

Heritage Academy Charter



HERITAGE ACADEMY

Building Upon a Noble Heritage

Name of Charter School:	Heritage Academy, Inc. School Year
Charter School opened:	2011-2012
School District Affected by Attendance Area:	Jerome School District Facility
Location:	Jerome, Idaho

Approved 10/11/2018

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HERITAGE ACADEMY

Building Upon a Noble Heritage

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July 5, 2018

Dear Chairman Reed,

It is with pleasure that we submit our revised charter to the Idaho Public Charter School Commission. Our board members and administrator continue to work hard to meet the needs of our students. We appreciate the ongoing support that the Commission provides. In addition, we are grateful for the time and energy the Commission staff spent reviewing our charter amendments.

We are including a clean copy of the approved charter for our school. We look forward to working with you to further explore opportunities to expand the Commission's understanding of high performance in serving high-poverty, at-risk students with significant social, emotional and academic needs. Our board, administrator and staff members share a passion for providing school choice for that population of students and we are hopeful that your efforts, as chairman, will result in positive changes for the schools that work so hard to address those needs.

Sincerely,

Tiffany Packard
Chairman of the Board

Christine Ivie
Superintendent



HERITAGE ACADEMY

Building Upon a Noble Heritage

Executive Summary

Heritage Academy is a unique charter school of choice designed to meet the academic needs of the children in the Magic Valley. The school opened in August, 2011 and serves approximately 175 students in grades K-8. Ninety-four percent of students from Heritage Academy are eligible for free or reduced-price lunches, and twenty-four percent of our students receive services designed for children with disabilities, eighteen percent of our students are English Learners, six percent of our students have 504 plans due to medical challenges and eighty-five percent of our students are two or more years behind upon enrollment in our school. The school is served by 30 staff members including a school superintendent who holds a doctorate degree as well as a master's degree in business administration and a director of finance and human resources who holds a master's degree in accounting.

Summary of the School's Mission, Key Design -Elements and Defining Characteristics

The mission of Heritage Academy is: "Using the Schoolwide Enrichment Model (SEM), Heritage Academy will educate students, leading them to develop meta-cognitive skills. In a safe and respectful environment, these skills will allow them to learn how to organize information and solve real-life problems. Our students will graduate with skills in both the core content areas and in critical thinking that will lead to success in school, in the workforce, and in the community."

Students attending Heritage Academy focus on standards-based instruction and enrichment activities that allow them to create authentic products and services in areas of personal interest. Some examples include: publishing a book for preschool children, planning and executing a fundraiser to help homeless families; building several outdoor benches for playgrounds; writing, producing, and presenting a musical, and starting a bully-free squad. Our students thrive when they are working on interest-based projects and will then develop a love for learning that impacts future academic achievement.

Heritage Academy students learn about key character traits and develop mindsets that help them succeed in life. They practice showing respect and kindness to those with whom they interact. We celebrate examples of showing good character and we recognize students who are responsible citizens, kind and caring individuals, and hard workers. We believe by recognizing these traits, and building in opportunities for serving others, we are helping develop tomorrow's employees, parents, friends and community leaders.

Summary of major successes and challenges since the school opened:

Heritage Academy has experienced many successes during its existence. The most notable are its accomplishments in moving to a strong financial position with increasing reserves and strong notable capital assets and the creation of a sound and highly effective organizational structure that meets and exceeds standards. The Heritage Academy board is proud of securing a building and completing full payment of the school's mortgage within its first six years of operation. Heritage Academy also increased its support to students through the addition of staff members with more expertise in specific areas of need determined by regular data analysis.

The school superintendent regularly leads the board, staff members and parents through a deliberate, comprehensive and ongoing strategic planning process resulting in dramatic improvements in operations and delivery of academics. Successes include moving from "non-compliance" and a "critical" rating for operations to an "honors" rating and compliance in all areas (special education, federal programs, child

nutrition, school policies and procedure, human resources, facilities, transportation, wellness, school safety, school counseling, college and career advising, stakeholder communication, community relations and parent involvement).

Heritage Academy meets the proficiency goals and academic measures identified in its charter for students attending the school for more than three years. Proficiency goals for **all** students are a continuing focus of improvement due to the high number of at-risk students serves and the high level of mobility identified through analysis of student and school data. The school opened with a research-based comprehensive curriculum. The superintendent and federal programs director put an assessment and Response to Intervention system in place to identify and intervene when students are academically underperforming and struggling. In analyzing progress monitoring data during the first year of the performance period, it became clear Heritage Academy students were entering 2-3 years below grade level in core content areas. It also became clear the significant level of poverty was negatively impacting the requisite skills required for students to succeed. The impact was often evident in high mobility in and out of the school, poor attendance, poor nutrition, significant deficits in successful mindsets and coping skills, and very little home support for academics. The school implemented a multifaceted, research-based approach to address the needs identified through detailed data analysis. Turnaround efforts by the school are many and are described in the application narrative.

Academic Success:

Heritage Academy regularly monitors and addresses all of the components of effective schools and meets all but two of the academic performance measures outlined in its charter and in its current performance certificate. The Board, Administrator and faculty members remain concerned because the level of proficiency in math, science and language arts is still way too low. The process of addressing students' academic needs in a high poverty school, with students who are 2-3 grade levels below proficient, takes longer than similar efforts in schools that enroll already high-performing students. Staff members continue to make data-driven, research-based adjustments to initial efforts and have been seeing growth over the past two years.

Organizational Success:

The school's organizational success is evident by the recognition the school has received for programs such as special education, wellness, child nutrition, school safety and counseling. It is also evident in the PCSC Annual Performance Report scores for operations and finance. (Good Standing and Honors). The school works within a tight budget with the board and superintendent closely monitoring that budget. The budget supports the needs of the students while maintaining a very low facility debt and reasonable support for non-academic school operations.

Future goals:

School stakeholders believe the school's pattern of growth demonstrated over its initial years of operation show its ability to perform and its commitment to continuous improvement. Research supports the efforts and timeline the leadership team has identified and implemented to achieve academic success. The leadership team will continue to address issues associated with students living in poverty alongside attendance and mobility challenges. We know that these have negatively impacted our students' ability to succeed academically. Finally, the school will also apply for grants to extend the school day and school year to provide additional intensive intervention and enrichment opportunities for its students.

Tab 1: Mission Statement, Corporate Organization & Signatures

Vision Statement

As a community of children, families, and educators, Heritage Academy believes that each individual has gifts, talents, and strengths. Our commitment to academic excellence will ensure that all students acquire the meta-cognitive skills and knowledge necessary to reach their highest potential and become responsible, respectful, and caring members of society. We will accomplish this by establishing high expectations, integrating enriched learning strategies for all students, and by promoting home, school and community partnership.

Mission Statement

Heritage Academy will teach students solve real-life problems. Our students will graduate with skills in both the core content areas and in critical thinking that lead to success in school, the workforce and the community.

Articles of Incorporation and Bylaws – See Appendix A

Target Student Population

Heritage Academy opened in the fall of 2011 within the boundaries of the Jerome School District and serves a maximum of 214 students in grades K-8. For more information on the educational atmosphere and demographics, please reference Appendix J – Market Analysis. Heritage Academy serves a maximum of 20 students in kindergarten, 22 students in grades 1 and 2 and 25 students per grade in grades 3– 8. The school's attendance area is defined by the following:

North Boundary: 900 North Road (Northern Jerome County Boundary)

East Boundary: 500 East Road

South Boundary: Golf Course Rd (700 South) (Southern Jerome County Boundary)

West Boundary: 500 West Road (Western Jerome County Boundary)

Distinguishing Features

A fundamental element of Heritage Academy is personal improvement. We realize that we live in a dynamic society where things are always changing. Heritage Academy's goal is to seek out the best and incorporate it into our school. Emphasis will be placed on utilizing methods and ideas that are founded in research. The governing board will create a yearly strategic plan that will address the goals and philosophy of the school. This will ensure the school focuses on its primary objectives and that all goals are consistent with the vision of the school. These goals will be reviewed annually to assess progress and make revisions as necessary. Goals will be measurable and specific to easily identify achievement.

The administration and faculty will model the school's vision of personal improvement. Each employee will create a professional development plan in which he/she will address interests and goals. These improvement plans will be an important part in evaluating a teacher's effectiveness. Specific expectations will be established to help each employee identify measurable goals such as meeting Core Knowledge Sequence goals and Idaho standards. We will also encourage teachers to set personal interest goals based

on research, continuing education and school leadership. Any areas for improvement identified by the administrator will also be addressed in these plans. Annual review of these plans will allow for assessment and personal improvement. The goal of these assessments will be to provide teachers and faculty with feedback, encouragement and support.

As modeled at all levels, students will also participate in a personal improvement plan program. With the help of teachers and parents, each student will create a plan and set goals for his/her education. Guidance will be provided to assist them in choosing age-appropriate and measurable goals, however students will be encouraged to be creative and explore personal interests. Specific goals will be set to ensure that all students are learning and meet established state standards. Measurement of some of these goals will be based on mastery of material and acceptable performance on established tests of skill and knowledge. Each student will also create a portfolio that will highlight achievement of goals and success that cannot be measured by tests. This portfolio will focus on achievement of character, leadership, self-confidence, and other important life-skills. Students will learn to assess their own progress and accept responsibility for their accomplishments.

Parent involvement in a student's education is a high indicator of success. We believe parents are the best resource we have as a school and will expect them to participate relative to their children's education. Parents are not required to participate as a condition of their child's enrollment, but every effort will be made to encourage parent involvement in the program. At the biannual parent/teacher conference, parents will be asked to model appropriate goal setting and honest self-evaluation.

Parent goals should reflect their plans to support their child and be involved in his/her education. They should also identify specific ways the parents will support and be involved in the school community. They may include a commitment to help students be on time, to read with students every day, to volunteer in classrooms, to serve on the governing board, etc.

Potential Impact on District

No funding for Heritage Academy will be provided by Jerome School District or any other individual traditional school district funds. While Jerome School District will not receive the ADA funding for students enrolled full-time at Heritage Academy, the School District will avoid the direct costs associated with providing educational services to students that choose to attend our school. In addition, many at-risk students who are not growing or succeeding within the larger school environment offered through JSD are able to move to a smaller, more supportive environment at Heritage Academy.

Facilities

Heritage Academy purchased a 90-year old former Jerome School District school building from its previous owner. Heritage now owns the building with no facility debt. In the future, the Board will consider adding a small building with a gym and several secondary classrooms to its existing property to accommodate the needs of physical education classes and increasing secondary enrollment.

Administrative Services - Instructional Leader

Heritage Academy recognizes the Administrator as the key leader responsible for implementing institutional procedures and policies. The Administrator is accountable to the Board of Directors and is critical in the development of curriculum and educational programs. The success of the school in implementing its charter

and creating an atmosphere for standards-based learning is critical to the role of the Administrator.

Administrator's Responsibilities:

1. Establish and maintain a coordinated and challenging curriculum which implements an effective emphasis on technology integration.
2. Supervise administrative subordinates with an effective blend of delegation of authority, measures of accountability, and evaluation of results.
3. Implement effective student disciplinary procedures and oversee judicial hearings and appeals that conform to all relevant laws, policies and procedures.
4. Ensure administrative functions are successfully achieved, effective administrative procedures are developed, policies and school procedures are carried out, and strategic planning is continuous.
5. Interact and intercede for the needs of staff and/or students as needed.
6. Report to the Board as required regarding:
 - a. staff communications
 - b. meeting coordination
 - c. staff reviews
7. Attend or conduct meetings of various constituent groups; attend school functions; attend external meetings, conferences, or legal training sessions.
8. Perform other duties as assigned by the Board of Directors.

Because the administrator plays a key role in the successful daily operation and overall performance of the school, Heritage Academy seeks the most qualified individuals for this position. An ideal candidate for the administrator position at Heritage Academy would have the following background and education: (i) a graduate degree in educational administration and state certification as a K-12 administrator or superintendent; (ii) Preferably a minimum of three years- experience as a school administrator; and (iii) a Strong background/understanding of technology and technology instruction a plus. The administrator position will be evaluated ~~semi~~-annually by the Board, based on mutually agreed upon metrics and criteria.

Special Education Coordinator

Heritage Academy will hire the appropriate special education staff as indicated by the needs of the enrolled student population. The special education teacher will coordinate all special education related services and preside at all IEP meetings and initial team staffing meetings. The special education coordinator must possess the education, skills and credentials of a special educator who can work with appropriate professionals (school psychologist, speech and language pathologist, etc.) to select, administer and interpret assessments for determining special education eligibility. In addition, the special education teacher will provide support and training (or coordinate trainings) for Heritage Academy's administrator and staff regarding the Individuals with Disabilities Education Act, the Idaho Special Education Manual and special education rules and requirements for Idaho public schools.

Employment Issues

All recommendations for hiring and firing of Heritage Academy employees, except for the school administrator, will made by the school administrator and (when appropriate) subject to approval by the approval of the Board. The Heritage Academy Board of Directors will be responsible for hiring a school

Administrator and for any personnel actions directly involving the school Administrator. The administrator, teachers, and other staff members may be selected to serve on hiring committees. The hiring committees will screen applicants and decide whom to interview. Individuals will be selected based on school needs and individual qualifications. All certificated staff hiring will be approved through the Board, and candidates will be offered positions at Heritage Academy only upon Board approval.

Management of School Equipment & Supplies

Teachers will be responsible for all materials and supplies within their rooms. Yearly inventories will be used for insurance purposes and to assess replacement needs. Teacher supplies will be allocated on an "as-needed" basis, with the Director of Finance and Administrator determining the "need." Each teacher will receive a budget for supplies and equipment, which may be purchased in accordance with Heritage Academy's Fiscal Policy.

Governing Board

The Governing Board is the ultimate policy-making organization and retains control in the selection or removal of any service organization serving the school, the Administrator and certificated school employees. No person that is an officer, director or shareholder in any service organization serving the school will serve as a member of the governing board of the school or vote on any matter affecting the school's relationship with the service organization(s). Any governing board member who serves as an officer, director or shareholder in any service organization that offers to contract for services to the school will resign as a board member prior to the governing board taking action to contract with that organization.

Head Secretary or Office Manager

The head secretary acts as a front-line information resource to students, faculty and staff, and must provide quality customer service to the public, students, parents and other Heritage Academy staff. The secretary will also work to assist the administrator and faculty and perform a variety of office duties requiring some independent judgment in the application of Heritage Academy policies and procedures. The basic requirements for this position will be a high school diploma, a minimum of three years of related experience, proficiency with Microsoft Word and Excel, databases, email and internet, and strong interpersonal and multi-tasking skills.

Potential Civil Liability

The Idaho Public Charter School Commission (the "IPCSC") shall have no liability for the acts, omissions, debts or other obligations of Heritage Academy.

Insurance

Heritage Academy Charter School will procure and maintain a policy of general liability insurance in the amount required by state law and errors and omissions insurance with limits not less than one million dollars. Heritage Academy will have the same role as a traditional public school in matters of civil liability. The appropriate insurance and legal waivers of all district liability and property insurance will be similar to the coverage purchased by the district. Heritage Academy will provide the IPCSC with a list of all other types and amounts of insurance required prior to the opening of the school.

Tab 2: Educational Program; Goals, Definitions, Special Education, Plan for Dual Enrollment Participation

Educational Philosophy & Purpose

Heritage Academy is established to provide its students with a safe, challenging and individualized learning environment that will help them achieve their potential and become confident, competent, productive, and responsible young adults who possess the knowledge, skills, attitude, and character necessary to succeed in high school, post-secondary education, and ultimately in employment and community settings.

We believe that all students possess greatness within them, and educational experiences should guide and assist students in discovering the best within themselves. There are as many paths to success as there are individuals. Heritage Academy will provide a safe, challenging and individualized learning environment that will help each student reach his/her potential.

An individual builds confidence when he/she is free to explore and try new things without fear of teasing and/or harsh criticism. New and innovative ideas will only surface when individuals are allowed to try and experiment. In our society we need leaders who have learned the skills necessary to think and solve problems in creative ways. To create this safe environment we will foster a policy of zero tolerance for teasing, taunting, bullying and threats. Parents and students will sign a behavior contract that clearly identifies behavior expectations and consequences. Students, teachers, administrators, and parents will be expected to work together in an environment of mutual respect. Heritage Academy has chosen to use Integrity Initiatives which emphasizes character traits of integrity. This program will help students learn social skills, problem solving, and conflict resolution. By giving students clear behavior expectations and appropriate and effective tools they will learn to treat each other with kindness and respect. They will develop the confidence and skills needed to succeed in life when they are confronted with problems and conflict.

Competence develops when a learning environment is challenging and an individual is given an opportunity to grow and improve. With proper direction and motivation, individuals usually attain the level of greatness that is expected of them. To help each student reach his/her potential, greatness will be expected of all students. This will be accomplished by utilizing The School-wide Enrichment Model (SEM).

An individual will be productive when given a foundation of knowledge and skills and the freedom to experiment and apply this information to the real world. The Schoolwide Enrichment Model emphasizes the application of knowledge and skills. This application involves participation in Enrichment Clusters (see Methods of Instruction) which produce products or services for the real world.

When knowledge and skills are relevant to the student he/she will integrate into his/her life.

An individual who learns to set goals and assess personal accomplishment becomes responsible for his/her own learning and development. Heritage Academy recognizes the importance of providing students with an individualized learning environment, which facilitates personal responsibility by having students learn to set goals and assess progress.

The Schoolwide Enrichment Model, (Renzulli, 2010)

The Schoolwide Enrichment Model (SEM) is a detailed blueprint for total school improvement that allows each school the flexibility to allow each school to develop its own unique programs based on local resources,

student demographics, and school dynamics as well as faculty strengths and creativity. Although this research-based model is based on highly successful practices that originated in special programs for the gifted and talented students, its major goal is to promote both challenging and enjoyable high-end learning across a wide range of school types, levels and demographic differences. The idea is to create a repertoire of services that can be integrated in such a way to create "a rising tide lifts all ships" approach. This approach allows schools to develop a collaborative school culture that takes advantage of resources and appropriate decision-making opportunities to create meaningful, high-level and potentially creative opportunities for students to develop their talents. SEM suggests that educators should examine ways to make schools more inviting, friendly, and enjoyable places that encourage the full development of the learner instead of seeing students as a repository for information that will be assessed with the next round of standardized tests. Not only has this model been successful in addressing the problem of students who have been under-challenged but it also provides additional important learning paths for students who find success in more traditional learning environments.

An Overview of the Enrichment Triad Model

The Enrichment Triad Model was designed to encourage creative productivity on the part of young people by exposing them to various topics, areas of interest, and fields of study, and to further train them to *apply* advanced content, process- training skills, and methodology training to self-selected areas of interest. Accordingly, three types of enrichment are included in the Triad Model (see Fig. 2).

Type I enrichment is designed to expose students to a wide variety of disciplines, topics, occupations, hobbies, persons, places, and events that would not ordinarily be covered in the regular curriculum. In schools that use this model, an enrichment team consisting of parents, teachers, and students often organizes and plans Type I experiences by contacting speakers, arranging mini-courses, demonstrations, or performances, or by ordering and distributing films, slides, videotapes, or other print or non-print media.

Type II enrichment consists of materials and methods designed to promote the development of thinking and feeling processes. Some Type II training is carried out both in classrooms and in enrichment programs. Training activities include the development of: (1) creative thinking and problem solving, critical thinking, and affective processes; (2) a wide variety of specific learning how-to-learn skills; (3) skills in the appropriate use of advanced-level reference materials; and (4) written, oral, and visual communication skills. Other Type II enrichment is specific, as it cannot be planned in advance and usually involves advanced methodological instruction in an interest area selected by the student. For example, students who become interested in botany after a Type I experience might pursue additional training in this area by doing advanced reading in botany; compiling, planning and carrying out plant experiments; and seeking more advanced methods training if they want to go further.

Type III enrichment involves students who become interested in pursuing a self-selected area and are willing to commit the time necessary for advanced content acquisition and process training in which they assume the role of a first-hand inquirer. The goals of Type III enrichment include:

- providing opportunities for applying interests, knowledge, creative ideas and task commitment to a self-selected problem or area of study,
- acquiring advanced level understanding of the knowledge (content) and methodology (process) that are used within particular disciplines, artistic areas of expression and interdisciplinary studies,

- developing authentic products that are primarily directed toward bringing about a desired impact upon a specified audience,
- developing self-directed learning skills in the areas of planning, organization, resource utilization, time management, decision making and self-evaluation,
- developing task commitment, self-confidence, and feelings of creative accomplishment.

The Regular Curriculum

The regular curriculum consists of everything that is a part of the predetermined goals, schedules, learning outcomes, and delivery systems of the school. The regular curriculum might be traditional, innovative, or in the process of transition, but its predominant feature is that authoritative forces (i.e. policy makers, school councils, textbook adoption committees, state regulators) have determined that the regular curriculum should be the 'centerpiece' of student learning. Application of the SEM influences the regular curriculum in three ways. First, the challenge level of required material is differentiated through processes such as curriculum compacting and textbook content modification procedures. Second, systematic content intensification procedures should be used to replace eliminated content with selected, in-depth learning experiences. Third, types of enrichment recommended in the Enrichment Triad Model (Renzulli, 1977) are integrated selectively into regular curriculum activities. Although our goal in the SEM is to influence rather than replace the regular curriculum, application of certain SEM components and related staff development activities has resulted in substantial changes in both the content and instructional processes of the entire regular curriculum.

Enrichment Clusters

Enrichment Clusters, one component of the Schoolwide Enrichment Model, are non-graded groups of students who share common interests, and who come together during specially designated time blocks during school to work with an adult who shares their interests and who has some degree of advanced knowledge and expertise in the area. Enrichment Clusters usually meet for a block of time weekly during a semester. All students complete an interest inventory developed to assess their interests, and an enrichment team of parents and teachers tally all of the major families of interests. Adults from the faculty, staff, parents, and community are recruited to facilitate Enrichment Clusters based on these interests, such as creative writing, drawing, sculpting, archeology and other areas. Training is provided to the facilitators who agree to offer the clusters, and a brochure is developed and sent to all parents and students that discusses student interests and select choices of Enrichment Clusters. A title and description that appeared in a brochure of clusters in a school using the SEM follows:

Are you an inventive thinker? Would you like to be? Brainstorm a problem, try to identify many solutions, and design an invention to solve the problem, as an inventor might give birth to a real invention. Create your invention individually or with a partner under the guidance of Bob Erikson and his students, who work at the Connecticut Science Fair. You may share your final product at the Young Inventors' Fair on March 25th, a statewide daylong celebration of creativity.

Students select their top three choices for the clusters and scheduling is completed to place all children into their first, or in some cases, second choice. Like extracurricular activities and programs such as 4-H and Junior Achievement, the main rationale for participation in one or more clusters is that *students and teachers want to be there*. All teachers (including music, art, physical education, etc.) are involved in teaching the clusters; and their involvement in any particular cluster is based on the same type of interest assessment that is used for students in selecting clusters of choice.

The model for learning used with Enrichment Clusters is based on an inductive approach to solving real-world problems through the development of authentic products and services. Unlike traditional, didactic modes of teaching, this approach, known as enrichment learning and teaching (described fully in a later section), uses the Enrichment Triad Model to create a learning situation that involves the use of methodology, develops higher order thinking skills, and authentically applies these skills in creative and productive situations. Enrichment Clusters promote cooperativeness within the context of real-world problem solving, and they also provide superlative opportunities for promoting self-concept. "A major assumption underlying the use of enrichment clusters is that *every child is special if we create conditions in which that child can be a specialist within a specialty group*" (Renzulli, 1994, p. 70).

Enrichment Clusters are organized around various characteristics of differentiated programming for gifted students on which the Enrichment Triad Model (Renzulli, 1977) was originally based, including the use of major disciplines, interdisciplinary themes, or cross-disciplinary topics (e.g. a theatrical/television production group that includes actors, writers, technical specialists, costume designers). The clusters are modeled after the ways in which knowledge utilization, thinking skills, and interpersonal relations take place in the real world. Thus, all work is directed toward the production of a product or service. No lesson plans or unit plans are created in advance by the cluster facilitator; rather, direction is provided by three key questions addressed in the cluster by the facilitator and the students:

1. What do people with an interest in this area (e.g. film making) do?
2. What knowledge, materials, other resources do they need to do it in an authentic way?
3. In what ways can the product or service be used to have an impact on an intended audience?

Enrichment Clusters incorporate the use of advanced content, providing students with information about particular fields of knowledge, such as the structure of a field as well as the basic principles and the functional concepts in a field (Ward, 1960). Ward defined functional concepts as the intellectual instruments or tools with which a subject specialist works, such as the vocabulary of a field and the vehicles by which persons within the field communicate with one another. The methodology used within a field is also considered advanced content by Renzulli (1988), involving the use of knowledge of the structures and tools of fields, as well as knowledge about the methodology of particular fields. This knowledge about the methodologies of fields exists both for the sake of increased knowledge acquisition, and also for the utility of that know-how as applied to the development of products, even when such products are considered advanced in a relative sense (i.e. age, grade, and background considerations).

Enrichment Clusters are not intended to be the total program for talent development in a school, or to replace existing programs for talented youth. Rather, they are one vehicle for stimulating interests and developing talent potentials across the entire school population. They are also vehicles for staff development in that they provide teachers an opportunity to participate in enrichment teaching, and subsequently to analyze and compare this type of teaching with traditional methods of instruction. In this regard the model promotes a spill-over effect by encouraging teachers to become better talent scouts and talent developers, and to apply enrichment techniques to regular classroom situations.

Methods of Instruction

Heritage Academy will use a variety of methods to help our students become confident, competent, productive and responsible citizens. The Schoolwide Enrichment Model (SEM) will assist us in designing a program to help our students reach their potential.

Through his studies of the challenging, creative lessons developed for gifted students, Dr. Renzulli became convinced that this type of learning could benefit all students. Over 20 years of research led to the development of this model to improve instruction for an entire school. SEM applies the “a-rising-tide-lifts-all-ships” theory by integrating high-end learning into the total school program. SEM consists of three interacting dimensions. The first component, The Total Talent Portfolio (TTP) involves systematically gathering information about student’s abilities, interests, and learning styles and then utilizing this information to help students set personal goals and design enrichment activities.

The second component involves Curriculum Modification Techniques. A student’s mastery of specific curriculum is assessed, and when mastery is achieved students are provided with alternate activities such as group or individual projects, peer teaching, or more in-depth study of curriculum material. Curriculum Modification may also include ability grouping, so that students’ learning is based on capability. As students are assessed to determine understanding and ability, teachers will have the information they need to teach more effectively. Students who have not mastered material will also be identified so that their needs can be addressed. Teachers will be able to re-teach the material in a different way, provide extra support or practice, utilize a peer teacher or adult mentor, and/or work with these students more closely. This will help teachers identify and resolve potential problems quickly.

The final component involves Enrichment Learning and Teaching. This program consists of forming Enrichment Clusters. The goal is to apply knowledge and skills to produce a product or deliver a service for a community audience. Enrichment Clusters are facilitated by teachers, parents or community resource persons who share the same interests of the students and have some degree of expertise in the subject they are facilitating. Enrichment Cluster sessions will take place at least one time during each school year. Enrichment Cluster sessions will be approximately six to twelve weeks in length. The Enrichment Clusters offered each session will have approximately the same time requirements so as to facilitate the least intrusion of regular instructional time. The students will receive extra support and guidance in selecting activities and projects from parents, teachers and the Administrator.

Dr. Renzulli’s model does not replace existing school structure or curriculum; it seeks to improve them by providing enriched and challenging learning opportunities to all students based on personal interests. Heritage Academy will use research based and challenging curriculum as the basis for general instruction.

Heritage Academy may also purchase scientifically research-based curriculum and materials as supplementary materials or for core classes in order to most effectively meet the needs of students in core content areas including math, science, language arts, reading and social studies. Heritage Academy will establish a curriculum committee responsible for initial selection and ongoing analysis of student achievement and review of curriculum. The committee will consider current research and will review the Idaho Department of Education approved curriculum lists in an effort to select the most effective instructional materials for students at the school.

Special Emphasis:

Heritage Academy will provide a solid foundation of knowledge that addresses a variety of topics. Although the curriculum will be generalized, Enrichment Cluster’s will allow each student to pursue personal interests and talents. Our emphasis is creating an individualized learning environment that helps each student reach his/her potential. Heritage Academy will provide a solid foundation through adopted curriculum in the core content areas that will be a guide to help each student on a path of personal discovery. This knowledge will

be given relevance when it is given practical application in enrichment. We value the individual. Every student has tremendous potential and talents. Our goal is to help students identify and build on what is already great within them.

Educational Goals; Compliance with Idaho Code

Ann. §33-1612 Title 33-1612 of the Idaho Code statutorily defines eight “thoroughness standards” used to define and establish the basic assumptions which govern the provision of a uniform public education. Heritage Academy will meet and fulfill each of these standards as follows:

Standard	Goal	Objective
Standard 1: A safe environment conducive to learning is provided.	Maintain a positive and safe teaching and learning climate. Every student has the right to attend a school that encourages positive and productive learning, provides a safe and orderly environment, and promotes student respect for themselves and others.	1. Heritage Academy will: 2. Develop guidelines for physical safety. These guidelines will include, but not be limited to, the procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school, notification of parents’ rights and staff monitoring responsibilities. 3. Provide a facility and adopt policies that meet all required city, state, and federal health accessibility, safety, fire, and building codes for public schools. 4. Establish, publish, and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, violence, gangs, and use or sale of alcohol and drugs. 5. Create an environment that strongly encourages parents and other adults to visit the school participate in the school’s activities.
Standard 2: Educators are empowered to maintain classroom discipline.	Create a positive teaching and learning environment with an emphasis on high expectations of behavior and academic performance.	Heritage Academy will: 1. Adapt the policies into a student handbook providing a code of conduct including clear expectations and consequences for unacceptable behavior. 2. There will be school wide process for teachers to handle minor and major infractions in the classroom setting. 3. Teach appropriate behaviors and foster responsible decisions- making skills. 4. Establish and maintain consistent rules aligned throughout the school.

Standard 3: The basic values of honesty, self-discipline, unselfishness, respect for authority, and the central importance of work are emphasized.	Offer opportunities for students to develop and express exemplary character traits in concert with the overall educational program.	Heritage Academy will: 1. Utilize integrity initiatives throughout all decisions to instill appropriate values. 2. Emphasize the importance of adults modeling important values at school. 3. Help student build personal bonds and carry out responsibilities to one another and to the faculty and staff. 4. Develop a sense of community and service within the school, and between the school and the larger community. Community service instills a sense of individual, social, and civic responsibility and enables the student to use newly found knowledge to solve community problems.
Standard 4: The skills necessary to communicate effectively are taught.	Teach students a range of effective communication skills appropriate for the 21 st century.	Heritage Academy will: 1. Emphasize meaningful language experience in language arts, enhanced by writing and memorization. 2. Provide access to computers to teach students basic computer skills and, in the older grades, appropriate communication through technology (via e-mail and the internet).
Standard 5: A basic curriculum necessary to enable students to enter academic or professional- technical post- secondary educational programs is provided.	Develop an educated citizenry for the 21 st century through a proven academic program where all students are offered an advanced curriculum.	Heritage Academy will: 1. Use the Idaho State Standards as a starting point to be enhanced by unifying themes and other creative methods. 2. Offer a solid health curriculum as required by the state.

Standard 6: The skills necessary for the students to enter the workforce are taught	Provide students with the intellectual foundation and strong moral compass that provide the character traits of leadership, which lead them to becoming productive citizens	Heritage Academy will: 1. Provide a strong foundation in reading, writing, problem solving, math concepts, science, social studies, history and literature. 2. Provide a technology-oriented environment, encourage the use of technology as a tool in the workplace of the 21st century. 3. Enable the students to develop the following intellectual habits important in society: adapting to new situations and responding effectively to new information; solving problems, locating and evaluating information from a variety of sources; making flexible connections among various disciplines of thought; thinking logically and making informed judgments. 4. Enable students to develop the following personal habits important in society; accepting responsibility for personal decisions and actions; honesty, courage, and integrity, a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of the work load; and working cooperatively with others to reach group consensus.
Standard 7: The students are introduced to current technology.	Provide students with a technology environment using tools such as computers, scientific equipment, and networks linked to local and nationwide resources.	Heritage Academy will: 1. Use technology as a tool in an integrated educational program rather than as a primary instructional delivery system. 2. In 4th grade and above, all students leaving Heritage Academy will be proficient in using both a word processing and a spreadsheet program after two years of continuous enrollment at the school. 3. Use computers as tools for such activities as accessing research information, authoring, computation, record keeping, data, storage and communication
Standard 8: The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools, and communities is emphasized.	Provide students with the skills and the intellectual foundation to become responsible citizens in our society.	Heritage Academy will: 1. Enable students to develop the following personal habits important in society; accepting responsibility for personal decisions and actions; honesty, courage, and integrity, a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of the work load; and working cooperatively with others to reach group consensus. 2. Enable students to understand and apply concepts and principles embedded in each of the social sciences: history, geography, political science and economics.

Definition of “Educated Person”

An “educated person” in the 21st Century demonstrates the ability to recognize his or her strengths, while continuously learning and applying new information to a variety of situations. An educated person is someone who is able to think critically, one who is excited about learning, can solve problems, looks forward to challenges and has fully developed his or her interests. An “educated person” looks forward to engaging in academic and career opportunities and has developed self-discipline and self-reliance. The Founding Board of Heritage Academy believes that an educated person has developed personal strengths, character traits and a strong foundation in each content area that enables him or her to participate in academic, career, social and civic responsibilities and make ongoing positive contributions to his or her family and community.

How Learning Best Occurs

Students at Heritage Academy are valued. Each student has unique talents and abilities and learns in different ways. We are educating the future of our society and not simply trying to have students test for competency. Traditional educational practices no longer provide students with all the necessary skills to compete in today’s workplace. Students must apply new strategies for solving problems using appropriate tools for learning, collaborating, and communicating. The following chart shows characteristics representing traditional approaches to learning and corresponding strategies that will be supportive of innovative teaching methods at Heritage Academy.

We believe an individual learns best when they are able to build confidence by being free to explore and try new things without fear of teasing and/or harsh criticism. New and innovative ideas will only surface when individuals are allowed to try and experiment. In our society we need leaders who have learned the skills necessary to think and solve problems in creative ways. To create this learning environment we will foster a policy of zero tolerance for teasing, taunting, bullying and threats.

The Parent & Student Handbook will be distributed to all families which clearly identifies behavior expectations, consequences and other applicable policies. Parents and students will sign a contract agreeing to abide by the policies found within the Parent & Student Handbook. Students, teachers, Administrators, and parents will be expected to work together in an environment of mutual respect. Heritage Academy has chosen to use Integrity Initiatives which emphasizes character traits of integrity. This program will help students learn social skills, problem solving, and conflict resolution. By giving students clear behavior expectations and appropriate and effective tools they will learn to treat each other with kindness and respect. They will develop the confidence and skills needed to succeed in life when they are confronted with problems and conflict.

Special Education Services

Heritage Academy will utilize the Idaho Special Education Manual as now adopted or as amended in the future as a guideline for its Special Education Program and will comply with the requirements of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act and all federal regulations dealing with these areas. The Primer on Special Education in Charter Schools, reprinted in October 2007 will be a valuable resource to the administration and faculty. The Idaho Special Education Manual will be used to plan and implement the special education program at Heritage Academy. The Heritage Academy Administrator in conjunction with the Special Education teacher will be the Section 504 Compliance Officer. Heritage Academy will follow the procedures and

requirements outlined below:

- *Nondiscriminatory enrollment procedures.* Heritage Academy will not deny enrollment to a student with a disability solely because of that student's need for special education or related aids and services. Students with disabilities have the opportunity to meet the minimum eligibility criterion for enrollment described in this charter petition, consistent with the mission of Heritage Academy and civil rights requirements.
- *Child Find activities and evaluations.* Heritage Academy will conduct Child Find activities and evaluations as described in the IDEA Manual. Child Find activities will be limited to the students enrolled in Heritage Academy.
- *Meet LRE requirements.* Heritage Academy will provide Special Education and related services to eligible Heritage Academy students in the Least Restrictive Environment as identified by each student's IEP. Heritage Academy's IEP team, inclusive of the parent, will be responsible for identifying and providing the LRE as outlined in the IEP.
- *Protect student and parent rights.* Heritage Academy will be responsible to protect student and parent rights as described in the Idaho Special Education Manual and in associated state and federal laws and regulations.

A student referral process will be in place and understood by parents and faculty. Evaluation and services will be as follows:

- Heritage Academy will form a multidisciplinary team to consider a student's eligibility for Special Education. If a team determines the need for an evaluation by other personnel, such as a school psychologist, speech therapist, or occupational therapist, not currently employed by the school, such evaluations will be contracted with a private provider. All evaluation and eligibility requirements will be followed and parents will be notified of their due process rights.
- Disciplinary problems by Special Education students will be assessed by the multidisciplinary team. Teachers and Administrators will follow the Idaho Special Education Manual (as currently defined in Chapter 12 of the Special Education Manual) to address these issues.
- The delivery of instruction for students with disabilities, and the monitoring of that delivery of instruction will be provided by personnel who meet highly qualified criteria along with requirements of IDEA. Instructional services will follow the Individual Education Plan (IEP) and will be provided in the least restrictive environment as defined by each student's IEP. A paraprofessional, under the direct supervision of highly qualified special teacher, may be used to support instruction as allowed by IDEA. The Special Education teacher will consult with the general education staff to utilize effective classroom interventions, adaptations, and modifications. The Special Education teacher is responsible for writing the IEP, with the IEP team, and monitoring IEP goals.
- Heritage Academy will contract with a private provider for the provision of related services. Direct speech, language, or OT services may be provided by a paraprofessional under the direct supervision of a licensed therapist. In the event that the IEP team determines that the student's academic needs cannot be met on site, Heritage Academy will provide services in the least restrictive environment complying with PL 94-142.

In compliance with the Americans with Disabilities Act (ADA), Heritage Academy ensures that its facility and program, when viewed in its entirety, is readily accessible to and usable by individuals with disabilities. Heritage Academy ensures that its facilities will meet the standards specified in Title II of the ADA and Section 504 of the Rehabilitation Act. Heritage Academy will transport any Special Education student enrolled at the school who may, because of the nature of their disabilities, be entitled to specialized transportation as a related service.

Heritage Academy will notify the Idaho State Charter School Commission in the event that a formal complaint or due process hearing request is filed by or on behalf of a Heritage Academy student. Appropriate Heritage Academy personnel will participate in the resolution of any formal complaint or request for a due process hearing.

Plan for Dual Enrollment Participation

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

Services for Individuals with Limited English Proficiency

Heritage Academy recognizes the diversity within the Jerome community and within the Magic Valley. The Founders and governing Board of Heritage Academy seeks to mirror that diversity within the charter school community by advertising enrollment opportunities in a variety of locations, formats and in English, Spanish and other languages. Heritage Academy will develop a robust program of instruction for English Language Learners. The school will focus on providing a culture and climate that values students from different backgrounds and that provides students and their parents with opportunities to engage in the school community.

Heritage Academy will apply the federal definition of English Learner (EL) as defined in Title III and IX of the ESSA. Students who are eligible for the EL program will participate in the EL program according to state and federal guidelines. State and federally mandated testing of students will be administered. The *Guidance for Evaluating Limited English Proficient (LEP) Students to Establish Special Education Eligibility*, provided by the Idaho Department of Education, will be used for identifying Special Education students.

Heritage Academy will follow the Idaho Program guide and administer designated language assessments (IELA) for student placement as well as monitor student growth. The following guidelines will be used for the Home Language Survey in order to identify Primary Home Language Other Than English (PHLOTE) students.

Home Language Survey (HLS)

Home language surveys will be included in the required registration materials for all Heritage Academy students. Surveys will comply with federal requirements and the requirements of the Idaho Department of Education. Surveys will be reviewed within one week of registration and initial home language screening procedures will occur within designated timelines. All identified EL students will receive appropriate accommodations in the classroom and on any state or federally-

mandated assessments. Students who have exited an English Language Plan (ELP) will be monitored to ensure continued success in school.

Services for Gifted & Talented Students

Heritage Academy will provide instruction and training for children between the ages of five (5) years and eighteen (18) years who are gifted/talented as defined by the State Board of Education. Heritage Academy will adhere to and utilize guidance from the Idaho Department of Education to determine eligibility criteria and to assist the school's staff in developing a variety of flexible approaches for instruction and training that are aligned to the SEM. These may include administrative accommodations, curriculum modifications and special programs" (Idaho Code 33-2003).

Heritage Academy's SEM will be an excellent avenue for providing an educational program that will support the needs of gifted and talented students. Heritage Academy will utilize eligibility criteria developed by the Idaho Department of Education as stipulated in Idaho Code 33-2003. Heritage Academy will also utilize the services of the Center on Disabilities and Human Development (CDHD) to ensure that gifted and talented students at the school are properly identified and provided with appropriate instruction. Transportation will be provided as needed and required.

At Heritage Academy, our goal is to meet every child at the most appropriate level where growth will take place. Gifted and Talented, LEP, Title I and Section 504 students have special needs, and they will be provided educational experiences that will strive to meet those needs in the regular classroom as well as in special classes, seminars or workshops. Heritage Academy will encourage areas beyond the scope of the regular curriculum to be explored by all children with special needs. The curriculum we have chosen lends itself well to both extensions and remediation. In addition, possibilities to meet the needs of all children may include but are not limited to the following activities: leveling for reading and math, competitions, curriculum acceleration, special topic classes, independent study, interest-based workshops, tutoring and pullout classes.

Tab 4: Measuring Educational Standards, Student Progress, Standardized Testing, Accreditation, NLCB Provision Regarding Plan for Improvement

Measurable Student Educational Standards

Student achievement will be demonstrated in measurable terms to parents, students and the community at large. Heritage Academy will actively participate in state requirements for student achievement and accountability. Our plan includes orderly reports of progress toward our goals as well as continued financial viability. The following details Heritage Academy's Measurable Student Standards Plan:

- At the beginning of each year, math and reading assessments will be administered to establish a baseline on each student. Curriculum based assessments will be given weekly throughout the year. Baseline data (e.g., test scores, grades, attendance, and behavioral records) will be collected the first year and progress will be monitored school wide on a yearly basis. All assessments will be used to improve instruction and develop appropriate curriculum adjustments including extensions and interventions. Heritage Academy's expectations are that students' rates of achievement and attendance accelerate beyond the levels they were attaining before attending Heritage Academy and meet and/or exceed ISAT proficiency levels as defined by the State.
- Student performance will be assessed using a variety of assessments including state required assessments, curriculum-based assessments, rubrics developed for determination of student progress in technology, behavior/attendance based on teacher evaluation, and self-monitoring of student progress. Below are School Effectiveness Goals for Heritage Academy.

Measuring Student Progress I.C. 33-5205(3)(b)

The goal we will constantly strive for and expect at Heritage Academy is that 100% of our students will exceed the minimum proficiency requirements on all state-mandated testing and other testing that may be instituted or required in the future. However, understanding that the rate at which students may arrive at this point varies, Heritage Academy will expect that within three years of students being consecutively enrolled at the school:

- 80% of 2nd and 3rd grade students will be at "Benchmark" or a combination of "Benchmark" and "Strategic" on the Idaho Reading Indicator (IRI).
- 80% of 3rd – 8th grade students will achieve "Proficient" and/or "Advanced" in each area, as applicable, on the Idaho Standards Achievement Test. Students who do not score proficient or advanced will have an individual remediation plan in place.

Student Assessment I.C. 33-5205(3)(c)

The method by which student progress in meeting the above identified student educational standards is to be measured consist of the Idaho Reading Indicator (IRI), Idaho Standards Achievement Test (ISAT), the Idaho Alternative Assessment (IAA) if applicable, and the National

Assessment of Educational Progress (NAEP), if selected. Student assessment data will be reported annually to the Idaho Public Charter School Commission.

Method for Providing Standardized Testing I.C. 33-5205(3)(d)

Heritage Academy students participate in the state assessment system required of all Idaho public school students as defined by the Idaho Board of Education.

Student assessment evaluation, reported annually to the Heritage Academy Board of Trustees, will consist of:

1. Student baseline developed during the first year using testing results
2. A comparison of annual results with baseline scores to assess progress
3. Grade-level and school composite scores
4. A graph of annual results showing year-to-year change
5. A graph of school scores relative to state and national averages
6. Sub-analysis of a variety of variables to identify areas for improvement

Monitoring progress of our students and evaluating innovations in education procedures are important parts of our curriculum development process.

Assurance of State Accreditation I.C. 33-5203(3)(e) & IDAPA 08.02.140

Heritage Academy will obtain accreditation as necessary in accordance with I.C. 33-5203(3)(e) & IDAPA 08.02.140.

Provision Regarding Plan for Improvement

Heritage Academy is a school in which student success is our top priority. If it were determined, based on student performance, that the school was in need of improvement as defined by the Idaho Department of Education, the Administrator and the Governing Board will develop a comprehensive plan for improving performance. The school will examine the current processes and develop a detailed performance improvement plan to address each process deemed important to achieve increased student success. Heritage Academy charter school will comply with all federal and state requirements regarding student achievement and school improvement.

Tab 5: Governance Structure, Parental Involvement, & Audits

Governance Structure

Heritage Academy is a non-profit corporation organized in accordance with *Idaho Code* § 30-3-1 *et seq.* and is governed by a board of directors (the “Board of Directors” or “Board”). The Board consists of three (3) to seven (7) voting members comprised of parent(s) or legal guardian(s) of enrolled students and other individuals who desire to serve on the Board.

Heritage Academy’s Board of Directors shall be responsible for ensuring that the school is in compliance with all applicable federal and state education standards, all applicable federal and state laws, rules, regulations and policies, as well as the terms and conditions of the charter. Heritage Academy acknowledges and understands that upon approval of the petition and charter contract, the Board of Directors will be public agents required by the IPCSC to control operations of the charter school.

Members of the Board of Directors will be elected by school stakeholders (3 members) and the Board of Directors (4 members) at the Annual Meeting of the directors then in office. The existing directors shall notify the community and stakeholders of any available seats on the Board, screen candidates, and then nominate potential directors to the Board for election.

Heritage Academy; Board of Directors

In general, the Board of Directors manages the property, affairs, and business of Heritage Academy. As such, the Board is responsible for ensuring Heritage Academy is adequately staffed, and that such staff provides sufficient oversight over Heritage Academy’s operational and educational activities. The Board exercises all of the powers of the school, whether derived from law or its Articles of Incorporation. The Board’s specific duties and responsibilities include the following:

- To establish and promote Heritage Academy’s mission statement and educational philosophy and set and enforce policies to ensure the school operates in a manner consistent with the same, as well as the school’s charter, and all applicable laws;
- To prepare, or cause to be prepared, and approve an annual budget. In fulfilling this responsibility, the Board must ensure the school operates within the approved budget and strategically manage its resources to ensure the short and long term financial success and strength of the school;
- To enforce, at the Board’s sole discretion and judgment, all contract issues or other legal rights pertaining to the school and protect the legal interests of the school, and manage the school’s liabilities with sound and reasonable business judgment;
- To approve and establish a school calendar, including any changes made during the school year;
- To maintain, or cause to be maintained, any records or documents required by law or provided for by its charter. Additionally, the Board shall be ultimately responsible for the timely filing of all reports required pursuant to local, state, and federal regulations;
- To negotiate and approve any contracts for the lease or purchase of the school’s facilities, including any changes or renewals of the facility lease/purchase agreements, and to establish any policies for facility use;
- To convene one regular monthly meeting, or as often as is reasonably necessary, subject to

Idaho Code. §§23-67-2340 through 2347 and provide an opportunity for public input. Additionally, the Board may convene work sessions as it deems appropriate; and

- To approve or disapprove all hiring and termination recommendations and approve all certificated staff employment contracts.

Additionally, the Board performs such other duties as are appropriate and necessary to the safe and effective operation of the school, and which promote the school's commitment to educational excellence. The Board also acknowledges and agrees to adhere to Idaho Open Meetings Law. This requires proper notice and posting of regular and special board meetings, work sessions, and other less formal meetings wherein a quorum is present and school business is being discussed.

Board of Directors & Administrator; Relationship

As noted above, the Board of Directors' role is to oversee the property, affairs, and business of Heritage Academy. The Administrator is accountable to the Board of Directors and is responsible for and empowered to oversee the day-to-day operations of the school. The Administrator's responsibilities include, but are not limited to, the following:

- Establish and maintain the curriculum and technology integration;
- Supervise administrative subordinates
- To serve as the District/Board liaison
- Implement effective student disciplinary procedures and ensure their application is in compliance with relevant laws, policies and procedures.
- Ensure administrative functions are successfully achieved, effective administrative procedures are developed, policies and school procedures are carried out, and strategic planning is continuous.
- Interact and intercede for the needs of staff and/or students as needed;
- Assist the Board in carrying out its duties to keep accurate records, documents, file reports, etc.
- Report to the Board as required regarding: –
 - staff communications
 - meeting coordination
 - parent interactions
 - staff information reviews

Heritage Academy Committees & Ancillary Support Personnel

The Board may, from time to time, by resolution, designate such committees of its members as it may deem appropriate in carrying out its duties, responsibilities, functions and powers. The membership of each committee will include at least one (1) Board member. Ancillary support personnel, such as clerical and custodial, will be hired by the Board and supervised by the Administrator.

Parental Involvement

Enrollment at Heritage Academy will provide unique and meaningful opportunities for parental involvement by actively encouraging parent participation in volunteer work.

Heritage Academy encourages all of our parents to be highly involved in their child(ren)'s education and in the Heritage Community. Heritage Academy understands that parent involvement may look different for each family and values all efforts parents make to support their child's education. Some examples of parent involvement may include:

- Asking your child what he/she learned in school each day
- Reviewing your child's homework with him/her
- Reading with your child
- Communicating with your child's teacher by phone, email or in person
- Volunteering at the school
- Helping the school with activities

Involvement in School Management

Perhaps the most substantive way for parents to be involved in the operation and actual management of school is through service on Heritage Academy's Board of Directors or School Committees. The Board of Directors is charged with managing the property, affairs, and overall operation of the school. In addition, the Board of Directors establishes and enforces school policy to ensure the school operates in a manner consistent with Heritage Academy's mission, its charter, and all applicable laws. Membership on school committees provides another opportunity for parents to have meaningful influence on the operation of the school.

Volunteer Time

Heritage Academy will rely on parents and their willingness to volunteer their time to assist with the daily operation of the school as well as after school programs. Parent volunteerism is strictly optional, but it is encouraged for the benefit of the students. Heritage Academy requests that parents donate a minimum of thirty- five hours of volunteer time per year. Any questions regarding this policy should be directed to the Administrator. The school will regularly distribute volunteer information to parents that will allow them to sign up for service in areas of expertise or interest. This will allow parents to provide the most meaningful service, and simultaneously provide the school with the ability to coordinate parent service with school needs. Additionally, the school will advertise specific assistance in its newsletter and website when needed.

Heritage Academy will also appoint a committee member to schedule and coordinate volunteer services for parents who wish to donate their time to the school. This individual will be charged with maintaining parent volunteer information and notifying parents of opportunities at the school. Examples of parent volunteer opportunities include but are not limited to:

Recess assistance	Playground monitoring
School tours	Computer lab assistant
Computer support	Field trips
At-home repair of student wear	Fundraising
Daily cleanup	Traffic/Parking assistance
Classroom aid/support	Building maintenance
At-home work for teachers	Set construction & design
Baking dishes for special events	Library assistance
Assembly Support	Parent Organization

The foregoing list is non-exhaustive and may change from time to time on an “as- needed” basis.

Financial and Programmatic Audits

During each year of operation, Heritage Academy will conduct an annual financial audit. The results of the annual financial audit will be submitted to the Idaho Department of Education to comply with Idaho Code 33-701(6) (as required by Idaho Code 33-5210(3)).

Accreditation-related visits and/or reports will be completed in a timely manner and copies will be submitted to Heritage Academy’s authorizing entity if and when applicable.

The annual financial audit will be conducted by an independent auditing firm and copies of the audit will be sent annually to the chartering entity. In addition, the IPCSC may choose to conduct an audit of Heritage Academy at the commission’s expense. An independent audit may be performed as specified above (i.e. annually) or at such time as revocation of the charter may be initiated.

Tab 6: Charter School Employees

Employee Qualifications

The Heritage Academy Board of Directors believes that the staff members at the school are critical to student success and as a result, Heritage Academy will seek to hire the most qualified and experienced staff members available. Heritage Academy's instructional staff will meet or exceed certification, licensure and/or training qualifications required by state law. The Heritage Academy Board of Directors will hire teachers who meet specific state and federal guidelines and are considered Highly Qualified. In addition, when applicable, Heritage Academy staff members will hold the appropriate state licensure or certification to provide services to students at the school.

All Heritage Academy employees will follow the applicable professional code of ethics for their respective positions. The Administrator will make hiring recommendations to the Board of Directors for approval of instructional staff. Heritage Academy reserves the right to seek waivers or limited certification options as provided by rule of the Idaho State Board of Education when deemed in the best interests of the educational program. Additionally, Heritage Academy reserves the right to hire any person for temporary assistance under the direct supervision of certified staff members.

These provisions are intended to allow various community experts and other specialized persons who may not hold certification to contribute to the school according to their talents, experience, creativity, or expertise on a short-term or seminar basis. New employees will undergo background checks and finger printing.

Health & Safety Procedures

To ensure the health and safety of Heritage Academy students and staff, the school will comply with the following health and safety procedures:

1. Conduct criminal history checks for all employees in compliance with Idaho Code § 33-130. This requirement is a condition of employment.
2. Require that all students show proofs of immunization or parent waiver before being enrolled at the school.
3. Require that all visitors sign in at the office and receive and wear a visitor's pass when visiting the school building.
4. Provide for inspection of the facility in compliance with § 39-4130 of the Idaho Code.
5. Adopt policies to meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools. Fire and safety officials using the same guidelines for all public schools will inspect the facility.
6. Develop an emergency operations / crisis response plan and provide annual training to staff members.
7. Adopt and implement a comprehensive set of health, safety and risk management policies. These policies will be developed in consultation with Heritage Academy's insurance carriers and at a minimum address the above and the following items:
 - a. Policies and procedures for response to natural disasters and emergencies, including fires and bomb threats.

- b. Policies relating to preventing contact with blood-borne pathogens.
- c. A policy requiring that all staff receives training in emergency response, including appropriate “first responder” training.
- d. Policies relating to the administration of prescription drugs and other medicine.
- e. 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.
- f. Policies establishing that the school functions as a gun-free, drug, alcohol and tobacco free workplace.

In an effort to promote a safe learning environment and respect for the personal, civil, and property rights of all members of the school community, behavior or actions including but not limited to those identified in board policy and in the student handbook may provide grounds for suspension or expulsion in accordance with Heritage Academy’s disciplinary policies.

Employee Benefits

All Heritage Academy employees will participate in the following programs and receive the following benefits: group health insurance, sick leave benefits, Public Employee Retirement System participation, Federal Social Security, Unemployment Insurance, and Worker’s Compensation insurance to the extent allowed and required by law.

Employee Transfer Rights

Employees of Heritage Academy are not employees of the Jerome School District; however, they may apply to teach in any school district. Further, teachers at Heritage Academy will not be eligible for an in-district transfer to another school within the Jerome School District.

Collective Bargaining Provision

Heritage Academy’s staff and employees will be a separate unit for purposes of collective bargaining.

Teacher/Administrator Terms & Conditions of Employment

All teachers and Administrators at Heritage Academy will be employed pursuant to the terms of a written contract approved by the State Superintendent and shall possess the personal characteristics, knowledge, and experience consistent with the philosophy, mission, and expectations of Heritage Academy as outlined in this petition.

Employee Background Checks

Heritage Academy ensures that all Heritage Academy employees will submit to a State of Idaho criminal history check as established in § 33-130, *Idaho Code*, and FBI fingerprinting check. Heritage Academy will submit one criminal history check finger print card to the Office of Certification at the State Department of Education (the “SDE”).

Tab 7: Admission & Disciplinary Procedures

Projected Enrollment Capacity

Based on the capacity of its facility and program, Heritage Academy's enrollment capacity is 214 students in grades K-8.

Admission Procedures

In accordance with *Idaho Code* § 33-5205(3)(i), Heritage Academy has adopted the following admission procedures to ensure a fair and equitable selection process for admission and enrollment in Heritage Academy.

Requests for Admission

A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a student, may make a request for such child to attend Heritage Academy. In the case of a family with more than one child seeking to attend Heritage Academy, a single written request for admission must be submitted on behalf of all siblings. Requests may be made either electronically via the school's website, or in writing to the school. The request for admission must be submitted to, and received by, the school's designated office on or before the enrollment deadline established each year. The request for admission shall contain the name, grade level, address, and telephone number of each prospective student in a family. Only those requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline established by the Heritage Academy shall be permitted in the admissions process. Only requests that contain all required information for admission shall be considered by the School. Requests for admission received after the established enrollment deadline will be added to the bottom of the waiting list for the appropriate grade. If there is an opening in one grade, a sibling, if any, from a late submitted application must go to the bottom of the sibling list.

Admission Preferences

Heritage Academy has established an admission preference for students residing in the attendance area of the public charter school, as required by Section 33- 5206, *Idaho Code*. For the purposes of this petition, the "attendance area" shall refer to the Primary Attendance Area referenced in Tab 2 *Target Student Population*. In addition, the school has established admission preferences, as authorized by Section 33-5205, *Idaho Code*, for students returning to the public charter school, for children of founders and full-time employees, and for siblings of students already enrolled in the school.

Priority of Preferences

The selection hierarchy with respect to admission preferences for over- enrollment shall be as follows:

- First, to pupils returning to Heritage Academy 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 a random selection method.
- Second, to children of founders and full-time employees of Heritage Academy, provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of Heritage Academy.
- Third, to siblings of pupils already enrolled in Heritage Academy.
- Fourth, to prospective students residing in the Primary Attendance Area of Heritage Academy.
- Fifth, to prospective students residing outside of the Heritage Academy Primary Attendance Area.

Equitable Selection Process & Over Enrollment

If the number of requests for admission to Heritage Academy exceeds its capacity in its initial year or in any subsequent school years, the school shall select students by lottery through using the process described herein to ensure a fair and equitable selection process.

Public Notification of Enrollment Opportunities

In accordance with *Idaho Code* § 33-5205(3)(s), Heritage Academy has adopted the following process by which citizens of the area of attendance will be made aware of enrollment opportunities at the school:

Heritage Academy will disseminate enrollment information, taking into consideration the language demographics of the attendance area, at least three months in advance of the enrollment deadline established by Heritage Academy each year. Such information will be posted in highly visible and prominent locations within the area of attendance. The notice process will also include dissemination of enrollment opportunity information through press releases or public service announcements through media outlets that broadcast or disseminate printed publications within the area of attendance. These announcements will be broadcast or published by these media outlets on at least three occasions, beginning not later than 14 days prior to the enrollment deadline each year. The enrollment information will advise that all prospective students will be given the opportunity to enroll in Heritage Academy regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

Enrollment Deadline

Each year, Heritage Academy will establish an enrollment admissions deadline, which shall be the date by which all requests for admission to attend the school for the next year must be received. The enrollment deadline will not be changed once the enrollment information is disseminated as required by state law.

Equitable Selection, Over Enrollment & Waiting Lists

If the capacity is insufficient to enroll all prospective students, then the Board of Directors shall

determine which students will be offered admission to the school by conducting a fair and equitable selection process. The selection procedure shall be conducted as follows:

1. The name of each prospective student on the proposed attendance list shall be individually affixed to or written on a three by five inch index card. The index cards shall be separated by grade. The selection procedure shall be conducted one grade level at a time, with the order for each grade level selected randomly. The index cards containing the names of the prospective students for the grade level being selected shall be placed into a single container.
2. A neutral, third party will draw the grade level to be completed first and then draw each index card from the container for that grade level, and this person will write the selection number on each index card as drawn, beginning with the numeral "1" and continuing in sequence thereafter. In addition, after selecting each index card, the name of the person selected will be compared to the proposed attendance list to determine whether any preferences are applicable.
3. If the name of the person selected is a returning student (for enrollment in subsequent years), then the letter "A" will be written on the index card. If the name of the person selected is the child of a founder or full-time employee, the letter "B" will be written on such index card. If the name of the person selected is the sibling of another student that has already been selected for admission to the public charter school, then the letter "C" will be written on the index card. If the name of the person selected resides in the attendance area of the public charter school, then the letter "D" will be written on the index card. (Note: in the school's first year of operation, only letters "B" through "E" will be used.)
4. With regard to the sibling preference, if the name of the person selected has a sibling in another grade who has already been selected, but the person previously selected did not have the letter "C" written on his or her index card (because a sibling had not been selected for admission prior to the selection of the index card of that person), the letter "C" will be written on that person's index card at this time.
5. With regard to the preference provided to children of founders and full time employees, a running tally shall be kept during the course of the selection procedure of the number of index cards, in the aggregate, that have been marked with the letter "B." When the number of index cards marked with the letter "B" equals ten percent of the proposed capacity of the public charter school for the school year at issue, then no additional index cards shall be marked with the letter "B," even if such person selected would otherwise be eligible for the founder/full time employee preference.
6. After all index cards have been selected for each grade, then the index cards will be sorted for each grade level in accordance with the following procedure. All index cards with the letter "A" shall be sorted first, based on the chronological order of the selection number written on each index card; followed by all index cards with the letter "B," based on the chronological order of the selection number written on each index card; this process shall continue through to the letter "E," which will be followed by all index cards containing no letters, based on the chronological order of the selection number written on each index card.
7. After the index cards have been drawn and sorted for all grade levels, the names will be transferred by grade level, and in such order as preferences apply, to the final selection list.

8. The names of the persons in highest order on the final selection list shall have the highest priority for admission to the public charter school in that grade and shall be offered admission to the public charter school in such grade until all seats for that grade are filled.
9. Once on a waiting list, students will remain eligible for placement within the school throughout the entire school year for which they applied. There shall be no carryover from year to year of the waiting list maintained to fill vacancies at the school. A new lottery shall be conducted each year to fill vacancies which become available. Students wishing to be removed from the waiting list must make their request in writing to the school.
10. Once the enrollment period is complete and waiting lists have been established through lottery as described above, subsequent applications will be added to the waiting lists on a first come-first served basis.

Disciplinary Procedures: Suspension, Expulsion, & Re-enrollment

Heritage Academy recognizes that effective instruction requires an orderly environment focused on learning and that schools have an important role to fill in supporting parent efforts to teach basic values to their children. The school will establish a code of conduct and other rules clearly defining expectations, as well as appropriate and inappropriate behaviors. The Board will create the Parent & Student handbook which clearly identifies behavior expectations, consequences and other applicable policies. The handbook will include official notification of disciplinary rules. Parents/Guardians and students will be asked to thoroughly review all school policies, contents, and permissions and then sign an acknowledgement form asserting that they have read and understand the policies and procedures governing conduct at Heritage Academy.

Suspensions and expulsions will comply with Section 33-512, *Idaho Code*. The Administrator or his/her designee may suspend a student for violation of school policy. The Administrator or any staff member may recommend a student for disciplinary action. Suspension or Expulsion will be considered only as the final option in a series of efforts to avoid such measures including but not limited to the following steps:

Step1: Parent/ Guardian incident notification procedure (written and/or verbal)

Step 2: Administrator intervention.

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

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

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

Heritage Academy's Board of Directors must approve any expulsion. The Board shall establish disciplinary procedures and may add or amend any disciplinary procedure consistent with Idaho Law. Students, parents or staff members may appeal the decision of the Administrator to

the Board. For students wanting to re-enroll, the parent or legal guardian may reapply and enter the lottery process again only if the student was not expelled for violation of school policies or other serious disciplinary problems. All other students wanting to re-enroll are free to do so by reapplying through the lottery.

Discipline for students with disabilities shall comply with Idaho Code 33-205 and IDEA. The *Idaho Special Education Manual* encourages schools to address student misconduct through appropriate school wide discipline policies, instructional services, and/or related services. Therefore, if a student has behavior problems that interfere with his or her learning or the learning of others, an individualized education program (IEP) team shall consider the use of strategies, including positive behavioral supports and interventions, to address the behavior. If the IEP team determines that such services are needed, they be included in the IEP and be implemented. Students with disabilities who are subject to disciplinary actions by a district are entitled to all of the due process rights afforded students without disabilities under Idaho Code 33-205.

In addition to these rights, the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) provides special education rights and additional discipline procedures to a student with a disability whom the Academy is removing from his or her current educational placement. These procedures come into play when Heritage is unable to work out an appropriate placement for the student. Further, these procedures do not prevent the Administrator from maintaining a safe environment conducive to learning that is critical for all students. Even though Idaho Code allows the Administrator to “temporarily suspend” students for up to 20 school days, all students with disabilities who have been suspended or expelled for more than 10 cumulative academy days in an academy year retain the right to a free appropriate public education. (FAPE).

General Discipline Guidelines for students with disabilities

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

1. The Administrator may remove a student from his or her current placement to an appropriate interim alternative education setting (IAES) or another setting for not more than 10 consecutive days to the extent those alternatives are applied to students without disabilities.
2. The Administrator may suspend any student, including a special education student, for up to 10 cumulative school days in a school year if he or she violates the code of student conduct, and services may cease during this period. In accordance with Idaho Code:
 - a. The Administrator has the authority to order a disciplinary suspension for up to 5 school days.
 - b. The BOD can extend the disciplinary suspension for up to 5 additional school days.
3. A series of suspensions exceeding 10 days in a school year shall not constitute a pattern of removals resulting in a change of placement, without following the procedures discussed in the most current *Idaho Special Education Manual*.
4. Students who have not been determined eligible for special education may be entitled to an evaluation and other IDEA rights—including the right to FAPE during periods of

disciplinary suspension that extend beyond 10 cumulative school days in a school year if:

- a. Heritage Academy had knowledge that the student met the IDEA eligibility prior to the behavior that precipitated the disciplinary suspension; and
- b. The parent and/or adult student asserts the right to FAPE.

Procedures for Abuse of Alcohol or Controlled Substances

Pursuant to federal regulations set forth by the Drug Free Workplace Act of 1988, Heritage Academy is committed to the concept of having a drug free student environment. It is our intent that programs and activities be planned and carried out by the professional staff that will enable the school to achieve this goal.

The primary focus of our program will be educational in nature with instruction geared to discourage student experimentation with any illegal controlled substances or mood-altering substances. A companion focus of this program shall be aimed to assist students who have made unacceptable choices regarding any controlled substance; a necessary part of this focus is an attitude among teachers and other staff members that one of our responsibilities is to assist those students who need help in overcoming their potentially addictive behaviors. We believe that it is possible to have a drug free environment in a school setting. If a student cannot, or will not, commit to responsible behavior to help achieve this goal, several sanctions may be imposed as a disciplinary measure. These include, but are not limited to, the following:

1. Parent/guardian notification
2. Referral to support, such as counselors and/or health professionals
3. Referral to an outside agency for chemical dependency assessment and/or treatment
4. Suspension or Expulsion

Referral Policy. When there is reasonable cause to believe a student illegally uses, sells, distributes, or possesses drug paraphernalia, drugs, alcohol, or other mood-altering substances in school, on or adjacent to school property, or at school functions, the student will be subject to discipline pursuant to this policy.

Charter School Attendance Alternative

Because Heritage Academy is a new charter school and not a conversion of an existing school, the attendance alternative would be the same as for those presently residing within the Area of Attendance as defined in Tab 2 *Target Student Population* above. Students located within the attendance area of the Charter School would have the option to enroll in existing public schools presently serving the area. No student will be required to attend Heritage Academy.

Habitual Truancy, Incurrigibility & Disruptive Students

Students of Heritage Academy may be denied attendance for any of the following reasons:

- If the student is an habitual truant, defined by Idaho Code 33-206 as any public school pupil who, in the judgment of the board of trustees, repeatedly has violated the attendance regulations established by the board; or any child whose parents or guardians, or any of them, have failed or refused to cause such child to be instructed as provided in Idaho Code.
- If the student is incorrigible,
- If the student is deemed by the board of trustees to be disruptive of school discipline or instruction effectiveness, or
- If the student is detrimental to the health and safety of the other students

In addition, students attempting to enroll in Heritage Academy after being expelled from another district may be denied enrollment. Students who are expelled from Heritage Academy or denied enrollment will be denied enrollment for not less than one calendar year. Heritage Academy will comply with Idaho Code 33-205 which states that “No pupil shall be expelled nor denied enrollment without the board of trustees having first given written notice to the parent or guardian of the pupil, which notice shall state the grounds for the proposed expulsion or denial of enrollment and the time and place where such parent or guardian may appear to contest the action of the board to deny school attendance, and which notice shall also state the rights of the pupil to be represented by counsel, to produce witnesses and submit evidence on his own behalf, and to cross-examine any adult witnesses who may appear against him. Within a reasonable period of time following such notification, the board of trustees shall grant the pupil and his parents or guardian a full and fair hearing on the proposed expulsion or denial of enrollment. However, the board shall allow a reasonable period of time between such notification and the holding of such hearing to allow the pupil and his parents or guardian to prepare their response to the charge. Any pupil who is within the age of compulsory attendance, who is expelled or denied enrollment as herein provided, shall come under the purview of the juvenile corrections act, and an authorized representative of the board shall, within five (5) days, give written notice of the pupil’s expulsion to the prosecuting attorney of the county of the pupil’s residence.

Discipline for students with disabilities, including expulsion and denial of attendance will comply with the requirements of the Individuals with Disabilities Education Act and the Idaho Special Education Manual as adopted by the Heritage Academy Board of Directors and described in the Heritage Academy charter petition.

Student Handbook & Accessibility

The Parent & Student Handbook will be distributed to all families which clearly identifies behavior expectations, consequences and other applicable policies. To ensure parents/guardians have access to the Parent & Student Handbook, it will be included as part of each student’s registration packet and posted on the school website. Before any registration packet will be deemed “complete,” parents/guardians and students will be asked to thoroughly review all school policies, contents, and permissions and then sign an acknowledgement form asserting that they have read and understand the policies and procedures governing conduct at Heritage Academy.

Tab 8: Business Plan, Transportation, & School Lunch Program

Business Plan

Heritage Academy, Inc. was incorporated in August of 2009 and organized exclusively for educational purposes within the meaning of Internal Revenue Code § 501(c)(3). Notwithstanding any other provision of its articles of incorporation, Heritage Academy will not carry on any other activities not permitted to be carried on: (i) by a corporation exempt from Federal Income Tax under § 501(c)(3) (or corresponding provision of any future U.S. Internal Revenue Law), or (ii) by a corporation, contributions to which are deductible under Internal Revenue Code § 170(c)(2).

Marketing Plan

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

- School website that will introduce the school's mission, vision, philosophy, method of instruction, and other information about the school.
- Brochures promoting the curriculum and methods used at Heritage Academy.
- Public informational meetings about Heritage Academy will be held in accordance with Idaho Statute §67-23.
- Enrollment information will be printed in English and additional languages as necessary to reflect the demographics of the area, at least three months ahead of enrollment deadline.
- Enrollment information will be posted in highly visible and prominent locations in English and Spanish within the attendance area of Heritage Academy.
- Heritage Academy will ensure press releases are in English and Spanish and will be disseminated to media outlets and/or printed publications serving the attendance area. These announcements will start at least 14 days before the enrollment deadline each year and will run on at least three occasions.

Instructional Arrangements

Heritage Academy's Board and its Administrator will determine the school calendar, schedule, and hours of operation. Within that general format, the Administrator, in consultation with the Board, will establish the school year calendar in compliance with the requirement of providing 900 hours of instruction.

Administrative services will be provided by the Administrator and supplemented by other contracted services as needed. Annual programmatic and financial reports will be presented to the Board. The Administrator will also serve as the liaison between the Board, and parents unless otherwise directed by the Board. Financial operations will be contracted out to licensed and bonded entities.

Funding sources will include state allocation per pupil, federal start-up grants, private grants, business partnerships, and donations.

Day-to-Day Operations

The Administrator will determine the day-to-day operations of the school. The Board of Directors will have oversight authority.

Budget

Heritage Academy's budget:

- will be prepared in compliance with section 33- 801, Idaho Statutes and policy of the State Board of Education,
- will be presented at a public hearing in June of the year the school will open, and
- will be delivered to the SDE as required on or before July 15 prior to the start of the school year. The budget will be prepared, approved and filed using the form prescribed by the State Superintendent of Public Instruction.

Transportation Services ~~Proposal~~

In accordance with Idaho Code Section 33-1501 and 33-1006, where practicable the school will provide transportation to students that reside more than 1 ½ miles from the school and within the Primary Area of Attendance. Heritage Academy will ensure its transportation policy complies with Idaho Code 33-402(g), 33- 1510, 33-1006, 33-1501 through 1514, 33-5208, and 67-2806 inasmuch as they are applicable to Academy.

School Lunch Program Plan

Since studies have shown that school meal programs are essential to academic achievement, Heritage Academy will provide breakfast through the National School Breakfast Program, and lunch through the National School Lunch Program. These programs provide nutritionally balanced, low-cost or free lunches to children each school day. Heritage Academy will participate in the Community Eligibility Program (CEP) when the school's demographic characteristics allow participation. Information regarding eligibility for free and reduced lunch will be collected, in the event that the school discontinues participation in the CEP, as part of the initial registration packet and will be stored separately from the students' cumulative files.

Appendix A: Articles of Incorporation & Bylaws

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SECRETARY OF STATE
STATE OF IDAHO

**ARTICLES OF INCORPORATION
OF
HERITAGE ACADEMY, INC.**

We, the undersigned natural persons all being of the age of eighteen years or more, acting as incorporators under the provisions of Title 30, Chapter 3, Idaho Code, adopt the following Articles of Incorporation for Heritage Academy, Inc.

**Article I
NAME**

The name of the corporation is Heritage Academy, Inc.

**Article II
DURATION**

The period of duration of the corporation is perpetual.

**Article III
PURPOSE**

(a) The corporation is created to act and operate exclusively as a nonprofit corporation pursuant to the Idaho Nonprofit Corporation Act as amended and supplemented. The purpose for which the corporation is created is to establish and operate a school for grades K through 8 and educational activities related thereto.

(b) The general purpose for which the corporation is formed is to operate exclusively for such educational purposes and any and all other lawful purposes, activities and pursuits which are substantially similar to and reasonably related to the foregoing as will qualify it as an exempt organization under Section 501(c)(3) of the Internal Revenue Code.

(c) The corporation may solicit and receive contributions, purchase, own and sell real and personal property, make contracts, invest corporate funds, spend corporate funds for corporate purposes, and engage in any other activity in furtherance of, incidental to, or connected with any of the foregoing purposes.

**Article IV
MEMBERS/STOCK**

The corporation shall not have any class of members or stock.

**Article V
BY-LAWS**

IDAHO SECRETARY OF STATE
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1 @ 30.00 = 30.00 INC NONP 0 2
1 @ 20.00 = 20.00 NON EXPR 0 3

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Provisions for the regulation of the internal affairs of the corporation shall be set forth in the By-Laws of the corporation.

Article VI DIRECTORS

The number of directors of the Corporation shall be no less than three (3) and no more than seven (7), as fixed from time to time in accordance with the Bylaws of the Corporation. The number of directors constituting the initial Board of Directors of the Corporation is five (5), and the names and addresses of the persons who are to serve as directors until their successors are elected and shall qualify are:

Blair Crouch
362 East 500 North
Jerome, Idaho 83338

Scott Bybee
5651 US Highway 93
Jerome, Idaho 83338

Anneli Crouch
362 East 500 North
Jerome, Idaho 83338

Amanda Bingham
111 East 50 North
Jerome, Idaho 83338

Kelly Bangerter
908 East Avenue F
Jerome, Idaho 83338

Article VII INCORPORATORS

The names and addresses of the incorporators are:

Blair Crouch
362 East 500 North
Jerome, Idaho 83338

Scott Bybee
5651 US Highway 93
Jerome, Idaho 83338

Anneli Crouch
362 East 500 North
Jerome, Idaho 83338

Amanda Bingham
111 East 50 North
Jerome, Idaho 83338

Kelly Bangerter
908 East Avenue F
Jerome, Idaho 83338

Article VIII REGISTERED OFFICE AND AGENT

The address of the corporation's initial registered office shall be: 112 South Lincoln Ste 5 Jerome, Idaho 83338, and the corporation's initial registered agent at such address

shall be: **Blair Crouch**. Such office may be changed at any time by the Board of Directors without amendment of these Articles of Incorporation.

The mailing address of the corporation shall be: P.O. Box 378; Jerome, Idaho 83338

Article IX PRINCIPAL PLACE OF BUSINESS

The principal place of business of this Corporation shall be Jerome County, Idaho. The business of this Corporation may be conducted in all counties of the State of Idaho and in all states of the United States, and in all territories thereof, and in all foreign countries as the Board of Directors shall determine.

Article X DISTRIBUTIONS

The property of the corporation is irrevocably dedicated to educational purposes, and no part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its directors, trustees, 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 Article III hereof.

Article XI LIMITATIONS

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 provision of these Articles of Incorporation, 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 supplemented, or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, as amended or supplemented.

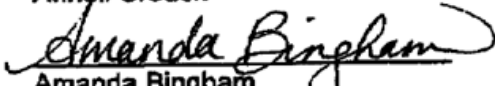
Article XII DISSOLUTION

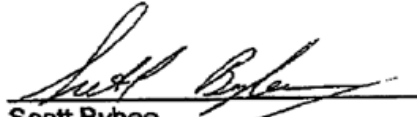
Upon the dissolution and winding up of the corporation, all assets after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for educational purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, or corresponding provisions of any

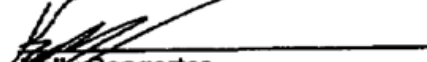
subsequent federal tax laws Any such assets not so disposed of shall be disposed of by the District Court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes. In Witness Whereof, we, Blair Crouch, Scott Bybee, Anneli Crouch, Kelly Bangerter, and Amanda Bingham have executed these Articles of Incorporation in duplicate this 21 day of August , 2009, and say: That they are all incorporators herein; that they have read the above and foregoing Articles of Incorporation; know the contents thereof and that the same is true to the best of their knowledge and belief, excepting as to matters herein alleged upon information and belief and as to those matters they believe to be true.


Blair Crouch


Anneli Crouch


Amanda Bingham


Scott Bybee


Kelly Bangerter

AMENDED AND RESTATED ARTICLES
OF INCORPORATION OF
HERITAGE ACADEMY CHARTER SCHOOL, INC.

Pursuant to the provisions of Section 30-3-90 and 94 of the Idaho Nonprofit Corporation Act, the undersigned adopts the following Amended and Restate Articles of Incorporation:

Article I

NAME

The name of the corporation is Heritage Academy, Inc.

Article II

DURATION

The period of duration of the corporation is perpetual.

Article III

PURPOSE

(a) The corporation is created to act and operate exclusively as a nonprofit corporation pursuant to the Idaho Nonprofit Corporation Act as amended and supplemented. The purpose for which the corporation is created is to establish and operate a public charter school and educational activities related thereto.

(b) The general purpose for which the corporation is formed is to operate exclusively for such educational purposes and any and all other lawful purposes, activities and pursuits which are substantially similar to and reasonably related to the foregoing as will qualify it as an exempt organization under Section 501(c)(3) of the Internal Revenue Code.

(c) The corporation may solicit and receive contributions, purchase, own and sell real and personal property, make contracts, invest corporate funds, spend corporate funds for corporate purposes, and engage in any other activity in furtherance of, incidental to, or connected with any of the foregoing purposes.

Article IV

MEMBERS/STOCK

The corporation shall not have any class of members or stock.

Article V

BY-LAWS

Provisions for the regulation of the internal affairs of the corporation shall be set forth in the Bylaws of the corporation.

Article VI DIRECTORS

In order for the Corporation to conduct business, a quorum, as set forth and defined in the Bylaws, must be present. The number of directors of the Corporation shall be no less than three (3) and no more than seven (7), as fixed from time to time in accordance with the Bylaws of the Corporation. The number of directors constituting the initial Board of Directors of the Corporation is five (5), and the names and addresses of the persons who are to serve as directors until their successors are elected and shall qualify are:

Blair Crouch
362 East 500 North
Jerome, Idaho 83338

Scott Bybee
5651 US Highway 93
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Anneli Crouch
362 East 500 North
Jerome, Idaho 83338

Amanda Bingham
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Jerome, Idaho 83338

Kelly Bangerter 908
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Jerome, Idaho 83338

Article VII INCORPORATORS

The names and addresses of the incorporators are:

Blair Crouch
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Jerome, Idaho 83338

Scott Bybee
5651 US Highway 93
Jerome, Idaho 83338

Anneli Crouch
362 East 500 North
Jerome, Idaho 83338

Amanda Bingham
111 East 50 North
Jerome, Idaho 83338

Kelly Bangerter 908
East Avenue F
Jerome, Idaho 83338

Article VIII
REGISTERED OFFICE AND AGENT

The address of the corporation's registered office shall be: 500 S. Lincoln Ave. Jerome, Idaho 83338, and the corporation's initial registered agent at such address shall be: Ms. Teresa Berry, Clerk of the Board of Directors. Such office may be changed at any time by the Board of Directors without amendment of these Articles of Incorporation.

The mailing address of the corporation shall be: 500 S. Lincoln Ave. Jerome, Idaho 83338

Article IX
PRINCIPAL PLACE OF BUSINESS

The principal place of business of this Corporation shall be Jerome County, Idaho. The business of this Corporation may be conducted in all counties of the State of Idaho and in all states of the United States, and in all territories thereof, and in all foreign countries as the Board of Directors shall determine.

Article X
DISTRIBUTIONS

The property of the corporation is irrevocably dedicated to educational purposes, and no part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its directors, trustees, 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 Article III hereof.

Article XI
LIMITATIONS

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 provision of these Amended and Restated Articles of Incorporation, 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 supplemented, or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, as amended or supplemented.

ARTICLE XII
AMENDMENT OF ARTICLES OF INCORPORATION

The Corporation reserves the right to amend or repeal any provisions contained in these Articles of Incorporation or any amendment to them, and all rights and privileges conferred upon the members, directors, and officers are subject to this reservation. The Articles of Incorporation may be amended in accordance with the provisions of the laws of the State of Idaho, as amended from time to time, unless more specific provisions for amendments are adopted by the Corporation pursuant to Idaho law.

Amendments to these Articles of Incorporation shall require the assent of two-thirds (2/3) of the Directors.

ARTICLE XIII
INDEMNIFICATION

The Corporation shall indemnify each Officer and Director, including former Officers and Directors, to the full extent permitted by the laws of the State of Idaho.

Article XIV
DISSOLUTION

Upon the dissolution and winding up of the corporation, all assets after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to the Corporation's authorizing entity. Any such assets not so disposed of shall be disposed of by the District Court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

[Remainder of page intentionally left blank]

IN WITNESS WHEREOF, we, Blair Crouch, Scott Bybee, Anneli Crouch, Kelly Bangerter, and Amanda Bingham have executed these Amended and Restated Articles of Incorporation in duplicate this 8th day of June, 2010, and say: That they are all incorporators herein; that they have read the above and foregoing Amended and Restated Articles of Incorporation; know the contents thereof and that the same is true to the best of their knowledge and belief, excepting as to matters herein alleged upon information and belief and as to those matters they believe to be true.

/Blair Crouch/
Blair Crouch

/Scott Bybee/
Scott Bybee

/Anneli Crouch/
Anneli Crouch

/Kelly Bangerter/
Kelly Bangerter

/Amanda Bingham/
Amanda Bingham

**BYLAWS
OF
HERITAGE ACADEMY, INC.**
An Idaho Nonprofit Corporation

ARTICLE 1: OFFICES

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

ARTICLE 2: PURPOSE

The specific and general purposes of the corporation are described in the Articles of Incorporation.

ARTICLE 3: NO MEMBERS

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

ARTICLE 4: DIRECTORS

Section 4.1 General Powers

Subject to the limitations of the Idaho Nonprofit Corporation Act, the corporation's Articles of Incorporation and these Bylaws, the activities and affairs of the corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board. The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. No assignment, referral or delegation of authority by the Board or anyone acting under such delegation shall preclude the Board from exercising full authority over the conduct of the corporation's activities, and the Board may, subject to contractual obligations as may exist, rescind any such assignment, referral or delegation at any time.

Section 4.2 Specific Powers

Without prejudice to its general powers, but subject to the same limitations set forth above, the Board shall have the following powers in addition to any other powers enumerated in these Bylaws and permitted by law:

- a. To select and remove all of the officers, agents and employees of the corporation; to prescribe powers and duties for them which are not inconsistent with law, the corporation's Articles of Incorporation or these Bylaws; and to fix their compensation;
- b. To conduct, manage and control the affairs and activities of the corporation and to make such rules and regulations therefore which are not inconsistent with the law, the corporation's Articles of Incorporation or these Bylaws, as it deems best;
- c. To adopt, make and use a corporate seal and to alter the form of the seal from time to time, as it deems best;
- d. To borrow money and incur indebtedness for the purpose of the corporation, and to cause to be executed and delivered therefore, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecation's and other evidences of debt and securities therefore;
- e. To act as trustee under any trust incidental to the principal object of the corporation, and to receive, hold, administer, exchange and expend funds and property subject to such trust;
- f. To acquire by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of real and personal property;
- g. To assume any obligations, enter into any contracts or other instruments, and do any and all other things incidental or expedient to the attainment of any corporate purpose; and
- h. To carry out such other duties as are consistent with the tax-exempt purpose for which the corporation is formed..

Section 4.3 Number, Election and Term of Directors

- a. The authorized number of Directors shall be no less than three (3) and no greater than seven (7) until changed by amendment of these Bylaws.
- b. Those Directors who are to be elected by the Board of Directors shall be so elected at the annual meeting of the Board of Directors then in the office. The existing Directors of the corporation shall nominate each Director. The duration of the term of each Director shall be staggered so as to promote continuity in the Board.

Section 4.4 Resignation and Removal

Any Director may resign effective upon giving written notice to the Board, unless the notice specifies a later effective time. If the resignation is effective at a future time, a successor may be nominated by a Director and voted in by majority vote of the Board before such time, to take office when the resignation becomes effective. A Director may be removed without cause by majority of the Directors then in office.

Section 4.5 Vacancies

- a. A Board vacancy or vacancies shall be deemed to exist if any Director dies, resigns, or is removed, or if the authorized number of Directors is increased.
- b. The Board may declare vacant the office of any Director who has been convicted of a felony.
- c. A vacancy on the Board shall be filled in the same manner of selection as that used to select the Director whose office is vacant, provided that vacancies to be filled by election by Directors may be filled by a vote of the majority of the remaining Directors, although less than a quorum. Each Director so elected shall hold office until a successor has been appointed and qualified.

No reduction of the authorized number of Directors shall have the effect of removing any Director prior to the expiration of the Director's term of office.

Section 4.6 Place/Notice of Meetings

Meetings of the Board may be held at the principal office of the corporation or at any other place that has been designated in the notice of the meeting by resolution of the Board. Appropriate notices of the meeting complying with Idaho law shall be posted. The public, any board member or officer of the corporation shall place any desired item on the agenda of any board meeting by notifying in writing, no later than 5 business days prior to the scheduled board meeting, a description shall be delivered to the then acting secretary of the corporation.

Section 4.7 Annual Meetings

The Board shall hold an annual meeting for the purposes of organization, selection of directors and officers, approval of the annual budget and the transaction of other business.

Section 4.8 Quarterly Meetings

Quarterly meetings of the Board shall be held on such dates and at such times and places as may be from time to time fixed and notified by the Board.

Section 4.9 Special Meetings

- a. Special meetings of the Board for any purpose(s) may be called at any time by the Chairman of the Board, if there is such an officer, the President, or the Secretary.
- b. Special meetings of the Board may be held after each Director has received notice by mail, telecopy, e-mail or telephone.
- c. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

Section 4.10 Quorum and Voting

In order for the Board to act on behalf of the corporation, a quorum must be present. Two thirds (2/3) of the authorized Directors shall constitute a quorum. The Board shall attempt to reach a general consensus on all actions before the Board. ~~Provided, however, that every act or decision done or made by a majority of the Directors present at a meeting duly held at which a quorum is present is an act of the Board. A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of Directors, if any action taken is approved by at least a majority of the required quorum for such meeting.~~

Section 4.11 Waiver of Notices

Notice of meeting need not be given to any Director who signs a waiver of notice, a written consent to the holding of the meeting, an approval of the minutes of the meeting, whether before or after the meeting, or who attends the meeting without protesting the lack of notice prior thereto or at its commencement. All such waivers, consents and approvals shall be filed with the corporate records or made a part of the minutes of the meetings.

Section 4.12 Adjournment

A majority of the Directors present, whether or not a quorum is present, may adjourn any Director's meeting to another time and place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time scheduled for the continuation of the meeting, to the Directors who were not present at the time of the adjournment.

Section 4.13 Rights of Inspection

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

Section 4.15 Fees and Compensation

Directors shall not receive compensation for their services; however, the Board may approve the reimbursement of a Director's actual and necessary expenses incurred in the conduct of the corporation's business. The corporation shall carry liability insurance covering the Directors and officers of the corporation as described on the Charter on the conduct of the corporation's business.

Section 4.16 Standard of Care

- a. A Director shall perform all duties of a Director in good faith, in a manner such Director believes to be in the best interest of the corporation and with such case, including the duty to make reasonable inquiries, as an ordinarily prudent person in a like situation would use under similar circumstances.
- b. In performing the duties of a Director, a Director may rely on information, opinions, reports, or statements, including financial statements and other financial data, in each case prepared or presented by:

1. One or more officers or employees of the corporation whom the Director believes to be reliable and competent in the matters presented;
2. Legal counsel, independent accountants or other persons as to matters that the Director believes to be within such person's professional or expert competence; or
3. A committee of the Board upon which the Director does not serve as to matters within a designated authority, provided the Director believes that the committee merits confidence and the Director acts in good faith, after reasonable inquiry when the need therefore is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

ARTICLE 5: OFFICERS

Section 5.1 Officers

The officers of the corporation shall be President, Secretary, and Treasurer. The corporation may also have, at the discretion of the Board, one or more Vice Presidents, one or more Assistant Secretaries, one or more Assistant Treasurers, and such other officers as may be elected or appointed. Any number of offices may be held by the same person.

Section 5.2 Election

The officers of the corporation shall be chosen at the annual meeting of the Board by and shall serve at the pleasure of the Board, and shall hold their respective offices until their resignation, removal or other disqualification from service, or until their respective successors shall be elected.

Section 5.3 Subordinate Officers

The Board may elect, and may empower the President to appoint, such other officers as the business of the corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in these Bylaws or as the Board may from time to time determine.

Section 5.4 Removal

Any officer may be removed, either with or without cause, by the Board at any time or, except for an officer chosen by the Board, by any officer upon whom the Board may confer such power of removal. Any such removal shall be without prejudice to the rights, if any, of an officer under any contract of employment.

Section 5.5 Resignation

Any officer may resign at any time by giving written notice to the Board; such resignation may not prejudice the rights, if any, of the corporation under any contract to

which the officer is a party. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 5.6 Vacancies

A vacancy in any office because of death, resignation, removal, disqualification or any other cause shall be filled in the manner prescribed in these Bylaws for regular election or appointment to such office, provided that such vacancies shall be filled as they occur and not on an annual basis.

Section 5.7 President

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

Section 5.8 Vice Presidents

In the absence or disability of the President, the Vice President(s), if any are appointed shall, in order of their ranks as fixed by the Board or, if not ranked, the Vice President designated by the Board, perform all duties of the President and, when so acting, shall have all the powers of, and subject to all the restrictions upon, the President. The Vice President(s) shall have such other powers and perform such other duties as the Board may prescribe from time to time.

Section 5.9 Secretary

- a) The Secretary shall keep or cause to be kept, at the principal office or such other place as the Board may order, a book of minutes of all meetings of the Board and its committees, including the following information for all such meetings; the time and place of holding; whether regular or special; if special, how authorized; the notice thereof given; the names of those present and absent, and the proceedings thereof. The Secretary shall keep, or cause to be kept, at the principal office in the State of Idaho, the original or a copy of the corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all directors and their respective addresses. The Secretary shall keep the seal of the corporation and shall affix the same on such papers and instruments as may be required in the regular course of business, but failure to affix it shall not affect the validity of any instrument.
- b) The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committees thereof required by these Bylaws or by law to be given, and shall distribute the minutes of meetings of the Board to all its members promptly after the meetings; shall keep the seal of the corporation in safe custody; shall see that all reports, statements and other documents required by law are properly kept or filed, except to the extent the same are to be kept or filed by the

Treasurer; and shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

- c) The Secretary or President of the corporation shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts and disbursements. The books of account shall at all times be open to inspection by any Director.

Section 5.10 Treasurer

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

ARTICLE 6: COMMITTEES

Section 6.1 Board Committees

The Board may, by resolution adopted by a majority of the Directors then in office, provided that a quorum is present, create one or more standing or ad hoc committees, each consisting of at least two (2) members of the Board, to serve at the pleasure of the Board.

ARTICLE 7: OTHER PROVISIONS

Section 7.1 Validity of Instrument

Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance or other written instrument and any assignment or endorsement thereof executed or entered into between the corporation and any other person, shall be valid and binding on the corporation when signed by the President or any Vice President and the Secretary or Treasurer of the corporation, unless the other person has actual knowledge that the signing officers has no authority to execute the same. Any such instruments may also be signed by the Board or a designated member of the Board.

Section 7.2 Construction and Definitions

Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Idaho Nonprofit Corporation Act shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both the corporation and a natural person. The captions and headings in these Bylaws are for convenience of

reference only and are not intended to limit or define the scope or effect of any provision.

Section 7.3 Fiscal Year

The fiscal year of the corporation shall be set by the Board.

Section 7.4 Conflict of Interest

Any Director, officer, key employee, or committee member having an interest in a contract or other transaction presented to the Board or a committee thereof for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the corporation's interest.

Section 7.5 Interpretation of Charter

In any instance in which the provisions of these Bylaws are in conflict with the provisions of the Charter, the provisions of these Bylaws shall control.

ARTICLE 8: AMENDMENTS

These Bylaws may be amended or repealed by a majority vote of the Board.

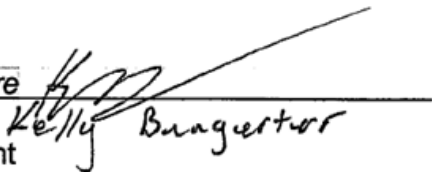
CERTIFICATE OF ADOPTION OF BYLAWS

I certify that I am the elected and acting President of Heritage Academy, Inc., an Idaho nonprofit corporation, and that the foregoing Bylaws constitute the Bylaws of such corporation as adopted by the Board of Directors.

Signature

NAME

President


Kelly Bragerton