

SUBJECT

Idaho STEM Academy DBA Bingham Academy New Charter Petition
(Fourth Hearing)

APPLICABLE STATUTE, RULE, OR POLICY

I.C. §33-5205

BACKGROUND

Bingham Academy (BA, previously Idaho STEM Academy) 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.

BA initially presented the petition at the April 2012 PCSC meeting; the petition was also considered at the May 2012 and December 2012 PCSC meetings. At each hearing, a decision was delayed in order to give the school additional time to address concerns identified by the PCSC and staff.

The petitioners and PCSC have mutually agreed to consideration of the petition at this December 31, 2012, meeting.

DISCUSSION

BA'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. BA is intended to be a school focused on providing extensive opportunities for students to earn both secondary and post secondary credit during their high school years. The school will use several key teaching methods to encourage real-world thinking and concurrent enrollment, including integration of STEM.

The BA petition has improved significantly since the December 4 hearing, particularly in regards to the educational program description and MSES. Budgets are clearly labeled, and additional funds have been set aside for curriculum. Additionally, the school has increased its list of interested students from 104 to 156 since December 4.

Significant changes were made to the CSP grant budget. The amount dedicated to curriculum increased to \$140,500 over three years (combining amounts from the CSP and Albertsons grant budgets), while funds for external evaluation (a DOE requirement) and professional development decreased significantly. This is not necessarily problematic; however, the school should ensure that sufficient funds are available.

The following items represent remaining concerns:

1. Most of the MSES are well-aligned with the Star Rating System and will aid the school in reaching at least a 4 Star Rating. However, the petitioners chose not to implement some recommendations from SDE and PCSC staff, and as a result, several targets lack clarity or are set low given the school's mission and vision.
2. The budget assumptions information still lacks detail, and the budgets appear to require additional revision. Title VI-B funds are still included as revenue in operational year one. Schools are not eligible for Title VI-B funds until at least the second year of operations.

IMPACT

BA has been awarded a \$600,000 federal start-up grant (\$200,000 per year for three years). Failure to receive petition approval in time to open in fall 2013 could result in the loss of this grant.

As BA could be the second of two, new charter schools impacting the Blackfoot School District in fall 2013, the PCSC should strongly consider comments previously provided by the district regarding the potential impact of the proposed schools.

If the PCSC approves the petition, BA 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.

STAFF COMMENTS AND RECOMMENDATIONS

The BA petition is significantly improved from the version considered by the PCSC on December 4. Because this petitioning group required an unusually high level of guidance from the state in order to bring the petition to this point, the PCSC should carefully consider whether BA will be able to effectively operate a high quality public charter school. Additionally, the PCSC should weigh the impact of its decision in light of the federal grant that depends upon approval for opening in fall 2013.

COMMISSION ACTION

A motion to approve the petition for Idaho STEM Academy doing business as Bingham Academy.

OR

December 31, 2012

A motion to deny the petition for Idaho STEM Academy doing business as Bingham Academy based on item(s) _____.

OR

The PCSC and petitioners may mutually agree to delay a decision on the petition for a specified period of time.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

December 31, 2012

THIS PAGE INTENTIONALLY LEFT BLANK

Bingham Academy (formerly Idaho STEM Academy)

Petition Review Timeline

Petition Submitted to PCSC	Completed Review Returned to School	Notes	Petition Considered by PCSC*
11/07/2011	01/05/2012		
02/29/2012	03/14/2012		04/05/2012
5/02/2012	05/09/2012		05/31/2012
08/22/2012	08/31/2012	An additional submission received during summer 2012 was returned to petitioners without review due to failure to address previously identified issues.	
10/16/2012	10/17/2012	Partial review only; BA had not adequately addressed questions & concerns from 8/31/12 review.	
10/29/2012	11/02/2012		
11/05/2012	11/21/2012		12/04/2012
12/17/2012	12/20/2012		12/31/2012

*BA, formerly known as Idaho STEM Academy (ISA) was removed from additional PCSC agendas due to lack of progress on the petition.

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

Name of Proposed School: ***Bingham Academy (formerly Idaho STEM Academy)***
Date: ***12-20-12 (previous reviews dated 1-5-12, 3-14-12, 5-9-12, 8-31-12, 10-17-12, 11-2-12, and 11-21-12)***

Petition Delivered to Commission Staff: ***Original draft submitted 11-7-11; petition considered received on 4-5-12. This revision received 12-17-12.***

File Number: ***2011-04***

Proposed school year: ***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:

While the Table of Contents list of Appendices is accurate, there are still many references to appendices in the narrative that are inaccurate.

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:

Comments / feedback from the 11/21/12 review were addressed.

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:

Previous reviews (including the 11/21/12 review) included recommendations to revise the section on potential effects on other districts to more fully address

the question at hand. This section of the petition has not been edited.

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:

This section has improved – the newly added introduction does aid in clarifying BA’s approach and how both concurrent enrollment and STEM will be integrated into the curriculum. Further revision could be done to improve the section; however, the goals of BA’s educational program are clearer and all essential information is included.

Please note: there is at least one reference to Students Come First legislation and its relevance into BA. Since the legislation has been overturned by the voters, all such references in this section should be removed.

Please see in-text comments for additional feedback.

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:

Significant improvements have been made to the MSES. However, both SDE and PCSC staff recommended additional changes that the petitioners chose not to implement, including:

- **PCSC staff recommended that MSES #4 be split into separate MSES for each academic area to improve ease of evaluation in the future and to make clearer to the public where the schools areas of strengths and weaknesses lie.**
- **For MSES #5, because of BA's mission and focus on post secondary preparation and concurrent enrollment, both the SDE staff member and PCSC staff member recommended increasing the percentage of students who achieve college readiness benchmark scores to higher than 25%.**
- **For MSES #6, both SDE staff and PCSC staff recommended defining successful completion as at least a "C or better" so this goal would align properly with the Five Star Rating System.**

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:

The addition of the organizational chart is helpful.

Per previous reviews (11/21/12, 8/31/12), it was recommended that you provide additional information on board training. In the 11/21/12 review, it was noted that there was a reference in the petition to an appendix with board training info, but no such document in the petition or appendices. This issue has not been addressed. The petition still includes a reference to a "board training schedule" stating that it can be found in Appendix Z. However, Appendix Z is the Start-up Timeline and does not provide information about board training. There is no appendix that outlines board training.

The previous recommendations from previous reviews (11/21/12, 8/31/12) were not addressed:

- ***Does BA have a plan for recruiting new board members? The governance section is the appropriate place to include it or refer to an included appendix.***

- ***While you improved the section on the relationship between the board and administrator by adding some information about the board's role, this section is still primarily the job description for the administrator. This section should be clarify the relationship and division of roles and responsibilities between the two entities. What do appropriate interactions and communication look like? What kind of support should the board give (or not give) the administrator? What responsibilities does the administrator have to the board (reporting, etc.)?***

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: **N/A**

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:

Per previous review comments, the growth plan could be clearer. The petition should outline the intended growth from year one through final expansion (either in narrative or in a table). This is important for district planning and charter school lottery purposes.

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 following comment from two previous reviews (8/31/12, 11/21/12) was not addressed: The marketing plan is improved but can still use some work –

more detail would be helpful around how you will reach at-risk and minority students...

PCSC staff does recognize that the petitioners added marketing costs to the pre-opening budget as previously recommended.

Please see General Comments (below) for detailed feedback on your budgets.

TAB 9 -- VIRTUAL SCHOOLS

- If the petition is for a virtual school, a brief description of how the school meets the definition of a virtual school as defined by I.C. § 33-5202A(6)
- The learning management system by which courses will be delivered;
- The role of the online teacher, including the consistent availability of the teacher to provide guidance around course material, methods of individualizing learning in the online course, and the means by which student work will be assessed;
- A plan for the provision of professional development specific to the public virtual school environment;
- The means by which public virtual school students will receive appropriate teacher-to-student interaction, including timely, frequent feedback about student progress;
- The means by which the public virtual school will verify student attendance and award course credit. Attendance at public virtual schools shall focus primarily on coursework and activities that are correlated to the Idaho State Thoroughness Standards.;
- A plan for the provision of technical support relevant to the delivery of online courses;
- The means by which the public virtual school will provide opportunity for student-to-student interaction; and
- A plan for ensuring equal access to all students, including the provision of necessary hardware, software, and internet connectivity required for participation in online coursework.

Comments: *N/A*

TAB 10

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

Services identified as being contracted:

Curriculum	X YES	<input type="checkbox"/> NO
Special education	X YES	<input type="checkbox"/> NO
Transportation	X YES	<input type="checkbox"/> NO
Meals	X YES	<input type="checkbox"/> NO
Legal	X YES	<input type="checkbox"/> NO
Accounting	X YES	<input type="checkbox"/> NO

- Copies of contracts included in petition (**some, but not all**)
- X Additional information the petitioners want the authorized chartering entity to consider as part of the petition
- X A plan for termination of the charter by the board of directors, to include:
- (i) Identification of who is responsible for dissolution of the charter school;
 - (ii) A description of how payment to creditors will be handled;
 - (iii) A procedure for transferring all records of students with notice to parents of how to request a transfer of student records to a specific school; and
 - (iv) A plan for the disposal of the public charter school's assets. *I.C. § 33-5205(3)(u)*

Comments:

Some comments provided in the last three reviews were not adequately addressed.

The following was in a previous review forms: Your appendices includes (presumed) contract information with entities such as The STEM Academy and CIS Lab that are not mentioned elsewhere in the petition. They should be mentioned in this section.

Per the 8/22/12 review form --- Did you add the following to your petition? It has not been referred to or found. These sections are now required as a part of Tab 10:

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

GENERAL COMMENTS

The petition has improved significantly, and most critical items are addressed.

Revisions to the following areas have made the most positive improvements to this petition:

- ***Educational program description (introduction / overview)***
- ***Most of the MSES are strong and closely aligned to the Idaho Star Rating System***
- ***Professionalism, clarity of writing, and minimization of typographical and grammatical errors***
- ***Increased list of interested families / students (from 104 to 156), which shows efforts by the petitioners to reach their market***
- ***Budget labeling***
- ***Funds for curriculum were increased significantly***

On the other hand, there were recommendations and questions made in previous PCSC staff reviews (or during the revision process) that have not yet been addressed. The following concerns still exist:

MSES

- *Per documentation (attached), you received significant guidance from both SDE and PCSC staff in improving your MSES. However, you did not make some recommended changes, so the following concerns about your MSES remain with MSES #4, #5, and #6. Please see the comments regarding Tab 4 on this form (above) for more details.*

Budgets

While some issues were addressed (labeling, cash flow, etc.), the following concerns about budgets still remain:

- *The Budget Assumptions were slightly improved, but still lack details and cost breakdowns that would clarify some of the expenses you have listed in your grant and operating budgets. For instance, you list ISTEM curriculum in the Albertson's budget (total of \$57k over 3 years) and Curriculum in the Charter Start grant budget (total of \$83k over 3 years) but do not show a breakdown of the curriculum costs in your Budget Assumptions.*
- *After the PCSC meeting on December 4, PCSC staff sent BA an e-mail regarding the need to remove Title VI-B funds from the revenue listed in the first year of operation (see Appendix V), as the SDE had notified our staff that schools are not eligible for this funding until at least the second year of operation. This change was not made.*

Professional Development

- *There is no board training plan included in the petition narrative or appendices, despite recommendations in at least 2-3 previous reviews*
- *The funds set aside for staff development may be inadequate for the purpose of implementing a strong educational program. This is particularly true given that the Budget Assumptions states that board development costs are included in these expenses.*

Despite feedback from the PCSC, funds set aside for professional development were not increased in this version of the petition. If Bingham Academy reaches their enrollment goal of 100 students in their first year of operation (thus using the Expected Budget; Appendix W – 2nd budget), the following funds would be available for professional development of all BA staff and board:

Pre-Opening Year: \$5,000 (in CSP budget)

December 31, 2012

Operating Year 1: \$9,300 (\$5,000 in CSP, \$4,300 in operating budget)
Operating Year 2: \$7,300 (\$5,000 in CSP, \$2,300 in operating budget)
Operating Year 3: \$2,400 (in operating budget)

Appendices

- *The appendices are still ordered in a way that makes them difficult to manage (including the budget items, despite specific recommendations from PCSC staff regarding the most logical order).*
- *While not critical for approval, there are many references to appendices in the petition narrative that are incorrect.*

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. It is NOT necessary to further emphasize new text with italics and boldface; underscoring is sufficient.

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

December 31, 2012

General Feedback from PCSC Staff

From: Tamara Baysinger
Sent: Wednesday, December 05, 2012 10:45 AM
To: pkolbet@idahostem.com; greg@wisdomfactor.com
Cc: fball@bcclc.com; Alison Henken
Subject: PCSC Meeting Follow-up

Good morning, Bingham Academy petitioners,

Thank you for your attendance at yesterday's PCSC meeting. As you know, the PCSC and BA reached a mutual agreement to delay consideration of the petition until December 31, 2012. During that meeting, the PCSC will consider the petition as a whole; it is important for you understand that the PCSC's decision will not be based solely on the items that were specifically addressed during yesterday's hearing. However, the PCSC did provide some specific guidance to assist you. Please be sure to make your best effort in preparing the entire petition, in addition to focusing on the items below:

1. Enrollment interest. The PCSC asked to see strong evidence of substantially greater interest in enrollment at BA. Documentation will be extremely important; be sure to provide evidence of number of students interested, their grades, and other information demonstrating that these are real individuals with a genuine interest in attending the proposed charter school.
2. Measurable Student Educational Standards. Please work with Michelle Clement Taylor in the SDE and Alison Henken in our office to be sure you have crafted strong MSES that reflect a thorough understanding of the Star Rating System. Explanations of how the system functions and what information can be gleaned from it is available on the SDE website. Examples of good MSES are available on the PCSC website in the September regular meeting materials for Wings Charter Middle School and Chief Tahgee Elementary Academy.
3. Budgets. Please double-check to ensure that all revenues and expenditures appear in the correct years and are adequate and accurate. Note that some of the Title revenues appear to be timed inappropriately, as does the \$42,000 curriculum expenditure in the Albertsons grant budget. We also have some concern, based on the amounts other schools have paid for similar curriculum, that this sum may be inadequate. The PCSC also expressed concern that the amount budgeted for professional development is insufficient. As always, the more you can document that your proposed revenues and expenditures are realistic, the better.
4. Items noted in previous staff reviews. Be sure to comb through our staff's in-text comments and memo from prior reviews and respond thoroughly to each point.

I also recommend that you add bookmarks to the petition; this will significantly improve everyone's ability to navigate the document during the December 31 hearing.

Regarding timing: Please be advised that our staff's schedules for the next month are already very full. It is critical that you communicate with Alison immediately to agree upon a specific due date and time for the revision. Bear in mind that it is unrealistic for us to turn around multiple revisions of the petition prior to December 31. I strongly advise you, once again, to thoroughly address each issue raised in the multiple, previous reviews of your petition by the PCSC and our staff.

Regards,

Tamara L. Baysinger
Public Charter School Commission Director

December 31, 2012

From: Alison Henken
Sent: Wednesday, December 05, 2012 12:18 PM
To: pkolbet@idahostem.com; greg@wisdomfactor.com
Cc: fball@bcclc.com; Tamara Baysinger
Subject: RE: PCSC Meeting Follow-up

Pat and Greg,

Per Tamara's e-mail earlier today, we do need to establish a timeline for your petition. I have reviewed my calendar and identified an internal deadline for getting the final review and materials to the commissioners. Based on this, **I need to receive your revised petition no later than 8:00am on Monday, December 17**. I had initially planned to give you a Friday deadline, but because I will not be reviewing it until Monday, I am willing to allow you the weekend to finish your work. However, it is critical that the petition be in my Inbox when I arrive at work on the Monday morning (12/17), as I have set a significant portion of that day aside to begin my review. Also, please note that you will not be able to make any revisions or additions after 12/17/12; the petition you submit will be the one distributed to the commissioners.

I believe that Tamara's e-mail (below) should provide you with a strong overview of the work that needs to be done on the petition. Additionally, please note the following additional feedback regarding your budgets:

- 1) SDE staff identified a couple of other issues that PCSC staff have not recently flagged for you:
 - a) you have Title VI-b funds listed for your first year of operations, and schools are not eligible for these funds until the second year of operations
 - b) your cash flow projection for the first year show income from the state in July, but for cash flow purposes, this should be listed for August, since funds are not dispersed until the end of the month of July.
- 2) Please also make sure your budgets are organized and clearly labeled – for instance, to reduce confusion, I recommend that the years on the Charter Start-up Budget should say Pre-opening, Operation Year 1, and Operation Year 2 instead of the current labels.
- 3) I recommend re-organizing the order of the budgets in your appendices. Generally, the budget assumptions is the first document, followed by the pre-opening budget, and then the operational budgets.

Finally, in addition to the MSES resources Tamara recommended, I wanted to let you know that we recently added a document to the PCSC website to support petitioners and schools in developing well-written MSES.

If you have any questions, please let me know as soon as possible, so we can arrange a time to talk. I have site visits to schools over the next couple weeks, so my availability is limited.

Best,
Alison

Alison Henken, MPP
Charter Schools Program Manager
Idaho Public Charter School Commission

alison.henken@osbe.idaho.gov
208-332-1585

650 W. State St., P.O. Box 83720
Boise, ID 83720-0037

December 31, 2012

Friday, December 07, 2012 9:37 AM

To: pkolbet@idahostem.com

Cc: fball@bcclc.com

Subject: Would you like to schedule a time?

Pat,

Tamara let me know that you left her a message regarding the BA petition. Since I completed your last review and will be doing the next one, I am the person with whom you should speak. My schedule is pretty busy right now and I want to make sure I have enough time set aside for you, so if you would like to discuss your petition, please let me know so we can schedule an appointment for that purpose.

Also, while I believe this has been mentioned in a couple of previous reviews, since concurrent enrollment is a focus of the BA petition, I did want to follow-up about the status of potential relationships with colleges / universities. With any school that is including concurrent enrollment as a part of their educational plan, the PCSC generally wants to see evidence that relationships are being developed. In your petition, you state the following:

"ISU and BSU have indicated that they will not sign any letters of commitment until the school actually is charter and exists. CSI and EITC have indicated that they respect ISU's boundaries and will work with us after ISU has first had the opportunity."

Since concurrent enrollment is a critical part of Bingham Academy's plan, I believe that this statement is insufficient in demonstrating that schools are willing to partner with you. While letters of intent are ideal (see the Chief Tahgee petition in the [10/19/12 meeting materials](#) for an example), other evidence (an e-mail, etc.) that shows that you have communicated with schools and that they would consider working with you if the petition is approved would suffice. On a separate note, it worth noting the grammatical error in this sentence as well (I italicized the section for your review) – if you choose to keep this section in your petition, I recommend re-wording the sentence.

Best,
Alison

Alison Henken, MPP
Charter Schools Program Manager
Idaho Public Charter School Commission

alison.henken@osbe.idaho.gov
208-332-1585

650 W. State St., P.O. Box 83720
Boise, ID 83720-0037

MSES Recommendations from SDE and PCSC Staff

From: Michelle Clement Taylor
Sent: Tuesday, December 11, 2012 2:35 PM
To: 'Pat Kolbet'
Subject: RE: Bingham Academy MSES

Pat,

I've looked at the MESE you sent and have the following feedback for you.

- 1) Standard 1 does not meet the standards established for the sufficiency review. It is below the AMO Targets for the ISAT for the 2013-14 school year. You can see those targets on this webpage: <http://www.sde.idaho.gov/site/assessment/ISAT/> You will want to make sure that your standards are aligned with the minimum standards at the very least.

December 31, 2012

One concern with having the targets lower is that the points for the ratings will be lower. You could achieve your standard, but only receive 3 points.

- 2) Standard 3 should list juniors as opposed to seniors. The College Placement Requirement is based on “the percentage of students (out of the total Junior class population)”. See page 7 of the “Understanding the Star Rating System” on this web page: <http://www.sde.idaho.gov/site/esea/> The link is actually title Interpreting the Star Rating System.
- 3) Standard 3 add the words “placement test” after Accuplacer. There are is a diagnostic test and a placement test for the Accuplacer. If the students take the diagnostic test it won’t count for the Star rating and the college entrance rating.
- 4) Standard 4 should have an explanation for “successfully complete”. Does a letter grade of “D” constitute successfully completing the course/credit? In most cases the student will receive credit for the course, but probably isn’t “successfully complete”. Also a grade of “D” won’t count toward the Star rating, it must be a “C” or above.
- 5) Standard 5 should probably be rewritten to say either: Each year BA will have a 90% or higher graduation rate or Each year 90% of BA 12th grade students will achieve on-time high school graduation. (I would remove the following “entering” and “who remain continuously enrolled” from the statement.) I would check with the Commission staff for their preference on this one.

Hopefully this will help clarify and/or strengthen the MSES that you have written. If you have questions about my comments, please call me.

Respectfully,
Michelle

Michelle Clement Taylor
School Choice Coordinator
Idaho State Department of Education
mtaylor@sde.idaho.gov 208-332-6963

From: Alison Henken
Sent: Wednesday, December 12, 2012 3:51 PM
To: 'Pat Kolbet'
Cc: fball@bcclc.com
Subject: Feedback on Bingham Academy's Revised MSES

Pat,

Per our previous communication, here is my written feedback about Bingham Academy’s revised MSES.

You have made moderate improvements to your MSES since the last review and PCSC meeting, but your targets still need revision to make them stronger and more aligned to minimum state expectations and the Star Rating System. Additionally, while some of your MSES will help you to meet minimum standards (including AGP), this section of your petition would be strengthened by the addition of a MSES regarding the school’s targeted SGPs for reading, math, and language arts OR a goal regarding the star rating overall (see PCSC recommendations on our website).

Please also note that for the majority of the MSES, you do not need the phrase “continuously enrolled” as the data that should be used for accountability purposes will be any data that the SDE has deemed usable for analysis, and students who are removed from your data set by the SDE (due to a lack of appropriate enrollment, etc.) would, therefore, not be considered in the evaluation of your MSES. Please see notes on individual MSES below.

MSES #1

- The 75% target does not meet minimum state expectations (see the link previously sent to you by Michelle Clement Taylor). Additionally, meeting this target would only ensure that BA would

receive 3 achievement points. The PCSC generally prefers to see targets that will aid a school in achieving a 4 star rating or better. To do so, your target would need to be 84% or higher.

- We recommend separating reading, math, and language arts into separate MSES, whether it be for achievement (ISAT proficiency) or growth. We realize that this will result in more MSES, however, it aids the accountability process, since the PCSC will be able to communicate with you about each subject area separately. With your current MSES, if BA made the targets in language and reading, but not in math, BA would receive a Notice of Defect for the MSES with no consideration / recognition for the targets that were reached, because they were grouped together. If you separate them and do not meet a single target, your Notice of Defect is only for that subject area (in this example, math), rather than for achievement across the board.
- You do not need the “continuously enrolled” language. Based on the goal and its alignment with the Achievement category of the Star Ratings system, there is an internal assumption that the SDE will identify students to be included in your data set.

MSES #2

- While this goal is appropriately stated, we recommend separate MSES for each academic area (reading, math, and language arts) for the reasons previously explained.
- Again you do not need the “continuously enrolled” language. Since this MSES will require analysis by your school based on the individual student data, you could potentially say “of students who have appropriate growth data”. However, even this is not necessary, since there is an internal assumption that only students with data can be included in the analysis.

MSES #3

- Please see notes from Michelle Clement Taylor to strengthen this MSES, as it needs language revisions.

MSES #4

- Please see Michelle Clement Taylor’s recommendations and note that the PCSC will expect to see MSES that will aid you in having a strong star rating, so it would be appropriate to either define completion as a “C or better” or set BA’s standard higher than that.

MSES #5

- Idaho will have full implementation of calculating and using four-year graduation rates in the 2013-14 school year. Thus, you should either define “on-time graduation” in a way that aligns with the state’s definition (see page 9 of the attached document) or change your goal to say “Each year, BA will achieve a four-year graduation rate of at least 90%.” The attached document provides full information about how Idaho will calculate the four-year graduation rate.
- You do not need the statements “entering senior class” or “continuously enrolled.”

If you have additional questions, we can discuss them during our phone meeting tomorrow.

Best,
Alison

Alison Henken, MPP
Charter Schools Program Manager
Idaho Public Charter School Commission

alison.henken@osbe.idaho.gov
208-332-1585

650 W. State St., P.O. Box 83720
Boise, ID 83720-0037

December 31, 2012

Title VI-b Funding Eligibility

From: Michelle Clement Taylor
Sent: Tuesday, December 18, 2012 2:37 PM
To: Tina Naillon
Cc: alison.henken@osbe.idaho.gov
Subject: Title VIB funds

Tina,

I have a question for you about Title VIB funds.

It is my understanding that a school must be open for at least one year in order to receive any of the VIB funds. Is that correct?

For the Small Rural School Achievement Program (SRSA) they need to have the average daily attendance results for eligibility and for the Rural and Low-Income School Program (RLSIP) they need AYP and ADA for eligibility. Is this correct?

One of the potential charter schools has listed Title VIB funds in the first year budget and it doesn't seem like they would be eligible in the first year.

Thank you,
Michelle

Michelle Clement Taylor
School Choice Coordinator
Idaho State Department of Education
mtaylor@sde.idaho.gov 208-332-6963

From: Tina Naillon [mailto:tmnaillon@sde.idaho.gov]
Sent: Wednesday, December 19, 2012 12:19 PM
To: Michelle Clement Taylor
Cc: Alison Henken
Subject: RE: Title VIB funds

Michelle,

You are correct on both questions. The school has to be in their second year for us to have data to report to the US Department of Education.

Small Rural School Achievement (SRSA) *Eligibility*

A LEA is eligible if:

- The total number of students in ADA at all of the schools served by the LEA is fewer than 600, or each county in which a school served by the LEA is located has a total population density of fewer than 10 persons per square mile; and
- All of the schools served by the LEA are designated with a school locale code of 7 or 8 by the Department's National Center for Education Statistics, or the secretary of education has determined, based on a demonstration by the LEA and concurrence of the state education agency (SEA), that the LEA is located in an area defined as rural by a governmental agency of the state.

Rural and Low-Income School (RLIS) *Eligibility*

A district shall be eligible if:

- The LEA is not eligible for a grant under the Small Rural School Achievement Program.
- 20 percent or more of the children ages 5 through 17 years served by the LEA are from families with incomes below the poverty line; and
- All of the schools served by the LEA are designated with a school locale code of 6, 7, or 8.

Tina Naillon
Coordinator- Federal Programs
State Department of Education
(208) 332-6904
tmnaillon@sde.idaho.gov

December 31, 2012

To Begin 2013-2014

Bingham Academy

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

December 31, 2012

Bingham Academy

17 N 550 West

Blackfoot, Idaho, 83221

Contact Person:

Greg Sigerson

21 N 550 West

Blackfoot, Idaho 83221

Phone: 208-782-0282

Fax: 208-782-1330

greg@wisdomfactor.com

School Phone: 208-557-4003

School email: info@idahostem.com

Table of Contents

TAB 1: ARTICLES OF INCORPORATION, BYLAWS, SIGNATURES, AND MISSION STATEMENT 1

ARTICLES OF INCORPORATION/DBA..... 1

BYLAWS..... 1

ARTICLE 1..... 1

Section 1.1 Offices 1

ARTICLE 2..... 1

Section 2.1 Purpose 1

ARTICLE 3..... 1

Section 3.1 No Members 1

ARTICLE 4..... 2

Section 4.1 Board of Directors 2

Section 4.2 Powers of the Board of Directors 2

Section 4.3 Election of Directors 2

Section 4.4 Terms..... 3

Section 4.5 Resignation and Removal..... 4

Section 4.6 Vacancies..... 4

Section 4.7 Compensation of Directors..... 4

Section 4.8 Employees 4

Section 4.9 Voting..... 5

Section 4.10 Quorum..... 5

Section 4.11 Rights of Inspection..... 5

ARTICLE 5..... 5

Section 5.1 Place of Meeting..... 5

Section 5.2 Annual Meeting 5

Section 5.3 Monthly Meetings 6

Section 5.4 Notice of Meeting..... 6

Section 5.5 Special Meetings 6

Section 5.6 Attendance..... 6

Section 5.7 Robert's Rules of Order 6

Section 5.8 Order of Business 6

ARTICLE 6..... 7

Section 6.1 Officers 7

Section 6.2 Chairman of the Board 7

Section 6.3 Vice Chairman..... 7

Section 6.4 Secretary 7

Section 6.5 Treasurer..... 8

Section 6.6 Removal..... 8

Section 6.7 Vacancies..... 8

ARTICLE 7..... 8

Section 7.1 Depositories..... 8

Section 7.2 Contracts..... 9

ARTICLE 8..... 9

Section 8.1 Fiscal Year..... 9

ARTICLE 9..... 9

Section 9.1 Manner of Giving Notice 9
Section 9.2 Waiver 9
ARTICLE 10..... 9
Section 10.1 Dissolution..... 9
ARTICLE 11..... 9
Section 11.1 Bylaws..... 10
SIGNATURES OF QUALIFIED ELECTORS 10
PROOF OF ATTENDANCE AT CHARTER START 101 10
IRS 501(c)(3) DESIGNATION..... 10
TAB 2: PROPOSED OPERATION AND POTENTIAL EFFECTS OF THE PUBLIC CHARTER
SCHOOL 12
Physical Facilities..... 12
Attendance Area..... 13
Potential Impact on the School Districts 14
Administrative Services 15
Day-to-Day Operations 15
Civil Liability 15
Insurance Coverage 15
TAB 3: EDUCATIONAL PROGRAM AND GOALS 16
Thoroughness Standards (Idaho Code 33-1612)..... 17
Defining an Educated Person 21
When Learning Best Occurs..... 21
Instructional Methods..... 22
Curriculum Overview..... 23
Curriculum Development and Approval 27
Textbooks and Curriculum..... 27
Educational Programs and Services 27
How Special Education and Other Special Needs Will Be Met..... 27
Dual and Concurrent Enrollment 31
TAB 4: MEASURABLE Student Educational Standards..... 32
Measurable Student Educational Standards 32
Provisions by Which Students Will Receive Standardized Testing..... 33
Accreditation 34
Improvement Planning 34
Governance Structure 40
Founders 40
Public Access 43
Annual Financial and Programmatic Operations Audits..... 43
Dispute Resolution 43
TAB 6: EMPLOYEES OF THE CHARTER SCHOOL..... 44
Employee Qualifications 44
Employee Use of Drugs and Alcohol..... 47
TAB 7: ADMISSION PROCEDURES..... 48
Admission and Over Enrollment Procedures 48
Student Health and Safety..... 53
Public Charter School Attendance Alternative 53

Attendance Requirements.....	53
Student Handbook and Procedure Ensuring Parental Access	56
Internet Use Policy	56
Suicide Prevention Program.....	56
Tab 8: BUSINESS PLAN	57
Business Description	57
Revenues	59
Expenditures	60
Estimated Startup Budget.....	60
Three Year Estimated Budget (worse case, expected, best case scenarios).....	60
Estimated First Year Monthly Cash Flow	60
Albertson/CSP Grant Expenditures.....	60
Start-up Timeline.....	60
Budget Assumptions:	61
Business Arrangements and Partnerships.....	62
Additional Information from Petitioners	62
Dissolution	63
Appendix A: Articles of Incorporation/DBA.....	64
Appendix B: Certification of Adoption of Bylaws	70
Appendix C: Signatures of Qualified Electors	72
Appendix D: Proof of Attendance at Charter Start 101	79
Appendix E: IRS 501(c)(3) Designation	81
Appendix F: Primary Facility Option.....	83
Appendix G: Visual for Option 1 and Option 2	91
Appendix H: Secondary Facility Option	93
Appendix I: Tertiary Facility Option.....	104
Appendix J: Attendance Area.....	113
Appendix K: Survey of Attendance Area Families.....	115
Appendix L: Chief Administrator Job Description	121
Appendix M: CIS Lab Expenses	124
Appendix N: Dual and Concurrent Enrollment Partners.....	126
Appendix O: Employee Use of Drugs and Alcohol	136
Appendix P: Draft Student Handbook.....	140
Appendix Q: Internet Use Policy	160
Appendix R: Suicide Prevention Program	164
Appendix S: Schedule of Marketing Events	167
Appendix T: Resumes of Founders	169
Appendix U: Budget Assumptions.....	176
Appendix V: Estimated Start-Up Budget	179
Appendix W: Three-Year Estimated Budgets (Worse, Expected and Best Case Scenarios).....	182
Appendix X: Monthly Cash Flow Budget.....	189
Appendix Y: Albertson and CSP Grant Expenditures	191
Appendix Z: Start-Up Timeline	194
Appendix AA: BA/ISTCS Letters of Intent	199
Appendix BB: Dual Credit Options	202
Appendix CC: STEM Academy 101 Modules.....	207

Appendix DD: Dissolution Tasks..... 210

TAB 1: ARTICLES OF INCORPORATION, BYLAWS, SIGNATURES, AND MISSION STATEMENT

ARTICLES OF INCORPORATION/DBA

See Appendix A.

BYLAWS

Bylaws Idaho STEM Academy, Inc. doing business as Bingham Academy, an Idaho Non-profit Corporation and Public Charter School

**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.

**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 fiscal management, policy making, advising and evaluating. The Board shall have the further duty of directing the financial means by which the educational program is conducted. It 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) Upon charter authorization, the founding board will transition to a governing board. A general meeting of founders and current stakeholders will be convened within 10 working days of official authorization date wherein those present will nominate and elect officers as outlined in Section 6.1 of the Bylaws. A founder is defined as any person, including employees or staff of a public charter school, who makes a material contribution to the establishment of the school. The criteria for determining what constitutes a material contribution shall be established by the Board of Directors and in accordance with I.C. 33-5202A. Founders must be designated within 180 calendar days after the date that instruction first begins at the charter school. Founders are recognized by de facto involvement as defined herein. Additional Directors, that is, more than the initial 5 may be added, but not to exceed 7, 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 Bingham Academy; Bingham 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 1 vote will be allowed per family.
- vi. Bingham 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 Bingham 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 must be received by 5:00 p.m. of the day on which the board will receive the tabulated voting results from the third party counters. 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 Bingham 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 year
- (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 or by petition signed by at least 20 Stakeholders. 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

December 31, 2012

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 be posted in accordance with section 67-2343 Idaho Open meeting Law at least five (5) calendar days prior to the meeting and an agenda notice posted 48-hours prior to the meeting.

Section 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. Any special meeting of the Board shall be given at least 24 hours' notice for the meeting and agenda previously thereto by written notice delivered personally or sent by mail, facsimile, or electronic mail to each Director and posted publicly in two locations.

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

December 31, 2012

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 8.1 Fiscal Year

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

**ARTICLE 9
NOTICES**

Section 9.1 Manner of Giving Notice

Notice of the time and place of the annual meeting of the Directors or of any monthly meetings of the Directors shall be given 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**

December 31, 2012

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. Amendments made to the bylaws must be approved by the authorized chartering entity before they take effect.

CERTIFICATION OF ADOPTION OF BYLAWS

See Appendix B

SIGNATURES OF QUALIFIED ELECTORS

See Appendix C

PROOF OF ATTENDANCE AT CHARTER START 101

See Appendix D

IRS 501(c)(3) DESIGNATION

See Appendix E

December 31, 2012

Mission Statement

The mission of Bingham Academy (BA) 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

Bingham Academy will emphasize opportunities for high school students 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. Bingham Academy will provide a safe and supportive environment where each student can optimize learning.

TAB 2: PROPOSED OPERATION AND POTENTIAL EFFECTS OF THE PUBLIC CHARTER SCHOOL

Bingham 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. Bingham Academy will remain aligned with the goals and objectives of the Idaho Thoroughness Standards. When possible, Bingham Academy's emphasis on postsecondary credit will carry into every aspect of its curricular program.

Bingham Academy 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 Bingham Academy facilitators and the postsecondary institutions will help create an atmosphere where students are highly likely to succeed.

Bingham Academy 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

Bingham Academy recognizes the need to provide adequate and safe facilities without burdensome fiscal commitments. Bingham Academy has developed three options to meet its initial facility needs.

Primary Facility Plan

The primary facility plan option consists of purchasing modular insulated panel units from Diverse Services Group (DSG) on a seven year contract. Total cost is listed in Appendix F. These units can be converted into the Bingham Academy permanent building. The initial units to operate the school for the first year consists of 6 classroom units, each 28' x 32'; 1 administrative unit, 10' x 30' and 1 bath unit, 12' x 30' (boys and girls unit). Additional units will be added until the school population reaches a total of 400 students.

These modular units will be located on property leased from the Idaho Science and Technology Charter School. A Letter of Intent from ISTCS is included in Appendix F. This location includes the infrastructure plus access to the ISTCS music room, outdoor fields, and other ISTCS facilities. This lease includes grounds maintenance and snow removal as listed in the Letter of Intent. Set up costs, as detailed in the budget, include building, sewer and electrical permits. The vendor will ensure that all modular units meet all local and state regulations for schools. A visual of the proposed site is found in Appendix G.

Secondary Facility Plan

Bingham Academy's secondary facilities plan includes two elements: 1) leasing modular classrooms and offices from Design Space Modular Buildings; 2) leasing land from Mr. Warren A. Hahne. Design Space Modular Buildings, Boise Idaho, has provided an estimate of costs to lease, transport, and set-up a minimum of five modular classrooms (three are double classrooms in one unit) on a year-to-year lease basis. Appendix H contains the Design Space estimates.

A letter of intent to lease land from Mr. Hahne is included in Appendix H. The Set up costs include building, sewer and electrical permits. The vendor would ensure that all modular units meet all local and state permits, regulations and inspection for schools.

Based on the estimates provided by the vendors, Option 2 would cost \$2,935.00 more than Option 1 for the initial year. In the event that BA's enrollment grows beyond the anticipated 100, the Best Case budget projections include additional facility costs. Facility costs for the worst case scenario remain the same as the most likely case.

Tertiary Facility Plan

Appendix I contains a Letter of Intent from the Woodbury Corporation for Bingham Academy to lease 16,000 square feet in the Riverside Plaza. This space formerly housed Bradbury College Outreach classrooms, the Blackfoot Book Store, and the Twin Theatre. It would provide space for 9 classrooms, offices, restrooms, a small auditorium, and a small gymnasium. A copy of the existing floor plan is included in Appendix I, as well as a visual of the mall.

Randy Woodbury (CEO and Owner) has been involved with retrofitting other similar facilities for Charter School use. He understands how charter school are funded and has indicated that if BA moves ahead with this option, they will structure a flexible lease payment plan tied directly to student enrollment numbers.

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. A map of the attendance area is documented in Appendix J. 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. A survey of area families indicates there is sufficient interest to meet the initial enrollment levels. See Appendix K. Bingham Academy will endeavor to maintain small class sizes, with no more than 30 students per class.

Potential Impact on the School Districts

BA's potential impact on surrounding school districts uses the survey of area families (Appendix K) to calculate that 60% of BA's first year enrollment is projected to come from current Idaho Science and Technology Charter School students; consequently these students do not represent an enrollment decrease to surrounding school districts. The remaining 40% (or 40 students) are projected as follows: 72.5% (29) from Blackfoot School District; 22.5% (9) from Snake River School District; 5% (2) from Firth School District.

At capacity, the total enrollment cap for Bingham Academy is 400 students with a cap of 100 students/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 100 students in grades 9 and 10. Once again, based on the most current Survey of Attendance Area Families (Appendix K) BA's first year enrollment is projected to be 60% ninth grade and 40% tenth grade. Grade 11 will be added the next year, followed by grade 12 the succeeding year.

Currently there are approximately 2,121 students in grades 9-12 within the Bingham Academy primary attendance area. When filled to capacity, Bingham Academy's goal is to enroll approximately 20% of this population.

Bingham Academy will benefit students, families and the community. Student benefits are smaller classroom size, more diverse educational opportunities, and increased innovation in teaching and greater accountability for the school to retain them. Family benefits are increased parent involvement in the education of their student, higher potential their student will graduate from high school and attend post-secondary institutions and school choice. Community benefits of Bingham Academy include the ability of Bingham Academy to focus on a STEM curriculum that reflects the needs of the local industries, competition with local schools that translates into a better education for all students and more educational opportunities for all students through collaborative efforts of local schools.

The attendance areas for Bingham Academy and Chief Taghee Elementary Academy overlap for the Blackfoot School District #55. Chief Taghee Elementary Academy will enroll elementary school students and Bingham Academy will enroll high school students. These student populations are mutually exclusive. Establishing BA in the Blackfoot School District will primarily impact students of high school age in that district. Much of that impact is alleviated by the fact that 60% of the students to enroll at BA will be transfer students from the Idaho Science and Technology Charter School.

Previous reviews recommended revising this section to more fully address the impact that

Bingham Academy would be likely to have on school districts in the area. However, it does not appear that this section has been changed.

Bingham Academy 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. Bingham Academy will partner with the other charter schools in the area to provide these services in the most economically conservative way possible.

Administrative Services

Administrative services for the school will be provided by the school's Chief Administrator, who will serve as both the building level principal and LEA administrator. A description of the Chief Administrator's responsibilities is included in Appendix L. A full-time secretary to handle paperwork and required reporting and a part-time business manager will take care of the school's fiscal affairs. Appendices V and W contains a detailed budget that demonstrates how all employee costs will be covered.

Day-to-Day Operations

The Chief Administrator will determine the day-to-day operations of Bingham Academy.

Civil Liability

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

Bingham Academy 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 maintain continuous coverage. Bingham Academy 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

Educational Program

The Bingham Academy educational program focuses on preparing all students for their future by first graduating from high school and second improving their college and career readiness. BA provides the opportunity and encouragement for students to earn post-secondary credit through concurrent/dual credit enrollment, tech prep, and through a pre-engineering STEM education program. These work synergistically to prepare students for their future.

Dual Enrollment

The intended outcome of all dual enrollment programs is to provide high school students with the opportunity to pursue college-level coursework while still in high school. It is also a way to smooth the transition to college for students traditionally underrepresented in higher education. Many scholars and practitioners are coming to believe that high school students who have the opportunity to participate in college courses are more likely to enroll in college and succeed once there. Dual enrollment has multiple purposes. These include the following:

- Advanced academic options for high-achieving students. Dual enrollment programs were originally developed to provide high-achieving students with academically rigorous courses beyond those offered at the secondary level. Sometimes, this was viewed as a way for them to make better use of the senior year of high school. This continues to be the central purpose of dual enrollment locally and nationally.
- Preparing a skilled workforce for the 21st century. An increasing number of policymakers, educators and researchers are promoting dual enrollment as an avenue for building a workforce with the knowledge and skills needed for the emerging globalized economy. With almost 80% of the nation's fastest-growing jobs requiring some postsecondary education, there is a growing recognition that a college education is necessary to prepare a workforce for the present and future economic realities. Dual enrollment is viewed as an important mechanism for encouraging students to enter college and meet the needs of the emerging job market.

Do you have research to back any of this up (particularly the statement about scholars and practitioners?) If so, you should provide references / citations.

Tech Prep

This program receives significant federal funding to focus on preparing high school students interested in preparing for professional/technical careers to earn college credit by aligning high school courses with entry-level college courses. Many Tech Prep students enter postsecondary education with one or more years completed toward an Associate Degree. Often they also have completed important industry-related certification.

- Include both academic and technical courses of study.
- Focus on preparing students to transition seamlessly to post-secondary education.

- Promote post-secondary education so Tech Prep students graduate with in-demand technical and marketable skills.

STEM

Educationally, STEM instruction is viewed as a tool to successfully accomplish all learning goals. Additionally, as a field of study, STEM looks for highly proficient students and tries to increase their interest in these fields so that we develop the innovators of the future. Our goal is to get them through high school prepared for rigorous college coursework so they can become the leaders of tomorrow's industry. Educationally we see STEM as a very specialized, high-tech field we are grooming our students to join. Industry, on the other hand, has a very unique view.

STEM from the workforce perspective is significantly different and more about grooming workers with 21st-century skills who are ready to jump right in. When teachers think about technology, we envision computers, touchscreens, and digital data-collection tools. Technology in industry is about thinking outside the box and using materials to solve problems. Scissors were once considered a form of technology, and for industrial purposes, they really are. They were created to solve a problem: how to cut something more precisely. Problem-solving and developing quick and cost-effective solutions on the go are what industry is seeking in the next-generation workforce.

Biochemistry, engineering, computer programming, and emerging technologies are just a small sliver of what the STEM workforce needs. These positions require the most skills, and we need to continue developing students for these specialized fields, but we cannot forget the larger segment of industry that relies on STEM. Construction, transportation, and even the hospitality industry rely on a STEM-developed workforce. Whether it's understanding how an engine works, or plotting trucking routes, the advanced level of technical knowledge and problem-solving capability needed for these positions have become obstacles that did not previously exist. Industries view career and technical education as a key piece of STEM education. Students must be prepared for any path they choose in life, whether it is directly into a STEM career or studying a specialized STEM field in college.

The educational program at Bingham Academy is about preparing all students for their future.

Thoroughness Standards (Idaho Code 33-1612)

Bingham 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: Bingham 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: Bingham 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: Bingham 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: Bingham Academy will:

- Emphasize meaningful language experience in literature, writing, and spelling, enhanced by dramatization and speech.
- Provide a technology-rich environment that enhances communication. A technology-rich environment is defined as an environment well equipped with computer hardware, software, electronic whiteboards and rich digital and online curricular resources. In a technology-rich learning environment interactive learning, higher level thinking skills, and student engagement are pervasive, whether students are learning math, science, reading, or history. Digital cameras, interactive white boards, robust courseware, digital content, and computers provide students with opportunities to collaborate and connect to the rich and relevant content that might not usually be available. Using technology tools enables teachers to develop personalized learning plans for students of varying learning abilities. The needs of the gifted student are met as well as those of the slower learner without affecting the progress of any student or group. In a technology-rich environment students are likely to spend up to 45-55% of their time using some form of technology.
- 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. In the event Bingham Academy is unable to fill positions based on FTE projections, BA will utilize one of the distant learning academies or college/universities to meet these needs in a facilitated lab or independently.

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: Bingham 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, Appendices S and T, establish computer labs with full-time facilitators where students will receive effective support while pursuing postsecondary courses. Initially one computer lab augmented with SDE-supplied laptops

will be established. A second lab will be established in the second year of operation. This will provide a ratio of 1:2 to 1:1 computers per student.

- Use a variety of methods to ensure student learning. In addition to traditional approaches, Bingham Academy 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: Bingham 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: Bingham 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.
- Ensure students use interactive technology and tools in an integrated educational program.
- Emphasize the acquisition of computer skills as an important medium for communication and research.

- Ensure students 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, Bingham 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..

Bingham 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.

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

When Learning Best Occurs

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

- students experience the connection between school curriculum and the real world
- students actively engage 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

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

Instructional Methods

Bingham Academy 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 Bingham Academy 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 Bingham Academy facilitators and the postsecondary institutions will help create an atmosphere where students are highly likely to succeed.

BA has contacted High School/Concurrent Credit Coordinators for the surrounding colleges and universities, as well as the Engineering Academy 101 to discuss BA's college credit options. College and universities through which students can earn college credit for Engineering Academy 101 courses include: Purdue University, the United States Academy at West Point, University of Wisconsin, Massachusetts Institute Technology and the United States Naval Academy. Each has expressed full willingness to work with us. Any costs not covered through Idaho's Dual Credit for Early Completers Program or other dual enrollment cost assistance programs, will be the responsibility of the family if a student takes courses eligible for dual credit.

Bingham Academy classrooms will employ a multiplicity of methods to ensure student learning. These methods 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. This method emphasizes learning, the democratic way of thinking, training in reflective thinking and training in self-expression.

Professional development is a critical component of the Bingham Academy 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. Bingham Academy 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 BA's emphasis
- extensive teacher mentoring (see next bullet)
- a four day student week, with every Friday 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. Bingham Academy will remain aligned with the goals and objectives of the Idaho Thoroughness Standards section of this petition. All course work will be available for high school credit. When possible, Bingham Academy's emphasis on postsecondary credit will carry into every aspect of its curricular program.

Bingham Academy 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

Bingham Academy 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 Bingham 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.

Bingham Academy will establish a pre-engineering curriculum the first year and seek to establish a pre-medical professions curriculum no later than the third year. For each of these, qualified teachers will be hired as described in TAB 6.

Classrooms and computer labs provide the space and technology for these curricula. In the initial start-up year there is one computer lab with 24 computers with software and associated equipment. These facilities may be augmented with laptops provided by the SDE as part of the Students Come First Plan. A second computer lab will be added the second year of operation. The cost of the initial computer lab was determined by the IT specialist for ISTCS and is documented in Appendix M. Instructors and facilitators will be recruited through regional university teacher career fairs, university career centers and advertising on the school website, the state SDE website and through local newspapers. Hiring preference will be given to those applicants with more than one endorsement. Teachers hired as instructors of the Academy 101 curriculum will receive on-site training and earn 3 graduate school credits through the University of Wisconsin. Bingham Academy will need to hire facilitators and instructors early and train them due to the unique nature of their responsibilities. Bingham Academy will foster a culture of collaborative inquiry among faculty and students. The primary forum for training faculty will be the Friday staff development meetings.

STEM Education: The goal is to develop a STEM literate student citizenry with open ended problem solving capacity while improving student growth, closing achievement gaps, decreasing dropout rates, increasing graduation rates, and improving teacher and principal effectiveness. STEM education involves more than education in the separate fields of science and math. STEM involves curriculum that integrates rigorous project-based content from science, technology, engineering, and mathematics, within the context of designing solutions to real-world problems, especially those at the local level where communities can be positively affected. STEM students will conduct scientific experiments, gather and analyze data, draw and communicate conclusions, develop and evaluate prototypes, and think critically. Integrated STEM education is a very effective way to engage students in higher order critical thinking and problem solving skills by placing rigorous mathematics and science in the context of technology and engineering. STEM education at Bingham Academy includes the modules from the Academy 101 Foundation Course

(Appendix CC) and the courses offered through dual enrollment at Idaho's colleges and universities (Appendix BB).

The STEM Academy 101 program includes an intensive 3-day orientation and training program for teachers and administration. Participants will learn the STEM pedagogy, best practices for curriculum delivery, course sequencing, career pathways, and how to manage student outcome data. (See Budget for curriculum costs and professional development for teachers and administration, Appendix V and W).

Modules of the Foundation Course schedule represent the recommended curricular content foundation required to deploy a true STEM academic model with the capacity to empower an entire school with the resources to integrate an interconnected or multidisciplinary approach to STEM. Courses feature learning activities based upon STEM principles which challenge students to develop critical thinking and problem solving capacity. The real world learning activities utilize resources demanded by industry today and tomorrow. Students will explore aerodynamics, aeronautics, alternative energy, architecture, biotechnology, electronics, engineering, material science, robotics and sustainability. Modules within the foundation course are described in Appendix CC.

This section should have had legislative formatting showing edits and deletions.

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. These technological tools will be limited the first year and expanded as funds become available the second and third years. In addition to high school credit in each of the Language Arts and foreign language areas, students will have the opportunity to enroll in college credit courses as outlined in Appendix BB. Courses available for dual credit include Speech, English Composition, Introduction to Literature, Elementary French, Elementary German and Elementary Spanish.

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. Bingham Academy will foster a culture of collaborative inquiry among faculty and students. In addition to high school credit in each of the Science and Health areas, students will have the opportunity to enroll in college credit courses as outlined in Appendix BB. Courses available for dual credit include Concepts in Biology, General Biology I and II,

Environmental Science, Anatomy and Physiology, and General Chemistry.

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. Bingham Academy's emphasis on math will differ from traditional schools through its focus on specialized curriculum (Academy 101) and postsecondary ties early in the high school years (See Appendix N). Bingham Academy will foster a culture of collaborative inquiry among faculty and students. In addition to high school credit in Mathematics, students will have the opportunity to enroll in college credit courses as outlined in Appendix BB. Courses available for dual credit include Calculus I and II, Introduction to Statistics, Applied Statistics and General Physics I and II.

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. Bingham Academy will seek out ways for the students to discover and experience responsibilities and rights as members of our democratic community. In addition to high school credit in each of the Social Studies and Community Service areas, students will have the opportunity to enroll college credit courses as outlined in Appendix BB. Courses available for dual credit include Foundations of European History and US History.

Career Education: Through the Idaho Career Information System (CIS) BA will provide direct access to the vast array of career opportunities available in today's world. Additionally, 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. Modern technological tools such as tablets, iPads, iPods, and 3-dimensional visual software as well as the traditional computer lab and SDE supplied student laptop will be available to students to enhance the integration of technology into the classroom. Bingham Academy will provide our learners with technology skills that prepare them for future employment. Bingham Academy will comply with all requirements set forth in the Children's Internet Protection Act.

Professional-Technical Education: Bingham Academy 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 Bingham Academy through the

Eastern Idaho Professional Technical High School are documented in Appendix N. Costs for local PTE programs for students to attend are approximately \$1000.00/year through a consortium. BA will bear these consortium costs.

Curriculum Development and Approval

Bingham Academy 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, Bingham Academy will use these standards to guide its curriculum implementation. Bingham Academy will continue to develop its curricular offerings by establishing and nurturing relationships with colleges and universities across the county. Both the secondary and postsecondary curriculum will be evaluated through ongoing observations of teachers and students, program audits, and with follow-up discussions with the Chief Administrator to include written goals.

Textbooks and Curriculum

Bingham Academy will follow the Common Core State Standards. Textbooks for the school are not yet chosen and will be selected as required by online courses and by curriculum committees that include the Chief Administrator, 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 other non-employee contracted private professionals.

How Special Education and Other Special Needs Will Be Met

Bingham Academy serves all children including special education, gifted and talented, and LEP (Limited English Proficient) students. Bingham Academy follows the requirements of IDEA, the State of Idaho, and all other federal and state mandates regarding special needs students.

Bingham 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.

Bingham Academy 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.

Bingham Academy 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

Bingham Academy will not deny enrollment to a student with a disability solely because of that student's need for special education or related aids and services. 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 Bingham Academy and civil rights requirements.

LRE Requirements

Bingham Academy will provide special education and related services to eligible Bingham Academy 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 Bingham Academy. 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, Bingham Academy will also provide transportation services to those students whose IEP requires it.

Bingham 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. Services will include psychologist, speech/language pathologist, occupational therapist, vision specialist, and any other professionals listed in the student's IEP.

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, Bingham Academy will develop a written plan for its gifted and talented program and submit it to the authorized chartering entity and State Department of Education. Updated plans will be submitted every three (3) years thereafter. Bingham Academy's plan shall include the following:

- Philosophy statement
- Definition of giftedness program goals
- Program options, including identification procedures and program evaluation
- Bingham Academy 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.

The needs of identified gifted and talented students will be met through advanced learning opportunities (focus on dual enrollment), added leadership responsibilities and opportunities for

internships, community service and other programs (STEM Academy 101). Dual enrollment opportunities are documented in Appendix BB and STEM Academy 101 modules are detailed in Appendix CC.

LEP Students

Bingham Academy will conform to the federal definition of Limited English Proficient (LEP) as defined in Title III and IX of the ESEA. Idaho LEP program guidance will be used to support the needs of students who are English language learners (ELL). Students for whom English is a second language will be assessed using the ELL placement test. The eligibility criteria (listed below) will be used for a Home Language Survey in order to identify the primary home language other than English. The Idaho English Language Assessment (ELA) will be used to assess English proficiency as English language learners progress through school.

Students who are eligible for the LEP program will participate in the NCA LEP program according to state and federal guidelines. State and federal mandated testing of LEP students will be administered. LEP services may be provided on-site or contracted out. The IELA will be used to monitor student growth.

Curriculum will be purchased and modified using the Sheltered Instructional Observation Protocol and other LEP instructional approaches. Educational Learning Plans (ELP) will be developed to support ELLs. ELPs will be developed and overseen by teachers certified in Bilingual Education.

IELA will be used to monitor student growth. Students who meet state recommended levels of proficiency on the IELA or other assessments will be exited from the LEP program.

The LEP program will be evaluated based on collected data and trends and will be revised, if necessary. Evaluation of the program will be based on tracking data on swiftness of intervention, type of intervention, comparison with peers for student improvement tracking; availability of resources; staff training; and viable sources of assistance.

LEP program eligibility criteria:

- Registration cards will include at least the following question: What is the primary language spoken at home?
- If a response is any language other than English, a survey will go home to the parents.
- If the survey comes back indicating that a student may be LEP, they will be tested using the “Woodstock Munoz” test to determine the student’s English language proficiency within 30 days of registration or within two weeks of entry into the school.
- If a student tests less than proficient on the English language proficiency test, a letter will go home to the parents indicating that their child was identified as needing specific

English language services. The parents must be given the opportunity to waive the service.

- If the parent does not waive the limited English proficiency services for their child, then the student will be placed in the LEP program.
- Those students placed in the LEP program can be counted for state and federal funding purposes.

Additional Special Needs Services

As required by state and federal statutes, students attending Bingham 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 Bingham Academy or at an alternate site.

Dual and Concurrent Enrollment

Bingham Academy 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.

Concurrent 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 Bingham Academy Board Policy. If a student takes courses eligible for dual credit, any costs not covered through Idaho's Dual Credit for Early Completers Program or other dual enrollment cost assistance programs will be the responsibility of the family. Information regarding this responsibility will be clearly communicated to parents through parent and student handbooks, course descriptions, registration materials, etc.

TAB 4: MEASURABLE STUDENT EDUCATIONAL STANDARDS

Measurable Student Educational Standards

Bingham Academy will accomplish the following standards:

1. 86% of students who have been at Bingham Academy since the beginning of the (current) school year will score proficient or advanced on the Reading, section of the Idaho Standard Achievement Test (ISAT) or ISAT-Alt. Assessment.
2. 84% of students who have been at Bingham Academy since the beginning of the (current) school year will score proficient or advanced on the Mathematics section of the Idaho Standard Achievement Test (ISAT) or ISAT-Alt. Assessment.
3. 77% of students who have been at Bingham Academy since the beginning of the (current) school year will score proficient or advanced on the Language Usage section of the Idaho Standard Achievement Test (ISAT) or ISAT-Alt. Assessment.
4. 75% of students who have been at Bingham Academy since the beginning of the (current) school year will achieve a Student Growth Percentile (SGP) that is equal to or greater than their Adequate Growth Percentile (AGP) in each of the Reading, Mathematics, and Language Usage sections of the ISAT or ISAT-Alt. Assessment.
5. 25% of BA juniors will achieve a score indicating college readiness on either the SAT, ACT, ACCUPLACER Placement Test, or COMPASS.
6. 75% of graduating seniors will successfully complete at least 18 postsecondary credits prior to graduation. Successful completion means a passing grade as determined by the postsecondary institution.
7. Each year, BA will achieve a four-year graduation rate of at least 90%.
 - ~~1. BA will score at least a 3 in the area of Achievement as measured by Idaho Star Rating System.~~
 - ~~2. BA will score at least a 3 in the area of Adequate Growth Percentile (AGP) as measured by Idaho State benchmarks.~~
 - ~~3. BA will achieve at least 10 Achievement Subgroup points as measured by the Idaho Star Rating System.~~
 - ~~4. Seventy five percent (75%) of BA students at will successfully complete at least 18 postsecondary credits prior to graduation.~~
 - ~~5. At least 95% of BA students will participate in the ISAT or ISAT-Alt each year.~~

6. Methods for Measuring Student Progress

December 31, 2012

~~The standard for every teacher at Bingham Academy will be to challenge each student to maximize his or her academic growth. The school's overall academic goal will be to accomplish all of the above standards by the end of the 2015-2016 year.~~

Methods for measuring student progress will include, but not be limited to:

Standards 1, 2, and 3:

Data regarding the percentage of students scoring advanced or proficient on the ISAT will be pulled directly from the school's official ISAT results.

~~The school's cumulative Achievement score will be determined by averaging all students' ISAT and ISAT-Alt. scores.~~

Standard 4:

The percentage of students whose Student Growth Percentile (SGP) is equal to or greater than their Adequate Growth Percentile (AGP) will be calculated using official testing results for each individual.

~~The school's cumulative average Adequate Growth Percentile (AGP) is calculated by totaling the AGP's for all students and dividing by the number of students.~~

Standard 5:

The percentage of Bingham Academy juniors designated as "college ready" will be determined according to the scores achieved on the individual tests listed.

~~BA's completion of Standard 3 will be determined by the individual AGP scores of all subgroup populations in the core areas as outlined in the Star Rating.~~

Standard 6:

Successful completion of postsecondary credit is defined as receiving college level credit from at least one postsecondary institution. The percentage of graduating seniors receiving 18 or more postsecondary credits will be determined by the school counselor and through an examination of each senior student's file.

~~The percentage of students completing the ISAT or ISAT-Alt. will be determined by dividing the total number of BA students eligible to take the ISAT or ISAT-Alt. by the number who actually take the test.~~

Standard 7:

The percentage of seniors achieving on-time graduation will be determined as defined by the State of Idaho. This calculation takes into consideration when each student entered high school as well as the number of years it has taken him/her to graduate. It also defines and includes drop-out considerations.

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 Bingham Academy will strictly adhere to the policies and processes defined by the postsecondary institution.

Accreditation

During its first year of operation, BA 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 BA 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, Bingham Academy will comply with all provisions of NCLB, ESEA, and/or of 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 authorized chartering entity 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 Chief Administrator will submit annual accreditation reports to the Idaho State Department of Education. BA representatives have reviewed Idaho and Northwest accreditation requirements. The school will fully comply and meet accreditation requirements.

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 authorized chartering entity 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

If Bingham Academy is placed in “needs improvement” status, the school will develop a five year strategic plan focused on the improvement of student performance. The strategic plan will be monitored by a review team established by the school’s administration and board of directors. This team will be empowered to recommend revision of goals as necessary and provide regular reports on implementation of the plan to the board of directors.

Bingham Academy 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. Should the time come that BA is placed in “needs improvement” status, the board of directors and the school administrator will guide the school through the process as required by the state of Idaho.

AYP TIMELINE

Improvement Year Status	When the Status Takes Effect	Accountability Workbook Label	School Improvement Requirements	LEA Improvement Requirements
Not in "Needs Improvement"	N/A (or in the year following 2 consecutive years of making AYP)	Year 1	None	None
Alert	Year Following the 1st time Missing AYP	Year 2	None	None
School Improvement Year 1	Year Following 2nd Consecutive Time Missing AYP	Year 3	School Improvement	LEA Improvement
			<ul style="list-style-type: none"> • Technical Assistance from LEA 	<ul style="list-style-type: none"> • Technical Assistance from SDE
			<ul style="list-style-type: none"> • Choice 	<ul style="list-style-type: none"> • Develop and implement an Improvement Plan
			<ul style="list-style-type: none"> • Develop and implement a School Improvement Plan 	
			<ul style="list-style-type: none"> • Supplemental Services (SES) for eligible students in reading and math if choice not available 	

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

			<ul style="list-style-type: none"> • Develop a Restructuring Plan for Alternative Governance 	<ul style="list-style-type: none"> • Plan for and Implement Corrective Action
Restructuring Year 2: Plan Implementation	Year Following 6th Consecutive Time Missing AYP	Year 7	School - Restructuring	LEA - Corrective Action
[School Improvement Year 5]			<ul style="list-style-type: none"> • Choice & SES 	<ul style="list-style-type: none"> • Technical Assistance from SDE
			<ul style="list-style-type: none"> • Implement the Restructuring Plan for Alternative Governance 	<ul style="list-style-type: none"> • 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			
School Year	2013-2014	2014-2015	2015-2016
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 Bingham Academy is in Alert status and fails to make AYP 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 AYP 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 AYP 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, or 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.

In the event that ~~ISA~~ BA moves into the School Improvement, the Bingham Academy 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. While the general education budget, as well as additional Federal funds will be taken into consideration, no general budget funds will be used to cover set asides, rather the Title program budgets will be modified to cover set aside amounts.

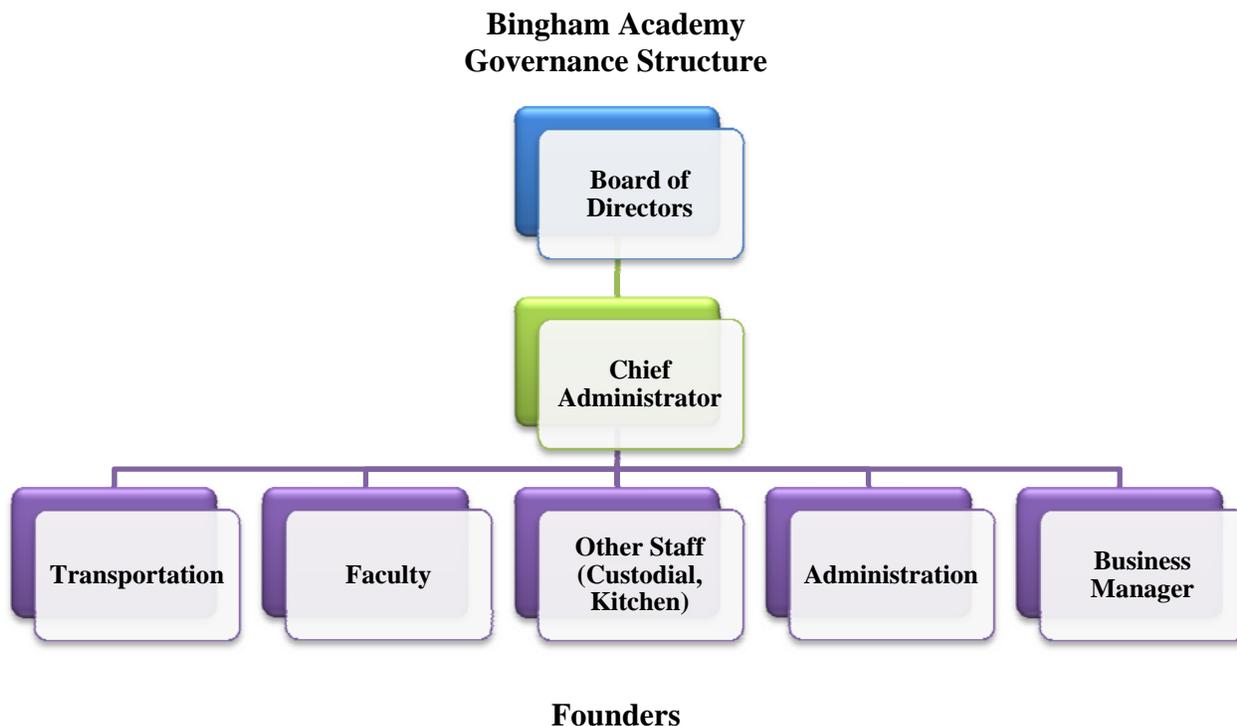
If the school enters a restructuring phase, finances will be set aside to offset changes including but not limited to: replacing teaching staff; adding additional paraprofessional staff; implementing new curriculum, or other restructuring alternatives that may be designated for improvement.

Using viable data, the Chief Administrator will determine what changes need to be made; the Chief Administrator 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, coaching and evaluation. 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., doing business as Bingham Academy, 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. Bingham 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 open meetings laws, keep accurate minutes, and make the minutes available to the public.



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.

Additionally, to qualify as a founder, one must:

- A. Have been involved in the initial writing of the petition for the Charter of BA, researching start-up facilities, budget planning, writing policies and definition.
- B. Have been directly involved in the initial development of the charter petition, or
- C. Have made a significant contribution of time, expertise, money, property or talents related to the successful development or establishment of BA as defined by the Board.

BA 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 Chief Administrator, 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.

Powers and Limitations

Bingham 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. Bingham 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. Bingham 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 Chief Administrator, who may not be one of its members.

Bingham 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. Bingham Academy will not contractually bind any school district or the Idaho Public Charter School Commission with any third party.

Board Training

BA governing board will insure that each member receives adequate and continuous training. This will occur through monthly training sessions at board meetings, Idaho School Board Association training, and the Idaho Charter School Network or other training opportunities. The board will conduct a yearly self-assessment. A recommended training schedule for board members is attached. See Appendix ~~BBZ~~.

Appendix Z is not a board training schedule (it is the Start-up Timeline) and there does not appear to be an appendix that addresses board training.

Relationship between Board of Directors and School Administration

The relationship of the Board of Directors to Bingham Academy's administration will be as follows:

The Board of Directors is responsible for policy implementation, fiscal oversight, contractual agreements, and general governance. Under the direction of the board, the Chief Administrator is authorized to provide educational direction, administration, and on-site, day-to-day operation in accordance with Title 33 of Idaho Code, as well as certain decisions concerning but not limited to:

- implementing the vision and mission of the school
- providing instructional materials and supplies
- allocating resources

- fulfilling state charter school requirements
- building school-wide community
- providing special services
- contracting services
- providing disciplinary support
- establishing public and media relations
- building business and community partnerships
- developing curriculum, instruction, and assessment
- implementing professional development
- 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 Chief Administrator. The state funding formula will be used for funding to hire staff through the regular budgetary process. Additional resources will be sought through volunteer and fundraising efforts.

The Board of Directors of Bingham Academy will provide consultation to the Chief Administrator 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 Bingham 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

Bingham 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. Bingham 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)
- IDAPA 08.02.04.300.03, Rules Governing Public Charter Schools
- IDAPA 08.03.01.301.12, Rules of the Public Charter School Commission

In accordance with Idaho Administrative Rule the programmatic operations audit must be submitted annually and must be submitted to the Public Charter School Commission no later than October 15th for the previous school year (IDAPA 08.03.03.301.12).

Dispute Resolution

The Public Charter School Commission and the Governing Board of Bingham 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

Bingham 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 Bingham Academy as outlined within this petition. The Chief Administrator will make recommendations to the Board of Directors for approval of instructional staff.

Bingham 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, Bingham Academy 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 and individuals having contact with students 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

Bingham Academy will make every effort to keep class size small by employing one core area teacher per every 25 students. BA will employ additional staff as lab facilitators and and/or teachers in technical education, music, foreign language, career education, physical education, etc. Hiring will focus on applicants with more than one endorsement. Because BA is so closely situated to both ISU and BYU-I, there are two major teacher preparation programs within a very short distance. BA will actively recruit teachers with multiple and targeted endorsements from these and other sources. Additionally, there are five school districts within Bingham County, plus 2 in Idaho Falls and 1 in Pocatello. All of these areas have retired teachers who often wish to supplement their retirement with part time employment. This too is a viable pool from which to draw.

The following positions are based on a first year student population of 100 students in grades 9 and 10. If more students are enrolled, these position numbers will be adjusted accordingly:

Chief Administrator	1.0 FTE
English	0.5 FTE
Math	0.5 FTE

Science	0.5 FTE
Social Studies	0.5 FTE
Teacher/Postsecondary Facilitator	1.0 FTE
Special Education	0.5 FTE
Professional-Technical	0.5 FTE
Counselor	0.5 FTE
Foreign Language	0.5 FTE
Physical Education	<u>0.5 FTE</u>
Total Certificated Staff	6.5 FTE

Administrative Assistant	0.8 FTE
Business Manager	0.3 FTE
Custodian/Maintenance	0.8 FTE
Paraeducators	<u>0.3 FTE</u>
Classified	2.2 FTE

Bingham Academy’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

Bingham 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 proof of immunizations before being enrolled at Bingham 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 Bingham Academy’s insurance carriers and at a minimum address the above and the following items:

- Policies and procedures for response to natural disasters and emergencies, including fires and bomb threats.
- Policies relating to preventing contact with blood-borne pathogens.
- A policy requiring that all staff receives training in emergency response, including appropriate “first responder” training.
- Policies relating to the administration of prescription drugs and other medicine.

- A policy that the school will be housed in a facility that has received fire marshal approval and has been evaluated by a qualified structural engineer who has determined the facilities present no safety hazards.
- Policies establishing that the school functions as a gun-free, drug, alcohol and tobacco free workplace.
- Bingham Academy 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

Bingham Academy 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 Bingham Academy will work in an environment where they have opportunities to work with other faculty to align subject areas. The Chief Administrator will determine in-service training days in order to provide teachers with training in the teaching methods described in this petition. All employees will undergo an annual performance review.

Transfer Rights

Bingham Academy claims no employee transfer rights.

Collective Bargaining

Bingham 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 Bingham 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.

December 31, 2012

Experience for Salary Schedule

Certified teachers at Bingham Academy shall be considered public school teachers. Educational experience shall accrue for service at the school similar to any other public school. Bingham 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.

Employee Use of Drugs and Alcohol

See Appendix O.

TAB 7: ADMISSION PROCEDURES

Admission and Over Enrollment Procedures

During its first year of operation, Bingham Academy will focus on 9th and 10th grade students. Enrollment will be capped at 120 students this first year with no more than 70 students/grade and no more than 80 new students per year until the 400 student cap is reached with no more than 100 students/grade. 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), Bingham Academy has identified the following admission procedures:

Bingham Academy 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.

Bingham Academy will follow the admission procedure identified by the Idaho State Board of Education in Idaho Administrative Rules 08.02.04 and 08.02.04.203 in the initial year and for every year thereafter.

Enrollment Deadline

Each year Bingham Academy 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 Bingham Academy. 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

Bingham Academy will establish admission preference as authorized by Section 33-5205(3)(k), Idaho Code, for students returning to Bingham Academy, students of founders, siblings of students already selected to attend Bingham Academy, and those in the attendance area.

Priority of Preferences for Initial Enrollment

Admission preferences for initial Bingham Academy enrollment of students shall be as follows:

- a. First, to children of founders and children of full-time employees, provided that this admission preference shall be limited to not more than ten percent (10%) of the initial capacity of the public charter school
- b. Second, to siblings of pupils already selected by the lottery.
- c. Third, to prospective students residing in the primary attendance area.
- d. Fourth, to 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 and to children of full-time employees; this admission preference shall be limited to not more than ten percent (10%) of the school's capacity.
- c. Third, to siblings of pupils already enrolled in the public charter school.
- d. Fourth, to students residing in the primary attendance area.
- e. Fifth, by lottery for prospective students residing outside the primary attendance area of the school.

Proposed Final Selection List for Lottery

Each year Bingham Academy will create a final selection 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.

Students whose applications received after the deadline will be added to the bottom of the final selection list.

Lottery Process

If the initial capacity of Bingham Academy is insufficient to enroll all prospective students, or if capacity is insufficient to enroll all prospective students in subsequent school years, then Bingham Academy will determine the students who will be offered admission by conducting a fair and equitable lottery. This lottery will be conducted according to IDAPA 08.02.04.203.

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

Bingham Academy is committed to the provision of a safe learning environment. Expectations for appropriate student behavior are high and will be communicated upon enrollment to both students and parents, through the student handbook, and verbal reminders from faculty and administrators.

A draft of the initial Bingham Academy Student Handbook is contained in Appendix P. Upon approval of the charter, the Board will appoint a committee to develop a final version of the student handbook. Under the Bingham Academy Chief Administrator, 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~~ Chief Administrator 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 Chief Administrator
- f. Student and parent conference with Chief Administrator
- g. Suspension from extracurricular activities

Consequences for major violations may include any of the above consequences plus:

- a. In-school suspension
- b. Out-of-school suspension
- c. Referral to Status Offenders Service.
- d. Referral to Counselor or Student Specialist for intervention
- e. 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 Chief Administrator 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 Chief Administrator or Bingham Academy Board of Directors in compliance with requirements of section 33-205, Idaho Code.

Step 4: Expulsion by the Bingham Academy 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, Bingham Academy will comply with the procedures required by Section 33-210, Idaho Code. It is the policy of Bingham Academy 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 will be notified immediately. The administrator or a designee will communicate all available information to the police and offer the full cooperation of the administration and faculty to a police investigation. Immediate notification will also be given to the parent or guardian.

Any search, seizure, or subsequent disciplinary action shall be subject to applicable school policies, regulations, state laws, or student handbook rules.

The Bingham Academy 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. Bingham Academy 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 Bingham Academy policy.

STUDENT HEALTH AND SAFETY

Bingham 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 proof of immunizations before being enrolled at the Bingham 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 Bingham 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.

Public Charter School Attendance Alternative

Because Bingham 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 Bingham 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 Bingham Academy 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 a 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, trancies, 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 Chief Administrator. 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.

Denial of School Attendance

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

The board shall expel from school for a period of not less than one (1) year, twelve (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 this 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 in 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 Bingham Academy 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, Bingham 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~~-Bingham Academy 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 Bingham Academy.

Bingham Academy 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. Bingham Academy 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.

Bingham Academy's Chief Administrator 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

A copy of the Draft Student Handbook is contained in Appendix P. In order to ensure that both parents and students understand the expectations for students at Bingham Academy, 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.

Internet Use Policy

See Appendix Q.

Suicide Prevention Program

See Appendix R.

TAB 8: BUSINESS PLAN

Business Description

Idaho STEM Academy, Inc., DBA Bingham Academy, 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

The intent of Bingham Academy is to respond to an expressed need by the parents and community members of Bingham County to establish a high school of choice. According to Idaho Code § 33-5205(3) (s), all advertising and promotion processes for BA will include the dissemination of enrollment information, in both English and other languages as required by the demographics of the area, at least three (3) months in advance of the enrollment deadline established by the public charter school each year, to be posted in highly visible and prominent locations within the area of attendance of the public charter school.

BA will ensure that such process includes the dissemination of press release and/or public service announcements to media outlets that broadcast within and/or disseminate printed publications within the area of attendance of the public charter school. Finally, such enrollment information will advise that all prospective students will be given the opportunity to enroll in the public charter school, regardless of race, color, national or ethnic origin, religious preference, gender, social or economic status, or special needs.

Marketing Methods

These are marketing options for Bingham Academy. BA is not limited to these methods.

- Speaking at community organizations like the Chamber of Commerce.
- Advertising with public schools located within the target area using flyers upon administrative approval.
- Web, e-newsletters, and social media.
- Bingham Academy website to introduce information about the school. Brochures will promote the curriculum and methods.
- News releases and articles to local newspapers (Morning News, Idaho state Journal, Post Register), local radio stations and local television stations (KIDK, KIFI, KPVI)
- Yard signs around town and the attendance area.
- Public informational meetings about Bingham Academy held in accordance with Idaho Statute §67-23.

- Spanish language enrollment information posted on the Bingham Academy website.
- Build relations with other charters school.
- Flyers sent to parents of private and charter school students attending schools that only enroll up to 8th grade.
- Flyers attached to products sold by local merchants.
- Word-of mouth referrals.
- Dissemination of brochures at community events.
- Distribution of flyers to heavily trafficked areas.
- Vehicle decals.
- Cold Calling.
- Door-to-door contact.
- Posting advertising materials in English and Spanish in prominent locations (e.g., the library, the community notice board, at City Hall, stores, churches, and restaurants catering to Hispanics, etc.).

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. A schedule of events held throughout the year that Bingham Academy can participate in to inform the public about the school, to attract students and business partners and to participate in community service events and programs can be found in Appendix S. The Chair of the Board of Directors will be responsible to ensure that marketing strategies are implemented according to the **Startup Timeline, Appendix Y.**

Recruiting High School Students

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

A school focusing on STEM curriculum and postsecondary credit presents a very strong appeal to this community since the Bingham Academy primary attendance area serves as a bedroom community for the Idaho National Laboratory and Premier Technology businesses, which employ an abundance of parents in the scientific and high tech industries.

In consideration of these factors, along with other considerations such as dissatisfaction with existing schools and little school choice, Bingham Academy is comfortable with its projected enrollment and confident of its ability to recruit a sufficient number of students to ensure economic viability.

Recommendations from previous reviews (8/31, 11/21) to provide additional detail regarding demand and thus, need for additional recruitment (particularly with ISTCS's history of being under-enrolled) have not been addressed.

Management Plan

The Chief Administrator in coordination with the Charter School Board of Directors will determine the day-to-day operations of Bingham Academy. Refer to Appendix L for the job description and qualifications for Chief Administrator of the Bingham Academy.

Administrative services will be provided by the Bingham Academy Chief Administrator supplemented by other contracted services as needed. The Chief Administrator will also serve as the liaison between the Bingham 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 T.

Financial Plan

While the Chief Administrator of Bingham 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. Bingham 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 Bingham 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 Bingham Academy 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.-Bingham Academy's Chief Administrator will determine procedures for procuring goods and services with approval of the Board of Directors.

Payroll Processing: Bingham Academy will process its payroll in accordance with applicable Idaho codes.

Reports and Audits

Bingham Academy will conduct an independent financial audit annually. A yearly independent audit will be performed as required by Idaho statute regarding audit reporting. Bingham Academy Chief Administrator will provide a monthly cash-flow and balance sheet to the Board of Directors that details revenues and expenditures for the previous month.

Estimated Startup Budget

See Appendix V.

Three Year Estimated Budget (worse case, expected, best case scenarios)

See Appendix W.

Estimated First Year Monthly Cash Flow

See Appendix X.

Albertson/CSP Grant Expenditures

See Appendix Y.

Start-up Timeline

See Appendix Z.

Transportation Services

Transportation services will be offered beginning in year one, 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 schools functioning as LEAs, is a reimbursable expense funded by the state and dispersed by the State Department of Education in accordance with Section 33-1006, Idaho Code. Transportation reimbursement payments 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. Bingham Academy has discussed these transportation plans with Brandon Phillips at the SDE to ensure proper procedures for bidding and/or combining transportation services are properly followed. Appendix Z documents a letter of intent with ISTCS to provide transportation (busing) for BA students.

School Lunch Program

Bingham Academy will not offer a school lunch program. If a school lunch program is offered, Bingham Academy will participate in the National Child Nutrition Program as per Idaho code 33-1015. 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 if a school lunch program is offered. The Bingham Academy 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. Implementation of a school lunch program will be dependent on the facility location. After one of the three options is developed, BA may re-examine its lunch options.

Facility construction will include appropriate food preparation equipment so as to allow Bingham Academy to provide its own food service after the first two years of operation. However, the school may contract for food service during the first years of operation and at any time in the future.

Budget Assumptions:

See Appendix U.

TAB 10: TERMINATION OR DISSOLUTION

Business Arrangements and Partnerships

When approved by an authorizing agency, Bingham Academy will contract with Idaho Science and Technology Charter School for any additional student services such as speech, psychological, or other assessment services. In the event that these services are not available for one of these schools, other agencies such as Bingham Memorial Hospital or Southeastern District Health Department who already provide some or all of these services will be contacted.

In addition to hiring a special education teacher, BA will contract with Idaho Science and Technology Charter School for any additional services such as speech therapy or occupational therapy. A Letter of Intent is included in Appendix Z. While no letters of intent are include for legal and accounting services, the budget includes funds earmarked for these services. When the school is chartered, these services will be secured.

Bingham Academy has been in communication with Idaho State University, University of Idaho, Boise State University, College of Southern Idaho, College of Western Idaho and Eastern Idaho Technical College regarding possible dual or concurrent credit relationships. ISU and BSU have indicated that they will not sign any letters of commitment until the school ~~actually~~ is chartered ~~and exists~~. Letters of intent from CSI, CWI and EITC are included in Appendix BB. CSI and EITC have indicated that they respect ISU's boundaries and will work with us after ISU has first had the opportunity. No further action will be taken until the school's charter is approved and funds are available to hire competent facilitators to assist with college relations.

Bingham Academy 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. BA also aims to establish working relationships leading to instructional assistance, in-service training, internships, and other exchanges of professional expertise.

Additional Information from Petitioners

Bingham 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. Funds are included in the budget under purchased services for membership in the Idaho School Board Association so that the school can obtain both the policy manual and the board training offer by ISBA.

DISSOLUTION

In cases of termination the Chair of the Board of Directors of Bingham Academy is responsible for the dissolution of the business and affairs and all other aspects of the school. Bingham Academy will fully cooperate with the authorizing chartering entity for the dissolution process. The board will follow all state and federal laws regarding the dissolution of a nonprofit corporation and arrange for the liquidation of assets, dispersing of funds to the creditors. When the board determines that the school will be terminated, the board chairman may appoint another board member(s) to execute the termination. The designee will work under the direction of the Chairman and will coordinate the dissolution of the school.

BA has adopted the Colorado model for specifics of the dissolution process which includes:

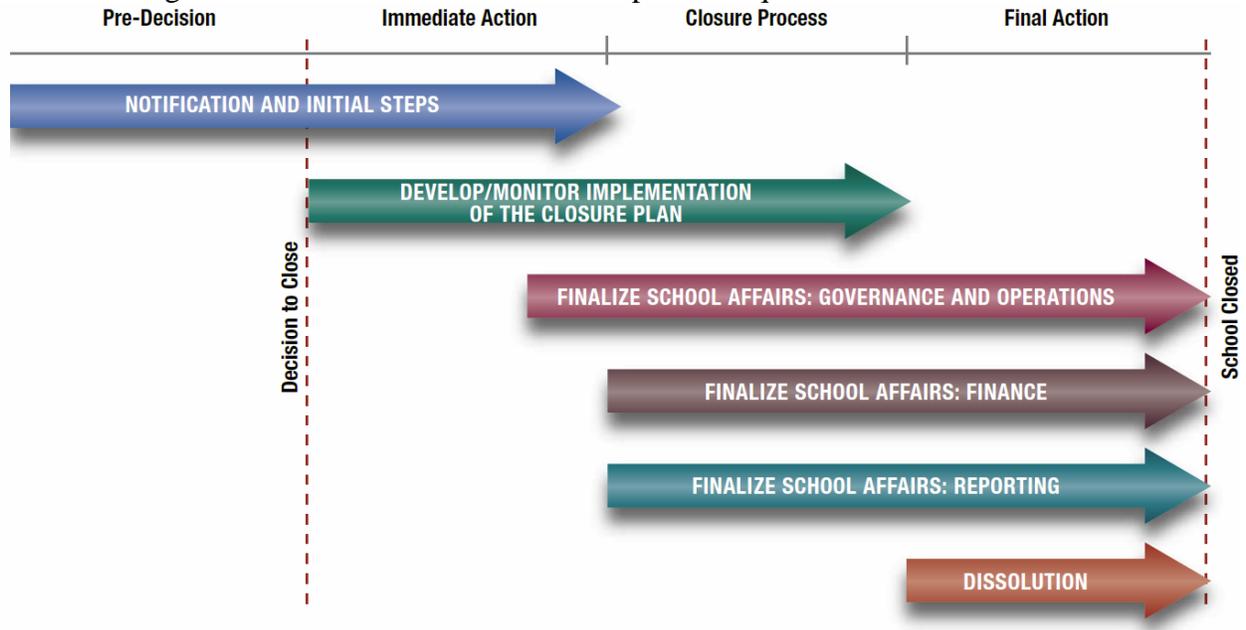
1. Providing educational services in accordance with the charter contract until the end of the school year, or the agreed upon date when instruction will stop.
2. Reassigning students to schools that meet their educational needs
3. Addressing the school's financial, legal and reporting obligations

To accomplish this, tasks will fall into the following categories:

1. notification to affected school districts and families
2. developing and monitoring the closure plan
3. winding up the school's affairs in governance and operations, finance, and reporting

Regardless of how the process unfolds, the authorizer's staff should meet with the charter school board and principal immediately after the initial closure decision to determine who will send letters to the school districts that are materially affected and to the school's parents notifying them of the decision. Ideally, all parties will agree on the content of the letters. Additional letters should be sent to parents and school districts updating them about the timing and outcome of any appeals.

The following Timeline for Closure outlines the specific sequence of events:



Before final dissolution, any remaining student records will be stored in a secure location for the legal limit required by an individual or organization determined by the board chair. Bingham Academy will maintain a social media page where information will be available regarding how remaining student records can be obtained. A complete and detailed checklist of tasks to be completed in each of the identified areas is included in Appendix DD.

December 31, 2012

APPENDIX A: ARTICLES OF INCORPORATION/DBA

Name: Idaho STEM Academy, Incorporated

EIN: 27-4587929

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: Ammend ARTICLE 2 Power, see attachment

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

4. Manner of adoption (check one):

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

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

Dated: 9/8/2011
Signature: [Handwritten Signature]
Typed Name: Brian Thelin
Capacity: Chairman

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

st:\pro\pforms\articles of amendment_1pp.pmd Revised 10/2003

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

Name: **Idaho STEM Academy, Incorporated**

EIN: **27-4587929**

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)

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

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

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

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

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: _____

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

Secretary of State use only

Dated: 3 28 2011
 Signature: [Signature]
 Typed Name: Brian Thelin
 Capacity: Chairman

§ Corporations/Signs of Amendment_np.pmd
 Revised 10/2003
 Web Form

227



CERTIFICATE OF ASSUMED BUSINESS NAME

Pursuant to Section 53-504, Idaho Code, the undersigned submits for filing a certificate of Assumed Business Name.

FILED EFFECTIVE

2012 OCT -3 AM 9:01

SECRETARY OF STATE
STATE OF IDAHO

Please type or print legibly.
Instructions are included on back of application.

1. The assumed business name which the undersigned use(s) in the transaction of business is:

Bingham Academy

2. The true name(s) and business address(es) of the entity or individual(s) doing business under the assumed business name:

<u>Name</u>	<u>Complete Address</u>
<u>Idaho STEM Academy, Incorporated</u>	<u>17 N. 550 West, Blackfoot, ID 83221</u>
<u>Business entity - C189804</u>	<u></u>
<u></u>	<u></u>

3. The general type of business transacted under the assumed business name is:

- | | |
|--|--|
| <input type="checkbox"/> Retail Trade | <input type="checkbox"/> Transportation and Public Utilities |
| <input type="checkbox"/> Wholesale Trade | <input type="checkbox"/> Construction |
| <input checked="" type="checkbox"/> Services | <input type="checkbox"/> Agriculture |
| <input type="checkbox"/> Manufacturing | <input type="checkbox"/> Mining |
| <input type="checkbox"/> Finance, Insurance, and Real Estate | |

Submit Certificate of Assumed Business Name and **\$26.00** fee to:

Secretary of State
450 North 4th Street
PO Box 83720
Boise ID 83720-0080
208 334-2301

4. The name and address to which future correspondence should be addressed:

Brain Thelin
17 N. 550 West Blackfoot, ID 83221

5. Name and address for this acknowledgment copy is (if other than # 4 above):

Patricia Kolbet
2801 Hunters Loop, Blackfoot, ID 83221

Signature: *Patricia Kolbet*

Printed Name: Patricia Kolbet

Capacity/Title: Secretary, ISA Board of Directors

Signature: _____

Printed Name: _____

Capacity/Title: _____

Secretary of State use only

IDAHO SECRETARY OF STATE
10/03/2012 05:00
CK: 10000 CT: 274915 BH: 1342266
1 @ 25.00 = 25.00 ASSUM NAME # 2

D158492

9/21/2012

ebn.pmd Rev. 07/2010

December 31, 2012

APPENDIX B: CERTIFICATION OF ADOPTION OF BYLAWS

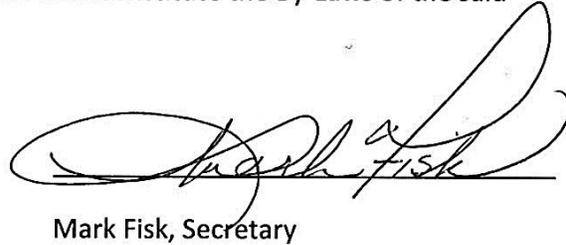
December 31, 2012

CERTIFICATE OF ADOPTION

WE THE UNDERSIGNED, being the duly elected officers of the Secretary of the IDAHO STEM ACADEMY, INC., doing business as BINGHAM ACADEMY, do hereby certify that the above and foregoing BY-LAWS were duly and legally adopted as the By-Laws of said Corporation by resolution and consent of the Board of Directors on this 26th day of October, 2012 and that the same does now constitute the By-Laws of the said Corporation.



Greg Sigerson, Chairman



Mark Fisk, Secretary



Debbie Steele, Treasurer



Diane Dodds, Director



Patricia Kolbet, Director

December 31, 2012

APPENDIX C: SIGNATURES OF QUALIFIED ELECTORS

December 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,

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			
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
81 Charville Macy	<i>Charville Macy</i>	RR1 Box 678	Ardenella	208-403-4008	1/13/11
82 Mandy Robison	<i>Mandy Robison</i>	834 W. Taber Rd	Blackfoot	684-5094	1/13/11
83 Brent Christensen	<i>Brent Christensen</i>	975 W. Hwy 26	Blackfoot	680-8060	1/13/11
84 Lisa Bligh	<i>Lisa Bligh</i>	408 N. B.S.O.W.	BLFT	684-4963	1/13/11
85 Janae Crook	<i>Janae Crook</i>	230 N 1000 W	BLFT	684-4189	1-13-11
86 Tiffani Taylor	<i>Tiffani Taylor</i>	225 East St.	BLFT	670-7801	1-13-11
87 Jamie Thomas	<i>Jamie Thomas</i>	1068 W. 305	BLFT	684-3909	1-13-11
88 Alisa Kayne	<i>Alisa Kayne</i>	884 N 1400 W	BLFT	681-8351	1-13-11
89 Jay E. Fawcett	<i>Jay E. Fawcett</i>	124 N 1075 W	BLFT	684-4818	1-13-11
90 Tracy Watson	<i>Tracy Watson</i>	1021 W. 805 Spruce	BLFT	681-4458	1-13-11
91 Chad Hays	<i>Chad Hays</i>	1658 E. Terry	Ardenella	330-0779	1-13-11
92 Jeffrey E. Robbins	<i>Jeffrey E. Robbins</i>	442 W. 100 N.	BLFT	208-785-2412	1-13-11
93 Christine Robbins	<i>Christine Robbins</i>	442 W. 100 N.	BLFT	208-785-2412	1-13-11
94 Kelly Jo Fisk	<i>Kelly Jo Fisk</i>	781 W. Quail Circle	Blackfoot	208-785-1375	1-13-11
95 Bob Amos	<i>Bob Amos</i>	157 W. 350 N	Blackfoot	208-680-7580	1-13-11
96 Denise Curtis	<i>Denise Curtis</i>	408 S. UNIVERSITY	Blackfoot	208-785-0580	1-13-11
97 Mike Curtis	<i>Mike Curtis</i>	408 S. UNIVERSITY	Blackfoot	208-785-0580	1-13-11
98 Judy Hiler	<i>Judy Hiler</i>	208 N. 524 W.	Blackfoot	208-223-3749	1-13-11
99 Steven Dewey	<i>Steven Dewey</i>	318 E. Alice	Blackfoot	208-684-9884	1-13-11
20 Kristine Dewey	<i>Kristine Dewey</i>	318 E. Alice	Blackfoot	208-684-9884	1-13-11

Abodeen
Pocate 110

1820 addresses in School Dist
9600 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			
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 Tonya Houston	<i>Tonya Houston</i>	82 N. 285E	Blackfoot	403-2677	1-13-11
02 Diane Dodds	<i>Diane Dodds</i>	705 500 W	Blackfoot	509-8080	1-13-11
03 Tiffany Cottrell	<i>Tiffany Cottrell</i>	195 Centennial St.	Blackfoot	705-0445	1-13-11
04 Emma Morgan	<i>Emma Morgan</i>	1400 Constance Way	Blackfoot	680-9404	1-13-11
05 Dan Parmenter	<i>Dan Parmenter</i>	875 N Skilling	Blackfoot	821-0024	1-13-11
06 Lisa Parmenter	<i>Lisa Parmenter</i>	875 N Skilling	Blackfoot	681-7389	1-13-11
07 William Goodfley	<i>William Goodfley</i>	982 E 400N	Blackfoot	681-4892	1-13-11
08 Tamscha Wolfley	<i>Tamscha Wolfley</i>	982 E 400N	Blackfoot	681-4893	1-13-11
09 E Mark Wells	<i>E Mark Wells</i>	1935 Newport	Blackfoot	785-4899	1-13-11
10 Ann Wells	<i>Ann Wells</i>	1935 Newport	Blackfoot	681-4893	1-13-11
11 Rick Hughes	<i>Rick Hughes</i>	5200 200N	Blackfoot	785-6358	1-13-11
12 Greg Sigerson	<i>Greg Sigerson</i>	910 N Skilling	Blackfoot	782-9509	1-13-11
13 Debbie Sigerson	<i>Debbie Sigerson</i>	910 N Skilling	Blackfoot	782-9509	1-13-11
14 Martina Odley	<i>Martina Odley</i>	970 W Harmony Dr	Blackfoot	681-5701	1-13-11
15 Jeff Newman	<i>Jeff Newman</i>	151 E 350 N	Blackfoot	681-5701	1-13-11
16 Judy A. Grubaugh	<i>Judy A. Grubaugh</i>	149 W 210 N Shoemaker Dr	Blackfoot	785-1565	1-13-11
17 Hank Grubaugh	<i>Hank Grubaugh</i>	149 W 210 N	Blackfoot	690-9013	1-13-11
18 Charles England Jones	<i>Charles England Jones</i>	1008 W 250th	Blackfoot	757-1320	1-13-11
19 Martin Johns	<i>Martin Johns</i>	1008 W 250th	Blackfoot	757-1320	1-13-11

John's 200 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 of the New Charter School		Firth, Blackfoot, Snake River			
I am currently a qualified elector in one of the above-named school districts.					
I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.					
Elector's Printed Name	Elector's Signature	Street Address	City	Tel	Date
01 John F. Bell, Jr.	<i>John F. Bell, Jr.</i>	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 Pender	<i>Tamara Pender</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. Lilly	<i>Holly D. Lilly</i>	377 N 400th	Blackfoot	785-1236	1-13-11
06 Brent England	<i>Brent England</i>	248 N. Cottonwood	Blackfoot	690-0182	1-13-11
07 Kerene Kitzmiller	<i>Kerene Kitzmiller</i>	795 W. Harmony Dr	Blackfoot	681-1124	1-13-11
08 Lon Kitzmiller	<i>Lon Kitzmiller</i>	15 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>	13109. Shilling	Blackfoot	785-5888	1-13-11
012 Shannon Jensen	<i>Shannon Jensen</i>	529 W 755	Blackfoot	681-5914	1-13-11
013 Brenda Neuman	<i>Brenda Neuman</i>	151 E 350 N	Blackfoot	681-5702	1/13/11
014 Stacey Hilpa	<i>Stacey Hilpa</i>	377 N 400th	Blackfoot	785-1236	1/13/11
015 Jennie Kuya	<i>Jennie Kuya</i>	628 Curtis St	Blackfoot	782-3409	1/13/11
016 Kristin Lilly	<i>Kristin Lilly</i>	628 Curtis St	Blackfoot	782-3409	1/13/11
017 Marc Izom	<i>Marc Izom</i>	150 S 900 W Blackfoot	Blackfoot	684-4573	1/13/11
018 Virginia Huff	<i>Virginia Huff</i>	1400 W	Blackfoot	681-7115	1-13-11
019 [Signature]	<i>[Signature]</i>	176 Archer St	Blackfoot	680-0116	1-13-11
020 Greg Houston	<i>Greg Houston</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 School Districts in the Primary Attendance Area of the New Charter School		Idaho STEM Academy			
		Firth, Blackfoot, Snake River			
I am currently a qualified elector in one of the above-named school districts.					
I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.					
Elector's Printed Name	Elector's Signature	Street Address	City	Tel	Date
1 RICHARD E. DAVIS		709 SDRW	Blackfoot, ID	509 9092	1-13-11
2 Joel F. Weiser		200 W. Ravenan Rd	Blackfoot, ID	757-8072	1-13-11
3 Marlene Axel		295 Centennial	Blackfoot, ID	(208)-4086	1-13-11
4 Jenni Perkins		1222 County Avenue	Blackfoot, ID	241-3708	1-13-11
5 Congratia Firth		2018 W. 2nd St	Stettin, ID	681 2449	1-13-11
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					

give 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
Barbara Parris	<i>Barbara Parris</i>	1111 So. Shilong	Blackfoot	785-6402	1-13-11
Andrew Matts	<i>Andrew Matts</i>	704 W 100 S	SR Blackfoot	528-8846	1-13-11
ED CASH	<i>ED CASH</i>	704 W 100 S	SR Blackfoot	564-5359	1-13-11
Bobby D. Parris	<i>Bobby D. Parris</i>	1111 So. Shilong	Blackfoot	785-6402	1-13-11
Steven Young	<i>Steven Young</i>	515 3rd west	Blackfoot	691-5600	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					

Aberdeen
Aberdeen

Total
50/7

4/6 Addresses in school District
2/6 Registered voters in school District

December 31, 2012

APPENDIX D: PROOF OF ATTENDANCE AT CHARTER START 101



CERTIFICATE OF ATTENDANCE

This certificate is awarded to

Brian Thelin



Michelle Clement-Jaycox
School Choice Coordinator

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

December 31, 2012

APPENDIX E: IRS 501(C)(3) DESIGNATION

December 31, 2012

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

DEPARTMENT OF THE TREASURY

Date: **MAR 13 2012**

IDAHO STEM ACADEMY INCORPORATED
C/O BRAIN THELIN
17 NORTH 550 WEST
BLACKFOOT, ID 83221

Employer Identification Number:
27-4587929
DLN:
17053018309012
Contact Person:
MITCHELL P STEELE ID# 31360
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
Addendum Applies:
No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

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

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

Sincerely,



Lois G. Lerner
Director, Exempt Organizations

Enclosure: Publication 4221-PC

Letter 947 (DO/CG)

December 31, 2012

APPENDIX F: PRIMARY FACILITY OPTION

Charter Petition: Facility Details

School Name: Bingham Academy	Details for (in order of preference): Option 2 <input type="button" value="v"/>
Facility Name / Title: ISTCS Lot with Modular Units	Option Status: <input type="button" value="v"/> Possible
Location Address: 17 N. 550 West Blackfoot, ID 83221	Primary Vendor Information (if applicable) Diverse Services Group, LLC 23233 N. Pima Rd. Scottsdale, AZ 85255 770-733-2026 www.diverseusa.com

Narrative

This facility plan option consists of purchasing modular insulated panel units From Diverse Services Group (DSG) on a seven year contract. These units can be converted into the Bingham Academy permanent building. The initial units to operate the school for the first year consists of 6 classroom units, each 28' x 32'; 1 administrative unit, 10' x 30' and 1 bath unit, 12'x30' (boys and girls unit). Additional units will be added until the school population reaches a total of 400 students.

These modular units will be located on property (1.2 acres) leased from the Idaho Science and Technology Charter School. A Letter of Intent from ISTCS is included. This location includes the infrastructure plus access to the ISTCS music room, outdoor fields, and other ISTCS facilities. This lease also includes grounds maintenance and snow removal as listed in the Letter of Intent. Set up costs, as detailed in the budget, include building, sewer and electrical permits. The vendor will ensure that all modular units meet all local and state regulations for schools.

Lease/purchase option: BA will lease a 1.3 acre lot from ISTCS. The modular units are purchased from Diverse Services Group. DSG is responsible for delivery and set-up of the units.

Strengths of this option: 1) Located near to ISTCS and includes the infrastructure and access to the ISTCS facilities listed above, 2) the modular units become part of the permanent facility 3) busing is simplified

Challenges: There are no foreseeable challenges with this option that would delay the opening of the school.

Draft Facility Budgets

Pre-Opening Expenses (required)

[Please insert rows as needed]

Description	Qty	Unit Cost	Total Cost	Comments
Modular delivery and set up	8	\$2,995	\$23,995	Responsibility of DSG
TOTAL Pre-Opening Costs			\$23,995	

Operating Expenses: Year 1 & Year 2 (required)

Description	Year 1 Qty	Year 1 Unit Cost	Year 1 Total Cost	Year 2 Qty	Year 2 Unit Cost	Year 2 Total Cost	Comments
Modular Classrooms	6	\$9,000	\$54,000	6	\$9,000	\$54,000	Lease/purchase cost
Modular Office	1	\$2,000	\$2,000	1	\$2,000	\$2,000	Lease/purchase cost
Modular Restrooms	2	\$2,500	\$5,000	2	\$2,500	\$5,000	Lease/purchase cost
Land Lease	1	\$500/month	\$6,000	1	\$500/month	\$6,000	Lease from ISTCS
Insurance	1	\$7,000	\$7,000	1	\$7,500	\$7,500	Liability and Property (Calculations based on cost by ISTCS to insure modular units)
Maintenance and Grounds	.8	\$28,400	\$28,400	.9	\$31,950	\$31,950	Custodial, maintenance, snow removal
TOTAL Year 1 Costs			\$102,400	TOTAL Year 2 Costs		\$106,950	

Operating Expenses: Year 3 (required) & Year 4 or Future Expansion (optional)

Description	Year 3 Qty	Year 3 Unit Cost	Year 3 Total Cost	4 / Exp Qty	Year 4 or Expansion Unit Cost	Year 4 or Expansion Total Cost	Comments
Modular Classrooms	7	\$9,000	\$63,000	8	\$9,000	\$72,000	Lease/purchase cost
Modular Office	1	\$2,000	\$2,000	1	\$2,000	\$2,000	Lease/purchase cost
Modular Restrooms	2	\$2,500	\$5,000	2	\$2,500	\$5,000	Lease/purchase cost
Land Lease	1	\$500/month	\$6,000	1	\$500/month	\$6,000	Lease from ISTCS
Insurance	1	\$8,000	\$8,000	1	\$8,500	\$8,500	Liability and Property (Calculations based on cost by ISTCS to insure modular units)
Maintenance and Grounds	1	\$35,500	\$35,500	1.1	\$38,500	\$38,500	Custodial, maintenance, grounds, snow removal
		TOTAL Year 3 Costs	\$119,500			TOTAL Year 4 or Expansion Costs	\$132,000

List of Attachments

Attachments (required)

[Please insert rows as needed. List all documents related to this facility's location, costs, etc.]

Attachment Title	Brief Description	Notes or Considerations
ISTCS LOI	Non-binding letter of intent with ISTCS to lease property.	
DSG LOI	Non-binding letter of intent with Diverse Services Group, LLC (details the individual units and costs)	
ISTCS Lot	Visual of ISTCS lot depicting lot location in reference to ISTCS	Appendix G
Estimated Start-up Budget	Details of the associated costs for opening the school	Appendix U

	including facility costs.	
3-year Estimated Budget	Budgets for the first 3 years of operations including the worse, likely and best case scenarios	Appendix V
Monthly Cash Flow Budget	Expenditures by month for the first year of operation	Appendix W
Start-up Timeline	Details of the tasks associated with opening the school including facilities.	Appendix Y

December 31, 2012

10/26/12

Idaho STEM Academy Mail - FW: School



Pat Kolbet <pkolbet@idahostem.com>

FW: School

1 message

Troy Eppich <teppich@diverseusa.com>
To: pkolbet@idahostem.com

Wed, Oct 17, 2012 at 1:38 PM

Here is the e-mail from DSG. Will this help?

From: swilliams@diverseusa.com [mailto:swilliams@diverseusa.com]
Sent: Thursday, October 04, 2012 9:04 AM
To: Troy Eppich
Subject: RE: School

Here you go...

Stephen V. Williams

Director of Business Development
Diverse Services Group, LLC

23233 N. Pima Rd.
Suite 113-276
Scottsdale, AZ 85255

Cell: 770-733-2026
Skype: swilliams1
Email: swilliams@diverseusa.com
Website: www.diverseusa.com

This e-mail is covered by the Electronic Communications Privacy Act, 18 U.S.C. Sec.2510-2521, is confidential and may be legally privileged. If you are not the intended recipient, you are hereby notified that any retention,

<https://mail.google.com/mail/u/0/?ui=2&ik=7957a15d5b&view=pt&q=teppich%40diverseusa.com&qs=tru...>

December 31, 2012

10/26/12

Idaho STEM Academy Mail - FW: School

dissemination, distribution or copying of this communication is strictly prohibited. Please reply to the sender that you have received this message in error, then delete it Thank you.

----- Original Message -----

Subject: School
From: "Troy Eppich" <teppich@diverseusa.com>
Date: Thu, October 04, 2012 10:57 am
To: <swilliams@diverseusa.com>

Hey,

I have a meeting with the school board today. I have plans for the renovation to bring to our meeting. I think that they might need the pricing for the 6 mod classes and 1 office and 1 bathroom unit today if you think you have time.

thank you

Troy

No virus found in this message.

Checked by AVG - www.avg.com

Version: 2012.0.2221 / Virus Database: 2441/5309 - Release Date: 10/04/12

 **DSG School 10_4_12.pdf**
103K

<https://mail.google.com/mail/u/0/?ui=2&ik=7957a15d5b&view=pt&q=teppich%40diverseusa.com&qs=tru...>

		<p>PRELIMINARY BUDGETARY ESTIMATE</p>					<p>10/1/2012</p>			
<p>School Proposal</p>		<p>6Classrm/1Office/1Restroom</p>								
Item	Qty	Stud/Class	Total Stud	sf/Stud	Total sf	Unit Price	FF&E	Price/sf	Total Price	
Classrooms	6	25	150	35	10,752	\$ 49,500	No	\$ 57.29	\$ 297,000	
Office	1			2	320	\$ 24,250	No	\$ 75.78	\$ 24,250	
Restrooms	1			5	720	\$ 45,750	No	\$ 63.54	\$ 45,750	
DSG Averages & Totals	8			39	11,792			\$ 31.12	\$ 367,000	

December 31, 2012

APPENDIX G: VISUAL FOR OPTION 1 AND OPTION 2



December 31, 2012

APPENDIX H: SECONDARY FACILITY OPTION

Charter Petition: Facility Details

School Name: Bingham Academy	Details for (in order of preference): Option 3
Facility Name / Title: Hahne Lot with Modular Units	Option Status: Possible
Location Address: 5 N. 550 West Blackfoot, ID 83221	Primary Vendor Information (if applicable) Design Space Modular Buildings 4055 S. Eagleson Rd. Boise, ID 83705 www.designspace modular.com 208-362-7587

Narrative

Bingham Academy's secondary facilities plan includes two elements: 1) leasing modular classrooms and offices from Design Space Modular Buildings; 2) leasing land (1.3 acres) from Mr. Warren A. Hahne. The lot is located adjacent to ISTCS property. Design Space Modular Buildings, Boise Idaho, has provided an estimate of costs to lease, transport, and set-up a minimum of twelve five modular classrooms (three are double classrooms in one unit) on a year-to-year lease basis.

Based on the estimates provided by the vendors, this option would cost \$2,935,00 more than modular on the ISTCS property for the initial year. In the event that BA's enrollment grows beyond the anticipated 100, the best case budget projections include additional facility costs. Facility costs for the worst case scenario remain the same as the most likely case.

Lease option: BA will lease a 1.3 acre lot from Warren Hahne. The modular units would be leased from Design Space Modular Buildings of Boise, ID. Modular lease costs were provided to BA by Design Modular Buildings.

Strengths of this option: 1) Located near to ISTCS, 2) busing is simplified, and 3) lease is on a year-to-year basis.

Challenges: 1) additional costs for best case scenario, 2) for BA students to have access to the infrastructure of ISTCS additional costs are possible. Costs for BA students to have access to ISTCS infrastructure are affordable and would not delay the opening of the school.

Draft Facility Budgets

Pre-Opening Expenses (required)

[Please insert rows as needed]

Description	Qty	Unit Cost	Total Cost	Comments
Modular delivery and set-up	7	\$3056	\$24,450	Responsibility of DSMB, includes permits and inspection
TOTAL Pre-Opening Costs			\$24,450	

Operating Expenses: Year 1 & Year 2 (required)

[Please insert rows as needed]

Description	Year 1 Qty	Year 1 Unit Cost	Year 1 Total Cost	Year 2 Qty	Year 2 Unit Cost	Year 2 Total Cost	Comments
Modular Classrooms	4	\$790/month	\$37,920	4	\$790/month	\$37,920	Lease only
Modular Office	1	\$550/month	\$6,600	1	\$550/month	\$6,600	Lease only
Modular Restroom (double)	1	\$790/month	\$9,480	1	\$790/month	\$9,480	Lease only
Land Lease	1	\$1000/month	\$12,000	1	\$1000/month	\$12,000	From Warren Hahne
Insurance	1	\$7,000	\$7,000	1	\$7,500	\$7,500	Liability and Property (Calculations based on cost by ISTCS to insure modular units)
Maintenance and Grounds	.8	\$28,400	\$28,400	.9	\$31,950	\$31,950	Custodial, maintenance, snow removal
TOTAL Year 1 Costs			\$101,400	TOTAL Year 2 Costs		\$105,450	

Operating Expenses: Year 3 (required) & Year 4 or Future Expansion (optional)

[Please insert rows as needed]

Description	Year 3 Qty	Year 3 Unit Cost	Year 3 Total Cost	4 / Exp Qty	Year 4 or Expansion Unit Cost	Year 4 or Expansion Total Cost	Comments
Modular Classrooms	5	\$790/month	\$47,400	6	\$790/month	\$37,920	Lease only
Modular Office	1	\$550/month	\$6,600	1	\$550/month	\$6,600	Lease only
Modular Restroom (double)	1	\$790/month	\$9,480	2	\$790/month	\$9,480	Lease only
Land Lease	1	\$1000/month	\$12,000	1	\$1000/month	\$12,000	Land Lease
Insurance	1	\$8,000	\$8,000	1	\$8,500	\$8,500	Liability and Property (Calculations based on cost by ISTCS to insure modular units)
Maintenance and Grounds	1	\$35,500	\$35,500	1.1	\$38,500	\$38,500	Maintenance, custodial, grounds and snow removal
		TOTAL Year 3 Costs	\$118,980		TOTAL Year 4 or Expansion Costs	\$122,480	

List of Attachments

Attachments (required)

[Please insert rows as needed. List all documents related to this facility's location, costs, etc.]

Attachment Title	Brief Description	Notes or Considerations
LOI	Letter of intent from Warren Hahne to lease the proposed lot	
Visual of Hahne Lot	Picture of the proposed lot depicting its location in relationship to ISTCS	Appendix G
Estimated Start-up Budget	Details of the associated costs for opening the school, including facility costs	Appendix U
3-year Estimated Budget	Budgets for the first 3 years of operations including facility costs for the worse, likely and best case scenarios	Appendix V
Monthly Cash Flow Budget	Expenditures by month for the first year of operation including facilities	Appendix W
Start-up Timeline	Details of the tasks associated with opening the school including facilities	Appendix Y

[LEARN MORE](#)

Mail
Contacts
Calendar
Notepad
What's New? [Mobile Mail](#) [Options](#)

Check Mail
Compose
Search Mail | Search the Web

I Make \$75/hr While I Sleep

Previous | Next | Back to Messages

Mark as Unread | Print

Delete | Reply | Forward | Spam | Move...

Classroom building quote from Design Space

From: "Bryan Fletcher" <bryan@dsnbs.com>
To: balljohnf@yahoo.com

Dear Fred,

Thank you for your call to us here at Design Space. Please find included in this quote below pricing for some equipment options that we have to offer to you for your charter school needs. All pricing is on a per building basis. The first item is a two classroom 28'x64' two piece building. If you are looking for 10 classrooms then you will need five such buildings. We have options both with and without restrooms. I have included a floorplan of each. The second item is more geared for your administration/offices needs. It is a two piece 24'x60' building and I have included several floorplans of options offering multiple offices and restrooms. If the 24'x60' building is a bit large for your office needs then the third item quoted may be a better fit. It is a single floor 12'x56' building. Again I have both with and without a restroom and I have included a floorplan. Please feel free to call me at 208-362-7587 with any questions. Thank you and have a great day.

Bryan

4055 S. Engleson rd
Boise, ID 83706
Ph: 208-362-7587
Fx: 208-362-7588

Quotation

Customer: Chartor School	Ship to: Blackfoot, ID.
Attn: Fred Ball Phone: 208-782-0744 Email/Fax: balljohnf@yahoo.com	

June 13, 2008	Terms: Upon Invoice	Ship Via: Common Carrier
Salesman: Bryan Fletcher	Quotation good for 30 days, subject to availability	Date required: TBD

DESCRIPTION ITEM #1

1	28'x64' Double wide mobile classroom trailer - budgetary pricing on a per building basis
---	--

Pricing:

IA: Operating Lease rates:

12-month rate: \$1,239.00/month
24-month rate: \$1,022.00/month

Installation charges (within Blackfoot, ID):

Delivery: \$3,400.00
Block & level *: \$2,953.00

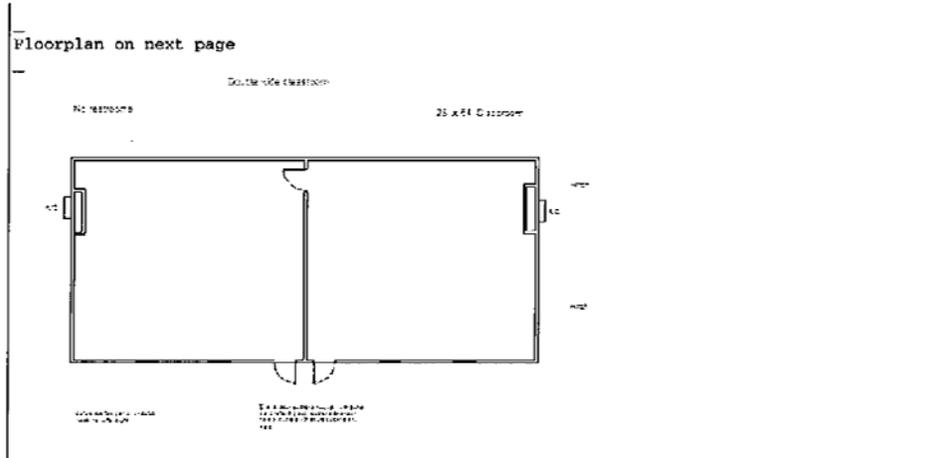
Return Charges:

Billed at prevailing rate at time of lease termination and equipment return

Optional Services **:

Step rental: \$10.00/ea./month
Anchors: \$720.00
Vinyl skirting: \$1,490.00
Wood skirting: \$2,208.00

<http://us.mc557.mail.yahoo.com/mc/welcome?.gx=0&.tm=1246033953&.rand=eqv9npsia...>



DESCRIPTION ITEM #2

1	24'x60' Double wide mobile office trailer - budgetary pricing on a per building basis
---	---

Pricing:

2A: Operating Lease rates:
 12-month rate: \$1,172.00/month
 24-month rate: \$1,001.00/month

Installation charges (within Blackfoot, ID):
 Delivery: \$3,200.00
 Block & level *: \$2,885.00

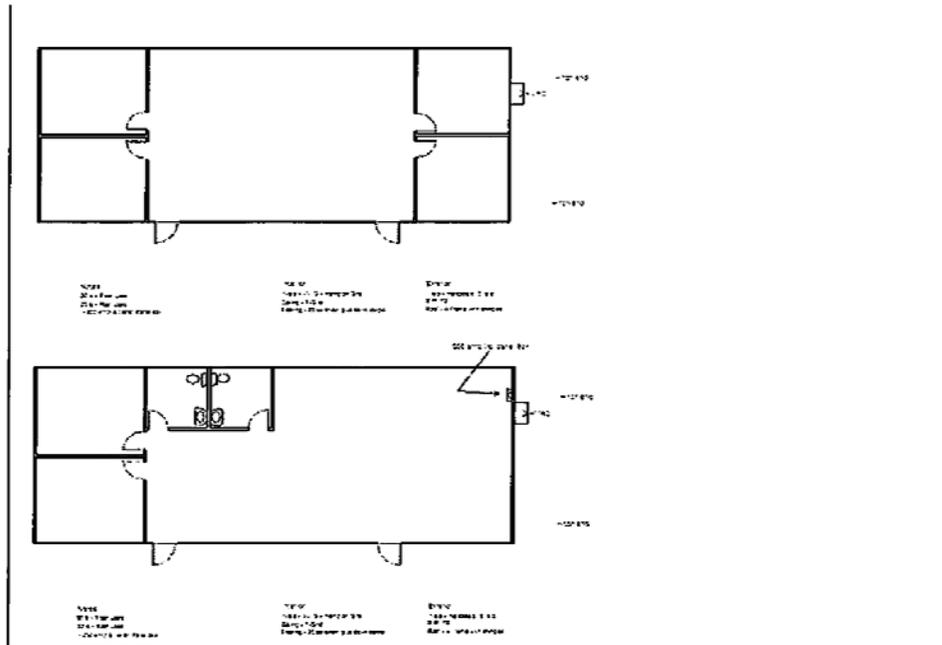
Return Charges:
 Billed at prevailing rate at time of lease termination and equipment return

Optional Services **:
 Step rental: \$10.00/ea./month
 Anchors: \$650.00
 Vinyl skirting: \$1,345.00
 Wood skirting: \$2,016.00

Not included:
 Taxes
 Ramp or Deck
 Insurance

Conceptual Floorplan (actual floorplan may differ slightly):

Floorplan on next page



DESCRIPTION ITEM #3

1	12'x56' Single wide mobile classroom trailer - budgetary pricing on a per building basis
---	--

Pricing:

3A: Operating Lease rates:
 12-month rate: \$423.00/month
 24-month rate: \$389.00/month

Installation charges (within Blackfoot, ID):
 Delivery: \$1500.00
 Block & level *: \$150.00

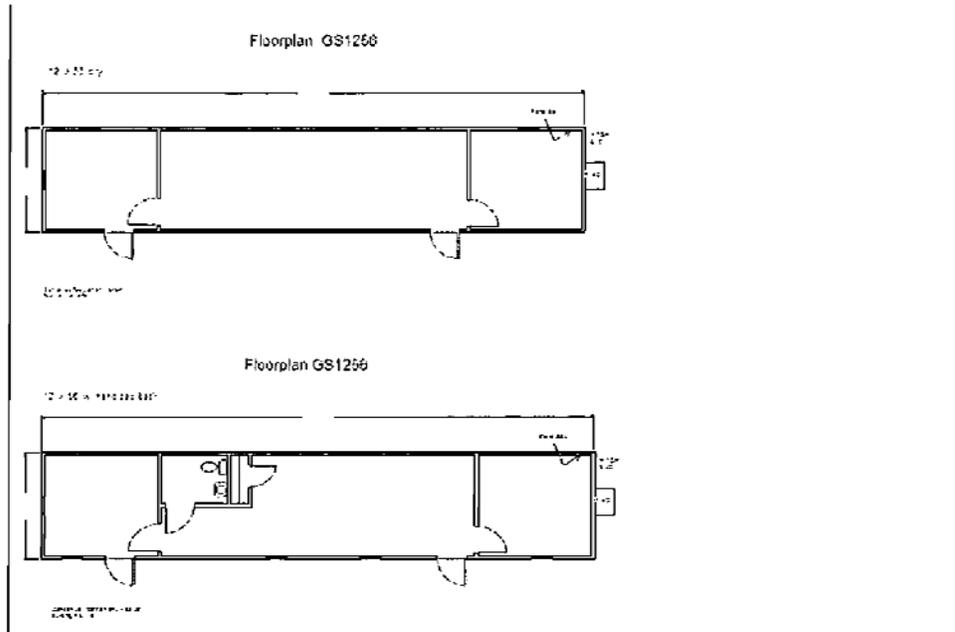
Return Charges:
 Billed at prevailing rate at time of lease termination and equipment return

Optional Services **:
 Step rental: \$10.00/ea./month
 Anchors: \$650.00
 Vinyl skirting: \$1,088.00
 Wood skirting: \$1,632.00

Not included:
 Taxes
 Ramp or Deck
 Insurance

Conceptual Floorplan (actual floorplan may differ slightly):
 Floorplan on next page

<http://us.mc557.mail.yahoo.com/mc/welcome?.gx=0&.tm=1246033953&.rand=eqv9npsia...>



Utility Connections (provided by customer):

ADDITIONAL INFORMATION:

- * Set-up cost based on 1500 p.s.f. soil bearing capacity.
- ** Optional service (may be required by local municipality). Price reflects service taken during time of building delivery.

Our steps are constructed out of metal or aluminum with a 3'x5' landing and three risers with an average height of 34". The will facilitate a trailer setting with a door threshold of 33" to 38" at finished floor. Customer sites or requests that require either a higher or lower finished floor height outside of these parameters will need to find an alternative to the step option we provide.

Rates on handicap ramps assume a 30' long ramp with a 5'x5' landing. Site to be level. Customer requirements beyond those defined herein are subject to an additional charge.

Pricing is based upon others providing all permits, fees, taxes, licenses, utility connections and preparation of a level, compact and truck accessible site. The customer is solely responsible for the procurement and costs of all permits as required for the installation process of the building(s).

Unless otherwise noted, all buildings quoted herein offer a standard 30lb roof load, and comply with DSMDI standard building specifications.

- a) an assumed soil bearing capacity of 1,500 psf at finished grade;
- b) no excavation, grading, landscaping or site development;
- c) no site preparation or site access to be provided;
- d) electrical to a sub-panel at the end of each module, connection by others;
- e) multiple possible water/utility drops through non-ventilated insulation, utility connections to the drops and extensions finished and installed by others;
- f) for a standard Modular Industry above ground, pier and pad foundation, block and level type leveling of sub-grade does not include charges for tolls, escorts, local permits, and other charges or ground obstructions, heavy, with the proposed building envelope work area to be located and marked above grade, by others;
- g) NO sprinkler system/fire alarm system - provided by others;
- h) NO snow water and above eaves - leaks and drainage - guarantee of equipment availability or a commitment to provide snow removal services or other services; DSMDI does not warrant that the actual module size slightly smaller than that listed herein;
- i) no site preparation or site access to be provided;
- j) no site preparation or site access to be provided;
- k) no site preparation or site access to be provided;
- l) no site preparation or site access to be provided;
- m) no site preparation or site access to be provided;
- n) no site preparation or site access to be provided;
- o) no site preparation or site access to be provided;
- p) no site preparation or site access to be provided;
- q) HVAC certified balancing by others;
- r) no site preparation or site access to be provided;
- s) storm water management/erosion and sedimentation control by others;
- t) TECHNICAL SPECIFICATIONS: tests required are to be supplied by customer;
- 1. u) The customer is responsible for all permits and surveys are by others;
- v) NO fire extinguishers - provided by others

<http://us.mc557.mail.yahoo.com/mc/welcome?.gx=0&.tm=1246033953&.rand=eqv9npsia...> 6/26/2012

December 31, 2012

Classroom building quote from Design Space - Inbox - Yahoo! Mail

Page 10 of 10

Thank you for the opportunity to provide you with this quotation. Please feel free to call me with any questions that you may have at 208-362-7587.

Sincerely,

Bryan Fletcher



Pricing Summary

Rental Payments

(4) 28'x56' classrooms x \$790 each	\$3,160 per mo
(1) 28'x56' music room x \$790 each	\$790 per mo
(1) 12'x42' restroom unit x \$790 each	\$790 per mo
(2) 12'x42' office units x \$550 total	\$550 per mo
Total Monthly Payments	\$5,290 per mo + tax

Upfront charges

(5) 28'x56' deliveries x \$4,890	\$24,450
----------------------------------	----------

<http://us.mc557.mail.yahoo.com/mc/welcome?ex=0&tm=1246033053&rand=ag00ansic>

December 31, 2012

LETTER OF INTENT

October 24, 2012

This letter represents a proposed lease agreement as follows:

Landlord: Warren A. Hahne

Lessee: Bingham Academy

Property Location: 5 N. 550 West

Duration/Terms: 3 years

Lease Amount: \$1,000.00 per month

Other considerations: Property will include existing office building. Bingham Academy will maintain all leased areas as required by Idaho Department of Building Safety.

Warren A. Hahne
Warren A. Hahne
(Print name)

Patricia Kolbet
Bingham Academy authorized Representative
(Print name)

Warren A. Hahne
signature

Patricia Kolbet
Bingham Academy authorized signature

10-26-12
Date

10-26-2012
Date

December 31, 2012

APPENDIX I: TERTIARY FACILITY OPTION

Charter Petition: Facility Details

<p>School Name: Bingham Academy</p>	<p>Details for (in order of preference): Option 1 <input type="button" value="v"/></p>
<p>Facility Name / Title: Riverside Plaza Mall</p>	<p>Option Status: <input type="button" value="v"/> Likely</p>
<p>Location Address: 1350 Parkway Drive #19 Riverside Plaza Blackfoot, Idaho 83221</p>	<p>Primary Vendor Information (if applicable) Woodbury Corporation 2733 East Parleys Way, Suite 300 Salt Lake City, UT 84109-1662 www.woodburycorp.com 801-845-7770</p>

Narrative

Bingham Academy would lease 16,000 square feet in the Riverside Plaza located with the city limits of Blackfoot. The space includes an area formerly occupied by Bradbury College Outreach Program that includes classrooms, the Blackfoot Book Store and the Twin Theaters. It would provide space for 9 classrooms, offices, restrooms, a small auditorium, and a small gymnasium. A copy of the existing floor plan is included in Appendix I, as well as a visual of the mall with associated parking areas. Parking areas include space for faculty, staff and students, both in the front of the building and at the rear of the building. Access to the facility from the back of the building provides unloading of the buses out of the main lanes of traffic.

Randy Woodbury (CEO and Owner) has been involved with retrofitting other similar facilities for Charter School use. He understands how charter school are funded and has indicated that if BA moves ahead with this option, they will structure a flexible lease payment plan tied directly to student enrollment numbers.

Lease option details: Lease costs will be based on the number of enrolled students. The lease would be for 5 years. Landlord would retrofit the facility for school use.

Strengths of this option: (1) Woodbury Corp. has been involved with retrofitting similar facilities for charter school use, (2) Woodbury Corp. is willing to adjust the lease payments based on student enrollment (3) the facility is centrally located, (4) the landlord will commit to an August 13, 2013 opening date for completion on retrofit as a turn-key facility

Associated challenges: 1) An additional bus drop for students will be added that may result in additional busing costs. These costs are affordable and would not delay opening of the school.

Draft Facility Budgets

Pre-Opening Expenses (required)

[Please insert rows as needed]

Description	Qty	Unit Cost	Total Cost	Comments
No pre-opening expenses	0	0	0	Mr. Woodbury is involved with charter schools in Utah and would like this to be turn-key
TOTAL Pre-Opening Costs			0	

Operating Expenses: Year 1 & Year 2 (required)

[Please insert rows as needed]

Description	Year 1		Year 2		Year 2 Total Cost	Comments
	Qty	Unit Cost	Qty	Unit Cost		
Building Lease	16,000 ft ²	\$66,000	16,000 ft ²	\$87,000	\$87,000	Approximately 11.7% of revenue
Insurance	16,000 ft ²	\$7,000	16,000 ft ²	\$7,500	\$7,500	Liability and Property (Estimates from other school costs)
Maintenance and Grounds		\$35,400		\$37,100	\$37,100	Custodial, maintenance and grounds, snow removal
TOTAL Year 1 Costs		\$109,400	TOTAL Year 2 Costs		\$131,600	

Operating Expenses: Year 3 (required) & Year 4 or Future Expansion (optional)

[Please insert rows as needed]

Description	Year 3 Qty	Year 3 Unit Cost	Year 3 Total Cost	4 / Exp Qty	Year 4 or Expansion Unit Cost	Year 4 or Expansion Total Cost	Comments
Building Lease	16,000ft ²	\$104,000	\$104,000	16,000 ft ²	\$120,000	\$120,000	Percentage of revenue decreases as enrollment increases
Insurance	16,000ft ²	\$8,000	\$8,000	16,000 ft ²	\$8,600	\$8,600	Liability and Property (Estimates from other school costs)
Maintenance and Grounds		\$41,200	\$41,200		\$44,000	\$44,000	Custodial, maintenance and grounds, snow removal
		TOTAL Year 3 Costs	\$153,200		TOTAL Year 4 or Expansion Costs	\$172,600	

List of Attachments

Attachments (required)

[Please insert rows as needed. List all documents related to this facility's location, costs, etc.]

Attachment Title	Brief Description	Notes or Considerations
Woodbury LOI	A non-binding letter of intent with Woodbury Corp.	
Proposed Layout	Proposed area within the Riverside Mall to leased by BA.	
Visual of the Riverside Mall	Overhead view of Riverside Mall outlining the areas included in the lease with Woodbury Corp.	
Estimated Start-up Budget	Details of the associated costs for opening the school including facility costs	Appendix U
3-year Estimated Budget	Budgets for the first 3 years of operations including the worse, likely and best case scenarios including facilities	Appendix V
Monthly Cash Flow Budget	Expenditures on month for the first year of operation including facilities	Appendix W
Start-up Timeline	Details of the tasks associated with opening the school including facilities.	Appendix Y

December 31, 2012



Realtors / Brokers / Managers
Developers / Consultants / Architects

2733 East Parleys Way, Suite 300 / Salt Lake City, Utah 84109-1662

(801) 485-7770

October 5, 2012

Fax (801) 485-0209

Fred Ball
2801 Hunters Loop
Blackfoot City, ID 83221
208-339-8264
hgwynn@bcclc.com

Re: **Letter of Intent
Riverside Plaza
Blackfoot, Idaho**

Dear Fred:

Outlined below are terms and conditions for the leasing of approximately 17,000 square feet in the Riverside Plaza Shopping Center. Please review these terms and conditions, and if acceptable, acknowledge your approval where indicated below.

Landlord: Riverside Plaza Shopping Center

Tenant: Bingham Academy

Lease Premises: Approximately 17,000 Square Feet.

Lease Term: Five (5) years

Delivery Date: Upon execution of the Lease Document

Commencement Date: August 13th, 2012 for official occupancy.

Rental Rate: **Year 1 - Rent shall be established upon a percentage of state funding based upon a per student calculation. Payment of the rental amount will occur upon the state funding schedule.**

Rate Escalations: Rent shall escalate as enrollment increases.

Use: Premises shall be used for an educational facility.

Common Area, Taxes, and Insurance Charges: Full Gross Lease

Prepaid Rent: Equal to one months rent.

Security Deposit: Equal to one months rent.

University Mall / 575 East University Parkway / Suite N-260 / Orem, Utah 84097 / Tel (801) 224-0810 / Fax (801) 224-1424
Magic Valley Mall / 1485 Poleline Road East, Suite OFC / Twin Falls, Idaho 83301 / Tel (208) 733-3000 / Fax (208) 733-3283

FW

December 31, 2012

Landlords Work: Landlord will deliver the space in a "Turn Key" condition. As described in the scope of work exhibit established by Bingham Academy.

Signage: Landlord shall require Tenant to install, at the Premises, with such signage subject to Landlord's approval, not to be unreasonably withheld.

Guarantor(s): Name: _____

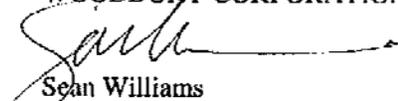
Utilities And Services: Landlord will supply all utilities to the Premises and Tenant shall be responsible for the payment of all utilities exclusively servicing the Premises.

Continuous Occupancy: Tenant on or before the Rental Term commencement date agrees to be open for business and to operate one hundred percent (100%) of the Leased Premises during the entire Rental Term of the Lease unless prevented from doing so because of fire, accident, or acts of God, and to conduct its business at all times in a high class and reputable manner.

This proposal is neither contractual in nature, nor an offer, but an expression of the principal terms proposed to be incorporated in a mutually acceptable lease agreement. An agreement resulting from our negotiations is subject to final approval by our real estate committee and will not be binding until fully executed.

Should you find these terms and conditions acceptable, please have the appropriate party sign where indicated below and return a copy to me. I will look forward to your response.

Very Truly Yours,
WOODBURY CORPORATION


Sean Williams
Development / Acquisitions / Leasing

TENANT'S APPROVAL

Accepted this _____ day of _____, 2012

Tenant: _____

By _____

Its _____

LANDLORD'S APPROVAL

Accepted this _____ day of _____, 2012

Landlord: _____

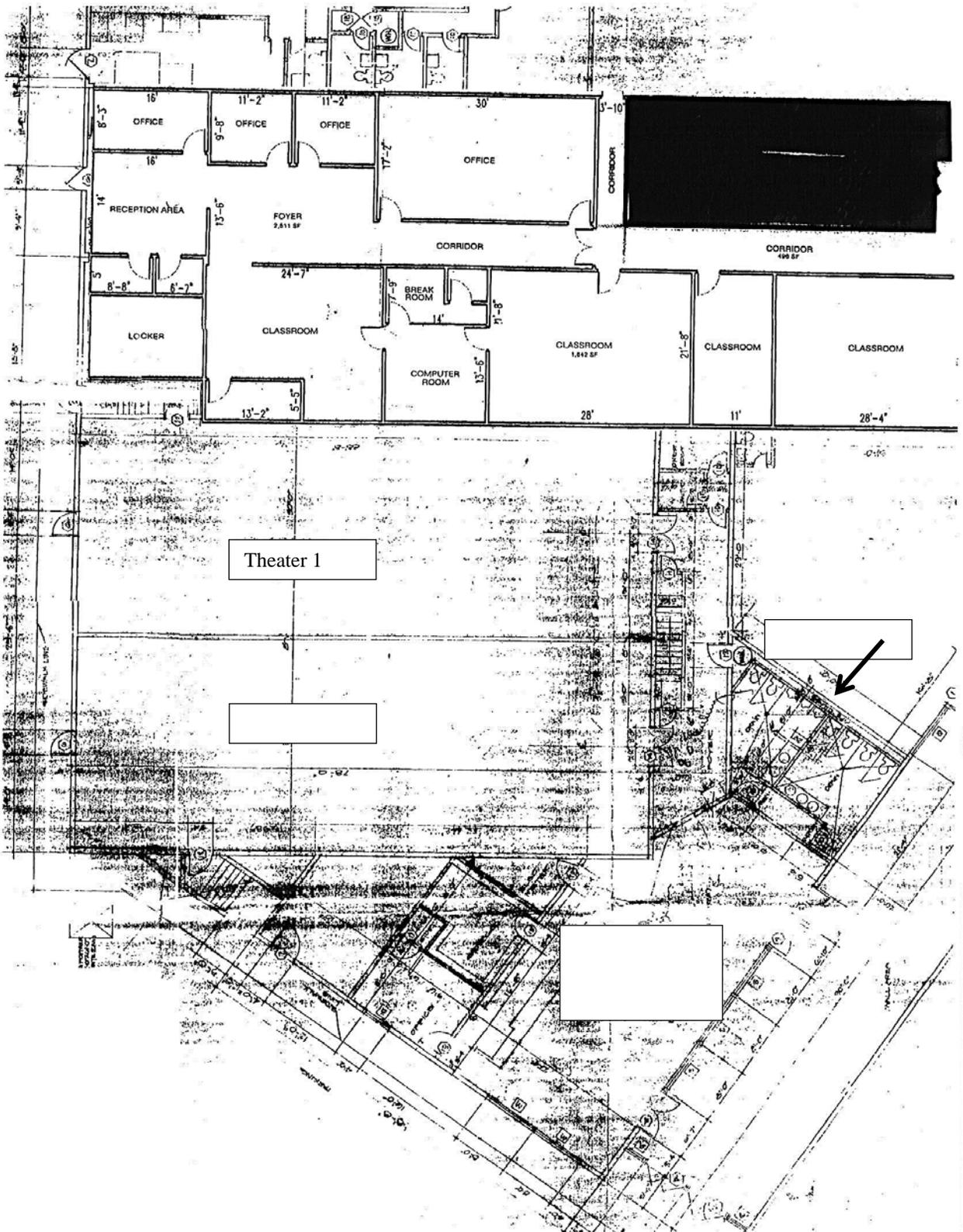
By _____

Its _____



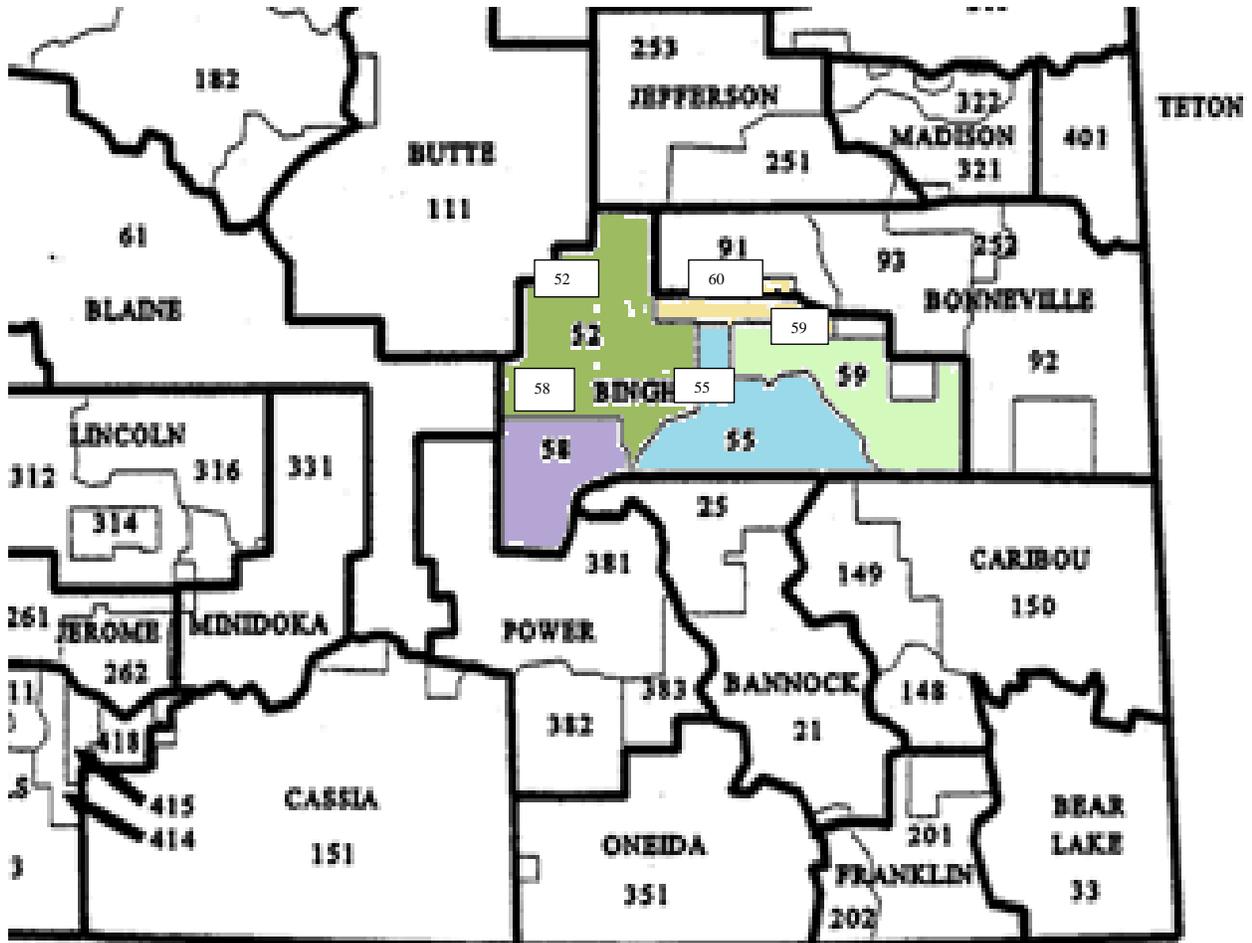


Picture of the proposed area of the Plaza Mall in Blackfoot that includes the former movie theater area and the adjoining area formerly occupied by Bradbury College. Area outside the building indicates student parking, faculty parking, and student drop off area.



December 31, 2012

APPENDIX J: ATTENDANCE AREA

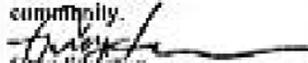


The attendance area for Bingham Academy includes the districts of Blackfoot (55), Snake River (52), Firth (59) some students from Shelley (60) and Aberdeen (58).

December 31, 2012

APPENDIX K: SURVEY OF ATTENDANCE AREA FAMILIES

Hi, for the past year I have been meeting as a member of the founding board of the Idaho STEM Academy. Establishing a charter high school is a long and time consuming process. Last month, I and some of my fellow founding board members went before the state charter commission and presented our proposal for a charter high school. One question that was raised by the board was, "What level of interest and commitment do you have for your charter high school?" What they wanted was data. Data that could be verified and that proves that there is a need for a charter high school in our community. To this end I approached the board of ISTCS and requested that this letter be carried home by your student. Please fill this out so we can accurately plan and prepare for a charter high school in our community.


Greg Singleton
Vice Chairman
Idaho STEM Academy
Founding Board

Idaho STEM Academy Interest Survey



What is your level of interest in the Idaho STEM Academy? (Circle the appropriate level)

Not interested Interested Very interested Highly interested

How many students do you have that could benefit from the unique experience that a charter high school will offer? (Circle the appropriate number)

1 2 3 4 5

What are their current grade levels? (Circle all the appropriate grade levels)

1 2 3 4 5 6 7 8 9 10 11

Are you willing to sign a non-binding letter of intent to have your student in the Idaho STEM Academy for the 2013 -2014 school year?

Yes No

Would you like more information?

Yes No

Would you be willing to help on the founding organization to insure that your student has a place in the Idaho STEM Academy?

Yes No

Student Name

Parent Name

Phone number

Mailing Address

Email Address

City

Attendance Area Survey Results for Bingham Academy

Stakeholder Name	Student Name	Phone	Grade 9	Grade 10	Grade 11
Amy Despain				1	
Amy Larsen	Tristen Larsen	208-390-3387		1	
Anita Hubbs		208-785-8733		1	
Ann Marie Jensen		208-680-2948		1	
Ann Marie Kennedy		208-380-4186	1		
April Earl		208-534-8622	1		
Audri Jackson		208-785-1624	1		
B. Chapa		208-243-0339	1		
Beverly Kingsford		208-785-0400		1	
Billie Newbold		208-251-7730		1	
Bobby Comunotti		208-360-3955	1		
Bonnie Doty	Justin Kirk	208-357-0470		1	
Bonnie Doty	Kaylee Kirk	208-357-0470	1		
Brian Thelin		208-243-2354		1	1
Carma Jensen		208-684-4580	1		
Carol Barber		208-680-7770		1	
Carolyn Scholz		208-785-2116	1		
Cathy Salisbury		208-785-2925	1		
Chantelle Macy		208-403-4008		1	
Cheryl Halford	Samuel Kudla	208-339-5877		1	
Cheryl Smith		208-785-9309	1		
Choncha Olmos		208-821-8055	1		
Chris Peterson	Alex Petersen	208-589-3759		1	
Chris Renova	Tianna Renova	208-380-0737		1	
Claire Scofield		208-681-1275	1		
Clayton Young		208-200-3079	1		
Corwin West		208-904-4097	1		
Cory/Kathy Brower		208-684-5550		1	
Darlene Smout		208-680-6822	1		
Dayna Nield		208-785-0846	1		
Debbie Steele		208-681-1948		1	
Debra Armstrong		208-785-0750	1		
Dee Armstrong		208-785-9631	1		
Denise Curtis		208-785-0580	1		
Denise Duroucher		208-785-0590	1		
Diana Moore	Rachelle Lynn Osborn	208-681-2157		1	
Estella Flores	Jasmine Alvarez	208-240-7557		1	
Greg and Tonya Houston		208-403-2677	1		
Grover Staug	Logan Staub	208-680-1776		1	
Holly Lilya		208-785-1236	1		
Jami Luna		208-681-5997	1		
Jamie Thomas		208-684-3904		1	

December 31, 2012

JaNae Crook	Torrey Crook	208-684-4189		1	
Jason/Becky Young		208-681-3250		1	
Jenifer Wells	James Wells	208-785-3259		1	
Jennifer Bench		208-881-2899	1		
Joan Forsberg	Jamie Forsberg	208-684-4060		1	
Joe Hubbs	Arrianna Hubbs	208-681-1948	1		
John/Paula Brady		208-684-4922		1	
Joni Merrick		208-757-9676	1		
Joseph/Amy Delaney		208-684-4594		1	
Julie Christiansen		208-782-1802	1		
Julie Christiansen	Kolby Christiansen	208-782-1802	1		
Julie Harris		208-680-0396	1		
Justin/Cathrine Hokanson		208-684-4934		1	
Karen Robinson		208-782-0616	1	1	
Kathy Fitzen Payne		208-785-1240	1	1	
Kathy Lin Eggleston		208-690-9019	1		
Katrina Elliot		208-785-6564	1		
Katrina Mayer	Daniel Mayer	208-785-0788		1	
Katrina VanOrden		208-681-1359		1	
Kaya Nelson		208-405-1203	1	1	
KayAnn Hayes		208-680-0223	1		
Kaylynn Gorder	Jarod Greene	208-705-5214	1		
Kelly Moulton		208-243-5502	1		
Keri Kitzmiller		208-681-1124		1	
Klee Coverdale		208-221-7930	1		
Kristin Jensen		208-782-1374		1	
Lance Martin		208-681-3893		1	
Lane Giles		208-403-5036	1		
Lane Hepworth	Bradlynn Christensen	208-680-0241		1	
Laralee Eppich		208-680-2772	1		
Layn/Julie Hudson		208-684-4748	1		
Lee England	Carl J. England	208-757-0451		1	
Leiann Peterson		208-534-8920	1		
Linda Trahant	Cynthia Trahant	208-221-2666		1	
Linda Trahant	Kyra Trahant	208-221-2666		1	
Linda Trahant	Shayla Trahant	208-221-2666	1		
Linda Trahant	Jonathan Lewis	208-221-2666		1	
Linda Wright		208-785-5993	1		
Linnea Chidester		208-680-1996	1		
Lisa Blight	Michael Blight	208-684-4963	1		
Lisa Goodwin		208-643-4157	1		
Lisa Law	Spencer High	208-390-2686	1		
Lisa Patrick		208-541-0498		1	
Lori Kitzmiller		208-782-1804	1		
Lori Watkins	Julie-ann Garringer	208-681-5875	1		
Maria Dorn	Killian Dorn	208-684-4736		1	
Marilyn Cobbley	Tyler Cobbley	208-681-2210		1	

December 31, 2012

Marina Ventura		208-223-3132		1	
Mark/Camille Withers		208-684-4686		1	
Michael Underwood		208-643-0590	1		
Michelle Cowden	Alyssa Sidney Walters	208-223-9303		1	
Mike Curtis	Spencer Curtis	208-785-0580	1		
Mindy Davison		208-684-5094	1	2	
Misty Jones-Holder	Tyler Jones-Holder	208-283-9223		1	
Noah and Judy Hiler		208-223-3749	1		
Rachel Saline	Sydney Saline	208-227-6359	1		
Raelyn Briscoe		208-785-4344	1		
Randy L. Teton		208-389-8595	1		
Rebecca Christensen		208-680-0664	1	1	1
Rhonda Burch	Ashley Peace	208-690-0650		1	
Rhonda Haroldson		208-684-4602	1		
Rhonda Murray	Tymber Murray	208-782-0968	1		
Robert/Deborah Wright		208-684-3974		1	
Rod Jaques		208-684-9814	1		
Sadie Perkins	Jacob Perkins	208-241-3708		1	
Sean Macy	Devon Macy	208-220-2787	1	1	
Shane Osborn	Rochelle Osborn	208-681-2157		1	
Shannon Jensen	TJ Jensen	208-681-9779		1	
Shara Lindsay		208-528-5328	1		
Sharon Nafus		208-684-4795	1		
Shauntel Marotz		208-782-1488	1		
Shelley Harding	Maurice Harding	208-242-7744		1	
Shelley Harding	Taylor Ballard	208-242-7744	1		
Simeon Serna		208-785-2875	1		
Stacie Heintzleman		208-680-2400	1		
Stacie Stephenson		208-709-7528	1	1	
Stephanie Thompson		208-785-7827	1		
Stepheny McCall		208-757-0925	1		
Susan Loveland		208-782-3580	1		
Tammie Carson		208-201-8746		1	
Tammy Davis		208-220-5088	1		
Tara Capson		208-680-7650	1		
Taush & William Wolfley		208-785-5367		1	
Terri Love		208-684-3753		1	1
Tiffani Cottrell		208-785-0445		1	
Tiffany Earl	Joseph Earl	435-419-0060		1	
Tim Saunders		208-681-3560	1		
Virginia Neff		208-690-1308		1	
Virginia Gonzales		208-406-2477	1		
Wendy Durfee	Camdon Durfee	208-680-0116		2	
Wendy Holey		208-681-8288		1	
Wendy Schild		208-785-4564	1		
	Amy Godineze	208-313-5322	1		
	Treven Basset	208-602-8395	1		

December 31, 2012

	Cody Winn	208-680-2052	1		
	Cade Winn	208-680-2052	1		
	Trenten Brown	208-680-3760	1		
	Jouelyan Truman	208-680-9236	1		
	Braydee Fries	208-681-1464	1		
	Cody Mikesell	208-681-6120	1		
	Brooke Yancey	208-681-8521	1		
	Sloan Merrill	208-681-9673	1		
		Sub Totals:	87	66	3
				Total:	156

December 31, 2012

APPENDIX L: CHIEF ADMINISTRATOR JOB DESCRIPTION

JOB DESCRIPTION

Position Title: Bingham Academy Chief Administrator

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 Chief Administrator 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, as needed, 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 PCSC authorized chartering entity in compliance with the terms of the charter school petition.

December 31, 2012

APPENDIX M: CIS LAB EXPENSES

Estimate for CIS Lab for 2013			
Item	Quantity	Price	Extended Price
Managed 48 Port Switch	1	\$707.00	\$707.00
Network cable	1	\$90.00	\$90.00
Network ends (100 pack)	1	\$25.00	\$25.00
Workstations	24	\$972.00	\$23,328.00
Software Licenses	24	\$400.00	\$9,600.00
Color Laser Printer	1	\$250.00	\$250.00
		Total	\$34,000.00

December 31, 2012

APPENDIX N: DUAL AND CONCURRENT ENROLLMENT PARTNERS

December 31, 2012



17 N. 550 W. Blackfoot, ID 83221 208-557-4003 fax: 201-304-0275 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 December 2012.

Thank you for your support.

Sincerely,

A handwritten signature in black ink that reads "Patricia Kolbet". The signature is written in a cursive style.

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

December 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



AWARD RECEIPT

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

FOUNDATION COURSE SCHEDULE (9-12)

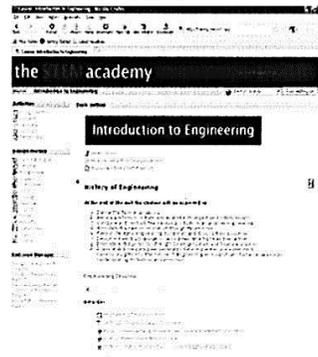
STUDENT LAB SCHEDULE

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



the STEM academy®

establishing engineering habits of the mind

SOFTWARE

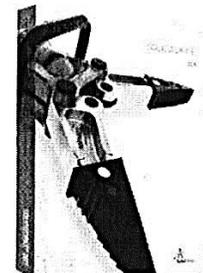
Solidworks

MasterCAM

Graphisoft ArchiCAD

EcoDesigner

3D VIA Shape



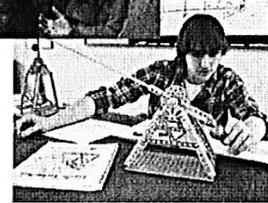
STUDENT ACTIVITY KITS

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

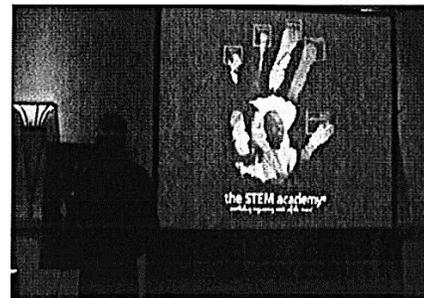
***3 Day STEM Instructor Orientation: \$7,500.00**

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 DUE:

\$45,000.00

SCALE UP OPTIONS AVAILABLE

Idaho STEM Academy
the STEM academy®
establishing engineering habits of the mind
A National Non-Profit Status K-12 Education Program www.stem101.org



the **STEM** academy®

establishing engineering habits of the mind

SCALE UP COURSE OPTIONS

Foundations of Technology

Engineering Technology

General Fabrication Methods

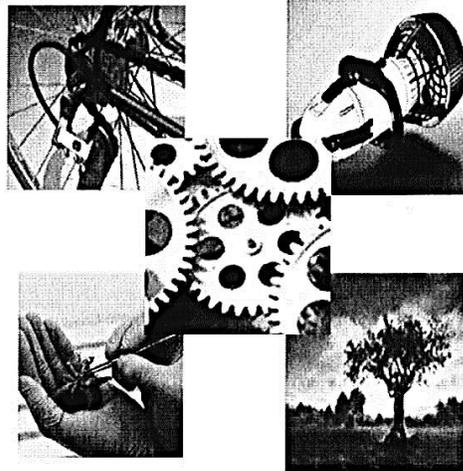
Green Methods

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





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.d.us



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



**Eastern Idaho
Professional-
Technical High School**

**Eastern Idaho
Professional-
Technical High School**



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

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—EMT—CEG
- Information Technology—IFHS
- Occupational Career Experience—TBA
- Pharmacy Technician—CEG
- Pre-Engineering—TBA
- Sports Medicine—Skyline
- Welding—BHS
- Work-Based Learning—all schools

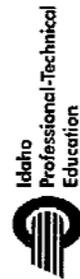
**Eastern Idaho Professional-
Technical High School**
950 Environmental Way

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



A consortium of schools from Firth School District #59, Shelley 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



**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 (EITC) 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 15.



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 | |

December 31, 2012

APPENDIX O: EMPLOYEE USE OF DRUGS AND ALCOHOL

December 31, 2012

Bingham Academy
Use of Illegal Drugs and Alcohol
By Employees

Bingham 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:

Bingham Academy will establish a drug-free awareness program to inform employees about the following:

- The school policy of maintaining a drug-free workplace

December 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.

December 31, 2012

Receipt of Bingham Academy
Use of Illegal Drugs and Alcohol
By Employees

I hereby acknowledgement that I have received a copy of the Bingham 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

December 31, 2012

APPENDIX P: DRAFT STUDENT HANDBOOK

Draft
Bingham Academy Student Handbook
Table of Contents

Code of Conduct
Section I

- Class Contact Time
- A. Late to Class
 - B. Cutting Class
 - C. Truancy
 - D. Leaving School/Activity

Section II

- General Student Behavior
- A. Display of Affection
 - B. Radio/CD/Headphone, etc.
 - C. Paging Devices
 - D. Eat/Drink outside of Cafeteria
 - E. Cigarettes & Matches
 - F. Flagrant Disrespect
 - G. Not Going to Detention
 - H. Disruptive Behavior
 - I. Defiance of Teacher
 - J. Inappropriate Language

Section III

- Other Infractions
- A. Stealing
 - B. Weapons / Explosives
 - C. Fight / Assault
 - D. Provoking / Harassing
 - E. Fire Extinguisher Tampering
 - F. Trespassing
 - G. Use or possession of drugs, alcohol, illegal substances

Section IV

- Consequences and Disciplinary Actions
- A. Due Process
 - B. Minor Offenses
 - C. Major Offenses
 - D. Suspension

E. Expulsion

Bingham Academy 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 Bingham Academy 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.

December 31, 2012

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 Chief Administrator 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

December 31, 2012

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	2 nd	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	2 nd	3rd	4th	5th	6th	7th
Possession and/or playing of radios, stereos, tape decks, Walkman set, head set Wearing a hat Portable phones	Confiscation Return to the student at the end of the day and 1 detention	Confiscation Return to the parent and 2 detention	Internal Suspension				

C. Paging Devices

Infraction	Occurrence						
	1st	2 nd	3rd	4th	5th	6th	7th

Possession of a paging device	Confiscation. Return to parent Parent conference 1 Detention	Confiscation Device turned over to police Parent Conference 1 day internal suspension	Confiscation Disorderly Persons Charges filed with police 2 days internal suspension
-------------------------------	---	--	--

D. Eat/Drink outside of Cafeteria

Infraction	Occurrence						
	1st	2 nd	3rd	4th	5th	6th	7th
Eating or drinking outside assigned areas	1 Detention	2 Detentions					

E. Cigarettes & Matches

Infraction	Occurrence						
	1st	2 nd	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	2 nd	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	2 nd	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	2 nd	3rd	4th	5th	6th	7th
Defiance of a teacher's authority	1 - 5 Days Internal or External Suspension						

J. Inappropriate Language

Infraction	Occurrence						
	1st	2 nd	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 reserve the right to impose greater penalty at any time, depending upon the facts and circumstances of the particular infraction.

A. Stealing

Infraction	Occurrence		
	1 st	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		
	1 st	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		
	1 st	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>

D. Provoking / Harassing

Infraction	Occurrence		
	1 st	2nd	3rd
<p>Provoking a fight / verbally abusing or harassing another student / physically violating the rights of others. This includes inappropriate</p>	<p>Internal / External Suspension and/or detention(s) including referral for counseling services</p>		

<p>comments or behaviors that denigrate the race, ethnicity, religion or gender of another student, as well as any form of hazing.</p>	<p>Student may be sent home for the day</p> <p>Parent contact if deemed necessary</p> <p>Referral to authorities if deemed appropriate</p>		
--	--	--	--

E. Fire Extinguisher Tampering

Infraction	Occurrence		
	1 st	2nd	3rd
<p>Tampering, damaging or attempting to cause damage to school or personal property</p>	<p>Restitution / restoration and detention and/or 1-5 Days Internal / External Suspension</p> <p>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</p> <p>Appropriate legal action will be taken</p>		

F. Trespassing

Infraction	Occurrence		
	1 st	2nd	3rd
<p>Trespassing on school grounds while on suspension</p>	<p>3 Days External Suspension</p>		

G. Use or possession of drugs, alcohol, or illegal substances

Infraction	Occurrence	
	1st	2nd

<p>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</p>	<p>The following action will result in conjunction with present Board policy.</p>	
	<p>The student will be externally suspended from school for a minimum of 5 school days</p> <p>Referral to local authorities</p> <p>See below</p>	<p>The student shall be externally suspended from school for a minimum of 10 school days pending possible BOE expulsion hearing</p> <p>Referral to local authorities</p> <p>See below</p>
<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. Bingham Academy Board of Directors will formally adopt and recognize all Blackfoot School District policies addressing emergency or other situations not specifically covered by Bingham Academy 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 Chief Administrator 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

1. 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 Chief Administrator 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 Chief Administrator or Bingham Academy Board of Directors in compliance with requirements of section 33-205, Idaho Code.

Step 4: Expulsion by the Bingham Academy 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 Bingham Academy Board of Directors shall have the right to expel or deny enrollment to any student as set out in section 33-205, Idaho Code. Readmission of any student suspended or expelled, or admission of any student who has been denied admission shall be governed by section 33-205, Idaho Code.

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

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

December 31, 2012

APPENDIX Q: INTERNET USE POLICY

Bingham Academy
Network and Internet Acceptable Use Policy

Acceptable Use:

- The Bingham Academy 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 Bingham Academy network and Internet connection for commercial purposes or political lobbying is prohibited.
- Any use of the ~~ISA~~ Bingham Academy 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 Bingham Academy network resources with idle activities.
- Only school approved games are allowed, and only with teacher permission.
- Students are not allowed to download files to the hard disk of any computer on the Bingham Academy 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 Bingham Bingham Academy 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. Bingham 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:

Bingham Academy makes no warranties of any kind, whether expressed or implied, for the service it is providing. Bingham 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. Bingham Academy denies any responsibility for the accuracy or quality of information obtained through its services. Bingham Academy has the right to monitor Bingham Academy 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.)

December 31, 2012

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. Bingham Academy has taken precautions to eliminate controversial material. However, I recognize it is impossible for Bingham 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 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 Bingham 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 _____

December 31, 2012

APPENDIX R: SUICIDE PREVENTION PROGRAM

BINGHAM ACADEMY
SUICIDE PREVENTION PROGRAM

The Bingham Academy 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 mailing goes 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.

December 31, 2012

APPENDIX S: SCHEDULE OF MARKETING EVENTS

Marketing Plan by Month for Community Events

Month	Event	Audience
January	1. Relay for Life 2. Chamber of Commerce President's Dinner	1. Community members, adults and adolescents 2. Chamber members, local businesses to partner with
February	1. Legislative Breakfast	1. Chamber members, local businesses as potential partners
March	1. Bingham Co. Potato Hall of Fame Reception 2. Legislative Breakfast	1. Community members, industry leaders 2. Chamber members, local politicians, local businessmen as potential partners
April	1. Relay for Life Fundraiser	1. Community members, local businesses, potential partners
May	1. Drug Prevention Coalition Fair 2. Bike Safety Fair	1. Community members, parents, adolescents, potential service projects 2. Community members, parents, adolescents, potential service project
June	1. Relay for Life 2. High School Rodeo	1. Community members, local businesses, potential business partners, potential service projects
July	1. Blackfoot Pride Days 2.	1. Community members, parents, adolescents, potential service project
August	1. Bingham County 4-H Fair 2. Chamber of Commerce Golf Tournament	1. Parents, Adolescents, Community business and leaders 2. Chamber members, business leaders, community leaders
September		
October	1. Chamber of Commerce Officer Awareness Award 2. SEICAA Stone Soup Fundraiser	1. Local businesses, Chamber members, potential partners 2. Community leaders, Potential business partners, parents
November	1. Thanksgiving Food Baskets	1. Potential community service project
December	1. Christmas Tree Fantasy	1. Community members, parents, business leaders, potential partners

December 31, 2012

APPENDIX T: RESUMES OF FOUNDERS

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

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.

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)

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

December 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**

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

December 31, 2012

APPENDIX U: BUDGET ASSUMPTIONS

Bingham 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 FY13 Budget Calculations templates provide by the Idaho Department of Education.

Estimated federal funds for year one are limited to projected IDEA funds. This figure was estimated based on comparisons of funding received at BCCLC and ISTCS for their programs.

Estimated federal funds for years two and three are increased to include Title I, Title II, and Small Rural School Grant funds.

The Federal Charter Start Grant (CSP) funds for Bingham Academy are not included in the general budget projections, but are tracked separately. The 3 year budget as approved in the grant is included in the Appendix ~~XY~~. Carryover amounts are tracked in the separate budget included in the Appendix ~~XY~~.

BA anticipates receiving a \$200,000 new charter school grant from the Albertson's Foundation. These funds are tracked separately and are not included in the revenue or expenditure estimates for the general budget. Carryover amounts are tracked it the separate budget included in the Appendix ~~XY~~.

Cost for purchase of the STEM program, including the Engineering Academy materials, curriculums, and training, are included in the CSP grant.

Part of the expense for textbook is also included in the CSP grant.

Bingham Academy plans to contract with ISTCS for student transportation. Their transportation Director, Mr. Brian Thelin, has estimated total costs plus the non-reimbursable percentage that BA will be responsible to pay. These are the projections included in the budget estimates.

Costs such as accounting, legal services, utilities, and textbooks were derived from projections based on actual costs experienced at other charter schools (BCCLC and ISTCS).

Bingham Academy will make every effort to hire teachers with more than one endorsement so that they can teach more than one subject area. There is a significant number of retired teachers in Blackfoot, Pocatello, Aberdeen, Shelley, Firth, Rigby, and Idaho Falls who often look for supplemental income. These too are a viable source for qualified teachers. All certificated personnel must meet HQ status.

In the event that BA does not meet its projected 100 student enrollment for its first year and must resort to its worst case budget, Only teachers in core areas will be hired. In this case, the following staffing will be implemented:

Certificated Staff

<u>Chief Administrator (paid from grant)</u>	<u>1.0 FTE</u>
<u>English</u>	<u>0.5 FTE</u>
<u>Math</u>	<u>0.5 FTE</u>
<u>Science</u>	<u>0.5 FTE</u>
<u>Social Studies</u>	<u>0.5 FTE</u>
<u>Teacher/Postsecondary Facilitator</u>	<u>0.5 FTE</u>
<u>Special Education</u>	<u>0.5 FTE</u>
<u>Counselor</u>	<u>0.5 FTE</u>
<u>Physical Education</u>	<u>0.5 FTE</u>
<u>Total Certificated Staff</u>	<u>5.0 FTE</u>

Classified Staff

<u>Administrative Assistant</u>	<u>0.5 FTE</u>
<u>Business Manager (paid from grant)</u>	<u>0.5 FTE</u>
<u>Custodian/Maintenance</u>	<u>0.5 FTE</u>
<u>Paraeducators</u>	<u>0.3 FTE</u>
<u>Classified</u>	<u>1.8 FTE</u>

Cost for computer lab equipment, including the Career Information System (CIS) Lab has been estimated by Mr. Travis Crook, IT Director for Idaho Science and Technology Charter School. As a full time professional specializing in educational technology, he is well aware of student needs and costs for these items.

Costs for staff development are included in grant expenses.

Board training expenses are included in the budget within the “Staff Development” category.

BA has estimated 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.

The estimated cost for a yearly independent audit and a programmatic audit are also projection base on other school’s actual expenses.

December 31, 2012

APPENDIX V: ESTIMATED START-UP BUDGET

Idaho STEM Academy First year estimated budget

Revenue	Anticipated	Worst Case	Best Case
	100 students	70 Students	125 Students
	8 units	6 units	9 units
Base support	165,530	126,118	187,354
salary based apportion	325,080	232,456	369,874
benefit apportionment	58,644	41,935	67,069
State Transportation	0	0	0
Other state revenue	8,700	6,000	7,880
Title VI-B	19,300	15,400	22,100
Technology	6,500	5,900	6,880
Lottery	2,700	2,100	3,600
total:	586,454	429,909	664,757
Expenditures			
all salaries	231,500	200,500	307,900
benefits	71,780	62,170	95,460
travel/purchased services	6,800	6,100	7,800
supplies	15,750	12,620	12,800
Accounting	4,400	4,400	4,400
Advertising	3,000	3,000	3,000
software/testbooks	11,246	10,700	11,846
staff development	4,300	3,400	4,500
testing	1,400	1,100	1,670
Equipment	1,200	1,200	2,200
Legal services	3,200	2,900	3,200
postage	1,100	1,000	1,300
CIS lab equipment	4,000	4,000	1,000
inservice & training	3,200	2,100	3,700
Modular setup	23,995	17,000	3,800
building rental	61,000	46,600	69,200
land rental	6,000	6,000	6,000
utilities & insurance	22,960	15,886	23,560
grounds & maintenance	3,600	3,200	3,600

December 31, 2012

pupil transportation	11,000	11,000	12,000
Building reserve	42,800	0	34,300
Total:	534,231	414,876	613,236
Fund Balance	52,223	15,033	51,521

December 31, 2012

**APPENDIX W: THREE-YEAR ESTIMATED BUDGETS (WORSE, EXPECTED AND
BEST CASE SCENARIOS)**

December 31, 2012

Bingham Academy Worst Case 3 year Annual Operational Budget

	2013-2014			2014-2015			2015-2016		
	Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount
Number of Students	70			100			140		
Revenues:									
State Apportionment		\$ 5,715	\$400,509		\$ 5,492	\$549,254		\$ 4,800	\$672,000
State Transportation		75%	0		75%	0		75%	0
Nutrition Program		\$ -	0		\$ 60	0		\$ 60	0
Federal programs			15,400			39,300			76,600
Contributions/Donations									
state classroom enhancement			3,500			4,200			4,600
State Technology			5,400			6,500			6,800
State Textbook			3,000			4,500			4,700
State Lottery			2,100			2,700			3,600
Loan Proceeds									
Total Revenues			\$429,909			\$606,454			\$768,300
Expenses:									
Salaries:									
Teachers		\$ 34,000	1	\$34,000	0.0%	\$ 34,000	2	\$68,000	3.0%
Teacher/Facilitator		\$ 34,000	1	\$34,000		\$ 34,000	2	\$68,000	
Teachers		\$ 31,000	1.5	46,500		\$ 31,000	2.5	77,500	
Special Ed. Teacher		\$ 31,000	0.5	15,500		\$ 31,000	0.5	15,500	
Instructional Aids		\$ 16,000	0.3	4,800		\$ 16,000	0.3	4,800	
Classified/Office Staff		\$ 18,000	0.8	14,400		\$ 18,000	0.8	14,400	
Administration		\$ 73,000	0	0		\$ 73,000	1	73,000	
Business manager		\$ 42,000	0	0		\$ 42,000	0.4	16,800	
counselor		\$ 38,000	0.4	15,200		\$ 38,000	0.5	19,000	
bus drivers		\$ 15,000	0.5	7,500		\$ 15,000	0.5	7,500	
Maintenance/Other		\$ 31,000	0.8	24,800		\$ 31,000	0.6	18,600	
Total Salaries			\$196,700			\$315,100			\$395,300
Benefits:									
Retirement/PERSI		15.0%	\$29,510	15.0%	\$47,270	15.0%	\$59,300		
Health/Life Insurance		5.0%	9,840	8.0%	15,760	8.0%	19,770		
Payroll Taxes		8.0%	15,740	8.0%	25,210	8.0%	31,620		
workers Compensation		3.0%	5,900	6.0%	9,450	6.0%	11,860		
Total Benefits			\$60,990			\$97,690			\$122,550
Operating Expenses:									
Textbooks		\$ 25.00	\$1,750	\$ 26.50	\$2,650	\$ 28.00	\$3,920		
software			\$5,246		\$2,600		\$1,400		
Supplies			\$9,500		\$10,200		\$11,090		
Equipment			\$0		\$1,500		\$2,600		
Contract Services			\$1,200		\$1,800		\$2,200		
Legal			\$3,000		\$3,200		\$3,600		
Accounting			\$4,400		\$4,500		\$4,600		
Advertising/Marketing			\$3,000		\$1,000		\$1,800		
Gas/Electric			\$11,000		\$15,400		\$17,400		
Telephone			\$1,360		\$1,600		\$1,600		
Liability & Property Insurance			\$6,000		\$7,500		\$8,000		
Testing & Assessment			\$1,000		\$1,400		\$2,000		
Staff Development			\$2,300		\$2,300		\$2,400		
Consulting			\$1,000		\$1,200		\$1,200		
Travel			\$1,735		\$2,600		\$3,000		
Postage			\$1,100		\$1,200		\$1,400		
Rents and Leases			\$61,000		\$61,000		\$71,000		
Modular set-up			\$23,995		\$6,000		\$6,000		
land lease			\$6,000		\$6,000		\$6,000		
building reserve			\$0		\$25,000		\$32,000		
Grounds & Maintenance			\$1,600		\$3,500		\$3,600		
Miscellaneous			\$0		\$1,200		\$1,500		

December 31, 2012

Total Operating Expenses		\$146,186		\$163,350		\$188,310
Program Expenses:						
Transportation	\$ 600	\$11,000	\$ 600	\$11,500	\$ 600	\$12,500
Nutrition Program		0		0		0
Total Benefits		\$11,000		\$11,500		\$12,500
Total Expenses		\$414,876		\$587,840		\$718,660
Net Operating Income/(Loss)		\$15,033		\$18,814		\$49,640
Beginning Fund Balance		0		15,033		33,847
Ending Fund Balance		15,033		33,847		83,487

December 31, 2012

Bingham Academy Expected 3 year Annual Operational Budget

	2013-2014			2014-2015			2015-2016		
	Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount
Number of Students	100			140			200		
Revenues:									
State Apportionment		\$ 5,492	\$549,254		\$ 4,500	\$630,000		\$ 4,500	\$900,000
State Transportation		75%	0		75%	0		75%	0
Nutrition Program	\$ -		0	\$ 60		8,400	\$ 60		12,000
Federal programs			19,300			92,000			94,200
Contributions/Donations									
state classroom enhancement			4,200			4,200			4,200
State Technology			6,500			6,500			6,500
State Textbook			4,500			4,500			4,500
State Lottery			2,700			3,500			3,600
Loan Proceeds									
Total Revenues			\$586,454			\$749,100			\$1,025,000
Expenses:									
<u>Salaries:</u>					3.0%			3.0%	
Teachers	\$ 34,000	1	\$34,000	\$ 35,020	1	\$35,020	\$ 36,070	4	\$144,280
Teacher/Facilitator	\$ 34,000	1	\$34,000	\$ 35,020	2	\$70,040	\$ 36,070	2	\$72,140
Teachers	\$ 31,000	2.5	\$77,500	\$ 31,930	2.5	\$79,830	\$ 32,890	2.5	\$82,230
Special Ed. Teacher	\$ 31,000	0.5	15,500	\$ 31,930	0.5	15,970	\$ 32,890	0.5	16,450
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	\$ 73,000	0	0	\$ 73,000	1	73,000	\$ 75,190	1	75,190
Business manager	\$ 42,000	0	0	\$ 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			\$231,500			\$365,630			\$513,250
<u>Benefits:</u>									
Retirement/PERSI	15.0%		\$34,730	15.0%		\$54,840	15.0%		\$76,990
Health/Life Insurance	5.0%		11,580	8.0%		18,280	8.0%		25,660
Payroll Taxes	8.0%		18,520	8.0%		29,250	8.0%		41,060
workers Compensation	3.0%		6,950	6.0%		10,970	6.0%		15,400
Total Benefits			\$71,780			\$113,340			\$159,110
<u>Operating Expenses:</u>									
Textbooks	\$ 25.00		\$2,500	\$ 26.50		\$3,710	\$ 28.00		\$5,600
software			\$11,246			\$7,600			\$6,400
Supplies			\$12,500			\$10,200			\$11,090
Equipment			\$1,200			\$1,500			\$2,600
Contract Services			\$2,800			\$1,800			\$2,200
Legal			\$3,200			\$3,200			\$3,600
Accounting			\$4,400			\$4,500			\$4,600
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			\$2,000
Staff Development			\$4,300			\$2,300			\$2,400
Consulting			\$2,000			\$1,200			\$1,200
Travel			\$4,000			\$2,600			\$3,000
Postage			\$1,100			\$1,200			\$1,400
CIS Lab			\$4,000			\$4,000			\$4,000
Rents and Leases			\$61,000			\$61,000			\$71,000
Modular set-up			\$23,995			\$5,000			\$6,000
land lease			\$6,000			\$6,000			\$6,000
building reserve			\$42,800			\$102,000			\$138,000
Grounds & Maintenance			\$3,600			\$3,500			\$3,600

December 31, 2012

Miscellaneous		\$1,950		\$1,200		\$1,500
Total Operating Expenses		\$219,951		\$249,410		\$302,990
Program Expenses:						
Transportation	\$ 600	\$11,000	\$ 600	\$12,000	\$ 600	\$12,500
Nutrition Program		0		0		0
Total Benefits		\$11,000		\$12,000		\$12,500
Total Expenses		\$534,231		\$740,380		\$987,850
Net Operating Income/(Loss)		\$52,223		\$8,720		\$37,150
Beginning Fund Balance		0		52,223		60,943
Ending Fund Balance		52,223		60,943		98,093

December 31, 2012

Bingham Academy Best Case 3 year Annual Operational Budget

	2013-2014			2014-2015			2015-2016			
	Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount	
Number of Students	125			140			200			
Revenues:										
State Apportionment		\$ 4,994	\$624,297		\$ 4,500	\$630,000		\$ 4,500	\$900,000	
State Transportation		75%	0		75%	0		75%	0	
Nutrition Program	\$ -		0	\$ 60		8,400	\$ 60		12,000	
Federal programs			22,100			92,000			94,200	
Contributions/Donations										
state classroom enhancement			4,100			4,200			4,200	
State Technology			5,860			6,500			6,500	
State Textbook			4,800			5,500			5,500	
State Lottery			3,600			3,600			3,600	
Loan Proceeds										
Total Revenues			\$664,757			\$750,200			\$1,026,000	
Expenses:										
Salaries:										
Teachers	\$ 34,600	2	\$69,200	\$ 34,600	1	\$34,600	\$ 34,600	3.0%	4	\$138,400
Teacher/Facilitator	\$ 35,000	1	\$35,000	\$ 35,000	2	\$70,000	\$ 35,000		2	\$70,000
Teachers	\$ 31,800	2.5	79,500	\$ 31,800	2.5	79,500	\$ 31,800		2.5	79,500
Special Ed. Teacher	\$ 31,800	0.5	15,900	\$ 31,800	0.5	15,900	\$ 31,800		0.5	15,900
Instructional Aids	\$ 16,000	0.6	9,600	\$ 16,000	0.8	12,800	\$ 16,000		1	16,000
Classified/Office Staff	\$ 18,000	0.8	14,400	\$ 18,000	0.8	14,400	\$ 18,000		1	18,000
Administration	\$ 73,000	0	0	\$ 73,000	1	73,000	\$ 73,000		1	73,000
Business manager	\$ 42,000	0	0	\$ 42,000	0.4	16,800	\$ 42,000		0.4	16,800
counselor	\$ 38,800	0.5	19,400	\$ 38,800	0.5	19,400	\$ 38,800		0.7	27,160
bus drivers	\$ 15,000	0.5	7,500	\$ 15,000	0.5	7,500	\$ 15,000		0.5	7,500
Maintenance/Other	\$ 32,000	0.8	25,600	\$ 32,000	0.6	19,200	\$ 32,000		1	32,000
Total Salaries			\$276,100			\$363,100			\$494,260	
Benefits:										
Retirement/PERSI	15.0%		\$41,420	15.0%		\$54,470	15.0%		\$74,140	
Health/Life Insurance	5.0%		13,810	8.0%		18,160	8.0%		24,710	
Payroll Taxes	8.0%		22,080	8.0%		29,050	8.0%		39,540	
workers Compensation	3.0%		8,280	6.0%		10,890	6.0%		14,830	
Total Benefits			\$85,600			\$112,570			\$153,220	
Operating Expenses:										
Textbooks	\$ 25.00		\$3,130	\$ 26.50		\$3,710	\$ 28.00		\$5,600	
software			\$11,246			\$8,700			\$7,400	
Supplies			\$12,800			\$13,200			\$14,090	
Equipment			\$22,020			\$4,500			\$4,600	
Contract Services			\$7,800			\$2,800			\$2,200	
Legal			\$3,200			\$3,200			\$3,600	
Accounting			\$4,400			\$4,500			\$4,600	
Advertising/Marketing			\$6,000			\$5,000			\$5,000	
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			\$1,670			\$1,700			\$2,000	
Staff Development			\$5,300			\$2,300			\$2,400	
Consulting			\$2,000			\$2,000			\$2,000	
Travel			\$1,500			\$2,800			\$3,000	
Postage			\$1,100			\$1,200			\$1,400	
CIS Lab			\$1,000			\$4,000			\$4,000	
Rents and Leases			\$64,000			\$71,000			\$80,000	
Modular set-up			\$23,560			\$5,000			\$6,000	
land lease			\$6,000			\$6,000			\$6,000	
building reserve			\$34,300			\$64,000			\$136,000	
Grounds & Maintenance			\$3,600			\$3,500			\$3,600	

December 31, 2012

Miscellaneous	\$1,950		\$2,000		\$2,500
Total Operating Expenses	\$239,536		\$235,410		\$322,990
Program Expenses:					
Transportation	\$ 600	\$12,000	\$ 600	\$12,500	\$ 600
Nutrition Program		0		0	
Total Benefits	\$12,000		\$12,500		\$13,000
Total Expenses	\$613,236		\$723,580		\$983,470
Net Operating Income/(Loss)	\$51,521		\$26,620		\$42,530
Beginning Fund Balance	0		51,521		78,141
Ending Fund Balance	\$1,521		78,141		120,671

December 31, 2012

APPENDIX X: MONTHLY CASH FLOW BUDGET

December 31, 2012

Projected monthly cash flow For Bingham Academy first year of operation						
REVENUE				Monthly totals		
Month	state/fed income	Grants	monthly revenue	monthly expenses	monthly balance	
July		100,000	100,000	35,178	64,822	
August	233,534		233,534	195,626	102,730	
September			0	73,788	28,942	
October	109,630	199,680	309,310	70,096	268,156	
November	89,410		89,410	57,753	299,813	
December			0	62,781	237,032	
January			0	57,374	179,658	
February	76,940		76,940	64,063	192,535	
March			0	54,153	138,382	
April			0	55,593	82,789	
May	76,940		76,940	54,153	105,576	
June			0	53,353	52,223	
total:	586,454	299,680	886,134	833,911		
			cash balance	52,223	52,223	
EXPENSES						
Month	payroll + benefit	materials, supplies, e	travel, purchased services	fixed costs	monthly Total	running total
July	25,274		10,200		35,178	35,178
August	25,274	130,335	9,904	33,560	195,626	230,804
September	25,274	31,734	10,500	16,780	73,788	304,592
October	25,274	22,895	7,689	16,780	70,096	374,688
November	25,273	15,700	6,457	16,780	57,753	432,441
December	25,273	12,450	6,457	19,601	62,781	495,222
January	25,273	12,500	6,457	19,601	57,374	552,596
February	25,273	12,500	5,147	19,601	64,063	616,659
March	25,273	12,100	5,514	16,780	54,153	670,812
April	25,273	13,540	5,457	16,780	55,593	726,405
May	25,273	12,100	6,612	16,780	54,153	780,558
June	25,273	11,300	6,689	16,780	53,353	833,911
	303,280	287,154	87,083	209,823	833,911	833,911

December 31, 2012

APPENDIX Y: ALBERTSON AND CSP GRANT EXPENDITURES

December 31, 2012

Albertson Grant Usage

Estimated Expenditures			
	Pre-opening year	2013-2014	2014-2015
Facilitator/Teacher		\$35,000	
Business Manager		\$14,000	
Supplies		\$6,000	\$20,000
Equipment		\$14,000	\$38,000
ISTEM Curriculum	\$22,000	\$12,000	\$23,000
Administration		\$7,000	\$7,000
Marketing	\$2,000		
Total	\$24,000	\$88,000	\$88,000

Charter Start Program Proposed Budget Changes

Expenditures	Pre-Opening (2012-2013)	Year Two (2013-2014)	Year Three (2014-2015)
Personnel			
Principal	\$73,600	-	-
School Director	\$15,000	\$15,000	\$ -
Total	\$88,600	\$15,000	\$ -
Fringe			
Fringe (23.85%)	\$20,980	\$3,080	\$ -
Medical, Dental, Vision	\$8,392.00	\$1,232	
Retirement	\$12,168	\$1,786	
Workers Comp	\$420	\$62	\$ -
Total	\$20,980	\$3,080	\$ -
Travel:			
Travel			
Valuator Travel	\$2,000	\$2,000	\$2,000
Total	\$2,000	\$2,000	\$2,000
Equipment:			
Equipment			
Server	\$7,000	\$8,500	
Network	\$6,700	\$11,500	
Copier	\$15,000		
Computers, tablets	\$18,500	\$49,800	\$39,000
Smartboards		\$14,400	\$64,800
Computer Furniture		\$12,600	\$6,300
Misc. Infrastructure	\$5,000	\$11,300	\$4,025
Total	\$52,200	\$108,100	\$114,125
Supplies:			
Supplies			
Paper	\$750	\$4,100	\$8,200
Software	\$1,450	\$6,910	\$20,120
Curriculum	\$20,500	\$36,000	\$27,000
Textbooks		\$10,350	\$13,410
Misc	\$200	\$1,000	\$1,750
Total	\$22,900	\$58,360	\$70,480
Contractual:			
Contractual			
External Evaluator	\$8,000	\$8,000	\$8,000
Professional Dev.	\$5,000	\$5,000	\$5,000
Total	\$13,000	\$13,000	\$13,000
Totals			
Total Request	\$199,640	\$199,540	\$199,605

December 31, 2012

APPENDIX Z: START-UP TIMELINE

December 31, 2012

Category	Task	Responsible Parties	contacts/resources	Start Date	Completion date
Board Governance:	elect governing officers	board chair		12/11/2012	12/11/2012
	adopt policy manual	board chair	ISBA	12/11/2012	1/8/2013
Enrollment/Lottery:	letters to interested parents	board secretary	board secretary	12/11/2012	12/14/2012
Facilities:	determine best option	board of directors	Zack Filmore, Troy E.	12/11/2012	1/8/2013
	designate temporary or permanent office location	board of directors	Fred Ball		
Fiscal Management:	establish bank accounts	board treasurer	Chantelle Macy	12/5/2012	12/7/2012
	designate check signers	board treasurer	Chantelle Macy	12/5/2012	12/5/2012
Human Resources:	hire administrator	board of directors	Fred Ball	1/8/2013	2/12/2013
	hire Bus. Man./Secretary	board of directors	Chantell, Randy Ruger	1/8/2013	2/12/2013
Marketing and PR:	public announcement of authorization	board chair	Leslie Meilke	12/5/2012	12/7/2012
	include newspapers, television	board chair	board secretary Jackie at newspaper	12/5/2012	12/7/2012
materials & supplies:	establsih school telephone contact number	board secretary	Travis Crook		
		board secretary	Heather Gwynn	1/8/2013	2/12/2013
	order basic office supplies	board treasurer	Randy Perterson	1/8/2013	2/12/2013
Transportation:	confirm transportation arrangement with ISTCS	board chair	Brian Thelin	12/11/2012	1/8/2013

December 31, 2012

Enrollment/Lottery:	review fiscal policies	board chair	Chantelle Macy	12/11/2012	2/12/2013
	review personnel policies	board chair	Randy Ruger	1/8/2013	3/5/2012
Facilities:	begin lottery list	board secretary	Randy Peterson	1/8/2013	3/5/2012
	sign facility contracts	board chair	Mark Cornelison	1/8/2013	3/5/2012
Fiscal Management:	set up temporary or permanent office	board secretary	Heather Gwynn	1/8/2013	2/12/2013
	begin work on permanent facilities	board chair or vice chair	Zack Filmore Troy Epich	1/8/2013	3/5/2012
	secure/deposit CSP funds	board secretary	Chantelle Macy	12/5/2012	1/8/2013
	secure/deposit Albertsons funds	board secretary	Chantelle Macy	12/5/2012	1/8/2013
Human Resources:	complete SDE LEA designation	board treasurer	Chantelle Macy	12/5/2012	1/8/2013
	hire teacher facilitator	board chair or vice chair	Fred Ball	12/11/2012	2/12/2013
Marketing and PR:	advertise for teachers	board secretary	Jackie Hamilton	3/5/2012	6/11/2013
	initiate facilitator training				
	advertise as per marketing plan	board vice chair	Jackie Hamilton	12/11/2012	on going
materials & supplies:	ensure continuous flow of information to stakeholders	board secretary	Leslie Meilke	12/5/2012	on going
		board secretary	Leslie Meilke		
Transportation:	order academy materials	board treasurer	Chantelle Macy	3/5/2012	6/11/2013
	initial textbook order	board treasurer	Chantelle Macy	3/5/2012	6/11/2013
	purchase computers, etc.	board treasurer	Travis Crook	3/5/2012	6/11/2013
	secure copy machine	board secretary	Todd/ IBS	1/8/2013	2/12/2013
	order paper/other supplies	board treasurer		1/8/2013	2/12/2013
	complete transportation contract	board vice chair	Brandon Phillips	1/8/2013	3/5/2012
	begin establishing bus routes	board vice chair	Brian Thelin	1/8/2013	3/5/2012

December 31, 2012

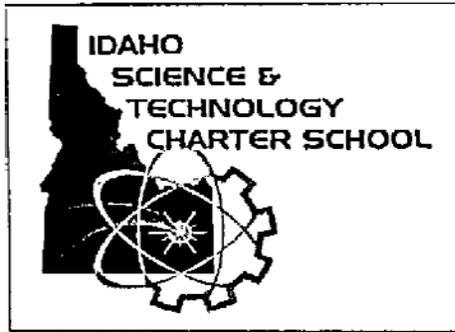
Phase 3: 3 to 6 Months before Opening					
Board Governance:	review transportation policy	board chair	Brian Thelin	3/5/2012	6/11/2013
	review student policies	board chair	administrator	3/5/2012	6/11/2013
Enrollment/Lottery:	conduct first lottery	Board of Directors	Chantelle Macy	3/5/2012	3/5/2012
Facilities:	order furniture	board treasurer	administrator	3/5/2012	6/11/2013
	install units or remodel spaces	board chair and vice	Troy Epich	3/5/2012	6/11/2013
	ensure compliance w/permits	vice chair			
	install furniture/equipment	vice chair	Zack Filmore	3/5/2012	6/11/2013
Fiscal Management:	monitor expenditures	board treasurer	Chantelle Macy	on going	
	ensure reports completed	board secretary	Chantelle Macy	on going	
	begin ISEE training	board secretary	Chantelle Macy	3/5/2012 on going	
Human Resources:	attend college hiring fairs	board chair	administrator	3/5/2012	
	hire teachers	board chair	administrator		4/18/2013
	STEM Academy Training	board treasurer	Pat Kolbet	3/5/2012	6/11/2013
Marketing and PR:	ensure continuous flow of information to stakeholders	board secretary	Leslie Meilke	on going	
		board secretary	Leslie Meilke	on going	
	conduct Open House	board vice chair	Gary Larsen	7/17/2013	7/19/2013
materials & supplies:	continue to order and monitor testbooks, computers, paper, and other supplies	board treasurer	business manager	on going	
		board treasurer	administrator	on going	
		board treasurer	administrator		
Transportation:	ensure bus routes are established notify students of routes	board vice chair	Brian Thelin board secretary	7/19/2013	7/19/2013

December 31, 2012

Phase 4: 0 to 3 Months before Opening					
Board Governance:	establish board training calendar	board chair	Fred Ball	7/9/2013	7/9/2013
	continue policy adoption	board chair	administrator	12/11/2012	on going
Enrollment/Lottery:	maintain waiting list	board secretary	Heather Gwynn	6/11/2013	on going
Facilities:	provide access/key to staff	administrator	Zack Filmore	6/3/2013	6/3/2013
	ensure computer installation is complete and functional	vice chair	Travis Crook	3/5/2013	8/1/2013
Fiscal Management:	ensure ISEE reporting in place	board secretary	Chantelle Macy	6/3/2013	8/1/2013
Human Resources:	complete hiring staff	board chair	administrator	6/3/2013	6/3/2013
	conduct staff training	administrator	administrator	6/3/2013	on going
Marketing and PR:	continue advertising as per marketing plan	business manager	business manager	on going	on going
materials & supplies:	continue to order and monitor textbooks, computers, paper, and other supplies	business manager	business manager	3/5/2012	8/1/2013
		administrator	Chantelle Macy	3/5/2012	8/1/2013
Transportation:	ensure bus routes are established	administrator	Brian Thelin	7/19/2013	
	notify students of routes		administrator		8/1/2013
	ensure student transportation policies are complete	board chair	Brian Thelin	3/5/2013	7/19/2013

December 31, 2012

APPENDIX AA: BA/ISTCS LETTERS OF INTENT



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

I as Transportation Director for ISTCS and BCCLC been working with Brandon Phillips from SDE to make joint busing work between ISTCS and BCCLC. We are working toward having ISTCS run the busing program. ISTCS would count all of the students all of the miles and file for the reimbursement. BCCLC would then pay for the their portion (50%) that was not reimbursed by the state(15%).

When Bingham Academy is chartered we will work to add them in as well to our joint busing. They will also be responsible for their share that is not reimbursed(15%).

ISCTS intends to bus Students for Bingham Academy. As we already do busing in the same attendance area for our school and BCCLC. ISTCS will count the BA students in their count and file for the reimbursement for all students (BCCLC, ISTCS & BA). BA will be responsible for their share (1/3) of the amount not reimbursed by the state (approximately 15%).



Brian Thelin Transportation Director ISTCS

December 31, 2012

Idaho Science and Technology Charter School
21 North 550 West
Blackfoot, ID 83221
(208)785-7827
www.idahoscience.com



November 5, 2012

Mr. Greg Sigerson, Chair
Bingham Academy
17 N 550 West
Blackfoot, Idaho, 83221

R.E.: Letter of Intent to provide services

Dear Mr. Sigerson:

This letter is to validate that ISTCS is willing to contract with BA to provide Speech, Occupation, and Physical therapy services. These will be available for a rate of \$65.00 per hour for the 2013-14 school year, but may increase thereafter.

Sincerely,

A handwritten signature in black ink that reads "Richard Dodds".

Richard Dodds, Chair
Idaho Science and Technology Charter School

December 31, 2012

APPENDIX BB: DUAL CREDIT OPTIONS

December 31, 2012



Karrie Hornbacher
PO Box 1238
Twin Falls, ID 83301
December 11, 2012

For the Attention of Bingham Academy and Ms. Pat Kolbet,

Dear Ms. Kolbet,

The Idaho Tech Prep Program consists of six regions that offer articulated Tech Prep Credits for secondary schools within their region. The six Tech Prep Regions also abide by a first right of refusal agreement that any school seeking a new articulation must first work with their own region to determine if a new Tech Prep Articulation is possible. In the event the home Tech Prep Region is unable to provide a program articulation, that Region's Tech Prep Coordinator can then defer the articulation to an outside region.

Our records indicate that your school is located within the Region V service area and would therefore be served by the Region V Tech Prep Program operated through ISU. If the Region V Tech Prep Program is unable to provide your program with a Tech Prep Articulation and chooses to defer the articulation to the Region IV Tech Prep Program, operated through CSI, CSI would work with your program to determine if an articulation can be formed through Region IV.

If any questions arise regarding this letter, please contact my office at your earliest convenience.

With regards,

A handwritten signature in black ink that reads "Karrie".

Karrie Hornbacher
Coordinator of Accelerated Learning
(208) 732-6276
khornbacher@csi.edu

315 Falls Avenue • PO Box 1238 • Twin Falls Idaho 83303-1238 • 208.733.9554 • www.csi.edu

December 31, 2012

Fred Ball

From: Pat Kolbet <pkolbet@idahostem.com>
Sent: Tuesday, December 11, 2012 12:03 PM
To: Fred Ball
Subject: Fwd: Articulation Agreements

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

From: Carol A Perry <carol.perry@my.eitc.edu>
Date: Tue, Dec 11, 2012 at 10:50 AM
Subject: Articulation Agreements
To: "pkolbet@idahostem.com" <pkolbct@idahostem.com>

Bingham Academy Members,

Region 6 Tech Prep would be happy to look at setting up articulation agreements with your school. In order to do so, the teachers wanting to articulate their programs and get college credit for their students would need to be PTE certified (professional-technical education). If they are, or when they receive that certification, we would then have a face-to-face meeting between the high school teachers and Eastern Idaho Technical College faculty members to discuss competencies and program alignment. Competencies between the two entities must match at least to 80%. If they do not, the high school must adjust their curriculum so an agreement can be reached.

When you are ready to move forward with articulating classes, please feel free to contact me. Thank you.

Carol Perry

Region VI Tech Prep Coordinator

Eastern Idaho Technical College

1600 S. 25th E.

Idaho Falls, ID 83404

Phone: 524-3000 Ext. 3362

Fax: 208-525-7199

Toll Free: 1-800-662-0261

1

An Exciting Partnership for CWI Dual Credit

Inbox x

Eric Studebaker <ericstudebaker@cwidahoccc>

11:33 AM (4 minutes ago)

to me

Pat,

It was great to visit with you earlier this week. It sounds like the charter school effort will provide some great opportunities for Eastern Idaho high school students. The CWI Dual Credit Office and the college at large appreciates the opportunity to partner with your high school to provide advanced learning opportunities. I believe there will be opportunity for this via several modalities.

Online coursework has remained a focus for CWI Dual Credit. I have been given support from the CWI Associate Vice President, Terry Blom, that it is our college's intent to continue to offer online coursework for high school students at the discounted tuition rate for at least the next several years. Currently the discounted rate for these online courses is \$65 per credit, plus an additional online fee of \$10 per credit. The \$65 per credit tuition rate is set by the State Board of Ed and may be subject to change in the future depending upon their guidance and recommendations following annual program reviews.

Your high school students will be able to take any of our online coursework for which they meet the necessary placement (COMPASS, ACT, SAT) scores and prerequisites. Currently this would include nearly all of our general education core requirements, including: English, communication, math, science, social science, and humanities.

Furthermore, I hope that you will provide us the opportunity to work directly with your high school instructors to develop dual credit opportunities within your high school. I have attached a document that lists the existing coursework offered through our in-high-school program and the correlating instructor criteria. Once you have your faculty in place, I would very much be interested in working with your instructors that have an interest in providing these opportunities for your students.

I wish you the very best of luck throughout this development process and am excited about our partnership and the opportunities this will create for your students. CWI Dual Credit is strengthened by the ease of credit transferability within Idaho and across the Northwest and will therefore serve your students well. I finally would like to again thank you for your work in developing this relationship, advanced learning opportunities are only made possible for students when passionate educators work beyond what is required and work towards what is possible.

Best of luck,

Sincerely,

Eric Studebaker, Ph.D.
Director of Dual Credit
CWI Dual Credit Office
(208) 362-3642

 **CWI Courses and Instructor Criteria.docx**
30K [View](#) [Download](#)

Dual Credit Options for Bingham Academy Students at Idaho College and Universities

Course	# of credits	Schools offering course*
Concepts of Biology	4	BSU, IDLA
General Biology I and II	4 each	ISU, BSU, CWI, CSI
Environmental Science	3	UI
Anatomy and Physiology A and B	3 each	NNU, IDLA
General Chemistry I	4	ISU, BSU, UI,
Speech	3	ISU, CWI, CSI, IDLA
English Composition	3	ISU, BSU, UI, CSI, IDLA
Intro to Literature	3	ISU
French, German, Spanish (Elementary I and II)	4 each	ISU, BSU, NNA, IDLA, CSI
Foundations of Europe	3	ISU, BSU, UI, IDLA
US History	3	ISU, BSU, UI, CWI, CSI, IDLA
Calculus I	4	ISU, BSU, UI, CSI, IDLA
Calculus II	4	BSU
Introduction to Statistics	3	ISU, BSU, UI, CWI, CSI, IDLA
General Physics I and II	3 each	ISU, BSU

ISU = Idaho State University
 BSU = Boise State University
 UI = University of Idaho
 CSI = College of Southern Idaho
 WSI = College of Western Idaho
 NNU = Northwest Nazarene University
 IDLA = Idaho Distance Learning Academy

For students to receive college credit they must meet the following requirements to be eligible to take a dual credit course:

- Be at least 16 years old or have successfully completed at least half of their high school requirements.
- Have a 3.0 GPA or instructor approval.
- Secure the approval of your high school representative and parent/guardian.

December 31, 2012

APPENDIX CC: STEM ACADEMY 101 MODULES

STEM Academy 101 Modules

Foundation Course modules are:

- Foundations of Technology

This course prepares students to understand and apply technological concepts and processes that are the cornerstone of the high school technology education program. Students study the nature and technological issues of the designed world. Students engage in group and individual activities where they develop innovations, design, fabricate, and engineer practical solutions to a variety of problems. Technology content, resources, and laboratory/classroom activities allow students to apply science, mathematics, and other school subjects in authentic situations.

- Introduction to Engineering

This STEM course is a basic introduction to engineering for all students. Students who complete this course will learn the concepts necessary to develop their ideas into solutions that will improve our lives. Hands-on learning activities like data comparison of heart rates, rating consumer products, destructive testing and 3D solid modeling apply math, science, history and English content from other courses to create a full STEM literacy experience.

- 3D Modeling

Learning 3D design is an interactive process. Students learn best when they can explore the practical applications of the concepts that they learn. This STEM course has many activities and exercises that enable students to put design concepts into practice. Students create their ideas such as artificial heart components, extreme sports equipment, hip replacement parts, robotic arm components, musical instruments and their parts as well as many others. Ideas become reality in this course.

- Design for Manufacturing

Design for Manufacturing teaches general manufacturing techniques. Calculations and analysis tools are used to design and redesign student's concepts. This course applies and integrates ideas that have been generated in other courses and generates life size models and prototypes. Industry standard software and machinery are used to manufacture student's ideas with verification programs to determine the ability for a plan to be mass produced. Certification will advance students toward continuing education and career opportunities in the fields of engineering, design and machine operation.

- Principles for Engineering

This STEM course makes a contribution to the curriculum by providing opportunities for students and teachers to link content together and apply it to solve problems. More and more jobs demand advanced skills, requiring that people be able to learn, reason, think creatively, make decisions, and solve problems. An understanding of science, technology, engineering and math and their methods contribute in an essential way to these skills. Principles of Engineering is an advanced, team based course designed for most students. Students who complete this course will engage in real world case studies and learning activities that focus on the engineering process and making the world a better place to live and work in.

- Architecture Featuring Green Methods

Architecture is more than just walls around us. The form and function of the spaces we live and work in are at the heart of how any design comes to life. This course will investigate how the structure is designed and built as well as the layout of spaces between the walls. Students will be introduced to a variety of concepts including green building and sustainable design in architecture. Students will apply the concepts introduced to a ‘dream home’ that they design and model.

APPENDIX DD: DISSOLUTION TASKS

Notification and Initial Steps

The following checklists can be downloaded at www.charterschoolquality.org > Publications & Tools > Authorizers.

Description of Required Actions	Responsible Party	Completion Date	Status
<p>Notify Parents / Guardians of Closure Decision Within one day of the authorizer’s decision to close the charter school, authorizer staff and charter staff/board collaborate to ensure that parents / guardians are notified regarding the closure decision. Such notification includes:</p> <ol style="list-style-type: none"> 1. If applicable, an explanation of the process for an appeal to the Colorado State Board of Education and possible litigation including the implications for families. 2. Assurance that instruction will continue through the end of the school year or the date when instruction will cease. 3. Assurance that after a final decision is reached, parents/students will be assisted in the reassignment process. 4. FAQ about the charter closure process. 5. Contact information for parents/guardians with questions. 			
<p>Notify School Districts Materially Impacted Within two days of the authorizer’s decision to close the charter school, notify districts materially impacted by the closure decision, including:</p> <ol style="list-style-type: none"> 1. Possible appeals and timeline for final decision. 2. Copy of the letter sent to parents. 3. Closure FAQ. 4. Information about the plan being developed to ensure an orderly closure process.. 5. Contact information for questions. 			
<p>Review Budget</p> <ol style="list-style-type: none"> 1. Review budget to ensure that funds are sufficient to operate the school through the end of the school year, if applicable. 2. Emphasize the legal requirement to limit expenditures to only those in the approved budget, while delaying approved expenditures that might no longer be necessary until a revised budget is approved. 3. Acknowledge that there are unique expenditures associated with closure for both the authorizer and school and that the parties will meet to identify these expenditures and funding sources. 4. Ensure that the school continues to collect revenues included in the school’s budget, if applicable. 			
<p>Meet with Charter School Faculty and Staff Principal and charter board chair meet with the faculty and staff to:</p> <ol style="list-style-type: none"> 1. Discuss reasons for closure, the status of appeals/legal action and likely timeline for a final decision. 2. Emphasize importance of maintaining continuity of instruction through the end of the school year. 3. Discuss plans for helping students find new schools. 4. Identify date when last salary check will be issued, when benefits terminate, and last day of work. 5. Describe assistance, if any that will be provided to faculty and staff to find new positions. 			
<p>Send Additional and Final Notifications Notify parents and affected school districts in writing after key events (e.g., denial of an appeal) and when the closure decision is final. In the</p>			

letter to parents after the closure decision is final, include:

1. The last day of instruction.
2. Any end-of-the-year activities that are planned to make the transition easier for parents and students.
3. Assistance that will be provided to families in identifying new schools. This may include a list of school options, choice fairs, individual meetings with families, and prospective school visitations.

Develop/Monitor Implementation of the Closure Plan

Description of Required Actions	Responsible Party	Completion Date	Status
Establish Transition Team, Develop Closure Plan, and Assign Roles Transition team includes: 1. Lead person from authorizer staff. 2. Charter school board chair. 3. Lead administrator from the charter school. 4. Lead finance person from the charter school. Develop plan, exchange contact information and assign roles.			
Establish a Schedule for Meetings and Interim Status Reports Agree on a meeting schedule to review progress and interim, written status reports to include: 1. Reassignment of students. 2. Return or distribution of assets. 3. Transfer of student records. 4. Notification to entities doing business with the school. 5. The status of the school's finances. 6. Submission of all required reports and data to the authorizer and/or state.			
Submit Final Report Submit a final report to the authorizer detailing completion of the closure plan.			

Finalize School Affairs: Governance and Operations

Description of Required Actions	Responsible Party	Completion Date	Status
Maintain Identifiable Location Maintain the school's current location through the winding up of its affairs or relocate its business records and remaining assets to a location with operational telephone service that has voice message capability.			
Notify Commercial Lenders / Bond Holders Within 10 days after the final decision on the charter school closure and after all appeals have been exhausted, notify banks, bond holders, etc., of the school's closure and a likely date as to when an event of default will occur as well as the projected date of the last payment by the school toward its debt.			
Terminate EMO /CMO Agreement (if applicable) Review the management agreement and take steps needed to terminate the agreement at the end of the school year or when the charter contract expires. 1. The management company should be asked for a final invoice and accounting, including an accounting of any retained school funds and the status of grant funds. 2. The school and the management company should agree upon how the company will continue to provide educational services until the last day of instruction. 3. The school and the management company agree when other services including business services will end.			
Protect School Assets Protect the school's assets and any assets in the school that belong to others against theft, misappropriation and deterioration. 1. Maintain existing insurance coverage on assets, including facility			

<p>and vehicles, until the disposal of such assets in accordance with the closure plan.</p> <p>2. Negotiate school facility insurance with entities that may take possession of school facility – lenders, mortgagors, bond holders, etc.</p> <p>3. Obtain or maintain appropriate security services. Action may include moving assets to secure storage after closure or loss of facility.</p>			
<p>Maintain Corporate Records Maintain all corporate records related to:</p> <ol style="list-style-type: none"> Loans, bonds, mortgages and other financing. Contracts. Leases. Assets and asset distribution. Grants -- records relating to federal grants must be kept in accordance with 34 CFR 80.42. Governance (minutes, bylaws, policies). Employees (background checks, personnel files). Accounting/audit, taxes and tax status, etc. Personnel. Employee benefits programs and benefits. Any other items listed in the closure plan. <p>Determine where records will be stored after dissolution.</p>			

Finalize School Affairs: Governance and Operations (continued)

Description of Required Actions	Responsible Party	Completion Date	Status
<p>Notify Employees and Benefit Providers Formally notify all employees of termination of employment at least 60 days before closure to include date of termination of all benefits in accordance with applicable law and regulations (i.e. COBRA) and eligibility for Colorado Unemployment Insurance pursuant to any regulations of the Colorado Department of Labor. Notify benefit providers of pending termination of all employees, to include:</p> <ol style="list-style-type: none"> Medical, dental, vision plans. Life insurance. Cafeteria plans. 403(b), retirement plans. PERA. <p>Consult legal counsel as specific rules and regulations may apply to such programs.</p>			
<p>Notify Contractors and Terminate Contracts</p> <ol style="list-style-type: none"> Notify all contractors of school closure. Retain records of past contracts and payments. Terminate contracts for goods and services as of the last date such goods or services will be needed. 			
<p>Transfer Student Records and Testing Material Send student records, including final grades and evaluations, to the authorizer, including:</p> <ol style="list-style-type: none"> Individual Education Programs (IEPs) and all records regarding special education and supplemental services. Student health / immunization records. Attendance record. Any testing materials required to be maintained by the school. Student transcripts and report cards. All other student records. <p>Document the transfer of records to include:</p>			

<ol style="list-style-type: none"> 1. The number of general and special education records transferred. 2. Date of transfer. 3. Signature and printed name of the charter school representative releasing the records. 4. Signature and printed name of the authorizer’s representative who receives the records. 			
<p>Inventory assets Inventory school assets, and identify items:</p> <ol style="list-style-type: none"> 1. Loaned from other entities. 2. Encumbered by the terms of a contingent gift, grant or donation, or a security interest. 3. Belonging to the EMO/CMO, if applicable, or other contractors. 4. Purchased with federal grants (dispose of such assets in accordance with federal regulations). 5. Purchased with Public Charter School Program startup funds (transfer assets to another charter school within the district or state). <p>Return assets not belonging to school where appropriate documentation exists. Keep records of assets returned.</p>			
<p>Notify Food and Transportation Services and Cancel Contracts Cancel school district or private food and/or transportation services for summer school and the next school year.</p>			

Finalize School Affairs: Finance

Description of Required Actions	Responsible Party	Completion Date	Status
<p>Review and Revise School Budget</p> <ol style="list-style-type: none"> 1. Review the school’s budget and overall financial condition. 2. Make revisions that take into account closure and associated expenses while prioritizing continuity of instruction. 3. Identify acceptable use of reserve funds. 			
<p>Maintain IR S 501(c)(3) Status Maintain IRS 501(c)(3) status, including:</p> <ol style="list-style-type: none"> 1. Notify IRS regarding any address change. 2. File required tax returns and reports. 			
<p>Notify Funding Sources / Charitable Partners Notify all funding sources, including charitable partners of school closure. Notify state and federal agencies overseeing the school’s grants that the school will be closing.</p>			
<p>List all Creditors and Debtors Formulate a list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor.</p> <ol style="list-style-type: none"> 1. This list is not the same as the contractor list, above, but may include contractors. 2. Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors. A UCC search should be performed to identify secured creditors. 3. Debtors include persons who owe the school fees or credits, any lessees or sub-lessees of the school, and any person holding property of the school. 			
<p>Notify Creditors Notify all creditors of the school’s closure and request a final bill.</p>			
<p>Notify Debtors Contact all debtors and request payment.</p>			
<p>Determine PER A Obligations</p>			

Contact PERA to determine remaining liabilities for employee retirement program.			
Itemize Financials Review, prepare and make available the following: 1. Fiscal year-end financial statements. 2. Cash analysis. 3. Bank statements for the year, investments, payables, unused checks, petty cash, bank accounts, and payroll reports including taxes. Collect and void all unused checks and destroy all credit and debit cards. Close accounts after transactions have cleared.			
Close Out All State and Federal Grants Close out state, federal, and other grants. This includes filing any required expenditure reports or receipts and any required program reports, including disposition of grant assets.			
Prepare Final Financial Statement Retain an independent accountant to prepare a final statement of the status of all contracts and other obligations of the school, and all funds owed to the school, showing: 1. All assets and the value and location thereof. 2. Each remaining creditor and amounts owed. 3. Statement that all debts have been collected or that good faith efforts have been made to collect same. 4. Each remaining debtor and the amounts owed.			

Finalize School Affairs: Finance (continued)

Description of Required Actions	Responsible Party	Completion Date	Status
Complete Final Financial Audit Complete a financial audit of the school in accordance with the Charter Schools Act by a date to be determined by the authorizer.			
Reconcile with Authorizer Reconcile authorizer billings and payments, including special education payments or other “lagged” payments. If the school owes the authorizer money, it should list the authorizer as a creditor and treat it accordingly.			

Finalize School Affairs: Reporting

Description of Required Actions	Responsible Party	Completion Date	Status
Prepare End-of-Year Reports Prepare and submit all required end-of-year reports to the authorizer.			
Prepare Final Report Cards and Student Records Notice Provide parents / guardians with copies of final report cards and notice of where student records will be sent along with contact information.			

Dissolution

Description of Required Actions	Responsible Party	Completion Date	Status
<p>Dissolve the Charter School</p> <ol style="list-style-type: none"> The charter school board adopts a resolution to dissolve that indicates to whom the assets of the non-profit corporation will be distributed after all creditors have been paid. Unless otherwise provided in the bylaws, the members (if any) or board votes on the resolution to dissolve. A non-profit corporation is dissolved upon the effective date of its articles of dissolution. (C.R.S. 7-134-103). 			
<p>Notify the Secretary of State After the resolution to dissolve is authorized, dissolve the corporation by delivering to the Secretary of State for filing articles of dissolution setting forth:</p> <ol style="list-style-type: none"> The name of the non-profit corporation. The address of the non-profit corporation's principal office. The date dissolution was authorized. If dissolution was authorized by the directors, a statement to that effect. If dissolution was approved by the members, a statement of the number of votes cast for the proposal to dissolve. Such additional information as the Secretary of State determines is necessary or appropriate. 			
<p>Notify Known Claimants Give written notice of the dissolution to known claimants within 90 days after the effective date of the dissolution.</p>			
<p>End Corporate Existence A dissolved non-profit corporation continues its corporate existence, but may not carry on any activities except as is appropriate to wind up and liquidate its affairs, including:</p> <ol style="list-style-type: none"> Collecting its assets. Transferring, subject to any contractual or legal requirements, its assets as provided in or authorized by its articles of incorporation or bylaws. Discharging or making provision for discharging its liabilities. Doing every other act necessary to wind up and liquidate its assets and affairs. (C.R.S. 7-134-105). 			
<p>Notify IRS Notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the authorizer.</p>			