



A petition to create a public charter school in the Boise School District serving grades K-8 to open school year 2018-19.

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Physical Location: Within Boise School District

Enrollment will be available to all Idaho students within the primary attendance area of the Boise School District.

Non-Discrimination Statement: Future Public School does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. Any

variance should be brought to the attention of the administration through personal contact, letter, phone, or email.

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Tab 1 – Executive Summary, Vision, Mission, Legislative Intent

Executive Summary

Technology continues to change industry and daily life. Small teams and individuals now hold influence in the palm of their hand, influencing and changing the world. A negative review online can disrupt months of marketing. A social media post can sell out a product in minutes. Individuals can not only disrupt industry as consumers, but also in creation of new ideas. Human capital is the most valuable resource of the future, especially as that capital becomes more diverse, and diverse ideas come from diverse groups of people. With the increased importance of human capital, McKinsey and Co. estimates that the rise of automation will affect over 50% of current jobs.¹ People will need to work more nimbly, and collaboration, empathy, and critical-thinking are more important than ever. These are the facts that drive us at Future Public School.

How are we developing and nurturing our human capital in the area of our state’s capital city? Many classrooms are largely didactic and teacher-driven. Few schools exist that provide students the chance to individualize their learning in a future-focused pedagogy, preparing the skills necessary in a future automation and innovation economy. A rigorous curriculum of entrepreneurship, computer-science, engineering, and creative project-based learning can prepare students for this future - for college and a life of choice. When surveying the local area, however, these opportunities are largely missing, especially from a STEM point of view. Given the importance of the STEM domains for children's futures, as seen in part by recent legislation to identify some schools being STEM-certified, we will offer an important choice for families. The students we plan to serve currently have limited opportunities to access high quality STEM and computer science-based programs in their schools.

We live in a time of rapidly advancing computer-science and technology. Similar to the rise of literacy after the printing press, the advance of computer-science learning opportunities now makes a lack of literacy in code unthinkable. Joining computer-science curriculum together with our future-focused pedagogy, honing the capacity to collaborate, create, communicate, and critically think, will prepare 100% of our students for this rapidly changing future. It will also prepare 100% of students for college and a life full of access and choice.

¹ <http://www.mckinsey.com/global-themes/digital-disruption/harnessing-automation-for-a-future-that-works>

A future-focused pedagogy encompasses STEM as well as critical soft-skills that lead to long-term success in life. Building character strengths in areas of social intelligence, grit, gratitude, curiosity, optimism, and zest prepares students for life just as profoundly as mathematics and literacy.

In this rise of technology it is also important to consider restructuring time and space in school. According to Dr. Paul Reville of the Harvard School of Education, the average k-12 student will only spend about 20% of his or her waking hours in school.² This is true in Idaho. K-6 students attend school for approximately 1,144 hours per year vs. 5,840 total waking hours.

For all students, but especially our most vulnerable, underserved students, this may not be enough. Vulnerable students do not always have the option for extracurricular supplemental learning activities, and summer slide may hamper and delay learning. In the Boise Independent School District, economically disadvantaged students were proficient or advanced on the most recent (2015-2016) math ISAT at rates of 30.3% compared to 60% non-economically disadvantaged students. For ELA, the rates were 39.8% vs. 73%.³ An extended school day and school year allows for extended learning opportunities while restructuring learning spaces, making them more flexible and individualized, will further drive forward student achievement. Partnering with community organizations such as the Boys and Girls Club to provide after-school programming expands flexible learning opportunities beyond the bounds of a typical school day.

Future Public School is a school of equity and access to opportunity. We work together to address inequities and help students achieve their highest potential through focused identity work and a commitment to the Anti-bias framework created by Teaching Tolerance. While many schools may seek to embrace a piecemeal approach to equity, ours, on the other hand, fully integrates a strong framework across content and curriculum. Our students are engineers of the future as well as engineers of society and community. 100% of our students are expected to achieve their highest potential, including being prepared for college acceptance and enrollment.

The school will reflect our surrounding community. Teachers understand the value of students from different backgrounds working together and help facilitate such opportunities to promote collaboration and teamwork. Our central location in the Garden City area serves multiple purposes. First, as one of the central areas of the surrounding population, it allows access to students from across the area. Secondly, the school will be located in a historically diverse area socioeconomically and racially. As we prepare for the future, we understand that more equitable opportunities for all students is something that must be addressed.

Vision

Developing engineers of the future and of our community.

² <https://www.gse.harvard.edu/ppe/program/education-redesign-building-new-model-all>

³ <https://apps.sde.idaho.gov/ReportCard/SchoolYear/22>

Mission

Future Public School equips students with the knowledge, skills, and character to succeed in college and the future world. We do so through a commitment to innovative STEM programming, equity, and individualization.

Measures of Success

The Board of Directors will evaluate the success of Future Public School against the following measures:

- School meets measurable proficiency outcomes as detailed in Tab 3
- 100% Future Public School alumni acceptance/enrollment in 2 or 4 year college
- 90% parent/family satisfied or very satisfied on semi annual parent survey
- 90% students satisfied or very satisfied on semi annual student survey
- 90% faculty satisfied or very satisfied on annual faculty survey
- 200+ community members attend quarterly student quest showcase nights

Community Need and Interest

The Boise School District has a current student population of 27,275.⁴ School districts have the challenge of keeping up with the pace of student population growth. From the year 2000 through 2014 school-age population of the Treasure Valley grew from 87,745 to 121,907. This school-age population is estimated to expand to 125,300 by the year 2019.⁵ Furthermore, the Hispanic population has more than doubled between 2000-2014, and is projected to expand to 26,700 in the region by 2019.⁶ Currently, 12 of Boise School District's 32 elementary schools utilize portable classrooms in order to provide enough space for each child.⁷ There is a need for more school buildings of choice in Boise; Future Public School can help address this challenge.

The Treasure Valley area and its surrounding mountains incubate a large number of technology companies. Technology will play an ever-increasing role in our local economy. Idaho Business for Education (IBE) conducted a survey of 466 employers from every corner of Idaho and the top degree area ranked by these employers for the future was Computer Science / Technology.⁸ At the same time, few educational opportunities to dive deeply into Computer Science and Technology exist, especially for low-income and less-privileged students. A future-focused curriculum will also enable students to build the future of Idaho. Communication, creativity, critical-thinking, and collaboration are elements demanded by the Boise community economy. The Boise School District recently implemented the AP Computer-Science course and 300 students enrolled. Demand in younger age students is even higher, with such relevant learning material.

Interest in charter schools is high in the region, as evidenced by the current wait lists throughout the area. For the 2015-2016 school year, Anser Charter School had a waitlist of 477 students and Sage

⁴ http://www.boiseschools.org/our_district/academic_statistics/demographics/enrollment/

⁵ U.S. Census, Nielson, and ECONorthwest - <http://www.bluum.org/treasure-in-the-valley/>

⁶ U.S. Census, Nielson, and ECONorthwest - <http://www.bluum.org/treasure-in-the-valley/>

⁷ <https://www.idahoednews.org/news/look-two-boise-elementary-schools-embracing-wrecking-ball/>

⁸ *Field Guide to Idaho Education Vol. 2*, https://issuu.com/jkaf/docs/idaho_ed_field_guide_v2

International had a waitlist of 757 students. Future Public School can provide another choice for families in the area of attendance.

Founding Team Leveraging Experience & Success

Future Public School brings together community-minded innovators and leaders in the education, public, and business world to accelerate the opportunities for students of the Boise area.

The founding Board of Directors provides in-depth experience in finance, engineering, law, operations, governance, education, community building, and leadership. It is the Board's aim to leverage these skills and expertise in order to provide another educational choice for Boise families.

Key Elements

Our success is driven by:

- *Innovative STEM Implementation:* We build upon the technological fluency students bring to school, incorporate STEM across the curriculum, expand learning opportunities, and heighten human potential.
- *Safe, nurturing, and flexible environments:* Neuroscience research reveals that students need physical and emotional safety in order to take risks and learn from successes and mistakes. The school is built around the student, with flexible learning spaces to accommodate learners of all types. With more time for learning and extracurricular activities, the school day is reimagined and our students never imagine missing a day of school.
- *Equity, identity, and access:* Increased access to high-quality education for all students is our goal. Building up and affirming the strengths of every student through relationships and restorative practices further creates an individual sense of purpose. Zip code or parental income should not determine student destiny. We build bridges and make community together.
- *High Expectations:* We expect 100% of students to be prepared to go to and through college. We partner with families to create a clearly defined plan to make this happen and measure our progress with data.

As we focus on the future, our optimism is boundless. We recognize the work to be done, but our relationships with the community and families thus far has clearly demonstrated what is possible. Our children build the future of Idaho today.

Legislative Intent

Future Public School's vision and mission highlight our adherence to the legislative intent of public charter schools (Idaho Code 33-5201), including the following:

1. Future Public School's STEM and equity approach increases learning opportunities for all students as we offer these choices through Idaho's public school system. Our model will implement proven instructional strategies, scientific materials, and staffing methods to

increase student performance. Student performance will be measured continuously in order to best enhance the learning process.

2. Future Public School expands the array of choices for parents and students in the Treasure Valley. Whereas no k-8 school in the Boise School District currently dedicates its curriculum and model to STEM and equity work, we provide a rare combination for parents and families to pursue.
1. Future Public School will be held accountable by a local governing board, families, and the authorizing authority to meet measurable academic outcomes, including the State of Idaho's academic standards.

Tab 2 – Proposed Operations

Legal Status

Future Public School 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 of Section 501(c)(3) of the Internal Revenue Code of 1986 (“IRS Code”), or the corresponding provisions of any future federal income tax code. Future Public School shall further be classified as a supporting organization under Section 509(a) IRS code, with Future Public School, a properly constituted 501(c)(3) organization under IRS code, as the supporting organization. In this document, Future Public School is the petitioning entity and is referred to as “Future.” Future Public School will apply to become its own Local Education Agency (LEA) and will be responsible for all programs, finances, reporting, and monitoring.

Articles of Incorporation

Future’s Articles of Incorporation may be found in Appendix A.

Bylaws

Future’s Bylaws may be found in Appendix A.

Proposed Operations

Future Public School will operate as a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act. It will be located in the Boise School District boundaries and enroll a diverse student population that reflects demographics of the surrounding school district. Future will operate under the leadership of the Board of Directors with the day-to-day operations managed by the school administrator. Future Public School will operate with a unique K-8 STEM educational approach guided by equity and access to opportunity.

Proposed Location: Primary Attendance Area

The school is planned to be located in Garden City within the Boise Independent School District area. Future Public School’s primary area of attendance will include the shaded portion of the attendance map found in Appendix D. From State St. and Glenwood St., south on Glenwood St. to Mountain View Dr., west on Mountain View Dr. to Milwaukee St., south on Milwaukee St. to Emerald St., east on Emerald St. to Cole Rd., south on Cole Rd. to W Overland Rd., east on W. Overland Rd. to S. Latah St., north on S. Latah St. to Americana Blvd., north on Americana Blvd. to Shoreline Dr., north on Shoreline Dr./27th St. to State St., east on State St. to Glenwood St. A total of approximately 10.9 square miles. Residents on both sides of the streets will be included in the attendance area. Based on census data as well as a recent research report, “Treasure in the Valley,”⁹ this area is an area with a large population of low-income, diverse students and families which would align with Future’s mission and vision to provide more equitable educational opportunities for all students.

⁹ <http://www.bluum.org/treasure-in-the-valley/>

The school may also draw students from the remainder of the Boise School District or from the West Ada School district provided students from the primary area of attendance do not enroll the school to capacity first. Boise School District recently passed bond elections to build more schools to relieve overcrowding.¹⁰ The Treasure Valley is growing rapidly and many families are seeking a new approach to education.

See Appendix D for a map of primary attendance area

Charter School's Potential Effects

With a strategic location in the Treasure Valley, one of the fastest growing areas in Idaho, Future Public School is poised to alleviate pressure on local schools. The population of school-age students in the Treasure Valley is projected to grow from 121,907 in 2014 to 125,300 by 2019.¹¹ This is after an overall student enrollment growth of nearly 12,000 between 2010-2015. By 2019 it is estimated there will be a net increase of approximately 9,000 households in the region earning less than \$50,000 per year, with half of those earning less than \$25,000. With this growing population of low-income students, it is critical that a high-performing, future-focused school option be available to better cater to our most vulnerable communities.

At the same time, demand for charter schools in the Treasure Valley exceeds the current capacity of existing charter schools. As of 2015-2016 there are 1,234 students on charter waitlists within the target school districts. Though there is likely overlap of students across various waitlists, there is also the question of access and opportunity, where many families are not properly informed about availability of charter schools. Given this notion, charter waitlists are likely smaller than they might be with amplified marketing and information.

Future's impact will likely be felt the strongest in the primary attendance area as well as the rest of the Boise School District. Enrollment and funding will reduce in the local district as Future draws students and families from these local schools, although the impact will be minimized as it coincides with the overall population growth of the region. In its first year of operation, and assuming all students come from Boise School District, there will be a reduction of 10.98 support units (assuming an ADA of 95%) with an estimated reduction of State revenue support to BSD of \$1,197,428 which is approximately .0089% of their State revenue support for FY 2016-2017 (\$134,979,193).

As Future provides full-day kindergarten to families at no cost, our model will also provide long-term benefits to the surrounding school district as students are further prepared for rigorous curriculum and success in high school and beyond. Future will work in cooperation with the district in the primary attendance area and regularly share enrollment information in order to assist the district in its enrollment planning.

Anticipated Enrollment

¹⁰ <http://kboi2.com/news/local/boise-school-board-votes-to-hold-1725-million-bond-election>

¹¹ <http://www.bluum.org/treasure-in-the-valley/>

Anticipated class size will not exceed 32 students per learning space, with the instructional staff-to-student ratio down to 1:15. Break-even enrollment for year one would be 200 students, which is slightly higher than the approximately 259 average opening enrollment number of nearby Treasure Valley charter schools. After kindergarten, classes may be comprised of students of several different ages and several academic grades. Enrollment caps are listed through the 2022-2023 school year. Max capacity enrollment will be 576 students. Demographics will reflect surrounding Boise School District demographics, as we will emphasize a diverse student and family recruitment process.

The enrollment table below reads as follows:

Column 1: Years of operation

Column 2: Total enrollment for the school for each school year

Column 3: Total kindergarten enrollment, including how many classes, and how many students for each grade.

Column 4: Total 1-3 grade enrollment, including how many classes, and how many students for each grade.

Column 5: Total 4-6 grade enrollment, including how many classes, and how many students for each grade.

Column 6: Total 7-8 grade enrollment, including how many classes, and how many students for each grade.

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Year	Total Enrollment	Kindergarten	1-3 Multi-grade classroom	4-6 Multi-grade classroom	7-8 Multi-age classroom
Year 1 2018-2019	256 Students	2 classes 64 students 64 - K	6 classes 192 students 64 - 1st 64 - 2nd 64 - 3rd	0 classes 0 students 0 - 4th 0 - 5th 0 - 6th	0 classes 0 students 0 - 7th 0 - 8th
Year 2 2019-2020	320 students	2 classes 64 students 64 - K	6 classes 192 students 64 - 1st 64 - 2nd 64 - 3rd	2 classes 64 students 64 - 4th 0 - 5th 0 - 6th	0 classes 0 students 0 - 7th 0 - 8th
Year 3 2020-2021	384 students	2 classes 64 students 64 - K	6 classes 192 students 64 - 1st 64 - 2nd 64 - 3rd	4 classes 128 students 64 - 4th 64 - 5th 0 - 6th	0 classes 0 students 0 - 7th 0 - 8th
Year 4 2021-2022	448 students	2 classes 64 students 64 - K	6 classes 192 students 64 - 1st 64 - 2nd 64 - 3rd	6 classes 192 students 64 - 4th 64 - 5th 64 - 6th	0 classes 0 students 0 - 7th 0 - 8th

Year 5 2022-20 23	512 students	2 classes 64 students 64 - K	6 classes 192 students 64 - 1st 64 - 2nd 64 - 3rd	6 classes 192 students 64 - 4th 64 - 5th 64 - 6th	2 classes 64 students 64 - 7th 64 - 8th
Year 6 2023-20 24	576 students	2 classes 64 students 64 - K	6 classes 192 students 64 - 1 st 64 - 2 nd 64 - 3 rd	6 classes 192 students 64 - 4 th 64 - 5 th 64 - 6 th	4 classes 128 students 64 - 7 th 64 - 8 th

Signatures of Qualified Electors

Signatures of at least 30 qualified electors of the proposed charter school are included in Appendix B.

Demand

Future Public School has garnered significant public support in advance of its opening. Over 50 students have participated in our first two pilot educational programs at the Boys & Girls Club Moseley Center and Meridian Center - the number of students was limited by capacity, but approximately 150+ students showed interest in participating. This summer Future will run a four-week, full-day, free summer learning program for approximately 35 students in Garden City. The summer learning program includes science, robotics, community-building, and reading combined with free transportation, meals, and field trips. A number of teachers and families have expressed interest in Future's model and ongoing community meetings as well as a free summer school pilot program will continue to expand our outreach efforts to the community. With over 330 active social media followers, Future continues to build connections with community members and organizations. Similarly, we have significant support from community organizations. Please see letters of support from the Executive Director of Boys & Girls Club and Garden City Developer, Parkway Station, in Appendix F. Please also find an attached student / family interest list under our support list in Appendix F.

We have been deliberate in our recruitment strategy and development of community partnerships, particularly given the priority of serving low-income, historically marginalized populations. The mission and vision of Future Public School has been received very positively with our developing partners, including: Head Start, the Vineyard Church, Catch Life!, Glocal, and the Idaho Office For Refugees. We anticipate these partnerships to be high-yield in terms of student recruitment and the services and support they can provide for our students and families.

Facilities

While facilities can be a challenge for charter schools in Idaho, Future is aware that a successful facility is crucial to school success and student learning. Given that Future will not have access to school district facilities, securing the best facility will be one of the more challenging pieces of the school's plan.

At its full operating capacity, Future will require approximately 35,000-40,000 square feet of space. Based on Future's flexible learning space, mixed-age model, Future will require more than the 850 square feet recommended size of elementary school classrooms recommended by the Idaho State School Facility Recommendations. Fully built out, Future will have:

- 18 learning spaces (classrooms), each approximately 1,000 square feet
- 5,000 square feet for multi-purpose use such as cafeteria, library, and gymnasium
- 4,000-5,000 more square feet for science labs and workshop areas
- 2,000 square feet administrative space
- 20% additional overall square feet for restrooms and circulation

In early years, the total space requirements reach between 34,000-35,000 approximate square feet, leaving approximately 5,000-6,000 square feet for future innovation. Future would like to secure a site with ample space as to accommodate this learning space and provide for parking and green/play space or secure a site with partnership opportunities to share underutilized space.

In evaluating the following options, Future carefully considered traffic flow, zoning options, and location in relation to target student market.

Option #1: Lease portables and then new facility at 511 East 43rd St., Garden City, ID

Our connections through Building Hope have shown high interest in purchasing the land located at this address. Representatives from Building Hope in Salt Lake City and Washington, D.C. have been to Garden City and Boise to tour the area and undergo talks and express interest with the owner about a potential purchase. The owner/developer has also expressed interest in selling to Building Hope. Once the property is purchased, Building Hope would also construct a building on site, which would then be sub-leased back to Future at a low rate (no more than 4% cap). Before construction would begin, Future would spend the first two years of operations working out of portable classroom units on the property, followed by construction and entrance of new building. (See Appendix I)

The Garden City location is centrally located in the primary attendance area and provides easy access for families across Garden City and Boise with its location near Veterans Parkway and Adams Street. Furthermore, it provides access to a diverse range of students located nearby throughout Garden City. The presence of a charter school in this area would align with the city's work to provide more opportunities for students, especially historically underserved students. The Mayor has shown support for the initiative to bring a new school to the area. As part of the Garden City's plan to increase access to opportunities, it has recently constructed a beautiful park and is a great supporter of the Boys & Girls Club Moseley Center.

The building would be finished and ready for the 2020-21 school year, ADA compliant, and have with over 42,000 square feet, plentiful bathrooms, an elevator service, and accessible entry points. This school building would become a part of a larger community hub through a partnership with the adjacent Boys & Girls Club, allowing students to participate in before and after-school learning opportunities. Future has an excellent relationship with the Boys & Girls Club and a shared agreement would take place, with the school utilizing the gym and cafeteria facilities of the Club during the day and the Club using Future's space to amplify its impact and serve more children after school. Safe/dedicated loading zones for students and families to be dropped off by bus or car are available, and parking is plentiful.

Potential challenges could be securing an agreement with the city of Garden City to utilize the adjacent public park for recess purposes and the transition from portables to fully built-out facility.

Option #2 Lease new facility at 511 East 43rd St., Garden City, ID contingent upon Albertson's funding

With the potential revenue stream of further grants from the Albertson's Family Foundation, a second option is to build the new building immediately and open 2018-19 in the new facility. Our connections through Building Hope have shown high interest in purchasing the land located at this address and building a new building right away. Once the property is purchased, Building Hope would also construct a building on site, which would then be sub-leased back to Future at a low rate (no more than 4% cap).

This second option emphasizes our school's commitment to the Garden City community and the partnership with the Boys & Girls Club. We believe that this location is the perfect location for a community hub, for organizations to partner together for the betterment of our entire community.

The building would be finished and ready for the 2018-19 school year, ADA compliant, and have with over 42,000 square feet, plentiful bathrooms, an elevator service, and accessible entry points. This school building would become a part of a larger community hub through a partnership with the adjacent Boys & Girls Club, allowing students to participate in before and after-school learning opportunities. Future has an excellent relationship with the Boys & Girls Club and a shared agreement would take place, with the school utilizing the gym and cafeteria facilities of the Club during the day and the Club using Future's space to amplify its impact and serve more children after school. Safe/dedicated loading zones for students and families to be dropped off by bus or car are available, and parking is plentiful.

Potential challenges could be securing an agreement with the city of Garden City to utilize the adjacent public park for recess purposes and the transition from portables to fully built-out facility. Another challenge would also be ensuring funding from the Albertson's Family Foundation.

Anticipated timeline for this second option includes the following steps:

- 07/19/17 - Garden City Planning & Zoning Commission meeting
- 08/15/17 – Building Hope closes on land purchase
- 09/18/17 – 10/13/17 – Permit in City

- 10/15/17 – Close on building purchase
- 11/01/17 – 07/28-17 - Construction

Future intends to comply with applicable state and federal guidelines as provided in Section 39-4130, Idaho Code, and the Americans with Disabilities Act. We will provide certification that facilities meet all requirements for health, safety, fire, and accessibility for those with disabilities. Future will also engage in regular inspections of the facilities for health, safety, and fire compliance - and provide copies of such reports upon request.

Administrative Services

School administrative services and operations will be provided by Future Public School's K-8 administrators and school leadership (state certification required). The Board of Directors will hire and evaluate said school administrator/leader(s). The Board will approve a job description and an evaluation plan for this position. The hired administrator will be responsible for carrying forth the mission and vision of the school. The administrator will recommend personnel for hiring to the Board and will conduct evaluations as well as provide professional development and coaching opportunities for staff. The administrator will be responsible for building a strong, positive school culture and climate, and will facilitate this by being present throughout the school, in classrooms, meetings, drop offs, and pick-ups. The school leader will also spearhead school-wide culture-building assemblies and special events. The administrator will be responsible to oversee the development of the curriculum, equipment, supplies, and technology. He or she will also supervise other administrative staff, including a business manager, office manager, clerk, and bookkeeper. These positions may be hired as part-time employees or contracted to other entities, with the exception of the office manager who will be required to meet time and place requirements consistent with contracting guidance provided by the Internal Revenue Service. One individual may hold multiple positions as the school builds enrollment.

The administrator may also contract for services related to accounting, legal services, and other contract services that may include transportation, special education, faculty training, and/or other budgeted expenses approved by the Board of Directors.

The Board of Directors will hire an independent auditor to conduct an annual audit of the finances and internal controls of Future. The auditor will provide a report to the authorizer and the State of Idaho as required by law. The report will also be kept as an open public record at Future.

See Tab 5 - Governance for additional detail on responsibilities and for the organizational chart.

Liability and Insurance

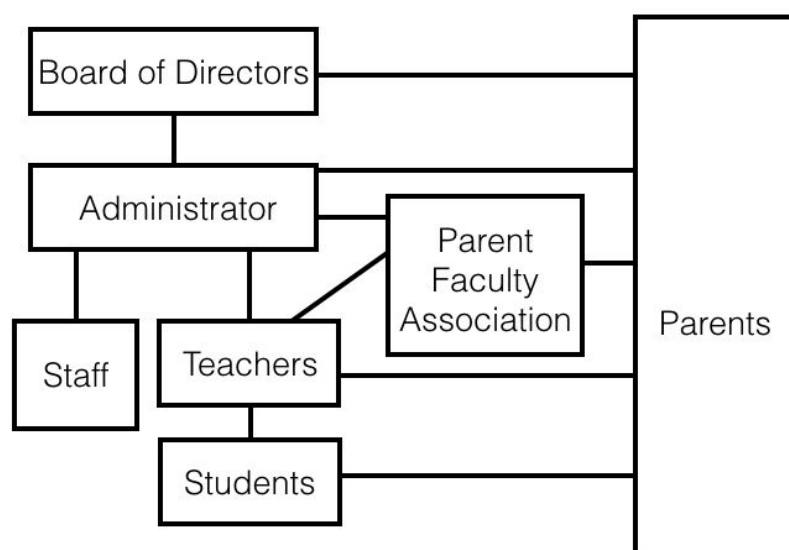
Future Public School will have the same responsibilities as any other public school in matters of civil liability. The Idaho Public Charter School Commission, Idaho State Department of Education, and Boise School District shall have no liability for the acts, omissions, debts, or other obligations of

Future Public School, except as may be provided in an agreement or contract between the authorizer and charter school.

To the fullest extent permitted by law, Future Public School agrees to indemnify and hold harmless the State of Idaho, the authorizing entity, or any other sending districts and their officers, directors, agents, or employees from and against all claims, damages, losses and expenses, including but not limited to attorney's' fees arising out of or resulting from any action of the school provided that such claim, damage, loss, or expense (a) is attributable to bodily injury, sickness, disease or death, or to injury or to destruction of tangible property including the loss of use resulting therefrom; and (b) is issued in whole or in part by any negligent act or omission of the school, any contractor of the school, or anyone directly or indirectly employed by any of them who may be liable, regardless of whether or not it is caused in part by a party indemnified hereunder. Such obligation will not be construed to negate, abridge, or otherwise reduce any other right or obligation of indemnity, which would otherwise exist as to any part or person described in this paragraph. No host, or receiving district, will be held liable for damages in an action to recover for bodily injury, personal injury, or property damage arising out of the establishment or operation of the school. Pursuant to Idaho Code 33-5204(2), the Idaho State Board of Education and the Idaho Public Charter School Commission shall have no liability for the acts, omissions, debts, or other obligations of this charter school, except as may be provided in an agreement or contract between the State and Future Public School.

Future Public School will procure and maintain a policy of general liability insurance, errors and omissions insurance, adequate property insurance, and directors and officers insurance, in the amount required by State law. Future Public School will have the same role as a public school in matters of civil liability. The appropriate insurance and legal waivers of all district liability will be obtained as required of other nonprofit users of district resources and facilities.

Organizational Chart



Tab 3 – Educational Program and School Goals

An Educated Person

An educated person is one that solves problems, manages failure, thinks creatively, communicates well, navigates collaboration opportunities, and thinks critically. In Eric Schmidt's book, *How Google Works*, he terms the kinds of people Google needs as 'smart creatives,'¹² implying that knowledge workers are becoming obsolete. An educated person must be able to solve problems intelligently and creatively. As we now enter the innovation age, an educated person not only learns and retains knowledge, but he or she must create and analyze new forms of knowledge.

An educated person is also agile. In our quickly changing society and economy, lifetime employment with a large corporation is increasingly unlikely. Adults will change jobs, industries, and fields multiple times within their lives. An ability to invent, iterate, pivot, develop new competencies, and be agile is evidence of an educated person.

An educated person considers and connects with the human experience. Empathy, kindness, and an open-mind are evidence of an educated person. According to recent research, income inequality in the United States is as high as it was during the Great Depression.¹³ An educated person works to proactively make society a better place for all to enjoy. In this sense, an educated person works for tolerance and equity, and seeks to build community.

An educated person stays true to his or her values and character strengths. Soft skills such as resilience, social intelligence, curiosity, zest, self-control, optimism, and gratitude provide pathways for success in life, and are signs of an educated person.

How Learning Best Occurs

Individualized

Research indicates that most lecture-based teaching contributes very little to real learning. Consequential learning takes place when applying knowledge to new experiences, testing assumptions, researching questions, and working on projects that inspire the individual student. As students pursue their own passions and interests, guided by teachers, true learning occurs. Each student grows at his or her own level and needs learning experiences based on said level.

Project-based

We agree with John Dewey that there exists a "fundamental unity in the idea that there is an intimate and necessary relation between the process of actual experience and education."¹⁴ Experiencing learning through questions and cross-curricular projects provides for tangible learning. As an educated person is a creative problem-solver, we provide many rounds of practice for our students.

¹² Wagner & Dintersmith. 2015. *Most Likely to Succeed*. P.27

¹³ Golden & Katz. (2008). *Race Between Education and Technology*, p.3

¹⁴ Dewey, John. (1937) *Experience Education*

This is especially true in the STEM fields of technology and computer-science. Teaching the theories of computer-science, technology, and engineering pales in comparison to actually creating and building projects. Learning through projects allows for development of soft skills such as collaboration, creativity, resilience, and curiosity. Composing cloud-based portfolios of student projects cements learning experiences and allows students to look back on specific key lessons learned.

Comfortable Environment

Learning best occurs in agile, adaptive environments where students are provided with choice. Natural light, ample space, and comfortable furnishings dramatically improve student academic outcomes. As more science and research pours into this aspect of education the findings all point to safe, comfortable environments as strong predictors of success. Students must also feel safe and cared for. As noted by Louis Cozolino, noted professor of psychology at Pepperdine University, “Brains grow best in the context of supportive relationships, low levels of stress, and through the creative use of stories.”¹⁵ A comfortable learning space allows relationships to grow, stress to remain at low levels, and creates an environment rich for storytelling and creativity.

Continuum

Learning is a lifelong process. Research into neural plasticity reveals the flexibility of the brain to mold itself and learn new skills regardless of age. As we prepare children for a life of learning, we understand that learning happens best at a child’s instructional level. This means arbitrary age groupings are not necessarily a key component of schooling. Flexible learning space with multi-age groupings helps students along this continuum of learning at their own pace.

Equitable

Learning best occurs when each child receives what he or she needs, factoring in socioeconomic status, race, immigration status, health, and special education services. We seek to provide each child with what he or she needs so that all our students are able to go to and through college. A high-quality education should be available to all students from all walks of life.

Educational Program and Goals

School Goals

School Goals	As Measured By
1. 90% of students growing 1.25-1.75 years in reading and math per year	1. Measured via growth tracked in NWEA MAP Assessment taken Fall, Winter, and Spring as well as through IEPs.

¹⁵ Cozolino, Louis. 2013. *Social Neuroscience of Learning*

2. 90% student, family, and staff satisfaction in learning journey	2. Measured via semi annual survey taken by students, families, and staff.
3. 100% student fluency in computer-science by 6th grade	3. Measured via ongoing student portfolio completion with PencilCode, Lego Robotics projects, CS-First student badges earned Scratch Awards, developing CS tools, and 6th-grade final coding quest.
4. 100% of students prepared for success in college and life	4. Measured via ongoing growth scores with NWEA MAP and I-Station ISIP. NWEA MAP scores are correlated with ACT scores and college admittance. Also measured via proficiency on Idaho state ISAT scores.
5. Safe, inclusive learning culture and environment.	5. Measured with ADA, school surveys, and semi annual poll.

Overview of Educational Program

Our students will be engineers of technology and society. They will engineer future computer and science solutions while also engineering ways to expand access to opportunity and justice for people of all backgrounds and walks of life. In our dynamic world of constant evolution, students must be prepared for a future of change. City University of New York professor and futurist Cathy Davidson has estimated that as many as 65% of the jobs our children will hold do not yet exist. We can no longer automate the education process and teach all children the precise facts and figures that prepare them for a 40-year career at a certain firm. We expand the vision of success projected out 10, 20, and 30 years by preparing students for a rapidly changing future.

Our expanded vision of student success includes preparing students for a life of constant agility, pivots, and iteration. Students will develop the social and emotional skills required to do so, including resilience, social intelligence, curiosity, creativity, critical thinking, and communication. They will also require guidance and a strong one-on-one mentor relationship. We develop these skills and prepare for such a life on a daily basis, making it the norm. Failure is not seen as taboo, rather it is a chance to learn and grow. Students are successful based on their ability to navigate problems, find solutions, and work together - not based on whether they receive an A, B, or C.

At the same time, we envision a future of equity and fairness, where we dismantle structures and systems of oppression. Students at Future will learn the nature of tolerance and acceptance, while also forming their own vision of justice for our community. They will create methods of action on a daily basis and seek to understand and embrace their own identity.

All proposed curricula are aligned and prepare students to meet and exceed the expectations of the Common Core State Standards, Idaho State Standards, and 21st Century Skills. Additionally, Future integrates and implements a Design-Thinking Framework, based upon Stanford University's model,

across all subjects. Students will be prepared to exceed the academic proficiency requirements for state (i.e. ISAT) and school (i.e. NWEA MAP) standardized testing.

A Day in the Life of a Future Public School Student:

We invite you to experience a day in the life of Nina, a future student at Future Public School, to more fully engage with our instructional model:

8:00 am: Nina, a first-grader at Future, arrives early to school. After eating breakfast, she excitedly heads to the Future Room, a large open learning space with a lot of choices, like a robotics and engineering area, comfy furniture to read books in, and laptops to work on various projects. Nina is excited to see her friends and Nina's parents are thankful for the free before and after-school program facilitated by the Boys & Girls Club!

9:00 am: A drum signals students to begin forming a circle in the middle of the Future Room. Students at Future begin each day with this meaningful ritual of a community circle. In this space they daily connect their learning and experiences to the equity standard of the day; today, Future students are talking about how to "... feel good about myself without being mean or making other people feel bad." After a few songs and affirmations, students break into their learning groups.

9:20-11:20 am: Nina spends the morning moving flexibly between several mixed-age learning spaces. During this time, she'll participate in a guided reading group, spend time discussing texts with peers, and she might find a comfy spot to read a favorite book or complete a new lesson on I-Station. Nina will then spend some time on a writing unit, creating a story about a topic she has chosen. All of these learning experiences are designed based on Nina's specific instructional needs. Before heading to lunch, Nina snaps a photo of her writing project and posts it on her digital portfolio using the Seesaw app.

11:20-12:20: At lunch, Nina enjoys a meal that Future students helped pick out! She then heads outside with her friends to play in the sunshine.

12:20-1:00: Nina joins her peers for their class Quest. She and her first-grade friends are helping to design Future's playground! They will need to research different playground equipment, learn about safety, and research the costs of different materials.

1:00-3:30: Nina spends the afternoon moving flexibly between several mixed-age learning spaces as they explore STEM subjects. During this time, she'll participate in a teacher led small group centered on core math concepts, independently work on I-Station Math, and collaborate with small group on a Lego Robotics project. Nina is growing in her understanding of what it means to be have a "growth mindset" and is excited to daily try new tasks. Nina's teacher leads a small group dialogue about what it means to be a designer, asking questions such as, "How do our actions impact others?" and "What steps can we take to design rules for a game that is fair for everyone?"

3:30-3:45: Future students return to a community circle to close out the day, sharing how they learned through their mistakes of the day and connecting shout-outs to Future's core values.

Student Programs

All students will participate in a workshop model academic program with the following:

- Daily mathematics, literacy (reading/writing), and Quest (science);
- A World Language program in Spanish, which incorporates cultural studies;
- Physical education 2x/week: Yoga/Pilates, Sports Skills & Taekwondo; classes switch every 12 weeks;
- Advisory 3-5x/week in addition to a weekly advisory team building session and a weekly grade-level assembly;
- Daily lunch and recess for all students; daily free play for kindergarten and first graders;
- Enrichment Class 2x/week: Music, Art, or Theater (switch every 12 weeks).

The calendars below represent the daily and weekly schedule for each student group (K, 1-3, 4-6, and 7-8). By providing an additional hour of daily instruction beyond the standard school hours of neighboring districts, students at Future will receive 180 additional hours of instruction, equating to roughly 22 additional days, or approximately one month, in school over the course of the year.

Kindergarten	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:15-8:30am	Homeroom				
8:32-9:42am	Rotation 1: A - Spanish, B - Math/Quest, C - ELA				
9:44-10:54am	Rotation 2: A - Math/Quest, B - ELA, C - Spanish				
10:55-11:30am	Social Centers	PE	Social Centers	PE	Social Centers
11:30am-12:00pm	Advisory Team-building	Advisory	Advisory	Advisory	Learning Lab
12:00-12:25pm	Lunch				
12:25-1:35pm	Rotation 3: A - ELA, B - Spanish, C - Math/Quest				
1:35-2:20pm	Enrichment	Social Centers	Enrichment	Social Centers	Advisory Assembly
2:20-3:00pm	Recess / Snack				
3:00-3:40pm	Learning Lab / Homeroom				
3:40-3:45pm	Dismissal				

1st -3rd Grade	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:15-8:30am	Homeroom				
8:32-9:42am	Rotation 1: A - Spanish, B - Math/Quest, C - ELA				
9:44-10:54am	Rotation 2: A - Math/Quest, B - ELA, C - Spanish				
10:55-11:30am	PE	Social Centers	PE	Social Centers	Learning Lab
11:30am-12:00pm	Advisory Team-building	Advisory	Advisory	Advisory	Social Centers
12:00-12:25pm	Lunch				
12:25-1:35pm	Rotation 3: A - ELA, B - Spanish, C - Math/Quest				
1:35-2:20pm	Social Centers	Enrichment	Social Centers	Enrichment	Advisory Assembly

2:20-3:00pm	Recess / Snack
3:00-3:40pm	Learning Lab / Homeroom
3:40-3:45pm	Dismissal

4th - 6th Grade	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:15-8:30am	Homeroom				
8:32-9:42am	ELA	ELA	ELA	ELA	ELA
9:44-10:54am	Math	Math	Math	Math	Math
10:55-11:30am	Enrichment	Advisory	Enrichment	Advisory	Advisory Assembly
11:30am-12:00pm		PE		PE	Advisory Team- building
12:05-12:35pm	Recess	Recess	Recess	Recess	Recess
12:35-1:05pm	Lunch	Lunch	Lunch	Lunch	Lunch
1:08-2:18pm	Quest	Quest	Quest	Quest	Quest
2:20-3:30pm	Spanish	Spanish	Spanish	Spanish	Spanish
3:32-3:45pm	Homeroom / Dismissal				

7th-8th Grade	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:15-8:30am	Homeroom				
8:32-9:42am	Math	Math	Math	Math	Math
9:44-10:54am	ELA	ELA	ELA	ELA	ELA
10:55-11:30am	Advisory	Enrichment	Advisory	Enrichment	Advisory Team- building
11:30am-12:00pm	PE		PE		Advisory Assembly
12:05-12:35pm	Lunch	Lunch	Lunch	Lunch	Lunch
12:35-1:05pm	Recess	Recess	Recess	Recess	Recess
1:08-2:18pm	Quest	Quest	Quest	Quest	Quest
2:20-3:30pm	Spanish	Spanish	Spanish	Spanish	Spanish
3:32-3:45pm	Homeroom / Dismissal				

Our Approach to English Language Arts Instruction:

While no subject exists within a vacuum at Future, specific reading curricula and methodology grow the skills and habits needed to master reading and metacognition, especially at the younger age levels. Beginning in kindergarten, and according to evolving levels of students, some students might participate in guided reading with teachers or assistant teachers while other students might practice fluency or engage in the online reading program I-Station. All students will participate in reading workshops developed by Fountas and Pinnell as well as Lucy Calkins. Reading workshops allow for student ownership as students read a variety of self-selected and teacher-selected books for an extended period of time. Students then make personal and textual connections as they construct meaning from the reading. An essential component of personalization in reading involves all students seeing themselves in the books that they read, both fiction and nonfiction.

All students will develop the routines and habits of successful reading and expand upon those skills as they grow older. In the lower grades post kindergarten, students continue building upon the

workshop model adding more depth and independent reading time as well as an increased focus on nonfiction science and technology areas. As students grow older, reading to learn is a habit, and we create space to read deeply each day. Cross-curricular projects require reading and synthesizing of academic research. Reading progress will be measured yearly with NWEA MAP assessment as well as the monthly I-Station ISIP assessment. These assessments will allow for personalization of learning by targeting each student's instructional level.

We also believe in the power of writing as one of the strongest forms of communication. Writing workshops build student writing capacity from kindergarten, where students spend 1 hour per day writing in independent writing, guided writing, and collaborative writing chunks. Students continue spending significant time writing through Fountas and Pinnell's writing workshop model. In mixed age groups 4-6 and 7-8, students approach writing through a scientific lens, both academic and real world. This includes research methodology, technical writing, and entrepreneurial writing.

Our Approach to Math Instruction:

At Future, we know that 100% of our students are "math people" and we teach accordingly - with a growth mindset. According to Jo Boaler, of Stanford University, teaching math with a growth mindset requires 3 primary techniques: 1.) Providing open-ended tasks, 2.) Offering a choice of tasks, and 3.) Individualizing pathways.

Future values depth over speed and we dive deep into mathematics through cross-curricular projects as well as Deep Learning daily math-focused time. Beginning in early grades, students develop number sense and fluency as they put these skills into mini projects. Students are given a short pre-assessment prior to a new topic of instruction, and then, based on the results, students are grouped into 4-5 groups ranging from students who are ready for enrichment, to students who need additional practice, to students who need small group re-teaching. Students work in these ability groups for a week or two, learning and practicing the skill(s) at the appropriate level. They then move forward with a project that may vary in length from one to six weeks. Students own the learning as they move forward through projects that solve problems or questions that are important to the student, especially as they pertain to engineering, computer-science, robotics, and technology. As students progress to the older age bands, projects become more complex and students will participate in the Invent Idaho statewide competition and other national events. 8th grade students will be prepared to take advanced math courses in high school such as geometry, algebra, trigonometry, and calculus. Students will navigate their personal journey through math with an ongoing online portfolio. A high degree of accountability is present as we hold exhibition nights on a quarterly basis, inviting family and friends to explore and inspect student work.

Cross-curricular projects will be enhanced with online math curriculum via I-Station, Khan Academy, and I-Station Math. Students will be assessed monthly in math progress through I-Station, 3 times per year with NWEA MAP assessments, and at the end of every project (via rubric).

Our Approach to Science Instruction:

In science, Future students grow inquiry, discovery, innovation, and creativity through real world projects and individualized pathways.

Future values depth over speed and we dive deep into science through cross-curricular projects. Beginning in early grades, students develop familiarity with scientific inquiry and critical thinking strategies as they put these skills into practice via STEM Quest projects of varying length. Projects may be as short as two weeks, or as long as 9 weeks. Students own the learning as they move forward through projects that solve problems or questions that are important to the student, especially as they pertain to engineering, computer-science, robotics, artificial intelligence, virtual reality, and other emerging technology. Younger students will participate in the Jr. First Lego League and interweave story telling with science as they engage with StoryStarter. As students progress to the older age bands, projects become more complex and students will participate in the Invent Idaho statewide competition, First Lego League (older students), and the First Tech Challenge. Projects involve students finding a problem they are passionate about, building a dataset to examine the problem, and then using the dataset and science to solve it. Students will navigate their personal journey through science with an ongoing online portfolio. A high degree of accountability is present as we hold exhibition nights on a quarterly basis, inviting family and friends to explore and inspect student work.

Cross-curricular projects will be enhanced with online science curriculum via STEM 101; Engineering is Elementary (from the Museum of Science, Boston), and teacher-curated projects. Students will be assessed monthly in science at the end of every project (via rubric).

Academic and Nonacademic Outcomes:

Academic outcomes measured primarily focus on individual student growth based on each student's instructional level. Reading growth outcomes will be measured via I-Station monthly ISIP and three times yearly via NWEA MAP Assessments. Math growth outcomes will be measured via I-Station, Khan Academy, and I-Station Math. All outcomes will be aligned with and inform the Idaho State Content Standards.

Performance-based measurement will be a hallmark of Future. Student projects will be recorded digitally with photos and videos and uploaded along with a performance-based evaluation. Project outcomes will be measured with the Stanford Center for Assessment, Learning, and Equity's (SCALE) cognitive skills rubric. State proficiency in math, reading, and science will be measured with the Idaho Common-Core aligned ISAT exam.

Non-academic outcomes will also be measured with the SCALE rubric, including collaboration, communication, and creativity of ideas. In addition, each week every student will have a coach meeting with a teacher. During the coach meeting, teachers will guide students through personal goals and plans for the student, and track progress toward goals based on student priorities. We will measure soft skills such as resilience through the Angela Duckworth Grit test on an annual basis. Holding every student to high expectations for success builds confidence and a personal narrative of academic success. The coach meeting also provides time for positive relationship building so that every student has a firm level of support from an adult in the building.

Furthermore, Future limits excessive homework due to homework's promulgation of inequity. Instead, Future focuses on core academic work during school hours and encourages every child and family to pursue play and reading outside of school, building social-emotional connections and a connection to reading for pleasure.

Our Approach to Diversity, Equity, and Inclusiveness

At Future Public School, we seek to build a community in which all voices and contributions are valued and there is shared access to resources and opportunities – we believe that diversity, equity and inclusiveness do not happen by chance; they require explicit design and innovative approaches. Our foundational belief is that every individual in our community brings unique perspective, experiences, and talent, and we clearly define equity within our mission and core values. In pursuit of creating this community, we ascribe to several principles of the National Equity Project:

We hold an equity imperative. We articulate clear, ambitious goals, while also acknowledging the reality and roots of structural inequity. We understand the shared fate of all people and communities, and commit to target strategies and resources so that students furthest from opportunity can reach their goals – no matter how wide the current gaps.

We foster a culture of inquiry and innovation; a community in which all stakeholders manifest a spirit of curiosity and questioning, rooted in a growth mindset. We encourage our community to take risks, explore ideas, experiment, and innovate. Diversity of voice and perspective makes our community stronger.

We believe in learning partnerships. These partnerships permeate our community as we strive to establish trusting relationships, knowing that these relationships will accelerate the learning for both adults and children. Learning is personalized in the service of shifting power dynamics and building alliance toward mutually agreed upon goals. We embody a shift from “I” to “We” and believe that true inclusion is reached through collective wisdom.

We achieve equity through instruction and do so by applying a lens of instructional improvement and data to inform all decisions. A compelling, shared vision of rigorous pedagogy shapes this lens. Our use of Teaching Tolerance’s Anti-Bias Framework of Identity, Diversity, Justice, and Action, are not separate or additional to our core curricula, they are the foundation.

We believe in reconciliation and peacemaking as an antidote to oppressive discipline practices, unhealthy team cultures, and broken communities. We view restorative justice practices as our pathway to a more whole and healthy school community. Student choices or behavioral challenges will not limit or take away from learning time. Instead, we take the opportunity of a wrong choice to implement restorative practices that allow for community building, keeping all our children in school 100% of the time.

Additional Resources that Inform our Instructional Model:

While we do not intend to seek certification from the International Baccalaureate program, we see deep value in creating a similar framework at Future that includes habits of mind and a learner profile. As part of this framework we include additional components of KIPP’s character education values, as well as mindset tools from Stanford’s YouCubed.

Teaching Tolerance’s Anti-Bias framework is our pathway to building social and cultural consciousness in our students. These standards span across our core academic curriculum and also inform our restorative approach to school discipline and community building. We incorporate Next

Gen Learning's comprehensive tools, such as their Global Equity Rubric, to support our design of equitable learning conditions.

Additional programs such as Design For Change, and resources from the Y-Combinator Startup Library and Stanford's d.school, inform and shape our approach to building the skills of design-thinking and entrepreneurship within our students.

Many key elements of our school design come from our learning and relationship with the Charlotte Lab School, founded by Dr. Mary Moss Brown. Our student project/quest initiative is borrowed from their model, as is our commitment to innovative uses of learning space and time (i.e. daily and yearly school schedule).

From our collective experience working in KIPP schools, we bring a strong commitment to character strengths and habits of learning. Schools such as High Tech High and North Idaho STEM Charter School inform the future-focused STEM pedagogy we embrace. Schools like Beaver Country Day, KIPP, and Roses in Concrete Community School are informing our commitment to diversity and success for 100% of students.

Our Unique Approach

We are most excited about our unique approach and integration of STEM and equity. Imagine entering a learning space where 30 primary age students work together in small groups to plan and construct a bridge using their understanding of mechanical engineering and physics. As they construct the bridge they are able to incorporate design and artistry, and you hear students asking each other questions such as, "What do you think about this idea?" "How can we solve this problem together?" and "Let's generate some solutions!" They begin to prepare a presentation together using Google Slides, as next week they'll share their design with their peers and families. As part of their presentation they'll talk about the mechanics of their bridge, as well as what they've learned about themselves, and strategies to build bridges with people who are alike, and different, from them.

Future aspires to be a school in which every student experiences this type of learning - learning that grows their mind, their understanding of self, and ability to work in community with others. We believe this is necessary if we wish to prepare a generation of students that are not only ready to compete in a future job market, but also prepared to engineer the future of society.

Future Public School is founded on the belief that schools must adequately provide space for children to learn, develop, and prepare for a bright future. As such, it is Future's goal to bring an innovative curriculum and educational program to the Treasure Valley area of Idaho. Currently, STEM components are found in schools throughout the Treasure Valley - for example in STEM-designated school in Meridian. All elementary schools in the Boise School District participate in the Hour of Code each year, which might be the extent of computer-science education at the lower school level for students. No school combines STEM and equitable access to high educational opportunities in this unique model that creates engineers of the future and engineers of society.

Education Thoroughness Standards

1. **Standard A:** A safe environment conducive to learning is provided

Goal: Maintain a safe learning, teaching, and working environment that promotes positive learning and sense of identity.

To achieve this goal, Future will:

- Implement and promote a school-wide culture of character strength development that promotes self-confidence and respect for others.
- Provide a safe, welcoming facility that meets all required city, state, federal, health, accessibility, safety, fire, and building codes for public schools, and is inspected as required to ensure the safety of students and staff.
- Establish guidelines for physical safety, including fire, evacuation, and lockdown drills. More guidelines include, but are not limited to methods for reporting unsafe equipment, checking students in and out of school, notification of school closures, emergency information, staff monitoring, supervision of student activity during the day, after-school program requirements, and staff communication.
- Establish, publish, and enforce policies that define acceptable and unacceptable behavior for students and staff, including weapons, violence, gangs, and use or sale of alcohol and drugs.
- Establish and promote a school-wide restorative practice behavior intervention system that is comprised of practices and systems for establishing positive behavior and relationships throughout the school.
- Create and enforce a technology use agreement for students and staff that prohibits the use of technology for harassment, cyber-bullying, or other unsafe behaviors.
- Provide ongoing professional development opportunities for staff in regards to anti-bullying / cyber bullying prevention techniques and skills to promote the importance of building strong relationships inside and outside of the school.

2. **Standard B:** Educators are empowered to maintain classroom discipline

Goal: Build a restorative community of engaged learning that focuses on responsibility, independence, and social intelligence.

To achieve this goal, Future will:

- Establish ongoing professional development in restorative behavioral practices that create a safe, positive, and affirming school culture and climate.
- Create and follow staff and student handbooks outlining a code of conduct, clear expectations for acceptable behavior, and systems for managing behavior detrimental to student learning and success.
- Teach school-wide character strengths and leverage these strengths within the school culture to foster positive student behavior.
- Establish a rich, joyful, engaging curriculum that intrigues student curiosity at such a high level that behavioral incidents are minimized.

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

Goal: Provide opportunities for students to develop and express valuable character strengths within and outside of the school walls so as to best prepare for college and beyond.

To achieve this goal, Future will:

- Infuse character strengths throughout academic and extracurricular programming.
- Establish and follow guidelines for adults to model strong character development.
- Leverage multi-age groupings to allow for older students to model strong character development for younger students.
- Collaborate with parents and families to encourage fostering of character strengths at home.

4. **Standard D:** The skills necessary to communicate effectively are taught

Goal: Infuse students with future-focused skills necessary to succeed in innovation economy, including presentation skills, visual communication, empathy, collaboration, reading, and writing.

To achieve this goal, Future will:

- Establish a strong love of literacy at an early age - students will read and write daily.
- Provide opportunities to practice presentations - all students will present projects and inventions on a frequent basis.
- Build a culture of collaboration between teachers that trickles into students actively seeking to work together.
- Provide access to high-quality project-based learning opportunities that teach a range of communication skills.
- Provide in-depth rubrics to facilitate student feedback regarding communication skills

5. **Standard E:** A basic curriculum necessary to enable students to enter academic or professional technical postsecondary educational programs is provided.

Goal: Develop college-ready innovators equipped with necessary tools to be successful in the world of tomorrow.

To achieve this goal, Future will:

- Provide a challenging range of academic programming that implements and expounds upon the Idaho Core Standards.
- Provide rich computer-science and technology learning opportunities that focus on iteration and creative problem solving.
- Establish plentiful music, arts, and physical education integration into the overall learning experience of each child.
- Provide a holistic health curriculum as required by Idaho state law.
- Heavy emphasis on science and engineering will also incorporate conservation and environmental science learning opportunities.
- Provide ongoing professional development opportunities in best learning practices, methods, and materials for all staff.

- Provide ongoing family learning nights, which focus on helping families navigate the complex and long process of aiming for college graduation.

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

Goal: Future-focused pedagogy and curriculum will prepare students for a bright future in a demanding world filled with innovation, constant change, and flux.

To achieve this goal, Future will:

- Provide a strong foundation in the basic subjects of education such as reading, writing, mathematics, science, social studies, computer-science, and technology.
- Enhance academic learning with development of soft skills known to be critical for adult success, such as resilience, gratitude, social intelligence, curiosity, zest, and optimism.
- Provide deep access to learning opportunities with technology, engineering, computer-science, and other future-focused elements preparatory for access to high-demand work opportunities.
- Enable students to practice the skills necessary for adult success, such as collaboration, critical thinking, communication, and creativity throughout project-based learning.
- Create an atmosphere of personal responsibility and independence where students take care of themselves, others, and their surroundings.

7. **Standard G:** The students are introduced to current technology

Goal: Provide students with opportunities not just to interact with technology, but to utilize and shape it to solve problems, create new inventions, and find new knowledge.

To achieve this goal, Future will:

- Constantly stay afloat of current and future technologies and seek to introduce said technologies into the school environment for the use of students.
- Utilize technology to enhance personalized learning opportunities - each student will be able to work at his or her instructional level thanks to advances in technology.
- Implement project-based learning opportunities incorporating computer-science, allowing students to find solutions to problems via computer-science.
- Technology and media literacy are core components of instructional vision and teachers will receive ongoing professional development in best instructional methods for carrying forth this vision.
- Students will be taught computer coding, robotics, 3D printing, circuitry, computer construction, visual monitor construction, web development, and other computer-science skills.

8. **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 skills, empathy, and other attributes necessary to become innovators and leaders in the community as well as on a global scale.

To achieve this goal, Future will:

- Build empathy and understanding through cultural assemblies and celebrations, field trips, and projects to find solutions to problems/questions in the community.
- Enable students to understand the interweaving network of the human experience, economics, relationships, education, and health.
- Provide extensive learning opportunities with legislation, law-making, Constitutional studies, and other governmental issues.

Special Education

Future Public School recognizes the individual learning quest of each student and supports the rights of each student in his or her journey. Future will serve all students with different cognitive abilities. This will include: English Language Learners (ELL), students with intellectual disabilities and Autism, and Gifted and Talented Learners. Each student will receive equal access to educational opportunities; no student shall be excluded from Future or referred to surrounding schools due to unique needs. Future plans to hire a special education teacher and Para professional dedicated to special education needs in its first year. Future will implement best practice, research-based special education curriculum and instructional materials specific to each child's needs. These range from oral language programs to reading phonemic sequencing to building math concepts and fundamental writing skills.

Future's Board of Directors will adopt the 2016 Idaho Special Education Manual with all subsequent revisions. Special education policies and procedures will be developed and implemented in accordance with the mandates of the Individuals with Disabilities Education Act (IDEA), other federal laws, and Idaho state laws. The Idaho Special Education manual will also be used for identifying, evaluating, programming, developing Individual Education plans (IEP), planning services, discipline, budgeting, and providing transportation for special needs students, as necessary.

Future will plan and budget to hire or contract with highly qualified special education teacher(s) who meet Idaho state requirements for its opening year and beyond. Future will also seek out physical facilities that are truly accessible to permit access to students with disabilities. All special education personnel will be selected, hired, trained, and in the classroom by the first day of the school year.

Future will establish and put forth an ongoing Child Find system to locate, identify, and evaluate students suspected of having a disability and who may need special education, regardless of the severity of the disability. The Child Find system will similarly serve to increase public awareness of special education programs and to advise the public of the rights of students. This will be done through newsletters and emails sent home, available information on the school's website, registration materials, and throughout social media.

Future will follow the three-step process as outlined in the Idaho Special Education Manual to determine whether or not a student requires special education services:

1. The school will locate students by establishing and implementing an ongoing Child Find system, which will include referrals by parents, school staff, etc. An individual will be appointed to coordinate the development, revision, implementation and documentation of the Child Find system.
1. Future's Child Find system will publicize and ensure that staff and constituents are informed of the availability of special education services through information included in staff orientation, on the school's website, in registration materials, and through the use of various social media.
2. Future will conduct a thorough and comprehensive evaluation for students referred to determine if the student qualifies for special education services under the Individuals with Disabilities Act. Future will adhere to the guidelines and timelines outlined in the Individuals with Disabilities Act and the Idaho Special Education Manual. As outlined in the Idaho Special Education Manual, an evaluation team, which includes (at a minimum) a special education teacher, a general education teacher, a district representative, the student when appropriate and the parent and/or adult student, will review the information from the comprehensive evaluation to determine the student's eligibility for special education. These sources include, but are not limited to, general education interventions, formal and informal assessments, and progress in the general curriculum, and will also include any and all referrals by parents and/or other adults including teachers, counselors, or other school professionals as outlined in the Idaho Special Education Manual.

As noted in the guidelines and timelines provided by the IDEA and Idaho Special Education Manual (2016), an evaluation team including a minimum of special education teacher, a general education teacher, an administrator, the student (when appropriate), and the parent and/or adult student will meet to review the information from the comprehensive evaluation to determine the student's eligibility for special education. These sources include, but are not limited to, general education interventions, formal and informal assessments and progress in the general curriculum. They will also include any and all referrals by parents and/or other adults including teachers, counselors, or other school professionals as outlined in the Idaho Special Education Manual.

When it is determined that a student is not making adequate academic progress, the team will create a Response to Intervention (RTI) plan. The comprehensive program used will be as recommended in the Idaho Special Education Manual. This comprehensive, general education-led program will consist of the core components of problem identification, problem analysis, applying researched-based intervention and progress monitoring to determine student response to the scientifically research-based interventions. Students who do not respond adequately to the RTI program may be considered for a referral to a special education evaluation.

If, during the evaluation process, the multidisciplinary team determines the need for an evaluation by personnel not directly employed by Future Public School, such as a speech therapist, occupational therapist, school psychologist, or other required expert, such evaluations will be contracted by a private provider. If the student qualifies for special education services, and the subsequent Individualized Education Plan (IEP) requires the need for contracting with personnel not directly

employed by Future Public School, then the school will contract with the appropriate service providers to provide IEP-related services.

Individual Education Plans

A qualified special education teacher will be responsible to monitor Individual Education Plans (IEPs) and supervise the implementation as written. A special education teacher will provide services in an inclusion or a pullout model depending on the degree of accommodation necessary to meet the student's needs. These services will be delivered by a special education teacher or licensed provider, with supporting Para educators as allowed by the IDEA and the ESEA. The special education teacher will consult with the general education staff to utilize effective classroom accommodations, adaptations, and modifications.

The continuum of settings and services will be provided at Future, including general education classes, resource classes, and provisions for supplemental services, such as resource services, itinerant instruction provided in conjunction with the general classroom, classroom aides, replacement curricula, behavioral supports, etc.

Future will provide, as needed, supplementary aids and services such as resource services and itinerant instruction, adaptations, assistive technology, extended school year, replacement curricula, behavioral supports and transportation (even if others are not transported), for special education students when the student's IEP requires it as a result of the multidisciplinary team decision.

In determining appropriate settings and services for a student with a disability, the IEP team shall consider the student's needs and the variety of alternate placements and related services available to meet those needs. Future may contract with private providers for the provision of related services. Services may be provided by a licensed therapist, who may use a Para educator for support. In the rare event that the IEP team determines that the student's academic needs cannot be met onsite, Future may contract with other agencies to provide those services.

For all special education students, Future will develop, review and revise IEPs in accordance with state and federal laws. Future will adhere to the IDEA Procedural Safeguards and FERPA to assure protection of student and parent rights to a free, appropriate public education, including the confidentiality protections and the special services referral process. These rights are provided under the IDEA; the Elementary and Secondary Education Act (ESEA), reauthorized as the No Child Left Behind Act (NCLB); and Section 504 of the Rehabilitation Act relating to personally identifiable information in student special education records. These statutes also provide for the right to review and inspect records.

In addition, Future will ensure access to charter school programs and activities, as required by the Americans with Disabilities Act (ADA) and the Family Education Rights and Privacy Act (FERPA). Future's building plan will permit access by students with disabilities. The school will provide transportation for special education students when the student's IEP requires it as a result of the multidisciplinary team decision.

Child Find

Future will form a Child Assistant Team (CAT), a problem-solving team consisting of teachers, administration, and educational specialists to problem-solve for students identified through the RTI process and/or parental input as students not meeting Idaho Core Standards or the Idaho Early Learning Guidelines. The team will use a problem-solving process to plan accommodations and interventions within the general education classroom to ensure that referrals to consider a special education evaluation are appropriate. Data will be used to evaluate the effectiveness of alternative strategies and interventions. The student's linguistic and cultural backgrounds will also be considered in identifying needs and appropriate strategies. Following the problem-solving process, students suspected of having a disability will be referred to consider special education services.

Discipline

Future will use evidence-based, restorative programming and curricula when working with students with disabilities who need supplemental or replacement curricula. Future will follow the guidelines provided by the IDEA and Idaho Special Education Manual in regard to the disciplining of a student protected under the IDEA. This will include the consideration of a Functional Behavior Assessment and subsequent Behavior Intervention Plan when the special-education multi-disciplinary team identifies that the behavior of the student impacts his or her learning or the learning of others. When the Behavior Intervention Plan is required, it will be developed with Positive Behavior Interventions and Supports. If the IEP team determines that such services are needed, they must be included in the IEP and must be implemented.

When required in accordance with the IDEA and Idaho Special Education Manual, the special education multi-disciplinary team will conduct a Manifestation Determination to establish whether or not the misconduct of a student with a disability was: (1) a demonstration of the disability, that is, an inability to understand impact and consequences or an inability to control behavior; (2) the result of an inappropriate placement; and/or (3) the lack of provision of services consistent with the IEP and placement.

Students with disabilities who are subject to disciplinary actions are entitled to all of the due process rights afforded students without disabilities under Idaho Code 33-205 and state and local policies. In addition to these rights, the IDEA provides special education rights and additional discipline procedures to a student with a disability whom the district is removing from his or her current educational placement. Students with disabilities who have been suspended or expelled for more than ten (10) consecutive or cumulative school days in a school year retain the right to a free appropriate public education (FAPE).

Non-Discriminatory Enrollment Procedures

Future will not deny enrollment to a student with a disability because of that student's need for special education or related aids and services. All appropriate services will be provided for students with disabilities who meet the federally established eligibility criterion for such services. Enrollment policies described elsewhere in this charter petition are consistent with the mission of Future and civil rights requirements. The non-discriminatory policy will be stated on the school's website, applications, advertisements, etc.

LRE Requirements

Future utilizes methods of inclusion and cooperative teaching to allow all students to achieve their full potential. Future will provide special education and related services to eligible students in the Least Restrictive Environment (LRE), educating students with disabilities with their non-disabled peers to the maximum extent appropriate. Where necessary as a least restrictive environment, additional specifically allocated space in the school may be provided for students with special requirements not adequately met in the assigned learning space to meet their educational needs.

Services will be determined according to the guidelines detailed in the Idaho Special Education Manual. Students found to be eligible for special educational services will receive required services in the following manner:

- Instruction for students with disabilities and the monitoring of that delivery of instruction will be provided by qualified school staff. Instructional services will follow the IEP and will be provided in the least restrictive environment as determined by the student's needs.
- If necessary, Future will contract with a private provider for the provisions of other related services, such as speech and language, occupational, and/or physical therapy as outlined in the IEP.
- Other related services may include positive behavior interventions, adaptive technologies, extended school year, or a further variety of educational environments.

Transfer Students

Students transferring from an Idaho school district with a current IEP shall be provided with FAPE (Free and Appropriate Education). This includes comparable services to those described in the previously held IEP. Likewise, students transferring from an out-of-state district with a current IEP shall be provided with FAPE, including services comparable to those described in the IEP. In consultation with the student's parents, the evaluation team at Future will conduct an evaluation if it is determined necessary and will develop or adopt and implement a new IEP based on Idaho eligibility criteria.

Gifted and Talented

Future will identify students possessing high-performing capabilities in specific academic, intellectual, leadership, creativity and visual/performing arts talent areas pursuant to Idaho Code 33-2003. The identification in each area will be by a variety of assessments outlined in The Best Practices Manual for Idaho Gifted/Talented Programs. Once identified, Future will implement a modification of curriculum to provide a challenging educational experience.

English Language Learners (ELLs)

Future Public School will apply the federal definition of English Language Learner (ELLs) as defined by Title III and IX of the ESEA. The school will use a home-language survey upon student's enrollment. The eligibility criteria (listed below) will be used for a Home Language Survey in order to

identify the primary home language other than English. Students for whom English is a second language will be assessed using the ELL placement test.

It is Future's goal to help students reach English proficiency in reading, writing, speaking, and listening. To accomplish this, English Language Learner students will take the ELL placement test upon registering, and parents will need to choose whether or not their child will participate in services. If the child enters the ELL program, an Educational Learning Plan (ELP) including curriculum, teaching strategies, academic goals, and assessment accommodations will be developed. ELP will be overseen by teachers certified in bilingual education. Due to the personalized nature of Future's academic programming, students will be supported across the curriculum. Future ELL students will use curriculum such as the Sheltered Instructional Observation Protocol and other EL instructional approaches. Additional ELL services may be provided on site or contracted out, depending on need.

Relevant Curriculum Based Measures (CBM) and the Idaho English Language Proficiency Assessment will be used to monitor student growth. Students who meet state recommended levels of proficiency on the Idaho English Language Proficiency Assessment or other assessments will be exited from the ELL program. Additionally, the program will be evaluated based on collected data and trends. It will be revised as necessary. Evaluation of the program will be based on tracking data on swiftness of intervention, type of intervention, and comparison with peers for student improvement; availability of resources; staff training; and viable sources of assistance.

The following is the ELL program eligibility criteria:

- Registration forms given to every student will include the mandatory questions to identify possible ELL students.
- Administration from Future will review the surveys and determine whether or not a student may be an ELL.
- If the survey comes back indicating that a student may be an ELL, the student will be given an English language proficiency screener test within 30 days of registration or within two weeks of entry into the school. This test will be administered by one of Future's certified staff members.
- If the student tests less than proficient on the English language proficiency test, then a letter will go home to the parents indicating that their child was identified as needing specific English language services. The parents will be given the opportunity to waive the services, if desired.
- If the parent does not waive the limited English proficiency services for their child, the student will be placed in a program of high-quality language instruction, including:
 - Formative assessments of phonological processing, letter knowledge, and word and text reading
 - Focused, intensive small-group reading interventions for at-risk students that include phonological awareness, phonics, reading fluency, vocabulary, and comprehension.
 - High-quality vocabulary instruction throughout the school day with essential content words taught in-depth.

An annual summative assessment for English Language Proficiency for all identified ELs will take place during the spring of each school year. Based on the student score in the spring assessment, students will continue in the EL program for the following year or exit (with monitoring).

Section 504

Any student attending Future is entitled to a Section 504 Accommodation Plan if he or she has been identified and the evaluation shows that the individual has a mental or physical impairment that substantially limits one or more major life activities. This determination is made by a team of knowledgeable individuals, including the student's parents who are familiar with the student and his or her disability. Section 504 processes are not Special Education. The school counselor will be the coordinator of the 504 process at Future Public School.

Section 504 responsibilities:

- Student and Parent/Guardian:
 - Be involved in suggesting accommodations
 - Participate in Section 504 meetings
 - Benefit from the accommodations
- School Administrator, Counselor, Certified, and Classified Staff:
 - Conduct non-discriminatory practices in classrooms
 - Refer, identify, and evaluate students as appropriate
 - Encourage parental involvement
 - Develop and implement program modifications and accommodations
 - Coordinate Section 504 processes and training
 - Provide staff and parent training
 - Manage Section 504 grievance procedures
 - Help conduct the self-evaluation
- School Board of Directors
 - Provide written notice to parents, students, school personnel, and community members of the name and contact information of the 504 Coordinator
 - Have an understanding of all civil rights laws
 - Develop grievance procedures
 - Develop 504 hearing procedures

Dual Enrollment

Dual enrollment qualifications and requirements are subject to Idaho Code 33-203. State funding of a dually enrolled student will be limited to the extent of the student's participation in Future Public School's programs. Information concerning dual enrollment option and requirements will be provided to all parents on an annual basis. At that point, the teacher, student, and parents will sit down to discuss all options and a decision will be made.

Students from Future shall be allowed to participate in dual enrollment options in the district of their residence provided that student meets eligibility requirements for that program, as specified in 33-203(7) of Idaho Code. Participation fees will be consistent with those required of students attending the traditional public school. Any school district shall be allowed to include dual-enrolled public charter school students for the purposes of state funding only to the extent of the student's participation in the public school programs. Opportunities for dual enrollment will be communicated to parents and students through ongoing group and individual conferences with the counseling staff, as well as in newsletters and other regular communication from the school.

Policies will be developed and adopted within 60 days of the charter's approval. In all cases, transportation shall be provided for students by their parent(s) or the parent's representative when exercising dual-enrollment opportunities.

Tab 4 – Measurable Standards, Accreditation, and Accountability

Measurable student educational standards (MSES)

School Goal	Metric/MSES
100% of students are prepared for enrollment in a 2 or 4-year college.	90% of Future first through third grade students will either meet or exceed the state legislative goals set for the IRI each spring or increase at least 55 from fall to spring. - Measured via ongoing growth scores with NWEA MAP, IEPs and I-Station ISIP. NWEA MAP scores are correlated with ACT scores and college admittance. Also measured via proficiency on Idaho state ISAT scores. - Future students' aggregate scores will meet or exceed the state average on the Idaho Standards Achievement test (or any other state-administered test) in Math and English Language Arts.
90% of students growing 1.25-1.75 years in reading and math per year	Measured via growth tracked in NWEA MAP Assessment taken Fall, Winter, and Spring.
100% student fluency in computer-science by 6th grade	Measured via ongoing student portfolio completion with PencilCode, Lego Robotics projects, CS-First student badges earned Scratch Awards, and 6th-grade final coding quest.
Future provides a safe, inclusive learning culture and environment.	Measured with ADA (95% or higher), school surveys, and semi annual poll.

Methods for Measuring Student Progress

In order to ensure ongoing success in meeting Future Public School's goals and mission for its student, the school will implement standards-based and performance-based assessments, both formative and summative.

Testing

Future will participate in all state-mandated testing as required by Idaho Code 33-5205 (3), including, but not limited to, the ISAT, ISAT Alt, IRI, WIDA Access 2.0, Science End of Course exams, and

NAEP. The school will have a testing coordinator that oversees the testing program and ensures the testing process as outlined by the Idaho State Department of Education is followed with fidelity for all tests. These assessments will occur during the state-mandated testing windows outlined by the Idaho State Department of Education. Future will work with stakeholders to help them understand the importance of the assessments and the information that can be gained from them.

The NWEA Measures of Academic Progress (MAP) test in literacy and mathematics will be implemented three times per year in the fall, winter, and spring windows to measure student academic growth and progress toward learning goals.

Student Information System

Future Public School will research information systems and select one that meets the following criteria:

- Maintains security and safety of student records
- User-friendly for staff, students, and parents
- Interfaces with project-based, standards-based grading
- Meets budget determinations
- Tracks student attendance, demographics, and health records
- Manages fees

The student information system will be in place before the first year of operation begins.

Accreditation

Before opening its doors, Future will apply to the Northwest Accreditation Commission, a division of AdvancED, for accreditation, as required in IDAPA 08.02.02.140. Future will complete the accreditation process review and obtain candidacy status within the first year of operation. The accreditation report and/or self-evaluation will be submitted to the authorizer annually, as required by Idaho Code 33-5206(7).

AdvancED is an accrediting agency committed to helping schools improve. Accreditation is obtained through a process and over a period of time. A school must be in operation for at least two years and show financial stability to be accredited.

Initially, Future will contact AdvancED and submit an application along with an accompanying \$500 application fee as well as a \$750 annual accreditation fee. Within three months following the application submissions, Future will prepare to host a Readiness Review while receiving support from AdvancED throughout the process. During this time, Future will be considered an applicant.

Once the Readiness Review has been complete, Future will be in Candidacy status and will move forward with an Internal Review, which consists of collecting student data; soliciting student, parent, and staff feedback; writing an executive summary of the school's purpose and direction; and creating an improvement plan based on data, goals, and commitment. This review needs to be done while demonstrating compliance with AdvancED and government requirements.

Future recognizes that during this time, it may not project or announce future accreditation by AdvancED. Candidacy does not equate to accreditation. Following the Internal Review, an External Review is conducted. This must be done within two years of becoming a candidate. A review team from AdvancED will visit Future and observe classroom instruction, review student performance, solicit feedback from stakeholders, conduct interviews, and examine other evidence as needed. This review team will prepare a comprehensive report on its findings and determine an IEQ Score (Index of Education Quality).

These findings and scores are reviewed by AdvancED Accreditation Commission, which meets and grants accreditation status in January and June each year. Future anticipates accreditation for a five-year term and will submit necessary documentation, including a progress report, no later than two years following each External Review. An External Review is conducted every five years to maintain accreditation. The External Review Report will be provided to the authorizer along with any other requested reports.

School Improvement

If identified as a school in need of improvement, the Board will actively examine data to ensure that effective leaders are in place. In addition, the school's Board and leadership team will look closely at multiple levels of data to begin determining where and what areas need to be addressed. Strategic improvement planning will go into effect and the Idaho State Department of Education will become a resource to help guide Future in school improvement efforts. We will utilize the statewide system of support and framework for analyzing problems, identifying underlying causes, and addressing instructional issues to better understand why we have not made sufficient progress in student achievement. A highly structured comprehensive plan will be written that is specific to and focused on the school's instructional program. We will utilize a school improvement planning tool that allows us to include scientifically based research that will strengthen the core academic subjects in the school and to address the specific academic issues that caused the school to be identified for school improvement. Finally, the plan will include ongoing monitoring and involvement of the school's Board.

Tab 5 – Governance Structure, Parental Involvement, Audits

Governance Structure

Future Public School will be a legally and operationally independent entity established by the nonprofit corporation's Board of Directors. The elected Board of Directors will be legally accountable for the operation of the school under the Idaho Nonprofit Corporation Act. Future commits to compliance with all federal and state laws and rules and acknowledges its responsibility for identifying essential laws and regulations and complying with them. This includes Idaho's Open Meeting and Public Records laws.

Future Public School will comply with all aspects of the Idaho Public Records Law. All records of students residing in the District will be immediately transferred to the district. All students will receive written notification of how to request a transfer of student records to a specific school.

The Board of Directors will serve as the public agents that govern Future. There will be no less than 5 and no more than 11 members on the Board of Directors. Initially, the Board of Directors will remain the same as the Organizing Group. Upon successful establishment of the school and after one to two years of operations, transition to a long-term governing board will be accomplished through the procedures set forth in the Restated Bylaws. The Board of Directors will comply with all Idaho Open Meeting and Public Records laws.

Annual elections for members of the Board of Directors will be held according to the Bylaws of the Charter School Corporation.

A list of Board members and their backgrounds is included as Appendix E. Please find Bylaws in Appendix A.

Governance of Future resides exclusively with the Board and not with the originators of the organization idea. The originators of the idea for Future took steps, from the outset, to minimize risk by recruiting a diverse and an independent Board immediately following organization and by declining to be voting members of the Board. From the outset, the visionaries have deliberately limited their role in the organization, providing information and vision to the Board of Directors, but allowing the Board of Directors to govern the organization. By removing themselves from positions of control, the visionaries reduced risk and long-term potential problems.

Bylaws have been adopted to promote and retain long-term commitment to the mission of Future by staggering the transition of board members so that no more than two-fifths of the board is replaced at any one time. Notwithstanding this Board continuity, the bylaws promote ongoing change in the makeup of the Board of Directors through annual elections so as to encourage fresh perspective and bring new talents to bear on the success of Future.

Board of Director's Responsibilities

The Board will be responsible for the financial health of the school, managing the school's funds responsibly in coordination with the school's mission, vision, and educational program goals. The Board will make an effort to establish financial practices and reporting that result in accuracy and transparency. Board members will participate in fundraising activities as deemed necessary and appropriate by the Board. Board members will put the interests of the school first and will refrain from using the position for personal or partisan gain.

Board business conducted at Board meetings will be done per the bylaws and applicable laws (see Bylaws in Appendix A). Board members will commit to the ethical standards set forth in the Ethical Standards agreement (see Appendix E).

The Board is to serve as the liaison between the school and the authorizing entity.

Recruiting Board Members

Future will seek prospective board members with training and experience in business, real estate, marketing, community work, law, finance, accounting, entrepreneurship, and education.

In pursuit of building a strong and growing network of supporters, we have established "Friends of Future." This group serves as a community of individuals and partner organizations to lend niche skills, resources, or financial support. We aspire for Friends of Future to be a point of connection for charitable donors as well as a pipeline for potential Board members. It is a priority that our Board, at minimum, be representative of our student population and the broader community.

Board Oversight Responsibilities

The Future Public School Board of Directors is the governing board of the Future Public School. The Board has ultimate control over the school and all employee and parent concern. If a parent or employee has a concern, he or she will first attempt to resolve the issue with the school leader. If the issue cannot be resolved with the school leader, the parent or employee will attempt a resolution by bringing it before the Future Public School board.

The Board of Directors is responsible for:

- Policy development and review
- Educational goals, short-term and long-term
- Financial well-being of the school
- Operational oversight (long-term, not day-to day)
- Legal affairs of Future Public School
- Adopting, advocating for, and overseeing a responsive school budget that meets the school goals and needs of all students
- Conducting an annual self-evaluation of its own leadership, governance, and teamwork
- Communicating and interpreting the school's mission and vision as well as other policy matters to stakeholders and the general public
- Ensuring a supportive, highly-functioning leadership team is in place which advocates for children and community

- School fundraising opportunities

Board Development

As new Board Members are added, each is provided with a New Board Member Welcome Packet, which contains information in regards to responsibilities of being a Board Member. Within the packet responsibilities listed include, but are not limited to: Board Member roles, state statute for charter schools, ethical standards, meeting laws, policies, financial reports, budgets, and other responsibilities. As a new Board Member, an individual will also receive access to an account for an online Board management tool. This tool will be used to manage flow of information and documents as the Board works through its regular duties and responsibilities.

Throughout the year, as decided by the Board Chairman, there may be a training schedule to include, but not limited to, the roles/responsibilities of a Board, review of the school's charter, review of financial audits, the Board's Ethical Standards, and state statutes. As appropriate, the Board may include other training, including external training, as needed based on costs and time. Potential trainings include training through the Idaho Charter School Network or other regional trainings. The Chairman will make sure the Board is aware of these opportunities. Board members will be encouraged to attend parent and staff educational meetings, as well as school fundraisers and events.

BoardOnTrack, a nationally-renown Board development organization, will work closely with Future's founding Board to ensure that Board members are properly prepared to serve - and that once Board members are serving, they have access to all the tools they need to succeed.

Ethical Standards

Future Public School will explore ISBA membership, create, and adhere to ethical standards.

Parental Involvement

Parental involvement is a crucial aspect of student learning at Future Public School and we encourage and foster myriad ways for it to take place. Upon enrollment, parents, teachers, and students sign a Commitment to Excellence that sets forth many of the ways parents and school work together for the success of our students. In the Commitment to Excellence parents agree to:

- Make sure the child arrives at Future everyday on time.
- Make arrangements so the child can remain at school throughout the day and be picked up on time.
- Commit to participating at Future in a variety of ways, including attending parent-teacher conferences, family workshops, quest nights, and other school-related activities.
- Do all they can to support the child and the commitment he/she has made to attend Future.
- Partner with the teachers and staff of Future to help the child excel in school, both academically and emotionally.
- Help the child in the best way they know how, and do whatever it takes for him/her to learn.
- Review the child's agenda (if student has one), and let him/her call a classmate or teacher if there is a question and/or problem with the homework.

- Review, read carefully, and sign (if necessary) any papers the school sends home. Parents will ask questions if they have them.
- Make themselves available to the children and the school and address any concerns they may have. Parents will meet regularly with teachers to discuss child's progress.
- Notify the school no later than the beginning of the school day if the child is to miss school.
- Allow child to go on Future field trips.
- Always act in a respectful manner when speaking with all people in our school community.
- Help children prepare for high school, college, and life by supporting him/her and encouraging him/her to adhere to his/her Commitment to Excellence.
- Embody the school values of Future Public School.

Parents may also opt in to volunteering at the school through the Parent Faculty Association, which will run monthly school support meetings. Parents will be encouraged to attend and participate in the Board of Directors' monthly meetings. Availability of monthly agendas, minutes, and Board needs will be posted on school website and parents will be made aware of their availability.

Audits

Each year Future's Board of Directors will hire a certified public accountant to conduct an independent audit that complies with all related finance laws and generally accepted auditing standards. At the completion of the audit, the Board will review the results of the audit and approve and accept the audit report and findings. A copy of the audit report will be submitted to the authorizing entity and the Idaho State Department of Education. Annual audit and financial compliance will be completed pursuant to Idaho Code. The school will take action to address any concerns brought up by the audit in a timely manner.

Financial Reporting

Future will comply with the financial reporting requirements of Idaho Code Section 33-701 (5-10). Future will also comply with all financial reporting requirements of the Idaho Public Charter School Commission. Within one hundred twenty (120) days from the last day of each fiscal year, the Board will prepare and publish an annual statement of financial condition and report of the school as of the end of such fiscal year in a form prescribed by the State Superintendent of Public Instruction pursuant to Idaho Code Section 33-701(5). Such annual statements shall include, but not be limited to, the amounts of money budgeted and received and from what sources, and the amounts budgeted and expended for salaries and other expenses by category.

The school shall place copies of all teacher contracts and vendor contracts on the school website. In addition, the school will develop and maintain an expenditures website as required by Idaho Code Section 33-357.

Annually, Future Public School will file with the State Department of Education such financial and statistical reports as the SDE may require pursuant to Idaho Code Section 33-701(7). Future Public School will destroy all claims or vouchers paid five years from the date the claim or voucher was canceled and paid pursuant to Idaho Code Section 33-701(8).

Future Public School will review the school budget periodically and make appropriate budget adjustments. Amended budgets shall be submitted to the State Department of Education pursuant to Idaho Code Section 33-701(9).

Future Public School will invest any idle monies as permitted by Section 67-1210 of the Idaho Code.

Tab 6 – Employee Requirements

Qualifications

Future Public School's full-time and part-time staff will meet or exceed qualifications required by state law. All certified applicants must be able to obtain the appropriate Idaho certificate with endorsement in the content area in which they are assigned as required by Idaho Code Section 33-5205(3)(g) and will demonstrate content mastery in the teaching positions that require this designation, including Special Education teachers. These teachers will meet the qualifications outlined on the State Department of Education's website and documentation. Administrators will be certified as administrators.

Future Public School will provide all certified staff with a Board-approved written contract. All full-time and part-time staff will be expected to meet the following requirements, including but not limited to:

- All employees will be expected to possess the knowledge, character, judgment, experience, and expertise consistent with the standards of Future.
- All classified applicants must meet the minimum requirements set forth in the job description for the vacant position.
- All applicants must complete a standard employment application and interview process.
- All applicants selected for employment shall submit a criminal history check pursuant to Idaho Code 33-130, comply with Idaho Code 33-1210 (information on past job performance), and meet final Board approval pursuant to Idaho Code 33-513.
- In an effort to engage participation from the parents, extended family, and greater community, and in the event that an individual is identified as possessing a particular talent or skill, Future reserves the right to hire anyone for temporary or part-time assistance under the direct supervision of a certified staff member. This provision allows Future to draw upon the wealth of knowledge and experience found in the community by individuals who may not hold a teaching certificate. Furthermore, employed staff will be appropriately certified although volunteers may be brought in to provide specialized expertise.

Future is committed to an environment of non-discrimination in relation to race/ethnicity, national origin, religion, gender, sexual orientation, gender identity, age, social or economic status, disability, or special needs. This policy will prevail in all matters concerning staff, students, the public, educational programs, and employment practices.

Background Checks

All employees, subcontractors, Board Members, and volunteers who have unsupervised contact with students in a PK-12 school setting are required to undergo a State of Idaho Background Investigation Check and FBI fingerprinting in compliance with Idaho Code 33-130. Each person stated above shall submit the completed fingerprint card or scan to the school who will submit such background check information to the Office of Certification at the State Department of Education.

Health and Safety Procedures

Future will create a comprehensive Health and Safety plan in conjunction with feedback from parents and staff. Once we have a final facility, we will review and edit this plan to ensure compliance.

To ensure employee and student safety, Future will comply with the following health and safety procedures:

- All state rules and regulations for student safety will be followed.
- Conduct criminal history check for all employees in compliance with Idaho Code 33-130. This requirement is a condition of employment.
- Require all students to have proof of immunization before enrolling.
- Require all visitors sign in at the office, receive, and wear a visitor's pass when visiting the school building.
- Student check out during the school day will require the person picking up the child to sign the child out at the office and to produce appropriate photo identification.
- Staff will be trained in procedures outlined in the public schools' emergency plan.
- Provide for inspection of the facility in compliance with Section 39-4130 of Idaho Code. Adopt policies to meet all required city, state, and federal health, accessibility, safety, and fire and building codes for public schools. Fire and safety officials using the same guidelines for all public schools will inspect the facility.
- A healthcare/nurse space will be furnished and supplied adequately for the number of students in the school. Health records highlighting chronic issues will be held on each student and made available in emergencies.
- Emergency contact numbers will be maintained on all students. We will create a plan for quickly contacting parents during an emergency.
- Fire, evacuation, and lockdown drills will be conducted regularly. Maps illustrating fire exit routes will be posted near the exit in every room.
- Future Public School will adopt and implement a comprehensive set of health, safety, and risk management policies. These policies will be developed in consultation with Future's insurance carriers and at a minimum address the above and following items:
 - Policies and procedures for response to natural disasters and emergencies, including fires and bomb threats.
 - Policies relating to preventing contact with blood-borne pathogens.
 - A policy requiring that all staff receives training in emergency response.
 - A policy that the school will be housed in a facility that has received fire marshal approval and has been evaluated by a qualified structural engineer who has determined the facilities present no substantial safety hazard.
 - Policies establishing that the school functions as a gun-free, drug, alcohol, and tobacco-free workplace.
 - A policy regarding Internet usage that complies with all requirements set forth in the Children's Internet Protection Act.

Policies are incorporated as appropriate into the school's Student & Parent Handbook, and will be reviewed on an ongoing basis in the school's staff development efforts.

Please see Appendix M for Family Handbook, including policies on Internet / Technology.

Suicide Prevention

Protecting the health and well being of Future students and staff at Future is of the utmost importance. The Board will adopt a suicide prevention policy that will help protect all students through the following steps:

- Students will learn about recognizing and responding to warning signs of suicide in friends, using coping skills, support systems, and seeking help for themselves and friends. This will occur as part of the healthy living and exercise curriculum.
- The school administrator or counselor will serve as a suicide prevention coordinator and as a point of contact for students and/or families in crisis and to refer students to appropriate resources.
- When a student is identified as being at risk, he or she will be assessed by the school counselor or administrator who will work with the student and his or her family to help connect them to appropriate local resources.
- Students will have access to national resources which they can contact for additional support, such as:
 - The National Suicide Prevention Lifeline: 1-800-273-8255 (TALK)
 - www.suicidepreventionlifeline.org
 - The Trevor Lifeline: 1-866-488-7386
 - www.thetrevorproject.org
- When a student is identified by a staff person as potentially suicidal (i.e., verbalizes about suicide, prevents overt risk factors such as agitation or intoxication, the act of self-harm occurs, or a student self-refers), the student will be seen by the school counselor within the same school day to assess risk and facilitate referral. If the counselor is not available, a school nurse or administrator will fill this role until a mental health professional can be brought in.

Professional Codes and Standards

Staff must comply with the professional codes and standards approved by the Idaho State Board of Education, including the Code of Ethics for Idaho Professional Educators outlined in IDAPA 08.02.02.076. Teachers or staff who are found in violation of the Code of Ethics will have action taken against them including, but not limited to, a performance review, improvement plan, suspension, termination, or legal action.

Future will make every effort to assure only qualified and effective teachers that embrace the educational and instructional philosophies (e.g., project-based, future-focused pedagogy, instructional-level teaching) of Future are retained. As a result, teachers at Future will be required to undergo annual evaluation procedures that ensure project-based effective instruction takes place. The evaluation procedures will fulfill the requirements of Idaho Code and will be based on Danielson's "Framework for Teaching" which includes: Planning and Preparation, Learning

Environment, Instruction and Use of Assessment, and Professional Responsibilities. Informal administrative walk-through observations will also take place as a method of collecting reflection data for administration and teachers.

Future values parental input as part of the evaluation process. Parents or guardians will be given opportunities throughout the year to provide feedback on teacher performance. The evaluation form will include a section for input received from parents or guardians. Each certified staff member shall receive one written evaluation completed no later than May 1, per Idaho Code. The evaluation shall include a minimum of two documented observations, one of which shall be completed prior to January 1 of each year.

If teacher performance is deemed below expectation, the teacher will be placed on probation. With input from the teacher and guidance from the Administrator, a performance improvement plan will be developed. The teacher will be guided and mentored according to the plan by the Administrator or designated administrator. Upon completion of the performance improvement plan, the teacher will either be removed from probation, continue probationary status, or will be terminated in accordance with Idaho employment laws. The performance improvement plan will be adjusted as necessary throughout the probationary period.

Professional Development and Evaluations

As learning and curiosity are impressed values at Future, we expect teachers and staff to exhibit these values themselves. Future Public School will develop a list of research-based, best teaching practices and methods that Future teachers will be expected to incorporate into their teaching.

Teachers will be provided with initial and ongoing professional development in the following areas:

- **Personalized Learning** - Teaching method and structuring for personalizing learning as it relates to students and adults
- **Flexible Learning Spaces** - Philosophy, learning strategies, design-thinking, and science of learning environment
- **Teacher as Designer** - Training on designing personalized student curriculum, addressing individual needs, and designing opportunities
- **Restorative Practices** - Training on restorative practices from the International Institute for Restorative Practices and other resources to best build a culture of community in school.

- **Soft Skills** - Ongoing professional development to equip teachers with a framework for understanding, and resources, to integrate Teaching Tolerance's Anti-Bias standards into daily curricula, foster character strengths, and support students in developing their individual strengths.
- **Bullying Prevention** - Annual training and practices for staff using latest research-based anti bullying and anti cyber-bullying prevention methods and connections to building community rather than divisive nature of bullying.
- **Computer-science integration** - Ongoing professional development as technology continues to advance and improve, learning from Future's agile environment to best support student learning.
- **Rigorous math, reading, and writing best practices** - National, research-based curriculum training from most rigorous, best practices in math, reading, and writing to lay the foundations for our students' endeavors across the domains of other learning.
- **Teaching Tolerance's Anti-Bias Standards** - Staff will be trained on the implementation and integration of the anti-bias standards and components throughout the daily curriculum at Future.

See Appendix K for detailed Staff Professional Development Plans.

Transfer Rights

Future Public School will be its own Local Education Agency (LEA). No employee transfer rights apply between Future Public School and any other school district.

Employee Benefits

It is the intent of Future to offer competitive wages and benefits so that it can recruit and retain talented employees. All employees who currently are members of PERSI will continue their participation. All new employees that are eligible for PERSI will become member of PERSI. All employees will contribute to the Federal Social Security System. Future will make all employer contributions as required by PERSI and Federal Social Security. In addition, the school will also pay for workers compensation insurance, unemployment insurance, and any other payroll obligations of an employer as required by Idaho Code 33-1279. Future will also allow for accumulation of sick leave as allowed by Idaho Code 33-1217. The Board will provide health insurance and may establish other benefits. The Board will develop a process to ensure that all eligible employees are enrolled in one of the school's health insurance plans.

Collective Bargaining

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

Contracts

All teachers and administrators will be on a written contract with Future, approved by the Board. All contracts will be conditioned upon valid certification being held by such professional personnel at the time of commencement of said duties.

A copy of all teacher and administrator contracts along with certificates for certified teachers and administrators will be on file in the school office.

Job postings and all other hiring and employment practices will be free of any unlawful discriminatory language or practices.

Disciplinary Procedures

Future believes in reconciliation and peacemaking as an antidote to oppressive discipline practices, unhealthy team cultures, and broken communities. We view restorative justice practices as our pathway to a more whole and healthy school community. Student choices or behavioral challenges will not limit or take away from learning time. Instead, we take the opportunity of a wrong choice to implement restorative practices that allow for community building, keeping all our children in school 100% of the time.

Following the return of staff after summer break the Leadership team will review with staff the expectations of student behavior and disciplinary procedures.

At the beginning of each year the Leadership Team will review with students Future's expectations of student behavior and disciplinary procedures.

These reviews will include material contained in the handbook as well as any other information that may be pertinent. These reviews will constitute the basis to refresh/inform staff and students of policies and procedures, and should they fail to adhere to them, disciplinary action that will occur.

Future follows the restorative practice methods laid out in the International Institute for Restorative Practices Handbook. This system includes, but is not limited to, the following disciplinary and behavioral systems:

- Affective statements and questions in learning spaces
- Small impromptu conferences between students and teachers
- Community circles

- Formal conferences
- Ongoing weekly mentor meetings for every student with a caring adult

One of the basic premises of restorative practices is that human beings are happiest, healthiest, and most likely to make positive changes in their behavior when those in authority do things with them, rather than to them or for them. Restorative methods impose a consequence rather than a punishment and help to create empathy and active involvement. A consequence dramatically improves the chances that positive attitude and behaviors will be internalized and that young people will behave well, not merely out of fear, but because they want to feel good about themselves and have a positive connection to others.

Future will implement school-wide consequences, depending on child's age, severity of infraction, and history of behavior. These consequences include, but are not limited to:

1. General warning (to the entire class)
2. Non-verbal warning (that is clear to the student)
3. Verbal warning
4. Student does not earn all Future letters on agenda (kept in binder or folder)
5. Think Sheet
6. Take 5 Conversation and classroom consequence based on grade level plan
7. Parent/Guardian & Advisor contact to inform of the behavior
8. U-Lab Referral (Future Public School's ULab takes the place of what many schools refer to as "In School Suspension." ULab is so named because of the concept that we would ideally like students to be able to "turn themselves around" (make a U-turn) and return to the classroom as soon as possible.)

Procedures by Which Students Can Be Suspended, Expelled, and Re-Enrolled

Future's student handbook outlines behavior expectations and consequences for unacceptable behavior. Suspension or expulsion will only be considered as a final option in a series of efforts to avoid such measures, including but not limited to the following steps, not necessarily in chronological order. Future will make every effort to match the consequence to the action:

1. Parent/Guardian notification by Teacher/Staff (written and/or verbal)
2. Parent/Guardian notification by Teacher/Staff/Administrator (written and/or verbal) and possible Guardian/Teacher/Administrator conference.
3. Possible suspension; prior to suspension, if needed, the Administrator shall grant an informal hearing on the reasons for the suspension and provide an opportunity to challenge those reasons. The student's suspension is not to exceed five school days in length.
4. Before a student may be readmitted to regular attendance, the student, parent, and administrator or designee shall meet and evaluate the incident to determine if the prospective student possesses any danger or harm to any students, faculty, or property. If it is determined that there is not a risk of danger or harm to students, faculty, or property the administrator or designee will re enroll the student based upon a behavioral plan individually created to address the specific disciplinary and safety issues of the student. Should the administrator or designee find that the reenrollment of the student could cause harm to the

students, faculty, or property which in the judgment of the administrator or designee cannot be addressed through a behavioral or safety plan, the Board of Directors has authorized the administrator to extend the suspension up to 10 additional days. Upon completion of the suspension, should a student remain a threat of harm to the students, faculty, or property of Future, the student may be denied re enrollment and may be referred to the Board of Directors for further disciplinary action up to and including expulsion.

5. Expulsion process will follow Idaho Code 33-205 and will not be recommended unless all other disciplinary resources and processes have been exhausted. The recommendation for expulsion will be reported to the Board of Directors by the Administrator. An expulsion hearing will be held to determine the student's placement. Parent/Guardian(s) of the student will be provided written notice to the hearing stating time, date, location, and cause for the hearing.
6. Expulsion (Idaho Code 33-205) by Future's Board of Directors will be done by written notice to the Parent/Guardian of the pupil stating the grounds for expulsion and the time and place where the Parent/Guardian may appear to contest the action of the Board. Length of expulsion to be determined by school's Board of Directors.
7. When a student who has been expelled from another school seeks to become enrolled at Future, the Administrative team shall communicate with the prospective student's parent(s) or guardian(s) and the student's former school district to determine the basis for the student's expulsion as well as the student's general disciplinary record. Thereafter, the administrative team shall evaluate whether or not the prospective enrollee poses any risk of danger or harm to students, faculty or property of Future. If it is determined that there is no risk of danger or harm to students, faculty or property of Future, Future can provide an education to the student. The Board of Directors has authorized the Administration to enroll the student based upon a behavioral plan individually created to address the specific disciplinary issues for the student. Should the Administration determine that enrollment of the student would pose a danger to other students, faculty or property which cannot, in judgment of the administrative team, be addressed through a behavioral plan, the Board of Directors has authorized the Administration to provisionally deny enrollment into Future. Should a student be provisionally denied enrollment due to prior school expulsion, the student will be advised of a right to a hearing before the Board of Directors to contest this decision.
8. A student who has been expelled may appeal to the Board of Directors and petition for reinstatement in school. The Board of Directors will make a recommendation for reinstatement. If the Board of Directors recommends, "not to reinstate," the student may petition the Board for a hearing to contest the decision.

Using Alcohol or Under the Influence of Controlled Substances

1. First Offense for Use or Possession (All Grades)
 - Parent of guardian will be contacted
 - Student will be suspended for 5 days
 - Suspension may be modified if the student participates in and follows the recommendations of an assessment by a certified drug/alcohol agency. A release of information would also be required

- Law enforcement agency shall be contacted
- If the student does not complete the recommendations of the assessment, then the remainder of the five-day suspension will go into effect.
- 2. Second Offense for Use or Possession (All Grades)
 - Parent or guardian will be contacted
 - Board of Directors may be petitioned for expulsion of a student
 - Law enforcement agency shall be contacted
 - Child Protection Services (CPS) may be contacted
- 3. Third Offense for Use or Possession (All Grades)
 - Parent or Guardian will be contacted
 - The student shall be suspended and the Board of Directors will be petitioned for the expulsion of the student
 - Law enforcement agency shall be contacted
 - Child Protection Services (CPS) will be contacted
- 4. First Offense for Selling or Delivering (All Grades)
 - Parent or guardian will be contacted
 - Law enforcement agency shall be contacted
 - The student will be suspended and the Board of Directors may be petitioned for the expulsion of the student
 - CPS may be contacted

Contacting Law Enforcement and a Student's Parents/Guardians

When a student is suspected of being in violation of federal, state, or local law for possession, use, or distribution of any illegal drug or controlled substance, the local law enforcement agency is to be notified immediately. The Administrator or designee shall communicate all available information to the police and offer the full cooperation of the administration and faculty in a police investigation. The Administrator or designee will notify a parent or guardian of an interview or detainment of a minor student by law enforcement officials.

Any search, seizure, or subsequent disciplinary action shall be subject to applicable school policies, regulations, state laws, or student handbook rules.

The policy will be included in the student handbook and on Future's website.

Tab 7 – Admissions, Discipline, Student Policies

Enrollment

Anticipated class size will not exceed 32 students per learning space. Classes will be multi-age, multi-grade, as defined in the academic program. Enrollment capacity is listed through the 2022-2023 academic year.

Annually, prior to the enrollment opportunity dates, the Board of Directors will evaluate and determine the number of spots per grade to best enhance the progression of the multi-age classrooms.

Our enrollment table reads as follows:

Column 1: Years of operation.

Column 2: Total enrollment for Future for each school year

Column 3: Total kindergarten enrollment including how many classes, and how many students.

Column 4: Total first through third grade enrollment, including how many classes, and how many students

Column 5: Total fourth through sixth grade enrollment including how many classes, and how many students.

Column 6: Total seventh grade and eighth grade enrollment including how many classes and how many students for each grade.

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Year	Total Enrollment	Kindergarten	1-3 Multi-grade classroom	4-6 Multi-grade classroom	7-8 Multi-age classroom
Year 1 2018-2019	256 Students	2 classes 64 students 64 - K	6 classes 192 students 64 - 1st 64 - 2nd 64 - 3rd	0 classes 0 students 0 - 4th 0 - 5th 0 - 6th	0 classes 0 students 0 - 7th 0 - 8th
Year 2 2019-2020	320 students	2 classes 64 students 64 - K	6 classes 192 students 64 - 1st 64 - 2nd 64 - 3rd	2 classes 64 students 64 - 4th 0 - 5th 0 - 6th	0 classes 0 students 0 - 7th 0 - 8th
Year 3 2020-2021	384 students	2 classes 64 students 64 - K	6 classes 192 students 64 - 1st 64 - 2nd 64 - 3rd	4 classes 128 students 64 - 4th 64 - 5th 0 - 6th	0 classes 0 students 0 - 7th 0 - 8th
Year 4 2021-2022	448 students	2 classes 64 students 64 - K	6 classes 192 students 64 - 1st 64 - 2nd 64 - 3rd	6 classes 192 students 64 - 4th 64 - 5th 64 - 6th	0 classes 0 students 0 - 7th 0 - 8th
Year 5 2022-2023	512 students	2 classes 64 students 64 - K	6 classes 192 students 64 - 1st 64 - 2nd 64 - 3rd	6 classes 192 students 64 - 4th 64 - 5th 64 - 6th	2 classes 64 students 64 - 7th 64 - 8th
Year 6 2023-2024	576 students	2 classes 64 students 64 - K	6 classes 192 students 64 - 1st	6 classes 192 students 64 - 4th	4 classes 128 students 64 - 7th 64 - 8th

			64 – 2 nd 64 – 3 rd	64 – 5 th 64 – 6 th	
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Admissions Procedures

Future shall establish an enrollment admissions deadline, which shall be the date by which all written requests for admission to Future for the next school year must be received. The enrollment deadline cannot be changed once the enrollment information is disseminated. The enrollment window and deadline will be established by the Board of Directors each January for the upcoming school year.

Returning students will not need to reapply each year, but will need to indicate a commitment to return by signing a form by the enrollment deadline to secure spot for upcoming school year.

Future Public School will be open to all students on a space-available basis. No student will be denied admission based on ethnicity, creed, gender, disability, or place of residence. No out-of-state students will be enrolled.

Future Public School will follow the equitable selection process that is outlined in IDAPA 08.02.04.203.07 or another method that is approved by the authorizer.

Admissions Preferences

If the initial capacity of Future is insufficient to enroll all prospective students, a lottery shall be utilized to determine which prospective students will be admitted to Future. Future will follow the Idaho Code Section 33-502 (j) and utilize an equitable selection process as outlined in IDAPA 08.02.04.203.07 or another method that is approved by the authorizer.

Admissions Preferences for First Year

First priority: Applicants who are children of Future's full-time employees or children of Future's Founders, not to exceed 10% of total enrollment thereafter.

Second priority: Applicants who are siblings of pupils already selected by the lottery.

Third priority: Applicants who reside within Future's primary area of attendance. The primary area of attendance will be the section of the Boise Independent School District mapped in Appendix D.

Fourth priority: Applicants who reside outside of Future's primary area of attendance.

Admission Preference for Subsequent Years

First priority: Returning students to Future in the second or any subsequent year of operation. Returning students are automatically enrolled in the appropriate grade and do not need to be selected by lottery.

Second Priority: Children of Future's full-time employees and Founders provided that this admission preference is not more than 10% of the school capacity.

Third Priority: Siblings of students already enrolled in and attending Future.

Fourth Priority: Prospective students residing in the primary attendance area of Future.

Fifth Priority: Prospective students residing outside of the primary attendance area of Future.

Future will be open to all students on a space-available basis. No student will be denied admission based on race/ethnicity, national origin, religion, gender, sexual orientation, gender identity, age, social or economic status, disability, or special needs. No out-of-state students will be enrolled.

Lottery Process

A lottery will take place per grade. Once the lottery and enrollment are complete, admitted students will then be assigned to their specific multi-age classroom.

Waiting Lists

Once the equitable selection process is conducted each year, waiting lists for each grade will be developed. Students will be placed on the list according to the order they were drawn for each priority group. These lists will be used to fill available spots until the next equitable selection process is conducted. If a student does not accept an offer for enrollment, or a parent does not respond to the offer by the designated date in said offer, the student's name will be removed from the list and the next eligible student will be offered the seat.

Any written requests for admission received after the lottery has been conducted will be added to the bottom of the waiting list for the appropriate age-group.

Waiting lists will not carry over from one year to the next.

Notification of Acceptance

Future will comply with the Idaho State Board of Education's rules governing public charter schools (IDAPA 08.02.04) for the notification and acceptance process.

Within three days after conducting the selection process, Future shall notify the students selected for admission to Future by email or phone call.

Admission emails, phone calls, and postings will be accompanied with enrollment information to be completed by the admitted student's parent or guardian and returned to Future by the date designated in the materials. If a parent or guardian of the admitted student declines admission or fails to return the signature form for acceptance by the date designated, then the name of the student will be deleted from the final selection list, and the seat that opens in that age-group will be made available to the next eligible student on the waiting list.

Within five days after conducting the selection process, Future shall notify the students who were not admitted but put on the waiting list by mail. The notification will explain that the prospective student has been placed on a waiting list and may be eligible for admission at a later date if a seat becomes available during the upcoming school year.

If a student withdraws from Future 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 waiting list.

Public School Attendance Alternative

Since a charter school is a public school and Future is a new entity, not a conversion, the attendance alternative would be the same as for all students in a public school district. The children located within the attendance area of the authorizing district will have the choice to enroll in or seek admission to other educational entities, be they public, private, virtual, or other.

Notification of Enrollment Opportunities

In accordance with IDAPA 08.02.02.203.02, Future will ensure that the public notification process of enrollment opportunities will include the dissemination of enrollment information at least three months in advance of the enrollment deadline established by Future each year. The information will be posted in highly visible and prominent locations within the attendance area as well as on Future's website.

Additionally, Future will ensure that the process includes the dissemination of press releases or public service announcements in English and Spanish to media outlets such as television, radio, and newspapers that broadcast within or disseminate printed publications within the area of attendance of Future. Future will ensure that these announcements are broadcast or published by such media outlets on at least three occasions, beginning no later than 14 days prior to the enrollment deadline each year. Furthermore, Future will also ensure that a major social media campaign takes place on platforms such as Facebook, Snapchat, and Instagram. In addition, Future employees and volunteers may voluntarily canvas neighborhoods within the attendance area and notify residents door-to-door.

Future will work with culturally-based organizations in the enrollment area to reach Hispanic/Latino families, refugee families, and other families historically underserved in order to increase awareness of Future, provide access to information about application and enrollment, and access to opportunities before and after school at Future.

Enrollment information shall advise that all prospective students will be given the opportunity to enroll in the public charter school regardless of race/ethnicity, national origin, religion, gender, sexual orientation, gender identity, age, social or economic status, disability, or special needs.

Denial of Attendance

In accordance with Idaho Code 33-205, Future's Board of Directors may deny enrollment to Future or may expel or deny attendance to Future to any student who is found to be habitually truant or whose conduct, pursuant to the judgment of the Board, is such to be continuously disruptive of school

discipline or the instructional effectiveness of the school, or whose presence in a public school is detrimental to the health and safety of other students, or who has been expelled from another school district in this state or any other state. Any student having been denied enrollment or expelled may be enrolled or readmitted to the school by the Board of Directors upon such reasonable conditions as may be prescribed by the Board, but such enrollment or re-admission shall not prevent the Board from again expelling the student for cause.

The process for expulsion and denial of attendance is in Tab 6 under Disciplinary Procedures. For Special Education cases, refer to Tab 3 under Special Education.

Student/Parent/Guardian Handbook

In order to make certain that parents, guardians, and students understand the expectations for students at Future, parents/guardians will receive a copy of the student/parent/guardian handbook. The handbooks will be available on the school website and hard copies of the handbook are available upon request for admitted students. At the beginning of each school year all parents will sign an acknowledgement form within the first 30 days of school that they have reviewed and agree to abide by the handbook.

The handbook will be reviewed and updated annually by the Board of Directors. The handbook will be finalized each year prior to the admission process and will be a joint effort between the administrative staff, parents, guardians, and the Board of Directors. Once a student is admitted to Future, a deadline will be set whereby students and their parents/guardians will be required to return a signature form stating that the handbook has been received and its contents understood.

See Appendix M for a draft of the student/parent/guardian handbook.

Tab 8 – Business Plan, Transportation, School Lunch

Business Plan

Future Public School is organized exclusively for charitable, educational, and scientific purposes as laid out in Section 501(c)(3) of the Internal Revenue Code. More specifically, Future is organized to operate as a public charter school utilizing a STEM-rich, computer-science focused model to bring the students of the Treasure Valley area an option and opportunity not currently available in the region. (See Appendix A: Articles of Incorporation)

Future will serve grades k-4 upon opening with plans to expand eventually encompassing grades k-8. The school will be physically located within the boundaries of the Boise School District and will primarily serve students residing within the Boise School District and West Ada School District.

The objective of Future is for teachers, students, and families to unify around our central goal - college graduation and a life full of choice for all our students. We believe that excellent, computer-science; engineering education ingrained into a future-focused curriculum will set up students for success throughout life. This type of school is not currently available anywhere in the Treasure Valley and we hope to bring this option to parents and students.

Future will remain financially viable year-to-year through excellent management and fiduciary practices, strong leadership, and representation across all levels of the Future Public School community. Future will emphasize ongoing recruitment, training, and retention of the most qualified and committed faculty and staff in order to maintain long-term sustainability.

Future will report directly to the Authorized Chartering Entity.

Marketing Plan

Market Analysis

Future Public School will serve the Boise Metropolitan Statistical Area. The high school and college graduation averages within this region exceed statewide averages, and education is a top priority of the region. In the Boise School District, the go-on rate in 2015 was 60% compared to a statewide percentage of 46%. Here, in the state's Capitol, education is important from the office of the Governor all the way down to the living rooms of local residents. Future Public School will offer an opportunity to families in the region to pursue a rigorous, science-focused academic program that will lead 100% of students finding success, graduating from college, and life. In this sense, Future will re-segment the existing education market in the Treasure Valley area. Niche re-segmentation of the market allows Future to ask questions of families about what would improve the product of education for their families, where can schools improve for students, and how should education prepare students for the future? Future will serve a diverse student population interested in school choice and equity for all students. Students and families understand the importance of future-focused education in order to prepare our students for the innovation economy.

Competitive Analysis

There are no schools that offer a future-focused, computer-science infused curriculum in the area to be served. Similarly, no school exists specifically founded on values of equity with an emphasis on 100% student preparation for college. Exploring the academic data of schools in the region to be served reveals achievement gaps between students classified as socioeconomically disadvantaged versus those not classified as socioeconomically disadvantaged. The closest elementary schools with high emphasis on computer-science pieces of curriculum are a handful of STEM schools located in Meridian and there are no such k-8 schools.

Marketing Strategy

According to Stanford, UC Berkeley, and Columbia professor and creator of the Lean Startup revolution, Steve Blank, “build it and the customers will come (regardless of the number of dollars raised) is not a successful strategy” to expand and grow an organization.¹⁶ Given that many new schools follow this path, it is important to differentiate the process of Future Public School.

Germinated out of thousands of hours of student experiences and constant testing of assumptions, Future has discovered, validated, and created customers (i.e. parents and students). The founders of Future have run computer-science programs during and after school for 4 years leading up to the creation of the school. The founders have also run two pilot programs out of the local Boys & Girls Clubs of Ada County with a third program slated for summer of 2017. During that time, the experience of parents and students has been studied and carefully examined in order to form a more perfect school.

Although many families currently cannot wait to enroll in the school, constant student recruitment and retention is a top priority of the school. As such, the Board and the school administration will employ the most successful marketing strategies in order to reach out to families in our community. The foundation of Future’s marketing strategy is built on social media and electronic communication. With over 330 current social media followers, a number that grows daily, families and students in the area are kept up to date with Future’s progress. Information about the school, including announcements regarding registration and lottery will be disseminated via social network channels such as Facebook, Instagram, and Twitter. This strategy of communication will be coupled with a grass-root, feet-on-the-ground approach. Knocking door-to-door in the community to recruit students and visiting families in their homes reminds us of the urgency of our work and the importance of face-to-face communication. Holding community meetings at the Boys & Girls Clubs and local churches also allows us to connect in person. The marketing campaign understands the personal nature of human interaction and will leverage relationships so that early advocates of the school help sell the school to friends and family. Founders and volunteers will manage marketing efforts throughout the petition process, during pre-opening, and during the first year of operation.

Future aims to enroll students from historically underserved communities in our area and will focus the majority of its marketing strategy here. While doing so, Future will comply with State and Federal laws addressing diversity in the academic setting.

¹⁶ Blank, Steve. (2013) *The Four Steps to the Epiphany: Successful Strategies for Products that Win*. p.18

Current status of the marketing strategy has resulted in approximately 175 interested students and families. As social media and community outreach activities continue to expand, this number will continue to be updated.

Management Plan

Forms of School Organization

Future is formally organized as a non-profit corporation pursuant to the Idaho Nonprofit Corporation Act, Idaho Code 30-3-1 et seq., and will be operated in accordance with the requirements of that act. Future is organized to operate a public charter school in Idaho and will be operated in accordance with the Idaho Public Charter Schools Act and other laws applicable to the operation of Idaho public entities.

Board of Directors

The business and affairs of Future will be managed by its Board of Directors, which shall consist of no fewer than five (5) and no more than (11) members. The Board of Directors will conduct its business at an annual meeting conducted on the 2nd Tuesday in November or at such other time as determined by the Board of Directors. During said meeting the Board will review annual programmatic and fiscal audits, and at monthly meetings conducted on the 2nd Thursday of each month. The Board will conduct its business transparently with all meetings being conducted in accordance with the requirements of Idaho law, including those laws applicable to open meeting requirements.

The Board of Directors will elect from its membership, at least the following officers who shall have the following responsibilities indicated:

- **Board Chair:** The Chair, subject to the control and oversight of the Board of Directors, shall in general, supervise and control all of the business and affairs of Future and may sign, with other appropriate officers as designated by the Board of Directors, any deeds, mortgages, bonds, contracts, or other instruments authorized by the Board of Directors.
- **Secretary:** The Secretary shall keep minutes of all proceedings of the Board of Directors; provide required notice of all meetings of the Board of Directors; have custody of Future's business records; maintain contact information for each member of the Board of Directors; and perform all other duties incident to the office of secretary as assigned by the President or the Board of Directors.
- **Treasurer:** The Treasurer shall have charge over all funds of Future; be responsible for overseeing proper management of funds; perform all other duties incident to the office of treasurer as assigned by the Chair or Board of Directors. To the extent deemed necessary by the Board of Directors, Future may engage the services of accounting and/or bookkeeping professionals to assist the Treasurer in order to meet the needs of Future in monitoring financial performance and ensuring financial viability and success, including, if necessary, a permanent, part-time Chief Financial Officer to provide financial operations oversight for Future. Prior to beginning operations, but after approval of the charter, Future will obtain and

provide documentation of appropriate bonding for all personnel involved in the school's financial operations.

In addition to the required officers previously noted, the Board of Directors may elect, from its membership, as many vice-presidents and assistant secretaries or treasurers as deemed necessary by the Board of Directors.

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

Upon approval of a charter, the Board will develop a policy manual which shall include policies for: Instruction, Students, Community Relations, Personnel, Administration, Financial Management, Non-instructional Operations, School Facilities, and Philosophy. Board Policy will be made available to the public either as a hard or electronic copy - or both.

The Board of Directors will serve as the liaison between Future and the Authorized Chartering Entity.

Administrator/Organizational Structure

Future will employ an academic administrator (the Administrator) holding an Administrator Certificate issued by the Idaho Department of Education. The Administrator will be hired by and serve at the pleasure of the Board of Directors and will report to the President.

Administrative services will be provided by the Administrator under the direction of and subject to the policies, plans, and programs established by the Board of Directors. To the extent administrative services exceed the capabilities and capacities of the Administrator, the Board of Directors reserves the right to retain contracted professional services on an as needed basis.

The Administrator will be authorized, subject to budgetary limitations, to hire and supervise other administrative staff such as an office manager, receptionist, clerk, instructional aids, and/or bookkeeper. The Administrator will also be authorized to contract for required services including, but not limited to, transportation, special education, faculty professional development, faculty training, equipment, supplies, and other budgeted expenses, subject to the limitation that all expenditures exceeding \$14,000.00 shall be subject to the approval of the Board of Directors.

The Administrator shall chair a hiring committee responsible for the hiring of all certified professionals and shall have supervisory responsibility for all such professional employed by Future. Future will initially employ an administrator, 9 teachers, and additional support staff. Future will add administrators, teachers, and support staff as necessary to accommodate growth and as finances permit.

The Administrator shall ensure compliance with relevant professional codes and standards, oversee professional development, and perform annual performance reviews for all certified staff members.

The Administrator's performance shall be reviewed annually by the Chair under the direction of and with input from the Board of Directors.

Operations Plan

Pre-Opening

Operation plans for Future for the coming year include the following tasks: (1) charter approval; (2) application for charter grants and pursuit of other funding opportunities including private donation and federal charter startup dollars; (3) public notification of charter approval and opportunities through various media outlets including traditional public media and grassroots social media campaigns; (4) recruitment of students and staff; (5) establishing a firm facilities commitment and contract. (See Appendix J: Pre-Opening Timeline)

Academic Day-to-Day Operations

The Administrator of Future will have both the autonomy and accountability necessary to determine the day-to-day operations of Future subject to the policies, plans, and programs established by the Board of Directors. The President will maintain oversight authority over the operations, but will not interfere unnecessarily in the Administrator's day-to-day management.

The Administrator and the Board of Directors will work together to determine the school calendar, school schedule, and hours of operation in order to provide and go beyond the state-required 900 hours of instruction.

Financial Plan

Financial Management

The Board of Directors will be responsible for the financial management of Future. The Board of Directors' role in financial management will include, but not be limited to, the following:

- Establishment of operating and capital budgets
- Long-term financial planning and preparations
- Monthly review of budget-to-actual financial performance providing for adequate oversight of financial performance and the opportunity to adjust expenditures as necessary to ensure operation within budget
- Monthly review of cash flow projections
- Establishment of internal financial policies consistent with the requirements of state law and Generally Accepted Accounting Principles to provide for adequate financial controls;
- Approval of all expenditures in excess of \$14,000.00 coupled with a monthly review of Future's general register to verify compliance with expenditure-related policies established by the Board of Directors
- Engagement on an as needed basis as determined by the Board of Directors of accounting and/or bookkeeping professionals to meet the needs of Future in monitoring financial performance and ensuring financial viability and success.

Future will maintain all financial records in accordance with Generally Accepted Accounting Principles (GAAP) and will follow all requirements set forth by the Idaho State Department of Education.

The Start-up budget and assumptions are found in Appendix G

Three year operating budget forecast is in Appendix H

The Breakeven budget is in Appendix H

Operating Budget

The Board of Directors will prepare and maintain a budget in accordance with the requirements set forth in Idaho Code 33-801 and the rules set forth by the Idaho State Board of Education. Projected budgets have been provided with Future Public School's charter petition, but a final budget will be presented as a public hearing in June of 2018 prior to the opening of Future that fall. The budget will be delivered to the Idaho State Department of Education as required by law on or before July 15. Copies of the budget will be published publicly on Future's website. The budget will be prepared, approved, and filed using the format approved by the Idaho Financial Accounting Reporting Management Systems (IFARMS).

Income Sources

Future will rely upon the following funding sources: (1) state allocation per pupil; (2) federal start-up grants; (3) private grants; (4) private donors. Signed commitments from private and corporate donors can be found as part of Appendix F. Future has generated community support currently totaling \$150,000 from the NewSchools Venture Fund. This stems from a total grant of \$215,000, \$50,000 of which is to fund our summer 2017 camp program, \$15,000 of which is to travel to conferences, and \$150,000 to be used for 2017-2018 expenses (see grant letter in Appendix F). Future has been involved in talks with Terry Ryan and Bluum who have expressed intent to provide financial support the first year, with increased support and grant opportunities as a successful model is observed. See letter from Bluum as part of Appendix F as well as a granting letter from the J.K. and Kathryn Albertson Family Foundation where the final line of the first paragraph mentions continued support for two of Future's founders, Amanda Cox and Brad Petersen. Future has continuing communication with Building Hope who, has shown high interest in purchasing and building a school building on E. 43rd Street in Garden City. Representatives from Building Hope in Salt Lake City have been in Boise and Garden City for the purpose of visiting the 43rd St. site. They intend to purchase it and build a school building, which would be sub-leased back to Future at a very affordable rate (no more than a 4% cap) with options to grow into the space as enrollment at Future increases. The developer in the area, Parkway Station, LLC is in support of this opportunity (see letter of support in Appendix F) and the Boys & Girls Club located next-door to the property is also in support (see letter of support in Appendix F). Future has identified other potential sources for additional funding and will engage grant-writing services to prepare proposals pending approval of the school by the authorizing chartering entity. Notes regarding Assumptions are attached as Appendix I.

Working Capital and Asset

Future has raised approximately \$150,000 in private donations and will rely upon those funds to fund Charter Application Year Operations as outlined above. Future does not anticipate having other working capital or assets until after the charter is approved.

Fundraising

In addition to the state per pupil allocation and grants, Future will rely upon the efforts of the Board of Directors, the Administrator, and the Parent-Faculty Association to develop regular fundraising efforts to generate supplemental capital.

Members of the organizing group have experienced great success in the past with various fundraisers at local businesses and schools. Future looks forward to utilizing these talents and efforts upon approval. Future will have yearly, ongoing fundraisers that help bring in additional funds for the school. Grant writing and requests will be an ongoing key strategic element and a responsibility of the Administration.

Future intends to implement a program seeking community incremental donations to supplement per-pupil allocations. Discussions are underway for how best to execute this.

Purchasing

Subject to the approval of the Board of Directors, the policies and procedures established by the Board of Directors, and the limitations set forth above, the Administrator will determine the procedures to be relied upon for procuring goods and services. All purchasing procedures shall comply with the requirements of applicable Idaho laws and related administrative rules and where appropriate, will involve a competitive bidding process.

Payroll

Subject to the approval of the Board of Directors, the policies and procedures established by the Board of Directors, and the limitations set forth above, the Administrator may engage a private contractor for purposes of outsourcing Future's payroll processing, provided, however, that if it is more cost-effective and can be capably handled internally, payroll shall be handled by the Administrative support personnel as retained by the Administrator pursuant to the authority set forth above.

Transportation Plan

Future will offer transportation services for students from the initial opening of the school for students in the primary attendance area in accordance with Idaho code 33-1501-1514. This is to ensure that lack of transportation will not negatively affect potential students for whom transportation may be a barrier to attendance. These services will be contracted out through a contractor. At the appropriate time, Future will follow transportation bidding process as per Idaho Code.

Busing is a strong priority for Future Public Schools as it is a key lever to increased access for families and is one of the safest means of transportation to and from school.

Future has been in contact with a local busing company, and based on initial estimates, Future can expect to pay in the approximate range of \$285 per bus per day for the first four hours of service (2

hours AM, 2 hours PM) and about \$28-\$30 per hour for each hour over that, based on actual driver time sign-on and sign-off. Future expects to run approximately 2 bus lines the first year and will run up to an estimated 3-4 bus lines once the school is fully enrolled.

To be eligible for transportation services, students must reside within Future's primary attendance area and they must live more than one and one-half miles from the nearest established bus stop. In accordance with Idaho Code, students who live less than one and one-half miles from the nearest established bus stop must provide their own transportation to the bus stop. That distance shall be determined by the nearest and best route from the junction of the driveway of the student's home and nearest public road to the nearest door of the building or the bus stop, as the case may be. Future may transport any student a lesser distance when in its judgment, the age, health, or safety of the student warrants it.

A day care center, family day care home, or a group day care facility, as defined in section 39-1102 of Idaho Code may substitute for the student's residence for student transportation to and from school. Future will not transport students between childcare facilities and home, in accordance to 33-1501 of Idaho Code.

The Board of Directors may approve additional transportation services, under its discretion, if fiscally viable under school budget. Transportation planning will be reconsidered yearly as dictated by student enrollment, the need and/or demand for transportation services, and financing.

Transportation for students with special needs will be provided in accordance with requirements of state and federal law. The service may be contracted following the transportation bidding process as per Idaho Code.

Transportation for field trips, excursions, and extracurricular activities will be provided by the school through contracted services.

Student Travel for Extracurricular Activities, Field Trips, Etc.

Unless other travel arrangements are authorized, students will board the bus at the school, which is designated as the point of origin for the trip, and will return to the point of origin in the bus. There will be no stops along the designated route to pick up or discharge students. The only variation allowed in this regulation is the release of students to parents in a face-to-face situation at the close of the activity before buses begin the return trip. Such release will require a signed, dated note from the parent.

School Lunch Program

Future will contract with an outside vendor to provide lunch, in accordance with federal requirements, during the first year of operation. As a healthy food service is critical to the physical and academic well-being of students, Future will scrutinize and carefully select the vendor that best suits the fiscal program of Future as well as the nutritional requirements of Future's students. For example, the Boys & Girls Club of Ada County has a fully-operating commercial kitchen that meets federal meal guidelines. We are currently discussing potential partnership possibilities with the Club as they have previously provided meals to charter schools and have expertise in this area. Future will ensure that

no child goes hungry and is committed to providing healthy breakfast, lunch, and snack programs. Future will attend mandatory State nutritional training meetings and ensure that Future follows all required laws and procedures.

The Board of Directors will also survey families annually and plans to develop a school-sponsored lunch program that would be viable related to facilities, needs, interests, and finances. The Board will approve policies for determining eligibility of students for free and reduced-price meals. Verification reporting and record-keeping will be filed with the Idaho State Department of Education in accordance with state and federal law.

Future will collect free and reduced data annually by individual FRL forms and through Direct Certification if participating in the National Lunch Program.

Tab 9 – Virtual Charter Schools

Future Public School is not a virtual charter school.

Tab 10 – Business Arrangements, Community Involvement, School Closure

Business Arrangements

Future will proactively seek to establish partnerships with businesses providing potential services and materials for education, legal, accounting, food, transportation, special education, and other services. At the current time, no such contracts exist; however, Future is actively engaged in conversations with several entities regarding potential partnerships. For example, Future is engaged in conversations with the Boys & Girls Clubs of Ada County about food service partnership possibilities. We have also been in contact with a local busing company that would be able to bid services. Future has priced curriculum and technology materials. Future has also entered talks with a local lawyer about potential legal representation. All business arrangements will be conducted according to the laws and policies of the state.

Termination of the Charter

Future will follow all closure and termination procedures as outlined in the Idaho Public Charter School Commission's Closure Protocol.

In case of termination, the Chair of the Board of Directors will be responsible for the dissolution of the school and will cooperate with the Idaho Public Charter School Commission. The Board will follow all state and federal laws regarding the dissolution of a non-profit corporation and arrange for the liquidation of assets and dispersing of funds to creditors.

When the Board determines that the school will be terminated, the Chair will execute the termination. The Chair will arrange for the sale of the assets and will use the proceeds to pay creditors. Within a month after the determination to dissolve the school, the Chair will contact the parents of past and present students informing them of the process to obtain student school records and/or to which school the records should be forwarded. The school will send written notification to parents of students at their last known address and will email the parents at their last known email. The notification will explain how to request a transfer of student records to a specific school, where to obtain records before dissolution, and where and how long the records will be stored after dissolution. The school will send the records to the school requested by the parents. Parents can either email or send written instructions.

Within two months after the final school year, the Chair will direct the remaining student records to parents for whom the school has mailing addresses. Any remaining student records will be stored in a secure location for the legal limit. The school will maintain a Facebook page, Instagram account, and Twitter account stating whom to contact for student records.

The Chair will direct all personnel records to all former employees of the school. All former employees shall receive their personnel records within one month after the final school year. Employee records will be stored in a secure location for the legal limit.

The Chair will arrange for the sale of the assets for distribution of all assets and/or proceeds therefrom pursuant to the requirements of Idaho Code 33-5212(2).

Once appropriate assets have been used to pay creditors, the school will redistribute the remaining assets to the Public School Income Fund, in accordance with the requirements of Idaho Code 33-5212(2). Any assets bought with federal funds will be returned to the Idaho Public Charter School Commission and will not be used to pay creditors. All remaining funds will be turned over to the Public School Income Fund in accordance with the requirements of Idaho Code 33-5212(2).

Future will fund and complete a final fiscal audit. The audit will be submitted to the Idaho Public Charter School Commission and the Idaho State Department of Education.

Tab 11 – Regional Professional Technical Schools

Future Public School is not a regional/technical school.

Appendix A: Articles of Incorporation and Bylaws

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ARTICLES OF INCORPORATION

(Non-Profit)

Title 30, Chapters 21 and 30, Idaho Code

Filing fee: \$30 typed, \$50 not typed

Complete and submit the form in duplicate.

2017 FEB 28 PM 1: 59

SECRETARY OF STATE
STATE OF IDAHO

Article 1: The name of the corporation shall be:
Future Public School, Inc.

Article 2: The purpose for which the corporation is organized is: the operation of a public charter school
pursuant to the Idaho Public Charter Schools Act of 1998.

Article 3: Registered agent name and address:
Chris Yorgason 6200 N. Meeker Pl., Boise, ID 83713
(Name) (Address)

Article 4: The board of directors shall consist of no fewer than three (3) people. The names and addresses of the initial directors are:

Bradley Petersen	1010 W. Jefferson St. #201, Boise, ID 83702
(Name)	(Address)
Amanda Cox	1010 W. Jefferson St. #201, Boise, ID 83702
(Name)	(Address)
William Pigott	1010 W. Jefferson St. #201, Boise, ID 83702
(Name)	(Address)

Article 5: Incorporator name(s) and address(es):

Bradley Petersen	1010 W. Jefferson St. #201, Boise, ID 83702
(Name)	(Address)
(Name)	(Address)
(Name)	(Address)

Article 6: The mailing address of the corporation shall be:
1010 W. Jefferson St. #201, Boise, ID 83702
(Address)

Article 7: The corporation (☐ does ☒ does not) have voting members.

Article 8: Upon dissolution the assets shall be distributed: to organizations described in Internal Revenue Code 501(c)(3) and in accordance with 33-5212, which governs distribution of assets upon closure.

Signatures of all Incorporators:

Printed Name: Bradley Petersen

Signature: *Bradley Petersen*

Printed Name: _____

Signature: _____

Printed Name: _____

Signature: _____

Revised 08/2015

Secretary of State use only

BYLAWS OF FUTURE PUBLIC SCHOOL, INC.

1 Name and offices

1.1 Name

The name of the corporation shall be Future Public School, Inc.

1.2 Mission and Vision

Vision: Developing engineers of the future and our community.

Mission: Future Public School equips students with the knowledge, skills, and character to succeed in college and the future world. We do so through a commitment to innovative STEM programming, equity, and individualization.

1.3 Principal office

The principal office of the corporation shall be located in Ada County, Idaho. The Corporation may have such other offices, either within or without the State of Idaho, as the Board of Directors may designate or as the business of the corporation may require from time to time.

1.4 Registered office

The registered office of the corporation required by the Idaho Business Corporation Act to be maintained in the State of Idaho may be, but need not be, identical with the principal office in the State of Idaho, and the address of the registered office may be changed from time to time by the board of directors.

1.5 Purpose

The corporation is organized and shall be operated exclusively for the specific purposes set forth in the corporation's Articles of Incorporation, namely educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code.

2 Board of Directors

2.1 General powers

The business and affairs of the corporation shall be managed by its Board of Directors.

2.2 Number, tenure and qualification

The number of directors of the corporation shall consist of not less than 5 nor more than 11 persons and each directorship shall have a numerical designation as follows: Director 1, Director 2, Director 3 and so on. The number of directors serving on the Board of Directors may be increased from time to time by resolution adopted at a regular or special meeting of the Board of Directors. During the initial year of operation, the Board

shall be comprised of the Directors listed in the Articles of Incorporation and any other Directors elected by the then current Board or appointed in accordance with these bylaws.

The Directors stated in the Articles shall hold office until the 2019 annual meeting of the Board of Directors, or until they shall have appointed successors, whichever shall first occur, or until their earlier death, resignation, or removal. The Directors stated in the Articles may, at any time prior to the 2019 annual meeting of the Board of Directors, appoint successors and/or additional directors up to the maximum number of directors allowed under these Bylaws and such directors shall serve until the 2019 annual meeting of the corporation.

Thereafter, all directors shall serve until replaced by a duly elected replacement or otherwise removed pursuant to these Bylaws. The term of service between elections shall be a term of 3 years except that for Directors serving from the date of the 2019 annual meeting of the Board of Directors, whose seats shall be staggered to ensure staggered transitions going forward. After the initial term of each seat directors shall serve for a term of 3 years so that up to, but no more than, 3 directors may be replaced each year at the annual meeting of the Corporation as set forth in these Bylaws.

2.3 Election of Directors

During the initial year of operations, the Board shall consist of those Directors appointed pursuant to the terms of these Bylaws. After the initial year of operations Directors will continue to be appointed by a majority vote of Directors at the Corporation's annual meeting as per Board-approved nominating policy.

2.4 Vacancies

Any vacancy occurring in the Board of Directors may be filled by the affirmative vote of a majority of the remaining directors though less than a quorum of the Board of Directors. A Director elected to fill a vacancy shall be elected for the un-expired term of his/her predecessor in office. Any directorship to be filled by reason of an increase in the amount of directors may be filled by election by the Board of Directors for a term of office continuing only until the next election of directors.

2.5 Compensation

By resolution of the Board of Directors, each director may be paid his/her expenses, if any, of attendance at each meeting of the Board of Directors. There shall be no salary or fixed sum paid to any director other than expenses of attending meetings or other authorized functions.

2.6 Presumption of assent

A Director of the Corporation who is present at a meeting of the Board of Directors at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless his/her dissent shall be entered in the minutes of the meeting or unless he/she shall file his/her written dissent to such action with the person acting as the secretary of the meeting before the adjournment thereof or shall forward such dissent by registered mail to the Secretary of the Corporation immediately after the adjournment of the meeting. Such right to dissent shall not apply to a director who voted in favor of such action.

2.7 Removal of Director

Any board member may be removed with or without cause by majority vote of the board. A Director may be removed only at a meeting of the Board of Directors called for the purpose of removing one or more Director(s). Any vacancy in the Board of Directors caused by removal, death, resignation, or an increase in the number of Directors by reason of amendment of the Bylaws shall be filled as specified in Section 2.4 herein.

2.8 Meetings by telephone / Internet

Members of the Board of Directors or any Committee may participate in a meeting of the Board or Committee by means of conference telephone, online video chat, or similar communications equipment by which all

persons participating in the meeting can hear each other at the same time as allowed through the state open meetings laws. Such participation shall constitute presence in person at the meeting. As public must be able to attend phone meetings, at least one Board member must be present at the posted meeting location.

2.9 Committees

The Board of Directors may create one or more committees and appoint members of the Board of Directors to chair them. Members of the committees other than the chairperson need not be directors. Each committee may have two or more members, who shall serve at the pleasure of the Board of Directors. The provisions of this Article which govern meetings, action without meetings, and quorum and voting requirements of the Board of Directors, shall apply to committees and their members as well.

3 Board Meetings

3.1 Annual meeting

The annual meeting of the Board of Directors shall be held at the time and date established by the Board of Directors. In the absence of a designation from the Board of Directors, the annual meeting shall be held on the 2nd Tuesday in November. The failure to hold the meeting at the time stated shall not affect the validity of any corporate action.

3.2 Regular meetings

The Board of Directors may establish, by action at a meeting or unanimous written consent, the time and place for holding subsequent regular meetings of the Board of Directors and they shall be held without the need of further notice.

3.3 Special meetings

Special meetings of the Board of Directors may be called by or at the request of the president or at least 2 directors. The person or persons authorized to call special meetings of the Board of Directors shall fix any place, either within or without the State of Idaho, as the place for holding any special meeting of the Board of Directors called by them.

3.4 Public Meetings

Except as otherwise set forth in these Bylaws, all meetings shall be open to the public. Pursuant to Title 33, Chapter 52 of the Idaho Code, all other provisions of Title 67, Chapter 23 of the Idaho Code shall be applicable to meetings called by the Directors of the Corporation in the same manner that a traditional school and the boards of trustees are subject to those provisions.

3.5 Notice and Agendas

Not less than 48 hours prior to any regular meeting, including the annual meeting of the Board of Directors, agenda notice shall be published. Agenda items may be added subsequent to notice provided a good faith effort was made to include all known agenda items in the published notice at the time of its publication.

Notice of any special meeting shall be given at least 24 hours prior thereto by written notice, which could include text message, e-mail, fax or letter (either mailed or personally delivered) at his/her mailing address. If mailed, such notice shall be deemed to be delivered when deposited in the United States mail, so addressed, with postage thereon prepaid. Any e-mail is deemed to be delivered the day it was sent. Any director may waive notice of any meeting. The attendance of a director at a meeting shall constitute a waiver of notice of such meeting, except where a director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the board of directors need be specified in

the notice or waiver of notice of such meeting.

3.6 Quorum

A majority of the number of directors then in office shall constitute a quorum for the transaction of business at any meeting of the board of directors, but if less than such majority is present at a meeting, a majority of the directors present may adjourn the meeting without further notice.

3.7 Manner of taking action

The act of the majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors. Action required or permitted to be taken by the laws of the State of Idaho at a meeting of the Board of Directors may be taken without a meeting. If all the Directors consent to taking such action without a meeting, the affirmative vote of all of the Directors shall be the act of the Board. The action must be evidenced by one (1) or more written consents describing the action taken, signed by each Director in one (1) or more counterparts, indicating each signing Director's vote or abstention on the action, and included in the minutes or filed with the corporate records reflecting the action taken. Action taken under this section shall be effective when the last Director signs the consent, unless the consent specifies a different effective date. A consent signed under the section shall have the effect of a meeting vote and may be described as such in any document.

3.8 Meeting Minutes

Written minutes shall be maintained at all meetings of the Board of Directors. Neither a full transcript nor a recording of the meeting is required. Minutes shall be available to the public within a reasonable time after the meeting, including: (a) Members of the Directors present; (b) Motions, resolutions, orders, or ordinances proposed and their disposition; (c) Results of all votes. Minutes of any executive sessions held by the Directors of the Corporation under Title 67, Chapter 23 of the Idaho Code may be limited to material, the disclosure of which is not inconsistent with the provisions of section 67-2345, Idaho Code, but must contain sufficient detail to convey the general tenor of the meeting.

3.9 Executive Sessions

Executives sessions, closed to any persons for deliberation on specified matters, may be held by the Board of Directors for those reasons outlined and specified in Title 67, Chapter 23 of the Idaho Code. Unless otherwise allowed by law, no Director may disclose the content of an executive session to an outside source.

4 Officers

4.1 Numbers

In addition to the Board Chair and Board Vice Chair identified in Section 2, the officers of the corporation shall be a secretary, and a treasurer. In the discretion of the Board of Directors, Vice-Chair (the number thereof to be determined by the Board of Directors) may be elected by the Board of Directors. Such other officers and assistant officers as may be deemed necessary may be elected or appointed by the Board of Directors. Any two or more offices may be held by the same person, except the offices of Board Chair and either Secretary or Treasurer.

4.2 Election and term of office

The officers of the corporation shall be selected from the members of the Board of Directors and shall be elected annually by the Board of Directors at the annual meeting of the Board of Directors held after the annual meeting of the stakeholders of the Corporation. The initial Board of Directors shall select initial officers who shall serve until the first annual meeting. If the election of officers shall not be held at such meeting, such

election shall be held as soon thereafter as conveniently may be. Each officer shall hold office until his/her successor shall have been duly elected and shall have qualified or until his/her death or until he/she shall resign or shall have been removed in the manner hereinafter provided.

4.3 Removal

Any officer or agent may be removed by the Board of Directors whenever, in its judgment, the best interests of the corporation will be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed. Election or appointment of an officer or agent shall not of itself create contract rights.

4.4 Vacancies

A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled by the Board of Directors for the un-expired portion of the term.

4.5 Chair

At its annual meeting, the Board of Directors shall elect from among its members a Board Chair who shall, when present, preside at all meetings of the Board of Directors and ensure the Board of Directors follows appropriate parliamentary procedures. The Chair shall be the principal executive officer of the corporation and, subject to the control of the Board of Directors, shall be responsible to establish the agenda for all meetings of the stakeholders of the Corporation and all meetings of the Board of Directors and ensure that all participants in such meetings have access to the materials necessary to their participation. The Chair shall serve as the chief liaison between the Board of Directors and the school administration and as the primary signing agent for all official board documents. The Chair shall also be responsible to ensure compliance by the Board of Directors with the performance certificate, the board manual, if any, and these corporate Bylaws.

4.6 Vice Chair

In the absence of the Chair or in the event of his/her death, inability or refusal to act, the Vice Chair, if any, or in the event there be more than one Vice Chair, the Vice Chairs in the order designated at the time of their election, (or in the absence of any designation, then in the order of their election) shall perform the duties of the Chair, and when so acting, shall have all the powers of and be subject to all the restrictions upon the Chair.

4.7 Secretary

The Secretary shall: (a) keep the minutes of the proceedings of the members and of the Board of Directors in one (1) or more books provided for that purpose; (b) see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law; (c) be custodian of the corporate records, excepting the financial records; (d) keep a register of the post office address of each board member which shall be furnished to the secretary by such board member; and (e) in general perform all duties incident to the office of secretary.

4.8 Treasurer

The Treasurer shall: (a) serve as custodian of all financial records and inventory lists of the corporation; (b) track and record deposits from any source whatsoever in the name of the Corporation in such banks, trust companies or other depositories as shall be selected in accordance with the provisions of Article III of these bylaws; (c) serve as the chief liaison with the business manager for the school; and (d) in general perform all of the duties incident to the office of treasurer.

4.9 Salaries

Unless otherwise determined by action of the Board in a properly notice meeting or by written consent, the officers shall serve without compensation other than reimbursement for expenses.

5 Contracts, loans, checks, and deposits

5.1 Contracts

The Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

5.2 Loans

No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors. Such authority may be general or confined to specific instances.

5.3 Checks, drafts, etc.

All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board of Directors.

5.4 Deposits

All funds of the Corporation shall be deposited from time to time to the credit of the Corporation and in such banks, trust companies or other depositories as the Board of Directors may select.

6 Fiscal year

The fiscal year of the Corporation shall begin on July 1 and shall end on July 31.

7 No private inurement

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its directors, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the Articles of Incorporation. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provisions, the corporation shall not carry on any other activities not permitted to be carried on

- (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, as amended; or
- (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, as amended.

8 Corporate seal

The corporation shall not have a corporate seal.

9 Waiver of notice

Whenever any notice is required to be given to any member of the Board of Directors of the corporation under the provisions of these Bylaws or under the provisions of the Act, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed

equivalent to the giving of such notice.

10 Amendments

These Bylaws may be altered, amended or repealed and new Bylaws may be adopted by a majority vote of the Board of Directors at any regular or special meeting. Bylaw amendments must also be approved by the Idaho Public Charter School Commission.

11 Indemnification

The corporation shall indemnify its directors, officers, employees and agents to the fullest extent permitted under Idaho Code 30-3-88.

12 Dissolution

Upon dissolution, and once appropriate assets have been used to pay creditors, the school will donate or redistribute the remaining assets to the Public School Income Fund or other non-profits, in accordance with the requirements of Idaho Code 33-5212(2). Any assets bought with federal funds will be returned to the Idaho Public Charter School Commission and will not be used to pay creditors.

13 Severability

The invalidity of any provision of these bylaws shall not affect the other provisions.

Certificate

The undersigned certifies that (s) he is the Secretary of Future Public School, Inc., an Idaho nonprofit corporation, and that (s) he is authorized to execute this certificate on behalf of the corporation, and further certifies that the foregoing bylaws constitute the bylaws of the corporation as of this date, duly adopted by the directors of the corporation.

Date: April 3, 2017

Future Public School, Inc.

By: 
Secretary

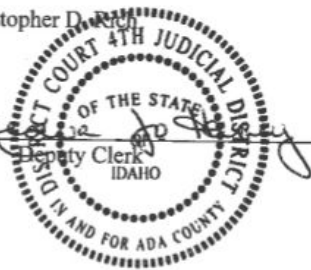
Appendix B: Elector Signatures

STATE OF IDAHO,)
) ss.
County of ADA)

To the Chairman, Idaho Public Charter School Commission, for the State of
Idaho:

I, Christopher D. Rich, County Clerk of Ada County hereby certify that
 7 signatures on this petition are those of qualified electors.

Christopher D. Rich
By [Signature]
Deputy Clerk
IDAHO



Petition to Establish a New Idaho Public Charter School

ACCEPTED
ADA COUNTY ELECTIONS

2017 MAR -2 PM 12:59

This document is an **Elector Petition** and must be signed by not less than thirty (30) qualified electors of the attendance area of the new charter school. Proof of elector qualifications must be provided with the petition.

Name of Proposed New Charter School		Future Public School			
School District Where New Charter School will be Physically Located		Boise School District			
I am currently a qualified elector in the above-named school district. I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.					
Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
1. SPENCER KANSKO	<i>[Signature]</i>	1573 E. BRAGG RD	BOISE	850-6032	2/23/17
2. REX FORD JOHNSON	<i>[Signature]</i>	1630 S. WILKINSON AVE	BOISE	891-7018	2/23/17
3. KAMILE PIGOTT	<i>[Signature]</i>	1780 S. WATERGATE PI	BOISE	208-478-9457	2/23/17
4. JANE DUND	<i>[Signature]</i>	9581 W. OLD MT. DR.	BOISE	208-440-0326	2/23/17
5. DENISE ROGERS	<i>[Signature]</i>	9736 W. BRIDGEGATE ST	BOISE	208-972-1575	2/28/17
6. JORDAN RUMSEY	<i>[Signature]</i>	9839 W. COMMANCHE DR	BOISE	208-297-9180	2/28/17
7. JULIE RUMSEY	<i>[Signature]</i>	9839 W. COMMANCHE DR	BOISE	208-474-7053	2/28/17
8.					
9.					
10.					
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4/16/2008

STATE OF IDAHO,)
) ss.
County of ADA)

To the Chairman, Idaho Public Charter School Commission, for the State of
Idaho:

I, Christopher D. Rich, County Clerk of Ada County hereby certify that
6 signatures on this petition are those of qualified electors.

Christopher D. Rich
By [Signature]
Deputy Clerk
IDAHO



Petition to Establish a New Idaho Public Charter School

etition and must be signed by not less than thirty (30) qualified electors of the attendance area of the new qualifications must be provided with the petition.

Charter School w Charter Located	Future Public School Boise School District	Electors' Signature	Street Address	City	Telephone	Date
		<i>[Signature]</i>	617 S. Olympic St.	Boise	646-642-0926	2/21/2017
		<i>[Signature]</i>	419 S. 8th St. #309	Boise	208-908-8583	2/22/2017
		<i>[Signature]</i>	4919 W. Wylie Ln.	Boise	241-120-2782	2-28-2017
		<i>[Signature]</i>	4919 W. Wylie Ln.	Boise	208 906 4404	28 FEB 17
		<i>[Signature]</i>	4601 Green St	Boise	208-341-3288	3-1-17
		<i>[Signature]</i>	4601 Green St	Boise	208-945-1220	3-1-17

STATE OF IDAHO,)
) ss.
County of ADA)

To the Chairman, Idaho Public Charter School Commission, for the State of
Idaho:

I, Christopher D. Rich, County Clerk of Ada County hereby certify that
2 signatures on this petition are those of qualified electors.

By Christopher D. Rich
County Clerk
IDAHO



no Public Charter School

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2017年3月-2月 12:58

thirty (30) qualified electors of the attendance area of the new titution.

[illegible]

4/16/2008

STATE OF IDAHO,)
) ss.
County of ADA)

To the Chairman, Idaho Public Charter School Commission, for the State of
Idaho:

I, Christopher D. Rich, County Clerk of Ada County hereby certify that
_____2_____ signatures on this petition are those of qualified electors.

8

1000

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ince area of the new

one	Date
5204	3-1-17
524	3-1-17
5628	3/1/18

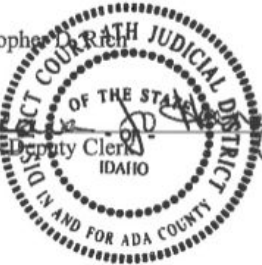
4/16/2008

STATE OF IDAHO,)
) ss.
County of ADA)

To the Chairman, Idaho Public Charter School Commission, for the State of
Idaho:

I, Christopher D. Rich, County Clerk of Ada County hereby certify that
4 signatures on this petition are those of qualified electors.

Christopher D. Rich
By [Signature]
Deputy Clerk
IDAHO



Petition to Establish a New Idaho Public Charter School

RECEIVED
ADAMS COUNTY CLERK
2017 MAR -2 PM 12:58

This document is an **Elector Petition** and must be signed by not less than thirty (30) qualified electors of the attendance area of the new charter school. Proof of elector qualifications must be provided with the petition.

Name of Proposed New Charter School	Future Public School				
School District Where New Charter School will be Physically Located	Boise School District				
I am currently a qualified elector in the above-named school district. I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.					
Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
1 Matthew Callerson	<i>Matthew Callerson</i>	210 W. Benning St.	Boise	310 628-1177	3/1
2 Amy Connolly	<i>Amy Connolly</i>	3244 S. Bannock	Boise	208 421-7182	3/1
3 Julie Byrnes	<i>Julie Byrnes</i>	4356 S. Pineview Way	Boise	208 513-3115	3/1
4 Julie Byrnes	<i>Julie Byrnes</i>	4356 S. Pineview Way	Boise	208 513-3115	3/1
5 Leslie Thompson	<i>Leslie Thompson</i>	1620 Remond Dr	Boise		
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4/16/2008

STATE OF IDAHO,)
) ss.
County of ADA)

To the Chairman, Idaho Public Charter School Commission, for the State of
Idaho:

I, Christopher D. Rich, County Clerk of Ada County hereby certify that
 3 signatures on this petition are those of qualified electors.

Christopher D. Rich
By Christopher D. Rich
Deputy Clerk
IDAHO
DISTRICT JUDICIAL DISTRICT
OF THE STATE
IN AND FOR ADA COUNTY

3

RECEIVED
ADA COUNTY CLERK
2017 MAR -2 PM 12:58

Petition to Establish a New Idaho Public Charter School

This document is an Elector Petition and must be signed by not less than thirty (30) qualified electors of the attendance area of the new charter school. Proof of elector qualifications must be provided with the petition.

Name of Proposed New Charter School		Future Public School			
School District Where New Charter School will be Physically Located		Boise School District			
I am currently a qualified elector in the above-named school district. I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.					
Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
1 Tracy Sedano	<i>[Signature]</i>	8474 W. Evening Star Dr.	Boise	208-421-5202	3/1/17
2 JAVIER TASSOS	<i>[Signature]</i>	4000 Stakeapple Way	Boise	208-559-8741	3/1/17
3 Ben Tassos	<i>[Signature]</i>	4000 Stakeapple Way	Boise	208-859-9393	3/1/17
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4/16/2008

STATE OF IDAHO,)
) ss.
County of ADA)

To the Chairman, Idaho Public Charter School Commission, for the State of
Idaho:

I, Christopher D. Rich, County Clerk of Ada County hereby certify that
10 signatures on this petition are those of qualified electors.

Christopher D. Rich
By  

Petition to Establish a New Idaho Public Charter School

10
 RECEIVED
 ADAMS COUNTY CLERK

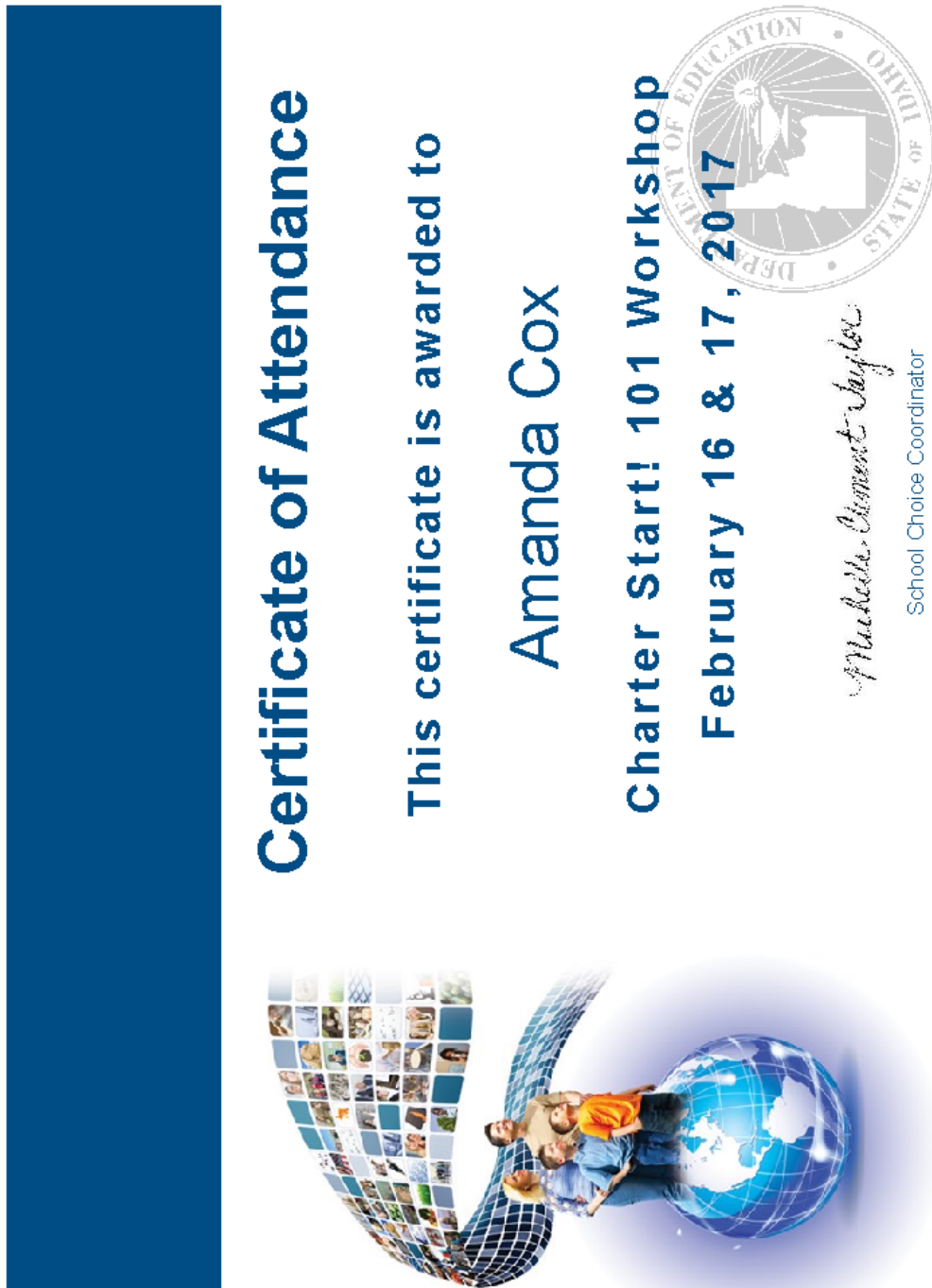
2017 MAR -2 PM 12:58

This document is an Elector Petition and must be signed by not less than thirty (30) qualified electors of the attendance area of the new charter school. Proof of elector qualifications must be provided with the petition.

Name of Proposed New Charter School		Future Public School			
School District Where New Charter School will be Physically Located		Boise School District			
▪ I am currently a qualified elector in the above-named school district. ▪ I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.					
Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
1 Anthony Walsh	<i>Anthony Walsh</i>	1017 South Oakview	Boise	646-673-0826	1/13/16
2 Suzanne McTeague	<i>Suzanne McTeague</i>	2809 S. Felling Brookway	Boise	208-371-0124	1-27-17
3 Dr. D. Eric Combs	<i>Dr. D. Eric Combs</i>	2903 W. TARP ST.	Boise	208-353-7424	1/27/17
4 Bradley Peterson	<i>Bradley Peterson</i>	4800 W. Mylie Ln.	Boise	208-387-6083	1/30/17
5 Alyssa Spiering	<i>Alyssa Spiering</i>	1710 N. Stadiums Edge	Boise	508-351-2747	1/30/17
6 Peter Horan	<i>Peter Horan</i>	10448 West Lonsdale Ct	Boise	208-305-3511	1/30/17
7 Anne Westfall	<i>Anne Westfall</i>	405 N. Haines St.	Boise	208-789-3027	1/30/17
8 Elizabeth Petersen	<i>Elizabeth Petersen</i>	4800 W. Mylie Ln.	Boise	231 336 7986	1/30/17
9 N. El-Bordine	<i>N. El-Bordine</i>	125 Bacon Dr.	Boise	898-901-0947	2/11/17
10 Douglas Metzger	<i>Douglas Metzger</i>	2809 S. Felling Brookway	Boise	208-371-0027	2/12/17
11 Jennie Sue Wehner	<i>Jennie Sue Wehner</i>	1711 Al. Harrison Blvd.	Boise	208-921-4784	2/13/17
12 Jacqueline Frank	<i>Jacqueline Frank</i>	1010 N. Nicholas Ave.	Boise	562-331-1352	2/13/17
13 Tony Ashton	<i>Tony Ashton</i>	1611 N 71st St	Boise	801 847-0002	3/1/17
14 Jessica Witt	<i>Jessica Witt</i>	4703 S. Ambush	Boise	208-861-2262	3.2.17
15					

4/16/2008

Appendix C: Charter Start 101 Workshop Certificates



Certificate of Attendance

This certificate is awarded to

Brad Petersen

Charter Start! 101 Workshop

February 16 & 17, 2017



Murielle Clement-Joyce

School Choice Coordinator





Certificate of Attendance

This certificate is awarded to

Will Pigott

Charter Start! 101 Workshop

February 16 & 17, 2017



Nichelle Bennett Taylor

School Choice Coordinator



Certificate of Attendance

This certificate is awarded to

Levi Mogg

Charter Start! 101 Workshop

February 16 & 17, 2017



Michelle Clement Taylor

School Choice Coordinator

Certificate of Attendance

This certificate is awarded to

Suzanne Metzgar

Charter Start! 101 Workshop

February 16 & 17, 2017

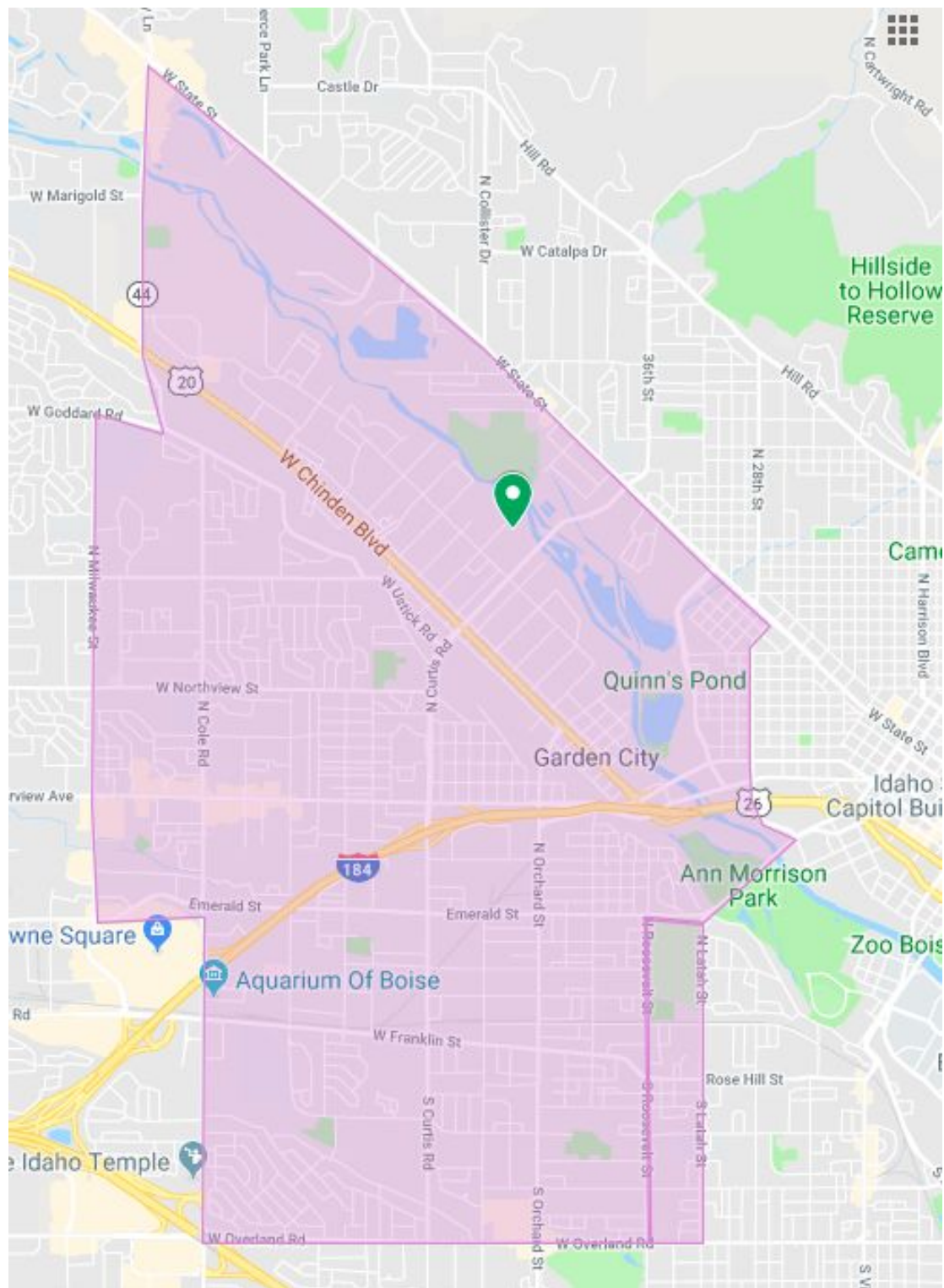


Michele Clement-Jaycox

School Choice Coordinator



Appendix D: Attendance Area Map and Boundaries



William J. Pigott

1780 S. Watersilk Pl.
Boise, Id. 83709
wpigott@hotmail.com
(206) 473-9408

Work Experience**Patent Attorney, 2010 – present**

- Hawley Troxell | Of Counsel, Boise, Id., 2014 – present
- Intuit, Inc. Patent Counsel, Mountain View, Ca., 03/2016-04/2016
- Pigott IP Law, PLLC | Owner, Boise, Id., 2014-2015
- Perkins Coie Associate, Seattle, Wa. & Boise, Id., 2012-2014
- Schwabe, Williamson, & Wyatt | Associate, Seattle, Wa., 2011-2012
- Seed IP Law Group Associate, Seattle, Wa., 2010-2011

Experience includes preparation and prosecution of patent applications, counseling clients for the strategic development and management of patent portfolios, infringement analysis, opinion letter preparation, and patent portfolio analysis. Technology subject areas of experience include, but are not limited to, cloud security, analytics modeling, user experience design, UI personalization, information management systems, financial management systems, combustion technology, educational software, mobile device technologies, power management systems, digital circuitry, RAM drivers, memory controllers, cache configurations, and gaming technologies.

Patent Law Clerk, 2008 - 2010 (part-time during school year; full-time during summer)

- Seed IP Law Group, Seattle, Wa., 2009 - 2010
- Blakely, Sokoloff, Taylor, & Zafman, Seattle, Wa., 2008-2009

Preparation and prosecution of patent applications related to semiconductor processes, analog circuits, and packet processing.

CMOS Image Sensor Product Engineer, 2005 - 2007

- Micron Technologies - Boise, Idaho

Duties included: resolving customer issues (e.g., reset timing sequences), new silicon verification, and yield management. Lead product engineer for the MISOC-1310, a 1.3 mega-pixel sensor. Solved client implementation issues, performed yield monitoring and enhancement, and modified production tests.

Submarine Systems Test Engineer, 2003 - 2005

- Puget Sound Naval Shipyard - Bremerton, Wa.

Responsible for using mechanical and electrical understanding of submarine systems to isolate electrical and mechanical systems to support system repair and overhaul. Conducted verification of completion of system repairs; and supervised testing of system components as part of Subsafe certification process.

Electrical Engineer, 2003

- Space and Naval Warfare Center ("SPAWAR") – San Diego, Ca.

Conducted satellite signal propagation experiments with the atmospheric science research group by modifying code of a global positioning system (GPS) receiver. Wrote code to excite acoustic transducer with various signal patterns; executed code in sea trials experiments. Assisted in the reconstruction of a computer system removed from the USS Dolphin during overhaul.

Education Cybersecurity Professional Courses ▪ Offensive Security penetration testing with Kali Linux (PWK), 2017 (in progress) ▪ IEEE Not So Secure penetration testing, 2017 (in progress)
University of Washington Law School - Seattle, Wa., 2007 - 2010 ▪ Juris Doctor ▪ Intellectual property concentration, including: IP Survey, IP Litigation Strategies, Advanced Patent Law (International IP), Patent Prosecution, Antitrust Law ▪ Low-income tax law clinic (2009-2010) and Entrepreneurial Law Clinic (2009-2010).
Boise State University - Boise, Id. (incomplete degree), 2006 ▪ 12 of 30 credits towards Master's Degree in Electrical Engineering; GPA 3.75. Courses taken: CMOS Circuit Design, CMOS Analog Design, Embedded Systems, Sensors and Instrumentation. Utah State University - Logan, Ut., 1995-1996, 1999 - 2002 ▪ Bachelor's Degree in Electrical Engineering; GPA 3.46. ▪ Minor in Japanese
Community Future Public School - Boise, Id., 2017 - present ▪ Founding board member and treasurer Idaho State Bar – Intellectual Property Law Section – Boise, Id., 2015 - present ▪ Section Chairperson, 2016 - present ▪ Secretary & Treasurer, 2015 - 2016
Authorization to Practice ▪ USPTO, 2010 - present ▪ Washington State Bar, 2010 - present ▪ Idaho State Bar, 2014 - present
Professional References ▪ Allison Parker, Patent Attorney, Hawley Troxell, aparker@hawleytroxell.com ▪ David Conlee, Patent Attorney, Conlee IP Law, dconlee@conlee-ip.com ▪ David Tuttle, Radiologist, Radiology Associates, davidjtuttle@gmail.com

Brad C. Petersen

4800 W. Wylie Ln., Boise, ID 83707 • (208) 357-6083 • bradcpetersen@gmail.com

Education

M.Ed. Educational Administration and Supervision

University of Houston

- KIPP Fisher Fellowship Cohort

Graduation: Jun 2017

Houston, TX

B.A. English, Spanish minor

Brigham Young University-Idaho

- 3.925 GPA, *magna cum laude*
- Awarded Larry H. Thompson Outstanding English Major honor
- Inducted into National Collegiate Hispanic Honor Society

Graduation: Dec 2012

Rexburg, ID

Work Experience

Idaho New School Fellow

BLUUM

Jun 2016 - Present

Boise, ID

- Found and build a world-class, future-focused primary school for Boise's underserved youth
- Partner with the Alberton's and KIPP Foundations as a Fisher Fellow to plan school development

Regional Course Leader / Curriculum Writer - 4th Grade Social Studies

KIPP Houston Public Schools

Jun 2014 - Jun 2016

Houston, TX

- Trained KIPP Houston region's 4th grade social studies teachers on monthly basis on instructional strategy
- Created regional scope and sequence, unit plans, and assessments with focus on literacy and ELPS

Lead Teacher - 4th Grade

Teach For America, KIPP SHINE Prep Academy

Aug 2013 - Jun 2016

Houston, TX

- Built literacy with complex texts, personalized learning plans, and project-based learning
- In school with 92% FORL, students consistently performed 10-20% above state average on STAAR.
- Supervised weekly grade-level character building lessons and establish grade culture as 4th grade Values Chair
- Founded and mentored Google "CS First" computer science after-school club for grade-level

Cofounder / CEO

Respongy

Nov 2014 - Oct 2015

Houston, TX

- Pitched idea for student-focused school lunch feedback app, organized team, and built app in 48 hours to win Startup Weekend Houston EDU 2014 - went on to pilot app in multiple schools across country
- Guided team as CEO to earn a place at 4.0 Schools' Summer Launch NYC final interview round

U.S. Senate Intern

U.S. Senate Majority Leader Harry Reid

Sep - Dec 2010

Washington, D.C.

- Wrote 4 entries for the Congressional Record, the official Senate public records, on behalf of Senator Reid
- Spearheaded weekly memorandum research by communicating with the State Department, national media outlets, and Congressional Research Services
- Drafted 30 Amendment Opinion Summaries for U.S. Senate vote record book

Volunteer Experience

Full-Time Volunteer - Spain Barcelona Mission

The Church of Jesus Christ of Latter-day Saints

Nov 2007 - Nov 2009

Barcelona, Spain

- Operated mission headquarters as president's secretary for 7.5 months
- Led 15+ missionaries on bi-weekly basis in topics including: daily planning, time management, leadership development, and Spanish cultural awareness
- Coordinated public relations efforts for the 40th anniversary of the church in Spain

References

Terry Ryan

CEO - Bluum, Inc., Boise, ID

- (208) 336-8400
- tryan@bluum.org

Deb Shifrine

School Leader / Principal - KIPP SHINE Prep, Houston, TX

- (832) 230-0548
- dshifrine@kipphouston.org

Amanda Cox

11009 W Hazelwood Drive, Boise, ID 83709 • (509) 521-3529 • cox.amanda.e@gmail.com

EDUCATION

2017	UNIVERSITY OF HOUSTON M.Ed. Administration and Supervision	Houston, TX
2012	HARVARD UNIVERSITY, GRADUATE SCHOOL OF EDUCATION 2012 Ed.M. Prevention Science & Practice, Concentration: Research <i>Nominated by peers to serve as one of 13 school-wide Commencement Marshalls</i>	Cambridge, MA
2007	WHITWORTH UNIVERISTY B.A. Sociology, emphasis in Social and Cultural Analysis	Spokane, WA

LEADERSHIP & MANAGERIAL EXPERIENCE

2016 – Present	IDAHO NEW SCHOOL FELLOW <i>Co-Founder – Future Public School</i> - Awarded the Idaho New School Fellowship in partnership with Bluum and the J.A. and Kathryn Albertson Family Foundation to design and launch a world-class charter school in the Treasure Valley - Develop and manage marketing, communications and student recruitment strategy - Design instructional model and curricular resources - Recruit 5-7 founding Board of Trustees, manage launch of the founding Board - Pursue successful authorization of state charter petition - Participate in KIPP Fisher Fellowship principal training	Boise, Idaho
2012 - 2016	TEACH FOR AMERICA <i>Director, Teacher Leadership Development</i> - Achieved highest satisfaction ratings in the country as a first year Manager of Teacher Leadership Development (MTLD), 2013-2014 - Promoted to Director in first nine months; Manage, coach and develop a cohort of four MTLD's in alignment with regional priorities. - Developed quarterly benchmarks and goals; execute management of MTLD's towards outcomes; support MTLD's development through coaching, and data analysis. - Cultivate and leverage authentic relationships with stakeholders in pursuit of increasing student achievement and community partnership	South Carolina

COMMUNITY COMMITMENTS & FELLOWSHIPS

Community Commitments: Advisory Council Member for Teach For America's national Native Alliance Initiative, active member of a local faith based community, active member of the Junior League of Boise

Fellowships

- Idaho New School Fellow** – design and lead a world-class, future-focused primary charter school for Boise's underserved youth, partner with Bluum, the J.A. and Kathryn Albertson Family Foundation and KIPP Foundation to plan school development, 2016 – Present
- KIPP Fisher Fellowship** – selected as one of 15 national recipients to receive in-depth leadership and principal training—including instructional leadership, performance management, staff recruitment and selection, and developing school culture, 2016 – Present
- Teacher Leadership Development Managerial Fellowship** – selected as one of twelve participants across the national Teach For America organization to research and design best coaching and managerial practices, 2013 – 2014

PROFESSIONAL REFERENCES:

- Terry Ryan, CEO Bluum – tryan@bluum.org
- Josh Bell, Executive Director, Teach For America – South Carolina – josh.bell@teachforamerica
- Maureen Ferry, Academic Director, Exceed Charter Schools – (248) 894-9255

SUZANNE METZGAR

1775 W. State St. #239
Boise, ID 83702

208.371.0124

suzanne@metzgars.net

CAREER HIGHLIGHTS AND ACCOMPLISHMENTS***Leadership***

- Coached and managed cross-functional team of 35 associates. Achieved world-class associate satisfaction and coaching scores by Personnel Research Associates and lowest turnover in division.
- Developed and executed multiple business plans on time and within budget.
- Maintained department cost structure and headcount while tripling customer base.
- Managed departmental dissolution, successfully placing 90% of employees in new positions.
- Participated in strategic planning for Fortune 100 company, small businesses and non-profits.
- Developed performance metrics that improved customer satisfaction by more than 10%.

Relationship Management

- Performed business-development activities, including identifying prospects, cold calling, scheduling appointments and conducting meetings with potential clients and donors.
- Developed and maintained successful relationships with members, donors, community stakeholders and business partners.
- Advised customers on purpose, policies and procedures, and supporting services and programs.
- Recruited and retained members resulting in a 9% increase in dues year-over-year.
- Stewarded donors by building relationships through understanding mutual interests and giving motivation.
- Facilitated multiple volunteer committees, successfully executing organizational goals in non-profit environments.

Marketing & Communications

- Oversaw messaging and collateral materials for non-profit, end-user and business-to-business marketing campaigns.
- Wrote and edited email campaigns, newsletters, Web, LinkedIn and Facebook content.
- Developed written donor communications including appeals and annual reports.
- Created presentations and materials for trade shows and sales kits.
- Coordinated events resulting in donor support for college programs, including scholarships.
- Developed sponsorship opportunities and acquired sponsors for cooperative marketing and events.
- Negotiated and managed event vendor contracts ranging from \$1K to \$20K.
- Planned and executed end-user and business-to-business tradeshow and sales events.
- Implemented lead-generation campaigns, improving profits by \$450K annually.
- Increased marketing co-op fees by \$2.4M annually.
- Launched college alumni communications to widen donor community and increase giving opportunities.

Education Management

- Developed scholarship application and evaluation metrics to improve student experience and processes, and facilitated cross-functional team to score more than 2,400 applications and award more than \$700,000 in scholarship funds.
- Facilitated strategic planning process for public charter school.
- Participated in the review of school financial statements and budget oversight.
- Advocated for public charter schools as a whole and on behalf of individual schools.
- Actively participated in public charter school board meetings and decision-making.
- Performed board recruitment and development activities.
- Facilitated governance training for multiple public charter schools.

SUZANNE METZGAR**PAGE 2*****Education Management (continued)***

- Facilitated volunteer parent groups in both public charter and private schools.
- Assisted in the development of parent surveys, subsequent program modifications and parent communication.

Financial Management

- Developed and managed annual budget of \$1M.
- Directed Oracle project accounting implementation, resulting in real-time project P&L reporting.
- Facilitated cross-functional process-improvement team, improving margin by more than 15%.

EMPLOYMENT HISTORY

Bluum, Boise, ID	2015 – Present
Idaho Charter School Network, Boise, ID	2013 – Present
Meshwork Consulting, Boise, ID	2007 – Present
College of Western Idaho Foundation, Nampa,	2012 – 2013
ID Family Magazine & Media, Boise, ID	2009 – 2011
Ingram Micro, Santa Ana, CA	1994 – 2003

EDUCATION

Bachelor of Science – Organizational Management, University of La Verne, La Verne, CA, 2001

REFERENCES

Marc Carignan
Chief Financial Officer, Bluum
208.336.8400
mcarignan@bluum.org

Jodi Davis-Gempler
Director of Development, Boys & Girls Club of Ada County
208.376.4960
jodi@adaclubs.org

AFFILIATIONS

Future Public School, Founder, Board of Directors	2015 – Present
Sage Int'l School, Founder, Board of Directors	2011 – 2014
Sage Parent Network, Chair	2010 – 2011
Parents for The Children's School, Treasurer	2007 – 2008

DS

DYNISHA SMITH

208.724.5970
DYNISHA.S@GMAIL.COM

SKILLS

Staff Development
Promotion/Marketing
Program Development
Internal Communication
External Communication
Group Management and
Facilitation of Learning; adults
and children

EXPERIENCE

PROGRAM DIRECTOR • BOYS & GIRLS CLUBS OF ADA COUNTY • FEBRUARY 2015 – JUNE 2017

Responsible for the daily operations, overall program quality and direction, hiring and training front line staff, parent communication, satisfaction of members, parents, staff, and community partners. Accomplishments include increased levels of parent participation, higher retention of members from program to program, increased professional development opportunities for front line staff.

VARIOUS ROLES • BOYS & GIRLS CLUBS OF ADA COUNTY • MAY 2009 – FEBRUARY 2015

Beginning as a Youth Development professional with the responsibility to keep kids' safe, build relationships, run activities and program in a variety of program areas aligned to the vision and mission of the organization, to working as the administrative assistant for the Yanke Betti's Business Office. I gained a wealth of management skills, office skills, event planning and execution skills as well as donor retention, data entry and database management knowledge. I also had the opportunity to coach baseball, attend professional workshops and conferences, and become a certified Learning Coach able to facilitate professional development for front line staff.

EDUCATION

BA, POLITICAL SCIENCE & ENGLISH • MAY 2013 • BOISE STATE UNIVERSITY

**DYNISHA SMITH**

208.724.5970
DYNISHA.S@GMAIL.COM

National Society of Collegiate Scholars
LeaderShape Participant
Founder, The Leadership Society

REFERENCES

Colleen Braga, Executive Director, Boys & Girls Clubs of Ada
County 208.639.3161

Joey Schueler, Director of Operations, Boys & Girls Clubs of Ada
County 208.639.3164

JULIE M | FOGERSON

906 N. 25th St | BOISE, ID | 83702
425 | 503-3154
julie.m.fogerson@wellsfargo.com

STRATEGIC

LEARNER

MAXIMIZER

ACHIEVER

INPUT

CORE COMPETENCIES

- **16 years** expertise in strategic communications across multiple industries in HI, WA, NY, Antarctica and ID.
- **12 years** staff supervision experience; project/office management in WA, NY, Antarctica and ID.
- **8 years** Spanish language instruction and use; 4 years Russian language.
- **6 years** conflict management application in NY, Antarctica and ID; MS in Dispute Resolution.

EMPLOYMENT HISTORY

1. **2013 – Current / Wells Fargo (BOISE, IDAHO)** – Diversified, community-based financial services company.

Assistant Vice President, Idaho/Montana/Wyoming Regional Communications: Driving internal/external communications.

- Provides executive communications for Lead RP Frank Newman (CO), RP Don Melendez (ID) and Joy Ott (MT/WY).
- Charts strategic direction for internal/external communications in support of market reputation and team member engagement for One Wells Fargo throughout Rocky Mountain Region, fielding requests from six states and multiple lines of business.
- Creates, supervises and implements traditional print/web and social media outreach; facilitates community engagement.
- Writes, edits, publishes for internal Web communications platform and "telling our story" initiatives.
- Coordinates teams of varying support partners (Community Relations, HR, Marketing, Recruiting) to execute on internal/external communication opportunities, managing Excel editorial calendar to enable multitasking and optimization.

2. **2012 – 2013 / BITwave (EAGLE, IDAHO)** – Consumer tech, communications & audio for active sports.

Director of Communications: Driving all communications, asset management and collateral creation for then one year old company.

- Managed \$180K budget to chart strategic direction for B2B and B2C communications and collateral – Web, print and verbal.
- Created, supervised and implemented media, analyst and public outreach programs to drive credibility and manage issues.
- Directed business best practices, running \$120K+ in vendor contracts, growing office by 4x in 1 year and charting ROI.
- Singular point of contact for all customer/technical support issues, triaging user experience inquiries and providing resolutions.

3. **2010 – 2012 / Raytheon (MCMURDO, ANTARCTICA)** -- Logistical and science operations overseer for USAP (1999 – 2012).

Scheduler, Lead (Contractor): Managed Vehicle Maintenance Facility office operations during two contract seasons.

- Supervised three person team scheduling 500 plus heavy and light equipment to reduce repair tickets by 26% over year prior.
- Track budget and payroll, ensuring 100% within spending and compliance with government time reporting standards.
- Interface with client on \$20K plus capital improvement projects to improve VMF efficiencies.

4. **2008 – 2010 / Dome-Tech (NEW YORK, NY)** -- Energy engineering and consulting services for existing and new facilities.

Marketing Manager / Project Coordinator / Office Manager: Managed New York office operations and communications.

- Supervised two person team managing new and existing clients to grow NY business by 33% in 2009-2010.
- Generated new services such as video training and production to land and produce six digital client projects in 2010.
- Oversaw technical assets to source, install and maintain over \$100K in new office security system, server and peripherals.

5. **2006 – 2008 / LEWIS PR (NEW YORK, NY)** -- Global communications agency for digital, technology and consumer PR.

Senior Account Executive / Project, Office Manager: Headed New York office operations and client accounts.

- Primary NYC client contact and lead for new business sourcing, managing average \$400K project work / month.
- Drove strategy, creation of all collateral and conducted training in areas of media interaction and presentation skills.

6. **2004 – 2006 / Edelman (SEATTLE, WA)** – Global communications firm servicing consumer and technology brands.

Account Executive > Senior Account Executive

- Managed communications for Microsoft's Macintosh Business Unit to design integrated marketing programs, coordinate Microsoft Corporate and product teams and generate content for Web, creative visual displays and executive speeches.

7. **2001 – 2004 / Waggener Edstrom (SEATTLE, WA)** -- Global communications for healthcare, public affairs and technology.

Account Coordinator > Account Executive

- Managed PR for Microsoft Business Solutions enterprise resource planning (ERP), facilitating global press engagement.

EDUCATION

- Interdisciplinary Ed.D. in Leadership from Creighton University, *doctoral student with anticipated grad. date Summer 2018*
- MS in Negotiation & Dispute Resolution from Creighton University
- BA in Communications from Hawaii Pacific University, Lambda Pi Eta National Honor Society

RECOGNITION

- 2017 Annual Writing Contest, *Idaho Writers Guild* – honorable mention 5/5/2017
- Women of the Year, *Idaho Business Review* – awarded 2/2016
- Advanced Open Water Diver, *Professional Association Diving Instruction* – awarded 9/2015
- 40 Accomplished Under 40, *Idaho Business Review* – awarded 4/2015
- Boise Metro Chamber, *Leadership Boise* – member of 2014-2016 class, named 6/2014
- United Nations endorsed certificate, *Soliya* – for advanced training and facilitating, 5/2014
- L Magazine, *Literary Upstart NYC* – short story competition finalist 5/2012
- National Science Foundation, *Antarctic Service Medal* – for contributions to science and exploration, 3/2012
- Seattle International Film Festival, *Seattle Times 3MM* – winner of film shorts competition, 5/2010

Professional references

- Don Melendez, Regional Banking President, 208-343-2006, Don.M.Melendez@wellsfargo.com
- Danny Ischy, Executive Communications consultant, 602-378-1049, Danny.Ischy@wellsfargo.com

Levi Mogg

11009 Hazelwood Dr. • Boise, ID 83709 • (252) 676-0060 • levimogg@gmail.com

EDUCATION

- | | | |
|------|--|----------------|
| 2017 | JOHNS HOPKINS UNIVERSITY, SCHOOL OF EDUCATION
Ed.D. Thesis under development; anticipated completion June 2020 | Baltimore, MD |
| 2013 | EAST CAROLINA UNIVERSITY, COLLEGE OF EDUCATION
M.Ed. Thesis: "Incorporating Joy Strategies and Enhancing Engagement in the Classroom" | Greenville, NC |
| 2011 | HUMBOLDT STATE UNIVERSITY
B.A. History, Senior Thesis: "Friends and Enemies: A Quaker's Perspective During the American Revolutionary War"
Awards: Johnston-Aronoff: 'Outstanding student pursuing a career in teaching history' | Arcata, CA |

MANAGERIAL EXPERIENCE

- | | | |
|----------------|--|--------------|
| 2013 - Present | TEACH FOR AMERICA
<i>Director, Teacher Leadership Development</i> <ul style="list-style-type: none"> • Design and executing a corps culture vision and strategy specifically for rural Idaho; pillars of this vision include activism, growth mindset, leadership, and community partnership • Foster corps members' and regional staff members leadership development by providing an ambitious vision and learning experiences, both designed to expand mindsets, build coaching skills, and instill a long-term commitment to end educational inequity in rural schools • Program achieved highest satisfaction ratings in the nation in our first year as a region based on teacher survey feedback in 2015-2016. Recent survey results indicate we are still ranked highest. • Develop quarterly benchmarks and goals; execute management of instructional coaches towards those outcomes • Support direct reports' development and instructional excellence through coaching, classroom observations (which include detailed feedback and debriefing), and data analysis • Develop program that meets requirements set by the Professional Standards Commission and meets CAEP standards to be an alternate route for teacher certification in Idaho | Nampa, Idaho |
| 2008 - 2011 | CATALYST
<i>Community Action Director</i> <ul style="list-style-type: none"> • Designed trainings and support for groups engaged in community service • Developed opportunities for advocacy and community service for 150+ participants • Managed 12 volunteers to lead small groups and meet annual service goals • Coordinated annual fund raising efforts of approximately \$10,000 • Designed micro-grant program managed by Humboldt Area Foundation that provided funds for advocacy and service projects • Promoted from Community Action Coordinator to Community Action Director in alignment with program goals to increase participation and impact | Arcata, CA |
| 2004 - 2008 | HOMES OF REFUGE, GROUP HOME
<i>House Manager</i> <ul style="list-style-type: none"> • Supervised residents and managed weekly programming • Coordinated large group events, including community service projects and resident participation in Alcoholic and Narcotic Anonymous meetings • Assisted in managing a staff of 30 and staff activities and schedules • Maintained the completion of resident files, needs and service plans, medication logs, and reports • Coordinated and conducted staff meetings and trainings for staff, group sessions and residents • Promoted from Support Staff to House Manager in alignment with program goals | Eureka, CA |

INSTRUCTIONAL LEADERSHIP EXPERIENCE

- 2013 - 2015 **TEACH FOR AMERICA SUMMER INSTITUTES** Tulsa, OK
School Director (2015)
- Coached and supported the development of Curriculum Specialist, School Operation Manager and 5 Corps Member Advisors through action plan review, co-classroom observations and debriefs, daily meetings, and modeling real-time instructional coaching with corps members
 - Designed school vision and culture plan for instructional team and 70 corps members to achieve the highest satisfaction rate across 10 schools in Tulsa
 - Designed strategic plan to monitor and support student learning, corps member and corps member advisor effectiveness across school site
- Curriculum Specialist (2014)***
- Strategically planned and presented sessions to over 70 corps members
 - Evaluated as “Exemplary” for creating a culture of excellence and leading corps members to meet Teaching as Leadership rubric and student achievement goals
 - Facilitated exercises and modeled effective instructional practices based on collected observations of teacher actions and student data
 - Provided individual, content and general pedagogical support through lesson plan feedback, real-time coaching & observation and debrief conversations
- Corps Member Advisor (2013)***
- Observed corps members' classroom teaching and presented feedback aligned with the Teaching as Leadership (teaching excellence) framework through daily debrief conversations
 - Facilitated daily group learning experiences for 15 corps members
 - 100% of teachers met their summer school goals
- 2011 - 2013 **KIPP: GASTON COLLEGE PREPARATORY** Gaston, NC
6th Grade History Teacher
- Led over 100 students to achieve between 1.5 – 2 grade levels of growth on the North Carolina End of Grade 6th Grade Reading Comprehension Test
 - Developed social studies and writing curriculum. 93% of students were able to successfully write a 5-paragraph essay that was rated proficient or above based on National Writing Project rubric
- 2009 - 2011 **HUMBOLDT STATE UNIVERSITY** Arcata, CA
Teacher Assistant
- Contributed to the development of appropriate teaching materials to ensure content and methods of delivery met learning objectives
 - Co-taught introductory-level American history course to students

HIGHLIGHTED AWARDS, FELLOWSHIPS, & ENDORSEMENTS
Awards

- Triangle Start-up Weekend EDU: pitched idea to solve for retention challenges in rural schools, recruited team of six, and achieved second place. We received \$10,000 in support to launch ‘Teacher Growth’

Fellowships

- Diverse Learners Initiative Fellow: selected from competitive pool of applicants to survey, research, and gather most impactful practices for serving students with learning differences. Created variety of resources for special education teachers.
- Teacher Leadership Development Fellow: selected as 1 of twelve participants in Teach For America to research and design best coaching and managerial practices

Endorsements:

- Certified to evaluate teachers using the Danielson Framework for Teaching
- Endorsed Language grades 6-9 Arts and Social Studies grades 6-12, State of North Carolina Teaching Certificate

REFERENCES

Tony Ashton, Executive Director- Teach For America
E. Tony.ashton@teachforamerica.org
P. (208) 991-0455

Ramsey Murray
Director of Communications- Teach For America
E. Ramsey.murray@teachforamerica.org
P. (843) 621-2419

Brenna Rosenstein
Director of Teacher Leadership Development- Teach For America
E. Brenna.Rosenstein@teachforamerica.org

MATTHEW ALLEN KUZIO1016 N. 23rd Street, Boise, ID 83702 | matthew.kuzio@gmail.com**EXPERIENCE****SUMMIT SOLUTIONS****BOISE, ID**

1/2013- Present

COO. *Run operations, oversee all finances and help manage sales staff for family-owned, 4-year old spinal implant distributorship with annual sales of 6 million dollars across ID, MT, WY and NE.*

- Built web-based sales and inventory-tracking platforms to track sales across all product lines, sales reps, and hospitals (www.lucentrac.com & www.summsol.com).
- Structured merger with competing \$2 million distributorship resulting in 60% market share of local Boise market.
- Instituted quarterly sales goals to focus company objectives resulting in 35% annual sales growth.
- Streamlined financial and operational processes - inventory management, accounting processes, tax reporting.

KUZIO CONSULT**VARIOUS LOCATIONS**

10/2011- 12/2012

Principal. *Continuously consulted for various multinational institutions and social enterprises within the clean energy and financial sectors.*

- **China:** Managed a \$900,000 Asian Development Bank (ADB) grant to China Beijing Environmental Exchange to develop a comprehensive business ecosystem around the exchange and promote carbon reduction activities.
- **China:** Developed and solely negotiated with the Harbin Municipal Government a \$400,000 ADB Technical Assistance Grant to review current fiscal structures and cultivate innovative financing mechanisms for infrastructure development in the mega city.
- **India:** Designed curriculum to support business plan development and execution for MFI-based clean energy programs backed by the social enterprise MicroEnergy Credits (MEC). Provided in-country expertise to support relationship and in-field operations management. Jointly managed MEC's semi-annual capital drive with CEO and successfully raised \$200,000.
- **Mongolia:** Managed a \$500,000 ADB grant to the Ministry of Finance in Mongolia to develop a PPP Unit in charge of increasing private sector participation in infrastructure development.
- **Tajikistan:** Identified production outlets and consumer financing mechanisms for household energy efficient products under an ADB fact finding mission. Worked with colleagues to secure Ministry of Finance approval of \$10 million revolving facility for MFIs to finance clean energy lending.

XACBANK**MONGOLIA**

7/2009- 10/2011

Department Director /Senior Products Officer. *Founded and managed XacBank's Eco Products Department. Responsibilities included facilitating both producer and consumer lending, managing all government and NGO relationships, connecting the program to the carbon markets, and overseeing all staff.*

- Launched Eco Products Unit in July 2009. Developed and executed 5 year business plan, financials and supplier relationships to take program to market within 3 months.
- Grew total product distribution to over \$3 million in sales and producer lending to over \$1.2 million within one year.
- Grew product sales by 700% to over \$21 million in second year of operation.
- Designed and managed distribution, financing and marketing mechanisms for all consumer eco products, including the establishment and management of 42 sales centers and over 140 sales and operational staff.
- Designed and implemented a financing mechanism and loan terms for ADB's \$2 million yurt insulation program.
- Developed and implemented energy efficient mortgage products in coordination with UNDP and Habitat for Humanity.

Eco Department Awards and Recognition:

- Awarded 2010 and 2011 Bank Department of the Year for outstanding performance and social impact.
- Presented program at United Nations ESCAP's Bazaar of Ideas and ADB/USAID's Asia Clean Energy Forum
- Program visited and received critical acclaim by the President of Mongolia.

MATTHEW ALLEN KUZIO1016 N. 23rd Street, Boise, ID 83702 | matthew.kuzio@gmail.com**EXPERIENCE (Continued)****TEACH FOR AMERICA**

Teacher. *Taught at Middle School 328 located in the Bronx, NY. Selected from a pool of 20,000 outstanding recent college graduates nationwide to serve in a national teacher corps committed to teaching two years in under-resourced public schools.*

NEW YORK, NY

6/2007 - 6/2009

- Developed engaging long-term units and daily lesson plans that guided effective standards-based literacy instruction to meet the needs of 60 eighth grade students with a broad range of behavior and learning skills.
- Facilitated an extended day program that targets missing math and literacy skill sets for 30 students.
- Led students to achieve the largest literacy gains across a national summer school program ran by Teach For America.
- Coached Boys Basketball and Baseball. Raised funds through community donations to found the school's first baseball team.

LEHMAN BROTHERS

Summer Analyst. *Worked as an investment banking Summer Analyst in Industrials coverage group.*

NEW YORK, NY

Summer 2008

- Created leveraged buyout model to analyze the pro forma effects on internal rates of return, capital structures and exit multiples for a steel manufacturing target.
- Constructed a sum of the parts valuation to formulate a comparative analysis of a diversified consulting company.
- Spread numerous trading comparables for use by the group and specified projects.

EDUCATION**OCCIDENTAL COLLEGE**

Bachelor of Arts, Economics; Minor, English and Comparative Literary Studies (GPA: 3.47)

LOS ANGELES, CA

8/2002-5/2007

- **Accomplishments:** Student Body President, General Assembly Co-Chair, Honor Board Chair, Board of Trustees Representative; Bennett W. Schwartz Scholar.
- **College Internships:** National Science Foundation Research Assistant (5/2004-6/2004) / Marketing Intern with The Cannery (1/2006-5/2006) / Summer Research Associate for San Francisco Mayor's Office (6/2006-8/2006)

DEVBOOTCAMP

A three-month immersive program that teaches students the fundamentals of full stack web development.

SAN FRANCISCO, CA

Summer 2014

- Core Competencies: JavaScript, Ruby, HTML5, CSS3, Ruby on Rails, jQuery, Devise, Bootstrap
- Architecture: Object Oriented Design, MVC design patterns, RESTful routing
- Databases & Hosting: Active Record, PostgreSQL, SQLite3, Heroku

COURSERA

Coursera offers high quality online courses from the top universities and organizations worldwide.

- Machine Learning Foundations (Completed Nov. 2016)
- Machine Learning: Regression (In progress)

References

Trent Beattie, Managing Principal, Madison Mountain Medical
tb@madisonmm.com, (208) 369-8507

James Dailey, Senior Associate, Modulo LLC
jamespdailey@gmail.com, (206) 234-8435

**Future Public School
Board of Directors
Code of Ethics and Conduct**

The Board of Directors of Future Public School, recognizing their role as overseers of public education, by subscribing below, do commit to the following Code of Ethics and Conduct.

1 Governance Practices

1. The Board's function is the provision of education and the Board shall strive to maintain a balance between fiscal responsibility and accountability for results.
2. No member of the Board has individual authority.
3. Board decisions can only be transacted at official Board meetings.
4. Each Board member should freely ask questions and give opinions and know that this involvement is valued and important.
5. Once the majority of the Board makes a decision in good faith, it is the decision of the Board.
6. Board members should support cohesiveness in the school's culture and not speak against any final decision that was reached in good faith.
7. Board members shall respect and encourage the expression of opinion by all Board members; listen fairly to individual opinions and work in a spirit of harmony despite differences.
8. The Board will respect the autonomy of the administrator in making daily operational decisions subject to the policy making and supervisory authority of the Board.

2 Policy Development

1. The Board will determine the necessary policies for the governance of the school after full discussion and opportunity for public comments in accordance with Idaho's open meeting laws.
2. The Board will uphold and promote policies of the Board subject to periodic review to ensure effectiveness and alignment with applicable laws, rules, and regulations.

3 Fiscal and Operational Oversight

1. The Board is responsible for the financial health of Future Public School.
2. Funds and resources will be managed responsibly to promote the school's mission, vision, and educational program goals.
3. The Board will support fundraising activities as deemed necessary and appropriate by the Board.
4. Financial practices and procedures will be accurate, transparent, and consistent with all applicable laws, rules, and regulations.

4 Board Conduct

1. All meetings shall be conducted in accordance with applicable bylaws, laws, rules, and regulations.
2. The Board shall diligently seek to uphold all other applicable federal and state laws and local ordinances.
3. The Board shall act to protect the civil and human rights of all members of the school community and shall protect whistleblowers in accordance with the requirements of applicable law.
4. The Board shall respect the confidentiality of information that is privileged, including all non-public session discussions.
5. All Board members shall refrain from receiving any compensation, gifts, or remuneration of any kinds that would give rise to a conflict of interest and shall at all times conduct themselves in a manner consistent with the requirements of the Conflict of Interest Policy.

Founding Members			
Name (last, first)	Area of Expertise & Pre-Opening Support	Email	Role
Cox, Amanda	Teacher development and coaching; adult management; curriculum and instruction; staffing and hiring; and school design	cox.amanda.e@gmail.com	Board Director
Petersen, Brad	Curriculum and instruction; business and facility operations; STEM instruction; and school design	bradcpetersen@gmail.com	Board Director
Kuzio, Matthew	Business operations; financial forecasts; owning and managing financial models	matthew.kuzio@gmail.com	Board Chair
Metzgar, Suzanne	Business management; administration; and board governance	smetzgar@bluum.org	Board Secretary
Pigott, Will	Law and policy; management of financial model	wjpigott@gmail.com	Board Treasurer
Mogg, Levi	Adult professional development and facilitation; teacher development and coaching	levi.mogg@teachforamerica.org	Board Director
Fogerson, Julie	Marketing; communications and community relations; grant support and writing	julie.m.fogerson@wellsfargo.com	Board Vice Chair
Smith, Dynisha	Program management; political networking and community relations	dynisha.s@gmail.com	Board Director

Upon approval it is anticipated that all of the above listed individuals will contribute time, talents, and energies during pre-opening. Time contributed will vary among individuals, but this group has proven to be supportive, attentive, and willing to help when called upon. The members of this group have also been aligned in mission and vision of Future Public School. Following approval, we aim to recruit one to two additional Board members that can offer additional support in the areas of: fundraising and development as well as financial management. Founding members are conducting informational interviews with key community stakeholders to identify potential mission and skill aligned candidates.

Appendix F: Contract, Leases, Agreements, Support

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April 27, 2017

Grant Number: Future-0417

Terry Ryan
Bluum, Inc.
1010 West Jefferson, Suite 201
Boise, ID 83702

Dear Terry:

We are delighted to inform you that NewSchools Venture Fund (NewSchools) will provide Bluum, Inc. with a grant of \$215,000, over the time period April 21, 2017 to June 30, 2018, designated for the support of Future Public School (Future PS) to be paid according to the schedule below.

Purpose of Grant

This grant has been provided to advance specific activities of Future PS, which NewSchools has determined are consistent with its own charitable purposes. These specific activities are as follows:

- Implementing a 3-4 week summer pilot (Summer 2017) to test key components of their STEM- equity model.
- Planning for a successful launch of Future PS, a K-8th grade school in the Fall of 2018 located in Boise, ID, committed to innovative STEM programming, equity, and individualization. Planning efforts include, but are not limited to:
 - Working towards attaining charter/district approval;
 - Securing a facility;
 - Hiring team members;
 - Designing an instructional model that fully addresses the needs of the target student population and ensures that all students progress toward achieving an expanded definition of student success; and
 - Developing other critical operational components (e.g. student recruitment and community engagement plans, staff hiring and onboarding plans,

NewSchools Venture Fund | 1616 Franklin Street, 2nd Floor | Oakland, CA 94612
t: 415.615.6860 | f: 415.615.6861 | www.newschools.org

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financial model, governance model, an organizational approach to diversity, equity, and inclusion, etc.)

Specific emphasis for this planning period should include:

- Define clear roles and responsibilities between the two co-leaders to ensure that they leverage individual strengths and provide clarity to larger school community.
- Successfully meet their student demographic projections in the founding class
- Continue to design and develop an innovative schools model that truly reimagines the learning experience for students.

Working Relationship between Future PS and NewSchools

In addition to providing a grant, we are committed to an open, constructive relationship in support of your organization and its mission.

NewSchools Commitments

The Future PS team can expect the following as part of a relationship with NewSchools:

- We aspire to be an active thought partner with you. We strive to be supportive and constructive, which at times may mean that we challenge you as a means of pushing you to higher levels of impact.
- We help to build valuable relationships among our ventures. We will convene you alongside organizations at similar stages so that you can establish an authentic community of practice.
- We will regularly seek out your perspective on how we are doing. Your feedback helps us improve our own work and achieve greater impact.
- As a part of our commitment to capturing knowledge and measuring impact, all of our ventures are required to participate in research and evaluation efforts. We will make every effort to

minimize the burden on your team while also ensuring that it provides useful and timely feedback to you.

- We will tell you immediately if there is a problem in our relationship. We share the responsibility to provide hard feedback if it is necessary.

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Future PS Commitments

NewSchools also will expect the following from Future PS:

- Ask us for help whenever you believe we may be able to help you think through an issue, connect to a potential partner, customer, vendor, or resource, and execute a strategic project.
- Attend and actively participate in our annual Summit and community of practice convenings, and school visits.
- Share your victories with us so we can celebrate with you!
- In a proactive, open and timely manner, inform NewSchools and your Board of Directors about every significant issue, challenge, transaction and event that may affect the organization's outcomes and impact.
- Tell us right away if you have any concerns about our working relationship with you or our performance as a funder.

Payment Provisions

NewSchools agrees to pay Bluum, Inc. \$215,000 in one payment. The payment will be disbursed upon receipt of the following:

- This fully executed original Letter of Agreement,
 - IRS Form W-9 with your entity status and taxpayer identification number (TIN);
- and
- If you are a tax exempt organization, or applying to be a tax exempt organization under section 501(c)(3) of the United States Internal Revenue Code, please provide one of the following documents to verify your tax exempt entity status:
 - A copy of your IRS determination letter
 - A copy of IRS Form 1023 (your application to the IRS to obtain 501(c)(3) status)

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NewSchools is a public charity and is able to make grants to tax exempt organizations, organizations applying for tax exempt status, for-profit organizations, and governmental organizations.

Given the critical importance of the leadership team to the success of any venture we fund, NewSchools reserves the right to suspend the disbursement of any remaining grant payments in the case of material change in the employment status during the grant term of any of the key Future PS personnel related to the management of this grant, including but not limited to: Amanda Cox and Brad Peterson.

NewSchools also reserves the right to suspend the disbursement of any remaining grant payments if, in consultation with Future PS, we determine that the organization has failed to comply with the terms of this grant letter.

A total of \$15,000 in additional funds have been added to this grant so that Future PS can pay directly for hotel, flights and other personal costs associated with attending NewSchools-sponsored or NewSchools-recommended events. At NewSchools-sponsored event (e.g. Community of Practice Meetings and NewSchools Annual Summit), NewSchools will pay for meals and meeting space during the events.

No grant funds shall be used to purchase or finance capital expenses (e.g. purchase a building or property, renovate a building, purchase vehicles, etc.).

NewSchools makes grants using funds from a variety of foundations and individuals, and at its sole discretion has selected Future PS to receive this grant. Future PS may not make any statement, or otherwise imply to the media, the general public or any other donor or investor that Future PS is supported by any donor other than NewSchools, unless your organization had directly received funds from that donor.

Reporting Requirements

Future PS will report on progress towards the grant goals according to the following schedule:

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Expectation/ Deliverable	Purpose and Description	Timing/Notes
Attend Community of Practice Meetings	Purpose: Used by NewSchools to provide management assistance and create cohort experiences for active ventures. Includes: Ventures must send two representatives (typically the organization leader and another senior leader) to attend mandatory in-person Community of Practice meetings during the grant period.)	Scheduled for June 5-8, 2017 and week of November 6, 2017. A total of \$15,000 in additional funds have been added to this grant so that Future PS can pay directly for hotel, flights and other personal costs associated with attending these events. NewSchools will pay for meals and meeting space during the events.
Attend NewSchools Summit	Purpose: Used by NewSchools to provide management assistance and create cohort experiences for active ventures, while also surfacing key issues and ideas for a broader cross-section of education leaders. Includes: Ventures must send two representatives (typically the organization leader and another senior leader) to participate in two full days of programming: (1) Community of Practice event (the day prior to Summit) and (2) Summit itself.	May 15-17, 2017 May 7-9, 2018 A total of \$15,000 in additional funds have been added to this grant so that Future PS can pay directly for hotel, flights and other personal costs associated with attending these events. NewSchools will pay for meals and meeting space during the events.

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Expectation/ Deliverable	Purpose and Description	Timing/Notes
Participate in Check-in Calls and In-Person Meetings	Purpose: Used by NewSchools to monitor progress, surface key needs, and offer support to our ventures throughout the grant period. Includes: Calls with organizational leader and periodic in-person meetings / school visits	Check-In Calls: Monthly (or less frequent, as appropriate) during grant period. In-Person Meetings: Up to 2 in-person meeting during grant period.
Provide All Requested Data for Annual Data Collection	Purpose: Used by NewSchools to gather feedback on the support we provide our Portfolio ventures, evaluate the performance of our Portfolio, identify benchmarks, and inform our board, investment partners, and funders Includes: Board-approved strategy documents, key operating metrics (e.g. enrollment, demographics, retention), financial reports, data on family and staff satisfaction, race/ethnicity statistics on leadership team and board, etc. (using a template provided annually by NewSchools)	Upon request, once annually
Submit a Summer Pilot Report	Purpose: Narrative account of what was accomplished during the Summer Pilot and outline of lessons learned.	Summer Pilot Report: Due by August 31, 2018

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Expectation/ Deliverable	Purpose and Description	Timing/Notes
Submit an Application for Launch Grant or Final Report	Purpose: Used by NewSchools to gauge progress toward launch; to inform our decision to provide a second round of funding at the end of the grant term OR for final grant closure. Launch Grant Application Includes: See Exhibit A and brief description below regarding application expectations and submission requirements. <i>If plans to launch are suspended, ventures must submit a Final Report for grant closure.</i> Final Report Includes: Narrative account of what was accomplished due to the investment and a description of progress made towards achieving the goals of the grant. Launch Application: See Exhibit A Note: We will provide a template to use at least two months prior to the deadline.	Launch Application: Opens November 2017; Accepted on a rolling basis Final Report (if applicable): Due by July 31, 2018

Exhibit A includes a list of essential artifacts we believe that school teams must develop in advance of launching a new school. As such, we expect that you will be working toward completing each of the items on this list during the grant period. However, we will not

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necessarily ask you to submit every item on this list to us as a requirement of this grant or for consideration for future funding. Instead, we expect that your Launch Application (referenced in the Milestones/Deliverables section above) will summarize their contents and demonstrate your progress toward completing them. In some cases, we may ask for you to submit certain Exhibit B artifacts when we would like to have more information about your progress in one or more areas. We will release the Launch Application by November 2017.

Further specific provisions of this grant are described in the attached Terms and Conditions for NewSchools Venture Fund Grants. These Terms and Conditions are expressly incorporated by reference herein.

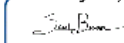
Please indicate agreement to this Grant and its terms by signing and returning this Agreement to NewSchools.

On behalf of NewSchools Venture Fund, we all look forward to a productive relationship. Together, we will transform public education so that all children – especially those underserved – graduate high school prepared and inspired to achieve their most ambitious dreams and plans.

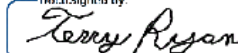
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Sincerely,

DocuSigned by:

283F46A8480F48A
Scott Benson
Managing Partner

Accepted by:

DocuSigned by:

34D7FF5F0F474E5
Grantee Authorized Representative - Signature

Terry Ryan

Name

Chief Executive officer

Title

5/1/2017

Date

Encl: Exhibit A - Essential Artifacts for Launching a School
Terms and Conditions

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TERMS AND CONDITIONS FOR NEWSCHOOLS VENTURE FUND GRANTS

1. All grant funds must be used only for charitable, literary, scientific or educational purposes within the meaning of Internal Revenue Code Section 170(c)(2)(B) and, more specifically, for the purposes described in the attached grant agreement and substantially in accordance with the attached approved budget. The grant funds may not be expended for any other purpose without NewSchools' prior written approval. Any funds not expended for the purposes of the grant during the grant term must be immediately returned to NewSchools.
2. In addition to other reports required by federal, state or local law, the grantee will provide to NewSchools copies of any annual IRS filings, such as Form 990s and any schedules thereto, and state forms, such as California Franchise Tax Board Forms 109 or 199, that it completes, if the grantee is a nonprofit. If the grantee is a for-profit or governmental organization, the grantee will provide annual audited or compiled financial information. If any report is not received in a timely manner, NewSchools may withhold further grant payments until the report is received, and may terminate the grant if the report is not received within thirty (30) days following the date on which it is due.
3. NewSchools may conduct an evaluation of progress under this grant. The grantee agrees to be supportive of the process. This evaluation may include meetings with NewSchools staff and/or consultants to review the program with the grantee's personnel and constituents, and research evaluations connected with the activities financed by this grant. If the Proposal includes a plan for externally documenting and evaluating the outcomes of this grant, NewSchools expects to receive reports from the chosen evaluation team according to a schedule to be determined and appended to these grant terms.
4. The grantee should provide NewSchools with immediate notification of any changes in its organizational or tax exempt status as it occurs. If you are currently applying to be a tax exempt 501(c)(3) entity, you will provide a copy of your IRS determination to NewSchools immediately upon receiving it.
5. The grantee agrees to give NewSchools a reasonable opportunity to review and approve or disapprove any mention whatsoever of NewSchools in any publication proposed to be produced and/or disseminated by the grantee's organization prior to the production of such publication. In addition to this general publicity requirement, NewSchools will have

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the choice regarding whether and in what manner any publication produced or disseminated wholly or in part with the grant funds acknowledges NewSchools' financial support. In any case in which NewSchools is mentioned in a publication, the publication must state that NewSchools does not take responsibility for any statements or views expressed. Two (2) copies of any publication that mentions NewSchools and/or that is produced or disseminated with grant funds must be furnished to NewSchools at least two (2) business days in advance of public dissemination.

6. The grantee acknowledges that NewSchools has not earmarked any of the grant funds for any organization or individual other than the grantee.
7. The foregoing conditions comply with obligations imposed on NewSchools by federal law to make reasonable efforts and establish adequate procedures to see the grant funds are spent solely for the purposes for which they were granted, and to obtain full and complete reports on how grant funds have been expended. Changes in federal law, or in regulations interpreting it, may require NewSchools to ask that more detailed reports be submitted or that other steps be taken. NewSchools will promptly inform the grantee of any such changes.
8. If the grantee makes payments to individuals or non-501(c)(3) organizations, the grantee may enter into direct contracts with them so long as the goods and services provided to the grantee by the individuals/organizations further the purpose of NewSchools' grant to the grantee. In these cases, the grantee organization must incorporate the individual's or non 501(c)(3) organization's accounting of expenditures within the grantee's accounting to NewSchools.
9. Any violation of the foregoing conditions will require refunding to NewSchools of any amounts subject to the violation. NewSchools may discontinue, modify or withhold any payments due under this grant award or to require a refund of any unexpended grant funds if, in its sole judgment, such action is necessary to comply with the requirements of any law of regulation affecting its responsibilities under this grant award.
10. By making this grant, NewSchools assumes no liability for any actions or omissions of the grantee's organization, including those of any officers, directors, employees or agents of the grantee's organization ("the grantee's actions or omissions"). The grantee agrees to indemnify, defend and hold harmless NewSchools from any and all damages or claims made against the grantee or NewSchools relating to any of the grantee's actions or omissions in connection with the grant.

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11. In connection with this grant, the grantee's organization, including the grantee's officers, directors, employees, agents, affiliates and beneficiaries (collectively "the grantee's Organization Members") may have access to, receive, and be entrusted with confidential information, including but in no way limited to development, marketing, organizational, financial, management, administrative, production, distribution, information, data, specifications and processes presently owned by or at any time in the future developed by NewSchools or its agents, consultants or portfolio companies, or used presently or at any time in the future course of its business, personal information relating to any officer, director or employee of NewSchools that is not otherwise public knowledge or in the public domain (collectively, "Confidential Material"). All such Confidential Material is considered secret and will be available to the grantee's Organization Members in strict confidence. Except in carrying out the purposes for which the grant was made, the grantee's Organization Members will not, directly or indirectly for any reason whatsoever, disclose or use any such Confidential Material, unless and until such Confidential Material ceases (through no fault whatsoever or the grantee's Organization Members) to be confidential because it has become public knowledge or part of the public domain. All records, files, drawings, documents, equipment, and other tangible items, wherever located, relating in any way to the Confidential Material or otherwise to NewSchools' business, that the grantee's Organization Members prepare, use or encounter, will be and remain NewSchools' sole and exclusive property and will be included as Confidential Material hereunder. Upon termination of this Agreement by any means, or whenever requested by NewSchools, the grantee's organization will promptly deliver to NewSchools all of the Confidential Material, not previously delivered to NewSchools. Grantee, grantee's employees and any independent contractors associated with the grantee's Organization Members also agree that this confidentiality provision of this Agreement shall survive and continue after the termination of this Agreement for any reason whatsoever.
12. The grantee will participate in NewSchools' activities related to gathering and sharing effective practices as public resources to benefit the improvement of the education sector. These activities may include data collection, surveys and meetings. As a result of these efforts, NewSchools may share anonymized, aggregated learnings and findings from across the grantees funded by NewSchools. NewSchools will notify the grantee in advance of such use. If NewSchools wishes to share specific information about the grantee, NewSchools and the grantee will work to mutually agree on the specific

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information to be released. NewSchools will not intentionally or knowingly directly impede the grantee's ability to generate earned revenue from the program.

13. If the grantee is acquired by or merges with another entity, or sells all or substantially all of its assets to another entity, then at NewSchools' option, the grant may be converted into a recoverable loan, without interest, to be paid back within thirty (30) days after such merger, acquisition, or asset sale. This clause expires one (1) year after the date of the grant disbursement.
14. This agreement constitutes the entire agreement between NewSchools and the grantee's organization and supersedes all prior agreements, understandings and writings with respect to the subject matter hereof. This Agreement may be amended or modified only in writing, which writing must be signed by duly authorized representatives of each party. This Agreement is not intended to, and does not create a partnership/agent relationship or joint venture between the grantee's organization and NewSchools. This Agreement will be interpreted in accordance with the laws of the State of California, without regard to choice of law principles. The parties agree to submit to the jurisdiction of the State of California, County of Alameda for the resolution of any dispute that may arise hereunder.

J.A. AND KATHRYN ALBERTSON FOUNDATION, INC.
Grant Agreement
(July 1, 2016 – June 30, 2017)

Project Title:	Idaho New School Fellowship
ID #:	8325
Grantee:	BLUUM 1010 W. Jefferson #201 Boise, ID 83702
Contact Person:	Terry Ryan, Chief Executive Officer tryan@Bluum.org
Grant Period:	7/1/2016 - 6/30/2017
Total Award:	\$240,000.00

Specifications of the Grant Award:

1. **Project Objectives:** This grant will enable Bluum to serve as the intermediary for the Idaho New School Fellowship. The Fellowship is a highly-selective two-year paid experience that includes full participation in the KIPP Fisher Fellowship. In conjunction with the Fisher Fellowship, fellows will work in Boise with Bluum staff and partners (Building Hope, TFA, etc.) to plan, develop and launch in high-performing public charter school or a district innovation school in an Idaho community. Upon successful completion of the two-year fellowship, the fellow's school will be eligible for resources in grant support through the 20 in 10 pipeline.

Through Bluum, the Idaho New School Fellowship provides:

- Full-time salary, benefits, other financial support, office space and support for up to two years (see Appendix A for budget).
- Best in class school leadership development training through the KIPP Fisher Fellowship.
- Idaho specific training on financial management and navigating the legal requirements to open a school.
- Hands-on residencies in some of Idaho's high-performing schools.
- Assistance in developing an effective, innovative, and financially viable new school model.
- Access to start-up funding to launch a school upon approval through 20 in 10, upon the Foundation's approval of the business plan.
- Access to school facilities experts at Building Hope and teacher development leaders at Teach for America Idaho.
- The necessary training, processes and planning efforts through Bluum.

2. **Expected Results and Measurements:**

- 2 fellows complete the KIPP Fisher Fellowship.
- 2 fellows develop a business plan for an Idaho school and recruit a qualified governing board for the school with help from Bluum and partners.
- Graduate from the program ready to launch a charter school or a district innovation school.

3. **Participation Requirements:** Bluum leadership (e.g. Terry Ryan and Marc Carignan) will advise and coordinate with Foundation staff on issues related to fellow development and support on a monthly basis.
4. **Program Accountability:** Bluum is responsible for the implementation and evaluation of the project outlined above.

4.1 Retention of Key Personnel: The J.A. and Kathryn Albertson Foundation, Inc. recognizes that the participation of Terry Ryan, Chief Executive Officer for Bluum, is critical to the success of the Fellowship project. If the key personnel noted above ceases to be directly involved in this project, Bluum must immediately notify the Foundation Program Officer for this grant. Upon such notification, the Foundation will hold the grant, subject to notification of replacement of the personnel. At such time the Foundation will make a written determination as to the feasibility of continuing the grant. The Foundation reserves the right to reclaim any remaining grant funds and/or suspend the disbursement of any remaining grant payments in the event of a change in key personnel.

5. **Fiscal Accountability:** These funds have been awarded by the J.A. and Kathryn Albertson Foundation, Inc. based on the budget shown in Appendix A. All grant funds must be expended for charitable or educational purposes. It is understood that the funds will be used in accordance with the approved budget. Line-item variations greater than \$10,000 that are in excess of 10% of the amount originally approved for the budget category must be requested in advance in writing and approved by the Foundation Program Officer. Any grant funds as well as any interest earned thereon not expended or committed for the specified purposes as stated in the proposal, or within the Grant Period stated above, will be returned to the Foundation. If funds are expended in violation of the Agreement, the Grantee shall repay that portion of the grant not used for the intended purpose.

5.1 Budget: See Appendix A (attached)

Total	Multiple Payments	\$240,000.00
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5.2 Expenditure Prohibitions: Grantee shall not use any of the funds received from the Foundation:

- (a) To carry on propaganda, or otherwise to attempt, to influence legislation (within the meaning of Internal Revenue Code ("IRC") Section 4945(d)(1);
- (b) To influence the outcome of any specific public election, or to carry on, directly or indirectly, any voter registration drive (within the meaning of IRC Section 4945(d)(2);
- (c) To make any grant to an individual or other organization that does not comply with the requirements of IRC Section 4945(d)(3) or (4); or
- (d) To undertake any activity for a non-charitable purpose, as defined in IRC Section 170(c)(2)(B);
- (e) To provide material support or resources to any individual or entity that Grantee knows, or has reason to know, is an individual or entity that advocates, plans, sponsors, engages in, or has engaged in terrorist activity;
- (f) To pay administrative indirect costs that are not directly related to Fellowship as defined in this Agreement.

5.3 Funds Disbursement: Funds will be disbursed as follows (upon receipt of signed Agreement):

Schedule Date	Notes	Status	Amount
July 1, 2016	Payment-1	Scheduled	\$120,000.00
January 1, 2017	Payment-2	Scheduled	\$120,000.00

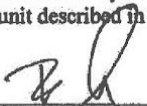
5.4 Accounting and Record Keeping Procedures: Bluum shall separately account for the grant funds on its books and records. Any interest earned must be expended for the purposes of the grant. Bluum shall maintain records of receipts and expenditures relating to the grant and shall make its books and records available to the Foundation at reasonable times. Records of all expenditures from grant funds, interest earned and copies of reports submitted to the Foundation, shall be kept by the Grantee for at least four years after completion of the use of the grant funds.

6. **Further Assurances:** Grantee shall take all such actions reasonably requested by the Foundation, and shall comply with the provisions of any future regulations promulgated under IRC Sections 4942 to 4945 that are applicable to the grant, to ensure that the grant (a) will constitute a “qualifying distribution” by the Foundation within the meaning of IRC Section 4942(g), (b) will not constitute a “taxable expenditure” by the Foundation within the meaning of IRC Section 4945, and (c) will not violate the USA PATRIOT Act, Executive Order 13224, or any other applicable law, regulation, or order.
7. **Indemnification:** Grantee acknowledges that the Foundation has no control over the operations, acts or omissions of the Grantee. Grantee shall indemnify and hold the Foundation harmless from and against any claim, liability, loss, damages, fines, penalties, and expenses (including but not limited to reasonable legal fees and costs) arising out of the project outlined above, any breach by the Grantee of this Agreement, or any act or omission of the Grantee in connection with project activities.
8. **Reporting Requirements:** Bluum shall submit the following reports to the Foundation:
 - a. **Quarterly progress reports due on or before October 31, January 31, and April 30.** The Performance Report template details the specific reporting requirements to be included in this report.
 - b. **Annual Report(s) due on or before February 1, 2017.** The Annual Report shall be a full and complete report on the use of grant funds to-date, compliance with the terms of the grant, and the progress made by Grantee toward achieving the purposes for which the grant was made.
 - c. **OPINE Report due within 30 days of receipt/issuance.** BLUUM shall submit a copy of the opine on its financial operations from their annual fiscal audit to the Foundation. This should be sent to the Foundation annually, following the Grantee’s annual financial audit. The report should be attested by the responsible financial officer or a Certified Public Accountant.

Grantee also shall promptly report to the Foundation any change in its corporate or tax status, or any material change in the conduct of the program that the grant is intended to support.

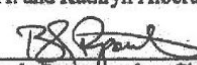
9. **Communications:** If Bluum would like to issue a news release to inform your community of this project, the Foundation requires review of it prior to release. When referring to the Foundation, the title of “J.A. and Kathryn Albertson Foundation” should be used and the focus of the release should be on the project rather than the Foundation. A copy of all news releases should be sent to the Foundation. Bluum should not purport to speak on behalf of the Foundation. If clarification of Foundation activities or position is required, a Foundation officer should be contacted.
10. **Termination of Grant:** The Foundation reserves the right to rescind the grant or cease any further payments of the grant award if---
- (a) The original purposes of the grant are changed in any material respect without the Foundation’s prior approval;
 - (b) The Grantee’s capacity to accomplish the purposes of the grant have been materially adversely affected; or
 - (c) Grantee has failed to comply with any of the terms or conditions of the grant in any material respect.
 - (d) There is a change in key personnel as outlined in section 4.1 of this agreement.
11. **Funding:** This is a renewable grant the J.A and Kathryn Albertson Foundation, Inc. has agreed to fund based on the proposal submitted and described in this Agreement. **Notwithstanding anything in this Agreement to the contrary**, the Foundation reserves the right, in its sole absolute discretion, to terminate funding for any reason at any time during the term of the grant agreement. This shall be in addition to the rights of termination set forth in section 10 of this Grant Agreement.
12. **Additional Requirements:** Grantee shall:
- (a) Honor all timelines specified in the Agreement.
 - (b) Share all relevant information on project design, implementation and project outcomes with school districts or other institutions.
 - (c) Send the Foundation copies of any publication that describes or is a result of this particular project.
 - (d) Permit the Foundation to include information on this project in annual reports or Foundation publications.
 - (e) Consent to a review of operations under this grant by the Foundation, which may include a site visit from Foundation personnel or Foundation contracted evaluators to observe your program, discuss the program and finances with personnel, and review financial and other records and materials connected with the activities of this grant.
13. **Entire Agreement:** This 5 page Agreement and any referenced attachments represent the entire agreement between the parties. No change or amendment shall be effective unless made in writing and duly executed by the parties. Any proposed changes should be addressed to the Foundation’s program officer working on the grant. All references in this Agreement to “IRC” are to the Internal Revenue Code of 1986, as amended, and shall be deemed to include the corresponding provisions of any future federal tax laws and regulations that are applicable to the grant. References to the USA PATRIOT Act are to Public Law No. 107-56

The signatures of Bluum indicate acceptance by the grantee of all of the terms and conditions of this agreement for grant ID#8325 and confirm the grantee's commitment to the project objectives and expected results outlined above. The signatures of Bluum also confirm that the Grantee is (a) a tax-exempt organization under IRC Section 501(c)(3) that is not a private foundation by virtue of being described in IRC Section 509(a)(1) or (2) or (b) a governmental unit described in IRC Section 170(c)(1).



Roger Quarles, Executive Director
J.A. and Kathryn Albertson Foundation, Inc.

6-22-16
Date



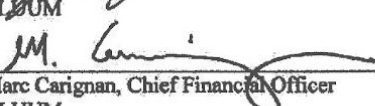
Brady Panatopoulos, Chief Executive Officer
J.A. and Kathryn Albertson Foundation, Inc.

6-24-16
Date



Terry Ryan, Chief Executive Officer
BLUUM

6-27-16
Date



Marc Carignan, Chief Financial Officer
BLUUM

6/27/16
Date



June 1, 2017

To: Idaho Public Charter School Commission
Chairman Alan Reed
Vice Chair Brian Scigliano
Sherrilynn Bair
Kelly Murphey
Wanda Quinn
Kathleen "Kitty" Kunz
Nils Peterson

Re: Support Future Public School

Dear Chairman Reed and members of the Idaho Public Charter School Commission,

I am writing in support of Future Public School. My name is Terry Ryan and I am CEO of Bluum. It is my pleasure to write this letter of support for Future Public School. Two years ago we launched the Idaho New School Fellowship and the applicants behind the Future Public School petition – Brad Petersen and Amanda Cox – are the inaugural Idaho New School Fellows.

We are committed to supporting the work of Brad and Amanda and believe Future Public School will provide an outstanding school option for educationally disadvantaged students in the Treasure Valley. We believe Future can be a leader in educating and advocating for students who need strong schools the most.

The Treasure Valley is one of the fastest growing regions in the country and it needs more school capacity to meet the diverse needs of its growing student population. This is especially true for Garden City and its children. Future's STEM and community model is a unique approach that many families want and even crave for their children. The model offers young people a pathway for success in higher education, business, and community leadership.

I am happy to write this letter of support because I know how hard Brad and Amanda have worked over the last year to build the Future Public School team and their school model. They have learned from top charter schools across the country, and in Boise they have become community leaders that have put together a serious proposal for a high performing school based on a rigorous instructional model.

I encourage you to support this effort. We have and will continue to do so into the future.

Sincerely,

Terry Ryan
Chief Executive Officer

1010 W JEFFERSON ST, SUITE 201 BOISE, ID 83702
BLUUM.ORG

GREAT FUTURES START HERE.



June 1, 2017

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EXECUTIVE DIRECTOR

Colleen Braga

Idaho Public Charter School Commission
Attn: Chairman Alan Reed

Re: Letter of support for Future Public School

Dear Chairman Reed:

My name is Colleen Braga and I am the Executive Director of the Boys & Girls Clubs of Ada County. As an organization whose mission is to improve the lives of youth, I believe that all children in Ada County deserve equal opportunities for a high quality education. For that reason, I am writing in support of the application being submitted by Future Public School. I have gotten to know their leadership team over the past several months and I admire their passion for teaching and their commitment to serving the kids most in need.

Garden City has one of the lowest income populations in all of Ada County. In fact, 60% of families in Census Tract 11 (where Future Public School will be located) live at or below 200% of the federal poverty level. Nearly every child in Garden City is bussed to a school in Boise. Connection to a neighborhood school is so important in building a sense of community pride and belonging; children in Garden City lack that connection. Future Public School will offer low income, at-risk youth in Garden City a school of their own, right next door to the Boys & Girls Club – their home away from home.

I am happy to write this letter of support because I believe in the mission of Future Public School. I look forward to the opportunity to partner with them in helping Garden City youth succeed in school, business and in life. I encourage you to support this effort as well.

Sincerely,

A handwritten signature in blue ink that reads "Colleen Braga".

Colleen Braga
Executive Director

PARKWAY STATION LLC

Idaho Public Charter School Commission
Chairman Alan Reed
Vice Chair Brian Scigliano
Sherrilynn Bair
Kelly Murphey
Wanda Quinn
Kathleen "Kitty" Kunz
Nils Peterson

May 26, 2017

RE: Letter of Support – Future Public School

Dear Idaho Public Charter School Commission,

I am writing in support of Future Public School. I am Manager of a real estate development company currently developing a significant area in Garden City, ID along the river. We are committed to the expansion of opportunities for equitable access to high quality education in the Treasure Valley and see Future as a strong advocate and leader in this work, and further are proposing to work collaboratively to set up their facility within our mixed-use redevelopment.

Boise School District is one of the state's growing districts and the community needs to add more school capacity to meet the needs of its growing student population. This is especially true in Garden City, where school options are very limited and require longer commutes than we feel necessary for children of the area. The STEM and community model of Future is a unique approach that many families in the area support, and it is a model that will help prepare our children for the future. The model will prepare young people for success in higher education, business, and community leadership.

I am happy to write this letter of support because the team at Future Public School are community leaders who have put together a very serious proposal for a high performing school based on a rigorous instructional model. I encourage you to support this effort. We have already made commitments to support their efforts and will continue to do so.

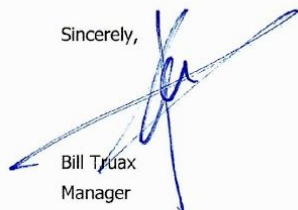
Construction activities are underway on various phases of the work and we invite you to see the area where the school will be situated so that you can understand how much community support is behind this Future School team. The neighborhood is very bright with Future School as a neighbor!



PARKWAY
STATION

418 E. 42nd St
Garden City, ID
83714

Sincerely,



Bill Truax
Manager

Future Public School Interested Family List

	Parent/Guardian Name				Student Info
	Name of Guardian	Phone Number	Email	Zip Code	Entering grade
1	Britt Thorpe	208-841-2854	Brittthorpe@gmail.com	83703	2
2	Teddy-Lyn Pitkin	208-608-3637			2
3	Miranda Sedivy	208-392-7777	mirandasedivy@gmail.com	83646	4
4	Erika Hall	208-890-3870	bernal0327@yahoo.com	83704	2
5	Erika Hall	208-890-3870	bernal0327@yahoo.com	83704	4
6	Erika Hall	208-890-3870	bernal0327@yahoo.com	83704	2
7	Ashley	208-941-4329	ashmariee2@gmail.com	83714	3
8	Ashley	208-941-4329	ashmariee2@gmail.com	83714	4
9	Sophie	208-809-9006		83703	4
10	Liz	208-989-2554	jkkllm@yahoo.com	83702	2
11	Liz	208-989-2554	jkkllm@yahoo.com	83702	4
12	Liz	208-989-2554	jkkllm@yahoo.com	83702	5
13	Jessica Nielsen	208-906-4755			4
14	Danielle Escarsega	208-514-6795	doony19@hotmail.com	83704	3
15	Erica Finley	208-515-5109	ericanevan@gmail.com		2
16	Erica Finley	208-515-5109	ericanevan@gmail.com		5
17	KaJuana Chipman	208-695-6479	kaiuanachipman@yahoo.com		3
18	KaJuana Chipman	208-695-6479	kaiuanachipman@yahoo.com		1
19	Vanessa	208-605-0529	leilaizzy342515@gmail.com	83702	2
20	Vanessa(P)/Izel(C)	208-605-0529	leilaizzy342515@gmail.com	83702	2

21	Menal	208-807-6619		83702	1
22	Menal	208-807-6619		83702	3
23	Abraheem	208-972-9504	gehadsh2412@yahoo.com	83702	2
24	Abraheem	208-972-9504	gehadsh2412@yahoo.com	83702	K
25	Mana	208-789-5457	shamuu83@gmail.com	83702	4
26	Mana	208-789-5457		83702	3
27	Mana	208-789-5457		83702	3
28	Mana	208-789-5457		83702	1
30	Mana	208-789-5457		83702	2
31	Lacy		lmstith@hotmail.com		3
32	Eric, stepdad, Jen - mom	208-850-4820			3
33	Zac Debban	208-513-5000	debbanzac@gmail.com		2
34	Darcie Barnes	208-972-1864	darcie_barnes@hotmail.com		3
35	Jessica Kaufman				5
36		208-353-8520		83703	1
37	Katie Lamb				5
38	Maria Rodriguez	208-971-9718	mariaRodriguezgutie@gmail.com	83714	3
39	Nancy Rodriguez	208-515-5164	aydetsoto@gmail.com	83714	3
40	Rachel Freeman	208-794-6649	rachelfreeman739@gmail.com		4
41		208-761-0285			2
42	Tammy Chappell	208 484-8120	ttewalt1969@gmail.com		K

43	Dora Riveria	208-724-0086			4
44	Dora Riveria	208-724-0086			5
45	Maria Alejandre	208-695-0921			4
46	Maria Alejandre	208-695-0921			2
47	Esmeralda Martinez	208-871-7532			5
48	Esmeralda Martinez	208-871-7532			3
49	Brad Petersen	208-357-6083	brad@futurepublicschool.org	83703	K
50	Sarah Thueson	208-995-9220			K
51	Beret	208-571-5536		83703	K
52	Alicia Hardy	541-720-2782		83703	K

Appendix G: Pre-Opening/Start-up Budget

Idaho Public Charter School Commission Charter Petition: Budget Assumptions

School Name: Future Public School

Revenue

Explanations Related to Key Revenue Line Items (required)

[Includes most common; please insert rows as needed to match your school's revenue accounts]

Estimated No. of Students for Each Year:		256	320	384	
	Pre-Opening Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumption
School Fees & Charges / Fundraising	-	-	-	-	
Contributions / Donations	300,000.00	500,000.00	400,000.00	250,000.00	New School Venture Fund
Other Local Revenue	-	-	-	-	
Base Support	-	915,549.16	1,235,076.34	1,662,814.61	
Exceptional Child	-	33,280.00	100,800.00	120,960.00	
Benefit Apportionment	-	116,897.81	159,509.47	216,078.54	
Other State Support Total (details below)	-	320,655.88	395,080.24	455,784.97	
State Facility funding	-	85,760.00	126,656.00	151,987.20	
Professional development	-	20,490.00	21,710.00	23,540.00	
Other Special Distributions	-	67,448.93	75,621.35	85,007.02	
Nutrition & Transport	-	146,956.95	171,092.89	195,250.75	
REVENUE TOTALS	\$300,000.00	\$1,886,382.85	\$2,290,466.05	\$2,705,638.12	

Additional Notes or Details regarding Revenue: Estimated support units used for Base Support calculations = Year 1: 10.98, Year 2: 14.04, Year 3: 18.11

Expenses by Category & Budget**Staffing (required)**

[Please insert rows as needed to clarify your school's exact staffing model]

CERTIFIED STAFF	Pre-Opening Budget		Year 1 Projected Budget		Year 2 Projected Budget		Year 3 Projected Budget		Assumpt
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Classroom Teachers	0.0		8.0	334,090.00	10.0	450,112.50	12.0	572,197.50	
Elementary Teachers	0.0		0.0	-	0.0	-	0.0	-	
Secondary Teachers	0.0		0.0	-	0.0	-	0.0	-	
Other Teachers (clarify in assumptions)	0.0		0.0	-	0.0	-	0.0	-	
Classroom Teacher Subtotals	0.0	-	8.0	334,090.00	10.0	450,112.50	12.0	572,197.50	Average classroom size
Special Education	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
SPED Director / Coordinator			1.0	43,550.00	1.0	47,875.00	1.0	51,242.50	Title and hours: SPED D
			0.0	-	0.0	-	0.0	-	
Special Education Subtotals	0.0	-	1.0	43,550.00	1.0	47,875.00	1.0	51,242.50	Anticipated % Special E
Other Certified Staff	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Administrator	0.0		2.0	142,985.56	2.0	148,762.98	2.0	154,773.67	Title and hours: 1st Ad
Pupil Services	0.0		1.0	41,761.25	1.0	45,386.25	2.0	93,435.00	2nd Admin: Curriculum
Other Certified Staff Subtotals	0.0	-	3.0	184,746.81	3.0	194,149.23	4.0	248,208.67	
CERTIFIED STAFF TOTALS	0.0	\$0.00	12.0	\$562,386.81	14.0	\$692,136.73	17.0	\$871,648.67	
CLASSIFIED STAFF	Pre-Opening Budget		Year 1 Projected Budget		Year 2 Projected Budget		Year 3 Projected Budget		Assumpt
Position	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Paraprofessionals- General			6.0	106,790.40	7.5	137,492.64	9.0	169,940.90	0.75:1 ratio of paras to
Paraprofessionals- SPED			1.0	17,798.40	1.0	18,332.35	2.0	37,764.65	
Admin / Front Office Staff			1.0	18,128.00	1.5	28,007.76	1.5	28,847.99	
Custodial Staff			1.0	18,128.00	1.0	18,671.84	1.0	19,232.00	
CLASSIFIED STAFF TOTALS	0.0	\$0.00	9.0	\$160,844.80	11.0	\$202,504.59	13.5	\$255,785.54	
BENEFITS	Pre-Opening Budget		Year 1 Projected Budget		Year 2 Projected Budget		Year 3 Projected Budget		Assumpt
Type	Rate	Amount	Rate	Amount	Rate	Amount	Rate	Amount	
PERSI				62,963.36		78,222.24		99,923.66	
Workers comp				42,550.33		52,862.21		67,527.91	
FICA/medicare				77,869.88		96,741.29		123,580.50	
Group insurance				6,730.18		8,361.21		10,680.89	
Paid time off (clarify in assumptions)				389.35		483.71		617.90	
BENEFIT TOTALS		\$0.00		\$190,503.11		\$236,670.66		\$302,330.86	
CERTIFIED & CLASSIFIED STAFF TOTALS		\$0.00		\$723,231.61		\$894,641.32		\$1,127,434.20	
TOTAL STAFF & BENEFITS TOTALS		\$0.00		\$913,734.71		\$1,131,311.98		\$1,429,765.06	

Educational Program (required)

(Includes most common; please insert rows as needed)

Overall Educational Program & Special Programs Costs	Pre-Opening Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assump
Professional Development		20,490.00	21,710.00	23,540.00	
SPED Contract Services		10,240.00	12,800.00	15,360.00	speech, OT, PT: fully a
Other Contract Services (clarify in assumptions)		-	-	-	
		-	-	-	
Overall Educ Pgm & Special Pgms Subtotals	-	30,730.00	34,510.00	38,900.00	
Elementary Program	Pre-Opening Budget	YR1 Projected Budget	YR 2 Projected Budget	YR 3 Projected Budget	Assump
Elementary Supplies Total (details below)	43,000.00	39,980.00	40,700.00	47,220.00	
Curriculum / text books	23,000.00	30,980.00	29,700.00	33,220.00	I-station with math is Quest is \$50 per pupil, for K-5 reading bundle \$5.00
Other supplies (clarify in assumptions)	20,000.00	9,000.00	11,000.00	14,000.00	Initial copier purchase supplies, art supplies a teacher per year
Elementary Contract Services (clarify in assumptions)		-	-	-	
		-	-	-	
Elementary Pgm Subtotals	43,000.00	39,980.00	40,700.00	47,220.00	
Secondary Program	Pre-Opening Budget	YR1 Projected Budget	YR 2 Projected Budget	YR 3 Projected Budget	Assump
Secondary Supplies Total (details below)		-	-	-	

Technology (required)

(Includes most common; please insert rows as needed)

Line Item / Account	Pre-Opening Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions
Contract Services Total (details below)		10,800.00	10,800.00	10,800.00	
Other Contract Services (clarify in assumptions)		10,800.00	10,800.00	10,800.00	Tech support contract
Technology fees & licenses		7,680.00	9,600.00	11,520.00	Infinite Campus
		-	-	-	
TECHNOLOGY TOTALS	\$0.00	\$18,480.00	\$20,400.00	\$22,320.00	

Additional Notes or Details regarding Technology Expenditures:

Non-Facilities Capital Outlay (required)

(Includes most common; please insert rows as needed)

Line Item / Account	Pre-Opening Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions
Educational Pgm Cap. Outlay Total (details below)		-	-	-	
Furniture (clarify types in assumptions)		-	-	-	tables, desks, chairs, facility dev cost
Other Outlay (clarify types in assumptions)		-	-	-	
Technology Capital Outlay Total (details below)	50,000.00	10,800.00	15,200.00	16,400.00	faxes, copiers, scanner purchase of copier in

Board of Directors (required)

[Includes most common; please insert rows as needed]

Line Item / Account	Pre-Opening Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	As of
Board Training	15,000.00	4,000.00	4,000.00	4,000.00	
Legal	10,000.00	5,000.00	5,000.00	5,000.00	
Audit		5,000.00	5,000.00	5,000.00	
		-	-	-	
BOARD OF DIRECTORS TOTALS	\$25,000.00	\$14,000.00	\$14,000.00	\$14,000.00	

Additional Notes or Details regarding Board of Directors Expenditures:

Facilities Details (required if not provided in Facilities Template)

[Includes most common; please insert rows as needed]

Line Item / Account	Pre-Opening Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions
Construction / Remodeling (if applicable)	10,861.41	-	-	-	
Mortgage or Lease payments (specify in assumptions)		523,599.86	656,483.49	658,316.74	1st & 2nd Year in Port
Repairs and Maintenance		12,600.00	12,600.00	12,600.00	
Utilities Total (details below)		23,300.00	27,500.00	35,500.00	
Gas		2,500.00	2,500.00	2,500.00	
Electric		15,000.00	18,000.00	25,000.00	
Other (specify in assumptions)		3,000.00	4,000.00	5,000.00	Water, Sewer, Trash
Internet		2,800.00	3,000.00	3,000.00	
Property Insurance		8,000.00	8,000.00	8,000.00	
FACILITIES TOTALS	\$10,861.41	\$567,499.86	\$704,583.49	\$714,416.74	

Additional Notes or Details regarding Facilities Expenditures:

Transportation/Nutrition (optional)

[Includes most common; please insert rows as needed]

Line Item / Account	Pre-Opening Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions
Contract Services (specify in assumption)		84,303.00	85,989.06	87,708.84	Student First Bus Con
Special transportation (SPED, field trips, etc.)		92,160.00	115,200.00	138,240.00	4 hours. Assumption
		-	-	-	Contracted through t
TRANSPORTATION TOTALS	\$0.00	\$176,463.00	\$201,189.06	\$225,948.84	

Additional Notes or Details regarding Transportation Expenditures:

Other Expenses (optional)

[Please insert rows as needed]

Line Item / Account	Pre-Opening Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions
Accounting/ Payroll		10,000.00	10,000.00	10,000.00	
Advertising		5,000.00	5,000.00	5,000.00	
Authorizer Fee		11,000.00	11,000.00	11,000.00	
OTHER TOTALS	-	26,000.00	26,000.00	26,000.00	

Additional Notes or Details regarding Transportation Expenditures:

Narrative: Pre-Opening & Operational Budgets

[If there is any additional information or cost breakdowns that you feel will be valuable for the PCSC to understand in reviewing your Pre-Opening or Operational Budgets, please provide it here.]

As recipients of the Idaho New School Fellowship Grant, Co-Founders Amanda Cox and Brad Petersen have been provided with the following: salary and benefits through June 2018; training through the KIPP Fisher Fellowship; hands-on residencies in both Idaho and national high-performing public charter schools; access to experts such as Building Hope; and funding allotted per Co-Founder for pre-opening costs is \$215,000. The grant is being managed through Bluum. Costs for potential portables are included in year one with an amount set aside. We have several options for portables, including purchasing from Village Charter or from Design Space Portables. Our budget is strong enough to make either option work. We have a \$1.5 million dollar grant from the J.A. & Kathryn Albertson Family Foundation, with \$500,000, \$400,000, and \$250,000 provided years 1, 2, and 3, respectively.

Narrative: 1st Year Cash Flow

[If there is any information that you feel will be valuable for the PCSC to understand in reviewing your 1st Year Cash Flow, please provide it here.]

List of Attachments

[If you have supporting documentation related to your budget assumptions or cash flow (cost-breakdowns, contract services quotes, etc.), please list them here and identify the location.]

Attachment Title	Location (Appendix _)	Description

Financial Summary

	Pre-Opening Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions
Revenues					
School Fees & Charges / Fundraising	-	-	-	-	
Contributions / Donations	300,000.00	500,000.00	400,000.00	250,000.00	
Other Local Revenue	-	-	-	-	
Base Support	-	915,549.16	1,235,076.34	1,662,814.61	
Exceptional Child	-	33,280.00	100,800.00	120,960.00	
Benefit Apportionment	-	116,897.81	159,509.47	216,078.54	
Other State Support Total (details below)	-	320,655.88	395,080.24	455,784.97	
State Facility funding	-	85,760.00	126,656.00	151,987.20	
Professional development	-	20,490.00	21,710.00	23,540.00	
REVENUE TOTALS	300,000.00	1,886,382.85	2,290,466.05	2,705,638.12	
Expenses					
Staff and Benefit Totals	\$0.00	\$913,734.71	\$1,131,311.98	\$1,429,765.06	
Educational Program Totals	\$43,000.00	\$70,710.00	\$75,210.00	\$86,120.00	
Technology Totals	\$0.00	\$18,480.00	\$20,400.00	\$22,320.00	

Appendix H: Three year Operating Budgets and Break-even Budget / First Year Month-by-Month Cash Flow

Idaho Public Charter School Commission

Charter Petition: Budget Assumptions

School Name:

Future Public School

Revenue

Explanations Related to Key Revenue Line Items (required)

(Includes most common; please insert rows as needed to match your school's revenue accounts)

Estimated No. of Students for Each Year:	200	256	320	384	
	Break-Even Budget	Year 1 Projected Budget	33,280	Year 3 Projected Budget	As
Line Item / Account					
School Fees & Charges / Fundraising	-	-	-	-	
Contributions / Donations	500,000.00	500,000.00	400,000.00	250,000.00	
Other Local Revenue	-	-	-	-	
Base Support	755,453.13	915,549.16	1,235,076.34	1,662,814.61	
Exceptional Child	26,000.00	33,280.00	100,800.00	120,960.00	
Benefit Apportionment	96,456.66	116,897.81	159,509.47	216,078.54	
Other State Support Total (details below)	273,669.01	320,655.88	395,080.24	455,784.97	
State Facility funding	67,000.00	85,760.00	126,656.00	151,987.20	
Professional development	19,422.50	20,490.00	21,710.00	23,540.00	
Other Special Distributions	60,449.56	67,448.93	75,621.35	85,007.02	
Nutrition & Transport	126,796.95	146,956.95	171,092.89	195,250.75	
REVENUE TOTALS	\$1,651,578.81	\$1,886,382.85	\$2,290,466.05	\$2,705,638.12	

Additional Notes or Details regarding Revenue: Estimated support units used for Base Support calculations = Year 1: 10.98, Year 2: 14.04, Year 3: 18.11

Expenses by Category & Budget

Staffing (required)

[Please insert rows as needed to clarify your school's exact staffing model]

CERTIFIED STAFF	Break-Even Budget		Year 1 Projected Budget		Year 2 Projected Budget		Year 3 Projected Budget		Assumptions
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Classroom Teachers									
Elementary Teachers	6.3	261,007.81	8.0	334,090.00	10.0	450,112.50	12.0	572,197.50	
Secondary Teachers									
Other Teachers (clarify in assumptions)									
Classroom Teacher Subtotals	6.3	261,007.81	8.0	334,090.00	10.0	450,112.50	12.0	572,197.50	Average classroom size
Special Education									
SPED Director / Coordinator	1.0	43,550.00	1.0	43,550.00	1.0	47,875.00	1.0	51,242.50	Title and hours: SPED
Special Education Subtotals	1.0	43,550.00	1.0	43,550.00	1.0	47,875.00	1.0	51,242.50	Anticipated % Special Education
Other Certified Staff									
Administrator	2.0	142,985.56	2.0	142,985.56	2.0	148,762.98	2.0	154,773.67	Title and hours: 1st
Pupil Services	1.0	41,761.25	1.0	41,761.25	1.0	45,386.25	2.0	93,435.00	2nd Admin: Curriculum
Other Certified Staff Subtotals	3.0	184,746.81	3.0	184,746.81	3.0	194,149.23	4.0	248,208.67	
CERTIFIED STAFF TOTALS	10.3	\$489,304.62	12.0	\$562,386.81	14.0	\$692,136.73	17.0	\$871,648.67	

CLASSIFIED STAFF	Break-Even Budget		Year 1 Projected Budget		Year 2 Projected Budget		Year 3 Projected Budget		Assumptions
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Position									
Paraprofessionals- General	4.7	83,430.00	6.0	106,790.40	7.5	137,492.64	9.0	169,940.90	0.75:1 ratio of paras
Paraprofessionals- SPED	1.0	17,798.40	1.0	17,798.40	1.0	18,332.35	2.0	37,764.65	SPED paras expected
Admin / Front Office Staff	1.0	18,128.00	1.0	18,128.00	1.5	28,007.76	1.5	28,847.99	
Custodial Staff	1.0	18,128.00	1.0	18,128.00	1.0	18,671.84	1.0	19,232.00	
CLASSIFIED STAFF TOTALS	7.7	\$137,484.40	9.0	\$160,844.80	11.0	\$202,504.59	13.5	\$255,785.54	

BENEFITS	Break-Even Budget		Year 1 Projected Budget		Year 2 Projected Budget		Year 3 Projected Budget		Ass
	Rate	Amount	Rate	Amount	Rate	Amount	Rate	Amount	
PERSI	11.32%	53,897.14	11.32%	62,963.36	11.32%	78,222.24	11.32%	99,923.66	
Workers comp	7.65%	36,423.42	7.65%	42,550.33	7.65%	52,862.21	7.65%	67,527.91	
FICA/medicare	14.00%	66,657.24	14.00%	77,869.88	14.00%	96,741.29	14.00%	123,580.50	
Group insurance	1.21%	5,761.09	1.21%	6,730.18	1.21%	8,361.21	1.21%	10,680.89	
Paid time off [clarify in assumptions]	0.07%	333.29	0.07%	389.35	0.07%	483.71	0.07%	617.90	
BENEFIT TOTALS		\$163,072.17		\$190,503.11		\$236,670.66		\$302,330.86	
CERTIFIED & CLASSIFIED STAFF TOTALS		\$626,789.02		\$723,231.61		\$894,641.32		\$1,127,434.20	
TOTAL STAFF & BENEFITS TOTALS		\$789,861.19		\$913,734.71		\$1,131,311.98		\$1,429,765.06	
Additional Notes or Details regarding Staffing Expenditures:									

Educational Program (required)

[Includes most common; please insert rows as needed]

Overall Educational Program & Special Programs Costs	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions
Professional Development	19,422.50	20,490.00	21,710.00	23,540.00	
SPED Contract Services	8,000.00	10,240.00	12,800.00	15,360.00	speech, OT, PT: fully an income follows. Assum
Other Contract Services [clarify in assumptions]					
Overall Educ Pgm & Special Pgms Subtotals	27,422.50	30,730.00	34,510.00	38,900.00	
Elementary Program	YR1 Projected Budget	YR1 Projected Budget	YR 2 Projected Budget	YR 3 Projected Budget	Assumptions
Elementary Supplies Total (details below)	33,750.00	39,980.00	40,700.00	47,220.00	
Curriculum / text books	26,500.00	30,980.00	29,700.00	33,220.00	I-station with math is Quest is \$50 per pup for K-5 reading bund \$5.00
Other supplies [clarify in assumptions]	7,250.00	9,000.00	11,000.00	14,000.00	Initial copier purchas supplies, art supplies teacher per year
Elementary Contract Services [clarify in assumptions]					
Elementary Pgm Subtotals	33,750.00	39,980.00	40,700.00	47,220.00	
Secondary Program	Break-Even Budget	YR1 Projected Budget	YR 2 Projected Budget	YR 3 Projected Budget	Assumptions
Secondary Supplies Total (details below)					
Curriculum / text books					
Other supplies [clarify in assumptions]					
Secondary Contract Services [clarify in assumptions]					Types of anticipated
Secondary Pgm Subtotals	-	-	-	-	
EDUCATIONAL PROGRAM TOTALS	\$61,172.50	\$70,710.00	\$75,210.00	\$86,120.00	

Additional Notes or Details regarding Educational Program Expenditures:

Technology (required)

[Includes most common; please insert rows as needed]

Line Item / Account	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumpt
Contract Services Total (details below)	10,800.00	10,800.00	10,800.00	10,800.00	
Other Contrac Services [clarify in assumptions]	10,800.00	10,800.00	10,800.00	10,800.00	Tech support contract a
Technology fees & licenses	6,000.00	7,680.00	9,600.00	11,520.00	Infinite Campus
TECHNOLOGY TOTALS	\$16,800.00	\$18,480.00	\$20,400.00	\$22,320.00	

Additional Notes or Details regarding Technology Expenditures:

Non-Facilities Capital Outlay (required)

[Includes most common; please insert rows as needed]

Line Item / Account	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumpt
Educational Pgm Cap. Outlay Total(details below)	-	-	-	-	
Furniture [clarify types in assumptions]	-	-	-	-	tables, desks, chairs, lun facility dev cost
Other Outlay [clarify types in assumptions]	-	-	-	-	
Technology Capital Outlay Total (details below)	8,700.00	10,800.00	15,200.00	16,400.00	faxes, copiers, scanners purchase of copier in st
Computers for student use	-	-	12,800.00	12,800.00	
Computers for staff use	8,700.00	10,800.00	2,400.00	3,600.00	
Other Technology [clarify in assumptions]	-	-	-	-	Startup includes \$40,00 maker space / 3D printe
Other Capital Outlay [clarify in assumptions]	-	-	-	-	
CAPITAL OUTLAY TOTALS	\$8,700.00	\$10,800.00	\$15,200.00	\$16,400.00	

Additional Notes or Details regarding Non-Facilities Capital Outlay Expenditures:

Board of Directors (required)

[Includes most common; please insert rows as needed]

Line Item / Account	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions
Board Training	4,000.00	4,000.00	4,000.00	4,000.00	
Legal	5,000.00	5,000.00	5,000.00	5,000.00	
Audit	5,000.00	5,000.00	5,000.00	5,000.00	
BOARD OF DIRECTORS TOTALS	\$14,000.00	\$14,000.00	\$14,000.00	\$14,000.00	

Additional Notes or Details regarding Board of Directors Expenditures:

Facilities Details (required if not provided in Facilities Template)

[Includes most common; please insert rows as needed]

Line Item / Account	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions
Construction / Remodeling (if applicable)					
Mortgage or Lease payments (specify in assumptions)	523,599.86	523,599.86	656,483.49	658,316.74	1st & 2nd Year in Port
Repairs and Maintenance	12,600.00	12,600.00	12,600.00	12,600.00	
Utilities Total (details below)	23,300.00	23,300.00	27,500.00	35,500.00	
Gas	2,500.00	2,500.00	2,500.00	2,500.00	
Electric	15,000.00	15,000.00	18,000.00	25,000.00	
Other (specify in assumptions)	3,000.00	3,000.00	4,000.00	5,000.00	Water, Sewer, Trash
Internet	2,800.00	2,800.00	3,000.00	3,000.00	
Property Insurance	8,000.00	8,000.00	8,000.00	8,000.00	
FACILITIES TOTALS	\$567,499.86	\$567,499.86	\$704,583.49	\$714,416.74	

Additional Notes or Details regarding Facilities Expenditures:

Transportation/Nutrition (optional)

[Includes most common; please insert rows as needed]

Line Item / Account	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumpt
Contract Services [specify in assumption]	84,303.00	84,303.00	85,989.06	87,708.84	Student First Bus Comp
Special transportation (SPED, field trips, etc.)	72,000.00	92,160.00	115,200.00	138,240.00	4 hours. Assumption is
					Contracted through the
TRANSPORTATION TOTALS	\$156,303.00	\$176,463.00	\$201,189.06	\$225,948.84	

Additional Notes or Details regarding Transportation Expenditures:

Other Expenses (optional)

[Please insert rows as needed]

Line Item / Account	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumpt
Accounting /Payroll	10,000.00	10,000.00	10,000.00	10,000.00	
Advertising	5,000.00	5,000.00	5,000.00	5,000.00	
Authorizer Fee	11,000.00	11,000.00	11,000.00	11,000.00	
OTHER TOTALS	26,000.00	26,000.00	26,000.00	26,000.00	

Additional Notes or Details regarding Transportation Expenditures:

Financial Summary

	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	
Revenues					
School Fees & Charges / Fundraising	-	-	-	-	
Contributions / Donations	500,000.00	500,000.00	400,000.00	250,000.00	
Other Local Revenue	-	-	-	-	
Base Support	755,453.13	915,549.16	1,235,076.34	1,662,814.61	
Exceptional Child	26,000.00	33,280.00	100,800.00	120,960.00	
Benefit Apportionment	96,456.66	116,897.81	159,509.47	216,078.54	
Other State Support Total (details below)	273,669.01	320,655.88	395,080.24	455,784.97	
State Facility funding	67,000.00	85,760.00	126,656.00	151,987.20	
Professional development	19,422.50	20,490.00	21,710.00	23,540.00	
REVENUE TOTALS	1,651,578.81	1,886,382.85	2,290,466.05	2,705,638.12	
Expenses					
Staff and Benefit Totals	\$789,861.19	\$913,734.71	\$1,131,311.98	\$1,429,765.06	
Educational Program Totals	\$61,172.50	\$70,710.00	\$75,210.00	\$86,120.00	
Technology Totals	\$16,800.00	\$18,480.00	\$20,400.00	\$22,320.00	
Capital Outlay Totals	\$8,700.00	\$10,800.00	\$15,200.00	\$16,400.00	
Board of Directors Totals	\$14,000.00	\$14,000.00	\$14,000.00	\$14,000.00	
Facilities Totals	\$567,499.86	\$567,499.86	\$704,583.49	\$714,416.74	
Transportation/Nutrition Totals	\$156,303.00	\$176,463.00	\$201,189.06	\$225,948.84	
Other	\$26,000.00	\$26,000.00	\$26,000.00	\$26,000.00	
EXPENSE TOTALS	\$1,640,336.56	\$1,797,687.57	\$2,187,894.53	\$2,534,970.64	
Operating Income (Loss)	11,242.25	88,695.28	102,571.52	170,667.48	

Future Public School
1st Year Cash Flow Projections

			Start date	1-Jul-18	1-Aug-18	1-Sep-18	1-Oct-18	1-Nov-18	1-Dec-18	1-Jan-19	1-Feb-19
			End date	31-Jul-18	31-Aug-18	30-Sep-18	31-Oct-18	30-Nov-18	31-Dec-18	31-Jan-19	28-Feb-19
			Year	1	2	3	4	5	6	7	
Revenues			Annual								
Base Support	\$	915,549		228,887	228,887	-	-	183,110	-	-	183,110
Exceptional Child	\$	33,280		8,320	8,320	-	-	6,656	-	-	6,656
Benefit Apportionment	\$	116,898		29,224	29,224	-	-	23,380	-	-	23,380
Food Service /Nutrition	\$	146,957		36,739	36,739	-	-	29,391	-	-	29,391
Professional Development	\$	20,490		-	-	-	-	-	-	-	-
State Facility Funding	\$	85,760		-	-	-	-	-	-	-	-
Other Special Distributions	\$	67,449		-	-	-	-	-	-	-	-
Foundation Funds	\$	500,000		-	-	500,000	-	-	-	-	-
Total	\$	1,886,383		303,171	303,171	500,000	-	242,537	-	-	242,537
Expenses											
Staff and Benefit Totals	\$	913,735		76,145	76,145	76,145	76,145	76,145	76,145	76,145	76,145
Educational Program Totals	\$	70,710		-	46,175	2,049	2,049	2,049	2,049	8,148	-
Technology Totals	\$	21,280		1,773	1,773	1,773	1,773	1,773	1,773	1,773	-
Capital Outlay Totals	\$	10,800		-	10,800	-	-	-	-	-	-
Board of Directors Totals	\$	14,000		5,000	-	1,000	-	-	-	-	-
Facilities Totals	\$	564,700		3,242	265,342	3,542	3,542	108,112	3,392	3,442	108,112
Transportation/Nutrition Totals	\$	176,463		-	17,646	17,646	17,646	17,646	17,646	17,646	17,646
Other	\$	26,000		1,083	833	833	833	833	833	833	833
Total	\$	1,797,688		87,243	418,714	102,988	101,988	206,558	101,838	107,987	206,558
Cash Flow											
Cash Flow from Operations	\$			215,928	(115,543)	397,012	(101,988)	35,979	(101,838)	(107,987)	35,979
Cash balance b/f	\$			171,139	387,067	271,524	668,536	566,549	602,528	500,690	392,703
Cash End of Period	\$			387,067	271,524	668,536	566,549	602,528	500,690	392,703	428,782
Cash balance c/f	\$			387,067	271,524	668,536	566,549	602,528	500,690	392,703	428,782

Appendix I: Facilities

Idaho Public Charter School Commission Charter Petition: Facility Details

School Name: Future Public School	Details for (in order of preference): First Preference
Facility Name / Title: Garden City Location	Option Status: Primary Option
Location Address: 511 East 43rd St., Garden City, ID	Primary Vendor Information (if applicable)

Narrative

Location Alignment

- Ideally situated to enroll underserved students located in the Garden City Area
- Flexible learning spaces - fits mission and goals of academic program with open, large, flexible learning area
- Infrastructure would support mission of community hub, located nearby Boys & Girls Club, city park
- Ease of access for parents: two major access roads nearby – Veterans Parkway and Adams St.
- Open space allows for flexibility of potential partnership with Boys & Girls Club after-school satellite usage
- Close access to local parks, museums, field trip opportunities (less than 3 miles from State Capitol)
- Regional busing services available down the street
- Directly adjacent to Garden City park

Build-out plan and budget

In cooperation with Building Hope, a national charter facility development non-profit, and Bluum, the following plan was

- 1) School will purchase and work out of six portable classroom units in years 1 and 2 (each portable 1,700 square feet)
- 2) Construction plans of building would take place during/after year 2 with Future moving into new building year 3
- 3) Future will share space with Boys & Girls Club (Gymnasium and cafeteria)
- 4) Building Hope will own and finance the facility for the first five years once built, facilitating the build-out. Building Hope will lease the facility to the school at a rate that covers principal and interest on the facility, net of rental income. Maintenance and repairs will be passed through proportionally to the school. (In proportion to the square footage leased)

Draft Facility Budgets

Pre-Opening Expenses (required)

Description	Qty	Unit Cost	Total Cost	Comments
None – pre-opening costs rolled into facility lease cost through Building Hope				
TOTAL Pre-Opening Costs				

Operating Expenses: Year 1 & Year 2 (required)

[Please insert rows as needed]

Description	Year 1 Qty	Year 1 Unit Cost	Year 1 Total Cost	Year 2 Qty	Year 2 Unit Cost	Year 2 Total Cost	Comments
Maintenance	6,000	\$2.1 per sq ft	12,600	8,000	\$1.5 per sq ft	12,600	We
Janitorial	6,000	\$3.0 per sq ft	18,128	8,000	\$2.3 per sq ft	18,671	esti
Utilities	6,000	\$4.2 per sq ft	25,500	8,000	\$3.3 per sq ft	26,500	buil
Property Insurance	6,000	\$1.3 per sq ft	8,000	8,000	\$1 per sq ft	8,000	and
							the
							first
TOTAL Year 1 Costs			64,228	TOTAL Year 2 Costs			65,228

Operating Expenses: Year 3 (required) & Year 4 or Future Expansion (optional)

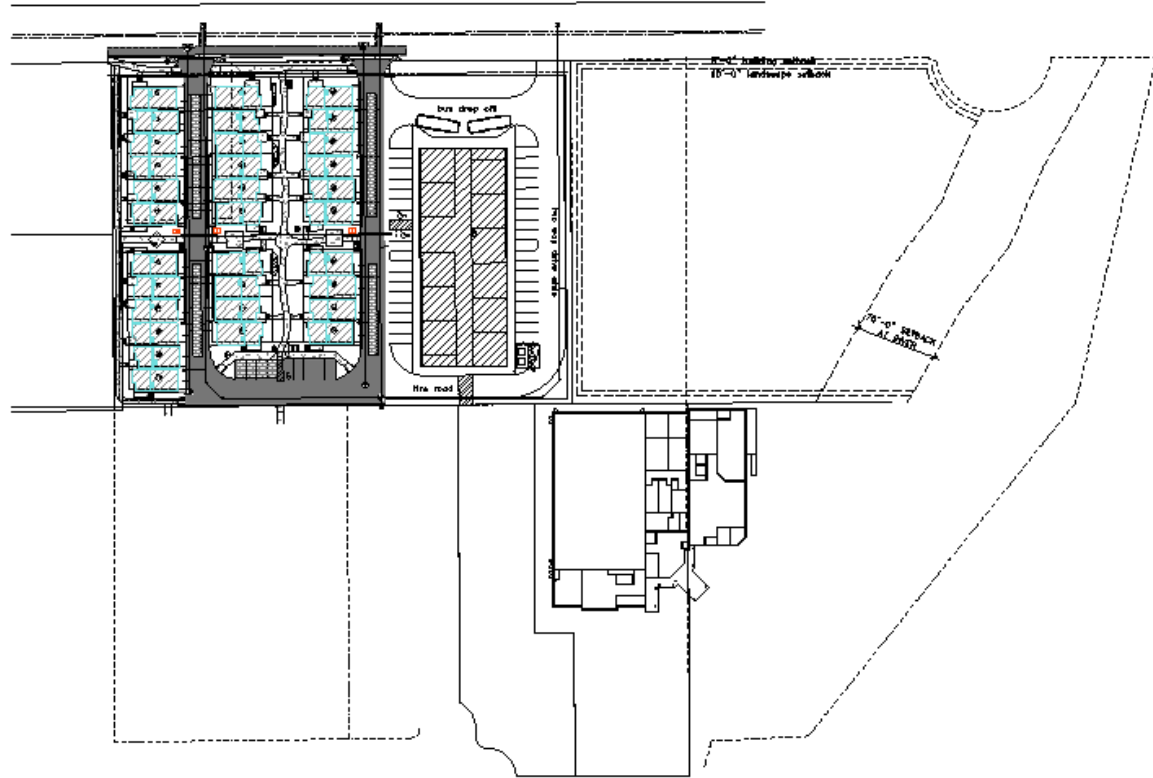
[Please insert rows as needed]

Description	Year 3 Qty	Year 3 Unit Cost	Year 3 Total Cost	4 / Exp Qty	Year 4 or Expansion Unit Cost	Year 4 or Expansion Total Cost
Maintenance	28,000	0.45 per sq ft	12,600			
Janitorial	28,000	0.68 per sq ft	19,232			
Utilities	28,000	1.6 per sq ft	45,500			
Property Insurance	28,000	0.28 per sq ft	8,000		.	
TOTAL Year 3 Costs			84,228	TOTAL Year 4 or Expansion Costs		

List of Attachments**Attachments (required)**

[Please insert rows as needed. List all documents related to this facility's location, costs, etc.]

Attachment Title	Brief Description	Notes or Considerations
E 43 rd st. master plan option 2	Arial view of location w/ proposed constructed school nearby B&G Club	
Potential Portables Estimates	Estimate of costs of portables from Design Space Portables	
Portable rendering	Rendering of 26 x 60 portables	



43rd st-master plan-option 2

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510 n



4055 S Eagleson Rd
Boise, ID 83705
Phone: 208-362-7587

Quotation

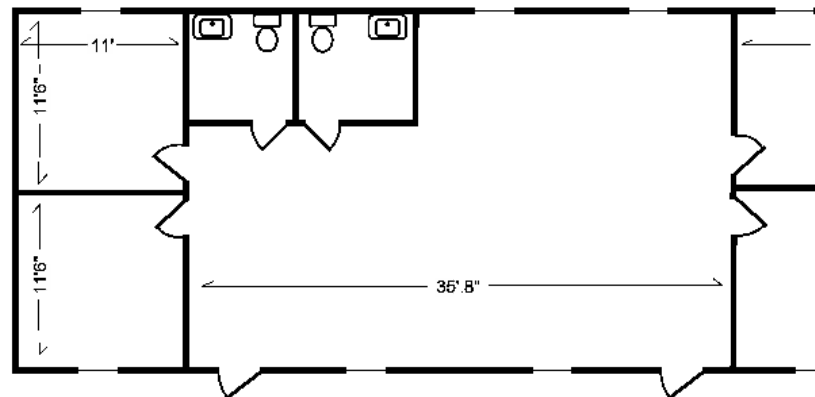
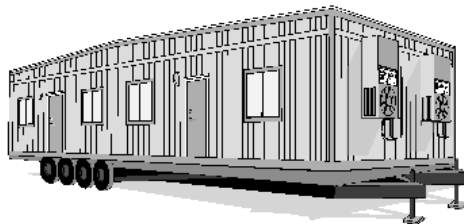
Customer:	Bloom	Ship To:	Garden City
Attention:	jbarbeau@bloom.org		
Phone #:	208-336-8400		

Date: 7.17.17	Terms: Upon Invoice	Ship Via: Common Carrier
Salesperson: Steve Haynie	Quotation good for 30 days, subject to availability	

Qty.	Description
1	28x64 wet classroom (two classrooms/two restrooms/1800 Sq Ft)

Lease Pricing			
Building Charges			
Lease Rate:	Based upon 48 Mo. Lease Term	Monthly	1,100
Deck/Ramp		Monthly	235
Property tax		Monthly	40
Total Monthly (excluding sales tax)			1,375
Total Rental for Term			66,000
One Time Charges (Billed at start of Lease)			
Delivery:			700
Installation with ramp and gutters:			4,200
Anchors			1,200
Painted wood Skirting			2,500
Sub-Total			8,600
One Time Charges (Billed at end of lease)			
Return Delivery:			700
Dismantling:			4,000
Remove anchors/ skirting- disposal			1,000
Sub-Total			5,700
Options			

Tab 1 211



24 x 60 modular office building

- 1440 square feet of office building; and includes four private offices and one generous common office area.
- Two handicapped accessible restroom
- This office building provides ample office space for 10 to 13 people.
- All offices are oversized, no need to conserve on the size of your office furniture.
- Central Heating and Air Conditioning systems, provides a comfortable working environment
- Carpet floors offer an almost maintenance free office building
- Upgraded interior wall coverings and decorative wood siding, provides for a contemporary and professional appearance
- Acoustical T-bar ceiling, decreases the noise traveling from room to room
- Energy efficient fluorescent lighting, won't put a squeeze on your utility budget

Your Local Sales
Professional:
Phone: 866-889-7777

24 x 60 Mobile Office Buildings
Delivered ready to use "On-Time and On Budget"

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Idaho Public Charter School Commission Charter Petition: Facility Details

School Name: Future Public School	Details for (in order of preference): Second Preference
Facility Name / Title: Garden City Location	Option Status: Likely
Location Address: 511 East 43rd St., Garden City, ID	Primary Vendor Information (if applicable)

Narrative

Location Alignment

9. Ideally situated to enroll underserved students located in the Garden City Area
10. Flexible learning spaces - fits mission and goals of academic program with open, large, flexible learning area
11. Infrastructure would support mission of community hub, located nearby Boys & Girls Club, city park
12. Ease of access for parents: two major access roads nearby – Veterans Parkway and Adams St.
13. Open space allows for flexibility of potential partnership with Boys & Girls Club after-school satellite usage
14. Close access to local parks, museums, field trip opportunities (less than 3 miles from State Capitol)
15. Regional busing services available down the street
16. Directly adjacent to Garden City park

Build-out plan and budget

In cooperation with Building Hope, a national charter facility development non-profit, and Bluum, the following plan will

- 1.) Construction plans of building would take place during year 0 with Future moving into new building for year 1, conditional on Albertson's Family Foundation funding
- 2.) Future will share space with Boys & Girls Club (Gymnasium and cafeteria)
- 3.) Building Hope will own and finance the facility for the first five years once built, facilitating the build-out and lease the facility to the school at a rate that covers principal and interest on the facility, net of rental income and utilities costs will be passed through proportionally to the school. (In proportion to the square foot of space)
- 4.) Timeline for construction would go as follows:
 - 07/19/17 - Garden City Planning & Zoning Commission meeting
 - 08/15/17 – Building Hope closes on land purchase

- 09/18/17 – 10/13/17 – Permit in City
- 10/15/17 – Close on building purchase
- 11/01/17 – 07/28-17 - Construction

Draft Facility Budgets

Pre-Opening Expenses (required)

Description	Qty	Unit Cost	Total Cost	Comments
None – pre-opening costs rolled into facility lease cost through Building Hope				
TOTAL Pre-Opening Costs				

Operating Expenses: Year 1 & Year 2 (required)

[Please insert rows as needed]

Description	Year 1 Qty	Year 1 Unit Cost	Year 1 Total Cost	Year 2 Qty	Year 2 Unit Cost	Year 2 Total Cost
Maintenance	28,000	0.45 per sq ft	12,600	28,000	0.45 per sq ft	12,600
Janitorial	28,000	0.68 per sq ft	19,232	28,000	0.68 per sq ft	19,232
Utilities	28,000	1.6 per sq ft	45,500	28,000	1.6 per sq ft	45,500
Property Insurance	28,000	0.28 per sq ft	8,000	28,000	0.28 per sq ft	8,000
TOTAL Year 1 Costs			84,228	TOTAL Year 2 Costs		84,228

Operating Expenses: Year 3 (required) & Year 4 or Future Expansion (optional)

[Please insert rows as needed]

Description	Year 3 Qty	Year 3 Unit Cost	Year 3 Total Cost	4 / Exp Qty	Year 4 or Expansion Unit Cost	Year 4 or Expansion Total Cost
Maintenance	28,000	0.45 per sq ft	12,600			
Janitorial	28,000	0.68 per sq ft	19,232			
Utilities	28,000	1.6 per sq ft	45,500			

Property Insurance	28,000	0.28 per sq ft	8,000		.	
TOTAL Year 3 Costs			84,228	TOTAL Year 4 or Expansion Costs		

List of Attachments

Attachments (required)

[Please insert rows as needed. List all documents related to this facility's location, costs, etc.]

Attachment Title	Brief Description	Notes or Comments
Future Public School Design Plans.pdf	Initial architectural drawings of potential school building on the property (8 pages)	

future public school
e 43rd st, garden city 83714

[illegible]

Symbols

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	2. triangle
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general notes

- 1. H_2O is a polar molecule, H_2O has a partial positive charge on the H atoms and a partial negative charge on the O atom.
- 2. H_2O is a good solvent for polar and ionic compounds.
- 3. H_2O is a good solvent for ionic compounds because the partial positive charge on the H atoms is attracted to the negative charge on the anion and the partial negative charge on the O atom is attracted to the positive charge on the cation.
- 4. H_2O is a good solvent for polar compounds because the partial positive charge on the H atoms is attracted to the partial negative charge on the oxygen atom of the polar molecule and the partial negative charge on the O atom is attracted to the partial positive charge on the hydrogen atom of the polar molecule.
- 5. H_2O is a poor solvent for non-polar compounds because the partial positive charge on the H atoms is not attracted to the non-polar molecule and the partial negative charge on the O atom is not attracted to the non-polar molecule.
- 6. H_2O is a poor solvent for ionic compounds that are not soluble in water.
- 7. H_2O is a poor solvent for polar compounds that are not soluble in water.
- 8. H_2O is a poor solvent for non-polar compounds that are not soluble in water.
- 9. H_2O is a poor solvent for ionic compounds that are not soluble in water.
- 10. H_2O is a poor solvent for polar compounds that are not soluble in water.
- 11. H_2O is a poor solvent for non-polar compounds that are not soluble in water.
- 12. H_2O is a poor solvent for ionic compounds that are not soluble in water.
- 13. H_2O is a poor solvent for polar compounds that are not soluble in water.
- 14. H_2O is a poor solvent for non-polar compounds that are not soluble in water.
- 15. H_2O is a poor solvent for ionic compounds that are not soluble in water.
- 16. H_2O is a poor solvent for polar compounds that are not soluble in water.
- 17. H_2O is a poor solvent for non-polar compounds that are not soluble in water.
- 18. H_2O is a poor solvent for ionic compounds that are not soluble in water.
- 19. H_2O is a poor solvent for polar compounds that are not soluble in water.
- 20. H_2O is a poor solvent for non-polar compounds that are not soluble in water.

[illegible]

vicinity map

city of vancouver

graphics #gend

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	Diagonal
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	Cross-hatch
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Gf
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crystal ARCHITECTS
early career KATIE L. PHILIP
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m. (208) 33-9C2E
katie@jerstarkphoto.com

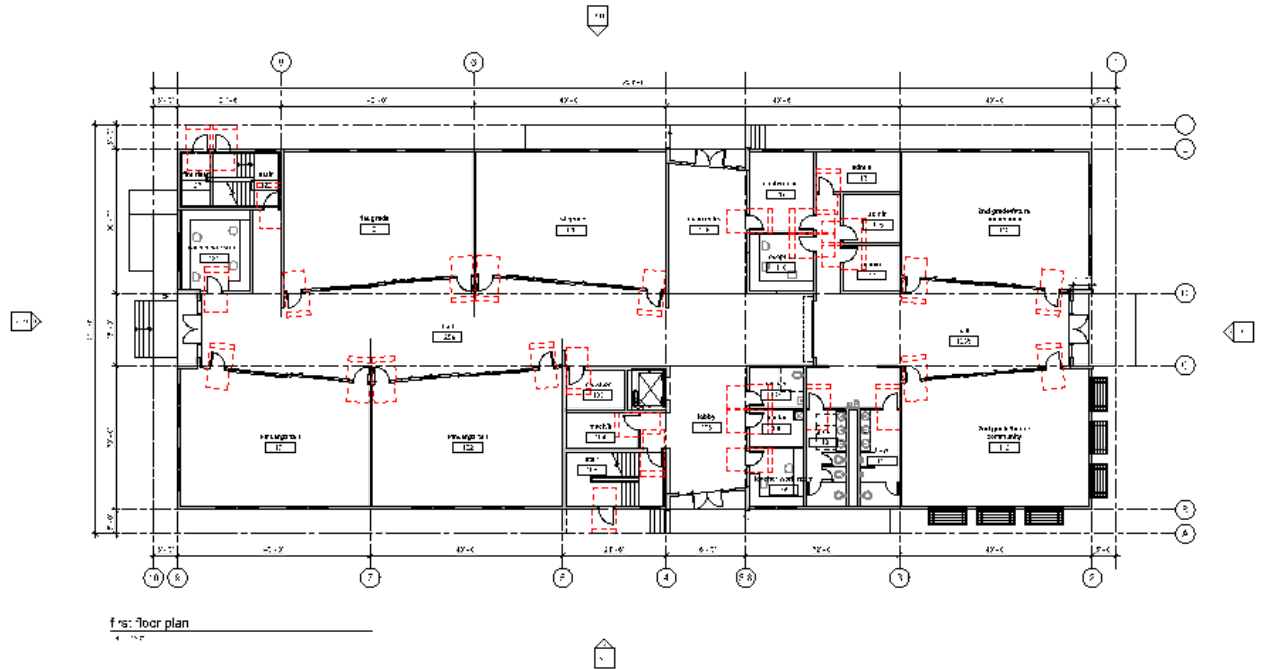
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335 W. 100th St. Box 333
Boise Idaho 83708
ph: (208) 346-3271
cswham@cswhaminc.org

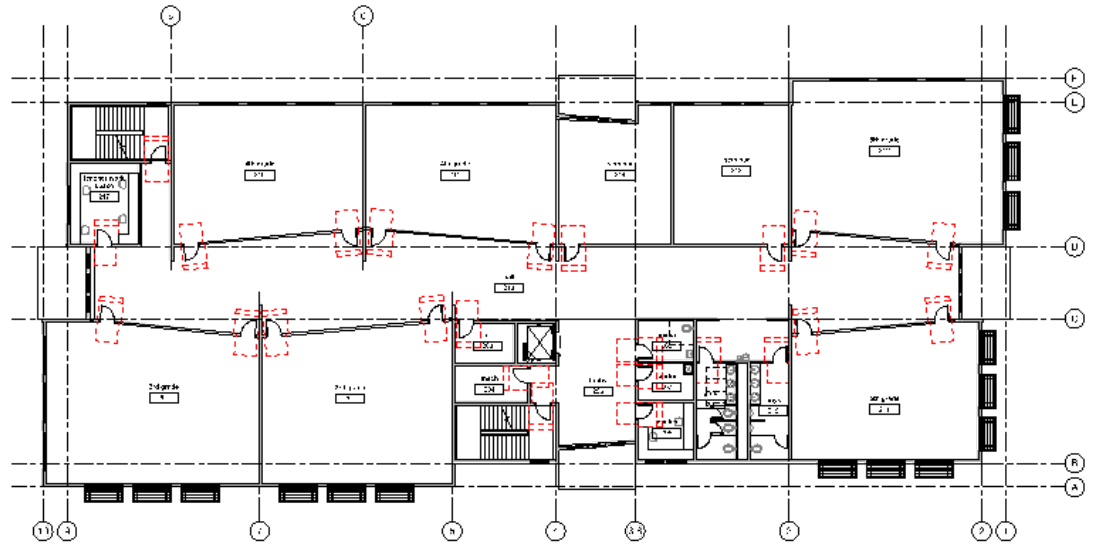
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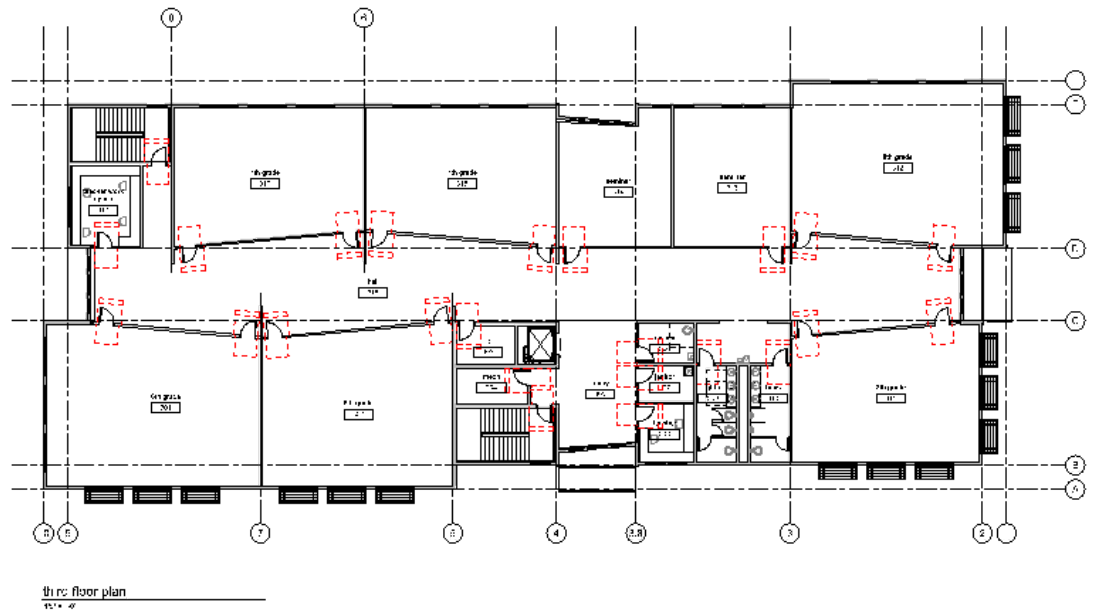








second floor plan
1/2" = 1'





Appendix J: Pre-opening Timeline

Idaho Public Charter School Commission Charter Petition: Pre-Opening Timeline

Instructions

- A. Please provide details about all pre-opening tasks by completing the following tables. Insert
- B. Tasks should be organized by "Start By" date or "Complete By" date.
- C. "Category" should be identified as one of the following:
 - Board Governance
 - Enrollment / Lottery
 - Facilities
 - Fiscal Management
 - Fundraising
 - Human Resources
 - Marketing and PR
 - Other

► Phase 1: Immediately after Receiving Charter

Category	Task	Responsible Parties	Contact s or Resources	Start By (date)
Board of Governance	Establish leadership team (administrator(s), teachers)	Board of Directors		Upon Approval
Marketing and PR	Finalized version of website up to date and running.	Marketing Committee		Upon Approval
Marketing and PR	Social Media accounts updated and running	Marketing Committee		January 2018
Fundraising	Secure funding pledged during petition process	Board of Directors		Present
Enrollment / Lottery	Design/Process Application Forms in Anticipation of Enrollment	Clerical Team		January 2018
Marketing and PR	Advertise Enrollment Window	Marketing Committee		Mid-January 2018
Fiscal Management	Secure fiscal support (accounting, budget, payroll, banking, auditing,	Board of Directors		January 2018

	purchasing_ and outline fiscal policies regarding checks, PO's, etc.)			
Other	Retain legal counsel. Consult legal counsel before making major decision	Board of Directors		January 2016
Fiscal Management	Create an updated budget: include assumptions, adjust to reflect new developments. Revisit assumptions to ensure they are still valid and update accordingly	Board of Directors		January 2018
Board of Governance	Post contact info for the Board	Board of Directors		January 2018
Board of Governance	Clarify roles and responsibilities of administration and governing body	Board of Directors		January 2018
Board of Governance	Attend meetings sponsored by the state, superintendent, accreditation briefings, legislative briefings, etc.	Leadership Team and Board of Directors		Upon approval
Board of Governance	Maintain regular contact with authorizer	Leadership Team and Board of Directors		Upon approval

► Phase 2: 6 to 9 Months before Opening

Category	Task	Responsible Parties	Contacts or Resources	Start By (date)
Facilities	Finalize site recommendations and move forward with site decisions	Building Committee		January 2018
Board of Governance	Finalize/Adopt calendar and publish	Board of Directors		February 2018
Human Resources	Finalize application/interview and employment contracts process	Board of Directors		February 2018
Other	Complete/adopt handbook for distribution and publishing on website	Board of Directors		January 2018
Human Resources	Advertise, hire, and negotiate contract of administrator	Board of Directors		February 2018
Human Resources	Advertise, hire, and negotiate contracts of faculty and full-time staff positions	Board of Directors	Job Fairs, Universities, etc.	March 2018
Facilities	Contact city/county commissioner and highway district for any building permits that might be needed	Building Committee		February 2018

Facilities	Schedule facilities inspections with city to obtain certificate of occupancy	Building Committee		February 2018
Facilities	Design a learning environment that reflects and supports educational mission and vision	Building Committee		March 2018
Other	Lease or purchase office equipment, computers, software, networking servers, etc.	Leadership Team and Board of Directors		March 2018
Board of Governance	Authorize charter document with all amendments and incorporation papers and bylaws	Board of Directors		January 2017
Board of Governance	Post governing board minutes, agendas, and schedule of meetings	Board of Directors		Upon approval
Fiscal Management	Develop a fund development strategy	Board of Directors		January 2018
Board of Governance	Post all meeting schedules for public. Provide attendance logs & minutes for all meetings	Board of Directors		January 2018
Board of Governance	Adopt policies & procedures for the school including: attendance, check signing, credit cards, enrollment, family medical leave, job sharing, use of facility by outside groups, communication, homework, dress code, discipline, internet use, overnight excursions, background checks. Adopt policies of authorizer with waivers in other areas	Board of Directors		February 2018
Board of Governance	Obtain training for Board in key areas including open meeting law, parliamentary procedure, effective meetings strategies, role of a board member, governing vs. managing, policy development fiscal controls, etc. Establish mechanism for Board to obtain updates about legislation and state rules that will affect charter schools.	Board of Directors		March 2018
Board of Governance	Conduct annual review of Board, self-evaluation focusing on effectiveness to meet obligations to the school	Board of Directors		March 2018
Board of Governance	Create a calendar of all state and authorizer deadlines	Leadership team and Board of Directors		March 2018

► Phase 3: 3 to 6 Months before Opening

Category	Task	Responsible Parties	Contacts or Resources	Start (date)
Enrollment/Lottery	Finalize Founders Preference List	Board of Directors		Febr 2018
Enrollment/Lottery	Conduct Enrollment	Board of Directors		Janu 2018
Other	Create and survey those interested in the school, including transportation needs, food service needs, Boys & Girls Club connection needs	Clerical Team		Janu 2018
Other	Finalize contracts for contracted services including transportation, food service, IT support, and telecommunications	Leadership Team and Board of Directors		Febr 2018
Enrollment/Lottery	Establish Contact with enrolled families	Clerical Team		Apri 2018
Marketing and PR	Increase frequency of advertising, if not to enrollment capacity	Marketing committee		Apri 2018
Human Resources	Advertise and hire part-time staff	Leadership Team & Board of Directors		May
Other	Begin to purchase curriculum and ensure there is adequate classroom materials, technology, and books available to all students	Leadership team		Apri 2018
Marketing and PR	Hold public "town hall" informational meeting	Leadership team & Board of Directors		Apri 2018
Enrollment /Lottery	Input paper admission applications and merge digital application to spreadsheet	Clerical team		As rece
Enrollment/Lottery	Hold lottery if necessary	Board of Directors		Mid-2018
Board of Governance	Adopt policies and procedures	Board of Directors		Apri 2018
Enrollment/Lottery	Documentation of effort to inform public of enrollment opportunity and of lottery method with results	Clerical Team		May
Human Resources	Ensure all teachers hold valid Idaho teaching certificates for the grades they will teach and that they are highly qualified	Board of Directors		Duri inter proc
Board of Governance	Ensure Board has set of bylaws that address key issues including how board is formed, roll of each board member, terms of each board member, how board members can be removed, time of annual meeting and how meetings are conducted	Board of Directors		May
Other	Develop plan to involve parents and community in key aspects of school. Locate community partners. Develop community relations plan to build public awareness and support for school, including press strategy.	Marketing Team		Apri 2018

Board of Governance	Submit copy of approved petition to SDE. Secure SDE passwords	Board of Directors		April 2018
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► Phase 4: 0 to 3 Months before Opening

Category	Task	Responsible Parties	Contacts or Resources	Start (date)
Human Resources	Ensure that personnel files are complete. All teaching certificates must be included	Administrator and Clerical Team		June 2018
Facilities	Finish Facility Setup	Administrator and Board of Directors		June 2018
Human Resources	Begin Staff Development / Training	Leadership Team		June 2018
Marketing and PR	Hold open house for enrolled students and families	Leadership team & Staff		August 2018
Other	Finalize software to be used (student management suite & school business suite)	Leadership team and Board of Directors		February 2018
Facilities	Ensure proper notice to all utility companies including phone, gas, electricity, water, sewer, and cable	Building Committee		June 2018
Facilities	Ensure building temperature, lighting, ventilation, and space are adequate	Building Committee		June 2018
Facilities	Ensure grounds are well-maintained and safe, i.e.: snow removal, lawn care, etc.	Building Committee		August 2018
Facilities	Develop a comprehensive emergency response plan, establish fire drill procedures, post fire exit maps in all occupied spaces	Building Committee		June 2018
Other	Provide emergency preparedness training to all personnel along with provisions for emergency closure before, after, and during school	Leadership Team		August 2018
Board of Governance	Secure insurance policies	Board of Directors		June 2018
Enrollment / Lottery	Immunizations records or waiver received from all students. Internet use policy, handbook, and admission acceptance signed from each student/family	Clerical Team		August 2018
Enrollment / Lottery	Student files, including current IEP complete	Clerical Team		August 2018
Board of Governance	Continuous school improvement plan	Board of Directors		August 2018
Board of Governance	Documentation of all state and federal programs run by the school	Board of Directors		August 2018

Fiscal Management	Documentation of all private, public, and other grants	Board of Directors		Aug 20
Board of Governance	Annual reports to authorizers, including programmatic and fiscal audits. Accreditation and IBEDS reports complete	Board of Directors		Aug 20
Human Resources	Ensure staff contracts are written in form approved by State Superintendent of Public Instruction	Board of Directors		Jul 20
Human Resources	Ensure criminal background checks have been completed for all employees	Board of Directors		Jul 20
Human Resources	Enroll all staff in PERSI. Ensure para's working in instructional capacity meet requirements of state's standards	Board of Directors		Jul 20
Human Resources	Document teacher training opportunities through professional development plan	Board of Directors		Jul 20
Fiscal Management	Schedule annual fiscal audit & report results. Meet acceptable accounting standards. File tax exemptions paperwork. File non-profit forms.	Board of Directors		Aug 20
Fiscal Management	Present monthly financial reports to Board in public hearing. Establish and publicly approve a salary schedule.	Board of Directors		Aug 20
Enrollment / Lottery	Chart student demographics. Compare to state, district, and explore discrepancies. # of students in special education, # of minority students, # of LEP students, # of GT students and # of low-income students	Leadership team and clerical team		Aug 20
Board of Governance	Identify a testing coordinator	Leadership team and Board of Directors		Jul 20
Board of Governance	Conduct annual review of charter document	Leadership team and Board of Directors		Jul 20
Board of Governance	Keep parents and stakeholders involved. Develop a procedure to report student progress. Schedule regular parent/teacher/student conferences	Leadership Team		Jul 20

Appendix K: Staff Professional Development and Evaluation

Professional development is an essential component in the growth, leadership, and development of excellent teachers. Future Public School is committed to ongoing, personalized professional development for its teachers and staff. Future will develop a list of iterative, research-based practices and methods that increase the skills and knowledge of teachers while tapping the deep curiosity residing within each individual. These skills and knowledge of learning will transfer over to dramatic academic, personal, and emotional gains for all students. We believe that providing dynamic and engaging professional development is a critical component in creating a work environment that attracts and retains top talent.

Staff trainings will be held periodically throughout the year on early-release and staff-only professional development days.

Development opportunities will include but not be limited to:

- **Individualized staff learning:** Teachers will select an individualized online course that fosters their own learning in a personalized way. This learning experience will tap into the core of what Future offers its own students: choice and voice in learning. The Relay Graduate School of Education provides low-cost options for educators to earn “micro-credentials”. These micro courses offer personalized professional development and recognition to teachers for various concrete skills and competencies.
- **All-staff development sessions:** The entire staff team will participate in various all-staff learning/development sessions that may address any of the following topics:
 - Diversity, Equity and Inclusiveness
 - Quest-based learning
 - Social-emotional classroom incorporation
 - Teaching Tolerance’s Anti-Bias Framework school wide integration
 - STEM for all
 - Teach Like a Champion
 - Modes of Learning (Hierarchical individual, hierarchical collective, distributed individual, distributed collective)
 - Data analysis, decision-making and as a guide to instruction
 - Adventure-based play
- **Professional Learning Communities:** Teachers will work together in collaborative groups to answer pertinent age-based and community-based questions.
- **Restorative Practice Circles:** As part of Future’s anti-bullying commitment, and in order to create a school wide restorative environment, Future will engage in consistent restorative practice training among its staff. Practices will be based on Bob Costello’s Restorative Practices Handbook for Teachers, Disciplinarians, and Administrators.
- **Ongoing Mentorship:** Ongoing mentorship opportunities between administration and staff.

The majority of onboarding and summer teacher professional development will focus on Future's unique intersection of STEM and equity components. Our unique approach, as well as the way learning is reimagined will require rounds of practice and role plays in order to help teachers prepare for the first day of students in school.

Staff will be evaluated based on weekly coaching meetings and observations. Future will adhere to the statewide usage of the Danielson Method and its administrators will be trained in its implementation. All staff will undergo mid-year and end-of-year reflections based on beginning of the year goal and priority setting.

We believe that teacher and administrative evaluations, along with on-going coaching and development, are critical drivers of student achievement. The Board of Directors of Future Public School will review administrative performance and pre-determined student academic measures quarterly, as well as hold a yearly formal evaluation. Teachers of Future Public School will participate in an annual formal evaluation process. Throughout the year, administrators will closely support all teachers in an on-going coaching cycle. Our coaching framework incorporates elements of quantitative and qualitative student data, observation of teaching and learning, debrief conversations, and identifying teacher areas of strength and opportunities for growth. Formal evaluations and our coaching model are in pursuit of teacher development and transformational student achievement.

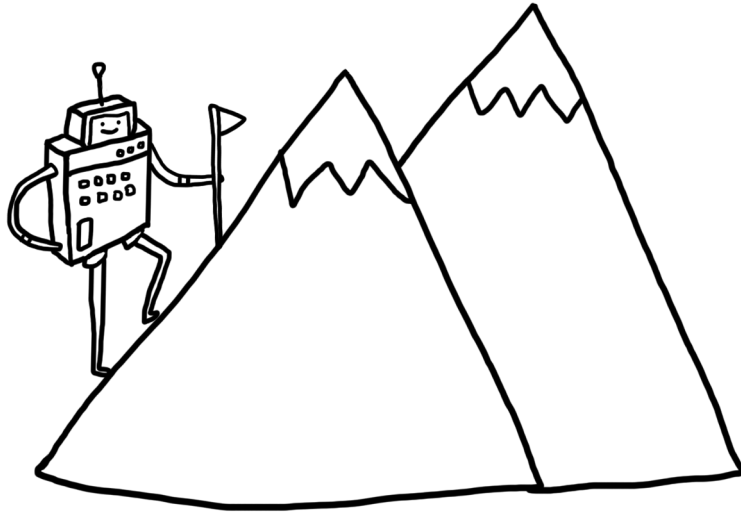
Appendix L: Outreach activities

Date	Activity	# impacted	Outcome
January – March 2017	Pilot Program	25-student pilot program at Boys & Girls Club Garden City location for 8 weeks.	Interest from approximately 40+ students in participating. Students increased levels of grit and knowledge of robotics, 3D printing, and computer coding.
January – March 2017	Pilot Program	25-student pilot program at Boys & Girls Club Meridian location for 8 weeks	Interest from approximately 80+ students in participating. Students increased levels of grit and knowledge of robotics, 3D printing, and computer coding.
Ongoing	Door-to-door knocking	One apartment complex as of 6/1/17	Increased awareness of families and several interested parties.
April	Instagram T-shirt giveaway	946 views on Instagram	Expanded number of followers (now 106 on Instagram), raised awareness, and connected various local families.
May	Community School Info Night – B&G Club	Community night for ~50-75 families.	21 students signed up for our summer program taking place in July.
June	Community School Outreach Night	Joined local Vineyard Church in Garden City for summer movie night.	Spoke with over 100 local community members and signed up remainder of slots for summer camp, maxing out at 35 students with a waitlist of 10-15 potentials. Now over 330 social media followers.
July 17 – August 11	Summer Pilot Program	Plan to run free full-day summer pilot program for 20-30 students.	TBD
April – December	Facebook Advertising	Plan to reach 500+ local families in the area.	TBD

April – December	Public radio station, Spanish language station	Plan to reach 500+ local families in the area.	TBD
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Appendix M: Student Handbook

Future Public School's



Family Guide to Life at Future

~WORKING DRAFT~

Date Last Updated: 07.17.17

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SECTION 1. ABOUT US

Mission and Core Values

The mission of the Future Public School is to help its diverse student body develop the knowledge, skills, and character to succeed in college and the Future world through commitment to innovative STEM programming, equity, and individualization.

Designed to meet the needs of 21st century students, Future is built upon the following core values:

- STEM programming – Students learn most effectively by doing and practicing in a context that best mimics the application of that learning, specifically in STEM-associated fields that best prepare them for the Future;
- Individualization – Schools must focus on meeting the needs of each and every student and provide opportunities for choice and self-directed learning;
- Equity – We work together to address inequities and help all students achieve their highest potential through focused identity work and a commitment to the framework created by Teaching Tolerance;
- Metacognitive Skill Development – School can no longer focus on learning a defined set of concepts – “school” for the 21st century must emphasize the learning process and thinking skills that sustain ongoing learning and adapting;
- Innovation- Schools need to develop a habit of innovation – to constantly ask "why?" and "what if?" to keep school structures and learning relevant to students in a constantly changing world.

Commitment to Diversity & Inclusion

Future Public School is “diverse by design” and is committed to building a community whose diversity is reflective of that of Boise. Future strives to create a community that is inclusive of all, through intentional and thoughtful design of curriculum, instructional methods, school events and activities, and parent involvement opportunities.

Non-Discrimination Policy

Future Public School admits students of any race, color, gender, national or ethnic origin, sexual orientation, religion and ability to all the rights, privileges, programs and activities generally accorded or made available to students at the school. Future does not discriminate on the basis of race, color, gender, national or ethnic origin, sexual orientation, religion or disability in administration of its educational policies, admission policies, and other school programs.

2018-2019 Strategy & Goals

In order to fulfill our mission, during the 2018-2019 academic year, we will focus on the following strategies, developing specific team- and individual-based goals:

1. Community as Classroom

- a. Integrated partnerships and frequent, regular field trips
 - b. Use of field experts in daily learning experiences
2. Individualization of Learning
- a. Individual student mastery tracking
 - b. Professional development to support redefined roles of teachers
 - c. Aligned use of space and resources
3. STEM Foundation
- a. Backward mapping from HS and college-prep curriculum and standards
 - b. Closely monitored curriculum implementation in STEM-related fields
 - c. Data-driven instruction, project-based learning
4. Community Wellness
- a. Comprehensive advisory program
 - b. Exposure to and regular practice of health and wellness activities for the school community
 - c. Tracking of student development of social, emotional and interpersonal skills
5. Global Awareness
- a. Integrated cultural studies curriculum
 - b. Focus on building a diverse and inclusive student, parent and faculty community
6. Workplace Success
- a. Defined skills & competencies – Tony Wagner’s Survival Skills
 - b. Authentic learning experiences to provide opportunities to develop and practice skills
 - c. Tracking of student development of career & technology skills

Future Public School Standards

In addition to academic standards informed by Common Core Standards and the Idaho state standards for academic subjects: reading, writing, mathematics, science, and social studies, Future Public School strives to instill in all students the following skills, qualities and competencies, adapted from Tony Wagner’s SEVEN SURVIVAL SKILLS (identified by use of all caps), the Character Lab (UPenn), and our own experiences (in bold). Students at Future focus specifically on the development of these skills in their Quest classes and in advisory.

Early Elementary	Middle Grades	Upper Grades
	Zest Optimism Gratitude Grit Curiosity & IMAGINATION Growth Mindset Mindfulness (& Metacognition) CRITICAL THINKING AND PROBLEM SOLVING EFFECTIVE ORAL & WRITTEN COMMUNICATION	
AGILITY AND ADAPTABILITY	ACCESSING AND ANALYZING INFORMATION	LEADING BY INFLUENCE
Self Control	Initiative & Entrepreneurship	Social/Emotional Intelligence
COLLABORATION	COLLABORATION ACROSS NETWORKS	Purpose

SECTION 2. CALENDARS AND SCHEDULES

2018-2019 Academic Calendar

August 15 – 20	Professional Development/Teacher Workdays
August 21	First day of School
August 29 - September 1	Kindergarten Staggered Entry Days
September 2	First day of School for all Kindergarteners
September 5	Labor Day; No School
September 23	Professional Development/Teacher Workday; No School
October 6-7	State In-service Days – No School
October 28	End of 1st Quarter
October 31	Professional Development/Teacher Workday; No School
November 10	Q1 Parent-Teacher Conferences; Half Day
November 11	Veterans Day; No School

November 23	Professional Development/Teacher Workday; No School
November 21 – 25	Thanksgiving Recess; No School
December 21	Half Day
December 22	Professional Development/Teacher Workday; No School
December 23 – January 2	Winter Recess; No School
January 3	Professional Development/Teacher Workday; No School
January 13	End of 2nd Quarter
January 16	Dr. Martin Luther King, Jr. Day Holiday; No School
January 27	Half Day
February 17, 20	Presidents' Day Holidays; No School
February 21	Professional Development/Teacher Workday; No School
March 17	End of 3rd Quarter
March 20	Professional Development/Teacher Workday; No School
March 27-31	Spring Recess – No School;
April 7	Q3 Parent-Teacher Conferences; Half Day

April 17	Professional Development/Teacher Workday; No School
May 5	Half Day
May 26	Professional Development/Teacher Workday; No School
May 29	Memorial Day Holiday; No School
June 1	Last day of School

Summary:

First Day: August 21; Last Day: June 1 PD/Teacher Workdays = 22

School Holidays = 21

Half Days/PT conferences = 5 / 2 (Q1, Q3)

Make-up Days (after 5 snow days): Feb 21, Mar 20, Apr 7, Apr 17, May 26 Q1 = 42 days, Q2 = 41 days, Q3 = 41 days, Q4 = 48 days

Total School Days = 172; Total Hours = 1275

2018-2019 Weekly Schedule

Kindergarten	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:15-8:30am	Homeroom				
8:32-9:42am	Rotation 1: A - Spanish, B - Math/Quest, C - ELA				
9:44-10:54am	Rotation 2: A - Math/Quest, B - ELA, C - Spanish				
10:55-11:30am	Social Centers	PE	Social Centers	PE	Social Centers
11:30am-12:00pm	Advisory Team-building	Advisory	Advisory	Advisory	Learning Lab
12:00-12:25pm	Lunch				
12:25-1:35pm	Rotation 3: A - ELA, B - Spanish, C - Math/Quest				
1:35-2:20pm	Enrichment	Social Centers	Enrichment	Social Centers	Advisory Assembly
2:20-3:00pm	Recess / Snack				
3:00-3:40pm	Learning Lab / Homeroom				
3:40-3:45pm	Dismissal				

1st -3rd Grade	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:15-8:30am	Homeroom				
8:32-9:42am	Rotation 1: A - Spanish, B - Math/Quest, C – ELA				
9:44-10:54am	Rotation 2: A - Math/Quest, B - ELA, C – Spanish				
10:55-11:30am	PE	Social Centers	PE	Social Centers	Learning Lab
11:30am-12:00pm	Advisory Team-building	Advisory	Advisory	Advisory	Social Centers
12:00-12:25pm	Lunch				
12:25-1:35pm	Rotation 3: A - ELA, B - Spanish, C - Math/Quest				
1:35-2:20pm	Social Centers	Enrichment	Social Centers	Enrichment	Advisory Assembly
2:20-3:00pm	Recess / Snack				
3:00-3:40pm	Learning Lab / Homeroom				
3:40-3:45pm	Dismissal				

4th - 6th Grade	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:15-8:30am	Homeroom				
8:32-9:42am	ELA	ELA	ELA	ELA	ELA
9:44-10:54am	Math	Math	Math	Math	Math
10:55-11:30am	Enrichment	Advisory	Enrichment	Advisory	Advisory Assembly

11:30am-12:00pm		PE		PE	Advisory Team- building
12:05-12:35pm	Recess	Recess	Recess	Recess	Recess
12:35-1:05pm	Lunch	Lunch	Lunch	Lunch	Lunch
1:08-2:18pm	Quest	Quest	Quest	Quest	Quest
2:20-3:30pm	Spanish	Spanish	Spanish	Spanish	Spanish
3:32-3:45pm	Homeroom / Dismissal				

7th-8th Grade	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:15-8:30am	Homeroom				
8:32-9:42am	Math	Math	Math	Math	Math
9:44-10:54am	ELA	ELA	ELA	ELA	ELA
10:55-11:30am	Advisory	Enrichment	Advisory	Enrichment	Advisory Team- building
11:30am-12:00pm	PE		PE		Advisory Assembly
12:05-12:35pm	Lunch	Lunch	Lunch	Lunch	Lunch
12:35-1:05pm	Recess	Recess	Recess	Recess	Recess
1:08-2:18pm	Quest	Quest	Quest	Quest	Quest
2:20-3:30pm	Spanish	Spanish	Spanish	Spanish	Spanish
3:32-3:45pm	Homeroom / Dismissal				

Student Programs

All students participate in an academic program with the following:

- Daily mathematics, literacy (reading/writing), and Quest (science);
- A World Language program in Spanish, which incorporates cultural studies;
- Physical education 2x/week: Yoga/Pilates, Sports Skills & Taekwondo; classes switch every 12 weeks;
- Advisory 3-5x/week in addition to a weekly advisory team building session and a weekly grade-level assembly;
- Daily lunch and recess for all students; daily free play for kindergarten and first graders;
- Enrichment Class 2x/week: Music, Art, or Theater (switch every 12 weeks).

Who to go to for what...

Please refer to this list when you have/receive questions about these topics. By referring your questions to the contacts listed here, we can ensure more consistency with policies and procedures.

	School Contact Person
Advisory	
After School Programs	
Allergies	
Assessment & Testing	
Attendance	
Behavior/Discipline	
Books and Book Donations	
Budget Questions	

Conferences	
Donations	
Exceptional Children (Special Education)	
ESL (English As a Second Language)	
Field Trips	
Fire & Emergency Drills	
Fundraising	
Gifted & Talented	
Grants	
Health Concerns	
Hiring	
IEPs (Individualized Education Plans)	
Intervention & Academic Support	
Literacy Program	
Lunch	
Maintenance/Facilities	
Math Program	
Medication/Medical Action Plans	
Parent Involvement/PTSO	
Parking Passes/tickets	
Partnerships	
PE Programming	
Phone Numbers/Voicemail	
Quest Program	
Schedules	
Special Education (EC)	
Student Records	
Talent Development	
Technology	
Transportation	
Uniforms	
Volunteer Opportunities	
World Languages Program	

SECTION 4. DAILY POLICIES & PROCEDURES

School Hours

The regular school day runs Monday through Friday, beginning promptly at 8:15 am and ending at 3:45 pm.

The school provides supervision for students from 7:45-8:15am. During that time, students go directly to their assigned homeroom to complete morning activities. In the afternoon, teachers will begin dismissal at 3:45pm; the school provides supervision for students not attending after school until 4:15pm. If a student has not been picked up at that time, a

parent, guardian, and/or emergency contact will be notified to come pick up the child. Please Note: Students are not supervised before 7:45 am or after 4:15 pm (for non-after school students).

On Half Days, students are dismissed at 12:00pm and must be picked up by a parent, guardian or emergency contact person by 12:15pm unless otherwise noted. Students will eat lunch prior to dismissal.

Transportation

Future Public School families have several transportation options: Walking, Car – Park and Walk, Car Line, and Bus. Bus transportation is provided by Student First Busing (or through city Valley Ride public transport); parents who wish to sign up for school bus transportation must contact the school by the appropriate date. Families who are in need of financial aid to support public bus fees must complete the Future financial assistance application process (for more information about the financial assistance application process, please see page 15).

Each year, families will be asked to let the school know, in writing, of each child's typical or standard mode of transportation. For any changes to this transportation method, a "Transportation Change Form" must be completed **each day** prior to 2:00 p.m. since the school needs sufficient time to communicate the changes to homeroom teachers and ensure student safety. The form can be found on the school website.

For questions and concerns related to busing, parents may contact _____.

Arrival Procedures

Students may be dropped off at school each day beginning at 7:45am. Students will report directly to their homeroom classrooms and begin a morning activity.

Families who choose to walk should use the Student Entrance facing north. Families who choose to park and walk should park in the parking lot located on the north side of the facility.

Families who want to drop off/pick up students using the car line:

- Join the line and follow the line through the circle in the lot behind the school;
- Do not use cell phone once you have pulled into the circle;
- In the mornings, pull up to the first staff person available; in the afternoons, pull forward to the first cone available (there will usually be 3-4 cones);
- Come to a complete stop and put your car in "park" prior to allowing your student to load/unload;
- Have your child exit the car on the side closest to the staff member on duty.
- Students who are dropped off via the car line will enter the school building

through the playground.

Families who arrive later than our 8:15am start time must use the school's Front Entrance, sign their child in to receive a late pass; this process ensures that your child will not be marked absent.

Pledge of Allegiance

In accordance with ID State law, Future Public School students recite the Pledge of Allegiance daily. Any request for a student to NOT stand/recite the pledge must be submitted, by the parent, in writing, to the Administration.

School Lunch

Future Public School provides on-site lunches to our students each day. Families who wish to purchase lunch must sign up and purchase lunches in advance. Families who need financial assistance to purchase lunch must complete the financial assistance application process. Future does serve breakfast; families who wish to purchase breakfast must sign up and purchase breakfast in advance. Families who need financial assistance to purchase breakfast must complete the financial assistance application process. Families in need of financial support to supply any snacks should contact the school to make arrangements.

Dismissal Procedures

Dismissal each day begins at 3:45pm. Students who walk, or whose families park-and- walk, should be picked up at the Student Entrance.

A car-rider line is also available:

- Families should line up in a single file line **behind** the buses at the E. 43rd St. entrance to the back parking lot;
- Families should NOT line up any earlier than 3:40pm;
- Do NOT use cell phones after entering the circle in the parking lot.

Due to the number of daily transportation changes the school receives, students may NOT be picked up at the main office between 3:30 and 4:00pm each day. No exceptions will be made. If your child has a regular afternoon activity that requires dismissal at 3:30pm, please contact the front office to make this a permanent change and let your child's homeroom teacher know so that your child can report on his/her own to the office at that time.

Early Dismissal

Only if it is absolutely necessary and a parent, guardian or approved emergency contact comes to pick up the child in person, will Future Public School release a student early. In this case, the parent/emergency contact must show a valid photo ID upon entering the front office to sign out the student. The school will not honor telephone requests or emails for early dismissal.

Students must be picked up for early dismissal PRIOR to 3:30pm in order to prevent disruption of the dismissal process for the school.

After School Program & Hours

Families who choose to participate in the Future Public School After School Program (ASP) will be enrolled on a first-come, first-served basis. Options offered are dependent on current community partnerships and contracted vendors.

Students who are enrolled in the Future Public School after school program will receive supervision from the after school staff from **3:45-5:45pm**. If a student has not been picked up **by 5:45pm**, a parent, guardian, and/or emergency contact will be notified to come to pick up the child. If a child has not been picked up by 5:45pm on more than three occasions, the school reserves the right to charge a late pick-up fee at a rate of \$60/hour (or \$1 for each minute).

Financial Aid: Policy on Tuition & Fees

Future Public School is an Idaho state charter public school. As a public school, there is no tuition associated with enrollment and attendance. Future will only charge tuition and/or fees that are charged by Boise School District, its local administrative unit.

Future is committed to making school and school-related activities accessible to all of our families. Access includes, but is not limited to, lunch, bus transportation to/from school, field trips, and After School programming. To this end, Future has developed a consistent process for families to apply and be considered for financial assistance. Once a family has gone through the financial assistance application process, a decision on assistance is made and communicated to the Administrative Team and applies to all in-school activities.

Financial Assistance Process

To apply for financial assistance, a family must complete the current “Income Eligibility Form” and provide proof of income in the form of a tax return or evidence of public assistance (food stamps, Medicaid), and submit the documents to financialaid@Futurepubschool.org. A decision on assistance will be communicated within 48 hours.

If a family is not eligible for assistance based on the Income Eligibility form (which is taken from the ID Child Nutrition standards) and/or proof of income process, the family may make a written plea for hardship consideration. A decision on assistance will be communicated within 48 hours.

If a family has not applied for, or been awarded, financial assistance, the family is expected to bear all associated costs with lunch, transportation, field trips, after school programming, etc.

When financial assistance is awarded, it will be awarded on a percentage basis and families will be

informed of the scope it covers:

- Full cost of daily lunch;
- Partial cost of daily lunch;
- Full coverage of transportation to/from school;
- Partial coverage of transportation to/from school;
- After School programs;
- Field Trips.

After School Program Assistance

Future Public School will ensure that all children who need after school care have a spot in our staff-run After School Care programming, which includes academic tutoring, recess time, sports, technology, and fun programming. Future Public School is not able to pay outside vendors for After School programming on behalf of a Lab family, however we will ensure that vendors provide assistance based on total class enrollment. If a family signs up for a vendor- run class and does not pay the vendor, the family may be disqualified from receiving Future financial assistance from Future.

For 2018-19 second semester After School programming, families who wish to be considered for financial assistance must go through the steps outlined above by 12/14/18. If you have already gone through the financial assistance process, and do not qualify for financial assistance, you submit a written hardship plea by 12/14/18. Assistance is awarded on a first come first served basis, based on the child's registration number. The award amount will not be known until the first week of January.

Any family may request a payment plan for after school. That plan can be for monthly, biweekly, or weekly payments.

Field Trip Assistance

If a family has not applied for and received financial assistance, they are expected to pay for child(ren)'s field trips. If a family has applied for financial assistance but did not qualify, they may submit a hardship please for a particular trip. If a family received a percentage award, they may calculate the amount owed on a field trip using that formula and submit that amount with no additional note or information.

Attendance & Reporting Absences

Future Public School expects every student to attend school every day that classes are in session. Parents/guardians are required to call or email the Office Manager in the morning if they know that their child(ren) will be absent. A student must be in school for a minimum of four and a half (4 ½) hours in order to be considered present for the school day

(8:15am-12:45pm or 11:15am-3:45pm).

The reason for an excused absence or tardy must be stated in writing and signed by the parent/guardian of the student. The written excuse must be received by the Front Office Manager within three days after the absence or tardy. Administrative staff may accommodate special circumstances for late notes or absence verification. When families take trips or other family related events during the school year, a request for absence form must be submitted to the Administration 5 days in advance for Administration or Administration's designee's approval. Educational Enhancement or Religious Observation Forms can be found on our website and must be submitted to the Administration for approval. If not approved, the absences will be unexcused.

The acceptable excuses for absences and tardies are:

- Illness or injury
- Quarantine
- Death of a grandparent, parent, brother or sister
- Medical or dental appointment
- Weather conditions making travel dangerous
- Court or administrative proceedings
- Absence related to deployment activities
- Emergencies or unusual circumstances recognized by Administration
- Religious observance *
- Educational opportunity *

** with prior written approval; forms can be found on our website.*

School attendance is extremely important to a child's academic success, and the ID Compulsory Attendance Law requires that all children aged 7-18 attend school regularly and punctually. Future Public School will contact the parents/guardians when a student accumulates 3, 6, and 10 days of unexcused absences, in accordance with Future's Unexcused Absences and Tardy Policy.

Unexcused Absences

The Administration or Administration's designee shall notify the parent, guardian, or custodian of his or her child's excessive absences after the child has accumulated 3 unexcused absences in a school year. After not more than 6 unexcused absences, the Administration or Administration's designee shall notify the parent, guardian, or custodian by mail that he or she may be in violation of the Compulsory Attendance Law if the absences cannot be justified under the established attendance policies of the State and Future Public School. Once the parents are notified, the school guidance counselor shall work with the child and the child's

family to analyze the causes of the absences and determine steps, including adjustment of the school program or obtaining supplemental services, to eliminate the problem. The guidance counselor may request that a law enforcement officer accompany him or her if the counselor believes that a home visit is necessary.

After 10 accumulated unexcused absences in a school year, the Administration or Administration's designee shall review any report or investigation and shall confer with the student and the student's parent, guardian, or custodian, if possible, to determine whether the parent, guardian, or custodian has made a good faith effort to comply with the law. If the Administration or Administration's designee determines that the parent, guardian, or custodian has not made a good faith effort to comply with the law, the Administration or Administration's designee shall notify the district attorney and/or the director of social services of the county where the child resides. If the Administration or Administration's designee determines that the parent, guardian, or custodian has made a good faith effort to comply with the law, the Administrator may file a complaint with the juvenile court counselor pursuant to Idaho Code of the General Statutes that the child is habitually absent from school without a valid excuse. Upon receiving notification by the Administration or Administration's designee, the director of social services shall determine whether to undertake an investigation under Idaho Code.

Punctuality & Lateness

Any student arriving after 8:15 am will be marked tardy. The student must be accompanied by parent/guardian to the front office, where the student should sign in, and obtain a Late Pass from the school Office Manager before he or she will be admitted to class. Minutes of lateness are recorded and, if excessive, will count towards unexcused absences.

Unexcused Tardies

Excessive tardies have a negative impact on a student, his/her classroom, and the school overall and missed instruction is disruptive to the learning process. Students who are repeatedly tardy may be required to make up learning hours missed through instruction after school or on Saturdays and/or may be considered at risk for promotion to the next grade level if mastery of learning objectives cannot be achieved due to significant loss of instructional time. Additionally, the minutes/hours that a student is late are tracked by law and students accumulating 3, 6 or 10 days of missed school hours due to unexcused tardies are subject to the policy for Unexcused Absences.

Student Illness or Injury

Although Future Public School does not employ a full-time school nurse, our front office staff is prepared to manage student illness and/or injury. A student who becomes ill or injured while at school is sent directly to the Health Room, located adjacent to the Main Office. In case of minor scrapes or bumps, Future staff may provide bandages, ice packs and water; we do not administer over-the-counter medication such as Tylenol or

Advil for pain or fever. All injuries and illnesses are logged at the front desk and are monitored for frequency and/or patterns.

Parents of students who require early pick-up due to illness or injury will be notified and are asked to arrive at the school within one hour of the time notified. If your child has gotten sick and soiled the Health Room floor or linens, it is always appreciated if the parent is able to help clean the items since our facility is limited. If a child requires medical attention, parents are asked to contact the school to provide updates on the child's condition.

In event of a medical emergency, Future staff will call 911 and will request that your child be transported to the closest appropriate medical facility. Future staff will notify parents immediately and, whenever possible, will request that the ambulance wait for parent arrival. If a parent/guardian is unable to arrive to the school prior to the ambulance's departure, a staff member will accompany the child in the ambulance to the hospital and will remain in contact with the parent and other Future personnel.

Emergency Contact Information

Every student must provide the name(s) and telephone number(s) of the individual(s) to be notified in the case of an emergency. The homeroom teacher will distribute this Yellow Emergency card during the first week of school and the student must return it to the homeroom teacher without delay. The designated phone number(s) and email address(es) will be used to make mass phone calls/texts/emails to notify families of important school events and information. *Families should notify the school at any time if there is a change in address, phone number or email address.*

Emergency Procedures

Future Public School has in place procedures for several types of emergency situations, including: fire, tornado, active shooter, and medical emergencies. Future Public School conducts monthly drills and utilizes the green space adjacent to Future as a temporary evacuation space. In the event of a more serious incident/event requiring longer-term evacuation, students will be escorted to nearby park, located across the street. In the event of an emergency, Future faculty will make use of all social media and communication tools to inform parents of the situation and provide instructions for student pick-up. Please ensure that you child(ren)'s Yellow Emergency card is kept up to date.

Student Safety

Any allegation made by a student or family member of a student related to any of the following should be reported immediately to the Administration:

- Bullying;
- Sexual harassment, behavior, or assault between students, a student and a family member, or between a student and a faculty member;
- Head injury;

- Corporal punishment.

Future Public School Nut Policy

Future Public School is NOT a nut-free school, however we take the following steps to ensure the safety of our students who have nut allergies:

- Snacks and food items are never to be shared among students;
- A nut-free table is established for each lunch period (or classroom in K, 1);
- All school-provided snacks and class or group treats must be nut-free;
- Advisors and teachers are made aware of all student allergies and relevant Medical Action Plans.

Inclement Weather Policy

In the case of inclement weather, Future Public School will generally follow the same closing, delayed school opening or early school closing decision as Boise School District. This decision is made as early as possible and prior to 6:00am on the day in question. Staff, parents and students are advised to listen to information broadcasted by any of the local news and radio stations. In addition, we will send a mass phone call/text/email to all families and post any information regarding school closings on our website at www.Futurepublischool.org. In certain circumstances, Future Public School may NOT follow a local school closing decision if we independently determine that the weather and roads have cleared enough to resume school following a storm. In these cases, we will notify parents via phone call and/or email.

Since our regular session is from 8:15 am to 3:45 pm, school will begin at 10:15 am on delayed opening days and close at a time to be determined based upon the local weather forecast. On these days, lunch will occur at the regularly scheduled hour. In addition, all field trips, special events and after school care and programs will be cancelled.

Health and Immunization

Idaho Law requires that every student entering a K-12 school must provide proof of receipt of specific immunizations, unless the family is exempt for religious reasons. Therefore, Future Public School students must provide documentation for the following immunizations: *diphtheria, tetanus, whooping cough, poliomyelitis, varicella (chicken pox), hepatitis B, haemophilus influenza type B (Hib), red measles (rubeola), mumps, and rubella*. If the child's immunization records are not provided within 30 days of entrance, the child will be unable to attend school. He or she will be readmitted to school once the front office has received the records.

Any family who elects not to immunize their children must submit a letter to the main office, indicating their religious objections.

In addition, the school requires parents to disclose any and all chronic health problems their student has. This information can be communicated through the Yellow Emergency card or by contacting the school Office Manager and completing a Medical Action Form.

Lice Policy

Parents are asked to notify their child's Advisor, homeroom teacher, and Future front office if lice is found on their child(ren) so that other parents can be alerted to a possible outbreak. We also encourage parents to notify their child's playmates' parents. Parental cooperation will help protect all children. Students with head lice will be excluded from school until they are properly treated and checked by school personnel to be lice AND nit free. The ID Health Department and Future Public School's policy is that students must be LICE and NIT FREE in order to return to school.

Allergy and Other Medical Action Plans

Any child who suffers from a severe allergy or other medical condition MUST have a medical action plan on file with the school. This Medical Alert Action Plan should clearly and specifically outline the steps Future staff members should take in the event of a medical emergency. These forms may be obtained from the school website and should be submitted, along with any relevant medication, to the Office Manager. It is the parent's responsibility to ensure that medication is current and refilled when necessary. Any student who is required to take medication during the school day must have a completed Medical Action Plan and required physician documentation and signature. Any student who needs to keep medication with them (i.e. an Epi-pen in their backpack) must have written documentation from a physician and a formal 504 plan on file with the office.

Annual AHERA Notice

As required by the Federal Asbestos Hazard Emergency Response Act (AHERA), the documentation for the Future Public School Asbestos Management Plan is complete and available for your review in the school's front office. A complete AHERA inspection was performed pursuant to the original construction of the school in 2015-16 and no asbestos-containing building materials were found. As a result, there is currently no further action required.

Visiting

- Parents/caregivers are welcome to visit Future Public School to eat lunch with their child during the child's assigned lunch hour on Fridays; parents should not bring lunch to, or share food with, other children;
- Parents/visitors are asked not to disrupt the schedule and classroom instruction; teachers are not expected to suspend instruction to explain what they are doing, to take questions, to meet with parents, etc.;
- If you need to speak or meet with a faculty member, please make an

- appointment in advance;
- Future Public School policy prohibits parents from sitting in classes to observe.

ALERT: Because of the open nature of our physical space, we must be incredibly diligent with monitoring our exits. No person who you do not recognize by name AND face should be allowed in the building. Do not hold the door open; this may appear rude, but please ensure the visitor that our policies are intended to protect our students and faculty. Do not EVERY prop doors open unless you are monitoring the door. All visitors must sign in at our Main Entrance through Lobby Guard, which requires a photo ID.

Student Privacy & Confidentiality

Future policy prohibits faculty members from sharing any information, including names, of students with another student's family. Do not make comments to or ask faculty questions about someone else's child. Be respectful while working at Future as a volunteer that any student information you may see or overhear is expected to be kept confidential. Do not engage in discussions with other parents about students. If you overhear a conversation among parents or between faculty/parents with which you are uncomfortable, report your concerns to the Administration.

All family contact information is considered private and confidential and is made available only to school staff for school-related purposes; parents who wish to make their personal contact available to other families through the Family Directory will have the opportunity to do so through the PTSO.

Birthdays & Holidays

Families are invited to celebrate their children's birthdays at school, keeping in mind the following policies:

- Birthday celebrations should be arranged, in advance, with the child's Advisor (so that he/she can inform other students' parents and provide you with an accurate count);
- Any treats should be brought in for, and enjoyed during, a child's regularly schedule Advisory time (please contact your child's advisor to check timing);
- All treats must be NUT-FREE and store-purchased;
- You may also join your child for lunch on his/her birthday however you are asked NOT to bring treats during lunchtime.

If you do not want your child to participate in birthday celebrations for other children, please communicate that request with your child's Advisor. If your child has an allergy or other food restriction, please make arrangements with your child's Advisor in order to provide an alternate treat during birthday or other Advisory celebrations.

As a public institution, Future Public School does not celebrate holidays that are religious in

nature. As part of our efforts to be an inclusive community, student activities and celebrations should not focus on holidays related to religious celebrations unless presented as inclusive learning opportunities

Communication Policies

Ongoing communication between parents and school faculty is critical to students' success. Faculty members are asked to align communication efforts with our vision of diversity and inclusion by:

- Providing varied opportunities for parent involvement;
- Using varied methods of communication (phone, email, text);
- Ensuring that notices and other communication are translated if necessary;
- Ensuring that a translator is available for conferences when needed.

Advisors will meet with the family of each advisee twice over the course of the year (at the end of quarters 1 and 3), and for two student-led family conferences for students in grades 5 and above. Parents are encouraged to reach out to their child's Advisor for any/all questions. The Advisor is a family's primary liaison with the school.

For questions the Advisor is unable to answer, please reach out to the relevant faculty member, keeping in mind the following:

- Communicate with faculty members only through Future email and school phone numbers. It is not appropriate to contact faculty via personal email and/or cell;
- Please allow up to 48 hours for a response via phone or email;
- Do not engage in conversations with faculty members about other children and/or other faculty members. For any concern or complaint about a faculty member, contact the Administration directly;
- Faculty members are human(!) and deserve to be treated with kindness;
- Faculty members often have no "free time" during the school day.

At the beginning of each week, the Administration will send a Family Newsletter via Futurepublicschool.org email containing important information and upcoming dates and activities. In addition, Friday is the regular day in which notices are sent home with students and parents are asked to develop a regular habit of reading the e-newsletter and checking their student's backpack on Fridays for fliers and notices.

Future Public School encourages parents to contact the school with questions and concerns about their student's academic and social life at school. The structure of our advisory program supports our belief in the importance of every child having a close relationship with at least one adult at the school. Students meet with their advisors three-five times each week in a small setting designed to provide academic, emotional, and social support. In order to support the student/advisor relationship, parents are asked to contact the child's advisor first for most issues/concerns. Advisors can then make referrals and advocate for your child with

other staff members as needed. Parents should find their student's advisor most helpful in making referrals or establishing contact with the appropriate school staff member however all staff members can be contacted directly through email, using the addresses listed in the Faculty Directory.

Parent Involvement

Future Public School views parents as integral partners in achieving our vision and mission and in helping each student to fulfill his/her potential. We expect that all parents will take an active role in monitoring their child's progress through reading at home, binder checks, phone calls, participation in school events, and attendance at conferences. Parents may communicate regularly with teachers via email or, in kindergarten and 1st grade, notes in the student planners. Parents are also encouraged to seek out and get to know their child's friends' parents in order to stay better connected to the social network. The best way for parents to demonstrate their own commitment to education is through their presence at the school and at school events. We welcome opportunities for parents to get involved at Future Public School in any/all of the following ways:

- Ongoing volunteer opportunities (i.e. a weekly slot in the office);
- Support with annual events (i.e. volunteering to help with the book fair);
- Serving as a "field expert" or sharing your professional experience with a class;
- Taking on a leadership role with the PTSO or Future Board of Directors;
- Attending school events to support your child;
- Offering to do "at home" tasks for teachers (cutting, sorting, etc.);
- Making a donation of in-kind items or services.

Parent Teacher Student Organization (PTSO)

The aims, objectives and purposes of the Future Public School PTSO are the following:

- Provide support and resources to Future Public School for the benefit and educational growth of the children attending the school.
- Promote and help develop a cooperative working relationship between the parents and staff of the school.
- Foster and develop parent and teacher leadership and build capacity for greater involvement.
- Foster and encourage parent and teacher participation at all levels.
- Provide opportunities and training for parents and teachers to participate in school governance and decision-making, including education decision-making.
- Provide special support and training to parents, students and teachers for technology integration in the school and at home.
- Advocate for the school and its students and teachers, and to help coordinate and provide advocacy for public education generally.
- Help secure the greatest possible public and private financial and other support for the school, consistent with the School's mission, philosophy and curriculum.

- To otherwise support the educational experience of the students and enhance the professional experience of the faculty at the school.

SECTION 5. ACADEMIC POLICIES & PROCEDURES

Guiding Beliefs

At Future Public School, we believe that:

- Students learn in different ways and at different paces;
- One approach to teaching, learning and problem-solving does not fit all;
- There is no such thing as smart/not smart. Every student has strengths and every student has concepts/skills on which they need to work; and finally,
- Assessment is for the purpose of helping students learn and helping teachers know how to better meet their needs.

As such, we will use a variety of assessment tools and strategies in order to assess students in the following areas:

- Understandings: Are students gaining the knowledge and understanding the concepts that are important for Future learning?
- Skills/Habits of Mind: Are students able to do the things that we know will help them to be successful in Future schooling, their careers, and in life? Future will draw from the 21st Century Student Outcomes outlined by the Partnership for 21st Century Learning (www.p21.org).
- Habits of Heart/Character: Are students developing the qualities we want to see in them as members of our community?

It is the goal of Future to use “authentic” assessment at all times; this means that we will assess understands and skills in the context of how they are naturally used, i.e. students will read aloud to a teacher in order to demonstrate reading skills, students will work in groups and get peer feedback on their collaboration skills, etc. Students will often be graded using rubrics (charts that help students to see the criteria and how they performed against it). There are also times when we will use more “traditional” assessment – quizzes and tests – because we know that test-taking is another important skill that students must learn and practice.

Grading Policy

Guided by our core beliefs explained above, and on the overwhelming consensus from our community members, Future does not assign “grades.” Future has adopted a web-based platform called Seesaw, which will enable teachers, advisors, and parents to have anytime-anywhere access to select pieces of students’ work in order to see student progress over time.

Each department team will create trackers that will enable us to identify the learning objectives relevant to each course, determine the assessment strategy that best aligns to the learning objective, and provide students, parents, and advisors with information that genuinely communicates where a student stands with each learning objective.

In these trackers a student's mastery of each objective will be characterized as follows:

- **Achieves Mastery:** Student has met the requirements for mastery and will be able to move on to other identified skills/concepts;
- **Approaching Mastery:** Student is close to mastery but needs some more practice;
- **Beginning Mastery:** Student is just beginning to demonstrate the skill or understanding and will need several more opportunities for practice.

Each student's mastery of identified learning objectives will help us make decisions about their daily grouping and Future learning. The goal for all of us will be to ensure that each student has the necessary support to continue to make progress towards mastery of the objectives.

Students will also receive quarterly feedback on the following:

- Progress towards demonstrating Tony Wagner's Seven Survival Skills
- Progress towards demonstrating Character Lab traits
- Work habits: finishing work on time, staying focused on task, etc.
- Contributing factors: attendance, lateness, behavior

Report Cards

Traditional report cards will not be given out quarterly at Future. Instead, students will receive written reports of their progress at mid-year and at the end of the year. At the end of the first and third quarters, parents will meet with advisors to discuss the student's progress. Parents will receive information about their child's mastery in comparison to established benchmarks for his/her grade level, age, and reading level.

Beginning in 5th grade and on into 8th grade, students will receive a more traditional "transcript" at the end of the academic year.

Conferences

At the end of the first and third quarters, the parent and advisor (and teachers, if necessary) will meet to review the student's progress in Seesaw and to discuss comments, concerns and remarks passed on to the advisor from the subject-area teachers. Advisors will be prepared for and to lead the conference with the parents of each child in the advisory group. During the week following conferences, a "Walk-In Night" will be held, during which parents can

speak with each of the subject-area teachers through 10-minute mini-conferences.

Beginning in 5th grade, students will lead their two conferences, and prepare through the following steps:

1. Reflection and predictions of their own performance & progress
2. Comparison of predicted vs. actual performance & progress
3. Completion of self-assessment/reflection questionnaire
4. Preparation of work samples
5. Written invitation to parent
6. Written script of conference talking points
7. Dress rehearsal and practice with peer
8. Reflection on conference and goal setting for the following quarter.

End-of-Course/Unit Showcases

Several times throughout the year, typically at the end of quarters or trimesters, families will be invited to attend “showcases” designed to provide opportunities for students and teachers to present their learning. These showcases are open to family members upon invitation from relevant faculty members. Look out for notices in the weekly newsletter for information about upcoming showcases for each grade level at the end of each quarter and trimester.

Homework

Because of the lack of research to support homework for students in the elementary grades, Future Public School teachers are neither required nor encouraged to assign homework. If a teacher decides to assign homework, the following requirements must be met:

- The homework is connected to the previous or following day’s lesson;
- The homework is to finish up an assignment not finished during class time;
- The homework is collected, reviewed, or checked in some way; and
- If the homework is collected, it must be checked and returned in a timely manner to the student.

It is Future policy that homework should never be assigned as a punishment nor that late or missing homework should impact a student’s “mastery” of a skill or topic.

Instead of nightly homework, we hope that families instead will be able to spend the evening hours enjoying enrichment activities or family time. At the beginning of each quarter, parents will receive a curriculum guide that lists any out-of-class work or suggested home-school connections. Some curriculum guides may also provide a general list of “at-home practice” that parents can use at their discretion. Additionally, it is expected that all students should be reading (or be read aloud to) for 15-35 minutes every night.

Student Responsibility

While Future does not believe in assigning homework regularly, we do want students to begin taking responsibility for doing their fair share in group projects and activities.

Please help us to develop in all students this sense of responsibility and accountability to any group of which he/she is a part. Each week, please ask, “Is there any work (research, bringing materials, etc.) that your group is expecting you to do this week?”

Parents are also asked to help teachers by NOT bringing in any work or materials that a child may leave at home; Future will not be penalizing students in any official way for forgetting, but we do want them to experience the natural consequences of forgetfulness and irresponsibility.

Student Organization

It is a goal of Future to help instill in our students organizational habits, study strategies and time management skills. Students in kindergarten and first grade will carry an agenda notebook/planner on which daily notes about Future behavior will be recorded. These students will also have folders for each subject area. Students in grades 2-5 will maintain binders with the following sections:

- **Agenda:** In a clear plastic sleeve, students’ “agenda” (the Future behavior logs) will be kept every week. Students should circle thumbs up/down/question to help them reflect on whether they “got it” or not (this could be another data point for teachers and would help to build their metacognitive skills). “Things to Do/Remember” – where students will write down assignments or reminders. Future Letters - teachers make a note to indicate any behavior issues that prevented a student from earning his/her letters that day; students can color in the letters they earn; this will let parents know on a day-to-day basis how a student followed the Future Way in each class.
- **Subject Sections:** In the dividers and pocket folders, students can keep handouts, resources, and work completed for each class: Literacy, Math, Quest, World Language, and Enrichment.

Students are expected to carry their agenda/binder with them to/from home, and to all classes each school day. Students who forget their binder or “agenda” page will be required to complete a “Missing Agenda” form and return it with parent signature to school the following day. Students who demonstrate a pattern of forgetting the binder/agenda will make alternate arrangements to track their behavior and work with the Dean of Students.

Binder Guidelines

- Students will carry the binder with them everywhere they go at school (except PE) and home each day
- The small pouch in the front is for school supplies – grade level teachers should determine which items should be kept in there
- The agenda page:

- It stays in the student binder all the time (behind the 2nd pouch)
- Students will get a new agenda every week (it is front/back)
- At the end of each class, students should circle “thumbs up,” “thumbs down,” or the question mark to indicate how they felt about what was learned during that period:
 - Thumbs-up = Easy – I got it!
 - Question mark = I mostly have it but still have some questions
 - Thumbs down = I didn’t get it – I need help!
- “Things to do” column is a place where students will write any assignments or tasks that need to be completed for each class
- All agendas will be saved in the binder
- Students should be encouraged to take care of their binders and green folders:
 - Binders and green folders need to last all year, so treat them well. Do not throw, toss, play with them, bend/fold them, etc.
 - Students should not pull sheets out of the binder rings. Teachers want papers to stay in the binder.
 - Students may decorate their binders but should not cover their name label.

Promotion / Retention

Future Public School believes that all students can succeed as long as they have the social and academic tools to access, analyze, synthesize and present new information learned. To support this notion, we feel that many factors should be utilized in promotion decisions.

- The student should be on or approaching grade level in the majority of core subjects,
- The student is the appropriate age level or within a year of it,
- The student is socially mature enough to handle the subsequent grade level.

The factors that determine grade level performance include: students' mastery of standards based on ongoing assessments, classroom activities, teachers' recommendations, academic growth the student has made throughout the year, and when applicable, his/her performance on state mandated assessments.

To ensure that this data is formally taken into account on behalf of each student, Future Public School has developed a Gateway Review Process to handle promotion and retention. The process works as follows:

- At the beginning of the 3rd quarter of each school year, teachers and Advisors will be responsible for providing the Academic Services Team with a list of students that they believe are in question for promotion. No names on the list should be a surprise to the team as they would have been discussed by the team members throughout the year.

- During the 3rd quarter, Advisors will work with students to create a portfolio (separate from Seesaw) of their work in areas in which they are deficient and collect the documentation from the year supporting whether the student should be promoted or retained.
- Parents will be notified of and invited to the Gateway Review meeting well in advance.
- The parents, along with teachers and advisor, will have the opportunity to present the portfolio and documentation to the Gateway Review Committee. This committee will include members of the Academic Services Team. The members can also share whether they wish for the child to be promoted or retained and explain with supporting evidence.
- The committee will review the information, take into account the student's prior history (i.e. age, size, past retentions, past grades), make a decision regarding promotion/retention, and the parents will be notified of the decision within 24 hours.

While this process will be in effect for all students K-8, there are specific students that need to meet different criteria for promotion. Future will abide by the state mandates for this program and retain any third grade student who does not meet the criteria for promotion or who is not a good candidate for a 3-4 ELA transition class. In addition, Future will review all Exceptional Children (EC) students' Individualized Education Plans (IEPs) to determine if they should be promoted to the next grade level; the EC students who have sufficiently met their IEP goals will be promoted regardless of their achievement on grade level assignments and standardized tests. The same is true for English Language Learners (ELLs); any ELL student who is still below grade level due to language deficiencies will be promoted to the next grade level. Their personalized learning plan will be revised for next year to ensure that their language needs are continually being met.

Graduation Requirements

By grade 8, all Future students will be proficient in a number of areas that will enable them to graduate middle school and be ready to excel in high school. On state assessments, they will meet grade level expectations on the 8th grade English, Math and Science READY EOG exams. Within the school, they will have met all attendance requirements as well as completed 95% of their assigned work for their courses by graduation day. In addition, each 8th grade student will need to receive a satisfactory grade or higher on their exit presentation which will be based on their work in their Area of Focus. This presentation should exhibit strong research and technological competence, solid oral and written communication skills, and embody their cultural learning experiences. They will share their presentation with parents, advisor, teachers and classmates on Exhibition Day during the last week of school.

Technology Policies & Procedures

At Future Public School, technology is a critical tool for advancing student learning and improving the efficiency with which the school is run and through which we communicate

with each other. While not treated as a separate “enrichment” course, lessons on its technical, ethical, and safe use will be embedded through other classes. Daily technology use (including the use of multi-media) is encouraged when and where authentically appropriate to improve the instructional experience.

Because of the personalized nature of our instructional model, Future Public School is investing in devices to achieve close to a one-to-one ratio of devices-to-students. The school is investing primarily in the purchase of Chromebooks, because they enable open-source (i.e. free!) resources that are accessible to all families. Families are neither expected nor encouraged to purchase a device or send a device to school with their child; in fact, we discourage it and want families to understand that the school accepts no liability for lost or damaged devices. However, driven by many family and student requests, Future will be phasing in an opportunity for students to bring their own devices (BYOD). During first semester, **ONLY** e-readers will be allowed. The slow phasing-in of the BYOD program is to ensure student safety and appropriate management by teachers and other school staff. We consider BYOD to be a privilege that must be earned and for which our entire school community must be prepared.

The school will be sponsoring a number of opportunities for both students and parents to learn more about technology and Internet safety.

Email

All Future Public School students in grades 3-5 have established school-controlled email addresses for some assessment purposes. Students will not be provided access to these email addresses until:

1. They complete a variety of training sessions and workshops related to email etiquette, cyber-bullying and internet safety;
2. They review and sign a student copy of the Future Acceptable Use Policy;
3. Receive parent permission.

Future will work with parents to determine when/if student email use will begin, but we expect to introduce the opportunity between 5th and 6th grades. **Parents will be notified well in advance of the launch of these opportunities.** Once/when students are granted the opportunity to use a Future email address; email communication will be limited to only within the school community (i.e. students can only send/receive emails among peers and teachers via Future controls).

Care of Classroom Technology

Because technology represents a considerable investment of school resources, it is essential that students participate in the process of taking proper care of all devices:

1. Manage the Power Supply
 - Plug the device back in anytime it is not in use.
 - Shut device down completely before putting it away.

2. Handle Devices with Care
 - Disconnect all peripherals prior to moving.
 - Turn off the power to the laptop and disconnect the AC power cord from the connection point (don't just pull the cord).
 - Close the display carefully.
 - Use two hands when transporting any device.
3. Care for the Screen
 - Be careful not to poke things into it, such as fingers, pens, etc.
 - Should a screen get smudges, dust or any marks on it, the best way to clean it is to wipe it with a clean warm, lightly damp (not wet) cloth. Then dry completely with a clean, dry cloth. Do not apply any pressure to the screen at any time.
 - Do not leave pens/pencils or other items on the keyboard (as they have the tendency to get shut into the device and damage the screen).
4. Back Up Data
 - If a student is not using Google docs/drive, all students are expected to maintain their work on a USB drive.

Student Acceptable Use Policy

Since Future Public School students currently utilize devices that are connected to the internet, the following Acceptable Use Policy is in effect for student use of all computers/devices, software and internet access while at Future Public School (hereafter referred to as The Future Computer Network), however some specifics of this policy will be more applicable to older students once Future launches the BYOD program. Although the BYOD will not be fully launched in the near Future, it is important for all students and families to be aware of acceptable use of the school's devices and Internet. We anticipate that students' exploration and use of devices will progress at a rapid pace; in order to be prepared for any such incident, the following Acceptable Use Policy is in place. When appropriate, the Future Technology Director and teachers will be introducing aspects of the policy to students.

A. Educational Purpose

1. The Computer Network has been established for a limited educational purpose. The term "educational purpose" includes classroom activities
2. The Future Computer Network has not been established as a public access service or a public forum. Future has the right to place reasonable restrictions on the material you access or post through the system. Students are also expected to follow the school rule (Future Way) and the law in their use of The Future Computer Network.
3. Students may not use The Future Computer Network for commercial purposes. This means students may not offer, provide, or purchase products or services through The Future Computer Network.

B. Student Internet Access

1. Students will have access to Internet and World Wide Web information resources through their classroom for educational purposes specified by their teacher(s).
2. Students will have e-mail access only under their teacher's direct supervision using a classroom account. Students in grades 3-5 may be provided with individual e-mail accounts under special circumstances, at the request of their teacher and with the approval of their parent (see above).
3. Students and a parent must sign an Account Agreement to be granted an individual e-mail account on The Future Computer Network. This Agreement must be renewed on an annual basis. A parent can withdraw their approval at any time.
4. If approved by the Administration and supervised by a classroom teacher, a student may create a Web page using The Future Computer Network. All material placed on the Web page must be pre-approved in a manner specified by the school. Material placed on a Web page must relate to school and current classroom activities.

C. Unacceptable Uses

The following uses of The Future Computer Network are considered unacceptable: Posting personal information:

- Students will not post personal contact information about themselves or other people. Personal contact information includes address, telephone, school address, etc.;
- Students will not attempt to contact anyone online besides Future staff, fellow students and parents. All student-to-student contact will be monitored.
- Students will promptly disclose to a teacher or other school employee any message they receive that is inappropriate or makes them feel uncomfortable; it is best practice to take a "screen shot" of any violation to provide as documentation to school personnel;

Illegal Activities:

- Students will not attempt to gain unauthorized access to The Future Computer Network or to any other computer system through The Future Computer Network or go beyond authorized access. This includes attempting to log in through another person's account or access another person's files. These actions are illegal, even if only for the purposes of "browsing."
- Students will not make deliberate attempts to disrupt the computer system or destroy data by spreading computer viruses or by any other means. These actions are illegal.
- Students will not use The Future Computer Network to engage in any other illegal act, such as engaging in criminal gang activity and threatening the safety of a person, etc.

System Security

- Students are responsible for their individual accounts and should take all reasonable precautions to prevent others from being able to use their accounts.

Under no conditions should a student provide his/her password to another person.

- Students will immediately notify a teacher or the system administrator if a possible security problem is identified. Do not go looking for security problems, because this may be construed as an illegal attempt to gain access.

Inappropriate Language

- Restrictions against Inappropriate Language apply to public messages, private messages, and material posted on Web pages.
- Students will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language.
- Students will not post information that could cause damage or a danger of disruption.
- Students will not engage in personal attacks, including prejudicial or discriminatory attacks.
- Students will not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If you are told by a person to stop sending him/her messages, you must stop immediately upon the first request.
- Students will not knowingly or recklessly post false or defamatory information about a person or organization.

Respect for Privacy

- Students will not re-post a message that was sent to them privately without permission of the person who sent the message.
- Students will not post private information about another person.

Respecting Resource Limits

- Students will use the system only for educational activities and limited.
- Students will not download large files unless absolutely necessary. If necessary, download the file at a time when the system is not being heavily used and immediately remove the file from the system computer to a personal device.
- Students will not post chain letters or engage in "spamming". Spamming is sending an annoying or unnecessary message to a large number of people.
- Students will check your e-mail frequently, delete unwanted messages promptly, and stay within your e-mail quota.
- Students will subscribe only to high quality discussion group mail lists that are relevant to your education or career development.

Plagiarism and Copyright Infringement

- Students will not plagiarize works found on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they are their own.
- Students will respect the rights of copyright owners. Copyright infringement occurs when a student inappropriately reproduces a work that is protected by a copyright, or exclusive legal right of ownership of the work. If a work contains language that specifies appropriate use of that work, students should follow the expressed requirements. If student is unsure whether or not the work can be used, permission from the copyright

owner must be requested. Copyright law can be very confusing. When in doubt, students should seek help and advice from a teacher.

Inappropriate Access to Material

- Students will not use The Future Computer Network to access material that is profane or obscene (pornography), that advocates illegal acts, or that advocates violence or discrimination towards other people (hate literature).
- If a student mistakenly accesses inappropriate information, he/she should immediately tell a teacher or another school official. This will protect the student against a claim that he/she intentionally violated this Policy.
- Parents should instruct their child(ren) if there is additional material that they think would be inappropriate to access. The school fully expects that students will follow their parent's restrictions beyond those put in place by the school.

D. Your Rights

1. Free Speech

- A student's right to free speech applies also to a student's communication on the Internet. The Future Computer Network is considered a limited forum, similar to the school newspaper, and therefore the School may restrict student speech for valid educational reasons. The School will not restrict student speech on the basis of a disagreement with the opinions you are expressing.

2. Search and Seizure

- Students should expect only limited privacy in the contents of personal files on the School system. The situation is similar to the rights a student has in the privacy of their desk or cubby.
- Routine maintenance and monitoring of The Future Computer Network may lead to discovery that a student has violated this Policy.
- An individual search will be conducted if there is reasonable suspicion that a student has violated this Policy, or the law. The investigation will be reasonable and related to the suspected violation.
- Parents have the right at any time to request to see the contents of their own child's e-mail files.

3. Due Process

- The School will cooperate fully with local, state, or federal officials in any investigation related to any illegal activities conducted through The Future Computer Network.
- In the event there is a claim that a student has violated this in their use of The Future Computer Network, the student and parent will be provided with a written notice of the suspected violation and an opportunity to present an explanation before a school administrator.
- If the violation also involves a violation of other provisions it will be handled in a manner deemed fit by Future Leadership Team. Additional restrictions may be

placed on a student's use of his/her Internet or email account.

E. Limitation of Liability

The School makes no guarantee that the functions or the services provided by or through the School system will be error-free or without defect. The School will not be responsible for any damage a student may suffer, including but not limited to, loss of data or interruptions of service. The School is not responsible for the accuracy or quality of the information obtained through or stored on the system. The School will not be responsible for financial obligations arising through the unauthorized use of the system.

F. Personal Responsibility

When a student is using the Future Computer Network, it may feel like he/she can act anonymously, or to more easily break a rule and not get caught. However, technological capabilities create "electronic footprints," showing the so the odds of getting caught are really about same as they are in the real world. But the fact that a student can do something, or think they can do something, without being caught does not make it right to do so. A high level of integrity and personal responsibility is required of students using email and the Internet. It is important for students to realize that everything they do in "cyber space" becomes part of their permanent record and will likely be accessible to Future colleges and employers.

Bring-Your-Own Device Program (BYOD)

Future strives to provide appropriate and adequate technology to support instructional purposes. The use of personal devices by students is optional, and students who do not participate in this option will not be penalized; alternate modes of participation will be available. To reiterate, families are neither expected nor encouraged to purchase a device or send a device to school with their child; in fact, we discourage it and want families to understand that the school accepts no liability for lost or damaged devices.

For the purpose of this program, the word "devices" will include: iPods, iPads, tablets, and eReaders. Please note that Nintendo DS (and/or other gaming devices with internet access) and smart phones are not permissible at this time.

Guidelines for BYOD at Future:

- Students and parents/guardians participating in BYOD must adhere to the Student Code of Conduct, Student Handbook, Acceptable Use Policy and all Board Policies, particularly Internet Acceptable Use.
- Each teacher has the discretion to allow and regulate the use of personal devices in the classroom and on specific projects.
- Approved devices must be in silent mode while on school campus, unless otherwise allowed by a teacher. Headphones may be used with teacher

permission.

- Devices may not be used to cheat on assignments, quizzes, or tests or for non-instructional purposes (such as making personal phone calls and text messaging).
- Students may not use devices to record, transmit, or post photographic images or video of a person or persons on campus during school hours or during school activities, unless otherwise allowed by a teacher.
- Devices may only be used to access computer files on Internet sites which are relevant to the classroom curriculum.

Students and Parents/Guardians acknowledge that:

- The school's network filters will be applied to a device's connection to the Internet and any attempt to bypass the network filters is prohibited.
- Students are prohibited from:
 - Bringing a device on premises that infects the network with a virus, Trojan, or program designed to damage, alter, destroy, or provide access to unauthorized data or information.
 - Processing or accessing information on school property related to "hacking."
 - Altering or bypassing network security policies.
 - Printing from personal devices at school.
- Future is authorized to collect and examine any device that is suspected of causing technology problems or was the source of an attack or virus infection.
- Students and parents should be aware that devices are subject to search by school administrators if the device is suspected of a violation of the student code of conduct. If the device is locked or password protected the student will be required to unlock the device at the request of a school administrator.
- Personal devices must be charged prior to school and run on battery power while at school. Charging of devices will not be permitted at Future.

Lost, Stolen, or Damaged Devices

Each user is responsible for his/her own device and should use it responsibly and appropriately. Future takes no responsibility for stolen, lost, or damaged devices, including lost or corrupted data on those devices. While school employees will help students identify how to keep personal devices secure, students will have the final responsibility for securing their personal devices. Please check with your homeowner's policy regarding coverage of personal electronic devices, as many insurance policies can cover loss or damage.

Movies and Videos

Generally, Future Public School prohibits the showing of movies during the school day, unless an explicit instructional connection can be made. Even then, faculty is encouraged to use brief

clips to illustrate the instructional point. Only movies with a G- rating will be shown unless parent approval is given in advance and teachers have confirmed the movie with administration.

SECTION 6. CURRICULUM, INSTRUCTION & ASSESSMENT

Approach to Teaching

Future Public School implements a “workshop” approach as our primary instructional model. The workshop model is both a structure for organizing classroom instruction and a vehicle to get students more engaged and invested in classroom instruction. The structure provides more time during the school day for students to read, write, talk, solve, practice, and use effective learning strategies, as well as to explore and respond to the topics and ideas that they are studying. It provides more time for teachers to work with individual students, and for students to work with one another.

English Language Arts/Literacy

In ELA, students follow the workshop model and are given a choice of books they are reading and topics they are writing about based upon the current unit of study, their independent reading level and where they fall on the writing continuum. The ELA team works with a variety of students and the students are ability-grouped based upon the reading and writing strategies that they need to improve upon (behavior or skill-focused); the team works with different students each unit of study which allows them to get to know all of the students’ abilities and review student data more collaboratively.

Mathematics

Future Public School uses an individualized approach to mathematics instruction aiming to meet each student at his/her appropriate level at all times. Because students learn in different ways, at different paces, and come to us with different math experience, personalization is implemented with the following process:

1. Students are given a short, pre-assessment prior to a new topic of instruction. This allows the Math team to assess students on the skill that is about to be taught.
2. Based on the results of the pre-assessment, students are grouped into 4-5 groups ranging from students who are ready for enrichment, to students who need additional practice, to students who need small group re-teaching.
3. Students work in those ability groups for a week or two, practicing the skill at their appropriate level.
4. At the end of each 1-2 week period (duration dependent on the skill), students take a post-assessment that gauges whether they are ready to move on or need additional support.

This cycle continues several times throughout each Math unit. When students learn new content, the workshop model is used: first, teachers model a new skill or strategy; then teachers and students practice together; and finally students practice on their own while the teacher circulates to provide individualized support.

While students are flexibly grouped by ability based upon their assessment results, the Math team rotates and works with students at all levels throughout the course of the year to ensure that they work with and know all students. Teachers are also responsible for documenting the student's progress on the math continuum. This enables the team to track what each student has mastered, what s/he is currently working on in each math domain, and what his/her next steps are.

STEM Challenge-Based Learning Quests

Quests are designed to develop students' understanding of big ideas and broad concepts – the kinds of things we hope they will remember 20 years from now. Quests are developed with real work and real world challenges in mind; whenever possible, this work actually derives from the needs of real clients, who might come to us with a real challenge or task for our students to complete. Solving this challenge, or completing this job, then becomes the driving force and curriculum of the Quest.

Each day in class, students then work towards completion of the job. Both the content and skills they learn each day contribute to their understanding of the task or challenge and enable them to complete it. Using this model, students have the opportunity to do real work for an audience outside the school, that will make a difference to an organization or community, and that teaches them important skills and understandings in a more meaningful way.

Enrichment

All students at Future will participate in enrichment opportunities two times each week. Enrichment courses for the 2016-2017 school year include: Drama, Art, and Music. Students will rotate through these offerings every 12 weeks. While project-based in nature, Enrichment Courses should follow all instructional policies and procedures for planning, classroom management, grading, etc. as all other classes.

Progress

Monitoring

Seesaw

In addition to more traditional measures of students' academic progress (i.e. quizzes and tests), Future Public School seeks to measure many important standards (see page 4) that are more difficult to assess and capture. In an effort to provide parents with greater transparency of student learning, we have adopted the Seesaw platform, which combines the capabilities of an electronic portfolio, skills tracker, and course webpage.

All parents are encouraged to sign up for Seesaw and log in as a parent in order to see their child(ren)'s academic progress. Students are expected to post a piece of work from each core content area weekly (younger students will work up to this frequency over the first few months of the school year), enabling immediate feedback to the students, parents and advisors. Seesaw also promotes student ownership of the learning process and promotes metacognitive skill development. Parents will also have access to their child's Advisor blog on Seesaw, where weekly updates can be viewed.

Mastery Tracking

In addition to Seesaw, teachers will track students' progress on Future-created trackers and continuums. Each core content area team has developed their own learning continuum that describes each skill that we want our Future students to master during their time with us. As students progress through the continuum, teachers make note of what the students are currently working on and what they need to achieve in order to master that skill. Twice a year, core content area teams will convert this data from their content area continuums to the school-wide student academic mastery tracker, which will be utilized as a mid- and end-of-year progress report for families.

Assessment & Evaluation

While Future Public School believes that standardized tests provide only one data point about a child's academic progress, the results are important for the school's standing and can play a role in class placement if/when a student attends a different school. We ask that all faculty members support our students' success on these tests by:

- Encouraging 100% effort;
- Promoting good sleep and healthy breakfast habits on testing days;
- Promoting school attendance and punctuality on all test days;

- Reassuring students that these are just tests – and will not impact their “grades” or class placement at Future Public School.

During test days, please note that parts or all of the school will be in testing mode, which means the following policies & procedures will be in place:

- Classrooms and hallways will be silent and bathroom use will be limited to class breaks;
- Parents will not be able to eat lunch with their children on these days;
- Volunteer opportunities will be limited.

Future Public School Assessments

Name	Purpose/Visibility	Grade Levels
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EOGs	End-of-Grade Tests (EOGs) • ID State required, administered annually in May • Public scores (usually made public in the following fall) • <i>Reading & Math (3rd-8th); Science (5th); Social Studies (8th)</i> • Students in 3rd grade take a “BOG” (Beginning of Grade Test) in Reading as part of the ID “Read to Achieve” requirement; students who do not pass the Reading BOG, Reading EOG or an alternative assessment will be required to take an additional Read to Achieve test	3rd-8th
MAP	Measures of Annual Progress Test (MAP) • Nationally-normed: We elected to administer this test bc of its importance for national comparison and funding • <i>Reading & Math (1st-8th)</i> • Adaptive computer test given 2-3x/ year, usually at beginning- of-year (BOY), mid-year (MY), and end-of-year (EOY) intervals.	1st-8th
F&P	Fountas & Pinnell (F&P) Reading Level assessment model • Nationally-normed, aligned to our workshop model • NOT public • <i>Usually administered k-8th</i> • Conducted 3x a year (BOY, MY, EOY or as needed), one-on- one by literacy teacher	K-8th
STAMP	• Test assesses student skills in Foreign Language study in: ○ Reading ○ Writing ○ Listening ○ Speaking • Nationally-normed; Adaptive computer test given 1x at the EOY	3rd-8th
CogAT	Cognitive Achievement Test • This test helps us determine which students formally qualify for “TD” (Talent Development) services	2 nd Grade

2018-2019 Sample* (to be changed) Assessment Calendar

Wed, Sep 14, 2018	BOG - Third Grade Pre-Assessments, All grades
Thu, Sep 15, 2018	BOG Make Up - Third Grade
Late September	BOY assessments in Science (5 th), Math, and ELA

October 5-7	MAP Testing, 1 st -5 th grades
October 10-14	MESH Surveys
Fri, Oct 28, 2018	End of Q1
First Week of November	Parent/Teacher Conferences
Tue, Nov 15, 2018	Walk In Conference Night
Tue, Nov 22, 2018	Last Day of Trimester 1 Enrichment & PE Classes
Mon, Nov 28, 2018	First Day of Trimester 2 Enrichment & PE Classes
Fri, Jan 13, 2019	End of Q2
Fri, Jan 20, 2019	Q2 Report Card Home
Feb 7,8,9	COGAT Testing (Gifted & Talented Assessment) 2nd Grade
Fri, Mar 3, 2019	Last Day of Trimester 2 Enrichment & PE Classes
Mon, Mar 6, 2019	First Day of Trimester 3 Enrichment & PE Classes
Fri, Mar 17, 2019	End of Q3
Mon, Mar 27, 2019	Conference Week
Tue, Apr 4, 2019	Conference Walk In Night
Apr 25 & 26, 2019	MAP Testing, 1 st -5 th grades
May 23 & 24	EOGs, Reading & Math, 3 rd -5 th grades; Science, 5 th grade EOY Assessments, Reading & Math, K-2 nd grades
Fri, Jun 2, 2019	Report Cards Home

SECTION 7. STUDENT POLICIES & PROCEDURES

As a new school, we will work collaboratively and diligently to establish, through training on routines and practices, a calm and orderly learning environment. This will take the collective efforts of all staff members and the support of all families.

Elements of a Future

Way Day Lines

- Students should line up in order (based on teacher placement);
- When walking as a class, students should STOP at intersections where indicated on the walls/floors;
- When in line, students should be in a Future line:
- When walking in the hallways, students should pass on the right-hand side;
- Students should be reminded to respect the learning of other students they may be passing;
- Teachers are encouraged to assign students an order in their class line.

Transitions

- Transitions are built into the schedule; at the scheduled end time of an instructional block, students should be lined up and ready to transition; students should arrive at their next classroom and be lined up and ready to enter at the time indicated the next instructional block begins;
- Students should transition to EVERY class in a line;
- Classes will not be allowed to enter a room until they are in a line;
- Students must WALK in all places in the school building;
- Students should use “little” voices at all times in the hallways;
- Students should walk and pass on the right side;
- When walking as a class, students should stop at intervals during the transition (where marked on the wall or floor).

Seating

- Students must sit in assigned seats for classes, homeroom, and lunch;
- Students should sit in a regular chair; teachers must provide permission to sit in bean bags or on stools;
- Students should push in their chairs at the end of each class period;
- Students should stack chairs on top of desks at the end of each day;
- Students should remain in their assigned seat during instruction unless given permission otherwise; even when working on the floor, students may not crawl around or under tables or furniture.

Supplies

- Students are expected to follow the rules for supply storage and use according to each grade level and department plan; teachers should be explicit about expectations for supplies in each learning space.
- Students are expected to clean up and put away all supplies at the end of each class and pick up all supplies off the floor.
- For parent questions about school supply lists or EduKit, please contact front office.

Snacks

- Students should only have snacks out at designated times.
- Snacks should be quick and easy to eat and clean up.
- Snacks may not be shared.
- Snacks must be cleaned up thoroughly and all trash put in trashcan.
- If a student does not have a snack, he/she should request a snack from the teacher; nut-free snacks are provided under the following circumstances:
 - The child forgets his/her snack rarely/occasionally;
 - The child is eligible for school snacks based on financial need;
 - The child has been given permission by parents to receive snacks at school. **Parents should notify front office via email if they do NOT want their child(ren) to ever be provided snacks at school.**

Leaving the Classroom

- Students must raise their hand and ask permission before leaving the classroom for any reason.
- Students should only ask to take care of personal needs during work time, NOT during mini-lessons or small group instruction.
- Students may only be out of the classroom ONE AT A TIME.
- Students may not exit the defined boundary of the classroom without permission.
- Students should be given a pass from the Learning Space whenever leaving the room.

Bathroom Use

- Students are expected to raise their hand and ask permission to use the restroom.
- Students will be allowed to use the restroom upon request (following the above guidelines for being out of the classroom).
- Students in grades 2-5 may be required to sign a classroom/wing bathroom log prior to leaving their learning space; this log will be provided to and monitored by the

- Dean of Students so that any patterns or problems can be identified.
- Students are expected to flush the toilet, by holding the handle down until all waste has been removed, and wash their hands.
 - Students are expected to follow the Future Way in the restroom, including:
 - o Using soap and paper towels appropriately and responsibly to minimize waste and mess;
 - o Cleaning up after themselves if they make a mess;
 - o Returning to class immediately after using the bathroom, and refraining from “hanging out” or playing around in the bathrooms;
 - o Crawling on the floor to lock stall doors or violate the privacy of other students.
 - **PLEASE NOTE:** If your child has any issues regarding bathroom/toilet use, please inform Director of Wellness so that we can provide support as needed.
 - Because our school bathrooms are gender-specific, we ask that any student who is uncomfortable using a gender-specific bathroom notify Director of Wellness and arrangements can be made for the student to use a unisex staff restroom.
 - If a student has an “accident” in the bathroom, he/she should notify the teacher and will be sent to the front office for a change of clothes.

Noise

All teachers and grade levels will need to practice maintaining volume control in order for our open space to work effectively as a learning environment.

Future Public School Rules/Code of Conduct

Future Public School expects students to make the appropriate choices to ensure success in all areas of their academic and social lives. The school believes each individual is responsible for his or her successes and failures and finds these are determined by the student’s daily choices.

Future Public School asks every student to observe the following behavior as part of our **Future FUN Way**. We have established the following simple “rules” for life at Future, which we hope will enable students to remember our expectations and will provide consistent school-wide language:

F= Be Fair

Future Public School students will:

- Clean up after themselves;
- Walk quietly during transitions;
- Use the restroom quickly and quietly;

- Wear proper school uniform;
- Adhere to the Future Honor Code;
- Use technology appropriately and responsibly;
- Stay seated and use “Anytime” voices on the bus;
- Respect school property and materials.

U= Unify

Future Public School students will:

- Conduct themselves in a manner that allows the teachers to teach, and all students to learn;
- Raise their hand before calling out;
- Carry materials needed for each class according to teacher expectations;
- Complete and turn in assignments on time;
- Ask for help when needed.

Behaviors that infringe upon the right of all students to learn cannot and will not be tolerated. These behaviors include, but are not limited to:

- Refusing to complete assigned classwork;
- Disrupting the learning environment by noise making, not staying in assigned area, or requiring repeated redirection from the teacher for any reason.
-

B= Be Nice.

Future Public School students will:

- Treat others with respect;
- Keep hands, feet and objects to themselves;
- Avoid gossiping and rumor spreading;
- Report any bullying/harassment to an adult;
- Recognize and acknowledge their classmates who are following the Lab Way.

In addition, Future Public School asks every student to abide by the following rules:

- The following personal items are not permitted on school grounds (unless given approval):
 - Electronic devices not approved under the Future BYOD policy;
 - Visible/audible cell phones or beepers;
 - Illegal substances (drugs, alcohol, tobacco, etc.);

- Game cards;
- Soda and gum are only permitted on special occasions;
- Students should NEVER leave the building without being signed out by a parent or guardian;
- Students should NEVER be in a room or other area, or on the playground, without the supervision of an adult;
- Follow the basic rules of behavior which prohibit all forms of:
 - Inappropriate or disrespectful behavior (yelling, talking back, cursing, etc.)
 - Physical abuse (hitting, kicking, pushing, pulling, inappropriate touching of body parts, bullying, etc.)
 - Verbal abuse (teasing, name-calling, threatening, humiliating, discriminating, bullying, referencing body part or sexual act, etc.)
 - Cyber-bullying (using technology to embarrass, stalk, intimidate, etc.)
 - Dishonesty (stealing, cheating, plagiarism, etc.)
 - Destruction of school property (littering, graffiti, vandalism, etc.)
 - Possession / Use of weapons (knives, guns, bombs, etc.)

Honor Code

In all aspects of Future Public School life, we focus on living with personal integrity.

Plagiarizing, cheating, lying and stealing are unacceptable behaviors in this community.

- *Plagiarism* is the act of presenting the words or ideas of another person as one's own. If a student uses someone else's work, whether it was found in a published book or periodical, on the Internet or was acquired from another student, he or she must present the work in quotation marks and indicate the source. It is not enough to change wording. A student must give credit for ideas he or she obtains from others. Computer programs fall under these plagiarism rules.
- *Cheating* includes the use of unauthorized notes or other aids, or copying from another student's work whether during a test. It applies to giving or receiving unauthorized aid to/from another student including allowing another student to copy or use one's test, paper, or homework.
- *Lying* is the attempt to deceive, falsify, or misrepresent the truth in any matter pertaining to the operations of Future Public School. These operations include but are not limited to, disciplinary matters, academic integrity concerns, excuses for absences/tardies, residency requirements, financial aid, and transportation matters.
- *Stealing* is the appropriation of property or money belonging to Future Public School, another person or organization without the knowledge of the owner; this includes borrowing without expressed consent from the owner.

If a student has any questions about academic honesty, it is his or her responsibility to ask a teacher for clarification before submitting work. Violations of the Future Honor Code are

handled on a case-by-case basis and can include consequences including but not limited to, suspension and expulsion.

Discipline Procedures

Future Public School believes in a disciplinary approach based on the idea of restorative justice – which students must learn from their mistakes and learn to make better choices about their behavior. We believe that addressing behavior problems as they occur is the most effective method to redirect them. Just as there is no “one size fits all” formula for academic success, the same applies to our response to disciplinary matters. Each situation is handled on a case-by-case basis, and a variety of factors are taken into consideration when deciding the most effective response.

Our focus lies as heavily on preventing Future behaviors as it does on holding students accountable for the current issue(s). Future Public School’s disciplinary policies are compliant with the state of Idaho’s policies on school discipline.

Here are the general consequences Future will implement school-wide, depending on child’s age, severity of infraction, and history of behavior:

1. General warning (to the entire class)
2. Non-verbal warning (that is clear to the student)
3. Verbal warning
4. Student does not earn all Future letters on agenda (kept in binder or folder)
5. Think Sheet
6. Take 5 Conversation and classroom consequence based on grade level plan
7. Parent/Guardian & Advisor contact to inform of the behavior
8. U-Lab Referral

Behavior Agendas

Each Future Student will receive a new Behavior Agenda each week. The agenda will remain in the student’s binder at all times. The agenda is broken down by day and subject area. Students will earn “letters” (F, U, N) when they demonstrate the Future FUN Way. We understand that certain aspects of following the Future Way could potentially fall under more than one letter. (For example: Following the teacher’s directions could fall under *Be Fair and Be Nice*.) For purposes of earning letters on the behavior agenda, the criteria is as follows:

For a student to earn the **F (Be Fair)** he/she must:

- Report to class on time
- Bring proper materials
- Stay in their assigned area
- Clean up after themselves

For a student to earn the **U (Unify)** he/she must:

- Complete any work that the teacher expects to be completed
- Follow the teacher's directions
- Allow peers to work without distracting them

For a student to earn the **N (Be Nice)**, he/she must

- Use kind words and speak in a kind way to peers and teachers
- Keep hands, feet, and objects to themselves
- Include peers in groups, activities, and games

If your child *earns* their letters by following The Future Way, the letters will remain on the agenda for that class period. When your child earns his/her letters, he/she should color them in and the behavior sections of the agenda will look like this:

How did I do?
F U N

If your child *does not earn* his/her letter(s) because they did not follow the Future Way, the letter(s) he/she did not earn will be crossed out in pen by the teacher, and the teacher's initials will be next to it. The teacher may also choose to write a comment on the reverse side of the agenda.

Please keep in mind:

1. These agendas are meant to be a *learning tool* for our students. Just as we do not expect students to correctly answer every question on every assignment, we do not expect that they will earn every letter every single day. What we do expect is that these agendas will break the day down into teachable moments, and allow for them to process their decisions often.
2. If your child does not earn a letter, the teacher will explain to him/her in detail the reason for this, as well as discuss how he/she could have handled the situation differently and how to follow The Future Way in the Future.
3. If your child does not earn a letter, he/she is responsible for relaying to you why the

letter was not earned. We believe this is an important piece of this program, as it will bring the accountability aspect to the forefront each time a letter is not earned. The teacher may choose to communicate via the reverse side of the agenda in cases where patterns are developing.

4. It is the expectation of Future faculty that students earn all Future letters daily, however faculty will acknowledge and occasionally reward students who consistently make great decisions and show the Lab Way.

Student Consequences

In addition to the Future school-wide rules and expectations listed above, individual teachers and grade level teams may implement the following actions (described more fully below), in this order, if a student fails to earn letters on a consistent basis:

1. Engage student in a Take 5 Conversation to better understand the choice;
2. Move student to another seat or away from the circle (though where she can still participate in the lesson);
3. Send student to a classroom or department **Think Space**;
4. Call or email home - parents are asked to sign the **Think Sheet** and discuss the behavior with your child before s/he returns to school the next day;
5. Send students to another classroom with independent work to complete;
6. Isolate students from their peers and require them to sit or eat lunch alone, or sit out for a portion of recess or another activity, as an opportunity to reflect and take a break. These consequences will only be used when the student is struggling with peer interactions or making choices in those same environments;
7. Refer the student to Director of Wellness for counseling support or to Dean of Students for disciplinary action.

Take 5 Conversation

As part of our goal to help students learn to correct their own behaviors, Future implements a **Take 5** strategy for behavior conversations. This model is as follows:

1. Connect – Use supportive statements to tap into your relationship with the student.
2. Clarify – Let the student know the expectation you have for him in the class.
3. Break Down – Communicate where you see expectations breaking down or failing to be met.
4. Encourage – Tell the student how meeting the expectation benefits her and others in the class.
5. Make a Plan – Discuss what the student is going to do differently. Determine whether the situation has been resolved or at least whether the conversation is at a place where you can feel comfortable moving on. The student should complete a “THINK SHEET” if the teacher feels that a referral is necessary.

ULab

Future Public School's ULab takes the place of what many schools refer to as "In School Suspension." ULab is so named because of the concept that we would ideally like students to be able to "turn themselves around" (make a U-turn) and return to the classroom as soon as possible.

1. ULab is supervised by _____ (Dean of Students) and supported by the administration team as well.
2. In School Suspension is traditionally given as a consequence, and we hope for ULab to provide a more solution-focused alternative to ISS. Understandably, many people view any classroom removal as a "punishment," however the objective of ULab is to get the student to take responsibility for his/her actions and come up with a solution to prevent Future problems.
3. The amount of time a student will spend in ULab will depend on the nature of their referral, as well as their willingness to be accountable for their actions. More serious offenses and recurring offenses will warrant a longer time frame in ULab.
4. Students will have the opportunity to discuss the decisions that led to their referral, as well as brainstorm ways to resolve the issues. The resolution(s) will vary depending on the offense, however here are some examples of possible resolutions:
 - Conflict resolution / restorative circle sessions with a peer;
 - Apologizing to affected parties;
 - Writing up a behavior contract;
 - Mentoring session;
 - Restitution (i.e.- if a student got upset and made a mess, they may be asked to clean the mess up);
 - Role-playing;
 - Social Skills development.
- If an offense results in a student spending an extended period of time in ULab, the student will obtain any available classwork from his/her teachers. Because Lab classes are most often centered on hands-on learning, grade-level appropriate work will be provided by Dean of Students.

Academic assistance will be provided as necessary, however the majority of the work given will be completed independently by the student in order for him/her to demonstrate he/she is ready to return to class and learn. Students who refuse to complete assigned work will not be permitted to return to class, as this does not demonstrate that the student is prepared to follow the Future way.

- Anytime a student is sent to ULab, a phone call will be made to the parent(s) in order to inform them of what occurred, as well as to develop a plan for classroom re-entry.

- Rules in ULab
 1. Talking is not permitted unless the student is processing with Dean of Students or receiving academic assistance.
 2. Students will eat snack/lunch in ULab at approximately the same time that they usually eat.
 3. Restroom/water fountain breaks will be scheduled four times throughout the day. Water bottles are not permitted in ULab in an attempt to limit the need for frequent restroom breaks.
 4. Sleeping/putting your head down is not permitted.

Out of School Suspension (OSS)

At Future Public School, we believe that your child's attendance at school is paramount to his/her success; however at times a student's behavior may become so unsafe and/or disruptive that it becomes necessary to enforce an OSS. This means that the student would not be permitted to attend school (including after school programming and any school-sponsored events) for the duration of the suspension.

Offenses that may result in a student being assigned to OSS include, but are not limited to:

- Fighting/Physical Aggression;
- Destruction of school property/vandalism;
- Chronic Bullying Behaviors (Bullying is defined as unwanted, aggressive behavior and/or harassment among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time.);
- Leaving the supervision of adults without permission;
- Introduction of any weapons on the Future campus;
- Any behavior that results in a severe disruption of the educational process;
- Any behavior that jeopardizes the safety of students, staff, volunteers etc. during school hours/activities.

During Out of School Suspensions, the student will complete work provided by teachers.

Although the student will be provided with the classwork assignments, it is his/her responsibility to get and complete the homework assignments. Students are marked absent on OSS days.

After an Out of School Suspension, the Administration reserves the right to require a Reentry conference. This conference will be attended by the parent(s), Administration (or designee), other administrators (if necessary), homeroom teacher, guidance counselor, and advisor. A behavior contract will be drafted in which the specific behavior concerns are laid out and the expectations made clear. The contract will also acknowledge that should these behaviors continue, the Administration reserves the right to make a recommendation for alternative school placement or expulsion.

Recommendation for Alternative School Placement/Expulsion

In rare cases, the Administration may make a recommendation to the Future Public School Board of Directors that a student be expelled. In such cases, school administrators will follow guidelines for expulsions as spelled out in the Idaho Statutes. The Board must determine that the student's continued presence in school constitutes a clear threat to the safety of other students or employees. Before a student's expulsion, the Board of Directors shall consider whether there are alternative educational services that may be offered to the student. In the case of expulsion, parents/students may contest/appeal the decision at a school board meeting, given proper procedures followed for contributing to board meeting (as found on school website).

Suspension of a Child with a Disability

If an offense is committed by a child with a disability, the Administration may suspend the child and remove him or her to an appropriate temporary educational setting for less than 10 consecutive school days. If he or she commits multiple offenses throughout the year, he or she may be removed more than once as long as those removals do not constitute a change of placement (ID Statute) and add up to less than 10 total days for the school year. If the child is to be suspended for more than 10 days in the same school year, Future Public School will form a multidisciplinary team consisting of at least one administrator, Exceptional Children (EC) teacher, and classroom teacher to conduct an evaluation to determine if the child's misconduct is:

- Caused or affected by the child's disability; and/or
- A result of Future Public School's failure to implement the child's IEP.

If the evaluation reveals that the child's misconduct was:

- Not a result of his or her disability nor Future Public School's failure to follow the child's IEP, the school may follow the normal disciplinary procedures while continuing to provide EC services during the suspension.
- A result of the child's disability, the Behavior PEP will be reviewed to improve the child's behavior.
- A result of Future Public School's failure to follow the child's IEP, the staff responsible must review the IEP goals and modify the instruction and/or discipline to comply with the child's IEP.

A detailed description of these rules including any exceptions can be found in the Procedural Safeguards (Idaho Statute) given to all EC students.

Grievance Process

Disciplinary action is handled on a case-by-case basis depending on the severity of the offense and whether it was the first or second offense or one of multiple offenses. The Administration, or designee, will deliver the notice of the disciplinary action in writing

and via phone the day that the decision was made. If a parent disagrees with the school's decision regarding discipline matters, he or she will request a meeting with the Administration(s).

In the case of a long-term suspension (more than 10 school days) or expulsion, the parent may request a hearing to contest the disciplinary decision before the Future Public School Board of Directors by submitting a written appeal to the Administration within three school days following the notice of the disciplinary action. The written appeal shall state the issue(s) with the disciplinary action and evidence to support why another disciplinary action should be considered. During this time, the student shall remain out of school. The Board of Directors will meet with the parent(s) and/or student, legal counsel, administration, and relevant teachers, in a closed session, to listen to the case and make a decision as to whether the students' actions warrant the disciplinary action. If the decision is made on the student's behalf, he or she may return to school. If the decision supports the school's decision, the student will remain suspended until the date of the original notice or immediately expelled, as applicable.

Student Appearance & Uniform

Future Public School is committed to creating an atmosphere focused on academic achievement and personal development. We want students to understand that school is a special place where everyone, students and teachers alike, are held to high standards and expectations. Additionally, students will be spending significant time on trips throughout Uptown and it is important that our students are easily identified and that we as a school are well represented. To this end, the school subscribes to a uniform:

- Solid color, collared shirts or dresses (with or without Future logo; other small logos are permissible)
- Shirts tucked in for students in grades 2-5 if the shirt hangs below hips
- Navy or khaki pants/shorts/skirts (students MAY wear appropriately-fitting athletic shorts or "neat" sweatpants)
- Shorts, skirts, and dresses must fall below the student's finger-tips
- Solid color leggings and tights
- Socks and hair accessories can be any color
- Shoes can be any color
- ONLY navy sweaters, jackets, vests, etc. may be worn inside the building
- While both Future t-shirts and some sweatpants/shorts are technically allowed, students are discouraged from wearing them together, as we want to create a more polished and consistent academic look for our students. Please save these clothes for special "outdoor" days.

Students who are in violation of uniform guidelines should be subject to the following disciplinary steps:

1. Sent to fix the problem – tuck in shirt, take off item, etc when appropriate;
2. Sent to office to borrow appropriate clothing;
3. Notification of parent and advisor who will discuss the issue and determine the nature of the issue (need for clothing, guidance support, etc.)
4. Referral to ULab after multiple offenses/attempts do not resolve the problem

Rules and policies around student appearance and uniform do not apply to any particular clothing items or accessories that are religious in nature.

Recess and Playground Rules

1. No physical contact (pushing, hitting, kicking, etc.) of any kind.
 - Do not reenter the building without signing the bathroom log and taking a pass
 - Use equipment appropriately
 - Line up quickly and quietly when asked to do so
 - All equipment must be cleaned up. Leave the area cleaner than you found it!
2. Show good sportsmanship!
 - Fair play
 - Respect for opponents
 - Polite behavior in winning or losing
 - Including others in games
3. Unless someone's safety is at risk, use *Rock, Paper, Scissors* to solve all conflicts during recess.

Reminders for the Playground:

1. Stay out of the gardens, mulch, dirt. Don't dig, pick flowers, eat, etc.
2. Clean up after each class--collect chalk, balls, water bottles, clothes, binders, etc. Leave no trace, as they say in the camping world.
3. Don't climb the flag poles, planters, or hillside.
4. Pay attention to cones and fencing used to keep students in designated areas.
5. Use caution when using the spinner, climbing walls, and monkey bars; do not jump from high spots; if you're not sure you can make it across the monkey bars, drop to your feet safely.
6. Do not push, grab, pull, or fight another student while climbing on the walls, monkey bars, rocks, or spinner.
7. Take turns and share all equipment.

Recess Procedures:

- Appointed students for each grade level will go to the PE closet to retrieve the

Recess bag. Bag will include: First aid kit, Bathroom/Water Fountain passes, Bathroom/Water Fountain Log.

- Students will WALK to the center area (more specifics to come) for a “huddle up.” This provides faculty a chance to remind students of the rules before they start playing. Start of Recess: One quick whistle blow.
- To use the bathroom or go inside to the water fountain, students must sign out/in and wear one of the passes around their neck.
- Students should solve minor conflicts with Rock-Paper-Scissors.
- When it is time to clean up, students will hear two quick whistle blows.
- When it is time to line up, students will hear a long whistle blow and should form a line near their teacher’s zone. Students will walk inside quietly.
- During any emergency, students will hear a series of continuous quick whistle blows and should stop what they are doing and immediately take a seat.

Field Trips

Field trips are an important part of a student’s Future Public School experience, however we also need to ensure that all students who participate in trips consistently demonstrate the Future Way when we are at school and outside of school. It is important for students to understand the importance of building trust with teachers and showing exemplary behavior on trips, outings, and during activities with community partners. As a new school, ALL students must help us to show community members how smart, polite, and well-behaved Lab students can be; students are expected to show the Future Way at all times – with other adults and when off campus.

Student safety, as we walk through uptown and visit various sites around the city, requires that students are good listeners who follow staff instructions. Any child who has not demonstrated an understanding of The Future Way expectations may be at risk of not participating in field trips or other school sponsored activities. Parents will be contacted directly by Dean of Students if we feel that your child has not demonstrated behavior appropriate for a school trip.

We ask that parents continue to reinforce behavior expectations and the Future Way by reviewing the agenda in your child’s binder each night and discussing any incidents that cause your child to lose a letter.

SECTION 8. STUDENT SUPPORT SERVICES

Advisory

A critical component of the school’s mission is to provide each student with a supportive and individualized school experience. This mission is fulfilled, in part, through our advisory program. Each faculty member serves as advisor to a group of 10-15 students. The faculty

member serves as advocate, guide, and mentor for his/her advisees. Through 3-5 weekly meetings (depending on the grade level), advisors lead group-building activities, facilitate school-wide initiatives, and provide one-on-one guidance to advisees. Advisors meet with advisees' families during conferences, serve as the primary liaison between the school and home, and are held accountable for meeting the needs of advisees. We see the advisor role as the most important one that Future Public School faculty members have.

Advisors are also responsible for reviewing students' Seesaw accounts, our online student portfolio system, for their current work; this will give advisors a window into what their students are currently studying, what goals they are working on in each of their core content areas, and how they are progressing to meet their goals. Character Lab is an additional part of the advisory program and advisors will be teaching students about the 10 Character Lab characteristics that we want all of our Future students to obtain; one week out of every month advisors will have the opportunity to award badges to their students who have displayed those characteristics.

Program Goals

- Advisor supports student's personal, social, and academic development and well-being through regular meetings, coaching, and encouragement.
- Advisor serves as student's primary contact and advocate with parents and other teachers. Advisor coaches' student to advocate for him/herself.
- Advisor tracks and monitors student's academic and behavioral progress and participation in school life through a process of goal setting, reflection, and self-assessment.
- Advisor supports student's development of metacognitive skills and management of personal learning to promote positive decision-making in both academic and personal life.

Advisory is about student development and support, the student's relationship to his/her advisor, the student's relationship to the group, and the students' relationships with each other. Advisors are creating a space in which students feel safe and at-home. This a time for students to connect and speak openly about their feelings.

Academic Support Services

In addition to providing services mandated for students who qualify for Exceptional Children's services through an IEP (Individualized Education Plan), Future Public School provides a variety of resources to help support student success through academic intervention.

Intervention Process

Future Public School has adopted the Multi-Tiered Systems of Support (MTSS) model to provide academic support in the general education classroom with the goal of preventing students from falling behind through early intervention.

MTSS is an integrated approach to provide remedial academic delivery through a multi-tiered service model. It utilizes a problem-solving framework to identify and address academic and behavioral difficulties for all students using scientific, research-based instruction. MTSS practices are proactive, incorporating both prevention and intervention, and are effective at all levels from early childhood through high school.

Due to Future Public School's cultural and linguistic diversity in student populations, resources, and geographic areas, we will be adapting MTSS to fit the needs of our students and instructional program. Although much of the research emphasizes the application of MTSS with reading and math interventions, Future Public School will be applying MTSS to Math, English Language Arts, Quest, World Languages/Cultural Studies and student behavior utilizing the following system:

- Tier 1 refers to the high quality, personalized instruction that is provided to all students in the general education classroom;
- Tier 2 refers to the interventions that are provided by classroom teachers to small groups of students who need more support than they are receiving in Tier 1; and
- Tier 3 refers to the interventions that are provided to individual students.

Once a student has entered Future's MTSS intervention process, parents can expect the following:

- Notification from Mr. Singh, Director of Academic Services;
- Frequent updates of student progress;
- Early identification of academic or behavioral concerns at the first signs of difficulty;
- Help for your child that increases or decreases depending on his or her needs;
- Information and involvement in planning and providing interventions to help your child;
- Information about how your child is responding to the interventions being provided.

Special Education Referral & Evaluation Process

Future Public School complies with federal IDEA Child Find regulations to locate, identify, and evaluate all children with disabilities between the ages of 3 and 21. A *child with a disability* means a child evaluated in accordance with state procedures and who, by reason of the disability, needs special education and related services. Future Public School follows the procedures for determining eligibility for students with disabilities as outlined in ID Policies Governing Services for Children with Disabilities.

If a teacher, parent, or any other school personnel has a concern regarding a student's progress or suspects a student may have a disability, the following steps must be taken:

1. Information must be collected and considered to determine the need for additional interventions. Typically, the school's School-Wide Intervention Team (SWIT) conducts the implementation and progress monitoring of these interventions. The team is a group of school-based professionals who work together to problem solve interventions and strategies to assist students in being successful in the general education classroom.
2. A written referral is submitted to the front office if/when a student is still not making sufficient progress in general education, even with interventions in place. The school's School-Wide Intervention Team (SWIT) or a child's parent may provide a written referral. If a child's physician or another outside party makes a referral or recommendation to school staff, an assembled IEP team will respond to the parent of that child. The referral is given to the IEP team to determine if formal evaluation is needed given a thorough data review. Members of the IEP team include a representative of the local educational agency, a regular education teacher, a special education teacher, the parent or guardian of the student, and other relevant team members.
3. If the need for evaluation is determined, the school system completes the assessments at no cost to the parent; however, written consent from the parent must be obtained before any evaluations can be completed. A variety of assessments may be conducted in the areas related to the concerns and suspected disability.
4. The IEP team collects all available information, including evaluation results. It is the responsibility of the IEP team, including the parent, to determine if the student meets the eligibility criteria for a disability. The evidence must support documentation of a disability, an adverse effect on educational performance, and require specially designed instruction by a special education provider.

5. If a child is determined to be eligible and in need of special education, the parent and other IEP team members will develop an IEP (Individualized Education Plan). Eligible children may also receive related services if necessary to benefit from special education. Related services include, but are not limited to speech language therapy, audiology services, physical therapy, and occupational therapy. The IEP outlines the specially designed instruction the child requires to make progress in the general education curriculum, how progress will be measured, and who will be responsible for these services.
6. A revised IEP is developed annually, to reflect a student's changing needs and goals.
7. State and federal laws require that a child undergo a reevaluation process at least every three years to determine whether he or she continues to meet eligibility requirements as well as requires specially designed instruction.

State of ID ChildFind Notice

Does your child speak, move or behave differently than other children the same age? If you have questions about your child's learning or development in the areas of communication, physical, self-help or social skills, and your child is three to five years of age, contact the Academic Services office, which schedules parent meetings monthly throughout the year. Please call front office for an appointment. The Child Find staff conducts activities for locating, evaluating and identifying students with a suspected disability. Activities apply to children ages birth through 21. For parents or guardians concerned about their child's development or for questions about the Child Find process, contact the Student Services Office. Free screenings and assessments, which could include hearing, vision, social, adaptive, communication, cognitive and motor skills are conducted for preschool-age students through the Academic Services Office. Children age 5 to 21 can be referred to the school where they reside for Child find activities.

Discipline of Students with Disabilities

A student with disabilities recognized by Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act (IDEA) will be afforded all rights granted by federal and state laws and regulations. Discipline of students with disabilities must also follow Local Board Policy found in Idaho state code.

Transfer Students with IEPs

Students with current IEPs who transfer to Future Public School from other school districts within Idaho shall be afforded comparable special education and related services as soon as

these services can be reasonably arranged.

Parents/guardians of students with IEPs should make school staff aware of an IEP and services at the time of enrollment. Immediate knowledge of an existing IEP will allow for school staff to request educational records from other school districts and to begin the provision of special education services in a timely manner.

Students with current IEPs from other states shall be afforded comparable special education and related services as soon as student educational records can be obtained and verified from the previous school district in the other state. Future Public School EC staff will develop a Comparable Services Agreement and provide special education and related services while the initial eligibility process takes place. Eligibility for special education services in ID must be followed in accordance with policies outlined in ID Policies Governing Services for Children with Disabilities.

Dispute Resolution

Parents/guardians of students with disabilities and adult students (18 years and older) with disabilities are entitled to the due process rights that are outlined in the Handbook on Parents' Rights. Parents and/or adult students will receive a copy of this handbook annually but can also request an additional copy from their child's EC teacher or the Director of Academic Services. Any questions regarding parents' or students' rights or dispute resolution may be directed to the Director of Academic Services. Parents may also contact the Exceptional Children's Assistance Center (ECAC) at 1-800-962-6817.

Talent Development/Gifted & Talented Services

Future Public School's approach to learning is based upon an enrichment model, in which all students are actively engaged in solving problems and thinking critically. In keeping with best practices of gifted education outlined by the National Association for Gifted Children, we emphasize depth and application of concepts. As such, Future Public School utilizes an inclusion model to provide services for students labeled "gifted and talented." This model includes personalization of learning to accelerate the pace or enrich/deepen the content, ability-level grouping in most core subjects, and a clear identification process, which begins in 2nd grade.

There are several reasons we believe it is important to identify students who are academically gifted:

- The evaluation process provides additional data on which we can base decisions about grouping and appropriate level work for personalized learning;
- To ensure that all students receive appropriate services and those to which they may be entitled; and

- To ensure that if/when a student leaves Future Public School, he/she will be documented as “TD” (Talent Development) so that services are provided, or specific school options are available, in their Future schooling.

The process for identifying academically gifted students will begin for all second grade students in late March and includes the following steps:

1. Students will take the CogAT exam;
2. Students who score 95% and above will be immediately identified as “TD”;
3. Students who score 90-94.9% will have a second review of data, to include recent MAP scores: Students who have a combination of 90% and above on the COGAT and a RIT score of 95 or above on MAP will be identified as “TD”;
4. Parents of students who have not achieved the above criteria may request an individual review of available data by sending an email request to Denise Serrano.

We expect that the complete process for TD identification will be complete by late May each year and will enable identified students to begin receiving TD services in the following, 3rd grade year.

While the data gleaned through the TD identification process provides us with additional information about every child, Future does not view “TD” identification and the TD “label” as defining criteria; that is, the lack of a “TD” designation will never exclude a student from working at a level that is appropriate for him/her, nor do we believe that it defines the only way that a student can be “smart.” At Future, we prefer to have students focus on developing a growth mindset.

Community Wellness Program

Future Public School is committed to promoting and supporting overall wellness of our student and parent community. Our comprehensive approach to wellness integrates support in the following areas:

- Social-emotional development;
- Interpersonal skill development;
- Mindful living and mindfulness practices;
- Brain research and understanding;

- Character education;
- Physical education;
- Health services and health/sexuality education;
- Identity, including gender identity and sexual orientation;
- Professional development for faculty, parent workshops;

- Community resources, support and referrals;
- Individual counseling, group counseling, family meetings;
- Advisory program (see p. 60).

Counseling Services

Students who are in need of individualized support for social, emotional, interpersonal, or family challenges are encouraged to seek support from a school counselor. Students who are in conflict and need a mediator are also encouraged to make appointments with a counselor. At times throughout the year, the counseling department will also create a variety of small counseling groups to accommodate the social-emotional needs of various students, based on age, gender, or grade level.

Students must make appointments with a counselor in advance and will be given permission and a written appointment note from the counselor.

The Counseling Relationship/Process

When Counselors are working with individuals, it is important that students feel respect, non-judgment, compassion, and acceptance. The counseling goal is to work as a team to create a plan that acknowledges the student's specific needs, in addition to getting a deeper sense of what could be beneficial for that specific student within our school community.

Some specific suggestions that may come up during student's time in the counseling office may include breathing exercises, workbook activities, specific readings or books, journal writing, goal setting, and suggestions around specific clubs or activities at school that might complement the student's goals. At any point if a counselor feels that a specific student needs additional services outside the scope of school, she will contact that student's parents and provide additional resources that may be beneficial. It is up to the parent's discretion as to whether or not they choose to pursue these resources.

Services Offered

The Counselors at Future Public School work with individual students, parents, families, and include teachers or any other school personnel in specific counseling meetings when and if needed. Students seek counseling for a variety of different reasons, including: conflicts with their peers or family members; stress or anxious feelings; difficulty with a life transition; difficulties with sleep; grief and loss; behavioral issues; challenges with making friends; and questions or concerns around academics or school performance, etc. Depending on the student's needs, the counselors are qualified to run a variety of different counseling groups. These groups usually are run before or after school or during lunchtime and usually meet weekly for a semester or full year.

Confidentiality

Information that children and families share during counseling meetings will remain confidential and become part of our school's individual student counseling files; nevertheless, there are a few exceptions. These circumstances are in agreement with ID state law:

1. If there is suspicion of abuse/and or neglect of a child, elder or dependent/impaired adult;
2. If the counselor suspect's that a student is a danger to himself or herself or someone else;
3. If the counselor is court-ordered and the disclosure of information is requested;
4. If a specific parent requests information about the nature of the relationship that a counselor has with a student, a brief overview of the information that has been discussed can be given at that time.

Generally, what is discussed between a student and the counselor will remain private.

Mandated Reporting

Future Public School personnel have a duty to report certain cases of abuse or neglect to the Department of Social Services and/or Law Enforcement. Safety is the number one priority at Future Public School. The reporting requirements help ensure the safety of students, parents, and staff. School personnel will determine the necessity to report based on Idaho reporting requirements and the safety of the school community. School personnel have a duty to report in cases where there is suspected:

- Child abuse and/or neglect by a parent, guardian, custodian or caretaker.
- Abuse, neglect or exploitation of a disabled or elder adult by their caretaker.
- School Principals must report immediately to law enforcement when he or she has personal or actual knowledge that an act has occurred on school property involving certain offenses (Offenses include assault, sexual assault, rape, kidnapping, indecent liberties with a minor, assault involving use of a weapon, possession of a firearm or weapon in violation of the law, possession of a controlled substance in violation of the law).
- Use of any technology that involves minor children engaging in an activity of a sexual nature