

SUBJECT

Idaho STEM Academy New Charter Petition (Second Hearing)

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.

ISA initially presented the petition at the April 2012 PCSC meeting. At that time, a decision was delayed in order to give the school additional time to address concerns identified by the PCSC and staff.

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. The school will serve students in grades 9-10 initially and expand to include grades 11-12 within three years. ISA is intended to be a STEM school that provides extensive opportunities for students to earn both secondary and post-secondary credit during their high school years.

The petition was presented for a first hearing in April 2012, at which time the Commission held a decision until a future meeting so outstanding concerns could be addressed by the petitioners.

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

1. Most of the previously identified concerns remain outstanding, as only a few minor revisions have been completed. The petitioners realize the petition needs more work but wish to appear before the Commission to gain additional input.
2. The petition lacks sufficient documentation with regard to the availability and cost of the facility options. In addition, the third facility option is no longer valid.
3. The start-up and three year budgets have not been revised. Much clarification is still needed. Inconsistencies among budgets remain, along with optimistic enrollment estimates and apparently inadequate allocations for certain expenditures.

PCSC staff is awaiting best-case, worse-case, and most-likely case budget scenarios. It was requested at the April meeting that the worse-case budget be based on 75 students. Quantification of demand remains

a concern, as the school has not yet provided documentation regarding community interest.

4. Post-secondary opportunities have been further defined through probable partnerships with STEM Academy, Eastern Idaho Professional-Technical High School, and BYU. However, consideration has not been given to related expenses or the possible impact on ISA's funding.
5. Further detail regarding the proposed implementation of ISA's STEM emphasis curriculum is needed.

Additional staff comments are provided in the petition review memo and embedded in the petition text. Most of these recommendations were included with previous reviews, 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. 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 agree with ISA to delay further consideration of the petition for up to 90 days. Due to statutory changes that will take effect July 1, additional, mutually-determined delays will be possible.

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.

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

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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 _____

May 31, 2012

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

Name of Proposed Public Charter School: **Idaho STEM Academy**

Date: **5-9-12 (previous reviews dated 1-5-12 and 3-14-12)**

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

X Name of proposed charter school

X School year petitioning to open the school

X Name of the school district(s) affected by the attendance area

- X Where the public charter school building will be physically located, or the physical location of the main office of a virtual school
- X Name, address, telephone number, fax number, and email address of the petitioner's authorized representative
- X Table of contents

Comments:

TAB 1

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

Comments:

Footers in this section are labeled as Tab 2 when they should be Tab 1. Please edit all footers as necessary.

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.

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, letters of intent for donations, rental agreements, etc. must be included if the budget relies upon them.

ISA's facility options require much more detail, including breakdowns of all associated costs (set up fees for the modular units; costs of installing

restrooms; letters of intent for the donated units; all associated expenses for setting up the units and preparation work for the site 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).

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?**
- **The letter of intent from ISTCS indicates the cost of renting the land is \$500 per month. Does this cost remain the same whether 7 (option 1) or 12 (option 2) units are on the land?**
- **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.**
- **How will the school equip the modular units to ensure a successful STEM program as well as to offer post secondary credit courses? Your petition describes three type of learning environments that must be offered.**
- **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.**

- **Option 3 appears unavailable available as BCCLC is no longer planning to expand enough to move to a new facility. Thus, a new third option is required.**
- **All facility options 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's responsibilities and the Board's 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 provision of technology is vital to your program as you are a STEM school,

and your 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.

The school will be held accountable for all statements made in the charter. Please bear this in mind when establishing commitments and standards.

How does ISA plan to pay for programs and courses from other institutions? It appears that many such courses will be needed to meet the STEM focus as well as post secondary credit opportunities. As these are the main components of your program, related expenses must be considered and planned for.

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.

We recommend that you discuss with the SDE the possibility of incorporating the new Star Rating System into your MSES.

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 applies 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 specific. See comments embedded in the petition.

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:

- ***It appears that the Articles of Incorporation are incomplete. Please enlist the aid of attorney to ensure completeness and accuracy.***

Appendix E Back up Facility Plan:

- ***Please provide an actual cost estimate from Design Source Modulars for the lease of the 12 units outlined in facility option 2.***
- ***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.***

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- *It is advisable to align the attendance 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 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?*

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- ***Your petition states that you will participate in the national school lunch program. Please include in the budget revenues and expenditures 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. Additionally, the expenses outlined in your budget do not match those given by ISTCS in the letter of intent to share transportation.***
- ***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. Both amounts differ from the amount estimated in the letter of intent from ISTCS.***
- ***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 some sections of the budget included in Appendix J.***
- ***Please provide best case, worst case, and most likely case budget scenarios. Worst case estimates should depend on the lowest number of students that could be enrolled while allowing ISA to remain fiscally viable.***
- ***What documentation supports ISA's ability to increase enrollment by 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 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.*
- *Costs associated with using curriculum provided by other institutions are not reflected in the budget.*
- *The amount budgeted for contract services is inconsistent and appears to be significantly inadequate in years 1 and 2.*
- *What is CIS lab? Why does the budgeted amount for the lab decrease by \$10,000 in years 2 and 3?*
- *Please explain the rent/leases amounts reflected in the budget.*
- *It is unclear whether the budgeted amount for modular setup is sufficient. Please provide documentation from the company providing set up services.*
- *Please explain the building reserve line item. What does it include and why does the amount increase so much in years two and three?*

May 31, 2012

- *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 or land costs. Please include facility payments for rent/lease of buildings and land in the budget. The budget does not allow for the utilization of facility option 2 if it becomes necessary.*
- *The 3 year budget appears to support a net operating income each year with a carry-over reserve. However, as noted above, facility expenses are not included and 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.*

Appendix R Dual and Concurrent Credit Partners:

- *It appears that students will have the option of taking classes from Eastern Idaho Professional Technical High School. How will this arrangement affect ISA’s funding, as limited seats will apparently be filled by part-time students? Will Eastern Idaho receive partial ADA? How will the courses be paid for and by whom? The same applies for BYU courses.*
- *A proposal sheet is included from STEM Academy outlining costs for purchasing their curriculum. Does ISA plan to do so? It appears the cost for 24 students would be \$45,000 including instructor training and a jump start grant. How many students would be using this curriculum? Expenses related to this curriculum must be reflected in your budget.*

GENERAL COMMENTS

Please edit titles for formatting consistency.

Most of the concerns outlined in the last review do not appear to have been adequately addressed, especially those regarding Appendices. It is strongly recommended that petitioners address each of the individual items identified in the in text comments and the review form as part of the next revision.

ISA claims to be a STEM school, however, it does not appear that the petition emphasizes STEM. It is unclear how the school will focus on science, technology, math, and engineering. Your petition should clearly define what makes ISA a STEM school and how day to day operations, instruction, and curriculum will fulfill the STEM component of ISA.

Many sections of the petition are vague and lack adequate detail. At this point, many aspects of the operation of the school and its financial position are unclear.

The budgets appear to include inadequate amounts to cover all start up and first year expenses.

Please add to your petition the following, additional sections now required by the PCSC:

- ***Detailed board training plan including timelines***
- ***Professional standards for school board members and administrators***
- ***Pre-opening plan and timeline***

IMPORTANT: Remember that all changes to your petition must be submitted in legislative (or "redline") format. That is, text to be removed should be shown as ~~stricken~~, and text to be added should be underscored.

Legislative formatting from prior revisions should be removed so that only the most recent revisions are shown. Note that use of your word processing software's "show edits" feature is NOT an acceptable substitute for legislative formatting. Color and font should NOT be used to emphasize or replace legislative formatting.

Legislative formatting need not be used on budget spreadsheets or when entire appendices are simply re-ordered but not changed.

May 31, 2012

Idaho STEM Academy, Inc.

To Begin 2013-2014

Available to all Idaho students with a primary attendance area consisting of

Blackfoot, Snake River, and Firth School Districts

Presented to

Idaho Public Charter School Commission

May 31, 2012

Idaho STEM Academy

17 N 550 West

Blackfoot, Idaho, 83221

Contact Person:

Brian Thelin

21 N 550 West

Blackfoot, Idaho 83221

Phone: 208-243-2354

Fax: 208-782-1330

brian.thelin@gmail.com

School Phone: 208-557-4003

School email: info@idahostem.com

Table of Contents

TAB 1: Articles of Incorporation, By-Laws, Signatures, Proof of Attendance at Charter Start 101

Mission and Vision Statement **Error! Bookmark not defined.**

ARTICLE 1 **Error! Bookmark not defined.**

 OFFICES..... **Error! Bookmark not defined.**

 Section 1.1 Offices **Error! Bookmark not defined.**

ARTICLE 2 **Error! Bookmark not defined.**

 PURPOSE..... **Error! Bookmark not defined.**

 Section 2.1 Purpose..... **Error! Bookmark not defined.**

ARTICLE 3 **Error! Bookmark not defined.**

 NO MEMBERS **Error! Bookmark not defined.**

 Section 3.1 No Members..... **Error! Bookmark not defined.**

 Section 3.2 Associates **Error! Bookmark not defined.**

ARTICLE 4..... **Error! Bookmark not defined.**

 BOARD OF DIRECTORS **Error! Bookmark not defined.**

 Section 4.1 Board of Directors..... **Error! Bookmark not defined.**

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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 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 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. 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

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, has failed to attend three (3) consecutive meetings during any fiscal year, 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 by a majority vote of the Board. To consider a Section 4.6(b) vote for removal, the Board shall hold a public meeting within ten (10) school attendance days of receiving such a request or at the next scheduled monthly board meeting during the summer. Such a 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. Resumes of potential directors will be solicited from the stakeholders and the community. 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.

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 will be held 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)~~ **five (5) calendar** days prior to the meeting **and an agenda notice posted 48-hours prior to the meeting.**

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)~~ [It appears the time frame has been stricken but no new one inserted. Special meetings require at least 24 hour meeting and agenda notice.] previously thereto by written notice delivered personally or sent by mail, facsimile, or electronic mail to each Director and posted publically.

Section 5.6 Attendance

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

Section 5.7 Robert's Rules of Order

Robert's Rules of Order will be used 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 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 has general supervision, direction and control of the business of the Corporation. The Chairman of the Board shall preside at all meetings of the Board. The Chairman of the Board has the general management powers and duties usually vested in the office of President and General Manager of a corporation as well as such other powers and duties as may be prescribed from time to time by the Board.

Section 6.3 Vice Chairman

In the absence or disability of the Chairman of the Board, the Vice Chairman will perform all the duties of the Chairman of the Board and, when so acting, shall have all the powers of, and be subject to all the restrictions upon, the Chairman of the Board. The Vice Chairman shall have such other powers and perform such other duties as the Board may prescribe from time to time.

Section 6.4 Secretary

- (a) The Secretary shall keep or cause to be kept, at the principle office or such other place as the Board may order, a book of minutes of all meetings of the Board and its committees, including the following information for all such meetings: the time and place of holding; whether regular or special; if special, how authorized; the notice thereof given; the names of those present and absent, and the proceedings thereof. The Secretary shall keep, or cause to be kept, at the principle office in the State of Idaho the original or a copy of the Corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all Directors and their respective addresses.
- (b) The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committees thereof required by these Bylaws or by law to be given, and shall distribute the minutes of meetings of the Board to all its members promptly after the meetings; shall see that all reports, statements and other documents required by law are properly kept or filed, except to the extent the same are to be kept or filed by the Treasurer; and shall have such other powers and perform such duties as may be prescribed from time to time by the Board.

Section 6.5 Treasurer

- (a) The Treasurer of the Corporation shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the Corporation, including accounts of its assets, liabilities, receipts and disbursements. The books of account shall at all times be open to inspection by any Board member. The school secretary may serve as Treasurer.
- (b) The Treasurer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as may be designated from time to time by the Board. The Treasurer shall disburse the funds of the Corporation as may be ordered by the Board, and shall render to the Board, upon

request, an account of all transactions as Treasurer and of the financial condition of the Corporation. The Treasurer shall present an operating statement and report, since the last preceding regular Board meeting, to the Board at all regular meetings. The Treasurer shall have such other powers and perform such other duties as may be prescribed from time to time by the Board

Section 6.6 Removal

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

Section 6.7 Vacancies

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

ARTICLE 7

DEPOSITORIES AND CONTRACTS

Section 7.1 Depositories

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

Section 7.2 Contracts

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

ARTICLE 8

FISCAL AFFAIRS

Section 8.1Fiscal Year

May 31, 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 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.

May 31, 2012

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.

May 31, 2012

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.

ARTICLES OF INCORPORATION

See Appendix D.

Mission Statement

The mission 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 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 four options to meet its initial facility needs.

Primary Facility Plan

Patrons in the Blackfoot community have offered to donate 5 used portable classrooms, including delivery and set-up, to ISA. These donors wish to remain anonymous at this time. Idaho Science and Technology Charter School (ISTCS) has agreed to rent the location previously used for ISTCS modular classrooms to ISA. This location includes the infrastructure necessary for up to 10 modular classrooms, plus access to the ISTCS music room, outdoor fields, and other ISTCS facilities. ISTCS facilities are sufficient; any costs associated with these facilities will be included in the land lease agreement. Costs for 2 additional used portable classrooms, if needed, would be approximately \$10,000 for a total estimated cost of \$15,000 to

provide 7 classrooms, restrooms, and office space for 100 to 140 students). [\$10,000 is for the additional 2 modular units. What is the other \$5000 for?] Cost estimates for these facilities are included in Appendix E. [It appears that the entire Appendix E document does not apply to the primary facility plan. It must be assumed that only the two 12x56 units are needed for the primary facility plan. Please clarify this in the appendix document so the reader is not required to make any assumptions. Land rental costs are not shown. They must be included with the rental amount for land specifically listed.] *A letter of intent to lease land at the ISTCS for modular units is included in Appendix P.*

[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; 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. 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.]

Secondary Facility Plan

In the event that donations as described above are not forthcoming, The ISA 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 location is the same as described in the primary facilities plan listed above and would still involve leasing land from ISTCS. *A letter of intent to lease land at the ISTCS for modular units is included in Appendix P.* [It does not appear that land rental costs are included in the budgets. If this is incorrect, 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 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.

[BCCLC is no longer planning expansion that will require them to obtain a new facility. As such, a new third option is required. In order for the Commission to consider an option viable, 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.~~

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, market research, etc?]
ISA will endeavor to maintain small class sizes, with no more than 30 students per class.

Potential Impact on the School Districts

The total 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 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 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?

Please broaden the above section to address the possibility that two charter schools may be opening in the Blackfoot SD and the potential impact the two will have on the district.]

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 director’s responsibilities is included in Appendix G. 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?]

Annual programmatic operations and financial reports will be presented to the Board of Directors as outlined in TAB 5. of this petition. This statement is misplaced. It does not need to appear here.

Day-to-Day Operations

The Director 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 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.

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? Technology will be an especially important aspect of your program since you are a STEM school.]
Provide instruction in a foreign language. Knowledge of a second language is essential in many occupations. In addition, knowledge of a second language boosts English proficiency, improves memory and self-discipline, and enhances verbal and problem-solving skills. [To what extent will students be instructed in a foreign language? Make sure you have the personnel and budget allotments needed to fulfill the requirements you are establishing. You will be held accountable for meeting the standards in this document.]

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

Goal: Offer a thorough, dynamic, and interactive academic program where pacing is driven by student capabilities and opportunities for postsecondary credit are maximized for each individual. Students must be well grounded in the basics such as reading, writing, and social studies, with an overarching emphasis on science, technology, engineering, and mathematics (STEM).

Objectives: Idaho STEM Academy will:

- Develop relationships with multiple universities and colleges to offer a broad range of concurrent and/or dual enrollment opportunities for students.
- As provided in the budget projections, appendix K, establish computer labs with full-time facilitators where students will receive effective support while pursuing postsecondary courses. [Please specify how many labs will be established. Who will serve as facilitators?]
- Use a variety of methods to ensure student learning. In addition to traditional approaches, ISA will use methods of instruction that employ technology and prepare students for successful careers. This also includes a strong emphasis on real-life experience and hands-on experimentation. It will be important for the school to access and integrate resources such as the INL and other local industries into classroom and field instruction.
- Field trips and career development will be used to expose students to a wide range of career options.

Standard f: The skills necessary for the students to enter the work force are taught.

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

Objectives: Idaho STEM Academy will:

- Provide a strong foundation in core subjects such as English and History, with strong programs in science, technology, engineering and mathematics.
- Provide a technology-rich environment that supports and encourages the effective use of resources to pursue both secondary and postsecondary educational opportunities.
- Enable students to develop the following intellectual habits important in the work place: adapting to new situations and responding effectively to new information; solving problems; locating and evaluating information from a variety of sources; making flexible connections among various disciplines of thought; thinking logically and making informed judgments.
- **Enable students to develop the following personal habits important in the work place: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of the work load; and working cooperatively with others to reach group consensus.**

Standard g: The students are introduced to current technology.

Goal: Provide students with tools such as computers, scientific equipment, and networks linked to local and worldwide resources.

Objectives: Idaho STEM Academy will:

- Develop and maintain labs of computers with full-time facilitators that provide online access to colleges and universities across the nation and beyond.
- Use interactive technology and tools in an integrated educational program.
- Emphasize the acquisition of computer skills as an important medium for communication and research.
- Use computer networks and the internet as tools for such activities as accessing information, authoring, computation, record keeping, data storage, and communication.

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

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

Objectives: Through its service learning program, Idaho STEM Academy will:

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

Idaho STEM Academy will achieve the Thoroughness Standards through its basic curriculum and the unique aspects its expanded resources. A strong emphasis is placed on hard work, responsibility, honesty, and respect. This helps to create an environment that allows peace of mind and maximizes learning potential.

Defining an Educated Person

An educated student is one who is prepared for a successful future where technology and science are an integral part of every career. This requires a solid academic core, an in-depth knowledge of modern technologies, and productive work habits. In addition, individuals need the ability to accept responsibility, work cooperatively with a team, and the ability to solve complex problems.

ISA believes that high school can serve a much more productive role in preparing individuals to become a truly educated person.

When Learning Best Occurs

Idaho STEM Academy believes that a challenging but supportive atmosphere along with a safe environment create the setting where learning best occurs. ISA's core educational philosophy is that learning best occurs when:

- students experience the connection between school curriculum and the real world
- students actively engaged in hands-on and practical tasks
- student activities are integrated, meaningful, and applicable
- learners work both individually and as responsible members of a group
- Students, parents, and educators work together to identify academic and personal learning goals
- expectations are clearly communicated to students
- expectations for student achievement are held to a high level
- advanced learning opportunities are an integral part of each class
- the educational program includes character education and community service
- the learning experience contributes to the development of positive self esteem

ISA is committed to the concept that during high school, students can make significant progress toward a college degree or professional-technical certificate.

Instructional Methods

ISA instructional methodology hosts three types of learning environments: 1) classrooms similar to traditional high school classes, taught by highly qualified teachers. 2) Dual enrollment classrooms where the teacher is both a highly qualified secondary teacher and an adjunct university faculty; credit is awarded for both high school and college simultaneously. 3) Computer labs with full-time facilitators where students schedule individual online college courses based on their interests and ability.

After ISA is authorized and funded, 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 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. 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. **Where will you find qualified teachers for these programs? Will your facilities provide the space and equipment needed to deliver these programs appropriately? If you are unable to establish these curriculums, how will you be emphasizing science, technology, engineering and math?**

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 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. **How will technology instruction and opportunities differ from that of traditional schools? Since you are a STEM school, technology must be emphasized. How will you do so?**

Professional-Technical Education: ISA will offer strong and effective 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. **Programs available to Idaho STEM Academy through the Eastern Idaho Professional Technical High School are documented in Appendix R. How will ISA pay for programs from other institutions? Are these costs reflected in your budget?**

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. **[Please consider related expenses in using curriculum from other institutions.]** 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

Means for all educational programs and services such as special education, physical education, HIV/AIDS education, family life/sex education, guidance and counseling services, Safe/Drug Free Schools programs, summer school programs, parent education programs, social work, and psychological services will be provided from the first day of school forward.

Any additional contracted services in areas such as psychological evaluation services, occupational therapy, speech and language therapy, etc. will be provided through qualified school employees or contracted private professionals. **[If school employees are providing the services, they would not be contracted.]**

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

May 31, 2012

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.]**

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 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. 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. 75% of 10th graders will successfully complete at least 3 postsecondary credits during their sophomore year.
4. 75% of juniors will successfully complete at least 3 postsecondary credits each semester of their 11th grade year.
5. 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 charts will be developed for each of these standards.

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 2014-2015 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 participate in community service that reflects responsible citizens in a democratic society.

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.

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 authorizing agency and other required state officials, and federal agencies. Parents and the public in general will also be provided 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	Year Following 4 th	Year 5	School - Corrective Action	LEA - Corrective Action

[School Improvement Year 3]	Consecutive Time Missing AYP		<ul style="list-style-type: none"> Choice & SES Technical Assistance from LEA 	<ul style="list-style-type: none"> Technical Assistance from SDE Plan for and Implement Corrective Action
Restructuring Year 1: Planning [School Improvement Year 4]	Year Following 5 th Consecutive Time Missing AYP	Year 6	School - Restructuring <ul style="list-style-type: none"> Choice & SES Develop a Restructuring Governance 	LEA - Corrective Action <ul style="list-style-type: none"> Technical Assistance from SDE Plan for and Implement
Restructuring Year 2: Plan Implementation [School Improvement Year 5]	Year Following 6 th Consecutive Time Missing AYP	Year 7	School - Restructuring <ul style="list-style-type: none"> Choice & SES Implement the Alternative Governance 	LEA - Corrective Action <ul style="list-style-type: none"> Technical Assistance from SDE Implement Corrective Action

* School Improvement Holding - Years are marked with an asterisk on the State Report Card and delay the implementation of any new AYP requirements. However, all previously existing requirements must still be met.

Academic performance each year is determined by the Adequate Yearly Progress Proficiency Targets established by the State of Idaho. These are as follows:

AYP Proficiency Targets			
% Proficient or Advanced Needed Under Indexing			
	2011-2012	2012-2013	2013-2014
Reading	85.60%	90.40%	95.20%
Mathematics	83.00%	88.70%	94.30%
Language Usage	75.10%	83.40%	91.70%

The first stage of AYP accountability is School Improvement and it has two phases. In the first year of School Improvement, the school must develop and implement a “School Improvement Plan” that identifies specific actions for improving a school’s performance. Furthermore, parents are entitled to transfer their child to another, better performing school (this is called Public School Choice). As schools of choice, parents decide to send their child to a charter school so offering Public School Choice to charter school parents may mean notifying parents of their right to return to their local school district (a right that charter parents, no matter if the charter is low-performing or not, can always exercise.)

If ISA is in Alert status and fails to make APY for a third year, the school will move into “school improvement” status in which parents who elect to keep their child in the underperforming school are entitled to have the child receive, at no cost to them, federally-funded Supplemental Educational Services (SES), such as tutoring. There are no improvement requirements to be followed at this point; however, the school will take action to develop and implement an

improvement plan. As both a School and LEA, this designation will require the school to notify parents of this status and their choice for other schools, notify parents of provisions for supplemental services to qualified students in reading and math if choice is not available, and develop an intervention school improvement plan. The school may also receive technical assistance from the SDE. At any time during the School Improvement phase, if a school achieves AYP for one year, it will then move into a holding pattern and be labeled as in “School Improvement 1” status. Any school in Improvement status must achieve APY for two years consecutive years in order to exit the school improvement phase and be designated as “Met Goal”.

In the fourth consecutive year of missing AYP, the school moves into what NCLB calls Corrective Action. The Corrective Action stage requires a school to make substantial changes to its program with one or more of the following steps:

- Replacing the school staff that are relevant to the failure to make AYP.
- Instituting and fully implementing a new curriculum, including providing appropriate professional development for all relevant staff that is grounded on scientifically-based research and offers substantial promise of improving educational achievement for low-achieving students and enabling the school to make AYP.
- Significantly decreasing management authority at the school, perhaps by hiring an educational management organization to operate the school. Fourth is appointing an outside expert to advise the school on its progress toward making AYP, based on its school plan.
- Extending the school year or school day or restructuring the internal organizational structure of the school.

If the school doesn't make AYP for a fifth year, it enters the Restructuring phase. Under Restructuring, the school must plan for and then, in the following year, execute fundamental changes in its program and the governance of the school, including:

- Contracting with an external provider to manage a school;
- Replacing staff and leadership;
- Turning the school's operation over to the state; or engage in some other kind of restructuring.
- Significantly decreasing management authority at the school, perhaps by hiring an educational management organization to operate the school;
- Appointing an outside expert to advise the school on its progress toward making AYP, based on its school plan;
- Extending the school year or school day; or
- Restructuring the internal organizational structure of the school.

If for a sixth year the school fails to meet APY, then all previous sanctions will be applied plus the school will be required to develop a Restructuring Plan that will implement one of the restructuring models such as closing down the school, closing down the school and reopening it under new authorizing authority, replacing all the teachers, replacing the chief administrator.

If a seventh year of failing to meet AYP is reached, the school will be subject to all previous sanctions and must then implement alternate governance provisions.

[Why is the section below indented?]

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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 is a legally and operationally independent entity established by the nonprofit corporation's Board of Directors.. The elected Board of Directors will be legally accountable for the operation of the 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 any school district or the Idaho Public Charter School Commission to any third person or entity. Idaho STEM Academy will not contractually bind 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.

Process to Ensure Parental Involvement

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.

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.

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)

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- 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 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.

[Please edit titles for formatting consistency.]

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

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 and in compliance with Idaho Code 33-5206(4). Copies of these contracts are available at www.sde.idaho.gov/EducatorResources/docs/Contracts.

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 practices will be free of any unlawful discriminatory language or practices.

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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 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. One grade will be added each year so that a full high school program will be offered 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, 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, 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 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.

Disciplinary Procedures Including Suspension, Expulsion, and Reenrollment

ISA is committed to the provision of a safe learning environment. Expectations 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.

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.]

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.

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 policy book.]**

Denial of School Attendance

In Accordance with Idaho Code 33-205, the ISA Board of Directors may deny enrollment or may expel or deny attendance to any pupil who is an habitual truant, or who is incorrigible, or whose conduct, in the judgment of the board, is such as to be continuously disruptive of school discipline, or the instructional effectiveness of the school, or whose presence in a public school is detrimental to the health and safety of other pupils, or who has been expelled from another school district in this state or any other state. Any pupil having been denied enrollment or expelled may be enrolled or readmitted to the school by the board of directors upon such reasonable conditions as may be prescribed by the board; but such enrollment or readmission shall not prevent the board from again expelling such pupil for cause.

The board shall expel from school for a period of not less than one (1) year, twelve (12) calendar months, or may deny enrollment to, a student who has been found to have carried a weapon or firearm on school property in is state or any other state, except that the board may modify the

expulsion or denial of enrollment order on a case-by-case basis. Discipline of students with disabilities shall be accordance with the requirement of federal law part B of the individuals with disabilities education act and section 504 of the rehabilitation act. An authorized representative of the board shall report such student and incident to the appropriate law enforcement agency.

No pupil shall be expelled nor denied enrollment without the board of directors having first given written notice to the parent or guardian of the pupil, which notice shall state the grounds for the proposed expulsion or denial of enrollment and the time and place where such parent or guardian may appear to contest the action of the board to deny school attendance, and which notice shall also state the rights of the pupil to be represented by counsel, to produce witnesses and submit evidence on his own behalf, and to cross-examine any adult witnesses who may appear against him. Within a reasonable period of time following such notification, the board of directors shall grant the pupil and his parents or guardian a full and fair hearing on the proposed expulsion or denial of enrollment. However, the board shall allow a reasonable period of time between such notification and the holding of such hearing to allow the pupil and his parents or guardian to prepare their response to the charge. Any pupil who is within the age of compulsory attendance, who is expelled or denied enrollment as herein provided, shall come under the purview of the juvenile corrections act, and an authorized representative of the board shall, within five (5) days, give written notice of the pupil's expulsion to the prosecuting attorney of the county of the pupil's residence.

The administrator of any school may temporarily suspend any pupil for disciplinary reasons or for other conduct disruptive of good order or of the instructional effectiveness of school. A temporary suspension by the principal shall not exceed five (5) school days in length; and the school superintendent may extend the temporary suspension an additional ten (10) schools days. Provided, that on a finding by the board of directors that immediate return to school attendance by the temporarily suspended student would be detrimental to other pupils; health, welfare or safety, the board may extend the temporary suspension for an additional five (5) schools days. Prior to suspending any student, the administrator or principal shall grant an informal hearing on the reasons for the suspension and the opportunity to challenge those reasons. Any pupil who has been suspended may be readmitted to the school by the administrator who suspended him upon such reasonable conditions as said administrator may prescribe. The board of directors shall be notified of any temporary suspensions, the reasons, and the response, if any, thereto.

The board of directors shall establish the procedure to be followed by the ISA administration for the purpose of affecting a temporary suspension. This procedure must conform to the minimal requirement of due process.

Process for Public Notification of Enrollment Opportunities

As outlined in the following sections, Idaho STEM Academy intends to implement a solid plan to attract a sufficient and diverse student body, to provide for open communication, and to convey information about the school competently and accurately.

ISA will actively recruit students for enrollment through any or all of the following: advertising in a local newspaper, announcements at local schools, radio advertising, flyers, open houses,

other forms of public media. The focus will be to attract a sufficient pool of potential applicants that includes disabled, low-income and racially diverse students. In each of these marketing processes, advertising will include strategies to reach at-risk and non-English speaking students. This process will comply with all requirements of Idaho code 33-5205, with respect to notifying citizens residing in the compact and contiguous attendance areas of enrollment opportunities at ISA.

ISA will disseminate enrollment information in English, 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).

Marketing Plan

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

ISA founders recognize that as a new start-up school, ISA's greatest appeal will be to students already attending the local charter middle school (Idaho Science and Technology Charter School). However ISA's emphasis on STEM curriculum and postsecondary credit opportunities will appeals to many parents and students.

Since the ISA primary attendance area serves as a bedroom community for the Idaho National Laboratory. This area includes an abundance of parents employed in the scientific and high tech industries. A school focusing on STEM curriculum and postsecondary credit presents a very strong appeal to this community. [Please provide evidence documenting this claim. Note that

ISTCS has had difficulty recruiting students despite its science and technology focus.]

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. The Director will also serve as the liaison between the Idaho STEM Academy and its Board of Directors, and parents. Financial operations will be provided by the school business manager. Funding sources will include state foundation and other allocations, federal start-up grants, and, after authorization, the school will actively pursue, private grants, business partnerships, and donations .

Resumes of Founders

See Appendix H.

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 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. 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 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. As soon as the school is authorized and funding is available, the founders will adopt the Idaho School Board Association Policy Manual as the governing document, where such policies are applicable and not covered in this petition.

Dissolution

May 31, 2012

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, and 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.~~

May 31, 2012

APPENDIX A: CERTIFICATION OF ADOPTION OF BYLAWS

May 31, 2012

CERTIFICATE OF ADOPTION

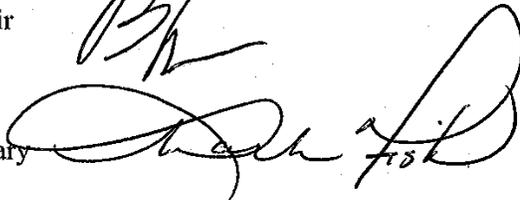
KNOW ALL MEN BY THESE PRESENTS, that we, the undersigned, being the Directors and the Secretary of IDAHO STEM ACEDEMY, INC., also being all the members of said Corporation, do hereby certify that the above and foregoing By-Laws were duly and legally adopted as the By-Laws of said Corporation at the first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



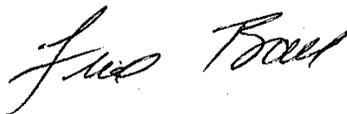
Mark Fisk, Secretary



Diane Dodds, Director



Fred Ball, Director



May 31, 2012

APPENDIX B: SIGNATURES OF QUALIFIED ELECTORS

May 31, 2012



Sara J. Staub
Clerk of the District Court
Ex-Officio Auditor and Recorder
(208)782-3160

JoAnne Pharis,
Chief Deputy Clerk
(208)782-3159

Mary Jo Jemmett,
Deputy Auditor/Payroll
(208)782-3156

Catherine Miles, Jury
(208)782-3157

Tami VanOrden,
Court Supervising Clerk
(208)782-3121

Marlene Jensen, Elections
(208)782-3164

General Fax
(208)785-4131

Court Fax Numbers
District: (208) 785-8057
Magistrate: (208) 782-3167

BINGHAM COUNTY CLERK

501 N. Maple St #205, Blackfoot, ID 83221

January 14, 2011

To Whom It May Concern:

Please find attached a Petition Requesting the Formation of an Idaho Public Charter School with 50 verified signatures of registered voters living in the Firth, Blackfoot or Snake River School Districts. If you have any questions, I would be glad to discuss them with you.

Sincerely,

A handwritten signature in cursive script, appearing to read "Jessica L. Lewis".

Jessica L. Lewis
Bingham County Deputy Clerk

Petition to Establish a New Idaho Public Charter School

This document is an Elector Petition and must be signed by not less than thirty (30) qualified electors of the attendance area of the new charter school. Proof of elector qualifications must be provided with the petition.

Name of Proposed New Charter School		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 Brenda E. Christensen	<i>BRENDA E. CHRISTENSEN</i>	975 W. Hwy 26	BLACKFOOT	680-8060	1/13/11
04 Lisa Blight	<i>Lisa Blight</i>	408 N. 850W.	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. Street	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 Tonja Houston	Tonja 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	98 E. 400N	Blackfoot	681-4892	1-13-11
08 Tamsah Wolff	Tamsah Wolff	98 E 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 Storer	Greg Storer	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. Grubbaugh	Judy A. Grubbaugh	199 W 210 N	Blackfoot	785-15165	1-13-11
18 Ken Grubbaugh	Ken Grubbaugh	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 2010 Addresses in School Districts

15/20 Registered voters in School District

Petition to Establish a New Idaho Public Charter School

This document is an Elector Petition and must be signed by not less than thirty (30) qualified electors of the attendance area of the new charter school. Proof of elector qualifications must be provided with the petition.

Name of Proposed New Charter School		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. Lyle	<i>Holly D. Lyle</i>	377 N 400W	Blackfoot	785-1236	1-13-11
06 Brent England	<i>Brent England</i>	248 S. 11. Cottonwood	Blackfoot	690-0182	1-13-11
07 Kene Kitzmiller	<i>Kene Kitzmiller</i>	795 W. Harmony Dr	Blackfoot	681-1124	1-13-11
08 Lon Kitzmiller	<i>Lon Kitzmiller</i>	115 Elm St	Blackfoot	782-1804	1-13-11
09 Mike Kitzmiller	<i>Mike Kitzmiller</i>	275 Elm St	Blackfoot	782-1804	1-13-11
010 MARK 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 Addressed 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 SDDW	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 April	<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 Marie	<i>[Signature]</i>	2018 W. 1st St	Stettin ID	689 2449	1-13-11
6					
7					
8					
9					
10					
11					
12					
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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					

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

Total 200

May 31, 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

May 31, 2012

APPENDIX D: ARTICLES OF INCORPORATION

FILED EFFECTIVE

204



ARTICLES OF AMENDMENT (Non-profit)

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

11 SEP 21 AM 8:42
SECRETARY OF STATE
STATE OF IDAHO

- 1. The name of the corporation is:
Idaho STEM Academy, Incorporated

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

- 2. The text of each amendment is as follows:
Amend ARTICLE 2 Power, see attachment

- 3. The date of adoption of the amendment(s) was: September 8, 2011

- 4. Manner of adoption (check one):

Each amendment consists exclusively of matters which do not require member approval pursuant to section 30-3-90, Idaho Code, and was, therefore, adopted by the board of directors. (Please fill spaces below)

- a. The number of directors entitled to vote was: 3
- b. The number of directors that voted for each amendment was: 3
- c. The number of directors that voted against each amendment was: 0

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

- a. The number of members entitled to vote was: _____
- b. The number of members that voted for each amendment was: _____
- c. The number of members that voted against each amendment was: _____

Dated: 9 8 2011
 Signature: [Signature]
 Typed Name: Brian Thellin
 Capacity: Chairman

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

9:43:40 AM 9/21/2011
 Revised 10/2003
 Web Form

IDAHO SECRETARY OF STATE
 09/21/2011 05:00
 CK: 1553054 CT: 254293 BH: 1291246
 1 @ 30.00 = 30.00 NON PROF A # 2

C189804

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.



ARTICLES OF AMENDMENT (Non-profit)

FILED EFFECTIVE

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:

12 APR -2 AM 9:26

SECRETARY OF STATE
STATE OF IDAHO

- 1. The name of the corporation is:
Idaho STEM Academy, Incorporated

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

- 2. The text of each amendment is as follows:

Article 8 : Upon dissolution the assets shall be distributed to the creditors pursuant to section 30-3-114 and 30-3-115 of the Idaho Code. All remaining assets will be returned to the authorized chartering entity for distribution in accordance with applicable law.

- 3. The date of adoption of the amendment(s) was: March 29, 2012

- 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: 5
 - b. The number of directors that voted for each amendment was: 5
 - 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: 3 29 2011

Signature: [Signature]

Typed Name: Brian Thelin

Capacity: Chairman

Customer Acct #:

(if using pre-paid account)

Secretary of State use only

g:\copy\corp\materials\of amendment_rfp.pmd
Revised 10/2003
Web Form

IDAHO SECRETARY OF STATE
04/02/2012 05:00
CX: 5345 CT: 254574 BH: 1317915
1 @ 38.00 = 38.00 NON PROF A # 2

C189804

May 31, 2012

APPENDIX E: BACK-UP PLAN COST ESTIMATE

May 31, 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

May 31, 2012

APPENDIX F: DRAFT STUDENT HANDBOOK

Draft
ISA Student Handbook
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- J. Inappropriate Language

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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.

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				

	parent Parent conference 1 Detention	turned over to police Parent Conference 1 day internal suspension	Persons Charges filed with police 2 days internal suspension	
--	---	---	--	--

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		
----------	--	--	--

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

JOB DESCRIPTION

Position Title: ISA Director

Reports to: Board of Director

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

Performance Responsibilities:

1. Coordinates the total educational and operational programs of the Charter School and provides leadership in their development and improvement.
2. Represents the Board of Directors of the Charter School as the liaison between the Board and the charter school community.
3. Attends and participates in meetings of the Board of Directors and its committees, except when his/her employment or salary is under consideration or when there is an executive meeting.
4. Advises the Board of Directors on the need for new and/or revised rules and policies; exercises the power to carry out such rules and policies after the Board approves them; and provides such instructions to school employees and students as may be necessary to implement charter policy.
5. Submits to the Board of Directors an explanation of any proposed procedure that would involve either departure from established policy, or the expenditure of substantial sums.
6. Supervises the preparation of the annual operating budget recommendations and implements the Board-approved budget. Approves and directs, in accordance with law and regulations of the Board, purchases and expenditures within the limits of the budget.
7. Maintains adequate records for the Charter School, including a system of financial accounts, business and property records, personnel, school population, and scholastic records. The director acts as custodian of such records and of all contracts, securities, documents, title papers, books of records, and other papers belonging to the Board of Directors. Management of all assets will be in accordance with the Bylaws of the Charter School Corporation, and will be Board-approved.
8. Prepares and submits to the Board of Directors recommendations relative to all matters requiring Board action, placing before the Board such necessary and helpful facts, information, and reports as are needed to insure the making of informed decisions.
9. Coordinates the supervision and evaluation of all employees and recommends the appointment, assignment, transfer, promotion, demotion, discharge, and/or suspension of employees as provided by law and the policies of the Charter School.
10. Holds such meetings of teachers and other employees as necessary for the discussion of matters concerning the improvement and welfare of the Charter School.
11. Represents the Charter School in its dealings with other school systems, social institutions, business firms, government agencies, and the general public.
12. Keeps the Charter School community informed about modern educational practices, educational trends, and the policies, practices, and problems.
13. Supervises, either directly or through delegation, all activities of the Charter School according to the policies of the Board of Directors.
14. With Board of Directors' approval, keeps informed of changes, developments, and research in education by advanced study, by visiting school systems elsewhere, by attending educational conferences, and by other appropriate means, and keeps the Board informed of trends in education.

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

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

17. Make recommendations to the Board of Directors regarding building and facility Changes

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

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

20. Performs such other tasks as may, from time to time, be assigned by the Board of Directors

21. Prepares an annual report to be delivered to the Boise School District in compliance with the terms of the Charter School Petition.

May 31, 2012

APPENDIX H: RESUMES OF FOUNDERS

May 31, 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.

May 31, 2012

Name: Brian Thelin
Address: 2226 w. 800 so.
Sterling, Idaho, 83210
Phone: 208-243-2354
Email: brian.thelin@gmail.com

Statement of Intent:

As a father of five children education is very important to me. Choice and quality are also very important. All five of my children have or are currently attending charter schools. I am committed to the charter school movement. Through choice freedom can be realized. I have been involved in the beginnings of Blackfoot Charter Community Learning Center, Idaho Leadership Academy and Idaho Science & Technology Charter School.

Work Experience:

Hebe & Sons: Partner 1981 - Present

Truck sales, truck parts, dismantling trucks and automobiles, providing service and repair

Idaho Leadership Academy 2002 - July 2008

Assistant Transportation Supervisor, bus driver, bus technician,

Teton Stage Lines 2006 - 2009

Responsibilities: bus driver, substitute bus driver, charter bus driver (motor coach)

Idaho Science & Technology Charter School 2009 - Present

Transportation Supervisor, bus driver, driver trainer, bus technician

Blackfoot Charter Community Learning Center 2010 - Present

Transportation Supervisor, bus driver, driver trainer, bus technician

Honors & Activities:

I am a volunteer fireman and EMT with the Aberdeen-Springfield Fire Department. I have attended many fire and EMS trainings, including the 110 hour EMT training and many hours of continuing education to include CPR and first aid.

I operated my own computer business where I built, sold and serviced computers. I took classes in networking from Eastern Idaho Technical College.

I am a certified SCUBA diver instructor. I have taught and conducted many SCUBA classes.

Greg Sigerson

October 2003 to Present – Founder and Owner of The Wisdom Factor Inc.

A consulting firm located in Blackfoot serving customers nationwide.

- Responsible for all aspects of operating the business.
- Responsible for sales, marketing, accounting, production and client management.
- Responsible for creating solutions that move the clients from their current financial situation to a level of greater income.
- Currently producing the book “*The Owners Manual, The Insiders Guide To Business Success*” with all the audios, seminars, speeches, webinars, and online training that accompany the project.

August 1994 – October 2003 Radio Sales Representative for KOOL 94.9

- Responsible for generating over a million dollars in local advertizing sales.
- Responsible for finding, consulting, closing, copy writing, collecting and seeing that all aspects of the clients needs were met.

Greg Sigerson has a BS in Psychology and Speech Communications for Idaho State University.
52 graduate credits from ISU

May 31, 2012

Name: Mary Diane Dodds
Address: 70 South 500 West
Blackfoot, ID 83221
Phone: 208-569-8080
Email: ddodds@bcclc.com

Statement of Intent: I am supporting a charter high school because I have seen the success of students in the Blackfoot Charter Community Learning Center. When parents have school choice it invites excellence from students, parents, and staff. I would like to see this kind of quality education be an option for students all the way through high school.

Education: 1995-1996 Multiple Subject Teaching Credential with CLAD
National University, Stockton CA

1993-1995 Bachelor of Arts Interdisciplinary Studies
National University, Stockton CA

1972-1974 Associate of Arts General Studies, Emphasis in Vocal Music
Butte College, Oroville CA

Work Experience: 2007-2011 Kindergarten Teacher, Blackfoot Charter Community Learning Center, CA
2002-2006 Kindergarten Teacher, Patterson Unified School District, CA
2001-2002 Literacy Coach, Patterson Unified School District, CA
1996-2001 First Grade Teacher, Patterson Unified School District, CA
1995-1996 Substitute Teacher, Patterson Unified School District, CA
1980-1993 Piano Instructor, Self-employed

Non-profit Experience: Parent Teacher Association 1988-2006
Boy Scouts of America 1988-1996

Honors & Activities: 2000 Teacher of the Year – Patterson Unified School District, CA

Idaho Educational Credentials: Standard Elementary, All Subjects K / 8

May 31, 2012

P.O. BOX 20 • 751 W. 160 N. • MORELAND, ID 83256
PHONE (208) 684-4849 OR (208) 317-3501
E-MAIL PKOLBET@AOL.COM

PATRICIA I. KOLBET

STATEMENT OF INTENT

I support the establishment of a charter high school in Bingham County, ID that offers parents in the community another educational choice. I support a school system that enables students to excel in an environment that supports both their developmental and intellectual needs through a variety of programs and support structures.

QUALIFICATIONS

Six year as an instructor with Eastern Idaho Professional Technical High School. Courses of instruction include Introduction to Horticulture, Landscape Design, Floral Design and Greenhouse Management. Experience in developing course curriculum, instruction and evaluation. Developed the state-approved TSA for Horticulture with the INLA.

Three years as an adjunct faculty with Eastern Idaho Technical College. Courses of instruction focus on horticultural topics.

Eleven years experience in Landscape Design as private consultant providing technical expertise in property use analysis, maintenance considerations and consultation, provide plant care, use and maintenance analysis.

Twelve years as an Advanced Master Gardener with University of Idaho, Bingham County Extension office. Helped organize and currently presides over Bingham County Advanced Master Gardeners organization.

One year on the Blackfoot Urban Forestry Council consulting with the city concerning tree selection, planting and care, park design and grant writing.

ISA Certified Arborist, 2006.

EMPLOYMENT HISTORY

- 9/11 – present **FUNDING COORDINATOR**
Blackfoot Charter Community Learning Center Blackfoot, ID
- 8/02 – 08/11 **HORTICULTURE INSTRUCTOR**
Eastern Idaho Professional Technical High School, Idaho Falls,
ID
- 9/01- 08/04 **ADJUNCT FACULTY**
Eastern Idaho Technical College, Idaho Falls, ID
- 7/96 - present **LANDSCAPE DESIGNER/CONTRACTOR**

May 31, 2012

Nature's Image Landscape Design, Moreland, ID
Owner/Operator & General Manager/Designer

2/07 - 08/07 **HORTICULTURE ASSISTANT**
Bannock/Bingham County Extension, Pocatello/Blackfoot, ID

5/93 - 9/94 **OFFICE ASSISTANT**
Re/Max of Boise, Boise, ID

6/82 - 5/93 **SYSTEMS ENGINEER/OPERATIONS SPECIALIST**
International Business Machines (IBM), Boise, ID

6/81 - 6/82 **LABORATORY TECHNICIAN**
J.R. Simplot Company, Pocatello, ID

5/77 - 8/79 **HISTOLOGY TECHNICIAN**
Bannock Regional Medical Center, Pocatello, ID

EDUCATION

Idaho State University, Pocatello, ID
Human Resources and Development
Goal – BA, Human Resources and Development

University of Idaho, Idaho Falls, ID
Plant Science – on hold
Goal – PhD, Plant Science or Horticulture

Conway School of landscape Design, Conway, MA
Master of Arts – June 1995
Major – Landscape Design

Idaho State University, Pocatello, ID
Master of Science – December 1982
Major – Zoology

Idaho State University, Pocatello, ID
Bachelor of Science – May 1975
Major – Biology
Minor – Math

References Available Upon Request

Name: Mark C. Fisk
Address: 781 W. Quail Circle , Blackfoot, Idaho 83221
Phone: 208.785.1375
Email: mark@fisk.us.com

Statement of Intent

No one can say they are free to choose without at least two viable options to choose between. Freedom and choice are partners. Barring an all online high school experience, the school districts of Bingham County have embraced a one size fits all high school educational model. This means the citizens of our area do not have a choice and thus their freedom is neglected. In other words, high school choice is not something that Bingham County families currently possess. This proposed charter school would enable educational choice and enhance our community's freedom.

Additionally, the educational model for this new high school is progressive, intelligent and a practical solution to the rising costs of post-secondary education. I had the privilege of attending one of the best junior colleges in the country before transferring to a California State University. Attending a less expensive city or junior college is not something that is available to students in our area. Anything that our high schools can do to reduce the cost of post-secondary education while introducing them to college curriculum in a supervised environment will greatly benefit these students and their families. I believe these benefits will not only be financial but students' online exposure to college curriculum will encourage them to pursue post-secondary education after high school, something the Idaho state government greatly desires.

Education

Master of Divinity, Talbot School of Theology, La Mirada, CA	1993 - 1999
B.A. English, California State University Long Beach, Long Beach, CA	1989 - 1992
Transfer, Pasadena City College, Pasadena, CA	1989 - 1986

Work Experience

Pastor, Blackfoot First Baptist Church, Blackfoot, ID	2006 - Present
Pastor, Heritage Valley Christian Fellowship, Santa Paula, CA	1999 - 2006
Administrative Manager, Inter-Con Security, Pasadena, CA	1991 - 1999
Sergeant, United States Marine Corps, El Toro, CA	1990 - 1992
Sergeant, United States Marine Corps Reserve, El Toro, CA	1987 - 1993

Other Experience

Substitute Teacher, Blackfoot, ID	2009 - Present
Founder, Idaho Science and Technology Charter School, Blackfoot, ID	2007 - 2009
Fire Department Chaplain, City of Santa Paula, Santa Paula, CA	2000 - 2001
Infant & Pediatric Security Workshop, Alhambra, CA	1996
Professional Assault Response Training®, Los Angeles, CA	1995
Supervisory Sexual Harassment Course, Pasadena, CA	1995

Honors & Activities

Churches of the Future Selectee, 2011, 2008
Inter-Con Supervisor of the Year, 1996, 1994
National Service Defense Medal, 1992 (USMC)

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APPENDIX I: FIRST YEAR MONTH-BY-MONTH CASH FLOW

May 31, 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

May 31, 2012

APPENDIX J: ESTIMATED START-UP BUDGET

May 31, 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

May 31, 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

May 31, 2012

APPENDIX L: INTERNET USE POLICY

May 31, 2012

Idaho STEM Academy
Network and Internet Acceptable Use Policy

Acceptable Use:

- The ISA network and Internet connection have been established solely for educational purposes.
- The Internet is to be used to pursue intellectual activities, seek resources, and access libraries in order to enhance the learning process.
- Be polite and use appropriate language. Do not use profanity, obscenities, sexually explicit material, or expressions of bigotry, racism and/or hate.
- Maintain individual anonymity and privacy. Do not reveal names, personal addresses or phone numbers.
- Adhere to copyright laws and restrictions. Do not transmit material in violation of federal or state law or regulation. (Such material includes, but is not limited to, commercial software, copyrighted material, threatening or obscene material, or material protected by trade secret.)

Unacceptable Use:

- Any use of the ISA network and Internet connection for commercial purposes or political lobbying is prohibited.
- Any use of the ISA network and Internet connection for illegal, inappropriate, or obscene purposes, or in support of such activities, is prohibited. Illegal activities shall be defined as a violation of local, state or federal laws.
- Inappropriate use shall be defined as a violation of the intended use of the network, including the intentional introduction of viruses, corruption of systems, files and resources. Obscene activities shall be defined as a violation of generally accepted social standards for use of a publicly-owned and operated communications vehicle.
- Students are prohibited from illegally copying documents, software, and other materials.
- Students are not allowed to enter or participate in any Internet "Chat Rooms".
- Students will not tie up the ISA network resources with idle activities.
- Students are not allowed to play games on the network or across the Internet.
- Students are not allowed to download files to the hard disk of any computer on the ISA network. Any files that are downloaded must be able to fit on a CD or USB drive.
- Students will not intentionally disrupt network traffic or crash the network and related systems
- Students shall not waste or take supplies, such as paper, printer accessories and CD's

Procedures for Use:

- Students must always get permission from their instructors before using the ISA network or the Internet.

- Students must sign in legibly on the appropriate log or register in the classroom each time they use the network.

Encounter of Controversial Material:

- With access to computers and people all over the world also comes the availability of material that may not be considered to be of educational value in the context of a school setting. Idaho STEM Academy has taken precautions to restrict access to controversial materials.
- However, on a global network it is impossible to control effectively the content of the data and an industrious user may discover controversial material. It is the student's responsibility not to initiate access to such material.

No Warranties:

Idaho STEM Academy makes no warranties of any kind, whether expressed or implied, for the service it is providing. Idaho STEM Academy will not be responsible for any damages suffered. This includes loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by its own negligence or user errors or omissions. Use of any information obtained via the Internet is at the users own risk. Idaho STEM Academy denies any responsibility for the accuracy or quality of information obtained through its services. Idaho STEM Academy has the right to monitor ISA network and/or Internet access activity in any form that it sees fit to maintain the integrity of the network.

Student Agreement:

I understand and will abide by the above Network and Internet Use Policy. I further understand that any violation of the regulations above is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, school disciplinary action may be taken, and/or appropriate legal action.

Student Name _____

(Please Print)

Student Signature _____ Date _____

(If you are under the age of 18 a parent or guardian must also read and sign this agreement.)

Parent Agreement

As the parent or guardian of this student, I have read the Network and Internet Use Policy. I understand that this access is designed for educational purposes. Idaho STEM Academy has taken precautions to eliminate controversial material. However, I recognize it is impossible for Idaho STEM Academy to restrict access to all controversial materials and I will not hold them responsible for materials acquired on the network. Further, I accept full responsibility for

May 31, 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 _____

May 31, 2012

APPENDIX M: SUICIDE PREVENTION PROGRAM

May 31, 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

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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.

May 31, 2012

APPENDIX N: BUDGET ASSUMPTIONS

May 31, 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.

May 31, 2012

APPENDIX O: EMPLOYEE USE OF DRUGS AND ALCOHOL

May 31, 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

May 31, 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.

May 31, 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

May 31, 2012

APPENDIX P: ISA/ISTCS LETTER OF INTENT TO LEASE



21 North 550 West
Blackfoot, ID 83221
Phone: 208-785-7827
Fax: 208-785-9913
www.kdashotech.com

LETTER OF INTENT TO LEASE:

Lease Proposal For: Idaho STEM Academy

Property Address: 17 N. 550 W.
Blackfoot, ID 83221

Tenant: Name: _____
Address: 17 North
Phone #/Fax #: _____

Landlord: Name: Idaho Science & Technology C.S.
Address: 17N 550 W Blackfoot ID 83221
THOMAS E. BOYD
Board Chair
Phone #/Fax #: _____

Size: _____ sq. ft.

Intended Use: Educational

Lease Rate: \$500/month

Date of Possession: July 1, 2013

Rent Commencement Date: July 1, 2013

Lease Term: Yearly

Option Periods/Length: _____

Option Lease Rate: _____ /sq. ft. per year

Escalations: _____

Rent Schedule: semi-annual

May 31, 2012

APPENDIX Q: IRS 501(c)(3) DESIGNATION

May 31, 2012

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **MAR 13 2012**

IDACO STEM ACADEMY INCORPORATED
C/O BRUN THRI. N
17 NORTH 550 WEST
BLACKFOOT, ID 83221

Employer Identification Number:
27-4587929
DIN:
17253018309012
Contact Person:
MITCHELL F STEELE ID# 31350
Contact Telephone Number:
(877) 829 5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
Yes
Effective Date of Exemption:
January 20, 2011
Contribution Deductibility:
Yes
Adoptium Applies:
No

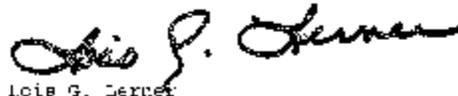
Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible requests, devises, transfers or gifts under section 2055, 2105 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Sincerely,



Lois G. Lerner
Director, Exempt Organizations

Enclosure: Publication 4221-PC

Letter 947 (00/00)

May 31, 2012

APPENDIX R: DUAL AND CONCURRENT ENROLLMENT PARTNERS



Classes offered for students in school districts:

Firth School District #59

Shelley School District #60

Idaho Falls School District #91

Bonneville Joint School District #93

Ririe School District #252

Bobbi Crosser
PTE Coordinator
690 John Adams Parkway
Idaho Falls, Idaho 83401
208-525-7517
crossbobb@d91.k12.id.us
Visit us on the Web:
www.d91.k12.id.us/eipths

FOR MORE INFORMATION

Visit our web page at:

<http://www.d91.k12.id.us/EIPTHS>

Or contact us:

Bobbi Crosser, Professional Technical
Education Coordinator

208-525-7517

crossbobb@d91.k12.id.us

Kristen Dunnells,

Administrative Assistant

208-525-7549

Dunnkris@d91.k12.id.us

**Eastern Idaho
Professional-
Technical High School**



Idaho Division of
Professional-Technical
Education

**Eastern Idaho
Professional-
Technical High School**



**Delivering High-Tech
Educational Training for
Future Career Success**

**Eastern Idaho
Professional-Technical
High School**

High schools in Eastern Idaho have long recognized the importance of professional-technical training to enhance and link high school programs with post-secondary education.

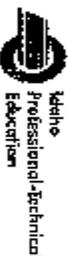
Since 1983, school districts and Eastern Idaho Technical College (ETC) have worked together to make post-secondary and other career training opportunities available to all high school students.

In 1998, a Cooperative Service Agency was formed to provide the governance structure for the Professional-Technical High School. There were five (5) programs offered to students in 1998. That number has grown to 16.



A consortium of schools from First School District #59, Shalvey Joint School District #60, Idaho Falls School District #91, Bonneville Joint School District #93, and Ririe Joint School District #252 as well as EITC work together to help students connect with their futures by offering numerous classes at different locations.

Think of the Eastern Idaho Professional-Technical High School (EIP-THS) as "a school without a building." Students attend classes where they are offered. For example, an Idaho Falls High School student who wants to take a Certified Nursing Assistant class will travel to Clair E. Gale (where the class will be held in 2012-2013), and a Hillcrest High School student who wants to take Auto Body will travel to Bonneville High School or EITC. This enables all students within the consortium to take classes that would not otherwise be available at their "home" high schools.



Program Offerings—2012-13 Location

- Automotive Technology—BHS/EITC
- Auto Collision Repair—BHS
- Botany/Horticulture—EITC
- Certified Nursing Assistant (CNA) - CEG
- Culinary Arts—CEG
- Early Childhood Prof.—Skyline/EHS
- Education Assistant—TBA
- Electronics—HHS
- Emergency Medical Technician—EWT—CEG
- Information Technology—IFHS
- Occupational Career Experience—TBA
- Pharmacy Technician—CEG
- Pre-Engineering—TBA
- Sports Medicine—Skyline
- Welding—BHS
- Work-Based Learning—all schools

**Eastern Idaho Professional-
Technical High School**
950 Environmental Way

Idaho Falls, ID 83401
Phone: 208-525-7517

May 31, 2012



17 N. 550 W. Blackfoot, ID 83221 208-557-4003 fax: 201-304-0276 www.idahostem.com

Russell Mickelson
Executive Director
The STEM Academy
8322 W. Cantera
Peoria, AZ 85383

Dear Russell,

This letter is to confirm our intent to implement a pre-engineering program provided by The STEM Academy. Implementation is contingent on the Idaho Public Charter School Commission authorizing the Idaho STEM Academy. We anticipate the authorization process will be completed in July 2012.

Thank you for your support.

Sincerely,

Pat Kolbet, Secretary
ISA Founding Board of Directors
208-317-3501

May 31, 2012

the STEM academy®

establishing engineering habits of the mind

March 12, 2012

Idaho STEM Academy, Inc.

2801 Hunters Loop

Blackfoot, ID 83221

T: 208.782.0744

Attn: Pat Kolbet

E: pkolbet@idahostem.com



re: Proposal to improve STEM literacy for all students

The practices, strategies and programming utilized within The STEM Academy (K-14 Program) have been qualified by the American Society of Engineering Education, National Academy Foundation and National Action Council for Minorities In Engineering. By selecting The STEM Academy your school is choosing to impact student participation and achievement right away. Your school via our Learning Management System will be capturing actionable, research based data which will foster improvement planning for students, teachers and administration. We look forward to welcoming your instructors to our National Professional Learning Community. Following orientation training collectively we will select a date for your banner raising event. Invitations will be sent out to local political, education and industry leaders as well as news media outlets. The banner raising will announce your school's commitment to improve STEM literacy for all students and create community awareness. This event can be the catalyst for the expansion or establishment of the program advisory committee and kick-off school participation in Engineering Projects in Community Service.

Russell Mickelson – Chief Executive Officer

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FOUNDATION COURSE SCHEDULE (9-12)

STUDENT LAB SCHEDULE

Qualifies the number of students to be served per class size. Curriculum access is unlimited per site for all faculty and students. Project resources are provided to support the qualified number of students per class size.

24 STUDENT: \$40,000.00 includes

CURRICULUM (180 CLOCK HOUR COURSES)

- Introduction to Engineering
- 3D Solid Modeling
- Design for Manufacturing
- Principles of Engineering
- Architecture featuring Green Methods



LEARNING MANAGEMENT SYSTEM

- Curriculum Delivery
- National Professional Learning Community
- Student Assessment
- Student Outcomes Management
- Student Portfolio Development



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SOFTWARE

Solidworks

MasterCAM

Graphisoft ArchiCAD

EcoDesigner

3D VIA Shape



STUDENT ACTIVITY KITS

NASCAR STEM RC Student Activity Kits

Energy Concept STEM Measurement Student Activity Kits

Principles of Engineering STEM Student Activity Kits

Trebuchet Student Activity Kits



IMPLEMENTATION SCHEDULE

***3 Day STEM Instructor Orientation: \$7,500.00**

1: Investigation + Introduction

2: Methodologies + Learning Management System

3: Content Delivery + Content Mastery

*Instructors who attend training earn (1) graduate school credit per (8) hours of participation from University of Wisconsin



the STEM academy®

establishing engineering habits of the mind

PROPOSAL SUMMARY

FOUNDATION COURSE SCHEDULE (24 STUDENT) \$40,000.00

- Introduction to Engineering
- 3D Solid Modeling
- Design for Manufacturing
- Principles of Engineering
- Architecture featuring Green Methods



PROFESSIONAL DEVELOPMENT OPTIONS

3 DAY ONSITE STEM INSTRUCTOR-ORIENTATION TRAINING \$7,500.00

TOTAL: \$47,500.00

STEM JUMP START GRANT PROGRAM AWARD \$2,500.00

TOTAL REQUESTED \$50,000.00

SCALE UP OPTIONS AVAILABLE

Idaho STEM Academy
the STEM academy®
establishing engineering habits of the mind
10000 N. 200th St., Suite 100, Boise, ID 83713

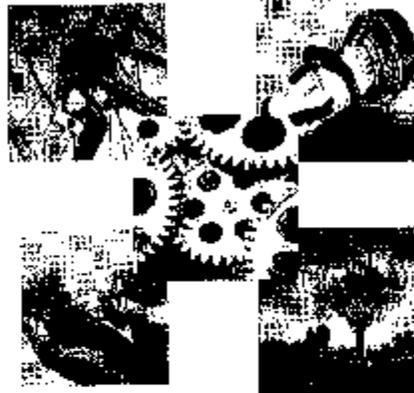


the **STEM** academy®

establishing engineering habits of the mind

SCALE UP COURSE OPTIONS

- Foundations of Technology
- Engineering Technology
- General Fabrication Methods
- Green Methods
- Green Building Science
- Renewable Energy
- Material Science
- Foundations in Biotechnology



PURCHASE INFORMATION

Fed Tax ID# 27-2390050
The STEM Academy
8322 W. Cantera
Peoria, AZ 85383
Attn: Russell Mickelson
T: 480.381.9437
F: 480.505.1252
E: russell.mickelson@stem101.org



BYU - Provo Independent Studies
Idaho Course Provider #: 2897

Programs that offer a full and accredited high school education experience

The BYU Independent Study High School Program is designed to help students who are interested in completing their high school studies through our structured online program. If you are only in need of a few courses to meet your high school graduation requirements, go to our course catalog for a list of courses.

BYU Independent Study offers three different four-year High school programs: the Standard Program, the Advanced Program, and the Adult Diploma Program.

The Standard and Advanced Programs are designed for high-school-age students preparing for college or the job market. Upon completion of the program, students are issued an official transcript. This official transcript can be used to apply to colleges and universities or may be used as proof of high school completion for potential employers. Students in the Standard and Advanced programs do not receive a diploma.

It is recommended that students be at least 14 years old when applying to either program.

Areas of Course study include:

Accounting	Life Skills
Art	Mathematics
Business Education	Music
Career and Education Technology	Philosophy
Communications	Physical Education
Computer Science	Science-Biological
Family and Consumer Science	Science-Chemistry
Finance	Science-Earth Systems
Health	Science-Physics
Language Art-English	Social Science-Contemporary Issues
Language Arts- Literature	Social Science-History/Government
Language Arts- Reading	World Languages
Language Arts-Writing	

May 31, 2012

APPENDIX S: ISA/ISTCS TRANSPORTATION LETTER OF INTENT

May 31, 2012



21 North 550 West
Blackfoot, ID 83221
Phone: 208-785-7827
Fax: 208-785-9913
www.idahoscience.com

Letter of Intent

Idaho Science and Technology Charter School intends allow Idaho STEM Academy to precipitate in its busing program. As we are already busing in the same attendance area for our school and Blackfoot Charter Community Learning Center. ISTCS will count the ISA students in their count and file for the reimbursement. ISA will be responsible for 30% of the ammount not reimbursed by the state

School year 2013-2014 estimated cost to Idaho STEM Academy \$11,000