

Idaho Science and Technology Charter School, Inc.

Petition to Establish a Public Charter School Beginning 2009-2010

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

Blackfoot, Snake River, and Firth School Districts

Submitted to

Idaho Public Charter School Commission

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Idaho Science and Technology Charter School

155 North 400 West

Blackfoot, Idaho, 83221

Contact Person:

Marc Isom

150 South 900 West

Blackfoot Idaho 83221

Phone: 208-684-4573

Cell: 208-313-6224

Fax: 208-782-1330

isommarc@yahoo.com

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TAB 1: Articles of Incorporation, By-Laws, Signatures, and Mission Statement

Articles of Incorporation

See Appendix A.

BYLAWS OF IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL, INC.

An Idaho Nonprofit Corporation

ARTICLE 1

OFFICES

Section 1.1 Offices

The Corporation's principle office shall be fixed and located in the County of Bingham, State of Idaho as the Board of Directors ("Board") shall determine. The Board is granted full power and authority to change the principle office from one location to another within the County of Bingham, State of Idaho.

ARTICLE 2

PURPOSE

Section 2.1 Purpose

The Corporation is organized exclusively for educational purposes within the meaning Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future Federal income tax code.

Notwithstanding any other provision of these Bylaws to the contrary, the Corporation shall not carry on any activities not permitted of:

- (a) a corporation exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provisions of any future Federal income tax code, or
- (b) a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provisions of any future Federal income tax code.

ARTICLE 3

NO MEMBERS

Section 3.1 No Members

The Corporation shall have no members. Any action which would otherwise by law require approval by a majority of all members or approval by the members shall require only approval of the Board. All rights, which would otherwise by law vest in the members, shall vest in the Board.

Section 3.2 Associates

Nothing in the Article 3 shall be construed to limit the Corporation's right to refer to persons associated with it as "members" even though such persons are not members, and no such reference by the Corporation shall render anyone a member within the meaning of Section 30-3-34 of the Idaho Nonprofit Corporation Act. Such individuals may originate and take part in the discussion of any subject that may properly come before any meeting of the Board, but may not vote.

ARTICLE 4

BOARD OF DIRECTORS

Section 4.1 Board of Directors

The number of Directors constituting the Board of the Corporation shall be not less than five (5) or more than seven (7) Directors. The function of the Board can be described as policy making, advising and evaluating. The Board shall have the further duty of directing the financial means by which the educational program is conducted. They shall also ensure that the community be informed of the needs, purposes, values and status of the charter school.

Section 4.2 Powers of the Board of Directors

The Board, as a board, shall have the full power and duty to manage and oversee the operation of the Corporation's business and to pledge the credit, assets and property of said Corporation when necessary to facilitate the efficient operation thereof. Authority is given to the Charter School Board of Directors by the State of Idaho as provided in the "Public Charter Schools Act of 1998." (I.C. 33-5201)

Section 4.3 Election of Directors

- (a) During the initial of operation, the Board shall be comprised of the Directors nominated and appointed by the organizing members and founders of Idaho Science and Technology Charter School. Additional Directors may be added at the discretion of the current Directors, as established with a two-thirds majority vote.
- (b) After the initial year of operation, Directors shall be elected in accordance with the provisions of Section 4.3 (c).

- (c) After the initial year of operation, Directors will be elected to fill vacancies on the Board by the process outlined below;
- i. All Board of Directors applicants will be required to fill out a questionnaire.
 - ii. All Board of Directors applicants will be required to go through a screening process, overseen by a committee that is nominated by the Charter School Board of Directors. The committee shall consist of staff members, members of the PAC Executive Committee and members of the Board of Directors.
 - iii. The committee will then nominate to the Charter 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; staff members or employees of Idaho Science and Technology Charter School; Idaho Science and Technology Charter School board members and founders of the Charter School that signed the charter petition.
 - vi. Idaho Science and Technology Charter School Board of Directors will ensure all ballots are counted in a fair and impartial manner, by a neutral 3rd party.
 - vii. The time, date and location of all elections will be advertised by Idaho Science and Technology Charter School using, but not limited to, the following methods; newspaper articles, public service announcements in newspapers, and notification sent home with students.
 - viii. Voting on board member elections can be done in person or via absentee ballot. Absentee ballots are valid only if person is named on the Stakeholder list. The stakeholder list consists of; parents of students attending the school; staff members or employees of Idaho Science and Technology Charter School; Idaho Science and Technology Charter School board members and founders of the Charter School that signed the charter petition. The cut-off for being listed as a stakeholder is the final day of school each year.

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.

Section 4.5 Resignation and Removal

Subject to the provisions of Section 30-3-69 of the Idaho Nonprofit Public Corporation Act, any Director may resign effective upon giving written notice to the Chairman of the Board, or the Secretary of the Board, unless the notice specifies a later effective time. If the resignation is effective at a future time, a successor may be selected before such time, to take office when the resignation becomes effective. A Director may be removed without cause by a majority of the Directors then in office.

Section 4.6 Vacancies

- (a) A Board vacancy or vacancies shall be deemed to exist if any Director dies, resigns, or is removed, or if the authorized number of Directors is increased.
- (b) The Board may declare vacant the office of any director who has been convicted of a felony, or has been found to have breached any duty arising under Article 30-3-85 of the Idaho Nonprofit Public Corporation Act or to be of unsound mind, by any court of competent jurisdiction, or has failed to attend four (4) or more meetings of the Board in any calendar year.
- (c) Removal of a Director for one or more of the reasons listed in Section 4.6(b) above may be initiated by any member of the Board or by a majority vote petition of the Stakeholders. The Board shall hold a public meeting within ten (10) school attendance days of receiving such a request or petition. Such meeting shall be conducted with regard for the reasonable due process rights of all parties and in public, except where either the Board or the Director whose removal is sought requests a closed session. Where a closed session is held, the final action of the Board shall be taken in public.
- (d) A vacancy on the Board may be filled by a majority vote of the remaining Directors, although less than a quorum. Each Director so elected shall hold office until the next annual meeting of the Corporation.
- (e) No reduction of the authorized number of Directors shall have the effect of removing any Director prior to the expiration of the Director's term of office.

Section 4.7 Compensation of Directors

Directors shall not receive any compensation for their services; however, the Board may approve the reimbursement of a Director's actual and necessary expenses incurred in the conduct of the Corporation's business. The Corporation shall carry liability insurance covering the Corporation's business.

Section 4.8 Employees

The Board shall have the power to hire employees of the Corporation whose duties shall be specified by the Board.

Section 4.9 Voting

No proxy voting on the Board may occur. Tie votes will be broken by the Chairman of the Board.

Section 4.10 Quorum

A quorum consisting of a majority or more of the then current Directors must be assembled to vote and conduct business. The board may continue to transact business at a meeting at which a quorum was originally present, even though a director withdraws, provided that any action taken is approved by at least a two-thirds majority of the quorum required.

Section 4.11 Rights of Inspection

Every Director has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation provided such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the Corporation's obligations to maintain the confidentiality of certain books, records and documents under any applicable federal, state or local law.

ARTICLE 5

BOARD MEETINGS

Section 5.1 Place of Meeting

The place of all meetings of the Directors shall be permanently established after a building is constructed. Until that time, all meetings will be conducted in the library of the Blackfoot Charter Community Learning Center, 2801 Hunters Loop, Blackfoot, Idaho, or at such other place as shall be determined from time to time by the Board; and the place at which such meetings shall be held shall be stated in the notice and call of meeting. No change in the place of meeting shall be made within three (3) days before the day on which an election of directors is to be held.

Section 5.2 Annual Meeting

The annual meeting of the Directors of the Corporation for the election of Directors and Officers to succeed those whose terms expire and for the transaction of other business as may properly come before the meeting, shall be held each year during the first full week of June, at the principle office of the Corporation in the County of Bingham, Idaho. If the annual meeting of the Directors be not held as herein prescribed, the election of Directors and Officers may be held at any meeting called thereafter, pursuant to these Bylaws.

Section 5.3 Monthly Meetings

Monthly meetings of the Directors of the Corporation will not be mandatory, but will be scheduled for the first Tuesday of each month if a Director sees the need to have a meeting during the month.

Section 5.4 Notice of Meeting

Notice of the date, time and place of any meeting of the Board shall be in accordance with Idaho Open Meeting Law. Notice of the time and place of the annual meeting of the Directors or of any monthly meetings of the Directors shall not be given by mailing written or printed notice of the same but shall be posted at the school bulletin board at least three (3) days prior to the meeting.

5.5 Special Meetings

Special meetings of the Board of Directors shall be in accordance with Idaho Open meeting Law and may be held at any time on a call issued by two or more members of the Board of Directors. Notice of any special meeting of the Board shall be given at least two (2) days previously thereto by written notice delivered personally or sent by mail, facsimile, or electronic mail to each Director.

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 as deemed necessary by the Board of Directors.

Section 5.7 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 each year at the annual meeting by the Board and serve a one (1) year term.

Section 6.2 Chairman of the Board

The Chairman of the Board is the general manager and chief executive officer of the Corporation and has, subject to the control of the Board, general supervision, direction and control of the business of the Corporation. The Chairman of the Board shall preside at all meetings of the Board. The Chairman of the Board has the general management powers and duties usually vested in the office of President and General Manager of a corporation as well as such other powers and duties as may be prescribed from time to time by the Board.

Section 6.3 Vice Chairman

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

Section 6.4 Secretary

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

Section 6.5 Treasurer

- (a) The Treasurer of the Corporation shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the Corporation, including accounts of its assets, liabilities, receipts and disbursements. The books of account shall at all times be open to inspection by any Board member. The school secretary may serve as Treasurer.
- (b) The Treasurer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as may be designated from time to time by the Board. The Treasurer shall disburse the funds of the Corporation as may be ordered by the Board, and shall render to the Board, upon request, an account of all transactions as Treasurer and of the financial condition of the Corporation. The Treasurer shall present an operating statement and report, since the last preceding regular Board meeting, to the Board at all regular meetings. The Treasurer shall have such other powers and perform such other duties as may be prescribed from time to time by the Board

Section 6.6 Removal

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

Section 6.7 Vacancies

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

ARTICLE 7

DEPOSITORIES AND CONTRACTS

Section 7.1 Depositories

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

Section 7.2 Contracts

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

ARTICLE 8

FISCAL AFFAIRS

Section 8.1 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 by facsimile, e-mail, mailing or written notice of the same at least seven days in advance of the meeting.

Section 9.2 Waiver

A waiver of any notice in writing, signed by a Director or Officer, whether before or after the time stated in said waiver for holding a meeting, or presence at any such meeting, shall be deemed equivalent to a notice required to be given to any Director, or individual.

ARTICLE 10

DISSOLUTION

Section 10.1 Dissolution

Upon dissolution of the Corporation, assets shall be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code. All remaining assets will be distributed the Idaho Public Charter School Commission.

ARTICLE 11

AMENDMENTS

Section 11.1 Bylaws

New Bylaws may be adopted or these Bylaws may be amended or repealed by a majority vote of the Board, 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.

CERTIFICATE OF BYLAWS

I certify that I am the initial agent of Idaho Science and Technology Charter School, Inc., an Idaho Nonprofit Corporation, and that the foregoing Bylaws, constitute the Bylaws of such corporation.

IN WITNESS WHEREOF, I have signed my name to this Certificate on _____
Date

Mark Isom

CERTIFICATE OF ADOPTION OF BYLAWS

See Appendix G.

Signatures of Qualified Electors

See Appendix B.

Mission Statement

The mission of Idaho Science and Technology Charter School (ISTCS) is to provide a solid foundation in core subjects, an emphasis on science and technology, opportunities to expand interests in the humanities and arts, and a broad program to explore educational and career opportunities. ISTCS will prepare students to make intelligent and appropriate decisions about their education and future career pathways.

Children in the middle years are best prepared for life when they gain a strong foundation in reading, mathematics, language arts, and science, coupled with an understanding of self and the ability to engage others in a socially acceptable manner. The value of education is maximized when individuals have the opportunity to explore a broad range of options and view these through an understanding of their unique interests, aptitudes and abilities. This knowledge allows one to make sound and clear decisions in everyday life.

Our goal is to provide a safe environment where each child can learn at his or her optimal rate. Within the walls of ISTCS, each child will develop a strong sense of self-worth and a respect for others. We encourage students to recognize their ability to contribute productively to society. There is no aspect of modern society that is not profoundly influenced by science and technology.

Vision Statement

The vision of Idaho Science and Technology Charter School is to give students hope and confidence by preparing them to make intelligent and appropriate decisions about their education and future careers in the global marketplace.

Students will develop a strong sense of self-worth and a respect for others as they receive a solid academic foundation; explore a broad range of options; recognize their unique interests, aptitudes and abilities; and contribute productively to society.

TAB 2: Proposed Operation and Potential Effects of the Public Charter School

Physical Facilities

Idaho Science and Technology Charter School will be a new public charter school, not a conversion or replacement of an existing school.

ISTCS understands clearly that many of the struggles faced by charter schools are the result of beginning with temporary or inadequate, facilities. Often these are perceived to be undesirable and “second class” by the public. This perception has hurt many schools and impeded initial progress. For these reasons, ISTCS will begin classes in a new building that presents a truly professional appearance. It is anticipated that such a facility will have a significant impact on marketing the school and attracting students.

ISTCS has developed both a primary and a back-up plan to ensure that adequate instructional, office, library, and other space appropriate for its student population will be available.

Primary Facility Plan

Over the past year ISTCS has held discussions with architects and developers and with financial institutions regarding the financing and construction of a facility. These companies have been through the process numerous times and have developed procedures for ensuring that facility construction takes place in a timely and efficient manner. ISTCS founding board will enter into an approved contract with one of these to complete construction of a new facility.

ISTCS, Inc. has secured a 12.6 acre building site located at 155 North 400 West, Blackfoot, Idaho. A copy of the Purchase Agreement is found in Appendix H. On June 6, 2008, ISTCS officials met with Groveland Sewer and Water Officials. During this meeting ISTCS received assurance that city utilities are available and that construction of the school is included in development plans.

ISTCS has submitted application for a USDA Rural Development loan to construct its facilities. In November, 2007, after reading a newspaper article about ISTCS, Mr. Sidney Curnow, Area Specialist, USDA Rural Development and Mr. Dale Lish, Area Director, USDA Rural Development, contacted school officials and presented an offer to assist in financing school construction. USDA has helped to finance Blackfoot Charter Community Learning Center, Taylor Crossing, and White Pine Charter Schools in this area.

Since USDA works in cooperation with banks to provide direct and guaranteed loans, charter school officials also met with Mr. Leslie A. Ball, Vice President, Agricultural and Commercial Loans, Bank of Idaho, to complete application for construction and long term financing. Copies of letters from USDA and Bank of Idaho are included in Appendix I.

In addition to USDA and Bank of Idaho, Olson Associates, U.S. Charter Development, and current school administrators have reviewed both the Estimated Construction Costs and the Projected Construction Timeline. Each has indicated that the costs are fair and acceptable projections and that the timeline is suitable and can reasonably be accomplished. Copies of these documents are included in Appendix C and Appendix K.

After visiting charter schools in both Utah and Idaho, ISTCS has decided to construct a building

of approximately 27,000 square feet. This will include 15 Classrooms, 3 labs, office space, media center, gymnasium, cafeteria, and storage space. Additionally, landscaping, parking, and outdoor physical education areas are included.

At its July 1, 2008, meeting the ISTCS Founding Board will select an architect to compete construction of these facilities. The architect will complete facility plans, secure permits, hire contractors, and in general oversee the project. Appendix L contains a copy of the Affidavit of Publication verifying that ISTCS has legally completed the advertising process to hire these services.

Back-up Facility Plan

The ISTCS back-up facilities plan includes two elements: 1) leasing modular classrooms and office space for initial operations; 2) implementation of the primary plan as soon as possible. Design Space Modular Buildings, Boise Idaho, has provided an estimate of costs to lease, transport, and set-up a minimum of twelve modular structures on a year-to-year lease basis.

In the event that modular classrooms become necessary, the school will obtain a variance from the city to place temporary building on school property at 155 North 400 West, Blackfoot, Idaho. City zoning officials have indicated that such a variance in this particular area would be procedural and not present a significant problem.

Cost estimates for implementing the back-up plan are included in Appendix M.

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.

Primary Attendance Area

The total anticipated enrollment for ISTCS is 300 students. This would include approximately 100 students within each grade level. It is recognized that initial enrollment will include significantly fewer students. It is also recognized that few eighth graders will be attracted to a school for just one year; consequently, the initial year budget is projected on a student population of approximately 57% capacity.

Idaho Science and Technology Charter School will open in the Fall of 2009 with grades six through eight. The primary attendance area will be Blackfoot, Snake River, and Firth School Districts. These students will be given priority as designated in Idaho Code Section 33-5205(3) (j), however, students from other areas may be enrolled. ISTCS will endeavor to maintain small class sizes, with a goal of approximately twenty students per class.

Potential Impact on the School Districts

ISTCS will actively recruit students from its primary attendance area, Blackfoot, Snake River, and Firth school districts. The charter school will not rely on these districts for contracted services such as special education, psychological evaluation services, occupational services, speech and language therapy, vision, gifted and/or talented, or other administrative or special needs such as special education accommodations except those that have been mutually agreed upon by both parties.

Currently there are approximately 1,500 students in grades 6-8 in these three school districts. When filled to capacity, ISTCS will enroll one out of every five or 20% of this population. While this may ease some crowded conditions, it is anticipated that the districts will have significant reservations about funds that will follow these individuals to the charter school. This is often perceived as a loss of revenue for the district, but in reality it means that the district does not have to employ the teachers, administrators or support staff; supply instructional materials; provide building and classroom space; and the other related expenses.

Administrative Services

Administrative services for the school will be provided by the school Director, with support from the Board of Directors. A full-time secretary to handle paperwork and required reporting and a part-time business manager who will take care of the schools fiscal affairs will be hired.

An independent financial audit will be performed each year by an independent auditor (not affiliated with ISTCS). Board members and founding family members will be utilized according to their background and experience, which includes teaching experience, grant writing expertise, etc.

Annual programmatic operations and financial reports will be presented to the Board of Directors as outlined in section VIII.D.2. of this petition. The Director will also serve as the liaison between the Idaho Science and Technology Charter School and its Board of Directors, the charter commission, and parents. Financial operations will be contracted out to licensed and bonded entities or provided by the school. Funding sources will include state allocation per pupil, federal start-up grants, private grants, business partnerships, and donations. The ISTCS board is ultimately responsible to the Commission and at least one member will be present at every Commission meeting for which ISTCS is on the agenda.

Day-to-Day Operations

The Director in coordination with the Charter School Board of Directors will determine the day-to-day operations of Idaho Science and Technology Charter School.

Civil Liability

ISTCS will insure its interests against damage and for liability exposures with minimum limits as imposed by the State requirement or as otherwise determined by the Board.

The Idaho State Board of Education and the Idaho Public Charter School Commission shall have no liability for the acts, omissions, debts or other obligations of any charter schools, except as may be provided in an agreement or contract between such entities and Idaho Science and Technology Charter School.

Insurance Coverage

ISTCS will procure and maintain a policy of general liability insurance in the amount required by state law and errors and omissions insurance with limits not less than one million dollars. Insurance companies who have and maintain a rating of "A" according to the A.M. Best Company will provide insurance.

Additionally, ISTCS will insure its facilities, equipment, and other assets against damage and for liability exposures with minimum limits of liability of not less than \$1,000,000 per person, \$5,000,000 aggregate or such limits as imposed by the State requirement or as otherwise determined by the Board.

Idaho Science and Technology Charter School will have the same role as a public school in matters of civil liability. The appropriate insurance and legal waivers of all district liability will be obtained as required of other nonprofit users of district resources and facilities.

Liability and property insurance will be similar to the coverage purchased by other charter schools and districts. Proof of insurance will be given to the Public Charter School Commission each time it is renewed to insure continuous coverage. ISTCS will provide a list of all other types and amounts of insurance required prior to the opening of the school.

TAB 3: Educational Program and Goals

Thoroughness Standards (Idaho Code 33-1612)

Idaho Science and Technology Charter School will fulfill the thoroughness standards identified in Idaho Code 33-1612. It will establish a thorough system of instruction that will fully address the following standards:

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

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

Objectives: Idaho Science and Technology Charter School will:

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

Standard b. Educators are empowered to maintain classroom discipline.

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

Objectives: Idaho Science and Technology Charter School will:

- Develop policies that ensure a positive teaching and learning environment with an emphasis on high expectations of behavior and performance.
- Develop a student handbook providing a code of conduct including clear expectations and consequences for unacceptable behavior, and a process for teachers to handle minor and major infractions in the classroom setting. Teach appropriate behaviors and foster responsible decision-making skills.
- Establish and maintain consistent rules aligned throughout the school.

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

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

Objectives: Idaho Science and Technology Charter School 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.

Standard d. The skills necessary to communicate effectively are taught.

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

Objectives: Idaho Science and Technology Charter School will:

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

Standard e. 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: Idaho Science and Technology Charter School will:

- Use the Idaho State Department of Education's Curriculum as a starting point to be enhanced by unifying themes and other creative methods.
- Use a variety of methods to ensure student learning. In addition to traditional approaches, methods of instruction that employ technology will be used through the curriculum. This includes a strong emphasis in areas such teaching math through direct instruction and manipulative, hands-on experimentation for science, multiple small group and cooperative learning experiences, and the integration of resources such as the INL

and other local industries into classroom and field instruction.

- Student, parent(s), and educator(s) together develop a Personalized Learning Goal for each student. This will consider the student's strengths and weaknesses. The faster learner is continuously presented with new challenges. The slower learner benefits from extra help, multiple methods, and multiple environments.
- Field trips and career development discussions will be used, as needed.

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

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

Objectives: Idaho Science and Technology Charter School will:

- Provide a strong foundation in basic reading, writing, science, and mathematics skills.
- Provide a technology-rich environment that supports and encourages the effective use of technology as a tool.
- 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 a technology-rich environment using tools such as computers, scientific equipment, and networks linked to local and nationwide resources.

Objectives: Idaho Science and Technology Charter School will:

- Use interactive technology as tools in an integrated educational program.
- Emphasize the acquisition of computer skills as an important medium for communication and research.
- Use computers 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: Idaho Science and Technology Charter School will:

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

Idaho Science and Technology Charter School will achieve the Thoroughness Standards through its basic curriculum and the unique aspects of the schools expanded curriculum and resources. 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, will create an environment allowing peace of mind and maximizing learning potential.

Defining an Educated Person

An educated student is one who is prepared for a future where technology and science are an integral part of every career opportunity. The future work place requires a solid core foundation, foreign language, environmental understanding, and an in-depth knowledge of technologies. In addition to these skills, children need the ability to accept personal responsibility, work cooperatively as a team member, and possess the ability to solve complex problems.

Our country as a whole has suffered due to a lack of emphasis on science and technology. ISTCS will meet that need in this community and will offer students a true opportunity to become an educated person.

When Learning Best Occurs

Idaho Science and Technology Charter School believes that a safe environment creates the setting where both remedial development and accelerated learning best occur. Idaho Science and Technology Charter School’s core educational philosophy is that learning best occurs when:

- students see the connection between what they learn and the real world
- students are actively engaged in hands-on and practical tasks
- student learning 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
- learners are expected to master challenging knowledge and skills
- learning goals are individualized and advanced learning opportunities are available
- the educational program includes character education and community service
- the learning experience contributes to the development of positive self esteem

ISTCS is committed to the concept that during the middle years, each student has 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.

Instructional Methods

Idaho Science and Technology Charter School is distinguished by the multiplicity of ways in which it seeks to ensure student learning. Some of these are highlighted in the sections that follow. ISTCS uses both common and uncommon means to achieve common ends. Through its multiple methods, all students are potentially successful and capable of fulfilling their individual potential. Specific coursework and instructional programming will be determined by the subject area experts (teachers), administrator, and curriculum director and approved by the board of directors, after these individuals are hired. Idaho Science and Technology Charter School plans to use the specific methods mentioned earlier (see "Standard e" in Section III.B. Idaho Thoroughness Standards) and the following instructional methods:

- 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 will add 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.

Learning to apply the methodology and utilize technology will constitute a critical component of ISTCS's overall program. Professional development is a critical component of the ISTCS

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. This high level of professional development will occur through the following:

- hiring teachers as early as possible and begin pre-service training
- extensive teacher mentoring
- a four day student week, with every Fridays set aside for targeted professional development
- grade level 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.

Two primary sources that will be used to train teachers are:

- *This We Believe: Successful Schools for Young Adolescents*, National Middle School Association
- *Differentiation in Practice* by Carol A. Tomlinson

Curriculum Overview

All students will participate in a common core of learning that will fulfill the school's mission to produce students who possess the academic and personal habits and attitudes desired of an educated citizen in the 21st century. It is the intent of the Idaho Science and Technology Charter School to remain aligned with the goals and objectives of the Idaho Thoroughness Standards.

ISTCS students will:

- develop well defined oral and written skills
- develop their aesthetic talents in music, visual, and/or performance arts
- develop oral and written skills in a non-native language
- use knowledge, critical thinking, and logic to solve problems in mathematics, science and other curricular areas
- have sufficient knowledge of science to 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 technical education and career exploration program
- participate in a comprehensive program of community service that reflects responsible citizens in a democratic society and an interdependent world,
- understand and apply the knowledge, concepts, principles, and themes embedded in each of the social studies-history, geography, political science, and economics.

In keeping with Idaho Science and Technology Charter School's mission, ISTCS recognizes that education is more than the assimilation of facts. Proficiency in a discipline means that the learner becomes a capable practitioner and has a sufficient foundation to pursue advanced study. The Charter School emphasizes both the acquisition and application of knowledge.

The Idaho Science and Technology Charter School curriculum is unique in that it contains traditional academic subjects as well as a strong emphasis on science, technology, and career preparation. The Idaho State Board of Education's Thoroughness Standards serve as the starting point and is enhanced with unifying themes and other creative methods. The subjects that make up the curriculum are listed and briefly discussed below. Traditional core curriculum areas--language, arts, math, science, and social studies--remain strongly emphasized. They are augmented by music, art, technology, career, health, physical, and environmental education.

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.

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.

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.

Social Studies and Community Service. The curriculum will include the basic elements of history, government, geography, economics, sociology and citizenship with a focus on local, state, national, and world history. In addition, there will be a strong emphasis on community service in Grades 6 through 8. ISTCS will seek out ways for the students to discover and experience responsibilities and rights as members of our democratic community.

Career Education. Idaho Science and Technology Charter School will begin to expose students to the vast array of career opportunities available in today's world. Individuals will start to recognize and understand their unique aptitudes, interests, and abilities as assets in the world of work. Individuals will also begin to understand the importance of "soft skills" such as personal responsibility, teamwork, and dependability in career success.

Technology Education. Students will gain a basic understanding of computer, mechanical, electrical, pneumatic, hydraulic, electronic, and other technologies that operate in the world

around us. Instruction will utilize a hands-on modular approach that employs discovery learning and problem solving. Students will seek solutions to real-life challenges. Idaho Science and Technology Charter School will provide our learners with technology skills that prepare them for future employment. *ISTCS will comply with all requirements set forth in the Children's Internet Protection Act.*

Curriculum Development and Approval

ISTCS 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. The curriculum will be implemented and evaluated through ongoing observations of teachers and students, program audits, and with follow-up discussions with the Director to include written goals.

Textbooks and Curriculum

Idaho Science and Technology Charter School will generally follow the Idaho Department of Education curriculum, with specific enhancements as outlined by the Director. Copies will be provided prior to the opening of the school. Textbooks for the school are not yet chosen and will be selected by curriculum committees that include the director, teachers, and parents. Textbooks will be approved by the State Department of Education.

Educational Programs and Services

Provision for educational programs and services such as special education, physical education, HIV/AIDS education, family life/sex education, guidance and counseling services, Safe/Drug Free Schools programs, summer school programs, parent education programs, social work, and psychological services will be identified based on need.

Any additional contracted services in areas such as psychological evaluation services, occupational therapy, speech and language therapy, etc. will be provided through either private professionals or in conjunction with a local school district.

Improvement of Student Learning

Multiple learning opportunities will be afforded to ISTCS students. Some are familiar, some are innovative, but all strive to make learning relevant and purposeful and to actively engage the learner. Problem-solving groups apply knowledge they have acquired and practice new skills by tackling both real-world problems and problems simulated to model the current work world. For example, the school's requirement for students to perform genuine community service not only informs students about real needs our community has, but also encourages them as a group to decide which needs they can reasonably address, plan an approach, implement the plan, and then evaluate the result.

Peer teaching, when appropriate, provides an opportunity for learners to become educators and reinforce their own knowledge and mastery of new skills through presentation of their own work and through working with a "learning buddy." Projects will include a balance of individual effort and group collaboration to ensure mastery of important basic skills, content, and interactive skills.

Idaho Science and Technology Charter School's learning program is built on the belief that all children can learn, but not in the same way, at the same rate, or from the same sources. It recognizes that children are variously gifted and may excel in the following areas: linguistic; mathematical/logical; intrapersonal (self); interpersonal (others); bodily-kinesthetic; spatial; and musical. All seven areas will be examined and encouraged through instruction and the gifted and talented program (described later in this petition in Section III.E.2.),

Use of the Personalized Learning Goal concept will encourage learners to take responsibility for their own learning, while encouraging teachers, parents and the community to share in that responsibility. Working together, student, parent, and educator will consider learner strength and weaknesses. They will then identify an academic and personal goal for each learner. These goals capitalize on learner strength and shore up areas of weakness, while enhancing parental involvement.

Through the use of personalized goals, the Idaho Science and Technology Charter School ensures that children are not penalized for the rate at which they learn. The faster learner is continuously presented with new challenges, while the slower learner benefits from extra adult help, multiple methods, and multiple environments. The learning program supports Idaho Science and Technology Charter School's mission of developing lifelong learners. It is designed to stimulate the desire to learn, and is based on the belief that all learners possess an innate and unique creativity that can be developed given the appropriate environment. It allows for the joy of knowledge, self-expression, and the thrill of exploration. It is flexible to accommodate the individuality of learners and to evolve as Idaho Science and Technology Charter School learns and grows.

The staff and parents of the Idaho Science and Technology Charter School believe that children do not develop character in a vacuum. Our plan for character education provides expectation training through memorization and dramatization of classic poetry and historical passages, as well as staff who model essential traits of good character. The staff at Idaho Science and Technology Charter School will ensure a safe, kind environment allowing students to acquire essential information and attitudes that will help them lead productive lives.

How Special Education and Other Special Needs Will Be Met

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

Idaho Science and Technology Charter School will adhere to The *Idaho Special Education Manual*, and will adopt and implement appropriate special education policies and procedures consistent with state and federal laws, rules, regulations, and legal requirements. All children will receive appropriate services as outlined in the Individuals with Disabilities Education Improvement Act, Section 504, and the State of Idaho Special Education Manual.

Special Education Services

ISTCS planning and budgeting will provide personnel, physical facilities, funding and contractual arrangements to ensure that students with disabilities attending the charter school will receive special education and services as requirements in IDEA 2004 and outlined on the students'

IEPs. All special education personnel will meet highly qualified special education standards and will be interviewed, selected, hired, trained, and in place by the first day of the 2009-2010 school year.

To meet these expectations, ISTCS 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. The school shall ensure 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 informal, organized process, to identify students who are not meeting or who may not be meeting Idaho Content Standards.

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

- ISTCS will form a multidisciplinary team to consider a student's eligibility for special education. If a team determines the need for an evaluation by other personnel, such as a school psychologist, speech therapist, or occupational therapist not currently employed by the school, such evaluations will be contracted with a private provider.
- Disciplinary problems by special education students will be assessed by the multidisciplinary team. Teachers and administrators will follow the Idaho Special Education Manual (as currently defined in Chapter 7, Section 13, and titled "Student Discipline") to address these issues.
- Appropriate personnel will be responsible to monitor Individual Education Plans (IEPs) and supervise the implementation as written. A certificated teacher will provide services in an inclusion or a pullout model depending on the degree of intervention necessary to meet the student's needs. A paraprofessional will be used to support instruction as allowed by IDEA and the ESEA. The appropriate personnel will consult with the general education staff to utilize effective classroom interventions, adaptations, and modifications.
- ISTCS will contract with a private provider for the provision of related services. Direct speech, language, or OT services may be provided by a paraprofessional under the direct supervision of a licensed therapist. In the event that the IEP team determines that the student's academic needs cannot be met on site, Idaho Science and Technology Charter School will determine the least restrictive environment complying with PL 94-142.

For all special education students, ISTCS will develop, review, and revise IEPs in accordance with state and federal laws. ISTCS will implement the IDEA 2004 discipline procedures; and assure protection of student and parent rights.

ISTCS will ensure access to charter school programs, as required by the ADA. This plan may include the actual location of students within the classrooms, and settings within the classrooms to permit access by students with disabilities. The school will provide transportation for special education students who may, because of the nature of their disabilities, be entitled to specialized transportation as a related service, even if the charter school does not provide transportation to other students

ISTCS will include a comprehensive professional development plan for the training needs of special education personnel as well as general education teachers in order to meet the needs of students with disabilities who are enrolled in the charter school.

Nondiscriminatory enrollment procedures

ISTCS will not deny enrollment to a student with a disability solely because of that student's need for special education or related aids and services. All appropriate services will be provided for students with disabilities that have the opportunity to meet the minimum federally established eligibility criterion for such services. Enrollment described elsewhere in this Charter petition, is consistent with the mission of ISTCS and civil rights requirements.

LRE Requirements

Idaho Science and Technology Charter School will provide special education and related services to eligible ISTCS 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 ISTCS. In other cases, the LRE might be a district school site or an alternative site, depending on the needs of each student.

Idaho Science and Technology Charter School will provide assessments to admitted students as required, meeting individual student needs and IDEA requirements. At risk students will be monitored and assessed using the Response to Intervention model and will be placed as needed. Services will include psychologist, speech/language pathologist, occupational therapist, vision specialist, and any other professionals listed in the students' IEP.

LRE decisions are made individually for each student. The IEP team shall consider the following when determining the LRE in which the IEP can be implemented:

1. Based on student's IEP: The student's IEP is developed prior to the determination of the location of services and settings. The services and settings needed by each student with a disability must be based on the student's IEP and unique needs that result from his or her disability, not on the student's category of disability.
2. Age Appropriate Peers: Students with disabilities shall be educated with age-appropriate peers to the maximum extent appropriate. A student with a disability is not removed from age-appropriate general education environments solely because of needed accommodations and/or adaptations in the general education curriculum.
3. School of Attendance: A student with a disability shall be educated in the school as close as possible to the student's home and unless the IEP requires some other arrangement, the student is educated in the school he or she would attend if not disabled.

4. Harmful Effects: Consideration shall be given to any potential current or long term harmful effect on the student or on the quality of services the student needs, including the student's ability to graduate and achieve their post high-school goals.
5. Accommodations and/or Adaptations: A student with a disability is not removed from general education settings solely because of needed accommodations and/or adaptations in the general education curriculum.
6. Participation in Nonacademic and Extracurricular Services and Activities:
 - a. A student with a disability shall be allowed to participate with students without disabilities in nonacademic and extracurricular services and activities to the maximum extent appropriate. These services and activities may include meals, recess, field trips, counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the district, referrals to community agencies, career development, and assistance in making outside employment available.
 - b. The IEP team determines the supplementary aids and services that are appropriate and necessary for the student to participate in nonacademic settings and extracurricular services and activities.

Gifted and Talented program

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.

ISTCS will develop a written plan for its gifted and talented program and initially submit it to the chartering agency and State Department of Education. Updated plans will be submitted every three (3) years thereafter. The district's plan shall include the following:

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

ISTCS will screen all potentially gifted and talented students to ensure they have an opportunity to be considered for the program. The screening criteria will be age/grade appropriate, will be nondiscriminatory, and will comply with the procedures set forth in all governmental mandates.

The School will assess those students meeting the screening criteria and gather additional information concerning their specific aptitudes and educational needs. Identification of gifted and talented students will be based on multiple indicators of giftedness with information obtained through the following methods and sources:

1. Formal assessment methods, such as group and individual tests of achievement, general abilities, specific aptitudes, and creativity.
2. Informal assessment methods, such as checklists, rating scales, pupil product evaluations, observations, nominations, biographical data, questionnaires, interviews, and grades.

3. Information regarding students will be obtained from multiple sources, such as testing results, teachers, counselors, peers, parents, community members, subject area experts, and the students themselves.

LEP Students

Idaho Science and Technology Charter School will conform to the federal definition of Limited English Proficient (LEP) as defined in Title III and IX of the ESEA. We will use a home language survey upon student's registration. In addition, the "Woodcock Munoz" test will determine the student's eligibility and language level – L1, L2, and L3. The "Woodcock Munoz" test will be used as a pre-post test to document the progress in both content areas and English language development. Students who are eligible for the LEP program will participate in the ISTCS LEP program according to state and federal guidelines. State and federally mandated testing of LEP students will be administered as they become available. LEP services may be provided on-site or contracted out.

In our society, each person has the right to learn at the most appropriate level where growth will take place. Because gifted and/or talented, LEP, Title I and Section 504 students have special needs, they will be provided educational experiences that will strive to meet those needs in the regular classroom as well as in special classes, seminars or workshops. The Charter environment will allow areas to be pursued beyond the scope of the regular curriculum - regardless of their areas of special needs. This will be accomplished through, but not limited to, the following: clustering, competitions, consultations, curriculum compacting, special topic classes, independent study, interest-based workshops, and remediation, tutoring and pullout classes. Transportation will be provided as needed and required.

Additional Special Needs Services

As required by state and federal statutes, students attending Idaho Science and Technology Charter School who are identified as disadvantaged to the extent that they may require Title I or Section 504 services or requiring other accommodations will receive those services at or through Idaho Science and Technology Charter School or at an alternate site.

Those students not reading at grade level or computing math at grade level will be identified and receive a variety of services including Special Education, Title 1 (if funded), tutoring by volunteers, and the opportunity with parental support to attend appropriate summer or after school programs.

Dual Enrollment

ISTCS students will be allowed to participate in dual enrollment with other public schools as required by Idaho Code 33-203. Dual enrollment will be subject to school district procedures as allowed in Idaho Code 33-203 (1). State funding of a dually enrolled student will be limited to the extent of the student's participation in the public school programs. Information concerning dual enrollment options and requirements will be provided to all parents.

Dual enrollment will include the option of enrollment in a post-secondary institution if the student chooses. Any credits earned from the accredited post-secondary institution will be credited toward graduation requirements as outlined in ISTCS Board Policy.

TAB 4: Assessment of Student Educational Progress

Measurable Student Educational Standards

ISTCS will seek to accomplish the following goals:

1. In the core subject areas of Math, Language Arts, and Science 80% of students will earn a grade of satisfactory or above as calculated by classroom assessments and recorded on quarterly and semester report cards.
2. 85% of students will demonstrate technological competency by scoring at least 80% on the end of year technology competency examination or receiving a score of at least 80 on their technology portfolio.
3. 90% of sixth graders will achieve satisfactory or above on their career exploration project.
4. 90% of seventh graders will achieve a score of satisfactory or above on their career research project.
5. 90% of eighth graders will achieve a score of satisfactory or above on their career internship project.
6. Students continuously enrolled at ISTCS from the beginning of each academic year will demonstrate academic improvement through the following:
 - 80% of students in grade 7 will earn an Idaho Direct Writing Assessment (DWA) Score of proficient or better.
 - 80% of students in grades 6 and 8 will earn an Idaho Direct Math Assessment (DMA) Score of proficient or better.
 - 80% of all students will earn a score of proficient or advanced in each subject area of the Idaho Standards Achievement Test (ISAT).

Methods for Measuring Student Progress

To ensure a consistent and comprehensive evaluation procedure, assessment rubrics will be developed for each of these standards. These will include specific and objective evaluation criteria. As teachers are hired, they will be included in the development of these rubrics in order to provide for their input, ownership, and buy-in,

The goal for every teacher at ISTCS will be to challenge each student to maximize his or her academic growth. The school's overall academic goal will be to accomplish the above standards by the end of the 2012-2013 school year.

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

Standard 1:

- Classroom work that demonstrates utilization, integration, and application of acquired information.
- Completion of homework, research, and other assignments as designated by the classroom teacher.
- Demonstration of mastery learning or subject competency through classroom assessments such as quizzes, test, or other measures determined by the teacher.

Standard 2

Students will be allowed to choose one of the following options:

- A criterion based end of years assessment provided by the technology teacher and approved by the director
- Submission of a portfolio that includes examples of completed work from each major unit studied throughout the year. The portfolio will be assessed by at least two teachers; scoring will be based on a grading rubric developed by the technology teacher.

Standard 3

- The sixth grade career exploration project will be a year-long activity that will culminate in an oral presentation.
- This may include posters, power-point presentations and other criteria as determined by the career awareness teacher.
- An assessment rubric will be developed by the teacher and explained to the students early in the year.

Standard 4

- The seventh grade career research project will be a year-long activity that will culminate in both a written and an oral presentation.
- An assessment rubric will be developed by the teacher and explained to the students early in the year.

Standard 5

- The eighth grade career internship will include multiple projects such as interviews, site visitations, reports, CIS exploration, and other activities that will provide student with as much hands-on and direct exposure as possible.
- This activity will culminate in both a written and an oral presentation.
- An assessment rubric will be developed by the teacher. This will be presented and explained to the students early in the year

Standard 6

- Methods for scoring the DWA, DMA, and ISAT are established.
- The ISTCS goal is for eighty-five percent (85%) of students to improve their personal scores from the previous test, on each of the standardized assessments.

The following criteria will also be considered in measuring student daily and classroom progress.

Communication Skills. Students will communicate with clarity, purpose, and an understanding of audience using a variety of communication forms and skills. Students will develop their talents in music, visual arts, and/or performance. Students will develop oral and written skills in a non-native language.

Thinking and Reasoning Skills. Students will utilize, evaluate, and refine the use of multiple strategies to solve a variety of problems.

Social Responsibility and Skills. Students will deal with disagreement and conflict caused by diversity of opinions and beliefs. Students will evaluate and manage their behavior as group members. Students will participate in community service that reflects responsible citizens in a democratic society.

Expanding and Integrating Knowledge. Students will acquire and integrate knowledge and experiences from different subject areas. Students will gather and use subject-area information effectively in order to gain new information, knowledge, classify and organize information, support inferences, and justify conclusions appropriate to the context and audience.

Personal Responsibility. Students will have positive attitudes and perceptions about creating quality work, striving for excellence and interpersonal skills.

Provisions by Which Students Will Receive Standardized Testing

Under the direction of the School Test Coordinator, the following standardized testing will be conducted in strict accordance with and at the specified intervals mandated by the State of Idaho:

- Idaho Standards Achievement Test– Grades 6, 7, 8
- Direct Writing Assessment (State) – Grades 7
- Direct Math Assessment (State) – Grades 6 & 8
-

Additionally any and all other assessments required in Idaho now or in the future will be administered in accordance with state mandates and policies.

Accreditation

Before opening its doors, ISTCS will apply to the State Department of Education for accreditation, as required in IDAPA 08.02.02.140. In compliance with Idaho State Board of Education Rules ISTCS will complete the state accreditation process. During its initial year of operation, the school will complete an accreditation self-assessment. Additionally the school will develop a five year strategic plan focused on the improvement of student performance. The strategic plan will be monitored by a review team established by the school's administration and board of directors. This team will be empowered to recommend revision of goals as necessary and provide regular reports on implementation of the plan to the Board of Directors.

ISTCS will also develop a Continuous School Improvement 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. 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, ISTCS will comply with all provisions of NCLB. 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 by NCLB.

Accreditation reports outlining the attainment of standards will be submitted as requested, to both the charting agency and the State Accreditation Committee. The Committees will review the reports and make recommendations to the State Board of Education for accreditation status. After accreditation, the Director will submit annual accreditation reports to the Idaho State Department of Education.

Copies of all annual reports including accreditation reports, financial audits, school reports cards, testing results, and all other federal, state and local reports will be given to the accrediting agency, state officials, and federal agencies. Parents and the public in general will also be provided with report information, where appropriate.

Improvement Planning

ISTCS 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. All student and teacher standards will meet state-approved accreditation standards as adopted by the State Board of Education.

The Board of Directors of Idaho Science and Technology Charter School will provide consultation to the Director regarding ongoing plans for the school. The PAC will also work with the Board of Directors on school improvement.

If it were ever determined that, based on student performance, the school was in need of improving performance, the director and the Board of Directors would meet both internally and with outside experts, such as the Idaho Charter School Network, to develop a comprehensive plan for improving performance. ISTCS is committed to a school where student success is our top priority.

In such circumstances, school officials would examine the current processes and develop a detailed performance improvement plan to address each process deemed important to achieve increased student learning. These processes may include the amount of time spent on critical subjects, the teaching method employed, the textbooks and other learning materials utilized, and the integration of core subjects.

TAB 5: Governance Structure

Governance Structure

Idaho Science and Technology Charter School, Inc. is a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act. The Board of Directors will be the public agents who control and govern the Charter School. Idaho Science and Technology Charter School shall be responsible to identify and comply with all statutory requirements affecting the operation of a public school. The Board of Directors' meetings will follow the open meetings laws, keep accurate minutes, and make the minutes available to the public, according to the Bylaws of the Charter School Corporation.

Founders

A founder, is hereby defined as a person, including employees, parents, or staff of a public charter school, who makes a material contribution toward the establishment of a public charter school. Classified staff and teachers' children may not be given the founders' preference, except in such cases where the staff member qualifies as a founder on other grounds. To qualify as a founder, one must:

- A. have been directly involved in the initial development of the charter petition, or
- B. made a significant contribution to the development or establishment of ISTCS as defined by the Board.

The Charter School Founders comprise several committees that assist in the establishment of the school. The Founders elect the initial Board of Directors, write the Charter petition, recruit candidates for the position of school Director, and establish a preliminary operating budget. Following the election of the Board of Directors, the function of the founders is to serve as a data-gathering resource and to provide input and advice to the Board of Directors.

After election, the Board of Directors becomes the Governing Body for ISTCS. Officers shall be established as set forth in the corporate bylaws. The function of the Board can be described as policy making, evaluating, and directing the financial means by which the educational program is conducted.

Initial Terms

Directors elected or appointed in the first year of incorporation shall serve terms as follows:

- (Seat One) - 1 years
- (Seat Two) - 2 years
- (Seat Three) - 2 years
- (Seat Four) - 3 years
- (Seat Five) - 3 years

a. Initial Formation

The Board of Directors of Idaho Science and Technology Charter School will consist of five (5) members, four (4) of whom may be parents at the Charter School.

A State of Idaho criminal background check on the Chair of the Board of Directors will be provided to the Idaho State Charter School Commission prior to the opening of the school.

b. Selection and Replacement

Yearly elections for members of the Board of Directors will be held according to the Bylaws of the Charter School Corporation.

c. Powers and Limitations

Idaho Science and Technology Charter School will be a legally and operationally independent entity established by the nonprofit corporation's Board of Directors. The elected Board of Directors will be legally accountable for the operation of the Charter School. Idaho Science and Technology Charter School acknowledges that upon approval of the petition and the contract, the school's Board of Directors will be public agents required by the Idaho State Charter Commission to control the Charter School. Idaho Science and Technology Charter School commits to compliance with all federal and State laws and rules and acknowledges its responsibility for identifying essential laws and regulations, and complying with them.

The Board of Directors will have the responsibility to approve the selection of the school Director, who may not be one of its members.

Idaho Science and Technology Charter School will not extend the faith and credit of the Idaho Public Charter School Commission to any third person or entity. Idaho Science and Technology Charter School will not contractually bind the Idaho Public Charter School Commission with any third party.

d. Relationship between Board of Directors and School Administration

The relationship of the Board of Directors to the ISTCS' administration will be as follows:

Director. The Director will be empowered to provide educational direction, administration, and on-site day-to-day operation as well as certain decisions concerning but not limited to:

- Implementing the vision and mission of the school
- Providing instructional materials and supplies
- allocating resource
- fulfilling state charter school requirements
- building school-wide community
- providing special services
- contracting services
- providing disciplinary support
- establishing public and media relations
- building business and community partnerships
- developing curriculum, instruction, and assessment
- implementing professional development
- resolving employment and personnel issues
- overseeing enrollment and attendance
- conducting formative/summative staff evaluations
- maintaining facility conditions

- providing transportation
- promoting climate for innovation and growth
- building staff and school morale
- functioning as commission/board liaison
- supervising budget and financial records
- supplying annual reports to the Idaho State Charter School Commission

Standing Committees and Ancillary Support Personnel. Standing committees will be formed in accordance with the bylaws of the corporation. These committees will include, but are not limited to, Parent Activity Committee (PAC), fundraising, and the like.

Ancillary support personnel, including clerical and custodial, will be hired and supervised by the Director. The state funding formula will be used for funding to hire staff through the regular budgetary process. Additional resources will be sought through volunteer and fundraising efforts.

e. Teacher/Parent Decision Making

The Board of Directors of Idaho Science and Technology Charter School will provide consultation to the Director regarding ongoing plans for the school. The PAC will also work with the Board of Directors on school improvement.

Parents of students who attend Idaho Science and Technology Charter School will be involved in the education of their children and in the school at many levels. Parents bring an in-depth understanding of their children's personalities, learning styles, and strengths and weaknesses, which is essential for the continuing educational development of their children. The process to ensure parental involvement will be as follows:

1. Parents will provide information necessary to ensure proper placement of students.
2. Parents will be encouraged to attend all parent teacher conferences.
3. 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.
4. Parents will be encouraged to be involved in the Parent Activity Committee and to volunteer for school projects, programs, committees, and to work specifically with students who are challenged academically.
5. Parents will be encouraged to provide an appropriate learning environment at home for study.
6. Parents will be encouraged to volunteer as tutors and assist in other ways as need dictates.

Process to Ensure Parental Involvement

As described earlier, parents of students who attend Idaho Science and Technology Charter School will be involved in the education of their children and in the school at many levels. The process to ensure parental involvement will be as follows:

- * Parents will receive a student/parent handbook at registration.
- * Parents will be encouraged to attend two parent teacher conferences per year.
- * Parents will be asked to complete surveys throughout the school year addressing the following issues: safety of students, classroom discipline, school-wide discipline, child's response to classroom atmosphere, and parents' perception of learning environment.
- * Parents will be encouraged to be involved in the Parent Activity Committee (PAC) and to volunteer for school projects, programs, and committees, and to work specifically with students who are challenged academically.
- * Parents will be encouraged to provide an appropriate learning environment at home for study.

Complaint Process

Idaho Science and Technology Charter School's procedures for a complaint process for parents/guardians and the public will be similar to that of local school district's, with the ultimate authority residing with the Board of Directors of the Idaho Science and Technology Charter School.

Public Access

Idaho Science and Technology Charter School's policies regarding the ways in which the public may have access to the school's students, staff, and facilities will be similar to that of the local public schools. The Charter School will comply with Idaho statutes relating to public records and public meetings, as indicated in the Bylaws. Idaho Science and Technology Charter School gives permission for public inspection.

Public Conduct for Safe Schools

Idaho Science and Technology Charter School's plans and policies for public conduct in the school, which protects the safety, welfare, and education of students, will be aligned with The Idaho Board of Education Thoroughness Standard a. "A safe environment conducive to learning is provided".

Annual financial and Programmatic Operations Audits

An annual financial audit will be conducted after the completion of each charter school year. Programmatic Operations audits will be conducted as mandated by state requirements as outlined in:

- I.C. 33-5205(4)(k)
- I.C. 33-5206(7)
- IDAPA 08.02.04.300.03, Rules Governing Public Charter Schools
- IDAPA 08.03.01.301.12, Rules of the Public Charter School Commission

Dispute Resolution

The Public Charter School Commission and the Governing Board of Idaho Science and Technology School will resolve disputes relating to provisions of the charter following the procedures set forth in Section 33-5209, Idaho Code, and the applicable rules of the State Board of Education for notice of defect and submission of a corrective action plan.

TAB 6: EMPLOYEES OF THE CHARTER SCHOOL

Employee Qualifications

Idaho Science and Technology Charter School's full-time and part-time staff, including both classified and non-certificated individuals, will meet or exceed qualifications required by state law. Staff will be required to possess personal characteristics, knowledge, and experience consistent with the philosophy, mission, and expectations of Idaho Science and Technology Charter School as outlined within this petition. The Director will make recommendations to the Board of Directors for approval of instructional staff.

Idaho Science and Technology Charter School reserves the right to seek waivers or limited certification options as provided by rule of the Idaho State Board of Education when deemed in the best interests of the educational program. ISTCS will meet the No Child Left Behind, Highly Qualified Teacher requirements. Additionally, Idaho Science and Technology Charter School reserves the right to hire any person for temporary assistance under the direct supervision of certified staff members. A thorough screening process will be used for temporary personnel to assure the safety of students and personnel. These provisions are intended to allow various community experts and other specialized persons who may not hold certification to contribute to the school according to their talents, experience, creativity, or expertise on a short-term or seminar basis.

Background Checks

All employees will undergo State of Idaho criminal background checks and FBI fingerprinting checks. One fingerprint card will be submitted to the Office of Certification at the State Department of Education and one will be kept in the individual's personnel file.

Targeted Staff Size

Idaho Science and Technology Charter School will make every effort to keep class size small by employing one core area teacher per every 20 students. In all cases, ISTCS may employ additional staff for technical education, music, foreign language, career education, and physical education.

The following positions are anticipated for the initial year of operation, anticipating a student population of approximately 170. If more students are enrolled, these position numbers will be adjusted accordingly:

Director	1.0 FTE
English	1.5 FTE
Math	1.5 FTE
Science	1.0 FTE
Social Studies	1.0 FTE
Technology Ed.	1.0 FTE
Special Education	0.5 FTE
Music	0.5 FTE
Career Education	0.5 FTE
Spanish	0.5 FTE
Physical education	0.5 FTE
Art	0.5 FTE
<hr/>	
Certificated staff	10 FTE

Admin. Assistant	1.0 FTE
Business Manager	0.5 FTE
Custodian/maint.	1.0 FTE
Paraeducators	4.0 FTE
<hr/>	
Classified	6.5 FTE

ISTCS's goal is achieve full capacity enrollment by its third year of operation. Additional certificated and classified staff will be added as needed. Projections for the coming year will be determined by the number of students in the lottery, as outlined under Tab 7.

Health and Safety Procedures

Idaho Science and Technology Charter School will comply with the following health and safety procedures:

1. Conduct criminal history checks for all employees in compliance with Idaho Code 33-130. This requirement is a condition of employment.
2. Require that all students show proofs of immunization before being enrolled at the Idaho Science and Technology Charter School or have an exemption signed by a parent or legal guardian.
3. Require that all visitors sign in at the office and receive and wear a visitor's pass when visiting the school building.
4. Provide for inspection of the facility in compliance with Section 39-4130 of Idaho Code. 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.
5. Adopt and implement a comprehensive set of health, safety and risk management policies. These policies will be developed in consultation with the Idaho Science and Technology Charter School's insurance carriers and at a minimum address the above and the following items:
 - Policies and procedures for response to natural disasters and emergencies, including fires and bomb threats.
 - Polices relating to preventing contact with blood-borne pathogens.
 - A policy requiring that all staff receive 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 substantial safety hazard.
- Policies establishing that the school functions as a gun-free, drug, alcohol and tobacco free workplace.

6. ISTCS will develop an policy regarding intern usage and comply with all requirements set forth in the Children's Internet Protection Act.

Policies will be incorporated as appropriate into the school's student and staff handbooks and will be reviewed on an ongoing basis in the school's staff development efforts.

Employee Benefits and Provisions

All employees will participate in the following programs and benefits: group health insurance, Public Employee Retirement System, Federal Social Security, Unemployment Insurance, and Worker's Compensation Insurance to the extent allowed and required by law. Accumulation of sick leaves for teachers shall be up to ninety (90) days and be governed by section 33-1217, Idaho Code.

Professional Opportunities

Faculty at Idaho Science and Technology Charter School will work in an environment where they have opportunities to work with other faculty to align subject areas. The Director will determine in-service training days in order to provide teachers with training in the teaching methods described in this petition. All employees will undergo an annual performance review.

Transfer Rights

The transfer rights of any ISTCS employee choosing to return to any non-charter school after employment at ISTCS will be dependent upon the receiving school district from which an employee might transfer. ISTCS claims no transfer rights. The Board for ISTCS will provide coverage for their employees with the Public Employee Retirement System, federal social security, unemployment insurance, and worker's compensation insurance during their tenure here.

Collective Bargaining

Idaho Science and Technology Charter School's staff shall be a separate unit for purposes of collective bargaining.

Written Employment Contracts

All certificated staff will be required to sign a written contract with Idaho Science and Technology Charter School. Contracts will be in the standard form as recommended by the Idaho Department of Education and in compliance with Idaho Code 33-5206(4). Copies of these contracts are available at www.sde.idaho.gov/EducatorResources/docs/Contracts.

A copy 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.

Experience for Salary Schedule

Certified teachers at Idaho Science and Technology Charter School shall be considered public school teachers. Educational experience shall accrue for service at the school similar to any other public school. Idaho Science and Technology Charter School certificated employees who are re-employed by the local district shall receive full credit for their years of service in the district.

TAB 7: Admission Procedures

Admission and Over Enrollment Procedures

Idaho Science and Technology Charter School has identified the following admission procedures:

ISTCS will be open to all students on a space available basis. No student will be denied admission based on ethnicity, creed, gender, disability, or place of residence. No out of state students will be enrolled. The public will be notified of enrollment opportunities as described in the "Public Notification of Enrollment Opportunities" section below.

Idaho Science and Technology Charter School will follow the model admission procedure identified by the Idaho State Board of Education in the initial year and for every year thereafter:

Enrollment Deadline.

Each year ISTCS 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.

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 ICTCS. 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 established by the public charter school. The written request for admission shall contain the name, grade level, address, and telephone number of each prospective student in a family. If the initial capacity of the school is insufficient to enroll all prospective students, then a lottery as described below shall be utilized to determine which prospective students will be admitted to the public charter school. Only those written requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline shall be permitted in the lottery. Only written requests for admission shall be considered. Written requests for admission received after the established enrollment deadline will be added to the bottom of the waiting list for the appropriate grade. 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

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

Priority of Preferences for Initial Enrollment

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

- a. First, to children of founders, provided that this admission preference shall be limited to not more than ten percent (10%) of the initial capacity of the public charter school.
- b. Second, to siblings of pupils already selected by the lottery.
- c. Third, to prospective students residing in the attendance area.
- d. Fourth, by lottery.

Priority of Preferences for Subsequent Enrollment Periods

The selection hierarchy for admission preferences for enrollment of students in subsequent school years shall be as follows:

- a. First, to pupils returning to the public charter school in the second or any subsequent year of operation. Returning students are automatically enrolled in the appropriate grade and do not need to be selected by a random selection method.
- b. Second, to children of founders; this admission preference shall be limited to not more than ten percent (10%) of the school's capacity
- c. Third, to siblings of pupils already enrolled in the public charter school.
- d. Fourth, by lottery for prospective students residing in the attendance area of the school.

Proposed Attendance List for Lottery

Each year ISTCS will create an attendance list containing the names of all prospective students on whose behalf a written request for admission was timely received by the public charter school, separated by grade level. The proposed attendance list shall contain columns next to the name of each student, in which the public charter school will designate admission preferences applicable to each prospective student. The columns shall be designated "A" for returning student preference; "B" for founders preference; "C" for sibling preference, with a corresponding cross-reference to each of the siblings of the prospective student; and "D" for attendance area preference.

Lottery Process

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

- a. The name of each prospective student on the proposed attendance list shall be individually affixed to or written on a three by five (3 x 5) inch index card or other similar but equal media. The index cards shall be separated by grade. The selection procedure shall be conducted one (1) grade level at a time, with the order for each grade level selected randomly. The index cards containing the names of the prospective students for the grade level being selected shall be placed into a single container.
- b. A neutral, third party shall draw the grade level to be completed first and then draw each index card from the container for that grade level, and such person shall write the selection number on each index card as drawn, beginning with the numeral "1" and continuing sequentially thereafter. In addition, after selecting each index card, the name of the person selected will be compared to the proposed attendance list to determine whether any preferences are applicable to such person.

- c. If the name of the person selected is a returning student, then the letter "A" shall be written on such index card. If the name of the person selected is the child of a founder, the letter "B" shall be written on such index card. If the name of the person selected is the sibling of another student that has already been selected for admission to the public charter school, then the letter "C" shall be written on such index card. If the name of the person selected resides in the attendance area, then the letter "D" shall be written on the card.
- d. With regard to the sibling preference, if the name of the person selected has a sibling in a higher grade who has already been selected, but the person previously selected did not have the letter "C" written on his or her index card (because a sibling had not been selected for admission prior to the selection of the index card of that person), then the letter "C" shall now be written on that person's index card at this time.
- e. With regard to the founder's preference, a running tally shall be kept during the course of the selection procedure of the number of index cards, in the aggregate, that have been marked with the letter "B." When the number of index cards marked with the letter "B" equals ten percent (10%) of the proposed capacity of the public charter school for the school year at issue, then no additional index cards shall be marked with the letter "B," even if such person selected would otherwise be eligible for the founders preference.
- f. After all index cards have been selected for each grade, the cards shall be sorted for each grade level in accordance with the following procedure: All index cards with the letter "A" shall be sorted first, based on the chronological order of the selection number written on each index card; followed by all index cards with the letter "B," based on the chronological order of the selection number written on each index card; followed by all index cards with the letter "C," based on the chronological order of the selection number written on each index card; followed by all index cards with the letter "D," based on the chronological order of the selection number written on each index card; followed, finally, by all index cards containing no letters, based on the chronological order of the selection number written on each index card.
- g. After the index cards have been drawn and sorted for all grade levels, the names shall be transferred by grade level, and in such order as preferences apply, to the final selection list.

Final Selection List

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

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 for a given school year shall not roll over to the next subsequent school year. If the capacity of the public charter school is insufficient to enroll all prospective students during the next subsequent school year, then a new equitable selection process shall be conducted by the public charter school for such school year.

Disciplinary Procedures Including Suspension, Expulsion, and Reenrollment

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

A draft of the initial ISTCS student Handbook is contained in Appendix N. Upon approval of the charter, the Board will appoint a committee to develop the student handbook. Under the ISTCS Director, this committee will assemble a student handbook that outlines the Student Code of Conduct and includes expectations and consequences for unacceptable behavior as outlined below:

Inappropriate student behavior will be identified as either a minor or major infraction. Minor infractions may include such behaviors as talking in class, tardiness, failure to follow directions, etc. repetitious or extreme minor infractions may constitute a major infraction. Major infractions may include but not be limited to fighting, bullying, defiance, use of illegal substances, possession of a weapon or firearm, etc.

In all serious or continuing disciplinary concerns, parents/guardians will be notified via phone calls, in writing, and/or through school conferences. If the situation causing concern is not immediately corrected, the student may be referred to the school Director for further discussion and appropriate action. The consequences for violations are described below.

Consequences for minor violations include, but are not limited to, the following:

- a. Loss of privileges
- b. Detention (lunch hour or before or after school)
- c. Phone call to parent
- d. Letter sent to the parent
- e. Student conference with the Director
- f. Student and parent conference with Director
- g. Suspension from extracurricular activities

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

- h. In-school suspension
- i. out-of-school suspension
- j. Referral to Status Offenders Service.
- k. Referral to Counselor or Student Specialist for intervention
- l. Recommendation to Board for expulsion

Suspension or expulsion will be considered only as the final option in a series of efforts to avoid such measures including but not limited to the following steps:

Step 1: Teacher and/or director intervention includes disciplinary measures within the school designed to address the behavior problem while insuring the safety of all staff and students.

Step 2: Parent/Guardian Incident Notification.

Step 3: Suspension by the director or ISTCS Board of Directors in compliance with requirements of section 33-205, Idaho Code.

Step 4: Expulsion by the ISTCS Board of Directors in compliance with requirements of section 33-205, Idaho Code.

The ISTCS 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.

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. ISTCS Board of Directors will formally adopt and recognize all Blackfoot School District policies addressing emergency or other situations not specifically covered by ISTCS policy.

Student Health and Safety

Idaho Science and Technology Charter School will comply with the following health and safety procedures:

- * Conduct criminal history checks for all employees in compliance with Idaho Code 33-130. This requirement is a condition of employment.
- * Require that all students show proofs of immunization before being enrolled at the Idaho Science and Technology Charter School or have an exemption signed by a parent or legal guardian

- * Require that all visitors sign in at the office and wear a visitor's pass when visiting the school building or campus
- * Provide for inspection of the facility in compliance with Section 39-4130 of Idaho Code. Adopt policies to meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools. Fire and safety officials using the same guidelines for all public schools will inspect the facility.
- * Adopt and implement a comprehensive set of health, safety and risk management policies. These policies will be developed in consultation with the Idaho Science and Technology Charter School's insurance carriers and at a minimum address the above and the following items:
 - * Policies and procedures to respond to natural disasters and emergencies, including fires and bomb threats.
 - * Polices 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.

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, ISTCS will comply with the procedures required by Section 33-210, Idaho Code. It is the policy of ISTCS that any staff member who has reasonable suspicion that a student may be under the influence of, or has in his or her possession, a controlled or dangerous substance as defined by law shall immediately notify the appropriate administrator or designee of such suspicions. The administrator or designee shall immediately investigate the allegation and if confirmed, notify the parent or legal guardian of said student's possession of a controlled or counterfeit substance or suspected abuse thereof.

This policy includes provisions for anonymity in that when a student voluntarily discloses use or being under the influence, information will be shared only on a "need to know" basis as provided in I.C. 33-210.

When a student is suspected of being in violation of federal, state, or local law for possession, use, or distribution of any illegal drug or controlled substance, the local law enforcement agency should be notified immediately. The administrator or a designee should communicate all available information to the police and offer the full cooperation of the administration and faculty to a police investigation. Immediate notification will also be given to the parent or guardian.

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

Public Charter School Attendance Alternative

Because Idaho Science and Technology Charter School is a new entity and not a conversion of an existing school, the attendance alternative would be the same as for those presently residing within the existing school districts. Students located within the Charter School attendance area would have the option to enroll in existing public schools presently serving the area. No student will be required to attend Idaho Science and Technology Charter School.

Attendance Requirements

School Attendance Philosophy Students, 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 ISTCS pupil who, in the judgment of the Board of Directors, repeatedly has violated the established attendance regulations or whose parents or guardians fail or refuse to cause such child to be instructed as provided in Idaho Code 33-202, shall be declared an habitual truant as defined in Idaho Code 33-206. Such a child shall come under the purview of the juvenile corrections act and dealt with accordingly.

Denial of School Attendance

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

The board shall expel from school for a period of not less than one (1) year, twelve (12) calendar months, or may deny enrollment to, a student who has been found to have carried a weapon or firearm on school property in is state or any other state, except that the board may modify the expulsion or denial of enrollment order on a case-by-case basis. Discipline of students with disabilities shall be accordance with the requirement of federal law part B of the

individuals with disabilities education act and section 504 of the rehabilitation act. An authorized representative of the board shall report such student and incident to the appropriate law enforcement agency.

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

The administrator of any school may temporarily suspend any pupil for disciplinary reasons or for other conduct disruptive of good order or of the instructional effectiveness of school. A temporary suspension by the principal shall not exceed five (5) school days in length; and the school superintendent may extend the temporary suspension an additional ten (10) school days. Provided, that on a finding by the board of directors that immediate return to school attendance by the temporarily suspended student would be detrimental to other pupils; health, welfare or safety, the board may extend the temporary suspension for an additional five (5) school days. Prior to suspending any student, the administrator or 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.

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

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.

Attendance Requirements Students may have a maximum of nine (9) absences per semester, or the number of absences permitted by the Idaho State Department of Education, whichever is fewer. Absence from class for any reason, including family convenience, shall be counted when the percentage of attendance and eligibility for promotion or credit is being considered.

Notification of Absences and Discipline. Parents/guardians will be notified of the 5th, 8th, and 10th absences from class during a semester. Notice of the 10th absence will inform the parent/guardian of the loss of credit, and include the appeal rights to challenge the loss of credit. The school Director may deny a promotion to the next grade or deny credit for a class to any student who exceeds the maximum number of absences.

Grounds for an Appeal. Those students who have valid reasons to believe that all or parts of their absences are the result of extraordinary circumstances may request a review of their case following the attendance appeal process below. Extraordinary circumstances may include, but are not limited to, verified illness or medical treatment, death in the family or death of close friends, and medical or dental professional appointments.

Attendance Appeal Process. If a parent/guardian wishes to appeal a failing grade or denial of promotion to the next grade due to the attendance requirement, 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 Director. An adverse decision may be appealed to the Board of Directors. The decision of the Board of Directors is final.
- * In each situation, representatives of the school and the parent/guardian have five (5) days in which to respond to the appeal or the ruling. Appeals and responses shall be in writing.

Process for Public Notification of Enrollment Opportunities

As outlined in the following sections, Idaho Science and Technology Charter School 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.

ISTCS 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 include all current requirements as stated in Idaho code 33-5205.

Idaho Science and Technology Charter School's Director will determine plans for publicly sharing the school's annual report and other relevant information on the school's performance as outlined in IDAPA 08.02.04.203.

Student Handbook and Procedure Ensuring Parental Access

A copy of the Draft Student Handbook is contained in Appendix S. In order to ensure that both parents and students understand the expectations for students at ISTCS, parents will receive a student/parent handbook at registration. Additionally, all students will be given a copy of the handbook during the first few days of class. During registration, parents will sign a validation form indicating that they have received and agree to read and adhere to the handbook.

Tab 8: Business Plan

Business Description

Idaho Science and Technology Charter School, Incorporated, is organized exclusively for educational purposes within the meaning of IRC Section 501(c) (3) of the Internal Revenue Code. Notwithstanding any other provision of the school's Articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal Income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 (or corresponding provision of any future United States Internal Revenue Law), or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law). When approved by the Commission, ISTCS will function as an independent LEA and as such, receive federal funding directly. All federal funding will be handled in accordance with authorizing legislation.

Marketing Plan

Prospective students will be given the opportunity to enroll regardless of race, color, national or ethnic origin, religion, sex, social or economic status, or special needs. The primary attendance area for Idaho Science and Technology Charter School shall be the boundaries of the Blackfoot, Snake River, and Firth School Districts located in Bingham County, Idaho. This target area has a potential student body of approximately 1,500 students in grades 6-8.

Idaho Science and Technology Charter School will actively recruit students for enrollment using, but not limited to the following methods:

- Direct mailing to primary attendance area households
- Ongoing articles (in both English and Spanish) in the Gazette
- Holding public forums within each sending district's boundaries
- Posting advertising materials in English and Spanish in prominent locations (i.e. the library, the community notice board, at City Hall).
- News releases and articles

In each of these marketing processes, advertising will include strategies to reach at-risk and non-English speaking students. This process will include all current requirements as stated in Idaho code 33-5205.

Recruiting Middle School Students

ISTCS founders recognize that the middle grades are the hardest for charter schools to fill. An analyzing of this concern has revealed the following about Idaho charter schools (in 2008).

- there are:
 - 3 exclusive elementary charter schools
 - 11 charter schools offer a combine elementary and middle grade configuration
 - 1 chart is exclusively middle school
 - 9 school offer elementary, middle, and high school classes
 - 1 school offers middle and high school
 - 5 charters are exclusively high school

- The most common configuration, the combine elementary and middle grade configuration is the least successful in attracting middle age students for the following reasons:
 - middle age students often feel a significant stigma when included with grades K-4
 - most combined elementary and middle grade configurations offer fewer and more limited opportunities to middle grades than other configurations; this is especially noted with respect to extracurricular activities
 - where combined elementary and middle grade configurations exist, there are usually other options that are perceived to offer a smother transition to high school

Many middle school age students have an aversion to attending what they perceived to be an elementary school. For a significant percentage, this is an influential reason for avoiding a K-8 school. As the second true middle school in Idaho, ISTCS will offer a more mature image for students and not experience this challenge.

In November 2007, a single notice was published in the Blackfoot Morning News announcing a public meeting to begin organizing a middle grade charter school in the Blackfoot area. Parents representing 44 families and a potential first year student population of 77 attended and signed the petition at that time. A copy of this petition is contained in Appendix B.

At that time, the Bingham County Clerk only certified voters from the Blackfoot School district, (since it was intended to be the authorizing agency, other names were crossed out); however, the overwhelming interest of residents from other areas, prompted founders to modify plans and include both Snake River and Firth students. Since that time, an additional 23 families have expressed interest in the school, bringing the potential initial student population to 107. Based on these numbers and without any marketing efforts, founders strongly believe that an initial student population of 170 is both realistic and conservative.

Additionally, the ISTCS primary attendance area serves as a bedroom community for the Idaho National Laboratory. This area includes an abundance of parents employed in the scientific and high tech industries. A school focusing on science and technology presents a very strong appeal to this community.

The opportunity to be first; to be able to attend a brand new school offers a strong appeal. After the petition is granted, ISTCS will use this appeal to capitalize on its recruiting campaign.

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

Management Plan

The Director in coordination with the Charter School Board of Directors will determine the day-to-day operations of Idaho Science and Technology Charter School. Refer to Appendix J for the job description and qualifications for Director of the Idaho Science and Technology Charter School.

Administrative services will be provided by the Idaho Science and Technology Charter School Director supplemented by other contracted services as needed. Annual programmatic and financial audits will be presented to the Board of Directors as outlined in section VIII.D.2. of this petition. The Director will also serve as the liaison between the Idaho Science and Technology Charter School and its Board of Directors, the Charter Commission, and parents. Financial operations will be provided by the school. Funding sources will include state allocation per pupil, federal start-up grants, private grants, business partnerships, and donations.

Resumes of Directors

See Appendix C.

Financial Plan

While the Director of Idaho Science and Technology Charter School will be responsible for financial management, the Board has ultimate responsibility for the school's financial status. All accounting records will be kept in accordance with generally accepted accounting principles. Idaho Science and Technology Charter School will follow the requirements set forth by the state of Idaho and the Idaho State Department of Education, including formats for account numbering, audits, etc.

The budget for Idaho Science and Technology Charter School will be prepared in compliance with section 33-801, Idaho Statutes and policy of the State Board of Education, 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 State Charter Commission. The budget will be prepared, approved and filed using the Idaho Financial Accounting Reporting Management System (IFARMS) format.

Revenues

Estimates of funding sources will include state 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 technology
- state lottery
- Federal start-up grants
- private grants
- business partnerships
- donations.

As soon as possible ISTCS will notify the Idaho Department of Education's Bureau of Special Populations, in writing, of its intend to applying for federal Title I and Title IV-B funds. The school will develop and implement an approved Consolidated Plan that details the programs. This plan will include but not be limited to a Parent Involvement Policy, Parent Compacts, participation in the state assessment and accountability system, highly qualified staff, and a scientific research based program of support for academically at risk students. Federal funds for Title I, Title IV-B, and the child nutrition program will be calculated through the prescribed formulae.

Expenditures

- Purchasing Process

Purchasing procedure will be in compliance with State Law, Idaho Code 33-601. Idaho Science and Technology Charter School's Director will determine procedures for procuring goods and services with approval of the Board of Directors.

- Payroll Processing

Idaho Science and Technology Charter School will process its payroll in accordance with applicable Idaho codes.

Reports and Audits

Idaho Science and Technology Charter School will conduct an independent financial audit annually. A yearly independent audit will be performed as required by Idaho statute regarding audit reporting. Idaho Science and Technology Charter School Director will provide a monthly cash-flow to the Board of Directors that details revenues and expenditures for the previous month.

Startup Budget

A copy of the estimated start-up budget is contained in Appendix D.

Three Year Estimated Budget

A copy of the three year estimated budget is contained in Appendix E.

First Year Month-by-Month Cash Flow

A copy of the estimated first year month-by-month cash flow is contained in Appendix F.

Transportation Services

Transportation services will be offered to all students residing more than one and one half miles from the school. Bus services will be contracted out in accordance with Idaho Department of Education, Division of Student Transportation regulations and Idaho Code 33-1510. The transportation bidding process will begin no later than January 31, 2009. The bid will be awarded no later than April 30, 2009. No bids or contracts will be let until after the charter is granted.

School transportation provided by charter school functioning as LEAs, is a reimbursable expense funded by the state and dispersed by the State Department of Education in accordance with Section 33-1006, Idaho Code. Transportation reimbursement payments reflect an 85% reimbursement for 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, since this school also contracts its services and the attendance areas and student numbers are similar. A copy of the BCCLC Busing contract is included in Appendix O.

School Lunch Program

Idaho Science and Technology Charter School will participate in the National Child Nutrition Program as per Idaho code 33-1015. A part-time director will be hired to conduct and oversee the program to ensure the nutritional well being of all students. Meal preparation will be guided by the U.S. Dietary Guidelines for Americans.

Free and Reduced Lunch

Free and reduced price lunches will be available to qualifying students. The ISTCS Board will approve policies for determining eligibility of students for free and reduced prices for meals, verification reporting, and record keeping before the implementation of such program. Any such policies will be consistent with federal policy and guidance from the Idaho State Department of Education.

Facility construction will include appropriate food preparation equipment so as to allow ISTCS to provide it own food service. However, the school may contract for food service during the first year of operation and at any time in the future.

Tab 10: Termination or Dissolution

Business Arrangements and Partnerships

Idaho Science and Technology will actively and consistently seek to establish partnership 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. ITCS also aims to establish working relationships leading to instructional assistance, inservice training, internships, and other exchanges of professional expertise.

Additional Information from Petitioners

Public Access

Idaho Science and Technology Charter School's Charter School's policies regarding the ways in which the public may have access to the school's students, staff, and facilities will be similar to that of the local public school. The charter school will comply with Idaho statutes relating to public records and public meetings, as indicated in the Bylaws. ISTCS will comply with the Idaho Open Meeting Law (Idaho Code 67-2340-67-2347)

Development of School Policy Manual

Idaho Science and Technology Charter School fully recognizes and understands the need to develop and implement a comprehensive policy manual that details procedures and processes for all aspects of school operations. Upon the hiring of a full-time director, such a manual will be developed. In the interim, as soon as this petition is granted and a governing board can be seated, it is the intent of the founders to adopt the Blackfoot School District #55 Policy Manual as the governing document, where such policies are applicable and not covered in this petition.

Dissolution

In cases of termination or non-renewal, the Chair of the Board of Directors of Idaho Science and Technology Charter School is responsible for the dissolution of the business and affairs of the school. Idaho Science and Technology Charter School will fully cooperate with the Chartering agency for the dissolution process. If the chartering agency chooses not to assume these, then the board of directors will dispose of school property and satisfy any outstanding debts as outlined in Article IX of the Idaho Constitution. Remaining assets will be distributed to the authorizing agency.

School administrative and clerical personnel will ensure that parents are notified of the schools dissolution and that all records of students will be immediately transferred to the district receiving those students. This transfer will occur through the normal channels used by the school and the districts to exchange student files and information. This may include hand delivery to the district office or mail/ parcel delivery services.

APPENDIX A: Articles of Incorporation

FILED EFFECTIVE
2008 MAR 20 AM 10:11
SECRETARY OF STATE
STATE OF IDAHO

**ARTICLES OF INCORPORATION
OF**

IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL, INC.

The undersigned, acting as the incorporator of a nonprofit corporation ("Corporation") organized under and pursuant to the Idaho Nonprofit Corporation Act, Chapter 3, Title 30, Idaho Code ("Act"), adopt the following Articles of Incorporation for the Corporation.

ARTICLE I.

NAME

The name of the Corporation is IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL, INC.

ARTICLE II.

NONPROFIT STATUS

The Corporation is a nonprofit corporation.

ARTICLE III.

PERIOD OF DURATION

The period of duration of the Corporation is perpetual and shall exist until dissolved according to law.

ARTICLE IV.

INITIAL REGISTERED OFFICE AND AGENT

The location of this Corporation is in the County of Bingham, State of Idaho. The address of the initial registered office is 150 S 900 W, Blackfoot, Idaho, and the name of the initial registered agent at this address is Marc Isom.

ARTICLE V.

PURPOSES

The purposes for which the Corporation is organized and will be operated are as follows:

A. This Corporation is organized for the basic purpose to do all things reasonable and proper in the operation of a nonprofit charter school within the state of Idaho and to deal generally therein. This corporation is organized exclusively for educational purposes within the

IDAHO SECRETARY OF STATE
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meaning of IRC Section 501(c) (3) of the Internal Revenue Code. Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal Income tax under Section 501(c)(3) of the Internal Revenue Code 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).

B. This corporation is a nonprofit corporation under the laws of the state of Idaho, and is not formed for pecuniary profit. No part of the income or assets of the corporation are distributable to or for the benefit of its Incorporators, Directors, or Officers, except to the extent permissible by law. The Corporation shall have all powers allowed by law, including, without limitation, those powers described in Section 30-2-24 of the Idaho Code, as amended and supplemented.

ARTICLE VII.

MEMBERS

The corporation shall have no members.

ARTICLE VIII.

BOARD OF DIRECTORS

The affairs of the Corporation shall be managed by its President and its Board of Directors, which shall also be known as the "Conference Board". The Conference Board shall consist of not less than five (5) nor more than seven (7) individuals. The actual number of Directors shall be fixed by the Bylaws of the Corporation. Other than the Directors constituting the initial Board of Directors, who are designated in these Articles, the Directors shall be elected or appointed by the existing Directors in the manner and for the term provided in the Bylaws of the Corporation.

The names and street addresses of the persons constituting the initial Board of Directors are:

<u>Name</u>	<u>Address</u>
Marc Isom	150 S 900 W, Blackfoot, ID 83221

Mike Kitzmiller	275 Elm Street, Blackfoot, ID 83221
Holly Lilya	377 N 400 W, Blackfoot, ID 83221
Kelly Jo Fisk	781 W Quail Circle, Blackfoot, ID 83221
Chantelle Macy	Rt 6 Box 678, Fort Hall, ID 83202

ARTICLE X.

DISTRIBUTION ON 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 consistent with the purposes of the Corporation to such organization or organizations as shall at that time qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended from time to time, in such manner as the Board of Directors shall determine. Any such assets not so distributed shall be distributed by the district court of the county in which the principal office of the Corporation is then located, exclusively for the purposes or to such organizations, as such court shall determine to be consistent with the purposes of the Corporation.

ARTICLE XI.

INCORPORATOR

The name and street address of the incorporator is Marc Isom, 150 S 900 W, Blackfoot, ID 83221.

ARTICLE XII.

BYLAWS

Provisions for the regulation of the internal affairs of the Corporation shall be set forth in the Bylaws.

DATED this 18 day of March, 2008.



 Marc Isom

Appendix B: Signatures of Qualified Electors

IDAHO CHARTER SCHOOL
Petition to Establish a New Idaho Public Charter School

Elector Petition

[Must be signed by not less than thirty (30) qualified electors of the district where the new charter school will be established]

Name of Proposed New School: Stetie Science and Technology Charter School Date: Nov 9, 2007
 School Region # 6 School District 55

I am currently a qualified elector in the above named school district where the new Charter School is to be established.
 I agree that the above named school in the above named district should be approved as an Idaho Charter School.

	PRINTED NAME	SIGNATURE	STREET ADDRESS	CITY	TELEPHONE	DATE
✓	Philip J. Nelson	<i>Philip J. Nelson</i>	385 N. 300 W.	Blackfoot	783-3403	11/13/07
✓	Joe Rivers	<i>Joe Rivers</i>	222 Park	Blackfoot	85-2037	11/13/07
✓	Paul Jones	<i>Paul Jones</i>	222 Park	Blackfoot	11	11/13/07
✓	Shirley Ann Smith	<i>Shirley Ann Smith</i>	222 Park	Blackfoot	85-1528	11/13/07
✓	NR Kelly de Fister	<i>Kelly de Fister</i>	1810 West Gate	Blackfoot	185 1875	11/13/07
✓	NR Mike J. Curran	<i>Mike Curran</i>	754 E. Cassell Cir	Blackfoot	385-8684	11/13/07
✓	NR NASH FORTNER	<i>Nash Fortner</i>	275 Elm St	Blackfoot	782-1804	11/13/07
✓	NR Bob Kinnell	<i>Bob Kinnell</i>	785 Elm St	Blackfoot	782-1804	11/13/07
✓	NR Clark Speirs	<i>Clark Speirs</i>	1215 Abbie	Blackfoot	782-9720	11/13/07
✓	NR Holly Lilja	<i>Holly Lilja</i>	377 N 400 W	Blackfoot	785-1836	11/13/07
✓	NR Tracy Linn	<i>Tracy Linn</i>	3220 WOODS	Blackfoot	785-1836	11/13/07
✓	NR Elaine Albert	<i>Elaine Albert</i>	181 Lila	Blackfoot	785-1507	11/13/07

Petition to Establish a new Idaho Charter School MUST be signed by not less than thirty (30) qualified electors of the district where the new school will be established.
 Petition to Establish a new Idaho Charter School MUST be submitted to the local board of trustees of the local district for review after the petition has been signed.

18/19
11/13/07

IDAHO CHARTER SCHOOL
Petition to Establish a New Idaho Public Charter School

Elector Petition

[Must be signed by not less than thirty (30) qualified electors of the district where the new charter school will be established]

Name of Proposed New School: Private Science and Technology Charter School Date: Nov 14, 2007

School Region # 2 School District 555

I am currently a qualified elector in the above named school district where the new Charter School is to be established.
I agree that the above named school in the above named district should be approved as an Idaho Charter School.

	PRINTED NAME	SIGNATURE	STREET ADDRESS	CITY	TELEPHONE	DATE
NR	Jeanie Lopez	Jeanie Lopez	638 Curtis	Blackfoot	782-8409	11-13-07
IA	Melissa Lopez	Melissa Lopez	638 Curtis	Blackfoot	782-3409	11-13-07
NR	Mike Cultris	Mike Cultris	970 W. Harmony Dr.	Blackfoot	782-3516	11-13-07
NR	Debbie Carr FIS	Debbie Carr FIS	1480 Vernon St.	Blackfoot	785-0580	11/13/07
NR/IA	Shirley Ann Wells	Shirley Ann Wells	1480 Vernon St.	Blackfoot	785-0580	11/13/07
NR	William E. Wolfley	William E. Wolfley	985 Hepporth	Blackfoot	785-5367	11-13-07
NR	Shirley Ann Wells	Shirley Ann Wells	1935 Hepporth	Blackfoot	785-4899	11-13-07
NR	Erma Wolfley	Erma Wolfley	1095 E. Harmony	Blackfoot	785-4274	11-13-07

Petition to Establish a new Idaho Charter School MUST be signed by not less than thirty (30) qualified electors of the district where the new school will be established.
Petition to Establish a new Idaho Charter School MUST be submitted to the local board of trustees of the local district for review after the petition has been signed.

12/15/07
NR - Not registered
IA Invalid address -

Appendix C: Start-up Budget

	estimated startup costs
Legal Services	\$ 6,000
Administrative services	\$ 78,000
Admin Supplies	\$ 2,500
Advertising	\$ 2,500
Travel	\$ 3,600
land	\$ 250,000
site prep	\$ 32,000
permits	\$ 6,000
architect services	\$ 304,500
build construction	\$ 3,500,000
tech supplies	\$ 12,000
smartboards	\$ 45,000
computers	\$ 68,000
desks	\$ 49,920
tables	\$ 16,800
chairs	\$ 10,800
whiteboards	\$ 12,000
bookshelves	\$ 14,500
security system	\$ 5,000
office furniture	\$ 6,000
library furniture	\$ 6,500
lunchroom furniture	\$ 13,000
music room	\$ 10,000
athletic/PE	\$ 5,600
copy machine	\$ 16,000
workroom equip	\$ 7,800
workroom furniture	\$ 4,500
file cabinets	\$ 6,000
teacher desks	\$ 9,500
office chairs	\$ 2,100
textbooks	\$ 80,000
contingency	\$ 300,500
total	\$ 4,886,620

Appendix D: Three Year Budget Estimate

Idaho Science and Technology Charter School									
Annual Budget Template									
	Year 1			Year 2			Year 3		
	Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount
Number of Students	170			210			300		
Revenues:									
State Apportionment		\$ 4,500	\$765,000		\$ 4,500	\$945,000		\$ 4,600	\$1,380,000
State Transportation		85%	66,300		85%	66,300		85%	68,000
Nutrition Program	\$ 60		10,200	\$ 60		12,600	\$ 60		18,000
Federal Title I and Title 4B start-up grant			59,400			61,900			84,200
Contributions/Donations			150,000			150,000			0
state classroom enhancement			0			0			0
State Technology			4,200			4,200			4,200
State Textbook			3,500			3,500			3,500
State Lottery			2,500			2,500			2,500
1st year start-up Grant			8,700			8,700			8,700
Total Revenues			\$1,219,800			\$1,264,600			\$1,569,100
per pupil average			\$6,293			\$5,974			\$5,230
Expenses:									
Salaries:					3.0%			3.0%	
Teachers	\$ 40,000	6	\$240,000	\$ 41,200	8	\$329,600	\$ 42,440	14	\$594,160
Special Ed	\$ 35,000	1	35,000	\$ 36,050	1	36,050	\$ 37,130	1	37,130
Instructional Aids	\$ 30,000	1	30,000	\$ 30,900	1	30,900	\$ 31,830	1	31,830
Classified/Office Staff	\$ 25,000	1	25,000	\$ 25,750	1	25,750	\$ 26,520	1	26,520
Administration	\$ 45,000	1	45,000	\$ 46,350	1	46,350	\$ 47,740	1	47,740
Nutritional Program	\$ 42,000	0.4	16,800	\$ 43,280	0.4	17,300	\$ 44,580	0.4	17,820
Librarian	\$ 45,000	0.5	22,500	\$ 46,350	0.5	23,180	\$ 47,740	0.5	23,870
Maintenance/Other	\$ 28,000	0.4	11,200	\$ 28,840	0.4	11,540	\$ 29,710	0.4	11,880
Insert Salaries Lines Here									
Total Salaries		11.3	\$425,500		13.3	\$520,670		19.3	\$790,950
Benefits:									
Retirement/PERSI	15.0%		\$63,830	15.0%		\$78,100	15.0%		\$118,640
Health/Life Insurance	5.0%		21,280	5.0%		26,030	5.0%		39,550
Payroll Taxes	8.0%		34,040	8.0%		41,650	8.0%		63,280
Workers Compensation	3.0%		12,770	3.0%		15,620	3.0%		23,730
Insert Benefits Lines Here									
Total Benefits			\$131,920			\$161,400			\$245,200
Operating Expenses:									
Textbooks	\$ 25.00		\$4,250	\$ 26.50		\$0	\$ 28.00		\$8,400
Supplies			\$12,000			\$12,200			\$12,090
Equipment			\$18,500			\$38,500			\$29,000
Contract Services			\$2,800			\$200			\$1,110
Legal			\$4,200			\$3,600			\$3,600
Accounting			\$3,400			\$3,500			\$3,500
Advertising/Marketing			\$3,000			\$1,000			\$1,800
Gas/Electric			\$17,400			\$17,400			\$17,400
Telephone			\$1,560			\$1,600			\$1,600
Liability & Property Insurance			\$7,000			\$7,000			\$7,000
Testing & Assessment			\$2,200			\$2,400			\$2,600
Staff Development			\$2,800			\$2,800			\$2,800
Consulting			\$3,000			\$200			\$1,200
Travel			\$4,000			\$1,600			\$3,000
Postage			\$1,000			\$1,000			\$1,000
Construction Interest			\$90,000			\$0			\$0
Rents and Leases			\$1,100			\$0			\$0
Debt Retirement			\$253,000			\$337,000			\$337,000
Grounds & Maintenance			\$3,600			\$3,500			\$3,400
Miscellaneous			\$1,200			\$1,000			\$1,000
Insert OE Lines Here									
Total Operating Expenses			\$436,010			\$435,500			\$433,500
Program Expenses:									
Transportation	\$ 600		\$78,000	\$ 600		\$78,000	\$ 600		\$80,000
Nutrition Program	\$ 75		6,230	\$ 75		7,100	\$ 75		8,400
Insert Program Expenses Lines Here									
Total Benefits			\$84,230			\$85,100			\$88,400
Total Expenses			\$1,077,660			\$1,202,670			\$1,558,050
Net Operating Income/(Loss)			\$142,140			\$51,930			\$11,050
Beginning Fund Balance			0			142,140			194,070
Ending Fund Balance			142,140			194,070			205,120

Estimated First Year Support Unit Calculations
Using State Apportionment Formulas

<u>A.D.A</u>	-	<u>Special Education</u>	=	<u>Adjusted A.D.A</u>	,	<u>Unit Divisor</u>	=	<u>Support Units</u>
<u>170</u>		10.00		160.00		13		<u>10.0</u>

Estimated First Year Salary Based Apportionment
Using State Apportionment Formulas

Salary Based Apportionment Eligible for Benefits Smaller: o or r s	Benefit Apportionment s x 0.1804 t	Waivers u	Salary Based Apportionment Plus Waivers smaller of (o or r) + u v	Maximum Salary Apportionment w	Salary Based Apportionment Plus Waivers x
		\$ -	\$ 35,635	\$ 35,635 col (o)	\$ 35,635 col (w)
		\$ -	\$ 287,523	\$ 287,523 col (o)	\$ 287,523 col (w)
		\$ -	\$ 68,769	\$ 68,769 col (o)	\$ 68,769 col (w)
\$ 391,927	\$ 70,704	\$ -			\$ 391,927

ESTIMATED FIRST YEAR M & O STATE SUPPORT REVENUE
Using State apportionment formulas

Number of Support Units		9
State Distribution Factor - Per Unit Entitlement	\$	25,696
Salary Apportionment (1st Reporting Period Units _____)	\$	391,127
Estimated Base Support	\$	622,391
Add: Benefit Apportionment	\$	70,704
Add: Transportation Allowance	\$	52,500
Total Estimated SDE State Support	\$	745,595

Idaho Science and Technology Charter School 1sy year estimated budget (170 students)
Based on actual state revenue and apportionment formulas

revenue

source	amount
State base support 9 units	\$ 231,264
salary based apportionment	\$ 391,127
benefit apportionment	\$ 70,000
Albertson Grant	\$ 100,000
startup grant	\$ 149,900
Other state revenue	\$ 2,500
transportation	\$ 52,500
Title VI-B	\$ 29,500
Title I	\$ 31,000
Technology	\$ 3,500
Lottery	\$ 8,700
total:	\$ 1,069,991

Idaho Science and Technology Charter School 1sy year estimated budget (170 students)
Based on actual state revenue and apportionment formulas

expenditures		
teacher salaries		\$ 391,930
benefits		\$ 70,000
substitutes		\$ 1,200
travel/purchased services		\$ 6,000
supplies		\$ 19,000
curriculum supplies		\$ 22,000
media supplies		\$ 4,000
technology software		\$ 3,200
tech hardware		\$ 3,800
Legal services		\$ 3,600
administrative salary		\$ 74,000
admin benefits		\$ 21,000
admin travel		\$ 4,000
admin supplies		\$ 3,200
admin equip		\$ 2,600
inservice & training		\$ 2,800
building mort	24,000/mo	\$ 288,000
build insurance		\$ 9,600
build maint. Labor		\$ 10,000
build custodial labor		\$ 10,000
build maint supplies		\$ 3,200
build cust supplies		\$ 3,200
pupli transportation		\$ 78,000
extral curr. Salaries		\$ 6,000
extra curr. Equip		\$ 3,200
extra curr.supplies		\$ 6,300
Title I		\$ 1,800
Title VI-B		\$ 1,800
Contingency		\$ 16,561
Total:		\$ 1,069,991

Estimated Second Year Support Unit Calculations
Using State Apportionment Formulas

<u>A.D.A</u>	-	<u>Special Education</u>	=	<u>Adjusted A.D.A</u>	,	<u>Unit Divisor</u>	=	<u>Support Units</u>
180		12.00		160.00		13		13.85

Estimated Second Year Salary Based Apportionment
Using State Apportionment Formulas

Salary Based Apportionment Eligible for Benefits Smaller: o or r s	Benefit Apportionment s x 0.1804 t	Waivers u	Salary Based Apportionment Plus Waivers smaller of (o or r) + u v	Maximum Salary Apportionment w	Salary Based Apportionment Plus Waivers x
		\$ -	\$ 35,635	\$ 35,635 col (o)	\$ 35,635 col (w)
		\$ -	\$ 287,523	\$ 287,523 col (o)	\$ 287,523 col (w)
		\$ -	\$ 68,769	\$ 68,769 col (o)	\$ 68,769 col (w)
\$ 426,837	\$ 76,989	\$ -			\$ 426,837

ESTIMATED SECOND YEAR M & O STATE SUPPORT REVENUE
Using State Apportionment Formulas

Number of Support Units		10
State Distribution Factor - Per Unit Entitlement	\$	25,696
Salary Apportionment (1st Reporting Period Units _____)	\$	426,837
Estimated Base Support	\$	683,797
Add: Benefit Apportionment	\$	76,989
Add: Transportation Allowance	\$	52,500
Total Estimated SDE State Support	\$	813,286

Idaho Science and Technology Charter School 2nd year estimated budget (190 students)
Based on actual state revenue and apportionment formulas

revenue

source	amount
State base support 9 units	\$ 256,960
salary based apportionment	\$ 426,837
benefit apportionment	\$ 76,989
Albertson Grant	\$ -
startup grant	\$ 149,900
Other state revenue	\$ 2,500
transportation	\$ 52,500
Title VI-B	\$ 29,500
Title I	\$ 31,000
Technology	\$ 3,500
Lottery	\$ 8,700
total:	\$ 1,038,386

Idaho Science and Technology Charter School 2nd year estimated budget (190 students)
Based on actual state revenue and apportionment formulas

expenditures		
teacher salaries		\$ 426,837
benefits		\$ 76,989
substitutes		\$ 1,200
travel/purchased services		\$ 2,000
supplies		\$ 5,600
curriculum supplies		\$ 7,000
media supplies		\$ 1,000
technology software		\$ 799
tech hardware		\$ -
Legal services		\$ 2,400
administrative salary		\$ 74,000
admin benefits		\$ 21,000
admin travel		\$ 1,200
admin supplies		\$ 3,200
admin equip		\$ 600
inservice & training		\$ 1,800
building mort	24,000/mo	\$ 288,000
build insurance		\$ 9,600
build maint. Labor		\$ 10,000
build custodial labor		\$ 10,000
build maint supplies		\$ 1,600
build cust supplies		\$ 1,600
pupli transportation		\$ 78,000
extral curr. Salaries		\$ 4,000
extra curr. Equip		\$ 200
extra curr.supplies		\$ 200
Title I		\$ 500
Title VI-B		\$ 500
Contingency		\$ 8,561
Total:		\$ 1,038,386

Estimated Third Year Support Unit Calculations
Using State Apportionment Formulas

<u>A.D.A</u>	-	<u>Special Education</u>	=	<u>Adjusted A.D.A</u>	,	<u>Unit Divisor</u>	=	<u>Support Units</u>
<u>200</u>		12.00		190.00		13		<u>14.6</u>

Estimated Third Year Salary Based Apportionment
Using State Apportionment Formulas

Salary Based Apportionment Eligible for Benefits Smaller: o or r s	Benefit Apportionment s x 0.1804 t	Waivers u	Salary Based Apportionment Plus Waivers smaller of (o or r) + u v	Maximum Salary Apportionment w	Salary Based Apportionment Plus Waivers x
		\$ -	\$ 41,287	\$ 41,287 col (o)	\$ 41,287 col (w)
		\$ -	\$ 291,436	\$ 321,299 col (o)	\$ 321,299 col (w)
		\$ -	\$ 68,769	\$ 68,769 col (o)	\$ 68,769 col (w)
\$ 431,355	\$ 77,816	\$ -			\$ 431,355

ESTIMATED THIRD YEAR M & O STATE SUPPORT REVENUE
Using State Apportionment Formulas

Number of Support Units		14.6
State Distribution Factor - Per Unit Entitlement	\$	26,100
Salary Apportionment (1st Reporting Period Units _____)	\$	381,060
Estimated Base Support	\$	431,655
Add: Benefit Apportionment	\$	812,715
Add: Transportation Allowance	\$	77,816
Total Estimated SDE State Support	\$	54,500
		945,031

Idaho Science and Technology Charter School 3rd year estimated budget (210 students)
Based on actual state revenue and apportionment formulas

revenue

source	amount
State base support 14.6 units	\$ 381,060
salary based apportionment	\$ 431,655
benefit apportionment	\$ 77,816
Albertson Grant	\$ -
startup grant	\$ 149,900
Other state revenue	\$ 2,500
transportation	\$ 52,500
Title VI-B	\$ 29,500
Title I	\$ 31,000
Technology	\$ 3,500
Lottery	\$ 8,700
total:	\$ 1,168,131

Idaho Science and Technology Charter School 3rd year estimated budget (210 students)
Based on actual state revenue and apportionment formulas

expenditures		
teacher salaries		\$ 431,655
benefits		\$ 77,816
substitutes		\$ 1,200
travel/purchased services		\$ 3,200
supplies		\$ 15,000
curriculum supplies		\$ 26,000
media supplies		\$ 1,000
technology software		\$ 2,600
tech hardware		\$ 4,400
Legal services		\$ 3,000
administrative salary		\$ 78,000
admin benefits		\$ 23,000
admin travel		\$ 4,200
admin supplies		\$ 4,500
admin equip		\$ 4,200
inservice & training		\$ 3,500
building mort	24,000/mo	\$ 288,000
build insurance		\$ 10,000
build maint. Labor		\$ 12,000
build custodial labor		\$ 12,000
build maint supplies		\$ 3,200
build cust supplies		\$ 3,400
pupli transportation		\$ 80,000
extral curr. Salaries		\$ 8,000
extra curr. Equip		\$ 3,200
extra curr.supplies		\$ 4,100
Title I		\$ 1,200
Title VI-B		\$ 1,200
Contingency		\$ 58,560
Total:		\$ 1,168,131

Appendix E: First year Month-by-Month Cash Flow

ISTCS understands that state foundation funds flow to LEAs based on a formula that allocates 20% of the foundation total in each of five payments: August 15, October 1, November 15, February 15, and May 15, each year. The school is also aware that as a new school we will qualify for an Advance payment of 25% of the foundation allocation in July of our initial year. This payment will be Advance payment shall be made to the school on or after July 1 but no later than July 31. All subsequent payments, taking into account the one-time advance payment made for the first year of operation, shall be made to the public charter school in the same manner as other traditional public schools in accordance with the provisions of section 33-1009, Idaho Code.

With this in mind, Idaho Science and Technology Charter School anticipates receiving its estimated first year foundation funds as follows:

July 15, 2009	\$267,500
August 15, 2009	\$220,400
October 1, 2009	\$180,200
November 15, 2009	\$106,300
February 15, 2009	\$185,650
May 15, 2009	\$109,950
<u>Total:</u>	<u>\$1,070,000</u>

Monthly cash flow is estimated as follows:

Month	payroll + benefits	program materials, supplies, etc.	fixed costs	Total
July	\$ 32,660.00	\$ 32,000.00	\$ 31,000.00	\$ 95,660.00
August	\$ 32,660.00	\$ 45,000.00	\$ 31,000.00	\$ 108,660.00
September	\$ 32,660.00	\$ 51,000.00	\$ 31,000.00	\$ 114,660.00
October	\$ 32,660.00	\$ 45,000.00	\$ 31,000.00	\$ 108,660.00
November	\$ 32,660.00	\$ 32,000.00	\$ 31,000.00	\$ 95,660.00
December	\$ 32,661.00	\$ 23,000.00	\$ 31,000.00	\$ 86,661.00
January	\$ 32,661.00	\$ 23,000.00	\$ 31,000.00	\$ 86,661.00
February	\$ 32,661.00	\$ 7,700.00	\$ 31,000.00	\$ 71,361.00
March	\$ 32,661.00	\$ 16,500.00	\$ 31,000.00	\$ 80,161.00
April	\$ 32,661.00	\$ 6,000.00	\$ 31,000.00	\$ 69,661.00
May	\$ 32,661.00	\$ 15,800.00	\$ 31,000.00	\$ 79,461.00
June	\$ 32,661.00	\$ 9,073.00	\$ 31,000.00	\$ 72,734.00
	\$ 391,927.00	\$ 306,073.00	\$ 372,000.00	\$ 1,070,000.00
				\$ 1,070,000.00

Appendix F: Resumes of Directors

Appendix G: Certificate of Adoption of Bylaws

CERTIFICATE OF ADOPTION

KNOW ALL MEN BY THESE PRESENTS, that we, the undersigned, being all the Directors and the Secretary of IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL, INC., also being all the members of said Corporation, do hereby certify that the above and foregoing By-Laws were duly and legally adopted as the By-Laws of said Corporation at the first meeting of the directors, of said corporation, on the ____ day of March, 2008, and that the same does now constitute the By-Laws of the said Corporation.

IN WITNESS WHEREOF, We have hereunto set our hands as Directors, and Secretary, respectively, of the said Corporation, and affixed hereto the Corporate Seal thereof, this ____ day of March, 2008.

Marc Isom, President



Mike Kitzmiller, Secretary



Holly Lilya, Director



Kelly Jo Fisk, Director



Chantelle Macy, Director

Appendix H: Building Site Purchase Agreement



RE-24 VACANT LAND REAL ESTATE PURCHASE AND SALE AGREEMENT

THIS IS A LEGALLY BINDING CONTRACT. READ THE ENTIRE DOCUMENT INCLUDING ANY ATTACHMENTS. IF YOU HAVE ANY QUESTIONS, CONSULT YOUR ATTORNEY AND/OR ACCOUNTANT BEFORE SIGNING.

1 ID# 4427023 DATE May 9, 2008
2 LISTING AGENCY Heartland Real Estate Office Phone # 785-6685 Fax # 785-8889
3 Listing Agent Brandi Robbins E-Mail Phone # 709-8508
4 SELLING AGENCY Taylor Real Estate Office Phone # 785-4000 Fax #
5 Selling Agent Steve Williams E-Mail Phone # 881-5084

7 1. BUYER: Idaho Science and Technology Charter School, Inc (Hereinafter called 'BUYER')
8 agrees to purchase, and the undersigned SELLER agrees to sell the following described real estate hereinafter referred to as 'PREMISES'
9 COMMONLY KNOWN AS 155 N 400 W
10 City Blackfoot County Bingham ID Zip 83221
11 Legally described as: Groveland Meadows part of SE 1/4 of NE 1/4 of Sec 29, T2S, R4 35 EBM

12 OR Legal Description Attached as addendum # (Addendum must accompany original offer.)

13 2. \$218,000.00 PURCHASE PRICE: Two Hundred Eighteen Thousand and Zero/100 DOLLARS,
14 payable upon the following TERMS AND CONDITIONS (not including closing costs):

15 3. FINANCIAL TERMS: Note: A+C+D+E must add up to total purchase price.
16 \$500.00 A. EARNEST MONEY: BUYER hereby deposits Five Hundred and Zero/100 DOLLARS
17 as Earnest Money evidenced by: Cash Personal check Cashier's check Note (due date):
18 Other and a receipt is hereby acknowledged. Earnest Money to be deposited in trust account Upon
19 receipt. Upon acceptance by all parties and shall be held by: Listing Broker Selling Broker Other
20 for the benefit of the parties hereto. The responsible Broker shall be Taylor Real Estate

21 B. ALL CASH OFFER: NO YES If this is an all cash offer do not complete sections C and D, fill blanks with
22 N/A (Not Applicable). IF CASH OFFER BUYER'S OBLIGATION TO CLOSE SHALL NOT BE SUBJECT TO ANY FINANCIAL
23 CONTINGENCY. BUYER agrees to provide SELLER within business days from the date of acceptance of this agreement by all parties,
24 evidence of sufficient funds and/or proceeds necessary to close transaction. Acceptable documentation includes, but is not limited to a copy
25 of a recent bank or financial statement or contract(s) for the sale of BUYER'S current residence or other property to be sold

26 C. NEW LOAN PROCEEDS: This Agreement is contingent upon BUYER obtaining the following financing:
27 FIRST LOAN of \$218,000 not including mortgage insurance through FHA, VA, CONVENTIONAL, DIFA
28 RURAL DEVELOPMENT, OTHER with interest not to exceed 6.75% for a period of 30 year(s) at: Fixed Rate
29 Other BUYER shall pay no more than point(s) plus origination fee if any. SELLER shall pay no more than point(s).
30 Any reduction in points shall first accrue to the benefit of the BUYER SELLER Divided Equally N/A.
31 SECOND LOAN of \$ with interest not to exceed % for a period of year(s) at: Fixed Rate
32 Other BUYER shall pay no more than point(s) plus origination fee if any. SELLER shall pay no more than point(s). Any
33 reduction in points shall first accrue to the benefit of the BUYER SELLER Divided Equally N/A.

34 LOAN APPLICATION: BUYER has applied shall apply for each loan(s) within business day(s) of SELLER'S acceptance
35 Within 10 business days of final acceptance of all parties. BUYER agrees to furnish SELLER with a written confirmation showing
36 lender approval of credit report, income verification, debt ratios in a manner acceptable to the SELLER(S) and subject only to
37 satisfactory appraisal and final lender underwriting. If such written confirmation is not received by SELLER(S) within the strict time allotted,
38 SELLER(S) may at their option cancel this agreement by notifying BUYER(S) in writing of such cancellation within 5 business day(s)
39 after written confirmation was required. If SELLER does not cancel within the strict time period specified as set forth herein, SELLER shall be
40 deemed to have accepted such written confirmation of lender approval and shall be deemed to have elected to proceed with the transaction.
41 SELLER'S approval shall not be unreasonably withheld. If an appraisal is required by lender, the property must appraise at not less than
42 purchase price or BUYER'S Earnest Money may be returned at BUYER'S request. BUYER may also apply for a loan with different
43 conditions and costs and close transaction provided all other terms and conditions of this Agreement are fulfilled, and the new loan does not
44 increase the costs or requirements to the SELLER.

45 FHA / VA: If applicable, it is expressly agreed that notwithstanding any other provisions of this contract, BUYER shall not be obligated to
46 complete the purchase of the property described herein or to incur any penalty or forfeiture of Earnest Money deposits or otherwise unless
47 BUYER has been given in accordance with HUD/FHA or VA requirements a written statement by the Federal Housing Commissioner, Veterans
48 Administration or a Direct Endorsement lender setting forth the appraised value of the property of not less than the sales price as stated in the
49 contract. SELLER agrees to pay fees required by FHA or VA.

50 BUYER'S initials (ML) Date 5/9/08 SELLER'S initials () Date ()

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RE-24 PURCHASE AND SALE AGREEMENT FOR VACANT LAND PAGE 2 OF 7 JULY, 2007 EDITION

PROPERTY ADDRESS: 155 N 400 W, Blackfoot ID#: 4427023

D. ADDITIONAL FINANCIAL TERMS:

- Additional financial terms are specified under the heading "OTHER TERMS AND/OR CONDITIONS" (Section 4)
Additional financial terms are contained in a FINANCING ADDENDUM of same date, attached hereto, signed by both parties.

\$217,500.00 E. APPROXIMATE FUNDS DUE AT CLOSING: Cash at closing, not including closing costs, to be paid by BUYER at closing. In GOOD FUNDS, which includes: cash, electronic transfer funds, certified check or cashier's check. Any net difference between the approximate balances of the loan(s) shown above, which are to be assumed or taken subject to, and the actual balances of said loan(s) at closing of escrow shall be adjusted in Cash Other.

4. OTHER TERMS AND/OR CONDITIONS:

- 1. This offer contingent upon buyer securing the financing required.
2. This offer contingent upon receiving permits from Bingham county for construction, and permits from Groveland Water and sewer District, and fire district approval.
3. Seller to transfer water shares to buyer.

5. "NOT APPLICABLE DEFINED:" The letters "n/a," "N/A," "n.s.," and "N.A." as used herein are abbreviations of the term "not applicable." Where this agreement uses the term "not applicable" or an abbreviation thereof, it shall be evidence that the parties have contemplated certain facts or conditions and have determined that such facts or conditions do not apply to the agreement or transaction herein.

6. INSPECTION: BUYER IS STRONGLY ADVISED TO INVESTIGATE THE CONDITION AND SUITABILITY OF ALL ASPECTS OF THE PROPERTY AND ALL MATTERS AFFECTING THE VALUE OR DESIRABILITY OF THE PROPERTY INCLUDING, BUT NOT LIMITED TO, THE FOLLOWING:

- A. SIZE: Square footage and lot size. (Any numerical statements regarding these items are APPROXIMATION ONLY, and have not been and will not be verified and should not be relied upon by BUYER.
B. LINES AND BOUNDARIES: Property lines and boundaries, septic, and leach lines (Fences, walls, hedges, and other natural or constructed barriers or markers do not necessarily identify true property boundaries. Property lines may be verified by surveys.)
C. ZONING AND LAND USE: Inquiries, investigations, studies or any other means concerning past, present or proposed laws, ordinances, referendums, initiatives, votes, applications and permits affecting the current use of the property, BUYER's intended use of the property, future development, zoning, building, size, governmental permits and inspections. Both parties are advised that Broker does not guarantee the status of permits, zoning or code compliance. The parties are to satisfy themselves concerning these issues.
D. UTILITIES AND SERVICE: Availability, costs, and restrictions of utilities and services, including but not limited to, sewage, sanitation, water, electricity, gas, telephone, cable TV and drainage.
E. UTILITIES, IMPROVEMENTS & OTHER RIGHTS: SELLER represents that the property does have the following utilities, improvements, services and other rights available (describe availability): Property presently approved for 30 lot subdivision by Bingham County.
F. HAZARDOUS MATERIALS: The real estate broker(s) or their agents in this transaction have no expertise with respect to toxic waste, hazardous materials or undesirable substances. BUYERS who are concerned about the presence of such materials should have the property inspected by qualified experts. BUYER acknowledges that he/she has not relied upon any representations by either the Broker or the SELLER with respect to the condition of the property that are not contained in this Agreement or in any disclosure statements.
G. TAX LIABILITY: The BUYER and SELLER acknowledge that they have not received or relied upon any statements or representations by the Broker with respect to the effect of this transaction upon BUYER's or SELLER's tax liability.

BUYER chooses to have inspection; not to have inspection. If BUYER chooses not to have inspection skip the remainder of section 6. BUYER shall have the right to conduct inspections, investigations, tests, surveys and other studies at BUYER'S expense. BUYER shall, within 10 business day(s) of acceptance, complete these inspections and give to SELLER written notice of disapproved items. BUYER is strongly advised to exercise these rights and to make BUYER'S own selection of professionals with appropriate qualifications to conduct inspections of the entire property. BUYER'S acceptance of the condition of the property is a contingency of this Agreement.

BUYER'S Initials (ml) Date 5/9/08 SELLER'S Initials Date

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RE-24 PURCHASE AND SALE AGREEMENT FOR VACANT LAND PAGE 3 OF 7 JULY, 2007 EDITION

PROPERTY ADDRESS: 155 N 400 W, Blackfoot ID#: 4427023

120 SATISFACTION/REMOVAL OF INSPECTION CONTINGENCIES:
121 1. If BUYER does not within the strict time period specified give to SELLER written notice of disapproved items, BUYER shall conclusively be
122 deemed to have: (a) completed all inspections, investigations, review of applicable documents and disclosures; (b) elected to proceed with the
123 transaction and (c) assumed all liability, responsibility and expense for repairs or corrections other than for items which SELLER has otherwise agreed
124 in writing to repair or correct.

125 2. If the BUYER does within the strict time period specified give to SELLER written notice of disapproved items, BUYER shall provide to SELLER
126 pertinent section(s) of written inspection reports. SELLER shall have 3 business day(s) in which to respond in writing. The SELLER, at
127 their option, may correct the items as specified by the BUYERS in their letter or may elect not to do so. If the SELLER agrees to correct the items
128 asked for in the BUYERS letter, then both parties agree that they will continue with the transaction and proceed to closing. This will remove the
129 BUYERS inspection contingency.

130 3. If the SELLER elects not to correct the disapproved items, then the BUYER(S) have the option of either continuing the transaction without
131 the SELLER being responsible for correcting these deficiencies or giving the SELLER written notice within 3 business days that they will
132 not continue with the transaction and will receive their Earnest Money back.

133 4. If SELLER does not respond within the strict time period specified, BUYER shall have the right to cancel this agreement in writing.

134 5. If BUYER does not give such written notice of cancellation within the strict time periods specified, BUYER shall conclusively be deemed to
135 have elected to proceed with the transaction without repairs or corrections other than for items which SELLER has otherwise agreed in writing to repair
136 or correct.

137 SELLER shall make the property available for all inspections. BUYER shall keep the property free and clear of liens; indemnify and hold SELLER
138 harmless from all liability, claims, demands, damages and costs, and repair any damages arising from the inspections. No inspections may be made
139 by any governmental building or zoning inspector or government employee without the prior consent of SELLER, unless required by local
140 law.

141
142 7. TITLE CONVEYANCE: Title of SELLER is to be conveyed by warranty deed, unless otherwise provided, and is to be marketable and insurable
143 except for rights reserved in federal patents, state or railroad deeds, building or use restrictions, building and zoning regulations and ordinances of any
144 governmental unit, and rights of way and easements established or of record. Liens, encumbrances or defects to be discharged by SELLER may be
145 paid out of purchase money at date of closing. No liens, encumbrances or defects, which are to be discharged or assumed by BUYER or to which title
146 is taken subject to, exist unless otherwise specified in this Agreement.

147
148
149 8. TITLE INSURANCE: There may be types of title insurance coverages available other than those listed below and parties to this
150 agreement are advised to talk to a title company about any other coverages available that will give the buyer additional coverage.

151
152 (A). PRELIMINARY TITLE COMMITMENT: Prior to closing the transaction, SELLER or BUYER shall furnish to BUYER a preliminary
153 commitment of a title insurance policy showing the condition of the title to said premises. BUYER shall have 3 business day(s) from receipt of the
154 preliminary commitment or not fewer than twenty-four (24) hours prior to closing, within which to object in writing to the condition of the title as set forth
155 in the preliminary commitment. If BUYER does not so object, BUYER shall be deemed to have accepted the conditions of the title. It is agreed that if
156 the title of said premises is not marketable, or cannot be made so within 3 business day(s) after notice containing a written statement of defect is
157 delivered to SELLER, BUYER'S Earnest Money deposit will be returned to BUYER and SELLER shall pay for the cost of title insurance cancellation
158 fee, escrow and legal fees, if any.

159 (B). TITLE COMPANY: The parties agree that Alliance Title Title
160 Company located at Blackfoot shall provide the title policy and preliminary report of
161 commitment.

162
163 (C). STANDARD COVERAGE OWNER'S POLICY: SELLER shall within a reasonable time after closing furnish to BUYER a title insurance policy
164 in the amount of the purchase price of the premises showing marketable and insurable title subject to the liens, encumbrances and defects elsewhere
165 set out in this Agreement to be discharged or assumed by BUYER unless otherwise provided herein. The risk assumed by the title company in the
166 standard coverage policy is limited to matters of public record. BUYER shall receive a ILTA/ALTA Owner's Policy of Title Insurance. A title
167 company, at BUYER'S request, can provide information about the availability, desirability, coverage and cost of various title insurance coverages and
168 endorsements. If BUYER desires title coverage other than that required by this paragraph, BUYER shall instruct Closing Agency in writing and pay
169 any increase in cost unless otherwise provided herein.

170
171
172 (D). EXTENDED COVERAGE LENDER'S POLICY (Mortgagee policy): The lender may require that BUYER (Borrower) furnish an Extended
173 Coverage Lender's Policy. This extended coverage lender's policy considers matters of public record and additionally insures against certain matters
174 not shown in the public record. This extended coverage lender's policy is solely for the benefit of the lender and only protects the lender.

175
176 9. COVENANTS, CONDITIONS AND RESTRICTIONS (CC& R'S): BUYER is responsible to obtain and review a copy of the CC& R's (if
177 applicable). BUYER has reviewed CC& R's. Yes No

BUYER'S Initials (ML) Date 5/19/08 SELLER'S Initials () Date ()

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RE-24 PURCHASE AND SALE AGREEMENT FOR VACANT LAND PAGE 4 OF 7 JULY, 2007 EDITION

PROPERTY ADDRESS: 155 N 400 W ID#: 4427023

176 10. SUBDIVISION HOMEOWNER'S ASSOCIATION: BUYER is aware that membership in a Home Owner's Association may be required and
 180 BUYER agrees to abide by the Articles of Incorporation, By-Laws and rules and regulations of the Association. BUYER is further aware that the
 181 Property may be subject to assessments levied by the Association described in full in the Declaration of Covenants, Conditions and Restrictions.
 182 BUYER has reviewed Homeowner's Association Documents: Yes No N/A Association fees/dues are 30
 183 per BUYER SELLER N/A to pay Homeowner's Association SET UP and/or property TRANSFER FEES of
 184 \$ _____ at closing.

190 11. INTERSTATE LAND SALES FULL DISCLOSURE ACT. This Vacant Land Real Estate Purchase and Sale Agreement is NOT
 191 intended to be used for situations in which Seller owns and is selling one hundred (100) or more lots. Properties containing one hundred
 192 (100) or more lots for sale may be subject to the reporting and disclosure requirements of the Interstate Land Sales Full Disclosure Act ("Act"),
 193 15 USC § 1701 et seq. If you have questions regarding this Act, contact your attorney before signing. Any contract or agreement for the sale or
 194 lease of a lot subject to the Act may be revoked at the option of the purchaser or lessee until midnight of the seventh day following the signing of
 195 such contract or agreement or until such later time as may be required pursuant to applicable law. Any contract or agreement for the sale or
 196 lease of a lot for which a property report is required by the Act and the property report has not been given to the purchaser or lessee in advance
 197 of his or her signing such contract or agreement, such contract or agreement may be revoked at the option of the purchaser or lessee within two
 198 (2) years from the date of such signing.

199 12. FARM/CROPS/TIMBER RIGHTS: SELLER, or any tenant of SELLER, shall be allowed to harvest, sell or assign any annual crops which
 200 have been planted on the Property prior to the date of this Contract, even though said harvest time may occur subsequent to the date of the settlement
 201 of this contract, unless otherwise agreed by attached addendum. If the crop consists of timber, then neither SELLER nor any tenant of SELLER shall
 202 have any right to harvest the timber unless the right to remove same shall be established by an attached addendum. Notwithstanding the provisions
 203 hereof, any tenant who shall be leasing the Property shall be allowed to complete the harvest of any annual crops that have been planted prior to the
 204 date of Contract Acceptance as previously agreed between SELLER and Tenant. ANY AND ALL SUCH TENANT AGREEMENTS ARE TO BE
 205 ATTACHED.

206 13. NOXIOUS WEEDS: BUYER of the property in the State of Idaho should be aware that some properties contain noxious weeds. The laws of
 207 the State of Idaho require owners of property within this state to control, and to the extent possible, eradicate noxious weeds. For more information
 208 concerning noxious weeds and your obligations as an owner of property, contact your local county extension office.

209 14. MINERAL RIGHTS: Any and all mineral rights which are already included with the property will be included in the sale of this property unless
 210 otherwise stipulated.

211 15. WATER RIGHTS: Description of water rights, water systems, wells, springs, water, ditches, ditch rights, etc., if any, that are appurtenant
 212 thereto that are now on or used in connection with the premises and shall be included in the sale unless otherwise provided herein.

213 16. RISK OF LOSS: Prior to closing of this sale, all risk of loss shall remain with SELLER. In addition, should the premises be materially damaged by
 214 fire or other destructive cause prior to closing, this Agreement shall be voidable at the option of BUYER.

215 17. BUSINESS DAYS: A business day is herein defined as Monday through Friday, 8:00 A.M. to 5:00 P.M. in the local time zone where the
 216 subject real property is physically located. A business day shall not include any Saturday or Sunday, nor shall a business day include any legal
 217 holiday recognized by the state of Idaho as found in Idaho Code § 73-106. The time in which any act required under this agreement is to be
 218 performed shall be computed by excluding the date of execution and including the last day. The first day shall be the day after the date of
 219 execution. If the last day is a legal holiday, then the time for performance shall be the next subsequent business day.

220 18. SEVERABILITY: In the case that any one or more of the provisions contained in this Agreement or any application thereof, shall be invalid,
 221 illegal or unenforceable in any respect, the validity, legality or enforceability of the remaining provisions shall not in any way be affected or impaired
 222 thereby.

223 19. FACSIMILE TRANSMISSION: Facsimile or electronic transmission of any signed original document, and retransmission of any signed
 224 facsimile or electronic transmission shall be the same as delivery of an original. At the request of either party or the Closing Agency, the parties will
 225 confirm facsimile and electronic transmitted signatures by signing an original document.

226 20. COUNTERPARTS: This Agreement may be executed in counterparts. Executing an agreement in counterparts shall mean the signature
 227 of two identical copies of the same agreement. Each identical copy of an agreement signed in counterparts is deemed to be an original, and all
 228 identical copies shall together constitute one and the same instrument.

229 21. ENTIRE AGREEMENT: This Agreement contains the entire Agreement of the parties respecting the matters herein set forth and supersedes all
 230 prior Agreements between the parties respecting such matters. No warranties, including, without limitation, any warranty of habitability, agreements or
 231 representations not expressly set forth herein shall be binding upon either party.

BUYER'S Initials (ML) (_____) Date 5/9/08 SELLER'S Initials (_____) (_____) Date _____

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PROPERTY ADDRESS: 155 N 400 W ID#: 4427023

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26. EARNEST MONEY DISPUTE / INTERPLEADER: Notwithstanding any termination of this contract, BUYER and SELLER agree that in the event of any controversy regarding the Earnest Money and things of value held by Broker or closing agency, unless mutual written instructions are received by the holder of the Earnest Money and things of value, Broker or closing agency shall not be required to take any action but may await any proceeding, or at Broker's or closing agency's option and sole discretion, may interplead all parties and deposit any moneys or things of value into a court of competent jurisdiction and shall recover court costs and reasonable attorney's fees.

26. ATTORNEY'S FEES: If either party initiates or defends any arbitration or legal action or proceedings which are in any way connected with this Agreement, the prevailing party shall be entitled to recover from the non-prevailing party reasonable costs and attorney's fees, including such costs and fees on appeal.

27. TIME IS OF THE ESSENCE IN THIS AGREEMENT.

28. CLOSING: On or before the closing date, BUYER and SELLER shall deposit with the closing agency all funds and instruments necessary to complete this transaction. Closing means the date on which all documents are either recorded or accepted by an escrow agent and the sale proceeds are available to SELLER. The closing shall be no later than (Date) July 8, 2008. The parties agree that the CLOSING AGENCY for this transaction shall be Alliance Title located at Blackfoot. If a long-term escrow / collection is involved, then the long-term escrow holder shall be _____.

29. POSSESSION: BUYER shall be entitled to possession upon closing or _____ date _____ at _____ am/pm. Property taxes and water assessments (using the last available assessment as a basis), rents, interest and reserves, liens, encumbrances or obligations assumed and utilities shall be pro-rated as of Closing.

30. SPECIAL CONSIDERATIONS AND CONTINGENCIES: This Agreement is made subject to the following special considerations and/or contingencies which must be satisfied prior to closing: See Paragraph #4 above.

31. REPRESENTATION CONFIRMATION: Check one (1) box in Section 1 and one (1) box in Section 2 below to confirm that in this transaction, the brokerage(s) involved had the following relationship(s) with the BUYER(S) and SELLER(S).

- Section 1: [X] A. The brokerage working with the BUYER(S) is acting as an AGENT for the BUYER(S). [] B. The brokerage working with the BUYER(S) is acting as a LIMITED DUAL AGENT for the BUYER(S), without an ASSIGNED AGENT. [] C. The brokerage working with the BUYER(S) is acting as a LIMITED DUAL AGENT for the BUYER(S) and has an ASSIGNED AGENT acting solely on behalf of the BUYER(S). [] D. The brokerage working with the BUYER(S) is acting as a NONAGENT for the BUYER(S).
Section 2: [X] A. The brokerage working with the SELLER(S) is acting as an AGENT for the SELLER(S). [] B. The brokerage working with the SELLER(S) is acting as a LIMITED DUAL AGENT for the SELLER(S), without an ASSIGNED AGENT. [] C. The brokerage working with the SELLER(S) is acting as a LIMITED DUAL AGENT for the SELLER(S) and has an ASSIGNED AGENT acting solely on behalf of the SELLER(S). [] D. The brokerage working with the SELLER(S) is acting as a NONAGENT for the SELLER(S).

Each party signing this document confirms that he has received, read and understood the Agency Disclosure Brochure adopted or approved by the Idaho real estate commission and has consented to the relationship confirmed above. In addition, each party confirms that the brokerage's agency office policy was made available for inspection and review. EACH PARTY UNDERSTANDS THAT HE IS A "CUSTOMER" AND IS NOT REPRESENTED BY A BROKERAGE UNLESS THERE IS A SIGNED WRITTEN AGREEMENT FOR AGENCY REPRESENTATION.

32. ACCEPTANCE: BUYER'S offer is made subject to the acceptance of SELLER on or before (Date) MAY 13, 2008 at (Time) 4:00 P.M. If SELLER does not accept this Agreement within the time specified, the entire Earnest Money shall be refunded to BUYER on demand.

BUYER'S Initials (ML) Date 5/9/08 SELLER'S Initials () Date ()

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RE-24 PURCHASE AND SALE AGREEMENT FOR VACANT LAND PAGE 7 OF 7 JULY 2007 EDITION

PROPERTY ADDRESS: 155 N 400 W ID#: 4427023

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33. BUYER'S SIGNATURES:

SEE ATTACHED BUYER'S ADDENDUM(S): (Specify number of BUYER addendum(s) attached.)
Idaho Science and Technology charter school INC *Idaho Science and Technology*
BUYER Signature: *[Signature]* BUYER (Print Name) *Charter School INC*
Date *5/9/08* Time *4:00* A.M. P.M. Phone # *684-4573* Cell # *313-6224*
Address *150 South 900 West* City *Blackfoot* State *ID* Zip *83221*
E-Mail Address *isom.jeanne@yahoo.com* Fax # _____

BUYER Signature _____ BUYER (Print Name) _____
Date _____ Time _____ A.M. P.M. Phone # _____ Cell # _____
Address _____ City _____ State _____ Zip _____
E-Mail Address _____ Fax # _____

34. SELLER'S SIGNATURES:

On this date, I/We hereby approve and accept the transaction set forth in the above Agreement and agree to carry out all the terms thereof on the part of the SELLER.

SIGNATURE(S) SUBJECT TO ATTACHED COUNTER OFFER

SIGNATURE(S) SUBJECT TO ATTACHED ADDENDUM(S) # _____

SELLER Signature _____ SELLER (Print Name) _____
Date _____ Time _____ A.M. P.M. Phone # _____ Cell # _____
Address _____ City _____ State _____ Zip _____
E-Mail Address _____ Fax # _____

SELLER Signature _____ SELLER (Print Name) _____
Date _____ Time _____ A.M. P.M. Phone # _____ Cell # _____
Address _____ City _____ State _____ Zip _____
E-Mail Address _____ Fax # _____

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RE-32 MULTIPLE COUNTER OFFER JULY 2007 EDITION Page 1 of 1



RE-32 MULTIPLE COUNTER OFFER



THIS IS A LEGALLY BINDING CONTRACT. READ THE ENTIRE DOCUMENT INCLUDING ANY ATTACHMENTS. IF YOU HAVE ANY QUESTIONS, CONSULT YOUR ATTORNEY AND/OR ACCOUNTANT BEFORE SIGNING

This is a Multiple Counter Offer to the Purchase and Sale Agreement Dated: May 9, 2008

ADDRESS: 155 N 400 W ID# 4427023

BUYER: Idaho Science and Technology Charter School Inc.

SELLER: Futures of Idaho, Inc.

Acceptance of the above Offer and/or Counter Offer is contingent upon agreement to the following terms. SELLER is making one or more counter offer(s) to other prospective BUYER(s) on terms that may or may not be the same or similar to the terms contained herein.

The Parties understand and agree that SELLER is not obligated to accept any offer, counter offer or multiple counter offer submitted. Further, the Parties understand and agree that SELLER may sell the property to any person and upon any terms deemed acceptable to the SELLER.

- 1) The new purchase price to be \$235,000.
2) Earnest money to increase to \$2000.
3) Contingencies for the purchase and sale (lines 74 & 75) shall be removed.
All other items to remain the same.

To the extent the terms of this Multiple Counter Offer modify or conflict with any provisions of the Purchase and Sale Agreement including all prior Addendums and Counter Offers, these terms shall control.

SELLER: [Signature] Dated: 5/12/08 Time: 10:20 A.M. P.M.

BUYER'S ACCEPTANCE

The BUYER hereby agrees to the terms and conditions of this Multiple Counter Offer and acknowledges receipt of a copy hereof. Unless Final Acceptance of this Multiple Counter Offer is signed by SELLER and a signed copy delivered in person or by mail, facsimile, or electronic transmission and received by BUYER or BUYER'S Agent by (date): at A.M. P.M., this Multiple Counter Offer shall be considered expired.

BUYER: Dated: Time: A.M. P.M.

BUYER: Dated: Time: A.M. P.M.

SELLER'S FINAL ACCEPTANCE

Signature by SELLER below and delivery to BUYER or BUYER'S Agent as indicated above creates a Final Acceptance and a binding agreement. SELLER agrees to sell the Premises to the BUYER subject to the terms and conditions contained herein.

SELLER: Dated: Time: A.M. P.M.

SELLER: Dated: Time: A.M. P.M.

May 15 08 09:08p Michael Robbins

208-785-9672

P. 1

May 14, 2008 11:33AM TAYLOR REAL ESTATE

No. 4373 P. 2

RE-13 COUNTER OFFER, JULY 2007 EDITION Page 1 of 1



RE- 13 COUNTER OFFER # 1 (1, 2, 3, etc.)



THIS COUNTER OFFER SUPERSEDES ALL PRIOR COUNTER OFFERS

THIS IS A LEGALLY BINDING CONTRACT. READ THE ENTIRE DOCUMENT INCLUDING ANY ATTACHMENTS. IF YOU HAVE ANY QUESTIONS, CONSULT YOUR ATTORNEY AND/OR ACCOUNTANT BEFORE SIGNING.

1 This is a COUNTER OFFER to the Purchase and Sale Agreement Dated: May 6, 2008
2 ADDRESS: 188 N 400 W, Blackfoot ID# 4427023
3 BUYER: Idaho Science and Technology Charter School, Inc
4 SELLER: Futures of Idaho, Inc.

5 The parties accept all of the terms and conditions in the above-designated Purchase and Sale Agreement with the following changes:
6 This is a SELLER counter offer. The SELLER reserves the right to withdraw this offer or accept any other offers prior to the receipt of a
7 true copy of signed acceptance of this Counter Offer within the time frame specified herein.
8 This is a BUYER counter offer. The undersigned BUYER reserves the right to withdraw this offer at any time prior to the receipt of a true
9 copy of signed acceptance of this Counter Offer within the time frame specified herein.

- 10
- 11
- 12 1. Purchase price to be \$235,000
- 13 2. Earnest money to be \$2,000
- 14 3. Contingencies for the purchase of property need to remain in place, (as per line 74 & 75)
- 15 Buyer does not intend to use property as presently approved housing development. Buyer
- 16 needs time to secure special permits for construction of school.
- 17 All other terms remain the same.
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27 To the extent the terms of this Counter Offer modify or conflict with any provisions of the Purchase and Sale Agreement including all prior
28 Addendums, the terms in this Counter Offer shall control. All other terms of the Purchase and Sale Agreement including all prior Addendums
29 not modified by this Counter Offer shall remain the same. Buyer and Seller acknowledge the down payment and/or loan amount on
30 Page 1 of Purchase & Sale Agreement may change if purchase price is changed as part of this Counter Offer. Upon its execution by
31 both parties, this agreement is made an integral part of the aforementioned Agreement.

32
33 If a signed acceptance is not delivered on or before (date): MAY 15, 08 at 5 DA.M. P.M. this Counter
34 Offer shall be deemed to have expired.

35
36 DELIVERY: Delivery shall be to the agent/broker working with the maker of the Counter Offer in person, by mail, facsimile or electronic
37 transmission of any signed original document, and retransmission of any signed original document. Retransmission of any signed facsimile
38 or electronic transmission shall be deemed to be the same as delivery of an original.

39
40 SELLER [Signature] Date 5/15/08 Time 3:37 DA.M. P.M.
41 SELLER _____ Date _____ Time _____ DA.M. OP.M.
42 BUYER Maureen [Signature] Date 5-13-08 Time 9:32 DA.M. P.M.
43 BUYER _____ Date _____ Time _____ DA.M. OP.M.

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Appendix I: USDA Rural Development and Bank of Idaho Letters

YAHOO! MAIL

From: "Leslie Ball" <ball@bankofidaho.net>
To: "John Ball" <balljohnf@yahoo.com>, "Arlene" <arlene@idaho.net>
Subject: Loan Application for Charter School
Date: Fri, 13 Jun 2008 10:05:39 -0700

This is a follow-up and an update on our recent meeting for a loan to build a new charter school in the Blackfoot area. I have discussed the request with Sid Curnow the area specialist on community programs with the USDA office in Blackfoot. We are working on the details for a joint loan approval to do the construction and long term financing estimated at \$4.8MM. I have also received a green light to proceed with the application from our senior loan committee member.

I will continue to update you on our progress and hope to set a meeting up with USDA, Bank of Idaho and both of you to make sure we are all on the same page through this process. If you have any questions please call me or email with any concerns or questions. My office number is 208-624-4900 or my cell is 208-313-4386. I know you have meeting that are often after banking hours and if you need to please call my cell number.

Again, Thanks you for the opportunity to help with this project.



Leslie A. Ball
V.P. & Loan Officer
St. Anthony Office
208-624-4900



United States Department of Agriculture
Rural Development
Eastern Idaho Area Office

May 30, 2008

Idaho Science and Technology Charter School
155 N 400 W
Blackfoot, Idaho 83221

Subject: Proposed Idaho Science and Technology Charter School

USDA Rural Development staff here in Blackfoot, Idaho are happy to be part of eligible new schools that have community support.

The USDA Rural Development has worked with many lenders in the area. We partner with banks to make our Guaranteed Loan Program a success. Lenders can be key factor for these Charter Schools to have a means to thrive in Rural America.

We are excited to maintain business with the Idaho Science and Technology Charter School. We have had several meeting with the key contact players, such as Mark Isom, to help facilitate this new Charter School endeavor.

Sincerely,

A handwritten signature in cursive script that reads "Sidney W. Curnow".

Sidney W. Curnow
Area Specialist – Community Programs

SWC: swc

725 Jensen Grove Drive, Suite 1, Blackfoot, Idaho 83221
Phone: (208) 785-5840 • Fax: (208) 785-8561 • Web: <http://www.rurdev.usda.gov/id>

Committed to the future of rural communities.

"USDA is an equal opportunity provider, employer and lender."
To file a complaint of discrimination write USDA, Director, Office of Civil Rights, 1400 Independence Avenue, S.W.,
Washington, DC 20250-9410 or call (800)795-3272 (voice) or (202) 720-6582 (TDD).

Appendix J: Director Job Description

JOB DESCRIPTION

Position Title: ISTCS Director

Reports to: Board of Director

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

Performance Responsibilities:

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

conferences, and by other appropriate means, and keeps the Board informed of trends in education.

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

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

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

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

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

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

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

Appendix K: Simplified Construction Timeline

Task	Projected Completion Date
Select building site	
Complete construction loan Applications	
Advertise for architectural services	
Secure Land	
Complete zoning variance	
Hire Architect	
Complete blueprints	
Bid construction	
Secure construction permits	
Begin site preparation work	October 15, 2008
Rough in utilities	November 20, 2008
Pour foundation	December 1, 2008
Rough framing	February 15, 2009
Rough HVAC	March 1, 2009
Finish roofing	March 5, 2009
Finish framing	April 1, 2009
Finish interior	May 15, 2009
Finish exterior	May 30, 2009
Finish utilities and HVAC	June 1, 2009
Painting	June 15, 2009
Finish flooring	June 25, 2009
Install furniture and fixtures	June 30, 2009
Complete exterior groundwork	June 30,, 2009
Parking and paving	July10, 2009
Final inspection	July 12, 2009
Secure occupancy permit	July15, 2009

Appendix L: Affidavit of Publication for Architect

AFFIDAVIT OF PUBLICATION
County of Bingham)

SS

State of Idaho)
I, Nikki Shepherd do solemnly swear that I am the Legal Coordinator of The Morning News, which is a daily newspaper of general circulation, published each day except Sunday at Blackfoot, Bingham County, Idaho, said newspaper having been so published at Blackfoot, aforesaid for more than one year past; that said newspaper heretofore complied with all the provisions of Chapter 154 of the Sessions Laws of Idaho of 1911, approved March 11, 1911, and duly designated, pursuant to law, a particular day of the week as the day on which legal notices required by law or by the order of any Court of competent jurisdiction within the State of Idaho shall be published to-wit: of each week; that the notice attached hereto and which is a part of this affidavit and part of the proof of publication was published in said issue of said newspaper 2 consecutive days the first publication having been made on the 6 day of June 2008, and the last publication having been made on the 11 day of June 2008; that said notice was published in the regular and entire issue of every number of the paper as aforesaid during the period and time of publication, and that notice was published, in the newspaper and not in a supplement.

Idaho Science and Technology Charter School is requesting Statements of Qualifications from Idaho licensed Architectural and Engineering firms who are interested in performing architectural services for an approx. 27,000sf school building in Blackfoot, ID. For more information and a copy of the RFQ please contact Marc Isom at 208-313-6224 or isomjeanne@yahoo.com. Idaho Science and Technology Charter School will be built in Blackfoot, ID. Statements of qualification will not be accepted after June 30, 2008.
Published: 6/6, 7, 9, 10, 11 (#3193)

Nikki Shepherd

On this 13 day of June, in the year of 2008, before me a Notary Public of the State, personally appeared Nikki Shepherd known or identified to me to be the person whose name is subscribed to the within instrument, and being by me the first day sworn, declared that the statements therein are true, and acknowledged to me that he executed the same.

Margery Sitzmann
Notary Public for the State of Idaho
Residing in Blackfoot, Idaho
My Commission Expires:
June 19, 2010
Affidavit Processing Fee.....\$5.00



Appendix M: Back-Up Facility Plan Cost Estimate

YAHOO! MAIL

Print Page | Print

From: "Bryan Fletcher" <bryan@dsmbi.com>
To: balljohnf@yahoo.com
Subject: Classroom building quote from Design Space
Date: Fri, 13 Jun 2008 17:11:39 -0600

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. Eagleson rd
Boise ID 83706
Ph: 208-362-7587
Fx: 208-362-7588

Quotation

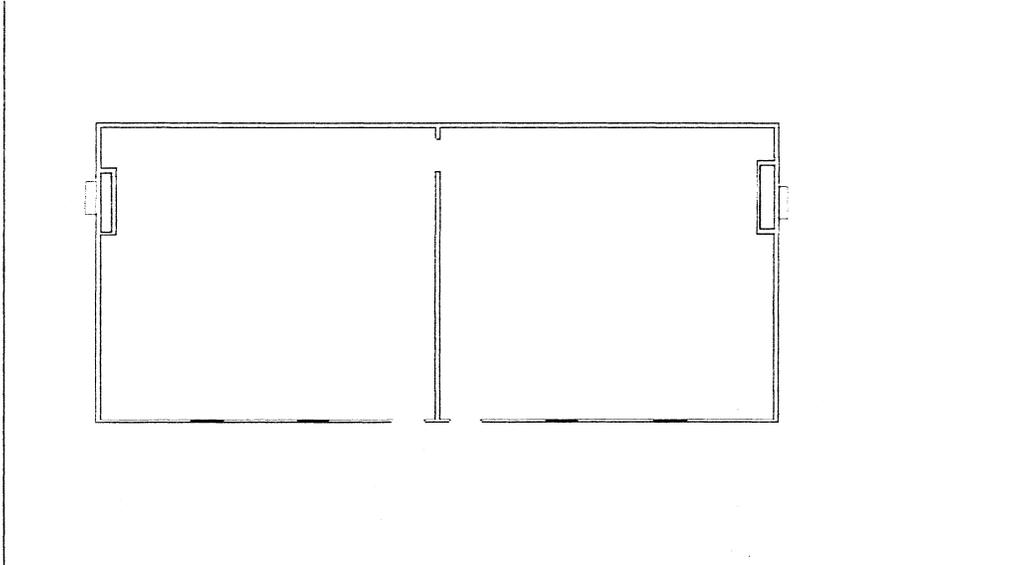
Customer: Charter School	Ship to: Blackfoot, ID.
Attn: Fred Ball Phone: 208-782-0744 Email/Fax: balljohnf@yahoo.com	

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

	available	
--	-----------	--

DESCRIPTION ITEM #1

1	<p>13'x66' Double wide mobile classroom building - temporary pricing on a per building basis</p> <p>Pricing:</p> <p>1A: Operating Lease rates: 12-month rate: \$1,239.00/month 24-month rate: \$1,022.00/month</p> <p>Installation charges (within Blackfoot, ID): Delivery: \$3,400.00 Block & level *: \$2,953.00</p> <p>Return Charges: Billed at prevailing rate at time of lease termination and equipment return</p> <p>Optional Services **:: Step rental: \$10.00/ea./month Anchors: \$720.00 Vinyl skirting: \$1,490.00 Wood skirting: \$2,208.00</p> <p>Not included: Taxes Ramp or Deck Insurance</p> <p>Conceptual Floorplan (actual floorplan may differ slightly): -- Floorplan on next page --</p>
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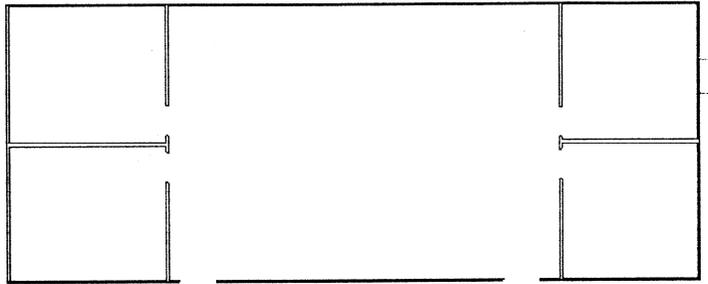
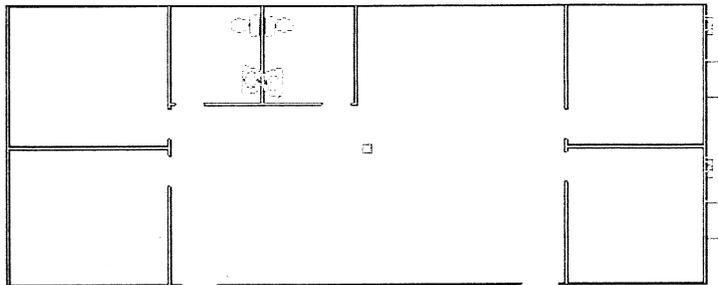
DESCRIPTION ITEM #2

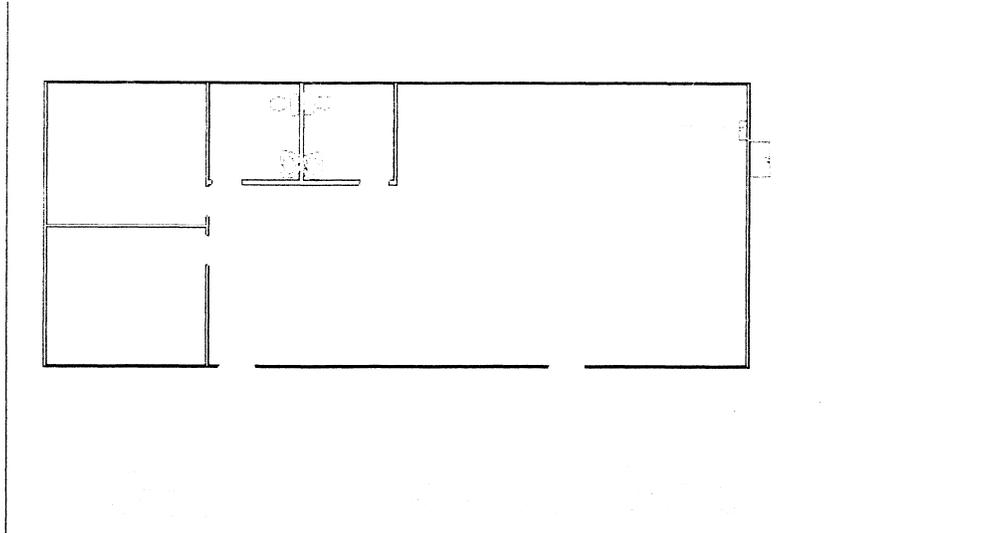
1	14'x40' double wide mobile office trailer - budgetary pricing on a per building basis
<p>Pricing:</p> <p>2A: Operating Lease rates: 12-month rate: \$1,172.00/month 24-month rate: \$1,001.00/month</p> <p>Installation charges (within Blackfoot, ID): Delivery: \$3,200.00 Block & level *: \$2,885.00</p> <p>Return Charges: Billed at prevailing rate at time of lease termination and equipment return</p> <p>Optional Services **: Step rental: \$10.00/ea./month Anchors: \$650.00 Vinyl skirting: \$1,345.00 Wood skirting: \$2,016.00</p> <p>Not included:</p>	

Taxes
Ramp or Deck
Insurance

Conceptual Floorplan (actual floorplan may differ slightly):

—
Floorplan on next page
—





DESCRIPTION ITEM #3

1	12'x30' 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:

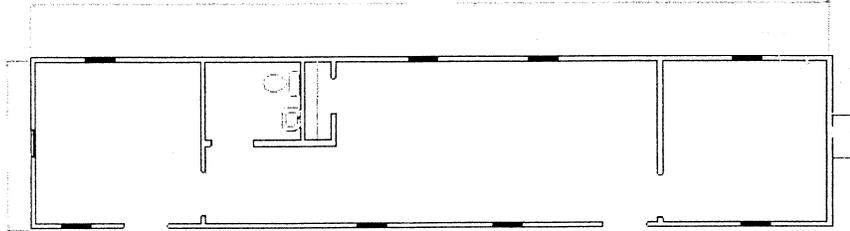
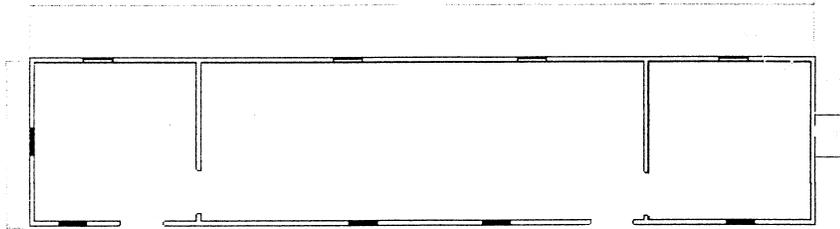
Taxes

Ramp or Deck

Insurance

Conceptual Floorplan (actual floorplan may differ slightly):

Floorplan on next page



Utility Connections (provided by customer):

ADDITIONAL INFORMATION:

* Set-up cost based on 1500 p.s.f. soil bearing capacity.

http://us.f557.mail.yahoo.com/ym/ShowLetter?box=Inbox&MsgId=2178_5345209_32789... 6/14/2008

** 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". They 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 DSMBI standard building specifications.

Quotation excludes all state, local and personal property taxes, fees, building permits and utility connections.

Pricing is for non-code, non-union, and non-prevailing wage.

Pricing is for a standard Modular Industry above ground, pier and pad foundation, block and level type set-up. Pricing does not include charges for tolls, escorts, local permits, and other charges required by local authorities.

Submission of an order does not constitute a guarantee of equipment availability or a commitment by Design Space Modular Buildings Inc. to provide equipment to you. All equipment rentals/sales are subject to equipment availability, credit approval, and execution of Design Space Modular Buildings Inc. lease/sale documentation. DSMBI does not warrant that the equipment meets any local or state code.

Quotation valid for 30 days starting from date listed herein.

TECHNICAL CLARIFICATIONS

1. This lease/sale is based on:
 - a) an assumed soil bearing capacity of 1,500 psf at finished grade;
 - b) no excavation, grading, landscaping or site development;
 - c) a staging area located adjacent to the work site;
 - d) suitable and acceptable access to the site for the module size(s) to be provided;
 - e) electrical to a sub-panel(s) at the end of each module, connection by others;
 - f) multiple potable water/sanitary drops through floor - heat tape/insulation, utility connections to the drops and extensions finished and installed by others;
 - g) no dewatering of subsurface water;

- h) all underground obstructions, if any, within the proposed building envelope/work area to be located and marked above grade, by others;
- i) level grade (+ -3") within the proposed building envelope;
- j) NO sprinkler system/fire alarm system – provided by others;
- k) NO computer and phone systems - jacks and conductors by others;
- l) actual module size slightly smaller than that listed herein;
- m) attached specification(s) and scope of work which form a part of this proposal – DSMB recommends a detailed review of this specification in addition to all other proposals received, to ensure an equal comparison;
- n) placement of module(s) to be accomplished by the use of truck;
- o) unless otherwise noted, color selection(s) to be made from manufacturer's standard stock colors;
- p) no ramps, steps, stoops walks and/or canopies;
- q) HVAC certified balancing by others;
- r) wheels and axles to remain on module(s). Hitches will be removed and stored under module(s) if skirting package option is selected, otherwise hitches to remain on building;
- s) storm water management/erosion and sedimentation control by others;
- t) Any other drawings and/or tests required are to be supplied by customer;
- u) Geotechnical studies and reports and survey's are by others;
- v) NO fire extinguishers – provided by others

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
208-362-7597.

Sincerely,

Bryan Fletcher

Appendix N: Copy of BCCLC Transportation Costs



TETON STAGE LINES

P.O. Box 51455 • Idaho Falls, Idaho 83405-1455
Telephone (208) 529-8036 • 800-285-8036
FAX (208) 529-2364 • Email: tsl@onewest.net

Charter Buses
Anytime - Anyplace

Blackfoot Charter Community Learning Center
2801 Hunters Loop
Blackfoot, Idaho 83221
Attn: Fred Ball Director

September 13, 2007

RE: First Months Payment

Fred Ball:

Thank you for the chance to bid on the Blackfoot Charter Community Learning Center School Bus Routes for the coming year.

We appreciate the opportunity we have to work for the school.

I have submitted with this letter an invoice which reflects the following items which we had previously bid out to your school.

Route #1 75 miles @ \$3.50 per mile equals \$262.50 per day
\$262.50 per day times 142 days equals \$37,275.00

Route #2 63 miles @ \$4.35 per mile equals \$261.00 per day
\$261.00 per day times 142 days equals \$37,062.00

Combined totals for both routes based upon miles at bid rates equals \$74,337.00.
Less the 4 payments of \$5,027.04 received to date \$20,108.16.

\$74,337.00 actual owingless \$20,108.16 paid to dateequals \$54,228.84 still outstanding.

If you then divide the total outstanding by the 8 monthly payments left this school year..... the monthly payment will now be \$6,778.61 for the rest of this school year.

We have submitted to you this enclosed invoice for the above rates and actual miles.

Sincerely,


Donovan Harrington
General Manger
Teton Stage Lines



Appendix O: State of Idaho Sufficiency Review

**Sufficiency Review by the Idaho Department of Education
Elements Required of a Petition to Establish a Charter School**

Pursuant to the public charter school rules adopted by the Idaho State Board of Education on March 10, 2005, charter school petitioners are required to submit a draft charter school petition to the Idaho State Department of Education (SDE) for the purpose of determining whether the petition complies with statutory requirements (Idaho Code, Title 33, Chapter 52). This review must occur prior to the petition being submitted to an authorized chartering entity (IDAPA 08.02.04. 200.03).

Charter School Name: *Idaho Science and Technology
Charter School*

Attendance District: *Blackfoot School District*

Authorized Chartering Entity: *Blackfoot School District*

Date submitted to State Department: *January 29, 2008*

Date of Review: *February 29, 2008*

The SDE Review Team used the following criteria to determine the overall rating for each section. The Strengths and Concerns boxes provide space to identify data and other evidence that supports the rating. The following definitions guide the ratings:

Meets the Standard: The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.

Partially Meets the Standard: The response addresses most of the criteria, but the responses lack meaningful detail and requires important additional information.

Does Not Meet the Standard: The response lacks meaningful detail; demonstrates lack of preparation; or otherwise raises substantial concerns about the applicant's understanding of the issue in concept and/or ability to meet the requirement in practice.

1. Describe the school's educational program and how it will identify:
 a) What it means to be an "educated person" in the 21st century; and
 b) How learning best occurs. 5205 (3) (a)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X	<input type="checkbox"/>	<input type="checkbox"/>

Strengths:

- Petition includes an excellent list listing of concepts which need to be present for students to learn best.

Concerns and Additional Questions:

- Overview page 6 outlines the Education Program and delineates the emphasis in all core content areas *except* mathematics.

2. Identify the school's goals and how all educational thoroughness standards shall be fulfilled. 5205 (3) (a)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X	<input type="checkbox"/>	<input type="checkbox"/>

Strengths:

- The application demonstrates a clear understanding of the scope of thoroughness in its listings of areas of safety, discipline, basic values and good citizenship through community involvement.

Concerns and Additional Questions:

3. Identify measurable student educational standards that describe the extent to which all students of the charter school will demonstrate they have attained the skills and knowledge specified as goals in the school's educational program. 5205 (3) (b)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X	<input type="checkbox"/>	<input type="checkbox"/>

Strengths:

- A four part description of methods of learning gives assurance that the educational quality will be reflected in attained skills and knowledge, subject matter, inquiry and problem solving, independent learning opportunities and discussion with peers and staff.

Concerns and Additional Questions:

4. Identify the method by which student progress is to be measured in meeting the school's student educational standards. 5205 (3) (c)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X	<input type="checkbox"/>	<input type="checkbox"/>

<p>Strengths:</p> <ul style="list-style-type: none"> ■ Petition outlines that all curriculum will align with state standards and all staff will create assessment tools that will demonstrate that skills and knowledge will reflect levels of learning that are acceptable. ■ Petition ensures that students will be assessed periodically to insure that content is fully understood.
<p>Concerns and Additional Questions:</p>

5. Describe how the school's students will be tested with the same standardized tests as other Idaho public school students. *5205 (3) (d)*

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X	<input type="checkbox"/>	<input type="checkbox"/>

<p>Strengths:</p> <ul style="list-style-type: none"> ■ Pg. 23 outlines that the school will implement state mandated tests: the DMA, the DWA and the ISAT at the appropriate grade levels to match state standards.
<p>Concerns and Additional Questions:</p>

6. Describe how the school will ensure that it shall be state accredited as provided by rule of the Idaho State Board of Education. *5205 (3) (e); 5210 (4) (b)*

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	X	<input type="checkbox"/>

<p>Strengths:</p>
<p>Concerns and Additional Questions:</p> <ul style="list-style-type: none"> ■ Topic is addressed but lacks detail and demonstration of understanding. Recommend a review of IDAPA 08.02.02.140 for Accreditation Guidelines and Accreditation Process.

7. Describe the governance structure of the school, including, but not limited to, the person or entity that shall be legally accountable for the operation of the school and the process the school will follow to ensure parental involvement. *5205 (3) (f)*

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X	<input type="checkbox"/>	<input type="checkbox"/>

<p>Strengths:</p>
<p>Concerns and Additional Questions:</p>

8. Describe the qualifications to be met by individuals employed by the school. Every person who serves in a public charter school must comply with the professional codes and standards approved by the State Board of Education, including standards for ethics or conduct. *5204A (1); 5205 (3) (g); 5210 (4) (a)*

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths:

Concerns and Additional Questions:

9. Describe the procedures the school will follow to ensure the health and safety of students and staff. *5205 (3) (h)*

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths:

- References outline for a policy that defines unacceptable and acceptable behavior and consequences, zero tolerance for drugs, alcohol, weapons, violence and gang activity.
- References establishment of a crisis response plan and including first responders.

Concerns and Additional Questions:

- No information is included regarding a policy for how staff responds to students suspected of being under the influence of drugs or alcohol and process for follow-up (drug test, parent notification, counseling, law enforcement, etc.).
- No definition of bullying / harassment or staff responses to bullying / harassment. A zero tolerance approach is appropriate; however, more detail is recommended regarding a consistent response to violations when they occur.

10. Describe the school's plan for denial of attendance to any student who is or has been:

- An habitual truant
- Incurrigible
- Deemed by the board of trustees to be disruptive of school discipline or instructional effectiveness
- Detrimental to the health and safety of the other students
- Expelled from another school district or state *5205 (3) (i); 33-205; 33-206*

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths:

Concerns and Additional Questions:

- The State Department of Education does not have an attendance policy as is referenced on page 30 under Attendance Requirements.
- The petition does not articulate a plan, just references the relevant statute and states that a

plan (policy/handbook) will be developed later.

11. Describe admission procedures that comply with I.C. § 33-5205(j), to include a provision for over-enrollment, and equitable selection processes for the initial year, as well as subsequent years of operation. Include enrollment capacity of the charter school. *5205 (3) (j)*

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	X	<input type="checkbox"/>

Strengths:
Concerns and Additional Questions: <ul style="list-style-type: none"> ■ Preference for children of founders is by statute the highest enrollment preference. ■ Children of staff or employees are not permitted by statute to be given a preference. ■ Siblings of children who are admitted by lottery are not given a preference for enrollment that same year. It may be acceptable if all children who are attempting to enroll through the lottery system have been enrolled and space exists for siblings. However, it may be necessary to hold another lottery for those siblings if enough space does not exist to take all of them.

12. Describe how waiting lists will be developed and renewed annually. *5205 (3) (j)*

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	X	<input type="checkbox"/>

Strengths:
Concerns and Additional Questions: <ul style="list-style-type: none"> ■ Waiting lists cannot be carried over from year to year, and the petition is not clear on this requirement.

13. Describe the manner in which annual reports will be conducted. Each public charter school shall annually submit a report to the authorized chartering entity which approved its charter. The report shall contain the audit of the fiscal and programmatic operations, a report on student progress based on the public charter school's student educational standards, and a copy of the public charter school's accreditation report. *5205 (3) (k); 5206 (7); 5210 (3)*

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	X	<input type="checkbox"/>

Strengths: <ul style="list-style-type: none"> ■ P 27 specifically references financial and programmatic audits.
Concerns and Additional Questions: <ul style="list-style-type: none"> ■ P 27 states accreditation report will be given to the SDE, not the authorized chartering agency. ■ P 19 discusses student educational standards, but there is no mention of a report to the

chartering agency.

- Consider arranging for an independent team to conduct the programmatic audit through a group such as the Idaho Charter School Network. Independent audits can provide a more in-depth look at school programs and operations, encouraging ongoing reflection and growth.

14. Describe the school's disciplinary procedures, including the procedure by which students may be suspended, expelled and reenrolled. *5205 (3) (l); 33-210*

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	X	<input type="checkbox"/>

Strengths:

Concerns and Additional Questions:

- Petition generally addresses discipline philosophy and expulsion process.
- Include discipline, suspension, expulsion processes and procedures for students with disability as defined by Section 4 of the 1973 Rehabilitation Act; outline process for "manifest determination."
- Recommend including a more detailed plan for expulsion including specific grounds for expulsion and procedure for expulsion.

15. Include a provision that ensures all staff members of the school will be covered by all of the following:

- Public Employee Retirement System (PERSI)
- Federal Social Security
- Unemployment Insurance/Worker's Compensation Insurance
- Health Insurance *5205 (3) (m)*

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X	<input type="checkbox"/>	<input type="checkbox"/>

Strengths:

Concerns and Additional Questions:

16. Describe the public school attendance alternative for students residing within the school district who choose not to attend the public charter school. *5205 (3) (n)*

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X	<input type="checkbox"/>	<input type="checkbox"/>

Strengths:

Concerns and Additional Questions:

17. Describe the transfer rights of any employee choosing to work in a charter school that is approved by the board of trustees of a school district, and the rights of this employee to return to any non-charter school in the same district. *5205 (3) (o); 33-1217*

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X	<input type="checkbox"/>	<input type="checkbox"/>

Strengths:
Concerns and Additional Questions:

18. Include a provision that ensures that the staff of the public charter school shall be considered a separate unit for purposes of collective bargaining. *5205 (3) (p)*

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X	<input type="checkbox"/>	<input type="checkbox"/>

Strengths:
Concerns and Additional Questions:

19. Describe the manner by which special education services will be provided to students who are eligible for such services pursuant to the federal Individuals with Disabilities Education Act, including disciplinary procedures for these students. *5205 (3) (q)*

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	X	<input type="checkbox"/>

Strengths:
<ul style="list-style-type: none"> ■ Petition makes several references to the <i>Idaho Special Education Manual 2007</i> for adoption of policy and procedure for several essential elements of their special education programming.
Concerns and Additional Questions:
<ul style="list-style-type: none"> ■ Petition states that additional accommodations will be provided for gifted/talented students, LEP students, etc., but the petitioner does not elaborate how students will be identified or how the accommodations will take place. ■ 1e: Recommend revision as information is inaccurate; the funding is not based on the December 1 Child Count. Contact Lester Wyer at 332-6916 for funding information related to special education. ■ 1g: Recommend a policy and/or budget that includes other funds as needed to: 1) Employ highly qualified special education personnel and 2) Provide for a professional development plan for the training needs of special education personnel as well as general education teachers in order to meet the needs of students with disabilities. ■ <u>Questions</u> ■ Will special education and related services as identified in student IEP's be in place by the first day of the school year?

- Will a full continuum of service be made available to all students with disabilities in the charter school?
- How will the school manage the dual enrollment of students requiring special services?

20. Describe the school's plan for working with parents who have students who are dually enrolled. *5205 (3) (r); 33-203*

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input type="checkbox"/>	X

Strengths:
Concerns and Additional Questions: <ul style="list-style-type: none"> ■ The Petition says that ISTCS fully supports the option of dual enrollment, but does not provide nor describe the school's plan for managing dual enrollment. According to 33-203, "The board of trustees of the school district shall adopt procedures governing enrollment pursuant to this section", meaning that they will adopt procedures governing dual enrollment. It is recommended that a policy be drafted or outlined to address this requirement.

21. Describe the process by which citizens in the area of attendance shall be made aware of enrollment opportunities of the public charter. *5205 (3) (s)*

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	X	<input type="checkbox"/>

Strengths:
Concerns and Additional Questions: <ul style="list-style-type: none"> ■ Petition addresses recruiting and marketing generally, but does not specifically address the strategies the charter school will use to reach at-risk students, i.e. contact and advertising through human services agencies, informational forums in targeted areas, articles in English and Spanish.

22. Describe the school's proposal for transportation services. *5205 (3) (t); 5208 (4)*

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	X	<input type="checkbox"/>

Strengths:
Concerns and Additional Questions: <ul style="list-style-type: none"> ■ States annual busing contract and, although allowed, five year contracts are more common. ■ It is recommended that Petition define busing area. ■ Ensure that budget provides estimated first year costs to evaluate Idaho Code 33-5208(4) advance payment and IC 33-1006 state transportation funding cap.

- The process to obtain busing should begin nearly one year prior to needing transportation service. The charter school is encouraged to work with SDE School Transportation staff when ready to bid for busing services.

23. Describe the school's plan for termination of the charter by the board of directors, to include:
- Identification of who is responsible for dissolution of the charter school
 - A description of how payment to creditors will be handled
 - A procedure for transferring all records of students with notice to parents of how to request a transfer of student records to a specific school
 - A plan for the disposal of the public charter school's assets. *5205 (3) (u); 5206(8)*

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	X	<input type="checkbox"/>

Strengths:

Concerns and Additional Questions:

- The petition does not address how payment to creditors will be handled, or how the parent of students will be notified regarding student records.

24. Describe the proposed operation and potential effects of the school, including, but not limited to:
- a) facilities to be utilized by the school
 - b) the manner in which administrative services of the school are to be provided
 - c) the potential civil liability effects upon the school and its chartering entity *5205 (4)*

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	X	<input type="checkbox"/>

Strengths:

Concerns and Additional Questions:

- Describe the impact of the school's administrative needs on the district.
- Describe the potential for civil liability effects on the schools and district.
- One of the main difficulties a charter school faces is obtaining the facility in which to house the school. Therefore, responding to this requirement is difficult and usually, as is the case here, glossed over as a matter of necessity. However, it is important to keep in mind that the law does not allow charter schools to arbitrarily limit class size or student teacher ratios.

After a sufficiency review has been conducted by the State Department of Education, the petition may be revised and submitted to an authorized chartering entity for review and approval. Completion of the review process does not ensure approval of the charter school petition, nor does it establish that the school cannot be challenged for failure to comply with state or federal statutes, rules or regulations at some future date. The SDE does not waive its duty to enforce such laws by performing the sufficiency review.

Appendix P: Response to Sufficiency Review

ISTCS Response to SDE Sufficiency Review

Standards 1-5 are rated as meets the standards

Standard 6: Partially Meets the Standard

Revisions: Page 23 of the charter petition will be changed as follows:

Accreditation

In compliance with Idaho State Board of Education Rules ISTCS will complete the state accreditation process. During its initial year of operation, the school will complete an accreditation self-assessment. Additionally the school will develop a five year strategic plan focused on the improvement of student performance. The strategic plan will be monitored by a review team established by the school's administration and board of director. 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.

ISTCS will also develop a Continuous School Improvement 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. All student and teacher standards will meet state-approved accreditation standards as adopted by the State Board of Education.

Accreditation reports outlining the attainment of standards will be submitted as requested, to both the charting agency and the State Accreditation Committee. The Committees will review the reports and make recommendations to the State Board of Education for accreditation status.

After accreditation, the Director will submit annual accreditation reports to the Idaho State Department of Education.

Standards 7 and 8 rated as Meet the Standard

Standard 9: Partially Meets the Standard

Revisions: Page 29 of the charter petition will be edited as follows:

Health and Safety

Idaho Science and Technology Charter School will comply with the following health and safety procedures:

- Conduct criminal history checks for all employees in compliance with Idaho Code 33-130. This requirement is a condition of employment.
- Require that all students show proofs of immunization before being enrolled at the Idaho Science and Technology Charter School or have an exemption signed by a

parent or legal guardian.

- Require that all visitors sign in at the office and may be required to wear a visitor's pass when visiting the school building or campus.
- Provide for inspection of the facility in compliance with Section 39-4130 of Idaho Code. Adopt policies to meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools. Fire and safety officials using the same guidelines for all public schools will inspect the facility.
- Adopt and implement a comprehensive set of health, safety and risk management policies. These policies will be developed in consultation with the Idaho Science and Technology Charter School's insurance carriers and at a minimum address the above and the following items:
 - Policies and procedures to respond to natural disasters and emergencies, including fires and bomb threats.
 - Policies relating to preventing contact with blood-borne pathogens.
 - Policies relating to the administration of prescription drugs and other medicine.
 - A policy that the school will be housed in a facility that has received fire marshal approval and has been evaluated by a qualified structural engineer who has determined the facilities present no substantial safety hazard.
 - Policies establishing that the school functions as a gun-free, drug, alcohol and tobacco free workplace.
- The ITSCS policy concerning students suspected of being under the influence of drugs or alcohol: It is the policy of ISTCS that any administrator, teacher, or counselor who has reasonable suspicion that a student may be under the influence of, or has in his or her possession, a controlled 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.

When a student is suspected of being in violation of federal, state, or local law for possession, use, or distribution of any illegal drug or controlled substance, the local law enforcement agency should be notified immediately. The administrator or a designee should communicate all available information to the police and offer the full cooperation of the administration and faculty to a police investigation. Immediate notification will also be given to the parent or guardian.

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

- 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

Standard 10: Partially Meets the Standard

- Revisions: Page 6

Habitual Truant: Any ISTCS pupil who, in the judgment of the Board of Directors, repeatedly has violated the established attendance regulations or whose parents or guardians fail or refuse to cause such child to be instructed as provided in Idaho Code 33-202, shall be declared an habitual truant as defined in Idaho Code 33-206. Such a child shall come under the purview of the juvenile corrections act and dealt with accordingly.

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

The board shall expel from school for a period of not less than one (1) year, twelve (12) calendar months, or may deny enrollment to, a student who has been found to have carried a weapon or firearm on school property in is state or any other state, except that the board may modify the expulsion or denial of enrollment order on a case-by-case basis. Discipline of students with disabilities shall be accordance with the requirement of federal law part B of the individuals with disabilities education act and section 504 of the rehabilitation act. An authorized representative of the board shall report such student and incident to the appropriate law enforcement agency.

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

The administrator of any school may temporarily suspend any pupil for disciplinary reasons or for other conduct disruptive of good order or of the instructional effectiveness of school. A temporary suspension by the principal shall not exceed five (5) school days in length; and the school superintendent may extend the temporary suspension an additional ten (10) school days. Provided, that on a finding by the board of directors that immediate return to school attendance by the temporarily suspended student would be detrimental to other pupils; health, welfare or safety, the board may extend the temporary suspension for an additional five (5) school days. Prior to suspending any student, the administrator or 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.

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

- In Accordance with Idaho Code 33-205, the ISTCS Board of Directors may deny enrollment or may expel or deny attendance to any pupil who is an habitual truant, or who is incorrigible, or whose conduct, in the judgment of the board, is such as to be continuously disruptive of school discipline, or the instructional effectiveness of the school. Or whose presence in a public school is detrimental to the health and safety of other pupils, or who has been expelled from another school district in this state or any other state. Any pupil having been denied enrollment or expelled may be enrolled or readmitted to the school by the board of directors upon such reasonable conditions as may be prescribed by the board; but such enrollment or readmission shall not prevent the board from again expelling such pupil for cause.
- The board shall expel from school for a period of not less than one (1) year, twelve (12) calendar months, or may deny enrollment to, a student who has been found to have carried a weapon or firearm on school property in is state or any other state, except that the board may modify the expulsion or denial of enrollment order on a case-by-case basis. Discipline of students with disabilities shall be accordance with the requirement of federal law part B of the individuals with disabilities education act and section 504 of the rehabilitation act. An authorized representative of the board shall report such student and incident to the appropriate law enforcement agency.
- No pupil shall be expelled nor denied enrollment without the board of directors having first given written notice to the parent or guardian of the pupil, which notice shall state the grounds for the proposed expulsion or denial of enrollment and the time and place where such parent or guardian may appear to contest the action of the board to deny school attendance, and which notice shall also state the rights of the pupil to be represented by counsel, to produce witnesses and submit evidence on his own behalf, and to cross-examine any adult witnesses who may appear against him. Within a reasonable period of time following such notification, the board of directors shall grant the pupil and

his parents or guardian a full and fair hearing on the proposed expulsion or denial of enrollment. However, the board shall allow a reasonable period of time between such notification and the holding of such hearing to allow the pupil and his parents or guardian to prepare their response to the charge. Any pupil who is within the age of compulsory attendance, who is expelled or denied enrollment as herein provided, shall come under the purview of the juvenile corrections act, and an authorized representative of the board shall, within five (5) days, give written notice of the pupil's expulsion to the prosecuting attorney of the county of the pupil's residence.

- The administrator of any school may temporarily suspend any pupil for disciplinary reasons or for other conduct disruptive of good order or of the instructional effectiveness of school. A temporary suspension by the principal shall not exceed five (5) school days in length; and the school superintendent may extend the temporary suspension an additional ten (10) school days. Provided, that on a finding by the board of directors that immediate return to school attendance by the temporarily suspended student would be detrimental to other pupils; health, welfare or safety, the board may extend the temporary suspension for an additional five (5) school days. Prior to suspending any student, the administrator or 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.
- The board of directors shall establish the procedure to be followed by the ISTCS administration for the purpose of affecting a temporary suspension. This procedure must conform to the minimal requirement of due process.

Standard 11: Partially Meets the Standard

Revisions: Page 24 of the charter petition will be changed to read:

Admission Procedures

Idaho Science and Technology Charter School has identified the following admission procedures:

No Student *residing within the ISTCS attendance area* will be denied admission to the Idaho Science and Technology Charter School based on ethnicity, creed, gender, disability, or place of residence. Preference will be given to students who reside within the boundaries of Blackfoot School District. No out of state students will be enrolled in ISTCS. *Open enrollment will be obtained through public notification and other continued efforts to attract interested families.*

The following procedure will be used for student selection. Preference will be given first to children of founders [Founders are defined in Idaho Code 33-5202A. (3).]; second, to returning students; third, to siblings of students already enrolled; fourth, as chosen by random lottery as outlined below. Siblings of children who are admitted by lottery are not given a preference for enrollment that same year. If all children who are attempting to enroll through the lottery have

been enrolled and spaces exists for siblings, then siblings may be accepted. However, another lottery will be conducted for those siblings, if enough space does not exist to take all of them.

The Lottery will be held in conjunction with the March Board of Directors meeting each year. The lottery will be conducted in two stages of random drawings. The first drawing will determine the sequence for grade selection; the second will draw names of applicants by grade level as determined in the first drawing.

Standard 12: Partially Meets the Standard

Revisions: Page 25 will be changed to read:

The lottery will establish two pools: the first pool will consist of students residing within the Blackfoot School District and the second pool for students residing outside the Blackfoot School District. Blackfoot School District students will be given preference. The need to ensure balance in grade level numbers will serve as a guiding feature in this process. Students not admitted during the lottery will move to a waiting list where names will be prioritized according to the order in which they were drawn *These waiting lists are valid only until the next lottery is held; students on these lists will be included in the new lottery and accepted or reassigned to the waiting list base on the lottery sequence.*

Siblings of students selected in the lottery will also be admitted, provided openings are available in the appropriate classroom(s). If openings are not available, parents will have the choice of enrolling their children in more than one school or declining admission. *Parents of all students who have been successful in the lottery will have fourteen (14) calendar days from the date of notification to inform the school of their enrollment decision. Those who fail to notify the school within this time frame, will forfeit their child(ren) lottery position.* Once admitted, a student from outside the district will not be removed when a student from within the district seeks admission

Admission tests will not be required; however, assessments may be administered to determine the individual instructional program. There will be no tuition charged. ISTCS may assess a fee only for voluntary extra curricular activities or after-school programs.

Standard 13: Partially Meets the Standard

Revisions: Page 23 of the charter petition will be changed as follows:

Annual Reports: Copies of all Annual reports including Accreditation Reports, financial audits, school reports cards, testing results, and all other federal, state and local reports will be given to the accrediting agency, state officials, and federal agencies. Parent and the public in general will also be provided with report information, were appropriate.

Standard 14: Partially Meets the Standard

Revisions:

- In Accordance with Idaho Code 33-205, the ISTCS Board of Directors may deny enrollment or may expel or deny attendance to any pupil who is an habitual truant, or who is incorrigible, or whose conduct, in the judgment of the board, is such as to be continuously disruptive of school discipline, or the instructional effectiveness of the school. Or whose presence in a public school is detrimental to the health and safety of other pupils, or who has been expelled from another school district in this state or any other state. Any pupil having been denied enrollment or expelled may be enrolled or readmitted to the school by the board of directors upon such reasonable conditions as may be prescribed by the board; but such enrollment or readmission shall not prevent the board from again expelling such pupil for cause.
- The board shall expel from school for a period of not less than one (1) year, twelve (12) calendar months, or may deny enrollment to, a student who has been found to have carried a weapon or firearm on school property in is state or any other state, except that the board may modify the expulsion or denial of enrollment order on a case-by-case basis. Discipline of students with disabilities shall be accordance with the requirement of federal law part B of the individuals with disabilities education act and section 504 of the rehabilitation act. An authorized representative of the board shall report such student and incident to the appropriate law enforcement agency.
- No pupil shall be expelled nor denied enrollment without the board of directors having first given written notice to the parent or guardian of the pupil, which notice shall state the grounds for the proposed expulsion or denial of enrollment and the time and place where such parent or guardian may appear to contest the action of the board to deny school attendance, and which notice shall also state the rights of the pupil to be represented by counsel, to produce witnesses and submit evidence on his own behalf, and to cross-examine any adult witnesses who may appear against him. Within a reasonable period of time following such notification, the board of directors shall grant the pupil and his parents or guardian a full and fair hearing on the proposed expulsion or denial of enrollment. However, the board shall allow a reasonable period of time between such notification and the holding of such hearing to allow the pupil and his parents or guardian to prepare their response to the charge. Any pupil who is within the age of compulsory attendance, who is expelled of denied enrollment as herein provided, shall come under the purview of the juvenile corrections act, and an authorized representative of the board shall, within five (5) days, give written notice of the pupil's expulsion to the prosecuting attorney of the county of the pupil's residence.
- The administrator of any school may temporarily suspend any pupil for disciplinary reasons or for other conduct disruptive of good order or of the instructional effectiveness of school. A temporary suspension by the principal shall not exceed five (5) school days in length; and the school superintendent may extend the temporary suspension an additional ten (10) schools days. Provided, that on a finding by the board of directors that immediate return to school attendance by the temporarily suspended student would be detrimental to other pupils; health, welfare or safety, the board may extend the temporary suspension for an additional five (5) schools days. Prior to suspending any student, the administrator or principal shall grant an informal hearing on the reasons for the suspension and the opportunity to challenge those reasons. Any pupil who has been

suspended may be readmitted to the school by the administrator who suspended him upon such reasonable conditions as said administrator may prescribe. The board of directors shall be notified of any temporary suspensions, the reasons therefore, and the response, if any, thereto.

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

Standards 15, 16, 17 and 18 are rated as Meets the Standard

Standard 19: Partially Meets the Standard

Revisions:

Special Education Services

ISTCS planning and budgeting will provide personnel, physical facilities, funding and contractual arrangements to ensure that students with disabilities attending the charter school will receive special education and services as requirements in IDEA 2004 and outlined on the students' IEPs. All special education personnel will meet highly qualified special education standards and will be hired and in place by the first day of the initial school year.

To meet these expectations, ISTCS will: Conduct a yearly Child Find activity. This will include a three step process leading to the determination of whether or not a student has a disability and requires special education.

Step 1. Locating students: The school will establish and implement an ongoing Child Find system to locate, identify, and evaluate students suspected of having a disability who are within the school's system, regardless of the severity of the disability. The school will appoint an individual to coordinate the development, revision, implementation, and documentation of the Child Find system.

Step 2. The school shall take the necessary steps to ensure that staff and the school's constituents are informed of the following: the availability of special education services; a student's right to a free appropriate public education (FAPE); confidentiality protections; and the referral process. This information may be provided through a variety of methods such as distributing brochures or flyers, including information in school publications, disseminating articles and announcements to newspapers, arranging for radio and television messages and appearances, speaking at faculty meetings or school in-services and marketing presentations.

Step 3. A screen process that will include any and all referrals by parents and/or other adults including teachers, counselors, or other school professionals. The screening is an informal, although organized process, of identifying students who are not meeting or who may not be meeting Idaho Content Standards. A variety of methods may be used to screen students, including Response to Intervention (RTI), performance on statewide assessments, curriculum-based measures, daily work in the classroom, teacher observations, hearing and vision screeners, developmental milestones. Screening for instructional purposes is not an

evaluation. The screening of a student by a teacher or specialist is to determine appropriate instructional strategies for curriculum implementation. Screening shall not be considered to be an evaluation for eligibility for special education and related services; although screening is an important part of the Child Find system. Screening cannot be used to delay processing a referral to consider a special education evaluation where immediate action is in the child's best interest.

For all special education students, ISTCS will develop, review, and revise IEPs in accordance with state and federal laws. ISTCS will implement the IDEA 2004 discipline procedures; and assure protection of student and parent rights.

ISTCS will ensure access to charter school programs, as required by the ADA. This plan may include the actual location of students within the classrooms, and settings within the classrooms to permit access by students with disabilities. The school will provide transportation for special education students who may, because of the nature of their disabilities, be entitled to specialized transportation as a related service, even if the charter school does not provide transportation to other students

ISTCS will include a comprehensive professional development plan for the training needs of special education personnel as well as general education teachers in order to meet the needs of students with disabilities who are enrolled in the charter school.

a. Idaho Science and Technology Charter School will provide assessments to admitted students as required, meeting individual student needs and IDEA requirements. At risk students will be monitored and assessed using the Response to Intervention model and will be placed as needed. Services will include psychologist, speech/language pathologist, occupational therapist, vision specialist, and any other professionals listed in the students' IEP.

b. Provide or contract with a part-time speech/language pathologist for on-site services to qualified students enrolled at Idaho Science and Technology Charter School regardless of the district in which the student resides.

c. Provide an occupational therapist for on-site consultation, monitoring and direct services as needed to qualified students enrolled at Idaho Science and Technology Charter School.

d. ~~Provide~~ *Vision accommodations and assistive technology will be available to meet the needs expressed in a Section 504 or IEP educational plan for a student with identified and evaluated needs.*

e. The Idaho State Department of Education will provide Idaho Science and Technology Charter School with Title VI-B funds proportionate to the number of students on the current school year's December 1 child count with an approved, completed application meeting State and Federal criteria. ISTCS will be responsible to report the December 1 child count to the Idaho State Department of Education by December 15.

f. ISTCS will provide IDEA required assessments to all ISTCS students suspected of having a disability. ISTCS may contract with a school district or other qualified providers for Special Education Services.

Gifted and talented program: *The ITCS program will be patterned after the Blackfoot School District's policy. 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.

ISTCS will develop a written plan for its gifted and talented program and initially submit it to the chartering agency and State Department of Education. Updated plans will be submitted every three (3) years thereafter. The district's plan shall include the following:

*Philosophy statement
Definition of
giftedness Program
goals
Program options
Identification
procedures Program
evaluation*

ISTCS 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:

- 4. Formal assessment methods, such as group and individual tests of achievement, general abilities, specific aptitudes, and creativity.*
- 5. Informal assessment methods, such as checklists, rating scales, pupil product evaluations, observations, nominations, biographical data, questionnaires, interviews, and grades.*
- 6. 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.*

Nondiscriminatory enrollment procedures. ISTCS 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 meet the minimum federally established eligibility criterion for such services.*

Meet LRE requirements. Idaho Science and Technology Charter School will provide special education and related services to eligible ISTCS students in the Least Restrictive Environment as identified on each student's IEP.

Standard 20: Does not Meet the Standard

Revisions:

Dual Enrollment. ISTCS's dual enrollment policy will match the Blackfoot School District policy.

Definitions

Dual Enrollment: A dually enrolled student is a student who is legitimately enrolled in a private, parochial, or home school, charter school, postsecondary school, or other alternative public school program, and who is also enrolled in ISTCS.

Primary Education Provider: The person or entity providing 50% or more of the dually enrolled student's educational instruction.

Program and Activity: The terms "program" and "activity" include any program in the traditional public school available to other students. This includes any regularly scheduled course of study or any regularly scheduled interscholastic activity recognized or sanctioned by the Idaho High School Activities Association.

ISTCS dual enrollment process:

A dually enrolled student wishing to enroll in this school for academic and/or extracurricular programs or activities must:

1. Provide the same documentation and information required of all other students including evidence of residence, acceptable evidence of date and place of birth, evidence of immunizations required by the State of Idaho (or a suitable waiver); and
2. Comply with the registration procedures required by the school and gain admission to the school through the established lottery process. The student's parent/guardian must provide a complete record of the student's academic history, as well as all other student records and testing information necessary to qualify for admission as a dually enrolled student and to identify appropriate placement for the student. Such registration and admission procedures are required even if a student is requesting dual enrollment status only for participation in an interscholastic or non-academic activity

If enrollment in a specific class or program reaches the maximum for the program, priority for enrollment will be given to a student who is enrolled full time in the regular ISTCS school class or program. If a class or program is full and includes a part-time dually enrolled student when a regular full-time student transfers into the school during the semester, the school's normal enrollment procedure will remain the same, and the dually enrolled student may not be disenrolled to provide space for the full-time student. Regular full-time students will be given priority for enrollment at the start of each semester.

A dually enrolled school student who is participating in this district's programs and activities will be given the same rights as all other students enrolled in the school. Dually enrolled school

students will also be subject to compliance with the same rules and requirements that apply to full-time students.

The school's responsibility for any dually enrolled student extends only to the time that the student is attending the program or activity for which the student is enrolled in the school. The parent or guardian of the student is responsible for the care and supervision of the student during all other times.

Dually enrolled students are welcome to participate in classes or grades with a merged or integrated curriculum as long as space is available.

If a dually enrolled student wishes to attend activities or programs in a particular discipline in a class or grade where the curriculum is merged or integrated, such request must be made in writing particularizing the subject matter presentation that the student desires to attend (e.g., art instruction in the third grade). The teacher and principal of the school will, upon request, provide scheduling information to the dually enrolled student. It will be the dually enrolled student's responsibility to contact the school and ascertain when such subject matter will be presented. Where certain subject matter is integrated into a mixed curriculum, no change in the presentation need be made because of a dually enrolled student's request for attendance. It is also the intent of this policy to ensure that the teacher's right to integrate disciplines and be flexible in planning and modifying the daily classroom presentations will not be hindered or restricted in any way.

Idea/Section 504/ADA Students

A dually enrolled school student's parent/guardian who wishes to enroll the child in special programs, or who desires special accommodations consistent with the child's disability, must meet the requirements of the Individuals With Disabilities Education Act (IDEA), Section 504 of the 1973 Rehabilitation Act, or the Americans with Disabilities Act (ADA).

Transportation

A dually enrolled student may ride a school bus on a regularly scheduled route so long as the student is eligible for transportation and space is available. No alterations of routes or new bus stops will be established. If a dually enrolled student attends part time, the student may receive transportation at the regularly scheduled time closest to the time period for which the student is enrolled.

Supervision

If a dually enrolled student is dual enrolled in classes or activities that are not contiguous in time (e.g., a first period and a fourth period class), the student must not be on the school premises other than when the program or activity for which the student is enrolled is taking place. The school will not be responsible for the care or supervision of the student in any form for periods before, in between, or after the programs or activities for which the student is properly enrolled. Any transportation needs for such students not provided for otherwise under this policy during the school day will be the sole responsibility of the student and his or her parent/guardian.

Extracurricular Eligibility

A dually enrolled student involved in an extracurricular activity is subject to the same eligibility standards and participation requirements as a regular full-time student.

Oversight of academic standards relating to participation in nonacademic public school activities is the responsibility of the Primary Education Provider of each dually enrolled student.

A dually enrolled student must meet or exceed the testing requirements established by the State Board of Education before the student may participate in nonacademic public school activities. The testing is at the parent's/guardian's expense, and the test results are valid for twelve (12) months from the release date. The student must achieve a minimum composite score of the fifth stanine or higher to be eligible for dual enrollment each year admission is requested in nonacademic programs.

Standard 21: Rated as Partially Meets the Standard

Revisions: page 50 will be changed to read:

Process for Public Notification of Enrollment Opportunities

As outlined in the following sections, Idaho Science and Technology Charter School 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.

ISTCS 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 include all current requirements as stated in Idaho code 33-5205.

Idaho Science and Technology Charter School's Director will determine plans for publicly sharing the school's annual report and other relevant information on the school's performance.

Parents of students who attend Idaho Science and Technology Charter School will be involved in the education of their children and in the school at many levels. The process to ensure parental involvement will be as follows:

- * 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.

Standard 22: Rated as Partially Meets the Standard

Revisions: page 54 will be changed to read:

Transportation Services

Student transportation will be contracted out in accordance with Idaho department of Education, division of Student Transportation regulations and Idaho Code 33-1510. The transportation bidding process will begin no later than January 31, 2009. The bid will be awarded no later than April 30, 2009.

School transportation provided by charter school functioning as LEAs, is a reimbursable expense funded by the state and dispersed by the State Department of Education in accordance with Section 33-1006, Idaho Code. Transportation reimbursement payments reflect an 85% reimbursement for the previous year's "allowable" transportation costs.

Standard 23: Rated as Partially Meets the Standard

Revisions: Page 56 will be changed to read:

Dissolution

In cases of termination or non-renewal, the Chair of the Board of Directors of Idaho Science and Technology Charter School is responsible for the dissolution of the business and affairs of the school. Idaho Science and Technology Charter School will fully cooperate with the *Chartering agency* for the dissolution process. *The chartering agency may, at its discretion, choose to assume control of the all ISTCS assets and liabilities.* If the chartering agency chooses to assume the assets, it will also be responsible to ensure that all creditors are satisfied. *If the chartering agency chooses not to assume these, then the board of directors will dispose of school property and satisfy any outstanding debts as outlined in Article IX of the Idaho Constitution.*

School administrative and clerical personnel will ensure that parents are notified of the schools dissolution and that all records of students will be immediately transferred to the district receiving those students. This transfer will occur through the normal channels use by the school and the districts to exchange student files and information. This may include hand delivery to the district office or mail/ parcel delivery services.

Standard 24: Rated as Partially Meets the Standard

Revisions: Pages 12-14 will be changed to read:

Administrative Services

Administrative services for the school will be provided by the school Director, with support from the Board of Directors. A full-time secretary to handle paperwork and required reporting and a part-time business manager who will take care of the schools fiscal affairs will be hired.

An independent financial audit will be performed each year by an outside auditor (not affiliated with ISTCS). Board members and founding family members will be utilized according to their background and experience, which includes teaching experience, grant writing expertise, etc.

Annual programmatic and financial reports will be presented to the Board of Directors as outlined in section VIII.D.2. of this petition. The Director will also serve as the liaison between the Idaho Science and Technology Charter School and its Board of Directors, the charter commission, and parents. Financial operations will be contracted out to licensed and bonded entities or provided by the school. Funding sources will include state allocation per pupil, federal start-up grants, private grants, business partnerships, and donations.

Day-to-Day Operations

The Director in coordination with the Charter School Board of Directors will determine the day-to-day operations of Idaho Science and Technology Charter School.

Administrator Qualifications

Refer to Appendix A for the job description and qualifications for Director of the Idaho Science and Technology Charter School.

Civil Liability

To the fullest extent permitted by law, Idaho Science and Technology Charter School agrees to indemnify and hold harmless the state of Idaho, the Idaho Public Charter School Commission, Blackfoot School District, Snake River School district, Firth School District, or any other sending districts, and their officers, directors, agents, or employees from and against all claims, damages, losses and expenses for wrongful acts, including but not limited to attorneys' fees, arising out of or resulting from any action of the school, provided that such claim, damage, loss or expense (a) is attributable to bodily injury, sickness, disease or death, or to injury or to destruction of tangible property including the loss of use resulting there from; and (b) is issued in whole or in part by any negligent act or omission of the school, any contractor of the school, or anyone directly or indirectly employed by any of them who may be liable, regardless of whether or not it is caused in part by a party indemnified hereunder. Such obligation will not be construed to negate, abridge, or otherwise reduce any other right or obligation of indemnity, which would otherwise exist as to any party or person, described in this paragraph. No host, or receiving district, will be held liable for damages in an action to recover for bodily injury, personal injury, or property damage arising out of the establishment or operation of the school.

The Idaho State Board of Education and the Idaho Public Charter School Commission shall have no liability for the acts, omissions, debts or other obligations of any charter schools, except as may be provided in an agreement or contract between such entities and Idaho Science and Technology Charter School.

Insurance Coverage

ISTCS will procure and maintain a policy of general liability insurance in the amount required by state law and errors and omissions insurance with limits not less than one million dollars. Insurance companies who have and maintain a rating of "A" according to the A.M. Best Company will provide insurance. Potential insurance companies in Idaho who meet this

standard include, but may not be limited to, Farmer's Insurance, Farm Bureau, Woodsman, Regence Blue Shield of Idaho, Blue Cross of Idaho, State Farm, Primary Care of Idaho, and the Principal Group Insurance. Idaho Science and Technology Charter School will have the same role as a public school in matters of civil liability. The appropriate insurance and legal waivers of all district liability will be obtained as required of other nonprofit users of district resources and facilities.

Liability and property insurance will be similar to the coverage purchased by other charter schools and districts. Proof of insurance will be given to the Public Charter School Commission each time it is renewed to insure continuous coverage. ISTCS will provide a list of all other types and amounts of insurance required prior to the opening of the school.

Appendix Q: Written Comments from an authorized District Official



BLACKFOOT SCHOOL DISTRICT NO. 55

270 East Bridge Street, Blackfoot, ID 83221
Phone (208) 785-8800 Fax (208) 785-8809
Web Site: www.d55.k12.id.us

June 3, 2008

Dr. John F. Ball, Jr.
Administrative Consultant
Idaho Science and Technology Charter School
150 South 900 West
Blackfoot, Idaho 83221

BOARD OF TRUSTEES

Bryce C. Lloyd
Chairman

Rick Bigler
Vice Chairman

Pat Colman
Clerk/Treasurer

Mary Jo Marlow
Member

J. D. Tolman
Member

ADMINISTRATIVE OFFICES

Dr. Scott L. Crane
Superintendent of Schools

Chad R. Struhs
Assistant Superintendent

Patricia Farmer
Director - Student Support Services

RE: Petition for Idaho Science and Technology Charter School

Dear Dr. Ball:

You have requested that the Blackfoot School District No. 55 Board of Trustees rescind its action to deny the charter petition of the Idaho Science and Technology Charter School so that the Board of Directors might then withdraw the petition and submit it to the Idaho State Charter Commission. Subsequent to this request, you report that you talked with Tamara Baysinger, the Charter School Program Manager at the Charter Commission, who recommended that the petition be submitted to the Commission by the Board of Trustees. Further conversation with Ms. Baysinger has resulted in her recommendation to our legal counsel that the most direct way to address the issue consistent with your wishes is for the Board of Trustees to rescind its action to deny the charter petition and to affirmatively move to refer the petition to the Idaho State Charter Commission.

Therefore, at the next regular meeting of the Board of Trustees which is scheduled for June 19, 2008, I will recommend to the Board that the Trustees move to rescind their initial denial of the petition and then refer it directly to the Charter School Commission consistent with Ms. Baysinger's recommended action.

I hope that you understand that in so doing the Board of Trustees would be acting to rescind the denial only because of your request, not because the opinion of the Board has changed regarding the sufficiency of the petition or resolution of the identified areas of non-compliance. Unless I hear to the contrary from you prior to June 10, 2008, this matter will be placed on the Board agenda for the June meeting.

Sincerely,

A handwritten signature in black ink, appearing to read 'Scott L. Crane', written over a horizontal line.

Dr. Scott L. Crane
Superintendent

cc: Board of Trustees

Appendix R: Draft Student Handbook

Draft
ISTCS Student Handbook
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ISTCS 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 ISTCS students.

This code of conduct has been prepared to specify:

- Acceptable behavior and unacceptable behavior
- Procedures to determine violations of rules
- Consequences for such violations

The school acts "in loco parentis," that is, in the place of the parent with respect to the supervision of a student's education and conduct while he/she is in school. This authority, and this code of conduct, extends to school sponsored functions at whatever location they are conducted.

Each student is guaranteed the right:

- To be heard
- To have fair and consistent rules
- To due process procedures

These student rights are accompanied by student responsibilities

- To attend school and classes regularly
- To respect school property
- To refrain from conduct that disrupts or threatens to disrupt the learning of other students

The code of conduct has been developed to address the responsibilities of students to attend school and to attend classes, making fully clear the possible immediate benefits and/or long-term consequences of excessive absences, truancy, class cuts, and tardiness.

The administration, through the Superintendent or his/her designee, and/or the Board of Education, reserves the right to follow different courses of action other than those listed. These courses of action may include a review and/or hearing by the Board of Education.

Section I

Class Contact Time

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 aclass cut)	3 Administrative Detentions	1 Saturday School	1 Day Internal Suspension	2 Days Internal Suspension			

B. Cutting Class

Infraction	Occurrence						
	1st	2nd	3rd	4th	5th	6th	7th
Any student cutting 3 or more classes in any given day will be considered truant for the day. Any test/quiz missed due to cutting will result in a grade of "0" with no make-up.	3 Detentions	1 Saturday School	1 Day Internal Suspension	2 Days Internal Suspension			

C. Truancy

Infraction	Occurrence						
	1st	2nd	3rd	4th	5th	6th	7th
Any test/quiz missed due to truancy will result in a grade of "0" with no make up.	1 Saturday School	1 Day Internal Suspension	2 Days Internal Suspension				

D. Leaving School/Activity

Infraction	Occurrence						
	1st	2nd	3rd	4th	5th	6th	7th
Leaving the school grounds or site of school activity without permission	1 Day Internal Suspension Loss of parking privileges for 15 days	1 Day Internal Suspension Loss of parking privileges for 30 days	2 Days Internal Suspension Loss of parking privileges for remainder of the school year				

Section II

General Student Behavior

A. Display of Affection

Infraction	Occurrence						
	1st	2nd	3rd	4th	5th	6th	7th
Displays of physical affections on school property	Warning	1 Detention	2 Detentions				

B. Radio/CD/Headphone, etc.

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

C. Paging Devices

Infraction	Occurrence						
	1st	2nd	3rd	4th	5th	6th	7th
Possession of a paging device	Confiscation. 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	2nd	3rd	4th	5th	6th	7th
Eating or drinking outside assigned areas	1 Detention	2 Detentions					

E. Cigarettes & Matches

Infraction	Occurrence						
	1st	2nd	3rd	4th	5th	6th	7th
Possession of cigarettes, matches, pipes, or any other type of smoking paraphernalia or smoking on school property	1 Day Internal Suspension	1 Day Internal Suspension Parent/guardian contact	2 Days Internal Suspension with parent/guardian contact				
In addition to the consequences listed above, the administration will sign a complaint with local authorities against any student who is seen smoking inside of the school building.							

F. Flagrant Disrespect

Infraction	Occurrence						
	1st	2nd	3rd	4th	5th	6th	7th
Flagrant disrespect to any adult	1 - 5 Days Internal or External Suspension						

G. Not Going to Detention

Infraction	Occurrence						
	1st	2nd	3rd	4th	5th	6th	7th
1. Failure to report to administrative detention	1 Additional Detention	1 Saturday School	1 Day Internal Suspension				
2. Failure to report to teacher detention	2 Detentions						

H. Disruptive Behavior

Infraction	Occurrence						
	1st	2nd	3rd	4th	5th	6th	7th
1. Classroom - sent to office	Restricted from class 2 Detentions	Restricted from class minimum 2 days pending parent/teacher conference Saturday School	1 Day Internal Suspension				
2. In Internal Suspension	Further disciplinary action resulting in detention(s) and/or additional Internal/External Suspension						
3. In Detention	Will warrant additional days of detention and/or suspension						

I. Defiance of Teacher

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

J. Inappropriate Language

Infraction	Occurrence						
	1st	2nd	3rd	4th	5th	6th	7th
Inappropriate language in halls or classroom	Detention(s), Saturday School and/or Suspension						

Section III

Other Infractions

All acts of violence, whether contained in the following section of infractions or not, will not be tolerated. In addition, the student misconduct may be so serious in nature as to require further disciplinary action such as long term suspension and/or expulsion, and/or referral to the civil authorities. The administration and/or the Board of Education reserves the right to impose greater penalty at any time, depending upon the facts and circumstances of the particular infraction.

A. Stealing

Infraction	Occurrence		
	1st	2nd	3rd
Stealing	Appropriate discipline that will range from Internal Suspension to Board of Education hearing Return and/or payment for stolen property		

B. Weapons / Explosives

Infraction	Occurrence		
	1st	2nd	3rd
Possession and/or use of a dangerous weapon (including explosives)	10 Days External Suspension Parent Conference Confiscation of weapon/explosives Referral to local authorities Mandatory Board of Education hearing for possible expulsion		

C. Fight / Assault

Infraction	Occurrence		
	1st	2nd	3rd
Offenses are cumulative over a student's high school tenure. Administration will maintain accurate records of all fighting infractions. A parent conference with an Assistant Principal must be held prior to readmittance. 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.	Immediate External Suspension of at least 5 days not to exceed 10 days Incident report filed with the Police Department A parent conference with an Assistant Principal must be held prior to readmittance Referral for counseling services	Immediate External Suspension for 7 to 10 days Student will be removed from the building by Police and taken to Police Station Charges filed with the Police Department against student Administration may assign student to Alternative Evening School Parent conference with Executive Assistant Principal or designee prior to readmittance Referral to Child Study Team for consultation	Immediate External Suspension for 10 days Student will be removed from building by Police and taken to Police Station Charges filed with the Police Department against student Parent conference with Executive Assistant Principal or designee Possible Board of Education hearing for expulsion

D. Provoking / Harassing

Infraction	Occurrence		
	1st	2nd	3rd
Provoking a fight / verbally abusing or harrasing another student / physically violating the rights of others. This includes inappropriate comments or behaviors that denigrate the race, ethnicity, religion or gender of another student, as well as any form of hazing.	<p>Internal / External Suspension and/or detention(s) including referral for counseling services</p> <p>Student may be sent home for the day</p> <p>Parent contact if deemed necessary</p> <p>Referral to authorities if deemed appropriate</p>		

E. Fire Extinguisher Tampering

Infraction	Occurrence		
	1st	2nd	3rd
Tampering, damaging or attempting to cause damage to school or personal property	<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		
	1st	2nd	3rd
Trespassing on school grounds while on suspension	3 Days External Suspension		

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

Infraction	Occurrence	
	1st	2nd
<p>Possession, consumption or being under the influence of alcoholic beverages or of controlled dangerous substances (marijuana or other dangerous drugs)</p> <p>This includes possession of drug paraphernalia</p>	The following action will result in conjunction with present Board policy.	
	<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 (i.e., SODAT, Gloucester County Mental Health Clinic, Juvenile Special Services) before readmittance to the school.</p>	
<p>This also applies to any student who is found to be in possession of alcoholic beverages, controlled</p>		

dangerous substances and/or drug paraphernalia, regardless of the outcome of the drug-urine screening.

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.

The student will be monitored by their counselor on their return to school.

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.

All offenses are cumulative over a student's high school tenure.

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. ISTCS Board of Directors will formally adopt and recognize all Blackfoot School District policies addressing emergency or other situations not specifically covered by ISTCS policy.

B. Minor Offenses

Inappropriate student behavior will be identified as either a minor or major infraction. Minor infractions may include such behaviors as talking in class, tardiness, failure to follow directions, etc. repetitious or extreme minor infractions may constitute a major infraction.

Major infractions may include but not be limited to fighting, bullying, defiance, use of illegal substances, possession of a weapon or firearm, etc.

In all disciplinary concerns, Parents/guardians will be notified via phone calls, in writing, and/or through school conferences. If the situation causing concern is not immediately corrected, the student may be referred to the school Director for further discussion and appropriate action. The consequences for violations are described below.

Consequences for minor violations include, but are not limited to, the following:

- a. Loss of privileges
- b. Detention (lunch hour or before or after school)
- c. Phone call to parent
- d. Letter sent to the parent
- e. Student conference with the Principal.
- f. Student and parent conference with Principal
- g. Suspension from extracurricular activities

C. Major Offenses

- h. In-school suspension
- i. out-of-school suspension
- j. Referral to Status Offenders Service.
- k. Referral to Counselor or Student Specialist for intervention
- l. Recommendation to Board for expulsion

D. Suspension

Suspension or expulsion will be considered only as the final option in a series of efforts to avoid such measures including but not limited to the following steps:

Step 1: Teacher and/or director intervention includes disciplinary measures within the school designed to address the behavior problem while insuring the safety of all staff and students.

Step 2: Parent/Guardian Incident Notification.

Step 3: Suspension by the director or ISTCS Board of Directors in compliance with requirements of section 33-205, Idaho Code.

Step 4: Expulsion by the ISTCS 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 ISTCS 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.

Appendix S: Budget Assumptions

ISTCS Budget Assumptions

Dr. John F. Ball, Jr., Director of the Blackfoot Charter Community Learning Center (BCCLC) developed the final draft of this budget. Dr. Ball has 12 years of public school administration experience and 11 years experience as an administrator at Idaho State University.

The three year projected budget makes the assumption that ISTCS will receive state and federal start-up grant monies. This amounts to \$150,000 per year for the initial 3 years. The first year of this funding will be received and expended prior to the 3-year projected budget submitted as part of this document.

The three year projected budget is based on an average apportionment of approximately \$4,500 per student per year; however the actual average dollar amount for charter schools of a similar size is approximately \$5,300. We chose to use the more conservative amount due to the fact that this number was already stipulated on the Idaho State Charter School Commission's Budget Template.

ISTCS has completed loan applications for USDA Rural Development and Bank of Idaho funding. Assumptions for construction costs, debt service, etc. included in the budget projections are actual numbers from the Bank of Idaho.

The estimated federal grant funds also include projected Title I and Title IV-B funds. Amounts were calculated based on projected enrollment and state formulas.

Many of the cost assumptions such as transportation, accounting, legal services, utilities, textbooks, etc. were derived from projections based on actual costs experienced at BCCLC.

The liability insurance estimate follows in a similar manner. BCCLC is a 3 year old building with frame construction similar to ISTCS plans. The ISTCS building will be approximately 2.5 times larger. BCCLC yearly cost is \$2,800 we therefore project about \$7,000.

Estimates of utilities were calculated in the same manner. BCCLC will expend approximately \$6760 on utilities. Multiplied by 2.5 this comes to \$16,900; however this was adjusted upwards to \$17,500, anticipating rate increases in the future.

The Groveland Sewer and Water District have requested as easement to place a new city well on our property. If this occurs, we may receive some significant benefit from the arrangement.

The \$3,400/\$3,500 estimated cost for a yearly independent audit are also projection base on BCCLC's actual expenses.

The budget information included under Appendix D also includes actual calculations based on the State of Idaho Apportionment formulas.

Appendix T: Start-Up Grant Application

Executive Summary
Idaho Science and Technology Charter School
Vision Planning Grant
AND
Start-Up Planning and Implementation Grant

Overview:

Idaho Science and Technology Charter School will be a new public charter middle school that focuses on the needs of students in grades 6-8. The school will be physically located in the Blackfoot School district attendance area, but we plan to accept students from both the Snake River and Firth Districts. ISTCS will differ from other charter and district programs in its integration and use of science and technology. It will also differ in its approach to exposing students to a broad range of exploratory opportunities that relate directly to career pathways.

The mission of Idaho Science and Technology Charter School (ISTCS) is to provide a solid foundation in core subjects, an emphasis on science and technology, opportunities to expand interests in the humanities and arts, plus an extensive program to explore educational and career opportunities. Our vision is to give students hope and confidence by preparing them to make intelligent and appropriate decisions about their education and future careers in the global marketplace.

Our goal is to provide a safe environment where each child can learn at his or her optimal rate. Within the walls of ISTCS, each child will develop a strong sense of self-worth and a respect for others. ISTCS intends to meet the goal of producing students who possess the academic skills, personal habits, and attitudes desired of an educated citizen in the 21st century.

Children in the middle years are best prepared for life when they gain a strong foundation in reading, mathematics, language arts, social studies, and science. This must be coupled with an understanding of self and the ability to engage others in a socially acceptable manner. The value of education is maximized when individuals have the opportunity to explore a broad range of options and view these through an understanding of their unique aptitudes interests, and abilities. This knowledge allows one to make sound and clear decisions in everyday life.

Funds requested will fall into two categories: 1) meeting expenses involved in planning and organizing the school, 2) initial expenses for designing and implementing elements the school. Details of anticipated expenses are included in the Projected budget Detail.

History:

Preliminary discussions about organizing a charter middle school began in the spring of 2007. By August, a group of interested parents had formed and decided to officially begin planning. The first public meeting was held on September 18, 2007. Over 50 individuals attended and a petition was signed at that time. Mr. Marc Isom was selected to act as chair, and the services of Dr. John F. Ball, Jr. were secured to assist in the process. At this time, several committees, included a steering curriculum, curriculum design, finance, and physical facilities were

organized. In the following days, and again in October and January, Mrs. Mary Jo Marlow, the Blackfoot School District Board of Trustee's Liaison with charter schools was notified of the group's intent and progress so that the local board would be aware of progress.

On November 16, 2007, petition signatures were certified by the Bingham County Clerk. An attorney was hired to assist in the process of developing bylaws and completing incorporation as a non-profit organization. Officers of the corporation included Marc Isom, Mark Fisk, Michael Kitzmiller, Holly Lilya, and Chantelle Macy.

On January 29, 2008, the charter petition was submitted to the Idaho department of Education for a sufficiency review. The petition was approved and returned (along with suggestions for improvement) on February 29, 2008.

School Founders:

Marc Isom holds a Bachelor Degree in nursing and currently works as a Register Nurse. He also is the owner/operator of Isom's Apple Farm. He has taught Dairy Management classes for Brigham Young University-Idaho.

Mark Fisk is Pastor of the Blackfoot First Baptist Church. Mark graduated from California State University at Long Beach with a Bachelor of Arts degree in English. He received his Master of Divinity degree with honors from Talbot School of Theology in La Mirada, California. .

Jeanne Isom has served for four years on the Blackfoot Charter School Board of Directors. She is the mother of seven and holds a Bachelor of Nursing Degree from Idaho State University.

Michael Kitsmiller is experienced in both business management and sales. He currently serves on the West Side Canal Company Board of Directors.

Holly Lilya has traveled extensively on the international level; she has been actively involved in the Blackfoot Chart School Parent Activities Committee for the past three years.

Lori Kitzmiller is currently employed as a cosmetologist and attends college at ISU. She has a degree in Medical Assisting and has experience operating her own business.

Kelly Jo Fisk graduated with Honors from the Pasadena City College music program and graduated cum laude from Cal State Long Beach with a BA in Liberal Studies and an Emphasis in Speech Communication (Liberal Studies is the California equivalent of an Idaho undergraduate degree in Education).

Stacie Lilya is an engineer at the Idaho National Laboratories. He is the father of two children attending Blackfoot Charter School and is a strong advocate for charter schools.

Project Need

Idaho Science and Technology Charter School provides a choice for middle school students and their parents. An entire community benefits and flourishes when different opportunities in education are available. Currently there is an overcrowded condition at Blackfoot School District's Mountain View Middle School (MVMS). This is why the district has a separate Sixth Grade Center.

Mountain View is the only option for Blackfoot students in grades seven and eight. For sixth graders, Blackfoot Charter Community Learning Center is available, but the district has limited the charter school's sixth grade population so that only students who attended there in fifth grade can also attend in the sixth grade. In other words, no sixth grade transfer students are allowed. The Sixth Grade Center therefore, is the only options for the vast majority of sixth grade students.

There has been considerable dissatisfaction among some regarding conditions at Mountain View Middle School. With a student population of over 600 in only two grades, many students feel lost, isolated, and crammed into a very uncomfortable situation. While Blackfoot Charter Community Learning Center is a K-6 school, it receives calls on a regular basis by parents seeking another option for middle level students.

A similar condition exists at the Sixth Grade Center. Many parents feel their students have fallen through the cracks. The Blackfoot Charter Community Learning Center reports numerous calls on an ongoing basis from parents of sixth graders wishing to find another option for their children. Unfortunately, none exists.

Similar conditions exist at Snake River Middle School (grades five and six, student population of 274) and Snake River Middle School (grades seven and eight student population of 284). Classrooms are crowded, many parents and students are frustrated and feel there is a lack of individualization.

While Firth School District has a relatively small middle school population (235 students in grades five through eight) there has been interest from parents there for another option. Priority will be given to students from the chartering district, but ITSCS plans to allow enough room to accept students for both Snake River and Firth School Districts.

Idaho Science and Technology Charter School will offer a viable alternative to parents and students in the Blackfoot area. ISTCS will differ from other district programs in its focus on differentiated instruction, its integration of science and technology, and its strong emphasis on expanded educational and career opportunities in the global marketplace.

Idaho Science and Technology Charter School plans to create an educational setting that is optimal to prepare our children for a future where technology and science are an integral part of every career opportunity. The future work place requires a solid academic core, foreign language, environmental understanding, and an in-depth knowledge of technologies. In addition to these skills, children need the ability to accept personal responsibility, work cooperatively as a team member, and possess the ability to solve complex problems.

It is evident on the international level that our country has suffered from a lack of emphasis on science and technology. Idaho Science and Technology Charter School will meet this need for the Blackfoot community. Parents that value the importance of technology and science in today's world will want their children to gain as much expertise as possible in these areas. They will recognize that ISTCS is the right place for their students.

ISTCS will also provide numerous and extensive opportunities for community involvement in the school. These opportunities will include increased field learning, service projects, and appropriate internships for students. In this setting, the school intends for each student to obtain a sense of belonging and confidence, while being exposed to the real world in way not normally offered to students at this age. With the Idaho National Laboratory close by, and many of the parents in this community employed there, we see this as a valuable resource for experts in numerous scientific fields to become involved in our school.

Funds from this grant will be used to help meet needs in the following areas:

- Hiring competent legal, fiscal, curricular, and administrative assistance in developing all aspects of the school
- Appropriate training in areas of school emphasis for board members, administrators, and teachers
- Curriculum and instructional supplies that will be used in the training and start-up process and beyond
- Specialized technology that will enhance the mission of this school
- Purchase and installation of critical technology and equipment necessary for the school to successfully meet the needs of its students

In summary, there is a definite need in this area for a middle level charter school. Parents are increasingly requesting it, students need it, its existence will fill an important gap, and most importantly, all will benefit from the opportunities this school will offer.

Project Design and Implementation

Founders of the Idaho Science and Technology Charter School believe that there are six essential areas that need to be address in the design and development of a successful and effective school. These include strategies to ensure each of the following are fully developed and systematically implemented:

1. Curriculum, including:
 - Instruction
 - Assessment and Accountability
2. Founding and Governance
3. School Leadership and Management
4. Business, Finance and Accounting
5. Special Populations
6. Community Partnerships and Relations

Curriculum and Assessment

All students at ISTCS will participate in a common core of learning. This along with elective opportunities will fulfill the school's mission to produce students who possess the academic and personal habits and attitudes desired of an educated citizen in the 21st century. Idaho Science and Technology Charter School will remain aligned with the educational goals and curriculum of mandated by the Idaho State Department of Education as we develop and adopt our specific curricular programs and offerings.

ISTCS students will:

- develop well defined oral and written skills
- develop oral and written skills in a non-native language
- use knowledge, critical thinking, and logic to solve problems in mathematics, science and other curricular areas
- have sufficient knowledge of science to be responsible users of scientific information
- gain hands –on skills and practical knowledge in the use of technology across the curriculum
- have opportunities to develop their aesthetic talents in music, visual, or performance arts.
- participate in a well defined technical education program

- participate in an individualized career exploration program
- participate in a community service program that builds responsible citizens in a democratic society and an interdependent world
- demonstrate conceptual understand by applying the knowledge, skills, principles, and themes embedded in social studies--history, geography, political science, and economics.

In keeping with Idaho Science and Technology Charter School's mission, ISTCS recognizes that education is more than the assimilation of facts. Proficiency in a discipline means that the learner becomes a capable practitioner and has a sufficient foundation to pursue advanced study. The Charter School emphasizes both the acquisition and application of knowledge.

The Idaho Science and Technology Charter School curriculum contains both traditional academic subjects and additional scientific, technological and career-oriented areas that make the Charter unique. The Idaho State Department of Education's curriculum serves as the starting point and is enhanced with unifying themes and other creative methods. The subjects that make up the curriculum are listed and briefly discussed below. Traditional core curriculum areas--language, arts, math, science, and social studies--remain strongly emphasized. They are augmented by music, art, technology, career, health, physical, and environmental education.

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.

Science and Health: The science curriculum is a multiyear 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.

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.

Social Studies and Community Service: The curriculum will follow the basic elements of the Idaho State Department of Education curriculum in social studies, with a focus on local, state,

national, and world history. In addition, there will be a strong emphasis on community service in Grades 6 through 8. ISTCS will seek out ways for the students to discover and experience responsibilities and rights as members of our democratic community.

Career Education: Idaho Science and Technology Charter School will begin to expose students to the vast array of career opportunities available in today's world. Individuals will start to recognize and understand their unique aptitudes, interests, and abilities as assets in the world of work. Individuals will also begin to understand the importance of "soft skills" such as personal responsibility, teamwork, and dependability in career success.

Technology Education: Students will gain a basic understanding of computer, mechanical, electrical, pneumatic, hydraulic, electronic, and other technologies that operate in the world around us. Instruction will utilize a hands-on modular approach that employs discovery learning and problem solving. Students will seek solutions to real-life challenges. Idaho Science and Technology Charter School will provide our learners with technology skills that prepare them for future employment. ISTCS will comply with all requirements set forth in the Children's Internet Protection Act.

Curriculum development will be an ongoing process directed by the Director with the approval of the Board of Directors. The curriculum will be implemented and evaluated through observations of teachers and students, program audits, and with follow-up discussions with the Director to include written goals.

ISTCS will follow the Idaho Department of Education required curriculum, with specifics outlined by the Director. Copies will be provided prior to the opening of the school. Textbooks for the school are not yet chosen and will be selected by curriculum committees that include the director, teachers, and parents. Textbooks will be selected from the State Department of Education's approved list.

Instruction

Idaho Science and Technology Charter School will fulfill the Thoroughness Standards established in Idaho Code 33-1612. A thorough system of instruction that fully addresses these standards is outlined below:

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: Idaho Science and Technology Charter School will:

- Develop a staff/student handbook to provide rules and guidelines for physical safety. These guidelines will include and not be limited to the procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school, notification of

parents' rights, and staff monitoring responsibilities.

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

Standard b. Educators are empowered to maintain classroom discipline.

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

Objectives: Idaho Science and Technology Charter School will:

- Develop policies that ensure a positive teaching and learning environment with an emphasis on high expectations of behavior and performance
- Develop a student handbook providing a code of conduct including clear expectations and consequences for unacceptable behavior, and a process for teachers to handle minor and major infractions in the classroom setting.
- Teach appropriate behaviors and foster responsible decision-making skills.
- Establish and maintain consistent rules aligned throughout the school.

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

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

Objectives: Idaho Science and Technology Charter School 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.

Standard d. The skills necessary to communicate effectively are taught.

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

Objectives: Idaho Science and Technology Charter School will:

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

Standard e. 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: Idaho Science and Technology Charter School will:

- Use the Idaho State Department of Education's Curriculum as a starting point to be enhanced by unifying themes and other creative methods.
- Use a variety of methods to ensure student learning. In addition to traditional approaches, methods of instruction that employ technology will be used through the curriculum. This includes a strong emphasis in areas such as teaching math through direct instruction and manipulatives, hands-on experimentation for science, multiple small group and cooperative learning experiences, and the integration of resources such as the INL and other local industries into classroom and field instruction.
- Students, parent, and educator together develop a Personalized Learning Goal for each student. This will consider the student's strengths and weaknesses. The faster learner is continuously presented with new challenges. The slower learner benefits from extra help, multiple methods, and multiple environments.
- Field trips and career development discussions will be used, as needed.

Standard f. The skills necessary for the students 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: Idaho Science and Technology Charter School will:

- Provide a strong foundation in basic reading, writing, science, and mathematics skills.
- Provide a technology-rich environment, that supports and encouraging the effective use of technology as a tool.
- Enable students to develop the following intellectual habits important in the work place: adapting to new situations and responding effectively to new information; solving problems; locating and evaluating information from a variety of sources; making flexible connection among various disciplines of thought; thinking logically and making informed judgments.
- 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 a technology-rich environment using tools such as computers, scientific equipment, and networks linked to local and nationwide resources.

Objectives: Idaho Science and Technology Charter School will:

- Use interactive technology as tools in an integrated educational program.
- Emphasize the acquisition of computer skills as an important medium for communication and research.
- Use computers 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: Idaho Science and Technology Charter School will:

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

Idaho Science and Technology Charter School will achieve the Thoroughness Standards through its basic curriculum and the unique aspects of the schools expanded curriculum and resources. 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 will create an environment allowing peace of mind and maximizes learning potential.

Multiple learning opportunities will be afforded to ISTCS students. Some are familiar, some are innovative, but all strive to make learning relevant and purposeful and to actively engage the learner. Problem-solving groups apply knowledge they have acquired and practice new skills by tackling both real-world problems and problems simulated to model the current work world. For example, the school’s requirement for students to perform genuine community service not only informs students about real needs our community has, but also encourages them as a group to decide which needs they can reasonably address, plan an approach, implement the plan, and then evaluate the result.

Peer teaching, when appropriate, provides an opportunity for learners to become educators and reinforce their own knowledge and mastery of new skills through presentation of their own work and through working with a “learning buddy.” Projects will include a balance of individual effort and group collaboration to ensure mastery of important basic skills, content, and interaction skills.

Idaho Science and Technology Charter School’s learning program is built on the belief that all children can learn, but not in the same way, at the same rate, or from the same sources. It recognizes that children are variously gifted and may excel in the following areas: linguistic; mathematical/logical; intrapersonal (self); interpersonal (others); bodily-kinesthetic; spatial; and musical. Although all seven areas will be examined and encouraged through instruction and the gifted and talented program (described later in this petition in Section III.E.2.),

Use of the Personalized Learning Goal concept will encourage learners to take responsibility for their own learning, while encouraging teachers, parents and the community to share in that responsibility. Working together, student, parent, and educator will consider learner strength and

weaknesses. They will then identify an academic and personal goal for each learner. These goals capitalize on learner strength and shore up areas of weakness, while enhancing parental involvement.

Through the use of personalized goals, the Idaho Science and Technology Charter School ensures that children are not penalized for the rate at which they learn. The faster learner is continuously presented with new challenges, while the slower learner benefits from extra adult help, multiple methods, and multiple environments. The learning program supports Idaho Science and Technology Charter School's mission of developing lifelong learners. It is designed to stimulate the desire to learn, and is based on the belief that all learners possess an innate and unique creativity that can be developed given the appropriate environment. It allows for the joy of knowledge, self-expression, and the thrill of exploration. It is flexible to accommodate the individuality of learners and to evolve as Idaho Science and Technology Charter School learns and grows.

The staff and parents of the Idaho Science and Technology Charter School believe that children do not develop character in a vacuum. Our plan for character education provides expectation training through memorization and dramatization of classic poetry and historical passages, as well as staff who model essential traits of good character. The staff at Idaho Science and Technology Charter School will ensure a safe, kind environment allowing students to acquire essential information and attitudes that will help them lead productive lives.

Assessment and Accountability

Establishing Standards

The Charter School's Board of Directors, Director, and faculty will clearly define the essential knowledge and skills for student learning in each program area. All subject-specific standards will align with State standards. Students' progress will be evaluated periodically by each individual teacher through standardized tests and classroom grading. The following standards will be utilized to assess each student's individual progress:

Communication Skills. Students will communicate with clarity, purpose, and an understanding of audience using a variety of communication forms and skills. Students will develop their talents in music, visual arts, and/or performance. Students will develop oral and written skills in a non-native language.

Thinking and Reasoning Skills. Students will utilize, evaluate, and refine the use of multiple strategies to solve a variety of problems.

Social Responsibility and Skills. Students will deal with disagreement and conflict caused by diversity of opinions and beliefs. Students will evaluate and manage their behavior as group members. Students will participate in community service that reflects responsible citizens in a democratic society.

Expanding and Integrating Knowledge. Students will acquire and integrate knowledge and experiences from different subject areas. Students will gather and use subject-area information effectively in order to gain new information knowledge, classify and organize information, support inferences, and justify conclusions appropriate to the context and audience.

Personal Responsibility. Students will have positive attitudes and perceptions about creating quality work, striving for excellence and interpersonal skills.

Assessment

Performance will be assessed on at least three levels:

- In the classroom, student progress will be assessed individually relative to previous performance
- personal academic growth will also be assessed through comparisons to other grade level students
- The Idaho Standards Achievement Test and other state mandated tests will be used to assess performance relative to district, state, and national standards.

Self-assessment will provide a unique learning opportunity for Idaho Science and Technology Charter School students. As active participants in assessment of their own work, learners are encouraged to develop an understanding of their strengths and deficiencies, and an objective view of their accomplishments. In addition, an individual score on a piece of work can be improved if the learner is willing to accept the challenge for improvement put forth by the assessment.

Non-special education and gifted and talented students will meet the school goals when they demonstrate the following:

- write at or above grade level,
- read at or above grade level,
- compute math at or above grade level

Student performance will be assessed relative to other learners of the same grade through district, state, and national testing. Specifically, the Idaho Standards Achievement Test will be given twice a year, in order to evaluate student performance. Idaho Science and Technology Charter School will coordinate the time, within a four-week period, when it will give the state-mandated assessments with the Idaho State Department of Education's timelines for administering those same assessments. A student baseline will be established during the first year of testing and evaluated each year thereafter, using a composite assessment in comparison to the previous year's results.

The goals for students enrolled at Idaho Science and Technology Charter School for two (2) years will be to:

- Meet the statewide performance standards developed by the Idaho State Department of Education. These standards include the subjects of Language Arts, Mathematics, Science, Social Studies, Physical Education, *Humanities*, *Health and Wellness*.
- Demonstrate annual improvement or maintain scores in the top quartile of the school's relative rank using the following assessments:
 - Idaho Standards Achievement Test– Grades 6, 7, 8
 - Direct Write Assessment (State) – Grades 7
 - Direct Math Assessment (State) – Grades 6 & 8
- Achieve Idaho State Department of Education standards for age levels, content areas, and outcomes not addressed by the Idaho State Department of Education. These standards will be measured by student products, performances, exhibitions, and tests that are directly related to locally developed expectations.

The Board of Directors of Idaho Science and Technology Charter School recognizes its accountability to the public. The school's director will ensure that all state mandates such as the yearly School Report Card will be available to the public in a timely manner. The director will also determine additional processes for addressing public accountability issues.

Founding and Governance

Idaho Science and Technology Charter School, Inc. is a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act. The Board of Directors will be the public agents who control and govern the Charter School. Idaho Science and Technology Charter School shall be responsible to identify and comply with all statutory requirements affecting the operation of a public school. The Board of Directors' meetings will follow the open meetings laws, keep accurate minutes, and make the minutes available to the public, according to the Bylaws of the Charter School Corporation

The organizing group for the Charter School comprises several committees that make up the Advisory Board. The Advisory Board elects the initial Board of Directors, writes the Charter petition, recruits candidates for the position of school Director, and establishes a preliminary operating budget. Following the election of the Board of Directors, the function of the Advisory Board is to serve as a data-gathering resource and to provide input and advice to the Board of Directors.

An Advisory Board member, or Founder, is hereby defined as a person, including employees, parents, or staff of a public charter school, who makes a material contribution toward the establishment of a public charter school in accordance with criteria determined by the Board of Directors.

a. Initial Formation

The Board of Directors of Idaho Science and Technology Charter School will consist of five (5) members, of whom four (4) may be parents at the Charter School. The Chair of the Advisory Board will sit on the initial Board of Directors for the first year of operation.

All board members will be required to attend at least twenty (20) clock hours of training each year of service as a member of the board. This training will include but not be limited to instruction in non-profit board governance, open meeting laws, hiring and evaluation of administration, taxes and benefits, articles of incorporation, bylaws, policies and procedures, vendor contracting, mediations and appeals, and other areas of governance and procedural affairs.

ISTCS reserves the right to amend selection of the Board of Directors, as directed by the Articles of Incorporation and Bylaws.

A State of Idaho criminal background check on the Chair of the Board of Directors will be provided to the Idaho State Charter School Commission prior to the opening of the school.

b. Selection and Replacement

Yearly elections for members of the Board of Directors will be held according to the Bylaws of the Charter School Corporation.

c. Powers and Limitations

Idaho Science and Technology Charter School will be a legally and operationally independent entity established by the nonprofit corporation's Board of Directors. The elected Board of Directors will be legally accountable for the operation of the Charter School. Idaho Science and Technology Charter School acknowledges that upon approval of the petition and the contract, the school's Board of Directors will be public agents required by the Idaho State Charter Commission to control the Charter School. Idaho Science and Technology Charter School commits to compliance with all federal and State laws and rules and acknowledges its responsibility for identifying essential laws and regulations, and complying with them.

The Board of Directors will have the responsibility to approve the selection of the school Director, who may not be one of its members. The Board also will be responsible for hearing, and approving or disapproving, the recommendations of the school Director with respect to changes in staffing, program, or curriculum. The Board will, when necessary, adjudicate disagreements between parents and the administration. Idaho Science and Technology Charter School commits to keeping complete and accurate Board of Directors' meeting minutes and to making them available to the public.

Idaho Science and Technology Charter School will not extend the faith and credit of the Idaho State Charter School Commission to any third person or entity. Idaho Science and Technology

Charter School will not contractually bind the Idaho State Charter School Commission with any third party.

d. Relationship Between Board of Directors and School Administration

The ISTCS Board of Directors will hire a director to act as the administrative leader in the school. The Director will be empowered to provide educational direction, administration, and on-site day-to-day operation of the school. The director will account to the board and report at the monthly Board of Directors' meetings concern school progress, facility management, fiscal status, etc.

Standing Committees and Ancillary Support Personnel. Standing committees will be formed in accordance with the bylaws of the corporation. These committees will include, but are not limited to, Parent Activity Committee (PAC), fundraising, and the like.

Ancillary support personnel, including clerical and custodial, will be hired and supervised by the Director. The state funding formula will be used for funding to hire staff through the regular budgetary process. Additional resources will be sought through volunteer and fundraising efforts.

e. Teacher/Parent Decision Making

Board of Directors of Idaho Science and Technology Charter School will provide consultation to the Director regarding ongoing plans for the school. The PAC will also work with the Board of Directors on school improvement.

Parents of students who attend Idaho Science and Technology Charter School will be involved in the education of their children and in the school at many levels. Parents bring an in-depth understanding of their children's personalities, learning styles, and strengths and weaknesses, which is essential for the continuing educational development of their children. The process to ensure parental involvement will be as follows:

1. Parents will receive a student/parent handbook at registration.
2. Parents will provide information necessary to ensure proper placement of students.
3. Parents will be encouraged to attend all parent teacher conferences.
4. Parents will be asked to complete surveys throughout the school year addressing the following issues: safety of students, classroom discipline, school-wide discipline, child's response to classroom atmosphere, and parents' perception of learning environment.
5. Parents will be encouraged to be involved in the Parent Activity Committee and to volunteer for school projects, programs, and committees, and to work specifically with students who are challenged academically.

6. Parents will be encouraged to provide an appropriate learning environment at home for study.
7. Parents will be encouraged to volunteer as tutors and assist in other ways as need dictate.

School Leadership and Management

Administrative services will be provided by the Idaho Science and Technology Charter School Director supplemented by other contracted services as needed. Annual programmatic and financial reports will be presented to the Board of Directors. The Director will also serve as the liaison between the Idaho Science and Technology Charter School and its Board of Directors, the local school district, and parents.

The School Director functions as the Board of Directors administrative arm and will be empowered to provide educational direction, administration, and on-site day-to-day operation of the school, as well as certain decisions concerning but not limited to:

- vision and mission of school,
- instructional materials and supplies,
- resource allocation,
- state charter school requirements,
- school-wide community building,
- special services,
- contracted services,
- disciplinary support,
- public and media relations,
- business and community partnerships,
- curriculum, instruction, and assessment,
- professional development,
- employment and personnel issues,
- enrollment and attendance,
- formative/summative staff evaluations,
- facility conditions,
- transportation,
- climate for innovation and growth,
- staff and school morale,
- commission/board liaison,
- treasurer/keep budget and financial records,
- and supply annual reports to the Idaho State Charter School Commission.

The director will meet or exceed qualifications required by state law. He/She will be required to possess personal characteristics, knowledge, and experience consistent with the philosophy, mission, and expectations of Idaho Science and Technology Charter School.

The director will be responsible to ensure that all staff members participate in a comprehensive inservice and training program that will include teaching methodology, the use of technology,

working with special populations, subject area expertise, chart school philosophy, etc.

Business, Finance and Accounting

The Director of Idaho Science and Technology Charter School will be responsible for financial management. This includes securing appropriate assistance either through contracting out needed services or hiring classified personnel.

The budget for Idaho Science and Technology Charter School will be prepared in compliance with section 33-801, Idaho Statutes and policy of the State Board of Education, 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 State Charter Commission. The budget will be prepared, approved and filed using the Idaho Financial Accounting Reporting Management System (IFARMS) forms.

Income Sources

Funding sources will include:

- state allocation per pupil
- other state allocated funds (transportation, nutrition, technology, etc.)
- federal start-up grants
- federal programs special education, Title I, etc.)
- private grants
- business partnerships
- donations

Idaho Science and Technology Charter School does not expect to have working capital and assets until after the Charter is approved or start-up grant funding is approved.

Expenditures

Expenditures will be handled as described in the following sections.

- Purchasing Process

Purchasing procedure will be in compliance with State Law, Idaho Code 33-601. Idaho Science and Technology Charter School's Director will determine procedures for procuring goods and services with approval of the Board of Directors.

- Payroll Processing

Idaho Science and Technology Charter School will process its payroll in accordance with all applicable Idaho codes.

- Reports and Audits

Idaho Science and Technology Charter School will provide the following audits and reports.

- Cash-Flow Projection

Idaho Science and Technology Charter School Director will provide a monthly cash-flow to the Board of Directors that details revenues and expenditures for the previous month.

- Annual Audit and Reporting

Idaho Science and Technology Charter School will conduct an independent financial audit annually. A yearly independent audit will be performed as required by Idaho statute regarding audit reporting.

- Financial Operations

Financial operations of the Idaho Science and Technology Charter School are outlined in the following sections.

Financial Management

The accounting records will be kept in accordance with generally accepted accounting principles. Idaho Science and Technology Charter School will follow the requirements set forth by the state of Idaho and the Idaho State Department of Education, including formats for account numbering.

Special Populations

ISTCS will provide IDEA required assessments to all ISTCS students suspected of having a disability. ISTCS may contract with a school district or other qualified providers for Special Education Services.

The School will also provide assessments to admitted students as required, meeting individual student needs and IDEA requirements. At risk students will be monitored and assessed used the Response To Intervention model and will be placed as needed. Services will include psychologist, speech/language pathologist, occupational therapist, vision specialist, and any other professionals listed in the students' IEP.

ISTCS will provide or contract with a part-time speech/language pathologist for on-site services to qualified students enrolled at Idaho Science and Technology Charter School regardless of the district in which the student resides.

ISTCS will provide an occupational therapist for on-site consultation, monitoring and direct services as needed to qualified students enrolled at Idaho Science and Technology Charter School.

ISTCS will provide vision services to qualified students.

The Idaho State Department of Education will provide Idaho Science and Technology Charter School with Title VI-B funds proportionate to the number of students on the current school year's December 1 child count with an approved, completed application meeting State and Federal criteria. ISTCS will be responsible to report the December 1, child count to the Idaho State Charter Commission and the Idaho State Department of Education by December 15.

ISTCS will employ or contract with personnel using Title VI-B or other funds as needed to:

- conduct academic assessments, classroom observations and behavioral rating scales,
- develop IEPs as required by the IDEA,
- provide academic interventions to qualified students,
- monitor evaluation and IEP timelines.

In keeping with the ISTCS's plan to provide all special education services to eligible students, the charter school agrees to the following provisions required by the adopted Idaho Special Education Manual:

Nondiscriminatory enrollment procedures: ISTCS will not deny enrollment to a student with a disability solely because of that student's need for special education or related aids and services. Students with disabilities have the opportunity to meet the minimum eligibility criterion for enrollment described elsewhere in this Charter petition, consistent with the mission of ISTCS and civil rights requirements.

Child Find activities and evaluations: ISTCS will conduct Child Find activities and evaluations as described in the IDEA Manual. Advertising for Child Find will be done in conjunction with the local district through the local newspaper and registration locations, as well as newsletters sent home with existing students. In order to comply with time requirements for evaluations, children will be evaluated by the special education teacher and outside contracted personnel as directed by the Child Study Team.

Meet LRE requirement: Idaho Science and Technology Charter School will provide special education and related services to eligible ISTCS students in the Least Restrictive Environment as identified on each student's IEP. In many cases, the LRE will be specified as ISTCS. In other cases, the LRE might be a district school site or an alternative site, depending on the needs of

each student.

Implement IDEA discipline procedures: The discipline procedures adopted in the Idaho Special Education Manual, will be utilized in disciplinary matters for students with disabilities attending ISTCS. These adopted policies and procedures meet the requirements of the IDEA.

Protect student and parent right: ISTCS will be responsible to protect student and parent rights as described in the Idaho Special Education Manual.

The Idaho State Department of Education will extend an invitation to ISTCS personnel to attend any professional development activities sponsored by the State. This will include activities designed to meet the needs of students with disabilities who attend the charter school.

In compliance with the Americans with Disabilities Act (ADA), ISTCS will ensure that its present and any new facility and program, when viewed in its entirety, is readily accessible to and usable by individuals with disabilities. ISTCS ensures that the present facility as well as any newly constructed facilities will meet the standards specified in Title II of the ADA and Section 504 of the Rehabilitation Act.

The Charter School will transport any special education student enrolled at ISTCS who may, because of the nature of their disabilities, be entitled to specialized transportation as a related service. ISTCS will apply for applicable funds from the Idaho State Department of Education Transportation Department.

Other Students attending Idaho Science and Technology Charter School who are identified as needing special services such as limited English proficient, disadvantaged to the extent that they may require Title I services, gifted and/or talented, or require other accommodations, will be provided any and all services offered at a local school district school site. Transportation to such services, if necessary, will be the responsibility of Idaho Science and Technology Charter School.

Community Partnerships and Relations

Initially, the public will be aware of the charter school through an outreach program that includes newspaper, radio, and television advertising and articles, direct mailings, and public meetings. Idaho Science and Technology Charter School will develop an open and effective communication program with its community. This will be accomplished by implementing a solid plan to convey accurate and positive school to constituents and the public. An effective community relations program will successfully attract a sufficient number of students from diverse backgrounds.

Idaho Science and Technology Charter School's Director will administer the public information program, under the direction of the Board of Directors. He/She will determine plans for publically sharing the school's annual report and other relevant information on the school's performance. ISTCS personnel will be involved in a continuous process of communicating success to the local media and will work closely with them to celebrate our accomplishment and

provide positive recognition for the students, faculty, and school as a whole.

ISTCS 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. The advertising process for ISTCS will include all current requirements as stated in Idaho code 33-5205.

Parents of students who attend Idaho Science and Technology Charter School will be encouraged to become 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.
- The school's plans for field trips will be determined by the Director and teachers as appropriate.
- Parents and the public will have input in the school's instructional resources through the PAC.
- Community Service projects will be scheduled on a regular basis; parents will be recruited to attend and assist with these.

The school's policies regarding how the public may have access to the school's students, staff, and facilities will be similar to that of the local public schools. The Charter School will comply with Idaho statutes relating to public records and public meetings, as indicated in the Bylaws. Idaho Science and Technology Charter School gives permission for public inspection.

Evaluation of School Performance

The method for evaluation this project will include completion of yearly follow-up reports as mandated, plus the following:

School Performance will be evaluated through:

- Assessment of Student Educational Progress
- Audit of Programmatic Operations
- Maintaining Accreditation
- Continuous Improvement Planning

Assessment of Student Educational Progress

Student performance will be assessed on at least three levels:

- classroom performance will be used to assess growth relative to the individual's previous academic achievement
- personal academic growth will also be assessed through comparisons to other grade level students
- The Idaho Standards Achievement Test, direct assessments, and other state mandated tests will be used to assess performance relative to district, state, and national standards.

Non-special education and gifted and talented students will meet the school goals when they demonstrate the following:

- write at or above grade level,
- read at or above grade level,
- compute math at or above grade level

With respect to state and federally mandated testing, student performance will be assessed relative to other learners of the same grade through district, state, and national testing. Specifically, the Idaho Standards Achievement Test will be given twice a year, in order to evaluate student performance. Idaho Science and Technology Charter School will coordinate the time, within a four-week period, when it will give the state-mandated assessments with the Idaho State Department of Education's timelines for administering those same assessments. A student baseline will be established during the first year of testing and evaluated each year thereafter, using a composite assessment in comparison to the previous year's results.

The goals for students enrolled at Idaho Science and Technology Charter School will be to:

- Meet the statewide performance standards developed by the Idaho State Department of Education. These standards include the subjects of Language Arts, Mathematics, Science, Social Studies, Physical Education, *Humanities, Health and Wellness*.
- Demonstrate annual improvement or maintain scores in the top quartile of the school's relative rank using the following assessments:

- Idaho Standards Achievement Test– Grades 6, 7, 8
- Direct Write Assessment (State) – Grades 7
- Direct Math Assessment (State) – Grades 6 & 8
- Achieve Idaho State Department of Education standards for age levels, content areas, and outcomes not addressed by the Idaho State Department of Education. These standards will be measured by student products, performances, exhibitions, and tests that are directly related to locally developed expectations.

Audit of Programmatic Operations

An annual financial audit will be conducted after the completion of each charter school year. Programmatic audits will be conducted as mandated by state requirements. Idaho Science and Technology Charter School will ensure programmatic audit through information obtained via its own instruments, timeline, and processes. An independent audit may be performed as specified for the Renewal Audit or at such time as revocation or non-renewal of the charter may be initiated.

The financial audit shall be submitted to the Bureau of Public School Finance and the Bureau of Curriculum and Accountability at the State Department of Education by October 15th for the previous year ending June 30th. Both the programmatic audit and the financial audit shall be submitted to the Idaho State Charter Commission by October 15th for the previous year ending June 30th.

Accreditation

Idaho Science and Technology Charter School will obtain accreditation in accordance with Idaho Code 33-119. An accreditation committee appointed by the Director will choose the appropriate accreditation standard and oversee the accreditation process. After accreditation, the Director will submit annual accreditation reports to the Idaho State Department of Education. The accreditation standard will be chosen from among the Idaho Elementary/Secondary State Accreditation Standards

Continuous Improvement Planning (CIP)

The school will develop and implements a continuous school improvement plan that focuses on student achievement. This plan will be reviewed and revised on an ongoing basis. Continuous improvement of the educational program is essential in providing quality results. Idaho schools must be actively involved in a dynamic and data-driven school improvement planning process.

The CIP will include the school leadership team, faculty representatives, and parent/community participants in a collaborative, organized planning and decision making process. Successful improvement programs should focus on the systematic analysis of student performance data and how the school's instructional and organizational practices impact student achievement

The school's CIP process will also include each of the following common core elements:

- ongoing collection, review and analysis of pertinent data that builds a profile of the school and assesses staff and student needs
- data analysis and needs assessment results to select the most appropriate areas upon which to focus improvement efforts and to identify needed student support services
- development of data-driven and measurable student achievement goals
- review of pertinent research and use of scientific, research-based models,
- programs, and practices when selecting improvement strategies
- action plan and timeline for implementing strategies and achieving goals
- professional development goals aligned with the continuous school improvement plan
- monitoring and evaluation of the effect of the plan on student achievement
- staff practices that make adjustments, as needed, to ensure success
- school improvement is identified, documented, utilized and communicated to all stakeholders

To accomplish these goals, the school will disaggregate all student data, track subpopulations longitudinally. The school will also report progress annually and adhere to current state and federal guidelines.

The school will publish annual report cards and submit them as required by state and federal requirements. These will include state assessment data and will be available in understandable language to the public.

**Idaho Charter School Support Program
Budget Summary**

Directions:

Funding in Project Years 2 and 3 is dependent upon available federal funds. Budget Summary and Project Detail Forms should provide the data and expenditures that are credible, support the grant request and are aligned to the goals and overall mission and program of the school. After grant awards have been made, a grant recipient who wishes to move more than 20 percent of funds from one budget category to another must submit a Budget Revision Request Form to the Idaho Department of Education for approval. Modifications to upcoming years'

Name of Charter School: Idaho Science and Technology Charter School

Budget Category and IFARMS Obj code	Project Year 1	Project Year 2	Project Year 3	Total
Salaries 100	\$14,500	\$13,000	\$0	\$27,500
Employee Benefits 200	\$2,000	\$3,080	\$0	\$5,080
Purchased Services 300	\$31,900	\$8,450	\$6,250	\$46,600
Supplies and Materials 400	\$2,400	\$32,860	\$7,345	\$42,605
Capital Objects 500	\$99,100	\$92,100	\$136,025	\$327,225
Total	\$149,900	\$149,490	\$149,620	\$449,010

Idaho Charter School Support Program Project Budget Detail

First Budget Period

Check one: Pre-Charter Planning Grant Post-Charter Planning and Implementation Grant

Anticipated Timeframe (from 9/08 to 5/09):

Category	Item	Month	Item Description/Justification	Estimated # Items	Estimated Cost/Item	Total Cost
Professional Services	Recruitment of professional help	September	Cost to develop job descriptions, advertise, interview, and hire professional to help develop the charter petition	6	\$500.00	\$3,000.00
Professional Services	Legal services	October	To advise and develop bylaws, complete incorporation, check the charter	1	\$6,000.00	\$6,000.00
Professional Services	Administrative Consulting	September	Professional help to draft documents, develop curriculum, advise board, etc.	1	\$12,000.00	\$12,000.00
Professional Services	Board training	November	Hire consultants to provide training in October and January for charter school development and governance	2	\$2,000.00	\$4,000.00
Professional Services	Business/accounting Development	October	Develop financial processes and practices, account for funds, do payroll, pay bills	1	\$2,500.00	\$2,500.00
Professional Services	Curriculum Development	October	Hire consultants to assist with development of curriculum	2	\$2,000.00	\$4,000.00
Professional Services	School design Consulting	January	Hire Architect/contractor to advise on physical facilities and needs	2	\$13,900.00	\$13,900.00
Travel	Tour and investigate other schools	February and March	Visit Edison and Hidden Springs Charter Schools	10	\$300.00	\$3,000.00
Marketing	Inform the public of this school	September-ongoing	Cost to advertise in three newspapers and promote enrollment for the school	12	\$200.00	\$2,400.00
Equipment	Laptop computers	September	Teacher Computers for training	20	\$2,750.00	\$55,100.00
Equipment	Server and network	September	Purchase and installation of network	1	\$44,000.00	\$44,000.00
First Budget Period						\$149,900.00

Idaho Charter School Support Program Project Budget Detail

Second Budget Period

Check one: Pre-Charter Planning Grant Post-Charter Planning and Implementation Grant

Anticipated Timeframe (from 5/2009 to 5/2010):

Category	Item	Month	Item Description/Justification	Estimated # Items	Estimated Cost/Item	Total Cost
Professional services	Technical assistance with design refinement	5/09-5/10	Administrative, legal, and fiscal management salaries/consultation fees	3	\$4,000	\$12,000
Professional Development	Consultants' fees for training	8/09-12/09	Teacher training in instructional methods, Power School, Smart technology	3	\$2,000	\$6,000
Board training	Consultant fees	June	Training on Open meeting laws	1	\$1,200	\$1,200
Equipment	Copier/printer to prepare materials	May	network copier/printer machine plus installation	1	\$18,000	\$18,000
Software	Powerschool, Mathscores, Lexia	July	Licensing for student data management and educational software	3	\$12,000 \$7,600	\$19,600
Materials	Tech Ed. modules	July	Technical Education Modular Program	1	\$46,000	\$46,000
Supplies	Instructional supplies	June	copy paper, toner cartridges, office supplies, general instructional supplies		\$8,700	\$8,700
Equipment	Science lab	Oct	Science lab tables, cabinets, scales, models		\$6,800	\$6,800
Equipment	Laptop computers	June	Computers/ printers to be used for training	12	\$1,400	\$16,800
Marketing	Advertise the school	June +	Recruiting through newspaper, direct mail	1	\$1,250	\$1,250
Personnel	Advertise/hire staff	May - June	cost to advertise, interview and hire teachers, counselors, classified help	20	\$204	\$4,080
supplies	Training and instructional supplies	May	Smartboard airpads	12	\$380	\$4,560
Equipment	Computer, Server	July	Dual core, dual processor building server	1	\$4,500	\$4,500
Second Budget Period						\$149,490

Idaho Charter School Support Program Project Budget Detail

Third Budget Period

Check one: ___ Pre-Charter Planning Grant Post-Charter Planning and Implementation Grant

Anticipated Timeframe (from 5/2010 to 5/2011):

Category	Item	Month	Item Description/Justification	Estimated # Items	Estimated Cost/Item	Total Cost
Professional Development	Consultants' fees for training	July	Teacher training, Career and technical education modular system training	1	\$2,500	\$2,500
Professional Development	Consultants' fees for training	May	Training for business personnel and administrators on payroll and accounting	1	\$2,500	\$2,500
Equipment	Smart Technology	June	Purchase and installation of Smartboards and Smart technology in classrooms	15	\$2,655	\$39,825
Curriculum supplies	Music instruments	May	Purchase of electronic pianos, power supplies and stands	15	\$380	\$5,700
Curriculum supplies	Teaching supplies	May	Career and technical education supplemental textbooks	35	\$47	\$1,645
Marketing	Advertising	June	Direct mailing	1	\$1,250	\$1,250
Equipment	Expanded network	May-June	Purchase and installation of Ethernet and Wifi network components throughout school	140	\$480	\$67,200
Equipment	server	May	Dual core dual processor for student management system and for email/internet access	2	\$4,000	\$9,000
Equipment	Student computers	June	Desktop computers, monitors, and classroom printer for computer lab	25	\$800	\$20,000
Third Budget Period						\$149,875

Appendix U: BCCLC Insurance Costs

NOTE: THE FOLLOWING ESTIMATE WAS MUTIPLIED BY A FACTOR OF 2.5 TO DETERMINE THE ISTCS ESTIMATE, ASTHIS IS THE APPROXIMATE DIFFERENCE IN BUILDING SQUARE FOOTAGE.



...more than just insurance

SHERY HARMON
MEMBER SERVICES ASSISTANT

June 1, 2008

Blackfoot Charter Community Learning Center
Jolene Wallace
2801 Hunter's Loop
Blackfoot, ID 83221

IMPORTANT RENEWAL INFORMATION

RE: 2008-2009 Membership Renewal

Dear Jolene :

Listed below is the member contribution rate for the upcoming October 1, 2008 to September 30, 2009 policy renewal period. Your local ICRMP agent may have already provided you with this information.

Your agent will provide you with the insurance policy after August 1, 2008, along with your insurance cards and property schedules. A renewal invoice will be mailed directly from ICRMP to you on September 1, 2008.

2008-2009 Estimated Member Contribution: \$2,802

Should you have any questions, please contact your local agent:

Barbara Steele
(208) 237-9696

Best Regards,

Shery

Shery Harmon,
Member Services Assistant

Appendix V: Transportation Contractors Letters of Interest

MILES BUS COMPANY
Blackfoot, Idaho

To Whom It May Concern:

Miles Bus Co. would be interested in bidding on, and if successful providing transportation for the Idaho Science and Technology Charter School. Miles Bus Co. has been providing student transportation for the Blackfoot School District since 1973. We appreciate your consideration in this matter.

Reed Miles





TETON STAGE LINES

P.O. Box 51455 • Idaho Falls, Idaho 83405-1455
Telephone (208) 529-8036 • 800-285-8036
FAX (208) 529-2364 • Email: tsl@onewest.net

Charter Buses
Anytime - Anyplace

Idaho Science and Technology Charter School
Blackfoot, ID 83221
Attn: Mr Gary E. Larsen

August 11, 2008

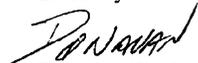
RE: Buses for new charter school.....

Mr. Gary Larsen:

We at the Teton Stage Lines are indeed interested in putting together for you a bid to provide buses for your school.

Please keep us advised as to what those needs might be as you continue to breath life into this Charter School.

Sincerely:


Donovan Harrington
General Manager
Teton Stage Lines