Cover Page

Compass Public Charter School

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School Opened: August 2005

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School Locations: 2511 W. Cherry Lane, Meridian, ID 83642 & 1422 S. Tech Lane, Meridian, ID 83642

School Attendance Area: West Ada School District

School Website: www.compasscharter.org

School Administrator: Kelly Trudeau, 208-855-2802, ktrudeau@compasscharter.org

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TAB 1

Compass Vision

Compass Public Charter School seeks to provide a well-rounded education in a safe environment, with high academic and behavioral expectations; where students, educators, and parents work in partnership to encourage the development of self-motivated lifelong learners and productive citizens who make positive contributions to society.

Compass Mission Statement

Compass Public Charter School's Mission is to provide a safe and challenging learning community that prepares students for life long excellence through exceptional academics, character development, and the ability to define and defend a personal worldview.

School Culture

As Compass has evolved and expanded, we have developed our own methods and philosophy of school culture. We have identified our method as "The Compass Model."

The Compass Model is based on four overarching key themes –

1. Next Level Excellence – Compass prepares students for lifelong success through unparalleled educational and real world learning opportunities.

2. Exceptional Academics – Compass challenges students with a rigorous academic curriculum.

3. Strong Character Values – Compass instills students with a strong sense of community, integrity and responsibility.

4. Worldview Development – Compass empowers students to become critical thinkers, engaged citizens and inspired leaders by providing a safe learning environment to develop, articulate, and defend their personal view of the world.

Evidence of the key themes can be seen in the essential design elements of our program:

Academic

- Implement the Understanding by Design framework to ensure performance-based learning, which requires students to demonstrate mastery based on high, clear, and commonly-shared expectations
- Provide students with opportunities to enroll in courses for concurrent college credits
- Provide a learning environment designed for the Next Generation Learner, including:

- A technology-rich learning environment
- Constructive learning experiences through both the geographic and the Internet-connected community
- Personalized learning based on data-driven goals for instruction
- Curriculum and instruction to encourage students to make real-world connections

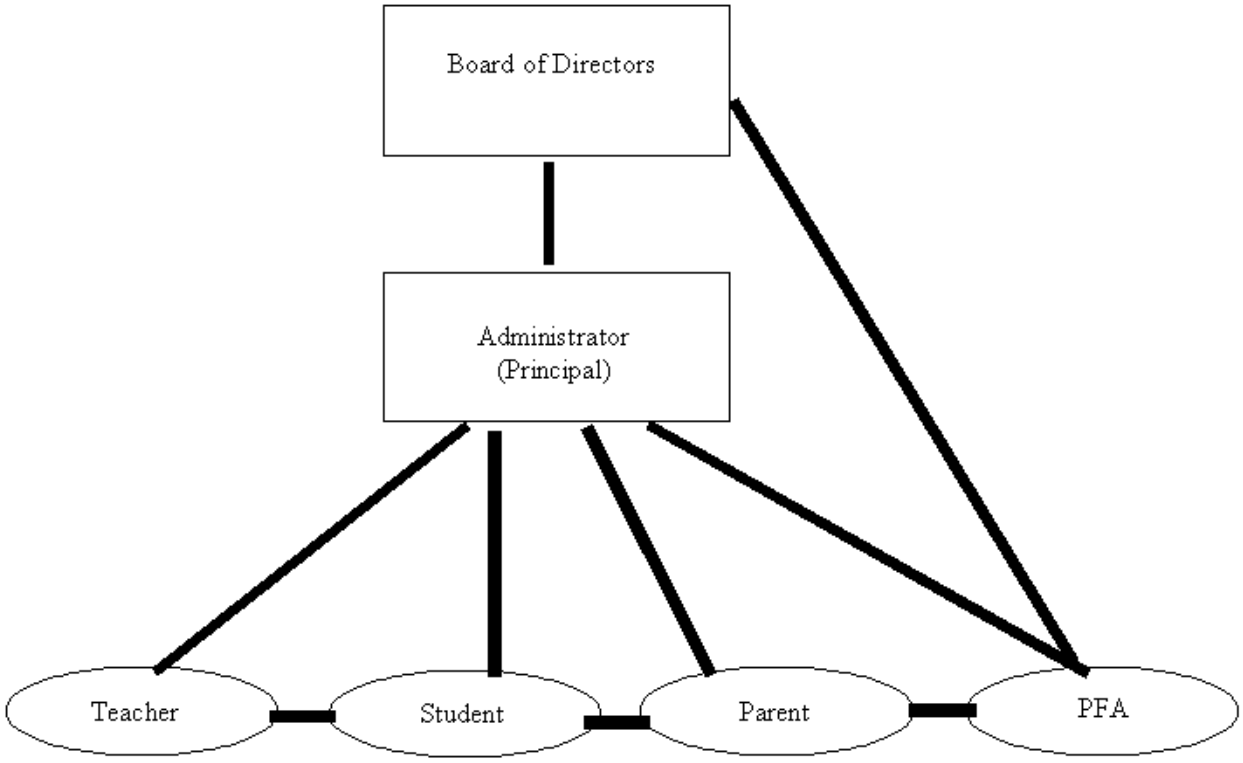
Culture

- Offer opportunities for students to develop professional work skills through in-school and community-based service and apprenticeships
- Encourage students to develop self-discipline and take responsibility for their own behavior through implementation of Love and Logic's ™ One School Rule
- Support students in learning and demonstrating strong character traits and acknowledge their success through regular self-evaluation and school-wide recognition
- Help students to cultivate their authentic student voice through leadership opportunities
- Value parents as partners in their students' education

TAB 2

Organizational Flow Chart

The Compass Public Charter School will function as a non-profit organization, organized and managed under the *Idaho Nonprofit Corporation Act,* as outlined in the school's Corporate Bylaws and Articles of Incorporation. 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 operation of the Corporation's business.

- The Board of Directors will have the responsibility to approve the selection of the school Principal, 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 Principal with respect to changes in staffing, programs, or curriculum.

- The Board of Directors and PFA (Parent Faculty Association) of Compass Public Charter may provide consultation to the Principal regarding ongoing plans for the school.

- The Board will, when necessary, adjudicate disagreements between parents and the administration.

- The Principal (Administrator) represents the Board of Directors of the Charter School as the liaison between the Board and the charter school community.

- The Principal supervises, directly or indirectly, all employees of the charter school.

Organization

Compass 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.

Upon approval, members of the Governing Board are deemed public agents to control the Charter School. The Governing Board has all the power and duties afforded to a Board of Trustees. The Charter School will be considered a public school for all purposes and, as such, shall be responsible to identify and comply with all statutory requirements affecting the operation of a public school. Therefore, upon approval, the Governing Board meetings will follow the open meeting laws, keep accurate minutes and make said minutes available to the public.

Liability Insurance: Ref. Idaho Code 33-5205 (4)

Compass Public Charter School will be liable for all acts, omissions, debts or other obligations. To the fullest extent permitted by law, Compass Public Charter School shall defend, hold harmless and indemnify the State of Idaho, State Board of Education, State Charter School Commission, the local school district, or any other district 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 Compass Public Charter School and/or arising out of the acts or omissions of the agents, employees or contractors of Compass Public Charter School. Compass Public Charter School maintains insurance for liability, errors and omissions, and property loss. Compass Public Charter School will annually review and maintain insurance coverage that "mirrors" surrounding school districts. There will be no liability for the approving authority, except as may be provided in an agreement or contract between the authorizer and CPCS. Pursuant to Idaho Code § 33-5204(2), the Commission has no liability for the acts, omissions, debts, or other obligations of this public charter school, unless specifically agreed to in the charter. The Commission does not act in the capacity of the board of trustees of a school district or perform any of the functions of a school district; rather,

the Commission looks to the board of directors of the non-profit corporation, which operates the charter school, to perform the essential functions of a school district with respect to the charter school. Consequently, the Commission expressly rejects any reference in the charter petition, and in any related documents, to any assumption of liability by the Commission or assumption by the Commission of any obligation to perform any acts or provide any services to or for the benefit of the charter school not otherwise specifically required of the Commission by statute or rule of the State Board of Education. Compass 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 condition as a public school district. All employees, directors and officers shall enjoy the same immunities as employees, directors and officers of public schools.

By granting of this charter, the Commission does not intend that any persons or entities other than the board of directors for Compass, or its successors and assigns, shall have any rights or remedies arising from this grant, and no third party rights are intended. Specifically, no party contracting with Compass is intended to have any rights arising from the grant of a charter, and any benefit accruing to any such third party is merely coincidental.

Primary Attendance Area

The Compass Public Charter School boundaries are aligned to those of Meridian Joint School District No. 2.

Number of classrooms, offices, etc. necessary, along with total square footage to implement your program as described:

Facilities Summary

Compass Public Charter School leased space from Cherry Lane Christian Church (located at 2511 W. Cherry Lane, Meridian, Idaho) to serve as a temporary facility for the first year. Compass Public Charter School entered into a lease-purchase arrangement in the spring of 2007 to purchase the former Cherry Lane Christian Church. Improvements have been made to the facility to better serve the school's needs. In 2011, CPCS qualified for a private bond to purchase the facility at 2511 W. Cherry Lane, Meridian, Idaho 83642.

Certification

Compass Public Charter 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 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 wellbeing of the staff and students. These

policies may include immediate suspension and expulsion as allowed or restricted by Idaho Law.

Proof of Insurances

Copies of the initial insurance binders from a company authorized to do business in Idaho for a liability policy, a property loss policy, health insurance, worker's compensation insurance, and unemployment insurance shall be provided to the Commission no later than thirty (30) days prior to the opening of school, and thereafter thirty (30) days before the expiration of the insurance policies.

TAB 3

Educational Philosophy

Compass Public Charter School's Mission is to provide a safe and challenging learning community that prepares students for life long excellence through exceptional academics, character development, and the ability to define and defend a personal worldview. Compass Public Charter School will use Understanding by Design® (UbD™) as a framework for improving student achievement. Emphasizing the teacher's critical role as a designer of student learning, UbD™ works within the standards-driven curriculum to help teachers clarify learning goals, devise revealing assessments and use data from assessments to drive instruction and to inform curricular design. CPCS's curriculum will support the development of educated students within the traditional academic subjects (including language arts, math, science, and social studies,) augmented by music, theater, art, health, and computer, physical, and environmental education.

We believe that learning best occurs when the seven key tenets of Understanding by Design® are implemented:

1. Learning is enhanced when teachers think purposefully about curricular planning. The UbD™ framework helps this process without offering a rigid process or prescriptive recipe.
2. The UbD™ framework helps focus curriculum and teaching on the development and deepening of student understanding and transfer of learning (i.e., the ability to effectively use content knowledge and skill).
3. Understanding is revealed when students autonomously make sense of and transfer their learning through authentic performance. Six facets of understanding—the capacity to explain, interpret, apply, shift perspective, empathize, and self-assess—can serve as indicators of understanding.
4. Effective curriculum is planned backward from long-term, desired results through a three-stage design process (Desired Results, Evidence, and Learning Plan). This process helps avoid the common problems of treating the textbook as the curriculum rather than a resource, and activity-oriented teaching in which no clear priorities and purposes are apparent.
5. Teachers are coaches of understanding, not mere purveyors of content knowledge, skill, or activity. They focus on ensuring that learning happens, not just teaching (and assuming that what was taught was learned); they always aim and check for successful meaning making and transfer by the learner.
6. Regularly reviewing units and curriculum against design standards enhances curricular quality and effectiveness, and provides engaging and professional discussions.
7. The UbD™ framework reflects a continual improvement approach to student achievement and teacher craft. The results of our designs—student performance—inform

needed adjustments in curriculum as well as instruction so that student learning is maximized.

Additionally, we believe students learn best when:

- Learners are given time and resources necessary to reflect on their learning and set goals for future learning opportunities;
- Learners are actively engaged in integrated and meaningful tasks;
- Learners see themselves as part of the community and find ways to serve the community;
- Learners are allowed to make mistakes in order to achieve success.

In conclusion, Compass Public Charter School 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 every day, and who possess the self-discipline needed to maximize their and other's educational experiences. Compass' academic program 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

The philosophy of Compass is to foster a learning community built on relationships and trust where students feel physically and emotionally secure to pursue a challenging education and excel beyond expectations.

Educational Program

A primary goal of Compass' educational program is the development and deepening of student understanding of important ideas and processes within, and across, disciplines so that they can transfer their learning to new situations. This goal aligns to our school's mission to provide a safe and challenging learning community that prepares students for lifelong excellence through exceptional academics. The unique instructional approach of [1]Understanding by Design™ (UbD™) is an inquiry-based curriculum framework grounded in the work of McTighe and Wiggins. UbD™ provides a planning process and structure to guide curriculum, assessment and instruction. UbD™ requires that curriculum and instruction address three different but interrelated academic goals: acquire important information and skills, make meaning of content, and effectively transfer their learning to new situations both within school and beyond it. The framework offers a three-stage backward design process which includes: Stage 1:

[1] Wiggins, Grant P., and Jay McTighe. Understanding by Design. Alexandria, VA: Association for Supervision and Curriculum Development, 2005. Print.

Identifying desired results, Stage 2: Determining assessment evidence, and Stage 3: Planning learning experiences and instruction that will help students achieve learning for understanding.

- Stage 1 includes establishing learning goals including identifying relevant state standards, enduring understandings, essential questions, and key procedural and declarative knowledge that will be acquired during instruction.
- Stage 2 includes formulating a comprehensive, balanced assessment plan tightly aligned to stage one learning goals requiring students to demonstrate transfer of learning. Both formative and summative assessments are used to provide feedback to teachers and students on progress toward learning goals.
- Stage 3 includes developing a comprehensive instructional design tightly aligned to stage one learning goals and stage two assessment goals so that students are actively engaged as learners as they transfer and apply knowledge within learning contexts.

This instructional approach helps learners become thoughtful about, and productive with, content. Our goal is to prepare students for the world beyond school—to enable them to apply and transfer what they have learned to new situations they will face in the future.

To support these goals, teachers weave together three instructional approaches:

- Direct instruction. In this role, the teacher's primary goal is to help learners acquire basic information and skills through explicit instruction and modeling. Direct instructional strategies include lecture, multimedia presentations, convergent questioning, demonstration, modeling, guided practice, and feedback.
- Facilitation. Teachers in this role seek to help learners make meaning and understand important ideas and processes. Teachers guide learners in actively processing information and exploring complex problems through such instructional strategies as analogies, graphic organizers, divergent questioning and probing, simulations, problem-based learning, Socratic seminars, reciprocal teaching, and student self-assessment.
- Coaching. In a coaching role, teachers provide opportunities for students to transfer learning in increasingly complex situations. Teachers establish clear performance goals, provide models, and give feedback (as personalized as possible). They also provide just-in-time teaching (direct instruction) when needed. Instructional strategies include conferencing; encouraging student self-assessment and reflection; and providing specific commentary, feedback, and corrections in the context of authentic application.

As these categories make clear, there is rarely one best teaching approach. Compass is a school committed to teaching for understanding, therefore, we use all three pedagogies in differing degrees based on child development, grade level learning goals, and individual student needs. These K-12 teaching pedagogies ensure that the needs of students at various educational and developmental levels are met.

Compass' philosophy and vision are founded on the premise that when students are schooled in a safe and comfortable environment with rigorous and relevant learning opportunities, they will achieve excellence. Therefore, our educational program focuses on two main areas that encompass this belief.

Academic

- Compass will implement the Understanding by Design framework to ensure performance-based learning, which requires students to demonstrate mastery based on high, clear, and commonly-shared expectations. [2]Understanding by Design (UbD) provides a common language for educators who are interested in promoting student understanding rather than formulaic knowledge or recall learning. It also provides a framework and a toolkit of research-based best practices that have been proven effective in helping educators promote understanding-based results for learning, expand the range of assessment tools and processes they use to monitor student achievement, and enhance their design of instructional activities to promote high levels of student achievement.
- Compass will provide students with opportunities to enroll in courses for concurrent college credits. [3]A new study from the Community College Research Center finds that dual enrollment (concurrent credit) programs are associated with positive outcomes on such measures as high school graduation and college enrollment rates, college grade point averages and progress toward college completion.
- Compass will create a learning environment designed for the [4]Next Generation Learner, including:
    - A technology-rich learning environment
    - Constructive learning experiences through both the geographic and the Internet-connected community
    - Personalized learning based on data-driven goals for instruction
    - Curriculum and instruction to encourage students to make real-world connections

[2] Brown, John L., and Grant P. Wiggins. Making the Most of Understanding by Design. Alexandria, VA: Association for Supervision and Curriculum Development, 2004. Print.
[3] (n.d.): n. pag. The Benefits of Dual Enrollment | Inside Higher Ed. Web. 12 Jan. 2014.
[4] Oblinger, Diana. Game Changers: Education and Information Technologies. Washington, D.C.: EDUCAUSE, 2012. Web.

Culture

- Compass offers opportunities for students to develop professional work skills through in-school and community-based service and apprenticeships. [5]Setting high expectations early in life is an important step in order for youth to develop the skills to succeed in the future. Work-based learning is one way youth can identify interests, strengths, skills, and needs related to career development. A hands-on experience in a real setting, work-based learning includes a broad range of opportunities including short-term introductory activities such as job shadowing, informational interviews, and workplace tours, as well as more long-term and intensive training including workplace mentoring, apprenticeships, and paid employment. Volunteer work, service learning, and activities at a student's school site can also provide rich, work-based learning opportunities. Potential benefits of work-based learning for youth while they are still in school include:
    - Identification of career interests, skills, and abilities;
    - Exposure to job requirements and responsibilities, employer expectations, workplace etiquette, and workplace dynamics;
    - Development of critical workplace skills and a solid foundation for good work habits;
    - Improvement of post-school outcomes; and
    - Selection of appropriate courses of study tied to career goals.
- Compass encourages students to develop self-discipline and take responsibility for their own behavior through the implementation of Love and Logic's ™ One School Rule.
- Compass supports students in their learning and demonstration of strong character traits. Compass also acknowledges their success through regular self-evaluation and school-wide recognition. The development of a child's character and appropriate behavior is first and foremost the responsibility of the family, but schools can play a strong supporting role. [6]"Schools with the highest levels of student achievement do not sidestep the issue of character education. They embrace it. These schools acknowledge that their success is due in large measure to their attention to guiding principles, through which they have been able to create the supportive learning environment that is essential for students to achieve high standards."

- Compass assists students in cultivating their authentic student voice through leadership opportunities.

[5] "Information Brief." Publication of the National Center on Secondary Education and Transition. N.p., n.d. Web. 12 Jan. 2014.

[6] "Information Brief." Publication of the National Center on Secondary Education and Transition. N.p., n.d. Web. 12 Jan. 2014.

- Compass values parents as partners in their students' education. [7]The research is clear, consistent, and convincing. Parent, family, and community involvement in education correlates with higher academic performance and school improvement. When schools, parents, families, and communities work together to support learning, students tend to earn higher grades, attend school more regularly, stay in school longer, and enroll in higher level programs.

Instruction Courses

Instruction is inclusive of subject matter content and course offerings. Patterns of instructional organization will be determined by a qualified School Administrator and teaching team. Compass Public Charter School will assure students meet the school standards with the state standards as a minimum. 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. At appropriate grade levels, instruction will include but not be limited to the following:

- Language Arts and Communication will include instruction in reading, writing, English, literature, informational text, technological applications, spelling, speech and listening.

- Mathematics will include instruction in number sense, addition, subtraction, multiplication, division, percentages, geometry, mathematical reasoning and probability.

- Science will include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences.

- Social Studies will include instruction in history, government, geography, economics, current world affairs, citizenship, and sociology.

Course Framework

1. Elementary School (Grades 1-6)

a. Other required instruction for all students and other required offerings include:
   1. Fine Arts (art and music)
   2. Health (wellness)

[7]"Parent, Family, Community Involvement in Education." NEA Education Policy and Practice PB11 (2008): 1. Www.nea.org. Web. 12 Jan. 2014. <http://www.nea.org/assets/docs/PB11_ParentInvolvement08.pdf>.

3. Physical Education (fitness)

2. Middle School (Grades 7-8)

No later than the end of Grade eight (8) all students will develop parent-approved student learning plans for their high school and post-high school options. The learning plan will be developed by students and parents or guardians with advice and recommendation from school personnel. It will be reviewed annually, may be revised at any time, and will follow all rules pertaining to such learning plans as set forth by state rule. CPCS will have met its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility for the development and approval of the learning plan. A learning plan will not be required if the parent or guardian requests in writing, that no learning plan be developed.

a. Other required instruction for all students include:
   1. Health (wellness)
   2. Physical Education (fitness)

b. Other required offerings of the school include:
   1. Fine & Performing Arts
   2. Vocational-Technical Education

c. Additional instruction options as determined by CPCS. For example:
   1. Career Planning
   2. Leadership Development
   3. Creative Writing
   4. Audio Visual Production

3. High School (Grades 9 – 12)

Beginning in the 2007-2008 school year, Compass Public Charter School will offer the addition of a 9th – 12th grade high school program, beginning with a 9th grade the first year and adding one grade thereafter until 12th grade is reached. The high school program will be referred to as Compass Honors High School. The word "Honor" in the name exemplifies both the academic rigor as well as the honorable behavior expected from the students who attend the high school program. The emphasis of the high school's curriculum will be an honors level/college prep focus by adopting high graduation requirements with an increased student exposure to math and science. By the 11th grade, students will be enrolled in concurrent college credit courses offered both at Compass as well as on the college campus.

The following are the graduation requirements at Compass Public Charter School (Compass Honors High School – CHHS):

Language Arts	9 credits

Mathematics	8 credits
Science	8 credits
Social Studies	9 credits
Humanities	4 credits
Health	1 credit
PE	1 credit
Career Focus Electives	8 credits
Electives	8 credits
Senior Project	Required including oral presentation, project, and written report.
College Entrance Exam	ACT, SAT, or COMPASS by the end of 11th grade.
TOTAL CREDITS	56 credits

In addition, concurrent credit coursework will be offered to high school students at CHHS with the goal being to help each graduating student who is planning to attend college to obtain college credits at the high school level.

Coursework will be designed to meet the requirements of AdvancED and state standards. The curriculum will use the State of Idaho's educational standards as its foundation.

An apprenticeship program will be implemented during the 11th and 12th grades. This program will be career focused for the individual student and provide "real work" opportunities. Thirty hours in the apprenticeship program would equate to 1 credit of career focus electives. Students will be required to complete a final graded project as part of the apprenticeship program. In addition, students would be required to complete 50 hours of family and community service for each year in attendance. Fifty hours of service would equal 1 credit toward the graduation requirements. The family and community service projects would be developed by the student with guidance from the administrator, high school teachers, and parents.

All state testing for the high school grades will be conducted as required by the State Board of Education. Compass Public Charter School will meet at least the minimum requirements set by the State Board of Education to ensure that its students are taught by highly qualified teachers.

Educational Thoroughness Standards

Compass Public Charter School will achieve the Thoroughness Standards (as defined in section 33-12, Idaho Code) through its basic curriculum and supplemental instruction in character education, foreign language, music and community, school, and family service projects.

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

Goal: to create a positive teaching and learning environment with an emphasis on high expectations for behavior and academic performance as measured by staff and parent observation, low absentee rate, student retention rate and few discipline referrals.

Compass Public Charter School seeks to provide a well-rounded education in a safe environment, with high academic and behavioral expectations; where students, educators, and parents work in partnership to encourage the development of self-motivated lifelong learners and productive citizens who make positive contributions to society.
Compass will implement the Love and Logic® method of working with students which was developed by educational expert Jim Fay, child psychiatrist Foster W. Cline, M.D. and Charles Fay, Ph.D. Love and Logic has many tools for educators, principals and districts that promote healthy parent/teacher and teacher/student relationships and positive school wide discipline.

Objectives: Compass Public Charter School will:

- Follow the Love and Logic® Philosophy for discipline.
- Develop a staff/student handbook to provide rules and guidelines for physical safety. These guidelines will include and not be limited to the procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school, notification of parents' rights, and staff monitoring responsibilities.
- Provide a facility and adopt policies that meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools, and are inspected as
  required to ensure the safety of students and staff.
- Establish, publish, and enforce policies that define 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. Each staff member has the right to teach without fear of violence.

Goal: to maintain a positive and safe teaching and learning climate as measured by staff, student and parent satisfaction surveys as well as an annual safety inspection.

The atmosphere created through the Compass Model and Love and Logic® philosophy allows children to soar socially and academically. Students will not be afraid to take academic risks, like asking or answering questions in front of peers, when they feel safe and supported. They will not be distracted from learning by fear. The result is a culture that is warm and friendly, orderly and free from chaos.

Objectives: Compass Public Charter School will:

- Follow the Love and Logic® philosophy of discipline.
- Develop a student handbook providing a code of conduct centered on guiding principles of discipline.
- Teach appropriate behaviors and foster responsible decision-making skills.
- Establish and maintain consistent principles for behavior aligned throughout the school.

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

Goal: Offer opportunities for students to develop and express exemplary character traits in concert with the overall educational program. As evidenced by record keeping of student community service hours.

Objectives: Compass Public Charter School will:

- Follow the Love and Logic® Philosophy.
- Emphasize the importance of adults modeling important values at school. This is done through expectation training, in which teachers clearly illustrate and define self-discipline and responsibility. Daily procedures are designed to support the school's emphasis on responsibility and self-discipline.
- Help students build rapport and develop a sense of belonging as well as carry out responsibilities to one another and to the faculty and staff. Students who display responsibility and good citizenship are given special recognition through a well-designed reward system.
- Develop a sense of community and service within the school, and between the school
  and the larger community. Community service instills a sense of individual, social, and civic responsibility and enables the student to use newly found knowledge to solve community problems.

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

Goal: to teach students a range of effective communication skills appropriate for the 21st century as measured by evaluations of student speeches, debates, and use of collaborative conversations and quality of student presentations using diverse media formats.

Objectives: Compass Public Charter School will:

- Emphasize meaningful language experience in reading, writing, and spelling, enhanced by speeches, debates, and use of collaborative conversations and quality of student presentations using diverse media formats.
- Provide a technology-rich environment that enhances communication.

- Provide instruction in Music. Reading and writing of music is also considered a communication skill that falls within the notion of "literacy". Music is a kind of language; some even term it the "Universal Language". It is also our belief that early musical training can dramatically boost a child's brainpower, building the kind of skills necessary to succeed in high level math and science. Studies in California and Wisconsin showed that after only six months, pre-school piano students out-performed those who had not studied by 35% on measured intelligence tests! Further studies have shown that the best time to boost brainpower through music is between the ages of two and ten. The explanation for this phenomenon is simple: when a child makes music, brain cells begin firing in patterns--linking with each other and forming a network of lasting connections. This exercises and strengthens the same bridges in the brain that are believed to lay the framework for logic, order, and abstract reasoning.
- Incorporate student's communication skills into activities emphasizing effective writing, reporting, speaking and listening skills. Technology and media will be utilized at all grade levels to enhance student's communication skills. By the time students reach the secondary level, students will have the option of participating in school broadcast and journalism courses. Students will apply their skills of information gathering, interviewing, and research.

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

Goal: to develop an educated citizenry for the 21st century through a dynamic, interactive academic program designed to challenge students to achieve instructional outcomes based on Idaho Core Standards that will apply learning to real-life situations.

Objectives: Compass Public Charter School will:

- Use the Idaho State Department of Education's Standards as a starting point to be enhanced by unifying themes and other creative methods.
- Develop benchmark assessments to determine student growth in reading, writing, math and science.
- Utilize Understanding by Design® (UbD™) as a framework for improving student achievement. Emphasizing the teacher's critical role as a designer of student learning, UbD™ works within the standards-driven curriculum to help teachers clarify learning goals, devise revealing assessments and use data from assessments to drive instruction and to inform curricular design.
- Field trips and career development discussions will be used, as needed.

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

Goal: to provide students with basic skills that prepare them for future employment and provide students with the skills and understanding necessary to become responsible citizens in

their respective jobs and communities of the 21st century. This goal will be measured through career assessments and employer assessments of students who complete work related apprenticeships.

Objectives: Compass 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 21st century.

- Enable students to develop the following intellectual habits important in the work place: adapting to new situations and responding effectively to new information; solving problems; locating and evaluating information from a variety of sources; making flexible connection among various disciplines of thought; thinking logically and making informed judgments.

- Enable students to develop the following personal habits important in the work place: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of the work load; and working cooperatively with others to reach group consensus.

- Provide students with career exploration opportunities and work skill assessments.

- Enable high school students to establish apprenticeship experiences in the community.

Standard g. The students are introduced to current technology.

Goal: to provide students with a technology-rich environment using tools such as computers, scientific equipment, and networks linked to local and nationwide resources. Technology skills will be measured through teacher generated assessments and demonstration of technological understanding.

Objectives: Compass Public Charter School will:

- Use interactive technology as tools in an integrated educational program rather than as primary instructional delivery systems.

- Emphasize the acquisition of basic computer skills as a supplementary medium of communication and research to complement other approaches.

- Use computers as tools for such activities as accessing research information, authoring, computation, record keeping, data storage, and communication.

- Use computers and audio visual equipment to develop skills in broadcasting and journalism.

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

Goal: Provide students with the skills and understanding necessary to become responsible citizens in their respective jobs and communities of the 21st century as measured by student community service logs as well as successful completion of apprenticeship hours and employer evaluations.

Objectives: Compass Public Charter School will:

- Provide an integrated program of community service that builds qualities of citizenship throughout all levels of the school.

- Enable students to develop the following habits of responsible citizens: accepting responsibility for personal decisions and actions; honesty, courage and integrity; empathy, courtesy and respect for differences among people; assuming a fair share of the work load; and working cooperatively with others to reach 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.

Supplementary 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.

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

CPCS 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").

CPCS shall comply with all applicable federal law in regard to services and education of English Language Learner ("ELL") students. CPCS 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.

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. CPCS, as a public charter school, is open to all students and will ensure all students receive all services required by law. CPCS 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, entrance requirements if the lack of proficiency has been caused by the student's disability. CPCS 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 will 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

CPCS 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 11 of the Americans with Disabilities Act of 1990, that are applicable to it.

CPCS 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.

CPCS will employ, 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 CPCS's learning setting. The school may permit the special education coordinator to take on additional administrative or 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 11 of the Americans with Disabilities Act of 1990.

CPCS 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.

CPCS 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.

CPCS'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.

Remediation

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

- Obtain a level of Proficiency or demonstrate reasonable growth on state standardized tests.

- read at grade level by third grade
- score below the 25th percentile in math, reading, or language on curriculum based measures (CBM's)
- produce student work that depicts acquired, integrated, extended, refined and meaningful utilization of students
- 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 performing above the 25th percentile on curriculum based measures will be identified for response to intervention (RTI) and receive intervention as outlined in CPCS's RTI Procedural Manual.

Gifted and Talented Students

CPCS will utilize eligibility criteria developed by the Idaho Department of Education as stipulated in Idaho Cod3e 33-2003. K-8: Compass Charter School follows an inclusion model where differentiated instruction opportunities are provided within the classroom setting. As student's skills advance, they are offered advanced learning opportunities or accommodations to the current curriculum may be made.

9-12: The high school program is referred to as Compass Honors High School (CHHS). The high school motto is – "Compass Honors High School exists to provide a strenuous, in-depth honors education where excellence is our standard, not our goal."

CHHS offers honor level courses, concurrent credit courses, and career focus electives (apprenticeships in the work community). Our teachers believe in teaching quality versus quantity. Students who leave CHHS will know how to research, reason and apply these skills to all learning situations.

CHHS encourages leadership through community service, student government, National Honors Society, and a monthly Aim High Leadership award.

Limited English Proficiency Students

As a public school, CPCS is committed to serving all interested and eligible students. In addition to our rigorous phonics program, CPCS 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, assessments can be adapted, books printed in English substituted for other languages, etc. 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.

Dual Enrollment: Ref. Idaho Code 33-5205 (3) ® and 33-203

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).

TAB 4

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

Compass Public Charter School 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.

Additionally, Compass will be held accountable to the following Measurable Student Educational Standards (MSES) related to the school's specific mission and educational program:

1. At least 75% of 4th through 12th grade students will have an average score of 3.0 or higher on the Learning Environment questions in the Compass School Climate Survey.

2. At least 75% of 4th through 12th grade students had an average score of 3.0 or higher on the Culture and Discipline questions in the Compass School Climate Survey

3. At least 60% of graduating seniors will have completed 17 or more concurrent college credits.

4. At least 70% of graduating seniors enroll in a post-secondary program within five months of graduation.

Method of Measuring Student Progress

Compass Public Charter School will measure student progress towards the established Measurable Student Educational Standards (MSES) as follows:

1. 4th-12th grade students will participate annually in the Compass School Climate Survey designed to measure the learning environment, culture, discipline, and community & civic responsibility. Results from questions 1 through 11 about the school's learning environment will be averaged and used to measure this goal.

2. 4th-12th grade students' will participate annually in the Compass School Climate Survey designed to measure the learning environment, culture, discipline, and community & civic responsibility. Results from questions 12 through 28 about the school's culture and discipline practices will be averaged and used to measure this goal.

3. Compass will track the number of concurrent college credits completed by each student during their high school years; these results will be used to measure this goal.

4. Compass will use data from the National Student Clearinghouse to track the number of students who enroll in a post-secondary program within five months of graduation. For the purpose of this goal, students who enroll in a "post-secondary program" will include those who enroll in a university, college, or career-technical program.

Reporting MSES and Standardized Testing Results

Annual reports will be made to the PCSC providing data to demonstrate the school's performance on the established Measurable Student Educational Standards (MSES).

Non-student specific state standardized testing and MSES results will be made available to parents and other stakeholders on the school's website within 30 days of receipt of the data. Student-specific data will be shared with parents at student-led parent-teacher conferences at least once a year.

Comprehensive Assessment Program

Compass Public Charter School students will participate in the same standardized tests as other Idaho public school students. The school will identify a testing coordinator to assure strong testing participation through communication to parents and development of a testing schedule that includes retakes to account for student absences.

Compass Public Charter School will use the State approved Comprehensive Assessment Program as outlined in the Rules Governing Thoroughness to determine student proficiency. Each assessment will be comprehensive of and aligned to the Idaho Core Standards it is intended to assess. In addition, Compass Public Charter School 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.

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.

Methods of Assessment

Compass will utilize a comprehensive assessment system that includes both formative and summarize assessments aligned to student learning targets. Formative assessments are assessments for learning while summative assessments are assessments of learning.

Formative assessment practices are used by teachers throughout instruction to diagnose student needs, plan next steps in instruction, provide students targeted practice, and offer effective feedback. Students use assessment information to offer each other effective feedback, to self-assess, and to set goals for improvement. They can also use the formative assessment information to track, reflect on, and share their progress.

Summative assessments are used by teachers after learning has taken place to determine the level of student achievement at a given point in time in order to determine a student's report card grade from chapter and unit tests, final exams and term projects, for example. Statewide achievement tests and district benchmark assessments are another form of summative assessment utilized by teachers and administrators to evaluate overall success of instruction. Furthermore, the State Department of Education utilizes the statewide achievement test to evaluate the achievement level and success of instruction of specific schools and districts.

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

Compass will establish a philosophy of assessment that includes diagnostic, formative and summative assessments. Diagnostics gauge student mastery of prerequisite knowledge and skills and prior knowledge of content at the beginning of learning. Diagnostic assessments are not only utilized to differentiate, they are also used to determine levels of support such as Response to Intervention (RTI). Formative evaluations check student progress during the course of a lesson and unit of study and inform the adjustment of instructional decisions. Summative assessments, are the tests, the examinations, the final projects – the ways in which a teacher formally measures students' understanding of learning goals at the end of each unit or at the end of the year. These are the tools that provide teachers with data on the sum of student knowledge and serve as an important source for official progress reports and grades for children, parents and school officials.

Mastery Level

Students in attendance at Compass Public Charter School will be expected to do the following:

- Meet the State approved learning standards including but not limited to: Language Arts, Mathematics, Science, and Social Studies. Students of CPCS will be tested with the same standardized tests as other Idaho public school students. CPCS will meet, at a minimum, the Idaho State Board of Education graduation requirements.
- 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

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

Compass Public Charter School will be accredited through the AdvancED for the purpose of adding high school and offering college/high school concurrent credits.

TAB 5

Governance

Corporation History

The Articles of Incorporation for Compass Public Charter School, Inc. were filed with the Secretary of the State of Idaho May 30, 2003. The SS-4, Application for Employer Identification Number, was submitted June 19, 2003. The 501(c)(3) will be completed upon approval of the charter.

Corporate Principals

The Corporate Principals of Compass Public Charter School Inc., as listed in the Articles of Incorporation, is as follows:

Susan M. Luke	Formerly Certified Elementary Teacher, BS in Elementary Education – Brigham Young University
Chris Jensen	Educational Assistant, Owyhee Elementary, Boise, ID – Office Education, Ricks College
Brooke J. Cohen	Co-owner of internet business, AS Office Education - Ricks College

Susan, Chris and Brooke are parents who are interested in providing the best educational opportunities for their children. Because of the long waiting lists established at other charter schools across the Treasure Valley, the Compass Corporate Principals were willing to organize another charter school to benefit school-age children south of Interstate 84 within Joint School District No. 2.

All three Corporate Principals have experience managing small businesses. The Corporate Principals are confident that a successful school will be formed and managed properly and according to all laws and regulations regarding public schools. The Principals will also adhere to the Compass Public Charter School Corporate Bylaws (specifically Articles 5 and 8) addressing the Idaho Open Meeting Law.

Governing Body

The original Governing Body consisted of the following:

Chris Jensen	Educational Assistant, Owyhee Elementary, Boise, ID – Office Education, Ricks College
Teri Dison	Owner of small business, ABSS Transcription and Office Support Services - Information Systems, University of Phoenix
Bridget Barrus	Public Relations – Political Science, Boise State University
Becky Preece	Customer Service Office Manager for Scentsy, Inc. based in Meridian, ID

Eric Jensen	N.W. Rep for Scalamdre, Inc based in Seattle, Washington, Interior Design- Ricks College

The governing body consists of directors elected or appointed as set forth in the corporate bylaws section 4.3. The number of Directors constituting the Board of the Corporation shall be not less than five (5) or more than seven (7) Directors. The function of the Board can be described as policy making, advising and evaluating. The Board shall have 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.

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 the Corporation when necessary to facilitate the efficient operation thereof. Authority is given to the Charter School Board of Directors by the State of Idaho as provided in the "Public Charter Schools Act of 1998." (I.C. 33-5201) The Governing Body will adhere to the Compass Public Charter School Corporate Bylaws (specifically Articles 5 and 8) addressing the Idaho Open Meeting Law.

During the initial year of operation, the Board shall be comprised of at least the following directors nominated and appointed by the governing body: chairman, vice-chairman, secretary, and treasurer. The responsibilities of these positions are outlined in the Corporate Bylaws.

The Board of Directors will be determined through elections as outlined in the Corporate Bylaws. The Corporate Principals will remain the same unless the Articles of Incorporation are amended through the Idaho Secretary of State's office.

Parental Involvement: Ref. Idaho Code 33-5205 (3) (f)

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. CPCS 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 student enrolled in the school according to policy to be set by the Board. The Parent Committee shall be authorized by the Board to make recommendations regarding any aspect of the school.

Financial Audits:

CPCS will contract to conduct an annual financial audit as defined in Idaho Code 33-701 subsection 6. The audit will be a full and complete audit conducted yearly by a qualified and independent CPA chosen by the Board and contracted by the school. Appropriate financial statements will be prepared throughout the year and presented at the audit. The audit will be conducted in accordance with generally accepted auditing standards. The audit will be included in an annual report to the authorized chartering entity, after approval by the Board of Directors, and submitted not later than October 15.

TAB 6

Employee Qualifications

CPCS's staff will meet or exceed qualifications required by state law, including the following:

- All individuals to be employed by Compass Public Charter School 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 state.

- Compass Public Charter School 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.

- Teachers will be evaluated according to the procedures outlined in Idaho Code 33-513.

- The school will employ as many teachers as course loads demand and as qualified applicants are available. All staffing decisions will be made with the needs of the students being the highest priority.

- Student/Teacher ratios will be recommended by the Administrator and subject to Board approval. Student/Teachers rations established may require the Board to hire additional staff to ensure adequate services or dismiss staff members to ensure fiscal responsibility.

- An experienced Business Manager will be hired to be responsible for payroll, data entry, and records management.

Health and Safety: Idaho Code 33- Ref 5205 (3) (h)

The school keeps on record certification that the facilities used meet all requirements for health, safety, fire. The school conducts regular inspections of the facilities by authorized

inspectors for the aforementioned compliance as required by local and state laws and rules. Any certifications or reports resulting from the inspections shall be provided to the authorized chartering entity within 10 days of receipt.

The school has established discipline policies designed to ensure the safety and wellbeing of staff and students that include but aren't limited to a zero tolerance policy for weapons, drugs, alcohol and violence (further detail in section 14).

Discipline, Suspension, Expulsion and Re-enrollment: Ref. Idaho Code 33-5205 (3) (k)

Compass Public Charter School has established discipline policies and procedures. The complete discipline policy is maintained in the CPSC Policy Manual and kept in the school's main office. An abbreviated version of the discipline policy is outlined in a Student Handbook that students and parents are required to sign acknowledging their awareness of discipline policies.
The core discipline procedure and policy follows the Love & Logic® philosophy of discipline: Each student is a unique individual with unique personal, social, and educational needs. As a result, every disciplinary situation becomes unique in nature. Consequences for misbehavior provide the best learning value when matched to the unique student and the unique situation. The odds for students learning from their mistakes increase dramatically when students see a reasonable connection between their behavior and the resulting consequences.
Our school staff dedicates itself to following a set of core beliefs that provide a guide for dealing with student discipline. These core beliefs guide our attempts to individualize disciplinary procedures and to help students see reasonable connections between their behavior and the resulting consequences.
Since these core beliefs provide the guiding light for our professional decisions, the staff encourages parents to bring concerns and questions to us in the event we operate in ways that appear to be inconsistent with these core beliefs.
The following list of core beliefs outlines the professional actions and attitudes of all staff members in this school:

1. Every attempt will be made to maintain the dignity and self-respect of both the student and the teacher.
2. Students will be guided and expected to solve their problems, or the ones they create, without creating problems for anyone else.
3. Students will be given opportunities to make decisions and live with the consequences, be they good or bad.
4. Misbehavior will be handled with natural and logical consequences instead of punishment, whenever possible.
5. Misbehavior will be viewed as an opportunity for individual problem solving and preparation for the real world as opposed to a personal attack on school or staff.

6. Students are encouraged to request a “due process” hearing whenever consequences appear to be unfair.
7. School problems will be handled by school personnel. Criminal activity will be referred to the proper authorities.

The school’s goal is to work closely with parents to uphold standards of courtesy, respect and kind behavior. Compass Staff will apply corrective actions consistently. Consistency means that when there is a problem, it will be addressed; and that when there is misbehavior, it will be addressed. Consistency does not mean that everyone will react in the same way.

Safety and security rules include:
All rules related to safety and security is in effect at all times. Compass Public Charter School’s philosophy “is to foster a learning community built on relationships and trust where students feel physically and emotionally secure to pursue a challenging education and excel beyond expectations.”

- Fighting - Fighting is diametrically opposed to physical and emotional security. A fight is described as follows: Pushing, shoving, kicking, pulling, or physically connecting in an aggressive manner with another student. Parents will be notified by the school administrator or designee of the fight (battery), proper authorities may also be contacted.
- Illegal/Inappropriate Possessions - Any introduction of a weapon, an illegal drug, tobacco, alcohol or sexually explicit material will be treated as grounds for immediate expulsion. Any use of the same either at school or outside school will similarly be treated with utmost gravity and may be grounds for immediate expulsion.

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 CPCS Board must approve any expulsion. Students, parents or staff members may appeal the decision of the administrator to the Board. Discipline for students with disabilities shall comply with Idaho Code 33-205 and the 1997 Individuals with Disabilities Act. For students wanting to be reenrolled, 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 be reenrolled are free to do so by reapplying through the lottery.

Benefits: Ref. Idaho Code 33-5205 (3) (l)

All employees who currently are members of PERSI will continue their participation. Employees will contribute at the rate established by PERSI. All employees shall contribute to the Social Security System. Compass Public Charter School will make all employer contributions as

required by PERSI, and Federal Social Security. They will also pay for workers compensation insurance, unemployment insurance and any other payroll obligations of an employer as required by Idaho Code 33-1279. CPCS shall also allow for accumulation of sick leave as allowed by Idaho Code 33-1217. The Board may establish other benefits.

Recruiting:

Recruiting of teachers will be primarily through newspaper advertisements. Compass Public Charter School 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. Interviews will be conducted by the Administrator.

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

The transfer rights of an employee 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 authorized by the Commission, instead of a school district, are not clear.

Collective Bargaining: Ref. Idaho Code 33-5205 (3) (o):

The staff of CPCS shall be considered a separate unit for purposes of collective bargaining.

Resolution of Disputes: Ref. Idaho Code 33-5205 (3) (p):

It is the responsibility of the board of directors of Compass Public Charter School to maintain communications with the Commission regarding any changes, problems, or difficulties in the operations of the school.

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

Copies of any complaints filed against Compass, including lawsuits, shall be provided to the Commission within five (5) business days of receipt by Compass.

TAB 7

Admission Procedures: Ref. Idaho Code 33-5205 (3)(k)

CPCS will be open to all children, on a space available basis within each grade level as established by the Board. The school will not discriminate based on race, creed, color, gender, national origin, or ancestry. Special needs of students will not be a factor in admission decisions. The school will not charge tuition for students residing in the state of Idaho, levy taxes or issue bonds. The Board may choose to charge student fees as allowed by state law.

Enrollment Deadline:

Compass Public Charter School will establish an enrollment deadline each year, by which date all requests for admission to attend Compass 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 Compass Public Charter School. In the case of a family with more than one child seeking to attend Compass Public Charter School, a single request for admission must be submitted on behalf of all siblings. The request for admission must be submitted to, and received by, Compass Public Charter School on or before the enrollment deadline, as set by Compass Public Charter School. The request for admission shall contain the name, address, and telephone number of each prospective family. If the initial capacity of Compass Public Charter School 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 Compass Public Charter School. Only those written requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline established by Compass will be permitted to participate in the equitable selection process.

Admissions Procedures:

Compass Public Charter School will establish admission preference as authorized by Section 33-5205(3)~~(i)~~(k), Idaho Code, for students returning to Compass, for children of founders, and for siblings of students already selected to attend Compass.

Priority of Preferences for Initial Enrollment:

Admission preferences for initial enrollment of students for Compass Public Charter School will have the following selection hierarchy:

1. First, children of charter school founders (Corporate Principals, Governing Body, and Chairpersons of the organizing committees) not to exceed ten percent (10%) of student seats

2. Second, siblings of students already selected by the lottery or other random method

3. Third, applicants residing in the primary attendance area of CPCS

4. Fourth, all others as chosen through an equitable selection process such as by lottery or other random method.

The Compass Public Charter School boundaries are aligned to those of West Ada School District. All other students may be admitted when openings are available and no student within the primary attendance areas is currently seeking admission. Furthermore, siblings of all students will enjoy the same admission priority regardless of the student's original admission group.

Once enrolled in Compass Public Charter School, students will not be required to reapply each year thereafter. Hence, once admitted, a student will not be removed because another student seeks admission.

Priority Preferences for Subsequent Enrollment Periods

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

1. First, to pupils returning to Compass in the second or any subsequent year of operation.

2. Second, to children of charter school founders (Original Corporate Principals, Governing Body, and Chairpersons of the original organizing committees) and children of full time employees for Compass Public Charter School, not to exceed ten percent (10%) of student seats.

3. Third, to siblings of pupils already enrolled in Compass Public Charter School.

4. Fourth, to pupils seeking to transfer from another Idaho public charter school at which they have been enrolled for at least one (1) year, provided that this admission preference shall be subject to an existing written agreement for such preference between the subject charter schools.

5. Fifth, to prospective students residing in the attendance area of Compass Public Charter School.

6. Sixth, all other students will be selected by an equitable selection process, such as by lottery or other random method.

Proposed Attendance list:

Each year Compass Public Charter School 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 Compass will designate admission preferences applicable to each prospective student. The columns will designate “A” for returning preference; “B” for founders preference; “C” for sibling preference, with a corresponding cross-reference to each of the siblings of the prospective student; “D” for transfer students from other qualifying charter schools; “E” for attendance area preference; and "F" column for students outside of the attendance area.

Equitable Selection Process:

If the initial capacity of Compass Public Charter School is insufficient to enroll all prospective students, or if capacity is insufficient to enroll all prospective students in subsequent school years, then Compass will determine who will be offered admission to Compass by conducting a fair and equitable selection process. That process will use a randomized method for identifying the draw order for the grades and for all student applications. The method will be transparent and follow a clearly defined process. Compass will be using the randomized method in an effort to increase the accuracy of the data and reduce the amount of time required to perform the lottery.

Final Selection List:

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

Notification and Acceptance Process:

1. Within seven days after conducting the selection process, Compass Public Charter School 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 Compass Public Charter School. The offer letter must be

signed by the student's parent or guardian, and returned to Compass by the date designated in the offer letter from Compass.

2. Within seven days after conducting the selection process, Compass Public Charter School 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 perspective 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.

3. 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.

4. If a student withdraws from Compass Public Charter School 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 Compass Public Charter School is not sufficient to enroll all prospective students during the next subsequent school year, then a new equitable selection process will be conducted by Compass Public Charter School 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 CPCS 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.

Maximum Enrollment

The maximum number of students who may be enrolled in the school shall be 1300 students. The Compass board of directors will establish grade-based enrollment caps annually in advance of the school's application deadline. For purposes of the enrollment selection process, the Compass board of directors will establish overall and per-grade enrollment caps on an annual basis. The board will set these caps no later than two (2) months before the school's request for admission/application deadline and will post them on the school's website within five (5) days of the vote that establishes the annual caps.

Student Handbook

An annually updated student handbook will be made available both in hard copy and on the school website. The handbook will include general school information, a summary of discipline policies, attendance policies, dress code, etc.

Policy of Internet Safety

CPCS has adopted a Policy of Internet Safety for minors that include the operation of a technology protection measure with respect to any of its computers with Internet access and that protects 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.

TAB 8

Marketing Plan

Prospective students of Compass Public Charter School will be given the opportunity to enroll regardless of race, color, national or ethnic origin, religion, sex, social or economic status, or special needs. The primary attendance area shall be aligned to the boundaries of Meridian Joint School District No. 2.

Compass Public Charter School plans to begin with an initial student body of 236 students in kindergarten through seventh grade. Eighth grade will be added the second year.

Advertising and Promotion Plan: Ref. Idaho Code 33-5205 (3) (s)

According to Idaho Code, all advertising and promotion processes for CPCS will include the dissemination of enrollment information, printed in both English and Spanish, at least three (3) months in advance of the enrollment deadline established by the public charter school each year, to be posted in highly visible and prominent locations within the area of attendance of the public charter school. In addition, CPCS shall ensure that such process includes the dissemination of press release and/or public service announcements, to media outlets that broadcast within, and/or disseminate printed publications within, the area of attendance of the public charter school; CPCS will ensure that such announcements are broadcast and/or published by such media outlets on not less than three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year. Finally, such enrollment information shall advise that all prospective students will be given the opportunity to enroll in the public charter school, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

Advertising for Compass Public Charter School may actively recruit students for enrollment using, but not limited to, the following methods:

- Advertising with elementary and middle schools located within the target area using flyers upon administrative approval.
- Compass Public Charter School website that will introduce the Compass Model, and other information about the school.
- Brochures promoting the curriculum and methods used at Compass Public Charter School.
- Public informational meetings about Compass Public Charter School held in accordance with Idaho Statute §67-23.
- Tours of the school arranged for all interested persons.
- Other methods that may include: news releases, radio, television, newspapers, news conferences, and newsletters.

Transportation

CPCS has contracted with Brown Bus to provide transportation services within the primary attendance area as finances allow. Transportation services provided by CPCS will comply with applicable statutes that require transportation services, including Idaho Code 33-1006, 33-1501 to 1514, 33-5208, and 67-2806.

Child Nutrition

The school nutrition program will operate in accordance with the National School Lunch Act and the Child Nutrition Act of 1996 as amended and applicable laws and regulations of Idaho. The school will offer varied and nutritious food choices that are consistent with the federal government's Dietary Guidelines for Americans.

The school will follow State policies for determining eligibility of students for free and reduced prices for meals, verification reporting, and record keeping before the implementation of such program. Any such policies shall be consistent with guidance from the State Department of Education.

Student Records

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