

CONNOR ACADEMY CHARTER SCHOOL



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Tab 1: Executive Summary, Mission & Vision

See IDAPA 08.03.01.401.02

Executive Summary

At their best, charter schools create innovative models of public education. The Academy Inc. (The Academy) exemplifies the best current research in its choice of curriculum, teaching methods, approach to daily instruction, vision for the children's overall environment, and in methods of empowering parents to support their child's daily progress.

School Concept

The Academy is grounded in core beliefs about children, how they learn and the responsibilities of the adults who shape their development. It is based on a *whole school approach* (See Whole School Approach, Appendix M) designed to educate children to be capable and caring graduates ready for the next level of their education. Our school creates a setting focused on the development of knowledge and skills, as well as the development of attitudes and dispositions of children. What makes our school unique is the manner in which competent and caring professionals, accelerated instruction, and the school environment work together.

The Academy is based on the Harbor School Method which integrates elements from five key areas: School Leadership, School Culture, Parental Involvement, Instructional Fidelity, and Student Learning.

Community Need & Interest

The Academy provides an alternate public-school education for 558 of the approximately 13,000 students in the Pocatello/Chubbuck area. Since opening in 2006, The Academy has operated at 99% full capacity and continues to maintain waiting lists following each annual lottery.

Motivation & Collective Qualification of Petitioning Group

The Academy was founded by a group of parents and community leaders that were concerned about the safety of students in traditional schools and especially those with special needs for whom socialization might be more challenging.

Definition of Success

The teachers at The Academy adhere strictly to research-based direct instruction models and strategies. Students continue to achieve at or above the rates set by State of Idaho Department

of Education. Many Academy students enter 9th grade at the local high schools and enroll in honors level courses.

The Academy uses the following assessment tools for review and specific revision of program needs: Idaho State Annual Assessments, Idaho Reading Indicator (IRI), AIMS web, and CORE Phonics Survey data. Both class averages and individual performance are analyzed and reviewed upon completion of fall, winter and spring testing. The Administrator, SPED director, Title 1 director and classroom teachers meet as the school leadership team to analyze assessments during Problem Solving Team Meetings, which occur at each of the six data points.

Our school leadership team has determined that for a student or class to be successful they must be meeting Annual Yearly Growth based on cut scores provided by the State Department of Education as well as scoring at or above the 50th percentile according to the current AIMSweb Norms Table. In addition, these data are analyzed and reviewed to ensure appropriate implementation of student interventions. In the instance that a student is not meeting expected growth, program interventions are initiated, evaluated and modified.

The Academy staff participates in research-based training opportunities based on students' needs as identified by assessment data. There are five full-day professional development days each calendar year as well as numerous one-hour professional development sessions.

Academy parents are actively involved in the culture and academics of the school. It is recommended that each family perform three hours of volunteer activities for the Academy each month during the school year.

Parents are invited to sit on the Parent Advisory Committee (see Appendix A). This committee is actively involved in monitoring the Title I program, as well as advising teacher and administrator Professional Development through the Title II program. Parent input is gathered through written surveys, advisory committee meetings, conferences, phone calls, progress reports, e-mail, and parent training workshops. Information is given to parents in a variety of ways: letters, phone calls, text messages, Facebook posts, school newsletter, and formal invitations.

Mission Statement

In 2010, The Social and Character Development Research Consortium, under the National Center for Education Research, published *"The Efficacy of Schoolwide Programs to Promote Social and Character Development and Reduce Problem Behavior in Elementary School Children Report"*. They concluded that the development of social competencies during middle childhood has been linked to adjustment to schooling and academic success, while the failure to develop such competencies can lead to problem behavior that interferes with success in school

The mission of The Academy is to educate and nurture student confidence and achievement with a safe, character building teaching method so that students become capable of pursuing any subject area because they understand how to learn and enjoy the process of learning.

This is accomplished by implementing a core curriculum of mathematics, reading, writing, science, social studies, and by giving all students an increased opportunity for expanded learning through fine arts, foreign language, and technology programs.

Parental involvement is an integral component in the educational process of students at the Academy. The Academy works to empower parents to support their child's daily progress.

Vision Statement

The vision of The Academy is to provide teachers, parents, and students with innovative, research based, teaching tools and methods so that together they create a school that will develop students who are competent, confident, productive, and responsible young adults who possess the habits, skills and attitudes necessary to succeed in postsecondary education, find satisfying employment, and succeed in life. A complete education is built not only on a solid academic foundation but also on an approach that encourages parental involvement and character development.

All students share in an increased opportunity for expanded learning through fine arts, foreign language, health, and technology programs.

Tab 2: Operations & Services

See IDAPA 08.03.01.401.04.

Operations Summary

Legal status

The official name of the school district is “The Academy Inc.” and was designated by the state of Idaho as District #460. The Academy Inc. began operations in 2006 as “The Academy at Roosevelt Center” because it was housed in a building known as the Roosevelt Center. Although the official district name has not changed, the school moved to a new facility in 2015 and changed the school building name to “Connor Academy”, in memoriam of Connor Dixon, an autistic student directly responsible for the founding of the school who died of cancer while in the first grade.

Location

The Academy is located on a 7-acre parcel in Chubbuck, Idaho. The school is accessed from Philbin Road, which is a designated arterial road running north/south through Chubbuck and Pocatello. The official address is 1295 Alpine Avenue, Chubbuck, Idaho, 83202.

Enrollment

By the 2008-2009 school year, the Academy reached its maximum enrollment capacity of 275, with an average waiting list of about 200 K-8 students throughout the year. With a very low turnover rate, many families in the community, looking for a viable educational choice for their students, expressed frustration at the prospects of getting their children enrolled at the Academy. To address this growing need, the Academy Board of Trustees decided to build a larger facility to accommodate two K-8 tracks instead of just one.

For the first year at the Connor Academy building, it was decided to add an additional track of K-6 classes bringing the enrollment up to 480 students for the 2015-2016 school year. An additional 7th grade class will be added in 2016, and an additional 8th grade class will be added in 2017, at which point the Academy will reach maximum capacity of 558 students.

Student demographics

The primary attendance area for the Academy Inc. is coterminous with the Pocatello/Chubbuck School District #25. Because of its proximity, we have also enrolled a small number of students from Inkom, part of the Marsh Valley School District. It is expected that the Academy student

demographics will be very similar to those of District #25, although with an enrollment representing sampling of 4% of the total district population, or less, an exact match is statistically unlikely.

Organization structure

The Academy is directed by a Board of Trustees consisting of seven (7) voting members, and two non-voting members (appointed at the discretion of The Academy Board of Trustees). All members of the Board of Trustees are elected or appointed for a term of three (3) years or until the annual meeting during the year in which his/her term expires. The officers of the Board of Trustees are elected each year at their annual meeting for a term of one (1) year.

Educational Model

Direct instruction is used to teach students information, facts and fundamental skills. The effects of direct instruction have been consistently documented (See Direct Instruction, Appendix M). At the Academy, we focus on building knowledge for students to develop their capability to apply, analyze, synthesize and evaluate. Both knowledge and skill development are important requirements for tasks of high cognitive demand. Teachers skillfully scaffold student learning, building on their success from year to year and increasing the cognitive demand. Instruction is fast-paced to develop not only the targeted knowledge or skill but the ability to focus and attend. In early grades, children learn basic math skills to a level of automaticity. Instruction emphasizes opportunities for students to develop thinking skills that acquire, integrate, extend, refine and use knowledge meaningfully.

The Academy's educational model is based on the Harbor Method, which is an instructional approach that provides students with a coherent system of learning from grade to grade. It is a synthesis of multiple instructional approaches that are well-documented for their effects on learning. Instruction of concepts and skills is frequent and integrated into multiple contexts. Concepts and skills are not taught in isolation but incorporated throughout the day. Teachers motivate students through instructional design and through behavior expectation training. Students develop a learning-ready posture through intentional instruction on attention. The development of character in children is integrated with the development of academic skills.

As a student progresses through grades, teachers design learning to incorporate these areas and develop the ability of each student to be a critical thinker and a self-directed learner. (See Appendix D)

Potential Effects

Impact on Local School District

When it was announced that the Academy would be moving to a larger facility and eventually doubling in size, representatives from District 25 expressed concern that the loss of students to the Academy could adversely affect staffing. The Academy worked with the district to provide detailed student rosters listing the number of students by grade level, and school, that were accepted into the Academy from District 25. When the 2015-2016 school year started, District 25 discovered an unanticipated net increase in student enrollment that more than off-set the number of those who transferred to the Academy.

Impact on Local Community

The City of Chubbuck has been very welcoming to The Academy. The mayor, members of City Council and other staff have visited and toured the school. There has been an increase in residential construction just east of the school, and there are anecdotal accounts that many are moving to these local neighborhoods because of their proximity to The Academy. An adverse impact on the community is the increased traffic along Philbin Road at the beginning and end of each school day. The Academy Parents are working with the City Council to resolve this issue through re-zoning.

Target Market

The Academy Charter School recognizes the value of a diverse student population. An effective marketing plan has been developed with a variety of approaches to reach out to all segments of the Pocatello/Chubbuck community.

Visible Reminders

Items that can be given away to people that will provide a reminder that the Academy is here and it is an option for them or someone they know. Examples of these visible reminders include printed pens and pencils, stickers, notepads, and t-shirts.

Captive Audience

These are presentations that don't require an invitation for individuals to attend. Examples include Rotary Clubs, parent associations, City Councils, Chamber of Commerce, as examples. While these groups may not be made up of prospective students, they provide a reliable network to get the word out about The Academy. Sometimes just having people talk about the school will plant the seeds for enrollment.

Targeted Recruitment

Targeted recruitment consists of presentations to groups of students and parents who have a perceived better-than-average interest in charter school enrollment. These may be acquired through word of mouth campaigns and traditional advertising methods such as distributing informational pamphlets to Realtors, airing radio and television commercials, appearing in newspaper articles, letters to the editor, and on morning television and radio shows.

“High Profile” Activities

Academy students already participate in high-profile activities such as the Lego robotics competition. An effective way to increase public awareness of the Academy would be to conduct community “Fun Run” activities in specific neighborhood parks and to have booths at community events such as Pioneer Days, Oktoberfest, and Pocatello Spring Clean-up events.

Increased Web Presence

- Increase and modernize content of school website
- Send personalized YouTube video messages using bulk communication to parents and encourage them to forward URL links to friends and associates.
- Continue to use online admissions portals.
- Begin school blog and increase use of social media (Facebook, Twitter) to nurture relationships.

For the methods listed above to be effective, their timing needs to be appropriate. Considerations such as when students register for the following year’s classes, what groups and organizations are meeting and when, and when are students available for activities or presentations all factor into the flow of activities. (See Appendix F)

Facilities Summary

The Connor Academy building was completed in August of 2015. It is a 50,000 ft.² state of the art facility designed to maximize the educational program offered by The Academy. The building is equipped with a remote video surveillance system, an integrated telephone/bell and intercom system and electronic locks on outer doors. All building technology systems are securely connected to the internet and can be accessed and controlled remotely by the Chubbuck City Police Department or the School administrator.

The entire floor plan was engineered to maximize class size. Regular classrooms are 1000 ft.² and special lab classrooms (Music, Science) are 1200 ft.² In addition, there is a 5000 ft.²

gymnasium, two 1000 ft.²computer labs, library, Special Education, Title 1 room, cafeteria and commons area. Each classroom has floor to ceiling 8 foot square windows to increase the amount of natural light. (See Appendix B)

Administrative Services

In order to ensure that the Academy Charter School operates efficiently and accomplishes its goals, the Governing Board has hired an experienced administrator who has a broad background in education and a strong understanding and commitment to the mission and vision of the Academy charter.

The administrator at The Academy is deeply involved in the day-to-day operations of the school through actively monitoring the implementation and quality of the academic program and school culture. The administrator is also responsible for the school financial operations, including the development of a budget consistent with the values and goals of the Academy and ensuring compliance with State requirements. (See Appendix G)

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 between the state and The Academy Inc.

Types of Insurance

The Academy Inc. maintains 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 Academy Inc. has the same role as a traditional public school in matters of civil liability. The appropriate insurance and legal waivers of all district liability and property insurance are similar to the coverage purchased by the similar sized traditional school districts. A copy of the proof of insurance is given to the Idaho Public Charter School Commission each time it is renewed to ensure continuous coverage. (See Appendix E)

Tab 3: Educational Philosophy & Program

See IDAPA 08.03.01.401.05.

Educational Philosophy

The philosophy of The Academy Charter School is that when there is low threat and content is highly challenging, accelerated learning takes place. We believe that all children are capable of more than we imagine and that we unlock their potential through high expectations, a rigorous, fast-paced, curriculum, and dynamic character education. Children must attain not only the knowledge and skills necessary for the 21st century but also, the work habits, communication skills and problem solving abilities to contribute to a democratic society.

An Educated Person

Change remains a core characteristic for the 21st Century. Individuals, as a part of the future workforce, will change jobs an average of eight times, and as knowledge continues to multiply, information management, technology and communication will become necessary tools for success. Successful workers will need to be literate and possess excellent problem-solving skills. Our nation requires a citizenry who are skilled learners and who, more than ever before, have learned to work cooperatively. It is estimated that roughly three out of four new jobs will need some education or training will be required at an institution of higher learning.

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

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

They will develop personal habits and attitudes of:

- *Accepting responsibility for personal decisions and actions; Investment in and awareness of the needs of others;*

- *Academic honesty and the ability to face challenges with courage and integrity;*
- *A healthy lifestyle;*
- *Empathy and courtesy for others and respect for differences among people and cultures;*
- *Self-confidence and willingness to risk setbacks in order to learn;*
- *Concentration and perseverance;*
- *Seeking a fair share of the workload;*
- *Managing time in a responsible manner;*
- *Working cooperatively with others, including the ability to listen, share opinions, negotiate, compromise and help a group reach consensus.*
- *The development of these habits and attitudes requires a climate that is conducive for learning.*

(See "Educated Person", Appendix M)

The philosophy of The Academy Charter School is that learning occurs when:

- *Students construct meaning.*
- *Students see connections between what they learn and the real world.*
- *Students are actively engaged in purposeful tasks.*
- *Activities are integrated and meaningful.*
- *Students work individually and as members of a group.*
- *Students internalize that what they learn and do in school makes a positive change in the community.*
- *Challenged students have an individual plan and support is an intrinsic part of the educational program.*
- *Students are supported with Education Assistants, Teachers, parent volunteers and school administration.*
- *All students have advanced learning opportunities.*

Educational Program

Student Learning

What We Believe

- "Teach to the high". All children are capable of learning more than we think.
- Safety is fundamental to learn develop and succeed.

- Make learning personal and important for students.

Children learn in a social context of schools. They learn in and out of the classroom. They learn by what they see, what they hear and what they do. All students should know that their teachers have high expectations for their academic accomplishments and for their conduct. Every aspect of school is specifically designed to provide clear and consistent expectations for students. This helps students know what is expected of them at school.

Work habits are established early in life, so The Academy intentionally develops work habits in students that will serve them throughout their lives. Nurturing the development of students' intellectual, social, interpersonal and character growth is expected to be evident throughout the programs of a Academy School. An environment in which high academic achievement is an expectation for all students is foundational.

The goal of The Academy Charter School is to help all students develop greater capacity for knowledge, skills and dispositions that equip them to be work and college ready.

School Culture

School cultures teach through the expectations set for and by the people working in them, both children and adults. They teach through the myriad of ways that people work together and treat one another. Safe, supportive school cultures mitigate the potential effect that differences among students could have on their learning.

The principal is accountable for the school culture and must intentionally create the conditions consistent with the school's philosophy and practices. School cultures teach children and adults directly and indirectly. Everything that occurs within a school culture shapes behavior of people. We are intentional about shaping that behavior. The practices and conduct of the adults in the school are expected to be a primary model for students as they learn the character traits and work habits that will be life-long assets to them.

The Academy focuses on safety by removing fear, threat and intimidation from the learning environment. A focus on kindness and a strong policy against teasing, taunting, bullying, and negative peer pressure creates a positive, supportive and constructive environment for children to learn and grow. Adult decisions are made based on what is in the best interest of the students and the development of their knowledge, skills and dispositions. There is evidence of kindness between students and students, students and adults, and adults with adults. Adults demonstrate their respect and their responsibility to maintain a clean, orderly environment. They extend themselves to one another and to the students. Both respect and personal responsibility are visible in all interactions.

Curriculum Overview

In keeping with The Academy's mission to prepare learners to be functional citizens of the 21st century, we recognize that such preparation is more than the assimilation of facts. Proficiency in a discipline means that the learner becomes a capable practitioner and has a sufficient

foundation to pursue advanced study. The Academy emphasizes both the acquisition and application of knowledge.

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

The subjects that comprise the curriculum are listed and briefly discussed below. The traditional core curriculum areas of language, arts, math, science, social studies remain strongly emphasized. The Academy Charter School will provide solid preparation in the fundamental academic skills of reading, writing, mathematics and science.

Core Curriculum

Language Arts

Students will study language and literature through reading aloud, grammar and mechanics, vocabulary and spelling instruction. The curriculum is literature based. Comprehension skills, grammar and vocabulary are integrated within the literature program.

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

Science & Health

The Academy science curriculum is a multi-year sequence, which emphasizes hands-on experimentation and functional knowledge of scientific phenomena. Science must take students beyond the factual approach of reading, reciting, drilling and testing science to actually doing and feeling. This process approach lets students experience the excitement of science so they can better understand facts and concepts. Kindergarten through third grade students will focus on the basic science process skills of observing, inferring, measuring, communicating, classifying and predicting. Fourth through eighth grade students will add the integrated science process skills of identifying variables, constructing tables of data, constructing graphs, describing relationships between variables, acquiring and processing data, constructing hypotheses and designing investigations.

As students progress through the curriculum, they deepen and extend their understanding of the basic principles of sciences through a variety of scientific media and through the development of subject-appropriate vocabulary skills. Students will study earth, life and physical sciences.

Math

Our math program was originally developed by the Academy Institute. Although the basic underlying structure has remained the same, teachers at The Academy have continued to improve upon it based on new research, best practices and heightened state standards. The program taught at The Academy is a fast-paced, direct teaching method. We have concept and manipulative experiences that engage students in exploring, conjecturing and thinking. Students learn numbers and operations, including numeration, basic operations, properties of numbers and operations, and estimations. Students also learn Algebra and Geometry. Additionally, students learn measurements and perform data analysis and probability including data collection and representation, data set characteristics, and probability. Students also learn problem-solving skills and tools including problem-solving strategies, reasoning and proof.

Social Studies & Community Service

Kindergarten through 8th grade will follow the state standards and benchmarks. American History will be taught in Kindergarten through 8th grade. In fourth grade, the History of Idaho and the Pacific Northwest region will be taught. In the fifth grade, students will be introduced to world history with a four-year sequential study of Ancient Egyptian, Greek, Roman, and Medieval Civilization. In addition, there will be an emphasis on community service in the seventh and eighth grades as students apply their understanding of, and their contributions to, the world around them. We will seek out ways for the students to discover and experience responsibilities and rights as members of our democratic community.

Technology

Technology is used to support a child's natural way of learning through individual and group discovery and seeking solutions to real life challenges. The Academy provides our students with technology skills that prepare them for future employment. Parents and students must sign a Computer Use Policy, which is in compliance with the Children's Internet Protection Act.

Unique Aspects

The distinctive aspects of The Academy Charter include the addition of overnight/extended day field trips for 6th through 8th grade students, the study of a second language, a dedicated science lab, a physical education program for all students, integration of community service into the learning process and a winter sports program partnership with the Pocatello Nordic Center and Pebble Ski Resort.

Seventh/Eighth Grade Opportunity

We recognize that the junior high/middle school years are critical to the development of a child's self-esteem. Therefore, the focus of the seventh and eighth grades is to provide an environment different from what has been the traditional junior high/middle school setting in order to create

a learning atmosphere where students experience less stress due to the culture of low threat, kindness and respect.

Foreign Language

The study of a foreign language is an integral and distinguishing aspect of The Academy Charter curriculum. We currently provide instruction in Spanish Language beginning in 2nd grade. Research demonstrates that the study of a second language boosts English proficiency improves memory and self-discipline and enhances verbal and problem-solving skills. Studies also show that learning a foreign language actually contributes to better SAT and ACT scores. (See “Secondary Language Benefits”, Appendix M)

Music

Children at The Academy learn music theory, vocal performance and music history. Studies show that when a child makes music, brain cells begin firing in patterns, linking with each other and forming a network of lasting connections. This exercises and strengthens the same bridges in the brain that are believed to lay the framework for logic, order, and abstract reasoning. It is not our intent to turn every child into a Mozart or an Einstein. But it is our desire to stimulate as much brain activity as possible, for the stimulus a child receives early in life will determine how well their brain functions through life. (See “Secondary Language Benefits”, Appendix M)

Instructional Quality

The quality of learning for students has everything to do with the quality of teaching. Three key elements distinguish the Academy’s instructional quality:

1. Faculty and staff commit to adopting the beliefs that ground school philosophy. Their teaching, leading and working habits emerge from those beliefs.
2. Faculty and staff are prepared to meet clear expectations through the use of specific curriculum, teaching strategies and student management practices that support the intellectual as well as the social, emotional and character development of children.
3. Faculty and staff understand the importance of instructional fidelity. Instructional fidelity is defined as being consistent with The Academy philosophy and practices to achieve program coherence throughout their school. Program coherence matters for students. The consistency of structure, expectations and instruction accelerates learning. This is a key component for school-wide high performance.

Program and instructional coherence is a signature feature of The Academy School. This feature brings benefits to student learning because they know what to expect from grade to grade, class to class, adult to adult. Students learn that they have multiple opportunities to learn information and to demonstrate their understanding and skill. Students learn the instructional routines in early grades which accelerate their ability to focus on new information, skill development and thinking skills. The core instructional methodology is consistent across teachers yet implemented

with the unique creativity and talents of each teacher. Pacing of accelerated objectives is coordinated between grade levels.

Instructional Methods I.C. 33-5205(3)(q)

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

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

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

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

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

Learning Opportunities

The most significant learning opportunity for our students is the number of times they have to learn any given concept. The general principle which our teachers impress upon the learners is, "If you don't get it today, maybe you'll get it tomorrow, but only if you try". This learning advantage alleviates student anxiety and the feeling of desperation if the student does not learn a concept quickly enough.

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. Peer teaching provides an opportunity for students to reinforce their own knowledge and mastery of new skills through presentation of their own work.

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

- Develop oral and written skills;
- Have the opportunity to develop oral and written skills in a non-native language;
- Possess the ability to use knowledge and skills, think logically and solve problems related to mathematics;
- Have sufficient knowledge of science to be responsible users of scientific information;
- Participate in a comprehensive program of community service that reflects responsible citizens in a democratic society and an interdependent world;

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

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

Although all seven areas are encouraged through instruction, The Academy retains a traditional focus on linguistic and mathematical/logical areas and implements a musical component. It is designed to stimulate the desire to learn and is based on the belief that all learners possess an innate and unique creativity that can be developed given the appropriate environment. It allows for the joy of knowledge, self-expression and the thrill of exploration.

The staff and parents of The Academy believe that children do not develop character in a vacuum. Our plan for character education provides expectation training through memorization and dramatization of classic poetry and historical passages, as well as staff who model essential traits of good character.

Instructional Approach

The Academy uses the direct instructional approach providing students with a coherent system of learning from grade to grade. Over the past several years, research on direct instruction has established key attributes for effective teaching and effective learning. The Academy bases its instructional methods on best research (See Appendix N: Bibliography of Direct Instruction Research) to incorporate these attributes. Instruction of concepts and skills is frequent and integrated into multiple contexts. Concepts and skills are not taught in isolation but incorporated throughout the day. Teachers motivate students through instructional design and through behavior expectation training. Students develop a learning-ready posture through intentional instruction on attention. The Academy does not separate the development of character in children from the development of their academic skills. Students are taught the importance of treating others with kindness and respect and the value of putting forth best effort and participating in class.

Direct instruction is used to teach students information, facts and fundamental skills. The effects of direct instruction have been consistently documented. The Academy focuses on building knowledge for students to develop their capability to apply, analyze, synthesize and evaluate. Both information and skill development are necessary for tasks of high cognitive demand. Teachers build on student learning success from year to year to increase cognitive demand. Instruction is fast-paced to develop not only the targeted knowledge or skill but the ability to focus and attend. Students learn basic math skills to a level of automaticity so that advanced cognitive math concepts can be learned without frustration. Instruction emphasizes opportunities for students to develop thinking skills that:

- acquire and integrate knowledge
- extend and refine knowledge
- use knowledge meaningfully

As students progress through grades, teachers design learning to incorporate these areas and develop the ability of each of the students to be a critical thinker and a self-directed learner.

Math Instruction

An important instructional strategy at The Academy is the Math Concept Board. It is used to teach both the essential and accelerated objectives of the Academy Curriculum in a repetitive manner. Teachers use their classroom white boards to display the daily concepts, implementing them through direct instruction, and then use them to build on the skills which are repeated every day. Students respond by engaging in oral recitation and joining in choral response. This provides a safe environment in which students can learn and teachers can monitor each child's progress. By modeling and reinforcing as a group, the students do not feel singled out, but rather know that if they do not get it today, they will get it tomorrow.

Academy Teachers originally used Concept Board CDs developed in 2005 by master Academy Method teachers. As they have become more comfortable with the Academy School Method™,

they have altered the content in subsequent years, to meet student’s needs and curricular expectations.

When students struggle with mathematics, the problem is almost always basic-fact related. Mad Minutes activities are specifically designed to help students overcome this situation. Mad Minutes consist of a sequence of speed drills on basic number facts that reinforce basic math concepts so that students learn them to the point of automaticity. Daily mad minutes are done in grades 1-6. Math manipulatives are also used to deepen student understanding. Teachers incorporate these manipulatives in other instructional activities where they fit. Grade levels utilize the Saxon Math program to strengthen the problem-solving component of math. The Saxon Math curriculum has an incremental structure that distributes content throughout the year. This integrated and connected approach provides deep, long-term mastery of the content and skills called for in the Common Core State Standards. The newest Saxon Math curriculum provides Concept Board support as well as practice solving real-life situations, which is important to our school philosophy.

Reading Instruction

When done properly, Direct Instruction ensures quick pacing, repeated and spiraling concepts, and realistic applications. There are essential elements in literacy instruction that have proven to be highly effective for student learning and can complement any reading program.

It is essential to The Academy that educators be well-versed in research findings of reading. Scientifically based reading research (See Spalding Reading, Appendix M) has identified five essential components of effective reading instruction. To ensure that children learn to read well, explicit and systematic instruction must be provided in these five areas:

- *Phonemic awareness*—the ability to hear, identify, and play with individual sounds—or phonemes—in spoken words.
- *Phonics*— the relationship between the letters of written language and the sounds of spoken language.
- *Fluency*—the capacity to read text accurately and quickly, including oral reading skills.
- *Vocabulary*—the words students must know to communicate effectively.
- *Comprehension*—the ability to understand and gain meaning from what has been read.

Vocabulary Instruction

Vocabulary development is a key component. Students learn word sets taken from numerous sources including the literature used at each grade level as well as the book, *110 Words to Pass the SAT and ACT*, and ISAT vocabulary lists. Students learn words in the context of daily teaching and through “whole body learning” which uses recitation, dramatization, and choral speaking. Teachers integrate new vocabulary into writing, speaking and real-life contexts.

Language Arts

Teachers at The Academy use the Shurley Method to teach the mechanics and the linguistic characteristics of their language. The Academy utilizes the Shurley Method because the successful results of this method have been well-documented (Shurley Reading Program, Appendix M). The Shurley Method prepares students to be excellent writers and users of their language as well as more astute learners of foreign languages. The understanding of the parts of speech is integrated into reading, writing and not practiced in isolation.

School Leadership

The quality of a school, the quality of teaching, and the confidence of parents, rest on the competence of school leaders. Although teachers are leaders in the classroom, schoolwide leadership comes from the Board of Trustees and the school administrator. The Board of Trustees is responsible for the governance, policies and strategic direction of the school. The school administrator (principal) carries out the expectations of the Board and ensures the quality of the school programs.

An effective board provides strategic direction for the school, chooses and nurtures strong school leaders, and ensures the school financial and legal soundness. For a charter school to succeed, it must form a board that is committed to the school mission, possess substantial leadership skills and expertise, set policy that guides the school work, and evaluate both the school and itself with an eye toward continuous improvement.

Leadership has a profound effect on the conduct and achievement of students and the adults who contribute to their learning in the school setting. We believe that the principal has direct accountability for the environment in which teachers teach and students learn. The principal's primary responsibility is to support teachers and to protect teaching time. This is not merely a function of scheduling or other administrative activities, but the principal's presence throughout all student contact areas during school hours. The principal at The Academy must be visible to the student population in the classroom, in the hallways, in the lunchroom, and on the playground. The principal uses all of these venues to teach practical aspects of living and how to interact positively with one's neighbors and community. In this manner, the principal's provides daily supervision and support of teachers to ensure instructional fidelity.

Parent Participation

The Academy also depends on the support and engagement of parents. To be successful, Academy educators must cultivate strong parental engagement. The school actively works to earn parent trust and confidence to provide a safe and productive learning environment for their children. It is essential that parents are well informed of The Academy's mission, philosophy and practices.

All parents at The Academy understand that they are their child's first teacher. All parents should have sufficient understanding of the methods used at The Academy upon enrolling their children, a thorough orientation before the first day of school, and ongoing opportunities to experience

the method through classroom visits. Their understanding of Academy practices is essential for them to support their child's education. The Academy encourages parents to volunteer in multiple ways to enhance program effectiveness.

Post-academy Success

Academy students will learn the work ethic, knowledge, skills and attitudes necessary to be successful in future educational endeavors and workplace pursuits.

The Academy's curriculum and culture gives students the foundational knowledge base necessary for success. Students learn persistence, good study skills, respect for authority, leadership, cooperation, kindness and respect for peers. Academically, students are challenged and encouraged to go the extra mile to be successful. They gain confidence in their ability to succeed as a result of hard work.

The Academy's policies are intentionally designed to prepare students for the rigors and challenges of the workplace. Policies establishing strict attendance requirements, respect for authority, real life consequences for both positive and negative behaviors and a culture of respect and kindness, train students to become accustomed to an employer's expectations.

The Academy recognizes that the most important factors defining satisfying and successful employment are attitude and effort. Employers look specifically for enthusiasm, efficiency and excellence in those they hire. The Academy will purposefully train its students to develop these characteristics. Work-related programs designed for each grade level teach the value of work, positive attitude and effort. Training culminates in the eighth grade when each student completes a series of personal service projects benefiting the school and the greater community.

Educational Thoroughness Standards I. C. 33-1612

The Academy Charter School will fulfill the thoroughness standards identified in Idaho Code 33-1612. It has been established that a thorough system of public schools in Idaho is one in which the following standards are met:

Standard 1: A safe environment conducive to learning is provided

Goal: Maintain a positive and safe teaching and learning climate.

Objectives-What The Academy Charter School will do to achieve this goal:

1. Develop guidelines for physical safety. These guidelines will include, but not be limited to, the procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school, notification of parent rights and staff monitoring responsibilities.
2. Provide a facility and adopt policies that meet all required city, state, and federal health accessibility, safety, fire, and building codes for public schools.
3. 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.

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

Standard 2: Educators are empowered to maintain classroom discipline.

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

Objectives- What The Academy Charter School will do to achieve this goal:

1. Adapt the policies into a parent/student handbook providing a code of conduct including clear expectations and consequences for unacceptable behavior.
2. There will be a school-wide process for teachers to handle minor and major infractions in the classroom setting.
3. Teach appropriate behaviors and foster responsible decisions-making skills.
4. Establish and maintain consistent rules aligned throughout the school.

Standard 3: The basic values of honesty, self-discipline, unselfishness, respect for authority, and the central importance of work are emphasized.

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

Objectives- What The Academy Charter School will do to achieve this goal:

1. Utilize the general philosophy of the character education program throughout all decisions to instill appropriate values.
2. Emphasize the importance of adults modeling important values at school.
3. Help student build personal bonds and carry out responsibilities to one another and to the faculty and staff.
4. 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 4: The skills necessary to communicate effectively are taught

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

Objectives- What The Academy Charter School will do to achieve this goal:

1. Emphasize meaningful language experience in language arts, enhanced by writing and memorization.
2. Provide access to computers to teach students basic computer skills and, in the upper grades, appropriate communication through technology (via e-mail and the internet).

3. Provide instruction in a foreign language. Knowledge of a second language is essential in many occupations. In addition, knowledge of a second language will boost English proficiency, improve memory and self-discipline, and enhance verbal and problem-solving skills.

Standard 5: A basic curriculum necessary to enable students to enter academic or professional technical post-secondary education is provided

Goal: Develop an educated citizenry for the 21st century through a proven academic program where all students are offered an advanced curriculum.

Objectives- What The Academy Charter School will do to achieve this goal:

1. Use the Idaho State Standards as a starting point to be enhanced by unifying themes and other creative methods.
2. Use the Harbor School Method to ensure student learning including but not limited to: phonics, reading, mathematics, science, history, and literature.
3. Develop a personalized learning goal for each student. Together, the student, parents and educator will consider the student's strengths and weaknesses. Faster students will continuously be presented with new challenges, while the slower learner benefits from help, multiple methods and different environments.
4. Offer a solid health curriculum as required by the state.

Standard 6: The skills necessary for the students to enter the workforce are taught

Goal: Provide students with the intellectual foundation and strong moral compass that provide the character traits of leadership, which lead them to becoming productive citizens.

Objectives- What The Academy Charter School will do to achieve this goal:

1. Provide a strong foundation in reading, writing, problem solving, math concepts, science, social studies, history and literature.
2. Provide a technology-oriented environment, encouraging the use of technology as a preparation for the workplace of the 21st century.
3. Enable the students to develop the following intellectual habits important in society: 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.
4. Enable student to develop the following personal habits important in society; 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 workload; and working cooperatively with others to reach group consensus

Standard 7: The students are introduced to current technology.

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

Objectives- What The Academy Charter School will do to achieve this goal:

1. Use technology as tools in an integrated educational program rather than as a primary instructional delivery system.
2. All students leaving The Academy Charter School will be proficient in using office software (word processing, spreadsheet, slideware and graphic publication, etc.) and will have a basic understanding of the principles of computer coding and programming.
3. All students will be taught proper internet use etiquette and how to respond to hostile internet communications.
4. Use computers as tools for such activities as accessing research information, authoring, computation, record keeping, data storage, and communication.

Standard 8: 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 the intellectual foundation to become responsible citizens in our society.

Objectives- What The Academy Charter School will do to achieve this goal:

1. Provide a program of community service for 7th and 8th grade students that reflects responsible citizenship in a democratic society and an interdependent world.
2. Enable student to develop the following personal habits important in society; 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 workload; and working cooperatively with others to reach group consensus.
3. Enable students to understand and apply concepts and principles embedded in each of the social science: history, geography, political science and economics.

Special Education Services

Special Education Services are provided to any student whose needs cannot be fully met, as outlined in the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act. If a student is found to be eligible special education services will be provided for that student in one or more of the following ways:

The Academy Charter School will form a problem-solving team to consider student eligibility for special education. If a team determines the need for an evaluation by other personnel, such as a

school psychologist, speech therapist, or occupational therapist, not currently employed by the school, such evaluations will be contracted with a private provider. Providers will meet all applicable licensure and certification requirements. All evaluation and eligibility requirements will be followed, and parents will be notified of their due process rights.

Disciplinary problems by special education students will be assessed by the problem-solving team with due consideration of the student's special needs or circumstances detailed in their Individual Education Program (IEP). Teachers and administrators will follow the Idaho Special Education Manual (as currently defined in Chapter 12 and titled —Student Discipline) to address these issues.

The delivery of instruction for students with disabilities, and the monitoring of that delivery of instruction will be provided by personnel who meet highly qualified criteria along with requirements of IDEA. Instructional services will be provided in the Least Restrictive Environment as defined by the student IEP. A paraprofessional will be used to support instruction as allowed by IDEA. The appropriate personnel will consult with the general education staff to utilize effective classroom interventions, adaptations, and modifications.

The Academy Charter School will contract with private providers for the provision of related services. All providers will meet the applicable licensure and certification requirements appropriate for the services they are providing. Direct speech, language, or occupational therapy services may be provided by a paraprofessional under the direct supervision of a licensed therapist. In the event that the IEP team determines that student academic needs cannot be met on site, The Academy Charter School will determine the least restrictive environment complying with PL 94-142.

Students on Individual Education Plans (IEPs) or Section 504 plans are mainstreamed for much of the school day. Students receive special education services as supplemental to their classroom-based experiences. Students spend the majority of their time in their grade level class, supported by educational assistants who work closely with the special education teacher and classroom teacher to personalize the expectations according to their IEP. The purpose of the special education teacher is to be a resource and support for teachers, students and parents.

The primary goal of special education is to accommodate and adapt as needed in the general education classroom with limited pull-out service. Children cannot expect to be at grade level if they are not exposed to grade level material. Their learning often exceeds adult expectations because they are exposed to accelerated learning, which often does not happen in traditional school programs. They blossom in an environment that is centered on student kindness. All students learn how to relate with one another, regardless of human differences.

Limited English Proficient

The Academy Charter School will apply the federal definition of Limited English Proficient (LEP) as defined in Title III and IX of the ESEA. Students who are eligible for the LEP program will participate in The Academy LEP program according to state and federal guidelines. State and federally mandated testing of LEP students will be administered. LEP services may be provided

on-site or contracted out. The Guidance for Evaluating Limited English Proficient (LEP) Students to Establish Special Education Eligibility, provided by the Idaho Department of Education, will be used for identifying Special Education LEP students.

The Academy Charter School will follow the Idaho LEP Program guide and administer the Idaho English Language Assessment (IELA) for student placement as well as monitoring student growth. A Home Language Survey, to identify Primary Home Language Other Than English (PHLOTE) students, is included in School registration forms and includes: "What is the primary language spoken in the home?" If a response is any language other than English, a survey must go home to the parents. If the survey comes back indicating that a student may be Limited English Proficient (LEP), they must be tested with an English language proficiency test within 30 days of registration or within 2 weeks of entry into the school (if during the year.)

If the student tests less than proficient on the English language proficiency test, then a letter must go home to the parents indicating that their child was identified as needing specific English language services. The parent must be given the opportunity to waive the services, if desired. If the parent does not waive the Limited English Proficiency (LEP) services for their child, then the student must be placed in a program of —high quality language instruction, based on scientifically based research (Section 3115 (c) (1)), as determined by the Academy.

Those children placed in a program can be counted for State and Federal funding. Once a student tests proficient on the English language proficiency test, they will be exited from the LEP program and monitored for 2 years. Students on monitoring status will be coded LEP on the ISAT and still counted for State and Federal funding purposes.

Those students whose parents waive the services are not considered as LEP for State and Federal funding purposes and ISAT coding. However, they are still English language learners and will be served according to their needs, according to the Office of Civil Rights.

Once LEP students are identified, The Academy Charter School will meet the linguistic, academic, and cultural needs of these learners in a number of ways. An LEP teacher will be identified and will meet the appropriate certification and endorsement requirements to serve students identified. The LEP teacher will teach English language acquisition and will work with Academy general education teachers to provide support in the general education classroom. Because the Academy Model is effective in providing support and intervention for students with a variety of needs, The Academy LEP program will be designed to allow students to participate in the core curriculum as much as possible. The LEP teacher will identify additional curricula to support specific language acquisition needs after analyzing specific student assessment data. The LEP teacher will also identify and instruct teachers regarding modifications that will be made in the core classes.

Professional development will be given to administrators and teachers specific to meeting the needs of LEP students through in-service trainings each year. Trainings will focus on the specific needs of English Language Learners and will be designed to increase collaboration among general education teachers and the LEP teacher, Title I teacher and Special Education teacher to create and adjust the model of providing instruction, intervention and support to students to allow them

to meet their language acquisition goals and participate as fully as possible in the general education curriculum.

In addition, in the spring or summer, prior to administration of the Home Language Survey and identification of LEP students, The Academy will conduct training for staff members to ensure that information collected is accurate and students are identified appropriately. Prior to administration of the IELA, proctors will be trained to administer the assessments and instructed regarding the use of accommodations and modifications in order to make sure Academy assessments are administered appropriately.

Other Special Needs Student Services

Because Gifted and/or Talented (GATE), LEP, Title I, Section 504, and IDEA students have special needs, they will be provided educational experiences that will strive to meet those needs in the regular classroom, workshops or field trips. Students with disabilities will be placed in the Least Restrictive Environment as defined by their IEP teams and services enabling each student to receive a Free Appropriate Public Education will be provided as determined by each student IEP team.

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

The Academy Charter School students will be permitted to dually enroll as Idaho Code 33-203 permits. Parents will be informed of dual enrollment opportunities annually during the parent orientation and through other school communications as necessary.

Tab 4: Measurable Student Educational Outcome Standards

See IDAPA 08.03.01.401.06.

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

Our goal is for 100% of our students to meet or exceed the minimum requirements for all state-mandated testing. Students who have been enrolled at the school for three consecutive years will meet the following educational standards:

Grade Level	Threshold	Score	Assessment
K-2 nd Grade	90%	3 (at grade level)	Idaho Reading Indicator (IRI)
3 rd -8 th Grade	90%	Proficient or Advanced	Idaho Standards Achievement Test

Standardized Tests I.C. 33-5205(3)(d) The Academy Charter School students participate in the state assessment system as defined by the Idaho Board of Education. This state assessment system currently requires the following:

- Idaho Reading Indicator (IRI)-The IRI is an assessment of early reading skills. It is administered to grades k-3rd in the fall, winter and spring.
- The Idaho Standards Achievement Tests are administered to grades 3-8. Spring scores are used to determine AYP for the Academy Charter School.

Special needs students who meet the criteria for alternative assessment according to the Idaho Special Education Manual will take the IAA in the spring through special education.

The Academy Public Charter School uses the Response to Intervention (RTI) process for benchmarking and progress monitoring student achievement. The data gathered is used formatively to monitor and adjust classroom instruction, design interventions for students who miss the target scores as well and monitor and adjust those interventions. The following assessments are used for the RTI process.

- *AIMSweb (Number Identification Measure) NIM* – Number Identification (NIM) assesses early math skills. It is administered to all Kindergarten students in the fall, winter and spring. The NIM is administered weekly to students who miss the target and are receiving interventions.
- *AIMSweb (Letter Name Fluency) LNF* - Letter Naming (LNF) assesses early reading skills. It is administered to all Kindergarten students in the fall, winter and spring. The LNF is administered weekly to students who miss the target and are receiving interventions.

- *AIMSweb (Letter Sound Fluency) LSF* - Letter Sound (LSF) assesses early reading skills. It is administered to all Kindergarten and 1st grade students in the fall. It is administered to Kindergarten students in the winter and spring. The LNF is administered weekly to Kindergarten students who miss the target and are receiving interventions.
- *AIMSweb (R- CBM) Reading* – Curriculum Based Measure (R-CBM) assesses reading fluency skills. It is administered to all 1st-8th grade students in the fall, winter and spring. The R-CBM is administered weekly to students who miss the target and are receiving interventions.
- *CORE Phonics Survey* – The CORE Phonics Survey assess the phonics and phonics-related skills that have a high rate of application in beginning reading. Applicable sections are administered until mastery has been achieved to all Kindergarten – 4th grade students in the fall, winter and spring.
- *Spalding Spelling Assessment* – The Spalding Spelling Assessment aides the classroom teacher in analyzing each student’s grade status and progress. The Spalding Spelling Assessment is administered as both a summative and formative assessment to 1st – 8th grade students monthly.
- *AIMSweb Mathematics Computation (M-COMP)* - Mathematics Computation (M-COMP) assesses elements of computation in the typical math curriculum for 1st – 8th grade students. It is administered to all 1st - 8th grade students in the fall, winter and spring. The M-COMP is administered weekly to students who miss the target and are receiving interventions.
- *Mathematics Concepts and Applications (M-CAP)* is a brief, standardized test of elements of application in the typical math curriculum for 2nd – 8th grade. It is administered to all 2nd – 8th grade students in the fall, winter and spring. The M-CAP is administered weekly to students who miss the target and are receiving interventions.

Grade Level	Threshold	Assessment
Kindergarten	50 th percentile	AIMSweb (Number Identification Measure) NIM AIMSweb (Letter Name Fluency) LNF AIMSweb Letter Sound Fluency) LSF
	Benchmark	CORE Phonics Survey
1 st grade	50 th percentile	AIMSweb Reading – Curriculum Based Measure R-CBM

		AIMSweb Math Computation (M-COMP) Spalding Spelling Assessment
	Benchmark	CORE Phonics Survey
2 nd – 4 th grade	50 th percentile	AIMSweb R-CBM AIMSweb M-COMP AIMSweb Math Application (M-CAP) CORE Phonics Survey Spalding Spelling Assessment
5 th – 8 th grade	50 th percentile	AIMSweb R-CBM AIMSweb M-COMP AIMSweb M-CAP Spalding Spelling Assessment

Accreditation

As a K-8 school, the Academy does not need to be accredited.

Accountability & School Improvement

Student success is our top priority. If it were determined, based on student performance, that the Academy was in need of improvement, the Administrator would seek advice from its Authorizer, and the Department of Education and would then meet with the faculty and the School Board to develop a comprehensive improvement plan. The Academy charter school will comply with all Federal and State requirements regarding student achievement and school improvement.

Tab 5: Governance, Parent Involvement & Audits

See IDAPA 08.03.01.401.07.

Governance

The Academy Charter School, Inc.

The Academy Charter School is a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act. It has qualified under Section 501 (c) (3) of the Internal Revenue Code and has EIN #41-2193534.

Board of Trustees

The Board of Trustees controls and governs the charter school. In addition, the Board of Trustees is responsible to ensure school compliance with all applicable federal and state education standards, federal and state laws, rules, regulations and policies, as well as the terms and conditions of the charter. The Board of Trustees meetings follow the open meeting laws, keep accurate minutes, and makes the minutes available to the public.

Formation

The business of the Corporation shall be managed by its Board of Trustees, which may exercise all powers of the Corporation and perform lawful acts and things for and on behalf of the Corporation. Within the limits specified in this Article III, Section 1, the number of directors shall be seven (7) voting members. Their membership shall be constituted as follows: three (3) members shall be appointed by the outgoing Board of Trustees, four (4) members shall be elected by charter school community. The remaining two seats shall be reserved as non-voting members will be appointed at the discretion of The Academy Board of Trustees.

Selection & Replacement

Members of the Academy's Board of Trustees must have clear understanding of the Academy School charter and a strong commitment to its mission and methods. Appointment of members of the Board of Trustees is staggered according to the Bylaws.

Powers & Limitations

The Academy Charter School, Inc. is a legally and operationally independent entity established by the nonprofit corporation's Board of Trustees. The Board of Trustees is legally accountable for the operation of the charter school. The Academy Charter School acknowledges that upon approval of the petition, the school Board of Trustees will be public agents required by its authorizer to oversee the school. The Academy Charter School commits to comply with all federal and state laws and rules and acknowledges its responsibility for identifying essential laws and regulations and complying with them.

The Board of Trustees has the responsibility to approve the selection of the Administrator, who may not be one of its members. The Board of Trustees is also responsible for hearing, and approving or disapproving, the recommendations of the Administrator with respect to changes in staffing, program or curriculum. The Board of Trustees will, when necessary, adjudicate disagreements between parents and the administration. The Academy Charter School commits to keeping complete and accurate Board of Trustees meeting minutes and to making them available to the public, as required by law.

Relationship between Board of Trustees and the Administrator

The Academy Charter School recognizes the Administrator as the key leader responsible for the educational program of the school charter, as well as upholding institutional procedures and policies. It is only under the leadership of a strong Administrator that The Academy will succeed in creating a strong school culture where children feel safe and welcome.

The Board of Trustees understands the philosophical foundations underpinning the Academy Charter and acts to support the Administrator and enforce policies on a consistent basis. The Administrator is responsible for meeting The Academy's mission as described in the authorized charter. The Administrator is accountable to the Board of Trustees for successful implementation of all curriculum and educational programs and for meeting the measurable student educational standards set out in the charter.

Responsibilities:

- Maintain a coordinated and challenging K-8 curriculum which effectively implements the core values in the school charter and successfully fulfills the school mission.
- Supervise administrative staff with an effective blend of delegation and authority, measures of accountability and evaluation of results.
- Implement effective student disciplinary procedures and oversee judicial hearings and appeals that conform to all relevant laws, policies and procedures.
- Ensure administrative functions are successfully achieved, effective administrative procedures are developed, policies and school procedures are carried out, and strategic planning is continuous.
- Interact and intercede for the needs of staff and/or students as needed.
- Report to the board as required regarding:
 - Coordination with the Authorizer
 - Staff communications
 - Meeting coordination
 - Parent interactions, and

- Staff information review.
- Attend or conduct meetings of various constituent groups, attend school functions, attend external meetings, conferences, or legal training sessions or delegate attendance at those meetings so that the school is benefited from the training/information and the Administrator is not absent from the school during the school day.
- Insure all teachers understand student data and how to apply such data to instructional adjustments/interventions, when appropriate.
- Develop and follow a financial budgeting plan that is fiscally conservative, meets State and Federal requirements and is consistent with the school charter.
- Perform other duties as assigned by the Board of Trustees.

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

Standing Committees and Ancillary Support Personnel

Standing committees will be formed in accordance with the bylaws of the corporation. These committees may include, but are not limited to, a fundraising committee, a Parent Teacher Organization (PTO), as well as others. 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 grants, volunteers, and fundraising efforts.

Parental Involvement I.C. 33-5205(3)(f)

The Board of Trustees of the Academy may provide consultation to the Administrator regarding on-going plans for the school. the Academy is committed to ensuring that parents of students who attend its program are involved in the education of their children and in the school at many levels. The process to ensure parental involvement will be as follows:

1. Parents receive written information at the beginning of each academic year which includes the following specific policies: fighting and its consequences, liability issues concerning supervision on the premises, field trip policy, insurance and student injuries, homework, attendance, dress, and discipline policies.
2. Parents are highly encouraged to attend two parent-teacher conferences per year.

3. Parents complete a survey during the school year addressing at least one of the following issues: student safety, classroom and school-wide discipline, and perception of learning environment.
4. Parents are highly encouraged to provide an appropriate learning environment at home for study. Parents are highly encouraged and welcomed to volunteer in their children's classroom(s).
5. Parents are highly encouraged to communicate regularly with the school. In turn, the school will regularly communicate with the parents.
6. Parents are advised at least annually of the Board of Trustees schedule of monthly meetings and are encouraged to attend and participate in these meetings.
7. Parents are encouraged to volunteer 3 hours/month/family helping in their children's classes or providing other support to the academic program.

Audits

Annual Programmatic Audit I.C. 33-5205(3) (k)

Each year, Idaho's Public Charter School Commission (PCSC) issues a performance report to every school in its portfolio. The annual report serves several purposes:

1. To provide transparent, data-driven information about charter school quality;
2. To ensure that charter Board of Trustees have access to clear expectations and are provided maximum opportunity to correct any deficiencies prior to their renewal year; and
3. To inform mid-term decision making, such as the evaluation of charter amendment proposals. This report contains an overview of the school, including its history, mission, leadership, and demographics. The overview is followed by the school's performance framework, including outcomes for the most recently completed school year.

The Academy will use the Idaho Charter Commission's Annual Performance Report, or its equivalent, as one of the measurements of its operational success and to assist with school improvement and strategic planning. Any deficiencies, including any identified failure to comply with statute, administrative rule, or the terms of the charter will also be addressed. The Academy is committed to comply with all Idaho statutes and Idaho Public Charter School Commission policy with regard to programmatic audits.

Dispute Resolution

The school authorizer and the Academy Board of Trustees 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 Idaho State Board of Education for notice of defect and submission of a corrective action plan.

Annual Financial Audit I.C. 33-5205(3)(k)

Since it began in 2006, the Academy Public Charter School has conducted a full and complete audit of the financial statements of the school as required by Idaho Code Section 67-450B and has prepared an annual statement of financial condition and report of the school as of the end of fiscal year in a form prescribed by the state superintendent of public instruction as required by Idaho Code Section 33-701. the Academy will continue to contract with a Certified Public Accountant to conduct the financial audit and shall file one (1) copy of the audit report with the State Department of Education and one (1) copy with its authorizer no later than November 10th of each year, or as required by law.

Tab 6: Employee Qualifications, Health & Safety, Discipline

See IDAPA 08.03.01.401.08.

Employee Qualifications

Certification

The Academy's full-time certified staff will be Highly Qualified and will meet or exceed qualifications required by state law. Staff will be required to possess personal characteristics, knowledge, and experience consistent with the philosophy, vision, mission, core values, and expectations of The Academy Charter School. Staff must also comply with the professional codes and standards approved by the state board of education, including standards for ethics or conduct as required by Idaho Code Section 33-5204A (1). A copy of the certificate for all certified teacher/staff members will be kept on file at The Academy and will be provided upon request.

Instructional staff shall be highly qualified teachers as required by Idaho Code Section 33-5205(3)(g). The Academy 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 interest of the educational program. Additionally, The Academy 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.

Background Checks

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

Professional Development

Faculty at The Academy will work in an environment where they have opportunities to work with other faculty to align subject areas and improve instructional practices. The Administrator will schedule in-service training to provide teachers with professional development opportunities aligned with the goals and needs of The Academy. In-service training days will be held as much as possible before the first day of school.

Health & Safety I.C. 33-5205(3)(h)

To ensure the safety of our employees and students, The Academy has adopted policies and procedures to ensure the health and safety of students and employees. These policies are reviewed and updated on a regular basis by the board of directors. These include the following:

- Criminal history checks shall be conducted for all employees in compliance with Idaho Code Section 33-130. This requirement is a condition of employment.
- All students must show proof of immunization or have a written parental waiver and have a birth certificate or other identification before being enrolled at The Academy.
- All visitors must sign in at the office when visiting the school building.
- Provide for inspection of the facility in compliance with Section 39-4130 of Idaho Code.
- Policies to meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools.
- Procedures for response to disasters and emergencies.
- Provide all staff training in emergency response, including appropriate first responder training.
- Policies relating to the administration of prescription drugs and other medicine.
- Key policies have been incorporated into student and staff handbooks and are reviewed on an ongoing basis.

Student Discipline

Good behavior, with an emphasis on politeness, honesty, kindness and integrity, is the number one expectation for Academy students. There is no tolerance for disrespect at The Academy. Students must be polite to the teachers, administrators, staff, fellow students, and any visitors. The same is required of those employed by The Academy. Teachers, administrators, and staff will be respectful of students, and be an example of correct and proper behavior. Any student faced with a disciplinary action will be granted due process pursuant to Idaho Code section 33-205. In the case of suspension or expulsion, a student will be given written or oral notice of the charges and an opportunity to present his version of the incident. Whenever a student is faced with disciplinary actions the parents will be notified immediately.

Minor Disciplinary Actions

Minor discipline problems will be handled in class by either a classroom teacher or an administrator. Following due process and open discussion, students are expected to publicly apologize, as appropriate, to those adversely affected by their misbehavior or unsuitable actions. Additional consequences may include, detention, in house suspension, a loss of privileges or parent conferences. Parents will be notified of any disciplinary actions taken.

Major Disciplinary Actions

Major discipline problems will be referred to the administration or designee for appropriate consequences that may include detention, off-site suspension or referral to the Board of Directors or designee for expulsion. Parents will be notified of any disciplinary actions taken.

Temporary Suspension: Students who cannot abide by the school regulations and policies of Academy or disrupt the educational atmosphere or interfere with the educational process of the school may be temporarily suspended from classroom instruction and/or school for a time, not to exceed five (5) days by the administration or designee; and in the event the Board of Directors determines that it would be detrimental to the student and/or other students' health, welfare, or safety to return the student to school, the Board may extend the temporary suspension for an additional ten (10) school days.

Expulsion: The Board of Directors may expel students who refuse or consistently fail to abide by school regulations and policies. The Board may delegate its authority for student expulsion to an expulsion hearing officer, as implicitly provided by Section 33-205, 33-513(2) and or 33-513(5)(g), Idaho Code. The recommendation for expulsion will be reported to the administration or designee on a Recommendation Expulsion Form. In the event that a hearing officer is delegated the authority for student expulsion, the Board may serve as an appellate body for those who wish to contest the hearing officer's decision. The following types of student conduct are examples of what might constitute a major discipline, and may lead to expulsion, subject to procedures for implementing this policy.

- A. Disruption of school or a school-related activity by depriving others of the use of school buildings, school grounds, or parts thereof, through use of violence, force, noise, threat, passive resistance, or other conduct which interferes with educational activities organized by school officials.
- B. Extortion by means of force or threat to obtain money or property from another student
- C. Intimidation of any person with threat of bodily harm
- D. Causing or attempting to cause damage to school property
- E. Stealing or attempting to steal school property
- F. Fighting (physical altercations) on or off school grounds while under the supervision of school authorities.
- G. Cursing, using profanity or vulgar language.
- H. Possessing, handling, or transmitting ANY object which may be reasonably considered a weapon on or off school grounds at any educational function or school event. (Such objects will not include school supplies such as pencils, or compasses where they have a reasonable use in connection with an educational function in which the student is engaged; but such objects do include any firearm, any flammable substance, any explosive, including firecrackers, or any knife.)
- K. Possessing, using, selling, transmitting, or being under the influence of any drug, alcohol, intoxicant of any kind, or tobacco on or off school grounds while under the

supervision of school authorities. (Proper use of prescribed drug authorized by a registered physician will not be a violation of this rule.)

L. Insubordination by failing to comply with reasonable directions of teachers during any period of time on or off school grounds when the student is under teacher supervision and when the insubordination may constitute interference with school purposes.

Re-enrollment to School Following Expulsion: A student who has been expelled may appeal to the Board of Trustees to hear a petition for re-enrollment in school. Academy Board of Trustees shall have the right to deny re-enrollment for disciplinary or attendance reasons.

Disciplinary Procedures for Special Education Students: Academy adopts and complies with the current Idaho Special Education Manual from the State Department of Education and will follow the procedures outlined in Chapter 7, Section 13: Student Discipline.

Re-admittance to School Following Expulsion: A student who has been expelled may appeal to a Reinstatement Committee authorized by the Board to hear a petition for reinstatement in school. The Committee will make a recommendation to the Board of Trustees which will make the final decision. If the committee recommends “not to reinstate,” the student may petition the Board for a hearing. The Academy and its governing board shall, from its inception, implement the following guidelines as outlined in Section 33-210, Idaho Code:

1. Any student reasonably suspected of using or being under the influence of alcohol or a controlled substance whether by an administrator, teacher, staff person, or fellow student, shall be immediately reported to the administration, or in the absence of the administrator the person temporarily appointed in his or her stead.
2. The school administrator shall have the duty to contact the student’s parents, legal guardian or custodian, and law enforcement relative to the circumstances of the suspected abuse.
3. This policy is formulated to meet the provisions of section 37-2732C, Idaho Code, including the possibility of conviction of a misdemeanor under the law and drug rehabilitation requirements.
4. Each student who is accepted for enrollment shall be provided a copy of this policy together with a copy of Section 37-2732C, Idaho Code, and such notice shall be accepted by signature of the parent, guardian, or custodian of the student upon admission to the school and shall keep a record of that notice on file at the school.
5. Upon formal adoption of the policies and procedures manual of the Academy, the Board shall also formally adopt this policy entitled “Tobacco, Alcohol, Drugs, or Other Forms of Intoxicants”.

Employee Benefits I.C. 33-52-5(3)(m)

All employees may 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 Workers Compensation Insurance to the extent allowed and required by law.

Employee Status I.C. 33-5205(3)(o)

Employees of the Academy are not employees of the Pocatello School District #25 and are not eligible for an in-district transfer to another school within the Pocatello School District #25. The Academy staff and employees are a separate unit for purposes of collective bargaining. Certified teachers at Academy are public school teachers. One year of service at Academy counts as one-year experience on the state indexing scale.

Employee Contracts I.C. 33-5206(4)

All teachers and administrators will be employed based on a signed contract with Academy conditioned upon a valid certificate being held at the time of entering. All employees will undergo an annual performance review.

Tab 7: Admissions, Enrollment, Student Handbook

See IDAPA 08.03.01.401.09.

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

Enrollment Capacity

Each grade shall be made up of two classes per grade level, kindergarten through eighth grade. The total enrollment capacity for the school will be 558 students. The enrollment cap for each grade level shall be:

Grade	Class 1 Maximum Capacity	Class 2 Maximum Capacity	Total
Kindergarten	24 students	24 students	48 students
First Grade	28 students	28 students	56 students
Second Grade	30 students	30 students	60 students
Third Grade	32 students	32 students	60 students
Fourth Grade	33 students	33 students	66 students
Fifth Grade	33 students	33 students	66 students
Sixth Grade	33 students	33 students	66 students
Seventh Grade	33 students	33 students	66 students
Eighth Grade	33 students	33 students	66 students
Total K-8	279 students	279 students	558 students

Growth Plan

When the Academy Charter School moved to its new facility in the 2015-2016 school year, it doubled its student capacity. An enrollment growth plan was established to reach full capacity after three years. Our first year in the building we added a second class in grades K-6th onl., In each subsequent year this group will move forward, filling in the 7th and 8th grade classes of the new track.

School Year	K-6th Enrollment	7th-8th Enrollment	Total Enrollment
2015-2016	422 students	66 students	488 students
2016-2017	426 students	99 students	525 students
2017-2018	426 students	132 students	558 students

Growth Plan Backup Strategies

In the event of lower than expected enrollment, where the waiting list has been exhausted, enrollment opportunities will be advertised via social media, press releases, and broadcast media. If enrollment continues to fall behind expectations, changes to relevant personnel, curriculum or extracurricular programs will be considered.

Equitable Selection Process

The selection procedure, unless otherwise determined by the Board of Trustees and then approved by the school authorizer, shall be conducted as follows:

Each new student name will be placed into an electronic spreadsheet along with necessary contact information to conduct the lottery and communicate the results. This information includes enrollment preference, grade level, student name, and parent contact information.

A random number will be generated for each student name on the spreadsheet. The list will then be sorted first by grade level, then by enrollment preference and finally by random number, with the names with the lowest random number having the highest preference.

Students shall be offered admission to Academy, in order of preference, until all seats for that grade are filled.

With regard to founder and full-time employee preference, if the number of category B students exceeds ten percent (10%) of the total capacity of The Academy Charter, then all category B students will be pre-sorted by random number before conducting the admissions lottery. Those falling outside the 10% limit will be re-assigned to category C, whereupon the lottery will be conducted as previously described.

Notification & Acceptance Process

The Academy will comply with Idaho State Board of Education Rules Governing s IDAPA 08.02.04 for the Notification and Acceptance Process.

Subsequent School Years

The Academy will comply with Idaho State Board of Education Rules Governing s IDAPA 08.02.04 for Subsequent School Years.

Enrollment Opportunities (I.C. 33-5205(3)(s))

The Board of Trustees has taken the following steps to insure the Pocatello/Chubbuck communities are aware of the enrollment opportunities at The Academy:

Enrollment information will be posted in highly visible and prominent locations within the Academy attendance area at least three (3) months in advance of the enrollment deadline. Consideration will be given to the language demographics of the attendance area.

Enrollment information will be broadcast through press releases or public service announcements to media outlets that broadcast within, or disseminate printed publications within, the attendance area of The Academy on not less than three (3) occasions, beginning no later than fourteen (14) days prior to enrollment deadline each year.

Enrollment information shall advise that all prospective students will be given the opportunity to enroll in The Academy, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

Enrollment Deadline

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

Requests for Admission

The Academy will comply with Section 33-5205(3)(j) of the Idaho Code to establish policy and procedure for admission. A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in this state, may make a request in writing for such child to attend the Academy. In the case of a family with more than one (1) child seeking to attend Academy, a single written request for admission must be submitted on behalf of all siblings. The written request for admission must be submitted to, and received by, The Academy on or before the enrollment deadline established by the Board of Trustees. The written request for admission shall contain the name, grade level, address, and telephone number of each prospective student in a family.

Over-enrollment Plan

If the initial capacity of The Academy is insufficient to enroll all prospective students, then a lottery shall determine which prospective students will be admitted to The Academy. Only those written requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline established by the Board of Trustees shall be permitted in the lottery. Only properly submitted requests for admission shall be considered by

the Board of Trustees. Requests for admission received after the established enrollment deadline will be added to the bottom of the waiting list for the appropriate grade.

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

The Academy has established an admission preference for students residing within the primary attendance area of the school. In addition, The Academy has established admission preferences for returning students, for children of founders and full-time employees of the school, and for siblings of students already selected to attend the school.

Priority of Preferences for Enrollment Periods

Admission preferences for enrollment periods shall be in the following order:

First priority: Students currently enrolled at the Academy who are returning for the next school year. Returning students are automatically enrolled to the following grade level and do not need to be selected by lottery.

Category A: Children of founders and full-time employees, provided that this admission preference shall be limited to not more than ten percent (10%) of the total capacity of The Academy (See Appendix H: Policy 2060 for definition of founders).

Category B: Siblings of pupils already enrolled in The Academy.

Category C: Prospective students residing in the primary attendance area of The Academy.

Category D: All other qualifying, prospective students.

Admission list

Each year the administration shall create an admission list on a spreadsheet containing the names of all prospective students on whose behalf an authorized request for admission was received by the Academy prior to the publicized deadline. If the number of prospective students on the admission spreadsheet is greater than the enrollment capacity of the Academy, a public lottery will be conducted to determine the students who will be offered admission. The spreadsheet shall contain columns next to the name of each student that designate admission preferences and relevant identifying contact information.

Student Handbook

The Academy produces a complete student and parent handbook that describes the school rules and procedures before parents begin the admission procedure. It is available from the school website and printed hardcopies are available upon request. A copy of the Parent/Student Handbook can be found in Appendix I.

Tab 8: Business Plan

See IDAPA 08.03.01.401.10.

Description

The official name of the school district was “The Academy Inc.” and was designated by the state of Idaho as District #460. The Academy Inc. began operations in 2006 as “The Academy at Roosevelt Center”. Although the official district name has not changed, the school moved to a new facility in 2015 and name the new school building “Connor Academy”, in memoriam of Connor Dixon, an autistic student directly responsible for the founding of the school who died of cancer while in the first grade.

The Academy was organized for educational purposes as defined by Section 501(c) 3 of the Internal Revenue Code. It was granted tax-exempt status by the Internal Revenue Service along with the Employer Identification Number (EIN) 45-2193534 (See Appendix J: Tax Exempt Status). As a 501(C) 3 entity, the school has been accredited since 2006 by the Idaho Charter School Commission.

Marketing Plan

For the 2015-2016 school year, Connor Academy had an enrollment of 482 students, representing two classes each in grades K-6 and one class each of 7th and 8th grade. It has a reputation in the community for high academic success and well-behaved students and has been visited by the state governor, state superintendent of education and our City Mayor (mostly on election years).

Historically, our waiting list has been substantial enough that there has been little incentive to develop a marketing plan. It is believed that a well-designed marketing plan for our new facility will increase enrollment requests sufficient to reach full capacity by the 2017-2018 school year. An effective marketing plan for the Academy will include a diverse variety of approaches in order to get the message out to the appropriate people. Several methods will be employed to accomplish this.

Visible Reminders

Items that can be given away to people that will provide a reminder that the Academy is here and it is an option for them or someone they know. Examples of these visible reminders include printed pens and pencils, notepads, and t-shirts.

Captive Audience

These are presentations that don't require an invitation for individuals to attend. Examples include Rotary Clubs, parent associations, City Councils, Chamber of Commerce, and so on. While these groups may not be made up of prospective students, they provide a reliable

network to get the word out about Connor Academy. Sometimes just having people talk about the school will plant the seeds for enrollment.

Targeted Recruitment

Targeted recruitment consists of efforts to reach out to groups of at-risk and underserved families and underrepresented students. These groups may be reached in English or a second language such as Spanish, through various word of mouth campaigns, traditional advertising methods (informational pamphlets to realtors, radio and television ads), newspaper articles, letters to the editor, and television and radio shows.

“High Profile” Activities

Academy students already participate in high-profile activities such as the Lego robotics competition. An effective way to increase public awareness of Connor Academy would be to conduct community “Fun Run” activities in specific neighborhood parks and to have booths at community events such as Pioneer Days, Oktoberfest, and Pocatello Spring Clean-up events.

Increased Web Presence

- Increase and modernize content of school website
- Send personalized YouTube video messages using bulk communication to parents and encourage them to forward URL links to friends and associates.
- Continue to use online admissions portals.
- Begin school blog and increase use of social media (Facebook, Twitter) to nurture relationships.

For the methods listed above to be effective, their timing needs to be appropriate. Considerations such as when students register for the following year’s classes, what groups and organizations are meeting and when, and when are students available for activities or presentations all factor into the flow of activities.

Geographic Considerations

The new facility of the Academy will be located near the boundary of the cities of Pocatello and Chubbuck. It is in the attendance area of the Chubbuck Elementary School and 1.8 miles from Wilcox Elementary. There are no middle schools in the City of Chubbuck. All 6th -8th grade students from the three elementary schools are bussed into Pocatello, with some students spending an hour or more each day on the bus. Are you referring to the traditional publics in this sentence about busing?

Staffing

The Academy Charter School is recognized as a successful non-union school with high expectations for staff, well-behaved students and a supportive administration. Teaching

positions will be advertised at regional universities (Idaho State University, Utah State University and Brigham Young University-Idaho). They will also be posted online with the Idaho Department of Education, the Department of Labor and the Academy Charter School website. We will also advertise in the local newspaper (Idaho State Journal), on our Facebook page and through our parent newsletters.

Data Collection

Data will be collected in a responsible and confidential way to assist marketing efforts. The following are examples of types of data that may be gathered:

Family Data:

- Number of school age children in the enrolling student households
- Address and Zip Code
- Parents Education and Vocation
- Email address and other social media outlets for parents

Communication Data:

- Radio Stations that Family's and prospects listen to
- Local newspapers that family's and prospects read
- Civic club and churches they belong to

Other Data:

- Area Median Household income
- Distribution of School Age children
- Information about other schools
- Teacher awards and turnover rates
- Annual Surveys from families of current students

Budget Consideration

The Board will consider allocating up to 1% of the annual budget on the marketing plan. The decision to allocate money will be based on factors such as the length of the waiting list and current openings. Each year the board and its committees will consider the data and determine the appropriate allocation of dollars to marketing.

Middle School Considerations

Parents tend to consider other schools when their student are in transition between sixth, seventh, and eighth grades. This will be a focus of our marketing and recruitment strategy. To help maintain re-enrollment rates, we will seek out strategies that demonstrate the achievement of our students by hosting annual events which showcase student talents for parents. Events will be informal and will emphasize demonstrating current student accomplishments. Other strategies for middle school recruitment include:

- Training selected middle school students to be ambassadors for the school to give tours of the school after which the principal must meet with the prospective parents and students.
- Develop relationship with local realtors so they can recommend the school to new parents moving to the area.
- Direct mail with personal notes to middle school household based on data collection.
- Exit Interviews with middle school families that choose to leave the school so we can learn from the reasons they are not re-enrolling students.
- Create programs- identified through surveys- that are consistent with the mission of the school and that parents and students desire.

Management

Roles & Responsibilities of the Board of Trustees

The Academy Board of Trustees shall consist of seven (7) voting members of which four (4) are elected by the school community, and three (3) are appointed by the Board. Two additional members are reserved as non-voting members and are appointed at the discretion of The Academy Board of Trustees. All members of the Board of Trustees are elected or appointed for a term of three years or until the annual meeting during the year in the term expires (See Appendix K). Working within the school mission and vision the board defines outcomes to be achieved by the school and then continuously evaluates how well those outcomes are achieved. The board accomplishes these tasks by:

1. Approving the annual budget, and school contracts
2. Monitoring spending
3. Setting school policies that support the school mission and charter
4. Establishing appropriate outcomes

The role of the school Administrator

The primary role of the school administrator is to determine how the mission and vision of the school can best be achieved. The school administrator oversees every facet of the academic program of the school. The administrator accomplishes these tasks by:

1. Regularly reporting school progress to the Board of Trustees
2. Monitoring and approving all day-to-day school expenditures to assure budget compliance.
3. Monitoring the quality and effectiveness of school and other contracted staff.
4. Supervising student activity and behaviors.

The Role of Business Managers, Contract and Support Staff

Appendix G contains an organizational chart that demonstrates the connections and reporting structure(s) between the board of directors, administration, contracts, and school staff.

Finance

The accounting records will be kept in accordance with general accepted accounting principles. Connor Academy will follow the requirements set forth by the Idaho State Department of Education, including formats for account numbering. The Administrator, or designee, will be responsible for financial management.

Transportation

Transportation for students is provided by parents. There is a public transportation bus stop on the corner of the school property. Approximately 20 students take advantage of that service. Nationally, the average school bus transports 54 students/bus. Using this number, the Academy would need more than 10 school buses to transport all of its students. This expense would not be fully covered by state revenues and would cut significantly into general funds. Also, due to the large primary attendance area, some bus routes would require students to be on the bus for several hours/day. It is hoped that a future legislative solution, either through additional funding or sharing resources between school districts, will make transportation for all students possible.

Nutrition

Families are responsible for providing lunches for their children. Students who forget their lunch are provided with a peanut butter and jelly sandwich. Although the school sells individual cartons of milk, it does not have a commercial kitchen in its facility and must contract out for a hot lunch program. Currently, there are no commercial kitchens (neighboring school districts, private schools, catering services) willing to contract with the Academy to provide school lunches.

Tab 9: Virtual Schools & Blended Programs Only

See IDAPA 08.03.01.401.11.

This section is not applicable, because Connor Academy is not a virtual school and does not have a blended program.



Tab 10: Business Arrangements, Partnerships, Termination

See IDAPA 08.03.01.401.12.

Business Arrangements & Partnerships

The Academy Charter School has contracts (See Appendix L) and other business arrangements for the following services:

Contracted Service	Provider	2015-2016 Contract
Health Insurance	Blue Cross of Idaho	\$145,855
Dental Insurance	Delta Dental	\$16,695
Vision Insurance	Vision Service Plan	\$3,658
Employee benefits - cafeteria plan	American Fidelity Insurance	\$30,090
Life Insurance for employees	Symetra Life Insurance Company	\$2,425
Property & Liability Insurance	EMC Insurance Companies	\$12,564
Speech Therapy	TD Therapy Services	\$15,300
Psychological Testing	Access Point Family Services	\$9,000
Lawn & Grounds Maintenance	Changing Seasons (Lawn, snow removal)	\$12,135
	Gem State Pest Solutions (Pest Control)	\$600
Custodial Services	Nucleane Commercial Cleaning	\$1805/month
Financial Service Management	Idaho Charter School Network	\$22,800
	Zions Bank	\$ 2,000
Compliance with Ed. Law	Idaho Charter School Commission	\$13,000

PowerSchool	Student Management Data System	\$3,780
Emergency First Aid Training	Lambson Health & Safety Training	\$490
Copy Machine Maintenance	Valley Office Systems	\$3,959
Elevator Maintenance	ThyssenKrupp	\$538

The Academy Charter School has developed the following partnerships for goods and services:

Partners	Goods & Services
ProBuilders	Facility Management & Repair
Lunch Milk	Meadow Gold Dairy
Idaho Power	Electricity Service
City of Chubbuck	Water, Sewer & Trash
Intermountain Gas	Gas Service
CenturyLink	Phone Service
Cable One	Internet Service
Shelby Azzola Hess, Mutual Insurance Matt Culbertson, Idaho State Ins. Fund	School Insurance policies
System Tech	School Building Tech Support
Bluum	Administrative & Legislative Support
Troy Reynolds, Fire Services of Idaho	Fire Extinguisher Maintenance
Tayson Webb, Bell Photographers	Annual School Portraits
Cliff Kitchener, Pocatello Fire Department Ron Osborn, Chubbuck City Building Inspector Russell Sidell, Idaho State Building Safety Inspector	Safety Inspections
JD Christensen, Platinum Plumbing	Plumbing
Dean Pesare, Houghton-Mifflin	Textbook Support

Dru Damico, Sedwick Management Group	Real Estate Development & Project Planning
Carol Jeffries, LSW Idaho Dept. of Health & Welfare	Social Work & Child Welfare
Bryan Cooper, Elite Services	Moving & Storage
Scott's Lock & Key	School Security
Signup Signs & Graphics	School Graphics
J & J Chemical, Inc.	Janitorial Supplies
OETC	Software Licenses
Ali Kahn, Khjan & Marshall	Website Design
Jake Taylor, Reporter KIFI News Sarah Glenn, Journalist Deanne Coffin, Reporter, KPVI News	Community Outreach & Awareness

Termination Plan

Disposal of Assets

As stated in the Articles of Incorporation, upon dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all liabilities of the Corporation, distribute all the assets of the Corporation consistent with the purposes of the Corporation to such organization or organizations as shall at that time qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended from time to time, in such manner as the Board of Directors shall determine. Any such assets not so distributed shall be distributed by the district court of the county in which the principal office of the Corporation is then located, exclusively for the purposes or to such organizations, as such court shall determine to be consistent with the purposes of the Corporation.

Payment of Creditors

The Corporation will pay or adequately provide for the debts and obligations of the Corporation, pursuant to Sections 30-3-114 and 30-3-115 of Idaho Code.

Transferring Records

Student Records

Under the direction of the Board of Trustees, the administration will provide advance notice to all students and parents regarding the closure of the school. The notice will

include specific instructions on how to request student records be transferred to a school of their choice, and how to return school materials, equipment, or other property.

Personnel Records

Under the direction of the Board, the administration will provide advance notice to all employees regarding the closure of the school. Employees will be provided with their personnel file 30 days prior to the termination of employment.