

Charter

for

The Academy at Roosevelt Center

240 East Maple Street, Pocatello, Idaho, 83201



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School Statements

At their best, charter schools create innovative models of public education. The charter is innovative in the choice of curriculum, teaching method, approach to daily instruction, vision for the children's overall environment, and in methods of empowering parents to support their child's daily progress. District and school vision and mission statements serve as directional statements that form the foundation of all policies, guidelines and practical decisions that support student achievement. These guiding principles were collaboratively developed and are reviewed regularly. Vision, mission and policies are aligned with the Thoroughness legislation defined by Idaho Code 33-1612 and referenced in the Thoroughness Chapter of Idaho State Board of Education Administrative Rules.

Vision

The vision of The Academy is to provide teachers, parents, and students with innovative teaching tools and methods so that together they create a school that will develop students who are competent, confident, productive, and responsible young adults who possess the habits, skills and attitudes necessary to succeed in post-secondary education, find satisfying employment and succeed in life. A complete education is built not only on a solid academic foundation but also on an approach that encourages parental involvement and character development.

All students share in an increased opportunity for expanded learning through fine arts, foreign language, and technology programs. The goal of the Academy is that students will become competent, confident, productive, and responsible citizens who possess the habits, skills, and attitudes to succeed in life and to be prepared for post-secondary education and satisfying employment. We envision students capable of pursuing any subject area because they understand how to learn and they enjoy the process of learning.

Mission Statement

The mission of The Academy at Roosevelt Center is to educate students by implementing a core curriculum of mathematics, reading, writing, science and social studies and by involving parents in the educational process, while nurturing student confidence and achievement with a safe, character building teaching method.

Philosophy

The philosophy of the Academy is grounded in the belief that *when there is a low threat and content is highly challenging, accelerated learning takes place*. Every child has the right to come to school without fear of taunting, teasing, bullying or violence. Parents have the right to expect a safe, kind school learning environment for his/her child. Each staff member has the right to teach without fear of violence. Students, parents, and teachers will experience peace of mind in The Academy setting.

The Academy High School Model Grades 9-12

Current educational research indicates that higher levels of student learning are most likely to occur when the following are in place:

1. *A Clear Focus & Vision*
2. *Challenging Curriculum, Instruction, and Assessment Aligned to Harbor Methodology and Idaho Teaching Standards*
3. *High Expectations for Students and Staff*
4. *A Safe Environment Focused on Learning and Strong Character Development*
5. *Strong Instructional and Overall Leadership*
6. **High Quality Focused, Relevant, and Ongoing Professional Development*
7. **A Collaborative Spirit and Research Driven Collaborative Structures for Student Achievement AND Harbor Character Development*
8. **Meaningful Parent Involvement*
9. **Continuous Review and Improvement*

This amended charter for the Academy at Roosevelt school (k-12) will be written and organized to address and incorporate each of these items, and will be aligned to the following **Idaho Educational Thoroughness Standards**:

- a. *A safe environment conducive to learning is provided*
- b. *Educators are empowered to maintain classroom discipline*
- c. *The basic values of honesty, self-discipline, unselfishness, respect for authority, and the central importance of work are emphasized.*
- d. *The skills necessary to communicate effectively are taught.*
- e. *A basic curriculum necessary to enable students to enter academic or professional-technical post-secondary educational programs is provided.*
- f. *The skills necessary for the students to enter the work force are taught*
- g. *The students are introduced to current technology*
- h. *The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools and communities is emphasized.*

This will be followed by those policies and procedures necessary to operate a public charter school within state and federal laws and regulations.

Academic Programs & Partnerships

Student Body

The target enrollment for The Academy is **400 Kindergarten - 12th grade** students. Approximately 50% of the students (200) will be in K-8 for an average class size of 22. The remaining 200 will be in grades 9-12, for 50 students/grade level. At the high school level, not all students will be in the same class at the same time (e.g. Algebra, Biology, Language Arts, etc.), so the actual average class size will be approximately 25.

Pre-Kindergarten:

The Academy will implement a prekindergarten program focused on training head-start age students in the Harbor Methodology as much as age and attention will allow. Further, Harbor methodology will be blended with a Pre-kinder curriculum.

Idaho Education Network:

The Academy High School will become a cohort with the Idaho Education Network sponsored and supervised by the Idaho State Department of Education.

Intermountain Center for Education Effectiveness:

The Academy High School will become a cohort with the ICEE to offer professional development training in latest research based practices.

Idaho State University

Students will be provided with concurrent/dual enrollment classes offered by Idaho State University.

1. A Clear Focus & Vision

K-8

The vision of the Academy primary school is students, by being exposed to a successful spiraling curriculum, direct instruction, and the “teach to the high” philosophy, will become competent, confident, productive, and responsible young citizens who possess the habits, skills, and attitudes to succeed in life. Further, these scaffolds prepare our students for their secondary and post-secondary education, and satisfying employment. We envision students capable of pursuing any subject area because they understand how to learn and they enjoy the process of learning.

9-12

The vision of the Academy High School will be to offer rigorous, challenging, and relevant core classes which will prepare every student for college readiness. Our resolve is to provide a high school education that will position our graduates as leaders and ahead of their peers entering initially into college. Regardless of their track of study in our high school, students will leave fully prepared for post-secondary education. Thoroughness Standards with their “goals” and “objectives,” to be civic leaders, contributing citizens, and critical thinkers, depends on students’ abilities to communicate effectively in speech and in writing, to apply (Language Arts, Mathematics, Science, etc.) to critical thinking and problem solving, and to internalize and demonstrate the value of family, community, and country. Recognizing the development of skills in these core academic areas as essential to our mission and vision for our school, classes in these subject areas (to be determined) must be taught at The Academy High School.



2. Challenging Curriculum, Instruction, and Assessments

Aligned to Harbor Methodology and Idaho Educational Thoroughness Standards (Standards D, E, F, G)

Curriculum

The Academy at Roosevelt Center operates using the Harbor Method of instruction and curriculum. The curriculum is aligned with the Idaho State Achievement Standards for grades K-12. The academic objective of The Academy is to provide a complete educational foundation based on proven methods of instruction, using rich, challenging content. In addition to incorporating current Harbor Method principles into the High School experience, each High School (9-12) grade will have a theme and a focus (e.g. writing for understanding, inquiry & exploration, collaboration, and reading for knowledge). Threads of critical thinking, (employing not only logic but broad intellectual criteria such as clarity, credibility, accuracy, precision, relevance, depth, breadth, significance and fairness) will be woven throughout the curriculum.

The Academy High School will participate in all testing required by the State Board of education and will meet the requirements of the NCLB Act to ensure that all students are taught by highly qualified teachers (Title 33, Chapter 52, 33-5205 and 33-5210) and that students meet relevant proficiency standards.

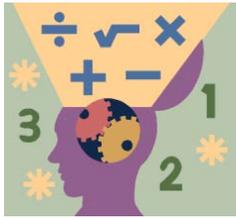
The Academy High School's graduation requirements will be aligned with the graduation requirements of Pocatello/Chubbuck School District #25 and will meet or exceed the minimum expectations set forth by the Idaho State Board of Education and 4-year university entrance requirements. Students at the Academy High School will prepare for post-secondary work experiences through job shadowing, internships, and apprenticeships within the local business community of Pocatello and neighboring communities. Students will also be required to do **40** hours of **civic leadership** through service learning, citizenship projects, and volunteerism within the community.

Dual Enrollment --ref. Idaho Code 33-5205 (3)

Students enrolled in the school shall be allowed to participate in dual enrollment with traditional schools as required by Idaho code 33-203. Dual enrollment options will be subject to district requirements as allowed in Idaho code 33-203.

The K-8 Curriculum is presented in a "spiraling fashion" so that students are exposed to key concepts multiple times throughout the school year. The expectation of students is mastery of both knowledge and skills. The K-8 curriculum is a comprehensive program that includes both traditional academic subjects taught in innovative ways, and additional curriculum areas that make The Academy even more unique. They are:

Mathematics: through daily practice, review, and application, the curriculum builds a solid early foundation in both facts and concepts. Kindergarten through eighth grade students will master the arithmetic processes of addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals through Hall of Fame Drills. However, since mathematical learning is not a spectator sport, there are concept and manipulative experiences that engage students in exploring, conjecturing and thinking. Students develop a high degree of mathematical literacy and qualitative proficiency, while viewing math as a tool for reasoning and problem solving in purposeful ways.



Language Arts The goal is to develop learners who are effective communicators, who love literature and are lifelong readers and writers. The reading curriculum is literature-based. Comprehension skills and vocabulary development are integrated within the literature program. Writing includes self-analysis using the 6-Traits writing model in conjunction with creative and expository writing. Grammar usage, punctuation and capitalization skills are specifically taught, used and practiced daily. Spelling is taught methodically, focusing on patterns, phonograms, rules and stages that children pass through as they develop spelling proficiency. Dramatization and memorization of accelerated vocabulary is a motivational aspect of the language arts experience (Harbor). Writing includes self-analysis connected with student learning goals through a personal journal, as well as creative, expository, and professional writing. Communication skills include speaking and writing, and expand into presentation skills, using modern technological tools.



Social Studies & Community Service: This curriculum includes instruction in history, government, geography, economics, current world affairs, citizenship and sociology and will follow the elements of the Idaho State Standards. In addition there will be a strong emphasis on community service from Grade 7 onward as students apply their understanding of and their contributions to the world around them. We will seek out ways for the students to discover and experience responsibilities and rights as members of our democratic community.



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



Science & Health: The science curriculum is a multi-year sequence that will include instruction in applied sciences, earth and space sciences, physical sciences and life sciences that emphasize hands-on experimentation and functional knowledge of scientific phenomena. Science must take students beyond the factual approach of reading, reciting, drilling and testing science to actual fieldwork with instruments. This process approach allows students to experience the excitement of science so they can better understand the facts and concepts and is in line with the Idaho State Standards.



Music: Studies have shown that early musical training can dramatically boost a child's brainpower, building the kind of skills necessary to succeed in high level math and science. Therefore, we will create a piano music lab within the first two years of The Academy's opening. In addition, The music curriculum for older students will focus on the development of fundamental musical skills, while also exposing students to local musical heritage and culture.



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



Foreign Language: The study of a foreign language is an integral and distinguishing aspect of the Academy curriculum. Research demonstrates that the study of a second language boosts English proficiency, improves memory and self-discipline and enhances verbal and problem-solving skills. Concepts of foreign language are introduced in Kindergarten, with emphasis on the intermediate level learners (ages 9-13) with a gradual expansion in subsequent years, allowing students at the high school level to regulate their own foreign language acquisition. Spanish is the primary second language target.

Harbor Method Instruction

Teachers are engaged in direct instruction throughout the day as well as other effective teaching techniques based on current educational research. It is important to consider and address the varying developmental rates and learning modalities of the student population. Teachers at The Academy using direct instruction with a built in monitoring approach, will keep curricula challenging and the expectations for learning high with the help of qualified educational assistants and classroom volunteers.

Teachers are engaged in the process of direct instruction throughout the day using a variety of proven teaching techniques. It is important to consider and address the varying developmental rates and learning modalities of the student population. Teachers at The Academy using direct instruction with a built in monitoring approach, can keep curricula challenging and the expectations for learning high with the help of qualified educational assistants and classroom volunteers.

Assessment

Research demonstrates that student achievement increases when the school's goals and objectives for students include expectations for high academic achievement and preparation for post-secondary education and careers. Curriculum, instruction, assessment, scheduling and professional development are designed and continually reviewed and improved based on available data. This approach of looking at data to determine trends and then adjust programs to generate better results is part of the school's continual improvement plan.

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



Educational Thoroughness Standards

The Academy at Roosevelt Center will fulfill the thoroughness standards identified in Section 33-1612, Idaho Code. It has been established that a thorough system of public schools in Idaho is one in which the following standards are met:

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

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

Objectives: The Academy will:

- Follow the general philosophy of the Harbor School Method.
- Develop a staff/student handbook to provide rules and guidelines for physical safety. These guidelines will include but not be limited to the procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school, notification of parent's rights, and staff monitoring responsibilities.
- Provide a facility and adopt policies that meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools, and hold inspections as required to ensure the safety of students and staff.
- Establish, publish and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, violence, gangs, and use or sale of alcohol and drugs.
- Create an environment that encourages parents and other adults to visit the school and participate in the school's activities.

Standard b. Educators are empowered to maintain classroom discipline.

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

Objectives: The Academy will:

- Follow the general philosophy of the Harbor School method
- 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: The Academy will

- Follow the general philosophy of the Harbor School Method.
- Emphasize the importance of adults modeling important values at school.
- Help students build personal bonds and carry out responsibilities to one another and to the faculty and staff.
- Develop a sense of community and service within the school, and between the school and the larger community. Community service instills a sense of individual, social, and civic responsibility and enables the student to use newly found knowledge to solve community problems.

Standard d The Skills necessary to communicate effectively are taught.

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

Objectives: The Academy will:

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

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

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

Objectives: The Academy will:

- Use the Idaho State Department of Education’s Curriculum as a starting point to be enhanced by unifying themes and other creative methods.
- Use a variety of methods to ensure student learning, including but not limited to, such examples as: Spalding’s method as detailed in Writing Road to Reading (language arts); The Shurley method (grammar) Teaching of math through direct instruction, math manipulatives, timed tests, and Saxon Math for homework; hands-on experimentation for science learning; and emphasis on community service in social studies.
- Student, parent, and educator together develop a Personal Learning Goal for each student considering the student’s strengths and weaknesses. The faster learner is continuously presented with new challenges. The slower learner benefits from extra adult help, multiple methods, and multiple environments.
- Emphasize environmental responsibility and an understanding of the relationships between the built and natural environment.
- Field trips and career development discussions will be used, as needed.

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

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

Objectives: The Academy will:

- Provide a strong foundation in basic reading, writing, science, social studies, and computational skills.
- Provide a technology rich environment, encouraging the effective use of technology as a tool in the workplace of the 21st century.
- Enable students to develop the following intellectual habits important in the workplace: adapting to new situations and responding effectively to new information; solving problems; locating and evaluating information from a variety of sources; making flexible connections among various disciplines of thought; thinking logically and making informed judgments.
- Enable students to develop the following personal habits important in the work place: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; a healthy lifestyle; empathy, responsible time management; assuming a fair share of the work load; and working cooperatively with others.
- Provide students with jobs in their classrooms and throughout the school to teach the importance of work, instill ownership in the school, and to help them learn the skills that they will need to enter the work force. These skills include taking instruction from supervisors, learning a task, and accomplishing a task in a timely manner.

- In grades 7 and 8, further enhance the ability of students to assess needs, prioritize in decision-making, plan an approach, implement a plan, and evaluate the result as part of the community service aspect of the curriculum.
- Plan for further growth in career guidance and development as we expand into the high school grades.

Standard g. The students are introduced to current technology.

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

Objectives: The Academy will:

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

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

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

Objectives: The Academy will:

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

The Academy will achieve the Thoroughness Standards through its basic curriculum and the unique aspects of the school. Instruction of the curriculum will be accomplished using an aligned proactive method. A combination of a strong emphasis on kindness, the “golden rule,” and a reward system which honors children who are hard working, responsible, honest, and respectful creates an environment allowing for student peace of mind which then maximizes learning potential. We will focus on the memorization and dramatization of classic poetry, which, through daily recitation, discussion, and application to life situations, will create sensitivity for humankind in staff and students.

3. High Expectations for Students, Highly-qualified & Effective Staff (Standards e, f)

Highly qualified teaching professionals implement these learning programs. All students share in an increased opportunity for expanded learning through fine arts, foreign language, and technology programs. The goal of the Academy is that through an accelerated curriculum and a safe environment, our students will become competent, confident, productive, and responsible persons who possess the habits, skills, and attitudes to succeed in life and to be prepared for post-secondary education and satisfying employment. We hope that our students will be capable of pursuing any subject area because they understand how to learn and they enjoy the process of learning.

To ensure that teacher applicants are highly qualified, The Academy uses a variety of evaluation factors, including years of classroom teaching experience, area(s) of endorsement, charter school experience, former employment referral, and other skills and experiences. Together these factors indicate potential success in working effectively in the unique charter school setting of the Academy.

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

Administration – The first requirement for employment consideration as Administrator will be possession of a valid Idaho Administrator Certificate or the equivalent. Administrators must be highly principled, experienced educators with the following characteristics:

- significant experience developing and managing budgets
- experience writing and implementing curriculum, technology, and training/professional development
- a record of leadership and sound management
- a passion for helping students attain high standards
- strong interpersonal skills and experience in team building
- an understanding of the diversity and unique character of the school's community
- consistent and exceptional professional evaluations
- outstanding references from peers, former colleagues, parents, and members of the school community
- commitment and passion for student achievement, parent involvement, and innovation in education
- strong academic credentials, interpersonal skills, and work ethic
- strong positive professional references
- experience in special education and related issues

The administration reports to the Board of Directors and will bear chief responsibility for implementing the school's education program; attaining the school's objectives for high

student achievement; managing, evaluating, promoting, and releasing school personnel; creating a school culture that is disciplined, orderly, and conducive to learning; and nurturing a strong relationship among The Academy at Roosevelt Center, the parents, and the community.

Teacher Responsibilities: The teaching staff must be drawn from people with the following qualities:

- All required teacher certification, unless waived by the board of the Academy. Waiver will only be considered temporary.
- “Highly Qualified” under NCLB
- Three to five years of classroom experience (preferred)
- Master of Arts in reading/math/technology (preferred)
- Technology certified (preferred)
- High grade point averages from high school and college
- Experience mentoring peers
- Experience in staff professional development
- Proficiency in standard technology applications (MS Office, Outlook, etc.)
- Consistently exceptional professional evaluation
- Teaching awards and other professional honors from parent groups, local businesses, and educational partnerships
- Outstanding references from peers, former students, and parents.



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

Responsibilities of the Board Clerk:

- Working knowledge of the internet and other information technology services
- Working knowledge of commonly used software applications including, Microsoft Outlook, Word, PowerPoint, Excel, and other database management software
- Experience with school reporting tools and responsibilities
- Experience with not-for-profit human resource issues and practices
- Understanding of confidentiality of student records
- Experience with accounts payable and receivable
- Excellent organizational skills
- The ability to work on multiple tasks under time constraints
- A highly professional manner

4. A Safe Environment Focused on Learning & Strong Character Development (Standards a, c, h)

Character & Leadership Development:

We intend to prioritize character development. This will generally be accomplished through two methods; first by embracing The Harbor Method of instruction and second, by studying the lives of great leaders. The Harbor Method is a child-centered educational model built on high expectations for both student behavior and academic endeavor. The Harbor Method provides a comprehensive plan for character education that taps into each child's innate need to know boundaries, while protecting each child's dignity. The heart of the character education curriculum is simply being kind to one another.

The result of character education is a school that greatly reduces the incidents of teasing, taunting, bullying and negative peer pressure. The Academy students will help create a kinder community around them, whether at school, at home or in their neighborhoods. The leadership curriculum is a survey of the best of the moral, intellectual, and cultural traditions of western civilization as they have been refined and developed over generations.

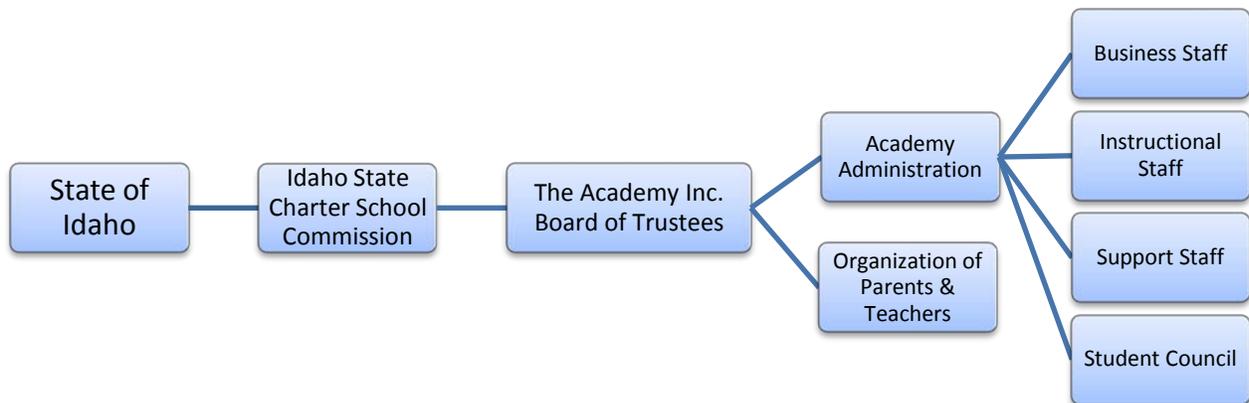
Our plan for character education provides expectation training through memorization and dramatization of classic poetry, historical passages, the Great Books, studying the lives of great leaders, as well as employing a staff which models essential traits of good character. The staff at The Academy will ensure a safe, kind environment allowing students to acquire essential information and attitudes that will help them lead productive lives.

5. Strong Instructional & Overall Leadership (Standard b)

Charter School Governance

The Board of Directors of The Academy is made up of Idaho citizens committed to operating a safe, performance-based charter school in the Pocatello area. The governing body of The Academy Inc., an Idaho nonprofit corporation, is the Board of Directors for the school. The nine member Board of Directors consists of individuals who are a cross representation of professions and experiences both with and without students enrolled in The Academy. Board Directors are not employees of the charter school. The Board of Directors meets regularly to oversee the management, operation, activities, and affairs of the school. The Board of Directors defines, composes, and revises (as needed) the policies of The Academy and ensures compliance with its charter agreement and applicable laws and regulations. The Board of Directors will be subject to the provisions of the Idaho Open Meetings Act and the Idaho Public Records Act. Any Board member who works directly with students will be subject to background checks. *Please see Appendix C for Articles of Incorporation and By-laws of this nonprofit organization.* The Academy Board of Directors will comply with Idaho Code 33-5204(2) and will ensure that the commission is not liable for acts, omissions, debts, or other obligations. The Academy Board of Directors will purchase errors and omissions insurance for the protection of the school as well. It is anticipated that many Board members will be community members, other than parents, in order to further increase the level of the school's accountability on testing and on results.

The following chart illustrates the organizational structure of the Academy



School Administration is expected to keep abreast of the latest educational research and to be involved in local, regional or state boards, committees and organizations to further the mission of the Academy or increase their academic leadership expertise.

Instructional Leadership at The Academy blends the following:

- Oversight of Harbor Methodology implementation and practice
- Driving the use of high-yield instructional strategies and research based best practices
- Training, implementation, and continuous of review of using all forms of data to drive decisions about students academic achievement and character development

Further, Administration oversees (and facilitates when needed) the effectiveness of training and coaching in the Spalding Model. Also, administration trains and coaches the staff when needed, regarding the different data resources available, and how to analyze the screeners, diagnostic, and class-roomed based data to inform themselves about students.

The administration at a Harbor school invites all colleagues to weigh in on certain decisions for students. Harbor teachers are “teacher-leaders” and work in collaboration with administration for the best interest of students’ character growth and academic achievement.

6. High Quality Focused, Relevant, & Ongoing Professional Development

To address the uniqueness of the program, The Academy provides and requires an extensive amount of professional development for teachers to ensure that they are not only highly qualified in curriculum and instructional methods, but highly *effective* as well. The Academy will contract with another established Harbor School, or fully trained and experienced site Harbor teachers, for training and mentoring services. All professional development days will include Harbor methodology, instructional and philosophy training or review. Additionally, all regularly scheduled staff meetings will contain harbor staff development exercises.

All Academy teachers are immersed in the Harbor method of instruction for a period of time sufficient to demonstrate the execution of curriculum through direct instruction, the benefits of the Harbor culture, the importance of pacing, and the reliability of high expectations for every student. Each Academy teacher will be assigned a "Mentor" teacher for ongoing training throughout the year. Workshops and in-service training will be scheduled as needed.

7. A Collaborative Spirit and Research Driven Collaborative Structures for Student Achievement & Harbor Character Development

The Academy will be accredited by the Northwest Association of Accredited Schools (NAAS). Accreditation refers to the approval granted to an institution of learning by an official review board after the institution has met specific requirements. Accreditation is another means of assuring the public that the high school can be trusted to provide a high-quality education. Accreditation is important for a school's diplomas to be recognized by four year universities. It is an ongoing, highly collaborative process that establishes those aspects of schools that practitioners have identified as appropriate for ensuring an effective focus on teaching and learning, improving student performance, and the support of teaching and learning.

The staff members of the academy do not work in professional isolation, but work together. The staff at The Academy collaborates regarding student achievement, behavior, and character development. The collaboration which takes place, or will take place at the Academy is as follows:

- Administrative coaching with teacher regarding instructional practices, student needs and situations, and implementing the Harbor Method with fidelity; Teachers, Education Assistants, and administration work together to provide Harbor culture and character growth for students
- The reading coach collaborates with teachers regarding their use of the Spalding model with what is effective and needs for improvement
- The faculty meets in staff meeting to collaborate about the effectiveness of Harbor Methodology, teaching practices, and the needs of students
- The administration is seeking to implement a collaborative model that will help teachers to maintain fidelity to the Harbor Method, accelerated learning, teaching to the high, and direct instruction, by asking these three questions:
 1. What are they supposed to be learning? (Standards, harbor curriculum, Pacing)
 2. How do we know they are getting it? (classroom based assessments, diagnostic assessment, attentiveness to the Spiraling curriculum)
 3. What are going to do if they do not get it? (Re-teach with fidelity to direct instruction, teaching to the high, identify interventions)

8. Meaningful Parent Involvement

High levels of parental support are critical to the successful implementation of a Harbor school program. Each family is expected to provide three hours monthly of volunteer time for the school. This volunteer time can constitute various types of different support activities such as assisting with lesson preparation, in-class aid, guest lectures, facilitating parent communication, lunch or recess supervision, or general office assistance.

Parent/teacher conferences are held in the fall trimester and again in the spring, however, parents are encouraged to communicate regularly with teachers and administration whenever a problem or concern regarding school operations arises. Parents are also included in all student disciplinary actions.

Parent Advisory committees regularly consult with the Administration. Such advisory committees will be encouraged to provide regular reports to the Board for consideration. The school community may form a Parent Teacher Organization to coordinate classroom and school volunteers, fundraising activities, and other volunteer services to advance the mission of The Academy.



Continuous Review & Improvement

Accreditation: The Academy will be accredited by the Northwest Association of Accredited Schools (NAAS). Accreditation refers to the approval granted to an institution of learning by an official review board after the institution has met specific requirements. Accreditation is another means of assuring the public that the school can be trusted to provide a high-quality education. Accreditation is important for a school's diplomas to be recognized by four year universities.

It is an ongoing, highly collaborative process that establishes those aspects of schools that practitioners have identified as appropriate for ensuring an effective focus on teaching and learning, improving student performance, and the support of teaching and learning.

In order to maintain accreditation, the Academy will show that it meets all NAAS recognized Standards of Accreditation and continually works to improve student performance through an on-going self-study. Results of the self-study will be available to the public and will drive professional development activities.

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

The Spalding model of instruction with the lead text, "The Writing Road to Reading," has a sound and consistent review and improvement process including training, modeling, coaching, review, and improvement goals. Teachers are coached to use the "Collins" model for curriculum and strategy implementation of: Model/Coach/Scaffold/Fade. Through coaching, teachers are encouraged to demonstrate to students using strong modeling, and fading as soon as possible.

The Academy promotes accelerated learning using rigorous curricula, the "teaching to the high" philosophy, and direct instruction pedagogy, all with fidelity. This system of teaching and learning calls for an assessment framework to provide tangible data and evidence continuous review and improvement. This framework for assessing this instruction and learning system will be analyzed further, and the staff team will soon collaborate regarding the best strategies for assessing and measuring the effectiveness of our system, and for implementing strategies for improvement where necessary.

Teacher Evaluation: Teachers are evaluated using the Domain-based model provided by the State of Idaho. The Administration creates plans of identifying best-practice teaching and improvement goals side by side with the teachers. Further, the administration observes and evaluates the implementation of the Harbor Method with fidelity as part of teacher evaluation.

9. Policies & Procedures

Admission Procedures

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

Upon admission of any student with special needs, the school will comply with all federal and states laws regarding the education of handicapped students. The school does not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability.

As a public charter school, The Academy is also committed to being open for enrollment to all students given enough capacity, as required by Idaho Open Enrollment laws.

Equitable Selection Process The Academy will provide for enrollment preferences. The preferences will follow ADAPA 08.02.04.203.06-.07. The Academy will scrupulously follow IDAPA 08.02.04.201, in establishing an application deadline, and IDAPA 08.02.04.203 in establishing admission procedures including, enrollment opportunities, enrollment deadline, requests for admission, admission preferences, priority of preferences for initial and subsequent enrollment periods, proposed attendance lists, equitable selection process/lottery, final selection list, and notification and acceptance processes. The Academy lottery process will be handled by a third party to ensure fairness to the community and compliance with Idaho Code.

Financial & Programmatic Operations Audit

Proposed Budget: Please refer to Appendix B for a three-year budget plan. The attached budget provides evidence that the overall plan for The Academy at Roosevelt Center is fiscally sound.

Administrative Audit: The Academy shall have an annual financial audit as required by the state using Idaho Code to dictate the guidelines. The Academy will outsource the majority of its accounting and auditing services. Outsourcing will be done by certified professionals.

Annually, the school will issue an accountability report and/or annual report to detail its performance relative to its goals and objectives. This report describes deficiencies in performance, and offers corrective actions for remediation of these deficiencies.

Additionally, the school shall comply with any state requirements that might be implemented in the future.

Disciplinary Procedures

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

Minor Disciplinary Actions

Minor discipline problems will be handled in class by either a classroom teacher or an administrator. Following due process and open discussion, students are expected to publicly apologize, as appropriate, to those adversely affected by their misbehavior or unsuitable actions. Additional consequences may include, detention, in house suspension, a loss of privileges or parent conferences. Parents will be notified of any disciplinary actions taken.

Major Disciplinary Actions

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

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

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

The recommendation for expulsion will be reported to the administration or designee on a Recommendation Expulsion Form. In the event that a hearing officer is delegated the authority for student expulsion, the Board may serve as an appellate body for those whose wish it to contest the hearing officers decision. The following types of student conduct are examples of what might constitute a major discipline, and may lead to expulsion, subject to procedures for implementing this policy.

- A. Disruption of school or a school-related activity by depriving others of the use of school buildings, school grounds, or parts thereof, through use of violence, force, noise, threat, passive resistance, or other conduct which interferes with educational activities organized by school officials.
- B. Extortion by means of force or threat to obtain money or property from another student
- C. Intimidation of any person with threat of bodily harm
- D. Causing or attempting to cause damage to school property
- E. Stealing or attempting to steal school property
- F. Fighting (physical altercations) on or off school grounds while under the supervision of school authorities.
- G. Cursing, using profanity or vulgar language.
- H. Possessing, handling, or transmitting ANY object which may be reasonably considered a weapon on or off school grounds at any educational function or school event. (Such objects will not include school supplies such as pencils, or compasses where they have a reasonable use in connection with an educational function in which the student is engaged; but such objects do include any firearm, any flammable substance, any explosive, including firecrackers, or any knife.)
- K. Possessing, using, selling, transmitting, or being under the influence of any drug, alcohol, intoxicant of any kind, or tobacco on or off school grounds while under the supervision of school authorities. (Use of prescribed drug authorized by a registered physician will not be a violation of this rule.)
- L. Insubordination by failing to comply with reasonable directions of teachers during any period of time on or off school grounds when the student is under teacher supervision and when the insubordination may constitute interference with school purposes.

Re-enrollment to School Following Expulsion: A student who has been expelled may appeal to the Board of Trustees to hear a petition for reenrollment in school. The Academy Board of Directors shall have the right to deny reenrollment for disciplinary or attendance reasons.

Disciplinary Procedures for Special Education Students: The Academy adopts and complies with the current Idaho Special Education Manual from the State Department of Education and will follow the procedures outlined in Chapter 7, Section 13: Student Discipline.

Re-admittance to School Following Expulsion: A student who has been expelled may appeal to a Reinstatement Committee authorized by the Board to hear a petition for reinstatement in school. The Committee will make a recommendation to the Board which will make the final

decision. If the committee recommends “not to reinstate” the student may petition the Board for a hearing with the Board. The Academy and its governing board shall, from its inception, implement the following guidelines as outlined in Section 33-210, Idaho Code:

1. Any student reasonably suspected of using or being under the influence of alcohol or a controlled substance whether by an administrator, teacher, staff person, or fellow student, shall be immediately reported to the administration, or in the absence of the administrator the person temporarily appointed in his or her stead.
2. The school administrator shall have the duty to contact the student’s parents, legal guardian or custodian, and law enforcement relative to the circumstances of the suspected abuse.
3. This policy is formulated to meet the provisions of section 37-2732C, Idaho Code, including the possibility of conviction of a misdemeanor under the law and drug rehabilitation requirements.
4. Each student who is accepted for enrollment shall be provided a copy of this policy together with a copy of Section 37-2732C, Idaho Code, and such notice shall be accepted by signature of the parent, guardian, or custodian of the student upon admission to the school and shall keep a record of that notice on file at the school.
5. Upon formal adoption of the policies and procedures manual of The Academy (ARC) the Board shall also formally adopt this policy entitled “Tobacco, Alcohol, Drugs, or Other Forms of Intoxicants”.

Attendance Policy: The State of Idaho provides by law for compulsory school attendance of all children between the ages of seven (7) and sixteen (16). Truancy is a violation of Idaho law. The Academy at Roosevelt Center has the responsibility to encourage student school attendance. The responsibility for compliance with this law belongs to the parents, but the school is obliged to keep an accurate record of daily attendance, this attendance record is to be placed in the student’s permanent record and kept on file indefinitely. The details of the specific attendance policy are found in the Academy’s policy and procedures manual.

Employee Benefits: All fulltime employees of The Academy at Roosevelt Center shall participate in PERSI. These Employees will contribute at the rates established by PERSI. All employees shall contribute to the Social Security System.

The Academy must make all employer contributions as required by PERSI, and Federal/State Social Security, and pay for Workman’s Compensation Insurance, and Unemployment Insurance, and any other payroll obligations of an employer in the State of Idaho. The members of an education association and non-union members of the school staff must have, as a minimum, the same salary and health benefits, which shall, in any event, be no less than the State’s allocation.

The Academy lies within the boundaries of School District #25. There are a number of attendance alternatives available to students who reside in these boundaries. School District #25 has an open enrollment policy so parents can choose which school best fits the needs of

their child. Since The Academy plans to eventually serve children in kindergarten through 12th grade, the following public alternatives are available:

- Elementary Schools (17): Chubbuck, Edahow, Ellis, Gate City, Greenacres, Head Start, Indian Hills, Jefferson, Lewis and Clark, Syringa, Tendoy, Tyhee, Washington, Wilcox, Lincoln, Early Childhood Center, Pocatello Community Charter School
- Middle Schools (4): Franklin, Hawthorne, Irving, Kinport Academy, Teen Parent
- High Schools (4): Century, Highland, Pocatello, Teen Parent Program and New Horizons.

Additionally the Pocatello Community Charter School provides a non-district, public school alternative for parents and students. It currently serves kindergarten through 8th grade.

Employee Transfer Rights of Employment: Employees of The Academy at Roosevelt Center are not employees of School District Twenty-five. Any current Pocatello School District employee who becomes an employee of The Academy, either certified or classified, will not be considered an employee of School District #25 and therefore, shall not have transfer rights. If an employee of The Academy returns to School District #25 as an employee they must, at that time, follow the District's employment procedures.

Collective Bargaining: The certified staff of The Academy at Roosevelt Center shall not be associated with any area school district for purposes of collective bargaining. The Academy ensures that the staff shall be considered a separate unit for purposes of collective bargaining as granted under Idaho Code.

Dispute Resolution: The Public Charter School Commission and the Board of Directors of The Academy at Roosevelt Center will resolve disputes relating to provisions of this charter by following the procedures set forth in section 33-5209, Idaho Code, and the applicable rules of the State Board of Education, including a notice of defect and submission of a corrective action plan. Members of the public, parents, teachers, students, and others, may submit a complaint to the Board in writing and may deliver the same In person, by fax, e-mail, or regular U. S. mail to The Academy's administrative office

Instructions and procedures for members of the public, parents, teachers, students, and others to communicate are made available in the student handbook and on the School's website. Those making complaints are strongly urged to first submit their issue in writing directly to the involved party.

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

Upon appeal to the Administration a hearing will be held within 10 business days, inviting all parties involved. The Administration will communicate a decision within one week of the hearing, along with a notice of rights to appeal.

If the matter is not resolved before the next meeting of the Board of Directors, the Administration will report the grievance to the Board. Within 72 hours of the meeting. The parent is notified in writing of any Board actions. The Chairman of the Board is permitted under the By-laws to convene an ad hoc board meeting to address a question that warrants immediate attention.

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

Special Education: To ensure the provision of a free and appropriate public education to all school-age children in need of Special Education Services, The Academy at Roosevelt Center provides a Special Education Program in accordance with federal and state regulations and guidelines. Specifically, The Academy (~~ARC~~) adopts and complies with the current Idaho Special Education manual from the State Department of Education. To the best of our knowledge this manual reflects IDEA guidelines and Special Education Best Practices. The Academy Director of Special Education is the Section 504 Rehabilitation Act Compliance Officer.

It is the intent of The Academy to identify, locate, and evaluate all enrolled children who may have disabilities. Disability, in this instance, means such conditions as hearing impairments, visual impairments, speech or language impairments, specific learning disabilities, emotionally disturbed, multiple disabilities, cognitive disability, other health impairments, physical impairments, autism, and traumatic brain injury. Before disabled children can be served, they must be identified.

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

The rules adopted by the Idaho Department of Education direct that in addition to a three-year intensive search, school districts must conduct an annual in-service effort to identify and provide services to children with disabilities.

Each year The Academy will make a concerted effort to identify children with disabilities. In-service training will provide a review of special education requirements, regulations and obligations so that The Academy is alert to the needs of the children for whom it is responsible. The assistance of all staff members and agency personnel in this process is essential to accomplish this task, and they must work to ensure that this goal and responsibility are achieved.

The Academy asks for information about each child that is identified to establish answers to such questions as:

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

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

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

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

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

If a student at The Academy is found to be eligible for special education services at the charter school, services will be provided for that student in one or more of the following ways:

- The Academy will form a multidisciplinary team to consider a student's eligibility for special education. If the team determines the need for an evaluation by personnel, such as a school psychologist, speech therapist, or occupational therapist, not currently employed by the Academy, such evaluation may be contracted with a private provider.
- A certified special education teacher will be responsible to monitor Individual Education Plans (IEPs) and supervise the implementation as written. The special education teacher, or an educational assistant under his/her guidance, will provide services in an inclusion or a pullout model depending on the degree of intervention

necessary to meet the student's needs. The special education teacher will consult with the general education staff to utilize effective classroom interventions, adaptations, and modifications.

- Related services, such as speech or language therapy, behavioral therapy, occupational therapy, or transportation, refer to those services necessary for a student to benefit from their special education. When necessary The Academy will contract with a private provider for the provision of related services. Direct speech, language, behavioral, or OT services may be provided by a paraprofessional under the direct supervision of a licensed therapist. The supervision of paraprofessionals will be outlined in the student's IEP.
- In the event that the IEP team determines that the student's academic needs cannot be met on site, The Academy may contract with a local school district to provide services.
- Upon registration The Academy will provide a home-language survey and provide appropriate assessment to determine special needs. The Academy is committed to meeting the needs of children with disabilities. Few legislative mandates of the federal government have such far-reaching implications for local school districts. The school is committed to working with the community in providing services that meet the individual needs of each child.

Other Special-Needs Student Services: In a society based on democratic principles, each person has the right to learn at the most appropriate level where growth will take place. Because gifted and/or talented students have special needs, they are provided educational experiences that strive to meet those needs in the regular classroom. The Academy will identify gifted and talented students as recommended by the State Department of Education.

The Role of General Education Teachers in Regard to Special Education

All special education students will remain in the "regular" class unless otherwise indicated on their IEPs. They are included in all class activities.

Classroom teachers will maintain a minimum monthly contact with the special education student's parent/guardian. The special education teacher will conference a minimum of 1 time per week with the general education teacher.

Teachers are invited to student's IEP conference. IEP meetings shall be held each spring and teachers will be given advanced notice of the date and time for these meetings.

Teachers need to sign the child's IEP as the regular classroom teacher. If the teacher monitors the goals of this IEP and does quarterly progress reports on the status, the IEP can benefit the teacher in understanding the child's special needs and the focus taken in the delivery of services to the child.

The special education teacher will contact the regular teacher on an "as needed basis" to provide the teacher with information that may be valuable. The teacher should contact the

special educator with questions or concerns. Working as a team with special needs students always yields the best results!

Limited English Proficiency: In addition, students attending The Academy with limited English proficiency (LEP), will be assessed by the IEP team to determine the extent to which they may require Title 1 services or a LEP instructor. Every effort will be made to help the student attain proficiency in the English language. In the event that the IEP team determines that the student's academic needs cannot be met on site, The Academy will contract with the Pocatello School district or another private provider to provide required services.

Enrollment Opportunities: To ensure that all potential families in the area are aware and understand the unique features of The Academy at Roosevelt Center, frequent opportunities for tours of The Academy will provide the community as well as interested families with diverse backgrounds and needs the chance to view the curriculum in action, closely inspect the books and materials, meet teachers and staff, and get any questions or concerns answered. A school website is also offered to answer families' questions. The boundaries of the primary attendance area for The Academy will be conterminous with the Pocatello/Chubbuck School District #25

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

Facilities: The Academy occupies the Roosevelt Center in Pocatello, a well-know facility, centrally located in Pocatello and originally built and operated as a grade school for many years. The facility was declared "surplus property" by School District #25 in 2002 and was purchased by an investment group which offered the facility to The Academy on a lease basis.

Facility Description – The current facility has 12 classrooms, each with a broadband internet connection. The facility also has a combination cafeteria/gymnasium, an inviting playground, administrative offices, and an off-street parking area that provides ample parking for the school's staff and its visitors. The facility is located in a neighborhood environment and is zoned for educational use. The structure meets the requirements of the Uniform Building Code, Accessibility Standards (ADA), and the Uniform Fire Code for educational occupancy and safety. The building was refitted with new high-efficiency heating and air conditioning systems (HVAC), and the energy efficient thermo pane windows and Insulation has been upgraded. The electrical system in the building meets current electrical standards and has ample capacity for the additional load anticipated by computer and other educational equipment. The roof of the building is a PVC membrane style roof. The landlord discharges all structural and roof maintenance responsibilities.

With the expansion of the school charter to include 9-12th grades, a new facility is being designed which will accommodate the increase from 280 to 400 students.

School Facility Impact& Effect – It is anticipated that there will be little additional impact, if any, on the area immediately adjacent to the facility since the structure has been in existence for many years and has been more or less continuously occupied throughout.

The new facility location has not yet been finalized but will comply with all relevant zoning and other municipal requirements.

Facility Administrative Services: Facility administrative services purchased by the school will be provided either by contract or by staff as determined by the Board. Students also participate on a limited basis in facility care and light maintenance in order to instill pride and ownership of the facility. Students participate in such duties as cleaning of the whiteboards, straightening the classrooms, emptying the garbage cans, dust-mopping the gym floor, picking up the playground, and so forth. Any contracts entered into by the school will be public record and will be available for inspection upon request.

Civil Liability: The Academy at Roosevelt Center has liability insurance and insures its governing board, employees, contents, equipment, and fixtures against injury, damage, or loss of any kind no matter the cause. Additionally, both the facility provider and The Academy insures their respective interests 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. All such insurance policies shall name the Academy as an additional insured and provide for a least ten (10) days written notice prior to cancellation. The facility provider and The Academy shall provide to each other certificates of insurance evidencing such coverage.

All contract service providers are required to have adequate limits of liability insurance as determined by the Board or other state requirement and shall maintain the same throughout any contract period. To the extent it is covered by insurance The Academy shall indemnify its employees, parents, students, agents, servants, customers, invitees, the facility provider, the chartering entity, or any other person entering the facility under express or implied invitation, against death, injury, or damage to or loss of property caused by virtue of the Academy's negligence or misconduct.

The Academy shall operate its business in conformance with all local, state and federal environmental laws. Any chemicals, agents or compounds stored on site shall be properly contained with appropriate warning and emergency procedures and labeling in place. The Academy shall contain contaminants and manage hazardous substances in a manner as to protect all building and grounds from pollutants, potential risks and assumes responsibility for said risks. Specific documentation of the above outlined requirements is contained in the respective insurance policies negotiated with the insurance providers.

Child Nutrition: The Academy will operate a full service kitchen at its new location and will participate in the federally assisted National School Lunch Program as an independent provider. Hot lunch will be offered to students at full price, and free and reduced price lunches to those students who qualify under federal guidelines.

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

Academy at Roosevelt Center maintains a policy of ZERO tolerance for weapons. A student who carries a weapon onto school property or who has a weapon in his/her possession while on school property or at a school function shall be immediately referred to the administrator for disciplinary action. Such action may include referral to law enforcement authorities, and/or suspension from school, not to exceed 5 days, and referral to the Governing board of The Academy for expulsion.

Transportation: The Academy at Roosevelt Center will not provide transportation to and from school for its students. An organization has been started by parents of students of the Academy to help parents form car pools.

Parents also have the option of using the Pocatello Regional Transit system. The bus route has stops on Maple Street, in front of the school at :17 and :56 after each hour. Parents may also independently contract with private transportation providers.