

VICTORY CHARTER SCHOOL

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VICTORY CHARTER SCHOOL

“...We held on to our central truth - that it is not possible to change significantly what happens in schools unless you change significantly the nature of the human relationships that form the educational experiences.”

-Olds & Pearlman, Designing the New American School

INTRODUCTION

This proposal was made possible by Idaho Code, Chapter 52, Title 33, passed by the Idaho Legislature in 1998. Charter schools provide opportunities for teachers, parents, pupils and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- Effectively using technology as a tool;
- Improve pupil learning;
- Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low-achieving;
- Encourage the use of different and innovative teaching methods;
- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site;
- Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system;
- Hold the school established under this plan accountable for meeting measurable pupil outcomes, both behaviorally and academically.

We respectfully submit this proposal to allow parents the opportunity to qualify for the lottery in accordance with the Charter legislation.

Our proposal for Victory Charter School is an alternative educational opportunity that mirrors Liberty Charter School by offering students the promise of a Kindergarten through Grade 12 education, which will lead to a successful high school experience and/or admission to an institution of higher education. This promise is made with the understanding that an education is a shared responsibility of the public schools, the parents, the community and the individual learners.

Unique Aspects:

The distinctive aspects of Victory Charter School include the addition of seventh and eighth grade, as well as the high school grades, the study of a second language, piano lessons for Kindergarten through third grade students, enriched gifted and talented services, integration of community service into the learning process, and within eighteen months a full integration of technology as a learning tool.

Seventh/Eighth Grade Opportunity - Realizing that the junior high years are critical to a child's self esteem, we will offer seventh grade the school year 2002/2003 and eighth grade the following year. The focus of the seventh and eighth grades will be to provide a different environment where students will experience less stress. There will be less movement from room to room, fewer teachers and students, therefore a smaller arena that is not as threatening to a student's self esteem when taking risks or making mistakes.

High School Opportunity - The focus of Victory High School's curriculum will be math and science, while integrating and ensuring all required academic areas are covered. Student learning in every curricular area will be most notably advanced using independent and group learning projects to achieve the learning goals of each student. Mini-labs, conducted weekly in small groups, will specifically address student needs in the areas of math and science. Academic challenge opportunities in the math/science focus will include Advanced Placement exams and Concurrent Credit courses, with the goal of helping each graduating student who has college as a goal to obtain a minimum of nine (9) college credits. Additionally, apprenticeships and internships will be organized to encourage math/science opportunities, with other academic interests supported, outside of the classroom for career exploration. Eligible Victory Charter School students will also be able to participate in dual enrollment opportunities with other school districts as provided for in Chapter 2, Title 33, Idaho Code, and Victory Charter School's policies regarding dual enrollment. All coursework (e.g. content) will be designed in light of Northwest Regional Accreditation and state standards. All teachers will be accredited in one of the following fields: mathematics, science, language arts or social studies.

Foreign Language - The study of a foreign language is an integral and distinguishing aspect of the Charter curriculum. The foreign language choice will be Spanish. Research demonstrates that the study of a second language boosts English proficiency, improves memory and self-discipline and enhances verbal and problem-solving skills. Studies also show that learning a foreign language actually contributes to better SAT and ACT scores. Most colleges and universities require a second language for incoming students. In addition:

- Knowledge of a second language is essential in over 60 occupations
- Each of the major U.S. corporations routinely employs 500 to 5,000 persons abroad
- Commercial language schools now have waiting lists, due to increased demands in Business and industry for people with strong language skills
- 1,261 companies surveyed reported 60,687 positions requiring a second language

The initial emphasis will be with intermediate level learners (ages 9-13). An expected outcome is that learners will communicate and interact effectively in a second language.

Music; Piano Lessons - Kindergarten through third grade. .5 hours per week - It is our belief that early musical training - particularly on the piano - can dramatically boost a child's brain power, building the kind of skills necessary to succeed in high level math and science. Recent studies of California and Wisconsin showed that after only six months, pre-school piano students out-performed those who had not studied by 35% on measured intelligence tests! Further studies have shown that the best time to boost brainpower through music is between the ages of two and ten. The explanation for this phenomenon is simple: when a child makes music, brain cells begin

firing in patterns - linking with each other and forming a network of lasting connections. This exercises and strengthens the same bridges in the brain that are believed to lay the framework for logic, order, and abstract reasoning.

Therefore, we propose to create a piano lab within the first two years of the inception of the Victory Charter School where primary students (grades K - 3) will learn the basics of playing the keyboard. Older students will continue their musical instruction through expanded choir, band, and orchestra programs. It is not our intent to turn every child into a Mozart or an Einstein. But it is our desire to stimulate as much brain activity as possible...for the stimulus a child receives early in life will determine how well their brain functions through life.

Gifted and Talented Enrichment - In a society based on democratic principles, each person has the right to learn at the most appropriate level where growth will take place. Because gifted and/or talented students have special needs, they will be provided educational experiences that will strive to meet those needs in the regular classroom as well as in special classes, seminars or workshops. The Charter environment will allow areas to be pursued beyond the scope of the regular curriculum - regardless of their areas of giftedness or talents. This will be accomplished through but not limited to clustering, competitions, consultations, curriculum compacting, honors classes, independent study, interest-based workshops during intercessions, and pullout classes.

Victory Charter School will use the following outline of identification procedures for our gifted and talented program:

- Intellectual/Academic and Specific Academic - see attached student profile (Included in Attachment 1)
- Creativity - see attached student profile (Included in Attachment 1)

Community Service - Community service is a vital and distinctive element of the Charter curriculum. Learners reap the rewards that come from being active, contributing community members. They experientially discover the interrelationships of community members. They feel the satisfaction of seeing their activity produce positive changes in their community and their lives. The community service requirement is designed to instill a sense of individual, social, and civic responsibility. It enables learners to become whole people whose presence in society is valuable because of their development of values and newly found knowledge to solve for the needs of others. Specifics of the program are determined by the learners and Victory Charter staff during the initial weeks of each school year, based on current community needs and interaction with community and governmental leaders.

Technology - Technology provides learners with skills that prepare them for future employment. The term “technology” includes learning tools such as computers, interactive video equipment, audio-visual aids, scientific equipment and networks linked to local and nationwide resources. These tools help students guide their own education. They support a child’s natural way of learning through individual and group discovery, and through seeking solutions to real life challenges. “Learning how to learn” is the real purpose of education. Those who succeed in this goal become lifelong learners. Interactive technologies properly used for this goal leap the barriers of time, space and limited attention span and bring the world to our fingertips.

In our charter effort within the first 24 months, computers will be tools used for activities such as:

- Research - Access information via electronic reference books, databases, networks, etc.
- Authoring - Create and illustrate stories and reports to share with others in media such as printed documents videos and digital film.
- Drill, Practice, Remediation - Computers take over tedious routines, providing instant feedback on mistakes and how to correct them. It is possible to evaluate learning needs and take learners back to foundation knowledge they may have missed.
- Computation - Learning mathematical skills through spreadsheets and other software applications helps prepare learners for future careers.
- Record Keeping and Storage - Charter learners discover that computer databases are effective tools for tracking school and business records, schedules, inventories, etc.
- Communication - Network link learners at school with their homes, other schools and national resource centers.

ELEMENT ONE: CHARTER REQUEST

In accordance with Idaho Code Section 33-5205, we, the undersigned, formally request the Nampa School District Board of Trustees to grant a charter to operate the Nampa II Charter School from July 1, 2002 until June 30, 2007 with the opportunity to request a renewal of the Charter as described in Idaho Code Section 33-5209.

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ELEMENT TWO: PHILOSOPHY AND MISSION

Change will be a core characteristic of the 21st Century. The future workforce will change jobs an average of eight times during their working lives, and as knowledge continues to multiply, information management, technology and communication will become tools for success. Successful workers will need to be literate and possess excellent problem-solving skills. This nation will require a citizenry who have learned to learn and who, more than ever before, have learned to work cooperatively. Not only will they need to have completed high school, but also for roughly three out of four new jobs, some education or training will be required at an institution of higher learning.

Victory Charter School's mission is to develop students who are competent, confident, productive and responsible young adults who possess the habits, skills and attitudes to succeed in high school and be offered the invitation of a post-secondary education and satisfying employment.

This mission seeks to develop an educated citizenry for the 21st Century through a dynamic, interactive, academic program where pacing is driven by student capabilities, not textbooks. Our students will be well grounded in the basics, such as, reading, writing, math, science and social studies. In addition, our students will evolve into citizens who will develop the following academic habits:

- Curiosity;
- Lifelong learning;
- Clear oral and written communication;
- Thinking creatively;
- Thinking logically and making informed judgments;
- Adapting to new situations and responding to new information;
- Finding, selecting, evaluating, organizing and using information from various sources;
- Making easy and flexible connections among various disciplines of thought.

They will develop personal habits and attitudes of:

- Accepting responsibility for personal decisions and actions;
- Investment in and awareness of the needs of others;
- Academic honesty and the ability to face challenges with courage and integrity;
- A healthy lifestyle;
- Empathy and courtesy for others and respect for differences among people and cultures;
- Self-confidence and willingness to risk setbacks in order to learn;
- Concentration and perseverance;
- Seeking a fair share of the workload;
- Managing time in a responsible manner;
- Working cooperatively with others, which includes the ability to listen, share opinions, negotiate, compromise and help a group reach consensus.

The development of the above noted habits and attitudes requires a climate that is conducive for learning. The philosophy of Victory Charter School is that learning occurs when:

- Learners construct meaning;
- Learners see connections between what they learn and the real world;
- Learners are actively engaged in purposeful tasks;
- Activities are integrated and meaningful;
- Learners work individually and as members of a group;
- Learners work side-by-side with community members to develop solutions and opinions on issues that can be presented to local policy makers;

- Learners internalize that what they learn and do in school makes a positive change in the community;
- Challenged learners have an individual plan and support is an intrinsic part of the educational program;
- Learners are supported with coaches, mentors and advocates;
- All learners have advanced learning opportunities.

The philosophy of Victory Charter School is grounded in the belief that when there is low threat and content is highly challenging, accelerated learning takes place.

Each child has the right to come to school without fear of taunting, teasing or violence. Each parent has the right to expect a school to provide a safe, kind environment for his/her child. Each staff member has the right to teach without fear of violence. Students, parents and teachers will experience peace of mind in the Victory Charter School setting. We believe that a “kind” environment should be extended through the potentially tumultuous junior high years.

ELEMENT THREE: THE GOVERNANCE STRUCTURE OF THE SCHOOL

The Governing Board of the Victory Charter School will be organized and managed under the Idaho Nonprofit Corporation Act. The Governing Board will provide copies of the articles and bylaws of this non-profit corporation to the Public Charter School Commission. The Victory Charter Governing Board will be deemed public agents to control the articles and bylaws of the non-profit corporation known as Victory Charter School. The Governing Board will have all the power and duties afforded to a Board of Trustees. Victory Charter School will be considered a public school for all purposes and, as such, shall be responsible to identify and comply with all statutory requirements affecting the operation of a public school. Therefore, the Governing Board meetings will follow the open meeting laws, keeping accurate minutes and making said minutes available to the public. If Victory Charter School is voluntarily relinquished, revoked, or expires, the school’s sponsor will be the recipient of all moveable assets.

Victory Charter School will be liable for all acts, omissions, debts or other obligations. Victory Charter School shall defend, hold harmless and indemnify the Victory Charter Board and its sponsor, the Idaho Public Charter School Commission, 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 Victory Charter School and/or arising out of the acts or omissions of the agents, employees or contractors of Victory Charter School. Victory Charter School will secure and maintain insurance for liability, errors and omissions, and property loss. Documentation of insurance coverage will be filed with the Public Charter School Commission. Victory Charter School may sue or be sued, purchase, receive, hold and convey real and personal property for school purposes, and borrow money for such purposes, to the same extent and on the same condition as a public school district. All employees, directors and officers shall enjoy the same immunities as employees, directors and officers of public schools.

The five founding members of the Governing Board are Leslie Mauldin, Gayle O’Donahue, Joe Huff, Monte Schlerf and Anne Martin.

The Governing Board will direct Victory Charter School. Governing Board members will be appointed as provided by and in accordance with Idaho non-profit corporation law.

Victory Charter School will be on a year-round, single-track schedule. The calendar will be presented to the Idaho Public Charter School Commission, the school's sponsor.

The governing board will employ an administrator to operate the school on a day-to-day basis (see Attachment 6.)

Ancillary support personnel, including clerical and custodial, will be hired and supervised by the administrator employed by the charter school. The state funding formula will provide the money to hire staff through the regular budgetary process. Volunteers will provide additional help, particularly in the physical set-up of the school for operation during its first year.

In its initial years of operation, Victory Charter School classrooms will be housed in portable buildings located at 1081 Lewis Lane, Nampa, ID, adjacent to Liberty Charter School. It is projected that Victory will build a permanent facility in the same location within three years of start-up. Victory Charter School will arrange to use Liberty Charter School's gym, library, computer lab, and music room, and will use Liberty's kindergarten classroom in the afternoon until the permanent facility is constructed.

PARENTAL INVOLVEMENT

Parents of the students who attend Victory Charter School will be involved at many levels. Parents bring an in-depth understanding of their children's personalities, learning styles and strengths and weaknesses, which will be central to the creation of the personalized learning goals. The process to ensure parental involvement will be as follows:

1. Parents will sign the following eight specific policy letters: fighting and its consequences, liability issues concerning supervision on the premises, field trips, bus safety, concerning insurance and student injuries, homework policy, dress guidelines, and the discipline plan.
2. Parents will fill out an in-depth student profile based on Cynthia Ulrich Tobias's book, *The Way They Learn*.
3. Parents will be encouraged to attend two parent teacher conferences a year.
4. Parents will complete one survey throughout the school year addressing one of the following issues; safety of students, classroom discipline, school-wide discipline, child's response to classroom atmosphere, and parent's perception of learning environment.

In addition, parents will be encouraged to provide an appropriate learning environment at home for their child to study, and to volunteer at the school setting.

ELEMENT FOUR: THE EDUCATIONAL LEARNING PROGRAM

All students will experience a common core of learning that will fulfill the school's mission to produce students who possess the academic and personal habits and attitudes desired of an educated citizen in the 21st century.

Our students will be able to:

- Develop their aesthetic talents in music, visual arts or performance;
- Develop oral and written skills;
- Have the opportunity to develop oral and written skills in a non-native language;
- Possess the ability to use knowledge and skills, think logically and solve problems related to mathematics;
- Have sufficient knowledge of science to be responsible users of scientific information;
- Participate in a comprehensive program of community service that reflects responsible citizens in a democratic society and an inter-dependent world;
- Understand and apply the knowledge, concepts, principles and themes embedded in each of the social studies - history, geography, political science and economics.

Victory Charter School's learning program is built on the belief that all children can learn, but not in the same way, or equally well from the same sources. It recognizes that children are variously gifted. It is based on the work of Howard Gardner of Harvard, who has identified the following seven capabilities or "intelligences":

- Linguistic
- Mathematical/logical
- Intrapersonal (self)
- Interpersonal (others)
- Bodily-kinesthetic
- Spatial
- Musical

Although all seven areas will be examined and encouraged through instruction and the gifted and talented program, Victory Charter School will retain the traditional focus on linguistic and mathematical/logical areas, and implement a unique musical component, a piano lab.

One way of accomplishing this focus will be through the Personalized Learning Goal. Working together, student, parent and educator consider learner strengths and weaknesses. They then identify an academic and a personal goal for each learner. These goals capitalize on learner strengths and shore up areas of weakness, while enhancing parental involvement. The Personalized Learning Goal Plan will be signed by the student, parent, and teacher.

The personalized goal encourages learners to take responsibility for their own learning, while encouraging teachers, parents and the community to share in that responsibility. Through the use of this personalized goal, Victory Charter School ensures that children are not penalized for the

rate at which they learn. The faster learner is continuously presented with new challenges, while the slower learner benefits from extra adult help, multiple methods and multiple environments.

The learning program supports Victory Charter School's mission of developing "lifelong learners." It is designed to stimulate the desire to learn, and it is based on the belief that all learners possess an innate and unique creativity that can be developed given the appropriate environment. It allows for the joy of knowledge, self-expression and the thrill of exploration. It is flexible to accommodate the individuality of learners and to evolve as Victory Charter School learns and grows.

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

The Educational Learning Program will be accomplished within the context and focus of the Thoroughness Standards as defined in section 33-1612 of Idaho Code and Administrative Rules for the Board of Education 08.02.03 Rules of Governing Thoroughness. The architects of Victory Charter School understand that a "thorough system of public schools" in Idaho is one in which:

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

Victory Charter School will achieve the Thoroughness Standards through its basic curriculum and the unique aspects. The instruction of the curriculum will be accomplished by using an aligned proactive method. A combination of a strong emphasis on kindness, the "golden rule", and a reward system (Citizen of the Week and Citizen of the Month) which honors children who are hard working, responsible, honest, respectful, etc. creates an environment allowing for student peace of mind which then maximizes learning potential. We will focus on the memorization and dramatization of classic poetry rich in moral education. Through daily recitation, discussion, and application to life situations, this aligned proactive approach will create sensitivity for mankind in staff and students.

Victory Charter School will be accredited by the Idaho Department of Education.

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A Basic Curriculum

In keeping with Victory Charter School's mission to prepare learners to be functional citizens of the 21st century, we recognize that such preparation is more than the assimilation of facts. Proficiency in a discipline means that the learner becomes a capable practitioner and has a sufficient foundation to pursue advanced study. The Charter emphasizes both the acquisition and application of knowledge.

The Victory Charter School curriculum contains both traditional academic subjects and additional language areas that make the Victory Charter unique. The Idaho State Department of Education's Standards and Benchmarks serves as the starting point and is enhanced with unifying themes and other creative methods.

The subjects that comprise the curriculum are listed and briefly discussed below. The traditional core curriculum areas - language, arts, math, science, social studies - remain strongly emphasized. They are augmented by music, theater, art, health, physical, and environmental education.

Core Curriculum

Language Arts (English and Foreign) - The goal is to develop learners who are effective communicators, who love literature, and are lifelong readers and writers. The curriculum is literature based. Comprehensive skills, grammar and vocabulary are integrated within the literature program.

Dramatization and memorization of accelerated vocabulary is a motivational aspect of the language arts experience. Writing includes self-analysis connected with student learning goals through a personal journal, as well as, creative, expository writing. Communication skills include speaking and writing, and expand into presentation skills, using modern technological tools.

Science and Health - The Victory Charter School science curriculum is a multi-year sequence, which emphasizes hands-on experimentation and functional knowledge of scientific phenomena.

Science must take students beyond the factual approach of reading, reciting, drilling and testing science to actually "doing" and "feeling". This process approach lets students experience the excitement of science so they can better understand facts and concepts.

Kindergarten through third grade students will focus on the basic science process skills of observing, inferring, measuring, communicating, classifying and predicting. Fourth through eighth grade students will add the integrated science process skills of identifying variables, constructing tables of data, constructing graphs, describing relationships between variables, acquiring and processing data, constructing hypotheses and designing investigations.

Math - Kindergarten through eighth grade students will master the arithmetic processes of addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals through Hall of Fame Drills. However, since mathematical learning is not a spectator sport, we will continue to have concept and manipulative experiences that engage students in exploring,

conjecturing and thinking. Students will view and use math as a tool for reasoning and problem solving in purposeful ways.

Social Studies and Community Service - Kindergarten through 12th grade will follow the state standards and benchmarks. In addition, there will be a strong emphasis on community service in the seventh thru twelfth grades as students apply their understanding of and their contributions to the world around them. We will seek out ways for the students to discover and experience responsibilities and rights as members of our democratic community.

Environmental Education - Victory Charter School emphasizes responsibility towards the health of our cities and our planet. Learners will participate in hands-on projects intended to form an awareness of the critical relationships between the built and natural environments. Learners will study and debate real life issues such as coping with diminishing resources. Consistent participation in Nampa community projects will show learners how they can affect the future quality of our cities and health of our green spaces.

Technology - Victory Charter School emphasizes the area of technology as outlined in Attachment 3. This will provide our learners with skills, which will prepare them for future employment. This supports a child's natural way of learning through individual and group discovery and seeking solutions to real life challenges. Learning how to learn is not only the real purpose of education, but it also leads to our goal of becoming lifelong learners.

Methods

Victory Charter School is distinguished by the multiplicity of ways in which it seeks to ensure student learning. Some of these are highlighted in the sections that follow. Not all students have equally successful outcomes. The charter uses uncommon means to achieve common ends. Through its multiple methods, all students are successful, capable of fulfilling their potential.

The *Subject Matter Method* presumes that an educated learner needs to know clearly defined skills and concepts that can best be learned in an organized sequential fashion. Traditionally, this approach has been predominately lecture based. The Charter aims to add computer-based learning to increase the efficiency of this method and provide the opportunity for drill, which is sometimes necessary.

The *Inquiry and Problem Solving Method* suggests that learning occurs when individuals think critically and solve problems. The predominant premise of this method is that it is important to know how to retrieve and use the information, not just to have instant recall and possession of the information. *Dimensions of Learning* will be the centerpiece of this method.

The *Individualized Learning Method* attempts to personalize the learning process to the interests of the individual, by allowing students to develop goals for their self-study. The reasons for learning thus become one's own curiosity and personal applicability of the information learned.

The *Discussion Method* encourages learning through sharing of information and concepts within a group, with the thinking process playing an important role. A discussion leader is prepared to recognize each learner's level of understanding and can respond at the level most helpful to the learner.

Learning Opportunities

Multiple learning opportunities will be afforded to Victory Charter School students. Some are familiar, some are novel, but all strive to make learning relevant and purposeful and to actively engage the learner.

Problem-solving groups apply knowledge they have acquired and to practice new skills by tackling both real world problems and problems stimulated to model the current work-world. For example, the Victory Charter School's requirement for students to perform genuine community service not only informs students about real needs our community has, but encourages them as a group to decide which ones they can reasonably address, plan an approach, implement the plan and then evaluate the result.

Peer teaching provides an opportunity for learners to become educators and reinforce their own knowledge and mastery of new skills through presentation of their own work and "learning buddy" activities.

Assessment

The purpose of assessment is to support and guide the learning process. It is a tool to recognize accomplishment and certify that knowledge has been gained. Assessment also discerns those areas where understanding is still incomplete and enables students to focus their efforts where they will produce the greatest benefit.

Assessment is a means of measuring each learner's progress according to clearly recognizable standards. It is a tool for helping students learn more about their own strengths and weaknesses without intimidation, fear, or feeling there are winners and losers. It is a source of motivation for the learners and a guide for helping them achieve personal mastery.

Standards and standardization are the basis of assessment. Learners are shown exemplary performances for given tasks. An assessment of their efforts reflects how closely it matches this performance. The goal is not only to give a grade, but to encourage students to do their personal best and show them their own improvement throughout the year.

Self-assessment is a unique learning opportunity for Victory Charter students. As active participants in assessment of their own work, learners are encouraged to develop intrapersonal understanding of their strengths and deficiencies and an objective view of their accomplishments. In addition, a score on a piece of work can be improved if the learner is willing to accept the challenge for improvement put forth by the assessment.

Performance will be assessed on at least three levels. Student progress relative to previous performance will be assessed through portfolios of video taped oral presentations, written reports, individual and group projects and via computer learning packages. In addition, we will assess the attitudes and personal /academic habits listed in Element 2 through teacher evaluations

of projects and video presentations, as well as parental input. Performance will be assessed relative to district and state developed standards. Victory Charter School will assess its students on the Iowa Test of Basic Skills (ITBS).

ELEMENT FIVE: THE MEASURABLE STUDENT EDUCATIONAL STANDARDS

Victory Charter School lists below the standards, which are driven by the philosophy of the charter. Victory Charter School's guiding coalition will clearly define the essential knowledge and skills for student learning in each program area making standards subject specific within the first year of operation focusing on one subject area at a time beginning with language arts. The technology unique aspect strand will be evidenced throughout the following standards.

Standards:

Personal Responsibility

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

Students will develop strategies and techniques to use self-regulation, critical, and creative thinking when presented with a task and personalized learning goals.

Expanding and Integrating Knowledge

Students will acquire and integrate knowledge and experiences from different subject areas.

Students will gather and use subject area information effectively in order to gain new information and knowledge, classify and organize information, support inferences, and justify conclusions appropriate to the context and audience.

Communication Skills

Students will communicate with clarity, purpose, and an understanding of audience using a variety of communication forms and skills.

Students will develop their talents in music, visual arts, and/or performance.

Students will develop oral and written skills in a non-native language.

Thinking and Reasoning Skills

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

Social Responsibility and Skills

Students will deal with disagreement and conflict caused by diversity of opinions and beliefs.

Students will evaluate and manage their behavior as group members.

Students will participate in community service that reflects responsible citizens in a democratic society.

Measurement

Victory Charter School learners are exposed to some traditional examination methods. As required by the Charter, student performance is assessed relative to other learners of the same age, grade, through district, state and national testing. At the beginning of each year, all Victory Charter School students will be given a baseline assessment during the first three weeks of school. Kindergarten through second grade will be tested on the Metropolitan. Third through eighth grade students will be tested on the Iowa Tests of Basic Skills.

Students as a group will:

- Meet the statewide performance standards adopted by the Idaho State Board of Education. These standards include the subjects of Language Arts, Mathematics, Science, Social Studies and Physical Education;
- Achieve in the top quartile of the school's relative rank in all aspects of the following assessments:
 - Direct Write Assessment (State) - Grades 4, 8, 11
 - Direct Math Assessment (State) - Grades 4, 8, 11
 - Metropolitan Reading and Math - Grades 1 & 2;
 - Waterford Testing, Kindergarten - Grade 3;
 - Idaho Reading Assessment – Grades K – 3,
 - Idaho Standards Achievement Test (ISAT) – Grades 2-10
 - Reading as a Discipline.
- Achieve State Board of Education and State Department of Education developed standards for age levels, content areas and outcomes. These standards will be measured by student products, performances, exhibitions and tests that are directly related to locally developed expectations, such as the Math Exit Test and any future tests developed by the State Board of Education and State Department of Education, as well as any new state assessments developed in the future.
- We will meet the goals identified in this Charter petition when students demonstrate the following;
 - Score in the top quartile on standardized tests on the national, state, or district levels after a period of two consecutive academic years at Victory Charter School;
 - Reading at grade level by 3rd grade;
 - Computing math at grade level by 3rd grade;
 - Student absenteeism is less than 4%;

- Student tardies are less than 2%;
- 80% of the student body accomplishes the Personalized Learning Goals to be determined by classroom teacher and parent communication and observations;

7th through 12th grade students will receive a positive evaluation when completing the community service piece of the charter which is designed to instill a sense of individual, social, and civic responsibility where learners will use new found knowledge of solve community problems;

Students reflect positive growth on the parent surveys done yearly on the child's attitudes and habits toward, but not limited to, work ethic, honesty, taking responsibility, self-confidence, etc.;

Samples of student work depicting acquired, integrated, extended, refined and meaningful utilization of knowledge;

Students reflect positive growth on self-assessment surveys done yearly on attitudes and habits toward task performance.

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

ELEMENT SIX: QUALIFICATIONS TO BE MET BY INDIVIDUALS TO BE EMPLOYED BY THE CHARTER

All individuals to be employed by Victory Charter School must possess the personal characteristics, knowledge base and successful experiences in the responsibilities and qualifications identified in the posted job description. Administrative and instructional staff will be certified teachers, as provided by rule of the State Board of Education. The Charter School will follow the supervision, evaluation, and dismissal as detailed in the Idaho Code.

ELEMENT SEVEN: HEALTH AND SAFETY OF PUPILS AND STAFF

Victory Charter School will comply with the provisions of' Idaho Code § 33-5205(3)(f). Each new employee not possessing a valid Idaho State Teaching Credential must submit two sets of fingerprints to the State Department of Law Enforcement for the purpose of obtaining a criminal background check. This requirement is a condition of employment.

Victory Charter School will follow the same procedures to ensure the health and safety of pupils and staff as are followed by Attachment 4.

The primary learning space for Victory Charter School will be located at 1081 E. Lewis Lane, Nampa, Idaho. The facility will be maintained to code and will ensure that all existing codes are met. The facility will be open to the public at large for visitation at any time.

ELEMENT EIGHT: ADMISSION REQUIREMENTS

Admission Preferences I.C. 33-5206 & 33-5205(3)(j)

Victory Charter School has established an admission preference for students residing within the primary attendance area of the school. In addition, Victory has established admission preferences for returning students, for children of founders and full-time employees of the school, for siblings of students already attending the school, and for students residing outside the primary attendance area.

Priority of Admission Preferences

Preferences for admission to Victory Charter School shall be as follows:

- a. First, to pupils returning to Victory in the second or any subsequent year of operation. Returning students are automatically enrolled in the appropriate grade and do not need to be selected by a lottery.
- b. Second, to children of founders and full-time employees provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of Victory Charter School.
- c. Third, to siblings of pupils already enrolled in Victory Charter School.
- d. Fourth, to prospective students residing in the primary attendance area of Victory Charter School, defined as:
 - North Boundary: The center of Lake Lowell Avenue (turning into E. Amity Avenue) to include only property on south side of road(s). [Approx. 3 miles north of school.]
 - East Boundary: The center of Happy Valley Rd. to include only property on west side of the road. [Approx. 3 miles east of school.]
 - South Boundary: The center of Missouri Rd/Kuna Rd to include only property on north side of road(s). [Approx. 2 miles south of school.]
 - West Boundary: The center of Midland Rd to include only property on east side of road. [Approx. 2 miles west of school.]
- e. Fifth, to prospective students residing outside the primary attendance area of Victory Charter School.

Equitable Selection Process for the Victory Charter School Waiting List

The Victory Charter School Governing Board shall determine its waiting list by conducting a lottery. The procedure, unless otherwise determined by the Governing Board and then approved by the school's authorizer, shall be conducted as follows:

The name of each prospective student on the waiting list shall be individually affixed to or written on a three by five (3x5) inch index card. The index cards shall be separated by grade. The selection procedure shall be conducted one (1) grade level at a time, with the order of grade levels selected randomly. The index cards containing the names of the prospective students for the grade level being selected shall be placed into a single container.

A neutral, third party shall draw the grade level to be completed first and then draw each index card from the container for that grade level, and such person shall write the selection number on each index card as drawn, beginning with the numeral "1" and continuing sequentially thereafter. In addition, after selecting each index card, the name of the person selected will be compared to the proposed attendance list to determine whether any preferences are applicable to such person.

All returning students will be indexed as "A," (returning students).

Students on the waiting list shall be indexed as follows: If the name of the person selected is the child of a founder or full-time employee, the letter "B" shall be written on such index card. If the name of the person selected is the sibling of another student that is already a Victory student, the letter "C" shall be written on such index card. If the name of the person selected resides in the primary attendance area of the public charter school, then the letter "D" shall be written on such index card. If the name of the person selected resides outside Victory's primary attendance area, then the letter "E" shall be written on such index card.

With regard to the sibling preference, if the name of the person selected has a sibling in a higher grade who has already been selected, but the person previously selected did not have the letter "C" written on his or her index card (because a sibling had not been selected for admission prior to the selection of the index card of that person), then the letter "C" shall now be written on that person's index card at this time.

With regard to the founders and full-time employees' preference, a running tally shall be kept during the course of the selection procedure of the number of index cards, in the aggregate, that have been marked with the letter "B". If the number of index cards marked with the letter "B" equals ten percent (10%) of the capacity of Victory Charter School for the school year at issue, then no additional index cards shall be marked with the letter "B," even if such person selected would otherwise be eligible for the founders and full-time employees' preference.

After all index cards have been selected for each grade, then the index cards shall be sorted for each grade level in the following order: "A", "B" index cards, based on the chronological order of the selection number written on each index card; "C" index cards, based on the chronological order of the selection number written on each index card; "D" index cards based on the chronological order of the selection number written on each index card; "E" index cards based on the chronological order of the selection number written on each index card.

After the index cards have been drawn and sorted for all grade levels, the names shall be transferred by grade level, and in such order as preferences apply, to the final waiting list.

Notification and Acceptance Process

Victory Charter School will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for the Notification and Acceptance Process.

Prior to admission, all parents/guardians will sign a letter indicating they understand the Charter outcomes, philosophy and program. An admissions test will not be required.

ELEMENT NINE: REQUIREMENT FOR ANNUAL AUDIT AND PROGRAMMATIC OPERATION OF VICTORY CHARTER SCHOOL

Victory Charter School will follow the requirements set forth by Idaho Statutes regarding an annual audit. The accounting records will be kept in accordance with generally accepted accounting principles as dictated by Idaho Statutes. Victory Charter School will follow the requirements set forth by the Idaho Department of Education. The same format for account numbering will be used as set forth by the Department of Education.

Victory Charter School will submit to its sponsor copies of all accounting reports that are required to be submitted within the same time frame as required by the Department of Education. Budget reports will be submitted to its sponsor in the prescribed form and dates as outlined by Idaho Statutes.

More detail on accounting procedures will be kept by the Treasurer in an accounting manual.

Victory Charter School will present a programmatic operation report to its sponsor annually. Victory Charter School will be responsible and accountable for the learning program, student standards, measurable educational standards, and unique aspects of the contract.

ELEMENT TEN: PROCEDURES FOR THE SUSPENSION AND EXPULSION OF VICTORY CHARTER SCHOOL PUPILS

The procedures for suspension and expulsion and re-enrollment of Victory Charter School will follow the procedures as stated in Attachment 5.

ELEMENT ELEVEN: STUDENT SERVICES OF THE CHARTER SCHOOL POPULATION

Victory Charter School will identify special needs students, including LEP (Limited English Proficient), special education, gifted and talented, compensatory education, and provide successful special needs education for them. Victory Charter School will comply with the

“Special Education Manual” from the State Department of Education as now adopted, or as amended. The Victory Charter School administrator will be the Section 504 Compliance Officer.

Transportation is provided to Victory Charter School students who reside in the school’s contiguous primary attendance area, defined as the Nampa School District. If a special needs student needs transportation while attending Victory Charter School, it will be provided if the student is not capable of getting to school in the same manner as other students.

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

Victory Charter School will form a multidisciplinary team to consider a 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 Victory Charter School, such evaluations will be contracted with a private provider.

A certificated special education teacher will be responsible to monitor Individual Education Plans (IEPs) are being implemented as written. The special education teacher, or an educational assistant under his/her guidance, will provide services in an inclusion or a pull-out model depending on the degree of intervention necessary to meet the student’s needs. The special education teacher will consult with the general education staff to utilize effective classroom interventions, adaptations, and modifications.

Related services, such as speech or language therapy, occupational therapy, or transportation, refer to those services necessary for a student to benefit from their special education. Victory Charter School will contract with a private provider or a nearby school district for the provision of related services. Direct speech, language, or OT services may be provided by a paraprofessional under the direct supervision of a licensed therapist. The supervision of paraprofessionals will be outlined in the student’s IEP.

In the event that the IEP team determines that the student’s academic needs cannot be met on site, the Victory Charter School will contract with a nearby school district to provide an alternative placement to meet the needs of the student.

Victory Charter School will use a home-language survey upon student’s registration. In addition, the “Woodcock Munoz” test will determine the student’s eligibility and language level – L1, L2, and L3. The “Woodcock Munoz” test will be used as a pre-post test to document the progress in both content areas and English language development.

ELEMENT TWELVE: THE MANNER BY WHICH VICTORY CHARTER SCHOOL STAFF MEMBERS WILL BE COVERED BY PERSI OR FEDERAL SOCIAL SECURITY

All employees who currently are members of PERSI will continue their participation. Employees will contribute at the rate established by PERSI.

All employees shall contribute to the Social Security System.

Victory Charter School will make all employer contributions as required by PERSI and Federal Social Security. They will also pay for workers compensation insurance, unemployment insurance and any other payroll obligations of an employer.

ELEMENT THIRTEEN: RIGHT OF SCHOOL DISTRICT EMPLOYEES LEAVING THEIR DISTRICT TO WORK AT VICTORY CHARTER SCHOOL

Any current school district employee in Idaho who becomes an employee of Victory Charter School, certificated and non-certificated, will not be considered employees of any Idaho School District and therefore, will not have transfer rights. If a Victory Charter School employee wishes to return to a school district, he or she must apply through that District's employment procedures for new employees.

ELEMENT FOURTEEN: ARTICULATION WITH THE PUBLIC CHARTER SCHOOL COMMISSION

Victory Charter School will ensure an efficient exchange of pupil records to follow the State's accepted practices and procedures in the areas of transitioning students from elementary schools into middle schools and middle schools into high schools.

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

In order to promote efficient communication, all requests for public information of Victory Charter School will be made in writing. Upon receipt of the request Victory Charter will reply in accordance to Idaho Code Subsection 9-335 through 9-348.

Eligible Victory Charter School students will participate in dual enrollment in local school districts in which they reside as provided for in Chapter 2, Title 33, Idaho Code, and the Victory

Charter School's policies regarding dual enrollment. When appropriate the students will enroll in the non-charter school within their attendance zone. Transportation to and from dual enrollment classes/activities will be provided by the parents or guardians of Victory Charter School students. Reimbursement when appropriate for these dual enrollment opportunities will be the same amount as all students who enroll from private schools, home schools, and other public schools.

ELEMENT FIFTEEN: STUDENT ENROLLMENT OF THE CHARTER SCHOOL

The enrollment capacity at Victory Charter School will be 425 students.

ELEMENT SIXTEEN: ADDITIONS, DELETIONS, AMENDMENTS, & MODIFICATIONS OF THE CHARTER

Any and all revisions to the charter of Victory Charter School must be approved by the Public Charter School Commission. Any element of the Charter that, through legislation or legal ruling, is deemed to be outside the intent of Idaho Code Section 33-5205 shall be revised or removed from the Charter. Such a situation would not result in the loss of the Charter.

ELEMENT SEVENTEEN: OTHER CHARTER ELEMENTS

Victory Charter School will be nonsectarian in its programs, admission policies, employment practices and all other operations, and shall not discriminate against any student or employee on the basis of ethnicity, national origin, gender or disability. Victory Charter School will not charge tuition, levy taxes or issue bonds.

ELEMENT EIGHTEEN: SALARY, HEALTH BENEFITS AND RETIREMENT BENEFITS OF THE NAMPA EDUCATION ASSOCIATION MEMBERS EMPLOYED BY THE CHARTER SCHOOL

The members of the Nampa Education Association and non-union members on the Victory Charter School staff will have at minimum the same salary and health benefits no less than the state's allocation. The staff of Victory Public Charter School shall be considered a separate unit for purposes of collective bargaining.

ELEMENT NINETEEN: TRANSPORTATION AND LUNCH PROGRAM

Transportation will be provided for those students residing in the primary attendance area. Victory Charter School will access the federal lunch program.

ELEMENT TWENTY: IDAHO NON PROFIT CORPORATION ACT

The Governing Board of the Charter School is organized and managed under the Idaho Nonprofit Corporation Act. The Governing Board are deemed the public agents to control the charter school. The Governing Board has all the power and duties afforded to a Board of Trustees. The charter school will be considered a public school for all purposes. Therefore, the Governing Board meetings follow the open meeting laws, keeping accurate minutes and making said minutes available to the public. If the charter school is voluntarily relinquished, revoked, or expires, the Public Charter School Commission will be the recipient of all moveable assets.

ELEMENT TWENTY ONE: POTENTIAL CIVIL LIABILITY

Victory Charter School will be liable for all acts, omissions, debts or other obligations. The Victory Charter School shall defend, hold harmless and indemnify the Victory Governing Board and its sponsor the Charter Commission 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 Victory Charter School and/or arising out of the acts or omissions of the agents, employees or contractors of Victory Charter School.

There will be no liability for the approving authority, the Public Charter Commission. The Victory Charter School may sue or be sued, purchase, receive, hold and convey real and personal property for school purposes, and borrow money for such purposes, to the same extent and on the same condition as a public school district. All employees, directors and officers shall enjoy the same immunities as employees, directors and officers of public schools.

ATTACHMENT 1

PLAN FOR GIFTED/TALENTED PROGRAM

I. State of Philosophy

Administrators and teacher at Victory Charter School recognize that there are students who may need additional educational challenges and opportunities. We are committed to providing those opportunities and challenges to students whom we have identified as needing access to them.

II. Definitions of Giftedness

The *intellectually* gifted student demonstrates superior ability in:

- Understanding concepts and relationships.
- In reasoning.
- Perceiving spatial relationships.
- Developing and defending opinions
- Identifying recurring patterns and cycles.

The student gifted in a *specific academic* area demonstrates superior ability in:

- Understand concepts and relationships
- Reasoning
- Identifying recurring patterns and cycles *in one or more curriculum areas.*

The *creatively* gifted student demonstrates superior ability in:

- Sensing problems, inconsistencies and missing elements.
- Using fluent, elaborate, original and flexible thought patterns.
- Developing problem-solving strategies.

III. Program Goals

Through participation in the opportunities and challenges provided by the school the student will:

- Refine his/her higher level thinking skills.
- Demonstrate this refinement through products.
- Progress at a rate commensurate to his/her abilities and interests.
- Apply the appropriate, creative problem-solving methods and expression to his/her work.

Victory Charter School will:

- Provide a low-threat environment.
- Provide a highly challenging curriculum.
- Provide additional challenges and opportunities appropriate for those students who are identified as needing them.
- Provide materials and information for teachers to use in helping identified students reach their goals.
- Provide direct instruction that daily challenges the able learner and provides opportunities for creative expression.
- Provide chances for children to learn think and discover without immediate evaluation.

- Establish creative relationships with children – encouraging creativity in the classroom while providing adequate guidance.

IV. Program Options.

(Based on individual student’s interests, aptitudes and needs.)

Elementary:

- Cross-grade grouping
- Curriculum compacting
- Competitions
- Differentiated curriculum
- Independent study

Secondary:

- Competitions
- Differentiated curriculum
- Independent study
- Mentoring
- Career explorations

V. Identification Procedure

Screening:

- Informal teacher referral, bases on classroom performance.
- Composite (core) score (ITBS or equivalent) at 89th percentile or higher – surveyed by facilitator.
- Specified academic area total score (ITBS or the equivalent) at 89th percentile or higher – surveyed by facilitator.
- Parental request.
- Student request.

Eligibility:

Eligibility will be based on a combination of informal and formal assessments that results in a demonstration of need for gifted/talented services. “Need” will be based on the number of scores falling in a particular range where the majority of scores fall, will determine the level of need. Either a “strongly demonstrated” or a “demonstrated” need will determine eligibility. (See attached STUDENT INFORMATION PROFILE/PLACEMENT RECORDS.)

VI. Program Evaluation

A survey of teachers, facilitators, administrators, students and parents involved with the program will evaluate:

- Areas of strength and/or possible improvement.
- Coordination of gifted/talented program with mission and philosophy of Victory Charter School.

ATTACHMENT 2

VICTORY CHARTER SCHOOL

ATTENDANCE POLICY

Victory Charter School recognizes the importance of attendance and punctuality at all grade levels. Regular attendance helps assure that students are getting the benefits of a program that is 90% direct instruction at the K-8 level, 75% interdisciplinary study at the 9-12 level and 20% cooperative problem solving.

Therefore, excused absences will be health-related circumstances, bereavement leave, and/or situations documented as extraordinary.

Students in K-grade 12 who exceed nine (9) absences per semester will be dealt with on an individual basis and may be denied promotion to the next grade level. A parent/guardian will receive notification prior to his/her student exceeding the limit.

Those students who have valid reasons to believe that all or part of the absences are the result of extraordinary circumstances, may request a review of their case. The appeal process starts with an informal hearing with the principal.

At the 7-12 levels, unexcused absences will result in the dropping of one letter grade in each subject area.

At the 1-8 levels, students who recognize the importance of attendance and punctuality will qualify for participation in the Citizen of the Week and Citizen of the Month programs.

Any sibling to a student involved in State Tournament competition wanting to attend will be allowed and counted present.

Attendance Policy for children of Staff Members:

Children of staff members will be treated in the same manner for Kindergarten, i.e. as a sibling of students already enrolled at Victory Charter School. Staff children will not displace any student already identified with a waiting list number at all other grade levels. A waiting list number can be achieved only after it has been through the lottery process.

ATTACHMENT 3

A PRO-ACTIVE APPROACH TO TECHNOLOGY

Need and Opportunity

Education must reflect the changing fiber of today's society and weave the reality of the information age into the instructional system.

Technology should bring depth and richness of instructional approaches to the learner's fingertips to add personal meaning and expression to knowledge. Learners who are competent, confident, productive and responsible will be able to access information, manipulate data and creatively express ideas to others using a variety of media.

As an administrative tool, technology can bring efficiency to the management and assessment realms of education. The power of the technology allows easy tracking of student progress toward well defined standards. Electronic communication enhances teamwork, benefiting both teachers and students.

Our changing society and workplace demand citizens who can take responsibility for their own learning and well-being. Educational reforms that can develop these citizens are dependent on the adequate and appropriate infusion of technology to support the new education system.

TECHNOLOGY VISION

We believe:

1. Students need to be able to use a wide variety of technological tools to enhance their future success as students and workers.
2. It is imperative for all students to have access to information via technology as a basis for lifelong learning.
3. It is essential for all learners, including educators to process and manage information through the skillful use of technology
4. Skillful use of technology supports the development of process skills such as flexibility, adaptability, critical thinking, problem solving and collaboration which are essential to success in our rapidly changing information age.
5. Networked technology systems permit efficient and effective communications within and outside the school
6. Technology allows us to better serve the divers learning styles of our students and educate them for a wider range of intelligence.
7. Technology maximizes productivity and efficiency and enables a school to better prepare students for future leaning.
8. Our school must prepare students for the workplace of today and the workplace of the future.

TECHNOLOGY OUTLINE

Component One – Development of Lifelong Learners

Lifelong Learners Are:

1. Responsible for their own learning.
2. Skilled in accessing and processing information.
3. Confident in using technological tools.
4. Able to solve complex problems.
5. Capable of being creative and innovative.
6. Able to communicate through a variety of media.

Component Two – Integration of Technology in the Classroom

Technology Integration Will:

1. Expand classroom tools for teaching and learning
2. Provide resources for existing and emerging curriculum.
3. Enable learning community to communicate effectively, access and process information and work productively.
4. Link classrooms with educational resources within the building, the community and world-wide.
5. Create a collaborative environment for project-oriented activities.
6. Increase the productivity of students.
7. Encourage the use of multimedia tools enabling students to become active and experiential learners.
8. Enable learning to involve partnerships within the school and with other organizations.

Component Three – Technology Goals by Grade Level

Technology Goals For Grade Levels Will Include:

1. Communication skills.
2. Information processing skills.
3. Productivity skills.
4. Technology management skills.

Component Four – Equipment and Software

Each Classroom Will:

1. Be provided with a computer connected to the local area network.
2. Have access to the Internet
3. Have a computer equipped with management, communications and productivity software.
4. As needed, be provided with drill and practice software and curriculum specific software.
5. Be equipped with a telephone.

The School Will:

1. Have a computer lab consisting of 33 computers.

2. Have a High School media center equipped with 15 computers
3. Maintain a Local Area Network that allows access to the Internet
4. Be equipped with an adequate communication system.

Component Five - Professional Development in Technology

Staff Will Be Offered:

1. Technology Consultation – the technology coordinator will meet individually with teachers wanting assistance with the integration process. Together they will determine what elements of the software students need to be competent in, schedule work time in the computer lab and decide how printing can be done most efficiently.
2. Two to four workshops each year. These workshops will cover topics: requested by teachers, relating to software use, Internet use and peripheral device use.

Component Six – Technology Process

Technology Direction Will Include:

1. A Technology Committee with representation from administration, secondary staff, elementary staff, parents, students and technology staff.
2. A Technology Plan submitted to the State Department of Education. This plan will be updated periodically as requested by the State Department of determined by the Technology Committee.
3. Technology support Services from staff member, parents, students and independent contractors from the community.

Technology Proficiency Goals by Grade Level

Technology instruction is a cooperative effort. Most of the instruction will take place in the computer lab with the computer lab instructor. However, classroom teachers are involved in several ways. These include scheduling the computer lab for class use and requesting specific skills or content subjects to be used during regular computer time.

As part of the computer lab instruction, students will be tested each year to determine which goals they have achieved. They will be asked to perform the individual skills and the computer lab instructor will keep records of skill completion. If a student is not meeting an acceptable proficiency level, individual instruction and peer assistance will be provided as needed. While these skills have presently been identified as essential, the lists will remain flexible as technology and needs change.

The following charts list the technology proficiency goals as well as show the correlation between the goal and the first three components of the Technology Outline. Technology instruction is a focus for first through eighth grades. Kindergarten students use the Waterford Reading program and High School students, although not tested each year, are expected to use technology fluently.

**Victory Charter School
Technology Services Acceptable Use Policy
First through Twelfth Grades**

Liberty Charter School provides both online and offline resources capable of enhancing educational development. Students have access to workstation in the computer lab and classrooms. These workstations are connected to a local network that allows files and printing resources to be shared.

Internet access is a portion of the technology services provided by Victory Charter School. The system administrators of the Technology Services are employees of this school and reserve the right to monitor all activity on the network. Technology services provided by Victory Charter School may not always meet student or staff requirements, may be interrupted and errors may occur. It is provided on an “as is, as available” basis. No warranties are made or given with respect to any service, information, or software contained therein.

This school and its administrators do not have control of the content of information that may be found in all other information systems. Some information systems may contain defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal materials. The Victory Charter School does not condone the presence or use of such materials and does not knowingly permit the presence or use of such materials in the school environment. Parents of students should be aware that such materials exist and that users may encounter information on the Internet and other information services that may be perceived as controversial or potentially harmful. Victory Charter School has installed blocking software intended to filter out controversial material; but because of changing sources of information, it is impossible to completely monitor the content. Victory Charter School cannot control the Internet and other sources of information, but the school will strive to provide students and staff with the understanding and skills needed to use information network services in an appropriate manner.

I PRIVILEGES AND RESPONSIBILITIES.

- The use of Victory Charter School’s networking capabilities is a privilege, not a right. Permission from parents or guardians is required before students may access network services.
- All students must sign this *Acceptable Use Policy* before access is permitted.
- The use of Victory Charter School’s Technology Services must be for educational purposes only and be consistent with the school’s mission.
- Student freedom of speech and access to information will be honored; however, the school reserves the right to monitor and review all transmissions and activities. Access may be denied, revoked, or suspended to specific users at any time because of activities that violate the *Acceptable use Policy* or community standards.

II VICTORY CHARTER SCHOOL INFORMATION SYSTEM USE

- Users may not use the Services to transmit any material (by e-mail, uploading, posting, or otherwise) that, intentionally or unintentionally violates any applicable local, state, national or international law.
- Use may not be for private or commercial purposes.
- Using programs to infiltrate a computing system and/or damage software components is prohibited. The Technology Services may not be used in such a way that use would impair the use of the service by others.
- No user may upload, download, or install software into any school system except by permission of the technology administrator. In order to maintain the integrity of our licensing, students are not allowed to use outside media (cd's, dvd's, etc...) in school computers.

III PERSONAL SAFETY

- It is the responsibility of all professional employees and school staff personnel to observe student Internet use and to promptly report and activity that could jeopardize the personal safety of any student.
- Student Internet users may not reveal any personal information to anyone on the Internet. Identification must be limited to no more than the identification provided by the system itself. Personal information such as home address, telephone number, personal name or any other information may not be revealed without first obtaining permission for each occurrence from the teacher or professional staff member in charge of the workstations they are using.
- Student users will promptly disclose to their teacher or other professional school employee any material they observe that is inappropriate or makes them feel uncomfortable.

IV ONLINE CONDUCT

- Users may not use the Services to transmit any material that threatens or encourages bodily harm; destruction of property or that harasses another.
- Users may not swear, use vulgarities, or any other inappropriate language.
- The privacy of others must be respected by all users.

V COPYRIGHT, SHAREWARE, OR TRADEMARK INFRINGEMENT.

- Users may not use the Services to use or transmit any material (by e-mail, uploading, posting or otherwise) that infringes any copyright, trademark, patent, trade secret or other proprietary rights of any third party, including but not limited to the unauthorized copying of copyrighted material, the digitations and distribution of photographs from magazines, books or other copyrighted sources, and the unauthorized transmittal of copyrighted software.
- Copyrighted material and "Shareware" material shall not be placed on any system connected with Victory Charter School's network without the technology administrator and the author's written permission.

VI ELECTRONIC MAIL

- Users may not use the Services to transmit any unsolicited commercial email or unsolicited bulk e-mail.
- Users are expected to remove old messages in a timely fashion. The system administrator may remove such messages if not tended regularly by the users.
- It should be recognized by users that others may view e-mail and there is no guarantee of confidentiality. All school e-mail may be reviewed to insure it pertains to school information. Transmitting or forwarding jokes or joke programs via the e-mail system is prohibited.

VII DISK USAGE

- The system administrators reserve the right to set quotas for disk usage on the network system.
- Users are expected to practice good file management by removing files and directories that are no longer needed.
- All student directories and folders will be deleted at the end of each school year. It is the responsibility of the student to transfer any files they wish to keep to other storage devices.

IX VANDALISM

- Users may not attempt to harm, destroy or alter data programs of another user, the school network or other information network services.
- Any attempt to damage or modify any part of the computer system or hardware, specifically including mice, keyboards, speaker, sis drives, monitors or printers is prohibited.

X SECURITY

- If a user feels that he/she can identify a security problem on the network, the user shall notify the system administrator and shall **not** demonstrate the problem to others.
- Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the network. A user's access to, and use of, the network may be terminated at anytime by the parent or guardian by notifying the system administrator. An administrator has the right to suspend or terminate a user's access to, and use of, the network services upon violation of this policy. Victory Charter School's administration, faculty and staff may request the system administrator to deny, revoke or suspend specific user access.

XI DISCIPLINE PROCEDURE

- Users of the Victory Charter School network who are found to be in violation of the *Acceptable Use Policy* will be referred to the school administrator and/or local and state law enforcement for disciplinary action.

VICTORY CHARTER SCHOOL
COMPUTER/INTERNET PERMISSION NOTICE

Dear Parents,

Please be aware that your child will be asked to use the Internet as follows:

- 3rd and 4th grade students will go online to look at specific, teacher assigned sites to reinforce learning in the content areas
- 5th and 6th grade students will use the Google search engine to do web searched related to content areas.
- 7th thru 12th grade students will use the Internet for school related research purposes only.

The Internet will never be used as an option on “Student Choice” days.

Please note: Victory Charter School has a filter in place; however, it is only as good as we are. If anyone would like to submit a URL address of inappropriate sites, they will be added to the list of blocked sites

Students who return the bottom portion of this page will be allowed the privileges their parents have determined are appropriate.

Thank you for your involvement.

Mrs. Stover

Parents, please indicate your preference.

_____ My child has my permission to use the Internet as indicated above.

_____ My child does **not** have my have my permission to use the Internet as indicated above.

My student _____ and I understand that Internet use is a privilege. If the Internet is used outside the guidelines above, the privilege may be revoked.

Parent Signature _____

Student Signature _____

ATTACHMENT 4

SAFE AND SECURE LEARNING/WORK ENVIRONMENT

The Governing Board of Victory Charter School holds the safety of every student, employee and school visitor as one of its highest priorities. A safe and secure learning/work environment for students, staff and visitors is required in order to maximize educational opportunities. While the Governing Board cannot guarantee elimination of all threats, the Governing Board directs and supports the administration in the implementation of policies and procedures which are designed to reduce and minimize safety risks.

The Governing Board requires that all conduct that is reasonably suspected to be a crime or serious incident which is or may compromise the safety and security of Victory Charter School's learning/work environment be reported to the Principal/Superintendent or designee. The Principal/Superintendent or designee will collect and analyze this data to identify problem areas and develop prevention/intervention, strategies, policies and/or procedures to continually improve the safety of the school environment. All suspected crimes will be reported to the appropriate law enforcement agency.

Whenever appropriate, Victory Charter School will cooperate with other individuals, businesses, organization or governmental entities to promote a safe community for the betterment of all children.

ATTACHMENT 5

SUSPENSION AND EXPULSION

INITIAL TEMPORARY SUSPENSION

Idaho Code § 33-205 provides for the Superintendent of any District or the Principal of any school to be able to temporarily suspend a student for a period not to exceed five (5) school days for disciplinary reasons or for other conduct disruptive of good order or of the instructional effectiveness of the school while meeting only minimum due process requirements.

PROLONGED TEMPORARY SUSPENSION

The statute provides that the school superintendent/principal may extend the temporary suspension and additional ten (10) SCHOOL DAYS. In addition, such temporary suspension may be continued for up to five (5) more school days, but only if the Governing Board finds that immediate return of the student to the classroom would be detrimental to other students' health, welfare and safety. A formal hearing would be required as a prerequisite.

SUSPENSION

A denial or cessation of the right of a student to attend school for a period in excess of that defines as "temporary suspension" as distinguished from permanent withdrawal of the student's right to attend school. Suspension may include conditions precedent for readmission in addition to the passage of time.

EXPULSION

The permanent withdrawal of a student's right to attend school.

Victory Charter School will follow Idaho Code § 33-205 in regard to suspension and expulsion of a student. Informal meetings and/or full and fair hearings will be held to ensure due process rights of the student. If a student is disciplined in any manner, Victory Charter School will notify the parents or guardians of the student of the disciplinary action and will document that student's file.

ATTACHMENT 6

RESPONSIBILITIES AND DUTIES OF SUPERINTENDENT/PRINCIPAL

REPORTS TO:

The Victory Charter School Governing Board.

SUPERVISES:

All personnel at Victory Charter School.

RATIONALE:

The Superintendent/Principal serves as the leader of the charter school. He/She is responsible for ensuring the educational experience required by the charter contract for children attending the charter school, and is responsible for the finances and facilities necessary for a quality education.

JOB SUMMARY:

The Superintendent/Principal serves as the chief executive officer to the Governing Board. As such she recommends policies to the Governing Board that are aligned with the educational program which is required by the charter contract and carries out the Governing Board approved policies.

MAJOR DUTIES AND RESPONSIBILITIES:

1. Makes recommendations to the Governing Board concerning the selection of teachers and all other employees.
2. Attends all meetings of the Governing Board, except when his/her own selection, tenure, evaluation or salary is being considered.
3. Has charge of the assignment of teachers to their positions and such transfers from one position to another as will promote the interests of the school.
4. Keeps the Governing Board informed as to how policies are being carried out, as the effectiveness of such policies and as to the conditions and efficiency of the different services of the charter school.
5. Prepares the annual budget and presents it to the Board of approval.
6. Supervises the expenditure of all funds for the purposes set forth in the approved budget or other special expenditures approved by the Governing Board. With the limit of the approved budget, she shall have power to approve and direct all purchases of current school supplies.
7. Has the power to fill vacancies caused by the temporary absence of teachers and other personnel and to make such other temporary arrangements as are necessary for the continuous operation of the school.
8. Executes all decisions of the Governing Board in all cases when the Governing Board has acted and in all cases where action is required during a recess of the Governing Board. His/her decisions shall be in keeping with the charter contract and the policies established by the Governing Board.

9. Performs all duties necessary to his/her office and all other duties as determined from time to time by the Governing Board.
10. Recommends the discharge and/or suspension of all employees of the Governing Board as provided by law and the policies of the Governing Board, with such recommendations reported to the Governing Board for final approval.