



THE VILLAGE CHARTER SCHOOL, Inc.  
CHARTER

Planned Opening: 2011-2012 School Year  
Physical Location: Boise School District  
School Districts Affected: Boise School District  
& Joint School District # 2

The Village Charter School, Inc.  
Board of Directors  
and Founding Families  
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Approved By:

**Idaho Public Charter School Commission**  
**April 29, 2010**

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**Tab 1**

**I. Articles of Incorporation I.C. § 33-5204(1)**

*Please refer to Appendix A— Articles of Incorporation.*

**II. Bylaws of The Village Charter School, Inc. I.C. § 33-5204(1)**

*Please refer to Appendix B— Bylaws of The Village Charter School, Inc.*

**III. Petition to Establish a Charter School I.C. § 33-5205(1)(a) & (3)**

*Please refer to Appendix C— Petition to Establish a Charter School.*

**IV. Vision Statement and Mission Statement**

**A. Vision Statement**

The Village Charter School community inspires students to cultivate their individual gifts and abilities equipping them to discover meaningful value and purpose in the world.

**B. Mission Statement**

The mission of The Village Charter School is to provide a high quality free public education for our students enriching knowledge through a challenging and engaging curriculum, hands on experience, real world application and creative methods. Each student is given the opportunity to achieve their full potential in a safe, supportive, loving environment preparing them for higher education, satisfying employment, and responsible citizenship. Our village includes passionate, innovative and encouraging teachers, administrators, parents and community members all working together to support our students.

***The Village Community***

Life in a village offers the opportunity for each member to bring their gifts, talents, and abilities to the forefront in order to strengthen the larger community. The Village Charter School (TVCS) is like a village, wherein every member is valued as an individual with talents to be cultivated and shared and is a vital member of a larger whole. Every member of our village works together for the common goal of a safe environment, wherein learning flourishes and students feel safe, supported, respected, accomplished, fulfilled and important. Students are instilled with the values of integrity, honesty, hard work, perseverance, loyalty, dependability, compassion, empathy, respect, leadership, consideration and confidence.

Consistency is a fundamental part of our village’s approach to education. Our innovative teaching methods provide teachers with tools to assess the needs of their students in order to maximize each student’s growth and success. These methods create an environment that is engaging, academically accelerated, progressive, and motivating to foster a love of learning in our students. It is the goal of The Village Charter School to help each student discover and reach his or her full academic potential while also cultivating their unique gifts and talents in a safe, supportive, loving environment.

Members of The Village Charter School work together, reach out to those around them, and are

aware that they are part of a greater community and can make a difference. Through their education at TVCS, students are equipped to handle real-world situations, are given tools to approach academic challenges, and are prepared for higher education. They understand the importance of obtaining satisfying employment, and ultimately become responsible citizens and leaders who make positive contributions to the world in which they live. Our village includes students, teachers, administrators, parents and other community members all working together to support the students in a positive way that invites learning to be challenging, exciting, interesting, hands-on and a life-long endeavor.

### ***Founders Statement***

The founders of The Village Charter School are parents and educators who have a vision of what our children’s education can be. Each of us has seen methods, curriculum and programs that have had amazing abilities to inspire children in such a way that they flourish, love school and excel academically. We want to create a school environment where our children feel loved, accepted and safe, while setting high standards for behavior and scholastic achievement. We want our educators to provide our children with the tools they need to accomplish more than they ever thought possible. We want to create an environment that encourages and uplifts our students and is academically challenging, while also alive with enthusiasm and an eagerness for learning. We plan to create this environment through our accelerated core curriculum, innovative teaching methods and the *ACE Approach*. As founders of The Village Charter School, we are dedicated to this cause and to the students we will serve.

### ***Educational Philosophy***

There is a great need for options in education. Students are unique and have gifts which need to be cultivated through a variety of activities. Families need an option where each of their children can pursue individual interests within the same school. Character building and values must be taught in order to produce virtuous leaders. If a student isn’t progressing, he or she needs a teacher who will discover how to reach them. Students learn at different paces and benefit from the *Limitless Learning Method*, enabling teachers to work with them at their level of understanding. Students need an environment where they can blossom. The *ACE Approach* provides consistency in curriculum, school environment, classroom management and discipline throughout all grade levels. To be academically successful, students need to be taught how to take an active role in their own education. Students need the opportunity to explore their interests and gain skills early in life in order to be prepared for satisfying employment. Additionally, students need to understand the importance of their contribution in society to become responsible citizens.

- Students come first and safety is of the utmost importance.
- Students play an integral role in our village community.
- The school environment is calm, welcoming, fun, and encourages a love of learning and creativity.
- As students feel safe, accomplished, loved, engaged and challenged, they are more likely to succeed.
- Every student has individual gifts and talents to be discovered and cultivated.

- Students are encouraged to explore, learn and follow their dreams.
- Students are unique, and valued for their individuality.
- School-wide goal to reach every student helping them feel successful and confident.
- Hands-on experience creates a deeper understanding of concepts.
- Critical and creative thinking skills are taught & reinforced.
- Consistency is fundamental in order to provide safety, structure and an engaging atmosphere.
- Instructional methods are varied in order to reach each student's personality, learning style, background knowledge, readiness, language, and interests.
- Through experience students learn the importance of service and develop an awareness of the needs around them.
- Our village includes students, teachers, administrators, parents and community members all working together to support the students.

**Tab 2**

## **I. Rationale for The Village Charter School I.C. § 33-5205(4)**

### **A. Primary Attendance Area**

The primary attendance area for The Village Charter School encompasses the following area within the boundaries of the Boise School District (BSD):

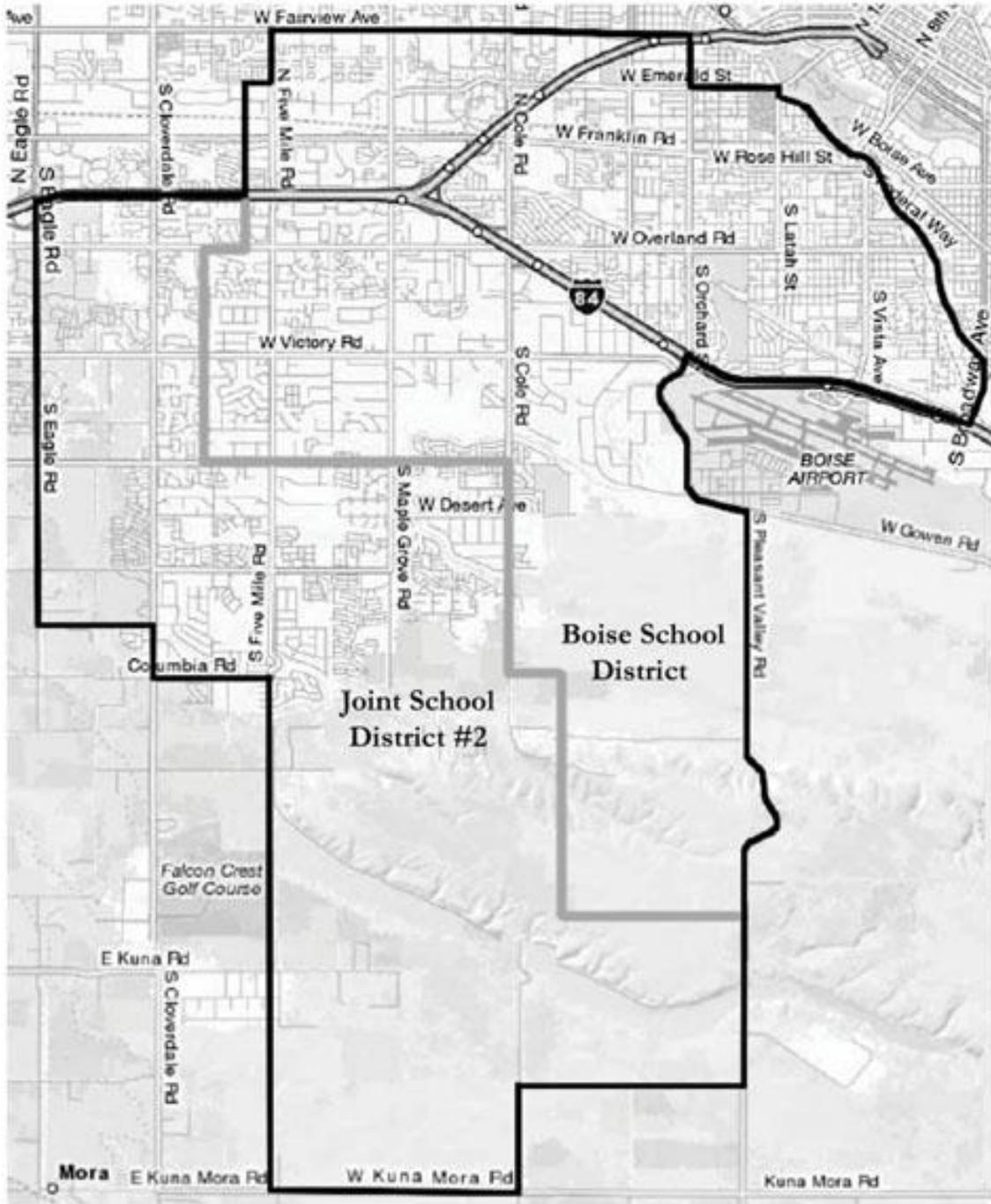
- a. Boise School District boundaries on the west and south.
- b. north and east boundaries are as follows:
  - (a) Start at the corner of Fairview and the BSD boundaries,
  - (b) Go east on West Fairview Avenue,
  - (c) Turn south on North Orchard Street,
  - (d) Turn east on Emerald Street,
  - (e) Turn south on South Latah Street,
  - (f) Turn east on Crescent Rim Drive,
  - (g) Turn east onto South Federal Way,
  - (h) Where South Federal Way crosses Broadway Avenue, stop,
  - (i) Begin south on Broadway Avenue,
  - (j) Turn west onto Interstate 84,
  - (k) Turn south on South Orchard Street,
  - (l) Turn south on Pleasant Valley Road, and
  - (m) Where Pleasant Valley Road and the BSD boundaries meet, stop.

The primary attendance area also encompasses the following area within the boundaries of Joint School District #2:

- a. Joint School District #2 boundaries on the east and south.
- b. Interstate 84 on the north.
- c. South Eagle Road on the west.

The primary attendance area for TVCS is compact and contiguous as required by law. The primary attendance area boundary encompasses an entirely enclosed area. The boundary line goes directly down the middle of the road and does not include both sides of the listed streets.

For further clarification, please refer to the map on the next page.



**—** The Village Charter School Primary Attendance Area

***Target Student Population***

The Village Charter School intends to serve students from kindergarten through grade eight in its first year of operation, with the option to expand to grade twelve in the future. Expansion will be at the discretion of the Board of Directors for TVCS (Board), and the Idaho Public

Charter School Commission (Commission) as required, and will be based on enrollment demand and adequate finances. During the first year, TVCS plans to enroll a maximum of 25 students per class in kindergarten and first grade, 30 students per class in second and third grade, and 33 students per class in all other grades. The maximum year one (1) enrollment of TVCS is 325 students. The maximum number of classrooms for year one (1) is ten (10). TVCS may offer up to two kindergarten and two first grade classrooms and one classroom per grade in all other grades. If enrollment is inadequate in two (2) adjacent grades, classes may be combined as needed. TVCS will continue to add one (1) classroom per year to grow the program to the maximum capacity of two (2) classes per grade.

School Year	Classrooms*	Grades Served	Maximum Enrollment
2011	10	K K 1 1 2 3 4 5 6 7 8	325
2012	11	K K 1 1 2 2 3 4 5 6 7 8	345
2013	12	K K 1 1 2 2 3 3 4 5 6 7 8	385

\* Kindergarten is considered a .5 classroom

*Please refer to Appendix V— Enrollment Projections.*

TVCS strives to create a diverse school population by advertising to the entire Treasure Valley. Additionally, TVCS has a special populations committee which is responsible for advertising TVCS to high, mid, and low socio-economic status families, students with various cultural backgrounds and students with special needs in the attendance area and informing them of enrollment opportunities. In this way, TVCS hopes to create a real world population mix. TVCS would welcome the option of becoming a Title I school to provide additional services for our students.

Should enrollment approach the minimum of financial viability, the Board shall take action including, but not limited to, the following:

- Increase enrollment demand through a marketing campaign
- Increase fund-raising from external sources through the PTO and community sources
- Eliminate or defer expenses

## **B. Potential Impact on Boise and Meridian School Districts**

We are aware that opening The Village Charter School will have a potential impact on the Boise School District and Joint School District #2. However our unique and innovative academic programs, accelerated curriculum and engaging teaching methods will offer new opportunities for parents seeking school choice. In Year 1 of opening, TVCS will have a projected enrollment of 275 students. Conversely, the impact on the districts will likely be lower than 275 because TVCS students will also come from outside of the district boundaries, home schools, moving in from out of state, etc.

Overall, demand for charter schools is high. Recent data from the Idaho Charter School Network indicates that there were over 1,400 students on charter school waiting lists in the

Boise, Meridian and Kuna area charter schools for the last two years. It is significant that for the 2009-2010 school year the waiting list numbers in these three districts have remained unchanged, even though North Star Charter School has expanded by over 300 new students from their waiting list and Hidden Springs Charter School's waiting list is no longer factoring into this number as it has in the past.

It is important to note that the State of Idaho allocates money for every student to attend school where they choose. Therefore, there is no financial output from any districts for the students who attend TVCS.

### **C. Facilities to Be Utilized**

The Village Charter School will begin operations in a lease-based facility in the Boise School District boundaries. TVCS has looked at several facilities and will not be entering into a lease agreement until the charter is approved and the timing is appropriate. Prior to opening, the facilities will be inspected to ensure compliance with applicable state and federal guidelines as provided in *Idaho Code § 39-4130* and the Americans with Disabilities Act. TVCS commits to continuously comply with all applicable facility codes, ordinances and regulations as they are adopted. TVCS will also provide a certificate of occupancy for the charter school property to the Commission prior to opening.

*Please refer to Appendix E— Facilities & Contractors.*

*Please refer to Appendix W— Certificate of Occupancy.*

### **D. Administrative Services**

The Principal will be chosen according to the bylaws of the corporation and is empowered, in coordination with the Board, to provide educational direction, administration, and on-site day-to-day operation, as well as certain decisions concerning, but not limited to:

- Implementation of vision and mission
- Instructional materials and supplies
- Resource allocation
- State charter school requirements
- School-wide community building
- Special services
- Contracted services
- Disciplinary support
- Public and media relations
- Business and community partnerships
- Curriculum, instruction, and assessment
- Professional development
- Employment and personnel issues
- Enrollment and attendance
- Staff evaluations
- Facility conditions
- School climate for innovation and growth
- Staff and school morale
- District/Board/Commission liaison
- Supporting the PTO
- Keep budget and financial records
- Annual reports

### **E. Civil Liability**

Neither the Idaho State Board of Education, nor the Idaho Public Charter School Commission will have any liability for the acts, omissions, debts or other obligations of any charter schools, except as may be provided in an agreement or contract between the State and The Village Charter School.

#### **F. Types of Insurance**

Upon approval, The Village Charter School will procure and maintain a policy of general liability insurance in the amount required by state law, and errors and omissions insurance with limits not less than one million dollars. The Board will be responsible for soliciting bids for insurance on behalf of TVCS from companies who have maintained a rating of “A” according to the A.M. BEST COMPANY. TVCS will have the same role as a traditional public school in matters of civil liability. The appropriate insurance and legal waivers of all district liability will be obtained as required of other non-profit users of district resources and facilities. Liability and property insurance will be given to the Commission each time it is renewed to ensure continuous coverage. TVCS will provide a list of all other types and amounts of insurance required prior to opening the school.

**Tab 3**

## **I. Educational Programs I.C. § 33-1612 & 33-5205(3)(a)**

### **A. ACE Approach**

The Village Charter School utilizes innovative methods to provide a quality education in a smaller, more responsive learning environment. This enables students to not only meet standards, but to blossom as individuals who are important, valued and empowered. The *ACE Approach* (ACE) was developed by the founders of TVCS and is based on research, best practices, and educator experiences. The core values of TVCS are rooted within ACE as guiding principles. The *Limitless Learning Method* (LLM) is included in ACE and is based on differentiated instruction. This comprehensive approach provides consistency throughout the school, governing behaviors, decisions, discipline and education.

#### *Philosophy*

The *ACE Approach* was developed in order to meet the diverse needs of our students and teachers. It serves to support the educator with a structured and consistent plan for instruction and management. The student benefits from clear expectations, logical consequences, and appropriate coaching. ACE is a specific outline for the school environment, classroom management, curriculum and discipline. It is implemented on a school-wide basis, and provides consistency at each grade level, in each classroom and with each staff member.

The use of consistency is fundamental in the school and classrooms in order to provide a safe, structured, engaging and positive atmosphere. Students are valued for their individuality, and their freedom to make choices is honored. Resources and opportunities are provided for the students to thrive. Students, staff members, parents and community members, work as partners in education.

ACE is based on three fundamental pillars to social and academic success. These are (A) personal accountability, (C) consideration for others, and (E) equipping the student for future situations. These three pillars are integrated throughout the school's organization and daily activities. They guide the school's mission, vision, policies and education methodology, and are rooted in the core values of TVCS. Every staff member is trained to refer to, and apply ACE in decision-making regarding school management and student outcomes.

#### *School Environment*

- A     Accountability: Students are held accountable for their choices, and are expected to conduct themselves in a respectful manner. They are respectful of the school building, supplies and of other's property. Students are responsible to clean up after themselves and take care of their belongings. Daily attendance is essential, as is punctuality.
  
- C     Consideration for others: Etiquette is taught in order to raise awareness of what it means to be considerate of others. Students walk quietly as they transition between classes so as not to disturb working classrooms. Speaking respectfully and saying "please" and "thank you" are modeled and encouraged. Students compete against their own personal

best. Students support and encourage each other to achieve their best.

- E Equipping for future situations: There is a focus on team-building activities to create unity. Students are equipped for success through role-playing scenarios, discussions, the student handbook, character education and logical consequences.

### *Classroom Management*

- A **Accountability:** Every student may be given regular responsibilities to help with the management of the classroom. This gives them a sense of responsibility and ownership. Assignments are clearly posted in the classroom. The teacher determines whether students work on tasks individually or as a group. Responsibilities are age-appropriate and may include, but are not limited to: sharpening pencils, picking paper up off the floor, wiping desks, leading the Pledge of Allegiance, taking books to the library, keeping a particular area organized, passing out papers, turning off lights, watering plants, feeding classroom pets, collecting homework, assisting in the library or lunchroom.
- C **Consideration for others:** Students work together, help each other, and lead by example. The teacher holds the high expectation that students treat each other with respect. Classroom rules are clearly posted, and there is consistency throughout the school with correction methods. Students are expected to be quiet and attentive during instruction and when an adult or fellow student is presenting.
- E **Equipping for future situations:** The classroom daily schedule is clearly posted to provide routine and consistency in order to teach the students time management and scheduling. The teacher sets class goals, and each student sets personalized learning goals using the SMART (specific, measurable, attainable, relative, and time specific) method. By developing goals, the students, parents and educators will work together to consider the student's strengths and weaknesses.

### *Classroom Instruction*

- A **Accountability:** Teachers prepare lesson plans according to the needs of the class, while meeting the requirements of State Standards. Students are encouraged to ask for help when they are confused or need assistance. Students are expected to be engaged, encouraged to achieve their personal best, and are accountable for individual assignments. Students are supported to discover and develop their distinctive abilities, and to develop goals and a vision for their future.
- C **Consideration for others:** Students demonstrate respect for others and awareness that they are part of a greater whole. Camaraderie is encouraged between all classes and age groups. Students are given opportunities to work on group assignments in order to build teamwork and interpersonal problem-solving skills. Peer teaching, when appropriate, allows students to become educators and reinforces their own knowledge through presentation. Students are also given the opportunity to work with students from other grades through the Big Buddy/Little Buddy program. Diversity and global awareness are cultivated through social studies, humanitarian projects, and service to the

local community. This enables students to appreciate their value of belonging to a larger society and their ability to make contributions to the world in which they live.

- E Equipping for future situations: A clearly defined core curriculum foundation comes first and is enhanced by the LLM. This foundation begins by using state standards as the starting point and progresses to higher, but achievable, standards throughout the course of the year. Teachers work together to decide upon specific content and skills that build progressively from grade to grade and therefore align the curriculum. This collaborative effort provides a secure foundation for further learning and is built upon from year to year. Enhanced curriculum equips students for success in higher education and satisfying employment based upon their unique talents and abilities.

### *Behavior and Discipline*

- A Accountability: Students and faculty are held to high standards for moral and ethical conduct consistent with the core values of TVCS. This is accomplished through clear limits and consequences, consistency and empathy. Corrective measures for inappropriate behaviors and poor choices follow a positive model that is progressive and logical. The staff approaches such matters immediately and in a gentle and empathetic manner. When possible, correction is handled quietly and privately between staff members and students. The teacher avoids hollering across the classroom or otherwise bringing undue attention to the situation. Verbal reproach is kept brief, to give direction only. The teacher refrains from lecturing. The objective is to disengage, not engage, the student during conflict. The student's freedom to make responsible choices is honored and each are held accountable for his or her choices. Correction is ideally ended with a positive statement of affirmation, such as, "I know you can do it", "I know you'll make a better choice next time", or "I believe in you".
- C Consideration for others: Students are coached to resolve conflict in a positive, caring, and calm manner. They are given the opportunity for personal accountability for their words and actions, and are guided to consider other's thoughts and feelings. Staff members strive to be conscientious in discerning tattling and bullying from conflict. Bullying, harassing, or otherwise compromising another's safety is not tolerated.
- E Equipping for future situations: Students are taught clear boundaries in order to help them learn that their behaviors effect themselves and others. Staff members prepare students for successful social interaction and character development through role-plays, problem solving, loving communication, coaching and logical consequences. Corrective measures help the student to better understand their choices, the consequences due to their choices, and how they can take responsibility to problem solve. Students learn skills that will help them make positive choices and make amends, in order to preserve relationships.

### *Core Values*

*Integrity.* the quality of possessing and steadfastly adhering to high moral principles

<i>Honesty.</i>	the quality, condition, or characteristic of being fair, truthful, and morally upright
<i>Perseverance.</i>	determined, continuation with something, steady and continued action or belief, usually over a long period and especially despite difficulties or setbacks
<i>Dependability.</i>	able to be trusted to do what is expected or has been promised
<i>Respect.</i>	a feeling or attitude of admiration, deference, and courtesy toward somebody or something
<i>Leadership.</i>	the ability to lead or guide, direct, or influence people
<i>Consideration.</i>	mindfulness or sensitivity toward the feelings of others, often including a desire to help.
<i>Confidence.</i>	a belief in ones' ability to succeed

### *Character Development*

Character development is fundamental to the *ACE Approach*, and is a means of producing virtuous leaders. TVCS has high expectations for moral and ethical conduct. All employees, parents and visitors are expected to follow the same standards that are set for students. Positive character traits are taught by example and through character education classes using our core values. In addition to our core values, there is a school wide focus to create an environment of citizenship, patriotism, service and camaraderie.

### **B. Limitless Learning Method**

Students do not learn the same thing in the same way on the same day. Therefore, the *Limitless Learning Method* is based on the philosophy that students' education should not be limited by a set curriculum year after year. In order for teachers to properly know what their students are ready to be taught, they must first determine what their students know, then teach accordingly. The *Limitless Learning Method* is not an individualized education plan for each student. Instead, it is a differentiated approach to teach a classroom of students. The students are divided into smaller groups whose levels of understanding of concepts are similar, and curriculum is varied to meet their educational needs. Differentiating instruction and allowing flexibility of delivery methods helps educators strive to maximize students' comprehension, retention, and progression.

The goals of the *LLM* are to:

- assess the students' readiness, instructional needs, interests, and learning style
- utilize informative assessment data to develop targeted instructional activities with the integration of curriculum, hands-on experiences, and/or project-based activities
- develop challenging and engaging tasks for the students

- utilize multiple ways to display comprehension

The LLM serves to provide a firm learning foundation that equips students for success based upon their attitude that learning is a limitless, life-long endeavor. To accomplish this, the LLM follows a six-step process:

1. *Informative Assessment.* Assessment is key to a dynamic focused curriculum. To be responsible for what a child is taught, it is necessary for teachers to understand what their students know and how to move them forward in a successful manner. It is essential to understand how each student learns best. The teacher uses multiple formal and informal methods to collect student data. This data may be gathered from testing, homework assignments, writings, classroom activities, interviews, and surveys.
2. *Analysis.* The teachers use their professional experience, research, collaboration, and judgment to analyze the student's response to current instruction. They take into consideration the student's personality, learning style, background knowledge, readiness, language and specific interests.
3. *Planning.* Based on assessment and analysis, the teacher (and other partners in education, as necessary) may create multiple paths enabling students to experience various ways to absorb, use, develop and present concepts as a part of the daily learning process.
4. *Analytic Implementation.* Varying instructional strategies helps the students to learn in a manner compatible with their own learning preference. This may also expands their repertoire of alternative learning strategies. Variation can occur in content, process, product, and/or classroom environment. A combination of these concepts can be more effective than any single approach.
  - *Content.* Teachers align tasks and objectives to learning goals. Objectives are frequently written in incremental steps that result in a continuum of skills-building tasks. Instruction is concept-focused and principle-driven. The content of instruction should address the same concepts with all students, but the degree of complexity should be adjusted to suit diverse learners. Several elements and materials are used to support instructional content. These include acts, concepts, generalizations or principles, attitudes, and skills.
  - *Process.* Teachers provide multiple paths of learning activities or strategies, to explore and manipulate ideas embedded within a concept. For example, graphic organizers, maps, diagrams or charts may be used to display comprehension. Varying the complexity level in demonstrating mastery of a concept can effectively facilitate differing levels of cognitive processing. It may be motivating for some students to be offered choice or encouraged to develop an idea. Teachers may have students work alone, in a small group, or the class may work as a whole to learn a concept and demonstrate competence. Elective classes and projects provide an additional avenue to strengthen unique interests and abilities.
  - *Product.* Assignments may be differentiated to challenge students at various learning stages. For example, teachers may ask students who are working above grade level

produce work that requires more complex or advanced thinking. Teachers may also give students who need assistance more instruction, extra help, or allow them to work in groups.

- *Environment.* Teachers may manipulate the environment by changing the lighting or sound levels, eliminating visual distracters, providing an object to occupy fidgetiness with small-muscle movements (such as sitting on a large ball or squeezing a hand ball), or providing a more casual seating arrangement.
5. *Evaluation.* Both the student's current level of competence and the effectiveness of the LLM are evaluated and modified as needed. Documentation is necessary to track assessment data, response to instruction, effective instructional pathways, competency in content areas, complexity level, grade level aptitude, and other variations supportive of the student's educational journey.
  6. *Assessment Continuum.* The LLM is built upon year-to-year and a file is created for each student to track assessments. This file is passed on to the student's succeeding classroom teacher throughout all grades. The core subjects of reading, writing, math, and spelling are assessed every nine weeks using a school wide collection of defined assessments. This serves as a valuable resource to the staff for the student's comprehensive education.

TVCS uses fair, innovative, research-based assessments to demonstrate student understanding. Each assessment uses a rubric, which provides the teachers with guidelines to thoroughly analyze the students' work. Through the Progressive Staff Development System, teachers are trained to analyze assessment data using multiple diagnostic methods leading to valid and informative results. This "paints a picture" of student progress and enables teachers to analyze results, problem-solve, and pinpoint needs in order to further student's academic growth (Routman, 1999).

TVCS emphasizes assessments that enhance learning. The goal of assessment is not only to give a grade, but to encourage students to do their personal best and show them their improvement throughout the year. When analyzing assessment data, it's not about "what or how many" errors the student made, it's "why" the errors were made that matters. The "why" informs teachers that students may:

- be able to demonstrate a skill, but their overall comprehension of that skill may be lacking
- have a disconnection between what has been taught and what has been understood
- not learn in the way the teacher has been teaching
- memorize data, but may not be able to correctly apply it

Until a student is aware of "how" and "why" they are making errors, they are unable to begin to improve and progress. The analysis helps teachers to pinpoint the disconnection so they are better able to meet their student's needs. Students are encouraged to view assessments as learning experiences and challenges. An individual score on a piece of work can be improved if the student is willing to accept the challenge for improvement. Additionally, self-assessment provides a unique learning opportunity for students. As active participants assessing their own

work, students are encouraged to develop an understanding of their strengths and deficiencies, as well as an objective view of their accomplishments. In this way, students can see their progress, gain a positive desire to create quality work and strive for excellence.

#### *Core Assessments*

b. *Reading Assessment.* The number of words a student can read per minute does not necessarily reflect the extent of comprehension. In order to accurately measure a student's reading level, teachers must also analyze their reading comprehension, error rate, and self-correction rate. By analyzing the student's reading ability in multiple ways, teachers are able to more accurately support and challenge his or her students. TVCS uses research-based assessments to measure the student's reading ability. The Running Record, with a comprehension component and grade level marker (Clay, 1983), or similar method and rubric, are used to measure the following:

- (a) Current Grade Level: Reading levels are analyzed to determine whether the student is reading at, above, or below grade level.

*If the student is reading below grade level, this information is vital to the teacher. Teachers are then able to create interventions that provide instruction necessary to help the struggling student gain the strategies necessary to accelerate their learning (Routman, 1999).*

- (b) Error Rate: As students read aloud, the number of errors they make per number of words read is tallied. A ratio of 1:6 means that this particular student made one (1) error for every six (6) words read. This indicates to the teacher whether or not the student needs further instruction in self-monitoring his or her own reading.

*When a student reads a book with less than 90% accuracy or has more than a 10% error rate when reading, then the material is too difficult. Students need to read at their instructional level and their independent level in order to excel in reading (Clay, 1979).*

- (c) Self-Correction Rate: This is measured by tallying how many corrections the student makes independently. A 1:10 ratio reflects that the student corrected one error for every ten (10) errors made. Self-correction informs the teacher of the students' ability to understand what they have read. Without assessments to discover a student's self-correction rate the student's reading deficiencies can go undetected and the student may fall further behind.

*There is a better reading prognosis for a student who evidences self-correction behavior even if it is high, than that of a student who has no self-correction behaviors (Clay, 1979). The student who is making errors and is unaware of them does not have a basic awareness that what they are reading needs to make sense.*

- (d) Comprehension Percentage: Students are asked questions applicable to the passage read to measure reading comprehension.

*If a student is reading at less than 80%, then the student will not be recognized as reading at the tested*

*grade level and would need to be tested again by the teacher at a lower grade level until the student receives a percentage score of 80% or above. This testing informs the teacher of what the student knows and does not know, the teacher can then design instruction by choosing other curriculum materials, if needed, or by providing more explicit instruction in the area of specific need.*

- c. *Writing Assessment.* The development of students' ability to write is a main priority. Writing plays an integral role in students' academic, vocational, social, and personal lives. Educators can use writing to stimulate students' higher-order thinking skills including the ability to make logical connections, compare and contrast solutions to problems, and adequately support arguments and conclusions. TVCS uses research-based assessments to measure the student's writing ability. Write Upon Request with a given prompt, or similar method, may be used and is graded using a variation of the Write Trait Rubrics (Spandel, 2001), or similar rubric, to measure the following:

- (a) Writing Process: There is a writing prompt given at every grade level to assess the student's knowledge of the writing process by analyzing their awareness of the writing process in the areas of voice, organization, and conventions (Spandel, 1999).

*"Becoming a better writer is going to help you become a better reader"- Anne Lamott.*

- d. *Spelling Assessment.* "Learning to spell isn't only about having a good memory. It's about mastering the patterns, principles, and rules that enable us to spell nearly 90 percent of all words in English (Moats, 1997)." Word study is designed to support the student not only in the content area of spelling, but also in the act of reading and writing (Bear, 1995). Word study is taught through a variety of methods where students do not merely memorize lists, instead they study words, letter patterns within words, prefixes, suffixes, and word roots. TVCS uses research-based assessments to measure the student's spelling ability. The spelling assessments and rubric used may be taken from the text *Word Study* (Bear, Invernizzi, Templeton, Johnston, 1995), or similar method and rubric, to measure the following:

- (a) Spelling: Assessment is used to evaluate levels of development, including but not limited to, types of errors made, spelling applications, compositions, and definitions, not merely rote memorization of lists.

*What students store in memory about specific words' spellings is regulated in part by what they know about the general literacy system. Learners who lack this knowledge are left with rote memorization, which takes longer and is more easily forgotten. Similarly, what students learn about the orthographic system evolves in part from the accumulation of experiences with specific word spellings (Ebri, 1992).*

- e. *Math Matrix Assessment.* TVCS uses math instruction and assessments that focus on the importance of knowing multiple ways to find solutions to math problems and that the process is as important as the solution. Math is multi-dimensional and taught using a variety of modalities to enrich comprehension, enabling students to use math as a tool for reasoning and problem solving as applied in the real world. TVCS uses research-based assessments to measure the student's math ability. The Math Matrix assessments are open-ended and performance-based assessments, which show the processes students are using to reach the correct answer. The Mad Minutes, and the weekly and quarterly end Matrix Math

assessment (Carpenter, Blanton, Cobb, Franke, Kaput, 2004), or similar methods and rubrics are used to measure the following:

- (a) Math Concepts: Mathematics is assessed weekly by comprehensive tests covering all concepts covered throughout the week. These assessments are developed from the Math Matrix presented daily.
- (b) Math Process: A Math Matrix assessment will be given to measure growth in understanding and performance. In these assessments, the process is as important as the answer.

The *Limitless Learning Method* assessments provide each teacher with a “snap-shot” of progress made by any individual student. Using the assessment continuum from the previous year(s) allows each teacher to know what concepts have been mastered and which areas may need more work. Hence, teachers may pick up where the previous teacher left off, ideally leaving few gaps in content and requiring little repetition of mastered skills. The LLM was designed to establish student-responsive, teacher-facilitated classrooms, and to support the educator in becoming an expert of their students’ academic needs and abilities.

Results collected from these assessments are used for student report cards and parent teacher conferences to provide concrete representation of student’s progress. This provides the information necessary to inform teachers and parents when a student is making progress, when they are leveling off, or losing ground. In this way, educators and parents can partner to provide the best support for the student.

*Please refer to Appendix F— Limitless Learning Method Classroom.*

### **C. Progressive Staff Development System**

The key to the success of ACE and the LLM is consistency. These programs are best achieved when teachers are given the tools and training needed to ensure consistency throughout the school, obtain accurate assessment results, analyze student learning, and differentiate instruction. A qualified ACE consultant is selected by the Principal, with the approval of the Board, using the criteria developed by TVCS organizing members. He or she is responsible for organizing and/or providing ongoing training for TVCS employees.

The *Progressive Staff Development System* is a systematic professional development structure that is continuous and exists to enhance the staff’s knowledge base. The initial staff preparation is extensive and built upon yearly. Teachers attend summer seminars specifically designed for training, sharing knowledge, researching new methods, and for collaboration. In addition, all staff members attend collaboration meetings or staff development classes on an ongoing basis.

To develop the programs of TVCS, staff members may be asked to become an expert in certain aspects of the curriculum or methods. The staff members then teach each other the skills and knowledge they have obtained in their area of expertise. In this way, teacher’s become onsite experts who can support, train and collaborate with their fellow teachers with respect to all teaching methods used by TVCS. Teachers benefit from hands-on training and staff

development, while the students benefit from the teacher's shared knowledge. Additionally, higher education institutions such as Boise State University, Northwest Nazarene University and the College of Western Idaho may be called upon as a source for professional development.

*Please refer to Appendix G Research Supporting the ACE Approach and LLM.*

#### **D. Thoroughness Standards I.C. § 33-1612**

The Village Charter School will supply each teacher with the state standards. The State Standards define the skills, knowledge and expectations for student learning in each core curriculum area. Teacher training and collaborations will provide teachers the opportunity to develop new and innovative ways to incorporate state standards in their daily instruction. Additionally, the curriculum and instruction developed by TVCS is based on the state standards, and the standards are incorporated in all areas of academics.

TVCS fulfills the thoroughness standards identified in Idaho Code, and it has been established that a thorough system of public schools in Idaho are schools in which the following standards are met:

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

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

Objectives: The Village Charter School will:

- Develop guidelines for physical safety. These guidelines include, but are not 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.
- Use the *ACE Approach* to ensure a safe and orderly environment.
- Provide a facility and adopt policies which meet all required city, state, and federal standards for public schools, including health, accessibility, safety, fire and building codes.
- 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/or drugs.
- Create an environment that highly encourages parents, and other adults to visit the school, participate in the school's activities, to volunteer at some capacity helping with school projects, programs, committees, and to work with students.
- Ensure background checks and FBI fingerprinting for all teachers and staff are up to date and on file.
- Implement a uniformed dress code.
- Ensure all staff members reinforce positive behavior.

##### ***Standard b.* Educators are empowered to maintain classroom discipline.**

Goal: Create a positive teaching and learning environment with an emphasis on high expectations for behavior and performance. Student corrective measures are clear, consistent, logical, and are implemented in a caring, respectful, private, and empathetic manner.

Objectives: The Village Charter School will:

- Outline the policies in a student handbook which provides a code of conduct including clear expectations and logical consequences for unacceptable behavior.
- Hold all staff, students, parents and visitors to the same high standards.
- Teach appropriate behaviors and foster responsible decision-making skills.
- Emphasize student's positive behavior through acknowledgement and reinforcement from the classroom teacher and all staff members.
- Train all staff members to use the *ACE Approach* to ensure consistency between all grades.
- Hold staff meetings for collaboration or development classes.

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

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

Objectives: The Village Charter School will:

- Utilize character education to instill appropriate values.
- Emphasize the importance of adults modeling positive values at school.
- Teach students to be aware of those around them and to offer help when needed.
- Ensure that each class participates in an extensive humanitarian project.
- Develop a sense of individual, social and civic responsibility within the school, at home and in the larger community.
- Provide opportunities for students to participate in regular classroom responsibilities.
- Provide staff development sessions that inform and train teachers in ACE and LLM.

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

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

Objectives: The Village Charter School will:

- Emphasize meaningful language experience through reading, writing and spelling, enhanced by writing and memorization.
- Utilize language, both verbal and written, as a means to support student's retention of concepts.
- Provide access to computers teaching students basic computer skills and, in older grades,

appropriate communication through technology via email and the Internet.

- Provide instruction in a second language.
- Use the *ACE Approach* to help students develop verbal problem solving skills.
- Prohibit or limit the use of cell phones, online chatting, or text messaging on school property and during school hours in order to encourage good communication skills.

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

Goal: Develop educated citizens for the 21<sup>st</sup> century by teaching advanced critical thinking, life, and career skills. Integrate education by weaving 21<sup>st</sup> century themes into core subjects, teaching from various angles, and incorporating multiple subjects. Students must be well grounded in the basics such as reading, writing, mathematics, science, and social studies.

Objectives: The Village Charter School will:

- Use the Idaho State Department of Education’s curriculum as a starting point to be enhanced by unifying themes and other creative methods.
- Enhance core curriculum with the study of literature, elective courses, U.S. History, second language, music, computer keyboarding, technology, art, academic preparation, real world skills and environmental responsibility.
- Develop personalized learning goals for each student.
- Emphasize the study of United States history for a better understanding of responsible citizenship and the importance of learning from the past through education.
- Emphasize critical thinking by helping students utilize, evaluate, and refine the use of multiple strategies to solve a variety of problems.
- Provide, as can be funded, a library which houses expository and narrative texts as well as classical literature that serves to ignite the unique imaginations and interests of the individual student and raise the bar for character education.
- Provide field trips, real-world experiences, career development discussions, and visits by professionals to the classroom, as needed and funded.

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

Goal: Provide students with basic skills that prepare them for future employment using learning tools such as computers, scientific equipment, and local and national resources. These tools assist students in becoming life-long learners and helps prepare them to enter the workforce with a solid foundation of knowledge and skills.

Objectives: The Village Charter School will:

- Provide a strong foundation in reading, writing, math, science, history, economics, literature, and technology.
- Provide a technology rich environment, encouraging the effective use of technology as a tool in the workplace of the 21<sup>st</sup> century.

- Use the *ACE Approach* to teach problem solving and social skills.
- Utilize hands-on experiences to create a deeper understanding of concepts.
- Offer an elective program which provides unique opportunities to expose students to a variety of experiences.
- Use group and/or individualized projects to cultivate students' innate gifts.
- Enable students to develop the following intellectual habits important in society: adapting to new situations, responding effectively to new information, solving problems, resolving conflict, making flexible connections among various disciplines of thought, thinking logically, and making informed judgments.
- Enable students to develop the following personal habits important in society: accepting responsibility for personal decisions and actions, demonstrating honesty, courage, and integrity; living a healthy lifestyle, showing empathy, compassion, appreciation for differences among people, self-confidence, concentration and perseverance; learning responsible time management, assuming a fair share of the work load, and working cooperatively with others to reach a group consensus.

**Standard g. The students are introduced to current technology.**

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

Objectives: The Village Charter School will:

- Use interactive technology as a tool in an integrated educational program rather than as primary instructional delivery systems.
- Students will take classes to achieve proficiency in using both word processing and spreadsheet programs.
- Supplement instruction with appropriate online resources.
- Provide computer-keyboarding instruction starting in kindergarten.
- Use computers as tools for activities such as accessing research information, record keeping, data storage, authoring, computation, and communication.
- Protect students by providing technology, cell phone, electronic device and Internet use policies.

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

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

Objectives: The Village Charter School will:

- Train all staff members in the *ACE Approach* to provide an environment where students develop the following habits of responsible citizens: accepting responsibility for personal decisions and actions, demonstrating honesty, courage, and integrity; living a healthy

lifestyle, showing empathy, compassion, appreciation for differences among people, self-confidence, concentration and perseverance; learning responsible time management, assuming a fair share of the work load, and working cooperatively with others to reach a group consensus.

- Enable students to understand and apply concepts and principles embedded in each of the social studies: history, geography, political science, and economics.
- Emphasize the study of United States history for a better understanding of our cultural foundations, our present liberties, and how to take an interest in political matters.
- Teach students life-skills using real-world experiences.
- Emphasize environmental responsibility by recycling and using materials and energy wisely.
- Teach an awareness of the world and environment through hands-on activities in nature, discussions, and lesson themes.
- Ensure all students participate in an extensive humanitarian project.
- Enable students to understand and apply concepts and principles embedded in each of the social sciences: history, geography, political science, and economics.

### *Curriculum Overview*

It is the intent of The Village Charter School to use the Idaho State Department of Education standards enhanced with a clearly defined common core curriculum that is progressive, innovative, and integrated. Study in each grade is progressive and students build on specific knowledge learned from one grade to the next. Teachers enhance instruction using innovative methods to reach students with different learning styles, personalities and interests. Curriculum is integrated throughout subjects providing a solid foundation that creates a deeper understanding and stronger application of concepts. Through this comprehensive approach, students acquire the academic excellence and social responsibility desired of an educated citizen in the 21<sup>st</sup> century.

The core foundation areas, described below, are language arts, science, math, physical education, health, and social studies. They are augmented by the study of literature, elective courses, U.S. history, second language, music, computer keyboarding, technology, fine art, academic preparation, real world skills, and environmental responsibility. TVCS follows the standards set forth by the Idaho State Department of Education.

*Language Arts.* Students learn the logistics of the English language in reading and writing to become effective communicators. Comprehension skills, phonics, grammar, handwriting, and vocabulary are integrated within language arts. Dramatization, memorization of accelerated vocabulary, and guided application are part of the language arts experience. Writing includes numerous opportunities to apply the concepts learned, whether they are creative or expository. Communication skills include speaking, writing, and oral presentation, using modern technological tools as needed. The Shurley and Spalding Methods, or other similar methods are used.

*Science.* The science curriculum is a multi-year sequence which emphasizes hands-on experimentation and functional knowledge of scientific concepts. Science must take students

beyond the factual approach of reading, reciting, drilling, and testing to actually writing, synthesizing, and analyzing data gathered. Proficiency in using the scientific method and observational skills creates a strong foundation of learning, which helps students to approach problem solving in an organized way. This approach allows students to experience the excitement of science enabling them to better understand facts and concepts. The Delta Science Curriculum, or other similar curriculum, may be used to enhance hands-on experience.

*Mathematics.* Matrix Math is based on the fact that math is useful in everyday life and is transformative. Teachers use math matrices to review basic grade level concepts, as well as new and complex mathematical concepts on a daily basis. Students are given the tools to approach mathematical problems using a variety of approaches to produce the same outcome. This helps students think creatively to solve problems. Physical manipulatives are used as a way to give tangible meaning to abstract concepts. In this way, math is multi-layered, using many mediums to enrich and create deeper understanding and application of concepts. Therefore, students comprehend the subject of math and do not hesitate to use it as a tool for reasoning and problem solving in purposeful ways. Singapore and abstract concrete representational math, or other similar programs are used to enhance curriculum.

*Physical Education and Health.* Physical education not only gives students an opportunity to be active, but teaches the skills they need to be active throughout their lifetime. In addition, nutrition and healthy living are emphasized through discussions and hands-on activities. The life skill and awareness of healthy food preparation may be taught progressively throughout the grades. Healthy food choices are encouraged.

*Social Studies.* Students follow the basic elements of the Idaho State Department of Education curriculum with a focus on local, state, national, and world history. Additionally, there is an emphasis on community service and humanitarian projects in all grades giving the students the opportunity to apply their understanding of, and contributions to, the world around them. Students discover and experience their responsibilities and rights as members of our democratic community.

*U.S. History.* The study of cultural literacy creates educated citizens. Patriotism and citizenship are fostered through the study of United States history and government. As students study the founding of our country and functions of the United States government, they cultivate a sense of patriotism and responsible citizenship. TVCS uses a real world, interactive approach which brings history to life by using creative methods, for example re-enactments, studying autobiographies, or conducting a mock election. Additionally, each day begins with the Pledge of Allegiance.

*Literature.* Students are exposed to great and classic works of literature, including fiction, non-fiction and poetry. Literary books are specially selected in order to teach students about the world, stimulate their minds, and raise the standards for ethics, values, and ideals. Great books stir emotions, encourage, inspire, and introduce individuals to ideas, language, and beliefs. They provide powerful and unforgettable lessons and characters, as well as enrich language and vocabulary. Students gain a common cultural background from the shared experience of reading. Literature is integrated throughout other curriculum areas to enrich education. Much is expected from the students in this important area, including time spent reading at home for all

grade levels. TVCS will abide by the Commission *Guidelines for Applying the Provisions of Idaho Constitution Article IX, § 6, Regarding Sectarian, Religious or Denominational Teaching or Materials.*

*Environmental Responsibility.* We share a global responsibility for protecting and preserving our environment today and for future generations by teaching our students to respect the world around them. TVCS staff teaches and models environmental responsibility by using materials and energy wisely and recycling. A responsibility for the world and environment is taught through lesson themes, discussion, hands-on activities, and incorporating these practices into the enhanced curriculum.

*Fine Art.* Art serves as a tool for critical thinking, helping students to hear more deeply, see more appreciatively, and draw on non-traditional modalities when making critical and aesthetic judgments. Students learn best about art through creating art themselves. TVCS provides the environment to experience and experiment different types of art projects taught in the classroom by teachers and/or parent volunteers. Art may be integrated into other curricular areas. Fine Art is taught using a hands-on guided curriculum that focuses on various art forms and techniques.

*Second Language.* Learning a second language reinforces understanding of one's first language, develops communicative competence, strengthens reading and writing skills, and opens the door to a deeper understanding of and appreciation for the richness of diverse cultures. Second language instruction begins in Kindergarten, and is continued throughout. Concepts are integrated and reinforced into regular classrooms where possible.

*Music.* Music is taught as a form of self-expression, and a creative outlet. Participating in music can be more than just learning to play an instrument. Musical activities involve all of a child's senses and reinforce many traditional curriculum areas, such as math and language skills, working together in groups, non-verbal expression and coping skills. Learning about different musical cultures can often be the first step toward developing a tolerance for others and an appreciation of diverse cultures. Vocal technique, music theory, sight-reading, composition, and keyboarding are combined with singing, repeating rhymes, clapping, dancing, and playing rhythms. Students can participate and gain an appreciation for music in many different forms. Multiple instruments are used to create hands-on experience. Orchestra and band classes are taught in the upper grades, as finances allow.

*Technology.* Computers and technology serve as tools to enhance education. Studying, using, and appreciating technology is an important element of a 21<sup>st</sup> century education. Through technology, students develop critical skills, drawing on technology applications to simulate real-world experience. Students use a variety of tools to gather information and solve problems including the Internet, office tools and other resources. Technology is taught through hands-on experience using Smart Boards, laptops and/or desktop computers and other equipment, as finances allow.

*Computer Keyboarding.* Teachers provide guided instruction and may utilize developmentally appropriate software. Students learn proper keyboarding technique and increase speed and accuracy by working toward a determined wpm goal. Computer keyboarding instruction starts in Kindergarten and goes through 8<sup>th</sup> grade, or until the student can pass a proficiency test.

*Academic Preparation.* Beginning in the 6<sup>th</sup> grade, students enroll in academic prep classes as a time to learn good study habits, complete their homework, and work on projects. They may receive instruction from teachers, guest speakers, college graduates, and fellow students on topics such as on note taking, organization, and study skills. Laptop computers and/or desktop computers are provided for all students while attending Academic Preparation, as funding allows.

*Real-World Skills.* Etiquette, money, home and time management are important skills that foster the successful growth and achievement of each student. These real-world skills, integrated with academic instruction, create a strong foundation to effectively manage the demands and challenges of everyday life.

*Elective Classes.* The elective program is a hands-on approach to cultivate curiosity, interest and skills. Students are given opportunities to explore a variety of interests through elective classes that are project based. These projects maximize student involvement to solidify learning and optimize retention of knowledge and skills. Students will have the opportunity to participate in several different elective classes throughout the year. Individual or group projects are presented by the student(s) at the conclusion of each session. Class availability is based on student interest surveys and parent/teacher involvement surveys. Each teacher is responsible to organize an elective class one afternoon per week for the duration of each session. The teachers will be assisted by the *Parent Teacher Organization* (PTO), interested parents, community members, college students, college professors, specialist in areas of interest, etc. Parental involvement is highly encouraged to allow the students to work in smaller groups and provide more hands-on experience. The PTO oversees the recruitment committee for the parent and community volunteers, fundraising efforts and the donation of additional supplies.

*Big Buddy/Little Buddy Classroom.* To build school-wide camaraderie, older classrooms and younger classrooms are paired together for various projects using cross-grade tutoring. Older and the younger students are paired together and assigned to work together throughout the school year on a regular basis. Both the older and the younger students benefit from this partnership as they spend time reading, writing, working on math concepts, or specific assignments together. The older students learn leadership skills, while the younger students gain a valuable mentor. Teachers guide and monitor this program to ensure success.

### ***Curriculum Development and Approval***

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

### ***Educational Programs and Services***

Based on need, provisions of educational programs and services, such as physical education, Safe/Drug Free Schools programs, guidance and counseling services, parent education programs, social work and psychological services, occupational education, driver education, and summer school programs will be identified. Provisions for such programs and services will be

set forth if need determines and/or if finances are available. The Board and Principal work together to develop, approve, implement and evaluate these programs and services.

TVCS follows the Idaho State Standards regarding HIV/AIDS education and family life/sex education. Parents are given notice prior to instruction, with the option to preview curriculum, have their child opt-out of instruction and/or attend with their child.

### ***Academic Freedom, Controversial Issues, and Religion***

The Village Charter School will offer an educational program appropriate to the level of student understanding, which is in accordance with the curriculum and:

- allows students to study and discuss controversial issues
- provides opportunities to examine evidence, facts, and differing viewpoints
- teaches the importance of fact, the value of judgment, and the respect of conflicting opinions
- requires teachers to serve as unbiased moderators for student discussions

### **E. 21<sup>st</sup> Century Learner I.C. 33-5205(3)(a)**

Today's children are tomorrow's leaders. The quality of education separates students who are prepared for the 21<sup>st</sup> century and those who are not. To compete in the 21<sup>st</sup> century, students must develop advanced critical thinking and career skills. Education must be integrated by weaving 21<sup>st</sup> century themes into core subjects, teaching from various perspectives, and incorporating multiple subjects. An ever-changing world requires an educational institution that supports the needs of our modern-day students.

The Village Charter School intends to meet the goal of producing students who possess the academic and personal habits and attitudes desired of an educated citizen in the 21<sup>st</sup> century. Goal attainment will be assessed by ongoing student testing and staff professional development. The student enrollment is small in size, with generally one class per grade so that the students progress together. The receiving teacher has intimate knowledge about what has been previously taught and an awareness of students receiving extra assistance through the LLM.

### ***Instructional Method***

Learning best occurs when teachers use critical moments of direct instruction and the student is allowed opportunities for acquisition and application of knowledge. When students are taught using multiple learning opportunities which are relevant, actively engaging, and purposeful, learning becomes exciting. The Village Charter School recognizes that education is more than the assimilation of facts, and uses uncommon means to achieve exceptional results. Classroom teachers follow the *Limitless Learning Method*. This innovative teaching method relies heavily on student assessment to provide qualitative and quantitative information, which provides a holistic picture of the student's academic success and struggles. Assessment is critical to understanding how students learn best. When researched formative assessments are used to guide and develop instruction, each student greatly benefits. Instead of reviewing concepts previously mastered,

students can build on what they already know and progress, learning new curriculum and concepts. Additionally, assessments demonstrate to teachers the skills that each student has not mastered, and informs the teacher that these skills may need to be re-taught in a different way.

TVCS is dedicated to ensure all students, struggling, proficient, or gifted, are successful at fulfilling their individual potential. The students' come first and are a priority with every decision made. Multiple instructional methods have been developed using available research and practice and they are utilized to reach the unique needs of each student, these include but are not limited to the following:

- a. The *Limitless Learning Method* maximizes student growth and success by assessing current strengths and weaknesses. Students are progressively challenged as teachers analyze assessments and vary content, process, product and environment.
- b. The *Kinesthetic Learning Method* is a teaching and learning style in which learning takes place with the student actually carrying out a physical activity, rather than listening to a lecture or merely watching a demonstration. Hands-on experience aids in creating a deeper understanding of concepts.
- c. The *Integrated Method* combines multiple courses or topics to provide additional opportunities for application and enriches comprehension for a deeper understanding.
- d. 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 apply information, not merely to have instant recall and possession of it.
- e. The *Elective Method* provides an opportunity for students to pursue individual interests and excel in special focus areas. Students are engaged in activities that respond to their particular needs, strengths, and preferences such as group or individualized projects and elective courses.
- f. The *Progressive Method* is a compilation of specific knowledge that builds on what has been taught in prior years to create a strong foundation, deeper understanding, and prepare students for specific concepts that will be taught in the succeeding grades.
- g. The *Discussion Method* encourages learning through sharing of information and concepts within a group. A discussion leader is prepared to recognize each student's level of understanding and can respond at the level most helpful to the student.
- h. The *Matrix Math Method* allows for the daily application and manipulation of math concepts throughout the day, that are integrated with other subjects as often as possible, to solve real life mathematical problems using various approaches.

#### **F. Special Needs Students I.C. 33-5205(3)(q)**

The Village Charter School supports the rights of all students, including *Limited English Proficient*

(LEP), Gifted and Talented, and students qualifying for *Section 504 of the Rehabilitation Act of 1973* (Section 504), and students qualifying under the *Individuals with Disabilities Education Act* (IDEA) to equal access to educational opportunity, regardless of physical or mental conditions that may create challenges for them in typical learning environments. No student will be excluded from TVCS, counseled out, or referred to other schools in the district because of his or her special needs.

TVCS will conform to the requirements of the IDEA and other federal laws. Also, TVCS will use the *Idaho Special Education Manual* (ISEA) as a reference and guideline for serving students with special needs. TVCS embraces flexibility, inclusion, parental involvement, and cooperative teaching to allow all students to achieve to their full potential. TVCS will be responsible for establishing and implementing an ongoing Child Find system to locate, identify, and evaluate students suspected of having a disability, who may need special education, regardless of the severity of the disability.

### ***Protocol for Identification and Evaluation***

#### *Pre-Referral*

Pre-referral is an initial step that may be prompted by observations of teachers, other staff, and/or parents. Records from previous schools may indicate special needs. The Pre-Referral Team will consist of the school's Principal, one or more of the child's classroom teachers, and other specialized staff, as needed. Parental involvement will be sought at this stage.

The task of the Pre-Referral Team is to assess the situation and determine the actions to be taken to meet the needs of the student. The ideal outcome of the pre-referral is prompt action to enable the student to participate and learn fully in the regular classroom setting. Regular teachers and special education staff will cooperate both within and outside of the classroom to exhaust all feasible responses to an emergent special need. Interventions might include changes in the presentation of information, classroom tasks or organization, assessment, or technology. If best efforts of intervention at this level are not successful, testing for disability will be sought. However, when a disability is obvious, this procedure should not delay referral to special education.

#### *Testing and the Multi-Disciplinary Team*

If pre-referral interventions are unsuccessful, a Multi-Disciplinary Team will be prepared to evaluate the student for disabilities. The Multi-Disciplinary Team will consist of specialists from TVCS, or those contracted privately, who have expertise in evaluating the range of possible disabilities that a child may have. The permission of parents/guardians must be obtained for testing to occur. If parental permission for testing is not obtained, the Pre-Referral Team will, with the greatest possible cooperation of parents/guardians, attempt to explore other options for meeting the needs of the child.

#### *Conclusive Results of Testing and the Individualized Education Plan*

If testing concludes that the child has a disability defined within the IDEA, an *Individualized*

*Education Plan* (IEP) will be developed for meeting the needs of the child in the *Least Restrictive Environment* (LRE). The IEP will be re-evaluated annually to reflect the results of child behavior and performance, follow-up testing, the effectiveness of various interventions, and the recommendations of those involved in the creation of the IEP (staff, parents, and student).

Students who do not qualify under IDEA may qualify for special services under Section 504. This eligibility will be assessed during the Pre-Referral and Testing stages. Rather than an IEP, qualification under Section 504 will result in an Accommodation Plan.

### ***Programming***

Students with special needs work on their IEP goals while attending TVCS. The *Limitless Learning Method* is flexible enough to allow special needs students to work at their own level of understanding. Teachers present information in multiple formats and media, using a variety of methods to engage and motivate students. Students are given multiple pathways for action and expression. Whenever possible, students with special needs are included in general education classes. When necessary, students in the special education program may receive services in a resource room. Special education staff and regular teachers work closely together to best serve their students with special needs. Parents are involved in every step taken by the school in regard to their students with special needs. This applies even in cases where there is only a perception among staff that special needs may exist and may potentially be best served under an IEP or 504 plans.

### ***Special Education Services***

If a student is found to be eligible for special educational services, The Village Charter School will provide services for the student in the following manner, as needed:

- Highly qualified school staff members provide instruction for students with disabilities, and monitor that delivery of instruction. Instructional services follow the IEP and are provided in an inclusion or a resource room depending on the degree of intervention necessary to meet the student's needs.
- TVCS contracts with a private provider for the provisions of other related services outlined in the IEP.

### ***Other Special Needs Services for Students***

In a society based on democratic principles, each student has the right to learn at the most appropriate level where growth will take place. Students attending TVCS who are identified as *Limited English Proficient* (LEP), disadvantaged to the extent they may require Title I services, gifted and/or talented, or require other accommodations will be afforded access to the programs and services that address the needs of these special populations. Such services may be offered at TVCS.

These students are provided educational experiences that strive to meet their needs in the regular classroom, as well as in special classes, seminars or workshops. The charter environment allows

areas to be pursued beyond the scope of the regular curriculum, regardless of their areas of special needs. This is accomplished through, but not limited to, clustering, competitions, consultations, curriculum compacting, special topic classes, independent study, interest-based workshops, remediation, tutoring, and pull out classes. It is the goal of TVCS to become a Title I status school and maintain that status to offer more services for our students.

### *Corrective Action*

Prompt additional help will be given to students who do not accomplish the following;

- score in the top quartile on standardized tests on the national, state, and district levels
- read at grade level by third grade
- compute math at grade level by third grade
- produce student work that depicts acquired, integrated, extended, refined, and meaningful utilization of students
- reflect positive growth on the annual parent surveys about the student's attitudes and habits toward, but not limited to, work ethic, honesty, taking responsibility, self-confidence, knowledge, etc.
- reflect positive growth on self-assessment surveys conducted yearly, regarding attitudes and habits toward task performance

Those students not reading at grade level, as determined by State assessments or computing grade level math as determined by State assessments are identified. They may receive a variety of services including Special Education, Title 1 services as TVCS becomes qualified, tutoring by volunteers, and the opportunity, with parental support, to attend school during one or more intercessions.

An *Academic Improvement Plan* (AIP) is written for every student who is functioning below grade level in reading, writing, math and/or other course(s) or on the *Idaho Standards Achievement Test* ISAT or *Idaho Reading Indicator* (IRI). The AIP includes a request for assistance from the teacher or instructional strategies from the teacher to help the student progress. The classroom teacher or the course teacher will submit the AIP to the Principal within seven days following each nine-week grading period.

### *Gifted and Talented Students*

In accordance with *Idaho Code* § 33-2003, The Village Charter School identifies students possessing high performing capabilities in specific academic, intellectual, leadership, creativity and visual/performing arts talent areas. The identification in each area uses a variety of assessments outlined in The Best Practices Manual for Idaho Gifted/Talented Programs. Once identified, TVCS will implement a modification of curriculum to provide a challenging educational experience.

TVCS offers an enriched curriculum for all students. Teachers, with the help of educational assistants and parent volunteers, are engaged in the act of direct teaching throughout the day, using a variety of methods available to them (tactile, visual, kinesthetic, auditory, group and

independent approaches). By taking into account and addressing the varying developmental rates and learning style of the student population, it is possible, through this direct-teaching and monitoring approach, to keep the curricula challenging and the expectations for learning high. The result is above grade level performance, high standardized-test scores, and extraordinary levels of parent and student satisfaction.

The *Limitless Learning Method*, in most cases, will meet the needs of our students. If *Idaho Code § 33-2001* is not being met through the LLM, programs such as the gifted and talented program may be offered at TVCS. The Board will determine if there is a need for internal services.

Students enrolling with an active IEP will receive the services identified in an inclusion setting to meet the intent of their IEP. In all cases, transportation shall be provided to students by their parent(s) or the parent's representative when exercising dual-enrollment opportunities.

#### *Limited English Proficiency (LEP)*

*Identification.* TVCS uses the federal definition of Limited English Proficiency as defined in Title III and IX of the Elementary and Secondary Education Act. Idaho LEP program guidance will be used to support the needs of students who are *English Language Learners* (ELL). Students for whom English is a second language will be assessed using the ELL placement test. The eligibility criteria (listed below) will be used for a Home Language Survey in order to identify the primary home language other than English. The "Woodcock Munoz" test or a similar test will be used to assess ELL progress throughout the school.

- Registration cards include the question: What is the primary language spoken in the home?
- If a response is any language other than English, a survey will go home to the parents.
- If the survey comes back indicating that a student may be LEP, they will be tested with an English language proficiency test within 30 days of registration or within 2 weeks of entry into the school.
- If the student tests less than proficient on the English language proficiency test, a letter will go home to the student's parents indicating that their child was identified as needing specific English language services. The parents must be given the opportunity to waive the services, if desired.
- If the parent does not waive the limited English proficiency services for their child, then the student will be placed in a program of "high quality language instruction."
- Those students placed in a program can be counted for state and Federal funding purposes.

*Services and Instructional Methods.* Students who are eligible for the LEP program participate in the LEP program according to state and federal guidelines. State and federally mandated testing of LEP students are administered. LEP services may be provided on-site or contracted out.

*Curriculum.* Curriculum will be purchased and modified using the Sheltered Instructional Observation Protocol, or similar technique, and other LEP instructional approaches. *Educational Learning Plans* (ELP) are developed to support a student's ELL. Teachers certified in Bilingual

Education oversee and develop an ELP for students. TVCS emphasizes the study of a second language and use of technology; ELLs will be well supported to access the general curriculum.

*Assessment.* The “Woodcock Munoz” test, or a similar test, may be used to monitor and document student growth in both content areas and English language development. Students who meet state recommended levels of proficiency are exited from the LEP program.

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

**G. Dual Enrollment** *I.C. § 33-203(7) & 33-5205(3)(r)*

Dual Enrollment is an option for all students as provided for in *Idaho Code § 33-203*.

**Tab 4**

**I. Measurable Student Standards** *I.C. § 33-5205(3)(b)*

The Village Charter School strives to move all students toward highest proficiency levels on all standardized measures. The following educational standards will be met:

- a. 80% of kindergarten, 1<sup>st</sup> and 2<sup>nd</sup> grade students attending TVCS, who have at least 90% attendance in a given school calendar year, will achieve a score of three (3) on the Spring IRI. By the end of 3<sup>rd</sup> grade 85% of students will receive a score of three (3) on the Spring IRI.
- b. 80% of 3<sup>rd</sup> through 8<sup>th</sup> grade students attending TVCS, who have at least 90% attendance in a given school calendar year, will achieve proficient or advanced on the reading, math and language ISAT.
- c. All students are assessed at least every nine weeks in the core areas of reading, writing, math and spelling using the LLM assessments. The results are measured using the appropriate rubric and included with the report card. Teachers keep a record of student progress that follows the student through succeeding grades. Each student's work reflects acquired, integrated, extended, refined, and meaningful utilization of knowledge.
- d. Students show positive growth on annual parental/student/teacher surveys that address attitudes and habits toward, but not limited to, work ethic, honesty, showing initiative, taking and accepting responsibility, and self-confidence.

A student baseline is established during the first year of testing and is evaluated each year thereafter. That baseline may include, but is not limited to, results from the State and Federal mandated tests. If any of these goals are not met, TVCS will re-examine its instructional practices and make appropriate improvements.

**A. Standardized Tests** *I.C. § 33-5205(3)(c) & (d)*

Students at The Village Charter School are tested with the same standardized tests as other Idaho public school students. TVCS will give State-mandated assessments during the testing windows outlined by the State Department of Education.

Monitoring the progress of our students and evaluating innovations in education procedures are an important part of our curriculum development process. Evaluation of student assessment is reported annually, and consists of:

- a. a student baseline developed during the first year using testing results;
- b. a comparison of annual results with baseline scores to assess progress;
- c. grade-level and school composite scores;
- d. a graph of annual results showing changes from year-to-year;
- e. a graph of school scores relative to state and national averages; and
- f. sub-analysis of a variety of variables to identify areas for improvement.

**B. Accreditation** *I.C. § 33-5203(e) & IDAPA 08.02.140*

The Village Charter School's curriculum meets or exceeds Idaho's State Standards. TVCS will

comply with all accreditations standards and procedures of the State of Idaho and obtain accreditation in accordance with *Idaho Code* § 33-1612. The Board chooses an accreditation committee that works with the Principal and the Board to choose the appropriate accreditation standard and oversee the accreditation process. After accreditation, the Principal ensures that the school meets the Elements of Thoroughness and submits annual accreditation reports to the Idaho State Department of Education. The accreditation standard will be chosen from among the Idaho Elementary/Secondary Accreditation Standards, the Northwest Accreditation Standards, or the Idaho Accreditation School Improvement Model.

### **C. Improvement Planning**

The Village Charter School meets or exceeds the minimum requirements set by the State Board of Education and the *No Child Left Behind Act* (NCLB) to ensure that its students are taught by highly qualified teachers. At TVCS student achievement is a top priority. Through the *Limitless Learning Method*, TVCS continually assesses student's learning needs and achievements as well as the success of teaching methods. If goals are not being met or exceeded, the Principal and the Board will assess the situation and find a solution to improve testing scores.

In the event that TVCS does not make *Adequate Yearly Progress* (AYP) as outlined in the NCLB, a team comprised of the Principal, Board, and any additional inside/outside technical assistance needed, will meet to develop a school improvement plan to address student achievement. This process will investigate all components that affect student achievement including, but not limited to, curriculum, instructional time, staff professional development, and instructional strategies. It will also be the team's responsibility to monitor the implementation of the improvement plan for improved learning and teaching and continue to provide feedback and recommendations for strengthening ongoing student achievement.

**Tab 5**

## I. Governance Structure

### A. The Village Charter School, Inc. I.C. § 33-5205(3)(f)

The Village Charter School, Inc. is a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act. The Articles of Incorporation for The Village Charter School, Inc. were filed with the Secretary of the State of Idaho August 21, 2009. Articles of Amendment were filed with the Secretary of the State of Idaho November 3, 2009. The SS-4, Application for Employer Identification Number, was submitted August 11, 2009. The 501(c)3 is currently being applied for and will be completed upon approval of the charter.

#### *Organizing Group*

##### *Founders*

A “Founder,” is defined as any person, who makes a material contribution toward the establishment of a public charter school. The criteria for determining what constitutes a material contribution are determined by the Board and are listed in the Founders’ Policy. Once a “Founder” meets all the requirements of a material contribution as determined by the Board, founder status cannot be revoked. If a founder leaves TVCS for any reason, they may return and receive founder’s preference in the lottery. A founder may only exercise voting rights when they have a student enrolled at the school.

##### *Initial Organizing Group*

Jani Knox	Former Executive Recruiter; School and Church Leadership Volunteer, BS in Interpersonal Communication – University of Utah
Rachael Smith	Former Retail Management, Church Leadership and School Volunteer
Julie Anderson	Christian Seminary Studies Student, School and Church Volunteer
Shanna Liles	Whole School Interventionist, Thomas Jefferson Charter School; BS of Science in Elementary – University of Idaho, Masters of Curriculum – Boise State University, currently working towards EdD at Northwest Nazarene University
Richard Anderson	Banker and Financial Analyst with Idaho Trust Bank in Boise; BBA in Finance with minor in Accountancy – Boise State University; President of Southminster United Presbyterian Church of Boise, Idaho, Inc.; and chairman of the Stewardship and Finance Committee thereof
Lealan Miller	CPA, Board Member and Partner with Eide Bailly in Boise; BBA – Idaho State University & Masters in Accounting – California State University; Local and National Board Member for Association of Government Accountants, Past Treasurer and Board Member of Idaho Society of

CPAs, Richard McKenna Charter School and Opera Idaho.

### *Consultant*

Chris Yorgason      Legal - Manager/Attorney, Capital Development, Inc.; BS in Finance with an International Emphasis; second major in Political Science and JD - BYU, J. Reuben Clark Law School

### *Founding Advisory Board*

The initial organizing group for The Village Charter School comprises several committees that make up the *Founding Advisory Board* (FAB). The FAB has written the petition and elects the initial Board. The Board recruits candidates for the position of school principal, and establishes a preliminary operating budget. Following the election of the Board, the function of the FAB is to serve as a data-gathering resource and to provide input and advice to the Board. TVCS reserves the right to recruit qualified FAB members to fill staff positions as needed.

### ***Board of Directors***

#### *Initial Formation*

The Board will serve as the public agents who govern The Village Charter School. There will be approximately five to seven (5 to 7) members on the Board. During the first two (2) years of operation, the Board shall be comprised of at least five (5) Directors appointed and nominated by the organizing members and founders of TVCS.

A State of Idaho criminal background check on the Chair of the Board is required, according to the Bylaws of the Corporation.

#### *Selection and Replacement*

Election and appointments of Board members are staggered and held according to the Bylaws of the Corporation.

#### *Powers and Limitations*

The Village Charter School is a legally and operationally independent entity established by the nonprofit corporation's Board. The Board is legally accountable for the operation of the charter school. TVCS acknowledges that upon approval of the petition and the contract, the Board members are public agents required by the Commission to control the charter school. The Board commits to compliance with all federal and state laws and rules, and acknowledges that the responsibility for identifying essential laws and regulations, and complying with them, lies with the Board, not the Commission. TVCS may not extend the faith and credit of the Commission to any third person or entity. TVCS may not contractually bind the Commission with any third party. TVCS commits to keeping complete and accurate board meeting minutes and to making them available to the public.

The Board shall have the full power and duty to manage and oversee the operation of the Corporation's business. The Board responsibilities include but are not limited to:

- aiding in the business operations of the school including the procurement of funding
- monitoring and assessing the school's compliance with the provisions of its charter under the Idaho Public Charter Schools Act
- holding meetings which follow the open meetings laws, keeping accurate minutes, and making the minutes available to the public
- meeting as necessary, with one meeting serving as the annual meeting of the corporation
- approve the selection of the Principal, who may not be one of its members, according to the bylaws of TVCS
- fiduciary responsibilities
- hearing and approving or disapproving the recommendations of the Principal with respect to changes in staffing, program, budget, curriculum, or instructional methods
- adjudicating disagreements between parents and the administration when necessary

### ***Relationship between Board and Administration of TVCS***

The Village Charter School recognizes the Principal as the key leader responsible for implementing institutional procedures and policies. In conjunction with the Board, the Principal is responsible for meeting the school's vision, mission and core values as described in the authorized charter. The Principal is accountable to the Board and is critical in the development of curriculum and educational programs. The success of the school in implementing its charter and creating an atmosphere for standards-based learning is critical to the role of the Principal.

The Board anticipates contracting with a Principal prior to the opening of school to assist in purchasing, recommending teacher applicants to the Board for employment, school set-up, policy review, and student recruitment. A preliminary job description of the Principal is included below:

Responsibilities:

- a. establish and maintain a coordinated and challenging curriculum that effectively implements the school's vision, mission and core values
- b. supervise administrative subordinates with an effective blend of delegation of authority, measures of accountability, and evaluation of results
- c. implement effective student disciplinary procedures and oversee judicial hearings and appeals that conform to all relevant laws, policies and procedures
- d. maintain written documentation in relation to disciplinary actions, human resource concerns, and any other issues as necessary
- e. ensure administrative functions are successfully achieved, effective administrative procedures are developed, policies and school procedures are carried out, and strategic planning is continuous
- f. interact and intercede for the needs of staff and/or students as needed
- g. report to the Board as required regarding:
  - (a) coordination with the Commission

- (b) staff communications
- (c) meeting coordination
- (d) parent interactions
- (e) staff information reviews
- h. attend or conduct meetings of various constituent groups; attend school functions; attend external meetings, conferences, and/or legal training sessions
- i. ensure that all teachers understand student data and how to apply such data to instructional adjustments/interventions, when appropriate
- j. ensure all staff receive initial and ongoing training in the *ACE Approach* and *Limitless Learning Method*, as needed
- k. monitor the progress, consistency, and implementation of ACE & the LLM
- l. perform other duties as assigned by the Board

Upon hire, the Principal's performance will be evaluated at least annually. Evaluation may be conducted more frequently by the Board, based on mutually agreed-upon criteria.

The Board is the ultimate policy-making organization and retains total control in the selection or removal of any service organization serving the school, the Principal and school employees. The Principal will be empowered to provide educational direction, administration, and on-site day-to-day operation among other areas as directed by the Board.

### ***Standing Committees and Ancillary Support Personnel***

Standing committees are formed in accordance with the Bylaws of the Corporation. These committees include, but are not limited to, Parent-Teacher Organization, a fundraising committee, and the like.

The Board recognizes an official PTO. Faculty members and elected parents operate the PTO according to school policy.

Ancillary support personnel, including clerical and custodial, are hired and supervised by the Principal. The state funding formula is used for funding to hire staff through the regular budgetary process. Additional resources are sought through grants, volunteers, and fundraising efforts.

### **B. Parental Involvement I.C. § 33-5205(3)(f)**

The Board and PTO may provide consultation to the Principal regarding ongoing plans for The Village Charter School. TVCS is committed to ensuring that parents of students who attend TVCS are involved in the education of their children and in the school at many levels. Parents bring an in-depth understanding of their children's personalities, learning styles, strengths and limitations, which is essential for the continuing educational development of their children. The process to ensure parental involvement includes, but is not limited to the following items:

- a. Parents receive a student/parent handbook and *ACE Approach* summary as each year begins.
- b. Parents fill out a volunteer interest survey form at registration and a volunteer availability form at the beginning of each year.

- c. Parents fill out an in-depth profile of each child.
- d. Parents are expected to attend two (2) parent teacher conferences per year.
- e. Parents are asked to complete surveys throughout the school year addressing the following issues: safety of students, classroom discipline, school-wide discipline, child's response to classroom atmosphere, and parents' perception of learning environment.
- f. Parents are highly encouraged to be involved in the PTO and to volunteer at some capacity to help with school projects, programs, committees, and to work with students.
- g. Parents are highly encouraged and welcomed to volunteer in their children's classrooms.
- h. Parents are highly encouraged to provide an appropriate learning environment at home for study.
- i. Parents are highly encouraged to communicate regularly with the school, in turn, the school and the PTO will regularly communicate with the parents.
- j. Parents are highly encouraged to attend homework workshops, *ACE Approach* classes offered through the school, and monthly board meetings.

**C. Annual Audit of Programmatic Operations I.C. § 33-5205(3)(j)**

The Village Charter School will conduct annual Programmatic Operations Audits in accordance with the Commission policy and Idaho Administrative Rule.

**Tab 6**

## **I. Employee Qualifications I.C. § 33-130 & 33-5205(3)(g)**

The Village Charter School's full-time staff meets or exceeds qualifications required by state law. Staff members are required to possess personal characteristics, knowledge, and experience consistent with the philosophy, mission, core values, and expectations of TVCS as outlined within this petition. The Principal makes recommendations to the Board for approval of instructional staff.

TVCS reserves the right to seek limited or alternative certification options as provided by rule of the Idaho State Board of Education when deemed in the best interests of the educational program. Additionally, TVCS reserves the right to employ any person for temporary assistance under the direct supervision of certified staff members. These provisions are intended to allow various community experts and other specialized persons who may not hold certification to contribute to the school according to their talents, experience, creativity, or expertise on an as needed basis.

### ***Professional Opportunities***

The Village Charter School environment provides opportunities for staff to collaborate with other faculty members to align subject areas. The Principal determines in-service training days in order to provide teachers with training in the teaching methods described in this petition. In-service training days are held as often as necessary prior to the first day of school and throughout the school year, as determined by the Principal.

### ***Additional Staff Development***

The staff participates in regular collaboration meetings and ongoing trainings. Additionally, all employees attend *ACE Approach* training that may take place semi-annually for the first two years of operation and annually each year thereafter. A qualified ACE consultant is selected by the Principal, with the approval of the Board, using the criteria developed by TVCS organizing members. He or she is responsible for implementation and ongoing training for TVCS employees.

### ***Background Checks and Fingerprinting***

All employees, including classified employees, shall undergo State of Idaho criminal background and Federal Bureau of Investigation fingerprinting checks. One fingerprint card is submitted to the Office of Certification at the State Department of Education and one is kept in the individual's personnel file.

### ***Teacher Certification***

A copy of the certificates for all certified teachers/staff members is kept on file at The Village Charter School and will be provided upon request.

## Targeted Staff Size

Initially, The Village Charter School employs one teacher per class at the elementary level and secondary level. There are additional teachers for music, physical education, science, and foreign language as the budget permits. Education assistants are utilized in classes as needed.

### Estimated Staff

11 Full Time Employees (FTE) in Year 1:

- First Grade 1 FTE
- Second grade 1 FTE
- Third Grade 1 FTE
- Fourth Grade 1 FTE
- Fifth Grade 1 FTE
- Sixth Grade 1 FTE
- Seventh Grade 1 FTE
- Eight Grade 1 FTE
- Administrator 1 FTE
- Office Staff 1 FTE
- Special Education 1 FTE

13.5 Part Time Employees in Year 1:

- Kindergarten .5 FTE
- Spanish .25 FTE
- Physical Education .25 FTE
- Music .25 FTE
- Science .25 FTE
- Instructional Aids 8.5 -.5 FTE

### A. Health and Safety I.C. § 33-5205(3)(b)

The Village Charter School adopts policies and provides a facility that meets all required city, state, and federal standards for public schools including; health, accessibility, safety, fire, and building codes, that may include, but not limited to, the following:

- The facility will pass inspection by fire and safety officials using the same guidelines for all public schools.
- Fire and evacuation drills are conducted, as required.
- Maps illustrating fire exit routes are posted near the exit in every room.
- All students are required to have proof of immunization or have a written parental waiver and have a birth certificate, or other Board approved identification, before being enrolled at TVCS.
- All visitors and volunteers are required to sign in at the office and to wear a visitor's pass.
- Student check out during the school day requires the person picking up the child to sign the child out at the office and may require that person to produce appropriate photo identification.
- All state rules and regulations for student safety are followed.
- All staff will be trained in universal medical and health precautions.
- A health/nurse room is furnished and supplied adequately for the number of students in the school, eventually a certified nurse may be hired.
- Health records highlighting chronic issues are held on each student and made available in

emergencies.

- Emergency contact numbers are maintained on all students.
- All employees are screened in compliance with *Idaho Code § 33-130*.
- Policies are incorporated as appropriate into the school's student and staff handbooks and will be reviewed on an ongoing basis in the school's staff development efforts that, at a minimum, address the above and the following items:
  - policies and procedures for response to natural disasters and emergencies, including fires and bomb threats
  - policies relating to preventing contact with blood-borne pathogens
  - a policy requiring that all staff receives training in emergency response, including appropriate "first responder" training
  - policies relating to the administration of prescription drugs and other medicine
  - policies establishing that the school functions as a gun-free, drug-free, alcohol free and tobacco-free workplace
  - policies regarding use/possession of illegal substances

**B. Employee Benefits** *I.C. § 33-5205(3)(m)*

All employees participate in the following programs and benefits: group health insurance, sick leave benefits, *Public Employee Retirement System of Idaho* (PERSI), Federal Social Security, Unemployment Insurance and Worker's Compensation Insurance to the extent allowed and required by law.

**C. Transfer Rights** *I.C. § 33-5205(3)(o)*

Employees of The Village Charter School are not employees of the Boise School District. They are not be eligible for an in-district transfer to another school within the Boise School District. They may apply to teach in any school district.

***Experience***

Certified teachers at The Village Charter School are public school teachers. Each year of service at TVCS counts as one-year experience on the State indexing scale.

**D. Collective Bargaining** *I.C. § 33-5205(3)(p)*

The Village Charter School's staff and employees are a separate unit for purposes of collective bargaining.

**E. Written Contract** *I.C. § 33-5206(4)*

All teachers and administrators are on a written contract with The Village Charter School, Inc., as approved by the State Superintendent of Public Instruction. All employees undergo an annual performance review.

**Tab 7**

## **I. Admission Procedures I.C. § 33-5205(3)(i)**

### **A. Enrollment Opportunities I.C. § 33-5205(3)(s)**

Every effort is made to notify the public of enrollment opportunities at The Village Charter School, by taking the following steps:

- a. TVCS takes into consideration language demographics of the attendance area and disseminate information accordingly.
- b. At least three (3) months prior to the enrollment deadline each year, enrollment information is posted in highly visible and prominent locations within the attendance area.
- c. TVCS ensures the dissemination of press release or public service announcements to media outlets that broadcast within or disseminate printed publications within the attendance area.
- d. TVCS ensures that such announcements are broadcast or published by such media outlets on no less than three (3) occasions, beginning no later than fourteen (14) days prior to the enrollment deadline each year.
- e. Prospective students are given the opportunity to enroll regardless of race, color, nationality or ethnicity, religion, gender, familial status, social or economic status, or special needs.

These efforts may also include, but are not limited to, web page updates, announcements through social networking sites, advertising at community centers (e.g., library), school informational meetings, announcements at other public schools, and/or notifications sent home with students.

### ***Enrollment Deadline***

Each year, the Board will establish an enrollment admissions deadline, which shall be the date by which all written requests for admission to attend TVCS for the next school year must be received. The enrollment deadline cannot be changed once the enrollment information is disseminated.

### ***Requests for Admission***

The application process prior to the enrollment deadline is as follows:

- a. Application cards are made available at the charter school office and on the school website in both English and Spanish. The application includes information pertinent to filling a specific number of positions in each classroom.
- b. A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in Idaho, may make a request in writing for such child to attend TVCS in compliance with *Idaho Code § 33-5205(3)(j)*.
- c. In the case of a family with more than one (1) child seeking to attend TVCS, one (1) written request for admission must be submitted on behalf of each sibling.
  - (a) The written request for admission must be submitted to, and received by, TVCS on or before the enrollment deadline.
  - (b) The written request for admission shall contain the name, grade level, address, and telephone number of each prospective student.
- d. If the initial capacity of TVCS is insufficient to enroll all prospective students, a lottery shall be

utilized to determine which prospective students will be admitted to TVCS.

- e. Only written requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline established by TVCS shall be permitted in the lottery.

Once the enrollment deadline has passed, the process for filling a grade that has openings after the lottery is as follows:

- f. Application cards are made available at the charter school office and on the school website in both English and Spanish. The application includes information pertinent to filling a specific number of positions in each classroom.
- g. A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in Idaho, may make a request in writing for such child to attend TVCS in compliance with *Idaho Code § 33-5205(3)(f)*.
- h. In the case of a family with more than one (1) child seeking to attend TVCS, one (1) written request for admission must be submitted on behalf of each sibling.
  - (a) The written request for admission shall contain the name, grade level, address, and telephone number of each prospective student.
- i. Written requests for admission received after the established enrollment deadline are served on a first-come, first-served basis and added to the bottom of the final selection list for the appropriate grade.
- j. A sibling of any student, whose application is received after the enrollment deadline, must have his or her name placed at to the bottom of the sibling list.

#### ***Admission Preference for Initial Enrollment I.C. § 33-5205(3)(f)***

If the initial capacity of The Village Charter School is insufficient to enroll all prospective students, a lottery, following *Idaho Code § 33-5025 (3)(f)*, will be utilized to determine which prospective students will be admitted to TVCS. The selection process in regard to admission preferences shall be as follows:

- a. First preference is given to the children of founders who are listed on the Founder Priority List (provided that this admission preference shall be limited to not more than ten percent (10%) of the initial enrollment capacity of TVCS).
- b. Second preference is given to siblings of students already selected by the lottery.
- c. Third preference is given to prospective students who reside in the primary attendance area of TVCS.
- d. Fourth preference is given to prospective students who reside outside of the primary attendance area of TVCS.

#### ***Admission Preferences for Subsequent Enrollment Periods***

The selection process in regard to admission preferences shall be as follows:

- a. First preference is given to students returning to TVCS in any subsequent year of operation. Returning students are automatically enrolled in the appropriate grade and do not need to be selected by lottery.
- b. Second preference is given to the children of founders, who are listed on the Founder Priority

List (provided that this admission preference shall be limited to not more than 10 percent (10%) of enrollment capacity).

- c. Third preference is given to siblings of students already enrolled in TVCS.
- d. Fourth preference is given to prospective students residing in the primary attendance area of TVCS.
- e. Fifth preference is given to prospective students residing outside the primary attendance area of TVCS.

### ***Enrollment Procedures***

The following procedures will be carried out in accordance with the *Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04*:

- a. Proposed Attendance List for Lottery
- b. Equitable Selection Process
- c. Final Selection List
- d. Notification and Acceptance Process
- e. Subsequent School Years

### ***Enrollment Projections***

The Village Charter School intends to serve students from kindergarten through grade eight in its first year of operation, with the intent to expand to grade twelve in the future. Expansion will be at the discretion of the Board, and the Commission as required, and will be based on enrollment demand and adequate finances. During the first year, TVCS plans to have a maximum enrollment of 25 students in kindergarten and first grade, 30 students in second and third grade, and 33 students in all other grades. The maximum year 1 enrollment of TVCS is 275 students. If enrollment is inadequate in two (2) adjacent grades, classes may be combined as needed.

*Please refer to Appendix H—Prospective Student List.*

### **B. Discipline Procedures I.C. § 33-5205(3)(l)**

The Village Charter School is committed to providing a safe learning environment. Student expectations for appropriate student behavior are high and are communicated to both students and parents through the student handbook and upon enrollment. In accordance with I.C. § 33-5205(3)(l), students may be denied attendance to the charter school for any of the following reasons:

- being a habitual truant
- being deemed incorrigible by the Principal
- being deemed by the Board to be disruptive to the school for disciplinary reasons
- being detrimental to the health and/or safety of other students

In addition, students who attend TVCS after being expelled from another district may be placed on probation for one (1) year. During this time, the student may be denied attendance for violation of the probationary requirements.

Parents/guardians will be notified of disruptive behavior via phone calls, written letters, and in person during school conferences. If the situation causing concern is not immediately corrected, the student may be referred to the Principal or to the Board for further discussion and appropriate action. The steps that are followed to address these concerns are described below. If a student is under the influence of alcohol or controlled substances during or after school hours on school grounds, TVCS will follow the procedures required by *Idaho Code § 33-210*.

TVCS will assemble a student handbook following state law and due process that outlines a Code of Conduct including expectations and consequences for unacceptable behaviors. Discipline is handled on a case-by-case basis, taking into account the unique circumstances of each instance of unacceptable behavior. The following steps provide guidelines for establishing the consequences for unacceptable behavior. The Board may choose to implement any of these steps, or additional steps, as it deems appropriate. The Board is not required to proceed through every step before considering suspension or expulsion.

*Step 1:* Parent/Guardian Incident Notification Procedure (written and/or verbal)

*Step 2:* Principal Intervention.

*Step 3:* Suspension with parental notification – three (3) days; re-admission after a conference with student, parents, and Principal.

*Step 4:* Suspension with parental notification – five (5) days; re-admission after a hearing within five (5) school days with the Board.

*Step 5:* Expulsion until the next calendar break/semester/rest of year. The Board may deny enrollment, or may deny attendance 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. Any pupil having been denied enrollment or expelled may be enrolled or readmitted to the school by the Board upon such reasonable conditions as may be prescribed by the Board; but such enrollment or readmission shall not prevent the Board from again expelling such pupil for cause.

Provided however, the Board may expel from school for a period of not less than one (1) year (twelve (12) calendar months) or may deny enrollment to, any student who has been found to have carried a weapon or firearm on school property in this state or any other state, except that the Board may modify the expulsion or denial of enrollment order on a case-by-case basis.

Discipline of students with disabilities shall be in accordance with the requirements of federal law part B of the IDEA and Section 504. An authorized representative of the Board shall report such student and incident to the appropriate law enforcement agency.

No pupil shall be expelled nor denied enrollment without the Board having first given written notice to the parent or guardian of the pupil, which notice shall state the grounds for the proposed expulsion or denial of enrollment and the time and place where such parent or guardian may appear to contest the action of the Board. This notice shall also

state the rights of the pupil to be represented by counsel, to produce witnesses and submit evidence on his own behalf, and to cross-examine any adult witnesses who may appear against him. Within a reasonable period of time following such notification, the Board shall grant the pupil and his parents or guardian a full and fair hearing on the proposed expulsion or denial of enrollment. However, the Board shall allow a reasonable period of time between such notification and the holding of such hearing to allow the pupil and his parents or guardian to prepare their response to the charge. Any pupil who is within the age of compulsory attendance, who is expelled or denied enrollment as herein provided, shall come under the purview of the juvenile corrections act, and an authorized representative of the Board shall, within five (5) days, give written notice of the pupil's expulsion to the prosecuting attorney of the county of the pupil's residence.

The Board or the Principal may temporarily suspend any pupil for disciplinary reasons, including student harassment, intimidation or bullying, or for other conduct disruptive of good order or of the instructional effectiveness of the school. A temporary suspension by the Principal shall not exceed five (5) school days in length; and the Board may extend the temporary suspension an additional ten (10) school days. Provided that, on a finding by the Board, immediate return to school attendance by the temporarily suspended student would be detrimental to other pupils' health, welfare or safety, the Board may extend the temporary suspension for an additional five (5) school days. Prior to suspending any student, the Board or Principal shall grant an informal hearing on the reasons for the suspension and the opportunity to challenge those reasons. Any pupil who has been suspended may be readmitted to the school, by the Board or Principal who suspended him, upon such reasonable conditions as said Board or Principal may prescribe. The Board shall be notified of any temporary suspensions, the reasons therefore, and the response, if any, thereto.

The Board will establish the procedure to be followed by the Principal for the purpose of affecting a temporary suspension, which procedure must conform to the minimal requirements of due process in accordance with *Idaho Code § 33-205*.

**C. Alcohol or Controlled Substance Use I.C. § 33-210**

*Please refer to Tab 10, Policies.*

**D. Public School Attendance Alternative I.C. § 33-5205(3)(n)**

Because The Village Charter School is a new entity and not a conversion of an existing school, the attendance alternative is the same as for those presently residing within the Boise School District and Joint District #2. Students located within the attendance area of TVCS have the option to enroll in existing non-charter public schools presently serving the area. Enrollment is not mandated based upon residential proximity to TVCS, but through parental choice and equitable selection.

**E. Denial of School Attendance I.C. § 33-205 & 33-5205(3)(i)**

The Board shall have the right to expel or deny enrollment to any student, determine the re-admission of any student suspended or expelled, and determine the admission of any student who

has been denied admission as governed by *Idaho Code § 33-205*.

## **F. Student Handbook**

The Village Charter School Handbook will be finalized upon opening of the school and will be a joint effort between the administration, staff, parents and Board. Contents may include but are not limited to:

- Message from the principal
- School philosophy
- ACE Approach
- School academic goals
- Staff and Board members
- Daily schedule
- Calendar
- Attendance policy
- Behavior and discipline
- Weapons and threats
- Drug Free School Policy
- Referral Policy
- Search & seizure Policy
- Elementary Disciplinary Procedure
- Secondary Discipline Procedure
- Severe weather procedures and inclement weather
- Field trips
- Health, injury, or illness
- Medication
- Personal belongings
- Special services
- Special Education Services
- Other Special Needs Services
- Dual Enrollment
- Complaint Process
- Communication Plan
- Dispute Resolution
- Grading, Homework, Promotion & Retention
- Student Activities
- Student Fees
- Parent Teacher Organization
- Report cards
- Students leaving school grounds
- Dress Code
- Technology, Cell Phone, Electronic Device & Internet Use Draft Policy
- Handbook Acknowledgement

At the beginning of each school year, the Principal is responsible for developing and updating the student handbook and will determine the procedure for ensuring that each student's parents/guardians have access to this handbook.

*Please refer to Appendix I— Draft Student Handbook.*

**Tab 8**

## **I. Business Plan**

### **A. Business Description**

The Village Charter School is organized exclusively for educational purposes within the meaning of IRS Section 501(c)3 of the Internal Revenue Code and as outlined in the charter petition. Notwithstanding any other provision of its Articles of Incorporation, The Village Charter School 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). The Village Charter School was established as an entity in August 2009. The 501(c)3 is currently being applied for and will be completed upon approval of the charter.

### **B. Recruitment and Marketing Plan**

The Village Charter School seeks to create a diverse social balance. Prospective students are given the opportunity to enroll regardless of race, color, nationality or ethnicity, religion, gender, social or economic status, or special needs. The advertising process for TVCS includes all current requirements as stated in *Idaho Code § 33-5205*. TVCS takes into consideration language demographics of the attendance area and disseminates information accordingly. TVCS may recruit students for enrollment by, but not limited to, the following:

- utilizing a special committee who is responsible for advertising to high, mid, and low socio-economic status families, students with various cultural backgrounds, and special needs students in the attendance area and informing them of enrollment opportunities.
- utilizing the school website, as well as social networking tools
- sending direct mailings and fliers targeting primary attendance area households
- posting advertising materials in prominent locations within the Districts
- accommodating students on other charter school waiting lists; initially the lottery may be drawn as late as April
- utilizing the media through press releases and articles
- word-of-mouth referrals
- developing a multimedia advertisement campaign

The primary attendance area for TVCS encompasses the following area within the boundaries of the Boise School District:

- a. Boise School District boundaries on the west and south.
- b. north and east boundaries are as follows:
  - (a) Start at the corner of Fairview and the BSD boundaries on the west,
  - (b) Go east on West Fairview Avenue,
  - (c) Turn south on North Orchard Street,

- (d) Turn east on Emerald Street,
- (e) Turn south on South Latah Street,
- (f) Turn east on Crescent Rim Drive,
- (g) Turn east onto South Federal Way,
- (h) Where South Federal Way crosses Broadway Avenue, stop,
- (i) Begin south on Broadway Avenue,
- (j) Turn west onto Interstate 84,
- (k) Turn south on South Orchard Street,
- (l) Turn south on Pleasant Valley Road, and
- (m) Where Pleasant Valley Road and the BSD boundaries meet, stop.

The boundaries within BSD shall include both sides of the listed streets. Residences that reside on any property in BSD that directly touches our boundary shall be considered within the boundary for TVCS.

The primary attendance area also encompasses the following are within the boundaries of Joint School District #2:

- a. Joint School District #2 boundaries on the east and south.
- b. north and west boundaries are as follows:
  - (a) Interstate 84 on the north, encompassing the south side of Interstate 84.
  - (b) South Eagle Road on the west side, encompassing the east side of South Eagle Road.

The primary attendance area for TVCS is compact and contiguous as required by law.

### **C. Resumes of Directors**

*Please refer to Appendix J— Resumes of Directors.*

### **D. Management Plan**

#### ***Day to Day Operations***

The Principal of The Village Charter School determines the day-to-day operations of the school. The Board will have oversight authority.

TVCS plans to open in August of 2011. Grade organization will generally consist of traditional single-grade classrooms with 25-33 students per class. The Principal, in consultation with the Board, will establish the school calendar, schedule, and hours of operation based upon a modified schedule and the State requirements. School hours may be staggered for middle grades to begin earlier than elementary. The school's starting and ending times may also be dependent on busing availability. The schedule will be finalized prior to the lottery and supplied to the Commission. The instructional arrangements will also be reviewed on an annual basis and may be changed, as necessary.

#### ***Budget***

The budget is prepared in compliance with *Idaho Code § 33-801* and policy of the State Board of Education. It will be presented at a public hearing in June of the year the school will open and be delivered to the State Department of Education as required on or before July 15<sup>th</sup> prior to the beginning of the school year. The budget will be prepared, approved and filed using the *Idaho Financial Accounting Reporting Management System (IFARMS)* format.

## **E. Start Up Budget**

### ***Income Sources***

Funding sources will include state allocation per pupil, federal start-up grants, private grants, business partnerships, and donations. The Village Charter School has received a \$50,000 Pre-Charter Vision Planning Grant.

*Please refer to Appendix K—Grant Award Letter.*

### ***Working Capital and Assets***

The Village Charter School does not expect to have working capital and assets until after the Charter is approved.

### ***Fundraising***

A committee will be established to conduct fundraising efforts to generate capital or to supplement the per-pupil allocations. TVCS has not included any fundraising money in our budget.

### ***Title I***

If The Village Charter School qualifies for Title I funding, we will meet requirements for Title I to offer more services to its students. Title I funding has not been included in the current budget.

### ***Expenditures***

Expenditures are handled as described in the following sections.

### ***Purchasing Process***

Until alternate arrangements are made, the Principal determines procedures for procuring goods and services, with approval of the Board. Purchasing procedure is in compliance with *Idaho Code § 33-601*.

### ***Financial Management***

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

responsible for financial management.

### ***Bonding***

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

### **F. Inspection Reports**

The Village Charter School will provide certification to the Commission that the facilities meet all requirements for food, health, safety, fire, and accessibility for the handicapped prior to the opening of the school and by the date specified in the contract. TVCS also will provide regular inspections of the facilities for food, health, safety, and fire compliance and provide copies of those reports to the Commission and other entities as required.

### **G. Clerical Services**

#### ***School Records & Reporting***

The Village Charter School's Principal determines how the school will maintain school records and required information consistent with state and federal guidelines. TVCS follows similar procedures to local District methods for reporting attendance and enrollment information to the state for funding purposes. TVCS complies with all Internal Revenue Service regulations and reporting requirements.

#### ***Additional Personnel***

Ancillary support personnel, including clerical and custodial, are hired and supervised by the Principal. The state funding formula is used for funding to hire staff through the regular budgetary process.

### **H. Transportation I.C. § 33-5208(4)**

Transportation may be provided to students residing within the primary attendance area, using selected pick-up and drop-off locations, as finances allow. Additionally, transportation is provided for any special needs student enrolled at TVCS who may, because of the nature of his or her disabilities, be entitled to specialized transportation as a related service, and as required by an IEP. Transportation will not be provided to any student living within a 1.5-mile radius of the school, unless required by an IEP. Currently, TVCS is in the process of complying with *Idaho Code* § 33-402(g) & 33-1501.

*Please refer to Appendix L—Transportation.*

### **I. Food Service & Nutrition**

Once a suitable lunch preparation area is available, as funding and facilities allow, TVCS plans to

implement an in-house school lunch program. Additional methods of food delivery are currently being explored, and consideration is being given to:

- contracting with a neighboring public school, in cooperation with the District
- contracting catered meals with a local Nutrition Program Sponsor
- utilizing the Special Milk Program for Children
- contracting with a local restaurant or catering service to bring meals into the school
- purchasing pre-packaged foods
- training staff member(s) to manage the program, transport food, serve food, and/or clean dishes
- utilizing parent volunteer(s) to assist with the program

As finances allow, lunch will be provided to all students at a cost; the cost will be reduced or waived for eligible students. Lunch eligibility forms will be made available to all students. The Income Eligibility Guidelines set forth by the USDA Food and Nutrition Services Child Nutrition Programs will be used to determine eligibility of students for free and reduced price meals. The lunch program provides a lunch that meets or exceeds minimum daily requirements as determined by the appropriate authorities.

Additional funding for the Nutritional Program may include:

- collaborating with the PTO to raise funds for any necessary serving equipment, paper goods, cleaning supplies, and/or serving utensils
- purchasing milk locally and receiving applicable government reimbursement. Students may be charged a minimal fee to offset the cost vs. reimbursement
- pursuing applicable grants

The Principal will establish policies, consistent with State and Federal guidelines, for verification reporting, record keeping, meal-count tracking and reporting, and governmental reimbursement before the implementation of any such program, and submit a proposal to the Board for approval.

TVCS will have representation at mandatory trainings and will comply with State and Federal regulations, standards, and guidelines set forth by any such program which may include the USDA, NSLP, FFVP, Special Milk Program for Children, and/or Farm-to-School.

*Please refer to Appendix M—Food Service.*

## **II. Start-up Budget with Assumptions form**

*Please refer to Appendix N—Start-Up Budget & Budget Assumptions.*

## **III. Three Year Operating Budget**

*Please refer to Appendix O—3 Year Operating Budget Form.*

## **IV. First Year Month by Month Cash Flow**

*Please refer to Appendix P—First Year Month by Month Cash Flow Form.*

**Tab 9**

## **I. Virtual Charter School**

The Village Charter School is not a virtual school.

**Tab 10**

## **A. Business Arrangements, Partnerships, and Lease Agreements**

TVCS is actively engaged in conversations with several entities regarding partnerships. Several facilities are being considered however, TVCS will not enter a lease agreement until the charter is approved and the timing is appropriate. TVCS is actively seeking bids for transportation and food services. These services may be contracted, however TVCS will not enter into any agreements until the timing is appropriate and finances allow for such services. Special education services may be contracted to meet the needs of students as listed on the IEP; TVCS will not plan to enter into an agreement until services are needed and the timing is appropriate. TVCS is planning to contract legal and accounting services, however is not going to enter into an agreement until the charter is approved and the timing is appropriate.

The curriculum for TVCS will be compiled with the assistance of the Board, Principal staff members, and other qualified professionals, as needed. TVCS may contract services as needed, however is will not enter into an agreement until the charter is approved and the timing is appropriate. TVCS intends to use Federal Charter Planning Grants to help fund this effort. The curriculum will meet or exceed Idaho State Standards and be aligned with the charter petition.

TVCS also intends to contract for professional development and is actively engaged in conversations with qualified individuals and professionals to provide such services. TVCS will not enter into an agreement until the charter is approved and the timing is appropriate.

A list of all contracts identifying the party with whom TVCS has contracted, the length of the contract, and the expenditures required by the contract will be submitted to the Commission as required.

## **B. Additional Information**

### *Amending the Charter*

Any revision of the terms of the Charter, consisting of Tabs 1-10, requires the approval of The Village Charter School Board of Directors and the Commission.

### *Proof of Attendance at the Petitioner's Workshop*

On October 5, 2009, four (4) organizing members attended the Petitioner's Charterstart! 101 Workshop. On February 26, 2010 two (2) additional members attended.

*Please refer to Appendix Q— Proof of Attendance at Petitioner's Workshop.*

### *Policies and Procedures*

See the attached policies and procedures regarding attendance, alcohol and controlled substance use, and computer use for The Village Charter School. These policies will be considered to be in draft form until the principal is hired and has the opportunity to review and accept these policies. In the event a policy does not exist when needed, the Boise School District Board policy will become the

default policy.

**C. Termination of the Charter** *I.C. § 33-5205(3)(u)*

In cases of termination or non-renewal, the Board is responsible for the dissolution of the business and affairs of the school. The Village Charter School will fully cooperate with the Commission for the dissolution process. All students will receive written notice of how to request a transfer of student records to a specific school. TVCS will accommodate student record requests from schools for up to one year after dissolution. Upon dissolution of TVCS, remaining assets will be distributed to the Idaho Public Charter School Commission.

## Policies

## Attendance Draft Policy

Each student's daily contribution is essential to his or her individual success and the overall success at The Village Charter School. Attendance and punctuality are necessary, and the student should plan on attending school every day that classes are scheduled.

*Tardies.* A student is tardy if he or she is not in the assigned classroom when the class is scheduled to begin.

*Excused Absences.* Absences from school with the knowledge and approval of a student's parents/guardians are excused absences but such absences are counted toward the maximum allowed per semester. In order for an absence to be excused, oral or written communication from the student's parents/guardians must be received within 48 hours of the last day of the absence, except for school approved activity absences.

*Make-up Work.* Make-up work is allowed for students who have excused absences. Credit for make-up work is not allowed for an unexcused absence.

*Truancy.* Any absence from classes without the approval of the parents/guardians or school authorities is considered truancy.

- First truancy: A conference is held between the school principal and the student. The parents are notified. The student is required to make-up all work missed any credit for this work will be at the discretion of the teacher and/or Principal.
- Second truancy: A conference is held with the student, parent, and school principal. The student is required to make-up all work missed any credit for this work will be at the discretion of the teacher and/or Principal.
- Third truancy: A conference is held with the student, parent, and school principal. The student may be referred to the Appeals Board for considerations and action.

*Attendance Requirement.* A student may not miss more than nine (9) days a semester, or the number of absences permitted by the SDE, whichever is fewer. Absence from class for any reason, including family convenience, will be counted when the percentage of attendance and eligibility for promotion is being considered.

*Notification of Absences and Discipline.* Parents/guardians are notified on the school report cards, during conferences and via phone calls about absences. Notice of the eighth absence will inform the parents/guardians that if future absences occur, the school principal may deny promotion to the next grade or refer the parents/guardians to the Board for further discussion and appropriate action, which may include loss of credit or dismissal from the school.

*Grounds for an Appeal.* Those parents who have valid reasons to believe that all or part of their child's absences are the result of extraordinary circumstances may request a review of their case following the attendance appeal process below. Extraordinary circumstances may include, but are not limited to, verified illness or medical treatment, death in the family or death of close friends, and medical or dental professional appointments. Any physician's statements or appropriate verification of absence should be provided.

*Attendance Appeal Process.* If parents/guardians wish to appeal the denial of promotion to the next grade due to the attendance requirement, the following policy applies:

- The parents/guardians have five (5) school days from the date shown on the notification to appeal the loss of credit or denial of promotion.
- The appeal process starts with the principal. An adverse decision may be appealed to the Board. The decision of the Board is final.
- In each situation, representatives of the school and the parents/guardians have five (5) days in which to respond to the appeal or the ruling. Appeals and responses shall be in writing.

## Draft Alcohol & Controlled Substance Policy

In harmony with the federal regulations established by the Drug Free Workplace Act of 1988, The Village Charter School is committed to the ideal of having a drug-free student environment. It is the intent of TVCS that programs and activities be planned and carried out by professional staff who enable the school to achieve this goal.

The primary focus of the program is educational in nature, with instruction geared to discourage student experimentation of any mood altering substance. A companion focus of this program is aimed to assist students in making appropriate choices regarding lifestyles, behaviors, and substances. A necessary part of the latter focus is an attitude among teachers and other staff members that one of their responsibilities is to assist those students who need help in overcoming their potentially addictive behaviors and choices. TVCS believes that it is possible to have a totally drug-free environment in the school setting. If a student cannot, or will not, commit to responsible behavior to help achieve this goal, several sanctions may be imposed as a disciplinary measure.

### *Referral Policy*

The Village Charter School provides training for staff to identify drug, alcohol, and mood-altering substance use. When staff members have reasonable doubt that a student illegally uses, sells, distributes, or possesses drug paraphernalia, drugs, alcohol, or other mood-altering substances in school, on or adjacent to school property, or at school functions, they report it to the administrator or initiate procedures. All procedures are to be performed with discretion and documented. Refusal to submit to a request to any of the procedures may result in disciplinary action.

As used in this policy, reasonable cause shall mean the existence of specific observable evidence or behaviors, including but not limited to:

- chronic attendance problems, sleeping in class, drop in grades
- erratic behavior, inappropriate comments, defiance or disrespect toward authority
- smell of alcohol or other mood-altering substances
- possession of alcoholic beverages, drugs or drug paraphernalia
- motor coordination problems, impaired speech, impaired coordination
- other recognizable characteristics unusual for the particular student

### *Enforcement Procedures*

Any student exhibiting behavior that suggests reasonable cause of using or being under the influence of controlled substances is immediately escorted by an employee to the administrative office for interview and observation. Except in the case of an emergency, the student is not to be left unattended and is not allowed to leave the school premises. If a trained staff member, upon observing and/or interviewing the student, reasonably suspects that the student is using, or under the influence of, a controlled substance, the following procedures is as follows:

- a. The principal and/or any other employee having observed the student's behavior will document his or her observations of the student. A copy will be placed in the student's discipline record.

- b. Parents/guardians will be notified.
- c. Law enforcement will be notified. All employees will cooperate fully with any law enforcement investigation of a violation of this policy, including but not limited to providing access to lockers, desks, and other school property, and providing oral and/or written statements/documentation regarding the relevant events.
- d. Suspension/Expulsion: Students who violate this policy will automatically be suspended by the principal. The principal will determine whether or not the suspension will be served in school or out of school. Suspension for the first offense of this policy will be for three to five (3-5) days, unless extraordinary circumstances exist. Suspension may be modified if the student participates in, and follows, the recommendations of an assessment by a certified drug/alcohol agency. The time period for suspension for the second or third offense will be determined at the discretion of the principal and/or Board. If deemed appropriate by the principal, he or she may request that the Board expel a student who has violated this policy for a second or third offense.

*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, anonymity will be provided to the student on a faculty "need to know" basis, 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 or the legal guardian, Idaho Code § 33-210.*

#### *Search and Seizure Philosophy*

In order to maintain a quality educational atmosphere, preserve discipline and good order, and promote the safety and security of students and employees, all school property, including, but not limited to, buildings, equipment, buses, grounds, and other physical settings and equipment of TVCS is under the direct jurisdiction and exclusive control of the Board and subject to search by members of the administrative staff. Therefore, students are advised that it is the policy of this school that members of the administrative staff have the authority to search the student lockers and all other school property over which the school has control at any time, without student/parent consent, and without a search warrant.

A student's person and/or personal effects (e.g., purse, book bag, etc.) may be searched whenever a school official has reasonable cause to believe that the student is in possession of drug paraphernalia or drugs, including alcohol, tobacco or controlled substances. The principal or designee may seize any evidence of a violation of the law or this policy. Students are expected to assume full responsibility for the security of personal property.

Search procedures are as follows:

- a. Principal to authorize search
- b. no less than two staff members conduct a search
- c. parents to be notified of search and findings

This authority to search school property, or personal property of the student when appropriate, is extended to members of the teaching staff who accompany students on out-of-town activities for school-related purposes. If two staff members are not available, prior to leaving town, the principal will determine an eligible adult to assist with the search.

## Elementary Disciplinary Procedure (Grades K-5)

### *First Offense for Use or Possession*

- a. Parent or guardian will be contacted.
- b. Law Enforcement Agency may be contacted.
- c. Student will be suspended for three to five (3-5) days.
  - (a) Suspension may be modified if the student participates in and follows the recommendations of an assessment by a certified drug/alcohol agency. A release of information would also be required.
  - (b) If the student does not complete the recommendations of the assessment, then the remainder of the three to five (3-5) day suspension will go into effect.
- d. Child Protection Services (CPS) may be contacted.

### *Second Offense for Use or Possession*

- a. Parent or guardian will be contacted.
- b. Law Enforcement Agency may be contacted
- c. Board may be petitioned for expulsion of student.
- d. CPS may be contacted.

### *Third Offense for Use or Possession*

- a. Parent or guardian will be contacted.
- b. Law Enforcement Agency will be contacted.
- c. The student will be suspended and the Board will be petitioned for expulsion of the student.
- d. CPS may be contacted.

### *First Offense for Selling or Delivering*

- a. Parent or Guardian will be contacted.
- b. Law Enforcement Agency will be contacted.
- c. The student will be suspended and the Board will be petitioned for expulsion of the student.
- d. CPS may be contacted.

## Secondary Disciplinary Procedure (Grades 6 and up)

### *First Offense for Use or Possession*

- a. Parent or guardian will be contacted.
- b. Law Enforcement Agency may be contacted
- c. Student will be suspended for five (5) days.
  - (a) Suspension may be modified if the student participates in and follows the recommendations of an assessment by a certified drug/alcohol agency. A release of information to the school district will also be required.
  - (b) If the student does not complete the recommendations of the assessment, then the remainder of the three to five (3-5) day suspension will go into effect.
- d. CPS may be contacted.

### *Second Offense for Use or Possession*

- a. Parent or guardian will be contacted.
- b. Law Enforcement Agency may be contacted.
- c. Board may be petitioned for expulsion of the student.
- d. CPS may be contacted.

### *Third Offense for Use or Possession*

- a. Parent or guardian will be contacted.
- b. Law Enforcement Agency will be contacted.
- c. The student will be suspended and the Board will be petitioned for expulsion.
- d. CPS may be contacted.

### *First Offense for Selling and/ or Delivering Alcohol or Drugs*

- a. Parent or guardian will be contacted.
- b. Law Enforcement Agency will be contacted.
- c. The student will be suspended and the Board will be petitioned for expulsion.
- d. CPS may be contacted.

## Technology Use Draft Policy

A public phone is available for students' use during school hours for urgent purposes. Parents are expected to communicate messages through the front office. Students will be permitted to have mobile phones at the school at their own risk with the understanding that mobile phones are to be turned off and not permitted in the classroom during school hours including, but not limited to recess, lunch, and breaks. Mobile phones will be confiscated according to the confiscated device policy. A mobile phone agreement will be signed by parents and students and is found in the student handbook. **TVCS is not responsible for broken, damaged or stolen goods.**

### *Electronic Device Policy*

1. Electronic gaming devices are not allowed on school property and will be confiscated if seen.
2. The use of USB flash drives is not necessary or required, but is permitted for school purposes only such as saving an assignment or bringing an assignment from home. Any USB flash drive is the sole responsibility of the student and can be used at his or her own risk. If a student is downloading or uploading any information that is considered inappropriate, the item will be confiscated according to the Confiscated Device Policy.
3. Electronic devices, including, but not limited to, mp3 players and digital cameras should not be brought to school unless needed for a specific purpose such as a class presentation. If students feel it will be necessary, they must get the approval of their teacher prior to the day they plan to bring the item to school. If they have not gained prior permission, any use of item will not be permitted and may be confiscated according to the Confiscated Device Policy. Should a student choose to bring an electronic device to school, it will be at his or her own risk, and the device must remain out of sight until the time previously agreed upon by the teacher.

### *Confiscated Device Policy*

1. Once an item is confiscated, a note, phone call, or email will be sent home to parents explaining how the item can be retrieved. All confiscated items may be picked up by a parent/guardian during normal office hours. If a parent is unable to come to the office, other arrangements will be made.
2. The second time the same item is confiscated, a meeting with the principal, student and parent will be held before the item may be retrieved. The parent and student will be informed that if the item is brought to school again, the item will be held for the duration of the school year.
3. The third time an item is confiscated for misuse, the principal will hold the item until the end of the current school year.

### *Student Computer Use Agreement*

There is a need for full disclosure and understanding for the partnership between parents, children, and the school in regard to technology and its use. This agreement has been created to inform and provide knowledge of student use of the school's network/computers and Internet access and to ensure that all parties understand the areas of responsibility identified. Each child will need to have

an agreement form signed and on file for use of the Internet as found in the student handbook.

### *Electronic Network Use Rules*

School account holders, including all staff and students, are expected to act in a responsible, ethical, and legal manner, in accordance with the missions and purposes of the networks they use on the Internet, and the laws of the State of Idaho and the United States. Students will be provided with a school atmosphere and procedures of student control/discipline that will assure a suitable learning environment.

*Using the computers, network and Internet connections is a privilege, not a right, and the privilege may be revoked at any time for unacceptable conduct.*

Unacceptable conduct includes, but is not limited to, the following:

- Internet is used solely for educational purposes
- using the network for any illegal activity, including violation of copyright or other contracts
- using the network for financial or commercial gain
- degrading or disrupting equipment or system performance
- vandalizing the data of another user
- wastefully using finite resources
- gaining unauthorized access to resources or entities
- willfully and knowingly accessing pornographic sites
- accessing any sites that the Board deems inappropriate for school
- invading the privacy of individuals
- using an account owned by another user without authorization
- posting personal communications without the author's consent
- posting anonymous messages
- placing of unlawful or unlicensed information on a system
- using abusive or otherwise objectionable language in either public or private message
- sending of messages that are likely to result in the loss of recipients' work or systems
- sending of *chain letters* or *broadcast messages* to lists or individuals, or any other type of use that would cause congestion of the networks or otherwise interfere with the work of others

### *Network Etiquette*

- Be polite. Do not be abusive in your messages to others.
- Use appropriate language. Do not swear, use vulgarities, or any other inappropriate language. Illegal activities are strictly forbidden.
- Do not reveal your personal address, phone number, or that of other students or colleagues. Any student who receives unsolicited requests for personal information will immediately report that to the supervising teacher. That teacher will report this incident to appropriate authorities.
- Note that electronic mail (e-mail) is not guaranteed to be private. Network administrators

who maintain and operate the school's computer system do have access to all mail. Messages relating to, or in support of, illegal activities may be reported to authorities.

- Do not use the network in such a way that you would disrupt the use of the network by other users.
- Information accessible via the network and Internet should be assumed to be private property and possibly copyrighted.

### *Security*

Security on any computer is a high priority. If you feel you can identify a security problem on the Internet, you must notify faculty members. Do not demonstrate the problem to other users. Do not use another individual's account without written permission from that individual. Attempts to log onto the Internet with another person's identification without permission will result in cancellation of user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the Internet.

*Appendix A:*

***Articles of Incorporation***

I. ARTICLES OF INCORPORATION

09 AUG 21 AM 8:14

A. Articles of Incorporation

SECRETARY OF STATE  
STATE OF IDAHO

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

ARTICLE 1: Name:

The name of the corporation shall be: The Village Charter School, Inc.

ARTICLE 2: Purposes and Powers

This Corporation is organized for the basic purpose to do all things reasonable and proper in the operation of a nonprofit charter school within the state of Idaho and to deal generally therein. This corporation is organized exclusively for educational purposes within the meaning of IRC Section 501(c) (3) of the Internal Revenue Code.

Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal Income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 (or corresponding provision of any future United States Internal Revenue Law), or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law).

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

ARTICLE 3: Registered Office and Agent

The address of the registered office of the Corporation is 9198 W. Avalanche Ct., Boise, Idaho 83709, and the name of its initial registered agent is Jani C. Knox.

ARTICLE 4: Directors

The number of directors that shall constitute the Board of Directors of the Corporation shall be fixed by the Bylaws, but in any event shall not be less than five (5) and no more than seven (7). The number of directors constituting the initial Board of Directors of the Corporation shall be five (5) and the names and addresses of these persons who are to serve as directors until their successors are elected and shall qualify are:

- Jani C. Knox 9198 W. Avalanche Ct., Boise, Idaho 83709
- Rachael S. Smith 2226 S. Latah St., Boise, Idaho 83705
- Kimberly Ward 6822 Holiday Dr., Boise, Idaho 83709
- Cori P. Bitz 12804 W. Marida St., Boise, Idaho 83709

IDAHO SECRETARY OF STATE  
08/21/2009 05:00  
CK: 769 CT: 239885 BH: 1183877  
1 @ 38.00 = 38.00 IMC NOMP # 2

C184224

*Appendix A: Articles of Incorporation*

**ARTICLE 5: Incorporators**

The names and addresses of the initial incorporator are:

Jani C. Knox, 9198 W. Avalanche Ct., Boise, Idaho 83709  
Rachael S. Smith, 2226 S. Latah St., Boise Idaho 83705

**ARTICLE 6: Mailing Address**

The mailing address of the corporation shall be 9198 W. Avalanche Ct., Boise, Idaho 83709.

**ARTICLE 7: Membership**

The corporation shall have no members and shall exist perpetually or until dissolved according to law.

**ARTICLE 8: Dissolution and Distribution**

Upon the dissolution of the Corporation the assets of the Corporation shall be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code. Upon winding up and dissolution of this corporation, and paying or adequately providing for the debts and obligations of the corporation, after paying or adequately providing for the debts and obligations of the corporation, the remaining assets shall be distributed to the Meridian School District, Meridian Idaho.

**ARTICLE 9: Non-stock Corporation**

The corporation shall not issue certificates of stock and no dividends or pecuniary profits shall be declared or paid to the Incorporators and Directors thereof.

**ARTICLE 10: Bylaws**

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

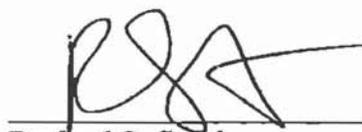
**ARTICLE 11: Amendment to Articles**

These Articles may be amended only upon the unanimous consent of the Directors.

Revised effective the 19<sup>th</sup> day of August 2009.

Incorporators:

  
\_\_\_\_\_  
Jani C. Knox

  
\_\_\_\_\_  
Rachael S. Smith

FILED EFFECTIVE

I. ARTICLES OF AMENDMENT

2010 MAR 26 AM 8:45

(Non-Profit)

SECRETARY OF STATE  
STATE OF IDAHO

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: **The Village Charter School, Inc.**
2. The text of each amendment is as follows:

ARTICLE 4: Directors

The number of directors that shall constitute the Board of Directors of the Corporation shall be fixed by the Bylaws, shall be not less than five (5) nor more than seven (7) Directors. The number of directors constituting the initial Board of Directors of the Corporation shall be five (5) and the names and addresses of these persons who are to serve as directors until their successors are elected and shall qualify are:

Jani C. Knox	9198 W Avalanche Ct, Boise, Idaho, 83709
Rachael Smith	2226 S Latah St., Boise, Idaho 83705

ARTICLE 8: Dissolution and Distribution

Upon the dissolution of the Corporation the assets of the Corporation shall be distributed to creditors pursuant to Sections 30-3-1 14 and 30-3- 1 15 of Idaho Code. Upon winding up and dissolution of this corporation, and paying or adequately providing for the debts and obligations of the corporation, the remaining assets shall be distributed to the Idaho Public Charter School Commission.

3. The date of this adoption of the amendment was on: **November 3, 2009.**
4. The manner of adoption: **The amendment consists of matters other than those described in section 30-3-90, Idaho Code, and was, therefore adopted by the directors.**
  - a. The number of directors entitled to vote was: three (3).
  - b. The number of directors that voted for the amendment was: two (2).
  - c. The number of directors that voted against each amendment was: (0).
  - d. The number of directors entitled to vote but did not vote: one (1).

Revised effective the 3<sup>rd</sup> day of November 2009.

  
Jani C. Knox

Chairman of the Board of Directors, The Village Charter School, Inc.

C184224

IDAHO SECRETARY OF STATE  
03/26/2010 05:00  
CK: 1414 CT: 225428 BH: 1214887  
1 @ 30.00 = 30.00 NON-PROP A # 2

FILED EFFECTIVE

I. ARTICLES OF AMENDMENT

10 SEP 23 PM 12:59

(Non-Profit)

SECRETARY OF STATE  
STATE OF IDAHO

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: **The Village Charter School, Inc.**
2. The text of each amendment is as follows:

**ARTICLE 4: Directors**

The number of directors that shall constitute the Board of Directors of the Corporation shall be fixed by the Bylaws, shall be not less than five (5) nor more than seven (7) Directors. The number of directors constituting the initial Board of Directors of the Corporation shall be five (5) and the names and addresses of these persons who are to serve as directors until their successors are elected and shall qualify are:

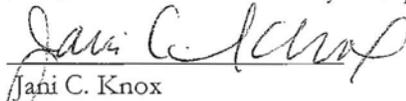
Jani C. Knox	9198 W. Avalanche Ct., Boise, Idaho, 83709
Rachael Smith	2226 S. Latah St., Boise, Idaho, 83705
Lealan Miller	11883 W. Blueberry Ct., Boise, Idaho, 83709
Nancy Thomas	7629 Saddlehorn Ct., Boise, Idaho, 83709

**ARTICLE 8: Dissolution and Distribution**

Upon the dissolution of the Corporation the assets of the Corporation shall be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of Idaho Code. All remaining assets shall be distributed to the Idaho Public Charter School Commission, as required by Section 33-5206(8) of Idaho Code. If any assets remain after complying with the statutory requirements of the State of Idaho, those assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, as amended, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not disposed of shall be disposed of by a Court of Competent Jurisdiction of Ada County, Idaho, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

3. The manner of adoption: **The amendment consists of matters other than those described in section 30-3-90, Idaho Code, and was, therefore adopted by the directors.**
  - a. The number of directors entitled to vote was: four (4).
  - b. The number of directors that voted for the amendment was: four (4).
  - c. The number of directors that voted against each amendment was: zero (0).
  - d. The number of directors entitled to vote but did not vote: zero (0).

Revised effective the 20<sup>th</sup> day of September 2010.

  
 Jani C. Knox

Chairman of the Board of Directors, The Village Charter School, Inc.

IDAHO SECRETARY OF STATE  
 09/23/2010 05:00  
 CK: 1440 CT: 225420 BH: 1240205  
 1 @ 30.00 = 30.00 NON PROF A # 2

*Appendix B:*

***Bylaws of  
The Village Charter School, Inc.***

*Appendix B: Bylaws of The Village Charter School, Inc.*

**I. Bylaws of THE VILLAGE CHARTER SCHOOL, INC.**

An Idaho Nonprofit Corporation.

**ARTICLE 1: Offices**

*Section 1.1 Offices*

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

**ARTICLE 2: Purpose**

*Section 2.1 Purpose*

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

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

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

**ARTICLE 3: No Members**

*Section 3.1 No Members*

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

*Section 3.2 Associates*

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

## *Appendix B: Bylaws of The Village Charter School, Inc.*

- a. A “Founder,” is defined as any person, who makes a material contribution toward the establishment of a public charter school. The criterion for determining what constitutes a material contribution is determined by the Board of Directors (Board) and is listed in the founding member agreement.
- b. Any person who agrees to contribute to the charter process, that may or may not have a Board member position, will be known as a “potential founder” and must sign a founding member agreement. The Board, in accordance with Idaho Code, will evaluate all potential founders and create a list of eligible founders who have met the requirement of a material contribution toward the establishment of a charter school. All founders are listed on the Founder Priority List and qualify for admission preference. As stated in the agreement, any potential founder who has not fulfilled the requirements of a material contribution will not qualify for admission preference and/or founder’s status.
- c. An organizing member is defined as any person, including potential founders, who makes a substantial contribution to the establishment of the charter school prior to the time of the school opening, as determined by the Board of Directors. Organizing members are not founders and do not receive admission preference to the school. Organizing members may have voting rights only if they have children attending the school.
- d. A stakeholder of the school is defined as one or more of the following: a parent or legal guardian of a child attending the school; staff members or employees of The Village Charter School; The Village Charter School board members and founders. Voting is limited to one vote per enrolled registered family at The Village Charter School. There is no provision for parents/guardians who do not currently reside in the same household.

### **ARTICLE 4: Board of Directors**

#### *Section 4.1 Board of Directors*

The number of Directors constituting the Board of the Corporation shall be not less than five (5) nor more than seven (7) Directors. The Board shall consist of Directors serving terms of office as set forth below. The function of the Board can be described as policy making, advising and evaluating. The Board shall have the further duty of directing the financial means by which the educational program is conducted. They shall also ensure that the community be informed of the needs, purposes, values and status of the charter school.

#### *Section 4.2 Powers of the Board of Directors*

The Board, as a board, shall have the full power and duty to manage and oversee the operation of the Corporation’s business and to pledge the credit, assets, and property of said Corporation when necessary to facilitate the efficient operation thereof. Authority is given to the Charter School Board of Directors by the State of Idaho as provided in the “Public Charter Schools Act of 1998” (I.C. 33-5201). The conduct of the members of the Board will be consistent with the Corporation’s vision and mission statements, and its core values.

#### *Section 4.3 Appointment and Election of Directors*

*Appendix B: Bylaws of The Village Charter School, Inc.*

- a. For purposes of appointing and electing Directors, the Board of Director positions are defined as follows: Director #1, Director #2, Director #3, Director #4, Director #5, Director #6 and Director #7. Director #1 and Director #2 inclusive shall be appointed to a three (3) year term of office, as set forth below. Director #4 shall be appointed to an initial term of one (1) year, and subsequent terms of three (3) years as set forth below. Director #6 and Director #7 inclusive shall be elected to an initial term of two (2) years, and subsequent terms of three (3) years as set forth below. If added, as set forth in Section 4.3 (b) below, Director #3 and Director #5 shall be appointed to serve term lengths in conjunction with Director #4.
- b. During the first two years of operation, the Board shall be comprised of five (5) Directors (Director #1, Director # 2, Director #4, Director #6, and Director #7) appointed and nominated by the organizing members and founders of The Village Charter School. Two additional Directors (Director #3 and Director #5) may be added at the discretion of the Directors, as established with a two-thirds majority vote.
- c. At the first annual meeting of the Corporation, following the initial opening of The Village Charter School, and at all annual meetings thereafter, Directors shall be appointed in accordance with the provisions of Sections 4.3 (d) and (e) below. Candidates shall be required to fill out and submit an application no later than forty-five (45) days prior to the annual meeting.
- d. Directors #1 through #5 inclusive shall each be appointed by a majority vote of the current Board of Directors and founders of The Village Charter School.
- e. For the purpose of appointing Directors, voting can be done in person or via absentee ballot. Absentee ballots are valid only if (1) voter is serving as a current board member at the time of the vote or is a founder as defined in Section 4.3 (d) above and (2) the ballot is either date stamped by the school office or postmarked at least one week prior to the date of the annual meeting.
- ƒ. If a candidate is nominated by committee, as set forth in Section 4.3 (g) (ii), but does not receive a majority vote as set forth in Section 4.3 (d), the winning candidate will be selected by a plurality of the votes.
- g. At the first annual meeting of the Corporation, following the initial opening of The Village Charter School, and at all annual meetings thereafter, Directors will be elected and appointed to fill vacancies on the Board by the process outlined below:
  - (a) All Board of Directors applicants will be required to fill out and submit an application no later than forty-five (45) days prior to the annual meeting.
  - (b) All Board of Directors applicants will be required to go through a screening process, overseen by a nominating committee that is appointed and approved by the Charter School Board of Directors. The nominating committee shall be not less than five (5) nor more than seven (7) members and shall consist of staff members or employees, parents of students attending the school, organizing members and founders of The Village Charter School, and/or members of the Board of Directors.
  - (c) The nominating committee will then nominate candidates for each open position.
  - (d) No more then three candidates per position shall be nominated.

## *Appendix B: Bylaws of The Village Charter School, Inc.*

- (e) Stakeholders of the school will then be asked to vote on the candidates, a stakeholder is defined in Section 3.2 (d) above.
  - (f) The Village Charter School Board of Directors has final authority over all ballots.
  - (g) The time, date, and location of all elections will be advertised by The Village Charter School using, but not limited to, the following methods; public service announcements in newspapers and sending notification home with students.
  - (h) Voting in board member elections can be done in person or via absentee ballot. Absentee ballots are valid only if voter is named on the Stakeholder list and ballot is either date stamped by the school office or postmarked at least one week prior to the date of election. The cut-off for being listed as a stakeholder is the final day of school each year.
  - (i) If no candidate exists for an available elected position forty-five (45) days prior to the annual meeting that position may be deemed by the nominating committee an appointed position for a single term immediately following the annual meeting and all applicable Sections and subsections shall apply.
- h. Campaigning for Board of Director positions shall not be permitted on school premises during regular school hours.

### *Section 4.4 Term*

For the purpose of establishing staggered terms of office, the initial term of office for appointed Director #6 and Director #7 shall be two (2) years and thereafter shall be three (3) years; the term of office for all other appointed and elected Directors shall be three years. Directors #1, #2, #4, #6 and #7 shall be appointed or elected at the first annual meeting of the Corporation. Directors #3 and #5 shall be appointed or elected to serve term lengths in conjunction with Director #4.

Each Director shall serve until the stakeholders at the annual meeting of the Corporation duly appoint or elect his/her successor.

### *Section 4.5 Resignation and Removal*

Subject to the provisions of Section 30-3-69 of the Idaho Nonprofit Public Corporation Act, any Director may resign effective upon giving written notice to the Chairman of the Board, or the Secretary of the Board, unless the notice specifies a later effective time. If the resignation is effective at a future time, a successor may be selected before such time, to take office when the resignation becomes effective. A Director may be removed with cause or justifiable reason by a two-thirds majority vote of the Directors then in office.

### *Section 4.6 Vacancies*

- a. A Board vacancy or vacancies shall be deemed to exist if any Director dies, resigns, or is removed, or if the authorized number of Directors is increased.
- b. The Board may declare vacant the office of any director who has been convicted of a felony, or has been found to have breached any duty arising, under Article 30-3-85 of the Idaho Nonprofit Public Corporation Act or to be of unsound mind, by any court of competent jurisdiction, or

## *Appendix B: Bylaws of The Village Charter School, Inc.*

has failed to attend three (3) or more of the regularly scheduled monthly meetings of the Board in a fiscal year.

- c. Removal of a Director for one or more of the reasons listed in Section 4.6 (b) above may be initiated by any member of the Board or by a majority vote petition of the Stakeholders. The Board shall hold a public meeting within ten (10) school attendance days of receiving such a request or petition. Such meeting shall be conducted with regard for the reasonable due process rights of all parties in public, except where either the Board or the Director whose removal is sought requests a closed session. Where a closed session is held, the final action of the Board shall be taken in public.
- d. A vacancy on the Board may be filled by a majority vote of the remaining Directors, even if less than a quorum. Each Director so appointed or elected shall hold office until the expiration of the Director's term of office.
- e. No reduction of the authorized number of Directors shall have the effect of removing any Director prior to the expiration of the Director's term of office.

### *Section 4.7 Oath of Directors*

An oath of office shall be administered to each Director, whether elected, re-elected or appointed. The oath may be administered by the Secretary, or by a Director of the charter school. The records of the charter school shall show such oath of office to have been taken, by whom the oath was administered and shall be filed with the official records of the charter school. The Director is required to take his/her oath within ten (10) days after the Director has notice of his/her election or appointment, or within fifteen (15) days from the commencement of his/her term of office. Before any Director elected or appointed enters upon the duties of his/her office, he/she must take the following oath:

I do solemnly swear (or affirm, if re-elected) that I will support the Constitution of the United States, and the Constitution of the State of Idaho, and that I will faithfully discharge the duties of Director of The Village Charter School according to the best of my ability.

### *Section 4.8 Compensation of Directors*

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

### *Section 4.9 Employees*

The Board shall have the power to hire employees of the Corporation either on an at will basis or via written contract whose duties shall be specified by the Board.

### *Section 4.10 Voting*

## *Appendix B: Bylaws of The Village Charter School, Inc.*

Voting by the Board shall be in person and no proxy voting on the Board may occur. Tie votes will be broken by the Chairman of the Board.

### *Section 4.11 Quorum*

No business shall be transacted at any meeting of the Board unless a quorum of the members is present. A majority of the full membership of the Board shall constitute a quorum. A majority of the quorum may pass a resolution.

### *Section 4.12 Rights of Inspection*

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

### *Section 4.13 Committees*

The Board may create one (1) or more committees of the board and appoint members of the Board to serve on them. Each committee shall have one (1) or more Board members on it, who serve at the satisfaction of the Board. The creation of a committee and appointment of its members shall be by a majority vote of the Board members then in office. Each committee will keep minutes of its proceedings and shall report periodically to the Board and will comply with all open meeting laws pursuant to Idaho Code §67-2340 (et. seq.). Committees shall report to the full Board regularly at Board meetings. Any recommendations from committees shall be reviewed by the Board, discussed and voted on as needed. A committee of the Board may not: 1) authorize distributions; 2.) pledge or transfer assets; 3.) elect, appoint, or remove directors; and 4.) adopt, amend, or repeal the articles of incorporation or bylaws. Once the task has been accomplished for which the committee was formed, it shall be dissolved.

### *Section 4.14 Validity of Instruments*

Any note, mortgage, evidence of indebtedness, contract, deed, conveyance or other written instrument and any assignment or endorsement thereof executed or entered into between the corporation and any other person, shall be valid and binding on the corporation when signed by the Chairman of the corporation and approved by the Board. Any such instruments may be signed by any other Director(s) and in such manner as from time to time shall be determined by the Board and, unless so authorized by the Board, no officer, agent or employee shall have any power or authority to bind the corporation by any contract or engagement, to pledge its credit, or to render it liable for any purpose or amount.

## **ARTICLE 5: Board Meetings**

### *Section 5.1 Place of Meeting*

## *Appendix B: Bylaws of The Village Charter School, Inc.*

The place of all meetings of the Directors shall be the principle office of the Corporation in the County of Ada, State of Idaho, or at such other place as shall be determined from time to time by the Board; and the place at which such meetings shall be held shall be stated in the notice and call of meeting. No change in the place of meeting shall be made within three (3) days before the day on which an election of directors is to be held.

### *Section 5.2 Annual Meeting*

The annual meeting of the Directors of the Corporation for the election of Directors and Officers to succeed those whose terms expire and for the transaction of other business as may properly come before the meeting, shall be held each year on the first Tuesday in June, and if a legal holiday, then on the day following, at 7:00 o'clock P.M. at the principle office of the Corporation in the County of Ada, Idaho. If the annual meeting of the Directors be not held as herein prescribed, the election of Directors and Officers may be held at any meeting called thereafter, pursuant to these Bylaws.

### *Section 5.3 Regular Meetings*

Regular meetings of the Directors of the Corporation are mandatory, board members must attend at least 75% of board meetings, committee meetings, and special events. Regular meetings will be scheduled on the first Tuesday of each month. The Board of Directors may hold additional meetings or extend the time of its meetings by motion and a majority vote of the Board.

### *Section 5.4 Special Meetings*

Special meetings may be called by the Chairman or by any two (2) Directors of the Board and held at any time.

### *Section 5.5 Notice of Meeting*

Notice of the time and place of the annual meeting of the Directors or of any monthly meetings of the Directors shall be done pursuant to Idaho Code §67-2343.

### *Section 5.6 Meetings open to the Public*

Except as provided herein, all meetings, except executive sessions, shall be open to the public and all persons shall be permitted to attend any meeting. Meetings shall comply with the open meeting act of the Idaho Code § 67-2340.

### *Section 5.7 Telecommunications devices at Meetings*

Board members should physically be present at meetings whenever possible, however, should it not be possible, it is acceptable to conduct meetings using telecommunication devices. Such devices enable all Directors of the Corporation participating in the meeting to communicate with each other and may include, but are not limited to, telephone or video conferencing devices or other similar communications equipment. Participation of Directors through telecommunications devices shall constitute presence in person by such Director at the meeting; provided however, that at least one (1) member of the Directors of the Corporation or the chief administrative officer of the

## *Appendix B: Bylaws of The Village Charter School, Inc.*

Corporation shall be physically present at the location designated in the meeting notice to ensure that the public may attend such meeting in person and that the communications among Directors of the Corporation are audible to the public attending the meeting in person and other the Directors of the Corporation.

### *Section 5.8 Meeting Agendas*

A forty-eight (48) hour agenda notice shall be required in advance of each regular meeting, however, additional agenda items may be added up to and including the hour of the meeting, provided that a good faith effort was made to include in the notice all agenda items known at the time to be probable items of discussion. The agenda for any Board meeting shall be prepared by the Board's Secretary or under direction from the Board Secretary. Items submitted by the Board Chair or at least two (2) board members shall be placed on the agenda along with committee reports, and all other corporate business. Anyone associated with The Village Charter School may also suggest inclusions on the agenda. Such suggestions must be received by the Board Secretary at least four (4) days before the Board meeting, unless of immediate importance. Individuals who wish to be placed on the Board meeting agenda must also notify the Board Secretary, in writing, of the request. The request must include the reason for the appearance. A twenty-four (24) hour meeting agenda shall be required in advance of a special meeting unless an emergency exists. An emergency is defined as any situation involving injury or damage to persons or property, or immediate financial loss, or the likelihood of such injury, damage or loss. The notice requirements for a special meeting shall be suspended if such notice is impracticable, or would increase the likelihood or severity of such injury, damage or loss. In the event that a special meeting is held based upon emergency purposes, the reason for the emergency must be stated at the outset of the meeting.

### *Section 5.9 Notice of Meeting*

Notice of the time and place of the annual meeting of the Directors or of any monthly meetings of the Directors shall be by written or printed notice of the same posted at the Charter School. The Board Secretary may email or physically deliver the agenda and meeting notice to Board members. No special meeting shall be held without at least a twenty-four (24) hour meeting notice unless an emergency exists. The notice for a special meeting shall include at a minimum the meeting date, time, place and name of the Charter School calling for the meeting.

### *Section 5.10 Meeting Minutes*

The Directors of the Corporation shall provide for the taking of written minutes of all its meetings. However, neither a full transcript nor a recording of the meeting shall be required. All minutes shall be available to the public within a reasonable time after the meeting, and shall include at least the following information: (a) All members of the Directors of the Corporation present; (b) All motions, resolutions, orders, or ordinances proposed and their disposition; (c) The results of all votes, and upon the request of a member, the vote of each member, by name. Minutes of any executive sessions held by the Directors of the Corporation under Title 67, Chapter 23 of the Idaho Code may be limited to material, the disclosure of which is not inconsistent with the provisions of section 67-2345, Idaho Code, but must contain sufficient detail to convey the general tenor of the meeting. Unofficial minutes shall be delivered to Directors in advance of the next regularly scheduled meeting of the Board with the agenda for the next Board meeting. Minutes need not be read publicly,

## *Appendix B: Bylaws of The Village Charter School, Inc.*

provided that Directors have had an opportunity to review them before adoption. A file of permanent minutes of Board meetings shall be maintained in the office of the Board Secretary or his/her designate, to be made available within a reasonable period of time after a meeting for inspection upon written request.

### *Section 5.11 Executive Sessions*

"Executive session" means any meeting or part of a meeting which is closed to any persons for deliberation on certain matters. An executive session may be held by the Directors of the Corporation for any of the reasons specified in Title 67, Chapter 23 of the Idaho Code. In order to convene into a duly authorized executive session all of the following must occur: 1.) a director of the Board of the Corporation must move for holding of an executive session; 2.) two-thirds (2/3) of the Directors of the Corporation present must vote in favor of holding of such executive session; and 3.) said vote must be recorded in the minutes of the meeting showing the individual vote of each Director present. No executive session may be held for the purpose of taking any final action or making any final decision. Unless otherwise allowed by law, no Director of the Corporation may disclose the content of an executive session to an outside source.

### *Section 5.12 Consent Agenda*

To expedite business at a Board meeting, the Board approves the use of a consent agenda, which includes those items considered to be routine in nature. Any item which appears on the consent agenda may be removed by any Director. Any Director who wishes to remove an item from the consent agenda shall give advance notice in a timely manner to the Secretary of the Board. The remaining items will be voted on by a single motion. The approved motion will be recorded in the minutes, including a listing of all items appearing on the consent agenda.

### *Section 5.13 Other Provisions of the Open Meeting Law*

Pursuant to Title 33, Chapter 52 of the Idaho Code, all other provision of Title 67, Chapter 23 of the Idaho Code shall be applicable to meetings called by the Directors of the Corporation in the same manner that a traditional school and the boards of school trustees are subject to those provisions.

## **ARTICLE 6: Officers and Duties of Directors**

### *Section 6.1 Directors*

The Officers of the Corporation shall be Chair of the Board, Vice Chairman, Secretary, and Treasurer. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as the Chairman of the Board. Officers of the Corporation shall also be Directors of the Corporation. The Officers shall be elected each year at the annual meeting by the Board and for a term of one (1) year when their respective successor shall be elected. Individual Officers of the Corporation have no authority over school affairs, except as provided by law or as authorized by the Board.

### *Section 6.2 Chairman of the Board*

## *Appendix B: Bylaws of The Village Charter School, Inc.*

The Chairman of the Board is the general manager and chief executive officer of the Corporation and has, subject to the control of the Board, general supervision, direction and control of the business of the Corporation. The Chairman of the Board shall preside at all meetings of the Board. The Chairman of the board has the general management powers and duties usually vested in the office of President and General Manager of a corporation as well as such other powers and duties as may be prescribed from time to time by the Board. The Chairman of the Board has authority to sign all papers and documents as required by law as authorized action of the Board. Prior to serving as Chairman of the Board, a Director shall (1) have no less than 2 years experience as either a Board Director for The Village Charter School and (2) shall be specifically supportive of the original vision and mission for The Village Charter School. A State of Idaho criminal background check on the Chair of the Board of Directors is required.

### *Section 6.3 Vice Chairman*

In the absence or disability of the Chairman of the Board, the Vice Chairman will perform all the duties of the Chairman of the Board and, when so acting, shall have all the powers of, and be subject to all the restrictions upon, the Chairman of the Board. The Vice Chairman shall have such other powers and perform such other duties as the Board may prescribe from time to time. The Vice Chairman shall deposit all money and other valuables in the name and to the credit of the Corporation with such depositories as may be designated from time to time by the Board, unless the Vice Chairman is concurrently serving as the Treasurer. In this case, the Chairman of the Board will determine who shall make deposits for the Board.

### *Section 6.4 Secretary*

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

### *Section 6.5 Treasurer*

- a. The Treasurer of the Corporation shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the Corporation, including amounts of its assets, liabilities, receipts, and disbursements. The books of account

## *Appendix B: Bylaws of The Village Charter School, Inc.*

shall at all times be open to inspection by any Board members. Prior to serving as Treasurer of the Board, a Director shall have no less than 2 years experience as a Board Director for The Village Charter School or a minimum of 2 years experience in finance.

- b. The Treasurer shall disburse the funds of the Corporation as may be ordered by the Board, and shall render to the Board, upon request, an account of all transactions as Treasurer and of the financial condition of the Corporation. The Treasurer shall present an operating statement and report, since the last preceding regular Board meeting, to the Board at all regular meetings. The Treasurer shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

### *Section 6.6 Other Directors*

The other Directors on the Board shall perform duties as delegated and designated by the Chairman of the Board.

### *Section 6.7 Removal*

Any Officer may be removed, for cause, by a majority of the Directors then in office.

### *Section 6.8 Vacancies*

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

### *Section 6.9 Training*

Upon appointment or election to the Board, new Directors shall receive governance training.

### *Section 6.10 Review of Bylaws*

The Bylaws will be reviewed annually by the Board.

### *Section 6.11 Principal*

At the point when an existing Principal is going to be replaced, the Corporation will follow all State and Federal requirements for hiring a Principal. The new Principal will be selected using the process outlined below, including but not limited to:

- (a) The Corporation will post for the position as required by law.
- (b) All Principal applicants will be required to fill out and submit an application.
- (c) All Principal applicants will be required to go through an interviewing and screening process, overseen by a hiring committee that is appointed and approved by the Board.
- (d) The hiring committee shall consist of former Board members, organizing members and founders of the Corporation who are not currently serving on the Board.
- (e) The Board can recommend candidates to the hiring committee for consideration.
- (f) The hiring committee will then select candidates for the Principal position.

## *Appendix B: Bylaws of The Village Charter School, Inc.*

- (g) No more than five candidates shall be presented to the Board.
- (h) The Board will vote from the candidates presented and will have the final decision in the selection of the Principal position.
- (i) If a Director recommends an applicant to the hiring committee, that Director shall not participate in the hiring decision.

### **ARTICLE 7: Conflicts of Interest**

#### *Section 7.1 Direct or Indirect Pecuniary Interests*

No Director shall have a pecuniary interest directly or indirectly in any contract or other transaction pertaining to the maintenance or conduct of the authorized chartering entity or Charter School.

#### *Section 7.2 Contracts involving a person related to a Director within the Second Degree*

The Board of Directors may accept and award contracts involving the public charter school to businesses in which the director or a person related to him by blood or marriage within the second degree has a direct or indirect interest, provided that the procedures set out in Idaho Code § 18-1361 or 18-1361A are determined by legal counsel for the Board to be not applicable or followed.

#### *Section 7.3 Contracts involving the spouse of a Director*

Unless it is determined by legal counsel for the Board to be proper and except as provided in Idaho Code § 18-1361 or 18-1361A, the Board of Directors of any public charter school shall not enter into or execute any contract with the spouse of any member of such board, the terms of which said contract require, or will require, the payment or delivery of any public charter school funds, moneys or property to such spouse. Any opinion from the Board's legal counsel shall be in writing.

#### *Section 7.4 Consideration of Employment involving a person related to a Director or a Director's spouse within the Second Degree*

When any relative of any Director or relative of the spouse of a director related by affinity or consanguinity within the second degree is to be considered for employment in a public charter school, such Director shall abstain from voting in the election of such relative, and shall be absent from the meeting while such employment is being considered and determined.

### **ARTICLE 8: Fiscal Affairs**

#### *Section 8.1 Fiscal Year*

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

### **ARTICLE 9: Notices**

#### *Section 9.1 Manner of Giving Notice*

*Appendix B: Bylaws of The Village Charter School, Inc.*

Whenever provisions of any statute or these Bylaws require notice to be given to any Director, Officer or other individual, they shall not be construed to mean personal notice. Such notice shall be given in writing and placed on the bulletin board of the Corporation in sufficient amount of time prior to the meeting or action to be taken as required by Statute, the Article of Incorporation or these Bylaws; said notice need not be given individually and may be given in one notice document.

*Section 9.2 Waiver*

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

**ARTICLE 10: Dissolution**

*Section 10.1 Dissolution*

Upon dissolution of the Corporation, assets shall be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code. After paying or adequately providing for the debts and obligations of the Corporation, the remaining assets upon corporation, Idaho Nonprofit Corporation Act 30-3-113 (f)(ii) states its assets may be transferred to those persons whom the corporation holds itself out as benefiting or servicing. The asset would be held in public trust until it could be put to same or similar charitable use, by a nonprofit corporation which is organized and operated exclusively for educational purposes and which has established their tax exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, or to a state or local government for public purpose as determined by the Board.

**ARTICLE 11: Amendments**

*Section 11.1 Bylaws*

New Bylaws may be adopted or these Bylaws may be amended or repealed by a majority vote of the Board. Whenever any amendment or new Bylaws are adopted, copies shall be placed in the Book of Bylaws with the original Bylaws, and shall not take effect until copied. If any Bylaws are repealed, the fact of the repeal with the date of the meeting at which the repeal was enacted must be stated in the book and until so stated, the repeal must not take effect. Whenever any provision of the Bylaws is either amended or repealed, a marginal note shall be made thereon indicating the place or page where the amendment or repeal may be found.

**CERTIFICATE OF BYLAWS**

I certify that I am the initial agent of The Village Charter School, Inc., an Idaho Nonprofit Corporation, and that the foregoing Bylaws constitute the Bylaws of such corporation. IN WITNESS WHEREOF, I have signed my name to this Certificate on \_\_\_\_\_(date).

\_\_\_\_\_  
Jani C. Knox

*Appendix C:*

***Petition to Establish  
a Charter School***

STATE OF IDAHO,            )  
  ) ss.  
County of ADA                )

To Chairman, Idaho Public Charter School Commission, for the State of Idaho:

I, J. David Navarro, County Clerk of Ada County hereby certify that 6  
signatures on this petition are those of qualified electors.

J. David Navarro  
By \_\_\_\_\_  
Deputy Clerk



Petition to Establish a New Idaho Public Charter School

This document is an **Elector Petition** and must be signed by not less than thirty (30) qualified electors of the attendance area of the new charter school. Proof of elector qualifications must be provided with the petition.

Name of Proposed New Charter School		School District Where New Charter School will be Physically Located			
The Village Charter School		Boise School District			
<p>I am currently a qualified elector in the above-named school district.</p> <p>I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.</p>					
Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
16 Richard N. Smith		4437 E. Flores Ct	Boise ID	208-811-2808	8/28/09
17 Donald Hutchisson		4253 E. CAPSA ST	Boise ID	208-336-4107	8/28/09
18 Scott Eberhart		2868 Fiske Circle Dr	Boise ID	208-342-8779	8-28-09
19 Becky Bartels		8305 Golse Dr.	Boise	679-1551	8-28-09
20 CAROLINE ALFENZ		8433 W. Breakin	Boise	377-8114	8-28-09
21 Heather Thornburn		4828 E Arborvitae Ct	Boise	388-1170	8-28-09
22 John E. Grover		1277 N. SAMPSON RD	Boise	960-9062	8-28-09
23 Joel D Eggers		2806 MALVAD	Boise	343-6043	8-28-09
24 Kim Wilford		16205 Hill Valley Dr	Boise	325-0909	8-28-09
25					
26					
27					
28					
29					
30					

STATE OF IDAHO,            )  
  ) ss.  
County of ADA                )

To Chairman, Idaho Public Charter School Commission, for the State of Idaho:

I, J. David Navarro, County Clerk of Ada County hereby certify that 3  
signatures on this petition are those of qualified electors.

J. David Navarro  
By [Signature]  
Deputy Clerk



Petition to Establish a New Idaho Public Charter School

This document is an Elector Petition and must be signed by not less than thirty (30) qualified electors of the attendance area of the new charter school. Proof of elector qualifications must be provided with the petition.

Name of Proposed New Charter School		The Village Charter School			
School District Where New Charter School will be Physically Located		Boise			
I am currently a qualified elector in the above-named school district. I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.					
Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
1 Crystal Robison	<i>Crystal Robison</i>	3694 S. Creelwood Way	Boise	362-5387	8/29/09
2 Kyle Robison	<i>Kyle Robison</i>	3694 S. Creelwood Way	Boise	362-5387	8/29/09
3 Marcy Mansoor-Jess	<i>Marcy Mansoor-Jess</i>	3670 S. Creelwood Way	Boise	559-0363	8/29/09
4 <del>John Jess II</del>	<del><i>John Jess II</i></del>	<del>3670 S. Creelwood Way</del>	<del>Boise</del>	<del>559-0363</del>	<del>8/29/09</del>
5					
6					
7					
8					
9					
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11					
12					
13					
14					
15					

STATE OF IDAHO,            )  
  ) ss.  
County of ADA                )

To Chairman, Idaho Public Charter School Commission, for the State of Idaho:

I, J. David Navarro, County Clerk of Ada County hereby certify that 7  
signatures on this petition are those of qualified electors.

J. David Navarro

By \_\_\_\_\_

Deputy Clerk

Deputy Clerk



Petition to Establish a New Idaho Public Charter School

This document is an **Elector Petition** and must be signed by not less than thirty (30) qualified electors of the attendance area of the new charter school. Proof of elector qualifications must be provided with the petition.

Name of Proposed New Charter School	School District Where New Charter School will be Physically Located	Name of Proposed New Charter School	Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
The Village Charter School				Boise				
			1 Laurie Moore	<i>Laurie Moore</i>	606 W. Lava	Boise	208-338-0116	08/26/09
			2 Lisa Atkins	<i>Lisa Atkins</i>	2380 N. CAPERSVILLE	Boise	323-1957	8/26/09
			3 Dahn Bohn	<i>Dahn Bohn</i>	5251 N. Fenwick Ave	Boise	441-1072	8/26/09
			01 Shelly Jenkins	<i>Shelly Jenkins</i>	742 Wickham Ferry	Boise	484-6935	8/26/09
			5 Gabe Thomas	<i>Gabe Thomas</i>	5716 WARDEN CASS	Boise	377-3081	8.26.09
			6 VICTOR WELLS	<i>Victor Wells</i>	3945 S. PARSERVERIX	Boise	866-1114	8/26
			07 MICHELLE VARD DORSE	<i>Michelle Vard Dorse</i>	2060 E 9211 S	Boise	284-2400	8/26
			08 Jesse Dwyer	<i>Jesse Dwyer</i>	4103 PRINCE DR	ALABAMA	208-463-7634	8/26/09
			9 Matthew Scheid	<i>Matthew Scheid</i>	331 N. 304th St.	Boise, ID	208-954-6864	8-26-09
			10 Rachael Peterson	<i>Rachael Peterson</i>	5572 S. Adonis Pl.	Boise, ID	208-284-8759	8-27-09
			11 Joel Lake	<i>Joel Lake</i>	1431 meridian	Boise, ID	541-951-4534	8/27/09
			12 Rachel Parsons	<i>Rachel Parsons</i>	1974 Haugestra	Boise, Id	949-1064	8/27/09
			13 Rachel Parsons	<i>Rachel Parsons</i>	680 S. Pleasantly apt 303	Boise, ID	866-9346	8/27/09
			14 John C Heirn	<i>John C Heirn</i>	1200 Sherman Road DR	Boise, ID	208-894-6454	8/27/09
			15 Anthony McDonald	<i>Anthony McDonald</i>	5121 SWERVAULT DR.	BOISE ID	208-574-1150	8/27/09

STATE OF IDAHO, )  
 ) ss.  
County of ADA )

To Chairman, Idaho Public Charter School Commission, for the State of Idaho:

I, J. David Navarro, County Clerk of Ada County hereby certify that 5  
signatures on this petition are those of qualified electors.

J. David Navarro  
By J. David Navarro  
Deputy Clerk  
Deputy Clerk



Petition to Establish a New Idaho Public Charter School

This document is an **Elector Petition** and must be signed by not less than thirty (30) qualified electors of the attendance area of the new charter school. Proof of elector qualifications must be provided with the petition.

Name of Proposed New Charter School: The Village Charter  
 School District Where New Charter School will be Physically Located: Boise

- I am currently a qualified elector in the above-named school district.
- I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.

	<u>Elector's Printed Name</u>	<u>Elector's Signature</u>	<u>Street Address</u>	<u>City</u>	<u>Telephone</u>	<u>Date</u>
1	Erin Grasmick	<i>Erin Grasmick</i>	3333 S. Sutton Ave	Boise	841-6624	8/27/09
2	LADREN LINDANI	<i>Ladren Lindani</i>	3078 SNOWFLAKE WAY	Boise	341-0646	8/27/09
3	Kyle McCormick	<i>Kyle McCormick</i>	3904 Geckeler Ln	Boise	841-8305	8/27/09
4	Mastra Smith	<i>Mastra Smith</i>	1515 Cesar Chavez #20	Boise	403-5265	8-21-09
5	Colin Dredge	<i>Colin Dredge</i>	2403 S. Atlantic St.	Boise	570-0840	8-27-09
6	Sarah Dredge	<i>Sarah Dredge</i>	2403 S. Atlantic St	Boise	570-0841	8-21-09
7	Stacie Beck	<i>Stacie Beck</i>	5812 S. Sweetgum	Boise	708-874-2056	8/28/09
8	Sarin Jensen	<i>Sarin Jensen</i>	1823 S. Atlantic St.	Boise	208-422-0008	8/28/09
9	Rachael Smith	<i>Rachael Smith</i>	2226 S. Latah St.	Boise	345-0786	8/28/09
10	Denicia Christensen	<i>Denicia Christensen</i>	4802 W. Image St	Boise	948-0058	8/28/09
11	Erin Barber	<i>Erin Barber</i>	1102 S. Vossix St	Boise	961-8392	8-27-09
12						
13						
14						
15						

STATE OF IDAHO, )  
 ) ss.  
County of ADA )

To Chairman, Idaho Public Charter School Commission, for the State of Idaho:

I, J. David Navarro, County Clerk of Ada County hereby certify that Le signatures on this petition are those of qualified electors.

J. David Navarro  
By [Signature]  
Deputy Clerk  
DISTRICT CLERK OF THE STATE OF IDAHO  
IN AND FOR ADA COUNTY

Petition to Establish a New Idaho Public Charter School

This document is an Elector Petition and must be signed by not less than thirty (30) qualified electors of the attendance area of the new charter school. Proof of elector qualifications must be provided with the petition.

Name of Proposed New Charter School	School District Where New Charter School will be Physically Located	Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
The Village Charter School	BOISE SCHOOL DISTRICT	1 Cassandra Kamsicker	<i>Cassandra Kamsicker</i>	5228 S. Cole Rd	Boise	6083364-2351	8/27/09
		2 Sarah Walthman	<i>Sarah Walthman</i>	2124 S. Crismen Row way	Boise	(208)323-7525	8/27/09
		3 Rebecca J Wagner	<i>Rebecca J Wagner</i>	2026 W. WESLEY	Boise	322-8577	8/28/09
		4 Kelly Makshina	<i>Kelly Makshina</i>	7274 W. Hojers Drive	Boise	208-542-8150	08-28-09
		5 Kimberly A. Ludman	<i>Kimberly A. Ludman</i>	1024 Shuck Dr	Boise	208-870-4844	01/20/10
		6 Patsy Price	<i>Patsy Price</i>	3721 S. Rush Creek	Boise	208-103-9670	5-28-09
		7 ALYSON BECK HAYS	<i>Alyson Beck Hays</i>	1610 N. 24th	Boise	208-336-1113	8/28/09
8							
9							
10							
11							
12							
13							
14							
15							

STATE OF IDAHO, )  
 ) ss.  
County of ADA )

To Chairman, Idaho Public Charter School Commission, for the State of Idaho:

I, J. David Navarro, County Clerk of Ada County hereby certify that 4 signatures on this petition are those of qualified electors.

J. David Navarro  
By [Signature]  
Deputy Clerk  
Deputy Clerk



Petition to Establish a New Idaho Public Charter School

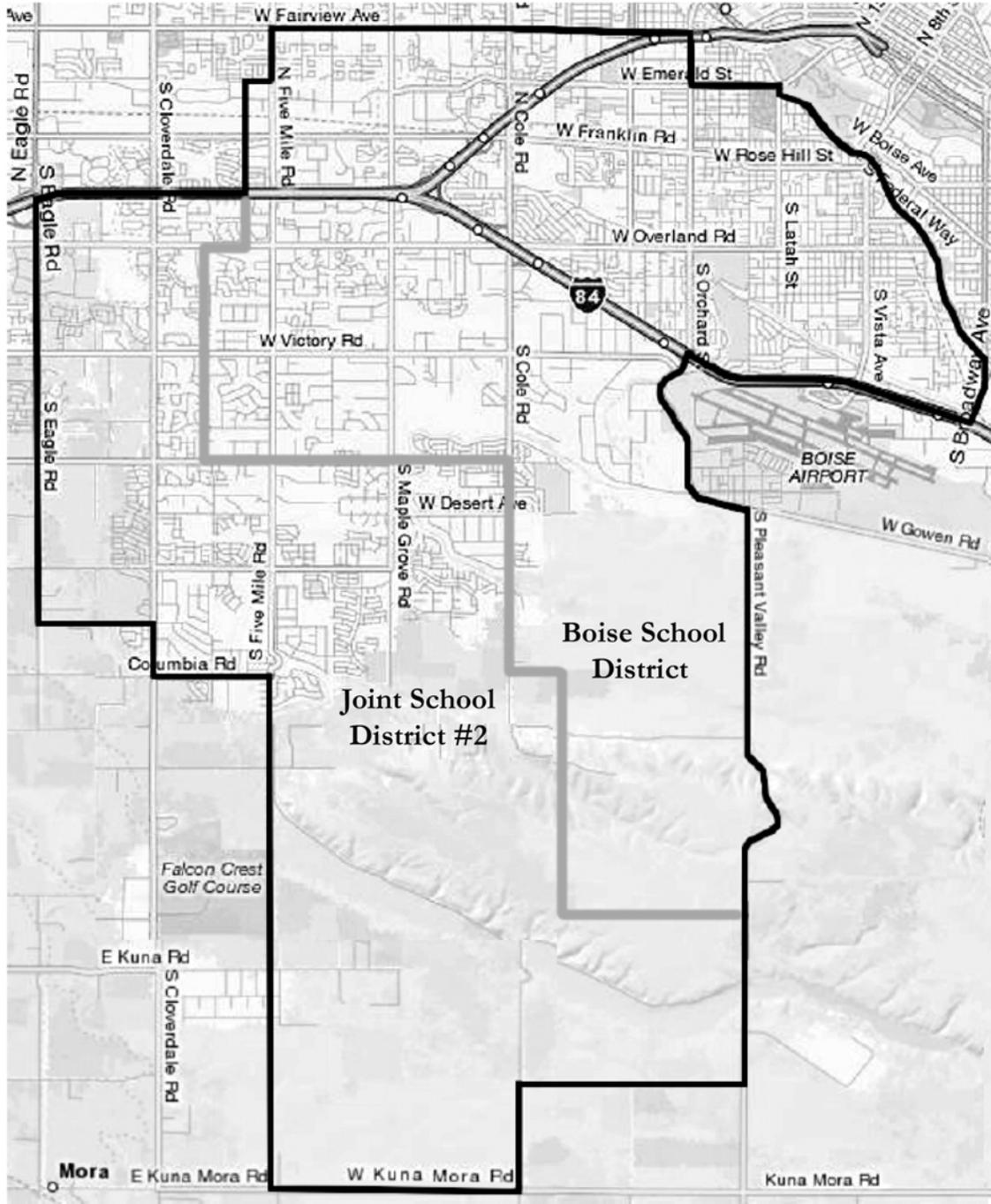
This document is an **Elector Petition** and must be signed by not less than thirty (30) qualified electors of the attendance area of the new charter school. Proof of elector qualifications must be provided with the petition.

Name of Proposed New Charter School	School District Where New Charter School will be Physically Located	Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
The Village Charter	Boise	Shawelle Reynolds	<i>[Signature]</i>	835 Lyndham Ave	Boise ID	322-6160	8/26/09
		LANE COMPTON	<i>[Signature]</i>	237 Fulmer	Boise ID	800-9858	8/27/09
		Mike Thomas	<i>[Signature]</i>	4419 Fremont St.	Boise ID	761-2340	8/27/09
		Krystal Russell	<i>[Signature]</i>	6735 Kirkwood Rd	Boise, Id	794-9195	8/27/09

*Appendix D:*

***Primary Attendance Area***

Appendix D: Primary Attendance Area



**—** The Village Charter School Primary Attendance Area

*Appendix E:*

***Facilities and Contractors***

## *Appendix E: Facilities and Contractors*

### **Property 1 Summary:**

Parcel 68 and 70 Southpoint Office Park, Boise

Temporary Plan: Lease parcel & rent portables.

Permanent Plan: Purchase land and build a permanent building.

Approximate Location: 5 mile & Overland, Boise

Size: 178,000 sq ft.

Security Deposit: Waived

Lease Term: 60 month initial term

Estimated Set-Up Land Prep: \$255,074 (owner cover and increase lease below)

Year 1 Lease parcel: \$93,000

Estimated additional Land Lease: \$15,000-30,000

Estimated portables set-up: \$41,706

Year 1 portables Lease: \$53,640

### **Property 2 Summary:**

8757 Emerald, Boise

Temporary Plan: Lease vacant office building.

Permanent Plan: Exercise lease option, or find other permanent facility.

Approximate Location: Emerald & Milwaukee, Boise

Size: 23,410 sq ft.

Lease Term: 60 month initial term

Year 1 Lease: \$200,000

Allowances: \$25 sq/ft

Estimated Renovation Cost: \$17 sq/ft

### **Property 3 Summary:**

6901 W Emerald, Boise

Temporary Plan: Lease two vacant office buildings.

Permanent Plan: Lease additional building for high school, or find other permanent facility.

Approximate Location: Emerald & Curtis

Size: 11,640-20,000 sq ft.

Lease Term: 60 month initial term

Year 1 SPSF: \$9

Year 1 Lease: \$ 104,760-180,000

Allowances: \$30 sq/ft

*Appendix E: Facilities & Contractors*

Our Realtor, Ben Kneadler has been in discussions with the owners and/or sellers of all of the properties. All have expressed interest in leasing to TVCS, however until the charter is approved, no agreements have been reached. Ben has also looked into permits, city code, and obtained construction bids from reputable contractors for properties 1 and 2.



**MARK BOTTLES**  
REAL ESTATE SERVICES, LLC

5418 N. Eagle Rd., Suite 160, Boise, ID 83713  
(208) 377-5700 / Fax (208) 377-0035

LETTER OF INTENT

Date:

This Letter of Intent is entered into for the purpose of stating the intent of all parties regarding approximately 178,000 SF sq. ft. at Parcel 68 and 70 Southpoint Office Park, Boise. Subject to the execution of a Lease Agreement mutually acceptable in form and content, this Letter will establish the basic terms and conditions for the agreement to be entered into between:

- Tenant:** Village Charter School
- Landlord:** Ross Family Partnership
- Site:** 2 parcels consisting of approximately 4 acres as identified on Exhibit "A".
- Lease Term:** 60 month initial term with 5, 5-year options to renew. 5% rental rate increase at the beginning of each of the renewal terms. Said renewals will be executed in writing by Landlord and Tenant a minimum of 180 days prior to the expiration of rental term.
- Delivery Date:** Landlord will deliver the Site with the below Improvements by April 1, 2011. As of delivery date, the Tenant and the Tenant's agent shall have access to the site to perform the necessary work in order to prepare the site for fixtures, portable classrooms, etc.
- Rent Commencement:** Rent shall commence August 1, 2011.
- Security Deposit:** Waived.
- Landlord's Work:** Landlord shall provide he Tenant a site with the below described attributes. Said items will be at the Landlord's expense. 1. Drive aisles and parking areas per code requirements for occupancy and ingress/egress. 2. Necessary utilities ran and stubbed to the designated areas. 3. Landlord to provide project monument sign on Overland and Tenant shall have access to said signage. Tenant shall be responsible for Tenant's signage within the project monument sign.

*Appendix E:*

*Facilities and Contractors*

**Tenant's Work:**

Tenant shall be responsible to install any site improvements unrelated to the parking, ingress/egress, and utilities. Any playground equipment, lawn areas, sidewalks, etc., will be at the expense of the Tenant. Tenant will also be responsibly for the preparation of the portable classroom pads.

**Signage:**

Tenant will be allowed signage at any approved signage locations within the project. Tenant will also be allowed to display "Coming Soon" signage within the project up to 12 months prior to the school opening. All signage panels will be at the Tenant's expense.

**Assignment/Sublet:**

Tenant will have the ability to assign the lease to any and all entities with the Landlord's written consent.

**Use:**

K-12 Charter School as granted and approved by the Boise School District and the State of Idaho.

**Lease Form:**

Landlord will provide a draft lease form within 72 hours of mutual execution of the Letter of Intent.

**Brokerage Commission:**

As per a separate listing agreement.

\$93,000 / Yr. Includes the CAM charges for the project. Taxes and insurance will be a separate expense reimbursable to the Landlord and are TBD.

**Minimum Rent:**

**SQ. FOOTAGE:**

Approximately 178,000 SF of land and improvements

**TERM**

**PER ANNUM**

1	\$93,000.00
2	\$97,650.00
3	\$102,532.50

Option year rents to be calculated by adding 5% to the previous term's rent.

**Estimated CAM charges:**

CAM charges for the project are estimated at \$2,00 / year and will be reconciled on an annual basis. The CAM charges do not include property taxes and liability insurance.

**Purchase Option:**

Tenant will have the right to purchase the Site at any time during the initial term and options for \$900,000 with the Seller giving a \$150,000 charitable contribution at closing for a net purchase price of \$750,000.

This letter of intent is not a binding agreement. This agreement has been reduced to writing for the sole purpose of presenting some of the basic provisions thereby enabling the parties to enter into a subsequent lease agreement. If the above meets with your approval, please sign in the spaces provided below.





Mobile Offices • Storage Products  
And More

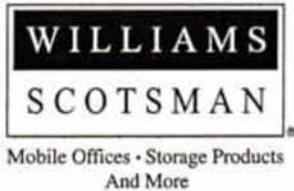
**WILLIAMS SCOTSMAN, INC.**  
1533 11th Ave N  
Nampa, ID 83687  
Phone: 307-234-6792  
Fax: 307-234-6917  
**Toll free: 800-782-1500**  
*Shelly Carper, Sales Representative*  
srcarper@willscot.com

QUOTATION NO. 1719193-1		
<b>CUSTOMER</b> Ben Kneadler Village Charter School 5418 W Eagle Rd Suite 160 Boise, ID 83713	<b>SHIP TO</b> Village Charter School Boise Boise, ID 83713	<b>QUOTE DATE</b> January 21, 2010 <b>QUOTE EXPIRATION</b> February 20, 2010
<b>PHONE: (208)353-2242</b>	<b>FAX:</b>	<b>E-MAIL:</b> Bkneadler@markbottles.com

UNIT DESCRIPTION & PRICING			
<i>64 x 24 Classroom w/RR (60 x 24 box size) per the enclosed floorplan.</i>			
<i>Serial Number: TBD</i>			
INSURANCE VALUATION:		DELIVERY FREIGHT:	\$632.00
MONTHLY LEASE RATE:	\$745.00	BLOCK AND LEVEL:	\$3,320.00
MINIMUM TERM:	60 months	KNOCKDOWN:	\$2,367.00
		RETURN FREIGHT:	\$632.00

OPTIONS			
OPTION DESCRIPTION	EXT. AMT.	OPTION DESCRIPTION	EXT. AMT.
<input type="checkbox"/> (2) Hitch removal @ \$68.25 each	\$136.50	<input type="checkbox"/> Ramp delivery and installation @ \$425.00	\$425.00
<input type="checkbox"/> (2) Reinstall Axle @ \$75.00 each	\$150.00	<input type="checkbox"/> Ramp Return and Dismantle @ \$350.00	\$350.00
<input type="checkbox"/> (2) Axle Removal @ \$82.95 each	\$165.90		
<input type="checkbox"/> (2) Reinstall Hitch @ \$65.00 each	\$130.00		
<input type="checkbox"/> (12) Tiedown Installation (per anchor) @ \$73.50 each	\$882.00		
<input type="checkbox"/> (12) Tiedown Removal (per anchor) @ \$23.10 each	\$277.20		
<input type="checkbox"/> Skirting vinyl knockdown (per linear foot) @ \$441.84	\$441.84		
<input type="checkbox"/> Skirting @ \$1,764.00	\$1,764.00		
<input type="checkbox"/> Step(s) rental - aluminum per month @ \$35.00	\$35.00		
<input type="checkbox"/> Ramp Rental Monthly @ \$175.00	\$175.00		

See Page 2 for more details regarding this quotation



**WILLIAMS SCOTSMAN, INC.**  
1533 11th Ave N  
Nampa, ID 83687  
Phone: 307-234-6792  
Fax: 307-234-6917  
**Toll free: 800-782-1500**  
*Shelly Carper, Sales Representative*  
*srcarper@willscot.com*

**QUOTATION NO. 1719193-1**

**CLARIFICATION(S):**

1. The steps we offer meet general OSHA codes. We will not be responsible for modifications due to unlevel sites. We accept no responsibility that they will meet local codes or requirements.
2. All Ramps are ADA compliant with engineered drawings available.
3. Over 30" deck height requires guardrails (pickets). Under 30" only handrail. Other configurations available. Call rep for details and pricing.

**COMMENT(S):**

- Williams Scotsman is not responsible for charges required by local code or building inspectors. Site work, permits, utilities connections, or any other work not specifically indicated in this quote is not included.
- Block & level based on Williams Scotsman's standard blocking on level grade to a max finished floor height of 30". Additional costs will be incurred for height above 30", uneven grade, or double pier blocking.
- Site to be firm, level, and truck accessible at delivery and pick-up. Relocating once on site, unlevel sites, and return trips will be chargeable and added to invoice.  
We allow 15 minutes for placement and removal prior to charging wait time @ \$75/hour
- Customer is responsible for disconnecting all utility lines, and broom sweeping unit. Any interior and exterior signage and customer installed items are to be removed prior to pick up. Please flush out pipes and winterize units equipped with restroom.
- Terms are based on satisfactory credit. Sales and property taxes are not included on on this quote. It will be assessed and appear on monthly invoice on top of monthly rental rate. Williams Scotsman invoices by calendar month, not every 28 days.

**\*!\* THIS QUOTE IS BASED ON AVAILABILITY AT TIME OF ORDER . THE FLOOR PLANS DON'T SHOW THE RESTROOMS BUT SOME COME WITH THE RR'S IN THE BACK. \*!\***

Customer hereby agrees to the above quoted prices and specifications. Customer further authorizes Williams Scotsman to make appropriate arrangements for the delivery of the above described Equipment. Upon delivery, and until a subsequent Lease Agreement is executed by Williams Scotsman (as Lessor) and Customer (as Lessee), the Standard Williams Scotsman Leasing Terms and Conditions, which are incorporated by reference herein, will govern this transaction.

**In addition to the above quoted prices, customer shall also pay to Williams Scotsman any local, state or provincial, federal and/or personal property tax or fees related to the equipment or its use. Taxes will be calculated based on the ZIP Code location of the trailer.**

**Specifications**

**Size(s)**

- 64' Long (including hitch)
- 60' Box size
- 24' Wide
- 8' Ceiling height

**Interior Finish**

- Paneled walls or vinyl covered walls
- Vinyl tile or carpeted floors
- T-grid ceiling

**Electric**

- Fluorescent ceiling lights
- Breaker panel 2-100 amp

**Windows/Door**

- Horizontal sliding windows
- Steel doors w/panic bars
- Exterior door location may vary

**Heating and Cooling**

- Central HVAC

**Exterior Finish/Frame**

- Wood siding
- I-beam frame
- Removable hitch available on request

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 www.willscot.com

**Classroom 64x24**

**WILLIAMS SCOTSMAN**  
 Mobile Offices • Storage Products  
 And More  
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Additional floor plans available. Floor plans and specifications may vary from those shown and are subject to in-stock availability.

Appendix E: Facilities and Contractors

**SOUTHPOINT - VILLAGE CHARTER SCHOOL  
 CONGER MANAGEMENT GROUP  
 PRELIMINARY OPINION OF COSTS  
 MARCH 29, 2010**

**7 MODULARS (24 x 66)  
 19,008 SQUARE FEET**

**SUMMARY OF COSTS**

<b>ACTIVITY</b>	<b>CODE</b>	<b>COST</b>	<b>COST / SF</b>
<b>1) DESIGN / PROJECT MANAGEMENT</b>			
ENGINEERING - DESIGN	1010	\$ 20,300.00	\$ 1.07
ARCHITECT	1020	\$ 1,500.00	\$ 0.08
CONST. MNGMT - CM	1030	\$ 11,800.00	\$ 0.62
SURVEYING	1040	\$ 6,000.00	\$ 0.32
		<b>SUBTOTAL</b>	<b>\$ 39,600.00</b>
		<b>COST PER SQUARE FOOT</b>	<b>\$ 2.08</b>
<b>2) SITE / INFRASTRUCTURE</b>			
CONCRETE	3010	\$ 20,800.00	\$ 1.09
DEMOLITION	3015	\$ -	\$ -
DRAINAGE - STORM	3020	\$ 6,420.00	\$ 0.34
GAS / INTERMOUNTAIN GAS	3025	INCLUDED WITH POWER	
GRADING/EARTHWORK	3030	\$ 10,770.00	\$ 0.57
IRRIGATION - PRESSURIZED	3035	\$ -	\$ -
PAVING/BASE COURSE	3045	\$ 31,020.00	\$ 1.63
PHONE / QWEST	3050	\$ 800.00	\$ 0.042
POWER / IDAHO POWER	3055	\$ 32,850.00	\$ 1.73
SEWER - SANITARY	3065	\$ 7,340.00	\$ 0.39
WATER - DOMESTIC	3070	\$ 5,340.00	\$ 0.28
		<b>SUBTOTAL</b>	<b>\$ 115,340.00</b>
		<b>COST PER SQUARE FOOT</b>	<b>\$ 6.07</b>
<b>3) LANDSCAPE / FENCE / MISC.</b>			
FENCE	4020	\$ 1,450.00	\$ 0.08
LANDSCAPE	4030	\$ 1,340.00	\$ 0.07
LIGHTING	4040	\$ 9,500.00	\$ 0.50
REPAIR / MAINTENANCE	4060	\$ 9,645.00	\$ 0.51
SIGNAGE - STREET	4080	\$ -	\$ -
		<b>SUBTOTAL</b>	<b>\$ 21,935.00</b>
		<b>COST PER SQUARE FOOT</b>	<b>\$ 1.15</b>
<b>SUBTOTAL - ON SITE</b>		<b>\$ 176,875.00</b>	<b>\$ 9.31</b>
<b>4) BUILDING PERMITS</b>			
BUILDING PERMITS		\$ 55,010.00	\$ 2.89
		<b>SUBTOTAL - BUILDING PERMITS</b>	<b>\$ 55,010.00</b>
		<b>COST PER SQUARE FOOT</b>	<b>\$ 2.89</b>
<b>SUBTOTAL - BUILDING PERMITS</b>		<b>\$ 55,010.00</b>	<b>\$ 2.89</b>
<b>PROJECT SUBTOTAL</b>		<b>\$ 231,885.00</b>	<b>\$ 12.20</b>
CONTINGENCY 10%	CONT	\$ 23,188.50	\$ 1.22
<b>PROJECT TOTAL</b>		<b>\$ 255,073.50</b>	<b>\$ 13.42</b>

Appendix E: Facilities and Contractors

SOUTHPOINT - VILLAGE CHARTER SCHOOL  
 CONGER MANAGEMENT GROUP  
 PRELIMINARY OPINION OF COSTS  
 MARCH 29, 2010

PROJECT WORKING PAPERS

ITEM	ACTIVITY	UNIT	QNTY	UNIT RATE	TOTAL
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SECTION 1 - DESIGN / PROJECT MANAGEMENT

DESIGN ENGINEERING (USED HISTORICAL AND ESTIMATED COSTS)

ENGINEERING	LS	1	\$	14,000.00	\$ 14,000.00
GEOTECHINIAL REPORT	LS	1	\$	2,400.00	\$ 2,400.00
ENTITLEMENTS - PLANNING	LS	1	\$	1,900.00	\$ 1,900.00
LANDSCAPE PLAN	LS	1	\$	800.00	\$ 800.00
EROSION CONTROL PLAN	LS	1	\$	1,200.00	\$ 1,200.00
<b>DESIGN ENGINEERING TOTAL</b>					<b>\$ 20,300.00</b>

ARCHITECT

ARCHITECTURE / CU ACTIVITIES	LS	1	\$	1,500.00	\$ 1,500.00
<b>ARCHITECT TOTAL</b>					<b>\$ 1,500.00</b>

CONSTRUCTION MANAGEMENT - CONSTRUCTION

CMG - CM FEE	%	4.0%	\$	235,000.00	\$ 9,400.00
PRELIMINARY BUDGET / TIMELINE	LS	1	\$	800.00	\$ 800.00
DESIGN COORDINATION	LS	1	\$	1,600.00	\$ 1,600.00
PLAT RECORDATION	LS	-	\$	-	\$ -
<b>CONST. MANAGEMENT TOTAL</b>					<b>\$ 11,800.00</b>

SURVEY

SURVEY	LS	1	\$	6,000.00	\$ 6,000.00
<b>SURVEY TOTAL</b>					<b>\$ 6,000.00</b>

<b>SUBTOTAL - DESIGN / PROJ MNGMT</b>	<b>\$ 39,600.00</b>
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SECTION 2 - SITE / INFRASTRUCTURE

CONCRETE

5' SIDEWALK	LF	200	\$	9.00	\$ 1,800.00
8' SIDEWALK	SF	4,400	\$	3.50	\$ 15,400.00
VERTICAL CURB / GUTTER	LF		\$	10.20	\$ -
ROLLED CURB / GUTTER	LF		\$	7.00	\$ -
DROP INLET	EA		\$	450.00	\$ -
PEDESTRIAN RAMP	EA	3	\$	1,200.00	\$ 3,600.00
<b>CONCRETE TOTAL</b>					<b>\$ 20,800.00</b>

DEMOLITION

MISCELLANEOUS DEMOLITION	LS		\$	-	\$ -
<b>DRAINAGE TOTAL</b>					<b>\$ -</b>

DRAINAGE - STORM

12" ADS	LF	45	\$	16.00	\$ 720.00
MANHOLES	EA	-	\$	1,100.00	\$ -
1000 GAL. GREASE TRAP	EA	1	\$	3,100.00	\$ 3,100.00
1500 GAL. GREASE TRAP	EA		\$	3,400.00	\$ -
POND	LS	1	\$	2,600.00	\$ 2,600.00
<b>DRAINAGE TOTAL</b>					<b>\$ 6,420.00</b>

GAS SERVICE

GAS SERVICE	LOT	1		INCLUDED W/ POWER	
<b>GAS SERVICE TOTAL</b>					<b>\$ -</b>

Appendix E: Facilities and Contractors

SOUTHPOINT - VILLAGE CHARTER SCHOOL  
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 PRELIMINARY OPINION OF COSTS  
 MARCH 29, 2010

PROJECT WORKING PAPERS

ITEM	ACTIVITY	UNIT	QNTY	UNIT RATE	TOTAL
<b>GRADING / EARTHWORK</b>					
	CLEAR & GRUB SITE	AC	1.5	\$ 1,400.00	\$ 2,100.00
	EXCAVATION EMBANKMENT	CY	800	\$ 1.80	\$ 1,440.00
	HAUL OFF EXCESS MATERIAL	CY	60	\$ 3.00	\$ 180.00
	RE-ESTABLISH SUB-GRADE	SF	25,000	\$ 0.08	\$ 2,000.00
	BACKFILL SIDEWALKS	SF	25,000	\$ 0.05	\$ 1,250.00
	OVER EXC / SOFT SPOT REPAIR	CY		\$ 9.00	\$ -
	OVERLOT GRADING	LS	1	\$ 3,200.00	\$ 3,200.00
	RETAINING WALLS	LS		\$ -	\$ -
	MATERIAL TESTING	DA	3	\$ 200.00	\$ 600.00
	<b>GRADING / EARTHWORK TOTAL</b>				<b>\$ 10,770.00</b>
<b>IRRIGATION - PRESSURIZED - NO SCOPE IDENTIFIED</b>					
	SERVICES	EA		\$ -	\$ -
	4" MAIN	LF		\$ -	\$ -
	4" VALVE	EA		\$ -	\$ -
	DRAIN	EA		\$ -	\$ -
	AIR VAC	EA		\$ -	\$ -
	SLEEVE (STREET CROSSINGS)	LF		\$ -	\$ -
	PUMP STATION	LS		\$ -	\$ -
	<b>IRRIGATION - PRESS. TOTAL</b>				<b>\$ -</b>
<b>PAVING/BASE COURSE</b>					
	ASPHALT (2/12")	ATTEMPT TEMPORARY GRAVEL PARKING LOT			
	3/4" ROAD MIX (4")	CY	420	\$ 18.50	\$ 7,770.00
	PIT RUN (14")	CY	1,600	\$ 14.00	\$ 22,400.00
	MANHOLE COLLARS	EA	-	\$ 305.00	\$ -
	PARKING BUMPERS	EA	-	\$ 145.00	\$ -
	STRIPING	LS	1	\$ 850.00	\$ 850.00
	<b>PAVING/BASE TOTAL</b>				<b>\$ 31,020.00</b>
<b>PHONE / QWEST</b>					
	TELEPHONE - CONDUIT	LS	1	\$ 800.00	\$ 800.00
	<b>PHONE / QWEST TOTAL</b>				<b>\$ 800.00</b>
<b>POWER / IDAHO POWER (USED HISTORICAL AND ESTIMATED COSTS)</b>					
	DESIGN FEES	LS	1	\$ 850.00	\$ 850.00
	POWER COSTS	LS	1	\$ 32,000.00	\$ 32,000.00
	<b>POWER / IDAHO POWER TOTAL</b>				<b>\$ 32,850.00</b>
<b>SANITARY SEWER - SERVICE TO 3 MODULARS ONLY</b>					
	6" SERVICES	LF	440	\$ 12.00	\$ 5,280.00
	CONNECT TO EXISTING	EA	2	\$ 165.00	\$ 330.00
	CLEAN OUT	EA	6	\$ 180.00	\$ 1,080.00
	TESTING	LS	1	\$ 650.00	\$ 650.00
	<b>SANITARY SEWER TOTAL</b>				<b>\$ 7,340.00</b>
<b>WATER - DOMESTIC (2 SERVICES EXIST IN COMMON DRIVE)</b>					
	2" SERVICE LINE	LF	350	\$ 7.80	\$ 2,730.00
	CONNECT TO EXISTING	EA	2	\$ 140.00	\$ 280.00
	MISC. FITTINGS	LS	1	\$ 980.00	\$ 980.00
	BACKFLOW PREVENTORS	LS	3	\$ 450.00	\$ 1,350.00
	<b>WATER - DOMESTIC TOTAL</b>				<b>\$ 5,340.00</b>
<b>SUBTOTAL - SITE / INFRASTRUCTURE</b>					<b>\$ 115,340.00</b>

Appendix E: Facilities and Contractors

SOUTHPOINT - VILLAGE CHARTER SCHOOL  
 CONGER MANAGEMENT GROUP  
 PRELIMINARY OPINION OF COSTS  
 MARCH 29, 2010

PROJECT WORKING PAPERS

ITEM	ACTIVITY	UNIT	QNTY	UNIT RATE	TOTAL
<b>SECTION 4 - LANDSCAPE / FENCE / MISC.</b>					
<b>FENCE</b>					
	CHAIN LINK FENCE	LF	-	\$ 14.00	\$ -
	DUMPSTER - FENCE	EA	1	\$ 1,450.00	\$ 1,450.00
	<b>FENCE TOTAL</b>				<b>\$ 1,450.00</b>
<b>LANDSCAPE</b>					
	PARK AREA	SF	-	\$ 1.30	\$ -
	MISC. ISLAND LANDSCAPE	SF	-	\$ 1.50	\$ -
	PLAY STRUCTURE - TOT LOT	EA	-	\$ 30,000.00	\$ -
	ELECTRICAL CONNECTS	EA	1	\$ 340.00	\$ 340.00
	4" SLEEVES	LF	200	\$ 5.00	\$ 1,000.00
	<b>LANDSCAPE TOTAL</b>				<b>\$ 1,340.00</b>
<b>LIGHTING</b>					
	STREET LIGHTS	EA	5	\$ 1,900.00	\$ 9,500.00
	<b>LIGHTING TOTAL</b>				<b>\$ 9,500.00</b>
<b>REPAIR &amp; MAINTENANCE</b>					
	STREET CLEANING	EA	12	\$ 285.00	\$ 3,420.00
	OVER-LOT MOWING	EA	-	\$ -	\$ -
	BMP MAINTANENCE	LS	1	\$ 1,500.00	\$ 1,500.00
	SILT FENCE-INSTALL/REMOVE	LF	1,000	\$ 3.00	\$ 3,000.00
	DROP INLET EROSION BAG	EA	6	\$ 135.00	\$ 810.00
	PORTABLE RESTROOM	MO	3	\$ 105.00	\$ 315.00
	MISC. CLEAN UP	LS	1	\$ 600.00	\$ 600.00
	<b>REPAIR &amp; MAINTENANCE TOTAL</b>				<b>\$ 9,645.00</b>
<b>SIGNAGE - STREETS</b>					
	ACHD STREET SIGNS	INT		\$ -	\$ -
	MISC. SIGNAGE	LS		\$ -	\$ -
	<b>SIGNAGE STREETS TOTAL</b>				<b>\$ -</b>
<b>SUBTOTAL - LANDSCAPE/FENCE/MISC.</b>					<b>\$ 21,935.00</b>
<b>PROJECT SUB TOTAL - ON SITE</b>					<b>\$ 176,875.00</b>
<b>SECTION 5 - BUILDING PERMITS</b>					
<b>BUILDING PERMITS</b>					
	CITY OF BOISE - BLDG PERMIT	EA	7	\$ 1,200.00	\$ 8,400.00
	CITY OF BOISE - EROSION PERMIT	LS	1	\$ 410.00	\$ 410.00
	CITY OF BOISE - SEWER CONNECT	EA	7	\$ 2,600.00	\$ 18,200.00
	MISC.	LS	1	\$ 3,500.00	\$ 3,500.00
	ACHD - IMPACT FEES	EA	7	\$ 3,500.00	\$ 24,500.00
	<b>BUILDING PERMITS TOTAL</b>				<b>\$ 55,010.00</b>
<b>PROJECT SUB TOTAL - PERMITS</b>					<b>\$ 55,010.00</b>
<b>PROJECT SUB TOTAL</b>					<b>\$ 231,885.00</b>
<b>CONTINGENCY 10%</b>					<b>\$ 23,188.50</b>
<b>PROJECT BUDGET TOTAL</b>					<b>\$ 255,073.50</b>



5418 N. Eagle Rd., Suite 160, Boise, ID 83713  
(208) 377-5700 / Fax (208) 377-0035

LETTER OF INTENT

Date: 1/20/2010

This Letter of Intent is entered into for the purpose of stating the intent of all parties regarding approximately 20,000 sq. ft. at 8757 Emerald, Boise Idaho. Subject to the execution of a Lease Agreement mutually acceptable in form and content, this Letter will establish the basic terms and conditions for the agreement to be entered into between:

- Tenant:** Village Charter School
- Landlord:** Avest Limited Partnership
- Premises:** Approximately 20,000 SF as designated on attached Exhibit "A" Premises Plan
- Lease Term:** 60 month initial term. 3 additional 5-year options to renew. 10% rental increase at the beginning of each of the 5-year renewal terms. Said renewals will need to be executed in writing by the Landlord and Tenant a minimum of 180 calendar days from term expiration.
- Delivery Date:** Landlord will deliver the premises in below described condition by June 1, 2011. Tenant will be responsible for all utilities within the Premises upon the Delivery Date.
- Rent Commencement:** Rent shall commence August 1, 2011.
- Security Deposit:** Waived.
- Landlord's Work:** Landlord will provide the tenant with a \$25 / SF allowance to complete the described improvements on the attached Exhibit "B", Tenant Improvements.
- Tenant's Work:** Tenant will have permission to add fixtures and equipment to the Premises and the Site at the Tenant's expense. Any site improvements (basketball hoops, playground equipment, etc.) that is to be more than "portable" will need Landlord's written consent prior to installation.
- Tenant Allowance:** Tenant will be given a \$25 / SF allowance for interior and exterior improvements and Tenant will have the ability to allocate said Tenant Allowance as they see fit toward improvements within the Premises and the Site.

*Appendix E: Facilities and Contractors*

**Signage:** Tenant will have access to any and all signage areas on the Premises and the Site and will comply with local signage ordinances and codes. Said signage will be at the Tenant's expense(unless allocated within the Tenant Allowance). All signage will need to be improved in writing by the Landlord. Said approval will not be unreasonably withheld.

**Assignment/Sublet:** Tenant will have the ability to assign the lease to any and all entities with the Landlord's written approval.

**Use:** K-12 Charter School as granted and approved by the Boise School District and the State of Idaho.

**Lease Form:** Landlord will provide a draft lease form within 72 hours of mutual execution of the Letter of Intent.

**Brokerage Commission:** As per a separate listing agreement.

**Minimum Rent:** \$10.00 / SF / Year NNN (Tenant pays prorata share of taxes, insurance, maintenance.) Tenant also pays separately metered utilities.

**SQ. FOOTAGE:** Approximately 20,000 SF to be accurately defined by architects CAD drawing.

<b><u>TERM</u></b>	<b><u>\$PSF</u></b>	<b><u>PER ANNUM</u></b>
<b>1</b>	\$10.00	\$200,000.00
<b>Opt 1</b>	\$11.00	\$220,000.00
<b>Opt 2</b>	\$12.10	\$242,000.00
<b>Opt 3</b>	\$13.31	\$266,200.00

**Estimated CAM charges:** CAM charges are currently estimated at \$4.50 / SF / Year and will be annually reconciled.

**Purchase Option:** Tenant will be given an Option to Purchase the Property anytime during the Lease Term and Option Terms. The purchase price shall be \$3,600,000 with the Seller giving the Buyer a \$600,000 charitable contribution at closing for a net sales price of \$3,000,000. The Buyer will also be credited 25% of received NNN rents, or \$250,000 whichever is more, at closing toward the Buyer's funds needed to close.

This letter of intent is not a binding agreement. This agreement has been reduced to writing for the sole purpose of presenting some of the basic provisions thereby enabling the parties to enter into a subsequent lease agreement. If the above meets with your approval, please sign in the spaces provided below.

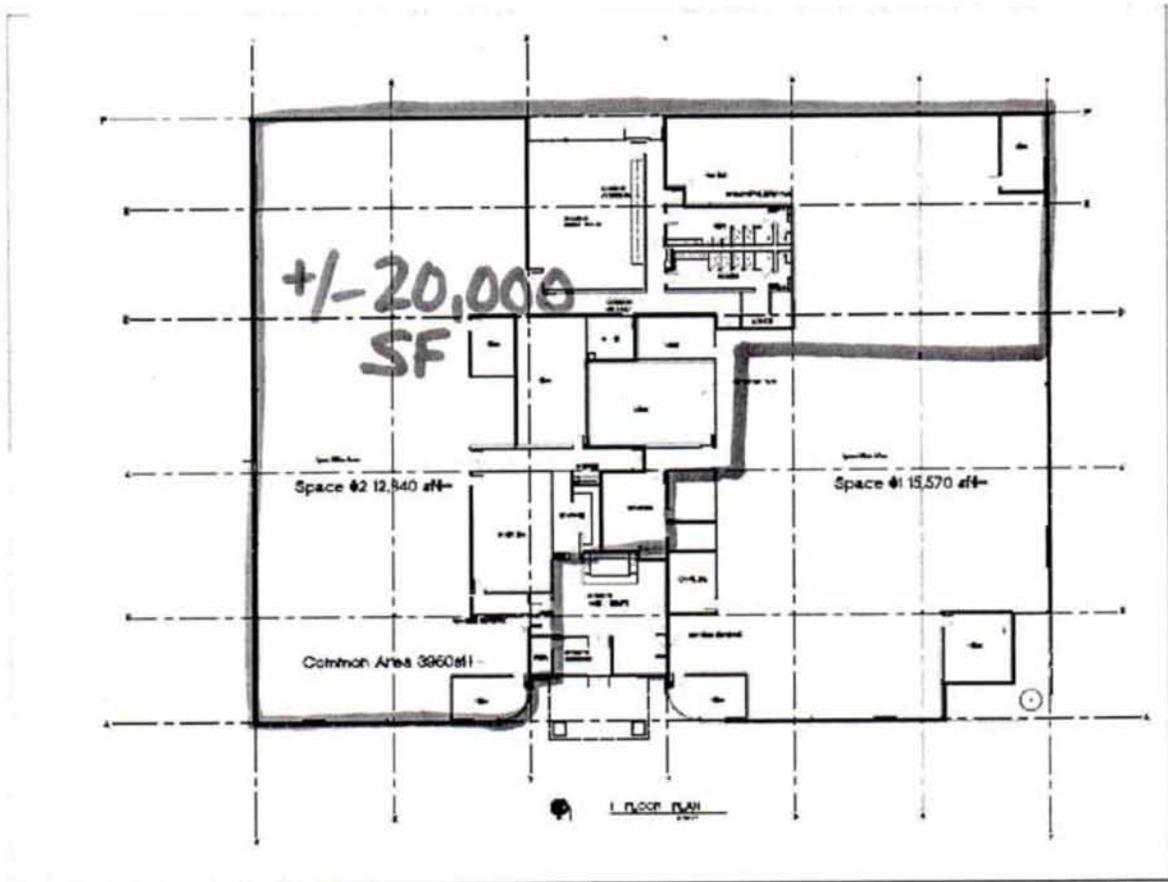
Sincerely,

Ben Kneadler  
Mark Bottles Real Estate Services, LLC

# EXHIBIT "A" PREMISES PLAN



## BUILDING FOR SALE OR LEASE



FOR MORE INFORMATION CONTACT:

**DEBBIE MARTIN**

OR

**SAM MARTIN**

OFFICE PH: 208-955-1000  
CELL PH: 208-850-5009  
DEBBIE@DKCOMMERCIAL.COM

OFFICE PH: 208-955-1000  
CELL PH: 208-283-2953  
SAM@DKCOMMERCIAL.COM

1880 South Cobalt Point Way Suite 200 Meridian, ID 83642 [www.dkcommercial.com](http://www.dkcommercial.com)

UPDATED 06.25.09

The information contained herein has been obtained by reliable sources, but is not guaranteed. This offering is subject to errors, and omissions, prior sale, price change and withdrawal.



April 1, 2010

Shawna Allen  
Avest Commercial Properties  
P.O. Box 140075  
Boise, ID 83714

Re: Emerald Station Charter School, Idaho

Dear Shawna,

RADIX Construction, Inc. is pleased to offer the following proposal. We propose to provide all labor, material, equipment, insurance and taxes necessary to perform the scope of work, in accordance with the bid documents, subject to and superseded by the terms and conditions listed herein for a sum of the cost of the work not to exceed Amount Of \$406,559.00 (Four Hundred Six Thousand, Five Hundred Fifty Nine Dollars and No Cents).

**Bid Clarifications:**

1. The work will be performed in accordance with the design drawings and specifications. The actual scope of work is defined in the following documents:
2. This budget proposal is based on interpretation of the construction drawings submitted to us by Ben Kneadler with Mark Bottles Reality.
3. This proposal includes Architectural and Mechanical design fees.
4. This proposal includes 13 new classrooms and 3 new offices. All walls to be framed to existing ceiling height and be smooth finish with paint.
5. This proposal includes a code compliant fire alarm system.
6. This proposal includes 6 new roof top HVAC units to accommodate the new rooms. One unit per two rooms individually controlled.
7. This proposal includes all necessary roofing repairs as it relates to the 6 new units only. This proposal also includes a budget for structural modifications as needed for the 6 new roof top units.
8. This proposal includes 1 phone and 1 data cable per room or office.
9. This proposal includes 12' LF of base and upper cabinets in each classroom.
10. This proposal includes sprinkler head modifications as required for new rooms only.
11. Completion of this work is scheduled for 60 calendar days.

**Proposal Exclusions:**

1. This proposal is good for 30 days.
2. This proposal does not include an allowance for bonding. It is available if required.
3. This proposal does not include an allowance for builder's risk. It is available upon request.
4. This proposal does not include an allowance for impact fees.
5. This proposal does not include an allowance for permit fees.
6. This proposal does not include an allowance for any utility connection fees.
7. This proposal does not include an allowance for adverse weather conditions.
8. This proposal does not include an allowance for material testing.
9. This proposal does not include an allowance for any material remediation (asbestos, mold etc.).
10. This proposal does not include an allowance for any blasting or rock chipping.
11. This proposal does not include an allowance for removal and reinstall of the exterior signage.
12. This proposal does not include an allowance for any coring and scanning.
13. This proposal does not include an allowance for fire stopping and fire caulking.
14. This proposal does not include an allowance for any window blinds or tinting.
15. This proposal does not include an allowance for carpet repairs. Existing to remain.
16. Radix cannot be held responsible for delays by union strikes, labor disputes, acts of terrorism, global financial funding meltdown, acts of God or delays in delivery of materials not furnished by RADIX.
17. Radix Construction requests evidence of financing prior to the start of project.

We wish to thank you for the opportunity to prepare the budget for this project. Should you have any questions, or wish to review this proposal, please feel free to call.

Sincerely,

RADIX Construction, Inc.  
Scott Stimpson

Vice President  
Chief Estimator

23410

2422 12th. Ave. Rd. #153 • Nampa, Idaho 83686-6300 • Phone 208-442- 7106 • Fax 208-442 7107



**MARK BOTTLES**  
REAL ESTATE SERVICES, LLC

5418 N. Eagle Rd., Suite 160, Boise, ID 83713  
(208) 377-5700 / Fax (208) 377-0035

LETTER OF INTENT

Date: 1/20/2010

This Letter of Intent is entered into for the purpose of stating the intent of all parties regarding approximately 11,640 sq. ft. at 6901 W. Emerald, Boise Idaho. Subject to the execution of a Lease Agreement mutually acceptable in form and content, this Letter will establish the basic terms and conditions for the agreement to be entered into between:

- Tenant:** Village Charter School
- Landlord:** TBD
- Premises:** Approximately 11,640 SF as designated on attached Exhibit "A" Premises Plan
- Lease Term:** 60 month initial term. 3 additional 5-year options to renew. 10% rental increase at the beginning of each of the 5-year renewal terms. Said renewals will need to be executed in writing by the Landlord and Tenant a minimum of 180 calendar days from term expiration.
- Delivery Date:** Landlord will deliver the premises in below described condition by June 1, 2011. Tenant will be responsible for all utilities within the Premises upon the Delivery Date.
- Rent Commencement:** Rent shall commence August 1, 2011.
- Security Deposit:** Waived.
- Landlord's Work:** Landlord will provide the tenant with a \$30 / SF allowance to complete the described improvements on the attached Exhibit "B", Tenant Improvements.
- Tenant's Work:** Tenant will have permission to add fixtures and equipment to the Premises and the Site at the Tenant's expense. Any site improvements (basketball hoops, playground equipment, etc.) that is to be more than "portable" will need Landlord's written consent prior to installation.
- Tenant Allowance:** Tenant will be given a \$30 / SF allowance for interior and exterior improvements and Tenant will have the ability to allocate said Tenant Allowance as they see fit toward improvements within the Premises and the Site.

*Appendix E: Facilities and Contractors*

**Signage:**

Tenant will have access to any and all signage areas on the Premises and the Site and will comply with local signage ordinances and codes. Said signage will be at the Tenant's expense(unless allocated within the Tenant Allowance). All signage will need to be improved in writing by the Landlord. Said approval will not be unreasonably withheld.

**Assignment/Sublet:**

Tenant will have the ability to assign the lease to any and all entities with the Landlord's written approval.

**Use:**

K-12 Charter School as granted and approved by the Boise School District and the State of Idaho.

**Lease Form:**

Landlord will provide a draft lease form within 72 hours of mutual execution of the Letter of Intent.

**Brokerage Commission:**

As per a separate listing agreement.

**Minimum Rent:**

\$9.00 / SF / Year NNN (Tenant pays prorata share of taxes, insurance, maintenance.) Tenant also pays separately metered utilities.

**SQ. FOOTAGE:**

Approximately 11,640 SF to be accurately defined by architects CAD drawing.

<b><u>TERM</u></b>	<b><u>SPSF</u></b>	<b><u>PER ANNUM</u></b>
1	\$9.00	\$104,760.00
Opt 1	\$9.90	\$115,236.00
Opt 2	\$10.89	\$126,759.60
Opt 3	\$11.98	\$139,435.56

**Estimated CAM charges:**

CAM charges are currently estimated at \$4.00 / SF / Year and will be annually reconciled.

**Purchase Option:**

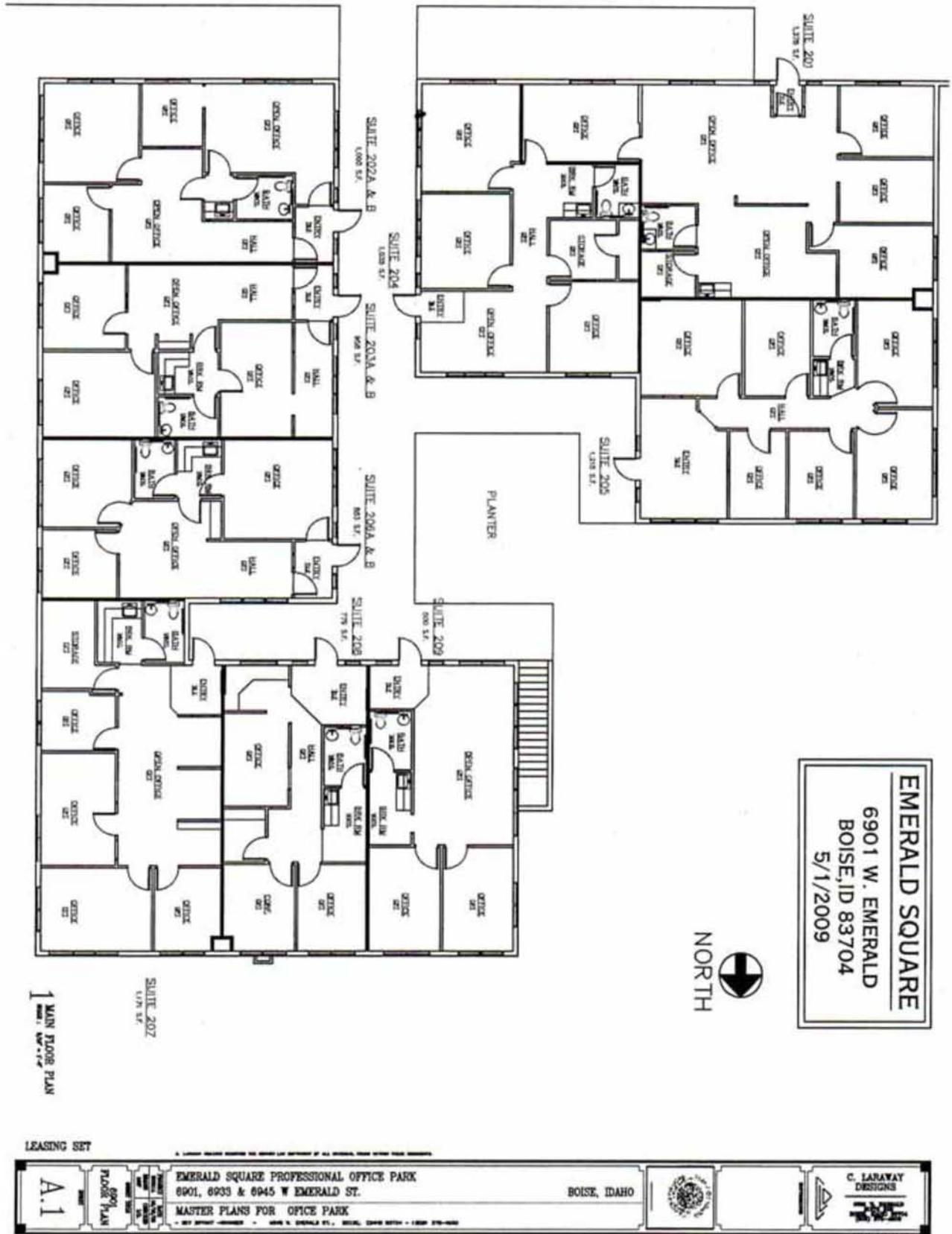
To be determined.

This letter of intent is not a binding agreement. This agreement has been reduced to writing for the sole purpose of presenting some of the basic provisions thereby enabling the parties to enter into a subsequent lease agreement. If the above meets with your approval, please sign in the spaces provided below.

Sincerely,

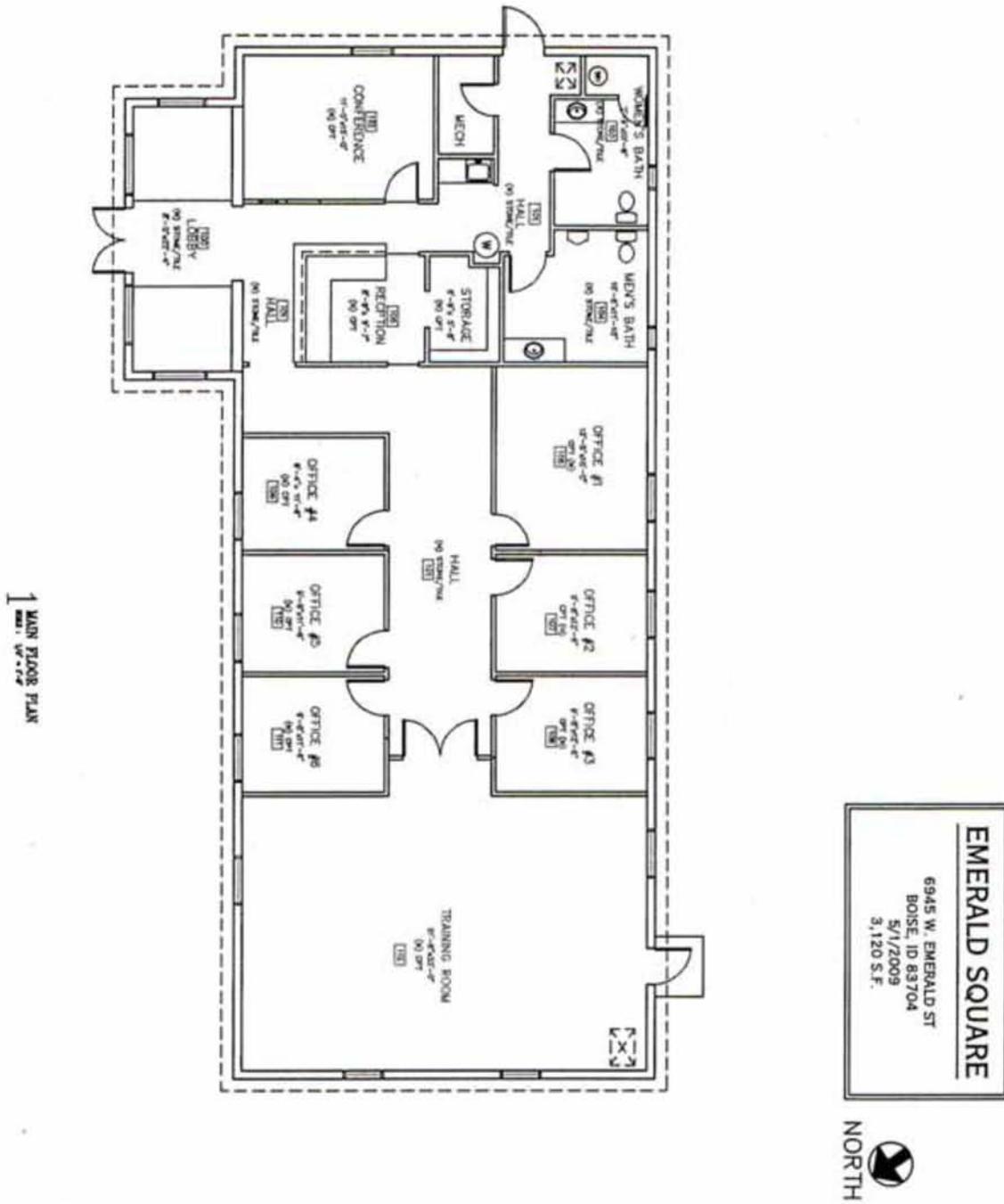
Ben Kneadler  
Mark Bottles Real Estate Services, LLC

Appendix E: Facilities and Contractors





Appendix E: Facilities and Contractors



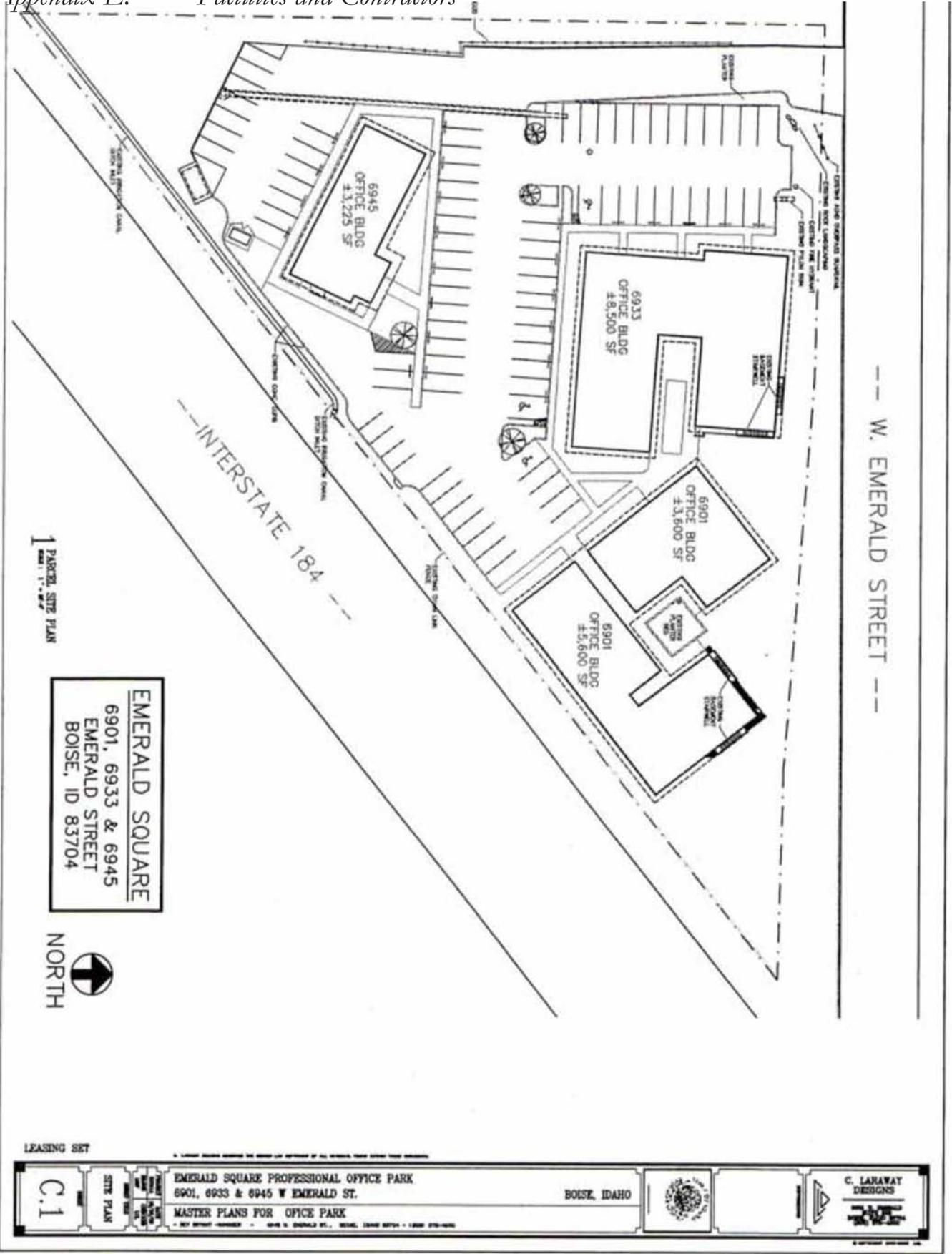
LEASING SET

EMERALD SQUARE PROFESSIONAL OFFICE PARK  
 6901, 6933 & 6945 W EMERALD ST.  
 BOISE, IDAHO

MASTER PLANS FOR OFFICE PARK

C. LARAWAY  
 DESIGNS

Appendix E: Facilities and Contractors



*Appendix F:*

***Limitless Learning Method  
Classroom***

*Appendix F: Limitless Learning Method Classroom*

**Limitless Learning Method**  
Traditional Learning VS Limitless Learning

<i>Traditional Classroom:</i>	<i>Limitless Learning</i>
Teaching a “one-size-fits-all” curriculum is standard and directs teaching	Teaching is based on students’ unique needs and learning styles as well as on the core curriculum
Learning goals are the same for all students	Learning goals are more individualized
Emphasizes delivery of knowledge and skills.	Emphasizes critical and creative thinking and the application of concepts
All students use the same instructional resources (books, articles, web sites)	Uses specific instructional methods and resources based on assessment data of student’s readiness, instructional needs, interests, and learning styles
Primarily uses whole-class instruction	May engage the whole class, small groups, partners and individuals
Tend to group students heterogeneously	Students are grouped as appropriate, for instruction based on their learning styles, personality and interests
All students move through the curriculum together and at the same pace	The pace of instruction varies, based on students’ needs and capabilities
Typically uses the same assessment and testing methods for all students	Uses a 5-step process that includes: 1. Informative Assessment 2. Analysis 3. Planning 4. Analytic Implementation 5. Evaluation 6. Assessment Continuum

*Appendix F: Limitless Learning Method Classroom*

<b><i>Traditional Classroom:</i></b>	<b><i>Limitless Learning</i></b>
All students complete the same activities	Uses several instructional formats and methods to target instructional activities such as integration of curriculum, hands-on experiences, and project-based activities based on student interest and assessment data
Tends to use similar instructional strategies day to day	Uses a variety of instructional strategies for example kinesthetic, hands on, and integrated learning methods
Enrichment work provides more content to fill time	Enrichment work demands critical and/or creative thinking that results in the formation of new ideas, thoughts, and perspectives
In re-teaching, more practice is provided using a similar instructional method	In re-teaching, various instructional methods are used differing from the one(s) originally used
Re-teaching activities typically involve reinforcement of basic skills and content	Re-teaching activities are challenging and demand higher-level thinking
Assumes a student's baseline knowledge of curriculum content is limited	Before beginning a unit, diagnostic strategies are used determining students' baseline knowledge
Usually assesses students' learning at the end of instruction	Uses ongoing assessment to check students' learning throughout the instructional sequence
Typically uses the same product, or project for all student	Varies instructional strategies in content, process, product and environment to ensure learning

## *Appendix F: Limitless Learning Method Classroom*

### Sample Progressive Staff Development for LLM:

- TVCS hires teachers who are willing to assess how they are doing and improve.
- The Principal holds the teachers responsible for learning and teaching using the methods outlined in the charter.
- Initially, teachers attend training 1-2 weeks during the summer. A brief summary of topics may include, but are not limited to:
  - Learning the theory behind the charter, ACE Approach, and Limitless Learning Method.
  - Sample ACE Approach and Limitless Learning Method classrooms.
  - Learn how the assessment works and receive training on how diagnosis results.
  - Have teachers practice with each other and collaborate.
  - Learn how to differentiate and integrate curriculum.
  - By holding this training during the summer, teachers will have a time to prepare prior to the start of school.
- Teachers meet after school 1-2 times each month to collaborate, continue training, and report what is working and what is not.
  - Some of this training may count toward teachers required credits.
- Teachers have scheduled prep time during day.
- Teachers are encouraged to collaborate and share ideas.
- A Teacher Development Specialist may be appointed to help train teachers and answer questions.
  - Each teacher may become an expert in a certain area of curriculum or of a teaching method. This would provide multiple on-site experts within the school to train new teachers and help answer questions in areas of expertise.
- TVCS may have additional training prior to the first assessment period for the refreshment of techniques.
- After assessments are given, teachers may work together and practice analyzing results and relaying information to parents.
- After each report card period, teachers will become more familiar with the process and it will take less time.

*Appendix G:*

***Research Supporting the  
ACE Approach and LLM***

## Appendix G: Research Supporting the ACE Approach and LLM

- Adams, M. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: Massachusetts Institute of Technology Press.
- Anderson, J. R. (1995). *Learning and memory: An integrated approach*. New York: Wiley.
- Birsh, J. R. (2000). *Multisensory teaching of basic language skills* (2nd ed.). Baltimore: Paul H. Brookes Publishing Co., Inc.
- Blevins, W. (1998). *Phonics from A to Z*. New York, NY: Scholastic.
- Chomsky, N., and M. Halle. (1968). *The sound pattern of English*. New York: Harper & Row.
- Clark, D. B., & Uhry, J. (1995). *Dyslexia: Theory and practice of remedial instruction* (2nd ed.). Timonium, MD: York Press.
- Clay, M. M. (2001). *Change over time in children's literacy development*. Portsmouth, NH: Heinemann.
- Ehri, L. C. (1992). Reconceptualizing the development of sight word reading and its relationship to recoding. In P. B. Gough, L. C. Ehri, and R. Treiman (eds.), *Reading acquisition*. Mahwah, NJ: Erlbaum.
- Fraser, B. J., Walberg, H. J., Welch, W. W., & Hattie, J. A. (1987). Synthesis of educational productivity research. *Journal of Educational Research*, 11(2), 145-252.
- Gage, N. L., & Berliner, D. C. (1992). *Educational psychology* (5th ed.). Boston, MA: Houghton Mifflin.
- Gorges, T. C., & Elliott, S. N. (1995). Homework: Parent and student involvement and their effects on academic performance. *Canadian Journal of School Psychology*, 11(1), 18-31.
- Keith, T. Z. (1982). Time spent on homework and high school grades: A large-sample path analysis. *Journal of Educational Psychology*, 74(2), 248-259.
- Krasnegor (Eds.), *Attention, memory and executive function* (pp. 139-156). Baltimore: Paul H. Brookes Publishing Co.
- Likert, R. (1932). A technique for the measurement of attitudes, *archives of psychology*, 140.
- Moats, L. C. (1997). *How children learn to spell* (research paper). New York: Scholastic.
- Mousavi, S. Y., Low, R., & Sweller, J. (1995). Reducing cognitive load by mixing auditory and visual presentation modes. *Journal of Educational Psychology*, 87, 319-334.
- Orton, S. T. (1937). *Reading, writing, and speech problems in children*. New York: W.W. Norton.
- Routman, R. (1999). *Conversations*. Portsmouth, NH: Heinemann.
- Vygotsky, L. (1978). Mind in society (V. Cole, V. John-Steiner, S. Scribner & E. Souberman, Trans.). In V. Cole, V. John-Steiner, S. Scribner & E. Souberman (Eds.), *The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
- Taylor, D. S. (1981). English spelling: a help rather than a hindrance. *English language Teaching Journal* 35, pp. 316-321.
- Venezky, R. L. (1970). *The structure of English orthography*. The Hague: Mouton.
- Vygotsky, L. (1987). *The collected works of L. S. Vygotsky* (R. W. Rieber & A. S. Carton, Trans.). In New York, NY: Plenum Press.
- Wagner, R. (1996). From simple structure to complex function: Major trends in the development of theories, models, and measurements of memory. In L. G.R. & N. A.

*Appendix H:*

***Prospective Student List***

## *Appendix H: Prospective Student List*

In March of 2010, TVCS added a website as a tool for marketing and collecting information. Within 28 days of tracking new unique visitors to the sight, 827 have been counted. On the website is a link for interested parents to register their students for TVCS's "Prospective Student List". This list was created as a means to

1. Create an email list for future newsletter distribution to interested parents.
2. Use as a tool for market research to help TVCS determine which grade levels need targeting for enrollment purposes; and
3. As a gage of community support and demand for TVCS.

The results in a matter of 28 days have been astounding! As of April 17, 2010, there are 133 students interested in enrollment at TVCS, which is almost half the number of total enrollment.

Please see the following for a compilation of the data received thus far through the website.

<b>2011-2012 School Year</b>	
Pre-Kindergarten	2
Kindergarten	25
1st Grade	24
2nd Grade	15
3rd Grade	11
4th Grade	15
5th Grade	12
6th Grade	11
7th Grade	8
8th Grade	6
9th Grade	4
<b>Total Students</b>	<b>133</b>

Appendix H: Prospective Student List

Prospective Student and Newsletter Sign-up List													
Name:	Email Address:	Telephone #	Newsletter Yes / No	K	1	2	3	4	5	6	7	8	9
1 Jame Burnham	jame.burnham@gmail	407.1190	yes	X					X				
2 Jame Burnham		362.1209	yes	X									
3 Natalie Barrows		914.8581	yes										
4 Carol Bitz	theilbitz@msa.com	655.8206	yes			X		X					
5 Linda Miller	lelan123@aol.com	322.0116	yes		X	X		X					
6 Stephanie Daniel	bogie4242@hotmail.com	9562-1689	yes	X		X		X					
7 Sarah Mokeley	barrelmontey@charter.net	703.8755	yes	X			X	X					X
8 Jenise Johnson	jenisejohnson@gmail.com	631.6402	yes	X			X		X				
9 KESSY FIZOR	dfizer@yahoo.com	208.883.0949	X	X									
10 Shonda Popost	shondapopost@aol.com	208.908.9533	yes	X									
11 Heather Puckham	hatterpuckham@gmail.com	362.7571	yes	X	X		X						
12 Heidi Gust	boiseheidi@aol.com	376.7017	yes	X		X			X				
13 Mollie Harlow	mollie.harlow@gmail.com	284-3424	yes	X									
14 Angela Withers	angelawithers@hotmail.com	345-9146	yes	X									
15 Jennifer Fogg	cdjenn97@westgatefire.com	898-5098	yes	X				X				X	
16													
17													
18													
19													
20													

Appendix H: Prospective Student List

Prospective Student and Newsletter Sign-up List																				
Name:	Email Address:	Telephone Number	Newsletter Yes / No	Grade of Children fall of 2011																
				K	1	2	3	4	5	6	7	8	9							
1 Suzy Garrett	hermanathuppa@yahoo.com	890-8356	Yes	X																
2 Anna M'Daniel	medanna00@yahoo.com	850-3599	Y	X	X															
3 Susana Jerry McBride	smac756@msn.com	376-1039	Y	X	X															
4 Jennifer Bullen	JennCullert5@gmail.com	286-1871	Y		X				X	X										
5 Kellie Hauss	kelliehaus@ymail.com	401.8236	Y					X					X							
6 Chrissy Erish	chruc7@gmail.com	461-9072	Y										X	X						
7 Lynsey Klemann	LKlemann@msn.com	362-2070	Yes		X		X													
8 Ryan & Sandy Phillips	grits@clearwire.com	362-1576	Yes		X	X														
9 Caureen Miller	caurami@gmail.com	440-5855	Yes	X	X															
10 Melissa Spero	lilseal@mindspring.com	322 3622	Yes						X											X
11 Apryl Peterson		377-9886	Yes			X														
12 April Mower	safarilawn@hotmail.com	562-0650	yes	X		X			X											
13 Radance Blaster	radanceblaster@hotmail.com	375-5920	Yes	X																
14 Julie Wallace		362-1826	yes			X	X													
15																				
16																				
17																				
18																				
19																				
20																				

Appendix H: Prospective Student List

Prospective Student and Newsletter Sign-up List														
Name:	Email Address:	Telephone #	Newsletter Yes/No	Grade of Children fall of 2011	K	1	2	3	4	5	6	7	8	9
1 Angie Beckman	angiebeckman@cablenet.net		Yes									X	X	
2 McKenzie Lincke	mckenzie@g.com		Yes		X				X					
3 Carey Hammer	sixhammers@msn.com		Yes		X				X					X
4 Kaylan Viapando	bodyg@hotmail.com		Yes					2						
5 Kim Leeds		794-4900	Yes		X									
6 Tosha Bentz	bfam@g.com		Yes		X									
7 Amy Joy Price	todd_and_amyjoy@yahoo.com		Yes		X		X				X			
8 Joshua Allmaras	shortinidaho@hotmail.com		Yes		X		2							
9 Shelley Smitheram	mlsmitheram@hotmail.com		Yes			X			X					
10 Tracy Schwensen	jschwensen@men.com		Yes		X		X		X		X	X		
11 Camille McLelland	camillemc@gmail.com		Yes		X			X		X				
12 Brookann Hessing	brookann@gmail.com		Yes		X	X			X					
13 Julie Bazzle	juliebazzle@gmail.com		Yes											X
14 Holly Johnson		383-6916	Yes		X				X					
15 Angela Moore	angelamoore@att.net		Yes			X								
16 Cassandra Dawson	dc5026@hotmail.com		Yes		X		X							
17 Danielle Chester	dchester@sprb.net	794-2383	Yes		X		X							
18 Michelle Anderson	camik1@yahoo.com		No			X	X			X				X
19 Julie Anderson	julie-a-six@yahoo.com		Yes					X		X				
20 Tara Curl	tcurl@msn.com	629-0274	Yes		X		X			X				

Appendix H: Prospective Student List

Prospective Student and Newsletter Sign-up List																			
Name:	Email Address:	Telephone #	Newsletter Yes / No	Grade of Children fall of 2011															
				K	1	2	3	4	5	6	7	8	9						
1 Sasha Rojas	julianwesterley@msn.com		Yes		X	X													
2 Allison Jensen	oodalalay@msn.com		Yes																
3 Stacy Rollins	rawdylrlins@ctclub.net	895-7885	Yes																
4 Nicole Pearson	nicole@peaksci.com		Yes																
5 Kristin Jenkins	vjenkins@hotmail.com	884-6434	Yes																
6 Jennifer Green	jgreenjenifer@yahoo.com	939-6839	Yes																
7 Danielle Chester	dchester@sprd.net	794-2383	Yes																
8 Kate Frank	k8frank@gmail.com		Yes																
9 Polly Jensen	pollyanjensen@msn.com		Yes		X														
10 Deanna Winn	deanna@code-frog.com	724-1794	Yes																
11 Beth Lucas	jlucas@gmail.com		Yes																
12 Melissa Harvithon	melissa-harvithon@usa.net		Yes			2		X											
13 Christine Ivie	christine@paragonethraterschools.org		Yes																
14 Heather Hochhalter	hokiehut@gmail.com	484-6620	Yes		X														
15 Jani Knox	jandaknox@msn.com		Yes																
16 Yanna Valder	Yannavalder@hotmail.com	389-8553	Yes		X														
17 Marie Fuhriman	mfuhrimar@hotmail.com		Yes		X														
18 Melissa Wilson Nodzu	wilsonnodzu@gmail.com	440-2412	Yes		X														
19																			
20																			

*Appendix I:*

***Draft Student Handbook***

**The Village Charter School  
Draft Student Handbook**

- Message From the Principal
- School Philosophy
- ACE Approach
- School Academic Goals
- Staff and Board Members
- Daily Schedule
- Calendar
- Attendance Policy
- Behavior and Discipline
- Weapons and Threats
- Drug Free School Policy
- Referral Policy
- Search & Seizure Policy
- Elementary Disciplinary Procedure
- Secondary Discipline Procedure
- Severe Weather Procedures
- Field Trips
- Health, Injury, or Illness
- Medication
- Personal Belongings
- Special Services
- Special Education Services
- Other Special Needs Services
- Dual Enrollment
- Complaint Process
- Communication Plan
- Dispute Resolution
- Grading, Homework, Promotion & Retention
- Student Activities
- Student Fees
- Parent Teacher Organization (PTO)
- Report Cards
- Students Leaving School Grounds
- Dress Code
- Technology, Cell Phone, Electronic Device & Internet Use Draft Policy
- Handbook Acknowledgement

### **Message From the Principal**

This will be added at a later time.

### **School Philosophy**

There is a great need for options in education. Students are unique and have gifts that need to be cultivated through a variety of activities. Families need an option where each of their children can pursue individual interests within the same school. Character building and values must be taught to produce virtuous leaders. If a student isn't progressing he or she needs a school that will discover how to reach them. Students learn at different paces and benefit from the *Limitless Learning Method* enabling teachers can work with them at their level of understanding. Students need a school where they can learn through hands-on experience, real world applications, and creative methods. Students need an environment where they can blossom. The *ACE Approach* provides consistency in curriculum, school environment, classroom management, and discipline throughout all grade levels.

To be academically successful, students need to be taught how to take an active role in their own education. Students need the opportunity to explore their interests and gain skills early in life in order to be prepared for satisfying employment. Additionally, students need to understand the importance of their contribution in society to become responsible citizens.

### **ACE Approach**

The Village Charter School utilizes innovative methods to provide a quality education in a smaller, more responsive learning environment. This enables students to not only meet standards, but to blossom as individuals who are important, valued and empowered. The *ACE Approach* (ACE) was developed by the founders of TVCS and is based on research, best practices, and educator experiences. The core values of TVCS are rooted within ACE as guiding principles. The *Limitless Learning Method* (LLM) is included in ACE and is based on differentiated instruction. This holistic approach provides consistency throughout the school governing behaviors, decisions, discipline, and overall education.

#### *Philosophy*

The *ACE Approach* was developed in order to meet the diverse needs of our modern day students and teachers. It serves to support the educator with a structured and consistent plan for instruction and management. The student benefits from clear expectations, logical consequences, and appropriate coaching. ACE is a specific outline for the school environment, classroom management, curriculum, and discipline. It is implemented on a school-wide basis, and provides consistency at each grade level, in each classroom, and with each staff member.

The use of consistency is fundamental in the school and classrooms in order to provide a safe, structured, engaging, and positive atmosphere. Students are valued for their individuality, and their freedom to make choices is honored. Several resources and opportunities are provided for the students to thrive. Students, staff members, parents, and community members, work as partners in education.

## *Appendix I: Draft Student Handbook*

ACE is based on three fundamental pillars to social and academic success. These are (A) personal accountability, (C) consideration for others, and (E) equipping the student for future situations. These three pillars are integrated throughout the school's organization and daily activities. They guide the school's mission, vision, policies, and education methodology and are rooted in the core values of TVCS. Every staff member is trained to refer to, and apply, ACE in decision-making regarding school management and student outcomes.

### *School Environment*

- A Accountability: Students are held accountable for their choices, and are expected to conduct themselves in a respectful manner. They are respectful of the school building, supplies, and of other's property. Students are responsible to clean up after themselves and take care of their belongings. Daily attendance is essential, as is punctuality.
- C Consideration for others: Etiquette is taught to raise awareness of what it means to be considerate of others. Students walk quietly as they transition between classes so as not to disturb working classrooms. Speaking respectfully and saying "please" and "thank you" are modeled and encouraged. Students compete against their own personal best, and support and encourage other to achieve their best.
- E Equipping for future situations: There is a focus on team-building activities to create unity. Students are equipped for success through role-playing scenarios, discussions, the Student Handbook, character education, and logical consequences.

### *Classroom Management*

- A Accountability: Every student may be given regular responsibilities to help with the management of the classroom. This gives them a sense of responsibility and ownership. Assignments are clearly posted in the classroom. The teacher determines whether students work on tasks individually or as a group. Responsibilities are age-appropriate and may include, but not limited to: sharpening pencils, picking paper up off the floor, wiping desks, leading the Pledge of Allegiance, taking books to the library, keeping a particular area organized, passing out papers, turning off lights, watering plants, feeding classroom pets, collecting homework, assisting in the library or lunchroom.
- C Consideration for others: Students work together, help each other, and lead by example. The teacher holds the students to a high expectation of treating others with respect. Classroom rules are clearly posted, and there is consistency throughout the school with correction methods. Students are expected to be quiet and attentive during instruction and when an adult, or fellow student, is presenting.
- E Equipping for future situations: The class daily schedule is clearly posted to provide routine and consistency to teach the students time management and scheduling. The teacher sets class goals, and each student sets personalized learning goals using the SMART method (specific, measurable, attainable, relative, and time specific). By developing goals, the students, parents and educators will work together to consider the student's strengths and weaknesses.

## *Appendix I: Draft Student Handbook*

### *Curriculum*

- A **Accountability:** Teachers prepare lesson plans according to the needs of the class. Students are encouraged to ask for help when they are confused or need assistance. Students are expected to be engaged, encouraged to achieve their personal best, and are accountable for individual assignments. Students are supported to discover and develop their distinctive abilities and to develop goals and a vision for their future.
  
- C **Consideration for others:** Students demonstrate respect for others and awareness that they are part of a greater whole. Camaraderie is encouraged between all classes and age groups. Students are given opportunities to work on group assignments in order to build teamwork and interpersonal problem-solving skills. Peer teaching, when appropriate, allows students to become educators and reinforces their own knowledge through presentation. Students are also given the opportunity to work with students from other classes through the Big Buddy/Little Buddy program. Diversity and global awareness are cultivated through social studies, humanitarian projects, and service to the local community. This enables students to appreciate their value of belonging to a larger society and their ability to make contributions to the world in which they live.
  
- E **Equipping for future situations:** A clearly defined core curriculum foundation comes first and is enhanced by the LLM. This foundation begins by using state standards as the starting point and progresses to higher, but achievable, standards throughout the course of the year. Teachers work together to decide upon specific content and skills for each school grade. This collaborative effort provides a secure foundation for further learning and is built upon from year to year. Enhanced curriculum equips students for success in higher education and satisfying employment based upon their unique talents and abilities.

### *Discipline*

- A **Accountability:** Students and faculty are held to high expectations for moral and ethical conduct consistent with our core values. This is accomplished through clear limits and consequences, consistency, and empathy. Corrective measures for inappropriate behaviors and poor choices follow a positive model that is progressive and logical. The staff approaches such matters immediately and in a gentle and empathetic manner. When possible, correction is handled quietly and privately between staff members and students. The teacher avoids hollering across the classroom or otherwise bringing undue attention to the situation. Verbal reproach is kept brief, to give direction only, and refrain from lecturing. The objective is to disengage, not engage, the student during conflict. The student's freedom to make responsible choices is honored, and they are held accountable for their choices. Correction is ideally ended with a positive statement of affirmation, such as "I know you can do it", "I know you'll make a better choice next time", or "I believe in you".
  
- C **Consideration for others:** Students are coached to resolve conflict in a positive, caring, and calm manner. They are given the opportunity for personal accountability for their words and actions, and guided to consider other's thoughts and feelings. Staff members strive to

## *Appendix I: Draft Student Handbook*

be conscientious to discern tattling and bullying from conflict. Bullying, harassing, or otherwise compromising another's safety is not tolerated.

- E Equipping for future situations: Students are taught clear boundaries to help them learn that their behaviors have an effect on themselves and others. Staff members prepare students for successful social interaction and character development through role-plays, problem solving, loving communication, coaching, and logical consequences. Corrective measures help the student to better understand their choices, the consequences due to their choices, and how they can take responsibility to problem solve. Students learn skills that will help them make positive choices, and make amends in order to preserve relationships.

### **Core Values**

<i>Integrity.</i>	the quality of possessing and steadfastly adhering to high moral principles
<i>Honesty.</i>	the quality, condition, or characteristic of being fair, truthful, and morally upright
<i>Hard work.</i>	determination to make or do a task that involves a considerable amount of exertion
<i>Perseverance.</i>	determined, continuation with something, steady and continued action or belief, usually over a long period and especially despite difficulties or setbacks
<i>Loyalty.</i>	a feeling of duty or devotion
<i>Dependability.</i>	able to be trusted to do what is expected or has been promised
<i>Compassion.</i>	sympathy for the suffering of others, often including a desire to help
<i>Empathy.</i>	the ability to identify with and understand somebody else's feelings or difficulties
<i>Respect.</i>	a feeling or attitude of admiration, deference, and courtesy toward somebody or something
<i>Leadership.</i>	the ability to lead or guide, direct, or influence people
<i>Consideration.</i>	mindfulness or sensitivity toward the feelings of others
<i>Confidence.</i>	a belief in ones' ability to succeed

### **Character Development**

Character development is fundamental to the *ACE Approach* and as a means of producing virtuous leaders. TVCS has high expectations for moral and ethical conduct. All employees, parents and visitors are expected to follow the same standards that are set for students. Character is taught through example and character development classes. Students learn social interaction and character development through role-playing, problem solving, thoughtful communication, coaching, and

## *Appendix I: Draft Student Handbook*

logical consequences. An environment of integrity, honesty, hard work, perseverance, loyalty, dependability, compassion, empathy, respect, leadership, consideration, and confidence, is fostered.

In addition to our core values, there is a schoolwide focus to create an environment of Citizenship, Patriotism, Service, and Camaraderie.

### **School Academic Goals:**

The Village Charter School's goals for student standards are to obtain the following:

1. Students enrolled at The Village Charter School for two (2) years will meet or exceed the statewide performance standards developed by the Idaho State Department of Education.
2. Show improvement and/or score in the top quartile on standardized tests offered at the national or state level, after a period of two consecutive academic years at TVCS.
3. Strive for all students to write, read, compute and solve mathematical problems at or above grade level.
4. Aim for a student absenteeism of less than 4%.
5. Samples of each student's work reflects acquired, integrated, extended, refined and meaningful utilization of knowledge.
6. Students will show positive growth on annual parental/student/teacher surveys that address attitudes and habits toward, but not limited to work ethic, honesty, showing initiative, taking and accepting responsibility and self-confidence.

### **Staff and Board Members**

To be added at a later time.

### **Daily Schedule**

To be determined by the Principal prior to the beginning of school year.

### **Calendar**

To be determined by the Principal prior to the beginning of school year.

### **Attendance Requirements**

Each student's daily contribution is essential to his or her individual success and the overall success at The Village Charter School. Attendance and punctuality are necessary, and the student should plan on attending school every day that classes are scheduled.

Tardies. A student is tardy if he or she is not in the assigned classroom when the class is scheduled to begin.

Excused Absences. Absences from school with the knowledge and approval of a student's parents/guardians are excused absences but such absences are counted toward the maximum allowed per semester. In order for an absence to be excused, oral or written communication from

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the student's parents/guardians must be received within 48 hours of the last day of the absence, except for school approved activity absences.

*Make-up Work.* Make-up work is allowed for students who have excused absences. Credit for make-up work is not allowed for an unexcused absence.

*Truancy.* Any absence from classes without the approval of the parents/guardians or school authorities is considered truancy.

- First truancy: A conference is held between the school principal and the student. The parents are notified. The student is required to make-up all work missed any credit for this work will be at the discretion of the teacher and/or Principal.
- Second truancy: A conference is held with the student, parent, and school principal. The student is required to make-up all work missed any credit for this work will be at the discretion of the teacher and/or Principal.
- Third truancy: A conference is held with the student, parent, and school principal. The student may be referred to the Appeals Board for considerations and action.

*Attendance Requirement.* A student may not miss more than nine (9) days a semester, or the number of absences permitted by the SDE, whichever is fewer. Absence from class for any reason, including family convenience, will be counted when the percentage of attendance and eligibility for promotion is being considered.

*Notification of Absences and Discipline.* Parents/guardians are notified on the school report cards, during conferences and via phone calls about absences. Notice of the eighth absence will inform the parents/guardians that if future absences occur, the school principal may deny promotion to the next grade or refer the parents/guardians to the Board for further discussion and appropriate action, which may include loss of credit or dismissal from the school.

*Grounds for an Appeal.* Those parents who have valid reasons to believe that all or part of their child's absences are the result of extraordinary circumstances may request a review of their case following the attendance appeal process below. Extraordinary circumstances may include, but are not limited to, verified illness or medical treatment, death in the family or death of close friends, and medical or dental professional appointments. Any physician's statements or appropriate verification of absence should be provided.

*Attendance Appeal Process.* If parents/guardians wish to appeal the denial of promotion to the next grade due to the attendance requirement, the following policy applies:

- The parents/guardians have five (5) school days from the date shown on the notification to appeal the loss of credit or denial of promotion.
- The appeal process starts with the principal. An adverse decision may be appealed to the Board. The decision of the Board is final.
- In each situation, representatives of the school and the parents/guardians have five (5) days in which to respond to the appeal or the ruling. Appeals and responses shall be in writing.

## **Behavior and Discipline**

The Village Charter School is committed to a safe learning environment. Student expectations for appropriate behavior are high and will be communicated to both students and parents through the student handbook and upon enrollment. In accordance with *I.C. § 33-5205(3)(l)*, students may be denied attendance to the charter school for any of the following reasons:

- Being a habitual truant
- Being deemed incorrigible by the Principal
- Being deemed by the Board of Directors to be disruptive to the school for disciplinary reasons
- Being detrimental to the health and/or safety of other students

In addition, students who attend TVCS after being expelled from another district may be placed on probation for one (1) year. During this time, the student may be denied attendance for violation of the probationary requirements.

Parents/guardians will be notified of disruptive behavior via phone calls, in writing, and during school conferences. If the situation causing concern is not immediately corrected, the student may be referred to the Principal or to the Board of Directors for further discussion and appropriate action. The steps that are followed to address these concerns are described below. If a student is caught being under the influence of alcohol or controlled substances, TVCS will follow the procedures required by *Idaho Code § 33-210*.

TVCS will assemble a student handbook following state law and due process that outlines a Code of Conduct including expectations and consequences for unacceptable behaviors. Discipline is handled on a case-by-case basis, taking into account the unique circumstances of each instance of unacceptable behavior. The following steps provide guidelines for establishing the consequences for unacceptable behavior. The Board may choose to implement any of these steps, or additional steps, as it deems appropriate. The Board is not required to proceed through every step before considering suspension or expulsion.:

*Step 1:* Parent/Guardian Incident Notification Procedure (Written and/or Verbal)

*Step 2:* Principal Intervention.

*Step 3:* Suspension with parental notification – 3 days. Re-admission after a conference with student, parents, and Principal.

*Step 4:* Suspension with parental notification – 5 days. Re-admission after a hearing within five (5) school days with the Board.

*Step 5:* Expulsion until the next calendar break/semester/rest of year. The Board may deny enrollment, or may deny attendance 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. Any pupil having been denied enrollment or expelled may be enrolled or readmitted to the school by the Board upon such reasonable conditions as may be

prescribed by the Board; but such enrollment or readmission shall not prevent the board from again expelling such pupil for cause.

Provided however, the Board shall expel from school for a period of not less than one (1) year, twelve (12) calendar months, or may deny enrollment to, a student who has been found to have carried a weapon or firearm on school property in this state or any other state, except that the board may modify the expulsion or denial of enrollment order on a case-by-case basis.

Discipline of students with disabilities shall be in accordance with the requirements of federal law part B of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act. An authorized representative of the board shall report such student and incident to the appropriate law enforcement agency.

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

The Board or the Principal may temporarily suspend any pupil for disciplinary reasons, including student harassment, intimidation or bullying, or for other conduct disruptive of good order or of the instructional effectiveness of the school. A temporary suspension by the Principal shall not exceed five (5) school days in length; and the Board may extend the temporary suspension an additional ten (10) school days. Provided, that on a finding by the Board that immediate return to school attendance by the temporarily suspended student would be detrimental to other pupils' health, welfare or safety, the Board may extend the temporary suspension for an additional five (5) school days. Prior to suspending any student, the Board or Principal shall grant an informal hearing on the reasons for the suspension and the opportunity to challenge those reasons. Any pupil who has been suspended may be readmitted to the school, by the Board or Principal who suspended him, upon such reasonable conditions as said Board or Principal may prescribe. The Board shall be notified of any temporary suspensions, the reasons therefore, and the response, if any, thereto.

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The Board will establish the procedure to be followed by the Principal for the purpose of affecting a temporary suspension, which procedure must conform to the minimal requirements of due process in accordance with *Idaho Code § 33-205*.

### **Severe Weather Procedures and Inclement Weather**

School closure decisions are made by the Boise School District's Superintendent by 6:15 a.m. and will be broadcast via local radio and television stations. During extremely cold weather (17 degrees Fahrenheit or colder), or wet weather, students will be allowed in the cafeteria/gym or classrooms during recess. Please help ensure that your children are dressed for the weather.

We follow recommendations from the Division of Environmental Quality regarding air quality. When air quality is rated "Unhealthy for Sensitive Groups", just plain "Unhealthy", or "Very Unhealthy", students with known respiratory problems and those who complain of difficulty breathing will be allowed to remain indoors during recess. When air quality is rated "Very Unhealthy" outdoor recess will be limited to light to moderate exercise for all other students.

### **Field Trips**

With parent permission, students in good standing may participate in a limited number of field trips to supplement classroom learning. You will be notified in advance. Transportation is provided by bus or by parent volunteers. Volunteers must drive vehicles with appropriate safety restraints (children under 7 need child seats) and must have liability insurance coverage of at least \$100,000 per person and \$300,000 per accident.

### **Health, Injury, or Illness**

Children who become ill or injured at school are required to proceed to the front office, with assistance. We will administer simple first aid and comfort measures. Parental notification will take place in the case of a serious illness or injury. They will be required to remain on campus until they are picked up by a parent/guardian.

Children who are deemed by a teacher or administrator to have, or to have potentially, a contagious illness will be isolated from other children and will be taken home by a parent. No such child will be permitted to return to school until a physician's note has been submitted to the front office, indicating that the child may safely return to school.

TVCS is able to provide only routine first aid for children who become ill or injured at school.

### **Medication**

If your child must take a prescription medication during the school day, contact the school nurse or secretary for the necessary paperwork. An adult must deliver prescription medications to school in a correctly labeled prescription bottle. A doctor's letter or a newly labeled bottle must accompany dosage changes. Non-prescription medications may be given only if they are in the original container with clear instructions from the parent/guardian that do not contradict dosage instructions on the label. All medications are kept in the health office.

### **Personal Belongings**

Personal items such as toys, electronic devices, etc., that are not needed for school are to remain at home. Personal items that are not needed at school may be confiscated by teachers and kept in a “June box” to be sent home when school is out or may be confiscated by other staff until picked up by a parent. Please encourage your child to be responsible for his or her clothing, backpack and other items. Even so, we suggest you mark special items. Parents are always welcome to check our “Lost and Found” area near the office. Items not claimed after a reasonable amount of time are donated to charity.

### **Weapons and Threats**

The Village Charter School has a zero tolerance policy for the possession of a deadly or dangerous weapon while on school property. Students in possession of any deadly or dangerous weapons including, but not limited to, guns, knives, blades, or tasers, may immediately, be reported to local law enforcement officers. Any item that could be used with the intent to harm, injure or destruct school property, will be confiscated and/or students in possession of such items may be reported to local law enforcement officers. Furthermore, the student may be suspended with an expulsion hearing in front of the Board.

### **Drug Free School Policy**

In harmony with the federal regulations established by the Drug Free Workplace Act of 1988, The Village Charter School is committed to the ideal of having a drug-free student environment. It is the intent of TVCS that programs and activities be planned and carried out by professional staff who enable the school to achieve this goal.

The primary focus of the program is educational in nature, with instruction geared to discourage student experimentation of any mood altering substance. A companion focus of this program is aimed to assist students in making appropriate choices regarding lifestyles, behaviors, and substances. A necessary part of the latter focus is an attitude among teachers and other staff members that one of their responsibilities is to assist those students who need help in overcoming their potentially addictive behaviors and choices. TVCS believes that it is possible to have a totally drug-free environment in the school setting. If a student cannot, or will not, commit to responsible behavior to help achieve this goal, several sanctions may be imposed as a disciplinary measure.

### **Referral Policy**

The Village Charter School provides training for staff to identify drug, alcohol, and mood-altering substance use. When staff members have reasonable doubt that a student illegally uses, sells, distributes, or possesses drug paraphernalia, drugs, alcohol, or other mood-altering substances in school, on or adjacent to school property, or at school functions, they report it to the administrator or initiate procedures. All procedures are to be performed with discretion and documented. Refusal to submit to a request to any of the procedures may result in disciplinary action.

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As used in this policy, reasonable cause shall mean the existence of specific observable evidence or behaviors, including but not limited to:

- chronic attendance problems, sleeping in class, drop in grades
- erratic behavior, inappropriate comments, defiance or disrespect toward authority
- smell of alcohol or other mood-altering substances
- possession of alcoholic beverages, drugs or drug paraphernalia
- motor coordination problems, impaired speech, impaired coordination
- other recognizable characteristics unusual for the particular student

### **Enforcement Procedures**

Any student exhibiting behavior that suggests reasonable cause of using or being under the influence of controlled substances is immediately escorted by an employee to the administrative office for interview and observation. Except in the case of an emergency, the student is not to be left unattended and is not allowed to leave the school premises. If a trained staff member, upon observing and/or interviewing the student, reasonably suspects that the student is using, or under the influence of, a controlled substance, the following procedures is as follows:

1. The principal and/or any other employee having observed the student's behavior will document his or her observations of the student. A copy will be placed in the student's discipline record.
2. Parents/guardians will be notified.
3. Law enforcement will be notified. All employees will cooperate fully with any law enforcement investigation of a violation of this policy, including but not limited to providing access to lockers, desks, and other school property, and providing oral and/or written statements/documentation regarding the relevant events.
4. Suspension/Expulsion: Students who violate this policy will automatically be suspended by the principal. The principal will determine whether or not the suspension will be served in school or out of school. Suspension for the first offense of this policy will be for three to five (3-5) days, unless extraordinary circumstances exist. Suspension may be modified if the student participates in, and follows, the recommendations of an assessment by a certified drug/alcohol agency. The time period for suspension for the second or third offense will be determined at the discretion of the principal and/or Board. If deemed appropriate by the principal, he or she may request that the Board expel a student who has violated this policy for a second or third offense.

*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, anonymity will be provided to the student on a faculty "need to know" basis, 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 or the legal guardian, Idaho Code § 33-210.*

### **Search and Seizure Philosophy**

In order to maintain a quality educational atmosphere, preserve discipline and good order, and promote the safety and security of students and employees, all school property, including, but not

## *Appendix I: Draft Student Handbook*

limited to, buildings, equipment, buses, grounds, and other physical settings and equipment of The Village Charter School is under the direct jurisdiction and exclusive control of the Board and subject to search by members of the administrative staff. Therefore, students are advised that it is the policy of this school that members of the administrative staff have the authority to search the student lockers and all other school property over which the school has control at any time, without student/parent consent, and without a search warrant.

A student's person and/or personal effects (e.g., purse, book bag, etc.) may be searched whenever a school official has reasonable cause to believe that the student is in possession of drug paraphernalia or drugs, including alcohol, tobacco or controlled substances. The principal or designee may seize any evidence of a violation of the law or this policy. Students are expected to assume full responsibility for the security of personal property.

Search procedures are as follows:

- a. Principal to authorize search
- b. no less than two staff members conduct a search
- c. parents to be notified of search and findings

This authority to search school property, or personal property of the student when appropriate, is extended to members of the teaching staff who accompany students on out-of-town activities for school-related purposes. If two staff members are not available, prior to leaving town, the principal will determine an eligible adult to assist with the search.

### **Elementary Disciplinary Procedure (Grades K-6)**

#### *First Offense for Use or Possession*

- a. Parent or guardian will be contacted.
- b. Law Enforcement Agency may be contacted.
- c. Student will be suspended for three to five (3-5) days.
  - (a) Suspension may be modified if the student participates in and follows the recommendations of an assessment by a certified drug/alcohol agency. A release of information would also be required.
  - (b) If the student does not complete the recommendations of the assessment, then the remainder of the three to five (3-5) day suspension will go into effect.
- d. Child Protection Services (CPS) may be contacted.

#### *Second Offense for Use or Possession*

- a. Parent or guardian will be contacted.
- b. Law Enforcement Agency may be contacted
- c. Board may be petitioned for expulsion of student.
- d. CPS may be contacted.

#### *Third Offense for Use or Possession*

## *Appendix I: Draft Student Handbook*

- a. Parent or guardian will be contacted.
- b. Law Enforcement Agency will be contacted.
- c. The student will be suspended and the Board will be petitioned for expulsion of the student.
- d. CPS may be contacted.

### *First Offense for Selling or Delivering*

- a. Parent or Guardian will be contacted.
- b. Law Enforcement Agency will be contacted.
- c. The student will be suspended and the Board will be petitioned for expulsion of the student.
- d. CPS may be contacted.

### **Secondary Disciplinary Procedure (Grades 7 and up)**

#### *First Offense for Use or Possession*

- a. Parent or guardian will be contacted.
- b. Law Enforcement Agency may be contacted
- c. Student will be suspended for five (5) days.
  - (a) Suspension may be modified if the student participates in and follows the recommendations of an assessment by a certified drug/alcohol agency. A release of information to the school district will also be required.
  - (b) If the student does not complete the recommendations of the assessment, then the remainder of the three to five (3-5) day suspension will go into effect.
- d. CPS may be contacted.

#### *Second Offense for Use or Possession*

- a. Parent or guardian will be contacted.
- b. Law Enforcement Agency may be contacted.
- c. Board of Directors may be petitioned for expulsion of the student.
- d. CPS may be contacted.

#### *Third Offense for Use or Possession*

- a. Parent or guardian will be contacted.
- b. Law Enforcement Agency will be contacted.
- c. The student will be suspended and the Board will be petitioned for expulsion.
- d. CPS may be contacted.

#### *First Offense for Selling and/ or Delivering Alcohol or Drugs*

- a. Parent or guardian will be contacted.
- b. Law Enforcement Agency will be contacted.
- c. The student will be suspended and the Board will be petitioned for expulsion.
- d. CPS may be contacted.

### **Special Education Services**

If a student is found to be eligible for special educational services, The Village Charter School will provide services for the student in the following manner, as needed:

- Highly qualified school staff provide instruction for students with disabilities, and the monitor that delivery of instruction. Instructional services follow the IEP and are provided in an inclusion or a resource room depending on the degree of intervention necessary to meet the student's needs.
- TVCS contracts with a private provider for the provisions of other related services outlined in the IEP.

### **Other Special Needs Services**

Students attending TVCS who are identified as Limited English Proficient (LEP), disadvantaged to the extent they may require Title I services, gifted and/or talented, or require other accommodations will be afforded access to the programs and services that address the needs of these special populations. Such services may be offered at TVCS.

These students are provided educational experiences that will strive to meet those needs in the regular classroom as well as in special classes, seminars or workshops. The charter environment will allow areas to be pursued beyond the scope of the regular curriculum - regardless of their areas of special needs. This will be accomplished through, but not limited to, clustering, competitions, consultations, curriculum compacting, special topic classes, independent study, interest-based workshops, remediation, tutoring and pull out classes.

Those students not reading at grade level as determined by Idaho state assessments or computing grade level math as determined by Idaho state assessments are identified and receive a variety of services including Special Education, Title 1 services as TVCS becomes qualified, tutoring by volunteers, and the opportunity, with parental support, to attend school during one or more intercessions.

### **Dual Enrollment**

Dual Enrollment is an option for all students as provided for in *Idaho Code 33-203*.

### **Complaint Process**

The Village Charter School's procedures for a complaint process for parents/guardians and the public are as follows:

1. Have pertinent parties meet and attempt to resolve the issue.
2. If no resolution can be found to the dispute, the Principal will intervene and attempt to find a resolution.

Ultimately, the issue could be brought before the Board of Directors for resolution. Once all needed input has been obtained by the Board of Directors, the Board will render a final decision.

### **Communication Plan**

The Principal and the Board determine the relations between the charter school, parents/guardians, and the community. This may include, but not limited to, newsletters, monthly calendars, fliers, postings at the school, announcements on the website, and a reader board.

### **Dispute Resolution**

The Commission and the Governing Board of The Village Charter School will resolve disputes relating to provisions of the charter following the procedures set forth in Section 33-5209, Idaho Code, and the applicable rules of the State Board of Education for notice of defect and submission of a corrective action plan. TVCS would like to meet annually, or as necessary, to discuss relations in an effort to be proactive concerning disputes that may arise relating to provisions of the charter contract.

### **Grading, Homework, Promotion and Retention**

The Village Charter School's Principal establishes policies and procedures for grading, homework, promotion, and retention and submits a proposal to the Board for approval.

Parents may coordinate with the Principal to address any concerns about their student. If they are unable to come to an agreement, they may follow the complaint process.

### **Student Activities**

The Village Charter School's Principal and staff determine the school's student activities, as appropriate and necessary, including student government, student organizations, trips, before and after school care, interscholastic and intramural sports and activities, band, orchestra, and choir, and submit a proposal to the Board for approval.

### **Student Fees**

No fees from students are planned at this time. Some fees may be identified in the future by the Principal, as appropriate, and as allowed by the state law. Accommodations for low-income students are made through fundraising efforts of the PTO. The Village Charter School is a public charter school and does not charge tuition.

### **Parent Teacher Organization**

All parents are encouraged to join and attend meetings of the Parent Teacher Organization.

Faculty members and elected parents operate the PTO according to school policy. The PTO has permission from the Board to make written recommendations regarding any aspect of the school.

TVCS is committed to ensuring that parents of students who attend TVCS are involved in the education of their children and in the school at many levels. Parents bring an in-depth

## *Appendix I: Draft Student Handbook*

understanding of their children's personalities, learning styles, and strengths and weaknesses, which is essential for the continuing educational development of their children.

### **Report Cards**

Principal and staff will determine when report cards will be distributed. All students are required to attain a parent's signature on the report card when they are sent home.

### **Students Leaving School Grounds**

If you need to pick up your student(s) during the day, please check them out through the office. If your driving student needs to leave, please call the school secretary to excuse your students. For safety reasons, students are not to leave the grounds at any time.

### **Dress Code**

TVCS maintains an official standard of dress, complete with a school uniform, and all students are required to be in uniform whenever they are at school and at most school-related functions.

The uniform will be determined by the Principal and Board prior to the opening of TVCS.

Elements of the uniform include, but are not limited to, the following:

- Hats or hoods are not to be worn in the building except to get ready to go outside during cold weather.
- Immodest or suggestive clothes are not allowed
- Make-up, face paint, and tattoos that cover the face or neck are not allowed.
- Hair must be worn so that it does not cover or hide eyes.
- Perfume, cologne, after-shave, etc. are not allowed.
- Pants and skirts are to be worn at the waist. Neither undergarments nor body parts typically covered by undergarments should be visible.
- Shorts, dresses and skirts must be fingertip length or longer.
- Student attire should be appropriate for the weather and season.
- Shoes must be playground and P.E. appropriate (i.e. sturdy shoes without heels, laces tied, buckles fastened). Sandals must enclose toes, heels and the top of the foot. Flip flops are not allowed. Students with inappropriate shoes will be excluded from P.E. and recess.
- Wheeled shoes (or "heeries") are not allowed on school grounds.
- Any attire or grooming habit that disrupts the educational atmosphere will not be allowed.
- Parents and volunteers are asked to follow the student dress code when volunteering or attending school functions.

### **Student Cell Phone Policy**

A public phone is available for students' use during school hours for urgent purposes. Parents are expected to communicate messages through the front office. Students will be permitted to have

## *Appendix I: Draft Student Handbook*

mobile phones at the school at their own risk with the understanding that mobile phones are to be turned off and not permitted in the classroom during school hours including, but not limited to recess, lunch, and breaks. Mobile phones will be confiscated according to the confiscated device policy. A mobile phone agreement will be signed by parents and students and is found in the student handbook. **TVCS is not responsible for broken, damaged or stolen goods.**

### *Electronic Device Policy*

1. Electronic gaming devices are not allowed on school property and will be confiscated if seen.
2. The use of USB flash drives is not necessary or required, but is permitted for school purposes only such as saving an assignment or bringing an assignment from home. Any USB flash drive is the sole responsibility of the student and can be used at his or her own risk. If a student is downloading or uploading any information that is considered inappropriate, the item will be confiscated according to the Confiscated Device Policy.
3. Electronic devices, including, but not limited to, mp3 players and digital cameras should not be brought to school unless needed for a specific purpose such as a class presentation. If students feel it will be necessary, they must get the approval of their teacher prior to the day they plan to bring the item to school. If they have not gained prior permission, any use of item will not be permitted and may be confiscated according to the Confiscated Device Policy. Should a student choose to bring an electronic device to school, it will be at his or her own risk, and the device must remain out of sight until the time previously agreed upon by the teacher.

### *Confiscated Device Policy*

1. Once an item is confiscated, a note, phone call, or email will be sent home to parents explaining how the item can be retrieved. All confiscated items may be picked up by a parent/guardian during normal office hours. If a parent is unable to come to the office, other arrangements will be made.
2. The second time the same item is confiscated, a meeting with the principal, student and parent will be held before the item may be retrieved. The parent and student will be informed that if the item is brought to school again, the item will be held for the duration of the school year.
3. The third time an item is confiscated for misuse, the principal will hold the item until the end of the current school year.

### *Student Computer Use Agreement*

There is a need for full disclosure and understanding for the partnership between parents, children, and the school in regard to technology and its use. This agreement has been created to inform and provide knowledge of student use of the school's network/computers and Internet access and to ensure that all parties understand the areas of responsibility identified. Each child will need to have an agreement form signed and on file for use of the Internet as found in the Student Handbook.

### *Electronic Network Use Rules*

School account holders, including all staff and students, are expected to act in a responsible, ethical, and legal manner, in accordance with the missions and purposes of the networks they use on the Internet, and the laws of the State of Idaho and the United States. Students will be provided with a school atmosphere and procedures of student control/discipline that will assure a suitable learning environment.

**Using the computers, network and Internet connections is a privilege, not a right, and the privilege may be revoked at any time for unacceptable conduct.** Unacceptable conduct includes, but is not limited to, the following:

- Internet is used solely for educational purposes
- using the network for any illegal activity, including violation of copyright or other contracts
- using the network for financial or commercial gain
- degrading or disrupting equipment or system performance
- vandalizing the data of another user
- wastefully using finite resources
- gaining unauthorized access to resources or entities
- willfully and knowingly accessing pornographic sites
- accessing any sites that the Board deems inappropriate for school
- invading the privacy of individuals
- using an account owned by another user without authorization
- posting personal communications without the author's consent
- posting anonymous messages
- placing of unlawful or unlicensed information on a system
- using abusive or otherwise objectionable language in either public or private message
- sending of messages that are likely to result in the loss of recipients' work or systems
- sending of *chain letters* or *broadcast messages* to lists or individuals, or any other type of use that would cause congestion of the networks or otherwise interfere with the work of others
  
- **Network Etiquette**
  - Be polite. Do not be abusive in your messages to others.
  - Use appropriate language. Do not swear, use vulgarities, or any other inappropriate language. Illegal activities are strictly forbidden.
  - Do not reveal your personal address, phone number, or that of other students or colleagues. Any student who receives unsolicited requests for personal information will immediately report that to the supervising teacher. That teacher will report this incident to appropriate authorities.
  - Note that electronic mail (e-mail) is not guaranteed to be private. Network administrators who maintain and operate the school's computer system do have access to all mail. Messages relating to, or in support of, illegal activities may be reported to authorities.
  - Do not use the network in such a way that you would disrupt the use of the network by other users.

- Information accessible via the network and Internet should be assumed to be private property and possibly copyrighted.

### **Security**

Security on any computer is a high priority. If you feel you can identify a security problem on the Internet, you must notify faculty members. Do not demonstrate the problem to other users. Do not use another individual's account without written permission from that individual. Attempts to log onto the Internet with another person's identification without permission will result in cancellation of user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the Internet.

**The Village Charter School Electronic Network Use Agreement**

School computer systems are for use by authorized individuals only. Any unauthorized access to these systems is prohibited and is subject to criminal and civil penalties under Federal Laws. Individuals using these systems are subject to having all activities on these systems monitored by system or security personnel. Anyone using these systems expressly consents to such monitoring. Prosecution and/or account termination may occur without warning.

The school believes that the benefits to educators and students from access to the Internet (in the form of information resources and opportunities for collaboration) far exceed any disadvantages of access. Ultimately, parent(s) and guardian(s) of minors are responsible for their child's behavior, and this includes use of the Internet. It is possible for all users of the world wide Internet (including your child) to access information that is intended for adults.

Although the school has taken reasonable steps to ensure the Internet connection is used only for purposes consistent with the curriculum, the school can neither prevent the availability of, nor begin to identify, inappropriate material elsewhere on the Internet. Computer security cannot be made perfect, and it is likely that a determined student can make use of computer resources for inappropriate purposes.

I, \_\_\_\_\_ and \_\_\_\_\_  
Parent name (please print) Student name (please print)

have read the Electronic Network Use Rules document, understand it, and agree to adhere to the principles and procedures detailed within. We understand and accept the conditions stated above and release from any liability The Village Charter School, its subcontractors, and employees. I understand that my child is expected to use good judgment and follow the Student Computer Use Policy in making electronic contact with others. Furthermore, I have discussed the information contained in this policy with my child. Should my child breach the guidelines suggested, I understand that my child will lose all privileges on The Village Charter School's network.

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

*Appendix I: Draft Student Handbook*

**The Village Charter School Handbook Acknowledgement**

We have read the Handbook together and discussed the contents. Our signatures below indicate that we understand and will follow the rules and policies of The Village Charter School and will support the philosophies of the school.

\_\_\_\_\_  
Student Grade

\_\_\_\_\_  
Parent Date

\_\_\_\_\_  
Parent Date

(Only one parent needs to sign acknowledgement)

*Appendix J:*

***Resumes of Directors***

## *Appendix J: Resumes of Directors*

**Jani C. Knox**  
(208) 362-1035  
*jandaknox@msn.com*

### **PROFESSIONAL EXPERIENCE**

#### **DHR International – Executive Search Firm, Phoenix, Arizona and Salt Lake City, Utah**

**Senior Consultant,  
August 1997 – September 1999**

- Recruited management positions for large and small corporations including; Godiva Chocolatier, The Salt Lake City Organizing Committee for the 2002 Olympic Games, The Capital Group, Petsmart, JCPenney, JDA Software, Frontier Herbs etc.
- Interviewed candidates for mid to upper level management and executive level positions.
- Fulfilled recruitment searches including the following positions: Human Resource Director, Project Manager, Visual Merchandising Manager, Board of Directors, VP Logistics, Sr. Vice President Worldwide Travel Services, Chief Financial Officer, Director of 2002 Olympic Ceremonies, etc.

#### **Southwest Airlines Salt Lake City, Utah and Phoenix, Arizona**

**Operations Agent  
May 1995 – August 1997**

- Worked in the communication hub of airport operations as a liaison between pilots, ground crew, flight crew, customer service, passengers provisioning, fuel company, and dispatch.
- Responsible to track and calculate all factors relating to the weight and loading plan of assigned flights in order to compile accurate load figures for pilots to set their instruments by.
- Sent finished report to down-line cities informing of flight manifest and specific load and passenger information.
- Communicated with inbound and outbound aircrafts regarding special needs and or emergencies.

**Customer Service Agent, Southwest Airlines & Morris Air – Salt Lake City, Utah  
September 1993 – May 1995**

- Worked at the airport ticket counter as well as arrival and departure gates.  
Responsible to help customers with baggage needs, ticketing and flight check in.

### **EDUCATION**

**University of Utah, Salt Lake City, Utah  
BS Interpersonal/Speech Communication, August 1993**

### **COMMUNITY SERVICE**

**August 2007 – Present** Volunteer as an art parent in elementary school classrooms teaching structured art lessons based on curriculum. Also regular volunteer in elementary schools aiding teachers by assessing student's abilities, working with students needing extra assistance, as well as assisting in the classroom.

**1996 – Present** Volunteer in church organization fulfilling multiple leadership positions including; President of children's organization, served as a councilor in several Presidencies in the churches Women's and Young Women's organizations, and was an Activities chairperson. Responsibilities have included; conducting and attending meetings, teaching lessons, planning and carrying out events, delegating tasks, serving others, and learning invaluable life lessons.

SHANNA LILES

1502 Ellis Avenue Caldwell, Idaho 83605 # 459-3467 # 861-9896

**SUMMARY OF QUALIFICATIONS**

Efficient, creative individual with 21 years of teaching and supervisory experience. Ability to find innovative solutions and work through difficult situations in the area of helping each student achieve success. Experienced in teaching, supervising and training teaching assistants and parent volunteers, problem solving, budgeting, assessment analysis, curriculum development, coaching teachers, Title one program implementation for a school with a population of 1100 students, Reading Specialization, Bilingual program implementation and instruction, RTI-Response to Intervention implementation, Grant Writing, and keeping current with new reading, writing, math and technology research as well as attending hearings regarding new educational legislation.

**EDUCATION**

UNIVERSITY OF IDAHO – Bachelor of Science – Elementary Education K-8 – with an emphasis in Early Childhood Education.

BOISE STATE UNIVERSITY – Masters in Curriculum and Planning – with an emphasis in Bilingual Education and Reading.

NORTHWEST NAZARENE UNIVERSITY– Currently enrolled in doctoral classes – working towards a Principal ship degree.

OTHER TRAINING: Early Childhood emphasis, Reading Recovery trained, Six Traits Reading and Writing Seminars, Open Court and Reading First training, one of two teachers in the state of Idaho certified to teach all three strands (assessment, language, comprehension) for the State of Idaho’s Comprehensive Literature Course, Response To Intervention training (RTI), technology training (Smart Board usage latest training received).

**EMPLOYMENT**

2009 - 2010 Thomas Jefferson Charter School – Whole School Interventionist  
2006 - 2009 Owyhee Elementary - Kindergarten teacher  
2000 - 2006 Hidden Springs Charter School - Boise, Idaho  
Kindergarten teacher & Reading Specialist  
1999 - 2000 Central Elementary - Nampa, Idaho  
Title One Program Implementation/Reading Interventionist/Teacher  
Coach/Curriculum and Assessment Design/Assessment development,  
diagnosis and implementation/  
1991 - 1999 Lincoln Elementary - Caldwell, Idaho  
Title One Teacher and Supervisor/Reading Specialist  
1987 - 1991 Owner and director of the Caldwell Children’s Educational Center; licensed  
130 children enrolled; staff of 12; managed an annual budget of \$200,000  
1981 - 1987 Self – Employed as a Reading Specialist annual income 30,000.  
1980 - 1981 North Elementary – Mountain Home, Idaho  
Kindergarten teacher

**REFERENCE**

Charles Ward; Julie Yamamoto; Margo Healy; Marybeth Flachbart



**Lealan Miller, CPA, CGFM**  
877 W. Main Street, Suite 800, Boise, Idaho 83702  
Phone: (208) 383-4756  
Fax: (208) 344-7435  
Email: [lmiller@eidebailly.com](mailto:lmiller@eidebailly.com)

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### **Eide Bailly LLP – September 1992 – Present**

Partner – July 1999 – Present

Partner responsibility for client relationships in industries including government, non-profit, single audits and pension plans. Governments include state agencies, cities, counties, school districts and charter schools. Single audits include Department of Education, Department of Housing and Urban Development, Department of Transportation, Department of Agriculture, Department of Commerce, and Department of Health and Health Services

Chair of Government Committee. Committee responsible for firm wide government practice overseeing all aspects including training, government internal inspections, quality of work paper documentation, technical support and consultation.

Instructor for in house government courses including single audit, government accounting and auditing updates, specific GASB 34, 40, 43, 45, and 54 training and governmental fraud.

Partner responsible for office on campus recruiting and office client development.

### **Professional Membership**

- American Institute of Certified Public Accountants. Member of the Government Audit Quality Center
- Association of Government Accountants
- Government Finance Officers Association
- Idaho Society of Certified Public Accountants

### **Certifications**

- Certified Public Accountant – Idaho, Utah, California, Oregon and Washington
- Municipal Auditor Designation – Oregon
- Certified Government Financial Manager

**Leadership Positions**

- Board of Trustees, member – Richard McKenna Charter High School. 2002-2007
- Senior Vice President Regional Services – Association of Government Accountants. July 2005-June 2008
- President and Treasurer – Idaho Centennial Chapter – Association of Government Accountants. July 1999-June 2003
- Treasurer – Idaho Society of Certified Public Accountants. June 2001- May 2004
- Treasurer – Opera Idaho. September 2004 – May 2010

**Other Activities**

- Presenter for local and national conferences topics include single audit, government accounting and auditing updates, specific GASB 34, 40, 43, 45, and 54 training, government reporting deficiencies and governmental fraud.
- Extracurricular activities include snow skiing, mountain biking, camping and involvement with the Boy Scouts of America.

## *Appendix J: Resumes of Directors*

\*This Board Member is currently employed by the Boise School District and is retiring this spring. He/She has committed to join the TVCS Board of Directors however does not want to disclose their name officially until they retire.



### **Certifications**

Generalist K-12  
Seriously Emotionally Disturbed K-12  
Advanced Elementary K-8  
Principalship K-12  
Director of Special Education K-12

### **Experience**

#### **Resource Teacher, 1977 - Present**

*Boise Independent School District #1*

- Taught in elementary schools from 1977-2001
- Taught in junior high from 2001-present
- Responsible for maintaining required paperwork for all students on caseload
- Member of Site-Based team and School to Work team at McKinley Elementary
- Assisted in compiling Social Studies curriculum for district
- Mentored two student teachers and one teacher new to the profession
- Maintained positive public relations with parents and service providers for students
- Chaperoned field trips

#### **Resource Teacher, 1974-1977**

*Special Education Cooperative of Peoria County, Peoria, IL*

- Taught students with Emotional Disturbance, ages 9-14
- Utilized precision teaching in curriculum planning

### **Education**

B.S. in Special Education, 1974  
Illinois State University, Normal, IL

M.S. in Elementary Education, 1985  
Boise State University, Boise, ID

Ed. Sp. in Administration  
University of Idaho, Boise, ID

*Appendix K:*

***Grant Award Letter***



STATE DEPARTMENT OF EDUCATION

P.O. BOX 83720  
BOISE, IDAHO 83720-0027

TOM LUNA  
STATE SUPERINTENDENT  
PUBLIC INSTRUCTION

April 6, 2010

Jani Knox, Board Chair  
The Village Charter School  
9198 W. Avalanche Court  
Boise, ID 83709

Dear Ms. Knox,

This letter is a Notification of an Award of a Pre-charter Planning Sub-Grant to the Village Charter School. The award is made by the Idaho Department of Education's Public Charter Schools Program under the authority of Title V, Part B, Subpart 1 of the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001. The Catalog of Federal Domestic Assistance number (CFDS #) for the program is 84.282 A.

The Village Charter School is hereby awarded Planning Sub-Grant funds in the amount of **\$50,000.00**. This sub-grant award is effective immediately. Funds from this award must be obligated no later than **June 30, 2010** and spent by August 30, 2010.

Before expending any funds the project director and business manager are required to participate in a Post-award Conference Call. The date for this call will be arranged with you. Additionally, the submitted budget will require revisions to meet the reasonable and allowable expenditure guidelines.

Planning (18 months maximum)	Total Requested	Total Awarded	Date Awarded
Pre-charter Planning	\$50,000	\$50,000	4/6/2009
Post-charter Planning			
Supplemental Funds (if applicable)			
<b>Implementation (12 months maximum)</b>			
Implementation			
Supplemental Funds (if applicable)			
<b>Implementation (12 months maximum)</b>			
Implementation			
Supplemental Funds (if applicable)			
<b>Full Project Period (36 months maximum)</b>			4/6/2010-4/06/13

Additional Planning and Implementation Grant funding is contingent upon the following items:

- The progress made by the charter school in meeting the project goals outlined in the grant application.
- Submitting a completed application for the Post-charter Planning and Implementation Grant.
- Receiving a charter by an authorizing entity.

*Appendix K: Grant Award Letter*

The general conditions of this award are as follows:

1. This award is to be expended in accordance with the provisions of Title V, Part B, Subpart 1 of the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001, and in accordance with the project budget plan submitted by The Village Charter School.
2. The Village Charter School agrees to participate in all required program evaluation activities and such additional requirements as the Idaho State Department of Education may establish consistent with its responsibilities under Title V, Part B, Subpart 1.
3. The Village Charter School must establish a separate accounting of the expenditures made from this sub-grant. Program receipts and expenditures are subject to audit and review.
4. Project modifications and changes in the approved budget must be requested to and be approved by the Idaho State Department of Education in writing before modifications are made to the expenditures.
5. Active e-mail and website capability must be established and maintained at the school site.
6. The annual continuation report detailing progress made toward project goals and a budget report are due no later than July 30, 2010. Copies of all annual audits, both fiscal and programmatic, must be submitted with performance reports. Schools in the final year of grant funding must submit a final performance report detailing progress made toward project goals and a budget report for the three-year grant cycle.

The Village Charter School can access the funds from this sub-grant in the same manner used by the Department for all federal funds. The Grant Reimbursement Application can be found at: <https://www.sde.idaho.gov/portal/Funding>. Beginning this grant cycle, October 1, 2009, your Charter School Program Sub-Grant funds will need to be requested monthly (only if you need funds every month), instead of on a quarterly basis. Please submit your payment by the first of the month and the funds will be sent to you by mid-month. If you have any questions regarding this sub-grant or to the Grant Reimbursement Application system, please contact me or my assistant Lori Howard at 332-6902.

Please provide a copy of this letter to your Board Chair and Business Manager. A copy of your Request For Proposal and Award Letter, as well as annual reports, need to be supplied to your charter school authorizer as well. This is a requirement as part of the grant and for the oversight duties of your authorizer. I look forward to working with you throughout this project and in the future.

Sincerely,

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

*Appendix L:*

***Transportation***

*Appendix L: Transportation*

We have based our estimates on bids from local companies.

This is from an email dated March 24, 2010:

Julie,

Attached is the letter of interest you requested. An original copy has been mailed as well. I hope that this will meet your needs at this time. In regards to a budget, all I am able to do at this time is give you a range for a per bus/per day cost. I would estimate the per bus/per day cost to be \$245 - \$280 or based on 172 school days \$42,140 – \$48,160 per bus annual cost. Based on the estimated ridership that you mentioned you would be looking at probably 2 route buses. At some point if you would like assistance in developing bid specs for the student transportation, let me know and we can help. Hope this helps. Let me know if you have any questions.

Have a great day,

Brent



2111 E. Sherman Ave. Nampa, ID 83686

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March 23, 2010

Village Charter School  
Attn: Julie Anderson  
9264 Patina  
Boise, ID 83709

RE: Letter of Interest

Dear Julie,

As you requested, here is the letter of interest from Brown Bus Company. Brown Bus Company is interested in providing student transportation for Village Charter School.

Based on our discussion and correspondence, it is my understanding that it is the intent of the school to open in the fall of 2011, to have an attendance zone that encompass a portion of the Boise School Districts' attendance zone, to have first year enrollment of approximately 259 students, with approximately 15%-25% of the students needing transportation and to have a location within the Boise School District.

At this time Brown Bus Company would entertain submitting a bid at the designated time. If I can be of assistance with questions regarding student transportation or developing bid specifications, do not hesitate to call.

Sincerely,

A handwritten signature in cursive script that reads "Brent Carpenter".

Brent Carpenter, Co-owner / President  
Brown Bus Company

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Main: (208) 466-4181 | Fax: 466-2861 | email: [contact@brownbuscompany.com](mailto:contact@brownbuscompany.com)

*Appendix M:*

***Food & Nutrition***

## *Appendix M: Food Service & Nutrition*

TVCS intends to offer healthy meal options for students, as finances allow. Initially, TVCS is considering several options including, but not limited to, contracting with local businesses, providing a state approved in-house cold lunch program, requiring students to bring a sack lunch from home, and participating in the School Milk Program. TVCS will develop a school policy that will provide a meal for students who forget to bring their lunch. TVCS will work with the SDE Child Nutrition Staff to meet the nutritional and certification requirements, as applicable.

Initially, TVCS may not be eligible for the National School Lunch Program due to limited resources and facilities. TVCS has been in contact with the SDE Child Nutrition Staff, and will work towards offering a lunch program that meets the requirements of the NSLP, as finances allow.

Note: We are continuing to research our options, and have listed some potential choices below. Not all of the meals listed include a full balanced meal option. Prices include only the listed items, and additional items may be added to create a full balanced meal. Not all options are financially viable, but have been included for market comparison.

### **Food Only Services**

We have obtained the following quotes from local companies:

<b>Restaurant</b>	<b>Meal Options</b>	<b>Cost</b>
<b>Blimpie</b>	Lunch Kit: 6" sandwich, chips, and cookie	\$5.50
	6" Sandwich Only (may feed 1-2 children depending on age)	\$2.50
<b>Hugo's Deli</b>	Lunch Kit: 6" sandwich, chips, and cookie	\$8.18
	6" Sandwich Only (may feed 1-2 children depending on age)	\$5.09
<b>Dominoes Pizza</b>	1 Large 1 Topping Pizza (approx. 8 slices)	\$6.75
	Per Slice	\$0.85
<b>Pizza Hut</b>	1 Large 1 Topping Pizza (approx. 12 slices)	\$6.50
	Per Slice (1-2 per child depending on age)	\$0.55
	1 Large Hawaiian Pizza (approx. 12 slices)	\$7.50
	Per Slice (1-2 per child depending on age)	\$0.63
<b>Q-doba</b>	Lunch Kit- 1/2 burritos & chips or tacos & chips	\$3-4.00
	Burrito Bowl- rice, beans, chicken, cheese, salsa	\$3-4.00
<b>Costco</b>	<i>Assembling Pre-packaged Foods (samples below)</i>	
	Burrito, fruit cocktail, juice box	\$0.94
	Uncrustable PB & J, applesauce, juice box	\$0.99
	Yogurt, sting cheese, juice box	\$0.83
<b>Boise School District</b>	Not interested at this time.	

### **Catering Services**

*Appendix M: Food Service & Nutrition*

We have also obtained the following bid from the Boys and Girls Club of America in Garden City for a full-service meal catering Service:

This is from an email dated April 6, 2010:

I received your email regarding school lunches. This is indeed a service we can provide. We can talk specifics when the time gets closer. You will need to provide the following:

- Steam table with three basins
- At least 8 feet of standard table space for serving
- Trash & recycling as you prefer to handle it
- Facilities to store leftovers (otherwise we can take them back)
- Cleaning services
- Additional serving assistance (we provide one person to serve, but it goes pretty slow if they serve alone)

We will be revamping our pricing model in May for the coming school year. My estimate for you based on this is as follows:

300 Weekly Meal Guarantee: \$3.20 per meal

450 Weekly Meal Guarantee: \$3.00 per meal

600 Weekly Meal Guarantee: \$2.80 per meal

Estimated weekly service fee (fixed for the school year): \$150

We bill weekly with terms of NET 30. Exact numbers of meals ordered must be submitted at least one week in advance and can be adjusted up or down as much as 10% the day of service.

We may make some changes to our pricing model between now and next year, but the numbers will be close to this.

Let me know if you have any further questions!

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Jason Sears,  
Operations Director  
**Boys & Girls Clubs Of Ada County**  
610 E. 42nd Street, Garden City 83714  
208-639-3164

*Appendix N:*

***Start-Up Budget  
& Budget Assumptions***

## Appendix N: Start-Up Budget & Budget Assumptions

### A. Start-Up Budget & Conservative Budget

Please refer to Appendix O— 3-Year Operating Budget Form.

### B. Budget Assumptions

**Enrollment Projections.** The projected year 1 enrollment of The Village Charter School is 251 students. This figure is derived from a first year of operations configuration of:

#### Year 1 Projected Enrollment:

- Kindergarten – 25 students
- Grade 1 – 25 students
- Grade 2 – 29 students
- Grade 3 – 29 students
- Grade 4 – 30 students
- Grade 5 – 30 students
- Grade 6 – 30 students
- Grade 7 – 28 students
- Grade 8 – 25 students
- Total – 251 students

#### Year 1 Maximum Enrollment:

- Kindergarten – 25 students
- Grade 1 – 25 students
- Grade 2 – 30 students
- Grade 3 – 30 students
- Grade 4 – 33 students
- Grade 5 – 33 students
- Grade 6 – 33 students
- Grade 7 – 33 students
- Grade 8 – 33 students
- Total – 275 students

Please refer to Appendix H— Prospective Student List.

1. **Attendance.** The *ACE Approach* necessitates a high attendance rate of 96%.
2. **Index & Units.** Our Index numbers & Units are based on conservative estimates using four (4) comparable charter schools. We have based our ADA using our projected enrollment and a 96% attendance rate, estimating that 9% will qualify for Special Ed.

Please see attached *Projected Income Year 1, Year 2, & Year 3.*

Projected Enrollment Units	13.50	
Administrative Instructional		
State Average	1.84346	1.57473
Charter Average	1.61741	1.50314

3. **State Apportionment.** TVCS has used apportionment and entitlement figures for the upcoming 2010-2011 school year that reflect the recent budget cuts as of April 2010.
4. **Salary Schedule.** TVCS has estimated our salaries based on the Boise School District Salary Schedule, using a decrease due to the recent budget cuts. Please note, that TVCS has budgeted to increase salaries each year and has not included any increase of State apportionment funding in the budget.

## *Appendix N: Start-Up Budget & Budget Assumptions*

5. **Other State Funding.** TVCS may qualify for other State and Federal programs based on student enrollment, including Title IV-B (special education funds) and Title I. TVCS will apply for all programs that we may be eligible for, including additional grants. We have not included any additional State or Federal program funding in our budget.
6. **Technology.** TVCS has based our Technology Hardware budget line items on current market value and plans to have 41 desktop computers the first year of operation. This estimate covers the cost for computers, printers, projectors and a single smart board, software for each computer, etc. Additional technology items may be added, as funds allow.
7. **Supplies.** The supply budget covers basic items needed throughout the year including, paper, copying needs, and office supplies and is based off of comparable charter schools.
8. **Furniture.** This estimate includes new furnishings to supply classrooms, science room, a music room, an administrator's office, and an administrative assistant's office. Specific items budgeted for includes student tables and chairs, large whiteboards, four-drawer file cabinets, bookshelves, desk/chair combinations, and teacher desks and chairs are an approximate cost to TVCS of \$37,000. Although our budget is calculated based on purchasing new equipment, we plan to acquire quality used items where possible.
9. **Federal Charter Grant.** TVCS has been awarded a \$50,000 Pre-Charter Vision Planning Grant for initial start-up expenses. We are preparing our application for August 2010 to apply for a total project amount of \$700,000 in grant funding. Included in our budget is a conservative estimate of \$500,000 in grant funds.
10. **Payroll.** Payroll will be provided by our Business Manager and includes Instructional, Non-Certified, Administrative, Health Benefits, PERSI, FICA, etc.
11. **Non-Certified costs.** We have budgeted for each class to have one (1) part-time educational assistant to be employed for tutoring lower achieving students, and to assist the teacher of each class. This allows use of non-certified staff to maximize the teacher's implementation of the *Limitless Learning Method*.
12. **Transportation.** TVCS has obtained bids from local transportation companies based on our attendance area, school location, and current market value. TVCS would like to offer busing, however with the recent State mandated budget cuts, it may not be financially feasible. At this time, TVCS does not want to commit to offering transportation services as once busing is offered it cannot be easily discontinued. If the actual enrollment for TVCS is higher than the projected enrollment, transportation may be considered.  
*Please refer to Appendix L— Transportation.*

## *Appendix N: Start-Up Budget & Budget Assumptions*

**13. Food Service.** Food Service costs are based on estimates from local companies. All students who forget their lunch will be provided lunch from TVCS at a cost. Lunch requirements will meet State and Federal guidelines. TVCS has budgeted for minimal serving equipment and minor lunch expenses. At this time, TVCS is estimating that 10% of students may forget their lunch on a given day. We also estimate that of that 10%, half of those students will reimburse TVCS.

*Please refer to Appendix M— Food Service & Nutrition*

**14. Facilities.** The budget is based on the following estimates using current market value, city requirements, and bids from reputable contractors. TVCS has added 12% annually to our estimated lease costs and to cover the total cost of preparing the land for the portables. To be conservative, TVCS has also included an additional \$25,000 of upfront land preparation. Please note that our budget is based on full market value, even though we plan to negotiate lower rates upon approval. Based on the timing of our school opening and the projected move in date of Vision Charter School to their new building, TVCS may be able to procure Vision Charter School's used portables which would further reduce the cost of facilities.

*Please refer to Appendix E— Facilities and Contractors*

**15. Professional Development Plan.** TVCS plans to provide approximately 40 hours for professional development with an Educational Consultant and Professional Team prior to the first school year of operation. Approximate cost to TVCS is \$20,000. In addition, TVCS plans to contract full-time with an Educational Consultant for the duration of the first month of operation. Approximate cost to TVCS is \$5,000. To be conservative, we have budgeted this amount for all three years, however we suspect that the amount of professional development will decrease in years two and three, depending on the needs of the staff.

**16. Benefits Package.** The benefits package accounts for \$500 per person per month. This is based on quotes from local insurance companies and other comparable charter schools.

### **C. Budget Assumptions- Conservative Budget**

**Conservative Enrollment Projections.** The anticipated Year 1 conservative enrollment of The Village Charter School is 229 students. This figure is derived from a first year of operations configuration of:

Year 1 Projected Conservative Enrollment:

- Kindergarten – 25 students
- Grade 1 – 25 students
- Grade 2 – 29 students
- Grade 3 – 29 students
- Grade 4 – 30 students
- Grade 5 – 30 students
- Grade 6 – 28 students

*Appendix N: Start-Up Budget & Budget Assumptions*

- Grade 7/8 – 33 students  
Total – 229 students

1. **Index & Units.** Conservative Units 11.80  
*Please see attached Projected Conservative Income Year 1, Year 2, & Year 3.*
2. **Salary Decreases.** TVCS has decreased the Special Education teacher salary by 3%. Wages and hours for Spanish, P.E. Music, Science and Custodian were also reduced.
3. **Enrollment.** If enrollment for seventh and eighth grades is low, TVCS will consider combining these grades into one class, which has a maximum cap of 33 students, which will reduce the staff by one teacher.
4. **Reductions.** Reductions were made for Legal Services, Library, Software, and Special Classes.

Appendix N: Start-Up Budget & Budget Assumptions

The Village Charter School Projected Income Year 1

	Total Students Per Grade	9% Special Ed Students	Estimates	(A)	(B)	(C)	Total Per Class
				Adjusted ADA (96% of enrollment)	Support Unit Divisor	Calculated Support Units (A) / (B)	
2011-2012							
Kindergarten	25	2.25	23	21.84	40.00	0.55	K-25
Elementary 1-3	83	7.47	76	72.51	20.00	3.63	1st-25, 2nd-29, 3rd-29
Elementary 4-6	90	8.1	82	78.62	20.00	3.93	4th-30, 5th-30, 6th-30
Special Education Secondary	53	17.82	18	17.11	14.50	1.18	7th-28, 8th-25
Total Units			251	240.96		13.52	

rounded to  
13.50 nearest tenth

Salary-Based Apportionment	Staff Ratio	Calculated FTE (units x ratio)	Index	Base	Average Salary (Index x base)	Salary-Based Apportionment (Avg. salary x FTE)	Benefit Apportionment <sup>2</sup>	Entitlement @ \$21,795 per support unit	Total <sup>3</sup>
Administration	0.075	1.0125	1.61741	\$32,441	\$52,470	\$53,126	\$9,584	\$0	\$62,710
Instructional	1.100	14.8500	1.50314	\$23,565	\$35,421	\$557,449	\$100,564	\$0	\$658,013
Noncertified / Operations	0.375	5.0625		\$19,041		\$96,395	\$17,390		\$408,017
				\$75,047		\$706,970	\$127,537		\$1,128,740

Appendix N: Start-Up Budget & Budget Assumptions

The Village Charter School Projected Income Year 2

	Total Students Per Grade	9% Special Ed Students	Estimates	(A)	(B)	(C)	Total Per Class
				Adjusted ADA (96% of enrollment)	Support Unit Divisor	Calculated Support Units (A) / (B)	
2012-2013							
Kindergarten	25	2.25	23	21.84	40.00	0.55	K-25
Elementary 1-3	83	7.47	76	72.51	20.00	3.63	1st-25, 2nd-29, 3rd-29
Elementary 4-6	90	8.1	82	78.62	20.00	3.93	4th-30, 5th-30, 6th-30
Special Education Secondary	9 % of K-6	17.82	18	17.11	14.50	1.18	7th-30, 8th-28, 9th-25
	83		83	79.68	12.00	6.64	
Total Units			281	269.76		15.92	

rounded to  
15.90 nearest tenth

Salary-Based Apportionment	Staff Ratio	Calculated FTE (units x ratio)	Index	Base	Average Salary (Index x base)	Salary-Based Apportionment (Avg. salary x FTE)	Benefit Apportionment <sup>2</sup>	Entitlement @ \$21,795 per support unit	Total <sup>3</sup>
Administration	0.075	1.1925	1.61741	\$32,441	\$52,470	\$62,571	\$11,288	\$0	\$73,859
Instructional	1.100	17.4900	1.50314	\$23,565	\$35,421	\$650,962	\$117,434	\$0	\$768,395
Noncertified / Operations	0.375	5.9625		\$19,041		\$113,532	\$20,481	\$346,541	\$480,554
				\$75,047		\$827,065	\$149,202	\$346,541	\$1,322,808

Appendix N: Start-Up Budget & Budget Assumptions

The Village Charter School Projected Income Year 3

		2013-2014		Total Students 9% Special Ed Per Grade		Estimates		(A) Adjusted ADA (96% of enrollment)	(B) Support Unit Divisor	(C) Calculated Support Units (A) / (B)	Total Per Class
Kindergarten	25	2.25	23	21.84	40.00	0.55				K-25	
Elementary 1-3	83	7.47	76	72.51	20.00	3.63				1st-25, 2nd-29, 3rd-29	
Elementary 4-6	90	8.1	82	78.62	20.00	3.93				4th-30, 5th-30, 6th-30	
Special Education Secondary	9 % of K-6 113	17.82	18	17.11	14.50	1.18				7th-30, 8th-30, 9th-28, 10th-25	
Total Units			311	298.56		18.32					

rounded to  
18.30 nearest tenth

Salary-Based Apportionment	Staff Ratio	Calculated FTE (units x ratio)	Index	Base	Average Salary (Index x base)	Salary-Based Apportionment (Avg. salary x FTE)	Benefit Apportionment <sup>2</sup>	Entitlement @ \$21,795 per support unit	Total <sup>3</sup>
Administration	0.075	1.3725	1.61741	\$32,441	\$52,470	\$72,016	\$12,992	\$0	\$85,007
Instructional	1.100	20.1300	1.50314	\$23,565	\$35,421	\$744,475	\$134,303	\$0	\$878,778
Noncertified / Operations	0.375	6.8625		\$19,041		\$130,669	\$23,573	\$398,849	\$553,090
				\$75,047		\$947,159	\$170,867	\$398,849	\$1,516,875

Appendix N: Start-Up Budget & Budget Assumptions

The Village Charter School Conservative Income Year 1

	Total Students Per Grade	9% Special Ed Students	Estimates	(A)	(B)	(C)	Total Per Class
				Adjusted ADA (96% of enrollment)	Support Unit Divisor	Calculated Support Units (A) / (B)	
Kindergarten	25	2.25	23	21.84	40.00	0.55	K-25
Elementary 1-3	83	7.47	76	72.51	20.00	3.63	1st-25, 2nd-29, 3rd-29
Elementary 4-6	88	7.92	80	76.88	20.00	3.84	4th-30, 5th-30, 6th-28
Special Education	9% of K-6	17.64	18	16.93	14.50	1.17	
Secondary	33		33	31.68	12.00	2.64	7th-20, 8th-13
<b>Total Units</b>			<b>229</b>	<b>219.84</b>		<b>11.82</b>	
							rounded to
							11.80 nearest tenth

Salary-Based Apportionment	Staff Ratio	Calculated FTE (units x ratio)	Index	Base	Average Salary (Index x base)	Salary-Based Apportionment (Avg. salary x FTE)	Benefit Apportionment <sup>2</sup>	Entitlement @ \$21,795 per support unit	Total <sup>3</sup>
Administration	0.075	0.8850	1.61741	\$32,441	\$52,470	\$46,436	\$8,377	\$0	\$54,813
Instructional	1.100	12.9800	1.50314	\$23,565	\$35,421	\$491,211	\$88,614	\$0	\$579,825
Noncertified/Operations	0.375	4.4250		\$19,041		\$84,256	\$15,200	\$257,181	\$356,637
				<u>\$75,047</u>		<u>\$621,904</u>	<u>\$112,191</u>	<u>\$257,181</u>	<u>\$991,276</u>

Appendix N: Start-Up Budget & Budget Assumptions

The Village Charter School Conservative Income Year 2

		2012 - 2013					
Total Students Per Grade	9% Special Ed Students	Estimates	(A)	(B)	(C)	Total Per Class	
			Adjusted ADA (96% of enrollment)	Support Unit Divisor	Calculated Support Units (A) / (B)		
Kindergarten	25	2.25	21.84	40.00	0.55	K-25	
Elementary 1-3	82	7.38	71.64	20.00	3.58	1st-25, 2nd-29, 3rd-29	
Elementary 4-6	88	7.92	76.88	20.00	3.84	4th-30, 5th-30, 6th-28	
Special Education	9 % of K-6	17.55	16.85	14.50	1.16		
Secondary	61		58.56	12.00	4.88	7th-25, 8th-18, 9th-18	
<b>Total Units</b>		<b>256</b>	<b>245.76</b>		<b>14.01</b>		

rounded to  
14.00 nearest tenth

Salary-Based Apportionment	Staff Ratio	Calculated FTE (units x ratio)	Index	Base	Average Salary (Index x base)	Salary-Based Apportionment (Avg. salary x FTE)	Benefit Apportionment <sup>2</sup>	Entitlement @ \$21,795 per support unit	Total <sup>3</sup>
Administration	0.075	1.0500	1.61741	\$32,441	\$52,470	\$55,094	\$9,939	\$0	\$65,033
Instructional	1.100	15.4000	1.50314	\$23,565	\$35,421	\$576,931	\$104,078	\$0	\$681,009
Noncertified/Operations	0.375	5.2500		\$19,041		\$99,965	\$18,034	\$305,130	\$423,129
				<u>\$75,047</u>		<u>\$731,990</u>	<u>\$132,051</u>	<u>\$305,130</u>	<u>\$1,169,171</u>

Appendix N: Start-Up Budget & Budget Assumptions

The Village Charter School Conservative Income Year 3

		2013-2014							
Kindergarten Elementary 1-3 Elementary 4-6 Special Education Secondary	Total Students Per Grade	9% Special Ed Students	Estimates	(A)	(B)	(C)	Total Per Class		
				Adjusted ADA (96% of enrollment)	Support Unit Divisor	Calculated Support Units (A) / (B)			
	25	2.25	23	21.84	40.00	0.55	K-25		
	83	7.47	76	72.51	20.00	3.63	1st-25, 2nd-29, 3rd-29		
	88	7.92	80	76.88	20.00	3.84	4th-30, 5th-30, 6th-28		
	9%	17.64	18	16.93	14.50	1.17			
	93		93	89.28	12.00	7.44	7th-30, 8th-25, 9th-20, 10th-18		
<b>Total Units</b>			<b>289</b>	<b>277.44</b>		<b>16.62</b>			

rounded to  
16.60 nearest tenth

Salary-Based Apportionment	Staff Ratio	Calculated FTE (units x ratio)	Index	Base	Average Salary (Index x base)	Salary-Based Apportionment (Avg. salary x FTE)	Benefit Apportionment <sup>2</sup>	Entitlement @ \$21,795 per support unit	Total <sup>3</sup>
Administration	0.075	1,245.0	1,617.41	\$32,441	\$52,470	\$65,326	\$11,785	\$0	\$77,110
Instructional	1.100	18,260.0	1,503.14	\$23,565	\$35,421	\$678,236	\$122,354	\$0	\$800,590
Noncertified / Operations	0.375	6,225.0		\$19,041		\$118,530	\$21,383	\$361,797	\$501,710
				<u>\$75,047</u>		<u>\$862,092</u>	<u>\$155,521</u>	<u>\$361,797</u>	<u>\$1,379,411</u>

*Appendix O:*

***3 Year Operating Budget Form***



Appendix O: 3 Year Operating Budget Form

	Year 0: Pre-Opening			Year 1: K-8			Year 2: K-9			Year 3: K-10		
	Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount
<b>Number of Students</b>	Total Units			251			281			311		
<u>School Governance:</u>												
Bookkeeper/Payroll			\$0			\$16,000			\$16,000			\$16,000
Legal			\$0			\$12,000			\$12,000			\$12,000
Accounting Audit			\$0			\$7,500			\$7,500			\$7,500
Programmatic Audit			\$0			\$2,000			\$2,000			\$2,000
Board Development & Training			\$0			\$1,000			\$1,000			\$1,000
Association Memberships			\$0			\$1,750			\$1,750			\$1,750
Total School Governance			\$0			\$40,250			\$40,250			\$40,250
<u>Operating Expenses:</u>												
Resources			\$0	80	251	\$20,080			\$19,670			\$18,660
Supplies			20,000			20,000			20,000			20,000
Equipment Maintenance			0			5,000			5,000			5,000
Special Ed Contract Services			0			10,000			12,000			15,000
Advertising/Marketing			6,000			6,000			5,000			5,000
Telephone & Internet			0			4,800			4,900			5,000
Liability & Property Insurance			0			6,800			7,000			7,200
Testing & Assessment			0			5,500			5,500			5,500
Staff Development			0			25,000			25,000			25,000
Consulting			0			7,000			7,000			7,000
Travel			0			4,000			4,000			4,000
Postage			0			2,500			2,500			2,500
Land Lease			0			178,000			128,820			135,409
Portables Lease			0			\$8,940			\$8,940			\$8,940
Grounds & Maintenance			10,000			10,000			10,000			10,000
Utilities			0	8,550	1.35	11,543			9,975			13,466
Property Taxes (Temporary)			2,500			15,000			0			0
Miscellaneous			1,000			1,000			1,000			1,000
Total Operating Expenses			\$39,500			\$330,683			\$333,577			\$342,315
<u>Program Expenses:</u>												
Transportation			\$0			\$0			\$0			\$0
Nutrition Program			0			5,000			5,000			5,000
Long-Term Asset Acquisition:						0			10,000			0
Site Preparation Expenses			25,000			0			6,951			0
Upfront Building Costs			41,706			0			7,500			7,500
Furniture			40,000			0			6,000			6,000
Technology Hardware			33,500			6,000			10,000			6,000
Software			40,000			10,000			5,000			6,000
Library			5,000			5,000			5,000			2,500
Special Classes			0			5,000			5,000			5,000
Other Equipment			30,000			10,000			10,000			10,000
Total Program Expenses			\$215,206			\$41,000			\$65,451			\$42,000
<b>Total Expenses</b>			\$254,706			\$1,215,300			\$1,398,366			\$1,454,596
<b>Net Operating Income/(Loss)</b>			\$45,294			\$63,441			\$74,441			\$62,279
<b>Beginning Fund Balance</b>			0			45,294			108,735			183,176
<b>Ending Fund Balance</b>			45,294			108,735			183,176			245,455

The Village Charter School  
Modified Three Year Budget 4/17/2010

Appendix O: 3 Year Operating Budget Form

The Village Charter School Conservative Case												
Modified Three Year Budget 4/17/2010												
	Year 0: Pre-Opening			Year 1: K-8			Year 2: K-9			Year 3: K-10		
	Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount
Number of Students	Total Units			229			256			289		
<b>Revenues:</b>												
State Apportionment			\$0			\$991,276			\$1,169,171			\$1,379,411
State Transportation			0			0			0			0
Nutrition Program			0			0			0			0
Federal Grants			200,000			150,000			150,000			0
Albertsons Grant			100,000			0			0			0
<b>Total Revenues</b>			\$300,000			\$1,141,276			\$1,319,171			\$1,379,411
<b>Expenses:</b>												
<b>Salaries:</b>												
Teachers			\$0			\$42,000			\$42,990			\$42,844
Special Ed			0			53,000			53,530			54,065
Classified/Office Staff			0			18,000			18,180			18,362
Administration			0			70,000			70,700			71,407
Total Salaries			\$0			\$183,000			\$184,460			\$185,613
<b>Wages:</b>												
Instructional Aids			\$0			\$6,500			\$6,250			\$6,370
Spanish			0			29,000			29,250			29,290
P.E.			0			29,000			29,250			29,290
Music			0			29,000			29,250			29,290
Science			0			29,000			29,250			29,290
Substitutes			0			2,500			5,000			2,525
Custodian			0			29,000			29,250			29,290
Total Wages			\$0			\$135,250			\$136,500			\$136,770
<b>Benefits:</b>												
Retirement/PERSI			\$0			15.0%			\$81,810			\$86,840
Health/Life Insurance			0			13.8%			75,000			78,780
SS & Medicare Taxes			0			7.7%			49,110			52,300
Unemployment Taxes			0			0.8%			3,778			4,413
Workers Compensation			0			2.0%			12,840			13,670
Total Benefits			\$0						\$222,848			\$235,003

Appendix O: 3 Year Operating Budget Form

The Village Charter School Conservative Case

Modified Three Year Budget 4/17/2010

	Year 0: Pre-Opening			Year 1: K-8			Year 2: K-9			Year 3: K-10		
	Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount
Number of Students	Total Units			229			256			289		
School Governance:												
Bookkeeper/Payroll			\$0			\$16,000			\$16,000			\$16,000
Legal			\$0			\$12,000			\$6,000			\$6,000
Accounting Audit			\$0			\$7,500			\$7,500			\$7,500
Programmatic Audit			\$0			\$2,000			\$2,000			\$2,000
Board Development & Training			\$0			\$1,000			\$1,000			\$1,000
Association Memberships			\$0			\$1,750			\$1,750			\$1,750
Total School Governance			\$0			\$40,250			\$34,250			\$34,250
Operating Expenses:												
Resources			\$0	\$80	229	\$18,320	\$40	256	\$10,240	\$40	289	\$11,560
Supplies			20,000			20,000			20,000			20,000
Equipment Maintenance			0			5,000			5,000			5,000
Special Ed Contract Services			0			10,000			12,000			15,000
Advertising/Marketing			6,000			6,000			5,000			5,000
Telephone & Internet			0			4,800			4,900			5,000
Liability & Property Insurance			0			6,800			7,000			7,200
Testing & Assessment			0			5,500			5,500			5,500
Staff Development			0			25,000			25,000			25,000
Consulting			0			7,000			7,000			7,000
Travel			0			4,000			4,000			4,000
Postage			0			2,500			2,500			2,500
Land Lease			0	178,000	0.69	122,820	178,000	0.72	128,961	178,000	0.76	135,409
Portables Lease			0	88,940	6	53,640	88,940	7	62,580	88,940	7	62,580
Grounds & Maintenance			10,000			10,000			10,000			10,000
Utilities			0	8,550	1.35	11,543	9,975	1.35	13,466	9,975	1.35	13,466
Property Taxes (temporary)			2,500			15,000			0			0
Miscellaneous			1,000			1,000			1,000			1,000
Total Operating Expenses			\$39,500			\$328,923			\$324,147			\$335,215
Program Expenses:												
Transportation			\$0			\$0			\$0			\$0
Nutrition Program			0			5,000			5,000			5,000
Long-Term Asset Acquisition:												
Site Preparation Expenses			25,000			0			10,000			0
Upfront Building Costs			41,706	6		0	6		6,951	1		0
Furniture			40,000			0			7,500			7,500
Technology Hardware			33,500			6,000			6,000			6,000
Software			40,000			5,000			10,000			6,000
Library			5,000			2,500			2,500			2,500
Special Classes			0			5,000			2,500			2,500
Other Equipment			30,000			10,000			10,000			10,000
Total Program Expenses			\$215,206			\$33,500			\$60,451			\$39,500
Total Expenses			\$254,706			\$1,128,590			\$1,283,597			\$1,327,618
Net Operating Income/(Loss)			\$45,294			\$12,686			\$35,575			\$51,792
Beginning Fund Balance			0			45,294			57,980			93,554
Ending Fund Balance			45,294			57,980			93,554			145,347

*Appendix P:*

***First Year Month by Month  
Cash Flow Form***

**The Village Charter School Cashflow**  
 First Year Month-by-Month Cash Flow Example

Date	Description	Revenue	Expenses	Balance
6/15/10	<b>Fed. Charter Grant</b>	\$ 50,000.00		\$ 50,000.00
8/15/10	Fed Charter Grant Expenses		\$ 50,000.00	\$ -
3/15/11	<b>Fed. Charter Grant</b>	\$ 150,000.00		\$ 150,000
5/15/11	<b>Albertson Foundation Grant</b>	\$ 100,000		\$ 250,000
6/15/11	Operating Expenses		\$ 39,500	\$ 210,500
6/15/11	Remaining Program Expenses		\$ 165,206	\$ 45,294
6/30/11	<i>End of Fiscal Year</i>			
8/15/11	<b>State Payment</b>	\$ 209,043		\$ 254,337
8/15/11	Monthly bills		\$ 34,328	\$ 220,009
8/25/11	Monthly payroll		\$ 66,947	\$ 153,062
9/15/11	Monthly bills		\$ 34,328	\$ 118,734
9/25/11	Monthly payroll		\$ 66,947	\$ 51,787
10/1/11	<b>State Payment</b>	\$ 209,043		\$ 260,829
10/15/11	Monthly bills		\$ 34,328	\$ 226,502
10/25/11	Monthly payroll		\$ 66,947	\$ 159,554
11/15/11	<b>State Payment</b>	\$ 209,043		\$ 368,597
11/15/11	Monthly bills		\$ 34,328	\$ 334,270
11/25/11	Monthly payroll		\$ 66,947	\$ 267,322
12/15/11	Monthly bills		\$ 34,328	\$ 232,995
12/25/11	Monthly payroll		\$ 66,947	\$ 166,047
1/15/12	Monthly bills		\$ 34,328	\$ 131,720
1/25/12	Monthly payroll		\$ 66,947	\$ 64,772
2/15/12	<b>State Payment</b>	\$ 209,043		\$ 273,815
2/15/12	Monthly bills		\$ 34,328	\$ 239,487
2/25/12	Monthly payroll		\$ 66,947	\$ 172,540
3/15/12	<b>Fed. Charter Grant</b>	\$ 150,000		\$ 322,540
3/15/12	Monthly bills		\$ 34,328	\$ 288,212
3/25/12	Monthly payroll		\$ 66,947	\$ 221,265
4/15/12	Monthly bills		\$ 34,328	\$ 186,937
4/25/12	Monthly payroll		\$ 66,947	\$ 119,990
5/15/12	<b>State Payment</b>	\$ 209,043		\$ 329,033
5/15/12	Monthly bills		\$ 34,328	\$ 294,705
5/25/12	Monthly payroll		\$ 66,947	\$ 227,758
6/15/12	Monthly bills		\$ 34,328	\$ 193,430
6/25/12	Monthly payroll		\$ 66,947	\$ 126,483
6/30/12	<i>End of Fiscal Year</i>			
7/15/12	<b>Final State Payment</b>	\$ 83,527		\$ 210,010
7/15/12	Monthly bills		\$ 34,328	\$ 175,682
7/25/12	Monthly payroll		\$ 66,947	\$ 108,735

- 1) Monthly payroll includes Instructional, Non Certified, Administrative, Health Benefits, PERSI, FICA etc. of \$73K a month. Benefits were calculated as shown in the annual budget.
- 2) The year's total monthly bills excluding payroll consist of \$433K. When this is divided by 12 months of payments, it equals \$36K per month.

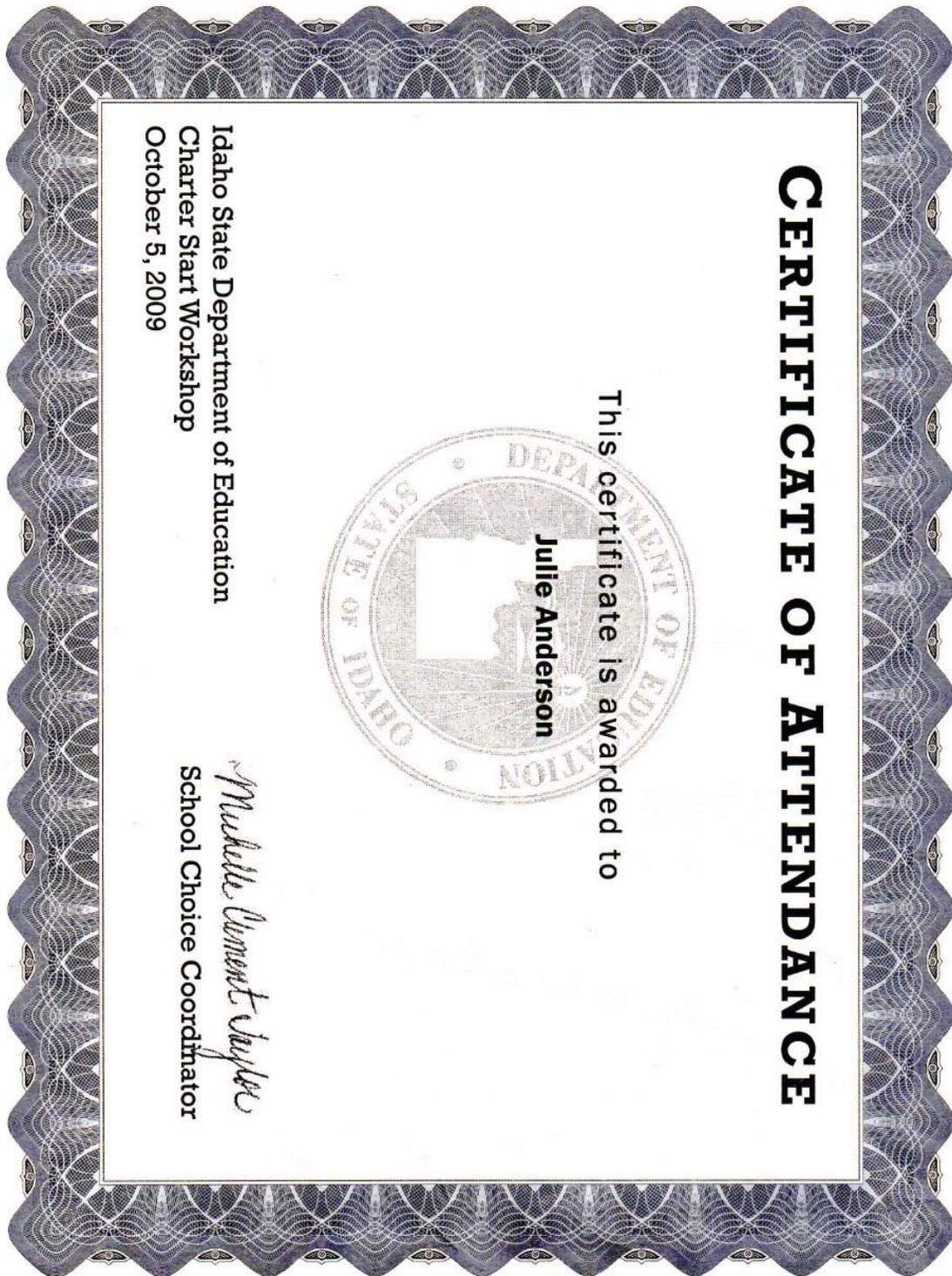
**The Village Charter School Conservative Cashflow**  
 First Year Month-by-Month Cash Flow Example

Date	Description	Revenue	Expenses	Balance
6/15/10	<b>Fed. Charter Grant</b>	\$ 50,000.00		\$ 50,000.00
8/15/10	Fed Charter Grant Expenses		\$ 50,000	\$ -
3/15/11	<b>Fed. Charter Grant</b>	\$ 150,000.00		\$ 150,000
5/15/11	<b>Albertson Foundation Grant</b>	\$ 100,000		\$ 250,000
6/15/11	Operating Expenses		\$ 39,500	\$ 210,500
6/15/11	Remaining Program Expenses		\$ 165,206	\$ 45,294
6/30/11	<i>End of Fiscal Year</i>			
7/31/11	<b>Transportation Advance</b>	\$ -		\$ 45,294
8/15/11	<b>State Payment</b>	\$ 183,584		\$ 228,878
8/15/11	Monthly bills		\$ 33,556	\$ 195,322
8/25/11	Monthly payroll		\$ 60,493	\$ 134,829
9/15/11	Monthly bills		\$ 33,556	\$ 101,273
9/25/11	Monthly payroll		\$ 60,493	\$ 40,780
10/1/11	<b>State Payment</b>	\$ 183,584		\$ 224,364
10/15/11	Monthly bills		\$ 33,556	\$ 190,808
10/25/11	Monthly payroll		\$ 60,493	\$ 130,315
11/15/11	<b>State Payment</b>	\$ 183,584		\$ 313,899
11/15/11	Monthly bills		\$ 33,556	\$ 280,343
11/25/11	Monthly payroll		\$ 60,493	\$ 219,850
12/15/11	Monthly bills		\$ 33,556	\$ 186,294
12/25/11	Monthly payroll		\$ 60,493	\$ 125,801
1/15/12	Monthly bills		\$ 33,556	\$ 92,245
1/25/12	Monthly payroll		\$ 60,493	\$ 31,752
2/15/12	<b>State Payment</b>	\$ 183,584		\$ 215,336
2/15/12	Monthly bills		\$ 33,556	\$ 181,780
2/25/12	Monthly payroll		\$ 60,493	\$ 121,287
3/15/12	<b>Fed. Charter Grant</b>	\$ 150,000		\$ 271,287
3/15/12	Monthly bills		\$ 33,556	\$ 237,731
3/25/12	Monthly payroll		\$ 60,493	\$ 177,238
4/15/12	Monthly bills		\$ 33,556	\$ 143,682
4/25/12	Monthly payroll		\$ 60,493	\$ 83,189
5/15/12	<b>State Payment</b>	\$ 183,584		\$ 266,773
5/15/12	Monthly bills		\$ 33,556	\$ 233,217
5/25/12	Monthly payroll		\$ 60,493	\$ 172,724
6/15/12	Monthly bills		\$ 33,556	\$ 139,168
6/25/12	Monthly payroll		\$ 60,493	\$ 78,675
6/30/12	<i>End of Fiscal Year</i>			
7/15/12	<b>Final State Payment</b>	\$ 73,354		\$ 152,029
7/15/12	Monthly bills		\$ 33,556	\$ 118,473
7/25/12	Monthly payroll		\$ 60,493	\$ 57,980

- 1) Monthly payroll includes Instructional, Non Certified, Administrative, Health Benefits, PERSI, FICA etc. of \$72K a month. Payroll and Benefits were calculated as shown in the annual budget.
- 2) The year's total monthly bills excluding payroll consist of \$420K. When this is divided by 12 months of payments, it equals \$35K per month.

*Appendix Q:*

***Proof of Attendance at  
Petitioner's Workshop***













*Appendix R:*

***Sufficiency Review  
& Comments***

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

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

**Charter School Name:** **The Village Charter School**

**Attendance District:** **Boise School District**

**Date submitted to State Department:** **July 28, 2009**

**Date of Review:** **August 19, 2009**

Each section presents criteria for a response that meets the standard, and these criteria should guide the overall rating for the section. The Strengths and Concerns boxes provide space to identify data and other evidence that supports the rating. The rationale for each rating is important, especially if some of the data or evidence does not fit neatly into the criteria provided.

The following definitions should guide the ratings:

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

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

**Does Not Meet the Standard:** The response does not meet statutory requirements and/or lacks raises substantial concerns about the applicant's understanding of the issue in concept and/or ability to meet the requirement in practice.

*Appendix R: Sufficiency Review & Comments*

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

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
	X	
<p>Strengths: The petition provides a section on the 21<sup>st</sup> Century Learner and explains that it will produce students who possess the academic and personal habits and attitudes desired of an education citizen in the 21<sup>st</sup> century.</p>		
<p>Concerns and Additional Questions: More clarification and detail would be desirable for the description of an "educated person" in the 21<sup>st</sup> century. How learning best occurs is not specifically addressed, however it is reasonably implied in the thoroughness standards and the explanation of the 21<sup>st</sup> Century Learner explanation.</p>		

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

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		
<p>Strengths: Specifically lists thoroughness standards, related goals, and objectives.</p>		
<p>Concerns and Additional Questions: There is not an "Idaho State Department of Education Curriculum" as mentioned in the objective for Standard e. There are content standards for each area.</p>		

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

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		
<p>Strengths: Student Educational Standards are discussed with regard to personal responsibility; expanding and integrating knowledge; communication skills; thinking and reasoning skills; and social responsibility and skills. Additionally, reference is made to the fact that the school will meet or exceed stated standards in the content areas.</p>		

*Appendix R: Sufficiency Review & Comments*

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

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
	X	
<p>Concerns and Additional Questions:                      The petition states that students will be evaluated regularly and as needed. Discussion of the specific methods for evaluation, especially related to areas such as personal responsibility and social responsibility is desirable.</p>		

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

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		
<p>Strengths:                      Application specifically lists annual goals for student and school. Additionally, specific state mandated tests (ISAT, IRI, DWA, DMA ) are listed.</p>		

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

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		
<p>Strengths:</p>		

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

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		
<p>Concerns and Additional Questions:  <b>"We are going to consult an attorney to add the following:                      When the Board of Directors is interviewing a new principal to replace an existing principal, all Advisory Board members who are listed in this charter have the right to have a deciding vote in the employment of the principal if they (A) are currently residing in Idaho, (B) have one or more children enrolled at The Village Charter School."</b> This provision regarding voting rights of the Advisory Board regarding employment of the principal appears to be in conflict with Idaho Code Section 33-5204(1), which vests "control" of a public charter school in its board of directors.</p>		

*Appendix R: Sufficiency Review & Comments*

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

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		
<p>Strengths: Meets or exceeds state certification requirements, acknowledges need to meet NCLB Highly Qualified Teacher designation.</p>		

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

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
	X	
<p>Strengths: The petition does have a Drug Free School Policy and related Disciplinary Procedures.</p>		
<p>Concerns and Additional Questions:</p> <ul style="list-style-type: none"> <li>• Page 31 Section E last bullet – “weapon-free” would be more inclusive then “gun-free”.</li> <li>• The title of Appendix J should be amended to include Substance violation or Drug Free School Violations in the title. The way it currently is could lead a reader to believe it is the only discipline policy.</li> <li>• No reference to bullying, harassment, fighting or weapons on campus. A clear policy including definitions and consequences is needed (including cyber bullying). This information should be reflected in the student handbook as well.</li> <li>• Reference to</li> <li>• Requiring proof of immunization may be a FERPA issue. Also, how will cases of objections to immunizations be addressed?</li> </ul>		

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

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

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		
<p>Strengths:</p>		

*Appendix R: Sufficiency Review & Comments*

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

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
	X	
Strengths: The petition covers the enrollment of the initial year.		
Concerns and Additional Questions: Admission procedures for Priority Group 1 in initial year needs to include 10% cap. Include admission procedures for the subsequent years of operation. Include when lottery will be conducted. Include explanation of notification and acceptance process as well as the public posting of the selection list.		

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

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		
Strengths:		

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

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
	X	
Strengths: P 27 school will conduct an annual programmatic audit and will contract for an annual financial audit but doesn't state it will submit copies to the chartering entity and the SDE (for the fiscal audit). P 27 states an annual accreditation report will be given to the SDE and chartering entity P 24 states that a student assessment evaluation will be submitted annually to the chartering entity		
Concerns and Additional Questions: IC 52-5210(3) says the chartering entity will comply with the reporting requirements of IC 33-701, sections 5-10. Reference is not made that the charter will be submitting an annual financial report to the SDE as required by IC 33-701(7).		

*Appendix R: Sufficiency Review & Comments*

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

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		
Strengths:		

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

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

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		
Strengths:		

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

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		
Strengths:		

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

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		
Strengths:		
<p>Concerns and Additional Questions:                      Page 37 under C and D makes various representations concerning transfer rights to teachers and credits of service. Since this is a petition seeking approval of the Boise School District board of trustees rather than the charter school commission, I am assuming that these provisions have been place in the petition in order to comply with Idaho Code Section 33-5205(3)(o). It would be for the Boise trustees to determine the accuracy of the petitioner's description of the rights listed in the</p>		

*Appendix R: Sufficiency Review & Comments*

petition. Other than that, the petition does have a statement consistent with Idaho Code Section 33-5206(3), which provides that "Educational experience shall accrue for service in a public charter school and such experience shall be counted by any school district for any teacher who has been employed in a public charter school."

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

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		
Strengths:		

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

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
GT-X	Spec Ed-X	
<p>Strengths:</p> <p>GT - Strengths: the Petition states that if Idaho Code 33-2001 is not being met through differentiation of instruction in the classroom, TVCS will contract with local schools for services for GT students. Other strengths are hands-on activities, addressing learning styles, interests and fostering creativity. The Petition further states that advanced learning opportunities will be offered. The whole section of the appendix devoted to differentiation of instruction is an excellent resource for teachers.</p> <p>Special Ed:</p> <ul style="list-style-type: none"> <li>• The charter suggests that it has adopted the Idaho Special Education Manual as its policies and procedures for special education.</li> <li>• The charter addresses onsite evaluation and services for special education students through contracts with the local school district or with qualified professionals, as needed.</li> <li>• The charter adequately addresses nondiscriminatory enrollment procedures.</li> <li>• Accessibility and special transportation are addressed well.</li> <li>• Discipline of students with disabilities will follow the policies and procedures in the Idaho Special Education Manual.</li> </ul>		
<p>Concerns and Additional Questions:</p> <p>Special Ed:</p> <ul style="list-style-type: none"> <li>• Please clarify that a certified special education teacher will be employed to provide direct instruction to students with IEPs and to supervise instructional aides as required by IDEA. If the school plans to open with 250, about 25 are expected to have an IEP. The national average</li> </ul>		

*Appendix R: Sufficiency Review & Comments*

- case load for special education teachers is 18, so the school will need a full time certified special education teacher and the budget should reflect such.
- If the charter is approved by the Boise School District, Title VI-B funds will flow from the district to the charter school rather than directly from the SDE as stated in E.1.paragraph 2. The *district* is required to complete the VI-B application, rather than a charter school authorized by the district.
  - The section *Child Find activities and evaluations*, should be revised to describe screening activities (using statewide or classroom assessments, student grades, etc.) that will be used to identify struggling students who may be potentially eligible for special education. Charter schools are not required to do Child Find for the community but only for students enrolled in the charter school. Child Find requirements also apply to information posted on the charter school website and in promo materials to state that special education evaluations and services are available to eligible students.
  - How will the school meet confidentiality requirements of FERPA in regard to storing special education records?
  - LRE refers to the continuum of services created within your charter school to meet the needs of individual students. If the school is unable to meet the needs of a student onsite, the IEP team, including the parent, may agree upon placement in an outside special program that would meet the student's unique needs. However, the student remains enrolled in the charter school and the charter school must take responsibility for the costs associated with the outside placement.
  - Does the budget adequately address special education expenses? Only about 19% of anticipated special education expenses will be reimbursed by VI-B funds and the remainder of the expenses must be covered by general funds.

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

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
		X
Strengths:		
Concerns and Additional Questions: No information on Dual Enrollment included. Please see Idaho Statute 33-203 for more information.		

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

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
	X	
Strengths: The petition states that advertising will be done in the local newspaper and application cards will be in the charter school office or other designated locations.		

*Appendix R: Sufficiency Review & Comments*

Concerns and Additional Questions:

Additional marketing/advertising/awareness will ensure all potential students have access to the school and enrollment opportunities.

Charter school policies must comply with Title 33, Charter 52, Idaho Code and the rules promulgated by the Board. The following areas are not addressed:

IDAPA 08.02.04.203 (02): Petitioners shall ensure that such process includes the dissemination of enrollment information printed in both English and Spanish, at least 3 month in advance of the enrollment deadline established by the charter school each year, to be posted in highly visible and prominent locations within the area of attendance of the public charter school.

In addition, petitioners shall ensure that such 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 the public charter school; petitioners must ensure that such announcements are broadcast or published by such media outlets on not less than three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year. Finally, such enrollment information shall advise that all prospective students will be given the opportunity to enroll in the public charter school, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

**Lanette:**

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

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
		X

Concerns and Additional Questions:

States that initially parents will be responsible for transportation. To afford more equal opportunity for public school attendance, Idaho Code 33-1501 requires transportation for students within the district/charter boundaries and living more than 1.5 miles from school of attendance. There are four methods to obtain and provide transportation services: joint busing with school district, charter-owned school busing, contracted busing service, or pay parents in-lieu only if it is more cost effective. State transportation reimbursement is outlined in Idaho Code 33-1006. Charter schools in the initial year of operation may receive a 60% advance payment of estimated transportation expenditures, Idaho Code 33-5208. It is recommended the charter school contact SDE School Transportation Staff at 332-6832 with additional questions on busing options and requirements. The process to obtain busing should begin nearly one year prior to needing transportation service.

23. Describe the school's plan for termination of the charter by the board of directors, to include:

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

*Appendix R: Sufficiency Review & Comments*

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
	X	
<p>Concerns and Additional Questions:</p> <p>The charter petition identifies the governing board of The Village Charter School as the party responsible for dissolution of the business and affairs of the school. And that it will cooperate full with the Boise School District for the dissolution process. It does not cover how payment to creditors will be handled.</p> <p>The petition outlines that <i>students</i>, not <i>parents</i>, will receive written notice of how to request a transfer of records to a specific school.</p>		

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

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		
<p>Strengths:</p>		

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

For the purpose of implementing the provisions of section 33-5203(2), Idaho Code, the State Board of Education shall assign a number to each petition it receives. Petitions shall be numbered based on the chronological order in which notice of the approved petition is received by the State Board of Education.

Submit Petitions and completed Approval Forms to:

State Board of Education  
 Tamara Baysinger  
 650 West State Street, 3<sup>rd</sup> Floor  
 P.O. Box 83720  
 Boise, Idaho 83720-0037

State Department of Education  
 Michelle Clement Taylor, School Choice Coordinator  
 650 West State Street, 2<sup>nd</sup> Floor  
 P.O. Box 83720  
 Boise, Idaho 83720-0027

*Appendix R: Sufficiency Review & Comments*

**The Village Charter School's Response the Sufficiency Review:**

TVCS appreciated the timeliness of the SDE in the Sufficiency Review process. TVCS amended the petition based on the feedback included with the Sufficiency Review to further improve the petition in order to meet the State and Federal requirements.

*Appendix S:*

***Written Comments from  
Boise School District***



## The Independent School District of Boise City

# 1

8169 W. Victory Road  
Boise, Idaho 83709

(208) 854-4000  
Fax (208) 854-4008

**TO:** Board of Trustees

**FROM:** Dr. Stan Olson, Superintendent

**DATE:** October 26, 2009

**SUBJECT: Village Charter School Sponsorship Petition Administrative Recommendation**

---

**RECOMMENDATION:** The Board/Staff Charter Committee recommends that the Board of Trustees disapprove the Village Charter Petition received by the District on August 31, 2009.

**RATIONALE:** A Charter Petition from The Village Charter School Board was received in the Boise School District Administrative Offices on August 31, 2009. District officials formed a Board/Staff committee to meet The Charter Board and review its petition. The District's committee was comprised of:

Dr. Pete Bailey, Executive Director, Operations  
Dr. Don Coberly, Executive Director, Curriculum  
Janet Orndorff, Trustee, Boise School District  
Dr. Bonnie Gallant, Director, Borah Quadrant  
Nancy Landon, Manager, Business Operations  
Peggy Moore, Manager, Nutrition Services

The aforementioned committee members met with the Charter Board on September 16<sup>th</sup> and October 7<sup>th</sup>, reviewed the Charter Petition; asked questions (in written form and orally); and corresponded with the Charter Board. Board/Staff Committee members spent upward of fifty combined hours during the process.

Throughout the process, Committee members found the Village Board members cooperative and willing to respond to most questions provided them. However, as of October 26, a number of major concerns remain about the Charter Petition including the following:

- The most recent minimum budget submitted by the Village (third version) has a net operating loss of \$39,021 after first year of

*Appendix S: Written Comments from Boise School District*

operation. The “capacity” first year budget has a minimal first year net income of \$31,175.

- There appears to be a substantial error in calculations related to state revenues for employee benefits. These benefits, which should be calculated at 18% of salaries, instead appear to be 62% in the minimum version and 44% in the capacity version. Thus, both budgets actually run substantial net losses in the first year of operation.
- Lottery income, projected at \$12,000 in the minimum budget and \$18,000 in the capacity, should not be included as additional revenue, since the state now allocates lottery funds in its general fund allocation.
- Projected class sizes for the Village Charter School are higher than Board Policy 2331 dictates, and are far higher than actual District average (see attachments).
- The Village Charter’s Special Education budget provides for a “best case” situation, in which the Charter enrollment includes only Resource Room students. Should even one more severely impacted student enroll (Autistic, Severe and Profound, Severe Emotional Disability) student enroll, the budget would be woefully inadequate.
- No location for the school has been specified; it is thus impossible for the District to ascertain the accuracy of transportation funding, or to analyze classroom capacity or adequacy of facilities.
- The Village textbook, supply, equipment, and professional development budgets seem inadequate, based on District experience in these areas.
- The Village advertising/marketing budget appears inadequate based on costs the District incurs for advertisement of budget, Child Find, FERPA, and Annual Report requirements.
- The Village instructional and curriculum program is based around the “A.C.E.” and “Limitless Learning” methodologies. While these practices were described in conversations with the Board, and while there is research surrounding elements of the practices, both have yet to be implemented in a classroom, and no practical research is available about their effectiveness.

As indicated previously, Village Charter Board members were earnest in their approach to the District, and readily provided feedback when questions were posed by District personnel. However, serious questions about the efficacy of the Village budget and program remain.

**The Village Charter School Responses to District Concerns.**

On August 31, 2009 The Village Charter School founders submitted our petition to the Boise School District. On September 16<sup>th</sup> and October 7<sup>th</sup>, 2009 The Village Charter School founders met with representatives from the BSD to discuss the merits of the petition, answer questions, and discuss changes to be made. TVCS is very appreciative of the time that these BSD representatives spent working with us to improve our petition.

On October 26, 2009 TVCS met with the BSD Board of Trustees to discuss Dr. Olson's recommendations to the Board to deny The Village charter School petition. TVCS was given 18 minutes to discuss the process of being denied vs. being referred to the Public Charter School Commission. TVCS asked for a referral as opposed to a denial, and the BSD Trustees were in disagreement about the wording of the law and the charter petition process. Several trustees interpreted that denying the petition would not lead to an appeal process, while others thought that it would. To avoid a lengthy and expensive appeal, TVCS chose to withdraw the petition from the BSD.

TVCS prepared the following responses to address the District's concerns, based on our petition and budget of October 2009:

1. **BSD Committee Concern:** The most recent minimum budget submitted by the Village (third version) has a net operating loss of \$39,021 after first year of 1 operation.

**TVCS Response 1:** This budget was made using very low class sizes. Due to a miscalculation, the minimum operating budget is not accurate (see TVCS Response 3, below).

2. **BSD Committee Concern:** The "capacity" first year budget has a minimal first year net income of \$31,175.

**TVCS Response 2:** The original budget submitted was mislabeled as being based on "capacity" at 276 students, while it was actually based on "projected attendance" of 259 students to calculate the State Apportionment. Due to a miscalculation in the State Revenues, the previous budget is not accurate (see TVCS Response 3, below).

The current budget as of October 26<sup>th</sup> uses a projected attendance level of 259 students and shows a first year net income of \$44,961. On a cumulative basis, including the pre-opening period, the October 26<sup>th</sup> budget income shows \$91,841, which would serve as a reserve to provide for unforeseen expenses. Furthermore, the objective of a non-profit, public education institution is not to amass a wealth of retained earnings, but to utilize its allocated resources to benefit the students' education experience.

3. **BSD Committee Concern:** There appears to be a substantial error in calculations related to state revenues for employee benefits. These benefits, which should be calculated at 18% of salaries, instead appear to be 62% in the minimum version and 44% in the capacity version. Thus, both budgets actually run substantial net losses in the first year of operation.

**TVCS Response 3:** We were unaware of this error until we read it on the recommendation presented to the Boise School District Board of Trustees on the Boise School District website. Had it been brought to our attention, we would have corrected it prior to submitting the budget. After carefully analyzing our data and our formulas, we were able to find this oversight. It was an error using the State Apportionment calculation template that was provided to us. This is, in fact a substantial error, amounting to approx. \$145,753 in the first year. We have since adjusted the budget to remedy the error. After careful consideration and prioritizing the most important elements of The Village Charter School, we have made the following budget changes:

- In accordance with Idaho Code 33-5208 (1) the Secondary ADA divisor was changed from 13.50 to 12.
  - Estimated “Title VI-B” funds (“flow-through” special education funds) have been included in revenues.
  - The location we are considering leasing is able to accommodate elementary, junior high, and future high school students in separate buildings. The owner of the property will provide all grounds maintenance and utilities. We initially budgeted for the entire location. However, by initially leasing approximately 12,000 square feet, until more space is needed, the cost for “Rents and Leases” is reduced by \$115,850.
  - Subsequently, this reduced “Tenant Improvement” costs by \$25,000.
  - ~~“Travel Expenses” were reduced to \$4,000 of reimbursable expenses.~~
  - ~~Spanish, Music, and P.E. teachers have been reduced to 10 hours per week.~~
  - ~~TVCS will delay hiring a science teacher until year two.~~
4. **BSD Committee Concern:** Lottery income, projected at \$12,000 in the minimum budget and \$18,000 in the capacity, should not be included as additional revenue, since the state now allocates lottery funds in its general fund allocation.

**TVCS Response 4:** Lottery Income has been removed from the budget, and has been updated on the October 26<sup>th</sup> budget. Private fundraising efforts may be pursued to enhance revenues.

5. **BSD Committee Concern:** Projected class sizes for the Village Charter School are higher than Board Policy 2331 dictates, and are far higher than actual District average (see attachments).

**TVCS Response 5:** TVCS has based class sizes on conservative estimates using four comparable charter schools. TVCS is willing to lower the maximum class size levels to the projected attendance levels, allowing no more than 25-30 students per class, dependent on the grade. If necessary, TVCS may request a waiver from District Policy 2331 as stated in Section XIII, C, page 50 of The Village Charter School Petition.

*Appendix S: Written Comments from Boise School District*

6. **BSD Committee Concern:** The Village Charter’s Special Education budget provides for a “best case” situation, in which the Charter enrollment includes only Resource Room students. Should even one more severely impacted student enroll (Autistic, Severe and Profound, Severe Emotional Disability) student enroll, the budget would be woefully inadequate.

**TVCS Response 6:** The current budget reflects costs for Special Education Services using estimates comparable to ANSER Charter School’s actual needs for the 2008-2009 school year. There are “flow through” Title VI-B funds available to TVCS as determined by the District based on the amount they receive from the State and the total population of special education students attending TVCS. An estimate of these “flow-through” Title VI-B funds, based on a special education projected population of 9% (23 students) using the current year’s District Title VI-B funds of \$1743 per student would qualify for approximately \$40,089. These funds were not initially included in the budget, but have been added to supplement the special education teacher, or fund testing or contracted services with the District.

7. **BSD Committee Concern:** No location for the school has been specified; it is thus impossible for the District to ascertain the accuracy of transportation funding, or to analyze classroom capacity or adequacy of facilities.

**TVCS Response 7:** The Village Charter School Board is currently researching several locations within the BSD boundaries. These locations include bare land to construct a building, land to place temporary portables, and lease options for existing buildings. For budgetary purposes, we have utilized the option of leasing an existing building as a basis. The final location will be determined by the best possible physical location, neighborhood safety, structural safety, budgetary means, classroom logistics, and outdoor space.

Transportation will be provided, as funds allow, for our primary attendance area, at selected pick-up locations, and for special needs students as necessary. Busing may be expanded to a larger area as needed and funded. Transportation costs are based on estimates using current market value from local busing companies. We plan on utilizing two buses.

8. **BSD Committee Concern:** The Village advertising/marketing budget appears inadequate based on costs the District incurs for advertisement of budget, Child Find, FERPA, and Annual Report requirements.

**TVCS Response 8:** According to the State Department of Education, the District needs for advertisement of budget, Child Find, FERPA, and Annual Report requirements, are different from that of a charter school. Our budget is comparable to the needs of other charter schools of similar size. Furthermore, The Village Charter School has a founding member who works for a reputable, local advertising agency and is willing to donate time and services to promote The Village Charter School.

*Appendix S: Written Comments from Boise School District*

9. **BSD Committee Concern:** The Village textbook, supply, equipment, and professional development budgets seem inadequate, based on District experience in these areas.

**TVCS Response 9:** In developing and budgeting for supplies, our Board determined what we would need for textbooks, equipment and professional development, based on the projected needs.

10. **BSD Committee Concern:** The Village instructional and curriculum program is based around the “A.C.E.” and “Limitless Learning” methodologies. While these practices were described in conversations with the Board, and while there is research surrounding elements of the practices, both have yet to be implemented in a classroom, and no practical research is available about their effectiveness.

**TVCS Response 10:** Idaho Code 33-5202 states the Legislative Intent of Charter Schools. We feel that The ACE Approach and The Limitless Learning Method fulfill this intent. With special attention to the following:

- Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students.
- Include 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 students with expanded choices in the types of educational opportunities that are available within the public school system.

The ACE Approach and The Limitless Learning Method are based on the best practices in education and have been created specifically for our school. Since the Idaho Code 33-5202 states that charter schools need to use different and innovative teaching methods, TVCS feels that they have met and surpassed state requirements.

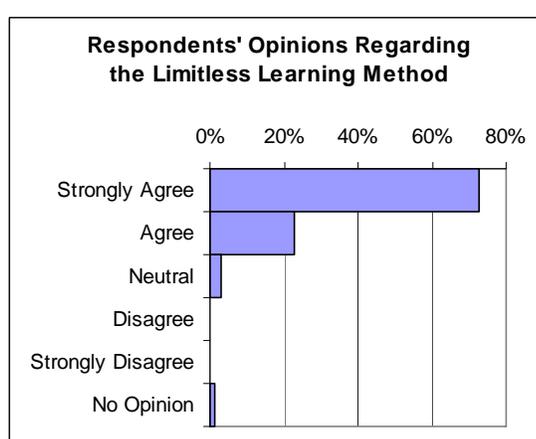
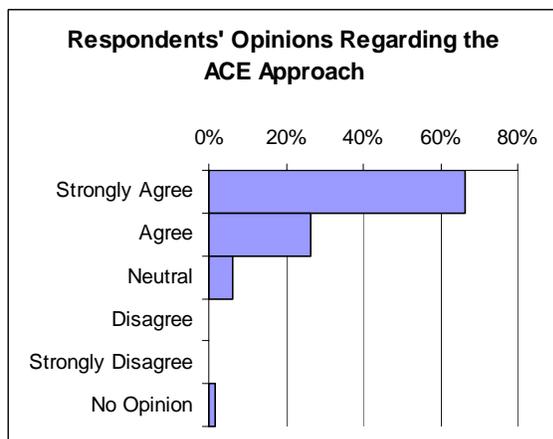
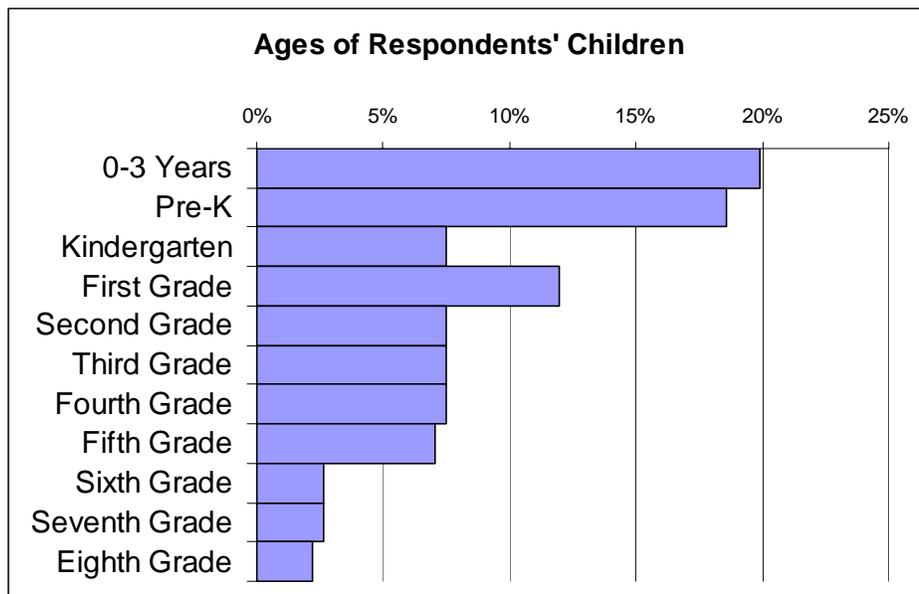
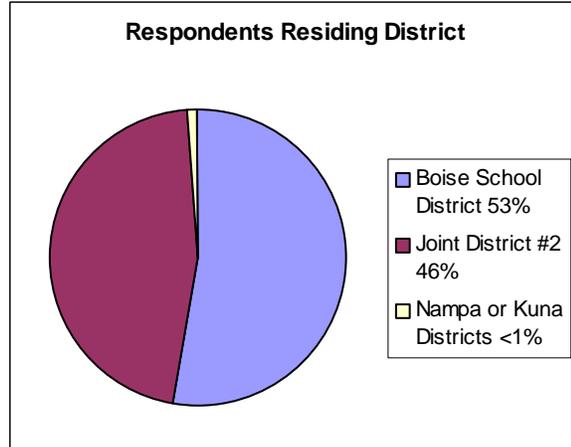
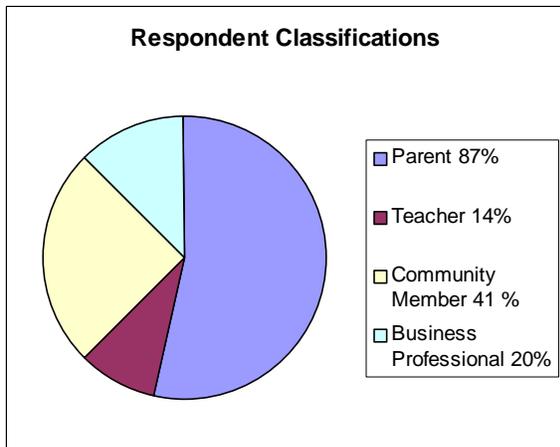
Furthermore, research supports the application of all methods discussed in the ACE Approach and The Limitless Learning Method. TVCS test scores will reflect the evaluative information necessary to prove and verify the excellence of such a dynamic approach. TVCS will assess, track, monitor, adjust and celebrate our methodologies.

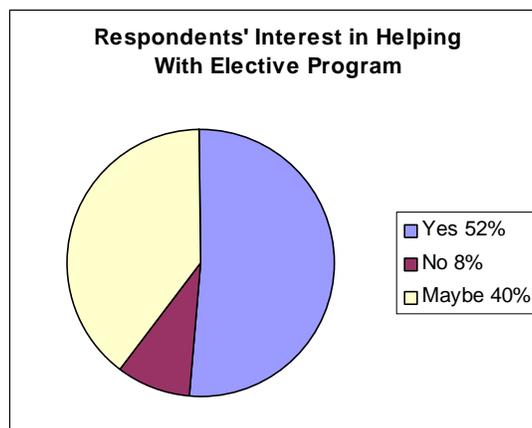
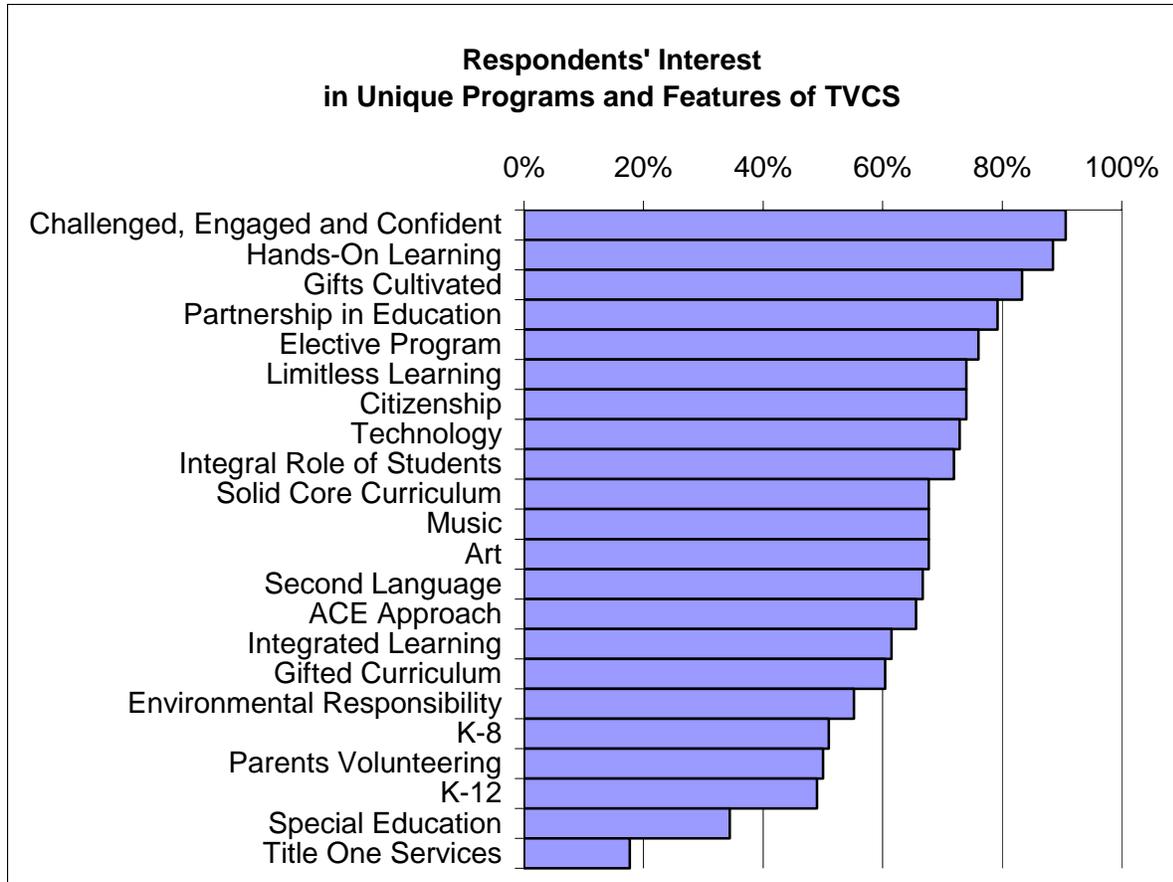
*Appendix T:*

***School Interest Survey***

## Appendix T: School Interest Survey

The founders of The Village Charter School conducted a survey to gauge community support and interest for the unique philosophies, programs, and methods TVCS offers. The survey was conducted during the months of October 2009 and March 2010. The following is a summary of the results of the survey:



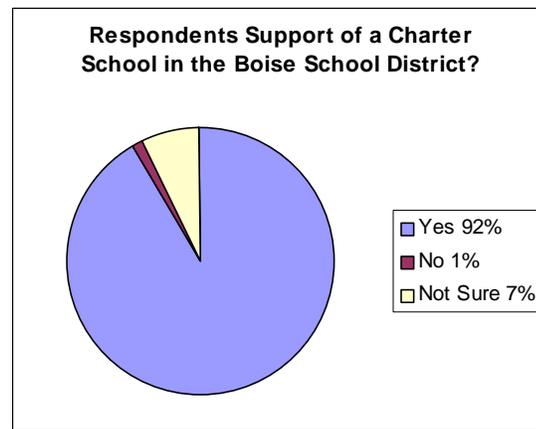
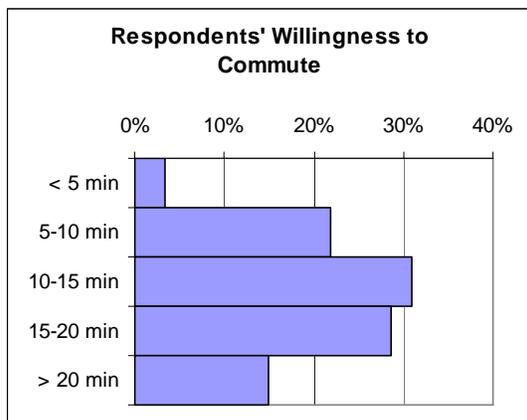


When asked what classes they would be willing to volunteer to help with for the elective program, respondents said they have the following skills they would be willing to help with:

- Cooking & Baking
- Technology
- Presentation Skills
- Journaling
- Quilting & Sewing
- Business Knowledge
- Scrapbooking
- Stagecraft (Scenery) for Drama
- Crafts
- American Sign Language
- Leadership Values
- Photography

## Appendix T: School Interest Survey

- Dance (Ballroom, Swing, Social, etc.)
- Cheerleading
- Music
- Math
- Sports
- Science
- Emergency First Aid
- Nursing
- Welding
- History
- Health & Fitness
- Creative Writing
- Knitting
- Home Skills
- Finance & Economics
- Computers
- Spanish
- Music
- Visual Artist
- Painting
- English
- 3D Animation
- Music Production & Recording
- Web Design
- Multimedia
- Podcasting
- Videography
- Choir
- Public Speaking
- Anatomy
- Wood working



### Would you support a Charter School in the BSD?

1. Yes, the public schools available are not innovative enough.
2. I don't think there are enough choices in Boise. We are grateful to be at a magnet school, but there need to be more options.
3. Yes - better education and more options.
4. Yes! There needs to be more choice for families in education. More choice in schools that have high academic standards and curriculum. Schools that challenge all students even the ones that are at the 'mark' and above. Every student is gifted and if this school taps into the gifts of each child and uses their strengths to help them learn, there is not a better type of education.
5. Yes, because I have one child in a great Charter school in Meridian and cannot get my other children in, even with sibling preference! I am VERY frustrated that the education I want for my children is something that I can't get because the demand for Charter schools is so high and there aren't enough of them.
6. More choice = Better schools
7. Yes I would love to have a school in which my children could attend K -7 or K-12. I want also to feel involved in their education.
8. I support more options for parents and families. I have talked to a lot of my friends who currently live in Boise and are having a hard time finding a school

*Appendix T: School Interest Survey*

that is right for them. A lot of them talk about moving out of the District to find more choices.

9. I believe Boise citizens will benefit by having a new charter school join the community. It will challenge Boise Schools to continue their pursuit of excellence by creating competition and encouraging positive changes in education. Our school system is always changing to better serve our children. Our children are our most precious resources and deserve to have schools that can keep up with the ever-changing world. The Village Charter School will be an asset to our community and I look forward to seeing a new pioneer in the education frontier.
10. Yes! I think as parents we need to feel like we have more options for the care and education of our children!
11. The public school system failed me because I am a hands-on learner. I have a child who is a hands-on learner and the public school system is failing him as well. I am excited for another option that regards hands-on learning as not only something offered but as a main focus of their curriculum and programs. I am very excited to see The Village Charter School on the horizon!
12. Yes - I believe that it will offer a better approach to teach children, utilizing their special and unique abilities.
13. Absolutely! I firmly believe there should be educational options that function "outside of the box". I think the charter school is capable of meeting the needs of more (many more) students. Education with a passion!
14. Yes. It would be nice to see new opportunities for my children to learn in a wonderful environment.
15. Yes, we need other choices for Jr High and High school.
16. Yes - the option to educate our children beyond the regular standard is very important and necessary.
17. Need school with Limitless Learning Method & citizenship.
18. Yes, the more choices the better!
19. Yes. While many students in the traditional schools are getting a good education, for some that may not be the right fit. I am a supporter of making choices available to parents so they can find what works best with their children to help them achieve success in learning.
20. Yes- there is always a need to have more options in our child's education. It sounds like the Village has a high standard of learning, which would be beneficial to most students
21. I think the more options we have for education the better. When you have strong school it encourages other schools to be strong. I think it is a great idea.
22. I think it would be wonderful to have a charter school in my part of town.
23. Right now my child travels 15 min to get to a school that provides special help for his aspergers. A charter school closer to home w/ that kind of help would be great, also my child has interest in technology and science. A school that would help him develop his interest will be outstanding!
24. All charter schools have waiting lists in our area.
25. It gives children more options for their education and provides needed competition in the Boise School District to improve education.
26. We need more and better options.
27. Regular public schools are overcrowded and do not challenge the children the same way charters do.

*Appendix T: School Interest Survey*

28. Yes, because more opportunities for education need to be offered. The Village Charter School will provide more innovated learning opportunities for our children.
29. Yes, I like the village approach, which is often overlooked in the public school
30. Yes! I would love a program that teaches a love of learning with an additional focus for the special gifts each individual has.
31. Yes. It sounds like a very good school with a great curriculum.
32. I would love to see my children in smaller class sizes. I don't know much about charter schools specifically, but they sound like a good educational environment.
33. Yes, I would love to have the option of a charter school in our area of Boise
34. We've been looking for something like this for our children for a long time, but proximity weighs heavily on such a decision!
35. From what I have found is that it seems impossible to get my children into a charter school because there is such a long wait list for these schools. I would love to have another option for my children. I believe that in an environment that children are challenged both academically and socially that they become better people. We need to hold our children at a higher standard for them to thrive.
36. Yes, I haven't been completely satisfied with any school my children have attended thus far in the Boise school district. I trust the parents and teachers that want to get this school started. We need something different like the Village Charter School in the district.
37. There are not any charter schools in this area. I have been interested in a charter school but have not liked the distance they are from my home. I don't mind driving my children to school--I just don't like knowing that they are all the way across town all day long. I like knowing they are close to me.
38. YES!! I want my daughter to be able to attend school where I feel I am needed and where I can play a role in my children's education. I want her to feel confident and safe, and important. I want her to learn according to her abilities, and to be pushed to a higher level of achievement.
39. I'm excited to have teachers & parents & students working together for success
40. I am excited and impressed! I will help work hard for this!

*Appendix U:*  
Sufficiency Review



STATE DEPARTMENT OF EDUCATION

P.O. BOX 83720  
BOISE, IDAHO 83720-0027

TOM LUNA  
STATE SUPERINTENDENT  
PUBLIC INSTRUCTION

May 25, 2011

Rachael Smith  
The Village Charter School  
219 N. Roosevelt  
Boise, ID 83706

Dear Ms. Smith,

In Idaho, the State Superintendent of Public Instruction has the responsibility for carrying out policies, procedures and duties authorized by law or established by the State Board of Education for all secondary and elementary school matters (Idaho Code, Section 33-125). On behalf of Superintendent Tom Luna, the Sufficiency Review Committee at the Idaho Department of Education has reviewed the charter revisions submitted The Village Charter School. This review was to ensure that the charter revisions are aligned with the current laws governing public schools.

The findings of the State Department of Education are outlined in the enclosed document. The two proposed amendments both meet the established standards.

Please communicate these findings to school's board and the Idaho Public Charter School Commission. If the IPCSC approves the amendments, a revised charter will need to be submitted to the SDE. Let me know if you have any questions about the Sufficiency Review or submitted the amended charter.

Sincerely,

A handwritten signature in cursive script that reads "Michelle Clement Taylor".

Michelle Clement Taylor, School Choice Coordinator  
Division of Innovation and Choice

Enclosure: Idaho State Department of Education Sufficiency Review

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

Pursuant to the public charter school rules adopted by the Idaho State Board of Education on March 10, 2005, charter school petitioners are required to submit a draft charter school petition to the Idaho State Department of Education (SDE) for the purpose of determining whether the petition complies with statutory requirements (I.C. 33-5202). This review must occur prior to the petition being submitted to an authorized chartering entity (IDAPA 08.02.04. 200.03).

Each section presents criteria for a response that meets the standard, and these criteria should guide the overall rating for the section. The Comments box provides space to identify data and other evidence that supports the rating. The rationale for each rating is important, especially if some of the data or evidence does not fit neatly into the criteria provided.

The following definitions should guide the ratings:

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

**Does Not Meet the Standard:** The petition does not meet statutory requirements, lacks information or raises substantial concerns about the applicant's understanding of the topic and/or ability to meet the requirement in practice.

After a sufficiency review has been conducted by the State Department of Education within thirty (30) days of receipt the results of the review will be returned to the petitioners. If the petition items do not meet the standard, those items need to be addressed and resubmitted to the Department for review.

Once all of the petition items meet the defined standards, the next step is to submit the petition and sufficiency review findings to an authorized chartering entity for review and consideration for approval. Completion of the sufficiency review process does not ensure approval of the charter school petition, nor does it establish that the school cannot be challenged for failure to comply with state or federal statutes, rules or regulations at some future date. The SDE does not waive its duty to enforce such laws by performing the sufficiency review.

## Cover Page

<b>Charter School Name: The Village Charter School</b>	
<b>District Location: Boise</b>	
<b>Physical Location: 219 N. Roosevelt Boise, ID 83706</b>	
<b>Authorized Representative: Rachael Smith</b>	
<b>Address:</b>	
<b>Telephone:</b>	<b>E-mail:</b>
<b>Alternative Contact:</b>	
<b>Address:</b>	
<b>Telephone:</b>	<b>E-mail:</b>
<b>Opening Date: August 2011</b>	
<b>Grade Levels: K-8</b>	
<b>Initial Enrollment Goal:</b>	
<b>Date Submitted for Review: May 20, 2011</b>	
<b>Date of Review Completion: May 26, 2011</b>	

Required Elements	Idaho Code
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<b>Tab 2</b>
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Describe the proposed location of the school. Also provide the specific attendance area of the school. If the attendance area uses boundaries other than school district or county boundaries include a detailed description of the attendance area and a map showing the boundary.	33-5205(4)
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**Meets Standard**

Comments:  
Attendance area boundaries are further clarified in the amendments. A map will be included with the charter to illustrate the boundary.

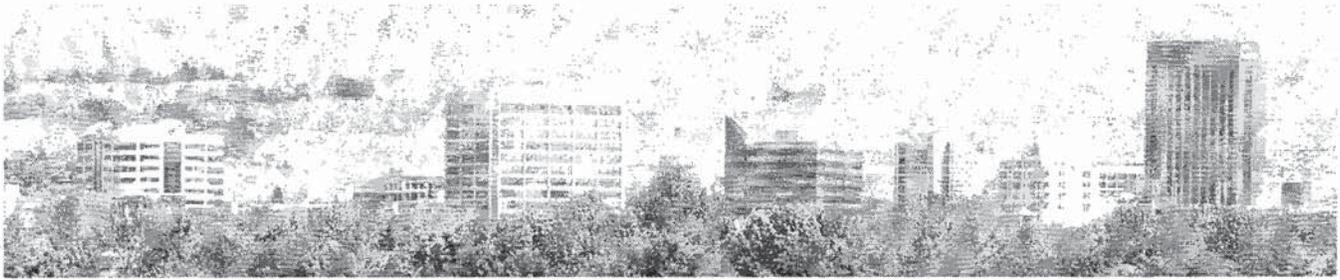
<b>Tab 7</b>
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Describe admission procedures, include a provision for over-enrollment, and equitable selection processes for the initial year, as well as subsequent years of operation. Include enrollment capacity of the charter school.	33-5205(3)(j)
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**Meets Standard**

Comments:  
The amendment adjusts the enrollment capacity per grade. The overall capacity for the school's first year has not changed.

*Appendix V:*  
Certificate of Occupancy



# Certificate of Occupancy

This Certificate is issued pursuant to the requirement of the **International Building Code** and certifies that this structure has been inspected for compliance with the requirements of the code for the occupancy and division of occupancy and the use for which the proposed occupancy is classified.

**Building Official**

Jason Blais

**Date Issued:** 6/10/2011

**Building Permit Number:** BLD11-00934

**Project Name:** VILLAGE CHARTER SCHOOL

**Building Address:** 219 N ROOSEVELT ST

**Owner:** FAITH EVANGELICAL CHURCH INC 219 N ROOSEVELT ST BOISE ID 83713-4922

**Type of use/permit:** Commercial/Tenant Improvements (Existing)

**Construction Types:** VB

**Occupant Loads:** 283, 24

**Occupant Groups:** E, B

**Code Edition:** IBC - 2009

**Automatic Sprinklers Required?** No

**Zoning:** R-1C

**Description:** (VILLAGE CHARTER SCHOOL) Permit is to remodel an existing 9,005 square foot school by widening the existing entrance ramp and adding a landing and stairs at rear door. This building is not fire sprinklered. **\*\*TLW\*\***

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**Planning and Development Services**

150 N. Capitol Boulevard Boise, Idaho 83701-0500 208-384-3800  
[www.cityofboise.org/pds](http://www.cityofboise.org/pds)

*Appendix W:*  
Enrollment Projections



June 25, 2011

Dear Ms. Baysinger,

Thank you for taking the time to speak with founders Rachael Smith and Jani Knox during the Atlanta National Charter Conference to allow for a change to TVCS's recently submitted petition amendments. This change came amidst the transitioning of duties and responsibilities from the founders to the Business Manager and resulted in reassessing the budget to include recently awarded grant funding and revised enrollment projections.

We are submitting this change in accordance to the guidelines you provided of at least thirty-six hours prior to our presentation at the June 28, 2011 Charter Commission meeting. Please let me know if you need anything additional. Again, I appreciate your assistance.

Thank you,

Lisa McIntosh, Business Manager  
The Village Charter School

Enclosed: The Village Charter School Budget Amendment

<b>Grade</b>	<b>Projected Maximum Enrollment Double Kindergarten &amp; 1st Grade Combined 7th &amp; 8th grade</b>	<b>Most likely Enrollment Double Kindergarten, Single 1st Grade, Combined 7th &amp; 8th grade</b>	<b>Current Approved Enrollment Single Kindergarten &amp; 1st Grade Combined 7th &amp; 8th grade</b>
K	50	50	25
1	50	25	25
2	30	30	30
3	30	30	30
4	32	32	32
5	32	32	32
6	32	32	32
7	24	24	24
8	6	6	6
<b>Total Students</b>	286	261	236
<b>Teachers</b>	9	9	7.5
<b>SPED Students</b>	17.01	15.51	14.01
<b>First 10 Weeks</b>	13.8	13	12.4
<b>ADA</b>	13.6	12.8	12.4



## The Village Charter School #473

219 E Roosevelt, Boise, Idaho 83706

	Startup 2010/2011: K-8		Projected Maximum Enrollment Double Kindergarten & 1st Grade Combined 7th & 8th grade		Most Likely Enrollment Double Kindergarten, Single 1st Grade, Combined 7th & 8th grade		Current Approved Enrollment Single Kindergarten & 1st Grade Combined 7th & 8th grade		
	Enrollment	FTE	Funding \$s	Enrollment	FTE	Funding \$s	Enrollment	FTE	Funding \$s
<b>Budget/Enrollment Projections</b>	0	0	\$0	286	9	\$987,490	236	7.5	\$896,281
<b>School Governance:</b>									
Legal			0			6,000			6,000
Accounting Audit			0			7,500			7,500
<b>Total School Governance</b>			<b>\$0</b>			<b>\$13,500</b>			<b>\$13,500</b>
<b>Operating Expenses:</b>									
Supplies			0			15,000			15,000
Postage			0			750			750
Bookkeeper/Payroll			0			22,500	1	22,500	22,500
Equipment Maintenance			0			5,000			5,000
Special Ed Contract Services			0			40,000			40,000
Advertising/Marketing			0			6,000			6,000
Telephone & Internet			0			4,800			4,800
Testing & Assessment			0			5,500			5,500
IT Consulting			0			3,500			3,500
Admin Consulting			0			2,000			2,000
2M Software Updates			0			900			900
Building Lease			0			66,000			66,000
Building Lease-prep costs			0			10,000			10,000
Portables Lease			0	10,000	2	20,000	10,000	2	20,000
Portables Lease-prep fees			0	7,500	2	15,000	7,500	2	15,000
Grounds & Maintenance			0			10,000			10,000
Utilities			0	1,250	12	12,000	1,250	12	12,000
Liability & Property Insurance			0			7,070			7,070
Miscellaneous			0			1,000			1,000
<b>Total Operating Expenses</b>			<b>\$0</b>			<b>\$247,020</b>			<b>\$247,020</b>
<b>Federal Grant Expenses:</b>									
Purchased Services			62,394			0			0
Contracted Services			6,000			0			0
Legal			1,750			2,250			2,250
Memberships			15,195			5,350			5,350
Marketing			24,700			1,100			1,100
Governance Training			1,000			0			0
Professional Development			10,849			0			0
Programmatic Audit			0			0			0
Initial School Supplies			0			0			0
Marketing			0			0			0
Supplies & Materials			0			81,627			81,627
Software			28,933			32,300			32,300
Furniture			32,545			45,081			45,081
Technology Hardware			1,001			10,000			10,000
Travel			0			7,722			7,722
Library			4,420			12,320			12,320
Special Classes			0			10,250			10,250
Other Equipment			0			0			0
<b>Total Federal Grant Expenses</b>			<b>\$225,000</b>			<b>\$233,000</b>			<b>\$233,000</b>
<b>Technology Fund Expenses:</b>									
Misc. Technology			0			8,299			8,299
<b>Total Tech Expenses</b>			<b>\$0</b>			<b>\$8,299</b>			<b>\$8,299</b>
<b>Total Expenses-All Funds</b>			<b>\$225,000</b>			<b>\$1,212,483</b>			<b>\$1,145,253</b>
<b>Net Operating Income/(Loss)</b>			<b>\$243,363</b>			<b>\$17,306</b>			<b>(\$6,673)</b>
<b>Beginning Fund Balance</b>			<b>\$0</b>			<b>\$243,363</b>			<b>\$243,363</b>
<b>Ending Fund Balance</b>			<b>\$243,363</b>			<b>\$260,669</b>			<b>\$236,690</b>