

The logo for Taylor's Crossing Public Charter School is centered on the page. It consists of an oval border containing the school's name and type. The name "Taylor's Crossing" is written in a large, elegant, cursive script. Below it, the words "PUBLIC CHARTER SCHOOL" are written in a smaller, all-caps, serif font. At the bottom of the oval, the school's mission statement is written in a cursive font, following the curve of the border.

Taylor's Crossing

PUBLIC CHARTER SCHOOL

providing a bridge for safe passage into adulthood

Elements Required of a Petition to Establish a Public Charter School

Pursuant to the new public charter school rules adopted by the State Board of Education, petitioners are required to submit their petition to establish a charter school to the State Department of Education for a legal sufficiency review ***prior to*** being submitted to an authorized chartering entity.

Submit fifteen (15) copies to the State Department of Education:

State **Department** of Education
Kimberly Clark
650 West State Street, **2nd Floor**
P.O. Box 83720
Boise, Idaho 83720-0027

Charter School Name: Taylor’s Crossing Public Charter School
City in which charter school will operate if approved: Idaho Falls or Nearby
Grade Levels: k-12
Authorized Chartering Entity: Idaho Public Charter School Commission
Date submitted to State Department of Education (SDE) for Review:
Date of Review by SDE:

All petitions must follow a consistent format using the following table of contents page to assist in facilitating reviews by the State Department of Education, State Board of Education, and Idaho Public Charter School Commission.

Please use this form to indicate the starting page numbers for each section. The table of contents reflects the order in which elements should be addressed in the petition, consistent with the checklist.

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Statement of Declaration to be Considered an LEA (if applicable)

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.....

Other Documentation (if applicable)

Page Number	In the column to the left, list the page number of the petition that addresses the following elements.	Applicable Idaho Code Title 33 Chapter 52 or State Board Rule
<u>15</u>	Elector petition forms with no less than 30 signatures. Forms available at http://www.sde.state.id.us/instruct/charter "Elector Petition and Tracking Forms"	5205 (1) (a)
SDE Comments:		
<u>16/18</u>	Articles of Incorporation and Bylaws of the nonprofit corporation.	5204(1)
SDE Comments:		
<u>16</u>	Include documentation of organization under the Idaho Nonprofit Corporation Act.	5204 (1)
SDE Comments:		
<u>24</u>	Describe the governance structure of the school , including the person or entity that shall be legally accountable for the operation of the school.	5205 (3) (f)
SDE Comments:		
<u>25</u>	Include a provision that ensures the charter school shall be accredited as provided by rule of the Idaho State Board of Education.	5205 (3) (e) 5210 (4) (b)
SDE Comments:		
<u>28</u>	Describe the school's educational program and how learning will occur.	5205 (3) (a)
SDE Comments:		

Page Number	In the column to the left, list the page number of the petition that addresses the following elements.	Applicable Idaho Code Title 33 Chapter 52 or State Board Rule
<u>28</u>	Identify the school's goals and how all Educational Thoroughness Standards (as defined in Section 33-1612, Idaho Code) shall be fulfilled.	5205 (3) (b)
SDE Comments:		
<u>28</u>	Identify measurable student educational standards which describe the extent to which all students of the charter school demonstrate they have attained the skills and knowledge specified as goals.	5205 (3) (b)
SDE Comments:		
<u>36</u>	Identify various methods by which student progress is to be measured in meeting educational standards.	5205 (3) (c)
SDE Comments:		
<u>36</u>	Include a provision by which students will be tested with the same standardized tests as other Idaho public school students.	5205 (3) (d)
SDE Comments:		
<u>27</u>	Outline the qualifications to be met by individuals employed by the school.	5204 (3) (g) 5210 (4) (a)
SDE Comments:		

Page Number	In the column to the left, list the page number of the petition that addresses the following elements.	Applicable Idaho Code Title 33 Chapter 52 or State Board Rule
<u>28</u>	Include provision that ensures all staff members will submit a criminal history check fingerprint card to the Office of Certification at the State Department of Education.	5210 (4) (d)
SDE Comments:		
<u>28</u>	A statement that all teachers and administrators will be on a written contract approved by the Superintendent of Public Instruction.	5206 (4)
SDE Comments:		
<u>28</u>	Include provision that ensures all staff members will be enrolled in and covered by all of the following: § Public Employee Retirement System (PERSI) § Federal Social Security § Unemployment Insurance/Worker's Compensation Insurance	5205 (3) (l)
SDE Comments:		
<u>28</u>	Describe the transfer rights of any employee choosing to work in a charter school, and the right of this employee to return to any non-charter school in District 93, including accumulation of sick leave.	5205 (3) (n)
SDE Comments:		
<u>28</u>	Include provision that ensures that the staff of the charter school shall be considered a separate unit for purposes of collective bargaining.	5205 (3) (o)
SDE Comments:		

Page Number	In the column to the left, list the page number of the petition that addresses the following elements.	Applicable Idaho Code Title 33 Chapter 52 or State Board Rule
44	Outline provisions for how special education services will be provided: § Identification/Evaluation § Programming § Individual Education Plans (IEP) · Development · Review · Revision § Services § Discipline Policy § Budget § Transportation for special needs students (the charter school must provide transportation unless a special needs student is capable of getting to school in the same manner as other students)	5205 (3) (q)
SDE Comments:		
46	Describe the manner in which gifted and talented students will be served including a plan for identification and service.	08.02.04 Section 301.01 Compliance with applicable law for federal programs/funding
SDE Comments:		
46	Describe the manner by which Limited English Proficiency services will be provided.	08.02.04 Section 301.01 Compliance with applicable law for federal programs/funding
SDE Comments:		

Page Number	In the column to the left, list the page number of the petition that addresses the following elements.	Applicable Idaho Code Title 33 Chapter 52 or State Board Rule
<u>47</u>	Outline the manner in which administrative services of the school are to be provided.	5205 (4)
SDE Comments:		
<u>39</u>	Outline transportation services for students, including estimated first year cost.	5208 (4) 08.02.04 Section 301.01 Compliance with applicable law for federal programs/funding
SDE Comments:		
<u>39</u>	Outline provisions for Child Nutrition: § School Lunch Program § Determining Eligibility for Free and Reduced Price Meals § Verification Reporting and Record keeping	08.02.04 Section 301.01 Compliance with applicable law for federal programs/funding
SDE Comments:		
<u>48</u>	Describe the compact and contiguous attendance area of the charter school.	5206 (1)
SDE Comments:		

Page Number	In the column to the left, list the page number of the petition that addresses the following elements.	Applicable Idaho Code Title 33 Chapter 52 or State Board Rule
<u>48</u>	Describe the manner in which citizens residing in the compact and contiguous attendance area of the charter school will be made aware of enrollment opportunities.	5205 (3) (s)
SDE Comments:		
<u>49</u>	Describe admission procedures, including provision for overenrollment , which specify equitable selection processes for the initial year, as well as subsequent years of operation. In addition, include enrollment capacity of the charter school.	5205 (3) (i)
SDE Comments:		
<u>49</u>	A statement describing how waiting lists will be developed and renewed annually.	5205 (3) (i)
SDE Comments:		
<u>39,53</u>	Include anticipated enrollment.	
SDE Comments:		
<u>63</u>	Include a public school attendance alternative for students residing within the school district who choose not to attend the charter school.	5205 (3) (m)
SDE Comments:		

Page Number	In the column to the left, list the page number of the petition that addresses the following elements.	Applicable Idaho Code Title 33 Chapter 52 or State Board Rule
<u>63</u>	Describe the manner by which eligible students from the charter school shall be allowed to participate in dual enrollment in non-charter school within District 93 as provided for in Chapter 2, Title 33, Idaho Code.	5205 (3) (r)
SDE Comments:		
<u>38</u>	Outline procedures for suspension, expulsion and re-enrollment of students.	5205 (3) (k)
SDE Comments:		
<u>63</u>	Describe facilities to be used by the school.	5205 (4)
SDE Comments:		
<u>64</u>	Include documentation regarding insurance for liability and property loss.	5205 (4)
SDE Comments:		

Page Number	In the column to the left, list the page number of the petition that addresses the following elements.	Applicable Idaho Code Title 33 Chapter 52 or State Board Rule
<u>64</u>	Describe potential civil liability effects upon the school and upon District 93.	5205 (4)
SDE Comments:		
<u>64</u>	Outline procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter .	5205 (3) (p)
SDE Comments:		
<u>64</u>	Describe the manner in which both the annual audits of financial and programmatic operations are to be conducted.	5205 (3) (j) 5206 (7) 5210 (3)
SDE Comments:		
<u>38</u>	Include a provision that ensures a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors (<i>Children's Internet Protection Act</i>).	08.02.04 Section 301.01 Compliance with applicable law for federal programs/funding
SDE Comments:		

<p>Page Number</p>	<p>In the column to the left, list the page number of the petition that addresses the following elements.</p>	<p>Applicable Idaho Code Title 33 Chapter 52 or State Board Rule</p>
	<p>A virtual charter school that is approved by the school district board of trustees must include a statement declaring if the school wishes to be considered an LEA for purposes of federal formula funding.</p>	<p>5208 (8) (c)</p>
<p>SDE Comments:</p>		

<p>Page Number</p>	<p>In the column to the left, list the page number of the petition that addresses the following elements.</p>	<p>Applicable Idaho Code Title 33 Chapter 52 or State Board Rule</p>
	<p>After a legal sufficiency review has been facilitated by the State Department of Education and findings and recommendations have been addressed, the petition may be submitted to an authorized chartering entity for review.</p> <p>Upon approval by an authorized chartering entity, a Tracking Form must be completed, signed, and attached to the approved charter. Copies of the approved charter must be submitted to both the State Board of Education and the State Department of Education.</p> <p>One copy to the State Board of Education:</p> <p>State Board of Education Karen Echeverria 650 West State Street, 3rd Floor P.O. Box 83720 Boise, Idaho 83720-0037</p> <p>One copy to the State Department of Education:</p> <p>State Department of Education Kimberly Clark 650 West State Street, 2nd Floor P.O. Box 83720 Boise, Idaho 83720-0027</p> <p>Forms available at http://www.sde.state.id.us/instruct/charter “Elector Petition and Tracking Forms”</p>	<p>5206 (6)</p>

For assistance, please contact:

Child Nutrition: Mary Breckenridge, Phone 332-6820 or mebreken@sde.state.id.us

Limited English Proficiency: Irene Chavolla, Phone 332-6907 or ichavoll@sde.state.id.us

Financial Operations: Tim Hill, Phone 332-6840, or thill@sde.state.id.us
Enrollment, audits, transportation, virtual schools.

Special Education Services: Jana Jones, Phone 332-6910 or jjones@sde.state.id.us

Gifted and Talented Services: Dr. Val Schorzman, Phone 332-6913 or vschorzman@sde.state.id.us

Certification: Dr. Patty Toney, Phone 332-6936 or ptoney@sde.state.id.us

Criminal history checks fingerprinting: Shannon Haas, Phone 332-6888 or shhaas@sde.state.id.us

Employee benefits: Public Employee Retirement System of Idaho
Phone 334-3365, Judy Aitkin

School Accreditation: Shannon Page, Phone 332-6942 or spage@sde.state.id.us
Dual enrollment

Statewide Assessments: Sally Tiel, Phone 332-6943 or srtiel@sde.state.id.us

Technology/Internet Safety: Dawn Wilson, Phone 332-6976 or dwilson@sde.state.id.us

Other assistance may be requested through the office of Dr. Carolyn Mauer,
cmauer@sde.state.id.us

Bylaws
TAYLOR'S CROSSING PUBLIC CHARTER SCHOOL, INC.
An Idaho Nonprofit Corporation
June 30, 2004

**ARTICLE 1
OFFICES**

Section 1.1 Offices

The Corporation's principal office shall be fixed and located in the County of Bonneville, State of Idaho as the Board of Directors ("Board") shall determine. The Board is granted full power and authority to change the principal office from one location to another within the County of Bonneville, State of Idaho.

**ARTICLE 2
PURPOSE**

Section 2.1 Purpose

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

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

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

**ARTICLE 3
NO MEMBERS**

Section 3.1 No Members

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

Section 3.2 Associates

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

**ARTICLE 4
BOARD OF DIRECTORS**

Section 4.1 Founding Board of Directors

As the Founding Board of Directors, we are united in support of the Harbor Institute method of instruction, curriculum and policy. This method is the foundation for the establishment of this Charter. Therefore, to maintain full fidelity to the Harbor Institute method of instruction, the Board of Directors shall retain complete and full control of curriculum, teaching methods and school policy. The majority of the Board must approve any and all amendments, adoptions or repeals of the core curriculum, teaching methods, or policy. This section, being section

4.1 of Article 4 of the Bylaws of Taylor’s Crossing Public Charter School, Inc., may not be amended, deleted or changed without the majority vote of the Board of Directors.

Section 4.2 Board of Directors

The Board shall consist of directors elected or appointed for a two- (2) year term of office as set forth below. The number of directors constituting the Board of the Corporation shall be seven (7) members. The Board of Directors shall have authority to conduct normal board functions if at least four (4) directors are present at Board Meetings. The function of the Board can be described as policy making, advising and evaluating. The Board shall have the further duty of directing the financial means by which the educational program is conducted. They shall also ensure that the community be informed of the needs, purposes, values and status of the charter school.

Section 4.3 Powers of the Board of Directors

The Board, as a board, shall have the full power and duty to manage and oversee the operation of the Corporation’s business and to pledge the credit, assets, and property of said Corporation, when necessary, to facilitate the efficient operation thereof. Authority is given to the Taylor’s Crossing Public Charter School (“TCPCS”) Board of Directors by the State of Idaho as provided in the “Public Charter Schools Act of 1998.” (I.C. 33-5201)

Section 4.4 Election of Directors

(a) Prior to the first annual meeting of the Corporation, following the initial opening of TCPCS, the Board shall be comprised of the Directors nominated and appointed by the organizing members and founders of TCPCS.

(b) At the first annual meeting of the Corporation, following the initial opening of TCPCS, directors shall be elected or appointed in accordance with the provisions of Section 4.4 (c).

(c) At the annual meetings of the Corporation, following the initial opening of TCPCS, directors will be elected or appointed to fill vacancies on the Board by the process outlined below:

- i. All Board of Directors applicants will be required to fill out a questionnaire.
- ii. All Board of Directors applicants are encouraged to tour Liberty Charter School in Nampa or another approved Harbor Method school, and should have a true appreciation of its teaching methods, curriculum, and policy.
- iii. All Board of Directors applicants will be required to go through a screening process, overseen by the TCPCS Board of Directors.
- iv. The TCPCS Board of Directors will nominate candidates for each open position.
- v. Not more than three candidates per open position shall be nominated.
- vi. From the nominated candidates, the TCPCS Board of Directors will elect the new Board Members.
- vii. Any board openings will be advertised with the time, date, and location of said election by TCPCS using, but not limited to, the following methods: public service announcements in newspapers and sending notification home with students.

Section 4.5 Term

(a) To support the establishment of staggered terms of office, the initial terms of office for up to four (4) directors, including Seats number one, three, five, and seven shall be three years. Thereafter the terms shall be two years; and the initial term of office for the remaining members, including Seats number two, four, and six shall be two years and thereafter shall be two years.

(a) Each Director shall serve until the Board Members Stakeholders, at the annual meeting of the Corporation, duly elect or appoint his/her successor.

- (b) The majority of the Board may reappoint existing Board Members who wish to serve for additional terms.

Section 4.6 Resignation and Removal

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

The Board may declare vacant the office of any director who has been convicted of a felony, or has been found to have breached any duty arising, under Article 30-3-85 of the Idaho Nonprofit Public Corporation Act. Additionally, anyone who has failed to attend four (4) or more meetings of the Board, without cause, in any calendar year may be removed.

Breach of Duties is defined as the following:

- i. Failure to discharge duties in good faith
 - ii. Failure to act with care
 - iii. Failure to act in the best interest of the corporation
- (b) Removal of a director for one or more of the reasons listed in Section 4.6(b) above may be initiated by any member of the Board or by a majority vote petition of the Stakeholders. The Board shall hold a public meeting within ten (10) school attendance days of receiving such a request or petition. Such meeting shall be conducted with regard for the reasonable due process rights of all parties in public, except where either the Board or the director whose removal is sought requests a closed session. Where a closed session is held, the final action of the Board shall be taken in public. The director may be removed only if a majority of the directors then in office vote for removal.

Section 4.7 Vacancies

- (a) Board vacancy or vacancies shall be deemed to exist if any director dies, resigns, or is removed, or if the authorized number of directors is increased.
- (b) A vacancy on the Board may be filled by a majority vote of the remaining directors, although less than a quorum. Each director so elected shall hold office until the next annual meeting of the Corporation.
- (c) No reduction of the authorized number of directors shall have the effect of removing any director prior to the expiration of the director's term of office.

Section 4.8 Compensation of Directors

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

Section 4.9 Employees

The Board shall have the power to hire employees of the Corporation whose duties shall be specified by the Board.

Section 4.10 Voting

Voting by the Board shall be in person or by phone and no proxy voting on the Board may occur. The chairman of the board may vote on all issues before the board.

Section 4.11 Rights of Inspection

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

**ARTICLE 5
BOARD MEETINGS**

Section 5.1 Place of Meeting

The place of all meetings of the directors shall be the principal office of the Corporation in the County of Bonneville Idaho, or at such other place as shall be determined from time to time by the Board. The place at which such meetings shall be held shall be stated in the notice and call of the meeting. No change in the place of meeting shall be made within three (3) days before the day on which an election of directors is to be held, unless an unforeseen catastrophic event occurs. In such case, the place of meeting will be changed or the meeting will be postponed.

Section 5.2 Annual Meeting

The annual meeting of the Directors of the Corporation for the appointment or election of directors and officers to succeed those whose terms expire, and for the transaction of other business that may properly come before the Board, will be the second Wednesday of August, if not a legal holiday. If it is a legal holiday, then director elections or appointments will be on the day following, at 6:00 P.M. If the annual meeting of directors is not held as prescribed, the election or appointment of directors and officers may be held at any meeting called thereafter, pursuant to these Bylaws.

Section 5.3 Monthly Meetings

Monthly meetings of the Directors of the Corporation will be held regularly, as outlined by the directors.

Section 5.4 Notice of Meeting

Notice of the time and place of the annual meeting of the directors or of any monthly meetings of the directors shall not be given by mailing or by written or printed notice of the same. Notice shall be posted at the Corporation's principal office or on the Corporation's website at least five (5) days prior to the meeting.

**ARTICLE 6
DUTIES OF DIRECTORS**

Section 6.1 Directors

The Board shall consist of directors, which shall include the following offices: Chairman of the Board, Vice Chairman, Secretary and Treasurer. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as the Chairman of the Board. Officers of the board of directors shall be chosen by the newly elected Board

Section 6.2 Chairman of the Board

The Chairman of the Board is the general manager and chief executive officer of the Corporation and has, subject to the control of the Board, general supervision, direction and control of the business of the Corporation. The Chairman of the Board shall preside at all meetings of the Board. The Chairman of the Board has the general management powers and duties usually vested in the office of President and General Manager of a corporation as well as other such powers and duties as may be prescribed from time to time by the Board.

Section 6.3 Vice Chairman

In the absence or disability of the Chairman of the Board, the Vice Chairman will perform all the duties of the Chairman of the Board and, when so acting, shall have all the powers of, and be subject to all the restrictions upon, the Chairman of the Board. The Vice-Chairman shall have other such powers and perform other such duties as the Board may prescribe from time to time.

Section 6.4 Secretary

- (a) The Secretary shall keep or cause to be kept, at the principal office or other such place as the Board may order, a book of minutes of all meetings of the Board and its committees, including the following information for all such meetings: the time and place of holding; whether regular or special; if special, how authorized; the notice thereof given; the names of those present and absent, and the proceedings thereof. The Secretary shall keep, or cause to be kept, at the principle office in the State of Idaho the original or a copy of the Corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all Directors and their respective addresses.

- (b) The Secretary shall give notice, or cause to have notice given, of all meetings of the Board and any committees thereof required by these Bylaws or by law. The Secretary shall distribute the meeting minutes of the Board to all its members promptly after the meetings. The Secretary shall see that all reports, statements and other documents required by law are properly kept or filed, except to the extent that the same are to be kept or filed by the Treasurer. The Secretary shall have other powers and perform other duties as may be prescribed from time to time by the Board.

Section 6.5 Treasurer

The Treasurer of the Corporation shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the Corporation, including amounts of its assets, liabilities, receipts, and disbursements. The books of account shall at all times be open to inspection by any Board member or the public in accordance with Idaho Code 9-338 and 9-339.

- (a) The Treasurer shall deposit, or cause to be deposited, all monies and other valuables, in the name and to the credit of the Corporation, with such depositories as may be designated by the Board. The Treasurer shall disburse the funds of the Corporation as may be ordered by the Board, and shall render to the Board, upon request, an account of all transactions as Treasurer and of the financial condition of the Corporation. The Treasurer shall present an operating statement and report, since the last preceding regular Board meeting, to the Board at all regular meetings. The Treasurer shall have other powers and perform other duties as may be prescribed by the Board.

Section 6.6 Other Directors

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

**ARTICLE 7
FISCAL AFFAIRS**

Section 7.1 Fiscal Year

The fiscal year of the Corporation shall be from July 1 to June 30.

**ARTICLE 8
NOTICES**

Section 8.1 Manner of Giving Notice

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

Section 8.2 Waiver

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

**ARTICLE 9
DISSOLUTION**

Section 9.1 Dissolution

Upon dissolution of the Corporation, assets shall be distributed to creditors pursuant to Section 30-3-114 and 30-3-115 of the Idaho Code. After paying or adequately providing for the debt and obligations of the Corporation, the remaining assets shall be distributed to one or more non profit funds, foundations, or corporations which are

organized and operated exclusively for educational purposes and which have established their tax exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, or to a state or local government for public purpose as determined by the Board.

**ARTICLE 10
AMENDMENTS**

Section 10.1 New Bylaws

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

CERTIFICATE OF BYLAWS

We certify that we are the initial agents of Taylor’s Crossing Public Charter School, Inc., an Idaho Nonprofit Corporation, and that the foregoing Bylaws constitute the Bylaws of such corporation. IN WITNESS WHEREOF, we have signed our names to this Certificate on _____(date).

Marc Bohman

Linda Holt

Erica Radford

Camy Rish

Shay Wallace

Name of Applicant Applying for the Charter Taylor’s Crossing Public Charter School, Inc
(This may be a public body, private person or private organization)

Name of Proposed Charter School Taylor’s Crossing Public Charter School, Inc

New School Converted School

Authorized Agent for Applicant Marc Bohman
(This may be the individual applicant or an authorized member of the corporate board)

Authorized Agent Mailing Address 6410 E. Sidehill Ln

City Idaho Falls State ID Zip 83401

County Bonneville E-mail: taylors_crossing@yahoo.com

Day Time Phone: (208) 523-5321 Fax: ()

Organization

Taylor's Crossing Public Charter School, Inc. is a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act. The Corporation is organized exclusively for educational purposes within the meaning Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future federal income tax code.

Corporation History

The Articles of Incorporation for Taylor's Crossing Public Charter School, Inc. were filed with the Secretary of the State of Idaho June 30, 2004. The SS-4, Application for Employer Identification Number and the 501(c)(3) will be completed upon approval of the charter.

Corporate Principals

The Corporate Principals of Taylor's Crossing Public Charter School, Inc. as listed in the Articles of Incorporation is as follows:

Marc Bohman	Pharmaceutical Sales Representative/ District Business Analyst
Erica Radford	Medical Respiratory Therapist, Paralegal with Real Estate emphasis
Camy Rish	General Accounting and Insurance Coordinator

Appointed to the Board September 30, 2004:

Linda Holt	School Librarian/ Parent Volunteer for Elementary School
Shay Wallace	Previous Computer Store Owner/ Mathematics Degree /Parent Volunteer

Taylor's Crossing Public Charter School within the context of this document may also be referred to as TCPCS.

Marc, Erica, Camy, Linda and Shay are parents who are interested in providing the best educational opportunities for their children and they have identified the Harbor Institute method of instruction as the best way to achieve this objective. Since there are no Harbor Schools available in Eastern Idaho, the Taylor's Crossing Public Charter School's Corporate Principals are willing to organize a school based on the Harbor Institute method of instruction to benefit the school-age children of Eastern Idaho.

The Corporate Principals are confident that TCPCS will be successfully formed and properly managed according to all laws and regulations regarding public schools. Additionally, the Harbor Institute and the administrator and staff of Liberty Charter School in Nampa, Idaho, will be key in the success of TCPCS. The principals will also adhere to the TCPCS Corporate Bylaws (specifically Articles 5 and 8) addressing the Idaho Open Meeting Law. Founding Board Members, as discussed in the by-laws, will be those board members serving when the school opens.

The Board shall have the full power and duty to manage and oversee the operation of the Corporation's business and to pledge the credit, assets, and property of the Corporation when necessary to facilitate the efficient operation thereof. Authority is given to the TCPCS Board of Directors by the State of Idaho as provided in the "Public Charter Schools Act of 1998." (I.C. 33-5201)

Taylor's Crossing Public Charter School will:

1. be organized and managed under the Idaho Nonprofit Corporation Act.
2. have a board of directors acting as public agents to control the school and have the same responsibilities and liabilities as any other governing board of public education.
3. be considered a public school for all purposes.

General Powers and Limitations of TCPCS Board of Directors

1. Upon approval of the petition, TCPCS's Board of Directors will be the public agents required to control TCPCS.
2. TCPCS will comply with all federal and state laws, rules and regulations.

3. TCPCS's Board of Directors will be responsible for identifying and complying with all essential laws, rules, and regulations for Idaho charter schools. This is not the responsibility of the Idaho Public Charter School Commission.
4. TCPCS will not extend the faith and credit of the Idaho Public Charter School Commission to any third person or entity.
5. TCPCS will not contractually bind the Idaho Public Charter School Commission with any third party.

TCPCS will keep complete and accurate minutes of the meetings of the Board of Directors and will make them available to the public. Upon approval of the minutes by the board, they will be posted at TCPCS and on the TCPCS website.

Accreditation: Ref. Idaho Code 33-5205 (3) (e) 33-1612

Taylor's Crossing Public Charter School will be accredited through the State of Idaho. Accreditation by the Northwest Association of Accredited Schools (NAAS) may be sought in addition to State accreditation in the future.

Idaho Accreditation Standard I Vision, Mission and Policies

Combined, the following Vision, Mission and Policies form a foundation for the support of student achievement and are in alignment with the State Achievement Standards and the Thoroughness Legislation defined by Idaho Code 33-1612. The Board of directors of TCPCS will collaboratively develop and review these principals periodically.

Mission

By giving our students a firm foundation built on a core curriculum of mathematics, science, reading, writing and social studies, with an enhanced emphasis on American History and the Constitution, Taylor's Crossing Public Charter School will guide our students across the bridge from childhood into adulthood. The students will be prepared to accept challenges with the confidence, courage, and skills needed to achieve success. In a highly challenging academic environment, which nurtures respect and care for all, our students will become people of integrity, vision and virtue.

Vision and Special Emphasis

The Vision of TCPCS is rooted in the belief that when there is low threat and content is highly challenging, accelerated learning takes place. TCPCS will improve student learning by creating a low-threat environment and safe harbor. TCPCS will create this low-threat environment and safe harbor with the innovative Harbor Institute character education curriculum that focuses on kindness and taps into each child's innate need to know boundaries while protecting every child's dignity. This is done through daily expectation training, in which teachers clearly illustrate how children should show kindness to others in many different situations. Students who display these good citizenship qualities are given special recognition through a well-designed reward system.

The atmosphere created by our focus on kindness allows children to soar socially and academically. Students are not afraid to take academic risks (i.e. asking or answering questions in front of peers) when they feel safe and supported. This philosophy is extremely important because one of our academic goals is accelerated learning, and our focus on kindness is the only way this type of learning can be achieved. An environment that is warm, friendly, orderly and free from chaos is developed as a result of this discipline method.

Another unique aspect of TCPCS's character education curriculum is the dramatization and memorization of classic poems and quotes, such as "The Man in the Looking Glass". The students learn such pieces through automaticity,

and discuss the meanings and/or moral lessons behind them. The students develop self-confidence by enhancing their public speaking skills as they perform these classics for others. The tempo for our academic program is set by student capabilities instead of textbook constraints.

Our curriculum will be aligned with the Idaho State Achievement Standards for Health, Humanities, Language Arts/Communication, Mathematics, Science and Social Studies. Students will be well grounded in the basics, such as, reading, writing, math, science, and social studies. Highly qualified teaching professionals will implement these learning programs, thereby creating new professional teaching opportunities within the community. All students will share in an increased opportunity for expanded learning through fine arts, foreign language, and technology programs. They will be competent, confident, productive, and responsible persons who possess the habits, skills, and attitudes to succeed in life and to be prepared for the invitation of post-secondary education and satisfying employment. Combined, these skills and knowledge “define” an educated person of the 21st century capable of delving into any subject because they will understand how to learn and they will come enjoy the process.

Our secondary focus is on American history, Constitutional studies and the Founding Fathers. As our students study the lives, ideas and values of the men who pledged their lives, their fortunes and their sacred honor in the development of this nation, the students will gain an understanding of the role our government plays in the world today and how it functions. They will feel a heightened sense of patriotism. They will learn of their responsibilities as American Citizens and will gain a greater appreciation for the opportunities that lie before them as citizens of this great country. Their study of history will teach them about human nature and that there is much to learn from the experiences of all people and the times in which they lived.

Idaho Accreditation Standard II Highly Qualified Personnel

TCPCS recognizes that the most important factor for improving student achievement is the quality of the classroom teacher. Therefore great care will be realized in placing and retaining competent, caring and qualified teachers for every classroom, to maximize opportunities for student learning. TCPCS educators will be highly qualified as defined by the Idaho State Board of Education Administrative Rules. Staff evaluation and certification will comply with all State standards and Idaho Code. Individual professional development plans and staff evaluation models that effectively promote the continuous improvement of the school personnel will be implemented. One aspect of TCPCS’s professional development will be the dissemination process described below.

Dissemination of Information to Teachers

The Harbor Institute will schedule two four-day training sessions in the Harbor Institute method of instruction for all TCPCS teachers prior to the opening of the school. Liberty Charter School is an open campus for any TCPCS teacher wishing to spend time in a Harbor classroom for additional observation.

Immersion Training - The Harbor Institute believes that “seeing is believing” when it comes to training teachers in the implementation of the Harbor Institute method of instruction. They use a strategy called Immersion Training. Teachers are immersed in the Harbor

Institute method of instruction for a period of time sufficient to demonstrate the execution of curriculum through direct instruction, the benefits of the Harbor Institute culture, the importance of pacing, and the reliability of high expectations for every student. Each day of training begins with a workshop on a particular aspect of the Harbor Institute method of instruction. In addition, teachers are given a Roadmap for Discovery that helps them maximize their observation time in the Harbor classroom. A mini-workshop is offered during lunch and each training day ends with an intensive question and answer session.

The Harbor Institute Workshops offered during this training include:

Direct Instruction Methodology
Language Arts

The Math Concept Board
Vocabulary

Expectation Training (40 cards)
 Rules and Reasons – student behavior plans
 Citizen of the Week/Citizen of the Month
 High expectations for all students
 Utilizing parent volunteers
 assistants
 Modeling the Harbor Institute method of instruction
 as a staff

Classroom pacing
 Memorization and Dramatization
 Hall of Fame
 Homework
 Effective use of educational
 Capturing teaching time

Each TCPCS teacher will be assigned a Harbor Institute Certified Mentor Teacher for ongoing training throughout the year. The Harbor Institute will also provide a certified Harbor Institute teacher/trainer for thorough follow through on-site at TCPCS during the school year.

In addition, quarterly workshops and in-service will be scheduled as needed. The Harbor Institute will conduct an end of year analysis and report on the success of Harbor Institute method implementation at TCPCS.

Personnel

Staff Requirements – 25 Total Staff, Year 1

1.	Kindergarten	0.5 FTE
2.	Grade 1	1.0 FTE
3.	Grade 2	1.0 FTE
4.	Grade 3	1.0 FTE
5.	Grade 4	1.0 FTE
6.	Grade 5	1.0 FTE
7.	Grade 6	1.0 FTE
8.	Grade 7	1.0 FTE
9.	Grade 8	1.0 FTE
10.	Music	0.5 FTE
11.	PE	0.5 FTE
12.	Science	0 (.7 FTE Science will start year 2)
13.	Special Ed.	0.5 FTE
Administrator		1.15 FTE
Non certified		4.5 FTE (part time personnel – 9 staff)
		2.0 FTE

Qualifications

TCPCS educators will meet all components of the Idaho State Board of Education Administrative Rules to be defined as highly qualified. TCPCS’s staff will meet or exceed qualifications required by state law, including the following:

- All individuals to be employed by TCPCS will possess the personal characteristics, knowledge base and successful experiences necessary for meeting the requirements of this charter.
- Administrative and instructional staff will be certified teachers, or a waiver or another limited certification option will be obtained as provided by rule of the State Board of Education. All instructional staff will be highly qualified as required by the No Child Left Behind Act.
- TCPCS will follow the same personnel practices as are required by the Idaho Code. This would include supervision, evaluation, and dismissal as detailed by the Idaho Code.
- All teachers and administrators will be on a written contract approved by the Superintendent of Public Instruction.
- Those required by Idaho Code 33-130 and others the Board or Administrator require will undergo State of Idaho criminal background checks including the FBI finger-printing checks.

- All staff members will submit a criminal history check and fingerprint card to the Office of Certification at the state department of education.
- Teachers will be evaluated according to the procedures outlined in Idaho Code 33-513. The Parent Committee may make recommendations regarding teacher and/or administrator evaluations.

Personnel Policy

1. TCPCS employees are not employees of District 93 or the Idaho Public Charter School Commission.
2. The TCPCS staff will be considered a separate unit for purposes of collective bargaining.
3. All Staff members of TCPCS will be covered by the public employee retirement system, federal social security unemployment insurance and worker's compensation insurance, as required by Idaho law. Unemployment insurance and worker's compensation insurance will be provided in accordance to Idaho code 33-1279. The TCPCS Board of Directors has the right to establish other benefits.

Employee Transfer Rights: Ref. Idaho Code 33-5205 (3) (n)

The transfer rights of employees choosing to work in a public charter school and the rights of such employees to return to any non-charter school in the school district after employment at a public charter school that is authorized by the State Commission, rather than a school district, are not clear.

The school shall allow for accumulation of sick leave as allowed by Idaho Code 33-1217.

Recruiting of teachers will be through newspaper advertisements or through other methods that will be available during the recruiting period. TCPCS will follow all Idaho State Laws in regards to recruiting and hiring of teachers. Prospective employees will be required to complete an application and submit a resume. The TCPCS and/or the Administrator will conduct interviews for the open positions.

Idaho Accreditation Standard III Educational Program

TCPCS will provide a comprehensive educational program focused on meeting the needs of all our students. TCPCS realizes high expectations for student success and frequent monitoring of student progress is of critical importance to student learning. Curriculum, instruction and assessment to standards will be deeply aligned and provided to all students. TCPCS's educational program will adhere to the requirements of the State. Currently this includes alignment with the Thoroughness Standards, Idaho Code 33-1612, the Idaho Student Achievement Standards K-12: and the testing and high school graduation requirements as defined in the Thoroughness Chapter of the Idaho State Board of Education Administrative Rules.

Educational Thoroughness Standards Ref. Idaho Code 33-5205

The TCPCS Board of Directors will ensure that the educational standards as set forth in Idaho Code 33-1612 shall be fulfilled. TCPCS shall achieve the Thoroughness Standards through a dynamic and interactive academic program by utilizing the unique aspects of the Harbor Institute method of instruction. The Idaho State Standards and benchmarks will serve as a starting point and will be enhanced with unified themes and other creative methods. Instruction of the curriculum will be accomplished by using an aligned, proactive method.

Standard A. A safe environment conducive to learning is provided

Goal: Maintain a positive, safe teaching and learning climate. Every student has the right to come to school without fear of taunting, teasing or violence where self-respect and respect for others is taught. Each parent has the right to expect a school to provide a safe, kind, orderly and productive learning environment for his/her child.

- Objectives: Taylor's Crossing Public Charter School will:
- Incorporate the Harbor Institute method of instruction into TCPCS's curriculum.
 - Develop and provide a student/staff handbook that establishes the rules and guidelines for physical safety. These guidelines include and will not be limited to the procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school, notification of parents' rights, and staff monitoring responsibilities.
 - Provide a facility that meets all required city, state and federal health, accessibility, safety, fire and building codes for public schools. TCPCS will adopt policies as required to remain consistent with the Idaho Code for educational facilities. Inspections of the facility will be conducted as required to ensure the safety of students and staff.
 - Establish, publish and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, violence, gangs and use or sale of alcohol and drugs.
 - Create an environment that encourages parents and other adults to visit the school and participate in the school's activities.

Standard B. Educators are empowered to maintain classroom discipline

Goal: Create a disciplined and positive teaching and learning environment through an emphasis on high behavior and performance expectations. Each staff member has the right to teach without fear of violence. This safety is supported with the Harbor Institute method of instruction.

- Objectives: Taylor's Crossing Public Charter School will:
- Incorporate the Harbor Institute method of instruction into TCPCS's curriculum.
 - Develop a student code of conduct handbook, which will include: clear expectations and consequences for unacceptable behavior, and a process for teachers to handle minor and major infractions in the classroom setting.
 - Teach appropriate behaviors and foster responsible decision-making skills.
 - Establish and maintain consistent rules aligned throughout the school.

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

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

- Objectives: Taylor's Crossing Public Charter School will:
- Follow the general philosophy of the Harbor Institute.
 - Emphasize the importance of adult role models that demonstrate important values at school.
 - Develop student character by encouraging them in their responsibilities one to another, to the faculty and to the staff of TCPCS.

- Develop a sense of service and pride within the school and in the community at large. Community service instills a sense of individual, social and civic responsibility and enables the student to use newly found knowledge to solve community problems.

Standard D. The skills necessary to communicate effectively are taught

Goal: Teach students a range of effective communication skills that will help them to succeed in a competitive world.

Objectives: Taylor’s Crossing Public Charter School will:

- Emphasize meaningful language experiences in reading, writing and spelling. These experiences are enhanced through dramatization and memorization.
- Provide a technology-rich environment that enhances communication through the use of computers.
- Provide instruction in a foreign language. Knowledge of a second language is essential to many occupations. Additionally, knowledge of a secondary language may increase English proficiency, enhance verbal and problem-solving skills and improve memory and self-discipline.

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

Goal: To educate a citizenry prepared for the 21st century broadening students beyond the basics of reading, writing, mathematics, science, and social studies. Students will be driven by their own capabilities instead of the constraints of textbooks.

Objectives: Taylor’s Crossing Public Charter School will:

- Provide curriculum and instruction that incorporates the Idaho Achievement and Idaho Student Information Standards into the school program.
- Use the Idaho State Department of Education’s Standards as a starting point for TCPCS’s curriculum and will build upon them by unifying themes and other effective methods.
- Use a variety of methods to ensure student learning. These may include but are not limited to. Spalding’s Method as detailed in Writing Road to Reading (language arts), the Shurley method (grammar), teaching of math through direct instruction, math manipulatives, timed tests, and Saxon math for homework, hands-on experimentation for science learning; and a social studies curriculum strong in historical and Constitutional learning.
- Develop personalized learning goals for each student with the student, parents and educators. Together the goals will consider the student’s strengths and weaknesses. Faster learners are continuously presented with new challenges. Slower learners benefit from extra adult help, multiple methods and multiple environments.
- Encourage class field trips and career development discussions.

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

Goal: Provide students with basic skills that prepare them for future employment. By using learning tools such as computers, scientific equipment and networks linked to local and nationwide resources, students learn how to be life-long learners and will be prepared to enter the workforce with a solid foundation of knowledge and ski

Objectives: Taylor's Crossing Public Charter School will:

- Provide a strong foundation in basic reading, writing, science, social studies and computational skills.
- Provide a technology-rich environment, encouraging the effective use of technology as a tool in the workplace of the twenty-first century.
- Learn to develop the following intellectual habits important in the work place: adapting to new situations and responding effectively to new information; problem solving; locating and evaluating information from a variety of sources; thinking logically and making informed judgments.
- Enable students to develop personal habits important in the work place. Students will learn to accept responsibility for personal decisions and actions. They will learn to demonstrate honesty, courage and integrity; about a healthy lifestyle; empathy, courtesy and respect for differences among people; selfconfidence; concentration and perseverance; responsible time management; assuming a fair share of the work load; and working cooperatively with others to reach group consensus.

Standard G. The students are introduced to current technology

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

Objectives: Taylor's Crossing Public Charter School will:

- Use interactive technology as tools in an integrated educational program rather than a primary instructional delivery system.
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- Emphasize the acquisition of basic computer skills as a supplementary medium of communication and research to complement other approaches.
- Use computers as tools for such activities as accessing research information, authoring, computation, record keeping, data storage and communication.
- The Idaho Student Information Technology Standards will be incorporated into the programs. TCPCS will provide a technology-rich environment through the use of current, age appropriate computer software programs. The software programs will be integrated into the curriculum and applied to the completion and enhancement of projects and assignments.

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

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

Objectives: Taylor's Crossing Public Charter School will:

- Provide a comprehensive program of community service that reflects responsible citizenship within the community.
- Enable students to develop the following habits: becoming responsible citizens; accepting responsibility for personal decisions and actions; honesty, courage, and integrity; empathy,

courtesy, and respect for differences among people; assuming a fair share of the work load; and working cooperatively with others to reach wise decisions.

- Enable students to understand and apply concepts and principles embedded in each of the social studies: history, geography, political science, economics and constitutional studies.

Taylor's Crossing Public Charter School will achieve the Thoroughness Standards through its basic curriculum and the unique aspects of the school. Instruction of the curriculum will be accomplished by using an aligned proactive method. A combination of a strong emphasis on kindness, the "golden rule," and a reward system which honors children who are hard working, responsible, honest, and respectful creates an environment allowing for student peace of mind that maximizes learning potential. We will focus on the memorization and dramatization of classic poetry that, through daily recitation, discussion, and application to life situations, will create sensitivity for humankind in staff and students.

Effectiveness Goals

Goal	Specific Objective
<p>1. Language Arts The goal is to develop learners who are effective communicators, who love literature, and are lifelong readers and writers. Communication skills include speaking, writing, and listening, and will expand into presentation skills.</p> <p>2. Mathematics The goal is to learn basic arithmetic, concepts and principles of measurement, mathematical reasoning, problem solving, algebra, geometry, data analysis, probability, statistics and the higher mathematics, as necessary.</p> <p>3. Science The goal is for students to learn in a multi-year sequence, emphasizing a hands-on use of scientific methods and experimentation through the observation of natural phenomena.</p> <p>4. Music The goal is to introduce students to the heritage and culture of music and to instruct grades K-3 in piano.</p> <p>5. Technology The goal is to teach students about technology and its practical applications.</p> <p>6. Foreign Language The goal is to enhance linguistic skills and English proficiency through the introduction of foreign language.</p> <p>7. Social Studies The goal is to explore the Constitution while learning from the works of our founding fathers, the process of democracy and American History while adhering to the State Standards.</p> <p>8. Physical Education The goal is to be instructed in physical activity and the health related benefits thereof.</p>	<p>1.a. Students will be expected to read at grade level by third grade.</p> <p>1.b. Students will be expected to meet or exceed the state proficiency and growth requirements for adequate yearly progress after a period of three consecutive academic years at the Charter School. Proficiency will be measured by the most current state required tests including but not limited to, the ISAT, Idaho Reading Indicator, (Grades K-3) and the Direct Writing Assessment (State).</p> <p>2.a. Students will be expected to master addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals through Hall of Fame Drills.</p> <p>2.b. Students will be expected to compute math at grade level by third grade.</p> <p>2.c. Students will be expected to meet or exceed the state proficiency and growth requirements for adequate yearly progress after a period of three consecutive academic years at the Charter School. Proficiency will be measured by the most current state required tests including but not limited to, the ISAT, the Metropolitan Reading and Math, Grade 1; and the Direct Math Assessment (State). <i>Special Note:</i> Those students not reading at grade level or computing grade level math will be identified and receive a variety of services as outlined in the TCPCS Charter, pages 39, 43-47</p> <p>3.a. By utilizing experimentation and instrumental fieldwork, students can experience the excitement of science. This learning discipline increases the understanding of the facts and concepts and is in line with the Idaho State Standards.</p> <p>3.b. Student progress will be measured by, but not limited to, group projects and supervised classroom experimentation.</p> <p>4.a. Studies have found a correlation between cognitive development and musical training. Students will be introduced to music and encouraged through a variety of activities and instruction.</p> <p>5.a. Basic technological skills will prepare students for future employment. By using and learning about tools, such as computers, scientific equipment and the Internet, students discover how to become lifelong learners, thereby preparing them to enter the workforce with a solid foundation of knowledge and skills. They will gain an edge in this field by applying the skills they are taught.</p> <p>5.b. Students will be introduced to technology and evaluated with individual and group projects, as well as through computer interactive software packages.</p> <p>5.c. Technology will align to the Idaho State Technology Standards.</p> <p>6.a. Students will be introduced to foreign language and evaluated through individual and group projects.</p> <p>7.a. All grades will be aligned with the Idaho State Standards curriculum for social studies.</p> <p>7.b. Developing a true appreciation of our foundation will help students to better realize our rights and responsibilities as citizens of this great nation.</p> <p>8.a. Students will be expected to participate in physical education activities (as far as health will allow) that will teach them good sportsmanship, team play and individual achievement.</p> <p>8.b. Students will be encouraged to develop strong bodies for their growing years and will be taught the basics of a healthy lifestyle.</p>

Methods of Instruction

TCPCS's methods of instruction are based primarily on a "teach to the ceiling" philosophy with fast paced direct instruction. TCPCS will align the general goals and curriculum, with the Idaho State Standards as a starting point, and will enhance learning through unified themes and other creative methods. Acceleration, however, will take place whenever possible. Direct instruction combined with individual student attention is the key to success at TCPCS.

We believe that learning best occurs when:

- Teachers are actively engaged in student instruction and evaluation
- Students are actively engaged in integrated and meaningful tasks
- Students see the connection between what they learn and the real world
- Students work individually and as members of a group
- Working together, student, parent and educator identify an academic and personal learning goal; support and responsibility for learning is an intrinsic part of the educational program
- Students are supported with mentors and advocates
- All students have advanced learning opportunities
- Learners are allowed to make mistakes in order to achieve success
- A positive and productive learning environment is provided
- Learners are given opportunities to build new knowledge
- Learners are given time to reflect on the value and purpose of what they learn
- All learners are taught various mediums for self-expression

Teachers will be engaged in the act of direct teaching throughout the day using a variety of proven teaching techniques, including tactile, visual, kinesthetic, auditory, group and independent approaches. By taking into account and addressing the varying developmental rates and learning modalities of the student population, it is possible through this direct-teaching and monitoring approach to keep curricula challenging and the expectations for learning high. This includes special instruction that allows limited English proficient students to participate successfully in all aspects of the school's curriculum and keep up with other students in the regular education program. It also includes special learning opportunities for accelerated, learning disabled students, and students with other disabilities.

Instructional Focuses

At appropriate grade levels, instruction may include, but will not be limited to, the following: *Language Arts (English and Foreign)*. The goal is to develop learners who are effective communicators, who love literature and are lifelong readers and writers. The reading curriculum is literature based. Comprehension skills and vocabulary development are integrated within the literature program.

Dramatization and memorization of accelerated vocabulary and poetry is a motivational aspect of the language arts experience. Writing includes self-analysis using the 6-Traits writing model in conjunction with creative and expository writing. Communication skills will include speaking, writing and listening and will expand into presentation skills using modern technological tools. Grammar usage, punctuation and capitalization skills are specifically taught, used and practiced daily. Spelling is taught methodically, focusing on patterns, phonograms, rules and stages that children pass through as they develop spelling proficiency. The innovative teaching methods used in language arts are Spalding's phonics, the 6-Traits, CORE research and the Shurley method.

Mathematics- As appropriate to grade level, students will master the arithmetic processes of addition, subtraction, multiplication and division of whole numbers, fractions and decimals, as well as algebra and geometry. Concept-relevant and manipulative experiences that engage students in exploring, conjecturing and thinking will continue as appropriate. Students will view and use mathematics as a tool for reasoning and problem solving in relevant ways.

Science and Health- The science curriculum is a multi-year sequence that will include instruction in applied sciences, earth and space sciences, physical sciences and life sciences that emphasize hands-on experimentation and

functional knowledge of scientific phenomena. Science must take students beyond the factual approach or reading, reciting, drilling and testing science to actual fieldwork with instruments. This process approach allows students to experience the excitement of science so they can better understand facts and concepts, and is in line with the Idaho State Standards.

Social Studies and Community Service- This curriculum will include instruction in history, government, geography, economics, current world affairs, citizenship and sociology and will follow the elements of the Idaho State Standards. In addition there will be a strong emphasis on community service from Grade 7 onward 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.

American History- We desire to instill in our students a love of history, particularly the history of America. Our students will be distinguished as historians in general and students of American history in particular. Our students will study the original founding documents, and the lives and writings of the Founders. The purpose of history is the idea of emulation in one's own life the best features of an historical person's life.

Technology- The Idaho Student Information Technology Standards will help to define this program. Technology will be used to support a child's natural way of learning through individual and group discovery and in seeking solutions to real-life challenges. TCPCS will provide a technology rich environment through the use of current age-appropriate computer software programs. The software programs will be integrated into the curriculum and applied to the completion and enhancement of projects and assignments. This will provide our learners with technology skills that prepare them for future employment.

Character and Leadership Development- Our plan for character education provides expectation training through memorization and dramatization of classic poetry, historical passages, the Great Books, studying the lives of great leaders, as well as staff who model essential traits of good character. The staff at TCPCS will ensure a safe, kind environment allowing students to acquire essential information and attitudes that will help them lead productive lives. We intend to reprioritize character development. This will generally be accomplished through two methods; first by embracing The Harbor Institute method of instruction and second, by studying the lives of great leaders. The Harbor Institute method is a child-centered educational model built on high expectations for both student behavior and academic endeavor. The Harbor method provides a comprehensive plan for character education that taps into each child's innate need to know boundaries, while protecting each child's dignity. The heart of character education curriculum is simply being kind to one another. The result of character education is a school that greatly reduces the incidences of teasing, taunting, bullying and negative peer pressure. TCPCS students will help create a kinder community around them, whether at school, at home or in their neighborhoods. The leadership curriculum is a survey of the best of the moral, intellectual, and cultural traditions of the West as they have been refined and developed over the generations.

Music Training- A number of studies have found a strong correlation between cognitive development and musical training. Further studies have shown that the best time to boost intellectual development through music is between the ages of two and ten. Therefore, we will create a piano lab within the first two years of the inception of TCPCS where students (grades K – 3) will learn the basics of playing the keyboard. In addition, the music curriculum for older students will focus on American Jazz History and the development of fundamental musician skills, while also exposing students to local musical heritage and culture.

Second Language- TCPCS recognizes the importance of a second language to the scholastic development and future careers of students. Knowledge of a second language will become more and more important to effective leadership in the 21st century and research has suggested that knowledge of a second language will boost English proficiency, improve memory and self-discipline, and enhance verbal and problem solving skills. The school aims to expose students from kindergarten and onward to the Spanish language.

Curriculum Development and Approval

Initially TCPCS will contract curriculum. Curriculum will be aligned to the Standards of the State. Curriculum development will be an ongoing process directed by the Administrator with the approval of the Board of Directors. The curriculum will be implemented and evaluated through the observation of highly qualified teaching professionals, with the support of the Administrator to include written future goals.

Methods of Assessment

TCPCS intends to meet the goal of producing students who have the academic and personal habits and attitudes desired of an educated citizen in the 21st century. Standards and standardization are the basis of assessment. Learners are shown exemplary performances for given tasks. An assessment of their efforts reflects how closely it matches this performance. The goal is not only to give a grade, but also to encourage students to do their personal best and show them their own improvement throughout the year. Self-assessment is also used. As active participants in assessment of their own work, learners are encouraged to develop intra-personal understanding of their strengths and deficiencies and an objective view of their accomplishments. In addition, a score on a piece of work can be improved if the learner is willing to accept the challenge for improvement put forth by the assessment. Performance will be assessed on at least the following levels:

1. Student progress relative to previous performance will be assessed through portfolios of video taped oral presentations, written reports, individual and group projects, and/or via computer learning packages.
2. The students will be assessed on their attitudes and personal/academic habits through teacher evaluations of projects and video presentations, as well as parental input.
3. Performance will be assessed according to state developed achievement standards and will be measured by the most current state required testing. The current required tests include but are not limited to the ISAT, IRI, DWA, and DMA. These measures will be provided to the Idaho Public Charter School Commission. As an average, these measures will meet or exceed the State proficiency and growth requirements for adequate yearly progress.
4. Students will be tested with the same standardized tests as other Idaho public school students.
Ref. Idaho Code 5205 (3) (d)

Mastery Level

Students in attendance at TCPCS will be expected to meet the statewide performance standards developed by the Idaho Department of Education. Including but not limited to language arts, mathematics, science, social studies and physical education. Students will be tested with the same standardized tests as other public school students. Mastery level will be measured with the most current state-required tests. If the state-required tests change, TCPCS will adopt the new tests and may discontinue any testing no longer required by the state. The majority of students will meet the statewide performance standards developed by the Idaho Department of Education for subjects including but not limited to: Language Arts, Mathematics, Science, Social Studies and Physical Education. (See also Standard IV student achievement) Students will achieve developed standards for age levels, content areas and outcomes addressed by the State Board of Education. These standards may be measured by student products, performances, exhibitions and any other future tests developed by the Idaho State Board of Education.

Tracking of Students' Progress toward Mastery of State Standards over Time

The students are tested weekly in the following areas:

Concept tests: Are given to track student understanding of newly presented materials.

Mad Minutes: Are minute-timed tests for reading comprehension and math. (Mad Minutes) assist in tracking student growth by considering speed and accuracy over time. The fun and challenging spirit in which this testing is presented also motivates students to strive for self-improvement. Words-Per-Minute: Test is given every two weeks to determine reading for grade level. Results from the current Idaho State required tests including, but not limited to, the IRI (Idaho Reading Indicator), ISAT (Idaho Standards Achievement Test), DMA (Direct Math Assessment) and DWA (Direct Writing Assessment) will be used to track student progress and to measure student mastery of State Standards over time.

Remediation

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

- meet or exceed the State proficiency and growth requirements for Adequate Yearly Progress after a period of three consecutive academic years at TCPCS,
- read at grade level by third grade,
- compute math at grade level by third grade,
- reflect positive growth on the parent surveys done yearly on the child's attitudes and habits toward, but not limited to, work ethic, honesty, taking responsibility, self-confidence, knowledge, etc.,
- reflect positive growth on self-assessment surveys done yearly on attitudes and habits toward task performance.

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

Idaho State Accreditation Standard IV Learning Environment

TCPCS will provide a safe, nurturing, disciplined and orderly learning environment that is conducive to learning. The school site, facilities, equipment and related services will serve as a vehicle for the implementation of the mission and factor into the functioning of the educational program. The school's learning environment will address the physical, emotional and social health and safety of all persons in the school. Maintenance of discipline and attention to reducing student behavior problems will improve learning opportunities for all students. The provision of a productive climate and culture is an essential factor impacting student achievement.

Discipline, Suspension, Expulsion and Re-enrollment

TCPCS recognizes that effective instruction requires an orderly environment focused on learning and that schools have an important role to fill in supporting parent efforts to teach basic values to their children. The school will establish a code of conduct and other rules clearly defining expectations, as well as appropriate and inappropriate behaviors. Students will be held to strict compliance. Suspensions and expulsions will comply with Idaho Code 33-512. The Administrator or his/her designee may suspend a student for violation of school policy. The Administrator or any staff member may recommend a student for disciplinary action. The Board must approve any expulsion. The Board shall establish disciplinary procedures and may add or amend any disciplinary procedure consistent with Idaho Law. Students, parents or staff members may appeal the decision of the Administrator to the Board. The Board shall create a student handbook, which will include official notification of disciplinary rules, set forth in an age-appropriate manner, as required by Idaho Code 33-205.

Discipline for students with disabilities shall comply with Idaho Code 33-205 and the 1997 Individuals with Disabilities Act. For students wanting to reenroll, the parent or legal guardian may reapply and enter the lottery process again only if the student was not expelled for violation of the code of conduct or other serious disciplinary problems. All other students wanting to reenroll are free to do so by reapplying through the lottery.

Expulsion and Suspension

The trustees of Taylor's Crossing Public Charter School will follow state law and due process to outline a Code of Conduct including expectations and consequences for unacceptable behavior. Suspension or Expulsion will be considered only as the final option in a series of efforts to avoid such measures including but not limited to the following steps:

Step 1: Parent/ Guardian incident notification procedure (written and/or verbal)

Step 2: Principal intervention.

Step 3: Suspension with parental notification – 3 days. Re-admission will be allowed after a conference with student, parents/guardian, and principal.

Step 4: Suspension with parental notification 5 days. Re-admission will be allowed after a hearing within (5) school days with the Board of Directors.

Step 5: Expulsion until the next calendar break/semester, rest of the year. A hearing will be set within five (5) school days whenever possible with the Governing Board. The Governing Board shall have the right to permanently expel students for disciplinary or attendance reasons.

Policy of Internet Safety

TCPCS will adopt a Policy of Internet Safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access. This measure will protect against access through such computers to visual depictions that are obscene, child pornography or other content harmful to minors in compliance with the Children's Internet Protection Act.

1. In many cases, library research resources, such as databases of magazine, journal and newspaper articles, are only available through Internet access. Also, the Internet provides access to information and media resources, simulations, and other online educational activities. Its proper use can open new opportunities for research, learning and communication.
2. TCPCS will make prudent effort to limit improper use. All students and parents must agree to sign an Internet use agreement. If the agreement is not signed, the student will forfeit his/her privilege of Internet use. Students will be held to the highest standard of moral conduct while using the Internet.
3. Students will be assigned a network login. With this access comes responsibility. Student logins on the school's network system(s) are considered a privilege not a right. Students are expected to use only the software made available to them by their teachers or designated technology staff. They are allowed to save documents and other school-related files to their home directories on the network, or other drives only as specified by their teachers or designated technology staff. A student who inadvertently gains access to inappropriate material on the Internet is expected to discontinue access as quickly as possible and to report the incident to a staff member.

Health and Safety

TCPCS shall ensure that policies and procedures are developed for contacting law enforcement and the student's parents, legal guardian or custodian regarding a student reasonably suspected of using or being under the influence of alcohol or a controlled substance. The policies formed will meet the provisions of section 37-2732C, Idaho Code, and this section shall be made available to each student, parent, guardian, or custodian as provided by section 30-512 6., Idaho Code.

Taylor's Crossing Public Charter School will comply with the following:

1. Conduct criminal history background checks for all employees in compliance with Idaho Code 33-130.
2. Require that all students have proof of Immunization or will have a written parental waiver as well as a birth certificate or other identification before being enrolled at TCPCS.
3. The school shall provide certification that the facilities used meet all requirements for health, safety, fire and accessibility prior to the opening of the school and will provide for the regular inspections of the facilities by authorized inspectors for aforementioned compliance as required by local and state laws and rules.
4. The school discipline policies designed to ensure the safety and well-being of staff and students will be enforced by the staff. These policies may include immediate suspension and expulsion as allowed or restricted by Idaho Law.
5. TCPCS will have a crisis management plan developed prior to the opening of the school.

Educational Programs and Services

Provision of educational programs and services such as HIV/AIDS education, family life/sex education, occupational education, driver education, guidance and counseling services, summer school programs, parent education programs, social work and psychological services will be identified based on need. The Board of Directors, Administrator and staff will work together to determine the need for, and estimated cost and value of the above programs. These programs will be provided as required by Idaho Code §33- 1612 and the rules governing thoroughness at IDAPA 08.02.03.

Class Size

TCPCS will be relatively small. In our initial school year we will have approximately 270 students, kindergarten through eighth grade. We believe that students benefit from a small school setting. Although our total population is small, our classrooms may be considered large. The methods we use benefit from relatively large classrooms. The effectiveness of our character education plan makes it possible to turn what often is seen as negative (i.e. large, hard to control classrooms) into a more positive, energetic and vibrant place in which to learn. Our kindergarten class will have 32 students, which consists of a morning class of 16 students and an afternoon class of 16 students as well. First through third grades will have 32 students, fourth through sixth grades will have 34 students and seventh through eighth grades will have 35 students. We will expand one grade per year. We plan to implement our high school in 2006 with the addition of ninth grade. It is a possibility that ninth through twelfth may be added together in 2006, but that will depend on need and/or interest.

Transportation

Transportation will be the responsibility of the parent(s) or legal guardian(s) of TCPCS students. The estimated cost to the school for transportation will be \$0. The Taylor's Crossing Board of Directors will retain the option to pass more transportation policy as determined by the board. Further transportation planning will be implemented as indicated by the enrollment of students.

Child Nutrition

Nutrition may be contracted with District 93. TCPCS may provide nutritional services as soon as facilities allow. TCPCS Board will approve policies for determining eligibility of students for free and reduced prices for meals. Verification reporting, and record-keeping, will be filed with the state agency in accordance to State and Federal law.

Idaho Accreditation Standard V Continuous School Improvement

TCPCS is resolute in our focus for student learning and growth. Therefore our qualified professionals will be actively involved in the implementation and utilization of Continuous School Improvement Planning (CSIP) Ref. IDAPA 08.02.02.140. This plan will provide for the systematic analysis of student performance data. This raw testing data will be provided to the Idaho Public Charter School Commission according to the most current State requirements. Results will help to demonstrate the impact of the school's instructional and organizational practices on student achievement and progress towards individual school goals on a yearly cycle.

The CSIP will consist of ten core elements.

1. Data driven, measurable student achievement goals.
2. Assessment/analysis of staff strengths and weaknesses
3. Review of research
4. Directional statements
5. Ongoing data collection and analysis
6. Utilization of data analysis to focus improvement efforts
7. Strategies focused on improving student performance
8. Action plan and timeline
9. Professional development goals
10. Monitoring and evaluation

TCPCS will provide quality results through the continual improvement of our educational program. TCPCS's professional development programs and parent/community participation will be essential elements in providing a good school.

Comprehensive Assessment Program

TCPCS will use the State approved *Comprehensive Assessment Program* as outlined in the Rules Governing Thoroughness to determine student proficiency. Each assessment will be comprehensive and will be aligned to the Idaho State Achievement Standard it is intended to assess. In addition, TCPCS will use other assessment mechanisms to measure student progress, achievement and proficiency. Such mechanisms will include, but not be limited to, assessments for social studies, science, health and humanities, and will be developed to meet state rules by a qualified School Administrator and teaching team.

Parental Involvement

Parents of students who attend Taylor's Crossing Public Charter School will be involved in the education of their children and in the school at many levels. Parents bring an in-depth understanding of their children's personalities, learning styles and strengths and weaknesses, which is essential for the continuing educational development of their children.

The process to ensure parental involvement will be as follows:

1. Parents will receive a handbook as each year begins.
2. Parents will be encouraged to attend two parent teacher conferences per year.
3. Parents will be asked to complete a survey during the school year addressing the following issues: safety of students, classroom discipline, school-wide discipline, child's response to classroom atmosphere and parents' perception of learning environment.
4. Parents will be encouraged to be involved in the Parent-Faculty Association and to volunteer for school projects, programs, committees and to work with students.
5. Parents will be encouraged to provide an appropriate learning environment at home for study.
6. Parents will be encouraged and welcomed to volunteer in their child's(ren's) classroom(s).

6. Parents will be encouraged to communicate regularly with the school. In turn, the school and the PFA will regularly communicate with the parents.

The Board shall establish policies to ensure parental involvement. These requirements shall not require the payment of tuition or mandatory service requirements, but will include requirements for parental or legal guardian participation in enrollment procedures, school policy recommendation, and student discipline. TCPCS is a public school of choice and parents who choose this school for their children are agreeing to abide by the policies of the school.

The Board shall establish or recognize an official Parent Committee (PFA). Members of that committee will be elected annually by parents of students enrolled in the school according to policy set by the Board. The parent committee will be authorized to make recommendations regarding any aspect of the school. The parent committee shall be a key element in the creation, implementation and evaluation of school policy as determined by the board. (See also administrative services)

Idaho Accreditation Standard VI Student Achievement

Measurable Student Educational Standards: Ref. Idaho Code 33-5202 (3) (b)

TCPCS will be accountable for student achievement. As a measure, accountability will refer to the systematic collection, analysis and use of data and information to provide for continuous improvement in student performance. The majority of TCPCS students will meet, at a minimum, the standards established by the state through rigorous accountability, which will include but is not limited to challenging examinations, demonstrations of achievement and other appropriate tests and measures. After a period of three consecutive academic years at TCPCS, students will be expected to meet or exceed the state proficiency and growth requirements for adequate yearly progress. Those students not reading at grade level or computing grade level math will be identified and receive a variety of services.

Scoring and Report Formats

In accordance with the Rules Governing Thoroughness, standardized test scores will be provided for each subject area assessed and reported in standard scores, benchmark scores or holistic scores. Test results will be presented in a class list report of student scores, building summary, content area criterion reports by skill, disaggregated group reports and pressure sensitive labels as appropriate. Information about the number of students who are eligible for special education who participate in regular and alternate assessments, and their performance results, shall be included in reports to the public if it is statistically sound to do so and would not disclose performance results identifiable to individual students.

Conclusion

In conclusion, TCPCS will establish a school philosophy embraced by teachers, the administrator, students, and parents which holds that every child is valued and every student will succeed at a high level, both socially and academically. The character education plan will result in a safe school infused with positive peer pressure, students who are ready to learn everyday and who possess the self-discipline needed to maximize their and other's educational experiences. The academic program for TCPCS is designed to meet the needs of the students, not cater to the convenience of teachers, administrators or to the school calendar. That means that all styles and rates of learning are taken into account, yet expectations for achievements are not compromised. Once again, when there is low threat and content is highly challenging, accelerated learning will take place, and the results will be outstanding!

Special Education Services: Ref. Idaho Code 33-5205 (3) (q)

TCPCS will identify special needs students, and provide successful special needs education for them. We will also adopt and comply with the “Special Education Manual” from the State Department of Education as now adopted or as amended and will meet all conditions of section 7, State Special Education document on charter schools.

TCPCS will comply with the Individuals with Disabilities in Education Act (“IDEA”), Section 504 of the Rehabilitation Act (“Section 504”), and the Americans with Disabilities Act (“ADA”).

Identification and Evaluation

Once an Eligibility Report is established, a reevaluation will be performed every three (3) years or as needed by the Evaluation Team recommendations, by the IEP Team Members/Child Study Team. The IEP will be developed by the IEP Team Members/Child Study Team including a Parent or Guardian, Special Education Teacher or contracted service provider, General Education Teacher, Principal, Professional who assisted in Identification (if possible, or otherwise in the same field), and the Student. All IEP’s will follow the Idaho Special Education Manual Chapter 4 guidelines.

Education

Students who have IEP's already in place will be placed and educated in the Least Restrictive Environment (LRE). The IEP will be followed and overseen by an endorsed, credentialed staff member or contracted service provider. The Harbor method includes Special Needs children in everyday classroom activities, as to not label the students and to encourage their growth. The child will be included to the maximum extent appropriate, per the IEP and Idaho Special Education Manual Chapter 5 guidelines. The LRE will be implemented by the general education teacher, and supplemented by the special education teacher or contracted service provider.

Provisions for students who may require reasonable accommodation (504 Plans) under the federal Rehabilitation Act will be implemented by the general education teacher, and guidelines developed by the Child Study Team will be followed.

TCPCS shall comply with all applicable federal laws in regard to services and education of English Language Learner (“ELL”) students. TCPCS shall develop and implement, and maintain policies and procedures for the provision of services to ELL students in accordance with guidance published by the Office of Civil Rights of the U.S. Department of Education. At a minimum these policies and procedures shall ensure the following:

- Identify students who need assistance
- Develop a program that in the view of experts in the field, has reasonable chance for success;
- Ensure that necessary staff, curricular materials and facilities are in place and used properly.
- Develop appropriate evaluation standards, including program exit criteria, for measuring the progress of students, and assess the success of the program and modify it where needed.

At-risk and Students with Disabilities

Students with disabilities will be served according to federal and state laws regarding special education including but not limited to Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, the Individuals with Disabilities Education Act (IDEA), and other applicable legislation.

TCPCS, as a public charter school, is open to all students and will ensure all students receive all services required by law. TCPCS will adopt a non-discriminatory policy regarding admissions. Children with and without disabilities

will be admitted to the school on the same basis, except that special education students may be exempt from academic proficiency and entrance requirements if the lack of proficiency has been caused by the student's disability. TCPCS will provide a free, appropriate public education (FAPE) to all of its students.

Students with disabilities will be served in accordance with their Individualized Education Programs (IEPs). The school may hire a Special Education Coordinator to work with the IEP team. The IEP team will be comprised of the student's parent (or legal guardian), special education teacher (or service provider), general education teacher, a person qualified to interpret evaluation results, the student's transition services provider (if necessary), and others with special expertise (at the discretion of the parent).

Meetings conducted to review, modify, and implement a student's IEP will include the participation of the child's parent and child when appropriate. Parents will be expected to participate fully in all aspects of the IEP process including the identification, evaluation, eligibility, and IEP planning for their child.

Transportation services will be provided as required by the student's IEP. Progress reporting for children with disabilities will be conducted on the same basis as for non-disabled students, and the school will develop a plan for participation of special education students in statewide assessments.

Parents will be informed of their due process rights and responsibilities in writing, and the school will supply written notification of any special education meeting concerning their child. The school will secure the information consent from parents before special education evaluations are conducted and all aspects of the IEP process will remain confidential as required by IDEA and FERPA.

Assurances

TCPCS will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it.

TCPCS will, consistent with applicable law, ensure that all students with disabilities that qualify under the IDEA:

- Have available a free appropriate public education (FAPE)
- Are appropriately evaluated
- Receive an appropriate education in the least restrictive environment
- Are involved in the development of and decisions regarding the IEP, along with their parents if the student is age fourteen (14) or older.
- Have access to appropriate procedures and mechanisms, along with their parents, to resolve any disputes or disagreements related to the school's or school district's provision of FAPE.

TCPCS will employ or contract, at a minimum, a properly certified individual as the school's special education coordinator, whose responsibilities will include working with contracted service providers to ensure that all required special education and related services are being provided and that all IEPs are appropriate in the context of TCPCS's learning setting.

The school may permit the special education coordinator to take on additional instructional duties to the extent that they do not interfere with the coordinator's responsibilities to ensure the school's compliance with the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990.

TCPCS will ensure that parents of children with special needs are informed of how their children are progressing on annual IEP goals and in the general curriculum at least as frequently as parents of regular education children are.

TCPCS will abide by the applicable provisions of IDEA and the Family Educational Rights Privacy Act of 1974 in order to ensure that data regarding students with disabilities is retained and kept confidential, including having procedures for maintaining files in a secure and locked location with limited access.

TCPCS's Special Education Coordinator will retain such data and prepare such reports as are needed by each disabled child's school district of residence or the Department of Education in order to permit such entities to comply with deferral law and regulation.

Special Education Services Outline

A. Child Find/Prereferral Activities (completed by prereferral team)

- * Problem solve, plan and implement modifications and interventions; document results.

B. Referral to Consider a Special Education Evaluation (completed by prereferral team and evaluation team)

- * Prereferral team submits a formal referral to consider special education evaluation.
- * Provide the parent and adult student with a *Special Education Rights Statement*.
- * Seek parent/adult student input and afford opportunity for a meeting.
- * Evaluation team decides whether to conduct further assessments.

C. Written Notice and Consent (completed by the evaluation team)

- * Provide written notice to the parent and adult student.
- * Seek consent from the parent/adult student for assessments.
- * Receive written consent for assessment from the parent/adult student.

D. Evaluation and Eligibility Determination (completed by evaluation team)

- * Schedule and conduct assessments.
- * Review assessment information with parent/adult student. Determine eligibility and complete the *Eligibility Report*. (Meeting with the entire team is a parent/adult student option.)
- * Provide the parent/adult student with a copy of the *Eligibility Report*.

E. IEP Development and Implementation (completed by IEP team)

- * Invite the parent and adult student to the IEP team meeting.
- * Provide a *Special Education Rights Statement* to the parent and adult student.
- * Develop IEP and determine placement in LRE.
- * Receive consent for initial placement from the parent/adult student.
- * Provide a copy of the IEP with written notice to the parent and the adult student.
- * Implement IEP.

F. Review/Revision of IEP and Placement Decision (completed by IEP team)

- * Provide a *Special Education Rights Statement* to the parent and adult student.
- * Invite the parent and adult student to the IEP team meeting.
- * Review eligibility, develop an IEP, and determine placement annually.
- * Provide a copy of IEP with written notice to both the parent and adult student.

G. Reevaluation (completed by evaluation team)

- * Inform the parent and adult student that reevaluation is due.
- * Provide a *Special Education Rights Statement* to the parent and the adult student.
- * Seek parent/adult student input on reevaluation and afford opportunity to request a meeting.
- * Receive consent from the parent/adult student for assessments if planning to assess (**OR**)
- * Provide the parent and the adult student with written notice of no further intended assessment if evaluation team determines exiting information is adequate.
- * Schedule and conduct assessments.
- * Review assessment information with parent/adult student. Determine eligibility and complete the *Eligibility Report*. (Meeting with the entire team is a parent/adult student option.)
- * Provide the parent/adult student with a copy of the *Eligibility Report*.
- * Go to steps in Box F or Box H.

H. Discontinuation of Services

* Provide written notice to the parent and the adult student before discontinuing special education services.
1 year or less / 3 years or less

Discipline for Students with Disabilities

The general rules pertaining to the discipline of special education students are as follows:

1. Under Idaho Code 33-205, all students are entitled to certain procedural safeguards, or rights, before they can be suspended or expelled from school for any period of time.
2. TCPCS personnel may suspend a special education student for up to 10 school days in a school year using the same standards that are used for other students. Services may cease during this period.
3. In many cases, school personnel and a parent/adult student are able to reach an agreement on how to respond to a student's behavior. IDEA discipline procedures and limitations come into play only when an agreement cannot be reached.
4. Any time TCPCS personnel consider unilaterally removing a special education student for more than 10 school days in a school year, additional procedures and limitations required by the IDEA must be followed. TCPCS will:
 - a. Provide Free Appropriate Public Education (FAPE) in these circumstances:
 - (1) The student is removed for more than 10 consecutive school days, or
 - (2) The student is subjected to a series of removals that constitute a pattern because they accumulate to more than 10 school days in a school year, and because of factors such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another.
 - b. Conduct a functional behavioral assessment and/or develop a behavioral intervention plan.
 - c. Notify the parent/adult student of the disciplinary action to be taken.
 - d. Determine whether a series of removals (of 10 or fewer school days each) constitutes a change of placement.
 - e. Conduct a manifestation determination immediately, if possible, but not later than 10 school days after the date on which the decision to take the disciplinary action is made for (1) a single removal of more than 10 consecutive school days, (2) a series of removals that constitutes a change of placement, or (3) placement in an Interim Alternative Educational Setting, IAES.

A student who is eligible for special education cannot be expelled, suspended for more than 10 consecutive school days or subjected to a change of placement for behavior that is a manifestation of his/her disability.

5. Under certain conditions, school personnel or a hearing officer may order placement of a special education student in an IAES for not more than 45 calendar days, if students without disabilities would be placed in an alternative education setting or would be excluded from school for the same disciplinary infraction.
6. At any time, TCPCS personnel may seek to obtain a court order to remove a special education student from school or the current placement.
7. Students who are not currently eligible for special education may be entitled to an evaluation or other IDEA rights if the school had knowledge that the student met IDEA eligibility prior to the behavior and the parent/adult student asserts this right.
8. When the IEP team determines that special transportation is required and documents it on the IEP, all procedural safeguards under the IDEA must be afforded to the student in matters concerning

transportation. Whether a suspension from the bus counts as a suspension from school depends on the following:

- a. If bus transportation is on the IEP, a suspension from the bus would be treated as a suspension from school, unless the school provides transportation service in some other way, because that transportation is necessary for the student to obtain access to the location where all other services will be delivered.
- b. If bus transportation is not on the IEP, a suspension from the bus would not be counted as suspension from school. In these cases, the student and the parent would have the same obligations to get to and from school as a student without a disability who had been suspended from the bus.

If the student's behavior on the bus results in a suspension from the bus, the IEP team must determine whether the behavior on the bus is similar to behavior in the classroom that is addressed in an IEP. If the behavior is not similar, the IEP team should consider developing a behavioral intervention plan for the bus behavior.

Gifted and Talented Students

TCPCS shall identify and provide services to students who possess demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing or visual arts, and those students who require services or activities not ordinarily provided by the school in order to more fully develop such capabilities. TCPCS will utilize eligibility criteria developed by the Idaho Department of Education as stipulated in Idaho Code 33-2003. The TCPCS educational program will support the needs of gifted and talented students through its self-paced, great books, leadership and online curriculum. TCPCS will also utilize the services of the Center on Disabilities and Human Development (CDHD) to ensure that gifted and talented students at the school are properly identified and provided with appropriate instruction.

Limited English Proficiency Students

As a public school, TCPCS is committed to serving all interested and eligible students. TCPCS will send out home language surveys to determine primary home/native language. TCPCS may contract additional services within the community or may purchase assessment material through Ballard and Tighe or may follow the recommendation of its school principal.

In addition to our rigorous phonics program, TCPCS teachers will supplement the program to adapt to the needs of LEP students. If necessary, units can be re-arranged, mastery levels may be adjusted, and/or assessments can be adapted. Teachers will be trained to identify LEP students. Teachers will learn how to ask appropriate questions and help parents identify problem areas as well as individual learning plans for LEP students.

TCPCS' LEP program will be administered in accordance with all applicable statutes, regulations, program plans, and applications, pursuant to Title III of the No Child Left Behind Act of 2001 (NCLB), 20 U.S.C. §6801 et seq., and the Idaho State LEP Program, Civil NO. 70 1068 Consent Decree and House Bill No. 787 (2004)

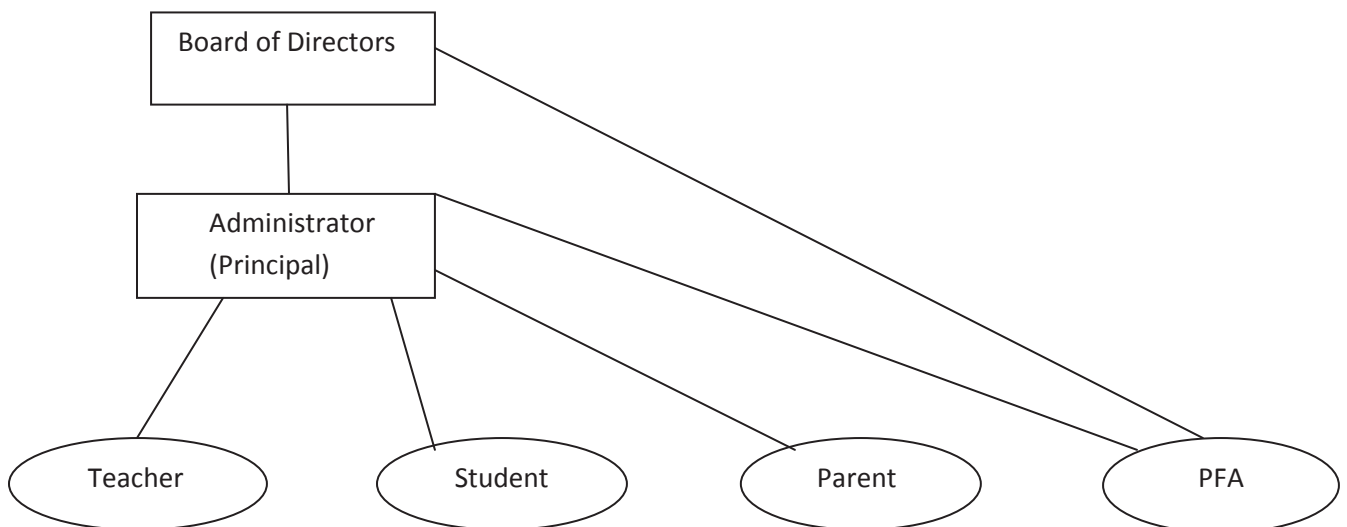
Limited English Proficiency Services Outline

- I. Introduction
- II. Program Goals
- III. Identification of Primary Home Language Other Than English (PHLOTE)
- IV. Assessment of English Language Learners
- V. Reassessment, Reclassification and Exiting
- VI. Monitoring
- VII. Instructional Program and Educational Approaches for LEP students
- VIII. Staffing and Professional Development
- IX. Equal Access to other school district programs
- X. Parent and Community Involvement
- XI. Program Evaluation, Review and Improvement

Administrative Services Ref. Idaho Code 33-5205 (4)

Upon approval, TCPCS will function as a non-profit organization, organized and managed under the *Idaho Nonprofit Corporation Act*, as outlined in the school's Bylaws and Articles of Incorporation. Authority is given to the TCPCS board of directors by the state of Idaho as provided in the Public Charter School Act of 1998.'(I.C. 33-5201)

Accordingly, the organizational flow chart representing the flow of information and the chain of command is as follows:



- The above flow chart includes, but is not limited to, the following details:

- The Board, as a board, shall have the full power and duty to manage and oversee the operations of the Corporation's business and to pledge credit, assets and property of the Corporation when necessary to facilitate the efficient operation thereof.
- The Board of Directors will have the responsibility to approve the selection of the school Administrator, who may not be one of its members. The Board also will be responsible for hearing and approving or disapproving the recommendations of the school Administrator with respect to changes in staffing, programs, or curriculum.
- The Board of Directors and PFA (Parent Faculty Association) of TCPCS may provide consultation to the Administrator regarding ongoing plans for the school.
- The Board will, when necessary, adjudicate disagreements between parents and the administration.
- The Administrator represents the TCPCS Board of Directors as the liaison between the Board and the charter school community.

The Administrator supervises, directly or indirectly, all employees of TCPCS.

TCPCS may hire staff or contract with a service provider for other services such as accounting, business management or other business or educational services.

TCPCS shall adopt policies to address the safekeeping of student records and will comply with Family Educational Rights and Privacy Act (FERPA).

Contracted Services

The school may hire staff or contract with a service provider for services such as transportation, food service, accounting, business management, or other business or educational services. A list of all contracts identifying the party with whom TCPCS has contracted, the length of the contract, and the expenditures required by the contract will be submitted to the Idaho Public Charter School Commission for review no later than thirty (30) days prior to the opening of school and thereafter, annually.

Attendance Area

The primary attendance area shall be Joint School District No. 93, 91, 251 and 60. Prospective students of TCPCS will be given the opportunity to enroll regardless of race, color, national or ethnic origin, religion, sex, social or economic status, or special needs.

Advertising and Promotion Plan

TCPCS will actively recruit students for enrollment using, but not limited to, the following methods:

- TCPCS website (available within two weeks of approval) that will introduce the Harbor Institute method of instruction, and other information about the school.
- Brochures promoting the curriculum and methods used at TCPCS.
- Public informational meetings about TCPCS will be held in accordance with Idaho Statute §67-23.
- A Harbor Institute method of instruction video will be made available.
- Enrollment information will be printed in both English and Spanish, at least three months ahead of enrollment deadline.
- Enrollment information will be posted in highly visible and prominent locations in English and Spanish within the attendance area of TCPCS.
- TCPCS will ensure that press releases are in English and Spanish and will be disseminated to media outlets that broadcast within, and/or printed publications within, their attendance area. These announcements will start at least 14 days before the enrollment deadline each year and will run on at least three occasions.

The costs for implementing this plan will be approximately \$3,400. (See 3 year Budget- Itemized Expenses- Advertising)

Admission Procedures

Enrollment Deadline

TCPCS will establish an enrollment deadline each year, by which date all requests for admission to attend TCPCS for the next school year must be received.

Requests For Admission

A parent, guardian or other person with legal authority to make decisions regarding school attendance on behalf of a child in Idaho may make a request in writing for such child to attend TCPCS. In the case of a family with more than one child seeking to attend TCPCS, a single request for admission must be submitted on behalf of all siblings. The request for admission must be submitted to, and received by, TCPCS on or before the enrollment deadline, as set by TCPCS.

The request for admission shall contain the name, address, and telephone number of each prospective family. If the initial capacity of TCPCS is insufficient to enroll all prospective students, then an equitable selection process, such as a lottery or other random method, shall be utilized to determine which prospective students will be admitted to TCPCS, as described in IDAPA 08.02.04.203.09. Only those written requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline established by TCPCS would be permitted to participate in the equitable selection process.

Admission Preferences

TCPCS will establish admission preference for students residing in District 93, according to Section 33- 5206, Idaho Code. In addition, TCPCS will establish admission preferences, as authorized by Section 33- 5205(3)(I), Idaho Code, for students returning to TCPCS, for children of founders and full time employees, and for siblings of students already selected to attend TCPCS.

Priority of Preferences for Initial Enrollment

Admission preferences for initial enrollment of students for TCPCS will have the following selection hierarchy:

- a. First, to the children of founders and full time employees, this admission preference will be limited to not more than ten percent (10%) of the initial capacity of TCPCS.
- b. Second, to siblings of pupils already selected by the lottery or other random method.
- c. Third, to prospective students residing in the attendance area of TCPCS.
- d. Fourth, by an equitable selection process, such as by lottery or other random method.

Priority Preferences for Subsequent Enrollment Periods

TCPCS will have admission preferences for enrollment of students in subsequent school years, with the selection hierarchy with respect to such preferences as follows:

- a. First, to pupils returning to TCPCS in the second or any subsequent year of operation.
- b. Second, to children of founders and full-time employees, this admission preference will be limited to not more than ten percent (10%) of the capacity of TCPCS.
- c. Third, to siblings of pupils already enrolled in TCPCS.

- d. Fourth, to prospective students residing in the attendance area of TCPCS.
- e. Fifth, by an equitable selection process, such as by lottery or other random method.

Proposed Attendance list

Each year TCPCS will maintain a proposed attendance list containing the names of all prospective students on whose behalf a timely request for admission was received, separated by grade level. The proposed attendance list will contain columns next to the name of each student, in which TCPCS will designate admission preferences applicable to each prospective student. The columns will designate “A” for returning preference; “B” for children of founders and full time employees preference; “C” for sibling preference, with a corresponding cross-reference to each of the siblings of the prospective student; and “D” for attendance area preference.

Equitable Selection Process

If the initial capacity of TCPCS is insufficient to enroll all prospective students, or if capacity is insufficient to enroll all prospective students in subsequent school years, then TCPCS will determine who will be offered admission to TCPCS by conducting a fair and equitable selection process. The selection process may be conducted as follows:

- a. The name of each prospective student on the proposed attendance list will be individually affixed on a 3”x 5” index card. The index cards will be separated by grade. The selection process will be conducted one grade level at a time, beginning at the highest grade. The index cards, containing the names of the prospective students for the grade level being selected, will be placed into a single container.
- b. A neutral, third party will draw each index card from the container, and such person will write the selection number on each index card as drawn, beginning with the numeral “1” and continuing sequentially thereafter. In addition, after selecting each index card, the name of the person selected will be compared to the proposed attendance list to determine whether any preferences are applicable to such person.
- c. If the name of the person selected is a returning student, then the letter “A” will be written on such index card. If the name of the person selected is the child of a founder or full time employee, the letter “B” will be written on such index card. If the name of the person selected is the sibling of another student that has already been selected for admission to TCPCS, then the letter “C” will be written on such index card. If the name of the person resides in the attendance area of TCPCS, then the letter “D” will be written on such index card.
- d. With regard to the sibling preference, if the name of the person selected has a sibling in a higher grade who has already been selected, but the person previously selected did not have the letter “C” written on his or her index card (because a sibling had not been selected for admission prior to the selection of the index card of that person), then the letter “C” will be written on that person’s index card at this time.
- e. With regard to the children of founder and full time employee preference, a running tally will be kept during the course of the selection procedure of the number of index cards, in the aggregate, that have been marked with the letter “B”. When the number of index cards marked with the letter “B” equals ten percent (10%) of the proposed capacity of TCPCS for the year at issue, then no additional index cards will be marked with the letter “B”, even if such person selected would otherwise be eligible for children of founders or full time employees preference.
- f. After all index cards have been selected for each grade, then the index cards shall be sorted for each grade level in accordance with the following procedure. All index cards with the letter “A”

shall be sorted first, based on the chronological order of the selection number written on each index card; followed by all index cards with the letter “B,” based on the chronological order of the selection number written on each index card; followed by all index cards with the letter “C,” based on the chronological order of the selection number written on each index card; followed by all index cards with the letter “D,” based on the chronological order of the selection number written on each index card; followed by all index cards containing no letters, based on the chronological order of the selection number written on each index card.

- g. After the index cards have been sorted for each grade level, the names will be transferred by grade level, and in such order, to the final selection list.

Final Selection List

The names of the persons in highest order on the final selection list will have the highest priority for admission to TCPCS in that grade, and will be offered admission to TCPCS in such grade until all seats for that grade are filled.

Notification And Acceptance Process

- a. Within seven days after conducting the selection process, TCPCS will send an offer letter to the parent, guardian, or other person who submitted an admission request on behalf of the student, advising the person that the student has been selected for admission to TCPCS. The offer letter must be signed by the student’s parent or guardian, and returned to TCPCS by the date designated in the offer letter from TCPCS.
- b. Within seven days after conducting the selection process, TCPCS will send a letter to the parent or guardian, or other person who has submitted an admission request on behalf of the student, advising them that the prospective student is not eligible for admission, but will be placed on a waiting list and may be eligible for admission at a later date if a seat becomes available.
- c. If a parent, guardian, or other person receives an offer letter on behalf of a student and declines admission, or fails to sign and return the offer in a timely manner by the date designated in the offer letter, then the name of that student will be stricken from the final selection list and that seat will be made available to the next eligible student on the final selection list.
- d. If a student withdraws from TCPCS during the school year for any reason, then the seat that opens in that grade will be made available to the next eligible student on the final selection list.

Subsequent School Years

The final selection list for a given school year will not roll over to the next subsequent school year. If the capacity of TCPCS is not sufficient to enroll all prospective students during the next subsequent school year, then a new equitable selection process will be conducted by TCPCS for that year.

All prospective students who miss the enrollment deadline will be placed at the bottom of the final selection list in the order in which they are received. They will only receive admittance to TCPCS when all prospective students on the final selection list have been given the option of acceptance and there are still vacancies in the grade level needed.

BUDGET ASSUMPTIONS

	Grades Served Please circle all grades being taught.	Total Number Served Enrollment cap at all campuses and in all grades combined	Sites Number Operating
Year 1	K 1 2 3 4 5 6 7 8 9 10 11 12	270	___1___
Year 2	K 1 2 3 4 5 6 7 8 9 10 11 12	303	___1___
Year 3	K 1 2 3 4 5 6 7 8 9 10 11 12	336	___1___

School Calendar

Standard Extended School Year Instructional Days__173___
 Start Date__August 16, 2006___

X Alternative (please describe in 5 words or less)

__Modified Year-Round_____

The planned permanent location for TCPCS will be located within District 93.

The first year or so of operation, we expect that TCPCS will be held in modular buildings. It is estimated that we will need 10,650 total square feet to house grades K-8 and one main office room based on other Harbor Schools, especially Compass Public Charter School in Meridian, ID. It is our intent to build a facility much the same as Liberty Charter School, located in Nampa, ID, when it is financially feasible to do so. At that time we will meet all required state and local guidelines concerning construction of a public school.

Financial Overview Three Year Revenue Projections

	Year 1	Year 2	Year 3
100 General Funds			
Carry Over	\$0.00	\$61,618.15	\$173,136.05
Revenue	\$1,179,765.41	\$1,387,824.16	\$1,593,828.91
Transfers In	\$8,500.00	\$8,500.00	\$8,500.00
Total Funds	\$1,188,265.41	\$1,396,324.16	\$1,602,328.91
Contingency Reserve	\$58,988.27	\$69,391.21	\$79,691.45
Expense	\$1,126,647.25	\$1,223,188.11	\$1,321,987.71
Unallocated Funds	\$2,629.88	\$103,744.84	\$200,649.76
245 State Tech			
Carry Over	\$0.00	\$0.00	\$0.00
Revenue	\$4,500.00	\$4,500.00	\$4,500.00
Expense	\$4,500.00	\$4,500.00	\$0.00
257 Exceptional Child			
Carry Over	\$0.00	\$0.00	\$0.00
Revenue	\$0.00	\$14,000.00	\$12,000.00
Transfers In	\$33,561.31	\$19,561.31	\$21,561.31
Total Funds	\$33,561.31	\$33,561.31	\$33,561.31
Expense	\$33,561.31	\$33,561.31	\$0.00
272 Federal Grant			
Revenue	\$170,000.00	\$150,000.00	\$150,000.00
Expense	\$150,000.00	\$0.00	\$0.00
Unallocated Funds	\$20,000.00	\$150,000.00	\$150,000.00
420 Plant Facilities			
Carry Over	\$0.00	\$0.00	\$0.00
Revenue	\$4,000.00	\$4,000.00	\$4,000.00
Expense	\$4,000.00	\$4,000.00	\$0.00

Overview

Year 1	Enrollment	divisor	Proj. ADA	Units
Total	270	0	259.2	14.67
Kindergarten	24	40	23.04	0.75
grades 1-6	180	20	172.8	8.64
grades 7-8	66	12	63.36	5.28
Year 2				
Total	303	0	290.88	17.31
Kindergarten	24	40	23.04	0.75
grades 1-6	180	20	172.8	8.64
grades 7-8	66	12	63.36	5.28
grades 9-12	33	12	31.68	2.64
Year 3				
Total	336	0	322.56	19.95
Kindergarten	24	40	23.04	0.75
grades 1-6	180	20	172.8	8.64
grades 7-8	66	12	63.36	5.28
grades 9-12	66	12	63.36	5.28

3 Year Budget - Itemized Expenses

Acct./Fund	Name	Year 1	Year 2	Year 3
100	General Fund			
100-512100	Elem Prog Salaries			
100-512100	Kindergarten	\$21,875.00	\$21,875.00	\$21,875.00
100-512100	1st	\$43,750.00	\$43,750.00	\$43,750.00
100-512100	2nd	\$43,750.00	\$43,750.00	\$43,750.00
100-512100	3rd	\$43,750.00	\$43,750.00	\$43,750.00
100-512100	4th	\$43,750.00	\$43,750.00	\$43,750.00
100-512100	5th	\$43,750.00	\$43,750.00	\$43,750.00
100-512100	6th	\$43,750.00	\$43,750.00	\$43,750.00
100-512100	7th	\$43,750.00	\$43,750.00	\$43,750.00
100-512100	8th	\$43,750.00	\$43,750.00	\$43,750.00
100-512100	Music	\$21,875.00	\$21,875.00	\$21,875.00
100-512100	PE	\$21,875.00	\$21,875.00	\$21,875.00
100-512100	Science	\$30,625.00	\$30,625.00	\$30,625.00
100-512101	K Ed. Ast.	\$5,418.00	\$5,418.00	\$5,418.00
100-512101	1st Ed. Ast.	\$5,418.00	\$5,418.00	\$5,418.00
100-512101	1st Ed. Ast.	\$5,418.00	\$5,418.00	\$5,418.00
100-512101	1st Ed. Ast.	\$5,418.00	\$5,418.00	\$5,418.00
100-512101	2nd Ed. Ast.	\$5,418.00	\$5,418.00	\$5,418.00
100-512101	3-4 Ed. Ast.	\$5,418.00	\$5,418.00	\$5,418.00
100-512101	5-6 Ed. Ast.	\$5,418.00	\$5,418.00	\$5,418.00
100-512101	7-8 Ed. Ast.	\$5,418.00	\$5,418.00	\$5,418.00
100-512101	Computer Ed. Ast.	\$7,500.00	\$7,500.00	\$7,500.00
100-512101	Spanish Ed. Ast.	\$15,000.00	\$15,000.00	\$15,000.00
100-512111	Substitutes	\$1,000.00	\$1,000.00	\$1,000.00
100-512200	Elem Prog Benefits			
100-512200	Kindergarten	\$4,062.19	\$4,062.19	\$4,062.19
100-512200	1st	\$12,924.38	\$12,924.38	\$12,924.38
100-512200	2nd	\$12,924.38	\$12,924.38	\$12,924.38
100-512200	3rd	\$12,924.38	\$12,924.38	\$12,924.38
100-512200	4th	\$12,924.38	\$12,924.38	\$12,924.38
100-512200	5th	\$12,924.38	\$12,924.38	\$12,924.38
100-512200	6th	\$12,924.38	\$12,924.38	\$12,924.38
100-512200	7th	\$12,924.38	\$12,924.38	\$12,924.38
100-512200	8th	\$12,924.38	\$12,924.38	\$12,924.38
100-512200	Music	\$4,062.19	\$4,062.19	\$4,062.19
100-512200	PE	\$4,062.19	\$4,062.19	\$4,062.19
100-512201	Science	\$5,687.06	\$5,687.06	\$5,687.06
100-512201	K Ed. Ast.	\$414.48	\$414.48	\$414.48
100-512201	1st Ed. Ast.	\$414.48	\$414.48	\$414.48
100-512201	1st Ed. Ast.	\$414.48	\$414.48	\$414.48
100-512201	1st Ed. Ast.	\$414.48	\$414.48	\$414.48
100-512201	2nd Ed. Ast.	\$414.48	\$414.48	\$414.48
100-512201	3-4 Ed. Ast.	\$414.48	\$414.48	\$414.48
100-512201	5-6 Ed. Ast.	\$414.48	\$414.48	\$414.48
100-512201	7-8 Ed. Ast.	\$414.48	\$414.48	\$414.48
100-512201	Computer Ed. Ast.	\$573.75	\$573.75	\$573.75
100-512211	Spanish Ed. Ast.	\$4,747.50	\$4,747.50	\$4,747.50

100-512210	Substitutes	\$76.50	\$76.50	\$76.50
100-512300	Elem. Prog. Purchased Services			
100-512300	General Purchased Services			
100-512308	ICSN Dues	\$2,000.00	\$2,000.00	\$2,000.00
100-512310	ICSN Site Visit	\$0.00	\$0.00	\$2,000.00
100-512312	Technology Maint	\$2,000.00	\$5,000.00	\$5,000.00
100-512314	In-service	\$300.00	\$300.00	\$300.00
100-512315	Parent Night Activities	\$250.00	\$250.00	\$250.00
100-512318	Internet	\$1,000.00	\$1,000.00	\$1,000.00
100-512319	Training Travel	\$200.00	\$200.00	\$200.00
100-512321	Harbor Training Travel Expenses	\$3,600.00	\$3,600.00	\$3,600.00
100-512400	Elem. Prog. Supplies			
100-512400	General Supplies	\$21,000.00	\$21,000.00	\$21,000.00
100-512401	Curriculum - Materials	\$16,000.00	\$22,444.44	\$24,888.89
100-512460	Staff Incentives	\$500.00	\$500.00	\$500.00
100-512461	Student Incentives	\$500.00	\$500.00	\$500.00
100-512500	Elementary Program Equipment			
100-512500	General Equipment	\$15,000.00	\$15,000.00	\$15,000.00
100-515100	Secondary Program Salaries			
100-515100	High School 1	\$0.00	\$43,750.00	\$43,750.00
100-515100	High School 2	\$0.00	\$32,812.50	\$43,750.00
100-515100	High School 3	\$0.00	\$0.00	\$43,750.00
100-515100	High School 4	\$0.00	\$0.00	\$21,875.00
100-515101	High School Librarian Tutor	\$0.00	\$11,800.00	\$11,800.00
100-515200	Secondary Program Benefits			
100-515200	High School 1	\$0.00	\$8,124.38	\$8,124.38
100-515200	High School 2	\$0.00	\$6,093.28	\$8,124.38
100-515200	High School 3	\$0.00	\$0.00	\$8,124.38
100-515200	High School 4	\$0.00	\$0.00	\$4,062.19
100-515201	High School Librarian Tutor	\$0.00	\$2,191.26	\$2,191.26
100-515400	Secondary Program Supplies			
100-515410	High School 1	\$0.00	\$1,050.00	\$2,100.00
100-521800	Exceptional Child Program/ Trans.			
100-521800	Transfer to 257	\$33,561.31	\$19,561.31	\$21,561.31
100-532300	Student Activities			
100-532301	Field Trips	\$1,250.00	\$1,250.00	\$1,500.00
100-611300	Guidance and Health Pur. Ser.			
100-611300	Counseling/ eye-lice checks	\$500.00	\$500.00	\$600.00
100-622400	Media/Library Supplies			
100-622400	Library	\$0.00	\$0.00	\$200.00
100-641100	School Administration Salaries			
100-641100	Administrator	\$72,500.00	\$72,500.00	\$72,500.00
100-641101	Clerk-Payroll-Data Entry	\$20,000.00	\$20,000.00	\$20,000.00
100-641101	Secretary	\$21,000.00	\$21,000.00	\$21,000.00
100-641200	School Administration Benefits			
100-641200	Administrator	\$18,263.25	\$18,263.25	\$18,263.25
100-641201	Clerk-Payroll-Data Entry	\$1,530.00	\$1,530.00	\$1,530.00
100-641201	Secretary	\$1,606.50	\$1,606.50	\$1,606.50
100-641202	SUTA	\$4,500.00	\$4,725.00	\$4,950.00
100-641203	WORK COMP	\$5,000.00	\$5,250.00	\$5,500.00
100-641300	School Admin. Pur. Ser.			

100-641330	Administrative Consulting	\$8,500.00	\$4,000.00	\$4,000.00
100-641331	Accounting/Consulting	\$5,000.00	\$5,250.00	\$5,500.00
100-641332	Audit-new format this yr.(est.)	\$3,000.00	\$3,000.00	\$3,000.00
100-641333	Computer Program Update	\$400.00	\$400.00	\$400.00
100-641334	Membership Dues	\$0.00	\$0.00	\$0.00
100-641302	Cell Phones	\$360.00	\$360.00	\$360.00
100-641301	Phones	\$3,500.00	\$3,500.00	\$3,500.00
100-641303	Fingerprinting	\$550.00	\$550.00	\$550.00
100-641-304	Consultant Specialist Ap. Fees	\$200.00	\$200.00	\$200.00
100-641315	Advertising	\$3,400.00	\$3,400.00	\$3,400.00
100-641300	Travel	\$2,000.00	\$2,000.00	\$2,000.00
100-641305	Legal	\$4,200.00	\$2,000.00	\$2,000.00
100-641400	School Admin Supplies			
100-641401	Office Supplies	\$3,000.00	\$3,000.00	\$3,000.00
100-641400	Department Budgets	\$1,000.00	\$1,000.00	\$1,000.00
100-641402	Christmas Gifts	\$500.00	\$500.00	\$500.00
100-641700	School Admin Ins and Judgment			
100-641700	Insurance	\$7,000.00	\$7,350.00	\$7,700.00
100-661300	Building Care Pur. Ser.			
100-661301	Janitorial Services	\$10,000.00	\$10,000.00	\$10,000.00
100-661302	Annual Cleaning and Service	\$2,000.00	\$2,000.00	\$2,000.00
100-661400	Building Care Supplies			
100-661401	Janitorial Supplies	\$2,000.00	\$2,000.00	\$2,000.00
100-664300	Maintenance - Bldgs. & Equip. P.S.			
100-664310	Utilities	\$15,000.00	\$15,900.00	\$16,800.00
100-664312	Garbage Service	\$600.00	\$600.00	\$600.00
100-665300	Maintenance – Grounds Pur. Ser.			
100-665301	Grounds Maintenance	\$4,000.00	\$4,000.00	\$4,000.00
100-665302	Snow Removal	\$1,000.00	\$1,000.00	\$1,000.00
100-667300	Security Program Pur. Ser.			
100-667303	Fire Equipment Inspections	\$300.00	\$300.00	\$300.00
100-810500	Capital Assets Program-Cap. Obj.			
100-810500	Land Lease to Own	\$30,000.00	\$30,000.00	\$30,000.00
100-810501	Facilities Purchase or Lease	\$134,000.00	\$134,000.00	\$134,000.00
245-512800	State Tech Grant – Transfers			
245-512800	Trans Tech Grant to 100-515312	\$4,500.00	\$4,500.00	\$4,500.00
257-521100	Exceptional Child Program-Salaries			
257-521100	Special Ed. Coordinator	\$21,875.00	\$21,875.00	\$21,875.00
257-521101	Special Ed. Ast.	\$5,418.00	\$5,418.00	\$1,006.12
257-521200	Exceptional Child Program-Benefits			
257-521200	Special Ed. Coordinator	\$4,062.19	\$4,062.19	\$4,062.19
257-521201	Special Ed. Ast.	\$1,006.12	\$1,006.12	\$1,006.12
257-521300	Exceptional Child Prog. Pur. Ser.			
257-521300	Contracted Services	\$1,200.00	\$1,200.00	\$1,200.00
272-512300	Elementary Purchased Services			
272-512301	Publicity-School Culture			
272-512303	Startup Consulting	\$3,000.00	\$0.00	\$0.00
272-512305	Harbor Institute Training	\$8,500.00	\$0.00	\$0.00
		\$55,000.00	\$0.00	\$0.00

272-512400	Elementary Supplies			
272-512401	Office Furniture	\$2,000.00	\$0.00	\$0.00
272-512402	Instructional Furniture	\$19,500.00	\$0.00	\$0.00
272-512403	Accounting Software	\$2,000.00	\$0.00	\$0.00
272-512404	Curriculum and Materials	\$30,000.00	\$0.00	\$0.00
272-512405	Technology	\$30,000.00	\$0.00	\$0.00
420-681800	Plant Facilities			
420-681800	trans to 100-810500	\$4,000.00	\$4,000.00	\$0.00

ESTIMATING SALARY BASED AND BENEFIT APPORTIONMENT 2004-2005

	<u>Administrative</u>	<u>Instructional</u>	<u>Non-Certified</u>	
1. February 15, 2005 Support Units (from Page B-1, line 14) <u>14.7</u>				
a) Staff Ratio	0.0750	1.1000	0.3750	
b) Calculated FTE (Staff Ratio times Support Units – above)	1.1003	16.1370	5.5013	
c) If Supports Units (1 above) is less than 40.0 Administrative – add .50 Instructional – Add .50				
d) If Support Units (1 above) is less than 20.0 Instructional – Add additional .50				
e) Adjusted Staff Allowance (b + c + d)	1.1003	16.1370	5.5013	
f) Actual FTEs				
g) Staff Allowance	1.1003	16.1370		
h) Charter Index	1.80000	1.50000		
Estimated Adjusted Instructional Index (99.35% of actual)		1.45108		
i) Base Salary	\$33,760	\$23,210	\$18,463	
j) Average Salary (h x i)	\$60,768	\$33,680		
k) Maximum Transferable Administrative Dollars (e x j x 20%)	N A 2004-2005			
l) Certified Preliminary Salary Based Apportionment (g x j)	\$66,860	\$543,494		
m) Noncertified Preliminary Salary Based Apportionment (g x i)			\$101,570	
n) Instructional Salary Allocation for beginning teachers (D-3)		\$0		Totals
o) Maximum Allowable Apportionment (l + m + n)	\$66,860	\$543,494	\$101,570	\$711,924
p) Actual Total Salary	\$72,500	\$446,250	\$107,844	\$626,594
q) Adjustments to Actual Salary				0
r) Adjusted Actual Salary	\$72,500	\$446,250	\$107,844	\$626,594
s) Salary Amount Used to Calculated Benefits (smaller: o or r)	\$66,860	\$446,250	\$101,570	\$626,594
t) Benefit Apportionment (s x 18.04%)	\$12,062	\$80,504	\$18,323	\$109,153
u) Waivers				
v) Salary Based Apportionment plus Waivers (s + u)	\$66,860	\$446,250	\$101,570	\$711,924
w) Maximum Salary Apportionment	\$66,860	\$543,494	\$101,570	\$711,924
x) Salary Based Apportionment Allowance <u>\$711,924</u> Benefit Apportionment not with new law <u>\$110,889</u> See total column to right	\$66,860	\$543,494	\$101,570	\$711,924
Salary Based Apportionment	\$711,924			
M & O Distribution	\$358,689			
Total	\$1,070,612			
Benefit Apportionment	\$109,153			
Bussing Reimbursement	\$0			
Total Support	\$1,179,765			

Public School Attendance Alternative

Because TCPCS is a new entity and not a conversion of an existing school, the attendance alternative would be the same as for those presently residing within the area. Students located within the attendance area of TCPCS will have the option to enroll in existing public schools presently serving the area. No student will be required to attend TCPCS.

Dual Enrollment Ref. Idaho Code 33-5205 (3)

Students enrolled in the charter school shall be allowed to participate in dual enrollment with traditional public schools as required by Idaho Code 33-203. Dual enrollment options will be subject to district procedures as allowed in Idaho Code 33-203 (1).

School/Facility Description

- a. **Hours of Operation:** TCPCS plans to open in August of 2006. Grade organization will generally consist of traditional single-grade classrooms. The school calendar and hours of operation are based upon a modified schedule including 173 days of instruction. The school day is initially planned to begin at 8:30 AM and end at 2:30 PM. This schedule will be reviewed on an annual basis and may be changed, as necessary, by the Administrator in consultation with the Board of Directors.
- b. **Facility Acquisition Plans:** The TCPCS Real Estate Committee has acquired from Ammon and Idaho Falls City information on the following: zoning schedule of use control, changing of current zoning use, available possible land sites, landowners, location of current city services, projected future use maps, and the cost of running city services. The committee is focusing on possible land sites that are approximately 5 to 10 acres in size. Possible land sites are East River Road ½ mile north of Fairway Estates, County Line part of the north ¼ of section ST3 N R38 E, Hwy 26 and 85 East, and N. Yellowstone Hwy just north of Motor-Vu and Canal. The planned permanent location for TCPCS will be located east of Woodruff in the Idaho Falls School District 93 boundaries. It may cost \$500-1000 per month to lease five acres of land; \$25,000-30,000 to place portable buildings on the lot; \$60-120/linear foot to run sewer line; \$43.90/linear foot for water line; Utah Power will not estimate the cost of running power lines until the site is selected; \$5500-6000 per month to rent portable buildings; \$18,000-55,000 per acre to purchase land—the difference is dependent upon sewer/water service availability. \$134,000.00 has been allocated for the purchase or lease of facilities and \$30,000 for lease to own land. These projections are conservative to high for the Idaho Falls area.
- c. **Building Options:** TCPCS has the possibility of leasing land and placing portable modular buildings on the site until a permanent site is located and it is financially feasible for the school to build a permanent facility. The school will need a total of 9-10 rooms to meet the needs of the children K-8 and one main office room. The recommendation, from State School Facility Recommendations, for the size of elementary classrooms is 850 square feet. It may be feasible to lease an already existing building that will meet the needs of the charter school. The Real Estate Committee is currently working with local real estate companies to look into this option. No lease agreements or purchase agreements will be signed until after the charter has been approved. It is the intent of TCPCS to build a facility much the same as Liberty Public Charter School. This facility will meet the needs of both the primary and secondary grades. This permanent structure will only be built when it is financially feasible to do so. At that time we will meet all required state and local guidelines concerning the construction of a public school.
- d. TCPCS shall provide certification that the facilities used meet all requirements for health, safety, fire and accessibility prior to the opening of the school and will provide for the regular inspections of the facilities by authorized inspectors for the aforementioned compliance. The Board shall secure facilities meeting legal requirements described above or cease operation until such facilities can be secured. The staff will enforce discipline policies designed to ensure the safety and well-being of the staff and students. These policies may include immediate suspension and expulsion as allowed or restricted by Idaho Law.

Idaho Public Charter School Commission Liability and Insurance

The State Board of Education shall have no liability for the acts, omission, debts or other obligations of TCPCS, as provided in Idaho law, except as may be provided in an agreement or contract between the Idaho Public Charter School Commission and TCPCS. TCPCS shall defend, hold harmless and indemnify the Idaho Public Charter School Commission against any claim, action, loss, damage, injury liability, cost or expense of any kind or nature, including, but not limited to, attorney's fees and court costs, arising out of the operation of the charter school and/or arising out of the acts of omissions of the agents, employees, invitees or contractors of TCPCS. TCPCS will also maintain a policy of general liability insurance, and any other type of insurance necessary to provide coverage for the potential losses described in this paragraph.

The policy of insurance will have limits of liability of not less than \$3,000,000 per person and \$5,000,000 per occurrence. TCPCS will provide the Idaho Public Charter School Commission with proof of insurance prior to the opening of the school and by the date stipulated in the contract. As stated in Idaho Code 33-5204 (2)

A public charter school may sue or be sued, purchase, receive, hold and convey real and personal property for school purposes, and borrow money for such purposes, to the same extent and on the same conditions as a traditional public school district, and its employees, directors and officers shall enjoy the same immunities as employees, directors and officers of traditional public school districts and other public schools, including those provided by chapter 9, title 6, Idaho Code. The authorized chartering entity that grants a public school charter shall have no liability for the acts, omissions, debts or other obligations of a public charter school, except as may be provided in the charter. A local public school district shall have no liability for the acts, omissions, debts or other obligations of a public charter school located in its district that has been approved by an authorized chartering entity other than the board of trustees of the local school district.

Resolution of Disputes

The Idaho Public Charter School Commission and the Board of directors of TCPCS will resolve disputes relating to provisions of this charter by following the procedures set forth in section 33-5209, Idaho Code, and the applicable rules of the State Board of Education, including notice of defect and submission of a corrective action plan.

Annual Report to Idaho Public Charter School Commission

TCPCS will submit a report to the Idaho Public Charter School Commission annually by October 15 for the previous year ending June 30, which will:

1. include an independent audit of financial operations conducted by an independent auditing firm;
2. include an independent audit of the school's programmatic operations, which will include a report on student progress as outlined in our petition/application;
3. provide for an annual student profile; socioeconomic data; mobility rates; enrollment and departures; number of special education students; types of disabilities; programs for and dollars spent on special needs students; number of minority students, student achievement and progress; and attendance rates.

Additionally TCPCS will submit the financial audit to the Bureau of Public School Finance and the Bureau of Curriculum & Accountability at the State Department of Education by October 15 for the previous year ending June 30.