IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL

CHARTER APPLICATION

CONTENTS

TAB 1 -- INTRODUCTION

EXECUTIVE SUMMARY

Idaho Science and Technology Charter School (ISTCS) was established in 2009 as a charter middle school in Blackfoot, Idaho. Its founding mission emphasized preparation for careers in a global marketplace, especially careers in science and technology.

Almost immediately, the school underwent pragmatic changes in its vision. Evidence that middle school students are not developmentally ready to prepare for careers forced educational program changes. School viability was dependent on offering a variety of electives, especially in music and art. Soon, the school began to move away from career preparation and towards teaching the application of skills necessary to succeed in science such as problem solving, inquiry, collaboration, constructing and testing a hypothesis, and effectively communicating results.

At the time of its charter renewal in 2018, the school had effectively transitioned from its original career focus to an emphasis on providing applied, project-based learning in a positive, collaborative culture. As part of its renewal process, the school transitioned from offering grades 4–8 to offering grades K-8.

The culture of ISTCS is its defining trait. The school has a reputation for being a safe, caring school that systematically teaches students positive social skills. Stakeholder surveys consistently indicate that families choose to have their children attend the school because of its positive, supportive culture.

The educational program at ISTCS is centered on a project-based learning philosophy aligned with Idaho State Standards. Students learn best when they are personally invested in their own learning. Project-based learning encourages active student engagement as students tackle real-world problems that require them to apply academic knowledge gained in core ELA and math courses using real-world skills including scientific inquiry, problem solving, research, collaboration, and effectively articulating a conclusion.

Expected student outcomes for children attending ISTCS go far beyond traditional testing methods. While student achievement has consistently trended upwards and students at ISTCS tend to outperform their local peers as measured by standardized tests, the educational program at the school is designed to produce confident, independent thinkers who can manage complex projects and effectively communicate the results of their work.

MISSION STATEMENT

To engage students in independent learning through authentic, complex projects in a positive collaborative setting.

TAB 2 -- EDUCATIONAL PROGRAM

EDUCATIONAL PHILOSOPHY

Students who learn to apply knowledge and skills in positive, collaborative, supportive settings will be prepared for their future. This educational philosophy is based on four fundamental beliefs:

1. Quality education is the key to a successful future.
2. Students learn best when they are personally invested in their own learning.
3. Students are more likely to be personally invested in learning that has authentic value to them such as Project Based Learning.
4. Students learn best in a safe, supportive environment.

EDUCATIONAL PROGRAM

The educational program at ISTCS is centered on a project-based learning philosophy aligned with Idaho State Standards. Students learn best when they are personally invested in their own learning. We strive to use project-based learning as a platform to encourage active student engagement as students "learn how to apply knowledge [gained in core ELA and math courses] to the real world, and use it to solve problems, answer complex questions, and create high-quality products." (Buck Institute for Education, 2015).

ISTCS has adopted board policies designed to fulfill IDAPA requirements. Board policies 2000 – 2999 regulate all aspects of the educational program at ISTCS including but not limited to curriculum, school calendar, student placement, grading, and meeting the needs of special student populations. Board policy is reviewed and updated regularly.

All educational program and curricular decisions are made pursuant to board policy and IDAPA. Content specific curriculum is adopted through processes outlined by board policy 2100 and may be changed from time to time pursuant to that policy and Idaho State Content Standards. ISTCS currently uses Buck Institute for Education, the George Lucas Educational Foundation, ASCD, and other research-driven educational tools to develop project based curriculum. However, such programs may change from time to time due to the development of new products, changes in standards and/or curriculum modifications.

The educational program at ISTCS is designed to allow students to systematically gain the skills necessary to progress toward independent learning. ISTCS provides five (5) distinct

educational levels designed to meet the needs of children as they develop cognitive, emotional, and academic skills. All educational programs at ISTCS are vertically aligned. Students in upper elementary grades are housed in separate facilities from middle school students and have limited contact with them.

ELEMENTARY (EXPLORATION)

The elementary educational program at ISTCS is designed to give students the skills necessary to explore, discover, and respond to their world while gaining literacy, math, observation, collaboration, presentation, and inquiry skills. Students in elementary programs will be given daily opportunities to participate in "specials" such as PE, music, language, art, and computers. The elementary program is divided into three levels: kindergarten, early elementary, and upper elementary.

KINDERGARTEN (CURIOSITY)

The kindergarten program is designed to nurture a young child's natural curiosity and desire to learn. The curriculum is based largely on using stories to create early literacy and number sense experiences.   Students in kindergarten have extensive exposure to books, stories, phonological awareness, and numbers in a creative environment designed to encourage collaborative play, curiosity, problem solving, and friendship.   Students leave kindergarten prepared to learn reading and math skills while working with others to identify and solve problems. Kindergarten is a half day program. Parents will have the option of enrolling kindergarten students in an additional supplemental program on campus for a fee.

EARLY ELEMENTARY (OBSERVATION)

The early elementary program focuses on teaching children early literacy and math in an environment designed to encourage children to develop skills in observation, perspective, and creativity. Students in early elementary grades have extensive exposure to books, stories, non-fiction, and early mathematical concepts. Students are given daily opportunities to make and articulate observations, listen to others, and collaborate to meet age-appropriate goals. Students leave early elementary with the literacy and math skills necessary to begin inquiry-based learning.

UPPER ELEMENTARY (INQUIRY)

The upper elementary program focuses on helping students transition from learning early literacy and math skills to using reading and math as tools in their learning process. Students in upper elementary grades will learn inquiry skills in an environment rich in resources necessary to ask and answer questions as they explore topics ranging from oceans to mythology. Students leave the elementary program prepared for an academic program designed to teach them how to make a positive impact on their world.

MIDDLE SCHOOL (IMPACT)

The middle school educational program is designed to give students opportunities to impact their world. During middle school, students use knowledge and skills to solve problems, ask and answer complex questions, and create high-quality products. Students leave middle school as empowered, independent learners with the ability to impact their own environment and their own futures. The middle school program is divided into two levels: 6th grade and middle school.

6TH GRADE (IMPACT FOR SELF)

ISTCS's 6th grade program is considered part of the middle school program. The focus of 6th grade is to empower students to use the skills of observation, inquiry, research, and presentation to make an impact on their world. Students attend multiple classes including core subjects, project-based learning classes, and electives taught by teachers certified in content areas; however, they are assigned a "core rotation" group. These groups of students are assigned all core classes in a block. This configuration allows students to experience a middle-school schedule without the distraction of changing classmates in every class period. The curriculum is differentiated to meet the needs of a variety of learners, and an honors track is available.

MIDDLE SCHOOL (IMPACT OUTSIDE OF SELF)

ISTCS's 7th and 8th grade program is based entirely on a middle-school configuration. The goal of the middle school academic program is to give students opportunities to incorporate all of the skills gained through ISTCS in authentic projects that have a measurable impact. Students request classes based on academic preparation and preference. All students are required to complete content-specific requirements as outlined by Idaho Statute, project classes, and electives. Students will have the opportunity to take electives. Honors classes are available in core subjects, and qualified 8th grade students are given advanced opportunities for high-school credit.

STUDENT ACADEMIC ACHIEVEMENT STANDARDS

Expected student outcomes for children attending ISTCS go far beyond traditional testing methods. While student achievement has consistently trended upwards and students at ISTCS tend to outperform their local peers as measured by standardized tests, the educational program at the school is designed to produce confident, independent thinkers who can manage complex projects and effectively communicate the results of their work.

ISTCS will set annual goals addressing Measurable Student Educational Standards (MSES) through existing processes which currently include a Continuous Improvement Plan, Accreditation, and Strategic Planning. MSES will be publicly available and will use the following methods as tools to assess student achievement:

STATE-MANDATED TESTING

The school will administer all required state-mandated testing and will establish annual performance goals related to each test at each level. The results of state-mandated testing, along with associated academic goals, will be presented in public meetings annually and will be available on the school's website. Currently, these tests include ISAT, IRI, and NAEP but may change from year to year.

UNIVERSAL TESTING

The school will administer universal testing at the beginning and end of every academic year. The results will be used to screen students for potential specific needs, to place students in appropriate classes, and to monitor specific academic programs. Students who qualify for academic assistance in programs such as Title I will be given additional progress monitor tests throughout the year. Progress monitoring may be used as needed with any student.

CLASSROOM ASSESSMENTS

Classroom assessments designed to determine student knowledge, understanding, and skills including but not limited to tests, quizzes, student products, and student performances will be used to measure student achievement.

PROJECT-BASED STANDARDS RUBRICS

Skills identified as essential for project based learning will be assessed through mastery-based rubrics.

EDUCATIONAL DESIGN ELEMENTS

PROJECT BASED LEARNING

The educational program at ISTCS is centered on a project-based learning philosophy aligned with Idaho State Standards. Students learn best when they are personally invested in their own learning. Project-based learning encourages active student engagement as students "learn how to apply knowledge [gained in core ELA and math courses] to the real world, and use it to solve problems, answer complex questions, and create high-quality products." (Buck Institute for Education, 2015). While project-based classes may be taught in a variety of subjects, many project-based classes will focus on teaching the application of skills necessary to succeed in science such as problem solving, inquiry, collaboration, constructing and testing a hypothesis, and effectively communicating results.

COLLABORATIVE SCHOOL CULTURE

ISTCS will promote a supportive and collaborative school culture. ISTCS will actively encourage collaboration amongst faculty and students. This emphasis will inform school decisions in scheduling, professional development, curriculum, and discipline. ISTCS will maintain a 4-day instructional week; Fridays will be focused teachers' professional development and collaboration. ISTCS will implement classroom strategies and activities designed to explicitly teach students how to contribute in a collaborative, supportive academic effort.

STRATEGIES FOR MEETING THE NEEDS OF SPECIFIC STUDENT POPULATIONS

ISTCS supports the right of all students including students with disabilities, English language learners, and gifted/talented to equal access to educational opportunity. No student will be excluded from ISTCS because of their special needs.

ISTCS has adopted the State of Idaho 2016 Special Education Manual as board policy. The school is committed to abiding by the requirements of the federal Individual with Disabilities Education Act (IDEA), section 504 of the Americans with Disabilities Act (ADA) and other federal and state statutes.

The school will maintain a Response to Intervention (RTI) program to identify students who may qualify for services under IDEA. The school will employ certificated special education teacher(s) to provide services. When necessary, the school will contract with specialists such as speech pathologists, school psychologists, and occupational specialists. An Individual Education Plan (IEP) will be developed by an interdisciplinary team including the student's parent(s) or guardian(s) to meet the needs of students with disabilities in the Least Restrictive Environment (LRE).

ISTCS has established board policies (2390 – 2450) pursuant to federal and state statute to address the school's responsibility to specific student populations including English Language Learners (ELL), Gifted and Talented students (GT), students who qualify for section 504 of ADA, and Title I. Board policies are reviewed and updated as needed.

TAB 3 -- FINANCIAL AND FACILITIES PLAN

TRANSPORTATION

Transportation to and from school for students in the primary attendance area is provided through contracted services pursuant to state mandates.

FOOD SERVICE

ISTCS does not participate in the Federal Free and Reduced Lunch Program; however, it does have lunch available for students to purchase.

ISTCS proactively seeks grants and other sources of revenue to offset the cost of student lunch. Currently, the school is able to offer a reduced lunch price to qualifying families. In addition, the school proactively seeks funds and/or material support from community partnerships and Federal Programs such McKinney Vento to provide assistance to qualifying students. The level of assistance and funding for such programs may vary and impact the school's ability to assist from time to time.

FINANCIAL MANAGEMENT

ISTCS has adopted board policies designed to fulfill IDAPA requirements. Board policies 7000 – 7999 regulate all aspects of financial management at ISTCS including but not limited to budgeting and accounting practices, fraud prevention, audits, and property records. Board policies 1000 – 1999 regulate governance practices including the Board of Director's rights and responsibilities regarding financial management; board policy 1205 outlines the financial authority of the Board of Directors. Board policy is reviewed and updated regularly.

ISTCS contracts with an independent auditor to perform financial audits annually.

FACILITIES

ISTCS is located at 21 N 550 West. The school owns 50% interest in a 15 acre property at that address and currently leases a 30,000 square foot facility that includes 13 classroom spaces, a

gym, a warming kitchen, a commons area, restrooms, and office space. In addition, the school owns four modular units located on the property. The school will add additional modular units as necessary. In the future, the school will consider other permanent building options including but not limited to adding a wing to its current building or building an additional building on its grounds.

TAB 4 -- BOARD CAPACITY AND GOVERNANCE STRUCTURE

GOVERNANCE STRUCTURE

The governance structure for ISTCS is outlined in detail in ISTCS Board Policies 1000 – 1999. Governance policies address a wide range of board topics including legal status, board membership, powers and duties, strategic planning, director insurance, board meeting, and the board's relationship to the school's director. All board policies are cross referenced with legal requirements including IDAPA and federal regulations. The board reviews and updates policies as needed. All policies are available on the school's website: idahoscience.com.

Articles of Incorporation and Corporate Bylaws can be found in Appendix B.

CURRENT BOARD OF DIRECTOR'S ROSTER

Seat Number and Current Occupant	Elected or Appointed	Office Position Held If any	Seated	Date of Term Expiration
1. Jennifer Cameron	Appointed	Secretary/Treasurer	11/08/2017	Annual Meeting – 2018; 2021, 2024
2. Kelly Moulton	Elected	Chair	11/14/2012	Annual Meeting – 2020; 2023; 2026
3. Gwen Inskeep	Elected	Member	7/10/2017	Annual Meeting – 2019; 2022; 2025
4. Vacant	Elected	Member	7/10/2017	Annual Meeting – 2019; 2022; 2025
5. Becki Adams	Appointed	Vice Chair	3/19/2014	Annual Meeting – 2020; 2023; 2026
6. Not Utilized	--	--		--
7. Not Utilized	--	--		--

Resumes for current board members can be found in Appendix C.

RECRUITMENT AND TRAINING

The process for filling all openings on the Board of Directors at ISTCS is outlined in Article 4 of its Corporate Bylaws. The school actively recruits potential board members from its parent stakeholders.   All board openings are announced to stakeholders through established communication methods such as email, letters home, Facebook, advertising at school functions, and/or the school's website. In addition, parents who have previously expressed an interest in significant volunteer positions are contacted individually to notify them of a potential opportunity to serve on the board.

Once potential board members are identified, they are provided with information necessary to eventually be seated including but not limited to a questionnaire for potential board members, the school charter, and Board policy 1205 *Board of Directors Powers and Duties,* and ISBA publication *So You Want to be a School Board Member.*

ISTCS is a member of the Idaho School Board Association (ISBA). The Board of Directors completes annual training through that organization including individualized training at the school and attendance at ISBA sponsored training events. Two current ISTCS board members have earned Boardmanship Awards through ISBA, and the Board of Directors earned the 2017 Master of Boardsmanship Award. In addition to ISBA training, the board actively seeks training in legal matters. Representatives from the board attend Ed Law Institute annually. All board training is also attended by the school's administrative director to facilitate a strong working relationship between ISTCS's governance and administration.

TAB 5 -- STUDENT DEMAND AND PRIMARY ATTENDANCE AREA

STUDENT DEMAND

Within three weeks of announcing expansion to a K-8 program, ISTCS had collected sufficient lottery applications to fill all openings in $1^{st} – 3^{rd}$ grade and sufficient lottery applications to fill 70% of its overall enrollment caps. Initial studies show that ISTCS's current student population (2017-18 school year) transferred from the following educational entities:

- 49% transferred from 7 Blackfoot School District (55) Schools.
- 21% transferred from Blackfoot Charter Community Charter School (BCCLC).
- 16% transferred from 4 Snake River District (52) Schools.
- 14% transferred from 22 Out of Area Schools or Homeschool.

ISTCS's current student population includes 59% siblings; however, applicants for the new openings in early elementary show a significantly higher initial sibling preference. The school is projecting that 80% of its students in grades K – 3 will be siblings of current students.

ISTCS's retention rate among students who begin in elementary grades is significantly higher than its retention rate among students who begin in middle school grades. Currently, 62% of the school's total student population started attending ISTCS as an elementary student.

STUDENT NEED

ISTCS students generally score higher on standardized tests than their peers in surrounding public schools (see chart below); however, expected student outcomes for children attending ISTCS go far beyond traditional testing methods. The educational program at the school offers project-based and advanced classes that are not widely available in local schools. Each year, between 50 – 70% of 8th grade students earn high school credits through advanced opportunities programs including four (4) in-house classes offered at ISTCS.

Percentage of Students Proficient
Spring, 2017

	ELA	Math	Science
Idaho Science and Technology	52%	33%	63%
Blackfoot Charter	39%	33%	39%
Blackfoot School District	40%	31%	48%
Snake River School District	49%	38%	54%

Notably, ISTCS students who are classified as economically disadvantaged outperform their public school peers on the state level as measured by ISATs. In Spring, 2017, 47% of ISTCS students who qualified as economically disadvantaged were proficient in ELA, compared to only 40% statewide. In math, the proficiency rates were 31% for ISTCS compared to 30% statewide.

TARGET ENROLLMENT

Idaho Science and Technology Charter School will serve grades kindergarten (K) through eight (8). The school will maintain its overall enrollment CAPS to embrace a small, highly competitive educational and market philosophy. During the initial year of expansion, the school will retain its overall enrollment CAP and redistribute grade level CAPS as shown in the table below. In subsequent years, the school will maintain 10% or less growth in the school-wide enrollment CAP.

	Enrollment CAP	Anticipated Enrollment
Year 1 (2018-19)	K – 40 Students 1 – 20 Students 2 – 20 Students 3 – 20 Students 4 – 24 students 5 – 48 students 6 – 72 students 7 – 72 students 8 – 54 students Total – 370	K – 40 Students 1 – 20 Students 2 – 20 Students 3 – 20 Students 4 – 22 students 5 – 48 students 6 – 72 students 7 – 54 students 8 – 48 students Total – 344 18.95 Support Units
Year 2 (2019-20)	K – 40 Students 1 – 40 Students 2 – 37 Students 3 – 20 Students 4 – 24 students 5 – 48 students 6 – 72 students 7 – 72 students 8 – 54 students Total 407	K – 40 Students 1 – 40 Students 2 – 32 Students 3 – 20 Students 4 – 24 students 5 – 48 students 6 – 72 students 7 – 65 students 8 – 50 students Total 391 21.95 Support Units

Year 3 (2020-21)	K – 40 Students 1 – 40 Students 2 – 40 Students 3 – 40 Students 4 – 24 students 5 – 48 students 6 – 72 students 7 – 72 students 8 – 60 students Total 436	K – 40 Students 1 – 40 Students 2 – 40 Students 3 – 38 Students 4 – 22 students 5 – 48 students 6 – 72 students 7 – 72 students 8 – 58 students 430 24.11 Support Units
Year 4 (2021-22)	K – 40 Students 1 – 40 Students 2 – 40 Students 3 – 40 Students 4 – 48 students 5 – 48 students 6 – 72 students 7 – 72 students 8 – 60 students Total 460	K – 40 Students 1 – 40 Students 2 – 40 Students 3 – 40 Students 4 – 40 students 5 – 48 students 6 – 72 students 7 – 72 students 8 – 60 students Total 452 24.97 Support Units

ISTCS will ensure that total student enrollment remains below overall school enrollment CAPS outlined above and that sufficient openings exist in upper grades to accept all returning students from lower grades. When grade-based caps must be adjusted based on returning enrollment or retained students, the ISTCS Board of Directors will establish grade-based enrollment caps no less than one (1) month prior to ISTCS's lottery application deadline and will post the Annual Enrollment Capacity information on the Idaho Science and Technology Charter School website within five (5) days of the Board vote.

LOTTERY PROCESS

All potential students wishing to enroll in ISTCS must complete a lottery application. Applications can be obtained through the office or the enrollment tab at idahoscience.com. Applications can also be mailed or faxed to the school. Applications must be received by ISTCS by 3:00 the day

before the date of the lottery. Applications received after the deadline will be added to the bottom of the final selection list for the appropriate grade.

If the capacity of the school is insufficient to enroll all prospective students, a lottery shall be utilized to determine which prospective students will be admitted to ISTCS. The lottery will be held during the March Board of Director's Meeting unless otherwise designated by the board. The lottery date will be posted at least 30 days prior to the lottery. The lottery will utilize a randomized computer lottery program. A lottery to determine the order in which grades will be filled will precede the student lottery. The lottery will follow Idaho Code Section 33-502 (j). Prospective students will be placed in priority groups as follows:

First Priority – The first priority group includes pupils returning to ISTCS for the subsequent year.

Second Priority – The second priority group of ISTCS will include the children of full-time employees and children of Founders (provided that this admission preference shall be limited to not more than ten percent of the capacity of ISTCS).

Third Priority – The third priority group is siblings of pupils already enrolled or selected by the lottery.

Fourth Priority – The fourth priority group is students who reside within the primary attendance area.

The fifth priority group includes students who reside outside of the primary attendance area.

At the conclusion of the lottery for each grade, the officials will pause to update the priority group assigned to prospective students impacted by sibling priority. In the case of twins, school officials will manually adjust the priority of the second twin chosen.

Offers of enrollment may be made via e-mail, telephone or residential mail. Acceptance must be made within 7 days of when the offer is made or of the date the offer was delivered, as verified by the U.S. postal Service. If no response is received within 7 days, the child's name will be moved to the bottom of the waiting list. This timeline will be shortened to 24 hours between August 15 and September 15.

The final selection list for a given school year shall not roll over to the next subsequent school year.

COMMUNITY VISION

VISION

ISTCS will be recognized for playing a positive role in the community.

ISTCS stakeholders host or support a minimum of 5 community events per year. Past events include hosting a community-wide science fair, hosting education outreach programs, color runs, canned food drives, and service projects.

PARTNERSHIPS

ISTCS actively seeks community partnerships. The school has current, active partnerships with the following organizations: ISU Community Outreach, ISU College of Science and Engineering, Ignite CS, iSTEM, Leo's Place, Overdeck Family Foundation, Simons Foundation, INL, Radio Shack, Community Dinner Table, Bingham Historical Park, STEM Action Center, Future City, and PK12. In addition to those partnerships, ISTCS hosts students from surrounding school districts in an annual science fair.

MARKETING

ISTCS maintains an aggressive marketing plan that is updated and presented to its Board of Director's annually. The marketing plan generally consists of four components: community, communication, advertisement, and enrollment. The community component focuses on establishing and maintaining a positive school image in the community, communication focuses on maintaining a positive image with current stakeholders, advertisement focuses on communicating with potential students, and enrollment focuses on meeting annual enrollment expectations.

STRATEGIES FOR INFORMING UNDERSERVED STUDENTS AND FAMILIES

ISTCS's marketing plan is designed specifically to reach all potential stakeholders within its primary attendance area. The school typically runs three (3) coordinated advertising campaigns per school year with the goal of using multiple platforms to disseminate a specific, targeted message in both English and Spanish. The school relies heavily on digital platforms such as Facebook, email, and it's Website; however, it recognizes that digital messaging does not work for all populations in its primary attendance area. The school distributes fliers to underserved neighborhoods.

Currently, ISTCS's population does not appear to mirror the demographics of surrounding school districts. Verified enrollment numbers consistently show that ISTCS serves a higher percentage of Special Education students, but a lower number of both ELL students and students who qualify for Free and Reduced Lunch.

The primary attendance area will include areas from the Blackfoot School District (55) and Snake River School District (52). The boundaries will be as follows:

Intersection of 450 West and 400 West (McDonaldville Rd) West (No Roads or Population) to Highway 26 and Larsen Road: South on Larsen Rd. to W 350 N; West on W 350 N to Wilson Road; South on Wilson Road to Hahn Road; Southeast (No road or population) to the intersection at S Riverton Road and Hoskins Loop; East to S 625 West; Southeast (No Road or population) to the intersection at Highway 91 and Shilling; East on Blackfoot River to 150 West; North on 150 West to Cromwell Lane; North (No Road – State Hospital) the intersection of Mitchell Lane and 100 West; North on 100 West to the end of Hansen Lane; North (No Roads or Population) to intersection of 350 North and Rose Road; West on 350 North to Johnson Road; North on Johnson Road to 450 West (Lambert Road); West on 450 West to McDonaldville Road. Addresses on both sides of the streets will be included in the primary attendance area. (See Map)

These students will be given priority as designated in Idaho Code Section 33-5205(3) (j); however, students from other areas may be enrolled.
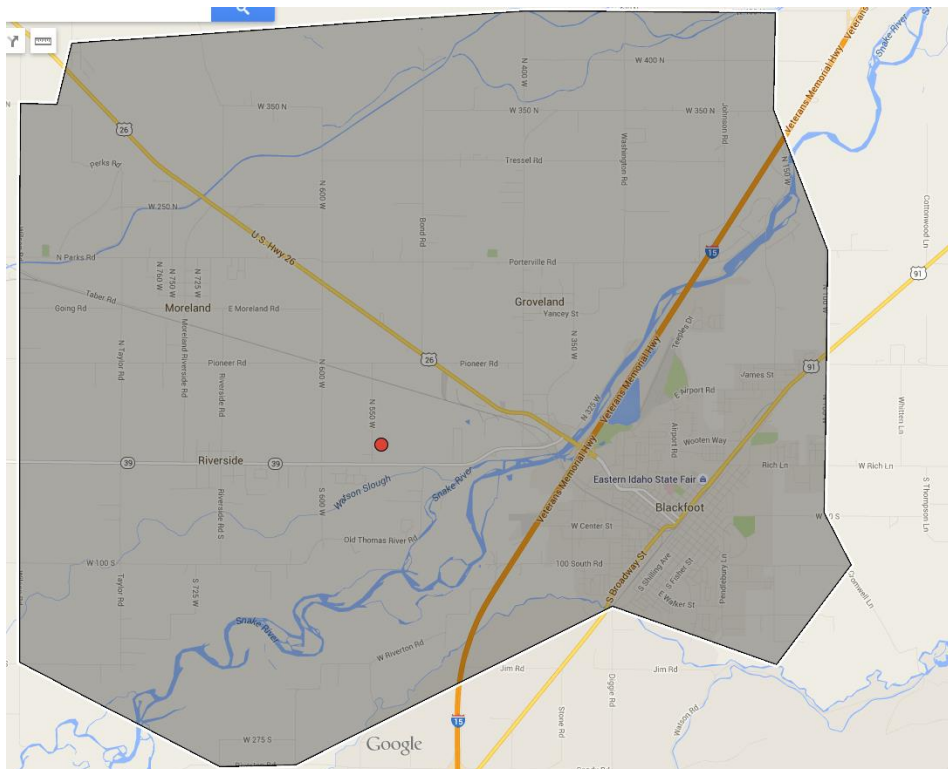
TAB 6 -- SCHOOL LEADERSHIP AND MANAGEMENT

Policies related to school leadership and management are delineated in Board Policies 6000-6999. The director of ISTCS is directly responsible to the Board of Directors, serves as the chief executive of the Board, and supervises all District operations in accordance with Board policies. The Director's responsibilities include overseeing all aspects of compliance, personnel, students, strategic planning, educational program, operations, finances, and public relations. The Board evaluates the Director annually pursuant to Board Policy 1410 and 6100.

The Principal of ISTCS is responsible to the Director in managing all day-to-day operations of the school. The Principal acts as a designee for the Director when necessary, sits on the school leadership team, and participates in long-term strategic planning. The Director is responsible for evaluating the Principal annually.

The business manager of ISTCS is responsible to the Director of the school in managing all business operations including financial, student and personnel records, and compliance. The business manager also serves as the Clerk of the Board and is directly responsible to the Board of Directors as its Clerk. The Director is responsible for evaluating the Business Manager Annually.

Resume for current Director can be found in Appendix D.
Organizational Chart can be found in Appendix D.
Job Descriptions for the Director, Principal, and Business Manager can be found in Appendix D.