



School Charter
(revised 3/10/2011)

**OPENED SEPTEMBER 2, 2009
AND LOCATED WITHIN THE BOUNDARIES OF
MOSCOW SCHOOL DISTRICT #281**

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History of Revisions since original Charter Approval June 2008

December 2008 – Changes approved by Commission

Tab 2.A.3 (a) Facility Plan Change first choice facility from Now & Then Antiques on Palouse River Drive to Brown's Furniture on 108 Lauder St/1500 Levick St. Other minor changes in body of charter to change name of facility when mentioned. Substantial changes in Facilities appendix to describe new choices.

December 2009 – Changes approved by Commission

Tab 2.A.1 (c) Number of students: Change in how multi-age classroom enrollment is managed for purposes of the lottery.

Tab 7.A.3 new subsection (f) Expanded Eligibility for Lottery Preference Change to lottery preferences as allowed by Idaho Legislature in 2009.

March 2011 – Changes approved by Commission

Tab 2.a.1.c Number of Students: Revised to reflect growth to grades 7 and 8. Raised maximum class size from 23 to 24 and from 18 to 20 Kindergarten.

Tab 4.a.1 Standard 1: Modified to remove the naming of specific state mandated assessments, in response to changes in tests being required by the State of Idaho; all required summative tests will be used to demonstrate school performance.

Tab 4.a.2 Standard 2: School to develop EL-focused school-specific Progress Reports and public assessment protocols with input from parents and stakeholders.

Tab 4.b.1 Mastry level: Modified to remove the naming of specific state mandated assessments, in response to changes in tests being required by the State of Idaho; all required summative tests will be used to demonstrate school performance.

Tab 4.b.2 Achievement on School-specific Assessments: Students will demonstrate growth term-to-term on Progress Reports; the community will be involved in assessing school outcomes.

Tab 4.F new section Middle Level Credit And Advancement to provide a Middle Level Credit System.

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TAB 1

A. Palouse Prairie Education Corporation bylaws

A copy of the Palouse Prairie Education Corporation ByLaws and ammendments is included as an Appendix.

B. Signatures of Qualified Electors

Certified signatures of at least thirty (30) qualified electors of the proposed charter school's service area are included as Appendix B. *(Statement refers to initial chartering version of document. Appendix B has been dropped from subsequent revisions.)*

C. Educational Mission

Vision

Palouse Prairie School will provide an inclusive, respectful and supportive learning environment that nurtures the individual as a thoughtful participant in our local and global community. *(Dec 2010)*

Mission

The mission of Palouse Prairie School of Expeditionary Learning is to engage the children and the community of the Palouse in a rigorous and collaborative education of the highest standards by fostering a spirit of inquiry, a persistence towards excellence, a responsibility for learning, and an ethic of service. *(Dec 2010)*

D. Petition Overview

Petitioning Entity and Authorized Chartering Entity (ACE) Overview and Definitions

The Idaho legislature in 1998 enacted into law Title 33, Chapter 52, the "Public Charter Schools Act of 1998", for certain purposes relating to charter schools as enumerated in that act.

Palouse Prairie Educational Organization, Inc., a nonprofit corporation, was registered in 2005 in the state of Idaho for the educational purpose of creating and managing one public charter school in the Moscow, Idaho area. In this document, Palouse Prairie Educational Organization, Inc. is the petitioning entity and is referred to as "Palouse Prairie School".

Pursuant to Idaho Code 33-5205, Palouse Prairie School is submitting this petition to establish a new K-8 charter school for approval of the Idaho Public Charter School Commission. In this document, the Idaho Public Charter School Commission is the ACE.

TAB 2

A. Scope of Charter School Operations

1. Overview

A. Number of Schools

This petition is for the establishment of one Charter School, to be located within the boundaries of Moscow School District #281.

B. Grade Range

Palouse Prairie School will open as a K-6 school. At a future date, Palouse Prairie School may expand as approved by the Board of Directors and the ACE until reaching a final grade range of K-8.

C. Number of Students

To open the school in August 2009, the enrollment cap, for purposes of the lottery, is 87 pupils, with a proposed distribution as follows:

Grade	2009-10	2010-11	2011-12
K	18	18	18
1	23	Total of 97 students spread among these grade levels	Total of 110 144 students spread among these grade levels
2	11		
3	12		
4	12		
5	11		
6			
7			
8			
Max class	23	23	24
Max			
Kinder	18	18	20
# Rooms	4	5	6
Totals	87	115	164

Classes may be made up as single grade levels or by combining students in two grade levels.

(Revision note Dec 2008: The use of the Brown's facility was approved by the Commission in December 2008. It is a larger facility and more conducive to allowing Prairie School to ultimately serve 200 students.)

(Revision note March 2011: With Idaho State budget cuts and legislation being considered to raise the divisor used for calculating M&O monies, the school raised its maximum class size to 24 (20 for Kindergarten) for 2011-12 and beyond. The school's Board is free to set lower class sizes as its sees warranted.)

The goal of the enrollment process below is to provide equitable and equal access to enroll in the school and also flexibility to manage enrollments during the school's growth phase.

2009-10

For purposes of the 2009 lottery, the grade level enrollment figures above were used. Subsequent to the lottery, for purposes of maximizing enrollment, Palouse Prairie School may admit additional students to the multi-age classrooms in the order in which they apply until a given classroom reaches its cap of 23. The resulting enrollment is allowed to deviate from the distribution shown in the table above.

2010-11

Because of the potential for class levels to diverge from balanced enrollment in the table above, the lottery in 2010 will be based on the distribution of vacant seats determined as follows: The school administrator will develop a schedule of single and multi-age classrooms and enrollment caps for each classroom such that: (1) all students who wish to return have a place, (2) no classroom exceeds 23 (18 for kindergarten) students and (3) the total enrollment does not exceed the school's enrollment cap. The Board will approve this enrollment plan prior to the opening of the lottery application period, and the plan will be published as part of the lottery information.

Within the classroom schedule set in the step above, grade-level enrollments will be determined as follows: First, students who elect to continue in the school for the next year will be distributed into classrooms. Second, in multi-age classrooms, the open seats will be distributed to give the most uniform age distribution possible in each room. At its meeting just prior to the start of the lottery enrollment period, the grade level enrollments and open seats will be finalized by the Board and reported to the Authorizer. This schedule of classrooms, enrollment cap, and open seats will be advertised to families.

Following the lottery, if any open seats remain in a multi-age classroom, the remaining seats can be taken by students in either grade, first from the waiting list(s) and when the waiting lists are exhausted, then on a first-come basis.

Illustrative example: In 2009-10, 14 students are in grade 3 and 6 are in grade 4. In January 2010, all these students elect to return in the fall. For purposes of the 2010 lottery the administrator designates 4-5 multi-age classroom with 14 entering 4th graders and 6 entering 5th graders and 3 open seats ($23-14-6=3$). For purposes of the lottery, these 3 seats are designated for 5th grade. In this example, only one 5th grade student applied, and therefore was seated during the lottery process. Because all the 5th grade seats were not taken during the lottery process, they become open to be filled by 4th grade students. Five 4th graders applied for the lottery and adhering to the preference rules for the lottery the first two were seated. Sometime later, another 5th grade student seeks admission, and is added to the end of the waiting list for the 4-5 classroom. This list is now a mixed-grade list, initially ranked by lottery and then by order of arrival of later applicants.

2011-12 and subsequent years

The process in this and subsequent years will be the same as the previous, with the new year's enrollment caps. *(section (c) revised Dec 2009)*

D. Commencement of School Operations

Palouse Prairie School will begin its operations in the fall of school year 2009-10 if approved to do so by the State Board of Education (SBOE). *[Editor's note, school opened September 2, 2009]*

2. Non-Instructional Operations

A. Insurance and Liability

Palouse Prairie School will have the same responsibilities as any other public school in matters of civil liability. The Idaho Public Charter School Commission shall have no liability for the acts, omissions, debts or other obligations of Palouse Prairie School.

Palouse Prairie School will procure and maintain a policy of general liability insurance and errors and omissions insurance adequate to meet the requirements of state law. A copy of proof of insurance will be provided to the ACE.

B. Civil Liability

Idaho law provides that a ACE have no liability for the acts, omissions, debts or other obligations of a charter school, except as may be provided in an agreement or contract between the ACE and a charter school. Palouse Prairie School shall hold harmless and indemnify the ACE against any claim, action, loss, damage, injury liability, cost or expense of any kind or nature, including, but not limited to, attorney's fees and court costs, arising out of the operation of Palouse Prairie School and/or arising out of the acts or omissions of the agents, employees, invitees or contractors of Palouse Prairie School.

C. Insurance

Palouse Prairie School shall be responsible for maintaining its own insurance for liability and property loss as required by Idaho State Law.

D. Clerical Services

Palouse Prairie School's Board of Directors will authorize the allocation of clerical staff upon the recommendation of the School Director. Staff will maintain school records as required by Idaho State Law and Federal Law.

E. School Records

Palouse Prairie School's Director will be responsible for maintaining school records and required information. Palouse Prairie School will maintain school records as required by Idaho State Law and Federal Law (confidentiality considerations, FERPA, special education considerations, etc.)

F. Attendance Reporting

Palouse Prairie School will follow Idaho State Law for reporting attendance and enrollment information.

G. IRS Regulations

Palouse Prairie School will comply with all Internal Revenue Service (IRS) regulations and reporting requirements.

H. Custodial and Maintenance Services

Palouse Prairie School's Board of Directors will authorize the allocation of custodial and/or maintenance staff upon the recommendation of the School Director.

I. Administration

Goals

The primary goals for the administrative staff are to:

- Provide for efficient and responsible supervision, implementation, evaluation and improvement of the instructional program, consistent with the policies established by the Board of Directors;
- Provide effective and responsive communication with staff, students, parents/legal guardians, Board members, and other citizens;
- Foster staff initiative and rapport.
- Manage non-instructional aspects of school (i.e. budget, finance, facilities, transportation, admissions, etc.
- Conduct actions in accordance with state and federal laws and the regulations of the Idaho State Department of Education and the State Board of Education.
- Administrative staff will conduct their business in accordance with Board policy and the School Director's rules and procedures.

School Director

Duties and Authorities

The School Director will be hired, supervised, evaluated, compensated and (if necessary) terminated by the Board of Directors.

The School Director is the chief administrator of Palouse Prairie School and will be granted appropriate authority by the Board to allow for the administration and management of Palouse Prairie School, in accordance with Board policies and directives, and Idaho State and Federal Law.

The School Director is authorized to develop administrative procedures to implement Board policy and to delegate duties and responsibilities as necessary. Delegation of authority or duty, however, shall not relieve the School Director of responsibility for the action which was delegated.

Qualifications and Appointment

The School Director must be of good character and of unquestionable integrity and comply with the Idaho State Department Code of Ethics.

The School Director shall have the experience and the skills necessary to work effectively with the Board of Directors, Palouse Prairie School employees, parents/legal guardians, students, and the community.

The School Director will hold all administrative credentials or certificates as required by Idaho State Law or will be working towards those required credentials as approved by the Idaho Bureau of Certification's Alternative Authorization process.

Additionally, the School Director is expected to engage in ongoing professional development as required to maintain appropriate certifications and at the discretion of the Board.

When the office of the School Director becomes vacant, the Board will conduct a search to find the most capable person for the position. Qualified staff members who apply for the position will be considered for the vacancy.

Compensation and Benefits

The Board and the School Director shall enter into a contract approved, in form, by the Idaho State Superintendent of Public Instruction. This contract shall govern the employment relationship between the Board and the School Director.

Evaluation

The Board shall delineate the duties of the School Director and shall use them as the basis for evaluating the School Director's performance.

The Board will evaluate, at least annually, the performance of the School Director, using standards and objectives developed by the School Director and Board, which are consistent with Palouse Prairie School's mission and goal statements. A specific time shall be designated for a formal evaluation session. The evaluation should include a discussion of strengths and weaknesses, as well as performance areas needing improvement.

Evaluation of Personnel

The School Director will be responsible for the evaluation of Palouse Prairie School personnel. The Board of Directors will be responsible for the evaluation of the School Director.

Other Administrative Staff

The Board of Directors will authorize the allocation of other administrative staff upon the recommendation of the school Director. As authorized by the School Director, administrative staff shall have full responsibility for the day-to-day administration of the area to which they are assigned. Administrative staff will be governed by the policies of Palouse Prairie School and are responsible for implementing any required administrative procedures that relate to their assigned responsibilities.

3. School Facilities

Facility Plan

Palouse Prairie School will lease operated in a leased facility, "Brown's Furniture" 105 Lauder St/ 1500 Levick St. This consent was requested of the Commisison to change from the approved (June 2008) facility location (Now & Then Antiques at 321 E. Palouse River Drive). *[Editor note: The lease with Brown's was entered into in March 2009 and runs thru June 30 2012.] [Editor note: Nov 2010 – lease extended to June 30, 2016]*

Inspection Reports

In developing its facility, Palouse Prairie School will comply with all applicable local ordinances, Idaho Codes and Federal laws. Palouse Prairie School will maintain certification that the facilities meet requirements for health, safety, fire, and accessibility for the handicapped, sanitation, sewage disposal, water supply or other matters affecting public health prior to the opening of the school. Palouse Prairie School also will provide for all required inspections of the facilities for health, safety, and fire compliance and provide copies of those reports to the ACE upon request.

Facility Location

Palouse Prairie School will be physically located within the attendance area of the Moscow School District. Prior to the opening of the school, the facilities will be inspected to ensure compliance with applicable state and federal guidelines as provided in Section 39-4130, Idaho Code and the Americans with Disabilities Act.

Use of Local District Facilities

Palouse Prairie School does not currently intend to utilize any Moscow School District facilities. The Palouse Prairie School may seek an agreement with the Moscow School District to utilize District facilities for various purposes in the future. Should the Palouse Prairie School and the Moscow School District reach an agreement for the use of the District's facilities, such agreement would be reduced to writing in a separate document.

Rent/Lease/Purchase Documentation

Palouse Prairie School will provide the ACE complete documentation for the rent, lease or purchase of school facilities prior to the opening of the Charter School.

B. Impact on other public schools

1. Moscow Charter School

Short term potential impacts

During the period when Palouse Prairie is growing its enrollment, it will quite likely reduce the waiting list at Moscow Charter School (MCS). Trish Bechtel, the Principal at MCS has described Palouse Prairie as one end of a curricular spectrum, with MCS in the middle and the district at the other (traditional) end. This positioning may draw students from MCS to Palouse Prairie and open slots to be filled by District families looking for a more familiar curricular option but in MCS' small school setting. There is evidence that there are families who have dropped off the MCS waiting list because they became discouraged of their chances of admission, therefore the total pool of pupils is probably larger than the current MCS enrollment and waiting list. Rather than seeking to harm to MCS, Palouse Prairie envisions collaborating to marketing educational choice.

Palouse Prairie is not likely to draw employees away from MCS as salaries at the two schools are likely to be comparable, and low, compared to the District.

2. Moscow School District

Short term potential impacts

The District has many teachers with long tenure, relatively high salaries and a very competitive recruiting history. Moscow and Pullman have a long history of qualified potential teachers seeking but not finding employment in the District (because of few openings) and the two universities continue to graduate education students interested in teaching in the area. Palouse Prairie will seek to attract some of the highly qualified teachers who wish to remain in the community but have only found substitute teaching opportunities at the District.

Long term potential impacts

There are two potential long term impacts of a successful Palouse Prairie School on the District: facilities and curriculum.

Facilities: When Palouse Prairie School reaches its target K-8 enrollment of 200, it will have enrolled enough children to have significant impact on the District's elementary schools. West Park Elementary, built in 1955, is located near the University of Idaho campus and increasingly finds itself apart from neighborhoods with young children (except UI student housing). Most of the 275 K-3 children who attend are bused to the school. Currently West Park houses three Kindergarten classrooms on the UI campus because the school is not able to accommodate them. For the 2008-09 school year, West Park is adding a modular classroom to accommodate a need to add an additional 2nd grade classroom. J. Russell School, built in 1926, remodeled in 1973, and enrolling 175 students grades 4-6 is located in the Ft Russell Historic District a walkable neighborhood that may or may not have enough students to populate that school. The other two elementary schools are located in neighborhoods with many children and adjoining growing areas of town. The District has had a stable or slowly declining enrollment for a decade, but now is experiencing an uptick in lower elementary enrollments. Palouse Prairie's growth might change the District's enrollment levels and might provide an opportunity to review facilities requirements.

Curriculum. The District's ISAT scores are above the Idaho averages, a testimony to the demographics of the community, both socio-economic status and educational background of families connected with the two area universities. Palouse Prairie expects to benefit from these same well endowed student inputs and to produce the same or better ISAT results. However, Palouse Prairie has another objective, in the development of independent and critical thinking skills and personal character. The Expeditionary Learning curriculum has appeal to university educators who see its parallels in the goals of higher education, particularly those exemplified above the Bachelor's Degree level. Within the community there is another group interested in the success of non-college bound students. Their concern is for the public school to graduate students prepared to join the local work force, with skills and attitudes valuable to local employers. This second group also values the hands-on, collaborative, and independent learning goals of Palouse Prairie. When the Moscow community comes to understand the Palouse Prairie can achieve the same ISAT results as the District and achieve additional goals that are seen by many to be lacking in the traditional schools, there may be an opportunity to reform the District offerings. This outcome, if it occurs, would be the kind of result envisioned by the original Charter school movement – providing models leading to school reform.

3. University of Idaho

Teacher Preparation Program

Palouse Prairie's curricular model is unique in the region and will offer an alternative type of experience for students in the UI Teacher Preparation program. It is a goal of Palouse Prairie to establish mutually beneficial relationships with the University.

TAB 3

A. Educational Program, Philosophy, and Goals

1. Underlying Scope and Purpose

a. Target Student Population

Palouse Prairie School is a public charter school. It is not a religious school, a conversion of a private or parochial school, or a school operated for profit. Palouse Prairie School will serve students of Kindergarten through Grade 8. Palouse Prairie School intends to initially open serving Kindergarten through Grade 6 and to expand to include Grades 7 and 8 as enrollment demands and finances allow. The decision to expand will be at the discretion of the Palouse Prairie School's Board of Directors.

b. Personnel-to-student ratios

Palouse Prairie School will employ one teacher per class, with additional staff as required to support the educational needs of the students. The goal is to have 1 teacher per maximum 22 students per classroom.

In addition, Palouse Prairie School intends to employ sufficient classified and support personnel to meet the needs of the staff, students and community.

c. Distinguishing Features

The school is distinguished by the Expeditionary Learning Schools (ELS) school model, which is a comprehensive school reform and school development model for elementary, middle, and high schools. ELS has been recognized nationally as an innovative, research-based, school improvement model and has been credited with producing high performing public charter schools. The model is based on five core practices: Learning Expeditions, Active Pedagogy, Culture and Character, Leadership and School Improvement and Structures. These core practices work in concert and support of one another to promote high achievement through active learning, character growth and teamwork.

Learning Expeditions – Learning expeditions are the primary way of organizing curriculum. The subject matter of a learning expedition is a compelling topic aligned with the Idaho State Achievement Standards. Learning expeditions feature projects that require students to construct deep understandings and skills to create products for real audiences. Learning expeditions support critical literacy, promote character development, create a sense of adventure, spark curiosity, and foster an ethic of service. They address central academic standards of content, skills, and presentation and include goals related to character and community. They allow for and encourage authentic integration of academic disciplines.

Active Pedagogy – Teaching and learning are active and engaging in Expeditionary Learning classrooms. Effective instructional practices promote high expectations for all students, make the content of the expeditions come alive, and ensure that all students participate and are challenged. Good practices foster character by inspiring each student to develop craftsmanship, perseverance, collaborative skills and responsibility for learning. Effective planning for instruction entails choosing from a repertoire of practices

and protocols and sequencing them into a coherent lesson. Thoughtful lesson design guarantees that lessons are well paced, that all students engage in productive work throughout the class period, that teachers have time to confer with students, that classroom management is smooth, and that teachers are aware of each child's understanding and participation.

Culture and Character – An Expeditionary Learning school culture is developed and sustained through practices that build community, promote shared understandings, and encourage all community members to become “crew, not passenger”. The faculty articulates and promotes character traits that are emphasized throughout the school. Teachers foster student character through challenging academic work, student service, and the expectation that students are courteous, respectful, and compassionate.

Leadership and School Improvement – Leaders in Expeditionary Learning schools create a professional community that focuses on curriculum and instruction as the primary vehicles for improving student achievement and school culture. Leaders assume responsibility for implementing Expeditionary Learning, model the ELS Design Principles, allocate resources for professional development, and partner with Expeditionary Learning staff.

Structures – In Expeditionary Learning schools the schedule serves instructional and curricular priorities. While each schedule is unique to a school and its constraints, there are key features that all Expeditionary Learning school schedules have in common: blocks of class time, opportunities for integration of disciplines, and common planning time for teachers. The schedule accommodates project work, fieldwork, service learning, and flexible grouping of students. Time is scheduled during the school year and summer for whole-school professional development and collaboration across grade levels and subject areas.

These five core practices distinguish our program and establish the basis for offering a unique learning program and environment.

d. Educational Program Components

Integrated Curriculum: Expeditionary Learning allows and encourages subject overlap. Such an approach more closely parallels the “real” world, where a project, problem, or opportunity demands skills in many areas.

Child-Centered Curriculum: Class work involves children working on projects they help design, either in groups or individually. The teacher serves as a mentor or guide to help the children as they encounter challenges and/or to present further challenges to their work.

Experiential Learning: Active, hands-on learning is typically connected to an in-depth project or investigation.

Cooperative Learning: Class work is often done in groups, consisting of students with various abilities. Students learn how to work together, an increasingly important skill in today's workplace. Ideas, material, and labor are shared.

Portfolio Assessment: The portfolio serves as an assessment tool. A series of rubrics show student achievement. Students receive guidance in choosing their work to go into the portfolio, see Tab 4 for portfolio use in Measurable Student Learning Outcomes.

Collaborative Planning: Teachers regularly form partnerships to plan/teach together. This encourages innovation, collaboration, growth, flexibility, and specialization for the teachers.

Learning Community: Palouse Prairie School has made a commitment to develop and maintain a school community and culture dedicated to learning. Everyone involved with the school is regarded as part of the learning community. The greater Moscow community is part of the learning community as well. The community provides the natural and social environments for purposeful fieldwork connected to the academic curriculum. Community members are invited into the school and students have many opportunities to interact with the community outside the school boundaries.

Service Learning: Service learning is a method by which students learn and develop through active community service that meets the needs of communities. It is an integral part of the investigations and products of many learning expeditions and meets an authentic community need.

Fieldwork: Fieldwork has a clear purpose that furthers the work of the Learning Expedition. It is a process in which students gather information and data outside of the classroom. As much as possible, fieldwork is modeled on the authentic work of professionals in the field.

e. Core Values

Palouse Prairie School core values are reflected in its philosophy and mission statement. As an Expeditionary Learning School, we are committed to the ten design principles:

THE PRIMACY OF SELF-DISCOVERY - Learning happens best through challenges and requisite support. Students discover their abilities, values, passions, and responsibilities in situations that offer adventure and the unexpected. In Expeditionary Learning schools, students undertake tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline, and significant achievement. A teacher's primary task is to help students overcome their fears and discover they can achieve their goals.

THE HAVING OF WONDERFUL IDEAS - Teaching in Expeditionary Learning schools fosters curiosity about the world by creating learning situations that provide important ideas to consider, time to experiment, and time to make sense of what is observed.

THE RESPONSIBILITY FOR LEARNING - Learning is both a personal process of discovery and a social activity. Everyone learns both individually and as part of a group. Every aspect of an Expeditionary Learning school encourages both children and adults to become increasingly responsible for directing their own personal and collective learning.

EMPATHY AND CARING - Learning is fostered best in communities where students' and teachers' ideas are respected and where there is mutual trust. Learning groups are small in Expeditionary Learning schools, with a caring adult looking after the progress

and acting as an advocate for each child. Older students mentor younger ones, and students feel physically and emotionally safe.

SUCCESS AND FAILURE - All students need to be successful if they are to build the confidence and capacity to take risks and meet increasingly difficult challenges. But it is also important for students to learn from their failures, to persevere when things are hard, and to learn to turn disabilities into opportunities.

COLLABORATION AND COMPETITION - Individual development and group development are integrated so that the value of friendship, trust, and group action is clear. Students are encouraged to compete not against each other, but with their own personal best and with rigorous standards of excellence.

DIVERSITY AND INCLUSION - Both diversity and inclusion increase the richness of ideas, creative power, problem-solving ability, and respect for others. In Expeditionary Learning schools, students investigate and value their different histories and talents as well as those of other communities and cultures. Schools and learning groups are heterogeneous.

THE NATURAL WORLD - A direct and respectful relationship with the natural world refreshes the human spirit and teaches the important ideas of recurring cycles and cause and effect. Students learn to become stewards of the earth and of future generations.

SOLITUDE AND REFLECTION - Students and teachers need time alone to explore their own thoughts, make their own connections, and create their own ideas. They also need time to exchange their reflections with other students and with adults.

SERVICE AND COMPASSION - We are crew, not passengers. Students and teachers are strengthened by acts of consequential service to others. One primary function of an Expeditionary Learning school is to prepare students with the attitudes and skills to learn from and be of service.

Students will be challenged, taught as individuals, learn about historical and contemporary world problems in a safe, kind environment, and will develop the tools necessary to shape and improve the world of tomorrow.

f. Goal Attainment

Palouse Prairie School strives to meet the goal of educating students who possess the academic and personal habits and attitudes desired of an educated citizen in the 21st century. The student enrollment at Palouse Prairie School will be small in size, with students moving up together. The receiving teacher will have intimate knowledge about what has been taught and about the understandings of individual students. The school will use multiple forms of assessment to determine if it has attained its goals including: ongoing student assessment, community/parent feedback and state and federal testing results.

2. Instructional Methods

a. Curriculum Overview

The educational program for Palouse Prairie School is based on the Expeditionary Learning Schools (ELS) model. ELS is derived from Design Principles which emphasize project-based learning, reading and writing across the disciplines, inquiry-based science, math and social studies, and learning in and through the arts. Additionally, ELS emphasizes positive school culture, including small, multi-age classrooms when possible.

The curriculum will be taught through the expeditions. Each expedition will be aligned to, consistent with, and supportive of the Idaho State Standards. The curricular offerings on each educational level shall meet the requirements of the State Board of Education. Palouse Prairie School will adopt and address the Idaho State Standards K-8.

Curriculum development will be an ongoing process led by the School Director and teachers, with the approval of the Board of Directors.

b. Subject Area Curriculum

Language Arts

The Language Arts curriculum will align with the Idaho State Standards per IDAPA .08.02.03.671 to IDAPA.08.02.03.756. The goal is to develop learners who are effective communicators, and are lifelong readers and writers. The curriculum is literature rich. Comprehensive skills, grammar, vocabulary and dramatization are integrated within the literature program in alignment with Idaho State Standards. Communication skills include speaking and writing, and expand into presentation skills, using modern technological tools when appropriate.

Mathematics

Students will be taught mathematical concepts and processes in alignment with Idaho State Standards. Experiences that engage students in exploring, conjecturing, justifying and communicating their understanding of mathematical concepts will be used throughout. Students will engage in activities that teach them to use mathematics as a tool for reasoning and problem solving in purposeful ways.

Science and Health

The science curriculum emphasizes hands-on experimentation, functional knowledge of scientific phenomena and a working knowledge of the scientific method. Science must take students beyond the factual approach (of reading, reciting, drilling, and testing science) to actual inquiry-based fieldwork with instruments. This process approach lets students experience the excitement of science as well as better understand facts and concepts. Students will focus on the basic science process skills of observing, inferring, measuring, communicating, classifying, and predicting. Students will add the integrated science process skills of identifying variables, data tables, constructing graphs, describing relationships between variables, acquiring and processing data, constructing hypotheses, and designing and implementing investigations.

Social Studies and Community Service

Social Studies will be taught in alignment with the Idaho State Standards. Students will be encouraged to discover and experience their responsibilities and rights as members of

our democratic community. There will be a strong emphasis on community service as students apply their understanding of and their contributions to the world around them.

Technology

Technology will be used to support learning through individual and group discovery and seeking solutions to real-life challenges. It will not be used as the primary mode of delivering instruction. Palouse Prairie School will provide learners with technological skills aligned with the Idaho State Standards.

c. Curricular Materials

Palouse Prairie School will employ instructional materials according to their quality and applicability to 21st century learning for all subjects and in accordance with Idaho State Law. Instructional materials will be coordinated with learning expeditions and prioritized for accuracy and appropriateness of information. Instruction will be coordinated between developmental levels as appropriate. Literature based resources will be emphasized as students explore a wide array of resources including magazines, chapter books, articles, excerpts, interactive software databases and the publications of other education organizations. Palouse Prairie School staff will locate and adapt instructional resources. Guest speakers from organizations, businesses, universities, as well as parents and legal guardians, and other school community members will play important roles in the authentic learning component of the education program.

Director “walk-through”, teacher/peer reviews and associated rubrics will be used to monitor the effectiveness of materials and instruction.

d. Thoroughness Standards

Palouse Prairie School will fulfill the thoroughness standards as identified in Idaho Code 33-1612 and administrative rule.

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: Palouse Prairie School will:

Involve students, parents and the community in developing and disseminating guidelines for physical safety. These guidelines will include, but not be limited to, the procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school, notification of parents’ rights, and staff monitoring responsibilities.

Create an environment that encourages parents and other adults to visit the school and participate in the school’s activities.

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.

Provide a facility and adopt policies that meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools.

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: Palouse Prairie School will:

Adapt the Safe Environment policies into the student handbook providing a code of conduct including clear expectations and consequences for unacceptable behavior.

Teach appropriate behaviors and foster responsible decision-making skills and incorporate high expectations for behavior into regular classroom assessments.

Establish and maintain consistent rules aligned throughout the school.

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

Goal: Students will develop and express exemplary character traits, including honesty, self-discipline, unselfishness, respect for authority and the importance of work, as well as an understanding of the importance of community and service throughout the educational program.

Objectives: Palouse Prairie School will:

Develop activities where students will build personal bonds and carry out responsibilities to one another and to the faculty and staff (ELS's concept: we are all crew), and regularly assess these responsible activities.

Develop practices and learning activities that emphasize 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.

Develop practices and activities that emphasize the practice of adults modeling these important values at school.

The skills necessary to communicate effectively are taught.

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

Objectives: Palouse Prairie School will:

Use classroom and community activities for the purpose of developing skills in written, oral, visual, multimedia communication with individuals and groups.

Emphasize receptive skills (listening, viewing, and reading) as critical components of the communication process

Use computers as tools to support the composition, dissemination, receipt and storage of communications.

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

Goal: Offer a curriculum that enables students to be successful in high school and beyond because they are well grounded in the basics such as reading, writing, mathematics, science, and social studies and in the application of those skills in authentic settings.

Objectives: Palouse Prairie School will:

Organize Expeditions, in the ELS model, which provides a rigorous interactive academic program where projects and service, rather than textbooks, drive pacing.

Require teachers and students to collaborate on setting learning goals, doing team and individual activities and assessing their own and the team's outcomes against their goals.

Provide students regular opportunities to communicate their learning to peer and public audiences and have those audiences evaluate and provide constructive feedback.

Encourage and enable students to engage in extra-curricular activities that extend the range of their learning activities beyond what the school can provide.

Regularly assess individual student needs and supplement Expeditions with established methodologies to reinforce basic skills.

Ensure students can perform at acceptable levels on the Idaho standardized assessments for grades K-8.

The skills necessary for 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 local and national 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: Palouse Prairie School will:

Create Expeditions where students apply their foundation in reading, writing, problem solving, math concepts science, social studies, and computational skills to solve authentic problems.

Enable students to develop the following intellectual habits important in the work place: adapting to new situations and responding effectively to new information; planning; solving problems; locating and evaluating information and learning new skills 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; individual and teamwork skills (i.e., personal initiative, working with others); 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.

Provide a technology enriched environment, encouraging the effective use of technology as a tool for learning and in the workplace of the 21st century.

The students are introduced to current technology.

Goal: Ensure students become fluent at using technology (such as computers, scientific equipment, and networks linked to local and nationwide resources) as tools to find information, record and manage data, and communicate ideas.

Objectives: Palouse Prairie School will:

Ensure that students leaving Palouse Prairie School will be proficient in using both a word processing and spreadsheet package and using the Internet as a resource.

Use computers as tools for such activities as accessing research information, authoring, computation, record keeping and data storage, and communication.

Ensure that students can evaluate the quality and bias of information.

Use interactive technology as tools in an integrated educational program rather than as primary instructional delivery systems.

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: Palouse Prairie School will:

Provide a comprehensive program of community service through the use of Expeditions 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 workload; and working cooperatively with others to reach group consensus.

Enable students to understand and apply concepts and principles embedded in each of the social studies: history, geography, political science, and economics.

B. Definition of “Educated Person,” How Learning best occurs

1. Educated Person in the 21st Century

The 21st century will be a period of unprecedented and rapid change, Schools are helping today’s students prepare for a first job but also for careers that do not yet exist, and for societal challenges we do not yet know.

Traditionally, we have searched past literature for answers, however, we are living in an age where the past is not a good predictor of the future. The only thing that will be certain is that our society will be constantly transforming. It will not be the traditional society of the past on which so much of today's education is based.

The results of an Employer Survey recently released by the American Association of Colleges and Universities (2008, AAC&U) illustrates the gap between the traditional US educational system and what will be expected of students as they enter the workforce.

The findings that have implications for PPSEL and the K-12 curriculum are:

“When asked what learning approaches and assessment methods companies valued most in evaluating a new hire's potential for success, employers overwhelmingly favored integrated, applied-learning experiences like faculty-supervised internships, community-based projects, and comprehensive senior projects. They ranked those experiences just above essay tests and electronic portfolios of student work, which they said were also helpful in demonstrating an applicant's analytic, problem-solving, and writing abilities.

“Only 29 percent said that college transcripts were either very or fairly useful to them in assessing an applicant's skills and knowledge. At the very bottom of the heap were multiple-choice and general-knowledge tests, which most business executives dismissed as ineffective means of assessment. Colleges, they said, should develop methods to assess students' preparedness to apply what they are learning to real-world settings, and to place less emphasis on multiple-choice tests of general knowledge.”

“This isn't a multiple-choice world,” Wayne C. Johnson, vice president for worldwide university relations at Hewlett-Packard, said in a telephone news conference on Tuesday. The findings, he said, reflect a frustration and sense of urgency among businesses, which, he said, have increasingly had to look overseas to find qualified employees. "It would be far wiser for our nation to invest in the areas of the economy that are growing fastest and prepare students for contribution to that growth," he said. "This requires that all workers be educated at a higher level of achievement." The PPSEL curriculum is designed to develop student agency and prepare them to be engaged citizens and adaptive experts in the 21st century global economy. Our curriculum and educational approaches will foster life long learning skills, creative and critical thinking and our portfolio-based assessment practices reflect these values. (Wasley, P. 2008. Tests Aren't Best Way to Evaluate Graduates' Skills, Business Leaders Say in Survey, The Chronicle of Higher Education)

Palouse Prairie School will help students develop each of the following skills and abilities, as assessed in our rubrics for Student Learning Outcomes.

- Ability to identify and summarize the problem/question at issue. Problems that will arise in the 21st century that will not be replications of previous ones, but new, arising from the larger and more complex interaction of world systems, and from the deeper and more detailed understanding of physical systems and science. The 21st century educated person must be able to identify both the main problem and subsidiary, embedded, or implicit aspects of the problem, and their relationships to each other.
- Ability to identify and present the one's own hypothesis, perspective and position. Second to identifying the position, is the educated person's ability to recognize and articulate his/her own position on the issue, drawing support from experience, and information both inside and outside the standard sources.
- Ability to identify and consider other salient perspectives and positions that are important to the analysis. In addition to knowing one's own perspective, the educated person is aware of and accounts for, and additional diverse perspectives, be they historical, cultural, scientific or other conditions of the human experience.
- Ability to identify and assess key assumptions. The educated person examines his /her own perspectives and those of others for underlying assumptions, assessing the validity of the assumptions and addressing the ethical dimensions that underlie the issue.
- Ability to identify and assess the quality of supporting data/evidence and provides additional data/evidence related to the issue. In addition to understanding perspectives, and assumptions, the educated person examines the evidence around an issue and source of that evidence. He/she clearly distinguishes between fact, opinion, and value judgments, and is able to questions the accuracy, precision, relevance, completeness of data/evidence, including observing cause and effect and addressing existing or potential consequences.
- Ability to understand problem solving as a creative act, and see it as a process of successive refinement. The educated person in the 21st century uses his/her understandings of perspective, assumptions, and evidence to assess their work and guide the creative process.
- Ability to examine a body of work and see bigger ideas that arise from the work and find directions for future development and exploration. The educated person understands the dynamic character of problems in the 21st century, and recognizes that in the solution to specific problems lie the germs of future problems and ideas for the development of broader solutions to wider problems.
- The ability to ask for/ learn from feedback. The educated person in the 21st century understands that their work, and the work of others, can benefit from thoughtful feedback and discussion, and he/she seeks out opportunities to get and give helpful feedback.

2. How Learning Best Occurs

Palouse Prairie School accepts the Design Principles of Expeditionary Learning Schools. We believe learning best occurs in a safe yet stimulating environment, where challenge and support help children discover their abilities, values and passions. Learning is a personal process of discovery as well as a social activity. Students and teachers are strengthened by acts of consequential service to others. Teachers begin their careers full of excitement and ideas that, if encouraged, can help each classroom become a place of discovery and enthusiasm. The flexibility of Palouse Prairie School's environment allows the greatest opportunity for both children and teachers to experience the best kind of learning.

C. Manner By Which Special Education Services Will Be Provided

Palouse Prairie School recognizes the unique needs of all children and their potential for significant educational development and will provide education opportunities designed to meet each child's needs. Palouse Prairie School will abide by all applicable Idaho State Codes, Federal Public laws, the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973, guidelines regarding provisions for students who have disabilities. Palouse Prairie School does not discriminate on the basis of race, color, religion, national origin, sex, age or disability.

To be eligible for services under IDEA, a student must have a disability that adversely affects educational performance and requires specially designed instruction. Palouse Prairie School will identify special needs students, including Limited English Proficient (LEP), special education, gifted and talented, and students qualifying for section 504. Palouse Prairie School will utilize the Idaho Special Education Manual as now adopted or as amended in the future and with all federal regulations dealing with these areas. The Idaho Special Education Manual will be used for identifying, evaluating, programming, developing Individualized Education Plans (IEP), planning services, developing our discipline policy, budgeting, and providing transportation for special needs students, as necessary.

Special Education and related services will be provided free of charge to any student who qualifies for Special Education services per Idaho Code 33-2001. Such students will be identified based on criteria established by the state of Idaho. Palouse Prairie School will ensure that a free appropriate public education (FAPE) is available to students who attend Palouse Prairie School and are eligible for special education. FAPE is determined for each individual student with a disability. FAPE will include special education in the least restrictive environment (LRE) and will include related services, supplementary aids and services, and/or assistive technology devices and services required to help the student benefit from his or her education program.

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

1. Palouse Prairie School will form a multidisciplinary team to consider the student's eligibility for Special Education. If a team determines the need for an evaluation by 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 who meets applicable certification requirements for the State of Idaho.

2. A certified Special Education teacher will be responsible for designing, implementing, monitoring and supervising Individual Education Plans (IEP) and 504 plans. A certified Special Education teacher will provide services in an inclusion or pullout model depending on the degree of intervention necessary to meet the student's needs. Through the ELS model, a wide range of skill levels are addressed because of the emphasis on the individual. A paraprofessional will be used to support instruction as allowed by IDEA and the ESEA; however paraprofessionals may not deliver the preponderance of services. The appropriate personnel will consult with the general education staff to utilize effective classroom interventions, adaptations, and modifications.
3. Disciplinary problems by special education students will be assessed by the multidisciplinary team. Teachers and Directors will follow the Idaho Special Education Manual (as currently defined in Chapter 7, Section 13, and titled "student discipline") to address these issues. A Procedural Safeguards Notice will be given to parents, which will contain a full explanation of special education rights.
4. Palouse Prairie School will contract with a private provider for the provision of "related services". Direct speech, language, or occupational therapy 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, the Palouse Prairie School will determine the least restrictive environment complying with PL 94-142.
5. Palouse Prairie School will provide transportation for special needs students if it is determined that this is necessary to provide for a Free and Appropriate Public Education for the student. Special needs transportation contracts will be submitted to the State Department of Education for review before contracts are signed to verify that they are reimbursable.
6. Limited English Proficiency, see program details below.

1. Program for Limited English Proficient Students

Palouse Prairie School is committed to ensure that the LEP students identified:

- attain English Proficiency within three years of their initial enrollment;
- develop high levels of academic attainment in core academic subjects as measured by grades, attendance and graduation goals and;
- meet the same challenging state academic standards as measured by the grade level IRI and ISAT proficiency levels.

Palouse Prairie School will apply the federal definition of Limited English Proficient (LEP) as defined by Title III and IX of the ESEA.

Registration and enrollment materials will include a Home Language Survey (HLS) form that identifies first language spoken by the student in the home.

Palouse Prairie will use the Idaho English Language Learner (ELL) Placement test (currently v 2.0) as the primary means of assessing the student's English language proficiency. The ELL Placement test will be used for identification and placement of incoming ELL students. The Idaho ELL Placement Test will inform placement decisions for new English Language. The test assesses the student's proficiency in the domains of

Speaking/Listening, Reading, and Writing. Identification for placement will be completed within 15 days upon enrollment.

Students who are placed in the LEP program will be assessed each spring with the Idaho English Language Assessment (IELA) to determine proficiency and growth.

LEP Program

The Expeditionary Learning model is based primarily on the inclusion of all students in whole-class learning as much as possible. It is a model with the "social construction of meaning" and "equity of participation" to support academic rigor for all students at its core. The idea is to have the same high bar for all students and differentiate the support for individual students (rather than the learning target) The LEP program will set standards and objectives for each student through an individualized plan that is developed and approved by a team compiled of classroom teachers, the parent/s, the Director, and the special education teacher. The educational approach for LEP students in Palouse Prairie is teaching English as a second language in a regularly scheduled structured setting. The instruction will be provided each day by, or under the supervision of, the classroom teacher within the context of the Expeditionary Learning. Additionally, appropriate curriculum and materials, including world text will be utilized to meet the needs of the LEP student. If necessary, a bilingual teacher will be contracted and/or hired. Accommodations are made as recommended in the Individual LEP Plan. The instruction and/or accommodations follow grade level/subject curriculum.

Data will be collected from the Placement Test, ISAT scores, grades, teacher referrals, previous LEP services and LEP Instructor recommendations. Target growth objectives, intermediate and annual goals will drive the instruction based on student need.

PPSEL's LEP Plan

A LEP Plan will be developed and submitted annually to the State LEP Program for review. The plan will include:

- Notification to parent/s: Parents will be notified of LEP status of student, receive an invitation to the team meeting, and provided with ongoing communication regarding the LEP plan.
- Continuous Program Monitoring: Students will monitored by review of state mandated testing scores and classroom assessment by the special education teacher and/or designee. Monitoring will done for two years. Student's teachers are notified of the monitoring status through the special education teacher or designee. Upon referral from the student's team the special education teacher will again administer the Placement Test and notify parents and teachers if the student is readmitted to the LEP program. The special education teacher will monitor and evaluate student education plans and progress. If the student maintains their academic success during the two-year monitoring phase by meeting proficiency levels, the student is exited. The student's team and parents are notified in writing of the student's new status, with the understanding that at any time a referral can be made to reassess and reclassify student.
- Professional Development: In-service training will be provided annually to all teachers and paraprofessionals serving LEP students per the State Standards and Principles.

2. Other Special Education Student Services

Each person has the right to learn at the most appropriate level where growth will take place. Because gifted and talented, LEP, Title I and Section 504 students have special needs they will be provided with educational experiences that will strive to meet those needs in the regular classrooms as well as in special classrooms. Palouse Prairie School's educational program is well suited to accommodating the needs and abilities of students with varying needs. The ELS model will allow for areas in special education to be pursued beyond the scope of the regular classroom curriculum regardless of the areas of special needs. This will be accomplished through, but not limited to the following: emphasis on the individual, collaboration, competition, flexible grouping, high interest-based expeditions, compelling topics, independent study, remediation, and pullout programs. Transportation will be provided as needed and required.

D. Plan for Dual Enrollment Participation

Eligible students from Palouse Prairie School shall be allowed to participate in dual enrollment in non-charter schools as provided for in Idaho Code 33-203.

TAB 4

A. Measurable Student Educational Standards

PPSEL's goal is to accomplish these educational standards annually:

1. Standard 1

All assessments (formative or summative) required by the State of Idaho in a given school year will be administered to all students enrolled.

During the first four years of operation, students enrolled in PPSEL continuously from the beginning of the school year, will be assessed using each of the summative assessments required by the state of Idaho in the particular school year (e.g., ISAT, IRI).

For each required summative assessment, the percentage* of all PPSEL students who receive a score of proficient or better will be no more than 5 percentage points** below the similar fraction computed in the Moscow School District.

* Because the statistics of small sample size could confound these results, the percentage will be computed across the whole school population as a weighted average of percentage of students scoring Proficient or above in all the grades and all the elements of the test. This combination of the scores will increase the effective N in the analysis. If PPSEL has a population of 10 or less students being tested, the comparison will be waived.

** Results will be compared after rounding each weighted average percentage to zero decimal places.

(Section 4.a.1 revised 3/2011 to remove reference to specific Idaho tests by name. Local assessments moved from this section to 4.a.2)

2. Standard 2

1. During the first four years of operation, all students will develop and maintain a portfolio of work, see Tab 3 A.1.d. for the portfolio component of the program.

Portfolio pieces may include, but not be limited to grade appropriate, visual, written and multimedia pieces derived from school work and college/career investigations. Development of the portfolios will be directed by a teacher and reviewed by the parents in student-led conferences.

2. Twice annually teachers will complete a mid-term Progress Report for each student, that includes, at a minimum, benchmark assessments in Reading (eg. Reading Level, Reading Fluency, Word Knowledge) and Mathematics (eg. Problem solving skills, Computational Fluency). Standardized test data (eg IRI) may be included in addition to school developed assessments.

3. In keeping with the school's EL integrated curricular goals, annually student work will be displayed in public ways within the community and open for community assessment of the ways students have acquired, integrated, extended, refined and meaningfully used knowledge and skills measured by Idaho's required assessments. (Assessment of the school, not of individual students.)

(Section 4.a.2 revised 3/2011 to provide for the development of local assessments in keeping with Expeditionary Learning model.)

B. Measurable Student Progress

1. Mastery Level

All assessments (formative or summative) required by the State of Idaho in a given school year will be administered to all students enrolled.

Beginning in the 5th year of operation, for students enrolled in PPSEL continuously from the beginning of the school year, on each required summative assessment (e.g., ISAT, IRI), the percentage* of all PPSEL students who receive a score of proficient or better will meet or exceed** the similar fraction computed in the Moscow School District.

* Because the statistics of small sample size could confound these results, the fraction will be computed across the whole school population as a weighted average of students scoring Proficient or above in all the grades and all the elements of the test. This combination of the scores will increase the effective N in the analysis. When PPSEL has a population of 10 or less students being tested, the comparison will be waived.

** Results will be compared after rounding each percentage to zero decimal places.

(Section 4.b.1 revised 3/2011 to remove reference to specific Idaho tests. Local assessments moved from this section to 4.b.2)

2. Achievement on School-specific Assessments

Beginning with the 5th year of operation:

1. Seventy-five percent (75%) of students in continuous attendance at PPSEL from the beginning of the year will be expected to demonstrate a Fall to Spring improvement in their mid-term Progress Reports.

2. In keeping with the school's EL integrated curricular goals, annually student work will be displayed in public ways within the community and open for community assessment of the ways students have acquired, integrated, extended, refined and meaningfully used knowledge and skills measured by Idaho's required assessments. (Assessment of the school, not of individual students.)

(Section 4.b.2 revised 3/2011 to provide for assessment of student growth using local instruments in keeping with Expeditionary Learning model.)

C. Standardized Testing

1. Statewide Assessments

The students at PPSEL will be evaluated using the same standardized tests as other Idaho public school students.

2. Additional Assessments

Additional yearly assessment tools may be required as determined by the PPSEL Board and in keeping with EL practices.

3. Reporting of Student Test Results

Staff will report results of the following student tests to the Director who will compile a report to be presented to the Board:

- Individual student progress
- Grade level/school composite scores
- Year-to-year comparative results by subject
- Comparative results between PPSEL, state, and national averages

4. Annual Reports to Idaho State Board of Education and ACE

Annual reports will be made to the Idaho State Board of Education and Authorized Chartering Entity, providing formative and summative data to demonstrate that the school is meeting all the performance standards prescribed by the State and other standards still under construction. This data can include emerging Idaho State Department of Education standards, benchmarks and/or PPSEL-developed criteria.

D. Accreditation

1. State Accreditation of Charter School

PPSEL will be accredited as set forth by the rules and regulations of the Idaho State Board of Education.

2. Accreditation Standards

The Board will comply with all accreditation standards established by the Idaho State Board of Education. PPSEL will use one or more of the following standards as required by law:

- Idaho Elementary/Secondary Accreditation Standards, dated October 17, 1996
- Northwest Accreditation Standards
- Idaho School Accreditation School Improvement Model

3. Accreditation Reports

PPSEL will submit all accreditation reports to the Elementary/Secondary Accreditation Committee in a timely manner.

E. “No Child Left Behind” (NCLB)

Student learning is the primary focus for PPSEL. A Strategic Plan will be in place as part of our accreditation process with the State of Idaho. The Strategic Plan will be developed by the PPSEL Board, Director, and staff representatives. The plan will outline, by year, educational steps including needed remediation for all educational goals identified. Explicit curriculum and procedures will be included in the Strategic Plan.

1. Plan for Improvement per NCLB

Should it be determined through our measurement systems that learning is being compromised, 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 that will examine curriculum, time on task, teaching instruction

F. Middle Level Credit and Advancement

Palouse Prairie School will develop and maintain a Middle Level Credit System acceptable to the State Department of Education, pursuant to IDAPA 08.02.03. The system will address: Credit

Requirements, Credit Recovery, Attendance, Alternate Mechanism, Special Education Students and Limited English Proficient (LEP) students. The policies and procedures to implement the system will be adopted prior to the first academic term in which students grade 7 or 8 are enrolled. *(Section 4.F added 3/2011 to provide for Middle Level Credit System)*

TAB 5

A. Governance Structure

1. Summary

Palouse Prairie Educational Organization Inc. is a nonprofit organization governed by a Board of Directors with a structure of officers and by-laws, with delegation of operational management to a School Director. The Board of Directors of Palouse Prairie School is the entity which plans and directs all aspects of the school's operations to the end that students shall have ample opportunity to achieve their individual and collective learning needs and to provide a thorough system of education. The Board meets as a whole on a monthly basis and in compliance with Idaho Code 67-2340 through 67-2347. It operates through various committees, including an executive committee consisting of officers elected to manage the Board and create, monitor, and revise school policies.

There is a clear distinction between the governance work of the Board of Directors and the administrative and management work of the paid staff. Palouse Prairie School is legally incorporated under the Idaho Nonprofit Corporations Act and is regulated by Idaho statutes and IRS regulations regarding nonprofit organizations. The Board of Directors of the corporation is responsible for governing the school. The Trustees each have a personal fiduciary duty to safeguard long-term well being of the school.

The role of a Board of Directors is to set policy and the role of the school administration is to implement it through procedures. The National School Boards Association defines policies and procedures as follows:

Policies: are principles adopted by the Board to chart a course of action. They tell what is wanted and may include why and how much. They are broad enough to indicate a line of action to be taken by the administration in meeting a number of day to day problems; they need to be narrow enough to provide clear direction to the administration.

Procedures: are detailed directions developed by the administration to put the policy into practice. They tell how, by whom, where and when things are to be done.

2. Legal Organization of Palouse Prairie School

Palouse Prairie Educational Organization, Inc. is and will remain organized and managed as a nonprofit corporation registered in the state of Idaho throughout the terms of this agreement. The Board of Directors of Palouse Prairie Educational Organization, Inc is legally accountable for the operation of Palouse Prairie School.

Palouse Prairie School shall be a public school as provided by the Idaho Public Charter Schools Act. Palouse Prairie School shall be deemed a governmental entity.

Palouse Prairie School must comply with all federal and state laws and rules. Palouse Prairie School is created and operates under the authority of Idaho Code Title 33, Chapter 52. Although most provisions of this code are not explicitly listed in this document, Palouse Prairie School will fully comply with and adhere to its provisions. The responsibility for identifying the essential laws and regulations, and complying with them, lies with Palouse Prairie School, not with the ACE.

Palouse Prairie School is managed by a Board of Directors which acts as public agents authorized to control Palouse Prairie School and which has the same responsibilities and liability as any Board of Directors of public education.

Palouse Prairie School is organized and shall be maintained as a separate legal entity from the Moscow School District 281. Palouse Prairie School may not extend the faith and credit of the District or the ACE to any third person or entity, nor may Palouse Prairie School contractually bind the District or ACE with any third party.

Palouse Prairie School is subject to the provisions of Idaho Code on disclosure of public records.

As specified in Idaho Code 33-5204, no Director shall have pecuniary interest directly or indirectly in any contract or other transaction pertaining to the maintenance or conduct of the authorized ACE and charter, or to accept any reward or compensation for services rendered as a director except as may be otherwise provide by law.

The Bylaws of the Corporation, Palouse Prairie Educational Organization, Inc., contain additional detail on the definitions of membership, attendance requirements, vacancies, terms, resignation & removal, election process, officers & duties, meetings, committees, policies and procedures, and self-evaluation of the Board of Directors. Those Bylaws are included in Appendix A.

3. Parental Involvement in Governance

Palouse Prairie School is a partnership between educators and parents/legal guardians. Parents/legal guardians have many levels of opportunity to participate in Palouse Prairie School.

The Board of Directors will include at least two parent or legal guardian members. This allows for significant parental involvement in policy and operation of the school.

Advisory councils will consist primarily of parents/legal guardians. Parents/legal guardians will have an opportunity to be involved in special projects related to different aspects of the school. The Board of Directors will develop a policy to register volunteers.

Each parent or legal guardian of any child who is enrolled shall be eligible to vote in any regular or special elections. Parents/legal guardians will have direct input in electing the governing body for Palouse Prairie School as delineated in the Corporation Bylaws.

All board meetings will be public and attendance will be encouraged for interested parents and legal guardians. Open communication will support parental participation.

4. Staff Involvement in Governance

Palouse Prairie School is committed to the empowerment of staff and their involvement in decisions that impact their work. Palouse Prairie School will include staff input in the decision making process. Staff input will be linked to the governance decision making of the Board and will include:

- Encouragement for staff to be present at meetings of the Palouse Prairie School's Board
- Involvement in the School Improvement Plan
- The opportunity to provide input to the Board of Directors on the annual evaluation of the School Director to be utilized as the Board deems appropriate

- Voting in elections to elect a Board member. Along with school parents and guardians, staff will have a voice in board member selection, although no employee may serve as a Board member.

5. Business Partnerships

Palouse Prairie School recognizes that external review, feedback, and expertise is an invaluable contribution to the ongoing success of Palouse Prairie School and will actively seek business arrangements or partnerships with other schools, educational programs, businesses, or non-profit organizations as deemed appropriate. Palouse Prairie School intends to establish relationships with multiple supporting organizations, including but not limited to:

- Idaho School Board Association
- Idaho Charter School Network
- Expeditionary Learning Schools, Inc.
- University of Idaho
- Moscow School District

B. Community Relations

1. Public Input

a. Goals

It is a goal of Palouse Prairie School to ensure broad public input in the ongoing effectiveness and validity of the school's philosophy.

In this endeavor, Palouse Prairie School intends to:

- Involve students in projects within the community that will allow community assessment of the real-world and authentic skills of the students, beyond the assessments that come from mandated testing.
- Publicize the school philosophy and vision statements among parents/legal guardians, students, and patrons.
- Include the school philosophy and vision statements in school handbooks and policy manuals.
- Make all school handbooks and policy manuals accessible to students, staff, and the public.
- Encourage open and honest communications between the Board of Directors, school staff, student body, parents/legal guardians, ACE employees, and the general public in an effort to ensure that Palouse Prairie School is being as effective as possible in meeting the needs of the community.

As outlined in the following sections, Palouse Prairie School intends to implement a solid plan to attract a sufficient and diverse student body, to provide for open communications, and to convey information about the school competently and accurately.

b. Recruiting and Marketing

Palouse Prairie School will actively recruit students for enrollment during the first year through advertisement in a local newspaper, coordination of at least one open public meeting, and announcements at local venues in an effort to attract a sufficient pool of potential applicants that include disabled, low-income, and racially diverse students. Advertisement of enrollment opportunities will comply with IDAPA 08.02.04.203.02.

c. Information Sharing

Palouse Prairie School's Director will determine plans for sharing the school's annual report and other relevant information on the school's performance.

d. Public Information Program

The Director will administer the public information program under the direction of the Board of Directors.

2. Parental Involvement

Palouse Prairie School is a partnership between educators and parents/legal guardians. Parents/legal guardians of students who attend Palouse Prairie 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/legal guardians will receive a student handbook at the beginning of each school year.
- Parents/legal guardians will be encouraged to attend a parental orientation at the beginning of the school year.
- Parents/legal guardians will be encouraged to attend parent/student/teacher conferences.
- Parents/legal guardians will be asked to complete a survey during the school year including the following topics: safety of students, classroom discipline, school-wide discipline, classroom atmosphere, and parental perception of the learning environment and student achievement.
- Parents/legal guardians will be encouraged to be involved in our parent teacher association.
- Parents/legal guardians will be encouraged and welcome to volunteer for school projects, programs and committees.
- Parents/legal guardians will be encouraged to provide an appropriate learning environment at home.
- Parents/legal guardians will be encouraged to communicate regularly with the school. In turn, the school will regularly communicate with the parents and legal guardians.
- A minimum of two parents or legal guardians will be Board Members.
- Parents/legal guardians will be encouraged to attend and participate in all public board meetings.
- Parents/legal guardians will be eligible and encouraged to vote in any regular or special board election.

C. Charter School Financial and Programmatic Operations**1. Annual Reports**

As required by Idaho State Law and in compliance with federally mandated programs, the governing board of Palouse Prairie School Board of Directors will submit an annual report to the ACE which shall contain:

- Palouse Prairie School's annual independent financial audit of the fiscal and programmatic operations as required by Idaho State Law. The ACE may choose to do an independent audit at their expense.
- A report on student progress based on Palouse Prairie School's student educational standards.
- A copy of Palouse Prairie School's accreditation report.

- All annual reporting requirements as outlined in IDAPA 08.03.01.301 and 08.02.01.300.03.

An annual programmatic audit will be performed by the Idaho Charter School Network. In addition, Expeditionary Learning Schools provides an audit and school plan as part of their services to EL schools.

The academic program will be reported to the state and to the public through the school report cards.

Palouse Prairie School will provide all reports as required by state and federal law.

Palouse Prairie School's consultant in ELS will lead an audit of the program with an annual "implementation report". The team will document where the school is in terms of implementing ELS instructional strategies. A copy of the implementation report will be submitted to the Board of Directors for review.

2. Annual Budget

The budget for Palouse Prairie School will be prepared in compliance with Idaho State Law and policies of the State Board of Education. It 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 each school year. Copies of the budget will be provided to the ACE as required. The budget will be prepared, approved and filed using the Idaho Financial Accounting Reporting Management System (IFARMS) format.

3. Other Reports

The ACE may reasonably request that Palouse Prairie School provide additional information to ensure that the school is meeting the terms of its charter.

Palouse Prairie School will abide by any additional reporting requirements of the ACE.

The ACE may conduct on-site reviews at its discretion.

TAB 6

A. Personnel

1. Qualifications of Employees

All Staff will meet or exceed qualifications required by Idaho State and federal law, including No Child Left Behind. Teachers will meet the Highly Qualified teacher status.

Instructional staff shall be certified teachers as defined in the Uniformity Chapter of the State Board of Education rules for the Public Schools of Idaho, Section 000-651 and the Idaho Department of Education Professional School Personnel Certification Standards manual and will comply with the Idaho State Department Code of Ethics. A copy of the certificates for all certified teachers/staff members will be kept on file at Palouse Prairie School along with proof of Highly Qualified status.

Palouse Prairie School reserves the right to seek waivers or limited certification options as provided by the rules of the Idaho State Board of Education when deemed in the best interest of the educational program.

a. Criminal History Check Required of All Employees

Fingerprinting and background checks will be required for all employees per Idaho State Law.

b. Certified Teachers shall be Considered Public School Teachers

Per Idaho Code 33-5206, certified teachers in Palouse Prairie School shall be considered public school teachers. Educational experience shall accrue for service in Palouse Prairie School and such experience shall be counted by any school district to which the teacher returns after employment in Palouse Prairie School. Each year of service at Palouse Prairie School counts as one-year experience on the state indexing scale.

Palouse Prairie School embraces the legislative intent of the Public Charter Schools Act to create professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

B. Health And Safety Of Students And Staff

1. Safe Learning Environment

The staff at Palouse Prairie School will communicate and consistently enforce and apply school policies and procedures.

2. General Policies and Procedures

The Director, in conjunction with the Board of Directors and staff, annually review all policies and procedures relevant to safe learning environment, including but not limited to the following:

- School climate
- Discipline
- Gun-free schools
- Student harassment
- Contagious and infectious diseases
- Emergency Plan

3. Internet Safety

Internet users are responsible to use the school's computers, networks and Internet resources in an ethical and educational manner appropriate to the school setting. General school rules for behavior and communications shall apply. In addition, Palouse Prairie School has policies and procedures for computer usage as required by the Children's Internet Protection Act.

The school will implement and review measures to block or filter pictures that: (a) are obscene, (b) contain child pornography, or (c) are harmful to minors;

The school has policies for student Internet access, included in its Student Handbook. Students will annually discuss these policies. Students and parents will annually sign an agreement to adhere to them.

As technologies evolve and are adapted by teachers for classroom use, the Board may develop additional policies for teachers and/or students (and suggestions for parents) regarding: (a) access by minors to inappropriate matter on the Internet and World Wide Web; (b) the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; (c) unauthorized access, including so-called "hacking," and other unlawful activities by minors online; (d) unauthorized disclosure, use, and dissemination of personal information regarding minors; and (e) restricting minors' access to materials harmful to them.

Additionally, educators at the school will work with students to develop the intellectual skills necessary to discriminate among sources, identify materials appropriate to their age and maturity levels, and evaluate and communicate information. School personnel will instruct students in their role as on-line users, so that they can use electronic resource networks in an appropriate manner.

4. General Health and Safety Procedures

Palouse Prairie School will comply with the following health and safety procedures and will adopt and implement policies regarding health, safety, risk management and unsafe school choice option policies as required by Idaho State Law and NCLB Act 2001. These policies at a minimum will address the following items:

Require fingerprinting and criminal history checks for all employees in compliance with Idaho State Law. This requirement is a condition of employment.

- Require that all students have proof of immunization or have a written parental waiver, and also a birth certificate or other officially recognized identification, before being enrolled at Palouse Prairie School.
- Require that all visitors sign in when visiting the school building(s), as detailed in Palouse Prairie School Policies Handbook.

- Provide an inspection of the facility in compliance with Idaho State Law. Adopt policies to meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools. Fire and safety officials will inspect the facility using the same guidelines for used for all public schools.
- Provide a policy and procedures for response to natural disasters and emergencies including fires and bomb threats.
- Provide a policy relating to infectious and contagious diseases . Provide a policy relating to the administration of prescription drugs and other medicine.
- Provide a policy establishing that Palouse Prairie School functions as a gun-free drug, alcohol and tobacco free workplace.
- Provide a policy relating to student harassment
- Policies will be incorporated as appropriate into the student and staff handbooks and will be reviewed on an ongoing basis.

C. Employee Retirement and Insurance Programs

All employees will be covered by, and participate in the following benefit programs: health insurance, sick leave, Public Employee Retirement System, Federal Social Security, Unemployment Insurance, and Workers' Compensation Insurance to the extent allowed and required by law.

D. Transfer Rights

Any employee choosing to work in Palouse Prairie School shall not have a right to return to any non-charter school in the same school district after employment at Palouse Prairie School. However, any employee shall have the right to apply for employment with the local school district through the District's normal employment process.

E. Collective Bargaining

Per Idaho Code 33-5205, the staff of Palouse Prairie School shall be considered a separate unit for purposes of collective bargaining.

F. Written Contracts

All teachers and Directors will be on a written contract, in form, as approved by the Idaho Superintendent of Public Instruction per Idaho Codes 33-514 and 33-515.

TAB 7

A. Admission Procedures

1. Attendance Area

The compact and contiguous primary attendance area for Palouse Prairie School shall be the boundaries of Moscow School District 281.

2. Enrollment Procedures

a. General Procedures

Palouse Prairie School intends to implement enrollment procedures in accordance with the Model Admission Procedures outlined in the Idaho State Board of Education Rules Governing Charter Schools.

3. Admission Procedures

a. Enrollment Deadline

Each year the Board of Directors of Palouse Prairie School will establish an application deadline, which shall be the date by which all requests for admission to attend the School for the next school year must be received. The enrollment deadline cannot be changed once the enrollment information is disseminated.

b. Requests for Admission

A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in Idaho, must make a request in writing for such child to attend Palouse Prairie School. In the case of a family with more than one (1) child seeking to attend Palouse Prairie School, 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, Palouse Prairie School on or before the enrollment deadline. The written request for admission shall contain the name, grade level, address, and telephone number of each prospective student in a family. If the initial capacity of Palouse Prairie School is insufficient to enroll all prospective students, then an equitable selection process, in accordance with the Idaho State Board of Education Model Admission Procedures, shall be utilized to determine which prospective students will be admitted to Palouse Prairie School. Only those written requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline established by Palouse Prairie School shall be permitted in the selection process. Only written requests for admission shall be considered by Palouse Prairie School. 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.

c. Priority of Preferences for Initial Enrollment

Palouse Prairie School will establish an admission preference for students. The selection hierarchy with respect to such preferences shall be in accordance with Idaho Code 33-5205(3)(j).

d. Priority of Preferences for Subsequent Enrollment Periods

Palouse Prairie School intends to establish admission preferences for enrollment of students in Palouse Prairie School in subsequent school years. The selection hierarchy with respect to such preferences shall be in accordance with Idaho Code 33-5205(3)(j).

e. Proposed Attendance List for Lottery

Each year Palouse Prairie School will create an attendance list containing the names of all prospective students on whose behalf a written request for admission was timely received, separated by grade level. In addition, the proposed attendance list will contain columns next to the name of each student, in which Palouse Prairie 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.

f. Expanded Eligibility for Lottery Preference

Per changes adopted by the Idaho legislature in 2009, the second priority group (Group “B” above) is expanded to include:

- (i) The children of fulltime employees of the public charter school;
- (ii) Children who previously attended the public charter school within the previous three (3) school years, but who withdrew as a result of the relocation of a parent or guardian due to an academic sabbatical, employer or military transfer or reassignment.

(new subsection (f) approved Dec 2009)

g. Equitable Selection Process

If the initial capacity of Palouse Prairie School is insufficient to enroll all prospective students, or if capacity is insufficient to enroll all prospective students in subsequent school years, then Palouse Prairie School shall determine the students who will be offered admission by conducting a fair and equitable selection process in accordance with the Idaho State Board of Education Model Admission Procedures and Idaho Code 33-5205(3)(j).

h. Final Selection List

The names of the persons in highest order on the final selection list shall have the highest priority for admission to Palouse Prairie School in that grade, and shall be offered admission to Palouse Prairie School in such grade until all seats for that grade are filled. Any remaining names on the list after capacity is reached will comprise the future admission waiting list. This list will remain in effect until the next year’s selection process is initiated.

i. Notification and Acceptance Process

With respect to students selected for admission to Palouse Prairie School, within the time frames outlined in the Idaho State Board of Education Model Admission Procedures, Palouse Prairie 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 Palouse Prairie School. The offer letter must be signed by such student’s parent, or guardian, and returned to Palouse Prairie School by the date designated in such offer letter.

With respect to a prospective student not eligible for admission to Palouse Prairie School, within the time frames outlined in the Idaho State Board of Education Model Admission Procedures, Palouse Prairie 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.

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, 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 waiting list.

If a student withdraws from Palouse Prairie 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 waiting list.

j. Subsequent School Years.

The final selection list for a given school year will not roll over to the next subsequent school year. If the capacity of Palouse Prairie School is insufficient to enroll all prospective students during the next subsequent school year, then a new equitable selection process shall be conducted for such school year.

4. Attendance Requirements

a. School Attendance Philosophy

Students, parents/legal guardians, and educators recognize the importance of attendance and punctuality at school. Key reasons for regular and punctual attendance include educational benefits and success in school.

b. Employability

Punctuality and attendance are important skills for employment identified by employers and are also a valued component of teamwork and other collaborative community activities.

c. Educational Benefits

Regular attendance assures that students acquire critical academic skills, personal management skills, and teamwork skills.

d. Success in School

Students must be present in order to experience success. Further, each student's presence enhances the success of the entire class.

e. Attendance Requirements

Palouse Prairie School attendance requirements will be in compliance with Idaho State Law. Absence from any class for any reason, including family convenience, shall be counted when the percentage of attendance and eligibility for promotion are being considered.

B. Disciplinary Procedures

1. Discipline

Discipline policies at Palouse Prairie School are in place to protect individuals and the property of the school. While providing this protection, we will involve students in the discipline process. This will provide students with valuable self governing experiences, commensurate with the school's goal to teach democracy in action. All discipline actions will conform to Idaho State Law or subsequent revisions of that code.

a. Policy Violation Definitions

Minor Violations shall be defined by the faculty and administration at the beginning of the school year, and are open to change during the year if necessary. Violations of any of these policies shall be met with disciplinary measures defined by the Board of Directors or its representatives. Once defined, any teacher or Director of the school may apply the measures.

Major violations are defined as any illegal actions conducted on school property or during a school sponsored activity, including but not limited to, possession of illegal substances, weapons at school, malicious vandalism, or assault. Any major violation will be reported immediately to

local law enforcement and will result in the immediate expulsion of the parties involved, to be enforced by the School Director or law enforcement officer.

b. School-Wide Rules

No one may jeopardize the safety or well being of any person at the school. We define safety as including physical, mental, social, and educational aspects.

No one may damage school property. We define school property as the school building and grounds, as well as the furnishings and materials of the school.

c. Classroom Conduct/Discipline Policies

Teachers are the primary discipline authorities in their classrooms, empowered to maintain an appropriate learning environment for all members of the class. Each class -- teachers and students working together -- shall establish its own rules of conduct and the discipline measures enacted when those rules are violated. This is to be seen as an educational experience, providing students with the opportunity to govern them selves and experience democracy and citizenship responsibilities. Teachers will oversee and administer class rules, always ensuring that the safety of individuals is maintained.

d. Suspension, Expulsion and Re-enrollment

Maintaining a safe learning environment for all school participants is our over-riding goal. The Idaho Legislature has empowered public schools to provide temporary suspension and for the expulsion of students when circumstances demonstrate that such action is necessary for the protection of the rights of other students, necessary for the orderly operation of the school process, and/or necessary for the protection of the safety of other students. All policies and procedures dealing with denial of school attendance to any pupil will be in accordance with Idaho Code 33-205.

Suspension

Authority to temporarily suspend students has been delegated by the Idaho Legislature to the school Director. No person other than the school Director or the Board of Directors may suspend a student from Palouse Prairie School.

Ground for suspension may include the following:

A student may be suspended for disciplinary reasons, or for other conduct that is disruptive and detrimental to the instructional process of the school, or to the health and safety of other students and the general climate of the school.

A student may also be suspended when, in the judgment of the Director, the suspension is necessary for the health, welfare, or safety of the student or other students at the school.

Period of Suspension

A temporary suspension by the Director shall not exceed five (5) school days in length. Upon appeal to the Board of Directors, the suspension may be extended for an additional ten (10) days. This appeal for additional suspension would only be granted if there was a finding by the Board of Directors that immediate return to school by the temporarily suspended student would be detrimental to other pupil's health, safety, and welfare.

Expulsion

Only the Appeals Board, consisting of the Director and the Board of Directors, may expel a student. If a Special Education or Special Services student accumulate, or is likely to accumulate , more than ten (10) days of suspension in a school year, the students IEP team must be convened

to determined if the current program and placement are appropriate and if the behavior is related to the student's disability. Based on this determination, the IEP team shall make needed modifications to the student's IEP.

Once expelled, a student is no longer enrolled in Palouse Prairie School, and is not allowed on school property unless accompanied by the School Director or a Board of Directors member. Their position shall be considered vacant and offered up to the next name on the waiting list. Expulsion is considered permanent, although a student may apply for re-enrollment under terms defined at the time the student is expelled.

Re-enrollment

Terms of re-enrollment will be defined on an individual basis when a student is expelled. Such re-enrollment must abide by the general enrollment guidelines for the school. Any individual eligible for re-enrollment will be required to undergo the same initial enrollment proceedings as other prospective students, with no preference or discrimination given.

Any pupil having been expelled or denied re-enrollment may be re-enrolled or readmitted to the school by the Board of Directors upon such reasonable conditions as may be prescribed by the Board; but such re-enrollment or readmission shall not prevent the Board of Directors from again expelling such pupil for cause.

Suspension or expulsion will be considered only as the final option in a series of efforts which may include but are not limited to the following steps:

Step 1: Parent/guardian incident notification.

Step 2: School Director intervention in addition to step 1.

Step 3: Suspension with parental notification in accordance with Idaho Code 33-205. Readmission may occur after a conference with student, parents/legal guardians, and the School Director.

Step 4: Expulsion In accordance with Idaho Code 33-205.

Step 5: The Board of Directors shall have the right to deny re-enrollment for disciplinary or attendance reasons.

In the case of a major violation as defined above, the progression of the steps may be altered.

C. Students using or under the influence of Alcohol or Controlled Substances

The Palouse Prairie School Board will develop and implement policies specifying how personnel shall respond when a student discloses or is reasonably suspected of using or being under the influence of alcohol or any controlled substance defined by section 37-2732C, Idaho Code. Such policies shall include provisions that anonymity will be provided to the student on a faculty "need to know" basis, when a student voluntarily discloses using or being under the influence of alcohol or any controlled substance while on school property or at a school function, except as deemed reasonably necessary to protect the health and safety of others. Notification of the disclosure and availability of counseling for students shall be provided to parents, the legal guardian or child's custodian. However, once a student is reasonably suspected of using or being under the influence of alcohol or a controlled substance in violation of section 37-2732C, Idaho Code, regardless of any previous voluntary disclosure, the School Director or designee shall contact the student's parent, legal guardian or custodian, and report the incident to law enforcement. The fact that a student has previously disclosed use of alcohol or a controlled substance shall not be deemed a factor in determining reasonable suspicion at a later date.

In addition to policies adopted pursuant to Idaho Code 33-210, students may, at the discretion of the Palouse Prairie School Board of Directors, be subject to other disciplinary or safety policies, regardless whether the student voluntarily discloses or is reasonably suspected of using or being under the influence of alcohol or a controlled substance in violation of Palouse Prairie School policy or section 37-2732C, Idaho Code.

The Palouse Prairie School Board of Directors shall ensure that procedures are developed for contacting law enforcement and the student's parents, legal guardian or custodian regarding a student reasonably suspected of using or being under the influence of alcohol or a controlled substance.

Any Palouse Prairie School employee or independent contractor who has a reasonable suspicion that a student is using or is under the influence of alcohol or a controlled substance and, acting upon that suspicion, reports that suspicion to the School Director or initiates procedures adopted by the Palouse Prairie School Board of Directors pursuant to this section, shall have immunity from any liability, civil or criminal, that might otherwise be incurred or imposed. Any such participant shall have the same immunity with respect to participation in any judicial proceeding resulting from such report. Any person who reports in bad faith or with malice shall not be protected by this section. Employees and independent contractors who intentionally harass a student through the misuse of the authority provided in this section shall not be immune from civil liability arising from the wrongful exercise of that authority and shall be guilty of a misdemeanor.

D. Public School Attendance Alternative

Students located within the compact and contiguous attendance area of Palouse Prairie School will have the option to enroll in existing public schools presently serving their area. No student will be required to attend Palouse Prairie School.

E. Public Awareness Of Enrollment Opportunities

Palouse Prairie School intends to actively promote enrollment opportunities to the citizens in the area of attendance. Palouse Prairie School will implement a process for promoting enrollment opportunities which includes the dissemination of enrollment information in advance of the enrollment deadline established by Palouse Prairie School Board of Directors each year, and in accordance with the time frames specified in the Idaho State Board of Education Model Admission Procedures. Such information will be posted in visible and prominent locations within the area of attendance. In addition, Palouse Prairie School will ensure that the process includes the dissemination of press release or public service announcements, to media outlets that broadcast within, or disseminate printed publications within, the area of attendance of Palouse Prairie School. Finally, the enrollment information shall advise that all prospective students will be given the opportunity to enroll in Palouse Prairie School, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs. The advertisement of enrollment opportunities will take into consideration the language demographics of the local area.

F. Denial of Attendance

The Board of Directors may deny re-enrollment, or may deny attendance at any of its schools by expulsion, 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 of 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.

G. Student Handbook

Palouse Prairie School has assembled a parent/legal guardian-student handbook, following Idaho State Law, which outlines the school rules and a Code of Conduct including expectations and consequences for unacceptable behavior. A draft copy of this handbook is contained in Appendix L, and will be provided to each student's parent or guardian at the time of the student's initial enrollment. Additional copies of the handbook will be made available upon request.

TAB 8

A. Business Plan

1. Business Description

Palouse Prairie Educational Organization Inc. is organized exclusively for educational purposes within the meaning of IRC Section 501(c) (3) of the Internal Revenue Code. The initial intent is to establish one public charter school which has Expeditionary Learning as its principle teaching methodology. This school will be called Palouse Prairie School. 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). Palouse Prairie Educational Organization Inc. was established in June of 2005.

2. 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 Palouse Prairie School shall be the boundaries of the Moscow School District. This target area has a student body of approximately 2,000 students in grades K-8. Palouse Prairie School will start with grades K-6, with expansion to include grades 7-8 as circumstances permit.

Palouse Prairie School will actively recruit students for enrollment using, but not limited to, the following methods:

- Advertising with elementary and middle schools located within the target area upon administrative approval.
- Direct mailing to primary attendance area households.
- Paid advertising and ongoing articles in Moscow and Latah County newspapers.
- Holding public forums in Moscow.
- Posting advertising materials in prominent locations in Moscow (i.e. the library, the community notice board, at City Hall).
- Operating summer programs or other activities that involve children in Expeditionary Learning-type activities

3. Management Plan

a. Instructional Arrangements

Palouse Prairie School plans to open in August of 2009. Grade organization will generally consist of multi-age/grade classrooms by combining pairs of grades levels. In the event that initial student enrollment does not allow for multi-grade classrooms to be effectively implemented, Palouse Prairie School intends to utilize teacher looping of grades to allow students and teachers to be together for more that one year. The Director will determine the school calendar, schedule, and hours of operation. Within that general format, the Director, in consultation with the Board of Directors, will establish the school year calendar in compliance with the requirement of providing 900 hours of instruction. The school day is initially planned to begin at 8:00 AM and end at 2:45 PM (school start and ending times will also be dependent on busing availability). This schedule will be reviewed on an annual basis and may be changed, as necessary, by the Director in

consultation with the Board of Directors. State and District-required hours of attendance will be met. Administrative services will be provided by the Palouse Prairie 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 Governing Board, the Public Charter School Commission, and parents.

Financial operations will be contracted out to licensed and bonded entities. Funding sources will include state allocation per pupil, federal start-up grants, private grants, business partnerships, and donations.

b. Day-to-Day Operations

The Director of Palouse Prairie School will determine the day-to-day operations of the school. The Governing Board will have oversight authority.

4. Resumes for Corporation Directors

Current resumes for all Palouse Prairie Educational Organization Inc. Board members are included in Appendix D. *(Statement refers to initial chartering version of document. Resumes have been dropped from subsequent revisions.)*

B. Financial Plan

1. Budget Statement

The budget for Palouse Prairie School will be prepared in compliance with Idaho law and the policies 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 ACE. The budget will be prepared, approved and filed using the Idaho Financial Accounting Reporting Management System (IFARMS) format.

a. Start-Up Budget

Enrollment models and three year operating budget form, and the First year month-to-month cash flow form, are contained in Appendix E. Although Palouse Prairie School may anticipate additional revenue, this budget only includes State Allocations, Federal Startup Grant and Albertson's Foundation funds. The expenses include both start-up and ongoing costs. *(Statement refers to initial chartering version of document. Resumes have been dropped from subsequent revisions.)*

b. Table: Budget Overview

In order to ensure financial solvency, the budget has been designed to transition from start up funds to balance with only the Idaho state enrollment-based apportionment as a source of income. The Palouse Prairie Board has set a financial goal of having a full time Director for the school. The smallest enrollment budgets can only fund a portion of this position. Recognizing that, the Board expects to assign other responsibilities to the Director, as a way of securing additional salary resources, and to provide additional support to the Director with volunteer help. This is a significant challenge for the school, but it is the most viable strategy while the school is small.

In addition to the Startup grant and Albertson's grant, other sources of funding will be pursued, including grants for special programs, and support for facilities. These additional sources are not shown in the budget because they have not been secured.

Staffing formulas are based on Idaho staffing ratios.

c. Table: Idaho Support Units.

Palouse Prairie School can be financially solvent with a targeted enrollment of 87 students (K-5) in year 1 (including 18 Kindergarten) in four classrooms. This target was chosen through an analysis of the waiting list at Moscow Charter School, the formula converting attendance to “units” and the four classrooms initially available in the facility.

d. Table: State Income

The budget uses the currently (Jan 08) available figure of \$4400 per pupil as the state allocation. The \$4400 was held constant across all three years of the budget –the figure might rise with increased years of experience of the staff, but since staff education and experience are presently unknown, the conservative flat rate of reimbursement is used. In this model, with an income source constrained, projected raises are also constrained to what can be financed with increased enrollment/teacher.

Kindergarten students are counted at 50% per capita for purposes of this budget. The \$4400 figure makes some allowance for the reduced “units” for kindergarteners, but given the small size of the school, the budget errs on the conservative side.

The budget template has an added calculation that multiplies planned headcount (which is already adjusted for Kindergartners) by 95% to reflect ADA measure of attendance. The template has additional rows that show the unadjusted head count and students/classroom.

2. Income Sources

The primary funding sources are the Idaho state allocations. Other sources include Federal start-up grant (estimated at \$130K year 1), private grants (initially Albertson’s Foundation at \$100K), business partnerships, and donations.

3. Working Capital and Assets

Palouse Prairie School intends to begin a campaign to develop a reserve borrowing capacity. The goal is \$50,000 before the opening of the school, \$15K is pledged as of July 08. *[Editor’s note: this campaign went into hiatus in July 2009 after arranging an unsecured loan from a private party to finance the balance of the remodeling costs. That loan was repaid and refinanced with a 10-year commercial loan from USBank in Jan 2011.]*

4. Expenditures

Expenditures will be handled as described in the following sections.

a. Purchasing Process

The Palouse Prairie School Director will determine procedures for procuring goods and services, with approval of the Board of Directors.

b. Payroll Processing

Palouse Prairie School intends to outsource its payroll processing as determined by the School Director, with approval of the Board of Directors. *[Editor note: to date (3/2011) the school has not elected to outsource payroll, instead performing this with a Business Manager in house.]*

c. Reports and Audits

Palouse Prairie School will conduct an independent financial audit annually. The ACE may choose to do an independent audit at their expense. Palouse Prairie School will follow the requirements set forth by Idaho statute regarding audit reporting.

5. Financial Operations

Financial operations of the Palouse Prairie School are outlined in the following sections.

a. Financial Management

The accounting records will be kept in accordance with generally accepted accounting principles. Palouse Prairie School will follow the requirements set forth by the Idaho State Department of Education, including formats for account numbering.

b. Financial Management Personnel

The Palouse Prairie School Director will manage the school's financial organization, with the Board maintaining ultimate financial responsibility.

c. Bonding

Documentation of bonding of all personnel involved in the school's financial operations will be provided to the ACE prior to the opening of the school.

6. Transportation

To-school transportation may be contracted through Moscow School District, a service they also offer to other schools in the District. Transportation will be provided to in attendance area students and at selected pick-up locations within the attendance area for out-of-attendance area students. If seating on the bus becomes limited, priority will be given to in-attendance area students. Transportation costs shown in the budget are based on the actual costs Moscow Charter School paid the District in 06-07. *[Editor's note: a busing contract was concluded with MSD for the 2009-10 and 10-11 academic years.]*

ELS school programs do not have an unusual amount of travel compared to traditional public schools. Expeditions will be designed to consider travel requirements and expedition-related transportation will be provided through contract with Moscow School District for buses, or through use of public transit or other licensed carrier.

7. Food Service

It is Palouse Prairie's School intention to provide a lunch program as soon as it is fiscally and feasibly possible. Palouse Prairie School is not committed to providing lunch from opening day. Free and reduced lunch forms will be provided to all students by Palouse Prairie School. Once a suitable lunch preparation facility is available, any qualifying student will receive their lunch from the school. Until that time, alternative methods of feeding qualifying students are being explored, including use of the Idaho Special Milk Program and contracting food services from the Moscow School District. Palouse Prairie School will use verification, reporting, and record keeping procedures as outlined in the National School Lunch Program through the State Department of Education. *[Editor's note: the school established a contract with MSD to provide hot lunches and is participating in Free and Reduced Lunch programs for the 2009-10 and 10-11 school years.]*

TAB 9

A. Virtual School

Palouse Prairie School is not a virtual school.

TAB 10

A. Business arrangements or partnerships

1. Curriculum

Palouse Prairie School will contract with the nationally acclaimed Expeditionary Learning Schools organization to implement the ELS model. The organization will provide technical assistance, curriculum planning assistance, and professional development, and program assessment to implement an EL school. A letter of support from the national organization can be found in Appendix J.

2. Special Education

Palouse Prairie School will contract with qualified individuals and local organizations to provide counseling, speech and physical therapy, and LEP services as needed.

3. School Nurse

Palouse Prairie School will contract for with North Central Health District for services of qualified school nurse in the same manner as Moscow Charter School.

4. Transportation

Palouse Prairie School will contract for to-school transportation with Moscow School District, a service they also offer to other schools in the District. Transportation for Expeditions will be provided through contract with Moscow School District for buses, or through use of public transit or other licensed carrier.

5. Meals

Palouse Prairie School has no plans to offer a lunch program when it opens. Lunch contracts are a service that Moscow School District offers to other area schools.

6. Legal

Palouse Prairie School intends to contract with a local lawyer with a practice in school law. This arrangement has not yet been sought.

7. Accounting

Palouse Prairie School intends to contract for accounting services with the same local firm that provides these services for Moscow Charter School and has experience in school and non-profit finance.

8. School Assessment

Palouse Prairie School intends to contract with the Idaho Charter School Network for programmatic audit and to supplement professional development provided by ELS.

B. Additional Information

1. Support for Palouse Prairie School

Letters of support from our community can be found in Appendix J. *(Statement refers to initial chartering version of document. Appendix has been dropped from subsequent revisions.)*

2. State Sufficiency Review

A copy of the Idaho state sufficiency review with annotated corrections incorporated by Palouse Prairie School is contained in Appendix H. *(Statement refers to initial chartering version of document. Appendix has been dropped from subsequent revisions.)*

3. Moscow School Board Review

A copy of the Palouse Prairie School Petition Analysis prepared by the Moscow School District Superintendent with annotated responses is contained in Appendix I. *(Statement refers to initial chartering version of document. Appendix has been dropped from subsequent revisions.)*

4. Plan for Termination

In the case of termination of the charter, the Palouse Prairie School Board of Directors is responsible for dissolution of the charter school. Creditors will be paid from the charter school monetary assets and/or through the auctioning off of non-monetary assets under the direction of the governing board. Parents/legal guardians will be notified by public notice and by mail of the procedure to request a transfer of student records to a specific school. Unless otherwise requested, all remaining records of students will be transferred to the Moscow School District. The Articles of Incorporation of the Corporation, Palouse Prairie Educational Organization, Inc., provide that upon dissolution of the Corporation any remaining assets shall be donated to the ACE.

APPENDIX I

Articles of Incorporation (ByLaws)

FILED EFFECTIVE

ARTICLES OF INCORPORATION OF

PALOUSE PRAIRIE EDUCATIONAL ORGANIZATION, INCORPORATED

2005 JUN 20 AM 9:51
SECRETARY OF STATE
STATE OF IDAHO

The undersigned, in order to form a Non-Profit Corporation under the provisions of Title 30, Chapter 3, Idaho Code, submit the following articles of incorporation to the Secretary of State.

ARTICLE I

It is hereby certified that this corporation shall be known as Palouse Prairie Educational Organization, Incorporated.

ARTICLE II

The purpose for which this corporation is formed is:

- a. To promote educational activities,
- b. To create and operate one or more public charter schools for the education of Idaho children,
- c. Educational within the meaning of Section 501c(3) of the Internal Revenue Code of 1986,
- d. In accordance with the Idaho Public Charter Schools Act of 1998, Chapter 52, Title 33, Idaho Code.

ARTICLE III

The governing board shall consist of a set number of individuals elected to position as set forth in the Bylaws. The governing board shall consist of no fewer than five (5) people. Individuals who are to serve as the initial directors are:

- | | |
|---------------------|---|
| 1. Anne Adams | Address for all:
723 E A Street
Moscow ID 83843 |
| 2. Daniel Granja | |
| 3. Tiffany Scriptor | |
| 4. Linda Sterk | |
| 5. William Rivers | |

ARTICLE IV

The initial registered agent and registered office address of this corporation are:

Linda Sterk
723 E. A Street
Moscow, ID 83843

ARTICLE V

The incorporator is:

Linda Sterk
723 E. A Street
Moscow, ID 83843

ARTICLE VI

The mailing address of the Corporation shall be:

723 E. A Street
Moscow, ID 83843

IDAHO SECRETARY OF STATE
06/20/2005 05:00
CK: 1994 CT: 189812 BH: 816939
1 @ 30.00 = 30.00 INC NONP # 2

C161102

ARTICLE VII

The initial Bylaws of this corporation shall be adopted by the initial board of directors and subject to change as outlined in the Bylaws.

ARTICLE VIII

The corporation has voting members. The rights and responsibilities of the voting members are delineated in the Bylaws of the corporation.

ARTICLE VIII

Upon dissolution of the Corporation, assets shall be auctioned off under the direction of the governing board. Proceeds from the auction shall be used to cover any debts of the corporation pursuant to Section 30-3-114 and 30-3-115 of the Idaho Code, with any excess amounts donated to the Moscow School District.

Incorporator's Signature *Heida Stark*

Articles of Ammendment to ByLaws – 2007

To the Secretary of State of the State of Idaho

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

1. The name of the corporation is: PALOUSE PRAIRIE EDUCATIONAL ORGANIZATION
2. The text of each amendment is as follows:

ARTICLE II

The purpose for which this corporation is formed is:

- a. To promote educational activities,
- b. To create and operate one public charter school for the education of Idaho children,
- c. Educational within the meaning of Section 501c(3) of the Internal Revenue Code of 1986,
- d. In accordance with the Idaho Public Charter Schools Act of 1998, Chapter 52, Title 33, Idaho Code.

ARTICLE III

The governing board shall consist of five (5) to seven (7) individuals elected to positions as set forth in the Bylaws. Individuals who are to serve as the initial directors are:

1. Anne Adams
2. Daniel Granja
3. Tiffany Scriptor
4. Linda Sterk
5. William Rivers

ARTICLE VIII

Upon dissolution of the Corporation, assets shall be auctioned off under the direction of the governing board. Proceeds from the auction shall be used to cover any debts of the corporation pursuant to Section 30-3-114 and 30-3-115 of the Idaho Code, with any excess amounts donated to the Authorized Chartering Entity.

3. The date of adoption of the amendment(s) was: 03/29/2007
4. Manner of adoption:

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

- a. The number of directors entitled to vote was: 5
- b. The number of directors that voted for each amendment was: 3
- c. The number of directors that voted against each amendment was: 0

Dated: 03/30/2007

Signature: _____

Typed Name: William Rivers

Capacity: Treasurer