech: 1 credit</i>	9 credits <i>Speech credit will be integrated into the English classes through the presentations of the projects. Students who transfer to Odyssey will need to have 4 language arts credits at Odyssey or take a speech class off campus or online.</i>
Mathematics	6 credits <i>Including Algebra I and Geometry standards. 2 credits must be taken in the last year of high school</i>
Science	6 credits <i>4 lab</i>
Social Studies <i>US History, Economics, and American Government</i>	5 credits
Humanities <i>Interdisciplinary Humanities, Fine Arts, or Foreign Language</i>	2 credits
Health	1 credit
Senior Project <i>Focusing on Community Service Leadership</i>	1 credit <i>See description below</i>
Post Secondary Readiness Plan	4-year Learning Plan at the end of 8th Grade
College Entrance Exam	Take either ACT, SAT, or Compass exam by the end of 11 th or 12th grade.
ISAT	Pass the ISAT with a score of Proficient or Advanced in Reading and Math, Language Usage, and Science
<u>Online Classes</u>	<u>2 Credits from the list Odyssey will provide (This will take effect for the class graduating 2016).</u>

Advanced Opportunity

Odyssey Charter School will offer dual credit, advanced placement classes, or both for its students.

Project-Based Learning and Community Service

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

Senior Project / Community Service Leadership

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

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

Accommodations/Alternate Graduation Requirements

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

Proficiency

Students must ~~(1)~~ pass the ISAT 10 or ~~(2)~~ pass a comparative assessment approved by the Board of Directors. In addition, each student receiving special education services will include as part of his/her IEP a statement of how the student will demonstrate proficiency in the Idaho

Achievement Standards as a condition of graduation, if it is different than meeting proficiency under either #1 or #2 above.

Transfer Students

In order to receive a diploma from Odyssey Charter School, the students must ~~earn~~attend Odyssey Charter School the ~~last 12 credits from OGS~~student's senior year or have moved with his/her family from out of the area after the beginning of the second ~~trimester~~semester of the senior year. All credits applied toward graduation must have been earned from accredited institutions.

Early Graduation

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

Graduation of Nonpublic School Students

A nonpublic student must meet all grade and other graduation requirements of Odyssey Charter School in order to graduate. In order to graduate and receive a diploma, a nonpublic school student must be a full-time student of this district during that student's final ~~two (2) trimesters~~semester.

How Special Education and Other Special Needs Will Be Met

Idaho Code 33-5205(3)(q)

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

Odyssey Charter School will adhere to the *Idaho Special Education Manual* and will adopt and implement appropriate special education policies and procedures consistent with state and federal laws, rules, regulations, and legal requirements. All children will receive appropriate services as outlined in the Individuals with Disabilities Education Improvement Act, Section 504, and the *Idaho Special Education Manual*.

Special Education Services

Odyssey Charter School planning and budgeting will provide personnel, physical facilities, funding, and contractual arrangements to ensure that students with disabilities attending the

charter school will receive special education and services as requirements in IDEA 2004 and outlined on the students' IEPs. All special education personnel will meet highly qualified special education standards and will be interviewed, selected, hired, trained, and in place by the first day of the ~~2012–2013–2014~~ school year. To meet these expectations, Odyssey Charter School will conduct a yearly Child Find activity. This will include a three-step process leading to the determination of whether or not a student requires special education services.

This process will follow the procedure outlined in the Idaho Special Education Manual and will focus on the following steps:

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

If a student is found to be eligible for special education services at the charter school, these will be provided for that student in one or more of the following ways:

- Odyssey Charter School will form a multidisciplinary team to consider a student's eligibility for special education. The team will meet at least twice a month. If a team determines the need for an evaluation by other personnel, such as a school psychologist, speech therapist, occupational therapist, or other required experts not currently employed by the school, such evaluations will be contracted with a private provider.
- Disciplinary problems by special education students will be assessed by the multidisciplinary team. Teachers and administrators will follow the Idaho Special Education Manual (as currently defined in Chapter 7, Section 13, and titled "Student Discipline") to address these issues. OCS Odyssey Charter School will follow IDEA for students with an IEP that may include Behavior Intervention Plans (BIPs) for students whose behavior impacts their own learning or the learning of others. The team will determine if the student's disability may have contributed to the disciplinary issue and if the issue was addressed by the BIP or not and adjust the disciplinary action accordingly.

When manifestation determinations occur, ~~OCS~~Odyssey Charter School will proactively use Positive Behavioral Interventions and Supports (PBIS).

Appropriate personnel will be responsible to monitor Individual Education Plans (IEPs) and supervise the implementation as written. A certificated teacher will provide services in an inclusion or a pull-out model depending on the degree of intervention necessary to meet the student's needs. These services will be delivered by a licensed provider with a para-educator used to support the licensed provider as allowed by IDEA and the ESEA. The appropriate personnel will consult with the general education staff to utilize effective classroom interventions, adaptations, and modifications.

The continuum of settings and services include general education classes, resource classes, and provisions for supplemental services such as resource services, itinerant instruction provided in conjunction with the general classroom, classroom aides, replacement curricula, behavioral supports, etc. In determining appropriate settings and services for a student with a disability, the IEP team shall consider the student's needs and the variety of alternate placements and related services available to meet those needs.

Odyssey Charter School may contract with private providers for the provision of related services. Services may be provided by a licensed therapist who may use a para-educator for support. In the event that the IEP team determines that the student's academic needs cannot be met on site, Odyssey Charter School will contract with other agencies to provide those services. OSC will still be responsible to continue to monitor the student progress.

For all special education students, Odyssey Charter School will develop, review, and revise IEPs in accordance with state and federal laws. Odyssey Charter School will implement the IDEA 2004 discipline procedures and assure protection of student and parent rights including protecting the confidentiality of personally identifiable information in student special education records. These statutes also ~~provides~~provide for the right to review and inspect records.

Odyssey Charter School will ensure access to charter school programs, as required by the ADA. This plan may include the actual location of students within the classrooms and settings within the classrooms to permit access by students with disabilities. The school will provide transportation for special education students who may, because of the nature of their disabilities, be entitled to specialized transportation as a related service, even if the charter school does not provide transportation to other students. Odyssey Charter School will include a comprehensive professional development plan for the training needs of special education personnel as well as general education teachers in order to meet the needs of students with disabilities who are enrolled in the charter school.

~~When using a supplemental and replacement curriculum for students with disabilities, OCS will use a curriculum that is~~Odyssey Charter School uses scientifically research-based ~~due to the increased accountability~~curriculums when working with students with disabilities who need supplemental or replacement curriculums.

Nondiscriminatory Enrollment Procedures

Odyssey Charter School will not deny enrollment to a student with a disability solely because of that student's need for special education or related aids and services. All appropriate services will be provided for students with disabilities that have the opportunity to meet the minimum federally-established eligibility criterion for such services. Enrollment described elsewhere in this charter petition is consistent with the mission of Odyssey Charter School and civil rights requirements. The nondiscriminatory policy will be stated on the school's website, applications, advertisements, etc.

LRE Requirements

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

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

- **Based on student's IEP:** The student's IEP is developed prior to the determination of the location of services and settings. The services and settings needed by each student with a disability must be based on the student's IEP and unique needs that result from his or her disability, not on the student's category of disability.
- **Age-Appropriate Peers:** Students with disabilities shall be educated with age-appropriate peers to the maximum extent appropriate. A student with a disability is not removed from age-appropriate general education environments solely because of needed accommodations and/or adaptations in the general education curriculum.
- **School of Attendance:** A student with a disability shall be educated in the school as close as possible to the student's home and, unless the IEP requires some other arrangement, the student is educated in the school he or she would attend if not disabled.

- **Harmful Effects:** Consideration shall be given to any potential current or long-term harmful effect on the student or on the quality of services the student needs, including the student's ability to graduate and achieve their post high-school goals.
- **Accommodations and/or Adaptations:** A student with a disability is not removed from general education settings solely because of needed accommodations and/or adaptations in the general education curriculum.
- **Participation in Nonacademic and Extracurricular Services and Activities:** A student with a disability shall be allowed to participate with students without disabilities in nonacademic and extracurricular services and activities to the maximum extent appropriate. These services and activities may include meals, recess, field trips, counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the district, referrals to community agencies, career development, and assistance in making outside employment available.

Dual Enrollment

Idaho Codes 33-5205(3)(r) and 33-203(7)

Odyssey Charter School will provide students with a rich and varied cross-curricular educational experience. In the event that students desire to participate in dual enrollment, they will be ~~allowed to do so~~ informed of the dual enrollment options Odyssey Charter School may have with other public schools ~~with which OCS~~ where Odyssey Charter School has developed a memorandum of understanding regarding funding and in accordance with Fractional Adequate Funding policies of the state of Idaho.

Home schooled and private school students may attend Odyssey Charter School as required by Idaho Code 33-203 ~~as long as OCS is not at its enrollment capacity for that grade in the school year as it is described in Enrollment Capacity in Tab 7.~~ Odyssey does not permit part-time enrollment.

Dual enrollment will be subject to school district procedures as allowed in Idaho Code 33-203(1). State funding of a dually enrolled student will be limited to the extent of the student's participation in the public school programs. Information concerning dual enrollment options and requirements will be provided to all parents. ~~Dual enrollment will include the option of enrollment in a post-secondary institution if the student chooses. Any credits earned from the accredited post-secondary institution will be credited toward graduation requirements as outlined in the Odyssey Charter School Board Policy.~~

~~Dually enrolled students may participate in the existing transportation schedule of OCS as long as there is room available after full-time students' transportation needs are met. OCS will not provide busing outside the usual bus routes and times to dual enrolled students without IEPs. Students may need to provide their own transportation to attend classes not provided on Odyssey's campus. Students and their families will be responsible for any costs of dual~~

~~enrollment that is not included in the state funding of OCS. Additionally, any costs of classes outside of OSC that the student may drop will also become the responsibility of the students and their families.~~

~~The IEP team determines the supplementary aids and services that are appropriate and necessary for the student to participate in nonacademic settings and extracurricular services and activities.~~

Gifted and Talented Program

Idaho Code 33-2003

Odyssey Charter School will meet the needs of the Gifted and Talented (GATE) students in the regular classroom. The project-based learning approach offers the flexibility to adapt projects and the individual responsibilities within the project to the unique needs and skill levels of the students. Also, a variety of classes at different skill levels will provide additional opportunities for GATE students to excel. Dual enrollment will be another option for students whose skills are beyond the offerings of OCS-Odyssey Charter School. Students may enroll in online classes or attend university classes in the area to meet their educational needs. Policies regarding dual enrollment and university classes will be developed by the ~~administrator~~principal and the Board of Directors. Odyssey will cooperate with the Idaho Falls School District #91 as the district's policies allow.

Odyssey Charter School shall identify and provide services to students who possess demonstrated or potential abilities that give evidence of high-performing capabilities. Odyssey Charter School utilizes eligibility criteria developed by the Idaho Department of Education. The identification system aligns with the Gifted and Talented rules and regulations as identified by IDAPA 08.02.03.171.

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

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

LEP Students

Students who are eligible for the LEP program will participate in the Odyssey LEP program according to state and federal guidelines. ~~If the school is authorized by the local school district, Odyssey will implement the school district's LEP program and policies. If Odyssey is not authorized by the local district, the school will implement the policies and procedures below.~~

Administration and Evaluation

~~Odyssey Charter School's Board of Directors will hire a highly qualified teacher with an English as a New Language (ENL) endorsement to work under the direction of the school's director. The director will report regularly to the Board of Directors to provide the Board with information, data, and evaluations of the LEP students and the LEP program to ensure that English Language Development (ELD) standards are implemented.~~

~~The ENL-endorsed teacher will oversee the English as a Second Language program, oversee Sheltered Instruction Observation Protocol (SIOP), develop Educational Learning Plans (ELP), and will work with the classroom teacher teams to monitor the progression of LEP students and ensure that the interventions are appropriate and make adaptations as necessary.~~

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

In preparation for LEP students enrolling, teachers and other employees will be provided with professional development to develop the resources, skills, methodologies, and knowledge to create and to implement an effective LEP program. The training will be of sufficient intensity and duration to create lasting improvement. ~~The training will include training Sheltered Instruction Observation Protocol (SIOP) to address the needs of LEP students.~~

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

Identification

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

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

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

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

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

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

Program of Services and Instructional Methods

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

Odyssey Charter School will meet the linguistic, academic, and cultural needs of LEP students in a number of ways. ~~Sheltered Instruction Observation Protocol (SIOP) will be implemented at Odyssey Charter School. LEP services such as testing, interpreters, and work with parents may be provided on-site or contracted out. Either way, the ENL teacher will ensure that the provider will possess the appropriate certification and endorsement requirements to serve students identified~~ Odyssey will integrate LEP students into the regular classrooms as much as possible and provide part-time pull out classes if the students need it. Teachers and paraprofessionals will be trained to work with LEP students as part of the school's ongoing professional development using state-sponsored webinars and other sources. Also, Odyssey will prepare a list of content area curricula that can be purchased and used for future LEP students.

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

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

~~Paraprofessionals may be used for additional support of the students. Additional approved curriculum may be purchased as needed and modified to fit the needs of the student.~~

Monitoring of Students

The Idaho English Language Assessment (IELA) or other state provided standard test will be used to assess English proficiency as well as monitor LEP progress. State and federally mandated testing of LEP students will be administered. Additionally, all students (including LEP) will be given formative assessments every 3 to 4 weeks to measure student academic performance as mentioned in ~~Tab 3:~~ Tab 3: Educational Program and Goals Thoroughness Standards. ISAT scores will also be used to measure academic performance. The ENL teacher will regularly confer with the classroom teachers to monitor the progress of the LEP students and may assess the LEP student's progress as frequently as needed. Changes in the student's ELPs will be made as needed to ensure the interventions are appropriate. Students who meet state-recommended levels of proficiency on the IELA or other assessments will be exited from the LEP program and monitored for 2 years. Students on monitoring status will be coded LEP on the ISAT and will still count for state and federal funding purposes.

Other Special Needs Student Services

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

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

Tab 4: Assessment of Student Educational Progress

Measurable Student Educational Standards

Idaho Code 33-5205(3)(b)

~~Odyssey Charter School students with 96% attendance or with two consecutive full-time academic years at OCS, will meet or exceed the state's current proficient target on the ISAT in reading, language usage, and mathematics.~~

~~Also,~~ Odyssey Charter School will seek to accomplish the following ~~goal~~goals: MSES are not goals that a school seeks to meet. Rather they are standards that the school is held accountable for meeting. Please note that achievement related to these standards is reported to the PCSC annually. If they are not met a notice of defect is issued.

- ~~One hundred percent (100%) of our students with 96% attendance or with two consecutive academic years at OCS~~Odyssey Charter School will score 3 percentage points higher on the ISAT than Idaho Falls Joint School #91 score in reading in the same academic year. It appears that with the state assessment changing as the common core state standards are implemented, there will not be separate language and reading tests.
- ~~Odyssey Charter School will participate in either~~score 3 percentage points higher on the Compass, ACT, or SAT test. Of thoseSAT than Idaho Falls Joint School #91 score in math in the same academic year.
- ~~Odyssey Charter School will score 3 percentage points higher on the ISAT than Idaho Falls Joint School #91 score in language in the same academic year.~~
- ~~Fifty percent of Odyssey Charter School's 12th grade students, fifty percent (50%) will meet or exceed the Boise State University potential candidate cut-off~~through the student's combination of grade point average and score on the ACT, SAT, or Compass test. Is fifty percent a high enough standard?

Odyssey does not appear to have any MSES related to the mission of the school. It seems that it would be important for the school to set standards of achievement related to project based learning and other parts of the school's mission.

Please consider including an MSES that is growth based.

Methods for Measuring Student Progress

Idaho Code 33-5205(3)(c)

Odyssey will use the following methods to measure student progress in meeting the above identified student educational standards: AIMS web or similar program's records, RTI records, teacher-created formative and summative tests, projects and presentations, the Idaho Standards Achievement Test (ISAT), the Idaho Alternative Assessment (IAA) if applicable, the National Assessment of Educational Progress (NEAP) if selected, the ACT and SAT tests, and the Boise State University potential candidate cut-off.

Provisions by which Students Will Receive Standardized Testing

Idaho Code 33-5205(3)(d)

Under the direction of the School Test Coordinator, the following standardized testing tests will be conducted in strict accordance with, and at the specified intervals mandated by, the state of Idaho, namely, Idaho Standards Achievement Test for grades 7, 8, and 6 through 10. Additionally, any and all other assessments required in Idaho now or in the future will be administered in accordance with state mandates and policies.

Middle School Credit and Advancement Requirements

Idaho Code 08.02.03.107

Odyssey will implement a the following credit system for grades 7 and 8 that will address credit requirements, credit recovery, alternate mechanisms, and attendance. The system will have the following elements its middle school students:

- A student will pass a minimum of eighty percent (80%) of the total credits attempted before the student will be eligible for promotion to the next grade level.
- Odyssey will require a student to attain, at a minimum, a portion of the total credits attempted in each area in which credits are attempted, except for areas in which instruction is less than a school year, before the student will be eligible for promotion to the next grade level.
- Students will take pre-algebra before entering the 9th grade.
- Credit Recovery. A student who does not meet the minimum requirements of the credit system shall be given an opportunity to recover credits or complete an alternate mechanism in order to become eligible for promotion to next grade level. by retaking the class or taking another class either at Odyssey or at another accredited school.

- ~~• Alternate Mechanism. Odyssey will establish an alternate mechanism to determine eligibility for grade level promotion. The alternate mechanism shall require a student to demonstrate proficiency of the appropriate content standards. All locally established mechanisms used to demonstrate proficiency will be forwarded to the State Department of Education. Alternate mechanisms must be re-submitted to the Department when changes are made to the mechanism.~~
- ~~• Attendance shall be an element included in the credit system, alternate mechanism, or both.~~
- Students must maintain or exceed ninety percent (90%) attendance in a class in order to pass that class. Attendance time can be made up through arrangements with the principal. The attendance time must be made up before the end of the semester.
- Special Education Students. The Individualized Education Program (IEP) team for a student who is eligible for special education services under the Individuals with Disabilities Education Improvement Act may establish alternate requirements or accommodations to credit requirements as are deemed necessary for the student to become eligible for promotion to the next grade level.
- Limited English Proficient (LEP) students. The Educational Learning Plan (ELP) team for a Limited English Proficient (LEP) students, as defined in Subsection 112.04.d.iv, may establish alternate requirements or accommodations to credit requirements as deemed necessary for the student to become eligible for promotion to the next grade level.

Accreditation

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

Before opening its doors, ~~Is it possible to receive accreditation before the school opens?~~ Odyssey Charter School will apply to Northwest Accreditation Commission for accreditation, as required in IDAPA 08.02.02.140. In compliance with Idaho State Board of Education Rules, Odyssey Charter School will complete the accreditation process. During its initial year of operation, the school will complete an accreditation self-assessment. Additionally, the school will develop a five-year strategic plan focused on the improvement of student performance. The strategic plan will be monitored by a review team established by the school's administration and Board of Directors. This team will be empowered to recommend revision of goals as necessary and will provide regular reports on implementation of the plan to the Board of Directors.

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

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

The school will budget for continuing education through workshops and conferences. What does this have to do with accreditation?

NCLB

~~Throughout the accreditation and strategic planning process, Odyssey Charter School will comply with all provisions of NCLB. In the event that concerns regarding NCLB standards should arise, steps will be taken by the Director and the Board to identify and target school and individual needs. A comprehensive plan of improvement will be developed and implemented as required by NCLB.~~

~~Accreditation reports outlining the attainment of standards will be submitted as requested, to both the chartering agency and the State Accreditation Committee. The Committees will review the reports and make recommendations to the State Board of Education for accreditation status. After accreditation, the Director will submit annual accreditation reports to the Idaho State Department of Education.~~

~~Copies of all annual reports including accreditation reports, financial audits, school report cards, testing results, and all other federal, state, and local reports will be given to the accrediting agency, state officials, and federal agencies. Parents and the public in general will also be provided with report information, where appropriate.~~

Improvement Planning Provision

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

The Board of Directors of Odyssey Charter School will provide consultation to the ~~Director~~principal regarding ongoing plans for the school. ~~If Odyssey is authorized by the local school district, it will cooperate fully with the school district~~Public Charter School Commission in improving ~~OGS's NCLB~~Odyssey Charter School's No Child Left Behind performance. ~~If Odyssey is its own LEA, the~~The Board of Directors will take the responsibility of the school district in meeting the policies of the State Department of Education regarding school improvement.

The ~~PAC~~ (Parent Action Committee (PAC)) will also work with the Board of Directors on school improvement.

All student and teacher standards will meet state-approved standards as adopted by the State Board of Education, and federal standards mandated by the *No Child Left Behind Act of 2001* (~~NCLB~~). The following actions will be taken if OCSOdyssey Charter School fails to meet NCLB requirements:

Year 1: Identified as Not Achieving AYP: If OCSOdyssey Charter School fails to meet adequate yearly progress (AYP) as defined under NCLB, the school will be designated as "Identified at Not Achieving AYP." The ~~Director~~Principal will work with teachers to analyze student performance and will update OCS'sOdyssey Charter School's policies designed to improve school and staff capacity (structure, resource allocation, teacher skill sets) and to increase student achievement. The committee will recommend policy changes designed to improve the quality of teaching and learning at OCSOdyssey Charter School.

Year 2: Identified as Not Achieving AYP: If OCSOdyssey Charter School fails to meet AYP for two consecutive years in the same content area, the school will be designated as "Identified at Not Achieving AYP." The ~~Director~~Principal and Board of Directors will form a NCLB committee within two weeks of receiving notice of OCS'sOdyssey Charter School's failure to meet AYP. Within two months of its formation, the NCLB committee will meet both internally and with outside experts, such as the Idaho Charter School Network, to ~~will~~ begin implementation of policies designed to improve the quality of teaching and learning at OCSOdyssey Charter School. The NCLB committee will analyze the amount of time spent on critical subjects, the teaching methods employed, the textbooks and other learning materials utilized, and the integration of core subjects, to enable greater numbers of students to achieve proficiency in the areas of reading and mathematics.

Year 3: School in Need of Improvement: If OCSOdyssey Charter School fails to meet AYP for three consecutive years in the same content area, it will be designated as a "School in Need of Improvement." OCSOdyssey Charter School will abide by all requirements relating its status and the following actions will take place:

- **Technical Assistance.** The school will seek technical assistance from ~~its LEA, the~~ Public Charter School Commission. Please note that the role of the PCSC is not technical assistance, but compliance monitoring. Agencies who provide technical assistance to charter schools include the SDE, Charter School Network, and Idaho School Boards Association. The technical assistance design will emphasize:
 - ♦ The importance of improving instruction by using strategies grounded in scientifically-based research so that all students in OCSOdyssey Charter School achieve proficiency in the core academic subjects of language arts and mathematics.

- ♦ The importance of analyzing and applying data in decision-making. The restructuring plan will include one of the following options outlined by NCLB regulations:-

- **School Choice.** The parents will be notified in writing of OGS's Odyssey Charter School's status. They will be given information on school choice and an opportunity to transfer their child to another explain other school- choices as soon as possible after identification-

- ~~**Supplemental Services.** Supplemental services in reading and math will be offered to eligible students if choice is not available. Students who receive supplemental services will be offered tutoring by trained instructors, as well as Internet-based instruction that students can access through a computer at home, at no later than the first day of school.~~

Please rephrase as this does not make sense.

- **Supplemental Services.** Supplemental services in reading and math will be offered to eligible students if choice is not available. Students who receive supplemental services will be offered tutoring by trained instructors, as well as Internet-based instruction that students can access through a computer at home, at school, or at the library. Odyssey Charter School will request school technical assistance from ~~its LEA and other groups outside consultants~~, and will seek additional school improvement grants.
- **Intervention School Improvement Plan.** ~~OGS Odyssey Charter School~~ will ~~develop and implement an Intervention School Improvement Plan.~~ The work with the State Department of Education to create a NCLB committee that will engage outside consultants to perform an extensive school review. The review will include interviews with parents, staff, and the Board of Directors; ~~analysis of.~~ The committee will analyze school and district documents; and perform on-site observations; to develop recommendations for a school improvement. Please revise so the statement makes sense. Their report will be incorporated into ~~the Intervention a two-year intervention~~ School Improvement Plan, and policies will be implemented to assist greater numbers of students to achieve proficiency. The School Improvement Plan will be implemented within 90 days of Odyssey's identification of it being identified as a School in Need of Improvement and no later than the beginning of the following school year.

The LEA will do the following:-

~~School Choice~~

- ~~1. Create a choice policy or revise an existing choice or open enrollment policy (Idaho Code 33-1402) to include choices for students enrolled in schools identified for improvement.~~
- ~~2. For each of its schools not making AYP for two or more years, advise parents of the school's improvement status and offer choices as soon as possible after identification and no later than the first day of school.~~
- ~~3. Report to the State Department of Education the number of students using the choice.~~

~~Intervention School Improvement Plan~~

- ~~1. Provide direct technical assistance or provide for other agencies to provide technical assistance to all its identified schools in creating a two-year school improvement plan.~~
- ~~2. Ensure that each school identified for improvement completes, within 90 days of its identification, a two-year intervention school improvement plan for LEA review.~~
- ~~3. Create a process for peer review of the plan.~~
- ~~4. Give final approval within 45 days of receiving the plan.~~
- ~~5. Work with the State Department of Education to identify a school team to assist schools identified for improvement.~~
- ~~6. Ensure that the plan is implemented as soon as possible after approval and no later than the beginning of the following school year.~~

Year 4: School Improvement: If OGS Odyssey Charter School fails to meet AYP for four consecutive years in the same content area, it will be designated as a "School in Need of Improvement," and the following actions will take place:

- **School Choice.** The parents will be notified in writing of Odyssey Charter School's status. They will be given information on school choice and an opportunity to transfer their child to another school.
- **Supplemental Services.** Supplemental services in reading OGS and math will be offered to eligible students if choice is not available. Students who receive supplemental services will be offered tutoring by trained instructors, as well as Internet-based instruction that students can access through a computer at home, at school, or at the library. Odyssey Charter School will request school technical assistance from its LEA and other groups, outside consultants and will seek additional school improvement grants.

- **Technical Assistance.** The school will seek technical assistance from ~~its LEA and~~ the State Department of Education.
- **Intervention School Improvement Plan.** This plan will continue to be implemented to assist greater numbers of students to achieve proficiency.

~~The LEA will implement the Intervention Improvement Plan.~~

Year 5: Restructuring: If OCSOdyssey Charter School fails to meet AYP for five consecutive years in the same content area, it will be designated as a "School in Need of Corrective Action," and the following actions will take place:

- **School Choice.** The parents will be notified in writing of Odyssey Charter School's status. ~~School Choice. The parents will be notified in writing of OCS's status.~~ They will be given information on school choice and an opportunity to transfer their child to another school.
- **Supplemental Services.** Supplemental services in reading and math will be offered to eligible students if choice is not available. Students who receive supplemental services will be offered tutoring by trained instructors, as well as Internet-based instruction that students can access through a computer at home, at school, or at the library. ~~OCS will request school technical assistance from its LEA and other groups.~~
- **Technical Assistance.** The school will seek technical assistance from the LEA outside consultants.
- **Implement Corrective Action.** OCSOdyssey Charter School will implement the corrective actions developed with the assistance of ~~the LEA and~~ other experts. The corrective action will include the following:
 - ♦ Odyssey will enroll in the state sponsored technical assistance program and/or take one of the following action as soon as possible, no later than the beginning of the following school year:
 - ♦ Provide for all relevant staff appropriate, scientifically-research-based professional development that is likely to improve academic achievement of low-performing students.
 - ♦ Institute a new curriculum grounded in scientifically-based research and provide appropriate professional development to support its implementation.
 - ♦ Extend the length of the school year or school day in a substantive amount to improve instruction and increase student learning.
 - ♦ Replace the school staff who are deemed relevant to the school not making AYP.
 - ♦ Significantly decrease management authority at the school.

- ◆ Restructure the internal organization of the school.
- ◆ Appoint one or more external experts to advise the school on how to revise and strengthen the improvement plan it created while in school improvement status, and how to address the specific issues underlying the school's continued inability to make AYP.
- ◆ **Plan for restructuring if the school does not met AYP by the end of the year**
Please revise so the statement is grammatically correct.
- ◆ Provide teachers and parents with notification, opportunity to comment, and participation in the development of the school's restructuring plan.

~~The LEA will implement the Corrective Actions it has developed with the school, which will include the points outlined in the school's Corrective Actions.~~

Year 6: Restructuring: If OCSOdyssey Charter School fails to meet AYP for six consecutive years in the same content area, it will remain as a "School in Need of Corrective Action" and the following actions will take place:

- ~~School Choice. The parents will be notified in writing of~~ **School Choice.** ~~The parents will be notified in writing of OCS's status.~~ Odyssey Charter School's status. They will be given information on school choice and an opportunity to transfer their child to another school.
- **Supplemental Services.** Supplemental services will be offered to eligible students. Students who receive supplemental services will be offered tutoring by trained instructors, as well as Internet-based instruction that students can access through a computer at home, at school, or at the library. OCSOdyssey Charter School will request school technical assistance from ~~its LEA and other groups outside consultants.~~
- **Corrective Action.** OCSOdyssey Charter School will implement a Corrective Action Plan with the help of ~~the LEA and~~ outside consultants to determine the fidelity of implementation of restructuring plans and to review the governance structure of OCSOdyssey Charter School.
- **Restructuring Plan.** The school will work with the district and other experts to develop a restructuring plan consistent with existing contractual provisions and applicable statutory protections in Title 18A. The restructuring plan will implement at least one of the following actions:
 - ◆ Replace all or most of the school staff.
 - ◆ Enter into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to aid in the operation of the school as a public school.

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- ◆ Turn the operation of the school over to the state education agency.
- ◆ Re-open the school as a public charter school.
- ◆ Implement any other major restructuring of the school's governance that is consistent with the principles of restructuring as set forth in the Idaho State Department of Education's Restructuring Rubric for Idaho Local Education Agencies and Schools.
- ◆ State Department of Education reviews and makes recommendations about the restructuring.
- ◆ State Board of Education will determine if the school remains in restructuring or begins as a new school.
- ◆ Begin implementing the restructuring plan no later than the first day of the upcoming school year.
- ◆ Plan for restructuring if the school does not meet AYP by the end of the year.
- ◆ Provide teachers and parents with notification, opportunity to comment, and participation in the development of the school's restructuring plan.

~~The LEA~~Odyssey Charter School will continue implementing Corrective Action procedures detailed in Year 5.

Year 7: Restructuring: If ~~OCS~~Odyssey Charter School fails to meet AYP for seven consecutive years in the same content area, the following actions will take place:

- **School Choice.** The parents will be notified in writing of ~~OCS's~~Odyssey Charter School's status. They will be given information on school choice and an opportunity to transfer their child to another school.
- **Supplemental Services.** Supplemental services will be offered to eligible students. Students who receive supplemental services will be offered tutoring by trained instructors, as well as Internet-based instruction that students can access through a computer at home, at school, or at the library. ~~OCS~~Odyssey Charter School will request school technical assistance from ~~its LEA and other groups~~outside consultants.
- **Alternative Governance.** The school will implement the alternative governance detailed in the restructuring plan. ~~OCS~~Odyssey Charter School will cooperate fully with ~~its-~~LEAthe Public Charter School Commission and the State Board of Education in doing so.

~~The LEA~~Odyssey Charter School will ~~aid the school in~~ implement the restructuring plan. When complete, the restructured school no longer is required to offer choice or supplemental services and is considered in its first year of AYP monitoring.

To be removed from early warning or improvement status, a school must meet AYP for two consecutive years in the content area that caused the school to go into status, providing the school meets AYP in the other content area. The first year of meeting AYP is a “hold year” and the school does not progress to the next sanction level, but must continue to implement current interventions. If the school does not meet AYP the year following “hold,” it goes back into improvement status at the level prior to the hold year.

The Board of Directors of OCSOdyssey Charter School will provide consultation to the DirectorPrincipal regarding ongoing plans for the school. The ~~PAC~~ (Parent Action Committee (PAC) will also work with the Board of Directors on school improvement.

The petition should include a commitment to abide by all requirements of both schools and LEAs in Needs Improvement status.

Rather than quoting large sections of other documents, it may be more effective to refer to said documents and make such clarifications and commitments as are relevant to Odyssey in particular.

Tab 5: Governance Structure

Idaho Code 33-5205(3)(f)

Governance Structure

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

Rephrase – Who will keep accurate minutes of meetings?

Founders-

A founder is hereby defined as a person, including employees, parents, or staff of a public charter school, who makes a material contribution toward the establishment of a public charter school. ~~Classified staff and teachers' children may not be given the founders' preference, except in such cases where the staff member qualifies as a founder on other grounds.~~ To qualify as a founder, one must have: regularly attended the founders committee meetings before the organization of the Odyssey Charter School Board of Directors or served on the Odyssey School Board of Directors before the opening of the school. What constitutes regular attendance? Is attendance at meetings all that is required?

- ~~1. been directly involved in the initial development of the charter petition, or~~
- ~~2. made a significant contribution to the development or establishment of Odyssey Charter School as defined by the Board.~~

~~The Charter School Founders comprise several committees that assist in the establishment of the school. The Founders elect the initial Board of Directors, write the Charter petition, recruit candidates for the position of school Director, and establish a preliminary operating budget. Following the election~~After election of the Board of Directors, ~~the function of the founders is to serve as a data-gathering resource and to provide input and advice to the Board of Directors.~~

~~After election, the~~ Board of Directors becomes the ~~Governing Body~~governing body for Odyssey Charter School. Officers shall be established as set forth in the corporate bylaws. The function of the Board can be described as policy making, evaluating, and directing the financial means by which the educational program is conducted.

Initial Terms

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

- Initial Class A: 1 year
- Class B: 2 years
- Subsequent Class A: 2 years

Initial Formation

The Board of Directors of Odyssey Charter School will consist of five ~~(5) members, four (4) of whom may be parents at the Charter School~~to seven members.

A state of Idaho criminal background check on the ~~Chair of the~~ Board of Directors will be ~~provided to the Idaho State Charter School Commission~~conducted prior to the opening of the school, ~~and on each future board members~~.

Selection and Replacement

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

Powers and Limitations

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

The Board of Directors will have the responsibility to ~~approve the selection of~~select the school ~~Director~~Principal, who may not be one of its members. ~~Odyssey Charter School will not extend the faith and credit of the Idaho Public Charter School Commission to any third person or entity.~~ Odyssey Charter School will not contractually bind the Idaho Public Charter School Commission with any third party.

Relationship between Board of Directors and School Administration

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

DirectorPrincipal

The DirectorPrincipal will be empowered to provide educational direction, administration, and on-site day-to-day operation, as well as certain decisions concerning but not limited to:

- implementing the vision and mission of the school
- providing instructional materials and supplies
- allocating resources
- fulfilling state charter school requirements
- building school-wide community
- providing special services
- contracting services
- providing disciplinary support
- establishing public and media relations
- building business and community partnerships
- developing curriculum, instruction, and assessment
- implementing professional development
- Hiring and supervising of ancillary support personnel including clerical and custodial
- resolving employment and personnel issues-
- overseeing enrollment and attendance
- conducting formative/summative staff evaluations
- maintaining facility conditions
- providing transportation
- promoting climate for innovation and growth
- building staff and school morale
- ~~functioning as commission/board liaison-~~
- supervising budget and financial records
- supplying annual reports to the Idaho State Charter School Commission

Administrative Assistant

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

- Student enrollment and records
- Attendance

- State reports concerning students, faculty, and staff
- Parent and public relations

Business Manager

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

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

Standing Committees and Ancillary Support Personnel

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

~~Ancillary support personnel, including clerical and custodial, will be hired and supervised by the Director. 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 fund raising efforts.~~

Teacher/Parent Decision Making ~~This heading should be edited to reflect wording in statute and rule.~~

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

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

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

Process to Ensure Parental Involvement

~~Idaho Code 33-5205(3)(f)~~

~~As described earlier, parents of students who attend Odyssey Charter School will be involved in the education of their children and in the school at many levels. The process to ensure parental involvement will be as follows:-~~

8. ~~Parents will receive a student/parent handbook at registration.~~
 - ~~Parents will be encouraged to attend at least two parent teacher conferences per year.~~
 - ~~Parents will be asked to complete surveys throughout the school year addressing the following issues: safety of students, classroom discipline, school-wide discipline, child's response to classroom atmosphere, and parents' perception of learning environment.~~
 - ~~Parents will be encouraged to be involved in the Parent Activity Committee (PAC) and to volunteer for school projects, programs, and committees, and to work specifically with students who are challenged academically.~~
 - ~~Parents will be encouraged to provide an appropriate learning environment at home for study.~~

Complaint Process

Odyssey Charter School's procedures for a complaint process for parents/guardians and the public will be similar to that of local school districts, with the ultimate authority residing with the Board of Directors of ~~the~~ Odyssey Charter School.

Public Access

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

~~Public Conduct for Safe Schools~~

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

Annual Financial and Programmatic Operations Audits

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

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

Dispute Resolution

~~The Public Charter School Commission and the Governing Board of Odyssey 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.~~

Tab 6: Employees of the Charter School

Employee Qualifications

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

Odyssey Charter School's full-time and part-time staff will meet or exceed qualifications required by state law. Instructional staff shall be certified teachers as required by Idaho Code Section 33-5205(3)(g) and will be Highly Qualified in the teaching positions that require it. This will include Special Education teachers. ~~They will meet the qualifications outlined on the State Department of Education's website page "Highly Qualified Guidelines and Frequently Asked Questions" (http://www.sde.idaho.gov/site/teacher_certification/HQT/).~~

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

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

The ~~Administrator/principal~~ will make recommendations to the ~~Governing~~ Board ~~of Directors~~ for approval of instructional staff. Each professional staff member (teachers and the ~~Administrator/principal~~) will be on a written ~~work agreement/contract in a form~~ approved by the ~~Odyssey Charter School's Governing Board. Idaho State Superintendent of Public Instruction. The contract is conditional upon valid certification.~~

Health and Safety Procedures

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

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

1. Conduct criminal history checks for all employees in compliance with Idaho Code 33-130. This requirement is a condition of employment.

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

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

Insurance Combine this section with the employee benefits section. Most of the information here is repeated in that section.

Idaho Codes 33-5205(3)(m)

Odyssey Charter School will ensure that all its staff members will be covered by the Public Employee Retirement System Insurance (PERSI), federal social security, unemployment insurance, and workers compensation insurance. Health insurance must also be offered.

Transfer Rights

Idaho Codes 33-5205(3)(o) ~~and 33-1217~~

~~The transfer rights of any Odyssey Charter School employee choosing to return to any non-charter school after employment at Odyssey Charter School will be honored by the local authorizing school district. Odyssey Charter School claims no transfer rights. The Board for Odyssey Charter School will provide coverage for their employees with the Public Employee Retirement System, federal social security, unemployment insurance, and worker's compensation insurance during their tenure here.~~

No transfer rights apply.

Employee Benefits and Provisions

Idaho Code 33-5205(3)(m)

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

Professional Opportunities

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

Odyssey will provide professional development in project-based learning through Buck Institute for Education for all the teachers and administrators of the school. Buck Institute for Education will provide a three day workshop before Odyssey opens and a follow up session before the start of the next school year. The first workshop will introduce project-based learning to the faculty and administrators and will help the teachers prepare their first interdisciplinary project for the fall. The follow up session will help the faculty talk about what went well and what needs improving and help them prepare their next project for the second year. The two workshops are explained in the email listed in Appendix P. The exact timing of the workshops depends on the schedule of the presenters from the Buck Institute for Education.

Another source of online professional development is College Preparatory Mathematics' website. It provides teachers online explanations of every lesson in their courses. This is free to anyone.

Collective Bargaining

Idaho Code 33-5205(3)(p)

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

Written Employment Contracts

Idaho Code 33-5206(4)

All certificated staff will be required to sign a written contract with Odyssey Charter School. Contracts will be in ~~the standard~~ form ~~as recommended~~approved by the Idaho Department State Superintendent of Education and in compliance with Idaho Code 33-5206(4). ~~Copies of these contracts are available at~~ [www.sde.idaho.gov/EducatorResources/docs/Contracts- Public Instruction](http://www.sde.idaho.gov/EducatorResources/docs/Contracts_Public%20Instruction.pdf). A copy of all teacher contracts and certificates for all certified teachers or staff members will be on file in the school office. Job announcements and all other hiring and employment practices will be free of any unlawful discriminatory language or practices.

~~Experience for Salary Schedule~~

~~Certified teachers at Odyssey Charter School shall be considered public school teachers. Educational experience shall accrue for service at the school similar to any other public school. Odyssey Charter School certificated employees who are re-employed by the local district shall receive full credit for their years of service in the district.~~

Background Checks

Idaho Codes 33-130 33-512 and 33-5210(4)(d)

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

Assessing Teacher and Staff Performance

Teacher and staff performance will be evaluated in accordance with Idaho state law and the State Department of Education policies. Odyssey Charter School will develop an evaluation process based ~~on Kim Marshall's book *Rethinking Teacher Supervision and Evaluation* (ISBN: 0470553995). The teacher~~the Danielson model for teachers ~~evaluation rubric can be found at~~
~~<http://ecologyofeducation.net/wsite/wp-content/uploads/2009/09/teacher-eval-rubrics-may-16-09.pdf>~~and will meet the requirements set forth by the State Department of Education.

Tab 7: Admission Procedures

Admission and Over-enrollment Procedures

Idaho Code 33-5205(3)(j)

Odyssey Charter School has identified the following admission procedures:

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

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

~~Enrollment Capacity~~

~~The initial enrollment capacity of OCS will be 210 students and the capacity will grow 70 students each year after that until it reaches 420 students in 4 years. The total anticipated enrollment for Odyssey Charter School is 420 students.~~

~~Odyssey Charter School will use multi-grade classrooms, so the average enrollment capacity will be broken down into classes of 7th and 8th-grade students, 9th and 10th-grade students, and 11th and 12th-grade students. In order deal with the attrition over the grade levels, Odyssey Charter School grade levels have larger enrollment caps at the lower levels and drop for each level after that. See the table below to see the average enrollment caps per multi-grade level per year of operation.~~

~~Why has the entire grade and enrollment configuration of the school completely changed since the last submission of the petition?~~

Average Enrollment Capacity Chart

Year	6 th	7 th & 8 th Grade	8 th	9 th	9 th & 10 th Grade	11 th & 12 th Grade	12 th	Total Capacity by Year
1 st	<u>50</u>	440 <u>100</u>	<u>75</u>	<u>50</u>	35 50	35 0	0	240 325
2 nd	<u>50</u>	440 <u>100</u>	<u>100</u>	<u>75</u>	40 50	35 50	0	280 425
3 rd	<u>75</u>	440 <u>100</u>	<u>100</u>	<u>100</u>	44 075	70 50	50	350 550
4 th and beyond	<u>75</u>	475 <u>100</u>	<u>100</u>	<u>100</u>	44 100	40 575	50	420 600
5 th	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>675?</u>
6 th	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>700</u>
7 th	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>700</u>

The enrollment numbers in the chart seem arbitrary. Why would you have 100 7th grade students in the first year, only 50 sixth graders, and 75 eighth graders? Check th totals for accuracy?

Enrollment Deadline

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

Process for Public Notification of Enrollment Opportunities

Idaho Code 33-5205(3)(s)

Odyssey Charter School will ensure that the public notification process of enrollment possibilities will include the dissemination of enrollment information, taking into consideration the language demographics of the attendance area, at least three months in advance of the enrollment deadline established by Odyssey Charter School each year. The information will be posted in highly visible and prominent locations within the attendance area of the public charter school. In addition, OCS Odyssey Charter School will ensure that such process includes include the dissemination of press release or public service announcements to media outlets such as

television, radio, and newspapers that broadcast within, or disseminate printed publications within, the area of attendance of the public charter school. OCSOdyssey Charter School will ensure that such announcements are broadcast or published by such media outlets on at least three occasions, beginning ~~notno~~ later than fourteen days prior to the enrollment deadline each year. Enrollment information shall advise that all prospective students will be given the opportunity to enroll in the public charter school regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

~~Odyssey Charter School's Director will determine plans for publicly sharing the school's annual report and other relevant information on the school's performance as outlined in IDAPA-08.02.04.203.~~

Requests for Admission

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

~~Admission Preferences~~

~~Odyssey Charter School will establish admission preference as authorized by Section 33-5205(3)(j), Idaho Code, for students returning to Odyssey Charter School, students of founders, siblings of students already selected to attend Odyssey Charter School, and those in the primary attendance area.~~

Priority of Preferences for Initial Enrollment

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

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

Priority of Preferences for Subsequent Enrollment Periods

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

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

Proposed Attendance List for Lottery

Idaho Code 33-5205(3)(j)

Each year Odyssey Charter School will create a new attendance list containing the names of all prospective students on whose behalf a written request for admission was received in a timely manner by the public charter school, separated by grade level. Returning students will be automatically included in the attendance list unless the parents or guardians have requested

otherwise. The proposed attendance list shall contain columns next to the name of each student, in which the public charter school will designate admission preferences applicable to each prospective student. The columns shall be designated "A" for returning student preference; "B" for founders and full-time employees preference; "C" for sibling preference, with a corresponding cross-reference to each of the siblings of the prospective student; and "D" for primary attendance area preference. Names shall not be carried over from one year to the next.

Lottery Process

There is no need to reiterate code or rule; simply refer and modify as necessary due to outdated language in rule.

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

This lottery will be conducted as follows:

1. The name of each prospective student on the proposed attendance list shall be individually affixed to or written on a three-by-five-inch (3" × 5") index card or other similar but equal media. The index cards shall be separated by grade. The selection procedure shall be conducted one (1) grade level at a time, with the order for each grade level selected randomly. The index cards containing the names of the prospective students for the grade level being selected shall be placed into a single container.
2. A neutral, third party shall draw the grade level to be completed first and then draw each index card from the container for that grade level, and such person shall write the selection number on each index card as drawn, beginning with the numeral "1" and continuing sequentially thereafter. In addition, after selecting each index card, the name of the person selected will be compared to the proposed attendance list to determine whether any preferences are applicable to such person.
3. If the name of the person selected is a returning student, then the letter "A" shall be written on such index card. If the name of the person selected is the child of a founder or full-time employee, the letter "B" shall be written on such index card. If the name of the person selected is the sibling of another student that has already been selected for

admission to the public charter school, then the letter "C" shall be written on such index card. If the name of the person selected resides in the attendance area, then the letter "D" shall be written on the card.

4. With regard to the sibling preference, if the name of the person selected has a sibling in a higher grade who has already been selected, but the person previously selected did not have the letter "C" written on his or her index card (because a sibling had not been selected for admission prior to the selection of the index card of that person), then the letter "C" shall now be written on that person's index card at this time.
5. With regard to the founder's and full-time employee preference, a running tally shall be kept during the course of the selection procedure of the number of index cards, in the aggregate, that have been marked with the letter "B." When the number of index cards marked with the letter "B" equals ten percent (10%) of the proposed capacity of the public charter school for the school year at issue, then no additional index cards shall be marked with the letter "B," even if such person selected would otherwise be eligible for the founders preference.
6. After all index cards have been selected for each grade, the cards shall be sorted for each grade level in accordance with the following procedure: All index cards with the letter "A" shall be sorted first, based on the chronological order of the selection number written on each index card; followed by all index cards with the letter "B," based on the chronological order of the selection number written on each index card; followed by all index cards with the letter "C," based on the chronological order of the selection number written on each index card; followed by all index cards with the letter "D," based on the chronological order of the selection number written on each index card; followed finally by all index cards containing no letters, based on the chronological order of the selection number written on each index card.
7. After the index cards have been drawn and sorted for all grade levels, the names shall be transferred by grade level, and in such order as preferences apply, to the final selection list.

Waiting List

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

bottom of the sibling list. ~~Final selection lists and waiting~~Waiting lists for a given school year shall not roll over to a subsequent school year. ~~The waiting list will be developed using the Equitable Selection Process outlined in Subsection 203.09 of the Administrative Rules Governing Charter Schools.~~

~~Over-enrollment procedures will be conducted according to the requirements as set out in 33-5205, Idaho Code, as well as any rule adopted by the State Board of Education or State Charter Commission that is applicable to student lotteries held by public charter schools.~~

Final Selection List

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

Notification and Acceptance

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

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

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

~~school~~Odyssey Charter School during the school year for any reason, then the seat that opens in that grade will be made available to the next eligible student on the final selection list.

Subsequent School Years

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

Public School Attendance Alternative

Idaho Code 33-5205(3)(n)

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

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

Idaho Codes 33-5205(3)(i) and 33-205 33-206

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

The board shall expel from school for a period of not less than one (1) year (twelve calendar months) or may deny enrollment to, a student who has been found to have carried a weapon or

firearm on school property in ~~this state~~Idaho or any other state, except that the board may modify the expulsion or denial of enrollment order on a case-by-case basis. An authorized representative of the board shall report such student and incident to the appropriate law enforcement agency.

Discipline of students with disabilities shall be accordance with the requirement of federal law part B of the Individuals with Disabilities Education Act and section 504 of the Rehabilitation Act.

~~An authorized representative of the board shall report such student and incident to the appropriate law enforcement agency.~~ Discipline of students with disabilities will consider whether the disability contributed to the student violation of school rules. Please revise for clarity and correct grammar.

No pupil shall be expelled nor denied enrollment without the Board of Directors having first given written notice to the parent or guardian of the pupil, which notice shall state the grounds for the proposed expulsion or denial of enrollment and the time and place where such parent or guardian may appear to contest the action of the Board to deny school enrollment, ~~and which.~~ The notice shall also state the rights of the pupil to be represented by counsel, to produce witnesses and submit evidence on his own behalf, and to cross-examine any adult witnesses who may appear against him. Within a reasonable period of time following such notification, the Board of Directors shall grant the pupil and his parents or guardian a full and fair hearing on the proposed expulsion or denial of enrollment. However, the board shall allow a reasonable period of time between such notification and the holding of such hearing to allow the pupil and his parents or guardian to prepare their response to the charge. Any pupil who is within the age of compulsory attendance, who is expelled or denied enrollment as herein provided, shall come under the purview of the Juvenile Corrections Act, and an authorized representative of the Board shall, within five (5) days, give written notice of the pupil's expulsion to the prosecuting attorney of the county of the pupil's residence.

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

be notified of any temporary suspensions, the reasons therefore, and the response, if any, thereto.

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

You must also include disciplinary procedures for special education students.

Again, much of this information appears to have been lifted from another document. At least credit your source.

Student Health and Safety

Idaho Code 33-5205(3)(h)

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

- Conduct criminal history checks for all employees, volunteers, and board members who work with students in compliance with Idaho Code 33-130. This requirement is a condition of employment.
- Require that all students show proofs of immunization before being enrolled at the Odyssey Charter School, or have an exemption signed by a parent or legal guardian
- Require that all visitors sign in at the office and wear a visitor's pass when visiting the school building or campus
- Provide for inspection of the facility in compliance with Section 39-4130 of Idaho Code, and adopt policies to meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools. Fire and safety officials will inspect the facility using the same guidelines used for all public schools.
- Adopt and implement a comprehensive set of health, safety, and risk management policies. These policies will be developed in consultation with the Odyssey Charter School's insurance carriers and at a minimum address the above and the following items:
 - ◆ Policies and procedures to respond to natural disasters and emergencies, including fires and bomb threats.
 - ◆ Policies relating to preventing contact with blood-borne pathogens.

- ♦ Policies relating to the administration of prescription drugs and other medicine.
- ♦ A policy that the school will be housed in a facility that has received fire marshal approval and has been evaluated by a qualified structural engineer who has determined the facilities present no substantial safety hazard.

Classroom Management

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

Bullying/Harassment

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

Bullying/harassment shall be defined as any physical, verbal, cyber, or socially aggressive behavior calculated to intimidate, harm, injure, coerce, ridicule, or threaten. Any staff member observing or suspecting bullying behavior shall intervene.

~~The following material is taken from the Student Handbook found in Appendix K:-~~

~~**Minor Offenses: Class I-**~~

~~Assault or harassment of student. The intentional unlawful threat by word or act to do violence to another student, combined with an apparent ability to do so, and doing some act which creates a well-founded fear in the person that such violence is imminent.-~~

The consequences of this are explained in ~~this quote from~~ the proposed student handbook:

~~**Class I Disciplinary Actions:**~~

~~**First Offense:** In-school conference and parental contact, when warranted. Specific circumstances may warrant disciplinary action outlined~~ under subsequent offenses.

- ♦ ~~**Subsequent Offense:** In-school disciplinary action, such as probation, detention, extra assignments, and/or in-school suspension at the discretion of the administrator. Special circumstance may require referral to the superintendent.~~ (Note: Circumstances make consequences flexible.) Minor Offenses: Class I.

Fights, Weapons, Drugs, and Alcohol

The prohibition of fights and weapons on campus, as well as the consequences, is also explained in the proposed student handbook ~~below:-~~

under **Major Offenses: Class III-**

~~**Aggravated Battery.** Intentionally causing great bodily harm, disability, or permanent disfigurement; use of a deadly weapon.-~~

~~DISCHARGING ANY PISTOL, RIFLE, SHOTGUN, AIR GUN OR ANY SUCH DEVICE. THERE WILL BE ZERO TOLERANCE FOR GUNS OR WEAPONS ON SCHOOL PROPERTY.-~~

~~**Possession of Weapons.** Any instrument, article, or substance which under the circumstances in which it is used, attempted to be used, or threatened to be used, is readily capable of causing serious physical injury or death.-~~

~~**Fake or Toy Weapons.** Under certain circumstances, trying to judge the authenticity of a weapon could be a serious matter and could result in a dangerous situation.-~~

~~**Drugs.** Unauthorized possession, transfer, use, or sale of drugs, drug paraphernalia, or alcoholic beverages.-~~

Class III Disciplinary Actions:-

~~Suspension and recommendation for expulsion by the school administrator, as authorized in the procedures outline. Pending final determination of the matter by the school board, the school may request a two-day extension of the allowed five-day suspension policy of the school. (Note: Circumstances make consequences flexible or stiffer.) Because all schools are different, each school is to set its own standards on discipline procedures. The foregoing are recommendations of the Board of Directors and should serve each school as a guide to parameters that are acceptable in the disciplining of students.~~

Suspicion of Being Under the Influence

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

appropriate administrator or designee of such suspicions. The ~~administrator~~principal or designee shall immediately investigate the allegation and, if confirmed, notify the parent or legal guardian of said student's possession of a controlled or counterfeit substance or suspected abuse thereof.

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

Notification of Law Enforcement

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

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

Suicide Prevention Plan

Idaho Code 08.02.03.160

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

~~Central to the goal of suicide prevention are systemic efforts to provide a positive school environment and promote positive behavioral health for all students. These concerns are not incidental to the school's educational mission, since mental health and personal/social problems can present significant barriers to learning. Development of social skills, emotional intelligence, and coping strategies—key strategies in reducing students' susceptibility to suicide and other risky behaviors—has been shown by research to have a positive impact on educational performance. Similarly, the effective schools literature identifies a safe and supportive school climate as one of the key variables that account for high academic achievement.~~

Internet Use

Idaho Code 33-131(1)

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

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

~~Odyssey Charter School's Computer Use Agreement below is taken from the proposed Odyssey Charter School Handbook which is found in Appendix K:-~~

Computer Use Agreement

Use of the Internet is required in order to access the Odyssey Charter School's network. The Odyssey Charter School's network is a secured system, and every effort is made to ensure the quality and safety of its content. ~~All use of the Odyssey Charter School network and other technology supplied by the school must comply with the following:-~~

- ~~• Except where permitted by Odyssey Charter School, the technology is to be used only for School purposes and must comply with this Acceptable Use Policy.-~~
- ~~• Any use of the Technology for the following purposes is strictly prohibited. By using technology provided by the school, you agree that you will NOT:-~~
 - ~~◆ display pornographic, obscene, sexually explicit material, or any material harmful to minors-~~
 - ~~◆ impersonate any person or entity (through the use of their password or other means), including any employee or representative of Odyssey Charter School-~~
 - ~~◆ copy or distribute content included in the Odyssey Charter School's network (including postings on the message boards, messages, or curriculum materials [including answer keys]) without the owner's permission.-~~

- ◆ ~~solicit or collect information about the Users or members of this site, especially for the purpose of transmitting, or facilitating transmission of, unsolicited or bulk electronic email or communications~~
- ◆ ~~use the school-provided communication services in connection with surveys, contests, pyramid schemes, chain letters, junk email, spamming, or any duplicative or unsolicited messages (commercial or otherwise)~~
- ◆ ~~knowingly or purposefully upload files that contain viruses, Trojan horses, worms, time bombs, cancelbots, corrupted files, or any other similar software or programs that may damage the operation of another's computer or property;~~
- ◆ ~~solicit or collect personal information (including name, address, and phone number) from anyone under eighteen (18) years of age without verified parental consent.~~
- ◆ ~~display threatening or offensive material, including using swear words, offensive, vulgar, or obscene language~~
- ◆ ~~display racist, prejudiced, or discriminatory messages or pictures~~
- ◆ ~~violate any state or federal law~~
- ◆ ~~reveal the User's or a minor's personal address, phone number, or similar information to others~~
- ◆ ~~violate any copyright, trademark, patent, trade secret, or other intellectual property laws or otherwise use intellectual property of another individual without the owner's permission. This includes providing links to and including other copyrighted or trademarked material from third parties in the LMS (including posting on the message boards or other messages) without permission, as well as using any trademarks, service marks, or other marks in social media or other websites without the owner's permission~~
- ◆ ~~trespass in another's folders, work, or files~~
- ◆ ~~promote commercial activities~~
- ◆ ~~advertise products or engage in political lobbying~~
- ◆ ~~defame, harass, insult, abuse, stalk, threaten, attack, or otherwise violate the legal rights (such as privacy and publicity) of another person or interfere with another person's work, including, but not limited to, sending unwanted messages or email.~~

~~Any unauthorized use of the computers (abuse of passwords, tampering with, hacking, etc.) will be dealt with as a Class III disciplinary issue by the administration. The Student may have his or her computer network account revoked.~~Please refer to Use of Internet section of the student handbook in Appendix K

Student Handbook and Procedure Ensuring Parental Access

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

Tab 8: Business Plan

Business Description

Odyssey Charter School, Inc., will be organized exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code. Notwithstanding any other provision of the school's Articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 (or corresponding provision of any future United States Internal Revenue Law), or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law). ~~When approved by the Commission, Odyssey Charter School will function as an independent LEA and, as such, will receive federal funding directly. All federal funding will be handled in accordance with authorizing legislation.~~

Marketing Plan

~~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. The primary attendance area for Odyssey Charter School shall be the boundaries of Shelley Joint School District #60, Bonneville County, and Jefferson Joint School District #251 located in Bingham County, Bonneville County, and Jefferson County, Idaho. This target area has a potential student body of over 10,000 students in grades 7-12 in Bonneville county alone.~~

Mission Statement

Please see Tab 1.

Situational Analysis

Please see Potential Impact on the School Districts section in Tab 2

Marketing Strategy

Please see Potential Impact on the School Districts section in Tab 2 where the unique qualities of Odyssey are listed.

The promotion of Odyssey Charter School will ~~actively~~ recruit students using, the following methods-:

- Community calendars on the television and radio
- Yard signs around the attendance area
- Monthly information open houses for parents and students interested in the school
- Flyers sent to parents of charter school students attending schools that only enroll up to 6th grade.
- Flyers attached to products sold by local merchants.
- Information tables at local gatherings like the farmers markets and at other gatherings like the Roaring Youth Jam in Idaho Falls. The Roaring Youth Jam is a three day festival held in the summer at the Snake River Greenbelt. It focuses on activities and services for children and youth in the Idaho Falls/Ammon area.
- School website as well as blogs, Facebook, and Twitter pages
- Speaking at community organizations like the Chamber of Commerce
- Ongoing articles in the *Post Register*
- ~~• Ongoing articles in Idaho Unido (Eastern Idaho's Spanish language newspaper)~~
- ~~• Holding public forumsmeetings within the local district's boundaries~~
- ~~• Posting advertising materials in English and Spanish in prominent locations (e.g., the library, the community notice board, at City Hall, etc.) once a month~~
- News releases and articles
- Stickers for back windows of cars

In each of these marketing processes, advertising will include strategies to reach at-risk and non-English speaking students. This process will include all current requirements as stated in Idaho code 33-5205. Some of the methods Odyssey will use to attract non-English speaking students are listed below:

- ~~• Ongoing articles in Idaho Unido (Eastern Idaho's Spanish language newspaper)~~

- Posting advertising materials in English and Spanish in prominent locations (e.g., the library, the community notice board, at City Hall, stores and restaurants catering to Hispanics, etc.).

Marketing Budget

Since Odyssey Charter School will not have any state funding available until the end of July 2013, the marketing budget will rely on as many free forms of public relations opportunities as possible with some funds coming from donations from the board of directors and other people interested in helping Odyssey Charter School get started. Also, some funding from the Albertson's Foundation grant will be used if it is available to Odyssey to help pay the costs of advertising. Volunteers will provide the manpower to accomplish the various public relations and advertising activities and will work under the direction of the board of directors. Please see Appendices H and I for the marketing budget for each beginning year.

Performance Analysis

Odyssey Charter School's board of directors will monitor the progress of amassing information on potential students and will direct volunteers in this process. The principal will administer the day-to-day implementation of marketing Odyssey once the principal has been hired and started work.

- July 2012: accumulate information on at least 50 potential students
- September 2012: accumulate information on at least 100 potential students
- January 2013: accumulate information on at least 150 potential students
- March 2013: accumulate application forms for at least 150 potential students
- September 2013: Start school with at least 140 students.

Implementation Schedule

The items listed in the Marketing Strategy above will be implemented upon the approval of the charter petition by the Public Charter School Commission. The marketing strategy will be a continuous process until the opening of Odyssey Charter School. Marketing will continue after the school opens and will be adjusted in intensity depending on whether the school has met its enrollment caps for the various grades and the capacity of Odyssey Charter School's facilities.

The board of directors will administer the marketing of Odyssey. The principal will administer the day-to-day implementation of marketing Odyssey once the principal has been hired and started work.

Additional Considerations

Despite Odyssey's very limited advertising since we do not have a guaranteed opening date, we have attracted approximately 50 possible students (please refer to Appendix L for the list of potential students). We feel confident that we can attract more students to meet our enrollment goals. Many parents are looking for an alternative to the traditional schools in the area that provides a smaller, more personal environment for their children.

Odyssey Charter School will continue to gather names and other information about possible students. Upon approval by the Public Charter School Commission, Odyssey's board will start actively seeking students using the methods explained above and will gather contact information of interested parents and their children as well as others in the community who show interest in Odyssey. Odyssey will open enrollment January 2013 and will cut off enrollment for the lottery on March 31st of 2013.

The principal will use the same techniques outlined above to attract students in subsequent years. Also, the school will seek out public relation opportunities about the activities and accomplishments of the school.

Odyssey will seek community partnerships with arts organizations and technology businesses that do business with the Idaho National Laboratory and other technology businesses in the area. Odyssey will also seek to build relations with the local arts organizations as well. Odyssey will need to rent performance space from the Idaho Falls Arts Council's Colonial Theater and their new, smaller theater facility that will open late 2012.

Management Plan

The ~~Director~~Principal, in coordination with the Charter School Board of Directors, will determine the day-to-day operations of Odyssey Charter School. The numbers of positions referenced in Appendix I Three-Year Operating Budget Form. It is not listed here since various potential facilities dictate different start up staff numbers because of the various facility sizes.

Administrative services will be provided by the Odyssey Charter School ~~Director~~Principal, the business manager, and the school secretary, supplemented by other contracted services as needed. ~~Annual programmatic and financial audits will be presented to the Board of Directors.~~
The ~~Director~~Principal will also serve as the liaison between the Odyssey Charter School and its

Board of Directors, ~~the Charter Commission,~~ and parents. Financial operations will be ~~provided~~performed by ~~the school.~~Odyssey's business manager. Funding sources will include state allocation per pupil, ~~federal start-up grants,~~possible private ~~grants,~~and business partnerships, ~~and~~as well as donations.

Resumes of Directors

See Appendix G.

Financial Plan

While the ~~Director~~Principal of Odyssey Charter School will be responsible for financial management, the Board has ultimate responsibility for the school's financial status. All accounting records will be kept in accordance with generally accepted accounting principles. ~~Odyssey Charter School will follow the requirements set forth by the state of Idaho and the Idaho State Department of Education, including formats for account numbering, audits, etc.~~

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

Revenues

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

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

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

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

Purchasing Process

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

1. A request for purchase will be filled out and given to the business manager.
2. The business manager will determine if the purchase fits the specifications of the funds the request will be paid from and if there is sufficient funds for the purchase.
3. If the purchase is approved by the principal, a purchase order will be sent to the vendor for the purchase.
4. After the item has been received and inventoried. Fragment
5. The business manager will prepare the check. All checks will need to be signed by two board members.
6. The business manager will prepare monthly financial reports for the board that will include the dispersal of funds for the purchases.

Payroll Processing

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

Reports and Audits

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

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

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

Start-up Budget

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

Three Year Estimated Budget

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

First Year Month-by-Month Cash Flow

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

Transportation Services

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

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

- ~~• Purchase buses to use for its own transportation~~
- ~~• Contract with the local district for joint busing~~
- ~~• Contract with another charter school for joint busing~~
- ~~• Contract with a busing company.~~

Busing will be provided ~~as it is practicable~~ in accordance with Idaho Department of Education, Division of Student Transportation regulations and Idaho Code 33-1510. School transportation provided by charter schools functioning as LEAs is a reimbursable expense funded by the state and dispersed by the State Department of Education in accordance with Section 33-1006, Idaho Code. Transportation reimbursement payments are based on a 60% advance payment with a final reimbursement of a blended 50/~~85~~80% and a block grant.

School Free and Reduced Lunch Program

Odyssey Charter School will participate in the National Child Nutrition Program as per Idaho code 33-1015. ~~Odyssey Charter School will subcontract its lunches to a local school until Odyssey Charter School decides to administer its own school lunch program. A supervisor will be hired to conduct and oversee the program to ensure the nutritional well-being of all students.~~ Meal preparation will be guided by the U.S. Dietary Guidelines for Americans.

Free and Reduced Lunch

Free and reduced price lunches will be available to qualifying students. The Odyssey Charter School Board will approve policies for determining eligibility of students for free and reduced prices for meals, verification reporting, and record keeping before the implementation of such program. Odyssey Charter School uses verification, reporting, and record-keeping procedures as outlined in the National School Lunch Program through the State Department of Education. Facility construction will eventually include appropriate food preparation equipment so as to allow Odyssey Charter School to provide its own food service. However, the school may contract for food service during the first years of operation and at any time in the future. Please refer to Appendix P for a memorandum of intent for Odyssey's food service.

Tab 9: Virtual Schools

Odyssey Charter School is not a virtual school.

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

Business Arrangements and Partnerships

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

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

All mentors, volunteers, or other adults who work with students independently will undergo state of Idaho criminal background checks and FBI fingerprinting checks and will sign a memorandum of understanding outlining the expectations and responsibilities of both the school and the individual or business ~~(see Appendix L)~~. This will also apply to individuals or organizations involved in career explorations or community service activities of the school.

Odyssey Charter School will not contract out the following services:

- Curriculum
- Accounting
- Most special education

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

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

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

~~Purchases of goods or services by Odyssey Charter School will follow state guidelines provided by the Idaho Department of Administration, Division of Purchasing. Odyssey will adhere to the policies as explained in Idaho Department of Administration's Purchasing Guides (http://purchasing.idaho.gov/purchasing_guides.html) or other state purchasing guidelines that the department may publish in the future to supplant these guidelines.~~

~~Public Access~~

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

~~Odyssey Charter School will comply with the Idaho Open Meeting Law (Idaho Code 67-2340-67-2347).~~

Development of School Policy Manual

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

Pre-Opening Time Line

2012

Upon Approval

- Hold elections for the board of directors
- Advertise for potential students, faculty, and staff
- Collect data on potential students, faculty, and staff

- Collect computer and other equipment donations
- Work to solidify facilities contract
- Communicate with the city to be sure that the facility will be acceptable to the planning and zoning committee and seek a variance for the property
- Start monthly information meetings
- Start marketing through free public relations outlets like community calendars, posters, yard signs, local talk radio programs, etc.
- Start seeking grants and other donations in technical education, startup help, advertising, and other areas the board of directors see the need
- Contact the IRS about the approval of the school
- Arrange for board training through either ISBA or the Charter School Network in key areas like open meetings law, parliamentary procedure, effective meetings strategies, role of a board member, governing vs. managing, policy development, fiscal controls, Idaho Open Meeting Law, etc.
- Sign up for the Idaho Falls Roaring Youth Jam
- Design a learning environment that supports and reflects project-based learning
- Begin work on a school policy handbook that includes a comprehensive emergency response plan
- Schedule board meetings
- Arrange for accreditation
- Document efforts to inform public of enrollment opportunities especially for LEP students

June

- Advertise at the Idaho Falls Roaring Youth Jam

July 1

- Accumulate information on at least 75 potential students

September 1

- Accumulate information on at least 125 potential students
- Finish facility design with an architect in order to meet all requirements for the facility.

2013

January 1

- Finish Student Handbook

- Finish School Handbook
- Accumulate information on at least 175 potential students
- Open enrollment for students, distribute applications, and collect them
- Finalize the facility location and sign contracts with the land owner or the management company of the facility or modular classroom company
- Make sure that all relevant building permits are secured
- Finalize plan to get utilities to the site if needed
- Advertise job openings
- Advertise bidding process for all contracts requiring bids
- Finalize salary schedule and benefits package

March 1

- Accumulate application forms for at least 150 potential students
- Order textbooks and other school supplies and equipment
- Finish contacting city and any contractors to arrange for utilities to be brought to the facility
- Complete school calendar, school hours, and administrator contracts
- Secure SDE passwords and ensure SDE communication
- Create a calendar of all state and authorizer deadlines
- Hire a principal

On or Before April 30

- Perform lottery and notify applicants as outlined in the charter petition in Tab 7 Admission Procedures in the Lottery Process section

May 15

- Finish hiring faculty and staff and sign contracts
- Ensure all teachers hold valid Idaho teaching certificates for the grades they teach and that these are on file in their personnel files 33-5205(4)(g) and 33-5206(4)
- Ensure all teachers are highly qualified according to NCLB
- Ensure staff contracts are written in form approved by the State Superintendent of Public Instruction 33-5206(4)
- Ensure criminal background checks have been completed for all employees 33-5210(44)(d) (consider background checks for volunteers)
- Document teacher training opportunities through professional development plan or other
- Enroll all staff in PERSI

- Ensure that all paraprofessionals working in an instructional capacity meet requirements of State paraprofessional Standards and federal NCLB requirements
- Provide social security, unemployment insurance, worker's compensation insurance and health insurance for all staff 33-5205(3)(m)
- Ensure up-to-date and accurate personnel files for all employees that contain only appropriate information
- Order additional textbooks and other school supplies and equipment if needed
- Complete contracts for all contracted services like transportation, food service, special ed services, IT support, student information system, fiscal support like accounting, budget, payroll, banking, auditing, purchasing
- Secure telecommunications services
- Retain legal advice
- Secure insurance policies like liability, property, and worker's comp
- Lease or purchase any office equipment

June

- Advertise at the Idaho Falls Roaring Youth Jam
- Arrange for Fiscal and Programmatic Audits for the following school year

July-August

- Finish facility set up
- Take delivery of school equipment and supplies
- Set up classrooms and office equipment and supplies
- Ensure that the facility has adequate HVAC, lighting, and space.
- Ensure the grounds are safe and well maintained. Arrange for grounds care and snow removal
- Finish city inspections like fire and health and obtain certificate of occupancy
- Post fire exit maps in all occupied spaces
- Provide emergency preparedness training to all personnel
- Provide procedures for emergency closure before, after, and during school
- Establish fire drill procedures and schedule fire drills
- Finish school policy handbook detailing policies and procedures especially in the following key areas:
 - attendance
 - check signing
 - credit card
 - enrollment

- family medical leave
- job sharing
- use of facility by outside groups
- communication
- homework
- dress code
- student discipline
- internet use
- overnight excursion
- background checks on volunteers and board members
- Finish and publish student handbook
- Finish obtaining immunization records for all enrolled students
- Obtain internet policy agreements signed by student and parents
- Collect all existing IEPs
- Revisit budgets and assumptions and revise as needed
- Hold annual public budget hearing
- Develop a fund development strategy
- Ensure all paraprofessionals working in an educational capacity meet state paraprofessional standards and federal NCLB requirements
- Ensure all personnel files are up-to-date and contain only appropriate information
- Provide two days for student registration to sign up students, gather internet usage agreements, hand out schedules and student handbooks, and meet teachers
- Provide orientation and professional development activities for faculty and staff to educate the faculty in project-based learning, preparing their first interdisciplinary project aligned to state standards, familiarize them with the student information system, set them up with the school's email system, give room assignments, familiarize them with the student disciplinary procedures, familiarize them with the school's professional standards and expectations, etc.

September

- Open school with at least 140 students

Termination

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

In ~~cases~~case of termination, the Chair of Board of Directors ~~of Odyssey Charter School is~~will be responsible for the dissolution of ~~the business Odyssey Charter School~~ and ~~affairs of the school~~.

~~OCS~~ will ~~fully~~ cooperate with ~~its authorizer for the~~ the Public Charter School Commission. The Board will follow all state and federal laws regarding the ~~dissolution process~~ of a non-profit corporation and arrange for the liquidation of assets, dispersing of funds to the creditors. When the board determines that the school will be terminated, Odyssey's principal will work under the direction of the Chair and will coordinate the dissolution of the school. If the school is dissolved, there will no longer be a principal.

Within the month after the determination to dissolve the school, the administrative assistant
Upon dissolution, there will no longer be an administrative assistant. will contact the parents of past and present students of how to obtain school records and/or to which school the records should be sent. Odyssey Who at Odyssey? The board will be the only ones left. will send written notification to parents of students at their last known address and will email the parents at their last known email. The notification will explain how to request a transfer of student records to a specific school, where to obtain records before dissolution, and where the records will be stored after dissolution. ~~Personnel records will be sent to all former employees of the school.~~
~~Arrangements will be made for long term storage of all student records for the legal limit required.~~

Upon ~~Within one month of the dissolution of Odyssey Charter School, end of the school year,~~
student records will be sent by whom? to the parents and the remaining records of students the administration was not able to locate will be stored for the legal limit required.

Personnel records will be sent by whom? to all former employees of the school within one month after the final school year.

The chair of the board, with the assistance of the principal, There will no longer be a principal. will arrange for the sale of assets and will use the proceeds to pay creditors.

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

~~Tab 10: Virtual Schools~~

~~Odyssey Charter School is not a virtual school.~~

Appendix A

Articles of Incorporation

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

April 5, 2012

FILED EFFECTIVE

ARTICLES OF INCORPORATION
OF
ODYSSEY CHARTER SCHOOL, INC.

11 APR -7 PM 1:37

SECRETARY OF STATE
STATE OF IDAHO

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

Article I - Name.

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

Article II - Nonprofit Status.

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

Article III - Period of Duration.

The period of duration of the Corporation is perpetual.

Article IV - Registered Agent.

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

Article V - Purposes.

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

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

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

ARTICLES OF INCORPORATION - 1

IDAHO SECRETARY OF STATE
04/07/2011 05:00
CK: 012 CT: 257322 BH: 1260211
1 @ 30.00 = 30.00 INC MWP # 2

C190765

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

Article VI - Limitations.

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

Article VII - Members.

The Corporation shall have members who shall have such rights as are provided in the Act that are consistent with the management authority that these Articles grant the Board of Directors of the Corporation. The initial member of the Corporation shall be Karl Peterson.

Article VIII - Board of Directors.

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

ARTICLES OF INCORPORATION - 2

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

<u>NAME</u>	<u>ADDRESS</u>
Karl Peterson	3890 Taylorview Lane Ammon, ID 83406
John Adams	14231 Round Rock Dr. Herriman, UT 84096
Monica Couch	1450 Fox Court Idaho Falls, ID 83402
Rebecca Lindsey	1270 East Sunnyside Rd. Idaho Falls, ID 83404
Chris Peterson	3890 Taylorview Lane Ammon, ID 83404
David Gerritsen	1163 Diamond Dr Idaho Falls, ID 83406
Shannon Steffler	3820 E Michelle St Idaho Falls, ID 83401
Joy Park	190 N 3990 E Rigby, ID 83442
James Park	190 N 3990 E Rigby, ID 83442
Jason Richardson	340 W 2nd N Rigby, ID 83442

Article IX - Distribution on Dissolution

Upon dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all liabilities of the Corporation, distribute all the assets of the Corporation consistent with the purposes of the Corporation to the Idaho Public Charter School Commission, or any such organization or organizations as shall at that time qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended from time to time, in such manner as the Board of Directors shall determine. Any such assets not so distributed shall be distributed by the district court of the county in which the principal office of the Corporation is then located, exclusively for the purposes or to such organizations, as such court shall determine to be consistent with the purposes of the Corporation.

April 5, 2012

Article X - Indemnification

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

Article XI - Incorporator.

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

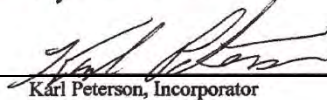
Article XII - Bylaws.

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

Article XIII - Mail Address

The mailing address of the corporation shall be 2184 Channing Way PMB 127 Idaho Falls, ID 83404.

DATED this 6 day of April, 2011


Karl Peterson, Incorporator

ARTICLES OF INCORPORATION - 4

April 5, 2012

FILED EFFECTIVE

204



**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:

11 MAY 31 AM 9:57

SECRETARY OF STATE
STATE OF IDAHO

1. The name of the corporation is:

Odyssey 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.

2. The text of each amendment is as follows:

Article VII - No Members.

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

Article VIII - Board of Directors.

Monica Couch 1450 Fox Court, Idaho Falls, ID 83404
Rebecca Lindsey 1270 E. Sunnyside Road, Idaho Falls, ID 83404

3. The date of adoption of the amendment(s) was: May 12, 2011

4. 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)
a. The number of directors entitled to vote was: 4
b. The number of directors that voted for each amendment was: 4
c. The number of directors that voted against each amendment was: 0

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

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

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

Customer Acct #:

(If using pre-paid account)

Secretary of State use only

Dated: May 26, 2011

Signature: [Signature]

Typed Name: Karl Peterson

Capacity: Incorporator

Idaho Department of State, 1000
Revised 10/2003

IDAHO SECRETARY OF STATE
05/31/2011 05:00
CK: 659404499 C1: 253299 SH: 1275984
1 @ 38.00 = 38.00 NOW PROF A # 2

C190765

AMENDED ARTICLES OF INCORPORATION

OF

ODYSSEY CHARTER SCHOOL, INC.

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

Article I - Name.

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

Article II - Nonprofit Status.

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

Article III - Period of Duration.

The period of duration of the Corporation is perpetual.

Article IV - Registered Agent.

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

Article V - Purposes.

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

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

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

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

Article VI - Limitations.

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

Article VII - No Shareholders.

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

Article VIII - Board of Directors.

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

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

NAME

ADDRESS

Karl Peterson

3890 Taylorview Lane
Ammon, ID 83406

April 5, 2012

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

Article IX - Distribution on Dissolution.

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

Article X - Indemnification

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

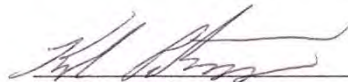
Article XI - Incorporator.

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

Article XII - Bylaws.

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

DATED this 29th day of February, 2012


Karl Peterson, Incorporator

April 5, 2012

Appendix B

Signed Bylaws

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

BYLAWS
OF
ODYSSEY CHARTER SCHOOL, INC.

An Idaho Nonprofit Corporation

1. OFFICES.

1.1 Principal Office. The principal office of Odyssey Charter School, Inc., an Idaho corporation ("Corporation"), shall be fixed and located in the County of Bonneville, State of Idaho as the Board of Directors ("Board") shall determine. The Board is granted full power and authority to change the principal office from one location to another within the County of Bonneville, State of Idaho.

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

1.3 Change of Offices. The Board may change the location of the principal office and/or the registered office by amendment of these Bylaws and with respect to change of the registered office by the appropriate filing with the Idaho Secretary of State.

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

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

3. NO SHAREHOLDERS.

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

3.2 Associated Members. Nothing in Article 3 shall be construed to limit the Corporation's right to refer to persons associated with it as "associated members" even though

such persons are not shareholders, and no such reference by the Corporation shall render anyone a shareholder within the meaning of Idaho Code §30-334 of the Act. Such individuals may originate and take part in the discussion of any subject that may properly come before any meeting of the Board, but may not vote.

4. BOARD OF DIRECTORS.

4.1 General Powers and Standard of Care.

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

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

4.1.3 Corporate Powers. All corporate powers shall be exercised by or under the authority of the Board, and the business and affairs of the Corporation shall be managed under the direction of the Board, except as may be otherwise provided in the Act or the Articles. If any such provision is made in the Articles, the powers and duties conferred or imposed upon the Board by the Act shall be exercised or performed as shall be provided in the Articles.

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

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

- a) one (1) or more officers or employees of the Corporation whom the Director reasonably believes to be reliable and competent in the matters presented;
- b) legal counsel, public accountants or other person(s) as to the matter that the Director reasonably believes to be within such person's professional or expert competence; or

- c) a committee of the Board upon which such Director does not serve, duly designated in accordance with a provision of these Bylaws, as to matters within its designated authority, which committee the Director reasonably believes to merit confidence;

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

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

4.4 Number, Election and Qualification of Directors. Except for the original Board of Directors set forth in the Articles ("Original Board"), the number of Directors serving on the Board shall be fixed pursuant to resolutions adopted by the Board. In order to ensure continuity in the leadership of the Corporation, the election of Directors shall be staggered in the manner set forth herein. ~~At the first annual election of the Board of Directors following the issuance of a~~ charter to the Corporation pursuant to the provisions of Chapter 52, Title 33, Idaho Code ("First Election"), the Original Board shall fix the number of Directors that will serve on the Board, and shall elect the number of Directors so fixed into two (2) classes, each class to be as nearly equal in number as possible. Class A Directors elected at the First Election shall serve a term of one (1) year, after which all Class A Directors elected by the Board shall serve a term of two (2) years. All Class B Directors, including those elected at the First Election, shall serve a term of two (2) years. The Board shall hold Director elections annually, but only one Class of Directors shall be up for election at a time. Each Director shall hold office until their successors shall have been elected, qualified and ratified in the manner set forth in Section 4.5. herein. Directors need not be residents of the State of Idaho.

4.5 Ratification of Directors.

4.5.1 Ratification Process. Commencing upon the first annual meeting of the Board following the issuance of a charter to the Corporation pursuant to the provisions of Chapter 52, Title 33, Idaho Code, the election of all Directors elected at such meeting shall be subject to ratification and approval in the manner set forth below.

4.5.2 Notice of Special Meeting. Within three (3) days after the date of each annual meeting for the election of Directors, the incumbent Board shall call a Special Meeting of all parents having a child or children enrolled in any charter school operated by the Corporation (collectively, "Charter School") for the purpose of submitting the election of Directors to a

ratification vote of such parents. The Special Meeting shall be called by giving notice, to all parents having at least one child enrolled in a Charter School, of the date, time and place of the Special Meeting. The date of the Special Meeting shall be no earlier than seven (7) days following the date notice is given, nor more than fifteen (15) days after such date. Such notice shall also state that the purpose of the meeting is to ratify the election of all Directors of the Corporation elected at an annual meeting pursuant to Section 4.4 above. Such notice shall be deemed to have been given when deposited in the United States Mail, postage pre-paid, and addressed to at least one of the parents at the address given in conjunction with the enrollment of such child or children in the Charter School, or such other address as shall be delivered to the principal of the Charter School or to the President or Secretary of the Corporation. Notice of such meeting may be waived in a writing signed by at least one of the parents in each family who is entitled to vote at such ratification meeting, whether before or after the time slated for the commencement of the meeting. Notice shall also be deemed to be waived by the attendance of the waiving parent or such parent's spouse at such meeting.

4.5.3 Voting Qualification. The parent(s) or legal guardian(s) of a child or children enrolled at the Charter School as of the date of a Special Meeting called pursuant to Section 4.5.2 shall be entitled collectively to cast one vote for each Director elected at the annual meeting. Parent(s) or legal guardian(s) with more than one child enrolled in the Charter School may only cast one collective vote, regardless of the number of children they have enrolled. The parent(s) or legal guardian(s) of such child or children may vote either in person or by a proxy signed by such parent(s) or guardian(s) and personally delivered to the President or Secretary prior to the start of the meeting. Such proxy shall be invalid if executed more than 300 days prior to the date of the meeting. ~~Such voting shall be by secret ballot and shall be supervised by the President or Secretary of the Corporation.~~ In the event the parent(s) or legal guardian(s) of any child or children cast more than one collective vote, then all such votes shall be invalid in their entirety.

4.5.4 Tabulation of Votes. Prior to the casting of the votes, the President or Secretary of the corporation shall verify the identity of the parent(s) or legal guardian(s) eligible to vote by requiring proof of identification in the form of a driver's license or other satisfactory identification deemed appropriate by the President or Secretary. At the conclusion of the balloting, the President and Secretary of the Corporation shall count the votes prior to the adjournment of the meeting.

4.5.5 Ratification Number. In the event any Director so elected shall receive at least fifty percent (50%) of the votes cast at a Special Meeting of parents/legal guardians, then the election of such Director shall be deemed to have been duly ratified, provided that the number of ballots cast shall be equal to or greater than ten percent (10%) of the total number of votes entitled to vote. In such event, the elector whose election is so ratified shall then serve for a term set forth in Section 4.4 above. In the event any candidate for ratification shall receive less than fifty percent (50%) of the votes cast at a Special Meeting or if less than ten percent (10%) of the votes entitled to be cast at such meeting are present at the meeting, then such candidate's election shall be deemed to have failed such ratification. In such event, the President or Secretary of the corporation shall communicate the results of the vote to the Board and the Board shall, within ten (10) days thereafter, elect another candidate to serve as a Director of the

corporation. The election of such replacement candidate shall then be similarly subject to ratification in the same manner set forth above. In the event such replacement candidate fails to obtain ratification, then in such event, the Board shall appoint yet another replacement candidate, whose election shall be deemed to be final, without further ratification vote.

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

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

4.8 Committees of Directors.

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

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

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

4.8.4 Standing Director Committees.

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

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

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

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

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

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

4.9 Directors and Committee Meetings.

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

4.9.2 Notice. Except as otherwise provided in this section, regular or special meetings of the Board or any committee designated thereby may be called by or at the request of the President, any Director, or the Chair of a Director Committee, as the case may be, upon written or verbal notice thereof given to all other Directors or committee members, as the case may be, at least three (3) days before the meeting. The Board may provide, by resolution, the

time and place for the holding of additional regular meetings without other notice than such resolution.

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

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

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

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

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

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

4.11 Action without a Meeting. Any action required by the Act to be taken at a meeting of the Board of the Directors, or any action that may be taken at a Director Committee meeting, may be taken without a meeting if a consent in writing, setting forth the actions so

taken, shall be signed by all of the Directors or members of the committee, as the case may be. Such consent shall have the same effect as a unanimous vote.

4.12 Compensation. Directors shall not be entitled to compensation for their services as Directors but shall be entitled to receive from the Corporation reimbursement for any reasonable expenses incurred in performing services for the Corporation and in attending Directors' meetings.

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

4.14 Director Conflicts of Interest.

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

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

4.14.3 Non-Salaried. Membership on the Board of Directors shall be voluntary and no Director will receive payment from the Corporation as compensation for the Director's services as a Director. Salaried employees of the Corporation may be elected as Directors, subject to the restrictions of Section 4.14. In no event shall a majority of the Board of Directors be comprised of paid employees of the Corporation.

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

4.16 Liability of Directors for Wrongful Distribution of Assets.

4.16.1 Liability for Value of Wrongful Distribution. In addition to any other liability imposed by law upon the Directors of the Corporation, the Directors who vote for or

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

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

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

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

5. OFFICERS.

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

5.2 Election and Term of Office. The officers of the Corporation shall be elected annually at the annual meeting of the Board. If the election of officers shall not be held at such meeting, such election shall be held as soon as practicable thereafter. Each officer shall hold office until a successor shall have been duly elected and shall have qualified, until such officer's death, or until such officer shall resign or shall have been removed in the manner hereinafter provided.

5.3 Removal. Any officer or agent may be removed by the Board whenever in its judgment the best interests of the Corporation will be served thereby, but such removal shall be

without prejudice to the contract rights, if any, of the person so removed. Election or appointment of an officer or agent shall not of itself create contract rights.

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

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

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

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

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

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

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

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

The undersigned, being Directors of the Corporation, do hereby certify that the foregoing Bylaws were duly adopted as the official Bylaws of the Corporation on the 2nd day of May, 2011.

Karl Peterson



John Adams

Rebecca Lindsey

Monica Couch

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

1. OFFICES.

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

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

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

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

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

3. NO SHAREHOLDERS/PARENT MEMBERS.

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

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

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

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

4. BOARD OF DIRECTORS.

4.1 General Powers and Standard of Care.

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

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

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

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

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

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

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

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

4.4 Number, Election and Qualification of Directors. The original Board of Directors set forth in the Articles ("Original Board") shall serve as Directors until the first annual meeting of the Board following the issuance of a charter to the Corporation pursuant to the provisions of Chapter 52, Title 33, Idaho Code.

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

4.4.2 In order to ensure continuity in the leadership of the Corporation, the election of Directors shall be staggered in the manner set forth herein. At the first annual election of the Board of Directors following the issuance of a charter to the Corporation pursuant to the provisions of Chapter 52, Title 33, Idaho Code ("First Election"), the Original Board shall fix the number of Directors that will serve on the Board, and shall elect the number of Directors so fixed into two (2) classes, each class to be as nearly equal in number as possible. Class A Directors elected at the First Election shall serve a term of one (1) year, after which all Class A Directors elected by the Board shall serve a term of two (2) years. Class B Directors, including those elected at the First Election, shall serve a term of two (2) years. The Board shall hold Director elections annually, but only one Class of Directors shall be up for election at a time.

4.4.3. Members of the Original Board shall hold office until their successors shall have been elected at the First Election. The Directors elected at the First Election shall

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

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

4.5 Ratification of Directors.

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

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

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

4.5.4 Proxy Votes. Members may vote either in person or by a proxy signed by such Member and personally delivered to the President or Secretary prior to the start of the meeting. Such proxy shall be invalid if executed more than 300 days prior to the date of the meeting. Such proxy shall be invalid if issued by a Member who is subject to a collective voting right shared with at least one other Member and one of the Members subject to the collective voting right attends the meeting and votes in person.

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

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

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

4.7 Removal of Directors. At a meeting of the Board called expressly for the purpose of removing a Director, any Director may be removed with cause by a vote of a majority of the Directors then in office, which majority shall include the Director subject to the vote. Any Director may be removed at such a meeting without cause by a vote of two-thirds majority of the Directors then in office, which two-thirds majority shall include the Director subject to the vote. For the purposes hereof, "cause" shall include, without limitation, any willful or knowing breach of fiduciary duty or obligation owed to the Corporation, commission of any felony or a misdemeanor involving moral turpitude, and willful violation of any standard of ethics or rule of conduct applicable to public officials. A quorum of Directors for purposes of a meeting called for the express purpose of removing a Director shall be all members of the Board of Directors then in office. Any Member qualified to vote at a Special Meeting for the ratification of the election of Directors shall have the right to petition the Board for the removal of a Director by presenting such petition, signed by at least 10% of all Members qualified to vote at a Special Meeting for the ratification of the election of Directors. Upon receiving such petition, the Board shall have fourteen (14) days in which to call a meeting to vote upon the removal of the Director identified in the petition in accordance with the provisions of this section.

4.8 Committees of Directors.

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

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

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

4.8.4 Standing Director Committees.

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

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

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

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

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

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

4.9 Directors and Committee Meetings.

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

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

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

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

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

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

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

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

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

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

4.13 Director Conflicts of Interest.

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

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

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

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

4.15 Liability of Directors for Wrongful Distribution of Assets.

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

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

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

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

5. BOARD OFFICES.

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

the offices of President and Secretary. All elected Board Officers must be duly elected and ratified members of the Board of Directors.

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

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

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

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

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

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

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

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

6. INDEMNIFICATION.

6.1 Indemnification of Officers, Directors, Employees and Agents. The Corporation shall indemnify any current Director, officer, employee or agent of the Corporation, or any former Director, officer, employee or agent of the Corporation, against expenses actually and reasonably incurred by him or her in connection with the defense of any action, suit or proceeding, civil or criminal, in which he or she is made a party by reason of being, or having been, a Director or officer of the Corporation; but only if (with respect to civil actions) he or she acted in good faith and in a manner he or she reasonably believed to be in (or not opposed to) the best interests of the Corporation; and only if (with respect to criminal actions or proceedings), he or she had no reasonable cause to believe his or her conduct was unlawful; AND PROVIDED FURTHER, indemnification shall not be made by the Corporation to a current Director or officer, or former Director or officer, in relation to matters as to which he or she is adjudged in such action, suit or proceeding to be liable for negligence or misconduct in the performance of his or her duties to the Corporation. It is intended that this indemnification provision be applied consistent with Idaho Code §30-3-89.

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

7. MISCELLANEOUS.

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

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

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

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

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

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

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

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

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

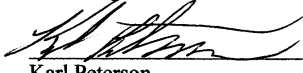
The Corporation is committed to providing qualified students with a disability an equal opportunity to access the benefits, rights, and privileges of services, programs and activities in an accessible setting appropriate to the student's needs. No student shall, on the basis of her or her disability,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


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

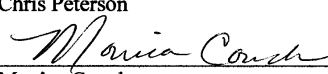
7.11 Dissolution. Upon dissolution of the Corporation, assets shall be distributed in accordance with the provisions for dissolution set forth in the Articles.


April 5, 2012

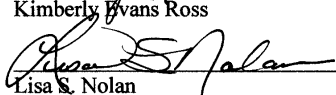
The undersigned, being Directors of the Corporation, do hereby certify that the foregoing Bylaws were duly adopted as the official Bylaws of the Corporation on this 1st day of March, 2012.


Karl Peterson


Chris Peterson


Monica Couch


Kimberly Evans Ross


Lisa S. Nolan

Appendix C

Petition Signatures of Qualified Electors

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

April 5, 2012

COUNTY CLERK AFFIDAVIT
CERTIFICATION OF SIGNATURES ON PETITION

STATE OF IDAHO,
ss.
County of BONNEVILLE

DATE: April 5, 2011

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



Signed: Kay m. Condie
County Clerk or Deputy

Petition # B-001

Petition to Establish a New Idaho Public Charter School

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

Name of Proposed New Charter School		Elector's Signature		Street Address	City	Telephone	Date
School District Where New Charter School will be Physically Located		Elector's Printed Name					
<ul style="list-style-type: none"> I am currently a qualified elector in the above-named school district. I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School. 							
1	Karl Peterson	[Signature]		3870 Taylorview	Ammon	524-1285	12-24-2010
2	Chris Peterson	[Signature]		3870 Taylorview	Ammon	524-1285	12-24-2010
3	Janell Chance Har	[Signature]		2872 Taylorview	Ammon	200-5183	12-24-2010
4	Jeremy Sattison	[Signature]		3690 Silverstone Dr	Ammon	524-6363	01/19/2011
5	April Sattison	[Signature]		3690 Silverstone Dr	Ammon	524-6363	01/19/2011
6	Till Buach	[Signature]		3050 Fenwick	Ammon	523-0701	1-19-11
7	Ben Bristol	[Signature]		3239 E. Kite Ln	Idaho Falls	520-9352	1-19-11
8	Wesley Bristol	[Signature]		3239 E. Kite Ln	Idaho Falls	351-8178	1-19-11
9	Mike Scott	[Signature]		1718 Costello Dr	Ammon	680-9444	1-19-11
10	Christine Ogden	[Signature]		4171 Clarkson	Idaho Falls	5709 6634	1-19-11
11	Dana Woods	[Signature]		1231 Jefferson Ave	Idaho Falls	208-206-5742	1-19-11
12	Garie Henrie	[Signature]		3374 Charleston Lane	Idaho Falls	524-8841	1-19-11
13	Lois Sullivan	[Signature]		1101 Stevens Dr	Idaho Falls	524-1141	1-19-11
14	Shannon Stepler	[Signature]		3320 E. Michelle St	Idaho Falls	680-4227	1/19/11
15	Jake Silva	[Signature]		2011 E. 10th St	Ammon	932-4169	1/19/11

BONNIE L. STEPLER
ELECTOR

4/16/2008

B-001

April 5, 2012

COUNTY CLERK AFFIDAVIT
CERTIFICATION OF SIGNATURES ON PETITION

STATE OF IDAHO,
SS.
County of BONNEVILLE

DATE: April 5, 2011

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



Signed: Kay M. Condie
County Clerk or Depury

Petition # B-002

Petition to Establish a New Idaho Public Charter School

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

Name of Proposed New Charter School School District Where New Charter School will be Physically Located		Odyssey Charter School District 91			
<p>I am currently a qualified elector in the above-named school district.</p> <p>I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.</p>					
Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
1. Corrie Holden	<i>Corrie Holden</i>	655 S Old Butte Rd #406	Idaho Falls	206-2085	2/28/11
2. Sarah Martin	<i>Sarah Martin</i>	810 W Shelley	Idaho Falls	521-0480	3/2/11
3. Malinda Smith	<i>Malinda Smith</i>	1065 Lava	Idaho Falls	529-1824	3/2/11
4. Denny Croft	<i>Denny Croft</i>	430 10th St	Idaho Falls	524-509	3/2/11
5. Mary Jensen	<i>Mary Jensen</i>	2740 W 33rd N	Idaho Falls	520-8904	3/4/11
6. Mary Blacker	<i>Mary Blacker</i>	3368 Chimney Peak	Idaho Falls	757-8373	3/10/11
7. Robert Allen	<i>Robert Allen</i>	1270 E. Sunnyside Rd	IF	523-0124	3/24/11
8. Monica Couch	<i>Monica Couch</i>	1450 Fox Ct	IF	522-0766	3/24/11
9. Nathan Hansen	<i>Nathan Hansen</i>	5503 Shady View Trail	IF	704-7615	3/29/11
10. David Dorup	<i>David Dorup</i>	1117 Payson St	IF	557-8377	3/25/11
11. Jared Hatt	<i>Jared Hatt</i>	127 Clubhouse #102	IF	529-4185	3/29/11
12. Kiera McMaster	<i>Kiera McMaster</i>	1571 Oakman Circle	IF	523-4184	3/29/11
13. Kimberlee Smith	<i>Kimberlee Smith</i>	3080 Mesquite Dr.	IF	524-7018	3/29/11
14. Jennifer Hansen	<i>Jennifer Hansen</i>	1440 Fox Court	IF	680-2320	3/29/11
15. Nancy Hansen	<i>Nancy Hansen</i>	3800 Alder Trail	IF	403-5414	3/31/11

4/16/2008

B-002

April 5, 2012

COUNTY CLERK AFFIDAVIT
CERTIFICATION OF SIGNATURES ON PETITION

STATE OF IDAHO,
SS.
County of BONNEVILLE

DATE: April 5, 2011

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



Signed: Kay M. Condie
County Clerk or Deputy

Petition # B-003

April 5, 2012

COUNTY CLERK AFFIDAVIT
CERTIFICATION OF SIGNATURES ON PETITION

STATE OF IDAHO,
ss.
County of BONNEVILLE

DATE: April 5, 2011

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



Signed: Kay M. Condie
County Clerk or Deputy

Petition # B-003

Petition to Establish a New Idaho Public Charter School

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

Name of Proposed New Charter School	Odyssey				
School District Where New Charter School will be Physically Located	Bonnevillie School Dist #93				
I am currently a qualified elector in the above-named school district. I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.					
Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
16 David Gensert	<i>David Gensert</i>	1163 Diamond Dr	Ammon	523-3241	1/19/11
17 Blair Janner	<i>Blair Janner</i>	319 Valley Dr	Idaho Falls	529-5591	1/19/11
18 Carin Spencer	<i>Carin Spencer</i>	1750 Ashment #15	Idaho Falls	520-4592	1/19/11
19 Jon Radford	<i>Jon Radford</i>	3798 Elaina	Idaho Falls	360-8345	01/19/11
20 Kristel Hunter	<i>Kristel Hunter</i>	2450 Ross	IF	707-0485	1/19/11
21 Brandi Watson	<i>Brandi Watson</i>	3510 Lemona	Ammon	403-4338	1-19-11
22 Angela Powell	<i>Angela Powell</i>	4360 Cochise Dr	Ammon	419-5715	1-19-11
23 Jennifer	<i>Jennifer</i>	1740 Mark Ave	IF	524-2684	1/19/11
24 Filene Page	<i>Filene Page</i>	590 Apple Rd	Idaho Falls	524-4484	1/19/11
25 Janice Moore	<i>Janice Moore</i>	299 N. Howard	IF	206-1585	1/19/11
26 Kambria Reeves	<i>Kambria Reeves</i>	2992 N. Howard Drive	IF	353-9581	1/19/11
27 Anna Ellis	<i>Anna Ellis</i>	51008 Vail Drive	Ammon	552-1315	1/19/11
28 Shantana Silva	<i>Shantana Silva</i>	855 Tennyson Court Dr.	Ammon	932-4619	1/19/11
29 Ben Wheeler	<i>Ben Wheeler</i>	1200 S. Rimline Dr.	IF	529-0308	1/19/11
30 Donna Guillen	<i>Donna Guillen</i>	4069 Birchwood Cir	Ammon	522-6916	1/25/11

4/16/2008

B-003

✓

Appendix D

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

The attendance area map is below.



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

April 5, 2012

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: OCT 03 2011

ODYSSEY CHARTER SCHOOL INC
C/O KARL PETERSON
2184 CHANNING WAY PMB 127
IDAHO FALLS, ID 83404

Employer Identification Number:
45-1644409
DLN:
17053132305011
Contact Person:
ALICE T LI ID# 95032
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
509(a)(2)
Form 990 Required:
Yes
Effective Date of Exemption:
April 7, 2011
Contribution Deductibility:
Yes
Addendum Applies:
No

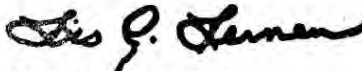
Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Sincerely,



Lois G. Lerner
Director, Exempt Organizations

Enclosure: Publication 4221-PC

Letter 947 (DO/CG)

Appendix E

Attendance at the Charter Start! 101 Workshop



Certificate of Attendance

This certificate is awarded to

JAMES PARK



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

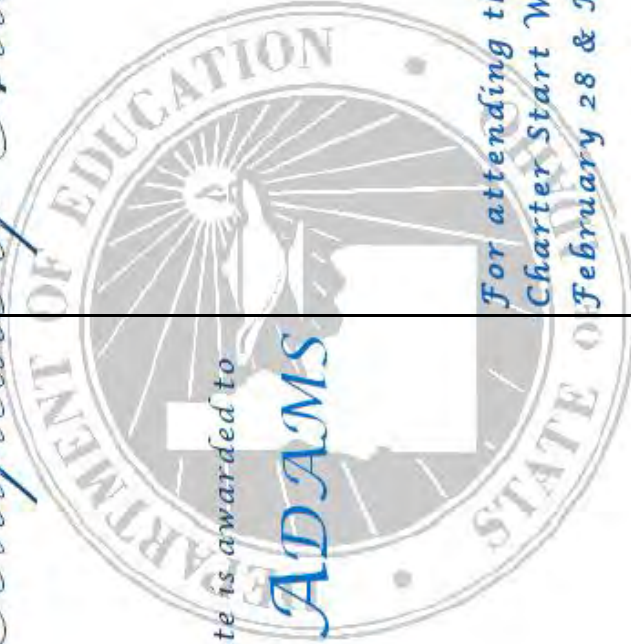
Michelle Clement Taylor

School Choice Coordinator

Certificate of Attendance

This certificate is awarded to

JOHN ADAMS



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

Michelle Cument Taylor
School Choice Coordinator

Appendix F

Facilities

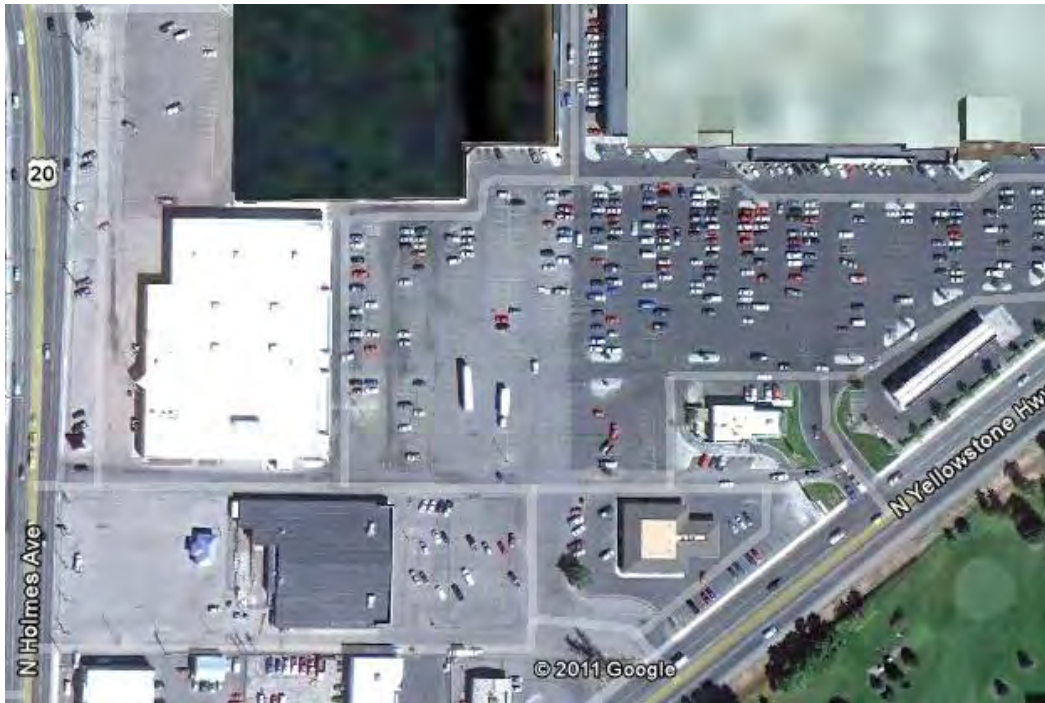
Odyssey Charter School has looked at several possibilities for a facility that is located in Idaho Falls School District #91.

~~Our first choice is to lease 14400 square feet of space in the Fred Meyer Plaza. The lease payment is \$4000.00 a month. The owners are willing to build out the interior for our needs. We would be able reach a capacity of 411 in the space at 35 square feet per student. This would be the best situation for the school until we are able to build our own facility.~~

~~Our second~~Our first choice is to lease the Broken Bow Plaza. The building is currently a finished shell. The interior is still open to the studs. The owner of Broken Bow Plaza is willing finish the interior of the building to meet our needs. To do this, he will require at least a 3 year lease. At 30 square feet per student, this would mean that our largest student body for this facility will be 267 students. This means that we will need to stay at this size for three years to the end of the lease or find a tenant to sub lease the facility and build a facility large enough to grow.

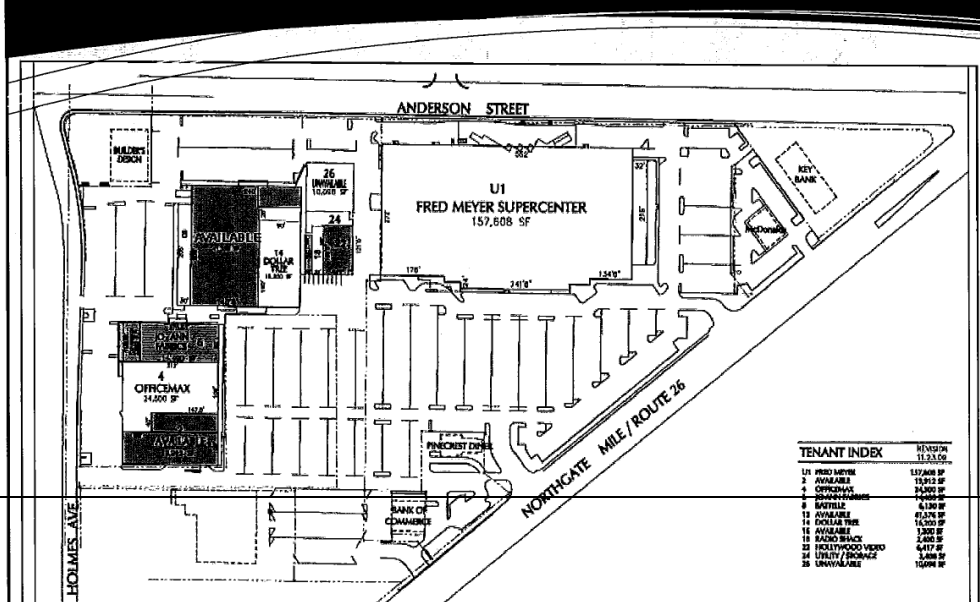
~~Our third~~second choice is Dunkley Hollipark Plaza. This is a light industrial strip mall that has 4500 square feet of space which would allow us to have 150 students in the facility at 35 square feet per student. The payment is \$2995.00 a month lease if we lease all of the available space. We will need to the remodel of the interior.

Fred Meyer Plaza



The Fred Meyer Plaza has a commercial space in the white building on the left. This space is 14400 square feet and so it would allow for growth of the school for several years. At 35 square feet per student, the space would be large enough for 411 students. It is a large space that used to be JoAnn's Fabric. It has been empty for over a year. The property managers are willing to build out the interior for the school.

ABOUT THE PROJECT



The Country Club Mall is a 306,201 s.f. shopping center located at the intersection of three major arterial streets in Idaho Falls, Idaho. The center was redeveloped in 1997 to accommodate the addition of a 157,608 square foot Fred Meyer Supercenter. Other adjacent tenants include OfficeMax, Dollar Tree, and Jo-Ann. Available units include 1,200 s.f., 6,547 s.f., 14,400 s.f., 19,912 s.f. and 41,376 s.f. suites.

The project features access via three major streets and pylon signage along U.S. Highway 26 and Holmes Avenue. Daytime employment in the area is strong, with over 36,000 employees located within a three-mile radius of the center. Shoppers within a five-mile radius of the center have average household incomes of \$68,056. In addition to local shoppers within Idaho's third largest MSA, the center draws from neighboring underserved communities including Rigby, Victor, Driggs and Jackson, Wyoming.

SIGNAGE



In addition to ample wall signage facing Yellowstone Highway and Fred Meyer, signage is available on two pylon signs - one on Holmes Avenue and the other on Yellowstone Highway at the entrance to Fred Meyer.

Panel position for larger tenants on both pylons will be as shown in the photo on the right.



ABOUT THE MARKET



Idaho Falls and Ammon serve as a regional retail hub for a primary trade area population of approximately 211,000 residents. The Yellowstone Highway corridor (shown above) is a frequent shopping destination for a service area that encompasses 14 counties and serves over 350,000 people. The project is located in Bonneville County, where residents have an average household income of \$60,405. The area's major employers include Bechtel BWXT Idaho at the Idaho National Laboratory, Eastern Idaho Regional Medical Center and Melaleuca, Inc. The area enjoys one of the lowest unemployment rates in the nation and has experienced steady population growth in recent years.



Executive Summary

Prepared by Brent Wilson and Don Zebe

Latitude: 43.509787
Longitude: -112.020401

Ring: 1, 3, 5 Miles

	1 mile radius	3 miles radius	5 miles radius
2010 Population			
Total Population	6,990	53,961	87,583
Male Population	49.9%	49.4%	49.6%
Female Population	50.1%	50.6%	50.4%
Median Age	32.1	33.2	32.4
2010 Income			
Median HH Income	\$34,165	\$51,264	\$56,592
Per Capita Income	\$17,931	\$24,462	\$24,826
Average HH Income	\$43,214	\$62,489	\$68,084
2010 Households			
Total Households	2,717	20,889	31,686
Average Household Size	2.40	2.54	2.73
2010 Housing			
Owner Occupied Housing Units	54.2%	62.0%	68.3%
Renter Occupied Housing Units	38.7%	31.9%	26.0%
Vacant Housing Units	7.1%	6.1%	5.7%
Population			
1990 Population	6,669	45,562	62,378
2000 Population	6,872	49,309	71,204
2010 Population	6,990	53,961	87,583
2015 Population	7,131	57,284	95,878
1990-2000 Annual Rate	0.3%	0.79%	1.33%
2000-2010 Annual Rate	0.17%	0.88%	2.04%
2010-2015 Annual Rate	0.4%	1.2%	1.83%

In the identified market area, the current year population is 87,583. In 2000, the Census count in the market area was 71,204. The rate of change since 2000 was 2.04 percent annually. The five-year projection for the population in the market area is 95,878, representing a change of 1.83 percent annually from 2010 to 2015. Currently, the population is 49.6 percent male and 50.4 percent female.

Households			
1990 Households	2,557	16,614	21,406
2000 Households	2,564	18,497	25,185
2010 Households	2,717	20,889	31,686
2015 Households	2,811	22,344	34,901
1990-2000 Annual Rate	0.03%	1.08%	1.64%
2000-2010 Annual Rate	0.57%	1.19%	2.27%
2010-2015 Annual Rate	0.68%	1.36%	1.95%

The household count in this market area has changed from 25,185 in 2000 to 31,686 in the current year, a change of 2.27 percent annually. The five-year projection of households is 34,901, a change of 1.95 percent annually from the current year total. Average household size is currently 2.73, compared to 2.78 in the year 2000. The number of families in the current year is 22,982 in the market area.

Housing

Currently, 68.3 percent of the 33,605 housing units in the market area are owner occupied; 26.0 percent, renter occupied; and 5.7 percent are vacant. In 2000, there were 26,471 housing units - 69.3 percent owner occupied, 25.8 percent renter occupied and 4.8 percent vacant. The rate of change in housing units since 2000 is 2.36 percent. Median home value in the market area is \$137,669, compared to a median home value of \$157,913 for the U.S. In five years, median home value is projected to change by 4.52 percent annually to \$171,684. From 2000 to the current year, median home value changed by 4.37 percent annually.

Source: U.S. Bureau of the Census, 2000 Census of Population and Housing. Esri forecasts for 2010 and 2015. Esri converted 1990 Census data into 2000 geography.



Executive Summary

Prepared by Brent Wilson and Don Zebe

Latitude: 43.509787
Longitude: -112.020401

Ring: 1, 3, 5 Miles

	1 mile radius	3 miles radius	5 miles radius
Median Household Income			
1990 Median HH Income	\$20,701	\$28,450	\$30,030
2000 Median HH Income	\$25,603	\$38,000	\$41,304
2010 Median HH Income	\$34,165	\$51,264	\$56,592
2015 Median HH Income	\$39,293	\$58,978	\$64,685
1990-2000 Annual Rate	2.15%	2.94%	3.24%
2000-2010 Annual Rate	2.85%	2.96%	3.12%
2010-2015 Annual Rate	2.84%	2.84%	2.71%
Per Capita Income			
1990 Per Capita Income	\$9,690	\$12,570	\$12,231
2000 Per Capita Income	\$13,158	\$17,867	\$18,278
2010 Per Capita Income	\$17,931	\$24,482	\$24,826
2015 Per Capita Income	\$20,692	\$27,910	\$28,158
1990-2000 Annual Rate	3.11%	3.58%	4.1%
2000-2010 Annual Rate	3.07%	3.12%	3.03%
2010-2015 Annual Rate	2.91%	2.66%	2.55%
Average Household Income			
1990 Average Household Income	\$24,550	\$34,318	\$35,389
2000 Average Household Income	\$33,643	\$47,315	\$51,216
2010 Average HH Income	\$43,214	\$62,489	\$68,084
2015 Average HH Income	\$49,238	\$70,730	\$76,829
1990-2000 Annual Rate	3.2%	3.26%	3.77%
2000-2010 Annual Rate	2.47%	2.75%	2.82%
2010-2015 Annual Rate	2.64%	2.51%	2.45%

Households by Income

Current median household income is \$56,592 in the market area, compared to \$54,442 for all U.S. households. Median household income is projected to be \$64,685 in five years. In 2000, median household income was \$41,304, compared to \$30,030 in 1990.

Current average household income is \$68,084 in this market area, compared to \$70,173 for all U.S. households. Average household income is projected to be \$76,829 in five years. In 2000, average household income was \$51,216, compared to \$35,389 in 1990.

Current per capita income is \$24,826 in the market area, compared to the U.S. per capita income of \$26,739. The per capita income is projected to be \$28,158 in five years. In 2000, the per capita income was \$18,278, compared to \$12,231 in 1990.

Population by Employment

Total Businesses	599	3,464	4,416
Total Employees	6,296	36,750	48,128

Currently, 92.1 percent of the civilian labor force in the identified market area is employed and 7.9 percent are unemployed. In comparison, 89.2 percent of the U.S. civilian labor force is employed, and 10.8 percent are unemployed. In five years the rate of employment in the market area will be 93.4 percent of the civilian labor force, and unemployment will be 6.6 percent. The percentage of the U.S. civilian labor force that will be employed in five years is 91.2 percent, and 8.8 percent will be unemployed. In 2000, 67.4 percent of the population aged 16 years or older in the market area participated in the labor force, and 0.1 percent were in the Armed Forces.

In the current year, the occupational distribution of the employed population is:

- 67.6 percent in white collar jobs (compared to 61.6 percent of U.S. employment)
- 16.1 percent in service jobs (compared to 17.3 percent of U.S. employment)
- 16.4 percent in blue collar jobs (compared to 21.1 percent of U.S. employment)

In 2000, 77.9 percent of the market area population drove alone to work, and 4.1 percent worked at home. The average travel time to work in 2000 was 19.0 minutes in the market area, compared to the U.S. average of 25.5 minutes.

Population by Education

In 2010, the educational attainment of the population aged 25 years or older in the market area was distributed as follows:

- 9.2 percent had not earned a high school diploma (14.8 percent in the U.S.)
- 26.0 percent were high school graduates only (29.6 percent in the U.S.)
- 10.5 percent had completed an Associate degree (7.7 percent in the U.S.)
- 20.3 percent had a Bachelor's degree (17.7 percent in the U.S.)
- 9.6 percent had earned a Master's/Professional/Doctorate Degree (10.4 percent in the U.S.)

Source: U.S. Bureau of the Census, 2000 Census of Population and Housing. Esri forecasts for 2010 and 2015. Esri converted 1990 Census data into 2000 geography.

Our third choice is

Broken Bow Plaza



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

The owner of Broken Bow Plaza is willing to finish the interior of the building to meet our needs. To do this, he will require at least a 3 year lease. At 30 square feet per student, this would mean that our largest student body for this facility would be 267 students. We would either not be able to increase student enrollment for three years (the end of the lease) or we would need to find a tenant to sublease the facility and build a facility large enough to grow our school.

April 5, 2012

LoopNet - BROKEN BOW PLAZA, Medical Office, 1235 JONES STREET, Idaho Falls,... Page 1 of 2

Office Property - Off Market

BROKEN BOW PLAZA

1235 JONES STREET, Idaho Falls, ID 83401



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

Last Verified 5/11/2010
Listing ID 18469390

1 Space

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

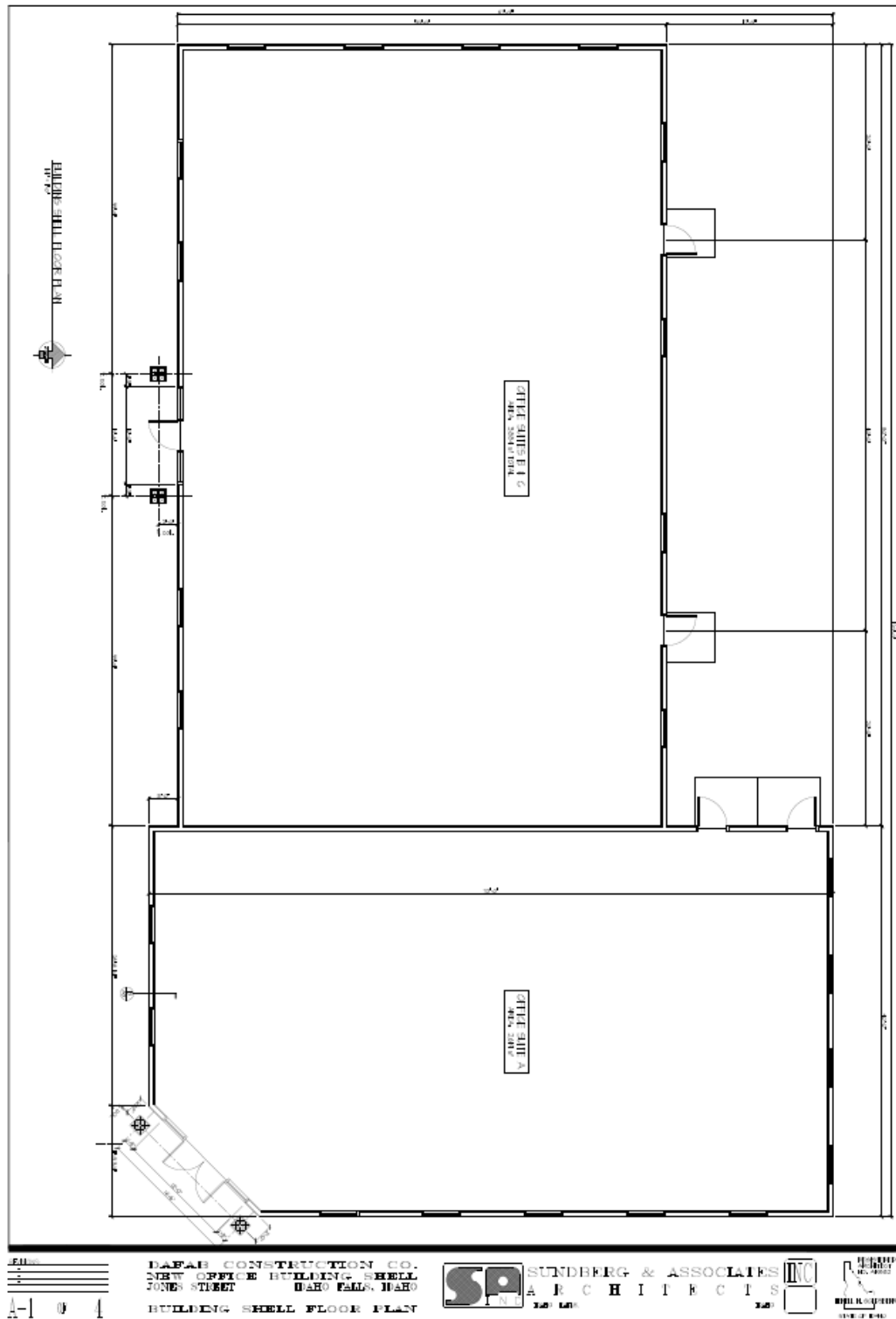
Description

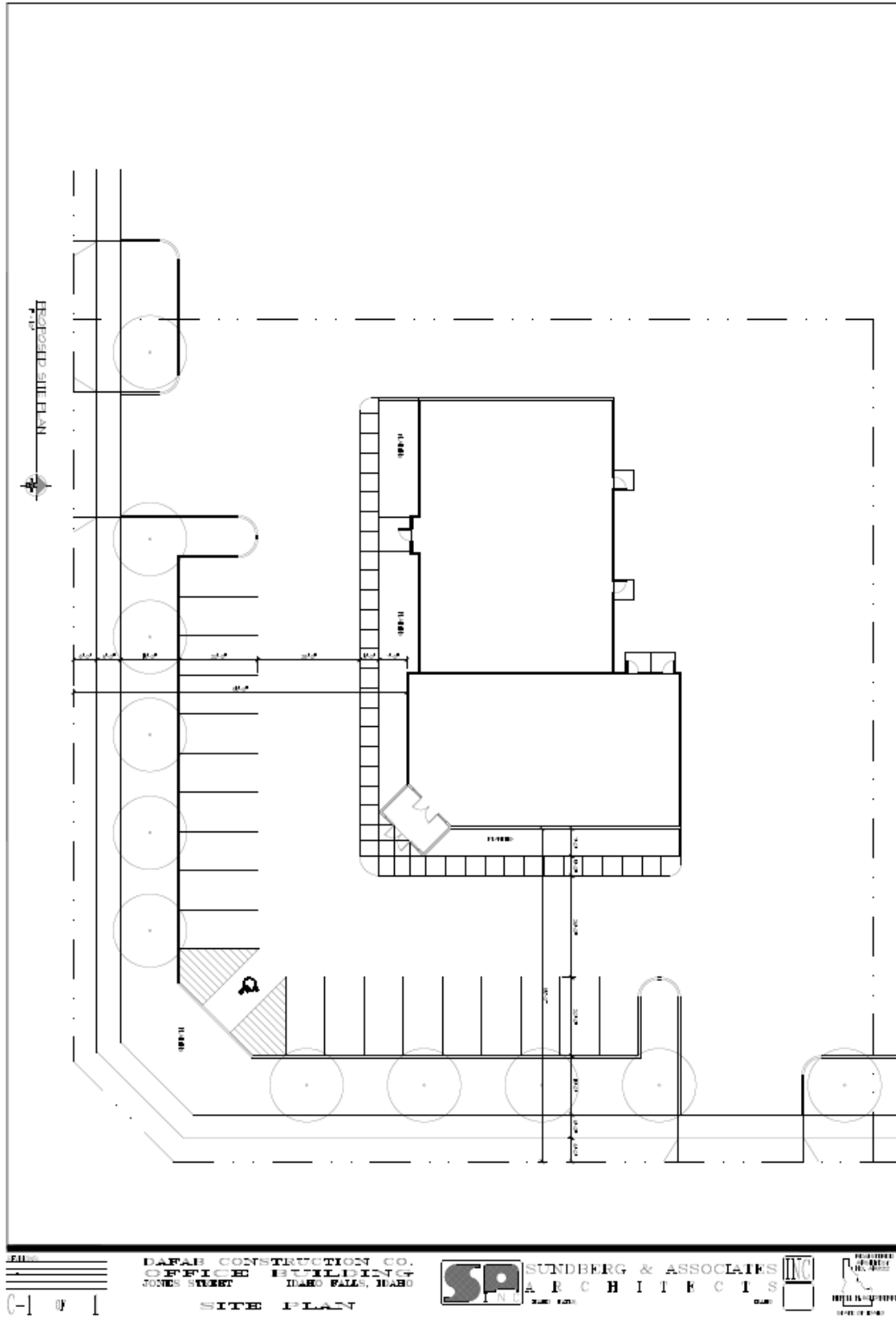
1235 JONES OFF HOLLIPARK DRIVE
DIRECTLY ACROSS FROM DISTRICT 7 HEALTH DEPT
EXTERIORS COMPLETE, TOTALY NEW PARKING LOT, LANDSCAPED
INTERIORS READY TO FINISH
THIS BUILDING RATED ENERGY STAR COMPLIANCE CALL -MIKE
1235 JONES STREET
IDAHO FALLS, IDAHO 83401

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

[Hide Map](#)

April 5, 2012





April 5, 2012

October 30, 2011.

RE: Letter of Intent

Karl Peterson , Odyssey Charter School

Landlord: Broken Bow Properties

Tenant: Karl Peterson DBA Odyssey Charter School

Building: 1235 Jones Avenue , Idaho Falls, Idaho 83401

Premises: 6808 square feet Entire Building

Term: 60 month lease, to commence on March 1, 2012 (TBD) (Will consider 36
month lease if 60 month too long.)

Base Rent: \$7,375.33. per month, based on 6808 sq. ft. @ \$13.00 per ft. annually

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

Expenses: Utilities, janitorial and phone

Security Deposit: Two Month Base Rent Equal To \$ 14,750.66

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

Tenant Improvements: none

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

ACKNOWLEDGED AND AGREED:

Broken Bow Properties Karl Peterson DBA Odyssey Charter School Thomas

M. Bowcutt

Thomas M. Bowcutt

Signature Signature

October 30, 2011

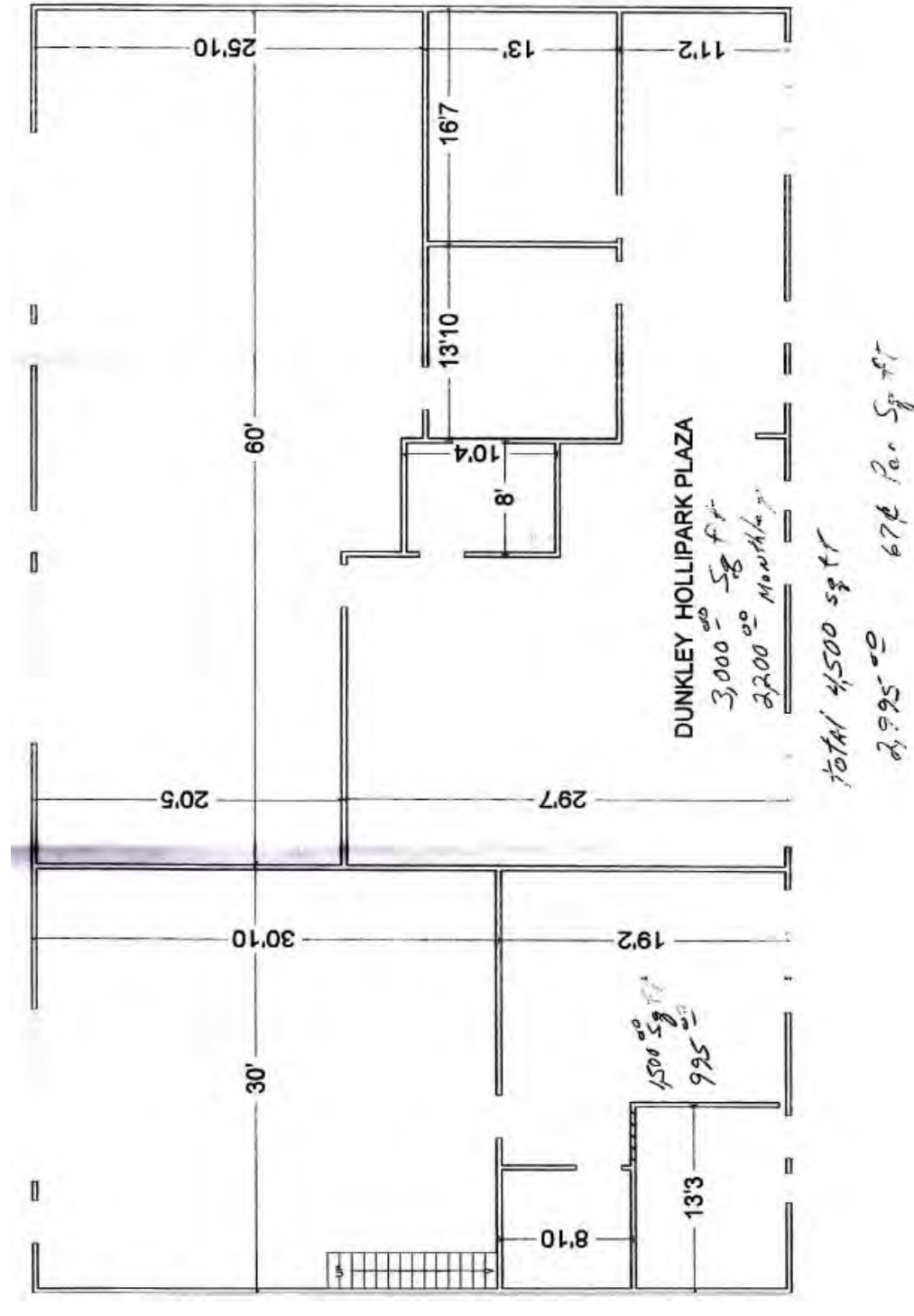
Date Date

Dunkley Hollipark Plaza



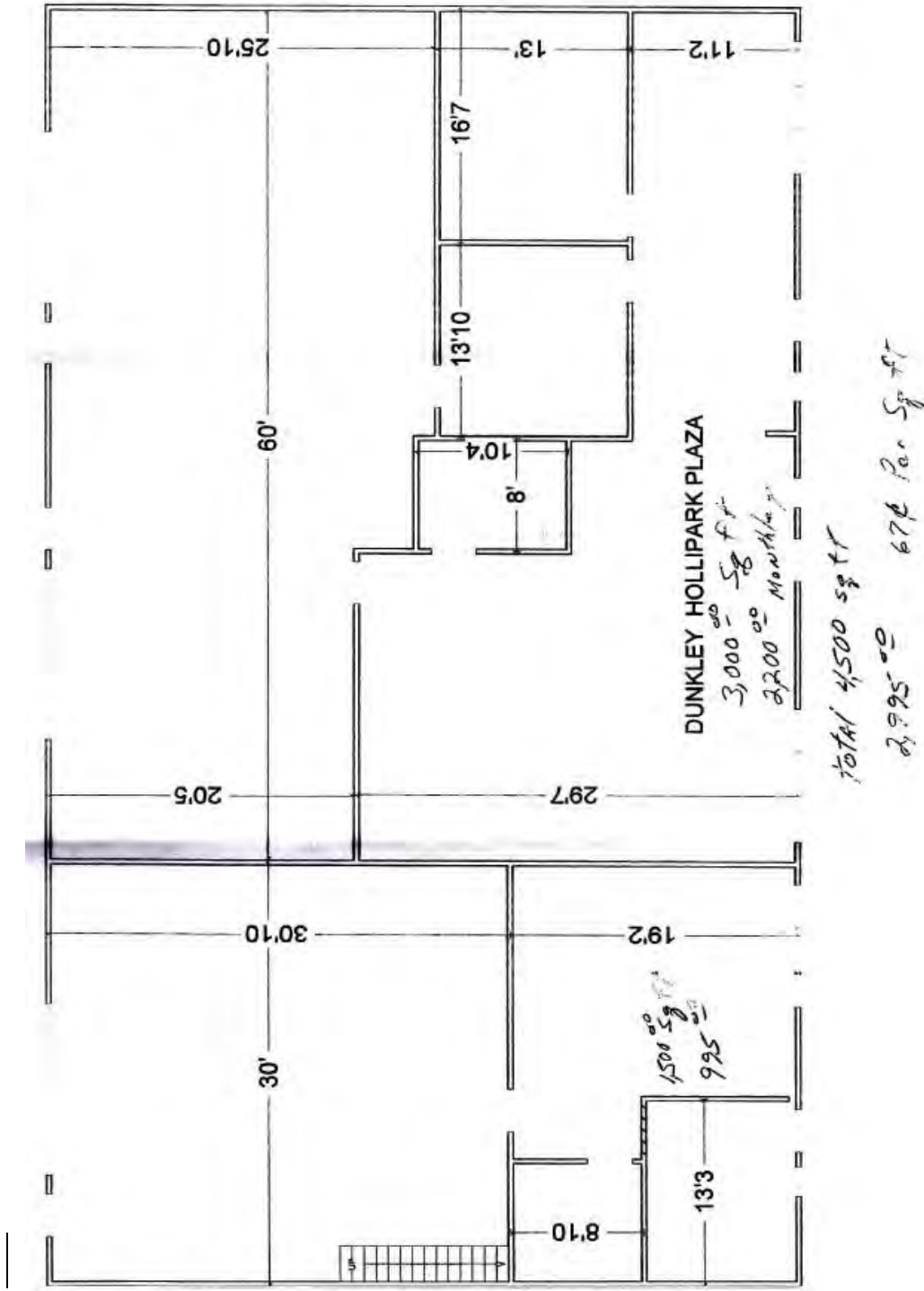
The plaza is located in the long vertical building in the middle of the picture on the left side of the up and down road. The spaces have a commercial area in the front with a regular-sized business entry, and a large warehouse area in the rear with large cargo doors for access. The available space is in the middle of the plaza, in one double size storefront and one regular size space to the south of it. It would take a bit of remodeling to meet the needs of a school. It has three bathrooms at the present, so that would allow for 150 students. ~~The total square feet of the available spaces is 4,500 square feet which would allow for only 128 students. This space would limit the size of the student body since our beginning enrollment is 210 students.~~

April 5, 2012



Highmark Development

A part of the founders committee has met with Highmark Development and Hogan Construction to discuss their proposal to build a facility for Odyssey. We have also met with two different land owners about available land on which the facility could be built. Highmark is willing to fund the project, but they need us to have a student body of 300 students and to increase the student body to 500 students. As the charter petition now stands, we are starting with 210 students and will increase the student population to 420 students. When we reach an enrollment of 300 students, it is our intention to build a facility with either Highmark Development and Hogan Construction, or to arrange a similar partnership with an investor and builder.



April 5, 2012

Dunkley Properties

Robert L. Dunkley

1575 Lincoln Road

Idaho Falls, Idaho 83401

208-529-1512

LEASE AGREEMENT

This Agreement made and entered into in Idaho Falls, Idaho _____ 2011 by and between **ROBERT L. DUNKLEY** d.b.a. **Dunkley Properties** of Idaho Falls, County of Bonneville, State of Idaho, hereinafter referred to as "Landlord", and Odyssey Charter School and ~~PK-12~~ ~~PK-12~~, State of Idaho, hereinafter referred to as "Lessee".

WITNESSETH:

That the Landlord, for and in consideration of the covenants and agreements hereinafter mentioned to be kept and performed by the Lessee, has by these present demised and leased to the Lessee the property located at 1593 and 1597 Hollipark, Idaho Falls, Bonneville county, Idaho, consisting of approximately 4500. square feet.

TERMS

To have and to hold the said premises to the lessee for the term of twelve months commencing on the ____ day of ____, 2011 to and including the ____ day of ____, 2012, unless said lease be sooner terminated as is hereinafter provided.

Lessee, in consideration of the leasing of the premises above-described and set forth, covenants and agrees with the Landlord to pay as monthly rent of Three thousand dollars (\$3000.00) Lawful money of the United States, per month, payable in advance on the 1st day of each and every calendar month during said terms.

If the Lessee is not in default hereunder, the Lessee has one year options renewing on _____. If Lessee elects not to exercise option Lessee must give written notice to Landlord sixty (60) days prior to the expiration of current terms. If the Lessee exercises the option to this lease Lessee agrees that the rental payment shall be adjusted to:

April 5, 2012

One hundred twenty
Three thousand, ~~thirty-one~~ dollars twenty cent (~~\$3051.20~~) Lawful money of the United States, per month, payable in advance on the 1st day of each and every calendar month during said terms.

In the event, the rent is received more than ten (10) days late, a late charge of \$50.00 shall be due. In the event, a check is returned due to insufficient funds or an eviction notice must be posted, Lessee agrees to pay a service charge for each such occurrence of \$50.00. Such rent shall be paid to Landlord or as Landlord may designate in writing.

CONDITIONS OF PREMISES AND SURRENDER

Lessee agrees that said demised premises is in good order and condition, and will, at Lessee's own cost and expense, maintain and keep said premises in as good condition as it was at the time possession thereof was taken by Lessee, and at the expiration of the term of the Lease, Lessee will yield up possession of the said premises to Landlord without further demand or notice and in as good order and condition as when the same were entered upon by the Lessee, loss by fire or inevitable accident and ordinary wear excepted.

Lessee shall not allow or suffer any waste on said premises, nor use or occupy, or permit any other person to use or occupy said premises, or any part thereof, for any unlawful purpose. Shall, at the option of the Landlord, immediately terminate this Lease.

ASSIGNMENT CONDITIONS

Lessee shall not assign this Lease, or underlet said premises, or any part thereof, without the written consent of the Landlord, or change or alter any part of the building on said premises without the written consent of the Landlord first had and obtained.

UTILITIES

Except as otherwise hereinafter provided, Lessee shall pay as the same become due, all charges for telephone, gas electrical power, water, sewer, garbage and other utilities used on said premises during the term of this Lease, and the Lessee shall likewise pay as the same become due all taxes, fees and assessments on all personal property owned by the Lessee and kept on said premises.

MAINTENANCE AND REPAIR

Lessee shall keep and maintain the interior in good condition and repair, and shall at its own cost and expense, replace or repair, as required, all broken or damaged glass, door windows, plumbing, locks, trimmings, and fixtures on the premises occupied by Lessee to the satisfaction of the Landlord.

Landlord agrees, at its own cost and expenses, to keep all the exterior parts of the Building, and the common areas and grounds in good condition and repair.

Landlord shall keep the driveways, roadways and parking areas free from snow: **Lessee** shall keep the sidewalks, if any, clean at all times, and free from ice and snow.

Lessee acknowledges and agrees that as an additional and material consideration to be given by Lessee for this Lease and the occupancy of said premises, Lessee will, at Lessee's own cost and expense, keep and maintain in good working order the electrical, plumbing, heating, ventilation, cooling and sanitary facilities supplied by the Landlord with the leased premises. Landlord shall only be responsible for replacement of such facilities as become necessary, due and occasioned by normal use and wear, but not including maintenance and expenses. Landlord shall be responsible for maintenance and repair of roof of said premises. Lessee agrees to immediately notify Landlord of any leak or other problem with the roof as soon as Lessee is aware of same.

Lessee shall promptly dispose of all garbage, refuse, or debris that may accumulate in consequence of Lessee's occupation of said premises, and shall fully comply with all laws, ordinances and regulations now in force, or that may hereafter be enacted covering and regarding the occupancy and/ or business conducted on said premises by Lessee, whenever the weather requires it to protect against freeze damage, shall heat the premises.

Lessee shall have all signage approved by Landlord.

Lessee shall, at its sole cost and expense supply, maintain and keep well lit and in good condition all signage attached to the building and Lessee portion of the Plaza Sign. Landlord will keep the Plaza Sign lights in good working order. Upon termination of Lease, Lessee shall at its sole cost and expense remove all signage and return said premises back to original state.

Lessee shall obtain a commercial general liability insurance policy for the premises with limits of not less than \$1,000,000 per person, \$1,000,000 per occurrence. Said insurance shall be in effect at all times during the term of this lease and during any exercised option period and shall name Landlord as an additional insured. And shall provide that the insurer will not cancel or change the insurance without giving Landlord ten (10) days prior written notice. A copy of the policy or certificate on such insurance shall be delivered to Landlord.

It is understood that Landlord shall have no responsibility or liability whatsoever as to Lessee's personal property, contents, equipment, or fixtures on said premises and any insurance for said items shall be the sole cost and responsibility of the Lessee.

DEFAULT

Time is of the essence of this Agreement. If the leased property shall be deserted of vacated, or in the event of the insolvency of Lessee, or appointment of a receiver to take charge of Lessee's business, or the bankruptcy of Lessee of upon said Lessee making an assignment for the benefit of creditors, or if there shall be a default in the payment of rent, or any part thereof, for more than three (3) days after written notice of such default by the Landlord(s), or if there shall be default in the performance of any other covenant, agreement, condition, rule, or regulation herein contained or hereafter established on the part of Lessee for more than ten (10) days after written notice of such default by the Landlord, this Lease (if the Landlord so elects) shall thereupon become null and void and the Landlord shall have the right to re-enter or repossess the leased property, either by force, summary proceedings, surrender, or otherwise, and dispossess and remove therefrom the Lessee, or other occupant thereof, and their effects without being liable to any prosecution therefor. In such case, the Landlord may, at the Landlord's option, relate the leased property or any part thereof, as the agent of the Lessee, and the Lessee, and the Lessee shall pay the Landlord the difference between the rent hereby reserved and agreed to be paid by the Lessee for the portion of the term remaining at the time of re-entry of repossession and the amount, if any, received or to be received under such relating for such portion of the term. The Lessee hereby expressly waives the service of notice of intention to re-enter or instituting legal proceedings to that end. The above provisions notwithstanding, the parties hereto understand and agree, that in the event of default by the Lessee or breach of any of the terms and conditions contained in this Lease, the Landlord specifically reserves, and shall have all rights and remedies allowed at law or in equity of by statute or otherwise as though re-entry, summary proceedings, and other remedies were not herein provided for in this Lease.

INSPECTION AND ALTERATIONS

Landlord shall have, and is hereby granted the right to inspect said demised premises at all reasonable times, and to go upon said premises for the purpose of repairing and protecting the same of any part thereof.

It is understood and agreed that should Landlord grant written permission to Lessee to make any alterations in said demised premises that, unless otherwise agreed in writing by Landlord, such alterations and additions shall become a part of the premises and the property of the Landlord. In any event, Lessee shall not make any contract for construction, repair or improvement on, in, of, or to the demised premises, for work of materials, without providing such contract or agreement that no lien of mechanics or materialmen shall be created against the above-described land or improvements thereof.

MUTUAL AGREEMENTS

The parties acknowledge and agree that. As an additional and material consideration to be given by Lessee for this Lease and the occupancy of said premises, Lessee has deposited with Landlord the sum of \$3000.00 , which shall be held by the Landlord as a " security deposit" for the full, faithful, and punctual performance by the Lessee of the Lessee's covenants and agreements contained herein and/ or for the payment toward any damages to the premises or and final judgment that may be rendered against the Lessee for a breach of Lessee's covenants and agreements herein contained. The rights of the Landlord against the Lessee for a breach of the Lessee's covenants and agreements contained herein shall in no way be limited or restricted by said security deposit, but the Landlord shall have the absolute right to pursue any available remedies to protect the Landlord's interests herein as if said security deposit had not been made. Landlord shall not be obliged to keep the said security deposit as a separate fund but may mix the said security with his own fund. The said security deposit shall not bear any interest and shall be returned to the Lessee at the expiration of this Lease or any extensions of renewals thereof, or at the legal termination of this Lease, provided that all of Lessee's covenants and agreements herein contained have been fully, faithfully, and punctually performed by the Lessee; but in no event is the said security deposit to be returned to Lessee until Lessee has vacated the premises and delivered possession to the Landlord.

In the event it shall be necessary for either party hereto to employ an attorney to enforce any of the terms, covenants, or conditions of this Lease, the party in default of the party against whom any final judgement is rendered agrees to pay all reasonable costs and attorney fees incurred by the other party hereto in connection with the enforcement of the terms and conditions and/ or covenants of this Lease.

It is mutually covenanted and agreed by and between the parties hereto, that damage to the premises by fire or the elements which does not substantially interfere with Lessee's use and occupancy of said premises, shall be promptly repaired by Landlord, but that in the event that damage to said premises by fire or the elements substantially interferes with Lessee's use and occupancy of said premises, this Lease shall terminate as of the date such destruction.

Any notice to be given to Lessee may be given in writing personally or by depositing the same in the United States mail, postage prepaid, and addressed to Lessee at the leased premises, whether or not Lessee has departed from, abandoned or vacated said premises.

It is intended that this Lease Agreement shall extend to, and be binding upon, the heirs, executors, administrators, personal representatives, successors or assigns of the respective parties

April 5, 2012

In witness Whereof, the parties hereto have set their hands this _____ day of _____, 20 ____.

By _____
Robert L. Dunkley
"Landlord"

By _____
Odyssey Charter School

"Lessee"
By _____
Karl Peterson
"Lessee"

STATE OF IDAHO)

County of) ss.
)

On this _____ day of _____, 20____, before me, a Notary Public in and for said state, personally appeared _____, known or identified to me to be the person whose name is subscribed to the within instrument and acknowledged to me that he executed the same.

In Witness Whereof, I have hereunto set my hand and affixed my Official seal, the day and year in this certificate first above written.

(Seal) By _____
Notary Public for Idaho
Residing at: _____
My Commission Expires: _____

State Of Idaho)
) ss.
County of Bonneville)

On this _____ day of _____, 20____, Before me, a Notary Public in and for said state, personally appeared ROBERT L. DUNKLEY, known or identified to me to be the person whose name is subscribed to the within instrument, and acknowledged to me that he executed the same.

In Witness Whereof, I have hereunto set my hand and affixed my official seal, the day and year in this certificate first above written.

(seal) By _____
Notary Public for Idaho
Residing at: _____
My Commission Expires: _____

1167 Jones Avenue

The facility is in the lower left of the picture below. It is the white-roofed building next to Broken Bow plaza on the corner. It is right half of the building. The facility is a finished shop space with two office spaces, one bathroom, and a large L-shaped shop area. The facility can be remodeled into three classrooms and larger bathrooms for the school. Also, there is room for two modular classrooms to the right side of the building and still have sufficient parking.

As a side note, this and Broken Bow Plaza can be used together when Odyssey has sufficient numbers of students to require more classrooms than Broken Bow Plaza alone can provide. It could also have the shop space left open for a large multipurpose room to serve as space for PE, lunch, or additional study space.



April 5, 2012

November 2, 2011

RE: Letter of Intent

Karl Peterson , Odyssey Charter School's facility School

April 5, 2012

October 19, 2011

Odyssey Charter School
Idaho Falls, ID
Attention: Karl Peterson

Re: Letter of Intent To Enter Into Transaction to Develop Charter School Facility

Ladies and Gentlemen:

This letter confirms our understanding of the mutual present intentions of Odyssey Charter School ("School") and Highmark School Development, LLC, a Utah limited liability company, or its affiliate (collectively, "Developer") with respect to the principal terms and conditions under which the Developer will locate a real property ("Property") suitable for the development of a charter school facility specifically designed for the School's needs ("Facility"), arrange for appropriate funding to acquire or lease the Property, and construct the Facility, and the School will enter with the Developer into a development agreement for the construction of the Facility ("Development Agreement") and a long-term lease ("Lease") of the Property and Facility ("Transaction").

1. Acknowledgements. The parties hereto acknowledge that this letter does not contain all matters upon which an agreement must be reached in order for the Transaction to be consummated. Further, among other conditions specified herein or otherwise agreed to by the parties, the obligations of the parties hereto to consummate the Transaction are subject to Developer's approval of the School's condition and creditworthiness as provided in **Section 4** below and the negotiation and execution of the Lease and Development Agreement referred to in **Sections 2 and 3** below. Accordingly, this letter is intended solely as a basis for further discussion and is not intended to be and does not constitute a legally binding agreement; *provided, however*, that the provisions set forth in **Sections 7, 8, 9, 10, and 11** below and this **Section 1** shall be binding upon the parties hereto and shall survive the termination hereof.

2. Lease. The Lease shall include, without limitation, the following terms and conditions:

- (a) Leased Premises: The Lease will contain the legal description of the Property.
- (b) Lease Term: 25 years; may be extended for 2 additional terms of 5 years each.
- (c) Base Rent: 10.25% of the Project Cost (as defined later), increased annually by 3%.
- (d) Lease Type: Triple net lease, i.e., Developer, as landlord, will receive Base Rent free and clear of taxes, maintenance expenses, insurance expenses and other expenses of any nature.
- (e) Student Enrollment Count: Approximately 300 students year 1.
- (f) Purchase Option: the School will be granted an option to purchase the Facility in years 5, 7 and 10 of the Lease, subject to certain conditions, including, without limitation, three (3) years of the School's favorable financial management.

3. Development Agreement. The Development Agreement shall include, without limitation, the following terms and conditions:

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October 19, 2011
Page 2

(a) Construction. Developer will construct the Facility on the Property in accordance with the plans and specifications approved by Developer and School. The School shall promptly provide to Developer a description of the School's needs for the Facility.

(b) Project Cost. The total cost to construct the Facility ("**Project Cost**") shall include: (i) all costs of acquiring the Property, (ii) the hard costs of developing the Facility, (iii) costs paid to third parties for title insurance and surveys, (iv) costs relating to obtaining necessary zoning for the use and operation of the Facility, (v) costs of entitlements and permitting, (vi) reasonable legal fees, (vii) building fixtures (but excluding moveable furnishings and equipment), (viii) design and engineering and other "pre-development costs", (ix) Developer's management and development fees, and (x) certain other expenses. The Project Cost is subject to change as provided in the Development Agreement. The School is not required to pay the Project Cost up front; however, the School will be required to make rental and other payments as provided in the Lease.

4. School Creditworthiness. The School hereby authorizes Developer to investigate the School's condition and creditworthiness, financial or otherwise. The School agrees to cooperate in good faith by promptly providing any needed information to assist Developer in completing Developer's investigation of the School's condition and creditworthiness. The School will give Developer and its representatives full access to any personnel and all charter documents, contracts, books, records and operations of the School.

5. Timeline. The Developer and the School hereby agree to use reasonable diligence to commence good faith negotiations with respect to the Transaction in order to complete the following tasks in accordance with the following schedule:

<i>Tasks</i>	<i>Deadline</i>
Developer's approval/rejection of School's condition	TBD
Execution/delivery of a definitive Development Agreement acceptable to parties	TBD
Execution/delivery of a definitive Lease acceptable to parties	TBD
Acquisition of Property	TBD
Approval of final construction plans and Project Cost	TBD
Substantial completion of Facility	TBD

6. Conditions to Consummation of the Acquisition. The respective obligations of the parties with respect to the Transaction shall be subject to satisfaction of conditions customary to transactions of this type, including without limitation, (a) receipt and approval by the Developer of the information required under **Section 4**, (b) satisfactory completion by the Developer of a due diligence investigation of the Property; (c) execution of the Lease and Development Agreement by all parties; (d) obtaining all requisite regulatory, administrative, or governmental authorizations and consents; (e) approval of the Transaction by the Developer's credit committee and the Board of Directors of the School; (f) absence of a material adverse change in the condition (financial or otherwise) of the School and Developer; (g) absence of pending or threatened litigation, investigations or other matters affecting the School, Developer, or the Transaction; and (h) Developer obtaining appropriate financing for the acquisition of the Property and construction of the Facility.

7. Exclusivity. The School agrees that for a period of six (6) months from the date of this letter ("**Exclusivity Period**") it shall exclusively deal with Developer and its designees in connection with the development of the Facility. The School further agrees that during the Exclusivity Period, neither the School nor any of its directors, officers, employees, consultants, brokers, agents, representatives, affiliates, and related parties will engage in any discussions or negotiations with any party (other than Developer) regarding any proposal for developing, constructing, purchasing, leasing, designing, or otherwise providing the School with a charter school facility ("**Alternative Transaction**") or will solicit, encourage or entertain proposals from any party (other than Developer) in connection with an Alternative Transaction. The School shall notify Developer promptly of any proposals by third parties with respect to an Alternative Transaction and furnish the Purchaser with the material terms thereof. The School acknowledges that Developer will be incurring significant expenses and effort in connection with locating the Property, conducting due diligence investigation to ensure that the Property is appropriate for the development of the Facility and School's needs, and designing the Facility, and that the exclusivity restrictions contained in this **Section 7** are reasonable and necessary to protect the legitimate interests of Developer and constitute a material inducement to Developer to enter into this letter.

April 5, 2012

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8. Confidentiality. The School agrees that it will not use, or permit the use of, any of the information relating to the Transaction furnished to the School by Developer in connection with this letter and the Transaction ("**Confidential Information**") in a manner or for a purpose detrimental to Developer or otherwise than in connection with this letter and Transaction. The School will cause its directors, officers, employees, agents, consultants, and representatives not to disclose, divulge, provide or make accessible any of the Confidential Information to any person or entity, other than their responsible officers, employees, advisors or attorneys or otherwise as required by law or regulation. Notwithstanding the foregoing, this Section imposes no obligation upon the School with respect to information that: (a) is or becomes a matter of public knowledge through no fault of the School; (b) is lawfully received by the School from a third party without a duty of confidentiality; and (c) is disclosed by the School with Developer's prior written approval.

9. Instruments of Service. The School agrees that any drawings, plans, specifications and other documents, including those in electronic form, prepared by Developer and its consultants in connection with the development of the Facility (collectively, "**Facility Plans**") are for use solely with respect to the Transaction. The developer and its consultants shall be deemed the authors and owners of their respective Facility Plans and shall retain all common law, statutory and other reserved rights, including copyrights in such items. The School will not use, or permit the use of any Facility Plans without Developer's prior written consent, which may be withheld in Developer's sole discretion. All Facility Plans and all copies thereof which are in the possession of the School shall be returned to Developer within ten (10) days after Developer's written request.

10. Expenses. Each of the parties shall pay all of its expenses incident to this letter, the Lease, Development Agreement and consummation of the transactions contemplated hereby and thereby. The School and Developer each represent and warrant to each other that other than N/A with N/A ("**Developer's Broker**"), who represents Developer and will be paid pursuant to a separate agreement between Developer and Developer's Broker, the parties have not dealt with any broker, agent, finder or other intermediary in connection with the Transaction, and there are no other brokerage or finder's fees which are or will be payable in connection with the Transaction.

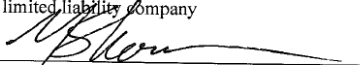
11. Termination. ~~Termination of negotiations by the School on the one hand and the Developer on the other prior to the execution and delivery of the Lease and Development Agreement shall be without liability and no party hereto shall be entitled to any form of relief whatsoever; provided, however, that Developer shall be entitled to any form of relief whatsoever for School's violation of any provision of Sections 7, 8, and 9, including, without limitation, injunctive relief or damages. Upon the earlier of (a) the mutual written agreement of the parties hereto or (b) the failure by the parties hereto to execute and deliver the Lease and Development Agreement on or prior to December 31, 2011 this letter shall terminate and the parties shall be released from all liabilities and obligations with respect to the subject matter hereof, except as provided in Sections 1 and 11 of this letter.~~

12. Counterparts. This letter may be executed in one or more counterparts, each of which shall be deemed an original, and all of which together shall constitute one and the same instrument.

If the foregoing correctly sets forth our mutual understanding, please so indicate by signing two copies of this letter in the spaces provided below and returning one copy to us no later than 5:00 p.m. on October 24, 2011.

Very truly yours,

Highmark School Development, LLC,
a Utah limited liability company

By: 
Mark Skousen, VP Sales and Marketing

Accepted and agreed as of the date first written above.

_____, a _____ non-profit corporation

By: _____
Its: _____

13445016.3

April 5, 2012

HighMark Charter School Project Summary
Project Proforma Report for School
(Dollars In Actuals)

Issue
10/19/11

Odyssey Charter School

Location Idaho Falls, ID
School Launch Year 2012
Grade Range K-8
Existing Student Count 0
Target Enrollment 500

Recommended Proforma Strategy

	Year 1		Year 2		Launch Year		Year 4		Year 6	
	FY 12-13		FY 13-14		FY 14-15		FY 15-16		FY 16-17	
Revenue:	300		370		440		600		500	
Total Enrollment										
COLA Revenue Increase			1%		1%		1%		1%	
State Per Pupil Revenue	\$	6,900	\$	6,900	\$	6,150	\$	6,150	\$	6,150
Federal Revenue										
Local Revenue										
Special Education Revenue										
Total Per Pupil Revenue	\$	2,070,000	\$	2,553,000	\$	2,706,000	\$	3,075,000	\$	3,075,000
Grants										
Other	78,500		94,350		112,200		127,500		127,500	
Total Revenue	\$	2,148,500	\$	2,647,350	\$	2,818,200	\$	3,202,500	\$	3,202,500
Expenses:										
Salaries & Benefits	\$	904,525	\$	1,175,044	\$	1,287,792	\$	1,616,559	\$	1,648,890
Percent of Revenue		42%		44%		46%		50%		51%
Administrative Expense	\$	-	\$	-	\$	-	\$	-	\$	-
Percent of Revenue		0%		0%		0%		0%		0%
Operation & Maintenance	\$	286,300	\$	273,084	\$	205,377	\$	236,676	\$	241,410
Percent of Revenue		13%		10%		7%		7%		8%
Regular Education & Supplies	\$	-	\$	-	\$	-	\$	-	\$	-
Percent of Revenue		0%		0%		0%		0%		0%
Special Education	\$	49,000	\$	60,000	\$	72,000	\$	80,000	\$	81,600
Percent of Revenue		2%		2%		3%		2%		3%
Transportation	\$	90,000	\$	111,000	\$	132,000	\$	150,000	\$	153,000
Percent of Revenue		4%		4%		5%		5%		5%
State Specific Programs	\$	-	\$	-	\$	-	\$	-	\$	-
Percent of Revenue		0%		0%		0%		0%		0%
Other Expenses	\$	15,000	\$	25,000	\$	50,000	\$	50,000	\$	51,000
Percent of Revenue		1%		1%		2%		2%		2%
New Facility Payment	\$	458,963	\$	567,279	\$	584,297	\$	601,826	\$	619,881
Percent of Revenue		21%		21%		21%		19%		19%
Current Facility Payment	\$	-	\$	-	\$	-	\$	-	\$	-
Percent of Revenue		0%		0%		0%		0%		0%
Total Facility Payment	\$	458,963	\$	567,279	\$	584,297	\$	601,826	\$	619,881
Percent of Revenue		21%		21%		21%		19%		19%
Net Surplus	\$	343,712	\$	435,943	\$	485,734	\$	467,439	\$	406,720
Percent of Revenue		16%		16%		17%		15%		13%
Fund Balance	\$	343,712	\$	779,655	\$	1,265,389	\$	1,732,828	\$	2,139,547

April 5, 2012

Landlord: Broken Bow Properties

Tenant: Karl Peterson DBA Odyssey Charter School

Building: 1167 Jones Avenue , Idaho Falls, Idaho 83401

Premises: 2400 square feet 50 % OF Building. Main floor area only.

Term: 60 month lease, to commence on March 1, 2012 (TBD) (Will consider 36 month lease if 60 month to long)

Base Rent: \$1320.00. per month, based on 2400 sq. ft. @ \$6.60 per ft. annually

Triple Net : To include taxes, Insurance & exterior maintance estimated at \$4320.00 annually (\$360.00 monthly)

Expenses: Utilities, janitorial and phone

Security Deposit: Two Month Base Rent Equal To \$ 2640.00

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

Tenant Improvements: None Base rent will change if interior remodel work is required .

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

ACKNOWLEDGED AND AGREED:

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

Thomas M. Bowcutt

Signature Signature

November 2, 2011,

Date Date

April 5, 2012

Appendix G

Charter Developer Resumes

The resumes of the Board of Directors are on the pages below.

Karl Brad Peterson

3890 Taylorview Lane, Ammon, ID 83406. 208-681-1805. kbpetersonmail@yahoo.com

Teaching License

Idaho, Standard Secondary Certificate, endorsed in Art, English, and Drama.

Education:

- ▲ Master of Education in Educational Leadership from American College of Education 2011.
- ▲ Bachelor of Fine Arts *cum laude* in Theater from Utah State University minoring in art 1983.
- ▲ Bachelor of Science *cum laude* in Secondary Education with a teaching minor in English 1989
- ▲ Associates of Science Snow College 1981

Experience:

Teaching

- ▲ Presently teaching a private after school robotics team for FIRST Lego League. The team won the Rising Star trophy and qualified for the state competition in 2010 and won 1st place in robot design and 2nd place in programming at the regional competition in 2011.
- ▲ Presently substituting as a teacher and administrator at Monticello Montessori Charter School.
- ▲ Taught robotics, crafts, and woodworking for 2 years at Rocky Mountain Middle School. I made the change from VEX robots to Lego Mindstorms robots in the robotics class. I was active in fund raising in order to build up the program from 1 computer and 2 robots to 9 computers and 9 robots.
- ▲ Taught theater at The Theater Factory for 3 years where I worked with youth ranging from 6 to 18 years old. I also wrote, directed, and designed sets and costumes for the productions.
- ▲ Taught English and Theater for 16 years at Idaho Falls High School where I directed the theatrical productions as well as writing some of the scripts and adapted Shakespeare plays to perform at the school. I also started the Shakespeare class offered at Idaho Falls High School. Idaho Falls High School won the 3rd Place Sweepstakes trophy for larger schools at the state drama competition for 4 different years.

Rentals

- ⤴ Bought and sold houses and apartments since 1993. I presently have 10 rentals units consisting of 2 fourplex apartments and 2 houses.
- ⤴ Organized the designing and building of 2 fourplexes.
- ⤴ Partnered to develop Green Gables II apartment complex in Rexburg, Idaho.

Business

- ⤴ Owned and operated The Theater Factory for 3 years.
- ⤴ Owned and operated Peterson Rentals since 1993.

Writing

- ⤴ Taught English and theater at Idaho Falls High School (in Idaho Falls, ID) for 16 years from 1989 to 2005.
- ⤴ Written 10 plays and still counting. Some are presently available at PlaysForStage.com.
- ⤴ Wrote a curriculum for robotics titled Mindstorms Made Easy. It is available from MindstormsMadeEasy.com and Ebay.

Computer

- ⤴ Built and continue maintain the website for PlaysForStage.com and MindstormsMadeEasy.com
- ⤴ Illustrated Mindstorms Made Easy using screen shots and digital photography.
- ⤴ Competent in Microsoft Office, OpenOffice, Google Docs, Power Teacher, Mindstorms NXT-G (a robotics programming language), Yahoo Site Builder, and Picasa.

Other Experience and Training

- ⤴ Cub Master for 5 years organizing monthly pack meetings and managing advancements.
- ⤴ I graduated from Wood Badge leadership training through the Boy Scouts of America. I have worked with disabled people in my home, teaching them life skills since 1993.
- ⤴ Personal Care Provider running a Certified Family Home where I work with 3 developmentally disabled adults providing their therapy in living skills as well as providing their housing and meals.

References

Randy Hurley, Principal of Idaho Falls High School
601 South Holmes Avenue
Idaho Falls, ID 83401
208-525-3344, 208-525-7740

April 5, 2012

Dave Meyer, Director of Monticello Montessori Charter School
4707 S. Sweetwater Way
Ammon ID 83406
208-520-2492, 208-419-0742

Kirk Astel, Associate Professor at Brigham Young University-Idaho
109 John Taylor Building
Brigham Young University Idaho
Rexburg, ID 83460
208-496-3937

Monica Hendricks Couch

1450 Fox Court · Idaho Falls, ID 83404 · (208) 351-8669 · E-mail: Monhendricks@yahoo.com

Experience

BRIGHAM YOUNG UNIVERSITY – IDAHO, Rexburg, ID

Adjunct Teacher in the Humanities and English Departments, Sept. 2005 – July 2008

Taught introductory Western Civilization survey courses in the Humanities Dept. for three terms, and then taught Business English in the English Dept. for two terms. Assisted in developing an online Business English course with recorded lectures, and taught the online class.

MOFFATT THOMAS, Idaho Falls, ID

Legal Secretary, August 2003 – October 2005

Supported a partner and two associates in a litigation and intellectual property practice. Also helped coordinate legal education seminars for local business owners.

ROBIN, BLECKER & DALEY, New York City, NY

IP Legal Secretary, April 2000 – June 2003

Supported two senior attorneys and an associate in the Trademark Department. Assumed many paralegal responsibilities, including client communication, research, and Internet filings.

CLEARPOOL, INC., Brooklyn, NY

K-5 Program Coordinator in Literacy Program, June 1998- August 1999

Was part of the management team in the after school and summer literacy programs at a Beacon elementary school, in the Chancellor's District. Managed over twenty teachers, helped develop curriculum, taught when teachers were absent, and worked one-on-one with students.

MILLER, STARR & REGALIA, Walnut Creek and Redwood City, California

Human Resources and Marketing Assistant / Legal Secretary, March 1993 - August 1997

Worked for two years as a legal secretary in the litigation and transactional departments, and then was asked to join the HR and Marketing team. From April to August, 1997, worked as interim office manager and assisted three attorneys, as we opened a new branch office in Silicon Valley.

Volunteer Work

MONTICELLO MONTESSORI CHARTER SCHOOL – Ammon, ID

Hiring Committee Member (July, 2010) and PFA Volunteer (Jan. 2010 – present)

Assisted in creating interview questions for teacher applicants, and in the interviewing of applicants. Currently I organize community fundraising nights and teach a weekly art class for two teachers.

Education

NEW YORK UNIVERSITY, M.A. Humanities and Social Thought, 2000

Masters work included working with 567 students in 12 New York City high schools, to measure how teaching multicultural literature texts impacts high school students' academic performance and patterns of social interaction. Research was authorized and approved by the University Committee on Activities Involving Human Subjects at NYU.

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UNIVERSITY OF CALIFORNIA - BERKELEY, *B.A. English*, 1991

Minor in French. Senior seminar on the Irish Conflict; and courses in African-American literature.

-
References

- David Meyer, Superintendent
Monticello Montessori Charter School
4707 S. Sweetwater Way
Ammon, ID 83406
Tel: (208) 520-2492
E-mail: administrator@monticellomontessori.com

- Lee Radford, Esq.
Moffatt Thomas
420 Memorial Drive
Idaho Falls, Idaho 83402
Tel: (208) 522-6700
E-mail: KLR@moffatt.com

- Jack Harrell, Ph.D.
English Department
Brigham Young University – Idaho
525 South Center Street
180 Rigby Hall
Rexburg, Idaho 83460-4540
Tel: (208) 496-4383
E-mail: harrellj@byui.edu

- Howard Barnaby, Esq.
Coordinator, Special Programs
Center for Language Study
Yale University
370 Temple Street
New Haven, CT 06511
Tel: (203) 432-8504
E-mail: howard.barnaby@yale.edu

-

Curriculum Vitae for Kimberly D. Evans Ross

WORK EXPERIENCE

<u>Moffatt Thomas Barret Rock & Fields, Chrt'd.</u>	<u>Idaho Falls, ID</u>
<u>Partner/Shareholder</u>	<u>April 2004 to present</u>
<u>Practice areas include employment litigation, employment law, commercial litigation, business and corporate law, debtor/creditor relations, construction litigation, and insurance defense.</u>	
<u>Tarlow & Stonecipher, P.L.L.C.</u>	<u>Bozeman, MT</u>
<u>Associate Attorney</u>	<u>Aug. 1999 to Dec. 2003</u>
<u>Practice areas included employment law, employment litigation, commercial litigation, business and corporate law, construction law, insurance defense and intellectual property transactions.</u>	
<u>Montana Supreme Court</u>	<u>Helena, MT</u>
<u>Law Clerk</u>	<u>Aug. 1998 to Aug. 1999</u>
<u>Chief Justice J.A. Turnage</u>	
<u>Drafted appellate court opinions; conducted legal research, marshaled oral arguments; reviewed content of appellate briefs for compliance with the rules of appellate procedure.</u>	
<u>United States Bankruptcy Court, Middle Dist. of N.C.</u>	<u>Greensboro, NC</u>
<u>Law Clerk</u>	<u>Sept. 1997 to July 1998</u>
<u>Chief Judge William L. Stocks</u>	
<u>Performed legal research on federal and state law issues related to pending motions and trial matters; reviewed and prepared case summaries for all motions and briefs filed with the court; opened and attended trial court twice a week.</u>	

EDUCATION

<u>University of North Carolina</u>	<u>Chapel Hill, NC</u>
<u>Juris Doctor with Honors</u>	<u>1997</u>
<u>Honors/Awards: Holderness Moot Court National Team member, Dean's List six semesters, Certificate of Merit in Legal History, Certificate of Merit in Debtor/Creditor Relations, Recipient of the American Bankruptcy Law Journal Prize 1997</u>	
<u>Boise State University</u>	<u>Boise, ID</u>
<u>Bachelor of Arts in English, <i>Cum Laude</i> with Distinguished Honors</u>	<u>1994</u>

MEMBERSHIPS & ASSOCIATIONS

Montana State Bar: admitted 1998

Idaho State Bar: admitted 2004

American Bar Association

Federal Bar Association

Society for Human Resource Management ("SHRM")

Idaho Women Lawyers

Idaho Legal Historical Society

REFERENCES (for Idaho Public Charter School Commission Use Only)

Maggie Morris (208) 520-4036

Carol Woodvine (208) 317-4440

Katherine Moriarty (208) 526-6979

Contact Information

Kimberly Evans Ross

1120 E. 1275 N.

Shelley, ID 83274

Office (208) 522-6700

Mobile (208) 757-9319

E-mail: kde@moffatt.com

Chris M. Peterson

3890 Taylorview Lane
Ammon, Idaho 83406
208-524-1286
cpeterson@butterflyoils.com

Education

Midwifery College of Utah
Graduation expected by January 2015
NARM Certification expected by 2015
May 2010-present

Eastern Idaho Technical College Summer 1993 semester
Earned a Certified Nurse Assistant Certificate (CNA)
First Aid training American Red Cross February 1993-
present
CPR from February 1993-present
NRP enrolled in class in April 2011 will gain certificate

Experience

1993-present Certified Family Home Care Provider (24 hour home health
nurse aid in a home setting in my home)

I provide the following services for my clients:
management of all finances and payee for clients (i.e.
adults with disabilities), all management of home and
cleaning of laundry, making food and shopping for clients
meals, most transportation, training of daily chores for
clients, training for basic personal skills such as hair care,
brushing teeth, showering, toileting, and so on. Manage all
doctor, dentist, and other therapies, handle any and all
medications taken by clients.

As a Certified Family Home Provider I attend monthly
meetings with supervising RN where I report, monthly
meetings with state representative where I make an
accounting of all funds spent. Yearly re-licensing home
with state representative, file taxes annually.

Community Service:

Girl's Scouts Leader 2004-2006 (worked with ages 6-10)
Cub Scouts Leader 2010 (worked with 9 yr. olds)
Church Youth Teacher 2009-2010 (worked with 8 yr. olds)
Church Youth Teacher 2010-Present (working with 5 yr.
olds)

April 5, 2012

Personal Interest: I enjoy working with children in scouting and church groups. I also enjoy running, biking, vegetarian cooking, watching old movies, and anything that has to do with birth or midwifery. I enjoy alternative health modalities and I use and sell essential oils. I have home schooled my eight children for the past fifteen years. I am very interested in the educational system for in my area.

References Val Stark
(208) 709-3883 Cell
(208) 357-2341 Home
307 W Maple St
Shelley, ID 83274

Karen Ady
(435) 725-3214 Home
6490 West 3000 SOUTH
Roosevelt Utah 84066

Tammy Sher
(208) 522-1119 Home
153 Clubhouse Circle
Idaho Falls, Idaho 83401

Lisa S. Nolan, MBA, CPA

1000 Wheatstone Drive, Idaho Falls, Idaho
83404

(208) 599-8257

Work Experience

CPA, Owner October 2010 – Present

Reliant Group, Inc. – Idaho Falls, Idaho

Focused in corporate audit and tax, employee benefits audits, employee benefits programs and reporting compliance, and personal income tax and planning.

CPA, Account Executive/Manager, Partner January 2003 – October 2010

Cooper Norman – Idaho Falls, Idaho

Focused experience on corporate audits and taxation in the government contracting and construction industries. Specialized in employee benefit programs, providing audit services to benefit plans, as well as administrative compliance services. Lead partner in ERISA practice.

Experienced in various client accounting and tax software.

Graduate Teaching Assistant September 2000 – December 2002

Idaho State University – Pocatello, Idaho

Assisted Accounting 201 professors, graded Accounting 201 homework, and instructed students on basic introduction to QuickBooks Pro.

Administrative Assistant 1998 to 1999

State of Idaho EMS Bureau – Regional Office, Idaho Falls, Idaho

Managed regional budgets, purchasing, and grants.

Scheduled and coordinated use of training equipment, maintained office equipment and supplies inventories.

Coordinated regional certification examination, developed flyers, maintained approved training course records, certification records, instructor records, and test evaluator records.

Secretary 1996 to 1998

State of Idaho Emergency Services Training, Boise, Idaho

Reviewed and prioritized incoming correspondence, produced letters and bulk mailings, developed course and conference flyers, recorded class costs and budget information, scheduled and shipped course materials, and directed incoming calls.

Office Manager and Claims Adjuster 1992 to 1995

Pacific Claims, Inc., Seattle, Washington

Licensed Independent Adjuster, State of Washington.

Supervised a clerical staff of four personnel, assisted in handling Longshore and Jones Act claims, reviewed expenses, prepared and tracked insurance payments and receipts.

Education

Master of Business Administration – Accounting Emphasis December 2002

Idaho State University

Bachelor of Business Administration December 2000

Idaho State University

Double major: Management and Finance, Emphasis in Entrepreneurship

Achieved overall grade point average of 3.6 (on a 4.0 scale).

Community Involvement

Exchange Club (www.nationalexchangeclub.org)

"Exchange, America's Premier Service Club, working to make our communities better places to live."

Active member and Past-President of the Idaho Falls Exchange Club

Current District President (2011-2012) Yellowstone District Exchange Club

Help, Inc. (<http://www.helpincidaho.org>)

"To eradicate child abuse in our communities through community education and victim and family support."

Active board member since 2007 and current Treasurer.

Professional Associations

American Institute of Certified Public Accountants (AICPA)

Idaho Society of Certified Public Accountants (ISCPA)

American Society of Pension Professionals & Actuaries (ASPPA)

References

David M. Smith, CPA, Smith & Company, PLLC – (208) 524-2601

April 5, 2012

James Drake, DMD, Park West Dental Care – (208) 524-0870

Todd Mary, The Hartwell Corporation – (208) 522-5656

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Appendix H

Start-Up Budget with Assumptions-Form

~~The information is found on the following pages.~~

The start up budget is included in Appendix I. The assumptions for the facilities are in Appendix F. The assumptions for various subcontractors are found in the bids and the memoranda of intent in Appendix P.

Appendix I

Three Year Operating Budget ~~Form~~ and Start Up Budget

The information is found on the following pages.

**Odyssey Charter School
Scenario 1 - Broken Bow Plaza**

	Year 1 (Start up year)			Year 2			Year 3			Year 4		
	Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount
Grade 7	24	2	48	20	2	40	20	2	40	20	2	40
Grade 8	24	2	48	24	2	48	20	2	40	20	2	40
Grade 9	22	2	44	24	2	48	24	2	48	20	2	40
Grade 10				22	2	44	22	2	44	20	2	40
Grade 11							12	2	24	20	2	40
Grade 12												
Total number of students	23	6	140	23	8	180	20	10	196	20	10	200
Operating School Days			176			176			176			176
Inflation Rate						3%			3%			3%
Revenues:												
State Apportionment - Salary	10.4	\$ 5,017	\$702,358	13.4	\$ 5,061	\$911,034	14.6	\$ 5,088	\$997,178	14.8	\$ 5,088	\$1,017,659
State Transportation		80%	\$68,704		80%	\$117,469		80%	\$131,749		80%	\$138,470
Nutritional Program	80%	\$ 193.60	\$21,683	80%	\$ 199.41	\$28,715	80%	\$ 205.39	\$32,205	80%	\$ 211.55	\$33,848
Grants/Other Revenue												
Student Fees												
Total Revenues			\$812,745			\$1,057,218			\$1,161,132			\$1,189,978
Expenses:												
Salaries:												
Teachers	6.0	\$ 30,000	\$180,000	8.0	\$ 32,000	\$256,000	10.0	\$ 34,000	\$340,000	10.0	\$ 36,000	\$360,000
Special Education	2.0	\$ 30,000	\$60,000	2.0	\$ 32,000	\$64,000	1.0	\$ 34,000	\$34,000	1.0	\$ 36,000	\$36,000
Administration	1.0	\$ 34,386	\$34,386	1.0	\$ 63,000	\$63,000	1.0	\$ 68,900	\$68,900	1.0	\$ 69,900	\$69,900
Instructional Aids	1.0	\$ 9,000	\$9,000	2.0	\$ 9,180	\$18,360	2.0	\$ 9,364	\$18,727	2.0	\$ 9,551	\$19,102
Office Staff	0.5	\$ 20,000	\$10,000	1.0	\$ 20,400	\$20,400	1.0	\$ 20,808	\$20,808	1.0	\$ 21,224	\$21,224
Business Manager	1.0	\$ 25,000	\$25,000	1.0	\$ 27,000	\$27,000	1.0	\$ 29,000	\$29,000	1.0	\$ 31,000	\$31,000
Nutritional Program	0.5		\$0			\$0			\$0			\$0
Librarian			\$0			\$0			\$0			\$0
Maintenance/Other	0.5	\$ 20,000	\$10,000	1.0	\$ 20,400	\$20,400	1.0	\$ 20,808	\$20,808	1.0	\$ 21,224	\$21,224
Total Salaries	12.5		\$328,386	16.0		\$469,160	17.0		\$532,243	17.0		\$558,450
Benefits:												
Retirement/PERSI	10.50%		\$34,481	10.50%		\$49,262	10.50%		\$55,886	10.50%		\$58,637
Health/Life Insurance	5.00%		\$16,419	5.00%		\$23,458	5.00%		\$26,612	5.00%		\$27,923
Payroll Taxes	7.65%		\$25,122	7.65%		\$35,891	7.65%		\$40,717	7.65%		\$42,721
Workers Comp/Unemployment	5.00%		\$16,419	5.00%		\$23,458	5.00%		\$26,612	5.00%		\$27,923
Total Benefits	28.15%		\$92,441	28.15%		\$132,069	28.15%		\$149,826	28.15%		\$157,204
Operating Expenses												
Textbooks		\$ 360	\$50,400		\$ 371	\$66,744		\$ 382	\$74,857		\$ 393	\$78,676
Supplies		\$8,000	\$8,000		\$8,240	\$8,240		\$8,487	\$8,487		\$8,742	\$8,742
Furniture & equipment - classrooms	6	\$ 3,000	\$18,000	2	\$ 3,090	\$6,180	2	\$ 3,183	\$6,365	\$ 3,278		\$0
Other Furniture & equipment			\$3,000			\$1,000			\$1,000			\$1,000
Contract Services-SMS+PVP+IT			\$15,000			\$10,000			\$10,000			\$5,000
Legal			\$3,000			\$3,090			\$3,183			\$3,278
Accounting			\$3,650			\$13,790			\$14,066			\$14,347
Advertising/Marketing			\$3,250			\$3,348			\$3,448			\$3,551
Gas/Electric			\$6,000			\$6,180			\$6,365			\$6,556
Telephone/Internet			\$3,600			\$3,708			\$3,819			\$3,934
Liability & Property Insurance			\$9,250			\$9,527			\$9,813			\$10,108
Testing & Assessment			\$5,500			\$5,665			\$5,835			\$6,010
Staff Development			\$7,500			\$7,725			\$7,957			\$8,195
Consulting			\$1,500			\$1,545			\$1,591			\$1,639
Travel			\$600			\$618			\$637			\$656
Postage			\$600			\$618			\$637			\$656
Rents/Leases			\$103,251			\$85,845			\$88,420			\$91,073
Grounds & Maintenance			\$4,500			\$4,635			\$4,774			\$4,917
Miscellaneous			\$1,250			\$1,288			\$1,326			\$1,366
Total Operating Expenses			\$247,851			\$239,745			\$252,581			\$249,705
Program Expenses												
Food (per student/day)	40%	\$ 2.75	\$27,104	40%	\$ 2.83	\$35,893	40%	\$ 2.92	\$40,256	40%	\$ 3.00	\$42,310
Transportation (per student/day)	45%	\$ 10.00	\$110,880	45%	\$ 10.30	\$146,837	45%	\$ 10.61	\$164,686	45%	\$ 10.93	\$173,088
Special Education												
Field Trips												
Total Program Expenses			\$137,984			\$182,730			\$204,942			\$215,398
Total Expenses			\$806,661			\$1,023,704			\$1,139,993			\$1,180,757
Net Operating Income/(Loss)			\$6,084			\$30,514			\$21,539			\$9,221
Beginning Balance			\$0			\$6,084			\$39,598			\$61,137
Ending Balance			\$6,084			\$39,598			\$61,137			\$92,358

**Odyssey Charter School
Scenario 2 - Hollipark Plaza**

	Year 1 (Start up year)			Year 2			Year 3			Year 4		
	Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount
Grade 7	24	2	48	20	2	40	20	2	40	20	2	40
Grade 8	24	2	48	24	2	48	20	2	40	20	2	40
Grade 9	22	2	44	24	2	48	24	2	48	20	2	40
Grade 10				22	2	44	22	2	44	20	2	40
Grade 11							12	2	24	20	2	40
Grade 12												
Total number of students	23	6	140	23	8	180	20	10	196	20	10	200
Operating School Days			176			176			176			176
Inflation Rate						3%			3%			3%
Revenues:												
State Apportionment - Salary	10.4	\$ 5,096	\$705,019	13.4	\$ 5,061	\$911,094	14.6	\$ 5,088	\$997,178	14.8	\$ 5,088	\$1,017,659
State Transportation		80%	\$88,704		80%	\$117,469		80%	\$131,749		80%	\$138,470
Nutritional Program		80%	\$193.60		80%	\$28,715		80%	\$32,205		80%	\$33,848
Grants/Other Revenue												
Student Fees												
Total Revenues			\$815,406			\$1,057,218			\$1,161,132			\$1,189,978
Expenses:												
Salaries						2%			2%			2%
Teachers	6.0	\$ 30,000	\$180,000	8.0	\$ 32,000	\$256,000	10.0	\$ 34,000	\$340,000	10.0	\$ 36,000	\$360,000
Special Education	2.0	\$ 30,000	\$60,000	2.0	\$ 32,000	\$64,000	1.0	\$ 34,000	\$34,000	1.0	\$ 36,000	\$36,000
Administration	1.0	\$ 49,137	\$49,137	1.0	\$ 63,000	\$63,000	1.0	\$ 68,900	\$68,900	1.0	\$ 69,900	\$69,900
Instructional Aids	1.0	\$ 9,000	\$9,000	2.0	\$ 9,180	\$18,360	2.0	\$ 9,364	\$18,727	2.0	\$ 9,551	\$19,102
Office Staff	0.5	\$ 20,000	\$10,000	1.0	\$ 20,400	\$20,400	1.0	\$ 20,808	\$20,808	1.0	\$ 21,224	\$21,224
Business Manager	1.0	\$ 25,000	\$25,000	1.0	\$ 27,000	\$27,000	1.0	\$ 29,000	\$29,000	1.0	\$ 31,000	\$31,000
Nutritional Program	0.5		\$0			\$0			\$0			\$0
Librarian			\$0			\$0			\$0			\$0
Maintenance/Other	0.5	\$ 20,000	\$10,000	1.0	\$ 20,400	\$20,400	1.0	\$ 20,808	\$20,808	1.0	\$ 21,224	\$21,224
Total Salaries	12.5		\$343,137	16.0		\$469,160	17.0		\$532,243	17.0		\$558,450
Benefits												
Retirement/PERSI		10.50%	\$36,029		10.50%	\$49,262		10.50%	\$55,886		10.50%	\$58,637
Health/Life Insurance		5.00%	\$17,157		5.00%	\$23,458		5.00%	\$26,612		5.00%	\$27,923
Payroll Taxes		7.65%	\$26,250		7.65%	\$35,891		7.65%	\$40,717		7.65%	\$42,721
Workers Comp/Unemployment		5.00%	\$17,157		5.00%	\$23,458		5.00%	\$26,612		5.00%	\$27,923
Total Benefits		28.15%	\$96,593		28.15%	\$132,069		28.15%	\$149,826		28.15%	\$157,204
Operating Expenses												
Textbooks		\$ 360	\$50,400		\$ 371	\$66,744		\$ 382	\$74,857		\$ 393	\$78,676
Supplies			\$8,000			\$8,240			\$8,487			\$8,742
Furniture & equipment - classrooms	6	\$ 3,000	\$18,000	2	\$ 3,090	\$6,180	2	\$ 3,183	\$6,365	\$ 3,278		\$0
Other Furniture & equipment			\$3,000			\$2,000			\$1,000			\$1,000
Contract Services-SMS+VP+IT			\$15,000			\$15,000			\$10,000			\$5,000
Legal			\$3,000			\$3,090			\$3,183			\$3,278
Accounting			\$3,650			\$13,790			\$14,066			\$14,347
Advertising/Marketing			\$3,250			\$3,348			\$3,448			\$3,551
Gas/Electric			\$4,800			\$7,800			\$8,094			\$8,275
Telephone/Internet			\$3,600			\$6,000			\$6,180			\$6,365
Liability & Property Insurance			\$3,000			\$3,090			\$3,183			\$3,278
Testing & Assessment			\$5,500			\$5,665			\$5,835			\$6,010
Staff Development			\$7,500			\$7,725			\$7,957			\$8,195
Consulting			\$1,500			\$1,545			\$1,591			\$1,639
Travel			\$600			\$618			\$637			\$656
Postage			\$600			\$618			\$637			\$656
Rents/Leases			\$40,440			\$89,065			\$84,141			\$86,665
Remodeling costs			\$50,000			\$0			\$0			\$0
Grounds & Maintenance			\$4,000			\$4,120			\$4,244			\$4,371
Miscellaneous			\$1,250			\$1,288			\$1,326			\$1,366
Total Operating Expenses			\$227,090			\$245,925			\$245,169			\$242,071
Program Expenses												
Food (per student/day)	40%	\$ 2.75	\$27,104	40%	\$ 2.83	\$35,893	40%	\$ 2.92	\$40,256	40%	\$ 3.00	\$42,310
Transportation (per student/day)	45%	\$ 10.00	\$110,880	45%	\$ 10.30	\$146,837	45%	\$ 10.61	\$164,686	45%	\$ 10.93	\$173,088
Special Education												
Field Trips												
Total Program Expenses			\$137,984			\$182,730			\$204,942			\$215,398
Total Expenses			\$804,804			\$1,029,884			\$1,132,181			\$1,173,123
Net Operating Income/(Loss)			\$10,602			\$27,334			\$28,951			\$16,856
Beginning Balance			\$0			\$10,602			\$37,937			\$66,887
Ending Balance			\$10,602			\$37,937			\$66,887			\$103,742

Odyssey Charter School
Scenario 3 - 1167 Jones Avenue

	Year 1 (Start up year)			Year 2			Year 3			Year 4		
	Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount
Grade 7	24	2	48	20	2	40	20	2	40	20	2	40
Grade 8	24	2	48	24	2	48	20	2	40	20	2	40
Grade 9	22	2	44	24	2	48	24	2	48	20	2	40
Grade 10				22	2	44	22	2	44	20	2	40
Grade 11							12	2	24	20	2	40
Grade 12												
Total number of students	23	6	140	23	8	180	20	10	196	20	10	200
Operating School Days			176			176			176			176
Inflation Rate						3%			3%			3%
Revenues:												
State Apportionment - Salary	10.4	\$ 5,036	\$705,019	13.4	\$ 5,061	\$911,034	14.6	\$ 5,088	\$997,178	14.8	\$ 5,088	\$1,017,659
State Transportation		80%	\$88,704		80%	\$117,469		80%	\$131,749		80%	\$138,470
Nutritional Program		80%	\$193.60		80%	\$199.41		80%	\$205.39		80%	\$211.55
Grants/Other Revenue			\$21,683			\$28,715			\$32,205			\$33,848
Student Fees												
Total Revenues			\$815,406			\$1,057,218			\$1,161,132			\$1,189,978
Expenses:												
Salaries						2%			2%			2%
Teachers	6.0	\$ 30,000	\$180,000	8.0	\$ 32,000	\$256,000	10.0	\$ 34,000	\$340,000	10.0	\$ 36,000	\$360,000
Special Education	2.0	\$ 30,000	\$60,000	2.0	\$ 32,000	\$64,000	1.0	\$ 34,000	\$34,000	1.0	\$ 36,000	\$36,000
Administration	1.0	\$ 49,137	\$49,137	1.0	\$ 63,000	\$63,000	1.0	\$ 68,900	\$68,900	1.0	\$ 69,900	\$69,900
Instructional Aids	1.0	\$ 9,000	\$9,000	2.0	\$ 9,180	\$18,360	2.0	\$ 9,364	\$18,727	2.0	\$ 9,551	\$19,102
Office Staff	0.5	\$ 20,000	\$10,000	1.0	\$ 20,400	\$20,400	1.0	\$ 20,808	\$20,808	1.0	\$ 21,224	\$21,224
Business Manager	1.0	\$ 25,000	\$25,000	1.0	\$ 27,000	\$27,000	1.0	\$ 29,000	\$29,000	1.0	\$ 31,000	\$31,000
Nutritional Program	0.5		\$0			\$0			\$0			\$0
Librarian			\$0			\$0			\$0			\$0
Maintenance/Other	0.5	\$ 20,000	\$10,000	1.0	\$ 20,400	\$20,400	1.0	\$ 20,808	\$20,808	1.0	\$ 21,224	\$21,224
Total Salaries	12.5		\$343,137	16.0		\$469,160	17.0		\$532,243	17.0		\$558,450
Benefits												
Retirement/PERSI		10.50%	\$36,029		10.50%	\$49,262		10.50%	\$55,886		10.50%	\$58,637
Health/Life Insurance		5.00%	\$17,157		5.00%	\$23,458		5.00%	\$26,612		5.00%	\$27,923
Payroll Taxes		7.65%	\$26,250		7.65%	\$35,891		7.65%	\$40,717		7.65%	\$42,721
Workers Comp/Unemployment		5.00%	\$17,157		5.00%	\$23,458		5.00%	\$26,612		5.00%	\$27,923
Total Benefits		28.15%	\$96,593		28.15%	\$132,069		28.15%	\$149,826		28.15%	\$157,204
Operating Expenses												
Textbooks		\$ 360	\$50,400		\$ 371	\$66,744		\$ 382	\$74,857		\$ 393	\$78,676
Supplies			\$8,000			\$8,240			\$8,487			\$8,742
Furniture & equipment - classrooms	6	\$ 3,000	\$18,000	2	\$ 3,090	\$6,180	2	\$ 3,183	\$6,365		\$ 3,278	\$0
Other Furniture & equipment			\$3,000			\$2,000			\$1,000			\$1,000
Contract Services-SMS+PVP+IT			\$15,000			\$15,000			\$10,000			\$5,000
Legal			\$3,000			\$3,090			\$3,183			\$3,278
Accounting			\$3,650			\$13,790			\$14,066			\$14,347
Advertising/Marketing			\$3,250			\$3,348			\$3,448			\$3,551
Gas/Electric			\$4,800			\$7,800			\$8,034			\$8,275
Telephone/Internet			\$3,600			\$6,000			\$6,180			\$6,365
Liability & Property Insurance			\$2,320			\$2,390			\$2,461			\$2,535
Testing & Assessment			\$5,500			\$5,665			\$5,835			\$6,010
Staff Development			\$7,500			\$7,725			\$7,957			\$8,195
Consulting			\$1,500			\$1,545			\$1,591			\$1,639
Travel			\$600			\$618			\$637			\$656
Postage			\$600			\$618			\$637			\$656
Rents/Leases			\$32,280			\$51,480			\$49,811			\$51,305
Remodeling costs			\$25,000			\$0			\$0			\$0
Grounds & Maintenance			\$3,000			\$3,090			\$3,183			\$3,278
Miscellaneous			\$1,250			\$1,288			\$1,326			\$1,366
Total Operating Expenses			\$192,250			\$206,610			\$209,057			\$204,875
Program Expenses												
Food (per student/day)	40%	\$ 2.75	\$27,104	40%	\$ 2.83	\$35,893	40%	\$ 2.92	\$40,256	40%	\$ 3.00	\$42,310
Transportation (per student/day)	45%	\$ 10.00	\$110,880	45%	\$ 10.30	\$146,837	45%	\$ 10.61	\$164,686	45%	\$ 10.93	\$173,088
Special Education												
Field Trips												
Total Program Expenses			\$137,984			\$182,730			\$204,942			\$215,398
Total Expenses			\$769,964			\$990,568			\$1,096,069			\$1,135,928
Net Operating Income/(Loss)			\$45,442			\$66,650			\$65,063			\$54,050
Beginning Balance			\$0			\$45,442			\$112,092			\$177,155
Ending Balance			\$45,442			\$112,092			\$177,155			\$231,205

Appendix J

First Year Month-by-Month Cash Flow

The information is found on the following pages.

Odyssey Charter School
Monthly Start Up Budget (Scenario 1 - Broken Bow Plaza)

	jul	aug	sept	oct	nov	dec	jan	feb	mar	apr	may	jun	TOTAL
Revenues:													
State Apportionment - Salary	\$351,179		\$70,236		\$70,236		\$70,236		\$70,236		\$70,236		\$702,358
State Transportation	44,352		8,870		8,870		8,870		8,870		8,870		88,704
Nutritional Program			2,710	2,710	2,710	2,710	2,710	2,710	2,710	2,710			21,683
Grants/Other Revenue													0
Student Fees													0
Total Revenues	395,531	0	81,817	2,710	81,817	2,710	81,817	2,710	81,817	2,710	79,106	0	812,745
Expenses:													
Salaries:													
Teachers		16,364	16,364	16,364	16,364	16,364	16,364	16,364	16,364	16,364	16,364	16,364	180,000
Special Education		5,455	5,455	5,455	5,455	5,455	5,455	5,455	5,455	5,455	5,455	5,455	60,000
Administration	2,866	2,866	2,866	2,866	2,866	2,866	2,866	2,866	2,866	2,866	2,866	2,866	34,386
Instructional Aids			1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000		9,000
Office Staff	833	833	833	833	833	833	833	833	833	833	833	833	10,000
Business Manager	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083		25,000
Nutritional Program Librarian													0
Maintenance/Other	833	833	833	833	833	833	833	833	833	833	833	833	10,000
Total Salaries	6,616	28,434	29,434	29,434	29,434	29,434	29,434	29,434	29,434	29,434	29,434	28,434	328,386
Benefits:													
Retirement/PERSI	695	2,986	3,091	3,091	3,091	3,091	3,091	3,091	3,091	3,091	3,091	2,986	34,481
Health/Life Insurance	331	1,422	1,472	1,472	1,472	1,472	1,472	1,472	1,472	1,472	1,472	1,422	16,419
Payroll Taxes	506	2,175	2,252	2,252	2,252	2,252	2,252	2,252	2,252	2,252	2,252	2,175	25,122
Workers Comp/Unemployment	331	1,422	1,472	1,472	1,472	1,472	1,472	1,472	1,472	1,472	1,472	1,422	16,419
Total Benefits	1,862	8,004	8,286	8,286	8,286	8,286	8,286	8,286	8,286	8,286	8,286	8,004	92,441
Operating Expenses:													
Textbooks		50,400											50,400
Supplies	4,000		800		800		800		800		800		8,000
Furniture & equipment - classrooms	18,000												18,000
Other Furniture & equipment	3,000												3,000
Contract Services-SMS+PVP+IT	15,000												15,000
Legal	1,500		300		300		300		300		300		3,000
Accounting	3,650												3,650
Advertising/Marketing	1,625		325		325		325		325		325		3,250
Gas/Electric	500	500	500	500	500	500	500	500	500	500	500	500	6,000
Telephone/Internet	300	300	300	300	300	300	300	300	300	300	300	300	3,600
Liability & Property Insurance	9,250												9,250
Testing & Assessment	5,500												5,500
Staff Development	7,500												7,500
Consulting	125	125	125	125	125	125	125	125	125	125	125	125	1,500
Travel	50	50	50	50	50	50	50	50	50	50	50	50	600
Postage	50	50	50	50	50	50	50	50	50	50	50	50	600
Rents/Leases	22,126	7,375	7,375	7,375	7,375	7,375	7,375	7,375	7,375	7,375	7,375	7,375	103,251
Grounds & Maintenance	375	375	375	375	375	375	375	375	375	375	375	375	4,500
Miscellaneous	104	104	104	104	104	104	104	104	104	104	104	104	1,250
Total Operating Expenses	92,655	59,279	10,304	8,879	10,304	8,879	10,304	8,879	10,304	8,879	10,304	8,879	247,851
Program Expenses:													
Food (per student/day)			3,012	3,012	3,012	3,012	3,012	3,012	3,012	3,012	3,012		27,104
Transportation (per student/day)			12,320	12,320	12,320	12,320	12,320	12,320	12,320	12,320	12,320		110,880
Special Education													0
Field Trips													0
Total Program Expenses	0	0	15,332	15,332	15,332	15,332	15,332	15,332	15,332	15,332	15,332	0	137,984
Total Expenses	101,133	95,717	63,355	61,990	63,355	61,990	63,355	61,990	63,355	61,990	63,355	45,317	806,661
Net Operating Income/(Loss)	294,398	(95,717)	18,462	(59,220)	18,462	(59,220)	18,462	(59,220)	18,462	(59,220)	15,751	(45,317)	6,084
Beginning Balance	0	294,398	198,682	217,143	157,924	176,385	117,166	135,627	76,408	94,869	35,650	51,401	0
Ending Balance	294,398	198,682	217,143	157,924	176,385	117,166	135,627	76,408	94,869	35,650	51,401	6,084	56,084

April 5, 2012

Appendix K

Student Handbook

The proposed Student Handbook is on the following pages.

Odyssey

Charter School

for grades ~~7~~6-12

Proposed STUDENT HANDBOOK

Odyssey Charter School is a free public charter school available to all Idaho students with a primary attendance area consisting of Shelley Joint School District #60, Bonneville County, and Jefferson Joint School District #251 with the facility located in Idaho Falls Joint School District #91.

Odyssey Charter School does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended. Any variance should be brought to the attention of the administration through personal contact, letter, phone or e-mail. Note: In case of conflict between Board policies or any provisions of student handbooks, the provision of Board policy is to be followed.

MISSION

We guide young adults to become well-rounded, capable leaders prepared to meet the challenges of the 21st Century.

VISION

Using project-based instruction in the arts and technology as well as real-world opportunities for community service, we create an engaging and challenging learning environment that enables each student to become a competent, compassionate, responsible, and interdependent citizen leader well-prepared for college and for life in the 21st century.

PREFACE

Dear Students and Parents:

The Odyssey Charter School Student Handbook contains information that students and parents are likely to need during the school year. Throughout the handbook, the term “the student’s parent” is used to refer to the parent, legal guardian, or other person who has agreed to assume school-related responsibility for a student.

Please be aware that this document is updated periodically since policy adoption and revision is an ongoing process. Therefore, any changes in policy that affect student handbook provisions should be made available to students and parents through newsletters and other communications. These changes will generally supersede provisions found in this handbook because they have been made obsolete by newly adopted policy.

RELEASE OF “DIRECTORY INFORMATION”

Regarding student records, federal law requires that “directory information” on my child be released by Odyssey Charter School to anyone who requests it unless I object in writing to the release of any or all of this information. This includes release of directory information to military recruiters and post-secondary institutions. This objection must be filed within ten school days of the time this handbook was given to my child. Directory information ordinarily includes:

1. student’s name
2. address
3. telephone number

4. date and place of birth
5. participation in officially recognized activities and sports
6. weight and height of members of athletic teams
7. photographs
8. dates of attendance
9. awards received in school
10. most recent previous school attended

Parents or guardians may limit the release of information listed above by contacting the office.

STUDENT ATTENDANCE POLICY

PURPOSE

The intent of an attendance policy is to encourage students in their attendance at school. Students should be absent only for legitimate, verifiable reasons.

VERIFIABLE ABSENCES

It is the responsibility of the student and parent(s) to verify all absences when the student is gone. All absences must be appropriately cleared with the school office or they will be termed unverified and credit may be lost. Unverified absences not appropriately cleared may be treated as a sluff and in-school suspension, or suspension could result. *Students who plan on missing 3 or more consecutive days of school for a vacation or potato harvest need to fill out an "Absentee Petition Form".* These forms serve as communication between parents, teachers, and students as to the possible risk of lower grades or failure in classes if the student and parents choose to miss school. Forms are available in the office.

Students at Odyssey Charter School will be allowed no more than 6 absences in each class per semester. All absences must be appropriately cleared with the school office or they will be termed unverified and credit may be lost. School excused absences will not count as part of the 6 absences. To accommodate circumstances that may occur, an additional 2 days over the six may be made up through attending Saturday School at the rate of 1 class period = 2 hours of Saturday School. A charge of \$5 per session will be assessed. Each session is 4 hours. Loss of credit will result on the 7th absence if a student chooses not to use Saturday School as a way to make up being absent or on the 9th absence if they choose to go to Saturday School. If a student is ever truant from class, (see Unverified Absences and Truancies below) the opportunity to make up 2 absences will be denied.

EXCECPTION TO THE SIX ABSENCE RULE

The one exception of the six absence rule is if there is a major or chronic illness verified in writing by a physician.

CONSEQUENCES OF EXCESSIVE ABSENCES

If a student is sixteen years of age or older and exceeds the days allowed as described above in two or more classes, the student will lose credit in all classes and be dis-enrolled. The student may re-enroll in regular classes at the beginning of any semester thereafter, upon successfully demonstrating that attitude and behavior warrant re-admittance if there is a position available, but the student will be moved to the bottom of the waiting list. If the student is under sixteen years of age and exceeds the six absence rule in two or more classes, credit will be denied in all classes for the semester and the student must remain in the class(es) and continue working for the remainder of the semester. However, if it is determined that the student is disruptive to the educational atmosphere in the classroom or continues to violate the attendance policy, the student may be dis-enrolled. Excessive absences could also prohibit a student from participating in activities that take place during the day in which it would not be in their best interest to be absent from class instruction.

UNVERIFIED ABSENCES AND TRUANCIES

An unverified absence is any absence not appropriately cleared with the school office. To verify an absence, a student needs written or verbal communication from the parent, teacher, or administrator depending on circumstances. Failure to verify will be considered a sluff which will result in disciplinary action. Habitual unverified absences will result in a parental conference and a contract with the school. Violation of the contract will result in being released for the semester and/or expulsion. A truancy is defined as follows:

1. **The student is in the school building but is not in attendance at a regularly scheduled class without permission of the teacher or the school office.** Parental permission is not valid when a student misses a class and remains on school grounds. It is mandatory to receive permission from the teacher of the class you are leaving or permission from the office.
2. **The student *leaves the school building* without prior approval by the parent or guardian (given by phone or written note) and without checking out through the office.**
3. **The student does not come to school and parents are unaware of their absence.**

LEAVING SCHOOL

Students who need to leave school for any reason need to check out through the office unless they leave at lunch time. Failure to check out could result in a truancy. Students should come to the office before class to get a "Permit to Leave" slip which they can show their teachers to allow them to get out of class early. Then the student can meet the parent without the parent having to come into the building to get them.

At the high school level, it is often difficult to get the "Permit to Leave" slips to the class at the parent's request so parents are encouraged to communicate with their children in advance. ***It is not a reasonable request to call and ask that a student meet a parent out front in 5 minutes.***

MAKEUP PRIVILEGES

Students are required to make up all work missed for all absences. Students will be allowed two days make-up time for each absence to complete the missed work on the days they were absent. Assignments that have deadlines given in advance, such as research papers, etc., are due on the deadline date or it is a late assignment. Additional time may be granted at the teacher's discretion for extenuating circumstances. MAKE-UP WORK AND TESTS WILL NOT BE ACCEPTED FOR DAYS THAT WERE MISSED DUE TO TRUANCY, UNEXCUSED OR UNVERIFIED ABSENCES.

NOTIFICATION RESPONSIBILITY OF THE SCHOOL

1. The school will make the attendance policy available to all students and parents at the beginning of each school year and/or upon enrollment of the student for the first time and will be available on the school's website.
2. Due to the availability to parents or guardians of the online student information system, notification will be given as a courtesy upon the initial fourth absence from a class. Upon the initial sixth absence, the parent or guardian will be notified.

RIGHT OF APPEAL

The secondary attendance policy will be administered by the administration of Odyssey Charter School. Any appeal from the decision of the principal will go to the Board of Trustees.

CREDIT CRITERIA FOR ENROLLMENT

MIDDLE SCHOOL ~~7TH-8TH~~^{6th-8th} GRADES

~~Odyssey will implement a credit system for grades 7 and 8 that will address the credit requirements, credit recovery, alternate mechanisms and attendance that will have the following elements.~~

~~A~~ Middle school students must meet the following criteria to be advanced to the next grade:

- ~~^~~ A student will pass a minimum of eighty percent (80%) of the total credits attempted before the student will be eligible for promotion to the next grade level.
- ~~^~~ Odyssey will require a student to attain, at a minimum, a portion of the total credits attempted in each area in which credits are attempted, except for areas in which instruction is less than a school year, before the student will be eligible for promotion to the next grade level.
- ~~^~~ Students will take pre-algebra before entering the 9th grade.
- ~~^~~ Credit Recovery. A student who does not meet the minimum requirements of the credit system shall be given an opportunity to recover credits ~~or complete an alternate mechanism in order to become eligible for promotion to next grade level~~ by retaking the class or taking another class either at Odyssey or at another accredited school.
- ~~1. Alternate Mechanism. Odyssey will establish an alternate mechanism to determine eligibility for grade level promotion. The alternate mechanism shall require a student to demonstrate proficiency of the appropriate content standards. All locally established mechanisms used to demonstrate proficiency will be forwarded to the State Department of Education. Alternate mechanisms must be re-submitted to the Department when changes are made to the mechanism.~~
- ~~2. Attendance shall be an element included in the credit system, alternate mechanism or both.~~
- ~~^~~ Students must maintain or exceed ninety percent (90%) attendance in a class in order to pass that class. Attendance time can be made up through arrangements with the principal. The attendance time must be made up before the end of the semester.
- ~~^~~ Special Education Students. The Individualized Education Program (IEP) team for a student who is eligible for special education services under the Individuals with Disabilities Education Improvement Act may, establish alternate requirements or accommodations to credit requirements as are deemed necessary for the student to become eligible for promotion to the next grade level.

- △ Limited English Proficient (LEP) students. The Educational Learning Plan (ELP) team for a Limited English Proficient (LEP) students, as defined in Subsection 112.04.d.iv., may establish alternate requirements or accommodations to credit requirements as deemed necessary for the student to become eligible for promotion to the next grade level.

9TH GRADE

To be enrolled as a student at Odyssey Charter School, a student must successfully complete the middle school credits as will be outlined by above. Students who have not completed their middle school graduation requirements will remain in middle school classes until they complete them. They may move up into high school classes at the beginning of a new semester if a position is available.

10TH-12TH GRADE

Students who transfer to Odyssey Charter School or wish to re-enroll in Odyssey Charter School and have been accepted through the enrollment process must complete the following:

Complete at least 10 credits for each grade they have been in from their freshman year. Freshmen need to complete 10 credits, sophomores need 20 credits, etc.

Options: Students who do not have the required credits each year have the following options to meet the minimum credits needed:

- 3-1. _____ Take college home study classes (See Counseling Office).
4-2. _____ Take summer school classes (limited to 2 credits).
5-3. _____ Complete courses through Idaho Digital Learning Academy.

FOREIGN EXCHANGE STUDENTS

Foreign exchange students wishing to attend Odyssey Charter School will be charged a \$600 tuition fee to attend. This is in addition to any other fees that may be incurred.

RELEASED TIME PRIVILEGE

Students are under the jurisdiction of the school for the entire school day. The only exception to this is for students who participate in a "release time" program. Students who have been granted "release time" and are not at their assigned "release time" program, will be dealt with as if truant from school and their privileges may be revoked.

COMPLAINTS BY STUDENTS / PARENTS

Usually student or parent complaints or concerns can be addressed simply by a phone call or a conference with the teacher. If unresolved, a written complaint and a request for a conference should be sent to the principal. Some complaints require different procedures. The principal's office can provide information regarding specific processes for filing complaints.

CORPORAL PUNISHMENT

No person who is employed or engaged by Odyssey Charter School may inflict or cause to be inflicted corporal punishment on a student. Corporal punishment does not include, and Odyssey Charter School personnel are permitted to use, reasonable force as needed to maintain safety for other students, school personnel, or other persons, or for the purpose of self-defense.

DISTRIBUTION OF NON-SCHOOL MATERIALS

Written materials, handbills, photographs, pictures, petitions, films, tapes, posters, or other visual or auditory materials may not be posted, sold, circulated, or distributed on any school campus by a student or a non-student without the prior approval of the principal. Any student who posts material without prior approval will be subject to disciplinary action. Materials displayed without this approval will be removed.

DRESS STANDARDS

Dress standards are established to teach grooming and hygiene, prevent disruption, and minimize safety hazards. Compliance with the dress and grooming standards will help our students to be safer, enable them to focus on learning while at school, and will limit distress for those who are unable to afford rapidly passing fads. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following guidelines and do not create a disturbance or interference to the educational environment:

Commercialism is defined as symbols, brands or slogans referring to products, companies, movies, video games, and television shows.

Media messages include, but are not limited to, movie and television characters, comments or slogans, and screen graphics.

CLOTHING

Bottoms: All students, boys and girls, must wear pants due to the fact that they may be doing much of their work on the floor. Pants must be black, khaki, or dark blue, and can be

any style. Denim pants are not allowed. We ask that all pants be worn above the hips, be clean, and that they have no holes, tatters, patches, fading, commercialism or media messages. The brand name and logo on the exposed, stitched-in tag of denim pants is acceptable at the waist line only. Pants must be worn above the hips and cover all undergarments.

Tops: All students, boys and girls, must wear a solid color, sleeved, collared-polo style shirt. They may choose any **solid** color (no patterns) and any collar style. Shirts must be clean and have no holes, tatters, patches, commercialism or media messages. One **small** embroidered logo like the Lacoste crocodile is OK, but no screen graphics are permitted. Shirts may be tucked or untucked, but must cover all undergarments.

Shoes: All shoes, sneakers, and sandals that have no holes are acceptable. No heels, flip flops, or backless shoes or sandals. No wheels. For safety all shoes and sandals should fasten securely to the foot. Shoes must be worn for health and safety reasons.

Socks: All socks that have no holes are acceptable; but should have no media messages.

Hats: Hats and caps are for outdoor wear only and must be stored during class time.

Winter: When it gets cold, students may wear warm clothing such as beanies, sweaters, cardigans, hooded jackets, coats, etc. of any color and pattern that have no holes or media messages.

All clothing shall be neat, clean and appropriate to the circumstances. Students may be excluded from attending classes when any of the following is worn or evident:

1. Clothing that reveals the midriff
2. Chains or spike-like accessories.
3. Gang-related dress including the following:
 - a. Bandanas: No bandanas of any color will be allowed.
 - b. Sagging: No sagging will be allowed (All pants are to be worn at the waist.) This includes any clothing worn by any student which gives the obvious appearance of sagging where pockets or zippers are seen positioned in the thigh region or below.
 - c. No monikers (nicknames or gang names) on the side or inside of hats.
 - d. Hats will be worn with the brim of the hat over the face of the person wearing it. Hairnets cannot be worn.

- e. Military style or webbing belts, if worn, must be in the belt loop not hanging.
- 4. Oversize full length coats such as dusters or trench coats.
- 5. Body piercings other than for one set of ear rings for girls. No piercings are allowed for boys.

A student whose dress disrupts the educational process will be subject to appropriate discipline.

The administration has the option to contact the parents to deliver a change of clothes while the student waits in the office until the parent arrives, send the student home to change or give them a temporary replacement until school ends.

If there is a cultural or religious issue for a student with respect to the clothing expectations, the school administrator will address this on a case by case basis.

HAIR, GROOMING AND HYGIENE

Hair is to be clean and neat. The length for boys' hair is not to exceed past the collar and off of the ears. All students should have their hair worn so that it is out of their eyes. No distracting hair styles or unnatural colors are acceptable. Students should be clean and free of body odors. Students are welcome to bring a toothbrush with them to school to practice good hygiene habits. If there is a cultural or religious issue for a male student with respect to the length or style of hair the school administrator will address this on a case by case basis.

JEWELRY AND BODY ADORNMENT

No dangling jewelry will be allowed for safety purposes. Girls may wear stud earrings only. Students may wear jewelry that has religious significance to the child as long as it is not dangling and does not become a distraction to the student or to others in the classroom. Necklaces must be worn inside the shirt. No tattoos may be visible.

COMPUTER RESOURCES

Use of computer technology is restricted to students working under a teacher's supervision and for approved purposes only. Students and parents will be asked to sign a user agreement (separate from this handbook) regarding use of these resources; violations of this agreement may result in withdrawal of privileges and other disciplinary action. Students and parents should be aware that electronic communications—e-mail and other computer communications—using school computers are not private and may be monitored by Odyssey Charter School staff.

CLASS CHANGE POLICY

In the spring, students will be registered for the following year. By the time school has ended each student must have a complete schedule for the next year. SCHEDULE CHANGES ARE

\$20.00. (That means any schedule changes made in the fall when school starts will cost the student \$20.00.) The only exception will be if the school or the parents feel that there are some extenuating circumstances and permission from the principal is given for schedule changes. THE DEADLINE FOR ALL CLASS CHANGES IS TWO WEEKS AFTER THE BEGINNING OF EACH SEMESTER. Students may not change classes or drop classes after this two week period. If for some reason a change must be made following the 2 week deadline, an "F" will be given on the transcript and the student will receive NO CREDIT in the class dropped AND the new class entered. Any student who chooses to quit going to a class because they are failing the class, etc., must have administrative approval. Failure to do so could result in a dismissal of the student for the semester and a loss of all credit for that semester.

CHALLENGING A GRADE

Students have a period of three weeks after grades are posted or mailed to question a grade given by a teacher or a grade denied for attendance problems.

CLASS/CREDIT POLICY

Odyssey Charter School students who have fulfilled all the requirements for an Odyssey Charter School diploma (see Graduation Requirements) prior to the day of graduation will be allowed to participate in graduation activities. If a student fails to complete all the requirements by the designated deadline set by the school, he or she will not be eligible to march at the commencement ceremony. A diploma may issued at a later date when the work is complete. Odyssey Charter School students are defined as having taken at least 30 of their credits at OCS or they have recently enrolled and finished their required credits at Odyssey Charter School. Students must have all work fully completed and approved by the faculty before graduation or they cannot march. It does not matter when they finish the 50 credits, they can march at the next graduation exercises. OCS students with "good cause" (extenuating circumstances as approved by administration and counselors) are allowed to graduate.

Students attending another school, who are eligible to graduate through Odyssey Charter School, must make the decision by May 1 to avoid any problems. Foreign exchange students do not receive a diploma, but can receive a certificate of attendance and march in graduation exercises.

CONCURRENT ENROLLMENT POLICY

Students may receive dual credit by taking college classes. These classes need to be approved by the student's counselor. Odyssey Charter School supports concurrent enrollment with the universities. Students desiring to take college credits will also be given elective credit to fulfill

elective requirements for graduation. High school core courses cannot be substituted with college courses unless there is an articulation agreement with the University and the course in question meets the State of Idaho standards.

OTHER INTERESTS

Students who will miss 11 or more days of school to pursue other interests such as being a Congressional Page in Boise or other special situations will need administrative approval. Options are to make up missing work through completion of correspondence courses, or via Idaho Digital Learning Academy.

REPLACING LOW OR FAILED GRADES

There are four options for a student to use to replace a low or failing grade in a class:

1. Repeat the same course at the high school.
2. Take the same course in a local school district's summer school.
3. Take the same course at a local school district night school.
4. Take the same course through IDLA (see counseling office.).

CORRESPONDENCE/HOME STUDY PROGRAMS

Only eight credits of home study will be accepted for graduation. Home studies sponsored by a university need approval from a counselor. Idaho Digital Learning Academy credits also require approval from a counselor. BYU Independent Home study courses must have all assignments and the final test sent to BYU by the second Friday in May. If this deadline is not met, students must make an appointment to go to BYU in Provo, Utah and hand in any missing assignments and take the final test in person on campus. Final grades must be in the Friday before commencement exercises.

GRADUATION REQUIREMENTS

Graduation requirements will be aligned with the latest the laws and codes of the State of Idaho such as IDAPA 08.02.03 104, 105, 106. Odyssey will meet or exceed these requirements.

Core Area	Graduation Requirement
Core of Instruction	30 credits
Electives	16 credits
Total Credits	46 credits (minimum)
Language Arts	9 credits
(English-8 credits and Speech - 1 credit	(Speech credit be integrated into the English classes through the presentations of the projects.

Students who transfer to Odyssey will need to have 4 language arts credits at Odyssey or take a speech class off campus or online.	
Mathematics	6 credits
	Including Algebra I and Geometry Standards.
	2 credits must be taken in the last year of high school
Science	6 credits
	(4 lab)
Social Studies (US History, Economics, and American Government)	5 credits
Humanities (Interdisciplinary Humanities, Fine Arts, or Foreign Language)	2 credits
Health	1 credit
Senior Project focusing on Community Service Leadership	1 credit
	See description below.
Post Secondary Readiness Plan	4 Year Learning Plan at the end of 8th Grade
College Entrance Exam	Take either ACT, SAT, or Compass exam by the end of 11th or 12th grade
ISAT	Pass the ISAT with a Score of Proficient or Advanced in Reading and Math, Language Usage, and Science

<u>Online Classes</u>	<u>2 Credits from the list Odyssey will provide. This will take effect for the class graduating 2016.</u>
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Project-Based Learning and Community Service

Odyssey will incorporate project based learning that will often incorporate a community service focus, so community service is integrated into Odyssey's classes instead of being a separate class or requirement.

Senior Project/Community Service Leadership

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

1. Research a community need

2. Plan a project to meet that need
3. Organize people to help with the project
4. Written report of the project
5. Oral presentation of the project to a panel of teachers and others

ACCOMMODATIONS

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

PROFICIENCY

Students must (1) pass the ISAT 10 or (2) pass a comparative assessment approved by the Board of Trustees. In addition, each student receiving special education services will include as part of his/her IEP a statement of how the student will demonstrate proficiency in the Idaho Achievement Standards as a condition of graduation, if it is different than meeting proficiency under either #1 or #2 above.

TRANSFER STUDENTS

In order to receive a diploma from Odyssey Charter School, the students must attend Odyssey Charter School the student's senior year or have moved with his/her family from out of the area after the beginning of the second semester of the senior year. All credits applied toward graduation must have been earned from accredited institutions.

EARLY GRADUATION

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

GRADUATION OF NON PUBLIC SCHOOL STUDENTS

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

ALTERNATIVE CREDIT OPTIONS

In addition to regular classroom-based high school instruction, students may earn credit through the following means:

CORRESPONDENCE/VIRTUAL/ONLINE COURSES

Correspondence/Virtual/online courses, an option different from the traditional classroom, take place when space, time or both separate the teacher and the learner.

These courses offer educational opportunities that meet students' individual needs and grant them flexibility of learning with respect to time and place. Odyssey Charter School will allow a maximum of eight (8) credits from correspondence/virtual/online courses to be applied toward the completion of graduation requirements. All correspondence credits used in completing graduation requirements shall be from an institution which has received its accreditation from the Northwest Association of Accredited Schools or its affiliates. Only those correspondence/virtual/online courses which are approved in advance by the principal's or designee will be accepted for credit. In unusual or extenuating circumstances, the principal or designee may approve correspondence/virtual/online credits above the maximum, but within the State Board of Education requirements.

IDAHO DIGITAL LEARNING ACADEMY (IDLA)

The Idaho Digital Learning Academy (IDLA) is a legislatively created virtual school created to provide Idaho students with greater access to an assortment of courses while working in collaboration with public schools. IDLA is accredited by the Northwest Association of Accredited Schools and its courses are aligned to Idaho Achievement Standards. Credits earned through the IDLA shall not be subject to the graduation credit limitations specified in Board Policy.

Odyssey Charter School will use IDLA classes to supplement its curriculum, provide remedial academic support, and assist students in fulfilling their parent approved four year high school plan. IDLA courses are an alternative to learning in a traditional classroom.

Characteristics that aid in the success of IDLA students are reading competency, time management skills, intrinsic motivation, and self-discipline.

All students who are academically qualified to take a course for high school credit may enroll in IDLA courses. Registration will be facilitated by the designated Site Coordinator at the school for which the student is zoned to attend or the school the student is attending.

All tuition and registration fees for IDLA courses will be the responsibility of the student and/or parent with the following exceptions:

1. The student is unable to attend school for documented medical reasons.
2. Scheduling conflicts prevent enrollment in a course required for graduation.
3. The IDLA course is not offered within Odyssey Charter School curriculum.

4. The existence of unusual and/or extenuating circumstances as determined by the principal or designee.
5. In any case in which Odyssey Charter School pays tuition for IDLA courses, the student and/or parent is required to place a deposit that is equal to 75% of the tuition and registration fees to cover "drop fees" in the event the student does not complete the course. Upon completion of the course, the deposit will be refunded in full.

Textbooks required for IDLA courses in cases where Odyssey Charter School pays the tuition costs will be provided by Odyssey Charter School.

COLLEGE/UNIVERSITY COURSES

Any credits earned from an accredited post-secondary institution shall be credited toward Idaho State Board of education high school graduation requirements. A three (3) credit course at the post-secondary level shall equate to one and one-half (1.5) high school course credit.

DRUG TESTING POLICY

Odyssey Charter School expects that students who are provided with the opportunity to engage in school-sponsored sporting and other extracurricular activities as representatives of Odyssey Charter School will be drug and alcohol free during their participation in these activities and other extracurricular events will decrease their chances of being injured. It will demonstrate to the rest of the student body their willingness to be drug and alcohol free and their desire to be worthy representatives of Odyssey Charter School.

Drug testing will be for the express purposes of:

1. The health and safety of all students participating in extracurricular activities.
2. The prevention of student involvement with drugs and alcohol.
3. Undermining the effects of peer pressure by providing specific reasons for students to refuse involvement with drugs and alcohol.
4. Possible intervention with and help for students involved with drugs and alcohol by encouraging those involved to seek treatment or rehabilitation. Odyssey Charter School's drug testing policy is to insure that those students who participate in sporting and other extracurricular activity are free from the effects of illegal drugs and alcohol while engaging in such Odyssey Charter School sponsored activities.

Any student in grades eight through twelve participating in interscholastic athletic programs that may be sponsored by Odyssey Charter School and the Idaho High School Activities Association and/or any student whose participation in an extracurricular activity requires that student to

leave school grounds as a representative of Odyssey Charter School may be required to be tested. Students can be tested during the fall, winter, spring or year around sport or activity from the first allowable day of practice or activity as determined by the IHSAA or the official school sponsor of the activity to the last day designated for that activity.

Parents who would like a complete copy of Odyssey Charter School's policy may obtain one from the office.

DUAL ENROLLMENT

Students will be allowed to participate in dual enrollment with other public schools within Idaho Falls School District #91. Home schooled and privately schooled students may also enroll.

GRADUATION

In honor of those graduating and to lend to the dignity of Commencement Exercises, we have established the following policies:

1. All graduates will be dressed in a uniform manner, i.e. caps and gowns. Graduates will wear slacks, shirt and tie, dresses and appropriate footwear under their gowns.
2. No decorations on the cap or gown that would cause the graduate to draw individual attention including medals, medallions, etc. unless there is administrative approval.
3. Nothing should be brought into the ceremony that could cause a disruption.
4. Guests are asked to dress up for the occasion. Clothes such as shorts, tank tops, well worn denims, etc. are not appropriate.
5. Because of increasingly limited seating and the disturbances small children can make, babysitting arrangements should be made for babies and small children.
6. Please come early enough to find seats. Taping off rows of seats is not fair to the general public. Only official OCS signs will be honored for reserving seats.

TEACHER AIDE CREDITS

Only two credits of T.A. (office, library or teacher aide) are allowed for graduation.

FEES

All fees should be paid the day of registration. Classroom fees for electives (Art, Play Production, Piano, etc.) should be paid within **two weeks** after each semester begins. Fees should be paid in the office. **Receipts should be kept the whole year.** When students produce receipts, the question of payment is cleared up quickly. **Refunds for yearbooks will not be**

issued after December 1 for any reason. Unpaid fees are kept on record through the course of high school and must be paid by graduation in order to participate in graduation exercises.

CELL PHONES AND OTHER ELECTRONIC DEVICES

Cell phones are not to be used in the classroom for any reason.

Use of cell phones is limited to breaks. Those wishing to communicate with students by cell phone must understand that they can only respond to text or voice messages at the breaks or lunchtime. Music player devices are a disruption to learning and have no educational value. Students should not bring them to school. ***Personal music player devices and cell phones, if seen or heard between the start of school and the end of school, will be confiscated, taken to the office and returned to parents only. Failure to relinquish a phone or music player device to a staff member is insubordination, a Class II discipline violation.***

The following consequences will also apply:

1st Offense: 1 day lunch detention plus warning of \$10 fine for next offense.

2nd Offense: 3 days lunch detention, \$10 fine, plus warning of \$30 fine on the 3rd offense

3rd Offense: 1 day in-school-suspension, 3 days lunch detention, \$40 fine, plus parental meeting, consideration of being dis-enrolled.

4th Offense: 3-5 day in-school-suspension and recommendation by principal for dis-enrollment. If an electronic device is lost or stolen, it is not the school's responsibility. The school will pursue the matter as a matter of teaching good character traits such as honesty, etc. Because the parents and/or student choose to bring the device to school, they are responsible for the care and safekeeping of all electronic devices.

FIRE DRILL/LOCK DOWN INSTRUCTIONS

1. The signal for a fire drill is a loud, continuous horn.
2. When the signal is sounded, evacuate all buildings. Stay away from all buildings. Students should stay with class groups.
3. Leave the building in a calm and orderly manner. Walk quickly. Do not run or loiter.
4. Leave the building through the exit assigned your area of the building.
5. Students on the grounds not in classrooms should move immediately with other students to the nearest evacuation area.
6. When the all-clear signal is given, return to class immediately.
7. In Lock Down situations, students remain in the classroom and follow instructions from the teacher.

CONDUCT

In order for students to take advantage of available learning opportunities and to be productive members of our campus community, each student is expected to:

1. Demonstrate courtesy — even when others do not.
2. Behave in a responsible manner, always exercising self-discipline.
3. Attend all classes, regularly and on time.
4. Prepare for each class; take appropriate materials and assignments to class.
5. Meet Odyssey Charter School or building standards of grooming and dress.
6. Obey all building and classroom rules.
7. Respect the rights and privileges of other students, teachers, and other Odyssey Charter School staff.
8. Respect the property of others, including Odyssey Charter School property and facilities.
9. Cooperate with or assist the school staff in maintaining safety, order, and discipline.

DISCIPLINE POLICY

School personnel will strive to secure individual and group discipline, but should not tolerate insubordination (refusal to obey), lack of proper respect, or improper conduct on the part of a student or students. Such conduct will result in disciplinary action and may lead to suspension or expulsion. School personnel should, in turn, extend to students the same respect and courtesy which they, as employees, have the right to demand. Supervisory personnel must afford students due process prior to taking disciplinary action. Cutting or reducing grades is not acceptable disciplinary action. Students are charged with the responsibility of abiding by accepted standards of good conduct and discipline while on school property, while participating in any school function or activity, private conveyance or walking. All teachers and/or other supervisory personnel are charged with the responsibility of knowing Odyssey Charter School's policies, procedures, rules and regulations, regulations of the State Board of Education, and the state and city laws.

MINOR OFFENSES: CLASS I

1. The intentional unlawful threat by word or act to do violence to another student, combined with an apparent ability to do so, and doing some act which creates a well founded fear in the person that such violence is imminent.
2. Bullying/harassment shall be defined as any physical, verbal, cyber, or socially aggressive behavior calculated to intimidate, harm, injure, coerce, ridicule, or threaten. Any staff member observing or suspecting bullying behavior shall intervene.

3. Intentionally providing false information to an Odyssey Charter School employee. This includes, but is not limited to student informational data and information directly related to school business.
4. Using profane or obscene language, conduct and/or gestures.
5. Illegal organization. Participation in fraternities, sororities, and secret societies.
6. Excessive unverified absences /tardiness. Not clearing attendance with parents or the office and repeatedly reporting late to school or class.
7. Nonconformity to dress code.
8. Minor disruption on a school bus.
9. Inappropriate public display of affection.
10. Unauthorized absence from class or school.
11. Excessive distraction of other students. Any behavior which disrupts the orderly educational process in the classroom or other school functions.
12. Truancy/sluffing school (refer to verifiable absences)
13. Any other violation which the administrator reasonably deems to fall within this category.

CLASS I DISCIPLINARY ACTIONS:

First Offense: In-school conference and parental contact, when warranted. Specific circumstances may warrant disciplinary action outlined under subsequent offenses.

Subsequent Offense: In-school disciplinary action, such as probation, detention, extra assignments, and/or in-school suspension at the discretion of the administrator. (Note: Circumstances make consequences flexible.)

INTERMEDIATE OFFENSE: CLASS II

1. Battery upon students. Intentionally using physical force or striking another student against the will of the other, or intentionally causing bodily harm to an individual, or observing and or encouraging such behavior without seeking help or trying to stop it.
2. Defiance of school board employee's authority. Any verbal or nonverbal refusal to comply with a lawful direction of a school board employee or volunteer worker.
3. Use of obscene manifestations (verbal, written or gestures) toward another person.
4. Possession and/or use of tobacco products or paraphernalia. Possession on the person, in the locker or desk, or in other effects of the student.
5. Simple assault on school Odyssey Charter School employees. The intentional, unlawful threat by word or act to do violence to the person of an employee, coupled with an apparent ability to do so, and the doing of some act which creates a well-informed fear in such person that violence is imminent.

6. Stealing, larceny, petty theft. The intentional, unlawful taking, concealing, and/or taking away of property valued at less than \$100 belonging to, or in the lawful possession or custody of another.
7. Possession of stolen property. With the knowledge that it is stolen.
8. Trespassing. Willfully entering or remaining in any structure, conveyance, or property without being authorized, licensed or invited, or having been warned by an authorized person to depart, refusing to do so.
9. Vandalism. Intentional action resulting in injury or damages of less than \$100 to public property or the personal property of another.
10. Fighting. Any physical conflict between two or more individuals or observing and/or encouraging the physical conflict without an attempt to break it up or inform authorities.
11. Possession and/or igniting of fireworks.
12. Threats, extortion. Malicious written or verbal threat of injury to the person, property or reputation of another, with the intent to extort money or any pecuniary advantage whatsoever; or with intent to compel the person threatened, or any other person, to do any act or refrain from doing any act against his/her will.
13. Offensive touching of another person.
14. Written or verbal reference to or propositions to engage in sexual acts.
15. Inciting to riot or unapproved assembly.
16. Any other violation which the Administrator reasonably deems to fall within this category.

CLASS II DISCIPLINARY ACTIONS:

First Offense: Parental contact and in-school suspension and/or extended work assignments before or after school and/or suspension for 1-3 days. Any school properties damaged or destroyed by the student will be reimbursed to the school by that student.

Subsequent Offenses: Suspension for 3-5 school days. Special circumstances may warrant a recommendation for expulsion. If so recommended, the expulsion procedures listed will be followed. Any monetary loss to the school incurred by the actions of the student will be reimbursed to the school by that student. Note: Circumstances make consequences flexible.

MAJOR OFFENSES: CLASS III

1. AGGRAVATED BATTERY. Intentionally causing great bodily harm, disability or permanent disfigurement; use of a deadly weapon.
2. DISCHARGING ANY PISTOL, RIFLE, SHOTGUN, AIR GUN OR ANY SUCH DEVICE. THERE WILL BE ZERO TOLERANCE FOR GUNS OR WEAPONS ON SCHOOL PROPERTY.

3. **POSSESSION OF WEAPONS.** Any instrument, article, or substance which under the circumstances in which it is used, attempted to be used, or threatened to be used, is readily capable of causing serious physical injury or death.
4. **FAKE OR TOY WEAPONS.** Under certain circumstances, trying to judge the authenticity of a weapon could be a serious matter and could result in a dangerous situation.
5. **DRUGS.** Unauthorized possession, transfer, use or sale of drugs, drug paraphernalia, or alcoholic beverages.
6. **BATTERY UPON SCHOOL SCHOOL EMPLOYEE.** The actual unlawful, intentional use of physical force or striking of an employee or volunteer worker against his/her will, or the intentional causing of bodily harm to an employee or volunteer worker.
7. **ARSON.** The willful and malicious burning of any part of a building or its contents.
8. **STEALING, LARCENY, GRAND THEFT.** The intentional, unlawful taking, concealing and/or carrying away of property valued at \$100 or more belonging to, or in the lawful possession or custody of another.
9. **ROBBERY.** The taking of money or property from the person or custody of another by force, violence or assault.
10. **BURGLARY OF SCHOOL PROPERTY.** Entering or remaining in a structure or conveyance with the intent to remove property, money or other valuables from the premises.
11. **CRIMINAL MISCHIEF.** Willful and malicious injury or damages at or in excess of \$100 to public property, or to real or personal property belonging to another.
12. **INCITING OR PARTICIPATING IN MAJOR STUDENT DISORDER.** Leading, encouraging, or assisting in major disruptions which result in destruction or damage of private or public property or personal injury to participants or others.
13. **EXPLOSIVES.** Preparing, possessing or igniting on Odyssey Charter School property explosives likely to cause serious bodily injury or property damage.
14. **BOMB THREATS.** Any such communication to an Odyssey Charter School employee which has the effect of interrupting the educational environment.
15. **SEXUAL ACTS.** Acts of a sexual nature, including but not limited to, battery, intercourse, attempted rape, or rape.
16. **EXTORTION.** The carrying out of a threat against an employee which causes the victim either to comply with demands or to suffer the results of the threat for noncompliance to demands made with the intent to extort money or any pecuniary advantage whatsoever.
17. **ANY OTHER OFFENSE WHICH THE ADMINISTRATOR MAY REASONABLY DEEM TO FALL WITHIN THIS CATEGORY.**

CLASS III DISCIPLINARY ACTIONS:

Suspension and recommendation for expulsion by the school administrator, as authorized in the procedures outline. Pending final determination of the matter by the school board, the school

may request a two day extension of the allowed five day suspension policy of the school. Circumstances make consequences flexible or stiffer.

DISRUPTIVE ACTIONS

Additional grounds for suspension or expulsion exist in a number of areas classified as “Disruptive Actions”. Included in this area are such things as: **fighting**, gambling, **insubordination** (failure to obey or cooperate) **profanity**, possessing and/or distributing of lewd literature, failure to identify yourself to proper authority when asked, and a variety of others. **Students using vulgar language anywhere in the school or at a school activity, will be referred to the administration for discipline.**

Generally, discipline for any of the above offenses will be as follows:

1st offense: Parents notified-suspension.

2nd offense: Parental conference-suspension and possible expulsion.

3rd offense: Parental conference with principal and possible expulsion.

PLAGIARISM/CHEATING IN SCHOOL POLICY

Plagiarism includes any incident in which students claim to have done original work when in fact, they have not. Plagiarism of any type will not be tolerated. Penalties for this offense or any other form of cheating will likely include failure for the class involved, and could include expulsion from school. Any student who encourages plagiarism by showing his/her work on an assignment to another student will be subject to the same penalties. All students must strive to protect their assignments, computer discs and files in order to keep them private and inaccessible to others.

COMPUTER USE

Computers within the school that are available for student use should be used for enhancing or completing classroom assignments.

Odyssey Charter School agrees to comply with all laws and regulations related to the safety of students, including the Protecting Children in the 21st Century Act. Compliance with this Acceptable Use Policy is necessary to ensure the safety and protection of children using online learning tools.

STATEMENT OF OBJECTIVE

While enrolled in Odyssey Charter School or a Odyssey Charter School School (collectively referred to as “the School”), parents, legal guardians, students, Learning Coaches, and staff (collectively referred to as “Users”) will use computer equipment and various programs provided by the School—some of which are accessed by the Internet, and the Internet accessed through

the School computer or a computer provided by the Users to participate in the School's educational program. This policy applies to all Users and outlines the basic rules and requirements with which all Users are required to comply when using the Technology. The User and parent or legal guardian of a minor User will be responsible for compliance with this policy. This Acceptable Use Policy may be updated periodically. The most current version is always available on Odyssey Charter School's website. Any changes will be effective upon posting of the revised policy. You can tell when this policy was last revised by referring to the "Last Updated" legend at the top of the Acceptable Use Policy page.

USER ACCOUNT, PASSWORD, AND SECURITY

Users of the Odyssey Charter School's network require a unique user name and password in order to access the system. The unique user name is used to recognize the User in the Odyssey Charter School's network and allows the Odyssey Charter School's network to determine the User's access rights (i.e., what areas of the Odyssey Charter School's network they are authorized to use).

Users are entirely responsible for maintaining the confidentiality of their user names and passwords. Furthermore, Users are entirely responsible for any and all activities that occur under their accounts. Users must notify Odyssey Charter School immediately of any unauthorized use of their accounts or any other breach of security. Odyssey Charter School will not be liable for any loss that a User may incur as a result of someone else using his or her password or account either with or without the User's knowledge, and a User may be held liable for losses incurred by Odyssey Charter School or another party due to someone else using his or her account or password. Users may not use another person's account at any time for any reason.

USE OF INTERNET

Use of the Internet is required in order to access the Odyssey Charter School's network. The Odyssey Charter School's network is a secured system and every effort is made to ensure the quality and safety of its content. All use of the Odyssey Charter School network and other technology supplied by the School must comply with the following:

1. Except where permitted by Odyssey Charter School, the technology is to be used only for School purposes and must comply with this Acceptable Use Policy.
2. Any use of the Technology for the following purposes is strictly prohibited. By using technology provided by the school, you agree that you will NOT:
 - a. display pornographic, obscene, sexually explicit material, or any material harmful to minors

- b. impersonate any person or entity (through the use of their password or other means), including any employee or representative of Odyssey Charter School
- c. copy or distribute content included in the Odyssey Charter School's network (including postings on the Message Boards, messages, or curriculum materials, including answer keys) without the owner's permission.
- d. solicit or collect information about the Users or members of this site, especially for the purpose of transmitting, or facilitating transmission of, unsolicited or bulk electronic email or communications
- e. use the School-provided communication services in connection with surveys, contests, pyramid schemes, chain letters, junk e-mail, spamming, or any duplicative or unsolicited messages (commercial or otherwise)
- f. knowingly or purposefully upload files that contain viruses, Trojan horses, worms, time bombs, cancelbots, corrupted files, or any other similar software or programs that may damage the operation of another's computer or property;
- g. solicit or collect personal information (including name, address, and phone number) from anyone under eighteen (18) years of age without verified parental consent.
- h. display threatening or offensive material, including using swear words, offensive, vulgar, or obscene language
- i. display racist, prejudiced, or discriminatory messages or pictures
- j. violate any state or federal law
- k. reveal the User's or a minor's personal address, phone number, or similar information to others
- l. violate any copyright, trademark, patent, trade secret, or other intellectual property laws or otherwise use intellectual property of another individual without the owner's permission—this includes providing links to and including other copyrighted or trademarked material from third parties in the LMS (including posting on the Message Boards or other messages) without permission as well as using any trademarks, service marks, or other marks in social media or other websites without the owner's permission
- m. trespass in another's folders, work, or files;
- n. promote commercial activities;
- o. advertise products or engages in political lobbying;
- p. defame, harass, insult, abuse, stalk, threaten, attack, or otherwise violate the legal rights (such as privacy and publicity) of another

person or interfere with another person's work, including, but not limited to, sending unwanted messages or e-mail.

Any unauthorized use of the computers (abuse of passwords, tampering with, hacking, etc.) will be dealt with as a Class III disciplinary issue by the administration. The Student have his or her computer network account revoked.

OFF CAMPUS EVENTS

Students at school sponsored off-campus events shall be subject to all rules and regulations. For activities requiring bus transportation, students must ride the bus to the activity. In extenuating circumstances, with the permission of the coach /advisor, a parent could provide transportation for their student only. Students who ride the school bus to off-campus events must return on that bus unless the **parent** is there at events and personally contacts the person in charge and takes their son/daughter with them.

DUE PROCESS

When an incident of misconduct occurs, a student shall be given written or verbal notice of charges and an opportunity to present their version of the incident. Supervisors must give each student the opportunity to defend the charges of misconduct prior to disciplinary action. Such procedures must be reasonable, fair, and lead to reliable determination of the factual issues involved. Students will be advised of their right of appeal. This appeal should be handled through the proper line of authority: First the principal and then to the Board of Directors as the final appeal.

SMOKING/DRINKING/DRUGS

Idaho Law states that it is unlawful for minors to possess tobacco in any form, alcohol, or drugs. The codes further state that students who engage in behavior that is incorrigible or whose conduct is disruptive may be denied attendance by suspension and expulsion. Students over the age of 18 or who are minors are not allowed to possess or use any of these items on campus or at any school sponsored activity. The following action will be taken with students who choose to disregard this policy:

(Circumstances make consequences flexible.)

1st offense: Call resource officer, call parents, fine, intervention program, suspension

2nd offense: Call police, call parents, fine, intervention program, 3 day suspension, visit with the principal

3rd offense: Call police, call parents, fine, intervention program, 5 day suspension, possible dis-enrollment.

EXTRACURRICULAR ACTIVITY CONDUCT POLICY

Odyssey Charter School is striving to maintain a variety of extracurricular activities where students are given the opportunity to demonstrate their abilities and find success in participation. Students who are involved in extracurricular activities are expected to work hard, keep high standards, make sacrifices, and be well disciplined as they represent their group and school.

IN COMPETITION

Students should never use profanity or shady tactics. Losing is an unavoidable part of competition and a person should be gracious in defeat and modest in victory. It is always courteous to congratulate the opponent on a job well done whether in defeat or in victory. Immature persons often display temper tantrums, poor sportsmanship, and foul language when things fail to go their way. A respected competitor is in control at all times and will take discipline without grumbling or complaint.

IN THE CLASSROOM

Academic Eligibility.

All students participating in extracurricular activities should strive for quality in academic work. To be eligible to participate, **students must have received passing grades in at least 5 out of 6 classes of the previous semester.** In order to remain eligible through the season of participation, students must maintain passing grades in 5 classes. **If Release Time is offered in the future, Release Time does not count as one of the six classes.**

Attendance

Regular class attendance must be a top priority. State law requires:

A student between the ages of 7 and 16 must attend school unless the student is otherwise legally exempt or excused. School employees must investigate and report violations of the state compulsory attendance law. A student absent from school without permission, from any class or from required special programs, will be considered truant and subject to disciplinary action. Truancy may also result in assessment of a penalty by a court of law against the student and his or her parents.

Absences that are the result of extenuating circumstances may be excused:

- An extracurricular activity or public performance, approved by Odyssey Charter School's Board of Trustees.
- A documented health care appointment — if the student begins classes or returns to school on the same day as the appointment.

- A temporary absence resulting from any cause acceptable to the teacher, or principal including personal illness, or illness or death in the immediate family.
- A juvenile court proceeding documented by a probation officer.
- An absence required by state or local welfare authorities.
- A family emergency or unforeseen or unavoidable instance requiring immediate attention.

When a student must be absent from school, the student — upon returning to school — must bring a note, signed by the parent that describes the reason for the absence. A note signed by the student, even with the parent's permission, will not be accepted. A student absent for any reason should promptly make up specific assignments missed and/or complete additional in-depth study assigned by the teacher. Class time is essential to learning. Doctor's appointments should be scheduled, if possible, at times when the student will not miss instructional time.

Excessive absences and truancy will jeopardize eligibility and position.

Athletes who do not come to school the day of competition will not participate in the scheduled competition that day or evening. **A student can miss no more than 2 periods on a game day or they are ineligible for participation on that day regardless of reason.**

Trips

On trips, we represent our school and community. Students are a responsibility to their coach or supervisor and must abide by the rules and regulations established. All school rules apply on trips.

PHYSICAL CONDITION

Students are expected to keep themselves in top physical condition for the activity they are participating in. All students are expected to refrain from the use of drugs, alcoholic beverages, and tobacco (smoking and chewing). To provide consistency, the following steps will be followed:

- The first time it is discovered that a participant has used or is using any of the above substances during the activity season, the student will automatically be suspended from participation for a specified amount of time and/or number of contests as determined by the person in charge.
- If the student chooses to disregard this policy a second time, they will automatically be removed from participation for the remainder of the school year.

MISCELLANEOUS AREAS

- School equipment: Students are responsible for the care and return of all equipment checked out to them.

- Missing practice, rehearsals, etc.: Missing a practice or competition without good reason, particularly without notifying the one in charge may result in suspension or dismissal from the activity. It is not only required but just good responsible behavior.
- All students participating in extracurricular activities must purchase a student body activity card.
- Letters and awards: The head coach/advisor for each area shall recommend requirements for lettering. At the end of the season, a list of names shall be submitted to the athletic director of those qualifying for lettering or awards. Students removed from participation or who drop out on their own will forfeit all awards.
- Students involved in after school activities such as drama, yearbook, etc., will not be allowed in the building after 12 am, with the exception of students who are cleaning up after a dance.

IMPLEMENTATION

The coach or advisor is responsible for implementing this policy and is responsible for the physical well being of the students he/she is working with. Students are to be prepared for competition so they can participate safely and meet the demands of the activity; both physically and mentally. Students are responsible for learning the rules and regulations and reading this policy. They should understand the dangers, obligations, and commitments involved before participation.

CAFETERIA SERVICES

Odyssey Charter School will participate in the National School Lunch Program and offers students nutritionally balanced sack lunches daily. Free and reduced-price lunches are available based on financial need. Information about a student's participation is confidential. You can obtain an application for Free and Reduced-price meals from the office.

COMMUNICABLE DISEASES / CONDITIONS

To protect children from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. Parents of a student with a communicable or contagious disease should phone the school nurse or principal so that other students who may have been exposed to the disease can be alerted. These diseases include, but are not limited to:

- Amebiasis
- Campylobacteriosis
- Chickenpox

- Colorado Tick Fever
- Gastroenteritis
- Hansen's disease
- Hepatitis
- Influenza
- Malaria
- Measles
- Meningitis
- Pinkeye
- Salmonellosis
- Scabies
- Streptococcal disease
- Chlamydia
- Diphtheria
- Giardiasis
- Lyme disease
- Mumps
- Ringworm of the scalp
- Rubella (German Measles)
- Syphilis
- Shigellosis
- Tuberculosis
- Whooping Cough(Pertussis)

CRISIS RESPONSE PLAN

Our primary objective is to attend to the health and welfare of your child/children in the event of a crisis. In most emergencies, your child/children will remain and be cared for at the school. In the rare event of an emergency affecting the school building that prohibits re-entry to the building (such as a broken water main or a fire), students will be accompanied to a predetermined alternate site. We ask that you follow this procedure if you hear of any school emergency:

- If you have Internet access, check the School web site: www.idahoscitech.com.
- Radio stations: 97.7 KLCE, Z101 K-Bear, Z103, or 105.5 The Hawk.
- Television Stations: Channels 3, 6, or 8 will also be posting updates on school conditions.
- Please do not come to school unless requested to pick up your child at school. Any emergency involving your child's school may mean emergency vehicles and workers

must be able to get into the building. If the emergency necessitates relocation of staff and students, you will be informed via the media.

- If a student is injured, we will be calling the parents at home or work

SCHOOL DRIVING AND PARKING REGULATIONS

- All vehicles that have the possibility of being driven to school by students will need to be registered by license plate number.
- Parking is strictly limited to the student parking area. No student vehicles are permitted in the faculty parking area. All signs and curb markings are to be obeyed. Red is no parking no matter what, white indicates faculty parking, and yellow indicates student parking.
- To facilitate identification, automobiles are to be parked front end in first. A student parking permit will be given to verify parking privileges. Cost will be \$10.00 per tag per year. Any vehicles parked on school property during the school day
- without tags will be cited. ***Parking permits must be visible in the front windshield.***
- There is no loitering in the parking lot and visitors must check in at the office.
- The maximum posted speed limit is 15 mph. Any speed exceeding this will be cited as careless or reckless driving.
- Student vehicles may be subject to search if there are reasonable grounds to believe that drugs, alcohol, stolen property or other contraband might be present in that vehicle.
- Parking regulations are strictly enforced. It is considered a privilege to park on school grounds. Suspension of driving privileges, towing of vehicles and/or suspension from school may occur when violations of these regulations occur.
- Traffic and parking fines must be paid within 5 school days of date of issue. Failure to do so can result in the loss of driving privileges on school grounds. Fines are paid in the main office. Fines not paid within the month the citation is given are subject to doubling or tripling depending on the length of time.
- Vehicles parked in the fire lane or parked in such a way as to block traffic flow are subject to towing without warning. It is the responsibility of the owner to contact the towing company and pay towing fees.

Students have the right to contest any citation. It must be done within two days of date of issue. A designated administrator will handle all contested citations.

FEES

Materials that are part of the basic educational program are provided with state and local funds and are at no charge to a student. A student, however, is expected to provide his or her own

pencils, paper, erasers, and notebooks and PE clothing. Students may be required to pay certain other fees or deposits, including:

- Membership dues in voluntary clubs or student organizations and admission fees to extra-curricular activities.
- Materials, equipment, and apparel used for electives and extracurricular activities.
- Voluntarily purchased pictures, publications, yearbooks, etc.
- Fees for lost, damaged, or overdue library books.

Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the office.

FUNDRAISING

Student clubs or classes, outside organizations, and/or parent groups occasionally may be permitted to conduct fund-raising drives for approved school purposes. An application for permission must be made to the office at least 10 days before the event.

IMMUNIZATION

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical, personal or religious reasons, the student will not be immunized. The immunizations required are: diphtheria, pertussis, rubeola (measles), rubella, mumps, poliomyelitis and tetanus. Haemophilus influenzae type B is required. A student who transfers into Odyssey Charter School may photocopy immunization records in the possession of the school of origin. Odyssey Charter School will accept the photocopy as evidence of the immunization. Within thirty (30) days after a transferring student ceases attendance at the school of origin, Odyssey Charter School must receive the original immunization records for the student who transfers into Odyssey Charter School.

If a student's religious or personal beliefs conflict with the requirement that the student be immunized, the parent must complete a signed exemption form (obtained in the office). This form must be renewed yearly.

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by an Idaho licensed physician stating that, in the doctor's opinion, the immunization required would be harmful to the health and well being of the student or any member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a life-long condition.

INSURANCE

Even with the greatest precaution and the closest supervision, accidents can and do happen at school. They are a fact of life and a part of the growing up process children go through. Parents need to be aware of this and be prepared for possible medical expenses that may arise should their child be injured at school. Odyssey Charter School does not provide medical insurance to automatically pay for medical expenses when students are injured at school. Odyssey carries only legal liability insurance.

LAW ENFORCEMENT

QUESTIONING OF STUDENTS

When law enforcement officers or other lawful authorities wish to question or interview a student at school:

- The principal will verify and record the identity of the officer or other authority and ask for an explanation of the need to question or interview the student.
- The principal ordinarily will make reasonable efforts to notify parents unless the interviewer raises what the principal considers to be a valid objection.
- The principal ordinarily will be present unless the interviewer raises what the principal considers to be a valid objection.
- The principal will cooperate fully regarding the conditions of the interview, if the questioning or interview is part of a child abuse investigation.

STUDENTS TAKEN INTO CUSTODY

State law requires Odyssey Charter School to permit a student to be taken into legal custody:

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- To comply with a properly issued directive to take a student into custody.
- By an authorized representative of Child Protective Services, Idaho Department of Protective and Regulatory Services, a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Idaho Code relating to the student's physical health or safety.

Before a student is released to a law enforcement officer or other legally authorized person, the principal will verify the officer's identity and, to the best of his or her ability, will verify the official's authority to take custody of the student.

The principal will immediately notify the Board President and will ordinarily attempt to notify the parent unless the officer or other authorized person raises what the principal considers to be a valid objection to notifying the parents. Because the principal does not have the authority to prevent or delay a custody action, notification will most likely be after the fact.

MEDICINE AT SCHOOL

A student who must take prescription medicine during the school day must have a Medical Release form on file (available in the office), and the medicine in its original, properly labeled container, to the office. The principal or secretary will either give the medicine at the proper times or give the student permission to take the medication as directed. All dispensing of medication will be documented accordingly.

PARENT INVOLVEMENT, RESPONSIBILITIES, AND RIGHTS

Odyssey Charter School believes that the best educational result for each student occurs when all three partners are doing their best: the Odyssey Charter School staff, the student's parent(s) or guardians, and the student. Such a partnership requires trust and much communication between home and school. To strengthen this partnership, every parent is urged to:

- Encourage his or her child to put a high priority on education and commit to making the most of the educational opportunities the school provides.
- Review the information in the student handbook with his or her child and sign and return the acknowledgment form(s) and the directory information notice. A parent with questions is encouraged to contact the office.
- Become familiar with all of the child's school activities and with the academic programs, including special programs, offered by Odyssey Charter School.
- Discuss with the counselor or principal any questions, such as concerns about placement, assignment, or early graduation, and the options available to the child. Monitor the child's academic progress and contact teachers as needed.
- Attend scheduled conferences and request additional conferences as needed. To schedule a telephone or in person conference with a teacher, or the principal, please call the school office for an appointment. A teacher will usually arrange to return the call or meet with the parent during his or her conference period or at a mutually convenient time before or after school.

- Exercise the right to review teaching materials, textbooks, and other aids, and to examine tests that have been administered to his or her child. [See Protection of Student Rights]
- Become a school volunteer. For further information, contact the office.
- Participate in campus parent organizations. Parents have the opportunity to support and be involved in various school activities, either as leaders or in supporting roles.
- Offer to serve as a parent representative on planning committees formulating educational goals and plans to improve student achievement. For further information, contact the office.

PHONE CALLS/MESSAGES/DELIVERIES

Parents should not call students except in cases of real emergency. Parents should not contact the student directly during school hours. Instead, the parent should contact the office and the school will contact the student to return the parent's call. Student-to-student messages are not delivered by the office. *Prior to bringing a delivery to the office, it is asked that the delivery be prepared with the first and last name of the student clearly labeled and adhered to the delivery.* Deliveries should be limited to items needed for school. Flowers and other items not needed for schoolwork will not be delivered. While every effort is made to place deliveries and messages, circumstances may prohibit delivery.

PROMOTION AND RETENTION

The decision to promote a student to the next grade level shall be based on successful completion of the curriculum, attendance, performance based on standard achievement tests or other testing. A student shall not be promoted based on age or other social reason not related to academic performance.

PROTECTION OF STUDENT RIGHTS

Surveys: Parents have the right to inspect any survey or evaluation and refuse to allow their child to participate in such survey or evaluation.

Instructional Materials: Parents have the right to inspect instructional materials used as a part of their child's educational curriculum, within a reasonable time. This does not include academic tests or assessments.

Collection of Personal Information from Students for Marketing

Odyssey Charter School will not administer or distribute to students any survey or other instrument for the purposes of collecting or compiling personal information for marketing or

selling such information, with the exception of the collection, disclosure, or use of personal information collected for the exclusive purpose of developing, evaluating, or providing educational products/services for, or to, students or educational institutions. Pursuant to federal law, Odyssey Charter School will not request, nor disclose, the identity of a student who completes any survey or evaluation (created by any person or entity, including Odyssey Charter School) containing one or more of the following:

- Political affiliations.
- Mental and psychological problems potentially embarrassing to the student or family.
- Sexual behavior and attitudes.
- Illegal, antisocial, self-incriminating, and demeaning behavior.
- Criticism of other individuals with whom the student or the student's family has a close family relationship.
- Relationships privileged under law, such as relationships with lawyers, physicians, and ministers.
- Religious practices, affiliations, or beliefs of students or the student's parent/guardian.
- Income, except when the information will be used to determine the student's eligibility to participate in a special program or to receive financial assistance under such a program.

RELEASE OF STUDENTS FROM SCHOOL

A student will not be released from school at times other than at the end of the school day except with permission from the principal or designee and according to the building sign-out procedures. Unless the principal has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the instructional day.

A student who will need to leave school during the day must bring a note from his or her parent that morning. A student who becomes ill during the school day should, with the teacher's permission, report to the office or school nurse. The administrator or nurse will decide whether or not the student should be sent home and will notify the student's parent.

REPORT CARDS, PROGRESS REPORTS, AND CONFERENCES

Written reports of absences and student performance in each class or subject are issued to parents on Parent-Teacher Conference nights. Please see our academic calendar for the dates of Parent-Teacher Conferences.

SAFETY

ACCIDENT PREVENTION

Student safety on campus and at school-related events is a high priority of Odyssey Charter School. Although Odyssey Charter School has implemented safety procedures, the cooperation of students is essential to ensure school safety. A student should:

- Avoid conduct that is likely to put the student or other students at risk.
- Follow the behavioral standards in this handbook, as well as any additional rules for behavior and safety set by the principal, teachers, or bus drivers.
- Remain alert to and promptly report safety hazards, such as intruders on campus.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, and other Odyssey Charter School employees who are overseeing the welfare of students.
- Report to teachers or administrators and unsafe situation or equipment the student has concerns about.

EMERGENCY MEDICAL TREATMENT AND INFORMATION

If a student has a medical emergency at school or a school-related activity when the parent cannot be reached, the school will need to have written parental consent to obtain emergency medical treatment and information about allergies to medications, etc. Therefore, parents are asked each year to complete an emergency care consent form. Parents should keep emergency care information up to date (name of doctor, emergency phone numbers, allergies, etc.). Please contact the office to update any information.

DRILLS: FIRE AND OTHER EMERGENCIES

From time to time, students, teachers, and other Odyssey Charter School employees will participate in drills of emergency procedures. When the alarm is sounded, students should follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

EMERGENCY SCHOOL CLOSING INFORMATION

In the event that school must be closed unexpectedly due to severe weather, epidemic, or other emergency, families will be notified by email and cell phone text (if enrolled with txtwire—contact the office for more information). We will post the closure along with information about the expected date we will reopen on our website and contact local media outlets to broadcast the information as well.

SEARCHES

In the interest of promoting student safety and attempting to ensure that schools are safe and drug free, Odyssey Charter School officials may from time to time conduct searches. Such searches are conducted without a warrant and as permitted by law.

The Director, principal, teacher (authorized personnel) may detain and search any student or students on the premises of the public schools or while in transit to any event or function sponsored or authorized by the school when that authorized person has reasonable suspicion that the student may have on the students' person or property, alcohol, dangerous weapons, controlled dangerous substances as defined by law, stolen property if the property in question is reasonably suspected to have taken from a student, a school employee or the school during school activities or any other items which have been or may reasonably be disruptive of school operations or in violation of student discipline rules and applicable provisions of the student handbook.

SCHOOL-APPROVED STORAGE AREAS

School-provided storage areas are school property and remain under the control and jurisdiction of the school even when assigned to an individual student.

Students are fully responsible for the security and contents of the assigned storage areas.

Searches of storage areas may be conducted at any time there is reasonable cause to believe that they contain articles or materials prohibited by Odyssey Charter School policy, whether or not a student is present. Periodic general inspections of storage areas may also be conducted at random, in accordance with law and Odyssey Charter School policy.

The principal may request the assistance of law enforcement personnel or private individuals to conduct inspections and searches through the use of specially trained dogs.

SEXUAL HARASSMENT / SEXUAL DISCRIMINATION

Odyssey Charter School encourages parental and student support in its efforts to address and prevent sexual harassment and sexual discrimination in the public schools. Students and/or parents are encouraged to discuss their questions or concerns about the expectations in this area with a teacher, and/or the principal.

Students must not engage in unwanted and unwelcome verbal or physical conduct of a sexual nature directed toward another student or an Odyssey Charter School employee. This prohibition applies whether the conduct is by word, gesture, or any other sexual conduct, including requests for sexual favors. All students are expected to treat other students and Odyssey Charter School employees with courtesy and respect; to avoid any behaviors known to be offensive; and to stop these behaviors when asked or told to stop. A substantiated complaint against a student will result in appropriate disciplinary action, according to the nature of the

offense.

Odyssey Charter School will notify the parents of all students involved in sexual harassment by student(s) when the allegations are not minor, and will notify parents of any incident of sexual harassment or sexual discrimination by an employee. To the greatest extent possible, complaints will be treated as confidential. Limited disclosure may be necessary to complete a thorough investigation.

A complaint alleging sexual harassment by another student or sexual harassment or sexual discrimination by a staff member may be presented by a student and/or parent in a conference with the principal or with the Title IX coordinator. The parent or other advisor may accompany the student throughout the complaint process. The first conference with the student ordinarily will be held by a person of the same gender as the student. The conference will be scheduled and held as soon as possible. The principal will conduct an appropriate investigation. The student will not be required to present a complaint to a person who is the subject of the complaint.

If the resolution of the complaint by the principal is not satisfactory to the student or parent, the student or parent may, within fifteen calendar days of the principal's decision, request present a complaint to the Board.

Prior to this appeal, the student and/or parent must submit the complaint in writing and must include (1) a complete statement of the complaint, (2) any evidence supporting the complaint, (3) a statement about how the matter should be resolved, (4) the student's and/or parent's signature and the date of the conference with the principal, the principal's designee, or the Title IX coordinator. Following the receipt of the appeal, the matter shall be placed on the agenda at the next regularly scheduled Board meeting. Information on the procedure for addressing the Board can be obtained from the principal's office.

SCHOOL BOOKS AND MATERIALS

Board-approved materials and books are provided free of charge for each subject or class, however please note they are VERY expensive. Materials and books must be cared for by the student as directed by the teacher. A student who notices damage to a material or book should report the damage to the teacher. Any student failing to return a book issued by the school or damaging materials or books issued by the school may be charged to replace the material or book.

SPECIAL PROGRAMS

Odyssey Charter School provides special programs for gifted and talented students and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in Odyssey Charter School or by other organizations. A student or parent with questions about these programs should contact the office.

STUDENT RECORDS

A student's school records are confidential and are protected from unauthorized inspection or use. A cumulative record is maintained for each student from the time the student enters Odyssey Charter School until the time the student withdraws or graduates. A copy of this record moves with the student from school to school. By law, both parents, whether married, separated, or divorced, have access to the records of a student who is under 18 or a dependent for tax purposes.

A parent whose rights have been legally terminated will be denied access to the records, if the school is given a copy of the court order terminating these rights.

The principal is custodian of all records for currently enrolled students and for students who have withdrawn or graduated. Records may be reviewed during regular school hours, upon completion of the written request form. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records. If circumstances prevent a parent or eligible student from inspecting the records, Odyssey Charter School will either provide a copy of the requested records or make other arrangements for the parent or student to review the requested records.

Parents of a minor or of a student who is a dependent for tax purposes, the student (if 18 or older), and school officials with legitimate educational interests are the only persons who have general access to a student's records. "School officials with legitimate educational interests" include any employees, agents, or Trustees of Odyssey Charter School; cooperatives of which Odyssey Charter School is a member; or facilities with which Odyssey Charter School contracts for the placement of students with disabilities, as well as their attorneys and consultants, who are:

1. Working with the student;
2. Considering disciplinary or academic actions, the student's case, an individual education plan (IEP) for a student with disabilities under IDEA, or an individually designed program for a student with disabilities under Section 504;
3. Compiling statistical data; or Investigating or evaluating programs.

The parent's or student's right of access to and copies of student records does not extend to all

records. Materials that are not considered educational records, such as teachers' personal notes on a student that are shared only with a substitute teacher, records pertaining to former students of Odyssey Charter School, and records maintained by school law enforcement officials for purposes other than school discipline do not have to be made available to the parents or student.

Certain officials from various governmental agencies may have limited access to the records. Odyssey Charter School forwards a student's records on request and without prior parental consent to a school in which a student seeks or intends to enroll. Records are also released in accordance with court order or lawfully issued subpoena. Unless the subpoena is issued for law enforcement purposes and the subpoena orders that its contents, existence, or the information sought not be disclosed, Odyssey Charter School will make a reasonable effort to notify the parent or eligible student in advance of compliance.

Parental consent is required to release the records to anyone else. When the student reaches 18 years of age, only the student has the right to consent to release of records. Students over 18, and parents of minor students may inspect the student's records and request a correction if the records are inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. If Odyssey Charter School refuses the request to amend the records, the requestor has the right to ask for a hearing. If the records are not amended as a result of the hearing, the requestor has 30 school days to exercise the right to place a statement commenting on the information in the student's record. Parents or the student have the right to file a complaint with the U.S. Department of Education if they believe Odyssey Charter School is not in compliance with the law regarding student records.

Copies of student records are available at a cost of per page, payable in advance. Parents may be denied copies of a student's records (1) after the student reaches age 18 and is no longer a dependent for tax purposes; (2) when the student is attending an institution of post-secondary education; (3) if the parent fails to follow proper procedures and pay the copying charge; or (4) when Odyssey Charter School is given a copy of a court order terminating the parental rights. If the student qualifies for free or reduced-price meals and the parents are unable to view the records during regular school hours, upon written request of the parent, one copy of the record will be provided at no charge.

Certain information about Odyssey Charter School students is considered directory information and will be released to anyone, including military recruiters and/or post-secondary institutions, who follows procedures for requesting it, unless the parent objects to the release of any or all directory information about the child. The opportunity to exercise such an objection was provided on the form signed by the parent to acknowledge receipt of this handbook. Should circumstances change; the parent can contact the principal to indicate his or her desire to

change the original request. Directory information includes: a student's name, address, telephone number, date and place of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, photographs, and dates of attendance, awards received in school, and most recent previous school attended.

SPECIAL EDUCATION RECORDS

Parents of a student with disabilities who has been provided special education services by Odyssey Charter School will be notified when any information that specifically identifies the student is no longer needed. If the parent requests destruction of the information and the time established by law for retention has expired, the records will be destroyed. However, if the retention period established by law has not expired, the material will be deleted from the records but the records will be maintained until the time has expired.

TRANSCRIPT/GRADING POLICY

Once a grade is on a transcript (class is completed) the grade cannot be dropped. The only way to change a grade on a transcript is to RETAKE THE EXACT SAME CLASS. There is no credit for the replaced grade.

When required classes are repeated (usually in math) and both credits are kept, any one grade is the required grade and the other grade is an elective grade/credit. An "F" grade is given when a student exceeds the 10 allowable absences in a semester or loses credit because of unverified or unexcused absences.

TRANSPORTATION

SCHOOL SPONSORED TRIPS

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. The principal, however, may make an exception if the parent personally requests that the student be permitted to ride with the parent, or the parent presents — before the scheduled trip — a written request that the student be permitted to ride with an adult designated by the parent.

TRANSPORTATION TO AND FROM SCHOOL

Odyssey Charter School makes school bus transportation available at no cost to students enrolled in the charter school and reside between 1.5 miles from to 15 miles from the school, or whatever distance state law requires in the future.

Students are expected to assist the busing personnel in ensuring that buses remain in good condition and that transportation is provided safely. When riding school buses, students are held to behavioral standards established in this handbook.

Students must:

- Follow the driver's directions at all times.
- Enter and leave the bus in an orderly manner at the designated bus stop.
- Keep feet, books, band instrument cases, and other objects out of the aisle.
- Not deface the bus or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the bus.
- Wait for the driver's signal upon leaving the bus and before crossing in front of the bus.

When students ride in a school van or passenger car, seat belts must be fastened at all times. Misconduct will be punished and bus-riding privileges may be suspended.

VIDEORECORDING OF STUDENTS

Video cameras may be used in locations as deemed appropriate by the principal to ensure the health, welfare, and safety of all staff, students, and visitors and to safeguard Odyssey Charter School facilities and equipment. Students in violation of Board policies, administrative regulations, building rules, or law shall be subject to appropriate disciplinary action. Others may be referred to law enforcement agencies. Video recordings may become a part of a student's educational record. Odyssey Charter School shall comply with all applicable state and federal laws related to record maintenance and retention.

VISITORS

Parents and others are welcome to visit Odyssey Charter School. For the safety of those within the school, all visitors must first report to the principal's office. Visits to individual classrooms during instructional time are permitted only with approval of the principal and teacher and so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment.

EXTRACURRICULAR ACTIVITIES & ADVISORS

(TBA)

Appendix L

List of Potential Students and Interested People

The founders of Odyssey Charter School realize that the list below is of potential students and interested people and that many of them may not actually attend the school, but the list shows the interest in the community for a new school serving the secondary grades. The founders are confident that they will be able to attract many more potential students after the approval of the petition.

Timestamp	Email	First Name	Last Name	Possible Students No, I just want to be on the contact list of Odyssey Charter School	Grade Level of the FIRST child who might attend Odyssey?	Possible Students	School District	Phone Number	Would You Like to be Contacted?	Volunteer	Questions or Comments	Grade Level of the SECOND child who might attend Odyssey?	Grade Level of the THIRD child who might attend Odyssey?
8/29/2011 16:20:09	randhies4@yahoo.com	Heldi	Lee	Yes, I have a child or children who is/are interested in attending Odyssey Charter School	none of the above		Jefferson School District #251	206-403-2354	Please put me on your email list for future information	Yes			
9/7/2011 20:31:47	avirql52@yahoo.com	Annette	Virgil	Yes, I have a child or children who is/are interested in attending Odyssey Charter School	11 grade	1	Bonneville School District #93	2085699474	Please put me on your email list for future information			7th grade	7th grade
9/9/2011 6:24:23	moonsgaire@gmail.com	Nicola	Moon	Yes, I have a child or children who is/are interested in attending Odyssey Charter School	9th grade	1	Jefferson School District #251	206-4304	yes, please Call me personally at the number above	Yes	Let me know what I can do to help.	7th grade	7th grade
9/9/2011 14:27:15	tadelizz7@gmail.com	Theresa	Adelizzi	Yes, I have a child or children who is/are interested in attending Odyssey Charter School	8th grade	1	Idaho Falls School District #91	208-932-3076	yes, please Call me personally at the number above	Yes	where is the planned location of the school?	7th grade	7th grade
9/12/2011 20:27:50	kopetersonmail@yahoo.com	Karl	Peterson	Yes, I have a child or children who is/are interested in attending Odyssey Charter School	10th grade	3	Bonneville School District #93	681-1805	Please put me on your email list for future information	Yes		8th grade	7th grade
9/15/2011 16:21:36	lookingfor10etboys@yahoo.com	Sara	Bates	Yes, I have a child or children who is/are interested in attending Odyssey Charter School	7th grade	1	Jefferson School District #251	208-745-7272	Please put me on your email list for future information	Yes		7th grade	7th grade
9/19/2011 14:20:40	alien.denece@gmail.com	Denece	Allen	Yes, I have a child or children who is/are interested in attending Odyssey Charter School	7th grade	1	Bonneville School District #93	208-403-7606	yes, please Call me personally at the number above	Yes	We currently homeschool and think this is fabulous!	7th grade	7th grade
9/19/2011 23:04:38	alien.denece@gmail.com	Denece	Allen	Yes, I have a child or children who is/are interested in attending Odyssey Charter School	7th grade	2	Bonneville School District #93	208-403-7606	Please put me on your email list for future information	Yes	What extra curricular opportunities will your students have? Will you have faculty that can assist my child in qualifying for scholarships and multiple A.P. courses?	7th grade	7th grade
9/22/2011 10:14:50	shannon.meadham@gmail.com	Shannon	Meadham	Yes, I have a child or children who is/are interested in attending Odyssey Charter School	7th grade	1	Bonneville School District #93	208-360-4877	Please put me on your email list for future information			7th grade	7th grade

April 5, 2012

Timestamp	Email	First Name	Last Name	Possible Students	Grade Level of the FIRST child who might attend Odyssey?	Possible Students	School District	Phone Number	Would You Like to be Contacted?	Volunteer	Questions or Comments	Grade Level of the SECOND child who might attend Odyssey?	Grade Level of the THIRD child who might attend Odyssey?
9/22/2011 10:27:15	roadturn@gmail.com	Don	Sturgill	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	8th grade	1	Bonneville School District #93	208-529-4876	yes, please E-Mail me personally at the number above	Yes	Keep up the good work. This is important to our children. We also have students who are currently in the 8th and 1st grades who will aim towards project-based learning.	7th grade	7th grade
9/22/2011 17:56:39	commanderhali@gmail.com	Colton	Hall	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	10th grade	1	Bonneville School District #93	208-403-9736	yes, please E-Mail me personally at the number above	Yes		7th grade	7th grade
9/23/2011 7:49:51	lmahs.richardson@gmail.com	Jason	Richardson	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	11 grade	3	Jefferson School District #251	208.745.8142	Please put me on your email list for future information	Yes		9th grade	8th grade
9/23/2011 6:52:21	rq88ctrj@yahoo.com	Gwenda	Lee		8th grade	1	Idaho Falls School District #91	552-0788	yes, please E-Mail me personally at the address above		Is there any data about how project based learning schools on College entrance exams?	7th grade	7th grade
9/23/2011 11:37:00	thesherfamily@yahoo.com	Tammy	Cher	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	12th grade	2	Idaho Falls School District #91	208-524-5973	Please put me on your email list for future information	Yes, No		7th grade	7th grade
9/26/2011 21:07:57	dawinder@hotmail.com	Dawn	Winder	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	8th grade	1	Jefferson School District #251	208-569-5899	yes, please Call me personally at the number above	Yes		7th grade	7th grade
9/27/2011 12:37:01	marierasmussen5@gmail.com	Marie	Rasmussen	No, I just want to be on the contact list of Odyssey Charter School.	7th grade		Jefferson School District #251	208-221-1769	yes, please Call me personally at the number above		career possibilities	7th grade	7th grade
9/27/2011 17:21:38	christinehgreathouse@msn.com	Christine	Bard	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	7th grade	2	Bonneville School District #93	208-709-2544	yes, please E-Mail me personally at the address above			10th grade	7th grade
9/29/2011 6:28:20	ron.tammy@msn.com	Tammy	Stiwell	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	10th grade	2	Shelley School District #60	208.3572072	yes, please E-Mail me personally at the address above	Yes	Will buses be available? How about Seminary for LDS students?	7th grade	7th grade
9/29/2011 14:35:58	neljud@gmail.co	Judi	Nelson	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	11 grade	1	Idaho Falls School District #91	208-581-0329	yes, please E-Mail me personally at the address above	Yes		7th grade	7th grade
9/29/2011 15:06:32	amcrackin@cablone.net	Alicia	McCracken	No, I just want to be on the contact list of Odyssey Charter School.	7th grade	1	Jefferson School District #251		Please put me on your email list for future information	No		7th grade	7th grade

Timestamp	Email	First Name	Last Name	Possible Students	Grade Level of the FIRST child who might attend Odyssey?	Possible Students	School District	Phone Number	Would You Like to be Contacted?	Volunteer	Questions or Comments	Grade Level of the SECOND child who might attend Odyssey?	Grade Level of the THIRD child who might attend Odyssey?
9/29/2011 22:11:44	idaho_aggie@msn.com	Christi	Cooper	No, I just want to be on the contact list of Odyssey Charter School.	7th grade		Idaho Falls School District #91	552-2995	Please put me on your email list for future information	No	will you be providing transportation?	7th grade	7th grade
9/30/2011 17:59:39	artthorne@cableone.net	Amy	Thorne	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	7th grade	1	Bonneville School District #93	521-6251	yes, please E-Mail me personally at the address above	No		7th grade	7th grade
10/1/2011 21:44:03	kamisueharris@gmail.com	Kami	Harris		7th grade				Please put me on your email list for future information	No		7th grade	7th grade
10/2/2011 17:49:55	thedanielsons@cableone.net	Deborah	Danielson	No, I just want to be on the contact list of Odyssey Charter School.	7th grade	1	Bonneville School District #93	(208) 313-6571	Please put me on your email list for future information	No		7th grade	7th grade
10/2/2011 20:56:33	roadturn@gmail.com	Don	Sturgill	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	8th grade	1	Bonneville School District #93	208-529-4876	yes, please E-Mail me personally at the address above	Yes	Second request. Please let us know we are on the list.	7th grade	7th grade
10/4/2011 10:17:32	kimbrady@hotmail.com	Kim	Seward	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	8th grade	1	Idaho Falls School District #91	208-227-3370	yes, please Call me personally at the number above	Yes		7th grade	7th grade
10/5/2011 6:42:51	hitbrand@gmail.com	Melissa	Hitbrand	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	7th grade	3	Idaho Falls School District #91	208-346-7852	Please put me on your email list for future information	Yes		7th grade	7th grade
	grobopapa.schatze@gmail.com	Jennifer	Kirkman	child		12		93 208-821-7586	email				
10/8/2011 16:09:18	kate_mickley@hotmail.com	Kate	Mickley	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	9th grade	1	Bonneville School District #93	2086804857	yes, please E-Mail me personally at the address above	No		7th grade	7th grade
10/10/2011 20:48:23	verdoom@cableone.net	Gaylene	Verdoom	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	9th grade	1	Idaho Falls School District #91	208-589-5725	Please put me on your email list for future information	Yes		7th grade	7th grade
10/11/2011 9:00:08	cheekschopper@yahoo.com	Kathrynne	Cordon	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	8th grade	1	Jefferson School District #251	208-745-7604	yes, please Call me personally at the number above	No		7th grade	7th grade
10/11/2011 17:48:17	ic9151@hotmail.com	Lorraine	Clark	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	9th grade	1		208-520-0045			Next presentation?	7th grade	7th grade
10/11/2011 21:55:46	amberclark04@hotmail.com	Amber	Clark	No, I just want to be on the contact list of Odyssey Charter School.	7th grade		Idaho Falls School District #91	208-890-6841	Please put me on your email list for future information			7th grade	7th grade
10/12/2011 6:37:31	josh.mickley@gmail.com	Josh	Mickley	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	9th grade	1	Idaho Falls School District #91	360-319-4287	yes, please E-Mail me personally at the address above	Yes		7th grade	7th grade

April 5, 2012

Timestamp	Email	First Name	Last Name	Possible Students Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	Grade Level of the FIRST child who might attend Odyssey?	Possible Students	School District	Phone Number	Would You Like to be Contacted?	Volunteer	Questions or Comments	Grade Level of the SECOND child who might attend Odyssey?	Grade Level of the THIRD child who might attend Odyssey?
10/13/2011 18:55:37	plani2nom59@gmail.com	Desiree	Casperson	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	7th grade	1	Idaho Falls School District #91	208-760-9570	yes, please E-Mail me personally at the address above	No		7th grade	7th grade
10/17/2011 9:56:33	emilykaybets@yahoo.com	Emily	Leonard	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	7th grade	3	Bonneville School District #93	208-529-8444	yes, please E-Mail me personally at the address above			9th grade	11 grade
10/24/2011 18:10:44	martindalehouse@msn.com	Tina	Martindale	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	8th grade	1	I do not live in these school districts	(208)360-1438	yes, please E-Mail me personally at the address above		I am currently an English teacher in the Richfield School District. I am going to try to move back to Idaho Falls for the 2012-2013 school year. I would be interested in applying for a teaching position.	7th grade	7th grade
10/25/2011 17:56:10	wendyc06@gmail.com	Wendy	Chapman	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	7th grade	1	Idaho Falls School District #91	208-523-1203	yes, please E-Mail me personally at the address above	No		7th grade	7th grade
10/31/2011 16:37:49	heather@roadrum.com	Heather	Sturgill	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	8th grade	2	Bonneville School District #93	529-4876	yes, please E-Mail me personally at the address above	Yes		7th grade	7th grade
11/1/2011 20:34:42	gstevenson@idahofallsarts.org	Gina	Stevenson	No, I just want to be on the contact list of Odyssey Charter School	9th grade		Idaho Falls School District #91	208-522-0471, ext. 106	Please put me on your email list for future information			7th grade	7th grade
	5212827	Corina	Huskinson	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.		11	Idaho Falls School District #91	208-716-7265	No email. Please call				
11/7/2011 13:26:52	mdsbdolus4@gmail.com	Sarah	Droegemuehle	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	9th grade	1	Idaho Falls School District #91	208-522-1572	yes, please E-Mail me personally at the address above	Yes		7th grade	7th grade
11/16/2011 14:08:43	moskinsong@cablenet.net	Reed	Hoskinson	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	9th grade	1	Jefferson School District #251	2087459030	Please put me on your email list for future information	No		7th grade	7th grade
	momandme@juno.com	Becky	Walz	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	10th grade	1	Bonneville #93	208-522-3030	Please put me on your email list for future information	yes			

April 5, 2012

Timestamp	Email	First Name	Last Name	Possible Students	Grade Level of the FIRST child who might attend Odyssey?	Possible Students	School District	Phone Number	Would You Like to be Contacted?	Volunteer	Questions or Comments	Grade Level of the SECOND child who might attend Odyssey?	Grade Level of the THIRD child who might attend Odyssey?
12/1/2011 10:29:42	lPhanson_5@msn.com	Danele	Hanson	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	9th grade	1	Bonneville School District #93	208-528-2473	yes, please E-Mail me personally at the address above	No		7th grade	7th grade
12/7/2011 19:30:07	lmoes6@luno.com	Jeanette	Slater	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	7th grade	1	Bonneville School District #93	208-529-6513	Please put me on your email list for future information	No		7th grade	7th grade
1/4/2012 20:26:54	martindalehouse@msn.com	Tina	Martindale	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	8th grade	1	I do not live in these school districts	208-360-1438		Yes	I am an English/Spanish teacher looking to move back to the Idaho Falls area. A job application would be great!	7th grade	7th grade
	direid47@msn.com	Debra	Reid	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	8th grade	1	Idaho Falls School District #91	208-521-3520					
1/13/2012 17:17:44	sabrina.underwood@hcahealthcare.com	Sabrina	Underwood	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	7th grade	2	Bonneville School District #93	208-680-7262	yes, please E-Mail me personally at the address above	Yes		11 grade	7th grade
1/16/2012 13:23:58	vetterbydesign@gmail.com	Dan	Vetter	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	8th grade	1	Idaho Falls School District #91	208-360-3004	Please put me on your email list for future information	No	Just looking for current information. My daughter is being moved from Clair E Care to Taylorview next year.	7th grade	7th grade
1/19/2012 16:46:37	Camenix@coaleone.net	Camie	Hix	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	7th grade	1	Idaho Falls School District #91	525-5438	yes, please E-Mail me personally at the address above			7th grade	7th grade
1/20/2012 15:36:16	advantage801@hotmail.com	Rex	Prouse	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	7th grade	2	Shelley School District #60	208-520-8947	Please put me on your email list for future information	No	I am interested in where the location will be and will there be any orchestra classes offered? as well as college credit classes?	11 grade	7th grade
2/6/2012 15:15:24	lkenyon76@hotmail.com	Jennifer	Anderson	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	7th grade	4+	I do not live in these school districts	208 346-6786	yes, please E-Mail me personally at the address above		I would like to know more about the curriculum	7th grade	7th grade
2/7/2012 8:03:32	glbjoan@gmail.com	Joan	Gilbert		7th grade		Idaho Falls School District #91	208-520-9831	Please put me on your email list for future information		I would like to teach at this new school. I am a Highly Qualified English teacher.	7th grade	7th grade

April 5, 2012

Timestamp	Email	First Name	Last Name	Possible Students Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	Grade Level of the FIRST child who might attend Odyssey?	Possible Students	School District	Phone Number	Would You Like to be Contacted?	Volunteer	Questions or Comments	Grade Level of the SECOND child who might attend Odyssey?	Grade Level of the THIRD child who might attend Odyssey?
2/7/2012 14:13:35	andrew_whitford1@msn.com	amy	whitford	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	8th grade	1	Bonneville School District #93	208-529-3054	Please put me on your email list for future information	Yes		7th grade	7th grade
2/8/2012 9:06:15	shawnairenee3@msn.com	Shawna	Murdoch	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	9th grade	2	Idaho Falls School District #91	208-932-3912	Please put me on your email list for future information.	Yes	Where will the school be located?	8th grade	7th grade
2/15/2012 14:51:29	Dozenwilsons@hotmail.com	Jennifer	Wilson	Yes, I have a child or children who is/are interested in attending Odyssey Charter School.	7th grade	3	Shelley School District #60	346-1968	yes, please E-Mail me personally at the address above	Yes		7th grade	9th grade

Appendix M

~~Charter Commission~~ District 93's Letter of Referral and Rubric to the Public
Charter School Commission

The Letter of Referral and Rubric from State of Idaho Falls Joint School Board District
91 are is on the following pages page.



October 5, 2011

Odyssey Charter School Audit Committee Recommendations:

In evaluating this petition, the Odyssey Charter School Audit Committee, for the most part, used a rubric provided by the School Choice Coordinator of the Idaho State Department of Education. A copy of the rubric is attached. The Audit Committee also reviewed public comment and testimony from the public meeting on the Odyssey Charter School Petition held by the Falls School District #91 Board of Trustees on September 27, 2011. In addition, the committee included additional information provided by the petitioners at a separate meeting with the audit committee held on October 4, 2011.

The idea of a charter school that focuses on the arts using a project-based model has merit. However, the Odyssey Charter School petition lacks the sufficient detail needed to guarantee successful implementation. In addition, the governance, oversight and support of such a school would tax the district's existing resources, and result in additional costs for the district. At this time, the district is also considering a project-based magnet school that is more robust and uses a model that has been successfully replicated around the country and has proven results.

The Odyssey Charter School Audit Committee recommends the Idaho Falls School District #91 Board of Trustees refer the petition to the public charter school commission. The committee also recommends the petitioners address the concerns identified in the attached rubric prior to submitting the petition to the public charter school commission.

Committee Members:

Trina Caudle (Chair), Director of Secondary Education
Karla LaOrange, Director of Elementary Education
Carrie Smith, Director of Human Resources & Finance
Gail Rochelle, Director of Student Achievement & School Improvement
Lisa Sherick, Director of Student Services
Margaret Wimborne, Communications and Community Engagement

690 John Adams Parkway, Idaho Falls, ID 83401 • (208) 525-7500 • FAX (208) 525-7596
www.d91.k12.id.us

April 5, 2012



Board of Trustees
David Lent, Chairman
Jerry Wixom
Ernest Jensen
Deidre Warden
Lisa Burtenshaw

October 19, 2011

State Board of Education
Public Charter School Commission
PO Box 83720
Boise, ID 83720-0027

RE: Odyssey Charter School Petition

Dear Commissioners,

This letter is to inform you of the decision made by the Board of Trustees on October 11, 2011 during an open meeting, until the formal minutes can be approved in November, to refer the Odyssey Charter School petition to the public charter school commission. The petitioners were in attendance at the meeting and have also been given a copy of the audit committee's review rubric.

The district's Audit Committee evaluated the petition, reviewed public comment and testimony from a public hearing held by the Idaho Falls School District #91 Board of Trustees on September 27, 2011 and considered additional information provided by the petitioners at a separate meeting with the audit committee on October 4, 2011 before making recommendations to the Board of Trustees for their decision.

The Audit Committee also recommended the petitioners address the concerns identified in the rubric prior to submitting the petition to the public charter school commission.

Sincerely,

A handwritten signature in cursive script that reads "Debbie Wilkie".

Debbie Wilkie
Administrative Assistant

Enclosure: Audit Rubric
pc: Karl Peterson, Odyssey Charter School

690 John Adams Parkway, Idaho Falls, ID 83401 • (208) 525-7500 • FAX (208) 525-7596
www.d91.k12.id.us

Tab 1: Vision, Mission, Legal status

Topic	Ranking			
	Does Not Meet - 1	Partially Meets - 2	Meets - 3	Exceeds - 4
The mission statement does not express a clear, focused, and compelling purpose for the school. No vision statement is provided.	<u>The vision and mission statements are provided, however there may not be a clear focus, or the statements may not be specific enough to create a compelling purpose for the school.</u>	The vision and mission statements express a clear, focused, and compelling purpose for the school that is measureable.	The vision and mission statements express a clear, focused, and compelling purpose for the school that is measureable.	The vision and mission statements express a clear, focused, and compelling purpose for the school that is measurable. The vision and mission statements clearly translate into achievable goals, the selected curriculum, operations, and all aspects of the school.
The mission statement does not focus on educational outputs or is unlikely to result in increased student achievement.	<u>The vision and mission statements do not sufficiently focus on educational outputs and may not result in increased student achievement.</u>	The vision and mission statements focus on high-quality educational outputs and are likely to result in increased student achievement.	The vision and mission statements focus on high-quality educational outputs and are likely to result in increased student achievement.	The vision and mission statements focus on high-quality educational outputs and are likely to result in increased student achievement. Research is provided to support the identified outputs and expectations.
The legal status of the school is not explained.	<u>The legal status of the school is partially explained, but is incomplete.</u>	The legal status of the school is clearly explained. Petitioners demonstrate an understanding of the organizational structure of charter schools as a public entity.	NA	NA
Articles of Incorporation and/or Bylaws are not included as an appendix to the charter application.	NA	<u>Articles of Incorporation and Bylaws are included as an appendix to the charter application.</u>	NA	NA
Elector petition and/or documentation for proof of elector qualifications is not included.	NA	<u>Elector petition and documentation for proof of elector qualifications included.</u>	NA	NA
Documentation of application for nonprofit status not included.	NA	<u>Documentation of application for nonprofit status is included.</u>	NA	NA
Evaluator Comments and Questions				
Evaluation	Written Proposal			
	Strengths: Project-Based curriculum and instruction has merit. Coordination with other charter schools is apparent.			
	Concerns and Questions: <ul style="list-style-type: none"> In the documentation for elector petition, two pages are signatures obtained for the "Bonneville School District #93" area and one page is for "District #91." Can you explain why you chose Idaho Falls School District 91 as the authorized chartering entity? How will you measure your school's success in meeting the goals set out in your mission statement? 			

Meeting and/or interview	
<p>Strengths: The petitioners are very passionate about offering a project-based charter school focused on the arts. They have exhibited dedication towards accomplishing their mission.</p>	
<p>Concerns and Questions: While the documentation for the elector is included and the number of required signature obtained, the information on two of the three petitions indicates the school will be physically located in "Bonneville School District 93 Area". The concern is that patrons may be under the assumption that the chartering agency would be Bonneville School District 93.</p>	
Overall Ranking:	
The application reviewer provides an overall score for this application component.	

Tab 2: Proposed Operations

Topic	Ranking			
	Does Not Meet - 1	Partially Meets - 2	Meets - 3	Exceeds - 4
The proposed operation of the school is not included.		<u>The discussion of the general operation of the school is vague or insufficient.</u>	The petition clearly explains the general operation of the school.	Proposed operations are clear and detailed.
Potential effects are not addressed.		<u>The potential effects on the district or community are vague or insufficient.</u>	Potential effects of the school address the impact of the school on local and neighboring school districts, as well as the community.	Potential effects of the school address both positive and negative impacts on the community and surrounding districts.
Proposed location not identified or outside school district boundaries		<u>Proposed location is unclear.</u>	Proposed location located within district boundaries.	Multiple locations proposed within district boundaries.
Attendance area is difficult to determine or unclearly stated.		Attendance area is outlined, but may lead to confusion.	<u>Attendance area is clearly outlined and described.</u>	Map of attendance area is included and boundaries are clearly explained.
A description of the school facility is provided; however, either detail is insufficient, or the facility is insufficient to ensure the full implementation of the school program. -OR-		A description of the school facility is provided; however, either detail is insufficient, or the facility may not be sufficient to ensure the full implementation of the school program. -OR-	A description of the school facility is provided and includes sufficient detail to indicate that the facility is appropriate and sufficient to fully implement the school program. -OR-	A description of the school facility is provided and includes detail to indicate that the facility is fully adequate to implement the school program. -OR- If the facility has not been

If the facility has not been identified, a description of the school facility requirements is provided; however, either detail is insufficient, or facility priorities are not sufficient to ensure full implementation of the school program.	<u>If the facility has not been identified, a description of the school facility requirements is provided however, either detail is insufficient, or facility priorities may not be sufficient to ensure full implementation of the school program.</u>	If the facility has not been identified, a description of the school facility requirements is provided and includes sufficient detail to indicate that priorities will focus on a facility that is appropriate and sufficient to fully implement the school program.	identified, a description of the school facility requirements is provided and includes detail to indicate that priorities will focus on a facility that is fully adequate to implement the school program.
The school budget does not reflect reasonable costs associated with the development and operation of the school facility or the school's financing strategy is unreasonable and inappropriate. -OR- If the facility has not been identified, the school budget does not reflect reasonable costs associated with the development and operation of the school facility, or the school's financing plan is unreasonable and inappropriate.	The school budget reflects costs associated with the development and operation of the school facility and the school's financing strategy is presented; however, costs may be unreasonable and are not substantiated with reliable data. -OR- <u>If the facility has not been identified, the school budget reflects costs associated with the development and operation of the school facility and the school's financing plan is presented; however costs may be unreasonable and are not substantiated with reliable data.</u>	The school budget reflects reasonable costs associated with the development and operation of the school facility and the school's financing strategy is reasonable and appropriate. -OR- If the facility has not been identified, the school budget reflects reasonable costs associated with the development and operation of the school facility and the school's financing plan is reasonable and appropriate.	The school budget reflects reasonable costs associated with the development and operation of the school facility and the school's financing strategy is reasonable and appropriate. Costs reflected in the budget are based on written quotes and reliable data. -OR- If the facility has not been identified, the school budget reflects reasonable costs associated with the development and operation of the school facility and the school's financing plan is reasonable and appropriate. Costs reflected in the budget are based on written quotes and reliable data.
The location for the school is inappropriate based on need and does not address the targeted student population. -OR- If the facility has not been identified, the target area for the school is inappropriate based on need and does not address the targeted student population.	The location for the school may be inappropriate based on need and the targeted student population. -OR- <u>If the facility has not been identified, the target area for the school may be appropriate based on need and the targeted student population.</u>	The location for the school is appropriate based on need and the targeted student population. -OR- If the facility has not been identified, the target area for the school is appropriate based on need and the targeted student population.	The location for the school is appropriate and was selected specifically to address the targeted student population. -OR- If the facility has not been identified, the target area for the school is appropriate and was selected specifically to address the targeted student population.
The school has presented an unreasonable timeline for completion of the school facility. -OR- If the facility has not been identified, the school has proposed an unreasonable timeline for identifying and completing the development of the school facility.	The school has presented an aggressive timeline for completion of the school facility which may be unattainable. -OR- <u>If the facility has not been identified, the school has proposed an aggressive timeline for identifying and completing the development of the school facility which may be unattainable.</u>	The school has presented a reasonable and appropriate timeline for completion of the school facility. -OR- If the facility has not been identified, the school has proposed a reasonable timeline for identifying and completing the development of the school facility.	The school has presented a reasonable and appropriate timeline which includes a contingency plan for completion of the school facility. -OR- If the facility has not been identified, the school has proposed a reasonable timeline which includes a contingency plan for identifying and completing the development of the school facility.
<u>The school has not demonstrated that the</u>	The school partially demonstrated that the	The school demonstrates that the facility is in	The school demonstrates that the facility is in compliance

<p><u>facility is in compliance with applicable codes, health and safety laws, the requirements of ADA, etc.</u></p> <p>-OR-</p> <p>If the facility has not been identified, the school does not provide assurances that the facility will be in compliance with applicable codes, health and safety laws, the requirements of ADA, etc.</p>	<p>facility is in compliance with applicable codes, health and safety laws, the requirements of ADA, etc.; however, more information is needed to ensure compliance.</p> <p>-OR-</p> <p>If the facility has not been identified, the school provides some assurances that the facility will be in compliance with applicable codes, health and safety laws, the requirements of ADA, etc.; however, more information is needed to ensure compliance.</p>	<p>compliance with applicable codes, health and safety laws, the requirements of ADA, etc.</p> <p>-OR-</p> <p>If the facility has not been identified, the school provides assurances that the facility will be in compliance with applicable codes, health and safety laws, the requirements of ADA, etc.</p>	<p>with applicable codes, health and safety laws, the requirements of ADA, etc. and has provided certifications to verify compliance.</p> <p>-OR-</p> <p>NA</p>
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Administrative services not clearly defined.	<u>Administrative services plans are weak or unrealistic.</u>	Administrative services are clearly addressed and appropriate for the school size.	Organization chart includes administrative structure and services. Services are clearly described.
Budget does not reflect cost of administrative services.	<u>Cost of administrative services are included in budget but are inadequate or not realistic.</u>	Cost of administrative services included in budget and are adequate for school size.	Administrative services costs are included in budget, clearly documented or explained and realistic for school over time.
<u>Potential civil liability effects are not adequately addressed.</u>	Potential civil liability effects need additional clarification or explanation.	Potential civil liability effects on the school and authorizer are clearly addressed.	Potential civil liability effects on the school and authorizer are thoroughly addressed.
<u>The school has not provided a complete list of the types of insurance for which the school will contract.</u>	The school has provided a list of the types of insurance for which the school will contract, however the coverage does not meet all applicable insurance requirements.	The school has provided a complete list of the types of insurance for which the school will contract and the coverage meets applicable insurance requirements.	The school has provided a comprehensive and complete list of the types of insurance for which the school will contract and the coverage exceeds applicable insurance requirements.
<u>The school budget does not reflect costs for insurance coverage.</u>	The school budget reflects the costs for insurance coverage; however, the costs are either unreasonable or insufficient to obtain the coverage required.	The school budget reflects reasonable assumptions for insurance coverage.	The school budget reflects reasonable assumptions for insurance coverage based on written quotes from the insurance companies.
Evaluator Comments and Questions			
Written Proposal			

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Strengths:
<p>Concerns and Questions:</p> <ul style="list-style-type: none"> The charter petition does not clearly describe how the charter will secure a facility. Please further describe how you will secure and fund a school facility when using an Idaho Falls School District facility is not an option. (The charter petition only outlines funding for purchasing modular classrooms.) If the charter is unable to contract services such as special education, psychological evaluation, occupational services, speech and language therapy, vision, and gifted/talented, how will the charter provide service to students in these areas? How will you provide meals to students? What if you are unable to contract meals with a local district? Please expand on the day-to-day operations of the charter school. The petition is very vague in this area. What insurance company(ies) will you use to provide the necessary insurance for civil liability, general liability, and property insurance?
Meeting and/or interview
Strengths:
<p>Concerns and Questions:</p> <p>Operations: The discussion regarding the general operation of the school is vague and insufficient. The charter indicated the Director and Directors would coordinate to determine the day-to-day operations. Potential impact indicated a partial knowledge of the impact on the enrollment of the affected school districts. The impact of LEP services or migrant services has not been addressed.</p> <p>Facilities: A facility has not been secured. The facility will greatly impact the day-to-day operations of the school, the delivery of the curriculum, and other support services. Only lease figures were given in the original budget. Insufficient data was presented to ensure the charter has an "actual site or plan for the facility". The physical facilities description remains vague. Timelines are also not provided for securing a lease or purchased property.</p>
<p>Overall Ranking:</p> <p>The application reviewer provides an overall score for this application component.</p>

Tab 3: Educational Program and School Goals				
Topic	Ranking			
	Does Not Meet - 1	Partially Meets - 2	Meets - 3	Exceeds - 4
Description of "educated person" is not correlated to education philosophy or instructional model.	Description of "educated person" partially relates to philosophy, instructional model or curriculum.	<u>Description of "educated person" included and tied to school's educational philosophy and instructional model.</u>	Description of "educated person" directly aligns with school's philosophy, instruction, and curriculum. Examples or details are provided as support.	
It is unclear how the educational program relates to vision and	<u>Description of the educational program seems to relate to vision</u>	Description of educational program directly relates to the vision and mission of the	The school's educational program support and are aligned with the vision and mission of the school.	

mission of the school.	<u>and/or mission of school, but connection is not obvious.</u>	school.	
<u>Description of educational program does not include an explanation of the instructional practices or curriculum.</u>	Description of educational program is brief and does not provide a clear picture of the school's plan.	Description of educational program includes instructional practices and curriculum.	Description of education program is detailed and includes detailed explanations of the instructional practices and types of curriculum to be used by the school.
The school does not have measurable goals.	<u>The school has goals that are measurable, but there may be too few or too many goals for the school to successfully manage.</u>	The school has an appropriate and manageable number of SMART goals that reflect high expectations.	The school has an appropriate and manageable number of SMART goals that reflect high expectations and include benchmarks based on reliable research and data.
Goals do not tie to the school's mission.	<u>Goals do not clearly tie to the school's mission.</u>	There is alignment of goals with the mission and vision of the school.	There is a clear description of alignment of goals with the mission and vision of the school.
The stated objectives and strategies do not align with the schools goals.	<u>The stated objectives and strategies are aligned to the goals; however the selected objectives and strategies are not proven to be effective.</u>	The stated objectives and strategies are aligned to the goals, and the selected objectives and strategies are tied to research and proven to be effective.	The stated objectives and strategies are fully aligned to the goals, and the selected objectives and strategies are tied to research and proven to be effective with the target population.
The data collection plan is vague or not included.	<u>The data collection plan does not address all academic and non-academic goals.</u>	The data collection plan is included for both academic and nonacademic goals.	A detailed data collection plan is included for both academic and nonacademic goals. The budget reflects the costs for student data system and data collection.
The school does not have a plan to monitor progress toward meeting the goals of the school.	<u>The school has a limited or insufficient plan to monitor progress toward meeting the goals of the school.</u>	The school has clearly described a plan to monitor progress toward meeting the goals of the school and the plan includes a description of how the school will make modifications based on data.	The school has clearly described a plan to monitor progress toward meeting the goals of the school and the plan includes a description of how the school will make modifications based on data. The process includes a description of how information gathered will be used by the administration, teachers, and board; as well as for the school improvement process.
The school does not have a plan for annual reporting of results of goals to stakeholders and authorizer.	<u>The school has a vague plan for reporting results of related to the goals.</u>	The school has clearly described a plan to annually report results of goals to all stakeholders and authorizer.	The school has clearly described a plan to annually report results of goals to all stakeholders and authorizer. Additionally, the plan includes access to information for the general public.
Methods for fulfilling the thoroughness standards are not included.	<u>The thoroughness standards are included but it is not clear how they will be fulfilled.</u>	The petition explains how all eight of the education thoroughness standards will be fulfilled.	The explanation of the education thoroughness standards includes detailed strategies for fulfillment.

	Methods for fulfilling the thoroughness standards are not included and/or not related to the vision, mission, and goals.	<u>Methods for fulfilling the thoroughness standards are loosely related to the vision, mission, or goals, but not necessarily all three.</u>	Methods for fulfilling the thoroughness standards are tied to the vision, mission, and goals of the school.	Methods for fulfilling the thoroughness standards are fully aligned to the vision, mission, and goals of the school.
	Explanation of how learning best occurs is general in nature or does not relate to vision, mission and educational program of the school.	<u>Explanation of how learning best occurs is included and loosely relates to the vision, mission and educational program of the school.</u>	Explanation of how learning best occurs is included and relates to the vision, mission and educational program of the school.	Explanation of how learning best occurs is included and directly aligns to the vision, mission and educational program of the school.
Instruction	The school identifies quality instruction that is research-based and has been effective in meeting the needs of the target population.			
	Instructional practices are not addressed.	<u>Instructional practices are insufficiently addressed to demonstrate an effective school framework for the targeted student population.</u>	Instructional practices support the educational philosophy, are clearly articulated and demonstrate an effective school framework for the targeted student population.	The educational philosophy and instructional techniques are clearly aligned and articulated. The instructional practices are proven to be successful with similar student populations.
	There is no connection between the proposed instructional practices and the mission.	<u>The school does not effectively connect the proposed instructional practices with the school's mission.</u>	The school's proposed instructional practices support and are aligned with the schools mission.	The school's proposed instructional practices support and are aligned with the schools <u>mission</u> and <u>vision</u> .
	There is no description regarding how instruction will be differentiated to meet student needs.	<u>The school insufficiently describes how instruction will be differentiated to meet student needs.</u>	The school describes how instruction will be differentiated based on identified student needs.	The school describes how instruction will be differentiated based on identified student needs and examples are provided.
	Research to support the proposed instructional practices is not provided.	<u>Research to support the proposed instructional practices is limited or unreliable.</u>	Research on the instructional practices is included in the appendices.	Research on the proposed instructional practices with the chosen population and curriculum is included in the appendices.
Curriculum	The school is proposing to use a clearly defined, research-based curriculum with the potential to raise the achievement of the intended student population, and that is aligned to district and state standards.			
	The curriculum framework is not presented clearly and does not align with the school's stated mission and goals.	<u>The curriculum framework is partially defined; however the alignment to the school's stated mission and goals is unclear.</u>	The curriculum framework is presented and aligned with the school's stated mission and goals.	The curriculum framework is clearly presented and alignment to the schools stated mission and goals is clearly articulated.
	There is no evidence that the chosen curriculum is aligned with state and district standards.	<u>Evidence that the chosen curriculum is aligned with state and district standards is insufficient.</u>	There is sufficient evidence that the chosen curriculum is aligned with state and district standards.	There is clear and abundant evidence that the chosen curriculum is aligned with state and district standards.
	The description of the curriculum lack sufficient detail to determine whether it is aligned across the school for all grade levels.	<u>The description of the curriculum presented does not provide sufficient detail regarding alignment, objectives, content, and skills for all grades the school will serve.</u>	A plan for a fully aligned curriculum is presented and provides the appropriate level of detail for the objectives, content and skills for each subject and for all grades the school will serve.	A fully aligned curriculum is presented and includes objectives, content and skills, learning outcomes, and promotion and exit standards for all grades the school will serve.
	High school credit requirements and course descriptions are not provided.	<u>High school credit requirements and course descriptions are insufficiently described.</u>	High school credit requirements and course descriptions are included and clearly articulated.	High school credit requirements in comparison to district requirements and course descriptions of all class offerings are included.

	A description of course offerings is not provided.	<u>Course offerings are insufficient, or do not reflect a cohesive alignment.</u>	Course offerings reflect an organized, cohesive curricular design.	Course offerings reflect an organized, cohesive curricular design that is aligned with the school's mission and philosophy. Any off-the-shelf curricular materials chosen are named, along with an explanation of why they were chosen.
	Research to support the chosen curriculum is not provided.	<u>Research to support the chosen curriculum is limited or unreliable.</u>	Research on the chosen curriculum is included in the appendices.	Clear research on the success of the chosen curriculum when used with the target population, along with the rationale of why chosen, is included in the appendices.
Structure	The school's organizational structure places a priority on implementing the chosen curriculum with fidelity and in its entirety.			
	A school calendar and schedule are not provided.	<u>The school calendar and schedule do not demonstrate statutory compliance for student contact hours, or are not sufficient to ensure a viable curriculum.</u>	The school calendar and schedule both demonstrate compliance with statutory requirements for student contact hours, and are sufficient to ensure a viable curriculum.	The school calendar and schedule both demonstrate compliance with statutory requirements for student contact hours, and the school has articulated that the curriculum is strong and implementable.
	A description of the organizational structure of the school is not sufficient to support implementation of the curriculum.	<u>The description of the organizational structure of the school does not sufficiently demonstrate enough support to fully implement the curriculum.</u>	A description of the organizational structure of the school demonstrates enough support to fully implement the curriculum.	A description of the organizational structure of the school demonstrates enough support to fully implement the curriculum and monitor ongoing modifications to the curriculum.
	<u>The school has no process in place to identify students who are struggling academically and to determine the cause and how this need will be addressed.</u>	The school has a partial plan in place to identify and meet the needs of students who are struggling, and to identify students with special needs. RTI is mentioned, but details are not provided.	The school has a plan in place to meet all legal requirements to identify students with special needs, to include IDEA, FAPE, and IEPs. Intervention strategies for the 3 tiers used in RTI (Response to Intervention) are identified.	The school has a plan in place to meet all legal requirements to identify students with special needs, to include IDEA, FAPE, IEP, ALP, and 504. Intervention strategies for the 3 tiers used in RTI (Response to Intervention) are fully described.
	The school has no plan in place to identify and meet the needs of any Special Ed students who enroll at the school.	<u>The school has a partial plan in place to identify and meet the needs of any Special Ed students who enroll at the school.</u>	The school has a plan in place to identify and meet the needs of any Special Ed students who enroll at the school.	The school has a plan in place to identify and meet the needs of any Special Ed students who enroll at the school. Strategies and interventions are fully described.
	The school does not address how staffing allocations will be used to meet the needs of students.	<u>The school has provided a vague plan to provide staff to meet the needs of students, but does not clearly identify staffing allocations.</u>	The school has provided a plan to provide adequate staff to meet the needs of all students that includes a licensed Special Ed teacher.	The school has provided a plan to provide adequate staff to meet the needs of all students that includes a licensed Special Ed teacher. A timeline that fully describes the development of the staffing and instructional and curricular plans is included.
	<u>There is no provision for ongoing monitoring of this student group.</u>	NA	The school identifies the need for ongoing monitoring of this student group.	The school provides exit standards and plans for ongoing monitoring of this student group.

The budget does not reflect costs involved in addressing the needs of special populations.	<u>The budget reflects some of the costs involved in addressing special populations; however, sufficient detail is not provided.</u>	The budget reflects allocation for resources, staffing, and training needed to serve the needs of special populations.	The budget reflects allocation for resources, staffing, and training needed to serve all students' needs. It includes expenditures beyond the IDEA federal funds.
<u>Transportation plans for special needs students are not included.</u>	Transportation plans for special needs students are vague and/or not included in the budget.	Transportation plans for special needs students is addressed and appropriately budgeted for, even if transportation is not provided for general student population.	Comprehensive plan for transporting special needs students is included. Budget includes a line item specifically for this transportation.
<u>Research on interventions and chosen materials is not provided.</u>	Limited research on interventions and chosen materials is referenced.	Research on interventions and chosen materials is included in the appendices.	Research on effective strategies and support materials, with the identified populations, is included in the appendices.
Plans for working with the parents are not included or not realistic.	<u>Plans for working with the parents are vague or incomplete.</u>	Plans for working with parents of detailed and include communication with the non-charter school.	Plans for working with the parents illustrate an understanding of the complexity of the issue and/or include an understanding of the district policies regarding dual enrollment issues.
A policy for dual enrollment has not been created or is not available in the handbook.	<u>The policy for dual enrollment is vague or incomplete.</u>	The student handbook includes the policy for dual enrollment clearly stated for parents to review.	The dual enrollment policy is included in the student handbook. The specific policy is also included with this petition.
The school has no plan in place to identify and meet the needs of any Gifted and Talented students who enroll at the school.	<u>The school has a partial plan in place to identify and meet the needs of any Gifted and Talented students who enroll at the school.</u>	The school has a plan in place to identify and meet the needs of any Gifted and Talented students who enroll at the school.	The school has a plan in place to identify and meet the needs of any Gifted and Talented students who enroll at the school. Strategies and interventions are fully described.
<u>There is no provision for ongoing monitoring of GT students.</u>	There are vague references to monitoring GT students.	The school identifies the need for ongoing monitoring GT students	The school provides exit standards and plans for ongoing monitoring of GT students
The budget does not reflect costs involved in addressing the needs of GT students	<u>The budget reflects some of the costs involved in addressing special populations; however, sufficient detail is not provided.</u>	The budget reflects allocation for resources, staffing, and training needed to serve the needs of GT students.	The budget reflects allocation for resources, staffing, and training needed to serve all students' needs.
The school has no plan in place to identify and meet the needs of any English Language Learners students who enroll at the school.	<u>The school has a partial plan in place to identify and meet the needs of any English Language Learners students who enroll at the school.</u>	The school has a plan in place to identify and meet the needs of any English Language Learners students who enroll at the school.	The school has a plan in place to identify and meet the needs of any English Language Learners students who enroll at the school. Strategies and interventions are fully described.
There is no provision for ongoing monitoring of LEP/ELL students.	<u>Monitoring plans for LEP/ELL students is vague or incomplete.</u>	The school identifies the need for ongoing monitoring LEP/ELL students.	The school provides exit standards and plans for ongoing monitoring of LEP/ELL students.

<u>The budget does not reflect costs involved in addressing the needs of LEP/ELL students.</u>	The budget reflects some of the costs involved in addressing LEP/ELL students; however, sufficient detail is not provided.	The budget reflects allocation for resources, staffing, and training needed to serve the needs of LEP/ELL students.	The budget reflects allocation for resources, staffing, and training needed to serve all students' needs.
Evaluator Comments and Questions			
Written Proposal			
Strengths:			
<p>Concerns and Questions:</p> <ul style="list-style-type: none"> Besides surveys, what research-based methods will you use to collect data to measure your progress towards your goals and objectives? Please describe and clarify the instructional methodologies to be implemented in this project-based model. Please expand on how the charter will identify, adopt, and evaluate curriculum. What is the charter's curriculum resource procurement process? How will the charter meet the math and science graduation requirements? How will the charter develop, implement and evaluate formative and summative assessments? How will the charter differentiate curriculum and instruction to meet the needs of individual students? How will the charter assess citizenship skills? How will the charter identify the technology skills students need within the curriculum? How will the school provide tech support for curricular integration? What is the charter's ongoing and summative grading and progress reporting system? What information will this system give to parents and students? 			
<ul style="list-style-type: none"> How will transcripts be structured so they can be used, evaluated and understood by post-secondary institutions? What challenges do the founders foresee in identifying highly qualified individuals with the certification necessary to teach multiple subjects? Please provide a school calendar that defines the school year and the school day. How will time be structured to allow for the large number of staff development/professional development hours identified within the application? How will the teacher mentoring system be structured to provide the extensive support identified in the application? How will the school provide advanced and dual credit opportunities? 			
Meeting and/or interview			
Strengths:			
<p>Concerns and Questions:</p> <p>School Goals: The goals listed for Odyssey Charter School (OCS) do not reference, nor does the application contain, a research base. The primary mode of measurement for the OCS goals is satisfaction surveys. The use of surveys as the primary evaluation tool lacks a research-base and does not explain how the data will be collected, analyzed or used by the school. Information will be reported to the board, but what information will be reported and how that information will be used is absent from the report.</p>			

Instruction: The petitioners explained how learning should take place at OCS. However, their explanation lacked any description of the instructional methodologies to be implemented. This section, after written or oral review, continues to be vague and does not clarify the instructional model of the school.

Curriculum: OCS plans to align the curriculum to Idaho Standards. The specifics of the curricular development process and goals of the curriculum are lacking. The petitioners do not identify a curriculum development model and do cannot clarify the desired curricular outcomes. When referencing curriculum, the term seems to be used to describe the written curriculum, textbooks/resources and instruction. These are each distinct and important components of a curriculum model that are either vague or lacking in the application.

Structure: A calendar to support delivery of the curricular and instructional model is missing from the application and was not available at the meeting. The petitioners informed the committee that the calendar had not yet been decided.

Dual Enrollment: Plans for working with parents are vague. Information will be distributed to parents but there is no plan delineating a process for accessing courses via the chartering district (i.e. schedule accommodations, clear explanation of transportation options, etc.).

Gifted and Talented: The application includes a partial plan for identifying gifted and talented students. The process identifies specific achievement tests, which limits students who may not have one of the specific assessments listed in their profile. Current state mandate requires districts/schools to meet students' needs in five different areas. The OCS application only addresses achievement. Absent from the GT plan are the following areas required by state mandate: ability, creativity, leadership, and performing arts. It is implied, within the application that the instructional model will give students opportunities in each of these area, but does not specifically address how students will be identified and what services are available within the classroom setting to meet the needs of students identified within a specific GT category. Again, during our meeting the petitioners informed the committee that these items would be worked out later in the process.

Overall Ranking:

The application reviewer provides an overall score for this application component.

Tab 4: Measurable Standards, Accreditation and Accountability

Topic	Ranking			
	Does Not Meet - 1	Partially Meets - 2	Meets - 3	Exceeds - 4
The school does not have measurable educational standards.	<u>The school has standards that are measurable, but there may be too few or too many goals for the school to successfully manage.</u>	The school has an appropriate and manageable number of measurable standards that reflect high expectations.	The school has an appropriate and manageable number of measurable standards that reflect high expectations and include benchmarks based on reliable research and data.	

Standards do not tie to the school's mission.	<u>Standards are vague and do not clearly tie to the school's mission.</u>	There is alignment of standards with the mission and vision of the school.	There is a clear description of alignment of standards with the mission and vision of the school.
<u>The stated objectives and strategies do not align with the measurable standards</u>	The stated objectives and strategies are aligned to the standards; however the selected objectives and strategies are not proven to be effective.	The stated objectives and strategies are aligned to the standards, and the selected objectives and strategies are tied to research and proven to be effective.	The stated objectives and strategies are fully aligned to the standards, and the selected objectives and strategies are tied to research and proven to be effective with the target population.
The measurable standards do not take into consideration the target populations.	<u>The measurable standards vaguely relate to the target population</u>	The measurable standards are appropriate for the target population.	The measurable standards are high and will encourage growth in all populations.
<u>The measurable standards do not reference the local district or state standards.</u>	The measurable standards are below the local school district and state standards.	The measurable standards meet the local school district and state standards.	The measurable standards exceed the local school district and state standards.
The methods of measuring all students' progress related to the standards is not included.	The methods of measuring all students' progress is include for some, but not all of the standards.	<u>The methods for measuring all students' progress for each standard are explained.</u>	Methods for measuring all students' progress is clearly outline for each standard and include a variety of assessment methods.
The school has no plan in place to evaluate the effectiveness of the academic program.	<u>The school states it will make changes to the academic program based on the results of evaluations; however, no plans or systems to track or evaluate data are included.</u>	A Student Information System (SIS) and data capabilities are described or the process for selecting them is described. The SIS and data will be used in conjunction with identified assessments that will be used to evaluate the effectiveness of the academic program.	A specific SIS, formative and summative assessments, and data warehouse are part of a system of information that will be used to evaluate the effectiveness of the academic program.
<u>No supporting research is provided.</u>	Supporting research is limited.	Research to support the school's evaluation process is included in the appendices.	Research on the effectiveness of the chosen pieces, with the identified population, is included in the appendices.
The school does not have a plan to monitor progress toward meeting the standards of the school.	<u>The school has a limited or insufficient plan to monitor progress toward meeting the standards of the school.</u>	The school has clearly described a plan to monitor progress toward meeting the standards of the school and the plan includes a description of how the school will make modifications based on data.	The school has clearly described a plan to monitor progress toward meeting the standards of the school and how the school will make modifications based on data. The process includes a how information gathered will be used to inform the school improvement process.
The school does not have a plan for annual reporting of standards to stakeholders and authorizer.	<u>The school has a vague plan for reporting results of related to the standards.</u>	The school has clearly described a plan to annually report standards to all stakeholders and authorizer.	The school has clearly described a plan to annually report standards to all stakeholders and authorizer. Additionally, the plan includes access to information for the general public.
The school does not specify a list of assessments, or the list of assessments is too limited in number to demonstrate an appropriate	<u>A preliminary list of assessments is provided; however the assessment plan does not sufficiently address</u>	A preliminary list of assessments is provided. The assessment plan includes an anticipated schedule of frequency,	The assessment plan reflects a comprehensive list of assessments. The assessment plan includes a full schedule of assessments. The plan

evaluation process.	<u>an anticipated schedule of frequency, or a plan to select additional assessments.</u>	and a plan to select additional assessments. The plan includes provisions for literacy testing, interventions, formative assessments, and summative assessments.	includes provisions for literacy testing, interventions, formative assessments, and summative assessments. The plan also addresses how information will be used to improve instructional practice and content.
The assessment plan is not completely clear, and does not show it will be aligned with state or district standards.	<u>Required state assessments are listed. Internal assessments will be aligned with state or district content standards, but no explanation is given as to how.</u>	Assessments will be chosen with curriculum, instruction, standards and legal requirements.	Assessments are aligned with curriculum, instruction, standards and legal requirements.
There is no plan for corrective action.	A plan for taking corrective action is generally described and does not include examples of interventions.	<u>A plan is clearly defined for taking corrective action, with examples of interventions.</u>	A comprehensive plan is clearly defined for taking corrective action, with many examples of interventions and scheduling of additional supports given.
<u>Research is not provided to substantiate the selected assessments.</u>	Limited research is provided or is unreliable to support the selected assessments and interventions.	Research on effectiveness of the selected assessments and interventions is provided in the appendices.	The school clearly demonstrates researched validity and reliability of selected assessments and interventions, with the <u>identified population, which</u>
			<u>is included in the appendices.</u>
<u>The petition does not address the impacts of the testing requirements on the instructional program and/or staff.</u>	The petition vaguely reflects an understanding of the impacts of testing requirements on the instructional program and staff.	The petition reflects a clear understanding of the testing requirements and impact to the instructional program and staff.	The structure of the school and instructional program will all the school to minimize the impacts of the testing requirements.
<u>The cost of assessments is not reflected in the budget.</u>	Some costs associated with testing are reflected in the budget.	The budget reflects the cost of assessment and monitoring programs.	The budget clearly reflects costs associated with assessment, evaluation, and monitoring programs.
The plan is not included or does not address all of the state requirements.	The plan is vague or unclear.	<u>The middle level credit plan is described in detail and aligns with the state requirements.</u>	The middle level requirements are clearly aligned with the local school district as well as the state requirements.
<u>The connection between the middle level credit requirements and the mission, vision, goals, and educational program is unclear.</u>	There is some connection between the middle level credit requirements and the mission, vision, goals, and educational program.	The middle level credit requirements align with the mission, vision, goals, and educational program of the school.	The middle level credit requirements enhance the educational program and directly align with the vision, mission, and goals of the school.
Student retention is not addressed in the petition.	<u>The plan vaguely addresses the issues associated with student</u>	The plan addresses issues of student retention on class size and enrollment issues.	The plan clearly outlines the impact of student retention and makes allowances for class size

Evaluation	Middle level credit requirements are not included in the handbook.	<u>retention.</u> <u>The middle level credit requirements are briefly described in the handbook.</u>	The middle level credit requirements are included in the student handbook for review by parents and students.	and enrollment. The middle level credit requirement policy is included in the appendices.
	The school does not demonstrate an understanding of the accreditation process.	<u>The school demonstrates a limited understanding of the accreditation process.</u>	The school demonstrates an understanding of the accreditation process.	The school demonstrates an understanding of the accreditation process, and has articulated how the goals and objectives of the school align with the accreditation process.
	The school does not demonstrate an understanding of state reporting and accountability process.	<u>The school demonstrates a limited understanding of state reporting and accountability process.</u>	The school demonstrates an understanding of state reporting and accountability.	The school demonstrates an understanding of state reporting and accountability and has articulated how the goals and objectives of the school align with state accountability priorities.
	The school has not described a plan to meet state performance measures.	<u>The school has insufficiently described a plan to meet state performance measures.</u>	The school has described a plan to meet state performance measures (achievement, growth, growth gaps, and post-secondary/work force if HS).	The school has described a plan to meet state performance measures and has made connections between these measures and the goals of the school.
	The school does not address AYP.	<u>The school has provided an insufficient plan to meet AYP.</u>	The school has clearly described a plan to meet Adequate Yearly Progress (AYP).	The school has clearly described a plan to meet AYP and has provided clear connections between AYP the goals of the school and state accountability frameworks.
	The petition does not include a plan or there is no understanding of the requirements of being identified as "in need of improvement."	The petition outlines a school improvement plan that demonstrates a vague understanding of the requirements and impact of being identified as "in need of improvement."	<u>The petition outlines a school improvement plan that demonstrates a clear understanding of the impact of being identified as "in need of improvement."</u>	The petition outlines a school improvement plan that demonstrates a clear understanding of the impact of being identified as "in need of improvement" and includes steps to avoid reaching that stage.
	Evaluator Comments and Questions			
	Written Proposal			
	Strengths:			
	Concerns and Questions:			
	<ul style="list-style-type: none"> Please describe the process the charter school will use to administer the ISAT test. Please describe what alternate route you will use for students who do not pass a portion of the ISAT – 10. How will students at grades 7 and 8 be able to recover credits according to the alternate mechanism? Please explain what the alternate mechanism will be for the charter school. As part of accreditation, the school must meet various standards. Some of these standards address services such as counseling and library (media center) services. How will the charter 			

<p>school provide these services?</p> <ul style="list-style-type: none"> • The petition did not budget for required and identified assessments. Please explain how the charter will fund testing (proctors, technology, etc.). • The charter assessment plan does not address Response to Intervention (universal screeners and progress monitoring). How will the charter assess student success, provide appropriate interventions and monitor individual student progress outside of state assessments such as the ISAT and SAT?
Meeting and/or interview
Strengths:
<p>Concerns and Questions:</p> <p>The charter petition reflects a basic knowledge of the compliance requirements, but little detail regarding implementation specifics. The assessment plan also only includes state mandated assessments and not formative assessments or summative assessments that would ensure students are learning and meeting the charter's goals and objectives. Petitioners shared with the committee that many of the assessment details will be addressed at a later time and will include teacher input.</p>
<p>Overall Ranking:</p> <p>The application reviewer provides an overall score for this application component.</p>

Tab 5: Governance Structure, Parental Involvement, Audits

Topic	Ranking			
	Does Not Meet - 1	Partially Meets - 2	Meets – 3	Exceeds – 4
Governance structure is not included.	<u>Governance structure is briefly outlined.</u>	Governance structure explanation of the school is clearly explained.	Governance structure is clearly explained with consideration given to all stakeholders of the school.	
Supporting documents detailing the governance structure are not provided.	<u>Supporting documents for the governance structure are provided, but are insufficient in number or detail.</u>	The explanation of the structure is supported by an organizational charter and the bylaws.	Supporting documents detailing the governance structure (such as an organizational chart, key job descriptions, draft board policies, bylaws, School Accountability Committee description, etc.) are provided, and evidence is provided to demonstrate compliance with the guiding documents.	
<u>There is no description of the roles and responsibilities of the board and the roles and responsibilities of the school's administrator.</u>	There is a partial description of the roles and responsibilities of the board and the school's administrator; however the description does not sufficiently address the distinction between roles.	There is a clear description of the separation between the roles and responsibilities of the board and the roles and responsibilities of the school's administrator.	There is a clear description of the separation between the roles and responsibilities of the board and the roles and responsibilities of the school's administrator, and evidence is provided to demonstrate compliance with the stated distinctions.	
Legal accountability is vague and/or not aligned with state law.	<u>Legal accountability is briefly discussed.</u>	Legal accountability is defined, comprehensive and aligned with state laws.	Thorough explanation of legal accountability is included in the petition. It is clear the founders understand the associated issues.	
Go over	The board has a wide range of experienced board members with the capacity to oversee a successful school, and a commitment to do so.			

	Board membership reflects a lack of diverse experiences and skills.	<u>Board membership reflects some diversity of experience and skills.</u>	Board membership reflects diverse experiences and skills (such as education, management, financial planning, law, and community outreach).	Board membership reflects diverse experiences and skills (such as education, management, financial planning, law, and community outreach), including experience with charter school leadership.
	<u>A plan to recruit board members with identified skill sets does not exist. No specific needs or qualifications for board members are listed.</u>	A plan to recruit board members exists, but will not likely result in recruiting board members with identified skill sets.	A plan is in place to recruit board members with identified skill sets.	A plan is in place to recruit highly qualified board members with identified skill sets.
	Board member information is not provided.	Only board member names are provided.	<u>Board member resumes are included in the petition.</u>	Board member resumes are included in the application, and all board members' resumes are included as an attachment.
	Board members do not sign a Board Member Agreement.	It is unclear if board members will sign an agreement or not.	<u>All board members will sign a Board Member Agreement.</u>	All board members will sign, or have already signed, a Board Member Agreement, and a draft of the agreement is attached.
There is a clear description of the initial transition to an official board, elections, removal, term limits, the decision process, and roles and powers of the board vs. the school's administrator. Adequate structures are in place to provide rigorous oversight and support. Note: this information may be included in the petition, Articles of Incorporation, or Bylaws.				
Governance Process	There is no description of the process to transition to an official board.	<u>There is a partial explanation of the transition to an official board.</u>	There is a clear explanation of the initial transition to an official board.	There is a clear explanation of the initial transition to an official board and evidence is provided to demonstrate that this transition is complete.
	There is no description of the board election process, decision making process, or the board membership terms.	<u>There is a partial explanation of the board election process, decision making process, or the board membership terms.</u>	There is a clear explanation of the board election process, decision making process, or the board membership terms.	There is a clear explanation of the board election process, decision making process, or the board membership terms and evidence is provided to demonstrate compliance with the stated processes.
Legal Compliance	Legal Compliance with Open Meetings and Public Records laws, conflicts of interest, and grievance process are explained.			
	There is no explanation of how the school plans to comply with Open Meetings Laws.	<u>There is a partial explanation of how the school plans to comply with Open Meetings Laws.</u>	There is a complete explanation of how the school plans to comply with Open Meetings Laws (agendas posted 24 hours in advance, quorums, executive session procedures, board meeting frequency and focus, etc.).	There is a complete explanation of how the school plans to comply with Open Meetings Laws (agendas posted 24 hours in advance, quorums, executive session procedures, board meeting frequency and focus, etc.) and evidence is provided to demonstrate compliance with Open Meetings Laws.
	There is no explanation of how the school plans to comply with Public Records Laws.	<u>There is a partial explanation of how the school plans to comply with Public Records Laws.</u>	There is a complete explanation of how the school plans to comply with Public Records Laws (meeting minutes, accessibility of school business documents, etc.).	There is a complete explanation of how the school plans to comply with Public Records Laws (meeting minutes, accessibility of school business documents, etc.) and evidence is provided to demonstrate compliance with Open Records Laws.

	<u>Neither a conflict of interest policy, nor a complaint policy is included as an attachment.</u>	Either a conflict of interest policy, or a complaint policy, is provided as an attachment.	Conflict of interest and complaint policies are included as attachments.	Conflict of interest and complaint policies are included as attachments, and evidence is provided to demonstrate compliance with the policies.
Governance Training and Evaluation	There is an ongoing and comprehensive plan for annual board trainings and evaluations that include internal and external reviews.			
	<u>There is no plan for board member training.</u>	A plan is in place for board training; however it does not make use of the online board training modules, or the plan is not on-going or comprehensive, primarily addressing training as a one-time event.	A comprehensive plan is in place for board training and continuous improvement that includes certification through the online board modules for all new board members.	An ongoing comprehensive plan and training calendar are in place for board training and continuous improvement that includes certification through the online board modules for all board members.
	There is no plan for evaluating the board.	<u>The plan for annual self-evaluation is insufficient.</u>	An annual self-evaluation of board function and effectiveness is in place.	An annual self-evaluation of board function and effectiveness is in place and a draft of the evaluation tool is included as an attachment.
	<u>There is no evidence that funding or time are allocated to ensure board member training.</u>	Funding and time allocations for board training are insufficient.	There is money in the budget and time allotted in the calendar to ensure board training for all new board members.	There is money in the budget and time allotted in the calendar to ensure initial board training for all board members and ongoing continuous improvement for the full board.
	There has been little or no parent and community involvement in the concept for the school or the development of the school.	<u>The school demonstrates some parent and community involvement in the concept for the school and the development of the school.</u>	The school demonstrates parent and community involvement in the concept for the school and the development of the school.	There is strong evidence to demonstrate parent and community involvement in all phases of the schools development.
	The petition contains no discussion of parental involvement in the governance of the school.	<u>The plan provides ideas for parental involvement but does not ensure it.</u>	A clear plan is provided to ensure parental involvement in the governance of the school.	The plan outlines numerous ways and ensures authentic parental involvement in the governance of the school.
	The school has provided little or no information about volunteer requirements or opportunities.	<u>The school has provided a limited description of the volunteer requirements and opportunities; however, it is apparent that volunteers play a significant role at the school.</u>	The school has clearly described the volunteer requirements and opportunities at the school.	The school has clearly described the volunteer requirements and opportunities at the school. Evidence of a large volunteer pool is provided along with exemplary practices in recruiting and retaining volunteers.
	There is no plan to conduct a financial audit.	<u>A financial audit will be conducted, with no mention of who will perform the audit.</u>	An independent financial audit will be conducted by a qualified CPA, with a statement included that the school will address any concerns.	An independent financial audit will be conducted by a qualified CPA, with timelines given along with a plan to address any concerns.

Evaluation

There is no plan to conduct a <u>programmatic audit</u> .	<u>A programmatic audit will be conducted, with no mention of who will perform the audit.</u>	An independent <u>programmatic audit</u> will be conducted by the Idaho Charter School Network (ICSN) or other independent group with a statement included that the school will address any concerns.	An independent <u>programmatic audit</u> will be conducted by Idaho Charter School Network (ICSN) or other independent group, with timelines given along with a plan to address any concerns.
No plan is in place to report financial information to the community or chartering authority.	<u>The school provides limited information about financial reporting and does not demonstrate an understanding of the Financial Transparency requirements.</u>	The school demonstrates a clear understanding of and compliance with the Financial Transparency requirements.	The school demonstrates a clear understanding of and compliance with the reporting and Financial Transparency requirements and has provided sample financial templates and reports.
Annual reporting is not included in the petition.	<u>The plan for annual reporting is vague or incomplete.</u>	The school demonstrates an understanding of the requirements of the annual reporting to the authorizer.	The school demonstrates a clear understanding of the annual reporting requirements and has outlined who is responsible for completing the reporting.
<u>The costs of the audits are not included in the budget.</u>	The budget reflects the cost of one of the audits, but not both.	The budget reflects the costs for the financial and programmatic audits.	The budget reflects the cost of both audits as well as the costs for the annual report.

Evaluator Comments and Questions

Written Proposal

Strengths:

Concerns and Questions:

- The petition lists how parents will be encouraged to be involved in various school activities. How will the school ensure parent involvement? How will the school react if parents refuse or are unable to be involved at the preferred level?
- The handbook calls for "much communication" with parents, but how will that communication take place?
- The handbook calls for parents to become familiar with school activities, academic programs, review teaching materials and textbooks, and also volunteer and participate in campus organizations. It appears, however, that the burden to become familiar with programs falls on the parents. How will the school communicate this information to parents?
- The handbook encourages parents to attend "scheduled conferences" but how often will those conferences be held? What format will they follow?
- The petition only states that the charter school will have a complaint process similar to those used by local school districts. Local districts have very detailed and different complaint processes. What exact process will the charter school use to address parent, staff and/or patron complaints?
- Again, the petition only states that the charter school will meet the Idaho Board of Education's Thoroughness Standard when it comes to providing a safe environment conducive to learning. How will the charter school actually provide this environment? What policies and procedures will the school have in place to ensure student and staff safety? What policies and procedures will the school have in place to prevent a school crisis? What policies and procedures will the school have in place to respond to a school crisis?
- How will the charter provide opportunities for board members for training and continuous improvement? How will the charter provide initial board training? Is there a schedule and comprehensive plan for annual board trainings and evaluations?

Meeting and/or interview	
Strengths:	
Concerns and Questions: The complaint process and dispute resolution processes are vague. Many of our specific questions regarding governance were not answered because they were issues that would be determined later. Board training was limited to ISBA conferences.	
Overall Ranking:	
The application reviewer provides an overall score for this application component.	

Tab 6: Employee Requirements

Topic	Ranking			
	Does Not Meet - 1	Partially Meets - 2	Meets – 3	Exceeds – 4
Teachers will be certified, but other qualifications are not addressed.	<u>Teachers will be certified and other qualifications are vaguely addressed.</u>	Qualifications for teachers are described. All teachers will be certified.	Qualifications for teachers and support staff are included. All staff will be appropriately certified.	
There is no evidence that the school will require all members of the teaching staff to be Highly Qualified.	<u>The school plans to vaguely address Highly Qualified status.</u>	All teachers will be Highly Qualified.	All teachers will be Highly Qualified and the school provides a description of how it will be verified and tracked.	
<u>The administrator's qualifications are not described and there is no description of a process for hiring.</u>	The administrator's qualifications are described; however, there is no description of a process for hiring the administrator.	The administrator's qualifications are described, and a plan to hire the administrator is described.	The administrator's qualifications are described, and a plan to hire the administrator is described. Evidence of a plan to hire a highly qualified administrator is provided.	
Contracts are not addressed in the petition.	<u>The contracts will be state approved, but the petition does not mention it is conditional based on certification.</u>	The petition states all teachers and administrators will be on state approved contracts and that it is conditional upon the valid certification.	The petition states all teachers and administrators will be on an approved contract and that it is conditional upon the valid certification. A plan for tracking is included in the petition.	
Transfer rights of employees are addressed incorrectly.	<u>Transfer rights of employees are vaguely addressed.</u>	Transfer rights of employees are clearly explained.	Transfer rights of employees are clearly addressed and include references to associated district policies.	
Collective bargaining is not addressed in the petition.	Collective bargaining is vaguely addressed.	<u>The petition specifically states that staff will be a</u>	The petition provides a detailed explanation of negotiation	

		<u>separate unit for collective bargaining.</u>	practices and addresses collective bargaining.
Employee benefits are not discussed.	<u>References to the employee benefits are vague or incomplete.</u>	The required employee benefits are clearly outlined.	The employee benefits are discussed in detail and include benefits beyond the required.
The budget does not include benefits.	<u>The budget reflects only the state reimbursement rate for benefits.</u>	The budget reflects the costs of all benefits.	The budget reflects the cost of all benefits and includes bids for health insurance policies.
There is not a clear process for evaluating teacher effectiveness.	<u>There is a process for evaluating teacher effectiveness; however it is unclear as to how this is tied to student academic performance.</u>	There is a clear process for evaluating teacher effectiveness and this will be tied to student academic performance.	A comprehensive evaluation of teacher effectiveness is tied to student academic performance. The teacher evaluation rubrics are included in the appendices.
<u>The frequency of evaluations is not discussed.</u> <u>-OR-</u> <u>No evaluation plan is provided.</u>	The frequency of the evaluations is vague or inconsistent with best practices.	The frequency of evaluations is included and follows Board Rules.	The frequency of evaluations is included and follows Board Rules and best practices or research based models.
<u>The plan for underperforming teachers is not included.</u> <u>-OR-</u> <u>No evaluation plan is provided.</u>	The plan for working with underperforming teachers is vague or incomplete.	The plan for working with underperforming teachers is clearly detailed.	The plan for working with underperforming teachers provides specific steps to be taken and includes timelines for the process.
<u>There are no links between the evaluation process and the curriculum.</u> <u>-OR-</u> <u>No evaluation plan is provided.</u>	Links between the evaluation plan and implementing the curriculum are lacking or vague.	The evaluation plan includes clear links to implementing the curriculum with fidelity (through professional development and expected collaboration) and high expectations.	The evaluation plan includes clear links to implementing the curriculum with fidelity and high expectations. A draft of the staff evaluation tool is provided.
<u>The plan for the Local District Evaluation Policy is not included.</u>	A basic plan meeting the minimum requirements for the Local District Evaluation Policy is included.	A detailed plan for meeting the requirements for the Local District Evaluation Policy is included.	A comprehensive plan for all evaluations is included and a copy of the Local District Evaluation Policy is provided as an appendix.
<u>The budget does not include any costs for evaluations.</u>	The budget for evaluations is included with other items or is unclear.	The budget includes line items for the cost associated with evaluations; included related professional development.	The budget includes the all of the cost for evaluations and is explained in the budget assumptions.
<u>There is no description of a process for evaluating the administrator.</u>	The plan for evaluating the administrator is incomplete or not research based.	The plan for administrator evaluations is research based and detailed.	The plan for evaluating the administrator is comprehensive and research based. A draft of the administrative evaluation tool is provided.

Teacher Quality and Professional Development	Frequency and responsibility are not discussed -OR- <u>The administrative evaluation plan is not included.</u>	The plan for evaluating the administrator may be too infrequent and/or the responsibility for the evaluation is not clearly defined.	The frequency of the evaluation and person responsible is included in the plan.	A detailed timeline for the evaluation is included, as well as the individual(s) responsible for the evaluation.
	<u>Requirement for background check is acknowledged, but not explained.</u>	Requirements and process are briefly explained.	Requirements and process for background checks is clearly explained.	Requirements and process for background checks is clearly explained and includes a timeline and method for tracking.
	The school provides professional development that is based on evaluated teacher needs, that is aligned with the school's mission, helps teachers meet school goals, and addresses any shortcomings in student learning, as identified by the Performance Management Plan.			
	Professional Development (PD) offerings are minimal and are not aligned with the school's educational philosophy or based on teacher need or student progress monitoring. <u>No time is allotted in the calendar for PD.</u>	<u>There is an intention to base professional development on teacher need and student progress, but no clear plan is in place.</u> The school offers some professional development days that are noted in the calendar.	Professional Development and programmatic changes will be determined based on thorough data-analysis, and a list of initial trainings is provided. Time is allotted in the calendar and schedule for ongoing PD, data-analysis and collaborative planning.	Professional Development and programmatic changes will be determined based on thorough data analysis, and a comprehensive list of initial trainings, timing of trainings, and the person responsible for evaluating need is provided. Time is allotted in the calendar and schedule for ongoing PD, data analysis and collaborative planning. The professional development plan is aligned to standards and to the teacher effectiveness evaluation.
Evaluation	The budget does not include funding to support the professional development plans.	<u>The budget includes insufficient funding to support the professional development plans.</u>	The budget reflects funding estimates to support professional development plans.	The budget fully supports the professional development plans, with reliable assumptions used for financial information.
	<p align="center">Evaluator Comments and Questions</p> <p>Written Proposal</p> <p>Strengths:</p> <p>Concerns and Questions:</p> <ul style="list-style-type: none"> • Please describe how and when the administrator will be hired. What are the requirements for this position? • Please describe your recruiting strategy and the estimated budget costs associated with it. When will you recruit and hire your staff? • Describe the benefits the school offers to its staff. Share how the insurance plan(s) will be selected and what portion of the cost will be borne by the school and what portion will be borne by the staff members. • How will the paraprofessionals be used in your school? • Who will be responsible for tracking certifications, credits, highly qualified status, background checks, previous employment history, etc? • Who will evaluate the administrator and how will it be completed? 			

<ul style="list-style-type: none"> • Please describe the evaluation process for staff members? What will be the process to correct performance issues? • What types of professional development will be offered to the staff and what purpose will it fulfill? How will it support the overall philosophy of the school?
Meeting and/or interview
Strengths:
<p>Concerns and Questions:</p> <p>There is no information on the recruiting or hiring of the staff or director. The cost of employee health insurance as listed in the budget appears to be too low to actually purchase insurance benefits for the employees. The teacher evaluation process is incomplete and provides no specifics. There is no budget for evaluations. There is no plan for the evaluation of the director. The professional development section remains very vague.</p>
<p>Overall Ranking:</p> <p>The application reviewer provides an overall score for this application component.</p>

Tab 7: Admissions, Discipline, Student Policies				
Topic	Ranking			
	Does Not Meet - 1	Partially Meets - 2	Meets – 3	Exceeds – 4
The admissions procedures are vague and incomplete.	The admissions procedures are briefly explained and do not include timelines for the process.	<u>The admissions procedures are clearly explained and include general timelines for the process.</u>	The admissions procedures are clearly explained, include specific timelines for the process, and sample application forms.	
The school has an over-enrollment process that is not in compliance with state statute.	The school has an over-enrollment process that is in partial compliance with state statute.	<u>The school has an over-enrollment process that is in full compliance with state statute.</u>	The school has an over-enrollment process that is in full compliance with state statute and is exemplary in providing fair and equitable access to the school.	
The description of the enrollment process is insufficient and/or inequitable.	<u>The school has provided a description of the enrollment process; however, the description lacks clarity regarding some aspects of the process.</u>	The school has provided a clear description of the enrollment process including criteria for enrollment decisions, withdrawals, and transfers.	The school has provided a clear description of the enrollment process including criteria for enrollment decisions, withdrawals, and transfers. Draft enrollment policies are attached.	
The equitable selection process includes preferences groups not allowed by state law.	The equitable selection process description of preference groups is unclear or vague.	<u>The equitable selection (lottery) process includes only groups that are allowed in state law. The preferences groups are explained.</u>	The equitable selection process includes only the preference groups allowed by state law and provides specific examples of those groups. Policies regarding the preference groups are included with the petition. (For example a policy defining the Founders preference group.)	

The enrollment capacity only addresses the total capacity.	<u>The enrollment capacity of the charter school is outlined for the first year and includes the total school capacity.</u>	The enrollment capacity of the charter school is outlined for the first year and includes the total school capacity as well as grade level capacity.	The enrollment capacity provides an explanation for the capacity and includes the specific growth plan for the school. Capacity is defined for class size, grade level, and entire school.
The process for developing waiting lists is unclear or raises many questions.	The process for developing waiting list is generally explained and raises few questions.	<u>The process for developing waiting lists is clearly outlined.</u>	There is a specific process outlined for developing waiting lists by grade and includes the handling of the preference groups.
Process for renewing the waiting lists is not addressed.	The process for renewing the waiting list is vague.	<u>The process for renewing the waiting list is clearly described.</u>	Annual renewal of the waiting list is clearly defined, as is the process for maintaining the list.
Public school alternatives are not addressed.	<u>Public school alternatives are described as "other public schools within the district."</u>	Public school alternatives are included and specific schools in the area are mentioned by name.	Public school alternatives are listed by name and include other charter schools and virtual public schools.

Process for making citizens aware of the enrollment opportunities is vague.	<u>Process for making citizens aware of the enrollment opportunities is explained and general in nature. No timelines are included in the description.</u>	Process for making citizens aware of the enrollment opportunities are clearly defined and include specific timelines required by state law. Several methods for informing the public are included.	A marketing plan for the school is defined and includes a variety of methods for informing the public of the enrollment opportunities are described. Opportunities to engage the public are described and are appropriate for the target population and local area.
<u>The school has not attempted to communicate with at-risk families.</u>	The school has engaged in some strategies for communicating with at-risk families.	The school has engaged in specific strategies for communicating with at-risk families and families who might not be aware of the school.	The school has engaged in specific strategies for communicating with at-risk families and families who might not be aware of the school. Evidence of interest in the school reflects that communication efforts have been successful.

The petition includes reasons for denial of attendance but does not explain the plan or process.	The petition outlines the plan for denial of attendance for most of the reasons listed.	<u>The petition outlines the plan for denial of attendance for all of the reasons listed and is included in the student handbook.</u>	The petition clearly outlines the plan for denial of attendance for all of the reasons listed and is included in the student handbook. A plan for communicating with the parents is included.
The school has provided some information about student discipline including suspension and expulsion.	The school has provided information about student discipline; however, information about expulsion or suspension is insufficient or	<u>The school's discipline procedures are clearly outlined. The school's climate is designed to minimize discipline issues, and include preventative actions for suspension and expulsion.</u>	The school's discipline procedures are clearly outlined. The procedures align with the school's mission and vision and encourage the development of a positive school culture.
The petition states that a policy will be developed or that the district's policy will be followed. It is unclear if the petitioners understand the expectation or requirements for this issue.	<u>The policy for contacting law enforcement and parents is vague or incomplete, as is the plan for providing it to students and parents.</u>	The policy for contacting law enforcement and parents realistic and implementable. The policy will be accessible for all patrons.	The policy for contacting law enforcement is realistic and implementable. It was developed with input from multiple groups and will be available for all patrons.
Health and safety procedures are provided, but incomplete.	<u>General procedures are outlined. It is unclear how they will be integrated into the school climate.</u>	The school climate is designed to ensure the health and safety of the students and staff. Specific procedures are detailed in the petition.	The school climate is clearly defined and follows best practices or research based methods for creating safe schools.
<u>The petition states that a policy will be developed or that the district's policy will be followed. It is unclear if the petitioners understand the expectations or requirements.</u>	The petition includes a rough plan that is not well defined.	The petition includes the school's policy and plan for suicide prevention, intervention, and postvention. Key staff roles are identified in the plan.	A comprehensive plan is outlined. The plan follows best practices and involves district and community experts as applicable. Related policies are included in the petition.
The petition states that a policy will be developed or that the district's policy will be followed. It is unclear if the petitioners understand the requirements of this law.	The Internet access policy is outlined,	<u>A realistic and enforceable policy regarding Internet access is described. Parent permission is addressed in the policy.</u>	A copy of the Internet access and use policy is included. The policy is realistic and enforceable. Parent permission is addressed.

Evaluation	The student handbook is included but is incomplete. It is difficult to determine the petitioners understanding of student policies.		<u>A copy of the student handbook is included with the petition. The procedure for access to the handbook is explained.</u>	A thorough handbook is included with the petition. Access for parents/guardians is explained. Access includes electronic methods as well as paper copies.
	Evaluator Comments and Questions			
	Written Proposal			
	Strengths:			
	The charter school has a well-defined enrollment and lottery process. Denial of school attendance also meets state criteria. The internet use agreement is complete and detailed. Overall the student handbook is adequate.			
	Concerns and Questions:			
	<ul style="list-style-type: none"> The proposed student handbook includes a very broad description of "directory information," which seems a departure from common school practices and may violate privacy rights and create safety concerns for students and their families. What type of directory information will you actually share with the public? What procedure do you have for parent permission for release of information? The handbook uses Saturday School as a discipline consequence for truancy. How will the charter school staff and pay for Saturday School? The appeal process for attendance refers to the superintendent of school and the board of trustees. Does this language refer to the charter school or to Idaho Falls School District #91? Many times in the petition and in the handbook a reference is made to credits. Will the charter issue one credit per trimester? How long will each course be during the regular school day and how many days will each course meet? <u>What is your process for accepting foreign exchange students and ensuring that students are appropriately placed and monitored?</u> 			
	Meeting and/or interview			
	Strengths:			
	See above.			
	Concerns and Questions:			
	The charter needs to address FERPA requirements for student directory information as well as parent involvement and foreign exchange students. The charter is unclear about whether they will be awarding credits on a semester or trimester system. Details are also missing about how graduation requirements and credits will be earned, and these are areas that need clarification.			
	Overall Ranking:			
	The application reviewer provides an overall score for this application component.			

Tab 8: Business plan, Transportation, School Lunch				
Topic	Ranking			
	Does Not Meet - 1	Partially Meets - 2	Meets - 3	Exceeds - 4
The business description in not included.	<u>The business description is vague and does not address both the non-profit corporation and the public school concerns.</u>	A clear well thought out business description is included and addresses the non-profit corporation and public school aspects of the business.	The business description is thorough and well thought out. It addresses the non-profit corporation/public entity concerns. It clearly addresses the challenges facing the entity.	

The marketing plan is non-existent.	<u>The marketing plan is vague or only addresses enrollment opportunities.</u>	A comprehensive marketing plan is included.	The comprehensive marketing plan extends beyond the initial year. It includes opportunities for partnerships and engages the community with the school.
Resumes are not included.	Only the current board members are resumes are included.	<u>Resumes are included the board of directors of the non-profit and the current board members.</u>	Resumes are included and are comprehensive
The school does not describe or address the development of financial policies.	<u>The plan to develop financial policies or existing policies are deficient or out of compliance.</u>	Financial oversight plans or intent of policies are described in the narrative, and show proper fiscal oversight.	All financial policies are included in the appendices, and provide fiscally responsible oversight.
<u>There is no process for evaluating expenditures.</u>	An evaluation process is described for evaluating expenditures against need; however, it is not clear if the evaluation includes mission alignment or how changes will be made based on the evaluation.	An evaluation process is described for evaluating expenditures against needs and mission alignment, and making changes based on this analysis.	An in depth evaluation process of financial spending decisions are based on a data-driven needs assessment, and mission alignment, and is included in the appendices.
The school does not address the purchasing procedures at the school.	<u>The school indicates that spending decisions will be regulated, however a clear description of the hierarchy and process is not provided.</u>	The school provides a clear description of the spending decision hierarchy at the school, and a general description of the process.	The school provides a clear description of the spending decision hierarchy, spending procedures, and the process that is involved in making purchases.
<u>The school does not follow generally accepted accounting practices and does not have any description of internal policies or controls.</u>	There is a plan to set the budget according to the IFARMS format, but that is not reflected in the budget attachment.	The budget is set up according to the basic IFARMS format.	The budget is set up according to the IFARMS format.
The school's organizational structure does not provide enough support to conduct business services.	<u>There is a plan to hire staff or a consultant to oversee the business services office, but no qualifications or responsibilities are provided.</u>	Job qualifications and responsibilities for the business services office are listed in the narrative.	Job descriptions and qualifications for the business services office are included for key areas.
A budget is included with very little information as to what the assumptions are based on, or the budget does not balance.	<u>A 3-year budget is included with little information as to what the assumptions are based on It cannot be determined if the budget balances.</u>	A 3-year balanced budget is included.	A 3-year balanced budget is included along with a cash flow chart for the first year of operation.

Little or no detail is provided in the budget narrative.	<u>A limited budget narrative explanation is provided. There is minimal connection to the school's mission and focus.</u>	Budget narrative explains basic assumptions, how those were determined from reliable sources, and what budget changes will be made if actual enrollment does not meet projections.	Budget narrative clearly explains detailed assumptions and how they were obtained from reliable sources, and includes a description of what budget changes will be made if actual enrollment does not meet projections.
There is no connection of the budget to the school's mission and focus.	<u>The budget and content in sections of the charter application don't always match.</u>	Spending priorities align with the school's mission, curriculum, and plan for growth, and the budget clearly reflects the school plan described.	Spending priorities align with the school's mission, curriculum, professional development, and plan for growth, and the budget clearly reflects the school plan described throughout the application to include support services such as Professional Development, and the facility needs.
No long term planning is evident.	<u>The school has developed an inconsistent plan that includes plans to pursue some fundraising to meet their growth needs.</u>	The school has developed a fundraising plan and strategies that identify specific grantors, fundraising groups and areas of support.	The school has developed a fundraising plan and strategies which actively identifies grantors, involves different constituencies and diverse revenue sources.
Projected growth is not adequate to meet long range plans, or is not realistic.	<u>Projected growth may not be adequate to meet long range plans, or may not be realistic.</u>	Projected growth is adequate to meet long range plans for the chosen school model, staffing and facility needs.	Projected growth is adequate to meet long range plans for the chosen school model, staffing and facility needs. Projections are conservative and are based on realistic data.
The school has not provided a description of whether and how student transportation needs will be addressed.	<u>The school has provided a partial description of whether and how student transportation needs will be addressed.</u>	The school has provided a clear description of whether and how student transportation needs will be provided or student needs will be addressed.	The school has provided a clear description of whether and how student transportation services will be provided. The school has established a plan that complies with all state and federal regulations in order to meet student transportation needs.
<u>The plan to address the transportation needs of students does not take low-income low achieving students into consideration.</u>	The plan to address the transportation needs of students partially takes low-income low achieving students into consideration.	The plan to address the transportation needs of students takes low-income low achieving students into consideration.	The plan to address the transportation needs of students fully meets needs of low-income low achieving students.
The school budget does not reflect costs for addressing student transportation needs.	<u>The school budget reflects the costs for addressing student transportation needs; however, the costs are either unreasonable or insufficient to address the school's plan.</u>	The school budget reflects reasonable costs associated with implementing the schools plan to address student transportation needs.	The school budget reflects reasonable costs associated with implementing the schools plan to address student transportation needs and are based on written quotes.
The school has not provided a description of whether and how student food service	<u>The school has provided a partial description of whether and how student food service needs will be</u>	The school has provided a clear description of whether and how student food service needs will be provided or student needs	The school has provided a clear description of whether and how student food service services will be provided. The school has

	needs will be addressed.	<u>addressed.</u>	will be addressed.	established a plan that complies with all state and federal regulations .
	<u>The plan to address the food service needs of students does not take low-income low achieving students into consideration.</u>	The plan to address the food service needs of students partially takes low-income low achieving students into consideration.	The plan to address the food service needs of students takes low-income low achieving students into consideration. Methods for determining eligibility are realistic and implementable	The plan to address the food service needs of students fully meets needs of low-income low achieving students.
	<u>The school budget does not reflect costs for addressing student food service needs.</u>	The school budget reflects the costs for addressing student food service needs; however, the costs are either unreasonable or insufficient to address the school's plan.	The school budget reflects reasonable costs associated with implementing the schools plan to address student food service needs.	The school budget reflects reasonable costs associated with implementing the schools plan to address student food service needs and are based on written quotes.
	Evaluator Comments and Questions			
Evaluation	Written Proposal			
	Strengths:			
	<p>Concerns and Questions:</p> <ul style="list-style-type: none"> • What policies and procedures will you use for purchasing? • Please explain your budget. Some of your budget items are inconsistent with the petition narrative. For example, the narrative lists 11 teachers and the budget only includes 8.6 teachers. The budget also does not include items such as PERSI sick leave, library items, dues and subscriptions. • Please further explain your budget for transportation and furniture. The amounts listed for these two items are vague or too low. 			
	<ul style="list-style-type: none"> • Please review the budget for us. • Why do you feel it is realistic? • What assumptions have you used in the budget? For example, have materials or services been donated? What grant money have you included? • What other charter school budgets have you reviewed? Do those schools have similar student populations and programs as the school? • What adjustments can you make in the budget if you don't meet the expected enrollment? • The cash flow projection shows months where the cash flow will not cover expenses. You indicated that you will have a line of credit from a bank. What bank will you use and what will be the amount of the line of credit? • The number of staff members in the narrative doesn't agree with the number in the budget. Please clarify. • How were the FTE totals calculated for your teachers and for your classified staff members? • Who will manage the purchasing process? • You budgeted \$6,500 for maintenance and grounds? What will this cover? • Will there be a counselor for the school? • Who will be responsible for completing the payroll? Are there any dual controls built into the system? • Please describe your plans to provide school lunch. • How will transportation services be provided? 			

Meeting and/or interview	
Strengths:	
Concerns and Questions: Public school finance is very complex, and the petitioners were not able to provide specific information about financial and purchasing policies and procedures. The original budget did not match the narrative, although the committee provided a different budget after the Oct. 4 meeting. There is no allotment for PERSI sick leave entitlement in the budget. Transportation plans are also vague and the budget may not include adequate costs for transportation or child nutrition. The costs associated with maintenance and grounds are difficult to budget until a facility is selected. There also appears to be a cash flow problem.	
Overall Ranking:	
The application reviewer provides an overall score for this application component.	

Tab 9: Business Arrangements, Community Involvement, School Closure.

Topic	Ranking			
	Does Not Meet - 1	Partially Meets - 2	Meets - 3	Exceeds - 4
No information is provided as to what services will be purchased or contracted.	<u>Limited information is provided as to what services will be purchased or contracted.</u>	A list of services that will be contracted out is listed. For key partnerships, a description of services to be provided is included.	Specific purchased services are listed, and an agreement for each key partnership is included in the appendices	
Community partnerships are not addressed in the petition.	<u>Community partnerships are discussed in the petition, but not in this section.</u>	Partnerships discussed in the petition with community organizations are included. Agreements and/or letters of support are provided.	Comprehensive plans for community partnerships are included in the petition. Letters of commitment for partners are included in the petition.	
The dissolution plans are vague and/or incomplete.	<u>General plans for dissolution are included in the petition.</u>	Plan for termination is detailed and includes who is responsible for the dissolution.	A comprehensive plan is included. Specific individuals/positions are assigned to each task associated with the dissolution process.	
Payment for creditors is vaguely addressed.	<u>Payment for creditors is generally addressed, not priorities are given.</u>	Payment for creditors is addressed and includes a list of priorities for payment – if allowed by law.	Payment for creditors is outlined and includes specific timelines and priorities.	
No mention of the final financial audit is included.	<u>Final financial audit is vaguely addressed with other financial concerns.</u>	Final financial audit requirements are addressed.	Final financial audit is addressed and plans for payment and submission.	
Long term record storage is not addressed in the plans.	<u>Long term record storage plans are unclear.</u>	Termination plans address long-term storage of records to meet applicable laws.	Long-term storage of records is addressed and include secure methods for handling and storage.	

Evaluation	Plans for student record transfer and notification are incomplete.	<u>Student record notification and transfer is vaguely addressed.</u>	Student record notification and transfer is clearly addressed.	Student record notification and transfer plan is realistic and includes plans for long term storage as needed.
	Personnel records are not addressed	<u>Plan for personnel records is vague.</u>	Plan for transferring personnel records is clearly addressed.	Plans for transferring personnel records are realistic, includes timelines and also addresses the final W-2 and tax statements.
	Assets will all be sold to the cover the creditor's claims. There is no distinction between those purchased with Federal funds and other funds.	<u>Plans for disposal of assets is unclear or incomplete.</u>	Disposal of assets follow state and federal guidelines.	Disposal of assets include specific plans for items purchased with federal funds, donations, and state funds.
	Evaluator Comments and Questions			
	Written Proposal			
	Strengths:			
	Concerns and Questions:			
	<ul style="list-style-type: none"> How will the school cultivate and maintain business partnerships? How will internships and community service work be secured for students? The petition includes a general description of projects. Please expand on these projects. What constitutes "improving the community in some way?" What rubric will be used to quantify students' academic, managerial or organizational contributions? What would constitute a successful project? The petition includes a general description of student internships. Please expand on these internships. Will internships be required every year? Over the high school career? How will the school find and evaluate these opportunities? Who will be responsible for ensuring students have access to good opportunism? What rubric will be used to ensure these opportunities truly connect the classroom to the "real world?" 			
	Meeting and/or interview			
	Strengths:			
The charter described that they will use multiple methods of communication such as their web page, email, US postal service, flyers, conferences, events, etc.				
Concerns and Questions:				
The charter does not have a plan for developing business partnerships associated with community service, curriculum projects and senior projects.				
Overall Ranking:				
The application reviewer provides an overall score for this application component.				

Appendix N

Odyssey's Plan for Inexpensive Technology

~~(Add)~~ In the past, schools and businesses had no other choice but to spend huge amounts of money on computers, and servers that are running name brand software. Name brand software required schools to hire experts that could keep everything running and in compliance with the software agreements. That is no longer the case. Today, schools and businesses can be "lean and mean" by using freeware or online applications that are available for little or nothing. Certainly some educational software requires Windows, but the vast majority of Odyssey's computing needs can be done without it.

Being a new school, Odyssey Charter School is not locked into expensive legacy technology like Microsoft products and Power School. When many school districts and charter schools made the decision to use these expensive products, viable online alternatives were not available, but that is no longer the case. Odyssey can take advantage of new technology without needing to worry about integrating it into established systems.

Odyssey Charter School plans a approach to integrate technology inexpensively through hardware, software, and savings in other areas that can be directed to technology.

Savings That Can be Directed to Technology ~~section here.)~~

One of the reasons that technology is expensive for schools is that it is added on to the existing method of spreading information. The use of reams of paper and a leased copying machines to prepare worksheets and reading material can cost over fifty thousand dollars a year. Many of these copies are used one time and then thrown away. Also, improvements on the worksheets can only be accomplished by throwing away the old copies and printing them again. Teachers often print more copies than the students need since the students lose their copies and need more. Putting school information online that can be accessed through a computer or a tablet allows constant improvements at a very low cost and eliminate the need for extra copies to replace those that are lost. Also, putting information online allows for interaction with the material and video explanations that paper textbooks and learning materials can not achieve. Odyssey will strive to be a paperless school. The huge expense of paper and copying machine contracts can be used for technology.

Also many textbook companies offer online versions of their textbooks for a minimal cost if the school buys a paper version of the text. Using both paper and online versions of the textbooks allows Odyssey to basically get two textbooks for the price of one. Also, it allows students to access the textbook online from home without needing to take a paper version home.

Hardware

Hardware is an area where prices drop every six months and new technology comes into the marketplace. Many laptops are now less expensive than desktop computers. Prices of tablet computers like Barnes and Nobel's Nook Tablet presently sells for \$250 and Google promises a tablet for around \$200. Asus has announced a 7-inch quad-core tablet for \$250. Prices on such devices will probably drop in the next year before Odyssey opens and features on new tablets will increase.

Other innovative products also are making computing hardware less expensive. One possible way Odyssey can save money on computer hardware is by using an innovative product called Useful Multiseat and also by seeking used computers and accessories that other companies offer as they upgrade.

Useful Multiseat that allows one computer to be turned into 11 separate terminals. This can be done for about \$150 a terminal. This allows more students access to the internet and the students' Google Docs file for much less than the cost of one student for each computer. The system uses one computer to act as a small server to 10 thin clients (like a mini computer) to run each terminal separately. This allows each terminal to work independently of the others. Each terminal can be running a different web page and different applications.

Odyssey will seek out surplus computers from area businesses like the Idaho National Laboratory's Education and Research Transfer Program where surplus computers and related technology are donated to schools who request it. Odyssey will also prepare several ongoing grant requests for computers using DonorsChoose for computers and seek out other technology grants. Also, since Odyssey will utilize the web to host its much of its instructional materials, students can bring laptops from home to use at school. This will further extend Odyssey's use of technology with very little expense. The internet will be filtered before it is disseminated to the students so that computers from home will receive the same filtered internet content as the rest of Odyssey's computers.

Software

Odyssey Charter School will also save money on technology by using open source software where possible and using free or less expensive online alternatives to traditional computer

programs. There are many cloud-based software applications that are much less expensive than the traditional alternatives.

One area that technology can be very expensive is a school's Student Information System. Many schools use PowerSchool which is very expensive. Odyssey will use OpenSIS instead. This program is used successfully at Idaho Connects Online School. OpenSIS allows easy preparation of mandated Department of Education's reports.

Another area that Odyssey will save money on technology is on inexpensive SmartBoard technology that at a much lower price. SmoothBoard is a program that uses WII remotes and an infrared pen to create an interactive whiteboard similar to a SmartBoard for a much smaller price.

Online coursework is part of Idaho's Student Comes First program. Though the details are not worked out yet, the program may allow schools to select or even create their own online coursework. Open High School of Utah, an online charter school and the winner of Utah's Best in Curriculum Development for 2011, uses Moodle (an open source, free, course management system) for its coursework and provides all of its coursework available online for free to be downloaded by anyone who wants it. If Idaho laws and regulations will permit it, Odyssey will be able to use these courses and adapt them to the Idaho's Core Content requirements for Odyssey's online classes. This can all be done for a very minimal expense.

Because Odyssey Charter School will emphasize "cloud" applications, most computers will only need to get the student to the web where they will use web applications to do their work. Google offers their Google Apps which include websites, calendars, and Google Docs, an office suite, that includes document, presentation, drawing, spreadsheet, forms (used to create quizzes and surveys) and Gmail all for free to non-profit, educational institutions.

Collaborize Classroom offers free online sites for teachers to hold online discussions with their students on various subjects and then present the results. Online communication like this is something students are already familiar with because of sites like Facebook.

Also, since much of the computing and all of the storage is done on Google's servers, the computers used by the students will not need the computing power that using downloaded software would require. This allows the school to use Linux-based operating systems on the computers. The combination of Linux and Google Apps requires much less computing power than the combination of Windows and Microsoft Office so that Odyssey will be able to utilize older, less powerful computers in the classrooms. Also, Linux is free. If a computer becomes infected, which is very rare for a Linux computer, the computer's hard drive can be wiped and Linux reinstalled. Since all the users' files are saved on the "cloud," nothing important is lost.

Odyssey's goal is to begin with a set curricula for its classes and customize it over the years to better meet the needs of our project-based learning style. This will be accomplished using the online open source learning management system Moodle which will allow us to put our coursework online. It will allow us to not only put reading materials online, but also allow the students to take some of their assessments and collaborate on their projects online as well. This means that the cost textbooks and paper copies of assignments can be greatly diminished. Odyssey can use this savings to provide more technology. Also, Moodle, Google Apps, and other online tools will help free teachers from much of the manual grading and paperwork that teachers spend hours doing and allow them to spend their time working with students.

Moodle is a very simple program that can be integrated by utilizing tech-savvy teachers to first integrate it in their classrooms and then share their expertise to train the other teachers in how to use it.

Some people may wonder if using these programs will prepare a student for school and for professional life. Many K-12 and colleges are switching to Google Apps and other freeware as a method of providing both the students and faculty with technology at a fraction of the cost that comes with traditional downloaded software. This means that training students on Google Apps will be excellent training for higher education and the workplace. Gmail and Google Docs are programs that many students and future faculty are already using so they can be integrated into Odyssey Charter School with a minimum of training.

Odyssey will start with at least a computer lab with a classroom set of terminals. Also, Odyssey will start with the language arts, math, history, and science classes having 5 terminals each using Useful Multiseat, tablets or using inexpensive, used computers. Odyssey will then build on that beginning so that all the classes that can integrate computers into their classrooms. Each core class will also have and interactive whiteboard using SmoothBoard technology.

In conclusion, Odyssey will be able to provide a more integrated technological experience to its students through using innovative, and newer methods than those used by many school districts who are locked into older technology where the expense of changing their IT methods is greater than the cost of maintaining their *status quo*. Odyssey is not locked into these expensive hardware and software combinations so it can provide a more extensive technology at a much less cost.

April 5, 2012

Appendix O

State Department of Education's Sufficiency Review
and
Odyssey Charter School's Response

The Sufficiency Review and Odyssey's response are on the following pages.

Sufficiency Review by the Idaho State Department of Education Elements Required of a Petition to Establish a Charter School

Pursuant to the public charter school rules adopted by the Idaho State Board of Education on March 10, 2005, charter school petitioners are required to submit a draft charter school petition to the Idaho State Department of Education (SDE) for the purpose of determining whether the petition complies with statutory requirements (I.C. 33-5202). This review must occur prior to the petition being submitted to an authorized chartering entity (IDAPA 08.02.04. 200.03).

Each section presents criteria for a response that meets the standard, and these criteria should guide the overall rating for the section. The Comments box provides space to identify data and other evidence that supports the rating. The rationale for each rating is important, especially if some of the data or evidence does not fit neatly into the criteria provided.

The following definitions should guide the ratings:

Meets the Standard: The petition reflects a thorough understanding of key issues. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.

Does Not Meet the Standard: The petition does not meet statutory requirements, lacks information or raises substantial concerns about the applicant's understanding of the topic and/or ability to meet the requirement in practice.

After a sufficiency review has been conducted by the State Department of Education within thirty (30) days of receipt the results of the review will be returned to the petitioners. If the petition items do not meet the standard, those items need to be addressed and resubmitted to the Department for review.

Once all of the petition items meet the defined standards, the next step is to submit the petition and sufficiency review findings to an authorized chartering entity for review and consideration for approval. Completion of the sufficiency review process does not ensure approval of the charter school petition, nor does it establish that the school cannot be challenged for failure to comply with state or federal statutes, rules or regulations at some future date. The SDE does not waive its duty to enforce such laws by performing the sufficiency review.

Cover Page

Proposed Charter School Name: Odyssey Charter School	
District Location: Idaho Falls #91	
Proposed Physical Location:	
Authorized Representative: Karl Peterson	
Address: 3890 Taylorview Lane, Ammon ID 83406	
Telephone: 208-681-1805	E-mail: kbpetersonmail@yahoo.com
Alternative Contact: Rebecca Ellis-Lindsey	
Address: 1270 Sunnyside, Idaho Falls, ID 83406	
Telephone: 208-201-6047	E-mail: rebecca.elindsey@gmail.com
Proposed Opening Date: 2012	
Proposed Grade Levels: 7 - 12	
Initial Enrollment Goal: 210	
Focus of School: Project based instruction, real world opportunities for community service	
Date Submitted for Review: May 31, 2011, July 18, 2011	
Date of Review Completion: June 29, 2011, Second Review - August 2, 2011, 3rd Review – August 9, 2011	
Comments: <p>3rd review – The petition as submitted for the 3rd review meets the standards and requirements. There are areas that can be strengthened with the guidance of the potential authorizers.</p> <p>1st/2nd Review - The petition as submitted does not meet the legal sufficiency standards and requirements. Sections not meeting the standard need to be revised and resubmitted.</p> <p>The organization of this petition aided in the review process. There are many strong elements of the petition, however there are a number of sections that require more detail to demonstrate a "thorough understanding of key issues." (See the explanation for "Meets Standard" on the first page of this document.)</p> <p>There are numerous formatting and typographic errors throughout the petition that need to be corrected before the petition is submitted to an authorizer. Many of the errors make reading the petition more difficult; however some of the errors change the meaning of the text.</p> <p>Different sections of the petition refer to charter schools other than Odyssey and other districts. Before the petition is submitted to the potential authorizer this must be corrected. It is important for the Odyssey board to review those sections and insure that the language reflects the philosophy and policies of the board.</p>	

Required Elements		Idaho Code
Tab 1		
Include a copy of the Articles of Incorporation, file-stamped by Idaho Secretary of State's Office.		33-5204(1)
Meets Standard		
Include a copy of the signed bylaws adopted by the board of directors of the non-profit corporation.		33-5204(1) 30-3-21(1)
Meets Standard		
Include copies of the Elector petition forms to establish a charters school with no fewer than 30 signatures of qualified electors of the attendance area designated in the petition and proof of elector qualifications.		33-5205(1)(a) 33-5205(3)
Meets Standard		
Include documentation of application for nonprofit status.		33-5204(1)
Meets Standard		
Include proof of attendance at the Charter Start! 101 Workshop presented by the Idaho State Department of Education		33-5205(5)
Meets Standard		
Vision and Mission Statements		08.02.04. 202
Meets Standard		
Comments: Mission and Vision statements are included. Questions for the founders to consider regarding the mission and vision: how is the success or failure of the mission measured? How will the board, teachers, authorizer and/or stakeholders determine if the school is meeting the mission and living up to the "ideal"?		
Tab 2		
Describe the proposed location of the school. Also provide the specific attendance area of the school. If the attendance area uses boundaries other than school district or county boundaries include a detailed description of the attendance area and a map showing the boundary.		33-5205(4)

Meets Standard	
Describe the proposed operation and potential effects of the school, including, but not limited to:	33-5205(4)
<ul style="list-style-type: none"> a. facilities to be utilized by the school; b. the manner in which administrative services of the school are to be provided; and c. the potential civil liability effects upon the school and its chartering entity. 	
Meets Standard – 2nd Review	
<p>Comments:</p> <p>2nd Review - More specific facilities plans are include in Appendix F.</p> <p>Vague facilities options are presented (leasing portables, possibly building or leasing district space). A bid for leasing portables is included in the appendices. More specific and detailed options will be required if this petition is presented to an authorizer.</p> <p>Administrative services include the plan for a school director, full-time secretary, and part-time business manager. The board may want to consider hiring a full-time business manager; which is a best practice of financially successful charter schools within the state. This allows the director to be an instructional leader and focus on the educational side of operating a charter school.</p> <p>The petition states: "Odyssey Charter School operates independently as a Local Education Agency (LEA)." It is important to note this is only the case if the school is authorized by the Idaho Public Charter School Commission. If authorized by a district the school is part of the district LEA. It should also be noted that the district would have no liability for the acts, omissions, debts... if they are the authorizer.</p>	
Commitment to secure property and liability insurance. Errors and Omissions insurance is not required by statute but is recommended.	33-5204(4)
Meets Standard – 2nd Review	
<p>Comments:</p> <p>2nd Review - Insurance for property loss, errors and omissions are all addressed in the current petition.</p> <p>33-5204(4) requires charter schools to secure insurance for liability and property loss. The petition includes a section title "Commitment to Secure Property" and "Insurance Coverage". Insurance for property loss is not discussed.</p> <p>Errors and Omissions insurance, while not required by law, is not discussed.</p>	
Tab 3	
Describe the school's educational program and goals. Describe how the goals will be measured and the related data that will be collected. Include how each of the education thoroughness standards as defined in Idaho Code Section 33-1612 shall be fulfilled.	33-5205(3) (a) 33-1612
Meets Standard – 2nd Review	
4 of 18	8/9/2011

Comments:

The education program, goals and thoroughness standards are included; however there is not a discussion of how the goals will be measured and what data will be collected regarding those goals. For example, "Goal: Create a positive teaching and learning environment with an emphasis on high expectations of behavior and performance." What data will be collected to determine if the school is progressing toward this goal?

2nd Review - All of the objectives list end-of-course surveys as one of the measurement and evaluation tools. This is one tool for measurement; however it is not necessarily the most effective tool. When looking at methods of evaluation, consider data that may be already generated as opposed to creating additional data. For example, Standard D – The skills necessary to communicate effectively are taught. Goal: Teach students a range of effective communication skills appropriate for the 21st century. Student projects, class presentations, course grades are all ways to evaluate this goal, without creating another survey, which may or may not provide the required data.

In the "Curriculum Overview" section, the petition states: "Odyssey Charter School will align its goals and objectives with the goals and objectives of the Idaho Thoroughness Standards." The goals and objectives should be aligned to content area curriculum standards and objectives. The thoroughness standards provide the basic assumptions related to the public school system, they do not provide the necessary goals and objectives for the curriculum.

2nd Review – Odyssey will align the instruction and other materials to content area curriculum standards and objectives.

The textbook which are used should be ones that are approved through the textbook adoption process or that a waiver has been obtained. The reference to the thoroughness standards in the Textbook and Curriculum section is inaccurate.

2nd review – The textbooks that are used will be adopted textbooks or a waiver will be obtained.

Graduation requirements for the school are not addressed in the petition. They should be included in the charter itself or in board policy and submitted for review, along with an alternate graduation plan.

2nd review – The Graduation Requirements table included in petition. Senior project and Alternate Graduation Requirements included.

Describe what it means to be an "educated person" in the 21st century.	33-5205(3)(a)
Meets Standard	
Explain how learning best occurs.	33-5205(3)(a)
Meets Standard	
Describe the manner by which special education services will be provided to students who are eligible for such services pursuant to the federal Individuals with Disabilities Education Act, to include a disciplinary procedure for such students.	33-5205(3)(q)
Meets Standard – 2nd Review	

2nd Review - Odyssey charter has added all of the requested changes and additions. This petition considers and addresses the continuum of Special Education services.

Comments:

Good:

1. *Manual*; Plan to adopt Idaho Special Education Manual from State Dept. of Ed.
2. *Highly qualified* ; a certificated teacher will provide services,
3. *Supplementary Aids, Services*; The school will provide transportation for special education students who may, because of the nature of their disabilities be entitled to transportation as a related service.

The following are items for Odyssey founders to review and revise within the petition, and consequently be prepared to serve students that qualify or may qualify for special education services. The first column addresses the areas that were discussed within the petition. The second column quotes Odyssey's petition when addressing the specific areas. The third column provides Odyssey a more complete picture of each area that has been addressed when considering Individuals with Disabilities Education Act; IDEA.

Confidentiality:

Petition includes: Assure protection of student and parent rights.

Petition needs to include: The meaning of this sentence is unclear. Is it referring to confidentiality? (Protect the confidentiality of personally identifiable information in student special education records. These statutes also provides for the right to review and inspect records.)

Child Find:

Petition includes: Child Find is mentioned with multidisciplinary team.

Three step process for Child Find;

1. locating students
2. ensure staff and constituents are informed
3. screening process

Petition needs to include:

- Each of the 3 steps listed in Odyssey's Child Find process lead to the question; How?
- Your charter should mention they provide free education for all students including those with disabilities. It should be stated on website, applications, advertisements, etc.
- A team regularly (1x/week or 2x/month) meets to discuss interventions/ RTI. This should provide a formal process in place for evaluating student response to scientifically research-based interventions, consisting of the core components of problem identification, problem analysis, applying research-based interventions, and progress monitoring.

Contractual arrangements for related services:

Petition includes:

- Odyssey will contract with a private provider for provision of related services.....services may be provided by a paraprofessional under direct supervision of a licensed therapist.
- ...multidisciplinary team to consider eligibility. If team determines the need for an evaluation by other personnel, school psychologist, etc., such evaluations will be contracted with a private provider

Petition needs to include:

- Use caution in this area: these services should be delivered by licensed provider with para-educator used to support said provider; not with services provided by paraprofessional.
- Petition lists speech, language, and OT. Do not narrow it to only those services, it could be other services based upon a student's IEP. (For example; other related services could be Behavioral Intervention, Adaptive Technology, Extended School Year, etc.). It is best not to narrow petition related services to specific services. (e.g. ...provide related services as dictated by Individual Students Program or individual student's needs.)

- If the IEP team determines that the student's academic needs cannot be met on site, the charter will contract with another agency to provide those services. The charter is responsible to continue to monitor the student progress.

Discipline of student under IDEA:

Petition includes: *Disciplinary problems by special education students will be assessed by multidisciplinary teams and following manual (Chapter 7, Section 13)*

Petition needs to include:

- Specifically; following IDEA for students with an IEP that may need a Behavior Intervention Plans (BIPS) for student whose behavior impact their learning or the learning of others
- When manifestation determinations occur, proactive use of Positive Behavioral Interventions and Supports (PBIS)

Least Restrictive Environment & Continuum of Services:

Petition includes: *A certificated teacher will provide services in an inclusion or a pullout model depending on the degree of intervention necessary to meet student's needs. A paraprofessional will be used to support instruction as allowed....*

Petition needs to include: The continuum of setting includes gen ed classes, special classes, etc. plus making provision for supplemental services, such as resource services or itinerant instruction, to be provided in conjunction with the general classroom. In determining appropriate settings and services for a student with a disability, the IEP team shall consider the student's needs and the continuum of alternate placements and related services available to meet those needs

Evaluation:

Petition includes: *A screening process is in place for child find....if a student is found to be eligible for special education servicesa multidisciplinary team to consider a student's eligibility.*

Petition needs to include: A screening or multidisciplinary team cannot determine eligibility, it would be an evaluation team (which includes educators and the parent and/or adult student) which reviews information from multiple sources including, but not limited to, general education interventions, formal and informal assessments, and progress in the general curriculum.

Petition did not address;

No mention Research Based Curriculum;

- Use of supplemental and replacement curriculum for students with disabilities, requires curriculum that is scientifically research based curriculum due to the increased accountability.
- IDEA requires students with disabilities to be educated with students who are nondisabled to the maximum extent appropriate; continuum of services; variety of education environments such as gen education classroom, resource room for direct instruction or replacement curriculum, behavioral supports, etc.

33-5205(3)(f)
33-203(7)

Describe the school's plan for working with parents who have students who are dually enrolled. Include the manner by which eligible students from the public charter school shall be allowed to participate in dual enrollment in non-charter schools within the same district as the public charter school, as provided for in Idaho Code Section 33-203(7).

Meets Standard – 2nd Review

Comments:

2nd Review – home school students and private school students may enroll as long as Odyssey is not at its enrollment capacity for that grade.

Petition does not address home school students and private school students who wish to dual enroll.

Describe the manner in which gifted and talented students will be served.

33-2003

Meets Standard – 2nd Review

Comments:

2nd Review – incorrect references corrected. The petition reflects GATE opportunities more suited for a high school. Services will be provided, but not a completely separate program.

The reference to IDAPA is incorrect as stated in the petition. The correct reference is 08.02.03.171. The expectation for this section is that the school's plan would be described, as opposed to restating the Rules of the Board. Specific names of assessments for identification purposes should be listed. Additionally, there is a discrepancy in the section. The first sentence states: "no separate program is necessary because of the flexibility to adapt projects..." however, the second paragraph states: "the GATE program will be supervised by a certificated staff member." Will there be a program or not?

Describe the manner in which Limited English Proficiency services will be provided.

08.02.04, 202

Meets Standard – 3rd Review

Comments:

3rd Review – The changes made to this section as well as the "Other Special Needs Student Services" section strengthen this petition. It will be important to implement the plans as described.

2nd Review – many of the questions below were not addressed with specific details, if at all. More detail is still needed regarding who will be responsible for an LEP program and the evaluation.

Please explain in more detail how LEP students' needs will be met via the regular classroom. It is not enough to say teachers are trained in SIOP and will meet each unique need. How will the school/board ensure that SIOP is implemented effectively and with fidelity? In many situations, SIOP has been implemented poorly and LEP students have not received the services they need to be successful both in social and academic English.

Please describe the type of program services the district would contract out should it be necessary to do so. What specific program services will be given to LEP students? Pull-out? Who will deliver these services? How will the school/board ensure a highly qualified teacher endorsed in ENL will provide the services? This section is extremely weak. When reading this petition, a reviewer should have a clear idea of how LEP students will be served linguistically, academically, and culturally.

Who will be responsible for looking at the data to determine how LEP students are progressing? Will the school/board establish a team?

When providing interventions for LEP students who are not progressing, how will the school/board ensure the interventions are appropriate for LEP students? What curriculum will be used in the "core" LEP program? How will the English language development (ELD) standards be implemented district-wide? How will LEP students be monitored?

At this time, this petition does not adequately address how the school/board will meet the needs of LEP students. More detailed information needs to be provided.

Tab 4

Identify measurable student educational standards that describe the extent to which all students of the charter school will demonstrate they have attained the skills and knowledge specified as goals in the school's educational program.

33-5205(3)(b)

Meets Standard – 3rd Review

Comments:

3rd Review – The petition includes one MSES related to ISAT, and one MSES related to additional testing. Both of the standards meet the standard. Most petitions contain 3-5 MSES for the school. This is something that may need to be worked out with the authorizer.

The question from the 2nd review was addressed by using "or" instead of "and". Potentially there is a group of students who would not be included in the data for the MSES. If there is a student in the first year of attendance or that has 95% attendance they would not be included.

2nd Review – What are the MSES for the students who have below 96% attendance and who have attended less than two consecutive academic years?

The 75% and 85% used for the Measurable Student Educational Standards will be below the AYP target for 2012. It is possible that the school could meet the goals as they are currently written and not make the AYP standard.

Identify the method by which student progress is to be measured in meeting the school's student educational standards.	33-5205(3)(c)
Meets Standard	
Describe how the school's students will be tested with the same standardized tests as other Idaho public school students.	33-5205(3)(d)
Meets Standard – 2nd Review	
<p>Comments:</p> <p>2nd Review – grade 10 added and the DMA/DWA were removed.</p> <p>Please add grade 10 to those listed as taking the ISAT. Also, the DMA and DWA are no longer required by the State of Idaho. They can be administered at the local level.</p>	
Describe the plan for the middle level credit and advancement requirements.	08.02.03.107
Meets Standard	
Describe how the school will ensure that it shall be accredited as provided by rule of the Idaho State Board of Education.	33-5205(3)(e) 33-5210(4)(b)
Meets Standard	
<p>Comments: Please note that you will need to apply for accreditation from the Northwest Accreditation Commission not the State Department of Education. The Northwest Accreditation Commission is Idaho's accrediting Agency as designated by the State Board of Education.</p>	
Describe the school's plan if it is ever identified as an "in need of improvement" school as outlined in the No Child Left Behind Act.	08.02.04.202
Meets Standard – 2nd Review	
<p>Comments:</p> <p>2nd Review – OCS has addressed all concerns from the 1st review and has met all requirements to this portion of the application. I feel OCS has a strong understanding of School Improvement and the necessary and required steps, in accordance with ESEA and NCLB, if OCS is identified as "needs improvement".</p> <p>Page 28-29: The proposed application lacks specific detail and school improvement requirements to lead the reviewer a clear and concise strategies that will be implemented if OCS is identified as "needs improvement". The plan is incomplete needing more specific description of each of the years of improvement from being identified in School Improvement Year 1 through Restructuring Year 2: Plan Implementation. The plan does not specifically spell out the requirements of School Choice or Supplemental Education Services, and minimally describes how parents will be included or informed of OCS AYP status or options for the parents. From what has been submitted as OCS's application it is unclear to the reviewer if OCS has a clear understanding of the requirements of school improvement and how to successful plan and implement strategies for school improvement as required.</p>	

Tab 5	
Describe the governance structure of the school, including, but not limited to, the person or entity that shall be legally accountable for the operation of the school.	33-5205(3)(f)
Meets Standard	
Describe the process to be followed by the school to ensure parental involvement	33-5205(3)(f)
Meets Standard	
Comments: Decision making and section on ensuring parental involvement were positive.	
Describe the manner in which an annual audit of financial and programmatic operations will be conducted.	33-5205(3)(k) 33-5206(7) 33-5210(3)
Meets Standard – 3rd Review	
<p>Comments:</p> <p>33-5205(3)(k) – manner in which an annual audit of the financial and programmatic operations is to be done</p> <p>33-5206(7) – school will annually submit to its sponsor a report with the audit of the fiscal and programmatic operations, a report on student progress & a copy of the school's accreditation report. Pages 40-41 state that the school will perform an annual programmatic operations audit and will submit it annually to the school's authorizer on or before 10/15. Page 41 states the school will conduct an audit in accordance with IC 67-450B and will file one copy with the SDE and one copy with the school's authorizer. The charter also states it will follow the form and process dictated in IC 33-701. Page 34 states that an annual financial audit will be conducted after the completion of each charter school year. Page 34 also states that a programmatic operations audit will be conducted as mandated by state requirements as outlined in IC 33-5205(4)(k) (should be 33-5205(3)(k)), 33-5206(7), 33-5210(3) and IDAPA. While the petition states that a programmatic operations audit will be conducted as mandated by state requirements outlined in the above code sections, the petition does not state that it will submit a report to its chartering entity that includes a copy of the fiscal and programmatic audits, a report on student progress, and a copy of the school's accreditation report, all of which are required by IC 33-5206(7)</p> <p>33-5210(3) – each school will comply with reporting requirements of 33-701 sections 5-10. Page 34 states the school will conduct a programmatic operations audit as mandated by state requirement as outlined in IC 33-5210(3). Idaho Code 33-5210(3) has nothing to do with programmatic operations audits. Instead, IC 33-5210(3) states that charters will comply with the financial reporting requirements of IC 33-710, subsections 5-10.</p>	
Tab 6	
Describe the qualifications to be met by individuals employed by the school. Instructional staff must be certified teachers pursuant to rule of the state board of education.	33-5204A (1) 33-5205(3)(q) 33-5210(4)(a)
Meets Standard - 2nd Review	

<p>Comments: 2nd Review - For future clarity, please note that "Common Core" standards and "Core Content" as defined by the U.S. Department of Education are two different concepts.</p> <p>The petition states that the full-time and part-time staff will meet or exceed qualifications required by state law. It is not clear from the petition if the founders understand what those are. It is mentioned that the school reserves the right to seek waivers or limited certification options, but it is not stated that all instructional staff will be certified. There is little specific information devoted to how this school will ensure that they are employing quality teachers. There is not discussion of proven means for assessing teacher performance. More detail and clarity is required in this section.</p>							
Describe the transfer rights of any employee choosing to work in a charter school that is approved by the board of trustees of a school district, and the rights of this employee to return to any non-charter school in the same district.	33-5205(3)(o) 33-1217						
Meets Standard							
<p>Include a provision that ensures all staff members will be enrolled in and covered by all of the following:</p> <table> <tr> <td>Public Employee Retirement System (PERSI)</td><td>Unemployment Insurance</td></tr> <tr> <td>Federal Social Security</td><td>Health Insurance</td></tr> <tr> <td>Worker's Compensation Insurance</td><td></td></tr> </table>	Public Employee Retirement System (PERSI)	Unemployment Insurance	Federal Social Security	Health Insurance	Worker's Compensation Insurance		33-5205(3)(m)
Public Employee Retirement System (PERSI)	Unemployment Insurance						
Federal Social Security	Health Insurance						
Worker's Compensation Insurance							
Meets Standard							
Include a provision that ensures that the staff of the public charter school shall be considered a separate unit for purposes of collective bargaining.	33-5205(3)(p)						
Meets Standard							
Include a provision that ensures all teachers and administrators will be on a written contract as approved by the state superintendent, conditioned up a valid certificate being held by such professional personnel at the time of entering upon the duties.	33-5206(4)						
Meets Standard							
Include a provision that ensures all employees of the school undergo a criminal history check.	33-5210(4)(d) 33-130 33-512						
Meets Standard - 2nd Review							
<p>Comments: 2nd Review - Meets Standard</p> <p>Fingerprint cards should be submitted to the SDE for the background check. One should not be kept in the personnel file. What is the plan for background checks of volunteers or board members that will be working with students independently?</p>							
Tab 7							

Describe admission procedures, include a provision for over-enrollment, and equitable selection processes for the initial year, as well as subsequent years of operation. Include enrollment capacity of the charter school.	33-5205(3)(j)
Meets Standard – 2nd Review	
<p>Comments:</p> <p>2nd Review – An enrollment capacity table was included in this section. The petitioners may want to consider listing the enrollment caps per grade grouping as a guideline. This will allow flexibility if more or less students are interested than initially planned. For example: new charter high schools rarely have students in 11th or 12th grade in their first year. If you have 25 9th graders and 20 10th graders interested, you would not be able to accept them all based on the way this is currently written. This is something to discuss with the authorizer to determine the best way to set the enrollment capacity.</p> <p>The enrollment capacity for the school was not included in this section.</p>	
Describe how waiting lists will be developed and renewed annually.	33-5205(3)(j)
Meets Standard – 3rd Review	
<p>Comments:</p> <p>3rd Review – Waiting lists are specifically addressed and follow the requirements outlined in IDAPA.</p> <p>2nd Review – There is not a specific section for the waiting list. Information about the waiting list is alluded to in several places in the enrollment section. It would be helpful for parents to provide the waiting list information in one section. Describe how the list will be developed after the acceptance s from the lottery. Specifically explain how students who are interested in enrolling after the lottery are handled (added to the bottom of the wait list by grade) and what happens with siblings of students who get in after the lottery. Explain that the list will not roll over from one year to the next.</p> <p>The development of the waiting list was not addressed in the petition.</p>	
Describe the public school attendance alternative for students residing within the school district who choose not to attend the public charter school.	33-5205(3)(n)
Meets Standard	
Describe the process by which citizens residing in the compact and contiguous attendance area of the charter school will be made aware of enrollment opportunities.	33-5205(3)(s)
Meets Standard – 2nd Review	
<p>Comments:</p> <p>2nd Review – Timelines for notification are now included in the petition.</p> <p>The petition states that the notification of enrollment opportunities will address all of the current requirements in Idaho Code 33-5205. There is no reference to the specific timelines related to advertising that is included in IDAPA 08.02.04.203.02.</p>	

Describe the school's plan for denial of attendance to any student who is or has been:	33-5205(3)(l)
<ul style="list-style-type: none"> An habitual truant, Incorrigible, Deemed by the board of trustees to be disruptive of school discipline or instructional effectiveness, Detrimental to the health and safety of the other students, or Expelled from any other school district or state. 	33-205 33-206
Meets Standard	
Describe the school's disciplinary procedures, including the procedure by which students may be suspended, expelled and reenrolled.	33-5205(3)(l) 33-210
Meets Standard	
Describe the school's policy for contacting law enforcement and student's parents, legal guardians or custodian regarding a student reasonably suspected of using or being under the influence of alcohol or a controlled substance. Include the plan for making the policy available to each student, parent, guardian or custodian.	33-210(3)
Meets Standard	
Describe the procedures the school will follow to ensure the health and safety of students and staff.	33-5205(3)(n)
Meets Standard - 2nd Review	
Comments: 2 nd Review – Revisions are adequate and greatly improve this area of the petition. More detail is needed on the tier of consequences for bullying / harassment and students being under the influence. Additionally, include clear prohibitions around fights and weapons on campus.	
Describe the school's policy for a suicide prevention plan.	08.02.03.160
Meets Standard	
Comments: Applicant indicates they will develop a plan- if this is carried out as described in the petition this category meets the standard.	
Describe the school's policy for Internet access and use and provisions for parental permission related to student Internet use.	33-131(1)
Meets Standard - 2nd Review	

Comments:

3rd Review – the recommendation was incorporated into the student handbook.

2nd Review – Revision is adequate.

Recommendation: in the list of prohibited computer uses clarify that *any student who knowingly or purposefully* uploads files that contain viruses, malware, etc.... are violating policy. Most who upload malicious software do so unknowingly.

Clarify which online activities are prohibited and the consequences for violating policy (accessing inappropriate material, viewing personal social media sites, cyberbullying, etc...). Contact Matt McCarter for further clarification if needed (208) 332-8960.

Include a student handbook that describes the school rules. Also include the procedure for ensuring a student's parent or guardian has access to the handbook.

08.02.04. 202

Meets Standard - 2nd Review

Comments:

2nd Review – Student handbook is very thorough and detailed.

Petition does address student handbook and the above mentioned requirements but I was not able to locate the actual student handbook that is supposed to be included in the petition.

Tab 8

A detailed business plan including:

- Business description
- Marketing plan
- Management plan
- Resumes of the directors of the nonprofit corporation
- School's financial plan
- Start-up budget with assumptions form
- Three year operating budget form
- First year month-by-month cash flow form

08.02.04. 202

Meets Standard - 2nd Review

Comments:

2nd Review- Under the Revenues portion of the business plan Federal start-up grants, private grants, and donations are included as revenues. Grants really shouldn't be included as revenues because they are not guaranteed. They aren't included in the budget worksheets.

In the sentence following revenue sources the petition references "Idaho Department of Education's Bureau of special Populations," the reference to the division is outdated. It should be "School Achievement and School Improvement."

Note: White Pine Charter School is not using the Harbor Method. They are a "core knowledge" school.

The Financial Plan references "Idaho Science and Technology Charter School" and states that it will be responsible for the financial management. What is the connection here? In another portion of the petition it is stated that a half-time business manager will be hired to oversee the fiscal affairs.

The start-up budget is included with the Income Units Worksheet. No explanation is provided for the assumptions used when developing the budget. How will all of the start-up costs be covered before the advance payment is received July 31? How is the school budgeting for special education services? What plans are there for applying for grants or other fund raising?

The budget lists \$75,000.00 for Rent/Leases: 5,000 square foot building@ \$15/sq foot, however no documentation is provided for that expense. It is difficult to determine if the amount budgeted is realistic.

Describe the school's proposal for transportation services.

33-5205(3)(t)

Note: The budget should reflect estimated costs.

33-5206(4)

Meets Standard – 3rd Review

Comments:

3rd Review – The reimbursement rate in the petition accurately reflects IC 33-1006.

2nd Review - This section meets the standard with the following exception, which is extremely important to understand and include when budgeting. The actual reimbursement is based on a 60% advance payment with a final reimbursement of a blended 50/85% and a block grant. This is in IC 33-1006 and is also referenced in Lanette's original comment. It should also be reiterated that the process to obtain busing should begin nearly one year prior to needing transportation services. The petition states: "Transportation reimbursement payments reflect an 85% reimbursement for the previous year's allowable transportation costs."

Petition states that charter will not offer transportation. IC 33-1501 that states, where practicable, school shall provide transportation for the public school pupils within the district. The charter school should specifically define why it is not practicable to provide busing when IC 33-1006 and 33-5208 provide for advance transportation funding.

There are four methods to obtain and provide transportation services: joint busing with school district, charter-owned school busing, contracted busing service, or pay parents in-lieu only if it is more cost effective. The process to obtain busing should begin nearly one year prior to needing transportation service. Charter should consider boundaries when busing is provided. SDE understands that the attendance area becomes the zone for providing transportation services to all eligible students living more than 1 1/2 miles from school. Transportation may be reimbursed in advance at 60% with a final reimbursement of a blended 50/85% rate and a block grant per IC 33-1006. In addition, reference IC 33-5208 that limits transportation reimbursement to students within the public charter school's attendance zone that meet one of the following criteria: student resides within the school district in which the public charter school is physically located, or student resides within 15 miles of the public charter school by road.

It is recommended the charter school contact SDE School Transportation Staff at 332-8832 with additional questions on busing options and requirements.

Describe the school's proposal for a school lunch program, including how a determination of eligibility for free and reduced price meals will be made

08.02.04.
202

Meets Standard

Tab 9

Describe any business arrangements or partnerships with other schools, educational programs, businesses, or nonprofit organizations. This includes curriculum, special education, transportation, food service, legal, and accounting.

08.02.04. 202

Meets Standard - 2nd Review

Comments:

2nd Review – Community partnership agreement included. All community partnership will involve an Odyssey teacher. MOUs will be used to outline expectations.

Currently, no arrangements exist. There is no discussion of policies or contracts related to special education, legal, or accounting services; though money is budgeted for legal and accounting. More detail about the plans/policies related to business arrangements and partnership is needed, given the emphasis the school is placing on "community experts and other specialized persons" and "real world opportunities for community service."

Describe the school's plan for termination of the charter by the board of directors, to include:

5205 (3) (u)
5206 (8)

- Identification of who is responsible for dissolution of the charter school;
- A description of how payment to creditors will be handled;
- A procedure for transferring all records of students with notice to parents of how to request a transfer of student records to a specific school; and
- A plan for the disposal of the public charter school's assets, including those purchased with Federal funds.
- A procedure for transferring personnel records to the employees.

Meets Standard - 2nd Review

Comments:

Changes were made to this sections based on the review feedback.

This section of the petition references Nampa School District and Legacy. It needs to be changed to reflect Odyssey Charter School's policy. In the petition it is stated that students will receive written notice of how to request a transfer of records. Idaho Code requires notification be provided to the parents. No discussion of items purchased with Federal funds is included in this section. Additionally, personnel records are not included.

Tab 10 – Virtual Schools – do not complete this section if the school is not a virtual school.

Tab 11 – Professional-Technical Regional Public Charter Schools –do not complete this section if the school is not a virtual school.

Response to Sufficiency Review

The founders of Odyssey Charter School took the comments and recommendations outlined in the review and have made the changes requested. The petition has been made clearer and more detailed to better explain the various parts of the charter petition. Much greater detail has been included on the facilities choices, educational goals and thoroughness standards, special education procedures, LEP students, measurable student education standards, the business plan, budgets and subcontractor sections. All suggested changes mentioned by the State Department of Education have been made to the petition.

Appendix P

Subcontractor Bids and Memoranda of Intent

Student Information

The bid for openSIS is presented below:

openSIS Pricing Sheet for OS4ED Cloud Hosting

The following pricing is based on 12 month subscription contract, which is mandatory for cloud hosted services.

openSIS-Pro with Billing, Discipline, EasyCom and Library Modules for 300 students @ \$199/month	\$2388.00/year
Idaho State Reporting– One Time Fee	\$1000.00
openSIS Setup & Configuration with 1 Hour Training – One Time Fee	\$500.00
Seven Day Rotating Backup	Included
Annual Maintenance and Email and Chat Support (Bronze Level)	Included
Data Import into the System	\$1/record

Food Services

Taylor's Crossing Charter School has agreed to handle our food services. They have provided the same services for Monticello Montessori Charter School for the past two school years (2010-2011 and 2011-2012). They will handle all of the required forms and reporting as they have done for Monticello Montessori.

MEMORANDUM OF INTENT

Between Taylor's Crossing Public Charter School and Odyssey Charter School

This Memorandum of Intent is made between Taylor's Crossing Public Charter School ("Taylor's Crossing") and Odyssey Charter School ("OCS").

1. Purpose

The Parties recognize the benefit of forming a cooperative, pre-competitive alliance in order to plan the menu and budget for a school lunch program at OCS. The purpose of this document is to express the non-binding intent of entering into an agreement for the provision of lunches to students enrolled at OCS. The relationship among the Parties is that of independent collaborators and at no time will any Party be deemed to be the agent of another.

2. Term and Termination

This Memorandum shall remain valid for a period of eighteen months from the date of the last signature show below, by which time the Parties anticipate entering into a binding contractual agreement in accordance with the mutual intent expressed herein. This Memorandum may be extended by written mutual agreement of both Parties. Either Party to this Memorandum may unilaterally withdraw its intent by providing thirty days written notice to the other Party.

3. Status

This Memorandum is not legally binding. No funds are committed and no legal obligations are created by this Memorandum.

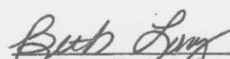
4. Nutritional Guidelines

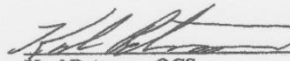
As a term of the binding contract anticipated by this Memorandum, Taylor's Crossing will create a menu that meets or exceeds the requirements of the National School Lunch Program (NSLP). A sample menu is attached to this Memorandum.

5. Number and Cost of Lunches Served

As a term of the binding contract anticipated by this Memorandum, Taylor's Crossing will provide lunches to the students enrolled at OCS who choose to participate in the program. The initial enrollment at OCS for its first operating year is 142 students. It is anticipated that Taylor's Crossing will provide its menu at the cost of \$2.75 per lunch.

IN WITNESS WHEREOF, the Parties have caused this AGREEMENT to be executed by their duly authorized representatives as follows.

 2/21/12
Beth Long, Taylor's Crossing
DATE:


Karl Peterson, OCS
DATE:

April 5, 2012

Also, a catering service named That One Place also agrees to provide food service to
Odyssey Charter School. Their memorandum of intent is on the following page

MEMORANDUM OF INTENT

Between That One Place and Odyssey Charter School

This Memorandum of Intent is made between That One Place ("Caterer") and Odyssey Charter School ("OCS").

1. Purpose

The Parties recognize the benefit of forming a cooperative, pre-competitive alliance in order to plan the menu and budget for a school lunch program at OCS. The purpose of this document is to express the non-binding intent of entering into an agreement for the provision of lunches to students enrolled at OCS. The relationship among the Parties is that of independent collaborators and at no time will any Party be deemed to be the agent of another.

2. Term and Termination

This Memorandum shall remain valid for a period of eighteen months from the date of the last signature show below, by which time the Parties anticipate entering into a binding contractual agreement in accordance with the mutual intent expressed herein. This Memorandum may be extended by written mutual agreement of both Parties. Either Party to this Memorandum may unilaterally withdraw its intent by providing thirty days written notice to the other Party.

3. Status

This Memorandum is not legally binding. No funds are committed and no legal obligations are created by this Memorandum.


4. Nutritional Guidelines


As a term of the binding contract anticipated by this Memorandum, Caterer will create a menu that meets or exceeds the requirements of the National School Lunch Program (NSLP).

5. Number and Cost of Lunches Served

As a term of the binding contract anticipated by this Memorandum, Caterer will provide lunches to the students enrolled at OCS who choose to participate in the program. The initial enrollment at OCS for its first operating year is 140 students. It is anticipated that Caterer will provide its menu at the cost of \$ 3.00 per lunch.

IN WITNESS WHEREOF, the Parties have caused this AGREEMENT to be executed by their duly authorized representatives as follows.


Trent Walker, That One Place
DATE:


Karl Peterson, OCS
DATE:

Special Educational Services

The following pages contain memoranda of intent for various special education subcontractors who are willing to work with Odyssey Charter School.

MEMORANDUM OF INTENT

Between Paul Pack (School Psychologist) and Odyssey Charter School

This Memorandum of Intent is made between Paul Pack and Odyssey Charter School.

1. Purpose

The Parties recognize the benefit of forming a cooperative, pre-competitive alliance in order to provide education services to the students enrolled at Odyssey Charter School. The purpose of this document is to express the non-binding intent of entering into an agreement for the provision of counseling, tutoring, testing, the creation of individualized education programs, and other services. The relationship among the Parties is that of independent collaborators and at no time will any Party be deemed to be the agent of another.

2. Term and Termination

This Memorandum shall remain valid for a period of eighteen months from the date of the last signature show below, by which time the Parties anticipate entering into a binding contractual agreement in accordance with the mutual intent expressed herein. This Memorandum may be extended by written mutual agreement of both Parties. Either Party to this Memorandum may unilaterally withdraw its intent by providing thirty days written notice to the other Party.

3. Status

This Memorandum is not legally binding. No funds are committed and no legal obligations are created by this Memorandum.

4. Number of Students Served

As a term of the binding contract anticipated by this Memorandum, Paul Pack will provide education services to the students who qualify for them at Odyssey Charter School. The initial total enrollment at OCS for its first operating year is 140 students.

5. Budget

It is anticipated that Paul Pack will provide services at the cost of \$ 50⁰⁰ per hour.

IN WITNESS WHEREOF, the Parties have caused this AGREEMENT to be executed by their duly authorized representatives as follows.


Paul Pack, School Psychologist

DATE: 2/27/2012


Karl Peterson, Odyssey Charter School

DATE:

MEMORANDUM OF INTENT

Between TAYLOR PHYSICAL THERAPY and Odyssey Charter School, Inc.

This Memorandum of Intent is made between TAYLOR PHYSICAL THERAPY and Odyssey Charter School, Inc. ("OCS").

1. Purpose

The Parties recognize the benefit of forming a cooperative, pre-competitive alliance in order to provide physical therapy for students of OCS. The purpose of this document is to express the non-binding agreement. The relationship among the Parties is that of independent collaborators and at no time will any Party be deemed to be the agent of another.

2. Term and Termination

This Agreement shall come into force from the date of the last signature and shall remain valid for a period of eighteen months. It may be extended by mutual agreement with the prior written agreement of each Party. This Agreement may be terminated at any time by mutual written agreement of the Parties. Any Party may unilaterally withdraw by providing thirty days written notice to the other Party.

3. Status

This agreement is not legally binding. No funds are committed and no legal obligations are created by this Agreement.

5. Number and Cost of Services

The physical therapist will provide services to the students enrolled at OCS who choose to participate in the program. The initial enrollment at OCS for its first operating year is 142 students. The physical therapist will provide its menu at the cost of \$_____ per hour. *the state reimbursement rate.*

IN WITNESS WHEREOF, the Parties have caused this AGREEMENT to be executed by their duly authorized representatives as follows. *SPJ*

Mark A 38 RPT
Mark Taylor TAYLOR PHYSICAL THERAPY
DATE:

Karl Peterson
Karl Peterson, Odyssey Charter School
DATE:

MEMORANDUM OF INTENT

Between Carol Woodvine (Occupational Therapist) and Odyssey Charter School

This Memorandum of Intent is made between Carol Woodvine and Odyssey Charter School.

1. Purpose

The Parties recognize the benefit of forming a cooperative, pre-competitive alliance in order to provide occupational therapy to the students enrolled at Odyssey Charter School. The purpose of this document is to express the non-binding intent of entering into an agreement for the provision of providing occupational therapy to qualifying students. The relationship among the Parties is that of independent collaborators and at no time will any Party be deemed to be the agent of another.

2. Term and Termination

This Memorandum shall remain valid for a period of eighteen months from the date of the last signature show below, by which time the Parties anticipate entering into a binding contractual agreement in accordance with the mutual intent expressed herein. This Memorandum may be extended by written mutual agreement of both Parties. Either Party to this Memorandum may unilaterally withdraw its intent by providing thirty days written notice to the other Party.

3. Status

This Memorandum is not legally binding. No funds are committed and no legal obligations are created by this Memorandum.


4. Number of Students Served

As a term of the binding contract anticipated by this Memorandum, Carol Woodvine will provide occupational therapy to the students who qualify to receive such services at Odyssey Charter School. The initial total enrollment at OCS for its first operating year is 140 students.

5. Budget

It is anticipated that Carol Woodvine will provide services at the cost of \$ 50 per hour.

IN WITNESS WHEREOF, the Parties have caused this AGREEMENT to be executed by their duly authorized representatives as follows.


Carol Woodvine, Occupational Therapist

DATE:


Karl Peterson, Odyssey Charter School

DATE:

MEMORANDUM OF INTENT

Between Naomi Ostergar and Odyssey Charter School

This Memorandum of Intent is made between Naomi Ostergar and Odyssey Charter School.

1. Purpose

The Parties recognize the benefit of forming a cooperative, pre-competitive alliance in order to provide special education services to the students enrolled at Odyssey Charter School. The purpose of this document is to express the non-binding intent of entering into an agreement for the provision of tutoring, testing, the creation of individualized education programs, and other services. The relationship among the Parties is that of independent collaborators and at no time will any Party be deemed to be the agent of another.

2. Term and Termination

This Memorandum shall remain valid for a period of eighteen months from the date of the last signature show below, by which time the Parties anticipate entering into a binding contractual agreement in accordance with the mutual intent expressed herein. This Memorandum may be extended by written mutual agreement of both Parties. Either Party to this Memorandum may unilaterally withdraw its intent by providing thirty days written notice to the other Party.

3. Status

This Memorandum is not legally binding. No funds are committed and no legal obligations are created by this Memorandum.

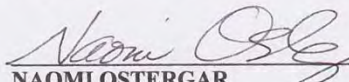
4. Number of Students Served

As a term of the binding contract anticipated by this Memorandum, Naomi Ostergar will provide special education services to the students who qualify for them at Odyssey Charter School. The initial total enrollment at OCS for its first operating year is 140 students.

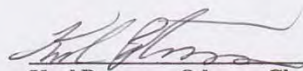
5. Budget

It is anticipated that Naomi Ostergar will provide services at the cost of \$ 30 per hour.

IN WITNESS WHEREOF, the Parties have caused this AGREEMENT to be executed by their duly authorized representatives as follows.



NAOMI OSTERGAR
DATE: 3-1-12



Karl Peterson, Odyssey Charter School
DATE:

Financial Data System

From: 2M Data Systems <2MData@mstarmetro.net>

To: KBPetersonmail@yahoo.com

Sent: Monday, January 16, 2012 12:06 PM

Subject: 2M Data Systems Software Information

Hi Karl,

-
Thank you for your inquiry concerning our software. We look forward to working with you and your school. I'm iterating the costs below . . . I recommend you visit one or more of them to see the software in operation and ask questions about how it fits their needs. I'll another email with the Payroll & Budget manuals attached. Near the beginning of the manuals is a list of features. Please let me know if you don't receive them. If you have other questions, please don't hesitate to call or email.

-
Initial Costs:

Payroll 1,300.00

Accounting 1,300.00

SDE Reporting 600.00 ("ABReport" - prints SDE annual budget and IFARMS reports)

Total 3,200.00

-
Annual Update Fees (approximate):

Payroll 420.00 (sent in December each year)

Accounting 420.00 (sent in June each year)

-
Annual, unlimited phone support agreement 450.00 (optional)

Project-Based Education Professional Training

Buck Institute for Education provides professional development for schools across the country. An email describing the workshops they provide follows below. Odyssey Charter School will use their three day workshop and their one day follow up session in its first year of operation and will use their one day advanced workshop the next year. By then, sufficient staff will be trained in project-based learning to train new staff.

April 5, 2012

Hi Karl.

Thanks for your inquiry. I hope this information will help. We have been working very successfully with Blaine County Schools for the past two years.

By way of background, we provide onsite sustained support (professional development) focused on PBL. A great deal of research and a decade of hard-earned experience have shown us that a three-day on-site PBL workshop, no matter how fabulous, has little impact on teacher behavior or student outcomes. Therefore, our policy requires us to provide sustained support, meaning we go in and do the initial three-day PBL 101 and then return two or more times in the subsequent 12 months for teacher coaching and additional support (classroom visitations, additional training, curriculum development and review, etc.). We seldom work with individual schools unless there is a clear, long-term commitment from the staff and leadership.

Please keep in mind that is best to start small rather than train every teacher in a school or district. PBL is more successful when you start with a small, eager cadre such as a department, grade level or SLC. This strategy gives you a local model for success that we can use as a springboard to promote the adoption of effective PBL in your larger system.

The sessions are taught by our National Faculty, which has both programmatic and discipline-specific knowledge in PBL. We can offer PBL sessions that are geared to different programs (K-5, for instance) or disciplines (math, science, social science, career technical education, etc.) or school population (alternative education, special needs, continuing education, after school, gifted, credit recovery, tribal, etc.). We have experience in a variety of school models as well, including New Tech, Expeditionary Learning, EdVisions, High Tech HS, IB, CES and Asia Society/ISSN. It is especially important to break apart the K-5 teachers from their 6-12 brethren if you are planning multiple sessions.

Teachers emerge from our PBL 101 workshop with a completed or nearly completed Project Overview Form, Project Calendar and Teaching and Learning Guide, which they can implement in their classrooms immediately.

Please keep in mind that we strictly enforce the 35-person cap on participants. Our policy requires me to send a second (or third...) facilitator if there are going to be more than 35 participants. That of course increases your costs. The prices are all inclusive of travel, prep, materials, time, food, etc.

The prices you see below will remain accurate until Dec. 31, 2012. We bill upon completion of services. BIE does not negotiate prices – we are a non-profit and try to provide the lowest price we possibly can.

Summers book up for us four months or more in advance. We trained 5,000 teachers nationwide this summer and expect an even higher volume in the summer of 2012.

All participants in our PBL 101 workshops receive a free copy of our *PBL 101 Workbook*, which includes rubrics, planning forms, protocols, activities and sample projects. **Note: We will ship only 35 copies of the PBL 101 Workbook per workshop.**

• **Three-day PBL 101 workshop.** **Schedule:** TBA, 2012. **BIE staffing:** One National Faculty member for up to 35 participants. **Location:** On site, Idaho Falls, ID. **Description:** This three-day workshop engages participants in learning the principles for designing, assessing and managing standards-focused projects as well as using performance assessments to judge the relevant work generated by 21st Century learners. Through a combination of direct instruction, video analysis and hands-on group work, participants have the opportunity to plan, design and receive peer feedback on an engaging and rigorous project using the Buck Institute for Education model and tools. **Cost: \$8150** **Note: At no charge, workshop participants can continue to receive support through our Forums and by participating in our biweekly webinars, which launched in September of 2011.**

• **One-day PBL follow-ups.** **Schedule:** TBA, 2012. **Quantity:** Minimum of 2 in year following PBL 101. **BIE staffing:** One National Faculty member. **Location:** On site, Idaho Falls, ID. **Description:** Additional training, classroom observation, teacher coaching, curriculum review, student work review, etc., following online needs assessment of participants. **Cost per event: \$4150.**

• **One-day PBL 201 (advanced practices).** **Schedule:** TBA, 2012. **Quantity:** TBA. **BIE staffing:** One National Faculty member. **Location:** On site, Idaho Falls, ID. **Description:** PBL 201 workshops (advanced practices) are designed as follow-up sessions for participants who have taken PBL 101 and had an opportunity to implement their project. The topics range from PBL and Web 2.0, PBL and RtI, PBL and Differentiated Instruction to PBL and Literacy Programs. **Cost per event: \$4150.**

• **One-day PBL Lead workshop.** **Schedule:** TBA, 2012. **Quantity:** TBA. **BIE staffing:** One National Faculty member. **Location:** On site, Idaho Falls, ID. **Description:** This full-day workshop engages principals, assistant principals and instructional leaders in exploring best practices in leading a school or district in the effective, sustainable implementation of Project Based Learning. Through a combination of direct instruction, video analysis and hands-on individual and group work, participants have the opportunity to design and receive peer feedback on a PBL Lead plan for their organization using the Buck Institute for Education model and tools. Participants engage in such protocols as Leadership Compass, SWOT Analysis, Gap Analysis and the Affinity Protocol. Ongoing support for participants is provided through the PBL Leadership forum on www.bie.org **Cost per event: \$4150.**

• We sell three books, none of which are a required part of the workshops or follow-ups. That said, teachers really like receiving copies of the books. *The PBL Starter Kit* for Middle and High School (2009) and *PBL for Elementary Grades* (2011) retail for \$30 per copy; the *PBL Handbook* (2003) retails for \$40 per copy. If you choose one book, I would recommend either of the Starter Kits. You can purchase them online (www.bie.org) or by contacting our assistant administrator, Theresa Rowland (Theresa@bie.org).

If you need any more information, please give me a call or send a message.

April 5, 2012

Best wishes,

--

Lauren Scheller

Professional Services Coordinator

Buck Institute for Education

18 Commercial Boulevard

Novato, CA 94949

(415) 883-0122 x311

(415) 883-0260 (fax)

www.bie.org

lauren@bie.org

BIE on Edmodo

BIE on YouTube

Twitter: [@laurenbie](https://twitter.com/laurenbie)

Appendix Q

Board Training Program

Odyssey Charter School's Board of Directors will follow the plan with the following points detailed below.

ISBA Governance Module

Odyssey will be members of the Idaho School Board Association (ISBA) so that the board will be able to receive the training the ISBA provides and have access to the ISBA's board development, policy as well as legal and other services. The ISBA provides for free to its members a School Board Governance Module every three years. For details about the School Board Governance Module, see the second paragraph Liz Kilpack's letter below. Other modules are available for a fee.

Monthly Training

At least 15 minutes each of monthly board meeting will be devoted to board training. These sessions will be taught either by fellow board members with expertise in the particular area or by outside experts the board invites to give instruction. These trainings will follow topics listed below or based on the areas the board decides it needs to improve.

- Board Assessment & School Board Governance
- Leadership for Student Achievement
- Education Law
- Human Resources
- Finance
- Board's Oversight Role
- Collective Bargaining

Master of Boardmanship Program

The chairman and vice chairman of the board will accumulate at least 100 points each year based on the scale listed below taken from the Idaho School Board Association's Master of Boardmanship Award Program.

Board Training / Event: Points:

Conventions

ISBA	50
NSBA	50

Workshops & Seminars

Summer Leadership Institute	25
Negotiations Workshop	25
Education Law Seminar	20

ISBA Regional Meeting

Spring Meeting	15
Fall Meeting	15

Day on the Hill 25

Individual Board Training

By ISBA Approved Presenter

8 Hours Board Training	25
8 Hours Lighthouse Board Training	25
4 Hours Board Training	15
2 Hours Board Training	10
10 Minute Trainers	5

(1 point per 10 Min. Training with maximum of 5 points.

Board Minutes from meeting must be attached for verification.)

ISBA Executive Board Meetings

February Meeting	10
April Meeting	10
September Meeting	10

Other board members will be encouraged to participate in training outside the monthly school board training through training from the Idaho School Board Association Training, the Charter School Network training, or other training aimed for members of boards of directors.

Additional Training

At this point, Odyssey Charter School has not held board elections yet and therefore, does not know the strengths and weaknesses of the members yet. Also, due to the many changes and challenges that will occur it is in the best interest of Odyssey to be flexible to adapt to the situations future will bring.

New Board Members

The board of directors of Odyssey Charter School will seek out new members of the board who have talents the board decides it needs by advertising on Odyssey's website and through networking with the connections of the board members.

April 5, 2012

Liz Kilpack, a board trainer with the Idaho School Board Association, wrote the following letter.

Dear Odyssey Charter School Board of Directors,

-

Thank you for your interest in receiving training from the Idaho School Boards Association (ISBA). It would be a pleasure to work with you. I appreciate the time you dedicate to the students of Idaho and your willingness to serve.

This letter is to summarize our discussion regarding training for your district. Pending approval from the Charter Commission and your becoming a member of the Idaho School Boards Association, ISBA is willing to deliver board training to your board of directors. The Governance training module is included free every three years with your ISBA dues. However it does not cover the cost for the trainers travel reimbursed at the state travel rate. The Governance module includes the following topics: Effective Governance, Roles and Responsibilities, Effective Meetings, Board/Administrator Relationships, Policy, Open Meeting Law, and Board Scenarios. Additionally, customized in district training can be purchased for \$125 an hour plus travel. Those topics may include, but are not limited to Community Engagement, School Finance, Strategic Planning, Administrator Evaluations, and Leadership for Student Achievement.

ISBA offers a host of other board training opportunities. We currently provide a selection of 10 minute trainers on our website that boards can conduct and use in their own board meetings. Topics include: Dealing with Angry Patrons, Effective Board Clerks, Updating Policy, Reduction in Force, Chain of Command, Dealing with the Media, Board Self Assessment, and many more. We also offer board training at our Annual Convention in November, Day on the Hill in February, and Summer Leadership Institute in June/July. And, we strongly encourage boards to complete activities that help them earn the Master of Boardsmanship Award from ISBA.

I appreciate your consideration in ISBA helping you with your training needs and am excited about the possibility of meeting with you. Please feel free to contact me with any other questions or concerns that arise.

-

Smiles,

-

Liz Killpack

ISBA Board Trainer

April 5, 2012

Appendix R

501 (c) (3) Approval Letter

Odyssey Charter School's 501 (c) (3) Approval Letter is on the following page.

April 5, 2012

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: OCT 03 2011

ODYSSEY CHARTER SCHOOL INC
C/O KARL PETERSON
2184 CHANNING WAY PMB 127
IDAHO FALLS, ID 83404

Employer Identification Number:
45-1644409
DLN:
17053132305011
Contact Person:
ALICE T LI ID# 95032
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
509(a)(2)
Form 990 Required:
Yes
Effective Date of Exemption:
April 7, 2011
Contribution Deductibility:
Yes
Addendum Applies:
No

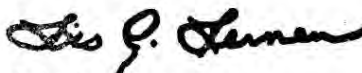
Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Sincerely,



Lois G. Lerner
Director, Exempt Organizations

Enclosure: Publication 4221-PC

Letter 947 (DO/CG)

April 5, 2012



October 5, 2011

Odyssey Charter School Audit Committee Recommendations:

In evaluating this petition, the Odyssey Charter School Audit Committee, for the most part, used a rubric provided by the School Choice Coordinator of the Idaho State Department of Education. A copy of the rubric is attached. The Audit Committee also reviewed public comment and testimony from the public meeting on the Odyssey Charter School Petition held by the Falls School District #91 Board of Trustees on September 27, 2011. In addition, the committee included additional information provided by the petitioners at a separate meeting with the audit committee held on October 4, 2011.

The idea of a charter school that focuses on the arts using a project-based model has merit. However, the Odyssey Charter School petition lacks the sufficient detail needed to guarantee successful implementation. In addition, the governance, oversight and support of such a school would tax the district's existing resources, and result in additional costs for the district. At this time, the district is also considering a project-based magnet school that is more robust and uses a model that has been successfully replicated around the country and has proven results.

The Odyssey Charter School Audit Committee recommends the Idaho Falls School District #91 Board of Trustees refer the petition to the public charter school commission. The committee also recommends the petitioners address the concerns identified in the attached rubric prior to submitting the petition to the public charter school commission.

Committee Members:

Trina Caudle (Chair), Director of Secondary Education
Karla LaOrange, Director of Elementary Education
Carrie Smith, Director of Human Resources & Finance
Gail Rochelle, Director of Student Achievement & School Improvement
Lisa Sherick, Director of Student Services
Margaret Wimborne, Communications and Community Engagement

April 5, 2012



IDAHO PUBLIC CHARTER SCHOOL COMMISSION

650 W. State Street • P.O. Box 83720 • Boise, ID 83720-0037
208/334-2270 • FAX: 208/334-2632
e-mail: charter@osbe.idaho.gov

March 21, 2012

Idaho Falls School District
Board of Directors
690 John Adams Parkway
Idaho Falls, ID 83401

Dear Idaho Falls School District Board of Directors:

As you know, the Public Charter School Commission (PCSC) will soon be holding a hearing regarding the petition for Odyssey Charter School, which was referred to the PCSC by your board. It is our understanding that a second petition for a public charter school to be located in your district is currently under development.

Due to the likely passage of House Bill 481, we would like to extend an additional invitation for representatives of your district to attend the petition hearing for Odyssey Charter School.

HB 481 eliminates the cap on public charter school growth rates. This cap currently limits growth to one new public charter school per year in any single district, as well as six per year across the state. With the elimination of the cap, it would be possible for more than one new public charter school to be approved to open in a given district in a single year. The bill has passed the House and Senate; it is anticipated that the Governor will sign it in the near future, making it effective July 1, 2012.

The PCSC is intensely interested in the potential impact on your district of the possible approval of two public charter schools that would open in the same year, in addition to the magnet school your district is developing. We strongly encourage you to provide both written and oral comment at the upcoming hearing.

Odyssey Charter School's hearing will be held on April 5, 2012, in the West Conference Room at 700 West State Street in Boise, beginning at 9:00 a.m. Written comment may

Printed on Recycled Paper

April 5, 2012

be emailed to me at tamara.baysinger@osbe.idaho.gov or mailed to P.O. Box 83720, Boise, ID, 83720.

Please note that materials for the meeting, including the Odyssey Charter School petition, will be available on our website at chartercommission.idaho.gov one week in advance of the meeting.

In the meantime, please don't hesitate to contact me with any questions or concerns.

Sincerely,



Tamara L. Baysinger
Public Charter School Commission Director

Cc: George Boland, Superintendent, Idaho Falls School District
Karl Peterson, Founder, Odyssey Charter School

Magnet school OK'd; D91 school structure to be reorganized

Post Falls Register -- November 16, 2011

Idaho Falls School District 91 will open a new high-tech, project-based magnet high school in fall 2012. The district's board of trustees approved two actions Tuesday in preparation for the new school. "These actions are going to take us in the direction we need to go to better prepare students for the 21st century and beyond," Superintendent George Boland said.

The board's first action authorized Boland to enter a \$500,000 contract with Napa, Calif.-based New Tech Networks to develop the new school.

New Tech is a nonprofit foundation involved with nearly 100 magnet schools nationwide. The foundation follows an education model focused on goal-driven, student-based assignments and a one-to-one student to computer ratio.

"This model is built around project-based instruction," D91 spokeswoman Margaret Wimborne said. "The attraction of the New Tech model is that it provides a new way of teaching and a new way of learning."

The agreement between New Tech and the district focuses on development of curriculum and the training of staff to teach in a technology-focused learning environment.

Secondly, the board approved reorganizing all of the junior high and high schools in the district and redefining their school boundaries.

The most significant reorganization integrates all ninth-grade students from District 91's junior high schools into the soon-to-be four district high schools.

Wimborne said the primary benefit of the move is to provide district ninth-graders with the same opportunities mandated for all Idaho high school students in the state's Students Come First education reforms.

As a result, Clair E. Gale Junior High School will close at the end of the year and become the home of the new magnet high school. The building will be remodeled over a two-year period beginning next summer.

Eagle Rock and Taylorview junior high schools will become middle schools, serving only seventh- and eighth-grade students.

As part of the reorganization, the district will initiate a uniform secondary school boundary, which corresponds to existing high school boundaries.

Middle school students within Clair E. Gale's boundaries will fall within Taylorview's boundaries, which are identical to Idaho Falls High School's boundaries.

The new boundaries for Eagle Rock Junior High will correspond with Skyline High School's boundaries.

"We think it's important to align (junior high) boundaries with the high school to ensure a smoother transition for students," Wimborne said. "We want students to have the opportunity to develop relationships with students who will accompany them throughout their high school years."

The district will keep its policy of open enrollment, which allows students to attend any school in the district so long as they obtain a waiver.

Both Emerson High School and the new magnet school will have districtwide boundaries. The new magnet school is expected to house up to 300 ninth- and 10th-grade students beginning next fall.

To enroll at the magnet school, students will have to fill out an application with their name and contact information. Attendance is determined on a first-come, first-served basis. However, if more than 300 students apply, the district will determine enrollment with a lottery. Academic performance has no bearing on the selection process.

A name for the new magnet high school has not been decided.

For information about the new magnet school or redistricting, visit the district's website at www.d91.k12.id.us.

SUBJECT

Idaho STEM Academy New Charter Petition

APPLICABLE STATUTE, RULE, OR POLICY

I.C. § 33-5205

BACKGROUND

Idaho STEM Academy (ISA) is a proposed new public charter school to be located in Blackfoot, Idaho. The petition was referred to the Public Charter School Commission (PCSC) by Blackfoot School District 55.

DISCUSSION

ISA's petition is for the establishment of a new public charter school with a primary attendance area encompassing the Blackfoot, Snake River, and Firth school districts. It will serve students in grades 9-10 initially and expand to include grades 11-12 within three years. The proposed school would be a STEM school focused on providing extensive opportunities for students to earn both secondary and post-secondary credit during their high school years.

Staff has reviewed ISA's petition and notes the following, primary concerns:

1. It appears the petitioners may lack understanding of the nature of Articles of Incorporation and Bylaws. Staff has suggested that the petitioners enlist an attorney to aid in the development of the Articles of Incorporation and Bylaws.
2. The petition lacks sufficient documentation with regard to the availability and cost of the four facilities options.

Option one depends on the donation of five used modular units, including delivery and set up. Documentation regarding the donation has not been submitted due to the donor's wish to remain anonymous. The budget appears adequate to support this option; however, land lease costs are unknown.

Option Two includes a lease of twelve modular units. The land on which to set the modulars for both this option and Option One would be leased from Idaho Science and Technology Charter School (ISTCS). However, a letter of intent regarding the lease agreement has not been provided. Budget estimates appear inadequate to support this option.

Option Three is contingent on BCCLC moving to a new facility in FY14 and allowing ISA to lease BCCLC's current facility. Budgetary information

with regard to this option is unavailable, as cost estimates have not been provided.

Option Four involves leasing the current Sixth Grade Center from Blackfoot School District. Details regarding the likelihood that the facility will be available, and at what cost, have not been provided for this option or Option Three.

3. Many items in the start-up budget require additional clarification. Although the three-year estimates reflect positive year end balances, it appears that enrollment estimates may be optimistic and several line item allocations may be inadequate.

ISA's Year One budget is based on enrollment of 100 students. It is unclear whether this enrollment can be achieved since 50 students would need to enroll in both the ninth and tenth grades. Documentation of community interest has not been provided by the petitioners.

ISA's enrollment estimates appear to rely on ISTCS students moving on to ISA. ISTCS currently serves 51 eighth graders with four on the waiting list. Assuming all of these students wish to attend ISA, this would account for only half of the 100 students ISA plans to enroll the first year.

4. ISA's projected staff size and configuration may bear additional consideration. It appears that the only full-time FTE planned for is the Post-Secondary Facilitator. The remaining, part-time staff positions may be difficult to fill or inadequate to meet the needs of students; however, this configuration may be necessary for financial reasons.

Additionally, ISA may be administratively heavy with a Director, Counselor, and Post-Secondary Facilitator.

The staff configuration outlined under Tab 6 of the petition does not appear to align with the FTEs included in the budget.

5. The petition is vague with regard to the provision of opportunities for students to earn post-secondary credits. University partnerships are still being explored and the petition lacks detail concerning labs and lab facilitators. This is significant due to the importance of post-secondary credit opportunities to ISA's proposed mission and vision.
6. ISA plans to be a STEM school; however, it does not appear that the petition strongly emphasizes a STEM curriculum. Clearly defined plans focused on how day-to-day operations, instruction, and curriculum will emphasize science, technology, engineering, and math is not readily apparent.

7. ISA's transportation plan requires additional detail. It appears the school plans to share transportation and contract services with Blackfoot Community Charter Learning Center (BCCLC) and ISCTS. The details need to be more clearly defined to specify exactly what services will be provided by each school, and at what cost.

Brandon Phillips from the State Department of Education (SDE) has indicated his recommendation is that one school account for all transportation revenue and expenses and the other schools partner with that school to have their students bused while paying that school the amount they would not have been reimbursed were they running a separate program. This would be consistent with how charter schools have partnered with school districts for transportation services in the past. Staff has requested that ISA contact Brandon to ensure proper procedures are followed.

Additional staff comments are cited in the petition review memo and embedded in the petition text. It should be noted that many of these recommendations were included with the initial staff review, but have yet to be addressed by the petitioners.

ISA is one of two petitions currently before the PCSC for schools that would open within the Blackfoot School District in fall 2013. Due to the passage of House Bill 481, which removes the restriction on the number of public charter schools that may open in a single district in any given year, the PCSC should strongly consider any comment provided by the district regarding the potential impact of these proposed schools. It should be noted that the district referred the petitions to the PCSC prior to the availability of information regarding HB 481.

IMPACT

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

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

The PCSC may elect to delay a decision on the petition for up to 60 days.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the PCSC delay a decision on the ISA petition to allow time for further revisions in accordance with PCSC and staff guidance.

April 5, 2012

COMMISSION ACTION

A motion to hold the decision on the Idaho STEM Academy petition until the next meeting of the PCSC and to direct staff to work with the petitioners to address concerns in item(s)_____.

OR

A motion to approve the petition for Idaho STEM Academy.

OR

A motion to deny the petition for Idaho STEM Academy based on item(s)_____.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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

Name of Proposed Public Charter School: **Idaho STEM Academy**

Date: **3-14-12 (previous review dated 1-5-12)**

Petition Delivered to Commission Staff: **original draft submitted 11-7-11; petition considered received on 4-5-12.**

File Number: **2011-04**

Proposed school year: **2012-2013 (ineligible until 2013-2014)**

Proposed grades to begin operations: **9-10, expanding to 9-12**

Proposed attendance area: **Blackfoot, Snake River, and Firth School Districts**

Means by which petition came to Commission:

☐ Virtual school

X Referred by school district

Reason for referral: **Inconsistencies in Articles of Inc. and Bylaws, lack of well-defined expectations, lack of clarity regarding educational program, lack of information regarding post-secondary credit requirements costs and eligibility, concerns regarding exemptions from highly qualified status for individuals providing temporary services, and lack of understanding regarding special education services.**

☐ Filed by petitioner after withdrawal from school district

Date of filing with board of trustees:

☐ SBOE re-directed petition for consideration by commission?

Reason for referral:

☐ Transfer of district-authorized charter school

Reason for request:

☐ Documentation of district agreement to proposed transfer, including any charter revisions, has been provided

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

IDAPA 08.03.01.401

COVER PAGE & TABLE OF CONTENTS

X Name of proposed charter school

X School year petitioning to open the school

X Name of the school district(s) affected by the attendance area

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

Comments:

TAB 1

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

Comments:

It is highly recommended that you confer with an attorney to aid you in understanding the distinctions between, and requirements for, Articles of Incorporation and Bylaws.

A few things to consider in the following sections of what you identify as Articles of Incorporation:

- ***Section 3.2 may need to be edited to allow for proper confidentiality related to topics covered in executive session.***
- ***Section 4.5 – Does a director who is removed without cause have the right to a due process hearing? This is the case for any director removed for cause. Should this right be applied equally to both situations?***
- ***Section 5.4 – Open meeting law requires no less than a 5 calendar day meeting notice and a 48 hour agenda notice.***
- ***Section 5.5 – Open meeting law requires at least 24 hour meeting and agenda notice be given for special meetings. Your petition states this, but makes it appear that notice will only be given to the directors. The notice must be public.***
- ***Section 5.6 and section 4.6 (b) need to be edited for consistency.***
- ***Section 9.1 – The manner of giving notice must comply with open meeting law.***

- ***Appendix D Articles of Incorporation document: Article 8 must state that, upon dissolution, all remaining assets will be distributed to the authorized chartering entity.***
- ***Additional comments may be found embedded in the petition text.***

TAB 2

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

Comments:

Facility options are closely scrutinized by the PCSC, as this is an area that presents many challenges for charter schools. Additional detail and documentation is needed.

For example, land rental costs must be included along with letters of intent for donations, rental agreements, etc. ISA's facility options require much more detail, including breakdowns of all associated costs (set up fees for the modular units; costs for installing restrooms; letters of intent for the donated units; proposed lease agreement with ISTCS for the land including all associated expenses along with a description of the land detailing the number of modular units that are allowable, installation and set up requirements; and all other agreements related to the facility [i.e. other costs for renting ISTCS rooms or equipment etc.], etc.)

Please ensure that your budgets include all expenses related to the facility and its set up. Provide a detailed assumptions sheet describing yearly and monthly costs associated with using the facility. For example:

- ***If option 1 is used, it appears that ISA would own 5 of the modular units and rent the other two for \$10,000 per year. The delivery and set up fee would be \$5,000 for the two rented units and donated for the other 5 units. Is this correct?***
- ***What is the total yearly and monthly land expense for options 1 and 2?***
- ***It appears that the first year budget is not adequate to support facility option 2. The estimated costs for this facility are reported as being***

\$185,128. The budget indicates that this level of expenditure is out of reach.

- **Facility option 1 allows for a total of 7 modular units and option 2 calls for 12 modular units. The number of students would be the same regardless of which facility option is used. Are the units different sizes? Please explain the number of units needed for the estimated students ISA plans to enroll and why the facility options depend on a different number of modular units.**
- **The description of the facility must include sufficient detail to indicate that the facility is appropriate and sufficient to fully implement the school program (i.e. technology to offer online classes, STEM equipment, etc.)**
- **Your budget must reflect reasonable costs associated with the development and operation of the facility and demonstrate that the financing strategy is reasonable and appropriate.**
- **A timeline for completion of the facility should be included.**
- **Facility options 3 and 4 must include details regarding availability of buildings, associated costs, required improvements/remodel, etc.**

Your petition would be strengthened by inclusion a chart outlining the administrative structure of the school, together with a clear description of what services each position will provide. At this time, it appears the staffing structure may be top-heavy.

It is unclear whether there is a sufficient understanding of the division between the Director responsibilities and the Board responsibilities.

TAB 3

- X Proposed educational plan and goals, including how each of the educational thoroughness standards defined in I.C. 33-1612 shall be fulfilled I.C. 33-5205 (4)(a)
- X Description of what it means to be an “educated person” in the 21st century and how learning best occurs I.C. 33-5205 (4)(a)
- X The manner by which special education services will be provided to students with disabilities who are eligible pursuant to the federal individuals with disabilities education act. I.C. § 33-5205(3)(q)
- X Plan for working with parents of dually-enrolled students and the manner by which eligible students from the public charter school shall be allowed to participate in dual enrollment in non-charter schools within the same district as the public charter school, as provided for in section 33-203(7), Idaho Code. I.C. § 33-5205(3)(r)

X The manner in which gifted and talented students will be served.

Comments:

It is important to ensure you have planned for the personnel and expenses associated with fulfilling the standards you are setting in your charter. For example, the petition states the school will provide instruction in foreign language. Thus, your budget must include a teaching position or other means of providing for this. Similarly, hiring decisions must be made in accordance with this requirement.

The statement “provide a technology rich environment” is very broad and vague. Further define this statement so it is clear how the school intends to meet this standard and how you will know when it has been met. Include statements regarding student access to technology (i.e. equipment / software made available, and time per day/week spent using them). The budget should demonstrate that the described technology-rich environment actually can be provided.

Please provide additional information describing the labs that will be used for pursuing post secondary credit.

Have any university/college or business partnerships been established? If so, please provide documentation.

Please note that the school will be held accountable for all statements made in the charter. Please bear this in mind when establishing commitments and standards.

The description of ISA’s educational program and instructional methods does not seem to emphasize the STEM component of the school. By what means do you plan to strongly emphasize science, technology, math, pre-medical, and pre-engineering knowledge and skills? How will ISA’s educational program differ from that available at the traditional high schools?

How do you plan to integrate a STEM focus with a postsecondary credit emphasis? The petition does not appear to tie the two components together. Again, how will this aspect of ISA’s educational program differ from that available at the traditional high schools?

TAB 4

X Measurable Student Educational Standards (MSES), which means the extent to which all students demonstrate they have attained the skills and

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

Comments:

Your mission states that ISA will emphasize science, technology, engineering, and math. The MSES outlined in the petition do not appear to align with the mission of the school.

What is your plan for annual reporting of MSES to stakeholders and the authorizer?

TAB 5

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

Comments:

Please refer to in-text comments regarding the governance structure of ISA.

Is there a plan in place to recruit qualified board members with identified skill sets?

Does ISA have a plan in place for board training and continuous improvement that includes self evaluation? This plan must be included with the petition.

Does your budget contain sufficient allocation for board training?

TAB 6

- X The qualifications to be met by individuals employed by the public charter school. Instructional staff shall be certified teachers, or may apply for a

- waiver or any of the limited certification options as provided by rule of the state board of education. I.C. § 33-5205(3)(g)
- X The procedures that the public charter school will follow to ensure the health and safety of students and staff. I.C. § 33-5205(3)(h)
 - X A provision which ensures that all staff members of the public charter school will be covered by the public employee retirement system, federal social security, unemployment insurance, and workers compensation insurance? The budget should reflect consideration of these provisions. I.C. § 33-5205(3)(m)
 - X A description of the transfer rights of any employee choosing to work in a public charter school and the rights of such employees to return to any non-charter school in the school district after employment at a public charter school. I.C. § 33-5205(3)(o)
 - X A provision which ensures that the staff of the public charter school shall be considered a separate unit for purposes of collective bargaining. I.C. § 33-5205(3)(p)
 - X A statement that all teachers and administrators will be on written contract I.C. § 33-5206(4)

Comments:

It appears that the targeted staff size for Year One may be insufficient. For example, how will a .5 FTE account for 120 English students? This situation would apply to all subject areas.

According to your targeted staff size, it appears that ISA plans to hire only part time staff members except for the Post-Secondary Facilitator. Is this accurate? Why is ISA confident that it can find enough highly qualified teachers who are interested in only part time employment?

Can the budget support a Post-Secondary Facilitator position as well as a Director? What responsibilities would the former position entail? What is the salary range for the Post-Secondary Facilitator? Where is this shown in the budget?

TAB 7

- X Admission procedures, including provision for over-enrollment. Such admission procedures shall provide that the initial admission procedures for a new public charter school, including provision for over-enrollment, will be determined by lottery or other random method, except as otherwise provided by this provision. I.C. § 33-5205(3)(j)
- X The disciplinary procedures that the public charter school will utilize, including the procedure by which students may be suspended, expelled, and re-enrolled. Disciplinary procedures for Special Education Students should also be included. I.C. § 33-5205(3)(l)
- X The governing board of the charter school shall ensure that procedures are developed for contacting law enforcement and the student's parents, legal

guardian or custodian regarding a student reasonably suspected of using or being under the influence of alcohol or a controlled substance. Charter school policies formulated to meet the provisions of Section 37-2732C, Idaho Code, and this section shall be made available to each student, parent, guardian or custodian by August 31, 2002, and thereafter as provided by Section 33-5126, Idaho Code. *I.C. § 33-210(3)*

- X The public school attendance alternative for students residing within the school district who choose not to attend the public charter school. *I.C. § 33-5205(3)(n)*
- X The process by which the citizens in the area of attendance shall be made aware of the enrollment opportunities of the public charter school. *I.C. § 33-5205(3)(s)*
- X A plan for the requirements of section 33-205, Idaho Code, for the denial of school attendance to any student who is a habitual truant, or who is incorrigible, or whose conduct, in the judgment of the board of directors of the public charter school, is such as to be continuously disruptive of school discipline, or of the instructional effectiveness of the school, or whose presence in a public charter school is detrimental to the health and safety of other pupils, or who has been expelled from another school district in this state or any other state. *I.C. § 33-5205(3)(i)*
- X The student handbook that describes the school rules and the procedure ensuring a student's parent or guardian has access to this handbook.

Comments:

See comments embedded in petition text.

TAB 8

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

Comments:

The marketing plan should be more clearly defined. See comments embedded in the petition.

Board member resumes must be included, complete with contact information and references. It is appropriate to refer readers to the appendices to view the resumes.

A separate Albertson's Grant budget that outlines how the grant money will be spent should be included.

IMPORTANT: You must discuss ISA's transportation plans with Brandon Phillips from the SDE to ensure proper procedures are being followed including going out for bids and combining services with BCCLC and ISTCS.

TAB 9 -- VIRTUAL SCHOOLS

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

Comments:

TAB 10

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

Services identified as being contracted:

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

- ☐ Copies of contracts included in petition
- X Additional information the petitioners want the authorized chartering entity to consider as part of the petition
- ☐ A plan for termination of the charter by the board of directors, to include:
- (i) Identification of who is responsible for dissolution of the charter school;
 - (ii) A description of how payment to creditors will be handled;
 - (iii) A procedure for transferring all records of students with notice to parents of how to request a transfer of student records to a specific school; and
 - (iv) A plan for the disposal of the public charter school's assets. *I.C. § 33-5205(3)(u)*

Comments:

Please identify what services will be contracted and provide estimates or letters of intent for such services.

Please develop your dissolution plan to outline how creditors will be paid and the procedures for transferring student records, including who is responsible for carrying out each responsibility and a detailed timeline on which the procedures will be completed.

APPENDICES

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

Comments:

Appendix D Articles of Incorporation:

- ***Number 8 must state that upon dissolution of the school all assets remaining after debts have been paid must be distributed to the authorizing chartering entity. See Idaho Code 33-5206(8).***
- ***It appears that the Articles of Incorporation may be incomplete. Please enlist the aid of attorney to ensure completeness and accuracy.***

Appendix E Back up Facility Plan:

- *The budget does not appear to support the costs of the backup facility plan.*
- *This facility option must be much more clearly defined with all relevant details included. See in text comments.*

Appendix F Draft Handbook:

- *The draft handbook appears to include only student discipline information. Other relevant information should be included such as the internet use policy, suicide prevention, dress code, etc.*
- *It is advisable to align the maximum number of days missed policy contained in the handbook with SDE requirements to eliminate any confusion.*
- *Please note that parent notification should be included in all situations where law enforcement is contacted.*
- *The handbook refers to the Alternate Evening Education Program as an option for students who engage in violence. What is this program? Is ISA planning to offer it? How will the program be staffed and funded?*

Appendix G Director Job Description:

- *This document seems to be copied from another district. Please revise it to be specific to ISA (specifically note item number 21).*

Appendix H Resumes of Founders:

- *Professional resumes need to be included for each board member, including contact information and references with contact information.*

Appendix I Month by Month Cash flow:

- *The validity of the expected monthly revenue and expenditures is unclear. The statement would be clearer if revenue and expenditures included more detailed explanations.*
- *Why are full payroll and benefit expenses included in July of the first year of operations when it appears that many employees will not be under contract until August?*
- *Why do the fixed costs change throughout the year?*

Appendix J Start-up Budget:

- *What is included in the \$78,000 equipment expense? This, like many of the items below, may be addressed on the budget assumptions page.*
- *What does the \$34,000 lab equipment expense include?*
- *Even though the facility option 1 donor wishes to remain anonymous, the PCSC needs some sort of documentation regarding the donations.*
- *What does the debt retirement of \$42,800 include?*
- *Building rent is listed at \$15,000. This expense needs to be explained. It seems that if facility option 1 is used, the rent would be \$10,000 plus the land. If facility option 2 is utilized, the yearly rent is reported as \$62,388.*
- *What are the land costs associated with each facility option, and where is this reflected in the budget expenditures?*
- *Your petition states that you will participate in the national school lunch program. Please include in the budget documented costs associated with this program.*
- *Transportation revenue appears to be incorrect. Transportation is reimbursed at approximately 80%. Thus, your reflection of transportation expenses of \$55,130 would yield reimbursement of \$44,000.*
- *The transportation expenses in startup budget year 1 in Appendix J are different from what is reflected in year 1 of the 3 year budget in Appendix K.*
- *This budget appears to be insufficient to support facility option 2 that has an estimated first year cost of \$185,128, not including any land expenses.*

Appendix K 3 Year Budget:

- *This budget seems to conflict with the budget included in Appendix J in some areas.*
- *Please provide best case, worst case, and most likely case budget scenarios. Worst case estimates should depend on the lowest*

number of students that could be enrolled while allowing ISA to remain fiscally viable.

- *What documentation supports an increase of 40 students in year 2 and another 60 students in year 3?*
- *Why does the federal programs revenue increase by \$55,000 in year 2?*
- *Why does the technology revenue decrease by \$3,000 in year 2? Please note that technology revenue is based on ADA but is specific for classroom technology. Please check with the SDE to make sure the revenue is estimated correctly and appropriately shown in your budget.*
- *What is the \$50,000 grant revenue reflected in year 3 of the 3 year budget?*
- *Is your budget able to support the number of FTEs on which you are planning? In year 1 you plan for 100 students and show 6 teaching FTEs. This would appear to indicate a 16:1 student teacher ratio. Would it be possible to increase class size and/or hire individuals with multiple certifications in order to save on salary items in the budget?*
- *The Year 1 budget reflects a .8 maintenance position. This decreases to .6 in year 2. Why would there be a decrease in maintenance needs when the number of students is estimated to increase?*
- *Can ISA afford a full time counselor position?*
- *What is included in the maintenance/other expenditure category?*
- *Where is the Post-Secondary Facilitator's salary included?*
- *Health insurance expenses may be inadequate based on approximately 10 total FTE reflected in the budget. It seems that the allotted amount would figure to be approximately \$1,641 per FTE per year. Will part-time staff be ineligible?*
- *The budget appears to reflect an inadequate amount for high school textbook expenses, which are estimated at only \$25 per student.*
- *The amount budgeted for contract services is inconsistent and appears to be significantly inadequate in years 1 and 2.*

- *What is CIS lab? Why does the budgeted amount for the lab decrease by \$10,000 in years 2 and 3?*
- *Please explain the rent/leases amounts reflected in the budget.*
- *It is unclear whether the budgeted amount for modular setup is sufficient. Please provide documentation from the company providing set up services.*
- *Please explain the building reserve line item. What does it include and why does the amount increase so much in years two and three?*
- *The line item labeled total benefits under program expenses appears to be mislabeled. This is the total of transportation and nutrition program expenses.*
- *The budget does not include an allotment for facility expenses. This may be accurate if option one is used where 2 modular units are rented and the other 5 donated. However, land costs are not reflected. Additionally, the budget does not allow for the utilization of facility option 2 if it becomes necessary. It is unclear if options 3 and 4 are viable as no cost breakdown has been provided.*
- *The 3 year budget appears to support a net operating income each year with a carry-over reserve. However, it is unclear if the budget allotments for some of the line items are adequate.*
- *Why do nutrition program expenses increase each year even though all three years show the number of students being serviced by school lunch as 75? Why will the number of students being served remain the same as enrollment increases?*
- *Please separate grant revenues and expenditures from the rest of the budget. Neither should be included in the 3-year budget, but rather should appear on a separate sheet.*

GENERAL COMMENTS

Many of the concerns outlined in the last review do not appear to have been adequately addressed, especially those regarding Appendices. It is strongly recommended that petitioners address each of the individual items identified in the in text comments and the review form as part of the next revision.

ISA claims to be a STEM school, however, it does not appear that the petition emphasizes STEM. It is unclear how the school will focus on science, technology, math, and engineering. Your petition should clearly define what makes ISA a STEM school and how day to day operations, instruction, and curriculum will fulfill the STEM component of ISA.

Many sections of the petition are vague and lack adequate detail. At this point, many aspects of the operation of the school and its financial position are unclear.

The budgets appear to include inadequate amounts to cover all start up and first year expenses.

Please add to your petition the following, additional sections now required by the PCSC:

- ***Detailed board training plan including timelines***
- ***Professional standards for school board members and administrators***
- ***Pre-opening plan and timeline***

IMPORTANT: Remember that all changes to your petition must be submitted in legislative (or "redline") format. That is, text to be removed should be shown as ~~stricken~~, and text to be added should be underscored.

Legislative formatting from prior revisions should be removed so that only the most recent revisions are shown. Note that use of your word processing software's "show edits" feature is NOT an acceptable substitute for legislative formatting. Color and font should NOT be used to emphasize or replace legislative formatting.

Legislative formatting need not be used on budget spreadsheets or when entire appendices are simply re-ordered but not changed.

April 5, 2012

To: PCSC Commissioners

From: PCSC Staff

Regarding: Idaho STEM Academy Founding Board Member Interviews

PCSC staff completed interviews with the five founding board members for Idaho STEM Academy. These interviews focused on the members' interest in founding the school, their understanding of board member and authorizer roles, the experience and expertise they bring to the board, their level of understanding regarding school finance and business accounting, and the challenges they anticipate as the school opens.

Our interviews revealed that three board members' backgrounds revolve around the education fields and two members come from business backgrounds. Three are parents and three run their own businesses. The five members also have expertise in IT, Science and Math, Psychology, and Speech. One member has previous experience in starting a charter school. There seems to be a good mix of understanding within the group ranging from parenting, to prior education experience, to business expertise. All board members are interested in providing choice for families along with college prep opportunities.

The consensus of the members is that charter schools provide choice and innovation in education and they see the mission of ISA as providing a STEM based program where students become prepared for college and are able to earn post secondary credit. The board members perceive their individual roles to be advocating for the school. One member has a strong Science background and is committed to obtaining funding through her connections. Overall, the board members are not well versed in school finance. One is the transportation director for BCCLC and ISTCS so he is familiar with transportation budgets. The business owners have general knowledge concerning the financial aspects of running a business.

The board members seem to have a fairly solid understanding of the role of the board, seeing it as being one of governance, accountability, and oversight. Each member understands the value of formal board training and has verbally committed to participating in such training. The potential challenges they anticipate center around the facility and finances. A few mentioned enrollment as being a possible challenge.

Three of the board members perceive the role of the authorizer as being one of oversight and know that the school is accountable to the authorizer. Two of the members seemed to lack understanding of the role of the PCSC, seeing it as a technical assistance role rather than compliance monitoring. They appeared to exhibit some negative feelings toward the PCSC.

Strengths of the board:

- Personal investment
- Diversity

April 5, 2012

- Business expertise
- Role of the Board

Areas of concern:

- Lack of school finance knowledge
- Low level of understanding regarding the shift from founding the school to governing it
- Lack of understanding regarding the role of the PCSC
- Possible negativity toward the PCSC by some board members

April 5, 2012

Idaho STEM Academy, Inc.

To Begin ~~2012-2013~~ **2013-2014**

Available to all Idaho students with ~~an~~ **a primary** attendance area consisting of
Blackfoot, Snake River, and Firth School Districts

Presented to

Idaho Public Charter School Commission

~~December 15, 2011~~ **April 5, 2012**

Idaho STEM Academy

17 N 550 West

Blackfoot, Idaho, 83221

Contact Person:

Brian Thelin

21 N 550 West

Blackfoot, Idaho 83221

Phone: 208-243-2354

Fax: 208-782-1330

brian.thelin@gmail.com

School Phone: 208-557-4003

School email: info@idahostem.com

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TAB 1: Articles of Incorporation, By-Laws, Signatures, and Mission Statement

**ARTICLE 1
OFFICES**

Section 1.1 Offices

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

**ARTICLE 2
PURPOSE**

Section 2.1 Purpose

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

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

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

**ARTICLE 3
NO MEMBERS**

Section 3.1 No Members

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

Section 3.2 Associates

Nothing in the Article 3 shall be construed to limit the Corporation's right to refer to persons associated with it as "members" even though such persons are not members, and no such reference by the Corporation shall render anyone a member within the meaning of Section 30-3-34 of the Idaho Nonprofit Corporation Act. Such individuals may originate and take part in the discussion of any subject that may properly come before any meeting of the Board, but may not vote.

ARTICLE 4
BOARD OF DIRECTORS

Section 4.1 Board of Directors

The number of Directors constituting the Board of the Corporation shall be five to seven (5 - 7) Directors. The function of the Board can be described as policy making, advising and evaluating. The Board shall have the further duty of directing the financial means by which the educational program is conducted. They shall also ensure that the community be informed of the needs, purposes, values and status of the charter school.

Section 4.2 Powers of the Board of Directors

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

Section 4.3 Election of Directors

- (a) During the initial year of operation, the Board shall be comprised of the Directors nominated and/or appointed by the organizing members and founders of Idaho STEM Academy. A founder is defined as someone who makes a material contribution to the establishment of the school. Founders must be designated within 180 calendar days after the date that instruction first begins at the charter school. Additional Directors, that is, more than the initial 5-7 may be added at the discretion of the current Directors, as established with a two-thirds majority vote.
- (b) After the initial year of operation, Directors shall be elected in accordance with the provisions of Section 4.3 (c).
- (c) After the initial year of operation, Directors will be elected to fill vacancies on the Board by the process outlined below:
 - i. All Board of Directors applicants will be required to submit a letter of interest and resume.
 - ii. Board of Directors applicants ~~may~~ will be required to go through a screening process, overseen by the Board of Directors or a committee consisting of staff members, parents, and members of the Board of Directors.
 - iii. ~~The~~ This screening committee will then nominate to the School Board of Directors, candidates for each open position.
 - iv. No more than three candidates per position shall be nominated.
 - v. Stakeholders of the school will then be asked to vote on the candidates. A stakeholder of the school is defined as one or more of the following; a parent of a child attending the school; a legal guardian of a child attending the school; staff members or employees of Idaho STEM Academy; Idaho STEM Academy board members and founders of the Charter School that signed the charter petition. Each parent or guardian, may vote, but no more than 2 votes will be allowed per family.

- vi. Idaho STEM Academy Board of Directors will ensure all ballots are counted in a fair and impartial manner, by a neutral 3rd party.
- vii. The time, date and location of all elections will be advertised by Idaho STEM Academy using, but not limited to, the following methods; newspaper articles, public service announcements in newspapers, and notification sent home with students.
- viii. Voting on board member elections can be done in person or via absentee ballot. Absentee ballots are valid only if person is named on the Stakeholder list. The stakeholder list consists of; parents of students attending the school; staff members or employees of Idaho STEM Academy; Idaho STEM Academy board members and founders of the school that signed the charter petition. The cut-off for being listed as a stakeholder is the final day of school each year. **Parents of newly enrolled students are eligible to vote; parents of students who have exited the school will not vote.**

Section 4.4 Terms

- (a) Directors shall be elected or appointed to a two (2) year term of office. However, during the initial year of operation one Director shall be selected by the founders of the charter school for a term of only one (1) year; two Directors will be appointed for a term of two (2) years and two Directors will be appointed for a term of three (3) years.
- (b) Each Director shall serve until the stakeholders at the annual meeting of the Corporation duly elect his/her successor.

Initial Terms

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

- (Seat One) - 1 years
- (Seat Two) - 2 years
- (Seat Three) - 2 years
- (Seat Four) - 3 years
- (Seat Five) - 3 years

[This information was added without being underscored. Note that ALL changes must be marked as described in the petition review memo.]

Section 4.5 Resignation and Removal

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

Section 4.6 Vacancies

- (a) A Board vacancy or vacancies shall be deemed to exist if any Director dies, resigns, or is removed, or if the authorized number of Directors is increased.

- (b) The Board may declare vacant the office of any director who has been convicted of a felony, or has been found to have breached any duty arising under Article 30-3-85 of the Idaho Nonprofit Public Corporation Act or to be of unsound mind, by any court of competent jurisdiction, or has failed to attend four (4) or more meetings of the Board in any calendar year.
- (c) Removal of a Director for one or more of the reasons listed in Section 4.6(b) above may be initiated by any member of the Board and confirmed ~~or~~ by a majority vote of the Board ~~petition~~. To consider a Section 4.6(b) vote for removal, the Board shall hold a public meeting within ten (10) school attendance days [What if the problem occurs over summer or another long break? This requirement may cause unnecessary and detrimental delay in dealing with a serious problem.] of receiving such a request ~~or petition~~. Such meeting shall be conducted with regard for the reasonable due process rights of all parties and in public, except where either the Board or the Director whose removal is sought requests a closed session. Where a closed session is held, the final action of the Board shall be taken in public.
- (d) A vacancy on the Board may be filled by a majority vote of the remaining Directors, although less than a quorum. [What influence on the selection is available to stakeholders?] Each Director so elected shall hold office until the next annual meeting of the Corporation.
- (e) No reduction of the authorized number of Directors shall have the effect of removing any Director prior to the expiration of the Director's term of office.

Section 4.7 Compensation of Directors

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

Section 4.8 Employees

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

Section 4.9 Voting

No proxy voting on the Board may occur. Tie votes will be broken by the Chairman of the Board.

Section 4.10 Quorum

A quorum consisting of a majority or more of the then current Directors must be assembled to vote and conduct business. The board may not continue to transact business or vote if a quorum is not present, ~~at a meeting at which a quorum was originally present, even though a director withdraws, provided that any action taken is approved by at least a two-thirds majority of the quorum required.~~

Section 4.11 Rights of Inspection

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

ARTICLE 5 BOARD MEETINGS

Section 5.1 Place of Meeting

The place of all meetings of the Directors shall be permanently established after a building is constructed. Until that time, all meetings will be conducted in the library of the Blackfoot Charter Community Learning Center, 2801 Hunters Loop, Blackfoot, Idaho, or at such other place as shall be determined from time to time by the Board; and the place at which such meetings shall be held shall be stated in the notice and call of meeting. No change in the place of meeting shall be made within three (3) days before the day on which an election of directors is to be held.

Section 5.2 Annual Meeting

The annual meeting of the Directors of the Corporation for the election of Directors and Officers to succeed those whose terms expire and for the transaction of other business as may properly come before the meeting, shall be held each year during the first full week of June, at the principle office of the Corporation in the County of Bingham, Idaho. If the annual meeting of the Directors be not held as herein prescribed, the election of Directors and Officers ~~may~~ will be held at ~~any meeting called~~ as soon as possible thereafter, pursuant to these Bylaws.

Section 5.3 Monthly Meetings

Monthly meetings of the Directors of the Corporation will be scheduled for the second Thursday of each month. This may change if a Director sees the need to have a different meeting time during the month.

Section 5.4 Notice of Meeting

Notice of the date, time and place of any meeting of the Board shall be in accordance with Idaho Open Meeting Law. Notice of the time and place of the annual meeting of the Directors or of any monthly meetings of the Directors shall not be given by mailing written or printed notice of the same but shall be posted in accordance with section 67-2343 Idaho Open meeting Law at ~~the school bulletin board~~ at least three (3) days prior to the meeting. [Open meeting law requires no less than a 5 calendar day meeting notice and a 48 hour agenda notice.]

5.5 Special Meetings

Special meetings of the Board of Directors shall be in accordance with Idaho Open meeting Law and may be held at any time on a call issued by two or more members of the Board of Directors. Notice of any special meeting of the Board shall be given at least two (2) working days (48 hours) [Specify 48 hours only. Two working days may be longer than 48 hours depending on where the weekend falls.] previously thereto by written notice delivered personally or sent by mail, facsimile, or electronic mail to each Director. [Notice must be provided to the public, not just to board members.]

Section 5.6 Attendance

Each member of the Board is expected to diligently and responsibly execute his duties and responsibilities. Failure to attend three consecutive meetings during any fiscal year of the Board, or four absences in one year shall be, at the discretion of the Board, grounds for removal with cause. [4.6 b does not mention missing 3 consecutive meetings being grounds for removal. Please edit both sections for consistency.]

Section 5.7 Robert's Rules of Order

Robert's Rules of Order will be used as ~~deemed necessary~~ by the Board of Directors.

Section 5.8 Order of Business

At the meetings of the Board of Directors, the order of business shall be as follows:

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

ARTICLE 6 OFFICERS AND DUTIES

Section 6.1 Officers

The Officers of the Corporation shall be Chairman of the Board, Vice Chairman, Secretary, and Treasurer. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as the Chairman of the Board. Officers of the Corporation shall also be Directors of the Corporation. The Officers shall be elected by majority vote of the Board each year at the annual meeting ~~by the Board~~ and serve a one (1) year term. *If mid-term officer elections become necessary, the same process will be followed.*

Section 6.2 Chairman of the Board

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

Section 6.3 Vice Chairman

In the absence or disability of the Chairman of the Board, the Vice Chairman will perform all the duties of the Chairman of the Board and, when so acting, shall have all the powers of, and be subject to all the restrictions upon, the Chairman of the Board. The Vice Chairman shall have such other powers and perform such other duties as the Board may prescribe from time to time.

Section 6.4 Secretary

- (a) The Secretary shall keep or cause to be kept, at the principle office or such other place as the Board may order, a book of minutes of all meetings of the Board and its committees, including the following information for all such meetings: the time and place of holding; whether regular or special; if special, how authorized; the notice thereof given; the names of those present and absent, and the proceedings thereof. The Secretary shall keep, or cause to be kept, at the principle office in the State of Idaho the original or a copy of the Corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all Directors and their respective addresses.
- (b) The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committees thereof required by these Bylaws or by law to be given, and shall distribute the minutes of meetings of the Board to all its members promptly after the meetings; shall see that all reports, statements and other documents required by law are properly kept or filed, except to the extent the same are to be kept or filed by the Treasurer; and shall have such other powers and perform such duties as may be prescribed from time to time by the Board.

Section 6.5 Treasurer

- (a) The Treasurer of the Corporation shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the Corporation, including accounts of its assets, liabilities, receipts and disbursements. The books of account shall at all times be open to inspection by any Board member. The school secretary may serve as Treasurer.
- (b) The Treasurer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as may be designated from time to time by the Board. The Treasurer shall disburse the funds of the Corporation as may be ordered by the Board, and shall render to the Board, upon

request, an account of all transactions as Treasurer and of the financial condition of the Corporation. The Treasurer shall present an operating statement and report, since the last preceding regular Board meeting, to the Board at all regular meetings. The Treasurer shall have such other powers and perform such other duties as may be prescribed from time to time by the Board

Section 6.6 Removal

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

Section 6.7 Vacancies

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

ARTICLE 7

DEPOSITORIES AND CONTRACTS

Section 7.1 Depositories

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

Section 7.2 Contracts

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

ARTICLE 8

FISCAL AFFAIRS

Section 8.1Fiscal Year

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

ARTICLE 9 NOTICES

Section 9.1 Manner of Giving Notice

Notice of the time and place of the annual meeting of the Directors or of any monthly meetings of the Directors shall be given by facsimile, e-mail, mailing or written notice of the same at least seven days in advance of the meeting, *in accordance with section 67-2343 Idaho Open meeting Law*

Section 9.2 Waiver

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

ARTICLE 10 DISSOLUTION

Section 10.1 Dissolution

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

ARTICLE 11 AMENDMENTS

Section 11.1 Bylaws

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

CERTIFICATION OF BYLAWS

I certify that I am the initial agent of the Idaho STEM Academy, Inc., an Idaho nonprofit corporation, and that the forgoing Bylaws constitute the Bylaws of this corporation.

IN WITNESS WHEREOF, I have signed my name in certification thereof on January 4, 2011.

CERTIFICATION OF ADOPTION OF BYLAWS

See Appendix A

SIGNATURES OF QUALIFIED ELECTORS

See Appendix B.

PROOF OF ATTENDANCE AT CHARTER START 101

See Appendix C.

[Note that the bylaws should end on a separate page from the sections that follow. Similarly, each tab should begin on a new page.]

Note regarding footers: This document is currently a petition, not a charter.]

Mission Statement

The mission ~~vision~~ of Idaho STEM Academy is to prepare students to make intelligent and appropriate decisions about their education and future careers. Students who are motivated will be able to complete an Associate Degree by the time they graduate from high school.

Vision Statement

Idaho STEM Academy (ISA) will emphasize science, technology, engineering, and mathematics. ISA will provide extensive opportunities for high school student to earn both secondary and postsecondary credit during their high school years. Whether they choose a traditional

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university, a professional-technical school, or other specialized postsecondary training, the focus will be to maximize each individual's high school experience toward postsecondary education.

Each student will come to understand that high school is a preliminary step and that postsecondary education is essential to career success. ISA will provide a safe and supportive environment where each child can optimize learning.

TAB 2: PROPOSED OPERATION AND POTENTIAL EFFECTS OF THE PUBLIC
CHARTER SCHOOL

Idaho STEM Academy will serve the community and students by offering an educational choice currently not available. There are over 400 charter school students in grades K-8. A great many of the charter parents see a powerful need for and want a choice beyond eighth grade. Other community members also support the need for charter education as evidenced by the fact that only 31% of the students in the community's current charter middle school (grades 6-8) were students in the charter elementary school.

All students will participate in a common core of learning that will fulfill the school's goal to produce students who possess the academic skills and personal habits needed for success in the 21st century. Idaho STEM Academy will remain aligned with the goals and objectives of the Idaho Thoroughness Standards. When possible, ISA's emphasis on postsecondary credit will carry into every aspect of its curricular program.

ISA will offer a unique opportunity for students to maximize postsecondary credit opportunities. The school will establish and nurture relationships with colleges and universities to enhance dual and online enrollment opportunities. Trained facilitators will guide and monitor students as they pursue postsecondary credit. Direct communication between ISA facilitators and the postsecondary institutions will help create an atmosphere where students are highly likely to succeed.

ISA instructional methodology hosts three types of learning environments: 1) classrooms similar to traditional high school classes, taught by highly qualified teachers. 2) Dual enrollment classrooms where the teacher is both a highly qualified secondary teacher and an adjunct university faculty; credit is awarded for both high school and college simultaneously. 3) Computer labs with full-time facilitators where students schedule individual online college courses based on their interests and ability.

Physical Facilities

Idaho STEM Academy recognizes the need to provide adequate and safe facilities without burdensome fiscal commitments. ISA has developed ~~two~~ four options to meet its initial facility needs.

Primary Facility Plan

Patrons in the Blackfoot community have offered to donate 5 used portable classrooms, including delivery and set-up, to ISA. These donors wish to remain anonymous at this time. Idaho Science and Technology Charter School (ISTCS) has agreed to rent the location previously used for ISTCS modular classrooms to ISA. This location includes the infrastructure necessary for up to 10 modular classrooms, plus access to the ISTCS music room, outdoor fields, and other ISTCS facilities. ISTCS facilities are sufficient; any costs associated with these facilities will be included in the land lease agreement. Costs for 2 additional used portable classrooms, if needed, would be approximately \$10,000 for a total estimated cost of \$15,000 to

provide 7 classrooms, restrooms, and office space for 100 to 140 students). [\$10,000 is for the additional 2 modular units. What is the other \$5000 for?] Cost estimates for these facilities are included in Appendix E. [It appears that the entire Appendix E document does not apply to the primary facility plan. It must be assumed that only the two 12x56 units are needed for the primary facility plan. Please clarify this in the appendix document so the reader is not required to make any assumptions. It does not appear land rental costs are shown. They must be included with the rental amount for land specifically listed.]

[This section needs more detail. Please provide a breakdown of all associated costs including costs for installing restrooms and completing any additional renovations; letters of intent for the donated units; lease agreement with ISTCS for the land including all associated expenses along with a description of the land detailing the number of modular units that are allowable, installation and set up requirements of the city, county, etc; and all other agreements related to the facility (i.e. other costs for renting ISTCS rooms or equipment etc.). Make sure your budget includes all expenses related to the facility and its set up. Provide a detailed description of yearly and monthly costs associated with using this facility.]

~~Back-up~~ **Secondary** Facility Plan

In the event that donations as described above are not forthcoming, The ISA ~~back-up~~ **secondary** facilities plan includes two elements: 1) leasing modular classrooms and offices; 2) Continue to investigate other available buildings to lease. Design Space Modular Buildings, Boise Idaho, has provided an estimate of costs to lease, transport, and set-up a minimum of twelve modular classrooms on a year-to-year lease basis.

In the event that modular classrooms become necessary, the school will locate these adjacent to the Idaho Science and Technology Charter School at 21 North 550 West, Blackfoot, Idaho. City zoning officials have indicated that approval for this plan in this particular area would be procedural and not present a significant problem, since it was previously used for the same purpose.. This locations is the same as described in the primary facilities plan listed above and would still involve leasing land from ISTCS.

[It does not appear that land rental costs are included in the budgets. If so please explain where they are included and specifically how much the land rental is.]

Cost estimates for implementing the back-up plan are included in Appendix E.

[It does not appear that your budget can support this option. Therefore, it cannot be considered a viable facility option.]

[Please include more detail. How much land will be needed? What is the cost of the land? What conditional use permits are required? Please provide a detailed description of yearly and monthly costs associated with this option. Also include letters of intent for all necessary items- land, modular buildings, city requirements, etc.]

[Please address the possibility that ISA will need to find an entirely separate piece of land on which to install modulares, should the arrangement with ISTCS fail.]

Tertiary Facility Plan

A third option for facilities would be contingent upon Blackfoot Charter Community Learning Center (BCCLC) moving to a new facility in FY14. This is their plan. ISA has discussed the possibility of leasing BCCLC's current school building, if BCCLC is successful in implementing this plan. BCCLC is very interested in this option, but are not in a position to discuss it further at this time.

[In order for the Commission to consider this a viable option details and cost estimates must be included and the budgets must be able to support the associated costs.]

A fourth option

Another possibility for facilities would be to lease the current Sixth Grade Center (the original Blackfoot High School) from Blackfoot School District #55. The district is considering moving all sixth graders to Mountain View Middle School and vacating this facility next year. If this happens, ISA may be able to lease this facility.

[In order for the Commission to consider this a viable option details and cost estimates must be included and the budgets must be able to support the associated costs.]

Prior to the start of school, facilities will be inspected to ensure compliance with Section 39-4130, Idaho Code and the Americans with Disabilities Act.

Attendance Area

The primary attendance area includes Blackfoot, Snake River, and Firth School Districts.

[Please provide a map of the proposed attendance area.] These students will be given priority as designated in Idaho Code Section 33-5205(3) (j), however, students from other areas may be enrolled. Interest has been expressed by residents in all of these areas. **[What proof do you have of the interest – survey results, etc?]** ISA will endeavor to maintain small class sizes, with a goal of approximately twenty students no more than 30 students per class.

Potential Impact on the School Districts

The total ~~anticipated~~ enrollment for ISA is 400 students. This would include approximately 100 students at each grade level. It is recognized that few older students would be attracted to the school for the first ~~year or two~~ years; consequently, the initial year budget is projected on a student population of approximately 120 students in grades 9 and 10. Grade 11 will be added then next year, followed by grade 12 the succeeding year.

Currently there are approximately 2,121 students in grades 9-12 within the ISA primary attendance area. When filled to capacity, ISA's goal is to enroll approximately 20% of this population. While this may ease some crowded conditions, it is anticipated that the districts will have significant reservations about funds that will follow these individuals to the charter school. This is often perceived as a loss of revenue for the district, but the positive effects of ISA will ~~in reality it~~ mean that the district does not have to employ teachers, administrators, or support staff,

nor does it have to supply instructional materials, provide buildings and classrooms, or other related expenses for these students. [The description of the positive effects of ISA may not be adequate to offset the negative impact if 20% of the student population decides to attend ISA. What specific benefits will families, students, and the community derive from ISA?

Also, ISA is one of two petitions for new charters to open in the Blackfoot SD in Fall 2013. At this time, it appears likely that H481 will pass, making the opening of two charters in a single district a possibility. For this reason, please broaden this section to address this particular situation.]

ISA will not rely on adjacent school districts for contracted services such as special education, psychological evaluation services, occupational services, speech and language therapy, vision, gifted and/or talented, or other administrative or special needs. ISA will partner with the other charter schools in the area to provide these services in the most economically conservative way possible. [Please provide documentation of these partnerships in the appendices. Your budget must reflect estimated costs associated with all contracted services.]

Administrative Services

Administrative services for the school will be provided by the school Director, [It is inadvisable to use the term “director” to refer both to the administrator/principal and members of the board. Please revise] who will serve as both the building level principal and LEA administrator. A description of the directors responsibilities is included in Appendix G. with support from the Board of Directors. A full-time secretary to handle paperwork and required reporting and a part-time business manager will take care of the schools fiscal affairs. Appendix K contains a detailed budget that demonstrates how all employee costs will be covered. [Consider and demonstrate how a school of this size can support this number of administrative positions. The state’s support will be inadequate; from where will the remaining salary/benefit dollars be taken?]

~~An independent financial audit will be performed each year by an independent auditor (not affiliated with ISA). Board members and founding family members will be utilized according to their background and experience, which includes teaching experience, grant writing expertise, etc. Annual programmatic operations and financial reports will be presented to the Board of Directors as outlined in TAB 5, section VIII.D.2 of this petition. The Director will also serve as the liaison between the Idaho STEM Academy and its Board of Directors, the Charter Commission, and parents.~~

~~Financial audits will be contracted out to licensed and bonded entities. Funding sources will include state per pupil allocation, federal start-up grants, private grants, business partnerships, and donations. The ISA board is ultimately responsible to the Commission and at least one member will be present at every Commission meeting for which ISA is on the agenda.~~

Day-to-Day Operations

The Director ~~in coordination with the Charter School Board of Directors~~ will determine the day-to-day operations of Idaho STEM Academy.

Civil Liability

ISA will insure its interests against damage and for liability exposures with minimum limits as imposed by the State requirement or as otherwise determined by the Board. [This is not “civil liability.” Also, the state does not establish minimum property and liability limits for public charter schools.]

The Idaho State Board of Education and the Idaho Public Charter School Commission shall have no liability for the acts, omissions, debts or other obligations of any charter schools.

Insurance Coverage

ISA will procure and maintain insurance on ~~a policy of general liability insurance in the amount required by the state of Idaho Insurance companies who have and maintain a rating of “A” according to the A.M. Best Company will provide insurance.~~ ISA will insure its facilities, equipment, and other assets against damage and for liability exposures with minimum limits of liability of not less than \$1,000,000 per person, \$5,000,000 aggregate or such limits as imposed by the State requirement or as otherwise determined by the Board.

~~Idaho STEM Academy will have the same role as a public school in matters of liability. The appropriate insurance and legal waivers of all district liability will be obtained as required of other nonprofit users of district resources and facilities~~

~~Liability and property insurance will be similar to the coverage purchased by other charter schools and districts. Proof of insurance will be given to the Public Charter School Commission each time it is renewed to continuous coverage. ISA will provide a list of all other types and amounts of insurance required prior to the opening of the school.~~

TAB 3: Educational Program and Goals

Thoroughness Standards (Idaho Code 33-1612)

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

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

Goal: Maintain a positive and safe teaching and learning climate. Every student has the right to attend a school that encourages positive and productive learning, provides a safe and orderly environment, and promotes student respect for themselves and others. Students have the right to an education without fear of taunting, teasing, ridicule, or violence. Each parent has the right to expect a school to provide a safe and secure environment for his/her child. Every teacher has the right to work without the threat or fear of violence.

Objectives: Idaho STEM Academy will:

- Develop a staff/student handbook to provide rules and guidelines for physical safety. These guidelines will include and not be limited to the procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school, ensuring the school is drug-free, notification of parents' rights, and staff monitoring responsibilities.
- Provide a facility and adopt policies that meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools, and are inspected as required to ensure the safety of students and staff.
- Establish, publish, and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, violence, gangs, and use or sale of alcohol and drugs.
- Create an environment that encourages parents and other adults to visit the school and participate in the school's activities.

Standard b: Educators are empowered to maintain classroom discipline.

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

Objectives: Idaho STEM Academy will:

- Develop policies that ensure a positive teaching and learning environment with an emphasis on high expectations of behavior and performance.
- 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. Teach appropriate behaviors and foster responsible decision-making skills.
- Establish and maintain consistent rules aligned throughout the school.

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

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

Objectives: Idaho STEM Academy will:

- Emphasize the importance of adults modeling important values at school.
- Help students build personal bonds and carry out responsibilities to one another and to the faculty and staff.
- Develop a sense of community and service within the school, and between the school and the larger community. Community service instills a sense of individual, social, and civic responsibility and enables the student to use newly found knowledge to solve community problems.

- ***Provide character education as an integrated part of the curriculum***

- ***Provide opportunities for community service and service learning***

-

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

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

Objectives: Idaho STEM Academy will:

- Emphasize meaningful language experience in literature, writing, and spelling, enhanced by dramatization and speech.
- Provide a technology-rich environment that enhances communication. [[Define “technology rich environment.”](#) [What, specifically, will you do to provide this?](#)]
Provide instruction in a foreign language. Knowledge of a second language is essential in many occupations. In addition, knowledge of a second language boosts English proficiency, improves memory and self-discipline, and enhances verbal and problem-solving skills. [[To what extent will students be instructed in a foreign language?](#) [Make sure you have the -personnel and budget allotments needed to fulfill the requirements you are establishing.](#) [You will be held accountable for meeting the standards in this document.](#)]

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

Goal: Offer a thorough, dynamic, and interactive academic program where pacing is driven by student capabilities and opportunities for postsecondary credit are maximized for each individual. Students must be well grounded in the basics such as reading, writing, and social studies, with an overarching emphasis on science, technology, engineering, and mathematics (STEM).

Objectives: Idaho STEM Academy will:

- Develop relationships with multiple universities and colleges to offer a broad range of concurrent and/or dual enrollment opportunities for students.
- As provided in the budget projections, appendix K, establish computer labs with full-time facilitators where students will receive effective support while pursuing postsecondary courses. [Please specify how many labs will be established. Who will serve as facilitators?]
- Use a variety of methods to ensure student learning. In addition to traditional approaches, ISA will use methods of instruction that employ technology and prepare students for successful careers. This also includes a strong emphasis on real-life experience and hands-on experimentation. It will be important for the school to access and integrate resources such as the INL and other local industries into classroom and field instruction.
- Field trips and career development will be used to expose students to a wide range of career options.

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

Goal: Provide students with basic skills that prepare them for future employment using learning tools such as computers, scientific equipment, and 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 work force with a solid foundation of knowledge and skills.

Objectives: Idaho STEM Academy will:

- Provide a strong foundation in core subjects such as English and History, with strong programs in science, technology, engineering and mathematics.
- Provide a technology-rich environment that supports and encourages the effective use of resources to pursue both secondary and postsecondary educational opportunities.
- Enable students to develop the following intellectual habits important in the work place: adapting to new situations and responding effectively to new information; solving problems; locating and evaluating information from a variety of sources; making flexible connections among various disciplines of thought; thinking logically and making informed judgments.
- ~~Enable students to develop the following personal habits important in the work place: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of the work load; and working cooperatively with others to reach group consensus.~~

[Why is this objective being removed?]

Standard g: The students are introduced to current technology.

Goal: Provide students with tools such as computers, scientific equipment, and networks linked to local and worldwide resources.

Objectives: Idaho STEM Academy will:

- Develop and maintain labs of computers with full-time facilitators that provide online

- access to colleges and universities across the nation and beyond.
- Use interactive technology and tools in an integrated educational program.
- Emphasize the acquisition of computer skills as an important medium for communication and research.
- Use computer networks and the internet as tools for such activities as accessing information, authoring, computation, record keeping, data storage, and communication.

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

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

Objectives: **Through its service learning program,** Idaho STEM Academy will:

- Provide a ~~comprehensive~~ program of community service that reflects responsible citizenship in a democratic society and an interdependent world.
- Enable students to develop the following habits of responsible citizens: accepting responsibility for personal decisions and actions; honesty, courage and integrity; empathy, courtesy and respect for differences among people; assuming a fair share of the work load; and working cooperatively with others to reach group consensus.
- Provide a well-developed social studies curriculum that enable students to understand and apply concepts and principles embedded in history, geography, political science, economics, etc..

Idaho STEM Academy will achieve the Thoroughness Standards through its basic curriculum and the unique aspects its expanded resources. A strong emphasis is placed on hard work, responsibility, honesty, and respect. This helps to create an environment that allows peace of mind and maximizes learning potential.

Defining an Educated Person

An educated student is one who is prepared for a successful future where technology and science are an integral part of every career. This requires a solid academic core, an in-depth knowledge of modern technologies, and productive work habits. In addition, individuals need the ability to accept responsibility, work cooperatively with a team, and the ability to solve complex problems.

ISA believes that high school can serve a much more productive role in preparing individuals to become a truly educated person.

When Learning Best Occurs

Idaho STEM Academy believes that a challenging but supportive atmosphere along with a safe environment create the setting where learning best occurs. ISA's core educational philosophy is that learning best occurs when:

- students experience the connection between school curriculum and the real world

- students actively engaged in hands-on and practical tasks
- student activities are integrated, meaningful, and applicable
- learners work both individually and as responsible members of a group
- Students, parents, and educators work together to identify academic and personal learning goals
- expectations are clearly communicated to students
- expectations for student achievement are held to a high level
- advanced learning opportunities are an integral part of each class
- the educational program includes character education and community service
- the learning experience contributes to the development of positive self esteem

ISA is committed to the concept that during high school, students can make significant progress toward a college degree or professional-technical certificate.

Instructional Methods

ISA instructional methodology hosts three types of learning environments: 1) classrooms similar to traditional high school classes, taught by highly qualified teachers. 2) Dual enrollment classrooms where the teacher is both a highly qualified secondary teacher and an adjunct university faculty; credit is awarded for both high school and college simultaneously. 3) Computer labs with full-time facilitators where students schedule individual online college courses based on their interests and ability.

After ISA is authorized and funded, ISA the school will establish and nurture relationships with colleges and universities to enhance dual and online enrollment opportunities. Trained facilitators will guide and monitor students as they pursue postsecondary credit. Direct communication between ISA facilitators and the postsecondary institutions will help create an atmosphere where students are highly likely to succeed.

ISA classrooms will employ a multiplicity of ways to ensure student learning ~~Some of These~~ include the following:

- The Subject Matter Method 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. The Charter School utilizes computer and other technology-based learning to increase the efficiency of this method and to provide the opportunity for everything from rote drill to complex analysis and problem solving.
- 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 the information, not just to have instant recall and possession of the information.
- The Individualized Learning Method attempts to personalize the learning process to the interests of the individual by allowing students to develop goals for their self-study. The reasons for learning thus become intrinsic--one's own curiosity and personal applicability of the information learned.

- 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.

[\[How does this methodology tie into the philosophy of ISA and its emphasis on science, technology, math, and engineering?\]](#)

Professional development is a critical component of the ISA program. The success of any teaching method is largely dependent on the teacher's ability to apply the technique. For this to occur, individuals must 1) learn the theoretical foundations and 2) practice the specific processes in order to develop competency. ~~IAS~~ **ISA** professional development will occur through the following:

- hiring teachers as early as possible and begin pre-service training organized **by administrative personnel and covering the unique aspects of ISA emphasis**
- extensive teacher mentoring (**see next bullet**)
- a four day student week, with every Fridays set aside for targeted professional development
- teams of teachers who work cooperatively and are provided structured team planning, mentoring, and professional development time
- Opportunities for teachers to observe and work directly in the classroom with other teachers.

Curriculum Overview

All students will participate in a common core of learning that will fulfill the school's goal to produce students who possess the academic skills and personal habits needed for success in the 21st century. Idaho STEM Academy will remain aligned with the goals and objectives of the Idaho Thoroughness Standards **section of this petition.** When possible, ISA's emphasis on postsecondary credit will carry into every aspect of its curricular program.

ISA students will:

- be responsible users of scientific information
- gain hands-on skills and practical knowledge in the use of technology across the curriculum
- participate in a well-defined career exploration and preparation program
- use knowledge, critical thinking, and logic to solve problems in mathematics, science and other curricular areas
- develop well defined oral and written skills
- develop their aesthetic talents in areas such as music, visual, and/or performance arts
- participate in a comprehensive program of community service that teaches responsible citizenship both locally and beyond

ISA recognizes that true education means students acquire knowledge and develop skills. This knowledge and these skills enable them to become proficient practitioners and establish a foundation for advanced study and career options.

The Idaho STEM Academy curriculum is unique in that it contains traditional academic subjects as well as a strong emphasis on science, technology, mathematics, pre-medical and pre-engineering options. The Idaho State Board of Education's Thoroughness Standards serve as the starting point. Traditional core curriculum areas such as language, arts and social studies remain vital. They are augmented by music, art, career, health, physical, and professional-technical education. **ISA will seek to establish both pre-engineering curriculum and a pre-medical professions curriculum.**

Language Arts (English and Foreign): The goal is to develop learners who are effective communicators, who enjoy literature, and are lifelong readers and writers. The curriculum is literature based. 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 creative, narrative, technical and expository writing. Communication skills include speaking, writing, and presentation skills. The innovative teaching methods will expand to include modern technological tools **such as tablets, ipads, ipods, and 3 dimensional visual software.**

Science and Health: The science curriculum is a multi-year 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. Curriculum will include integrating the scientific method, identifying variables, constructing tables or data, constructing graphs, describing relationships between variables, acquiring and processing data, constructing hypotheses, and designing investigations. [\[Since ISA is a STEM school, how will science be emphasized? How will it be different from traditional science programs?\]](#)

Mathematics: Students will master computation processes and proceed into algebra and/or geometry as individual ability dictates. Exploring, conjecturing, and thinking concepts as well as manipulative experiences will engage students and enhance learning. Students will learn to view and use technology as a tool for reasoning and problem solving in purposeful ways. **ISA's emphasis on math will differ from traditional schools through its focus on postsecondary ties early in the high school years.** [\[Is this realistic? It seems that courses taught in early high school years will not be ones that dual credit can be earned for. Since ISA is a STEM school it would make sense that STEM subjects are emphasized in ways other than just earning dual credit for them.\]](#)

Social Studies and Community Service: The curriculum will include the basic elements of history, government, geography, economics, sociology and citizenship with a focus on local, state, national, and world history. In addition, there will be a strong emphasis on community service in Grades ~~6 through 8~~ **9 through 12.** ISA will seek out ways for the students to discover and experience responsibilities and rights as members of our democratic community.

Career Education: Idaho STEM will provide direct access to the vast array of career opportunities available in today's world. Individuals will work to recognize and understand their

unique aptitudes, interests, and abilities as assets in the world of work. **This will be accomplished through administering aptitude and interest survey throughout the high school years, along with career counseling and internships.** Individuals will also begin to understand the importance of “soft skills” such as personal responsibility, teamwork, and dependability in career success.

Technology Education: Students will gain a strong understanding of computer, mechanical, electrical, pneumatic, hydraulic, electronic, and other technologies that operate in the world around us **as an integrated part of each classroom and its pre-engineering program.** Instruction will utilize a hands-on modular approach that employs discovery learning and problem solving. Students will seek solutions to real-life challenges. Idaho STEM Academy will provide our learners with technology skills that prepare them for future employment. ISA will comply with all requirements set forth in the Children’s Internet Protection Act.

Professional-Technical Education: ISA will offer strong and effective programs [[What types of programs?](#)] to prepare students who are interested in engineering and health professions careers. These programs will accelerate learning opportunities through dual and online postsecondary coursework as previously described.

Curriculum Development and Approval

ISA recognizes that curriculum development is a continuous process. Prior to the completion of the first year of operation curriculum will be fully aligned with the Thoroughness Standards as documented under Tab 3. **As the state of Idaho implements the Common Core State Standards over the next 3 years, ISA will use these standards to guide its curriculum implementation.** ISA will continue to develop its curricular offerings by establishing and nurturing relationships with colleges and universities across the county. Both the secondary and postsecondary curriculum will be evaluated through ongoing observations of teachers and students, program audits, and with follow-up discussions with the Director to include written goals.

Textbooks and Curriculum

Idaho STEM Academy will generally follow the Idaho Department of Education curriculum, **as defined in the Common Core State Standards** with specific enhancements as outlined by the Director. Textbooks for the school are not yet chosen and will be selected as required by online courses and by curriculum committees that include the director, teachers, and parents. Textbooks will be approved by the State Department of Education.

Educational Programs and Services

~~Provision~~ **Means** for all educational programs and services such as special education, physical education, HIV/AIDS education, family life/sex education, guidance and counseling services, Safe/Drug Free Schools programs, summer school programs, parent education programs, social work, and psychological services will be provided from the first day of school forward.

Any additional contracted services in areas such as psychological evaluation services, occupational therapy, speech and language therapy, etc. will be provided through qualified school employees or contracted private professionals. **[If school employees are providing the services, they would not be contracted.]**

~~ISA will not rely on adjacent school districts for contracted services such as special education, psychological evaluation services, occupational services, speech and language therapy, vision, gifted and/or talented, or other administrative or special needs. ISA will partner with the other charter schools in the area to provide these services in the most economically conservative way possible.~~

How Special Education and Other Special Needs Will Be Met

Idaho STEM Academy serves all children including special education, gifted and talented, and LEP (Limited English Proficient) students. ISA follows the requirements of IDEA, the State of Idaho, and all other federal and state mandates regarding special needs students.

Idaho STEM Academy will adhere to The *Idaho Special Education Manual*, and will adopt and implement all special education policies and procedures consistent with state and federal laws, rules, regulations, and legal requirements. All children will receive appropriate services as outlined in the Individuals with Disabilities Education Improvement Act, Section 504, and the State of Idaho Special Education Manual.

ISA budgeting will provide personnel, physical facilities, funding and contractual arrangements to ensure that students with disabilities attending the charter school will receive special education and other services as requirements in IDEA and outlined on the students' IEPs. All special education personnel will meet highly qualified special education standards and will be interviewed, selected, hired, trained, and in place by the first day of the 2012-2013 school year. **[[Your 3-year budget seems to allow for very little contracted services in years 1 and 2.](#)]**

ISA will conduct a yearly Child Find activity. This will include a three step process leading to the determination of whether or not a student requires special education services. This process will follow the procedure outlined in the Idaho Special Education Manual and will focus on:

- Step 1. Locating students: The school will establish and implement an ongoing Child Find system. An individual will be appointed to coordinate the development, revision, implementation, and documentation of the Child Find system.
- Step 2. Ensuring that staff and the school's constituents are informed of the availability of special education services
- Step 3. A screening process that will include any and all referrals by parents and/or other adults including teachers, counselors, or other school professionals. This screening will be an

organized process, to identify students who are not meeting or who may not be meeting Idaho Content Standards.

Nondiscriminatory enrollment procedures

ISA will not deny enrollment to a student with a disability solely because of that student's need for special education or related aids and services. All appropriate services will be provided for students with disabilities that have the opportunity to meet the minimum federally established eligibility criterion for such services. Enrollment described elsewhere in this petition, is consistent with the mission of ISA and civil rights requirements.

LRE Requirements

Idaho STEM Academy will provide special education and related services to eligible ISA students in the Least Restrictive Environment (LRE) in accordance with the Idaho Special Education Manual and as identified on each student's IEP. In many cases, the LRE will be specified as ISA. In other cases, the LRE might be a district school site or an alternative site, depending on the needs of each student.

If an IEP team determines that a student's academic needs cannot be met on site, the school will contract with another agency to provide those services. The school will, however, continue to monitor student progress.

Regardless of transportation services for other students, ISA will also provide transportation services to those students whose IEP requires it.

Idaho STEM Academy will provide assessments to admitted students as required, meeting individual student needs and IDEA requirements. At risk students will be monitored and assessed using the Response to Intervention model and will be placed as needed. [Why are at risk students addressed in the special needs section?] Services will include psychologist, speech/language pathologist, occupational therapist, vision specialist, and any other professionals listed in the students' IEP. [Where are these services reflected in your budgets?]

Gifted and Talented program

Gifted/talented children are those students who are identified as possessing demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic, or leadership areas, or ability in the performing or visual arts, and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities.

After qualified personnel are hired, ISA will develop a written plan for its gifted and talented program and submit it to the chartering agency and State Department of Education. Updated plans will be submitted every three (3) years thereafter. The district's plan shall include the following:

- Philosophy statement
- Definition of giftedness program goals
- Program options, including identification procedures and program evaluation
- ISA will screen all potentially gifted and talented students to ensure they have an opportunity to be considered for the program. The screening criteria will be age/grade appropriate, will be nondiscriminatory, and will comply with the procedures set forth in all governmental mandates.

The School will assess those students meeting the screening criteria and gather additional information concerning their specific aptitudes and educational needs. Identification of gifted and talented students will be based on multiple indicators of giftedness with information obtained through the following methods and sources:

1. Formal assessment methods, such as group and individual tests of achievement, general abilities, specific aptitudes, and creativity.
2. Informal assessment methods, such as checklists, rating scales, pupil product evaluations, observations, nominations, biographical data, questionnaires, interviews, and grades.
3. Information regarding students will be obtained from multiple sources, such as testing results, teachers, counselors, peers, parents, community members, subject area experts, and the students themselves.

LEP Students

Idaho STEM Academy will conform to the federal definition of Limited English Proficient (LEP) as defined in Title III and IX of the ESEA. The school will use a home language survey upon student's registration. In addition, the "Woodcock Munoz" test will determine the student's eligibility and language level: L1, L2, and L3. The "Woodcock Munoz" test will be used as a pre-posttest to document the progress in both content areas and English language development. Students who are eligible for the LEP program will participate in the ISA, LEP program according to state and federal guidelines. State and federally mandated testing of LEP students will be administered as they become available. LEP services may be provided on-site or contracted out. Please note that you are required by the SDE to have a written LEP plan, which should be included with this petition.

Additional Special Needs Services

As required by state and federal statutes, students attending Idaho STEM Academy who are identified as disadvantaged to the extent that they may require Special Education, Title I or Section 504 services or requiring other accommodations will receive those services at or through Idaho STEM Academy or at an alternate site.

Dual Enrollment

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

Dual enrollment will include the option of enrollment in a postsecondary institution if the student chooses. Any credits earned from the accredited postsecondary institution will be credited toward graduation requirements as outlined in ISA Board Policy. **[Please take the time to review proper terminology; dual enrollment is not the same as concurrent enrollment.]**

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Edit document so this page is not blank.

TAB 4: Assessment of Student Educational Progress

Measurable Student Educational Standards

[Since ISA is a STEM school, the MSES should align with the mission of the school and emphasize Science, Technology, Engineering , and Math.]

ISA will seek to accomplish the following standards:

1. In the core subject areas of Math, Language Arts, and Science, 80% of students will earn a grade of “C” or above as calculated by classroom assessments and recorded on quarterly and semester report cards. **[Depending on your anticipated student population, this MSES does not appear to set a particularly high standard of achievement. Bear in mind that a public charter school should perform better than other choices available. Also, MSES based on classroom assessments are almost worthless, since the measurement tools tend to be inconsistent and subjective.]**
2. ~~90~~ **75%** of 9th grade students will successfully complete at least 3 postsecondary credits during their freshman year. **[Incorporate, at least by reference, ISA’s definition of “successful completion.” Additionally, bear in mind that ISA cannot require students to participate in postsecondary coursework. Some families may not be able to afford postsecondary tuition. If fewer than 90% of students choose to do so (and succeed), ISA will be held responsible for failure to meet the MSES included in the approved charter.]**
3. ~~90~~ **75%** of 10th graders will successfully complete at least 3 postsecondary credits during their sophomore year.
4. ~~90~~ **75%** of juniors will successfully complete at least 3 postsecondary credits each semester of their 11th **grade** year.
5. ~~90~~ **75%** of 12th graders will successfully complete at least 3 postsecondary credits each semester of their senior year.
6. 80% of students continuously enrolled at ISA from the beginning of each academic year will demonstrate their academic proficiency by demonstrating at least one year of academic growth as indicated by Idaho Standards Achievement Test (ISAT). **[Specify subject area(s).]**

7. After its initial 2 years of operation ISA will equal or exceed Blackfoot School District and Idaho AYP scores.

Methods for Measuring Student Progress

To ensure a consistent and comprehensive evaluation procedure, assessment ~~rubrics~~ **charts** will be developed for each of these **standards**. ~~will include specific and objective evaluation criteria. As teachers are hired, they will be included in the development of these rubrics in order to provide for their input, ownership, and buy in.~~

The goal for every teacher at ISA will be to challenge each student to maximize his or her academic growth. The school’s overall academic goal will be to accomplish the above standards by the end of the 2013~~4~~-2014~~5~~ year. **[This timeline should be incorporated into each of the**

standards above, and the word “goal” should be removed to avoid confusion; the MSES are standards that must be met, not merely goals for which to strive.]

Method for measuring student progress will include, but not be limited to:

Standard 1:

- Classroom work that demonstrates utilization, integration, and application of acquired information.
- Completion of homework, research, and other assignments as designated by the classroom teacher.
- Demonstration of mastery learning or subject competency through classroom assessments such as quizzes, test, or other measures determined by the teacher.
- ~~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.
- ~~Students will have positive attitudes and perceptions about creating quality work, striving for excellence and interpersonal skills.~~

Standard 2:

Students' completion of Standard 2 will be determine by a grade of “C” or better for at least 3 postsecondary credits as indicated on an official postsecondary grade report or transcript. Credit must be completed and recorded during the freshman year. Students are required to provide a copy of the grade report or transcript to the school records clerk for inclusion in their cumulative file.

Standard 3

Students' completion of Standard 3 will be determine by a grade of “C” or better for at least 3 postsecondary credits as indicated on an official postsecondary grade report or transcript. Credit must be completed and recorded during the sophomore year. Students are required to provide a copy of the grade report or transcript to the school records clerk for inclusion in their cumulative file.

Standard 4

Students' completion of Standard 4 will be determine by a grade of “C” or better for at least 3 postsecondary credits as indicated on an official postsecondary grade report or transcript. Credit must be completed and recorded during the junior year. Students are required to provide a copy of the grade report or transcript to the school records clerk for inclusion in their cumulative file.

Standard 5

Students' completion of Standard 5 will be determined by a grade of "C" or better for at least 3 postsecondary credits as indicated on an official postsecondary grade report or transcript. Credit must be completed and recorded during the senior year. Students are required to provide a copy of the grade report or transcript to the school records clerk for inclusion in their cumulative file.

Standard 6

Completion of standard 6 will be determined by increased point total from the previous year's score in each subject area of the Idaho Standards Achievement Test (ISAT).

[What about completion of standard 7?]

Provisions by Which Students Will Receive Standardized Testing

Under the direction of the School Test Coordinator, standardized testing will be conducted in strict accordance with and at the specified intervals mandated by the State of Idaho:

Any and all other assessments required in Idaho now or in the future will be administered in accordance with state mandates and policies.

Additionally, all postsecondary tests or assessments to be administered at ISA will strictly adhere to the policies and processes defined by the postsecondary institution.

Accreditation

During its first year of operation, ISA will apply to the Northwest Accreditation Commission as required in IDAPA 08.02.02.140 for secondary accreditation. In compliance with Idaho State Board of Education Rules ISA will complete the state accreditation process. During its initial year of operation, the school will complete an accreditation self-assessment. All student and teacher standards will meet state-approved accreditation standards as adopted by the State Board of Education.

[Text was removed from this section without being stricken.]

Throughout the accreditation and strategic planning process, ISA will comply with all provisions of NCLB, ESEA, and/or other federal and state mandates. In the event that concerns regarding NCLB standards should arise, steps will be taken by the Principal and the Board to identify and target school and individual needs. A comprehensive plan of improvement will be developed and implemented as required.

Accreditation reports outlining the attainment of standards will be submitted to both the charting agency and the State Accreditation Committee. The Committees will review the reports and make recommendations to the State Board of Education for accreditation status.

After accreditation, the Director will submit annual accreditation reports to the Idaho State Department of Education.

Copies of all annual reports including accreditation reports, financial audits, school reports cards, testing results, and all other federal, state and local reports will be given to the ~~accrediting~~

authorizing agency and other required state officials, and federal agencies. Parents and the public in general will also be provided with web access to report information, where appropriate.

Improvement Planning

ISA will develop a five year strategic plan focused on the improvement of student performance. The strategic plan will be monitored by a review team established by the school's administration and board of directors. This team will be empowered to recommend revision of goals as necessary and provide regular reports on implementation of the plan to the Board of Directors.

ISA will also develop a Continuous School Improvement Plan based on its strategic plan and focused on the improvement of student performance. This plan will also focus on improving school and staff capacity (structure/resource allocation/teacher skill sets) to increase student achievement.

Additionally the school will comply fully with the national and state mandates for No Child Left Behind including full compliance with the steps established by the ACT. The following chart lists the specific school improvement requirement per each year missing AYP.

[This section requires significant editing. Where necessary, refer rather than quoting. More importantly, tailor your plan to ISA. What follows is more a description of the state's process than a plan for how ISA will improve.]

AYP TIMELINE

Improvement Year Status	When the Status Takes Effect	Account-ability Workbook Label	School Improvement Requirements	LEA Improvement Requirements
Not in "Needs Improvement"	N/A (or in the year 2 consecutive years of making AYP)	Year 1	None	None
Alert	Year Following the 1 st time Missing AYP	Year 2	None	None
School Improvement Year 1	Year Following 2 nd Consecutive Time Missing AYP	Year 3	School Improvement <ul style="list-style-type: none"> • Technical Assistance from LEA • Choice • Develop and implement an School Improvement Plan • Supplemental Services (SES) for eligible students in reading and math if choice not 	LEA Improvement <ul style="list-style-type: none"> • Technical Assistance from SDE • Develop and implement an LEA Improvement

School Improvement Year 2	Year Following 3 rd Consecutive Time Missing AYP	Year 4	School Improvement <ul style="list-style-type: none"> • Technical Assistance from • Choice & SES • Implement Intervention Plan 	LEA Improvement <ul style="list-style-type: none"> • Technical Assistance from SDE • Implement the LEA Improvement
Corrective Action [School Improvement Year 3]	Year Following 4 th Consecutive Time Missing AYP	Year 5	School - Corrective Action <ul style="list-style-type: none"> • Choice & SES • Technical Assistance from LEA 	LEA - Corrective Action <ul style="list-style-type: none"> • Technical Assistance from SDE • Plan for and Implement Corrective Action
Restructuring Year 1: Planning [School Improvement Year 4]	Year Following 5 th Consecutive Time Missing AYP	Year 6	School - Restructuring <ul style="list-style-type: none"> • Choice & SES • Develop a Restructuring Governance 	LEA - Corrective Action <ul style="list-style-type: none"> • Technical Assistance from SDE • Plan for and Implement
Restructuring Year 2: Plan Implementation [School Improvement Year 5]	Year Following 6 th Consecutive Time Missing AYP	Year 7	School - Restructuring <ul style="list-style-type: none"> • Choice & SES • Implement the Alternative Governance 	LEA - Corrective Action <ul style="list-style-type: none"> • Technical Assistance from SDE • Implement Corrective Action

* School Improvement Holding - Years are marked with an asterisk on the State Report Card and delay the implementation of any new AYP requirements. However, all previously existing requirements must still be met.

Academic performance each year is determined by the Adequate Yearly Progress Proficiency Targets established by the State of Idaho. These are as follows:

AYP Proficiency Targets			
% Proficient or Advanced Needed Under Indexing			
	2011-2012	2012-2013	2013-2014
Reading	85.60%	90.40%	95.20%
Mathematics	83.00%	88.70%	94.30%
Language Usage	75.10%	83.40%	91.70%

The first stage of AYP accountability is School Improvement and it has two phases. In the first year of School Improvement, the school must develop and implement a “School Improvement Plan” that identifies specific actions for improving a school’s performance. Furthermore, parents are entitled to transfer their child to another, better performing school (this is called Public School Choice). As schools of choice, parents decide to send their child to a charter school so offering Public School Choice to charter school parents may mean notifying parents of their right

to return to their local school district (a right that charter parents, no matter if the charter is low-performing or not, can always exercise.)

If ISA is in Alert status and fails to make APY for a third year, the school will move into “school improvement” status in which parents who elect to keep their child in the underperforming school are entitled to have the child receive, at no cost to them, federally-funded Supplemental Educational Services (SES), such as tutoring. ~~Regardless of whether ISA is its own LEA or not~~ There are no improvement requirements to be followed **at this point; however, the school will take action to develop and implement an improvement plan.** As both a School and LEA, this designation will require the school to notify parents of this status and their choice for other schools, notify parents of provisions for supplemental services to qualified students in reading and math if choice is not available, and develop an intervention school improvement plan. The school may also receive technical assistance from the SDE. At any time during the School Improvement phase, if a school achieves AYP for one year, it will then move into a holding pattern and be labeled as in “School Improvement 1” status. Any school in Improvement status must achieve **APY** for two years consecutive years in order to exit the school improvement phase and be designated as “Met Goal”.

In the fourth consecutive year of missing AYP, the school moves into what NCLB calls Corrective Action. The Corrective Action stage requires a school to make substantial changes to its program with one or more of the following steps:

- Replacing the school staff that are relevant to the failure to make AYP.
- Instituting and fully implementing a new curriculum, including providing appropriate professional development for all relevant staff that is grounded on scientifically-based research and offers substantial promise of improving educational achievement for low-achieving students and enabling the school to make AYP.
- Significantly decreasing management authority at the school, perhaps by hiring an educational management organization to operate the school. Fourth is appointing an outside expert to advise the school on its progress toward making AYP, based on its school plan.
- Extending the school year or school day or restructuring the internal organizational structure of the school.

If the school doesn't make AYP for a fifth year, it enters the Restructuring phase. Under Restructuring, the school must plan for and then, in the following year, execute fundamental changes in its program and the governance of the school, including:

- Contracting with an external provider to manage a school;
- Replacing staff and leadership;
- Turning the school's operation over to the state; or engage in some other kind of restructuring.
- Significantly decreasing management authority at the school, perhaps by hiring an educational management organization to operate the school;
- Appointing an outside expert to advise the school on its progress toward making AYP, based on its school plan;
- Extending the school year or school day; or
- Restructuring the internal organizational structure of the school.

If for a sixth year the school fails to meet APY, then all previous sanctions will be applied plus the school will be required to develop a Restructuring Plan that will implement one of the restructuring models such as closing down the school, closing down the school and reopening it under new authorizing authority, replacing all the teachers, replacing the chief administrator.

If a seventh year of failing to meet AYP is reached, the school will be subject to all previous sanctions and must then implement alternate governance provisions.

[Entire section was removed – it should remain but be struck out.]

[Why is the section below indented?]

In the event that ISA moves into the School Improvement, the ISA Board of Directors will assume responsibility to provide the financial support for planning and implementing school improvement and professional development as outlined in NCLB. The **Title I** budget will be altered to include a 10% provision to purchase professional development for staff. The professional development will be determined by the School Improvement Plan. Further, 20% of the budget will be set aside for providing supplementary education services. The general education budget, as well as additional Federal funds will be taken into consideration as sources for mandated set asides. [How will ISA remain fiscally stable and viable with at least 20% of the budget set aside for school improvement?]

If the school enters a restructuring phase, finances will be set aside to offset changes including but not limited to: Replacing teaching staff; Adding additional paraprofessional staff; Implementing new curriculum, or other restructuring alternatives that may designated for improvement.

Using viable data, the director will determine what changes need to be made; The director will develop several restructuring plans and present them to the governing board; The governing board will partner with an outside entity to provide arbitration, perspective, and coaching; The governing board will choose a viable plan; the board will oversee the implementation and evaluation of the plan.

TAB 5: Governance Structure

Governance Structure

Idaho STEM Academy, Inc. is a non-profit organization managed under the Idaho Nonprofit Corporation Act. The Board of Directors will be the public agents who control and govern the School. Idaho STEM Academy shall be responsible to identify and comply with all statutory requirements affecting the operation of a public school. The Board of Directors' meetings will follow the open meetings laws, keep accurate minutes, and make the minutes available to the public.

Founders

A founder is hereby defined as a person, including employees, parents, or staff of a public charter school, who within 180 calendar days after the date that instruction first begins at the charter school, makes a material contribution toward the establishment of a public charter school. . [It is recommended that you further define "material contribution" and "establishment" in order to avoid disputes.]

To qualify as a founder, one must:

- A. have been directly involved in the initial development of the charter petition, or
- B. made a significant contribution to the development or establishment of ISA as defined by the Board.

ISA founders include parents and other community members who meet the above criteria. Founders will elect the initial Board of Directors, write and edit the charter petition, recruit candidates for the position of school Director, and establish a preliminary operating budget. Following the election of the Board of Directors, founders may be appointed to serve on various committees that provide input and recommendations to the Board of Directors.

After election, the Board of Directors becomes the Governing Body for ISA. Officers shall be established as set forth in the corporate bylaws. The function of the Board can be described as policy making, evaluating, and directing the financial means by which the educational program is conducted. [This paragraph is misplaced, as it is unrelated to the topic of founders.]

[An entire section was removed. It should remain but be shown in strikeout.]

Powers and Limitations

Idaho STEM Academy ~~will be~~ is a legally and operationally independent entity established by the nonprofit corporation's Board of Directors. ~~The corporation must be established during the petitioning phase, which occurs before the election of the initial board of directors.~~ The elected Board of Directors will be legally accountable for the operation of the School. Idaho STEM Academy acknowledges that upon approval of the petition and 501(c)(3) status, the school's Board of Directors will be public agents required to control the school's operation. Idaho STEM Academy commits to compliance with all federal and State laws and rules and acknowledges its

responsibility for identifying essential laws and regulations, and complying with them.

The Board of Directors will have the responsibility to approve the selection of the school Director, who may not be one of its members.

Idaho STEM Academy will not extend the faith and credit of ~~the Blackfoot~~ any school district or the Idaho Public Charter School Commission to any third person or entity. Idaho STEM Academy will not contractually bind ~~The Blackfoot~~ any school district or the Idaho Public Charter School Commission with any third party.

Relationship between Board of Directors and School Administration

[The separation between the roles and responsibilities of the board and those of the Director should be more clearly defined.]

The relationship of the Board of Directors to the ISA' administration will be as follows:

Director. The Director will be empowered to provide educational direction, administration, and on-site, day-to-day operation as well as certain decisions concerning but not limited to:

- Implementing the vision and mission of the school
- Providing instructional materials and supplies
- allocating resource
- fulfilling state charter school requirements
- building school-wide community
- providing special services
- contracting services
- providing disciplinary support
- establishing public and media relations
- building business and community partnerships
- developing curriculum, instruction, and assessment
- implementing professional development
- resolving employment and personnel issues
- overseeing enrollment and attendance
- conducting formative/summative staff evaluations
- maintaining facility conditions
- providing transportation
- promoting climate for innovation and growth
- building staff and school morale
- functioning as commission/board liaison
- supervising budget and financial records
- supplying annual reports to the Idaho State Charter School Commission
-

Standing Committees and Ancillary Support Personnel

Standing committees may be formed in accordance with the bylaws of the corporation. These committees will include, but are not limited to, Parent Activity Committee (PAC), fundraising, policy review, etc.

Ancillary support personnel, including clerical and custodial, will be hired and supervised by the Director. 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.

The Board of Directors of Idaho STEM Academy will provide consultation to the Director regarding ongoing plans for the school. Parent committees may also work with the Board of Directors on school improvement.

[Changes were made without being shown in legislative format.]

Process to Ensure Parental Involvement

~~As described earlier,~~ Parents of students who attend Idaho STEM Academy will be involved in the education of their children and in the school at many levels. The process to ensure parental involvement will be as follows:

- Parents will receive a student/parent handbook at registration.
- Parents will be encouraged to attend two parent teacher conferences per year.
- Parents will be asked to complete surveys throughout the school year addressing the following issues: safety of students, classroom discipline, school-wide discipline, child's response to classroom atmosphere, and parents' perception of learning environment.
- Parents will be encouraged to be involved in the Parent Activity Committee (PAC) and to volunteer for school projects, programs, and committees, and to work specifically with students who are challenged academically.
- Parents will be encouraged to provide an appropriate learning environment at home for study.

Complaint Process

~~Idaho STEM Academy's procedures for a complaint process for parents/guardians and the public is outlined in the Student/Parent Handbook. Complaints should first be addressed at the lowest direct level, and, in a calm and civil manner. The ultimate authority for resolving complaints resides with the Board of Directors of the Idaho STEM Academy.~~

Public Access

Idaho STEM Academy's policies regarding the ways in which the public may have access to the school's students, staff, and facilities will be outlined in the Student/Parent Handbook. Parents and members of the community are invited to communicate with teachers, administrators, and board members. The Charter School will comply with Idaho statutes relating to public records and public meetings, as indicated in the Bylaws. Idaho STEM Academy gives permission for public inspection.

Public Conduct for Safe Schools

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

Annual Financial and Programmatic Operations Audits

An independent annual financial audit will be conducted by a qualified CPA after the completion of each charter school year. Programmatic Operations audits will be conducted as mandated by state requirements as outlined in:

- I.C. 33-5205(4)(k)
- I.C. 33-5206(7)
- IDAPA 08.02.04.300.03, Rules Governing Public Charter Schools
- IDAPA 08.03.01.301.12, Rules of the Public Charter School Commission

Dispute Resolution

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

TAB 6: Employees of the Charter School

Employee Qualifications

Idaho STEM Academy's certificated staff will meet all federal HQT standards. All full-time and part-time staff, including both classified and non-certificated individuals, will meet or exceed qualifications required by Idaho law. Staff will be required to possess personal characteristics, knowledge, and experience consistent with the philosophy, mission, and expectations of Idaho STEM Academy as outlined within this petition. The Director will make recommendations to the Board of Directors for approval of instructional staff.

Idaho STEM Academy reserves the right to hire any person for temporary assistance under the direct supervision of certified staff members as provided by rule of the Idaho State Board of Education when deemed in the best interests of the educational program. For all permanent or long term employees, ISA will meet state certification standards and the No Child Left Behind, Highly Qualified Teacher requirements. A thorough screening process will be used for temporary personnel to assure the safety of students and personnel. 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.

Background Checks

All employees will undergo State of Idaho criminal background checks and FBI fingerprinting checks. One fingerprint card will be submitted to the Office of Certification at the State Department of Education and one will be kept in the individual's personnel file.

Targeted Staff Size

Idaho STEM Academy will make every effort to keep class size small by employing one core area teacher per every 25 students. ISA will employ additional staff as lab facilitators and and/or teachers in technical education, music, foreign language, career education, physical education, etc.

The following positions are based on a first year student population of 120 students in grades 9 and 10. If more students are enrolled, these position numbers will be adjusted accordingly:

Director	0.5 FTE
English	0.5 FTE
Math	0.5 FTE
Science	0.5 FTE
Social Studies	0.5 FTE
Postsecondary Facilitator	1.0 FTE
Special Education	0.5 FTE
Music	0.5 FTE
Professional-Technical	0.5 FTE
Foreign Language	0.5 FTE

Physical education	0.5 FTE
Art	0.5 FTE
<hr/>	
Total Certificated staff	6.5 FTE
Admin. Assistant	0.5 FTE
Business Manager	0.5 FTE
Custodian/maint.	0.5 FTE
Paraeducators	0.5 FTE
<hr/>	
Classified	2.0 FTE

[Due to the extensive workload associated with being a charter LEA, many PCSC-authorized public charter schools require a full time administrator despite a small student population. This can be especially true during the startup years.]

ISA's goal is to achieve full capacity enrollment by its third year of operation. Additional certificated and classified staff will be added as needed. Projections for the coming year will be determined by the number of students in the lottery, as outlined under Tab 7.

Health and Safety Procedures

Idaho STEM Academy will comply with the following health and safety procedures:

- Conduct criminal history checks for all employees in compliance with Idaho Code 33-130. This requirement is a condition of employment.
- Require that all students show proofs of immunization before being enrolled at the Idaho STEM Academy or have an exemption signed by a parent or legal guardian.
- Require that all visitors sign in at the office and receive and wear a visitor's pass when visiting the school building.
- 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 same 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 Idaho STEM Academy'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.
- A policy that the school will be housed in a facility that has received fire marshal approval and has been evaluated by a qualified structural engineer who has determined the facilities present no safety hazards.

- Policies establishing that the school functions as a gun-free, drug, alcohol and tobacco free workplace.
- ISA will develop a policy regarding internet usage and comply with all requirements set forth in the Children's Internet Protection Act.

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

Employee Benefits and Provisions

ISA will provide all employees **with the opportunity to** ~~will~~ participate in **group health insurance and** the following programs and benefits:

- Public Employee Retirement System,
- Federal Social Security
- Unemployment Insurance and Worker's Compensation Insurance to the extent allowed and required by law.

Accumulation of sick leaves for teachers shall be up to ninety (90) days and be governed by section 33-1217, Idaho Code.

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

Transfer Rights

The transfer rights of any ISA employee choosing to return to any non-charter school after employment at ISA will be dependent upon the receiving school district from which an employee might transfer. ISA claims no transfer rights. ~~The Board for ISA will provide coverage for their employees with the Public Employee Retirement System, federal social security, unemployment insurance, and worker's compensation insurance during their tenure here.~~

Collective Bargaining

Idaho STEM Academy's staff shall be a separate unit for purposes of collective bargaining.

Written Employment Contracts

All certificated staff will be required to sign a written contract with Idaho STEM Academy. Contracts will be in the standard form as **approved by the state superintendent of public instruction**, ~~recommended by the Idaho Department of Education~~ and in compliance with Idaho Code 33-5206(4). Copies of these contracts are available at www.sde.idaho.gov/EducatorResources/docs/Contracts.

~~A copy~~ **Copies** of all teacher contracts and certificates for all certified teachers/staff members will be on file in the school office. Job announcements and all other hiring and employment

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practices will be free of any unlawful discriminatory language or practices.

Experience for Salary Schedule

Certified teachers at Idaho STEM Academy shall be considered public school teachers. Educational experience shall accrue for service at the school similar to any other public school. Idaho STEM Academy certificated employees who are re-employed by the local district shall receive full credit for their years of service in the ~~district~~ **public charter school.**

TAB 7: Admission Procedures

Admission and Over Enrollment Procedures

During its first year of operation, ISA will focus on 9th and 10th grade students. **Enrollment will be capped at 160 students this first year and no more than 80 new students per year until the 400 cap is reached..** ~~Thereafter, one~~ grade will be added each year so that a full high school program will be offered ~~in the 2014-15 school year.~~ **within three years.**

In accordance with Idaho Code Section 33-5205(3), Idaho STEM Academy has identified the following admission procedures:

ISA will be open to all students on a space available basis. No student will be denied admission based on ethnicity, creed, gender, disability, or place of residence. No out of state students will be enrolled. The public will be notified of enrollment opportunities as described in the “Public Notification of Enrollment Opportunities” section below.

Idaho STEM Academy will follow the model admission procedure identified by the Idaho State Board of Education in the initial year and for every year thereafter: **[Note that the model procedure in administrative rule is outdated, as it does not reflect statutory change with regard to allowable enrollment preferences.]**

Enrollment Deadline

Each year ISA will establish an enrollment admissions deadline that will coincide with the Board of Director’s March meeting. This will be the date by which all written requests for admission to attend the public charter school for the next school year must be received. The enrollment deadline cannot be changed once the enrollment information is disseminated. Late applications will be accepted for admission for slots remaining open and/or in addition to waiting lists at any time, **but will be added to the bottom of the final selection list after the lottery.**

Requests for Admission

A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in this state, may make a request in writing for such child to attend ISA. In the case of a family with more than one (1) child seeking to attend, a single written request for admission must be submitted on behalf of all siblings. The written request for admission must be submitted to and received by the public charter school at which admission is sought on or before the enrollment deadline. The written request for admission shall contain the name, grade level, address, and telephone number of each prospective student in a family.

If the initial capacity of the school is insufficient to enroll all prospective students, then a lottery as described below shall be utilized to determine which prospective students will be admitted to the public charter school. Only those written requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline shall be permitted in the

lottery. Written requests for admission received after the established enrollment deadline will be added to the bottom of the waiting list for the appropriate grade. If there is an opening in one grade, a sibling, if any, from a late submitted application must go to the bottom of the sibling list.

Admission Preferences

ISA will establish admission preference as authorized by Section 33-5205(3)(j), Idaho Code, for students returning to ISA, students of founders, siblings of students already selected to attend ISA, and those in the attendance area.

Priority of Preferences for Initial Enrollment

Admission preferences for initial ISA enrollment of students shall be as follows:

- a. First, to children of founders, provided that this admission preference shall be limited to not more than ten percent (10%) of the initial capacity of the public charter school and to children of full-time employees
- b. Second, to siblings of pupils already selected by the lottery.
- c. Third, ~~children of employees and~~ prospective students residing in the primary attendance area.
- d. Fourth, all other students by lottery.

Priority of Preferences for Subsequent Enrollment Periods

The selection hierarchy for admission preferences for enrollment of students in subsequent school years shall be as follows:

- a. First, to pupils returning to the public charter school in the second or any subsequent year of operation. Returning students are automatically enrolled in the appropriate grade and do not need to be selected by a random selection method.
- b. Second, to children of founders; this admission preference shall be limited to not more than ten percent (10%) of the school's capacity and to children of full-time employees
- c. Third, to siblings of pupils already enrolled in the public charter school.
- d. Fourth, ~~children of employees and~~ students residing in the primary attendance area.
- e. Fifth, by lottery for prospective students residing outside the primary attendance area of the school.

Proposed Attendance List for Lottery

Each year ISA will create an attendance list containing the names of all prospective students on whose behalf a written request for admission was timely received by the public charter school, separated by grade level. The proposed attendance list shall contain columns next to the name of each student, in which the public charter school will designate admission preferences applicable to each prospective student. The columns shall be designated "A" for returning student preference; "B" for founders preference and children of employees; "C" for sibling preference, with a corresponding cross-reference to each of the siblings of the prospective student; and "D" for ~~children of employees and~~ within the primary attendance area preference.

Lottery Process

If the initial capacity of ISA is insufficient to enroll all prospective students, or if capacity is insufficient to enroll all prospective students in subsequent school years, then ISA will determine the students who will be offered admission by conducting a fair and equitable lottery. This lottery will be conducted as follows:

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

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

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

Final Selection List

The names of the persons in highest order on the final selection list shall have the highest priority for admission to the public charter school in that grade, and shall be offered admission to the public charter school in such grade until all seats for that grade are filled. All remaining students will be placed on a waiting list in the order drawn in the lottery. Any students admitted after initial acceptance will be taken in numerical order from this list.

Notification and Acceptance

- a. With respect to students selected for admission to the public charter school, within seven (7) days after conducting the selection process, the public charter school shall send an offer letter to the parent, guardian, or other person who submitted a written request for admission on behalf of a student, advising such person that the student has been selected for admission to the public charter school. The offer letter must be signed by such student's parent, or guardian, and returned to the public charter school by the date designated in such offer letter by the public charter school.
- b. With respect to a prospective student not eligible for admission to the public charter school, within seven (7) days after conducting the selection process, the public charter school shall send a letter to the parent, guardian, or other person who submitted a request for admission on behalf of such student, advising such person that the prospective student is not eligible for admission, but will be placed on a waiting list and may be eligible for admission at a later date if a seat becomes available.
- c. If a parent, guardian, or other person receives an offer letter on behalf of a student and declines admission, or fails to timely sign and return such offer by the date designated in such offer letter by the public charter school, then the name of such student will be stricken from the final selection list, and the seat that opens in that grade will be made available to the next eligible student on the final selection list. If a student withdraws from the public charter school during the school year for any reason, then the seat that opens in that grade will be made available to the next eligible student on the final selection list.

Subsequent School Years

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

Disciplinary Procedures Including Suspension, Expulsion, and Reenrollment

ISA is committed to the provision of a safe learning environment. ~~Student~~ eExpectations for appropriate student behavior are high and will be communicated to both students and parents upon enrollment, through the student handbook, and verbal reminders from faculty and administrators.

A draft of the initial ISA Student Handbook is contained in Appendix F. Upon approval of the charter, the Board will appoint a committee to develop a final version of the student handbook. Under the ISA Director, this committee will assemble a student handbook that outlines the Student Code of Conduct and includes expectations and consequences for unacceptable behavior as outlined below:

Inappropriate student behavior will be identified as either a minor or major infraction. Minor infractions may include such behaviors as talking in class, tardiness, failure to follow directions, etc. repetitious or extreme minor infractions may constitute a major infraction. Major infractions may include but not be limited to fighting, bullying, defiance, use of illegal substances, possession of a weapon or firearm, etc.

In all serious or continuing disciplinary concerns, parents/guardians will be notified via phone calls, in writing, and/or through school conferences. If the situation causing concern is not immediately corrected, the student may be referred to the school Director for further discussion and appropriate action. The consequences for violations are described below.

Consequences for minor violations include, but are not limited to, the following:

- a. Loss of privileges
- b. Detention (lunch hour or before or after school)
- c. Phone call to parent
- d. Letter sent to the parent
- e. Student conference with the Director
- f. Student and parent conference with Director
- g. Suspension from extracurricular activities

Consequences for major violations may include any of the above consequences plus:

- h. In-school suspension
- i. out-of-school suspension
- j. Referral to Status Offenders Service.
- k. Referral to Counselor or Student Specialist for intervention
- l. Recommendation to Board for expulsion

Suspension or expulsion will be considered only as the final option in a series of efforts to avoid such measures including but not limited to the following steps:

Step 1: Teacher and/or director intervention includes disciplinary measures within the school designed to address the behavior problem while insuring the safety of all staff and students.

Step 2: Parent/Guardian Incident Notification.

Step 3: Suspension by the director or ISA Board of Directors in compliance with requirements of section 33-205, Idaho Code.

Step 4: Expulsion by the ISA Board of Directors in compliance with requirements of section 33-205, Idaho Code.

Bullying/harassment

Bullying/harassment shall be defined as any physical, verbal, cyber, or socially aggressive behavior calculated to intimidate, harm, injure, coerce, ridicule, or threaten. Any staff member observing or suspecting bullying behavior shall intervene.

Provisions to handle Students using or Suspected of being Under the Influence of Alcohol/Controlled substances

If a student discloses or is reasonably suspected of being under the influence of alcohol or controlled substances, ISA will comply with the procedures required by Section 33-210, Idaho Code. It is the policy of ISA that any staff member who has reasonable suspicion that a student may be under the influence of, or has in his or her possession, a controlled or dangerous substance as defined by law shall immediately notify the appropriate administrator or designee of such suspicions. The administrator or designee shall immediately investigate the allegation and if confirmed, notify the parent or legal guardian of said student's possession of a controlled or counterfeit substance or suspected abuse thereof.

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

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

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

The 5 paragraphs above were added without being marked.

New Heading?

The ISA Board of Directors shall have the right to expel or deny enrollment to any student as set out in section 33-205, Idaho Code. Readmission of any student suspended or expelled, or admission of any student who has been denied admission shall be governed by section 33-205, Idaho Code.

All disciplinary actions related to special education students shall adhere to the federal mandates in IDEA and other applicable state and federal mandates as outlined in the Idaho special Education Manual. **Disciplinary decisions regarding students with IEPs will be made with consideration given to whether or not the student's disability affected the behavior.**

In all disciplinary matters, students and parents have the right to due process and to appeal decisions to the next higher level. Policies will be incorporated as appropriate into the school's student and staff handbooks and will be reviewed on an ongoing basis in the school's staff development efforts. ISA Board of Directors will formally adopt and recognize all Idaho Science and Technology Charter School policies addressing emergency or other situations not specifically covered by ISA policy.

Student Health and Safety

Idaho STEM Academy will comply with the following health and safety procedures:

- Conduct criminal history checks for all employees in compliance with Idaho Code 33-130. This requirement is a condition of employment.
- Require that all students show proofs of immunization before being enrolled at the Idaho STEM Academy or have an exemption signed by a parent or legal guardian
- Require that all visitors sign in at the office and wear a visitor's pass when visiting the school building or campus
- Provide for inspection of the facility in compliance with Section 39-4130 of Idaho Code. 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 same 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 Idaho STEM Academy's insurance carriers and at a minimum address the above and the following items:
- Policies and procedures to respond to natural disasters and emergencies, including fires and bomb threats.
- Policies relating to preventing contact with blood-borne pathogens.
- Policies relating to the administration of prescription drugs and other medicine.
- A policy that the school will be housed in a facility that has received fire marshal approval and has been evaluated by a qualified structural engineer who has determined the facilities present no substantial safety hazard.

[\[Indent the four points above to show they fit under health, safety, and risk management policies.\]](#)

A section was removed without being marked. It should remain but be struck out.

Public Charter School Attendance Alternative

Because Idaho STEM Academy is a new entity and not a conversion of an existing school, the attendance alternative would be the same as for those presently residing within the existing school districts. Students located within the Charter School attendance area would have the

option to enroll in existing public schools presently serving the area. No student will be required to attend Idaho STEM Academy.

Attendance Requirements

Parents and educators recognize the importance of attendance and punctuality at school. Key reasons for regular and punctual attendance are employability, educational benefits, and success in school.

- *Employability*—Punctuality and attendance are important skills for employment identified by employers. Developing these skills is critical whether students plan to work during the school year, after graduation, or after college.
- *Educational Benefits*—Regular attendance assures that students stay current in academic skills, personal management skills, and teamwork skills.
- *Success*—Students must be present in order to experience success. Further, each student's presence enhances the success of the entire class.

Habitual Truant

Any ISA pupil who, in the judgment of the Board of Directors, repeatedly has violated the established attendance regulations or whose parents or guardians fail or refuse to cause such child to be instructed as provided in Idaho Code 33-202, shall be declared an habitual truant as defined in Idaho Code 33-206. Such a child shall come under the purview of the juvenile corrections act and dealt with accordingly.

Excused Absences

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

Make-up Work

~~Make-up work is allowed for students who have excused absences. The classroom teacher will provide the student or the parent/guardian who requests make-up work with: a) a list of pages covered during the absence; b) information about assignments or special projects; c) a copy of all handout materials given during the absence. Credit for make-up work is not allowed for an unexcused absence.~~

Tardies

~~A student is tardy if he or she is not in the assigned classroom when the bell rings. In general, tardiness will be dealt with on an individual basis; however excessive and habitual tardies can lead to a loss of class credit.~~

Maximum Days Missed

~~Students may have a maximum of nine (9) absences per semester, or the number of absences permitted by the Idaho State Department of Education, whichever is fewer. Absence from class for any reason, including family convenience, shall be counted when the percentage of attendance and eligibility for promotion or credit is being considered.~~

Notification of Absences and Discipline

~~Parents/guardians will be notified of the 5th, 8th, and 10th absences from class during a semester. Notice of the 10th absence will inform the parent/guardian of the loss of credit, and include the appeal rights to challenge the loss of credit. The school Director may deny a promotion to the next grade or deny credit for a class to any student who exceeds the maximum number of absences.~~

Grounds for an Appeal

~~Those students who have valid reasons to believe that all or parts of their absences are the result of extraordinary circumstances may request a review of their case following the attendance appeal process below. Extraordinary circumstances may include, but are not limited to, verified illness or medical treatment, death in the family or death of close friends, and medical or dental professional appointments.~~

Attendance Appeal Process

If a parent/guardian wishes to appeal a failing grade or denial of promotion to the next grade due to the attendance requirement, truancies, or the number of tardies, the following policy applies:

- The parent/guardian has five (5) school days from the date shown on the notification to appeal the loss of credit or denial of promotion.
- The appeal process starts with the Director. An adverse decision may be appealed to the Board of Directors. The decision of the Board of Directors is final.
- In each situation, representatives of the school and the parent/guardian have five (5) days in which to respond to the appeal or the ruling. Appeals and responses shall be in writing.
[This information would be better suited to the handbook and/or policybook.]

Denial of School Attendance

In Accordance with Idaho Code 33-205, the ISA Board of Directors may deny enrollment or may expel or deny attendance to any pupil who is an habitual truant, or who is incorrigible, or whose conduct, in the judgment of the board, is such as to be continuously disruptive of school discipline, or the instructional effectiveness of the school, or whose presence in a public school is detrimental to the health and safety of other pupils, or who has been expelled from another school district in this state or any other state. Any pupil having been denied enrollment or expelled may be enrolled or readmitted to the school by the board of directors upon such

reasonable conditions as may be prescribed by the board; but such enrollment or readmission shall not prevent the board from again expelling such pupil for cause.

The board shall expel from school for a period of not less than one (1) year, twelve (12) calendar months, or may deny enrollment to, a student who has been found to have carried a weapon or firearm on school property in is state or any other state, except that the board may modify the expulsion or denial of enrollment order on a case-by-case basis. Discipline of students with disabilities shall be accordance with the requirement of federal law part B of the individuals with disabilities education act and section 504 of the rehabilitation act. An authorized representative of the board shall report such student and incident to the appropriate law enforcement agency.

No pupil shall be expelled nor denied enrollment without the board of directors having first given written notice to the parent or guardian of the pupil, which notice shall state the grounds for the proposed expulsion or denial of enrollment and the time and place where such parent or guardian may appear to contest the action of the board to deny school attendance, and which notice shall also state the rights of the pupil to be represented by counsel, to produce witnesses and submit evidence on his own behalf, and to cross-examine any adult witnesses who may appear against him. Within a reasonable period of time following such notification, the board of directors shall grant the pupil and his parents or guardian a full and fair hearing on the proposed expulsion or denial of enrollment. However, the board shall allow a reasonable period of time between such notification and the holding of such hearing to allow the pupil and his parents or guardian to prepare their response to the charge. Any pupil who is within the age of compulsory attendance, who is expelled of denied enrollment as herein provided, shall come under the purview of the juvenile corrections act, and an authorized representative of the board shall, within five (5) days, give written notice of the pupil's expulsion to the prosecuting attorney of the county of the pupil's residence.

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

The board of directors shall establish the procedure to be followed by the ISA administration for the purpose of affecting a temporary suspension. This procedure must conform to the minimal requirement of due process.

Process for Public Notification of Enrollment Opportunities

As outlined in the following sections, Idaho STEM Academy intends to implement a solid plan to attract a sufficient and diverse student body, to provide for open communication, and to convey information about the school competently and accurately.

ISA will actively recruit students for enrollment through any or all of the following: advertising in a local newspaper, announcements at local schools, radio advertising, flyers, open houses, other forms of public media. The focus will be to attract a sufficient pool of potential applicants that includes disabled, low-income and racially diverse students. In each of these marketing processes, advertising will include strategies to reach at-risk and non-English speaking students. This process will comply with all requirements of Idaho code 33-5205, with respect to notifying citizens residing in the compact and contiguous attendance areas of enrollment opportunities at ISA.

ISA will disseminate enrollment information in ~~both English and Spanish~~, and possibly other languages, taking into consideration the language demographics of the attendance area. The school will post enrollment opportunities information in highly visible and prominent public locations through the community. This information will be disseminated at least three months in advance of the school's March enrollment deadline. ISA will also disseminate press releases to media outlets in the area on at least three occasions, beginning not later than fourteen days prior to the enrollment deadline. Once the enrollment deadline is established, if the school changes this date, this full notification process will be repeated.

Idaho STEM Academy's Director will determine plans for publicly sharing the school's annual report and other relevant information on the school's performance as outlined in IDAPA 08.02.04.203.

Student Handbook and Procedure Ensuring Parental Access

Redundant.

A copy of the Draft Student Handbook is contained in Appendix F. In order to ensure that both parents and students understand the expectations for students at ISA, parents will receive a student/parent handbook at registration. Additionally, all students will be given a copy of the handbook during the first few days of class. During registration, parents will sign a validation form indicating that they have received and agree to read and adhere to the handbook.

Tab 8: Business Plan

Business Description

Idaho STEM Academy, Incorporated, is organized exclusively for educational purposes within the meaning of IRC Section 501(c) (3) of the Internal Revenue Code. Notwithstanding any other provision of the school's Articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal Income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 (or corresponding provision of any future United States Internal Revenue Law), or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law). ~~When approved by the Commission, ISA will function as an independent LEA and as such, receive federal funding directly. All federal funding will be handled in accordance with authorizing legislation.~~

Marketing Plan

~~For its first year, ISA will enroll 9th and 10th grade students. 11th and 12th grades will be added in succeeding years. 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. The primary attendance area for Idaho STEM Academy shall be the boundaries of the Blackfoot, Snake River, and Firth School Districts located in Bingham County, Idaho. This target area has a potential student body of approximately 1,860 students in grades 9-12.~~

Idaho STEM Academy will actively recruit students for enrollment using, but not limited to the following methods:

- Direct mailing to primary attendance area households
- Ongoing articles (in both English and Spanish) in the Gazette
- Holding public forums within each sending district's boundaries
- Posting advertising materials in English and Spanish in prominent locations (i.e. the library, the community notice board, at City Hall)
- News releases and articles

In each of these marketing processes, advertising will include strategies to reach at-risk and non-English speaking students. This process will include all current requirements as stated in IDAPA 08.02.04.203.02

[This is not really a marketing plan. Please specify what your marketing goals are and specifically how you anticipate they will be met, by whom, and on what timeline. What specific techniques will the school use to reach at risk and non-English speaking students? What is your long term marketing plan? How will you form community partnerships and encourage community involvement? Take care not to commit to activities that may prove unaffordable or out of ISA's control.]

Recruiting High School Students

April 5, 2012

ISA founders recognize that as a new start-up school, ISA's greatest appeal will be to students already attending the local charter middle school (Idaho Science and Technology Charter School). However ISA's emphasis on STEM curriculum and postsecondary credit opportunities will appeals to many parents and students.

Since the ISA primary attendance area serves as a bedroom community for the Idaho National Laboratory. This area includes an abundance of parents employed in the scientific and high tech industries. A school focusing on STEM curriculum and postsecondary credit presents a very strong appeal to this community. [Please provide evidence documenting this claim. Note that ISTCS has had difficulty recruiting students despite its science and technology focus.]

~~The opportunity to be first; to be able to attend a brand new school also offers a strong appeal. After the petition is granted, ISA will use this appeal to capitalize on its recruiting campaign.~~

In consideration of these factors, along with other considerations such as dissatisfaction with existing schools, overcrowding, etc., ISA is comfortable with its projected enrollment and confident of its ability to recruit a sufficient number of students to ensure economic viability.

Management Plan

The Director in coordination with the Charter School Board of Directors will determine the day-to-day operations of Idaho STEM Academy. Refer to Appendix D for the job description and qualifications for Director of the Idaho STEM Academy.

Administrative services will be provided by the Idaho STEM Academy Director supplemented by other contracted services as needed. ~~Annual programmatic and financial audits will be presented to the Board of Directors as outlined in section VIII.D.2 of this petition.~~ The Director will also serve as the liaison between the Idaho STEM Academy and its Board of Directors, ~~the Charter Commission~~, and parents. Financial operations will be provided by the school business manager. Funding sources will include state foundation and other allocations ~~per pupil~~, federal start-up grants, and, after authorization, the school will actively pursue, private grants, business partnerships, and donations .

Resumes of Founders

See Appendix H. [Actual resumes must be included.]

Financial Plan

[This section does not currently provide a clear, complete description of your financial plan. While it is fine to briefly address sources of income, this section is intended to outline anticipated, major revenues and expenditures in the early years of the school.]

While the Director of Idaho STEM Academy will be responsible for financial management, the Board has ultimate responsibility for the school's financial status. All accounting records will be kept in accordance with generally accepted accounting principles. Idaho STEM Academy will

follow the requirements set forth by the state of Idaho and the Idaho State Department of Education, including formats for account numbering, audits, etc.

The budget for Idaho STEM Academy will be prepared in compliance with section 33-801, Idaho Statutes and State Board of Education policies and administrative rules. The budget will be presented at a public hearing in June of the year the school will open, and will be delivered to the State Department of Education as required on or before July 15 prior to the start of the school year. Copies of the budget will be provided to the Idaho Public State Charter School Commission. The budget will be prepared, approved and filed using the ISEE format.

Revenues

- Estimates of funding sources will include state allocations as based on the Support Unit Calculation Template for Charter Schools
- Salary Based Apportionment Template for Charter Schools
- state allocations for pupil transportation
- state allocations for remediation state lottery
- private grants
- business partnerships
- donations.

As soon as possible ISA will notify the appropriate divisions of the Idaho Department of Education of the school's intend to apply for federal Title I and IDEA funds. For Title I, the school will develop and implement an approved Consolidated Plan that details its program. This plan will include but not be limited to a Parent Involvement Policy, Parent Compacts, participation in the state assessment and accountability system, highly qualified staff, and a scientific research based program of support for academically at risk students. For Federal IDEA funds the school will complete and submit Part B of the IDEA application as prescribed by the Division of Special Education Services.

Expenditures

- Purchasing Process: Purchasing procedure will be in compliance with State Law, Idaho Code 33-601. Idaho STEM Academy's Director will determine procedures for procuring goods and services with approval of the Board of Directors.
- Payroll Processing: Idaho STEM Academy will process its payroll in accordance with applicable Idaho codes.

Reports and Audits

Idaho STEM Academy will conduct an independent financial audit annually. A yearly independent audit will be performed as required by Idaho statute regarding audit reporting. Idaho STEM Academy Director will provide a monthly cash-flow and balance sheet to the Board of Directors that details revenues and expenditures for the previous month.

Startup Budget

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

Three Year Estimated Budget

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

Transportation Services

Transportation services will be offered to all students residing in the primary attendance area more than one and one half miles from the school and within a 15 mile radius of the school. Students who reside less than one and a half miles will be looked at for safety busing.

Bus services will be in cooperation with the existing charter schools, namely Idaho Science and Technology Charter School and Blackfoot Charter Community Learning Center. By combining busing with ISTCS & BCCLC we will be able to reach more of our students with a bus. ~~Not all students will be able to have a close bus stop.~~ All student transportation will be in accordance with Idaho Department of Education, Division of Student Transportation regulations and Idaho Code chapter 15, Title 33. School transportation provided by charter school functioning as LEAs, is a reimbursable expense funded by the state and dispersed by the State Department of Education in accordance with Section 33-1006, Idaho Code. Transportation reimbursement payments reflect the previous year's "allowable" transportation costs.

Transportation costs included in the Estimated Budget are based on actual costs incurred by Blackfoot Charter Community Learning Center and Idaho Science and Technology Charter School [You need to discuss ISA's transportation plans with Brandon Phillips at the SDE to ensure proper procedures for bidding and/or combining transportation services are properly followed.]

School Lunch Program

Idaho STEM Academy will participate in the National Child Nutrition Program as per Idaho code 33-1015. A part-time director will be hired to conduct and oversee the program to ensure the nutritional well-being of all students. Meal preparation will be guided by the U.S. Dietary Guidelines for Americans.

Free and Reduced Lunch

Free and reduced price lunches will be available to qualifying students. The ISA Board will approve policies for determining eligibility of students for free and reduced prices for meals, verification reporting, and record keeping before the implementation of such program. Any such policies will be consistent with federal policy and guidance from the Idaho State Department of Education.

Facility construction will include appropriate food preparation equipment so as to allow ISA to provide its own food service. However, the school may contract for food service during the first

April 5, 2012

years of operation and at any time in the future. [Specify the nature and cost of such contracts.]

Budget Assumptions:

See Appendix N.

Tab 10: Termination or Dissolution

Business Arrangements and Partnerships

When approved by an authorizing agency, Idaho STEM Academy will contract with Idaho Science and Technology Charter School or Blackfoot Charter Community Learning Center for any additional student services such as Counseling, speech, psychological assessment, special education, or other services. In the event that these services are not available for one of these schools, other agencies will be contacted. [Provide documentation relating to these arrangements. It must be shown who will actually be providing the services and on what terms. Clearly identify which school will commit to providing the services for the others.]

ISA has been in communication with Idaho State university, University of Idaho, Boise State University, College of southern Idaho, and Eastern Idaho Technical college regarding possible dual or concurrent credit relationships. No further action will be taken until the school's charter is approved and funds are available to hire competent consultants to assist with college relations. [What has ISA learned from its communications with the universities and colleges? Will the budget permit hiring consultants?]

ISA will actively and consistently seek to establish partnerships with business and industry that will lead to opportunities for guest speakers, guest teachers, field trips, internships, career education, and other on-site educational opportunities. At the current time, no such contracts exist.

In addition, these arrangements and partnerships may provide donations of supplies, equipment, or other educational materials. ISA also aims to establish working relationships leading to instructional assistance, in-service training, internships, and other exchanges of professional expertise. [This section should include a description of specific purchased services that will be contracted out including curriculum, special education, transportation, food service, legal, accounting, etc. You need to decide which services will be contracted and what will be the terms of the contracts.—Obtain letters of intent contingent on petition approval, and/or written estimates.]

Additional Information from Petitioners

Idaho STEM Academy fully recognizes and understands the need to develop and implement a comprehensive policy manual that details procedures and processes for all aspects of school operations. ~~Upon the hiring of a full-time director, such a manual will be developed. In the interim, as soon as this petition is granted and a governing board can be seated, it is the intent of~~ As soon as the school is authorized and funding is available, the founders to will adopt the Idaho School Board Association Blackfoot School District #55 Policy Manual as the governing document, where such policies are applicable and not covered in this petition.

Dissolution

In cases of termination ~~or non-renewal~~ the Chair of the Board of Directors of Idaho STEM Academy is responsible for the dissolution of the business and affairs of the school. Idaho STEM Academy will fully cooperate with the Chartering agency for the dissolution process. All materials and/or equipment purchased with federal grant funds will be returned to the authorizer. Under the direction of the chartering agency the school's board of directors will dispose of other school property to satisfy any outstanding debts as outlined in Article IX of the Idaho Constitution. Remaining assets will revert to the authorizing agency. [How will payment to creditors be made?]

As per Idaho Code 33-209, school administrative and clerical personnel [If ISA is terminated, there will be no school administration or clerical personnel to notify parents and transfer records. Please specify what actions will be taken by whom at what time. Please revise and ensure that you have adequate procedures for transferring all records of students with notice to parents of how to request a transfer of student records to a specific school.] will ensure that parents are notified of the schools dissolution and that all records of students will be immediately transferred to the district or school receiving those students. This transfer will occur through the normal channels used by the school and the districts to exchange student files and information. This may include hand delivery to the district office or mail/ parcel delivery services. ~~Any remaining student or personnel records will be transferred to Idaho Science and Technology Charter School or as otherwise directed by the authorizer.~~

April 5, 2012

APPENDIX A: CERTIFICATION OF ADOPTION OF BYLAWS

April 5, 2012

CERTIFICATE OF ADOPTION

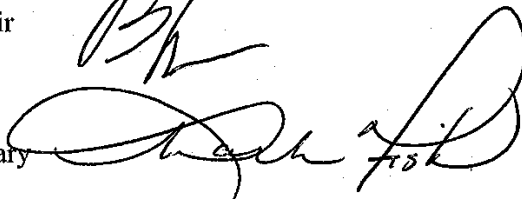
KNOW ALL MEN BY THESE PRESENTS, that we, the undersigned, being the Directors and the Secretary of IDAHO STEM ACEDEMY, INC., also being all the members of said Corporation, do hereby certify that the above and foregoing By-Laws were duly and legally adopted as the By-Laws of said Corporation at the first meeting of the directors of said corporation on the Jan 12th day of January, 2011, and that the same does now constitute the By-Laws of the said Corporation.

IN WITNESS WHEREOF, We have hereunto set our hands as Directors, and Secretary, respectively, of the said Corporation. This 12th day of January, 2011.

Brian Thelin, Chair



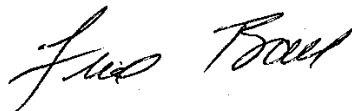
Mark Fisk, Secretary



Diane Dodds, Director



Fred Ball, Director



April 5, 2012

APPENDIX B: SIGNATURES OF QUALIFIED ELECTORS

April 5, 2012



Sara J. Staub
Clerk of the District Court
Ex-Officio Auditor and Recorder
(208)782-3160

JoAnne Pharis,
Chief Deputy Clerk
(208)782-3159

Mary Jo Jemmett,
Deputy Auditor/Payroll
(208)782-3156

Catherine Miles, Jury
(208)782-3157

Tami VanOrden,
Court Supervising Clerk
(208)782-3121

Marlene Jensen, Elections
(208)782-3164

General Fax
(208)785-4131

Court Fax Numbers
District: (208) 785-8057
Magistrate: (208) 782-3167

BINGHAM COUNTY CLERK

501 N. Maple St #205, Blackfoot, ID 83221

January 14, 2011

To Whom It May Concern:

Please find attached a Petition Requesting the Formation of an Idaho Public Charter School with 50 verified signatures of registered voters living in the Firth, Blackfoot or Snake River School Districts. If you have any questions, I would be glad to discuss them with you.

Sincerely,

A handwritten signature in cursive script, appearing to read "Jessica L. Lewis".

Jessica L. Lewis
Bingham County Deputy Clerk

Petition to Establish a New Idaho Public Charter School

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

Name of Proposed New Charter School School Districts in the Primary Attendance Area of the New Charter School		Idaho STEM Academy			
		Firth, Blackfoot, Snake River			
I am currently a qualified elector in one of the above-named school districts. I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.					
Elector's Printed Name	Elector's Signature	Street Address	City	Tel	Date
01. Charlotte Macy	<i>Charlotte Macy</i>	Rt 10 Box 678	Pocatello	208-403-4008	11/13/11
02. Mandy Watson	<i>Mandy Watson</i>	834 W. Taber Rd	Blackfoot	684-5094	11/13/11
03. Brenda Christensen	<i>Brenda Christensen</i>	975 W. Hwy 26	Blackfoot	680-8060	11/13/11
04. Lisa Bligh	<i>Lisa Bligh</i>	408 N. 850 W.	Blackfoot	684-4663	11/13/11
05. Janae Crook	<i>Janae Crook</i>	230 N 1000 W	Blackfoot	684-4187	1-13-11
06. Tiffani Taylor	<i>Tiffani Taylor</i>	325 1088 St.	Blackfoot	684-9801	1-13-11
07. Jamie Thomas	<i>Jamie Thomas</i>	1061 W. 305 S.	Blackfoot	684-3909	1-13-11
08. Alisa Payne	<i>Alisa Payne</i>	884 N 1400 W	Blackfoot	681-8351	1-13-11
09. Jamie Taylor	<i>Jamie Taylor</i>	124 N 1075 W	Blackfoot	684-4818	1-15-11
10. Mandy Watson	<i>Mandy Watson</i>	1081 W. 305 S.	Blackfoot	684-4663	1-15-11
11. Mandy Watson	<i>Mandy Watson</i>	1081 W. 305 S.	Blackfoot	684-4663	1-15-11
12. Jeffery E. Robbins	<i>Jeffery E. Robbins</i>	442 W. 140 N.	Blackfoot	208-785-2412	1-13-11
13. Christine Robbins	<i>Christine Robbins</i>	442 W. 100 N.	Blackfoot	208-785-2412	1-13-11
14. Kelly Jo Fisk	<i>Kelly Jo Fisk</i>	781 W. Quail Circle	Blackfoot	208-785-1375	1-13-11
15. Bob Amos	<i>Bob Amos</i>	157 W. 350 N.	Blackfoot	208-680-7580	1-13-11
16. Denise Curtis	<i>Denise Curtis</i>	408 S. University	Blackfoot	208-785-0580	1-13-11
17. Mike Curtis	<i>Mike Curtis</i>	408 S. University	Blackfoot	208-785-0580	1-13-11
18. Judy Hiler	<i>Judy Hiler</i>	208 N. 524 W.	Blackfoot	208-223-3749	1-13-11
19. Steven Dewey	<i>Steven Dewey</i>	318 E. Alice	Blackfoot	208-684-9884	1-13-11
20. Christine Dewey	<i>Christine Dewey</i>	318 E. Alice	Blackfoot	208-684-9884	1-13-11

18/20 addresses in School Dist

11/20 registered voters in School District

Aberdeen
Pocatello

Petition to Establish a New Idaho Public Charter School

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

Name of Proposed New Charter School		Idaho STEM Academy	
School Districts in the Primary Attendance Area of the New Charter School		Firth, Blackfoot, Snake River	
I am currently a qualified elector in one of the above-named school districts. I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.		City	Tel
Elector's Printed Name	Elector's Signature	Street Address	Date
01 Tonya Houston	Tony Houston	82 N. 285 E	Blackfoot 403-2677 1-13-11
02 Diane Dadds	Diane Dadds	705 500 W	Blackfoot 509-8080 1-13-11
03 Tiffany Cottrell	Tiffany Cottrell	195 Centennial St.	Blackfoot 785-0445 1-13-11
04 Emma Morgan	Emma Morgan	1400 Constance Way	Blackfoot 680-9404 1-13-11
05 Jan Parmenter	Jan Parmenter	875 N Shilling	Blackfoot 821-0024 1-13-11
06 Lisa Parmenter	Lisa Parmenter	875 N Shilling	Blackfoot 681-4389 1-13-11
07 William G. Welfley	William G. Welfley	98 E. 400 N	Blackfoot 681-4892 1-13-11
08 Tansha Welfley	Tansha Welfley	98 E. 400 N	Blackfoot 681-4893 1-13-11
09 E Mark Wells	E. Mark Wells	1935 Hepworth	Blackfoot 785-4899 1-13-11
10 Ann Wells	Ann Wells	1935 Hepworth	Blackfoot 681-4893 1-13-11
11 April Hughes	April Hughes	5202 200 N	Blackfoot 785-6358 1-13-11
12 Rick Hughes	Rick Hughes	5202 200 N	Blackfoot 785-6358 1-13-11
13 Greg Sigerson	Greg Sigerson	910 N Shilling	Blackfoot 782-9509 1-13-11
14 Debbie Sigerson	Debbie Sigerson	910 N Shilling	Blackfoot 782-9509 1-13-11
15 Marilyn Gibbey	Marilyn Gibbey	970 W Harmony Dr	Blackfoot 681-3310 1-13-11
16 Jeff Cavanaugh	Jeff Cavanaugh	151 E 350 N	Blackfoot 681-5701 1-13-11
17 Judy A. Cavanaugh	Judy A. Cavanaugh	1911 210 N Shoemaker Dr	Blackfoot 785-1565 1-13-11
18 Kari Cavanaugh	Kari Cavanaugh	199 W 210 N	Blackfoot 690-9013 1-13-11
19 Charles England	Charles England	1008 W 500 N	Blackfoot 757-1320 1-13-11
20 Martin Johns	Martin Johns	1008 W 500 N	Blackfoot 757-1320 1-13-11

2010 Addresses in School Districts
15/20 Registered voters in School District

Petition to Establish a New Idaho Public Charter School

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

Name of Proposed New Charter School School Districts in the Primary Attendance Area of the New Charter School		Idaho STEM Academy			
Name of Proposed New Charter School School Districts in the Primary Attendance Area of the New Charter School		Firth, Blackfoot, Snake River			
I am currently a qualified elector in one of the above-named school districts. I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.					
Elector's Printed Name	Elector's Signature	Street Address	City	Tel	Date
01 John F. Bell, Jr.	<i>John F. Bell, Jr.</i>	385 S. 500 West	Blackfoot	339-8264	1-13-11
02 Heather Guynn	<i>Heather Guynn</i>	514 W. 37 S.	Blackfoot	782-1761	1-13-11
03 Tamara Penoyer	<i>Tamara Penoyer</i>	163 Archer	Blackfoot	681-8943	1-13-11
04 Richie Wareing	<i>Richie Wareing</i>	362 Sonny	Blackfoot	785-4327	1-13-11
05 Holly D. Figg	<i>Holly D. Figg</i>	377 N 400W	Blackfoot	785-1236	1-13-11
06 Brian England	<i>Brian England</i>	248 S. 11th	Blackfoot	690-0182	1-13-11
07 Kene Kitzmiller	<i>Kene Kitzmiller</i>	795 W. Harmony Dr	Blackfoot	681-1124	1-13-11
08 Lon Kitzmiller	<i>Lon Kitzmiller</i>	115 Elm St	Blackfoot	782-1804	1-13-11
09 Mike Kitzmiller	<i>Mike Kitzmiller</i>	275 Elm St	Blackfoot	782-1804	1-13-11
010 Mark Fick	<i>Mark Fick</i>	781 W. Quail	Blackfoot	785-1375	1-13-11
011 Lori Armstrong	<i>Lori Armstrong</i>	1309 Shilling	Blackfoot	785-5888	1-13-11
012 Shannon Jensen	<i>Shannon Jensen</i>	529 W 75 S	Blackfoot	681-5914	1-13-11
013 Brenda Nauman	<i>Brenda Nauman</i>	151 E 350 N	Blackfoot	681-5702	1-13-11
014 Stacey Kilpa	<i>Stacey Kilpa</i>	277 N 400 S	Blackfoot	785-1236	1-13-11
015 Jennie Kilpa	<i>Jennie Kilpa</i>	625 Curtis St	Blackfoot	782-3409	1-13-11
016 Kristen Kilpa	<i>Kristen Kilpa</i>	628 W 115 St	Blackfoot	782-3409	1-13-11
017 Marc Isom	<i>Marc Isom</i>	1505 900 W Blackfoot	Blackfoot	684-4573	1-13-11
018 Christine Duff	<i>Christine Duff</i>	100 W 100 N	Blackfoot	681-7115	1-13-11
019 Greg Houston	<i>Greg Houston</i>	176 Archer St	Blackfoot	680-0116	1-13-11
020 Greg Houston	<i>Greg Houston</i>	82 N 285 E	Blackfoot	453-6919	1-13-11

20/20 Addressed in School District
giving 18/20 registered voters in School District

Petition to Establish a New Idaho Public Charter School

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

Name of Proposed New Charter School		Idaho STEM Academy		
School Districts in the Primary Attendance Area of the New Charter School		Firth, Blackfoot, Snake River		
I am currently a qualified elector in one of the above-named school districts.				
I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.				
Elector's Printed Name	Elector's Signature	Street Address	City	Date
80 RICHARD E. DODD		703 SPOON	Blackfoot ID	1-13-11
81 Joel E. Weeks		900 W. Riverfront Rd	Blackfoot ID	1-13-11
82 Michele Opel		295 Centennial	Blackfoot ID	1-13-11
83 Jenni Finkins		1222 Canyon Avenue	Blackfoot, ID	1-13-11
84 Christina Finkins		2018 W. 8th St	Stettin ID	1-13-11
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

Aberdeen

gives 415 registered voters in School District

Petition to Establish a New Idaho Public Charter School

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

Name of Proposed New Charter School School Districts in the Primary Attendance Area of the New Charter School		Idaho STEM Academy			
Firth, Blackfoot, Snake River					
I am currently a qualified elector in one of the above-named school districts. I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.					
Elector's Printed Name	Elector's Signature	Street Address	City	Tel	Date
B. Barbara Parris	<i>Barbara Parris</i>	1111 So. Shilling	Blackfoot	785-6402	1-13-11
Andrea Marks	<i>Andrea Marks</i>	704 W 100 S	SR Blackfoot	528-8846	1-13-11
ED CASH	<i>ED CASH</i>	704 W 100 S	SR Blackfoot	564-5359	1-13-11
Bobby D. Parris	<i>Bobby D. Parris</i>	1111 So. Shilling	Blackfoot	785-6402	1-13-11
Steven Young	<i>Steven Young</i>	515 3rd west	Blackfoot	681-5609	1-14-11
Elizabeth Young	<i>Elizabeth Young</i>	515 3rd west	Aberdeen	681-5609	1-14-11
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					

416 Addresses in School District
 216 Registered voters in School District
 Total 507

April 5, 2012

APPENDIX C: PROOF OF ATTENDANCE AT CHARTER START 101



April 5, 2012

APPENDIX D: ARTICLES OF INCORPORATION



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.

Article 1: The name of the corporation shall be:

Idaho STEM Academy, Incorporated

Article 2: The purpose for which the corporation is organized is:

the operation of a nonprofit charter school within the state of Idaho and to deal generally therein.

Article 3: The street address of the registered office is: 17 North 550 West, Blackfoot, Idaho 83221

and the registered agent at such address is: Brian Thelin

Article 4: The board of directors shall consist of no fewer than three (3) people. The names and addresses of the initial directors are:

Brian Thelin, 17 N 550 W, Blackfoot Idaho 83221

Fred Ball, 38 S 500 W, Blackfoot, ID 83221

Mark Fisk, 781 W. Quail, Blackfoot, ID 83221

Article 5: The name(s) and address(es) of the incorporator(s):

Brian Thelin, 17 N 550 W, Blackfoot Idaho 83221

Article 6: The mailing address of the corporation shall be:

17 N 550 W, Blackfoot Idaho 83221

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

Article 8: Upon dissolution the assets shall be distributed:

to creditors pursuant to section 30-3-114 and 30-3-115 of the Idaho Code. All remaining assets will be distributed to organizations that qualify as exempt under IRC 501(c)(3). Any remaining assets will be distributed by the Idaho Department of Education or the Bingham County District Court in a manner consistent with the purpose of the corporation.

Signatures of all incorporators:

Brian Thelin TypedName: Brian Thelin

TypedName: _____

TypedName: _____

TypedName: _____

TypedName: _____

Customer Acct #:

(if using pre-paid account)

Secretary of State use only

g:\corpforms\corp_forms\articles\ncp\ncpf1.p65
Revised 07/2002

Web Form

INSTRUCTIONS

Optional: If the document is incorrect where can you be reached for corrections? 208 243 2354

Note: Complete and submit the application in duplicate. If you intend to apply for IRS federal tax exemption as a charitable organization, your articles must contain a purpose clause and a dissolution of assets provision. Valuable information on 501(c)(3) qualification is on the IRS website, www.irs.gov

1. Article 1 - Enter the name of the corporation. Pursuant to Idaho Code § 30-3-27, a corporate name must contain the word corporation, incorporated, company or limited, or an abbreviation thereof, provided however, that if the word "company" or its abbreviation is used it shall not be immediately preceded by the word "and" or by an abbreviation or symbol thereof. A corporate name must be distinguishable upon the records of the Secretary of State from any other formally organized entity, such as corporations, limited liability companies, limited partnerships and limited liability partnerships. It is advised that you contact the Secretary of State to check for name availability before filing.
2. Article 2 - Enter the purpose for which the corporation is organized.
3. Article 3 - Enter the name and physical address of the registered agent of the corporation. This address may not be a PO Box or PMB (personal mail box). A registered agent is the person designated to receive service of process upon litigation.
4. Article 4 - Pursuant to Idaho Code § 30-3-65, other than a corporation organized for religious purposes, a nonprofit corporation shall consist of no fewer than 3 people. Enter the names and addresses of the initial board of directors.
5. Article 5 - Enter the name(s) and address(es) of at least 1 incorporator.
6. Article 6 - Enter the mailing address that you would like future reports mailed to.
7. Will the corporation consist of voting members? Mark the appropriate box.
8. Enter where the assets will be distributed upon dissolution of the corporation.
9. The articles of incorporation must be signed by all of the incorporators listed in article 5. Please identify the name of the signer by typing his/her name opposite the signature.
10. Enclose the appropriate fee:
 - a. The application fee is \$30.00.
 - b. If expedited service is requested, add \$20.00 to the filing fee.
 - c. If the fees are to be paid from the filing party's pre-paid customer account, conspicuously indicate the customer account number in the cover letter or transmittal document.

Pursuant to Idaho Code § 67-910(6), the Secretary of State's Office may delete a business entity filing from our database if payment for the filing is not completed.

11. Mail or deliver to:

Office of the Secretary of State
450 N 4th Street
PO Box 83720
Boise ID 83720-0080
(208) 334-2301

12. If you have questions or need help, call the Secretary of State's office at (208) 334-2301.

April 5, 2012

APPENDIX E: BACK-UP PLAN COST ESTIMATE

April 5, 2012

Back-up Facility Plan
Idaho Stem Academy

Portable Classroom cost Estimate room Design Source Modular Buildings

				tot l 1					
Unit	Quantity	mnthly rent	total unit cost	yr	dlvry fee	set-up fee	stairs/skirting		
28x64	4 (8 clasrms)	\$ 1,239	\$ 4,956	\$ 59,472	\$ 5,600	\$ 3,620	\$ 3,700	\$	72,392
12x56	2	\$ 423	\$ 846	\$ 10,152	\$ 3,000	\$ 300	\$ 1,740	\$	15,192
							total:	\$	87,584
sewer and water hook-up								\$	8,756
site preparation								\$	1,800
roads and driveways								\$	11,800
electrical								\$	12,800
Installation and setup								\$	122,740
monthly rental								\$	5,199
total yearly rental								\$	62,388
Total first Year cost								\$	185,128

April 5, 2012

APPENDIX F: DRAFT STUDENT HANDBOOK

Draft
ISA Student Handbook
Table of Contents

Code of Conduct
Section I

Class Contact Time

- A. Late to Class
- B. Cutting Class
- C. Truancy
- D. Leaving School/Activity

Section II

General Student Behavior

- A. Display of Affection
- B. Radio/CD/Headphone, etc.
- C. Paging Devices
- D. Eat/Drink outside of Cafeteria
- E. Cigarettes & Matches
- F. Flagrant Disrespect
- G. Not Going to Detention
- H. Disruptive Behavior
- I. Defiance of Teacher
- J. Inappropriate Language

Section III

Other Infractions

- A. Stealing
- B. Weapons / Explosives
- C. Fight / Assault
- D. Provoking / Harassing
- E. Fire Extinguisher Tampering
- F. Trespassing
- G. Use or possession of drugs, alcohol, illegal substances

Section IV

Consequences and Disciplinary Actions

- A. Due Process
- B. Minor Offenses
- C. Major Offenses
- D. Suspension
- E. Expulsion

ISA Code of Conduct

Introduction

School is a place where students not only learn about the rights and responsibilities of citizenship, but also gain valuable experience in appropriately exercising them. It is important to strike a balance between rights and responsibilities to contribute to the maintenance of a school environment which is conducive to learning.

Although the student code of conduct contains a listing of infractions, it is clearly intended not to be all-inclusive, since no list can be. It is also intended that the administration and/or the Board of Directors have/has the power to administer discipline for any other offense that is in violation of law or school policy or procedures, or in violation of what is deemed accepted standards of conduct for ISA students.

This code of conduct has been prepared to specify:

- Acceptable behavior and unacceptable behavior
- Procedures to determine violations of rules
- Consequences for such violations

The school acts "in loco parentis," that is, in the place of the parent with respect to the supervision of a student's education and conduct while he/she is in school. This authority, and this code of conduct, extends to school sponsored functions at whatever location they are conducted.

Each student is guaranteed the right:

- To be heard
- To have fair and consistent rules
- To due process procedures

These student rights are accompanied by student responsibilities

- To attend school and classes regularly
- To respect school property
- To refrain from conduct that disrupts or threatens to disrupt the learning of other students

The code of conduct has been developed to address the responsibilities of students to attend school and to attend classes, making fully clear the possible immediate benefits and/or long-term consequences of excessive absences, truancy, class cuts, and tardiness.

The administration, through the Superintendent or his/her designee, and/or the Board of Education, reserves the right to follow different courses of action other than those listed. These courses of action may include a review and/or hearing by the Board of Education.

Section I

Class Contact Time

Excused Absences

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

Make-up Work

Make-up work is allowed for students who have excused absences. The classroom teacher will provide the student or the parent/guardian who requests make-up work with: a) a list of pages covered during the absence; b) information about assignments or special projects; c) a copy of all handout materials given during the absence. Credit for make-up work is not allowed for an unexcused absence.

Tardies

A student is tardy if he or she is not in the assigned classroom when the bell rings. In general, tardiness will be dealt with on an individual basis; however excessive and habitual tardies can lead to a loss of class credit.

Maximum Days Missed

Students may have a maximum of nine (9) absences per semester, or the number of absences permitted by the Idaho State Department of Education, whichever is fewer. Absence from class for any reason, including family convenience, shall be counted when the percentage of attendance and eligibility for promotion or credit is being considered.

Notification of Absences and Discipline

Parents/guardians will be notified of the 5th, 8th, and 10th absences from class during a semester. Notice of the 10th absence will inform the parent/guardian of the loss of credit, and include the appeal rights to challenge the loss of credit. The school Director may deny a promotion to the next grade or deny credit for a class to any student who exceeds the maximum number of absences.

Grounds for an Appeal

Those students who have valid reasons to believe that all or parts of their absences are the result of extraordinary circumstances may request a review of their case following the attendance appeal process below. Extraordinary circumstances may include, but are not

limited to, verified illness or medical treatment, death in the family or death of close friends, and medical or dental professional appointments.

A. Late to Class

Infraction	Occurrence						
	1st	2nd	3rd	4th	5th	6th	7th
1. Less than 2 min (1st MP)	Teacher Warning	Teacher Warning	Teacher Detention & Parent Contact	1 Administrative Detention	1 Administrative Detention	2 Administrative Detentions	1 Saturday Session
2. 2-5 min	1 Administrative Detention	2 Administrative Detentions	1 Saturday School				
3. More than 5 min (considered class cut)	3 Administrative Detentions	1 Saturday School	1 Day Internal Suspension	2 Days Internal Suspension			

B. Cutting Class

Infraction	Occurrence						
	1st	2nd	3rd	4th	5th	6th	7th
Any student cutting 3 or more classes in any given day will be considered truant for the day. Any test/quiz missed due to cutting will result in a grade of "0" with no make-up.	3 Detentions	1 Saturday School	1 Day Internal Suspension	2 Days Internal Suspension			

C. Truancy

Infraction	Occurrence						
	1st	2nd	3rd	4th	5th	6th	7th
Any test/quiz missed due to truancy will result in a grade of "0" with no make-up.	1 Saturday School	1 Day Internal Suspension	2 Days Internal Suspension				

D. Leaving School/Activity

Infraction	Occurrence						
	1st	2nd	3rd	4th	5th	6th	7th
Leaving the school grounds or site of school activity without permission	1 Day Internal Suspension Loss of parking privileges for 15 days	1 Day Internal Suspension Loss of parking privileges for 30 days	2 Days Internal Suspension Loss of parking privileges for remainder of the school year				

Section II

General Student Behavior

A. Display of Affection

Infraction	Occurrence						
	1st	2nd	3rd	4th	5th	6th	7th
Displays of physical affections on school property	Warning	1 Detention	2 Detentions				

B. Radio/CD/Headphone, etc.

Infraction	Occurrence						
	1st	2nd	3rd	4th	5th	6th	7th
Possession and/or playing of radios, stereos, tape decks, walkman set, head set	Confiscation	Confiscation	Internal Suspension				
Wearing a hat	Return to the student at the end of the day and 1 detention	Return to the parent and 2 detention					
Portable phones							

C. Paging Devices

Infraction	Occurrence						
	1st	2nd	3rd	4th	5th	6th	7th
Possession of a paging device	Confiscation.	Confiscation	Confiscation				
	Return to	Device	Disorderly				

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	parent Parent conference 1 Detention	turned over to police Parent Conference 1 day internal suspension	Persons Charges filed with police 2 days internal suspension	
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D. Eat/Drink outside of Cafeteria

Infraction	Occurrence						
	1st	2nd	3rd	4th	5th	6th	7th
Eating or drinking outside assigned areas	1 Detention	2 Detentions					

E. Cigarettes & Matches

Infraction	Occurrence						
	1st	2nd	3rd	4th	5th	6th	7th
Possession of cigarettes, matches, pipes, or any other type of smoking paraphernalia or smoking on school property	1 Day Internal Suspension	1 Day Internal Suspension Parent/guardian contact	2 Days Internal Suspension with parent/guardian contact				
	In addition to the consequences listed above, the administration will sign a complaint with local authorities against any student who is seen smoking inside of the school building.						

F. Flagrant Disrespect

Infraction	Occurrence						
	1st	2nd	3rd	4th	5th	6th	7th
Flagrant disrespect to any adult	1 - 5 Days Internal or External Suspension						

G. Not Going to Detention

Infraction	Occurrence						
	1st	2nd	3rd	4th	5th	6th	7th
1. Failure to report to administrative detention	1 Additional Detention	1 Saturday School	1 Day Internal Suspension				
2. Failure to report to teacher detention	2 Detentions						

H. Disruptive Behavior

Infraction	Occurrence						
	1st	2nd	3rd	4th	5th	6th	7th
1. Classroom - sent to office	Restricted from class 2 Detentions	Restricted from class minimum 2 days pending parent/teacher conference Saturday School	1 Day Internal Suspension				

2. In Internal Suspension	Further disciplinary action resulting in detention(s) and/or additional Internal/External Suspension						
3. In Detention	Will warrant additional days of detention and/or suspension						

I. Defiance of Teacher

Infraction	Occurrence						
	1st	2nd	3rd	4th	5th	6th	7th
Defiance of a teacher's authority	1 - 5 Days Internal or External Suspension						

J. Inappropriate Language

Infraction	Occurrence						
	1st	2nd	3rd	4th	5th	6th	7th
Inappropriate language in halls or classroom	Detention(s), Saturday School and/or Suspension						

Section III

Other Infractions

All acts of violence, whether contained in the following section of infractions or not, will not be tolerated. In addition, the student misconduct may be so serious in nature as to require further disciplinary action such as long term suspension and/or expulsion, and/or referral to the civil authorities. The administration and/or the Board of Education reserves the right to impose greater penalty at any time, depending upon the facts and circumstances of the particular infraction.

A. Stealing

Infraction	Occurrence		
	1st	2nd	3rd

Stealing	Appropriate discipline that will range from Internal Suspension to Board of Education hearing Return and/or payment for stolen property		
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B. Weapons / Explosives

Infraction	Occurrence		
	1st	2nd	3rd
Possession and/or use of a dangerous weapon (including explosives)	10 Days External Suspension Parent Conference Confiscation of weapon/explosives Referral to local authorities Mandatory Board of Education hearing for possible expulsion		

C. Fight / Assault

Infraction	Occurrence		
	1st	2nd	3rd

<p>Offenses are cumulative over a student's high school tenure. Administration will maintain accurate records of all fighting infractions.</p> <p>A parent conference with an Assistant Principal must be held prior to readmittance</p> <p>Should the nature and gravity of a single act of violence be deemed of a very serious nature, the administration reserves the right to place a student in the Alternative Evening Education Program or be brought before the Board of Education for an expulsion hearing.</p>	<p>Immediate External Suspension of at least 5 days not to exceed 10 days</p> <p>Incident report filed with the Police Department</p> <p>A parent conference with an Assistant Principal must be held prior to readmittance</p> <p>Referral for counseling services</p>	<p>Immediate External Suspension for 7 to 10 days</p> <p>Student will be removed from the building by Police and taken to Police Station</p> <p>Charges filed with the Police Department against student</p> <p>Administration may assign student to Alternative Evening School</p> <p>Parent conference with Executive Assistant Principal or designee prior to readmittance</p> <p>Referral to Child Study Team for consultation</p>	<p>Immediate External Suspension for 10 days</p> <p>Student will be removed from building by Police and taken to Police Station</p> <p>Charges filed with the Police Department against student</p> <p>Parent conference with Executive Assistant Principal or designee</p> <p>Possible Board of Education hearing for expulsion</p>
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D. Provoking / Harassing

Infraction	Occurrence		
	1st	2nd	3rd
<p>Provoking a fight / verbally abusing or harassing another student / physically violating the rights of others. This includes inappropriate comments or behaviors that denigrate the race, ethnicity, religion or gender of another student, as well as any form of hazing.</p>	<p>Internal / External Suspension and/or detention(s) including referral for counseling services</p> <p>Student may be sent home for the day</p> <p>Parent contact if deemed necessary</p> <p>Referral to</p>		

	authorities if deemed appropriate		
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E. Fire Extinguisher Tampering

Infraction	Occurrence		
	1st	2nd	3rd
Tampering, damaging or attempting to cause damage to school or personal property	Restitution / restoration and detention and/or 1-5 Days Internal / External Suspension Note: Improper use of computers and technical equipment may result in removal from the class with loss of credit and loss of privileges to use such equipment Appropriate legal action will be taken		

F. Trespassing

Infraction	Occurrence		
	1st	2nd	3rd
Trespassing on school grounds while on suspension	3 Days External Suspension		

G. Use or possession of drugs, alcohol, or illegal substances

Infraction	Occurrence	
	1st	2nd
Possession, consumption or being under the influence of alcoholic beverages or of controlled dangerous substances (marijuana or other dangerous drugs) This includes possession of drug paraphernalia	The following action will result in conjunction with present Board policy. The student will be externally suspended from school for a minimum of 5 school days Referral to local authorities See below	The student shall be externally suspended from school for a minimum of 10 school days pending possible BOE expulsion hearing

		Referral to local authorities
		See below
	<p>The student who tests positive must obtain a letter from their physician attesting to their physical, mental and emotional ability to return to school.</p> <p>The student must attend an intake session and follow all recommendations that may include becoming involved in an out-of-school counseling program before readmittance to the school.</p> <p>This also applies to any student who is found to be in possession of alcoholic beverages, controlled dangerous substances and/or drug paraphernalia, regardless of the outcome of the drug-urine screening.</p> <p>If the administration deems necessary, a referral to the Child Study Team will be made to determine the student's eligibility and need for special education programs.</p> <p>The student will be monitored by their counselor on their return to school.</p> <p>Beyond the first offense, the Principal may recommend to the Superintendent that the student be expelled and have the matter referred to the Board of Education for a hearing.</p> <p>All offenses are cumulative over a student's high school tenure.</p>	

Section IV

Consequences and Disciplinary Actions

A. Due Process

In all disciplinary matters, students and parents have the right to due process and to appeal decisions to the next higher level.

Policies will be incorporated as appropriate into the school's student and staff handbooks and will be reviewed on an ongoing basis in the school's staff development efforts. ISA Board of Directors will formally adopt and recognize all Blackfoot School District policies addressing emergency or other situations not specifically covered by ISA policy.

B. Minor Offenses

Inappropriate student behavior will be identified as either a minor or major infraction. Minor infractions may include such behaviors as talking in class, tardiness, failure to follow directions, etc. repetitious or extreme minor infractions may constitute a major infraction. Major infractions may include but not be limited to fighting, bullying, defiance, use of illegal substances, possession of a weapon or firearm, etc.

In all disciplinary concerns, Parents/guardians will be notified via phone calls, in writing, and/or through school conferences. If the situation causing concern is not immediately corrected, the student may be referred to the school Director for further discussion and appropriate action. The consequences for violations are described below.

Consequences for minor violations include, but are not limited to, the following:

- a. Loss of privileges
- b. Detention (lunch hour or before or after school)
- c. Phone call to parent
- d. Letter sent to the parent
- e. Student conference with the Principal.
- f. Student and parent conference with Principal
- g. Suspension from extracurricular activities

C. Major Offenses

- h. In-school suspension
- i. out-of-school suspension
- j. Referral to Status Offenders Service.
- k. Referral to Counselor or Student Specialist for intervention
- l. Recommendation to Board for expulsion

D. Suspension

Suspension or expulsion will be considered only as the final option in a series of efforts to avoid such measures including but not limited to the following steps:

Step 1: Teacher and/or director intervention includes disciplinary measures within the school designed to address the behavior problem while insuring the safety of all staff and students.

Step 2: Parent/Guardian Incident Notification.

Step 3: Suspension by the director or ISA Board of Directors in compliance with requirements of section 33-205, Idaho Code.

Step 4: Expulsion by the ISA Board of Directors in compliance with requirements of section 33-205, Idaho Code.

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

All disciplinary actions related to special education students shall adhere to the federal mandates in IDEA and other applicable state and federal mandates as outlined in the Idaho special Education Manual.

In all disciplinary matters, students and parents have the right to due process and to appeal decisions to the next higher level.

E Expulsion

The ISA Board of Directors shall have the right to expel or deny enrollment to any student as set out in section 33-205, Idaho Code. Readmission of any student suspended or expelled, or admission of any student who has been denied admission shall be governed by section 33-205, Idaho Code.

No pupil shall be expelled nor denied enrollment without the board of directors having first given written notice to the parent or guardian of the pupil, which notice shall state the grounds for the proposed expulsion or denial of enrollment and the time and place where such parent or

guardian may appear to contest the action of the board to deny school attendance, and which notice shall also state the rights of the pupil to be represented by counsel, to produce witnesses and submit evidence on his own behalf, and to cross-examine any adult witnesses who may appear against him. Within a reasonable period of time following such notification, the board of directors shall grant the pupil and his parents or guardian a full and fair hearing on the proposed expulsion or denial of enrollment. However, the board shall allow a reasonable period of time between such notification and the holding of such hearing to allow the pupil and his parents or guardian to prepare their response to the charge. Any pupil who is within the age of compulsory attendance, who is expelled or denied enrollment as herein provided, shall come under the purview of the juvenile corrections act, and an authorized representative of the board shall, within five (5) days, give written notice of the pupil's expulsion to the prosecuting attorney of the county of the pupil's residence.

The board may modify the expulsion or denial of enrollment order on a case-by-case basis. Discipline of students with disabilities shall be accordance with the requirement of federal law part B of the individuals with disabilities education act and section 504 of the rehabilitation act. An authorized representative of the board shall report such student and incident to the appropriate law enforcement agency.

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APPENDIX G: DIRECTOR'S JOB DESCRIPTION AND QUALIFICATIONS

JOB DESCRIPTION

Position Title: ISA Director

Reports to: Board of Director

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

Performance Responsibilities:

1. Coordinates the total educational and operational programs of the Charter School and provides leadership in their development and improvement.
2. Represents the Board of Directors of the Charter School as the liaison between the Board and the charter school community.
3. Attends and participates in meetings of the Board of Directors and its committees, except when his/her employment or salary is under consideration or when there is an executive meeting.
4. 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 approves them; and provides such instructions to school employees and students as may be necessary to implement charter policy.
5. Submits to the Board of Directors an explanation of any proposed procedure that would involve either departure from established policy, or the expenditure of substantial sums.
6. Supervises 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.
7. Maintains adequate records for the Charter School, including a system of financial accounts, business and property records, personnel, school population, and scholastic records. The director acts as custodian of 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.
8. 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.
9. 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.
10. Holds such meetings of teachers and other employees as necessary for the discussion of matters concerning the improvement and welfare of the Charter School.
11. Represents the Charter School in its dealings with other school systems, social institutions, business firms, government agencies, and the general public.
12. Keeps the Charter School community informed about modern educational practices, educational trends, and the policies, practices, and problems.
13. Supervises, either directly or through delegation, all activities of the Charter School according to the policies of the Board of Directors.
14. With Board of Directors' approval, keeps informed of changes, developments, and research in education by advanced study, by visiting school systems elsewhere, by attending educational conferences, and by other appropriate means, and keeps the Board informed of trends in education.

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

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

17. Make recommendations to the Board of Directors regarding building and facility Changes

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

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

20. Performs such other tasks as may, from time to time, be assigned by the Board of Directors

21. Prepares an annual report to be delivered to the Boise School District in compliance with the terms of the Charter School Petition.

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APPENDIX H: RESUMES OF FOUNDERS

Idaho STEM Academy Founders

Greg Sigerson is CEO and President of The Wisdom Factor, Inc. He is also founder of The Wisdom Factor Institute. This consulting firm specializes in the psychology of success, with emphasis on transformational leadership, marketing, sales, and managing business growth. Mr. Sigerson is an internationally recognized speaker and has presented to groups such as Fox Communications, the Merchants Association, Melaluca, and the National Association of Financial Advisors. Prior to the Wisdom Factor, Mr. Sigerson spent nine years in advertising, public relations, and business communications.

Brian Thelin has owned and operated a recycling business in the Blackfoot area for a number of years. He was involved in the initial charter school movement in this area and was a founder for Blackfoot Charter Community Learning Center. He currently has 2 children enrolled in the Idaho Science and Technology Charter School.

Mark Fisk is Pastor of the Blackfoot First Baptist Church. Mark graduated from California State University at Long Beach with a Bachelor of Arts Degree in English. He received his Master of Divinity Degree with honors from Talbot School of Theology in La Mirada, California.

Patricia Kolbet is currently employed as a professional grant writer. She served six year as a high school teacher and three years on the faculty of Eastern Idaho Technical College. Ms. Kolbet also worked eleven years as private consultant and spent 10 years with IBM as a systems engineer, operations specialist, and manager. She holds a Master's Degree and is currently working toward her PhD.

Randy C. Ruger served six years as a Nuclear Weapons Technician in the United States Air Force. He also served three terms as Mayor of a small community in Southeastern Idaho, and worked 20 years with Western Farm Service as Manager of the Blackfoot, Idaho Branch. In this position, Mr. Ruger was responsible for the marketing and operations of a multi-million dollar agricultural services business. He supervised daily operations with direct responsibility for the sales force, credit department, and accounting department. He was also responsible for business forecasting and budgeting. Mr. Ruger holds a Bachelor of Business Administration Degree.

David M. Cannon graduated from Blackfoot High School, earned a Bachelor Degree in economics, and then completed a Juris Doctor Degree in 1995. Over the next four year he worked as an attorney for Bingham County. In 1999 Mr. Cannon entered private practice as a partner in, Moss & Cannon, P.. He is currently Principal in Cannon Law, P.A.

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APPENDIX I: FIRST YEAR MONTH-BY-MONTH CASH FLOW

April 5, 2012

Projected monthly cash flow for ISA first year of operation					
REVENUE			Monthly totals		
Month	state/fed income	Grants	monthly revenue	monthly expenses	monthly balance
July	142,350		142,350	99,037	43,313
August	113,880		113,880	67,166	90,027
September		250,000	250,000	62,329	277,698
October	113,880		113,880	58,007	333,571
November	85,410		85,410	55,776	363,205
December				59,876	303,329
January				59,876	243,453
February	56,940		56,940	59,876	240,517
March				59,256	181,261
April				55,775	125,486
May	56,940		56,940	55,051	127,375
June				57,285	70,090
total:	569,400	250,000	819,400	749,310	70,090
			cash balance	70,090	70,090
EXPENSES					
Month	payroll + benefit	materials, supplies, e	fixed costs	monthly Total	running total
	35,818	48,453	14,766	99,037	99,037
July					
August	35,818	16,572	14,776	67,166	166,203
September	35,819	11,734	14,776	62,329	228,532
October	35,818	6,689	15,500	58,007	286,539
November	35,819	4,457	15,500	55,776	342,315
December	35,818	4,457	19,601	59,876	402,191
January	35,818	4,457	19,601	59,876	462,067
February	35,818	4,457	19,601	59,876	521,943
March	35,818	4,457	15,500	59,256	581,199
April	35,818	4,457	15,500	55,775	636,974
May	35,818	4,457	14,776	55,051	692,025
June	35,820	6,689	14,776	57,285	749,310
	429,820	121,336	194,673	749,310	749,310

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APPENDIX J: ESTIMATED START-UP BUDGET

Idaho STEM Academy First year estimated budget
(100 students)

Revenue	
source	amount
base support 6.9 units	\$135,420
salary based apportion	\$291,300
benefit apportionment	\$52,550
Albertson Grant	\$250,000
Other state revenue	\$7,516
transportation	\$58,500
Title VI-B	\$19,300
Technology	\$2,600
Lottery	\$2,214
total:	\$819,400
Expenditures	
all salaries	328,100
benefits	101,720
travel/purchased services	8,800
supplies	10,500
Accounting	3,400
Advertising	3,000
software/textbooks	7,100
staff development	2,300
testing	1,400
Equipment	78,000
Legal services	3,200
postage	1,000
Lab equipment	34,000
Modular setup	15,000
debt retirement	42,800
admin equip	6,400
in-service & training	4,700
building rental	15,000
utilities & insurance	22,960
build maint supplies	3,600
pupil transportation	55,130
Contingency	1,200
Total:	749,310
Fund Balance	70,090

April 5, 2012

APPENDIX K: THREE YEAR ESTIMATED BUDGET

April 5, 2012

Idaho STEM Academy									
3 year Projected Annual Operational Budget									
	2012-13			2013-14			2014-15		
	Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount
Number of Students	100			140			200		
Revenues:									
State Apportionment		\$ 4,500	\$450,000		\$ 4,500	\$630,000		\$ 4,500	\$900,000
State Transportation		75%	58,500		75%	58,500		75%	60,000
Nutrition Program	\$ -		0	\$ 60		8,400	\$ 60		12,000
Federal programs			37,000			92,000			94,200
Contributions/Donations									
state classroom enhancement			4,200			4,200			4,200
State Technology			6,500			3,500			3,500
State Textbook			4,500			2,500			2,500
State Lottery			8,700			8,700			8,700
Loan Proceeds									
Grant			250,000						50,000
Total Revenues			\$819,400			\$807,800			\$1,135,100
Expenses:									
Salaries:									
					3.0%			3.0%	
Teachers	\$ 34,000	3	\$102,000	\$ 35,020	4	\$140,080	\$ 36,070	5	\$180,350
Teachers	\$ 31,000	3	93,000	\$ 31,930	3	95,790	\$ 32,890	5	164,450
Instructional Aids	\$ 16,000	0.3	4,800	\$ 16,480	0.8	13,180	\$ 16,970	1	16,970
Classified/Office Staff	\$ 18,000	0.8	14,400	\$ 18,540	0.8	14,830	\$ 19,100	1	19,100
Administration	\$ 50,000	1	50,000	\$ 51,500	1	51,500	\$ 53,050	1	53,050
Business manager	\$ 42,000	0.3	12,600	\$ 43,260	0.4	17,300	\$ 44,560	0.4	17,820
counselor	\$ 38,000	0.5	19,000	\$ 39,140	0.5	19,570	\$ 40,310	0.7	28,220
bus drivers	\$ 15,000	0.5	7,500	\$ 15,450	0.5	7,730	\$ 15,910	0.5	7,960
Maintenance/Other	\$ 31,000	0.8	24,800	\$ 31,930	0.6	19,160	\$ 32,890	1	32,890
Total Salaries			\$328,100			\$379,140			\$520,810
Benefits:									
Retirement/PERSI	15.0%		\$49,220	15.0%		\$56,870	15.0%		\$78,120
Health/Life Insurance	8.0%		16,410	8.0%		18,960	8.0%		26,040
Payroll Taxes	8.0%		26,250	8.0%		30,330	8.0%		41,660
Workers Compensation	6.0%		9,840	6.0%		11,370	6.0%		15,620
Total Benefits			\$101,720			\$117,530			\$161,440
Operating Expenses:									
Textbooks	\$ 25.00		\$2,500	\$ 26.50		\$3,710	\$ 28.00		\$5,600
Supplies			\$10,500			\$11,200			\$12,090
Equipment			\$78,000			\$19,500			\$25,000
Contract Services			\$2,800			\$200			\$22,300
Legal			\$3,200			\$3,200			\$3,600
Accounting			\$3,400			\$3,500			\$3,500
Advertising/Marketing			\$3,000			\$1,000			\$1,800
Gas/Electric			\$14,400			\$15,400			\$17,400
Telephone			\$1,560			\$1,600			\$1,600
Liability & Property Insurance			\$7,000			\$7,500			\$8,000
Testing & Assessment			\$1,400			\$1,400			\$2,800
Staff Development			\$2,300			\$2,300			\$2,800
Consulting			\$2,000			\$1,200			\$1,200
Travel			\$4,000			\$1,800			\$3,000
Postage			\$1,000			\$1,000			\$1,000
CIS Lab			\$34,000			\$24,000			\$23,000
Rents and Leases			\$1,600			\$1,400			\$2,400
Modular set-up			\$15,000						
building reserve			\$42,800			\$116,000			\$156,000
Grounds & Maintenance			\$3,600			\$3,500			\$3,400
Miscellaneous			\$1,200			\$1,000			\$1,000
Total Operating Expenses			\$235,260			\$220,210			\$297,290
Program Expenses:									
Transportation	\$ 600		\$78,000	\$ 600		\$78,000	\$ 600		\$80,000
Nutrition Program	\$ 75		6,230	\$ 75		7,100	\$ 75		8,400
Total Benefits			\$84,230			\$85,100			\$88,400
Total Expenses			\$749,310			\$801,980			\$1,067,940
Net Operating Income/(Loss)			\$70,090			\$5,820			\$67,160
Beginning Fund Balance			0			70,090			75,910
Ending Fund Balance			70,090			75,910			143,070

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APPENDIX L: INTERNET USE POLICY

**Idaho STEM Academy
Network and Internet Acceptable Use Policy**

Acceptable Use:

- The ISA network and Internet connection have been established solely for educational purposes.
- The Internet is to be used to pursue intellectual activities, seek resources, and access libraries in order to enhance the learning process.
- Be polite and use appropriate language. Do not use profanity, obscenities, sexually explicit material, or expressions of bigotry, racism and/or hate.
- Maintain individual anonymity and privacy. Do not reveal names, personal addresses or phone numbers.
- Adhere to copyright laws and restrictions. Do not transmit material in violation of federal or state law or regulation. (Such material includes, but is not limited to, commercial software, copyrighted material, threatening or obscene material, or material protected by trade secret.)

Unacceptable Use:

- Any use of the ISA network and Internet connection for commercial purposes or political lobbying is prohibited.
- Any use of the ISA network and Internet connection for illegal, inappropriate, or obscene purposes, or in support of such activities, is prohibited. Illegal activities shall be defined as a violation of local, state or federal laws.
- Inappropriate use shall be defined as a violation of the intended use of the network, including the intentional introduction of viruses, corruption of systems, files and resources. Obscene activities shall be defined as a violation of generally accepted social standards for use of a publicly-owned and operated communications vehicle.
- Students are prohibited from illegally copying documents, software, and other materials.
- Students are not allowed to enter or participate in any Internet "Chat Rooms".
- Students will not tie up the ISA network resources with idle activities.
- Students are not allowed to play games on the network or across the Internet.
- Students are not allowed to download files to the hard disk of any computer on the ISA network. Any files that are downloaded must be able to fit on a CD or USB drive.
- Students will not intentionally disrupt network traffic or crash the network and related systems
- Students shall not waste or take supplies, such as paper, printer accessories and CD's

Procedures for Use:

- Students must always get permission from their instructors before using the ISA network or the Internet.

- Students must sign in legibly on the appropriate log or register in the classroom each time they use the network.

Encounter of Controversial Material:

- With access to computers and people all over the world also comes the availability of material that may not be considered to be of educational value in the context of a school setting. Idaho STEM Academy has taken precautions to restrict access to controversial materials.
- However, on a global network it is impossible to control effectively the content of the data and an industrious user may discover controversial material. It is the student's responsibility not to initiate access to such material.

No Warranties:

Idaho STEM Academy makes no warranties of any kind, whether expressed or implied, for the service it is providing. Idaho STEM Academy will not be responsible for any damages suffered. This includes loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by its own negligence or user errors or omissions. Use of any information obtained via the Internet is at the users own risk. Idaho STEM Academy denies any responsibility for the accuracy or quality of information obtained through its services. Idaho STEM Academy has the right to monitor ISA network and/or Internet access activity in any form that it sees fit to maintain the integrity of the network.

Student Agreement:

I understand and will abide by the above Network and Internet Use Policy. I further understand that any violation of the regulations above is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, school disciplinary action may be taken, and/or appropriate legal action.

Student Name _____

(Please Print)

Student Signature _____ Date _____

(If you are under the age of 18 a parent or guardian must also read and sign this agreement.)

Parent Agreement

As the parent or guardian of this student, I have read the Network and Internet Use Policy. I understand that this access is designed for educational purposes. Idaho STEM Academy has taken precautions to eliminate controversial material. However, I recognize it is impossible for Idaho STEM Academy to restrict access to all controversial materials and I will not hold them responsible for materials acquired on the network. Further, I accept full responsibility for

April 5, 2012

supervision if and when my child's use is not in a school setting. I hereby give permission to give my child access to the Idaho STEM Academy network, including access to the Internet and certify that the information contained on this form is correct.

Parent or Guardian's Name

(Please Print)

Signature _____ Date _____

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APPENDIX M: SUICIDE PREVENTION PROGRAM

IDAHO STEM ACADEMY
SUICIDE PREVENTION PROGRAM

The ISA Suicide Prevention Program will consist of 4, 50 minute classroom lessons presented to all ninth grade students in their health/PE class, and at least one follow-up lesson each year present in either a Social Studies or English class. The four lessons presented in the freshman year will align with National Health Education Standards 1.12.5, 2.12.3, 2.12.9, 3.12.4, 3.12.5, 4.12.1, 4.12.3, 4.12.4, 5.12.1, 5.12.4, 7.12.3, 8.12.2be as follows:

The first day of the student training focuses on the person at risk.

Objectives:

- Students will learn signs of depression and suicide.
- Students will learn myths about suicide.
- Students will analyze media to identify signs of depression and suicide possibly in a video.

The second day focuses on attitudes and behaviors that might interfere with getting help.

Objectives:

- Students will analyze a true story to determine *attitudes* that interfere with getting help.
- Students will analyze a true story to determine *behavior* that interferes with getting help.
- Students will analyze attitudes that they hold or have observed that interfere with getting help.
- Students will analyze behaviors that they hold or have observed that interfere with getting help.

The third day focuses on helping behavior.

Objectives:

- Students will learn specific steps to help someone at risk for suicide.
- Students will learn who the “suicide contacts” (key staff trained in suicide intervention) are at the school.
- Students will analyze media to identify helping behavior in a video.

The fourth day focuses on skills practice and resources.

Objectives:

- Students will practice intervening with another student exhibiting signs of depression.
- Students will meet the “suicide contact(s)” at the school and learn what to expect when seeking help.
- Students will learn how to respond when someone reveals they are suicidal on the Internet or through other technology.
- If you would like to see a clip of the video used in the RESPONSE Student Component, it is available on the Outreach Arts website: www.outreacharts.com/never_enough.htm

Parent mailing, information, and participation

The parent mailing consists of information regarding the program, a flyer with much more detail on depression and suicide, and (an optional) passive or active permission slip for their son/daughter to participate in the RESPONSE student component. It is required that the parent

April 5, 2012

mailing go out each year to parents of incoming freshmen. Parents may also be invited to a Parent Workshop. Research in the field indicates a clear need for parents to be educated on the signs of depression and suicidal ideation as well as the need to seek treatment; however, the most common strategy for parent involvement --offering a workshop on depression and suicide -- has not been successful with other suicide prevention programs regardless of program quality. Attendance at these workshops typically peaks only after a suicide has occurred. The parent workshop is optional, but strongly recommended for schools that can integrate the workshop with another school event. If parents would like to see a clip of the video used in the parent workshop, go to: www.outreacharts.com/never_enough_parent.htm.

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APPENDIX N: BUDGET ASSUMPTIONS

April 5, 2012

**Idaho STEM Academy
Budget Assumptions**

All budget calculations are based on an initial enrollment of 100 students

Calculation for state funds, including State of Idaho Apportionment funds and foundation payments were completed using the new divisors proposed by Superintendent Tom Luna for future school funding through the Students First Proposal, plus consideration for a 2.5% reduction in funding as currently estimated by the JFAC committee for FY13.

Estimated federal grant funds include projected Title I, Title II, and Title IV-B funds amounting to approximately \$37,000.

ISA anticipates receiving a \$250,000 new charter school grant from the Albertson's Foundation.

This budget makes the assumption that ISA will not receive federal charter start-up grant monies. We recognize that these funds may be available at a future time.

Costs such as transportation, accounting, legal services, utilities, and textbooks were also derived from projections based on actual costs experienced at other charter schools.

We are estimating our liability insurance yearly cost of approximately \$7,000 based on actual payment made by similar size charter schools.

Estimates of utilities and debt service were calculated in the same manner. ISA will expend approximately \$14,400 on utilities.

The \$6,500 estimated cost for a yearly independent audit and a programmatic audit are also projection base on other school's actual expenses.

April 5, 2012

APPENDIX O: EMPLOYEE USE OF DRUGS AND ALCOHOL

April 5, 2012

Idaho STEM Academy
Use of Illegal Drugs and Alcohol
By Employees

Idaho STEM Academy complies with the federal mandates to establish a drug free workplace. The school will not tolerate drug or alcohol abuse by teachers or any other employee. Employees are prohibited from being under the influence of illegal drugs or alcohol on any school property or at any school related activity. Furthermore, employees are prohibited from manufacturing, dispensing, using, possessing, or distributing illegal drug or alcohol on school property or at any school activity.

Federally Funded Programs:

Any employee working in programs partially or wholly funded through federal grants will, as a condition of employment, agree to abide by the terms of this policy and will notify the school of any criminal drug status conviction occurring in the workplace. The employee must notify the school no later than five (5) days after such convictions.

In Accordance with the Drug-Free workplace Act, the school will report to the federal granting agency in writing and within ten (10) working days, notice that an employee has been convicted of a criminal drug statute for a violation occurring in the workplace.

Definitions:

Illegal drugs: Any controlled substance defined by Idaho Code Section 37-2701, or any other substance which is used to alter or change the mood or perception of an individual. Anabolic steroids are also included in this definition. Over the counter drugs prescribed by a doctor and/or used in the appropriately prescribed dosage are not included.

Under the influence: This includes all traditional and legally recognized conditions and behaviors associated with intoxication. Also, any physical or mental condition which is the result of indulging to any degree in the use of unlawful alcohol or illegal drugs, and which may deprive one of clearness of intellect and/or control of behavior which he/she otherwise would possess.

Unlawful alcohol: any beverage as defined by Idaho Code Sections 23-105 and 23-1001.

Violations: The commission of an act of illegal drug usage or unlawful alcohol consumption by a district employee.

Employee Awareness of Drug-Free Program:

Idaho STEM Academy will establish a drug-free awareness program to inform employees about the following:

- The school policy of maintaining a drug-free workplace

April 5, 2012

- The dangers associated with drug abuse in the workplace
- The school's right to ask employees to submit to drug/alcohol testing
- Employee assistance programs related to drug counseling and rehabilitation
- Penalties imposed for violation of the Illegal Drugs and Alcohol policy may include suspension, administrative leave, counseling, and other disciplinary actions up to and including termination.

Upon adoption of this policy or initial employment, the school will provide all employees with a copy of this policy. A signed statement acknowledging receipt and understanding of an agreement to abide by this policy will be placed in each employee's personnel file.

April 5, 2012

Receipt of ISA
Use of Illegal Drugs and Alcohol
By Employees

I hereby acknowledgement that I have received a copy of the Idaho STEM Academy policy concerning Use of Illegal Drugs and Alcohol by Employees. I understand the provision of this policy and am willing to submit to drug/alcohol testing, if requested by school officials.

Employee

Date

Witness

Date

FILED EFFECTIVE



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.

11 JAN 20 PM 12:45
SECRETARY OF STATE
STATE OF IDAHO

Article 1: The name of the corporation shall be:

Idaho STEM Academy, Incorporated

Article 2: The purpose for which the corporation is organized is:

the operation of a nonprofit charter school within the state of Idaho and to deal generally therein.

Article 3: The street address of the registered office is: 17 North 550 West, Blackfoot, Idaho 83221

and the registered agent at such address is: Brian Thelin

Article 4: The board of directors shall consist of no fewer than three (3) people. The names and addresses of the initial directors are:

Brian Thelin, 17 N 550 W, Blackfoot Idaho 83221

Fred Ball, 38 S 500 W, Blackfoot, ID 83221

Mark Fisk, 781 W. Quail, Blackfoot, ID 83221

Article 5: The name(s) and address(es) of the incorporator(s):

Brian Thelin, 17 N 550 W, Blackfoot Idaho 83221

Article 6: The mailing address of the corporation shall be:

17 N 550 W, Blackfoot Idaho 83221

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

Article 8: Upon dissolution the assets shall be distributed:

to creditors pursuant to section 30-3-114 and 30-3-115 of the Idaho Code. All remaining assets will be distributed to organizations that qualify as exempt under IRC 501(c)(3). Any remaining assets will be distributed by the Idaho Department of Education or the Bingham County District Court in a manner consistent with the purpose of the corporation.

Signatures of all incorporators:

Typed Name: Brian Thelin

Typed Name: _____

Typed Name: _____

Typed Name: _____

Typed Name: _____

Customer Acct #:

(if using pre-paid account)

Secretary of State use only

g:\corporate\corp forms\startofincorporat.p65
Revised 07/2002

IDAHO SECRETARY OF STATE

01/20/2011 05:00

CK: 5286 CT: 254574 BH: 1256249

1 @ 30.00 = 30.00 INC NONP # 2



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:

11 SEP 21 AM 8:42

SECRETARY OF STATE
STATE OF IDAHO

1. The name of the corporation is:

Idaho STEM Academy, Incorporated

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

2. The text of each amendment is as follows:

Amend ARTICLE 2 Power, see attachment

3. The date of adoption of the amendment(s) was: September 8, 2011

4. 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)

- a. The number of directors entitled to vote was: 3
b. The number of directors that voted for each amendment was: 3
c. The number of directors that voted against each amendment was: 0

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

- a. The number of members entitled to vote
was: _____
b. The number of members that voted for each
amendment was: _____
c. The number of members that voted against
each amendment was: _____

Dated: 9 8 2011

Signature: [Signature]

Typed Name: Brian Thelin

Capacity: Chairman

Customer Acct #:

(If using pre-paid account)

Secretary of State use only

g:\corp\comforms\articlesofamendment_np.pmd
Revised 10/2003
Web Form

IDAHO SECRETARY OF STATE
09/21/2011 05:00
CK: 1553054 CT: 254293 BH: 1291246
1 @ 30.00 = 30.00 NON PROF A W 2

April 5, 2012

ARTICLE 2

PURPOSE

Section 2.1 Purpose

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

Section 2.2 Power

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

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

April 5, 2012

BLACKFOOT SCHOOL DISTRICT NO. 55

270 East Bridge Street, Blackfoot, ID 83221
Phone (208) 785-8800 Fax (208) 785-8809
Web Site: www.d55.k12.id.us



October 21, 2011

Tamara Baysinger, Director
Idaho Public Charter School Commission
Post Office Box 83720
Boise, ID 83720-0037

RECEIVED

OCT 24 2011

OFFICE OF THE
STATE BOARD OF EDUCATION

BOARD OF TRUSTEES

R. Scott Reese
Chairman

Peter A. Lipovac
Vice Chairman

Jenny Hong
Clerk/Treasurer

Mary Jo Marlow
Member

Bryce C. Lloyd
Member

ADMINISTRATIVE OFFICES

Dr. Scott L. Crane
Superintendent of Schools

Chad R. Struhs
Assistant Superintendent

Patricia A. Farmer
Director - Student Support Services

Dear Ms. Baysinger:

On August 17, 2011, the Blackfoot School District No. 55 administration received a charter school petition from Mr. Brian Thelin who represented the Idaho STEM Academy, Inc. As per Idaho Code 33-5206(c), the Idaho STEM Academy, Inc.'s petition was officially received by the Blackfoot School District Board of Trustees at their next regularly scheduled board meeting on August 25, 2011.

A public hearing was set for the next board meeting on September 22, 2011, to allow for petition presentation, public comment, and administrative discussion. The meeting was conducted and the board of trustees determined to table any decision on the approval/denial of the charter until the regular October school board meeting, and directed the district administration to provide the Idaho STEM Academy, Inc. with a copy of the district's issues and concerns with the charter petition.

At the regular October meeting of the board of trustees held on October 20, 2011, the board passed a motion denying the petition and referring the petition to the Idaho Public Charter School Commission in accordance with Idaho Code 33-5205(c).

As per the board's directive, I am forwarding to your office the Idaho STEM Academy, Inc.'s charter petition and the Blackfoot School District's review of the petition conducted by Diane M. Tappen, Attorney at Law, with the law firm of Eberharther-Maki & Tappen, PA.

This letter will serve as the Blackfoot School District's documentation of meeting all the "due diligence" requirements of Idaho Code 33-5206(c). If you have any questions concerning this issue, please contact Diane M. Tappen at (208) 336-8858.

Sincerely,

A handwritten signature in black ink, appearing to read "Scott L. Crane".

Scott L. Crane, Ed.D.
Superintendent of Schools

Enclosures
mac

April 5, 2012

EBERHARTER-MAKI & TAPPEN, PA
EXPERIENCED IN EDUCATION LAW

818 La Cassia Drive
Boise Idaho 83705
Tel: (208) 336-8858
Fax: (208) 367-1560

Elaine Eberharter-Maki
eemaki@emtedlaw.com

Diane M. Tappen
dtappen@emtedlaw.com

October 5, 2011

Dr. Scott Crane
Superintendent
Blackfoot School District No. 55
270 East Bridge Street
Blackfoot, Idaho 83221

Re: Review of Charter Petition

Dear Scott:

Upon reviewing the petition filed by Idaho STEM Academy Charter School ("ISA"), I identified a number of issues which may be problematic for the District if it was required to provide oversight of ISA. The primary areas of concern are set forth below:

1. Articles of Incorporation. Section 3.2 states that members of the corporation "may originate and take part in the discussion of any subject that may properly come before any meeting of the Board, but may not vote." This statement is inconsistent with the legal requirements regarding confidentiality as required relative to student issues, personnel issues, and other matters which are covered by executive session protection.
2. Articles of Incorporation. Section 4 addresses the board of directors and there are a number of inconsistent statements within the document. Section 4.3(c) references nomination by the board or committee but there does not appear to be a mechanism for the board to make the nomination. There are references to "appointment" of board members; as Section 4.4(a), references two (2) year terms, it would appear that ISA anticipates using "appointments" as an alternative to election. This is inconsistent with the by-laws, which specifies that the appointed person serves until the next annual meeting. In Sections 4.5 and 4.6, regarding removal of directors, it appears inconsistent that there is no method for a director to receive a hearing when removed without cause, but the board is required to conduct a public meeting on the issue when the removal is for cause.
3. Articles of Incorporation. Section 4.11 describes the directors' right to "inspect and copy all books, records and documents of every kind." Even though the section states that ISA will comply with confidentiality mandates of state and federal law, there is

Scott Crane
October 5, 2011
Page 2

no real discussion in the petition regarding confidentially obligations, particularly regarding personnel records and FERPA for student records.

4. Articles of Incorporation. Section 5 addresses board meetings and there appears to be an inconsistency in Section 5.6 regarding what how many board meetings a director can miss before removed (compare with Section 4.6(b)).
5. Articles of Incorporation. Section 9.1 regarding notice is inconsistent with Section 5.4 regarding when and how notice will be provided, despite statement that ISA will comply with the Open Meeting Law.

Petition

1. The reference to insurance on pages 12 and 13 could be interpreted to state that the ISA will establish insurance limits other than as set by the state as a minimum. Both statements on this issue are open to interpretation and may be interpreted as ISA not being required to meet the threshold imposed on governmental entities by the state.
2. Thoroughness Standards. (Page 14). ISA addresses each of the thoroughness standards set forth in Idaho Code §33-1612. In that section, as well as on page 18, the petition states "ISA is committed to the concept that during high school, students can make significant progress toward a college degree or professional technical certificate." In fact, the petition subsequently requires that students take a specified number of post-secondary credits each year. Page 25 sets out the post-secondary credit requirements. However, the petition does not address whether all students would be eligible for post-secondary credit. Also, it does not state what the financial costs, if any, students will incur to obtain the post-secondary credit. The petition should include a discussion of the costs for such credit and whether it will be born by the student or ISA.
3. Instructional Methods. (Page 18). ISA states that they will use three (3) different instructional settings: traditional classroom; dual enrollment classrooms with a teacher/adjunct university faculty; and computer labs with full-time facilitators, who it must be presumed are not highly qualified teachers. The petition does not clarify which type of class environment will be used for the various types of classes. Also, the on-line aspect of the school is not well-defined—will certain classes be offered only on-line, etc.
4. Educational Programs and Services. Page 21. It appears that ISA intends to "co-op" all special services with other charter schools in the area. They are not precluded from doing so, but cannot use it as a method of avoiding their responsibility for providing such services. The statement regarding nondiscrimination (page 22) implies a lack of understanding of the obligations under Section 504—it is about more than enrollment issues. Relative to "least restrictive environment" (LRE), ISA

states that the LRE might be a district school site or an alternative site. ISA's assertion that the district school may be the LRE suggests a misunderstanding of the obligations under the IDEA. The student does not warp back into a district student solely because ISA concludes that the LRE is a district school. The petition also states that ISA would monitor a student whose academic needs cannot be met on site. Again, ISA's obligation would be to provide services, whether directly or via a contractor. Also, on page 24, there is reference to students receiving Special Education, Title 1, or Section 504 as receiving the services at ISA or an alternate site. Such references raise concerns that there may be a lack of understanding regarding the obligations under the federal and state laws regarding eligible students.

5. Governance Structure. (Page 32) The petition does not define what a "significant contribution" for purposes of being considered a founder. Some of the authority of the School Director is not well defined in the petition, such as that individual's authority regarding "contracting services" and "resolving employment and personnel issues" (page 33), both of which appear to conflict with the authority retained by the board.
6. Employees of the Charter School. (Page 36). The petition distinguishes between its long-term employees and those individuals providing temporary assistance. The petition states that the latter individuals will not meet the NCLB highly qualified teacher requirements. It does state that such individuals will be subject to a "thorough screening process," but does not describe what would be involved; there is no assurance that they will meet the same standard as teachers for criminal background checks. The petition does not clarify how such individuals will be utilized or how they will be evaluated to determine their efficacy in teaching the students. If such individuals are simply "guest lecturers," the petition should include a policy specifically addressing the issue. Will these individuals be paid or volunteers?
7. Admissions Procedures. (Page 41). The priority of preferences for initial enrollment, subpart b, needs to be clarified as it states that it is given to siblings of lottery winners, which does not make sense.
8. Adoption of Blackfoot Policies. The petition does state that ISA will adopt the Blackfoot policies as a temporary measure.

I also reviewed the State Department of Education's charter school sufficiency review, dated August 8, 2011. I did not have any significant disagreement with the SDE's comments and did not address those, such the NCLB analysis and requirements for the financial (budget, audit, etc), as they would have been somewhat repetitive. Overall, the petition covers the basic requirements mandated by state law. Much of the contents of the petition are not necessarily insightful as to how ISA will function as a school. For example, as noted by the SDE,

transportation and free and reduced lunch are mentioned without a clear understanding of what may be involved. Even though the state says that the petition meets the state standards for sufficiency review, there are major areas that are lacking to become part of the Blackfoot School District, which are listed in this letter, but are not all inclusive.

In the event that the Blackfoot School District became the authorizing entity for ISA, there are a number of additional issues which ISA must adequately address in its petition. For the most part these issues are not addressed, or are glossed over, in a cursory manner so as to not provide any assurance for the school district that it would have a working document with which it could provide oversight of ISA.

1. The petition fails to address when and how the following reports will be submitted to the school district, including but not limited to reports addressing: financial and budgetary matters; AYP/ISAT scores; graduation rates; ISEE compliance; special education identification and services; and federal programs.
2. Although the petition asserts that many of its obligations to provide services will occur via contracts with "other charter schools," the petition fails to provide sufficient detail for the school district to assess the proposed contractual relationship(s). Proposed contracts regarding any services which is the obligation of a charter school, including but not limited to transportation, counseling, and special education/related services, must be provided as a part of the petition to enable the school district to determine whether or not such contracts are adequate to meet the obligations of ISA.
3. The petition fails to contemplate the possibility that the school district could be the authorizing entity of the charter school. It repeatedly references the oversight by the charter school commission. As a result, it does not address the potential relationship between the school district and ISA. The petition must identify and address the role of the liaison with the school district, including but not limited to providing documentation of the individual's contract and payment of services. The job description and responsibilities for that individual must identify what responsibilities and authority the individual has as the liaison with the school district. Additionally, the petition must specify what ISA proposes in terms of negotiated procedures for resolving issues which involve a conflict between the school district and ISA.
4. The petition fails to address the fact that the Blackfoot School District Board of Trustees, if the authorizing entity, would have the ultimate authority regarding approval of the petition and oversight of the operation of ISA. The petition must acknowledge the district's authority and set forth parameters for the school district to implement its obligations relative to oversight of ISA's operations.
5. As mentioned above, the petition fails to adequately address the programming that ISA proposes to utilize to address students with disabilities. The petition must be clarified to demonstrate how ISA will meet the requirements of IDEA and Section

April 5, 2012

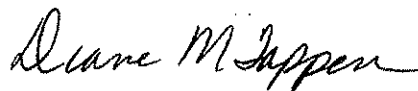
Scott Crane
October 5, 2011
Page 5

504. The petition proposed relying on contract services but does not set forth a comprehensive plan for identifying students with disabilities, developing and implementing IEP and/or 504 plans, and providing related services. The information in the petition appeared to imply that ISA will not accommodate the full range of special education needs. The petition must address how ISA will provide these students with legally acceptable special education services, regardless of the student's individual needs. The petition must address the full range of services provided under the special education umbrella, including, but not limited to, addressing such issues as behavior/discipline issues, gifted and talented, LRE, use of resource or extended resource room special education classes, and delivery of services.

In my opinion, there are sufficient issues for the Blackfoot Board of Trustees to refer the petition to the public charter school commission. My primary concerns are the difficulties which may be inherent with the ISA board, given the inconsistencies in Articles of Incorporation and/or By-laws. A lack of well-defined expectations regarding the board may well lead to difficulties with the overall management of the school. Additionally, the description of the educational program sounds appealing, but it appears to lack clarity. Of great concern is the post-secondary credit requirements without more information from ISA regarding the costs to the student, and whether all students are even eligible (age or lack of credits). The use of individuals who are providing temporary assistance, and excluding them from the need for highly qualified status raises questions. Student safety and high quality education should be safeguarded and this appears to allow ISA to circumvent these key issues. If the individuals are simply guest speakers, the petition should be clarified. Finally, the discussion in the petition regarding special education, Section 504, Title I, and ELL revealed that there is a lack of understanding regarding the obligations of a charter school relative to students who are, or may be, eligible for such services.

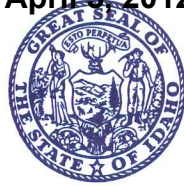
Please contact me at your earliest convenience if you have questions or concerns.

Sincerely,

A handwritten signature in cursive script, reading "Diane M. Tappen".

Diane M. Tappen

April 5, 2012



IDAHO PUBLIC CHARTER SCHOOL COMMISSION

650 W. State Street • P.O. Box 83720 • Boise, ID 83720-0037
208/334-2270 • FAX: 208/334-2632
e-mail: charter@osbe.idaho.gov

March 21, 2012

Blackfoot School District 55
Board of Directors
270 East Bridge Street
Blackfoot, ID 83221

Dear Blackfoot School District Board of Directors:

As you know, the Public Charter School Commission (PCSC) will soon be holding hearings regarding two, public charter school petitions that were referred to the PCSC by your board. Additionally, the PCSC will consider a proposed amendment from Blackfoot Charter Community Learning Center (BCCLC) to increase its enrollment from 300 to 600 students in grades K-5 over the next 7 years.

Due to the likely passage of House Bill 481, we would like to extend an additional invitation for representatives of your district to attend the petition hearings for Idaho STEM Academy (ISA) and Chief Tahgee Elementary Academy (CTEA), as well as the charter amendment hearing for BCCLC.

HB 481 eliminates the cap on public charter school growth rates. This cap currently limits growth to one new public charter school per year in any single district, as well as six per year across the state. With the elimination of the cap, it would be possible for more than one new public charter school to be approved to open in a given district in a single year. The bill has passed the House and Senate; it is anticipated that the Governor will sign it in the near future, making it effective July 1, 2012.

The PCSC is intensely interested in the potential impact on your district of the approval of two public charter schools that would open in the same year, in addition to the expansion of an existing public charter school. We strongly encourage you to provide both written and oral comment at the upcoming hearings.

April 5, 2012

All three hearings will be held on April 5, 2012, in the West Conference Room at 700 West State Street in Boise, beginning at 9:00 a.m. Written comment may be emailed to me at tamara.baysinger@osbe.idaho.gov or mailed to P.O. Box 83720, Boise, ID, 83720.

Please note that materials for the meeting, including the ISA and CTEA petitions and the BCCLC charter, will be available on our website at chartercommission.idaho.gov one week in advance of the meeting.

In the meantime, please don't hesitate to contact me with any questions or concerns.

Sincerely,



Tamara L. Baysinger
Public Charter School Commission Director

Cc: Scott Crane, Superintendent, Blackfoot School District
Brian Thelin, Founder, Idaho STEM Academy
Joel Weaver, Founder, Chief Tahgee Elementary Academy
John Heintzelman, Board Chair, Blackfoot Community Charter Learning Center

SUBJECT

Chief Tahgee Elementary Academy New Charter Petition

APPLICABLE STATUTE, RULE, OR POLICY

I.C. § 33-5205

BACKGROUND

Chief Tahgee Elementary Academy (CTEA) is a proposed new public charter school to be located on the Fort Hall Indian Reservation. The petition was referred to the Public Charter School Commission (PCSC) by Blackfoot School District 55.

DISCUSSION

CTEA's petition is for the establishment of a new public charter school serving Pocatello, Blackfoot, and Fort Hall Indian Reservation students in grades K-6. Plans for expansion may be considered after the fourth year of operation. The proposed school would be a heritage language immersion school with a focus on the Shoshoni language and culture revitalization.

Staff has reviewed CTEA's petition and notes the following, primary concerns:

1. While the thoroughness of the petitioners is appreciated, the petition contains numerous, large sections of duplicate information and information that is better suited to the appendices or the school's policy/procedure manual. Extensive editing has been recommended to reduce the unmanageable length and scope of the petition; highlighted sections of the petition reflect this recommendation.
2. Only one facility option is presented. This option entails renting three modular classroom units and one bathroom unit at an annual cost of \$42,000. Land for the units is being donated by the Shoshoni Bannock tribe. Two other options for land are presented in Appendix BB; however no details have been provided. No backup plan appears to be in place in the event the land donation or modulars plan does not come to fruition.
3. Numerous questions with regard to the budget remain outstanding. Total operating expenses for start-up (pre-opening) appear to exceed start-up revenue by \$111,000. It is unclear how the school plans to cover the additional expenses.

Budget projections indicate CTEA will end each of the first four years of operation with a positive fund balance. A reserve of \$186,000 is anticipated to accumulate by the end of Year Four. Best-case, most-likely, and worst-case scenario budgets have been requested.

4. CTEA intends to develop its own curriculum, much of it in the Shoshoni Language, for teaching the heritage language, social studies, health,

physical education, and technology. The nature of this project will demand significant time and expertise, in addition to expenses associated with labor, printing, and fabrication of materials. The petition does not currently detail how this challenge will be met.

Additionally, it is unclear whether other curricula selected by the petitioners, such as Spalding, CORE, and Shurley, will be conducive to providing instruction in the Shoshoni language. Training teachers in these methods of instruction, together with the heritage language component, may be difficult.

5. CTEA may face significant hiring challenges. The educational model relies on heritage language immersion, and CTEA's ability to hire a sufficient number of highly qualified teachers who are fluent in the Shoshoni language, or to otherwise provide instruction in Shoshoni, is unclear. The petitioners have initiated searches for tribal members who are willing to obtain teaching certification. Though this level of ambition is admirable, it also raises concerns that the school may begin instruction with mostly first-year teachers using untested curriculum to teach non-bilingual students in a language immersion program.
6. CTEA has not provided documentation of community interest in enrollment at the proposed school, which is anticipated to be approximately 100 students in Year One. It is unclear whether non-American Indian students, as well as American Indian students, are likely to attend the school. Marketing plans contained in the petition are vague.
7. The CTEA bylaws require extensive revision to provide clarity regarding the board election process, compliance with open meeting law, and other matters.

Additional concerns are cited in the petition review memo and imbedded in the petition text.

CTEA is one of two petitions currently before the PCSC for schools that would open within the Blackfoot School District in fall 2013. Due to the passage of House Bill 481, which removes the restriction on the number of public charter schools that may open in a single district in any given year, the PCSC should strongly consider any comment provided by the district regarding the potential impact of these proposed schools. It should be noted that the district referred the petitions to the PCSC prior to the availability of information regarding HB 481.

IMPACT

If the PCSC approves the petition, CTEA will be responsible for notifying the State Board of Education of such approval, seeking authorization to begin

April 5, 2012

operations for the 2013-2014 school year, and seeking authorization for LEA status. The PCSC will be responsible for the general oversight of the school.

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

The PCSC may elect to delay a decision on the petition for up to 60 days.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the PCSC delay a decision on the CTEA petition to allow time for further revisions in accordance with PCSC and staff guidance.

COMMISSION ACTION

A motion to hold the decision on the Chief Tahgee Elementary Academy petition until the next meeting of the PCSC and to direct staff to work with the petitioners to address concerns in item(s) _____.

OR

A motion to approve the petition for Chief Tahgee Elementary Academy.

OR

A motion to deny the petition for Chief Tahgee Elementary Academy based on item(s) _____.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

April 5, 2012

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

Name of Proposed Public Charter School: **Chief Tahgee Elementary Academy**

Date: **3/6/2012**

Petition Delivered to Commission Staff: **1/27/2012 (considered received 2/9/12)**

File Number: **2012-01**

Proposed school year: **2013-2014**

Proposed grades to begin operations: **K-6**

Proposed attendance area: **Pocatello School District, Blackfoot School District, and Fort Hall Indian Reservation**

Means by which petition came to Commission:

☐ Virtual school

X Referred by school district

Reason for referral: **Both CTEA and Blackfoot School District feel that the PCSC would be a more appropriate authorizing entity.**

☐ Filed by petitioner after withdrawal from school district

Date of filing with board of trustees:

☐ SBOE re-directed petition for consideration by commission?

Reason for referral:

☐ Transfer of district-authorized charter school

Reason for request:

☐ Documentation of district agreement to proposed transfer, including any charter revisions, has been provided

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

COVER PAGE & TABLE OF CONTENTS

X Name of proposed charter school

☐ School year petitioning to open the school

☐ Name of the school district(s) affected by the attendance area

X Where the public charter school building will be physically located, or the physical location of the main office of a virtual school

☐ Name, address, telephone number, fax number, and email address of the petitioner's authorized representative

X Table of contents

Comments:

Missing information on cover page – school year opening, affected districts, address of authorized representative.

TAB 1

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

Comments:

Please edit the entire petition, including Articles and Bylaws, for consistency in how you refer to board members and CTEA.

Appendix A Articles of Incorporation:

- ***Article XIV – Remaining assets must be distributed to the ACE.***

Appendix C Bylaws:

- ***Article IV, Section 1.1: Some of the listed responsibilities may be better delegated to employees.***
- ***Article IV, Section 3: We recommend that the size of the board be a range, such as 5 to 7 members, rather than a specific number. This reduces the likelihood that CTEA will be out of compliance in the event a board seat becomes vacant unexpectedly.***

It is not appropriate for any employee to serve on the board, ex-officio or otherwise, though administrator attendance is typically encouraged or required.

- ***Article IV, Section 4: How will the two trustees that serve 6 year terms and the three that will serve 5 year terms be determined? When will appointments/elections take place?***

These terms are unusually long and may discourage individuals from wishing to serve. Also, it is inadvisable to have individuals appointed to serve indefinitely, as problems with certain board members sometimes arise and there needs to be a means (preferably one easier than formal removal) of replacing these individuals if necessary.

Note that it will not necessarily be possible for CTEA to have a founder serving on the board at all times, particularly many years into the life of the school.

Please describe the election process. What nominating process will be used? Must individuals be present to vote? May more than one member of a stakeholder family vote? (This last question requires consideration, particularly in light of students whose residency is split between two homes, etc.)

What defines cause for removal of a board member? Is there a process by which stakeholders may initiate removal?

Note that the provisions of the "Vacancies" section, combined with very long terms, could result in an all-appointed board for an extended period.

- *Article IV, Section 11: Although this section addresses notice to board members, please remember that open meeting law requires that at least a 5 calendar day meeting notice and 48 hour agenda notice be given. Special meeting requirements are 24 hour meeting and agenda notice and emergency meetings must meet the definition outlined in open meeting law and require a good faith effort to be made for advance notification.*
- *Article V, Section 5: We recommend removing the commitment to posting meeting notices in publications, as the cost of placing such ads may become prohibitive. Notice needs to be posted in public places, but not necessarily published in periodicals.*
- *Article V Section 7: The public as well as all trustees must be able to hear all other meeting participants when using synchronous communication.*
- *Article V Section 10: Agendas must be posted according to timelines established by open meeting law.*
- *Article V Section 12: Please note that open meeting law requires that meeting minutes be written and made available to the public within a reasonable time after the meeting.*
- *Article VI Section 4: Why are the votes of 5 trustees required to remove an officer rather than 4 if a quorum is defined as 4? A similar question applies to the establishment of committees (Article VII).*

- **Article VI, Section 9:** *This section sounds like it may require the treasurer to fulfill some day to day duties that may be better performed by employees.*
- **Article VIII:** *Note that the school's administrator will be under contract.*
- **Article IX, Section 8:** *Note that some books and records are excluded from public records requests.*
- **Article X:** *Amendments to the bylaws must be approved by the ACE.*

Appendix A Definition of terms: *In the last sentence of the definition for special board meetings (pg 136) should the word "proceeded" be "preceded"?*

Tab 1 Sections 1.1-1.5: *These sections are not necessary, as they do not seem to be the actual Articles of Incorporation, which are contained in Appendix A. There is no need to reiterate the information.*

TAB 2

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

Comments:

2.1.5 Facilities: *This section needs to include much more detail. A minimum of three facility options are required by the Commission. Please outline each option in detail including location, size, description, costs, lease or mortgage terms, special use or other permits required, land options and costs, timeline, documentation that demonstrates compliance with all applicable codes/health and safety laws, ground and exterior preparation with associated costs, availability of each option, etc. The more detail you give the better as this is a major area of concern for the Commission, hence it is highly scrutinized.*

Please make sure your budget accounts for all expenses related to your facility options. Note that it is unwise to allow all your facility plans to be

dependent on donated land. The PCSC will want to see evidence that CTEA can survive financially even if such plans fall through.

TAB 3

- X Proposed educational plan and goals, including how each of the educational thoroughness standards defined in I.C. 33-1612 shall be fulfilled *I.C. 33-5205 (4)(a)*
- X Description of what it means to be an “educated person” in the 21st century and how learning best occurs *I.C. 33-5205 (4)(a)*
- X The manner by which special education services will be provided to students with disabilities who are eligible pursuant to the federal individuals with disabilities education act. *I.C. § 33-5205(3)(q)*
- X Plan for working with parents of dually-enrolled students and the manner by which eligible students from the public charter school shall be allowed to participate in dual enrollment in non-charter schools within the same district as the public charter school, as provided for in section 33-203(7), Idaho Code. *I.C. § 33-5205(3)(r)*
- X The manner in which gifted and talented students will be served.

Comments:

3.3.3.4: How will CTEA locate a sufficient number of highly qualified teachers who are fluent in the Shoshoni language? Will CTEA be able to hire experienced teachers who speak Shoshoni? Given the inherent challenges of teaching a newly developed curriculum in a new school, using a language immersion model, it seems unwise to proceed with mostly beginning teachers.

3.3.4: How will instructional materials that are in the Shoshoni language be acquired or developed? Are materials available in all content areas in the Shoshoni language? What amount of time and expense will be involved in the development of curriculum? Consider labor, printing, and materials fabrication.

3.3.5.4.2.2: Make sure your budget allows for the purchase of computers as well as the software and hardware required to fulfill this requirement.

3.3.5.5.2.1: How will you align your curriculum to the common core state standards? Who will be responsible for this? How will you ensure that the cultural and language requirements in your charter are aligned with the common core state standards?

3.3.5.5.2.2: Are the Spalding, CORE, and Shurley methods conducive to providing instruction in the Shoshoni language? It would seem that training teachers in these methods of instruction along with the Shoshoni language component could be a significant challenge.

3.3.5.5.2.3: *The commitment to personalized learning goals seems to be a generic statement included in many charters, but it is rarely carried out. Please note that your school will be held accountable for all statements made in the charter. According to this statement, students, parents, and educators must work together to develop a personalized learning goal for every student.*

3.3.5.5.2.4: *How will fine arts, language arts, and the scientific method be emphasized? How will you measure this? How will you know when this goal has been met?*

3.3.5.5.2.5: *This seems to be another generic statement included in many charters. What is the definition of a comprehensive health curriculum? Who will provide the instruction? Will the regular classroom teachers be qualified and have the time to include a comprehensive health curriculum as part of their instruction?*

3.3.5.5.2.6: *What contingency plans are there in case you are unable to establish partnerships?*

3.3.5.6.2.2: *The statement “provide a technology rich environment” is very broad and vague. Further define this statement so it is clear how the school intends to meet this standard and how you will know when it has been met. Include statements regarding student access to technology (i.e. equipment, software, and time per day/week).*

The budget must allow for “providing a technology rich environment”. Thus, it should reflect sufficient amounts to supply necessary hardware and software for adequate student access to technology.

3.3.5.6.2.3 and 3.3.5.6.2.4: *How will these habits be measured? How will you know when these goals have been met?*

3.3.5.7.2.1: *Which courses will use technology as the primary instructional delivery system? Does your budget allow for the necessary equipment, hardware, and software to be purchased?*

3.3.5.7.2.3: *Do you have or plan to develop a technology use policy that will deal with possible issues relating to students using email, etc.?*

3.3.5.8.2.1.: *Further define a comprehensive community service program. Who is responsible for implementing this? How will you measure your success?*

3.3.7: *Can your budget support paying both the director and a curriculum/instruction/assessment coordinator?*

3.7.12: This statement holds you accountable for hiring a certified ENL/bilingual teacher to administer the LEP program. Are you certain CTEA will be able to employ such a person? Remember, again, that you will be held accountable to every commitment made in the approved charter.

All Parent Participation Sections: Since all of these sections state the same thing, it would be appropriate to combine all of the parent participation sections into one section under Tab 5.

TAB 4

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

Comments:

Section 4.1: The MSES need to be revised so there is a manageable number (most charters contain about 5). Also the MSES must be academically focused and measureable. Please see in-text comments.

TAB 5

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

Comments:

Section 5.1.3: Information that is contained in the bylaws does not need to be repeated in the body of the charter.

TAB 6

- X The qualifications to be met by individuals employed by the public charter school. Instructional staff shall be certified teachers, or may apply for a waiver or any of the limited certification options as provided by rule of the state board of education. *I.C. § 33-5205(3)(g)*
- ☐ The procedures that the public charter school will follow to ensure the health and safety of students and staff. *I.C. § 33-5205(3)(h)*
- X A provision which ensures that all staff members of the public charter school will be covered by the public employee retirement system, federal social security, unemployment insurance, and workers compensation insurance? The budget should reflect consideration of these provisions. *I.C. § 33-5205(3)(m)*
- X A description of the transfer rights of any employee choosing to work in a public charter school and the rights of such employees to return to any non-charter school in the school district after employment at a public charter school. *I.C. § 33-5205(3)(o)*
- X A provision which ensures that the staff of the public charter school shall be considered a separate unit for purposes of collective bargaining. *I.C. § 33-5205(3)(p)*
- X A statement that all teachers and administrators will be on written contract *I.C. § 33-5206(4)*

Comments:

See in-text comments.

TAB 7

- X Admission procedures, including provision for over-enrollment. Such admission procedures shall provide that the initial admission procedures for a new public charter school, including provision for over-enrollment, will be determined by lottery or other random method, except as otherwise provided by this provision. *I.C. § 33-5205(3)(j)*
- X The disciplinary procedures that the public charter school will utilize, including the procedure by which students may be suspended, expelled, and re-enrolled. Disciplinary procedures for Special Education Students should also be included. *I.C. § 33-5205(3)(l)*
- X The governing board of the charter school shall ensure that procedures are developed for contacting law enforcement and the student's parents, legal guardian or custodian regarding a student reasonably suspected of using or being under the influence of alcohol or a controlled substance. Charter school policies formulated to meet the provisions of Section 37-2732C, Idaho Code, and this section shall be made available to each student, parent, guardian or custodian by August 31, 2002, and thereafter as provided by Section 33-5126, Idaho Code. *I.C. § 33-210(3)*

- X The public school attendance alternative for students residing within the school district who choose not to attend the public charter school. *I.C. § 33-5205(3)(n)*
- X The process by which the citizens in the area of attendance shall be made aware of the enrollment opportunities of the public charter school. *I.C. § 33-5205(3)(s)*
- X A plan for the requirements of section 33-205, Idaho Code, for the denial of school attendance to any student who is a habitual truant, or who is incorrigible, or whose conduct, in the judgment of the board of directors of the public charter school, is such as to be continuously disruptive of school discipline, or of the instructional effectiveness of the school, or whose presence in a public charter school is detrimental to the health and safety of other pupils, or who has been expelled from another school district in this state or any other state. *I.C. § 33-5205(3)(i)*
- X The student handbook that describes the school rules and the procedure ensuring a student's parent or guardian has access to this handbook.

Comments:

See in-text comments.

TAB 8

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

Comments:

See in-text comments.

TAB 9 -- VIRTUAL SCHOOLS

- ☐ If the petition is for a virtual school, a brief description of how the school meets the definition of a virtual school as defined by *I.C. § 33-5202A(6)*
- ☐ The learning management system by which courses will be delivered;
- ☐ The role of the online teacher, including the consistent availability of the teacher to provide guidance around course material, methods of

- individualizing learning in the online course, and the means by which student work will be assessed;
- ☐ A plan for the provision of professional development specific to the public virtual school environment;
 - ☐ The means by which public virtual school students will receive appropriate teacher-to-student interaction, including timely, frequent feedback about student progress;
 - ☐ The means by which the public virtual school will verify student attendance and award course credit. Attendance at public virtual schools shall focus primarily on coursework and activities that are correlated to the Idaho State Thoroughness Standards.;
 - ☐ A plan for the provision of technical support relevant to the delivery of online courses;
 - ☐ The means by which the public virtual school will provide opportunity for student-to-student interaction; and
 - ☐ A plan for ensuring equal access to all students, including the provision of necessary hardware, software, and internet connectivity required for participation in online coursework.

Comments:

TAB 10

- X A description of any business arrangements or partnerships with other schools, educational programs, businesses, or nonprofit organizations, and copies of any contracts or lease agreements.
 - Services identified as being contracted:
 - Curriculum ☐ YES X NO
 - Special education X YES ☐ NO
 - Transportation X YES ☐ NO
 - Meals X YES ☐ NO
 - Legal ☐ YES X NO
 - Accounting ☐ YES X NO
- ☐ Copies of contracts included in petition
- ☐ Additional information the petitioners want the authorized chartering entity to consider as part of the petition
- X A plan for termination of the charter by the board of directors, to include:
 - (i) Identification of who is responsible for dissolution of the charter school;
 - (ii) A description of how payment to creditors will be handled;
 - (iii) A procedure for transferring all records of students with notice to parents of how to request a transfer of student records to a specific school; and
 - (iv) A plan for the disposal of the public charter school's assets. I.C. § 33-5205(3)(u)

Comments:

See in-text comments.

Please specify the agreement terms for transportation and nutrition that are being explored through the Shoshone-Bannock Jr/Sr High School. The support letter specifies that it is not feasible to allow the entire operation of the charter school to take place within a portion of the Sho-Ban Jr/Sr High School. What are they willing and able to accommodate and under what terms?

What is the contingency plan for transportation and nutrition if an agreement with Sho-Ban Jr/Sr High School is not reached?

APPENDICES

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

Comments:

Much of the information contained in the appendices is also contained in the petition. It is unnecessary to duplicate information. Please edit the document and remove all duplicate information. Most of the duplicate information is better suited to the appendices or can be removed entirely, as it is more appropriate to your policies and procedures manual.

Appendix AA states that students will participate in physical education taught by a credentialed teacher. This sounds like the school intends to hire a certified PE teacher. Is this your intent? Will the position be full time? Is this position included in your budget?

Appendix AI (handbook): The personalized Learning Plans section requires that all students have a parent approved student learning plan that is developed by students and parents with recommendations from school personnel. Is it realistic that the school will be able to accomplish this task?

Appendix AM (start up budget): The total expenses and net operating income/loss columns have been left blank. Please fill in correct amounts.

What administrative and other salaries will need to be paid during the start-up phase? How much will these total?

Why are contract services, testing and assessment, and substitute costs included in the start-up budget?

Your total operating expenses for start-up appear to exceed the start-up revenue by \$111,000. How will you cover the additional expenses?

Williams Scotsman Modular Quote: The quote seems to have been adjusted to show the cost of 3 classroom units and 1 bathroom unit. How will grades K-6 fit into 3 classrooms, even with combined classes? Also, will elementary students need to go outside to a separate unit to use the restroom? Does this create safety concerns?

The quote shows that rent for the four units for a year is about \$42,000. Is there also a cost for the land? Will the land be purchased or leased? Please explain all land related issues in detail and include all land related costs in the budget.

The total Property and Set-Up fee is shown as about \$47,500. This does not appear to include any costs for permits, required parking/curbing, installation of septic/electric/water if necessary, etc. Your facility explanation should include the required permits and related costs.

The second page of the Williams Scotsman Quote needs further clarification. To what does the monthly rate of \$790 refer? What do the initial charges of \$8,500 cover? To what do the total charges of \$48,121 refer? Is this quote separate from, or part of, the first page to the quote? The figures appear to coincide for some items but not others. Please explain in detail.

There is only one facility option presented. At least 3 options are required to be presented in the petition. Three location areas for modulares are presented in Appendix BB. However no details are provided. Also you need to have backup plans in case the modular plan falls through. The budget proposals must include all costs associated with the 3 facility options.

It is unclear whether the budget supports the modular facility costs. It appears to do so however, the second page of the Williams Scotsman quote contains total charges of \$48,121. If this amount is above the estimated costs on the first page of the quote, the budget does not support the extra costs. Please explain.

In year two of the three year budget proposal, why do network/technology administrator expenses decrease by \$9,000?

Do the \$10,000 initial facility set-up expenses and the increase of \$12,000 rent account for the addition of another modular unit in year 2?

Is another modular unit being added in year 4?

What is the cost for developing the Shoshoni Language, Social Studies, Health, Physical Education, and Technology curriculum and materials? It seems that CTEA will incur a significant expense for labor, printing and fabrication, etc.

Appendix AQ (Bilingual Recruitment): What kind of a response did you get from this event? Will you be able to recruit enough qualified teachers who are bilingual in the Shoshoni language to meet the needs of the school?

Appendices G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z, AA, AB, AC, AD, AE, AF, AG, AH, AV, AW, AX, AY, AZ, & BA all contain good information, but do not need to be included with the petition.

GENERAL COMMENTS

While we appreciate the unusual thoroughness of your petition and the thought that went into its preparation, many sections (those that are highlighted) contain information that is redundant or unnecessary. Please be advised that statute obliges your ACE to hold the school accountable for all statements contained in the charter. Thus, although the extraneous information will lead to good practice, most of it should be addressed through other documents, such as policy and procedure manuals.

Please add to your petition the following, additional sections now required by the PCSC:

- Detailed board training plan, including timelines. This should address both initial and ongoing board training.***
- Professional standards for school board members and administrators***
- Pre-opening plan and timeline, including deadlines for major milestones such as securing a facility.***

These sections may be included under Tab 10 or wherever you see them best fitting in the petition.

IMPORTANT: Remember that all changes to your petition must be submitted in legislative (or "redline") format. That is, text to be removed should be shown as stricken, and text to be added should be underscored.

Legislative formatting from prior revisions should be removed so that only the most recent revisions are shown. Note that use of your word processing software's "show edits" feature is NOT an acceptable substitute for legislative formatting. Color and font should NOT be used to emphasize or replace legislative formatting.

Legislative formatting need not be used on budget spreadsheets or when entire appendices are simply re-ordered but not changed.

April 5, 2012

To: PCSC Commissioners

From: PCSC Staff

Regarding: Odyssey Public Charter School Founding Board Member Interviews

PCSC staff completed interviews with the five founding board members for Idaho STEM Academy. These interviews focused on the members' interest in founding the school, their understanding of board member and authorizer roles, the experience and expertise they bring to the board, their level of understanding regarding school finance and business accounting, and the challenges they anticipate as the school opens.

Our interviews revealed that one board member is an attorney, one is a CPA, and three are professional educators. All five board members are parents. The board brings expertise in corporate structures, parochial school attendance, sales, real estate, finance, and teaching. The members are personally invested in the school, as they plan to have their own children attend Odyssey.

The consensus of the members is that Charter schools provide choice, innovation, and responsiveness in education. They see the mission of Odyssey as being a secondary education alternative that is project based. The Board perceives their role to include providing expertise in their particular fields, advertising, community education, and setting up the infrastructure. The level of understanding regarding school finance appears to be at an introductory level; although some members have general business finance knowledge.

The board members seem to have a fairly solid understanding of the role of the board, seeing it as being one of governing the school, setting policies, and overseeing the finances and general operation of the school. Each member understands the value of formal board training and has verbally committed to participate in such training. The potential challenges they anticipate are adequate enrollment, marketing, creating the culture of the school, the facility, and staying financially sound. Board members perceive the role of the authorizer as being one of oversight and know that the school is accountable to the authorizer.

Strengths of the board:

- Personal investment
- Role definition
- Legal and finance expertise
- Commitment to training

Areas of concern:

- Low level of school finance knowledge
- No board member representation from non-parents

April 5, 2012

Public Charter School Petition



Submitted to the
Idaho Charter School Commission
January 27, 2012

Please include a mailing address on the cover sheet.

Chief Tahgee Elementary Academy
NW Corner of Rio Vista and Cemetery Roads
Pocatello, ID 83202

Contact Person:
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Chief Tahgee Elementary Academy

EIN 45-3150830

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TAB 1: Articles of Incorporation, By-Laws, Signatures, and Mission Statement

Section 1.1 - Articles of Incorporation I.C. §§33-5204 (1)

Section 1.2 - Signed Bylaws I.C. §§33-5204 (1), §30-3-21(1)

Section 1.3 - Application for Non-Profit Status I.C. §§33-5204 (1)

Section 1.4 - Signatures of Qualified Electors I.C. §§33-5205 (1)(a), §§33-5205(3)

Section 1.5 - Proof of Charter Start 101 Workshop Attendance I.C. §§33-5305 (5)

Section 1.6 – Vision Statement and Mission Statement I.C. 08.02.04.202

Section 1.1 - Articles of Incorporation, Chief Tahgee Elementary Academy, Inc

1.1.1 Nonprofit Corporation Act. According to Idaho Code §§33-5204 (1), Chief Tahgee Elementary Academy (CTEA) will be organized and managed under the Idaho Nonprofit Corporation Act.

1.1.2 Internal Revenue Code 501(c)(3). Chief Tahgee Elementary Academy is organized exclusively for educational purposes within the meaning of IRC Section 501(c)(3) of the Internal Revenue Code of 1986 and will not carry on any activities prohibited under said code, corresponding sections of any future federal internal revenue laws, or by a corporation to which contributions are deductible under Internal Revenue Code §§170(c)(2.)

1.1.3 Articles of Incorporation. In compliance with Idaho Code §§33-5204 (1), Articles of Incorporation were filed with the Idaho Secretary of State's Office and recorded on September 1, 2011 (See Appendix A).

1.1.4 Employer Identification Number. Chief Tahgee Elementary Academy was assigned the Employer Identification Number (EIN) of 45-3150830 by the Internal Revenue Service on September 1, 2011 (See Appendix B).

1.1.5 Public Record of Articles. Chief Tahgee Elementary Academy will retain a record of the file-stamped original copy of the Articles of Incorporation from the Idaho Secretary of State's Office, the Federal Employer Identification Number, and its 501(c)(3) status. Chief Tahgee Elementary Academy will comply with Idaho Code §§9-338 - §§9-339 by providing copies of the Articles of Incorporation and EIN through written request and/or e-mail.

Section 1.2 - Chief Tahgee Elementary Academy Bylaws

1.2.1 Governing Bylaws. According to Idaho Code §§33-5204 (1) and §§30-3-21(1), Chief Tahgee Elementary Academy will be organized and managed through adopted bylaws as specified by the Idaho Nonprofit Corporation Act (See Appendix C).

1.2.2 Public Record of Bylaws. Chief Tahgee Elementary Academy will retain a record of the original signed Bylaws adopted by the Board of Trustees (Board) and any subsequent amendments thereof. Chief Tahgee Elementary Academy will comply with Idaho Code §§9-338 - §§9-339 by providing copies of the Bylaws to the public through CTEA's website, written requested, and/or e-mail.

Section 1.3 - Documentation of Application for Non-Profit Status

1.3.1 Internal Revenue Code. Chief Tahgee Elementary Academy will acquire and retain nonprofit, tax-exempt status according to the Internal Revenue Code §§501(3)(c). Chief Tahgee Elementary Academy has currently completed Form 1023 Application for Recognition of Exemption under Section 501(c)(3) application and filed on November 2, 2011 (See Appendix D).

1.3.2 Record of Non-Profit Status. Chief Tahgee Elementary Academy will retain a record of the of its §§501(c)(3) status and comply with Idaho Code §§9-338 - §§9-339 by providing copies of this document to the public through written requested and/or e-mail.

The Articles and Bylaws themselves will cover this information, which need not be reiterated here. Tab 1 should merely refer readers to the relevant appendices.

Section 1.4 - Signatures of Qualified Electors

1.4.1 Petition of Qualified Electors. Chief Tahgee Elementary Academy will provide no less than thirty (30) signatures of qualified electors form the designated attendance area as specified in Idaho Code §§ 33-5205 (1) (a) and §§33-5205(3) (See Appendix E).

1.4.2 Primary Attendance Area. As delineated in Idaho Code §§33-5206(1), attendance area is composed of the compact and contiguous area. For the purpose of Chief Tahgee Elementary Academy, this area includes the current designated boundaries of the Pocatello School District, Blackfoot School District, and entirety of the Fort Hall Indian Reservation.

The primary attendance area need only be described once. Tab 2 is the appropriate location.

1.4.3 Public Record of Electors. Chief Tahgee Elementary Academy will retain a record of the original petition of qualified electors. The school will comply with Idaho Code §§9-338 - §§9-339 by providing copies of these signatures to the public through written requested to the main office or by e-mail. Copies of the petition signatures can be picked up from the main office or a copy will be mailed to the requestor. Unnecessary. This information is in the appendix.

Section 1.5 - Proof of Attendance at Charter Start 101 Workshop

1.5.1 Charter Start 101 Workshop Attendance. In compliance with Idaho Code §§33-5205 (5), a founder of CTEA will be required to attend the Charter Start 101 Workshop (See Appendix F).

1.5.2 Record of Charter Start 101 Workshop. Chief Tahgee Elementary Academy will retain a record certifying attendance at a Charter Start 101 Workshop and comply with Idaho Code §§9-338 - §§9-339 by providing copies of this document to the public through written requested and/or e-mail.

It is not necessary to refer repeatedly to public records law. One statement that CTEA will comply with said law is sufficient.

Section 1.6 - Vision & Mission Statements I.C. 08.02.04.202

1.6.1 Vision Statement. Chief Taghee Elementary Academy will be an exemplary student-centered learning organization reflecting the Shoshone-Bannock values of deniwapé (lifeways of the people) and life-long learning. Our primary objective is to produce students who are bilingual speakers and thinkers in the Shoshoni and English languages,

while at the same time exceed both national and state academic standards. Overall, the vision is to increase the academic success of our students and revitalize the Shoshoni language among elementary school children through a culturally and linguistically relevant heritage language immersion educational program.

1.6.2 Mission Statement. The mission of CTEA's heritage language immersion program is to provide a positive environment in which all students will be educated in the Shoshoni and English languages in order to better prepare them academically, socially, and culturally to meet the future challenges of a global society. CTEA has three primary purposes: academics, bilingualism, and cultural enrichment. Centered on the Shoshone-Bannock culture and through the use of the Shoshoni language, the curriculum and instructional materials are designed to increase the academic achievement of our students. Cross-curricular thematic instruction will be heavily influenced by the sciences and the performing and visual arts. CTEA is dedicated to advancing academic excellence by providing students in kindergarten through sixth grades with the intellectual capacity to participate and work productively in a multicultural society.

The vision and mission statement appear to be reversed. The mission statement should outline what the school plans to accomplish and the vision statement describes how the mission will be accomplished.

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

Section 2.1 - Proposed Operations I.C. §§33-5205 (4)

- 2.1.1** Operations
- 2.1.2** Administrative Services
- 2.1.3** Location & Attendance Area
- 2.1.4** Target Size
- 2.1.4** Facilities
- 2.1.5** Potential Civil Liability

Section 2.2 - Potential Effects I.C. §§33-5205 (4)

Section 2.3 - Insurance Coverage I.C. §§33-5204(4)

Section 2.1 - Proposed Operations

2.1.1 Operations. Chief Tahgee Elementary Academy, Inc. was incorporated on September 1, 2011 and will be a non-profit entity organized and managed under the Idaho Nonprofit Corporation Act. This Corporation is organized for the charitable, educational, and innovative purposes in order to do all things reasonable and proper in the operation of a nonprofit charter school within the state of Idaho. This corporation is organized exclusively for educational purposes within the meaning of IRC Section 501(c)(3) of the Internal Revenue Code of 1986 and will not carry on any activities prohibited under said code, corresponding sections of any future federal internal revenue laws, or by a corporation to which contributions are deductible under Internal Revenue Code §§170(c)(2). The Corporation will have all powers allowed by law, including, without limitation, those powers described in Section 30-2-24 of the Idaho Code. Furthermore, the corporation will not engage in any activities or execute powers not in direct furtherance of this corporation's stated and inferred purposes. Chief Tahgee Elementary Academy has currently filed for Recognition of Exemption under Section 501(c)(3).

2.1.1.1 Founders. This information should appear in Tab 7, enrollment lottery, and need not be reiterated in multiple locations. A Founder is defined in Section 33-5202(a)(3), Idaho Code, and means a person, including employees or staff of a public charter school, who makes a material contribution toward the establishment of a public charter school in accordance with criteria determined by the Board of the public charter school, and who is designated as such at the time the Board of Trustees acknowledges and accepts such contribution.

2.1.1.1.1 The criteria for determining when a person is a founder will not discriminate against any person on any basis prohibited by the federal or state constitutions or any federal, state, or local law. The designation of a person as a founder, and the admission preferences available to the children of a founder, will not constitute pecuniary benefits.

2.1.1.1.2 An organizing group of founders have written the initial petition for CTEA and have recruited and appointed an initial governing board of trustees. All remaining founders will be appointed as members of the Founding Advisory Committee (FAC) and continue to be a data gathering entity that participates in recommending curriculum, instruction, professional development and/or daily operations that will reflect the vision, purpose and mission of CTEA. Additional founding members may be recruited prior to the official opening of the first school year in order to accomplish the goals of CTEA. This group will remain on advisory committees until their terms have expired, removed by the Board of Trustees (Board), or as otherwise dictated in the Bylaws of the Corporation. The Board retains the right to restructure or abolish advisory committees if deemed in the best interest of the organization. This paragraph fails to define "founder" to the extent that may be necessary to avoid dispute.

2.1.1.2 Advisory Committees. This belongs in the Bylaws. Advisory committees will be established and provide, as appropriate, advice and information to the Board of Trustees. Members for these committees will include, but not be limited to: professional educators, legal advocates, students, stakeholders and other interested persons. The Board of Trustees and/or committee chairpersons will make appointments to the advisory committees.

2.1.1.3 Board of Trustees. This belongs in the Articles/Bylaws. The Board of Trustees will have the full power and duty to manage and oversee the operation of the Corporation's business and to pledge the credit, assets, and property of the Corporation when necessary to facilitate the efficient operation thereof. Authority is given to the Chief Tahgee Elementary Academy Board of Trustees by the State of Idaho as provided in the Public Charter Schools Act of 1998 (I.C. §§33-5204). Trustees will be deemed public agents to oversee and manage the operations and finances of CTEA. The Board will have all the power and duties generally afforded to a board of directors. Chief Tahgee Elementary Academy will be considered a public school for all purposes, and as such, will be responsible to identify and comply with all statutory requirements affecting the operation of a public school (See Bylaws Appendix C).

2.1.1.4 Open Meeting Law. The Board of Trustees will adhere to all regulations addressed in the Idaho Open Meeting Law I.C. §§67-2340 through §§67-2347.

2.1.1.5 Public Records Law. The Board of Trustees will adhere all regulations addressed in the Idaho Public Records Law I.C. §§9-337 through §§9-350.

These statements are sufficient to cover the entire petition; no need to reiterate the commitments they contain. However, they should be edited to commit the entire school to compliance, not merely the board.

2.1.1.6 Administrative Procedures. Tab 5 Chief Tahgee Elementary Academy's administrative organization will be designed so that all divisions and departments are part of a single system guided by Board policies, which are to be implemented through the Director of School Programs. Other administrators are expected to administer their resources in accordance with federal and state regulations, Board policy, and the rules and procedures outlined by the Director of School Programs.

2.1.2 Administrative Services. Tab 5 Administrative services for CTEA will be provided for by the Director of School Programs (Director). The Director must possess, or be qualified to possess, a valid Idaho Administrator Certificate in a period of time deemed acceptable to the Board. Under the direction of the Board, the Director will determine the day-to-day operations of the school in accordance with Title 33 of Idaho Code. In order to acquire the most talented administrators, the Board reserves the right to reassign responsibilities of the Director upon a super-majority (2/3rds) vote; reassignment(s) will be subject to pending contracts. The Director will be ultimately responsible to oversee the following areas:

2.1.2.1. Responsibilities of the Director of School Programs *policy/procedure manual*

- 2.1.2.1.1 Accountability & Testing
- 2.1.2.1.2 Capital Accounts
- 2.1.2.1.3 Collective Bargaining Cost Analysis
- 2.1.2.1.4 Construction/Facilities/Maintenance
- 2.1.2.1.5 Fiscal Forecasting
- 2.1.2.1.6 Grants, Gifts & Fundraising
- 2.1.2.1.7 Insurance & Fringe Benefits
- 2.1.2.1.8 Medicaid Management
- 2.1.2.1.9 Payroll
- 2.1.2.1.10 Purchasing & Contracts
- 2.1.2.1.11 Technology
- 2.1.2.1.12 Transportation
- 2.1.2.1.13 Strategic Planning
- 2.1.2.1.14 Human Resources
- 2.1.2.1.15 Budget/Budget Reporting
- 2.1.2.1.16 Interscholastic Relations – Charter & Traditional
- 2.1.2.1.17 Curriculum, Instruction & Special Programs
- 2.1.2.1.18 External Organizations/Agencies
- 2.1.2.1.19 Federal Programs – Impact Aid (PL 81-874), Johnson O'Malley, Title II-A, Title I-A, Title VI-B, Title VII
- 2.1.2.1.20 Athletics/Activities/Afterschool Programs
- 2.1.2.1.21 Professional Development & Assessment
- 2.1.2.1.22 Public Relations & Marketing
- 2.1.2.1.23 Principal – Head of School
- 2.1.2.1.24 Schools & Administrators
- 2.1.2.1.25 Board Relations

2.1.2.2 *Contracts.* When deemed in the best interest of CTEA, selected financial and organizational operations may be contracted out to licensed and bonded entities. The Director will be responsible for oversight of these contracts. No contractual agreements have been made at this time.

This should be under Tab 10.

2.1.2.3 *Reporting.* Annual programmatic operations and financial reports will be presented by the Director to the Board of Trustees and the Authorizing Chartering Entity (ACE) when the data becomes available and in a timely manner

This should be under Tab 5.

2.1.2.4 *Operations.* **Tab 5.** Under the direction of the Board, the Director will determine the day-to-day operations of CTEA in accordance with Title 33 of Idaho Code.

2.1.2.5 *Evaluation.* **Tab 6.** The Director will receive a yearly evaluation according to his/her performance. Prioritized goals and objective, in conjunction with a valid performance measure, will be agreed upon by the Director and the Board, and retained in the Director's personnel file.

2.1.2.6 Vacancies. During the vacancy of the Director position, the Board will reassume complete oversight. Within thirty (30) days, the Board will appoint an interim Director to oversee the day-to-day operations until the position can be filled as soon as a suitable candidate can be found. **Policy/Procedure.**

2.1.2.7 Stakeholders. Board members, founding family members, faculty, staff, and community stakeholders will be utilized according to their background and experience, which includes fund raising experience, grant writing expertise, etc. **Unnecessary.**

2.1.2.8 Other Administrators. The Chief Tahgee Elementary Academy administrative organization will be designed so that all divisions and departments are part of a single system guided by Board policies, which are implemented through the Director. Other administrators are expected to administer their resources in accordance with federal and state regulations, Board policy, and the rules and procedures outlined by the Director. On the recommendation of the Director, other administrators will be retained by the Board; other administrators will be supervised and evaluated annually by the Director with approval of the Board. **Tab 5.**

2.1.2.9 Faculty and Unclassified Staff. All faculty and unclassified staff will be retained by the Board of Trustees and accountable to the Director. The state funding formula will be used for funding faculty through the regular budgetary process. In order to attract the most highly qualified teachers, additional resources will be sought through grants, volunteers, and fundraising efforts. **Tab 5.**

2.1.2.10 Classified Personnel. All classified staff are retained by the Director of School Programs and accountable to Director. **Tab 5.**

2.1.3 Location & Primary Attendance Area. Chief Tahgee Elementary Academy will open with grades K-6 in August 2013 and be physically located within the boundaries of Blackfoot School District #55 on the Fort Hall Indian Reservation. The Fort Hall Business Council FHBC, by council resolution on January 24th, 2012, has resolved to provide a location for the CTEA within the Blackfoot School District #55 boundaries on one of the sites shown in the appendix (See Appendix BB). The school will have a contiguous attendance area encompassing the areas identical to that of the Pocatello School District, Blackfoot School District, and entirety of the Fort Hall Indian Reservation. These students will be given priority as designated in I.C. §33-5205(3) (j), however, students from other areas may be enrolled (See Appendix AU).

2.1.4 Target Size. ~~A matriculation~~ ~~An enrollment~~ cap of one hundred two (102) will be in effect for the first year (1) of operation, one hundred twenty-four (124) the second year (2), one hundred forty-six (146) in the third year (3) of operations, and one hundred sixty-eight (168) in the fourth (4) year. During the first year of operation, CTEA will cap enrollment in kindergarten at twenty-four (24) students and grades one (1) through six (6) at thirteen (13) students per grade; grades one/two, three/four, and five/six will be combined classes. In the second year of operation, there will be an enrollment cap of **twenty (24)** **This is contradictory. Is it 20 or 24?** students in grades K-2 and thirteen for grades three (3)

through six (6); grades three/four and five/six will remain combined classes. In the third (3) year, grades K-4 will have an enrollment cap of twenty-four (24) students and grades five (5) and six (6) will retain a cap of thirteen students; grades five/six will remain combined. In the fourth (4) year of operation, all grades will have an enrollment cap of twenty-four (24) students per grade. At that time the Board will evaluate and determine if it is viable for CTEA to further expand. **ACE approval will also be required.**

Is there market interest from non-American Indian students? Are enough American Indian students interested to fill the school?

See comments on review sheet.

2.1.5 Facilities. In order to facilitate the instruction of the student body and operate its academic program, the CTEA Board will acquire and maintain facilities in compliance with federal and state regulations, specifically I.C. §§33-5205 (4). The primary site will be located within the identical boundaries of the Blackfoot School District #55. Chief Tahgee Elementary Academy has been provided a location on the Fort Hall Indian Reservation by resolution of the Shoshone-Bannock Tribal Council for the use of a portable campus model. If deemed more appropriate by the Board and the Shoshone-Bannock Tribal Council, another location may be provided. This facilities plan ensures that adequate instructional, office, library, and other space appropriate for its student population will be available.

This section must include at least three, different facility options that are outlined in detail including a description, all associated costs, availability, land, permits, interior and exterior preparation, etc. See review sheet comments.

2.1.5.1 Idaho Code §§39-4130 Compliance. Prior to the start of school, facilities will be inspected to assure compliance with Idaho Code. §§39-4130 and the Americans with Disabilities Act and a report submitted to the ACE and the State Department of Education upon certification.

2.1.6 Potential Civil Liability

2.1.6.1 Indemnification. To the fullest extent permitted by law and in compliance with Idaho Code §§33-5205(4), Chief Tahgee Elementary Academy agrees to indemnify and hold harmless the Shoshone-Bannock Tribes, Idaho State Board of Education, the State Department of Education, its ACE, or any other entity, their officers, trustees, agents, or employees from and against all claims, damages, losses and expenses for wrongful acts. This includes, but is not limited to, attorneys' fees arising out of or resulting from any action of the school, provided that such claims, damage, loss, or expense is attributable to bodily injury, sickness, disease or death, injury, or destruction of tangible property. This includes the loss of use resulting thereof, and is issued in whole or in part by any negligent act or omission of the school, any contractor of the school, or anyone directly or indirectly employed by any who may be liable, regardless of whether or not it is caused in part by a party indemnified hereunder. Such obligation will not be construed to negate, abridge, or otherwise reduce any other right or obligation of indemnity, which would otherwise exist as to any party or person described in this paragraph. **Note that you are not required to indemnify state entities.**

2.1.6.2 Damages and Injury. The Shoshone-Bannock Tribes, Idaho State Board of Education, the State Department of Education, or the ACE will not be held liable for damages in an action to recover for bodily injury, personal injury, or property damage arising out of the establishment or operation of CTEA.

2.1.6.3 Liability to the Shoshone-Bannock Tribes. The Shoshone-Bannock Tribes will have no liability for the acts, omissions, debts or other obligations of CTEA, except as may be provided in an agreement or contract between the Shoshone-Bannock Tribes and the school.

2.1.6.4 Liability to Authorizing Chartering Entity. The ACE will have no liability for the acts, omissions, debts or other obligations of CTEA, except as may be provided in an agreement or contract between the district or **Public** Charter School Commission and the school.

2.1.6.5 Liability to the State of Idaho. The Idaho State Board of Education and State Department of Education will have no liability for the acts, omissions, debts or other obligations of CTEA, except as may be provided in an agreement or contract between the Idaho State Board of Education and/or the State Department of Education. **Unnecessary.**

Section 2.2 Potential Effects

2.2.1 Recruiting & Contracts. Chief Tahgee Elementary Academy will actively recruit from its compact and contiguous attendance area, including, the Blackfoot and Pocatello school districts and the entirety of the Fort Hall Indian Reservation. The disposition of the Blackfoot School Board clearly reflects its intent to remain completely separate from CTEA; consequently, the Board of Trustees retains the authority to contract with outside providers for a variety of special services as deemed appropriate. Examples of these may include: psychological evaluation services, occupational services, speech and language therapy, vision, gifted and/or talented, technology, financial, or other administrative.

2.2.2 Enrollment. Currently, Fort Hall Elementary School averages approximately twenty (20) students per grade, the Blackfoot School District enrolls approximately twenty (20) American Indian students per grade throughout the district, and Tyhee Elementary School matriculates approximately twenty-five (25) American Indian students per grade, a total low approximated average of sixty-five (65) American Indian students per grade. Chief Tahgee Elementary Academy projects a minimum enrollment average of thirteen (13) students per grade during the initial year, thirty percent 30% of the American Indian population throughout the attendance area and 5% of the total student population.

2.2.3 Financial Impact. With only a five percent (5%) decrease in overall enrollment, the initial effects on the local districts would be minimal and, in many cases, only reflect the normal difference found between elementary school class sizes. **Although often perceived as a loss of revenue for the district, the reality is that the district does not have to employ the teachers, administrators or support staff; supply instructional materials; provide building and classroom space; and the other related expenses. Unnecessary.**

Section 2.3 - Insurance Coverage

- 2.3.1 Insurance.** As delineated in Idaho Code §§33-5204(4), CTEA will secure insurance for liability and property loss. Liability and property insurance will be similar to the coverage purchased by that of other similar districts.
- 2.3.2 Liability and Property.** Chief Tahgee Elementary Academy will procure and maintain insurance for liability and property loss in amounts required by Idaho Code §§33-5204(4). **33-5204(4) does not stipulate a required amount of insurance.** Provision for liability and property loss will be made for general liability, vehicle liability, professional liability, and trustees and officer liability in the annual budget. Chief Tahgee Elementary Academy will insure all assets, facilities, and equipment against loss and liability of not less than \$1million per person, \$5 million aggregate; in compliance with Idaho State requirements, other such limits may be determined by the Board.
- 2.3.3 Errors and Omissions.** Chief Tahgee Elementary Academy will procure and maintain insurance for errors and omissions with limits not less than \$1 million dollars or deemed in the best interest of the school by the Board of Trustees.
- 2.3.4 Proof of Insurance.** Chief Tahgee Elementary Academy will provide to the ACE a list of all other types and amounts of insurance required upon acquisition, or a minimum of thirty (30) days prior to the opening of the school. **The ACE needs declarations pages, rather than a list.**
- 2.3.5 Cancellation or Non-Renewal.** The ACE will be given a sixty-day notice of cancellation or non-renewal of said insurance. A copy of the proof of insurance will be given to the ACE within thirty (30) days each time it is renewed to insure continuous coverage.

TAB 3: Educational Program and Goals

Section 3.1 – Educated Person in the 21st Century I.C. §§33-5205 (3)(a)

Section 3.2 - How Learning Best Occurs I.C. §§33-5205 (3)(a)

Section 3.3 - Educational Program and Goals I.C. §§33-1612 & §§33-5205 (3)(a)

Section 3.4 - Provisions for Special Education and Programs I.C. §§33-5205 (3)(q)

Section 3.5 - Dual Enrollment I.C. §§33-203(7) & 33-5205 (3)(r)

Section 3.6 - Provisions for Gifted and Talented I.C. §§33-2003

Section 3.7 - Provisions for Limited English Proficiency

Section 3.1 - Definition of Educated Person in the 21st Century

- 3.1.1** The fundamental characteristic of the 21st Century is ever-accelerating change. Information is multiplying as quickly as it is becoming obsolete; ideas are continually revisited, retested and revised. At the same time the world is becoming increasingly interdependent. To be an educated person and global citizen in the 21st Century, our students need to have a foundation of knowledge and skills that will enable them to acquire and critically analyze, synthesize, evaluate, understand, and communicate knowledge and information. An educated person must also have the ability to function effectively whether in familiar or unfamiliar situations, both in personal and intellectual life, and have the ability to develop skills that respond to changing professional requirements and new challenges in society. He or she must have the ability to take skills previously gained from the study of one set of problems and apply them to another. He or she must be able to locate, understand, critically interpret, evaluate, and use information in an appropriate way and ultimately be able to communicate his or her synthesis and understanding of that information in a clear and accurate manner. Students at CTEA will develop habits that include cultural values and moral reasoning, diligence, intellectual curiosity, cross-cultural awareness, and a respect for family, community, and scholarship in order to become empowered citizens in their community and beyond.

Section 3.2 - How Learning Best Occurs

- 3.2.1** Heritage language acquisition best occurs through early and sustained immersion in the language. At CTEA students will achieve high academic attainment, become highly proficient in two languages, become grounded in the Shoshone-Bannock culture, and develop sensitivities to other cultures. Heritage language immersion is a proven educational methodology in which the school curriculum is taught through the medium of the target language. Research indicates that students can simultaneously master a rigorous academic curriculum using the target language as a means of delivering content as well as mastering the English language (Met, 2004). At CTEA we believe that students learn in multiple ways but largely by constructing meaning for what they experience. Students do not simply absorb knowledge that is presented to them, rather, they try to make sense of it, often by connecting knowledge being learned to other information or mental organizations already present. Piaget referred to this process as assimilation and accommodation (1970). Research on the learning styles of American Indian students suggests that Native students exhibit learning styles different from mainstream students (Swisher, 1991). Learning styles in general largely reflect a culturally determined set of values. We therefore believe that cultural differences in the socialization process and in learning style preferences develop during children's early learning experiences. **Has CTEA researched language immersion? "Immersion" is not necessarily the same as "bi-lingual."**
- 3.2.2** Research also suggests that an integrated thematic curriculum centered in culture and the heritage language accompanied by a constructivist approach along with the use kinesthetic methodologies best facilitates learning by American Indian students (Crawford, 1992). Families, especially extended families, **are is** the central segment of many American Indian societies so collaboration between students, teachers and families are an essential element for our students' learning process. Other cultural values that we incorporate into

instructional practices that impact American Indian students' learning styles include discipline, group harmony, and a holistic approach to health and spirituality. These values all speak to the integral aspects of one's life which communicate balance and respect and impact the way in which one approaches a new learning situation. The values of careful listening and careful observation also reflect the cultural value held by many American Indians that it is virtuous to be a good listener and to learn as much as one can from studying the environment, including the many messages that are transmitted by nonverbal behavior. To address American Indian student's differences in learning styles, the curriculum and methods of instruction will largely reflect the cultural values of the Shoshone-Bannock Tribes in order to facilitate the best learning outcomes for the students at Chief Tahgee Elementary Academy. **How will this method of instruction impact non-American Indian students?**

Section 3.3 - Educational Program and Goals.

3.3.1 Description. CTEA is an innovative heritage language immersion school that prioritizes Shoshoni language revitalization and cultural preservation. At the same time, CTEA will provide a challenging and comprehensive education for Kindergarten through 6th grade students, preparing them to be inquisitive and analytic lifelong learners in the 21st Century. CTEA will both reverse the history of low academic achievement and revitalize the Shoshoni language. Research indicates that language is inextricably bound to one's cultural values, and that cultural values are psychological imperatives that affect one's self-awareness, identity, interpersonal relationships, self-confidence, and success in life (Crawford, 1992). Evidence-based research also demonstrates that bilingual education enhances cognitive development (Hakuta, 1985; Pease-Alvarez, 1992; Au, 1998; Au, 1995; Diaz, 1985). Children who learn a second language (in this case, heritage language) beginning in early childhood demonstrate certain cognitive advantages over children who do not. Finally, similar indigenous language revitalization programs, such as the Te Kohanga (Maori) in New Zealand, the Cree Way in Quebec, Canada, the Puana Leo (Hawaiian) in Hawaii, and the Hualapai in Arizona, have resulted in lower dropout rates, a heightened sense of heritage and identity, and improved test scores (Stiles, 1997). Preliminary results in Arizona and New Mexico from Navajo language immersion programs are also demonstrating significantly improved test scores (D. Trubakoff, Principal, Puente de Hozho, personal communication, September 19, 20011; M. Fillerup, Bilingual Director, Flagstaff Unified School District, personal communication, M. Madsen, Principal, Eva B. Stokely, Shiprock, NM, personal communication, September 22, 2011; Marlena Shepard, Curriculum Coordinator, Shiprock Consolidated School District, September 22, 2011; September 22, 2011; R. Tayah, Principal, Tsehootsooi Dine Bi Olta, Ft. Defiance, AZ personal communication, September 23, 2011).

3.3.2 Educational Program. The Shoshoni first educational program of CTEA is a collaborative effort of the learning community that prioritizes teaching the whole child and Shoshoni language fluency where all courses are taught through the lens of Shoshoni culture. Our students will first develop initial literacy in the Shoshoni language and then progress to a complete understanding of Shoshoni and English. Research indicates that the many cognitive processes that underlie the ability to read a language, other than the first language, such as understanding the relationship between the spoken language and the written word, transfer from one language to another (Cloud N., 2000). Shoshoni language

instruction will provide Fort Hall students with academic, affective, linguistic, cultural, and psychological benefits that will prepare them for success in two worlds. Therefore, instruction is in Shoshoni, so that the students learn to read, write, and speak the Shoshoni language as they learn the standard curriculum. Cross-curricular thematic instruction will be heavily influenced by the sciences, and the performing and visual arts. In essence, our immersion program will not only teach students Shoshoni, it will strengthen their understanding of English and all other academic skills as well. **Will students who have no background in the Shoshoni language be able to keep up? How will English be taught during the early, all-Shoshoni years?**

3.3.2.1 CTEA's educational program is designed to create a sound educational experience for each student. This includes knowledge of cultural heritage as well as cultivating each learner's interest in the current problems of our rapidly changing society. CTEA curriculum will be thematically integrated and flexible, focusing on language immersion methodologies (Total Physical Response (TPR), accelerated language acquisition, and other highly kinesthetic teaching methodologies). Culture will be central to the curriculum and deniwape (lifeways of the people) will enhance the positive behavior support system to creating a safe and productive learning environment. Our program also builds on students' prior knowledge and present interests and concerns. Students understand concepts and information better through active exploration of problematic situations that are relevant to their interests, unique culture, and personal lives. Student interests, brought out in discussions and activities, will help guide the choice of content. Content that excites students will motivate application of the pertinent academic skills and knowledge bases targeted by Shoshone-Bannock cultural experts as well as those described in the most current Idaho State Core Curriculum Content Standards.

3.3.2.2 Students will study topics in depth, making connections within and across subjects. An interdisciplinary approach to subject matter extends student achievement by making connections and putting new information within conceptual frameworks. The curriculum will be adaptable to the multiple ways in which people learn. Adaptations will incorporate a variety of learning approaches (investigation and discovery, kinesthetic involvement, individual research, debate, thematic projects, older students teaching younger, review and practice, individual enterprise, or private reflection).

3.3.2.3 The CTEA educational program is based upon the following assumptions and assertions:

3.3.2.3.1 Language is the life-blood of culture.

3.3.2.3.2 The ability to speak the Shoshoni language is essential to the self-identity of a Shoshone-Bannock child and to an understanding of deniwape (lifeways of the people).

3.3.2.3.3 It is just as important for a Shoshone-Bannock child to learn their heritage language as it is for him or her to learn English. However, both languages must be learned and learned well.

- 3.3.2.3.4 An immersion program will help preserve the Shoshoni language and the Shoshone-Bannock culture. A Shoshoni immersion educational program will provide a medium through which Shoshone-Bannock children can communicate and thereby connect with their elders. This linguistic bridge to the past will also form a bridge to the future as subsequent generations of Shoshone-Bannock children learn to speak, read, and write the language of their ancestors.
- 3.3.2.3.5 A language cannot be preserved solely through the school. Language instruction must begin in the home with a home-school outreach program, and language preservation must be a community-wide effort.
- 3.3.2.3.6 The United States Government has a legal responsibility to “preserve, protect and promote the rights and freedom of Native Americans to use, practice, and develop Native American languages...” (Native American Languages Act of 1990).
- 3.3.2.3.7 People who can speak, read, and write more than one language have certain cognitive, academic, social, cultural, and professional advantages over those who cannot.

We need to see a better description of CTEA’s educational program beyond the language immersion element, if in fact its uniqueness will extend to other aspects of the school.

3.3.3 Educational Goals. CTEA’s overarching goal is teaching the whole child in order to construct a learning environment where students, teachers, and parents learn, work, and problem-solve together. The measure of high student achievement will be the development of each child to his or her full potential. Students will have both individual and group educational objectives. The seven correlates that guide our program are: strong instructional leadership, a clear and focused culturally relevant mission, a climate of high expectations for success, a safe and orderly environment, frequent monitoring of student progress, opportunity to learn/student time on task, and positive home, school, and community relations. The following are the primary goals of the Shoshoni language immersion program:

- 3.3.3.1 BILINGUALISM: Students will acquire the ability to speak, read, write, and communicate effectively in different social and cultural contexts in their heritage and English languages.
- 3.3.3.2 ACADEMIC ACHIEVEMENT: Students will meet the national, tribal, and state standards in all academic subjects.
- 3.3.3.3 CULTURAL ENRICHMENT: Students will gain an in-depth understanding of the Shoshone-Bannock culture and its relationship philosophically, historically, socially, and spiritually to the social and academic mainstream.
- 3.3.3.4 The aim of our curriculum is ambitious: to teach all students at the school through the use of the Shoshoni language. At this time, we are developing the orthography for the Shoshoni language, a dictionary, and curriculum and curricular materials for K-6th grades and the home-school outreach program. The school will open in the fall of 2013 with grades K-6, however at that time, only Kindergarten will be full immersion. First and second grades will be 50/50 Shoshoni/English; and third through sixth grades will include language and cultural enrichment classes. Each subsequent year an additional grade level of immersion will be implemented until

instruction through the use of the Shoshoni language is a school-wide practice. This plan appears likely to severely limit CTEA's ability to attract older students in later years of operation. How will CTEA fill seats that are left empty by attrition? Another CTEA goal is to create positive change in the way K-6 grade education is taught so that our children can achieve their highest learning potential. The following tables demonstrate the percentage of each day students spend learning in Shoshoni and English at each grade level and the targeted benchmark of attaining the language goal:

How will the percentages below be calculated? Percentage of time? Curriculum? Other?

Table 1. Projected Benchmarks for Shoshoni Language Immersion

Grade	Percentage of Day in Shoshoni	Percentage of Day in English	Benchmark Year
K	100%	0%	2013
1	90%	10%	2014
2	80%	20%	2015
3	70%	30%	2016
4	60%	40%	2017
5	50%	50%	2018
6	50%	50%	2019

Table 2. First Year Shoshoni Immersion -- 2013

Grade	Percentage of Day in Shoshoni	Percentage of Day in English
K	100%	0%
1 & 2	50%	50%
3 & 4	Language and cultural enrichment classes only	90%
5 & 6	Language and cultural enrichment classes only	90%

Table 3. Second Year Shoshoni Immersion -- 2014

Grade	Percentage of Day in Shoshoni	Percentage of Day in English
K	100%	0%
1	90%	10%
2	50%	50%
3 & 4	Language and cultural enrichment classes only	90%
5, & 6	Language and cultural enrichment classes only	90%

Table 4. Third Year Shoshoni Immersion – 2015

Grade	Percentage of Day in Shoshoni	Percentage of Day in English
K	100%	0%
1	90%	10%
2	80%	20%
3 & 4	Language and cultural enrichment classes only	90%
5 & 6	Language and cultural enrichment classes only	90%

Table 5. Fourth Year Shoshoni Immersion – 2016

Grade	Percentage of Day in Shoshoni	Percentage of Day in English
K	100%	0%
1	90%	10%
2	80%	20%
3	70%	30%
4, 5 & 6	Language and cultural enrichment classes only	90%

Table 6. Fifth Year Shoshoni Immersion – 2017

Grade	Percentage of Day in Shoshoni	Percentage of Day in English
K	100%	0%
1	90%	10%
2	80%	20%
3	70%	30%
4	60%	40%
5 & 6	Language and cultural enrichment classes only	90%

Table 7. Sixth Year Shoshoni Immersion – 2018

Grade	Percentage of Day in Shoshoni	Percentage of Day in English
K	100%	0%
1	90%	10%
2	80%	20%
3	70%	30%
4	60%	40%
5	50%	50%
6	Language and cultural enrichment classes only	90%

Table 8. Seventh Year Shoshoni Immersion – 2019

Grade	Percentage of Day in Shoshoni	Percentage of Day in English
K	100%	0%
1	90%	10%
2	80%	20%
3	70%	30%
4	60%	40%
5	50%	50%
6	50%	50%

3.3.4 Instructional Materials. Chief Tahgee Elementary Academy will follow the most current Idaho State Standards, Common Core State Standards, and Rules Governing Thoroughness when selecting or developing its curricular materials. Instructional software and textbooks for the school are not yet chosen; they will be selected through collaboration between teachers, parents, Director, Coordinator, and the Board of Trustees. Instructional software and textbook packages will not be the sole source of instruction; their purpose will be to supplement and enrich, not necessarily to drive instruction. **Who will develop curricular**

materials in Shoshoni? How long will this process take, and how much will it cost in labor, printing/manufacturing, etc?

3.3.5 Educational Thoroughness Standards. Chief Tahgee Elementary Academy will fulfill the thoroughness standards identified in Idaho Code. Idaho Code §§33-1612 defines a thorough system of public schools by the following standards:

3.3.5.1 Standard 1. A safe environment conducive to learning is provided.

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

3.3.5.1.2 Objectives: Chief Tahgee Elementary Academy will:

- 3.3.5.1.2.1** Develop policy and procedure for physical safety. These guidelines will include, but not be limited to, the procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school, notification of parents' rights, and staff monitoring responsibilities.
- 3.3.5.1.2.2** Provide a facility and adopt policies that meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools.
- 3.3.5.1.2.3** Establish, publish, and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, violence, gangs, and use or sale of alcohol and drugs.
- 3.3.5.1.2.4** Create an environment that encourages parents and other adults to visit the school and participate in the school's activities.

3.3.5.2 Standard 2. Educators are empowered to maintain classroom discipline.

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

3.3.5.2.2 Objectives: Chief Tahgee Elementary Academy will:

- 3.3.5.2.2.1** Adapt the policies into a student/parent handbook providing a code of conduct including clear expectations and consequences for unacceptable behavior.
- 3.3.5.2.2.2** Provide a school-wide process for teachers to handle minor and major infractions in the classroom setting.
- 3.3.5.2.2.3** Teach appropriate behaviors and foster responsible decision-making skills.

3.3.5.2.2.4 Establish and maintain consistent rules aligned throughout the school.

3.3.5.3 Standard 3. The basic culturally appropriate values of the Shoshone-Bannock Tribes for students including honesty, self-discipline, unselfishness, respect for authority, and the central importance of work are emphasized. **This is not the SBOE standard.**

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

3.3.5.3.2 Objectives: Chief Tahgee Elementary Academy will:

3.3.5.3.2.1 Utilize the general philosophy of the Shoshone-Bannock Tribes' cultural program and standards to instill important values.

3.3.5.3.2.2 Emphasize the importance of adults modeling culturally important values at school.

3.3.5.3.2.3 Help students build personal bonds and carry out responsibilities to one another and to the faculty and staff.

3.3.5.3.2.4 Develop a sense of community and service within the school, and between the school and the larger community. Community service instills a sense of individual, social, and civic responsibility and enables the student to use newly found knowledge to solve community problems.

3.3.5.4 Standard 4. The skills necessary to communicate effectively are taught.

3.3.5.4.1 Goal: Teach students a range of effective communication skills required for future success.

3.3.5.4.2 Objectives: Chief Tahgee Elementary Academy will:

3.3.5.4.2.1 Emphasize meaningful language experience in the language arts, enhanced by dramatization and the heritage language along with accelerated language learning methods, e.g., Total Physical Response (TPR).

3.3.5.4.2.2 Provide access to computers to teach students basic computer skills and appropriate communication through technology (via e-mail and the Internet).

3.3.5.4.2.3 Provide instruction in the heritage language. In addition, knowledge of a second language will boost English proficiency, improve memory and self-discipline, and enhance verbal and problem-solving skills.

3.3.5.5 Standard 5. A basic curriculum necessary to enable students to enter academic or professional-technical post-secondary educational programs is provided.

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

3.3.5.5.2 Objectives: Chief Tahgee Elementary Academy will:

3.3.5.5.2.1 Use the Idaho State Standards and Common Core State Standards as a starting point to be enhanced by unifying themes and other creative methods.

3.3.5.5.2.2 Use a variety of methods to ensure student learning, including but not limited to: Spalding (phonics); CORE (reading/ spelling research); 6-Traits (writing); the Shurley method (English); teaching of mathematics through direct instruction, mathematics manipulative and relevant activities; computation and mathematics for homework; hands-on experimentation for science learning; and emphasis on community service in social studies.

3.3.5.5.2.3 Develop a personalized learning goal for each student. **How does CTEA define “personalized learning goal?”** Together, the student, parents and educator will consider the student’s strengths and weaknesses. Faster students will continuously be presented with new challenges. Learners who need more time will benefit from extra help, multiple methods and different environments.

3.3.5.5.2.4 Emphasize Fine and Language Arts and the Scientific Method.

3.3.5.5.2.5 Health knowledge and physical activity are very important for students. A comprehensive health curriculum will be taught, as required by the state.

3.3.5.5.2.6 Physical activity during the school day will be difficult in a temporary setting, but we are planning for ample playground space. Additionally, we will be seeking community partnerships (e.g., Fort Hall Recreation Center) for student access during inclement weather.

3.3.5.6 Standard 6. The skills necessary for the students to enter the workforce are taught.

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

3.3.5.6.2 Objectives: Chief Tahgee Elementary Academy will:

- 3.3.5.6.2.1 Provide a strong foundation in reading, writing, problem solving, math concepts, science, social studies, and computational skills.
- 3.3.5.6.2.2 Provide a technology-rich environment, encouraging the effective use of technology as a tool in the workplace of the 21st Century.
- 3.3.5.6.2.3 Enable students to develop the following intellectual habits important in the work place: adapting to new situations and responding effectively to new information; solving problems; locating and evaluating information from a variety of sources; making flexible connection among various disciplines of thought; thinking logically and making informed judgments.
- 3.3.5.6.2.4 Enable students to develop the following personal habits important in the work place: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; organizational skills; study skills; responsible time management; assuming a fair share of the work load; and working cooperatively with others to reach group consensus.

3.3.5.7 Standard 7. The students are introduced to current technology.

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

3.3.5.7.2 Objectives: Chief Tahgee Elementary Academy will:

- 3.3.5.7.2.1 Use interactive technology as tools in an integrated educational program, and in some courses, it will be used as the primary instructional delivery system.
- 3.3.5.7.2.2 All students leaving CTEA will be proficient in using both a word processing and spreadsheet package.
- 3.3.5.7.2.3 Use computers as tools for such activities as accessing research information, authoring, computation, record keeping and data storage, time and scheduling software (e.g., Outlook Express), and communication (email).
- 3.3.5.7.2.4 Students will be required to complete a technology assessment portfolio documenting their proficiency.

3.3.5.8 Standard 8. The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools, and communities is emphasized.

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

3.3.5.8.2 Objectives: Chief Tahgee Elementary Academy will:

3.3.5.8.2.1 Provide a comprehensive program of community service by the third year of operation that reflects responsible citizenship in a democratic society and an interdependent world.

3.3.5.8.2.2 Enable students to develop the following habits of responsible citizens: accepting responsibility for personal decisions and actions; honesty, courage and integrity; empathy, courtesy and respect for differences among people; assuming a fair share of the workload; and working cooperatively with others to reach group consensus.

3.3.5.8.2.3 Enable students to understand and apply concepts and principles embedded in each of the social studies: history, geography, political science, and economics.

3.3.5.9 Achievement. Chief Tahgee Elementary Academy will achieve the Thoroughness Standards through well trained, competent, highly qualified faculty members and staff. Faculty training will focus on individual improvements, both personal and instructional; regularly scheduled staff meetings and in-service days will be designated for this purpose. The school's size will facilitate the necessary enculturation, school/community participatory behaviors, and a safe environment. A strong emphasis on understanding and developing self-efficacy and motivation will guide the decision-making process and relationships throughout the school.

3.3.6 Data Collection and Measurement. In all program areas and at all levels, Chief Tahgee Elementary Academy will measure student progress toward achieving learner goals and program area performance standards including: the content and data, the development of critical thinking and reasoning, and student attitude. Chief Tahgee Elementary Academy expectations are that student attendance, engagement, and rates of achievement will accelerate beyond the levels they were attaining before attending CTEA and will meet or exceed proficiency levels as defined by the No Child Left Behind Act (NCLB) and the State Department of Education. In order to demonstrate these achievements, student performance will be measured using a variety of assessments, including state and federally mandated standardized tests, curriculum-based assessments, content standard assessments, and rubrics developed for determination of progress in technological literacy, project and experiment composition, engagement, and motivation.

3.3.7 Curriculum Development and Approval. With the ultimate approval of the Board of Trustees, curriculum development will be an ongoing process led by the Director and the Curriculum, Instruction, and Assessment Coordinator. **Can your budget support both of these positions? Will both positions be full time?** The curriculum will be implemented and evaluated through observations of the Coordinator, teachers, stakeholders, parents and students. Curriculum will also be evaluated through all assessments required by the No

Child Left Behind Act and the State Department of Education, curriculum-based assessment, content-based assessment, and rubrics.

- 3.3.8 Software and Textbooks.** Chief Tahgee Elementary Academy will follow the Idaho State Standards, the Common Core State Standards, and Rules Governing Thoroughness when selecting its curricula. Instructional software and textbooks for the school are not yet chosen; they will be selected through collaboration between the teachers, parents, Director, Coordinator, and Board of Trustees. Instructional software and textbooks packages will not be the sole source of instruction; their purpose will be to supplement and enrich, not necessarily to drive instruction. **What will you use to drive instruction?**
- 3.3.9 Supplemental Educational Programs and Services.** Provision of supplemental educational programs and services such as HIV/AIDS education, family life education, occupational education, guidance and counseling services, summer school programs, parent education programs, social work, and psychological services will be provided to students who require them from the first day of school. **How will these students be identified?** The Board of Trustees, Director, faculty association, and parent association will work together to determine the need for, and estimated cost and value of, these programs. Outside contracts to meet specific identified needs will be negotiated by the Director on a need basis. **How will you plan for these contracted costs in your budget?**
- 3.3.10 Academic Freedom and Controversial Issues.** Chief Tahgee Elementary Academy **Here and elsewhere, please use abbreviations consistently.** will offer an educational program appropriate to the level of student understanding which: 1) allows students to study and discuss controversial issues; 2) provides opportunities to examine evidence, facts, and differing viewpoints; and 3) teaches the importance of fact, the value of judgment, and the respect of conflicting opinions.

Section 3.4 - Provisions for Special Education and Programs

- 3.4.1 Compliance with Federal and State Law.** The Board of Trustees acknowledges the right of every student to receive a quality education; consequently, CTEA will comply with all federal and state laws associated with special education, including but not limited to, Section 504 of the Rehabilitation Act of 1973 (Section 504), the Individuals with Disabilities Act (IDEA) of 1990, Title II of the Americans with Disabilities Act (ADA) of 1990, Idaho Code §§33-2001 through 2002, §§33-2004 through 2005, §§33-2010, and 08.02.03.109.
- 3.4.2 Idaho Special Education Manual.** Chief Tahgee Elementary Academy will adopt and comply with the most up-to-date version Idaho Special Education Manual. The Idaho Special Education Manual will be used for identifying, evaluating, programming, developing individualized education plans, planning services, informing the discipline policy, budgeting, and providing transportation for special needs students, as necessary.
- 3.4.3 Differentiated Instruction.** All special education, Section 504, IDEA, ADA, and Title I of the Improving America's Schools Act (IASA) of 1994 (Title I) classified students have special needs; consequently, these students will be provided educational experiences that strive to meet those needs in the regular classroom as well as in special classes, seminars or

workshops. ~~The charter environment allows for these areas to be pursued beyond the scope of the regular curriculum, regardless of the type of special needs. Chief Tahgee Elementary Academy will accomplish this through, but not limited to, clustering, competitions, consultations, curriculum compacting, special topic classes, independent study, interest-based workshops, remediation, tutoring and pullout classes. This section is redundant and not necessary.~~

- 3.4.4 Policies and Procedures.** The Board of Trustees will adopt and maintain appropriate special education policies consistent with state and federal laws and requires legally compliant written procedures, rules, and regulations from the Director. All students at CTEA will receive appropriate services as outlined in the following provisions.
- 3.4.5 Resources.** The Board of Trustees will provide the necessary resources to ensure that students with disabilities receive adequate personnel, physical facilities, funding and contractual arrangements as required in Section 504, IDEA, ADA, and outlined in the students' Individualized Education Program (IEP).
- 3.4.6 Enrollment.** Chief Tahgee Elementary Academy will not deny enrollment to a student with a disability solely due to that student's need for special education or related aids and services. The Board ensures that all appropriate services will be provided for students that have met minimum state and federally established eligibility criterion for such services. Chief Tahgee Elementary Academy will be prepared to provide special education services the first day of school.
- 3.4.7 Information Management.** Chief Tahgee Elementary Academy will use the forms for special education as outlined in the Idaho Special Education Manual.
- 3.4.8 Multidisciplinary Teams.** The Director or designee will form multidisciplinary teams to consider a student's eligibility for special education. If a team determines the need for an evaluation by personnel, such as a school psychologist, speech therapist, or occupational therapist, not currently employed by the school, such evaluations will be contracted.
- 3.4.9 Individualized Education Program.** In compliance with federal and state law, an Individualized Education Program (IEP) multidisciplinary team will be established as set forth by IDEA and comprised of the student's general education teacher, a special education teacher, a district representative, parents, the student when appropriate, and, if deemed of value, other knowledgeable persons. The team is responsible for developing the IEP, determining placement, and reviewing and revising the student's IEP and placement at least annually. A certificated teacher, or an educational assistant under his/her guidance, will provide services in an inclusion or a pullout model depending on the degree of intervention necessary to meet the student's needs. The appropriate personnel will consult with the general education staff to utilize effective classroom interventions, adaptations, and modifications.
- 3.4.9.1** If an IEP team determines that the student's academic needs cannot be met on site, CTEA will contract with another agency to provide those services; however, the school will continue to monitor student progress.

3.4.10 Screening. The Director or designee will conduct a yearly Child Find activity that includes a three-step process leading to the determination of whether or not a student requires special education services. As outlined in the Idaho Special Education Manual, Chief Tahgee Elementary Academy will:

- 3.4.10.1** Establish and implement an ongoing Child Find system. An individual will be appointed to coordinate the development, revision, implementation, and documentation of the Child Find system.
- 3.4.10.2** Ensure that staff and the school's constituents are informed of the availability of special education services.
- 3.4.10.3** Implement a screening process that will include any and all referrals by parents and/or other adults including teachers, counselors, or other school professionals.

3.4.11 Least Restrictive Environments. In compliance with the Idaho Special Education Manual and as identified on each student's IEP, CTEA will provide special education and related services to eligible students in the Least Restrictive Environment (LRE). Depending on the needs of individual students, the LRE will be CTEA, another local school district site, or other alternative site. Multidisciplinary IEP team LRE decisions will be made individually for each student. The following criteria will be considered in the decision-making process:

- 3.4.11.1** *Based on student's IEP:* The student's IEP is developed prior to the determination of the location of services and settings. The services and settings needed by each student with a disability must be based on the student's IEP and unique needs that result from his or her disability, not on the student's category of disability.
- 3.4.11.2** *Age Appropriate Peers:* Students with disabilities will be educated with age-appropriate peers to the maximum extent appropriate. A student with a disability is not removed from age-appropriate general education environments solely because of needed accommodations and/or adaptations in the general education curriculum.
- 3.4.11.3** *School of Attendance:* A student with a disability will be educated in the school as close as possible to the student's home and unless the IEP requires some other arrangement, the student is educated in the school he or she would attend if not disabled.
- 3.4.11.4** *Harmful Effects:* Consideration will be given to any potential current or long term harmful effect on the student or on the quality of services the student needs.
- 3.4.11.5** *Accommodations and/or Adaptations:* A student with a disability is not removed from general education settings solely because of needed accommodations and/or adaptations in the general education curriculum.
- 3.4.11.6** *Participation in Nonacademic and Extracurricular Services and Activities:* A student with a disability will be allowed to participate with students without disabilities in nonacademic and extracurricular services and activities to the maximum extent appropriate. These services and activities may include meals, recess, field trips, counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the school, referrals to community agencies, career development, and

assistance in making outside employment available. The IEP team determines the supplementary aids and services that are appropriate and necessary for the student to participate in nonacademic settings and extracurricular services and activities.

3.4.12 Discipline. Multidisciplinary teams (are these teams the same as the multidisciplinary teams stated above or are they different teams?) will be formed to address disciplinary problems by special education students. Chief Tahgee Elementary Academy employees will follow the Idaho Special Education Manual (as currently defined in Chapter 7, Section 12, and titled “Student Discipline”) and the district policy manual to address these issues. (See Appendix G)

3.4.12.1 Discipline Policy. The discipline policy as set forth in the Idaho Special Education Manual and outlined in Tab 7 of this petition will be used by the IEP team as a guideline for establishing appropriate disciplinary procedures when misconduct of a student with a disability was:

- 3.4.12.1** a demonstration of the disability, that is an inability to understand impact and consequences or an inability to control behavior;
- 3.4.12.2** the result of an inappropriate placement, and/or
- 3.4.12.3** the lack of provision of services consistent with the IEP and placement.

3.4.13 Contracts. Chief Tahgee Elementary Academy ~~will~~ may contract with psychological, speech, language, occupational, and/or physical therapy providers for the provision of special education related services; services may be provided by a paraprofessional under the direct supervision of a licensed therapist. In the event that the IEP team determines that the student’s academic needs cannot be met on site, the multidisciplinary team assigned to the student will determine the least restrictive environment complying with IDEA and advise the Board. redundant

3.4.14 Highly Qualified. The Director will ensure that special education and special services personnel meet highly qualified standards as delineated in Tab 6 of this document.

3.4.15 Professional Development. All special education, special services, and general education personnel will receive ongoing training in order to meet the needs of students with disabilities who are enrolled in the school. The Director or designee will provide [to whom?] a comprehensive professional development plan regarding special education, Section 504, IDEA, and ADA.

3.4.16 Transportation. Transportation for special needs students will be provided as dictated by the nature of the disability, which would include specialized transportation such as door-to-door. Unless the student is capable of getting to school in the same manner as other students, the student(s) will be entitled to this transportation even if the charter school does not provide transportation to other students or is resides (does not make sense) further than (15) miles by road of the school’s physical location.

3.4.17 Special Programs and Interventions. Those students not reading at grade level or computing grade level mathematics will be identified and receive a variety of services including but not limited to special education, Title I, Response to Intervention, tutoring, and/or they may attend school during an extended session. In order to comply with state and federal regulations and meet student needs, CTEA will administer assessment to admit students into all special programs. Students deemed at risk will be screened and monitored using the Response to Intervention model and the appropriate interventions will be implemented as needed.

3.4.18 Parent Participation. The Board of Trustees understands the importance of parent participation in their child's education. Consequently, CTEA will make every effort to facilitate open lines of communication with all parents/guardians/acting custodians. In accordance with Board policy and state and federal law, parents/guardians/acting custodians will receive written notice regarding identification, evaluation, and/or placement of their child for special education or other special program. Parents/guardians will be involved in all placement decisions regarding their child and have the right to request due process hearings at any time.

3.4.19 Confidentiality. Chief Tahgee Elementary Academy will protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages, including all type of records covered under the definition of "education records" in 34 CFR Part 99 (the regulations implementing the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g (FERPA)).

3.4.19.1 Upon enrollment of a student, Chief Tahgee Elementary Academy will give notice that is adequate to fully inform parents about confidentiality of personally identifiable information.

3.4.19.2 All persons collecting or using personally identifiable information will receive training or instruction regarding the Idaho State policies and procedures regarding confidentiality under Part B of the IDEA and the Family Educational Rights and Privacy Act (FERPA).

3.4.19.3 Chief Tahgee Elementary Academy will maintain, for public inspection, a current listing of the names and positions of those employees within the agency who may have access to personally identifiable information.

3.4.19.4 Chief Tahgee Elementary Academy will keep a record of parties obtaining access to education records collected, maintained, or used under Part B of the IDEA (except access by parents and authorized employees of the participating agency), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

3.4.20 Supplementary Aids, Services, and Other IEP Considerations. Chief Tahgee Elementary Academy will provide all necessary supplemental aids, services, and other IEP considerations as deemed appropriate by the IEP Team whether or not these services are currently in place. Supplementary aids and services may include general education curriculum accommodations and/or adaptations, support from school staff, positive behavioral intervention plans, extended school year services, transportation, transition services, assistive technology services, adaptive technologies, and travel.

3.4.21 Research Based Curriculum and Interventions. The IEP Team will identify students' challenges early through standardized testing, curriculum-based assessment, criterion-referenced assessments, qualitative teacher observation, and ongoing data collection and analysis of students' classroom performance. The IEP Team will develop procedures to implement student interventions and provide for appropriate individualized instruction. In implementing the intervention process, the school will: 1) apply scientific, research-based curriculum and interventions, 2) measure the student's response to intervention, and 3) use the data to inform further intervention and instruction. **Move to policy.**

Section 3.5 - Dual Enrollment

3.5.1 Dual Enrollment Students in Other Districts. As delineated in Idaho Code §§33-203 and §§33-5205 (3)(r), CTEA students will have the opportunity to participate in dual enrollment with other public schools and will comply with the local school districts' current dual enrollment policies and fee schedules, or as may be amended. Chief Tahgee Elementary Academy will make all attempts to negotiate for the best service and contractual agreement. **Dual enrollment arrangements are made between parents and the schools, not directly between the schools.**

3.5.2 Dual Enrollment Students from Other Districts. Students from other public, charter, and nonpublic schools will have the opportunity to participate in dual enrollment at CTEA following the guidelines delineated in Idaho Code §§33-203, and will comply with the CTEA current dual enrollment policies and fee schedules, or as may be amended. Chief Tahgee Elementary Academy will make all attempts to negotiate for the best service and contractual agreement. Students who are dually enrolled but attend another school or are home schooled for more than four (4) hours a day will not be counted toward CTEA's initial enrollment cap. **This is not recommended, as it may result in decreased funding for CTEA due to students who fill seats but do not attend CTEA full time.**

3.5.3 Funding. State funding of a dually enrolled student will be limited to the extent of the student's participation in the public school programs. Chief Tahgee Elementary Academy will negotiate the terms of how ADA will be divided with the local school district to the greatest extent possible, realizing that some districts already have dual enrollment fee schedules. If a fee schedule has already been established by the local district and a student from the attendance area dual enrolls at CTEA, the same fee schedule as established by the school district will be used. **Policy.**

3.5.4 Dissemination. Information regarding dual enrollment, including fee schedules, will be communicated to parents and community through a brochure, on the school website, upon enrollment, during yearly orientation, and will be available at the CTEA office upon request. **Handbook.**

3.5.5 Parent Participation. The Board of Trustees understands the importance of parent participation in their child's education. Consequently, Chief Tahgee Elementary Academy will make every effort to facilitate opens lines of communication with all parents/guardians/acting custodians. In accordance with Board policy and state and federal law, parents/guardians/acting custodians will receive written notice regarding placement of their child in a dual enrollment program. Parents/guardians will be involved in all

placement decisions regarding their child at any time. This section is not necessary. The petition need only address parent participation in one place; it is excessive to address it with regard to a variety of specific instances.

Section 3.6 - Provisions for Gifted and Talented

- 3.6.1 Differentiated Instruction.** All gifted and talented students have special needs; consequently, these students will be provided educational experiences that strive to meet those needs in the regular classroom as well as in special classes, seminars or workshops. The charter environment allows for areas to be pursued beyond the scope of the regular curriculum, regardless of the student's areas of special talent. This will be accomplished through but not limited to clustering, competitions, consultations, curriculum compacting, special topic classes, independent study, interest-based workshops, and pullout classes.
- 3.6.2 Policies and Procedures.** Chief Tahgee Elementary Academy will implement policies and procedures for the identification and instruction of the gifted and talented according to Idaho Code §§33-2003 (See Appendix H).
- 3.6.3 Definition.** Gifted and talented children are defined those students who are identified as possessing demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing or visual arts and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities.
- 3.6.4 Identification.** Chief Tahgee Elementary Academy will identify gifted and talented students using a variety of formal assessments (ISAT, Aprenda, Standardized Intelligence Test, or other equivalent assessment), informal assessments (teacher rating/observations, student records, including GPA, projects or work sample, parent questionnaire, student questionnaire, etc), and other information indicative of giftedness and/or talent (subject experts, personal references, etc.) to ensure all opportunities to be considered for the program have been met. The screening criteria will be age/grade appropriate, nondiscriminatory, and comply with the procedures set forth in all state and federal legislation. This will include a plan for continuity of services throughout grade levels and a plan for exits and removals from the program and requests for review.
- 3.6.5 Strategic Plan.** Here and throughout the petition, most requirements that are described at length elsewhere need not be reiterated in the petition. With a few exceptions, it is preferable to incorporate that information by reference only. Chief Tahgee Elementary Academy will develop program options to include, but not limited to pullout classes, competitions, independent study, curriculum compacting, mentorships, etc. The Director or designee will develop and maintain a written educational strategic plan for its gifted and talented program. After initial submission to the Board of Trustees, ACE, and State Department of Education, plans will be reviewed annually and submitted to the Board of Trustees, the ACE, and State Department of Education every three (3) years. The Gifted and Talented Program plan will include the following:

3.6.5.1 Philosophy statement

3.6.5.2 Definition of giftedness

- 3.6.5.3 Program goals
 - 3.6.5.4 Program options
 - 3.6.5.5 Identification procedures
 - 3.6.5.6 Benchmarks and program evaluation
 - 3.6.5.7 Implementation and evaluation timelines
- 3.6.6 Goals.** Chief Tahgee Elementary Academy goals for the Gifted and Talented Pprogram include, but are not limited to:
- 3.6.6.1 providing a learning environment that will encourage the capable student to develop to his/her individual potential while interacting with intellectual peers;
 - 3.6.6.2 establishing a climate that values intellectual ability, enhances self-concept and encourages self-direction and self-evaluation;
 - 3.6.6.3 encouraging the development of, and provide opportunities for using, higher level thinking skills and acceleration within the regular curriculum.
- 3.6.7 Oversight & Professional Development.** The GT Program Director will oversee all aspects of the GT program and develop a comprehensive professional development plan regarding gifted and talented education. Gifted and talented, as well as general education, personnel will receive ongoing training in order to meet the needs of gifted and talented students who are enrolled in the school.
- 3.6.8 Parent Participation.** The Board of Trustees understands the importance of parent participation in their child's education. Consequently, Chief Tahgee Elementary Academy will make every effort to facilitate opens lines of communication with all parents/guardians/acting custodians. In accordance with Board policy and state and federal law, parents/guardians/acting custodians will receive written notice regarding identification, evaluation, and/or placement of their child in the Gifted and Talented Program. Parents/guardians will be involved in all placement decisions regarding their child and have the right to request due process hearings at any time.
- 3.6.9 Community Participation.** The Board of Trustees understands the importance of community participation the education process. Consequently, CTEA will make every effort to coordinate community resources for mentoring, including but not limited to elders fluent in the Shoshoni language.
- 3.6.10 Advanced Learning Plans & Records.** Advanced Learning Plans (ALP) will record programming options and strategies utilized with individual students and will be part of the student's record. The ALP will be considered in educational planning and decision making concerning subsequent programming for that student and be used in the articulation process. Gifted student records will describe the body of evidence that identifies strengths, interests and needs, and the ongoing programming and student achievement results. The records will include but not be limited to:
- 3.6.10.1 An accountability record providing evidence of monitoring gifted interventions and student progress through the grades.

- 3.6.10.2 A result of the student profile created during the identification process and the implementation of programming services matched to the child's strengths and interests.
- 3.6.10.3 A dynamic planning guide for making instructional decisions about materials, programming options and assessments for gifted and talented students based upon strengths, interests, learning characteristics and social-emotional needs.
- 3.6.10.4 A document across grades that includes indication of at least one identified strength area, goal for instruction, interventions/programming services, results of achievement and goal activities and the responsible participants (personnel, parent, student).
- 3.6.10.5 A tool for monitoring students with outstanding potential.
- 3.6.10.6 Data for the ALP will be collected from independent work from home, regular classroom work, classroom, school, and state assessments, and/or other identified gifted programming options. It will be a part of regular cumulative folder record keeping systems.
- 3.6.10.7 A document reviewing the progress and needs of the individual students will be developed with parents and the gifted student and revised at least once a year.
- 3.6.10.8 The ALP will be attached to the student's report card and reviewed at the regular parent-teacher conference in order to provide for a systemic routine for ongoing monitoring.
- 3.6.10.9 All ALP information will be transferred during regular registration procedures established by CTEA. It will include policies, procedures, and questions about gifted identification and/or previous gifted services.

Section 3.7 - Provisions for Limited English Proficiency

- 3.7.1 ***Differentiated Instruction.*** All English Language Learners (ELL) have special needs; consequently, these students will be provided educational experiences that strive to meet those needs in the regular classroom as well as in special classes, seminars or workshops. The charter environment allows for areas to be pursued beyond the scope of the regular curriculum, regardless of the student's area of special needs. In accordance with the Board's philosophy to provide a quality educational program for all students, CTEA will provide an appropriate planned instructional program for identified students whose dominant language is not English (See Appendix I).
- 3.7.2 ***Purpose.*** The purpose of the program is to increase the English language proficiency of eligible students so that they can attain the academic standards adopted by the Board and achieve academic success. Students who have Limited English Proficiency (LEP) will be identified, assessed and provided with appropriate services.
- 3.7.3 ***Definition.*** Chief Tahgee Elementary Academy will apply the federal definition of Limited English Proficiency as defined in Title III and IX of the ESEA.
- 3.7.4 ***Participation.*** Chief Tahgee Elementary Academy will provide a program for each student whose dominant language is not English for the purpose of facilitating the student's achievement of English proficiency and the academic standards. The program will include English as a Second Language instruction. The program will meet the three-pronged test of program compliance: (1) sound research-based education theory; (2) sufficient resources

and staffed by appropriate prepared personnel; (3) periodic program evaluation. The Board will include provisions for the LEP programs in its Strategic Plan.

- 3.7.5 Oversight.** The Director or designee will implement and supervise an LEP Program that meets the legal requirements for LEP program compliance.
- 3.7.6 Screening.** Following the Idaho LEP Program Manual guidelines CTEA has establish the following procedures for identification of students whose dominant language is not English.

3.7.6.1 Chief Tahgee Elementary Academy registration cards for every new student will include at least the question: What is the primary language spoken in the home?

3.7.6.2 If a response is any language other than English, a Home Language Survey (HLS) will be sent home to the parents (See Attachment A).

Excessive information; incorporate most by reference. Again, this is good information but goes beyond what needs to be included in the petition. Much of this text may be appropriate for inclusion in CTEA's policy/procedures manual.

3.7.6.3 If it is unclear from the HLS, a further survey, parent questionnaire, or parent conference will be initiated, so that CTEA has a clear indication on whether there is another language other than English that is influencing the child's English language proficiency.

3.7.6.4 If there is no other language present that is influencing the child's English, then they will not be given the ELL Placement test, or the Idaho English Language Assessment (IELA).

3.7.6.5 In compliance with the Office of Civil Rights (OCR) regulation, if it is clear that a native language, or dialect, is in fact influencing the English of the child and that a student may be Limited English Proficient (LEP), he/she will be tested with an ELL Placement Test within 30 days of registration or within 2 weeks (15 days) of entry into the school (if during the year).

3.7.6.6 If the student tests less than proficient on the ELL Placement test, then a letter will be sent home to the parents indicating that their child was identified as needing specific English language development services. Parents/Guardians/Acting Custodians will be given the opportunity to waive any Title III funded language development services, if desired. Students whose parents waive services will be coded as ELL-W (English language learner waived).

3.7.6.7 If a student tests at the advanced level on all domains tested with the ELL Placement test, then that student most likely does not need services. However, as any determination for special programs or services should use multiple measures, as sometimes the test scores do not seem to fit with the behaviors of the student, teacher recommendations and other measures may be employed.

3.7.6.8 If the parent/guardian/acting custodian does not waive any Title III funded language development services for their child, then the student will be placed in a

program of “high quality language instruction, based on scientifically based research” (Section 3115(c)(1));

3.7.6.9 Children who qualify as LEP and who are placed in a program will be counted for state and federal funding purposes.

3.7.6.10 Once a student tests proficient on the English language proficiency test, they will be exited from the LEP program and monitored for 2 years. Students on monitoring status will be coded LEPX (now in effect: either LEPX1 or LEPX2) on the ISAT but will not be counted for state and federal funding purposes.

3.7.6.11 Those students whose parents waive Title III funded language development services will still be considered as “LEP” for state and federal funding purposes and ISAT coding. They will be served according to their needs and annually tested, according to the Office of Civil Rights.

3.7.6.11.1 All parents/guardians/acting custodians will be informed that they have the right to waive services provided by Title III funds. The CTEA Director or designee will discuss the issue directly with the parents, so they understand the importance of the services the school provides and that students with limited English proficiency are still required to receive assistance under the Office of Civil Rights (OCR). However, parents/guardians/acting custodians may not waive the designation of LEP for their child, nor may they waive any programs if funded in any part by State LEP funding. If a parent does waive the Title III services, CTEA will document the conversation and keep the letter on file. Even if the parent waives services, CTEA will still serve that student in a non Title III funded program and make sure he/she is successful in school, per OCR requirements for LEP students.

3.7.6.11.2 In addition, CTEA will assess the student with the annual Idaho English Language Assessment (IELA) even if the parent has waived Title III services. The waived student will be coded as ELL-W in the student information system. This code will be used when the student tests on the IELA.

3.7.6.11.3 If a parent does opt to waive services, a signed letter and/or notes from the conversation will be placed in the student’s file

3.7.7 Program Model. Chief Tahgee Elementary Academy will employ the following program models in address the needs of all LEP students: **This statement does not make sense.**

3.7.7.1 in the classroom in a “push-in” setting (teachers assist English language learners with differentiated instruction within the classroom so that the English learners are able to access the curriculum presented);

3.7.7.2 in a pull-out setting (students would be pulled out of the general classroom to receive intensive English instruction);

3.7.7.3 in a bilingual program (a bilingual program is a generic term for a classroom that provides instruction in 2 different languages. Mere translation into another language is not considered a bilingual program, rather the 2 languages must be separated by time, by location, by teacher, or by subject);

3.7.7.4 newcomer program (a newcomer program focuses on serving the students new to English in an intensive setting. Newcomer programs can be located within a school or be in a separate location; however a district must ensure that their newcomer program is in compliance with the state and with the Office of Civil Rights).

How will this function in a language immersion situation?

3.7.8 Instructional Approach. Chief Tahgee Elementary Academy will employ a variety of instructional approaches, which may include SIOP (Sheltered Instruction Observation Protocol) to teaching LEP students. The specific SIOP model is a combination of content-based ESL/Structured Immersion and Sheltered Instruction. The SIOP model is useful as a part of a program for pre-service and in-service professional development; as a lesson planner for sheltered content lessons; as a training resource for faculty; and as an observation and evaluation measure for site-based administrators, supervisors of student teachers and researchers who evaluate teachers (See Appendix AV).

3.7.9 Chief Tahgee Elementary Academy intends to meet English Language Development (ELD) compliance requirements and use Idaho State Adopted Instructional Materials. English Language Development is defined as a systematic developmental curriculum designed to build academic English language proficiency. English language learners at CTEA will be taught using research-based instructional programs designed to close the achievement gap. Therefore, CTEA will employ ELD standards-aligned curricula to fully meet the linguistic and academic language needs of all English language learners.

3.7.9.1 Chief Tahgee Elementary Academy will employ the Idaho Standards for English Learners, which were designed to assist teachers in moving English language learners to academic literacy proficiency in the English Language Arts (ELA). The intent of the ELD standards is guide classroom instruction and for developing benchmark standards. The State LEP Program requires that educators provide ELL with a defined program of instruction in ELD that fully addresses the ELD standards, provide instruction targeted to each level of proficiency and assesses each student's progress in English academic language fluency and academic literacy.

3.7.9.2 Chief Tahgee Elementary Academy will accept the ELD standards as a pathway for ELL towards English academic language fluency, academic literacy and mastery of the ELA content standards. Faculty and staff at CTEA will strive to design and deliver classroom instruction in all subjects with curricula that is targeted to specific levels of proficiency, is structured, and builds on mediated discussion and writing experiences.

3.7.9.3 Given the implementation of accountability measures for ELL, it is evident that effective curricula would include materials that directly address ELD standards,

facilitates teachers' differentiation of instruction, include assessments of academic literacy/language proficiency and tracks individual student progress over time similar to *LAS Links Benchmark Assessments*.

3.7.9.4 Consequently, Chief Tahgee Elementary Academy will select and implement a core ELD curriculum similar to *Macmillan/McGraw-Hill Treasure Chest for English Language* from the State Department of Education Adoption Guide. Moreover, CTEA will also use specifically designed ELD curricula and resources similar to *Decoding Strategies for Literacy Development* and *ELLIS Essentials*, and may use core language arts/reading curricula and software to meet the needs of English language learners at all levels of proficiency. *How will this tie into your Shoshoni language immersion program, especially at the lower grades where most of the day is spent using the Shoshoni language?*

3.7.9.5 Chief Tahgee Elementary Academy may also rely on state adopted ancillary materials designed to provide universal access. The universal access and materials are *designed* to scaffold academic literacy instruction for EL students in all content areas. They will be directly related to grade level language arts, science, social science, and mathematics content standard and core instruction. Universal access is meant to provide students with access to grade level content within the instructional day. The universal access lessons by themselves are not intended to provide ELD standard-based curricula for ELL. *Certainly, universal access may not meet the academic linguistic needs of all ELL and build the academic literacy, specifically for ELL at the beginning and intermediate levels of proficiency. [This statement is confusing.]*

3.7.10 Administrative Regulations. The Director or designee, in conjunction with appropriate stakeholders, will develop and disseminate administrative regulations regarding the LEP program which include:

- 3.7.10.1** Program goals.
- 3.7.10.2** Student enrollment procedures (i.e., Home Language Survey).
- 3.7.10.3** Assessment procedures for program entrance, measuring progress in gaining English proficiency, and program exiting.
- 3.7.10.4** Accommodations for English Language Learners (ELL) in the classroom.
- 3.7.10.5** Grading policies.
- 3.7.10.6** List of resources including support agencies and interpreters.

3.7.11 Individual Needs. The LEP program will be designed to provide instruction to meet each student's individual needs based on the assessment of English proficiency in reading, writing, listening and speaking. Adequate content area support will be provided while the student is learning English to ensure achievement of academic standards.

3.7.12 Highly Qualified. An Idaho certified ENL/bilingual education teacher hired as a teacher and, if necessary, appropriate support staff (e.g., teacher aides) will provide the LEP program.

3.7.13 Program Evaluation. The LEP Program will be evaluated for effectiveness based on the attainment of English proficiency. If the students are not successfully learning English as indicated by the selected research-based assessment(s), the program will be revised to ensure greater success.

3.7.14 Academic Standards. English Language Learners will be required to meet established academic standards, with accommodations.

3.7.15 Extracurricular Activities. Students will have access to and will be encouraged to participate in all academic and extracurricular activities available at CTEA.

3.7.16 Special Education LEP. Students who are English language learners may be eligible for special education services once it has been determined that the disability exists and this disability is not solely due to lack of instruction or proficiency in the English language. Students participating in LEP programs who are eligible for special education services will continue receiving LEP instruction at the appropriate proficiency and developmental level.

3.7.17 Parent Participation. The Board of Trustees understands the importance of parent participation in their child's education. Consequently, CTEA will make every effort to facilitate opens lines of communication with all parents/guardians/acting custodians.

3.7.17.1 In accordance with board policy and state and federal law, parents/guardians/acting custodians will receive written notice regarding identification, evaluation, the instructional program, parental options, and placement of their child in the Limited English Proficiency program at the beginning of each year.

3.7.17.2 Parents/guardians/acting custodians will be involved in all placement decisions regarding their child and afforded the opportunity to be involved in the development, implementation and evaluation of the program services.

3.7.17.3 Parents/Guardians/Acting Custodians will be regularly apprised of their student's progress and have the right to request due process hearings at any time. Communications with parents/guardians will be in the language understood by the parents/guardians/acting custodians, whenever possible; translators will be provided upon request at the school's expense.

3.7.17.4 Chief Tahgee Elementary Academy will maintain an effective means of outreach to encourage parental involvement in the education of their children.

3.7.18 Professional Development. The Director or qualified designee will provide a comprehensive professional development plan regarding the LEP Program. In compliance with Section 3115(c)(2), Chief Tahgee Elementary Academy will provide high-quality appropriate professional development to teachers, staff, administrators, and other school and/or community-based organizational personnel regarding research-based programming on how to serve LEP students. All professional development will be:

3.7.18.1 designed to improve the instruction and assessment of limited English proficient children;

3.7.18.2 designed to enhance the ability of such teachers to understand and use curricula, assessment measures, and instruction strategies for limited English proficient children;

3.7.18.3 based on scientifically based research (Sheltered Instruction Observation Protocol) demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and

3.7.18.4 of sufficient intensity and duration (at least monthly and will not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher's supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any local educational agency employing the teacher.

3.7.19 Exiting from the LEP Program. A student is defined as “proficient” in English on the IELA, if the student tests at the Early Fluent level or above (EF+) within all domains assessed on the IELA. LEP students will be considered for a transition/exit out of LEP services once they reach “proficiency”, however scoring proficient alone is not sufficient for exiting out of the program. LEP students will be exited from the CTEA LEP Program when they:

3.7.19.1 Score at the Early Fluent Level and above (EF+) on each sub-domain on the IELA;

AND one of the following:

3.7.19.2 Receive an Idaho Reading Indicator (IRI) score of at least a 3, or an Idaho Standards Achievement Tests (ISATs) score that meets the “Basic” level;

OR

3.7.19.3 Demonstrate access to mainstream content curriculum in one of the following ways:

3.7.19.3.1. Elementary: Consistent proficient scores on grade level benchmark unit assessments; or

3.7.19.3.2. Teacher observations with supporting portfolio of student classroom work.

3.7.19.4 Students at CTEA will not necessarily be kept in an LEP program if they are deemed “proficient” on the IELA, but are not yet at the “proficient” level on the ISAT. Student will reach the “Basic” level of proficiency on the ISAT before they are considered to be exited from the LEP program.

3.7.19.5 CTEA will detail the exit criteria on its annual LEP Plans which will be approved by the Board of Trustees and submitted to the LEP Program manager no later than June 30th of each year.

3.7.19.6 An LEPX student is an LEP student who has been exited from the LEP program and is on monitoring status. Once a student has been coded as LEPX for 2 years, his/her LEP designation will be removed.

3.7.20 Monitoring. LEP student monitoring will include frequent reviews of test scores, language benchmark assessments like LAS Links Benchmark Assessments, quarterly reviews of Curriculum Based Measurements (CBM) like AIMSWeb, progress reports filled out by classroom teachers and one-on-one meetings with the student, if necessary..

3.7.21 Re-classifying. There are cases when a student who has been exited out of an LEP program still needs more assistance, therefore should be placed back into an LEP program. In this case, CTEA will determine whether the student in fact needs to be place back in to an LEP program. In most cases, this student will still be on the 2 year monitoring status and coded as LEPX. Chief Tahgee Elementary Academy may choose to administer the IELA to LEPX (exited and monitored) students on an individual basis. If an LEPX student is suspected of needing more assistance, he/she will be tested, so that further monitoring can take place. Additional forms of monitoring an exited student will include, but not limited to: classroom teacher observations, classroom or unit assessments, student work, other statewide assessments, and conversations with the student and parents

3.7.21.1 If sufficient evidence deems that a particular student needs to be placed back into an LEP program, CTEA will make sure to place all documentation in the student's cumulative file.

3.7.21.2 A reclassification form for the student file will include, but is not limited to the following:

3.7.21.2.1 Date

3.7.21.2.2 Student Name

3.7.21.2.3 Student ID number

3.7.21.2.4 Student LEP number

3.7.21.2.5 Original entry date into the LEP Program

3.7.21.2.6 Exit Date of original LEP Program

3.7.21.2.7 Total previous years in an LEP Program prior to exiting

3.7.21.2.8 Criteria for originally exiting the LEP program

3.7.21.2.9 Reason for placing the student back into the LEP program

3.7.21.2.10 Signature of LEP Coordinator

3.7.21.2.11 Signature of school principal

3.7.21.2.12 Notification letter sent to parents?

3.7.21.3 Chief Tahgee elementary Academy will notify the parents/guardians/acting custodians that the school is placing the student back into a program. Parent/Guardian/Acting Custodian permission for services is not required; however, they still have the option to waive services if they so desire. If a

parent/guardian/acting custodian waives the services, then that documentation will be placed in the student's cumulative file.

3.7.21.4 If the student is placed back in a program, then they will again be coded as LEP for testing purposes. They would not at this point be eligible for LEP1 status, as they have already spent time in a U.S. school. Chief Tahgee Elementary Academy will document the number of years the student was originally in the program and the specific date of re-entry into the program.

3.7.22 Program Evaluation. The CTEA LEP Program will be evaluated for effectiveness based on the attainment of English proficiency. If the students are not successfully learning English as indicated by the selected research-based assessment(s), the program will be revised to ensure greater success.

3.7.22.1 Resources for LEP Program Evaluation. Chief Tahgee Elementary Academy will use the following resources for LEP program evaluation:

3.7.22.1.1 Annual LEP Plan Guidance Document – District LEP Plans must follow the format in this document. The questions will help districts walk through what they need to consider in order to implement a successful language development program.

3.7.22.1.2 OCR Resource Materials - For Planning and Self-Assessments of Programs for English Language Learners.

3.7.22.1.3 Claiming Opportunities Handbook – A Handbook for Improving Education for English Language Learners Through Comprehensive School Reform (The Education Alliance at Brown University).

3.7.22.2 Data- Driven Decision Making for LEP Programs. Data and test scores for each student will only be one way CTEA evaluates if its LEP program is successful. Professional development, teacher training and solid instruction all will be used to determine or drive the “data”. Therefore, CTEA will establish an accountability plan for all teachers to begin to implement good teaching strategies aimed at reaching the English language learners in their classroom. Below is some of the information that CTEA will consider when disaggregating data:

3.7.22.2.1 Race/ethnicity

3.7.22.2.2 Gender

3.7.22.2.3 Migrant, Immigrant or Refugee status

3.7.22.2.4 Free or reduced lunch

3.7.22.2.5 Individualized Education Plan (IEP) for special education

3.7.22.2.6 Gifted

3.7.22.2.7 LEP Program of service

3.7.22.2.8 1st year in a U.S. school (LEP1)

3.7.22.2.9 LEP on 2 year monitoring status (LEPX1 or LEPX2)

3.7.22.2.10 English language proficiency assessment data (IELA)

3.7.22.2.11 Academic achievement data - Classroom grades, ISAT, IRI, other state/district-wide assessments, Curriculum Based Measurements (i.e. AIMSWeb)

3.7.22.3 *School Improvement Planning Checklist for LEP Programs.* Chief Tahgee Elementary Academy will employ a School improvement Planning Checklist for its LEP Program.

TAB 4: Assessment of Student Educational Progress

Section 4.1 - Measurable Educational Standards I.C. §§33-5205 (3)(b)

Section 4.2 - Method of Measurements I.C. §§33-5205 (3)(c)

Section 4.3 - Provision for Standardized Testing I.C. §§33-5205 (3)(d)

Section 4.4 - Provision for Accreditation I.C. §§33-5205(3)(e), §§33-5210(4)(b)

Section 4.5 - Provision for Learning Improvement per No Child Left Behind

Section 4.6 - Middle Level Credit and Advancement I.C. §§33-5205(3)(e), §§33-5210(4)(b)

Section 4.1 Measurable Educational Standards

This section needs to be revised to include a manageable number of measureable student education standards and deletion of extra information. The school will be held accountable for meeting each of the standards and will be required to provide documentation that verifies each standard has been met. Please ensure that your standards are academic based, time specific, attainable, and measureable. They should reflect the mission of the school. Additionally, the standards must include some comparison of CTEA's achievement to that of the local district(s) and state, with consideration given to student demographics.

4.1.1 CTEA will provide a challenging, comprehensive education that prepares students to be engaged as global citizens. The education program is designed to ensure all students meet the following measurable outcomes: **These standards are not specific or measurable, and fail to specify measurement tools.**

- Basic skills: Mastery of grade level competency in core subjects: math, science, social science, and English language arts, based on the most current standards of the State of Idaho.
- Bilingualism in Shoshoni: Students will master the ability to speak, read, write, and communicate effectively in different social and cultural contexts in Shoshoni.
- Life skills: develop personal qualities through an understanding of deniwape (lifeways of the people) that include diligence, intellectual curiosity, moral reasoning, and a respect for family, community, and scholarship.
- Cross-cultural competence: develop awareness of and sensitivity to other cultures and an international perspective.

At least some of the standards must rely on standardized, objective measures.

4.1.2 CTEA will focus on authentic assessment in order to measure performance in real-life contexts and integrate an interdisciplinary approach involving complex interrelationships. This type of assessment enhances intrinsic academic motivation and relevance by reflecting the kinds of activities, tasks, and challenges typical of real-life performances, those that writers, engineers, scientists, mathematicians, and business people accomplish. These types of assessments will include: products such as books, plays, maps, artwork, and writings; cognitive processes including creativity, synthesis, analysis, and acquiring, organizing, and using information; performances such as experiments and research, presenting findings, or performing plays; and cultural awareness as evidenced through interviews and observation of attitudes and social skills. All assessments will be aligned to the goals, objectives, and methods of the instruction and will be both formative and summative. Assessment at CTEA will include, but not be limited to, the following characteristics:

4.1.2.1 It will be embedded naturally in the learning process.

4.1.2.2 It generally will continue over a relatively long period of time as the teaching and learning process proceeds.

4.1.2.3 It will be non-algorithmic, mimicking real-life projects.

4.1.2.4 It will include a self-monitoring process.

4.1.2.5 It will be student-centered and differentiated.

- 4.1.2.6 Students will become active participants in the process.
- 4.1.2.7 It will be scaffolded up and effortful, not dumbed down.
- 4.1.2.8 Scoring criteria will be developed in partnership with the students.
- 4.1.2.9 It will be valid and reliable as to its predictability of adult performance.
- 4.1.2.10 It will include assessment rubrics, content-based measures, curriculum-based assessment, and standardized test.
- 4.1.2.11 It will be consistent.
- 4.1.2.12 It will permit early detection and diagnosis of failure to learn.
- 4.1.2.13 It will provide data for making improvements in instruction.
- 4.1.2.14 It will provide fair evaluations of performance on the learning goals and objectives.

4.1.3 Shoshoni Language Arts and Cultural Standards have been adopted for measuring achievement in Shoshoni and Shoshone-Bannock culture. Idaho Standards for Language Arts have been incorporated into and adapted for assessing reading and writing skills in Shoshoni. Reading and Writing Development Checklists will be used to provide an on-going method of documenting student growth in Shoshoni. The checklists will be used at least two times each year, and will be included in each student's portfolio.

This section refers to methods of measuring progress rather than measureable student education standards. This section of the petition should simply list the specific, measurable student educational standards to which CTEA will be held accountable.

4.1.4 Research consistently finds that the full immersion experience actually enhances English language development (Cloud, 2000). Since CTEA students will develop initial literacy in Shoshoni, it should be noted that English development may lag temporarily in reading, word knowledge, and spelling while instruction is occurring exclusively in the Shoshoni language. However, after a year or two of instruction in English language arts, this discrepancy will disappear (Genesee, 1987). It is important to understand that this lag is temporary and to be expected.

This is irrelevant to measureable student education standards.

4.1.5 To the extent possible, CTEA will adopt assessment tools for measuring achievement in Shoshoni. For example, a standardized test like the IRI will be adapted [by whom, and how soon?] for assessing reading and writing skills in Shoshoni. In addition, reading and writing development checklists will be used to provide an on-going method of documenting student growth in Shoshoni. Shoshoni Language Arts standards have been developed with the assistance of the Language and Cultural Preservation Department of the Shoshone-Bannock Tribes. All English Language Arts Standards required by the State of Idaho are also integrated into the Shoshoni Language Arts Standards.

4.1.6 The Spring IRI will be administered to all students. It is expected, however, that scores for students in Shoshoni immersion in grades 1-3 will lag somewhat.

4.1.7 In order to best serve our students and community, CTEA will continue to examine and refine its list of student outcomes over time to reflect CTEA's mission and any changes to national, tribal, or state standards. CTEA affirms that benchmark skills and specific classroom-level skills will be developed; and that its exit outcomes align to its mission, curriculum, and assessments. CTEA also recognizes that its student outcomes may need to

be modified over time, and will be closely monitored by staff and the School Board for continued appropriateness. This is a good example of a standard that cannot be evaluated objectively. While the sentiment is appreciated, it fails to fulfill the requirements of this section.

- 4.1.8** It is the intent of CTEA to demonstrate achievement and progress in measurable terms to students, parents, the community, stakeholders, the ACE, and the Idaho State Department of Education. Consequently, the school will actively participate in federal and state requirements for student achievement, accountability, and accreditation. Since standards are the basis of assessment, Chief Tahgee Elementary Academy will employ a variety of quantitative assessments to measure student achievement. Likewise all attempts will be made to sufficiently quantify and standardize the ongoing qualitative assessment data. The Idaho State Standards and the Common Core State Standards (CCSS) clearly define the essential knowledge and skills for student learning in each program area. CTEA students will meet or exceed the state standards in reading, language arts, math, science, social studies, physical education, humanities and health/wellness.
- 4.1.9** CTEA expects that within three years of students being consecutively enrolled at the school, 80% of 2nd and 3rd grade students attending CTEA, who have at least 90% attendance in a given school calendar year, will achieve “Benchmark” on the Shoshoni language arts assessment test ~~but will lag somewhat on the IRI~~ Does this test exist?
- 4.1.10** CTEA expects that within three years of students being consecutively enrolled at the school, 80% of 3rd graders will achieve “Strategic” on the IRI. Please consider whether including IRI results as a measurable student education standard is what you really want, as the IRI is not designed to be an achievement test and it is based on fluency only without regard to the comprehension component of reading skills.
- 4.1.11** CTEA students will ~~receive instruction in the Common Core State Standards and expects that~~ within three years of students being consecutively enrolled at the school, all 3rd, 4th, 5th, and 6th graders will meet or exceed the state targets, as applicable on the Idaho Standard Achievement Test or other current State approved standardized test. Is this sentence intended to indicate that students who have been consecutively enrolled for 3 years will meet or exceed...? If so, please rephrase accordingly. Also, the current phrasing implies that 100% of the students will achieve at this level.

Students who do not score meet or exceed state targets will have an individual remediation plan in place. [This statement will hold the school accountable for ensuring every student who does not meet state targets has an individual remediation plan. Also, the statement is not part of the MSES and is therefore inappropriate in this location.]

- 4.1.12** As determined by classroom assessments and recorded on midterm and semester report cards, eighty-five percent (85%) of students will earn a grade of satisfactory (70%, C- or S-) or above on the Common Core State Standards (CCSS) and the Idaho Content Standards [It seems earning grades on the standards themselves is not an accurate statement. Do you plan to list every single standard on a report card and assign a grade for each one? It appears that you are referring to the content areas listed rather than the standards themselves.](reading, language arts, math, science, social studies, information and

communication technology, humanities, physical education, and health). Classroom assessments are of little use for MSES, as they are highly subjective and subject to change.

4.1.13 Eighty-five percent (80%) of all students will demonstrate grade level information and communication technology competency by scoring at least eighty percent (80%) on the end of year technology competency portfolio. The technology competency portfolio will be developed by a collaborative team of experts, teachers, administrators, Board of Trustees, and stakeholders before the first year of operation and reflect the Idaho State Standards and Common Core State Standards of technological competencies. [This should be included as part of the educational program description under Tab 3. Also, this is another subjective measure of little use for MSES purposes].

4.1.14 Upon the completion of each grade, ninety percent (90%) of students will receive a passing grade (pass/fail) on their learning portfolio as determined by Chief Tahgee Elementary Academy's portfolio rubric. The rubric will be based on current research and developed through a collaborative effort of teachers, administrators, Board of Trustees, and stakeholders before the first year of operation. Portfolio documents may be drawn from a variety of student work and sources, including: Subjective.

~~4.1.14.1 — Observations~~

~~4.1.14.2 — Oral questions~~

~~4.1.14.3 — Written tasks and tests~~

~~4.1.14.4 — Class presentations~~

~~4.1.14.5 — Extended problem solving projects~~

~~4.1.14.6 — Take home tests~~

~~4.1.14.7 — Homework~~

~~4.1.14.8 — Journals~~

~~4.1.14.9 — Group work~~

~~4.1.14.10 — ISAT scores~~

~~4.1.14.11 — Student interviews~~

~~4.1.14.12 — Performance tests~~

~~4.1.14.13 — Criterion referenced tests~~

~~4.1.14.14 —~~

~~**4.1.15 Reports.** Assessment reports outlining the attainment of the aforementioned standards will be submitted to the Board of Trustees, ACE, the State Department of Education, and when applicable, the Idaho State Board of Education. All stakeholders, parents and the public will also be provided a copy of their student and school/district progress in regard to these standards within three (3) weeks of receipt from the State. Unnecessary.~~

Section 4.2 Methods of Measurement This section should specify how each of the MSES described in the previous section will be measured.

4.2.1 Chief Tahgee Elementary Academy's expectations are that student rates of achievement and attendance will accelerate beyond the levels they were attaining before attending CTEA and will meet or exceed proficiency levels as defined by the NCLB and the State Department of Education. In order to demonstrate these achievements, student performance will be measured using a variety of assessments, including tribal, state and

federally mandated standardized tests, curriculum-based assessments, content standard assessments, and rubrics developed for determination of progress in technological literacy, behavior, attendance, engagement, and motivation.

- 4.2.2** State mandated standardized tests, currently the ISAT and IRI, will be administered annually. Mathematics, reading, and language arts, curriculum-based assessments (CBA), such as AIMSweb, will be administered to all students at least three times a year, in the fall (August/September) to establish a baseline for each student and in the winter (January) and spring (April-May) in order to monitor progress. A Shoshoni language reading and writing assessment test will be administered annually in the spring (April-May). A reading and writing development checklist will be used to provide an on-going method of documenting student growth in Shoshoni twice per year. Shoshone-Bannock cultural proficiency (based on the Shoshone-Bannock Cultural Standards) will be assessed annually (April-May). Chief Tahgee Elementary Academy will also select and regularly employ appropriate diagnostic assessments as needed to adapt instruction and support interventions. Classroom test scores, portfolios, and grades will be collected and analyzed monthly in order to demonstrate progress in the content area standards and language literacy. Rubrics will be developed and reviewed quarterly to assess progress in technological literacy, attendance, behavior, engagement, and motivation. All assessments will be used to develop the appropriate interventions to improve achievement, instruction, behavior, and motivation.

Section 4.3 - Provisions for Providing Standardized Testing

- 4.3.1** The ultimate goal for CTEA will be that all enrolled students meet the statewide performance standards developed by the Idaho State Department of Education. Consequently, students at CTEA will be tested with the same standardized tests as other Idaho public school students as delineated in Idaho Code §§33-5205 (3)(d) and defined by the Idaho State Board of Education. Chief Tahgee Elementary Academy will administer any and all State mandated assessments during the testing windows outlined by the State Department of Education, including the testing of any LEP students on the IELA (Idaho English Language Assessment).

- 4.3.2** Monitoring the progress of our students and evaluating innovations in education procedures are an important part of the CTEA curriculum development process. Consequently, student assessment evaluation will consist of:

- 4.3.2.1** a student baseline developed during the first year using testing results;
- 4.3.2.2** a comparison of annual results with baseline scores to assess progress;
- 4.3.2.3** grade-level and school composite scores;
- 4.3.2.4** a graph of annual results showing year-to-year change;
- 4.3.2.5** a graph of school scores relative to state and national averages; and
- 4.3.2.6** sub-analysis of a variety of variables to identify areas for improvement.

- 4.3.3** As required by NCLB and demonstrated by standardized tests (ISAT & IRI), an annual report of student progress will be published for parent, stakeholder, and public review and submitted to the Board of Trustees, the ACE, and the State Department of Education as soon as the data becomes available each school year. **Policy/procedure manual.**

Section 4.4 - Provisions for Accreditation

4.4.1 Chief Tahgee Elementary Academy will comply with all accreditation standards and obtain accreditation in accordance with Idaho Code §§33-5205 (3)(e) and §§33-5210 (4)(b) and the Idaho Administrative Procedures Act (IDAPA) 08.02.02.140. During its initial year of operation, the school will complete an accreditation self-assessment to direct design and implementation of an accreditation plan. Throughout the accreditation and strategic planning processes, the school will consult with the Idaho State Accreditation Committee. Chief Tahgee Elementary Academy will utilize the Self-Assessment of Idaho District Accreditation Quality Indicators and the Northwest Accreditation Commission's Initial Visit Report to fully develop its application and ensure compliance. Furthermore, Chief Tahgee Elementary Academy will meet all accreditation standards of the Northwest Association of Accredited Schools.

4.4.2 The school will meet the follow six standards as delineated in the Idaho District Accreditation Quality Indicators:

- 4.4.2.1** Vision, Mission, and Policies
- 4.4.2.2** Highly Qualified Personnel
- 4.4.2.3** Educational Program
- 4.4.2.4** Learning Environment
- 4.4.2.5** Continuous School Improvement
- 4.4.2.6** Student Achievement

4.4.3 Furthermore, the following standards will be developed and provided for accreditation as delineated by the Northwest Accreditation Commission:

- 4.4.3.1** Teaching and Learning Standards
 - 4.4.3.1.1** Mission, Beliefs, and Expectation for Student Learning
 - 4.4.3.1.2** Curriculum
 - 4.4.3.1.3** Instruction
 - 4.4.3.1.4** Assessment
- 4.4.3.2** Support Standards
 - 4.4.3.2.1** Leadership and Organization
 - 4.4.3.2.2** School Services
 - 4.4.3.2.2.1** Student Support Services
 - 4.4.3.2.2.2** Guidance Services
 - 4.4.3.2.2.3** Health Services
 - 4.4.3.2.2.4** Library Information Services
 - 4.4.3.2.2.5** Special Education Services
 - 4.4.3.2.2.6** Family and Community Services
 - 4.4.3.2.3** Facilities and Finance
- 4.4.3.3** School Improvement Standards
 - 4.4.3.3.1** Culture of Continual Improvement

4.4.4 An initial accreditation report outlining the attainment of standards will be submitted to the Board of Trustees, ACE, and the State Department of Education. The Director will submit

annual accreditation reports to all stakeholders, the Board, ACE, and the State Department of Education.

This information is not necessary. K-8 schools are not required to be accredited but may choose to be. If you include the highlighted information in your charter, you will be required to become accredited and follow all processes as outlined above.

Section 4.5 - Provisions for In Need of Improvement

- 4.5.1** Chief Tahgee Elementary Academy is committed to a school where student success is our top priority; consequently, all efforts will be made to ensure the success of all students, which include but are not limited to, the employment of a faculty designated as highly qualified. If it were ever determined that, based on student performance, CTEA was classified as a school "in need of improvement" as delineated by the State Department of Education and the No Child Left Behind Act (NCLB), the Director the Board of Trustees, ~~the ACE, and State Department of Education~~ CTEA's petition cannot obligate other parties to do anything; also, participation at this level is likely outside the role of the ACE. will meet both internally and with outside experts to develop a comprehensive plan for improving performance until it has met AYP for two consecutive years and not longer considered "in need of improvement".

Most of the information below would be better incorporated by reference. There is no need to reiterate requirements contained in other documents. Rather, this section should discuss how CTEA, in particular, will meet the requirements. This may be fairly general; there is no need to address each requirement individually.

- 4.5.2** Chief Tahgee Elementary Academy will stay informed of state and federal accountability requirements and/or policy changes each year through attending School Improvement workshops, webinars, etc.

- 4.5.3** No Child Left Behind requires all districts and schools receiving Title I funds meet state adequate yearly progress (AYP) goals for their total student populations and for specified demographic subgroups, including major ethnic/racial groups, economically disadvantaged students, limited English proficient (LEP) students, and students with disabilities. If schools fail to meet AYP goals for two or more years, they are classified as schools "in need of improvement".

- 4.5.4** According to the number of years students haven't met AYP requirements in reading and mathematics, the school enters into a level of improvement status. A Title I school that fails to make AYP as defined by the state for two consecutive years is designated "in need of improvement and receives specific consequences outlined below. For each subsequent year that a school fails to meet its AYP goals, the school's "in need of improvement" status advances and the school faces additional consequences, including notifying parents of school choice, developing and implementing a school improvement plan, providing supplemental educational services, implementing corrective actions, and developing and implementing a restructuring plan.

- 4.5.5** *School Improvement Year 3.* If Chief Tahgee Elementary Academy has not made AYP for two consecutive years and enters into School in Need of Improvement Year 3, the Board of

Trustees, Director, and faculty will develop and implement a School Improvement Plan that 1) addresses the needs of the students and school, 2) send parents/guardians/acting custodians a notification letter indicating the school's "in need of improvement" status 3) offer parents the opportunity to transfer their children to a higher achieving public school or offer Supplemental Educational Services (SES) to eligible students in reading and math, and 4) set aside ten percent (10%) of the school's Title I, Part A funds for high-quality professional development that corresponds to the instruction of the student subgroups not making AYP.

4.5.5.1 Chief Tahgee Elementary Academy's two year School Improvement Plan will focus on identifying and addressing the specific issues that led the school to fail to meet its AYP goals. The improvement plan will be based on data analysis, instructional strategies, and budget analysis; it will be comprehensive, instructional based, and employ research-based strategies and measureable goals. It will focus on strategies to increase parent involvement, extend learning opportunities for the students, and improve faculty development.

4.5.5.2 The School Improvement Plan, parental opportunity for school choice and opportunity for SES will apply at all levels of improvement status. Moreover, Chief Tahgee Elementary Academy will offer transfer options to all parents if the school has been identified as persistently dangerous. Chief Tahgee Elementary Academy will notify parents of the school's improvement status, opportunity for SES services through an SDE approved provider and/or vendor, and option of transfers by the end of June each year, which will include a list of available schools and a description of each school's academic achievement information and list of SES providers. The types of SES may include remediation, tutoring, and other interventions consistent with the school and state academic standards.

4.5.5.3 Chief Tahgee Elementary Academy will employ multiple means to inform parents of their options and describes the services, qualifications, procedures, and timelines of selecting schools and/or SES providers; these may include the school newsletter, school website, newspaper notices, etc.

4.5.5.4 Priority will be given to low-achieving students from low-income families, and CTEA will pay for student transportation costs to the new school if outside of the student's local school district.

4.5.5.5 School Improvement Year 4. If Chief Tahgee Elementary Academy enters into School Improvement Year 4, it will update and continue to implement its School Improvement Plan, continue to implement all the School Improvement Year 3 requirements, and, along with the ten percent (10%) set aside for professional development, set aside twenty percent (20%) of the school's Title I A allocations to offer Supplemental Educational Services (SES). Once in School Improvement Year 4, CTEA will offer parents the opportunity for their child to receive beyond-the-school day instruction and assistance that employ research-based methods and practices known to increase student achievement. The types of SES may include remediation, tutoring, and other interventions consistent with the school and state academic standards. Students with the lowest achievement will have priority, and

students from low-income families will be eligible even if they are not a member of a subgroup who did not make AYP. [Will the school be able to remain fiscally viable with 30% of the Title I budget set aside?]

4.5.6 School Improvement Year 5. In School Improvement Year 5, Chief Tahgee Elementary Academy will update and continue to implement its School Improvement Plan, continue to implement the requirements under years three and four, submit a corrective action plan, and select and implement one or more of the following “corrective actions” as delineated by NCLB: replace school staff, implement new curriculum, decrease the authority of school-level administration, appoint outside experts to advise the school, extend the school year or school day, and/or restructure the internal organization of the school.

4.5.6.1 The corrective actions will be implemented in addition to the aforementioned school improvement interventions and will target the areas preventing students for academic achievement. [This does not make sense.] Consequently, CTEA will employ a variety of quantitative and qualitative data to determine the root causes and potential solutions, including but not limited to Curriculum Based Measurements, diagnostic assessments, etc. During this process, Chief Tahgee Elementary Academy will maintain strong lines of communication with the ACE, State Department of Education, institutions of higher learning, and other educational services agencies in order to access the needed technical assistance and expertise.

4.5.6.2 Chief Tahgee Elementary Academy will continue to set-aside ten percent (10%) of the school’s Title I, Part A funds for high-quality professional development and twenty percent (20%) of the school’s allocations to offer Supplemental Educational Services (SES). Moreover, ~~in consultation with the ACE~~ [This is not an appropriate role for the ACE], the Chief Tahgee Elementary Academy Board of Trustees will require the Director to set-aside a certain percent of general funds in anticipation of restructuring that may require hiring more staff or more effective teachers and/or administrators, decreasing class size, providing more professional development, or other forms of technical assistance. Will the school be able to remain fiscally viable with more than 30% of the budget set aside?

4.5.7 School Improvement Year 6. During School Improvement Year 6, Chief Tahgee Elementary Academy will continue to update and implement its School Improvement Plan, continue to implement the previous school improvement years’ requirements, and develop a plan for restructuring in order to completely revamp the operation and governance of the school. This process of restructuring will be substantial enough to transform and sustain change and will include at least one of the following alternative governance arrangements: replace all or most of the school staff, including the Director; enter into a contract to have an outside entity operate the school, arrange for the state to take over operation of the school, or any other major restructuring of the school’s governance arrangement that is consistent with the NCLB principles of restructuring. At this point in the school improvement process and in order to avoid a conflict of interest, the Chief Tahgee Elementary Academy Board of Trustees will grant the ACE the right solely to be responsible for choosing and implementing the restructuring/alternative governance

options under federal and state law. [This statement is not necessarily accurate. It has not been determined that restructuring responsibilities lie with the authorizer.]

4.5.7.1 Chief Tahgee Elementary Academy will notify parents and teachers of the school's status in restructuring and be encouraged to participate with the, the Director, Board of Trustees, and ACE in the restructuring plan. The ACE has the responsibility to work with the administration, teachers, parents, and community to develop a sound restructuring plan that will increase student achievement. The ACE does not necessarily have this responsibility; regardless, the petition cannot obligate another party. Before complete restructuring occurs, issues other than school governance that have the potential to produce significant change should be considered, such as: improving curriculum, instruction, and assessment, hiring extra highly qualified staff, and/ or providing more professional development opportunities.

4.5.7.2 Chief Tahgee Elementary Academy will continue to set aside ten percent (10%) of the school's Title I, Part A funds for high quality professional development and twenty percent (20%) of the school's allocations to offer Supplemental Educational Services (SES). Moreover, in consultation with and at the discretion of the ACE the Chief Tahgee Elementary Academy Board of Trustees will require the Director to set aside a certain percent of general funds to provide for restructuring that may require hiring more staff or more effective teachers and/or administrators, decreasing class size, providing more professional development, or other forms of technical assistance. This section is unnecessary. It is a repeat of section 4.5.6.2

4.5.8 School Improvement Year 7+. If Chief Tahgee Elementary Academy enters School Improvement Year 7 or beyond, the ACE will facilitate the implementation of the restructuring plan. All options available to students in the previous years will still be offered through the appropriate parent notification. The ACE will closely and carefully monitor the implementation and effects of the plan on the staff and students. The role of the State Department of Education will be determined in cooperation with the ACE and may include oversight, review and approval of the plan, progress reports, and evaluation. Chief Tahgee Elementary Academy realizes that the ultimate results of restructuring may include changing the focus area, redesigning the school, pairing the school with higher performing schools, or closing the school altogether. Again, this is not the ACE's role.

4.5.7.1 Chief Tahgee Elementary Academy will continue to set aside ten percent (10%) of the school's Title I, Part A funds for high quality professional development and twenty percent (20%) of the school's allocations to offer Supplemental Educational Services (SES). Moreover, in consultation with and at the discretion of the ACE and State Department of Education, the Chief Tahgee Elementary Academy Board of Trustees will require the Director to set aside a certain percent of general funds to provide for restructuring that may require hiring more staff or more effective teachers and/or administrators, decreasing class size, providing more professional development, or other forms of technical assistance. This section is unnecessary. It is a repeat of section 4.5.6.2

4.5.9 The majority of the above information was produced in whole or part from Understanding the No Child Left Behind Act: Opportunities for Schools in Need of Improvement by Learning Point Associates.

~~Section 4.6 – Middle Level Credit and Advancement~~

4.6.1 Chief Tahgee Elementary Academy is an elementary school and does not enroll middle level student. ~~Unnecessary.~~

TAB 5: Governance Structure

Section 5.1 - Description of Governance Structure I.C. §§33-5205 (3)(f)

Section 5.2 - Parental Involvement Procedures I.C. §§33-5205 (3)(f)

Section 5.3 - Financial and Programmatic Audits I.C. §§33-5205 (3)(k), §§33-5206(7),
§§33-5210 (3)

Section 5.4 - Dispute Resolution I.C. §§33-5209

Section 5.1 - Description of Governance Structure.

5.1.1 Governance. Chief Tahgee Elementary Academy, Inc. is a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act in accordance with Idaho Code §§30-3-1. **The Board of Trustees will be the public agents who control and govern the charter school according to the Bylaws and Articles of Incorporation are delineated in Tab 1.[Does not make sense.]** Chief Tahgee Elementary Academy will be responsible to identify and comply with all statutory requirements affecting the operation of a public school. The Board of Trustees' meetings will follow the open meeting laws, keep accurate minutes, and make the minutes available to the public, according to the Bylaws of the charter school.

5.1.2 Founders. A Founder is defined in Section 33-5202 (a)(3), Idaho Code, and means a person, including employees or staff of a public charter school, who makes a material contribution toward the establishment of a public charter school in accordance with criteria determined by the Board of Trustees of the public charter school, and who is designated as such at the time the Board of Trustees acknowledges and accepts such contribution. The Founders have written the Charter petition and appointed the initial Board of Trustees. The Board of Trustees will select a candidate for the position of Director and established a preliminary operating budget. The current function of the founding group is to serve as a data-gathering resource and to provide input and advice to the Board of Trustees.
Redundant.

5.1.3 Board of Trustees. The Board of Trustees of the Chief Tahgee Elementary Academy is responsible for supervision and control of the business, property, and affairs of the school, except as otherwise expressly provided by law, the Articles of Incorporation, or its Bylaws. The Board will conduct or direct the affairs of the Chief Tahgee Elementary Academy and exercise its powers, subject to applicable education law, not-for-profit corporation law, Idaho Nonprofit Corporations Act, the CTEA Charter, and its Bylaws. The Board may formally delegate appropriate management of the activities of CTEA to others, so long as the affairs of the school are managed, and its powers are exercised, under the Board's ultimate jurisdiction. Authority is given to CTEA's Board of Trustees by the State of Idaho as provided in the "Public Charter Schools Act of 1998" (I.C. §§33-5201).

5.1.3.1 General Responsibilities. The Board of Trustees will be responsible for ensuring that the school is in compliance with all applicable tribal, federal, and state education standards, all applicable tribal, federal, and state laws, rules, regulations and policies, as well as the terms and conditions of the charter. The Board will:

- 5.1.3.1.1** Issue or cause to be issued an annual report, including a financial report, of the school;
- 5.1.3.1.2** Provide for annual financial, governance, and educational audits; **Is this intended to refer to fiscal and programmatic audits?**
- 5.1.3.1.3** Approve all expenditures;
- 5.1.3.1.4** Apply for federal, state, private, and other sources of funding which may assist in meeting the goals and purposes of the school;

- 5.1.3.1.5 Establish procedures and policies which will govern and provide oversight for the expenditures and respective requirements of any such funding;
- 5.1.3.1.6 Oversee investments and gifts;
- 5.1.3.1.7 As needed, secure the services of an attorney and/or legal counsel;
- 5.1.3.1.8 Provide information to the media regarding the purposes, goals, projects, activities, and successes of the school;
- 5.1.3.1.9 Secure general liability and errors and omissions insurance as customary and proper for the operation of similar schools;
- 5.1.3.1.10 Hire and terminate all faculty and unclassified employees of the Chief Tahgee Elementary Academy;
- 5.1.3.1.11 Enter into contracts or execute and deliver any instrument in the name of and on behalf of the school;
- 5.1.3.1.12 Negotiate the terms for and secure independent contracts;
- 5.1.3.1.13 To conduct any and all business of the organization to ensure the health and welfare of the school and its goals and purposes.

5.1.3.2 Number and Qualifications. The Board of Trustees of the Chief Tahgee Elementary Academy will consist of seven (7) members.

5.1.3.2.1 Ex-Officio Members. The Board of Trustees designates the Director of School Programs as an ex-officio member of the Board, and the Board may appoint other ex-officio members as it sees fit.

5.1.3.2.2 Qualifications. To qualify as a member of the Board of Trustees, an individual must be at least eighteen years of age and cannot be an employee of the Chief Tahgee Elementary Academy.

5.1.3.3 Terms of Office. In order to sustain the vision of Chief Tahgee Elementary Academy, provide for continuity in board membership, and stagger the terms of office, the governing Board of Trustees will be divided into two classes: appointed and elected.

5.1.3.3.1 Appointed Trustees. Four governing board positions are designated as appointed; these appointments will be determined by a two-thirds (2/3) vote of the Board of Trustees.

5.1.3.3.1.1 One (1) appointed position is reserved for a “Founder” of Chief Tahgee Elementary Academy; the term of office for this position is indefinite. Reappointments to this position will occur when the trustee resigns, removed with cause, or is no longer able to serve. Once vacated, the appointee to this position will be selected at the next regularly scheduled Board meeting.

5.1.3.3.1.2 One (1) appointed position is reserved for a Shoshone-Bannock Tribal Language and Culture Representative; the term of office for this position is indefinite. Reappointments to this position will occur when the trustee resigns, removed with cause, or is no longer able to serve. Once vacated, the appointee to this position will be selected at the next regularly scheduled Board

meeting. Qualifications and criteria for this position are determined by the Board of Trustees and delineated in board policy.

5.1.3.3.1.3 Two (2) trustees initially will be appointed to serve six (6) year terms. Successional appointees in these positions will serve three (3) year terms.

5.1.3.3.2 Elected Trustees. Three governing board members initially will be appointed to serve five (5) year terms. At the end of the initial five-year term, these positions will be filled through election by the voting membership for three (3) year terms of service.

5.1.3.4 Term Limits. There will be no term limits imposed on Board of Trustee members.

5.1.3.5 Resignation. Any Trustee may resign at any time by giving written notice to the Chair of the Board. The resignation will take effect upon acceptance by the Board of Trustees at its next regularly scheduled meeting.

5.1.3.6 Removal. Trustees serve at the pleasure of the Board and the membership. Trustees may be removed with cause by a two-thirds (2/3) vote of the Board of Trustees. Removal of Trustees will be by established policy that provides due process for the Trustee in question.

5.1.3.7 Vacancies. The Board of Trustees has the authority to appoint any persons to vacancies on the Board to fulfill the unexpired term.

5.1.3.8 Compensation The Board of Trustees serves without compensation.

5.1.3.9 Officers. The officers of the Board will consist of a Chair, Vice-Chair, Secretary and Treasurer. The Board may designate other officers as it may deem necessary and such officers will have the authority prescribed by the Board.

5.1.3.9.1 Election and Term of Office. The officers will be elected annually by the Board of Trustees at the first meeting of the fiscal year. If the election of officers will not be held at such meeting, such election will be held as soon as possible thereafter. Each officer will hold office until their successor will be duly elected and qualified. The officers will hold office for one (1) fiscal year.

5.1.3.9.2 Vacancies. Vacancies may be filled or a new office created and filled at any meeting of the Board of Trustees.

5.1.3.9.3 Removal. Any officer elected or appointed by the Board of Trustees may be removed for a cause by an affirmative vote of five (5) Trustees of the Board, whenever in its judgment the best interest of the school would be served thereby.

5.1.3.9.4 Resignation. Any officer may resign at any time by giving written notice to the Chair of the Board. Such resignation will take effect at the time specified in the notice, or if not time is specified, then the

resignation will take effect at the time accepted by the Board of Trustees at its next regularly scheduled meeting immediately.

5.1.3.9.5 Duties of the Chair. The Chair will preside at all meetings of the Board of Trustees and will vote on all issues. The Chair will sign with the Secretary, or any other proper officer authorized by the Board of Trustees, any deed, mortgage, bond, contract, or other instrument which the Board of Trustees has authorized to be executed, except in cases where the signing and execution thereof will be expressly delegated to some other officer or agent. In consultation with Board members, staff members and other groups or individuals directly concerned, the Chair will prepare, or cause to be prepared the Board agendas and will call to order as well as adjourn all meetings. In general, s/he the Chair will perform all duties incident to the office of chair and any other duties that from time to time may be prescribed by the Board of Trustees.

5.1.3.9.6 Duties of the Vice-Chair. The Vice-Chair will maintain order within the board meetings at all times and ensure all Bylaws and traditions are respected by everyone. The Vice-Chair will ensure that parliamentary procedures are followed. In the absence of the Chair, or in the event of inability or refusal to act, the Vice-Chair will perform the duties of the Chair, and when so acting, will have all the powers of, and be subject to all the restrictions upon, the Chair. The Vice-Chair will perform all duties incident to the office of vice-chair and such other duties from time to time as may be assigned by the Chair or by the Board of Trustees.

5.1.3.9.7 Duties of the Secretary. The Secretary will keep or cause to be kept, the official minutes of the meetings of the Board of Trustees in one or more books provided for that purpose. The Secretary will see that all notices are duly given in accordance with the provisions of the Bylaws, or as required by law and be custodian of the records and seal. In general, the Secretary will perform all duties incident to the office of secretary and any other duties as from time to time may be assigned by the Chair or the Board of Trustees. In the absence of the Chair, the Secretary will preside at the meetings of the Board of Trustees.

5.1.3.9.8 Duties of the Treasurer. The Treasurer will have charge and custody of and be responsible for all funds and securities of the Corporation. The Treasurer will assure that appropriate staff receive and give receipts for money due and payable to CTEA from any source whatsoever and deposit all monies in the name of the CTEA in such bank or other financial institution as will be selected by the Board of Trustees. In general, the Treasurer will perform all the duties incident to the office of treasurer and any other duties as from time to time may be assigned by the Chair or the Board of Trustees.

5.1.3.10 Committees. The Board of Trustees, by action adopted by five (5) Trustees, may designate and appoint one or more committees, work groups, task forces, etc. or other advisory group. No committee, work group, task force, etc. or other advisory group will have the authority to amend or repeal the Bylaws, elect or remove any officer or Trustee, adopt policies, adopt a plan of merger, or

authorize the voluntary dissolution of the Corporation. Potential committee membership may be required to complete application submit an application, vitae, resume, or biography to be considered for appointment.

This information is contained in the bylaws. It does not need to appear here as well. Please see comments in the bylaws that address concerns not marked here.

5.1.4 Relationship between Board of Trustees and School Administration. Administrative services for CTEA will be provided for by the Director of School Programs. The Director must possess, or be qualified to possess, a valid Idaho Administrator Certificate in a period of time deemed acceptable to the Board. Under the direction of the Board, the Director will determine the day-to-day operations of the school in accordance with Title 33 of Idaho Code. In order to acquire the most talented administrators, the Board reserves the right to reassign responsibilities of the Director upon a super-majority (2/3rds) vote; reassignment(s) will be subject to pending contracts. **Policy** The Director will be ultimately responsible to oversee the following areas:

5.1.4.1 Responsibilities of the Director of School Programs

- 5.1.4.1.1 Accountability & Testing
- 5.1.4.1.2 Capital Accounts
- 5.1.4.1.3 Collective Bargaining Cost Analysis
- 5.1.4.1.4 Construction/Facilities/Maintenance
- 5.1.4.1.5 Fiscal Forecasting
- 5.1.4.1.6 Grants, Gifts & Fundraising
- 5.1.4.1.7 Insurance & Fringe Benefits
- 5.1.4.1.8 Medicaid Management
- 5.1.4.1.9 Payroll
- 5.1.4.1.10 Purchasing & Contracts
- 5.1.4.1.11 Technology
- 5.1.4.1.12 Transportation
- 5.1.4.1.13 Strategic Planning
- 5.1.4.1.14 Human Resources
- 5.1.4.1.15 Budget/Budget Reporting
- 5.1.4.1.16 Interscholastic Relations – Charter & Traditional
- 5.1.4.1.17 Curriculum, Instruction & Special Programs
- 5.1.4.1.18 External Organizations/Agencies
- 5.1.4.1.19 Federal Programs – Impact Aid (PL 81-874), Johnson O'Malley, Title II-A, Title I-A, Title VI-B, Title VII
- 5.1.4.1.20 Athletics/Activities/Afterschool Programs
- 5.1.4.1.21 Professional Development & Assessment
- 5.1.4.1.22 Public Relations & Marketing
- 5.1.4.1.23 Principal – Head of School
- 5.1.4.1.24 Schools & Administrators
- 5.1.4.1.25 Board Relations

5.1.4.2 Contracts. When deemed in the best interest of CTEA, selected financial and organizational operations may be contracted out to licensed and bonded entities.

The Director will be responsible for oversight of these contracts. No contractual agreements have been made at this time.

5.1.4.3 Reporting. Annual programmatic operations and financial reports will be presented by the Director to the Board of Trustees and the Authorizing Chartering Entity (ACE) when the data becomes available and in a timely manner

5.1.4.4 Operations. Under the direction of the Board, the Director will determine the day-to-day operations of CTEA in accordance with Title 33 of Idaho Code.
Redundant.

5.1.4.5 Evaluation. The Director will receive a yearly evaluation according to his/her performance. Prioritized goals and objective, in conjunction with a valid performance measure, will be agreed upon by the Director and the Board, and retained in the Director's personnel file.

5.1.4.6 Vacancies. During the vacancy of the Director position, the Board will reassume complete oversight. Within thirty (30) days, the Board will appoint an interim Director to oversee the day-to-day operations until the position can be filled as soon as a suitable candidate can be found.

5.1.4.7 Stakeholders. Board members, founding family members, faculty, staff, and community stakeholders will be utilized according to their background and experience, which includes fund raising experience, grant writing expertise, etc.

5.1.4.8 Other Administrators. The Chief Tahgee Elementary Academy administrative organization will be designed so that all divisions and departments are part of a single system guided by Board policies, which are implemented through the Director. Other administrators are expected to administer their resources in accordance with federal and state regulations, Board policy, and the rules and procedures outlined by the Director. On the recommendation of the Director, other administrators will be retained by the Board; other administrators will be supervised by the Director and evaluated annually by the Director with approval of the Board. What other administrators does the school plan to employ? Does the budget allow for more than one administrative position?

5.1.4.9 Faculty and Unclassified Staff. All faculty and unclassified staff will be retained by the Board of Trustees and accountable to the Director. The state funding formula will be used for funding faculty through the regular budgetary process. In order to attract the most highly qualified teachers, additional resources will be sought through grants, volunteers, and fundraising efforts.

5.1.4.10 Classified Personnel. All classified staff is retained by the Director of School Programs and accountable to Director.

Section 5.2 - Parental Involvement

5.2.1 In accordance with Idaho Code §§33-5205 (3)(f), all parents with students enrolled at CTEA will be encouraged to be highly involved in their child's education and may at any time consult with the Director regarding direction and operation of the school. Chief Tahgee Elementary Academy will be committed to the continual betterment of efficient and effective lines of communication with parents and teachers. Likewise, parents of students who attend CTEA will be afforded every opportunity to participate in the education of their child, including but not limited to volunteer work. Parents possess unique and critical insight into the personalities, learning strategies, motivational state, weaknesses, and strengths of their child that enhance individual and school success. Some processes to facilitate parental involvement will include, but are not limited to the following:

5.2.1.1 Parents will receive a student/parent handbook at registration.

5.2.1.2 Parents will receive written information regarding the function of the school on a monthly basis.

5.2.1.3 Parents will be sufficiently notified of and encouraged to attend two parent teacher conferences per year.

5.2.1.4 Parents will be asked to complete a satisfaction survey during the fall semester and completion of each school the school year addressing their perceptions of [Please rephrase so this makes sense]: the happiness of their children, safety of students, classroom attention, school-wide discipline, child's response to classroom atmosphere, the progression of their child, the learning environment as a whole, and other general concerns and satisfactions.

5.2.1.5 Parents will be encouraged to be involved in the parent association/committee and to become an integral part of CTEA community, this may include volunteering for school projects, programs, or committees, working with students, and supporting academic and other activities directed toward personal and character development.

5.2.1.6 Parents will be *instructed on and encouraged* to provide various appropriate learning environment where their children can study.

5.2.1.7 ~~Parents will be encouraged to communicate regularly with the school. In turn, the school and the faculty and staff association/committee will regularly communicate with the parents via telephone, e-mail, websites, face-to-face, written notes, and post. Chief Tahgee Elementary Academy teachers will be required to contact parents, or post via digital means, all missing assignments and grade information for their student every (3) weeks.~~ Policy/procedures manual. If this is left in the petition, the school will be held accountable for ensuring all teachers contact all parents every three weeks.

5.2.1.8 ~~In order to provide the highest quality faculty and staff and according to Idaho Code §§33-513, all parents will complete formal yearly evaluations of all administrators, faculty, and staff.~~ CTEA's petition cannot oblige a third party to do anything.

5.2.1.9 Parents will be encouraged to serve as Board of Trustee members.

5.2.1.10 Parents will be encouraged to volunteer their time and talents to assist with the daily operation of the school as well as after school programs. Parent volunteerism is strictly optional, but it is encouraged for the benefit of the students. The school will regularly distribute volunteer information to parents that

will allow them to sign up for service in areas of expertise or interest; this will allow parents to provide the most meaningful service, and simultaneously provide the school with the ability to coordinate. All volunteers a

- 5.2.1.11** Background checks will be performed on all volunteers working with students whose interactions will be unsupervised by a faculty or staff member or as deemed necessary by the Director or designee.

Section 5.3 - Financial and Programmatic Audits

- 5.3.1** Chief Tahgee Elementary Academy will comply with all the reporting requirements of Idaho Code §§33-5205(3)(k), §§33-5206(7), and §§33-5210(3), §§33-701 (5) through §§33-701 (10,)and IDAPA 08.02.04.300.03 and 08.03.01.301.12. An annual educational programmatic operations and financial audit will be conducted during each year of operation; the results will be submitted in a timely manner to the Board of Trustees, the ACE, stakeholders, and the State Department of Education.

- 5.3.2** Chief Tahgee Elementary Academy will conduct, or have conducted through contract, yearly programmatic audits based on the standards, goals, objectives, and rubrics establish by the Idaho Charter School Network and may be supplemented through information obtained via its own instruments. *Redundant. This may be the best location for this information, which need only be stated once.*

- 5.3.3** When applicable, accreditation-related visits, audits, and reports will be completed in a timely manner and copies will be submitted to the Board of Trustees the ACE, and the State Department of Education.

The highlighted information below is unnecessary, as it merely reiterates requirements that are provided elsewhere.

- 5.3.4** In accordance with Idaho Code §§33-701 (5), CTEA Board of Trustees will prepare, or cause to be prepared and published, within one hundred twenty (120) days from the last day of each fiscal year, an annual statement of financial condition and report of the school district as of the end of such fiscal year in a form prescribed by the state superintendent of public instruction. The annual statement will include, but not be limited to, the amounts of money budgeted and received and from what sources, and the amounts budgeted and expended for salaries and other expenses by category. Salaries may be reported in gross amount. Moreover, upon request, CTEA will have available at the office a full and complete list of vendors and the amount paid to each and a list of the number of teachers paid at each of the several stated gross salary levels in effect in the school.

- 5.3.4.1** At the discretion of the Board, any additional or supplementary statements and reports may be made for the purpose of informing the public of its financial operations. Such information may be omitted from the annual statement of financial condition and report for such portions of the fiscal year as already have been reported.

- 5.3.4.2** The annual statement of financial condition and report will be published in one (1) issue of the Sho-Ban News, the Idaho State Journal, and the Blackfoot Morning

News. The chairman, secretary, and treasurer of CTEA will certify the annual statement of financial condition and report to be true and correct, and the certification will be included in each published statement.

5.3.4.3 In the event the CTEA Board of Trustees fails to prepare or cause to be prepared or to publish the annual statement of financial condition and report as required, the Board acknowledges that the State Superintendent of Public Instruction will cause the same to be prepared and published, and the cost thereof will be an obligation of CTEA. One (1) copy of the annual statement of financial condition and report will be retained in the school office and will be open at all times to examination and inspection by any person.

5.3.5 In compliance with Idaho Code §§33-701(6), the CTEA Board will contract each year with an independent auditor for a full and complete audit of the financial statements of the school as required in Idaho Code §§67-450(b). One (1) copy of the audit report will be filed with the State Department of Education, after its acceptance by the Board, but not later than November 10. In the event the State Department of Education requests further explanation or additional information regarding the audit report, CTEA will provide a full and complete response to the State Department of Education within thirty (30) days of receipt of the request.

5.3.6 In compliance with Idaho Code §§33-701(7), the CTEA Board Of Trustees will file annually with the State Department of Education any such financial and statistical reports the State Superintendent of Public Instruction may require.

5.3.7 In accordance with Idaho Code §§33-701(8), the Board will not order and have destroyed any canceled check or warrant, or any form of claim or voucher which has been paid, until a minimum of five (5) years from the date the same was canceled and paid.

5.3.8 In compliance with Idaho Code §§33-701(9), the CTEA Board of Trustees will review the school budget periodically and make appropriate budget adjustments to reflect the availability of funds and requirements. The Director or designee will notify in writing each member of the Board a minimum of one (1) week prior to the meeting at which the proposal will be made. Prior to the final vote on such a proposal, notice will be posted and published once, as prescribed in Idaho Code §§33-402. A budget adjustment will not be approved unless voted affirmatively by sixty percent (60%) of the CTEA Board. All amended budgets will be submitted to the state superintendent of Public Instruction.

5.3.9 In compliance with Idaho Code §§33-701(10), the CTEA Board of Trustees may invest any money coming into the hands of the school district in investments permitted by Idaho Code §§67-1210. Unless otherwise provided by law, any interest or profits accruing from the investment of any funds will be credited to the general fund of the school.

5.3.10 Chief Tahgee Elementary Academy acknowledges that the ACE or State Department of Education may choose to do independent financial and/or programmatic operations audits at any time at their own expense. An independent audit may be performed as specified (annually), or at such time as revocation or non-renewal of the charter may be initiated.

Section 5.4 - Dispute Resolution.

5.4.1 Chief Tahgee Elementary Academy Board of Trustees and the ACE will resolve disputes relating to provisions of the charter following the procedures set forth in Section §§33-5209, Idaho Code, and the applicable rules of the State Board of Education for notice of defect and submission of a corrective action plan.

~~**5.4.2** In an effort to be proactive concerning disputes that may arise relating to provisions of the charter contract, the CTEA Board of Trustees, or designee, and the ACE, or designee, will meet as needed to discuss relations.~~

~~**5.4.3** Should the ACE identify areas where CTEA is not meeting the provisions of the charter contract, the ACE will provide in writing to the CTEA Board a list of these concerns.~~

CTEA's petition cannot obligate a third party.

TAB 6: Employees of Chief Tahgee Elementary Academy

Section 6.1 - Employee Qualifications I.C. §§33-5204A (1), §§33-5205 (3)(g), §§33-5210 (4)(a)

Section 6.2 - Employee Contracts I.C. §§33-5206 (4)

Section 6.3 - Criminal History Background Check I.C. §§33-5210 (4)(d), §§33-130, §§33-512

Section 6.4 - Transfer Rights §§33-5205 (3)(o), §§33-1217

Section 6.5 - PERSI, Social Security, Unemployment, Worker's Compensation, and Health Insurance I.C. §§33-5205 (3)(m)

Section 6.6 - Collective Bargaining I.C. §§33-5205 (3)(p)

Section 6.7 - Evaluation

Section 6.8 – Personnel Files

Section 6.1 - Employee Qualifications.

- 6.1.1** The Board of Trustees recognizes that student success is directly correlated to a talented and capable faculty and staff. Moreover, all employees will possess personal characteristics, knowledge, and experience consistent with the philosophy, mission, and expectations of CTEA and will be required to follow the professional code of ethics of their respective positions.
- 6.1.2** The Director will be selected upon criteria to be developed by the Board; emphasis will be placed on a broad spectrum of employment experience and educational coursework. Chief Tahgee Elementary Academy reserves the right to employ the Director based on its selected criteria, which will be based around, but not limited to, the State of Idaho rules regarding administrator certification. All individuals selected as the Director must possess no less than a Masters Degree from an accredited university and must also possess a valid Idaho Administrator Certificate.
- 6.1.3** All certified faculty members will meet or exceed the qualifications considered *highly qualified* (HQT) in their subject area as required under NCLB and state regulations, and possess an Idaho Education Credential or be in application thereof. In order to achieve this standard, CTEA has developed the following objectives: **Note that, by including the details below in the petition, CTEA will be obliged to fulfill all the requirements listed; failure to do so will constitute violation of the charter. This concept should be applied throughout the petition, which contains extensive detail beyond that which is required.**

6.1.3.1 Objective 1: Recruit highly qualified and effective personnel.

- 6.1.3.1.1** Recruit highly qualified teachers at job fairs.
- 6.1.3.1.2** Screen applicants to ensure that they are highly qualified before being included in the applicant pool.
- 6.1.3.1.3** Provide opportunities for teachers needing hours for certification.
- 6.1.3.1.4** Develop teacher recruitment brochures.

6.1.3.2 Objective 2: Implement a high quality professional development program to provide teachers and staff and administrators with opportunities for professional growth.

- 6.1.3.2.1** Implement a high quality staff development program based on research and data.
- 6.1.3.2.2** Provide staff development that directly impacts the improvement of curriculum, instruction, and interventions for at-risk students.
- 6.1.3.2.3** Provide staff development sessions that are aligned with credits for renewal of Idaho educator certificates.
- 6.1.3.2.4** Provide staff development so that all staff members will continue to be 100% highly qualified.
- 6.1.3.2.5** Provide technology applications sessions to continue integrating technology into instruction.

- 6.1.3.2.6** Offer professional development opportunities through college coursework, conferences, and seminars.
- 6.1.3.2.7** The Director will determine weekly and in-service training days in order to provide teachers with training in the methodologies described in this petition.

6.1.3.3 Objective 3: Implement strategies to retain highly qualified personnel.

- 6.1.3.3.1** Require that 100% of the teachers will continue to be highly qualified as tracked in the CTEA compliance report.
- 6.1.3.3.2** Provide teachers with competitive salaries.
- 6.1.3.3.3** Provide testing fee reimbursement upon completion of testing and certification requirements.
- 6.1.3.3.4** Develop a pay-for-performance plan tailored to the unique qualities of CTEA.
- 6.1.3.3.5** Provide innovative, personalized incentives in order to improve staff morale.
- 6.1.3.3.6** Provide retention stipends to teachers in recognition of their dedication to CTEA
- 6.1.3.3.7** Provide employee wellness program.

6.1.4 According to Idaho Code §§33-1280, all heritage language immersion teachers will be designated as highly and uniquely qualified by the Shoshone-Bannock Tribes and certified as American Indian language teachers by the State Department of Education.

6.1.5 Recruiting and retaining highly qualified bilingual teachers is a priority for CTEA, therefore we are incorporating a broad range of recruitment practices. We are collaborating with the Shoshone-Bannock Education and Human Resources departments in order to contact bilingual past and current students who are interested in becoming certified elementary school teachers (See Appendix AQ). Larry Murillo, Direct of Education, Shoshone-Bannock Tribes is allocating special education funds for prospective students, whether fluent or willing to become fluent, for those individuals who wish to become a part of our team. We are also collaborating with the departments of education of both Idaho State University and Utah State University to recruit, train and provide scholarships for prospective bilingual certified elementary school teachers. Finally, we are working with tribal education departments from other Shoshoni speaking tribes (e.g., Wind River, Pyramid Lake, Duck Valley, and the Northwest Band) to recruit interested individuals from their reservations.

6.1.6 All paraprofessionals classified as a Title I Instructional Assistant, ELL Instructional Assistant, Special Education Instructional Assistant, Youth Companion, Occupational Therapy or Physical Therapy Technician, or Library Media Assistant will meet one of the following three requirements before being hired:

- 6.1.6.1** completed two years (48 credits) of study at an institution of higher education; or
- 6.1.6.2** obtained an associate's (or higher) degree; or
- 6.1.6.3** pass the state ParaPro Assessment.

- 6.1.7 When applicable, CTEA's ancillary staff members will hold the appropriate state licensure or certification to provide services to students at the school
- 6.1.8 When deemed in the best interests of the educational program, the Board reserves the right to seek limited certification options as provided by rule of the Idaho State Board of Education. Additionally, Chief Tahgee Elementary Academy reserves the right to employ any person for temporary assistance under the direct supervision of certified staff members. These provisions are intended to allow various community experts and other specialized persons who may not hold certification to contribute to the school according to their talents, experience, creativity, or expertise on an as needed basis.
- 6.1.9 Chief Tahgee Elementary Academy will be an equal opportunity employer; job announcements and all other hiring practices will be free of discriminatory language.
- 6.1.10 A copy of the certificates for all certified administrators, teachers, and staff members will be kept on file at CTEA, provided upon request, and available to the public through the State Department of Education website.

Section 6.2 - Employee Contracts.

- 6.2.1 The Director will make recommendations to the Board of Trustees for approval of instructional staff. Each professional staff member, including the Director, will be on a written contract **in a form** approved by the Superintendent of Public Instruction, conditioned upon a valid certificate being held by such professional personnel at the time of entering upon the duties.
- 6.2.2 Certified teachers and administrators at CTEA are public school employees; their service at CTEA counts as one year experience on the state indexing scale.
- 6.2.3 Employee contracts are considered public documents; therefore, a copy of all contracts will be kept on file at CTEA and posted on the school's website.
- 6.2.4 All employees will be required to undergo an annual performance review before the renewal of a contract.

Section 6.3 - Criminal History Background Checks.

- 6.3.1 All employees will undergo criminal history background and fingerprinting checks.
- 6.3.2 All volunteers who potentially will be working with or alone with students unsupervised will undergo criminal history background and fingerprinting checks.

Section 6.4 - Employee Transfer Rights.

- 6.4.1 Employees of Chief Tahgee Elementary Academy are not employees of any local school district, and consequently, will not be eligible for an in-district transfer; however, they may apply to work in any district.

Section 6.5 - Employee Benefits.

- 6.5.1** The Board will ensure that employees participate in the following programs and receive the following benefits: group health insurance, sick leave benefits, Public Employee Retirement System, Federal Social Security, Unemployment Insurance, and Worker's Compensation Insurance to the extent allowed and required by law.

Section 6.6 - Collective Bargaining.

- 6.6.1** Chief Tahgee Elementary Academy's staff and employees will be a separate unit for purposes of collective bargaining.

Section 6.7 – Evaluation.

- 6.7.1** Chief Tahgee Elementary Academy has a firm commitment to performance evaluation of all school personnel, whatever their category and level, through the medium of a formalized system. The primary purpose of such evaluation is to assist personnel in professional development, individual improvement, personnel improvement, and in achieving CTEA goals. Chief Tahgee Elementary evaluation process is based, in part, on the work of Charlotte Danielson as presented in Enhancing Professional Practice: A Framework for Teaching, 2nd Edition. 2007. Ms. Danielson's research provides the elements of effective instruction that most often lead to improved student achievement. CTEA evaluation criteria also utilizes concepts from Teacher Expectations and Student Achievement (TESA), the work of Robert Marzano and other research-based teaching and learning methodologies Chief Tahgee Elementary Academy will identify "proficiency" of certificated employees through evaluation rubrics, parent input through its Parent School Climate Survey, and will tie at least fifty percent (50%) of teacher and administrator evaluations to growth in student achievement. The attached policy meets all of the requirements of IDAPA 08.02.02.120 – Local District Evaluation Policy (see Appendix AY).

The formal performance evaluation system is designed to:

- 6.7.1.1** Maintain or improve each employee's job satisfaction and morale by letting him/her know that the supervisor is interested in his/her job progress and personal development.
- 6.7.1.2** Serve as a systematic guide for supervisors in planning each employee's further training.
- 6.7.1.3** Assure considered opinion of an employee's performance and focus maximum attention on achievement of assigned duties.
- 6.7.1.4** Assist in determining and recording special talents, skills, and capabilities that might otherwise not be noticed or recognized.
- 6.7.1.5** Assist in planning personnel moves and placements that will best utilize each employee's capabilities.
- 6.7.1.6** Provide an opportunity for each employee to discuss job problems and interests with his/her supervisor.
- 6.7.1.7** Assemble substantiating data for use as a guide, although not necessarily the sole governing factor, for such purposes as wage adjustments, promotions, disciplinary action, reassignment and termination.

6.7.2 Director of School Programs. The Board shall use a comprehensive annual process for the evaluation of the Director that is consistent with objectives agreed upon by the Board and the Director. Through this annual evaluation of the Director, the Board will strive to accomplish the following (see Appendix AW):

6.7.2.1 Clarify for the Director, priorities in the school as seen by the Board.

6.7.2.2 Establish clear expectations for the performance of the Director.

6.7.2.3 Clarify for all Board members, the role of the Director in the light of his/her job description and the immediate priorities among his/her responsibilities as agreed upon by the Board and the Director.

6.7.2.4 Maintain open communication between the Board and the Director.

6.7.2.5 Develop harmonious working relationships between the Board and the Director.

6.7.2.6 Provide a regular forum for the Board and the Director during which problems are discussed.

6.7.2.7 Provide effective administrative leadership for the school system.

6.7.2.8 Establish a set of goals for each calendar year by which the Director's performance will be measured.

6.7.2.9 Identify and share with the Director areas recognized by the Board as needing strengthened.

6.7.2.10 The Board will provide the Director with periodic opportunities to discuss Director-Board relationships, and will inform him/her, in writing, at least annually, of its assessment of his/her performance. **Policy.**

6.7.3 Other Administrators. It will be the responsibility of the Director to evaluate all other CTEA administrators annually. Such evaluation will be based on 1) the appropriate administrative position job description, and 2) in cooperation with the Director, Board, and administrator, an established a set of goals and objectives for each calendar year. The Director will report to the Board annually regarding the performance of administrative personnel (see Appendix AX).

6.7.4 Faculty. Chief Tahgee Elementary Academy believes that its students deserve the highest quality of instruction. To ensure quality instruction for every student, performance appraisal of all certified personnel is essential and is one of the CTEA's primary responsibilities to students, patrons, and staff. The purpose of the CTEA professional educator evaluation process is to provide quality instruction that aligns with the school's goals and objectives. In addition, this process is designed to promote professional learning that allows educators to continually grow and learn new techniques to improve their instructional practices and methods (See Appendix J).

6.7.5.1 Chief Tahgee Elementary Academy believes that effective professional appraisal reflects research-based standards; is systematic and continuous; embodies standards of excellence; is cooperatively developed between evaluator and evaluatee; is continually reviewed and refined to reflect the needs of the organization. Also, professional growth results from maximizing strengths and working on areas for growth; setting realistic goals; providing resources; defining responsibilities; establishing strategies for continuous improvement; fostering self

reflection; and monitoring performance. This information need not be reiterated for each employment category; a summary statement is sufficient.

6.7.5.2 In order to achieve these ends, CTEA has selected the “Framework for Teaching” by Charlotte Danielson as the basis for its appraisal system because it is researched-based and provides a clearly defined framework to help teachers improve their instruction. More specifically, the four (4) domains and twenty-two (22) specific components of the framework:

6.7.5.2.1 Enhances professional practice by seeking to identify principles of effective practice and classroom organization. Such principles maximize student learning and promote student engagement.

6.7.5.2.2 Provides a common vocabulary for discussions regarding professional excellence in teaching.

6.7.5.2.3 Provides clear expectations, via the rubrics, about what constitutes good teaching and serves as a guide for teachers striving to attain mastery teaching status.

6.7.5.2.4 Provide every teacher, via the rubrics, valuable feedback to guide their planning for effective instruction.

6.7.5.2.5 Provide evaluators, via Domains 2 and 3, clear guidelines to assess the components of effective teaching that are directly observable in the classroom setting.

6.7.5.2.6 Provide teachers and evaluators, via Domains 1 and 4, a vehicle for meaningful discussion on teaching skills not directly observable in the classroom. **Policy.**

6.7.5 *Paraprofessionals and Classified Employees.* Performance evaluation is an important aspect of personnel management because it facilitates growth and school improvement. The primary objective of CTEA performance evaluation process is employee development through methods that identify actions required to promote more effective job performance and maximize employee potential. The performance evaluation process incorporates not only a review of past performance, but also establishes performance goals and expectations for the future (See Appendix K: Paraprofessional Evaluation & Appendix L: Classified Employee Evaluation).

6.7.6.1 The CTEA evaluation will be an ongoing process and comments about individual performance will be communicated at the time of specific observation. A formal performance evaluation, however, is required on an annual basis for all classified employees.

6.7.6.2 Each evaluation will provide a documented record of the employee's job performance, a means of defining strengths and weaknesses in job performance, and an opportunity for communication between the Director and employee on the subjects of job requirements, work expectations, and potential for personal development. The performance evaluation will also specify the direction for work improvement, assures the employee that objective criteria are used in performance assessment, demonstrates that exceptional or unsatisfactory performance will be noted, and expresses CTEA's continuing appreciation of good performance. **Policy.**

6.7.6 Consultants, Independent Contractors, and Service Providers. Each consultant, independent contractor, and service provider who contracts with the district will be evaluated. The evaluations will be objective and based on established goals and objectives and will be conducted at the end of the contract term for contracts that have terms less than one (1) year and at the end of the fiscal year for contracts that have terms longer than one (1) years. The evaluation will be based on job performance as determined by the Director according to the agreed upon goals and objectives. The evaluation will be the major factor into whether the consultant, independent contractor, or service provider is offered a new contract. A written evaluation report will be utilized.

6.7.7.1 The Director will include in his/her report input from staff members and comments from customers and consumers who have worked with the consultant, independent contractor, or service provider.

6.7.7.2 The written evaluation will include a description of the work/service performed and if the consultant, independent contractor, or service provider adhered to the scope of services that are outlined in the contract. The Director will describe why or why not he/she was satisfied with the consultant's, independent contractor's, or service provider's performance. The evaluation will also include the Director's recommendation for contract renewal.

6.7.7.3 The evaluation report will be submitted to the Board within thirty (30) days of the above listed evaluation periods. **Policy.**

6.7.7 School Climate Surveys. In order to improve the performance of CTEA staff and students, the Director will administer a yearly school climate survey to measure the perceived experiences, attitudes, and opinions of students, staff and parents. These surveys will assess the perceptions of student motivation, the learning environment, instructor teaching methods and effectiveness, parent involvement, the effectiveness of the Director, and the quality of the CTEA as a whole. The Board has developed a preliminary list of key themes and questions on which these surveys will be based (See Appendix M).

6.7.8 Meta-evaluation. Meta-evaluation is "the evaluation of evaluations - indirectly, the evaluation of evaluators - and represents an ethical as well as a scientific obligation when the welfare of others is involved. The concept of meta-evaluation has been recognized as a means to increase the quality, validity, and effectiveness of internal and external quality assessment. CTEA meta-evaluation standards consist of 1) validity; 2) utility; 3) ethicality; 4) credibility; and 5) cost-effectiveness. Meta-evaluation should be part of an open dialogue between various parties in the evaluation process. Making evaluation as transparent as possible enhances the preconditions of organizational learning through meta-evaluation (See Appendix AZ & Appendix BA).

6.7.8.1 Chief Tahgee Elementary Academy's evaluation committee, consisting of all stakeholders (teacher, board member, parent, administrator, cultural liaison, fluent language speaker) will meet annually and on an as need basis to review the teacher evaluation plan, the professional development plan, and assess ongoing training needs for teachers and administrators on the evaluation model. The Director will review committee and staff input and conference twice annually with staff to monitor and evaluate the teacher evaluation model. Ongoing training and

professional development for administrators and teachers in the districts evaluation model and policy will be funded with a combination of federal, state and local resources.

6.7.9 Evaluation Professional Development. Ongoing, consistent, high quality training and professional development for administrators in evaluation methods and processes will be provided at least annually and as needed through available, workshops, seminars, consortia, and university course offerings.

6.7.9.1 Ongoing training and professional development for administrators and teachers regarding CTEA's evaluation standards, tools, and process will be provided bi-annually, during the first month of the school year, the month prior to the second semester, and on an as needed basis.

6.7.9.2 Ongoing professional development for administrators in evaluation methods and processes and for administrators and teachers on CTEA's evaluation standards, tools, and process will be funded through a combination of federal, state and local resources, to include but not limited to Title II Part A funds.

Although we realized the SDE required CTEA to develop the information highlighted above, and agree that it is valuable, this level of details is better suited to your policy/procedures manual than to the petition.

Section 6.8 – Personnel Files.

6.8.1 All employee certifications, transcripts, criminal background checks, contracts, professional development records, evaluations, and other records as required by law or deemed critical to the functions of CTEA will be kept securely on file in the main office of the school. Personnel files are not subject to public records requests. All employees will be provided a copy of his/her personnel file upon request; the file will be delivered within three (3) working days of the request. Policy.

TAB 7: Admission Procedures, School Climate, Student Health, and Student/Parent Handbook

Section 7.1 - Admission Procedures I.C. §§33-5205 (3)(j)

Section 7.2 - Waiting List I.C. §§33-5205 (3)(j)

Section 7.3 - Attendance Alternative I.C. §§33-5205 (3)(n)

Section 7.4 - Public Notification of Enrollment I.C. §§33-5205(3)(s)

Section 7.5 - Denial of School Attendance Requirements I.C. §§33-5205 (3)(i), §§33-205, §§33-206

Section 7.6 - Disciplinary Policy and Procedures I.C. §§33-5205 (3)(l), §§33-210

Section 7.7 - School Climate & Safety I.C. §§33-5205 (3)(h), §§33-210 (3), 08.02.03.160

- 7.7.1** Climate and Safety
- 7.7.2** Six Pillars of School Climate
- 7.7.3** Tobacco, Alcohol, and Controlled Substances
- 7.7.4** Drug and Alcohol Free School Zone
- 7.7.5** Weapon-Free Schools
- 7.7.6** Violence Prevention
- 7.7.7** Search and Seizure
- 7.7.8** Suicide Prevention
- 7.7.9** Crisis Management
- 7.7.10** Building and Student Safety
- 7.7.11** Unsafe School Choice Option Policy (Title IX, Part E. Subpart 2, Sec. 9532)

Section 7.8 - Health and Wellness I.C. §§33-5205(3)(h), 07.02.03.160

- 7.8.1** Health and Wellness
- 7.8.2** First Responder Training
- 7.8.3** Building Wellness
- 7.8.4** Health Records
- 7.8.5** Immunizations
- 7.8.6** Communicable Diseases
- 7.8.7** Medications
- 7.8.8** Emergency Care

Section 7.9 - Use of Technology Policy I.C. §§33-131(1)

Section 7.10 - Access to Student/Parent Handbook

Section 7.1 - Admission Procedures.

7.1.1 Admission Procedures. Chief Tahgee Elementary Academy will open in August of the 2013 school-year and be physically located within the boundaries delineated by Blackfoot School District #55. Chief Tahgee Elementary Academy will have a primary attendance area encompassing the areas identical to that of the Pocatello School District, Blackfoot School District, and entirety of the Fort Hall Indian Reservation. These students will be given priority as designated in I.C. §§33-5205(3) (j), however, students from other areas may be enrolled. In the initial year and for every year thereafter, CTEA will follow the model admission procedure identified by the Idaho State Board of Education in Rule 203. In accordance with Idaho Code §§33-5205(3)(i), the Board has adopted the following admission procedures to ensure a fair and equitable selection process for admission and enrollment in subsequent school years.

7.1.2 Enrollment Capacity. **Redundant. Summarize in Tab 1 and explain in detail here.** A matriculation cap of one hundred two (102) will be in effect for the first year (1) of operation, one hundred twenty-four (124) the second year (2), one hundred forty-six (146) in the third year (3) of operations, and one hundred sixty-eight (168) in the fourth (4) year. During the first year of operation, CTEA will cap enrollment in kindergarten at twenty-four (24) students and grades one (1) through six (6) at thirteen (13) students per grade; grades one/two, three/four, and five/six will be combined classes. In the second year of operation, there will be an enrollment cap of twenty (24) students in grades K-2 and thirteen for grades three (3) through six (6); grades three/four and five/six will remain combined classes. In the third (3) year, grades K-4 will have an enrollment cap of twenty-four (24) students and grades five (5) and six (6) will retain a cap of thirteen students; grades five/six will remain combined. In the fourth (4) year of operation **[and beyond?]**, all grades will have an enrollment cap of twenty-four (24) students per grade. At that time the Board will evaluate and determine if it is viable for CTEA to further expand, **subject to ACE approval.**

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

7.1.4 Lottery. If the capacity of CTEA is insufficient to enroll all prospective students, a lottery will be utilized to determine which prospective students will be admitted. The lottery will identify the list of students accepted into CTEA and establish a waiting list order of entrance for the upcoming school year. All openings during the school year will be filled according to the order established by that lottery. The lottery will be held in a public forum and the Chair of the Board of Trustees, the Director, or official designee will oversee the lottery selection process.

7.1.5 Request for Admission. Request for admission will be taken continuously throughout the school-year. Requests for the fall semester of the next school-year must be received by an established enrollment deadline as indicated above. The application process prior to the enrollment deadline will be as follows:

- 7.1.5.1** A parent, guardian, acting custodian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in this state, may make a written or electronic request for such child to attend the school.
- 7.1.5.2** A parent, guardian, acting custodian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in the State of Idaho, may make a request in writing for such child to attend the CTEA. In the case of a family with more than one (1) child seeking to attend a public charter school, a single written request for admission must be submitted on behalf of all siblings.
- 7.1.5.3** The written request for admission will contain the name, grade level, address, e-mail address, telephone number, and last school attended of each prospective student in a family.
- 7.1.5.4** If the initial capacity of the school is insufficient to enroll all prospective students, then a lottery as described below will be utilized to determine which prospective students will be admitted to the public charter school. Only those requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline will be permitted in the lottery.
- 7.1.6 Admission Preferences.** In accordance with Idaho Code §§33-5205(3)(j), CTEA has established the following initial enrollment and subsequent enrollment admission preferences criteria for students residing in the primary attendance area of CTEA, for children of founders and full-time employees, for siblings of students already enrolled in the school, for returning students, and students residing outside of the primary attendance area. For the purposes of this petition, the primary attendance area will refer to the area comprised both of the compact and contiguous area, which encompasses the areas identical to that of the Pocatello School District, Blackfoot School District, and entirety of the Fort Hall Indian Reservation. **Redundant. The primary attendance area need be described only once, in Tab 2.**
- 7.1.6.1 Initial Year of Enrollment.** . If the initial capacity of CTEA is insufficient to enroll all prospective students, a lottery will be utilized to determine which prospective students will be admitted. The selection hierarchy for admissions will be established and prioritized as listed:
- 7.1.6.1.1** Chief Tahgee Elementary Academy founders' children will have first preference for admission to the school, with a maximum of 10% of the initial capacity consisting of founders' children.
 - 7.1.6.1.2** siblings of pupils already selected by the lottery,
 - 7.1.6.1.3** children of full-time employees, **If CTEA wishes to offer this preference, it must be included within the founders' preference and subject to the 10% limit; it is not a separate category.**
 - 7.1.6.1.4** prospective students within the primary attendance area, and
 - 7.1.6.1.5** to all other students residing outside the primary attendance area.

7.1.6.2 Second and Subsequent Years of Enrollment. If the capacity of CTEA is insufficient to enroll all prospective students in subsequent years of enrollment, a lottery will be utilized to determine which prospective students will be admitted. The selection hierarchy for admissions will be established and prioritized as listed:

- 7.1.6.2.1** returning students are automatically enrolled
- 7.1.6.2.2** children of founders, provided that this admission preference will be limited to not more than ten percent (10%) of the capacity,
- 7.1.6.2.3** siblings of pupils already attending,
- 7.1.6.2.4** children of full-time employees, **If CTEA wishes to offer this preference, it must be included within the founders' preference and subject to the 10% limit; it is not a separate category.**
- 7.1.6.2.5** students within the primary attendance area, and
- 7.1.6.2.6** all other students residing outside of the primary attendance area.

7.1.7 Placement. Initially, applications will be drawn for placement using the Equitable Selection Process outlined in Subsection 203.09 of the Administrative Rules Governing Charter Schools. The process will begin with a randomly drawn grade and continue with randomly selected grades. **Note that the relevant section of rule is outdated and does not reflect all preferences now permitted by statute.**

There is no need to reiterate statute/rule. Incorporate by reference.

7.1.8 Proposed Attendance List for Lottery. Each year, CTEA will create an attendance list containing the names of all prospective students on whose behalf a written request for admission was timely received by the public charter school, separated by grade level. The proposed attendance list will contain columns next to the name of each student, in which the public charter school will designate admission preferences applicable to each prospective student. The columns will be designated "A" for returning student preference; "B" for founders preference; "C" for sibling preference, with a corresponding cross-reference to each of the siblings of the prospective student; "D" for children of employees; and "E" for attendance area preference.

7.1.9 Equitable Selection. If the capacity of CTEA is insufficient to enroll all prospective students, a lottery will be utilized to determine which prospective students will be admitted. The lottery will identify the list of students accepted into CTEA and establish a waiting list order of entrance for the upcoming school year. All openings during the school year will be filled according to the order established by that lottery. The lottery will be held in a public forum and the Chairperson of the Board of Trustees, the Director, or official designee will oversee the lottery selection process.

7.1.9.1 The name of each prospective student on the proposed attendance list will be individually affixed to or written on a three by five (3 x 5) inch index card or other similar but equal media. The index cards will be separated by grade. The selection procedure will be conducted one (1) grade level at a time, with the order for each grade level selected randomly. The index cards containing the names of the prospective students for the grade level being selected will be placed into a single container.

7.1.9.2 A neutral, third party will draw the grade level to be completed first and then draw each index card from the container for that grade level, and such person will write the selection number on each index card as drawn, beginning with the numeral “1” and continuing sequentially thereafter. In addition, after selecting each index card, the name of the person selected will be compared to the proposed attendance list to determine whether any preferences are applicable to such person.

7.1.9.3 If the name of the person selected is a returning student, then the letter “A” will be written on such index card. If the name of the person selected is the child of a founder, the letter “B” will be written on such index card. If the name of the person selected is the sibling of another student that has already been selected for admission to the public charter school, then the letter “C” will be written on such index card. For children of employees of the school a letter “D” will be written on an index card. If the name of the person selected resides in the attendance area, then the letter “E” will be written on the card.

7.1.9.4 With regard to the sibling preference, if the name of the person selected has a sibling in a higher grade who has already been selected, but the person previously selected did not have the letter “C” written on his or her index card (because a sibling had not been selected for admission prior to the selection of the index card of that person), then the letter “C” will now be written on that person’s index card at this time.

7.1.9.5 With regard to the founder’s preference, a running tally will be kept during the course of the selection procedure of the number of index cards, in the aggregate, that have been marked with the letter “B.” When the number of index cards marked with the letter “B” equals ten percent (10%) of the proposed capacity of the public charter school for the school year at issue, then no additional index cards will be marked with the letter “B,” even if such person selected would otherwise be eligible for the founders’ preference.

7.1.9.6 After all index cards have been selected for each grade, the cards will be sorted for each grade level in accordance with the following procedure: All index cards with the letter “A” will be sorted first, based on the chronological order of the selection number written on each index card; followed by all index cards with the letter “B,” based on the chronological order of the selection number written on each index card; followed by all index cards with the letter “C,” based on the chronological order of the selection number written on each index card; followed by all index cards with the letter “D” based on the chronological order of the selection number written on each index card; followed by all index cards with the letter “E” based on the chronological order of the selection number written on each index card; followed, finally, by all index cards containing no letters, based on the chronological order of the selection number written on each index card.

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

7.1.10 Notification and Acceptance. Chief Tahgee Elementary Academy has established the following procedures for notification and acceptance:

7.1.10.1 Students selected for admission to CTEA will be officially notified, within seven (7) days after conducting the selection process. Chief Tahgee Elementary Academy will send an offer letter to the parent, guardian, or other person who submitted a written request for admission on behalf of a student. The notification will advise such person that the student has been selected for admission to the school. The offer letter must be signed by such student's parent, or guardian, and returned to CTEA by the date designated in such offer letter by the school.

7.1.10.2 Students not eligible for admission to CTEA will be officially notified within seven (7) days after conducting the selection process. Chief Tahgee Elementary Academy will send a letter to the parent, guardian, or other person who submitted a request for admission on behalf of such student. The notification will advise such person that the prospective student is not eligible for admission, but will be placed on a waiting list and may be eligible for admission at a later date if a seat becomes available.

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

7.1.11 Equality. Prospective students will be given the opportunity to enroll regardless of race, color, national or ethnic origin, religion, sex, social or economic status, or special needs as delineated and required by Idaho Code §§33-5205(3)(j). No out-of-state students will be allowed to be enrolled until an Idaho residence has been established and verified.

Section 7.2 – Waiting Lists.

7.2.1 Once the enrollment period is complete and a waiting list for each grade level has been established through lottery as described above, the remaining students will be placed on the appropriate waiting list for their grade level in order of lottery selection and offered admission for the upcoming school year as seats become available. Subsequent applications will be added to the **bottom of the list for the** appropriate grade level waiting list on a first come-first served basis and will be taken in numerical order from this list. Once on a waiting list, students will remain eligible for placement within the school throughout the entire school year for which they applied. There will be no carryover from year to year of the waiting lists maintained to fill vacancies at the school. All waiting lists will be redrawn and renewed annually according to Idaho Code §§33-5205(3)(j). Parents/guardians wishing to remove their child from the waiting list must make their request directly to CTEA via e-mail, telephone, or in writing.

Section 7.3 - Public School Attendance Alternative.

- Since Chief Tahgee Elementary Academy is a new entity and not a conversion of an existing school, the attendance alternative would be the same as for those presently residing within the aforementioned contiguous attendance area boundaries of the Pocatello School District, Blackfoot School District, and entirety of the Fort Hall Indian Reservation.

Students located within the attendance area of CTEA will have the option to enroll in existing public schools presently serving the area. Since enrollment is not mandated based upon residential proximity to the school, but through parental choice and equitable selection, no student will be required to attend CTEA.

Section 7.4 - Enrollment Opportunities.

7.4.1 It is the intent of the Board of Trustees to create a diverse and socially balanced educational environment for the students and employees of CTEA. Consequently, the school will recruit and provide the opportunity for students to enroll regardless of race, color, national or ethnic origin, religion, sex, social or economic status, or special needs. Moreover, advertisement for enrollment opportunities at CTEA will include all current requirements as delineated in Idaho Code §§33-5205(3)(s) and ensure that such announcements are broadcast and/or published by local media outlets on not less than three (3) occasions, beginning no later than fourteen (14) days prior to the enrollment deadline each year. Likewise, taking into consideration the language demographics of the area, all advertisement will be disseminated in English, Spanish, and other languages as deemed appropriate. These efforts may also include, but are not limited to, the school website and social networking sites, advertising at community centers (e.g., library), public forums, the school newsletter, flyers and brochures, local new organizations, and/or notifications sent home with students.

Section 7.5 - Denial of School Attendance Requirements.

7.5.1 Idaho Law provides for denial of school attendance in Idaho Code §§33-205, "Denial of school attendance at any of its schools, by suspension or expulsion, to any pupil who is a habitual truant or who is incorrigible, or whose conduct in the judgment of the Board, is such as to be continuously disruptive of school discipline, or of the instructional effectiveness of the school. Any pupil having been suspended or expelled may be readmitted to the school by the Board of Trustees upon such reasonable conditions as may be prescribed by the Board; but such readmission will not prevent the Board from again suspending or expelling such pupil for cause." **Incorporate by reference.** Consequently, the Board will have the right to deny enrollment to any student, determine the readmission of any student suspended or expelled, and determine the admission of any student who has been denied admission as governed by the aforementioned Idaho Code. The Board considers the following as some examples of disruptive actions and justification for denial of attendance:

7.5.1.1 Bullying & Harassment. Verbal harassment and inappropriate physical contact with another student.

7.5.1.2 Computer Intrusion or Misuse. Unauthorized use of school technology to access protected materials, such as personnel files and student records.

7.5.1.3 Controlled Substances. Possession or use of any controlled substances by students, such as drugs, alcohol, or tobacco, is not permitted on school property.

7.5.1.4 Detriment to Health & Safety. The actions of the student become a detriment to the health and safety of other students, employees, or school as a whole.

7.5.1.5 Expulsion. Expelled from any other school.

7.5.1.6 Fighting. Aggressive behavior in a threatening way or fighting.

- 7.5.1.7 Gambling.** Gambling or possessing gambling devices.
- 7.5.1.8 Gangs and Gang Activity.** No person, group, or organization may establish any secret organization whose active membership requires lascivious, unethical, and/or illegal activities.
- 7.5.1.9 Habitual Truancy.** The act, condition, and habit of being absent without permission.
- 7.5.1.10 Hazing.** No students may humiliate another or require unnecessary tasks by using coercion of any type.
- 7.5.1.11 Incorrigibility.** Unruly and/or unmanageable behavior.
- 7.5.1.12 Insubordination.** Noncompliance with any reasonable request of school faculty or staff.
- 7.5.1.13 Lascivious Literature.** Distributing or possessing lascivious materials on school grounds or during school activities.
- 7.5.1.14 Other.** Other actions or condition deemed by the Board as disruptive of school discipline or instructional effectiveness.
- 7.5.1.15 Profanity.** Using profane and vulgar language.
- 7.5.1.16 Scholastic Dishonesty (cheating/plagiarism).** Cheating on assignments and tests and/or plagiarizing another's material.
- 7.5.1.17 Tardiness.** Habitual tardiness to classes.
- 7.5.1.18 Unsafe Behavior.** Potentially dangerous and harassing actions on school grounds, buses, or at school activities.

Handbook.

Section 7.6 - Discipline Policy and Procedures. Chief Tahgee Elementary Academy has established the following procedures as required by Idaho Code §§33-5205 (3)(j) and §§33-205. The disciplinary actions may be taken by the Director or designee. Since all discipline is intended to modify behavior and should fit the misbehavior, these actions are suggestive and not necessarily conclusive nor sequential. In all disciplinary matters, students and parents have the right to due process and to appeal decisions to the next higher level of governance. Chief Tahgee Elementary Academy has formally adopted and will review annually its student discipline policies. (See Appendix G: Student Discipline Policy for Students with Disabilities & Appendix N: Student Discipline Policy)

7.6.1. Discipline Tier I – Contact, Conference, & Guidance. The first step in the disciplinary process for *all* students can include one or more of the actions listed below as deemed appropriate by the Director or designee. **Detail in this section may be reduced in the body of the petition but included in the handbook. It should not be included in both places.**

7.6.1.1. Conference/Contact with Parents. The Director or designee will arrange a meeting or telephone conversation with the student's parent(s) or legal guardian and/or school personnel to discuss the student's behavior or learning process. Chief Tahgee Elementary Academy will seek the assistance of the student's parent(s) or legal guardian(s) in helping the student.

7.6.1.2. Contact with Student. The Director or designee will contact the student and inform him/her of the infraction. The student must agree to comply with required behavior management. **The petition cannot obligate third parties.**

- 7.6.1.3. **Detention.** The Director or designee will require that a student remain in during lunch or after school for a period of time. The student is obligated to bring materials to the detention area to work on to improve his/her academic achievement at school.
- 7.6.1.4. **Guidance.** The Director or designee will arrange for a conversation between the student and the school personnel. The purpose of this meeting is to inform him/her that his/her behavior needs to change so that he/she does not violate the rights of others and to establish a written plan to help the student improve his/her learning capabilities.
- 7.6.1.5. **Rearrangement of School Schedule.** The Director or designee may have a student assigned a new schedule of classes and/or teachers when the behavior of the student is such that the student has not conducted himself/herself in an acceptable manner. **This provision appears relevant to high school, but not to elementary.**
- 7.6.1.6. **Restriction of Free Time and/or Extracurricular Activities.** The Director or designee may inform a student that he/she cannot participate in certain activities because of his/her past or present behavior.
- 7.6.1.7. **School Clean-up.** The Director or designee may require a student to clean up certain areas of the school.

7.6.2 Discipline Tier II – Suspension. Students who cannot abide by school regulations and policies of CTEA, and who disrupt the educational atmosphere or interfere with the educational processes of the school, may be suspended for a temporary period of time. As per Idaho Code §§33-205, the following limitations will apply to all suspensions:

7.6.2.1 In-school Suspension. In-school suspension is defined as temporary removal from a class or activity.

7.6.2.1.1 Removal of student from class or classes and temporary placement in a more restrictive in-school location.

7.6.2.1.2 Suspension from a class may be initiated by the classroom teacher or other member of the faculty with concurrence of the principal. Verbal and written notification to parents or legal guardian will be provided by the Director or designee.

7.6.2.1.3 Suspension from one or more classes may be initiated by the Director provided that verbal and written notification is given to the parents, guardians, or acting custodians in a timely fashion.

7.6.2.1.4 Students will be given credit for assignments completed during supervised in-school suspension.

7.6.2.2 Friday School. Friday School is defined as in-school suspension. It is a supervised study session held on Fridays as an alternative to out-of-school suspension.

7.6.2.2.1 Friday School suspension may be initiated by the classroom teacher or other faculty member with concurrence of the Director. Verbal and written notification to parents, legal guardians, or acting custodians will be provided by the Director or designee.

7.6.2.2.2 Friday School suspension from one or more classes may be initiated by the Director, building principal, or designee provided that verbal and written notification is given to the parents, legal guardians, or acting custodians in a timely fashion.

7.6.2.2.3 Students will be given credit for assignments completed during supervised Friday School suspensions.

7.6.2.3 ***Out-of-school Suspension.*** Out-of-school suspension is defined as temporary removal from the school premises.

7.6.2.3.1 No student will be suspended from a school by a school administrator for more than five (5) consecutive days for each offense.

7.6.2.3.2 School administrators may suspend students for up to five (5) days, and Boards of Trustees may suspend students for up to seven (7) calendar days.

7.6.2.3.3 Students may not be allowed make-up privileges for assignments missed as a result of being suspended out-of-school.

The procedures the school will use to suspend a student need to be outlined including parent and student notification.

7.6.3 ***Discipline Tier III – Expulsion***

7.6.3.1 Expulsion is a very serious action to be taken against a student and should not be recommended unless all resources and processes have been exhausted. No recommendation for expulsion will be made until all necessary investigations and conferences have been held at the school building level.

7.6.3.2 All expulsions are under the jurisdiction of the Board of Trustees and will be governed in accordance with the due process procedures. Any decision by the Board of Trustees regarding an expulsion will require that 1) a quorum of the Board be present and 2) such decision be made by vote that constitute a majority of those voting.

Please outline the procedures that will be followed to expel a student including student and parent notification and rights.

7.6.4 ***Suspension of Students with Disabilities.*** Students with disabilities may not be suspended unless the continued presence of the exceptional student in school poses a danger to himself/herself, other persons, or property, or unless there is a serious disruption of the educational process.

7.6.4.1 Examples of such situations are: physical assault, or threatened assault on a teacher or another student; action taking place on school property of a criminal nature; or continuous disruptive conduct which the school has attempted and failed to control through documented changes in the child's educational program/placement.

7.6.4.2 Students with disabilities may be suspended so long as:

7.6.4.2.1 Written notice is given to the parent, guardian, or acting custodian and administrator(s) of the exceptional student describing the grounds for the suspension and a brief statement of the facts.

- 7.6.4.2.2** A Child Study Team meeting (due process hearing) is called to meet within five (5) school days, to review the student's Individual Education Program and to establish a satisfactory plan for readmission or alternative education.

7.6.4.3. Ten-day Disciplinary Removal

- 7.6.4.3.1** Chief Tahgee Elementary Academy personnel may order a disciplinary removal of a student with disabilities for not more than ten (10) cumulative school days per infraction to the extent suspension would apply to students without disabilities.
- 7.6.4.3.2** Cumulative suspensions, if over 10 school days in a school year must not constitute a significant change in placement.
- 7.6.4.3.3** In determining whether a significant change in placement has occurred, CTEA personnel, through the multi-disciplinary team process, will review whether the student is subjected to a series of removals that constitute a pattern of exclusion because they cumulate to more than ten (10) school days in a school year, and because the length of each removal, the total amount of time the child is removed, and the proximity of the removals to one another indicate such a pattern of exclusion.
- 7.6.4.3.4** Any time a student is suspended for more than ten (10) school days in a school year the student will be provided services to the extent necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out on his or her IEP, as determined by CTEA personnel, in consultation with the student's special education teacher or as determined by the student's IEP Team.

7.6.4.4 Forty-five Day Disciplinary Removal

- 7.6.4.4.1** The Director or designee may order a change in placement of a student with a disability to an appropriate interim alternative educational setting, as determined by the IEP Team, for the same amount of time that a student without a disability would be subject to discipline, but for not more than forty-five (45) days if:
- 7.6.4.4.1.1** The student carries or possesses a weapon to or at school, on school premises, or to a school function. This term does not include a pocket knife with a blade of less than two and one-half (2 1/2) inches in length.
- 7.6.4.4.1.2** The student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function.
- 7.6.4.4.2** School personnel may request a change in placement to an appropriate interim alternative educational setting from a hearing officer for not more than forty-five days if it is determined by personnel that a student with a

disability is substantially likely to cause injury to himself/herself, or to others in the current educational placement.

7.6.4.4.3 School personnel may petition the court for an injunction to remove any student with a disability from school or to change the student's current educational placement if personnel believe that maintaining the student in the current educational placement is substantially likely to result in injury to the student or to others.

7.6.5 ***Expulsion of Special Education Students.*** An exceptional pupil may not be expelled unless the student's continued presence in school presents a danger to himself/herself, other persons, or property. **Please keep all special education discipline info in a single section.**

7.6.5.1 Examples of emergency situations are: physical assault or threatened assault on a teacher or another student; action taking place on school property of a criminal nature; or continuous disruptive conduct which the school has attempted and failed to control through documented changes in the child's educational program/placement.

7.6.5.2 If a student on an Individualized Education Program (IEP) is expelled from school after a manifestation determination has found that the student's behavior was not a manifestation of the student's disability, educational services, consisting of services necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the student's IEP will be provided to that student at an alternative setting.

7.6.5.3 If it is the judgment of the Child Study Team that a situation exists that a school provided or supported educational program is not possible, expulsion may be recommended to the Board of Trustees.

7.6.5.4 After being informed of the situation, the Board of Trustees will schedule the necessary due process hearing as outlined.

7.6.5.5 Within ten (10) calendar days following written notice of expulsion to the parent or guardian of the exceptional pupil, the Child Study Team will meet to review the exceptional pupil's IEP to include appropriate educational goals that can be carried out in a correctional or rehabilitative setting. The school district's individual education program for the exceptional pupil will be presented to the court for determining an appropriate placement following expulsion.

7.6.6 ***Manifest Determination.*** Prior to submitting an expulsion recommendation to the Board of Trustees for a student with a disability, the IEP Team will conduct a manifestation determination. A manifestation determination will occur within ten (10) school days after the date on which a decision was made to recommend the expulsion.

7.6.7 ***Students with Section 504 Disabilities.*** This section addresses disciplining students with disabilities as defined by Section 504 of the 1973 Rehabilitation Act. For those students with disabilities under the Individuals with Disabilities Education Act (IDEA), the

disciplinary procedures required by the IDEA will be followed. In the event a student has disabilities under both Section 504 and the IDEA, both policies will be followed in determining appropriate disciplinary actions.

7.6.7.1. *Suspension.* A student with a disability, as defined by Section 504 of the 1973 Rehabilitation Act, may be suspended for not more than ten (10) consecutive school days per incident.

7.6.7.1.1. Whenever a school considers suspending a student with a disability for more than ten (10) cumulative school days in a school year, a Multi-Disciplinary Team (MDT) will be convened to determine if the cumulative suspensions constitute a significant change in placement by reviewing the following factors:

7.6.7.1.1.1. The length of each suspension;

7.6.7.1.1.2. The proximity of the suspension to one another; and

7.6.7.1.1.3. The total amount of time the student is excluded from school.

7.6.7.1.2. The MDT will consist of individuals who are knowledgeable about the student, the student's school history, the student's individual needs, the evaluation data, and the placement options. If the MDT determines that the exclusion would constitute a significant change in placement, the school will conduct a manifestation determination as set forth below.

7.6.7.2. *Expulsion.* Prior to submitting an expulsion recommendation to the school Board for any student with a disability as defined by Section 504 of the 1973 Rehabilitation Act, an MDT will make a "manifestation determination." A manifestation determination involves a review of the student's misconduct, the student's disability and the services provided to determine: 1) Is the misconduct a manifestation, or result, of an inappropriate placement or educational program for the student? 2) Is the misconduct a manifestation, or result, of the student's disability?

7.6.7.2.1. In reviewing the questions set forth above, the MDT will review information regarding the student's disability that is recent enough to afford an understanding of the student's current behavior. In the absence of reasonably current information about the student's disability, the Trustee will conduct or cause to be conducted additional evaluation(s) regarding the student's disability before making the manifestation determination. If either manifestation determination question answer is "yes," the student will not be expelled.

7.6.7.2.2. However, the MDT may determine that a placement change is necessary for that student.

7.6.7.2.3. If the answers to both the questions set forth above are "no," the school may proceed with the recommendation of expulsion to the Board in the same manner as for similarly-situated students who do not have disabilities.

- 7.6.7.2.4. If the student's parent/guardian disagrees with the MDT's determination of the manifestation determination, a hearing may be requested with the Board of Trustees.
- 7.6.7.2.5. Although the parent/guardian may disagree with the manifestation determination findings, the student may be expelled after following the proper procedures. Educational services may cease after expulsion.

It appears that sections 7.6.5 through 7.6.7 could be combined as the procedures for special education and students on 504 plans are basically the same.

- 7.6.8 **Readmission.** Readmission of any student suspended or expelled, or admission of any student who has been denied admission will be governed by Section 33-205, Idaho Code. Students who have been expelled from CTEA will be eligible for readmission after (1) year, 12 calendar months.
- 7.6.9 **Due Process.** As delineated by federal regulations and Idaho Code §§33-205, all students will be accorded rights as guaranteed under the constitution and all disciplinary action will be addressed according to reasonable due process rights of all parties involved. Chief Tahgee Elementary Academy has adopted a Student Due Process Policy to protect individual rights (See Appendix O).

Section 7.7 - School Climate & Safety.

- 7.7.1 **Climate & Safety.** The Board of Trustees recognizes that school climate and safety is a critical component in the learning process; it facilitates academic scholarship, personal development, positive interpersonal relationships, psychological wellness, and security. To ensure the safety of our employees and students, CTEA will comply with the following school climate, safety, and risk management policies and procedures. All school climate and safety policies will be reviewed annually and available on the CTEA website, included in the Student/Parent Handbook provided upon enrollment, and noted during student orientation.

7.7.2 Six Pillars of School Climate. The Board will develop and maintain policies structured around the following six pillars; these underlying principles collectively represent the fundamental attitudes, values, and beliefs expectedly evidenced by all parents, families, teachers, students, and staff.

7.7.2.1 Pillar I - The Director will incorporate positive behavioral conduct codes and conflict mediation tools to promote an educational environment designed to keep students in school and learning.

7.7.2.2 Pillar II - The Director is charged with the obligation to provide a climate that is free from harassment, discrimination, and abuse within academic, emotional, social, and physical domains.

7.7.2.3 Pillar III - The Director will ensure that the physical plant, buses, equipment, and all supportive resources are accessible to all, meet current standards, are modern, and project a welcoming, clean, and safe appearance.

7.7.2.4 Pillar IV - The Director is responsible for providing opportunities involving meaningful student participation and peer-facilitated activities.

7.7.2.5 Pillar V - The Director is accountable for establishing and promoting educational, extracurricular, and vocational partnerships designed to promote the academic achievement, and emotional, social, and physical well-being among its pupils and their families.

7.7.2.6 Pillar VI - The Director will provide for the continuous professional development, education and training of the faculty and staff to ensure their expertise continually represents contemporary best practices and exemplary knowledge of the education field. **Tab 6?**

7.7.3 Tobacco, Alcohol, and Controlled Substances. In accordance with Federal regulations established by the Drug Free Workplace Act of 1988, CTEA will comply with Idaho Code §§33-210 and maintain a drug free environment. The following procedures are included in the CTEA Tobacco, Alcohol, and Controlled Substance Policy (See Appendix P).

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

7.7.3.2 Discovery and Investigation. It is the policy of CTEA that any staff member who has reasonable suspicion that a student may be under the influence of, or has in his/her possession, a controlled or dangerous substance as defined by law immediately will notify the appropriate administrator or designee of such suspicions. The administrator or designee will immediately investigate the allegation, and if confirmed, will take the appropriate disciplinary measures. These may include, but are not limited, to the following:

- 7.7.3.2.1** Contacting the parents/guardians/acting custodians
- 7.7.3.2.2** Contacting law enforcement
- 7.7.3.2.3** Referral to school counselor
- 7.7.3.2.4** Referral to an outside agency for chemical dependency assessment
- 7.7.3.2.5** Suspension from school
- 7.7.3.2.6** Expulsion from school

7.7.3.3 Notifications. When a student is suspected of being in violation of federal, state, or local law for possession or use of any illegal drug, controlled substance, tobacco, or alcohol, the parents, guardians, or acting custodians will be contacted immediately and local law enforcement agency may be notified. When a student is suspected of being in violation of federal, state, or local laws for trafficking of alcohol or drugs, the parents, guardians, or acting custodians and law enforcement will be contacted immediately. The administrator or a designee will communicate

all available information to the police and offer the full cooperation of the administration and staff in a police investigation.

Again, this level of detail is excessive and should be moved to the handbook and/or policies.

7.7.3.4 Disciplinary Procedures. If a student discloses or is reasonably suspected of being under the influence of alcohol or controlled substances, sells or distributes, or possesses drug paraphernalia, drugs, alcohol, tobacco, or other mood altering substances in school, on or adjacent to school property, or at school functions, CTEA will comply with the procedures required by Idaho Code §§33-210 and school policy and procedures.

7.7.3.4.1 First Offense for Use or Possession

Contact the parents/guardians/acting custodians.
Law enforcement may be contacted.
Referral to school counselor
Suspension from school as determined appropriate by the Director or designee.

7.7.3.4.2 Second Offense for Use or Possession

Contact the parents/guardians/acting custodians.
Law enforcement may be contacted.
Referral to school counselor.
Referral to an outside agency for chemical dependency assessment and treatment.
Suspension from school for five (5) days.
School Board may be petitioned for expulsion of student.

7.7.3.4.3 Third Offense for Use or Possession

Contact the parents/guardians/acting custodians.
Law enforcement will be contacted.
Suspension from school.
School Board will be petitioned for expulsion of student.

7.7.3.4.4 First Offense for Trafficking

Law enforcement agency will be contacted.
Parents/guardians/acting custodians will be contacted.
Student will be suspended.
School Board will be petitioned for expulsion.

7.7.3.5 Interrogation. The Board authorizes the Director or designee to interrogate any student suspected of the possession, use, or trafficking of tobacco, alcohol, drugs, or controlled substances. Individual pupils may not be interrogated by any person, except an employee of the school, without the approval of the Director. Officials representing the Idaho Department of Health and Welfare will be allowed access to students upon proper notification to the Director. No administrator will grant such an interview unless he/she deems it essential to the welfare of the child, to the immediate health and safety of others,

as may be required by court order, or as authorized by parent, guardian, or acting custodian of the student in advance of the interview.

7.7.3.6 *Due Process.* As delineated by federal regulations and Idaho Code §§33-205, all students will be accorded rights as guaranteed under the constitution and all disciplinary action will be addressed according to reasonable due process rights of all parties involved. Chief Tahgee Elementary Academy has adopted a Student Due Process Policy to protect individual rights (See Appendix O).

7.7.4 *Drug & Alcohol Free School Zone.* The abuse of alcohol and/or drugs is a serious threat to the school, its employees and students. The Board realizes that administration and staff are equally responsible for maintaining a safe and healthy working and learning environment. For that reason, and in compliance with the Federal Regulations established by the Drug Free Workplace Act of 1988, the school has adopted a Drug and Alcohol Free Zone Policy prohibiting employees and visitors from manufacturing, purchasing, consuming, possessing, and/or trafficking drugs or alcohol on school premises or CTEA sponsored events regardless of the location (See Appendix Q).

7.7.4.1 *Due Process.* As delineated by Federal Regulations and Idaho Code §§33-205, all disciplinary action will be addressed according to reasonable due process rights of all parties involved. All employees will be accorded rights as guaranteed under the constitution. Chief Tahgee Elementary Academy has adopted a Personnel Due Process Policy to protect individual rights (See Appendix R).

[fix spacing above]

7.7.5 *Weapons-Free Schools.* In order to facilitate learning to the greatest extent, the Board of Trustees is committed to creating a safe and secure environment for all students, staff and visitors. Although no absolute guarantee of eliminating all threats to individual safety can be assured, the Board directs the administration to reduce and minimize safety risks through the implementation of its Weapons Policy (See Appendix S).

7.7.6 *Search & Seizure.* In order to promote the safety and security of all students, staff, and employees and sustain a quality education environment, the Board reserves the right to search all school property under its direct jurisdiction and exclusive control. Said property includes, but is not limited to, buildings, equipment, buses, grounds, and other physical settings (See Appendix T). **Policy.**

7.7.7 *Violence Prevention.* The Board is committed to maintaining a learning environment which is free from violence of any kind, including but not limited to bullying, intimidation, hazing, and harassment. The Board, its employees, students, and people within school communities all have an obligation to promote, monitor, and maintain a violence-, bullying-, intimidation-, hazing-, and harassment-free learning environment. No violence, bullying, intimidating, hazing, and/or harassment on the basis of race, sex, color, creed, religion, ancestry, national origin, age, physical, mental, emotional or learning disability, arrest or conviction record, pregnancy, marital status, parental status, sexual orientation, and/or political affiliation will be allowed.

7.7.7.1 Student Violence Prevention Policy. The Board has adopted a Student Violence Prevention Policy in which it authorizes the Director to maintain an environment that is positive and is respectful of every individual and to provide education to its students and employees to meet this end. Violence, bullying, intimidation, hazing, and harassment in the learning environment is not acceptable under any conditions, and any student who violates this policy may be subject to remedial or disciplinary action, up to and including expulsion from school. (See Appendix U).

7.7.7.2 Employee & Public Violence Prevention Policy. The Board has developed an Employee and Public Violence Prevention Policy in which it authorizes the Director to maintain an environment that is positive and is respectful of every individual and to provide education to its students and employees to meet this end. Violence, bullying, intimidation, hazing, and harassment in the learning environment is not acceptable under any conditions, and any employee who violates this policy may be subject to disciplinary action, up to and including termination. (See Appendix V). Policy.

7.7.8 Suicide Prevention. Mental, emotional, and social well-being are foundations for building good health. These foundations include a sense of security, identity, belonging, purpose and competence in order to strive toward a healthy and productive life. Chief Tahgee Elementary Academy is concerned with the health and safety of all its students; consequently, in order to protect students from suicidal tendencies and in compliance with Idaho Code 08.02.03.160, the Board authorizes the following procedures through it's a Suicide Prevention Policy (See Appendix W).

7.7.8.1 Procedures. Chief Tahgee Elementary Academy will develop and annually review procedures that:

7.7.8.1.1 coordinate and maintain a school-based crisis team;

7.7.8.1.2 identify and respond to students at risk for suicide in a prescribed manner while keeping both the student and classmates safe;

7.7.8.1.3 set up pre-arranged building contact(s) for the preliminary assessment of the student;

7.7.8.1.4 refer students at risk to recognized mental health programs which may include emergency personnel (ambulance and/or police) and designate people who make calls to these agencies and to parent/guardians;

7.7.8.1.5 have a pre-determined documentation plan, which must include dates and times of parent/guardian contacts and their responses;

7.7.8.1.6 help students integrate safely back into the school setting when appropriate monitor the student after integration; and

7.7.8.1.7 provide school or staff support if needed

[Please include in handbook and policy manual rather than in the petition. Also if it is included in the appendices there is no need to repeat the information in the body of the petition.]

7.7.8.2 Suicide Crisis Plan.

- 7.7.8.2.1 Any staff member who has knowledge or suspects a student of suicidal tendencies will notify the Director or designee who will contact the parents, law enforcement, counselor, emergency medical professionals, and/or other crisis service providers.
- 7.7.8.2.2 The Director or designee will mobilize the school-based crisis team, establish communication with the parents or guardians to determine intervention steps, discuss how the school might be helpful and supportive to the students and family, and address how the family would like the situation announced at school.
- 7.7.8.2.3 With support from a community crisis service provider and in consultation with the family, the Director or designee will inform the staff of the facts and help the staff address the reactions of other students and the family.
- 7.7.8.2.4 The Director or designee will then establish a plan for periodic contact with the student.
- 7.7.8.2.5 The Director or designee will make arrangements for all class work assignments to be completed at home and determine how to help the student complete his/her school requirements. *Policy/procedure.*

7.7.9 Crisis Management. The Board of Trustees recognizes schools need to be prepared to handle a crisis involving a student, a staff member, or the school. While CTEA's main function is to educate, the safety of staff and student body is of paramount concern. In order to help prevent suicide and other severe acts of violence, the Board authorizes the Director to implement the procedures and programs delineated in its Crisis Management Policy (See Appendix X).

7.7.10 Building and Student Safety. The safety of every student, employee, and visitors is a matter of the highest priority to the Board of Trustees, the administration, faculty, and staff. In order to maximize learning opportunities, a safe and secure environment is critical. While the Board cannot guarantee elimination of all threats, the Board supports the Director in the implementation of its Building Safety Policy (See Appendix Y).

~~7.7.11 Unsafe School Choice Option Policy (Title IX, Part E. Subpart 2, Sec. 9532)~~ For the protection of all students and in accordance with the No Child Left Behind Act and Idaho State Law, the Board will officially adhere to the guidelines, procedures, and programs outlined in its Unsafe School Choice Option Policy (See Appendix Z). *- Unnecessary.*

Section 7.8 - Health & Wellness.

Health & Wellness. The Board is committed to providing a school environment that promotes and protects the health and well-being of its students. The Board encourages all members of the school community to create an environment that supports lifelong habits of health and wellness. The Board will review all health and wellness policies annually and make a good faith effort to continue to maintain the health and wellness of all students and employees.

7.8.1. First Responder Training. The Board authorizes the Director to require all faculty and staff in direct contact with students to receive and remain updated in first responder training. ~~Policy/procedure.~~

~~**7.8.2. Building Wellness.** The Board recognizes the positive relationship between good nutrition and physical activity on our students' ability to reach his/her maximum potential in learning and life and to this end has adopted a Building Wellness Policy. Through the implementation of a coordinated approach to school health, CTEA will promote lifelong wellness to our students through education about healthy choices and behaviors in all school venues the classroom, extracurricular activities, family events, the lunch room and the school environment as a whole (See Appendix AA).~~

~~**7.8.3. Health Records.** In the best interest of the school, students, and employees, the Board's Health Records Policy authorizes the Director to maintain the health records and information listed therein for each student (See Appendix AB).~~ ~~Unnecessary.~~

7.8.4. Immunizations. In accordance with Section 39-4801, Idaho Code: Idaho Department of Health and Welfare Rules, IDAPA §§16.02.15, the Board has developed its Immunization Policy. The requirements of this policy must be met at the time of registration, before attendance can begin. (See Appendix AC). ~~Tab 6.~~

Communicable Diseases. It is the intent of the Board of Trustees to protect students and employees from exposure to diseases while they are attending school or actively working for CTEA. Students and school employees who have, or are suspected of having, a communicable disease will be dealt with according to the rules outlined in the CTEA Communicable Disease Policy (See Appendix AD). ~~Policy.~~

Medications Policy. The Board is concerned about the health of every student at CTEA and, in accordance with Idaho Code §§33-520, recognizes the importance of administering medication in a safe, reliable and timely manner. The purpose of administering medications in school is to help each child maintain an optimal state of health that may enhance his/her educational plan. The medications will be those required during school hours that allow the student to fully participate in the educational setting. The procedures for handling and administration of medications are outline in the CTEA Medications Policy (See Appendix AE). ~~Policy/procedure.~~

~~**7.8.5. Emergency Care.** Through its Emergency Care Policy, the Board directs all CTEA employees to protect the health of its students and take reasonable measures to provide emergency care for any student that becomes ill or is injured on school property, during school hours, or at any school sponsored activity (See Appendix AF).
[Include as policy rather than in your petition.]~~

Section 7.9 - Use of Technology

7.9.1 Use of Technology. The Board expects that its technology and all related resources such as its network of computers, peripherals, etc. will be used by all users in a judicious, prudent manner observing generally accepted rules of conduct and etiquette. Chief Tahgee

Elementary Academy will take every measure to ensure the security of its network by applying the appropriate firewalls, active directory policies, and network based antivirus software. The Board has adopted and will review annually a Technology Use Policy to govern the use of all school technology; the policy includes, but is not limited to the following regulations. (See Appendix AG).

7.9.2 Regulation.

7.9.2.1 Commercial use, such as promoting or advertising any business, is strictly prohibited.

7.9.2.2 The network may not be used to promote or solicit for any political cause, charitable cause or organization unless it is pre-approved by the Board.

7.9.2.3 Chief Tahgee Elementary Academy does not condone or permit the use of materials which are defamatory, abusive, obscene, profane, sexually-oriented, threatening, racially offensive or illegal. Users may not knowingly bring or transmit such materials into the school environment.

7.9.2.4 Students may only use the network with permission of school personnel.

7.9.2.5 Users should use only assigned accounts and keep passwords confidential.

7.9.2.6 Users should not permit others to use their accounts.

7.9.2.7 Users should prevent unauthorized use by logging off computers.

7.9.2.8 Users will not view, use, transmit or copy information or files for which they are not authorized.

7.9.2.9 Users will not plagiarize or use copyrighted and/or licensed material inappropriately.

7.9.2.10 Users will not disable or interfere with the normal functionality of the network or software.

7.9.2.11 User may only use approved technology equipment and software.

7.9.2.12 User may not post anonymous messages.

7.9.2.13 Users may not use online social networking sites or e-mail to bully or defame other students or staff, regardless of the location from which these messages were posted.

7.9.2.14 All personal technologies must be registered through the IT department.

7.9.2.15 User will not send spam, chain letters, or other mass unsolicited mailings.

7.9.2.16 Users will not transmit materials, information or software in violation of any local, state, or federal law.

7.9.2.17 System administrators and CTEA do not have control of information residing on other systems.

7.9.2.18 Students will not have access to social networking site or instant messaging application unless under strict supervision of a school employee and will be used only for educational purposes. **Policy.**

7.9.3 Parent/Guardian Permission. Students who use CTEA technology must have written permission from their parents/guardians/acting custodians as specified in the Technology Use Agreement.

7.9.4 Technology Use Agreement. To ensure proper understanding between the Board and users of technology, the Board authorizes **The charter petition is not the appropriate document in which to establish board authorization. That should be done through policy/board action.**

the existence of an approved Technology Use Agreement (See Appendix AH). Subsequent substantive changes to the Technology Use Agreement must be approved by the Board, and the Board recognizes the need for such changes as technology and its proper uses change. Students, parents/guardians/acting custodians, and staff are required to read, sign, and comply with the Technology Use Agreement and the technology policies in order to use the school's technology resources. If a user breaks the terms of this agreement, the administrator or designee reserves the right to deny or suspend user access. Severe infractions may result in termination of employment or school expulsion. The user will be informed of the suspected violation and given an opportunity to present an explanation. The user may request a review hearing of a building administrator within seven (7) days of such suspension or termination. **Policy.**

7.9.5 Network Security. Chief Tahgee Elementary Academy will take every measure to ensure the security of its network by applying the appropriate firewalls, active directory policies, and network based antivirus software.

7.9.6 Internet Safety. To promote the safety and security of users, and to ensure compliance with the Children's Internet Protection Act (CIPA), blocking and filtering protection measures, such as Barracuda Web Filtering, will be used to the fullest extent practical. Faculty may request that IT services temporarily or permanently unblock access to sites containing material which is appropriate for valid educational purposes.

7.9.6.1 Students' and employees' home and personal Internet use can have an impact on the school and on other students and employees. If personal Internet expression – such as a threatening message to another person, or a violent website – creates a likelihood of material disruption to the School's operations, the user may face disciplinary action and criminal penalties.

7.9.6.2 All students will be required to receive Internet safety training prior to accessing the Internet.

7.9.7 Student Supervision. Students may only use the network with permission of school personnel. Staff members are responsible for supervising student use of technology in a manner appropriate to the students' age. Students are responsible for obtaining permission from a staff member, and staff may NOT permit students to use staff accounts.

7.9.8 Signatures. The Board requires that all district staff, students and parents, legal guardians, or acting custodians of minor students read and sign a Technology Use Agreement before an account will be established. The administrator or designee has authority to provide reduced services mutually agreeable to both parties for users refusing to sign a Technology Use Agreement; however, users will not be allowed access to the Internet without a properly signed Technology Use Agreement.

7.9.9 Violations. Violation of the terms and conditions of this agreement will result in disciplinary action in accordance with staff and student discipline policy, up to and including, termination of employment or expulsions from school. **Policy/handbook.**

Section 7.10 - Access to Student/Parent Handbook

7.10.1 Access to Student/Parent Handbook. The Director of Chief Tahgee Elementary Academy will assemble a Student/Parent Handbook pursuant to state laws which outlines a Code of Conduct including expectations and consequences for unacceptable behavior. The aforementioned policies will be incorporated as appropriate into the school's student and staff handbooks, and will be reviewed on an ongoing basis in the school's staff development effort (See Appendix AI).

7.10.1.1 The purpose of the Student/Parent Handbook is to provide students at CTEA with specific information concerning a Code of Conduct, policies, procedures, rules, and regulations.

7.10.1.2 Prior to the beginning of each school year, the Director is responsible for continuing the development of and updating the Student/Parent Handbook. All parents/guardians/acting custodians will receive a hard copy (printed) version of the Student/Parent Handbook; this will generally occur during registration or student orientation. The Student/Parent Handbook will also be available on CTEA's website.

7.10.1.3 Any stakeholder, parent/guardian/acting custodian, or school employee may request a printed copy of the Student/Parent Handbook at the school's expense. Requests for the Student/Parent Handbook may be made in person, via telephone, e-mail, or in writing; the request must include a preferred means by which the individual is to receive the handbook.

7.10.1.4 Before any registration will be deemed complete, parents/guardians/acting custodians will be asked to thoroughly review the Student/Parent Handbook all school policies, contents, and permissions and then sign the Student/Parent Handbook Awareness Form (See Appendix AJ) asserting that they have read and understand the policies and procedures governing the operations and conduct at CTEA.

7.10.1.5 The Student/Parent Handbook will be an ongoing joint effort between the administration, faculty, parents/guardians/acting custodians, and the Board. Policy/handbook.

TAB 8: Business Plan

Section 8.1 - Business Plan

- 8.1.1** Business Description
- 8.1.2** Marketing Plan
- 8.1.3** Management Plan
- 8.1.4** Resumes of Trustees
- 8.1.5** Financial Plan
- 8.1.6** Start-up Budget Assumptions Form
- 8.1.7** Three-Year Operating Budget Form
- 8.1.8** First Year Month-by-Month Cash Flow Form

Section 8.2 - Proposal for Transportation Services I.C. §§33-5205 (3)(t), §§33-5208 (4)

Section 8.3 - Plan for School Lunch Program

Section 8.1 - Business Plan

8.1.1 Business Description. Chief Tahgee Elementary Academy, Inc. was incorporated on May 9, 2011 and will be a non-profit entity organized and managed under the Idaho Nonprofit Corporation Act. The school is organized for the charitable, educational, and innovative purposes in order to do all things reasonable and proper in the operation of a nonprofit charter school within the state of Idaho. CTEA is organized exclusively for educational purposes within the meaning of IRC Section 501(c) (3) of the Internal Revenue Code of 1986 and will not carry on any activities prohibited under said code, corresponding sections of any future federal internal revenue laws, or by a corporation to which contributions are deductible under Internal Revenue Code §§170(c)(2). Chief Tahgee Elementary Academy will have all powers allowed by law, including, without limitation, those powers described in Section 30-2-24 of the Idaho Code. Furthermore, CTEA will not engage in any activities or execute powers not in direct furtherance of its stated and inferred purposes. Chief Tahgee Elementary Academy has currently completed Form 1023 Application for Recognition of Exemption under Section 501(c)(3) application and filed on November 4, 2011. **Duplicate/Articles/Bylaws**

8.1.2 Marketing Plan. It is the intent of the Board of Trustees to respond to an expressed need by the parents and community members of Fort Hall to incorporate Shoshoni language immersion and culture into the school curriculum. (See Appendix AK: Resolution of Tribal Council). Use of the Shoshoni language has declined dramatically and is now considered an endangered indigenous language. There is a sense of urgency about efforts to revitalize the Shoshoni language. Tribal officials and community members fear that if this decline in the use of Shoshoni language is not curbed in this generation, the Shoshoni language will disappear as a viable form of communication. An unfortunate lesson of history informs us that the loss of language is closely followed by the loss of a culture. At the same time, it is also the intent of the Board of Trustees to create a diverse and socially balanced educational environment for the students and employees of CTEA. Consequently, the school will recruit and provide the opportunity for students to enroll regardless of race, color, national or ethnic origin, religion, sex, social or economic status, or special needs. Moreover, the advertising process for CTEA will include all current requirements as delineated in Idaho Code §§33-5205 and ensure that such announcements are broadcast and/or published by media outlets on not less than three (3) occasions, beginning no later than fourteen (14) days prior to the enrollment deadline each year. Likewise, taking into consideration the language demographics of the area, all advertisement will be disseminated in English, Spanish, and other languages as deemed appropriate. **[This is a repeat of information from section 7.4.1]** Therefore, the primary venues and sources for advertising and recruitment into CTEA will include, but not be restricted to the following:

- 8.1.2.1** the school website, e-mail, and other social networking tools,
- 8.1.2.2** mass e-mail to all Shoshone-Bannock Tribes employees,
- 8.1.2.3** the school monthly newsletter,
- 8.1.2.4** direct mailings to primary attendance area households,
- 8.1.2.5** dissemination of brochures at community events,
- 8.1.2.6** distribution of flyers to heavily trafficked areas,
- 8.1.2.7** local radio and television advertisements and public announcements,

- 8.1.2.8 ongoing articles in the local newspapers, including the Sho-Ban News,
- 8.1.2.9 advertisement materials posted in prominent locations throughout the compact and contiguous attendance areas (i.e. the library, the community notice board, Shoshone-Bannock Tribes Business complex, at City Hall).
- 8.1.2.10 billboards,
- 8.1.2.11 vehicle decals
- 8.1.2.12 word-of mouth referrals,
- 8.1.2.13 public forums in individual homes and other public locations in accordance with Idaho Code §§67-23,
- 8.1.2.14 a school sign, and
- 8.1.2.15 door-to-door contacts when deemed necessary.

Take care to avoid committing to marketing efforts the school cannot ensure will take place (such as publication of articles) or may not be able to afford (such as billboards).

8.1.2.16 School Climate Surveys. In order to improve the performance of CTEA staff and students, the Director will administer a yearly school climate survey to measure the perceived experiences, attitudes, and opinions of the community, Tribal Council, students, staff, and parents. These surveys will assess the perceptions of student motivation, the learning environment, instructor teaching methods and effectiveness, parent involvement, the effectiveness of the Director, and the quality of the CTEA as a whole. The Board has developed a preliminary list of key themes and questions on which these surveys will be based (See Appendix M).

8.1.2.17 Targeted Area. Chief Tahgee Elementary Academy will open in August of the 2013 school-year and be physically located within the boundaries delineated by Blackfoot School District #55. Chief Tahgee Elementary Academy will have a primary attendance area encompassing the areas identical to that of the Pocatello School District, Blackfoot School District, and entirety of the Fort Hall Indian Reservation. These students will be given priority as designated in I.C. §§33-5205(3) (j), however, students from other areas may be enrolled.

8.1.2.18 Enrollment Capacity. A matriculation cap of one hundred two (102) will be in effect for the first year (1) of operation, one hundred twenty-four (124) the second year (2), one hundred forty-six (146) in the third year (3) of operations, and one hundred sixty-eight (168) in the fourth (4) year. During the first year of operation, CTEA will cap enrollment in kindergarten at twenty-four (24) students and grades one (1) through six (6) at thirteen (13) students per grade; grades one/two, three/four, and five/six will be combined classes. In the second year of operation, there will be an enrollment cap of twenty (24) students in grades K-2 and thirteen for grades three (3) through six (6); grades three/four and five/six will remain combined classes. In the third (3) year, grades K-4 will have an enrollment cap of twenty-four (24) students and grades five (5) and six (6) will retain a cap of thirteen students; grades five/six will remain combined. In the fourth (4) year of operation, all grades will have an enrollment cap of twenty-four (24) students per grade. At that time the Board will evaluate and determine if it is viable for CTEA to further expand. Duplicate info.

This is not really a marketing plan. Please specify what your marketing goals are and specifically how you anticipate they will be met, by whom, and on what timeline. What specific techniques will the school use to recruit at risk and non-English speaking students? What is your long term marketing plan? How will you form community partnerships and encourage community involvement? Take care not to commit to activities that may be out of the school's control or prove to be unaffordable.

8.1.3 Management Plan.

8.1.3.1 Chief Tahgee Elementary Academy will serve grades K-6. School organization, and functions thereof, will generally reflect traditional elementary organizational structures and cultural elements, acknowledging the value of certain technology activities and practices. It is the intent of the Board that the focus, objectives, and methodological approach to instruction of activities will be transformed, not functions of daily operations.

8.1.3.2 The Director will be charged to determine procedures and methods for providing the needed communication, organization, and transportation to achieve this outcome. With oversight authority remaining with the Board of Trustees, the Director of CTEA will be charged with determining the day-to-day operations of the school.

8.1.3.3 The Director will determine the school calendar, schedule, and hours of operation based upon a modified schedule and input from the Board, the faculty association, and parent association. Within that general format, the Director, in consultation with the Board of Trustees, will establish the school year calendar in compliance with the requirement of providing 900 hours of instruction. The school day is initially planned to begin at approximately 8:00 AM and end at 3:00 PM; more specific times will be adopted as the interconnectedness of the systems emerge in greater detail. In consultation with the Board, the faculty association, parent association, and the students, the Director will review the schedule on an annual basis and may make changes as necessary. State and school required hours of attendance will be met. Duplicate.

8.1.3.4 Supplemental services may be contracted as needed. The Director will serve as the liaison between the selected contractors, Board of Trustees, ~~the ACE,~~ [The PCSC deals primarily with school boards rather than administrators.] the State Department of Education, Idaho State Board of Education, community, and parents.

8.1.3.5 In compliance with state, federal, and the ACE timelines, annual programmatic and financial reports will be presented to the Board of Trustees, the ACE, the public, and parents in a timely manner. Duplicate

8.1.4 Resumes of Trustees

8.1.4.1 See Appendix AL for Resumes of Trustees

8.1.5 Financial Plan. This section is intended to outline major anticipated revenue and expenditures in the early years of the school.

8.1.5.1 Financial Management. While the Director of CTEA will be responsible for financial management, the Board has ultimate responsibility for the school's financial status. All accounting records will be kept in accordance with generally accepted accounting principles. Chief Tahgee Elementary Academy will follow the requirements set forth by the State of Idaho and the Idaho State Department of Education, including formats for account numbering, audits, etc.

8.1.5.1.1 Outsourcing. Chief Tahgee Elementary Academy reserves the right to outsource its financial management to a certified public accounting firm, or another licensed and bonded entity. These accounting records will be kept in accordance with generally accepted accounting principles and standards. The Director of CTEA will be responsible for the oversight, with ultimate responsibility residing with the Board. Unnecessary.

8.1.5.1.2 Bonding. Documentation of bonding of all personnel involved in the school's financial operations will be provided to the ACE prior to the opening of the school. Evidence of bonding is not required by the ACE.

8.1.5.1.3 Records and Reporting. The Director will determine how the school will maintain school records and required information consistent with state and federal guidelines. Chief Tahgee Elementary Academy will follow similar procedures to local District methods for reporting attendance and enrollment information to the state for funding purposes. Chief Tahgee Elementary Academy will comply with all Internal Revenue Service regulations and reporting requirements.

8.1.5.2 Budget. The budget for Chief Tahgee Elementary Academy will be:

8.1.5.2.1 prepared in compliance with Section 33-801, Idaho Code and policy of the Idaho State Board of Education,

8.1.5.2.2 prepared, approved and filed using the Idaho Financial Accounting Reporting Management System (IFARMS) format,

8.1.5.2.3 presented at a public hearing in June of the year the school will open, and

8.1.5.2.4 delivered to the State Department of Education as required on or before July 15 prior to the start of each school year. Copies of the budget will be provided in a timely manner to the ACE, on or before July 15, and posted on the school's website.

8.1.5.3 Funding & Revenues. Funding sources for Chief Tahgee Elementary Academy will be based on and include, but not limited to, the following:

8.1.5.3.1 the Support Unit Calculation Template for Charter Schools

8.1.5.3.2 Salary Based Apportionment Template for Charter Schools

8.1.5.3.3 state allocations for pupil transportation

8.1.5.3.4 private grants

8.1.5.3.5 business partnerships

8.1.5.3.6 loans

8.1.5.3.7 donations

8.1.5.3.8 As soon as possible, it is the intent of CTEA to applying for all Federal Title funds available for and relevant to its purposes, including Title I and Title II-A. Chief Tahgee Elementary Academy will develop and implement an approved Consolidated Plan that details these programs. This plan will include, but not be limited to, a parent involvement policy, parent compacts, participation in the state assessment and accountability system, highly qualified staff, and a scientific research based program of support for academically at risk students.

8.1.5.3.9 **Fundraising Committee.** A committee will be established to conduct fundraising efforts to generate capital or to supplement the per-pupil allocations. To date, no private funding monies have been included in the budget.

8.1.5.3.10 **Grant Writing & Fundraising Plan.** CTEA is aware that in order to accomplish our stated vision and mission, a successful and ongoing grant-writing process and strategy is important. Our systematic process for selecting opportunities is already in place and we have an ongoing plan for finding possible funding sources and are tracking opportunities that are likely to recur. CTEA is thus moving forward to create partnerships with foundations, philanthropic corporations, and religious organizations whose charitable giving field of interest matches our goals and educational program. To this end, we have begun the process of identifying and matching the goals of CTEA with both national and local funding agencies. **Has CTEA achieved any tangible results from the efforts described? The body of the charter is not the best place to describe such efforts; they would be better addressed as an appendix related to the budget section. Only guaranteed funds should be included in the budget itself, however, and grant income and expenditures should be shown separately from the remainder of the budget.**

8.1.5.3.11.1 For example, we have identified the top tribal gaming philanthropic foundations and letters of inquiry have already been sent to the Coquille, Mashantucket Pequot, Grand Ronde, Morongo, Shakopee, Siletz, and Yocha Dehe tribal charitable funds.

8.1.5.3.11.2 Currently, we are preparing a proposal for the ANA Native American Language Preservation and Maintenance Grant will be submitted for the January 31, 2012 application due date. Further, we received the application from the Laura Moore Cunningham Foundation to submit a proposal.

8.1.5.3.11.3 Other top charitable foundations we are contacting now include: O. P. and W. E. Edwards Foundation, Alfred P. Sloan Foundation, ALSAM Foundation, Chiles Foundations, Ford Foundation, Irvine Company, Lannan

Foundation, M. J. Murdock Charitable Trust, Richard and Helen DeVos Foundation, The Jon and Karen Huntsman foundation, The Paul G. Allen Family Foundation, Watson Family Foundation, and the W.W. Kellogg Foundation.

8.1.5.4 Expenditures. Expenditures will be handled by CTEA as described in the following sections.

8.1.5.4.1 Purchasing Process. With approval of the Board of Trustees, the Director of CTEA will determine procedures for procuring goods and services. These purchasing procedures will be in compliance with State Law, Idaho Code §§33-601. **Unnecessary.**

8.1.5.4.2 Payroll Processing. Chief Tahgee Elementary Academy will process, or contract to have processed, its payroll in accordance with applicable Idaho codes. Chief Tahgee Elementary Academy reserves the right to outsource its payroll processing as determined by the Director, with approval of the Board of Trustees. To date, it is the intent of CTEA to process its own payroll and provide in house accounting services. **Unnecessary.**

8.1.5.4.3 Internet Based Expenditure Website. In compliance with Idaho Code §§33-357, data concerning all expenditures made by CTEA will be posted on the school's website to include the following: **Refer rather than quoting.**

8.1.5.4.3.1 The name and location or address of the entity receiving moneys;

8.1.5.4.3.2 The amount of expended moneys;

8.1.5.4.3.3 The date of the expenditure;

8.1.5.4.3.4 A description of the purpose of the expenditure, unless the expenditure is self-describing;

8.1.5.4.3.5 Supporting contracts and performance reports upon which the expenditure is related when these documents already exist;

8.1.5.4.3.6 To the extent possible, a unique identifier for each expenditure;

8.1.5.4.3.7 The annual budget approved by the education provider's governing board, to be posted within thirty (30) days after its approval; and

8.1.5.4.3.8 Any current master labor agreements approved by the education provider's governing board.

8.1.6 Start-up Budget Assumptions Form

8.1.6.1 See Appendix AM for Start-up Budget & Assumptions Form

8.1.7 Three-Year Operating Budget Form

8.1.7.1 See Appendix AN for Three-Year Operating Budget Form

8.1.8 First Year Month-by-Month Cash Flow Form

8.1.8.1 See Appendix AO for First Year Month-by-Month Cash Flow Form

Section 8.2 - Transportation

8.2.1 Inasmuch as applicable to Chief Tahgee Elementary Academy, in accordance with Idaho Code §§33-1501 through 1514, §§ 33-402(g), §§33-1006, §§33-5208, and §§67-2806, and as finances allow, transportation will be provided to any student residing more than one and one-half 1(1/2) miles by road from the school at selected pick-up and drop off locations. Students who reside less than one and one-half (1 1/2) miles by road from CTEA will be services according to safety issues. If seating and finances become limited, priority will be given to students residing within fifteen (15) miles by road of the school's physical location.

Please consider this section carefully. The State will only reimburse for the transportation of students who reside between 1.5 and 15 miles from the school. Students who reside outside this area but catch the bus at a pick-up location within the area are NOT eligible for reimbursement. Also, while a "gray area" in the law permits start-up charters to forgo provision of transportation early on, you must be actively working toward the ability to provide transportation as an ongoing service.

8.2.2 Transportation will be provided for any special needs student enrolled at CTEA who may, due to the nature of his/her disabilities and delineated in an IEP, be entitled to specialized transportation as a related service.

8.2.3 Chief Tahgee Elementary Academy will furnish the State Department with an enrollment count of public charter school students living more than one and one-half (1 1/2) miles by road from or within 15 miles by road of the school as of the first (1st) Friday in November of each year. ~~Unnecessary.~~

8.2.4 Chief Tahgee Elementary Academy may contract its transportation services with the Shoshone-Bannock Jr./Sr. High School. ~~[Please work with the SDE to ensure this process will work without going out for bid. Is district approval needed?]~~ An estimated first year transportation cost has been included in the budget. If transportation is outsourced, the transportation bidding process will begin no later than January 31, 2013. The bid will be awarded no later than April 30, 2013. No bids or contracts will be let until after the charter is granted (See Appendix AP: Shoshone-Bannock Jr./Sr. High School Letter of Support).

Does CTEA have a backup transportation plan, should the district choose not to participate? Have written cost estimates been acquired?

8.2.5 If CTEA elects to contract out transportations services, the proposed contract will be compliant with Idaho Department of Education, Division of Student Transportation regulations and with Idaho Code §§33-1510 and will be reviewed by the SDE prior to both parties signatures. ~~Petition cannot obligate third party.~~

Section 8.3 - Plan for School Lunch Program

- 8.3.1** Chief Tahgee Elementary Academy may participate in the National Child Nutrition Program through a contract with the Shoshone-Bannock Jr./Sr. High School (See Appendix AP: Letter of Support). Meal preparation will be guided by the USDA Code of Federal Regulation and meet or exceed minimum daily nutritional requirements as determined by the appropriate authorities.
- 8.3.2** Free and reduced lunch forms will be provided to all students by CTEA. Free and reduced price lunches will be available to qualifying students. The Income Eligibility Guidelines set forth by the USDA Food and Nutrition Services Child Nutrition Programs will be used to determine eligibility of students for free and reduced price meals. Chief Tahgee Elementary Academy will follow the USDA establish policies for determining prices for meals, verification reporting, record keeping, and governmental reimbursement.
- 8.3.3** Chief Tahgee Elementary Academy will have representation at mandatory trainings and will comply with State and Federal regulations, standards, and guidelines set forth by any such programs which may include the USDA, NSLP, FFVP, Special Milk Program for Children, and/or Farm-to-School.

TAB 9: Business Arrangements, Termination, and Dissolution

[Tab 9 is for virtual schools. This information should be under Tab 10].

Section 9.1 - Description of Business Arrangements and Partnerships

Section 9.2 - Additional Information Desired by Petitioners

- 9.2.1** Compliance
- 9.2.2** Amending the Charter
- 9.2.3** Right to Evaluate
- 9.2.4** Public Access
- 9.2.5** Policy and Procedures Manuals
- 9.2.6** School Records
- 9.2.7** Complaint Process for the Public and Employees
- 9.2.8** Internal Revenue Service Regulations
- 9.2.9** Use of District Facilities
- 9.2.10** Lease/Purchase Documentation
- 9.2.11** Inspection Reports
- 9.2.12** Additional Reporting

Section 9.3 - Termination Plan I.C. §§33-5205 (3)(u), §§33-5206 (8)

- 9.3.1** Provisions for Termination
- 9.3.2** Responsibility for Dissolution
- 9.3.3** Payments to Creditors
- 9.3.4** Disposal of Assets
- 9.3.5** Transfer of Student Records
- 9.3.6** Transfer of Personnel Records

Section 9.1 - Description of Business Arrangements and Partnerships

- 9.1.1** Chief Tahgee Elementary Academy will actively seek and engaged in associations with various organizations, including, but not limited to, Shoshone-Bannock Tribes, SBT Language and Cultural Preservation Department, Idaho State University, National Indian Education Association, Indigenous Language Institute, National Education Association, etc.
- 9.1.2** Chief Tahgee Elementary Academy may enter into dual enrollment contracts with the local school districts as needed; ADA for these contracts will be negotiated on a per district basis and adhere to Idaho Code and district policies and procedures.
- 9.1.3** In order to facilitate the instruction of the student body and operate its academic program, the CTEA Board will acquire and maintain facilities in compliance with federal and state regulations, specifically I.C. §§33-5205 (4). The primary site will be located within the identical boundaries of the Blackfoot School District #55. Chief Tahgee Elementary Academy has been provided a location on the Fort Hall Indian Reservation by resolution of the Shoshone-Bannock Tribal Council for the use of a portable campus model. This facilities plan ensures that adequate instructional, office, library, and other space appropriate for its student population will be available. Prior to the start of school, facilities will be inspected to assure compliance with Idaho Code. §§39-4130 and the Americans with Disabilities Act and a report submitted to the ACE and the State Department of Education upon certification. ~~Duplicate/Irrelevant to this section.~~
- 9.1.4** Special education and Section 504 of the Rehabilitation Act and the Americans with Disabilities Act services may be contracted to meet the needs of all students; Chief Tahgee Elementary Academy will enter into all contractual agreement prior to the opening of the school, thus these services will be available to students by the first day of school. Chief Tahgee Elementary Academy has discussed contractual arrangements for school psychologist; speech therapy, physical therapy, and occupational therapy services with local providers.
- 9.1.5** As needed, the curriculum for CTEA will be compiled with the assistance of the Board of Trustees, Director, curriculum coordinator, faculty members, information technologist, and other qualified professionals. Chief Tahgee Elementary Academy may contract services as needed; however, no contracts or agreements have been discussed and this time and will not be entered until the charter is approved and the timing is appropriate. The curriculum will meet or exceed Idaho State Standards and be aligned with the charter petition.
- 9.1.6** A list of all contracts identifying the party with whom CTEA has contracted, the length of the contract, and the requirements of the contract will be submitted to the ACE and the State Department of Education upon contractual agreement, as required and in a timely manner, and posted on the school's website.

Section 9.2 - Additional Information Desired by Petitioners

- 9.2.1 Compliance.** Chief Tahgee Elementary Academy will comply with all Superintendent for Public Instruction, Idaho State Board of Education, State Department of Education, federal, state, and ACE rules, policies, and regulations as they relate to Charter Schools and public education, unless exempt through charter or other legislation.
- 9.2.2 Amending the Charter.** Any revision of the terms of the Charter, ~~consisting of Tabs 1-11,~~ will require a new State Department of Education Sufficiency Review and the approval of the Board of Trustees and the ACE. **This is not precisely accurate. There are a couple types of amendments that do not require a sufficiency review, and the PCSC does need to approve any amendments to your articles or bylaws.**
- 9.2.3 Right to Evaluate.** The ACE will retain the right at any time to evaluate the degree to which CTEA is meeting the terms of the charter. The ACE may choose to have an official representative or an independent evaluator visit CTEA, review records and data, directly survey parents, students, or employees of CTEA, perform financial and/or programmatic audits, and pursue other reasonable means of determining compliance and accountability to the Charter. To enact any of the above measures, the ACE must state the specific nature of the concern and the request must be reasonable in terms of the timing and the amount or types of information required. **Unnecessary.**
- 9.2.4 Public Access.** Chief Tahgee Elementary Academy's policies regarding the ways in which the public may have access to the school's students, staff, and facilities will be similar to that of other local public school districts; final determination will be at the discretion of the Board. Chief Tahgee Elementary Academy will fully comply with all aspects of the Idaho Public Records Law (Idaho Code §§9-337 – §§9-350) and with the Idaho Open Meeting Law (Idaho Code §§67-2340 through §§67-2347), as indicated in the Bylaws.
- 9.2.5 Policy and Procedures Manuals.** Upon bestowal of authority by the ACE to act as a legal Charter, the Board will acquire/purchase and adopt a comprehensive policy manual that succinctly demonstrates the school's end goals and values for all aspects of school operations, as specifically delineated throughout the charter.
- 9.2.5.1** In cooperation with the Director, faculty, parents, and community, it will be the responsibility of the Board to adapt these policies and create new policy specific to the Ends and operations of CTEA. With authority from the Board of Trustees, the Director will develop and implement an appropriate manual of procedures to comply with Board policies and state and federal regulations.
- 9.2.5.2** A copy of the policy and procedures manuals will be provided to the ACE, displayed on the Internet, and a hard copy will be kept in the school's main office and library. **It is not necessary to provide the manuals to the ACE, unless they are requested.**
- 9.2.5.3** If any changes are made to the policies included in the charter, they will be in compliance with state and federal regulation and resubmitted to the ACE for approval. The Board of Trustees retains the right to develop and implement any and all legally compliant policies and procedures. **Unnecessary, as most policies**

should be removed from the charter and charter revisions must be approved regardless.

9.2.6 School Records. Under the direction and authority of the Board of Trustees and consistent with tribal, state, and federal guidelines, the Director of CTEA will be charged with developing the procedural guidelines for how the school will maintain school records and required information.

9.2.7 Complaint Process for the Public and Employees. Chief Tahgee Elementary Academy's procedures for a complaint process for parents/guardians/acting custodians, the public, and the faculty are as follows, with the ultimate authority residing with the Board of Trustees:

9.2.7.1 Both parties will be asked by the Director to try to resolve the issue face-to-face.

9.2.7.2 If no resolution can be found to the dispute, the Director will intervene and attempt to find a resolution through mediation.

9.2.7.3 Once the issue has passed the initial two steps, it may be brought before the Board. Once all needed input has been obtained by the Board of Trustees, the Board will render a final decision.

9.2.7.4 All attempts will be made to resolve issues at the lowest level possible.

Policy/procedure/handbook.

9.2.8 Internal Revenue Service Regulations. Chief Tahgee Elementary Academy will comply with all Internal Revenue Service (IRS) regulations and reporting requirements as delineated in the Charter and Bylaws. Unnecessary.

9.2.9 Use of ACE & District Facilities At this time CTEA has no arrangements to utilize any ACE or local district facilities. However, in compliance with Idaho Code §§33-203(7) and §§33-5205(3)(r), the Director will be charged with negotiation of any facilities use required at a later date, with the agreement subject to the Board's final approval. Unnecessary.

9.2.10 Lease/Purchase Documentation. Chief Tahgee Elementary Academy will provide lease/purchase documentation for facilities and busing to ACE upon completion of negotiations and acquisition, or no later than June 30, 2013 and by the date stipulated in the contract.

9.2.11 Inspection Reports. Chief Tahgee Elementary Academy will provide [to whom?] certification that the facilities meet all requirements for health, safety, fire, and accessibility for the handicapped required of all public schools prior to the opening of the school and by the date specified in the contract. Likewise, CTEA will provide ongoing certifications of the facilities for health, safety, and fire compliance to the district and other entities as required. The Director will be charged with developing all procedures to meet said health and safety requirements in accordance with state and federal regulation.

9.2.12 Additional Reporting. As information deemed useful or pertinent to the ACE, State Department of Education, or Idaho State Board of Education is discovered, additional reports may be provided at the discretion of CTEA. Unnecessary.

Section 9.3 - Termination Plan

9.3.1 Provisions for Termination. The Board of Trustees recognizes its responsibility to maintain communications with the ACE regarding any changes, problems, or difficulties in the operations of CTEA. Moreover, Chief Tahgee Elementary Academy will resolve any dispute with the ACE regarding the provisions of the charter in accordance with Idaho Code §§33-5209 and the applicable rules of the Idaho State Board of Education for notice of defect and submission of a corrective action plan. Copies of any formal complaints filed against CTEA, including lawsuits, will be provided to the ACE within (5) business days of receipt by CTEA.

9.3.1.1 Chief Tahgee Elementary Academy understands that the ACE may terminate the charter if it finds that CTEA has:

9.3.1.1.1 committed a material violation of any condition, standard or procedure set forth in the charter petition or contract;

9.3.1.1.2 failed to meet generally accepted accounting standards of fiscal management;

9.3.1.1.3 failed to submit required reports, ~~as defined by Idaho Charter School Law, to the ACE and/or the State Department of Education;~~ [inaccurate]

9.3.1.1.4 failed to substantially meet one or more of the student educational standards identified in the charter contract;

9.3.1.1.5 filed for bankruptcy or financial reorganization and is unable to pay its creditors;

9.3.1.1.6 lost substantial support of the school's students, parents, staff, and/or community;

9.3.1.1.7 shown that it is not in the best interest of students for the school to continue cooperation; and/or

9.3.1.1.8 violated any provision of law; ~~Unnecessary.~~

~~9.3.1.2 Except in emergency situations, the ACE will provide thirty (30) days written prior notice and an opportunity for CTEA's Board of Trustees to be heard, before the charter contract can be terminated. [A school cannot bind the PCSC to any action].~~ A decision to terminate or not to renew a charter may be appealed directly to the Idaho State Board of Education, based on Idaho Code §§33-5207, §§33-5208, §§33-5209; therefore, Chief Tahgee Elementary Academy will remain in operation until its charter is revoked consistent with Idaho Code §§33-5209. ~~Unnecessary.~~

9.3.2 Dissolution. In the event of revocation or termination of the Chief Tahgee Elementary Academy's Charter, the school will make every attempt to fully cooperate with the ACE and State Department of Education through the dissolution process.

9.3.3 Responsibility for Dissolution. In cases of some form of termination, non-renewal, or revocation occurs, the Chairperson of Board of Trustees will be responsible for the dissolution of the business and affairs of the school.

9.3.4 Payments to Creditors. Upon the dissolution of CTEA and pursuant to Sections 30-3-114 and 30-3-115 of Idaho Code, Chief Tahgee Elementary Academy will pay or adequately provide for the debts and obligations of the corporation. **Note that this may not be possible.** First, all materials and/or equipment purchased with federal funds will be returned to the authorizer. ~~Under the direction of the ACE,~~ the Board will dispose of other school property to satisfy any outstanding debts as outlined in Article IX of the Idaho Constitution.

9.3.5 Disposal of Assets. After all debts and/or obligations are met, the Board of Trustees will distribute all of the assets of the corporation consistent with the purposes of the corporation to the ACE ~~or to any other organization or organizations as determined by ACE, or to organizations as will at that time qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended from time to time.~~ Any remaining assests must be distributed to the ACE.

9.3.6 Transfer of Student Records. The Chairperson of the Board of Trustees will ensure that all student records are transferred to the local school district in which each student resides or to the district where the student will be matriculated. All students and parents will receive written notice of how to request a transfer of student records to a specific district; this process and the notice will be posted on the school's website. Students and parents will be instructed to contact the Board Chairperson or designee via written request to a post office box established for that purpose or through a designated e-mail address. Chief Tahgee Elementary Academy will accommodate student record requests from other districts, universities, students, and/or parents for up to three (3) years after dissolution. **Where will records be retained thereafter?**

9.3.7 Transfer of Personnel Records. The Chairperson of the Board of Trustees will ensure that personnel records are maintained by the Secretary of the Board and all employees will receive a written notice describing where the records will be maintained and describing the length of time personnel records will be held. Employees will be instructed to contact the Board Chairperson or designee via written request to a post office box established for that purpose or through a designated e-mail address. Chief Tahgee Elementary Academy will accommodate personnel for up to three (3) years after dissolution.

Tab 10: Virtual Charter School

Section 10.1 - Qualification as Virtual Charter School I.C. §§33-5202 (a)(6)

10.1.1 Chief Tahgee Elementary Academy does not qualify as a public virtual charter school.

This should be Tab 9.

Tab 11: Professional –Technical Regional Public Charter School

Section 11.1 - Qualification as Professional-Technical Regional Public Charter School I.C. §§33-5202 (a)(5)

11.1.1 Chief Tahgee Elementary Academy does not qualify as professional-technical regional public charter school.

Unnecessary.

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Appendix A – Articles of Incorporation

April 5, 2012

FILED EFFECTIVE

Articles of Incorporation
of
Chief Tahgee Elementary Academy, Inc.

2011 SEP -1 PM 4:53
SECRETARY OF STATE
STATE OF IDAHO

Pursuant to the provisions of the Idaho Nonprofit Corporation Act Title 30, Chapter 3, Idaho Code, the undersigned incorporator(s) of a nonprofit Corporation submit the following Articles of Incorporation to the Secretary of State in order to form a Non-Profit Corporation.

ARTICLE I: Name

The name of the Corporation shall be the Chief Tahgee Elementary Academy, Inc.

ARTICLE II: Principal Place of Business

The place in this state where the principal office of the Corporation is to be located is at NW Corner of Rio Vista and Cemetery Roads, Pocatello, Idaho, 83202. The business of this Corporation may be conducted in all counties of the State of Idaho and in all states of the United States, and in all territories thereof, and in all foreign countries as the Board of Directors/Trustees shall determine.

ARTICLE III: Registered Office and Agent

The mailing address of the registered office of the Corporation is RR2 North Box 76B, Pocatello, Idaho, 83202, and the name of the initial registered Agent is Sherice Gould.

ARTICLE IV: Duration

The period of duration of the Corporation is perpetual and shall exist until dissolved according to law.

ARTICLE V: Purposes and Powers

This Corporation is organized exclusively for the charitable, educational, and innovative purposes in the operation of a nonprofit school within the State of Idaho pursuant to the Idaho Nonprofit Corporation Act as amended and supplemented. Said Corporation is organized for educational purposes within the meaning of Section 501(c) (3) of the Internal Revenue Code and shall not carry on any activities prohibited under said code or corresponding sections of any future Federal Internal Revenue laws.

The Corporation shall have all powers allowed by law, including and without limitation, those powers described in Section 30-2-24 of the Idaho Code. Furthermore, the Corporation shall not engage in any activities or execute powers not in direct furtherance of this Corporation's stated and inferred purposes.

The Corporation may solicit and receive contributions, purchase, own and sell real and personal property, make contracts, invest corporate funds, spend corporate funds for corporate purposes,

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and engage in any other activity in furtherance of, incidental to, or connected with any of the foregoing purposes.

In accordance with federal regulation, the Corporation shall not discriminate against applicants, students, faculty, and staff based on race, creed, age, sex, color, ancestry, or national origin.

ARTICLE VI: Bylaws

The Bylaws shall be set for the necessary provisions for the regulation for the internal affairs of the Corporation.

ARTICLE VII: Initial Directors/Trustees

The names and address of the initial Directors/Trustees are:

Nancy Murillo, PO Box 663, Fort Hall, Idaho 83203

Maxine Edmo, PO Box 367, Fort Hall, Idaho 83203

Sherice Gould, RR2 North Box 76B, Pocatello, Idaho 83202

ARTICLE VIII: Incorporator(s)

The name and address of the initial incorporator(s) are:

Sherwin Racehorse, RR3 Box 170, Blackfoot, Idaho 83221

ARTICLE IX: Membership

The Corporation shall have members.

ARTICLE X: Distributions

The property of the Corporation is irrevocably dedicated to educational purposes, and no part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to its Directors/Trustees, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article Fifth hereof.

ARTICLE XI: Limitations

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

Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a Corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. Notwithstanding any other provision of these articles, this Corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes of this Corporation.

ARTICLE XII: Amendment to Articles

The Corporation reserves the right to amend or repeal any provisions contained in these Articles of Incorporation or any amendment to them, and all rights and privileges conferred upon the members, directors, and officers are subject to this reservation. The Articles of Incorporation may be amended in accordance with the provisions of the laws of the State of Idaho, as amended from time to time, unless more specific provisions for amendments are adopted by the Corporation pursuant to Idaho law. Amendments to these Articles of Incorporation shall require the assent of two-thirds (2/3) of the Directors/Trustees.

ARTICLE XIII: Indemnification

The Corporation shall indemnify each Officer and Director/Trustee, including former Officers and Directors/Trustees, to the full extent permitted by the laws of the State of Idaho.

ARTICLE XIV: Dissolution and Distribution

Upon the dissolution of the Corporation and pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or shall be distributed to a Tribal, State and/or local government for a public purpose.

Upon reimbursement of debts and liabilities of the Corporation, the remaining assets shall be distributed to the Corporation's authorizing entity. If at such time any remaining assets exist, the District Court of the County in which the principle office of the Corporation is then located shall determine final distribution.

Dated this 31st day of August, 2011

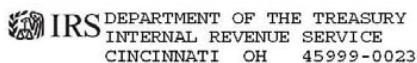
Signatures of Incorporator(s):



Sherwin Racehorse

April 5, 2012

Appendix B – Employer Identification Number



Appendix B

CHIEF TAHGEE ELEMENTARY ACADEMY INC
RT 2 NORTH BOX 76B
POCATELLO, ID 83202

Date of this notice: 09-01-2011

Employer Identification Number:
45-3150830

Form: SS-4

Number of this notice: CP 575 A

For assistance you may call us at:
1-800-829-4933

IF YOU WRITE, ATTACH THE
STUB AT THE END OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 45-3150830. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

When filing tax documents, payments, and related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear off stub and return it to us.

Based on the information received from you or your representative, you must file the following form(s) by the date(s) shown.

Form 941	07/31/2012
Form 940	01/31/2013

If you have questions about the form(s) or the due date(s) shown, you can call us at the phone number or write to us at the address shown at the top of this notice. If you need help in determining your annual accounting period (tax year), see Publication 538, *Accounting Periods and Methods*.

We assigned you a tax classification based on information obtained from you or your representative. It is not a legal determination of your tax classification, and is not binding on the IRS. If you want a legal determination of your tax classification, you may request a private letter ruling from the IRS under the guidelines in Revenue Procedure 2004-1, 2004-1 I.R.B. 1 (or superseding Revenue Procedure for the year at issue). Note: Certain tax classification elections can be requested by filing Form 8832, *Entity Classification Election*. See Form 8832 and its instructions for additional information.

If you are required to deposit for employment taxes (Forms 941, 943, 940, 944, 945, CT-1, or 1042), excise taxes (Form 720), or income taxes (Form 1120), you will receive a Welcome Package shortly, which includes instructions for making your deposits electronically through the Electronic Federal Tax Payment System (EFTPS). A Personal Identification Number (PIN) for EFTPS will also be sent to you under separate cover. Please activate the PIN once you receive it, even if you have requested the services of a tax professional or representative. For more information about EFTPS, refer to Publication 966, *Electronic Choices to Pay All Your Federal Taxes*. If you need to make a deposit immediately, you will need to make arrangements with your Financial Institution to complete a wire transfer.

April 5, 2012

Appendix C – Governing Bylaws

BYLAWS

Of the

Chief Tahgee Elementary Academy

An Idaho Nonprofit Corporation

October 3, 2011

Page 1 of 17

Reviewed October 3, 2011

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April 5, 2012

Chief Tahgee Elementary Academy

EIN 45-3150830

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ARTICLE I. OFFICES

Section 1. Principal Office. The principal office of CHIEF TAHGEE ELEMENTARY ACADEMY, INC., an Idaho nonprofit corporation (the "Corporation"), is located at NW Corner of Rio Vista and Cemetery Roads, Pocatello, Idaho, 83202.

Section 2. Registered Office. The registered office of the Corporation to be maintained in the state of Idaho is located at Route 2 North Box 76B, Pocatello, Idaho 83202, and may be changed from time to time by the Board of Trustees.

ARTICLE II. PURPOSE

The purpose of the Chief Tahgee Elementary Academy is to provide high quality, Heritage Language Immersion Education (i.e. Shoshoni/Bannock) for children in grades kindergarten through sixth grade that meets and exceeds Idaho education standards established by the State Board of Education.

ARTICLE III. MEMBERSHIP

Section 1. Voting Membership. Members include all persons at least eighteen years of age who are: Shoshone-Bannock Tribal members, those individuals living within the boundaries of the Fort Hall Indian Reservation, parents/guardians/acting custodians of enrolled students, founders, and employees.

Section 2. Voting. Each member is entitled to vote on matters submitted to a vote of the members. Conditions for the suspension or termination of a voting membership may be established the Board of Trustees and recorded in the minutes of the proceedings.

ARTICLE IV. BOARD OF TRUSTEES

Section 1. Powers. The Board of Trustees of the Chief Tahgee Elementary Academy is responsible for supervision and control of the business, property, and affairs of the Corporation, except as otherwise expressly provided by law, the Articles of Incorporation, and these Bylaws. The Board

shall conduct or direct the affairs of the Chief Tahgee Elementary Academy and exercise its powers, subject to applicable education law, not-for-profit corporation law, Idaho Nonprofit Corporations Act, the Academy's Charter, and these Bylaws. The Board may formally delegate appropriate management of the activities of the Corporation to others, so long as the affairs of the Academy are managed, and its powers are exercised, under the Board's ultimate jurisdiction. Authority is given to the Chief Tahgee Elementary Academy's Board of Trustees by the State of Idaho as provided in the "Public Charter Schools Act of 1998" (*I.C. §§33-5201*).

1.1. General Responsibilities. The Board of Trustees shall be responsible for ensuring that the school is in compliance with all applicable tribal, federal, and state education standards, all applicable tribal, federal, and state laws, rules, regulations and policies, as well as the terms and conditions of the charter. The Board shall:

- 1.1.1. Issue or cause to be issued an annual report, including a financial report, of the corporation;
- 1.1.2. Provide for annual financial, governance, and educational audits;
- 1.1.3. Approve all expenditures;
- 1.1.4. Apply for federal, state, private, and other sources of funding which may assist in meeting the goals and purposes of the corporation;
- 1.1.5. Establish procedures and policies which will govern and provide oversight for the expenditures and respective requirements of any such funding;
- 1.1.6. As needed, secure the services of an attorney and/or legal counsel;
- 1.1.7. Provide information to the media regarding the purposes, goals, projects, activities, and successes of the corporation;
- 1.1.8. Secure general liability and errors and omissions insurance as customary and proper for the operation of similar non-profit corporations;
- 1.1.9. Hire and terminate all faculty and non-classified employees of the Chief Tahgee Elementary Academy;
- 1.1.10. Negotiate the terms for and secure independent contracts;
- 1.1.11. To conduct any and all business of the organization to ensure the health and welfare of the corporation and its goals and purposes.

Section 2. Conflicts of Interest. In the event that a Trustee has a conflict of interest that might limit fair and impartial participation in Board deliberations or decisions, the Trustee will inform the

Board about the conflict. If the circumstances require the nonparticipation of the affected Trustee, the Board may nonetheless request additional, non-confidential information from the Trustee that may assist in deliberations and decision-making. "Conflict of Interest," includes any transaction by or with the Corporation in which a Trustee has a direct or indirect personal interest, or any transaction in which a Trustee is unable to exercise impartial judgment or otherwise act in the best interests of the Corporation.

Section 3. Number and Qualifications. The Board of Trustees of the Chief Tahgee Elementary Academy will consist of seven (7) members. The members of the initial incorporating Board of Trustees of the Corporation are the three (3) individuals named in the Articles of Incorporation who will serve until their successors are appointed at the first organizational meeting of the Corporation after filing Articles of Incorporation.

3.1 Ex-Officio Members. The Board of Trustees designates the Director of School Programs as an ex-officio member of the Board, and the Board may appoint other ex-officio members as it sees fit.

3.2 Qualifications. To qualify as a member of the Board of Trustees, an individual must be at least eighteen years of age and cannot be an employee of the Chief Tahgee Elementary Academy.

Section 4. Terms of Office. In order to sustain the Vision of Chief Tahgee Elementary Academy, provide for continuity in board membership, and stagger the terms of office, the governing Board of Trustees will be divided into two classes: appointed and elected.

4.1 Appointed Trustees. Four governing board positions are designated as appointed; these appointments will be determined by a two-thirds (2/3) vote of the Board of Trustees.

4.1.1 One (1) appointed position is reserved for a "Founder" of Chief Tahgee Elementary Academy; the term of office for this position is indefinite. Reappointments to this position will occur when the trustee resigns, removed with cause, or is no longer able to serve. Once vacated, the appointee to this position will be selected at the next regularly scheduled Board meeting.

4.1.2 One (1) appointed position is reserved for a Shoshone-Bannock Tribal Language and Culture Representative; the term of office for this position is indefinite. Reappointments to this position will occur when the trustee resigns, removed with cause, or is no longer able to serve. Once vacated, the appointee to this

position will be selected at the next regularly scheduled Board meeting. Qualifications and criteria for this position are determined by the Board of Trustees and delineated in board policy.

4.1.3 Two (2) trustees initially will be appointed to serve six (6) year terms. Successional appointees in these positions will serve three (3) year terms.

4.2 Elected Trustees. Three governing board members initially will be appointed to serve five (5) year terms. At the end of the initial five-year term, these positions will be filled through election by the voting membership for three (3) year terms of service.

Section 5. Term Limits. There will be no term limits imposed on Board of Trustee members.

Section 6. Resignation. Any Trustee may resign at any time by giving written notice to the Chair of the Corporation. The resignation will take effect upon acceptance by the Board of Trustees at its next regularly schedule meeting.

Section 7. Removal. Trustees serve at the pleasure of the Board and the membership. Trustees may be removed with cause by a two-thirds (2/3) vote of the Board of Trustees. Removal of Trustees shall be by established policy that provides due process for the Trustee in question.

Section 8. Vacancies. The Board of Trustees has the authority to appoint any persons to vacancies on the Board to fulfill the unexpired term.

Section 9. Compensation. The Board of Trustees serves without compensation.

Section 10. Loans. The Corporation will not lend money to or use its credit to assist its Trustees or employees.

Section 11. Notices. All Trustees will receive diligent notice of all meetings by oral or written means. Oral notice may be communicated through telephone or voice mail. Written notice may be delivered personally or sent by mail or email to each Trustee at her/his mailing address or email address as shown by the records of the Corporation. The purpose of any special meeting of the Board will be specified in the notice of the meeting.

11.1 Notice of any special meeting of the Board of Trustees will be given at least five (5) calendar days before meeting.

11.2 Notice of any emergency meeting of the Board of Trustees will be given at least twenty-four (24) hours before meeting.

ARTICLE V. MEETINGS

Section 1. Meetings of the Board of Trustees. Pursuant to the provisions of the Idaho Open Meeting Law, all meetings of the Board are open to the public except when the Board may exercise its right to close meetings to the public at those times when appropriate.

Section 2. Special Meetings. Special meetings of the Board of Trustees will be held at the call of the Chair whenever there is sufficient business to come before the Board, or upon the written request of four (4) Trustees of the Board.

Section 3. Emergency Meetings. Emergency meetings of the Board of Trustees will be held at the call of the Chair whenever there is sufficient business to come before the Board, or upon the written request of four (4) Trustees of the Board.

Section 4. Place of Meetings. The Board of Trustees may designate any place as the place of meeting for any regular meeting or for any special meeting.

Section 5. Notice of Meetings. The Secretary will attempt to give notice to as many members as reasonably practical by (1) posting notice at the principal office; (2) community newspaper publications; (3) Sho-Ban News; 4) publication on the Corporation's website; 5) Tribal Business Center; and 6) Fort Hall Post Office.

Section 6. Waiver of Notice. Whenever any notice is required to be given to any member under the provisions of the Idaho Nonprofit Corporation Act as set forth in Title 30, Chapter 3, Idaho Code, under the provisions of the Articles of Incorporation, or the Bylaws, a waiver in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, will be deemed equivalent to the giving of such notice.

Section 7. Quorum. Four (4) members of the Board of Trustees will constitute a quorum for the transaction of business at any meeting of the Board, but if less than a majority of the Trustees are present at any meeting, the meeting will be rescheduled. The Board of Trustees may permit any or all Trustees to participate in regular, special, or emergency meetings by, or conduct the meeting through the use of, any means of synchronous communication by which all Trustees participating may simultaneously hear each other during the meeting.

Section 8. Manner of Acting. The act of the majority of the Trustees present at a meeting at which a quorum is present will be the official act of the Board of Trustees, unless otherwise provided by law or by these Bylaws.

Section 9. Voting. Trustees in attendance must vote on all issues. Voting will be by "yes," "no," or "abstain."

Section 10. Agendas. The agenda of the Board of Trustees will be prepared, or cause to be prepared, by the Chair in consultation with Board members, staff members and other groups or individuals directly concerned. The agenda will be subject to review and approval by the Board of Trustees.

Section 11. Parliamentary Procedure. Except as provided by specific stipulations in the Bylaws of the Board, the Board will conduct all of its meetings in accordance with Robert's Rules of Order (Newly Revised).

Section 12. Board Minutes. The minutes of all open meetings of the Board are recorded and filed in the Academy's office. Minutes are considered public property after approval by the Board and are available to the public.

ARTICLE VI. OFFICERS

Section 1. Officers. The officers of the Corporation will consist of a Chair, Vice-Chair, Secretary and Treasurer. The Corporation may designate other officers as the Board of Trustees may deem necessary, and such officers will have the authority prescribed by the Board.

Section 2. Election and Term of Office. The officers of the Corporation will be elected annually by the Board of Trustees at the first meeting of the fiscal year. If the election of officers will not be held at such meeting, such election will be held as soon as possible thereafter. Each officer will hold office until their successor will be duly elected and qualified. The officers will hold office for one (1) fiscal year.

Section 3. Vacancies. Vacancies may be filled or a new office created and filled at any meeting of the Board of Trustees.

Section 4. Removal. Any officer may be removed for a cause by an affirmative vote of five (5) Trustees of the Board.

Section 5. Resignation. Any officer may resign at any time by giving written notice to the Chair of the Board. Such resignation will take effect at the time specified in the notice, or if not time is specified, then the resignation will take effect at the time accepted by the Board of Trustees at its next regularly schedule meeting

Section 6. Duties of the Chair. The Chair will preside at all meetings of the Board of Trustees and will vote on all issues The Chair will sign with the Secretary, or any other proper officer of the Corporation authorized by the Board of Trustees, any deed, mortgage, bond, contract, or other instrument which the Board of Trustees has authorized to be executed, except in cases where the signing and execution thereof will be expressly delegated to some other officer or agent of the Corporation. In consultation with Board members, staff members and other groups or individuals directly concerned, the Chair will prepare, or cause to be prepared the Board agendas and will call to order as well as adjourn all meetings. In general, the Chair will perform all duties incident to the office of chair and any other duties that from time to time may be prescribed by the Board of Trustees.

Section 7. Duties of the Vice-Chair. The Vice-Chair will maintain order within the board meetings at all times and ensure all Bylaws and traditions are respected by everyone. The Vice-Chair will ensure that parliamentary procedures are followed. In the absence of the Chair, or in the event of inability or refusal to act, the Vice-Chair will perform the duties of the Chair, and when so acting, will have all the powers of, and be subject to all the restrictions upon, the Chair. The Vice-Chair will perform all duties incident to the office of vice-chair and such other duties from time to time as may be assigned by the Chair or by the Board of Trustees.

Section 8. Duties of the Secretary. The Secretary will keep or cause to be kept, the official minutes of the meetings of the Board of Trustees in one or more books provided for that purpose. The Secretary will see that all notices are duly given in accordance with the provisions of these Bylaws, or as required by law and be custodian of the corporate records and corporate seal. In general, the Secretary will perform all duties incident to the office of secretary and any other duties as from time to time may be assigned by the Chair or the Board of Trustees.

Section 9. Duties of the Treasurer. The Treasurer will have charge and custody of and be responsible for all funds and securities of the Corporation. The Treasurer will assure that appropriate staff receive and give receipts for money due and payable to the Corporation from any source whatsoever and deposit all monies in the name of the Corporation in such bank or other financial institution as will be selected by the Board of Trustees. In general, the Treasurer will perform all the duties incident to the office of treasurer and any other duties as from time to time may be assigned by the Chair or the Board of Trustees.

ARTICLE VII. COMMITTEES

The Board of Trustees, by action adopted by five (5) Trustees, may designate and appoint one or more committees, work groups, task forces, or other advisory group. No committee, work group, task force, or other advisory group will have the authority to amend or repeal these Bylaws, elect or remove any officer or Trustee, adopt policies, adopt a plan of merger, or authorize the voluntary dissolution of the Corporation. Potential committee members may be required to submit an application, vitae, resume, or biography to be considered for appointment.

ARTICLE VIII. STAFF

Section 1. Director of School Programs. The Director of School Programs will serve at the pleasure of the Board of Trustees. He/She will have oversight of the day-to-day operations of Chief Tahgee Elementary Academy. Compensation for the Director of School Programs will be similar to that of an Idaho educational administrator with similar responsibilities and follow the guidelines established by the Internal Revenue Service for nonprofit executive compensation.

Section 2. Faculty and Non-classified Staff. All faculty and non-classified staff are retained by the Board of Trustees and accountable to Director of School Programs.

Section 3. Classified Staff. All classified staff is retained by the Director of School Programs and accountable to Director of School Programs.

ARTICLE IX. MISCELLANEOUS

Section 1. Indemnification. The Corporation will indemnify any Trustee, officer or former Trustee or officer of the Corporation against expenses actually and reasonably incurred by him/her in connection with the defense of any action, suit or proceeding, civil or criminal, in which he/she is made a party by reason of being or having been a Trustee or officer, except in relation to matters as to which he/she is adjudged in such action, suit or proceeding to be liable for negligence or misconduct in the performance of duty to the Corporation.

Section 2. Depositories. All funds of the Corporation not otherwise employed will be

deposited from time to time to the credit of the Corporation in such banks, savings and loan associations, trust companies, or other depositories as the Board of Trustees may elect.

Section 3. Contracts. The Board of Trustees may authorize any officer(s) or agent(s) of the Corporation, in addition to the officers authorized by these Bylaws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

Section 4. Checks, Drafts, Payments, & Notes. All checks, drafts, or orders for the payment of money, notes or other evidence of indebtedness issued in the name of the Corporation will be signed by such persons and in such manner as directed the Board of Trustees.

Section 5. Investment. At the discretion of the Board of Trustees and in accordance with the purpose, philosophy, and investment policy of the Chief Tahgee Elementary Academy, any funds of the Corporation which are not needed currently for the activities of the Corporation may be invested in any investments that are permitted by applicable laws.

Section 6. Annual Audit. A public accountant will audit the financial books and records of the Corporation annually.

Section 7. Annual Report. The Board of Trustees shall issue, or cause to be issued, an Annual Report of the Corporation.

Section 8. Books and Records. The Corporation will keep correct and complete books and records of accounts and will also keep minutes of the proceedings of its members, Board of Trustees, and committees having any of the authority of the Board of Trustees, and will keep a record giving the name and address of the members entitled to vote. All books and records of the Corporation may be inspected by any member or her/his agent or attorney or the general public for any proper purpose at any reasonable time.

Section 9. Nondiscrimination. This Corporation is an equal opportunity employer and will make available its services without regard to race, creed, ancestry, national or ethnic origin, age, sex, color, or religion.

Section 10. Indian Preference. The Corporation realizes that its school and business is located on the Fort Hall Indian Reservation and respects the Shoshone-Bannock Tribes legal rights to business activity and Indian preference laws. This Corporation shall abide by the Tribes' Business License Act and the Tribal Employment Rights Ordinance in training, employment, and contracting.

Section 11. Political Activity. The Corporation will not, in any way, use any funds in the

April 5, 2012

furtherance of, nor engage in, any political activity for or against any candidate for public office. However, this Bylaw will not be construed to limit the right of any official or member of this Corporation to appear before any legislative committee, to testify as to matters involving the Corporation.

Section 12. Gifts. The Board of Trustees may accept, on behalf of the Corporation, any contribution, gift, bequest, or devise for the general purposes or for any special or educational purposes of the Corporation.

Section 13. Dues. There are no membership dues.

ARTICLE X. AMENDMENTS

These Bylaws may be altered, amended or repealed and a new set of Bylaws adopted by an affirmative vote of five (5) Trustees of the Board of Trustees. At least ten (10) days prior, written notice setting forth a proposed action and time and place of meeting will be given to all Trustees.

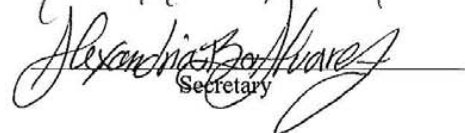
CERTIFICATION

WE, THE UNDERSIGNED, being the duly elected Officers of the Board of Trustees of the Corporation do hereby certify that the foregoing Bylaws of the Chief Tahgee Elementary Academy, Inc., have been duly adopted as the official Bylaws of the Corporation by resolution and consent of the Trustees of the Corporation on this 3rd day of October, 2011.


Chair


Treasurer


Vice-Chair


Secretary

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Reviewed October 3, 2011

APPENDIX A. DEFINITION OF TERMS

Academy – Academies are established in a way that is intended to be "creative" and "innovative" in order to give them the freedoms considered necessary to deal with the long-term issues they are intended to solve. In regard to these Bylaws, a term used to reference Chief Tahgee Elementary Academy.

Appointed Board Member – An assigned or designated position by the Board of Trustees

Articles of Incorporation – The primary rules governing the management of a corporation in the United States. Articles of Incorporation are filed with the Secretary of State's office.

Board Meetings (Emergency) - An emergency board meeting is a special meeting called because of circumstances that, in the judgment of the public body, require immediate consideration by the public body, and one where circumstances will not permit the public body to wait the five days to give notice of a special meeting. Emergency meetings must be proceeded by specific notice to the board members.

Board Meetings (Regular) – Board meetings scheduled to occur regularly on a designated day of each month.

Board Meetings (Special) - A special board meeting is called because of circumstances that, in the judgment of the public body, requires special consideration by the public body and cannot wait until the next regularly scheduled board meeting. Special meetings must be proceeded by specific notice to the board members.

Board Member – A person sharing the responsibility and liability for the organization with the rest of the members of a governing body that has supervisory powers.

Board of Trustees - A governing board elected or appointed to direct the policies of an educational institution.

Board Officer - A board leadership position; typically refers to the chair, vice-chair, secretary, or treasurer.

Board Policy - A written plan used to influence and determine decisions or actions about specific issues of governance.

Board Procedures - Standard, detailed steps, techniques, or tactics that prescribe how to perform specific tasks.

Bylaws - The legal operating guidelines for a board.

Charge and Custody - The duty, responsibility, or obligation to keep safe and guard.

Charter - Confers powers and rights from the state or an organization to people, local chapters, or corporations.

Conflict of Interest - A situation in which the personal or professional concerns of a board member or a staff member affect his or her ability to put the welfare of the organization before personal benefit.

Corporation - A legal entity that exists to perpetuity until it is dissolved; a 'fictitious person,' separate from its managers or governors, usually given the same rights and obligations as natural persons.

Custodian - One that has charge of something; a caretaker, guardian, or keeper.

Dissolution - The formal procedure by which a nonprofit ceases to operate or exist; involves filing with the state and distribution of assets.

Education Law - The body of state and federal constitutional provisions; local, state, and federal statutes; court opinions; and government regulations that provide the legal framework for educational institutions.

Education Standards - Educational standards define the knowledge and skills students should possess at critical points in their educational career.

Elected Board Member - A position on the Board of Trustees selected by the membership through vote.

Ex-Officio Member - "By reason of their office"; a person serving on a board due to his or her position or status rather than through elections.

Fiscal Year - A 12-month period for which an organization plans the use of its funds.

Founder - Founder is defined in Section 33-5202 A (3), Idaho Code, and means a person, including employees or staff of a public charter school, who makes a material contribution toward the establishment of a public charter school in accordance with criteria determined by the board of directors of the public charter school, and who is designated as such at the time the board of directors acknowledges and accepts such contribution. The criteria for determining when a person is a founder shall not discriminate against any person on any basis prohibited by the federal or state constitutions or any federal, state, or local law.

Indemnification/Indemnify - A guarantee by an organization to rely on its own resources to pay board members' legal costs for claims that result from board service.

Independent Contractor - An individual or business that is contracted to perform a specific project or service for a specified amount. All independent contractors are retained by the Board of Trustees unless otherwise specified in board policy.

Indian Preference – As detailed in the Tribal Employment Rights Ordinance, it is the process of selecting a person for employment based upon a preference applied when two or more persons are considered equally strong employee applicants following an interview of a pool of qualified applicants.

Insurance (Errors and Omissions) - Insurance coverage that protects professionals against claims of financial loss arising from their actual or perceived negligence, errors, and mistakes in the performance of service for others.

Insurance (General Liability) - Policy that covers civil liabilities to third parties, arising from bodily injury, property damage, or other wrongs due to the action or inaction of the insured. It covers only civil liabilities and not criminal liabilities.

Heritage Language Immersion Education - Language immersion is a method of teaching a Heritage Language in which the target language is used as the means of instruction. Unlike more traditional language courses, where the target language is simply the subject material, language immersion uses the target language as a teaching tool, surrounding or "immersing" students in the second language.

Nonprofit Executive Compensation - The IRS requires compensation packages for nonprofit executives to be reasonable when taking into consideration the actual job description, required level of education or experience, similar compensation averages in the local area, number of hours worked, and the overall budget of the nonprofit.

Not-for-Profit Corporation Law - The body of state and federal constitutional provisions; local, state, and federal statutes; court opinions; and government regulations that provide the legal framework for not-for-profit corporations.

Parliamentary Procedure - Generally accepted rules, precedents, and practices used in the governance of deliberative assemblies.

Political Activity - Political activity is defined as activity directed toward the success or failure of a political party, candidate for partisan political office, or a partisan political group.

Public Charter School - A public funded school operated independently of the local school board, often with a curriculum and educational philosophy different from the other schools in the system.

Quorum - A minimum number of people required at a meeting in order for business to be conducted.

Self-Perpetuating Position – A position that renews or perpetuates itself for an indefinite length of time.

Staff (Classified) - School employees who are not required to hold credentials, such as bus drivers, secretaries, custodians, substitute teachers, instructional aides, food service workers, and some management personnel.

Staff (Faculty and Non-classified) - School employees who are required to hold credentials, such as the principal, other administrators, teachers, and language instructors.

Synchronous Communication - Synchronous communication is direct communication where the communicators are time synchronized. This means that all parties involved in the communication are present at the same time. This includes, but is not limited to, a telephone conversation (not texting), a board meeting, a chat room event, and instant messaging.

Trustee - A person sharing the responsibility and liability for an educational institution with the rest of the members of a governing body that has supervisory powers.

Vitae - A vitae is a written description of an individual's work experience, educational background, and skills; it is more detailed than a resume.

Voting Membership – The voting membership controls an organization through elections of individuals to a governing board and has the right to voice concerns and make suggestions at regularly scheduled meetings.

April 5, 2012

Appendix D – 501(c)(3) Application

Form 1023 (Rev. 6-2006) Name: Chief Tahgee Elementary Academy EIN: 45 – 3150830 Page 12

Part XI User Fee Information

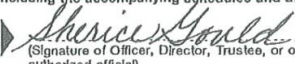
You must include a user fee payment with this application. It will not be processed without your paid user fee. If your average annual gross receipts have exceeded or will exceed \$10,000 annually over a 4-year period, you must submit payment of \$750. If your gross receipts have not exceeded or will not exceed \$10,000 annually over a 4-year period, the required user fee payment is \$300. See Instructions for Part XI, for a definition of gross receipts over a 4-year period. Your check or money order must be made payable to the United States Treasury. User fees are subject to change. Check our website at www.irs.gov and type "User Fee" in the keyword box, or call Customer Account Services at 1-877-829-5500 for current information.

1 Have your annual gross receipts averaged or are they expected to average not more than \$10,000? ☐ Yes ☒ No
If "Yes," check the box on line 2 and enclose a user fee payment of \$300 (Subject to change—see above).
If "No," check the box on line 3 and enclose a user fee payment of \$750 (Subject to change—see above).

2 Check the box if you have enclosed the reduced user fee payment of \$300 (Subject to change). ☐

3 Check the box if you have enclosed the user fee payment of \$750 (Subject to change). ☒

I declare under the penalties of perjury that I am authorized to sign this application on behalf of the above organization and that I have examined this application, including the accompanying schedules and attachments, and to the best of my knowledge it is true, correct, and complete.

Please Sign Here  Sherice Gould 11/4/2011
(Signature of Officer, Director, Trustee, or other authorized official) (Type or print name of signer) (Date)
Trustee/Treasurer
(Type or print title or authority of signer)

Reminder: Send the completed Form 1023 Checklist with your filled-in-application. Form 1023 (Rev. 6-2006)

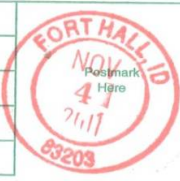
7010 1060 0000 8496 9984

U.S. Postal ServiceTM
CERTIFIED MAILTM RECEIPT
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For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 9.15
Certified Fee	2.85
Return Receipt Fee (Endorsement Required)	2.30
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	\$ 14.30



Sent To: IRS - AITN Extracting Step 312
Street, Apt. No., or PO Box No.: 201 W Rivermeier Blvd
City, State, ZIP+4: Covington, KY 41011

PS Form 3820, August 2006 See Reverse for Instructions

April 5, 2012

Appendix E – Elector Signatures



Sara J. Staub
Clerk of the District Court
Ex-Officio Auditor and Recorder
(208)782-3160

JoAnne Pharis,
Chief Deputy Clerk
(208)782-3159

Mary Jo Jemmett,
Deputy Auditor/Payroll
(208)782-3156

Catherine Miles, Jury
(208)782-3157

Tami VanOrden,
Court Supervising Clerk
(208)782-3121

Marlene Jensen, Elections
(208)782-3164

General Fax
(208)785-4131

Court Fax Numbers
District: (208) 785-8057
Magistrate: (208) 782-3167

BINGHAM COUNTY CLERK

501 N. Maple St #205, Blackfoot, ID 83221

June 4, 2008

To Whom It May Concern:

Please find attached a petition to **Establish a New Idaho Public Charter**

School with 1 verified signatures of voters registered in Bingham

County. If you have any questions, please call me at 782-3164.

Sincerely,


Marlene Jensen
Election Clerk

April 5, 2012

Chief Tahgee Elementary Academy

EIN 45-3150830

Page **148** of **416**

April 5, 2012

Petition to Establish a New Idaho Public Charter School

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

Name of Proposed New Charter School		Chief Tahgee Elementary Academy			
School District Where New Charter School will be Physically Located		Blackfoot School District #55			
<ul style="list-style-type: none"> I am currently a qualified elector in the above-named school district. I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School. 					
Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
1. LAUREL BRONCHO SR	<i>[Signature]</i>	RT 3 Box 287 Diggins RD	BLACKFOOT	357-8556	11-8-11
2. LEO T. ARWITZ	<i>[Signature]</i>	45 Box 232 BILFELD, IDAHO	BLACKFOOT	680-9822	11-8-11
3. KAREN J. CHAVEZ	<i>[Signature]</i>	144 Airline St. Port, Hill	Paradise	206-2612	5/3/11
4. HELEN L. SLIM	<i>[Signature]</i>	P.O. Box 641 FT. HALL ID	FT. HALL ID	228-0006	8/8/11
5. GANDY TITUS	<i>[Signature]</i>	250 S Oak #178	Blackfoot	926-2704	8/21/11
6. MARIE BOWEN	<i>[Signature]</i>	250 S Oak #178	Blackfoot	336-3746	11-8-11
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1/6/12

April 5, 2012



Sara J. Staub
Clerk of the District Court
Ex-Officio Auditor and Recorder
(208)782-3160

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Chief Deputy Clerk
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General Fax
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Court Fax Numbers
District: (208) 785-8057
Magistrate: (208) 782-3167

BINGHAM COUNTY CLERK

501 N. Maple St #205, Blackfoot, ID 83221

June 4, 2008

To Whom It May Concern:

Please find attached a petition to **Establish a New Idaho Public Charter**

School with 2 verified signatures of voters registered in Bingham
County. If you have any questions, please call me at 782-3164.

Sincerely,


Marlene Jensen
Election Clerk

April 5, 2012

Petition to Establish a New Idaho Public Charter School

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

Name of Proposed New Charter School		Chief Tahgee Elementary Academy			
School District Where New Charter School will be Physically Located		Blackfoot School District #55			
<ul style="list-style-type: none">I am currently a qualified elector in the above-named school district.I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.					
Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
✓ 16 ESTHER BOYER	<i>[Signature]</i>	SANBORN ROAD	BLACKFOOT	620-9363	11/8/11
✓ 17 LIONEL BOYER	<i>[Signature]</i>	SANBORN ROAD	BLACKFOOT	785-2965	11/08/11
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2/2 mf

April 5, 2012



Sara J. Staub
Clerk of the District Court
Ex-Officio Auditor and Recorder
(208)782-3160

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(208)782-3164

General Fax
(208)785-4131

Court Fax Numbers
District: (208) 785-8057
Magistrate: (208) 782-3167

BINGHAM COUNTY CLERK

501 N. Maple St #205, Blackfoot, ID 83221

Date: November 7, 2011

To Whom It May Concern:

Please find attached a petition for Chief Tahgee Elementary Academy for the office of with four (4) verified signatures of voters registered in Bingham County. If you have any questions, please call me at 782-3161.

Sincerely,

A handwritten signature in cursive script, appearing to read "Jessica Lewis".

Jessica Lewis
Elections Clerk

April 5, 2012



Sara J. Staub
Clerk of the District Court
Ex-Officio Auditor and Recorder
(208)782-3160

JoAnne Pharis,
Chief Deputy Clerk
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General Fax
(208)785-4131

Court Fax Numbers
District: (208) 785-8057
Magistrate: (208) 782-3167

BINGHAM COUNTY CLERK

501 N. Maple St #205, Blackfoot, ID 83221

Date: November 7, 2011

To Whom It May Concern:

Please find attached a petition for Chief Tahgee Elementary Academy for the office of with five (5) verified signatures of voters registered in Bingham County. If you have any questions, please call me at 782-3161.

Sincerely,

A handwritten signature in cursive script, appearing to read "Jessica Lewis".

Jessica Lewis
Elections Clerk

April 5, 2012

Petition to Establish a NEW Idaho Public Charter School

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

Name of Proposed New Charter School School District Where New Charter School will be Physically Located		CHIEF TALLEE ELEMENTARY ACADEMY BLACKFOOT SCHOOL DISTRICT #53			
<ul style="list-style-type: none"> I am currently a qualified elector in the above-named school district. I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School. 					
Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
1. Juan L Bruncher	<i>Juan L Bruncher</i>	Rt 3 Box 144 Diggins Rd BIKET		785-3477	2/14/11
2. Margaret M Bruncher	<i>Margaret M Bruncher</i>	Rt 3 Box 294 Diggins Rd BIKET		785-3477	2-14-2011
3. David Bruncher	<i>David Bruncher</i>	PO Box 383 Canyon Rd. FIDELL		242-9979	2-16-2011
4. Eric Bruncher	<i>Eric Bruncher</i>	Rt 3 Box 344 Diggins Rd BIKET		223-0146	2/17/2011
5. Stephen Arnes	<i>Stephen Arnes</i>	Rt 2 Box 48	Fogadello	406-6639	2/18/2011
6. Gregory Gray	<i>Gregory Gray</i>	Rt 2 Box 45	Fogadello	406-6623	2/18/2011
7. Judith Carline	<i>Judith Carline</i>	Box 6 Box 97	DOC	781-1150	2/18/2011
8. Patricia Gagnon	<i>Patricia Gagnon</i>	PO Box 346 Ragsdale Creek	Fogadello	228-8450	2/18/2011
9. Kenneth J. Gagnon	<i>Kenneth J. Gagnon</i>	1188 Mountainview Ave	Fogadello	228-8450	2/18/11
10. David Gagnon	<i>David Gagnon</i>	401 W. Scenic Rd Gibson BIKET		244-7661	2/21/2011
11. Peter Lipovace	<i>Peter Lipovace</i>	Rt 3 Box 288 Diggins Rd BIKET		785-4790	2-22-11
12. Michael Bruncher	<i>Michael Bruncher</i>	Unit 8 Rt 2 Box 15	Fogadello ID	242-9040	2-16-2011
13. Richard R. Kitchin	<i>Richard R. Kitchin</i>	Rt 2 W. Box 70R	Fogadello, ID	242-7314	2/23/2011
14. Jeff Weaver	<i>Jeff Weaver</i>	300 W. Rixington Rd	BIKET, ID	257-8072	11/3/2011
15. Paul Seguin Sr.	<i>Paul Seguin Sr.</i>	500N. Sunnyside Rd.	FT. HALL ID	200-2012	11-8-2011

Page 1 of 2

$$\frac{5}{15}$$

April 5, 2012



Sara J. Staub
Clerk of the District Court
Ex-Officio Auditor and Recorder
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Catherine Miles, Jury
(208)782-3157

Tami VanOrden,
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Marlene Jensen, Elections
(208)782-3164

General Fax
(208)785-4131

Court Fax Numbers
District: (208) 785-8057
Magistrate: (208) 782-3167

BINGHAM COUNTY CLERK

501 N. Maple St #205, Blackfoot, ID 83221

Date: November 7, 2011

To Whom It May Concern:

Please find attached a petition for Chief Tahgee Elementary Academy for the office of with six (6) verified signatures of voters registered in Bingham County. If you have any questions, please call me at 782-3161.

Sincerely,

A handwritten signature in cursive script, appearing to read "Jessica Lewis".

Jessica Lewis
Elections Clerk

April 5, 2012

Petition to Establish a New Idaho Public Charter School

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

Name of Proposed New Charter School		Chief Tahgee Elementary Academy			
School District Where New Charter School will be Physically Located		Blackfoot School District #55			
<p> <input type="checkbox"/> I am currently a qualified elector in the above-named school district. <input type="checkbox"/> I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School. </p>					
Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
1 Velda R. Racehorse	<i>Velda R. Racehorse</i>	W. Ferry butte Road	FOOT HALL	(208) 478-4005	11-3-11
2 Marceline P. Boyer	<i>Marceline P. Boyer</i>	Sembo Road	Blackfoot, ID	208-785-2945	11/3/11
3 LEO L. Armitage	<i>Leo L. Armitage</i>	Maple Road 415.91	Blackfoot, ID	208-478-4005	11-3-11
4 Leo L. Armitage	<i>Leo L. Armitage</i>	Maple Road 415.91	Blackfoot, ID	208-223-9280	11-3-11
5 AVERA M. BRONKHORST SR.	<i>Avera M. Bronkhorst Sr.</i>	RT 3, Box 287 Rkt 10A	BLACKFOOT	208-357-8550	11-3-11
6 Mary Lou Boyzel	<i>Mary Lou Boyzel</i>	Engle St. Teton	Blackfoot	208-785-2945	11-3-11
7 Leo L. Armitage	<i>Leo L. Armitage</i>	Maple Road 415.91	Blackfoot, ID	208-223-9280	11-3-11
8 Carolyn B. Smith	<i>Carolyn B. Smith</i>	P.O. Box 418	Foot Hall	208-221-0326	11/3/2011
9 Aterle M. Smith	<i>Aterle M. Smith</i>	P.O. Box 418	Foot Hall	208-221-0326	11/3/2011
10 KRONER D. BOYER	<i>Kroner D. Boyer</i>	RR#3 Box 249	BLACKFOOT	208-785-2945	11/03/11
11 Carolyn B. Smith	<i>Carolyn B. Smith</i>	P.O. Box 418	Foot Hall	208-221-0326	11/3/11
12 Shannon Davies	<i>Shannon Davies</i>	P.O. Box 1044	FOOT HALL	208-221-0326	11/3/11
13 Shannon Davies	<i>Shannon Davies</i>	P.O. Box 1044	FOOT HALL	208-221-0326	11/3/11
14 Wynndol E. Boyer	<i>Wynndol E. Boyer</i>	RR#3 Box 253 Sandy Rd	Blackfoot ID	208-690-1024	11/4/11
15 Lanielle Tokibro	<i>Lanielle Tokibro</i>	P.O. Box 1397 Pkibro Lane	Blackfoot ID	208-690-9667	11-4-11

4/16/2008

April 5, 2012



Sara J. Staub
Clerk of the District Court
Ex-Officio Auditor and Recorder
(208)782-3160

JoAnne Pharis,
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Marlene Jensen, Elections
(208)782-3164

General Fax
(208)785-4131

Court Fax Numbers
District: (208) 785-8057
Magistrate: (208) 782-3167

BINGHAM COUNTY CLERK

501 N. Maple St #205, Blackfoot, ID 83221

Date: November 8, 2011

To Whom It May Concern:

Please find attached a petition to Establish a New Idaho Public Charter

School with fourteen (14) verified signatures of voters registered in Bingham

County. If you have any questions, please call me at 782-3161.

Sincerely,

A handwritten signature in cursive script, appearing to read "Jessica Lewis".

Jessica Lewis
Elections Clerk

April 5, 2012

Petition to Establish a New Idaho Public Charter School

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

Name of Proposed New Charter School	Chief Tahgee Elementary Academy
School District Where New Charter School will be Physically Located	Blackfoot School District #55
<input type="checkbox"/> I am currently a qualified elector in the above-named school district. <input type="checkbox"/> I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.	

Electors Printed Name	Electors Signature	Street Address	City	Telephone	Date	
1. Theresa Vupe	Theresa Vupe	Rt 3 Box 181-A	Blackfoot	208-851-2672	11-7-11	Not Req
2. Millicent S. Brown	Millicent S. Brown	Rt. 3 Box 181-A	Blackfoot	208-240-3542	11-7-11	
3. Mike Rodriguez	Mike Rodriguez	Rt 3 Box 181-A	Blackfoot	240-3542	11/7/11	Not Req
4. Jacob Huppi	Jacob Huppi	Rt 3 Box 181-A	Blackfoot	208-851-1556	11-7-11	Not Req
5. Stacy Weaver	Stacy Weaver	8001 W Riverfront Rd	Blackfoot	208-762-5209	11-8-11	
6. C.B. Weaver	C.B. Weaver	802 W Riverfront Rd	Blackfoot	208-765-3186	11-8-11	
7. Lisa Lindsay	Lisa Lindsay	443 N. Fisher #2	Blackfoot	208-851-0877	11-8-11	
8. Dallen Worthington	Dallen Worthington	685 W 300 S	Blackfoot	208-785-1991	11-8-11	
9. Yukiko Matsuda	Yukiko Matsuda	275W 200N	Blackfoot	208-785-6785	11-8-11	
10. [Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	
11. Jason Stewart	Jason Stewart	565 W 200 S	Blackfoot	208-785-0918	11-8-11	
12. Lorie Anderson	Lorie Anderson	245 S. 625 W	Blackfoot	785-7181	11-8-11	
13. Linda Hamlin	Linda Hamlin	839 W Riverfront Rd	Blackfoot	785-0666	11-8-11	
14. Diana Stoker	Diana Stoker	213 SO 585 W	Blackfoot	785-7972	11-8-11	
15. [Redacted]	[Redacted]	200 S 591 W	Blackfoot	716-1062	11/8/11	Not Req
16. Jason Stoker	Jason Stoker	213 SO 585 W	Blackfoot	785-7972	11-8-11	
17. Chelsea Cox	Chelsea Cox	591 W 200 S	Blackfoot	317-3068	11-8-11	
18. Brecken Mittelstadt	Brecken Mittelstadt	769 W Riverfront Rd	Blackfoot	785-4418	11-8-11	
19. Dawn Mittelstadt	Dawn Mittelstadt	769 W Riverfront	Blackfoot	785-6685	11-8-11	

Appendix F – Charter 101 Workshop



April 5, 2012

Chief Tahgee Elementary Academy

EIN 45-3150830

Page **161** of **416**



Appendix G – Discipline Policy for Students with Disabilities

PURPOSE

Chief Tahgee Elementary Academy has established the following comprehensive discipline policy and procedures for students with disabilities. The disciplinary actions may be taken by the Director of School Programs (Director) or designee. Since all discipline is intended to modify behavior and should fit the misbehavior, these actions are suggestive and not necessarily conclusive nor sequential. In all disciplinary matters, students and parents have the right to due process and to appeal decisions to the next higher level of governance. As defined by the Individuals with Disabilities Education Act (IDEA), Section 504 of the 1973 Rehabilitation Act, and Idaho Codes 33-5205 (3)(j) and 33-205, the following requirements for discipline of students with disabilities will be employed:

DUE PROCESS

As delineated by Federal Regulations and Idaho Code, all disciplinary action shall be addressed according to reasonable due process rights of all parties involved.

DISCIPLINE TIER I – CONTACT, CONFERENCE AND GUIDANCE

The first step in the disciplinary process can include one or more of the actions listed below as deemed appropriate by the principle or designee thereof.

- 1) ***Conference/Contact with Parents.*** The Director or designee will arrange a meeting or telephone conversation with the student's parent(s) or legal guardian and/or school personnel to discuss the student's behavior or learning process. Chief Tahgee Elementary Academy will seek the assistance of the student's parent(s) or legal guardian(s) in helping the student.
- 2) ***Contact with Student.*** The Director or designee will contact the student and inform him/her of the infraction. The student must agree to comply with required behavior management.
- 3) ***Detention.*** The Director or designee will require that a student remain in during lunch or after school for a period of time. The student is obligated to bring materials to the detention area to work on to improve his/her academic achievement at school.
- 4) ***Guidance.*** The Director or designee will arrange for a conversation between the student and the school personnel. The purpose of this meeting is to inform him/her that his/her behavior needs to change so that he/she does not violate the rights of others and to establish a written plan to help the student improve his/her learning capabilities.
- 5) ***Rearrangement of School Schedule.*** The Director or designee may assign a student a new schedule of classes and/or teachers when the behavior of the student is such that the student has not conducted himself/herself in an acceptable manner.
- 6) ***Restriction of Free Time and/or Extracurricular Activities.*** The Director or designee may inform a student that he/she cannot participate in certain activities because of his/her past or present behavior.
- 7) ***School Clean-up.*** The Director or designee may require a student to clean up certain areas of the school.

SUSPENSION

Students with disabilities may not be suspended unless the continued presence of the exceptional student in school poses a danger to himself/herself, other persons, or property, or unless there is a serious disruption of the educational process. Examples of such situations are: physical assault, or threatened

assault on a teacher or another student; action taking place on school property of a criminal nature; or continuous disruptive conduct which the school has attempted and failed to control through documented changes in the child's educational program/placement.

Students with disabilities may be suspended so long as:

- 1) Written notice is given to the parent, guardian, or acting custodian and administrator(s) of the exceptional student describing the grounds for the suspension and a brief statement of the facts.
- 2) A Child Study Team meeting (due process hearing) is called to meet within five (5) school days, to review the student's Individual Education Program and to establish a satisfactory plan for readmission or alternative education.

Ten-day Disciplinary Removal

- 1) CTEA personnel may order a disciplinary removal of a student with disabilities for not more than ten (10) cumulative school days per infraction to the extent suspension would apply to students without disabilities.
- 2) Cumulative suspensions, if over 10 school days in a school year must not constitute a significant change in placement.
- 3) In determining whether a significant change in placement has occurred, CTEA personnel, through the multi-disciplinary team process, will review whether the student is subjected to a series of removals that constitute a pattern of exclusion because they cumulate to more than ten (10) school days in a school year, and because the length of each removal, the total amount of time the child is removed, and the proximity of the removals to one another indicate such a pattern of exclusion.
- 4) Any time a student is suspended for more than ten (10) school days in a school year the student will be provided services to the extent necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out on his or her IEP, as determined by CTEA personnel, in consultation with the student's special education teacher or as determined by the student's IEP Team.

Forty-five Day Disciplinary Removal

- 1) The Director or designee may order a change in placement of a student with a disability to an appropriate interim alternative educational setting, as determined by the IEP Team, for the same amount of time that a student without a disability would be subject to discipline, but for not more than forty-five (45) days if:
 - a. The student carries or possesses a weapon to or at school, on school premises, or to a school function. This term does not include a pocket knife with a blade of less than two and one-half (2 1/2) inches in length.
 - b. The student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function.
- 2) School personnel may request a change in placement to an appropriate interim alternative educational setting from a hearing officer for not more than forty-five days if it is determined by personnel that a student with a disability is substantially likely to cause injury to himself/herself, or to others in the current educational placement.
- 3) School personnel may petition the court for an injunction to remove any student with a disability from school or to change the student's current educational placement if personnel

believe that maintaining the student in the current educational placement is substantially likely to result in injury to the student or to others.

EXPULSION

An exceptional pupil may not be expelled unless the student's continued presence in school presents a danger to himself/herself, other persons, or property. Examples of emergency situations are: physical assault or threatened assault on a teacher or another student; action taking place on school property of a criminal nature; or continuous disruptive conduct which the school has attempted and failed to control through documented changes in the child's educational program/placement.

If a student on an Individualized Education Program (IEP) is expelled from school after a manifestation determination has found that the student's behavior was not a manifestation of the student's disability, educational services, consisting of services necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the student's IEP will be provided to that student at an alternative setting.

If it is the judgment of the Child Study Team that a situation exists that a school provided or supported educational program is not possible, expulsion may be recommended to the Board of Trustees.

After being informed of the situation, the Board of Trustees will schedule the necessary due process hearing as outlined.

Within ten (10) calendar days following written notice of expulsion to the parent or guardian of the exceptional pupil, the Child Study Team will meet to review the exceptional pupil's individual educational program to include appropriate educational goals that can be carried out in a correctional or rehabilitative setting. The school district's individual education program for the exceptional pupil shall be presented to the court for determining an appropriate placement following expulsion.

MANIFEST DETERMINATION

Prior to submitting an expulsion recommendation to the Board of Trustees for a student with a disability, the IEP Team will conduct a manifestation determination. A manifestation determination will occur within ten (10) school days after the date on which a decision was made to recommend the expulsion.

STUDENTS WITH SECTION 504 DISABILITIES

This section addresses disciplining students with disabilities as defined by Section 504 of the 1973 Rehabilitation Act. For those students with disabilities under the Individuals with Disabilities Education Act (IDEA), the disciplinary procedures required by the IDEA will be followed. In the event a student has disabilities under both Section 504 and the IDEA, both policies shall be followed in determining appropriate disciplinary actions.

a) Suspension

- 1) A student with a disability, as defined by Section 504 of the 1973 Rehabilitation Act, may be suspended for not more than ten (10) consecutive school days per incident.
- 2) Whenever a school considers suspending a student with a disability for more than ten (10) cumulative school days in a school year, a Multi-Disciplinary Team (MDT) will be convened to determine if the cumulative suspensions constitute a significant change in placement by reviewing the following factors:
 - a. The length of each suspension;

- b. The proximity of the suspension to one another; and
 - c. The total amount of time the student is excluded from school.
- 3) The MDT will consist of individuals who are knowledgeable about the student, the student's school history, the student's individual needs, the evaluation data, and the placement options. If the MDT determines that the exclusion would constitute a significant change in placement, the school will conduct a manifestation determination as set forth below.

b) *Expulsion*

- 1) Prior to submitting an expulsion recommendation to the school Board for any student with a disability as defined by Section 504 of the 1973 Rehabilitation Act, an MDT will make a "manifestation determination." A manifestation determination involves a review of the student's misconduct, the student's disability and the services provided to determine:
 - a. Is the misconduct a manifestation, or result, of an inappropriate placement or educational program for the student?
 - b. Is the misconduct a manifestation, or result, of the student's disability?
- 2) In reviewing the questions set forth above, the MDT will review information regarding the student's disability that is recent enough to afford an understanding of the student's current behavior. In the absence of reasonably current information about the student's disability, the Trustee will conduct or cause to be conducted additional evaluation(s) regarding the student's disability before making the manifestation determination. If either manifest determination question answer is "yes," the student will not be expelled.
- 3) However, the MDT may determine that a placement change is necessary for that student.
- 4) If the answers to both the questions set forth above are "no," the school may proceed with the recommendation of expulsion to the school Board in the same manner as for similarly-situated students who do not have disabilities.
- 5) If the student's parent/guardian disagrees with the MDT's determination of the manifestation determination, a hearing may be requested with the Board of Trustees.
- 6) Although the parent/guardian may disagree with the manifestation determination findings, the student may be expelled after following the proper procedures. Educational services may cease after expulsion.

READMISSION

Readmission of any student suspended or expelled, or admission of any student who has been denied admission shall be governed by Section 33-205, Idaho Code. Students who have been expelled from the school will be eligible for readmission after (1) year, 12 calendar months.

ANNUAL REVIEW

The Board shall review this policy annually and make a good faith effort to continue to maintain a safe and secure school through implementation of the above policy.

Appendix H – Gifted and Talented Policy

PURPOSE

The Board of Trustees believes that adequate programs and services should be provided for gifted and talented students who require assistance for the development of intellectual, creative, academic, visual/performing arts, and leadership capabilities. To insure compliance with Idaho Code 33-2003, Chief Tahgee Elementary Academy will provide appropriate identification, interventions, educational settings, and activities that sustain growth and learning for identified gifted students. Existing resources will be utilized to meet these needs.

DEFINITION

Gifted and talented children are defined those students who are identified as possessing demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing or visual arts and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities.

IDENTIFICATION

Chief Tahgee Elementary Academy will identify gifted and talented students using a variety of formal assessments (ISAT, Aprenda, Standardized Intelligence Test, or other equivalent assessment), informal assessments (teacher rating/observations, student records, including GPA, projects or work sample, parent questionnaire, student questionnaire, etc), and other information indicative of giftedness and/or talent (subject experts, personal references, etc.) to ensure all opportunities to be considered for the program have been met. The screening criteria will be age/grade appropriate, nondiscriminatory, and comply with the procedures set forth in all state and federal legislation.

STRATEGIC PLAN

Chief Tahgee Elementary Academy will develop program options to include, but not limited to pullout classes, competitions, independent study, curriculum compacting, mentorships, etc. The Director of School Programs (Director) or designee will develop and maintain a written educational strategic plan for its gifted and talented program. After an initial submission to the Board of Trustees and ACE, plans will be reviewed annually and submitted to the Board of Trustees and ACE every three (3) years. The gifted and talent plan will include the following:

- Philosophy statement
- Definition of giftedness
- Program goals
- Program options
- Identification procedures
- Benchmarks and program evaluation
- Implementation and evaluation timelines

GOALS

Chief Tahgee Elementary Academy's goals for the gifted and talented program include, but are not limited to:

- Providing a learning environment that will encourage the capable student to develop to his/her individual potential while interacting with intellectual peers.
- Establishing a climate that values intellectual ability, enhances self-concept and encourages self-direction and self-evaluation.
- Encouraging the development of, and provide opportunities for using, higher level thinking skills and acceleration within the regular curriculum.

OVERSIGHT & PROFESSIONAL DEVELOPMENT

The GT Program Director will oversee all aspects of the GT program and develop a comprehensive professional development plan regarding gifted and talented education. Gifted and talented, as well as general education, personnel will receive ongoing training in order to meet the needs of gifted and talented students who are enrolled in the school.

PARENT PARTICIPATION

The Board of Trustees understands the importance of parent participation in their child's education. Consequently, Chief Tahgee Elementary Academy will make every effort to facilitate opens lines of communication with all parents/guardians/acting custodians. In accordance with Board policy and state and federal law, parents/guardians/acting custodians will receive written notice regarding identification, evaluation, and/or placement of their child in the gifted and talented program. Parents/guardians will be involved in all placement decisions regarding their child and have the right to request due process hearings at any time.

COMMUNITY PARTICIPATION

The Board of Trustees understands the importance of community participation the education process. Consequently, CTEA will make every effort to coordinate community resources for mentoring, including but not limited to elders fluent in the Shoshoni language.

ADVANCED LEARNING PLANS & RECORDS

Advanced Learning Plans (ALP) will record programming options and strategies utilized with individual students and will be part of the student's record. The ALP will be considered in educational planning and decision making concerning subsequent programming for that student and be used in the articulation process. Gifted student records will describe the body of evidence that identifies strengths, interests and needs, and the ongoing programming and student achievement results. The records will include but not be limited to:

- An accountability record providing evidence of monitoring gifted interventions and student progress through the grades.
- A result of the student profile created during the identification process and the implementation of programming services matched to the child's strengths and interests.
- A dynamic planning guide for making instructional decisions about materials, programming options and assessments for gifted and talented students based upon strengths, interests, learning characteristics and social-emotional needs.
- A document across grades that includes indication of at least one identified strength area, goal for instruction, interventions/programming services, results of achievement and goal activities and the responsible participants (personnel, parent, student).
- A tool for monitoring students with outstanding potential.
- Data for the ALP will be collected from independent work from home, regular classroom work, classroom, school, and state assessments, and/or other identified gifted programming options. It will be a part of regular cumulative folder record keeping systems.
- A document reviewing the progress and needs of the individual students will be developed with parents and the gifted student and revised at least once a year.
- The ALP will be attached to the student's report card and reviewed at the regular parent-teacher conference in order to provide for a systemic routine for ongoing monitoring.
- All ALP information will be transferred during regular registration procedures established in by CTEA. It will include policies, procedures, and question about gifted identification and/or previous gifted services.

Appendix I – Limited English Proficiency Policy & Procedures

Chief Tahgee Elementary Academy

Limited English Proficiency Program

In accordance with the CTEA philosophy to provide a quality educational program for all students, the Board will provide an appropriate planned instructional program for identified students whose dominant language is not English. The purpose of the program is to increase the English language proficiency of eligible students so that they can attain the academic standards adopted by the Board and achieve academic success. Students who have Limited English Proficiency (LEP) will be identified, assessed and provided with appropriate services.

Chief Tahgee Elementary Academy will provide a program for each student whose dominant language is not English for the purpose of facilitating the student's achievement of English proficiency and the academic standards. The program will include English as a Second Language instruction. The program will meet the three-pronged test of program compliance: (1) sound research-based education theory; (2) sufficient resources and staffed by appropriate prepared personnel; and (3) periodic program evaluation. The Board will include provisions for the LEP programs in its Strategic Plan. The Director or designee will implement and supervise an LEP program that meets the legal requirements for LEP program compliance. Chief Tahgee Elementary Academy will follow the Idaho LEP Manual guidelines on all issues regarding LEP students.

Acronyms

Some basic acronyms needed for working with LEP students:

- **ELL** – English Language Learner. This would be a general designation for an English language learner of any status and any level of proficiency. An English language learner is not necessarily in an LEP program.
- **LEP** – Limited English Proficient. An English language learner who has been tested and placed in a specific language development program. They then must be designated as a Limited English Proficient student.
- **LEP1** – Limited English Proficient – First Year. A student who qualifies as LEP **AND** is new to a U.S. School within the last 12 months.
- **LEPX** – Limited English Proficient – Exited. Exited from the LEP program and on 2-year monitoring status.
 - LEPX1 – first year of exited and monitored status
 - LEPX2 – second year of exited and monitored status
- **Title III** – The section in NCLB that applies funding and compliance for English language learners.
- **FEP or FLEP**- Fluent English Proficient. Fluent English proficient is the designation a student would receive after they are exited out of an LEP program and they are no longer on monitoring status.
- **ELL-W**- An English Language Learner whose parents have waived Title III funded services. These students will be provided with an English language development program, will be assessed on the IELA, and will be considered as LEP for funding purposes.

Data Collection

In order to ensure the highest quality of education to LEP students, CTEA will maintain ongoing data collection and reporting procedures and annually (each spring) provide the State Department of Education with the following data:

Student ID	Student Local District Number
Unique Student ID	Statewide Unique Student ID Number
LEP Number	Unique LEP number assigned after taking IELA
Last Name	Student Last Name
First Name	Student First Name
Middle Name	Student Full Middle Name
DOB	Date of Birth
Gender Student	Gender (M or F)
Grade Student	Grade
Ethnicity	Student Ethnicity
Native Language	Native Language
FRL	Free and Reduced Lunch
TIA	Title I
MIG	Migrant Student/Title I
GAT	Gifted and Talented
NOD	Neglected and Delinquent
HML	Homeless
SPE	Special Education
LEP Date	Date Placed in LEP Program
LEPX	2 year monitoring status
LEPX1	First year of monitoring status
LEPX2	Second year of monitoring status
LEP1	First year in the US (new to a US school within the last 12 months)
ELL-W	A student whose parents have waived Title III funded services. These students must still be coded and tested on the IELA
Immigrant Status	An immigrant student is a student who is new to a U.S. school within the past 3 years. It is required that each school document the date the student entered the U.S. for the first time. That way each district can report which students are 1st, 2 nd , and 3 rd year immigrants. Immigrant students do not necessarily have to be limited English proficient, but most are.
Teacher Information	All districts are now required to submit data each year on professional development and certifications of the teachers that serve LEP students.
Missed 20+Days	Districts are required to report if the student missed 20 or more days of instruction prior to taking the IELA.
Accommodations	Districts are required to document if accommodations are used and specifically what accommodations are used during the ISAT and IELA assessments.

Identification of LEP Students

Steps to Identifv LEP Students

All students will have the opportunity to qualify for the Limited English Proficient (LEP) services if their primary home language is other than English. American Indian students will be considered for program services, but will not be identified solely on the basis they are American

Indian. The following guidelines will be used to identify Primary Home Language Other Than English (PHLOTE) students:

- 1) Chief Tahgee Elementary Academy registration cards for every new student will include at least the question: What is the primary language spoken in the home?
- 2) If a response is any language other than English, a Home Language Survey (HLS) will be sent home to the parents (See Attachment A).
- 3) If it is unclear from the HLS, a further survey, parent questionnaire, or parent conference will be initiated, so that CTEA has a clear indication on whether there is another language other than English that is influencing the child's English language proficiency.
- 4) If there is no other language present that is influencing the child's English, then they will not be given the ELL Placement test, or the Idaho English Language Assessment (IELA).
- 5) In compliance with the Office of Civil Rights (OCR) regulation, if it is clear that a native language, or dialect, is in fact influencing the English of the child and that a student may be Limited English Proficient (LEP), he/she will be tested with an ELL Placement Test within 30 days of registration or within 2 weeks (15 days) of entry into the school (if during the year).
- 6) If the student tests less than proficient on the ELL Placement test, then a letter will be sent home to the parents indicating that their child was identified as needing specific English language development services. Parents/Guardians/Acting Custodians will be given the opportunity to waive any Title III funded language development services, if desired. Students whose parents waive services will be coded as ELL-W (English language learner waived).
- 7) If a student tests at the advanced level on all domains tested with the ELL Placement test, then that student most likely does not need services. However, as any determination for special programs or services should use multiple measures, as sometimes the test scores do not seem to fit with the behaviors of the student, teacher recommendations and other measures may be employed.
- 8) If the parent/guardian/acting custodian does not waive any Title III funded language development services for their child, then the student will be placed in a program of "high quality language instruction, based on scientifically based research" (Section 3115(c)(1));
- 9) Children who qualify as LEP and who are placed in a program will be counted for state and federal funding purposes.
- 10) Once a student tests proficient on the English language proficiency test, they will be exited from the LEP program and monitored for 2 years. Students on monitoring status will be coded LEPX (now in effect: either LEPX1 or LEPX2) on the ISAT but will not be counted for state and federal funding purposes.
- 11) Those students whose parents waive Title III funded language development services will still be considered as "LEP" for state and federal funding purposes and ISAT coding. They will be served according to their needs and annually tested, according to the Office of Civil Rights.

All parents/guardians/acting custodians will be informed that they have the right to waive services provided by Title III funds. The CTEA Director or designee will discuss the issue directly with the parents, so they understand the importance of the services the school provides and that students with limited English proficiency are still required to receive assistance under the Office of Civil Rights (OCR). However, parents/guardians/acting custodians may not waive the designation of LEP for their child, nor may they waive any programs if funded in any part by State LEP funding. If a parent does waive the Title III services, CTEA will document the conversation and keep the letter on file. Even if the parent waives services, CTEA will still serve that student in a non Title III funded program and make sure he/she is successful in school, per OCR requirements for LEP students.

In addition, CTEA will assess the student with the annual Idaho English Language Assessment (IELA) even if the parent has waived Title III services. The waived student will be coded as ELL-W in the student information system. This code will be used when the student tests on the IELA.

If a parent does opt to waive services, a signed letter and/or notes from the conversation will be placed in the student's file (See Attachment B).

Assurances Letter/ No LEP Student Certification Letter

Chief Tahgee Elementary Academy, regardless of whether or not has enrolled LEP students, will file an annual LEP assurance document with the State LEP program. If LEP students are enrolled, the Assurances and Certifications letter will be file, or if no LEP students are enrolled, the No LEP student Certification letter will be signed and submitted. Either document will be filed by September 15th every school year.

Assessment of English Language Learners

Language Proficiency Test: Idaho English Language Assessment (IELA)

Chief Tahgee Elementary Academy will employ the Idaho English Language Assessment (IELA) to determine students' proficiency in the English language. In compliance with "No Child Left Behind (NCLB)", CTEA will assess LEP students with an annual English language proficiency test in addition to the state content assessment like the Idaho Standards Achievement Tests (ISAT). Students who qualify for LEP services, but whose parent's waive the Title III funded services, will still test on this annual assessment.

Chief Tahgee Elementary Academy will administer IELA each spring (approximately February – April) through the State Department of Education and the current testing vendor. Each fall CTEA comply with the pre-identification process in order to identify all eligible LEP students so that Pre-Identification labels can be generated and the correct number of tests (by grade span) can be shipped to each district. Training will be provided to each district's LEP and Testing Coordinator's in order to help facilitate the process.

Chief Tahgee Elementary Academy may choose to administer the IELA to LEPX (exited and monitored) students on an individual basis.

English Language Development Level Descriptors

Level 1 - Beginning

Students performing at mastery of this level of English language proficiency begin to demonstrate basic communication skills. They can understand brief, very simple speech on familiar topics, with visual support. They can respond to simple social talk and academic instruction by using gestures or a few words or phrases, or very simple subject-predicate sentences. With assistance, they can read very brief text with simple sentences and familiar vocabulary, supported by graphics or pictures. They can write words, phrases and very simple sentences. They exhibit frequent errors in pronunciation, grammar, and writing conventions that often impede meaning.

Beginning was chosen to reflect the skill level of English learners as they are just beginning to learn English; it refers to the mastery level after roughly six months of English language development (ELD) instruction.

Level 2 - Advanced Beginning

Students performing at mastery of this level of English language proficiency communicate with increasing ease in a greater variety of social and academic situations. They can understand brief, simple speech on mostly familiar topics, and need visual support. They can engage in basic social talk and academic instruction by using phrases or simple subject-predicate sentences. With assistance, they can read brief text with simple sentences and mostly familiar vocabulary, supported by graphics or pictures. They can write phrases and simple sentences. They exhibit frequent errors in pronunciation, grammar, and writing conventions that often impede meaning.

Advanced Beginning was chosen for the second level because Objectives at that level generally reflect advancement of skills above the Beginning level rather than lack of skills below the Intermediate level.

Level 3 - Intermediate

Students performing at mastery of this level of English language proficiency begin to expand the complexity and variety of their communication skills. They can understand speech on familiar and some unfamiliar topics, and may need some visual support. They can engage in social talk and academic instruction using increasingly detailed sentences. They can independently read simple text with mostly familiar vocabulary, and can read more complex text supported by graphics or pictures. They can write simple texts with support. They exhibit fairly frequent errors in pronunciation, grammar, and writing conventions that may impede meaning.

Intermediate tends to be a major benchmark in ELD progress; English learners with proficiency at this level can learn in various content areas in a mainstream classroom as long as the teacher provides appropriate support.

Level 4 - Early Fluent

Students performing at mastery of this level of English language proficiency communicate adequately in complex, cognitively demanding situations. They can understand social and academic speech at their grade level, and may need some visual support for unfamiliar topics. They can engage in social talk and academic instruction using detailed sentences and expanded vocabulary. They can write texts near grade level. They exhibit some errors in pronunciation, grammar, and writing conventions that usually do not impede meaning.

Level 5 - Fluent

Students performing at mastery of this level of English language proficiency communicate effectively with various audiences on a wide range of topics, though they may need further enhancement and refinement of English language skills to reach the native level of their peers. They can understand a variety of social and academic speech at their grade level. They can engage in social talk and academic instruction using varied sentence structures and vocabulary appropriate to the context. They can independently read grade-level text, including technical text. They can write expanded texts appropriate to their grade level. They may exhibit a few errors in pronunciation, grammar, and writing conventions that do not impede meaning.

Early Fluent and **Fluent** reflect the practice of considering English learners at these levels for redesignation as Fluent English Proficient status (based on a variety of appropriate measures).

Transition/Exit out of LEP Program

In order to be exited from the LEP program, CTEA students will:

1. Score at the Early Fluent level or above (EF+) on each domain tested on the IELA;

AND one of the following:

- 2) Receive an Idaho Reading Indicator (IRI) score of at least a 3, or an Idaho Standards Achievement Tests (ISATs) score that meets the “Basic” level;

OR

- 3) Demonstrate access to mainstream content curriculum in one of the following ways:
 - Elementary: Consistent proficient scores on grade level benchmark unit assessments; or
 - Qualified teacher observations that are based on language proficiency benchmarks and criteria, with supporting portfolio of student classroom work.

Students at CTEA will not necessarily be kept in an LEP program if they are deemed “proficient” on the IELA, but are not yet at the “proficient” level on the ISAT. Student will reach the “Basic” level of proficiency on the ISAT before they are considered to be exited from the LEP program.

CTEA will detail the exit criteria on its annual LEP Plans which will be approved by the Board of Trustees and submitted to the LEP Program manager no later than June 30th of each year.

Annual Measurable Achievement Objectives

Title III of the No Child Left Behind (NCLB) Act of 2001, establishes sanctions or consequences for Local Education Agencies (LEAs), or school districts, which do not meet Title III Annual Measurable Achievement Objectives (AMAOs). An AMAO is a performance objective, or target, that all LEAs must meet each year for those students in an LEP program. Part I details NCLB requirements. Part II details the state developed annual objectives/targets and definitions. Part III details the sanctions and procedures for LEAs. Chief Tahgee Elementary Academy LEP student achievement will meet or exceed all federal and state AMAOs.

Part I: NCLB Requirements (NCLB, Title III, section 3122(b))

Chief Tahgee Elementary Academy will demonstrate annual progress and proficiency in English language acquisition of its students through:

- 1) **AMAO #1:** Annual increases in the percent or number of LEP students making progress in acquiring English language proficiency, as determined by the IELA: English Language “Progress/Growth”.
- 2) **AMAO #2:** Annual increases in the percent or number of LEP students attaining English language proficiency by the end of the school year, as determined by the IELA: English Language “Proficiency”.
- 3) **AMAO #3:** LEA determination for making AYP (adequate yearly progress) on the spring ISAT for LEP students (section 1111(b)(2)(B)): “AYP”.

If CTEA does not meet any one of the 3 measures in any given year, then the following measures will be employed:

- 1) If the CTEA LEP program fails to make progress toward meeting these objectives for two (2) consecutive years, the State Board of Education will be asked to help develop an improvement plan that specifically addresses the factors that prevented the district from achieving the objectives
- 2) If the CTEA LEP program fails to meet these objectives for four (4) consecutive years, the Director will work with the State Board of Education to modify the curriculum and LEP program, and or replace educational personnel. The State Board of Education or will determine if funding should continue at that time.
- 3) In addition to providing the general parental notifications, CTEA will separately inform parents/guardians/acting custodians of a child identified for participation or participating in such program of such failure within 30 days of notice of failure to reach AMAOs. All notifications will be translated into the home language, to the extent practicable. At this time, parents/guardians/acting custodians will be re-informed of their right to remove their child from an LEP program at any time, see 3302(a)(A), 3302(b).

Part II: State Defined AMAO Targets and Definitions

Chief Tahgee Elementary Academy will demonstrate annual progress and proficiency in English language acquisition of its students through the following AMAOs. If CTEA does not meet any one of the three AMAO measures, then the school will be considered as not meeting the AMAOs for that year.

If CTEA has less than 34 LEP students tested on the IELA, the school will not be included in the LEP Accountability Plan. However, if CTEA has 34 or more LEP students, the school will be held accountable to this LEP Accountability Plan. If CTEA is included in a consortium, the school will be included in AMAO determinations regardless of the LEP subgroup size.

1. AMAO #1 - English Language Progress/Growth (“Progress”): Progress is defined as advancing one level or more of language proficiency per year, as indicated by the Idaho English Language Assessment (IELA). The IELA details 5 levels of English proficiency as described above and assesses the domains of listening, speaking, reading, writing and comprehension

(listening + reading) in grades K-12. Only students who have tested for 2 years (e.g. students who have 2 data points) will be included in AMAO 1.

As measured on the IELA, the following percentages of LEP students within CTEA will achieve “progress”:

Title III/LEP Annual Measurable Achievement Objectives (AMAOs) #1 Growth										
Year	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Target	25%	26.1%	27.2%	28.3%	29.4%	30.5%	31.6%	32.7%	33.8%	34.9%
rounded	25	26	27	28	29	31	32	33	34	35
Point increase	1.111	1.111	1.111	1.111	1.111	1.111	1.111	1.111	1.111	1.111

2. AMAO #2 - English Language Proficiency (“Proficiency”): A student is defined as “proficient” in English on the IELA if a student tests at the early fluent and above (EF+) level within each sub-domain (listening, speaking, reading, writing and comprehension) assessed on the IELA. An EF+ on each sub-domain could result in a student receiving a total score of either a 4 (Early Fluent) or a 5 (Fluent) on the overall IELA score. All students tested within CTEA will be included in AMAO 2.

As measured on the IELA, the following percentages of LEP students within CTEA will achieve “proficiency”:

Title III/LEP Annual Measurable Achievement Objectives (AMAOs) #2 Proficiency										
Year	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Target	13%	13.7%	14.5%	15.3%	16.1%	16.8%	17.6%	18.4%	19.2%	19.9%
rounded	13	14	15	15	16	17	18	18	19	20
Point increase	0.777	0.777	0.777	0.777	0.777	0.777	0.777	0.777	0.777	0.777

3. AYP: AYP will be determined by annual spring ISAT data, as provided by the State Department of Education (SDE) for the LEP subgroup at CTEA, where CTEA failed to make AYP in any target area because of the LEP subgroup.

Part III: Sanctions and Procedures

The accountability measures for CTEA will be determined by the results of the annual spring IELA and ISAT assessments of LEP students. Sanctions are determined by consecutive years of not meeting the AMAOs set forth above (1. progress, 2. proficiency, and 3. AYP).

Any type of improvement plan or restructuring will be seen as an opportunity for CTEA to thoroughly evaluate its programs and assess what steps need to be taken or changes that need to be made so that the school is able to better serve the LEP population.

In addition to providing the general parental notifications, CTEA will separately inform parents/guardians/acting custodians of a child identified for participation or participating in such program of such failure within 30 days of notice of failure to reach AMAOs. All

notifications will be translated into the home language, to the extent practicable. At this time, parents/guardians/acting custodians will be re-informed of their right to remove their child from an LEP program at any time, see 3302(a)(A), 3302(b).

Chief Tahgee Elementary Academy will adhere to the following accountability and sanctions, whether Title III funding is received or not, unless otherwise indicated below.

AMAO Sanctions					
School Year	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Improvement Year	Baseline Data from spring 2006	LEP Improvement 1	LEP Improvement 2	LEP Improvement 3	LEP Improvement 4
LEA Responsibility		Alert Status	1. Develop/augment Improvement Plan specific to LEP 2. Implement Improvement Plan	1. Continue School Improvement Plan 2. Review Plan and outcomes for adequacy	Corrective Action Plan * Title III LEAs could lose funding
		Parental Notification	Parental Notification	Parental Notification	Parental Notification
SEA Responsibility		Technical Assistance	Technical Assistance	Technical Assistance	Technical Assistance

Baseline: In CTEA's first (1st) year of operation, the IELA assessment will give Idaho the baseline data to begin looking at LEP student growth.

LEP Improvement YEAR 1: Data from CTEA's second (2nd) year of operation IELA will provide information regarding whether it will be in LEP Improvement Year 1.

- Once notified, CTEA will be on alert status for this year.
- CTEA will send parental notification home to parents of LEP students indicating that the school did not meet AMAOs.

LEP Improvement YEAR 2: Data from CTEA's third (3rd) year of operation will provide information regarding whether the school will be in LEP Improvement Year 2. If the CTEA LEP program fails to make progress toward meeting these objectives for two (2) consecutive years,

the Director will work with the State LEP Program to develop an improvement plan that specifically addresses the factors that prevented the district from achieving the objectives.

- CTEA will submit an LEP Program Improvement Plan, which is based on the Idaho LEP Program Enhancement Grant Application.
- The State LEP program will review all LEP Program Improvement Plans and give feedback to each district.
- CTEA will submit its improvement plan not later than December 31 of each year that the school is in needs improvement. CTEA will demonstrate in writing the implementation of the plan no later than May 31 of each year.
- If CTEA meets AMAOs in Year 2, it will not be required to submit improvement plans.
- CTEA will send parental notification home to parents of LEP students indicating that the school did not meet AMAOs and detail the ongoing process to remedy the situation.

LEP Improvement YEAR 3: Data from CTEA's (4th) year of operation will provide information regarding whether the school will be in LEP Improvement Year 3.

- If CTEA reaches LEP Improvement Year 3, the school will continue to implement its improvement plan. CTEA will review the plan for outcomes and adequacy by December 31. CTEA will demonstrate in writing the changes made to the implementation of the school improvement plan no later than May 31 of each year.
- If CTEA did not meet AMAOs in Year 2 but did meet AMAOs in Year 3, the school will continue to submit documentation of implementation of their improvement plans no later May 31 of that year.
- CTEA will send parental notification home to parents of LEP students indicating that the school did not meet AMAOs and detail the ongoing process to remedy the situation.

LEP Improvement YEAR 4: Data from CTEA's fifth (5th) year of operation will provide information regarding whether the school will be in LEP Improvement Year 4. If the CTEA LEP program fails to meet these objectives for four (4) consecutive years, the Director will work with the State Board of Education to modify the curriculum and LEP program, and or replace educational personnel. The State Board of Education or will determine if funding should continue at that time.

- If CTEA reaches LEP Improvement Year 4, the school will submit a new corrective action plan that details how the LEP program and curriculum will be significantly modified. Input from staff, parents and community members will be required. CTEA will request further guidance from the State LEP program to detail what the corrective action plan must include.
- If CTEA did not meet AMAOs in Year 3 but did meet AMAOs in Year 4, the school will submit documentation of implementation of their improvement plans by May 31 of that year.
- CTEA will send parental notification home to parents of LEP students indicating that the school did not meet AMAOs and detail the ongoing process to remedy the situation.

LEP Improvement Year 4+

If CTEA continues to miss the AMAO targets after 4 consecutive years, the school will continue to implement its corrective action plan and provide documentation of implementation by

December 31 and May 31. In addition, CTEA will continue to work with the State LEP Program to determine the best course of action.

Requirements for Title III/LEP Program Improvements

If CTEA has not made AMAOs for two or more consecutive years, the school will complete a Title III/LEP Program Improvement Plans. The focus of this plan will be in the area(s) that have kept the school from meeting its AMAO targets. The Improvement Plan will be an addendum to the LEP Plan. The Improvement plan will address the following:

- Reasons for not meeting AMAOs for two or more consecutive years.
- Data gathered to determine a plan of action for targeting area(s) preventing the school from meeting AMAO targets.
- Objectives specific to the target area(s) that will help ensure growth in the areas preventing the school from meeting AMAO targets.
- Activities planned that will help the school meet their objectives such as, but not limited to: professional development, curriculum and other resources, staffing, before and afterschool programs, interventions in targeted areas, etc.
- How CTEA will collect and analyze its data to determine whether its LEP program is effective and if objectives have been met.

Requirements for Title III/LEP Program Corrective Action Plan

If CTEA has not made AMAOs for four or more consecutive years, the school will undergo Title III/LEP Program Corrective Action. CTEA will adhere to the following guidance provided by the State LEP Program.

If CTEA is in Title III/LEP Corrective Action, the school will submit their corrective action plan by June 30 and written documentation of implementation of the corrective action by December 31 of the following school year. CTEA will significantly modify its LEP Program. Documentation provide to the state will include the following and be submitted no later than June 30, 2011:

1. Changes to LEP Program Plan

- a. Red line/track changes to current LEP Program Plan with significant changes to curriculum, interventions used with LEP students, staffing, and/or funding allocations. Will include significant changes in at least one area listed above (i.e. a district must demonstrate a change in interventions used with LEP students and/or funding allocations, etc)
- and
- b. Red line/track changes to current Title III/LEP Program Improvement Plan and inclusion of corrective action measures that CTEA will make.

Or

- c. Demonstrate through submission of in-depth data analysis that curriculum, interventions used with LEP students, staffing, and/or funding allocations are working and demonstrating growth. This will be used if growth is apparent, but CTEA is still not meeting AMAOs.

- 2. A separate Corrective Action Addendum, providing an overview of the changes to be implemented and how they will be implemented.

3. Certification/proof that changes and/or data analysis included input from staff, parents, community members, and the Director. This may include minutes and signatures from stakeholder meetings.
 4. Documentation of submission of changes to the School Board. This could be school board meeting minutes and signatures of certification.
 5. Mandatory participation in at least 4 SDE trainings/webinars throughout the school year regarding LEP student achievement. The trainings/webinars will focus on LEP program effectiveness, culturally proficient schools and classrooms, parental involvement, provided by the State Department of Education.
 6. Demonstration of integration of the “Nine Characteristics of High-Performing Schools” within the schools that are in school improvement status (within the district) for not meeting AYP for LEP students. Evidence or plans that CTEA is ensuring or will ensure that these Nine Characteristics focus specifically on LEP student achievement.
- Qualified readers will review the changes to the LEP Program Plans and supporting documentation, then will provide approval or feedback for the district to remedy.
 - When implementing changes to the Title III/LEP Program Plan, CTEA will consider and articulate the possible causes(s) of inadequate LEP student performance. This follows the Title I Restructuring Rubric. CTEA will ensure an in-depth look and review of:
 - materials and instructional practices
 - time/coverage/grouping
 - of grade level deficiencies
 - assessment plan
 - data utilization practices
 - professional development for staff at school
 - school wide organization and support
 - distributed leadership (principal and faculty)
 - external support
 - funding allocations
 - Professional Development will include:
 - Ongoing training for both staff and administration specific to curriculum, instruction, cultural proficiency, and assessment for LEP students
 - Training will focus on building capacity within the school to sustain these fundamental changes

The State Department of Education reserves the right to conduct an integrated focused visit after reviewing the Corrective Action plan for Districts. An integrated focused visit will look in depth at cross programming throughout the school, including LEP services, fiscal, special education services, Title I services, curriculum and instruction and administrative support.

CTEA has the final decision to follow and implement Corrective Action Plans, but acknowledges the State Department of Education’s right to withhold Federal and State Funds from a district that chooses not to follow these plans.

Appeals process

AMAOs will be calculated according to LEP student growth on the IELA and AYP. The appeals process for AYP takes place through the Department of Education. If CTEA believes that there has been an error in the calculation of AMAOs, then the Director may contact the State LEP Program. Student scores will not be contested. Testing discrepancies (i.e. a student has taken 2 different grade level tests; a student has taken only a portion of the test) will be taken into consideration by the testing vendor when tests are scored and student reports are generated.

Idaho Statewide Assessments

In compliance with “No Child Left Behind (NCLB)”, CTEA will assess LEP students with an annual English language proficiency test in addition to the state content assessment like the Idaho Standards Achievement Tests (ISAT). In assessing LEP students, CTEA will comply with all federal and state laws, rules, regulations, and procedures found in the State of Idaho’s Accommodations Policy for Inclusion of Limited English Proficient (LEP) Students in the Idaho Standards Achievement Test (ISAT).

Educational Learning Plan (ELP)

CTEA will require an ELP for any student who has an accommodation on a state-wide or school-wide assessment. Any assessment accommodation given will be an accommodation that a student receives during regular classroom instruction and regular classroom testing. A student will not receive accommodations on any assessment if that specific accommodation is not documented in the ELP and provided in the classroom. Every LEP student will have an ELP on file, even if that particular student is not given accommodations in the classroom. Chief Tahgee Elementary Academy will employ an ELP similar to the samples provided in the Idaho LEP Program Manual.

Instructional Approaches and Curriculum for LEP Students

Chief Tahgee Elementary Academy will provide a program for each student whose dominant language is not English for the purpose of facilitating the student’s achievement of English proficiency and the academic standards. The program will include English as a Second Language instruction. The program will meet the three-pronged test of program compliance: (1) sound research-based education theory; (2) sufficient resources and staffed by appropriate prepared personnel; (3) periodic program evaluation.

Chief Tahgee Elementary Academy will employ the following program models in address the needs of all LEP students:

- 1) **in the classroom in a “push-in” setting** (teachers assist English language learners with differentiated instruction within the classroom so that the English learners are able to access the curriculum presented);
- 2) **in a pull-out setting** (students would be pulled out of the general classroom to receive intensive English instruction);
- 3) **in a bilingual program** (a bilingual program is a generic term for a classroom that provides instruction in 2 different languages. Mere translation into another language is not considered a bilingual program, rather the 2 languages must be separated by time, by location, by teacher, or by subject);
- 4) **newcomer program** (a newcomer program focuses on serving the students new to English in an intensive setting. Newcomer programs can be located within a school or be

in a separate location; however a district must ensure that their newcomer program is in compliance with the state and with the Office of Civil Rights).

Chief Tahgee Elementary Academy will employ a variety of instructional approaches, which may include SIOP (Sheltered Instruction Observation Protocol) to teaching LEP students. The specific SIOP model is a combination of content-based ESL/Structured Immersion and Sheltered Instruction. The SIOP model is useful as a part of a program for pre-service and in-service professional development; as a lesson planner for sheltered content lessons; as a training resource for faculty; and as an observation and evaluation measure for site-based administrators, supervisors of student teachers and researchers who evaluate teachers. There are eight components to the SIOP model (See Appendix):

- Component 1:** Lesson Preparation
- Component 2:** Building Background
- Component 3:** Comprehensible Input
- Component 4:** Strategies
- Component 5:** Interaction
- Component 6:** Practice/Application
- Component 7:** Lesson Delivery
- Component 8:** Review and Assessment

Curriculum and Resources

Chief Tahgee Elementary Academy intends to meet English Language Development (ELD) compliance requirements and use Idaho State Adopted Instructional Materials. English Language Development is defined as a systematic developmental curriculum designed to build academic English language proficiency. English language learners at CTEA will be taught using research-based instructional programs designed to close the achievement gap. Therefore, CTEA will employ ELD standards-aligned curricula to fully meet the linguistic and academic language needs of all English language learners.

Chief Tahgee Elementary Academy will employ the Idaho Standards for English Learners, which were designed to assist teachers in moving English language learners to academic literacy proficiency in the English Language Arts (ELA). The intent of the ELD standards is guide classroom instruction and for developing benchmark standards. The State LEP Program requires that educators provide ELL with a defined program of instruction in ELD that fully addresses the ELD standards, provide instruction targeted to each level of proficiency and assesses each student's progress in English academic language fluency and academic literacy.

Chief Tahgee Elementary Academy will accept the ELD standards as a pathway for ELL towards English academic language fluency, academic literacy and mastery of the ELA content standards. Faculty and staff at CTEA will strive to design and deliver classroom instruction in all subjects with curricula that is targeted to specific levels of proficiency, is structured, and builds on mediated discussion and writing experiences.

Given the implementation of accountability measures for ELL, it is evident that effective curricula would include materials that directly address ELD standards, facilitates teachers' differentiation of instruction, include assessments of academic literacy/language proficiency and tracks individual student progress over time similar to *LAS Links Benchmark Assessments*.

Consequently, Chief Tahgee Elementary Academy will select and implement a core ELD curriculum similar to *Macmillan/McGraw-Hill Treasure Chest for English Language* from the State Department of Education Adoption Guide. Moreover, CTEA will also use specifically designed ELD curricula and resources similar to *Decoding Strategies for Literacy Development* and *ELLIS Essentials*, and may use core language arts/reading curricula and software to meet the needs of English language learners at all levels of proficiency.

Chief Tahgee Elementary Academy may also rely on state adopted ancillary materials designed to provide universal access. The universal access materials are designed to scaffold academic literacy instruction for EL students in all content areas. They will be directly related to grade level language arts, science, social science, and mathematics content standard and core instruction. Universal access is meant to provide student with access to grade level content within the instructional day. The universal access lessons by themselves are not intended to provide ELD standard-based curricula for ELL. Certainly, universal access may not meet the academic linguistic needs of all ELL and build the academic literacy, specifically for ELL at the beginning and intermediate levels of proficiency.

Staffing and Professional Development

In compliance with Section 3115(c)(2), Chief Tahgee Elementary Academy will provide high-quality appropriate professional development to teachers, staff, administrators, and other school and/or community-based organizational personnel regarding research-based programming on how to serve LEP students. All professional development will be:

- 1) designed to improve the instruction and assessment of limited English proficient children;
- 2) designed to enhance the ability of such teachers to understand and use curricula, assessment measures, and instruction strategies for limited English proficient children;
- 3) based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and
- 4) of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher's supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any local educational agency employing the teacher.

Parent Notification and Involvement

No Child Left Behind requires that parents are allowed access to their child's education and are given opportunities for involvement. In compliance with NCLB and the Title III, Language Acquisition program, CTEA will inform parents of LEP students in the following areas:

Notification of Placement and Parental Rights

CTEA will inform parents/guardians/acting custodians that their student(s) has been placed in an instructional program for English language learners, no later than 30 days after the beginning of the school year. Or, if the student is identified after the beginning of the school year, CTEA will

notify parents within the first two weeks of the child being placed in a program for ELL students. The notification will include the date it is sent and the date of enrollment of the student.

The following information will be included in the Notification of Placement:

- The reasons for the identification, which will include results from a proficiency test, other test data, teacher, parent or self-referral. Multiple criteria for identification will be used when available.
- The student's level of English proficiency, how such level was assessed, and the status of the student's academic achievement. The name of the test and the date the test(s) was administered will be included
- Methods of instruction used in the program in which the LEP student is or will be participating in.
- Methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language of instruction.
- How the program in which the student is, or will be participating in, will meet the educational strengths and needs of the student.
- How the program will specifically help their child to learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.
- The exit requirements, including the expected rate of transition from such program into English only instruction classrooms. For secondary school students, also include the expected rate of graduation.
- How the program meets the objectives of the individualized education program of a child with a disability.
- Information pertaining to parental rights that includes written guidance on
 - the right that parents have to have their child immediately removed from a Title III program upon their request;
 - the options that parents have to decline to enroll their child in a Title III program or to choose another program or method of instruction, if available;
 - the assistance available to parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the district or school.

Notification of Failure to Meet Annual Measurable Achievement Objectives (AMAOs)

Under separate notification, CTEA will inform the parents of English language learners participating in the failing program of such failure not later than 30 days after the school is notified of not having made progress on the annual measurable achievement objectives (AMAOs). All notifications to the parents of English language learners will be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. Translation of letter into the target language will occur to the extent practical.

Notification of Parental Rights and Participation

Chief Tahgee Elementary Academy will provide information in an effective manner and applicable language, inclusive of letters, brochures, parent meetings, etc. on how:

- Parents can be involved in the education of their children.
- Parents can be active participants in assisting their children to learn English and achieve the state's high standards in core academic subjects.

- Parents can participate in meetings to formulate and respond to concerns or recommendations from parents of English language learners.

Exiting and Monitoring

Exiting students from the LEP Program

A student is defined as “proficient” in English on the IELA, if the student tests at the Early Fluent level or above (EF+) within all domains assessed on the IELA. LEP students will be considered for a transition/exit out of LEP services once they reach “proficiency”, however scoring proficient alone is not sufficient for exiting out of the program. LEP students will be exited from the CTEA LEP Program when they (See Attachment C):

1. Score at the Early Fluent Level and above (EF+) on each sub-domain on the IELA;

AND one of the following:

Receive an Idaho Reading Indicator (IRI) score of at least a 3, or an Idaho Standards Achievement Tests (ISATs) score that meets the “Basic” level;

OR

Demonstrate access to mainstream content curriculum in one of the following ways:

- Elementary: Consistent proficient scores on grade level benchmark unit assessments;
or
- Teacher observations with supporting portfolio of student classroom work.

Students at CTEA will not necessarily be kept in an LEP program if they are deemed “proficient” on the IELA, but are not yet at the “proficient” level on the ISAT. Student will reach the “Basic” level of proficiency on the ISAT before they are considered to be exited from the LEP program.

CTEA will detail the exit criteria on its annual LEP Plans which will be approved by the Board of Trustees and submitted to the LEP Program manager no later than June 30th of each year.

An LEPX student is an LEP student who has been exited from the LEP program and is on monitoring status. Once a student has been coded as LEPX for 2 years, his/her LEP designation will be removed.

Monitoring

LEP student monitoring will include frequent reviews of test scores, language benchmark assessments like *LAS Links Benchmark Assessments*, quarterly reviews of Curriculum Based Measurements (CBM) like AIMSweb, progress reports filled out by classroom teachers and one-on-one meetings with the student, if necessary.

Re-classifying previously served LEP students back into the LEP program

There are cases when a student who has been exited out of an LEP program still needs more assistance, therefore should be placed back into an LEP program. In this case, CTEA will determine whether the student in fact needs to be placed back in to an LEP program. In most cases, this student will still be on the 2 year monitoring status and coded as LEPX. Chief Tahgee Elementary Academy may choose to administer the IELA to LEPX (exited and monitored) students on an individual basis. If an LEPX student is suspected of needing more assistance,

he/she will be tested, so that further monitoring can take place. Additional forms of monitoring an exited student will include, but not limited to:

- classroom teacher observations
- classroom or unit assessments
- student work
- other statewide assessments
- conversations with the student and parents

If sufficient evidence deems that a particular student needs to be placed back into an LEP program, CTEA will make sure to place all documentation in the student's cumulative file.

A reclassification form for the student file will include, but is not limited to the following:

- Date
- Student Name
- Student ID number
- Student LEP number
- Original entry date into the LEP Program
- Exit Date of original LEP Program
- Total previous years in an LEP Program prior to exiting
- Criteria for originally exiting the LEP program
- Reason for placing the student back into the LEP program
- Signature of LEP Coordinator
- Signature of school principal
- Notification letter sent to parents?

Chief Tahgee elementary Academy will notify the parents/guardians/acting custodians that the school is placing the student back into a program. Parent/Guardian/Acting Custodian permission for services is not required; however, they still have the option to waive services if they so desire. If a parent/guardian/acting custodian waives the services, then that documentation will be placed in the student's cumulative file.

If the student is placed back in a program, then they will again be coded as LEP for testing purposes. They would not at this point be eligible for LEP1 status, as they have already spent time in a U.S. school. Chief Tahgee Elementary Academy will document the number of years the student was originally in the program and the specific date of re-entry into the program.

Program Evaluation, Review and Improvement

Program Evaluation

The CTEA LEP Program will be evaluated for effectiveness based on the attainment of English proficiency. If the students are not successfully learning English as indicated by the selected research-based assessment(s), the program will be revised to ensure greater success.

Resources for LEP Program Evaluation

Chief Tahgee Elementary Academy will use the following resources for LEP program evaluation:

- 1) [Annual LEP Plan Guidance Document](#) – District LEP Plans must follow the format in this document. The questions will help districts walk through what they

need to consider in order to implement a successful language development program.

- 2) [OCR Resource Materials](#) - For Planning and Self-Assessments of Programs for English Language Learners.
- 3) [Claiming Opportunities Handbook](#) – A Handbook for Improving Education for English Language Learners Through Comprehensive School Reform (The Education Alliance at Brown University).

Using Data to drive decision making for LEP Programs

Data and test scores for each student will only be one way CTEA evaluates if its LEP program is successful. Professional development, teacher training and solid instruction all will be used to determine or drive the “data”. Therefore, CTEA will establish an accountability plan for all teachers to begin to implement good teaching strategies aimed at reaching the English language learners in their classroom.

Below is some of the information that CTEA will consider when disaggregating data:

- Race/ethnicity
- Gender
- Migrant, Immigrant or Refugee status
- Free or reduced lunch
- Individualized Education Plan (IEP) for special education
- Gifted
- LEP Program of service
- 1st year in a U.S. school (LEP1)
- LEP on 2 year monitoring status (LEPX1 or LEPX2)
- English language proficiency assessment data (IELA)
- Academic achievement data
 - Classroom grades
 - ISAT, IRI, other state/district-wide assessments

Using a School Improvement Planning Checklist for LEP Programs

Chief Tahgee Elementary Academy will employ a School improvement Planning Checklist for its LEP Program (See Attachment D).

Supplement vs. Supplant

Chief Tahgee Elementary Academy will not use Federal funds to supplement, not supplant services that the institution is already required to make available under other Federal, State, or local laws.

Title III funds will be used to increase CTEA services for English language instruction and professional development to teach English language learners. Title III funds will not be used for core instruction or materials, or for funds to establish language development programs that should already exist.

Therefore, CTEA will reference the following 4 questions when determining whether Title III funds can be used:

1. Is this instructional program/service provided to all students?
2. Is this something that the school must do to meet the Lau vs. Nichols requirements?

"Where inability to speak and understand the English language excludes national origin-minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students."

<http://www.ed.gov/about/offices/list/ocr/ell/lau.html>

3. Is this school program/service required by other Federal, state or local laws or regulations?
4. Was the program/service previously provided with state, local or other Federal funds (other than Title III funds)?

Chief Tahgee Elementary Academy will not use Title III funds for any of the following::

- 1) Title III federal funds will not be used for salaries for core area teachers, ESL teachers, paraprofessionals, or staff hired to meet the core need of English language learners. Title III federal funds will not be used as a rationale to reduce state or local funds expended for LEP program services.
- 2) Title III federal funds will not be used for substitute teachers, materials, proctors, training, scoring, or equipment related to the administration of the Idaho English Language Assessment (IELA).
- 3) Title III federal funds and Title I funds will not be used for substitute teachers, or materials, or proctors for the ELL Placement Test.

Attachment A

Chief Tahgee Elementary Academy
Home Language Survey

Name of Student	<table><tr><td>Last</td><td>First</td><td>Second</td></tr></table>	Last	First	Second	Gender: M/F
Last	First	Second			
Date of Entry into School	<table><tr><td></td></tr></table>		Birthdate <table><tr><td></td></tr></table>		
School	<table><tr><td></td></tr></table>		Grade <table><tr><td></td></tr></table>		

Our school needs to know the language spoken and heard at the home of every child. This information is necessary to provide the best instruction for all students in the school. Please answer the following questions and return with your child to his/her teacher. Thank you for your help.

- What language is spoken in the home?
- What was the first language learned by the child?
- What language do you most often use to speak to your child?
- What language does the child use most often in the home?
- What language does the child use most often with friends outside the home?
- In what country was your child born?
- When did your child first enter school in the USA? In what state?
- Is the student attending the school as a foreign exchange student?
- Has the student ever been in a bilingual education or an English as a Second Language program in a school in the U.S.?
- Did the student exit the program? Exit Date: _____

Parent/Guardian Signature

Date

Chief Tahgee Elementary Academy
Preguntas del Lenguaje Hablado en Casa

Nombre del estudiant	<table border="1" style="width: 100%;"> <tr> <td style="width: 33%; text-align: center;">Apellido</td> <td style="width: 33%; text-align: center;">Primer Nombre</td> <td style="width: 33%; text-align: center;">Segundo</td> </tr> </table>			Apellido	Primer Nombre	Segundo
Apellido	Primer Nombre	Segundo				
Fecha de entrada a la escuela	<input style="width: 150px;" type="text"/>	Género: F/M				
Fecha de Nacimiento	<input style="width: 150px;" type="text"/>					
Escuela	<input style="width: 250px;" type="text"/>	Grado	<input style="width: 100px;" type="text"/>			

Nuestra escuela necesita saber el idioma hablado y oído en casa de cada niño/a. Esta información es necesaria para proveer la mejor instruccion posible para todos los alumnos. Favor de contestar las siguientes preguntas y regrese esta forma con su hijo/a al profesor(a). Gracias por su ayuda.

1. ¿Qué idioma usa en la casa?
2. ¿Cual es el primer idioma de su hijo/a?
3. ¿Qué idioma usa usted con mas frecuencia para hablar con su hijo/a?
4. ¿Qué idioma usa más su hijo/a en la casa?
5. ¿Qué idioma usa más su hijo/a afuera de la casa con sus amigos?
6. ¿En que país nació su hijo/a?
7. ¿Cuando entró su hijo/a en una escuela en los EEUU? En que estado?
8. ¿Está atendiendo, su hijo/a, la escuela como un estudiante de intercambio?
9. ¿Ha estado, su hijo/a, en un programa bilingue o un programa de Inglés Como Segundo Idioma en los Estados Unidos?
10. ¿Ha terminado, su hijo/a, con este programa? Fecha de salida:

Firma del Padre o Guardian

Fecha

April 5, 2012

Attachment B

**Chief Tahgee Elementary Academy
Parental Notification and Option to Waive Services Letter**

Date _____

Dear Parents:

Your child has qualified for the Limited English Proficient (LEP) program for the purpose of receiving additional help in acquisition of the English language. The LEP program is developed through funding from Idaho and from the Federal Government to help students improve their English language skills.

LEP services are designed to promote extra help for the student while in the classroom and/or in small group instruction outside the regular classroom. The goal of the project is to assist students in the development of their basic skills so they can become successful learners. The program of service that the _____ school district has decided to provide to your child is _____ (name of program and curriculum) and will be provided _____ (x number of days per week, x numbers of hours per day, etc).

It is important that you contact us at _____ if you do not wish your child to participate in the specific district programs of _____ which is funded with federal funds. By waiving this federally funded program, you are removing your child from a specific program to help them acquire the English skills necessary to access the content areas. However, your child will still be designated as an English language learner and the district is still required by law to serve your child's needs in a language development program, as well as annually assess them in their English language development.

[note to districts: those districts that receive only state LEP funding should not put this last paragraph into the letter to parents. The parents do not have a right to waive LEP program placement or services provided by the state].

Please do not hesitate to contact us if you have any questions.

Sincerely,

Attachment C

Chief Tahgee Elementary Academy
Exiting Criteria and Form
for Limited English Proficient (LEP) Students
Idaho Law: IDAPA 08.02.03 - 111.04.c

The criteria below are state guidance for exiting a student from the LEP Program. The criteria suggest documentation of two different measures to determine whether a student is ready to exit the LEP Program. This document should be placed in the student's file. Please note the following:

- "English Proficiency" = A student testing at the Early Fluent or above (EF+) within **each** sub test on the IELA.
- However, the IELA score of "proficient" should not be the only criteria used in order to exit a student from an LEP program (please see criteria below).
- An exited student must be monitored for 2 years (and coded as LEPX). Please keep track of whether the student is in their 1st year of monitoring or in their 2nd year. After 2 years, any LEP designation for those students must be removed.

Student Name: _____
Student ID: _____
Exit Date: _____
Total Years in an LEP Program prior to exiting: _____

1. Criteria for Exiting the LEP program:

- ☐ The student tests at the **Early Fluent** level or above (EF+) within all domains assessed on the Idaho English Language Assessment (IELA);

AND one of the following:

- ☐ Receive an IRI score of at least a 3, or an ISAT score that meets the "Basic" level;

OR

- ☐ Demonstrate access to mainstream content curriculum in one of the following ways:
- ☐ Elementary: Consistent proficient scores on grade level benchmark unit assessments; or
 - ☐ Secondary: Core content area GPA (non-modified) of 2.0; or
 - ☐ Qualified teacher observations that are based on language proficiency benchmarks and criteria, with supporting portfolio of student classroom work.

2. Other criteria or rationale used to exit the student:

(If a district determines through multiple measures that a student is ready to be exited --or not ready to be exited -- outside of the guidelines stated above, the district must document the rationale here.)

Signature of LEP Coordinator: _____

Signature of school principal: _____

Date: _____

Attachment D

**Chief Tahgee Elementary Academy
School Improvement Planning Checklist**

Name/Position _____ Date _____

Addressing the needs of LEP students is a challenge. Because LEP students are held accountable for language acquisition **and** knowledge of academic content area, how do we help students meet the language and academic requirements at the same time? As CTEA begins to assess its programming for LEP students, it is important to remember 3 main points:

- It takes the whole school, including administrators, to address the LEP students. *LEP students are within the school and school system, not just in a "program".*
- It takes teachers willing and able to give differentiated instruction to meet the needs of LEP students. *LEP students are required to have content area instruction and are in regular classrooms in most districts.*
- All students will succeed if kept to high expectations. *LEP students are not necessarily limited in education.*

Please use the following questions to evaluate your programs and services for LEP students. It is essential to keep accurate and up-to-date data for each LEP student. LEP student growth should be measured through language proficiency testing, as well as academic content testing and classroom grades.

Initial Questions to consider to assist LEP students succeed	Yes	No
IDENTIFICATION and ASSESSMENT		
Is the school administration aware of the legal requirements pertaining to identifying and placing LEP students? Does every student have a Home Language Survey (HLS) on file?		
Are all LEP students being assessed using the ELL Placement Test and the IELA: (1) ELL Placement Test/Placement for new students and (2) IELA/spring to determine growth?		
Is the school administration aware of the requirement to address the individual needs of each LEP student?		
Do LEP students have an Educational Learning Plan (ELP), inclusive of language goals and benchmarks, if they are given accommodations or adaptations within the classroom and subsequently on assessments?		
Is the school using ISAT and language proficiency assessment data to guide instruction for individual students?		
PROGRAMMING and EDUCATIONAL APPROACHES		

Is the program addressing the needs of LEP students within each content area (i.e. Math, Science, as well as language acquisition)?		
Is the entire faculty and administration aware of the LEP students and their needs within the school?		
Are all teachers utilizing the English Language Proficiency (ELP) Standards as a tool and entry point in teaching LEP students?		
Are the LEP students placed in pull-out ESL classrooms? If so, are they learning content area vocabulary and skills?		
If LEP students are taught within the classroom, are they receiving additional assistance with language instruction? Are LEP students being <i>served</i> within the regular classroom?		
Are LEP students learning content knowledge and skills, as well as making progress in learning the English language?		
Is the curriculum for LEP students challenging and academic based?		
Does the district have a content-based LEP Plan in place? How will the LEP students learn through their content classes?		
Is your school/district providing before/after or summer school programs for LEP students?		
Do the district and school make it a priority to allocate district funding to serve LEP students?		
STAFFING and PROFESSIONAL DEVELOPMENT		
Do regular classroom teachers have the resources, skills and knowledge to address the needs of LEP students in their classroom?		
Are content teachers trained in specific methodologies to target LEP students?		
If ESL teachers are teaching content area, do they have certification in the specific content area, as well as their ESL certification?		
Are middle and high school LEP students receiving specific attention in each class?		
Is there an accountability plan in place for all teachers to take ownership of the LEP students in their classroom and serve them with good instructional practices?		
Is the administration of the school encouraging of all teachers to implement good teaching practices to help LEP students?		
Does the school have mainly paraprofessionals serving the LEP students?		
Is the main service for LEP students just translating if possible? Is there academic learning in the translation?		
PARENTAL INVOLVEMENT		
Are parents of LEP students given notifications in their home language?		
Are parents of LEP students included in decisions within the school?		

Are parents informed and given education regarding the school system and helping their children at home?		
PROGRAM EVALUATION and REVIEW		
Is the school keeping complete data for each student in order to calculate growth in language proficiency from year to year?		
Is the school evaluating the programs and services annually?		
Who is responsible for monitoring services, determining if they are effective and making changes, if necessary?		

Appendix J – Teacher Evaluation Process

**PHILOSOPHY AND PURPOSE OF CHIEF TAHGEE ELEMENTARY
ACADEMY'S EVALUATION PROCESS**

Chief Tahgee Elementary Academy believes that its students deserve the highest quality of instruction. To ensure quality instruction for every student, performance appraisal of all certified personnel is essential and is one of the CTEA's primary responsibilities to students, patrons, and staff.

Purpose of Evaluation Process

The purpose of the CTEA professional educator evaluation process is to provide quality instruction that aligns with district goals and objectives. In addition, this process is designed to promote professional learning that allows educators to continually grow and learn new techniques to improve their instructional practices and methods.

► **Effective professional appraisal:**

- ✓ Reflects research-based standards
- ✓ Is systematic and continuous
- ✓ Embodies standards of excellence
- ✓ Is cooperatively developed between evaluator and evaluatee
- ✓ Is continually reviewed and refined to reflect the needs of the organization.

► **Professional growth results from:**

- ✓ Maximizing strengths and working on areas for growth
- ✓ Setting realistic goals
- ✓ Providing resources
- ✓ Defining responsibilities
- ✓ Establishing strategies for continuous improvement
- ✓ Fostering self reflection
- ✓ Monitoring performance

A Framework for Teaching by Charlotte Danielson

The "Framework for Teaching" was selected as the basis for CTEA appraisal system because it is researched-based and provides a clearly defined framework to help teachers improve their instruction. More specifically, the framework:

1. Enhances professional practice by seeking to identify principles of effective practice and classroom organization. Such principles **maximize student learning and promote student engagement.**
2. **Provides a common vocabulary** for discussions regarding professional excellence in teaching.
3. **Provides clear expectations,** via the rubrics, about what constitutes good teaching and serves as a guide for teachers striving to attain mastery teaching status.
4. **Research-based.** The Educational Testing Service (ETS) conducted research, led by Charlotte Danielson, which produced the development of Praxis III: Classroom Performance Assessments for Licensing Beginning Teachers.

The development process incorporated extensive literature reviews, expert panels, job analyses, and pilot and field-testing. More recently, ASCD's book *Enhancing Professional Practice: A Framework For Teaching* (Danielson, 1996) was based on the Praxis III research and linked to the principles of exemplary practice described by the Interstate New Teacher Assessment and Support Consortium (INTASC). The book expands the teaching skills identified in Praxis III to include the work of experienced teachers, and the book reflects the vision of teaching and learning embedded in the work of the National Board for Professional Teaching Standards (NBPTS). This framework, building on the earlier work of others, is the latest effort along these lines; and many school districts have used it as an organizing structure in defining effective teaching and establishing criteria for their evaluation systems. (Danielson & Mc Greal, 2000)

5. The Framework for Teaching, with its 4 domains and 22 specific components, is designed to:
 - Provide every teacher, via the rubrics, valuable feedback to guide their planning for effective instruction.
 - Provide evaluators, via Domains 2 and 3, clear guidelines to assess the components of effective teaching that are directly observable in the classroom setting.
 - Provide teachers and evaluators, via Domains 1 and 4, a vehicle for meaningful discussion on teaching skills not directly observable in the classroom.

Professional Competency Domains

DOMAIN 1: Planning and Preparation (how a teacher designs instruction)

- 1a. Demonstrating Knowledge of Content and Pedagogy
- 1b. Demonstrating Knowledge of Students
- 1c. Selecting Instructional Goals
- 1d. Demonstrating Knowledge of Resources
- 1e. Designing Coherent Instruction
- 1f. Assessing Student Learning

DOMAIN 2: The Classroom Environment (the interactions that occur in the classroom)

- 2a. Creating an Environment of Respect and Rapport
- 2b. Establishing a Culture for Learning
- 2c. Managing Classroom Procedures
- 2d. Managing Student Behavior
- 2e. Organizing Physical Space

DOMAIN 3: Instruction (the heart of teaching---the actual engagement of students in content)

- 3a. Communicating Clearly and Accurately
- 3b. Using Questioning and Discussion Techniques
- 3c. Engaging Students in Learning
- 3d. Providing Feedback to Students
- 3e. Demonstrating Flexibility and Responsiveness

DOMAIN 4: Professional Responsibilities (the roles outside of those in the classroom)

- 4a. Reflecting on Teaching
- 4b. Maintaining Accurate Records
- 4c. Communicating with Families

- 4d. Contributing to the School and District
- 4e. Growing and Developing Professionally
- 4f. Showing Professionalism

Rubrics exist for each component within the four domains, with ratings as follows:

- **Exemplary**
Evidence of high levels of knowledge, implementation and integration of performance standards along with evidence of leadership initiative and willingness to model and/or serve as a mentor for colleagues.
- **Proficient**
Evidence of increased knowledge, implementation and integration of performance standards.
Evidence of a clear proficiency and skill in the performance area.
- **Basic**
Evidence of basic knowledge and implementation of performance standards. Integration of performance standards is not evident. Teacher is making progress towards proficiency.
- **Unsatisfactory**
Little or no knowledge and minimal implementation of performance standards.
Does not meet minimal performance standards and needs substantial improvement.

Domains and rubrics extracted from: Charlotte Danielson, Enhancing Professional Practice-A Framework for Teaching

OVERVIEW OF THE TEACHER EVALUATION PROCESS

Evaluation Procedures:

- Awareness and training will be provided about evaluation process and timeline by the administrator within 30 days after the school year begins.
- **First 2 years of employment:** A comprehensive evaluation will be completed twice during the school year. This evaluation will be completed within the first 60 days of each semester.
- **3rd and 4th years of employment:** A comprehensive evaluation will be completed at least once during the school year but no later than Feb. 15th.
- **After 4th year of employment:** A comprehensive evaluation will be completed at least once every three years but not later than Feb. 15th of the school year in which the educator is being evaluated. All teachers will receive a minimum of one unscheduled observation each year.
- **Professional Development Action Plan (PDAP) :** Any educator not being formally evaluated through the comprehensive evaluation plan will complete a Professional Development Action Plan (PDAP). This completed plan will be due by May 1st. PDAP goals must be mutually agreed upon by both teacher and administrator within the first 60 days of the beginning of the school year.

PLAN OF ASSISTANCE:

- In the case of a teacher who is "Unsatisfactory", a Notification of Unsatisfactory Performance will be given to the teacher in writing which will include areas requiring improvement.
- Teacher and administrator will develop a Plan for Intensive Assistance. This plan will include a plan of action recommended for corrective action and list evidence of sufficient improvement.
- After the plan of assistance is completed a recommendation by the administrator will be noted on the form.

COMPREHENSIVE EVALUATION PLAN:

- Based upon Danielson's Framework for Teaching
- Rubric-Based Evaluation System
- Based on Collection of Evidence around 4 Domains

Step 1: AWARENESS

- Within 30 days of the beginning of the school year
- Small group or faculty meeting
- Description of the process and identification of educators to be evaluated.
- Forms and documents will be shared and discussed.

Step 2: Pre-Observation/Planning Conference

- CTEA Pre-Observation/planning form to be completed by teacher prior to meeting.
- Discussion of lesson to be observed and planning form.
- Face-to face meeting with first-year teachers. All other educators may share this information in written form.

Step 3: Classroom Observations

- Two formal observations required.
- One observation will be scheduled and one will be unscheduled.
- Formal observation is defined as viewing one complete classroom lesson.
- Evaluator will use CTEA Classroom Observation form to collect evidence.
- Teacher will receive written feedback within 48 hours.

Step 4: Post-Observation/Artifact Conference

- Face-to-face meeting to discuss scheduled classroom observation.
- Feedback Form (Domain Rubric) to be shared with teacher.
- Teacher will share a minimum of 4 artifacts as evidence for Domains 1 and/or 4.
- Teacher Reflection Sheet will be one of the required artifacts.

Step 5: Final Summative Conference

- Final conference to review comprehensive evaluation.
- CTEA Evaluation Summary Sheet will be completed by the Director and shared with educator.
- Feedback Form (Domain Rubric) to be shared with teacher.
- Discussion about strengths and areas for growth.

Teacher Pre-Observation/Planning Form

Educator: _____ Building _____

Date of Pre-conference: _____ Date of Observation _____

Grade Level/Curriculum Area Observed: _____

Standard or Objective of the Lesson Taught : _____

**NOTE: In lieu of narrative for #2, 3, 4, and 6, you may refer to your lesson plan, if attached.*

1. Briefly describe the students in this class, including those with special needs. *(Component 1b)*

2. *How was prior knowledge assessed? *(Component 1c)*

3. *What instructional strategies do you plan to use to engage students in the content? *(Component 1e)*

4. *What instructional materials or other resources will you use? (Attach sample materials you will be using in the lesson.) *(Component 1d)*

5. What difficulties with the lesson do you anticipate the students might have? *(Component 1a)*

6. *How do you plan to assess student achievement of the goals? (Attach any tests or performance tasks, with rubrics or scoring guides.) *(Component 1f)*

7. How will you use the results of the assessment? *(Component 1f)*

8. Please list any other information you feel pertinent.

Classroom Observation Form

Teacher _____ Subject _____ Date _____

Observer _____ Class Period/Grade _____ Time In _____ Time Out _____

2a: Respect and Rapport *Teacher Interaction with students *Student Interaction	3a: Communicating Clearly and Accurately *Directions and procedures *Oral and written language
2b: Establishing a Culture for Learning *Importance of content *Student pride in work *Expectations for learning and achievement	3b: Using Questioning and Discussion Techniques *Quality of questions *Discussion techniques *Student participation
2c: Managing Classroom Procedures *Instructional groups *Transitions *Materials & supplies *Non-instructional duties *Volunteers and paraprofessionals	3c: Engaging Students in Learning *Representation of content *Activities and assignments *Groups of students *Instructional materials and resources *Structure and pacing
2d: Managing Student Behavior *Expectations *Monitoring of student behavior *Response to student behavior	3d: Providing Feedback to Students *Quality: accurate, substantive, constructive and specific *Timeliness
2e: Organizing Physical Space *Safety and arrangement of furniture *Accessibility to learning and use of physical resources	3e: Demonstrating Flexibility and Responsiveness *Lesson adjustment *Response to students *Persistence

Teacher Reflection Sheet

Please comment on the different aspects of your instructional delivery of this particular lesson. To what extent were they effective? What would you do differently to improve the lesson?

(Teacher Artifact for Component 4a only)

	Were the following aspects of your instructional delivery effective? Why or why not?	What would you do differently to improve the lesson?
Instructional Strategies		
Student Grouping(s)		
Student Activities		
Materials, Resources, and Technology		

Professional Development Action Plan

Staff development that improves the learning of all students deepens educators' content knowledge and learning strategies. It provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.

State the Individual Development Plan Goal that you desire to emphasize this year: (i.e. District, Building, Individual, or Service to the Profession Goal).

Target Goal: State the desired learning outcome or impact for students you hope to achieve by learning and implementing new content knowledge or learning strategies from the above IDP Goal. This target goal is specific to your IDP goal and should not focus on what the educator will do but rather on the anticipated or desired outcome of student learning.

Plan of Action: Indicate what steps you will take to attain your target goal. List any college classes or workshops that you have attended or any research or topic information relevant that provided you with new content knowledge or learning strategies that you would like to use in the classroom. List some different ways you plan to incorporate these into your classroom. Do you need to collaborate with others to accomplish this? If so whom? Maintain a Log Sheet for evidence.

Evidence of Accomplishment: How will you measure success and know if you have impacted the students with this new knowledge. Define the criteria you will use in determining how well your Target Goal has been achieved.

Service to the Profession: What committees do you serve on in your school or district? Make a list. How often do they meet?

This portion to be completed before final check-out at the end of the year

1 Target Goal Completed
1 Target Goal In Progress

Applicant

Date

April 5, 2012

**Chief Tahgee Elementary Academy
Notification of Unsatisfactory Performance**

Teacher: _____
Evaluator: _____
Evaluation Period: _____

The Director of School Programs is charged with the responsibility for making the initial recommendation concerning your future employment status with Chief Tahgee Elementary Academy. This form constitutes official notice from the Director that your performance in the area(s) indicated has been determined to be unsatisfactory.

AREAS REQUIRING IMPROVEMENT:

- 1.
- 2.
- 3.

THIS NOTIFICATION HAS BEEN DISCUSSED WITH THIS CERTIFIED EMPLOYEE. THE EMPLOYEE ACKNOWLEDGES THE RECEIPT OF THIS FORM. A PLAN OF ASSISTANCE WILL BE DEVELOPED WITH THE TEACHER EXPECTED TO BE INVOLVED IN THE DEVELOPMENT OF THE PLAN.

Date/Time of the Action Plan Development Meeting: _____ Date: _____ Time: _____

Chief Tahgee Elementary Academy's Plan of Assistance for the above teacher is to be developed jointly between the teacher and the Director. The teacher will bring ideas to the Action Plan Development Meeting for the area(s) of Unsatisfactory Performance. The ideas must include, but are not limited to the following:

1) Proposed corrective actions which will improve the teacher's performance; 2) Actions which reflect evidence of sufficient improvement in the unsatisfactory area(s).

Teacher's Signature/Date

Evaluator's Signature/Date

The signature on this form does not necessarily indicate agreement. As soon as this document has been developed a copy will be given to the employee and Director.

April 5, 2012

Chief Tahgee Elementary Academy Plan of Intensive Assistance

Staff Member: _____ School: _____

Assignment: _____ Date: _____

Evaluator: _____

Unsatisfactory areas(s) requiring improvement:

Plan of action and resources recommended for corrective action:

Evidence of sufficient improvement will include:

Target date for completion of assistance plan: _____

Evaluator should complete this section after assistance plan has been completed

Summary of progress of assistance plan:

Recommendations

- () 1. Return to regular evaluation cycle.
- () 2. Continue Intensive Assistance for a specific agreed upon time.
- () 3. Initiate non-renewal procedures (non-tenured).
- () 4. Initiate termination procedures (tenured).

Signature of Teacher* _____ Date _____

Signature of Director _____ Date _____

Signature indicates that a copy of this form was received and reviewed with the teacher. This does not necessarily indicate agreement.

[illegible]

DOMAIN 3: INSTRUCTION					
	Unsatisfactory	In Progress	Proficient	Exemplary	
Communicating Clearly and Accurately					
Using Questioning and Discussion Techniques					
Engaging Students in Learning					
Communicating Clearly and Accurately					
Demonstrating Flexibility and Responsiveness					
Comments:					
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES					
	Unsatisfactory	In Progress	Proficient	Exemplary	
Reflecting on Teaching					
Maintaining Accurate Records					
Communicating with Families					
Contributing to the School and District					
Growing and Developing Professionally					
Showing Professionalism					
Comments:					

Dates of Observations
Additional Comments by the Evaluator (if any):

Observation #1 _____ Observation #2 _____

Comments by the Teacher (if any):

An evaluation conference has been held. The teacher's signature may not necessarily imply agreement with the evaluation content.

Teacher Signature

Date

Evaluator Signature

Date

April 5, 2012

Chief Tahgee Elementary Academy

EIN 45-3150830

Page **208** of **416**

Chief Tahgee Elementary Academy
School Counselor Observation Report

Counselor Observation Report

Domain I—The Counseling Environment

- A. Creating an Environment of Respect and Rapport
- B. Establishing a Culture for Learning
- C. Making Appropriate Referrals
- D. Organizing and Utilizing Space & Resources

Domain II—Guidance and Counseling

- E. Communicating Clearly and Accurately
- F. Using Counseling Techniques
- G. Adhering to Standards of Practice
- h. Demonstrating Knowledge of Diversity Issues
- I. Facilitating Behavior Change

Domain III—Planning & Preparation

- J. Demonstrating Knowledge of District Curriculum
- K. Demonstrating Knowledge of Students
- L. Promoting Educational Planning
- M. Assisting With Transitions

Domain IV—Professional Responsibilities Report

- 1. Relationships with Colleagues & Involvement in Professional Growth
- 2. Maintaining Accurate Record
- 3. Communicating with Families

Counselor _____
 Evaluator _____
 Date _____ Period/Time of Day _____

I. The Counseling Environment
 Place an "X" in the appropriate category within each element.

A. Creating an Environment of Respect & Rapport			
Unsatisfactory Counselor interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the student. Counselor seldom advocates for student respect and interaction.	Needs Improvement Counselor interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the student. Counselor seldom advocates for student respect and interaction.	Proficient Counselor-student interactions are generally friendly and demonstrate warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Counselor frequently advocates for student respect and interaction.	Exceeds Expectations Counselor demonstrates genuine caring and respect for individual students. Counselor consistently advocates for student respect and interaction.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. Establishing A Culture for Learning			
Unsatisfactory Counselor conveys a negative attitude toward the content or suggests content is not important. Instructional goals and activities are poorly planned and convey inconsistent expectations for achievement.	Needs Improvement Counselor usually communicates the importance of work. Instructional goals and activities are planned and convey modest expectations for achievement.	Proficient Counselor clearly communicates importance of the work. Instructional goals and activities convey high expectations of attainment.	Exceeds Expectations Counselor communicates the importance of the work through a dynamic environment and maintains high expectations for the learning of all students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C. Making Appropriate Referrals			
Unsatisfactory Counselor fails to make referrals when appropriate. Unaware of school, district or community resources available to students and parents.	Needs Improvement Counselor makes appropriate referrals inconsistently. Displays limited knowledge of school, district or community resources available to students and parents.	Proficient Counselor referrals reflect sound judgment and knowledge of resources. Maintains and uses an up-to-date listing of community referral services. Shows others how to gain access to resources.	Exceeds Expectations Counselor referrals reflect sound judgment and knowledge of resources. Maintains and uses an up-to-date listing of community referral services. Shows others how to gain access to resources.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D. Organizing & Utilizes Space & Resources			
Unsatisfactory Counselor creates an environment that is unsafe and/or not appropriate for the guidance / counseling activities.	Needs Improvement Counselor creates an environment that is safe and is usually appropriate for the guidance / counseling activities.	Proficient Counselor creates an environment that is safe and comfortable and is appropriate for the guidance / counseling activities.	Exceeds Expectations Counselor creates an environment that is safe and comfortable and is arranged as an effective resource to enhance the guidance / counseling activities.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

Counselor _____
Counselor Observation Report Date _____

II. Guidance and Counseling

Place an "X" in the appropriate category within each element.

E. Communicating Clearly & Accurately			
Unsatisfactory Counselor's oral and/or written communication contains errors or is unclear or inappropriate.	Needs Improvement Counselor's oral and/or written communication may contain errors and may require further explanations to avoid confusion.	Proficient Counselor communicates clearly and accurately both orally and in writing.	Exceeds Expectations Counselor's oral and/or written communication is clear, expressive, and empathic. It anticipates and addresses the possible reaction of its audience.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F. Using Counseling Techniques			
Unsatisfactory Counselor displays little knowledge of counseling theories, techniques, and practices.	Needs Improvement Counselor displays basic knowledge but does not make connections between theories, techniques, and practices.	Proficient Counselor's work reflects understanding of counseling theories, techniques, and practices.	Exceeds Expectations Counselor demonstrates extensive knowledge of counseling theories, techniques, and practices with evidence of continuing pursuit of such knowledge.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

G. Adhering to Standards of Practice			
Unsatisfactory Counselor is unaware of guidelines and violates confidentiality and ethical standards.	Needs Improvement Counselor follows guidelines and/or confidentiality and ethical standards inconsistently.	Proficient Counselor communicates guidelines and confidentiality and ethical standards to students, families, and staff and follows them consistently.	Exceeds Expectations Counselor serves as a resource for colleagues in matters regarding confidentiality and maintains a high level of current knowledge of standards and best practice.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

H. Demonstrating Knowledge of Diversity Issues			
Unsatisfactory Counselor displays little knowledge of diversity issues and does not indicate that such knowledge is valuable.	Needs Improvement Counselor recognizes the value of diversity issues but displays this knowledge inconsistently.	Proficient Counselor is consistently sensitive to issues of diversity.	Exceeds Expectations Counselor raises an awareness of diversity issues in a variety of settings.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I. Facilitating Behavior Change			
Unsatisfactory Counselor lacks knowledge and skill in group dynamics and does not facilitate cooperation and personal growth.	Needs Improvement Counselor inconsistently applies knowledge of group dynamics and student exhibit minimal respect for counselor and group members.	Proficient Counselor and group member interactions are friendly and respectful. Counselor's knowledge of group dynamics is evident in the skill development and behavior change in the group.	Exceeds Expectations Counselor's efforts result in-group members exhibiting desired behavior change and/or self-understanding and they are able to transfer this to other settings.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

Counselor Observation Report Counselor _____
Date _____

III. Planning & Preparation

Place an "X" in the appropriate category within each element.

J. Demonstrating Knowledge of Curriculum and District Programming			
Unsatisfactory Counselor displays minimal understanding and application of the curriculum and district programs.	Needs Improvement Counselor displays basic understanding of curriculum and district programs, but does not apply them to individual student needs.	Proficient Counselor demonstrates solid understanding of curriculum and district programs and is able to employ these to meet individual student needs.	Exceeds Expectations Counselor's knowledge of curriculum and district programs is extensive, showing evidence of a continuing search for improved practice. Counselor actively builds on present knowledge to promote maximum opportunities for the student.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

K. Demonstrating Knowledge of Students			
Unsatisfactory Counselor makes little or no attempt to acquire knowledge of students' backgrounds, skills or interests and does not use such information in communicating with or about the student.	Needs Improvement Counselor demonstrates partial knowledge of students' backgrounds, skills and interests and attempts to use this knowledge in communicating with or about the student.	Proficient Counselor demonstrates knowledge of students' backgrounds, skills and interests and uses this knowledge effectively to communicate with or about the student.	Exceeds Expectations Counselor demonstrates thorough knowledge of students' backgrounds, skills, and interests, using this knowledge to proactively communicate with or about the student.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

L. Promoting Educational Planning			
Unsatisfactory Counselor provides minimal information to parents and students and/or fails to respond sensitively to their needs.	Needs Improvement Counselor makes modest and inconsistent attempts to engage parents and students in making appropriate educational plans and life decisions.	Proficient Counselor's efforts to engage parents and students in making appropriate educational plans and life decisions are frequent and successful.	Exceeds Expectations Counselor responds frequently and successfully and with great sensitivity to parent and student concerns regarding education plans and life decisions.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

M. Assisting with Transitions			
Unsatisfactory Counselor is ineffective in setting up and executing transition tasks.	Needs Improvement Counselor completes some transition tasks.	Proficient Counselor establishes a well-organized, publicized, and executed transition program.	Exceeds Expectations Counselor annually reflects upon and plans ways to constructively improve the transition process.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

April 5, 2012

Professional Responsibilities Report Counselor _____
Date _____

Place an "X" in the appropriate category within each element.

1. Professional Relationships & Professional Growth		
Unsatisfactory Relationships with colleagues are negative / self-serving. Not involved in professional growth and/or collaboration. <input type="checkbox"/>	Needs Improvement Little interest in developing relationships with colleagues. Involvement in professional growth and collaboration occurs minimally and when requested. <input type="checkbox"/>	Satisfactory Relationships with colleagues are positive and supportive. Counselor is actively engaged in professional growth and collaboration. <input type="checkbox"/>

Comments: _____

2. Professional Records Management		
Unsatisfactory Counselor records, reports and documentation are missing, late or contain errors and result in confusion. Counselor maintains no system for record-keeping <input type="checkbox"/>	Needs Improvement Record keeping is sometimes inaccurate. Requires repeated reminders to meet deadlines. Counselor's system for maintaining information is partially effective. <input type="checkbox"/>	Proficient Counselor maintains and submits records, reports, and documentation in a timely and efficient manner, which conforms to law, and school and district procedures. Counselor's system for maintaining information is complete. <input type="checkbox"/>

Comments: _____

3. Professional Communication with Families		
Unsatisfactory Provides little or no information to families and makes no attempt to engage them. Counselor is not available to families reasonable times. <input type="checkbox"/>	Needs Improvement Communication is inconsistent and often lacks substance or is inaccurate. Counselor makes minimal effort to be available at reasonable times. <input type="checkbox"/>	Satisfactory Counselor both initiates and responds through timely communication with families and is available at reasonable times. Concerns are addressed effectively. <input type="checkbox"/>

Comments: _____

Counselor Evaluation Summary (Page 1 of 2)

(Kept in Permanent District Personnel File)

Plan I [KEY: U = Unsatisfactory, NI = Needs Improvement, P = Proficient]

I. The Counseling Environment			
A. Creating an Environment of Respect & Rapport	<input type="checkbox"/> U	<input type="checkbox"/> NI	<input type="checkbox"/> P
B. Establishing a Culture for Learning	<input type="checkbox"/> U	<input type="checkbox"/> NI	<input type="checkbox"/> P
C. Making Appropriate Referrals	<input type="checkbox"/> U	<input type="checkbox"/> NI	<input type="checkbox"/> P
D. Organizing & Utilizes Space & Resources	<input type="checkbox"/> U	<input type="checkbox"/> NI	<input type="checkbox"/> P
Comments: _____			

II. Guidance and Counseling			
E. Communicating Clearly & Accurately	<input type="checkbox"/> U	<input type="checkbox"/> NI	<input type="checkbox"/> P
F. Using Counseling Techniques	<input type="checkbox"/> U	<input type="checkbox"/> NI	<input type="checkbox"/> P
G. Adhering to Standards of Practice	<input type="checkbox"/> U	<input type="checkbox"/> NI	<input type="checkbox"/> P
H. Demonstrating Knowledge of Diversity Issues	<input type="checkbox"/> U	<input type="checkbox"/> NI	<input type="checkbox"/> P
I. Facilitating Behavior Change	<input type="checkbox"/> U	<input type="checkbox"/> NI	<input type="checkbox"/> P
Comments: _____			

III. Planning & Preparation			
J. Demonstrating Knowledge of District Curriculum	<input type="checkbox"/> U	<input type="checkbox"/> NI	<input type="checkbox"/> P
K. Demonstrating Knowledge of Students	<input type="checkbox"/> U	<input type="checkbox"/> NI	<input type="checkbox"/> P
L. Promoting Educational Planning	<input type="checkbox"/> U	<input type="checkbox"/> NI	<input type="checkbox"/> P
M. Assisting with Transitions	<input type="checkbox"/> U	<input type="checkbox"/> NI	<input type="checkbox"/> P
Comments: _____			

Professional Responsibilities Report:			
1. Professional Relationships & Prof. Growth	<input type="checkbox"/> U	<input type="checkbox"/> NI	<input type="checkbox"/> Satisfactory
2. Professional Records Management	<input type="checkbox"/> U	<input type="checkbox"/> NI	<input type="checkbox"/> Satisfactory
3. Professional Communication with Families	<input type="checkbox"/> U	<input type="checkbox"/> NI	<input type="checkbox"/> Satisfactory
Comments: _____			

Counselor's Signature

Evaluator's Signature

Date

Date

Signing of this form does not indicate agreement or disagreement with the information included in this Evaluation Summary Report. A signature does indicate that both parties have read and discussed this evaluation.

(The employee may file a rebuttal statement to this evaluation.)

_____(Initials) I choose to attach the observation rubrics to the summative evaluation.

Counselor Evaluation Summary (Page 2 of 2)

The following section to be completed at least once annually for each certificated employee:

Evaluator's Recommendations:	
Continued Employment <input type="checkbox"/>	Probation Plan (attached) <input type="checkbox"/>
Improvement Plan (attached) <input type="checkbox"/>	Non-renewal / Non-employment <input type="checkbox"/>

Counselor's Signature

Evaluator's Signature

Date

Date

Chief Tahgee Elementary Academy
Library/Media Center Specialist
Observation Report

Library / Media Center Specialist Observation Report

Domain I—The Media Center Environment

- A. Creating an Environment of Respect and Rapport
- B. Establishing a Culture for Learning
- C. Managing Library/Media Center Procedures
- D. Managing Student Behavior
- E. Organizing & Utilizing Space & Resources

Domain II—Instruction

- F. Communicating Clearly and Accurately
- G. Using Questioning & Discussion Techniques
- H. Demonstrating Knowledge of Diversity Issues
- I. Demonstrating Flexibility and Responsiveness

Domain III—Planning & Preparation

- J. Demonstrating Knowledge of Library Skills, Content and Related Pedagogy
- K. Demonstrating Responsibility for Budget
- L. Demonstrating Knowledge of Library / Media Center Systems
- M. Assisting with School/Library/Media Center Connections

Domain IV—Professional Responsibilities Report

- 1. Professional Relationships & Professional Growth
- 2. Professional Records Management
- 3. Professional Communication with Families

Media Specialist Observation Report
Media Specialist _____
Date _____

II. Instruction

Place an "X" in the appropriate category within each element.

E. Communicating Clearly & Accurately			
Unsatisfactory Media Specialist's oral and/or written communication contains errors or is unclear or inappropriate. Directions and Procedures are confusing to students.	Needs Improvement Media Specialist's oral and/or written communication may contain errors. Directions and procedures occasionally require further explanations and clarification to avoid confusion.	Proficient Media Specialist communicates clearly and accurately both orally and in writing. Directions and procedures are clear to students and contain appropriate level of detail.	Exceeds Expectations Media Specialist's oral and/or written communication is clear, expressive, and empathic. Possible student misunderstanding of directions or procedures are anticipated and avoided.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F. Using Questioning & Discussion Techniques			
Unsatisfactory Media Specialist's questions are virtually all of poor quality. Interactions between Media Specialist and students are predominantly recitation style or virtually nonexistent.	Needs Improvement Media Specialist's questions are a combination of low and high quality. Only some questions invite a response. Discussion may be somewhat disorganized.	Proficient Media Specialist demonstrates knowledge of students' backgrounds, skills and interests and uses this knowledge effectively to assist the student.	Exceeds Expectations Media Specialist's questions are of uniformly high quality with adequate time for student response. Students formulate questions and assume some responsibility for the success of the discussion.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

G. Demonstrating Knowledge of Students			
Unsatisfactory Media Specialist makes little or no attempt to acquire knowledge of students' backgrounds, skills or interests and does not use such information in assisting the student.	Needs Improvement Media Specialist demonstrates partial knowledge of students' backgrounds, skills and interests and attempts to use this knowledge in assisting student.	Proficient Media Specialist demonstrates knowledge of students' backgrounds, skills and interests and uses this knowledge effectively to assist the student.	Exceeds Expectations Media Specialist demonstrates thorough knowledge of students' backgrounds, skills, and interests, using this knowledge to proactively assist the student.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

H. Demonstrating Flexibility & Responsiveness			
Unsatisfactory Media Specialist adheres rigidly to lesson, plan or schedule, even when a change will clearly benefit the students.	Needs Improvement Media Specialist attempts to adjust a lesson, plan or schedule with mixed results.	Proficient Media Specialist makes necessary adjustments to a lesson, plan or schedule and the adjustment occurs smoothly.	Exceeds Expectations Media Specialist successfully makes a major adjustment to a lesson, plan or schedule when necessary.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

Media Specialist Observation Report Media Specialist _____
Date _____

III. Planning & Preparation

Place an "X" in the appropriate category within each element.

J. Demonstrating Knowledge of Library Skills Content and Related Pedagogy			
Unsatisfactory Media Specialist displays minimal understanding and application of the district's curriculum, makes content errors and displays little understanding of pedagogical practices.	Needs Improvement Media Specialist displays basic understanding of district curriculum, but does not apply them to student needs, displays some knowledge of content and pedagogical practices but does not anticipate student misconceptions.	Proficient Media Specialist demonstrates solid understanding of district curriculum and is able to employ these to meet student needs, displays solid knowledge of content and pedagogical practices and anticipates student misconceptions.	Exceeds Expectations Media Specialist's knowledge of district curriculum is extensive, showing evidence of a continuing search for improved practice, displays extensive knowledge of content and current pedagogical practices and actively plans to avoid or dispel student misconceptions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

K. Demonstrating Responsibility for Budget			
Unsatisfactory Media Specialist does not keep accurate or comprehensive records; does not plan ahead to use budget wisely.	Needs Improvement Media Specialist administers the budget with limited knowledge of budget keeping practices.	Proficient Media Specialist administers the budget with awareness of good record keeping practices and plans ahead to allocate funding where it is needed. Media Specialist keeps clear and accurate records of money spent and collected.	Exceeds Expectations Media Specialist plans and develops a budget in order to spend funds where necessary, including material needs and technology requirements. Media Specialist provides documentation to support library enhancement.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

L. Demonstrating Knowledge of Library/Media Center Systems			
Unsatisfactory Media Specialist demonstrates little knowledge of cataloging standards and practices, and is unfamiliar with the software-technology. Materials are processed inefficiently.	Needs Improvement Media Specialist demonstrates limited knowledge of cataloging standards and practices, and has limited knowledge of software-technology. Materials are not processed in a timely manner.	Proficient Media Specialist has a working knowledge of cataloging standards and practices, and is knowledgeable about the software-technology. Materials are processed in a way that creates ease in record keeping and material management.	Exceeds Expectations Media Specialist has a mastery of cataloging standards and practices, and has a wide knowledge of the software-technology. Materials are efficiently cataloged and processed to maximize searchability.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

M. Assisting with School / Library / Media Center Connections			
Unsatisfactory Media Specialist makes minor attempts to create displays/visuals to encourage media center use. Poor scheduling results in library/media center being underused or chaotic.	Needs Improvement Media Specialist occasionally creates displays/visuals to enhance media center use. Scheduling is poorly planned so that library/media center is not efficiently used.	Proficient Media Specialist creates displays and visuals that enhance and encourage media center use. Scheduling is flexible and encourages use. LMC Specialist is aware of future media center use needs and plans accordingly.	Exceeds Expectations Media Specialist integrates displays and visuals that enhance and encourage media center use. LMC Specialist efficiently schedule the use of the media center during school hours and maximizes the use of the area.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

Professional Responsibilities Report Media Specialist _____
Date _____

Place an "X" in the appropriate category within each element.

1. Professional Relationships & Professional Growth		
Unsatisfactory Relationships with colleagues are negative / self-serving. Not involved in professional growth and/or collaboration. <input type="checkbox"/>	Needs Improvement Little interest in developing relationships with colleagues. Involvement in professional growth and collaboration occurs minimally and when requested. <input type="checkbox"/>	Satisfactory Relationships with colleagues are positive and supportive. LMC is actively engaged in professional growth and collaboration. <input type="checkbox"/>

Comments: _____

2. Professional Records Management		
Unsatisfactory System for storing and maintaining information related to library administration is in disarray, resulting in errors and confusion. LMC Specialist does not complete record keeping within required timelines. <input type="checkbox"/>	Needs Improvement System for storing and maintaining information related to library administration is rudimentary and only partially effective, leading to misunderstandings. Requires repeated reminders to meet deadlines. <input type="checkbox"/>	Satisfactory System for storing and maintaining information related to library administration is organized, searchable, and fully effective, resulting in a solid foundation for decision-making. LMC Specialist gathers statistics and completes records accurately within required timelines. <input type="checkbox"/>

Comments: _____

3. Professional Communication		
Unsatisfactory Provides little or no information to families and makes no attempt to engage them. Media Specialist is not available to families reasonable times. <input type="checkbox"/>	Needs Improvement Communication is inconsistent and often lacks substance or is inaccurate. Media Specialist makes minimal effort to be available at reasonable times. <input type="checkbox"/>	Satisfactory Media Specialist both initiates and responds through timely communication with families and is available at reasonable times. Concerns are addressed effectively. <input type="checkbox"/>

Comments: _____

Library/Media Center Specialist Evaluation Summary

(Kept in Permanent District Personnel File) (Page 1 of 2)

Plan I KEY: U = Unsatisfactory, NI = Needs Improvement, P = Proficient

I. The Library / Media Center Environment

- | | | | |
|---|----------------------------|-----------------------------|----------------------------|
| A. Creating an Environment of Respect & Rapport | <input type="checkbox"/> U | <input type="checkbox"/> NI | <input type="checkbox"/> P |
| B. Establishing a Culture for Learning | <input type="checkbox"/> U | <input type="checkbox"/> NI | <input type="checkbox"/> P |
| C. Managing Library/Media Center Procedures | <input type="checkbox"/> U | <input type="checkbox"/> NI | <input type="checkbox"/> P |
| D. Managing Student Behavior | <input type="checkbox"/> U | <input type="checkbox"/> NI | <input type="checkbox"/> P |
| E. Organizing & Utilizing Space & Resources | <input type="checkbox"/> U | <input type="checkbox"/> NI | <input type="checkbox"/> P |

Comments: _____

II. Instruction

- | | | | |
|---|----------------------------|-----------------------------|----------------------------|
| F. Communicating Clearly & Accurately | <input type="checkbox"/> U | <input type="checkbox"/> NI | <input type="checkbox"/> P |
| G. Using Questioning & Discussion Techniques | <input type="checkbox"/> U | <input type="checkbox"/> NI | <input type="checkbox"/> P |
| H. Demonstrating Knowledge of Students | <input type="checkbox"/> U | <input type="checkbox"/> NI | <input type="checkbox"/> P |
| I. Demonstrating Flexibility & Responsiveness | <input type="checkbox"/> U | <input type="checkbox"/> NI | <input type="checkbox"/> P |

Comments: _____

III. Planning & Preparation

- | | | | |
|--|----------------------------|-----------------------------|----------------------------|
| J. Demonstrating Knowledge of Library Skills
Content & Related Pedagogy | <input type="checkbox"/> U | <input type="checkbox"/> NI | <input type="checkbox"/> P |
| K. Demonstrating Responsibility for Budget | <input type="checkbox"/> U | <input type="checkbox"/> NI | <input type="checkbox"/> P |
| L. Demonstrating Knowledge of Library / Media
Center Systems | <input type="checkbox"/> U | <input type="checkbox"/> NI | <input type="checkbox"/> P |
| M. Assessing with School / Library / Media Center
Connections | <input type="checkbox"/> U | <input type="checkbox"/> NI | <input type="checkbox"/> P |

Comments: _____

Professional Responsibilities Report:

- | | | | |
|--|----------------------------|-----------------------------|---------------------------------------|
| 1. Professional Relationships & Prof. Growth | <input type="checkbox"/> U | <input type="checkbox"/> NI | <input type="checkbox"/> Satisfactory |
| 2. Professional Records Management | <input type="checkbox"/> U | <input type="checkbox"/> NI | <input type="checkbox"/> Satisfactory |
| 3. Professional Communication with Families | <input type="checkbox"/> U | <input type="checkbox"/> NI | <input type="checkbox"/> Satisfactory |

Comments: _____

Media Specialist's Signature

Evaluator's Signature

Date _____

Date _____

Signing of this form does not indicate agreement or disagreement with the information included in this Evaluation Summary Report. A signature does indicate that both parties have read and discussed this evaluation.

(The employee may file a rebuttal statement to this evaluation.)

_____ (Initials) I choose to attach the observation rubrics to the summative evaluation.

Media Specialist Evaluation Summary (Page 1 of 1)

The following section to be completed at least once annually for each certificated employee:

Evaluator's Recommendations:	
Continued Employment <input type="checkbox"/>	Probation Plan (attached) <input type="checkbox"/>
Improvement Plan (attached) <input type="checkbox"/>	Non-renewal / Non-employment <input type="checkbox"/>

Media Specialist's Signature

Evaluator's Signature

Date

Date

☐TEA

Chief Tahgee Elementary Academy
School Nurse Observation Report

School Nurse Observation Report

Domain I—The Health Services Environment

- A. Creating an Environment of Respect and Rapport
- B. Establishing a Culture for Health Education
- C. Managing Health Service Procedures/Protocol
- D. Organizing Space, Health Records, Medication

Domain II—Guidance and Counseling

- E. Communicating Clearly and Accurately
- F. Supervising Health Associates
- G. Engaging Students/Staff in Health Education
- H. Providing Health Counseling
- I. Managing Emergencies & Non-emergencies

Domain III—Planning & Preparation

- J. Demonstrating Knowledge of Resources
- K. Demonstrating Responsibility of Students
- L. Designing Health Plans
- M. Adhering to Standards of Practice

Domain IV—Professional Responsibilities Report

- 1. Professional Relationships & Professional Growth
- 2. Professional Records Management
- 3. Professional Communication with Families

School Nurse Observation Report

School Nurse _____ School _____
 Evaluator _____
 Date _____ Period/Time of Day _____

I. The Health Services Environment

Place an "X" in the appropriate category within each element.

A. Creating an Environment of Respect, Rapport & Confidentiality			
Unsatisfactory School Nurse interactions with at least some students are negative, demeaning, sarcastic, or inappropriate to the age or culture of the student. School Nurse is not alert to issues of confidentiality.	Needs Improvement School Nurse interactions are generally appropriate but may reflect occasional inconsistencies, favoritism or disregard for students' culture. School Nurse's efforts to maintain confidentiality are inconsistent.	Proficient School Nurse interactions are generally friendly and demonstrate warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. School Nurse is moderately consistent in maintaining confidentiality.	Exceeds Expectations School Nurse demonstrates genuine caring and respect for individual students. School Nurse consistently advocates for student respect and interaction. School Nurse is highly proactive in maintaining confidentiality.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. Maintaining A Culture for Health Education			
Unsatisfactory School Nurse lacks professional commitment to health education. Instructional goals and activities are poorly planned. School Nurse is unaware of instructional materials that can be utilized in health education.	Needs Improvement School Nurse provides health instruction for groups when requested, is aware of instructional materials that can be utilized in health education and strives to make the information available.	Proficient School Nurse provides formal health instruction within groups or in classroom, based on sound learning theory as appropriate for developmental level. School nurse actively seeks out opportunities to serve as a consultant relating to health topics and issues in the schools.	Exceeds Expectations School Nurse is involved in health curriculum development. School nurse monitors for health knowledge deficits and plans/implements health education strategies that reflect health needs of individuals.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C. Managing Health services Procedures/Protocol			
Unsatisfactory School Nurse exhibits a lack of knowledge of Idaho Board of Nursing regulations and practices without reference to District Policies and Procedures for Health services.	Needs Improvement School Nurse is aware of Idaho Board of Nursing regulations and District Policies and Procedures for Health services but adheres to them inconsistently.	Proficient School Nurse abides by Idaho Board of Nursing regulations and District Policies and Procedures for Health Services. Duties are delegated only as appropriate.	Exceeds Expectations School Nurse is actively involved in policy development, revision, and review. School Nurse takes a leadership role in promoting District Policies and Procedures for Health services.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D. Organizing Physical space, Maintenance of Health records, Storage of Medication			
Unsatisfactory Health office is unsafe and arrangement not suited to health services. Materials are handled inefficiently. Health records lack documentation of up-to-date information. Medications are haphazardly stored in an insecure area.	Needs Improvement Health office is safe but arranged with limited effective-ness. Routines for handling materials and supplies function moderately well. Records often lack documentation of up-to-date information. Medications are stored in secure area with restricted access.	Proficient Health office is safe and arrangement is conducive for health activities. Routines for handling materials and supplies occur smoothly. All health records contain current information. Medications are secure, accessible by health service personnel only.	Exceeds Expectations Future office needs are anticipated and planned for. Cost effective strategies are utilized and encouraged. All health records are easily accessible, utilized frequently and contain current information. Medications are secure, accessible by health service personnel only.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

School Nurse _____
 Date _____

School Nurse Observation Report

II. Health Services Interventions, Health Education, and Wellness

Place an "X" in the appropriate category within each element.

E. Communicating Clearly & Accurately			
Unsatisfactory School Nurse's oral and/or written communication contains errors or is unclear or inappropriate. <input type="checkbox"/>	Needs Improvement School Nurse's oral and/or written communication may contain errors and may require further explanations to avoid confusion. <input type="checkbox"/>	Proficient School Nurse communicates clearly and accurately both orally and in writing. Vocabulary is appropriate to age and developmental level of the individual. <input type="checkbox"/>	Exceeds Expectations School Nurse's oral and/or written communication is clear, expressive, and empathic, anticipating and addressing the possible reaction of the audience. <input type="checkbox"/>
F. Supervising Health Associates			
Unsatisfactory No standards for delegated duties appear to have been established. Associates are not monitored. <input type="checkbox"/>	Needs Improvement Standards of delegated duties appear to have been established for most situations but confusion exists. School nurse is generally aware of associate's activities. <input type="checkbox"/>	Proficient Standards of delegated duties are clear to all health associates. School nurse is alert to associate activities at all times and monitors them closely. <input type="checkbox"/>	Exceeds Expectations Standards of delegated duties are clear and are developed with health associate participation. Monitoring of associates is sensitive and preventive. Associates are motivated to self-monitor. <input type="checkbox"/>
G. Engaging Students /Staff in Health Education and Wellness Promotion			
Unsatisfactory Health/wellness activities are poorly planned and fall short of meeting program goals. Student/staff are not engaged. <input type="checkbox"/>	Needs Improvement Some health/wellness activities are appropriate to student/staff and engage them. Presentations and activities are planned but program goals not always achieved. <input type="checkbox"/>	Proficient Most health/wellness activities are appropriate to student/staff and all are engaged. Presentations and activities are well planned and program goals are generally achieved. <input type="checkbox"/>	Exceeds Expectations Health education presentations are well planned, purposeful and program goals are met or exceed benchmarks. All students/staff are engaged in health activities to enhance their physical well being. <input type="checkbox"/>
H. Providing Health Counseling to Students / Staff			
Unsatisfactory Health counseling is not provided or of poor quality or not provided in a timely manner. <input type="checkbox"/>	Needs Improvement Health counseling is of inconsistent quality or is not consistently provided in a timely manner. <input type="checkbox"/>	Proficient Health counseling is high quality in both one-to-one and group settings and is consistently provided in a timely manner. <input type="checkbox"/>	Exceeds Expectations Health counseling is consistently high quality and is consistently provided in a timely manner. Students/staff are encouraged to make prompt use of their learning. <input type="checkbox"/>
I. Managing Emergency and Non-Emergency Interactions			
Unsatisfactory School Nurse does not effectively manage emergency or non-emergency situations. <input type="checkbox"/>	Needs Improvement School Nurse has a generally accurate impression of nursing process but uses it inconsistently in emergency and non-emergency situations. <input type="checkbox"/>	Proficient School Nurse makes accurate assessments utilizing the nursing process in emergency and non-emergency situations on a consistent basis. <input type="checkbox"/>	Exceeds Expectations School Nurse effectively demonstrates nursing process in all situations and evaluates the outcome intervention. <input type="checkbox"/>

Comments: _____

School Nurse Observation Report School Nurse _____
Date _____

III. Planning & Preparation

Place an "X" in the appropriate category within each element.

J. Demonstrating Knowledge of School, District, and Community Health Resources			
Unsatisfactory School Nurse is unaware of health resources available through the school, district, or community. School nurse is not recognized as a direct link to health resources. <input type="checkbox"/>	Needs Improvement School Nurse displays limited awareness of resources available through the school, district, or community. School nurse is recognized as an indirect link to other health resources but is inconsistently utilized. <input type="checkbox"/>	Proficient School Nurse is fully aware of resources through the school, district, or community and knows how to gain access for individuals. School nurse is recognized as a direct link and networks with those agencies on an as-needed basis. <input type="checkbox"/>	Exceeds Expectations School Nurse actively utilizes other sources to enhance health services or nursing process. School nurse serves as a school-community liaison and participates in inter-agency efforts to improve resources. <input type="checkbox"/>

K. Demonstrating Knowledge of Students and Health Needs in School Setting			
Unsatisfactory School Nurse displays minimal knowledge of developmental characteristics of age group, individual diversity, or cultural heritage. School staff is unaware of specific health concerns of their students. <input type="checkbox"/>	Needs Improvement School Nurse demonstrates partial knowledge of developmental characteristics of age group, individual diversity, or cultural heritage. School staff is inconsistently notified of specific student health concerns. <input type="checkbox"/>	Proficient School Nurse displays thorough understanding of typical developmental characteristics of age group as well as exceptions to general patterns and the diversity or cultural heritage of groups of individuals. School staff is notified of specific student health concerns in a timely manner and is updated. <input type="checkbox"/>	Exceeds Expectations School Nurse demonstrates thorough understanding of typical development, exceptions to the patterns, diversity or cultural heritage, and incorporates that information into health interventions and interactions. School staff is notified of student health concerns in a timely manner and is updated. <input type="checkbox"/>

L. Designing Health Plans and Assessment Intervention Effectiveness			
Unsatisfactory Health plans are absent or incomplete or designed without seeking input from others. The value of assessing for intervention effectiveness is not recognized. <input type="checkbox"/>	Needs Improvement Health plans are completed for some or designed with minimal input from others. School nurse recognizes the value of assessing for intervention effectiveness. <input type="checkbox"/>	Proficient Health plans are in place for most students needing them and were developed collaboratively with team members. School nurse assesses for intervention effectiveness on a consistent basis. <input type="checkbox"/>	Exceeds Expectations Health plans are completed for those students needing them, are individualized, continually monitored, and developed in collaboration with team members. Intervention effectiveness is consistently assessed and changes or adaptations are implemented as indicated. <input type="checkbox"/>

M. Adhering to Standards of Practice			
Unsatisfactory School Nurse is unaware of guidelines and violates confidentiality and ethical standards. <input type="checkbox"/>	Needs Improvement School Nurse follows guidelines and/or confidentiality and ethical standards inconsistently. <input type="checkbox"/>	Proficient School Nurse communicates guidelines and confidentiality and ethical standards to students, families, and staff and follows them consistently. <input type="checkbox"/>	Exceeds Expectations School Nurse serves as a resource for colleagues in matters regarding confidentiality and maintains a high level of current knowledge of standards and best practice. <input type="checkbox"/>

Comments: _____

Professional Responsibilities Report School Nurse _____
Date _____

Place an "X" in the appropriate category within each element.

1. Professional Relationships & Professional Growth		
Unsatisfactory Relationships with colleagues are negative / self-serving. Engages in few or no professional growth activities and/or collaboration. Fails to assume professional responsibilities. <input type="checkbox"/>	Needs Improvement Little interest in developing relationships with colleagues. Involvement in professional growth and collaboration occurs minimally and when requested. <input type="checkbox"/>	Satisfactory Relationships with colleagues are positive and supportive. School Nurse is actively engaged in professional growth and collaboration. Offers staff training and actively participates in assisting colleagues. <input type="checkbox"/>

Comments: _____

2. Professional Records Management		
Unsatisfactory School Nurse's records, reports and documentation are missing, late or contain errors and result in confusion about student performance, interventions, assessment data, or other relevant issues. Deadlines are not met. <input type="checkbox"/>	Needs Improvement Record keeping is sometimes inaccurate. Requires repeated reminders to meet deadlines. Offers basic information about student performance, interventions, assessment data, or other relevant issues. Requires repeated reminders to meet deadlines. <input type="checkbox"/>	Satisfactory School Nurse's records are complete, secure, legible, and conform to school and district requirements. Deadlines are consistently met. <input type="checkbox"/>

Comments: _____

3. Professional Communication		
Unsatisfactory Provides little or no information to families and makes no attempt to engage them. School Nurse is not available to families at reasonable times. <input type="checkbox"/>	Needs Improvement Communication is inconsistent and often lacks substance or is inaccurate. School Nurse makes minimal effort to be available at reasonable times. <input type="checkbox"/>	Satisfactory School Nurse both initiates and responds through timely communication with families and is available at reasonable times. Concerns are addressed effectively. <input type="checkbox"/>

Comments: _____

April 5, 2012

School Nurse Evaluation Summary (Page 1 of 2)

(Kept in Permanent District Personnel File)

Plan I KEY: U = Unsatisfactory, NI = Needs Improvement, P = Proficient

I. The Health Services Environment

- | | | | |
|---|----------------------------|-----------------------------|----------------------------|
| A. Creating an Environment of Respect & Rapport | <input type="checkbox"/> U | <input type="checkbox"/> NI | <input type="checkbox"/> P |
| B. Establishing a Culture for Health Education | <input type="checkbox"/> U | <input type="checkbox"/> NI | <input type="checkbox"/> P |
| C. Managing Health services Procedures/Protocol | <input type="checkbox"/> U | <input type="checkbox"/> NI | <input type="checkbox"/> P |
| D. Organizing & Utilizing Space, Health Records, Medication | <input type="checkbox"/> U | <input type="checkbox"/> NI | <input type="checkbox"/> P |

Comments: _____

II. Health Services Intervention, Health Education, and Wellness

- | | | | |
|--|----------------------------|-----------------------------|----------------------------|
| E. Communicating Clearly & Accurately | <input type="checkbox"/> U | <input type="checkbox"/> NI | <input type="checkbox"/> P |
| F. Supervising Health Associates | <input type="checkbox"/> U | <input type="checkbox"/> NI | <input type="checkbox"/> P |
| G. Engaging Students / Staff in Health Education | <input type="checkbox"/> U | <input type="checkbox"/> NI | <input type="checkbox"/> P |
| H. Providing Health Counseling | <input type="checkbox"/> U | <input type="checkbox"/> NI | <input type="checkbox"/> P |
| I. Managing Emergencies & Non-Emergencies | <input type="checkbox"/> U | <input type="checkbox"/> NI | <input type="checkbox"/> P |

Comments: _____

III. Planning & Preparation

- | | | | |
|---|----------------------------|-----------------------------|----------------------------|
| J. Demonstrating Knowledge of Resources | <input type="checkbox"/> U | <input type="checkbox"/> NI | <input type="checkbox"/> P |
| K. Demonstrating Knowledge of Students | <input type="checkbox"/> U | <input type="checkbox"/> NI | <input type="checkbox"/> P |
| L. Designing Health Plans | <input type="checkbox"/> U | <input type="checkbox"/> NI | <input type="checkbox"/> P |
| M. Adhering to Standards of Practice | <input type="checkbox"/> U | <input type="checkbox"/> NI | <input type="checkbox"/> P |

Comments: _____

Professional Responsibilities Report:

- | | | | |
|--|----------------------------|-----------------------------|---------------------------------------|
| 1. Professional Relationships & Prof. Growth | <input type="checkbox"/> U | <input type="checkbox"/> NI | <input type="checkbox"/> Satisfactory |
| 2. Professional Records Management | <input type="checkbox"/> U | <input type="checkbox"/> NI | <input type="checkbox"/> Satisfactory |
| 3. Professional Communication with Families | <input type="checkbox"/> U | <input type="checkbox"/> NI | <input type="checkbox"/> Satisfactory |

Comments: _____

School Nurse's Signature

Evaluator's Signature

Date _____

Date _____

Signing of this form does not indicate agreement or disagreement with the information included in this Evaluation Summary Report. A signature does indicate that both parties have read and discussed this evaluation.

(The employee may file a rebuttal statement to this evaluation.)

_____(Initials) I choose to attach the observation rubrics to the summative evaluation.

School Nurse Evaluation Summary (Page 2 of 2)

The following section to be completed at least once annually for each certificated employee:

Evaluator's Recommendations:	
Continued Employment <input type="checkbox"/>	Probation Plan (attached) <input type="checkbox"/>
Improvement Plan (attached) <input type="checkbox"/>	Non-renewal / Non-employment <input type="checkbox"/>

School Nurse's Signature

Evaluator's Signature

Date

Date

Chief Tahgee Elementary Academy
School Psychologist Observation Report

School Psychologist Observation Report

Domain I—The Assessment Environment

- A. Creating an Environment of Respect and Rapport
- B. Establishing Expectations for Assessments
- C. Managing Assessment Procedures
- D. Managing Student Behavior
- E. Organizing & Utilizes Space & Resources

Domain II—Teaming and Consultation

- F. Communicating Clearly and Accurately
- G. Using Teaming and Consultation Techniques
- H. Adhering to Standards of Practice
- I. Facilitating Behavior Change

Domain III—Planning & Preparation

- J. Demonstrating Knowledge of Resources
- K. Demonstrating Knowledge of Students
- L. Involvement on Multidisciplinary Teams
- M. Addressing Referral Questions

Domain IV—Professional Responsibilities Report

- 1. Professional Relationships & Professional Growth
- 2. Professional Records Management
- 3. Professional Communication with Families

Psychologist Observation Report

Psychologist _____ School _____

Evaluator _____

Date _____ Period/Time of Day _____

I. The Assessment Environment

Place an "X" in the appropriate category within each element.

A. Creating an Environment of Respect, Rapport & Confidentiality			
Unsatisfactory Interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the student. Psychologist seldom advocates for student respect and interaction. <input type="checkbox"/>	Needs Improvement Psychologist-student interactions are generally appropriate but may reflect occasional inconsistencies or disregard for students' culture. Efforts to establish rapport are adequate to ensure validity of results. <input type="checkbox"/>	Proficient Psychologist-student interactions are generally friendly and demonstrate warmth, caring, and respect. Interactions are appropriate to developmental and cultural norms. Questions are answered in accordance with instrument limitations. Uncooperative students are responded to with patience. <input type="checkbox"/>	Exceeds Expectations Interactions are warm, caring, and respectful. Procedures are explained and questions answered within limitation of instruments. Psychologist ensures student is at ease and comfortable. Uncooperative students are responded to therapeutically, with patience, understanding and empathy. <input type="checkbox"/>
B. Establishing Expectations for Assessment			
Unsatisfactory Psychologist does not prepare student prior to test administration. Anxious reactions to departure from classroom or to test procedures are not addressed. <input type="checkbox"/>	Needs Improvement Psychologist spends some time preparing student for evaluation. Student anxiety is addressed periodically with encouragement and efforts sometimes made to relax the student. <input type="checkbox"/>	Proficient Psychologist makes efforts to put student at ease at first meeting. Reasons for activities are given in developmentally appropriate language; questions are answered in a friendly manner. Feedback is given as permitted by the instruments. <input type="checkbox"/>	Exceeds Expectations Psychologist creates an atmosphere of cooperation. Evaluations, activities, and levels of difficulty are explained in developmentally appropriate language and within instrument limitations. Questions are encouraged. Psychologist conveys that student is active participant and that responses are valued. <input type="checkbox"/>
C. Managing Assessment Procedures			
Unsatisfactory Psychologist is unfamiliar with relevant procedures and fails to administer or score according to acceptable practices. <input type="checkbox"/>	Needs Improvement Psychologist demonstrates competency in procedures for each measure and adheres to standardized administration and scoring most of the time. <input type="checkbox"/>	Proficient Psychologist is well versed in multiple procedures and administers them according to standardized specifications and special needs. <input type="checkbox"/>	Exceeds Expectations Psychologist uses innovative strategies and techniques to optimally assess the student's needs. Procedures are adapted when possible to accommodate for special circumstances. <input type="checkbox"/>
D. Student Behavior			
Unsatisfactory Psychologist does not monitor or address negative test behaviors during evaluation. <input type="checkbox"/>	Needs Improvement Psychologist is alert to problematic test behaviors and inconsistently takes steps to intervene. <input type="checkbox"/>	Proficient Psychologist is alert to and anticipates problematic behaviors and proactively takes steps to intervene. Uses developmentally appropriate encouragement or incentives. Addresses uncooperative or disruptive behaviors with gently but firmly. <input type="checkbox"/>	Exceeds Expectations Psychologist is sensitive to emerging fatigue, reduced motivation, or attention and takes steps to intervene. Addresses uncooperative or disruptive behaviors with gently but firm limit setting. <input type="checkbox"/>
E. Organizing and Utilizing Space and Resources			
Unsatisfactory Psychologist does not observe or modify testing room limitations, reduce distractible stimuli when possible, or take steps to ensure safety. Protected test materials are not stored in a secure area. Access to records is not monitored. <input type="checkbox"/>	Needs Improvement Psychologist inconsistently observes and modifies testing room limitations, reduces distractible stimuli when possible, and ensures safety. Protected test materials, scoring forms, and notes are sometimes secured. <input type="checkbox"/>	Proficient Psychologist inspects and modifies, to extent possible, room in advance for distractions, lighting, and temperature. Furniture is arranged to maximize efficiency of administration, optimize attention/activity level and maximize safety. Stores protected test materials in a secure, locked area and monitors access log. <input type="checkbox"/>	Exceeds Expectations Psychologist uses innovative strategies and techniques to optimally assess the student's needs. Procedures are adapted when possible to accommodate for special circumstances. <input type="checkbox"/>

Comments: _____

Psychologist Observation Report

Psychologist _____
Date _____

II. Teaming and Consulting

Place an "X" in the appropriate category within each element.

F. Communicating Clearly & Accurately			
Unsatisfactory Psychologist's oral and/or written communication contains technical jargon, errors or is unclear or inappropriate. Does not utilize process skills (empathy, genuineness, warmth) necessary for establishing trust and rapport. No effort is made to explain IDEA procedures. Time limitations are not respected.	Needs Improvement Psychologist's oral and/or written communication may contain errors or jargon and may require further explanations to avoid confusion. Attempts to utilize process skills and engenders some trust and rapport. Some effort is made to explain IDEA procedures. Time limitations are considered.	Proficient Psychologist communicates clearly and accurately both orally and in writing. Uses process skills effectively, resulting in marked degree of student/teacher/parent trust and rapport. A sense of partnership is nurtured; questions are encouraged and answered. Explains IDEA procedures and results collaboratively.	Exceeds Expectations Psychologist's oral and/or written communication is clear, expressive, and empathic. It anticipates and addresses the possible reaction of its audience. Proficient use of process skills results in high degree of trust and rapport that allows for exploration of concerns in greater depth. Contacts parents in advance to discuss concerns or evaluation. Feedback is timely and respectful of time limitations.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

G. Using Teaming and Consultation Techniques			
Unsatisfactory Psychologist displays little knowledge of theories, techniques, and practices in school psychology. Does not provide timely, useful or practical strategies.	Needs Improvement Psychologist displays basic knowledge of school psychology but does not make connections between theories, techniques, and practices. Demonstrates basic understanding of teacher/student needs. Strategies are sound but not integrated with evaluation or data collection methods.	Proficient Psychologist's work reflects thorough understanding of school psychology theories, techniques, and practices. Facilitates the development and use of clear and concise strategies that are timely and effective. Integrates evaluation with the design of the interventions so that data collection and program adjustment are ongoing.	Exceeds Expectations Teachers/students/parents seek the involvement of psychologist in problem solving. Strategies are consistently monitored and revised as necessary to promote problem solving. Collaboration is ongoing. Sound connections made between theories, techniques, and practices. Facilitates data collection that supports ongoing evaluation.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

H. Adhering to Standards of Practice			
Unsatisfactory Psychologist lacks awareness of evaluation guidelines and violates confidentiality, procedural safeguards, and ethical standards. Consults outside of boundaries of knowledge.	Needs Improvement Psychologist follows evaluation guidelines and/or confidentiality, procedural safeguards, and ethical standards. Appropriately stays within boundaries of knowledge and expertise.	Proficient Psychologist communicates guidelines, procedural safeguards confidentiality and ethical standards to students, families, and staff and follows them consistently. Maintains professional boundaries.	Exceeds Expectations Psychologist serves as a resource for colleagues in matters regarding procedural safeguards and confidentiality and maintains a high level of current knowledge of standards and best practice.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I. Facilitating Decision Making			
Unsatisfactory Psychologist makes decisions that are biased, unethical or unsupported by data.	Needs Improvement Psychologist makes decisions that are data driven and reflect the needs of the students but does so inconsistently.	Proficient Psychologist's decision making is guided by best practice and sound judgment and in the best interests of the students. Facilitates team decision-making.	Exceeds Expectations Psychologist takes a leadership role in team decision-making and helps ensure decisions are based on highest professional standards.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Psychologist Observation Report

Psychologist _____
Date _____

III. Planning & Preparation

Place an "X" in the appropriate category within each element.

J. Demonstrating Knowledge of School, District, and Community Resources			
Unsatisfactory Psychologist displays little knowledge and understanding of available district or community resources.	Needs Improvement Psychologist has knowledge and understanding of available district and community resources.	Proficient Psychologist has detailed knowledge and understanding of available district and community resources and assists in accessing services for teachers, students, and families.	Exceeds Expectations Psychologist's knowledge of community and district resources is extensive, showing evidence of a continuing search for strong network of agencies serving children.. Psychologist actively builds on present knowledge to promote seamless services.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

K. Demonstrating Knowledge of Students			
Unsatisfactory Psychologist makes little or no attempt to acquire knowledge of students' backgrounds, skills or interests and does not use such information in communicating with or about the student. Insensitive to cultural limitations of assessment instruments.	Needs Improvement Psychologist demonstrates partial knowledge of students' backgrounds, skills and interests and attempts to use this knowledge in communicating with or about the student. Uses appropriate instruments and demonstrates culturally competent practices.	Proficient Psychologist demonstrates knowledge of students' backgrounds, skills and interests and uses this knowledge effectively to communicate with or about the student. Uses appropriate instruments and demonstrates culturally competent practices.	Exceeds Expectations Psychologist demonstrates thorough knowledge of students' backgrounds, skills, and interests, using this knowledge to proactively communicate with or about the student. Competently promotes and uses culturally sensitive practices and assessment instruments.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

L. Involvement on Building, District, and Interagency Teams			
Unsatisfactory Psychologist does not participate in or attend team meetings when required. Participation in meetings undermines team process and climate.	Needs Improvement Psychologist participates in team meetings. Needs repeated supervision and direction about participation.	Proficient Psychologist participates actively, consistently, and constructively in team meetings. Assists in reaching team consensus.	Exceeds Expectations Psychologist facilitates team meetings. Anticipates and plans for team needs. Assists in reaching team consensus driven by student rights and needs.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

M. Addressing referral Questions			
Unsatisfactory Assessment and consultation do not address referral questions/problems. Fails to tailor choice of instruments to individual needs.	Needs Improvement Assessment and consultation address referral questions / problems as presented. Uses standard test battery with little variation to specific student needs.	Proficient Comprehensively addresses referral questions/problems and identifies related issues. Selects instruments based on individual needs and problems. Has and utilizes a variety of test instruments.	Exceeds Expectations Thoroughly responds to referral problems/questions and related issues, facilitates problem solving, and provides appropriate intervention techniques. Creatively approaches referral question and uses a variety of standardized test instruments.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

Professional Responsibilities Report

Psychologist _____
Date _____

Place an "X" in the appropriate category within each element.

1. Professional Relationships & Professional Growth		
Unsatisfactory Relationships with colleagues are negative / self-serving. Engages in few or no professional growth activities and/or collaboration. Fails to assume professional responsibilities.	Needs Improvement Little interest in developing relationships with colleagues. Involvement in professional growth and collaboration occurs minimally and when requested.	Satisfactory Relationships with colleagues are positive and supportive. Psychologist is actively engaged in professional growth and collaboration. Offers staff training and actively participates in assisting colleagues.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

2. Professional Records Management		
Unsatisfactory Psychologist's records, reports and documentation are missing, late or contain errors and result in confusion about student performance, interventions, assessment data, or other relevant issues. Deadlines are not met.	Needs Improvement Record keeping is sometimes inaccurate. Requires repeated reminders to meet deadlines. Offers basic information about student performance, interventions, assessment data, or other relevant issues. Requires repeated reminders to meet deadlines.	Satisfactory Psychologist's records are complete, secure, legible, and conform to school and district requirements. Deadlines are consistently met.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

3. Professional Communication		
Unsatisfactory Provides little or no information to families and makes no attempt to engage them. Psychologist is not available to families at reasonable times.	Needs Improvement Communication is inconsistent and often lacks substance or is inaccurate. Psychologist makes minimal effort to be available at reasonable times.	Satisfactory Psychologist both initiates and responds through timely communication with families and is available at reasonable times. Concerns are addressed effectively.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

April 5, 2012

Psychologist Evaluation Summary (Page 1 of 2)

(Kept in Permanent District Personnel File)

Plan I [KEY: U = Unsatisfactory, NI = Needs Improvement, P = Proficient]

I. The Assessment Environment		
A. Creating an Environment of Respect & Rapport	<input type="checkbox"/> U	<input type="checkbox"/> NI <input type="checkbox"/> P
B. Establishing Expectations for Assessments	<input type="checkbox"/> U	<input type="checkbox"/> NI <input type="checkbox"/> P
C. Managing Assessment Procedures	<input type="checkbox"/> U	<input type="checkbox"/> NI <input type="checkbox"/> P
D. Managing Student Behavior	<input type="checkbox"/> U	<input type="checkbox"/> NI <input type="checkbox"/> P
E. Organizing & Utilizes Space & Resources	<input type="checkbox"/> U	<input type="checkbox"/> NI <input type="checkbox"/> P
Comments: _____		

II. Teaming and Consultation		
F. Communicating Clearly & Accurately	<input type="checkbox"/> U	<input type="checkbox"/> NI <input type="checkbox"/> P
G. Using Teaming and Consultation Techniques	<input type="checkbox"/> U	<input type="checkbox"/> NI <input type="checkbox"/> P
H. Adhering to Standards of Practice	<input type="checkbox"/> U	<input type="checkbox"/> NI <input type="checkbox"/> P
I. Facilitating Behavior Change	<input type="checkbox"/> U	<input type="checkbox"/> NI <input type="checkbox"/> P
Comments: _____		

III. Planning & Preparation		
J. Demonstrating Knowledge of Resources	<input type="checkbox"/> U	<input type="checkbox"/> NI <input type="checkbox"/> P
K. Demonstrating Knowledge of Students	<input type="checkbox"/> U	<input type="checkbox"/> NI <input type="checkbox"/> P
L. Involvement on Multidisciplinary Teams	<input type="checkbox"/> U	<input type="checkbox"/> NI <input type="checkbox"/> P
M. Addressing Referral Questions	<input type="checkbox"/> U	<input type="checkbox"/> NI <input type="checkbox"/> P
Comments: _____		

Professional Responsibilities Report:		
1. Professional Relationships & Prof. Growth	<input type="checkbox"/> U	<input type="checkbox"/> NI <input type="checkbox"/> Satisfactory
2. Professional Records Management	<input type="checkbox"/> U	<input type="checkbox"/> NI <input type="checkbox"/> Satisfactory
3. Professional Communication with Families	<input type="checkbox"/> U	<input type="checkbox"/> NI <input type="checkbox"/> Satisfactory
Comments: _____		

Psychologist's Signature

Evaluator's Signature

Date

Date

Signing of this form does not indicate agreement or disagreement with the information included in this Evaluation Summary Report. A signature does indicate that both parties have read and discussed this evaluation.

(The employee may file a rebuttal statement to this evaluation.)

_____(Initials) I choose to attach the observation rubrics to the summative evaluation.

Psychologist Evaluation Summary (Page 2 of 2)

The following section to be completed at least once annually for each certificated employee:

Evaluator's Recommendations:	
Continued Employment <input type="checkbox"/>	Probation Plan (attached) <input type="checkbox"/>
Improvement Plan (attached) <input type="checkbox"/>	Non-renewal / Non-employment <input type="checkbox"/>

Psychologist's Signature

Evaluator's Signature

Date

Date

Appendix K – Paraprofessional Evaluation

Chief Tahgee Elementary Academy Employee Performance Review Title I Para-Professional

EMPLOYEE INFORMATION

Employee Name _____

Location _____

Job Classification _____

Evaluator Name _____

REVIEW GUIDELINES

Directions:

As with any evaluation process, the intent is to provide information that will enable the employee to improve job performance. Individuals needing to improve in an area shall be given specific information as to the reasons why improvement is needed and time to correct any deficiencies.

Check one rating for each function. The evaluator may comment on any marking but functions marked "Marginal" or "Unsatisfactory" shall include suggestions for improving performance.

Complete this Employee Evaluation using the following scale:

Outstanding – Performance is so successful at this element of your job that special note should be made.

Very Good – Performance at this level is consistently better than average.

Satisfactory – Performance is at or above the standards required.

Marginal – Performance is somewhat below the minimum standard for this element of your job. There appears to be, however, potential and the willingness to improve.

Unsatisfactory – Performance on this element of your job is well below the standards and potential and/or willingness to meet the minimum standards is not immediately apparent.

REVIEW OF ESSENTIAL FUNCTIONS

- Adapts classroom activities, assignments and/or materials under the direction of the supervising teacher for the purpose of supporting and reinforcing classroom objectives.

Outstanding ☐

Very Good ☐

Satisfactory ☐

Marginal ☐

Unsatisfactory ☐

Comments:

- Administers tests, homework, make-up work, etc. for the purpose of supporting teachers in the classroom.

Outstanding ☐

Very Good ☐

Satisfactory ☐

Marginal ☐

Unsatisfactory ☐

Comments:

- Attends meetings and in-service presentations for the purpose of acquiring and/or conveying information relative to job functions.

Outstanding ☐

Very Good ☐

Satisfactory ☐

Marginal ☐

Unsatisfactory ☐

Comments:

4. Communicates with supervising instructional staff, professional support personnel, and parents for the purpose of assisting in evaluating progress.

Outstanding ☐ Very Good ☐ Satisfactory ☐ Marginal ☐ Unsatisfactory ☐

Comments:

5. Maintains instructional materials and/or manual and electronic files/records for the purpose of facilitating instruction; recording student information; and/or meeting mandated requirements.

Outstanding ☐ Very Good ☐ Satisfactory ☐ Marginal ☐ Unsatisfactory ☐

Comments:

6. Monitors students during assigned periods within a variety of school environments (e.g. restrooms, playgrounds, hallways, bus loading zones, cafeteria, parking lots, etc.) for the purpose of maintaining a safe and positive learning environment.

Outstanding ☐ Very Good ☐ Satisfactory ☐ Marginal ☐ Unsatisfactory ☐

Comments:

7. Provides, under the supervision of assigned teacher, instruction to students in a variety of individual and group activities (e.g. academic subjects, social skills, daily living skills, etc.) for the purpose of reinforcing instructional objectives and ensuring students' success in school.

Outstanding ☐ Very Good ☐ Satisfactory ☐ Marginal ☐ Unsatisfactory ☐

Comments:

8. Demonstrates dependability, promptness, and regular attendance in order to establish consistent routines, promote teamwork, and guarantee instructional continuity.

Outstanding ☐ Very Good ☐ Satisfactory ☐ Marginal ☐ Unsatisfactory ☐

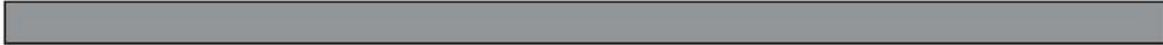
Comments:

9. Maintains a high level of confidentiality regarding student and staff information in order to remain in compliance with legal requirements and to maintain a professional working environment.

Outstanding ☐ Very Good ☐ Satisfactory ☐ Marginal ☐ Unsatisfactory ☐

Comments:

April 5, 2012



Evaluator Comments:

Employee Comments: _____

I have reviewed this performance evaluation.

Director's Signature

Date

I have read this evaluation of my performance and discussed it with my evaluator.

Employee's Signature

Date

Appendix L – Classified Employee Evaluation

Chief Tahgee Elementary Academy
Classified Employee
Performance Evaluation

School Year _____

Employee Name _____ Position _____
Social Security Number _____ School/Dept. _____

Reason for review: ☐ 90 Day Probationary
☐ Annual
☐ Special

Instructions: Employee's performance should be evaluated in accordance with following scale, as indicated by the requirements of the position. Indicate NA for areas that are not applicable.

Explanation of Ratings Assignment:

O - Outstanding. Performance is exceptional in all areas and is recognizable as being far superior to others.

G - Good. Competent and dependable level of performance. Meets performance standards of the job.

I - Improvement Needed. Performance is deficient in certain areas. Improvement is necessary.

U - Unsatisfactory. Results are generally unacceptable and require immediate improvement.

NA - Not Applicable

	O	G	I	U	NA
1. Quality of Work- Extent of thoroughness and neatness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Productivity - Extent to which employee efficiently produces a significant amount of work in a specified time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Job Knowledge - Extent to which employee has knowledge of job requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Reliability - Extent to which employee fulfills responsibilities and meets commitments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Attendance - Extent to which employee is punctual and has an acceptable attendance record	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Independence - Extent to which employee works with little or no supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Creativity - Extent to which employee proposes ideas, finds new and better ways of doing things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Initiative -Extent to which employee seeks new assignments and assumes additional duties when necessary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Adherence to Policy - Extent to which employee follows safety and conduct rules, other regulations and adheres to company policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Interpersonal Relationships - Extent to which employee is willing and demonstrates the ability to cooperate with coworkers, supervisors, subordinates, and/or outside contacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Judgment - Extent to which an employee thinks and acts logically and appropriately and demonstrates decision skills when necessary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Communication -Extent to which an employee speaks and writes clearly and effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Page 1

Chief Tahgee Elementary Academy

Classified Employee
Performance Evaluation

School Year

1. Overall performance during evaluation period:

☐ Outstanding

☐ Improvement Needed

☐ Good

☐ Unsatisfactory

2. Recommendation for continued employment:

☐ Recommended

☐ Not Recommended

☐ Recommended with conditions (Attach Counseling Form or
other appropriate documentation)

3. Director's Comments (To be completed if not addressed on Evaluation Form)

Major strengths and accomplishments:

Areas needing improvement:

4. Employee's Comments:

Name of Employee _____ Position _____

Employee's Signature _____ Date _____

Director's Signature _____ Date _____

Appendix M – School Climate Survey – Key Themes & Questions

Student Survey

A. Overall Satisfaction with School & Educational System

- A1. Learning was enjoyable and interesting.
- A2. I was satisfied with my school teachers.
- A3. I was satisfied with my school extracurricular activities.
- A4. I was satisfied with my school.

B. Welcoming Environment & Climate (including building cleanliness)

- B1. Students in my school make me feel welcome.
- B2. Adults in my school make me feel welcome.
- B3. My school is kept neat and clean.

C. Effective Leadership & Clear Vision, Mission & Goals

D. Effective Communication with Stakeholders

- D1. Teachers were clear & specific about what they wanted to learn.
- D2. Teachers kept me informed about how I was doing.
- D3. I understand the rules for appropriate behavior in my school.

E. Focus on Academics/Preparation for Next Level (including homework issues)

- E1. Teachers emphasized work habits such as completing assignments.
- E2. Teachers challenged me to put forth my best effort.
- E3. I could get help when I needed it from adults.
- E4. I feel I was academically prepared for going on to the next grade.
- E5. Teachers helped me to learn.
- E6. I am satisfied with the quality of my schoolwork.

F. Satisfactory Behavior & Safe Environment

- F1. Students treated others students with respect.
- F2. The rules in my school were fair for all students.
- F3. My school was safe and secure.
- F4. I could get help when I needed it from adults.

G. Fiscal Responsibility (including adequate resources and efficient use of resources)

- G1. My school's technology met my needs.

H. Respect, Morale, Feel Valued & Supported

- H1. Teachers cared about me.

April 5, 2012

H2. Teachers treated students with respect.

H3. Teachers helped me to learn.

H4. Adults in my school care about me.

I. Collaboration & Teamwork

Staff Survey

A. Overall Satisfaction with School & Educational System

- A1. The focus of the school is *learning for all*.
- A2. This school promotes an academic learning climate by establishing high expectations for *all* students.
- A3. *All* staff members hold high expectations for themselves.
- A4. Students are given the time, help and encouragement necessary to learn.
- A5. I feel like I belong at this school.
- A6. I feel that staff cares about me.
- A7. I feel that learning can be fun.
- A8. I feel that learning is fun at this school.
- A9. I feel recognized for good work.
- A10. I feel intrinsically rewarded for doing my job well.

B. Welcoming environment & Climate (including building cleanliness)

- B1. Prompt attention is given to needed repairs.
- B2. Facilities are kept clean.

C. Effective Leadership & Clear Vision, Mission & Goals

- C1. The principal is highly visible throughout the school.
- C2. The principal is a resource person to the staff.
- C3. The principal is a strong instructional leader.
- C4. The building principal supports his/her teachers.
- C5. The principal observes classroom instruction and provides appropriate feedback.
- C6. Leadership is distributed among many staff members.
- C7. Successful school practices which have been evaluated are presented to the staff for their consideration.

D. Effective Communication with Stakeholders

- D1. There is a high level of school and home cooperation.
- D2. Parents support the school's instructional efforts.
- D3. The school's homework policy is communicated effectively to parents.

E. Focus on Academics/Preparation for Next Level (including homework issues)

- E1. Students are taught how to evaluate their own performance.
- E2. Students are given the time, help and encouragement necessary to achieve desired performance levels.
- E3. Emphasis is placed on **learning** as a result of instruction.
- E4. The school's homework policy is communicated effectively to parents.
- E5. Teachers select materials and practices based upon student's instructional needs.
- E6. There is ongoing monitoring of the student rate of learning to ensure that progress occurs.

- E7. There is a building wide homework policy.
- E8. Students have the opportunity to relate learning across subjects through interdisciplinary learning experiences.
- E9. This school promotes an academic learning climate by establishing high expectations for *all* students.

F. Satisfactory Behavior & Safe Environment

- F1. Resolution of discipline issues involves administrators, teachers, students and parents.
- F2. Both students and staff respect individual differences.
- F3. There are clearly stated school rules defining expectations of student behavior.
- F4. Consistent discipline is applied equitably to *all* students by *all* staff members.
- F5. Student behavior contributes to a safe and orderly environment.
- F6. Everyone believes that school is a safe place for learning.
- F7. This building is a safe and secure place to work and learn.

G. Fiscal Responsibility (including adequate resources and efficient use of resources)

- G1. Available resources are utilized to maximize student learning.
- G2. Teachers are provided with a wide variety of instructional materials.

H. Respect, Morale, Feel Valued & Supported

- H1. Administrators protect staff from external forces that may reduce their commitment and limit their effectiveness.
- H2. Staff can earn recognition and rewards.
- H3. Students demonstrate respect for each other.
- H4. Staff demonstrates respect for each other.
- H5. I feel like I belong at this school.
- H6. I feel that staff cares about me.
- H7. I feel that learning can be fun.
- H8. I feel that learning is fun at this school.
- H9. I feel recognized for good work.
- H10. I feel intrinsically rewarded for doing my job well.

I. Collaboration & Teamwork

- I1. Staff members are encouraged to share ideas and to work together to improve the instructional program.
- I2. Grouping practices provide for teacher directed instruction for the whole class as well as for small group instruction.
- I3. Students work together to help each other learn.
- I4. Teachers and building administrators demonstrate collaborative behaviors in their professional working relationships.
- I5. Leadership is distributed among many staff members.

Parent Survey

A. Overall Satisfaction with School & Educational System

A1. Students are given the time, help and encouragement necessary to learn.

B. Welcoming environment & Climate (including building cleanliness)

B1. Physical facilities are kept clean.

B2. The school building is clean and well-maintained.

B3. I am welcome in this school.

C. Effective Leadership & Clear Vision, Mission & Goals

C1. The Director is highly visible throughout the school.

C2. The Director is a strong instructional leader.

C3. My school has shared with me the building mission and goals for improvement.

D. Effective Communication with Stakeholders

D1. I was informed about events in a timely manner.

D2. I am provided sufficient information about my child's progress.

D3. I am able to communicate with my child's teachers.

D4. Teachers communicate frequently with me about my child's progress.

E. Focus on Academics/Preparation for Next Level (including homework issues)

E1. This school promotes an academic learning climate by establishing high expectations for *all* students.

E2. Homework assigned is appropriate and clear to students.

E3. Varied learning environments are provided to accommodate different students' needs.

E4. Teachers have high expectations for students.

F. Satisfactory Behavior & Safe Environment

F1. Student behavior contributes to a safe and orderly environment.

F2. There are clearly stated school rules defining expectations of student behavior.

F3. I believe the school rules and the disciplinary procedures are fair and effective.

G. Fiscal Responsibility (including adequate resources and efficient use of resources)

G1. The school appears well-organized and efficiently run.

G2. Students in the school have sufficient instructional materials.

H. Respect, Morale, Feel Valued & Supported

H1. I am welcome in this school.

- H2. In this school, my opinions are valued.
- H3. An atmosphere of mutual respect exists among the administration, faculty, staff, students and parents.
- H4. Discipline and rules are applied to students fairly regardless of gender, ethnicity, economic status or disability.
- H5. My participation in this school is valued and encouraged.

I. Collaboration & Teamwork

- I1. The school promotes good parent-teacher communication.
- I2. Sufficient opportunities are available for parent involvement.
- I3. The school is supportive of parent concerns.

Community Survey

A. Overall Satisfaction with School & Educational System

- A1. The focus of the school is *learning for all*.
- A2. This school promotes an academic learning climate by establishing high expectations for *all* students.
- A3. *All* staff members hold high expectations for themselves.
- A4. Students are given the time, help and encouragement necessary to learn.
- A5. I feel like I feel like I am welcome at this school.
- A6. I fell the school welcomes my input and volunteerism.
- A7. I feel that staff cares about me.
- A8. I feel that learning can be fun.
- A9. I feel that learning is fun at this school.
- A10. I feel recognized for good work.

B. Welcoming environment & Climate (including building cleanliness)

- B1. Prompt attention is given to needed repairs.
- B2. Facilities are kept clean.
- B3. Prompt attention is given to community concerns.

C. Effective Leadership & Clear Vision, Mission & Goals

- C1. The principal is highly visible throughout the school.
- C2. The principal is a resource person to the staff.
- C3. The principal is a strong instructional leader.
- C4. The building principal supports his/her teachers.
- C5. The principal observes classroom instruction and provides appropriate feedback.
- C6. Leadership is distributed among many staff members.
- C7. Successful school practices which have been evaluated are presented to the staff for their consideration.

D. Effective Communication with Stakeholders

- D1. There is a high level of school, home, and community cooperation.
- D2. The community supports the school's instructional efforts.
- D3. The school's mission and instructional programs are communicated effectively to the larger community.

E. Satisfactory Behavior & Safe Environment

- F1. Students treat others students with respect.
- F2. The rules in the school were fair for all students.
- F3. The school was safe and secure.
- F4. I could get help when I needed it from faculty and staff.

F. Fiscal Responsibility (including adequate resources and efficient use of resources)

G1. The school's technology meets my needs.

G. Collaboration & Teamwork

- I1. Staff members are encouraged to share ideas and to work together to improve the instructional program and utilize community members to improve classes.
- I2. Grouping practices provide for teacher directed instruction for the whole class as well as for small group instruction.
- I3. Students work together to help each other learn.
- I4. Teachers and building administrators demonstrate collaborative behaviors in their professional working relationships.
- I5. Leadership is distributed among many staff members.

Appendix N – Student Discipline Policy

PURPOSE

Chief Tahgee Elementary Academy has established the following comprehensive discipline policy and procedures as required by Idaho Codes 33-5205 (3)(j) and 33-205. The disciplinary actions may be taken by the Director of School Programs (Director) or designee. Since all discipline is intended to modify behavior and should fit the misbehavior, these actions are suggestive and not necessarily conclusive nor sequential. In all disciplinary matters, students and parents have the right to due process and to appeal decisions to the next higher level of governance.

DUE PROCESS

As delineated by Federal Regulations and Idaho Code, all disciplinary action will be addressed according to reasonable due process rights of all parties involved.

DISCIPLINE TIER I – CONTACT, CONFERENCE AND GUIDANCE

The first step in the disciplinary process can include one or more of the actions listed below as deemed appropriate by the principle or designee thereof.

- ***Conference/Contact with Parents.*** The Director or designee will arrange a meeting or telephone conversation with the student's parent(s) or legal guardian and/or school personnel to discuss the student's behavior or learning process. Chief Tahgee Elementary Academy will seek the assistance of the student's parent(s) or legal guardian(s) in helping the student.
- ***Contact with Student.*** The Director or designee will contact the student and inform him/her of the infraction. The student must agree to comply with required behavior management.
- ***Detention.*** The Director or designee will require that a student remain in during lunch or after school for a period of time. The student is obligated to bring materials to the detention area to work on to improve his/her academic achievement at school.
- ***Guidance.*** The Director or designee will arrange for a conversation between the student and the school personnel. The purpose of this meeting is to inform him/her that his/her behavior needs to change so that he/she does not violate the rights of others and to establish a written plan to help the student improve his/her learning capabilities.
- ***Rearrangement of School Schedule.*** The Director or designee may assign a student a new schedule of classes and/or teachers when the behavior of the student is such that the student has not conducted himself/herself in an acceptable manner.
- ***Restriction of Free Time and/or Extracurricular Activities.*** The Director or designee may inform a student that he/she cannot participate in certain activities because of his/her past or present behavior.
- ***School Clean-up.*** The Director or designee may require a student to clean up certain areas of the school.

DISCIPLINE TIER II - SUSPENSION

Students who cannot abide by school regulations and policies of CTEA, and who disrupt the educational atmosphere or interfere with the educational processes of the school, may be suspended for a temporary period of time. As per Idaho code, Section 33-205, the following limitations will apply to all suspensions:

- ***In-school Suspension.*** In-school suspension is defined as temporary removal from a class or activity.
 - Removal of student from class or classes and temporary placement in a more restrictive in-school location.
 - Suspension from a class may be initiated by the classroom teacher or other member of the faculty with concurrence of the principal. Verbal and written notification to parents or legal guardian will be provided by the Director or designee.
 - Suspension from one or more classes may be initiated by the Director provided that verbal and written notification is given to the parents or legal guardians in a timely fashion.
 - Students will be given credit for assignments completed during supervised in-school suspension.
- ***Friday School.*** Friday School is defined as in-school suspension. It is a supervised study session held on Fridays as an alternative to out-of-school suspension.
 - Friday School suspension may be initiated by the classroom teacher or other faculty member with concurrence of the Director. Verbal and written notification to parents or legal guardian will be provided by the Director or designee.
 - Friday School suspension from one or more classes may be initiated by the Director or principal provided that verbal and written notification is given to the parents, legal guardians, or acting custodians in a timely fashion.
 - Students will be given credit for assignments completed during supervised Friday School suspensions.
- ***Out-of-school Suspension.*** Out-of-school suspension is defined as temporary removal from the school premises.
 - No student will be suspended from a school by a school administrator for more than five (5) consecutive days for each offense.
 - School administrators may suspend students for up to five (5) days, and Boards of Trustees may suspend students for up to seven (7) calendar days.
 - Students may not be allowed make-up privileges for assignments missed as a result of being suspended out-of-school.

DISCIPLINE TIER III - EXPULSION

- Expulsion is a very serious action to be taken against a student and should not be recommended unless all resources and processes have been exhausted. No recommendation for expulsion will be made until all necessary investigations and conferences have been held at the school building level.
- All expulsions are under the jurisdiction of the Board of Trustees and will be governed in accordance with the "Due Process" procedures. Any decision by the Board of Trustees regarding an expulsion will require that 1) a quorum of the Board be present and 2) such decision be made by vote that constitute a majority of those voting.

READMISSION

Readmission of any student suspended or expelled, or admission of any student who has been denied admission due to expulsion from another school will be governed by Section 33-205, Idaho Code. Student who have been expelled from the CTEA will be eligible for readmission after (1) year, 12 calendar months.

ANNUAL REVIEW

The Board will review this policy annually and make a good faith effort to continue to maintain a safe and secure school through implementation of the above policy.

Appendix O – Student Due Process Policy

PURPOSE

The Board of Trustees believes that all individuals have afforded rights to due process as guaranteed under the Constitution. Consequently, this policy for due process shall guide the actions of the Board, administration, and staff.

PROCEDURES

When an incident of misconduct occurs, a student shall be given written or oral notice of any charges against him/her and an opportunity to present his/her version of the incident in question. Supervisors must give each student the opportunity, either oral or written, to defend himself/herself against the charges of misconduct prior to disciplinary action which may lead to suspension or expulsion. Such procedures must be reasonable, fair, and lead to reliable determination of the factual issues involved.

RIGHT TO APPEAL

The following shall govern the right to appeal:

1. Any appeal concerning a disciplinary action shall be scheduled for review within ten (10) school days from the receipt of such appeal. At the time of the hearing, the student, his/her parent or guardian, or his/her attorney shall be given the right to be heard and shall be granted the opportunity to present such witnesses and testimony as deemed reasonable. All hearings regarding disciplinary matters will be closed to the public unless mutually agreed by both parties.
2. Following the hearing, a report of findings will be made within ten (10) school days.
3. If necessary, a hearing may be rescheduled to hear arguments on the case. Such rescheduling is intended to accommodate schedule conflicts of legal counsel, parents and/or guardians, trustees, or school officials. In such an occurrence, the hearing shall be rescheduled within ten (10) school days or as mutually agreed by all parties.
4. The student being disciplined has the right to appeal any decision of a hearing to its next highest authority up to and including the Board of Trustees. During the appeal process, disciplinary action shall be suspended.
5. Any record of disciplinary proceedings of an exonerated student will be deleted from his/her school record.

Appendix P – Tobacco, Alcohol, and Substance Abuse Policy

PURPOSE

In accordance with Federal regulations established by the Drug Free Workplace Act of 1988, CTEA will comply with Idaho Code 33-210 and maintain a drug free environment. The Board is committed to providing a safe and secure learning environment, and will make all attempts to prevent or intervene in student use of drugs, alcohol, or tobacco.

ANONIMITY

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

DISCOVERY AND INVESTIGATION

It is the policy of CTEA that any staff member who has reasonable suspicion that a student may be under the influence of, or has in his or her possession, a controlled or dangerous substance as defined by law will immediately notify the appropriate administrator or designee of such suspicions. The administrator or designee will immediately investigate the allegation, and if confirmed, will take the appropriate disciplinary measures. These may include, but are not limited, to the following:

- 1) Contacting the parents/guardians/acting custodians
- 2) Contacting law enforcement
- 3) Referral to school counselor
- 4) Referral to an outside agency for chemical dependency assessment
- 5) Suspension from school
- 6) Expulsion from school

NOTIFICATION

When a student is suspected of being in violation of federal, state, or local law for possession or use of any illegal drug, controlled substance, tobacco, or alcohol, the parents, guardians, or acting custodians will be contacted immediately and local law enforcement agency may be notified. When a student is suspected of being in violation of federal, state, or local laws for trafficking of alcohol or drugs, the parents, guardians, or acting custodians and law enforcement will be contacted immediately. The administrator or a designee will communicate all available information to the police and offer the full cooperation of the administration and staff in a police investigation.

DISCIPLINARY PROCEDURES

If a student discloses or is reasonably suspected of being under the influence of alcohol or controlled substances, sells or distributes, or possesses drug paraphernalia, drugs, alcohol, tobacco, or other mood altering substances in school, on or adjacent to school property, or at school functions, CTEA will comply with the procedures required by Idaho Code, Section 33-210 and school policy and procedures.

First Offense for Use or Possession

- 1) Contact the parents/guardians/acting custodians.
- 2) Law enforcement may be contacted.
- 3) Referral to school counselor
- 4) Suspension from school as determined appropriate by the Director or designee.

Second Offense for Use or Possession

- 1) Contact the parents/guardians/acting custodians.
- 2) Law enforcement may be contacted.
- 3) Referral to school counselor.
- 4) Referral to an outside agency for chemical dependency assessment and treatment.
- 5) Suspension from school for five (5) days.
- 6) School Board may be petitioned for expulsion of student.

Third Offense for Use or Possession

- 1) Contact the parents/guardians/acting custodians.
- 2) Law enforcement will be contacted.
- 3) Suspension from school.
- 4) School Board will be petitioned for expulsion of student.

First Offense for Trafficking

- 1) Law enforcement agency will be contacted.
- 2) Parents/guardians/acting custodians will be contacted.
- 3) Student will be suspended.
- 4) School Board will be petitioned for expulsion.

INTERROGATION

The Board authorizes the Director or designee to interrogate any student suspected of the possession, use, or trafficking of tobacco, alcohol, drugs, or controlled substances. Individual pupils may not be interrogated by any person, except an employee of the school, without the approval of the Director. Officials representing the Idaho Department of Health and Welfare will be allowed access to students upon proper notification to the Director. No administrator will grant such an interview unless he/she deems it essential to the welfare of the child, to the immediate health and safety of others, as may be required by court order, or as authorized by a parent, guardian, or acting custodian of the student in advance of the interview.

DUE PROCESS

As delineated by Federal Regulations and Idaho Code §§33-205, all disciplinary action will be addressed according to reasonable due process rights of all parties involved. All students will be accorded rights as guaranteed under the constitution. When an incident of misconduct occurs, a student will be given written or oral notice of any charges against him/her and an opportunity to present his/her version of the incident in question. Supervisors must give each student the opportunity, either oral or written, to defend himself/herself against the charges of misconduct prior to disciplinary action which may lead to suspension or expulsion. Such procedures must be reasonable, fair, and lead to reliable determination of the factual issues involved.

ANNUAL REVIEW

The Board will review this policy annually and make a good faith effort to continue to maintain a tobacco, alcohol, and controlled substance free school through implementation of the above policy.

Appendix Q – Drug and Alcohol Free Zone Policy

PURPOSE

The abuse of alcohol and/or drugs is a serious threat to Chief Tahgee Elementary Academy, its employees, and the students. The Board of Trustees realizes that the Director of School Programs (Director) and staff are equally responsible for maintaining a safe and healthy working and learning environment. For that reason, and in compliance with the Federal Regulations established by the Drug Free Workplace Act of 1988, the Board has adopted the following policy prohibiting employees and visitors from manufacturing, purchasing, consuming, possessing, and/or trafficking drugs or alcohol on school premises or CTEA sponsored events regardless of the location.

NOTIFICATION

The Director or designee will provide every employee with a copy of the Drug and Alcohol Free Zone Policy. The Director or designee will notify every employee that, as a condition of employment, the employee will abide by the terms of the policy and notify the school of any criminal drug and/or alcohol conviction for a violation occurring in the workplace no later than five (5) days after the conviction. The Director or designee will notify the Federal Agency with whom a contract has been entered into within ten (10) days after receiving notice of conviction from an employee.

AWARENESS PROGRAM

Chief Tahgee Elementary Academy will establish a tobacco, alcohol, and drug free awareness program to inform employees and students about the dangers of abuse, the policy regarding maintenance of a drug and alcohol free workplace, available drug and alcohol abuse counseling, rehabilitation, and assistance programs, the penalties which may be imposed upon students and employees for drug and alcohol abuse violations occurring at school, and the policy regarding testing.

POLICY

- 1) It is unlawful for any employee or visitor to manufacture, distribute, dispense, possesses or use a controlled substance on school premises or school sponsored events regardless of the location.
- 2) The possession, consumption, or sale of alcohol or drugs on district premises or while on district business is prohibited. (District property includes all facilities, offices, buildings, equipment, automobiles, trucks, vehicles and parking areas, whether owned, leased, used, or under the control of the district.)
- 3) Employees who report to work under the influence of alcohol and/or drugs will not be allowed to go to their respective workstations or drive themselves home.

DISCIPLINE PROCEDURES

- 1) Reasonable accommodation will be offered to employees and visitors who admit to an alcohol or drug problem.
- 2) Employees under the influence of alcohol and/or a controlled substance which impairs judgment, performance, or behavior while on district premises or on district business will be subject to discipline, up to and including discharge. (“Under the Influence” means being unable to perform work in a safe and productive manner or being in a physical or mental condition that creates a risk to the safety and well-being of the individual, students, employees, the public or district property.)
- 3) Any employee found in violation of such prohibitions will be placed on probation and required to complete an established drug or alcohol abuse assistance and/or rehabilitation program or may, at the discretion of the Board of Trustees, be dismissed. Employees who enter an alcohol or drug

treatment program as a condition of continued employment will be required to sign a rehabilitation agreement. If an employee drops out of the program or fails to meet any terms of the rehabilitation agreement, he/she will be subject to immediate discipline up to and including termination.

- 4) The district may discipline, discharge, or deny employment to employees whose use of alcohol adversely affects job performance or conduct to the extent that the employees are not qualified to perform the essential functions of their jobs.
- 5) Chief Tahgee Elementary Academy will take appropriate action within thirty (30) days against any employee convicted of a criminal drug and/or alcohol violation occurring in the workplace up to and including termination, or require the employee to participate satisfactorily in a drug and/or alcohol abuse assistance or rehabilitation program approved for such purposes by a tribal, federal, state, or local health agency, law enforcement agency, or other appropriate agency.
- 6) Any visitor found in violation of this policy may be prohibited from entering school premises or from attending school sponsored activities, regardless of the location. Law enforcement may be contacted depending on the severity of the situation.

DRUG AND ALCOHOL TESTING

The Board of CTEA reserves the right to require any employee suspected of alcohol and/or drug abuse to undergo testing. Employees who refuse to be tested will be subject to discipline, up to and including termination. Any employee involved in an accident in a school vehicle or while using other school machinery must undergo an immediate test. Refusal to do so under those conditions may constitute grounds for discharge.

Bus drivers will be subject to mandatory testing in compliance with the regulations of the Department of Transportation (DOT) Controlled Substances and Alcohol Use and Testing as contained in 49 CFR Part 382.

ANNUAL REVIEW

The Board will review this policy annually and make a good faith effort to continue to maintain a Drug and Alcohol Free Zone through implementation of the above policy.

Appendix R – Personnel Due Process Policy

PURPOSE

The Board believes that all individuals have afforded rights to due process as guaranteed under the Constitution. Consequently, this policy for due process shall guide the actions of the Board, administration, and staff.

PROCEDURES

When an incident of misconduct occurs, an employee shall be given written or oral notice of any charges against him/her and an opportunity to present his/her version of the incident in question. The Director of School Programs (Director) must give each employee the opportunity, either oral or written, to defend himself/herself against the charges of misconduct prior to disciplinary action which may lead to termination of employment. Such procedures must be reasonable, fair, and lead to reliable determination of the factual issues involved.

RIGHT TO APPEAL

The following shall govern the right to appeal:

1. Any appeal concerning a disciplinary action shall be scheduled for review within ten (10) school days from the receipt of such appeal. At the time of the hearing, the employee or his/her attorney shall be given the right to be heard and shall be granted the opportunity to present such witnesses and testimony as deemed reasonable. All hearings regarding disciplinary matters will be closed to the public unless mutually agreed by both parties.
2. Following the hearing, a report of findings will be made within ten (10) school days.
3. If necessary, a hearing may be rescheduled to hear arguments on the case, Such rescheduling is intended to accommodate schedule conflicts of legal counsel, employees, trustees, or school officials. In such an occurrence, the hearing shall be rescheduled within ten (10) school days or as mutually agreed by all parties.
4. The employee being disciplined has the right to appeal any decision of a hearing to its next highest authority up to and including the Board of Trustees. During the appeal process, disciplinary action shall be suspended.
5. Any record of disciplinary proceedings of an exonerated employee will be deleted from his/her record.

Appendix S – Weapons Policy

PURPOSE

The CTEA Board of Trustees is committed to creating a safe and secure environment for all students, staff and visitors. Although no absolute guarantee of eliminating all threats to individual safety can be assured, the Board directs the Director of School Programs (Director) to reduce and minimize safety risks through the implementation of appropriate policies and procedures designed for this purpose.

DEFINITIONS

No Tolerance - In regard to this policy, “no tolerance” indicates that consequences will occur commensurate with the seriousness of each situation and the circumstances thereof.

Weapons – Weapons include razor blades, knives, firearms, explosives, dangerous instruments, destructive devices, devices that look like weapons, or any other device that may be considered a dangerous instrument when used in a threatening manner.

Possession – Possession means on the physical person, in a vehicle, parking area, bus, facilities, school grounds, location of any school sponsored activity, purse, handbag, backpack, locker, or in another hidden location.

AUTHORITY

When not explicitly delineated by federal and state law, the Director or designee has the authority to determine the extent of the threat and/or the disruptiveness to the health, safety, and/or educational process of other individuals in each particular situation.

The Director or designee of the building where the offense occurred will hold a due process hearing within five (5) days of the incident and make a written recommendation to the Board of Trustees. If petitioned for expulsion, the Board will hold such hearing at its next regularly scheduled meeting, or at a special meeting, if the Board deems necessary.

Under special circumstances, the Director or designee may give permission to a student to bring a weapon to school for educational purposes. Under no circumstances are firearms or destructive devices to be allowed at school. In granting such permission, the Director or designee will consider the purpose for bringing the weapon, the degree of supervision, the student’s age, and other safety issues.

The Director is required to distribute a disclosure statement regarding this policy that must be signed by the parents/guardians when the student registers for the beginning of each school year.

POSSESSION, THREATS, OR USE

The Board of Trustees has no tolerance for any student who possesses threatens, or uses, or assists another in the possession, threat, or use of, any form of weapon as delineated in the Definitions section of this policy, whether on school premises, buses, or school sponsored events.

Firearms and Destructive Devices

According to federal law, any student who is determined to have used, brought, or have in possession a firearm or destructive device as defined under Possession in the Definitions section of this policy, will be immediately suspended, referred to the appropriate law enforcement agency, and, following due process, be expelled from school for a period of not less than one (1) year, twelve (12) calendar months. The Board may modify the expulsion order on a case by case basis.

Other Devices

Other than for firearms and destructive devices, when the use, threat of use, or possession of weapons as defined under Possession in the Definitions section of this policy, the student may be immediately referred to law enforcement, may be suspended, and ultimately expelled as outline in the school's Discipline Policy and Charter.

Students with Disabilities

As outlined in the Students with Disabilities – Discipline Policy and CTEA's Charter, students with disabilities will be disciplined according to the Individuals with Disabilities Education Act (IDEA), its subsequent amendments, and Section 504 of the 1973 Rehabilitation Act.

READMISSION

Any student expelled under the guidelines of federal law and this policy may not apply for readmission for one (1) year, twelve (12) months from the date of expulsion. If readmission is granted after proper application, it will not occur until the start of the next grading term following approval of readmission.

ENROLLMENT OF TRANSFER STUDENTS

It is the policy of the Board of Trustees that no student who has been expelled, or threatened with expulsion, by any other school district may enroll in the school until such time as the penalty has expired. Generally, this will be a period of (1) year, twelve (12) calendar months.

ANNUAL REVIEW

The Board will review this policy annually and make a good faith effort to continue to maintain a safe and secure environment free from weapons through implementation of the above policy.

Appendix T – Search and Seizure Policy

PURPOSE

In order to promote the safety and security of all students, staff, and employees and sustain a quality education environment, the Board reserves the right to search all school property under its direct jurisdiction and exclusive control. Said property includes, but is not limited to, buildings, equipment, buses, grounds, and other physical settings.

AUTHORITY

It is the policy of the Board that members of the administrative staff have the authority to search, in a fair and unbiased method, the student lockers and all other school property over which the school district has control at, any time, without student consent, and without a search warrant. Members of the administrative staff also have the authority to search the personal property of students when reasonable under the circumstances. This authority to search school property, or personal property of the student when appropriate, is extended to members of the teaching staff who accompany students on out-of-town activities for school-related purposes at school district expense.

DETECTION DOG USE

The Board authorizes the Director or designee to use detection dogs affiliated with law enforcement when warranted and within the limits of this policy. Detection dogs may be employed as a planned deterrent and detection program, a search based on reasonable suspicion or probable cause, or as an educational demonstration. Detection dogs may be used on any school premises including buildings, facilities, grounds, school buses, student parking lots, and other properties owned or leased by ISI. When used for a general deterrent and detection program the Director or designee must notify all affected groups and provide a plan that designates the nature of the contraband sought, method employed to ensure random selection, and the possible locations to be searched.

Appendix U – Student Violence Prevention Policy

PURPOSE

The Board is committed to maintaining a learning environment which is free from violence of any kind, including but not limited to bullying, intimidation, hazing, and harassment. The Board, its employees, students, and people within school communities all have an obligation to promote, monitor, and maintain a violence-, bullying-, intimidation-, hazing-, and harassment-free learning environment. No violence, bullying, intimidating, hazing, and/or harassment on the basis of race, sex, color, creed, religion, ancestry, national origin, age, physical, mental, emotional or learning disability, arrest or conviction record, pregnancy, marital status, parental status, sexual orientation, and/or political affiliation will be allowed.

The Board authorizes the Director to provide education to its students in order to maintain an environment that is positive and is respectful of every individual. Violence, bullying, intimidation, hazing, and harassment in the learning environment is not acceptable under any conditions, and any student who violates this policy may be subject to remedial or disciplinary action, up to and including expulsion from school.

DEFINITIONS

Bullying

Bullying is the repeated aggressive behavior or frightening of others with an apparent intent to dominate. Bullying may include, but not be limited to physical (hitting, pushing, or attacks on property); verbal (name-calling, obscene gestures, malicious teasing, or electronic threats); or indirect attacks (intentional exclusion from groups, anonymous hurtful notes, or spreading false rumors). Bullying often occurs without apparent provocation. Bullying is not playful teasing between relatively equal individuals.

Cyber bullying

Cyber bullying is an aggressive, intentional act carried out by an individual or group using electronic forms of contact. These include but are not limited to:

- 1) Text message bullying involves sending unwelcome texts that are threatening or cause discomfort.
- 2) Picture/video-clip bullying via mobile phone cameras is used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people.
- 3) Phone call bullying via mobile phone uses silent calls or abusive messages.
- 4) Email bullying uses email to send bullying or threatening messages.
- 5) Chat room bullying involves sending menacing or upsetting responses to children or young people when they are in a web-based chat room.
- 6) Bullying through instant messaging (IM) is an Internet-based form of bullying where students are sent messages as they conduct real-time conversations online.
- 7) Bullying via websites includes the use of defamatory blogs (web blogs), personal websites and online personal polling sites.

Intimidation

Intimidation includes all attempts to frighten another into submission, compliance, or acquiescence for any reason.

Hazing

Hazing means to subject a person to bodily danger, physical harm, severe emotional harm, extreme embarrassment or personal degradation; to subject a person to the likelihood of any of the above; or to require, encourage, authorize or permit that the person be subjected to any of the following:

- 1) total or substantial nudity on the part of the person;
- 2) compelled ingestion of any substance by the person;
- 3) wearing or carrying of any obscene or physically burdensome article by the person;
- 4) physical assaults upon or offensive physical contact with the person;
- 5) participation by the person in boxing matches, excessive number of calisthenics, or other physical contests;
- 6) transportation and abandonment of the person;
- 7) confinement of the person to unreasonably small, unventilated, unsanitary or unlighted areas;
- 8) sleep deprivation; or
- 9) assignment of pranks to be performed by the person.

The term hazing, as defined in this section does not include customary athletic event/activity or similar contests or competitions, and is limited to those actions taken and situations created in connection with initiation into or affiliation with any group or organization. For the purposes of this definition, any activity described in this definition will be presumed to be “forced” activity, the willingness of an individual to participate in such activity notwithstanding.

Harassment

Harassment does not have a set definition. Generally, harassing behavior is that which is personally offensive and socially unacceptable. Harassing behavior may be verbal or physical, and it may occur on campus or while not at school or not under the supervision of a school authority if it endangers the property, health, or safety of others. Mere social pleasantries or casual compliments should not constitute sexual harassment.

Harassment may occur between parties **or** the same or different gender. Offenders may be (but are not limited to) fellow students, teachers, coaches, volunteers, supervisors, support staff, or even third parties.

In general, harassment may include, but is not limited to, unwelcome conduct (verbal or physical), actions, words, jokes, or comments outlined in Board policy. Sexual harassment may include, but is not limited to, the following:

- 1) unsolicited verbal sexual comments and gestures;
- 2) subtle pressure for sexual activity;
- 3) repeated offensive sexual flirtations, advances or propositions;
- 4) sexist remarks about a person’s body or sexual activities;
- 5) sexually oriented jokes, stories and materials (calendars, posters, cartoons, magazines);
- 6) demanding sexual favors accompanied by implied or overt threats concerning ones’ employment;
- 7) patting, pinching, or unnecessary touching; and/or
- 8) attempted or actual physical assault.

Harassment on any basis exists whenever:

- 1) Submission to harassing conduct is made, explicitly or implicitly, a term or condition of an individual’s education; and

- 2) Submission to or rejection of such conduct is used as a basis for scholastic achievement, co-curricular or extra-curricular decision; or
- 3) The harassing behavior interferes with a student's school performance or creates an intimidating, hostile or offensive work or learning environment.

COMPLAINT PROCEDURES

Students are encouraged to tell his/her offender(s) that they find the conduct offensive and that they want it to stop. Failing informal resolution, or if the student is not comfortable confronting his/her harasser, any student who believes he or she is being bullied, hazed, intimidated and/or harassed, or any student who becomes aware of any such forms of harassment, should promptly notify the administrator or designee.

Chief Tahgee Elementary Academy has developed a complaint form, which should be filled out by the Complainant during the complaint process as soon as practicable after the complaint is made. Students are encouraged to report any form of bullying, intimidation hazing and/or harassment even if the form is not immediately available to them.

INVESTIGATION

Upon being notified about alleged offence, CTEA will implement a thorough, impartial and prompt investigation of the complaint not to exceed five (5) days of the event. Confidentiality of individuals who report or participate in the investigation of alleged violence, bullying, hazing, and/or harassment will be protected to the extent possible, provided such confidentiality does not interfere with the school's ability to investigate or take corrective action. In the case of bullying, intimidation, hazing, and/or harassment of or by another student, employee, or visitor, the parents or guardians will be contacted to inform them of the complaint and process involved. The appropriate law enforcement agency will be contacted by school officials if the alleged bullying, intimidation, hazing, and/or harassment constitutes a violation of criminal law. Both parties to the complaint (and the parents/guardians of a student) will be notified regularly as to the disposition of the investigation.

CONFIDENTIALITY

Because of the possible sensitive nature of the allegations, any investigation for violations of this policy will be conducted, to the extent possible and within legal constraints, to protect the privacy of the complainant, victim and the accused. In instances where the allegation involves suspected child abuse, harm to self or harm to others, the Director or designee must report the case to the proper authorities as required by law.

INSUFFICIENT EVIDENCE

If there is insufficient evidence to support the allegations, no report of the allegation will be placed in an accused or complaining employee's personnel record or in an accused or complaining student's permanent record.

FALSE ACCUSATIONS

If the investigation discloses that the complaining individual knowingly or in a malicious manner falsely accused another of bullying, hazing, or harassment, the complaining individual may be subject to disciplinary action as stated above.

DISCIPLINARY ACTION

The Board views violence, bullying, hazing, harassment and/or retaliation to be among the most serious breaches of behavior. Consequently, appropriate discipline for such behaviors, ranging from

warning/remedial action up to expulsion, may be imposed. Discipline may be imposed against a Complainant if CTEA discovers that a Complainant has knowingly made a false complaint, ranging from warning/remedial action up to expulsion. Discipline will be appropriate to the offense, age and status of the individual following the guidelines of the Student Discipline Policy. The Director or designee will submit the case to the appropriate law enforcement agency when the charges warrant such action.

RETALIATION

The Board expressly prohibits retaliation against a student bringing a violence, bullying, hazing, and/or harassment complaint or assisting in the investigation of such a complaint. Such students may suffer adverse actions based upon their involvement in the complaint process. If any individual believes that he or she is being retaliated against for pursuing a claim, for assisting with the investigation of a complaint, or for opposing discrimination in the school, that individual should immediately file a written complaint.

POLICY DISSEMINATION

Every student and the student's parent/guardian will receive a copy of the Violence Prevention Policy and guidelines each year. The Director will ensure that all schools have an on-going educational program to create awareness, understanding and prevention of violence, bullying, hazing, and harassment in the learning environment.

INVESTIGATION PROCEDURES

The following is intended as a guideline for conducting a harassment complaint investigation:

- 1) Review policy
- 2) Obtain a written complaint to serve as the basis of an investigation.
- 3) Gather facts and elicit specific details regarding the alleged violence, bullying, hazing, and/or harassment.
 - Type and frequency of the conduct.
 - What was said or done.
 - Where it occurred.
 - Where the complainant was touched, if applicable.
 - The dates the conduct occurred.
 - Time period over which the conduct occurred.
 - Whether there was a pattern of previous episodes.
 - Is the complainant aware of similar behavior by the accused toward other employees.
 - Location of the event.
 - Context of the event.
- 4) Obtain statements from witnesses that support or deny any of the complainant's allegations.
- 5) Notify witnesses about retaliation protections in your policy and in state and federal law.
- 6) Keep the investigation and facts confidential.
- 7) Restate your policy on retaliation. Notify the complainant to inform you if any retaliation occurs.

POST-INVESTIGATION PROCEDURES

The investigating administrator will 1) prepare a written report, 2) prepare a recommendation for resolution of the dispute, and 3) notify both parties and their parents/guardians of the resolution of the matter.

ANNUAL REVIEW

The Board will review this policy and annually and make a good faith effort to continue to maintain a safe and secure school.

Appendix V – Employee and Public Violence Prevention Policy

PURPOSE

The Board is committed to maintaining a learning environment which is free from violence of any kind, including but not limited to bullying, intimidation, and harassment. The Board, its employees, students, and people within school communities all have an obligation to promote, monitor, and maintain a violence-free learning and working environment. No violence and/or harassment on the basis of race, sex, color, creed, religion, ancestry, national origin, age, physical, mental, emotional or learning disability, arrest or conviction record, pregnancy, marital status, parental status, sexual orientation, and/or political affiliation will be allowed.

The Board authorizes the Director to provide education to its employees in order to maintain an environment that is positive and is respectful of every individual. Bullying, intimidation, and harassment in the working and learning environment is not acceptable under any circumstances, and any employee or visitor who violates this policy may be subject to remedial or disciplinary action, up to and including termination of employment.

DEFINITIONS

Bullying

Bullying is the repeated aggressive behavior or frightening of others with an apparent intent to dominate. Bullying may include, but not be limited to physical (hitting, pushing, or attacks on property); verbal (name-calling, obscene gestures, malicious teasing, or electronic threats); or indirect attacks (intentional exclusion from groups, anonymous hurtful notes, or spreading false rumors). Bullying often occurs without apparent provocation. Bullying is not playful teasing between relatively equal individuals.

Cyber bullying

Cyber bullying is an aggressive, intentional act carried out by an individual or group using electronic forms of contact. These include but are not limited to:

- 8) Text message bullying involves sending unwelcome texts that are threatening or cause discomfort.
- 9) Picture/video-clip bullying via mobile phone cameras is used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people.
- 10) Phone call bullying via mobile phone uses silent calls or abusive messages.
- 11) Email bullying uses email to send bullying or threatening messages.
- 12) Chat room bullying involves sending menacing or upsetting responses to children or young people when they are in a web-based chat room.
- 13) Bullying through instant messaging (IM) is an Internet-based form of bullying where students are sent messages as they conduct real-time conversations online.
- 14) Bullying via websites includes the use of defamatory blogs (web blogs), personal websites and online personal polling sites.

Intimidation

Intimidation includes all attempts to frighten another into submission, compliance, or acquiescence for any reason

Harassment

Harassment does not have a set definition. Generally, harassing behavior is that which is personally offensive and socially unacceptable. Harassing behavior may be verbal or physical, and it may occur on campus or while not at school or not under the supervision of a school authority if it endangers the property, health, or safety of others. Mere social pleasantries or casual compliments should not constitute sexual harassment.

Harassment may occur between parties of the same or different gender. Offenders may be (but are not limited to) fellow teachers, students, coaches, volunteers, supervisors, support staff, or even third parties.

In general, harassment may include, but is not limited to, unwelcome conduct (verbal or physical), actions, words, jokes, or comments based on an individual's protected status as outlined in Board policy. Sexual harassment may include, but is not limited to, the following:

- 9) Unsolicited verbal sexual comments and gestures;
- 10) Subtle pressure for sexual activity;
- 11) Repeated offensive sexual flirtations, advances or propositions;
- 12) Sexist remarks about a person's body or sexual activities;
- 13) Sexually oriented jokes, stories and materials (calendars, posters, cartoons, magazines);
- 14) Demanding sexual favors accompanied by implied or overt threats concerning one's employment;
- 15) Patting, pinching, or unnecessary touching; and/or
- 16) Attempted or actual physical assault.

Harassment on any basis (based on any protected status) exists whenever:

- 4) Submission to harassing conduct is made, explicitly or implicitly, a term or condition of employment; and
- 5) Submission to or rejection of such conduct is used as a basis for employment or advancement; or
- 6) The harassing behavior interferes with an employee's performance or creates an intimidating, hostile or offensive work or learning environment.

COMPLAINT PROCEDURES

Employees and visitors are encouraged to tell his/her offender(s) that they find the conduct offensive and that they want it to stop. Failing informal resolution, or if the employee or visitor is not comfortable confronting his/her harasser, any employee who believes he or she is being bullied, intimidated, and/or harassed, or any employee who becomes aware of such forms of harassment, should promptly notify the administrator or designee.

Chief Tahgee Elementary Academy has developed a complaint form, which should be filled out by the Complainant during the complaint process as soon as practicable after the complaint is made. Employees are encouraged to report violence and/or harassment even if the form is not immediately available to them.

INVESTIGATION

Upon being notified about alleged violence and/or harassment, the school will implement a thorough, impartial and prompt investigation of the complaint not to exceed five (5) days of the event. Confidentiality of individuals who report or participate in the investigation of alleged violence and/or harassment will be protected to the extent possible, provided such confidentiality does not interfere with the school's ability to investigate or take corrective action. The appropriate law enforcement agency will be contacted by school officials if the alleged violence and/or harassment constitutes a violation of

criminal law. Both parties to the complaint will be notified regularly as to the disposition of the investigation.

CONFIDENTIALITY

Because of the possible sensitive nature of the allegations, any investigation for violations of this policy will be conducted, to the extent possible and within legal constraints, to protect the privacy of the complainant, victim and the accused. In instances where the allegation involves suspected child abuse, harm to self or harm to others, the Director or designee must report the case to the proper authorities as required by law.

INSUFFICIENT EVIDENCE

If there is insufficient evidence to support the allegations, no report of the allegation will be placed in an accused or complaining employee's personnel record or in an accused or complaining student's permanent record.

FALSE ACCUSATIONS

If the investigation discloses that the complaining individual knowingly or in a malicious manner falsely accused another of bullying, hazing, or harassment, the complaining individual may be subject to disciplinary action as stated above.

DISCIPLINARY ACTION

The Board views violence, bullying, intimidation, harassment, and/or retaliation to be among the most serious breaches of behavior. Consequently, appropriate discipline for such behaviors, ranging from warning/remedial action, removal from school premises, and up to termination may be imposed. Discipline may be imposed against a Complainant if the school discovers that a Complainant has knowingly made a false complaint of bullying, intimidation, and/or harassment, ranging from warning/remedial action, removal from school premises, up to termination. Discipline will be appropriate to the offense, age and status of the individual. The Director or designee will submit the case to the appropriate law enforcement agency when the charges warrant such action.

RETALIATION

The Board expressly prohibits retaliation against an employee or visitor from bringing a bullying, intimidation, and/or harassment complaint or assisting in the investigation of such a complaint. Such employees or visitors may suffer adverse actions based upon their involvement in the complaint process. If any individual believes that he or she is being retaliated against for pursuing a claim of violence and/or harassment, for assisting with the investigation of a harassment complaint, or for opposing discrimination in the school, that individual should immediately file a written complaint.

POLICY DISSEMINATION

Every employee will receive a copy of the Employee & Public Violence Prevention Policy and guidelines each year. The District will ensure that all schools have an on-going educational program to create awareness, understanding and prevention of violence and harassment in the working and learning environments.

INVESTIGATION PROCEDURES

The following is intended as a guideline for conducting a harassment complaint investigation:

- 8) Review policy
- 9) Obtain a written complaint to serve as the basis of an investigation.

- 10) Gather facts and elicit specific details regarding the alleged bullying, intimidation, and/or harassment.
 - type and frequency of the conduct
 - what was said or done
 - where it occurred
 - where the complainant was touched, if applicable
 - the dates the conduct occurred
 - time period over which the conduct occurred
 - whether there was a pattern of previous episodes
 - is the complainant aware of similar behavior by the accused toward other employees
 - location of the harassment
 - context of the harassment
- 11) Obtain statements from witnesses that support or deny any of the complainant's allegations.
- 12) Notify witnesses about retaliation protections in your policy and in state and federal law.
- 13) Keep the investigation and facts confidential.
- 14) Restate your policy on retaliation. Notify the complainant to inform you if any retaliation occurs.

POST-INVESTIGATION PROCEDURES

The investigating administrator will 1) prepare a written report, 2) prepare a recommendation for resolution of the dispute, and 3) notify both parties of the resolution of the matter.

ANNUAL REVIEW

The Board will review this policy and annually and make a good faith effort to continue to maintain a safe and secure school through implementation of the above policy.

Appendix W – Suicide Prevention Policy

PURPOSE

Mental, emotional, and social well-being are foundations for building good health. These foundations include a sense of security, identity, belonging, purpose and competence in order to strive toward a healthy and productive life. Chief Tahgee Elementary Academy is concerned with the health and safety of all its students; consequently, in order to protect students from suicidal tendencies and in compliance with Idaho Code 08.02.03.160, the following policy has been established.

PROCEDURES

Chief Tahgee Elementary Academy will develop and annually review procedures that:

- 1) coordinate and maintain a school-based crisis team;
- 2) identify and respond to students at risk for suicide in a prescribed manner while keeping both the student and classmates safe;
- 3) set up pre-arranged building contact(s) for the preliminary assessment of the student;
- 4) refer students at risk to recognized mental health programs which may include emergency personnel (ambulance and/or police) and designate people who make calls to these agencies and to parent/guardians;
- 5) have a pre-determined documentation plan, which must include dates and times of parent/guardian contacts and their responses;
- 6) help students integrate safely back into the school setting when appropriate monitor the student after integration; and
- 7) provide school or staff support if needed

SUICIDE CRISIS PLAN

7.7.8.2.6 Any faculty member who has knowledge or suspects a student of suicidal tendencies will notify the school administrator or designee who will contact the parents, law enforcement, counselor, emergency medical professionals, and/or other crisis service providers.

7.7.8.2.7 The Director or designee will mobilize the school-based crisis team, establish communication with the parents or guardians to determine intervention steps, discuss how the school might be helpful and supportive to the students and family, and address how the family would like the situation announced at school.

7.7.8.2.8 With support from a community crisis service provider and in consultation with the family, the administrator or designee will inform the staff of the facts and help the staff address the reactions of other students and the family.

- 8) The Director or designee will then establish a plan for periodic contact with the student.
- 9) The Director or designee will make arrangements for all class work assignments to be completed at **come** and determine how to help the student complete his/her school requirements.

ANNUAL REVIEW

The policy and procedures surrounding suicide prevention and other health and safety policies will be reviewed annually.

Appendix X – Crisis Management Policy

PURPOSE

The Board of Trustees recognizes schools need to be prepared to handle a crisis involving a student, a staff member, or the entire school. While the CTEA's main function is to educate, the safety of staff and student body is of paramount concern.

PROCEDURES

When a crisis occurs, the Board directs the school to follow the procedures outlined in the Crisis Management Handbook, including the following:

- 1) Ensure the safety and protection of the student(s)/staff.
- 2) Activate a crisis plan/crisis team.
- 3) Notify the Director and police, as appropriate.
- 4) Notify staff, students, and parents, as appropriate.
- 5) Provide immediate emotional support for student(s) and staff in a designated area.
- 6) Provide short term support for students or staff members needing further assistance for a period of time after the crisis.

RESPONSIBILITIES

The Board of Trustees further recognizes that trauma in the life of a staff member or student can create feelings which can impact the ability to teach or learn. A person (or persons) suffering from trauma, stress, abuse or depression cannot benefit fully from, or provide services to, the educational program, and that person may pose a threat to him/herself or others. All involved school personnel should be alert to the individual who exhibits signs of unusual depression or who threatens violence to self or others. Staff members should know how to contact the proper authorities or know how to refer to school personnel who can link individuals and their families to treatment programs in the community.

CRISIS AWARENESS PROGRAM

In order to help prevent suicide and other severe acts of violence, the Board directs that a Crisis Awareness Program be initiated in the school to include the following:

- 1) Implement a school-wide crisis plan.
- 2) Provide in-service education to increase staff awareness of the seriousness of trauma, crisis and their impact. This in-service will include warning signs, procedures for dealing with crisis, and how to help lessen impact on students/staff.
- 3) Establish procedures to help ease the impact of a crisis on the students, staff and the community.
- 4) Inform parents of the crisis procedures and how parents can assist.

ANNUAL REVIEW

The Board will review this policy and annually and make a good faith effort to continue to maintain a safe and secure school through implementation of the above policy.

Appendix Y – Building Safety Policy

PURPOSE

The safety of every student, employee, and visitors is a matter of the highest priority to the Board of Trustees, the administration, and teachers. In order to maximize learning opportunities, a safe and secure environment is critical. While the Board cannot guarantee elimination of all threats, the Board directs and supports the Director of School Programs (Director) in the implementation of policies and procedures which are designed to reduce and minimize safety risks.

BACKGROUND CHECKS

The Board understands that in order to serve and protect school students, employees, and the public that the school must employ ethical, effective, and efficient individuals. As required by Idaho Code Section 33-130, the Board authorizes the Director to require a criminal background check as a condition for employment. Also, the Board authorizes the Director to require a criminal background check for all volunteers who work unsupervised by an employee with any student. The Director is authorized to decline or terminate employment or volunteer service of an individual who has a criminal conviction, or fails to disclose a criminal conviction, deemed a threat to the security and safety of the students, staff, and visitors.

REPORTING

All conduct that may compromise the security and safety of the school, such as a crime or serious incident, must be reported to the Director or designee, as required by the Board. The Director or designee will investigate and analyze the situation in order to identify problem areas and develop the appropriate prevention and intervention measures, and if necessary, implement policies and/or procedures to continually improve the safety and security of the school. All suspected crimes will be reported to the appropriate law enforcement agency.

EMERGENCY DRILLS AND RESPONSE PLANS

The Board requires emergency drill exercises for natural disasters, fires, and bomb and weapons threats be planned by the Director, faculty, and staff to assure orderly movement and proper placement of students when emergencies arise. Any event which threatens the safety and security of students, employees, and visitors is considered an emergency. Fire drills are to be conducted once a month.

STAFF TRAINING

The Board requires that all staff receives training regarding this policy, emergency response, and first responder training. Certification of this training will be included in the employees' files.

VISITOR IDENTIFICATION

Chief Tahgee Elementary Academy welcomes and encourages participation by all parents, guardians, acting custodians, and other persons associated with school business to attend school activities and visit the school. In order to maintain a safe and secure environment and protect students from harm, all visitors are required to sign a log-in sheet and wear **red** identification badge during their visit. The Board requires that the Director ensure the posting of signs at each entry way in all building that instruct all visitors to report to the office during school hours. If an individual fails to comply with this directive, he/she may be asked to sign-in, asked to leave the premises, referred to law enforcement, and/or denied further access.

FACILITIES SAFETY

The Board requires the Director to provide for inspection of facilities in compliance with Idaho Code Section 39-4130 and assure compliance with all other state and federal safety and health requirements within the school. The Director will assure that all facilities have received fire marshal approval and been evaluated by a

qualified structural engineer who has determined the facilities present no substantial safety hazard. Fire and safety officials using the same guidelines for all public schools will be employed to inspect the school.

The Director will assure that all facilities have received fire marshal approval, been evaluated by a qualified structural engineer who has determined the facilities present no substantial safety hazard. Fire and safety officials using the same guidelines for all public schools will be employed to inspect the school.

All school buildings, including portable or temporary buildings, will be designed and built in conformance with the current edition of the codes specified in the Idaho Building Code Act, Section 39-4109, Idaho Code, including, the National Electrical Code, Uniform Plumbing Code, and Idaho General Safety and Health Standards. All school buildings, including portable or temporary buildings, will meet other more stringent requirements established in applicable local building codes.

All hazards and conditions of disrepair will immediately be reported to the Director or designee. If hazards and disrepairs pose a significant threat to the security or safety of the students, staff, or visitors, the Director or designee will alter operations to eliminate the threat with as little disruption to the school program as possible. The Director will authorize immediate action to remedy or fix the hazard, disrepair, or threat.

ANNUAL REVIEW

The Board will review this policy annually and make a good faith effort to continue to maintain safe and secure buildings.

Appendix Z – Unsafe School Choice Option Policy

PURPOSE

The safety of every student, employee, and visitors is a matter of the highest priority to the Board of Trustees, the administration, and teachers. In order to maximize learning opportunities, a safe and secure environment is critical. While the Board cannot guarantee elimination of all threats, the Board directs and supports the administration in the implementation of policies and procedures which are designed to reduce and minimize safety risks.

UNSAFE SCHOOL CHOICE OPTIONS

In accordance with Federal and Idaho State Law, the Board will officially adhere to the guidelines outlined in the following:

The No Child Left Behind Act of 2001 (ESEA) provides, in part:

"TITLE IX, PART E, SUBPART 2, SEC. 9532. UNSAFE SCHOOL CHOICE OPTION."

"(a) UNSAFE SCHOOL CHOICE POLICY.--Each State receiving funds under this Act will establish and implement a statewide policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State in consultation with a representative sample of local educational agencies, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary school or secondary school within the local educational agency, including a public charter school."

"(b) CERTIFICATION.--As a condition of receiving funds under this Act, a State will certify in writing to the Secretary that the State is in compliance with this section." PL 107-110, 115 Stat. 1425, 1984-1985 (2002) (emphasis added).

DEFINITIONS

Pursuant to this Act, Idaho School of Innovation adopts this operational definition:

"Persistently dangerous public elementary school or secondary school" is defined in the context of the No Child Left Behind Act of 2001 (ESEA), an Idaho public elementary or secondary school, and to the Member of the school Board, is considered to be persistently dangerous if it meets the following criteria:

In each of three consecutive years, there is one instance of:

- 1) Homicide
- 2) Sexual offense
- 3) Kidnapping

or the school exceeds an expulsion or student conviction rate of:

- 1) 1% of the student body, or

- 2) 3 students, whichever number is greater, for violent criminal offenses or for violations of federal or state gun free schools requirements on school property or at school sponsored events while school is in session.

For the purpose of this definition, a "violent criminal offense" is defined as conduct which could be charged as a felony or misdemeanor involving the threat of or actual physical injury, a sexual offense, homicide, rape, robbery, aggravated assault, aggravated battery, stalking, first degree kidnapping or aggravated arson.

The definitions of most violent offenses, such as homicide and rape, are commonly understood and do not need further clarification. Other terms, such as aggravated assault, aggravated battery, and robbery, are subject to individual state definitions and may be misapplied by those not familiar with their legal definitions. Therefore, for purposes of the Unsafe School Choice Options Policy, the following definitions taken from Idaho Code will apply:

Aggravated Assault. An aggravated assault is an assault with a deadly weapon or instrument, without the intent to kill, or an assault by any means or force likely to produce great bodily harm. Ref.: Idaho Code §§18-905.

Aggravated Battery. An aggravated battery is a battery in which a person:

- 1) causes great bodily harm, permanent disability or permanent disfigurement; or
- 2) uses a deadly weapon or instrument; or
- 3) uses any vitriol, corrosive acid, or a caustic chemical of any nature; or
- 4) uses any poison or other noxious or destructive substance or liquid; or
- 5) upon the person of a pregnant female, causes great bodily harm, permanent disability or permanent disfigurement to an embryo or fetus. Ref.: Idaho Code §§ 18-907

Robbery. Robbery is the felonious taking of personal property in the possession of another, from his person or immediate presence, and against his will, accomplished by means of force or fear. Ref.: Idaho Code §§ 18-6501. Note: Robbery differs from theft because of the physical presence of the victim and the force or fear component involved in the perpetrator taking the property from the victim against his will.

Homicide. The unlawful killing of a human being.

- 1) **Threat of or Actual Physical Injury.** To express an intent, through word or action to inflict harm upon another's person, coupled with the apparent ability to do so, and doing some act which creates a well-founded fear in such other person that such violence is imminent. Ref.: Idaho Code §§ 18-901.
- 2) **Aggravated Arson.** Burning or damaging by fire or explosion a structure or real or personal property, resulting directly or indirectly, in great bodily harm, permanent disability, permanent disfigurement or death of any person, regardless of intent or lack of intent to cause such harm. Ref.: Idaho Code §§18-805.
- 3) **Kidnapping-First Degree.** Any kidnapping committed for the purpose of: obtaining money, property or another thing of values for the return or disposition of such person, -raping, or committing the infamous crime against nature; -committing serious bodily injury

upon the person kidnapped; - committing any lewd and lascivious act upon any child under the age of sixteen. Ref.: Idaho Code §§18-4502.

- 4) **Stalking.** Any person who willfully, maliciously and repeatedly follows or harasses another person. Ref.: Idaho Code §§18-7905.
- 5) **Sex Offense**– Rape, crime against nature forcible sexual penetration by use of foreign object, sexual abuse of a child under the age of sixteen, ritualized abuse of a child, sexual exploitation of a child. Lewd conduct with a minor child under sixteen, or sexual battery of a minor child sixteen or seventeen years of age.

SCHOOL INTERVENTION ACTION PLAN

If Idaho School of Innovation meets the criteria a second consecutive year the Board or designee will identify the problems and have implemented an intervention action plan to ensure a safe school environment for students, faculty, and other staff.

The intervention action plan will be based on an analysis of the problems faced by the school and address the issues that resulted in the school being identified as persistently dangerous. Some examples of intervention action include, but are not limited to, hiring additional personnel to supervise students in common areas, increased instructional activities in areas such as conflict resolution, working with law enforcement officials to identify and eliminate gang-related activities, in-service training of teachers and administrators concerning consistent enforcement of school discipline policies, and limiting access to campuses.

The intervention action plan will be submitted to the SDE for approval within thirty (30) school days of reaching the criteria in the second consecutive year. The Board will request the SDE provide technical assistance as the plan is implemented.

The Board of Trustees acknowledges that after three consecutive years of a persistently dangerous classification, ISI will take the following corrective actions:

- 1) Submit a corrective action plan for approval by the ACE and State Department of Education.
- 2) The Director or designee will notify the parents/guardian of each student attending the school the state has identified as persistently dangerous. Notification to parents will be within ten (10) school days from the time the school is notified by SDE that the school has been identified;
- 3) The Board will offer all students the opportunity to transfer to a safe public school. The offer to transfer students will occur within twenty (20) school days from the time that ISI has been notified by SDE that it has been identified as persistently dangerous. Idaho School of Innovation will explore all possible options to transfer students to a safe school, including but not limited to, local school districts, virtual school and/or other charter schools.
- 4) The Director will ensure the completion of the transfer(s) for those students who accept the offer. Transfer of students will occur within thirty (30) school days following parental notification.

- 5) Parental notification regarding the status of the school and the offer to transfer students may be made simultaneously.
- 6) In the case of transfers:
 - a) The Board will allow students to transfer to a school that is making adequate yearly progress and is not identified as being in need of school improvement, corrective action, or restructuring.
 - b) The transfers may be temporary or permanent, but must be in effect as long as the original school is identified as persistently dangerous.
 - c) When there is not another viable school for the individual student, the Board will explore other options, such as an agreement with a neighboring districts, virtual, and/or charter schools. (Idaho Code 33-1402 and 33-1404 Enrollment Options)

SAFE SCHOOL OPTION FOR VICTIM(S)

The Board of Trustees will provide safe school options to students who have been a victim of a violent criminal offense while in or on the grounds of a public school in session that the student attends:

- 1) Within ten (10) school days, offer an opportunity to transfer to a safe public school;
- 2) The Board of Trustees or designee will seek other appropriate options such as an agreement with a neighboring district, virtual school, and/or charter schools to accept the student (Idaho Code §§33-1402 and §§33-1404 Enrollment Options).

The Board of Trustees or designee will work with the local victim assistance programs to determine if they have services or funds available to help students in these circumstances.

Upon completion of a planned corrective action, ISI will make application to the SDE to have the school removed from the list of persistently dangerous schools.

Idaho School of Innovation will use the criteria contained in the definition of persistently dangerous schools ~~to~~ as a framework to determine whether the environment is safe enough to remain off of the persistently dangerous schools list

Appendix AA – Building Wellness Policy

PURPOSE

The Board recognizes the positive relationship between good nutrition and physical activity on our students' ability to reach their maximum potential in learning and life. Through the implementation of a coordinated approach to school health, the school will promote lifelong wellness to our students through education about healthy choices and behaviors in all school venues-the classroom, extracurricular activities, family events, the lunchroom, and the school environment as a whole.

FOOD SERVICE

Chief Tahgee Elementary Academy will take efforts to promote nutritious food and beverage choices consistent with the current Dietary Guidelines for Americans and Food Guidance System (My Pyramid) such as fruits, vegetables, low-fat dairy foods and whole grain products. When applicable, school meals served will be consistent with the recommendations of the Dietary Guidelines for Americans and will meet, at a minimum, the nutrition requirements and regulations designated by the USDA Code of Federal Regulation for the USDA Food and Nutrition Services Child Nutrition Programs and all applicable state and local laws and regulations.

School meals will be served in clean, safe and pleasant settings with adequate time provided for students to eat, at a minimum, in accordance with state and federal standards and guidelines. The National Association of State Boards of Education recommends that students have adequate time to eat, relax, and socialize: at least 10 minutes after sitting down for breakfast and 20 minutes after sitting down for lunch.

All food service personnel will have adequate pre-service training and regularly participate in professional development activities that:

- 1) Provide strategies for providing tasty, appealing, and healthy school meals.
- 2) Nutrition education strategies including coordination of classroom and cafeteria activities.
- 3) Effective promotional techniques to encourage healthy eating habits.
- 4) Provide information on safety issues and emergency preparedness (CPR/AED use, first aid, food allergies, asthma, and diabetic reactions).
- 5) Natural disasters, bioterrorism issues, and situations requiring students or others to shelter at the school.

For the safety and security of food, access to any area involved in storage, preparation or service of food on the school campus will be limited to authorized personnel.

Food providers will offer a variety of age-appropriate, appealing foods and beverage choices and employ food preparation, purchasing and meal planning practices consistent with the USDA Code of Federal Regulation for the USDA Food and Nutrition Services Child Nutrition Programs. Likewise, food providers will work with suppliers to obtain foods and beverages that meet the nutrition requirements of school meals and nutrition standards for those sold individually, in the vending machines and al a carte.

Vending machines available to students will include low fat and healthy options for purchase. Dialogue with vending supplier will be ongoing to ensure these choices are available.

NUTRITION EDUCATION

Students attending the school will receive nutrition education instruction as part of a sequential program that is coordinated within a comprehensive health education curriculum. The program curriculum will:

- 1) be consistent with Idaho Sate Standards for Health and Physical Education;
- 2) provide students with the knowledge and skills necessary to adopt healthy eating behaviors;
- 3) influence students' knowledge, attitudes and eating habits;

- 4) integrated into the standards-based lesson plans of other school subjects like math, science, language arts, physical education and social sciences;
- 5) allow students to participate in enjoyable, interactive lessons and activities such as contests, promotions, taste testing, field trips, and community service learning as a part of promoting nutrition education.

NUTRITION RESPONSIBILITIES

As authorized by the Board, the Director of School Programs or designee will be responsible to encourage, implement, and enforce the nutritional guidelines outlined in this policy, including but not limited to:

- 1) Classroom teachers will be encouraged to participate in professional development opportunities for nutrition education instruction through a variety of options: on-line, workshops, conferences, etc.
- 2) School personnel will be encouraged to use nonfood incentives or rewards with students and will not withhold food from students as punishment.
- 3) Students, parents, school staff and community members bringing foods and beverages to school will be encouraged to provide healthful options and will be provided with a list of recommended food and beverage options.
- 4) School based organizations will be encouraged to raise funds through the sale of items other than food.

PHYSICAL EDUCATION & ACTIVITIES

The physical education program will be closely coordinated with the other components of the overall school health program. Physical education topics will be integrated within other curricular areas. The importance of physical activity and other information being provided in physical education class will be reinforced in the classroom and school environment.

Students attending the school will participate in physical education taught by a credentialed teacher that promotes activities that build skills for lifelong wellness activities and integrates technology where age-appropriate. Physical education courses will encourage lifelong wellness through a curriculum that integrates technology and provides numerous interactive opportunities to try a variety of activities in a safe environment. Physical education classes will have a student to teacher ratio that is comparable to those in other curricular areas. Accommodations will be made for students with disabilities, 504 plans and other limitations.

Students will undergo fitness assessments that measure their success in achieving milestones for cardiovascular fitness and muscular endurance and flexibility; this will help to increase the use of individualized fitness plans on an on-going basis.

PHYSICAL EDUCATION RESPONSIBILITIES

As authorized by the Board, the Director of School Programs or designee will be responsible to encourage, implement, and enforce the physical education guidelines outlined in this policy, including but not limited to:

- 1) Professional development opportunities will be encouraged for physical education staff.
- 2) All teachers and staff are encouraged to limit extended amounts of inactivity for students (i.e. during mandatory testing).
- 3) School staff and teachers will not withhold opportunities for physical education/activity as punishment or use physical activity as a punishment.
- 4) Continuous evaluation will be done on the indoor and outdoor facilities where physical education/activities are held and provide improvements or repairs as appropriate.
- 5) Information on classroom activities that integrate physical activity throughout the school day will be provided to teachers and updated on a regular basis.

PARENTAL PARTICIPATION

Because students should engage in a minimum of 60 minutes of physical activity a day, the school will actively engage families as partners in providing physical activity beyond the school day. Parents will be provided

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information to help them incorporate healthy eating and physical activity into their child's life. This information may be provided in the form of handouts, postings on the CTEA's website, information provided in the school's newsletter, and school and family events.

ANNUAL REVIEW

The Board will review this policy annually and make a good faith effort to continue to the health and wellness of all students and employees.

Appendix AB – Health Records Policy

HEALTH RECORDS

In the best interest of Chief Tahgee Elementary Academy, students, and employees, the Board of Trustees authorizes the Director of School Programs to maintain the following health records for each student:

- 1) A record showing pertinent information relating to immunizations.
- 2) If submitted by the parent/guardian/acting custodian, information pertaining to each student setting forth:
 - a. the name of the student's health care provider;
 - b. the name of a contact person in case the parent/guardian/acting custodian cannot be reached in an emergency; and
 - c. a medical history and any physical or mental health condition the student might have that may require school personnel attention.

ANNUAL REVIEW

The Board of Trustees shall review this policy annually and make a good faith effort to promote the health and wellness of all students and employees.

Appendix AC – Immunization Policy

IMMUNIZATIONS

The parent/guardian/acting custodian of any child seeking admission to Chief Tahgee Elementary Academy will provide a statement to the Director of School Programs (Director) or designee regarding the child's immunity to certain childhood diseases. The requirements of this policy must be met **at the time of registration**, before attendance can begin. However, the Director or designee is legally required to enroll, and have in attendance, students experiencing homelessness within one full day of an attempt to enroll.

This statement will provide:

- 1) A certificate signed by a physician or his/her representative that such child has received, or is in the process of receiving, immunizations as specified by the State of Idaho.
- 2) Permission for the Director or designee to access the voluntary statewide registry of immunization maintained by the Idaho Department of Health and Welfare to verify the student's immunization record.
- 3) An official form which verifies immunity gained through prior contraction of the disease.

If none of the aforementioned certifications is available, one of the following exemptions allowed under Idaho law must be provided:

- 1) A certificate signed by a physician stating that the condition of the child is such that all or any of the required immunizations would endanger the life or health of the child.
- 2) A signed statement of the parent/guardian/acting custodian's objections on religious or other grounds.

Appendix AD – Communicable Diseases Policy

PURPOSE

It is the intent of the Board of Trustees of to attempt to protect students and employees from exposure to diseases while they are attending school or actively working for the school. Students and CTEA employees who have, or are suspected of having, a communicable disease will be dealt with according to the rules listed below.

PROTECTION

In order to decrease the possibilities of passing blood-borne pathogens and other diseases passed via bodily fluids, all individuals and staff members are required to wear protective gloves when handling any bodily fluids in the performance of their duties.

DEFINITION

For purposes of this policy, the definition of “communicable diseases” will be the one established by the Idaho State Department of Health (SDH), and will include, but not be limited to, those contagious diseases reportable to SDH.

SUSPICION

If a CTEA employee has reason to believe a student or another school district employee has a communicable disease as defined in the section above he/she will immediately report this information to his/her immediate supervisor or to the Director of School Programs (Director). If the supervisor who receives such a report believes that this information is accurate, he/she will report to the Director or designee who will then notify the SDH. Staff members are encouraged to wear protective gloves when handling any bodily fluids in the performance of their duties.

HEALTH REVIEW TEAM (HRT)

The Director will appoint a Health Review Team (HRT) for the purpose of reviewing the cases of employees and students having, or suspected of having, a communicable disease. The HRT will consist of the Director, a local physician, and other members as the Director deem necessary. The affected employee or student will be allowed to remain in the classroom or at the work site until the HRT verifies whether the student or employee has a disease. The Director or designee is authorized by the Board to arrange safe placement for the affected employee or student during the investigation.

CONFIDENTIALITY

Steps will be taken to protect the confidentiality of any employee or student with a communicable disease. Therefore, the knowledge that any employee or student has a communicable disease will be confined to those persons who have a direct need to know as determined by the Director or designee. Those persons will be provided with appropriate information and made aware of the requirements of confidentiality. The parents/guardians/acting custodians of any student under suspicion of having a communicable disease will be contacted immediately.

RECOMMENDATION OF THE HEALTH REVIEW TEAM

The HRT will consult with the affected employee’s or student’s physician regarding any suspected case of communicable diseases. The HRT will conclude, within 72 hours after first being informed, its fact finding and report a recommendation to the Director. After receipt of the above information and recommendations, the Director will determine the placement of the affected employee or student. In the case of an employee where

exclusion from the work site is in the best interests of all, the worker is eligible for all leave provisions as are all other school employees.

EXCLUSION GUIDLINES

In the case of an employee or student who has a human retrovirus variously labeled Human Immunodeficiency Virus (HIV), and when certain health conditions in the school environment (e.g. measles or chicken pox) which could threaten their health, the physician of the employee will be notified by the Director. Exclusion from the classroom or the work place will be at the discretion of the affected employee's or student's physician.

EDUCATION

The Chief Tahgee Elementary Academy HRT will take steps to educate parents, students, and school employees regarding communicable diseases and their transmission. Such education would serve to minimize the risk of transmission to others and to assist efforts to provide the best educational setting for infected students and a safe work environment for infected employees.

ANNUAL REVIEW

The Board will review this policy and annually and make a good faith effort to continue to maintain the health and wellness of all students and employees.

Appendix AE – Medications Policy

PURPOSE

The Board of Trustees is concerned about the health of every student at CTEA and, in accordance with Idaho Code 33-520, recognizes the importance of administering medication in a safe, reliable and timely manner. The purpose of administering medications in school is to help each child maintain an optimal state of health that may enhance his/her educational plan. The medications will be those required during school hours that allow the student to fully participate in the educational setting.

SUPPLY AND SCHEDULE

All needed medication and supplies will be provided by the student's parents/guardians/acting custodians. The parents/guardians/acting custodians and family physician are encouraged to work out a schedule of giving medication outside school hours.

ADMINISTRATION GUIDELINES

Self-administration by responsible students is allowed under certain conditions. In conjunction with the parent/guardian/acting custodian and the Director of School Programs or designee, this decision will be determined by the attending physician. These recommendations apply to all prescribed and over-the-counter medications. This policy is intended to provide safe, uniform administration of medication at school as well as to provide for the safety of other students.

Authorizing of Medication

A Request for Medication at School form must be completed and signed by the parent or guardian and physician. The physician's order must be renewed annually. Dosage changes require a new physician's order.

Medication Labeling, Storage, and Disposal

- 1) All medication must be received at school in its original prescription container. Medications should be brought to school by the parent or responsible adult. If this is not possible, the parent or guardian must inform the Director or designee by telephone that the student is bringing the medication to school and how much medication is in the container. The amount of medication received will be verified and documented by the Director or designee.
- 2) Medications administered by school personnel will be kept in a locked storage compartment. Access to medication will be under the authority of the Director or designee.
- 3) At the end of the school year, parents and guardians will be notified and asked to pick up unused medication. All unused medications left at school will be destroyed by the Director or designee and witnessed by another school employee.

Administration of Medication

- 1) All personnel designated to administer medications will be required to complete an in-service on techniques for the safe administration and monitoring of medications. The in-service will be provided by the school nurse.
- 2) The parent, guardian, or physician's office must give the first dose of any new medication.
- 3) A record will be maintained on every student receiving medication. The record should include the student's name, date, time of administration, dosage, mode of administration and signature of person witnessing or administering the medication.
- 4) Students on prescribed medications may be allowed to take their own medications with written permission from their parent or guardian. The written permission must be submitted to the Director or designee. Competency of a student to self administer medication will be established. The student will

be asked to bring only the prescribed dosage each day. Students who self administer asthma medication in the form of inhalers must provide the original prescription container. Students with asthma and severe allergies must have immediate access to their medication.

- 5) In case of a respiratory emergency; i.e., bee sting or severe asthma attack, epinephrine, by injection, may be administered by a designee approved by the attending physician and parents or guardians.
- 6) In case of a diabetic emergency; i.e., severe insulin reaction (low blood sugar), a designee approved by the attending physician and parents or guardian may administer glucose.
- 7) Aspirin and acetaminophen may be given to an elementary school student with a physician's standing order and parental permission. The physician's order and parental permission must be renewed annually.

ANNUAL REVIEW

The Board will review this policy and annually and make a good faith effort to continue to maintain the health and wellness of all students and employees.

Appendix AF Emergency Care Policy –

PURPOSE

All employees of Chief Tahgee Elementary Academy will protect the health of the school students and shall take reasonable measures to provide emergency care that may include but is not limited to administering emergency medication, of any student that becomes ill or is injured on school property, during school hours, or at any school sponsored activity.

RELEASE FORM

The parents/guardians/acting custodians will be asked to sign an authorization to permit emergency administration of prescribed medication and other life saving measures by a trained non-licensed person. (See Emergency Care Release Form)

PROTECTION

All individuals and staff members are required to wear protective gloves when handling any bodily fluids in the performance of their duties. Those who neglect this practice do so at their own risk.

ANNUAL REVIEW

The Board of Trustees shall review this policy and annually and make a good faith effort to continue to maintain the health and wellness of all students and employees.

Appendix AG – Technology Use Policy

PURPOSE

Chief Tahgee Elementary Academy provides technology resources for the educational and professional benefit of its students and staff. The Technology Use Policy (TUP) governs the use of the technological resources. The purpose of the TUP is to describe the responsibilities and privileges of users of the school's technology resources.

REGULATION

1. Commercial use, such as promoting or advertising any business, is strictly prohibited.
2. The network may not be used to promote or solicit for any political cause, charitable cause or organization unless it is pre-approved by the Board.
3. Chief Tahgee Elementary Academy does not condone or permit the use of materials which are defamatory, abusive, obscene, profane, sexually-oriented, threatening, racially offensive or illegal. Users may not knowingly bring or transmit such materials into the school environment.
4. Students may only use the network ~~only~~ under instructor supervision and with permission of school personnel.
5. Users should use only assigned accounts and keep passwords confidential.
6. Users should not permit others to use their accounts.
7. Users should prevent unauthorized use by logging off computers.
8. Users will not view, use, transmit or copy information or files for which they are not authorized.
9. Users will not plagiarize or use copyrighted and/or licensed material inappropriately.
10. Users will not disable or interfere with the normal functionality of the network or software.
11. User may only use approved technology equipment and software.
12. User may not pose anonymous messages.
13. Users may not use online social networking sites or e-mail to bully or defame other students or staff, regardless of the location from which these messages were posted.
14. All personal technologies must be registered through the IT department.
15. User will not send spam, chain letters, or other mass unsolicited mailings.
16. Users will not transmit materials, information or software in violation of any local, state, or federal law.
17. System administrators and the school do not have control of information residing on other systems.

TECHNOLOGY USE AGREEMENT

Students and staff are required to read, sign, and comply with the Technology Use Agreement and the technology policies in order to use the CTEA's technology resources. If a user breaks the terms of this agreement, administration or designee thereof reserve the right to deny or suspend user access. Severe infractions may result in termination of employment or school expulsion. The user will be informed of the suspected violation and given an opportunity to present an explanation. The user may request a review hearing of a building administrator within seven (7) days of such suspension or termination.

INTERNET SAFETY

To promote the safety and security of users, and to ensure compliance with the Children's Internet Protection Act (CIPA), blocking and filtering protection measures and security controls are used to the extent practical. Faculty may request that IT services temporarily or permanently unblock access to sites containing material which is appropriate for valid educational purposes.

Students' and employees' home and personal Internet use can have an impact on the school and on other students and employees. If personal Internet expression – such as a threatening message to another person, or a violent web site – creates a likelihood of material disruption to the school's operations, the user may face disciplinary action and criminal penalties.

STUDENT SUPERVISION

Students may ~~only~~ use the network only under instructor supervision and with permission of school personnel. Staff members are responsible for supervising student use of technology in a manner appropriate to the students' age. Students are responsible for obtaining permission from a staff member, and staff may NOT permit students to use staff accounts.

PRIVACY

Personal information about any student or staff member should be assumed to be confidential, and users should never disclose or transmit such information except in strict compliance with the law and school policy. Users should not expect that files and information will always be private; sophisticated or privileged users on the network may gain access to such data.

Without the consent of the author or intended recipient, system administrators will not intentionally inspect the contents of personal files or e-mail, nor, unless required to do so by law or school policies, disclose such contents to other than the author or an intended recipient. System administrators may access any files, folders, or e-mail to investigate complaints regarding data which is alleged to contain impermissible material. System administrators reserve the right to monitor all activity on the network and to cooperate fully with the school, local, state, or federal officials in investigations concerning any data stored on or transmitted via the school's network.

PORTABLE ELECTRONIC DEVICES

In order for all students to achieve technological literacy and prepare themselves to act responsibly in this Information Age, the school is dedicated to becoming a technologically advanced school. The Board of Trustees recognizes that electronic devices are tools of both communication and learning that, depending upon their use, can either add value to the learning process or cause disruption in the school environment. As such, electronic devices demand well-reasoned, practical, and wise regulation in the school setting.

In order to achieve these ends, students may possess and use portable electronic devices, including but not limited to, cellular telephones, Mp3 players and other similar music players, radios, portable digital assistants (PDA), smart phones, digital cameras, hand-held game consoles, laptops, notebooks, etcetera, while on school grounds, in school buildings, or on school sponsored transportation. Chief Tahgee Elementary Academy has developed policy governing the use and regulations of portable electronic devices that is subject to and in agreement with the Technology Use Policy. (See Policy : Portable Electronic Devices)

ANNUAL REVIEW

April 5, 2012

The Board will review this policy and technology use agreement annually and make a good faith effort to continue to maintain a safe and secure school through implementation of the above policy.

Appendix AH – Technology Use Agreement

Purpose

Chief Tahgee Elementary Academy provides technology resources for the educational and professional benefit of its students and staff. The purpose of this Technology Use Agreement is to describe the responsibilities and privileges of users of the school's technology resources. The Board policies on technology govern the use of the technological resources and the terms of this agreement, regardless of whether those policies are explicitly spelled out in this agreement. (See Technology Use Policy)

Compliance

Students and staff are required to comply with this Technology Use Agreement and the technology policies in order to use the school's technology resources. If a user breaks the terms of this agreement, administration or designee thereof reserve the right to deny or suspend user access. Severe infractions may result in termination of employment or school expulsion. The user will be informed of the suspected violation and given an opportunity to present an explanation. The user may request a review hearing of a building administrator within seven (7) days of such suspension or termination.

Internet Safety

To promote the safety and security of users, and to ensure compliance with the Children's Internet Protection Act (CIPA), blocking and filtering protection measures and security controls are used to the extent practical. Faculty may request that IT services temporarily or permanently unblock access to sites containing material which is appropriate for valid educational purposes.

Students' and employees' home and personal Internet use can have an impact on the school and on other students and employees. If personal Internet expression – such as a threatening message to another person, or a violent web site – creates a likelihood of material disruption to the school's operations, the user may face disciplinary action and criminal penalties.

Student Supervision

Students may only use the network only under instructor supervision and with permission of school personnel. Staff members are responsible for supervising student use of technology in a manner appropriate to the students' age. Students are responsible for obtaining permission from a staff member, and staff may NOT permit students to use staff accounts.

Privacy

Personal information about any student or staff member should be assumed to be confidential, and users should never disclose or transmit such information except in strict compliance with the law and school policy. Users should not expect that files and information will always be private; sophisticated or privileged users on the network may gain access to such data.

Without the consent of the author or intended recipient, system administrators will not intentionally inspect the contents of personal files or e-mail, nor, unless required to do so by law or school policies, disclose such contents to other than the author or an intended recipient. System administrators may access any files, folders, or e-mail to investigate complaints regarding data which is alleged to contain impermissible material. System administrators reserve the right to monitor all activity on the network and to cooperate fully with the school, local, state, or federal officials in investigations concerning any data stored on or transmitted via the school's network.

Portable Electronic Devices

In order for all students to achieve technological literacy and prepare themselves to act responsibly in this Information Age, the school is dedicated to becoming a technologically advanced school. The Board of Trustees recognizes that electronic devices are tools of both communication and learning that, depending

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upon their use, can either add value to the learning process or cause disruption in the school environment. As such, electronic devices demand well-reasoned, practical, and wise regulation in the school setting. In order to achieve these ends, students may possess and use portable electronic devices, including but not limited to, cellular telephones, Mp3 players and other similar music players, radios, portable digital assistants (PDA), smart phones, digital cameras, hand-held game consoles, laptops, notebooks, etcetera, while on school grounds, in school buildings, or on school sponsored transportation. Chief Tahgee Elementary Academy has developed policy governing the use and regulations of portable electronic devices that is subject to, and in agreement with, the Technology Use Policy. (See Policy : Portable Electronic Devices)

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**Chief Tahgee Elementary Academy
Technology Use Agreement**

I understand and will abide by the requirements for use of the school's technology resources. By signing the Technology Use Agreement, I committed to:

- Use the technology equipment for educational purposes, not for personal, commercial, any illegal purpose, nor for any other activity prohibited by the school's policies or procedures.
- Use the network only under instructor supervision and with permission of school personnel.
- Refrain from the use of direct communications, such as instant messaging or online chat, during class time, except with permission from and under the direct supervision of school staff.
- Register all personal devices with the information technology department.
- Be responsible at all times for proper use of accounts:
 - Use only assigned accounts and keep passwords confidential.
 - Not permit others to use accounts for which I am responsible.
 - Prevent unauthorized use by logging off of any computer that I am not directly monitoring.
- Protect the privacy of others and myself:
 - Not view, use, transmit or copy information or files for which I am not authorized.
 - Not disclose personal or private information about others or myself.
- Respect and protect the intellectual property of others:
 - Be responsible for determining whether or not any material, including software, texts, music files, movies etc., is in the public domain before using, copying, distributing or installing it.
 - Not use the technology resources for copyrighted or licensed material.
 - Not plagiarize (use another person's work without permission and attribution).
- Treat all technology resources with respect, to protect its security, integrity and availability:
 - Not disable or interfere with any antivirus or anti-malware protection and immediately notify school personnel if a virus or malicious software is found.
 - Report any security risks or violations to a teacher or system administrator.
 - Not destroy, damage, or alter equipment, information or resources that do not belong to me.
 - Use only approved technology equipment and software.
 - Not use personally owned technology unless inspected and approved by IT services.
 - Not permit others (such as family or friends) to use technology assigned for my use.
 - Not send spam, chain letters or other mass unsolicited mailings.
- Respect and practice community principles and ethics:
 - Use polite communication; no harassment or bullying, or abusive, vulgar or inappropriate

language.

- Not intentionally access, transmit, copy or create any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive or illegal material
- To immediately report accidental access to a teacher or administrator.
- Avoid material on the Internet that does not relate to educational and/or career pursuits.
- Not transmit materials, information or software in violation of any local, state or federal law.

TO BE COMPLETED BY USER:

I have read, understand and will abide by the Technology Use Agreement requirements.

I agree to conform to all Board policies regarding technology use while using school technology resources.

I understand that any violation of the requirements above is unacceptable and may be a criminal offense. Should I commit any violation, my access privileges may be revoked and disciplinary and/or legal action may be taken.

User Signature:_____ Date:_____

Printed Name:_____ Grade:_____

Address:_____

TO BE COMPLETED BY PARENT OR GUARDIAN (not applicable to staff members):

As the parent or guardian of this student, I have read, and discussed with this student, the Technology Use Agreement. I understand that network access is intended for educational purposes and that the school has taken reasonable precautions to eliminate controversial material. However, I also recognize it is impossible for the school to restrict access to all controversial materials and I will not hold it responsible for materials acquired on the network.

I understand that my student may need to purchase storage media to save his/her work.

I hereby give permission to provide network and Internet access for this student and certify that the information contained on this form is correct.

Parent or Guardian Signature:_____ Date:_____

The signature here is legally binding and indicates the party who signed has read the terms and conditions of the Technology Use Agreement carefully and understands its significance.

Appendix AI – Student/Parent Handbook

Chief Tahgee Elementary Academy – Student/Parent Handbook - Draft

Welcome

Welcome to the 2013-2014 school year at Chief Tahgee Elementary Academy. Your elementary school years should be an exciting time filled with great memories. We encourage you to become involved in your school work as well as all activities this year. Be a part of this new beginning and make your mark. The faculty and staff at Chief Tahgee Elementary Academy believe that everyday success will help prepare you for a successful life. Take this opportunity to meet new people, further your education, and explore new horizons. Make positive choices, give it your all, and have a great year!

Best wishes for a wonderful 2008-2009 school year!

Director

Vision Statement

Chief Taghee Elementary Academy will be an exemplary student-centered learning organization reflecting the Shoshone-Bannock values of deniwape (lifeways of the people) and life-long learning. Our primary objective is to produce students who are bilingual speakers and thinkers in the Shoshoni and English languages, while at the same time exceed both national and state academic standards. Overall, the vision is to increase the academic success of our students and revitalize the Shoshoni language among elementary school children through a culturally and linguistically relevant heritage language immersion educational program.

Mission Statement

The mission of CTEA's heritage language immersion program is to provide a positive environment in which all students will be educated in the Shoshoni and English languages in order to better prepare them academically, socially, and culturally to meet the future challenges of a global society. CTEA has three primary purposes: academics, bilingualism, and cultural enrichment. Centered on the Shoshone-Bannock culture and through the use of the Shoshoni language, the curriculum and instructional materials are designed to increase the academic achievement of our students. Cross-curricular thematic instruction will be heavily influenced by the sciences and the performing and visual arts. CTEA is dedicated to advancing academic excellence by providing students in kindergarten through sixth grades with the intellectual capacity to participate and work productively in a multicultural society..

Attendance Policy

Required Attendance

- 1) ***Compulsory Attendance.*** Every child of compulsory school age, 7-16 years of age, must be in attendance in an approved school unless otherwise exempted by law.
- 2) ***Disenrollment / Reenrollment on the Basis of Attendance.*** Without the school being notified by a parents/legal guardian/acting custodian of the reason(s) for their absence, students may be dropped from enrollment records after they miss five consecutive days of

attendance. Students should be re-enrolled on the date they return to and begin attending the CTEA.

Responsibility

The Board recognizes that regular attendance is positively related to student achievement. Everyone shares in the responsibility for making school attendance a priority.

- 1) Parents/guardians/acting custodians/Acting Custodians are urged to help their child establish good attendance habits throughout the child's schooling experiences. Absences due to family convenience such as vacation and baby-sitting are strongly discouraged. Parents are responsible for verifying absences by contacting the attendance office before, the day of, or no later than the close of the second day upon the student's return to school. Parents are responsible for providing the school a current and secure day telephone number for contact regarding absences.
- 2) Students are directly responsible for establishing good attendance habits, which place priority on being in the classroom on a regular daily basis. Days missed for personal or family convenience should be minimized. When in school, students are required to be in class or in designated areas. If a student exceeds the allowable days, it becomes that student's responsibility to participate in scheduled make-up sessions.
- 3) Teachers are responsible for structuring the class in such a way that each day is meaningful and rewarding to the students in attendance. Teachers are required to take accurate attendance and comply with CTEA attendance procedures. Teachers should model regular attendance.
- 4) The Director is responsible for establishing the procedures that are needed to implement the attendance policy. School activities and related travel should be arranged to minimize negative impact on attendance. Attendance records follow a transferring student to the new school.

Attendance Requirements

- 1) ***Excused Absence:*** An excused absence is one that the parent/legal guardian knew of, approved, and cleared with the office. Students should not have more than five (5) total excused absences in a trimester with the following exceptions:
 - Death in the family,
 - School approved activities, or
 - Acute, major or chronic medical condition verified by a state licensed medical practitioner.
- 2) ***Unexcused Absence:*** An unexcused absence is one in which the parent/legal guardian did not have knowledge of, or did not approve, or did not clear with the office. Unexcused absences may be required to be made up outside of school time.
- 3) ***Absence Review Procedure:*** Absences should be reviewed on the following schedule:
 - Four absences in a semester (excluding those due to school-approved activities, death in the family, or acute, major or chronic medical condition verified by a medical

practitioner) trigger a review by the child's homeroom teacher. This review may include a conference with the child and parents/legal guardian/acting custodian. The teacher may wish to invite the Director if needed.

- Eight (8) cumulative absences (excluding those due to school-sponsored activities, death in the family or acute, major or chronic medical condition verified by a medical practitioner) trigger a review by the Director. This review may include, if needed, a conference with the child, parent, and teacher. Administrators may request, if needed, medical verification of illness.
- Additional reviews will be scheduled in four-day increments (12, 16, 20, etc.) by the Director and may include the appropriate tribal entity, health and welfare, or the prosecuting attorney to investigate possible child neglect or habitual truancy.
- In the event that an attendance problem is not otherwise resolved utilizing the above steps, the students may be referred for expulsion as a habitual truant under the provisions of Section 33-205 of the Idaho Code.

Attendance Alternative

Since Chief Tahgee Elementary Academy is a new entity and not a conversion of an existing school, the attendance alternative would be the same as for those presently residing within the aforementioned contiguous attendance area boundaries of the Blackfoot and Pocatello school district boundaries and the entirety of the Fort Hall Indian Reservation. Students located within the attendance area of CTEA will have the option to enroll in existing public schools presently serving the area. Since enrollment is not mandated based upon residential proximity to the school, but through parental choice and equitable selection, no student will be required to attend CTEA.

Denial of Attendance

Idaho Law provides for denial of school attendance in Idaho Code §§33-205, "Denial of school attendance at any of its schools, by suspension or expulsion, to any pupil who is a habitual truant or who is incorrigible, or whose conduct in the judgment of the Board, is such as to be continuously disruptive of school discipline, or of the instructional effectiveness of the school. Any pupil having been suspended or expelled may be readmitted to the school by the Board of Trustees upon such reasonable conditions as may be prescribed by the Board; but such readmission will not prevent the Board from again suspending or expelling such pupil for cause". Consequently, the Board will have the right to deny enrollment to any student, determine the readmission of any student suspended or expelled, and determine the admission of any student who has been denied admission as governed by Idaho Code. The Board considers the following as some examples of disruptive actions and justification for denial of attendance:

- 1) ***Bullying & Harassment.*** Verbal harassment and inappropriate physical contact with another student.
- 2) ***Computer Intrusion or Misuse.*** Unauthorized use of school technology to access protected materials, such as personnel files and student records.
- 3) ***Controlled Substances.*** Possession or use of any controlled substances by students, such as drugs, alcohol, or tobacco, is not permitted on school property.
- 4) ***Detriment to Health & Safety.*** The actions of the student become a detriment to the health and safety of other students, employees, or school as a whole.
- 5) ***Expulsion.*** Expelled from any other school.
- 6) ***Fighting.*** Aggressive behavior in a threatening way or fighting.
- 7) ***Gambling.*** Gambling or possessing gambling devices.

- 8) **Gangs and Gang Activity.** No person, group, or organization may establish any secret organization whose active membership requires lascivious, unethical, and/or illegal activities.
- 9) **Habitual Truancy.** The act, condition, and habit of being absent without permission.
- 10) **Hazing.** No students may humiliate another or require unnecessary tasks by using coercion of any type.
- 11) **Incorrigibility.** Unruly and/or unmanageable behavior.
- 12) **Insubordination.** Noncompliance with any reasonable request of school faculty or staff.
- 13) **Lascivious Literature.** Distributing or possessing lascivious materials on school grounds or during school activities.
- 14) **Other.** Other actions or condition deemed by the Board as disruptive of school discipline or instructional effectiveness.
- 15) **Profanity.** Using profane and vulgar language.
- 16) **Scholastic Dishonesty (cheating/plagiarism).** Cheating on assignments and tests and/or plagiarizing another's material.
- 17) **Tardiness.** Habitual tardiness to classes.
- 18) **Unsafe Behavior.** Potentially dangerous and harassing actions on school grounds, buses, or at school activities.

Truancy

Truancy is defined as any absence from class without knowledge and permission of parent and/or school authority; an absence not cleared in three days; leaving school without permission after reporting to school; leaving class without permission; or absences, even with approval of parents, which are excessive and/or interfere with the student's education program. Consequences for truancy are outlined as follows:

- 1) For a first (1) truancy school officials will assign consequences and parents/guardians/acting custodians/acting custodians will be notified in writing of the truancy and the consequences.
- 2) For a second (2) truancy, school officials will conduct an assessment and intervention. The assessment will consider the conditions surrounding the truancy and the student and parents/guardians/acting custodians/acting custodians may be referred to juvenile probation for intervention services. Parents/guardians/acting custodians/acting custodians will be notified in writing of the truancy and consequence/discipline.
- 3) For a third (3) truancy, the student will be referred as habitually truant to the police or sheriff's department and issued a citation. The citation will require the student and parents/guardians/acting custodians/acting custodians to appear in court. Parents/guardians/acting custodians/acting custodians will be notified in writing of the truancy and consequences.
- 4) For a fourth (4) truancy, the student will be referred as habitually truant to the police or sheriff's department and issued a citation. The citation will require the student and parents/guardians/acting custodians/acting custodians to appear in court. The citation will require the student and parents/guardians/acting custodians/acting custodians to appear in court. Parents/guardians/acting custodians/acting custodians will be notified in writing of the truancy and court referral. The Director or designee will refer the student to the Board of Trustees and may begin the expulsion process.

Cheating & Plagiarism

Students involved in cheating/plagiarism will be subject to the rules of the classroom teacher regarding cheating and/or may be referred to an administrator for discipline. Your teachers will discuss their rules for cheating and define plagiarism.

Computers & Equipment

Computers and other equipment are issued to students for their use while involved in a class, activity, or field experience. It is the student's responsibility to return these items at the end of the school-year, the class, or activity. Students who withdraw or are withdrawn from school have the responsibility to return school property. Leaving computers or equipment in a locker or some other place in the school building does not fulfill this responsibility. Students will be fined for lost or stolen computers or equipment. Schools will not issue transcripts or diplomas for students who have outstanding fines.

Counselor Services

Counseling services will be provide to all Chief Tahgee Elementary Academy students who may need assistance academic or personal issues. Please contact the student's teacher, the Director, or any other employee with which you feel comfortable in making the request.

Discipline Policy

The School has established the following comprehensive discipline policy and procedures (See Student Discipline Policy). The disciplinary actions may be taken by the Director or designee. Since all discipline is intended to modify behavior and should fit the misbehavior, these actions are suggestive and not necessarily sequential. In all disciplinary matters, students and parents have the right to due process and to appeal decisions to the next higher level of governance.

Discipline Tier I – Contact, Conference, Guidance

The first step in the disciplinary process can include one or more of the actions listed below as deemed appropriate by the principle or designee thereof.

- 1) *Conference/Contact with Parents.* The Director or designee will arrange a meeting or telephone conversation with the student's parents/legal guardian/acting custodian and/or school personnel to discuss the student's behavior or learning process. The School will seek the assistance of the student's parents/legal guardian/acting custodian in helping the student.
- 2) *Contact with Student.* The Director or designee will contact the student and inform him/her of the infraction. The student must agree to comply with required behavior management.
- 3) *Detention.* The Director or designee will require that a student remain in during lunch or after school for a period of time. The student is obligated to bring materials to the detention area to work on to improve his/her academic achievement at school.
- 4) *Guidance.* The Director or designee will arrange for a conversation between the student and the school personnel. The purpose of this meeting is to inform him/her that his/her behavior needs to change so that he/she does not violate the rights of others and to establish a written plan to help the student improve his/her learning capabilities.
- 5) *Rearrangement of School Schedule.* The Director or designee may assign a student a new schedule of classes and/or teachers when the behavior of the student is such that the student has not conducted himself/herself in an acceptable manner.

- 6) *Restriction of Free Time and/or Extracurricular Activities.* The Director or designee may inform a student that he/she cannot participate in certain activities because of his/her past or present behavior.
- 7) *School Clean-up.* The Director or designee may require a student to clean up certain areas of the school.

Discipline Tier II - Suspension

Students who cannot abide by school regulations and policies of the School, and who disrupt the educational atmosphere or interfere with the educational processes of the school, may be suspended for a temporary period of time.

Discipline Tier II – Expulsion

Expulsion is a very serious action to be taken against a student and should not be recommended unless all resources and processes have been exhausted. No recommendation for expulsion will be made until all necessary investigations and conferences have been held at the school building level.

Dress Code

The students of the Chief Tahgee Elementary Academy are expected to be aware of the importance of dressing appropriately and are urged to accept their responsibility to be well groomed and neat. Students are expected to wear appropriate clothing and footwear that will be comfortable. Judgment of this will be at the discretion of the Director. Exceptions to the dress code can be made for safety, religious or medical reasons or on “special event” days.

The Director reserves the right to remove a student from the school setting in the event that clothing is deemed inappropriate, poses a concern for the health, safety or welfare of any student including himself/herself or is disruptive to the normal functions of the school. Examples of inappropriate attire for all students includes (but is not limited to):

1. Any clothing or accessory (including chains, spikes, jewelry, shoes, etc.) that propose safety hazards or could cause possible disruptions in the normal functions of the school
2. Any clothing or accessory that depicts slogans or pictures that suggest the use of drugs, alcohol, tobacco, weapons, violence, or that involves sexual connotations, or are degrading to any group on the basis of race, religion, gender, sexual orientation, etc.
3. Halter tops, tube tops, tank tops, muscle shirts, dresses, or other tops with narrow shoulder straps (shoulder straps should be at least three fingers in width)
4. Shirts or dresses that reveal one's chest, back or midriff
5. Short skirts, dresses or shorts
6. Pants, shorts, skirts or dresses with holes or that show skin or undergarments
7. Low cut pants that expose undergarments and midriffs (Students are expected to wear their pants so the belt loops or waist are at or close to the waistline. Sagging is prohibited.)
8. Hats, hoods, bandannas, visors, or other head coverings
9. Sunglasses
10. Coats - Coats must be put in students' lockers or classroom. Sweatshirts or sweaters may be worn in their place.

Students are required to follow the Dress Code at school activities

Dual Enrollment

Chief Tahgee Elementary Academy students are encouraged to participate in dual enrollment with other public schools and will comply with the local school districts' current dual enrollment policies and fee schedules, or as may be amended.

Due Process Policy

When an incident of misconduct occurs, a student will be given written or oral notice of any charges against him/her and an opportunity to present his/her version of the incident in question. Supervisors must give each student the opportunity, either oral or written, to defend himself/herself against the charges of misconduct prior to disciplinary action which may lead to suspension or expulsion. Such procedures must be reasonable, fair, and lead to reliable determination of the factual issues involved.

Educational Program

CTEA's educational program is designed to create a sound educational experience for each student. This includes knowledge of cultural heritage as well as cultivating each learner's interest in the current problems of our rapidly changing society. CTEA curriculum will be thematically integrated and flexible, focusing on language immersion methodologies (Total Physical Response (TPR), accelerated language acquisition, and other highly kinesthetic teaching methodologies). Culture will be central to the curriculum and deniwape (lifeways of the people) will enhance the positive behavior support system to creating a safe and productive learning environment. Our program also builds on students' prior knowledge and present interests and concerns. Students understand concepts and information better through active exploration of problematic situations that are relevant to their interests, unique culture, and personal lives. Student interests, brought out in discussions and activities, will help guide the choice of content. Content that excites students will motivate application of the pertinent academic skills and knowledge bases targeted by Shoshone-Bannock cultural experts as well as those described in the most current Idaho State Core Curriculum Content Standards.

Students will study topics in depth, making connections within and across subjects. An interdisciplinary approach to subject matter extends student achievement by making connections and putting new information within conceptual frameworks. The curriculum will be adaptable to the multiple ways in which people learn. Adaptations will incorporate a variety of learning approaches (investigation and discovery, kinesthetic involvement, individual research, debate, thematic projects, older students teaching younger, review and practice, individual enterprise, or private reflection).

The CTEA educational program is based upon the following assumptions and assertions:

- 1) Language is the life-blood of culture.
- 2) The ability to speak the Shoshoni language is essential to the self-identity of a Shoshone-Bannock child and to an understanding of deniwape (lifeways of the people).
- 3) It is just as important for a Shoshone-Bannock child to learn their heritage language as it is for him or her to learn English. However, both languages must be learned and learned well.
- 4) An immersion program will help preserve the Shoshoni language and the Shoshone-Bannock culture. A Shoshoni immersion educational program will provide a medium through which Shoshone-Bannock children can communicate and thereby connect with their elders. This linguistic bridge to the past will also form a bridge to the future as subsequent generations of Shoshone-Bannock children learn to speak, read, and write the language of their ancestors.
- 5) A language cannot be preserved solely through the school. Language instruction must begin in the home with a home-school outreach program, and language preservation must be a community-wide effort.

- 6) The United States Government has a legal responsibility to “preserve, protect and promote the rights and freedom of Native Americans to use, practice, and develop Native American languages...” (Native American Languages Act of 1990).
- 7) People who can speak, read, and write more than one language have certain cognitive, academic, social, cultural, and professional advantages over those who cannot.

Emergency Care Policy & Release Form

All employees of Chief Tahgee Elementary Academy will protect the health of the public school students and will take reasonable measures to provide emergency care that may include, but is not limited to, administering emergency medication to any student that becomes ill or is injured on school property, during school hours, or at any school sponsored activity.

The parents, guardians, or adult student needs to sign an authorization to permit emergency administration of prescribed medication and other life saving measures by a trained non-licensed person (See Emergency Care Release Form).

Emergency Closures & Late Start

If the school closes or the start of school is delayed due to severe weather conditions or other emergencies, the announcement of the closure or late start will be made on all local radio and television stations and posted on the district website. Late starts may be used to protect valuable instructional time. Parents can sign up for email and/or mobile phone alerts by visiting the school’s website www.CTEAcademy.org.

Enrollment

New students can enroll through the office or on the school’s website. If filled to capacity, Chief Tahgee Elementary Academy follows enrollment procedures outlined in its Charter and accepts students on a first-come first-serve basis.

Field Trips & School Trips

Field trips and school trips are a vital part of the learning experience. As such we encourage student participation in these events. Eligibility for participation, however, is at the discretion of the Director. Examples of criteria for eligibility include attendance, academic performance and discipline record. It is possible for students to be excluded from such trips based upon these criteria.

Extracurricular Activities & Clubs

Our school provides extracurricular activities, clubs, and organizations that provide students an opportunity to explore interests outside of their academic program. Participation extracurricular activities and clubs is a privilege afforded students who choose to participate in a positive manner. Extracurricular activities and clubs are a vital part of the learning experience. As such we encourage student participation in these events. Eligibility for participation, however, is at the discretion of the Director. Examples of criteria for eligibility include attendance, academic performance and discipline record. It is possible for students to be excluded from such trips based upon these criteria.

Students who are interested in forming a club should first discuss their idea with their teacher. Students and the teacher must then develop a proposal that includes the name of the organization, its purpose, sample listing of activities, meeting schedule, and target population. This should be given to the Director who will then meet with representatives to review the proposed club. Consideration will be given to the purpose of the new club and whether it duplicates the services provided by an existing club.

Health Policies

Health Records

In the best interest of the School, students, and employees, the following health records are required for each student:

- 3) A record showing pertinent information relating to immunizations.
- 4) If submitted by the parents/legal guardian/acting custodian, information pertaining to each student setting forth:
 - d. the name of the student's health care provider; the name of a contact person in case the parents/legal guardian/acting custodian cannot be reached in an emergency; and
 - e. a medical history and any physical or mental health condition the student might have that may require school personnel attention.

Immunizations

The parents/legal guardian/acting custodian of any child seeking admission to Chief Tahgee Elementary Academy must provide a statement to regarding the child's immunity to certain childhood diseases. The requirements of this policy must be met **at the time of registration**, before attendance can begin. Chief Tahgee Elementary Academy is legally required to enroll and have in attendance students experiencing homelessness within one full day of an attempt to enroll.

This statement will provide:

- 4) A certificate signed by a physician or his/her representative that such child has received, or is in the process of receiving, immunizations as specified by the state.
- 5) Permission for the Director or designee to access the voluntary statewide registry of immunization maintained by the Idaho Department of Health and Welfare to verify the student's immunization record.
- 6) An official form which verifies immunity gained through prior contraction of the disease.

If none of these certifications are available, one of the following exemptions allowed under Idaho law must be provided:

- 3) A certificate signed by a physician stating that the condition of the child is such that all or any of the required immunizations would endanger the life or health of the child.
- 4) A signed statement of the parents/legal guardian/acting custodian's objections on religious or other grounds.

Medications at School

The purpose of administering medications in school is to help each student maintain an optimal state of health that may enhance his/her educational plan. The medications will be those required during school hours that allow the student to fully participate in the educational setting.

Supply & Schedule

All needed medication and supplies will be provided by the student, parent, or guardian. The parent and family physician are encouraged to work out a schedule of giving medication outside school hours.

Administration Guidelines

Self administration by responsible students is allowed under certain conditions. This decision will be determined by the attending physician in conjunction with the Director or designee. These recommendations apply to all prescribed and over-the-counter medications. This policy is intended to provide safe uniform administration of medication at school as well as to provide for the safety of other students.

Authorizing of Medication

A Request for Medication at School form must be completed and signed by the parent or guardian and physician. The physician's order must be renewed annually. Dosage changes require a new physician's order.

Medication Labeling, Storage, and Disposal

- 4) All medication must be received at school in its original prescription container. Medications should be brought to school by the parent or responsible adult. If this is not possible, the parent or guardian must inform the Director or designee by telephone that the student is bringing the medication to school and how much medication is in the container. The amount of medication received will be verified and documented by the Director or designee.
- 5) At the end of the school year, parents and guardians will be notified and asked to pick up unused medication. All unused medications left at school will be destroyed by the Director and witnessed by another school employee.

Administration of Medication

- 8) The parent, guardian, or physician's office must give the first dose of any new medication.
- 9) Students on prescribed medications may be allowed to take their own medications with written permission from their parent or guardian. The written permission must be submitted to the Director or designee. Competency of a student to self administer medication will be established. The student will be asked to bring only the prescribed dosage each day. Students who self administer asthma medication in the form of inhalers must provide the original prescription container. Students with asthma and severe allergies must have immediate access to their medication.
- 10) In case of a respiratory emergency; i.e., bee sting or severe asthma attack, epinephrine, by injection, may be administered by a designee approved by the attending physician and parents or guardians.
- 11) In case of a diabetic emergency; i.e., severe insulin reaction (low blood sugar), a designee approved by the attending physician and parents or guardian may administer glucose.
- 12) Aspirin and acetaminophen may be given to a secondary student upon his/her request, with a physician's standing order and parental permission. The physician's order and parental permission must be renewed annually.

Non-Discrimination Policy

All students are eligible to enroll regardless of race, color, national or ethnic origin, religion, sex, social or economic status, or special needs.

Parent Teacher Conferences

Parent conferences are held during the second month of each semester. This enables the student and parents to meet with teachers to evaluate academic progress. Parents may call and request conferences with school personnel at any other time of the year.

Permanent Records & Transcripts

A permanent or cumulative folder is kept for each student. This folder contains health and testing information as well as grades. Documents which qualify students for special programs such as special education or gifted and talented programs are kept in this folder. Cumulative folders are passed to the student's next school and will be kept on file at the CTEA office for five years.

A transcript which includes birth date, sex, date entered, school previously attended, address, parent or guardian names, record of all grades, GPA, and rank in class is kept in the office. All records are available in the office upon request.

Personalized Learning Plans

Since technology facilitates differentiation in the classroom, increased opportunities for tutoring and individual time spent with the certified teacher will allow for the most effective, personalized learning strategies to be matched with each student. Students of the Chief Tahgee Elementary Academy will maintain a parent-approved student learning plan. The learning plan will be developed by students and parents/legal guardian/acting custodian with advice and recommendation from school personnel. It will be reviewed annually and may be revised at any time. Chief Tahgee Elementary Academy will make all attempts to notify the parent or guardian of the responsibility for the development and approval of the learning program. A learning program will not be required if the parent or guardian requests, in writing, that no learning plan be developed. Use of personalized learning plans will encourage learners to take responsibility for their own learning. Working together, the student, parents/legal guardian/acting custodians, and educators will consider learner strengths and weaknesses, and then, identify and develop academic and personal goals for each learner. These goals will capitalize on learner strengths and shore up areas of weakness, while enhancing parental involvement.

Portable Electronic Device Policy

Students may possess and use portable electronic devices, including but not limited to, cellular telephones, Mp3 players and other similar music players, radios, portable digital assistants (PDA), smart phones, digital cameras, hand-held game consoles, laptops, notebooks, etcetera, while on school grounds, in school buildings, or on school sponsored transportation. This policy will also be applicable to similar technologies which have yet to be developed and marketed. All devices will be subject to limitations of this and other policies under the following conditions:

- 1) The Director, classroom teacher, bus drivers, and all other school personnel are responsible for establishing individual guidelines of usage within his/her areas of supervision. Approval for student use of PED will be at the discretion of the classroom teacher, Director, or other immediate school personnel supervisor (including substitutes).
- 2) The Director may establish and enforce additional guidelines limiting or prohibiting the possession and use of PED as appropriate to campus and individual student needs.
- 3) If use of a PED is required in individual instances to assist a student or in emergencies at any time when such use would otherwise be prohibited by this policy (e.g. during testing), permission must be obtained in writing from the building administrator prior to the use thereof.

Prohibited Use

- 1) Use of cameras or camera features on any PED in a restroom or for any use constituting an invasion of any person's reasonable expectation of privacy is strictly prohibited. Any device used for such purposes will be confiscated by school personnel, and law enforcement authorities may be notified.

- 2) Use of any PED in sexting or to distribute any type of lewd and/or pornographic materials is strictly prohibited and will result in confiscation and the loss of privileges, which can only be reinstated through a review by the Board of Trustees.
- 3) Portable electronic devices with recording capability may not be used to record without the intended subject's knowledge and without permission to do so.
- 4) Portable electronic devices will not be turned on or used in any way (1) when students are directed to report to and participate in any instructional activity (unless the instruction involves the PED), (2) during school-sponsored and supervised group activities (e.g. assemblies, awards, or other ceremonies), or (3) when their use is otherwise prohibited by any school personnel.
- 5) Portable electronic devices that interfere with the instructional setting, harass, annoy, and offend others, or are used inappropriately on class work/tests are strictly prohibited.
- 6) No PED will be used or attempted to be used in a manner that creates a health or safety risk for the student, others, or for purposes that violate any of the CTEA's policies or State and Federal laws. This includes, but not limited to, discrimination, bullying, harassment, copyright infringement, cheating, unacceptable use of technology as outline in the Technology Use Policy, and/or the CTEA's discipline code.

Tracking & Regulation

- 1) All PED with wireless access to the internet *must* be routed through the school's computer network while on school grounds.
- 2) The MAC addresses of *all* PED in possession of a student on school grounds, in school buildings, or on school sponsored transportation must be submitted to the school's Information Technologist and will be kept on record throughout the student's period of matriculation in the school.

Consequences of Misuse

Confiscation

- 1) Chief Tahgee Elementary Academy assumes no responsibility for loss or damage to personal property of students. If confiscated by school personnel pursuant to this policy and its associated procedures, reasonable care will be taken of the item until retrieval or it is reasonable to be deemed discarded.
- 2) Portable electronic devices may be confiscated by school personnel when used in a prohibited manner, including the commission an offense under the CTEA's discipline code.
- 3) Confiscated PED will be given to the Director in the school building or to the supervising employee at the school sponsored event or activity where the offense took place as soon as practicable for safe keeping.
- 4) Portable electronic devices that have been confiscated may be retrieved by the student or the student's parent/guardian/acting custodian from the Director at the end of the school day or when no longer needed for school investigatory or disciplinary purposes.

Search

Any portable electronic device confiscated based upon a reasonable belief that the device was used in furtherance of a violation of this or other school policies may be searched for incriminating evidence. Students who elect to use a portable electronic device in furtherance of misconduct have no reasonable expectation of privacy in the contents of the portable electronic device under such circumstances.

Discipline

- 1) Insubordination. Students are required to stop using portable electronic devices and/or turn portable electronic devices over to school personnel when requested. Students who refuse to do so have committed insubordination, in violation of policies for student discipline, and may be subject to disciplinary action.
- 2) Loss of Privilege. Students who repeatedly misuse portable electronic devices may lose the privilege to possess such devices while at or involved in school or school related activities, in addition to any other disciplinary consequence.
- 3) Cumulative Offenses. Students who use a portable electronic device in the commission of another disciplinary offense may be subject to the consequences of that offense in addition to any consequence applicable under this policy.

Search & Seizure Policy

It is the policy of the Board that members of the administrative staff have the authority to search, in a fair and unbiased method, the student lockers and all other school property over which the school district has control at any time, without student consent, and without a search warrant. Members of the administrative staff also have the authority to search the personal property of students when reasonable under the circumstances. This authority to search school property, or personal property of the student when appropriate, is extended to members of the teaching staff who accompany students on out-of-town activities for school-related purposes at school district expense.

Detection Dogs

The Board authorizes the Director or designee to use detection dogs affiliated with law enforcement when warranted and within the limits of the Search and Seizure Policy. Detection dogs may be employed as a planned deterrent and detection program, a search based on reasonable suspicion or probable cause, or as an educational demonstration. Detection dogs may be used on any school premises including buildings, facilities, grounds, school buses, student parking lots, and other properties owned or leased by CTEA.

When used for a general deterrent and detection program the administration or designee must notify all affected groups and provide a plan that designates the nature of the contraband sought, method employed to ensure random selection, and the possible locations to be searched.

Special Services

Special education and related services will be provided to students with learning and educational difficulties who have been identified through the Individual Education Program (IEP) process, following determination of special education eligibility. See the special education teacher for help with registration and specific course selection.

Through the IEP process, adapted courses or alternate courses are available to special education students who require such modification of their course work.

Adapted Courses:

Adapted courses through general education or special education may be provided to special education students in grades K-6. Adapted courses require the permission of the parent and will be indicated as “adapted” on the student transcript, as the content of the course will be adapted and does not meet the rigor of the general education class. For a student to be approved for an adapted course, all of the following must be met:

- 1) The student performs significantly below the average on standardized tests and has been recommended by a teacher, parent, or administrator.
- 2) Parental input and written approval is in the cumulative file or special education file.

- 3) It is understood that adapting this course will not impact the student from receiving a diploma and graduating with his/her class, if all other requirements for graduation have been met. However, it may affect his/her entrance into a post-secondary institution.

Alternate Courses:

Alternate courses may be provided to special education students in grades K-6. Any alternate course will be indicated on the student transcript as well as in the IEP. For a special education student to be approved for an alternate course, the following conditions must be met:

- 1) The student performs significantly below the average on standardized tests and has been recommended by a teacher, parent, or administrator.
- 2) The student requires different skills and instruction than the general requirements for graduation due to his/her transition plan and educational needs.
- 3) The IEP team, including the parents, approves the alternate course and the course is identified in the IEP.

Tardy Policy

Attendance and promptness are important to student achievement and to successful teaching. When students are absent or tardy their mastery of knowledge and skills is hampered. Because mastery is critical, Student Tardy Policy will be followed:

- 1) The first time a student is tardy in a class per semester, the teacher will warn the student about the disruption and inform the student that the teacher will contact the student's parents/legal guardian/acting custodian if more tardies occur.
- 2) For a third tardy in a class, the teacher will assign the student a detention, notify the parents/legal guardian/acting custodian and have the student sign an attendance contract for that class which specifies attendance expectations and future consequences for continued tardiness.
- 3) For a fourth tardy in a class, the teacher will refer the student to the Director who will take further disciplinary action and contact the parents/legal guardian/acting custodian.
- 4) Upon the fifth or more tardies in a class, the teacher shall refer the student to the Director who will issue in-school suspensions if deemed appropriate.
- 5) Upon the fifteenth tardy in a class, the teacher will refer the student to the Director who will notify the sheriff's department of the student's habitual truancy status and request a uniform citation for the parents Truancy Court. The building administration will notify parents/guardians/acting custodians.

Technology Policy & User Agreement

Chief Tahgee Elementary Academy provides technology resources for the educational and professional benefit of its students and staff. The Technology Use Policy governs the use of the technological resources.

Students and parents/legal guardians/acting custodians are required to read, sign, and comply with the Technology Use Agreement and the technology policies in order to use the CTEA's technology resources. If a user breaks the terms of this agreement, the administration reserves the right to deny or suspend user access. Severe infractions may result in school expulsion. The user will be informed of the suspected violation and given an opportunity to present an explanation. The user may request a review hearing of a building administrator within seven (7) days of such suspension or termination.

To promote the safety and security of users, and to ensure compliance with the Children's Internet Protection Act (CIPA), blocking and filtering protection measures and security controls are used to the extent practical. Faculty may request that IT services temporarily or permanently unblock access to sites containing material which is appropriate for valid educational purposes.

Students' and employees' home and personal Internet use can have an impact on the school and on other students and employees. If personal Internet expression – such as a threatening message to another person, or a violent web site – creates a likelihood of material disruption to the CTEA's operations, the user may face disciplinary action and criminal penalties.

Tobacco, Alcohol, & Controlled Substances

It is the policy of the CTEA that any staff member who has reasonable suspicion that a student may be under the influence of, or has in his or her possession, a controlled or dangerous substance as defined by law will immediately notify the appropriate Designee or designee of such suspicions. The Director or designee will immediately investigate the allegation, and if confirmed, will take the appropriate disciplinary measures. These may include, but are not limited, to the following:

- 7) Contacting the parents/guardians/acting custodians/acting custodians
- 8) Contacting law enforcement
- 9) Referral to a counselor
- 10) Referral to an outside agency for chemical dependency assessment
- 11) Suspension from school
- 12) Expulsion from school

Notification

When a student is suspected of being in violation of federal, state, or local law for possession or use of any illegal drug, controlled substance, tobacco, or alcohol, the parents/legal guardian/acting custodian will be contacted immediately and local law enforcement agency may be notified. When a student is suspected of being in violation of federal, state, or local laws for trafficking of alcohol or drugs, the parents/legal guardian/acting custodian and law enforcement will be contacted immediately. The administrator or a designee will communicate all available information to the police and offer the full cooperation of the administration and staff in a police investigation.

Disciplinary Procedures

If a student discloses or is reasonably suspected of being under the influence of alcohol or controlled substances, sells or distributes, or possesses drug paraphernalia, drugs, alcohol, tobacco, or other mood altering substances in school, on or adjacent to school property, or at school functions, the School will comply with the procedures required by Idaho Code, Section 33-210 and school policy and procedures.

First Offense for Use or Possession

- 5) Contact the parents/guardians/acting custodians.
- 6) Law enforcement may be contacted.
- 7) Referral to school counselor
- 8) Suspension from school as determined appropriate by the Director or designee.

Second Offense for Use or Possession

- 7) Contact the parents/guardians/acting custodians.

- 8) Law enforcement may be contacted.
- 9) Referral to school counselor.
- 10) Referral to an outside agency for chemical dependency assessment and treatment.
- 11) Suspension from school for five (5) days.
- 12) School Board may be petitioned for expulsion of student.

Third Offense for Use or Possession

- 5) Contact the parents/guardians/acting custodians.
- 6) Law enforcement will be contacted.
- 7) Suspension from school.
- 8) School Board will be petitioned for expulsion of student.

First Offense for Trafficking

- 5) Law enforcement agency will be contacted.
- 6) Parent or guardian will be contacted.
- 7) Student will be suspended.
- 8) School Board will be petitioned for expulsion.

Interrogation

The Board reserves the right to interrogate any student suspected of the possession, use, or trafficking of tobacco, alcohol, drugs, or controlled substances. Individual pupils may not be interrogated by any person, except an employee of the school, without the approval of the principal. Officials representing the Idaho Department of Health and Welfare will be allowed access to students upon proper notification to the Director. The Director will not grant such an interview unless he/she deems it essential to the welfare of the child, to the immediate health and safety of others, as may be required by court order, or as authorized by a parent or guardian of the student in advance of the interview.

Transportation

Parent Drop-Off and Pick-Up

If students are transported to school by parents, they are to be dropped-off at the designated drop-off area. At no time are parents to drop-off or pick-up students in the bus zone.

School Bus Rules

The bus drivers are in absolute control and have full responsibility for maintaining safe conditions on the buses. Students must abide by their rules and regulations concerning conduct on the buses.

The use of bus transportation to and from school is a privilege, not a right. Students are only permitted to ride the bus to which they are assigned. Passes will not be issued for alternate bus transportation.

If the conduct of a student while riding a bus is such that it jeopardizes the safety of others or is otherwise obnoxious or undesirable, this privilege may be denied. Do not leave the bus through the rear door except during an emergency or an evacuation drill. Obey these rules – they are for your protection – show concern and respect for other students, and make the bus ride pleasant, clean, safe and efficient for all. Violations of the standards for bus conduct will be subject, but not limited, to the following penalties:

- 1) 1st offense – warning by driver, move student to front seat and student conference with driver.
- 2) 2nd offense – written report to Director and student conference with driver and the Director.
- 3) 3rd offense – mandatory detention and parent conference with Director.
- 4) 4th offense – loss of any bus privilege.

Severe infractions:

- 1) 1st offense – written report to Director, mandatory detention and Director conference with parent/guardian/acting custodian.
- 2) 2nd offense – suspension of any bus privilege

The administration reserves the right to impose more severe consequences based upon its interpretation of the violation committed.

Violence Prevention Policy & Harassment Complaint Form

No violence, bullying, intimidating, hazing, and/or harassment on the basis of race, sex, color, creed, religion, ancestry, national origin, age, physical, mental, emotional or learning disability, arrest or conviction record, pregnancy, marital status, parental status, sexual orientation, and/or political affiliation will be allowed. Violence, bullying, cyber bullying, intimidation, hazing, and harassment in the learning environment is not acceptable under any conditions, and any student who violates this policy may be subject to remedial or disciplinary action, up to and including expulsion from school.

Chief Tahgee Elementary Academy view violence, bullying, hazing, harassment and/or retaliation to be among the most serious breaches of behavior. Appropriate discipline for such behaviors, ranging from warning/remedial action up to expulsion, may be imposed. Discipline may be imposed against a Complainant if the CTEA discovers that a Complainant has knowingly made a false complaint, ranging from warning/remedial action up to expulsion. Discipline will be appropriate to the offense, age and status of the individual following the guidelines of the Student Discipline Policy. The Director or designee will submit the case to the appropriate law enforcement agency when the charges warrant such action.

Any parent of a student who feels they have been a victim of violence, bullying, intimidating, hazing, and/or harassment should complete the Harassment Complaint Form included in the Student/Parent Handbook and submit it to the Director (See Harassment Complaint Form).

Visitor Identification

Chief Tahgee Elementary Academy welcomes and encourages participation by all parents/legal guardians/acting custodians and other persons associated with school business to attend school activities and visit the school. In order to maintain a safe and secure environment and protect students from harm, all visitors are required to sign a log-in sheet and wear an identification badge during their visit. If an individual fails to comply with this directive, he/she may be asked to sign-in, asked to leave the premises, referred to law enforcement, and/or denied further access.

Weapons Policy

The Board has no tolerance for any student who possesses, threatens, or uses, or assists another in the possession, threat, or use of, any form of weapon whether on school premises, buses, or school sponsored events. According to federal law, any student who is determined to have used, brought, or have in possession a firearm or destructive device will be immediately suspended, referred to the appropriate law

enforcement agency, and, following due process, be expelled from school for a period of not less than one (1) year, twelve (12) calendar months. The Board may modify the expulsion order on a case by case basis. Other than for firearms and destructive devices, when the use, threat of use, or possession of weapons the student may be immediately referred to law enforcement, may be suspended, and ultimately expelled as outline in the School's Student Discipline Policy and Charter.

Withdrawing from School

Students who are transferring to another school or who are withdrawing from school must obtain a permit to withdraw from their counselor/administrator. The office will then issue a check out sheet which must be completed by the student. Any student who does not formally withdraw from school will not be readmitted until a hearing is held with the student's parents/legal guardian/acting custodian and the Director.

Yearbooks

Yearbooks go on sale during January of the school year. Check with the office for price and ordering deadlines.

HANDBOOK AWARENESS STATEMENT

Student/Parent Handbook - Chief Tahgee Elementary Academy

My signature below indicates that I have received and read the Student/Parent Handbook, read the policies and procedures regarding the Code of Conduct, and signed the included forms along with my parents/guardians/acting custodians.

Parents should inform the school of changes in residence, custody and home phone, work and emergency telephone numbers.

TEACHER _____

STUDENT'S NAME (Print) _____

STUDENT'S SIGNATURE _____

DATE _____ GRADE _____

STUDENT ID # _____

PARENT SIGNATURE _____

**PLEASE RETURN THIS SIGNED FORM PAGE TO THE OFFICE
AT REGISTRATION OR BY THE FIRST WEEK OF SCHOOL**

CTEA - Technology Use Agreement

Purpose

Chief Tahgee Elementary Academy provides technology resources for the educational and professional benefit of its students and staff. The purpose of this Technology Use Agreement is to describe the responsibilities and privileges of users of the school's technology resources. The Board policies on technology govern the use of the technological resources and the terms of this agreement, regardless of whether those policies are explicitly spelled out in this agreement. (See Technology Use Policy)

Compliance

Students and staff are required to comply with this Technology Use Agreement and the technology policies in order to use the school's technology resources. If a user breaks the terms of this agreement, administration or designee thereof reserve the right to deny or suspend user access. Severe infractions may result in termination of employment or school expulsion. The user will be informed of the suspected violation and given an opportunity to present an explanation. The user may request a review hearing of a building administrator within seven (7) days of such suspension or termination.

Internet Safety

To promote the safety and security of users, and to ensure compliance with the Children's Internet Protection Act (CIPA), blocking and filtering protection measures and security controls are used to the extent practical. Faculty may request that IT services temporarily or permanently unblock access to sites containing material which is appropriate for valid educational purposes.

Students' and employees' home and personal Internet use can have an impact on the school and on other students and employees. If personal Internet expression – such as a threatening message to another person, or a violent web site – creates a likelihood of material disruption to the school's operations, the user may face disciplinary action and criminal penalties.

Student Supervision

Students may only use the network only under instructor supervision and with permission of school personnel. Staff members are responsible for supervising student use of technology in a manner appropriate to the students' age. Students are responsible for obtaining permission from a staff member, and staff may NOT permit students to use staff accounts.

Privacy

Personal information about any student or staff member should be assumed to be confidential, and users should never disclose or transmit such information except in strict compliance with the law and school policy. Users should not expect that files and information will always be private; sophisticated or privileged users on the network may gain access to such data.

Without the consent of the author or intended recipient, system administrators will not intentionally inspect the contents of personal files or e-mail, nor, unless required to do so by law or school policies, disclose such contents to other than the author or an intended recipient. System administrators may access any files, folders, or e-mail to investigate complaints regarding data which is alleged to contain impermissible material. System administrators reserve the right to monitor all activity on the network and

to cooperate fully with the school, local, state, or federal officials in investigations concerning any data stored on or transmitted via the school's network.

Portable Electronic Devices

In order for all students to achieve technological literacy and prepare themselves to act responsibly in this Information Age, the school is dedicated to becoming a technologically advanced school. The Board of Trustees recognizes that electronic devices are tools of both communication and learning that, depending upon their use, can either add value to the learning process or cause disruption in the school environment. As such, electronic devices demand well-reasoned, practical, and wise regulation in the school setting.

In order to achieve these ends, students may possess and use portable electronic devices, including but not limited to, cellular telephones, Mp3 players and other similar music players, radios, portable digital assistants (PDA), smart phones, digital cameras, hand-held game consoles, laptops, notebooks, etcetera, while on school grounds, in school buildings, or on school sponsored transportation. Chief Tahgee Elementary Academy has developed policy governing the use and regulations of portable electronic devices that is subject to, and in agreement with, the Technology Use Policy. (See Policy : Portable Electronic Devices)

**Chief Tahgee Elementary Academy
Technology Use Agreement**

I understand and will abide by the requirements for use of the school's technology resources. By signing the Technology Use Agreement, I committed to:

- Use the technology equipment for educational purposes, not for personal, commercial, any illegal purpose, nor for any other activity prohibited by the school's policies or procedures.
- Use the network only under instructor supervision and with permission of school personnel.
- Refrain from the use of direct communications, such as instant messaging or online chat, during class time, except with permission from and under the direct supervision of school staff.
- Register all personal devices with the information technology department.
- Be responsible at all times for proper use of accounts:
 - Use only assigned accounts and keep passwords confidential.
 - Not permit others to use accounts for which I am responsible.
 - Prevent unauthorized use by logging off of any computer that I am not directly monitoring.
- Protect the privacy of others and myself:
 - Not view, use, transmit or copy information or files for which I am not authorized.
 - Not disclose personal or private information about others or myself.
- Respect and protect the intellectual property of others:
 - Be responsible for determining whether or not any material, including software, texts, music files, movies etc., is in the public domain before using, copying, distributing or installing it.
 - Not use the technology resources for copyrighted or licensed material.
 - Not plagiarize (use another person's work without permission and attribution).
- Treat all technology resources with respect, to protect its security, integrity and availability:
 - Not disable or interfere with any antivirus or anti-malware protection and immediately notify school personnel if a virus or malicious software is found.
 - Report any security risks or violations to a teacher or system administrator.
 - Not destroy, damage, or alter equipment, information or resources that do not belong to me.
 - Use only approved technology equipment and software.
 - Not use personally owned technology unless inspected and approved by IT services.
 - Not permit others (such as family or friends) to use technology assigned for my use.
 - Not send spam, chain letters or other mass unsolicited mailings.
- Respect and practice community principles and ethics:

- Use polite communication; no harassment or bullying, or abusive, vulgar or inappropriate language.
- Not intentionally access, transmit, copy or create any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive or illegal material
- To immediately report accidental access to a teacher or administrator.
- Avoid material on the Internet that does not relate to educational and/or career pursuits.
- Not transmit materials, information or software in violation of any local, state or federal law.

TO BE COMPLETED BY USER:

I have read, understand and will abide by the Technology Use Agreement requirements.

I agree to conform to all Board policies regarding technology use while using school technology resources.

I understand that any violation of the requirements above is unacceptable and may be a criminal offense. Should I commit any violation, my access privileges may be revoked and disciplinary and/or legal action may be taken.

User Signature:_____ Date:_____

Printed Name:_____ Grade:_____

Address:_____

TO BE COMPLETED BY PARENT OR GUARDIAN (not applicable to staff members):

As the parent or guardian of this student, I have read, and discussed with this student, the Technology Use Agreement. I understand that network access is intended for educational purposes and that the school has taken reasonable precautions to eliminate controversial material. However, I also recognize it is impossible for the school to restrict access to all controversial materials and I will not hold it responsible for materials acquired on the network.

I understand that my student may need to purchase storage media to save his/her work.

I hereby give permission to provide network and Internet access for this student and certify that the information contained on this form is correct.

Parent or Guardian Signature:_____ Date:_____

The signature here is legally binding and indicates the party who signed has read the terms and conditions of the Technology Use Agreement carefully and understands its significance.

April 5, 2012

Chief Tahgee Elementary Academy

EIN 45-3150830

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EMERGENCY TREATMENT RELEASE FORM
Chief Tahgee Elementary Academy

Dear Parent/Guardian:

In order to serve your child in case of accident or sudden illness either at school, on a field trip, or any school sponsored activity, it is necessary that we have this release form signed. Please complete the information requested on the back of this form, review the statement below, then sign and return this form with the other registration information to the Chief Tahgee Elementary Academy office.

_____ Student's Last Name	_____ First Name	_____ Middle Initial
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I the undersigned, do hereby authorize officials of the Chief Tahgee Elementary Academy to contact the persons named on the reverse side of this form and do authorize the named physician or EMS personnel to render such treatment as may be deemed necessary in an emergency, for the health of said child.

In the even the parent/guardian/acting custodian, physician or other persons named on the reverse side of this form cannot be contacted, officials of Chief Tahgee Elementary Academy are hereby authorized to take whatever action is deemed necessary in their judgment, for the health of said child.

I will not hold the school financially responsible for the emergency care and/or transportation of said child.

Signing this form shall release Chief Tahgee Elementary Academy, faculty and staff members from any liability of any nature in assisting said child during a medical emergency.

Signature of Parent/Guardian

Date

Important:

1. If an accident or illness occurs, a copy of this form will be provided to the emergency care provider (physician, hospital, EMS).
2. If any of this information changes during the year, please call the school office.
3. Please complete, sign and return this form with the other registration information to the Idaho School of Innovation office.
4. Please complete all of the information requested.

**Chief Tahgee Elementary Academy
Student Harassment Complaint and Investigation Form**

HARASSMENT COMPLAINT FORM

Name of Complainant:

Grade Level:

Date of Complaint:

Name of Alleged Harasser:

Date and Place of Incident or Incidents:

Description of Conduct:

Name of Witnesses:

Evidence of Harassment, i.e., Letters, Photos:

Any Other Information:

I agree that all the information on this form is accurate and true to the best of my knowledge and request that CTEA investigate this complaint. I understand that while every effort will be made to maintain my complaint as confidential, the substance of this complaint and my identity may need to be disclosed to the alleged harasser.

Parent/Guardian/Acting Custodian Signature

Date

Appendix AJ – Student/Parent Handbook Awareness Form

HANDBOOK AWARENESS STATEMENT

Student/Parent Handbook - Chief Tahgee Elementary Academy

My signature below indicates that I have received and read the Student/Parent Handbook, read the policies and procedures regarding the Code of Conduct, and signed the included forms along with my parents/guardians/acting custodians.

Parents should inform the school of changes in residence, custody and home phone, work and emergency telephone numbers.

TEACHER _____

STUDENT'S NAME (Print) _____

STUDENT'S SIGNATURE _____

DATE _____ GRADE _____

STUDENT ID # _____

PARENT SIGNATURE _____

**PLEASE RETURN THIS SIGNED FORM PAGE TO THE OFFICE
AT REGISTRATION OR BY THE FIRST WEEK OF SCHOOL**

April 5, 2012

Appendix AK – Shoshone-Bannock Tribal Council Resolution of Support

RESOLUTION

WHEREAS, the Shoshone-Bannock Tribes is fully committed to preservation and revitalization of the Shoshone-Bannock Languages and educational achievement of the youth; and

WHEREAS, the Fort Hall Elementary School is one of the prime population targets, that does not have a Shoshone or Bannock Language learning component to its curriculum, and has historically reflected low ISAT scores; and

WHEREAS, the Language and Cultural Preservation Program and members of the Fort Hall community have been meeting to determine the best approach to revitalize the Shoshone and Bannock languages and instill pride and opportunities for learning at the earliest ages as appropriate; and

WHEREAS, the intended vision for the Fort Hall Elementary School is to create a state approved Charter school called the Chief Tahgee Elementary Academy (the CTEA) that focuses on reversal of low academic scores and building children's self-esteem for a successful future; and

WHEREAS, the mission of the school is to provide a core educational program consisting of individualized learning techniques, Tribal language immersion, traditional and cultural education, creative fine arts and performing arts, changing technologies and enhanced academics and science to achieve each child's highest learning potential; and

WHEREAS, the Language and Cultural Preservation Program and members of the Fort Hall community come forward requesting Tribal support and legal assistance to create a state funded Charter school;

NOW, THEREFORE, BE IT RESOLVED BY THE BUSINESS COUNCIL OF THE SHOSHONE-BANNOCK TRIBES, that General Counsel William Bacon is hereby approved to provide legal assistance to the founding Board of the CTEA in formulating a state and federally approved non-profit for the Charter School and assisting with research and potential acquisition of the Fort Hall Elementary School facility; and

BE IT FURTHER RESOLVED, that the Fort Hall Business Council supports investment in the future of the children by preserving and revitalizing the languages and cultures of the Tribes through the academic inclusion of language immersion into elementary education.

Authority for the foregoing resolution is found in the Indian Reorganization Act of June 18, 1934 (48 Stat., 984) as amended, and under Article VI, Section 1 (r) of the Constitution and Bylaws of the Shoshone-Bannock Tribes of the Fort Hall Indian Reservation of Idaho.

Dated this 25th day of October 2010

S E A L


Nathan Small, Tribal Chairman
Fort Hall Business Council

CERTIFICATION

I HEREBY CERTIFY, that the foregoing resolution was passed while a quorum of the Business Council was present by a vote of 5 in favor, 1 absent (GDF), and 1 not voting (NS) on the date this bears.


Elizabeth Ann Lindroth, Tribal Secretary
Fort Hall Business Council

LGCS-2010-1195

Appendix AL – Board Resumes

Alexandria Alvarez

PO BOX 626

Fort Hall, ID 83203

Phone: 208-760-0270

Email:

alexalvarez.shoban@hotmail.com

Summary

I'm a hard working individual, who isn't afraid to ask for help when I need it. I always do my best to be a team member, and contribute to whatever the task is at hand. When I make mistakes, I learn from them fast to insure failure is not an option. When working and leadership is required I can step up to the plate, but following a leader I do my best to work alongside them. I've never had any problems with my attitude, and I enjoy being a positive person and friendly to all around me. I treat everyone with respect and do my best to show that I have good manners and that I am good person to work with and be around. I do my best in whatever it is I'm doing.

Employment History

10/13/11- Present Hired as a Temporary Sho-Ban News Reporter
Fort Hall, Idaho

Reporter

I was hired to be a temporary news reporter for the Sho-Ban News, and have covered several stories that can be found in the Sho-Ban News. It is a new and exciting experience learning how to develop my writing skills, learn new skills in Adobe Photoshop and gain experience in photography.

1/05/11 – 5/03/11 WINS Washington Internships for Native Students
Washington, DC

WINS Internship

I was accepted to participate in the WINS Spring Semester program that provided me with the opportunity to work with the Environment Protection Agency (EPA) and to work in the American Indian Environment Office where I was not only introduced to what EPA does, but also a semester project to work on. My project was to try and create an Tribal Emergency Coordinator Response contact list that EPA could use to contact tribal leaders in the event of a natural or man-made disaster. My project lead me to do lots of research on FEMA, EPA and making calls to regions around the United States to assess whether regions have a tribal contact list. I was also invited to attend conferences and sessions regarding what the American Indian Environment Office was involved in and working on. I also had to attend two classes, one for the WINS program and the other was an elective taken at American University. I feel that all the information I gained will help me down the road as I continue to further my education.

6/04/10 – 7/31/10 WINS Washington Internships for Native Students

Washington, DC

WINS Internship

I was accepted in the WINS program to participate in an 8 week long summer program, working with the federal government at Social Security, and attend class 3 times a week to earn school credit while going to my internship 5 days a week. I would travel everyday from Washington, DC to Baltimore, Maryland to the Social Security Headquarters, where I worked with OCREO, Office of Civil Rights and Equal Opportunity. I improved a lot on my social skills, introducing myself to individuals in a professional manner, worked on a team and completed a project that is going to be a blue print for companies to hire people with disabilities such as the blind, deaf and veterans. I also worked on a few power points and tried to share information that would help diversify the workforce at Social Security by aiming employment opportunities for Native Americans.

6/2009 – 8/2009 Fort Hall Summer Program Fort Hall, ID

Youth Supervisor

Worked for the Fort Hall Summer program to be a youth supervisor, our duties was to provide a place for the kids to spend their days and stay out of trouble during the summer months they were out of school. The ages attending ranged from 6 to 17 years of age. I worked mostly with smaller kids in the game room, finding activities for them to participate in the mornings. After lunch we would take the kids on a variety of activities depending on the day, which included swimming, movies, bowling and roller skating every Monday through Thursday with Fridays usually being the day for our youth to engage in a special activity. Some of them included culture day, rez dog contest, and camping to list a few. It was a positive experience that helped me get acquainted with some of the youth of our tribe.

6/2007 – 8/2007 Fort Hall Wild Land Fort Hall, ID

Camp Crew

Worked my final year with the Fort Hall Wild Land, keeping the same duties as the previous years; our job was to handle supplies, serve dinner, pick up trash. Depending on where we were stationed and what kind of conditions we faced our duties also included pitching tents, doing dishes, moving water, Gatorade and ice, and watching over the campsite.

6/2006 – 8/2006 Fort Hall Wild Land Fort Hall, ID

Camp Crew

I worked for my 2ed year with the Fort Hall Wild Land department, working again as camp crew. Continuing to do the same duties as the year before, our job was to handle supplies, serve dinner, and pick up trash. Depending on where we were stationed our duties also included pitching tents, doing dishes, moving water, Gatorade and ice, and watching over the campsite.

6/2005 -8/2005 Fort Hall Wild Land Fort Hall, ID

Camp Crew

This year I was working for Fort Hall Wild Land, as camp crew. We would be sent out along side firefighters to work as camp crew, our job was to handle supplies, serve dinner, and pick up trash. Depending on where we were stationed our duties also included pitching tents, doing dishes, moving water, Gatorade and ice, and watching over the campsite.

6/2004 – 7/2004 Hoist Lewiston, ID

Student

This year I was placed at WSU (Washington State University) at their Veterinary Hospital, working in the exotics department. The exotic animals dealt with a variety of animals, everywhere from exotic pets to wildlife. I cleaned cages, fed birds and assisted the vet techs in whatever it is they needed help in.

6/2003 – 7/2003 Hoist Lewiston, ID

Student

Came back to the program the next summer, and this time I became involved in many animal related fields, working for a number of departments. I helped work with horses at their cloning research development center, working with the United States first cloned mules. Then I spent a few days at the university's meat processing factory understanding what processes the meat goes through before it hits the market. And finally ending the rest of my working term at a dairy house, helping feed calves, milk cows, cleaning stalls and whatever else was required.

6/2002 – 7/2002 Hoist Lewiston, ID

Student

I was involved in the Hoist program, a program designed to introduce native students into a variety of careers. My first year I was put in the forestry department, my supervisor was named Bernardo Alvarez, and we did various projects from working with habitat for humanity, to traveling to the Kootenai Tribe to see their

project with the wild native plants. The program lasted for 6 weeks, and we were exposed to life on a campus for the first time.

Education

2010 Haskell Indian Nations University Lawrence, KS
Bachelor Degree American Indian Studies 3.0

2008 Haskell Indian Nations University Lawrence, KS
Associate Degree Liberal Arts 3.0

2006 Blackfoot High School Blackfoot, ID
Diploma 2.5

Sho-Ban News

Lori Edmo-Suppah Editor
P.O. Box 900, Fort Hall, ID 83203
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Fax (208) 478-3702

Haskell Indian Nations University:

155 Indian Avenue Lawrence, KS 66046
Office of the Register Manny King
785.749.8440

WINS Program:

Jack Soto Wins Director or Amy Morrill-Bijeu Assistant Dean
4400 Massachusetts Ave Washington, DC 20016-8083
202.895.4882

Luke Jones Supervisor during WINS Internship
American Indian Environment Office at Environmental Protection Agency
202.564.4013
jones.luke@epamail.epa.gov

Fort Hall Recreation Contact Info:

Mike Sakalaris
Po box 306 Fort Hall, ID 83203
208.478.3770

Wild Land Department

Edward Christy
Po Box 306 Fort hall, ID 83203
208.478.3785 or 478.3784

Blackfoot High School

870 S. Fisher Ave Blackfoot, ID 83221

Distinctions

I'm a proud member of the Shoshone-Bannock Tribes of Fort Hall, Idaho. I am semi-fluent in Shoshone and Cherokee, and have studied the Cherokee alphabet. I have learned a handful of words in other native languages such as Navajo, Bannock, Comanche, Yuchi as well as Japanese and Spanish. I do my best to be a role model to my friends and the younger generation by keeping out of trouble and staying drug-free. I respect myself and try to carry myself in a good way. I try to always do my best in whatever I may be doing, and I chase my dreams till I achieve them. When I am done with school, I plan to return home to my reservation to try to improve it and make it a better place for my people.

Interests

Powwows, dancing, tae kwon do, basketball, music, photography, Humane Society, art, reading, indigenous sovereignty, climate change, horseback riding, rodeo, native conferences, camping, fishing, traveling, languages, cultures, roller blading, making new friends, friends and most importantly family.

Accomplishments

I am the current Miss Shoshone-Bannock for 2011-2012, recently crowned this past August at or Fort Hall Indian Festival and serve as the ambassador of the Shoshone-Bannock Tribes. In 1998 I won Rodeo Queen of Fort Hall, and participated helping out at rodeos around the state. I was active in a Fort Hall youth group known as the Fort Hall Youth Council, and served as President for two years, getting my friends and other youth involved as an alternative to getting in trouble, and together we helped put together a benefit powwow at our local college. Afterwards I helped

support my friends take control and helped try to guide them. In high school I was active in our Indian club and help participate in fundraising, making and serving Indian Tacos to fundraise to participate in the Northwest Indian Youth Conference. And in 2004, the Fort Hall Indian Youth Council, local Indian Clubs and four other Tribes in the state of Idaho collaborated to host the Northwest Indian Youth Conference in Boise, Idaho. I successfully graduated in 2006 and entered into college the following fall. Throughout my years at school I have always received good attendance awards, and got certificates of completion, and was never in any trouble or been sent to detention. I have always lived my life drug-free, and had never drank until I was 21, even though I have never been beyond a slight buzz. In college I was active in several clubs, the Haskell Artist Association where I served both as a member, student representative and a secretary for two semesters. In my time I helped the Artist Association hold an art show, and included my own art. Joined the boxing club for a semester as well as the Native American Church club; and finally I have joined the ACCES Club for a few semesters as a member and for my last semester I have served as treasurer. In the ACCES club we have successfully held a stomp dance in spring 2009, went to two stickball tournaments where Haskell came in first place in both years. I have helped in numerous fundraising activities during basketball games, football games, powwows and seasonal activities. I also help out at the Human Society Shelter from time to time, walking dogs and giving cats attention, even did an internship there where I learned much about how the shelter operates and the hard work people put into it.

Maxine Racehorse Edmo

PO Box 367
Fort Hall, ID 83203
208-237-5930

Professional Profile

- Respected Shoshone-Bannock tribal elder
- Devoted most of life to advocating for education and tribal rights
- Served more than 20 years as a 4-H leader
- Served on the federal Library Board
- Advisory Council for Indian Health Services board member that awards approximately 400 scholarships to American Indian students annually

Education

1989 A.A., Marketing and Management, Idaho State University

Work and Service

2005-present Shoshone-Bannock Tribes Language and Cultural Preservation Department,
Bannock language instructor and translator

1998-present Shoshone-Bannock Tribes Enrollment Committee

1998-2002 Elected to Shoshone-Bannock Tribes Land Use Policy Commission

1996 Shoshone-Bannock Jr./Sr. High School Board member (served many terms)

1985-1996 Instrumental in building tribal school –Shoshone-Bannock Jr./Sr. High School

1992-1998 Tribal Tax Commission

1985 Developed the Human Resource Development Center (HRDC)

1978-1982 Intermountain Indian School Board member

1978 Successfully lobbied to defeat legislation to transfer education out of the Bureau of Indian Affairs to the Department of Education.

1977-1978 Served on BIA task force to pass P.L. 95-561 passed that developed rules and regulations for Indian schools and school boards, Indian School Equalization Program (ISEP), student rights, Johnson O'Malley (JOM), and Indian colleges.

1976 Appointed by President Jimmy Carter to the National Advisory Council on Indian Education

1975-1985 Tribal Education Committee

April 5, 2012

1968	Tribal Health, Education and Welfare Committee
1966-1977	Developed information for Congressional Record that later resulted in the Johnson O'Malley and Title IV programs
1966	Elected to Fort Hall Business Council

MERCELINE P. BOYER

Rural Route 3 Box 249, Blackfoot, ID 83221 * (208) 785-2965

HIGHLIGHTS OF QUALIFICATIONS

- Productive and responsible; willing to learn and handle any tasks as necessary
- Strong loyalty and commitment to organization
- Able to represent a company with a professional appearance and manner
- Have very good work habits and ethics
- Competent in knowledge of computers and willing to learn in areas I am unknowledgeable
- Am trilingual in the English, the Shoshone and the Bannock languages and can understand the Paiute and Comanche native languages with limited speaking abilities.

PROFESSIONAL EXPERIENCE

Lead Language Instructor

Feb. 2011-Present

Shoshone-Bannock Tribes, Language & Cultural Preservation Department

I teach Shoshone and Bannock languages to tribal members and work with other language instructors and translators translating historical documents into Bannock or Shoshone or English. We develop lesson plans, teaching material and teaching aids.

Part-Time Co-Manager for the Bannock Language Preservation Project

Oct., 2007 - Sept., 2008

As one of the co-managers for the Tribes' Bannock Language Preservation Project, I oversee the operation for this project to revive and enhance the Bannock language which is endangered as there are very few Bannock speakers left. The project conducts classes for beginning learners and reinforces the language by encouraging speakers to maintain and perpetuate the teaching of the language to their families and community members.

My position as Cultural Instructor is ongoing and I provide cultural information and skills with the TANF participants.

Manager for ANA Language Preservation Grant (part-time)

Oct., 2005 - Sept., 2006

As part-time manager of the ANA Preservation Grant, I set up meeting with Bannock speakers and conduct a "Talking Circle" to refresh their language ability and see that we stay in compliance of the grant.

My position as Cultural Instructor is ongoing, I continued to provide cultural information and skills with the TANF participants and my services are available to any other organizations or entities requesting cultural information.

Cultural Curriculum Instructor

Oct. 2003 – Feb., 2011

Shoshone-Bannock Tribes, 477 Programs (EET/TANF Programs), Fort Hall, ID

In this position, I provided cultural and native language instruction to TANF participants. I also provide cultural information to other entities and organizations requesting my services. I lend support and participate in other cultural activities of the Tribes. I believe that one must practice the culture as well as speaking the native languages of the Tribes to perpetuate the longevity of being a federally recognized tribe as well as protecting the sovereignty and tribal treaty rights of the Shoshone-Bannock Tribes.

OTHER EXPERIENCE

Academic Outreach Consultant 1995-2003
Shoshone-Bannock Tribes Education, Employment & Training Program, Fort Hall, ID
I maintained communications with the surrounding school districts and Shoshone-Bannock Tribal School on any information important to the support of Indian students. When necessary, I advocated on their behalf and encouraged communications with the schools, parents and students. I also provided historical and cultural information when requested. I basically did the same thing, only my title changed.

Education Outreach Worker 1989-1995
Shoshone-Bannock Tribes, Tribal Education Department, Fort Hall, ID
In this position, I maintained communications with the surrounding school districts and Sho-Ban Tribal School on any information important to the education and support of Indian students. When necessary, I advocated on students behalf when necessary and encouraged communications between the schools, parents and students. I also provided cultural information when requested.

Tribal Education Committee 1985-1989
Shoshone-Bannock Tribes, Fort Hall, ID
I was appointed to this committee to oversee the Tribes' education program and to provide educational information and opportunities to tribal member students. The Shoshone-Bannock Tribes provided funding for their students and we were in charge of this budget. We provided services to all levels from pre-school to adulthood.

Indian Education Liaison 1975-1985
School District #55, Blackfoot, ID
In this position, I made home visits to parents' homes if there were a problem that interfered with the education of an Indian child. I provided advocacy to Indian students and encouraged communications between teachers and parents. I encouraged students to recognize the benefits of acquiring good education for their own future and motivated them to set goals and pursue higher education. During this time I worked with first with junior high students; then, high school students and later, elementary school students.

Secretary 1974-1975
Argonne National Laboratory, Idaho Falls, ID
I worked in various departments and was finally assigned to the Accounting Department where I assisted the accountants in general office work and took care of the petty cash maintained for various departments of the Laboratory.

Secretary/Supervisor 1970-1974
Idaho State University ACTION Program, Pocatello, ID
I was hired as a secretary for this federally funded program, where students of Idaho State University were hired as volunteers in a community service oriented settings. I did secretarial and general office work including bookkeeping for the program and supervised volunteers who were assigned to the Fort Hall Indian Reservation, where the volunteers were assigned tutorial work with school children and other community related projects.

Potato Worker 1959-1969
American Potato Company, Blackfoot, ID
Idaho Supreme Company, Firth, ID

I worked in the production of potato granules, sorted potatoes, boxed potato granules and became informed about the potato industry and am grateful for this knowledge. During this time I worked inconsistently, due to family responsibilities that included raising my family. Working in the potato industry was not my goal, but merely to make extra money. Then I decided to go back to school to learn a profession that I would enjoy.

EDUCATION

Certificate in Office Occupations Idaho State University, School of Voc-Tech, Pocatello, ID	1970
Certificate in Farm Business Management from Idaho State University, College of Technology, Pocatello, ID	2000
Have sophomore status at Idaho State University, Pocatello, ID But have not completed.	1970-present

CIVIC ACTIVITIES

Served as a member of the Title IV Parent Committee of Blackfoot School District, Blackfoot, ID; past member of the Shoshone-Bannock Jr./Sr. High School's School Board, Fort Hall, ID; past member of the Shoshone-Bannock Festival Committee, Fort Hall, ID; Volunteer with the Fort Hall Johnson O'Malley Parent Committee, Fort Hall, ID; past member of the Shoshone-Bannock Tribes' Cultural Resource Survey Organization's Advisory Board, Fort Hall, ID; Past member of the Shoshone-Bannock Tribes' Tribal Risk Assessment Advisory Committee, Fort Hall, ID; past member of the Idaho Committee on Indian Education, Boise, ID; member of the National Indian Education Association and present member of the Shoshone-Bannock Culture Committee, Fort Hall, ID and the local Shoshonean Reunion Committee of Fort Hall, ID.

PERSONAL

I am a member of the Shoshone-Bannock Tribes, being of 4/4 degree Indian blood. I am married to Mr. Lionel Q. Boyer and have been for 53 years. We have five children, four girls and one boy, whom we lost in 1978. We live in the Gibson District of the Fort Hall Reservation where we participate in cultural activities, such as celebrations, spiritual ceremonies and family affairs. When our children were growing up we supported them in their cultural and educational activities. Now we do the same for our grandchildren and have been involved and supportive in their educational and sports activities as well as cultural activities. We feel very deeply that they must practice their culture and traditions to maintain their native identity that will sustain them in their adult lives as respectable Indian people.

Nancy Eschief Murillo
P. O. Box 663, Fort Hall, ID 83203
Ph: Home (208) 237-5807, Cell: (208) 223-6017

Education: Haskell Institute, Lawrence, Kansas, 1963-1965
Commercial Business, Diploma,
Idaho State University, Pocatello, ID, 1972-76, Ed & Soc.
University of Colorado, Boulder, Co, 1964, Summer Session
University of Idaho, Moscow, ID, 1962
Idaho State University, School of Applied Technology
Farm Bus. Management, 3'd/final yr. Cert. 1995
Farm Bus. Management, 4th yr. Cert. 1996

Work History:

Workforce Team Member/Intergovernmental Affairs. All My Relations, Inc.,
August 1996 to October 02, 2007, Fort Hall, Idaho

Developed a variety of working documents for operations of the Company. Assisted in the manufacturing and monitoring of 2448 Hydrogen/Oxygen Fuel Generators. Communicated with various public/governmental/private officials and entities regarding AMR and its operations. Applied for HubZone status and received 3 year certification for AMR. Applied for Central Contracting Registration, CCR, for U.S. governmental contracts/grants. Application to SBA 8(a) in process. Mr. Robert Dude Perry, President, All My Relations, Inc., and I talked with Mr. Al Gore Author of "Global Warming: An Inconvenient Truth" January 22 2007, and informed Al Gore of the 2448 Hydrogen/Oxygen Fuel Generator manufactured by All My Relations, Inc.; and its capability to reduce toxic emissions. A business card and AMR Flier stuffed in Shoshone-Bannock hand tanned, beaded checkbook cover was gifted to Mr. Gore from All My Relations, Inc. Scheduled meetings for development of a Cooperative Research and Development Agreement for more testing with Idaho National Laboratory, the Prime Contractors and the U.S. Department of Energy, Idaho Falls, Idaho. Contacts made with various local governments, business entities and tribal entities on the Hydrogen Enrichment System for purchase, distributorships and potential partnerships.

Chairperson, Fort Hall Business Council. Shoshone-Bannock Tribes, 2004-2005.
Held Vice Chairperson, Treasurer offices, 2000-2006, Fort Hall Indian Reservation, Fort Hall, Idaho.

Served in this elected position to govern and protect the Fort Hall Indian Reservation which encompasses over 543,000 acres of which 97% is owned by the Shoshone-Bannock Tribes and Individual Indians. Worked in all facets of Government working with Federal, State, Private sector, Local governments and jurisdictions. Initiated Tribal Laws/Ordinances, Memoranda of Agreements and Understanding. Reviewed policies, laws, regulations such as personnel policies for

Tribal Gaming, Tribal Enterprises and Tribal Government, federal and state legislation and documents relating to or impacting the Shoshone-Bannock Government and the Shoshone-Bannock people/Tribes. Provided testimony on the state and Congressional levels regarding legislation affecting the Shoshone-Bannock Tribes and American Indian People. Authorized annual budgets for the Tribes' Government, Enterprises and Gaming. As Chairperson and Vice Chair signed a variety of state, Federal contract/grant and cooperative agreement and similar documents. Served the membership in capacities of liaison, grants and assistance in program access and availability. Reviewed and authorized all land leases. Served as the Tribal Fish & Game Commission. Served as Representative to various organizations: National Congress of American Indian, Affiliated Tribes of the NW Indians, Council of Energy Resource Tribes, Intertribal Monitoring Association, Intertribal Agricultural Council and the NW Intertribal Ag Council.

Chairperson, Shoshone-Bannock Tribal Enterprises and Vice Chair, Treasurer and member during tenure on Fort Hall Business Council. Tribal Enterprises include: Two Tribally owned and operated Gas Stations and Convenience stores, Trading Post Grocery store, Tribal Clothes Store- sales of western wear, tribal arts and crafts, souvenirs, Exclusive Smoke shop with these facilities located on Interstate 15 and 86 and U.S. 91.

Consultant: Wind Energy Consultant, Shoshone-Bannock Tribes, Ft. Hall, ID 2001,

Coordinated with the Tribes, National Renewable Energy Laboratory, Council Resource Energy Tribes Office and Idaho Power Company and erected five 20mm and 30 mm anemometers for testing on a commercial scale development of wind. Wind rated on 5-6 scale.

Tribal Court Administrator: Tribal Court, Shoshone-Bannock Tribes, Ft. Hall, ID,

Spring of 2002, appointed to Court Administrator on temporary basis. Provided administrative supervision and management of the Court system. Developed a needs basis for a New Justice System and Center for the Tribes. Invited congressional staffers to a walk through of the deteriorating jail and court buildings and provided testimony to Congress. Did receive A & D funding for the initial phase of the center.

Water Resources Commissioner: Shoshone-Bannock Tribes, Ft. Hall, ID late 1990's

Chairperson/Commission, one of several Commissioners, developed the regulations for the Tribal Water Code in coordination with the Fort Hall Indian Reservation Water Rights Settlement of over 500,00 acre foot annually of surface, storage and ground water in preparation of total management of the Tribes 1863 water right. Provided policy oversight to the Water Engineer and the Water Resources Department and worked with the U.S. Department of the Interior, other federal

agencies, i.e., Bureau of Reclamation, Department of Agriculture, State Water Resources Department, private irrigators and producers and the local office in the management process. In 1995, also worked as a Land Use Policy Commissioner regarding land issues of the Fort Hall Indian Reservation, Tribal lands off Reservation, Treaty territories and issues affecting those areas.

Tribal Health Director: Shoshone-Bannock Tribes, Fort Hall, ID 1976-1993

Hired to develop the Department: Provided Contract and grant development, planning, coordination, budgeting, reporting, personnel management, contract negotiations and compliance. Contracts and grants from some federal and state agencies. Did contract some the Indian Health Services Programs, some state of Idaho and the Bureau of Indian Affairs programs. The Department provides a multitude of services ranging from Pre-natal to the elderly populations. Assisted in acquisition of a new ambulatory health clinic that opened in 1989 in Fort Hall. Congressional Appropriations provide a new clinic with a staff of 73 federal employees. The Old Clinic was too small with few staff. New Clinic does, however, house some of the Tribal Programs. Worked with Rockville, Maryland, in the acquisition of a NIAAA grant for an Alcohol and Drug Rehabilitation Center. Is currently the only Tribally owned inpatient facility in the Northwest.

Other employment: Worked administratively for the Bureau of Commercial Fisheries, Branch of Technology and the Bureau of Land Management, U.S. Department of the Interior, Washington, D.C. in the 1960's. In 60's and 70's worked for U.S. Department of Agriculture, Farmers Home Administration in Pocatello and Blackfoot, Idaho; Federal Aviation Administration in Idaho Falls, and Pocatello, Idaho. Had Employment with Talent Search Program, worked for Manpower Development and the Financial Aid Office for Idaho State University, Pocatello, ID

Committees and Organizations:

- National Congress of American Indians, Delegate from the Shoshone-Bannock Tribes, 2004-2006, Also an individual member.
- Affiliated Tribes of the Northwest Indians, Delegate from the Shoshone-Bannock Tribes, 2007-2006
- Council of Energy Resource Tribes, Delegate, 2003-2006, for Chairman and as Chairperson
- Indian Council of Indian Affairs, State of Idaho, 4 yrs. Co-Chair, 2004-5, Boise, Idaho
- Intertribal Monitoring Association, 3 yrs, 2003-2006, Albuquerque, New Mexico
- Initiator and Signatory to the Memorandum of Agreement to combat the meth/drug problems afflicting southeastern Idaho, 2003-2004 signed by the Fort Hall Business Council, County Commissioners of Bannock, Power and Bingham Counties, Mayors of Pocatello, Chubbuck, Blackfoot, Counties of

Bingham, Power, Bannock Law Enforcement of those jurisdictions, Cities of Pocatello, Blackfoot, American Falls Chiefs of Police and the Shoshone-Bannock Tribes Law Enforcement Chief of Police

- Member of the NW Indian Health Board, 1976-93
- Member of the Region VI Health & Welfare Advisory Board, Pocatello, 1976-93
- Member of Idaho State University President's Committee,
- Idaho State University Associated Students Association, Senator, two-three yrs.
- Adjunct Faculty Member, Nursing Program, Idaho State University, 1984-85.

Honors:

- Servant & Representative of the Shoshone-Bannock People, 5 years, 2000-2006
- Recognition from Ft. Hall Elementary School for Community Support 2005
- NW Indian Health Board Recognition for Health Promotion, 1989
- National Indian Health Board Health Promotion and Education Award, 1989
- Recognition Award for Health Promotion and Disease Prevention from the Director of the Indian Service Public Health Service, U.S. Department of Health & Human Services, 1989
- Recognition Awards from the Shoshone-Bannock Tribes for Health Promotion and Disease Prevention, 1980's
- Community Support Award from School District 55, 1980's
- High School and college-held various offices of the class and various school organizations.

Other interests:

- " Still pondering the 6 k run back east.
- Planning participation in the senior Olympics
- Writing short-story plays
- Drawing, sketching.
- Antiquing
- Gardening
- Raising grand children.
- Planning ironwork art in near future,
- Fulfilling commitment of seven more years with Tribal Council in the future.
- Healing Mother Earth

Sherice Racehorse Gould

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(208) 237-9640; (208) 240-5515
racehorsegould@gmail.com

EDUCATION

2007-2011	Master of Science in Anthropology	Idaho State University	Pocatello, Idaho
	• Emphasis in Linguistics and Medical Anthropology		
1998-2007	Bachelor of Arts in General Studies	Idaho State University	Pocatello, Idaho
	• Emphasis in Linguistics and Native American Studies		

EXPERIENCE

2009-PRESENT	Language and Cultural Preservation Department Director		
	<i>Shoshone-Bannock Tribes</i>	<i>Fort Hall, Idaho</i>	
	• Department includes supervision of Language Preservation Program, Archives, Museum, Ancestral Research/Special Collections, Original Territories and Historical Research Program, Tourism/Byway Liaison and Shoshoni Language Charter School Initiative.		
	• \$500K+ Budget preparation and oversight.		
	• Grant proposal submission to National Science Foundation, Administration for Native Americans, National Historical Society and Potlatch Foundation.		
	• Shoshone-Bannock Tribes Advisory Board member		
	• NDN Scholars Advisor		
	• ChiefTahgee Board of Trustees Treasurer		
2007-2009	Teaching Assistant Native American Studies		
	<i>Idaho State University</i>	<i>Pocatello, Idaho</i>	
10/1999-10/2003	Administrative Officer- Enrollment Department		
	<i>Shoshone-Bannock Tribes</i>	<i>Fort Hall, Idaho</i>	
	• Assistant to Director-Delegated supervisory responsibility three employees.		
	• Prepared and monitored fiscal budget.		
	• Prepared grant proposals.		
	• Oversaw financial disbursements.		
	• Process tribal enrollment applications with recommendations.		
3/1999-10/1999	Accountant- Finance Department (Temporary Position)		
	<i>Shoshone-Bannock Tribes</i>	<i>Fort Hall, Idaho</i>	
	• Administered General Fund and Indirect Cost accounts.		
	• Processed General Ledger and Journal Voucher entries on a monthly basis.		
	• Reconciled bank accounts.		

6/1996- 6/1999	<i>Credit Board Chairwoman (Fort Hall Business Council Appointment)</i> <i>Shoshone-Bannock Tribes</i> <i>Fort Hall, Idaho</i> <ul style="list-style-type: none">• Recommend loans for approval or disapproval.• Revamp Bylaws and Procedures.• Member Sovereign Lending Task Force.
12/1991- 7/1994	<i>Internal Auditor/Senior Accountant</i> <i>Colville Tribal Enterprise Corporation</i> <i>Coulee Dam, Washington</i> <ul style="list-style-type: none">• Ensured all financial accounting policies, procedures, and practices are implemented and followed.• Developed Accounting Internal Procedures Manual for (15) entities.• Audited monthly and year-end financial statements for (18) entities.• Consolidated financial statements for submission to independent CPA firm.• Responsible for preparation of financial reports for eight entities consisting of (1) Bingo Hall (4) Trading Post Stores (1) Agribusiness (1) Houseboat Recreational Enterprise (1) Construction Business.• Maintain all general accounting functions including all transactions relating to cash, receivables, fixed assets, accounts payable and accrued or prepaid expenses.• Monitored cash and holding accounts to maintain cash balances and reconcile accounts on a daily basis.

REFERENCES

Available Upon Request

Tyson O. Shay

P.O.Box 716

Ft. Hall, ID 83203

tshay@sbtribes.com

Objective: To obtain the Self-Reliance Instructor Position and help the TANF Program achieve its organizational goals.

EDHIGHLIGHTS OF QUALIFICATIONS

- Experienced **Manager/Coordinator** with successful **outcomes**.
- Achieved organizational objectives and beyond.
- Skilled in various aspects of business and human resources.
- Informed general public of business promotions and other **functions**.

WORK EXPERIENCE

- | | | |
|--|--|---------------|
| 2010-Present | Self-Reliance Instructor
Shoshone-Bannock EET/TANF Program | Fort Hall, ID |
| <ul style="list-style-type: none">• Developed curriculum and instructed Job Search/Readiness courses.• Recorded in Tribal Assistance System and processed payments for Work Experience participants.• Processed Transitional Service payments for participants transitioning into the workforce.• Provided services to participants and general public in the computer learning lab.• Collected data based on participant work experiences. | | |
| 2009-2010 | Native American Business Administration Program Coordinator
Idaho State University | Pocatello, ID |
| <ul style="list-style-type: none">• Managed scholarship funding and distribution for students in the NABA Program.• Applied methods of recruitment and retention of Native American students.• Coordinated with the Dean, Ph. D's and MBA colleagues in the College of Business.• Collaborated with professors and administration in developing the Indigenous Nations Institute. | | |
| 2009-2009 | Summer Youth Employment Coordinator
Shoshone-Bannock Tribes | Fort Hall, ID |
| <ul style="list-style-type: none">• Managed daily operations of the SummerYouth Employment Program.• Processed bi-weekly payroll for SummerYouth participants.• Negotiated and created worksites within various tribal departments for youth.• Coordinated with 477 administrations on events for participants of the SYEP Program. | | |
| 2006-2008 | Bannock Peak Site Manager
Shoshone-Bannock Tribal Enterprise | Fort Hall, ID |
| <ul style="list-style-type: none">• Managed daily operations of the Bannock Peak Truck Stop.• Prepared daily deposits and reconciliations.• Oversaw and scheduled work shifts for a staff of thirteen employees.• Ensured products and inventory were at par level.• Coordinated with major franchise retailers such as Coke, Pepsi, and Marlboro. | | |

EDUCATION

Bachelor of Business Administration, Management (Currently a **senior**)
Idaho State University

Curriculum Vitae

Drusilla Gould
Shoshone-Bannock Tribal Member
Fort Hall, Idaho
Department of Anthropology, American Indian Studies Program
Idaho State University
Campus Box 8005
Pocatello, Idaho 83204-8005

Areas of Specialization

Shoshoni Language Revitalization and Documentation
Applied Linguistics – Curriculum Development of Shoshoni Literacy Program
Cultural Survival (language, ethics, natural resources)
Community Health
Traditional Indigenous Parenting
Cultural Resiliency, Historical Trauma
Shoshoni Tribal History and Oral Traditions

Current Positions and Academic Work History

Full-Time Adjunct Instructor (2005-Present). Department of Anthropology, American Indian Studies Program, Idaho State University - Pocatello, Idaho.

Part-time Adjunct Instructor (1989-2004). Department of Anthropology, American Indian Studies Program, Idaho State University – Pocatello, Idaho.

Courses taught at Idaho State University since Fall 1989

1. Elementary Shoshoni-ANTH/SHOS 101/102
2. Intermediate Shoshoni-ANTH/SHOS 201/202
3. Advanced Shoshoni Grammar-ANTH 499/599
4. Native American Women-ANTH 472
5. Traditional Indigenous Parenting-ANTH 299
6. Special Problems in Management – Event Planning-MGT 492/592
7. Native American Arts-ANTH 472/572
8. Conversational Shoshoni-ANTH 299
9. Shoshoni Language Creative Writing-ANTH 498P-01

Education

Idaho State University; Pocatello, Idaho 1985-1987 – General Studies and Cultural Anthropology Courses.

Smithsonian Institution; 1994 - Office of Museum Programs – American Indian Museum Studies Program ‘Telling Your Story – Small Exhibits for Tribal Museums’ sponsored by the Wichita and Affiliated Tribes of Oklahoma – Museum Exhibit Training

Weber State University; Ogden, Utah 1984 – Linguistics and Curriculum Development for Native American Language Programs.

University of Arizona; Tempe, Arizona – Summer 1986 – American Indian Language Development Institute [AILDI] – Linguistics and Curriculum Development.

Highland High School; Pocatello, Idaho
Hawthorne Jr. High School; Pocatello, Idaho
Tyhee Elementary School; Pocatello, Idaho

Publications

Gould, Drusilla and Dr. Christopher Loether. 2002. *An Introduction to the Shoshoni Language: Dammien Daigwape*. The University of Utah Press, Salt Lake City, UT.

Peer-Reviewed Journal Articles

Maria Glowacka and Drusilla Gould. 2008. “Coyote May Carry you Off on His Tail”. A Shoshoni Perspective on Ethics. *Anthropology and Humanism*. 33 (1/2):30-37
Blackwell

Gould, Drusilla and Maria Glowacka. 2004. *Nagotoohgahni*” The Bonding between Mother and Child in Shoshoni Tradition. *Ethnology. An International Journal of Cultural and Social Anthropology*. XLIII (2). 185-191. The University of Pittsburgh.

Technical Reports

2003 Ethnographic Survey for Yellowstone National Park Obsidian Cliff Road Segment. A Report of Shoshone and Bannock Tribal Uses of Resources. [Drusilla Gould is one of the Shoshone-Bannock contributors]

Note: The information contained in this report is strictly confidential and will not without the Fort Hall Business Council’s express written authorization, disclose, release, or produce any information to any third party, firm, business, university, nonprofit organization, state or federal government agency, or corporation for any purpose.

Selected Presentations

"Coyote May Carry You Off on His Tail" Reflections on Traditional Shoshoni Ethics. (co-presenter M. Glowacka). Numic Studies Symposium: Ethnography, Linguistics, and Archeology, 39th Anthropological Great Basin Conference, Las Vegas, October 2006.

A Shoshoni Perspective on Ethics (co-presenter M. Glowacka). The Friends of Uto-Aztecan Conference, University of Utah. Salt Lake City. August 2006.

Nagotoohgahni: Revival of Child Rearing Practice (co-presenter M. Glowacka). 59th Northwest Anthropological Conference, Seattle, March 2006. Seattle, March 2006.

Nagotoohgahni. Working Together (co-presenter M. Glowacka). 65th Conference of Society for Applied Anthropology, Santa Fe, New Mexico. April 2005.

Nagotoohgahni – The Maternal Nurturance of Infants in Shoshoni Tradition (co-presenter M. Glowacka). 29th Great Basin Anthropological Conference. Symposium on Numic Religion. Sparks, Nevada. October 2004.

Nagotooh-gahni – Bonding Between Mother and Child in Shoshoni Tradition (co-presenter M. Glowacka). International Conference: Scientific and Religious Approaches Towards Altruism. Organizers: Villanova University and Harvard University. Philadelphia. June 2003.

Nagotooh-gahni – The Shoshoni Model of Maternal Nurturance of Infants (co-presenter M. Glowacka). Idaho State University. Pocatello. April 2003.

Invited Community Presentations

Traditional Shoshoni Parenting. Working Together. Idaho State University – College of Pharmacy, Pocatello. February 2008. With M. Glowacka.

The Art of Gender in Everyday Life Conference. Anderson Center, Idaho State University. Pocatello, Idaho. March 6 & 7, 2007.

Indigenous Traditional Parenting. Invited Workshop. 6th Annual Conference of Idaho Children's Trust Fund: Strengthening Families to Prevent Child Abuse and Neglect. Boise. April 14-15, 2005. With M. Glowacka.

Nagotoohgahni Project. Wind River Wellness Conference, Eastern Shoshone Wind River Reservation. Wyoming. February 8-9, 2005. With M. Glowacka.

Nagotoohgahni Project. Fort Hall Reservation-wide Baby Shower. Shoshone-Bannock Reservation. Fort Hall, Idaho. February 2004. With M. Glowacka.

Nagotoohgahni Project. Fort Hall Reservation-wide Baby Shower. Shoshone-Bannock Reservation. Fort Hall, Idaho. October 2004. With M. Glowacka.

Indigenous Traditional Parenting. Idaho State University – College of Pharmacy. Pocatello, Idaho. February 16, 2005. With M. Glowacka.

Traditional Indigenous Parenting. Idaho State University – Janet C. Anderson Gender Center. September 29, 2005. With M. Glowacka.

Nagotooh(gahni) Project. 18th Idaho Conference on Health Care. October 2005. With M. Glowacka.

Legislative Reception. Invited presentation/display of the Idaho State University Shoshoni Culture and Language Programs. Boise, Idaho. February 17, 2005. With M. Glowacka.

Nagotooh(gahni) Project – Traditional Parenting. Temporary Assistance for Needy Families (TANF). Fort Hall. November 7, 2005. With M. Glowacka.

Academic Projects and Consultancy Experience in the Area of Linguistics

2001-present Shoshoni On-line Dictionary. (in collaboration with Dr. Christopher Loether). Department of Anthropology, American Indian Studies Program, Idaho State University.

1989-present Shoshoni Language Project. Co-director with Dr. Christopher Loether.

2000-present Wick. R. Miller Collection. Center for American Indian Languages (CAIL). University of Utah. Project Director Dr. Mauricio Mixco, Department of Linguistics. Funded by the National Science Foundation and Barrick Gold Corporation.

Consultant. Transcriptions, translations of a large collection of narratives provided by tribal elders from the Great Basin area (speakers of Shoshoni, Goshiute and Paiute languages).

2003-2004 ANA Language Preservation Program. Ely Shoshone Tribe.

Consultant - Developing the Shoshoni Ely Shoshone Language curriculum to be used in the Ely Language Preservation Program and by the ANA

- Language Design and Implementation Program. Developing written materials by using Wick Miller Orthography.
- 1997 "Wind River" the movie. St. George, Utah, Dayton Studios and Los Angeles, California.
- Language Coach for the production of a full length feature movie "Wind River". Transcribe/translate and instruct Movie Actors in preparation for speaking parts in the movie.
- 1995-1996 Comparative Numic Lexicon Project. Utah State University. Director Dr. John McClaughlin, Department of English funded by the National Endowment for the Humanities Grant.
- Consultant - Translating Shoshone material to provide narrative Shoshone vocabulary to build dictionaries of seven numic languages.
- March 2005 Evaluation of Language and Interpretation Skills of Participants in Medical Interpretation Training for Morales Dimmic Translation Service.
- Evaluator – Evaluation of individuals for the purpose of certification to work with Shoshoni Tribal members in Health Care.

Academic Project and Consultancy Experience in the Area of Cultural Studies

- 2008 Cultural Consultant to the authors Linda Peavy and Ursula Smith, Full-Court Quest – The Girls from Fort Shaw Indian School Basketball Championships of the World. University of Oklahoma Press. Norman, Oklahoma
- 5/07 – 6/07 Traditional Plant Identification and Collecting. Bureau of Land Management – Shoshone, Idaho.
- Cultural Consultant – Locate traditional gathering sites, video tape methods of gathering, preparation and cooking of natural plants for educational video "How to Gather Bitterroot".
- 11/08 – 10/09 Ethnographic Description of Images of Shoshoni Life as Presented in the Archival Photographs, ca. 1870-1940. Idaho State University. (funded by the Idaho Humanities Council Research Fellowship).

- Cultural Consultant – Ethnographic Description of Photographs using Shoshoni vocabulary. Developing educational materials for the community.
- 3/07 – 5/07 Native American Heritage Month – “Native American Women’s Art Show”. Idaho Museum of Natural History Transition Gallery, Idaho State University. (sponsored by the Women’s Studies Program, Idaho State University)
- Cultural Consultant – Collect, Design and Exhibit Traditional Shoshoni Regalia.
- 2006 Bannock Ecological – Traditional Use Study Report of Natural Resources in Grand Teton, Yellowstone National Parks and the National Elk Refuge (study area). Fort Hall, Idaho.
- Cultural Consultant - Research in identification of all natural plants, animals and minerals which included thermal mud, water and rocks such as obsidian, chert and steatite, etc. and their locations by Native Shoshoni and English names.
- 2006 Cultural Consultant to the author Joanna Cohan Sherer, A Danish Photographer of Idaho Indians: Benedict Wrensted. Norman, OK: University of Oklahoma Press, 2006: xiii+157pp., notes, bibliography, index, 91 illus.
- 11/05 -12/06 Deniwape/Reconstruction of Traditional Shoshoni Ethics Project. Idaho State University (funded by the Idaho Humanities Council Research Fellowship).
- Cultural Consultant – Describing Traditional Ethics as presented in Traditional Shoshoni Narratives and developing community materials.
- 1/03 – 5/04 Nagotoohgahni/The Shoshoni Model of Maternal Nurturance of Infants. Idaho State University (funded by Idaho State University Humanities/Social Sciences Research Committee).
- Cultural Consultant – Provide cultural knowledge of Shoshoni practices of parenting and child nurturing. Developing curriculum for a new university course ANTH 299 – Indigenous Traditional Parenting.
- 2004 Winter Games 2004. Salt Lake City, Utah
- Cultural Consultant - Coordinated the Welcome Ceremonies in the Athlete Village to the Olympiads and Co-coordinated with Ms. Phyllis Nassi in

presenting Native American Tribes to the world in the Opening Ceremony.

- 2003 Cultural Consultant to National Park Service for the project Ethnographic Survey for Yellowstone National Park Obsidian Cliff Road Segment and for the International Conference associated with the project at Mammoth Hot Springs, Yellowstone National Park.
- 2002 Cultural Consultant to author Christopher J. Noller for a Master's Thesis 'Shoshoni Place Names on the Fort Hall Indian Reservation'. Idaho State University.
- 2001 Cultural Consultant to the authors Patricia A. Dean and Clayton F. Marler for the journal article 'Shoshoni Spirituality and Enhancing Archaeological Interpretation in Southeast Idaho in the SAA Archaeological Record, Vol. 1, No. 2. Washington, DC.
- 1999 Cultural Consultant to the author Lois Sherr Dubin for 'North American Indian Jewelry and Adornment – From prehistory to the present'. New York, Harry N. Abrams, Inc.

Professional Development

Work in collaboration with the Director of the Linguistics Department, Dr. Mauricio Mixco and Dr. Marianna DiPaolo, Center for American Indian Languages (CAIL), University of Utah, who are very instrumental in providing the technical training needed for linguistic research, data collection, transcription programs (audacity), restoration of old data on reel-to-reel tapes and tips on how to protect archival data.

Appendix AM – Start-Up Budget Assumptions

Revenue

- Assuming 90% attendance, twenty-two (22) kindergarten and eighty-eight (88) 1st-6th grade students generate 6.0 support units in the calculations.
- According to the Salary Apportionment Worksheet, 6.0 support units for an instructional index of 1.15870 provides \$198,000.72 for instructional salaries and an administrative index of 1.3426 provides \$18,911.37 for administrative salaries. Noncertified salaries totaled \$56, 494, and \$46,588 for benefit apportionment. **It appears that CTEA will receive a total of \$273,405 for salaries, but will spend \$352,000 in Year One. Is this correct?**
- Estimating the M&O state support revenue using 6.0 support units provides for \$117,756 entitlement. Consequently, total state support equals \$422,593 for 100 students, a per pupil estimate of \$4225.
- State transportation reimbursement at 50%.
- Nutrition program revenue was averaged on a per pupil basis from the Blackfoot School District #55 and Lapwai School District #341 – The revenue zeros out with the expenditures.
- Impact Aid (PL 81-874) funds were calculated for 95% of the CTEA enrollment (American Indian) according to actual per pupil revenue received by the Blackfoot School District #55; it may be more (See Appendix AR). **How will movement of the American Indian pupils into CTEA affect the district as a result of these funds? What “few strings” are attached to the Impact Aid funds?**
- Johnson O'Malley funds were calculated for 95% of the CTEA's enrollment according to per pupil revenue received by the Blackfoot School District #55; it may be more. The total funding received by the Blackfoot School District #55 for Johnson O'Malley (\$36,000) was divided by their total American Indian Population to obtain a per pupil estimate. (See Appendix AS). **Please provide additional information regarding Johnson O'Malley funds; a summary of from where these funds come and in what ways they must be used would be very helpful. Also, how will movement of the American Indian pupils into CTEA affect the district as a result of these funds?**
- Title II-A funds were averaged from per pupil revenue from the Blackfoot School District #55, Lapwai School District #341, and Idaho Science and Technology Charter School.
- Title I-A funds were averaged from per pupil revenue from the Blackfoot School District #55 and Lapwai School District #341 and calculated at 80% of the projected CTEA enrollment; it may be more. An average per grade estimate of economically disadvantaged students at these districts was divided into their total Title I-A funds. The economically disadvantaged students at Stalker Elementary were estimated at 70% and Fort Hall Elementary has 82% of its students classified as economically disadvantaged.
- IDEA Part B and State Special Education funds were provided by Lester Wyre based on enrollment of 100 students.
- Title VII-A (Indian Education Program) funds were calculated for 95% of the school's American Indian population according to per pupil revenue received by the Blackfoot School District #55; it may be more. The total funding received by the Blackfoot School District #55 for Johnson O'Malley (\$100,727) was divided by their total American Indian Population to obtain a per pupil estimate. (See Appendix AT).

- Medicaid revenue was averaged on a per pupil basis from the Blackfoot School District #55 and Lapwai School District #341
- J.A. and Kathryn Albertson Foundation grant for \$250,000 according to personal contact with Michelle Clement-Taylor on 9/8/2011. Do you have a sense of when these funds will be received? Does CTEA intend to use some or all of these funds in the pre-opening year?
- The board has set a goal of \$150,000 in grants and donations by the first year of operation, but none have been included in the budget at this point.

Expenditures

- Staffing levels are noted at an average rate, depending on experience and education.
- Retirement/PERSI and payroll taxes calculated at the current standard rates.
- Workman's compensation has been calculated at current rates for professional/clerical and other school employees.
- \$450 per month per employee has been allocated to purchase group health insurance.
- Initial textbook, furniture, supplies, and equipment purchases have been calculated through various vendors. Much of the K-2 curriculum is currently under development through the Culture and Language Department of the Shoshone-Bannock Tribes. A curriculum developer will continue to design and develop much of the school's curriculum on an ongoing basis. When will the curriculum be finished and related materials printed/fabricated? The educational program appears to assume that the entire Shoshoni curriculum will be available from the first day of operations. What costs are associated with development of the curriculum, and how will they be covered?
- Facility expenditures are based on rental costs associated with the portable campus model; a cost of \$50,000 is noted in the first year budget for an estimation of the delivery and setup of two classroom units, an office, and bathrooms. Land has been provided through resolution by the Shoshone-Bannock Tribes. Please provide a copy of this resolution. The resolution included in Appendix AK does not appear to make this commitment. Delivery and setup costs for new modules have been noted during the years of expansion.
- Contracted services reflect possible school psychologist, counseling, occupational therapy, and physical therapy, and other service personnel fees. Tribal members already receive many of these services through the Tribes.
- Utilities were estimated from the modular utilities costs at Idaho Science & Technology Charter School.
- Network Administration fees have been calculated for approximately 250 hours of labor. Technology expenditures include purchases for networking components and computers that depreciate rapidly and leases for other products and components. The 1st & 2nd year budget includes the necessary components for a network of 135 computers; subsequent years reflect continued lease contracts and new computers as the student population increases.
- Other operating expenses have been determined from, are similar to, other school districts and charter school expenditures.

April 5, 2012

- Transportation expenses are estimated from local busing companies student counts and estimates of routes and the like. This cost may decrease when negotiations with the Shoshone-Bannock Jr/Sr High School conclude. **Please provide written estimates from the busing companies.**
- Nutrition Program expenses are similar to the per pupil costs included in the Blackfoot School District #55 and Lapwai School District #341 budgets.

CTEA - Startup Budget						
	Date	Amount	January-May 2013	June 2013	July 2013	
Revenues:						
Albertson's Grant	July 2012	\$250,000				
Shoshone-Bannock Tribes	July 2011 - Ongoing	Salaries, Supplies, Computers, & Office for Curriculum Developers & Charter School Coordinator.				
Grants/Contributions/Donations		CTEA has developed a grant strategy with over 30 possible significant grant opportunities of \$50,000+. Our expected goal is \$150,000				
Start-up Grant		TBD				
Total Revenues		\$250,000				
Expenses:						
Salaries:						
Administration				\$5,833.34	\$5,833.34	
Benefits:				\$1,538.00	\$1,538.00	
Operating Expenses:						
Textbooks/Software		\$35,000			\$35,000.00	
Equipment & Supplies		\$70,000		\$25,000.00	\$25,000.00	
Contract Services		\$20,000		\$769.23	\$769.23	
Network/Technology Administrator		\$15,000		\$4,500.00	\$4,500.00	
Legal		\$3,000			\$3,000.00	
Accounting/Consulting		\$5,000		\$2,500.00		
Advertising/Marketing		\$5,000	\$2,500.00	\$2,500.00		
Utilities		\$18,000				
Liability & Property Insurance		\$7,000			\$7,000.00	
Testing & Assessment		\$3,000				
Staff Development		\$5,000				
Travel		\$4,000		\$250.00	\$250.00	
Postage		\$1,000		\$71.43	\$71.43	
Initial Facilities Set-up		\$50,000			\$50,000.00	
Rents and Leases		\$43,000				
Technology		\$70,000			\$52,500.00	
Grounds & Maintenance		\$2,000				
Substitutes		\$3,000				
Miscellaneous		\$2,000				
Total Operating Expenses		\$361,000		\$45,462.00	\$230,924.00	
Total Expenses				\$45,462.00	\$230,924.00	
Net Operating Income/(Loss)				\$204,538.00	\$19,076.00	

CTEA - Furniture & Supplies Estimates			
	Per Item	Number	Total Cost
Horseshoe Tables	\$175.00	6	\$1,050.00
Tables	\$125.00	24	\$3,000.00
Chairs	\$40.00	130	\$5,200.00
Desks	\$50.00	130	\$6,500.00
Office/Teacher Chairs	\$125.00	10	\$1,250.00
Filing Cabinets	\$75.00	9	\$675.00
Storage Cabinets	\$150.00	10	\$1,500.00
Cubby Holes	\$20.00	130	\$2,600.00
Office/Teacher Desks	\$600.00	12	\$7,200.00
Coat/Backpack Hangers	\$25.00	12	\$300.00
Office Supplies	\$150.00	7	\$1,050.00
Copy Paper	\$30.00	70	\$2,100.00
Smart Boards	\$1,500.00	6	\$9,000.00
Cleaning Products/Bathroom Paper	\$2,500.00	1	\$2,500.00
Xerox Copier - Color Printer	\$10,000.00	1	\$10,000.00
Posters & Manipulatives	\$1,000.00	5	\$5,000.00
Reading Books	\$5,000.00	1	\$5,000.00
Workroom Equipment	\$3,000.00	1	\$3,000.00
Miscellaneous - Toner, Cardstock, etc.	\$3,075.00	1	\$3,075.00
		Total	\$70,000.00
All furniture prices are quoted from ATD American. Other supplies and equipment compared from various online stores.			

CTEA - 1st Year Curriculum Budget								
	K	1st	2nd	3rd	4th	5th	6th	Totals
Science	2500	2500	2500	2500	2500	2500		12500
Math	2500	2500	2500	2500	2500	2500		12500
Reading/Language		2000	2000	1000	1000	1000	1000	8000
Shoshoni Language	Curriculum will be Developed							
Social Studies	Curriculum will be Developed							
Health	Curriculum will be Developed							
Physical Education	Curriculum will be Developed							
Technology	Curriculum will be Developed							
						Total		33000
<p>These budget projections will provide enough material for the first 3 years of operation, as the first and second grades separate and open to full enrollment of 24 students.</p>								
<p>Posters & manipulatives have been included in the furniture & supplies line item for 5 classrooms totally \$5000.</p>								
<p>The Shoshone-Bannock Tribes currently employ two curriculum developers and multiple linguists. Dr. Cyd Crue has here Ph.D. in sociology and has a Social Studies endorsement in Secondary Education. Joel F. Weaver has completed all but a dissertation for a doctorate in Educational Leadership/Instructional Technology & Design. He has a a Principal endorsement and is endorsed in K-12 Physical Education & Spanish and 6-12 History & Humanities. He has a Masters degree in Health, Physical Education, & Recreation.</p>								

CTEA - Computer Equipment			
Product	Price	Quantity	Total
HP File/Print Server LH 3000	\$4,500.00	1	\$4,500.00
Printers & Fax	\$200.00	10	\$2,000.00
Desktop Computers	\$600.00	75	\$45,000.00
CAT 5 Cable (1,000 feet)	\$150.00	3	\$450.00
EtherFast II 24-Port 10/100 Switch	\$800.00	5	\$4,000.00
Ethernet Router	\$1,000.00	1	\$1,000.00
RJ45 Plugs - *Packs of 50	\$50.00	5	\$250.00
Firewall Gateway	\$1,500.00	1	\$1,500.00
Telephones/Intercom	\$500.00	1	\$500.00
Projectors	\$800.00	6	\$4,800.00
Software	\$6,000.00	1	\$6,000.00
		Total	\$70,000.00

April 5, 2012



WILLIAMS SCOTSMAN, INC

Phone: (208)461-1385 Ext.
Fax: (208) 461-2595
Toll Free: 800-782-1500
Jay Madison
Sales Representative
jay.madison@willscot.com

Quote Number: 123818
Date: May 06, 2011

QUOTATION NO. 123818		
Customer: Joel Weaver 1234 Main St. Blackfoot, Idaho 83221	Contact: Joel Weaver 1234 Main St. Blackfoot, ID 83221 Phone: 208-757-8072 Fax: Email: weavjoel@isu.edu	Ship To: BLACKFOOT, ID 83221 US
PRODUCT SUMMARY		
QTY 6	PRODUCT CL6424	
PRICING SUMMARY - ALL OPTIONS		
		MONTHLY CHARGES: \$5,759.88
		INITIAL FEES: \$51,053.34
		FINAL CHARGES: \$30,374.82
		TOTAL CHARGES WITH ALL OPTIONS: \$288,783.84

*Proceeding Quote Pages Reflect the Price of an Individual Trailer

- The initial estimate reflects 6 classroom units, when all that will be needed for 102 students is 2 units, 1 office (Same as Classroom), and 1 restroom; since the restroom is considerable smaller, an estimated quote was solicited over the telephone and averaged from other quotes. Depending on the location provided by the Shoshone-Bannock Tribes, a portable restroom may not be needed.
- Skirting will be purchased and installed locally, thus decreasing the total initial cost by approximately \$1,100 per unit.

Total Adjusted Costs: $\$3529.85 \times 12 = \$42,359.28$ per year
3 Classroom/Office Units @ $\$959.95 \times 12$ months = $\$34,559.28$
1 Bathroom Unit @ $\$650.00 \times 12$ Months = $\$7800.00$

Total Installation: $\$7397.09 \times 4$ units = 29,588.36

Delivery	\$2,351.26
Installation	\$3,018.00
Tie Downs	\$600.72
Skirting w/Labor	\$1,000.00
Ramp Installation	\$352.11
Total	\$7397.09 per unit

Total Property Preparation & Set-Up: \$47,588.36
Portables Installation = \$29,588.36
Water & Sewer Hookup = \$5000.00
Property Prep (Walks & Parking) = \$8,000
Electrical Hookup = \$5,000

2 Pages in Quote

Chief Tahgee Elementary Academy

EIN 45-3150830

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April 5, 2012



WILLIAMS SCOTSMAN, INC

Quote Number: 123818

Date: May 06, 2011

Phone: (208)461-1385 Ext.
Fax: (208) 461-2595
Toll Free: 800-782-1500
Jay Madison
Sales Representative
jay.madison@willscot.com

QUOTATION NO. 123818

Customer:
Blackfoot Charter
1234 Main St.
Blackfoot, Idaho 83221

Contact:
Joel Weaver
1234 Main St.
Blackfoot, ID 83221
Phone: 208-757-8072
Fax:
Email: weavjoel@isu.edu

Ship To:

BLACKFOOT, ID
83221 US

UNIT DESCRIPTION AND PRICING
64x24 Classroom (60x24 Box)

Option Minimum Term Monthly Rate
1 36 Months \$790.00

DELIVERY FREIGHT: \$2,351.26
INSTALLATION: \$3,018.00
TEARDOWN: \$2,011.20
RETURN FREIGHT: \$2,351.26

Insurance Valuation: \$64,329.00

OPTIONS

QTY	DESCRIPTIONS	PRICE	FREQUENCY	EXTENDED
12	Tiedowns into dirt	\$50.06	Initial	\$600.72
168	Wood skirting	\$12.96	Initial	\$2,177.28
168	Skirting Removal - Wood LF	\$2.49	Final	\$418.32
1	Ramp - Delivery & Installation	\$352.11	Initial	\$352.11
1	Ramp - Knockdown & Removal	\$281.69	Final	\$281.69
1	Ramp - 30' & under (ext. landing) (R)	\$149.99	Monthly	\$149.99
1	Steps - OSHA Aluminum Rental	\$19.99	Monthly	\$19.99

SUMMARY

In addition to the above quoted prices, customer shall pay Williams Scotsman any local, state, or provincial, federal and/or personal property tax or fees related to the equipment or its user. Physical Damage & commercial liability insurance coverage are required beginning on the date of delivery.

MONTHLY CHARGES: \$959.98
INITIAL CHARGES: \$8,499.37
FINAL CHARGES: \$5,062.47
TOTAL CHARGES: \$48,121.12

Williams Scotsman is not responsible for changes required by local code or building inspectors. Customer is responsible for locating and marking underground utilities prior to delivery. Quote assumes a level site with clear access.

April 5, 2012

Appendix AN – Three Year Projected Operating Budget

	Year 1			Year 2		
	Number	Rate	Amount	Number	Rate	Amount
Number of Students	100			124		
Revenues:						
State Apportionment		\$ 4,225	\$422,500		\$ 4,225	\$523,900
State Transportation		50%	22,500		50%	27,900
Nutrition Program	\$ 425		42,500	\$ 425		52,700
Impact Aid (PL 81-874)	\$ 930		88,350	\$ 930		109,554
Johnson O'Malley	\$ 80		7,600	\$ 80		9,424
Title II-A	\$ 90		9,000	\$ 90		11,160
Title I-A	\$ 450		36,000	\$ 450		44,640
State Special Education			7,000			7,350
IDEA Part B			35,000			36,750
Title VII	\$ 250		23,750	\$ 250		29,450
Medicaid	\$ 50		5,000	\$ 50		6,200
Albertson's Grant			250,000			
Contributions/Donations			TBD			TBD
Start-up Grant			TBD			TBD
Total Grants & Donations	199,700					
Insert Revenue Lines Here						
Total Revenues	206,700		\$949,200			\$859,028
Expenses:						
Salaries:					3.0%	
Teachers	\$ 33,000	4	\$132,000	\$ 33,990	5	\$169,950
Curriculum & Instruction/Para	\$ 45,000	1	\$45,000	\$ 46,350	1	\$46,350
Special Ed	\$ 35,000	1	35,000	\$ 36,050	1	36,050
Paraprofessionals	\$ 10,000	4	40,000	\$ 10,300	4	41,200
Classified/Office Staff	\$ 20,000	1	20,000	\$ 20,600	1	20,600
Administration	\$ 70,000	1	70,000	\$ 72,100	1	72,100
Custodial	\$ 10,000	1	10,000	\$ 10,300	1	10,300
Insert Salaries Lines Here						
Total Salaries			\$352,000			\$396,550
Benefits:						
Retirement/PERSI	10.4%		\$36,608	10.4%		\$41,241
Health/Life Insurance	450		\$43,200	450		\$48,600
Payroll Taxes	7.7%		\$27,104	7.7%		\$30,534
Workers Compensation	0.66%		\$2,332	0.65%		\$2,589
Insert Benefits Lines Here						
Total Benefits			\$109,244			\$122,964
Operating Expenses:						
Textbooks/Software	\$ 350.00		\$35,000	\$ 150.00		\$18,600
Equipment & Supplies			\$70,000			\$20,000
Contract Services			\$20,000			\$20,000
Network/Technology Administrator			\$15,000			\$6,000
Legal			\$3,000			\$3,000
Accounting/Consulting			\$5,000			\$5,000
Advertising/Marketing			\$5,000			\$5,000
Utilities			\$18,000			\$20,000
Liability & Property Insurance			\$7,000			\$7,000
Testing & Assessment			\$3,000			\$3,000
Staff Development			\$5,000			\$5,000
Travel			\$4,000			\$4,000
Postage			\$1,000			\$1,000
Initial Facilities Set-up			\$50,000			\$10,000
Rents and Leases			\$43,000			\$55,000
Technology			\$70,000			\$20,000
Grounds & Maintenance			\$2,000			\$2,000
Substitutes			\$3,000			\$3,000
Miscellaneous			\$2,000			\$3,000
Insert OE Lines Here						
Total Operating Expenses			\$361,000			\$210,600
Program Expenses:						
Transportation	\$ 450		\$45,000	\$ 450		\$55,800
Nutrition Program	\$ 425		42,500	\$ 425		52,700
Insert Program Expenses Lines Here						
Total Benefits			\$87,500			\$108,500
Total Expenses			\$909,744			\$838,614
Net Operating Income/(Loss)			\$39,456			\$20,414
Beginning Fund Balance			0			39,456
Ending Fund Balance			39,456			59,870

April 5, 2012

	Year 3			Year 4		
	Number	Rate	Amount	Number	Rate	Amount
Number of Students	146			168		
Revenues:						
State Apportionment		\$ 4,225	\$616,850		\$ 4,225	\$709,800
State Transportation		50%	32,850		50%	37,800
Nutrition Program	\$ 425		62,050	\$ 425		71,400
Impact Aid (PL 81-874)	\$ 930		128,991	\$ 930		148,428
Johnson O'Malley	\$ 80		11,096	\$ 80		12,768
Title II-A	\$ 90		13,140	\$ 90		15,120
Title I-A	\$ 450		52,560	\$ 450		60,480
State Special Education			7,718			8,103
IDEA Part B			38,588			40,517
Title VII	\$ 250		34,675	\$ 250		39,900
Medicaid	\$ 50		7,300	\$ 50		8,400
Albertson's Grant						
Contributions/Donations			TBD			TBD
Start-up Grant			TBD			TBD
Total Grants & Donations						
Insert Revenue Lines Here						
Total Revenues			\$1,005,817			\$1,152,716
Expenses:						
Salaries:		3.0%			3.0%	
Teachers	\$ 35,010	6	\$210,060	\$ 36,060	7	\$252,420
Curriculum & Instruction/Para	\$ 47,740	1	\$47,740	\$ 49,170	1	\$49,170
Special Ed	\$ 37,130	1	37,130	\$ 38,240	1	38,240
Paraprofessionals	\$ 10,610	6	63,660	\$ 10,930	7	76,510
Classified/Office Staff	\$ 21,220	1	21,220	\$ 21,860	1	21,860
Administration	\$ 74,260	1	74,260	\$ 76,490	1	76,490
Custodial	\$ 10,610	1	10,610	\$ 10,930	1	10,930
Insert Salaries Lines Here						
Total Salaries			\$464,680			\$525,620
Benefits:						
Retirement/PERSI	10.4%		\$48,327	10.4%		\$54,664
Health/Life Insurance	450		\$54,000	450		\$59,400
Payroll Taxes	7.7%		\$35,780	7.7%		\$40,473
Workers Compensation	0.64%		\$2,976	0.63%		\$3,324
Insert Benefits Lines Here						
Total Benefits			\$141,083			\$157,861
Operating Expenses:						
Textbooks/Software	\$ 200.00		\$29,200	\$ 100.00		\$16,800
Equipment & Supplies			\$20,000			\$20,000
Contract Services			\$20,000			\$20,000
Network/Technology Administrator			\$6,000			\$6,000
Legal			\$3,000			\$3,000
Accounting/Consulting			\$5,000			\$5,000
Advertising/Marketing			\$5,000			\$5,000
Utilities			\$20,000			\$22,000
Liability & Property Insurance			\$7,000			\$7,000
Testing & Assessment			\$3,000			\$3,000
Staff Development			\$5,000			\$5,000
Travel			\$6,000			\$7,000
Postage			\$1,000			\$1,000
Initial Facilities Set-up						\$10,000
Rents and Leases			\$55,000			\$67,000
Technology			\$30,000			\$30,000
Grounds & Maintenance			\$3,000			\$3,000
Substitutes			\$4,000			\$5,000
Miscellaneous			\$5,000			\$5,000
Insert OE Lines Here						
Total Operating Expenses			\$227,200			\$240,800
Program Expenses:						
Transportation	\$ 450		\$65,700	\$ 450		\$75,600
Nutrition Program	\$ 425		62,050	\$ 425		71,400
Insert Program Expenses Lines Here						
Total Benefits			\$127,750			\$147,000
Total Expenses			\$960,713			\$1,071,281
Net Operating Income/(Loss)			\$45,104			\$81,435
Beginning Fund Balance			59,870			104,974
Ending Fund Balance			104,974			186,409

Appendix AO – First Year Month-by-Month Cash Flow

Revenue	Total Rev	Jul-12	Aug-12	Sep-12	Oct-12	Nov-12	Dec-12	Jan-13	Feb-13	Mar-13	Apr-13	May-13	Jun-13	Jul-13
State Revenue	422,500.00	105,625.00	92,432.44		92,432.44	61,632.19			35,173.13			30,800.25		4,404.56
Transportation	22,500.00	5,625.00	4,922.44		4,922.44	3,282.19			1,873.13			1,640.25		234.56
Federal Programs	199,700.00								99,850.00			99,850.00		
Nutrition	42,500.00								14,166.67			14,166.67		14,166.67
State Special Education	7,000.00											7,000.00		
Alberson's Grant	250,000.00													
Medicaid	5,000.00											5,000.00		
Total Revenue	949,200.00													
Monthly Revenue		361,250.00	97,354.88	-	97,354.88	64,914.38	-	-	151,062.92	-	-	158,457.17	-	18,805.79
Accumulative Revenue		361,250.00	458,604.88	458,604.88	555,959.75	620,874.13	620,874.13	620,874.13	771,937.04	771,937.04	771,937.04	930,394.21	930,394.21	949,200.00
Expenditures														
Total Salaries	352,000.00		29,333.33	29,333.33	29,333.33	29,333.33	29,333.33	29,333.33	29,333.33	29,333.33	29,333.33	29,333.33	29,333.33	352,000.00
Total Benefits	109,244.00		9,103.67	9,103.67	9,103.67	9,103.67	9,103.67	9,103.67	9,103.67	9,103.67	9,103.67	9,103.67	9,103.67	109,244.00
Textbooks/Software	35,000.00		35,000.00											35,000.00
Equipment & Supplies	70,000.00	50,000.00	15,000.00	454.55	454.55	454.55	454.55	454.55	454.55	454.55	454.55	454.55	454.55	70,000.00
Contract Services	20,000.00	1,538.46	1,538.46	1,538.46	1,538.46	1,538.46	1,538.46	1,538.46	1,538.46	1,538.46	1,538.46	1,538.46	1,538.46	20,000.00
Network/Technology Admin.	15,000.00	9,000.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	15,000.00
Legal	3,000.00	3,000.00												3,000.00
Accounting	5,000.00	2,500.00												2,500.00
Advertising/Marketing	5,000.00	5,000.00						2,500.00						7,500.00
Utilities	18,000.00		1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	18,000.00
Liability & Property Insurance	7,000.00		583.33	583.33	583.33	583.33	583.33	583.33	583.33	583.33	583.33	583.33	583.33	7,000.00
Testing & Assessment	3,000.00	3,000.00												3,000.00
Staff Development	5,000.00		2,500.00	227.27	227.27	227.27	227.27	227.27	227.27	227.27	227.27	227.27	227.27	5,000.00
Travel	4,000.00	500.00	500.00	222.22	222.22	222.22	222.22	222.22	222.22	222.22	222.22	222.22	222.22	4,000.00
Postage	1,000.00	142.86	71.43	71.43	71.43	71.43	71.43	71.43	71.43	71.43	71.43	71.43	71.43	1,000.00
Initial Facilities Set-up	50,000.00	50,000.00												50,000.00
Rents and Leases	43,000.00		3,583.33	3,583.33	3,583.33	3,583.33	3,583.33	3,583.33	3,583.33	3,583.33	3,583.33	3,583.33	3,583.33	43,000.00
Technology	70,000.00	52,500.00	1,458.33	1,458.33	1,458.33	1,458.33	1,458.33	1,458.33	1,458.33	1,458.33	1,458.33	1,458.33	1,458.33	70,000.00
Grounds & Maintenance	2,000.00		166.67	166.67	166.67	166.67	166.67	166.67	166.67	166.67	166.67	166.67	166.67	2,000.00
Miscellaneous	3,000.00		250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	3,000.00
Substitutes	2,000.00			222.22	222.22	222.22	222.22	222.22	222.22	222.22	222.22	222.22	222.22	2,000.00
Transportation	45,000.00		4,500.00	4,500.00	4,500.00	4,500.00	4,500.00	4,500.00	4,500.00	4,500.00	4,500.00	4,500.00	4,500.00	45,000.00
Nutrition Program	42,500.00		4,250.00	4,250.00	4,250.00	4,250.00	4,250.00	4,250.00	4,250.00	4,250.00	4,250.00	4,250.00	4,250.00	42,500.00
Total Expenditures	909,744.00	174,181.32	112,838.56	57,964.82	57,964.82	57,964.82	57,964.82	60,464.82	57,964.82	57,964.82	57,964.82	57,964.82	49,270.37	909,744.00
Accumulative Expenditures		174,181.32	287,019.88	344,984.70	402,949.52	460,914.34	518,879.15	579,343.97	637,308.79	695,273.61	753,238.43	811,203.25	860,473.63	909,744.00
Monthly Balance		187,068.68	171,585.00	113,620.18	155,000.23	159,959.79	101,994.97	41,530.15	134,628.25	76,663.43	18,698.61	119,190.96	69,920.58	39,456.00

April 5, 2012

Appendix AP – Shoshone Bannock Jr./Sr. High School Letter of Support



Shoshone-Bannock Jr./Sr. High School

School Office (208) 238-4200
Fax (208) 238-2628

Post Office Box 790
Fort Hall, Idaho 83203-0790

July 06, 2011

Chief Targhee Elementary Academy
Attn: Steering Committee
Fort Hall, ID 83203

Re: CTEA and Charter School Initiative / Letter of Support

Dear CTEA Committee:

The School Board for the Shoshone-Bannock Tribes' School District strongly supports the establishment of the Chief Targhee Elementary Academy and the Charter School Initiative. The Board has carefully considered the proposed project and has concluded that it serves the best interests of the Tribal School District and the students, provided the use of school facilities does not conflict with the District's needs.

The School Board for the Shoshone-Bannock Tribes' School District is willing to explore the option of the District assisting in providing food services and transportation services for the proposed charter school. Upon review of the proposal and the discussion with the School Board, at this time it is not a feasible option to allow the entire operation of the Charter School to take place within a portion of the Sho-Ban Jr. /Sr. High School.

The School Board believes that the option of a charter school will provide quality education opportunities and provide a learning environment that is conducive to cultural beliefs. The choice for a charter school on the Reservation will be valuable for tribal members and will be advantageous the students who are able to attend the school.

In sum, the Board unanimously supports the Chief Targhee Elementary Academy and the Charter School Initiative and encourages the Council to facilitate the development of the project.

Sincerely,

School Board Chairperson
Shoshone-Bannock Tribes

April 5, 2012

Appendix AQ – Bilingual Teacher Recruitment

Date: September 14, 2011

To: Graduates, Higher Education Students, and Prospective Students

From: Larry Murillo, Director, 477 Human Resources Department & Education, Employment, and Training Department

Subject: **Educational opportunities to achieve Degrees in Elementary Education and State Certification to teach grades K-6**

We wish to extend an invitation to you or anyone who is interested in achievement of State Certification and becoming a Teacher to attend a presentation on September 27, 2011, 6:00-8:00 p.m. in the EET Learning Lab in the HRDC. This presentation will provide dialogue on the issues of creating a public charter school with Tribal languages, educational programs offered by the College of Education at ISU, the ABTCE alternative route to certification for those who have already earned a bachelor's degree, and funding opportunities to achieve degrees and certification. Please bring any transcripts or documentation of classes you have already taken because Ms. Paula Mandeville of the Advising office of the College of Education will be present to help design potential education plans.

The Shoshone-Bannock Tribes 477/Education Department has been working cooperatively with the Founding Board of the newly initiated Chief Tahgee Elementary Academy (CTEA), and the Idaho State University - College of Education, and has identified the need to promote Native American teachers with State Teacher Certification and fluency in Shoshoni. The CTEA is to be a public charter school with Shoshoni language immersion as a key educational strategy. An important part of this endeavor is supporting the re-vitalization of the Bannock and Shoshoni languages.

As our available workforce of teachers retire, it is important to the Tribes to actively initiate programs and opportunities in elementary education leading to State Teacher Certification specifically in grades K-6th. Please, also invite any individuals you feel will be interested in this exciting educational endeavor. Hope to see you there!

Appendix AR – Blackfoot School District #55 Impact Aid Revenue

**Impact Aid
Public Hearing
April 27, 2011**

What is Impact Aid?

Congress recognized that federal military activities were having an adverse effect on some local school district. In addition, Congress was concerned that the children of military personnel should have adequate funds for their education.

*In 1950, Congress passed PL 81-874 (Impact Aid for Operating Expenses) and PL 81-815 (Impact Aid for construction) in order to assist local schools affected by federal activities.

*Section 2 provided funds due to federal ownership of land;

*Section 3 provided assistance due to the presence of federal students.

These two laws were designed to make up for the financial losses the federal presence has caused many local schools. Later, other types of federal students were added to Section 3 of the program. These students included Indian Land students, Low Rent Housing Students, and students whose parents work on federal property.

*In 1994, Congress re-authorized these Impact Aid laws as Title VIII of PL 103-382 (The Elementary and Secondary Education Act). In doing so, PL 81-874 and PL 81-815 were repealed.

*Impact Aid is one of the **only** federal education programs where the funds are sent directly to the school district, and thus there is almost no bureaucracy or regulations.

*As a result, the funds are used for the education of all students, and there is no “rake-off” by states or the federal government to fund bureaucrats.

*In addition, these funds go into the general fund, and may be used as the local school district decides. There are “no strings attached” to these funds, and they may be used for any legal purpose within the guidelines of state law.

What is the financial effect of federal impaction on local schools?

The ability of local schools to raise revenue is reduced due to land being taken off the tax rolls.

*Sources of school revenue are state aid (based upon average daily attendance), local taxes on businesses, and local taxes on homes. If local businesses are located on federal property or student’s homes are located on federal property, the school district cannot generate local revenue on these properties through property taxes.

April 5, 2012

Chief Tahgee Elementary Academy

EIN 45-3150830

Page **364** of **416**

Policies and Procedures for Children Residing on Indian Lands

The Impact Aid law requires school districts receiving funds for children residing on Indian Trust Lands to have Indian Policies and Procedures (IPPS) in place to ensure five things.

*Indian Lands children are allowed to participate in programs on an equal basis as non-Indian Lands children (everyone has equal opportunity).

*Parents of Indian Lands children and the tribes have an opportunity to present their views on school district programs and to make recommendations on the school's program.

*Parents of Indian Lands children and Tribes are consulted and involved in planning the school program.

*Plans, evaluations, and applications of these programs are disseminated to the parents and Tribes.

*Parents and Tribes have an opportunity to present their views on the job the local school is doing.

Please note that this provision of the law does require the school district to involve the parents and the Tribes in planning; to listen to their concerns and opinions; and to disseminate information to them, however, law does not require the school district to do exactly what the parents or Tribes want. These things are required to be done each year. If requested, the U. S. Department of Education is required to provide technical assistance as to how to develop and implement these policies.

**SUMMARY OF BLACKFOOT SCHOOL DISTRICT'S IMPACT AID
Fiscal Year 2012**

Student Population

Students With Disabilities Living on Indian Lands	63
All Other Students Living on Indian Lands	337
Total Students Living on Indian Lands	400
Students of Military Personnel	49
Students With Disabilities of Military Personnel Living Off-Base	04
Total Students of Military Personnel	53
Total Students With a Parent Employed on Federal Lands	437
Total of All Federally Connected Students	890

Payment for Fiscal Year 2011

Basic Support Payment	\$770,161.27
Add-On for Students With Disabilities	60,075.00
Payment on December 16, 2010	\$830,236.27

Appendix AS – Blackfoot School District #55 Johnson O'Malley Funds

		SY 2011-2012	
		JOM	
		SY 10-11	SY 11-12
269-320001-000-000-0	BEGINNING FUND BALANCE	\$ 14,000.00	\$ 35,575.00
269-419900-210-000-0	REVENUE (09-10 REIMBURSEMENT)	\$ 35,575.00	\$ 36,000.00
269-419900-210-001-0	REVENUE-OTHER LOCAL	\$ -	\$ -
		\$ 49,575.00	\$ 71,575.00
Account	Description	Proposed Budget	
269-512-110-101-000	SALARY CERTIFIED	\$ -	\$ -
269-512-115-101-000	SALARY, ELEM AIDES	\$ 7,487.00	\$ -
269-512-160-210-000	SAL, SUBSTITUTE	\$ -	\$ -
269-512-210-210-000	EMPLOYER PERSI	\$ -	\$ -
269-512-220-210-000	EMPLOYER FICA	\$ 423.00	\$ -
269-512-270-210-000	WORK COMP INS	\$ 28.00	\$ -
269-512-290-210-000	FRINGE BENEFIT	\$ -	\$ -
269-512-291-210-000	UNUSED SL CONT	\$ -	\$ -
269-515-110-210-000	SALARY-CERTIFIED	\$ -	\$ -
269-515-115-210-000	SALARY, DISTRICT ADMINISTRATOR	\$ -	\$ 1,500.00
269-515-210-200-000	EMPLOYER PERSI	\$ -	\$ 156.00
269-515-220-200-000	EMPLOYER FICA	\$ -	\$ 115.00
269-515-270-200-000	WORKERS COMP INS	\$ -	\$ 8.00
269-515-290-200-000	FRINGE BENEFIT	\$ -	\$ -
269-515-291-200-000	UNUSED SICK LEAVE	\$ -	\$ 19.00
269-541-100-210-000	SUMMER SCHOOL EXPENSES	\$ -	\$ -
269-621-310-210-000	INSERVICE/TRAINING	\$ 5,000.00	\$ -
269-621-310-210-001	INDIAN ED COMMITTEE	\$ 1,500.00	\$ -
269-621-310-210-002	CULTURAL RESOURCES/ACTIVITIES	\$ 8,000.00	\$ -
269-621-310-210-003	TEACHER TUTORING SERVICES	\$ 13,062.00	\$ -
269-621-410-210-000	BOOKS AND SUPPLIES	\$ 10,000.00	\$ -
269-621-550-210-000	EQUIPMENT	\$ -	\$ -
269-682-323-210-000	TRAVEL/ACTIVITY BUS	\$ 1,500.00	\$ -
		\$ 47,000.00	\$ -

As of October 13, 2011

Personnel:
Director

BRENDA HONENA

Appendix AT – Blackfoot School District #55 Title VII-A Funds



Blackfoot School District #55
SY 2011-2012
Title VII
(As of 11/30/11)

	SY 11-12	YTD	% USED
FUND BALANCE (NO CARRYOVER)	\$ -	\$ -	n/a
FEDERAL REVENUE	\$ 100,727.00	\$ 29,338.92	29%
	<u>\$ 100,727.00</u>	<u>\$ 29,338.92</u>	<u>29%</u>

Description	BUDGET	YTD	% USED
SAL CERTIFIED	\$ 67,723.00	\$ 22,353.48	33%
FRINGE BENEFIT	\$ 31,690.00	\$ 3,460.85	11%
INSERVICE, CULTURAL ACTIV-TUT	\$ -	\$ 1,400.00	(\$1,400.00)
ADMINISTRATIVE TRAVEL	\$ -	\$ 1,650.93	\$(1,650.93)
PROGRAM SUPPLIES	\$ 1,000.00	\$ 432.17	43%
PARENT COMMITTEE SUPPLIES	\$ 314.00	\$ 41.49	13%
	<u>\$ 100,727.00</u>	<u>\$ 29,338.92</u>	<u>29%</u>

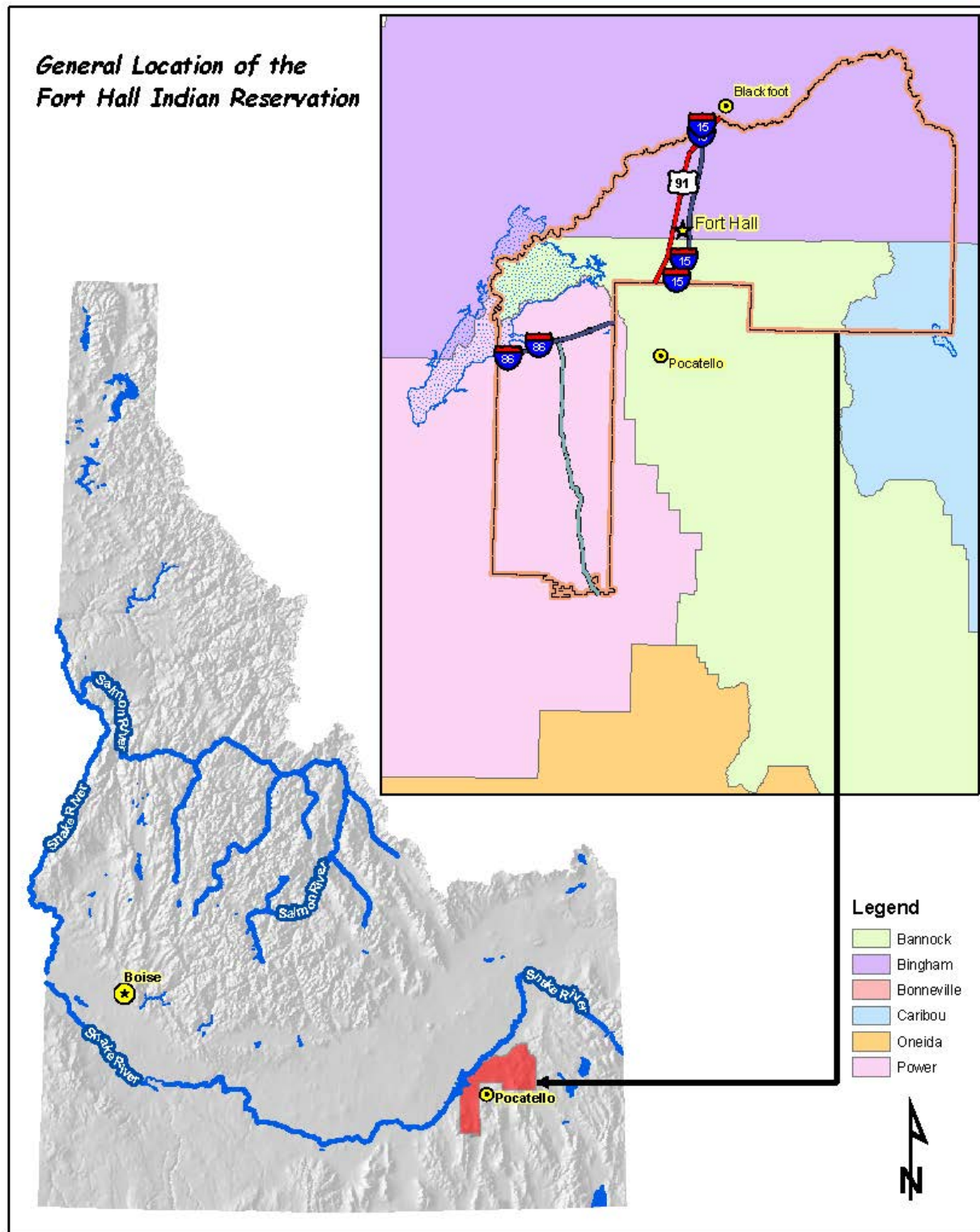
Personnel:

Half-time Coordinator
 Half-time @ FHE
 Half-time @ Stoddard
 Half-time @ Stalker
 Half-time @ BSGS
 Half-time @ MVMS
 Half-time @ BHS

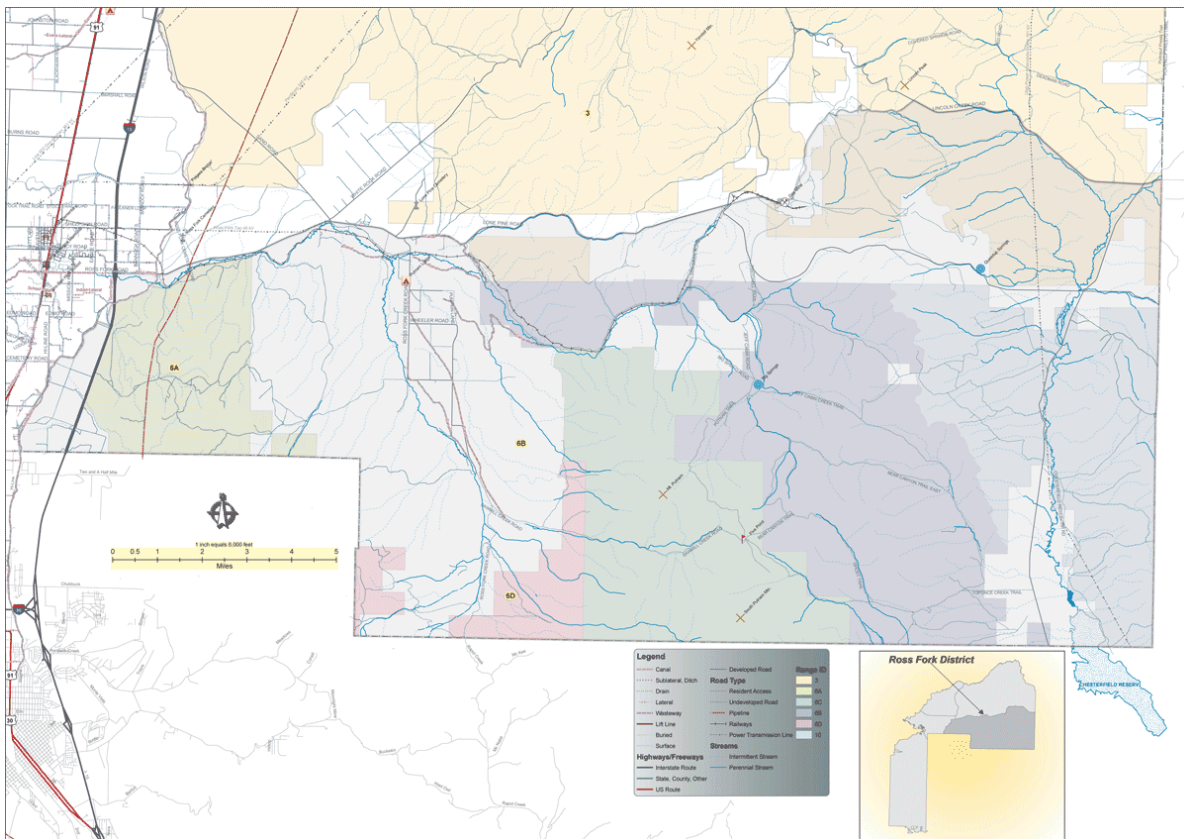
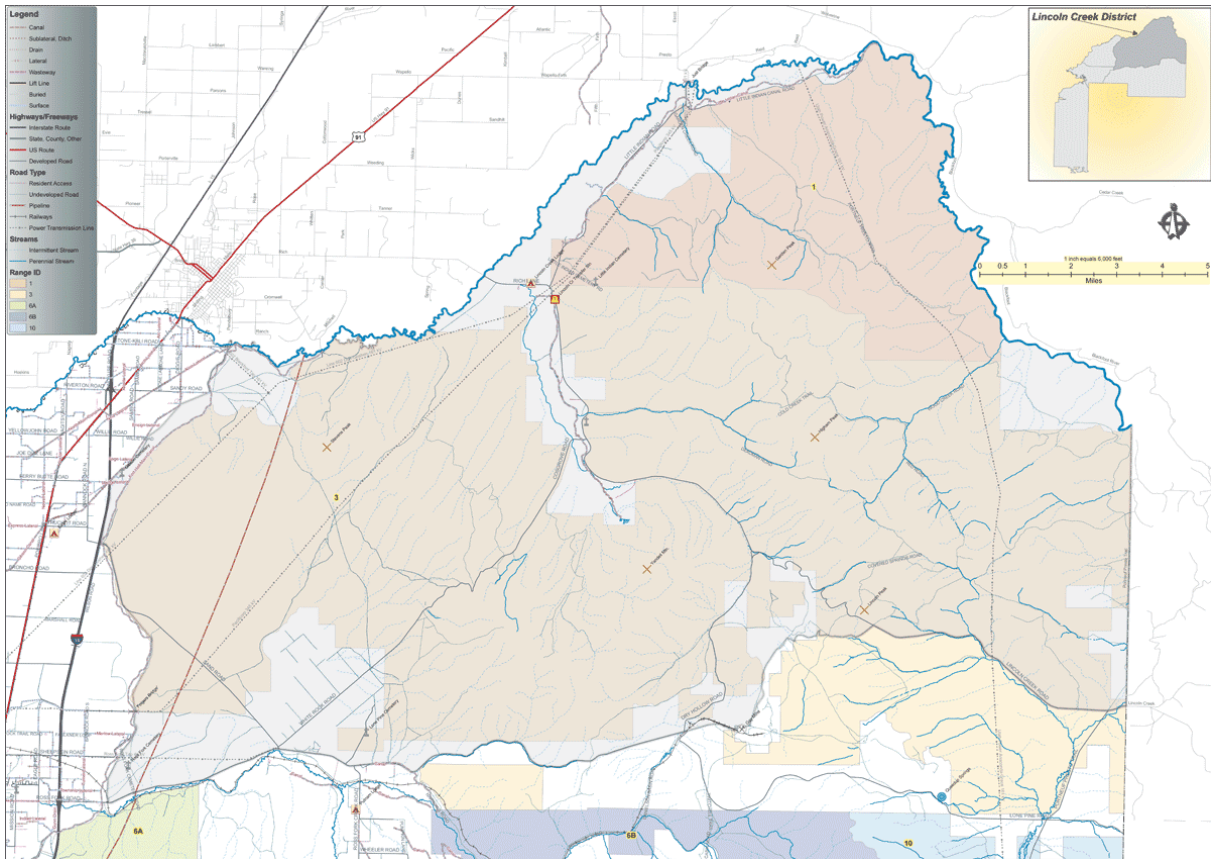
JUAN RODRIGUEZ
 JUAN RODRIGUEZ
 MICHELE HERNANDEZ
 WENDY MIKESSELL
 ELAINE WATSON
 ELAINE WATSON
 MERLE SMITH



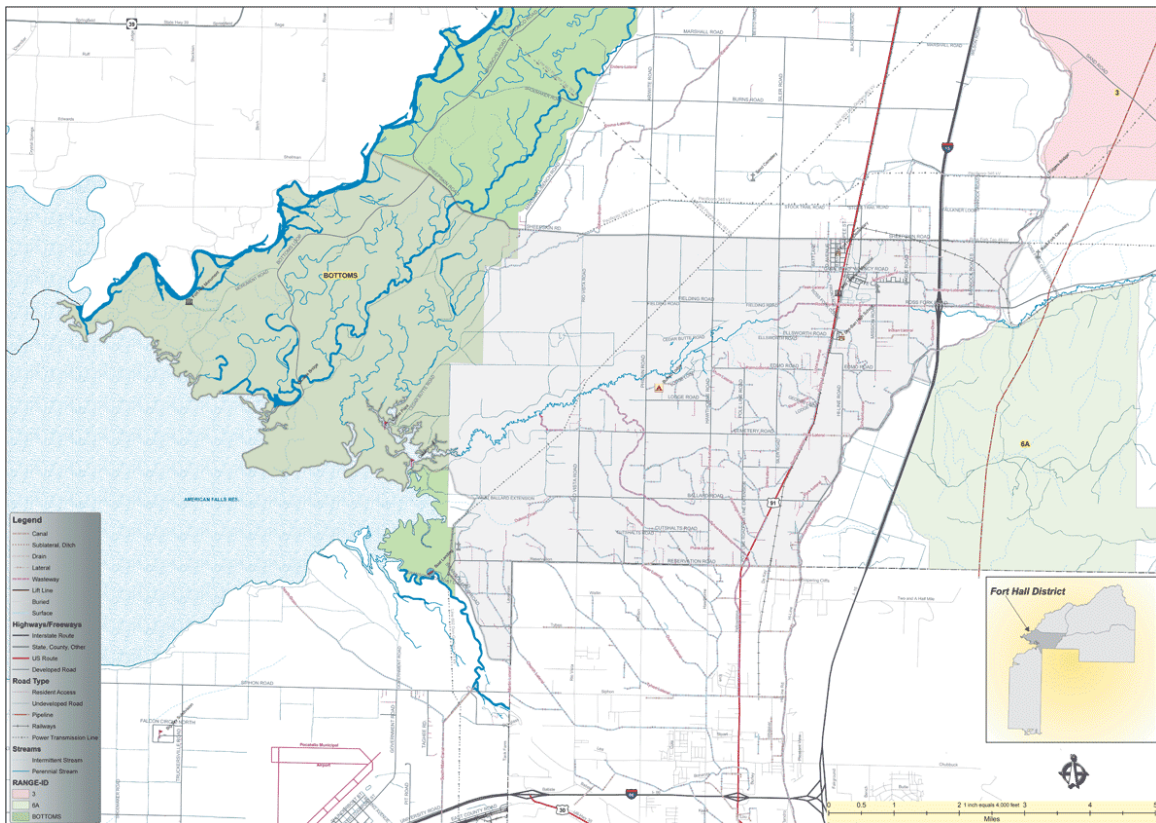
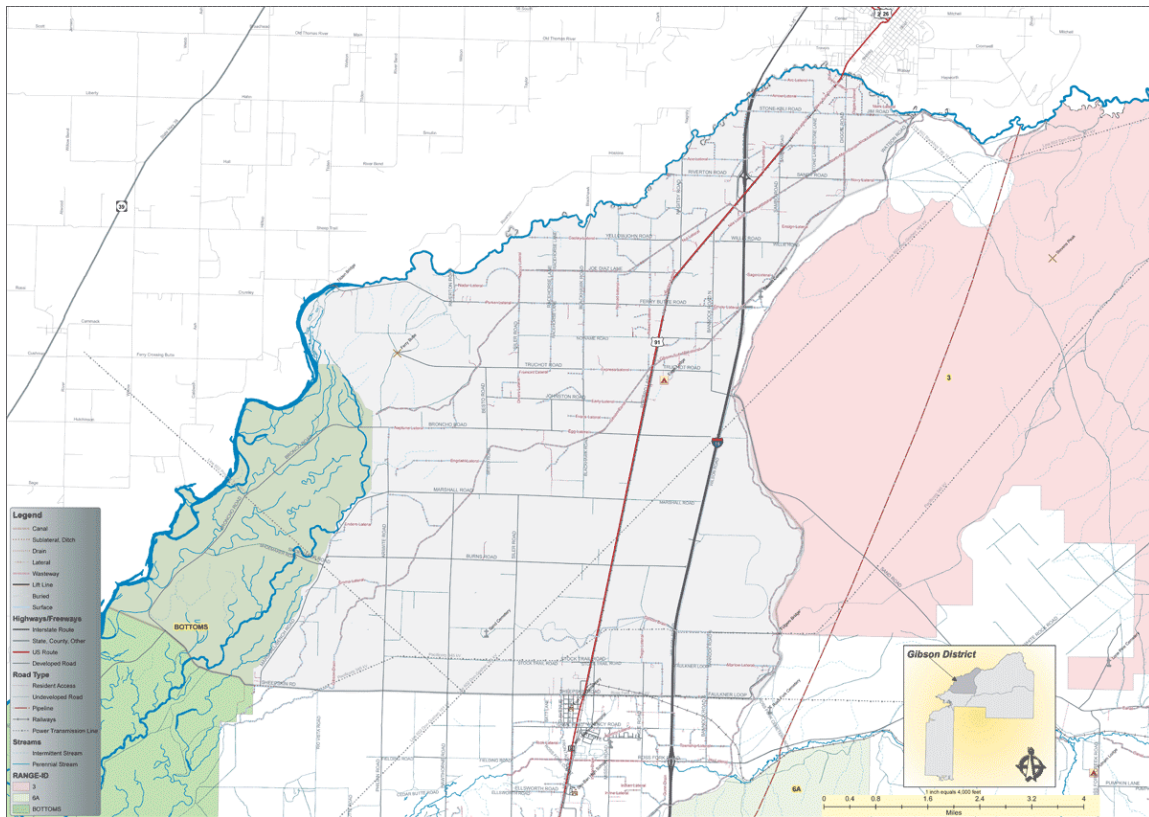
Appendix AU – Attendance Area Maps & Legal Description



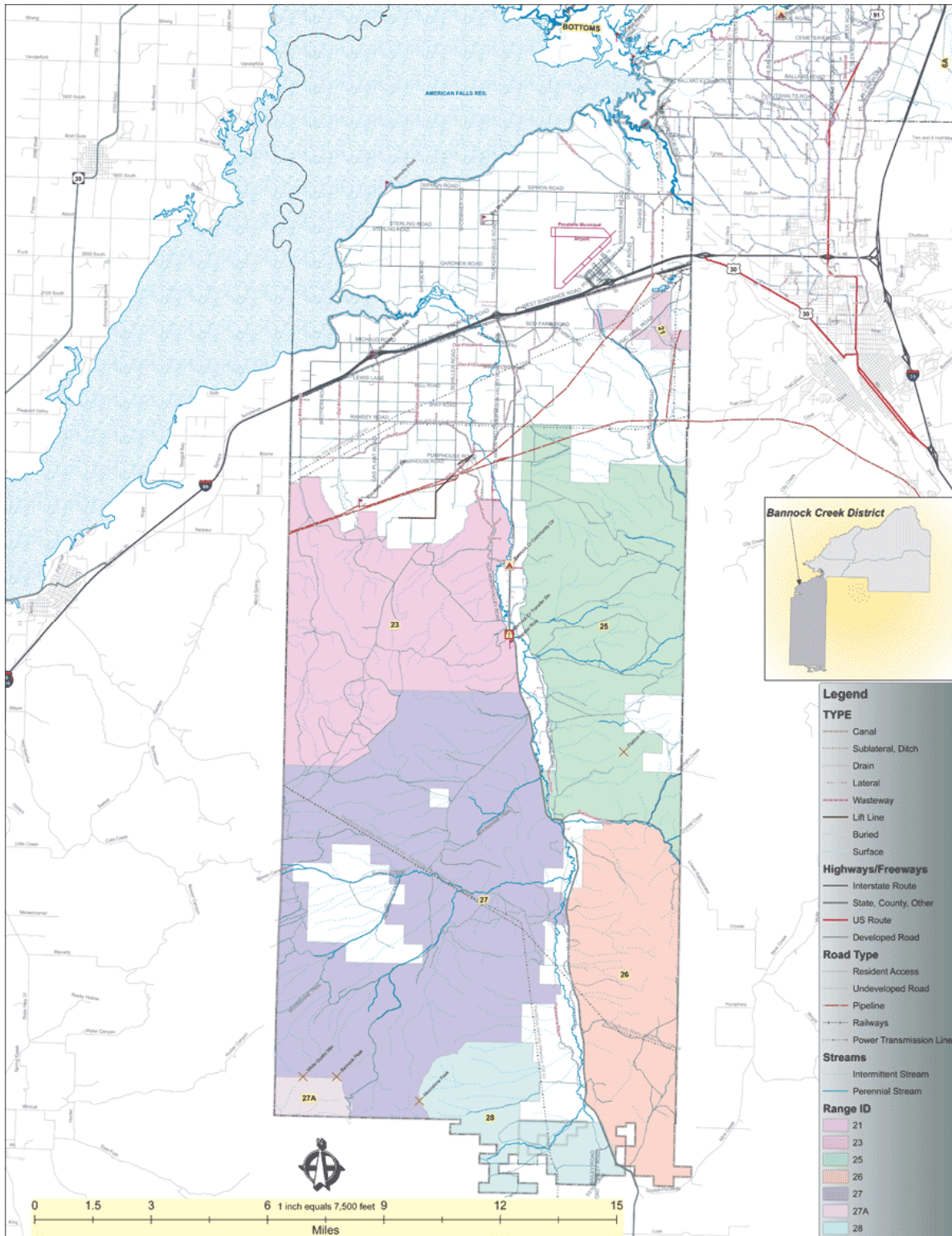
April 5, 2012



April 5, 2012



April 5, 2012



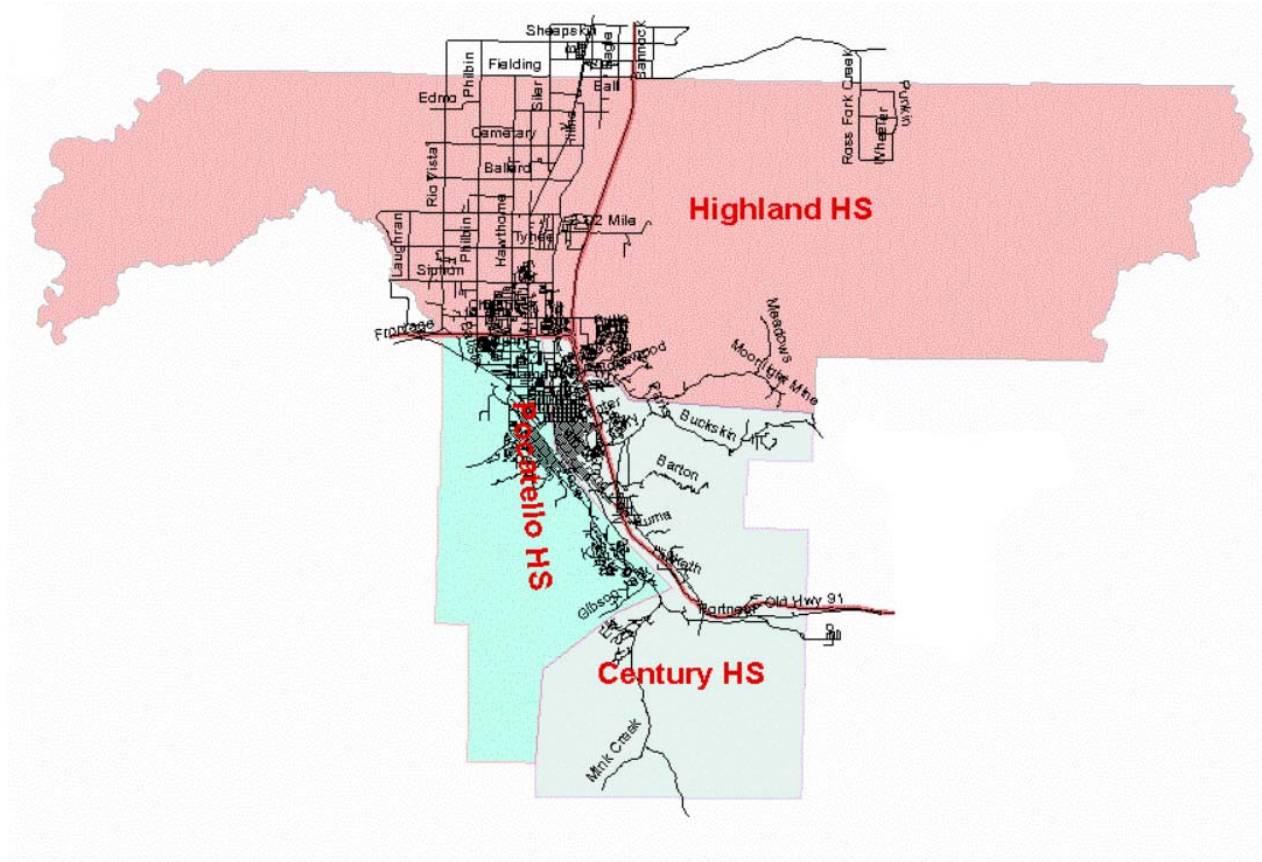
BLACKFOOT SCHOOL DISTRICT NO. 55

BEGINNING at the intersection of the north bank of the Snake River and the south line of Bingham County, Idaho, in Twp. 4 S, R 33 EBM; thence running due east along the south line of said township 4 S, the same being the county line, to its intersection with the east bank of the Blackfoot River in Sec. 31, Twp. 4 S, R 40 EBM; thence north and west along the right bank of the Blackfoot River to its intersection with the east line of R 36 EBM (Twp. 2 S); thence north along the township line to the east-west centerline of Sec. 12, Twp 2 S, R 36 EBM; thence due west to the east line of R 35 EBM (Twp. 2 S); thence north along the township line to a point approximately 610 feet south of the NE corner of Sec. 12, Twp. 2 S, R 35 EBM; thence N 41° 20'04" E 110 feet; thence N 47° 51'56" E 171.52 feet; thence N 57° 35'59" E 313.75 feet; thence N 70° 07'23" E 205.61 feet; thence N 72° 01'05" E 243.09 feet; thence N 76° 59'29" E 248.27 feet; thence N 20° 20' W 919.21 feet; thence S 70° 42'45" W 189.95 feet; thence S 70° 41'08" W 198.14 feet; thence S 56° 36'45" W 419.23 feet; thence S 60° 28'32" W 105 feet to the section line; thence north along the section line to the northeast corner of Sec. 1, Twp 1 S, R 35 EBM; thence west along the township line to the north-south centerline of Sec. 6, Twp. 1 S, R 35 EBM; thence due south to the north bank of the Snake River; thence southwesterly along the right bank of the Snake River to its intersection with the east-west centerline of Sec. 29, Twp. 3 S, R 34 EBM; thence east to the center of said Sec. 29; thence south to the north 1/4 corner of Sec. 32, said township and range; thence west to the NW corner of said Sec. 32; thence south to the SW corner of said Sec. 32; thence west along the south section line of Sec. 31, said township and range, to a point of intersection with the west bank of the Snake River; thence southwesterly along the right bank of said Snake River to the point of beginning.



April 5, 2012

Pocatello School District #25 Boundary



Appendix AV – SIOP & Sheltered Instruction

The Sheltered Instruction Observation Protocol (SIOP)

SIOP Model

The SIOP Model is a research-based approach to sheltered instruction that has proven effective in addressing the academic needs of English language learners throughout the United States. The model consists of eight components:

1. Lesson Preparation
2. Building Background
3. Comprehensible Input
4. Strategies
5. Interaction
6. Practice/Application
7. Lesson Delivery, and
8. Review/Assessment

Using instructional strategies linked to these components, content area teachers help English learners develop their academic English skills as they learn grade-level content. Training in the SIOP Model helps teachers plan and deliver lessons that incorporate these strategies consistently.

SIOP Model Use

- Elementary Classroom Teachers
- Subject-area Teachers
- Literacy/EL /Dual Immersion Coaches and Mentor Teachers
- ESL Teachers
- Bilingual Program Teachers
- Staff Developers
- Administrators

SIOP Model

- As the number of English language learners (ELs) in schools increases, teachers are looking for effective instructional practices to reach all of their students.
- Teachers and researchers worked collaboratively to create this effective approach to high quality instruction for ELs.
- The SIOP Model includes a reliable and valid measure of effective instruction.
- Research on the SIOP Model has shown that ELs' academic skills improve when teachers implement it fully.

SIOP Model Research

The SIOP Model was developed in a national research project conducted from 1996 to 2003, sponsored by the Center for Research on Education, Diversity & Excellence (CREDE). Through literature review and with the collaboration of practicing teachers, researchers identified instructional features of high-quality sheltered lessons. The model was refined over several years of field testing.

Early research found the SIOP Model to be effective with ELs as measured by narrative and expository writing assessments. CAL is currently conducting further research in elementary and secondary schools by facilitating professional development on the SIOP Model and examining the effects of SIOP-based instruction on student achievement in core content areas and in English language development.

SIOP Comprehensible Content

The Sheltered Instruction Observation Protocol (SIOP) was developed to make content material comprehensible to English language learners. This model is the result of the work of Jana Echevarria, MaryEllen Vogt and Deborah J. Short.

The SIOP Model includes teacher preparation, instructional indicators such as comprehensible input and the building of background knowledge. It comprises strategies for classroom organization and delivery of instruction.

Teacher Preparation:

1. Teachers write clearly defined content objectives on the board for students. These objectives are reviewed at the beginning of a lesson and students should state at the end of the lesson whether the objectives have been met.
2. Teachers should write clearly defined objectives on the board for students at the beginning of a lesson. The student's state at the end of the lesson whether the objectives have been met as part of the TSWL.
3. Concepts taught should be appropriate for the age and educational background of students. Teachers must consider the students' L1 literacy, second language proficiency, and the reading level of the materials.
4. Supplementary materials are used to promote comprehension. These include charts, graphs, pictures, illustrations, realia, math manipulative, multimedia, and demonstrations by teacher and other students
5. Content must be adapted to ELL's needs through use of graphic organizers, outlines, labeling of pictures, study guides, adapted text, and highlighted text.
6. Meaningful activities integrate lesson concepts with language practice opportunities in listening, speaking, reading, and writing.

Indicators of Instruction

Building Background

1. Concepts should be directly linked to students' background experience. This experience can be personal, cultural or academic.
2. Links should be explicitly made between past learning and new concepts.
3. Key vocabulary is emphasized. New vocabulary is presented in context. The number of vocabulary items is limited.

Comprehensible Input

1. Use speech that is appropriate for students' language proficiency.
2. Make the explanation of the task clear using step-by-step manner with visuals.
3. Use of a variety of techniques to make content concepts clear. Teachers need to focus attention selectively on the most important information. Introduce new learning in context. Help students learn strategies such as predicting, summarizing.

Strategies

1. Provide many opportunities for students to use learning strategies. Learning strategies should be taught through explicit instruction.
2. Consistent use of scaffolding techniques throughout the lesson. Introduce a new concept using scaffolding and decrease support as time goes on. Restate a student's response or use think-aloud and mediated discussion.
3. Use of a variety of question types, including those that promote higher level thinking skills.

Interaction

Provide the following for ELs:

1. Frequent opportunities for interactions about lesson concepts, which encourage higher level thinking skills.
2. Flexible grouping which supports language and content objectives. Cooperative groups, buddies, paired verbal response, large and small mediated discussions groups.
3. Wait time strategies.
4. Opportunities for clarification in native language, if possible.

Application

Lessons can include

1. Hands-on materials or manipulative for student practice.
2. Activities for students to apply content and academic English language knowledge in the classroom.
3. Activities that integrate all academic language skills listening, speaking, reading and writing.

Lesson Delivery

1. Content objectives supported by lesson delivery.
2. Language objectives supported by lesson delivery.
3. Students engaged 90% to 100% of the period.
4. Pacing of the lesson appropriate to students' ability level.

Sheltered English Instruction

Since the early 1980's content-area teachers have looked to sheltered English instruction as a way to make content comprehensible for the English language learners (ELs) in their classrooms. In the days when the term was first used in connection with ELs, students were considered "sheltered" because they studied in classes separate from "the mainstream" and did not compete academically with native English speaking students (Freeman & Freeman, 1988). Today, the majority of ELs study alongside their English-speaking peers, are held accountable to the same curriculum standards, and take the same high-stakes tests. Sheltered English instruction has come to mean a set of practices valuable to all teachers in helping ELLs learn English and, at the same time, learn content material in English. Questions frequently raised about sheltered English instruction are answered below.

Sheltered English Instruction

Sheltered English instruction is an instructional approach that engages ELLs above the beginner level in developing grade-level content-area knowledge, academic skills, and increased English proficiency. In sheltered English classes, teachers use clear, direct, simple English and a wide range of scaffolding strategies to communicate meaningful input in the content area to students. Learning activities that connect new content to students' prior knowledge, that require collaboration among students, and that spiral through curriculum material, offer ELLs the grade-level content instruction of their English-speaking peers, while adapting lesson delivery to suit their English proficiency level.

Classroom Sheltered Instruction

Sheltered English instruction is used in English as a second language (ESL) programs with sheltered content courses (e.g., sheltered chemistry, sheltered U. S. history), newcomer programs, transitional bilingual education, developmental bilingual education, dual-language programs, and two-way immersion programs. Sheltered instruction appears in classes that consist of only English language learners and in classes of both ELLs and native English speaking students. The sheltered approach is also used in many foreign language classes in the United States. Teachers need to learn about students' culture and community and how these contexts affect students' ways of learning.

Sheltered English Instruction Intersect with Initiatives, Curricular Programs, Instructional Designs and Professional Development

Sheltered instruction is an approach to teaching English language learners. While not a program in itself, sheltered instruction extends the time in which students participate in instruction that explicitly provides language support as well as standards-based content instruction. Sheltered instruction also teaches ELs how to perform academic tasks, such as writing and making oral academic language presentations. This focus on building knowledge of academic language, content, and performance helps prepare English

language learners for non-sheltered classes, in which they will be expected to achieve to high academic standards alongside their English-speaking peers, a goal of NCLB.

The SIOP Observation Protocol provides teachers with a model of sheltered instruction designed to enhance teachers' practice. The SIOP may be used to enhance other initiatives supporting ELs or all students. It has become the basis of professional development efforts for teachers of ELs across the United States. To prepare ELs fully for academic success, sheltered instruction must be part of a broad school- or district-wide initiative that takes into account many elements of good teaching practice, including culturally responsive teaching; multicultural, theme-based curriculum; effective classroom management; appropriate grading; and meaningful, collaborative involvement of parents.

Components of Sheltered English Instruction

While teachers of ELLs have used sheltered English instruction for many years, a consistent understanding of the components of sheltered instruction has emerged only within the past five years. In 1999 the Sheltered Instruction Observation Protocol (SIOP) was developed following intensive observation of sheltered English teaching across the United States (Echevarria, Vogt, & Short, 2004). The SIOP identifies 30 important elements of sheltered instruction under eight broad categories:

1. Preparation
2. Building Background
3. Comprehensible Input
4. Strategies
5. Interaction
6. Practice/Application
7. Lesson Delivery
8. Review and Assessment

Critical to effective sheltered instruction is the preparation of learning objectives for every lesson like *Today Student Will Learn* (TSWL). These include standard-based content objectives, aligned with state and local content-area benchmark standards, and language objectives. All aligned with state language proficiency benchmarks based on ELA/ELD standards and the national TESOL standards. Teachers communicate content and language objectives to students, design learning opportunities, interventions and achieve objectives throughout the lesson. Teachers also have an opportunity to assess progress toward objectives by the end of the lesson. In this way learning, teaching and assessment are integrated into an ongoing process that provides feedback to students, teachers, and parents directing future instruction.

Within each sheltered lesson the teacher seeks to ensure that students have sufficient background knowledge (schema activation) to tackle new curriculum material. Teachers modify their speech and, when necessary and feasible, content text so that English language learners can grasp important content concepts, facts, and questions. Teachers explicitly teach learning strategies – from teacher-centered to peer-supported to student centered – so that students develop a toolkit for accomplishing difficult

learning tasks. Teachers also provide ample opportunities for students to interact in the target language around purposeful tasks that are meaningful to students.

Ever mindful of the lesson's framing objectives, sheltering teachers are careful to integrate listening, speaking, reading and writing skills into each lesson. They provide opportunities for students to apply their new knowledge through tasks that involve concepts and skills students have learned. Sheltering teachers work to engage all students in instructionally rigorous learning, increase self-extending systems, at the same time paying attention to pacing, so that no student is left behind.

The following elements are components of sheltered English instruction, as described in the SIOP model.

Preparation

WHAT

Content and language objectives, aligned to state and local standards, frame each lesson. Teachers incorporate supplemental materials to assist ELLs in the lesson.

WHY

Sheltered lessons help students make connections between new knowledge and prior experience. Teachers plan meaningful, relevant learning activities to enable those connections.

HOW

- Consult state and district content standards and state or national language benchmarks.
- Develop thematic units to lead to essential understandings.
- Develop content and language objectives, aligned with standards and unit goals, for each day's lesson for content and language.

Building Background

WHAT

Sheltered lessons link new content to students' background experience and prior learning. Special activities build vocabulary related to specific content as well as to general academic language.

WHY

Highly proficient readers activate their schema as they read and listen. Schema is background knowledge of the world that provides a framework for understanding and acquiring new ideas and information.

HOW

- Through direct questioning, conversation, and shared activities learn about student background.
- Emphasize key content vocabulary.
- Help students make explicit connections to personalize new word learning.

Comprehensible Input

WHAT

Sheltered lessons present content information in ways that ELLs can comprehend. Linguistic input – both teacher speech and text – is adjusted to maximize student comprehension, without lessening content or expectations for achievement.

WHY

ELLs are called upon to process, manipulate, and display large amounts of new material at a rapid pace in a foreign language. Visual aids, allowances for processing time, and opportunities for clarification provide support in this intense, demanding process.

HOW

- Speak clearly and slowly.
- Employ pauses, short sentences, simple syntax, few pronouns and idioms.
- Use redundancy and discourse markers, keywords, outlines.
- Provide examples and descriptions, not definitions.
- Use visuals, hands-on resources, gestures and graphic organizers.
- Provide content texts at multiple language proficiency levels.

Strategies

WHAT

Strategies have been described as "special thoughts or behaviors that individuals use to help them comprehend, learn or retain new information." (Chamot & O'Malley, 1994). Teachers model and scaffold strategies, working toward independent competence. Teachers also push students beyond content knowledge to higher order skills including critical analysis and inquiry.

WHY

Teaching explicit learning strategies improves reading and learning and helps ELLs acquire the tools they need to approach learning tasks and solve problems with assistance, as part of a team or independently.

HOW

Through careful modeling and scaffolding, teach a range of metacognitive, cognitive, and affective strategies, one at a time. Allow time for repeated practice so that students acquire procedural knowledge of one strategy before introducing another.

Interaction

WHAT

Sheltered lessons provide frequent opportunities for students to interact with different groups of peers and others.

WHY

To acquire language fluency, students need opportunities to produce real, purposeful language and to direct the course of conversations and arguments.

HOW

- Facilitate frequent pair and small-group activities centered around meaningful tasks.
- Model and assign tasks requiring turn-taking, questioning, supporting/disagreeing, clarification.

- Model and discuss ways of communicating respect.

Practice/Application

WHAT

English language learners have opportunities in the classroom to practice and apply the language skills and content knowledge they have acquired.

WHY

Trying out new knowledge and practicing new skills in a safe environment, supported by teacher and peer feedback, leads to mastery. Initially, students can reflect on and adjust their performance initially with assistance and ultimately independently.

HOW

- Provide hands-on materials for students to use in practicing new content knowledge.
- Provide opportunities for students to apply new knowledge and use language skills in the classroom.
- Create activities that call upon students to integrate listening, speaking, reading, and writing.

Lesson Delivery

WHAT

Throughout the lesson, learning activities support and reinforce the content and language objectives established at the beginning of the lesson. Students are actively engaged in the lesson activities. The lesson's pace is appropriate to the students' language ability levels.

WHY

Effective lesson delivery maximizes students' understanding, which increases student participation and enhances the quality of student work.

HOW

- Refer to and reinforce content and language objectives explicitly throughout the lesson.
- Engage students in meaningful activity 90-100% of the lesson.
- Keep the pace of the lesson challenging, but do-able, for all students. Be mindful that students' comfort level varies in terms of pace; use appropriate pacing strategies.

Review and Assessment

WHAT

Teachers of English language learners observe student performance systematically with regard to criteria established in the preparation phase. Both content-based products and language-related processes are taken into account.

WHY

Traditional whole-class methods of assessment may provide no way to showcase ELs' development. Assessment should be a continuous and interactive process between teacher and student.

HOW

In lieu of or in conjunction with discrete point and objective-style tests, assess through:

- Conferences
- Take-home reflections
- Oral retell
- Learning logs
- Graphic organizers
- Content inventory
- Cloze exercises
- Dictations

Use with a scoring guide or performance rubrics, aligned with learning objectives to collect evidence of content learning.

References:

Chamot, A. U., & O'Malley, J. M. (1994). *The CALLA handbook: Implementing the cognitive academic language learning approach*. Reading, MA: Addison-Wesley.

Echevarria, J., Vogt, M., & Short, D.J. (2004). *Making content comprehensible for English learners: The SIOP model* (2nd ed.). Boston: Pearson.

Freeman, D., & Freeman, Y. (1988). *Sheltered English instruction* (ERIC Digest ED301070). Retrieved January 2005 from <http://themoryhole.org/edu/eric/ed301070.html>

Appendix AW – Director of School Programs Evaluation Process & Instrument

Statement of Philosophy:

The evaluation of the Director of School Programs is a vital process toward creating and maintaining a healthy school organization. The school board accepts that organizational outcomes must be clearly and explicitly stated in order to; (1) ensure the Director understands what is expected of her/him; and (2) ensure the CTEA Board of Trustees understands what to expect of the Director. The Board also accepts that the evaluation process must be objective, based on targeted measures, and relies on information from sources that are qualified to provide feedback.

Definition of terms:

1. **Objective:** Targeted measures must be objective outcomes agreed upon by the entire board.
2. **Targeted:** Measured outcomes must be clearly stated at the beginning of the year (or cycle) and not be changed half-way through the evaluation process.
3. **Qualified:** People asked to provide evaluative comments must be qualified to do so. That is, they must have specific knowledge/experience of the Director's roles, responsibilities, and of her/his actions to achieve the measured outcomes.

Evaluation Assumptions:

- The CTEA board has the authority and responsibility to evaluate the Director. The Director's job description is a dynamic tool which clarifies expectations and provides authority.
- The Board may collect evaluative input from other entities that are qualified and objective.
- There is a productive working relationship between the Board and the Director.
- The evaluation process is based on a continuous improvement model.
- The Director provides information to the Board on the progress of CTEA goals throughout the year.
- The Board is looking for trends that show progress toward achieving CTEA goals.
- The greatest value in the evaluation process is the dialogue between the Board and Director about progress of the school.
- If there are a number of unacceptable areas identified in the evaluation process, the board needs to determine the next steps to address them, which may include implementing a corrective action plan.

Purpose:

The evaluation process and tools serve to:

- continuously improve the functioning of CTEA;
- clarify the expectations and authority of the Director;
- provide feedback to the Director regarding performance expectations in key areas;
- provide the groundwork for establishing future goals;
- strengthen the relationship between the Director and the Board.

Implementation Steps:

The CTEA Board of Trustees will follow the steps outlined below to carry out a fair and comprehensive Director evaluation process.

1. Decide whether the full Board or executive committee should customize and manage the process.

2. Review the Director evaluation instrument template.
3. Identify which outcome areas align with CTEA goals and will be the focus of the current annual evaluation cycle.
4. Customize the indicators in selected areas to meet CTEA expectations.
5. Align the Director's job description so he/she is provided with the authority to meet expectations.
6. Identify how the Board will provide input in the process and when it will be collected.
7. Identify who will collect and tabulate the input.
8. Train all input providers on how to complete the evaluation instrument.
9. Board members track information delivered during the year related to indicators.
10. Complete the evaluation instrument.
11. Tabulate the data.
12. The Board and the Director engage in dialogue about the results.
13. Use the results to inform future work and revise the Director contract.
14. Start the evaluation process again.

Director of School Programs Evaluation Instrument

Director: _____

Evaluator: ☐ Board Committee ☐ Board as a whole Date: _____

Performance Indicators

(Use the indicators below as examples and do not rate each one. These are listed only to help you in thinking about the standard.)

Indicators	Outcome Statements
Student Learning	<p>Students are making progress toward achieving outcomes identified by the board.</p> <p><u>Indicators:</u></p> <ol style="list-style-type: none"> 1. Specific progress is evident. 2. Student learning is defined based on the knowledge and skills necessary to be successful. 3. Data and information collected is reliable, valid, and believable. 4. Data is regularly presented and is communicated in understandable forms. 5. Data is used for future planning and improvement. 6. Effective methods of providing, monitoring, evaluating, and reporting student achievement are used. 7. Student learning indicators include measures beyond graduation. 8. Surveys generally demonstrate student satisfaction with their school program. 9. Preparing students for post-secondary education and/or entrance into the job market. 10. Data is disaggregated, analyzed, and explained. 11. Other:
<p>The Director has sufficient authority to achieve this standard? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>The Director's rating for this standard is:</p> <p><input type="checkbox"/> Unacceptable <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Good <input type="checkbox"/> Excellent <input type="checkbox"/> Outstanding</p>	
<p><u>Written Comments:</u></p> 	

Instruction	<p>Students receive the highest quality instruction.</p> <p><u>Indicators:</u></p> <ol style="list-style-type: none"> 1. Curriculum is aligned across the system. 2. Students are engaged in their work. 3. Instructional best practices are described and used. 4. Adopted programs are fully implemented and effectiveness regularly monitored. 5. Faculty and stakeholders are involved in the enhancement, renewal, and alignment of curriculum, instruction, and assessment. 6. Feedback about effective instruction is encouraged. 7. Professional development and teacher evaluation are focused on improving instructional practices. 8. Teachers understand and utilize knowledge about different learning styles and particular student needs. 9. Students and teachers work in an environment of shared respect and open feedback. 10. Other:
<p>The Director has sufficient authority to achieve this standard? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>The Director's rating for this standard is:</p> <p><input type="checkbox"/> Unacceptable <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Good <input type="checkbox"/> Excellent <input type="checkbox"/> Outstanding</p>	
<p><u>Written Comments:</u></p>	
Community Relations	<p>Community is satisfied with performance and supports the school</p> <p><u>Indicators:</u></p> <ol style="list-style-type: none"> 1. Parents communicate satisfaction with school experiences. 2. A community process exists to develop and implement a shared vision that focuses on improving student achievement. 3. Budgets are consistently supported by the community. 4. Community members are involved in school activities. 5. Students participate in community service learning activities. 6. A process is in place and followed to listen to and resolve complaints. 7. Other:
<p>The Director has sufficient authority to achieve this standard? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>The Director's rating for this standard is:</p> <p><input type="checkbox"/> Unacceptable <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Good <input type="checkbox"/> Excellent <input type="checkbox"/> Outstanding</p>	
<p><u>Written Comments:</u></p>	

Human Resources	<p>The environment supports the staff performing their best work.</p> <p><u>Indicators:</u></p> <ol style="list-style-type: none"> 1. Staff are treated fairly. 2. Teachers work effectively within their classroom, throughout the school, across district schools, and with the community. 3. Operations are clearly defined, communicated, and implemented. 4. Personnel contracts are adhered to. 5. Effective collective bargaining strategies advance and promote student learning. 6. Other:
<p>The Director has sufficient authority to achieve this standard? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>The Director's rating for this standard is:</p> <p><input type="checkbox"/> Unacceptable <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Good <input type="checkbox"/> Excellent <input type="checkbox"/> Outstanding</p>	
<p><u>Written Comments:</u></p>	
Policy	<p>Policies are adhered to and administrative procedures are followed.</p> <p><u>Indicators:</u></p> <ol style="list-style-type: none"> 1. The Director serves as a resource to the board in developing, adopting, and updating policies. 2. Procedures are developed and available to the board, staff, students, and the public. 3. Procedures are aligned with board policy and comply with all laws, rules, and regulations. 4. Procedures are reviewed and revised periodically. 5. Legal counsel is judiciously used to proactively prevent /respond to civil and criminal liabilities. 6. The Director understands the system of public school governance and differentiates between the policy making and administrative roles. 7. Other:
<p>The Director has sufficient authority to achieve this standard? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>The Director's rating for this standard is:</p> <p><input type="checkbox"/> Unacceptable <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Good <input type="checkbox"/> Excellent <input type="checkbox"/> Outstanding</p>	
<p><u>Written Comments:</u></p>	

Finances	<p>The district is an effective steward of financial resources.</p> <p><u>Indicators:</u></p> <ol style="list-style-type: none"> 1. Budgets reflect district goals for student achievement. 2. District expenses do not exceed revenues. If this occurs, a plan is developed and presented to the board for remediation within an acceptable timeline. 3. Finances are managed in accordance with GASBE and GAAP standards. 4. The annual audit shows no material deficiencies and audit recommendations are effectively implemented. 5. Multi-year budget plans are used for planning purposes. 6. Other:
<p>The Director has sufficient authority to achieve this standard? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>The Director's rating for this standard is:</p> <p><input type="checkbox"/> Unacceptable <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Good <input type="checkbox"/> Excellent <input type="checkbox"/> Outstanding</p>	
<p><u>Written Comments:</u></p>	
Facilities	<p>The district is a good steward of capital resources.</p> <p><u>Indicators:</u></p> <ol style="list-style-type: none"> 1. All buildings meet safety, health, and construction codes. 2. Facilities and equipment are not subject to improper wear or insufficient maintenance. 3. Multi-year plans for maintenance, repairs, and facility upgrades are in place. 4. Ongoing inspection and reporting systems are utilized. 5. Other:
<p>The Director has sufficient authority to achieve this standard? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>The Director's rating for this standard is:</p> <p><input type="checkbox"/> Unacceptable <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Good <input type="checkbox"/> Excellent <input type="checkbox"/> Outstanding</p>	
<p><u>Written Comments:</u></p>	

Board Relations	<p>The Director fosters a relationship of mutual respect and support.</p> <p><u>Indicators:</u></p> <ol style="list-style-type: none"> 1. The Director assists the board in developing clear policies that meet federal and state requirements. 2. The Director understands and communicates legal liability to the district. 3. The Director supports the board chair to maximize the effectiveness of board operations. 4. The Director regularly informs the board about the business of the district and alerts the board about critical issues and areas that may have impact on the district. 5. The Director maintains a future-focus on emerging trends and research. 6. The Director follows agreed upon board-Director guidelines. 7. The Director meets deadlines and follows up on commitments and assignments. 8. Other:
<p>The Director has sufficient authority to achieve this standard? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>The Director's rating for this standard is:</p> <p><input type="checkbox"/> Unacceptable <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Good <input type="checkbox"/> Excellent <input type="checkbox"/> Outstanding</p>	
<p><u>Written Comments:</u></p>	
Safety	<p>Students, staff, and community members are physically and psychologically safe in the school.</p> <p><u>Indicators:</u></p> <ol style="list-style-type: none"> 1. The Director creates and implements practices and procedures that promote safe school environments. 2. A school-based climate of tolerance, acceptance, and civility are in place and continually monitored. 3. Crisis plans exist and are routinely practiced. 4. Parents, staff, and students report feeling physically and emotionally safe and respected in school. 5. Other:
<p>The Director has sufficient authority to achieve this standard? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>The Director's rating for this standard is:</p> <p><input type="checkbox"/> Unacceptable <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Good <input type="checkbox"/> Excellent <input type="checkbox"/> Outstanding</p>	
<p><u>Written Comments:</u></p>	
Communication	<p>The Director promotes two-way communication with students, staff,</p>

	<p>parents, and the community as a whole, including building effective relationships with the media.</p> <p><u>Indicators:</u></p> <ol style="list-style-type: none"> 1. Communication systems are in place that effectively keeps all parties informed. 2. Systems are in place to monitor internal and external perceptions of the district. 3. Involvement of all stakeholders is promoted. 4. The Director demonstrates effective communication skills in formal and informal settings. 5. Other:
<p>The Director has sufficient authority to achieve this standard? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>The Director's rating for this standard is:</p> <p><input type="checkbox"/> Unacceptable <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Good <input type="checkbox"/> Excellent <input type="checkbox"/> Outstanding</p>	
<p><u>Written Comments:</u></p>	
<p>Ethics</p>	<p>The district operates in an ethical manner.</p> <p><u>Indicators:</u></p> <ol style="list-style-type: none"> 1. The Director manifests a professional code of ethics and demonstrates personal integrity. 2. The Director models accepted moral and ethical standards in all interactions. 3. The Director explores and develops ways to find common ground in dealing with difficult and divisive issues. 4. The Director promotes opportunities for growth in professional competence for staff, administrators, and self. 5. Moral and ethical practices are established and followed in every classroom, school, and throughout the district. 6. Other:
<p>The Director has sufficient authority to achieve this standard? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>The Director's rating for this standard is:</p> <p><input type="checkbox"/> Unacceptable <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Good <input type="checkbox"/> Excellent <input type="checkbox"/> Outstanding</p>	
<p><u>Written Comments:</u></p>	

Appendix AX – Other Administrators Evaluation Instrument

CTEA – Other Administrator Evaluation Form

Name _____ Date _____

Position _____

Complete all sections relevant to the responsibilities of this position.

Performance Rubric

- Exceeds expected performance levels; Completes responsibilities at high levels of proficiency.
- Meets expected performance levels; Completes most responsibilities at a moderate level of proficiency.
- Does not meet expected performance levels; often fails to complete responsibilities at expected levels of proficiency

I. INSTRUCTIONAL LEADERSHIP – Demonstrates the ability to influence the instructional program in positive ways.

A. Visionary Leadership – Demonstrates the ability to develop, articulate, and use a vision of excellence. For example:

- _____ Presents evidence that the vision is a shared vision;
- _____ Uses the vision to guide and define decisions;
- _____ Maintains a steady flow of two-way communications to keep the vision alive and important.

B. Curriculum Design and Development – Demonstrates the ability to ensure that the curriculum of the school is designed to promote high student achievement and sound personal growth. For example:

- _____ Leads the faculty and community in a thorough understanding of the relationship between the learning needs of students and content standards;
- _____ Ensures that there is an appropriate and logical alignment between the curriculum of the school and the state's accountability program;
- _____ Ensures that appropriate differentiation in curriculum and instruction is available to those students with exceptional needs.

C. Instruction Effectiveness– Demonstrates the ability to facilitate instructional practices that will lead to high student performance and to a safe, orderly, and caring environment. For example:

- _____ Manages time to be an instructional leader as a priority;
- _____ Provides targeted and challenging professional development activities designed to improve teachers' strengths in reaching all students;
- _____ Arranges for teachers to teach in settings and circumstances that draw on their strengths and highest abilities.

D. Assessment and Evaluation – Demonstrates a commitment to using information to promote sound instructional practices. For example:

- _____ Uses data collected from state and local testing and assessment programs to develop formative instructional strategies to improve the effectiveness of daily classroom instruction;
- _____ Monitors student achievement throughout the year, using both classroom and testing data to assess progress;
- _____ Monitors classroom performance on a regular basis, offering pathways to improved student performance through improved teaching .

E. Results Oriented– Demonstrates the ability to have students achieve at expected levels of performance or beyond. For example:

- _____ Implements a system of performance indicators that guide the school staff in benchmarking performance against similar institutions on a local, state, and national scale;
- _____ Produces student achievement results that are commensurate with basic principles of the state's accountability system;
- _____ Communicates the results of his/her leadership to appropriate audiences and constituencies.

F. Locally Identified Instructional Leadership Standards.

II. ORGANIZATIONAL LEADERSHIP – Demonstrates the ability to create and sustain an organizational culture that promotes high standards and expectations.

A. Climate – Communicates a commitment to high expectations for student and teacher performance. For example:

- _____ Provides and promotes a climate for learning that is safe and orderly;
- _____ Creates an organizational climate that provides rewards and incentives for accomplishment;
- _____ Monitors student performance on a continuous basis;
- _____ Communicates a commitment to the dignity and a contribution of all cultures;
- _____ Uses professional meeting times in the school to reinforce commitments to high performance standards.

B. Empowerment – Finds pathways and opportunities for teachers and others to make the best contributions they are capable of making for themselves and to the school. For example:

- _____ Involves stakeholders in decisions affecting schools;
- _____ Shares responsibility to maximize ownership and accountability.

C. Communications – Ensures commitment through practice the maxim that knowledge is power, to be shared and distributed to others. For example:

- _____ Keeps appropriate audiences and constituencies informed about the school and its functions;
- _____ Stays well informed about professional issues and shares this information with appropriate groups.

D. Continuous improvement – Creates an environment where students, teachers, and parents understand and accept the “doctrine” of continuous improvement. For example:

_____ Uses data driven theories of management to benchmark performance indicators against exemplary practices outside the school;

_____ Acts in an entrepreneurial manner to support continuous improvement.

E. Other Identified Organizational Leadership Standards.

III. MORAL/ETHICAL LEADERSHIP – Administrators, as well as those they serve, constantly face situations and circumstances that might require them to make a difficult decision. Moral/ethical leadership is about making appropriate choices for the right reasons. For example:

A. Commitment to others – Ensures that the purposes of schooling and the people in the school are working in harmony. For example:

_____ Creates and sustains a nurturing and caring environment;

_____ Maintains a learning environment designed to help others be as successful as they choose to be.

B. Professional Ethics – Models the qualities of fairness, equity, integrity, and honesty in professional dealings with others. For example:

_____ Demonstrates an adherence to a personal and professional code of ethics;

_____ Accepts responsibility for school, department, and/or personal outcomes.

C. **Respect for Diversity** – Accepts as valued all of the people and cultures represented in the school and by the community at large. For example:

_____ Uses a wide range of opportunities to celebrate the diverse cultures, both those that is included among the school community and those outside the school;

_____ Ensures that established policies and procedures are in place and enforced equitably for all participants in the school.

D. **Responsibility** – Accepts responsibility for his/her actions and decisions. Does not seek to blame others for the consequences of his/her actions. For example:

_____ Opens the school to public scrutiny;

_____ Devotes time and energy to the position.

E. **Other Locally Identified Moral/Ethical Leadership Standards.**

IV. MANAGERIAL LEADERSHIP – Effective schools require good management as well as good leadership. Effective management ensures that the operational processes in the school are effective and efficient. For example:

A. **Law and Policy** – Understands and enforces both law and policy consistently. For example:

_____ Develops and distributes student and faculty handbooks that are consistent with the school's vision and goals, local school board policy, and state law and policy;

_____ Applies laws and procedures fairly, wisely, and considerately.

B. **Resource Management** – Understands the resources available to the school and uses them wisely. For example:

- _____ Uses fiscal resources efficiently and effectively to provide the materials and people needed to help the school be effective;
- _____ Uses space effectively to support both the instructional program and the ancillary functions of the school as well;
- _____ Has an effective staffing plan, where people contribute their best efforts to the school's success;
- _____ Provides for effective supervision of school support services and classified staff;
- _____ Uses time resources well to facilitate high student and teacher performance.

C. Personnel Management – Understands how to select, induct, develop, evaluate, and retain personnel who assist the school in accomplishing its purposes and mission. For example:

- _____ Uses sound and effective principles for selecting new staff, both professional and classified;
- _____ Spends time ensuring that new hires are properly brought into the school's culture successfully;
- _____ Provides specific guidance for teachers trying to solve instructional problems;
- _____ Helps new teachers gain expertise and confidence in their teaching;
- _____ Works with experienced teachers to help them continue to grow and develop as accomplished professionals;
- _____ Uses performance as a means to help others improve continuously;
- _____ Properly differentiates the standards of performance evaluation for different ranges of experience and expertise;

_____ Actively creates or develops programs that enable the school to support and retain the teachers who should be retained.

D. Information Management – Ensures that another's need to have information is their personal assurance that others will receive the information they need. For example:

_____ Provides appropriate and timely feedback to all affected constituencies and clients;

_____ Ensures that people who require information to perform effectively receive it in a timely manner;

_____ Uses appropriate technological tools to manage and manipulate instructional information;

_____ Submits accurate records and reports on time;

E. Student Behavior Management – Ensures that the school manages student conduct to facilitate maintaining a safe and orderly school climate conducive to high student performance. For example:

_____ Develops procedures for dealing with student misconduct that are prompt, fair, and reasonable;

Develops and enforces a code of student conduct in a firm, fair, and consistent manner;

_____ Handles student discipline problems with a level of responsiveness appropriate to the severity of the problem;

_____ Develops and monitors a safe school plan, anticipating potential trouble spots and dealing with them in advance;

F. Other Locally Identified Instructional Leadership Standards.

Director's Signature _____

Date _____

Employee Signature _____

Date _____

Appendix AY – Evaluation Policy

Chief Tahgee Elementary Academy Evaluation Policy

Evaluation of Certified Personnel

CTEA has a firm commitment to the performance evaluation of school personnel, whatever their category and level, through the medium of a formalized system. The primary purpose of such evaluation is to assist personnel in professional development, individual improvement, personnel improvement, and in achieving CTEA goals. The procedures outlined in this document apply to certificated personnel, unless a negotiated procedure in a collective bargaining agreement provides otherwise.

CTEA's evaluation process is both formative and summative and based, in part, on the work of Charlotte Danielson as presented in Enhancing Profession Practice: A Framework for Teaching, 2nd Edition, 2007. Ms. Danielson's research provides the elements of effective instruction that most often lead to improved student achievement. CTEA's criteria also utilizes concepts from Teacher Expectations and Student Achievement (TESA), the work of Robert Marzano and other research-based teaching and learning methodologies. Chief Tahgee Elementary Academy will identify "proficiency" of certificated employees through evaluation rubrics, parent input through its Parent School Climate Survey, and will tie at least fifty percent (50%) of teacher and administrator evaluations to growth in student achievement.

Objectives and Criteria

The formal performance evaluation system is designed to:

- Maintain or improve each employee's job satisfaction and morale by letting him/her know that the supervisor is interested in his/her job progress and personal development.
- Serve as a systematic guide for supervisors in planning each employee's further training.
- Assure considered opinion of an employee's performance and focus maximum attention on achievement of assigned duties.
- Assist in determining and recording special talents, skills, and capabilities that might otherwise not be noticed or recognized.
- Assist in planning personnel moves and placements that will best utilize each employee's capabilities.
- Provide an opportunity for each employee to discuss job problems and interests with his/her supervisor.
- Assemble substantiating data for use as a guide, although not necessarily the sole governing factor, for such purposes as wage adjustments, promotions, disciplinary action, and termination.

Responsibility

The **Director** has the overall responsibility for the administration of the Performance Evaluation Program and will ensure the fairness and efficiency of its execution, including:

- The distribution of proper forms in a timely manner.

- Ensuring completed forms are returned for file by a specified date.
- Reviewing forms for completeness.
- Identify discrepancies.
- Ensuring proper safeguard and filing of completed forms.

The **Director** is the employee's "evaluator," in conjunction with the selected and trained evaluation team, and has the responsibility for:

- Continuously observing and evaluating an employee's job performance.
- Holding periodic conferences with each employee to discuss job performance.
- Completing Performance Evaluation Forms as required.

The certified employee evaluation procedures in this plan are not intended to limit an administrator's additional supervisory responsibilities. The certified employee evaluation procedures in this plan are not intended to limit or invalidate a certified employee's rights to due process as defined in existing District policy and procedures, the Master Contract and Idaho Code.

The primary responsibility for monitoring the accurate implementation of the District's evaluation plan and for providing on-going training to new employees (both instructional and administrative) lies with the Director or his/her designee.

Procedures

Professional Growth Plan – Awareness and training will be provided about the evaluation process and timeline by the Director within 30 days after the school year begins and the month prior to the second semester of the school year. All certificated staff members will review the evaluation model and procedures and submit a written annual professional growth plan to the Director no later than the fourth week of the school year.

First 2 years of employment: A comprehensive evaluation will be completed twice during the school year. This evaluation will be completed with the first 60 days of each semester.

3rd and 4th years of employment: A comprehensive evaluation will be completed at least once during the school year but no later than February 15th.

After the 4th year of employment: A comprehensive evaluation will be completed at least once every three years, but not later than February 15th of the school year in which the educator is being evaluated. All teachers will receive a minimum of one unscheduled observation each year.

Observation

A formal lesson observation must consist of a minimum of 30 minutes of uninterrupted classroom observation or one complete lesson, whichever is greater. The formal lesson observation may be prearranged or unannounced by the evaluator.

Observation Rubrics

Observation rubrics used in the CTEA Certified Employee Evaluation Program are completed annually for all certified employees. The Director will maintain copies of these rubrics and will give the originals

to the employee following the post observation conference. The certified employee may request that a copy of the rubrics be attached to the summative evaluation for inclusion in his/her personnel file. (If a certified employee is on an improvement plan or formal probation plan, the evaluator is legally required to maintain a file including observation notes and forms for the duration of the improvement or probationary period.)

The Certified Staff Evaluation Summary

An original, signed copy of the Certified Employee Evaluation Summary will be completed and filed annually in each employee's personnel file in the CTEA Office. The evaluator is required to include written comments on the Certified Employee Evaluation Summary form describing the criteria resulting in any element being marked as "needs improvement" or "unsatisfactory." Positive comments describing employee performance may also be included on the summary form.

Post Observation Reflection Form

This form is to be completed by the employees following each formal observation period. The completed form is to be given to the evaluator at least 1 day prior to the scheduled post conference and is to be used to help focus the discussion at that conference. The evaluator will not maintain copies of the teacher's comments found on this form and will return the form and all copies to the teacher following the post conference.

The Post Conference

The post-conference must be held within 5 teaching days of the formal observation, unless waived by both the teacher and the evaluator. Copies of the observation report and the evaluation summary shall be given to the certified employee either at the meeting or within 5 working days thereafter.

Rebuttal

The certified employee may submit a written rebuttal to the evaluation summary and have it attached to the summary to be placed in his/her district employment file. The rebuttal shall be initialed by both the employee and the evaluator to signify mutual awareness of the contents. The employee has seven (7) days to make written response to the summative evaluation

Peer Assistance

Peer assistance will be offered by the Director whenever a certified employee is placed on formal probation. A written and signed statement shall be placed in the employee's file if this assistance is declined. No information from the peer assistant regarding the performance of the employee may be included in the employee's summative evaluation report. Any Professional Development Plan or Improvement Plan may include peer assistance, mentoring or instructional coaching.

Professional Development Plan: The Professional Development Plan is a form to be completed annually by all certified employees. This plan, to be completed in collaboration with the evaluator, will focus and direct the certified staff employee's professional growth until the observation / evaluation cycle has been completed. The plan may be adjusted or rewritten at any time. This completed plan will be due by May 1st. PDA goals must be mutually agreed upon by both the teacher and administrator within the first 60 days of the beginning of the school year.

Action

Should any action be taken as a result of an evaluation to not renew an individual's contract or to renew an individual's contract at a reduced rate, the District will comply with the requirements and procedures

established by State law as outlined in Sections 33-513 through 33-515 of Idaho Code in order to assure the due process rights of all personnel.

Professional Development Plan Budget

The results of data analysis are used to determine the identified areas of focus for professional development activities and the estimated allocation of funds. Funding for professional development is coordinated among federal, state and local sources to accomplish priority activities for schools and the district. Program supervisors collaborate on needs and contribute fund sources that comply with their regulations to provide training opportunities. These may include but not be limited to district-wide, school, and individual initiatives through workshops, classes, online training, learning communities, action research, coaching/mentoring, conference participation, multiple training sessions, follow up, etc.

Certified Employee Evaluation Plan Procedures for Improvement

Verbal Correction

Prior to receiving a mark of “needs improvement” in any element, the evaluator will provide a verbal warning, along with observable expectations for improvement and reasonable time to remediate.

Needs Improvement

The evaluator is required to include written comments on the Evaluation Summary describing the criteria resulting in any element being marked as “needs improvement.”

When an employee receives written notice on an evaluation that his/her performance in one or more elements is deemed to “need improvement,” a Professional Development Plan focused on improvement in those elements **may** result. The employee will be encouraged to dedicate focused efforts to improve prior to the next observation cycle. Failure to show improvement in those elements on subsequent cycles **may** result in advancing to an “unsatisfactory” status.

Unsatisfactory Determination

No employee shall receive a mark of “unsatisfactory” without having first received a “needs improvement” in the same element on the preceding evaluation unless there is compelling evidence or a justification to do so.

The evaluator is required to include written comments on the Evaluation Summary describing the criteria resulting in any element being marked as “unsatisfactory.” Whenever an employee receives an evaluation on which his/her performance in one or more elements is deemed to be “unsatisfactory” by the evaluator, a Professional Development Plan or Formal Improvement Plan shall be developed in close collaboration with the evaluator. The plan shall focus on the area(s) that were deemed to have been “unsatisfactory” on the observation report. The plan duration is recommended to be from 6 to 9 weeks.

Repeat Unsatisfactory Determination (Formal Improvement Plan)

Whenever an employee receives a second evaluation on which his/her performance is deemed to be “unsatisfactory” in the same element(s) as cited in the previous evaluation **or** whenever an employee receives a third consecutive evaluation citing **any** performance element as “unsatisfactory”, the employee will be placed on a Formal Improvement Plan (duration to be determined by the evaluator).

The Formal Improvement Plan will focus on the area(s) that were deemed to have been “unsatisfactory” on the evaluation. If the employee successfully completes the Formal Improvement Plan, he/she will be

returned to Professional Development Plan status for, minimally, the next formal evaluation cycle. If the teacher has not completed the Formal Improvement Plan successfully, and if the evaluator has met the administrative support responsibilities cited in the Improvement Plan, the teacher may be advanced to Formal Probation by the School Board of Trustees, upon the recommendation of the evaluator. A certified employee may be placed on formal probation and/or terminated when such action is determined to be criminal, grossly negligent and/or violates the Code of Ethics for Idaho Professional Educators.

Formal Probation

The Formal Probation Plan will focus on those elements requiring improvement. Successful completion of the Probation Plan will result in a return to Professional Development Plan status for, minimally, the next formal evaluation cycle. Failure to successfully complete the Formal Probation Plan will result in the evaluator recommending to the School Board of Trustees non-renewal or termination of the employee. According to District policy and State code, a final determination of non-renewal or termination requires approval by the Board of Trustees.

Meta-evaluation

Meta-evaluation is "the evaluation of evaluations - indirectly, the evaluation of evaluators - and represents an ethical as well as a scientific obligation when the welfare of others is involved. The concept of meta-evaluation has been recognized as a means to increase the quality, validity, and effectiveness of internal and external quality assessment. CTEA meta-evaluation standards consist of 1) validity; 2) utility; 3) ethicality; 4) credibility; and 5) cost-effectiveness. Meta-evaluation should be part of an open dialogue between various parties in the evaluation process. Making evaluation as transparent as possible enhances the preconditions of organizational learning through meta-evaluation.

Chief Tahgee Elementary Academy's evaluation committee, consisting of all stakeholders (teacher, board member, parent, administrator, cultural liaison, fluent language speaker) will meet annually and on an as need basis to review the teacher evaluation plan, the professional development plan, and assess ongoing training needs for teachers and administrators on the evaluation model. The Director will review committee and staff input and conference twice annually with staff to monitor and evaluate the teacher evaluation model. Ongoing training and professional development for administrators and teachers in the districts evaluation model and policy will be funded with a combination of federal, state and local resources.

Evaluation Professional Development

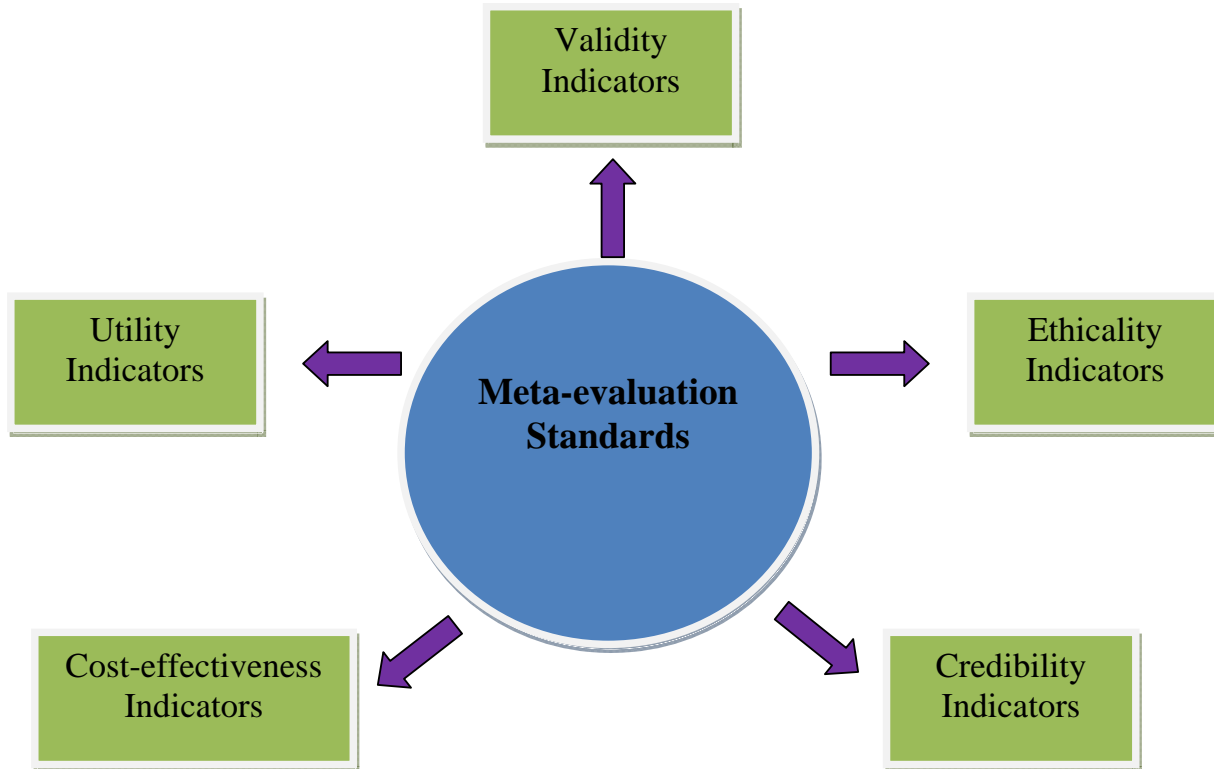
Ongoing, consistent, high quality training and professional development for administrators in evaluation methods and processes will be provided at least annually and as needed through available, workshops, seminars, consortia, and university course offerings.

Ongoing training and professional development for administrators and teachers regarding CTEA's evaluation standards, tools, and process will be provided bi-annually, during the first month of the school year, the month prior to the second semester, and on an as needed basis.

Ongoing professional development for administrators in evaluation methods and processes and for administrators and teachers on CTEA's evaluation standards, tools, and process will be funded through a combination of federal, state and local resources, to include but not limited to Title II Part A funds.

Appendix AZ – Meta-Evaluation Rubric

Chief Tahgee Elementary Academy has adopted the following meta-evaluation rubric to guide the meta-evaluation process. For each rubric item rated less than strongly agree, the meta-evaluation team will provide recommendations for improvement. Recommendations for improvement also will be made for any item from the Meta-evaluation Rubric that was not adequately addressed.



Evaluation Guidelines	0 - Not Addressed	1 - Strongly Disagree	2 - Disagree	3 - Agree	4 - Strongly Agree
Validity – The evaluation process manages documentation, analyzes the context, defines evaluation goals, and is designed effectively, so that the evaluation can be verified accurately and the quality of collection, analysis, interpretation, and conclusions provide valid and reliable results.					
1. Evaluation ensures that intended evaluation goals are clear.					
2. Evaluation analyzes how the context may affect implementation of the evaluation program.					

3. Evaluation estimates the program's potential to meet its goals.					
4. Evaluation determines upfront what data will be collected to determine if evaluation goals are attained.					
5. Evaluation outlines upfront the process for collecting data.					
6. Evaluation has plans to prepare and present clear and meaningful evaluation reports.					
7. Evaluation is systematic across all relevant levels of the education system.					
8. Evaluation is systematic across all relevant levels of the education system.					
9. Evaluation includes information on multiple levels.					
10. Evaluation purpose and processes are clearly defined.					
11. Evaluation design is comprehensive and research-based.					
12. Evaluation includes a systematic process for analysis of document sources.					
13. Evaluation employs reliable, verifiable, and quality information.					
14. Evaluation includes a systematic process for analysis of the data.					
15. Evaluation produces justifiable interpretations and conclusions.					
16. Evaluation report discloses both positive and negative results.					
17. Evaluation produces fair results.					
18. Evaluation results are verifiable.					
Utility – The evaluation is useful for stakeholders; the evaluation is judged, reported clearly, disseminated in time, and guided for improving plan.					
1. Evaluation assesses the value of teacher and Director evaluation goals to stakeholders.					
2. Evaluation gathers and analyzes evidence of participants' reactions.					
3. Evaluation gathers and analyzes evidence of participants' learning.					
4. Evaluation gathers and analyzes evidence of organization support and change.					

5. Evaluation gathers and analyzes evidence of participants' use of new knowledge and skills.					
6. Evaluation gathers and analyzes evidence of student engagement.					
7. Evaluation results are presented in forms that can be understood by all stakeholders.					
8. Evaluation identifies and includes participation from representatives of all stakeholder groups, including teachers, board members, parents, administrators, cultural liaisons, and fluent language speakers.					
9. Evaluation plan identifies a timeline and period for the evaluation process.					
10. Evaluation contains a valid data collection technique.					
11. Evaluation provides useful results to all stakeholders.					
12. Evaluation report provides the necessary clarifications to be understood by all stakeholders.					
13. Evaluation report is comprehensible to all stakeholders.					
14. Evaluation is conducted and reported in a timely manner.					
15. Evaluation report is disseminated to all stakeholders in a timely manner.					
Ethicality - The evaluation contains established and suitable assessment procedures that treat individuals with respect and protect human rights; the evaluation process is complete and fair.					
1. Evaluation results are ethically and respectfully communicated to all stakeholders.					
2. Evaluation provides a continuous improvement plan for quality of the evaluation process.					
3. Evaluation process includes formal agreements between the school and evaluatees.					
4. Evaluation report discloses limitations of the evaluation process and plan.					
5. Evaluation process sufficiently protects human rights.					

6. Evaluation process is a complete and fair assessment.					
7. Evaluation process is standards based.					
Credibility - The evaluation includes competent assessors and no conflicts of interest exist.					
1. Evaluation process includes well-trained competent evaluators.					
2. Evaluators possess well-developed communication skills.					
3. Evaluation process is competently managed.					
4. Evaluation is free from any conflict of interest.					
Cost-effectiveness - The evaluation is the worth the invested resources and is based on ethical, established accountability practices.					
1. Evaluation resources are competently managed.					
2. Evaluation demonstrates budget accountability.					
Recommendations					
Utility:					
Ethicality:					

Credibility:
Cost-effectiveness:
Utility:

Appendix BA – Professional Development Meta-Evaluation Rubric

Chief Tahgee Elementary Academy has adopted the following professional development meta-evaluation rubric to guide the meta-evaluation process. For each rubric item rated less than strongly agree, the meta-evaluation team will provide recommendations for improvement. Recommendations for improvement also will be made for any item from the Professional Development Meta-evaluation Rubric that was not adequately addressed.

Evaluation Guidelines	0 - Not Addressed	1 - Strongly Disagree	2 - Disagree	3 - Agree	4 - Strongly Agree
1. Evaluation ensures that intended PD goals are clear.					
2. Evaluation assesses the value of PD goals to stakeholders.					
3. Evaluation analyzes how the context may affect implementation of the PD program.					
4. Evaluation estimates the program's potential to meet its goals.					
5. Evaluation determines upfront what data will be collected to determine if PD goals are attained.					
6. Evaluation outlines upfront the process for collecting data.					
7. Evaluation gathers and analyzes evidence of participants' reactions.					
8. Evaluation gathers and analyzes evidence of participants' learning.					
9. Evaluation gathers and analyzes evidence of organization support and change.					
10. Evaluation gathers and analyzes evidence of participants' use of new knowledge and skills.					
11. Evaluation gathers and analyzes evidence of student engagement.					
12. Evaluation has plans to prepare and present clear and meaningful evaluation reports.					
13. Evaluation is systematic across all relevant levels of the education system.					

14. Evaluation is informed by multiple sources of data.					
15. Evaluation includes information on multiple levels.					
16. Evaluation results are presented in forms that can be understood by all stakeholders.					
Recommendations					

April 5, 2012

Appendix BB – Proposed Locations for CTEA



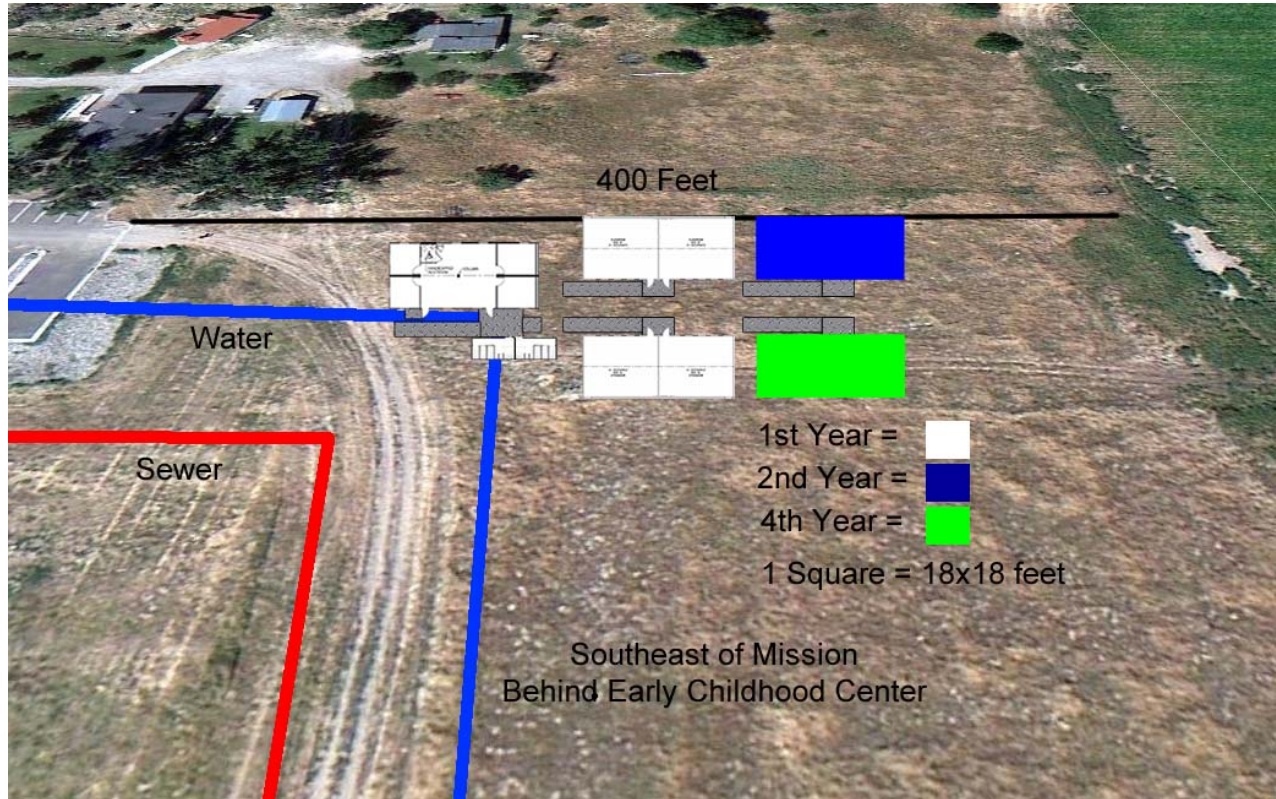
April 5, 2012

Location A – Behind Early Childhood Development Center



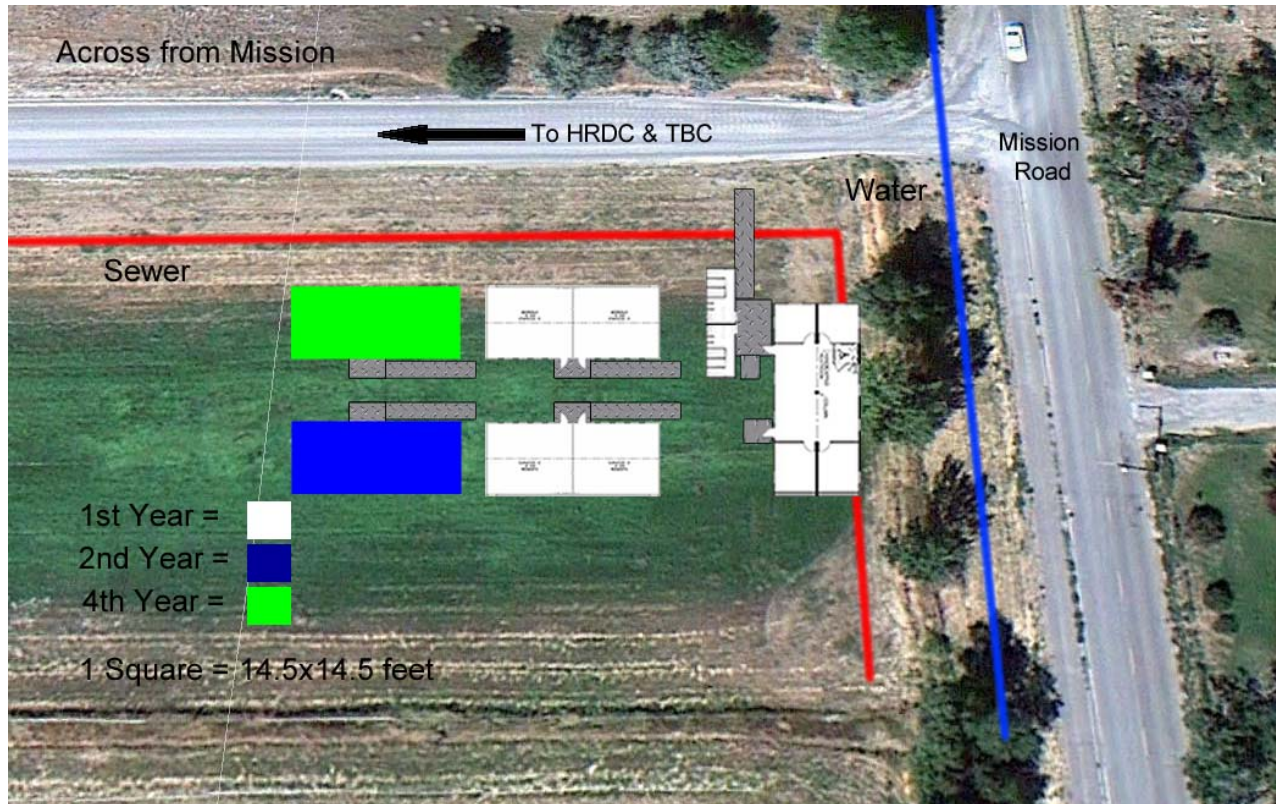
April 5, 2012

Location B – South of Mission/North of Early Childhood Development Center



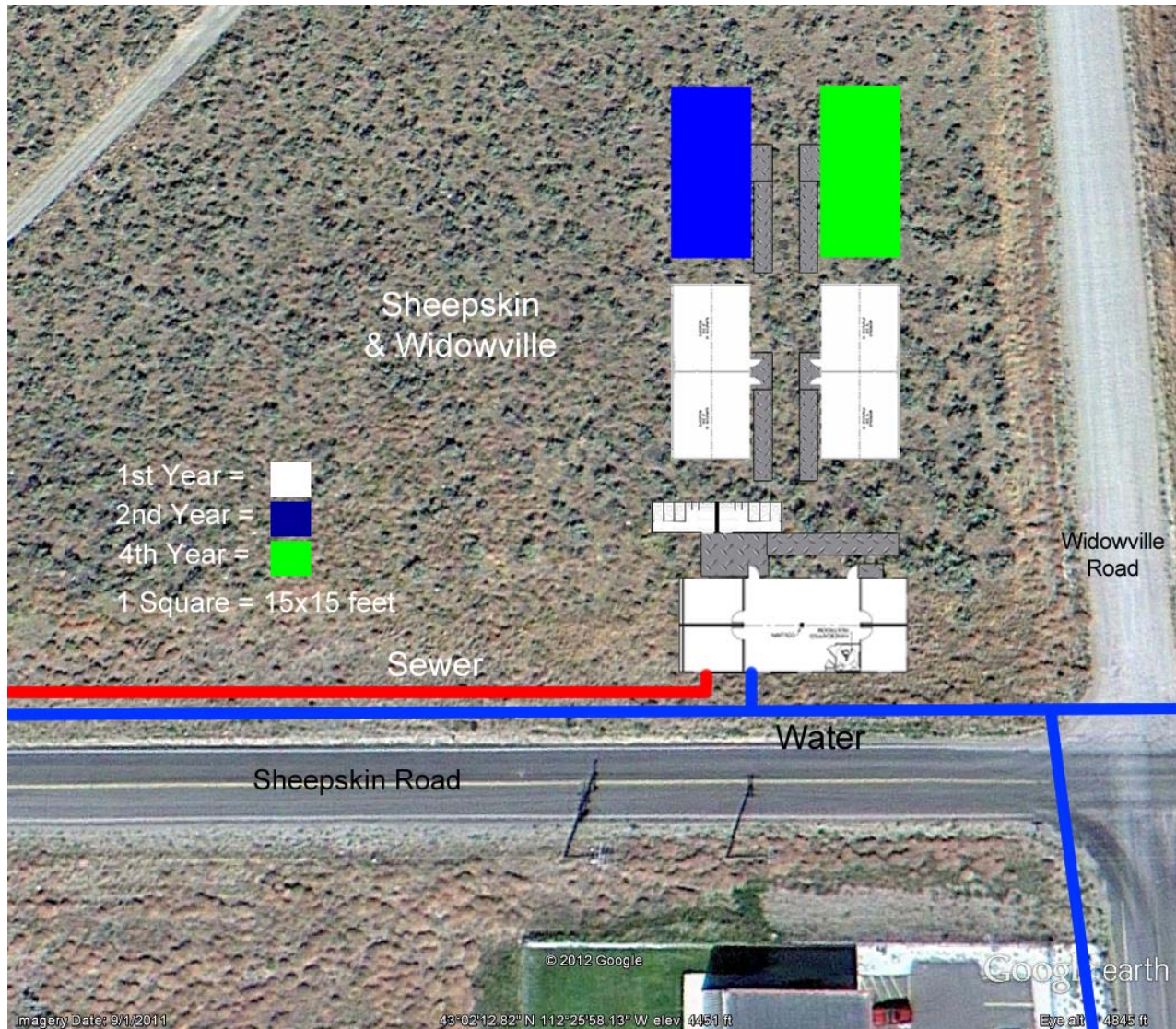
April 5, 2012

Location C – Across from Mission Toward FHBC & HRDC



April 5, 2012

Location D – Corner of Sheepskin & Widowville Roads



April 5, 2012



R. Scott Reese – Chairman
reeses2@msn.com
(208) 785-1911

Peter A. Lipovac – Vice Chair
peter.lipovac@gmail.com
(208) 785-4790

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marlmary@d55.k12.id.us
(208) 785-2585

BLACKFOOT SCHOOL DISTRICT NO. 55

Board of Trustees

270 East Bridge Street, Blackfoot ID 83221
Phone: (208) 785-8800 FAX: (208) 785-8809

Idaho Public Charter School Commission
PO Box 83720
Boise, ID 83720-0037

January 26, 2012

Dear Commissioners,

The Blackfoot School District #55 Board of Trustees is officially referring the Chief Tahgee Elementary Academy charter petition to you as of January 26, 2012. It is the opinion of the Board that we have done our due diligence and acted with reasonable and good faith effort in reviewing the CTEA petition and working with the CTEA petitioners and Board of Trustees; however, both organizations feel that the Idaho Charter School Commission would be the more appropriate authorizing entity.

In compliance with IDAPA 08.02.04.206, a written notice acknowledging receipt of the petition was sent to the petitioners on November 29, 2011, at which time the thirty (30) signatures from qualified electors from the attendance area were verified. Another written notice acknowledging receipt of the completed sufficiency review and petition was sent on January 24, 2012. Many face-to-face conversations have been held with the CTEA petitioners and Board members regarding the charter petition since that time; moreover, members of the Blackfoot School Board have attended CTEA School Board meetings on numerous occasions prior to the submission of their petition. A notice of public meeting was posted for our regularly scheduled meeting on January 26, 2012, at which time a discussion between both school boards occurred. We feel that sufficient time has spent in negotiations with CTEA and reviewing their charter petition and sufficiency review.

We sincerely appreciate all the hard work you do on behalf of our students and acknowledge your dedication to improving education throughout Idaho. If there is anything else we can provide, please feel free to contact us.

Best regards,

R. Scott Reese
Scott Reese, Chairman

by *Peter A. Lipovac*
Vice-Chair

April 5, 2012



IDAHO PUBLIC CHARTER SCHOOL COMMISSION

650 W. State Street • P.O. Box 83720 • Boise, ID 83720-0037
208/334-2270 • FAX: 208/334-2632
e-mail: charter@osbe.idaho.gov

March 21, 2012

Blackfoot School District 55
Board of Directors
270 East Bridge Street
Blackfoot, ID 83221

Dear Blackfoot School District Board of Directors:

As you know, the Public Charter School Commission (PCSC) will soon be holding hearings regarding two, public charter school petitions that were referred to the PCSC by your board. Additionally, the PCSC will consider a proposed amendment from Blackfoot Charter Community Learning Center (BCCLC) to increase its enrollment from 300 to 600 students in grades K-5 over the next 7 years.

Due to the likely passage of House Bill 481, we would like to extend an additional invitation for representatives of your district to attend the petition hearings for Idaho STEM Academy (ISA) and Chief Tahgee Elementary Academy (CTEA), as well as the charter amendment hearing for BCCLC.

HB 481 eliminates the cap on public charter school growth rates. This cap currently limits growth to one new public charter school per year in any single district, as well as six per year across the state. With the elimination of the cap, it would be possible for more than one new public charter school to be approved to open in a given district in a single year. The bill has passed the House and Senate; it is anticipated that the Governor will sign it in the near future, making it effective July 1, 2012.

The PCSC is intensely interested in the potential impact on your district of the approval of two public charter schools that would open in the same year, in addition to the expansion of an existing public charter school. We strongly encourage you to provide both written and oral comment at the upcoming hearings.

Printed on Recycled Paper

April 5, 2012

All three hearings will be held on April 5, 2012, in the West Conference Room at 700 West State Street in Boise, beginning at 9:00 a.m. Written comment may be emailed to me at tamara.baysinger@osbe.idaho.gov or mailed to P.O. Box 83720, Boise, ID, 83720.

Please note that materials for the meeting, including the ISA and CTEA petitions and the BCCLC charter, will be available on our website at chartercommission.idaho.gov one week in advance of the meeting.

In the meantime, please don't hesitate to contact me with any questions or concerns.

Sincerely,



Tamara L. Baysinger
Public Charter School Commission Director

Cc: Scott Crane, Superintendent, Blackfoot School District
Brian Thelin, Founder, Idaho STEM Academy
Joel Weaver, Founder, Chief Tahgee Elementary Academy
John Heintzelman, Board Chair, Blackfoot Community Charter Learning Center

SUBJECT

Blackfoot Charter Community Learning Center Corrective Action Plan and Proposed Charter Amendments

APPLICABLE STATUTE, RULE, OR POLICY

I.C. 33-5209(2)

IDAPA 08.02.04.301.03

BACKGROUND

Blackfoot Charter Community Learning Center (BCCLC) was originally authorized by the Blackfoot School District and began operations in fall 2000. In April 2010, the Public Charter School Commission (PCSC) approved a transfer of authorizing authority to the PCSC.

In December 2011, BCCLC was issued a notice of defect on the grounds of failure to demonstrate fiscal soundness. The school also received a notice of defect on the grounds of material violation of a condition, standard, or procedure set forth in the approved charter with regard to the enrollment cap, which the school exceeded.

At the February 2012 PCSC meeting, BCCLC refused to present its corrective action plan or proposed charter amendment and alleged that the materials were presented in an incomplete and biased manner. Details of the school's disagreement were unspecified. Due to the lack of presentation or discussion, the PCSC delayed consideration of the corrective action plan and proposed amendment.

DISCUSSION

BCCLC will present a corrective action plan regarding steps that will be taken to ensure fiscal soundness and become compliant with the enrollment cap as set forth in their charter. The corrective action plan itself was not updated subsequent to the February 2012 meeting, but the school provided additional explanation regarding the reasons for the FY11 fiscal shortfall and made changes to its proposed charter amendment.

1. To address the fiscal soundness violation, BCCLC has provided a corrective action plan that describes where and how expenses have been cut.

The school reports that the FY11 deficit resulted from a choice to invest in the purchases of three acres of land and an additional school bus. While these purchases increased the school's assets, BCCLC's reserve account was depleted.

The resulting \$24,000 deficit for FY11 represents a difference of over \$170,000 from the projected ending balance provided to the PCSC in March 2011. PCSC

staff has been unable to verify whether the land and bus purchases fully account for this difference, as BCCLC has not fully responded to inquiries regarding the purchase prices. The land price was \$65,000 and the only additional cost associated with its purchase was a small recording fee.

Other actions taken by the school include hiring a part time grant writer and negotiating with the Bank of Idaho regarding a possible loan against land owned by BCCLC. The school has been awarded several grants whose funds are earmarked; this grant revenue does not appear to be included in the 3-year budgets, but BCCLC has not responded to attempts to confirm this.

With regard to the possible loan, BCCLC recently requested a letter from the bank regarding the availability of a \$45,000 loan, but has not yet received such documentation.

BCCLC indicates that all aspects of the fiscal plan were implemented at the beginning of FY12. As of February 29, 2012, an appropriate 65% of the projected budget had been expended.

2. To address the violation of the charter by intentional enrollment beyond the approved cap, BCCLC has provided a corrective action plan that outlines proposed amendments to the charter. The school proposes the addition of 20 - 63 students per year over an eight-year period beginning with last year's unauthorized expansion. The overall enrollment cap would increase from 300 to 600.

PCSC staff has reviewed the proposed amendments several times and provided feedback to BCCLC. The school is aware of the following concerns:

- Because BCCLC places students in mixed-grade classes, enrollment is capped not by grade size but by a class size of 25. For purposes of the enrollment lottery, the number of seats available in each grade will be determined and publicly posted in advance of the lottery.

The school has stated its opinion that the cap of 25 represents an upper limit, but does not preclude the school from choosing to enroll fewer students in a given classroom. BCCLC indicates that some of its classrooms are too small to house 25 students.

PCSC staff notes that without an upper limit that is not only set, but met if sufficient students apply, it is possible for a school to manipulate the lottery system in such a way that a student deemed undesirable could be intentionally excluded. Staff believes that failure to fill each classroom to the stated cap, if students wish to attend, would constitute a violation of the charter.

- The proposed amendment and corrective action plan note that new facility construction will be essential in 2013 in order to accommodate the planned enrollment expansion. BCCLC does not have documentation of its ability to finance this construction project, but the administrator indicates that a bank and the USDA have expressed verbal interest in participating.

PCSC staff has suggested that BCCLC's charter be amended to state that the school "may" (as opposed to "will") expand at the proposed rate, in case circumstances such as inability to obtain financing become a problem. The school has not responded to this suggestion.

Budgets submitted by the school indicate that BCCLC's fiscal viability will not be threatened regardless of whether the amendment is approved or denied. However, the "amendment denied" budget may be inapplicable as it projects an enrollment increase of 34 students for FY13. The current charter allows for an increase of only 20 students per year.

Three-year budget projections assuming approval of the amendment indicate that, by the end of FY14, the school will have a reserve of about \$181,000.

No updated three-year budgets or supporting documentation were provided subsequent to the February PCSC meeting. BCCLC's February 2012 monthly budget report is included with these materials.

In addition to the enrollment cap change, BCCLC is proposing two other amendments to its charter. These would:

1. Revise the mission statement to better reflect the school's focus, and;
2. Amend the MSES to eliminate references to the DMA and DWA, which are no longer required, and alter the remaining standards to indicate that BCCLC's standardized test results will meet or exceed state targets. In addition, the proposed amendment includes two MSES that compare BCCLC's performance to that of the local district and state.

PCSC staff has reviewed the proposed amendments several times and provided feedback to BCCLC. The school is aware of the following concerns:

- MSES 4 and 5 refer to indexed ISAT results. This is not advisable, as the State Department of Education indicates that indexing may not continue to be used in the future. The MSES should be rephrased to ensure an "apples to apples" comparison of BCCLC's results to those of the district and state, regardless of whether non-indexed or indexed scores are used.

An explanation of non-indexed and indexed ISAT results is contained with the Academic Status of BCCLC report included with these materials.

Additionally, MSES 4 and 5 refer to the new Star Ratings System, which is still under development and has not received final approval from the U.S. Department of Education. BCCLC has indicated willingness to remove the reference to the Star Ratings System, but an updated copy of the proposed amendments reflecting this change has not been submitted.

With regard to the unspecified concerns to which BCCLC referred at the February meeting, all additional information provided by the school is included with these materials. This comprises: A March 5, 2012, email from the administrator; February's monthly budget report; and updated proposed charter amendments.

IMPACT

No action is required of the PCSC in response to corrective action plans or updates thereto.

Pursuant to I.C. 33-5209(3) and IDAPA 08.02.04.301.04, the public charter school must "comply with the terms and conditions of the corrective action plan and...cure the defect at issue within a reasonable time..." If the public charter school fails to comply with the plan and cure the defect, "the authorized chartering entity may provide notice to the public charter school of its intent to revoke the charter."

The PCSC may, at its discretion, formally acknowledge the lifting of a notice of defect in the event the PCSC believes the school has cured such defect.

If the PCSC determines that the school has failed to cure an identified defect within a reasonable period of time, the PCSC may issue a notice of intent to revoke the charter.

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

STAFF COMMENTS AND RECOMMENDATIONS

Staff is concerned that verification of budgetary information for this meeting has been difficult and experience has shown that dramatic changes in budget projections have not been communicated proactively. For this reason, staff recommends that the PCSC require the submission of quarterly fiscal updates.

Staff recommends that the PCSC consider whether or not BCCLC's fiscal status, academic status, and compliance history make the school a good candidate for expansion that would more than double the school's current enrollment.

Staff further recommends that the PCSC approve the proposed amendment to the school's mission statement.

COMMISSION ACTION

A motion to approve Blackfoot Charter Community Learning Center's proposed charter amendments related to the mission statement, enrollment increases and/or measurable student education standards.

OR

A motion to deny Blackfoot Charter Community Learning Center's proposed charter amendments related to the mission statement, enrollment increases and/or measurable student education standards.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

April 5, 2012

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April 5, 2012



IDAHO PUBLIC CHARTER SCHOOL COMMISSION

650 W. State Street • P.O. Box 83720 • Boise, ID 83720-0037
208/334-2270 • FAX: 208/334-2632
e-mail: charter@osbe.idaho.gov

December 23, 2011

Blackfoot Charter Community Learning Center
Board of Directors
2801 Hunters Loop
Blackfoot, ID 83221

Dear BCCLC Board of Directors:

As you are aware, Idaho Code § 33-5209 requires the authorized chartering entity of a public charter school to provide written notice of defect to any school which it has reason to believe has committed a defect. The letter is to serve as written notice of defect to Blackfoot Charter Community Learning Center on the following grounds:

1. Failure to demonstrate fiscal soundness as defined by I.C. 33-5209(2)(d).
2. Material violation of a condition, standard or procedure set forth in the approved charter, specifically, Tab 2 "Enrollment Cap" with regard to both class sizes and growth rate.

In accordance with IDAPA 08.02.04.301.03, please submit to the PCSC office by January 23, 2012, a corrective action plan detailing the means by which these defects will be cured.

Sincerely,

A handwritten signature in cursive script, appearing to read "T. Baysinger".

Tamara L. Baysinger
Public Charter School Commission Director

Cc: Michelle Clement Taylor, School Choice Specialist, State Department of Education
Fred Ball, Administrator, BCCLC

Printed on Recycled Paper

April 5, 2012

**Blackfoot Charter Community Learning Center
Corrective Action Plan
January 19, 2012**

Defect #1 Failure to demonstrate fiscal soundness as defined by I.C. 33-5209(2)(d).

This code states the following:

(d) Failed to demonstrate fiscal soundness. In order to be fiscally sound, the public charter school must be:

- (i) Fiscally stable on a short-term basis, that is, able to service all upcoming obligations; and
- (ii) Fiscally sustainable as a going concern, that is, able to reasonably demonstrate its ability to service any debt and meet its financial obligations for the next fiscal year;

During FY11, BCCLC recognized that in order to continue to grow and meet the demand for charter education in this area, the school would be required to plan well into the future. With this in mind, the Board developed a 10 year strategic growth plan. As this plan evolved, it became evident that new construction would be essential. Given this, the board made decisions to purchase 1) a new school bus and 2) purchase approximately 4 acres of land. These decisions were not lightly considered. It was recognized that the FY12 budget would need to be scaled back in order for the school to remain fiscally sound. The following action plan was developed and implemented at that time.

1. The FY12 budget was carefully developed to ensure all fiscal obligations could be met.
2. Major reductions would be implemented in the following areas:
 - Media center expenses
 - Field trips and other transportation expenses
 - New software purchases
 - New equipment purchases
 - Teacher and administrative travel and purchased services
 - Employee medical benefits
3. Mr. Elzo White, retired Superintendent from Snake River School District #52, along with the Board of Directors would review monthly expenses to ensure fiscal soundness.
4. The budget will provide a reserve balance at the end of the fiscal year
5. A part time grant writer would be employed to help the school find and secure additional funding sources.
6. A backup plan in case of emergency would be developed and include:
 - Additional areas, including personnel expenses where cuts could be made
 - Options for increased revenue, include bank assistance

7. Development of an FY13 budget that would continue to meet all expenses and continue to build the reserve balance

Progress in meeting this plan:

1. A balanced FY12 Budget was developed and is being carefully followed
2. This budget included reductions in all areas listed. All paraeducators were moved to part time status. Medical benefit expenses were reduced for all employees.
3. In addition to monthly budget reviews, Mr. White has met with Mr. Ball periodically
4. The FY12 budget provides for an estimated \$48,000 reserve
5. A part time grant writer has been hired. Currently BCCLC has received over \$22,000 from her efforts.
6. In case of emergency, BCCLC has a plan to eliminate certain classified positions; also a mortgage loan for the land already purchased is available, if needed from Bank of Idaho
7. The FY13 projected budget has been developed and will continue to ensure fiscal soundness. A copy of this was submitted in the Budget Template.

As of January 1, 2012 the fiscal year is 50% completed. BCCLC is on track, having expended 49% of its budget at this point.

Defect #2 Material violation of a condition, standard or procedure set forth in the approved charter, specifically Tab 2 "Enrollment Cap" with regards to both class sizes and growth rate.

BCCLC has developed proposed revisions to its charter that address the class size and growth rate concerns. These were not finalized in time to meet the 30 day submission requirement; hence they were not included in the school's Annual Report. All charter amendments have gone to the SDE for a sufficiency review. However, based on Ms. Keelie Campbell's Oct. 25, 2011 email indicating that amendments dealing with enrollment do not need the SDE sufficiency review, BCCLC proposes the following amendments to Tab 2 of its charter:

Effects of Enrollment Growth

~~At the beginning of the 2009-2010 school year, BCCLC's waiting list included nearly 150 students. For 2011-2012 2010-11, the school will add two modular classrooms and increase its enrollment by approximately 40 students for 2010-2011. Another modular unit and 20 students will be added in 2011-2012. This pattern of adding 20- approximately 40 students each year will be followed~~ **for an addition eight** year period. ~~Current facilities provide sufficient space for 6 modular classrooms, and approximately 120 additional students.~~ **By the end of the 2012-2013 school year, new construction will be necessary.**

Enrollment Cap

BCCLC's enrollment cap is ~~300~~ **600**. Current enrollment is 220 students. The school's ~~plan is to grow to 300, with~~ will have a cap of ~~50~~ **100** students per grade level, and no more than 25 students per classroom. ~~The school will endeavor to maintain small class sizes.~~ The school's strategic plan for growth will be a gradual process, adding ~~one~~ **two** new class per year.

Strategic Growth Plan

In order to manage growth and ensure an unbiased student selection process, BCCLC's strategic growth model is designed to build from the bottom up. That is, new classes will be added at the kindergarten level and expansion above that will occur as these students move each year. By following this model, there will never be a time when large numbers of students enters the school at a grade beyond kindergarten. The number of openings in grades above kindergarten will primarily be determined by non-returning individuals.

Because classes at BCCLC are multi-age, at the end of each school year students are assigned to their next year's classroom based on the best placement to meet their individual needs. Each classroom generally follow a grade-level curriculum, but individual differentiation is key to meeting each student's needs. To illustrate, a classroom may have second, third, and fourth grade students with a curriculum that is predominantly fourth grade. Placement in that classroom is not based on age; nonetheless, when openings occur for new students, these would be filled from the fourth grade lottery list.

By adopting this growth model, BCCLC recognizes that for a number of years grade level numbers will be uneven and skewed toward the lower end, but over time these will balance out.

April 5, 2012

From: Fred Ball [fball@bcclc.com]
Sent: Monday, January 23, 2012 3:15 PM
To: Keelie Campbell
Cc: Elzo White; Emily Hansen; J heintzelman; Kendall Murdock; Stacey Lilya
Subject: RE: BCCLC CAP and charter amendments

Keelie,

The following chart will answer your questions regarding specific areas of the budget that were targeted for reductions this year:

BCCLC reductions for FY 12

	FY 11 expense	FY12 allocation	estimated savings
Media Center	\$350.00	\$90.00	\$250.00
field trips, extra transportation	\$4,758.36	\$1,200.00	\$3,558.36
software purchases	\$12,645.30	\$0.00	\$12,645.30
new equipment purchases	\$6,439.40	\$0.00	\$6,439.40
travel/purchased services	\$99,094.32	\$28,880.00	\$70,214.32
medical benefits	\$178,345.66	\$129,045.66	\$49,300.00
total reductions:			\$142,407.38

FY12 Grants:

15,200 First Books. Must be used for purchase of books
2,000 Butterfly grant. Can be used for any purpose
8,300 Small Rural Achievement Program (REAP) Grant Can be used for any purpose

Possible additional areas where cuts can be made:

Eliminate 2 kindergarten aide positions, 1 first grade aide position, 1 second grade aide position, 1 part-time librarian position.

We have discussed with our bank (Bank of Idaho) the possibility of securing a loan against the land we purchased. We have not formally completed a loan packet, but the land has been appraised and the bank has verbally indicated that based upon that appraisal they would be willing to loan \$45,720. We do not intend to complete this loan unless we are absolutely forced to do so. At this point it is a worst case scenario option.

Savings BCCLC recouped by moving Paraeducators to part-time: \$32,500 (\$325 per month for 10 employees for 10 months).

Medical benefit savings by reducing benefits to full-time employees (\$50/month = savings of \$1,400 per month times 12 months = \$16,800)

All aspects of this plan were implemented at the beginning of FY12. As of January 1, 2012, the fiscal year is 50% completed. BCCLC's budget is on track, having expended 49% of its budget at that point.

Fred

From: Keelie Campbell [mailto:Keelie.Campbell@osbe.idaho.gov]
Sent: Friday, January 20, 2012 2:30 PM
To: Fred Ball
Subject: RE: BCCLC CAP and charter amendments

April 5, 2012

Fred,

In reviewing your corrective action plan, more information is needed:

- Please outline all mentioned reductions in detail including each category with before and after figures and the total savings.
- What grants have been received and what are the funds from them tied to?
- What are the additional areas where cuts can be made?
- How is the bank assisting with increased revenue?
- Para educator before and after figures and total savings by moving them to part time
- Medical benefit before and after and total savings from reduction of benefits
- Which classified positions are part of the emergency plan cuts?
- Please provide bank documentation regarding the mortgage loan for land already purchased
- Please include a timeline for all items on the corrective action plan

Thank you for your cooperation in providing the requested materials in a timely manner. Please submit all requested information by Wednesday January 25.

Keelie Campbell
Idaho State Board of Education
Charter School Program Manager
208-332-1585

From: Fred Ball [<mailto:fball@bcclc.com>]
Sent: Friday, January 20, 2012 12:23 PM
To: Keelie Campbell
Cc: Elzo White; Emily Hansen; J heintzelman; Kendall Murdock; Stacey Lilya
Subject: BCCLC CAP and charter amendments

Keelie,

Attached is BCCLC's CAP. As the board was finishing work on this at their meeting last night, it was discovered that I had sent you the wrong version of our proposed charter amendments. Specifically, the version you have contains an error (incorrect paragraph) listed under the "Enrollment Cap" section, and did not include Appendix H. I have attached the correct version, but if it is too late for submission, we will need to reschedule for the April meeting and present there. I should note that the version presented to the SDE for their sufficiency Review was the correct version as attached here. Sorry for the error.

Thanks,

Fred

April 5, 2012

From: Fred Ball [mailto:fball@bccllc.com]
Sent: Tuesday, January 31, 2012 2:50 PM
To: Keelie Campbell
Cc: Elzo White; Emily Hansen; J heintzelman; Kendall Murdock; Stacey Lilya
Subject: RE: charter amendments

Keelie,

Attached is an update copy of the BCCLC Budget Template, plus a three year budget projection based on approval of the new enrollment cap, and a three year budget projection based on denial of the new cap. These were drafted based on the template you sent yesterday.

Also you indicated that you cannot verify the estimated savings from FY11 to FY12 based on the chart and data previously submitted. This is understandable; verification will require analysis of a great deal of data. However, I am attaching a copy of the official BCCLC Budget Report for June 30, 2011 that indicates the actual year end expenditures. You will note that many of the FY11 numbers coincide directly with the chart numbers. FY12 numbers can be found in the budget template. However, some amounts are compiled from several accounts. Those numbers do not coincide directly. (Our business manager and accounting software track expense differently from your templates). For example, the Media center savings are easily identified under account # 100-622400-000-000-0. The software purchases are part of and included under Elementary Curriculum, Account # 100-512450-000-000-0. Equipment purchases are Account #100-512500-000-000-0.

The total travel, purchased services, and medical benefits savings are spread across about 15 separate accounts. This chart was compiled in March and April, and the verifying documents were filed away after the audit. In order to provide you with the full documentation to do a complete verification, we will need time to go back through files that have been stored away and pull invoices, etc. Is this what you would like to do?

You also asked for further explanation of the medical benefit savings. The \$49,300 is a combination of two areas: first, by moving 10 employees from full-time benefited status to part-time non-benefited, we anticipated saving \$32,500. (detailed within the paragraph that begins "Savings BCCLC recouped by moving paraeducators to part-time..." in my previous explanation).

The second area of medical benefits savings is \$16,800 that results from a \$50 per person reduction in monthly employer paid medical benefits. (This is detailed in the paragraph that begins with the word, "Medical benefits savings by reducing benefits to full-time employees..."

These were listed both separately and as a total because you asked for separate amount in your list of questions.

Thanks,

Fred

April 5, 2012

CURRENT FISCAL YEAR BUDGET COMPARISON

Blackfoot Charter Community Learning Center Dec. 31, 2011	Proposed (Board Approved Budget for Fiscal Year)	Actual (Through Most Recent Month End)	Projected (Anticipated Year-End Numbers)	Percentage Used (Actual / Proposed)	Notes	State Comparison (Anticipated Year End Numbers) <i>This column for state use only.</i>	Difference Between State and School's Projected
REVENUE					Based on 220 confirmed enrollment as of August 21,2010		
Salary Apportionment	\$459,860.00	\$317,343.40	\$459,860.00	69.01%	from SBA formula		
Benefit Apportionment	\$82,959.00	\$56,764.77	\$82,959.00	68.43%	from SBA formula		
Entitlement	\$196,260.00	\$133,354.81	\$196,260.00	67.95%	based on 10 units as calculated by SDE Support Unit Claculation formula		
State Transportation	\$33,200.00	\$23,661.00	\$33,200.00	71.27%			
Lottery	\$7,500.00	\$8,041.00	\$7,500.00	107.21%			
Other State Funds (Specify)	\$22,800.00	\$13,890.00	\$22,800.00	60.92%	includes remediation funds.		
Special Ed - Regular	\$29,018.00		\$29,018.00	0.00%			
Special Ed - ARRA	\$0.00		\$0.00	#DIV/0!			
Title I	\$18,097.00		\$18,097.00	0.00%	approval pending		
Federal Title I Funds : ARRA	\$0.00		\$0.00	#DIV/0!			
Medicaid Reimbursement	\$0.00		\$0.00	#DIV/0!			
Title IIA	\$0.00		\$0.00	#DIV/0!			
Local Revenue (Specify)	\$2,120.00	\$543.75	\$2,120.00	25.65%			
Federal Startup Grant				#DIV/0!			
Other Grants (Specify)				#DIV/0!			
Fundraising				#DIV/0!			
Interest Earned	\$120.00	\$36.48	\$120.00	30.40%	From bank accounts		
Other (Specify)				#DIV/0!			
Other (Specify)				#DIV/0!			
TOTAL REVENUE	\$851,934.00	\$553,635.21	\$851,934.00	64.99%			\$0.00
EXPENDITURES							
100 Salaries							
Teachers	\$289,962.00	\$144,880.62	\$289,962.00	49.97%	includes IT/networking consultant		
Special Education	\$31,500.00	\$15,784.65	\$31,500.00	50.11%	1.0 FTE		
Instructional Aides	\$46,300.00	\$23,256.49	\$46,300.00	50.23%	5.25 FTE		
Classified/Office	\$12,210.00	\$5,764.48	\$12,210.00	47.21%	.80 FTE		
Administration	\$63,650.00	\$31,650.96	\$63,650.00	49.73%	1.0 FTE		
Maintenance	\$21,500.00	\$8,702.33	\$21,500.00	40.48%	custodial position		
Other (Specify)	\$12,500.00	\$7,997.84	\$12,500.00	63.98%	bus drivers		
Other (Specify)	\$3,500.00		\$3,500.00	0.00%	new ramp for modular classroom		
Total Salaries	\$481,122.00	\$238,037.37	\$481,122.00	49.48%			
200 Employee Benefits							
PERSI/FICA/Benefits	\$57,500.00	\$27,536.75	\$57,500.00	47.89%	PERSI		
Other (Specify)	\$67,500.00	\$32,284.32	\$67,500.00	47.83%	health insurance benefits		
Total Benefits	\$125,000.00	\$59,821.07	\$125,000.00	47.86%			
300 Purchased Services							
Management Services				#DIV/0!			
Staff Dev/Title IIA	\$0.00		\$0.00	#DIV/0!	costs included in teacher contracts		
Legal Pub/Advertising	\$230.00		\$230.00	0.00%			
Legal Services	\$0.00		\$0.00	#DIV/0!			
Special Education	\$4,750.00	\$2,470.47	\$4,750.00	52.01%	Speech and Occupational therapy		
Liability & Property Ins	\$7,500.00	\$3,232.38	\$7,500.00	43.10%			
Substitute Teachers	\$3,300.00	\$2,086.00	\$3,300.00	63.21%			
Board Expenses	\$500.00		\$500.00	0.00%			
Computer Services	\$0.00		\$0.00	#DIV/0!	IT consultant/network admin expenses		
Transportation	\$2,400.00	\$1,546.58	\$2,400.00	64.44%	bus driver training, tracher inservice expenses		
Travel	\$2,200.00	\$1,379.60	\$2,200.00	62.71%	estimated 3 trips to Boise, 2 to Twin Falls		
Other (Specify)	\$8,000.00	\$1,121.33	\$8,000.00	14.02%	building care and maintenance		
Other (Specify)	\$0.00		\$0.00	#DIV/0!			
Total Services	\$28,880.00	\$11,836.36	\$28,880.00	40.98%			\$0.00
Facilities							
Building Lease	\$0.00		\$0.00	#DIV/0!			

April 5, 2012

CURRENT FISCAL YEAR BUDGET COMPARISON

Land Lease	\$0.00		\$0.00	#DIV/0!		
Modular Lease	\$0.00		\$0.00	#DIV/0!		
Utilities, Phones, Lndscp	\$17,400.00	\$6,735.67	\$17,400.00	11.99%		
Site Preparation	\$0.00		\$0.00	#DIV/0!		
Other (Specify)				#DIV/0!		
Other (Specify)				#DIV/0!		
Total Facilities	\$17,400.00	\$6,735.67	\$17,400.00	38.71%		\$0.00
400 Supplies and Maintenance						
Textbooks	\$24,000.00	\$9,452.59	\$24,000.00	39.39%		
School Supplies	\$6,800.00	\$7,476.87	\$6,800.00	109.95%	instructional consumables and supplies	
Power School				#DIV/0!		
Custodial Supplies	\$8,200.00	\$7,436.51	\$8,200.00	90.69%	cleaning and maintenance supplies	
Other (Specify)	\$3,000.00	\$3,909.85	\$3,000.00	130.33%	pupil transportation supplies	
Other (Specify)				#DIV/0!		
Total Supplies	\$42,000.00	\$28,275.82	\$42,000.00	67.32%		\$0.00
500 Capital Objects						
Furniture				#DIV/0!		
Technical AV Equipment				#DIV/0!		
Other (Specify)	\$11,500.00	\$11,500.00	\$11,500.00	100.00%	purchase of 2 classroom modular unit	
Other (Specify)				#DIV/0!		
Other (Specify)				#DIV/0!		
Other (Specify)				#DIV/0!		
Total Capital Objects	\$11,500.00	\$11,500.00	\$11,500.00	100.00%		\$0.00
Debt Service						
Specify	\$73,586.00	\$27,952.14	\$73,586.00	37.99%	Bank of Idaho loan initiated in 2009	
Specify				#DIV/0!		
Specify				#DIV/0!		
Total Debt Service	\$73,586.00	\$27,952.14	\$73,586.00	37.99%		\$0.00
Grant Purchases						
Specify				#DIV/0!		
Specify				#DIV/0!		
Specify				#DIV/0!		
Specify				#DIV/0!		
Specify				#DIV/0!		
Total Grant Purchases	\$0.00	\$0.00	\$0.00	#DIV/0!		\$0.00
Reserve Fund				#DIV/0!		
Building Fund				#DIV/0!		
Total Expenses	\$779,488.00	\$384,158.43	\$779,488.00	49.28%		
Carryover from Previous FY	(\$24,281.00)	\$0.00	(\$24,281.00)	0.00%		\$0.00
Reserve/(Deficit)	\$48,165.00	\$169,476.78	\$48,165.00	351.87%		

April 5, 2012

UPCOMING FISCAL YEAR BUDGET COMPARISON

Blackfoot Charter Community Learning Center FY13	Proposed Budget	Notes	Difference from "Current Fiscal Year"	
REVENUE		based on enrollment of 225 students, 75 per grade		
Local Revenue	\$1,500.00		(\$620.00)	reflects projected from "current FY"
State Revenue				
Entitlement	\$215,886.00	16.4 units as calculated by SDE formula	\$215,885.32	reflects State actual from "current FY"
Wages				
Administration	\$56,313.00	Based on SDE formula for FY13		
Teachers	\$478,487.00	Based on SDE formula for FY13		
				reflects all salaries compared to State actual
Classified	\$82,114.00	Based on SDE formula for FY13	\$616,913.31	from "current FY"
Medicaid			\$0.00	reflects projected from "current FY"
Benefit	\$96,478.00	Based on SDE formula for FY13	\$34,199.29	reflects State actual from "current FY"
Transportation	\$34,200.00		\$34,199.29	
Federal Revenue				
Title I	\$22,500.00		#DIV/0!	reflects State actual from "current FY"
Special Ed	\$31,000.00		#DIV/0!	reflects State actual from "current FY"
Title II			#DIV/0!	reflects State actual from "current FY"
Startup Grant			#DIV/0!	reflects State actual from "current FY"
Other Sources (Specify)				
Other Sources (Specify)				
Other Sources (Specify)				
Total Revenue before holdback	\$1,018,478.00		#DIV/0!	
PROPOSED HOLDBACK		Holdbacks should be estimated at a minimum of 5% - 5.5% for FY 2011.		
Teacher Salaries				
Classified Salaries				
Admin Salaries				
Benefits				
Entitlement				
Transportation				
Total Holdback	\$0.00		\$0.00	there were no holdbacks last year
Total Revenue after holdback	\$1,018,478.00		\$1,018,477.35	reflects State actual from "current FY"
EXPENDITURES				
100 Salaries				
Teachers	\$351,820.00	13.5 FTE	61,858.00	reflects projected from "current FY"
Admin	\$63,650.00	1.0 FTE	0.00	reflects projected from "current FY"
Classified	\$61,300.00	6.25 FTE includes paraeducators and office personnel	49,090.00	reflects projected from "current FY"
Special education	\$31,500.00	1 FTE		
Other (Specify)	\$21,500.00	custodial		
Other (Specify)	\$14,500.00	bus drivers		
Total Salaries	\$544,270.00		110,948.00	
200 Benefits				
Benefit Dollars				
PERSI/Payroll taxes	\$61,500.00			
Other (Specify)	\$71,500.00			
Total Benefits	\$133,000.00		\$8,000.00	reflects projected from "current FY"
300 Purchased Services				
Transportation	\$480.00	new driver training	(\$1,920.00)	reflects projected from "current FY"
Special Education	\$4,400.00		(\$350.00)	reflects projected from "current FY"
Proctor costs				
Legal			\$0.00	reflects projected from "current FY"
Insurance	\$16,800.00		\$9,300.00	reflects projected from "current FY"
Copier Lease	\$2,600.00		\$2,600.00	
Printer Lease			\$0.00	
Facility Lease	\$0.00		\$0.00	reflects projected from "current FY"
Utilities	\$23,100.00		\$5,700.00	reflects projected from "current FY"
Professional Development			\$0.00	reflects projected from "current FY"
Technology	\$9,800.00		\$9,800.00	reflects projected from "current FY"

April 5, 2012

UPCOMING FISCAL YEAR BUDGET COMPARISON

Management Services			\$0.00	reflects projected from "current FY"
Legal Publications/Advertising	\$1,200.00		\$970.00	reflects projected from "current FY"
Substitute Teachers	\$3,600.00		(\$6,900.00)	reflects projected from "current FY"
Board Expenses	\$600.00		\$100.00	reflects projected from "current FY"
Other (Specify)				
Other (Specify)				
Total Purchased Services	\$62,580.00		\$19,300.00	
Supplies & Materials				
Teacher/Classroom	\$22,000.00		\$15,200.00	reflects projected from "current FY"
Office	\$2,200.00		\$2,200.00	Not in 2010 budget.
Janitorial	\$1,500.00		(\$6,700.00)	reflects projected from "current FY"
Textbooks	\$3,300.00		(\$20,700.00)	reflects projected from "current FY"
Other (Specify)	\$3,600.00	bus and transportation supplies		
Other (Specify)				
Total Supplies & Materials	\$32,600.00		(\$10,000.00)	
Grant Expenditures				
Specify				
Specify				
Specify				
Total Grant Expenditures	\$0.00			
Capital Outlay			\$0.00	
Total Capital Outlay	\$0.00		\$0.00	
Debt Retirement			\$0.00	
Total Debt Retirement	\$96,000.00		\$0.00	
Insurance & Judgements			\$0.00	
Total Insurance & Judgements	\$0.00		\$0.00	
Transfers			\$0.00	
Total Transfers	\$0.00		\$0.00	
Contingency Reserve	\$0.00			
Building Fund	\$100,000.00			
Total Expenditures	\$968,450.00		\$128,248.00	
Carryover from Previous FY	\$48,165.00	Reflects projected reserve/(deficit) from "current year" worksheet		
Reserve/(Deficit)	\$98,193.00			

April 5, 2012

UPCOMING FISCAL YEAR BUDGET COMPARISON

[illegible]

BCCLC CAP & PROPOSED AMENDMENTS

April 5, 2012

*** BUDGET REPORT *** CHARTER LEARNING CENTER

(Rprt: 01-MAIN REPORT; Dates: 00/00/00-02/28/12; PRINT: 03/05/12 1:24:39 PM)

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ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
GENERAL FUND							
100-320000-000-000-0	BUDGET BALANCE CARRY FORWARD	7,975.00CR	0.00	0.00	7,975.00CR	0%	0%
100-415000-000-000-0	EARNINGS ON INVESTMENT - GEN FUND	120.00CR	1.62CR	54.27CR	65.73CR	1%	45%
100-419200-000-000-0	CONTRIBUTIONS/GRANTS RECEIVED	0.00	0.00	0.00	0.00	0%	0%
100-419900-000-000-0	OTHER LOCAL REVENUE	2,000.00CR	3,556.13	3,830.71	5,830.71CR	177%	191%
100-431100-000-000-0	BASE STATE SUPPORT PROGRAM	656,120.00CR	134,659.00CR	584,510.33CR	71,609.67CR	21%	89%
100-431200-000-000-0	TRANSPORTATION SUPPORT	45,300.00CR	8,817.00CR	47,478.00CR	2,178.00	19%	105%
100-431800-000-000-0	STATE BENEFIT APPORTIONMENT	82,959.00CR	16,832.22CR	72,078.22CR	10,880.78CR	20%	87%
100-437000-000-000-0	IDAHO STATE LOTTERY REVENUE	6,726.00CR	0.00	8,041.00CR	1,315.00	0%	120%
100-439000-000-000-0	OTHER STATE REVENUE	7,500.00CR	0.00	443.70CR	7,056.30CR	0%	6%
100-442000-000-000-0	INDIRECT FEDERAL REVENUE	0.00	0.00	0.00	0.00	0%	0%
100-451000-000-000-0	LOAN PROCEEDS	45,750.00CR	0.00	0.00	45,750.00CR	0%	0%
100-460000-000-000-0	TRANSFERS FROM OTHER FUNDS	0.00	0.00	0.00	0.00	0%	0%
****TOTAL REVENUES		854,450.00CR	156,753.71CR	708,774.81CR	145,675.19CR	18%	83%
		=====	=====	=====	=====	=====	=====
100-512100-000-000-0	SALARIES - ELEM SCHOOL	361,000.00	34,602.23	252,896.75	108,103.25	10%	70%
100-512103-000-000-0	SUBSTITUTES	3,300.00	95.98	2,835.94	464.06	3%	86%
100-512200-000-000-0	EMPLOYEE BENEFITS - ELEM SCHOOL	125,000.00	10,244.51	80,634.96	44,365.04	8%	65%
100-512203-000-000-0	SUBSTITUTE BENEFITS	300.00	7.34	211.57	88.43	2%	71%
100-512300-000-000-0	TRAVEL/PURCHASED SERVICE-ELEM	2,400.00	0.00	1,020.40	1,379.60	0%	43%
100-512301-000-000-0	ELEMENTARY PER. SER. SUBSTITUTES	0.00	0.00	0.00	0.00	0%	0%
100-512302-000-000-0	ELEMENTARY PUR. SER. DEV-STAFF	0.00	0.00	0.00	0.00	0%	0%
100-512400-000-000-0	SUPPLIES - ELEM SCHOOL	6,800.00	72.42	7,277.55	(477.55)	1%	107%
100-512410-000-000-0	SUPPLIES-INTERCEPT/TEACHERS AIDES	0.00	0.00	0.00	0.00	0%	0%
100-512411-000-000-0	Incentives	0.00	0.00	0.00	0.00	0%	0%
100-512460-000-000-0	ELEMENTARY FUNDRAISING	0.00	0.00	0.00	0.00	0%	0%
100-512450-000-000-0	ELEMENTARY CURRICULUM SUPPLIES	20,000.00	938.69	10,455.99	9,544.01	5%	52%
100-512490-000-000-0	Expensed Furniture & Equipment	0.00	0.00	0.00	0.00	0%	0%
100-512500-000-000-0	EQUIPMENT - ELEMENTARY SCHOOL	7,170.00	0.00	357.78	6,812.22	0%	5%
**TOTAL ELEMENTARY SCHOOL PROGRAM		525,970.00	45,961.17	355,690.94	170,279.06	9%	68%
100-521100-000-000-0	SALARIES - EXCEPTIONAL CHILD PROG	0.00	0.00	0.00	0.00	0%	0%
100-521200-000-000-0	EMPLOYEE BENEFITS - EXCEPT CHILD	0.00	0.00	0.00	0.00	0%	0%
100-521300-000-000-0	TRAVEL/PURCH SERVICES-EXCEP CHILD	0.00	0.00	0.00	0.00	0%	0%
100-521400-000-000-0	SUPPLIES - EXCEPTIONAL CHILD PROG	0.00	0.00	0.00	0.00	0%	0%
100-521500-000-000-0	EQUIPMENT - EXCEPT. CHILD PROGRAM	0.00	0.00	0.00	0.00	0%	0%
**TOTAL EXCEPTIONAL CHILD PROGRAM		0.00	0.00	0.00	0.00	0%	0%
100-524400-000-000-0	SUPPLIES - GIFTED AND TALENTED	0.00	0.00	0.00	0.00	0%	0%
*** TOTAL GIFTED AND TALENTED		0.00	0.00	0.00	0.00	0%	0%
100-532300-000-000-0	TRAVEL/PURCH SERVICES - ACTIVITY	0.00	0.00	0.00	0.00	0%	0%
100-532400-000-000-0	SUPPLIES - ACTIVITY PROGRAM	0.00	0.00	0.00	0.00	0%	0%
**TOTAL ACTIVITY PROGRAM		0.00	0.00	0.00	0.00	0%	0%
100-611300-000-000-0	PURCHASED SERVICE - GUID/HEALTH	0.00	0.00	0.00	0.00	0%	0%
100-611400-000-000-0	SUPPLIES - GUIDANCE/HEALTH	0.00	0.00	0.00	0.00	0%	0%
**TOTAL GUIDANCE/HEALTH PROGRAM		0.00	0.00	0.00	0.00	0%	0%
100-616300-000-000-0	Special Services Purchase Service	0.00	0.00	0.00	0.00	0%	0%
**TOTAL SPECIAL SERVICES		0.00	0.00	0.00	0.00	0%	0%
100-621300-000-000-0	PURCHASED SERVICES - INST. IMPROVE	0.00	0.00	0.00	0.00	0%	0%
100-621400-000-000-0	SUPPLIES - INSTRUCTION IMPROVEMENT	0.00	0.00	0.00	0.00	0%	0%
**TOTAL INSTRUCTION IMPROVEMENT		0.00	0.00	0.00	0.00	0%	0%
100-622300-000-000-0	PURCHASED SERVICES - MEDIA/LIB	0.00	0.00	0.00	0.00	0%	0%
100-622400-000-000-0	BOOKS/SUPPLIES - MEDIA/LIBRARY	0.00	0.00	0.00	0.00	0%	0%
100-622410-000-000-0	Scholastic Book Order	0.00	0.00	0.00	0.00	0%	0%
100-622500-000-000-0	EDUCATIONAL MEDIA PROGRAM	0.00	0.00	0.00	0.00	0%	0%
**TOTAL MEDIA/LIBRARY PROGRAM		0.00	0.00	0.00	0.00	0%	0%
100-623400-000-000-0	INSTRUCT-RELATED TECH PROG	0.00	0.00	0.00	0.00	0%	0%
**TOTAL TECHNOLOGY RELATED		0.00	0.00	0.00	0.00	0%	0%
100-631300-000-000-0	BOARD OF EDUCATION PROGRAM	0.00	0.00	0.00	0.00	0%	0%
**BOARD OF EDUCATION EXPENSE		0.00	0.00	0.00	0.00	0%	0%
100-632400-000-000-0	SUPPLIES - DISTRICT ADMIN. PROGRAM	0.00	0.00	0.00	0.00	0%	0%
**TOTAL ELEMENTARY SCHOOL PROGRAM		0.00	0.00	0.00	0.00	0%	0%
100-641100-000-000-0	SALARIES - SCHOOL ADMINISTRATION	63,650.00	5,175.00	41,400.00	22,250.00	8%	65%
100-641200-000-000-0	BENEFITS - SCHOOL ADMINISTRATION	20,000.00	1,465.00	10,737.13	9,262.87	7%	54%
100-641300-000-000-0	TRAVEL/PURCHASED SERVICES-SCH ADM	5,000.00	227.17	5,425.86	(425.86)	5%	109%

April 5, 2012

*** BUDGET REPORT *** CHARTER LEARNING CENTER

(Rpt: 01-MAIN REPORT; Dates: 00/00/00-02/29/12; PRINT: 03/05/12 1:24:39 PM)

MO-YR: 02-2012 02/28/12 PAGE 2

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
100-641400-000-000-0	SUPPLIES - SCHOOL ADMINISTRATION	5,000.00	61.97	2,424.36	2,575.64	1%	48%
100-641500-000-000-0	EQUIPMENT - SCHOOL ADMINISTRATION	0.00	0.00	0.00	0.00	0%	0%
100-641700-000-000-0	PROPERTY/LIABILITY INSURANCE	7,500.00	0.00	1,533.50	5,966.50	0%	20%
	**TOTAL SCHOOL ADMINISTRATION	101,150.00	6,919.14	61,520.85	39,629.15	7%	61%
100-651100-000-000-0	SALARIES - BUSINESS OPERATIONS	25,000.00	794.37	8,711.04	16,288.96	3%	35%
100-651200-000-000-0	BENFITS - BUSINESS OPERATIONS	5,000.00	933.09	1,347.46	3,652.54	19%	27%
100-651300-000-000-0	PURCHASED SERVICE - BUSINESS OPN	4,200.00	0.00	3,160.00	1,040.00	0%	75%
100-651400-000-000-0	SUPPLIES - BUSINESS OPERATION	0.00	0.00	122.66	(122.66)	0%	0%
100-651500-000-000-0	EQUIPMENT - BUSINESS OPERATION	0.00	0.00	0.00	0.00	0%	0%
100-651700-000-000-0	LIAB. INS. - BUSINESS OPERERATION	0.00	0.00	0.00	0.00	0%	0%
	**TOTAL BUSINESS OPERATION	34,200.00	1,727.46	13,341.16	20,858.84	5%	39%
100-661100-000-000-0	SALARIES - BUILDING CARE	21,500.00	3,767.50	17,525.00	3,975.00	18%	82%
100-661200-000-000-0	BENEFITS - BUILDING CARE	0.00	0.00	0.00	0.00	0%	0%
100-661300-000-000-0	PURCHASED SERVICE - BUILDING CARE	8,000.00	0.00	3,558.66	4,441.34	0%	44%
100-661400-000-000-0	SUPPLIES - BUILDING CARE	3,500.00	0.00	7,572.51	(4,072.51)	0%	216%
100-661500-000-000-0	CAPITAL OBJECTS	11,000.00	0.00	12,978.53	(1,978.53)	0%	118%
100-664300-000-000-0	PURCHASE SERVICE - BUILDINGS	3,000.00	492.02	2,129.00	871.00	16%	71%
100-664310-000-000-0	PURCHASE SERVICE - UTILITIES	17,400.00	2,573.74	10,664.09	6,735.91	15%	61%
100-664321-000-000-0	BUILDING RENTAL	0.00	0.00	120.00	(120.00)	0%	0%
100-664400-000-000-0	SUPPLIES - BUILDING	4,000.00	47.27CR	19.35CR	4,019.35	0%	0%
100-665300-000-000-0	MAINTENANCE - GROUNDS PURCHASES	0.00	0.00	59.75	(59.75)	0%	0%
100-665400-000-000-0	Maintenance - Grounds Supplies	2,700.00	104.84	317.95	2,382.05	4%	12%
100-667300-000-000-0	SECURITY PROGRAM	0.00	0.00	0.00	0.00	0%	0%
100-667400-000-000-0	SUPPLIES - SECURITY PROGRAM	0.00	0.00	0.00	0.00	0%	0%
100-667500-000-000-0	EQUIPMENT - SECURITY PROGRAM	0.00	0.00	0.00	0.00	0%	0%
	**TOTAL BUILDINGS CARE/MAINTENANCE	71,100.00	6,890.83	54,906.14	16,193.86	10%	77%
100-681100-000-000-0	PUPIL - TO SCHOOL TRANS - SALARIES	12,500.00	895.00	9,833.34	2,666.66	7%	79%
100-681200-000-000-0	PUPIL - TO SCHOOL TRANS - BENEFITS	2,200.00	68.47	1,875.98	324.02	3%	85%
100-681210-050-000-0	PERSI - 50%	0.00	0.00	0.00	0.00	0%	0%
100-681210-085-000-0	PERSI - 85%	0.00	0.00	0.00	0.00	0%	0%
100-681220-050-000-0	FICA - 50%	0.00	0.00	0.00	0.00	0%	0%
100-681220-085-000-0	FICA - 85%	0.00	0.00	0.00	0.00	0%	0%
100-681420-000-000-0	RADIO REPAIR	0.00	0.00	0.00	0.00	0%	0%
100-683410-000-000-0	FUEL FOR SCHOOL CAR	0.00	50.24	1,962.31	(1,962.31)	0%	0%
100-681310-000-000-0	Purchase Service Training	700.00	29.00	390.97	309.03	4%	56%
100-681400-000-000-0	PUPIL - TO SCHOOL TRANS. SUPPLIES	3,000.00	732.36	5,763.47	(2,763.47)	24%	192%
100-681410-000-000-0	Transportation - Fuel	12,000.00	0.00	7,125.71	4,874.29	0%	59%
100-681420-050-000-0	OIL FOR BUSES - 50%	0.00	0.00	0.00	0.00	0%	0%
100-681420-085-000-0	OIL FOR BUSES 85%	0.00	0.00	19.12	(19.12)	0%	0%
100-681428-000-000-0	RADIO REPAIR	0.00	0.00	0.00	0.00	0%	0%
100-681428-010-000-0	RADIO SERVICE UTILITY	0.00	0.00	0.00	0.00	0%	0%
100-681500-000-000-0	CAPTIAL OBJECTS	5,000.00	0.00	5,000.00	0.00	0%	100%
	**TOTAL TRANS PROGRAM	35,400.00	1,775.07	31,970.90	3,429.10	5%	90%
100-810800-000-000-0	transfer to other Funds	0.00	0.00	0.00	0.00	0%	0%
100-911600-000-000-0	DEBT SERVICE PRINCIPAL	48,000.00	4,658.69	37,269.52	10,730.48	10%	78%
100-912600-000-000-0	Debt Service-Interest	0.00	0.00	0.00	0.00	0%	0%
100-950000-000-000-0	CONTINGENCY RESERVE	38,630.00	0.00	0.00	38,630.00	0%	0%
	****TOTAL EXPENDITURES	854,450.00	67,932.36	554,699.51	299,750.49	8%	65%

April 5, 2012



Blackfoot Charter Community Learning Center
2801 Hunters Loop
Blackfoot, ID 83221
208-782-0744
Fax 208-782-1330

January 24, 2012

Idaho Public Charter School Commission
650 West State St Room 307
Boise, ID 83702

Dear Commission:

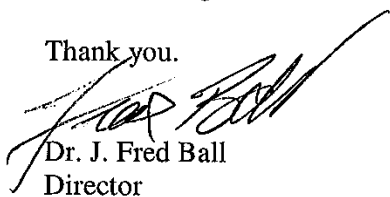
Blackfoot Charter Community Learning Center wishes to submit four amendments to its existing charter. The first of these deals with its mission statement. As the school has matured and academic programs have been refined, stakeholders have carefully and thoughtfully considered the need for a more definitive statement of the school's mission. This amendment is the product of those efforts.

The second amendment is a rewrite of Tab 2, dealing with the effects of enrollment growth. BCCLC wished to do all it can to meet the demands for added school choice in this area, but at the same time, ensure that growth is gradual and controlled. This amendment seeks to revise the enrollment cap to 600 and also adds a section entitled "Strategic Growth Plan" that helps to define how the school can manage growth and ensure an unbiased student selection process in a multi-age classroom environment.

The third proposed amendment modifies BCCLC's Measurable Student Educational Standards by eliminating the Direct Math Assessment, eliminating the Direct Writing Assessment, aligning IRI achievement standards with state targets, and aligning ISAT standards with AYP Proficiency Targets.

The final amendment is the addition of Appendix H, which contains a chart outlining enrollment growth through the 2018-2019 school year.

Thank you.



Dr. J. Fred Ball
Director
Blackfoot Charter Community Learning Center

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TAB 2
PROPOSED OPERATION AND POTENTIAL EFFECTS
FOR THE PUBLIC CHARTER SCHOOL

Facilities

In 2005, Blackfoot Charter Community Learning Center moved into its newly constructed building at 2801 Hunters Loop, Blackfoot, Idaho. This 8,300 square foot facility includes eight classrooms, 6 offices, a media center, a commons/cafeteria area, restrooms, a faculty workroom, a large, fenced playground and a paved parking lot. There is room to expand through constructing additional classrooms or even adding portable classrooms on site.

Primary Attendance Area

The primary attendance area is the Blackfoot School District; however, students from other areas may be enrolled as per Idaho Code Section 33-5205(3) (j).

Effects of Enrollment Growth

~~At the beginning of the 2009-2010 school year, BCCLC's waiting list included nearly 150 students. For 2011-2012 2010-11, the school will add two modular classrooms and increase its enrollment by approximately 40 students for 2010-2011. Another modular unit and 20 students will be added in 2011-2012. This pattern of adding 20 approximately 40. Current facilities provide sufficient space for 6 modular classrooms, and approximately 120 additional students.~~
Between 20 and 63 new students will be added each year for an additional seven years. By the end of the 2012-2013 school year, new construction will be necessary.

Based on actual student addresses from the current waiting list, it is anticipated that ~~approximately 50%~~ **41%** BCCLC's new growth ~~would~~ **will** come from surrounding school districts, not Blackfoot. There is no elementary charter school option available in the Snake River, Firth, or Shelley School Districts. Many parents from these areas have placed their students on the BCCLC waiting list, even though little chance exists for them to be enrolled.

Enrollment Cap

BCCLC's enrollment cap is ~~300~~ **600 students in grades K-5**. Current enrollment is 220 students. The school's ~~plan is to grow to 300, with~~ will have a cap of 50 students per grade level, and no more than 25 students per classroom. The school will endeavor to maintain small class sizes. The school's strategic plan for growth will be a gradual process, adding ~~one~~ **two** new classes per year.

Strategic Growth Plan

In order to manage growth and ensure an unbiased student selection process, BCCLC's strategic growth model is designed to build from the bottom up. That is, new classes will be added at the kindergarten level and expansion above that will occur as these students move each year. By following this model, there never will be a time when large numbers of

students enters the school at a grade level beyond kindergarten. The number of openings in grades above kindergarten will primarily be determined by the number of non-returning individuals.

Because classes at BCCLC are multi-age, at the end of each school year, students are assigned to their next year's classroom based on the best placement to meet their individual needs. The number of openings in each classroom is then established. Each classroom generally follows a grade-level curriculum; this is used to determine lottery openings. To illustrate, a classroom may have second, third, and fourth grade students with a curriculum that is predominantly fourth grade. Openings for new students are filled from the fourth grade lottery list. A list containing the number of grade level openings will be publically posted prior to the lottery each year. Appendix H contains a chart detailing BCCLC Projected Enrollment Growth through FY19.

Administrative Services

Administrative services are provided by the school Director, with support from the Board of Directors. A full-time secretary handles paperwork and required reporting, and a part-time business manager takes care of the school's fiscal affairs. The Director coordinates with the Charter School Board of Directors, and determines the day-to-day operations of BCCLC.

An independent financial audit is performed each year by an independent, non-affiliated auditor. (not affiliated with BCCLC). Annual programmatic operations and financial reports are prepared and presented to the Board of Directors and Charter Commission as required.

The Director also serves as the liaison between the Board of Directors, the Idaho Charter School Commission (when appropriate) and parents. Funding sources will include state allocation per pupil, federal grants, private grants, business partnerships, and donations. The BCCLC board is ultimately responsible to the Commission and at least one member will be present (in person or via teleconference) at every Commission meeting for which BCCLC is on the agenda.

Potential Civil Liability and Insurance Coverage

BCCLC insures its interests against damage and for liability exposures. Liability and property insurance coverage is similar to the coverage purchased by other charter schools and districts. Proof of insurance will be given to the Public Charter School Commission each time it is renewed. The school will maintain policies of general liability insurance and insure all assets as required by the State. The Idaho State Board of Education and the Idaho Public Charter School Commission shall have no liability for the acts, omissions, debts, or other obligations of this charter school, except as may be provided in an agreement or contract between the state and Blackfoot Charter Community Learning Center.

TAB 4

MEASURABLE STUDENT EDUCATIONAL STANDARDS

Measurable Student Educational Standards

BCCLC will accomplish the following goals:

1. In the core subject areas of Math, Reading, Language Arts, and Science 80% of students will earn a grade of satisfactory or above as calculated by classroom assessments and recorded on quarterly and semester report cards.
2. ~~90% of s~~Students in grades K-3 will meet or exceed state targets demonstrate reading competency by scoring proficient on the end of year-spring Idaho Reading Indicator (IRI).
3. On the Idaho Standard Achievement Test (ISAT) ~~85% of students in grades 3-5 will score proficient or above~~ BCCLC will meet or exceed state accountability standards.
4. BCCLC's indexed AYP scores will equal or exceed Blackfoot School District AYP scores. When Idaho transitions to the Stars rating system, BCCLC will equal or exceed Blackfoot School District's Star rating.
5. BCCLC's indexed AYP scores will equal or exceed state AYP scores. When Idaho transitions to the Stars rating system, BCCLC will equal or exceed the state Star rating.
4. ~~85% of students in grades 5 will achieve a score of satisfactory or above on the Direct Writing Assessment (DWA).~~
5. ~~85% of students in grades 4 will achieve a score of satisfactory or above on the Direct Math Assessment (DMA).~~
6. 80% of students in grades 3-5 will show at least one year's growth on each section of the ISAT.

Methods for Measuring Student Progress

~~To ensure a consistent and comprehensive evaluation procedure, assessment rubrics have been developed for each of these standards. These include specific and objective evaluation criteria. Teachers have been included in the development of these rubrics in order to provide for their input, ownership, and buy in.~~

~~The goal for every teacher at BCCLC is to challenge each student to maximize his or her academic growth. The school's overall academic goal is to accomplish the above standards by the end of the 2012-2013 school year.~~

Method for measuring student progress will include, but not be limited to:

~~Standard 1:~~

- Classroom work that demonstrates utilization, integration, and application of acquired information.
- Completion of homework, research, and other assignments as designated by the classroom teacher.
- Demonstration of mastery learning or subject competency through classroom assessments such as quizzes, test, or other measures determined by the teacher.
- Assessment rubrics used for projects, individualized assignments, and other portfolio-type assignments.
- **Individual and group scores as calculated on the ISAT and IRI and**
- **IELA assessment results**
- ~~The BCCLC goal is for eighty-five percent (85%) of students to improve their personal scores from the previous test, on each of the standardized assessments.~~
- **Yearly growth for each ISAT subject area will be measured by the number of points added from one year to the next on the ISAT Cut Score Chart. For example, to move from proficient as a fourth grade reader to proficient as a fifth grade reader, a student must gain at least 6 points (from 198 to 204) on the ISAT Reading Test.**

The following criteria will also be considered in measuring students' daily and classroom progress:

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 performing arts. Students will develop oral and written skills in a non-native language.

Thinking and Reasoning Skills

Students will utilize, evaluate, and refine the use of multiple strategies to solve a variety of problems.

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 citizenship in a democratic society.

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.

Personal Responsibility

~~Students will have positive attitudes and perceptions about creating quality work, striving for excellence, and interpersonal skills.~~

Provisions by Which Students Receive Standardized Testing

~~Under the direction of the School Test Coordinator, the following standardized tests are conducted in strict accordance with and at the specified intervals mandated by the State of Idaho:~~

- ~~• Idaho Standards Achievement Test—Grades 3,4,5~~
- ~~• Direct Writing Assessment (State)—Grades 5~~
- ~~• Direct Math Assessment (State)—Grades 4~~
- ~~• Idaho Reading Indicator—Grades K-3~~

~~Additionally, any and all other assessments required in Idaho, now or in the future, will be administered in accordance with state mandates and policies.~~

BCCLC students will participate in all standardized assessments required for Idaho public school students.

Accreditation

BCCLC will complete any accreditation required in IDAPA 08.02.02.140, or other state mandates. In addition, the school will also complete full programmatic audits and self-assessments.

The school has developed a five year strategic plan focused on the improvement of student performance. The strategic plan is monitored by a review team established by the school's administration and Board of Directors. This team is empowered to recommend revision of goals as necessary, and provide regular reports on implementation of the plan to the Board of Directors.

Throughout the strategic planning process, BCCLC complies with all provisions of NCLB. In the event that concerns regarding NCLB standards should arise, steps will be taken by the Director and the Board to identify and target school and individual needs. A comprehensive plan of improvement has been developed and implemented as required by NCLB. This plan is included in the BCCLC Continuous Improvement Plan located on the Idaho Department of Education Website.

Copies of all annual reports including programmatic audit reports, financial audits, school reports cards, testing results, and all other federal, state and local reports are given to the accrediting agency, state officials, and federal agencies. Parents and the public in general are provided with report information, where appropriate or required.

Improvement Planning

BCCLC has developed a Continuous School Improvement Plan based on its strategic plan, and focused on the improvement of student performance. This plan focuses on improving school and staff capacity (structure/resource allocation/teacher skill sets) to increase student achievement. All student and teacher standards meet state-approved standards adopted by the State Board of Education.

The Board of Directors of Blackfoot Charter Community Learning Center provides consultation to the Director regarding ongoing plans for the school. The PAC (Parent Activities Committee) also works with the Board of Directors on school improvement. BCCLC is committed to a school where student success is our top priority.

School officials have examined the current processes, and developed a detailed performance improvement plan to address each process deemed important to achieve increased student learning. Specific information is contained in the Continuous Improvement Plan (CIP).

Progress in Meeting Standards

~~For the past two years, BCCLC has successfully met Measurable Student Educational Standards 1, 4, 5, and 6. The school has not met Standard #2, "90% of students in grades K-3 will demonstrate reading competency by scoring proficient on the end of year (Spring) Idaho Reading Indicator (IRI)", or Standard #3, "85% of third-fifth graders will score proficient or above on the Idaho Standard Achievement Test (ISAT)." In three of the four grade levels, Also, BCCLC has not achieved AYP for the past three two years, in reading. A careful analysis of disaggregated test data indicates that a very small number of students with extreme learning disabilities account for these results. Appendix G contains school-wide test results for the past several years.~~

April 5, 2012

APPENDIX H

**BCCLC PROJECTED ENROLLMENT GROWTH
2011-2012 THROUGH 2019-2020**

BCCLC projected enrollment								
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
grade	enrolled	enrolled	enrolled	enrolled	enrolled	enrolled	enrolled	enrolled
K	66	66	86	86	86	86	86	86
1	45	66	66	86	86	86	86	86
2	40	45	66	66	86	86	86	86
3	23	40	45	66	66	86	86	86
4	28	23	40	45	66	66	86	86
5	20	28	23	40	45	66	66	86
Total:	222	268	326	389	435	476	496	516
*Two new teachers/classrooms will be added each year.								

April 5, 2012

BCCLC enrollment and budget projections Based on rejection of new Enrollment Cap Amendment

1/31/2012

	Year 1 (FY 12)			Year 2 (FY 13)			Year 3 (FY 14)			NOTES: School notes in plain text. PCSC Staff notes in <i>italics</i> .
	Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount	
Number of Students K	64		\$0.00	50		\$0.00	50		\$0.00	
Number of Students 1-3	101		\$0.00	129		\$0.00	129		\$0.00	
Number of Students 4-6	42		\$0.00	59		\$0.00	59		\$0.00	
Number of Students 7-12			\$0.00			\$0.00			\$0.00	
Exceptional	13			16		\$0.00	16			
Total Number of Students / units	220	9.9		254	10.6		254	10.6		number of support units as calculated by state formula
Revenues:										
State Apportionment			\$542,819			\$583,364			\$583,364	actual number calculated from current formula
State Transportation		80%	33,200		80%	37,200		80%	37,200	estimate based on current state allocation
Nutrition Program			0			0			0	
Federal Grants			66,761			68,448			68,448	estimated as a product of actual current allocations
Contributions/Donations			2,000			2,500			2,500	estimated as a projection of actual current revenue
State Revenue (IRI/LEP/Except/Voc)			10,894			11,450			11,450	estimated as a projection of current revenue
Entitlement			196,260			208,036			208,036	based on current funding of \$19,626 per unit
Insert Revenue Lines Here										
Total Revenues			\$851,934			\$910,998			\$910,998	
Expenses:										
<u>Salaries:</u>										
Teachers			\$289,962			\$341,462			\$341,462	
Special Ed			31,500			32,000			32,000	
Instructional Aides			46,300			50,230			50,230	
Classified/Office Staff			12,210			12,500			13,000	
Administration			63,650			63,650			63,650	
Nutritional Program			0			0			0	
Librarian			0			0			0	
Maintenance/Other			37,500			38,000			38,000	
Insert Salaries Lines Here										
Total Salaries			\$481,122			\$537,842			\$538,342	
<u>Benefits:</u>										
Retirement/PERSI			\$57,500			\$65,760			\$74,065	
Health/Life Insurance			67,500			77,200			86,945	
Payroll Taxes			0			0			0	
Workers Compensation			0			0			0	
Insert Benefits Lines Here										
Total Benefits			\$125,000			\$134,640			\$134,640	
<u>Operating Expenses:</u>										
Textbooks			\$24,000			\$25,000			\$27,000	
Supplies			\$6,800			\$7,000			\$7,100	
Equipment			\$0			\$6,400			\$6,400	
Contract Services			\$4,000			\$4,200			\$4,200	
Legal			\$0			\$0			\$0	
Accounting			\$4,200			\$4,300			\$4,400	
Advertising/Marketing			\$230			\$240			\$240	
Gas/Electric			\$15,300			\$16,500			\$16,500	
Telephone			\$2,100			\$2,200			\$2,200	
Liability & Property Insurance			\$7,500			\$7,500			\$7,500	
Testing & Assessment			\$500			\$550			\$600	
Staff Development			\$6,000			\$5,000			\$5,000	
Consulting			\$0			\$0			\$0	
Travel			\$2,200			\$3,200			\$3,500	
Postage			\$250			\$320			\$320	
Rents and Leases			\$0			\$0			\$0	
Debt Retirement			\$73,586			\$73,586			\$73,586	
Grounds & Maintenance			\$3,000			\$3,200			\$3,200	
Miscellaneous			\$8,200			\$8,200			\$8,200	
Insert OE Lines Here										
Total Operating Expenses			\$157,866			\$167,396			\$169,946	
<u>Program Expenses:</u>										
Transportation			\$0			\$0			\$0	All transportation expenses are incuded above
Nutrition Program			0			0			0	
Title I			4,000			4,100			4,200	paraeducator salaries listed above
Title VI-B			11,500			11,500			11,600	teacher & paraeducator salaries expenses listed above
Insert Program Expenses Lines Here										
Total Benefits			\$15,500			\$15,600			\$15,800	
Total Expenses			\$779,488			\$855,478			\$858,728	
Net Operating Income/(Loss)										
Beginning Fund Balance			-\$24,281			48,165			103,685	
Ending Fund Balance			\$48,165			\$103,685			\$155,955	

April 5, 2012

BCCLC enrollment and budget projections Based on approval of Enrollment Cap Amendment

1/31/2012

	Year 1 (FY 12)			Year 2 (FY 13)			Year 3 (FY 14)			NOTES: School notes in plain text. PCSC Staff notes in <i>italics</i> .
	Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount	
Number of Students K	64		\$0.00	66		\$0.00	86		\$0.00	
Number of Students 1-3	111		\$0.00	141		\$0.00	177		\$0.00	
Number of Students 4-6	45		\$0.00	61		\$0.00	63		\$0.00	
Number of Students 7-12			\$0.00			\$0.00			\$0.00	
Exceptional	13			16		\$0.00	20			
Total Number of Students / units	220	9.9		268	11.8		326	14.2		number of support units as calculated by state formula
Revenues:										
State Apportionment			\$542,819			\$646,012			\$758,637	actual number calculated from current formula
State Transportation		80%	33,200		80%	47,200		80%	52,100	estimate based on current state allocation
Nutrition Program			0			0			0	
Federal Grants			66,761			81,448			98,806	estimated as a product of actual current allocations
Contributions/Donations			2,000			2,500			2,500	estimated as a projection of actual current revenue
State Revenue (IRI/LEP/Except/Voc)			10,894			12,450			15,540	estimated as a projection of current revenue
Entitlement			196,260			231,587			278,689	based on current funding of \$19,626 per unit
Insert Revenue Lines Here										
Total Revenues			\$851,934			\$1,021,197			\$1,206,272	
Expenses:										
<u>Salaries:</u>										
Teachers			\$289,962			\$353,962			\$417,844	
Special Ed			31,500			32,000			32,000	
Instructional Aides			46,300			50,230			55,600	
Classified/Office Staff			12,210			12,500			13,000	
Administration			63,650			63,650			63,650	
Nutritional Program			0			0			0	
Librarian			0			0			0	
Maintenance/Other			37,500			38,000			38,000	
Insert Salaries Lines Here										
Total Salaries			\$481,122			\$550,342			\$620,094	
<u>Benefits:</u>										
Retirement/PERSI			\$57,500			\$65,760			\$74,065	
Health/Life Insurance			67,500			77,200			86,945	
Payroll Taxes			0			0			0	
Workers Compensation			0			0			0	
Insert Benefits Lines Here										
Total Benefits			\$125,000			\$142,960			\$161,010	
<u>Operating Expenses:</u>										
Textbooks			\$24,000			\$36,000			\$27,000	
Supplies			\$6,800			\$7,000			\$7,100	
Equipment			\$0			\$6,400			\$6,400	
Contract Services			\$4,000			\$4,200			\$4,200	
Legal			\$0			\$0			\$0	
Accounting			\$4,200			\$4,300			\$4,400	
Advertising/Marketing			\$230			\$240			\$240	
Gas/Electric			\$15,300			\$16,500			\$16,500	
Telephone			\$2,100			\$2,200			\$2,200	
Liability & Property Insurance			\$7,500			\$7,500			\$7,500	
Testing & Assessment			\$500			\$550			\$600	
Staff Development			\$6,000			\$5,000			\$5,000	
Consulting			\$0			\$0			\$0	
Travel			\$2,200			\$3,200			\$3,500	
Postage			\$250			\$320			\$320	
Rents and Leases			\$0			\$0			\$0	
Debt Retirement			\$73,586			\$73,586			\$314,000	FY14 increase due to anticipated cost for new building or classrooms
Grounds & Maintenance			\$3,000			\$3,200			\$3,200	
Miscellaneous			\$8,200			\$8,200			\$8,200	
Insert OE Lines Here										
Total Operating Expenses			\$157,866			\$178,396			\$410,360	
<u>Program Expenses:</u>										
Transportation			\$0			\$0			\$0	All transportation expenses are included above
Nutrition Program			0			0			0	
Title I			4,000			4,100			4,200	paraeducator salaries listed above
Title VI-B			11,500			11,500			11,600	teacher & paraeducator salaries expenses listed above
Insert Program Expenses Lines Here										
Total Benefits			\$15,500			\$15,600			\$15,800	
Total Expenses			\$779,488			\$887,298			\$1,207,264	
Net Operating Income/(Loss)										
Beginning Fund Balance			-\$24,281			48,165			182,064	
Ending Fund Balance			\$48,165			\$182,064			\$181,072	

BCCLC ACADEMIC STATUS REPORT

EXPLANATION OF INDEXED AND NON-INDEXED FORMATS

The State Department of Education (SDE) publishes ISAT results in two, different formats: non-indexed and indexed.

Non-indexed results have not been manipulated using any formulas. Indexed results have been processed using a formula designed by the SDE and are used for purposes of determining whether or not a particular school or district has made AYP.

In Spring 2010, the indexing formula was changed out of recognition that some of Idaho's lower performing schools would never be able to catch up to the state's increasing proficiency targets and make AYP under the old formula, but these schools should still be acknowledged for the growth they were achieving. Instead of counting "basic" students as 0% proficient, they are now counted as 50% proficient.

The indexing formula change has the effect of enhancing proficiency levels in a fashion they were not enhanced prior to Spring 2010. Therefore, longitudinal comparisons using indexed results cannot accurately illustrate growth. Longitudinal growth should be evaluated using non-indexed results.

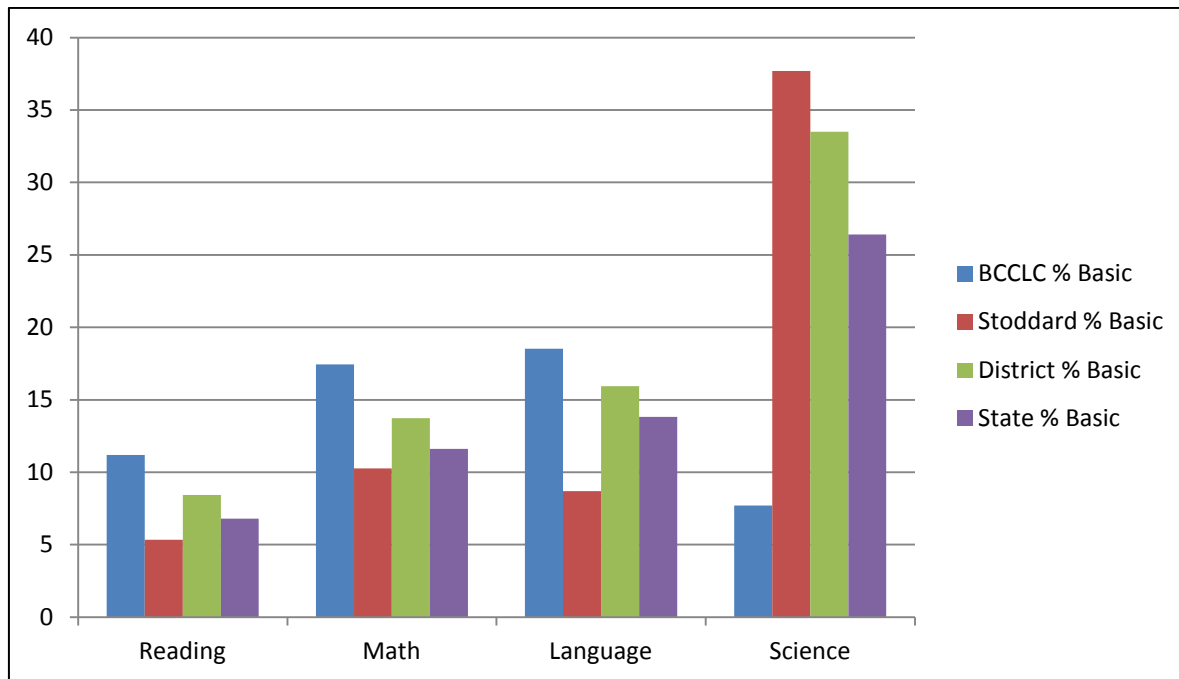
The Public Charter School Commission's ISAT comparison charts and the state's new Stars Rating System, both of which include longitudinal growth data, rely on non-indexed scores.

Because the new indexing formula improves proficiency results for "basic" students, schools or districts with proportionally more "basic" students receive greater benefit as a result of the formula change. For this reason, it is possible for a particular school's proficiency level to appear lower than another school's level if shown in the non-indexed format, but higher if shown in the indexed format.

IMPACT ON BCCLC

As the PCSC's ISAT comparison charts illustrate, BCCLC's non-indexed results for Spring 2011 are poorer than district and state results in most grades and subject areas. However, BCCLC's indexed ISAT results are better than district and state results in most areas. This apparent disconnect appears to be influenced by the fact that BCCLC has a higher percentage of students achieving at a "basic" level than either the district or the state in all areas except science.

The following chart illustrates the differences in percentages of students in grades 3-5 who achieved at a "basic" level in Spring 2011 at BCCLC, Stoddard Elementary (another elementary school in Blackfoot, which was selected at random for purposes of this comparison), the Blackfoot School District, and the State of Idaho.



The higher percentage of “basic” students at BCCLC means that a higher percentage of BCCLC’s students were counted as 50% proficient, rather than 0% proficient, in calculating indexed results. This is a factor in the reason BCCLC’s indexed scores for reading, math, and language are higher than district scores, while its non-indexed scores are lower.

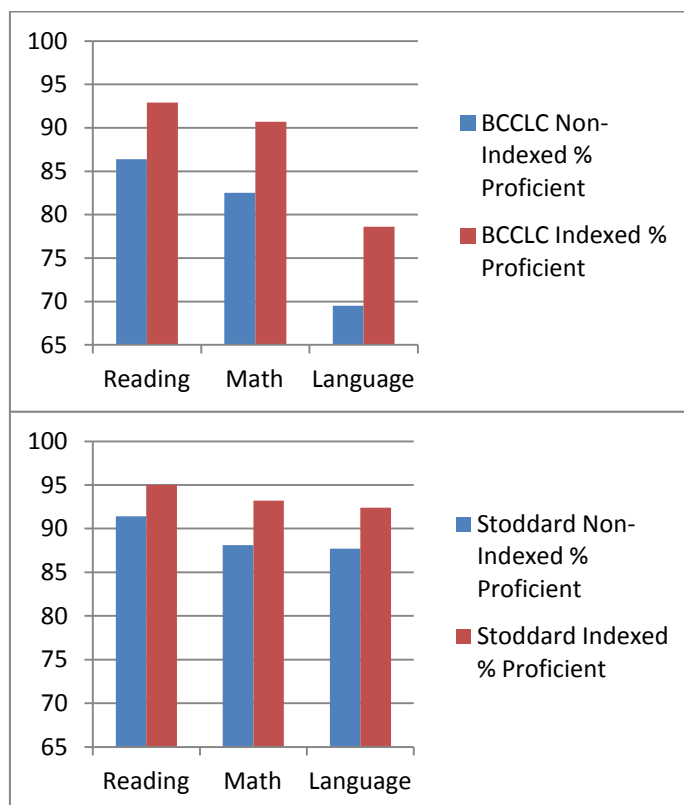
The impact of this factor is illustrated by the charts at right.

The upper chart compares BCCLC’s non-indexed and indexed results from Spring 2011.

The lower chart compares the same information from Stoddard Elementary.

BCCLC, with its higher percentage of “basic” students, experiences a greater boost to its proficiency percentage with the application of the indexing formula.

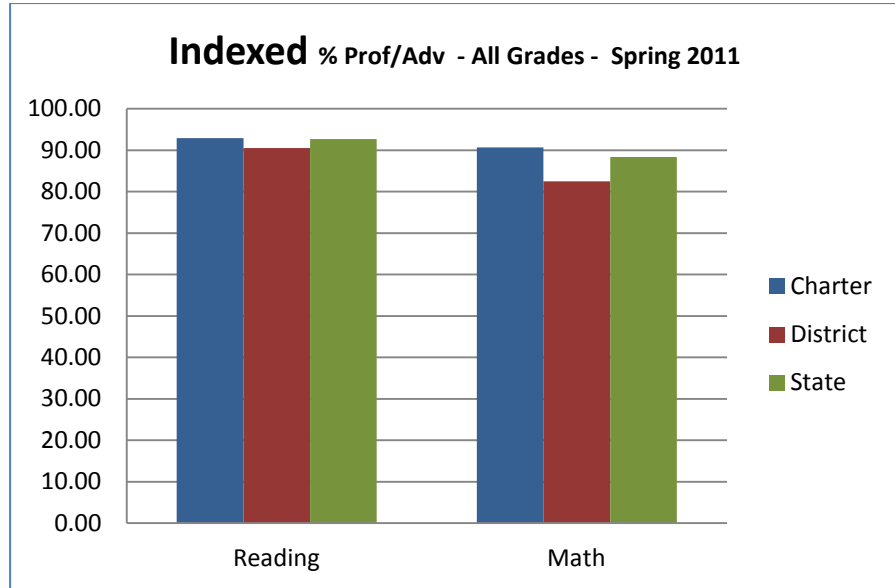
Understanding the impact of the relative percentage of “basic” students at a particular school is necessary for accurate interpretation of indexed results.



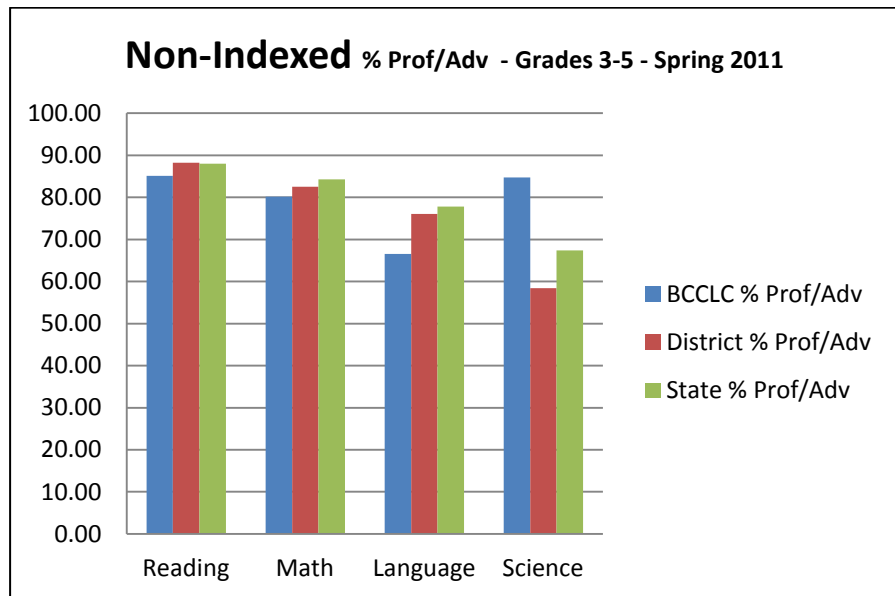
Both non-indexed and indexed results are valid means of evaluating a particular school's academic achievement. Below are charts comparing BCCLC to the Blackfoot School District and State of Idaho using indexed, then non-indexed, results.

The top chart reflects indexed district and state results for a broader range of grades (K-12) than for BCCLC (3-5).

The third indicator is not included because both district and state use graduation rate, while BCCLC uses language usage.



The bottom chart reflects non-indexed Grade 3-5 results for BCCLC, district, and state.



By-grade breakdowns of indexed district and state results are not available, nor are non-indexed district and state results for all grades combined. This lack of data precludes an accurate comparison of indexed and non-indexed results for all three entities that considers only the grade levels tested at BCCLC.

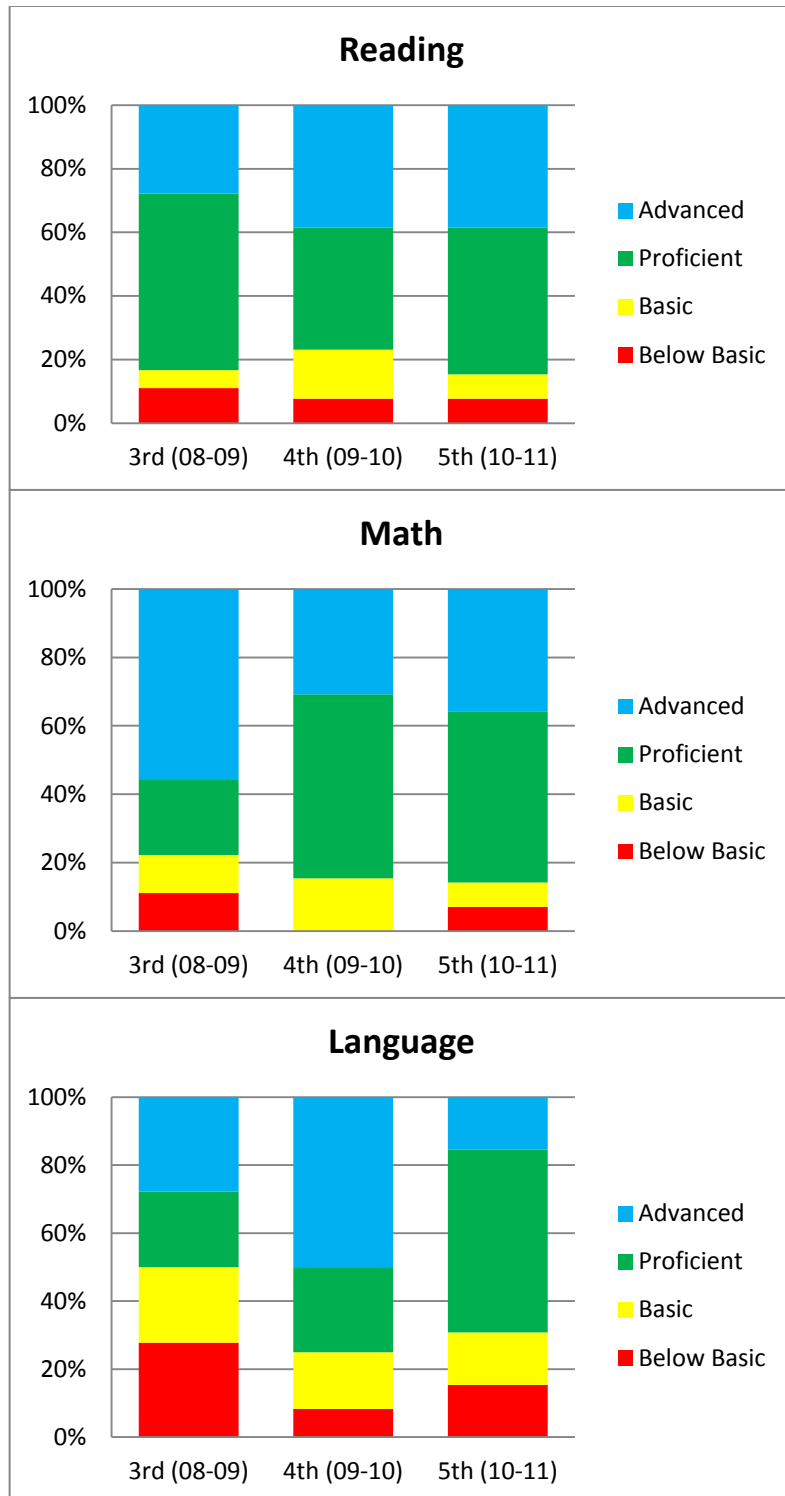
Due to changes made to the indexing formula in Spring 2010, longitudinal comparisons of BCCLC's ISAT results are best made using non-indexed data. The charts below provide a cohort view of BCCLC students who tested for 3rd grade in 2009, 4th grade in 2010, and 5th grade in 2011.

These charts reflect all students tested at BCCLC, including those who attended a different school during the previous year.

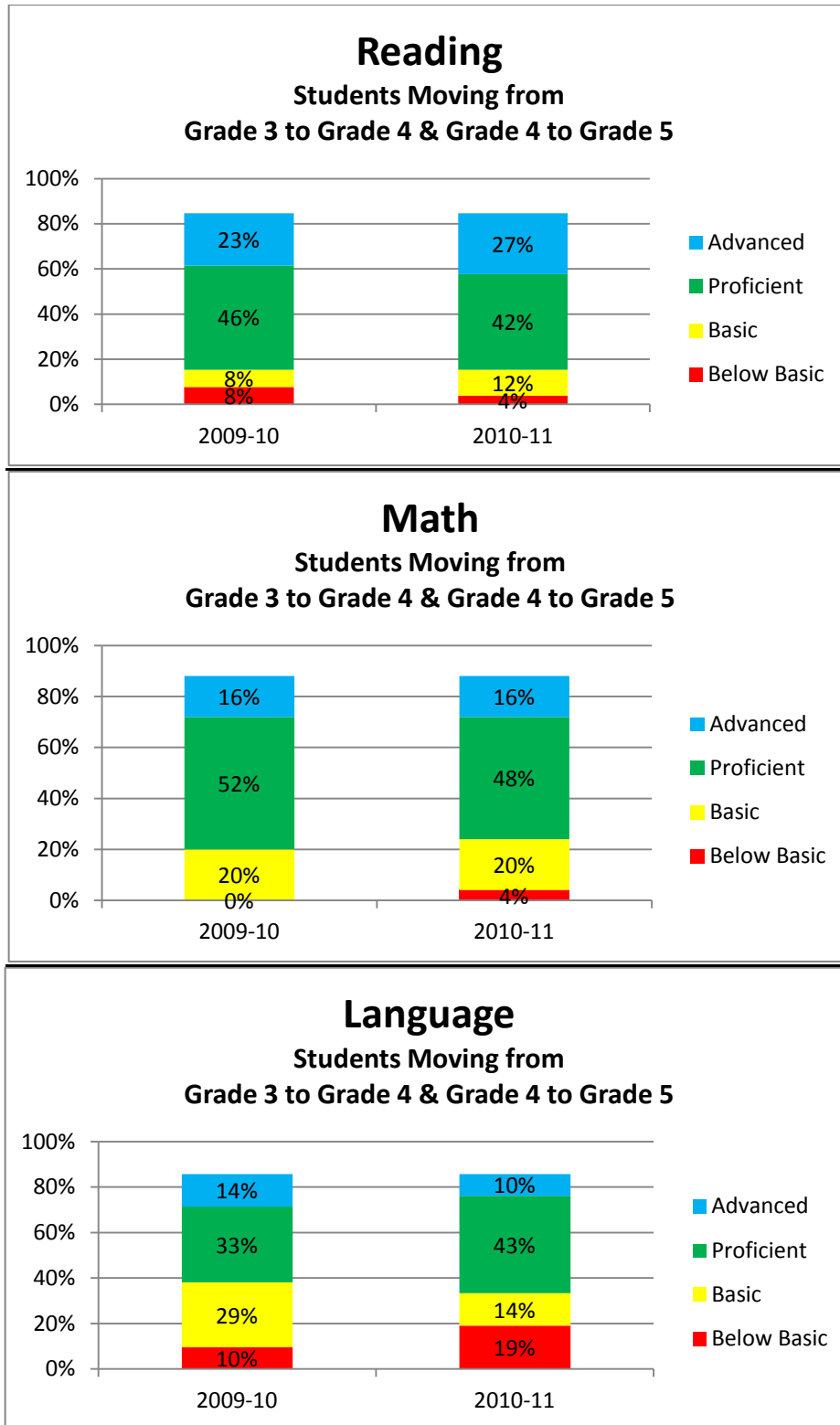
Another contributing factor to the results shown here is BCCLC's increased use of the alternate assessment beginning in Spring 2010. Following that test, BCCLC representative Tami Dorch informed the PCSC that five students who had previously taken the regular ISAT were switched to the alternate, portfolio option available to severely cognitively impaired individuals.

At that time, BCCLC credited increased use of the alternate assessment with its success in meeting AYP for the first time.

In Spring 2011, BCCLC again met AYP. The school continues to administer an unusually high number of alternate assessments for its small student population. The SDE evaluated this situation in recent months and determined that the alternate assessment is being used appropriately.



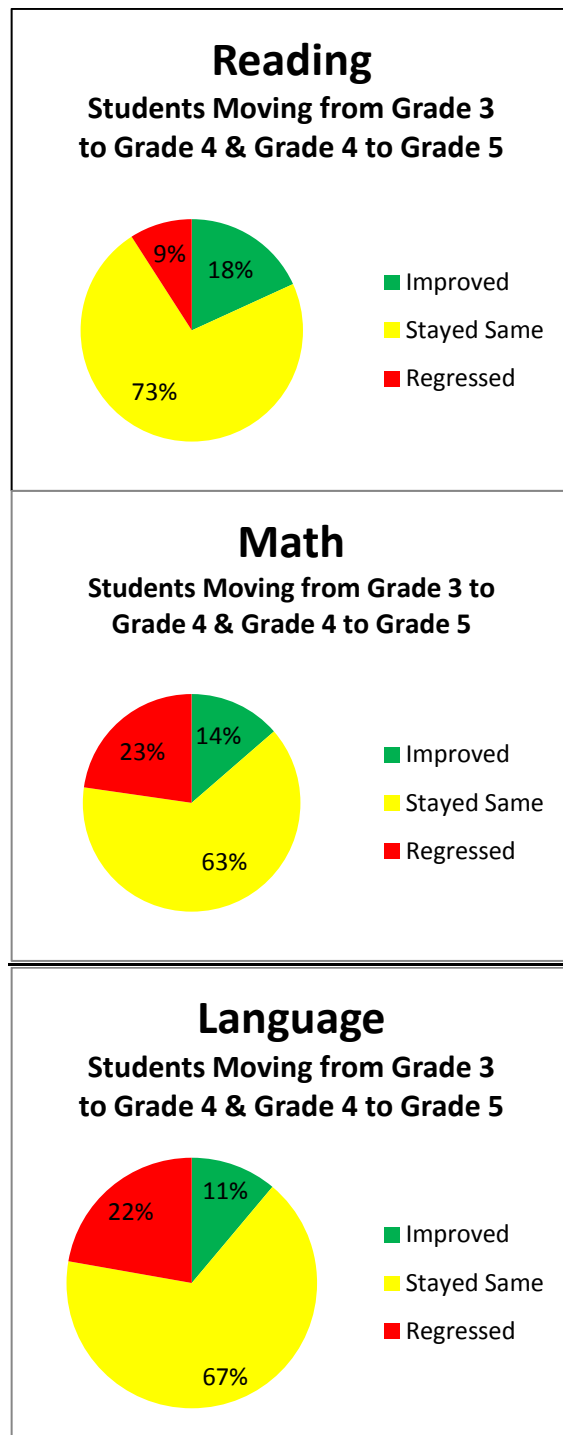
The bar charts below reflect non-indexed results for only those BCCLC students who participated in ISAT testing at BCCLC in both Spring 2010 and Spring 2011. Students who participated in alternate assessments are excluded from this data, as are students who were held back in the same grade and therefore took the same test both years.



The pie charts at right illustrate percentages of students that moved up or down a proficiency level between tests spaced one year apart. Note that students who remained at the same level may have grown or regressed within that category.

The charts reflect non-indexed results for only those BCCLC students who participated in ISAT testing at BCCLC in both Spring 2010 and Spring 2011. Students who participated in alternate assessments are excluded from this data, as are students who were held back in the same grade and therefore took the same test both years.

Due to the small size of BCCLC's student population, data separating students moving from Grade 3 to Grade 4 from students moving from Grade 4 to Grade 5 is not provided in this document.



EXPLANATION OF THE STAR RATING SYSTEM

Idaho's new Star Rating System was developed by SDE as part of the state's request to the U.S. Department of Education for a waiver of requirements established by No Child Left Behind (NCLB). The Star Rating System is intended to replace AYP for purposes of

evaluating schools' academic status based on the ISAT. The new system is still under development and final approval has not yet been received from the federal government.

The Star Rating System allots points to schools in five accountability areas:

1. Achievement – Directly reflects student achievement on the ISAT using non-indexed results.
2. Growth to Achievement – Evaluates academic growth based on normative comparison of each student's growth to an "average" student among his or her peers.
3. Growth to Achievement Subgroups – Evaluates academic growth based on normative comparison of each student's growth to an "average" student among his or her peers in relevant subgroups.
4. Post Secondary and Career Readiness – Evaluates high school student preparedness based on graduation rate and advanced opportunities. (This accountability area does not apply to elementary schools.)
5. Participation – All schools must have at least a 95% participation rate for all students, including subgroups. Failure to achieve adequate participation results in loss of one star.

The total number of stars available is five.

IMPACT ON BCCLC

Results of the initial application of the Star Rating System were released to school superintendents in Winter 2012. BCCLC has chosen to share its rating with the PCSC, noting that the school received a 4-star rating, which is above average in the system that awards a maximum of five stars.

However, only two out of four accountability areas were used to calculate BCCLC's star rating: Achievement and Participation. The two Growth to Achievement areas were not included because BCCLC's population of 4th and 5th grade students who tested with the school for two or more consecutive years is too small to allow for the necessary normative comparisons.

The Participation area, for which BCCLC received 96.7% and therefore did not lose a star for insufficient participation, otherwise contributes little to a school's overall score. By default, therefore, BCCLC's star rating was based almost entirely on the Achievement area.

BCCLC received 10 out of 15 possible points for Achievement, earning 67% of the total points available. The cut-off between a 3-star rating and a 4-star rating is 66%.

State Department of Education experts indicate that most 4-star schools are in the 80-90% range for Achievement; those 4-star schools with lower Achievement ratings exhibit stellar growth. BCCLC's 67% result is better aligned with 2-star and 3-star schools, and appears to be an anomaly that occurred due to the limited number of accountability areas used to calculate the result.

April 5, 2012

From: [Keelie Campbell](#)
To: [Tamara Baysinger](#)
Subject: FW: update on BCCLC
Date: Thursday, March 22, 2012 11:06:44 AM
Attachments: [BCCLC Feb. 2012 Budget Report.pdf](#)
[revised BCCLC amendments.pdf](#)

From: Fred Ball [mailto:fball@bcclc.com]
Sent: Monday, March 05, 2012 3:54 PM
To: Keelie Campbell
Cc: J heintzelman; Stacey Lilya
Subject: update on BCCLC

Keelie,

I am not sure what will happen in the April meeting, but I am assuming staff will draft another report on BCCLC, so I would like to provide you another recap of BCCLC's status with respect to its proposed charter amendments and CAP. This report will cover 4 areas of staff concern: BCCLC's financial status, the over-enrollment issue, ISAT test results, and the new MSES requirements.

With FY12, 67% completed (as of February 29, 2012) BCCLC has expended 65% of its projected budget. We are on track to remain below projected expenditures. You can validate expenditures by referencing the attached February, 2012 Budget Report. The SDE released actual FY12 foundation payment calculations in February; these numbers indicated that BCCLC will receive an addition \$2,774 beyond its initial projections.

You have been concerned about last year's deficit, so I wish to address this again. Anytime there is a deficit, one should question the causes and reasons. PCSC staff chose to focus on verifying cuts between the two fiscal years. This is not inappropriate, but if an organization wants to avoid future deficits, they must clearly understand and eliminate causes for past deficits.

As one examines BCCLC's deficit, the reason has nothing to do with poor planning. It was a matter of taking advantage of an investment opportunity that presented itself late in the school year. The overall assets of the school were enhanced, but the reserve account took a hit. This was a concern to board members and careful plans were laid, in advance, to alleviate this deficit during the current year. Much of this information was in my February 1, 2012, 2:54 p.m. email.

During this same period, BCCLC did extensive work on developing the school's 10 year strategic growth plan. From this, BCCLC realized that new construction would be necessary. At that time, both BCCLC and Idaho Science and Technology Charter School recognized that each school could benefit if ISTCS sold 3 acres to BCCLC. These schools have always shared resources in order to save money. ISTCS needed revenue from selling this land to finish the year in the black. The developer had agreed to purchase this land to assist ISTCS; however, if ISTCS sold the land to BCCLC, ISTCS could still recoup the needed funds.

For BCCLC, this purchase, while unforeseeable when the budget was established the preceding spring, could be accomplished through a bank loan or from the reserves. A careful analysis of the budget revealed that funds could be drawn from the general budget, under certain conditions. The school was reluctant to assume any additional long term debt, but did talk to the bank about a possible loan as a backup plan. Purchasing from the reserves would create a \$24,000 deficit for the fiscal year and would draw down the school's remaining assets to just under \$8,000.

However, if careful budgeting were done for FY12 and the sale were enacted at the right time (tail end of FY11) BCCLC could complete the purchase without a bank loan, could meet all its financial obligations, and would suffer no significant fiscal strains. This is the plan BCCLC's board decided to follow.

Cutbacks in the FY12 year would replenish the reverses and BCCLC's net assets would be greatly enhanced. When the time came for new construction, BCCLC would be in an attractive position for investors, since the school would already own the property. All this was carefully considered and planned. This was never a matter of "extremely inaccurate past budgetary projections". It is a case of taking advantage of a newly presented opportunity to purchase needed land.

The savings that staff labeled "purported" were never careless, irresponsible, or questionable. They were thoughtfully planned well before the start of FY12. If this plan were not working, BCCLC would not be 2% under budget this late in the school year.

With respect to the enrollment issue, those familiar with the reason for capping enrollment know that it was implemented more to appease traditional districts than anything else. However, Blackfoot School District was not concerned about BCCLC's enrollment growth; the larger cap numbers were a part of the original charter considered by them. They were aware of these larger numbers and fully expected BCCLC's numbers to grow when the school was authorized by the PCSC.

For this past year, BCCLC endeavored to respond the best it could to enrollment demands by accepting about a dozen additional kindergarten students beyond the grade level number mentioned in the charter. BCCLC acknowledges this error. We should have submitted the enrollment cap amendment much sooner. We have always recognized that the overall cap is an absolute boundary, as is classroom size, but felt that grade level numbers could fluctuate so long as we did not exceed the other caps. Our only defense is that with multi-age classrooms, grade level numbers represent a best guess. This was not a devious plot, but rather a growing pain. Much of this information was covered in the December 6, 2011 email. Accountability must be tempered with reasonability.

BCCLC's philosophy calls for multi-age classrooms. In this setting, balancing grade levels numbers is an entirely different issue from traditional schools. By all rights, this should not be a part of BCCLC's charter, but the school was forced to include it for fear that it could not conduct an impartial lottery. We have, in fact, been able to conduct a proper and unbiased lottery for years without equally balancing grade level enrollments. This was explained in my December 6, 2011, email and then detailed under Tab 2, of the proposed charter amendments sent on January 20, 2012.

This level of skepticism causes us to wonder: are multi-age classrooms too extreme an innovation for even charter schools? Our many years of experience tell us that insisting on equal grade level numbers is not necessary for lottery purposes. By suggesting that BCCLC is suspect because the school does not conform to traditional grade assignment paradigms is counter to all that charter schools embody.

I wish to reemphasize that the most pressing challenge for BCCLC has been finding ways to deal with the demand for its services. If BCCLC is doing such a poor job, why is growth our biggest challenge? This was the reason for our transfer to the commission. While the school's waiting list stands at about 130, it could easily be a great deal larger. We are very frank and honest when parents contact us about enrolling their students. This happens almost daily and often multiple times per day. We inform them that the chances are remote. They are disappointed and the majority chose not to put student names on the list. Some may disagree with this position, but we feel we are being honest by not creating false hopes.

We object to the staff assessment that, "BCCLC representatives maintain that the PCSC agreed, upon approval of the transfer from district to PCSC authorization, to approve future expansion of the school." This is a definite misrepresentation. The email regarding this was sent on February 2, 2012, and in no way did BCCLC say that the commission was somehow bound to an agreement.

If you read the content you will note that it states that the commission was aware that BCCLC's motivation for seeking the transfer was a need for the opportunity to grow. Meeting the demand for growth is our primary challenge. We sincerely hope the commission does not have second thoughts about assisting us with this. Toward the end of this email I did use the word "renege." This was a poor choice, but directed at staff because at this point the staff attitude was obvious.

With respect to BCCLC's ISAT scores, staff stated, "ISAT results are poorer than district and state results in most grades and subject areas..." (The December staff report was even more negative). I wonder if staff recognizes that there are two sets of ISAT data. One contains the non-indexed scores and the other contains the indexed scores. The state AYP rating, all district AYP ratings, each school's individual AYP rating, all state reports, all federal reports, all school, district, and state report cards are based on the indexed scores. Why then, does staff choose to use non-indexed scores?

Even using these, staff conclusions are incorrect. The new Stars rating system also uses non-indexed scores and compares all schools in the state of Idaho. In this system, BCCLC scores a 4 star rating which places it solidly above average for all schools in the state (and entitles it to financial rewards).

If you look at the report card data as posted on the SDE website, this is what you find for BCCLC's school-wide percentages of proficient or advanced students as compared to state and Blackfoot School District percentages:

	Reading	Math
BCCLC	92.9%	90.7%
Blackfoot SD #55	90.5%	82.5%
IDAHO	92.7%	88.4%

April 5, 2012

This is hardly a case of “poorer than most.” If one chooses to look at specific categorical indexed scores, one finds examples such as BCCLC’s 5th grade science score at 85.8%; compared to 58% for Blackfoot School District and 67.2% for the state of Idaho. If you look at language usage scores, you will also see that BCCLC scored above the state AYP target. Many schools, did not; yet, staff reports maintain that BCCLC should suffer consequences due to poor test scores.

Finally, BCCLC was disturbed by the statement “The proposed MSES amendments do not meet the PCSC’s requirements for new petitions, which must include MSES comparing the public charter school’s results to district and state results”. BCCLC was never informed of this new MSES requirement until it appeared in the staff report. Why were we not informed earlier?

Since we are now aware of this requirement, I am attaching a revised version of our MSES charter amendment, plus additional copies of the Mission Statement and Tab 2 proposed amendments for consideration in April.

Thank you,

Fred

April 5, 2012



IDAHO PUBLIC CHARTER SCHOOL COMMISSION

650 W. State Street • P.O. Box 83720 • Boise, ID 83720-0037
208/334-2270 • FAX: 208/334-2632
e-mail: charter@osbe.idaho.gov

March 8, 2012

Blackfoot Charter Community Learning Center
Dr. Fred Ball, Administrator
2801 Hunter's Loop
Blackfoot, ID 83221

Dear Dr. Ball:

Thank you for your March 5, 2012, email in which you seek to provide clarity with regard to BCCLC's financial situation and various other issues. I appreciate your taking the time to share your perspective in greater detail. This letter is intended to address the broader relationship concerns between BCCLC and the PCSC; the issues detailed in your message will be addressed separately.

My sense is that you feel BCCLC has been the subject of unfair scrutiny by the PCSC or its staff. You are not the first PCSC-authorized school to feel this way, nor will you be the last. I understand that it can be very difficult for committed school leaders to deal with the additional oversight that is part and parcel of the charter concept. This may be particularly frustrating in your case, as BCCLC was previously authorized by a district board whose authorizing style was much less intensive than that of the PCSC. However, a review of the PCSC meeting minutes from BCCLC's transfer petition hearings reminds us that BCCLC was aware of the increased level of oversight that would occur if the transfer was approved.

Please understand that the role of a charter school authorizer is one of oversight rather than school support. This is not to say that the PCSC is not interested in the success of its schools; rather, our focus is on quality assurance via compliance monitoring. Should issues arise that may negatively affect the quality of a particular school, an authorizer's role is to identify and monitor those issues; other entities bear the important role of assisting schools in finding ways to improve.

The PCSC's mission statement, available on our website, reflects our commitment to fulfillment of our authorizing role. This being the case, I believe it is appropriate for our staff to investigate as thoroughly as possible any potential or identified concerns with regard to the schools we authorize.

Printed on Recycled Paper

April 5, 2012

I recognize that, particularly in recent months, exchanges between our staff and BCCLC have led to mutual frustration. It is the perspective of our staff that, historically, BCCLC's responses to our requests for information and clarification have often been delayed or confusing. As you know, we have experienced difficulty in reconciling apparent inconsistencies between various statements and documents submitted by BCCLC. While we do not intend to imply that such obfuscation is intentional, please understand that it creates the appearance that BCCLC is reluctant to share a clear, complete picture of the situation with its authorizer.

I believe the best remedy going forward will be for all of us to improve our communications such that each party better understands the other's concerns and perspectives. If BCCLC believes our staff has misinterpreted information provided by the school, it would be appropriate for the school to contact our office and discuss the matter. If such issues cannot be addressed prior to a PCSC meeting, or if disagreement remains, it would also be appropriate for you to refer to the materials and express an alternative point of view. Other schools have done so in the past and found the PCSC receptive to their comments.

Similarly, we are happy to make further attempts to understand the school's perspective on matters that are unclear to us. I suggest that we all make time for additional phone conversations, as email alone has tended to lead to confusion rather than clarification.

Open, honest, and reliable communication is critical to building a positive relationship with the PCSC and its staff. In this vein, I appreciate your acknowledgment that BCCLC erred in "asking forgiveness rather than permission" with regard to the violation of BCCLC's charter through the enrollment of an unapproved number of students. In the future, I look forward to a mutually respectful environment in which both BCCLC and the PCSC may perform their roles to the best of their abilities.

Sincerely,



Tamara L. Baysinger, Director
Idaho Public Charter School Commission

Cc: Alan Reed, PCSC Chairman
BCCLC Board of Directors

SUBJECT

Heritage Academy Corrective Action Plan and Proposed Charter Amendment

APPLICABLE STATUTE, RULE, OR POLICY

I.C. 33-5209(2)

IDAPA 08.02.04.302

BACKGROUND

Heritage Academy is a public charter school authorized by the Public Charter School Commission (PCSC). Located in Jerome, Heritage Academy opened in fall 2011 and serves students in grades K-6 using a basic curriculum enhanced with the Schoolwide Enrichment Model.

In February 2012, the PCSC moved to issue to Heritage Academy a notice of defect on the grounds of violation of a condition, standard, or provision of the approved charter, specifically, provision of foreign language instruction and employment of a special education coordinator.

Also in February 2012, Heritage Academy proposed charter amendments that would permit substantial enrollment increases. The PCSC directed the school to provide additional documentation regarding community interest.

DISCUSSION

Heritage Academy has submitted a corrective action plan in response to the notice of defect regarding charter violations. The plan outlines charter amendments that are being proposed at this meeting. Additionally, on March 1, 2012, the school hired a special education teacher who is on alternate route certification.

Heritage Academy is again proposing a charter amendment that would permit doubling of kindergarten and, as application numbers justify, the addition of one new class per year starting with 1st grade in 2012-2013. Additionally, the combined 5th-6th grade class will be separated to accommodate the upcoming 4th graders. Total school capacity will increase from 175 to 450.

Heritage Academy currently reports being three students under capacity. As of March 26, 2012, 236 students have expressed interest in attending the school next year; this number is based on lottery applications and returning students. It should be noted, however, that the class size caps will not permit enrollment of all interested students in grades 2-4. The returning student numbers appear to rely on almost 0% attrition.

Projections indicate that increased enrollment would dramatically improve the financial outlook of the school. However, the budget scenarios provided indicate that the school will only achieve a net gain if it is successful in

doubling kindergarten and 1st grade enrollment and filling grades 5 and 6 for the 2012-13 school year.

The proposed amendment budgets also assume success of the facility refinancing plan prior to the beginning of FY13. The board currently has no contingency plan for dealing with the possibilities of inadequate enrollment or inability to refinance.

Additionally, proposed charter amendments include cleaning up language and grammar as well as clarifying accreditation procedures.

IMPACT

No action is required of the PCSC in response to corrective action plans or updates thereto.

Pursuant to I.C. 33-5209(3) and IDAPA 08.02.04.301.04, the public charter school must “comply with the terms and conditions of the corrective action plan and...cure the defect at issue within a reasonable time...” If the public charter school fails to comply with the plan and cure the defect, “the authorized chartering entity may provide notice to the public charter school of its intent to revoke the charter.”

The PCSC may, at its discretion, formally acknowledge the lifting of a notice of defect in the event the PCSC believes the school has cured such defect.

If the PCSC determines that the school has failed to cure an identified defect within a reasonable period of time, the PCSC may issue a notice of intent to revoke the charter.

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

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the PCSC consider whether Heritage Academy has yet demonstrated a successful program such that the school should be considered a candidate for expansion.

Approval of the amendment would give the school flexibility to enroll as many students as possible, creating potential for improvement in the school's fiscal outlook. However, the school's ability to enroll a sufficient number of students to achieve the desired result remains in question.

April 5, 2012

Staff further recommends that the PCSC direct Heritage Academy to provide quarterly fiscal and enrollment updates until further notice, as well as updates regarding the possible facility refinance.

COMMISSION ACTION

A motion to approve the proposed charter amendment as submitted by Heritage Academy, permitting an increase in the overall enrollment cap and doubling of classes as justified by enrollment numbers.

OR

A motion to deny the proposed charter amendment as submitted by Heritage Academy.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

April 5, 2012

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April 5, 2012

Tamara Baysinger, Director
Keelie Campbell
Idaho Public Charter School Commission
P.O. Box 83720
Boise, Idaho 83720-0037
(208) 332-1583
Fax (208) 334-2632

March 27, 2012

Dear Ms. Baysinger and Ms. Campbell,

Pursuant to IDAPA 08.02.04.301.03, I respectfully submit the Heritage Academy corrective action plan to cure the Notice of Defect from the Idaho Public Charter School Commission, dated March 21, 2012. The Heritage Academy Board of Directors appreciates your attention and providing us with feedback that will help us comply with all of the requirements of public charter schools and continuously improve the education program we offer our students. We would be happy to provide you with additional information regarding our school and schedule a time to meet with you to review the information provided in this letter. We hope that our response adequately addresses the concerns identified in your correspondence.

The following table identifies the concerns of the Commission and our corrective efforts:

Notice of Defect	Corrective Action	Date Completed
Heritage Academy has committed a material violation of a condition standard or procedure set forth in the approved charter; specifically in regard to Tab 3, Methods of Instruction and Educational Goals, (Foreign language):	The reference to foreign language was an error and has been removed.	In the submission of our Charter amendments on March 7, 2012 to the Commission.
We also noted in the Commission Meeting of February 9, 2012, a concern regarding Enrichment Clusters and we respectfully wish to address that issue here as well:	<p>Heritage Academy has amended its charter to clarify the implementation of enrichment clusters which will take place each school year. The current language in our charter is as follows:</p> <p><u>The final component involves Enrichment Learning and Teaching. This program consists of forming Enrichment Clusters. The goal is to apply knowledge and skills to produce a product or deliver a service for a community audience. Enrichment Clusters are facilitated by facilitators—may include teachers, parents or community resource persons- who share the same interests of the students and have some degree of expertise in the subject they are facilitating.</u> Enrichment</p>	The first clarification of the Enrichment Cluster question was submitted in the Charter amendment on March 7, 2012. Further clarification is provided in this submission, of March 27, 2012

April 5, 2012

	<p>Cluster sessions will meet one-half day each week occur take place at least one time during each school year. <u>Enrichment Cluster sessions will be approximately six to twelve weeks in length. The Enrichment Clusters offered each session will have approximately the same time requirements so as to facilitate the least intrusion of regular instructional time.</u> they <u>The students will receive extra support and guidance in selecting activities and projects. from parents, teachers and the administrator.</u></p> <p>The object of the Enrichment Clusters is to serve a need in or produce something for the community. These Clusters are formed and grouped according to the strengths and interests of the students. The goal of Heritage Academy is to hold at least one Enrichment Cluster session each school year. The frequency of meetings and length of time spent in Enrichment Clusters will be determined by the subject of the cluster. For instance, an Enrichment Cluster to raise awareness of the need that the Jerome Food Bank has would require fewer but longer sessions to accomplish goals that may include, researching the actual needs, canned food drives, presentations to the community organizations, etc. The timing of Clusters of this nature could take place in Fall and Winter months. A Gardening Cluster for the Jerome Soup Kitchen would require daily, shorter sessions, and could only take place toward the Spring of the school year. These are simply examples of Enrichment Clusters that could take place here in Jerome. Some can be accomplished in shorter sessions of approximately six weeks; others may take longer, according to the requirements of the Cluster.</p>	
<p>Heritage Academy has committed a material violation of a condition standard or procedure set forth in the approved charter; specifically in regard to Tab 2; (Special Education coordinator):</p>	<p>The amendment to our Charter concerning our Special Education staff is as follows:</p> <p><u>Heritage Academy will hire the appropriate special education staff as indicated by the needs of the enrolled student population.</u> have at least one full-time trained special education coordinator on staff at all times.</p> <p>Heritage Academy is committed to providing a free appropriate public education to its students. Students with disabilities or special needs are welcome at Heritage. Our Board and school administrator are dedicated to complying with all requirements outlined in the Idaho Special Education Manual and in the Individuals with Disabilities Education Act. The Heritage Academy Board apologizes for the delay in recruiting and hiring adequate support for our special education program. Heritage Academy has been in regular communication with the Idaho Department of Education</p>	<p>This change was submitted to the Commission on March 7, 2012 with the other Charter amendments.</p>

April 5, 2012

	Special Education staff through the school year. Unfortunately, our early efforts to hire certificated special education staff fell through and we had to rely on contracted support through the fall. We have hired a certified special education teacher, as of March 1, 2012 and the SDE regional consultant has agreed to serve as her mentor teacher (she is on an alternate route to certification). They have been communicating regularly and are ensuring that all special education files and reports are complete and in compliance. They are also ensuring that all students with disabilities are receiving the services outlined in their IEPs.	
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We look forward to receiving your feedback and appreciate your commitment to school choice in Idaho. Please let us know if you need any additional information or documentation regarding the identified concerns.

Thank you again for your feedback!

Sincerely,

Anneli Crouch
Board Secretary
Heritage Academy
500 S. Lincoln Ave.
Jerome, Idaho 83338

PETITION FOR CHARTER AMENDMENT TO GRADUALLY INCREASE ENROLLMENT

Heritage Academy is seeking to increase our enrollment gradually to allow more student access to the benefits of the Heritage vision for education. As we seek to increase our numbers, we feel that we can reach out into the broader community and benefit all students by providing a choice for their educational future. At present, our numbers have almost completely been filled, and with the exception of a few classes, we are operating at capacity. As more and more community members, parents, and students seek options for their education, Heritage would like to be able to provide that option. At present, we are continuing to receive additional students bringing us currently only 3 students short of capacity. As more parents and students become aware of what Heritage has to offer, we would hope to be able to add additional students and reach out to the broader community to meet the needs of those students seeking a different choice in education. In order for us to do so, we will need to gradually increase the number of students we can serve, based on both market forces, and in order to provide that choice to those students who would like to participate in the educational programs offered at Heritage Academy.

Based on the capacity of its facility and success of its program, Heritage Academy is petitioning for a gradual increase in enrollment over the next years of operation, bringing the enrollment capacity to a maximum of 450 students in grades K-8. Heritage Academy further requests to have the option of adding additional classes per grade if the enrollment numbers justify these additions. This option for increasing enrollment would be exercised if justified by enrollment numbers. It is the intent of the Heritage Academy founders to be able to serve Heritage Academy's growing student population as students move from grade to grade. Our current facility has capacity for two classes per grade up to and including 5th grade.

The following three amendments would be part of Heritage Academy's upcoming three-year plan.

1. Add a Separate 6th Grade for Fall of 2012

Heritage Academy currently has a combo class of 15-5th graders and 10-6th graders. We plan to separate this class into a 5th grade with a cap of 25 students and a separate 6th grade with a cap of 25. This is needed to accommodate the 25-4th graders moving into 5th grade, and the 15-5th graders moving into 6th grade. We believe our marketing will fill the additional 10 students needed for a full 6th grade.

2. Add 25 More Students to Kindergarten for Fall of 2012

Based on waiting lists and parent requests, increase kindergarten by 25 students to a total of 50 students – a cap of 25 AM and a cap of 25 PM. Additional Aides will be hired to work with the kindergarten teacher.

3. Have the OPTION, if Enrollment Numbers Justify Increase, to Add an Additional 1st Grade in the Fall of 2012 and Subsequent 2nd and 3rd Grades in Years Following.

Heritage Academy has performed research and a parent survey to determine the need for an additional 1st grade class for the fall of 2012. At the end of last year's lottery there were over 30 kindergarten students on the waiting list. Over half of the families who had a child on this wait list subsequently withdrew all their children. They realized they most probably would not get a spot in kindergarten, and withdrew because they wanted to have all of their children in one

April 5, 2012

school. The first week of January 2012, these parents who withdrew were contacted with a Parent Survey asking: "If there was an opening in 1st grade at Heritage Academy next fall (2012) would you enroll your child?" As you can see from the survey below, 86% of the families responded "Yes" and 14% responded "No". See the survey below.

PARENT SURVEY

"If there was an opening in 1st grade at Heritage Academy next fall (2012), would you enroll your child?"

NOTE: These parents have a kindergartener who was not able to get into HA in 2011. Because of this, they declined their other students wishing to have all children in one school. These parents are not on the wait list for kindergarten.

**DATE OF SURVEY:
1/4/12**

PARENT	RESPONSE	
	YES	NO
L. Higley		X
J. Quam	X	
J. Parker		X
A. Thompson	X	
S. Bateman	X	
L. Carpenter	X	
S. Nash	X	
J. Gratzner	X	
K. Smith	X	
M. Crofts	X	
K. Spagnolo	X	
J. Proctor	X	
S. Brown	X	
T. Southwick	X	
TOTALS	12	2
	86%	14%

Based on these statistics, up to an additional 12 students would apply for 1st grade from this list. Add these students to our current kindergarten wait list of 15, and you arrive at 27 students who would possibly make up a second 1st grade class. If indeed our enrollment numbers show we have the additional 25 students, we would like the option to add this second 1st grade class. We are also petitioning for the option to add an additional 2nd and 3rd grade in subsequent years if this is justified by our enrollment numbers. We currently have room in our facility to accommodate these additional classes.

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We anticipate a great response to the lottery this year due to the fact we now have a track record of meeting the needs of those students seeking a different choice in education. We have parents and students who are very happy with Heritage Academy, and will share their positive experience with the community. In the first year of a new school parents tend to be skeptical about sending their children to the “unknown”. Heritage Academy now has a very positive presence in the community, and word has gotten out to parents and students that we meet the needs of those students seeking a different choice in education.



HERITAGE ACADEMY
500 S. Lincoln
Jerome, ID 83338

HERITAGE ACADEMY

March 26, 2012 Report

ENROLLMENT

CURRENT LOTTERY APRIL 3, 2012

Heritage Academy is currently in our lottery window with accepting applications for next year's classes. Our lottery will be held on April 3, 2012. The following enrollment numbers are as of March 26, 2012. Marketing is busy flooding the community through radio announcements, yard signs and postcards. Marketing will continue with Open Houses every other week throughout April and May. In order to increase enrollment there will be a special School Enrichment Event in the summer that will be open to the community. All of these events are anticipated to add students to our enrollment numbers.

Grade Level	Current Lottery Applications as of 3-16-12	Re-Enrollment Numbers & Siblings	TOTAL INTEREST 2012-13 A+B	2011- 2012 Enrollment as of March 2012	2011-12 Waiting List After Lottery
	A	B			
K	42		42	25	30
1	21	25	46	24	19
2	13	24	37	23	20
3	11	23	34	25	21
4	8	22	30	22	21
5	4	20	24	15	13
6	10	13	23	9	12
7					
8					
9					
10					
11					
12					
TOTAL	109	127	236	143	136

Heritage Academy petitioned before the Commission in February for an amendment to our Charter to allow for increased enrollment. See the following amended Charter petition.

AMENDED CHARTER PETITION

Target Student Population

Heritage Academy will open in the fall of 2011 within the boundaries of the Jerome School District and will serve a maximum of 175 students in grades K-6. For more information on the educational atmosphere and demographics, please reference Appendix J – Market Analysis. ~~The founders of Heritage Academy acknowledge that it is not realistic that the school will open with full enrollment in its first year. Therefore, the —best case— budget assumptions contained within this petition.~~ We project full enrollment of one class per grade in grades K-4 and one combined class of 25 for 5th and 6th grade. Heritage Academy in year two will increase the Kindergarten class size to a cap of 25 students in the A.M. class and cap of 25 students in the P.M. class. Heritage Academy, starting in year two, will also have the option to add one additional class per year starting with grade 1, if the application numbers justify these additions in grades 1- 6, with a cap of 25 students per class. It is our express intent to ~~As enrollment numbers increase expand the grade offering at Heritage Academy~~ will to expand the grade offering to grades K-8 in subsequent years as determined by the board of directors, and as application numbers justify these additional grades. In the 7th and 8th grades, Heritage Academy will have a cap of 50 students per grade. As our Heritage Academy's program matures, and in the event it is in the best interest of Heritage Academy, the board may seek approval from the IPCSC to serve additional grades.

Projected Enrollment Capacity

Based on the capacity of its facility and program, Heritage Academy's ~~is petitioning for an enrollment capacity of 150~~ 450 students in grades K-8 ~~in its first year of operation. Each grade level will serve one class of 25 students.~~

Heritage Academy is planning to increase enrollment opportunities for 2012-2013 as follows:

1. HA currently has a combo class of 15-5th graders and 10-6th graders. We plan to separate this class into a 5th grade of 25 and a separate 6th grade of 25. This is needed to accommodate the 25-4th graders moving into 5th grade, and the 15-5th graders moving into 6th grade.
2. Increase kindergarten by 25 students to a total of 50 students – 25 AM and 25 PM.
3. Have the option, if the enrollment numbers justify it, to add an additional 1st grade in 2012, additional 2nd grade in 2013, additional 3rd grade in 2014, additional 4th grade in 2015, additional 5th grade in 2016, and additional 6th grade in 2017.

Cover Page

Heritage Academy

2011-2012 Idaho Charter School Petition

Name of Proposed Charter School: Heritage Academy, Inc.

School Year Petitioning to Open the Charter School: 2011-2012

School District Affected by Attendance Area: Jerome School District

Facility Location: Jerome, Idaho

Authorized Representative: Kelly Bangerter

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Tab 1: Mission Statement, Corporate Organization, & Signatures of Proof

Vision Statement

As a community of children, families, and educators, Heritage Academy believes that each individual has gifts, talents, and strengths. Our commitment to academic excellence will ensure that all students acquire the meta-cognitive skills and knowledge necessary to reach their highest potential and become responsible, respectful, and caring members of society. We will accomplish this by establishing high expectations, integrating enriched learning strategies for all students, and by promoting home, school and community partnership.

Mission Statement

Heritage Academy will allow students to participate in instruction leading them to develop meta-cognitive skills. Those skills will allow them to learn how to solve real-life problems and organize information. Our students will graduate with skills in both the core content areas and in critical thinking that lead to success in school, the workforce and the community.

Signatures & Proof of Qualification

See, Appendix A – Qualified Electors

For Articles of Incorporation and corporate Bylaws, please reference Appendix C.

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

Target Student Population

Heritage Academy will open in the fall of 2011 within the boundaries of the Jerome School District and will serve a maximum of 175 students in grades K-6. For more information on the educational atmosphere and demographics, please reference Appendix J – Market Analysis. ~~The founders of Heritage Academy acknowledge that it is not realistic that the school will open with full enrollment in its first year. Therefore, the best case budget assumptions contained within this petition.~~ We project full enrollment of one class per grade in grades K-4 and one combined class of 25 for 5th and 6th grade. Heritage Academy in year two will increase the Kindergarten class size to a cap of 25 students in the A.M. class and cap of 25 students in the P.M. class. Heritage Academy, starting in year two, will also have the option to add one additional class per year starting with grade 1, if the application numbers justify these additions in grades 1- 6, with a cap of 25 students per class. It is our express intent to- As enrollment numbers increase expand the grade offering at Heritage Academy will to expand the grade offering to grades K-8 in subsequent years as determined by the board of directors, and as application numbers justify these additional grades. In the 7th and 8 th grades, Heritage Academy will have a cap of 50 students per grade. As our Heritage Academy's program matures, and in the event it is in the best interest of Heritage Academy, the board may seek approval from the IPCSC to serve additional grades.

North Boundary: 900 North Road (Northern Jerome County Boundary)

East Boundary: 500 East Road

South Boundary: Golf Course Rd (700 South) (Southern Jerome County Boundary)

West Boundary: 500 West Road (Western Jerome County Boundary)

Distinguishing Features

A fundamental element of Heritage Academy is personal improvement. We realize that we live in a dynamic society where things are always changing. Heritage Academy's goal is to seek out the best and incorporate it into our school. Emphasis will be placed on utilizing methods and ideas that are founded in research. The governing board will create a yearly plan that will address the goals and philosophy of the school. This will ensure the school focuses on its

primary objectives and that all goals are consistent with the founder's vision of the school. These goals will be reviewed bi-annually to assess progress and make revisions as necessary. Goals will be measurable and specific to easily identify achievement.

The administration and faculty will model our vision of personal improvement. Each employee will create a Professional Development Plan in which he/she will address interests and goals. These improvement plans will be an important part in evaluating a teacher's effectiveness. Specific expectations will be established to help an employee identify measurable goals, such as meeting Core Knowledge Curriculum goals and state standards. We will also encourage teachers to set personal interest goals based on research, continuing education and school leadership. Any areas for improvement identified by the Administrator will also be addressed in this plan. Bi-annual review of these plans will allow for assessment and personal improvement. The goal of these assessments will be to provide teachers and faculty with feedback, encouragement and support.

As modeled at all levels, students will also participate in a Personal Improvement Plan program. With the help of teachers and parents, each student will create a plan and set goals for his/her education. Guidance will be provided to assist them in choosing age-appropriate and measurable goals, however students will be encouraged to be creative and explore personal interests. Specific goals will be set to ensure that all students are learning and meet established state standards. Measurement of some of these goals will be based on mastery of material and acceptable performance on established tests of skill and knowledge, however each student will also create a Total Talent Portfolio that will highlight achievement of goals and success that cannot be measured by tests. This portfolio will focus on achievement of character, leadership, self-confidence, and other important life-skills. It will be an opportunity for a student to showcase what they value individually. Total Talent Portfolios will also be used to form Enrichment Clusters. Portfolios and Improvement Plans will be reviewed twice a year to allow students, parents and teachers to assess progress and identify areas that need more attention. Students will learn to assess their own progress and accept responsibility for their accomplishments.

Parent involvement in a student's education is a high indicator of success. We believe parents are the best resource we have as a school and will expect them to participate in our Personal Improvement Plan program relative to their children's education. Parents are not required to complete this plan as a condition of their child's enrollment, but every effort will be made to encourage parent involvement in the program. At the biannual parent/teacher conference, parents will be asked to model appropriate goal setting and honest self-evaluation. Parents will be asked to complete a Personal Improvement Plan

that will be included in the student's portfolio and will be reviewed at each conference. Parent goals should reflect their plans to support their child and be involved in his/her education. They should also identify specific ways the parents will support and be involved in the school community. They may include a commitment to help students be on time, to read with students every day, to volunteer in classrooms, to serve on the Governing Board or Parent Organization, etc.

Potential Impact on District

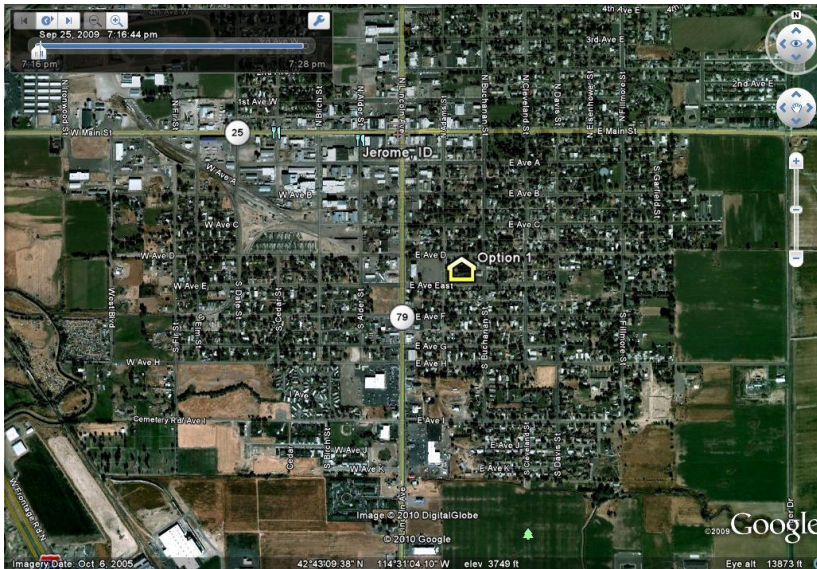
No funding for Heritage Academy will be provided by Jerome School District or any other individual traditional school district funds. Jerome School District has the capacity to acquire additional funding through levies and bonds, regardless of the student population. While Jerome School District will not receive the ADA funding for students enrolled full-time at Heritage Academy, the School District will avoid the direct costs associated with providing educational services to students that choose to attend our school. There is a significant benefit to the School District as current economic trends may make it more difficult to budget for new school facilities and gain local taxpayer support for bonds and levies required for new school buildings. For example, Horizon and Jefferson Elementary schools both utilize portable classroom space because their facilities are too small to accommodate their students. This fact, coupled with the School District's recent failed bond levy, indicates that the addition of a new choice in public education would not only provide choice, but also relieve some of the strain placed on the district's resources. (For more information on the educational climate in our district/county, please see Appendix J – Market Analysis). There is no financial support that would be provided by the traditional School District for students that attend Heritage Academy. Further, as is often the case, Heritage Academy anticipates that many of the students that enroll at the school will come from a home-schooling background; a fact that will lessen the impact of the school on the district.

Facilities

As Heritage Academy founders, we recognize the importance of finding and preparing a school facility to house our program. We also acknowledge the challenges charter schools face when entering this phase of their development. While Heritage Academy, Inc. does not have the financial ability to secure land and finance the construction of a new school facility, we have identified several facility options.

Option 1. Over the past several months, we have worked to identify more concrete options to locate our facility. During this process, we have worked with several land owners in an effort to specify our needs and reach agreement on terms that would be mutually beneficial. (See Appendix K for supporting documentation/letters of intent). Our first and best option in this regard would be

to enter into a short term land lease with a private school located on Lincoln Ave



in the center of Jerome (See Option 1 on Map below). The school's board of directors have met, discussed, and voted to execute a letter of intent to sub-lease a portion of their campus to Heritage for \$1,000/per month for a minimum term of two years. (See Appendix K). As part of the process to

assess this location's viability, we have discussed zoning requirements with the city. The location is already zoned Public or Semi-Public, and due to the fact that it is currently being used as a school, it already has a special use permit allowing this use. Another significant benefit is the fact that the vast majority of infrastructure is already in place. This will significantly reduce site prep and modular prep costs.

We have contacted a modular classroom supplier to verify our transportation, set up, skirting, block and level, and monthly rental charges to set up our campus. These numbers are reflected in our budget and a supporting letter is attached in Appendix L. Our plan is to lease the eastern portion of the property to locate modular units. Due to city requirements, the fact that this site is already properly zoned, provides us with added convenience when planning our modular campus. In fact, the only city requirement for bringing on modular units will be paying for the permit. (We recognize there will be inspections and other similar costs, but we will not be required to seek specific council approval for our intended use.)

The portion of the property we intend to utilize is a large unused parking area, with all curbing, sidewalk, and utilities on site. We recognize and have already considered one drawback to this location: confusion with the private school. However, because Jerome is a small community, we believe a joint effort with the private school, the district, and our founders will ensure that members of the community are informed of the distinction and their option to attend Heritage Academy.

Option 2. Another option is to purchase or lease land and contract with modular classroom supplier at Crossroads Point. We have been in negotiations with owners/investors that would be willing to assist us in the event that a purchase is

necessary; however, after our discussions with the owners of Option 1, we are confident that this will not be necessary. In an effort to exhaust other options, we have contacted the developer of Crossroads Point in Jerome, Idaho, and he has expressed a willingness and excitement about the prospect of bringing a choice in public education to this development. Crossroads Point is located near the interchange of US Highway 93 and Interstate 84. This location will provide easy access to the student population that resides within Jerome and surrounding communities. Within this mixed use development, we have identified several potential sites for the school. In an effort to share open space and create a larger feel for the site, we have looked into the possibility of sharing designated park space with the city as well.



Heritage Academy will ensure that its school facility is designed and constructed to be accessible to and usable by individuals with disabilities. We have also contacted several modular classroom suppliers who have expressed their desire to submit proposals for our facility needs. We acknowledge that compliance with ADA guidelines is mandatory for any new (or remodeled) charter school facility, and we will ensure appropriate design decisions for accommodating the needs of disabled individuals as well as meeting all other applicable zoning and building code requirements.

In our community, there are many locations that are unimproved tracts of land at or near the necessary public utilities. Several of which have executed letters of intent to enter negotiations upon approval of our charter. A modular campus is most likely the best option for our first several years. Regardless of the option the board chooses, use of a facility as a public school is a conditional use in most zones. Several board members and founders have extensive experience with the city processes associated with conditional use permits as well as other permitting issues surrounding the development of land. Our budget assumptions reflect our estimates on the cost of erecting a small modular campus. Facility expenses include \$16,632 in estimated delivery costs, \$10,675 in skirting, \$3,150 for installation of handicap accessible ramps and handrails, \$18,515 for block and leveling, \$4,550 for anchors, \$127,127 for leased units beginning in August 2011, and \$50,000 for necessary infrastructure and permitting.

Option 3 In the event we are unable to reach an agreement under options reference listed above or other circumstances preclude Heritage Academy from constructing a modular campus at that location, we have identified a second

location to lease approximately 11,000 square feet on a potential classroom space. This location is easily accessible from Highway 93, provides ample parking, and the current owner is willing to make the necessary improvements in the event an acceptable lease term can be reached.



Option 4 For our fourth option, we have identified an alternative location off Lincoln St. at 900 South. This option provides more space and a lower cost per square foot than option 3, but the facilities would require tenant improvements to accommodate our needs. The facility consists of approximately 35,000 square feet, and could easily provide the needed space to operate our program. In our efforts to determine the feasibility of utilizing this space for our program, we have met with the owner's agent on several occasions and discussed the option of occupying only a portion of the building as the school. This would lower the costs associated with leasing the site and allow Heritage Academy to allocate additional monies to retrofitting the facility to meet our needs. This facility is located on a major arterial road running through the middle of Jerome and would provide a excellent access (ingress/egress) for residents in our community.



Administrative Services

Instructional Leader

Heritage Academy recognizes the principal Administrator as the key leader responsible for implementing institutional procedures and policies. The principal Administrator is accountable to the Board of Directors and is critical in the development of curriculum and educational programs. The success of the

school in implementing its charter and creating an atmosphere for standards-based learning is critical to the role of the ~~principal~~ administrator.

~~Principal's~~ Administrator's Responsibilities:

1. Establish and maintain a coordinated and challenging curriculum which implements an effective emphasis on technology integration.
2. Supervise administrative subordinates with an effective blend of delegation of authority, measures of accountability, and evaluation of results.
3. Implement effective student disciplinary procedures and oversee judicial hearings and appeals that conform to all relevant laws, policies and procedures.
4. Ensure administrative functions are successfully achieved, effective administrative procedures are developed, policies and school procedures are carried out, and strategic planning is continuous.
5. Interact and intercede for the needs of staff and/or students as needed.
6. Report to the board as required regarding:
 - staff communications
 - meeting coordination
 - parent interactions, ~~and~~
 - staff information reviews.
7. Attend or conduct meetings of various constituent groups; attend school functions; attend external meetings, conferences, or legal training sessions.
8. Perform other duties as assigned by the Board of Directors.
9. Some duties may be shared/delegated to the Vice-Principal.

Because the ~~principal~~ Administrator plays a key role in the successful daily operation and overall performance of the school, Heritage Academy seeks the most qualified individuals for this position. An ideal candidate for the ~~principal~~ Administrator position at Heritage Academy would have the following background and education: (i) a graduate degree in educational administration and state certification as a K-12 ~~principal-administrator~~ or superintendent; (ii) Preferably a minimum of three years experience as a school administrator; and (iii) a Strong background/understanding of technology and technology instruction a plus. The ~~principal~~ Administrator position will be evaluated semi-annually by the Board, based on mutually agreed upon metrics and criteria.

Special Education Coordinator

Heritage Academy will hire the appropriate special education staff as indicated by the needs of the enrolled student population. ~~have at least one full-time trained special education coordinator on staff at all times.~~ The special education teacher

will coordinate all special education related services and preside at all IEP meetings and initial team staffing meetings. The special education coordinator must possess the education, skills and credentials of a special educator who can work with appropriate professionals (school psychologist, speech and language pathologist, etc.) to select, administer and interpret assessments for determining special education eligibility. In addition, the special education ~~coordinator~~ teacher will provide support and training (or coordinate trainings) for Heritage Academy's ~~principal~~ administrator and staff to regarding the Individuals with Disabilities Education Act, the Idaho Special Education Manual and special education rules and requirements for Idaho public schools.

Employment Issues

All recommendations for hiring and firing of Heritage Academy employees, except for the school administrator, will made by the school administrator and subject to approval by the responsibility of the Board. The Heritage Academy Board of Directors will be responsible for hiring a school administrator and for any personnel actions directly involving the school administrator. The ~~principal~~ administrator, teachers, and other staff members may be selected to serve on hiring committees. The hiring committees will screen applicants and decide whom to interview. Individuals will be selected based on school needs and individual qualifications. All hiring will be approved through the Board, and candidates will be offered positions at Heritage Academy only upon Board approval.

Management of School Equipment & Supplies

Teachers will be responsible for all materials and supplies within their rooms. Yearly inventories will be used for insurance purposes and to assess replacement needs. Teacher supplies will be allocated on an "as-needed" basis, with the Director determining the "need." Each teacher will receive a budget for supplies and equipment, which may be purchased in accordance with Heritage Academy's Fiscal Policy.

Governing Board

The Governing Board is the ultimate policy-making organization and retains total control in the selection or removal of any service organization serving the school, the ~~principal~~ administrator and school employees. No person that is an officer, director or shareholder in any service organization serving the school will serve as a member of the Governing Board of the School or vote on any matter affecting the school's relationship with the service organization(s). Any Governing Board member who serves as an officer, director or shareholder in any service organization that offers to contract for services to the school will resign as a Board Member prior to the Governing Board taking action to contract with that organization.

Preparation and Completion of Federal and State Reports

Under the Board's direction, the ~~principal~~ administrator will provide timely completion and submittal of state and federal reports. Reports may be reviewed for approval by the Board before submission.

Head Secretary

The head secretary acts as a front-line information resource to students, faculty and staff, and must provide quality customer service to the public, students, parents and other Heritage Academy staff. The secretary will also work to assist and support the ~~principal~~ administrator and faculty, and performs a variety of office duties requiring some independent judgment in the application of Heritage Academy policies and procedures. The basic requirements for this position will be a high school diploma, a minimum of three years of related experience, proficiency with Microsoft Word and Excel, databases, email and internet, and strong interpersonal and multi-tasking skills.

Potential Civil Liability

The Idaho Public Charter School Commission (the "IPCSC") shall have no liability for the acts, omissions, debts or other obligations of Heritage Academy.

Insurance

Heritage Academy Charter School will procure and maintain a policy of general liability insurance in the amount required by state law and errors and omissions insurance with limits not less than one million dollars. Heritage Academy will have the same role as a traditional public school in matters of civil liability. The appropriate insurance and legal waivers of all district liability and property insurance will be similar to the coverage purchased by the district. Heritage Academy will provide the IPCSC with a list of all other types and amounts of insurance required prior to the opening of the school.

Tab 3: Educational Program; Goals, Definitions, Special Education, Plan for Dual Enrollment Participation, & Internet Safety Policy

Educational Philosophy & Purpose

Heritage Academy is established to provide its students with a safe, challenging and individualized learning environment that will help them achieve their potential and become confident, competent, productive, and responsible young adults who possess the knowledge, skills, attitude, and character necessary to succeed in high school, post-secondary education, and ultimately in employment and community settings.

We believe that all students possess greatness within them, and educational experiences should guide and assist students in discovering the best within themselves. There are as many paths to success as there are individuals. Heritage Academy will provide a safe, challenging and individualized learning environment that will help each student reach his/her potential.

An individual builds confidence when he/she is free to explore and try new things without fear of teasing and/or harsh criticism. New and innovative ideas will only surface when individuals are allowed to try and experiment. In our society we need leaders who have learned the skills necessary to think and solve problems in creative ways. To create this safe environment we will foster a policy of zero tolerance for teasing, taunting, bullying and threats. Parents and students will sign a behavior contract that clearly identifies behavior expectations and consequences. Students, teachers, administrators, and parents will be expected to work together in an environment of mutual respect. As a school we will participate in the nationally recognized Character Counts program, which promotes the development of 6 pillars of character, trustworthiness, respect, responsibility, fairness, caring, and citizenship. This program will help students learn social skills, problem solving, and conflict resolution. By giving students clear behavior expectations and appropriate and effective tools they will learn to treat each other with kindness and respect. They will develop the confidence and skills needed to succeed in life when they are confronted with problems and conflict.

Competence develops when a learning environment is challenging and an individual is given an opportunity to grow and improve. With proper direction and motivation, individuals usually attain the level of greatness that is expected of them. To help each student reach his/her potential, greatness will be expected of

all students. This will be accomplished by utilizing The School-wide Enrichment Model (SEM).

An individual will be productive when given a foundation of knowledge and skills and the freedom to experiment and apply this information to the real world. The Schoolwide Enrichment Model emphasizes the application of knowledge and skills. This application involves participation in Enrichment Clusters (see Methods of Instruction) which produce products or services for the real world. When knowledge and skills are relevant to the student he/she will integrate into his/her life.

An individual who learns to set goals and assess personal accomplishment becomes responsible for his/her own learning and development. Heritage Academy recognizes the importance of providing students with an individualized learning environment, which facilitates personal responsibility by having students learn to set goals and assess progress through a Total Talent Portfolio.

The Schoolwide Enrichment Model, (Renzulli, 2010)

The Schoolwide Enrichment Model (SEM) is a detailed blueprint for total school improvement that allows each school the flexibility to allow each school to develop its own unique programs based on local resources, student demographics, and school dynamics as well as faculty strengths and creativity. Although this research-based model is based on highly successful practices that originated in special programs for the gifted and talented students, its major goal is to promote both challenging and enjoyable high-end learning across a wide range of school types, levels and demographic differences. The idea is to create a repertoire of services that can be integrated in such a way to create "a rising tide lifts all ships" approach. This approach allows schools to develop a collaborative school culture that takes advantage of resources and appropriate decision-making opportunities to create meaningful, high-level and potentially creative opportunities for students to develop their talents. SEM suggests that educators should examine ways to make schools more inviting, friendly, and enjoyable places that encourage the full development of the learner instead of seeing students as a repository for information that will be assessed with the next round of standardized tests. Not only has this model been successful in addressing the problem of students who have been under-challenged but it also provides additional important learning paths for students who find success in more traditional learning environments.

An Overview of the Enrichment Triad Model

The Enrichment Triad Model was designed to encourage creative productivity on the part of young people by exposing them to various topics, areas of interest, and fields of study, and to further train them to *apply* advanced content, process-training skills, and methodology training to self-selected areas of interest.

Accordingly, three types of enrichment are included in the Triad Model (see Fig. 2).

Type I enrichment is designed to expose students to a wide variety of disciplines, topics, occupations, hobbies, persons, places, and events that would not ordinarily be covered in the regular curriculum. In schools - that use this model, an enrichment team consisting of parents, teachers, and students often organizes and plans Type I experiences by contacting speakers, arranging minicourses, demonstrations, or performances, or by ordering and distributing films, slides, videotapes, or other print or non-print media.

Type II enrichment consists of materials and methods designed to promote the development of thinking and feeling processes. Some Type II training is general, and is usually carried out both in classrooms and in enrichment programs. Training activities include the development of:-(1) creative thinking and problem solving, critical thinking, and affective processes; (2) a wide variety of specific learning how-to-learn skills; (3) skills in the appropriate use of advanced-level reference materials; and (4) written, oral, and visual communication skills. Other Type II enrichment is specific, as it cannot be planned in advance and usually involves advanced methodological instruction in an interest area selected by the student. For example, students who become interested in botany after a Type I experience might pursue additional training in this area by doing advanced reading in botany; compiling, planning and carrying out plant experiments; and seeking more advanced methods training if they want to go further.

Type III enrichment involves students who become interested in pursuing a self-selected area and are willing to commit the time necessary for advanced content acquisition and process training in which they assume the role of a first-hand inquirer. The goals of Type III enrichment include:

- providing opportunities for applying interests, knowledge, creative ideas and task commitment to a self-selected problem or area of study,
- acquiring advanced level understanding of the knowledge (content) and methodology (process) that are used within particular disciplines, artistic areas of expression and interdisciplinary studies,
- developing authentic products that are primarily directed toward bringing about a desired impact upon a specified audience,
- developing self-directed learning skills in the areas of planning, organization, resource utilization, time management, decision making and self-evaluation,
- developing task commitment, self-confidence, and feelings of creative accomplishment.

The Regular Curriculum

The regular curriculum consists of everything that is a part of the predetermined goals, schedules, learning outcomes, and delivery systems of the school. The regular curriculum might be traditional, innovative, or in the process of transition, but its predominant feature is that authoritative forces (i.e. policy makers, school councils, textbook adoption committees, state regulators) have determined that the regular curriculum should be the 'centerpiece' of student learning. Application of the SEM influences the regular curriculum in three ways. First, the challenge level of required material is differentiated through processes such as curriculum compacting and textbook content modification procedures. Second, systematic content intensification procedures should be used to replace eliminated content with selected, in-depth learning experiences. Third, types of enrichment recommended in the Enrichment Triad Model (Renzulli, 1977) are integrated selectively into regular curriculum activities. Although our goal in the SEM is to influence rather than replace the regular curriculum, application of certain SEM components and related staff development activities has resulted in substantial changes in both the content and instructional processes of the entire regular curriculum.

The Enrichment Clusters

The Enrichment Clusters, one component of the Schoolwide Enrichment Model, are non-graded groups of students who share common interests, and who come together during specially designated time blocks during school to work with an adult who shares their interests and who has some degree of advanced knowledge and expertise in the area. The enrichment clusters usually meet for a block of time weekly during a semester. All students complete an interest inventory developed to assess their interests, and an enrichment team of parents and teachers tally all of the major families of interests. Adults from the faculty, staff, parents, and community are recruited to facilitate enrichment clusters based on these interests, such as creative writing, drawing, sculpting, archeology and other areas. Training is provided to the facilitators who agree to offer the clusters, and a brochure is developed and sent to all parents and students that discusses student interests and select choices of enrichment clusters. A title and description that appeared in a brochure of clusters in a school using the SEM follows:

Invention Convention

Are you an inventive thinker? Would you like to be? Brainstorm a problem, try to identify many solutions, and design an invention to solve the problem, as an inventor might give birth to a real invention. Create your invention individually or with a partner under the guidance of Bob Erikson and his students, who work at the Connecticut Science Fair. You may share your

final product at the Young Inventors' Fair on March 25th, a statewide daylong celebration of creativity.

Students select their top three choices for the clusters and scheduling is completed to place all children into their first, or in some cases, second choice. Like extracurricular activities and programs such as 4-H and Junior Achievement, the main rationale for participation in one or more clusters is that *students and teachers want to be there*. All teachers (including music, art, physical education, etc.) are involved in teaching the clusters; and their involvement in any particular cluster is based on the same type of interest assessment that is used for students in selecting clusters of choice.

The model for learning used with enrichment clusters is based on an inductive approach to solving real-world problems through the development of authentic products and services. Unlike traditional, didactic modes of teaching, this approach, known as enrichment learning and teaching (described fully in a later section), uses the Enrichment Triad Model to create a learning situation that involves the use of methodology, develops higher order thinking skills, and authentically applies these skills in creative and productive situations. Enrichment clusters promote cooperativeness within the context of real-world problem solving, and they also provide superlative opportunities for promoting self-concept. "A major assumption underlying the use of enrichment clusters is that *every child is special if we create conditions in which that child can be a specialist within a specialty group*" (Renzulli, 1994, p. 70).

Enrichment clusters are organized around various characteristics of differentiated programming for gifted students on which the Enrichment Triad Model (Renzulli, 1977) was originally based, including the use of major disciplines, interdisciplinary themes, or cross-disciplinary topics (e.g. a theatrical/television production group that includes actors, writers, technical specialists, costume designers). The clusters are modeled after the ways in which knowledge utilization, thinking skills, and interpersonal relations take place in the real world. Thus, all work is directed toward the production of a product or service. No lesson plans or unit plans are created in advance by the cluster facilitator; rather, direction is provided by three key questions addressed in the cluster by the facilitator and the students:

1. What do people with an interest in this area (e.g. film making) do?
2. What knowledge, materials, and other resources do they need to do it in an excellent and authentic way?
3. In what ways can the product or service be used to have an impact on an intended audience?

Enrichment clusters incorporate the use of advanced content, providing students with information about particular fields of knowledge, such as the structure of a

field as well as the basic principles and the functional concepts in a field (Ward, 1960). Ward defined functional concepts as the intellectual instruments or tools with which a subject specialist works, such as the vocabulary of a field and the vehicles by which persons within the field communicate with one another. The methodology used within a field is also considered advanced content by Renzulli (1988a), involving the use of knowledge of the structures and tools of fields, as well as knowledge about the methodology of particular fields. This knowledge about the methodologies of fields exists both for the sake of increased knowledge acquisition, and also for the utility of that know-how as applied to the development of products, even when such products are considered advanced in a relative sense (i.e. age, grade, and background considerations).

The enrichment clusters are not intended to be the total program for talent development in a school, or to replace existing programs for talented youth. Rather, they are one vehicle for stimulating interests and developing talent potentials across the entire school population. They are also vehicles for staff development in that they provide teachers an opportunity to participate in enrichment teaching, and subsequently to analyze and compare this type of teaching with traditional methods of instruction. In this regard the model promotes a spill-over effect by encouraging teachers to become better talent scouts and talent developers, and to apply enrichment techniques to regular classroom situations.

Methods of Instruction

Heritage Academy will use a variety of methods to help our students become confident, competent, productive and responsible citizens. The Schoolwide Enrichment Model (SEM) will assist us in designing a program to help our students reach their potential.

Through his studies of the challenging, creative lessons developed for gifted students, Dr. Renzulli became convinced that this type of learning could benefit all students. Over 20 years of research led to the development of this model to improve instruction for an entire school. SEM applies the “a-rising-tide-lifts-all-ships” theory by integrating high-end learning into the total school program. SEM consists of three interacting dimensions. The first component, The Total Talent Portfolio (TTP) involves systematically gathering information about student’s abilities, interests, and learning styles and then utilizing this information to help students set personal goals and design enrichment activities.

The second component involves Curriculum Modification Techniques. A student’s mastery of specific curriculum is assessed, and when mastery is achieved students are provided with alternate activities such as group or individual projects, peer teaching, or more in-depth study of curriculum material. Curriculum Modification may also include ability grouping, so that students’ learning is based on capability. As students are assessed to determine

understanding and ability, teachers will have the information they need to teach more effectively. Students who have not mastered material will also be identified so that their needs can be addressed. Teachers will be able to re-teach the material in a different way, provide extra support or practice, utilize a peer teacher or adult mentor, and/or work with these students more closely. This will help teachers identify and resolve potential problems quickly.

The final component involves Enrichment Learning and Teaching. This program consists of forming Enrichment Clusters. The goal is to apply knowledge and skills to produce a product or deliver a service for a community audience. Enrichment Clusters are facilitated by facilitators may include teachers, parents or community resource persons, who share the same interests of the students and have some degree of expertise in the subject they are facilitating. Enrichment Clusters sessions will meet one-half day each week occur take place at least one time during each school year. Enrichment Cluster sessions will be approximately six to twelve weeks in length. The Enrichment Clusters offered each session will have approximately the same time requirements so as to facilitate the least intrusion of regular instructional time., they The students will receive extra support and guidance in selecting activities and projects from parents, teachers and the administrator.

Dr. Renzulli's model does not replace existing school structure or curriculum, but seeks to improve them by providing enriched and challenging learning opportunities to all students based on personal interests. Heritage Academy will use research based and challenging curriculum as the basis for general instruction.

Heritage Academy may also purchase scientifically research based curriculum and materials as supplementary materials or for core classes in order to most effectively meet the needs of students in core content areas including math, science, language arts, reading and social studies. Heritage Academy will establish a curriculum committee responsible for initial selection and ongoing analysis of student achievement and review of curriculum. The committee will consider current research and will review the Idaho Department of Education approved curriculum lists in an effort to select the most effective instructional materials for students at the school.

Special Emphasis:

Heritage Academy will provide a solid foundation of knowledge that addresses a variety of topics. Although the curriculum will be generalized, Enrichment Cluster's will allow each student to pursue personal interests and talents. Our emphasis is creating an individualized learning environment that helps each student reach his/her potential.

Individuality is built into SEM through use of the Total Talent Portfolio (TTP). It is unique from many traditional assessment tools in that it focuses on strengths and “high-end learning” behaviors, rather than focusing on deficiencies. Portfolios use assessment tests and actual student work to determine student’s interests and learning styles as well as their cognitive abilities. These portfolios will include student directed improvement goals along with follow up and self-assessment, which will be added at the bi-annual parent, teacher, student conference. The portfolio will follow students throughout their education and will serve as a tool to document personal growth and achievement. The portfolio will include the very best things we know about each student. Heritage Academy will use this information to develop appropriate enrichment activities and develop an individualized learning environment based on each student’s strengths and talents.

Heritage Academy will provide a solid foundation through adopted curriculum in the core content areas that will be a guide to help each student on a path of personal discovery. This knowledge will be given relevance when it is given practical application in Enrichment. We value the individual. Every student has tremendous potential and talents. Our goal is to help students identify and build on what is already great within them

Educational Goals; Compliance with Idaho Code Ann. §33-1612

Title 33-1612 of the Idaho Code statutorily defines eight “thoroughness standards” used to define and establish the basic assumptions which govern the provision of a uniform public education. Heritage Academy will meet and fulfill each of these standards as follows:

Standard	Goal	Objective
Standard 1: A safe environment conducive to learning is provided.	Maintain a positive and safe teaching and learning climate. Every student has the right to attend a school that encourages positive and productive learning, provides a save and orderly environment, and promotes student respect for themselves and others.	Heritage Academy will: 1. Develop 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. 2. Provide a facility and adopt policies that meet all required city, state, and federal health accessibility, safety, fire, and

		<p>building codes for public schools.</p> <ol style="list-style-type: none"> 3. Establish, publish, and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, violence, gangs, and use or sale of alcohol and drugs. 4. Create an environment that strongly encourages parents and other adults to visit the school and participate in the school's activities.
Standard 2: Educators are empowered to maintain classroom discipline.	Create a positive teaching and learning environment with an emphasis on high expectations of behavior and academic performance.	<p>Heritage Academy will:</p> <ol style="list-style-type: none"> 1. Adapt the policies into a student handbook providing a code of conduct including clear expectations and consequences for unacceptable behavior. 2. There will be school wide process for teachers to handle minor and major infractions in the classroom setting. 3. Teach appropriate behaviors and foster responsible decisions-making skills. 4. Establish and maintain consistent rules aligned throughout the school.
Standard 3: The basic values of honesty, self-discipline, unselfishness, respect for authority, and the central importance of work are emphasized.	Offer opportunities for students to develop and express exemplary character traits in concert with the overall educational program.	<p>Heritage Academy will:</p> <ol style="list-style-type: none"> 1. Utilize the general philosophy of the character education program <u>integrity initiatives</u> throughout all decisions to instill appropriate values. 2. Emphasize the importance of adults modeling important values at school. 3. Help student 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

		<p>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.</p>
<p>Standard 4: The skills necessary to communicate effectively are taught.</p>	<p>Teach students a range of effective communication skills appropriate for the 21st century.</p>	<p>Heritage Academy will:</p> <ol style="list-style-type: none"> 1. Emphasize meaningful language experience in language arts, enhanced by writing and memorization. 2. Provide access to computers to teach students basic computer skills and, in the older grades, appropriate communication through technology (via e-mail and the internet). 3. Provide instruction in a foreign language. Knowledge of a second language is essential in many occupations. In addition, knowledge of a second language will boost English proficiency, improve memory and self-discipline, and enhance verbal and problem-solving skills.
<p>Standard 5: A basic curriculum necessary to enable students to enter academic or professional-technical post-secondary educational</p>	<p>Develop an educated citizenry for the 21st century through a proven academic program where all students are offered an advanced curriculum.</p>	<p>Heritage Academy will:</p> <ol style="list-style-type: none"> 1. Use the Idaho State Standards as a starting point to be enhanced by unifying themes and other creative methods. 2. Offer a solid health curriculum as required by the state.

programs is provided.		
Standard 6: The skills necessary for the students to enter the workforce are taught	Provide students with the intellectual foundation and strong moral compass that provide the character traits of leadership, which lead them to becoming productive citizens.	Heritage Academy will: <ol style="list-style-type: none"> 1. Provide a strong foundation in reading, writing, problem solving, math concepts, science, social studies, history and literature. 2. Provide a technology oriented environment, encouraging the use of technology as a tool in the workplace of the 21st century. 3. Enable the students to develop the following intellectual habits important in society: adapting to new situations and responding effectively to new information; solving problems, locating and evaluating information from a variety of sources; making flexible connection among various disciplines of thought; thinking logically and making informed judgments. 4. Enable students to develop the following personal habits important in society; 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.
Standard 7: The students are introduced to current technology.	Provide students with a technology environment using tools such as computers, scientific equipment, and networks linked to local	Heritage Academy will: <ol style="list-style-type: none"> 1. Use technology as a tool in an integrated educational program rather than as a primary instructional delivery system.

	and nationwide resources.	<ol style="list-style-type: none"> 2. In 4th grade and above, all students leaving Heritage Academy will be proficient in using both a word processing and a spreadsheet program after two years of continuous enrollment at the school. 3. Use computers as tools for such activities as accessing research information, authoring, computation, record keeping, data storage, and communication.
Standard 8: The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools, and communities is emphasized.	Provide students with the skills and the intellectual foundation to become responsible citizens in our society.	<p>Heritage Academy will:</p> <ol style="list-style-type: none"> 1. Enable students to develop the following personal habits important in society; 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. 2. Enable students to understand and apply concepts and principles embedded in each of the social science: history, geography, political science and economics.

Definition of “Educated Person”

An “educated person” in the 21st century demonstrates the ability to recognize his or her strengths, while continuously learning and applying new information to a variety of situations. An educated person is someone who is able to think critically, one who is excited about learning, can solve problems, looks forward to challenges and has fully developed his or her interests. An “educated person” looks forward to engaging in academic and career opportunities and has developed self-discipline and self-reliance. The Founding Board of Heritage Academy believes that an educated person has developed personal strengths,

character traits and a strong foundation in each content area that enables him or her to participate in academic, career, social and civic responsibilities and make ongoing positive contributions to his or her family and community.

How Learning Best Occurs

Students at Heritage Academy are valued. Each student has unique talents and abilities and learns in different ways. We are educating the future of our society and not simply trying to have students test for competency. Traditional educational practices no longer provide students with all the necessary skills to compete in today's workplace. Students must apply new strategies for solving problems using appropriate tools for learning, collaborating, and communicating. The following chart shows characteristics representing traditional approaches to learning and corresponding strategies that will be supportive of innovative teaching methods at Heritage Academy.

We believe an individual learns best when they are able to build confidence by being free to explore and try new things without fear of teasing and/or harsh criticism. New and innovative ideas will only surface when individuals are allowed to try and experiment. In our society we need leaders who have learned the skills necessary to think and solve problems in creative ways. To create this learning environment we will foster a policy of zero tolerance for teasing, taunting, bullying and threats. The Parent & Student Handbook will be distributed to all families which clearly identifies behavior expectations, consequences and other applicable policies. Parents and students will sign a behavior contract that clearly identifies behavior expectations and consequences agreeing to abide by the policies found within the Parent & Student Handbook. Students, teachers, administrators, and parents will be expected to work together in an environment of mutual respect. As a school we will participate in the nationally recognized Character Counts program, which promotes the development of 6 pillars of character, trustworthiness, respect, responsibility, fairness, caring, and citizenship. This program will help students learn social skills, problem solving, and conflict resolution. By giving students clear behavior expectations and appropriate and effective tools they will learn to treat each other with kindness and respect. They will develop the confidence and skills needed to succeed in life when they are confronted with problems and conflict.

Special Education Services

Heritage Academy will utilize the Idaho Special Education Manual as now adopted or as amended in the future as a guideline for its special education program and will comply with the requirements of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act and all federal regulations dealing with these areas. The Primer on Special Education in Charter Schools, reprinted in October 2007 will be a valuable resource to the

administration and faculty. The Idaho Special Education Manual will be used to plan and implement the special education program at Heritage Academy. The Heritage Academy administrator in conjunction with the Special Education teacher will be the Section 504 Compliance Officer. Heritage Academy will follow the procedures and requirements outlined below:

- *Nondiscriminatory enrollment procedures.* Heritage Academy 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 have the opportunity to meet the minimum eligibility criterion for enrollment described in this Charter petition, consistent with the mission of Heritage Academy and civil rights requirements.
- *Child Find activities and evaluations.* Heritage Academy will conduct Child Find activities and evaluations as described in the IDEA Manual. Child Find activities will be limited to the students enrolled in Heritage Academy.
- *Meet LRE requirements.* Heritage Academy will provide special education and related services to eligible Heritage Academy students in the Least Restrictive Environment as identified by each student's IEP. Heritage Academy's IEP team, inclusive of the parent, will be responsible for identifying and providing the LRE as outlined in the IEP.
- *Protect student and parent rights.* Heritage Academy will be responsible to protect student and parent rights as described in the Idaho Special Education Manual and in associated state and federal laws and regulations.

A student referral process will be in place and understood by parents and faculty. Evaluation and services will be as follows:

- Heritage Academy will form a multidisciplinary team to consider a student's eligibility for special education. If a team determines the need for an evaluation by other personnel, such as a school psychologist, speech therapist, or occupational therapist, not currently employed by the school, such evaluations will be contracted with a private provider. All evaluation and eligibility requirements will be followed and parents will be notified of their due process rights.
- Disciplinary problems by special education students will be assessed by the multidisciplinary team. Teachers and administrators will follow the Idaho Special Education Manual (as currently defined in Chapter 12 of the Special Education Manual) to address these issues.

- The delivery of instruction for students with disabilities, and the monitoring of that delivery of instruction will be provided by personnel who meet highly qualified criteria along with requirements of IDEA. Instructional services will follow the Individual Education Plan (IEP) and will be provided in the least restrictive environment as defined by each student's IEP. A paraprofessional, under the direct supervision of highly qualified special teacher, may be used to support instruction as allowed by IDEA. The special education teacher will consult with the general education staff to utilize effective classroom interventions, adaptations, and modifications. The special education teacher is responsible for writing the IEP, with the IEP team, and monitoring IEP goals.
- Heritage Academy will contract with a private provider for the provision of related services. Direct speech, language, or OT services may be provided by a paraprofessional under the direct supervision of a licensed therapist. In the event that the IEP team determines that the student's academic needs cannot be met on site, Heritage Academy will provide services in the least restrictive environment complying with PL 94-142.

In compliance with the Americans with Disabilities Act (ADA), Heritage Academy ensures that its facility and program, when viewed in its entirety, is readily accessible to and usable by individuals with disabilities. Heritage Academy ensures that its facilities will meet the standards specified in Title II of the ADA and Section 504 of the Rehabilitation Act.

Heritage Academy will transport any special education student enrolled at the school who may, because of the nature of their disabilities, be entitled to specialized transportation as a related service.

Heritage Academy will notify the Idaho State Charter School Commission in the event that a formal complaint or due process hearing request is filed by or on behalf of a Heritage Academy student. Appropriate Heritage Academy personnel will participate in the resolution of any formal complaint or request for a due process hearing.

Plan for Dual Enrollment Participation

Students enrolled in Heritage Academy shall be allowed to participate in dual enrollment with traditional public schools as required by Idaho Code § 33-203. Dual enrollment options will be subject to district procedures as allowed in Idaho Code 33-203 (1).

Services for Individuals with Limited English Proficiency

Heritage Academy recognizes the diversity within the Jerome community and within the Magic Valley. The founders and governing board of Heritage Academy seeks to mirror that diversity within the charter school community by advertising enrollment opportunities in a variety of locations, formats and in English, Spanish and other languages. The Heritage Academy will develop a robust program of instruction for English Language Learners. The school will focus on providing a culture and climate that values students from different backgrounds and that provides students and their parents with opportunities to engage in the school community.

Heritage Academy will apply the federal definition of Limited English Proficient (LEP) as defined in Title III and IX of the ESEA. Students who are eligible for the LEP program will participate in the LEP program according to state and federal guidelines. State and federally mandated testing of LEP students will be administered. The *Guidance for Evaluating Limited English Proficient (LEP) Students to Establish Special Education Eligibility*, provided by the Idaho Department of Education, will be used for identifying Special Education LEP students.

Heritage Academy will follow the Idaho LEP Program guide and administer the Idaho English Language Assessment (IELA) for student placement as well as monitor student growth. The following guidelines will be used for the Home Language Survey in order to identify Primary Home Language Other Than English (PHLOTE) students.

Home Language Survey (HLS)

- Registration cards will include the question: What is the primary language spoken in the home?
- If a response is any language other than English, a survey will go home to the parents.
- If the district has Native American students enrolled, the survey will include the following questions: Is the student's language influenced by the Tribal language through a parent, grandparent, relative or guardian? Does the student have at least one grandparent that is part of a federally recognized tribe?
- If the survey comes back indicating that a student maybe Limited English Proficient (LEP, the student will be tested with an English language proficiency test within 30 days of registration or within 2 weeks of entry into the school (if during the year.)

- If the student tests less than proficient on the English language proficiency test, then a letter will go home to the parents indicating that their child was identified as needing specific English language services. The parent will be given the opportunity to waive the services, if desired.
- If the parent does not waive the Limited English Proficiency (LEP) services for their child, then the student will be placed in a program of “high quality language instruction, based on scientifically based research” (Section 3115 (c) (1)), as determined by Heritage Academy.
- Those children placed in a program will be counted for state and Federal funding.
- Once a student tests proficient on the English language proficiency test, they will be exited from the LEP program and monitored for 2 years. Students on monitoring status will be coded LEP on the ISAT and still counted for state and Federal funding purposes.
- Those students whose parents waive the services may not be considered as “LEP” for state and Federal funding purposes and ISAT coding. However, they are still English language learners and must still be served according to their needs, according to the Office of Civil Rights.

Services for Gifted & Talented Students

Heritage Academy will provide instruction and training for children between the ages of five (5) years and eighteen (18) years who are gifted/talented as defined by the State Board of Education. Heritage Academy will adhere to and utilize guidance from the Idaho Department of Education to determine eligibility criteria and to assist the school's staff in developing a variety of flexible approaches for instruction and training that are aligned to the SEM. These may include administrative accommodations, curriculum modifications and special programs" (Idaho Code 33-2003).

Heritage Academy's SEM will be an excellent avenue for providing an educational program that will support the needs of gifted and talented students. Heritage Academy will utilize eligibility criteria developed by the Idaho Department of Education as stipulated in Idaho Code 33-2003. Heritage Academy will also utilize the services of the Center on Disabilities and Human Development (CDHD) to ensure that gifted and talented students at the school are properly identified and provided with appropriate instruction. ~~Gifted and Talented~~ Transportation will be provided as needed and required.

At Heritage Academy, our goal is to meet every child at the most appropriate level where growth will take place. Gifted and Talented, LEP, Title I and Section 504 students have special needs, and they will be provided educational experiences that will strive to meet those needs in the regular classroom as well as in special classes, seminars or workshops. Heritage Academy will encourage

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areas beyond the scope of the regular curriculum to be explored by all children with special needs. The curriculum we have chosen lends itself well to both extensions and remediation. In addition, possibilities to meet the needs of all children may include but are not limited to the following activities: leveling for reading and math, competitions, curriculum acceleration, special topic classes, independent study, interest-based workshops, tutoring and pullout classes.

Tab 4: Measuring Educational Standards, Student Progress, Standardized Testing, Accreditation, NLCB Provision Regarding Plan for Improvement

Measurable Student Educational Standards

Student achievement will be demonstrated in measurable terms to parents, students and the community at large. Heritage Academy will actively participate in state requirements for student achievement, and accountability, ~~and accreditation~~. Our plan includes orderly reports of progress toward our goals as well as continued financial viability. The following details Heritage Academy's Measurable Student Standards ~~p~~Plan:

At the beginning of each year, math and reading assessments will be administered to establish a baseline on each student. Curriculum based assessments will be given weekly throughout the year. Baseline data (e.g., test scores, grades, attendance, and behavioral records) will be collected the first year and progress will be monitored school wide on a yearly basis. All assessments will be used to improve instruction and develop appropriate curriculum adjustments including extensions and interventions. Heritage Academy's expectations are that students' rates of achievement and attendance accelerate beyond the levels they were attaining before attending Heritage Academy and meet and/or exceed ISAT proficiency levels as defined by the State.

Student performance will be assessed using a variety of assessments including state-required assessment, curriculum-based assessments, rubrics developed for determination of student progress in technology, behavior/attendance based on teacher evaluation, and self-monitoring of student progress. Below are School Effectiveness Goals for Heritage Academy. Measurement criteria are listed for each goal.

Measuring Student Progress I.C. 33-5205(3)(b)

The goal we will constantly strive for and expect at Heritage Academy is that 100% of our students will exceed the minimum proficiency requirements on all state-mandated testing and other testing that may be instituted or required in the future. However, understanding that the rate at which students may arrive at this point varies, Heritage Academy will expect that within three years of students being consecutively enrolled at the school:

- 80% of 2nd, and 3rd graders will be at “Benchmark” or a combination of “Benchmark” and “Strategic” on the Idaho Reading Indicator (IRI).
- 80% of 3rd, 4th and 6th graders will achieve “Proficient” and/or “Advanced” in each area, as applicable, on the Idaho Standards Achievement Test. Students who do not score proficient or advanced will have an individual remediation plan in place.

Student Assessment I.C. 33-5205(3)(c)

The method by which student progress in meeting the above identified student educational standards is to be measured consist of the Idaho Reading Indicator (IRI), Idaho Standards Achievement Test (ISAT), the Idaho Alternative Assessment (IAA) if applicable, and the National Assessment of Educational Progress (NEAP), if selected. Student assessment data will be reported annually to the Idaho Public Charter School Commission.

Method for Providing Standardized Testing I.C. 33-5205(3)(d)

Heritage Academy students participate in the state assessment system required of all Idaho public school students as defined by the Idaho Board of Education.

Student assessment evaluation, reported annually to the Heritage Academy Board of Trustees, will consist of:

1. Student baseline developed during the first year using testing results;
2. A comparison of annual results with baseline scores to assess progress;
3. Grade-level and school composite scores;
4. A graph of annual results showing year-to-year change;
5. A graph of school scores relative to state and national averages;
and
6. Sub-analysis of a variety of variables to identify areas for improvement.

Monitoring progress of our students and evaluating innovations in education procedures are important parts of our curriculum development process.

Assurance of State Accreditation I.C. 33-5203(3)(e) & IDAPA 08.02.140

~~Heritage Academy will obtain accreditation through the Northwest Association of Accredited Schools (NAAS) as necessary in accordance with I.C. 33-5203(3)(e) & IDAPA 08.02.140. Throughout the implementation of the school plan, we will utilize the Self-Assessment Idaho School Accreditation Quality Indicators as a guide. The Self-Assessment consists of six standards:~~

- ~~1. Vision, Mission, and Policies~~
- ~~2. Highly Qualified Personnel~~
- ~~3. Educational Program~~
- ~~4. Learning Environment~~
- ~~5. Continuous School Improvement~~
- ~~6. Student Achievement~~

Provision Regarding Plan for Improvement Under NCLB

Heritage Academy is a school in which student success is our top priority. If it were determined, based on student performance, that the school was in need of improvement as outlined in the No Child Left Behind Act, the Administrator and the Governing Board would develop a comprehensive plan for improving performance. We would examine the current processes and develop a detailed performance improvement plan to address each process deemed important to achieve increased student success. Heritage Academy charter school will comply with all federal and state requirements regarding student achievement and school improvement.

Tab 5: Governance Structure, Parental Involvement, & Audits

Governance Structure

Heritage Academy is a non-profit corporation organized in accordance with *Idaho Code* § 30-3-1 *et seq.* and is governed by a board of directors (the “Board of Directors” or “Board”). The Board consists of three (3) to seven (7) voting members comprised of parent(s) or legal guardian(s) of enrolled students and other individuals who desire to serve on the Board.

Heritage Academy’s Board of Directors shall be responsible for ensuring that the school is in compliance with all applicable federal and state education standards, all applicable federal and state laws, rules, regulations and policies, as well as the terms and conditions of the charter. Heritage Academy acknowledges and understands that upon approval of the petition and charter contract, the Board of Directors will be public agents required by the IPCSC to control operations of the charter school.

Members of the Board of Directors will be elected by the Board of Directors at the Annual Meeting of the directors then in office. The existing directors shall notify the community and stakeholders of any available seats on the board, screen candidates, and then nominate potential directors to the Board for election.

Heritage Academy; Board of Directors

In general, the Board of Directors manages the property, affairs, and business of Heritage Academy. As such, the Board is responsible for ensuring Heritage Academy is adequately staffed, and that such staff provides sufficient oversight over Heritage Academy’s operational and educational activities. The Board exercises all of the powers of the school, whether derived from law or its Articles of Incorporation. The Board’s specific duties and responsibilities include the following:

- To establish and promote Heritage Academy’s mission statement and educational philosophy and set and enforce policies to ensure the school operates in a manner consistent with the same, as well as the school’s charter, and all applicable laws;
- To prepare, or cause to be prepared, and approve an annual budget. In fulfilling this responsibility, the Board must ensure the school operates within the approved budget and strategically manage its resources to ensure the short and long term financial success and strength of the school;

- To enforce, at the Board's sole discretion and judgment, all contract issues or other legal rights pertaining to the school and protect the legal interests of the school, and manage the school's liabilities with sound and reasonable business judgment;
- To approve and establish a school calendar, including any changes made during the school year;
- To maintain, or cause to be maintained, any records or documents required by law or provided for by its charter. Additionally, the Board shall be ultimately responsible for the timely filing of all reports required pursuant to local, state, and federal regulations;
- To negotiate and approve any contracts for the lease or purchase of the school's facilities, including any changes or renewals of the facility lease/purchase agreements, and to establish any policies for facility use;
- To convene one regular monthly meeting, or as often as is reasonably necessary, subject to *Idaho Code* §§23-67-2340 through 2347, and provide an opportunity for public input. Additionally, the Board may convene work sessions as it deems appropriate; and
- To approve or disapprove all hiring and termination recommendations, and approve all staff employment contracts.

Additionally, the Board performs such other duties as are appropriate and necessary to the safe and effective operation of the school, and which promote the school's commitment to educational excellence. The Board also acknowledges and agrees to adhere to Idaho Open Meetings Law. This requires proper notice and posting of regular and special board meetings, work sessions, and other less formal meetings wherein a quorum is present and school business is being discussed.

Board of Directors & ~~Principal~~ Administrator; Relationship

As noted above, the Board of Directors' role is to manage the property, affairs, and business of Heritage Academy. The principal administrator is accountable to the Board of Directors and is responsible for and empowered to oversee the day-to-day operations of the school. The principal administrator's responsibilities include, but are not limited to, the following:

1. Establish and maintain the curriculum and technology integration;
2. Supervise administrative subordinates;
3. To serve as the District/Board liaison;

4. Implement effective student disciplinary procedures and ensure their application is in compliance with relevant laws, policies and procedures.
5. Ensure administrative functions are successfully achieved, effective administrative procedures are developed, policies and school procedures are carried out, and strategic planning is continuous.
6. Interact and intercede for the needs of staff and/or students as needed;
7. Assist the Board in carrying out its duties to keep accurate records, documents, file reports, etc.
8. Report to the Board as required regarding:
 - staff communications
 - meeting coordination
 - parent interactions, ~~and~~
 - staff information reviews-
9. Attend or conduct meetings of various constituent groups; attend school functions; attend external meetings, conferences, or legal training sessions.
10. Perform other duties as assigned by the Board of Directors.

(Some duties may be shared/delegated to a Vice-Principal)

Heritage Academy Committees & Ancillary Support Personnel

The Board may, from time to time, by resolution, designate such committees of its members as it may deem appropriate in carrying out its duties, responsibilities, functions and powers. The membership of each committee will include at least one (1) Board member. Ancillary support personnel, such as clerical and custodial, will be hired by the Board and supervised by the principal administrator.

Parental Involvement

Enrollment at Heritage Academy will provide unique and meaningful opportunities for parental involvement by actively encouraging parent participation in Heritage Academy's Parent Teacher Organization, involvement in school management and volunteer work.

Heritage Academy encourages all of our parents to be highly involved in their child(ren)'s education and in the Heritage Community. Heritage Academy understands that parent involvement may look different for each family and values all efforts parents make to support their child's education. Some examples of parent involvement may include:

- Asking your child what he/she learned in school each day
- Reviewing your child's homework with him/her
- Reading with your child
- Attending quarterly conferences

- Communicating with your child's teacher by phone, email or in person
- Volunteering at the school
- Helping the school with activities

Heritage Academy Parent Organization

Parents/Guardians of Heritage Academy students become members of the Heritage Academy Parent Teacher Organization. Every member of the Heritage Academy Parent Teacher Organization will:

- Elect a formal Parent Teacher Organization executive committee, electing a President, Vice-President, Secretary and Treasurer. The Parent Teacher Organization may consist of parents, grandparents, and/or legal guardians.
- Potentially serve on a board appointed task force or committee to investigate and research specific items related to school policy, procedure, programs, and curriculum.
- Executive members of the Parent Teacher Organization will be encouraged to attend the governing board meetings.
- Volunteer time to the school.
- Organize volunteer opportunities and potentially produce a monthly newsletter.
- Organize fundraising opportunities.
- Background checks, where applicable, will be performed on volunteers working with students.

Involvement in School Management

Perhaps the most substantive way for parents to be involved in the operation and actual management of school is through service on Heritage Academy's Board of Directors or school Committee. The Board of Directors is charged with managing the property, affairs, and overall operation of the school. In addition, the Board of Directors establishes and enforces school policy to ensure the school operates in a manner consistent with Heritage Academy's mission, its charter, and all applicable laws. Membership on school committees provides another opportunity for parents to have meaningful influence on the operation of the school.

Volunteer Time

Heritage Academy will rely on parents and their willingness to volunteer their time to assist with the daily operation of the school as well as after school programs. Parent volunteerism is strictly optional, but it is encouraged for the benefit of the students. Heritage Academy ~~suggests requests~~ expects that parents donate a minimum of thirty five hours of volunteer time per year. Any questions regarding this policy should be directed to the Administrator. The school will regularly distribute volunteer information to parents that will allow them to sign up for service in areas of expertise or interest. This will allow parents to provide the

most meaningful service, and simultaneously provide the school with the ability to coordinate parent service with school needs. Additionally, the school will advertise specific assistance in its newsletter and website when needed.

Heritage Academy will also appoint a committee member to schedule and coordinate volunteer services for parents who wish to donate their time to the school. This individual will be charged with maintaining parent volunteer information and notifying parents of opportunities at the school. Examples of parent volunteer opportunities include but are not limited to:

Recess assistance	Playground monitoring
School tours	Computer lab assistant
Computer support	Field trips
At-home repair of student wear	Fundraising
Daily cleanup	Traffic/Parking assistance
Classroom aid/support	Building maintenance
At-home work for teachers	Set construction & design
Baking dishes for special events	Library assistance
Assembly Support	Parent Organization

The foregoing list is non-exhaustive and may change from time to time on an “as-needed” basis.

Financial and Programmatic Audits

During each year of operation, Heritage Academy will conduct: (i) an annual programmatic operations audit; and (ii) an annual financial audit. The results of the annual financial audit will be submitted to the Idaho Department of Education to comply with Idaho Code 33-701(6) (as required by Idaho Code 33-5210(3)).

Heritage Academy will comply with IPCSC policy and conduct a programmatic operations audit which will be submitted to the IPCSC each year.

Accreditation-related visits and/or reports will be completed in a timely manner and copies will be submitted to Heritage Academy’s authorizing entity if and when applicable.

The annual financial audit will be conducted by an independent auditing firm and copies of the audit will be sent annually to the chartering entity. In addition, the IPCSC may choose to conduct an audit of Heritage Academy at the commission’s expense. An independent audit may be performed as specified above (i.e. annually) or at such time as revocation of the charter may be initiated.

Tab 6: Charter School Employees

Employee Qualifications

The Heritage Academy Board of Directors believes that the staff members at the school are critical to student success and as a result, Heritage Academy will seek to hire the most qualified and experienced staff members available. Heritage Academy's instructional staff will meet or exceed certification, licensure and/or training qualifications required by state law. The Heritage Academy Board of Directors will hire teachers who meet specific state and federal guidelines and are considered Highly Qualified. In addition, when applicable, Heritage Academy staff members will hold the appropriate state licensure or certification to provide services to students at the school. All Heritage Academy employees will follow the applicable professional code of ethics for their respective positions. The ~~principal~~ administrator will make hiring recommendations to the Board of Directors for approval of instructional staff. Heritage Academy reserves the right to seek waivers or limited certification options as provided by rule of the Idaho State Board of Education when deemed in the best interests of the educational program. Additionally, Heritage Academy 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.

Health & Safety Procedures

To ensure the health and safety of Heritage Academy students and staff, the school will comply with the following health and safety procedures:

1. Conduct criminal history checks for all employees in compliance with Idaho Code § 33-130. This requirement is a condition of employment.
2. Require that all students show proofs of immunization or parent waiver before being enrolled at the school.
3. Require that all visitors sign in at the office and receive and wear a visitor's pass when visiting the school building.
4. Provide for inspection of the facility in compliance with § 39-4130 of the Idaho Code.
5. 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 same guidelines for all public schools will inspect the facility.

6. Develop an emergency operations / crisis response plan and provide annual training to staff members.
7. Adopt and implement a comprehensive set of health, safety and risk management policies. These policies will be developed in consultation with Heritage Academy's insurance carriers and at a minimum address the above and the following items:
 - a. Policies and procedures for response to natural disasters and emergencies, including fires and bomb threats.
 - b. Policies relating to preventing contact with blood-borne pathogens.
 - c. A policy requiring that all staff receives training in emergency response, including appropriate "first responder" training.
 - d. Policies relating to the administration of prescription drugs and other medicine.
 - e. A policy that the school will be housed in a facility that has received fire marshal approval and has been evaluated by a qualified structural engineer who has determined the facilities present no substantial safety hazard.
 - f. Policies establishing that the school functions as a gun-free, drug, alcohol and tobacco free workplace.

In an effort to promote a safe learning environment and respect for the personal, civil, and property rights of all members of the school community, behavior or actions including but not limited to those identified in board policy and in the student handbook may provide grounds for suspension or expulsion in accordance with Heritage Academy's disciplinary policies.

Employee Benefits

All Heritage Academy employees will participate in the following programs and receive the following benefits: group health insurance, sick leave benefits, Public Employee Retirement System participation, Federal Social Security, Unemployment Insurance, and Worker's Compensation insurance to the extent allowed and required by law.

Employee Transfer Rights

Employees of Heritage Academy are not employees of the Jerome School District; however, they may apply to teach in any school district. Further, teachers at Heritage Academy will not be eligible for an in-district transfer to another school within the Jerome School District.

Collective Bargaining Provision

Heritage Academy's staff and employees will be a separate unit for purposes of collective bargaining.

Teacher/Administrator Terms & Conditions of Employment

All teachers and administrators at Heritage Academy will be employed pursuant to the terms of a written contract approved by the State Superintendent and shall possess the personal characteristics, knowledge, and experience consistent with the philosophy, mission, and expectations of Heritage Academy as outlined in this petition.

Employee Background Checks

Heritage Academy ensures that all Heritage Academy employees will submit to a State of Idaho criminal history check as established in § 33-130, *Idaho Code*, and FBI fingerprinting check. Heritage Academy will submit one criminal history check finger print card to the Office of Certification at the State Department of Education (the "SDE") ~~and one will be maintained in the employee's personnel file.~~

Tab 7: Admission & Disciplinary Procedures

Projected Enrollment Capacity

Based on the capacity of its facility and program, Heritage Academy's is petitioning for an enrollment capacity of ~~is 150~~ 450 students in grades K-8 in its first year of operation. ~~Each grade level will serve one class of 25 students.~~

Admission Procedures

In accordance with *Idaho Code* § 33-5205(3)(i), Heritage Academy has adopted the following admission procedures to ensure a fair and equitable selection process for admission to Heritage Academy and enrollment at Heritage Academy in subsequent school years.

Requests for Admission

A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a student, may make a request for such child to attend Heritage Academy. In the case of a family with more than one child seeking to attend Heritage Academy, a single written request for admission must be submitted on behalf of all siblings. Requests may be made either electronically via the school's website, or in writing to the school. The request for admission must be submitted to, and received by, the school's designated office on or before the enrollment deadline established each year. The request for admission shall contain the name, grade level, address, and telephone number of each prospective student in a family. Only those requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline established by the Heritage Academy shall be permitted in the admissions process. Only requests that contain all required information for admission shall be considered by the School. Requests for admission received after the established enrollment deadline will be added to the bottom of the waiting list for the appropriate grade. If there is an opening in one grade, a sibling, if any, from a late submitted application must go to the bottom of the sibling list.

Admission Preferences

Heritage Academy has established an admission preference for students residing in the attendance area of the public charter school, as required by Section 33-5206, *Idaho Code*. For the purposes of this petition, the "attendance area" shall refer to the Primary Attendance Area referenced in Tab 2 *Target Student Population*. In addition, the school has established admission preferences, as authorized by Section 33-5205, *Idaho Code*, for students returning to the public

charter school, for children of founders and full time employees, and for siblings of students already enrolled in the school.

Priority of Preferences (Initial Year)

The selection hierarchy with respect to admission preferences for over-enrollment shall be as follows:

First, to children of founders and full time employees of Heritage Academy, provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of Heritage Academy.

Second, to siblings of pupils already enrolled in Heritage Academy.

Third, to prospective students residing in the Primary Attendance Area of Heritage Academy.

Fourth, to prospective students residing outside of the Heritage Academy Primary Attendance Area.

Priority of Preferences (Subsequent Years)

The selection hierarchy with respect to admission preferences for over-enrollment shall be as follows:

First, to pupils returning to Heritage Academy in the second or any subsequent year of operation. Returning students are automatically enrolled in the appropriate grade and do not need to be selected by a random selection method.

Second, to children of founders and full time employees of Heritage Academy, provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of Heritage Academy.

Third, to siblings of pupils already enrolled in Heritage Academy.

Fourth, to prospective students residing in the Primary Attendance Area of Heritage Academy.

Fifth, to prospective students residing outside of the Heritage Academy Primary Attendance Area.

Equitable Selection Process & Over Enrollment

If the number of requests for admission to Heritage Academy exceeds its capacity in its initial year or in any subsequent school years, the school shall select students by lottery through using the process described herein to ensure a fair and equitable selection process.

Public Notification of Enrollment Opportunities

In accordance with *Idaho Code* § 33-5205(3)(s), Heritage Academy has adopted the following process by which citizens of the area of attendance will be made aware of enrollment opportunities at the school:

Heritage Academy will disseminate enrollment information, taking into consideration the language demographics of the attendance area, at least three months in advance of the enrollment deadline established by Heritage Academy each year. Such information will be posted in highly visible and prominent locations within the area of attendance. The notice process will also include dissemination of enrollment opportunity information through press releases or public service announcements through media outlets that broadcast or disseminate printed publications within the area of attendance. These announcements will be broadcast or published by these media outlets on at least three occasions, beginning not later than 14 days prior to the enrollment deadline each year. The enrollment information will advise that all prospective students will be given the opportunity to enroll in Heritage Academy regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

Enrollment Deadline

Each year, Heritage Academy will establish an enrollment admissions deadline, which shall be the date by which all requests for admission to attend the school for the next year must be received. The enrollment deadline will not be changed once the enrollment information is disseminated as required by state law.

Equitable Selection, Over Enrollment & Waiting Lists

If the initial capacity of a the school is insufficient to enroll all prospective students, or if capacity is insufficient to enroll all prospective students in subsequent school years, then the bBoard of directors shall determine which students will be offered admission to the school by conducting a fair and equitable selection process. The selection procedure shall be conducted as follows:

1. The name of each prospective student on the proposed attendance list shall be individually affixed to or written on a three by five inch index card. The index cards shall be separated by grade. The selection procedure shall be conducted one grade level at a time, with the order for each grade level selected randomly. The index cards containing the names of the prospective students for the grade level being selected shall be placed into a single container.
2. A neutral, third party will draw the grade level to be completed first and then draw each index card from the container for that grade level, and this

person will write the selection number on each index card as drawn, beginning with the numeral "1" and continuing in sequence thereafter. In addition, after selecting each index card, the name of the person selected will be compared to the proposed attendance list to determine whether any preferences are applicable.

3. If the name of the person selected is a returning student (for enrollment in subsequent years), then the letter "A" will be written on the index card. If the name of the person selected is the child of a founder or full time employee, the letter "B" will be written on such index card. If the name of the person selected is the sibling of another student that has already been selected for admission to the public charter school, then the letter "C" will be written on the index card. If the name of the person selected resides in the attendance area of the public charter school, then the letter "D" will be written on the index card. (Note: in the school's first year of operation, only letters "B" through "E" will be used.)
4. With regard to the sibling preference, if the name of the person selected has a sibling in another grade who has already been selected, but the person previously selected did not have the letter "C" written on his or her index card (because a sibling had not been selected for admission prior to the selection of the index card of that person), the letter "C" will be written on that person's index card at this time.
5. With regard to the preference provided to children of founders and full time employees, a running tally shall be kept during the course of the selection procedure of the number of index cards, in the aggregate, that have been marked with the letter "B." When the number of index cards marked with the letter "B" equals ten percent of the proposed capacity of the public charter school for the school year at issue, then no additional index cards shall be marked with the letter "B," even if such person selected would otherwise be eligible for the founder/full time employee preference.
6. After all index cards have been selected for each grade, then the index cards will be sorted for each grade level in accordance with the following procedure. All index cards with the letter "A" shall be sorted first, based on the chronological order of the selection number written on each index card; followed by all index cards with the letter "B," based on the chronological order of the selection number written on each index card; this process shall continue through to the letter "E," which will be followed by all index cards containing no letters, based on the chronological order of the selection number written on each index card.

7. After the index cards have been drawn and sorted for all grade levels, the names will be transferred by grade level, and in such order as preferences apply, to the final selection list.
8. The names of the persons in highest order on the final selection list shall have the highest priority for admission to the public charter school in that grade, and shall be offered admission to the public charter school in such grade until all seats for that grade are filled.
9. Once on a waiting list, students will remain eligible for placement within the school throughout the entire school year for which they applied. There shall be no carryover from year to year of the waiting list maintained to fill vacancies at the school. A new lottery shall be conducted each year to fill vacancies which become available. Students wishing to be removed from the waiting list must make their request in writing to the school.
10. Once the enrollment period is complete and waiting lists have been established through lottery as described above, subsequent applications will be added to the waiting lists on a first come-first served basis.

Disciplinary Procedures: Suspension, Expulsion, & Re-enrollment

Heritage Academy recognizes that effective instruction requires an orderly environment focused on learning and that schools have an important role to fill in supporting parent efforts to teach basic values to their children. The school will establish a code of conduct and other rules clearly defining expectations, as well as appropriate and inappropriate behaviors. The Board will create a the Parent & Student handbook which clearly identifies behavior expectations, consequences and other applicable policies that includes the code of conduct and identifies student behavior expectations. The handbook will include official notification of disciplinary rules. Parents/guardians and students will be asked to thoroughly review all school policies, contents, and permissions and then sign an acknowledgement form asserting that they have read and understand the policies and procedures governing conduct at Heritage Academy. ~~Students will be expected to read the handbook and agree to the code of conduct at the beginning of each school year.~~ (A draft Student Handbook is attached in Appendix F.)

Suspensions and expulsions will comply with Section 33-512, *Idaho Code*. The Administrator or his/her designee may suspend a student for violation of school policy. The Administrator or any staff member may recommend a student for disciplinary action. Suspension or Expulsion will be considered only as the final

option in a series of efforts to avoid such measures including but not limited to the following steps:

Step 1: Parent/ Guardian incident notification procedure (written and/or verbal)

Step 2: ~~Principal~~ Administrator-intervention.

Step 3: Suspension with parental notification – 3 days. Re-admission will be allowed after a conference with student, parents/guardian, and ~~principal~~ administrator.

Step 4: Suspension with parental notification 5 days. Re-admission will be allowed after a hearing within (5) school days with the Board of Directors.

Step 5: Expulsion until the next calendar break/semester or for the rest of the year. A hearing will be set within five (5) school days with the Board of Directors. The Board of Directors shall have the right to permanently expel students for disciplinary or attendance reasons.

Heritage Academy's Board of Directors must approve any expulsion. The Board shall establish disciplinary procedures and may add or amend any disciplinary procedure consistent with Idaho Law. Students, parents or staff members may appeal the decision of the Administrator to the Board. For students wanting to re-enroll, the parent or legal guardian may reapply and enter the lottery process again only if the student was not expelled for violation of the code of conduct school policies or other serious disciplinary problems. All other students wanting to re-enroll are free to do so by reapplying through the lottery.

Discipline for students with disabilities shall comply with Idaho Code 33-205 and IDEA. The *Idaho Special Education Manual* encourages schools to address student misconduct through appropriate school wide discipline policies, instructional services, and/or related services. Therefore, if a student has behavior problems that interfere with his or her learning or the learning of others, an individualized education program (IEP) team shall consider the use of strategies, including positive behavioral supports and interventions, to address the behavior. If the IEP team determines that such services are needed, they be included in the IEP and be implemented. Students with disabilities who are subject to disciplinary actions by a district are entitled to all of the due process rights afforded students without disabilities under Idaho Code 33-205.

In addition to these rights, the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) provides special education rights and additional discipline procedures to a student with a disability whom the Academy is removing from his or her current educational placement. These procedures come into play when Heritage is unable to work out an appropriate placement for the student. Further, these procedures do not prevent the Administrator from maintaining a safe environment conducive to learning that is critical for all students. Even though Idaho Code allows the Administrator to "temporarily

suspend” students for up to 20 school days, all students with disabilities who have been suspended or expelled for more than 10 cumulative academy days in an academy year retain the right to a free appropriate public education. (FAPE).

General Discipline Guidelines for students with disabilities

The general requirements pertaining to the discipline procedures of special education students are as follows:

1. The Administrator may remove a student from his or her current placement to an appropriate interim alternative education setting (IAES) or another setting for not more than 10 consecutive days to the extent those alternatives are applied to students without disabilities.
2. The Administrator may suspend any student, including a special education student, for up to 10 cumulative school days in a school year if he or she violates the code of student conduct, and services may cease during this period. In accordance with Idaho Code:
 - a. The Administrator has the authority to order a disciplinary suspension for up to 5 school days.
 - b. The BOD can extend the disciplinary suspension for up to 5 additional school days.
3. A series of suspensions exceeding 10 days in a school year shall not constitute a pattern of removals resulting in a change of placement, without following the procedures discussed in the most current *Idaho Special Education Manual*.
4. Students who have not been determined eligible for special education may be entitled to an evaluation and other IDEA rights—including the right to FAPE during periods of disciplinary suspension that extend beyond 10 cumulative school days in a school year if:
 - a. Heritage Academy had knowledge that the student met the IDEA eligibility prior to the behavior that precipitated the disciplinary suspension; and
 - b. The parent and/or adult student asserts the right to FAPE.

Procedures for Abuse of Alcohol or Controlled Substances

Pursuant to federal regulations set forth by the Drug Free Workplace Act of 1988, Heritage Academy is committed to the concept of having a drug free student environment. It is our intent that programs and activities be planned and carried out by the professional staff that will enable the school to achieve this goal.

The primary focus of our program will be educational in nature with instruction geared to discourage student experimentation with any illegal controlled substances or mood altering substances. A companion focus of this program shall be aimed to assist students who have made unacceptable choices

regarding any controlled substance; a necessary part of this focus is an attitude among teachers and other staff members that one of our responsibilities is to assist those students who need help in overcoming their potentially addictive behaviors. We believe that it is possible to have a drug free environment in a school setting. If a student cannot, or will not, commit to responsible behavior to help achieve this goal, several sanctions may be imposed as a disciplinary measure. These include, but are not limited to, the following:

1. Parent/guardian notification
2. Referral to support, such as counselors and/or health professionals
3. Referral to an outside agency for chemical dependency assessment and/or treatment
4. Suspension or Expulsion

Referral Policy. When there is reasonable cause to believe a student illegally uses, sells, distributes, or possesses drug paraphernalia, drugs, alcohol, or other mood-altering substances in school, on or adjacent to school property, or at school functions, the student will be subject to discipline pursuant to this policy.

Charter School Attendance Alternative

Because Heritage Academy is a new charter school and not a conversion of an existing school, the attendance alternative would be the same as for those presently residing within the Area of Attendance as defined in Tab 2 *Target Student Population* above. Students located within the attendance area of the Charter School would have the option to enroll in existing public schools presently serving the area. No student will be required to attend Heritage Academy.

Habitual Truancy, Incurrigibility & Disruptive Students

Students of Heritage Academy may be denied attendance for any of the following reasons:

- If the student is an habitual truant, defined by Idaho Code 33-206 as any public school pupil who, in the judgment of the board of trustees, repeatedly has violated the attendance regulations established by the board; or any child whose parents or guardians, or any of them, have failed or refused to cause such child to be instructed as provided in ~~section~~ Idaho Code.
- If the ~~he~~ student is incorrigible,
- If the student is deemed by the board of trustees to be disruptive of school discipline or instruction effectiveness, or
- If the student is detrimental to the health and safety of the other students

In addition, students attempting to enroll in Heritage Academy after being expelled from another district may be denied enrollment. Students who are expelled from Heritage Academy or denied enrollment will be denied enrollment for not less than one calendar year. Heritage Academy will comply with Idaho Code 33-205 which states that "No pupil shall be expelled nor denied enrollment without the board of trustees having first given written notice to the parent or guardian of the pupil, which notice shall state the grounds for the proposed expulsion or denial of enrollment and the time and place where such parent or guardian may appear to contest the action of the board to deny school attendance, and which notice shall also state the rights of the pupil to be represented by counsel, to produce witnesses and submit evidence on his own behalf, and to cross-examine any adult witnesses who may appear against him. Within a reasonable period of time following such notification, the board of trustees shall grant the pupil and his parents or guardian a full and fair hearing on the proposed expulsion or denial of enrollment. However, the board shall allow a reasonable period of time between such notification and the holding of such hearing to allow the pupil and his parents or guardian to prepare their response to the charge. Any pupil who is within the age of compulsory attendance, who is expelled or denied enrollment as herein provided, shall come under the purview of the juvenile corrections act, and an authorized representative of the board shall, within five (5) days, give written notice of the pupil's expulsion to the prosecuting attorney of the county of the pupil's residence.

Discipline for students with disabilities, including expulsion and denial of attendance will comply with the requirements of the Individuals with Disabilities Education Act and the Idaho Special Education Manual as adopted by the Heritage Academy Board of Directors and described in the Heritage Academy charter petition.

Student Handbook & Accessibility

~~Heritage Academy will assemble a student handbook pursuant to state law which outlines a Code of Conduct including expectations and consequences for unacceptable behavior (suspension/expulsion).~~ The Parent & Student Handbook will be distributed to all families which clearly identifies behavior expectations, consequences and other applicable policies. To ensure parents/guardians have access to the Parent & Student Handbook and Code of Conduct, it will be included as part of each students' registration packet, and posted on the school website. (A draft Student Handbook is attached in Appendix F.) Before any registration ~~packed~~ packet will be deemed "complete," parents/guardians and students will be asked to thoroughly review all school policies, contents, and permissions and then sign an acknowledgement form asserting that they have read and understand the policies and procedures governing conduct at Heritage Academy.

Tab 8: Business Plan, Transportation, & School Lunch Program

Business Plan

Business Description

Heritage Academy, Inc. was incorporated in August of 2009 and organized exclusively for educational purposes within the meaning of Internal Revenue Code § 501(c)(3). Notwithstanding any other provision of its articles of incorporation, Heritage Academy will not carry on any other activities not permitted to be carried on: (i) by a corporation exempt from Federal Income Tax under § 501(c)(3) (or corresponding provision of any future U.S. Internal Revenue Law), or (ii) by a corporation, contributions to which are deductible under Internal Revenue Code § 170(c)(2).

Marketing Plan

Heritage Academy will actively recruit students for enrollment using, but not limited to, the following methods:

- School website (to be constructed subsequent to approval) that will introduce the school's mission, vision, philosophy, method of instruction, and other information about the school.
- Brochures promoting the curriculum and methods used at Heritage Academy.
- Public informational meetings about Heritage Academy will be held in accordance with Idaho Statute §67-23.
- Enrollment information will be printed in English and additional languages as necessary to reflect the demographics of the area, at least three months ahead of enrollment deadline.
- Enrollment information will be posted in highly visible and prominent locations in English and Spanish within the attendance area of Heritage Academy.
- Heritage Academy will ensure press releases are in English and Spanish and will be disseminated to media outlets and/or printed publications serving the attendance area. These announcements will start at least 14 days before the enrollment deadline each year and will run on at least three occasions.

Instructional Arrangements

Heritage Academy plans to open in August of 2011 with a grade organization consisting of a traditional K-6 grade school. Heritage Academy's Board and its principal Administrator will determine the school calendar, schedule, and hours of

operation. Within that general format, the ~~principal~~ administrator, in consultation with the Board, will establish the school year calendar in compliance with the requirement of providing 900 hours of instruction.

Administrative services will be provided by the ~~principal~~ administrator and supplemented by other contracted services as needed. Annual programmatic and financial reports will be presented to the Board. The ~~principal~~ administrator will also serve as the liaison between the board, and parents unless otherwise directed by the board. Financial operations will be contracted out to licensed and bonded entities. Funding sources will include state allocation per pupil, federal start-up grants, private grants, business partnerships, and donations.

Day-to-Day Operations

The ~~principal~~ administrator will determine the day-to-day operations of the school. The Board of Directors will have oversight authority.

Budget

Heritage Academy's budget: 1) will be prepared in compliance with section 33-801, Idaho Statutes and policy of the State Board of Education, 2) will be presented at a public hearing in June of the year the school will open, and 3) will be delivered to the SDE as required on or before July 15 prior to the start of the school year. The budget will be prepared, approved and filed using the form prescribed by the state superintendent of public instruction.

Expenditures

Expenditures will be handled as described in the following sections.

Purchasing Process: Until alternative arrangements are made, the ~~principal~~ administrator will determine procedures for procuring goods and services, with approval of the Board.

Please Note: the following documents are included in the appendices as follows:

Appendix D: Projected Budgets, Cash Flow, & Budget Assumptions

Appendix E: Board Member Resumes

Transportation Services Proposal

In accordance with Idaho Code Section 33-1501 and 33-1006, where practicable the school will provide transportation to students that reside more than 1 ½ miles from the school and within the Primary Area of Attendance. Heritage Academy will ensure its transportation policy complies with Idaho Code 33-402(g), 33-1510, 33-1006, 33-1501 through 1514, 33-5208, and 67-2806 inasmuch as they are applicable to Academy. Inasmuch as the process for advertising, receiving proposals, and selecting a student transportation provider is time consuming and involves various timelines and procedures, Heritage Academy has already contacted North Side Bus Co. to inform them of our intent to operate a new charter school. In the process of advertising, we will solicit proposals from all busing contractors listed on the SDE's contractor list. Attached as Appendix G is a copy of the letter we received from North Side Bus Co.

School Lunch Program Plan

Since studies have shown that school meal programs are essential to academic achievement, At Heritage Academy will provide breakfast through the National School Breakfast Program, and lunch through the National School Lunch Program. These programs provide nutritionally balanced, low-cost or free lunches to children each school day., ~~we will strive to provide our students with healthy meals. However, we do not plan to offer a lunch program in our first year of operation, and we are currently exploring different lunch options and we realize that facility limitations and/or equipment constraints may preclude us from providing a "hot" lunch program. Nonetheless, we anticipate that we will contract for our food services at a future date when it is determined by the board that the facility is sufficient and it is financially reasonable to do so. While the contractor has not been identified at this point, we will begin this process as soon as possible after approval. Information regarding eligibility for free and reduced lunch will be collected as part of the initial registration packet and will be stored separately from the students' cumulative files.~~

Tab 9: Not Applicable

Tab 10: Arrangements, Additional Information Requests, & Plan for Termination

Business Arrangements & Partnerships

Heritage Academy has not entered into any formal business arrangements, partnerships, or lease agreements at this time. However, Heritage Academy will provide complete documentation for the lease or purchase of its facilities prior to the opening of the school.

Additional Information Desired by Petitioners

Not applicable.

Plan for Termination

In the event of revocation, or termination of Heritage Academy's charter, the President of the Board of Directors is responsible for the dissolution of the business and affairs of the school. Heritage Academy will fully cooperate with the IPCSC-through the dissolution process. All records of students will be immediately transferred to the receiving district and a notice will be sent to all parents describing how to request records from Heritage Academy. Personnel records will be maintained by the board secretary and all employees will receive a notice describing where records will be maintained and describing the length of time personnel records will be held. All assets of Heritage Academy remaining after full satisfaction of all debts will be returned to the authorized charting entity for distribution in accordance with state law as required by Section 33-5206(8), *Idaho Code*.

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		SCENARIO #1	5th grade is 25; Add 6th grade class with 25. Hire 1 additional teacher								
		SCENARIO #2	In addition to above add additional K class with 20 so K would be 40 students. Hire addtl Aide								
		SCENARIO #3	In Addition to above add a 2nd first grade class. Hire 1 additional teacher.						NOTE: SCENARIO #3 WAS APPROVED		
		**ALL SCENARIOS include adding a full time Title I/SPED teacher									
HERITAGE ACADEMY											
	12/1/11 SCENARIOS		SCENARIO #1			SCENARIO #2			SCENARIO #3		
			Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount
	Number of Students		K-4 = 125	1 class EA of 25		Two K classes-40			Two K classes - 40, 2 -1st grade		
			5th grade 25; 6th grade 25			5th & 6th grade- 25 each			5th & 6th grade- 25 each		
Revenues:			Total 175	(8.5 units)		Total 190 students (8.7 units)			Total 215 students (10.2 units)		
	State Apportionment			3,599	629,844		\$ 3,387	\$643,624		3,464	744,853
	State Transportation			80%	71,928		80%	71,928		80%	71,928
	Nutrition Program				0	\$ -		0			0
	Federal Grants Title I-A &II-A				65,000			70,000			75,000
	IDEA				15,000			20,000			25,000
	Albertsons Grant										
	Fundraising				3,500			5,000			5,000
	ISAT remediation				1,000			1,000			1,000
	IRI				200			200			200
	Technology 33-1022				4,000			6,000			6,000
	Lottery				6,500			8,000			8,000
Insert Revenue Lines Here											
	Total Revenues				\$ 796,972			\$825,752			\$ 936,981
	State Holdback - 5%				39,849			41,288			46,849
	Total Revenues after Holdback				\$ 757,123			\$ 784,464			\$ 890,132
Expenses:											
	Salaries:										
	Teachers- K,1st,3rd,4th,5th,6		\$ 31,752	6	\$190,512	\$ 31,752	6	\$190,512	\$ 31,752	7	\$222,264
	2nd grade Teacher		\$ 46,200	1	\$46,200	\$ 46,200	1	\$46,200	\$ 46,200	1	\$46,200
	Title I-Spec Ed Teacher		\$ 40,000	1	40,000	\$ 40,000	1	40,000	\$ 40,000	1	40,000
	Spec. Ed. Aide - 1		\$ 7,000	.5	7,000	\$ 7,000	0.5	7,000	\$ 7,000	0.5	7,000
	Instruct Aids/misc - Title I		\$ 7,000	3	21,000	\$ 7,000	.5x4	28,000	\$ 7,000	4	28,000
	Business Manager		\$ 45,000	1	45,000	\$ 45,000	1	45,000	\$ 45,000	1	45,000
	Administration		\$ 67,000	1	67,000	\$ 67,000	1	67,000	\$ 67,000	1	67,000
	Secretary		\$ 18,000	1	18,000	\$ 18,000	1	18,000	\$ 18,000	1	18,000
	Custodian (maint to exp)		\$ 7,000	1	7,000	\$ 7,000	1	7,000	\$ 700	1	7,000
Insert Salaries Lines Here											
	Total Salaries				\$441,712			\$448,712			\$480,464

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<u>Benefits:</u>										
	Retirement/PERSI	11.0%		\$ 45,508	11.0%		\$ 45,508	11.0%		\$ 49,001
	Health/Life Insurance	417 x 9		37,530	417 x 9		37,530	417 x 10		41,700
	Payroll Taxes	8.0%		35,337	8.0%		35,897	8.0%		38,437
	Workers Compensation	1.1%		4,859	1.1%		4,936	1.1%		5,285
Insert Benefits Lines Here										
	Total Benefits			\$123,234			\$123,871			\$ 134,423
<u>Operating Expenses:</u>										
	Textbooks			\$0			\$0			\$0
	Supplies			\$2,000			\$2,000			\$2,000
	Equipment			\$500			\$500			\$500
	Contract Srvs-copier, IT			\$15,000			\$15,000			\$15,000
	SPED Contract services			\$15,000			\$15,000			\$15,000
	Legal			\$2,500			\$2,500			\$2,500
	Prog&Financial Audit			\$6,000			\$6,000			\$6,000
	Advertising/Marketing			\$500			\$500			\$500
	Gas/Electric/Telephone			\$29,580			\$29,580			\$29,580
	Liability & Property Insurance			\$6,700			\$6,700			\$6,700
	Testing & Assessment			\$1,500			\$1,500			\$1,500
	Mortgage			\$35,000			\$35,000			\$35,000
	Permits/Fees			\$1,000			\$1,000			\$1,000
	Custodial Supplies			\$6,000			\$6,000			\$6,000
	Grounds & Maintenance			\$8,000			\$8,000			\$10,000
	Management Fees									
	Prof. Dev. Title II-A			\$28,670			\$30,000			\$35,000
	Substitutes			3,000			3,000			3,000
	Memberships(ISBA,Chamber,Council,Admin)			\$1,610			\$1,610			\$1,610
Insert OE Lines Here										
	Total Operating Expenses			\$162,560			\$163,890			\$170,890
<u>Program Expenses:</u>										
	Transportation (actual)			\$89,910			\$89,910			\$89,910
	Nutrition Program	\$ -		0	\$ -		0	\$ -		0
Insert Program Expenses Lines Here										
	Total Benefits			\$89,910			\$89,910			\$89,910
	Total Expenses			\$817,416			\$826,383			\$875,687
	Net Operating Income/(Loss)			-\$60,293			-\$41,919			\$14,445

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[illegible]

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Yr 2-4 budget w approved amend															
Year 2 (FY 2013)				Year 3 (FY 2014)				Year 4 (FY 2015)				NOTES: School notes in plain text. <i>PCSC Staff notes in italics.</i>			
Number				Number				Number							
Number of Students K				50				50				Year 2 add 25 kindergarteners; add addt'l 1st grade; separate 6th grade			
Number of Students 1-3				100				125				Year 3 add addt'l 2nd grade			
Number of Students 4-6				75				75				Year 4 add addt'l 3rd grade			
Number of Students 7-12															
Exceptional															
Total Number of Students				225				250				275			
Revenues:															
State Apportionment				\$744,853				\$807,821				\$889,337			
State Transportation				80% 71,928				80% 71,928				80% 71,928			
Nutrition Program				0				0				0			
Federal Grants				75,000				80,000				82,000			
Contributions/Donations				5,000				5,000				5,000			
State Revenue (IRI/LEP/Except/Voc)				7,200				7,200				7,000			
IDEA				25,000				25,000				28,000			
Lottery				8,000				10,500				12,000			
Insert Revenue Lines Here															
Total Revenues				\$936,981				\$1,007,449				\$1,095,265			
Expenses:															
<u>Salaries:</u>															
Teachers				8 \$268,464				9 \$308,200				10 \$340,200			
Special Ed				40,000				40,000				40,000			
Spec Ed Aide				\$ 1 0.5 7,000				0.5 7,000				0.5 7,000			
Instructional Aides- Title I				\$ 4 0.5 28,000				\$ 5 0.5 35,000				\$ 5 0.5 35,000			
Classified/Office Staff				63,000				63,000				63,000			
Administration				67,000				67,000				67,000			
Nutritional Program				0				0				0			
Librarian				0				0				0			
Custodian				7,000				7,000				7,000			
Insert Salaries Lines Here															
Total Salaries				\$480,464				\$527,200				\$559,200			
<u>Benefits:</u>															
Retirement/PERSI				11.0% \$49,001				11.0% \$53,372				11.0% \$56,892			
Health/Life Insurance				325 x 10 39,000				325 x 11 42,900				325 x 12 46,800			
Payroll Taxes				8.0% 38,437				8.0% 42,180				8.0% 44,740			
Workers Compensation				1.1% 5,285				1.1% 5,800				1.1% 6,150			
Insert Benefits Lines Here															
Total Benefits				\$131,723				\$144,252				\$154,582			
<u>Operating Expenses:</u>															
Textbooks				\$9,000				\$6,200				\$6,400			
Supplies				\$7,000				\$7,000				\$9,000			
Equipment				\$1,500				\$1,500				\$1,500			
Contract Services				\$15,000				\$15,000				\$20,000			
Legal				\$2,500				\$2,500				\$2,500			
Accounting				\$0				\$0				\$0			
Advertising/Marketing				\$1,000				\$1,000				\$1,000			
Gas/Electric/Water				\$16,500				\$16,500				\$16,500			
Telephone				\$4,000				\$4,000				\$4,000			

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	Liability & Property Insurance		\$6,700		\$6,700		\$6,700	
	Testing & Assessment		\$1,000		\$1,200		\$1,500	
	Staff Development - Title II		\$35,000		\$38,000		\$39,000	
	Membership/Fees		\$2,610		\$2,610		\$2,610	
	Custodial Supplies		\$6,000		\$6,000		\$8,000	
	Substitutes		\$3,000		\$4,000		\$5,000	
	Mortgage		\$35,000		\$35,000		\$35,000	Represents amount after refinance in 2012
	Audits		\$6,000		\$6,000		\$6,000	
	Grounds & Maintenance		\$8,000		\$8,000		\$8,000	Equity from refinance to upgrade building & reduce maint. costs
	Miscellaneous							
Insert OE Lines Here								
	Total Operating Expenses		\$159,810		\$161,210		\$172,710	
Insert OE Lines Here								
	Program Expenses:							
	Transportation		\$89,910		\$89,910		\$89,910	
	Nutrition Program		0		0		0	
	Title I		40,000		42,000		43,000	
	Title VI-B		15,000		18,000		20,000	
Insert Program Expenses Lines Here								
	Total Benefits		\$144,910		\$149,910		\$152,910	
	Total Expenses		\$916,907		\$982,572		\$1,039,402	
	Net Operating Income/(Loss)		\$20,074		\$24,877		\$55,863	
	Beginning Fund Balance		137,768		157,842		182,719	
	Ending Fund Balance		157,842		182,719		238,582	

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		Yr 5-7 budget w approved amend									
		Year 5		Year 6		Year 7		NOTES: School notes in plain text. PCSC Staff notes in italics.			
		Number		Number		Number					
Number of Students K		50		50		50		Year 5 add addt'l 4th grade			
Number of Students 1-3		150		150		150		Year 6 add addt'l 5th grade			
Number of Students 4-6		100		125		150		Year 7 add addt'l 6th grade			
Number of Students 7-12											
Exceptional											
Total Number of Students		300		325		350					
Revenues:											
State Apportionment		\$970,264		\$1,059,556		\$1,142,788					
State Transportation		80% 97,128		80% 97,128		80% 97,128					
Nutrition Program		0		0		0					
Federal Grants		85,000		87,000		90,000					
Contributions/Donations		5,000		5,000		5,000					
State Revenue (IRI/LEP/Except/Voc)		8,000		8,000		8,000					
IDEA		30,000		32,000		34,000					
Lottery		15,000		16,000		17,000					
Insert Revenue Lines Here											
Total Revenues		\$1,210,392		\$1,304,684		\$1,393,916					
Expenses:											
Salaries:											
Teachers		11 \$372,200		12 \$404,200		13 \$436,200					
Special Ed		40,000		45,000		45,000					
Spec Ed Aide		\$ 2 0.5 14,000		\$ 2 0.5 14,000		\$ 2 0.5 14,000					
Instructional Aides- Title I		\$ 5 0.5 35,000		\$ 5 0.5 35,000		\$ 5 0.5 35,000					
Classified/Office Staff		63,000		63,000		63,000					
Administration		67,000		67,000		67,000					
Nutritional Program		0		0		0					
Librarian		0		0		0					
Custodian		7,000		7,000		7,000					
Insert Salaries Lines Here											
Total Salaries		\$598,200		\$635,200		\$667,200					
Benefits:											
Retirement/PERSI		11.0% \$60,412		11.0% \$64,482		11.0% \$68,002					
Health/Life Insurance		325 x 12 x 12 46,800		325 x 13 x12 42,900		325 x 14 x 12 46,800					
Payroll Taxes		8.0% 47,856		8.0% 50,820		8.0% 53,380					
Workers Compensation		1.1% 6,580		1.1% 6,990		1.1% 7,340					
Insert Benefits Lines Here											
Total Benefits		\$161,648		\$165,192		\$175,522					
Operating Expenses:											
Textbooks		\$6,400		\$6,400		\$6,400					
Supplies		\$10,000		\$10,000		\$10,000					
Equipment		\$2,000		\$1,500		\$1,500					
Contract Services		\$15,000		\$15,000		\$20,000					
Legal		\$2,500		\$2,500		\$2,500					
Accounting		\$0		\$0		\$0					
Advertising/Marketing		\$1,000		\$1,000		\$1,000					
Gas/Electric/Water		\$16,500		\$16,500		\$16,500					
Telephone		\$4,000		\$4,000		\$4,000					
Liabilitv & Property Insurance		\$6,700		\$6,700		\$6,700					

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	Testing & Assessment		\$1,000		\$1,200		\$1,500	
	Staff Development - Title II		\$42,500		\$43,500		\$45,000	
	Membership/Fees		\$2,610		\$2,610		\$2,610	
	Custodial Supplies		\$10,000		\$10,000		\$12,000	
	Substitutes		\$5,000		\$5,500		\$6,000	
	Mortgage		\$35,000		\$35,000		\$35,000	Represents amount after refinance in 2012
	Audits		\$6,000		\$6,000		\$6,000	
	Grounds & Maintenance		\$8,000		\$8,000		\$8,000	Equity from refinance to upgrade building & reduce maint. costs
	Miscellaneous							
Insert OE Lines Here								
	Total Operating Expenses		\$174,210		\$175,410		\$184,710	
	Program Expenses:							
	Transportation		\$121,410		\$121,410		\$121,410	
	Nutrition Program		0		0		0	
	Title I		42,500		43,500		45,000	
	Title VI-B		25,000		27,000		30,000	
Insert Program Expenses Lines Here								
	Total Benefits		\$188,910		\$191,910		\$196,410	
	Total Expenses		\$1,122,968		\$1,167,712		\$1,223,842	
	Net Operating Income/(Loss)		\$87,424		\$136,972		\$170,074	
	Beginning Fund Balance		137,768		225,192		362,164	
	Ending Fund Balance		225,192		362,164		532,238	

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HERITAGE ACADEMY			SECTION E - 3-Year Projection-only add separate 6th grade of 25								
3-Year Projection-only add 6th grade			Year 2012-13			Year 2013-14			Year 2014-15		
			Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount
	Number of Students		K-4 = 125	1 class EA of 25		175			175		
			5th grade 25; 6th grade 25								
Revenues:			Total 175	(8.5 units)							
	State Apportionment			3,599	629,844		3,599	629,844		3,599	629,844
	State Transportation			80%	71,928		80%	71,928		80%	71,928
	Nutrition Program		\$ -		0	\$ -		0	\$ -		0
	Federal Grants Title I-A & II-A				65,000			65,000			65,000
	IDEA				15,000			15,000			15,000
	Albertsons Grant										
	Fundraising				3,500			3,500			3,500
	ISAT remediation				1,000			1,000			1,000
	IRI				200			200			200
	Technology 33-1022				4,000			4,000			4,000
	Lottery (actual)				6,500			6,500			6,500
Insert Revenue Lines Here											
	Total Revenues				\$ 796,972			\$ 796,972			\$ 796,972
	State Holdback - 5%				39,849			39,849			39,849
	Total Revenues after Holdback				\$ 757,123			\$ 757,123			\$ 757,123
Expenses:											
	<u>Salaries:</u>										
	Teachers- 1st,3rd,4th,5/6th		\$ 31,752	6	\$190,512	\$ 31,752	6	\$190,512	\$ 31,752	6	\$190,512
	2nd grade Teacher		\$ 46,200	1	\$46,200	\$ 46,200	1	\$46,200	\$ 46,200	1	\$46,200
	Title I-Spec Ed Teacher		\$ 40,000	1	40,000	\$ 40,000	1	40,000	\$ 40,000	1	40,000
	Spec Ed Aide - 1		\$ 7,000	,5	7,000	\$ 7,000	,5	7,000	\$ 7,000	,5	7,000
	Instruct Aids/misc - Title I		\$ 7,000	3	21,000	\$ 7,000	3	21,000	\$ 7,000	3	21,000
	Business Manager		\$ 45,000	1	45,000	\$ 45,000	1	45,000	\$ 45,000	1	45,000
	Administration		\$ 67,000	1	67,000	\$ 67,000	1	67,000	\$ 67,000	1	67,000
	Secretary		\$ 18,000	1	18,000	\$ 18,000	1	18,000	\$ 18,000	1	18,000
	Custodian (maint to exp)		\$ 7,000	1	7,000	\$ 7,000	1	7,000	\$ 7,000	1	7,000
Insert Salaries Lines Here											
	Total Salaries				\$441,712			\$441,712			\$441,712
	<u>Benefits:</u>										

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	Retirement/PERSI	11.0%	\$ 45,508	11.0%	\$ 45,508	11.0%	\$ 45,508
	Health/Life Insurance	417 x 9	37,530	417 x 9	37,530	417 x 9	37,530
	Payroll Taxes	8.0%	35,337	8.0%	35,337	8.0%	35,337
	Workers Compensation	1.1%	4,859	1.1%	4,859	1.1%	4,859
Insert Benefits Lines Here							
	Total Benefits		\$123,234		\$123,234		\$123,234
Operating Expenses:							
	Textbooks		\$0		\$0		\$0
	Supplies		\$2,000		\$2,000		\$2,000
	Equipment		\$500		\$500		\$500
	Contract Srvs-copier, IT		\$15,000		\$15,000		\$15,000
	SPED Contract services		\$15,000		\$15,000		\$15,000
	Legal		\$2,500		\$2,500		\$2,500
	Prog&Financial Audit		\$6,000		\$6,000		\$6,000
	Advertising/Marketing		\$500		\$500		\$500
	Gas/Electric/Telephone		\$29,580		\$29,580		\$29,580
	Liability & Property Insurance		\$6,700		\$6,700		\$6,700
	Testing & Assessment		\$1,500		\$1,500		\$1,500
	Mortgage		\$35,000		\$35,000		\$35,000
	Permits/Fees		\$1,000		\$1,000		\$1,000
	Custodial Supplies		\$6,000		\$6,000		\$6,000
	Grounds & Maintenance		\$8,000		\$8,000		\$8,000
	Management Fees		\$0		\$0		\$0
	Prof. Dev. Title II-A		\$28,670		\$28,670		\$28,670
	Substitutes		3,000		3,000		3,000
	Memberships(ISBA,Chamber,Council,Admin)		\$1,610		\$1,610		\$1,610
Insert OE Lines Here							
	Total Operating Expenses		\$162,560		\$162,560		\$162,560
Program Expenses:							
	Transportation (actual)		\$89,910		\$89,910		\$89,910
	Nutrition Program	\$ -	0	\$ -	0	\$ -	0
Insert Program Expenses Lines Here							
	Total Benefits		\$89,910		\$89,910		\$89,910

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[illegible]

SUBJECT

Falcon Ridge Public Charter School Annual Update

APPLICABLE STATUTE, RULE, OR POLICY

I.C. 33-5209

BACKGROUND

Falcon Ridge Public Charter School (FRPCS) is a public charter school authorized by the Public Charter School Commission (PCSC). Located in Kuna, FRPCS has been operating as a Harbor school since 2005 and serves grades K-8.

In January 2011, FRPCS was issued a notice of defect on the grounds of failure to meet the measurable student education standards (MSES) in the approved charter.

DISCUSSION

FRPCS will provide an update on the status of the school. PCSC staff has visited the school and reviewed the materials provided, and makes the following observations:

1. Enrollment: FRPCS currently enrolls 268 students and has a waiting list of 89. It appears that class size caps contained in the charter have been exceeded in several grades. The cap for grades 1-3 is 28, and 29 students are enrolled. The cap for grades 5-6 is 32, and 33 students are enrolled. Additionally, it appears that the charter requires amendment to correct errors including the absence of a 4th grade cap and mismatched class and total enrollment caps.
2. Academics: FRPCS met AYP in spring 2011. ISAT scores reveal that FRPCS students are performing above the district and state levels in all grade levels for math and language. Reading and science scores are below district and state levels in some grades.

ISAT scores further reveal upward trends with the exceptions of grades 4 and 8 reading, grades 3 and 8 math, and grades 3 and 4 language. The school reports that teachers are being made more aware of ISAT results and are working to improve classroom instruction.

FRPCS was issued a notice of defect in January 2011 for not meeting the MSES in the approved charter. The MSES were amended in June 2011, but the new standards have not been met.

MSES 1 requires 91% of students to score proficient or advanced on the ISAT in reading. 81.8% of 4th graders and 82.7% of 8th graders achieved at the specified level.

Additionally, MSES 1 requires 91% of younger students to reach the IRI benchmark. 78.6% of 1st graders, 79.3% of 2nd graders, and 86.2% of 3rd graders achieved at the specified level.

MSES 2 requires 89% of students to score proficient or advances on the ISAT in math. 87.2% of 8th graders achieved at the specified level.

MSES 3 requires 84% of students to score proficient or advanced on the ISAT in language. 82.2% of 3rd graders and 78.3% of 8th graders achieved at the specified level.

Documentation provided by the school is unclear regarding whether these results represent only students who have been enrolled at FRPCS for two or more consecutive years, as specified in the MSES.

3. Budget: The current budget is based on enrollment of 260 with 96.7% ADA and anticipates a year end operating income of about \$129,000 and a reserve of 187,000 for FY12. A positive fund balance of \$212,000 is anticipated for FY13. The school has established a building fund of \$250,000 and an operating reserve of \$100,000.
4. Stakeholder Satisfaction: Stakeholder survey results indicate that 59% of parents are dissatisfied with the physical facility (modulars) and 47% are dissatisfied with extracurricular activities. Additionally, 21% of parents are dissatisfied with school resources and 19% disagree that support services are available.
5. Facility Plans: FRPCS is working on plans to build a gym/auditorium on land the school already owns and occupies with modular classrooms. Additional space will be added to the new structure as funds become available.
6. Several charter violations appear to exist. They are as follows:
 - According to the charter, “There will be an Advisory Board whose function is to serve as a support team and working board for the Governing Board. Members of the Advisory Board are grouped into the following committees...” No Advisory Board exists.
 - According to the charter, “Parents will fill out an in-depth student profile based on Cynthia Ulrich Tobias’s book The Way They Learn.” Such profiles are not being utilized.
 - According to the charter, FRPCS “will retain the traditional focus on linguistic and mathematical/logical areas, and have implemented a unique musical component, a piano lab.” The school does not have a piano lab.
 - According to the charter, “They then identify an academic and a personal goal for each learner. The Personalized Learning Goal Plan is signed by the

student, parent, and teacher.” Personalized Learning Goal Plans are not in use for all students.

- According to the charter, “Each new Falcon Ridge teacher will be assigned a Harbor certified mentor teacher for ongoing training throughout the year. The Harbor Institute will also provide certified Harbor teacher/trainer for thorough follow through on site...” Mentor teachers are not being assigned; also, the Harbor Institute no longer exists.

School officials report that a substantial proposed amendment intended to overhaul the charter is being planned for the summer months.

IMPACT

Pursuant to I.C. 33-5209(2), if the PCSC “has reason to believe that the public charter school has done any of the following, it shall provide the public charter school written notice of the defect and provide a reasonable opportunity to cure the defect:... (a) Committed a material violation of any condition, standard or procedure set forth in the approved charter; [or] (b) Failed to substantially meet any of the student educational standards identified in the approved charter.”

Pursuant to I.C. 33-5209(3) and IDAPA 08.02.04.301.04, the public charter school must “comply with the terms and conditions of the corrective action plan and...cure the defect at issue within a reasonable time...” If the public charter school fails to comply with the plan and cure the defect, “the authorized chartering entity may provide notice to the public charter school of its intent to revoke the charter.”

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the PCSC direct staff to issue to FRPCS a notice of defect on the grounds of violation of a material condition, standard, or procedure set forth in the approved charter, specifically with regard to: Admission procedures and class size, advisory boards, student profiles, piano labs, personalized learning goals, and Harbor training.

Staff further recommends that the PCSC consider whether FRPCS has failed to cure within a reasonable period of time the identified defect of failure to substantially meet any of the measurable student education standards identified in the approved charter.

COMMISSION ACTION

A motion to direct staff to issue to Falcon Ridge Public Charter School a written notice of defect on the grounds of violation of a material condition, standard, or procedure set forth in the approved charter, specifically with regard to: Admission procedures and class size, advisory boards, student profiles, piano labs, personalized learning goals, and Harbor training.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

April 5, 2012

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Falcon Ridge Public Charter School Site Visit Report

February 27, 2012

Interview with Board Members:

Two board members participated in the interview. They expressed the mission of the school as creating responsible, competent young adults using the Harbor Method. They feel the mission is being fulfilled and that they are being true to the Harbor concept.

It was reported that the board functions well. All members seem to have a common vision. The board would like to encourage more external participation by placing people who are not parents of students on the board. Current board members feel they have made considerable efforts to recruit new board members but interest is very limited so this is a difficult task.

The relationship between the board and administration is expressed as being good. The board feels the administrator is doing a great job and has brought stability to the school. This stability has led to a more effective administration and staff. The board feels that parents are comfortable in communicating with the administrator, who is able to balance duties and address issues. According to board members, another indication of an effective staff is the fact that classes are full and there has been no staff turnover.

Fiscal stability of the school is described as being very good. The board feels they are in a much better place financially due to the administrator, board, and business manager along with the conservative approach they have taken.

Facility issues are mainly tied to perception. Parents report being dissatisfied with the modular facilities that are currently being used. Stakeholders would definitely prefer a permanent building but the current setup is working. Board members feel the biggest drawback is the lack of indoor PE space and a common gathering place for the entire school.

The board views their strengths as being flexible, the ability to address issues, commitment, and involvement. Three board members have been in place for a significant amount of time and have gone through the rough times. They feel their experience has prompted better decision making. Areas for improvement include lack of ability to obtain new members and training. Current members feel that time is a big constraint. They have not participated in regular ongoing training. They have held some Saturday trainings and plan to attend the training in March.

Parent and community involvement is described as good in the area of classroom volunteering. However, there is very little parent participation in board meetings. There is a small group of consistently active parents. The board would like to see more parents become involved.

There appears to be a lack of formal marketing plans for the school. An architect has been hired to work on plans for the permanent facility, which will be built in stages starting with a multipurpose gym and cafeteria. It will be designed so the rest of the facility can be built off this portion as funds allow. Seven acres of land are already owned and the school wants to move forward with the permanent facility as soon as funds are available. An irrigation project is planned. The land has water rights with it but a pump for pressurization is needed. The school is following a prudent path in determining how much of the irrigation project to complete as there is a good possibility some of it will have to be torn out and redone as the facility is built.

The board feels that the school has not felt a major impact from the new legislation that has been passed. They are still developing their pay for performance plan and how to implement the inclusion of parent input in administration and staff evaluations. Currently, administrator evaluations are done through a board/teacher survey. It was expressed by the board that they would like help obtaining funding and in educating the general public about charter schools.

Interview with Administrator:

The administrator is in his third year at Falcon Ridge. He believes the school does well with fulfilling the mission of the school and reports that everyone tries to guard the Harbor philosophy although there is not perfect duplication. The board is viewed as being supportive, professional, and sensitive to the needs of the school. According to the administrator, the board functions well. Although there is give and take among the board members, there are some dissenting votes at times. Meetings are conducted in a professional manner.

Like the board, the administrator is aware that lack of a gym/auditorium is a shortcoming with the current facility. There is a definite need for it but the school continues to work under the present conditions.

The administrative workload is heavy but manageable. Mr. Green has been getting his masters degree while serving as the administrator. During the first two years of administration, he describes being more of a manager but is at the point where he wants to move things forward rather than maintaining the status quo. He believes his performance is adequate and improving.

Math in general is described as an academic strength of the school. Administration feels the school is academically strong across the board, but this is not always apparent in test results.

April 5, 2012

Reading scores are somewhat low. The administrator expresses that they are working on comprehension skills and he is not sure why the scores are not better. Science is a major area needing improvement. A science teacher has been hired and is writing curriculum. He is pursuing certification through the ABCTE program.

Annual teacher evaluations are done. The special education teacher is also on an alternate route to certification through the ABCTE program. A middle level credit system is in place. Work needs to be done with the common core state standards. The administrator has been studying them and teachers have done some individual work, but the school as a whole needs to begin training on how to implement common core standards.

Data is gathered through CBMs, IRI, and ISAT testing. Staff looks at results and determines areas of weakness. The staff understands where weaknesses are but the school has not implemented systematic ways of using the data. MSES were not met for a second year even though the MSES were amended. However, they are written to include the scores of only those students who have been enrolled for two consecutive years. The reported results included all students. The administrator reports that the program is good but it needs to be worked better. There does not appear to be school wide plans for improving scores, rather individual teachers are taking their own action steps.

Parent and community involvement is considered to be fair. The administrator feels involvement could be improved by working harder at it. The school does not have a formal marketing plan. Advertising is limited to the lottery. 7th and 8th grade enrollment is low. Administration feels middle school enrolment is limited by the lack of an athletic program. He believes the addition of a gym would help this situation.

He also feels that the new legislation has not yet had a major impact on the school. The pay for performance plan is still being developed. The board recently adopted a new salary scale that is better aligned to state reimbursement. It will be in effect for next year's contracts.

The administrator reports that a total overhaul of the charter is being planned. In all likelihood, the work will take place over the summer months. He desires to work with the SDE and PCSC staff on the changes. The school does plan to remain a Harbor school.

Interview with Business Manager:

The business manager is in her third year at Falcon Ridge. She reports that much of her training occurred on the job. The workload was overwhelming at first but with experience it has gotten manageable and she currently feels very comfortable with her position. She collaborates with other business managers and obtains support from the 2M computer support staff.

The current budget is based on 270 students and projects an operating income of about \$24,000 this year. FY 13 budget projections anticipate an operating income of about \$123,000. The business manager reports that 70% of the budget is spent on salaries and benefits. The school sets aside \$25,000 each year for the building fund. The current balance is \$250,000. They also have an operating reserve of \$100,000 and a contingency reserve of about \$58,000. All of these funds are accessible if needed.

Program Strengths:

- Board and administration have a good working relationship
- Conservative approach to finances
- Harbor Method, if board/admin perception of implementation is correct
- ISAT scores are above district and state levels in most grades and subjects (4th and 8th grade below in reading, 5th and 7th grade are below the state levels in science) – AYP met

Program Concerns:

- Lack of school wide plan for improving scores
- Lack of school wide plan for common core standards implementation
- No clearly defined marketing plan – low 7th and 8th grade enrollment
- Parent survey results show 21% are dissatisfied with school resources, 47% are dissatisfied with extracurricular activities, 59% dissatisfied with the physical facilities, and 19% disagree that support services are available for students
- Harbor instructional methods are not clearly evident throughout the school

Possible charter violations:

- There will be an advisory board with committees
- Science curriculum will be hands-on
- Reference to high school program
- Parents will fill out an in depth student profile based on The Way they Learn
- FRPCS will implement a piano lab
- Personalized learning goal references
- Liberty Charter School is an open campus for FRPCS teachers to observe
- Each new FRPCS teacher will be assigned a Harbor certified mentor teacher for ongoing training throughout the year
- Class enrollment caps 1-3 = 28 and 29 are enrolled, 5-8 = 32 and 33 are enrolled no reference to 4th grade in charter
- Participation in child find

Possible Amendments:

- Violations as stated above
- Overhaul of charter

Recommendations:

- Examine possible charter violations and either amend the charter or complete the requirement
- Propose possible charter amendments as soon as possible
- Complete the charter overhaul as soon as possible
- Align and implement common core standards
- Continue to acquire data and use it to drive decision making
- Develop school wide plan for improving scores
- Develop marketing plan- find ways to increase 7th and 8th grade enrollment
- Complete pay for performance plan
- Increase parent/community involvement

Materials requested:

- Updated charter with all approved amendments included

April 5, 2012

CHARTER SCHOOL DASHBOARD

Date: 10/17/2011

School Name: Falcon Ridge Public Charter School

School Address: 278 S. Ten Mile Rd. Kuna, ID 83634

School Phone: 208-922-9228

Current School Year: 2011/2012

School Mission: The Falcon Ridge Public Charter School's mission is to develop students who are competent, confident, productive, and responsible young adults who possess the habits, skills and attitudes to succeed in life and be offered the invitation of a post-secondary education and satisfying employment.

CHARTER SCHOOL BOARD

Board Member Name	Office and Term	Skill Set(s)	Email	Phone
Bob Purbeck	Board Chairman (-2011)	Quotations/Sales	grl4boy1@msn.com	249-1238
Vaughn Goodman	Vice-Chairman (-2010)	PIBU Plant Nutrition Specialist	vgoodman@wilburellis.com	431-3748
Dixie Herring	Director (Teacher (12 yrs.) MAT Secondary ED English / History	dherring@cvcsonline.org	463-1469
Jim Negomir	Secretary (-2011)	Technology Services Center Manager	jim.negomir@clearwire.net	884-2001
Sam Vanderwall	Director (B.S. Pre-Law Teacher Assitant	samvanderwall957@gmail.com	206-790-6263

ENROLLMENT

Grade Level	Current Enrollment	Current ADA	Current Waiting List	Previous Year's Enrollment	Previous Year's ADA
K	24	95.76	23	24	96.86
1	29	97.75	13	29	96.30
2	29	97.10	7	29	97.23
3	29	97.88	14	29	97.77
4	33	98.29	14	33	97.58
5	33	97.47	12	30	97.67
6	33	97.71	6	32	96.28
7	26	96.60	0	33	97.56
8	32	96.66	0	23	97.53
9	NA	NA	NA	NA	NA
10	NA	NA	NA	NA	NA
11	NA	NA	NA	NA	NA

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12	NA	NA	NA	NA	NA
TOTAL	268	97.25	89	262	97.24

Student Attrition Rate: 2010/2011 Enrollment (262)- 2011/2012 Enrollment (269)= +7... 7/259 = +2.7%

Is your school planning to increase or decrease enrollment opportunities for the upcoming school year? no

If yes, briefly describe planned enrollment changes, including numbers and grades affected:

STUDENT DEMOGRAPHICS

School Year	Hispanic (# and %)	Asian (# and %)	White (# and %)	Black (# and %)	American Indian (# and %)	LEP (# and %)	FRL (# and %)	Special Education (# and %)
Current	13/4.8%	1/.04%	247/91.8%	0/0%	2/.74%	0/0%	81/30.1%	
Previous	13/4.96	1/.04%	240/92.7%	1/.4%	3/1.2%	0/0	76/30%	24/9%

FACULTY AND STAFF

Administrator Name(s): Mark Green

Administrator's Hire Date: July 2010

Administrator Email(s): mgreen@falconridgecharter.org

Current Classified Staff (# FTE): (Bus. Mgr.(1@1),Office 2@.5),Ed. Asst(9@.5),Nutr. Service(2@.5),Custodial (1@.5)

Classified Attrition Rate: +1.375%

Current Faculty (# FTE): 13.5 (Administrator and Certified Teaching Staff)

Faculty Attrition Rate: + 8%

EDUCATIONAL PROGRAM

Did your school make AYP during the last school year? yes

If no, please specify indicator and status:

If no, please describe plan for addressing need:

Was your school selected to participate in NAEP this year?

REPORTING

Date of last programmatic operations audit? 5/23/2011-5/24/2011

Date submitted to authorizer? 10/18/2011

Who performed your most recent programmatic audit? Idaho Public Charter School Network

Date of most recent fiscal audit? 9/6/2011

Date submitted to authorizer? 10/18/2011

COMMENTS

Please describe any significant changes experienced by your school in the past year:

*Addition of Full- time teacher dedicated to Science

Please describe the greatest successes experienced by your school in the past year:

* Meeting AYP * Communication improvements * Greater staff cohesion *Debt Retirement * Establish Building Fund \$350,000 *

Please describe any challenges you anticipate during the upcoming year:

*Progression toward implementing Common Core Content Standards... *Construction/ Financing / Building / Planning

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*Implementation of performance pay

Please add any additional information of which you would like to make your authorizer aware :

REQUIRED ATTACHMENTS

- ☒ Most recent ISAT, IRI, DWA, and DMA results (as applicable)
- ☒ Chart comparing ISAT, IRI, DWA, and DMA scores over the past four years of operation (as applicable)
- ☐ Goals attainment report comparing the measurable student educational standards in your charter to actual results.
- ☐ Written response to recommendations from most recent programmatic operations audit.
- ☒ Most recent parent/stakeholder satisfaction survey results
- ☒ Budget actuals for most recent month-end
- ☒ Budget estimates for remainder of current year, and fiscal outlook for next year

April 5, 2012
GOALS ATTAINMENT REPORT

Utilizing established Idaho state AYP targets as a benchmark:

- In the area of Reading, during the 2010-2011 and the 2011-2012 school years, 91% of students who have been enrolled at FRPCS for two or more consecutive years, will achieve a “proficient” score or above on state standardized assessments [ISAT (grades 3-8) and IRI (grades K-3)].

82.7% of 8th Grade students scored @ “Proficient” or “Advanced on Spring ISAT

94.0% of 7th Grade students scored @ “Proficient” or “Advanced on Spring ISAT

100% of 6th Grade students scored @ “Proficient” or “Advanced on Spring ISAT

93.4% of 5th Grade students scored @ “Proficient” or “Advanced on Spring ISAT

81.8% of 4th Grade students scored @ “Proficient” or “Advanced on Spring ISAT

86.2% of 3rd Grade students scored @ “Benchmark” on Spring IRI

92.9% of 3rd Grade students scored @ “Proficient” or “Advanced on Spring ISAT

79.3% of 2nd Grade students scored @ “Benchmark” on Spring IRI

78.6% of 1st Grade students scored @ “Benchmark” on Spring IRI

91.3% of Kindergarten students scored @ “Benchmark” on Spring IRI

- In the area of Mathematics, during the 2010-2011 and the 2011-2012 school years, 89% of students who have been enrolled at FRPCS for two or more consecutive years, will achieve a “proficient” score or above on state standardized assessments [ISAT (grades 3-8)].

92.9% of 3rd Grade students scored @ “Proficient” or “Advanced on Spring ISAT

93.9% of 4th Grade students scored @ “Proficient” or “Advanced on Spring ISAT

96.7% of 5th Grade students scored @ “Proficient” or “Advanced on Spring ISAT

100 % of 6th Grade students scored @ “Proficient” or “Advanced on Spring ISAT

93.9% of 7th Grade students scored @ “Proficient” or “Advanced on Spring ISAT

82.7% of 8th Grade students scored @ “Proficient” or “Advanced on Spring ISAT

- In the area of Language Usage, during the 2010-2011 and the 2011-2012 school years, 84% of students who have been enrolled at FRPCS for two or more consecutive years, will achieve a “proficient” score or above on state standardized assessments [ISAT (grades 3-8)].

82.2% of 3rd Grade students scored @ “Proficient” or “Advanced on Spring ISAT

91.0% of 4th Grade students scored @ “Proficient” or “Advanced on Spring ISAT

90.0% of 5th Grade students scored @ “Proficient” or “Advanced on Spring ISAT

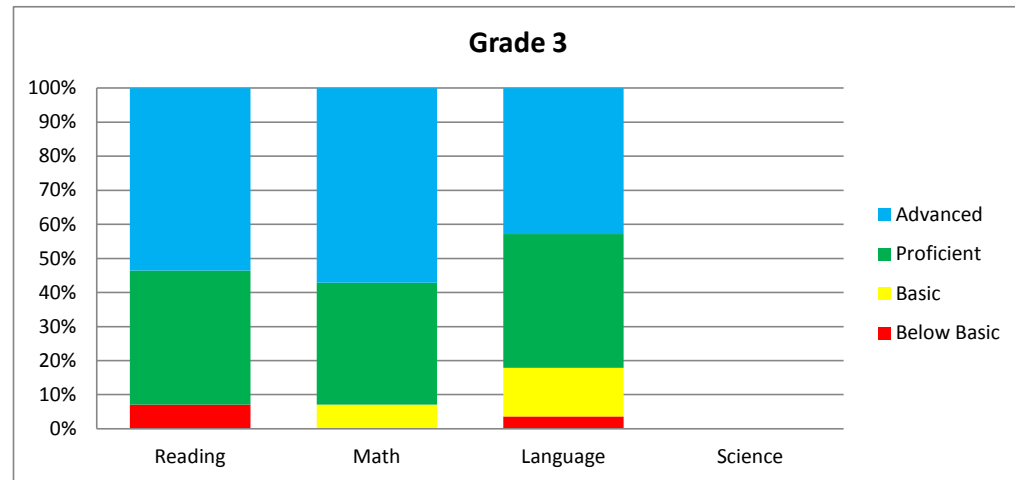
91.6% of 6th Grade students scored @ “Proficient” or “Advanced on Spring ISAT

84.9% of 7th Grade students scored @ “Proficient” or “Advanced on Spring ISAT

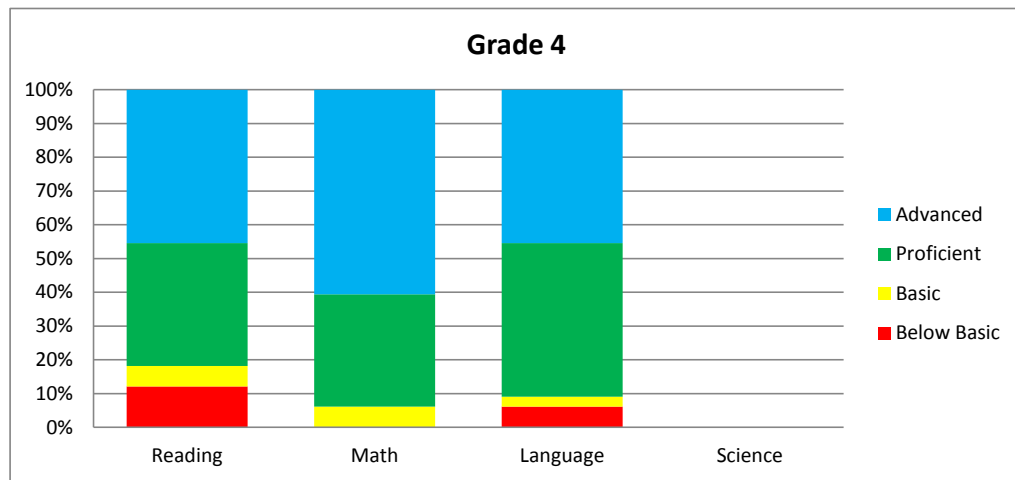
78.3% of 8th Grade students scored @ “Proficient” or “Advanced on Spring ISAT

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Grade 3	Reading	Math	Language	Science
Below Basic	7.1	0	3.6	
Basic	0	7.1	14.3	
Proficient	39.3	35.7	39.3	
Advanced	53.6	57.1	42.9	

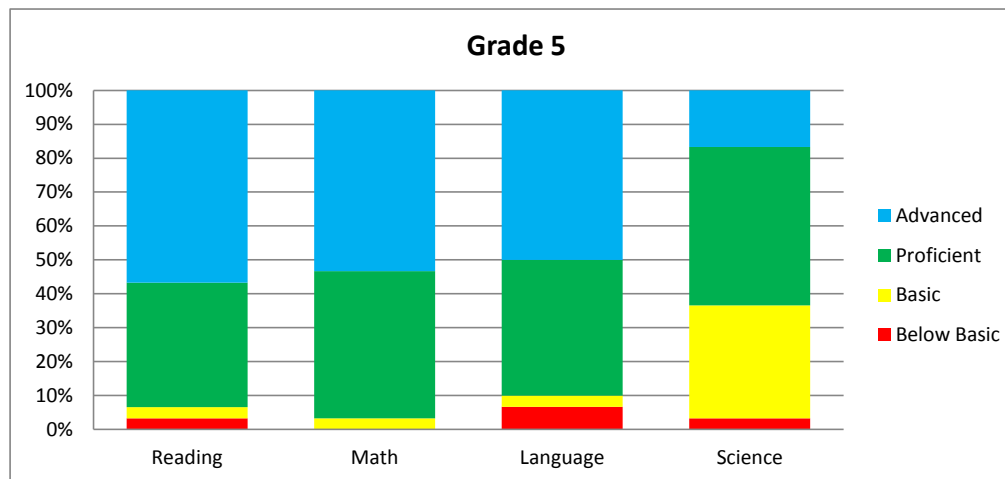


Grade 4	Reading	Math	Language	Science
Below Basic	12.1	0	6.1	
Basic	6.1	6.1	3	
Proficient	36.4	33.3	45.5	
Advanced	45.5	60.6	45.5	

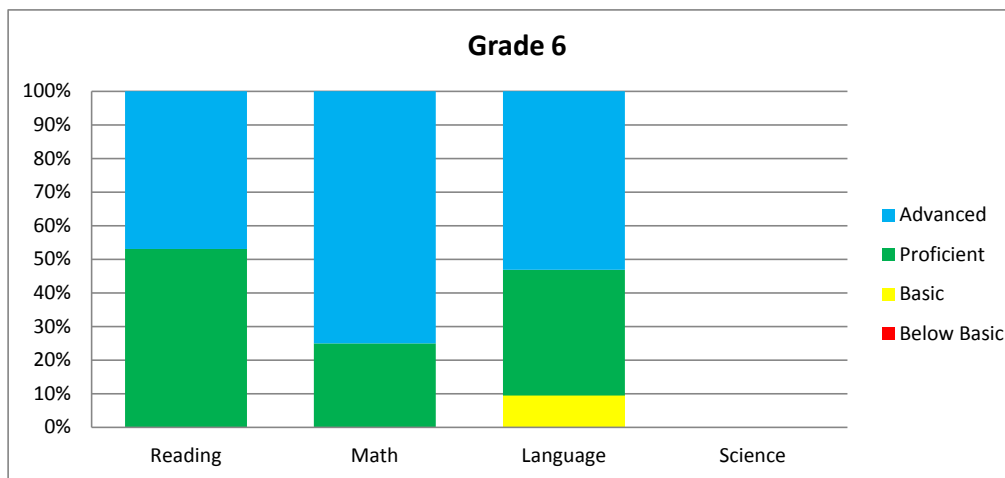


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Grade 5	Reading	Math	Language	Science
Below Basic	3.3	0	6.7	3.3
Basic	3.3	3.3	3.3	33.3
Proficient	36.7	43.3	40	46.7
Advanced	56.7	53.3	50	16.7

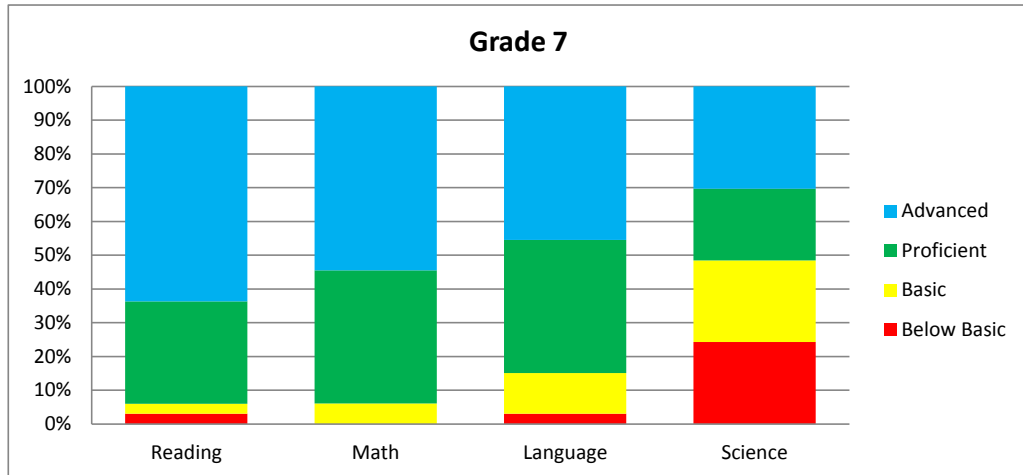


Grade 6	Reading	Math	Language	Science
Below Basic	0	0	0	
Basic	0	0	9.4	
Proficient	53.1	25	37.5	
Advanced	46.9	75	53.1	

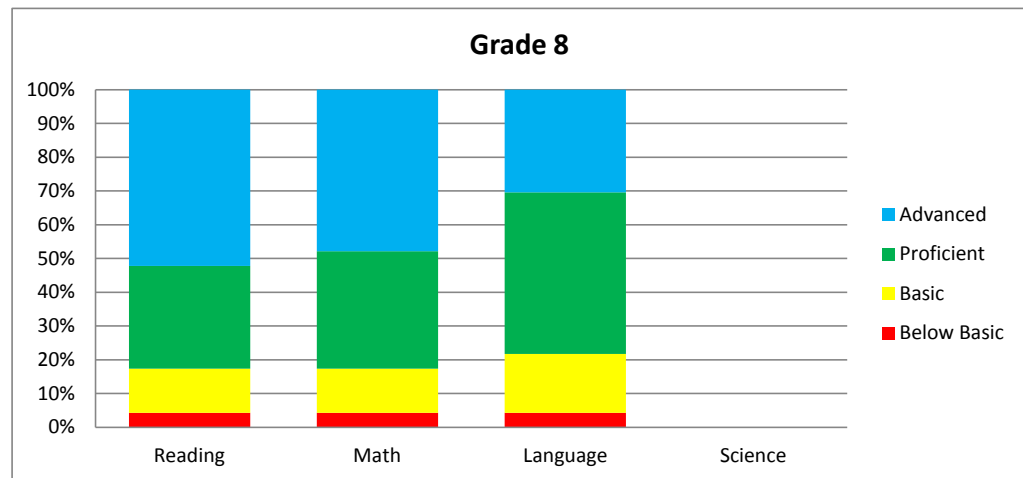


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Grade 7	Reading	Math	Language	Science
Below Basic	3	0	3	24.2
Basic	3	6.1	12.1	24.2
Proficient	30.3	39.4	39.4	21.2
Advanced	63.6	54.5	45.5	30.3

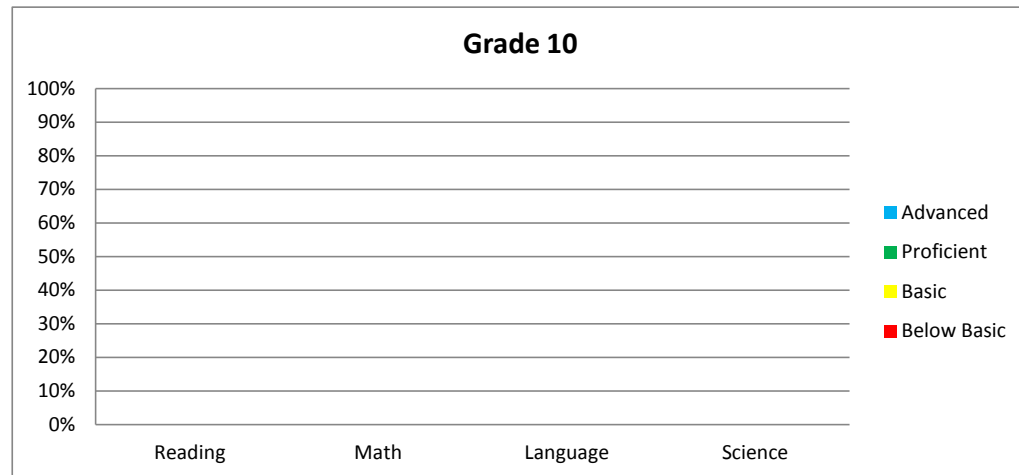


Grade 8	Reading	Math	Language	Science
Below Basic	4.3	4.3	4.3	
Basic	13	13	17.4	
Proficient	30.4	34.8	47.8	
Advanced	52.2	47.8	30.4	



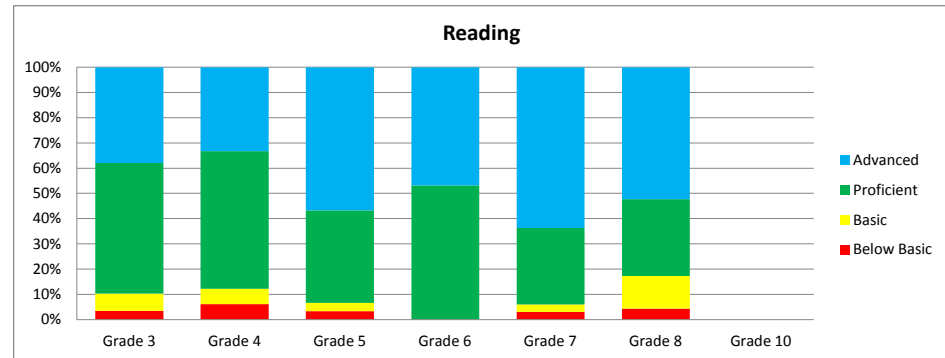
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Grade 10	Reading	Math	Language	Science
Below Basic	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A

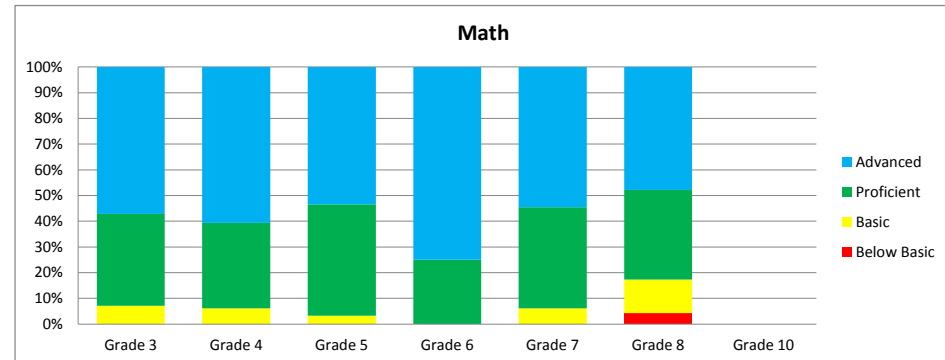


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Reading	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic	3.4	6.1	3.3	0	3	4.3	#N/A
Basic	6.9	6.1	3.3	0	3	13	#N/A
Proficient	51.7	54.5	36.7	53.1	30.3	30.4	#N/A
Advanced	37.9	33.3	56.7	46.9	63.6	52.2	#N/A

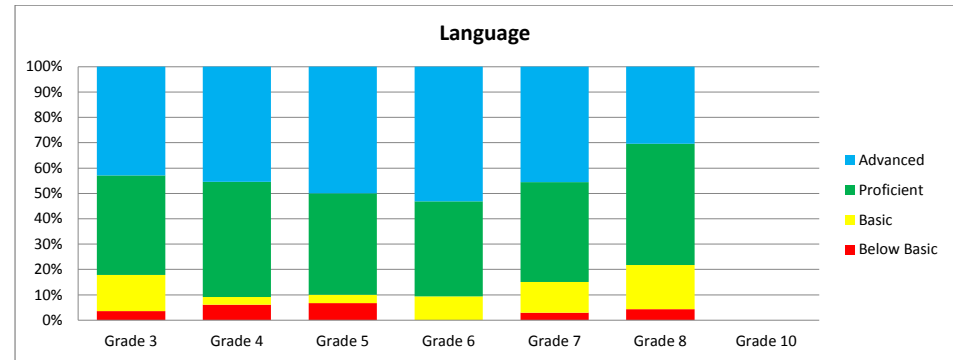


Math	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic	0	0	0	0	0	4.3	#N/A
Basic	7.1	6.1	3.3	0	6.1	13	#N/A
Proficient	35.7	33.3	43.3	25	39.4	34.8	#N/A
Advanced	57.1	60.6	53.3	75	54.5	47.8	#N/A

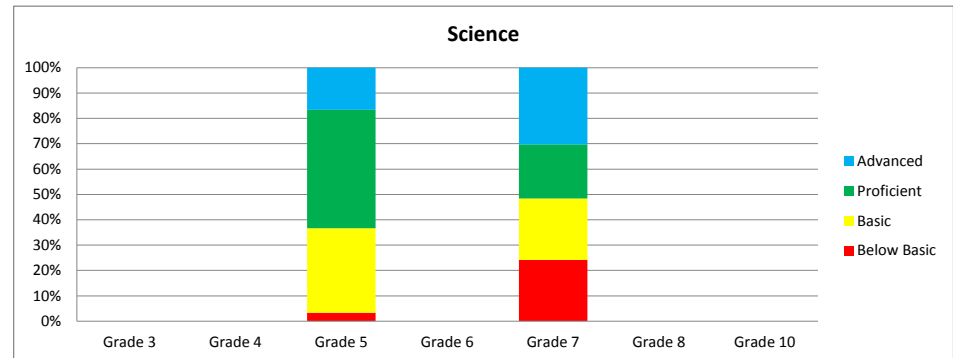


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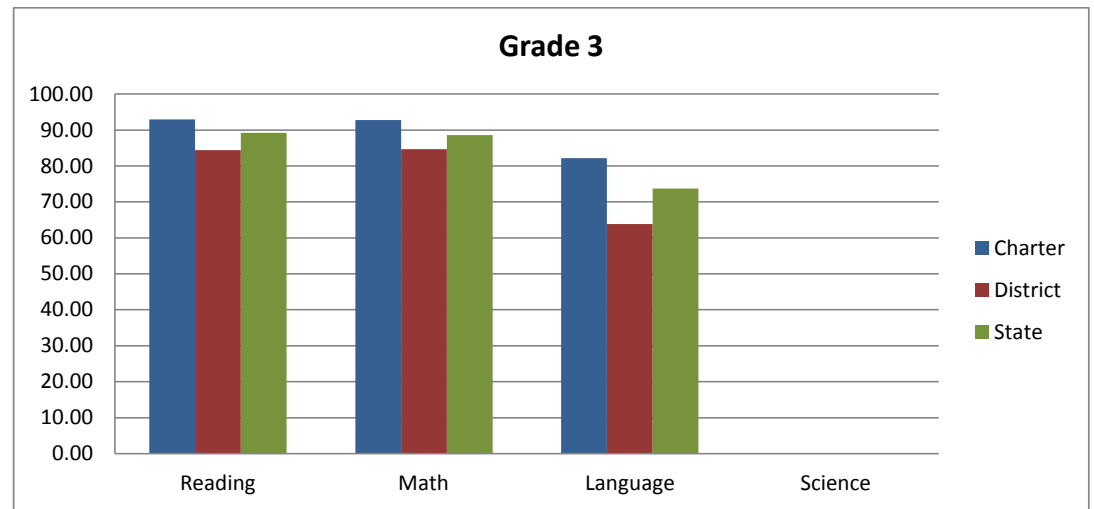
Language	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic	3.6	6.1	6.7	0	3	4.3	#N/A
Basic	14.3	3	3.3	9.4	12.1	17.4	#N/A
Proficient	39.3	45.5	40	37.5	39.4	47.8	#N/A
Advanced	42.9	45.5	50	53.1	45.5	30.4	#N/A



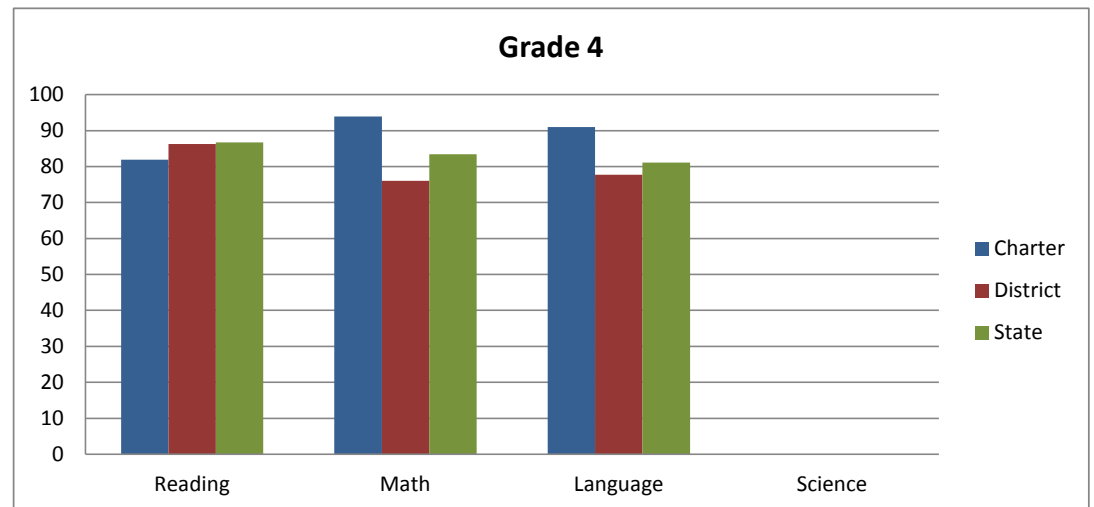
Science	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic			3.3		24.2		#N/A
Basic			33.3		24.2		#N/A
Proficient			46.7		21.2		#N/A
Advanced			16.7		30.3		#N/A



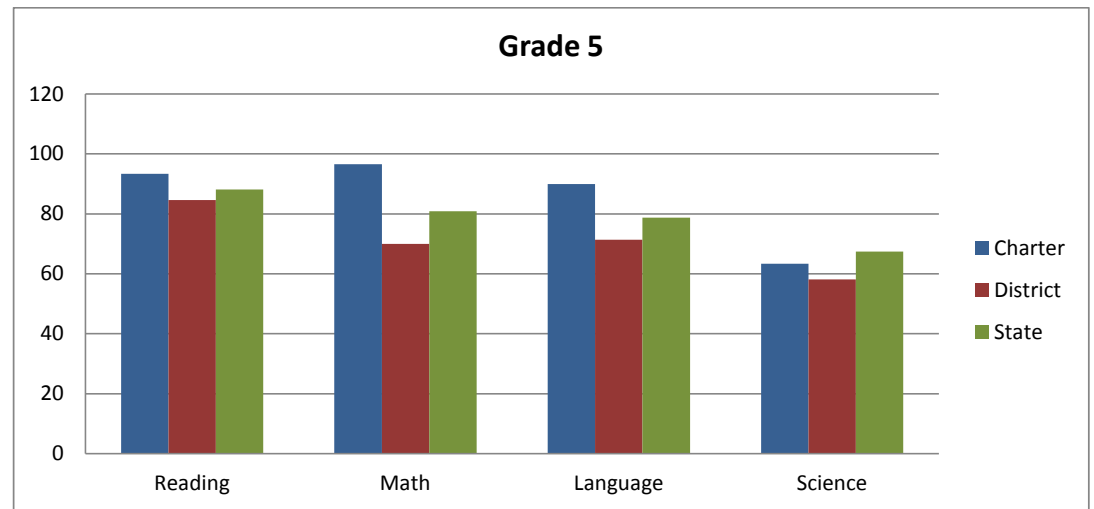
Grade 3	Reading	Math	Language	Science
Charter	92.9	92.8	82.2	
District	84.4	84.7	63.8	
State	89.2	88.6	73.7	



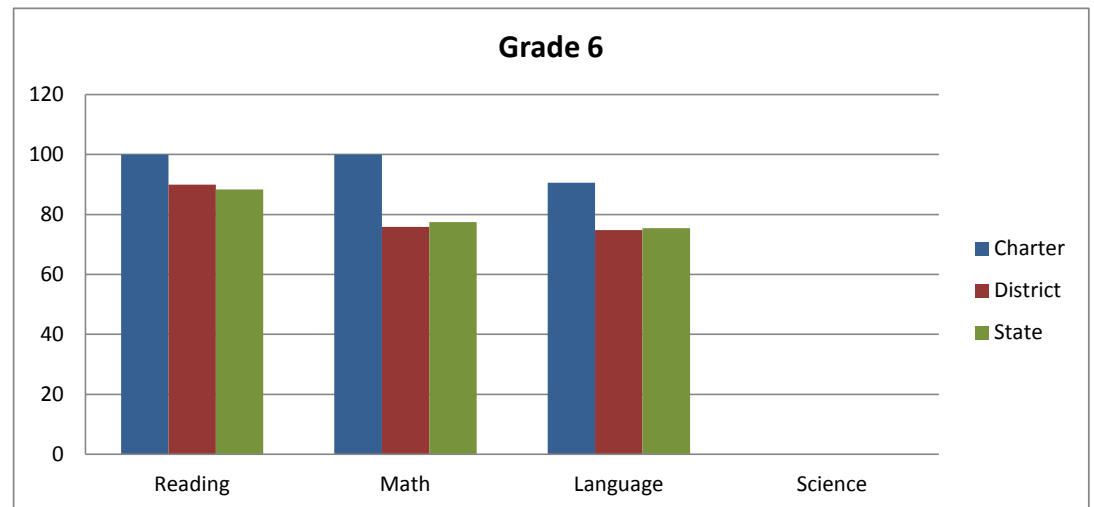
Grade 4	Reading	Math	Language	Science
Charter	81.9	93.9	91	
District	86.3	76	77.7	
State	86.7	83.4	81.1	



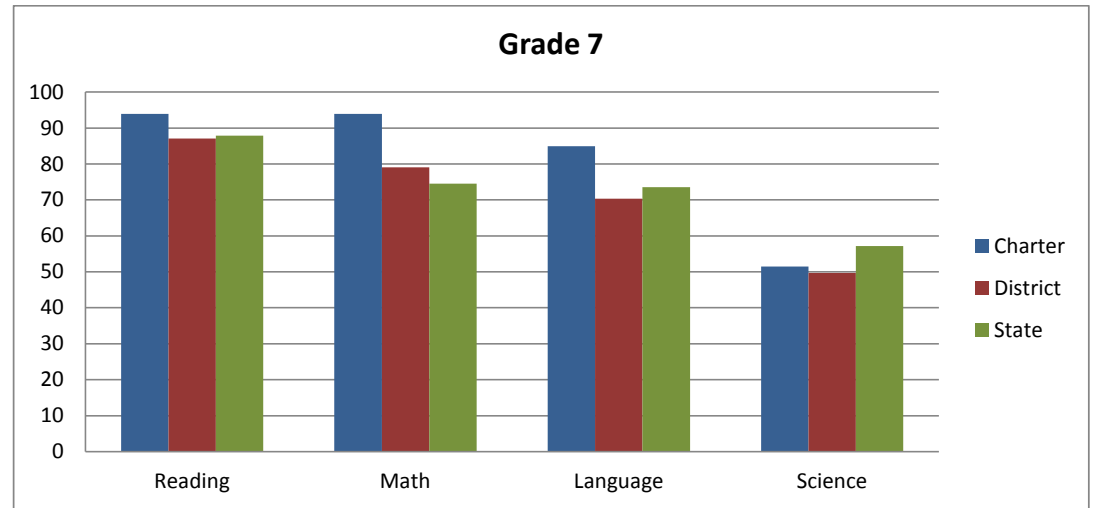
Grade 5	Reading	Math	Language	Science
Charter	93.4	96.6	90	63.4
District	84.6	70	71.4	58.1
State	88.1	80.9	78.7	67.4



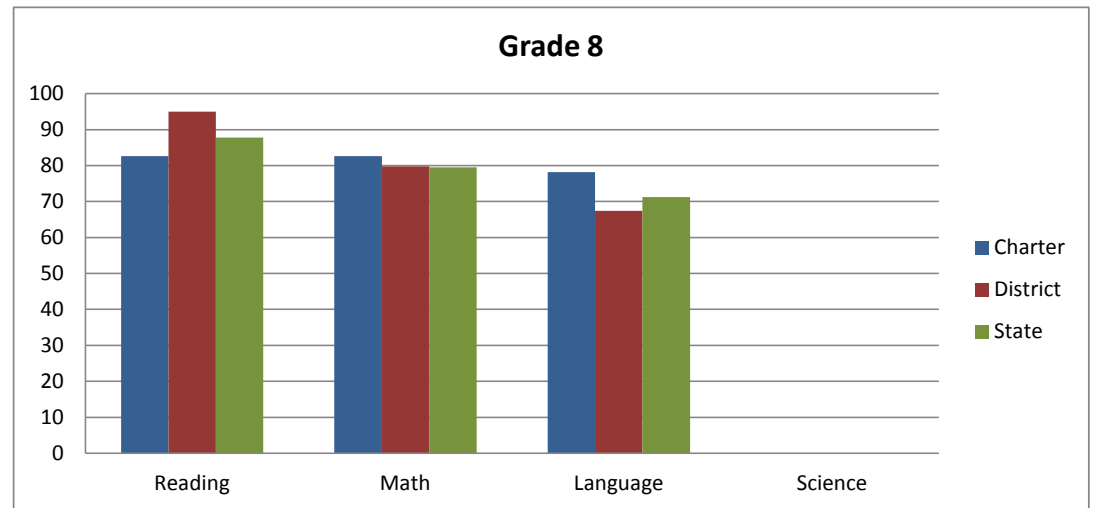
Grade 6	Reading	Math	Language	Science
Charter	100	100	90.6	
District	90	75.9	74.8	
State	88.4	77.5	75.4	



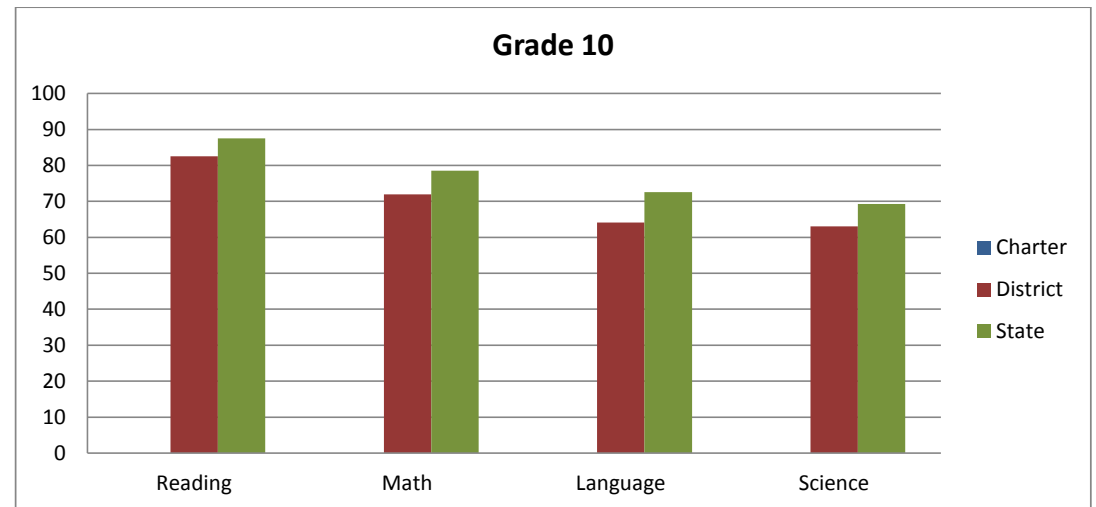
Grade 7	Reading	Math	Language	Science
Charter	93.9	93.9	84.9	51.5
District	87.1	79.1	70.3	49.7
State	87.85	74.5	73.5	57.2



Grade 8	Reading	Math	Language	Science
Charter	82.6	82.6	78.2	
District	95	79.8	67.4	
State	87.75	79.5	71.2	

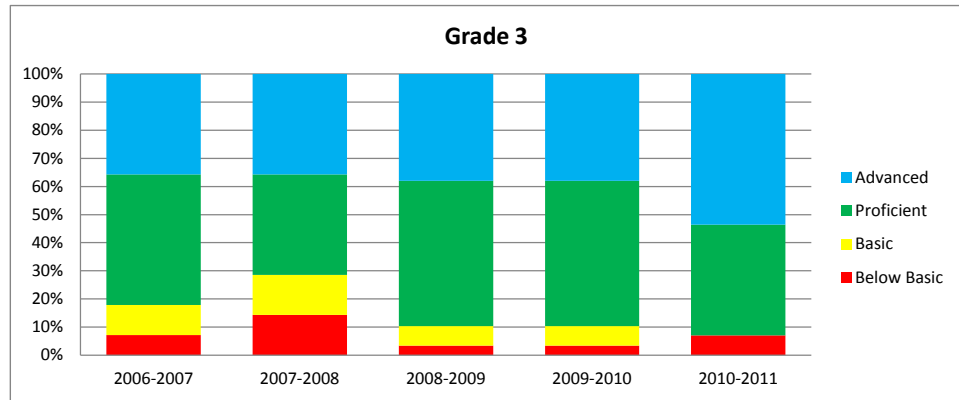


Grade 10	Reading	Math	Language	Science
Charter	#N/A	#N/A	#N/A	#N/A
District	82.5	71.9	64.1	63
State	87.55	78.5	72.6	69.3

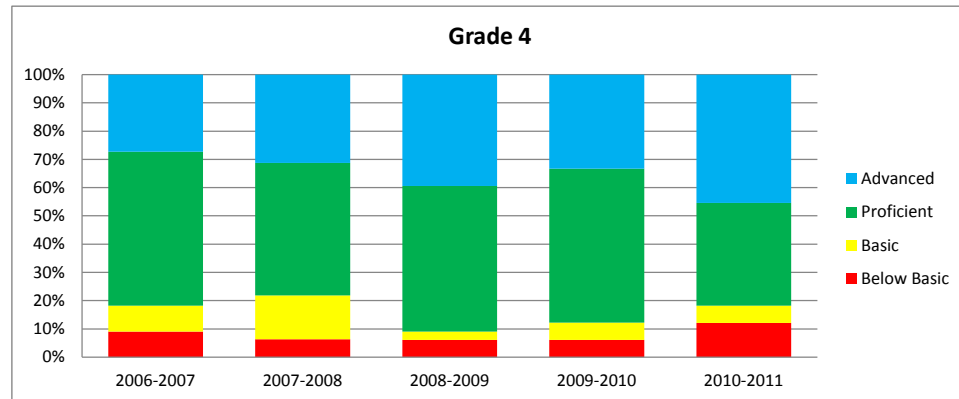


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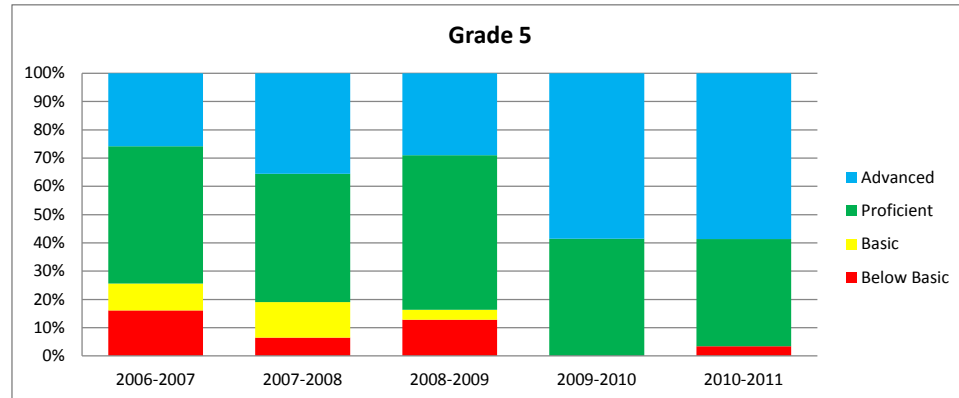
Reading Grade 3	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	7.1	14.3	3.4	3.4	7.1
Basic	10.7	14.3	6.9	6.9	0
Proficient	46.4	35.7	51.7	51.7	39.3
Advanced	35.7	35.7	37.9	37.9	53.6



Reading Grade 4	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	9.1	6.3	6.1	6.1	12.1
Basic	9.1	15.6	3	6.1	6.1
Proficient	54.5	46.9	51.5	54.5	36.4
Advanced	27.3	31.3	39.4	33.3	45.5

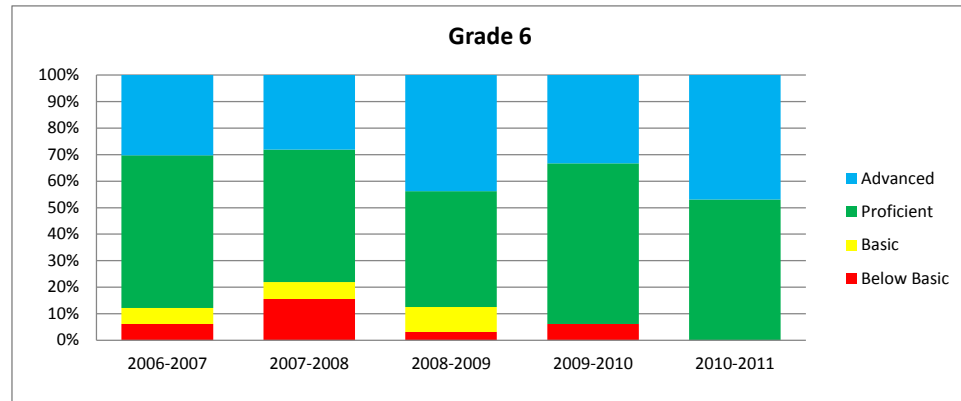


Reading Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	15.6	6.3	12.1	0	3.3
Basic	12.5	15.6	9.1	12.1	3.3
Proficient	46.9	43.8	51.5	36.4	36.7
Advanced	25	34.4	27.3	51.5	56.7

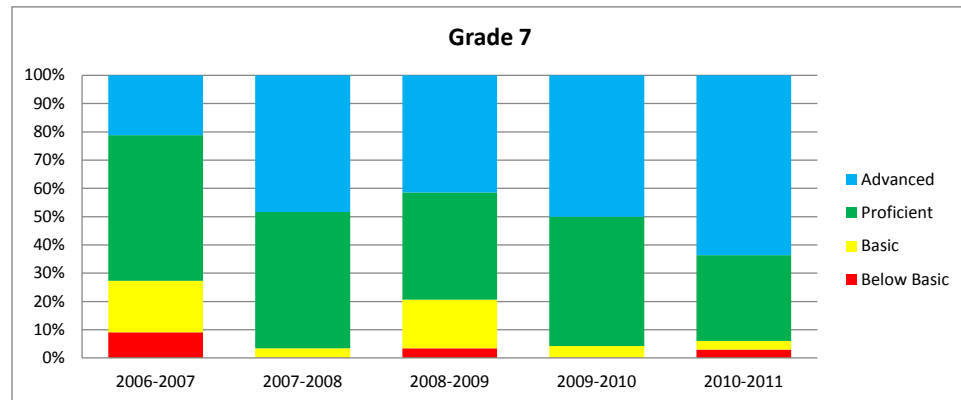


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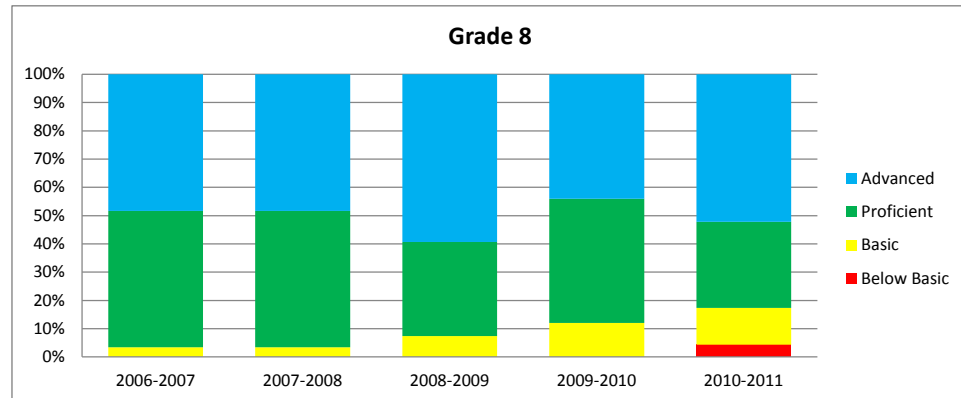
Reading Grade 6	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	6.1	15.6	3.1	6.1	0
Basic	6.1	6.3	9.4	0	0
Proficient	57.6	50	43.8	60.6	53.1
Advanced	30.3	28.1	43.8	33.3	46.9



Reading Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	9.1	0	3.4	0	3
Basic	18.2	3.4	17.2	4.2	3
Proficient	51.5	48.3	37.9	45.8	30.3
Advanced	21.2	48.3	41.4	50	63.6

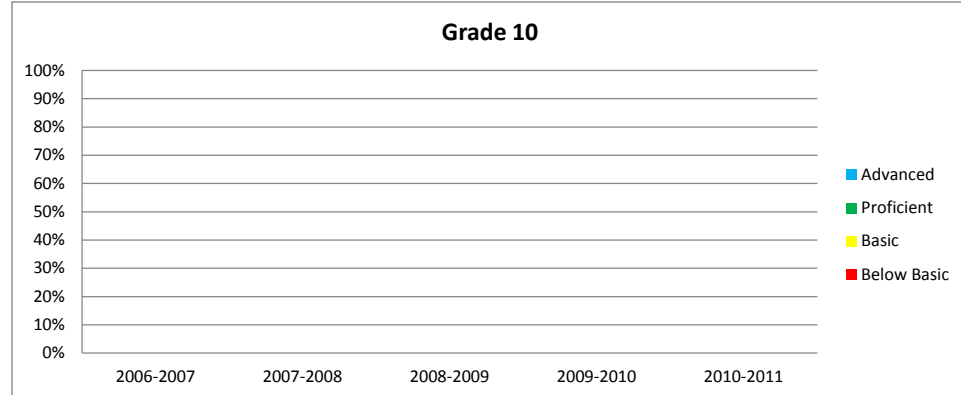


Reading Grade 8	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	0	0	0	0	4.3
Basic	3.4	3.4	7.4	12	13
Proficient	48.3	48.3	33.3	44	30.4
Advanced	48.3	48.3	59.3	44	52.2



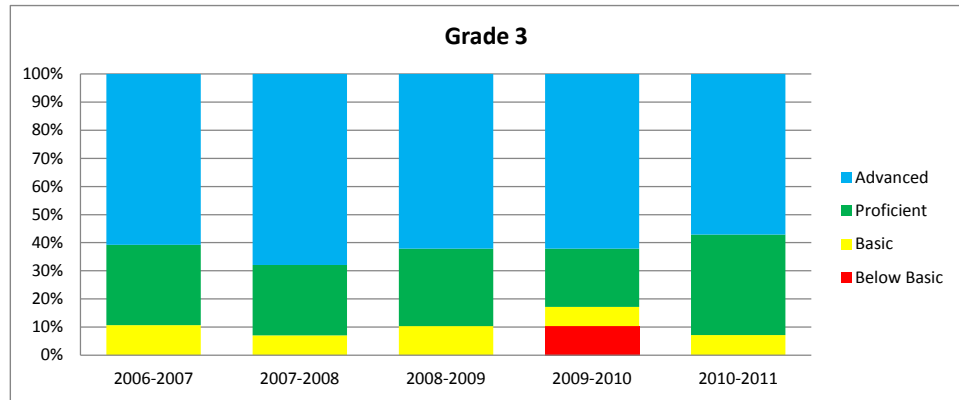
April 5, 2012

Reading Grade 10	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A		#N/A	#N/A
Basic	#N/A	#N/A		#N/A	#N/A
Proficient	#N/A	#N/A		#N/A	#N/A
Advanced	#N/A	#N/A		#N/A	#N/A

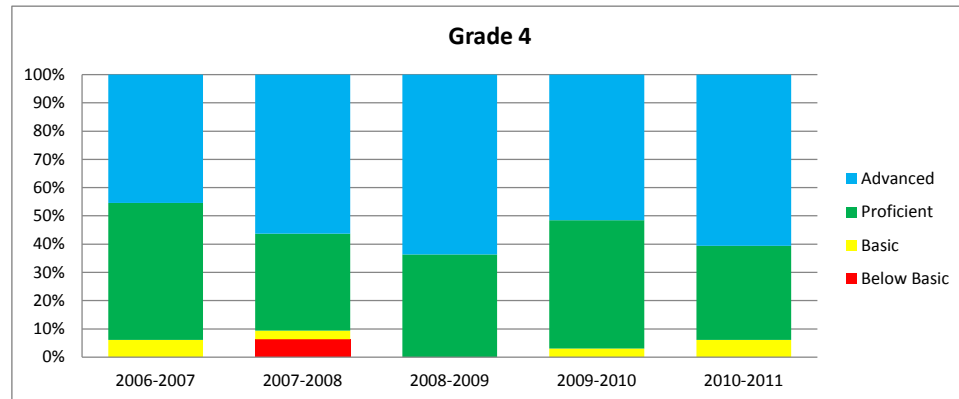


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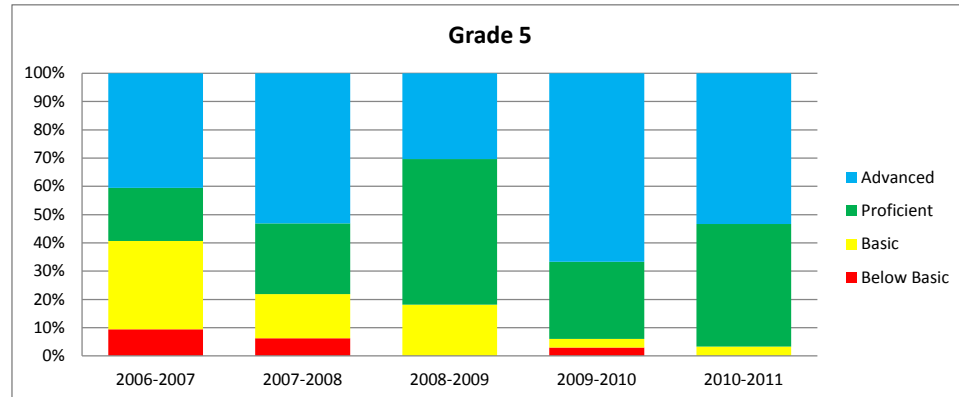
Math Grade 3	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	0	0	0	10.3	0
Basic	10.7	7.1	10.3	6.9	7.1
Proficient	28.6	25	27.6	20.7	35.7
Advanced	60.7	67.9	62.1	62.1	57.1



Math Grade 4	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	0	6.3	0	0	0
Basic	6.1	3.1	0	3	6.1
Proficient	48.5	34.4	36.4	45.5	33.3
Advanced	45.5	56.3	63.6	51.5	60.6

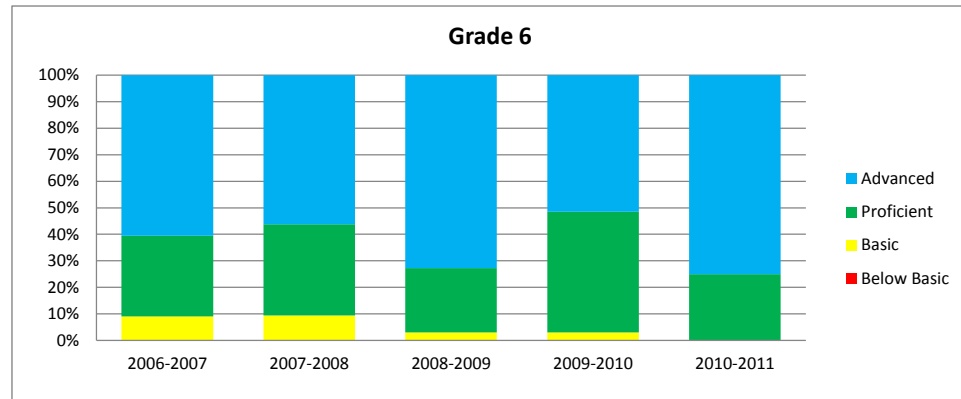


Math Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	9.4	6.3	0	3	0
Basic	31.3	15.6	18.2	3	3.3
Proficient	18.8	25	51.5	27.3	43.3
Advanced	40.6	53.1	30.3	66.7	53.3

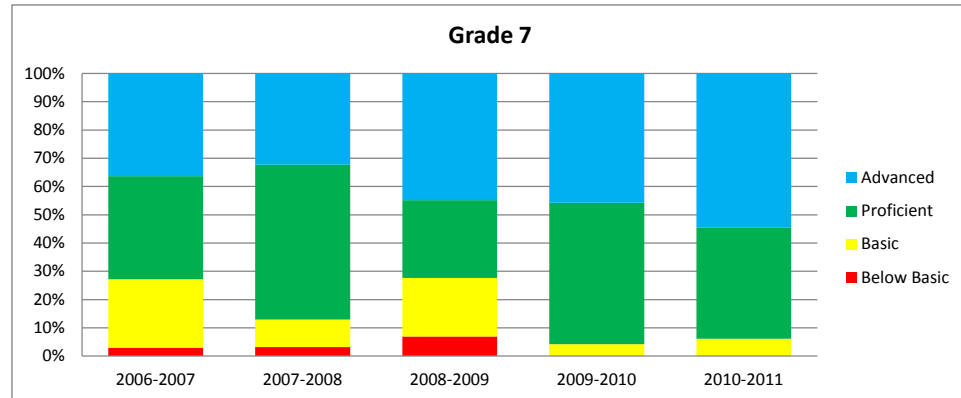


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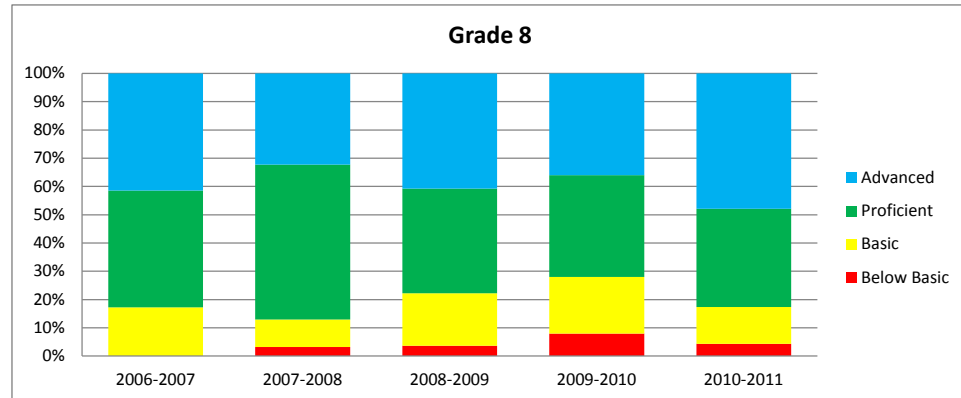
Math Grade 6	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	0	0	0	0	0
Basic	9.1	9.4	3	3	0
Proficient	30.3	34.4	24.2	45.5	25
Advanced	60.6	56.3	72.7	51.5	75



Math Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	3	3.2	6.9	0	0
Basic	24.2	9.7	20.7	4.2	6.1
Proficient	36.4	54.8	27.6	50	39.4
Advanced	36.4	32.3	44.8	45.8	54.5

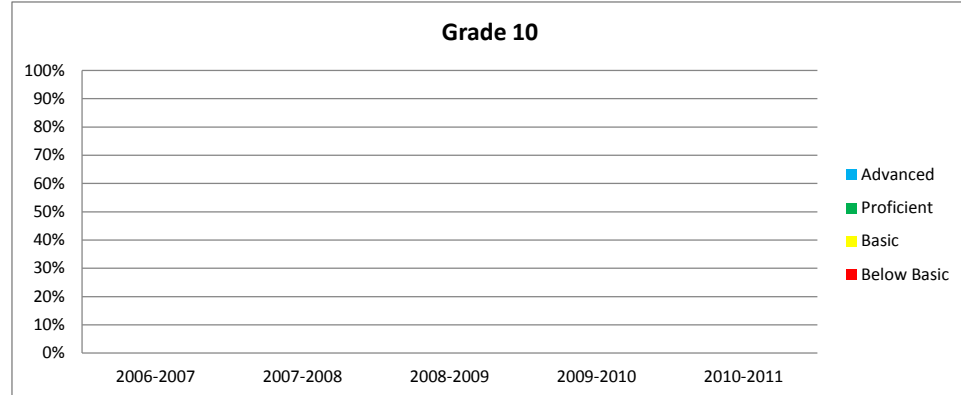


Math Grade 8	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	0	3.2	3.7	8	4.3
Basic	17.2	9.7	18.5	20	13
Proficient	41.4	54.8	37	36	34.8
Advanced	41.4	32.3	40.7	36	47.8



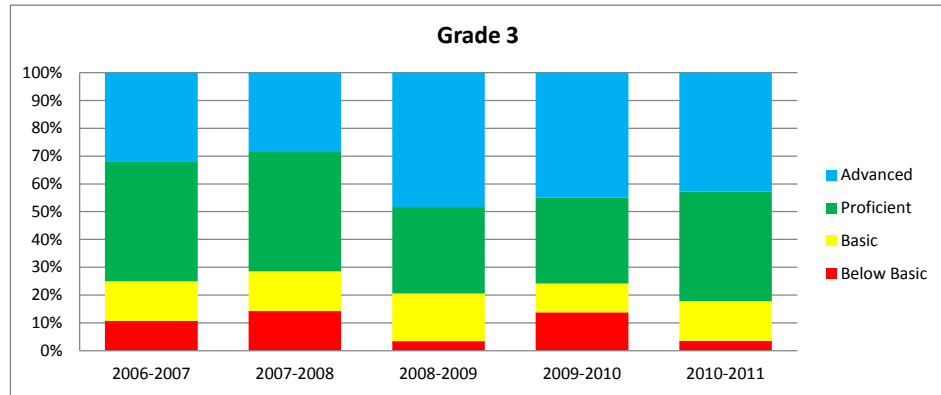
April 5, 2012

Math Grade 10	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A			#N/A	#N/A
Basic	#N/A			#N/A	#N/A
Proficient	#N/A			#N/A	#N/A
Advanced	#N/A			#N/A	#N/A

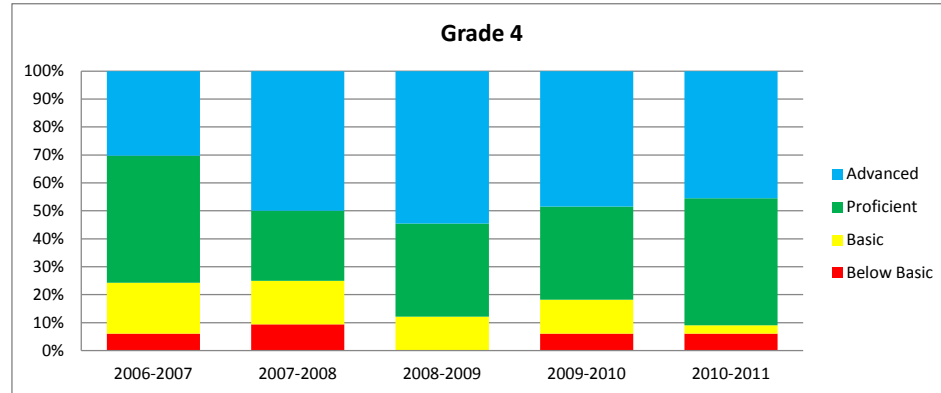


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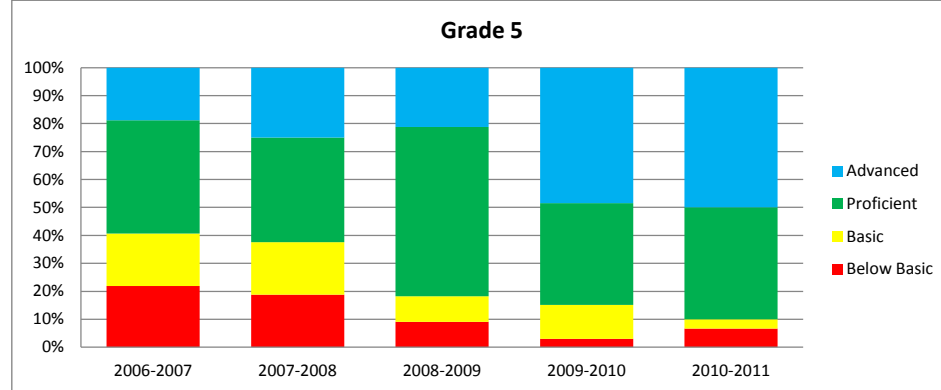
Language Grade 3	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	10.7	14.3	3.4	13.8	3.6
Basic	14.3	14.3	17.2	10.3	14.3
Proficient	42.9	42.9	31	31	39.3
Advanced	32.1	28.6	48.3	44.8	42.9



Language Grade 4	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	6.1	9.4	0	6.1	6.1
Basic	18.2	15.6	12.1	12.1	3
Proficient	45.5	25	33.3	33.3	45.5
Advanced	30.3	50	54.5	48.5	45.5

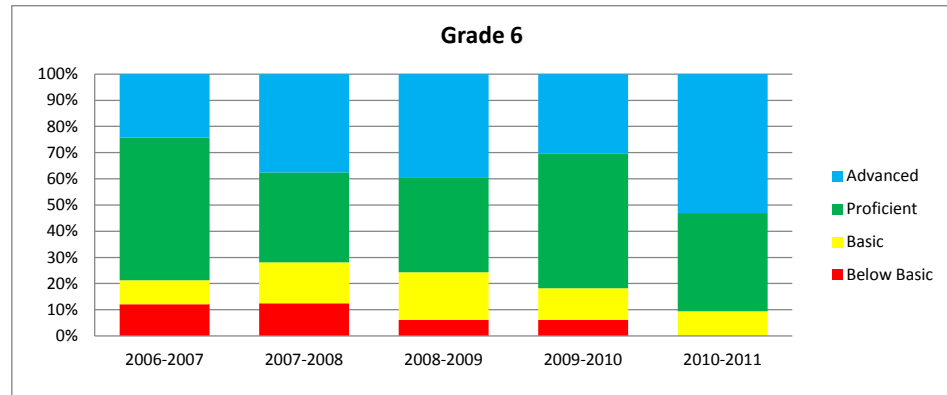


Language Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	21.9	18.8	9.1	3	6.7
Basic	18.8	18.8	9.1	12.1	3.3
Proficient	40.6	37.5	60.6	36.4	40
Advanced	18.8	25	21.2	48.5	50

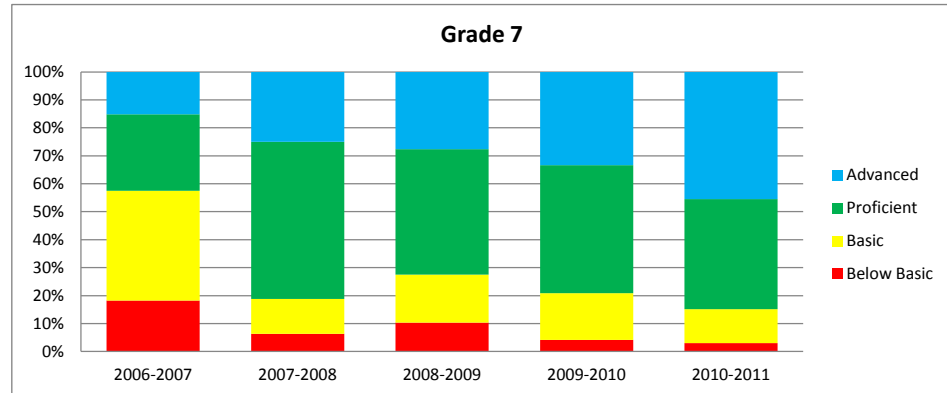


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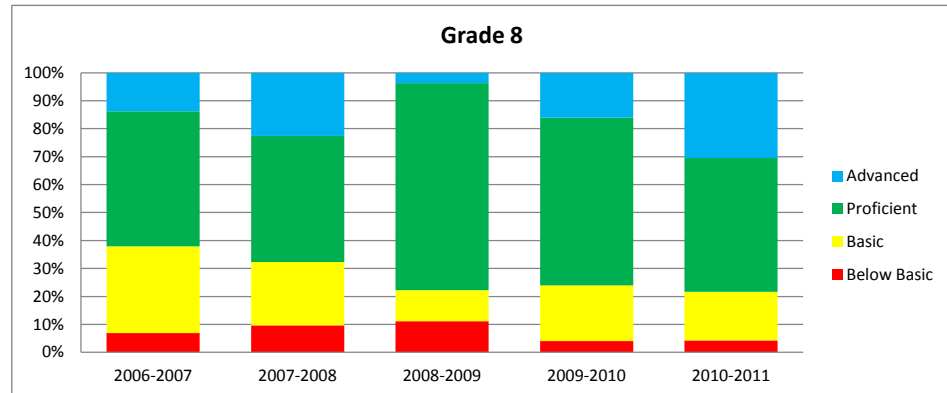
Language Grade 6	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	12.1	12.5	6.1	6.1	0
Basic	9.1	15.6	18.2	12.1	9.4
Proficient	54.5	34.4	36.4	51.5	37.5
Advanced	24.2	37.5	39.4	30.3	53.1



Language Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	18.2	6.3	10.3	4.2	3
Basic	39.4	12.5	17.2	16.7	12.1
Proficient	27.3	56.3	44.8	45.8	39.4
Advanced	15.2	25	27.6	33.3	45.5

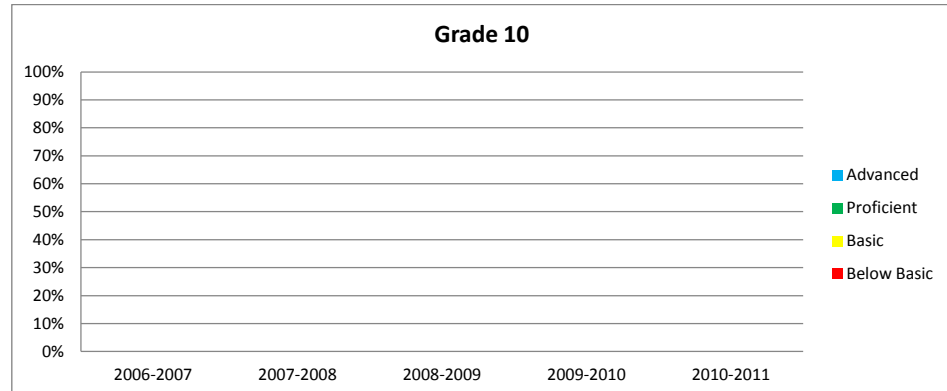


Language Grade 8	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	6.9	9.7	11.1	4	4.3
Basic	31	22.6	11.1	20	17.4
Proficient	48.3	45.2	74.1	60	47.8
Advanced	13.8	22.6	3.7	16	30.4



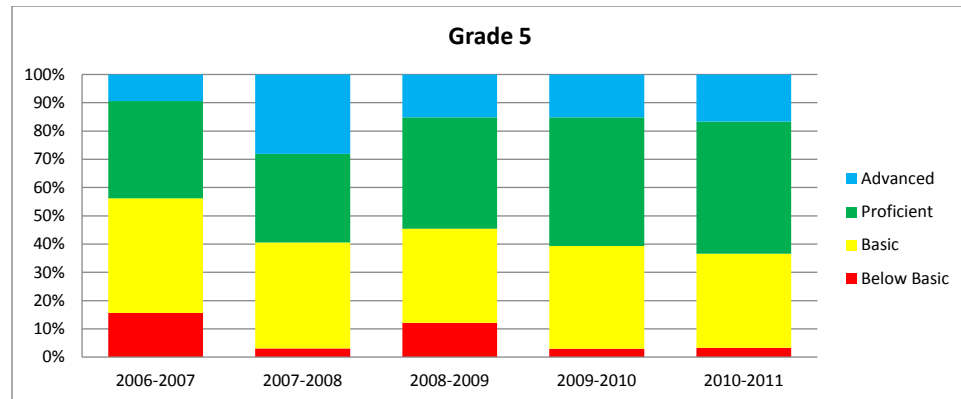
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Lang. Grade 10	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A			#N/A	#N/A
Basic	#N/A			#N/A	#N/A
Proficient	#N/A			#N/A	#N/A
Advanced	#N/A			#N/A	#N/A

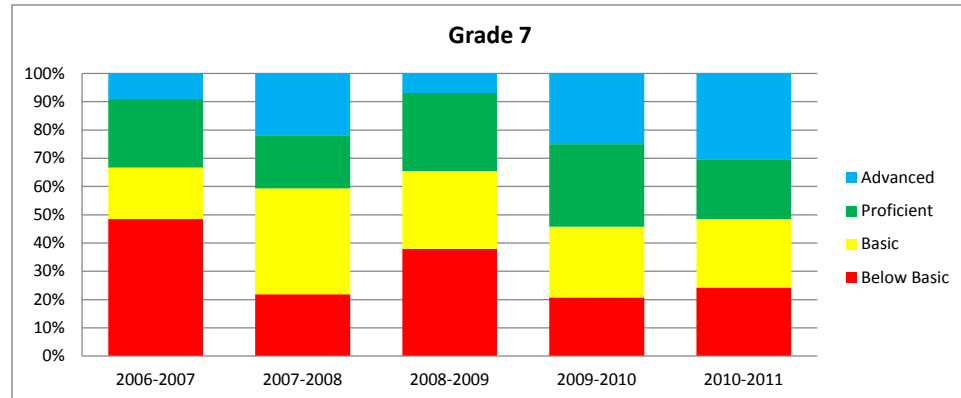


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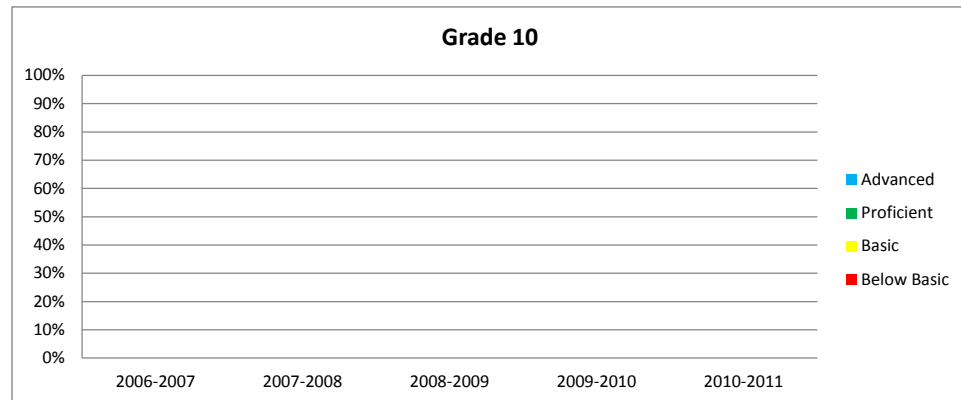
Science Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	15.6	3.1	12.1	3	3.3
Basic	40.6	37.5	33.3	36.4	33.3
Proficient	34.4	31.3	39.4	45.5	46.7
Advanced	9.4	28.1	15.2	15.2	16.7



Science Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	48.5	21.9	37.9	20.8	24.2
Basic	18.2	37.5	27.6	25	24.2
Proficient	24.2	18.8	27.6	29.2	21.2
Advanced	9.1	21.9	6.9	25	30.3

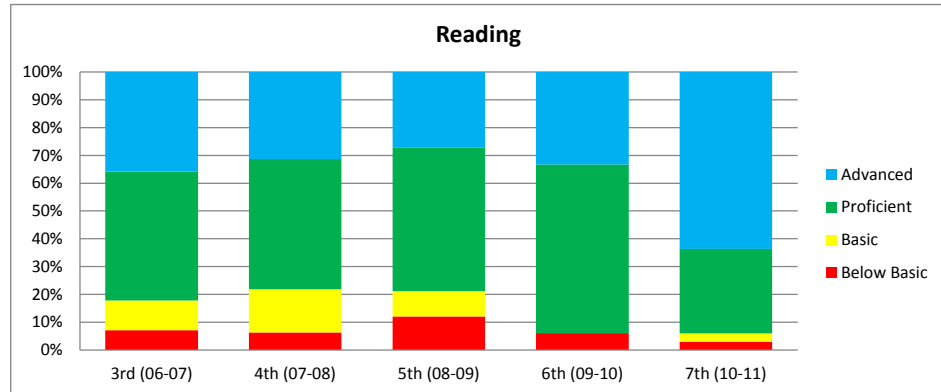


Science Grade 10	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	*		#N/A	#N/A
Basic	#N/A	*		#N/A	#N/A
Proficient	#N/A	*		#N/A	#N/A
Advanced	#N/A	*		#N/A	#N/A

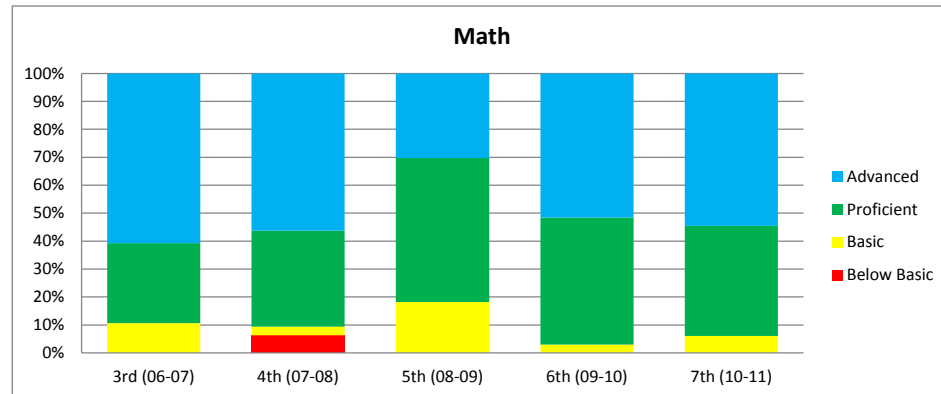


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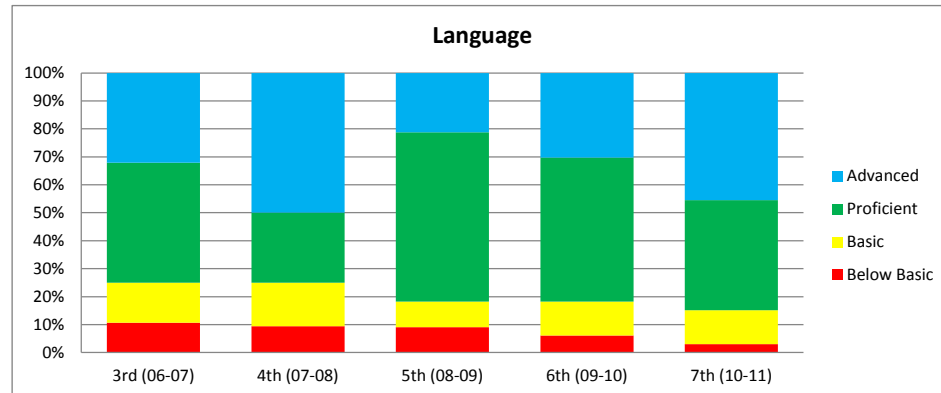
Class of 2015	3rd (06-07)	4th (07-08)	5th (08-09)	6th (09-10)	7th (10-11)
Below Basic	7.1	6.3	12.1	6.1	3
Basic	10.7	15.6	9.1	0	3
Proficient	46.4	46.9	51.5	60.6	30.3
Advanced	35.7	31.3	27.3	33.3	63.6



Class of 2015	3rd (06-07)	4th (07-08)	5th (08-09)	6th (09-10)	7th (10-11)
Below Basic	0	6.3	0	0	0
Basic	10.7	3.1	18.2	3	6.1
Proficient	28.6	34.4	51.5	45.5	39.4
Advanced	60.7	56.3	30.3	51.5	54.5

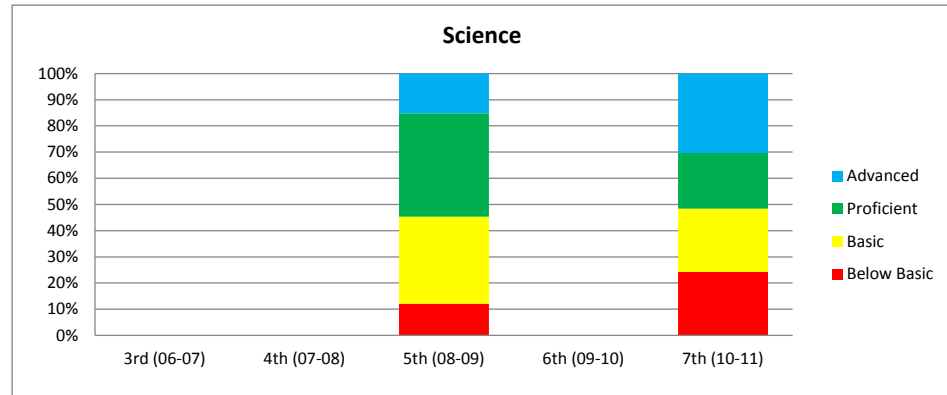


Class of 2015	3rd (06-07)	4th (07-08)	5th (08-09)	6th (09-10)	7th (10-11)
Below Basic	10.7	9.4	9.1	6.1	3
Basic	14.3	15.6	9.1	12.1	12.1
Proficient	42.9	25	60.6	51.5	39.4
Advanced	32.1	50	21.2	30.3	45.5



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Class of 2015	3rd (06-07)	4th (07-08)	5th (08-09)	6th (09-10)	7th (10-11)
Below Basic	#N/A	#N/A	12.1	#N/A	24.2
Basic	#N/A	#N/A	33.3	#N/A	24.2
Proficient	#N/A	#N/A	39.4	#N/A	21.2
Advanced	#N/A	#N/A	15.2	#N/A	30.3



FALCON RIDGE CHARTER IRI RESULTS [2006 (FALL), 2006 (WINTER), 2006 (SPRING), 2007 (FALL), 2007 (WINTER), 2007 (SPRING), 2008 (FALL), 2008 (WINTER), 2008 (SPRING), 2009 (FALL), 2009 (WINTER), 2009 (SPRING), 2010 (FALL), 2010 (WINTER), 2010 (SPRING)]

2006/2007 (FALL)			2006/2007 (WINTER)			2006/2007 (SPRING)		
K/5			K/5			K/5		
BENCHMARK	17	70.83%	BENCHMARK	16	66.67%	BENCHMARK	19	79.17%
STRATEGIC LEVEL	6	25%	STRATEGIC LEVEL	3	12.5%	STRATEGIC LEVEL	4	16.67%
INTENSIVE	1	4.17%	INTENSIVE	5	20.83%	INTENSIVE	1	4.17%
1 ST GRADE			1 ST GRADE			1 ST GRADE		
BENCHMARK	26	96.3%	BENCHMARK	25	89.29%	BENCHMARK	21	75%
STRATEGIC LEVEL	1	3.7%	STRATEGIC LEVEL	3	10.71%	STRATEGIC LEVEL	6	21.43%
INTENSIVE	0	0	INTENSIVE	0	0	INTENSIVE	1	3.57%
2 ND GRADE			2 ND GRADE			2 ND GRADE		
BENCHMARK	19	67.86%	BENCHMARK	16	57.14%	BENCHMARK	16	57.14%
STRATEGIC LEVEL	8	28.57%	STRATEGIC LEVEL	6	21.43%	STRATEGIC LEVEL	7	25%
INTENSIVE	1	3.57%	INTENSIVE	6	21.43%	INTENSIVE	5	17.86%
3 RD GRADE			3 RD GRADE			3 RD GRADE		
BENCHMARK	21	75%	BENCHMARK	21	75%	BENCHMARK	20	71.43%
STRATEGIC LEVEL	5	17.86%	STRATEGIC LEVEL	4	14.29%	STRATEGIC LEVEL	5	17.86%
INTENSIVE	2	7.14%	INTENSIVE	3	10.71%	INTENSIVE	3	10.71%
2007/2008 (FALL)			2007/2008 (WINTER)			2007/2008 (SPRING)		
K/5			K/5			K/5		
BENCHMARK	13	54.17%	BENCHMARK	12	54.55%	BENCHMARK	14	58.33%
STRATEGIC LEVEL	9	37.5%	STRATEGIC LEVEL	7	31.82%	STRATEGIC LEVEL	8	33.33%
INTENSIVE	2	8.33%	INTENSIVE	3	13.64%	INTENSIVE	2	8.33%
1 ST GRADE			1 ST GRADE			1 ST GRADE		
BENCHMARK	14	58.33%	BENCHMARK	9	67.86%	BENCHMARK	23	82.14%
STRATEGIC LEVEL	9	37.5%	STRATEGIC LEVEL	8	28.57%	STRATEGIC LEVEL	5	17.86%
INTENSIVE	1	4.17%	INTENSIVE	1	3.57%	INTENSIVE	0	0%
2 ND GRADE			2 ND GRADE			2 ND GRADE		
BENCHMARK	4	14.81%	BENCHMARK	26	92.86%	BENCHMARK	19	73.08%
STRATEGIC LEVEL	16	59.26%	STRATEGIC LEVEL	1	3.57%	STRATEGIC LEVEL	6	23.08%
INTENSIVE	7	25.93%	INTENSIVE	1	3.57%	INTENSIVE	1	3.85%
3 RD GRADE			3 RD GRADE			3 RD GRADE		
BENCHMARK	21	77.78%	BENCHMARK	21	77.78%	BENCHMARK	17	65.38%
STRATEGIC LEVEL	3	11.11%	STRATEGIC LEVEL	4	14.81%	STRATEGIC LEVEL	6	23.08%
INTENSIVE	3	11.11%	INTENSIVE	2	7.41%	INTENSIVE	3	11.54%
2008/2009 (FALL)			2008/2009 (WINTER)			2008/2009 (SPRING)		
K/5			K/5			K/5		
BENCHMARK	13	54.17%	BENCHMARK	15	62.5%	BENCHMARK	20	83.33%
STRATEGIC LEVEL	7	29.17%	STRATEGIC LEVEL	5	20.83%	STRATEGIC LEVEL	4	16.67%
INTENSIVE	4	16.67%	INTENSIVE	4	16.67%	INTENSIVE	0	0%
1 ST GRADE			1 ST GRADE			1 ST GRADE		
BENCHMARK	24	82.76%	BENCHMARK	21	72.41%	BENCHMARK	22	75.86%
STRATEGIC LEVEL	4	13.79%	STRATEGIC LEVEL	5	17.24%	STRATEGIC LEVEL	2	6.9%
INTENSIVE	1	3.45%	INTENSIVE	3	10.34%	INTENSIVE	5	17.24%
2 ND GRADE			2 ND GRADE			2 ND GRADE		
BENCHMARK	25	86.21%	BENCHMARK	25	86.21%	BENCHMARK	26	89.66%
STRATEGIC LEVEL	3	10.34%	STRATEGIC LEVEL	4	13.79%	STRATEGIC LEVEL	2	6.9%
INTENSIVE	1	3.45%	INTENSIVE	0	0%	INTENSIVE	1	3.45%
3 RD GRADE			3 RD GRADE			3 RD GRADE		
BENCHMARK	25	83.33%	BENCHMARK	22	75.86%	BENCHMARK	23	82.14%
STRATEGIC LEVEL	3	10%	STRATEGIC LEVEL	5	17.24%	STRATEGIC LEVEL	4	14.29%
INTENSIVE	2	6.67%	INTENSIVE	2	6.9%	INTENSIVE	1	3.57%
2009/2010 (FALL)			2009-2010 (WINTER)			2009-2010 (SPRING)		
K/5			K/5			K/5		
BENCHMARK	20	83.33%	BENCHMARK	23	95.83%	BENCHMARK	19	79.17
STRATEGIC LEVEL	4	16.67%	STRATEGIC LEVEL	1	4.17%	STRATEGIC LEVEL	5	20.83%
INTENSIVE	0	0%	INTENSIVE	0	0	INTENSIVE	0	0
1 ST GRADE			1 ST GRADE			1 ST GRADE		
BENCHMARK	16	55.17%	BENCHMARK	25	86.21%	BENCHMARK	21	75%
STRATEGIC LEVEL	7	24.14%	STRATEGIC LEVEL	3	10.34%	STRATEGIC LEVEL	3	10.71%
INTENSIVE	6	20.69%	INTENSIVE	1	3.45%	INTENSIVE	4	14.29%
2 ND GRADE			2 ND GRADE			2 ND GRADE		
BENCHMARK	22	75.86%	BENCHMARK	23	79.31%	BENCHMARK	22	81.48%
STRATEGIC LEVEL	2	6.9%	STRATEGIC LEVEL	1	3.45%	STRATEGIC LEVEL	1	3.7%
INTENSIVE	5	17.24%	INTENSIVE	5	17.24%	INTENSIVE	4	14.81%
3 RD GRADE			3 RD GRADE			3 RD GRADE		
BENCHMARK	25	86.21%	BENCHMARK	26	89.66%	BENCHMARK	25	89.29%
STRATEGIC LEVEL	3	10.34%	STRATEGIC LEVEL	2	6.9%	STRATEGIC LEVEL	2	7.14%
INTENSIVE	1	3.45%	INTENSIVE	1	3.45%	INTENSIVE	1	3.57%

2010/2011 (FALL)			2010-2011 WINTER 2012			2010-2011 (SPRING)		
K/5			K/5			K/5		
BENCHMARK	21	87.5%	BENCHMARK	NA	NA	BENCHMARK	21	91.3%
STRATEGIC	2	8.3%	STRATEGIC	NA	NA	STRATEGIC	2	8.7%
INTENSIVE	1	4.2%	INTENSIVE	NA	NA	INTENSIVE	0	0
1 ST GRADE			1 ST GRADE			1 ST GRADE		
BENCHMARK	24	82.8%	BENCHMARK	NA	NA	BENCHMARK	22	78.6%
STRATEGIC	3	10.3%	STRATEGIC	NA	NA	STRATEGIC	5	17.9%
INTENSIVE	2	6.9%	INTENSIVE	NA	NA	INTENSIVE	1	3.6%
2 ND GRADE			2 ND GRADE			2 ND GRADE		
BENCHMARK	17	58.6%	BENCHMARK	NA	NA	BENCHMARK	23	79.3%
STRATEGIC	7	24.1%	STRATEGIC	NA	NA	STRATEGIC	4	13.8%
INTENSIVE	5	17.2%	INTENSIVE	NA	NA	INTENSIVE	2	6.9%
3 RD GRADE			3 RD GRADE			3 RD GRADE		
BENCHMARK	25	86.2%	BENCHMARK	NA	NA	BENCHMARK	25	86.2%
STRATEGIC	1	3.4%	STRATEGIC	NA	NA	STRATEGIC	1	3.4%
INTENSIVE	3	10.3%	INTENSIVE	NA	NA	INTENSIVE	3	10.3%

**FALCON RIDGE PUBLIC CHARTER SCHOOL
SPRING IRI RESULTS 2007-2011**

KINDERGARTEN						
	INTENSIVE "1"		STRATEGIC "2"		BENCHMARK "3"	
	#	%	#	%	#	%
2011	0	0	2	8.7	21	91.3
2010	0	0	5	20.83	19	79.17
2009	0	0	4	16.67	20	83.33
2008	2	8.33	8	33.33	14	58.33
2007	1	4.17	4	16.67	19	79.17
1ST GRADE						
	INTENSIVE "1"		STRATEGIC "2"		BENCHMARK "3"	
	#	%	#	%	#	%
2011	1	3.6	5	17.9	22	78.6
2010	4	14.29	3	10.71	21	75
2009	5	17.24	2	6.9	22	75.86
2008	0	0	5	17.86	23	82.14
2007	1	3.57	6	21.43	21	75
2ND GRADE						
	INTENSIVE "1"		STRATEGIC "2"		BENCHMARK "3"	
	#	%	#	%	#	%
2011	2	6.9	4	13.8	23	79.3
2010	4	14.81	1	3.7	22	81.48
2009	1	3.45	2	6.9	26	89.66
2008	1	3.85	6	23.08	19	73.08
2007	5	17.86	7	25	16	57.14
3RD GRADE						
	INTENSIVE "1"		STRATEGIC "2"		BENCHMARK "3"	
	#	%	#	%	#	%
2011	3	10.3	1	3.4	25	86.2
2010	1	3.57	2	7.14	25	89.29
2009	1	3.57	4	14.29	23	82.14
2008	3	11.54	6	23.08	17	65.38
2007	3	10.71	5	17.86	20	71.43

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FALCON RIDGE PUBLIC CHARTER SCHOOL

ISAT COMPARISON CHART [2006-2011]

GRADE 3		READING					MATHEMATICS						LANGUAGE USAGE						SCIENCE					
YEAR	AVG. SCALE SCORE	#	% BB	% B	% P	% ADV.	AVG. SCALE SCORE	#	% BB	% B	% P	% ADV.	AVG. SCALE SCORE	#	% BB	% B	% P	% ADV.	AVG. SCALE SCORE	#	% BB	% B	% P	% ADV.
2006			<5	29.4	38.2	29.4			<5	<5	35.3	58.8			5.9	11.8	47.1	35.3						
2007	203	28	7.1	10.7	46.4	35.7	208	28	0	10.7	28.6	60.7	204	28	10.7	14.3	42.9	32.1						
2008	201	28	14.3	14.3	35.7	35.7	209	28	0	7.1	25	67.9	200	28	14.3	14.3	42.9	28.6						
2009	206	29	3.4	6.9	51.7	37.9	206	29	0	10.3	27.6	62.1	206	29	3.4	17.2	31.0	48.3						
2010	206	29	3.4	6.9	51.7	37.9	207	29	10.3	6.9	20.7	62.1	202	29	13.8	10.3	31.0	44.8						
2011		28	7.1	0	39.3	53.6		28	0	7.1	35.7	57.1		28	3.5	14.3	39.3	42.9						
			92.9%						92.9%						82.2%									
GRADE 4		READING					MATHEMATICS						LANGUAGE USAGE						SCIENCE					
YEAR	AVG. SCALE SCORE	#	% BB	% B	% P	% ADV.	AVG. SCALE SCORE	#	% BB	% B	% P	% ADV.	AVG. SCALE SCORE	#	% BB	% B	% P	% ADV.	AVG. SCALE SCORE	#	% BB	% B	% P	% ADV.
2006		31	<5	29	29	38.7		31	<5	12.9	41.9	45.2		31	16.1	12.9	32.3	38.7						
2007	206	33	9.1	9.1	54.5	27.3	216	33	0	6.1	48.5	45.5	210	33	6.1	18.2	45.5	30.3						
2008	207	32	6.3	15.6	46.9	31.3	217	32	6.3	3.1	34.4	56.3	212	32	9.4	15.6	25	50						
2009	211	33	6.1	3.0	51.5	39.4	219	33	0	0	36.4	63.6	216	33	0	12.1	33.3	54.5						
2010	210	33	6.1	6.1	54.5	33.3	215	33	0	3.0	45.5	51.5	216	33	6.1	12.1	33.3	48.5						
2011		33	12.2	6.0	36.3	45.5		33	0	6.1	33.3	60.6		33	6.0	3.0	45.5	45.5						
			81.8%						93.9%						91.0%									
GRADE 5		READING					MATHEMATICS						LANGUAGE USAGE						SCIENCE					
YEAR	AVG. SCALE SCORE	#	% BB	% B	% P	% ADV.	AVG. SCALE SCORE	#	% BB	% B	% P	% ADV.	AVG. SCALE SCORE	#	% BB	% B	% P	% ADV.	AVG. SCALE SCORE	#	% BB	% B	% P	% ADV.
2006		30	6.7	6.7	33.3	53.3		30	<5	6.7	26.7	66.7		30	<5	10	43.3	43.3						
2007	210	32	15.6	12.5	46.9	25	219	32	9.4	31.3	18.8	40.6	211	32	21.9	18.8	40.6	18.8	204	32	15.6	40.6	34.4	9.4
2008	213	32	6.3	15.6	43.8	34.4	223	32	6.3	15.6	25	53.1	216	32	18.8	18.8	37.5	25	209	32	3.1	37.5	31.3	28.1
2009	212	33	12.1	9.1	51.5	27.3	219	33	0	18.2	51.5	30.3	216	33	9.1	9.1	60.6	21.2	207	33	12.1	33.3	39.4	15.2
2010	218	33	0	12.1	36.4	51.5	229	33	3.0	3.0	27.3	66.7	221	33	3.0	12.1	36.4	48.5	209	33	3.0	36.4	45.5	15.2
2011		30	3.3	3.3	36.7	56.7		30	0	3.3	43.4	53.3		30	6.7	3.3	40.0	50.0		30	3.3	33.3	46.7	16.7
			93.4%						96.7%						90.0%						63.4%			
GRADE 6		READING					MATHEMATICS						LANGUAGE USAGE						SCIENCE					
YEAR	AVG. SCALE SCORE	#	% BB	% B	% P	% ADV.	AVG. SCALE SCORE	#	% BB	% B	% P	% ADV.	AVG. SCALE SCORE	#	% BB	% B	% P	% ADV.	AVG. SCALE SCORE	#	% BB	% B	% P	% ADV.
2006		32	6.3	12.5	59.4	21.9		32	<5	<5	40.6	56.3		32	9.4	12.5	53.1	25						
2007	218	33	6.1	6.1	57.6	30.3	232	33	0	9.1	30.3	60.6	220	33	12.1	9.1	54.5	24.2						
2008	217	32	15.6	6.3	50	28.1	233	32	0	9.4	34.4	56.3	221	32	12.5	15.6	34.4	37.5						
2009	218	32	3.1	9.4	43.8	43.8	236	33	0	3.0	24.2	72.7	222	33	6.1	18.2	36.4	39.4						
2010	219	33	6.1	0.0	60.6	33.3	233	33	0.0	3.0	45.5	51.5	223	33	6.1	12.1	51.5	33.3						
2011		32	0	0	53.1	46.9		32	0	0	25.0	75.0		32	0	9.4	37.5	53.1						
			100.0%						100.0%						91.6%									

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GRADE 7																								
READING							MATHEMATICS						LANGUAGE USAGE						SCIENCE					
YEAR	AVG. SCALE SCORE	#	% BB	% B	% P	% ADV.	AVG. SCALE SCORE	#	% BB	% B	% P	% ADV.	AVG. SCALE SCORE	#	% BB	% B	% P	% ADV.	AVG. SCALE SCORE	#	% BB	% B	% P	% ADV.
2006		34	<5	<5	47.1	47.1		34	<5	14.7	47.1	38.2		34	<5	11.8	47.1	38.2						
2007	219	33	9.1	18.2	51.5	21.2	231	33	3	24.2	36.4	36.4	218	33	18.2	39.4	27.3	15.2	207	33	48.5	18.2	24.2	9.1
2008	222	32	3.1	9.4	56.3	31.3	232	31	3.2	9.7	54.8	32.3	224	32	6.3	12.5	56.3	25	211	32	21.9	37.5	18.8	21.9
2009	222	29	3.4	17.2	37.9	41.4	232	29	6.9	20.7	27.6	44.8	226	29	10.3	17.2	44.8	27.6	208	29	37.9	27.6	27.6	6.9
2010	228	24	0	4.2	45.8	50.0	237	24	0	4.2	50.0	45.8	228	24	4.2	16.7	45.8	33.3	213	24	20.8	25.0	29.2	25.0
2011		33	3.0	3.0	30.4	63.6		33	0	6.1	39.4	54.5		33	3.0	12.1	39.4	45.5		33	24.2	24.2	21.3	30.3
					94.0%						93.9%						84.9%						51.6%	
GRADE 8																								
READING							MATHEMATICS						LANGUAGE USAGE						SCIENCE					
YEAR	AVG. SCALE SCORE	#	% BB	% B	% P	% ADV.	AVG. SCALE SCORE	#	% BB	% B	% P	% ADV.	AVG. SCALE SCORE	#	% BB	% B	% P	% ADV.	AVG. SCALE SCORE	#	% BB	% B	% P	% ADV.
2006		29	10.3	10.3	48.3	31.0		29	<5	20.7	51.7	24.1		29	6.9	27.6	48.3	17.2						
2007	229	29	0	3.4	48.3	48.3	240	29	0	17.2	41.4	41.4	225	29	6.9	31	48.3	13.8						
2008	228	31	0	9.7	45.2	45.2	241	31	3.2	9.7	54.8	32.3	228	31	9.7	22.6	45.2	22.6						
2009	231	27	0	7.4	33.3	59.3	239	27	3.7	18.5	37	40.7	226	27	11.1	11.1	74.1	3.7						
2010	229	25	0.0	12.0	44.0	44.0	239	25	8.0	20.0	36.0	36.0	228	25	4.0	20.0	60.0	16.0						
2011		23	4.3	13.0	30.4	52.3		23	4.3	13.0	34.9	47.8		23	4.3	17.4	47.8	30.5						
					82.7%						82.7%						78.3%							

Falcon Ridge Public Charter School February 22, 2012	Proposed (Board Approved Budget for Fiscal Year)	Actual (Through Most Recent Month End)	Projected (Anticipated Year-End Numbers)	Percentage Used (Actual / Proposed)	Notes
REVENUE					
Salary Apportionment	\$666,593.08	\$666,593.08	\$666,593.08	100.00%	30 Employees - 14 Certified, 16 Classified
Benefit Apportionment	\$120,138.82		\$120,138.82	0.00%	30 Employees - 14 Full Time, 16 Part Time
Entitlement	\$274,764.00	\$274,274.92	\$274,764.00	99.82%	Budget is based on 14 Units - 260 Students - Current Enrollment is 266 Students - ADA 96.7%
State Transportation	\$105,000.00	\$0.00	\$110,000.00	0.00%	We currently run 4 Bus Routes
Lottery		\$4,116.50	\$8,000.00	#DIV/0!	Technology Money from State
Other State Funds (Specify)	\$4,500.00	\$280.50	\$4,500.00	6.23%	\$1500 IRI Support, \$3000 ISAT Remediation
Special Ed - Regular	\$60,000.00	\$3,000.00	\$60,000.00	5.00%	\$47,799 Expires 2012, \$45,748 Expires 2012
Special Ed - ARRA				#DIV/0!	
Title I				#DIV/0!	
Federal Title I Funds : ARRA				#DIV/0!	
Medicaid Reimbursement	\$5,000.00	\$5,884.36	\$7,500.00	117.69%	
Title IIA				#DIV/0!	
Local Revenue (Specify)				#DIV/0!	
Federal Startup Grant		\$2,975.54	\$2,975.54	#DIV/0!	Prior year Medicaid Funds Recouped
Other Grants (Specify)	\$28,587.67		\$28,587.67	0.00%	Jobs Bill
Fundraising	\$5,565.73	\$5,565.73	\$5,565.73	100.00%	\$3613.00 Falcon Ridge Building Fundraiser, \$1952.73 Fuel Up to Play 60 Fund:
Interest Earned		\$1,488.19	\$2,000.00	#DIV/0!	Interest on our Bank Accounts
Other (Specify)	\$61,972.00	\$61,972.00	\$61,972.00	100.00%	State Foundation MOE from July 2011
Other (Specify)		\$4,551.96	\$4,700.00	#DIV/0!	Donations
TOTAL REVENUE	\$1,332,121.30	\$1,030,702.78	\$1,357,296.84	77.37%	
EXPENDITURES					
100 Salaries					
Teachers	\$487,625.00	\$225,105.62	\$487,625.00	46.16%	
Special Education	\$30,000.00	\$17,258.37	\$30,000.00	57.53%	
Instructional Aides	\$43,587.50	\$24,537.34	\$43,587.50	56.29%	
Classified/Office	\$50,100.00	\$27,918.40	\$50,100.00	55.73%	
Administration	\$62,000.00	\$36,166.70	\$62,000.00	58.33%	
Maintenance	\$4,000.00	\$2,000.00	\$4,000.00	50.00%	
Other (Specify)	\$28,587.67	\$13,348.56	\$28,587.67	46.69%	Jobs Bill - Supplement Certified and Classified Salaries
Other (Specify)				#DIV/0!	
Total Salaries	\$705,900.17	\$346,334.99	\$705,900.17	49.06%	
200 Employee Benefits					
PERSI/FICA/Benefits	\$125,106.36	\$69,541.15	\$125,106.36	55.59%	
Other (Specify)	\$49,664.87	\$27,600.37	\$49,664.87	55.57%	
Total Benefits	\$174,771.23	\$97,141.52	\$174,771.23	55.58%	
300 Purchased Services					
Management Services	\$8,570.00	\$5,515.55	\$8,570.00	64.36%	
Staff Dev/Title IIA	\$2,000.00	\$0.00	\$0.00	0.00%	
Legal Pub/Advertising				#DIV/0!	
Legal Services	\$2,000.00	\$301.81	\$500.00	15.09%	
Special Education	\$41,000.00	\$20,036.50	\$35,000.00	48.87%	Medicaid Fund, SPED Purchased Services
Liability & Property Ins	\$7,565.00	\$7,565.00	\$7,565.00	100.00%	
Substitute Teachers				#DIV/0!	
Board Expenses	\$6,850.00	\$6,298.46		91.95%	
Computer Services	\$2,200.00	\$1,647.17	\$2,000.00	74.87%	
Transportation	\$154,000.00	\$58,031.64	\$150,000.00	37.68%	
Travel				#DIV/0!	
Other (Specify)	\$1,315.00	\$1,000.00	\$2,000.00	76.05%	Medicaid Match Funds, Awards
Other (Specify)	\$7,000.00	\$2,361.00	\$6,500.00	33.73%	Workers Comp Insurance
Total Services	\$232,500.00	\$102,757.13	\$212,135.00	44.20%	
Facilities				#DIV/0!	
Building Lease				#DIV/0!	
Land Lease				#DIV/0!	
Modular Lease	\$65,000.00	\$63,498.60	\$63,498.60	97.69%	
Utilities, Phones, Lndscp	\$20,700.00	\$12,157.49	\$20,700.00	0.00%	

[illegible]

Falcon Ridge Public Charter School February 22, 2012	Proposed Budget	Notes
REVENUE		
Local Revenue		
State Revenue		
Entitlement	\$288,502.20	14.7 Units - 270 Students
Wages	\$697,318.96	
Administration		
Teachers		
Classified		
Medicaid	\$6,000.00	
Benefit	\$118,627.97	
Transportation	\$110,000.00	
Federal Revenue		
Title I		
Special Ed	\$60,000.00	
Title II		
Startup Grant		
Other Sources (Specify)	\$4,500.00	IRI Expense, ISAT Remediation
Other Sources (Specify)		
Other Sources (Specify)		
Total Revenue before holdback	\$1,284,949.13	
PROPOSED HOLDBACK		Holdbacks should be estimated at a minimum of 5% - 5.5% for FY 2011.
Teacher Salaries		
Classified Salaries		
Admin Salaries		
Benefits		
Entitlement		
Transportation		
Total Holdback	\$0.00	
Total Revenue after holdback	\$1,284,949.13	
EXPENDITURES		
100 Salaries		
Teachers	\$474,179.75	
Admin	\$62,000.00	
Classified	\$57,678.00	EA's and Substitute Teachers
Special education	\$34,141.49	1 Special Ed Teacher
Other (Specify)	\$50,100.00	Office Staff
Other (Specify)	\$4,000.00	Maintenance
Total Salaries	\$682,099.24	
200 Benefits		
Benefit Dollars		
PERSI/Payroll taxes	\$101,706.92	
Other (Specify)	\$55,728.99	Health Insurance, Retirement Sick Leave
Total Benefits	\$157,435.91	
300 Purchased Services		
Transportation	\$154,000.00	
Special Education	\$35,000.00	
Proctor costs		
Legal	\$2,000.00	
Insurance	\$7,565.00	
Copier Lease	\$1,500.00	
Printer Lease		
Facility Lease	\$65,000.00	
Utilities	\$21,000.00	
Professional Development	\$9,200.00	
Technology	\$2,200.00	
Management Services	\$8,750.00	
Legal Publications/Advertising	\$1,550.00	

April 5, 2012

UPCOMING FISCAL YEAR BUDGET COMPARISON

Substitute Teachers				
Board Expenses	\$5,250.00			
Other (Specify)	\$7,000.00	Workers Comp Insurance		
Other (Specify)				
Total Purchased Services	\$320,015.00			
Supplies & Materials				
Teacher/Classroom	\$2,400.00			
Office	\$3,750.00			
Janitorial	\$3,000.00			
Textbooks	\$1,000.00			
Other (Specify)				
Other (Specify)	\$25,950.00	Irrigation Project, Grounds Maintenance		
Total Supplies & Materials	\$36,100.00			
Grant Expenditures				
Specify				
Specify				
Specify				
Total Grant Expenditures	\$0.00			
Capital Outlay				
Total Capital Outlay	\$0.00			
Debt Retirement				
Total Debt Retirement	\$0.00			
Insurance & Judgements				
Total Insurance & Judgements	\$0.00			
Transfers				
Total Transfers				
Contingency Reserve	\$40,034.87			
Building Fund	\$25,000.00			
Total Expenditures	\$1,260,685.02			
Carryover from Previous FY	\$187,832.71	Reflects projected reserve/(deficit) from "current year" worksheet		
Reserve/(Deficit)	\$212,096.82			



www.FalconRidgeCharter.org

Parent Satisfaction Survey School Year 2010/11

with 2008-09 & 2009-2010 comparisons

Parent Survey Facts

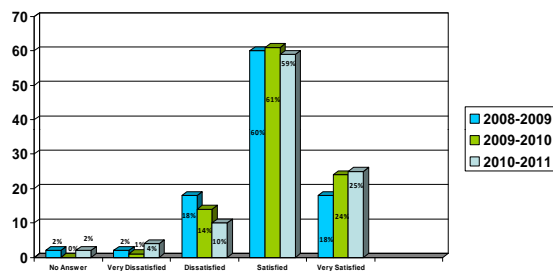
- 2008/2009.....45 respondents
- 2009/2010.....102 respondents
- 2010/2011.....125 respondents

90% know the Falcon Ridge Mission

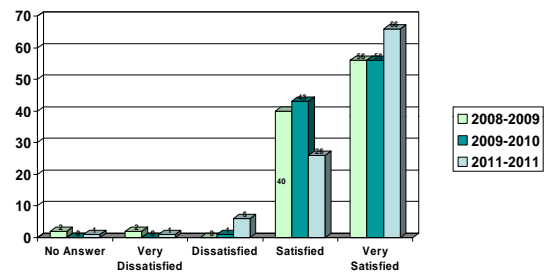
Previous Schooling Experience

75% from public, 5% public charter,
5% private, 13% home school, 2% other

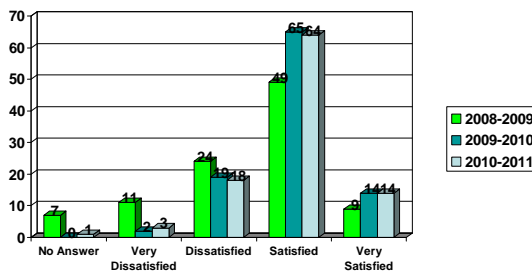
Class Sizes



Teachers and Other School Staff



School Resources



Availability of computers and other technology

