

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

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 _____

April 5, 2012

**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
- 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

- 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
- 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***

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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.*

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- *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.

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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

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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

April 5, 2012

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

April 5, 2012

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.

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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

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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:

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- 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

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- 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

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- 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.

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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 20134-20145 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 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 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 ~~aeerediting~~

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 <i>[School Improvement Year 3]</i>	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 <i>[School Improvement Year 4]</i>	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 <i>[School Improvement Year 5]</i>	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.

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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.

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- 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

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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

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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

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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 appeal 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

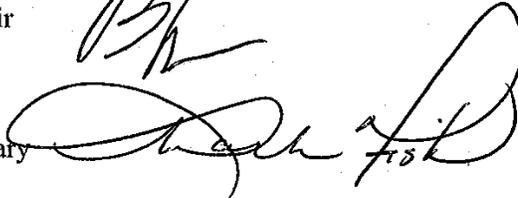
KNOW ALL MEN BY THESE PRESENTS, that we, the undersigned, being the Directors and the Secretary of IDAHO STEM ACEDEMY, INC., also being all the members of said Corporation, do hereby certify that the above and foregoing By-Laws were duly and legally adopted as the By-Laws of said Corporation at the first 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



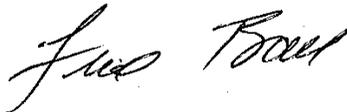
Mark Fisk, Secretary



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 that reads "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		Idaho STEM Academy			
School Districts in the Primary Attendance Area of the New Charter School		Firth, Blackfoot, Snake River			
Elector's Printed Name	Elector's Signature	Street Address	City	Tel	Date
01 Charlene Macy	<i>Charlene Macy</i>	Rite Box 678	Pocatello	208-403-4008	1/13/11
02 Mandy Watson	<i>Mandy Watson</i>	834 W. Taber Rd	Blackfoot	684-5094	1/13/11
03 Brent E. Christensen	<i>Brent E. Christensen</i>	975 W. Hwy 26	Blackfoot	680-8060	1/13/11
04 Lisa Blight	<i>Lisa Blight</i>	408 N. 850 W.	BLFT	684-4963	1/13/11
05 Janae Crook	<i>Janae Crook</i>	230 N 1000 W	BLFT	684-4187	1-13-11
06 Tiffani Taylor	<i>Tiffani Taylor</i>	325 Lost St.	BLFT	690-9801	1-13-11
07 Jamie Thomas	<i>Jamie Thomas</i>	1061 W. 305 S.	BLFT	684-3909	1-13-11
08 Alisa Vaughn	<i>Alisa Vaughn</i>	884 N 1400 W	BLFT	681-8351	1-13-11
09 Amy E. Fawcett	<i>Amy E. Fawcett</i>	124 N 1075 W	BLFT	684-4818	1-15-11
10 Amy Watson	<i>Amy Watson</i>	1081 W. 805 S	BLFT	681-4453	1-15-11
11 David Hays	<i>David Hays</i>	1658 E. 1814	Pocatello	310-0119	1-15-11
02 Jeffrey E. Robbins	<i>Jeffrey E. Robbins</i>	442 W. 140 N.	BLFT	208-785-2412	1-13-11
03 Christine Robbins	<i>Christine Robbins</i>	442 W. 100 N.	BLFT	208-785-2412	1-13-11
04 Kelly Jo Fisk	<i>Kelly Jo Fisk</i>	781 W. Quail Circle	Blackfoot	208-785-1375	1-13-11
05 Bob Amos	<i>Bob Amos</i>	157 W 350 N	Blackfoot	208-680-7580	1-13-11
06 Denise Curtis	<i>Denise Curtis</i>	408 S. UNIVERSITY	Blackfoot	208-785-0580	1-13-11
07 Mike Curtis	<i>Mike Curtis</i>	408 S. UNIVERSITY	Blackfoot	208-785-0580	1-13-11
08 Judy Hiler	<i>Judy Hiler</i>	208 N. 524 W.	Blackfoot	208-223-3749	1-13-11
09 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	208-684-4884	1-13-11

Aberdeen
Pocatello

18/20 addresses in School Dist
06/10 11/20 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			
Elector's Printed Name	Elector's Signature	Street Address	City	Tel	Date
01 Tonwa Houston	Tonwa Houston	82 N. 285E	Blackfoot	403-24677	1-13-11
02 Diane Dodds	Diane Dodds	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 Constans way	Blackfoot	620-9404	1-13-11
05 Jan Parmenter	Jan Parmenter	875 N Shilling	Blackfoot	821-0084	1-13-11
06 Lisa Parmenter	Lisa Parmenter	875 N Shilling	Blackfoot	681-4389	1-13-11
07 William E. Walker	William E. Walker	98E 400N	Blackfoot	681-4892	1-13-11
08 Tansha Wolfley	Tansha Wolfley	98E 400N	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	5200 200N	Blackfoot	785-6358	1-13-11
12 Rick Hughes	Rick Hughes	5200 200N	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 Jobley	Marilyn Jobley	970 W Harmony Dr	Blackfoot	681-3310	1-13-11
16 Jeff Cannon	Jeff Cannon	151 E 350 N	Blackfoot	681-5701	1-13-11
17 Judy A. Grubaugh	Judy A. Grubaugh	199 W 210 N	Blackfoot	785-15165	1-13-11
18 Ken Grubaugh	Ken Grubaugh	199 W 210 N	Blackfoot	690-9013	1-13-11
19 Cheryl England-Jobley	Cheryl England-Jobley	1008 W 500N	Blackfoot	757-1320	1-13-11
20 Martin Johnson	Martin Johnson	1008 W 500N	Blackfoot	757-1320	1-13-11

3000 2000 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		Idaho STEM Academy			
School Districts in the Primary Attendance Area		Firth, Blackfoot, Snake River			
of the New Charter School					
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>	38 S. 500 West	Blackfoot	339-8264	1/13/11
02 Heather Gwynn	<i>Heather Gwynn</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. Fily	<i>Holly D. Fily</i>	377 N 400W	Blackfoot	785-1236	1-13-11
06 Brent England	<i>Brent England</i>	248 S. 11. Cottonwood	Blackfoot	681-0182	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 FISH	<i>Mark Fish</i>	781 W. QUAIL	Blackfoot	785-1375	1-13-11
011 Lori Armstrong	<i>Lori Armstrong</i>	1510 S. 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 Hilga	<i>Stacey Hilga</i>	377 N 400 S	Blackfoot	785-1236	1/13/11
015 Jenae Vilva	<i>Jenae Vilva</i>	625 Curtis St	Blackfoot	782-3409	1/13/11
16 Kristen Vilva	<i>Kristen Vilva</i>	628 Curtis St	Blackfoot	782-3409	1/13/11
017 Marc Isora	<i>Marc Isora</i>	150 S 900 W	Blackfoot	684-4573	1/13/11
018 Cingmin Duff	<i>Cingmin Duff</i>	100 W 100 N	Blackfoot	681-7115	1-13-11
019 [Signature]	<i>[Signature]</i>	176 Archer St	Blackfoot	680-0116	1-13-11
020 GREG HANSTON	<i>Greg Hanston</i>	82 N 285 E	BLACKFOOT	483-6919	1-13-11

20/20 Addresses in School District
 showing 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	Tel	Date
80 RICHARD E. DODD	<i>[Signature]</i>	709 SPOON	Blackfoot ID	589 9092	1-13-11
81 Joel E. Weese	<i>[Signature]</i>	900 W. River on Rd	Blackfoot ID	757-8072	1-13-11
82 Minnie Opel	<i>[Signature]</i>	295 Centennial	Blackfoot ID	180-4086	1-13-11
83 Jenni Perkins	<i>[Signature]</i>	1222 County Avenue	Blackfoot, id	241-3708	1-13-11
84 Christina Fredrick	<i>[Signature]</i>	2018 W. 1st St	Stettin ID	687 2449	1-13-11
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					

gave 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		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	Tel.	Date
B. Barbara Perris	<i>Barbara Perris</i>	1111 So. Shilling	Blackfoot	785-6402	1-13-11
Andrea Marks	<i>Andrea Marks</i>	704 W 100 S	Blackfoot	528-8846	1-13-11
ED CASH	<i>ED CASH</i>	704 W 100 S	Blackfoot	541-5359	1-13-11
Bobby D. Perris	<i>Bobby D. Perris</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					

Total 30/7

416 Addresses in school District
 minus 216 Registered voters in school District

April 5, 2012

APPENDIX C: PROOF OF ATTENDANCE AT CHARTER START 101

CERTIFICATE OF ATTENDANCE

This certificate is awarded to

Brian Thelin



Idaho State Department of Education
Charter Start Workshop
October 4 - 5, 2010

Michelle Clement-Jaycox
School Choice Coordinator

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:

TypedName: Brian Thelin

____ TypedName: _____

____ TypedName: _____

____ TypedName: _____

____ TypedName: _____

Customer Acct #:

(if using pro-paid account)

Secretary of State use only

g:\corp\forms\corp_forms\articlesofincprfit.pdf
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

April 5, 2012

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
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- F. Trespassing
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Section IV

Consequences and Disciplinary Actions

- A. Due Process
- B. Minor Offenses
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- D. Suspension
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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.

April 5, 2012

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 Return to the student at the end of the day and 1 detention	Confiscation Return to the parent and 2 detention	Internal Suspension				
Wearing a hat							
Portable phones							

C. Paging Devices

Infraction	Occurrence						
	1st	2nd	3rd	4th	5th	6th	7th
Possession of a paging device	Confiscation. Return to	Confiscation Device	Confiscation 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

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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

April 5, 2012

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.

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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

April 5, 2012

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
July	35,818	48,453	14,766	99,037	99,037
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

April 5, 2012

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

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						50000
Total Revenues			\$819,400			\$807,800			\$1,135,100
Expenses:									
Salaries:									
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		\$5,800
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

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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.

April 5, 2012

- 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

April 5, 2012

**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:\corpforms\corp_forms\starts\inc\incpr011.pdf
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

Web Form

C 159804



ARTICLES OF AMENDMENT (Non-profit)

11 SEP 21 AM 8:42
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:
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:
Ammend 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:\comp\forms\articlesofamendment_np.pmd
Revised 10/2/03
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

C189804
TAB 5 Page 148

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

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.

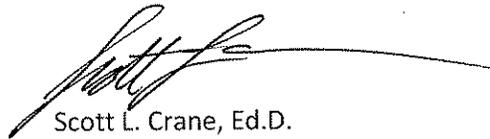
A public hearing was set for the next board meeting on September 22, 2011, to allow for petition presentation, public comment, and administrative discussion. The meeting was conducted and the board of trustees determined to table any decision on the approval/denial of the charter until the regular October 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 Eberharter-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,



Scott L. Crane, Ed.D.
Superintendent of Schools

Enclosures
mac

BOARD OF TRUSTEES

R. Scott Reese
Chairman

Peter A. Lipovac
Vice Chairman

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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

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@emfedlaw.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

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,

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Scott Crane
October 5, 2011
Page 4

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.

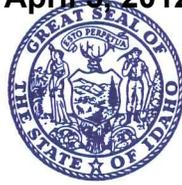
Please contact me at your earliest convenience if you have questions or concerns.

Sincerely,



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