

MISSION STATEMENT

White Pine Charter School will assist parents and educators to build a solid foundation of knowledge and skills for all students to use as a basis for continual learning to meet the challenges of a global society.

VISION STATEMENTS

White Pine Charter School Vision is:

- To create a dynamic and challenging educational institution with high academic standards, providing all students opportunities to develop into motivated learners, analytical thinkers and competent leaders.
- To effectively utilize research-based practices and provide a progressive learning environment which maximizes individual student achievement.
- To practice a positive and compassionate teaching environment in which educators communicate, share and grow in a professional learning community focusing on unlimited potential for all students and educators.

PETITIONER'S INFORMATION

Proposed Operation

White Pine Charter School (WPCS) emphasizes student achievement and promotes high academic standards while serving as a school of choice. It offers team-teaching, extended school day, foreign language, uniforms and a specific knowledge-based curriculum to its students.

Today, White Pine Charter School serves Kindergarten through the 8th grade. The school consists of two classrooms in grades K- 7th and one classroom in grade 8th. Today, the school has a maximum student population of 386. In 2006, a permanent school facility was built at 2959 E John Adams Parkway in Ammon Idaho. The school through commercial and federal funding financed a permanent building which includes 18 classrooms, a kitchen, library, commons area, office and gym. The permanent building was built at the existing school site. To meet financial obligations and address fluctuations in economic conditions, the Board of Directors will annually on or before April 30th hold a public meeting. The meeting will be held upon the completion of school re-enrollment and the public lottery to determine class size for the middle school and elementary classes. Classroom sizes may fluctuate in the following manner:

1. A decrease in the Middle School population will increase the number of students enrolled in the elementary classes.
2. Increase in the Middle School will decrease the number of students enrolled in the elementary classes.
3. Vacant Middle school positions may be filled by enrolling students from other grade level waiting lists.

Standard Classroom sizes will be as follows:

- o No single Kindergarten classroom shall exceed twenty-three (23) students;
 - o Standard level of the first grade classroom is twenty-three (23) students;
 - o Standard level of the second grade class is twenty-four (24) students
 - o Standard level of the third grade class is twenty-five (25) students.
 - o Standard level of the fourth grade class is twenty-five (25) students.
 - o Standard level of the fifth grade class is twenty- six (26) students.
 - o Standard level of the sixth grade class is twenty-eight (28) students.
 - o Standard level of the seventh grade class is Thirty (30) students.
 - o Standard level of the eighth grade class is Thirty (30) students.
- Any classroom standard that is exceeded by (1) or more students shall have an aide employed to assist the teacher at least one (1) hour per day per student over the standard level.
 - No single classroom in grades 1-8 shall exceed the standard as stated above by more than two (2) students through the use of aides.

| In addition, White Pine Charter School will not have more than 3 classes per grade level.

White Pine Charter School will offer a half-day kindergarten program. Annually during the budgeting process and prior to the lottery, a financial feasibility study will be preformed to determine the financial viability of a full-day kindergarten program. Based on the study, the Board of Directors has the option of offering a full day kindergarten program.

Potential Effects

The potential effect of the White Pine Charter School is to provide the content rich curriculum of Core Knowledge in a small classroom setting. The curriculum is rigorous and broad in that it includes not only the core subjects of reading, writing and math but a sequential learning program in science and social studies. Teachers at the school are committed to high academic standards. The school is committed to develop students who are competent, confident, productive, and responsible young adults who possess the academic achievement, habits, skills, and attitudes to succeed in high school and be offered a post-secondary education and satisfying employment. This mission seeks to develop an educated citizenry through a dynamic and interactive academic program where pacing is driven by student capabilities, not textbooks. The dress code provides an environment where social economic differences become obscured. A written and signed disciplinary policy allows students to learn in a safe environment. Physical Education, Art, Music and a foreign language are offered to enrich the educational program at WPCS.

Community Support

1. White Pine Charter School is an existing public charter school with over 313 enrolled students.
2. When the charter was approved, WPCS exceeded the required number of 30 petitions required to start a public charter school.

White Pine Charter School is organized and managed under the Idaho nonprofit corporation act. The Board of Directors of a public charter school are deemed public agents authorized by a ACE (Authorizing Charter Entity).

The board of directors of White Pine Charter School will comply with code section 33-5204.

**DESCRIPTION OF WHITE PINE CHARTER SCHOOL'S
EDUCATIONAL PROGRAM AND GOALS**

White Pine Charter School plans to create an educational setting that is optimal to prepare our children for the future work place. The future work place requires in-depth knowledge of technologies, environmental understanding, and foreign language. In addition to these skills, our children also need to learn teamwork, cooperation, and problem solving.

White Pine Charter School will differ from existing district programs in it's:

- a. Extended academic day
- b. Study of a second language
- c. Required Homework
- d. Written and signed disciplinary policy
- e. Required dress code

To assure a differentiated academic program a team approach, allowing teachers to teach from their strengths, will be used. Teachers from the 1st grade through 8th will specialize in subject areas. This allows the teachers to focus on what they enjoy teaching as well as exposing students to different teaching personalities. An early release schedule one day a week will provide teachers with time to collaborate and participate in professional development to assure team success.

The surrounding area of Idaho Falls will provide the school with strong support. There will be numerous opportunities for community involvement in the school, increasing opportunities for field learning, service projects, and internships. In this setting, the school intends for each student to obtain a sense of community and neighborhood that will provide a lifelong sense of belonging and confidence.

The curriculum of White Pine Charter School will contain both traditional academic subjects and an additional language that make the Charter unique. The Idaho State Department of Education's standards serve as benchmarks. The Core Knowledge curriculum areas include reading, writing, math, science, and social studies. They are enhanced with a foreign language, health and physical education.

White Pine Charter School's core values are reflected in its philosophy and mission statement. It is highly important for students to be challenged, to be taught as individuals, and to learn in a safe, educational environment that allows them to learn about today's world and equips them with the tools to reshape and improve the world of tomorrow.

White Pine 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 21st century. Goal attainment will be assessed by ongoing student testing and staff professional development. The receiving teacher will have intimate knowledge of curriculum and about the strengths and weakness of the students. The school will know if it accomplishes its goals by the continuing success rate of its students and by their scores on standardized tests.

The educational program of White Pine Charter School is described by the **Thoroughness Standards (Idaho Code 33-1612)**

White Pine Charter School will fulfill the thoroughness standards identified in Idaho Code. It has been established that a thorough system of public schools in Idaho is one in which the following standards are met:

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

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

Objectives: White Pine Charter School will:

- Give a written disciplinary policy to every student, parent, faculty and staff member. The above mentioned individuals will be required to sign a contract that will state they have received a copy of the policy and have reviewed the content. Parents of younger children will be asked to review the policy with the child and sign the contract.
- Develop a staff/student handbook to provide rules and guidelines for physical safety. These guidelines will include and not be limited to the procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school, notification of parents' rights, and staff monitoring responsibilities.
- Provide a facility and adopts policies that meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools, and is inspected as required to ensure the safety of students and staff.
- Establish, publish, and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, violence, gangs, and use or sale of alcohol and drugs.
- Create an environment that encourages parents and other adults to visit the school and participate in the school's activities.

Standard b. Educators are empowered to maintain classroom discipline.

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

Objectives: White Pine Charter School will:

- Give a written disciplinary policy to every student, parent, faculty and staff member. The above mentioned individuals will be required to sign a contract that will state they have received a copy of the policy and have reviewed the content. Parents of younger children will be asked to review the policy with the child and sign the contract.
- Develop a student handbook providing a code of conduct including clear expectations and consequences for unacceptable behavior, and a process for teachers to handle minor and major infractions in the classroom setting.
- Teach appropriate behaviors and foster responsible decision-making skills.
- Establish and maintain consistent rules aligned throughout the school.

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

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

Objectives: White Pine Charter School will:

- Give a written disciplinary policy to every student, parent, faculty and staff member. The above mentioned individuals will be required to sign a contract that will state they have received a copy of the policy and have reviewed the content. Parents of younger children will be asked to review the policy with the child and sign the contract.
- Emphasize the importance of adults modeling important values at school.
- Help students build personal bonds and carry out responsibilities to one another and to the faculty and staff.
- Develop a sense of community and service within the school, and between the school and the larger community. Community service instills a sense of individual, social, and civic responsibility and enables the student to use newly found knowledge to solve community problems.

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

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

Objectives: White Pine Charter School will:

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

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

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

Objectives: White Pine Charter School will:

- Use the Idaho State Department of Education Standards
- Enhance curriculum by unifying themes and other creative methods.
- Use a variety of methods to ensure student learning, including the Core Knowledge Curriculum; teaching of math through direct instruction, math manipulative, timed tests, and hands-on experimentation for science learning; and emphasis on community service in social studies.
- Student, parent, and educator together develop a Personalized Learning Goal for each student considering the student's strengths and weaknesses. The faster learner is continuously presented with new challenges. The slower learner benefits from extra adult help, multiple methods, and multiple environments.
- Emphasize environmental responsibility and an understanding of the relationships between the manmade and the natural environment.
- Field trips and career development opportunities will be used, as needed.

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

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

Objectives: White Pine Charter School will:

- Provide a strong foundation in basic reading, writing, science, social studies, geography and computational skills.
- Provide a technology-rich environment, encouraging the effective use of technology as a tool in the workplace of the 21st century.
- Enable students to develop the following intellectual habits important in the work place: adapting to new situations and responding effectively to new information; solving problems; locating and evaluating information from a variety of sources; making flexible connection among various disciplines of thought; thinking logically and making informed judgments.
- Enable students to develop the following personal habits important in the work place: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of the work load; and working cooperatively with others to reach group consensus.

Standard g. The students are introduced to current technology.

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

Objectives: White Pine Charter School will:

- Use interactive technology as tools in an integrated educational program rather than as primary instructional delivery systems.
- Emphasize the acquisition of basic computer skills as a supplementary medium of communication and research to complement other approaches.
- Use computers as tools for such activities as accessing research information, authoring, computation, record keeping and data storage, and communication.

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

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

Objectives: White Pine Charter School will:

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

White Pine Charter School will achieve the Thoroughness Standards through its basic curriculum and the unique aspects of the school. Instruction of the curriculum will be accomplished using an aligned proactive method. A combination of a strong emphasis on kindness and a reward system which honors children who are hard working, responsible, honest, and respectful creates an environment allowing students to maximize their learning potential. We will focus on the memorization and dramatization of classic poetry, quotations and other literary materials noted in the Core Knowledge Curriculum which, through daily recitation, discussion, and application to life situations, will create sensitivity for humankind in staff and students.

Multiple learning opportunities are afforded the White Pine Charter School students. Some are familiar, some are novel, but all strive to make learning relevant and purposeful and to actively engage the learner. Problem-solving groups apply knowledge they have acquired and practice new skills by tackling both real world problems and problems simulated to model the current work world. For example, the school's requirement for students to perform genuine community service not only informs students about real needs our community has, but also encourages them as a group to decide which needs they can reasonably address, plan an approach, implement the plan, and then evaluate the result. Peer teaching, when appropriate, provides an opportunity for learners to become educators and reinforce their own knowledge and mastery of new skills through presentation of their own work and through working with a "learning buddy." Projects will include a balance of individual effort and group collaboration to ensure mastery of important basic skills, content, and interaction skills.

White Pine Charter School's learning program is built on the belief that all children can learn. It recognizes that talent is individual and that children may excel in any or all the academic areas. All academic talent will be encouraged through instruction. The Charter School will retain the traditional focus on reading, writing, and math.

Improve Student Learning

Our students will learn to:

- Develop comprehensive reading skill;
- Develop phonic based knowledge;
- develop oral and written skills;
- develop oral and written skills in a non-native language;
- use knowledge and skills, think logically, and solve problems related to mathematics;
- have sufficient knowledge of science to be responsible users of scientific information;
- participate in a comprehensive program of community service that reflects responsible citizens in a democratic society and an interdependent world;
- understand and apply the knowledge, concepts, principles, and themes embedded in each of the social studies--history, geography, political science, and economics.

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

Use of the individualized learning goal will encourage learners to take responsibility for their own learning, while encouraging teachers, parents and the community to share in that responsibility. Working together, student, parent, and educator will consider learner strength and weaknesses. They will then identify an academic and personal goal for each learner. These goals capitalize on learner strength and shore up areas of weakness, while enhancing parental involvement. Through the use of personalized goals, the White Pine Charter School ensures that children are not penalized for the rate at which they learn. The faster learner is continuously presented with new challenges, while the slower learner benefits from an academic improvement plan.

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

The staff and parents of the White Pine Charter School believe that children do not develop character in a vacuum. Our plan for character education utilizes memorization and dramatization of classic poetry, stories from The Book of Virtue, plays by Aesop's Fables, famous quotes and historical passages, as well as staff who model essential traits of good character. The staff at White Pine Charter School will ensure a safe, kind environment allowing students to acquire essential information and attitudes that will help them lead productive lives.

A. Instructional Methods

White Pine Charter School is distinguished by the multiplicity of ways in which it seeks to ensure student learning. Some of these are highlighted in the sections that follow. The Charter School uses uncommon means to achieve common ends. Through its multiple methods, all students are potentially successful and capable of fulfilling their individual potential. White Pine Charter School plans to use the specific methods mentioned earlier (see "Standard e" in Section III.B. Idaho Thoroughness Standards) and the following instructional methods:

a. The Core Knowledge Sequence presumes that an educated learner needs to know clearly defined skills and concepts that can best be learned in an organized sequential fashion. Traditionally, this approach has been predominately lecture-based. The Charter School plans to add innovative learning tools to increase the efficiency of this method and to provide the opportunity for drills, which are sometimes necessary.

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

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

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

B. Curriculum

1. It is the intent of the White Pine Charter School to remain aligned with the general goals and curriculum of the Idaho Standards. The Core Knowledge curriculum will be mapped and a written outline will be completed establishing compliance with the Idaho Standards.

The White Pine Charter School curriculum contains both traditional academic subjects and additional language areas that make the Charter unique. The Idaho State Department of Education's standards will be enhanced with unifying themes and other creative methods. The subjects that make up the curriculum are listed and briefly discussed below. Traditional core curriculum areas—reading, writing, math, science, history and social studies-- are strongly emphasized. They are augmented with a second language, music, art, health, physical, and environmental education.

Language Arts (English and Foreign). The literature-based curriculum develops learners who are effective communicators, who love literature, and are lifelong readers and writers. Comprehensive skills, grammar, and vocabulary are integrated within the literature program. Dramatization and memorization of accelerated vocabulary is a motivational aspect of the language arts experience. Writing includes goal setting and self-assessment through a personal journal, book reports, research reports as well as creative and expository writing. Communication skills include speaking and writing, and expand into presentation skills, using modern technological tools. The Core Knowledge curriculum will be 50% of the language arts program.

Science and Health. The science curriculum is a multiyear sequence that emphasizes hands-on experimentation and functional knowledge of scientific phenomena. Science must take students beyond the factual approach or reading, reciting, drilling, and testing science to actually “doing” and “feeling.” This process approach lets students experience the excitement of science so they can better understand facts and concepts. Kindergarten through Grade 3 students will focus on the basic science process skills of observing, inferring, measuring, communicating, classifying, and predicting. Grades 4 through 8 students will add the integrated science process skills of identifying variables, constructing tables or data, constructing graphs, describing relationships between variables, acquiring and processing data, constructing hypotheses, and designing investigations.

Mathematics. Kindergarten through Grade 8 students will master grade appropriate arithmetic processes of addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals, as well as the basics of algebra and geometry. Teachers will provide opportunities for concept and manipulative experiences that engage students in exploring, conjecturing, and thinking. Students will view and use math as a tool for reasoning and problem solving in purposeful ways.

Social Studies, History, Geography and Community Service. Kindergarten through Grade 8 will follow the Core Knowledge Curriculum and align with the Idaho State Achievement Standards. In addition there will be a strong emphasis on community service in Grades 6 through 8 as students apply their understanding of and their contributions to the world around them. We will seek out ways for the students to discover and experience responsibilities and rights as members of our democratic community.

Environmental Education. White Pine Charter School emphasizes responsibility for the health of our cities and our planet. Learners will participate in hands-on projects intended to form an awareness of the critical relationships between the man-made and natural environments. Learners will study and debate real-

life issues such as coping with diminishing resources. Consistent participation in Idaho Falls community projects will show learners how they can affect the future quality of our cities and health of our green spaces.

Technology. Technology will be used to support a child's natural way of learning through individual and group discovery and seeking solutions to real-life challenges. White Pine Charter School will provide our learners with technology skills that prepare them for future employment.

C. Curriculum Development and Approval

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

It is the intent of the White Pine Charter School to remain aligned with the general curriculum sequence of the Bonneville Joint School District No. 93 and the exiting standards of the Idaho State Department of Education as they are adopted.

D. Alignment of Curriculum and Textbooks

White Pine Charter School will follow the Idaho Department of Education curriculum and the state aligned Core Knowledge Curriculum. Core Subject textbooks have been selected and chosen based on state approved curriculum.

Curriculum alignment will be evaluated on an on going basis. The evaluation will be the responsibility of the Administrator and approved by the Operating Council. Testing will acknowledge performance that the curriculum content and requirements have met the state and local testing standards.

C. Educational Programs and Services

1. Provision for educational programs and services such as physical education, HIV/AIDS education, family life/sex education, occupational education, guidance and counseling services, Safe/Drug Free Schools programs, summer school programs, parent education programs, social work, and psychological services will be identified and included. The Operating Council, Administrator, and PFA will work together to determine the need for, and estimated cost and value of, these programs.

D. Academic Freedom, Controversial Issues, and Religion

White Pine Charter School shall offer an educational program appropriate to the level of student understanding which:

- 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.

Religious release time for students does not apply to the grade levels serviced by the White Pine Charter School.

A student that fails to meet the school standards and goals will be put on an academic improvement plan designed by teacher and parent. The plan will be continually monitored for accountability by teacher, parent and student. The plan may include but not be limited to additional homework, adaptive curriculum procedures in the classroom, tutoring and testing for specific learning problems

STUDENT EDUCATIONAL STANDARDS

Student Assessment

White Pine Charter School will hold a high standard in academics. The school will complete all required state testing as well as other performance tests designed by the faculty. The assessment processes will provide for parents and teachers a good understanding of a student's abilities and level of education. The school will have parent /teacher conferences performed twice a year and report cards will be sent on a trimester basis. Parents may inquire at any point in time about a student's progress. The White Pine Charter School's student data system will give parents access to continuous information about their child's progress.

With the implementation of "No child left behind" so much of the educational focus has been narrowed to a few subjects and proficiency has become the 'buzz' word of assessment. At White Pine we want our students to not only be proficient, but we want them to make exceptional growth on standardized testing. We believe this can be accomplished through a rigorous curriculum, dedicated staff, and varied teaching strategies. ISAT scores that we can be proud of are cause for celebration, but we desire so much more than this for our students. As we have expressed in our educational standards we want our children to have a broad education beyond the basics; rich with science, history, geography and literature to become life long learners.

Student Educational Standards

The staff of White Pine Charter School will ensure that the State Achievement Standards are taught and all mandated testing is given. White Pine Charter School will be sure that all curriculum used is aligned with state standards. Students will be evaluated for progress in the following areas in addition to academic skills:

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

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

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

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

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

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

Performance will be assessed on at least three levels:

1. performance will be assessed relative to state developed standards including any adopted testing
2. Student progress relative to previous performance will be assessed through portfolios, oral presentations, written reports, individual and group projects.
3. Attitudes and personal/academic habits will be assessed through student evaluation of individual goals, teacher evaluations of projects, presentations and parental input.

Self-assessment will provide a unique learning opportunity for White Pine Charter School students. As active participants in assessment of their own work, learners are encouraged to develop an understanding of their strengths and deficiencies, and an objective view of their accomplishments. Students will also be asked to become evaluators of their strengths and weaknesses as they prepare for their own student/ parent conference. At conference time students are required to demonstrate to their parents their progress and identify their goals for future learning.

MONITORING STUDENT PROGRESS

White Pine Charter School will have high expectations for student achievement on standardized assessments. Additional assessments will also give parents and the school a broad perspective on students' abilities and personal academic habits. Performance will be assessed relative to district and state standards. Student growth, measured relative to previous performance, will be an important component for measuring success. Specific goals for White Pine Charter School students will be measured using the following expectations:

1. 88% of WPCS students will score at the Proficient or higher level on the spring reading ISAT in grades 3 – 8th.
2. 88% of WPCS students will score at the Proficient or higher level on the spring math ISAT in grades 3 – 8th.
3. The percent of kindergarten students at WPCS scoring a 3 on the spring IRI will be 10% higher than state requirement.
4. The percent of first grade students at WPCS scoring a 3 on the spring IRI will be 5% higher than state requirement.
5. The percent of second grade students at WPCS scoring a 3 on the spring IRI will be 5% higher than state requirement.
6. The percent of third grade students at WPCS scoring a 3 on the spring IRI will be equal to the state requirement.
7. 85% of WPCS students in grades 5 and 7 will score equal to or better than the statewide benchmark as measured by the DWA (Direct Writing Assessment)
8. 85% of WPCS students in grades 5 and 7 will score equal to or better than the statewide benchmark as measured by the DMA (Direct Math Assessment)
9. 90% of WPCS students will show one year of academic growth in Reading and Math per year of enrollment as measured by the growth standard of the fall to spring ISAT expected growth benchmark.

Additional Goals: Non-academic

1. 95% of WPCS parents will participate with their students in a student led conference twice a year.
2. WPCS students will meet the goal of 96% attendance in all grades each year.

White Pine Charter School's education plan was developed with an emphasis placed on a broad well-rounded curriculum. Our CORE Knowledge curriculum requires teachers instruct students in all areas; we believe that students should be proficient in math and reading, but the effort to reach this goal should not be at the expense of limiting history, geography, and all areas of science. The content of these subjects builds strong background knowledge for students to draw upon as they further their education. The school will find an appropriate assessment for evaluating student's progress in the science and social studies curriculum. This could be a school designed end of course assessment or the purchase of a standardized test. This goal will be met by fall of 2008, at which time the school will be able to completely evaluate the entire educational program in all core subject areas.

Based on the type of test (national, state or local), student assessment data will be reported annually to the WPCS Board of Directors, Operating Council, parents, and the Idaho State Charter School Commission. The information will consist of:

1. a comparison of annual results with baseline scores to assess progress; the longitudinal data will include, but is not limited to the following; IRI, DWA, DMA, and ISAT scores.
2. grade-level and school composite scores;
3. a graph of annual results showing year-to-year change;
4. a graph of school scores relative to district and state scores; and
5. desegregated analysis to identify areas for improvement for school improvement.

The annual report of student progress will be made to the WPCS Board of Directors, Operating Council, and parents no later than October 15 of each year for the previous school year. In addition to the data listed above, it will provide formative and summative data to demonstrate that the school is meeting performance standards proscribed by the state. These data may also include Idaho State Department of Education standards and/or White Pine Charter School-developed criteria.

White Pine will also provide an opportunity for students to self assess their own effort and learning. Students, beginning in kindergarten, will be asked to evaluate their own work; they will develop skills at determining their own strengths and weaknesses. They will understand their own accomplishments and be able to set personal learning goals. Their self-assessment and goal setting will be shared with parents twice a year during conferences. When students become the center of the learning they become actively engaged in the entire process and progress is accelerated.

STANDARDIZED TESTING

Students' will participate in all required state and federal standardized tests. Dates of administration are to be determined by the Idaho Department of Education and Board of Education. Individual students and school baseline scores will be established the first year of testing, and evaluated each year thereafter, using a composite assessment in comparison to the previous year's results.

ACCREDITATION

White Pine Charter School will obtain accreditation in accordance with Idaho Code 33-5205 (3)(e) and IDAPA 08.02.02. An accreditation committee appointed by the Administrator and Operating Council will choose the appropriate accreditation standard and oversee the accreditation process. Administrator will submit annual accreditation reports to the Idaho State Department of Education and the ACE. The accreditation standard will be chosen from among the adopted state accreditation requirements including; Idaho Elementary/Secondary Accreditation Standards or Northwest Accreditation standards.

CORRECTIVE ACTION

AYP (Adequate Yearly Progress) is part of the federal 'No Child Left Behind' Act. The AYP is an indicator used to measure a school's performance. If White Pine were to be identified as a 'Needs Improvement' school an appropriate action plan would be developed using the following process:

- form a team of teachers and parents to identify the specific areas of concern
- this team would then develop an action plan that would address the specific needs in the areas identified
 - plan would include areas of needs
 - assessment tools
 - specifically identify curriculum limitations
 - identify resources necessary to change the direction of concern; including materials, people, and space
 - plan would include teacher training to address areas of need.
- have the business manager be part of the planning process, so that a budget can be established to meet the needs
- implement the corrective action plan

The following year's AYP would indicate the success of the intervention plan. If White Pine were to continue to be identified at a 'Needs Improvement' for year two, the team would be reconvened and the process would continue.

GOVERNANCE STRUCTURE

1. Board of Directors

White Pine Charter School, Inc. is organized and managed under the *Idaho Nonprofit Corporation Act*. The Board of Directors of White Pine Charter School shall be deemed public agents authorized by an Authorizing Chartering Entity (ACE).

The Board of Directors of White Pine Charter School will consist of no less than five (5) and no more than 9 members. At least one director shall not have children attending the White Pine Charter School. At least two directors shall be parents with children in attendance at White Pine Charter School. White Pine Charter School will be a legally and operationally independent entity established by the nonprofit corporation's Board of Directors.

The Board of Directors is responsible for financial and legal requirements of the corporation including the annual budget, expenditures and legal compliance with local, state and federal regulations. Board of Directors sign employment contracts and ensure compliance with state and federal regulatory agencies. The Board of Directors will have the responsibility to approve the selection of the school Administrator, who may not be one of its members. The Board also will be responsible for hearing, and approving or disapproving, the recommendations of the school Administrator with respect to changes in staffing, program, discipline or curriculum. The Board will, when necessary, adjudicate disagreements between parents and the administration.

2. Organizing Group and Operating Council

The Operating Council is accountable to the Board of Directors for the educational program. The Operating Council's duties include: oversees school's, strategic plan, develop educational policies, educational assessments, volunteer lists and opportunities, PFA activities, enrollment recruitment & retention, evaluation of educational environment, curriculum approval and public relations including parent/student surveys. The Operating Council is accountable and reports to the Board of Directors for the non-profit corporation. The Board has ultimate responsibility and is the entity that will be held accountable by the ACE.

A State of Idaho criminal background check will be completed on newly elected Board of Directors and Operating Council members.

The Operating Council will consist of no less the five (5) and no more the eight (8) members, all but two may be parents at the Charter School. One parent must be the Parent Faculty Association Chair and one must be a teacher. White Pine Charter School commits to keeping complete and accurate Operating Council meeting minutes and to making them available to the public.

Selection and Replacement

Yearly elections for members of the Board of Directors will be held according to the Bylaws of the Charter School Corporation (refer to Articles of Incorporation and Bylaws). Annually, parents and guardians of the students attending White Pine Charter School and Faculty and employees will vote in individuals into positions vacated on the Board of Directors and Operating Council. In the event of a resignation or death, the current board or council members will vote in a successor.

Board of Directors

The elected Board of Directors will be legally accountable for the operation of the Charter School.

Powers and Limitations

The Board of Directors of White Pine Charter School will comply with code section 33-5204.

Relationship between Board of Directors, Operating Council and School Administration

The relationship of the Operating Council to the Charter School's administration will be as follows:

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

- vision and mission of school
- instructional materials and supplies
- resource allocation
- state charter school requirements
- school-wide community building
- special services
- contracted services
- disciplinary support
- public and media relations
- business and community partnerships
- curriculum, instruction, and assessment
- professional development
- employment and personnel issues
- enrollment and attendance
- formative/summative staff evaluations
- facility conditions
- transportation

The Administrator will report monthly operations to the Operating Council and to the Board of Directors.

Standing Committees and Ancillary Support Personnel. Standing committees will be formed in accordance with the bylaws of the corporation. These committees will include, but are not limited to, Parent-Faculty Association (PFA), and fundraising.

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

Community and Business Partnerships:

White Pine Charter School may enter into business arrangements or contracts with other schools, educational programs, businesses, or non-profit organizations based on financial and operational requirements. The authorizing entity shall have no liability for the acts, omissions, debts or other obligations of the school unless otherwise stated in the charter.

PARENTAL INVOLVEMENT

PFA and Operating Council of White Pine Charter School will provide consultation to the Administrator regarding ongoing plans and accountability for the school. The PFA will also work with the Operating Council on school improvement. Having the chair of the PFA sit on the Operating Council will facilitate the involvement of teachers and parents in decision-making matters. The Operating Council will ensure that the improvement plan meets the Idaho Accreditation Standards.

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

a. Parents will be asked to volunteer 20 hours per school year. They may work specifically with students, serve on committees, or volunteer as needs arise. There will be a wide range of committees including but not limited to:

1. Media and public relations
2. Specialized areas of curriculum teaching
3. Parental and community volunteer committee
4. Fund raising committee
5. Grant writing
6. Long range planning committee
7. Budget committee

b. Parents will be encouraged to be involved in the formal operations of the school; Parent-Faculty Association, Operating Council or Board of Directors.

c. Parents will be encouraged to provide an appropriate learning environment at home for study.

d. Parents will be expected to attend two parent teacher conferences per year.

e. Parents will be asked to participate in a yearly election of the Board of Directors and the Operating Council Members.

f. Parents will be required to supply in-depth emergency information for each student to the school.

g. Parents with their child will be required to review and sign the written disciplinary policy and attendance policy.

h. Parents will be asked to complete surveys throughout the school year addressing the following issues: safety of students, classroom discipline, school-wide discipline, child's

response to classroom atmosphere, and parents' perception of learning environment.

i. Parents will be asked to assist in office clerical work, career seminars and workshops, classroom assistance, field trips, tutoring and specialized instruction, playground and recess monitors, athletics and physical education, and enrichment program.

FINANCIAL AND PROGRAMMATIC AUDITS

White Pine 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 as required in section 33-5205(3)(k), Idaho Code, a report on student progress based on the public charter school's student educational standards identified in section 33-5205(3)(b), Idaho Code, and a copy of the public charter school's accreditation report.

White Pine Charter School will have an independent financial audit conducted annually. In addition, WPCS will perform an annual programmatic audit and require an audit performed by an outside agency such as the Idaho Charter School Network every two to three years.

At such time as revocation or non-renewal of the charter may be initiated, an independent audit may be performed, White Pine Charter School will follow the requirements set forth by Idaho statute regarding audit reporting.

DISPUTE RESOLUTION

The Public Charter School Commission and White Pine 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 plan.

Dispute resolutions for parents or guardians are outlined in the student handbook.

EMPLOYMENT PRACTICES

Pursuant to Idaho Code Section 33-5204A APPLICABILITY OF PROFESSIONAL CODES AND STANDARDS – LIMITATIONS UPON AUTHORITY

(1) Every person who serves in a public charter school, either as an employee, contractor, or otherwise, in the capacity of teacher, supervisor, administrator, education specialist, school nurse or librarian, must comply with the professional codes and standards approved by the state board of education, including standards for ethics or conduct.

Every employee of a public charter school and every member of the board of directors of a public charter school, whether compensated or non-compensated, shall comply with the standards of ethics or conduct applicable to public officials including, but not limited to, chapter 7, title 59, Idaho Code, except that section 59-704A, Idaho Code, which permits a non-compensated public official to have an interest in a contract made or entered into by the board of which he is a member under certain conditions, shall not apply to the board of directors of a public charter school. A member of the board of directors of a public charter school is prohibited from receiving a personal pecuniary benefit, directly or indirectly, pertaining to a contractual relationship with the public charter school.

1. Background Checks

All employees will be required to undergo the State of Idaho criminal history check to comply with Idaho Code 33-512.

2. Employees

a. Qualifications

White Pine Charter School's full-time and part-time teachers will meet or exceed qualifications required by state law. Staff will be required to possess personal characteristics, knowledge, and experience consistent with the philosophy, mission, and expectations of White Pine Charter School as outlined within this petition. Teachers at White Pine Charter School will be given teaching assignments that correlate with their area(s) of certification as designated by the state of Idaho. The Administrator will make recommendations to the Board of Directors for approval of instructional staff. The Chairman of the Board of Directors signs all employment contracts.

White Pine Charter School's administrator hires, evaluates, promotes and discharges non-certified staff except for the Business Manager. The Business Manager and Administrator are hired and evaluated by the WPCS Board of Directors. White Pine Charter School reserves the right to hire 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 a short-term or seminar basis.

New employees will undergo background checks and finger printing. The White Pine Charter School will pay for the cost of fingerprinting all staff and relevant volunteers.

Job announcements and all other hiring practices will be made without discrimination in accordance with federal and state employment laws.

b. Professional Opportunities

Faculty at White Pine Charter School will work in an environment where they have opportunities to work with other faculty to align subject areas. Teachers will be responsible for the learning program at the school. Teachers will work closely with their grade level partner using their strengths to provide students with an optimum experience. Teachers will become familiar with the K-8 sequence of their subject area, allowing for more efficient preparation. One early release day a week will provide each team with planning time. Targeted staff size is one teacher per classroom with teacher aide assistance. In-service days will provide teachers with training in keeping with the mission, philosophy, curriculum and assessment of White Pine Charter School. Teachers will be able to take an active role in many aspects of White Pine Charter School.

c. Staff Development Plans

White Pine Charter School's Administrator will ensure that the school's employees understand and are able to implement the school's vision upon hiring and through in-service training.

d. Accreditation Requirements

White Pine Charter School plans to meet the state's accreditation requirement for technology competencies as well as any other state requirements for all certified staff.

ADMINISTRATION

Administrative services will be provided by the White Pine Charter School Administrator supplemented by other contracted services as needed. Annual programmatic and financial reports will be presented to the Operating Council and the Board of Directors. The Administrator will also serve as the liaison between the Charter School and its Operating Council, Board of Directors, the Authorized Chartering Entity, and parents.

Day-to-Day Operations

The Administrator in coordination with the Charter School Board of Directors will determine the day-day operations of White Pine Charter School.

A. Job Description and Qualifications

JOB DESCRIPTION:

Position Title: Administrator

Reports to: The Operating Council and Board of Directors

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

Performance Responsibilities:

1. Coordinates the total educational and operational programs of the Charter School and provides leadership in their development and improvement.

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

14. Studies and revises, together with the staff, all curriculum guides and courses of study, on a continuing basis.
15. Recommends to the Operating Council members the adoption of all courses of study, curriculum guides, and major changes in texts and time schedules to be used in the Charter School.
16. Make recommendations to the Board of Directors regarding building and facility changes.
17. Make recommendations to the Board of Directors concerning the transportation of pupils in accordance with the law and the requirements of safety.
18. Provides suitable instructions and regulations to govern the use and care of school properties for school purposes, in conjunction with the Board of Directors.
19. Performs such other tasks as may, from time to time, be assigned by the Board of Directors Operating Council.
20. Prepares annual reports in compliance with the terms of the authorized chartering entity.

DESIRED QUALIFICATIONS:

- Valid Idaho Administrator's Certificate endorsed for elementary Administrator
- Successful elementary school teaching experience
- Successful building-level administrative experience
- Demonstrated competence in the skills listed under "Job Description"
- Successful business experience
- Ability to provide leadership to a large and complex organization
- Ability to establish and maintain an effective working relationship with the Charter School Board of Directors, Operating Council members, personnel, students and the public.

TERMS OF EMPLOYMENT AND EVALUATION:

Length of Contract: to be determined by the Charter School Board of Directors

Salary: to be determined by the Charter School Board of Directors

Evaluation: annual evaluation by the Board of Directors

HEALTH AND SAFETY

White Pine Charter School will comply with the following health and safety procedures:

1. Require fingerprinting and criminal history checks for all employees in compliance with Idaho Code 33-130. This requirement is a condition of employment. White Pine Charter School will pay for costs associated with the requirement.
2. Require that all students show proof of immunization or an exemption request before being enrolled at the White Pine Charter School.
3. Require that all visitors sign in at the office when visiting the school.
4. Provide for inspection of the facility in compliance with Section 39-4130 of Idaho Code. Adopt policies to meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools. Fire and safety officials, using the guidelines for all public schools, will inspect the facility.
5. Adopt and implement a comprehensive set of health, safety and risk management policies. These policies will be developed in consultation with the White Pine Charter School's insurance carriers and at a minimum address the above and the following items:
 - policies and procedures for response to natural disasters and emergencies, including fires and bomb threats.
 - polices relating to preventing contact with blood-borne pathogens.
 - a policy requiring that all staff receives training in emergency response, including appropriate "first responder" training.
 - policies relating to the administration of prescription drugs and other medicine.
 - policy that the school will be housed in a facility that has received fire marshal approval and has been evaluated by a qualified structural engineer who has determined the facilities present no substantial safety hazard.
 - policies establishing that the school functions as a gun-free, drug, alcohol and tobacco free workplace.

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

White Pine Charter School will adopt a crisis intervention plan which includes the following elements of Safe Schools Crisis Management:

Definition of crisis

Designated "person in charge" media liaison

Procedures for handling crisis situation

Annual staff training

Crisis codes for staff

Dispersion of information to staff, students and parents

Practice schedule for crisis alerts

Faculty staff roster with emergency phone number and indications of training

Community emergency phone numbers
Student roster and phone numbers
Phone trees
Crisis response equipment
Blueprints and utility shutoff locations

EMPLOYEE BENEFITS

All employees will participate in the following programs and benefits: group health insurance, leave benefits, Public Employee Retirement System, Federal Social Security, Unemployment Insurance, and Worker's Compensation Insurance to the extent allowed and required by law. White Pine Charter School will use as a guideline, benefits provided by school districts within the area.

EMPLOYEE RIGHT OF RETURN

Information from Bonneville Joint School District No. 93, policy number 10210P6

Accrual of Educational Experience

1. Any certified employee that is hired by the District from a charter school shall receive credit for their charter school experience on the salary schedule the same as certified employees hired from other school districts.
2. Former certified employees of the District who are reemployed from a charter school shall receive full credit for their years of service in the District as well as for their charter school experience.

New Hire

A Charter School certified staff member who has never been employed by the Bonneville Joint School District No. 93 and who wishes to be employed must apply through the District's equal opportunity employment procedures.

Transfer Rights during academic year

Return of a former Bonneville Joint School District No. 93 employee to the District during an academic year shall be at the sole discretion of the District.

COLLECTIVE BARGAINING

1. Collective Bargaining

White Pine Charter School's staff is considered a separate unit for purposes of collective bargaining.

Teachers sign an at-will contract agreeing to the employment conditions at the Charter School. The staff of the Charter School will have no tenure. Based on staff evaluations, contracts will be renewed on a yearly basis. Written contract will be in a form as approved by the state Superintendent of Public Instruction.

2. Independent Collective Bargaining

Should the staff of the charter school elect to participate in collective bargaining, they will be a separate unit for purposes of collective bargaining.

WRITTEN CONTRACTS FOR CERTIFIED STAFF

Pursuant Section 33-5206(4), Idaho Code, employment of charter school teachers and administrators shall be on written contract in form as approved by the state superintendent of public instruction, conditioned upon a valid certificate being held by such professional personnel at the time of entering upon the duties.

ADMISSION PROCEDURES

Pursuant to Idaho Code 33-5205

The admission procedures shall provide that preference shall be given in the following order:

- first, to pupils returning to the public charter school in subsequent years of its operation;
 - second, to children of founders, provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of the public charter school;
 - third, to siblings of pupils already enrolled in the public charter school; and fourth, an equitable selection process such as by lottery or other random method.
 - fourth, attendance area
1. The attendance areas for White Pine Charter School will be defined as follows: The compact and contiguous areas defined by Bonneville Joint School District 93 and Idaho Falls School District 91 district boundaries.
 2. Once enrolled in White Pine Charter School, students will not be required to reapply each year thereafter. If a child enrolled at White Pine Charter School moves outside the attendance area, they will not forfeit their enrollment status.
 3. WPCS reserves the right to complete a review of an applicant under Idaho Code Section 33-205. Enrollment of the applicant will be accepted only upon White Pine Charter School's Board of Director's approval.

According to Idaho Code 33-103 the parent or guardian of a child of school age who is enrolled in a public charter school shall be allowed to enroll the student in another public school for dual enrollment purposes. White Pine Charter School will follow the procedures governing dual enrollment adopted by the student's resident school district. It will be the responsibility of the parent to provide transportation for their student unless otherwise designated on an IEP.

Over-Enrollment Procedures

White Pine Charter School will hold an annual lottery that is advertised in a local newspaper in both English and Spanish. White Pine Charter School will actively participate in Child Find Activities. Prospective students will be given the opportunity to enroll regardless of race, color, national or ethnic origin, religion, sex, social or economic status, or special needs.

White Pine Charter School will not discriminate against any student on any basis prohibited by the federal or state constitutions or any federal, state or local laws.

Pursuant to Idaho Code 33-5205

- i. A parent, guardian or other person with legal authority to make decisions regarding school attendance on behalf of a child in this state, may make a request in writing for such child to attend the public charter school. In case of a family with more

than on (1) child seeking to attend the school, a single written request for admission must be submitted on behalf of all the siblings. In the event a child is selected through the lottery conducted pursuant to this subsection, the child must accept the school vacancy prior to that child's siblings being given preference pursuant to subsection (3)(j) of this section.

ii. There shall be no carryover from year to year of the list maintained to fill vacancies. A new lottery shall be conducted each year to fill vacancies which become available.

iii. The description shall also include the method by which at least two (2) persons not associated with the public charter school as employees, parents of students, or in any other way, will conduct the random selection method.

Once the enrollment period is complete, the lottery/random has been performed multiple waiting lists will be created for each grade level with the following priorities: one for children of founders, one for siblings of students currently enrolled, one for students within the primary attendance area. Subsequent applications will be added to a list on a first-come, first served basis to be held for classroom openings. Applications may be mailed or delivered to the school office in person.

¶ Enrollment is offered in writing and the letter must be signed by a parent or guardian and returned to the school by the date designated on the offer letter. If enrollment is not accepted, the applicant will be removed from the waiting list. If, at a later date, it is decided that the child wishes to enroll, a new application must be completed.

Mid-Year Decision- If enrollment is offered during the Charter school year the applicant will be allowed to decline but may not retain their waiting list position.

Voluntary Removal- Students wishing to be removed from the waiting list must make their request in writing to White Pine Charter School. Should an applicant be removed from the waiting list on a voluntary basis, and then it is decided that they desire to reapply, a new Letter of Intent must be submitted.

Students that have been expelled from White Pine Charter School do not have to be re-enrolled.

White Pine Charter School will have the right to deny reenrollment for disciplinary or attendance reasons after completion of the expulsion process. Students that have been expelled may only be reenrolled by board approval.

Because White Pine Charter School is not a conversion of an existing school, the attendance alternative would be the same as for those presently residing within the Bonneville Joint School District No. 93 or 91. Students located within the attendance area of the Charter School would have the option to enroll in existing public schools presently serving the area.

Student Rights and Responsibilities

White Pine Charter School will comply with Idaho Code Section 33-205 regarding disciplinary policies and procedures. Included in the student handbook, is a Code of Conduct including expectations and consequences for unacceptable behavior. Suspension or expulsion will be considered only as the final option.

A child with a disability may not be suspended unilaterally for more than ten consecutive school days, or for an accumulation of more than ten school days in a school year. Any proposed denial of admission, suspension, or an accumulation of suspensions of more than ten school days in a school year is proposed change of placement and evokes the procedural rights under federal and state law. The school will follow the appropriate procedures as defined and outlined in Part IV – Section 12, “Child discipline” of the Idaho Special Education Implementation Manual.

Attendance Requirements

School Attendance Philosophy. Students, parents, and educators recognize the importance of attendance and punctuality at school. Key reasons for regular and punctual attendance are employability, educational benefits, funding and success in school.

- **Employability.** Punctuality and attendance are important skills for employment identified by employers. Developing these skills is critical whether students plan to work during the school year, after graduation, or after college.
- **Educational Benefits.** Regular attendance assures that students stay current in academic skills, personal management skills, and teamwork skills.
- **Success.** Students must be present in order to experience success. Further, each student's presence enhances the success of the entire class.
- **Funding.** WPCS receives funds used to enhance all aspects of the school, based on daily attendance.

Excused Absences. Absences from school with the knowledge and approval of a student's parent(s)/guardian are excused absences, but such absences are counted toward the maximum allowed per semester. In order for an absence to be excused, oral or written communication from the student's parent(s)/guardian must be received within 24 hours of the last day of the absence, except for school approved activity absences.

Make-up Work. Make-up work is expected for students who have excused absences. The missed work should be completed by the assigned due date to prevent falling behind. The classroom teacher will provide the student or the parent/guardian make-up work with: a. a list of pages covered during the absence; b. information about assignments or special projects; c. a copy of all handout materials given during the absence. Credit for make-up work is not allowed for an unexcused absence.

Tardiness. It is the responsibility of parents to ensure that their child(ren) arrive at school on

time each day. Tardiness to school or class creates a disturbance that disrupts the learning environment and is inconsiderate of others. A student is tardy if he or she is not in the assigned classroom when the bell rings. Students may accumulate a maximum of three (3) tardies per trimester. In general, tardiness will be dealt with on an individual basis. Students, parents will be notified of all tardies during each semester.

Attendance Requirements. Students may have a maximum of five (5) absences per trimester, not to exceed a total of twelve absences per year., Absence from class for any reason, including family convenience, shall be counted when the percentage of attendance and eligibility for promotion or credit is being considered.

Notification of Absences and Discipline. Parent(s)/guardians will be notified about all absences from class during a trimester. Notice of the 6th absence will inform the parent/guardian of the loss of credit, and include the appeal rights to challenge the loss of credit. The school Administrator may deny a promotion to the next grade or deny credit for a class to any student who exceeds the maximum number of absences.

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

Attendance Appeal Process. If a parent/guardian wishes to appeal loss of credit or a denial of promotion to the next grade due to the attendance requirement, truanancies, or the number of tardies, the following policy applies:

1. Appeals and responses must be in writing to the Administrator within five (5) school days of the date of the notification to deny credit or promotion.
2. The Administrator will respond in writing within five (5) school days from the date shown on the appeal
3. If individuals do not agree with the Administrator's response, a second appeal may be submitted in writing to the Board of Directors within five (5) school days of the date shown on the response.

The decision of the Board of Directors is final.

STUDENTS USING OR UNDER THE INFLUENCE OF ALCOHOL OR
CONTROLLED SUBSTANCES

White Pine Charter School will comply and institute Idaho Code Title 33, Chapter 2, Section 210. regarding students using or under the influence of alcohol or controlled substances. The following is Section 33-210, Idaho Code: STUDENTS USING OR UNDER THE INFLUENCE OF ALCOHOL OR CONTROLLED SUBSTANCES.

(1) It is legislative intent that parental involvement in all aspects of a child's education in the public school system remain a priority. Substance abuse prevention programs and counseling for students attending public schools are no exception. Consequently, it is the duty of the board of trustees of each school district, including specially chartered school districts, and governing boards of charter schools, to adopt and implement policies specifying how personnel shall respond when a student discloses or is reasonably suspected of using or being under the influence of alcohol or any controlled substance defined by section 37-2732C, Idaho Code. Such policies shall include provisions that anonymity will be provided to the student on a faculty "need to know" basis, when a student voluntarily discloses using or being under the influence of alcohol or any controlled substance while on school property or at a school function, except as deemed reasonably necessary to protect the health and safety of others. Notification of the disclosure and availability of counseling for students shall be provided to parents, the legal guardian or child's custodian. However, once a student is reasonably suspected of using or being under the influence of alcohol or a controlled substance in violation of section 37-2732C, Idaho Code, regardless of any previous voluntary disclosure, the school administrator or designee shall contact the student's parent, legal guardian or custodian, and report the incident to law enforcement. The fact that a student has previously disclosed use of alcohol or a controlled substance shall not be deemed a factor in determining reasonable suspicion at a later date.

(2) In addition to policies adopted pursuant to this section, students may, at the discretion of the district board of trustees or governing board of a charter school, be subject to other disciplinary or safety policies, regardless whether the student voluntarily discloses or is reasonably suspected of using or being under the influence of alcohol or a controlled substance in violation of district or charter school policy or section 37-2732C, Idaho Code.

(3) The district board of trustees or the governing board of the charter school shall ensure that procedures are developed for contacting law enforcement and the student's parents, legal guardian or custodian regarding a student reasonably suspected of using or being under the influence of alcohol or a controlled substance. District and charter school policies formulated to meet the provisions of section 37-2732C, Idaho Code, and this section shall be made available to each student, parent, guardian or custodian by August 31, 2002, and thereafter as provided by section 33-512(6), Idaho Code.

(4) Any school district employee or independent contractor of an educational institution who has a reasonable suspicion that a student is using or is under the influence of alcohol or a controlled substance and, acting upon that suspicion, reports that suspicion to a school administrator or initiates procedures adopted by the board of trustees or governing board of the charter school pursuant to this section, shall have immunity from any liability, civil or criminal, that might otherwise be incurred or imposed. Any such participant shall have the same immunity with respect to participation in any judicial proceeding resulting from such report. Any person

who reports in bad faith or with malice shall not be protected by this section. Employees and independent contractors of educational institutions who intentionally harass a student through the misuse of the authority provided in this section shall not be immune from civil liability arising from the wrongful exercise of that authority and shall be guilty of a misdemeanor punishable by a fine not to exceed three hundred dollars (\$300).

(5) For the purposes of this section, the following definitions shall apply:

- (a) "Reasonable suspicion" means an act of judgment by a school employee or independent contractor of an educational institution which leads to a reasonable and prudent belief that a student is in violation of school board or charter school governing board policy regarding alcohol or controlled substance use, or the "use" or "under the influence" provisions of section 37-2732C, Idaho Code. Said judgment shall be based on training in recognizing the signs and symptoms of alcohol and controlled substance use.
- (b) "Intentionally harass" means a knowing and willful course of conduct directed at a specific student which seriously alarms, annoys, threatens or intimidates the student and which serves no legitimate purpose. The course of conduct must be such as would cause a reasonable person to suffer substantial emotional distress.
- (c) "Course of conduct" means a pattern or series of acts over a period of time, however short, evidencing a continuity of purpose. Constitutionally and statutorily protected activity is not included within the meaning of "course of conduct."

ALTERNATIVE ENROLLMENT-IDAHO CODE SECTION 33-5205(3)(N)

White Pine Charter School is not a conversion of an existing school, the attendance alternative would be the same as for those presently residing within the Bonneville Joint School District No. 93 **and** 91. Students located within the attendance area of the Charter School would have the option to enroll in existing public schools presently serving the area.

ENROLLMENT OPPORTUNITIES

White Pine Charter School will comply with statute and rules regarding how the public is made aware of enrollment opportunities. Enrollment publications state; students are given an 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.

TRANSPORTATION SERVICES

White Pine Charter School will comply with all state and federal statues regarding the transportation of students. White Pine Charter School contracts two buses to provide three different bus routes. The bus contract is with Teton Stage Lines and expires on 6/30/08.

SCHOOL LUNCH PROGRAM

White Pine Charter School will contract lunch service with Bonneville Joint School District No. 93 or other Board approved food service provider. Eligibility for free and reduced price meals will be made as per federal guidelines.

VIRTUAL PUBLIC CHARTER SCHOOL

White Pine Charter School is not a virtual public charter school.

BUSINESS CONTRACT

Business contracts White Pine Charter School is currently engaged in are as follows:

<u>Name of Business</u>	<u>Lease Description</u>
1. Design Space Modulars	Operating lease for 5 temporary buildings.
2. GE Capital	Rental of copy machine and riso
3. Teton Stage Lines	Busing Contract
4. Olson & Associates Architects	Architectural services
5. USDA- RD	Loan Documents
6. US Bank	Loan Documents

Note: Currently the Bonneville Joint School District lunch service is not under contract. WPCS is in the process of obtaining a signed contract for lunch services. WPCS purchases Special Education services from Bonneville Joint School District 93 in the same way services are purchased from other outside providers. WPCS has a part-time Special Education teacher under a written contract.

Other Services

Legal services are stated in a legal agreement with local attorneys. Accounting functions are currently being addressed in house. The annual financial audit is completed by an independent accounting firm through an engagement letter.

ADDITIONAL PETITION INFORMATION

White Pine Charter School would like to include the following information:

School Records

White Pine Charter School will maintain student education records to help in the instruction, guidance, and educational progress of the student. The school will establish policies and procedures in compliance with the Family Education Rights and Privacy Act (FERPA) and the Individuals with Disabilities Education Act (IDEA).

Students at White Pine Charter School who are enrolling for the first time in a public elementary school will be required to provide a certified copy of the student's birth certificate and copies of the student's immunization records or exemption in compliance with Idaho Code 18-4511 sections 2 and 3.

Pursuant to Idaho Code 18-4511 section 1, White Pine Charter School will flag the records of children reported by state law enforcement officials to be missing or runaway and report any request for any such flagged records.

DISSOLUTION OF THE CORPORATION

Dissolution

- i.) In cases of termination, the Chair of the Board of Directors of White Pine Charter School is responsible for the dissolution of the business and affairs of the school.
- ii.) White Pine Charter School will turn remaining assets over to the ACE.
- iii.) White Pine Charter School will fully cooperate with state and federal laws regarding the handling of liabilities and payment to creditors of non-profit corporation.
- iv.) All records of students residing in the District will be immediately transferred to the District. All student transfer records will be requested and forwarded pursuant to I.C. 33-5205(3)(u)(iii)