

McKenna Charter School

September 17, 2004

District Affected: Mountain Home School District #193

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Mountain Home, Idaho

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Focus: Active Learning

“Active learning engages students in two aspects – doing things and thinking about the things they are doing” (Bonwell and Eison, 1991).

Active learning is an umbrella term that refers to several models of instruction that focus the responsibility of learning on learners. [Bonwell and Eison] cite literature which indicates that to learn, students must do more than just listen: They must read, write, discuss, or be engaged in solving problems. It relates to the three learning domains referred to as knowledge, skills and attitudes (KSA), and that this taxonomy of learning behaviors can be thought of as “the goals of the learning process”(Bloom, 1956). In particular, students must engage in such higher-order thinking tasks as analysis, synthesis, and evaluation.

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Tab 1: Vision, Mission Statement

Executive Summary

Beliefs

We desire to prepare students to handle the demands of a constantly changing and highly competitive world by helping them develop a love for learning and serving. That preparation begins in kindergarten and continues through high school.

- We believe that students are naturally curious and uniquely creative. Our task is to foster that curiosity and encourage students to employ their creativity to solve problems, meet challenges, and answer questions.
- We also believe strongly that students must be able to communicate their ideas clearly and effectively with public audiences in order to deeply understand and recall what they have learned. We focus on developing strong communication skills which include literacy, numeracy, and the arts (performing, visual, media, and practical.)
- Above all, we believe that building character is at least as important as developing academic skills. Students develop performance characteristics as they set goals, persistently achieve them, and focus on excellence. They develop relational characteristics when they respect others, work cooperatively, and serve others. Basically, we encourage the golden rule which requires us to treat others as we would be treated.
- Finally, we believe that as students develop curiosity, creativity, communication skills, and character, they will love learning and serving and will be well prepared for a constantly changing future.

Vision

We believe as students become curious, creative problem solvers who can communicate what they have learned, and have developed character through effort and kindness, they develop a love for learning and are well prepared for the future.

Mission

Our mission is to provide a non-traditional educational environment for our students by emphasizing: 1) project based learning, 2) personal responsibility, and 3) outstanding citizenship.

Legislative Intent

By providing an onsite K-6 Montessori program, and an onsite project-based junior high and high school program that is extended online for at-risk and regular ed high school students, we address the legislative intent by:

- Improving student learning;

McKenna Charter School
Tab 1: Vision, Mission Statement, Legal Status

- Increasing learning opportunities for all students, with special emphasis on expanded learning experiences for students;
- Including the use of different and innovative teaching methods;
- Utilizing virtual distance learning;
- Providing parents and students with expanded choices in the types of educational opportunities that are available within the public school system.

Enrollment

The initial enrollment for the K-6 program will be 48 students. We will enroll an additional 24 students each year for five years, until we have enrolled approximately 168 students.

Tab 2: Proposed Operations, Legal Status

Type of School

McKenna Charter School will be a new public charter school, not a conversion or replacement of an existing school. It will serve students online throughout Idaho, and onsite in Mountain Home, Idaho.

Legal Status

Idaho Virtual High School Inc., DBA Richard McKenna Charter School, is a 501(c)(3) non profit corporation organized and managed under the Idaho Nonprofit Corporation Act. Idaho Virtual High School Inc. is a Local Education Agency (LEA #453) and is authorized by the Idaho Public Charter School Commission.

Location

K-6 Campus

The proposed location of the K-6 program is at 1305 East 8th North, Mountain Home, Idaho. The attendance area of the K-6 program is Mountain Home and the Mountain Home Air Force Base. The K-6 program will begin with Kindergarten and first grade, and after that will add one grade level each year up through 6th grade.

Cole Architects have developed plans for a 17,000 sf main facility that will house up to 144 students in grades 1-6, and two, 2,500 sf annexes that will house kindergarten, and three other classrooms. The complete facility will have 9,900 sf classrooms, offices, (6 in the main building, and four in the annexes), a multipurpose room for eating, activities, and plays, a 900 sf stage which can be partitioned off for an additional classroom, and a workshop.

The facility will be built in phases. Phase one will include two annex buildings with two classrooms each. As the annexes fill initially with grades K-3, the main building—phase two—will be constructed with six more classrooms, a gym, stage, and workshop.

Each classroom will house approximately 24 students for a total of approximately 168 students.

Timeline/Cost

The plan for phase one construction (two 2,500 sf annexes plus main facility infrastructure) is to go to bid in the spring of 2015, break ground in the summer of 2015, and be ready for occupancy during the spring of 2016. School will begin in August, 2016.

The estimated finished cost for phase one is approximately \$1,300,000. The estimated finished cost of phase two is approximately \$2,125,000.

7-12 Campus

McKenna Jr./Sr. High School is located at 675 South Haskett Street in Mountain Home, Idaho. MJSHS provides a complete program for grades 7-12 that meets the Idaho minimum requirements for high school graduation.

9-12 Virtual Campus

McKenna Charter School extends its high school campus by providing online learning for both regular ed and at-risk students.

Specially designed to mirror the campus learning experience, online courses are taught by Idaho certified teachers, include peer-to-peer interaction, and foster rich learning opportunities. Online courses begin two weeks after campus classes and provide the same academic rigor of the classroom, but with greater convenience and flexibility.

Administration

Initially, one administrator will be responsible for all three programs. When financially feasible, an additional administrator may be hired to supervise the K-6 program, with the other administrator supervising the 7-12 programs.

Liability Insurance

Insurance

McKenna Charter School will procure and maintain a policy of general liability insurance and errors and omissions insurance in the amount required by state law. Insurance will be provided by insurance companies who have and maintain a rating of "A" according to the A.M. Best Company. McKenna Charter School will have the same role as a public school in matters of civil liability. The appropriate insurance and legal waivers of all district liability will be obtained as required of other nonprofit users of district resources and facilities.

Indemnification

To the fullest extent permitted by law, Idaho Virtual High School Inc—the name of the non-profit corporation—agrees to indemnify and hold harmless the state of Idaho, the chartering entity, or any other sending districts, and their officers, directors, agents, or employees from and against all claims, damages, losses and expenses, including but not limited to attorneys' fees, arising out of or resulting from any action of the school, provided that such claim, damage, loss or expense (a) is attributable to bodily injury, sickness, disease or death, or to injury or to destruction of tangible property including the loss of use resulting there from; and (b) is issued in whole or in part by any negligent act or omission of the school, any contractor of the school, or anyone directly or indirectly employed by any of them who may be liable, regardless of whether or not it is caused in part by a party indemnified hereunder. Such obligation will not be construed to negate, abridge, or otherwise reduce any other right or obligation of indemnity, which would otherwise exist as to any party or person, described in this paragraph. No host, or receiving district, will be held liable for damages in an action to recover for bodily injury, personal injury, or property damage arising out of the establishment or operation of the school.

The chartering entity shall have no liability for the acts, omissions, debts or other obligations of any charter school, except as may be provided in an agreement or contract between the chartering entity and McKenna Charter School. MCS indemnifies the chartering entity for all liability, regardless of the underlying legal theory for such claims.

Potential Effects

Initially, the impact on the school district will be minimal since we will grow our school by 48 students in grades K-1 the first year, and by 24 kindergarten students each year thereafter. Ultimately, the impact will be significant. There are about 2,880 students in grades K-8 in the Mountain Home School District. Our capacity is 216 students which is about eight percent of the district's current student enrollment.

The biggest initial impact will be on the private Montessori schools. Parents pay tuition for their kindergarten children and may prefer to send their child to a publicly funded Montessori kindergarten.

We have not received any feedback from either private or public schools about our proposed charter expansion.

Tab 3: Educational Program and School Goals

21st Century Students--Developing Self-Reliance

To be educated in the 21st century means being prepared to adapt to a constantly changing environment. Our goal is to teach our students how to learn. We cannot possibly equip them with all of the knowledge required to succeed in a constantly changing world; however, we can equip them with the skills necessary to adapt and learn. Instead of giving them a “fish”, we teach them “how to fish” so they can adapt to a changing future.

Active Learning is our method for teaching students “how to fish.” It incorporates curiosity, creative problem solving, and communication skills. It also focuses on character development by cultivating what we call performance character (planning, goal setting, time management, perseverance, craftsmanship, responsibility, cooperation) and relational character (respect kindness, cooperation, and integrity.)

The school’s philosophy is that learning is not just about gaining knowledge and acquiring facts, but being able to do something with those facts.

How Learning Best Occurs

The Four C’s of Learning

Learning at MCS focuses on four fundamental elements: Curiosity, Creativity, Communication, and Character.

CURIOSITY

Real learning begins with curiosity. At MCS, our teachers go to great lengths to pique a student’s curiosity by posing intriguing questions. These questions may be inspired by observing nature, studying history, listening to a story, or conducting a scientific experiment. The goal is to inspire awe and wonder in a student’s mind which motivates them to research, explore, and discover.

Measures of Curiosity include:

- Observations of student initiative to learn about a particular concept or process

CREATIVITY

Once a student has gained some background knowledge through their personal study, they may be presented with a unique question, challenge, or problem which requires a creative solution. This process of creative problem solving and application develops deep understanding and strengthens recall.

Measures of creativity include:

- Exhibitions of Student Work
- Performances
- Presentations

COMMUNICATION

Learning and understanding deepens when we share what we have learned with others. To share effectively, students must develop communication skills which include:

- writing (fiction and non-fiction)
- calculating (charts, graphs, statistics)
- performing arts (drama, dance, speech, music)
- visual arts (drawing, painting, design, architecture, sculpture)
- media arts (graphic design, multimedia presentations, web design and development, video production)
- practical arts (crafts, woodwork, robotics, computer programming, engineering)

Students who share what they have learned with public audiences (i.e. parents, friends, experts) are more motivated to develop and apply effective communication skills. They also understand more deeply and can recall more readily what they have learned when they share it with others.

Measures of Communication include:

- Performances
- Presentations
- Exhibitions
- Rubrics

CHARACTER

At RMCS we are concerned as much about developing a student's character as we are about developing his or her academic and creative skills.

Character at RMCS is divided into two main categories--relational and performance. Relational character focuses on being kind, cooperative, considerate, and respectful. Performance character focuses on time management, perseverance, and craftsmanship (quality, revision, and pride).

- Measures of Character include:
- Observations
- Self Assessments
- Walk Throughs
- Behavior Grades

Educational Programs

McKenna Charter School will provide a K-12 educational program. The K-6 elementary program will be based on the Montessori method of teaching and learning, while the jr./sr. high school program will utilize project-based learning.

K-6 Montessori Program

The proposed location of the K-6 Montessori program is at 1305 East 8th North, Mountain Home, Idaho. The attendance area of the K-6 Montessori program is Mountain Home and the Mountain Home Air Force Base. The K-6 Montessori program will grow one grade level per year beginning with kindergarten and ending with the 6th grade. We will build facilities as needed.

Montessori Education

The Montessori method of teaching and learning is nearly opposite of what happens in a traditional public school. Instead of moving lock-step as a group, students are encouraged to discover and delve into subjects as deeply as they desire. They are required to accomplish certain tasks each week, but are allowed to choose when and how much time they spend on a particular task. What they accomplish each week is called “work” and helps to instill a sense of pride, ownership, and achievement and develops a strong work ethic.

The Montessori model relies heavily upon manipulatives that are engineered to teach and reinforce concepts. For example, students begin learning how to write letters by tracing the letter in a box of sand. This kinetic connection helps to wire the child’s brain. After experiencing letters kinetically, they are better prepared to write letters.

The same holds true for math. There are a number of math manipulatives that range from a number tower, to math beads wired together in grids of 10x10 beads. They begin to build a number sense by stacking one grid on top another.

Sciences are taught by observing and experiencing. Time is spent in and out of the classroom growing plants and caring for animals/insects. They learn physics by using levers, weights, and scales. They learn to observe and categorize their observations by organizing objects by sounds, textures, and weights.

Art, music, and movement are an integral part of a Montessori curriculum. Emphasis is placed on participation more than perfection. Students exhibit their work in classrooms and hallways and have opportunities to perform on stage.

The teacher is literally the “guide-at-the-side” and helps students individually and in small groups. She also challenges students to work on more demanding tasks when they have mastered a concept.

Students are not given letter grades, but are assessed by the teacher who shares her observations regularly with parents. The non-graded setting reduces competition and comparisons. Students are taught to be considerate and to put away manipulatives neatly in a specific place so that others may use them. They are also taught to treat each other with kindness, respect, and patience.

Since Montessori classrooms combine two or three grade levels, students are able to learn from their older classmates, and look forward to doing things the older students are doing. Older students help teach younger students which, in turn, reinforces what the older students have learned. (See Appendix A for more information.)

7-12 Onsite Project-based High School Program

McKenna Jr./Sr. High School is located at 675 South Haskett Street in Mountain Home, Idaho. MJSHS provides a complete program for grades 7-12 that meets the Idaho minimum requirements for high school graduation. All of the courses are project-based.

9-12 Online Project-based High School Program

McKenna Charter School extends its high school campus by providing online learning for both regular ed and at-risk students.

Specially designed to mirror the campus learning experience, McKenna's online courses are taught by Idaho certified teachers, include peer-to-peer interaction, and foster rich learning opportunities. Online courses begin two weeks after campus classes and provide the same academic rigor of the classroom, but with greater convenience and flexibility.

(See Appendix B for High School Course Descriptions)

Goals

Our mission is to provide a non-traditional educational environment for our students by emphasizing: 1) project based learning, 2) personal responsibility, and 3) outstanding citizenship.

BUILDING CURIOSITY

Teachers at MCS employ strategies to ignite student curiosity and track student understanding, and they maximize opportunities for student voice, critical thinking, and leadership. Thoughtful lesson design leads students to want to learn, to work collaboratively, and to be aware of their learning process.

Measures of Curiosity include:

- Walk Throughs
- Observations of student motivation and initiative to learn concepts or processes.

FOSTERING CREATIVITY

Teaching at MCS fosters creativity about the world by creating learning situations that provide something important to think about, time to experiment, and time to make sense of what is observed.

Measures of creativity include:

- Exhibitions of Student Work
- Performances
- Presentations

DEVELOPING COMMUNICATION SKILLS

Learning activities integrate skills of reading, writing, listening, speaking, numeracy, and research, as well as critical thinking, problem solving, and collaboration. Explicit literacy instruction, using appropriately challenging text, takes place in learning activities at all grade levels.

At MCS, students are engaged in skills-rich projects that result in high-quality products or performances for audiences beyond the classroom. Projects are a primary structure for in-school learning, teaching core skills and content through classroom lessons, discussions, labs, and work sessions, as well as through student research and fieldwork.

McKenna Charter School
Tab 3: Educational Program and School Goals

Projects are used to teach literacy and math skills, critical thinking, collaboration, and problem-solving. The products of student projects are typically modeled on real-world documents and artifacts, with professional models guiding student work.

Measures of Communication include:

- Walk Throughs
- Observations
- Performances
- Presentations
- Exhibitions
- Rubrics

DEVELOPING CHARACTER

At MCS, students undertake tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline, and significant achievement. A teacher's primary task is to help students overcome their fears and discover they can do more than they think they can.

Individual development and group development are integrated so that the value of friendship, trust, and group action is clear. Students are encouraged to compete, not against each other, but with their own personal best and with rigorous standards of excellence.

All students need to be successful if they are to build the confidence and capacity to take risks and meet increasingly difficult challenges. But it is also important for students to learn from their failures, to persevere when things are hard, and to learn to turn disabilities into opportunities.

- Measures of Character include:
- Observations
- Self Assessments
- Walk Throughs
- Behavior Grades

Thoroughness Standards

1. A safe environment conducive to learning is provided;
 - One of our guiding principles is that students must feel safe, physically and emotionally, before deep learning can take place. We accomplish this by having a zero tolerance rule for disrespect in any form with any person. Our teachers create an environment of trust where students feel safe enough to express a different opinion or consider a new idea.
 - We also ensure safety from external threats by controlling who can come into the building with a controlled locking system, providing bullet proof glass, and practicing crisis procedures.
2. Educators are empowered to maintain classroom discipline;

McKenna Charter School
Tab 3: Educational Program and School Goals

- Teachers are given the authority to discipline students within the guidelines of school policy. Teachers, staff, and the principal also serve on a disciplinary committee which meets regularly to review student behavior and recommend disciplinary actions.
3. The basic values of honesty, self-discipline, unselfishness, respect for authority and the central importance of work are emphasized;
 - A portion of a student's evaluation is based on character development. Character development focuses on the four main rules of our school: Show Up, Show Up Early, Work Hard, Be Respectful.
 - Working hard means completing all of the assigned tasks to the best of your ability and beyond. It also incorporates accuracy, neatness, and quality.
 - Being respectful is the cardinal rule because it incorporates kindness, patience, and courtesy.
 - In addition to our four basic rules, we also have a list of work place behaviors which students memorize and by which they are evaluated. (See Appendix D: Workplace Behaviors)
 4. The skills necessary to communicate effectively are taught;
 - One of MCS's requirements is that students share what they have learned with others. This involves creating narratives, research, presentations, performances, and publications. Communication skills are incorporated throughout the project. Since students are working on authentic projects for real audiences, they are more motivated to develop the skills necessary to produce quality work.
 5. A basic curriculum necessary to enable students to enter academic or professional-technical postsecondary educational programs is provided;
 - The high school curriculum provides all of the courses necessary for a high school diploma.
 6. The skills necessary for students to enter the work force are taught;
 - Workplace behaviors are incorporated school wide, and in every subject and course.
 - Job shadowing opportunities with community partners are offered within the onsite high school program.
 7. The students are introduced to current technology.
 - Students are introduced to technology as instructional tools throughout the curriculum.
 8. The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools and communities is emphasized.
 - Following our four basic rules of showing up, showing up early, working hard, and being respectful, prepares students to be responsible citizens of their home, school and community.
 - Part of our mission is to teach our students how to work hard, respect, and serve one another. Our Volunteer Corp gives our students opportunities to serve in the community.

Graduation Requirements

McKenna Jr./Sr. High School will offer a diploma and require that students meet at least the minimum graduation requirements established by the Idaho State Board of Education. Additional graduation requirements may be established by the Board of Directors. (See Appendix C: Onsite Student Handbook for MJSHS Graduation Requirements.)

McKenna Online will accept credits only from accredited secondary and postsecondary institutions.

How Special Education and Other Special Needs Will Be Met

Special Education Services

McKenna Charter School will comply with the Individuals with Disabilities in Education Act ("IDEA"), Section 504 of the Rehabilitation Act ("Section 504"), and the Americans with Disabilities Act ("ADA"). McKenna Charter School is solely responsible for compliance with Section 504 and the ADA. McKenna Charter School works diligently to ensure full compliance with the IDEA.

As an LEA, McKenna Charter School is responsible for assuring compliance with these programs. Students with disabilities will be served according to federal and state laws regarding special education, including but not limited to Section 504 of the Rehabilitation Act (Section 504), the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), and other applicable legislation. McKenna Charter School has a nondiscrimination policy with regard to admissions which may be found in the student handbook and on the school's website..

Students with disabilities will be served in accordance with their Individualized Education Programs (IEPs). All IEP's will be developed by a certified special education teacher in accordance with all applicable laws and regulations.

McKenna Charter School will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it. Expenses to educate students with disabilities that exceed federal reimbursements will be drawn from the general fund.

McKenna Charter School will, consistent with applicable law, work to ensure that all students with disabilities that qualify under the IDEA:

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

McKenna Charter School
Tab 3: Educational Program and School Goals

McKenna Charter School will form a multidisciplinary team (consisting of a parent or guardian, the classroom teacher, the special education teacher, the school principal, and psychologists, therapists, or counselors as required) to consider a student's eligibility for special education. If the 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 or made possible through a cooperative arrangement with another school or district.

A special education teacher either employed full-time by the school or providing services on a contracted or part-time basis (depending on the number of students with IEPs) will be responsible to monitor Individual Education Plans (IEP) in multiple classrooms and supervise the implementation of IEPs as written. Highly qualified, certified teachers will provide services in an inclusion model to the extent possible depending on the degree of intervention necessary to meet the students' needs. Paraprofessionals will be used to support instruction as needed and allowed by IDEA and the ESEA. The special education teacher will consult with the general education staff to ensure they are utilizing effective classroom interventions, adaptations, and modifications. Generally the Montessori approach, being individualized in nature, will serve every child's needs completely in the regular education classroom.

- MCS plans to contract/hire related service providers to meet the IEP service requirements i.e.; SLP, OT, PT, School Psych. Etc.
- McKenna Charter School (MCS) will adopt the Special Education Manual from the State Department of Education for its special education policy.
- The physical facilities will adhere to building codes and requirements of ADA.
- MCS will provide as needed Supplementary Aids and Services, Accommodations and Adaptations, Assistive Technology, Extended School Year, Transportation for those students who's IEP requires it, (even if others are not transported), and other considerations e.g. positive behavioral supports, etc.
- Supplemental and replacement curriculum will be scientifically research based.
- When a manifestation determination occurs, MCS will use Positive Behavioral Interventions and Supports (PBIS).
- MCS intends to contract for services not provided by the school.
- Special education files are kept under lock and key in secured file cabinets. Only the Special Ed Director and the administrator have access to the special ed files.
- McKenna Charter School provides a free and appropriate public education for all children with disabilities in a variety of specially designed programs. Special Education and related services are available for persons who qualify.
- Parents, guardians and educators of students attending MCS can refer a student who may be eligible for services and not currently receiving services by contacting the student's teacher, the school counselor, or the school principal. The referrals will be made to the Special Education Director for further evaluation.
- Discipline of special ed students will be conducted in accordance with the guidelines found in Chapter 12 of the Idaho Special Education Manual, 2007.

Limited English Proficiency

SURVEY

When students are admitted into the school, they will complete a Home Language Survey to determine what primary language is spoken in the home.

ASSESSMENT

Once it is determined that the primary language spoken in the home is other than English, students will be tested within 30 days of registration or 14 consecutive days after enrollment during the school year using the Idaho English language Learner Placement Test for potential placement into an LEP program.

PLACEMENT

After being notified of their option to waive services, parents may choose to receive LEP services. Services will be incorporated into our differentiated learning model by providing qualified staff who can assist with the child's learning.

Dual Enrollment

McKenna Online will follow Idaho code 33-203 regarding dual enrollment.

Tab 4: Measurable Standards, Accreditation, and Accountability

Measurable Student Educational Standards

Mission Specific Goals—General Ed Students

GOAL #1 MJSHS GRADUATES READ, LISTEN, AND VIEW CRITICALLY.

85% of all students who have 90% attendance during the school year at McKenna Jr./Sr. High School will increase their reading skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

All new students will take a proctored GAIN pre-test when they enter the school, and a post test at the end of the school year. Current students will take a pre-test at the beginning of the school year, and a post test at the end.

Exceeds Standard: 86%-100% of all students who have 90% attendance during the school year at McKenna Jr./Sr. High School increase their reading skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

Meets Standard: 66%-85% of all students who have 90% attendance during the school year at McKenna Jr./Sr. High School increase their reading skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN)

Does not Meet Standard: 45%-65% of all students who have 90% attendance during the school year at McKenna Jr./Sr. High School increase their reading skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN)

Falls Far Below Standard: Less than 46% of all students who have 90% attendance during the school year at McKenna Jr./Sr. High School increase their reading skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN)

GOAL #2 MJSHS GRADUATES WRITE AND SPEAK CLEARLY AND CONCISELY.

85% of all students who have 90% attendance during the school year at McKenna Jr./Sr. High School will increase their language skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN)

All new students will take a proctored GAIN pre-test when they enter the school, and a post-test at the end of the school year. Current students will take a pre-test at the beginning of the school year, and a post-test at the end.

Exceeds Standard: 86%-100% of all students who have 90% attendance during the school year at McKenna Jr./Sr. High School increase their reading skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

McKenna Charter School

Tab 4: Measurable Standards, Accreditation, and Accountability

Meets Standard: 66%-85% of all students who have 90% attendance during the school year at McKenna Jr./Sr. High School increase their language skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

Does not Meet Standard: 45%-65% of all students who have 90% attendance during the school year at McKenna Jr./Sr. High School increase their language skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

Falls Far Below Standard: Less than 46% of all students who have 90% attendance during the school year at McKenna Jr./Sr. High School increase their language skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

GOAL #3 MJSHS GRADUATES REASON WELL MATHEMATICALLY ABOUT NUMERICAL DATA AND CLAIMS.

85% of all students who have 90% attendance during the school year at McKenna Jr./Sr. High School will increase their math skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

All new students will take a proctored GAIN pre-test when they enter the school, and a post-test at the end of the school year. Current students will take a pre-test at the beginning of the school year, and a post-test at the end.

Exceeds Standard: 86%-100% of all students who have 90% attendance during the school year at McKenna Jr./Sr. High School increase their math skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

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GOAL #4 MJSHS GRADUATES KNOW HOW TO STUDY.

85% of MJSHS 12th graders will score at or above the 50th percentile on at least 7 out of 10 scales measured on the 12th grade LASSI-HS.

All new students will take a LASSI-HS pre-test when they enter the school, and a post-test at the end of the school year. Current students will take a pre-test at the beginning of the school year, and a post test at the end until they achieve mastery by scoring at or above the 50th percentile on at least 7 out of 10 scales measured on the LASSI-HS.

McKenna Charter School

Tab 4: Measurable Standards, Accreditation, and Accountability

Exceeds Standard: 86%-100% of MJSHS 12th graders score at or above the 50th percentile on at least 7 out of 10 scales measured on the 12th grade LASSI-HS.

Meets Standard: 66%-85% of MJSHS 12th graders score at or above the 50th percentile on at least 7 out of 10 scales measured on the 12th grade LASSI-HS.

Does not Meet Standard: 45%-65% of MJSHS 12th graders score at or above the 50th percentile on at least 7 out of 10 scales measured on the 12th grade LASSI-HS.

Falls Far Below Standard: Less than 46% of MJSHS 12th graders score at or above the 50th percentile on at least 7 out of 10 scales measured on the 12th grade LASSI-HS.

Mission Specific Goals—Alternative Ed Students

GOAL #1 MJSHS GRADUATES READ, LISTEN, AND VIEW CRITICALLY.

75% of all students who have 90% attendance during the school year at McKenna Jr./Sr. High School will increase their reading skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

All new students will take a proctored GAIN pre-test when they enter the school, and a post-test at the end of the school year. Current students will take a pre-test at the beginning of the school year, and a post-test at the end.

Exceeds Standard: 76%-100% of all students who have 90% attendance during the school year at McKenna Jr./Sr. High School increase their reading skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

Meets Standard: 66%-75% of all students who have 90% attendance during the school year at McKenna Jr./Sr. High School increase their reading skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

Does not Meet Standard: 45%-65% of all students who have 90% attendance during the school year at McKenna Jr./Sr. High School increase their reading skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

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Exceeds Standard: 76%-100% of all students who have 90% attendance during the school year at McKenna Jr./Sr. High School increase their reading skills by at least one grade level

McKenna Charter School

Tab 4: Measurable Standards, Accreditation, and Accountability

equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

Meets Standard: 66%-75% of all students who have 90% attendance during the school year at McKenna Jr./Sr. High School increase their language skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

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Falls Far Below Standard: Less than 46% of MJSHS 12th graders score at or above the 50th percentile on at least 5 out of 10 scales measured on the 12th grade LASSI-HS.

Assessment Tools

MJSHS will use standardized tests to assess student achievement such as the following:

GENERAL ASSESSMENT OF INSTRUCTIONAL NEEDS (GAIN)

The General Assessment of Instructional Needs (GAIN) is a standardized test published by Wonderlic. It tests reading, language, and math skills and generates grade equivalent scores. GAIN offers both pre and post testing.

LEARNING AND STUDY STRATEGIES INVENTORY-HIGH SCHOOL VERSION (LASSI-HS)

The Learning and Study Strategies Inventory – High School Version (LASSI-HS) is an assessment tool designed to measure students' use of learning and study strategies and methods at the secondary school level. The original version of the LASSI, which was published in 1987, is designed for students who are currently enrolled in college. The high school version was developed in response to the need to assess skills that are critical for academic success at the high school level, but that are also instrumental for making a successful transition into a college setting.

The LASSI-HS is a 76-item self-report instrument. There are two forms of the LASSI-HS: a self-scored form that can be scored by a teacher, counselor, or individual student; and a computer-scored form that is scored through a service provided by H&H Publishing Company. Separate norms are provided for 9th, 10th, 11th, and 12th grade students. In addition, by using the 12th grade norms, this instrument is appropriate for first-year college students who are not yet familiar with the tasks and learning demands of the college environment.

The LASSI-HS can be administered on an individual or a group basis.

The LASSI-HS is a diagnostic and prescriptive measure that assesses student thought processes and behaviors that impact studying and learning. The specific focus is on both covert and overt thoughts and behaviors that relate to successful learning in high school and that can be altered through educational interventions. In addition, these thought processes and behaviors also contribute significantly to success in college and can be learned or enhanced through programs and interventions in secondary educational settings.

LASSI is used by 2,274 institutions including the University of Idaho, Idaho State University, Boise State University, the College of Idaho, and Brigham Young University.

Mission Specific Goals for Grades K-6

Mission specific goals for grades K-6 will be developed as the school grows from a K-1 to a K-6 program in conjunction with the High School Performance Certificate renewal process.

When grade levels are available for statewide testing, the K-6 program will utilize the IRI, NAEP, and ISAT tests as well as other standardized tests such as the General Assessment of Instructional Needs (GAIN).

The Montessori program will ensure that students are prepared for the statewide testing format.

STATE MANDATED TESTS

Students will participate in all State mandated tests. McKenna Online students will be tested and proctored at approved testing sites throughout the state

Common Core Standardized Testing

Some individuals express concern that a Montessori education does not prepare public school students for standardized testing. Just the opposite is true as noted below:

“A primary goal of Montessori classrooms is to provide students with a combination of guidance and a prepared environment in which to develop the necessary skills in reading, writing, speaking, and listening that facilitate effective communication and expression. Montessori students have always been encouraged to be independent and critical thinkers; to analyze, question, and contribute their own thoughts on a topic. Montessori students from a very young age are encouraged to ‘actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens world views.’”

The Common Core gets very specific in providing goals for building the necessary skill sets for reading, writing, and speaking effectively from kindergarten through high school. And yet, as with Mathematics, time and time again, the standards are met or exceeded by the Montessori Scope & Sequence. (<http://montessoricompass.com/blog/common-core-standards-an-opportunity-for-montessori-to-shine>)

Accreditation

McKenna Jr./Sr. High School shall be accredited by the NWAC/AdvancEd.

School Improvement

McKenna Charter School is committed to being a school where student success is the top priority.

If it is ever determined that, based on student performance, the school is in need of improvement in accordance with the Star System by receiving a one, two or three star rating, McKenna Charter School will develop a plan that will focus on improving school and staff capacity (structure, resource allocation, and teacher skill sets) to increase student achievement.

McKenna Charter School

Tab 4: Measurable Standards, Accreditation, and Accountability

The Board of Directors of McKenna Charter School will provide consultation to the principal regarding ongoing plans for the school. The board will be responsible for the oversight and implementation of the school improvement process. It will subject all school-level improvement plans to a documented, meaningful, and thorough review process prior to providing approval.

Tab 5: Governance Structure, Parental Involvement, Audits

Governance Structure

Structure

Idaho Virtual High School Inc.(DBA McKenna Charter School) is a non-profit 501(3)(c) organization organized and managed under the Idaho Nonprofit Corporation Act and a Local Education Agency (LEA). The Board of Directors will be the public agents who control and govern the charter school. McKenna Charter School shall be responsible for identifying and complying with all statutory requirements affecting the operation of a public school. The Board of Directors' meetings will follow the open meetings laws, keep accurate minutes, and make the minutes available to the public, according to the Bylaws of the Charter School Corporation.

Board of Directors

INITIAL FORMATION

The Board of Directors of McKenna Charter School will consist of no less than five (5) and no more than seven (7) members. During the initial year of operation, the Board shall be comprised of the Directors listed in the Articles of Incorporation and any other directors elected by the then current Board.

SELECTION AND REPLACEMENT

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

BOARD RESPONSIBILITIES

The Board of Directors will have the responsibility to approve the selection of the school administrator, who shall not be one of its members. The Board also will be responsible for hearing, and approving or disapproving, the recommendations of the school administrator with respect to changes in staffing, program, or curriculum.

MEETINGS

The Board of Directors shall meet at least three times annually at a time, place and manner designated by the Board.

SCHOOL ADMINISTRATION

The school administrator will be empowered to provide educational direction, administration, and on-site day to day operation as well as certain decisions concerning but not limited to:

- vision and mission of school
- instructional materials and supplies
- resource allocation

McKenna Charter School
Tab 5: Governance, Parental Involvement, Audits

- state charter school requirements
- special services
- contracted services
- public and media relations
- business and community partnerships
- curriculum, instruction, and assessment
- professional development
- employment and personnel issues
- enrollment and attendance
- formative/summative staff evaluations
- facility conditions
- climate for innovation and growth
- staff and school morale
- district/board liaison
- budget and financial records
- reports to chartering entity

Ancillary support personnel, including clerical and custodial, will be hired and supervised by the school administrator. The state funding formula will be used for funding to hire staff through the regular budgetary process.

Ethical Standards

Idaho Virtual High School, Inc. DBA McKenna Charter School, is a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act. The Board of Directors will be the public agents who control and govern the charter school. McKenna Charter School's board shall be responsible to identify and comply with all statutory requirements affecting the operation of a public school.

The Board of Directors meetings will follow Idaho School Board Association's Code of Ethics for School Board Members which includes but is not limited to the open meetings law and public records law. The clerk of Board of Directors will keep accurate minutes of the meetings and make the minutes available to the public according to the Bylaws of the charter school corporation.

Parental Involvement

COMMUNICATION

Including parents is an integral part of MCS's program. MCS views parents as partners in their child's education. Parents will receive regular progress reports as well as other communication from their teacher regarding their student.

McKenna Charter School
Tab 5: Governance, Parental Involvement, Audits

PARENT NIGHT

Parent Nights will be scheduled regularly throughout the school year where parents see displays of their child's work or watch performances, learn about what will be taught in upcoming units and how they can support their child, and participate in some of the learning activities their children will experience.

VOLUNTEERS

Volunteers who can assist teachers and the administration as well as share their unique talents with the school are welcome and appreciated.

Audits

McKenna Charter School will conduct an independent financial audit annually. The McKenna Charter School will follow the requirements set forth by Idaho statutes 33-5210(3), 33-357, and 33-701 (5-10) regarding audit reporting and will submit electronic and/or physical copies to the appropriate agencies. A physical copy of the audit is available to the public at the main office, and electronic copies on the school's website.

MCS invests its funds in the Local Government Investment Pool. Investment portfolios may evolve over time.

MCS will review its budget during the February board meeting.

Financial Reporting

MCS's Board of Directors will ensure that all financial reports required by the SDE will be submitted annually and copies sent to the appropriate agencies.

School Calendar

The school administrator will determine the school calendar, schedule, and hours of operation. The school administrator, in consultation with the board of directors, will establish the school year calendar in compliance with the requirement of providing the required number of hours of instruction for grades K-12.

This schedule will be reviewed on an annual basis and may be changed, as necessary, by the school administrator in consultation with the board of directors. State required hours of attendance will be met.

Tab 6: Employee Requirements

Employee Practices

- McKenna Charter School's staff will meet or exceed qualifications required by state law. All teachers will be certified. The school administrator will make recommendations to the board of directors for approval of instructional staff.
- McKenna Charter School 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, McKenna Charter School 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.
- Employees who have previously been screened for criminal background and/or finger printed by educational entities in the state of Idaho, or whom their district grand fathered in, will not be required to be rechecked. New employees not covered as described above will undergo background checks and finger printing.
- Job announcements and all other hiring practices will be free of discriminatory language.

Employee Qualifications

McKenna Charter School's full time and part time staff will meet or exceed qualifications required by state law. Instructional staff shall all be certified teachers as required by Idaho Code Section 33-5205(3)(g) and will be highly qualified in the teaching positions that require it. This will include special education teachers. They will meet the qualifications outlined on the Idaho State Department of Education's website Highly Qualified Guidelines and Other Frequently Asked Questions (http://www.sde.idaho.gov/site/teacher_certification/HQT/).

Professional Codes and Standards

Staff will be required to possess personal characteristics, knowledge, and experience consistent with the philosophy, vision, mission, core values, and expectations of McKenna Charter School as outlined within this petition. Staff must also comply with the professional codes and standards approved by the Idaho State Board of Education, including standards for ethics or conduct as required by Idaho Code.

MCS reserves the right to employ 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 an as-needed basis.

The school administrator will make recommendations to the board of directors for approval of the instructional staff. The school administrator and the board must agree on the hiring decisions for them to be final.

Transfer Rights

McKenna Charter School is its own Local Education Agency (LEA). No employee transfer rights apply between McKenna Charter School and any other school district.

Employee Benefits and Provisions

McKenna Charter School will provide all employees the following programs and benefits: group health insurance, Public Employee Retirement System Insurance (PERSI), federal Social Security, Unemployment Insurance, and Worker's Compensation Insurance as required by law. Accumulation of sick leave for teachers shall be up to ninety (90) days and be governed by Idaho Code.

Collective Bargaining

McKenna Charter School's certified staff will be a separate unit for purposes of collective bargaining.

Written Contracts

All certificated staff will be required to sign a written contract with McKenna Charter School. Contracts will be in a form approved by the Idaho State Superintendent of Public Instruction. The contract is conditional upon valid certification.

A copy of all teacher contracts and certificates for all certified teachers or staff members will be on file in the school office. Job announcements and all other hiring and employment practices will be free of any unlawful discriminatory language or practices.

Background Check

All employees, subcontractors, board members, and volunteers who work with students independently will undergo state of Idaho criminal background checks and FBI fingerprinting checks. One fingerprint card will be submitted to the Office of Certification at the State Department of Education. Subcontractors will pay for their own background checks. MCS will pay for background checks for all employees, volunteers and board members.

Professional Opportunities

The faculty at McKenna Charter School will work in an environment where they have opportunities to work with each other to align subject areas. The school administrator will determine in-service training days in order to provide teachers with training.

Teacher Evaluation

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

Teacher Certificates

A copy of the certificates for all certified teachers/staff members will be available for inspection at McKenna Charter School's main office.

Health and Safety

Americans with Disabilities Act

The McKenna Charter School facility(s) will be inspected annually to ensure compliance with applicable state and federal guidelines as provided in Idaho Code and the Americans with Disabilities Act.

Inspection Reports

McKenna Charter School will provide certification that the facilities meet all requirements for health, safety, fire, and accessibility for the handicapped prior to the opening of the school and by the date specified in the contract. MCS will provide regular inspections of the facilities for health, safety, and fire compliance.

McKenna Charter School's plans and policies for public conduct in the school, which protects the safety, welfare, and education of students, will be aligned with the Idaho State Board of Education Thoroughness Standard A, "A safe environment conducive to learning is provided."

McKenna Charter 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 proof of immunization before being enrolled at McKenna Charter School or have an exemption signed by a parent or legal guardian.
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 Idaho Code § 39-4130, and adopt policies to meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools. Fire and safety officials will inspect the facility using the same guidelines used for all public schools.
5. Adopt and implement a comprehensive set of health, safety, and risk management policies. These policies will be developed in consultation with McKenna Charter School's insurance carriers and at a minimum address the above and the following items:
 - All staff will receive training in emergency response, including appropriate "first responder" training. All staff will be trained in emergency response protocols and will be provided an emergency response binder.
 - MCS will create an emergency response team that will develop school protocols and procedures. The team will meet at least twice a year to review the protocols and recommend needed changes.
 - MCS will create procedures for securing and administering prescription drugs.

McKenna Charter School
Tab 6: Employee Requirements

- 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.
- The school will function as a gun-, drug-, alcohol-, and tobacco-free workplace.
- The facility will pass inspection by fire and safety officials using the same guidelines for all public schools;
- Fire and evacuation drills will be conducted during the first week of school, monthly and during the first week back after extended breaks;
- Maps illustrating fire exit routes will be posted near the exit in every room;
- All visitors and volunteers will be required to check in at the office and to wear an identification badge;
- Student check out during the school day will require the person picking up the child to sign the child out at the office and to produce appropriate photo identification;
- All state rules and regulations for student safety will be followed;
- Health records highlighting chronic issues will be held on each student and made available in emergencies;
- Emergency contact numbers will be maintained on all students;
- All staff will be trained in suicide prevention;
- All staff will be trained in universal medical and health precautions;
- MCS will adopt a policy regarding use/possession of illegal substances consistent with policy of the chartering district;
- All employees will be screened by law enforcement agencies.

McKenna Charter School has a policy regarding internet usage and comply with all requirements set forth in the Children's Internet Protection Act. (See Appendix C: Onsite Student Handbook.)

Disciplinary Procedures

Discipline

MCS students are required to comply with the rules established by McKenna Charter School. Depending on the severity of the violation and mitigating circumstances, students who violate any of the rules will follow a process of first, being warned verbally about the nature of the offense and the consequences of further violations, second, being placed on probation, and third, being suspended from either a course or the school. Students, who are, suspended, must have a formal interview with the school administrator before resuming classes.

Expulsions

In accordance with Idaho, the McKenna Charter School Board of Directors may deny enrollment or may expel or deny attendance to any pupil who is a habitual truant, or who is incorrigible, or whose conduct, in the judgment of the board, is such as to be continuously disruptive of school discipline or the instructional effectiveness of the school, or whose presence in a public school

McKenna Charter School
Tab 6: Employee Requirements

is detrimental to the health and safety of other pupils, or who has been expelled from another school district in this state or any other state. Any pupil having been denied enrollment or expelled may be enrolled or readmitted to the school by the board of directors upon such reasonable conditions as may be prescribed by the board, but such enrollment or readmission shall not prevent the board from again expelling such pupil for cause.

The board shall expel from school for a period of not less than one (1) year (twelve calendar months) or may deny enrollment to, a student who has been found to have carried a weapon or firearm on school property in Idaho or any other state, except that the board may modify the expulsion or denial of enrollment order on a case-by-case basis. An authorized representative of the board shall report such student and incident to the appropriate law enforcement agency.

Discipline of students with disabilities shall be in accordance with the requirement of federal law Part B of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act. Discipline of students with disabilities will consider whether the disability contributed to the student violation of school rules.

No pupil shall be expelled nor denied enrollment without the board of directors 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 enrollment. The 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 directors 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 time to prepare their response to the charge.

Any pupil who is within the age of compulsory attendance, and 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.

Once the expulsion period is complete, students may apply for readmission into the school.

The school administrator of any school may temporarily suspend any pupil for disciplinary reasons or for other conduct disruptive of good order or of the instructional effectiveness of school. A temporary suspension by the school administrator shall not exceed five (5) school days in length, and the school administrator may extend the temporary suspension an additional ten (10) school days. Provided, that the board of directors finds that immediate return to school attendance by the temporarily suspended student would be detrimental to other pupils' health, welfare, or safety, the board may extend the temporary suspension for an additional five (5) school days. Prior to suspending any student, the school administrator shall grant an informal hearing on the reasons for the suspension and the opportunity to challenge those reasons. Any pupil who has been suspended may be readmitted to the school by the school administrator, upon such reasonable conditions as the school administrator may prescribe. The board of directors shall be notified of any temporary suspensions, the reasons therefore, and the response, if any, thereto.

The board of directors shall establish the procedure to be followed by McKenna Charter School administration for the purpose of affecting a temporary suspension. This procedure must conform to the minimal requirement of due process.

Law Enforcement

When a student is suspected of being in violation of federal, state, or local law for possession, use, or distribution of any illegal drug or controlled substance, the local law enforcement agency should be notified immediately. The school administrator or a designee shall communicate all available information to the police and offer the full cooperation of the administration and faculty in a police investigation. Immediate notification will also be given to the parent or guardian.

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

Tab 7: Admissions, Discipline, Student Policies

Enrollment Capacity

<i>GRADE LEVEL</i>	ANNUAL ONSITE ENROLLMENT					
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
K	24	24	24	24	24	24
1	24	24	24	24	24	24
2		24	24	24	24	24
3			24	24	24	24
4				24	24	24
5					24	24
6						24
7		24	24	24	24	24
8		24	24	24	24	24
9	12	12	12	12	12	12
10	12	12	12	12	12	12
11	12	12	12	12	12	12
12	12	12	12	12	12	12
Total Onsite Enrollment	96	168	192	216	240	264
Total 9-12 Online Enrollment	300	300	300	300	300	300
Overall Enrollment	396	468	492	516	540	564

Admissions

Enrollment

McKenna Charter School is a public charter school open to any student regardless of race, color, national or ethnic origin, religion, gender, social or economic status and/or special needs.

Each year MCS has a limited number of openings for new students. We hold an annual lottery where names are randomly drawn, then placed in order on a waiting list. MCS's annual lottery is held on the first Tuesday of March at 1:00 pm and is for students entering kindergarten through 12th grade. Applications for the lottery will be accepted from the first day school is in session in January until 24 hours prior to the lottery. Offers of enrollment for the next school year will be made following the lottery.

Lottery Process for Initial Admission for a New Charter School

All potential students wishing to enroll in McKenna Charter School must complete a lottery application. Applications can be mailed, faxed or hand delivered to the address provided on the application. Applications must be received by McKenna Charter School on or before the first Monday of March, by 1:00 pm. Applications received after the deadline will be added to the bottom of the final selection list for the appropriate grade.

If the capacity of the school is insufficient to enroll all prospective students, a lottery shall be utilized to determine which prospective students will be admitted to MCS. McKenna Charter School will comply with Idaho Code Section 33-502 (j) and follow the Admission Procedures outlined in IDAPA rules 08.02.04 sections 203.03 to 2.03.12.

Prospective students will be placed in priority groups as follows:

First Priority – The first priority group of McKenna Charter School will include the children of full-time employees, children of the Founders provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of McKenna Charter School

Second Priority – The second priority group is siblings of pupils already selected by the lottery

Third Priority – The third priority group is students who reside within Mountain Home and Mountain Home Air Force Base.

Fourth Priority – The fourth priority group includes students who reside outside of Mountain Home and Mountain Home Air Force Base.

Offers of enrollment may be made via e-mail, telephone or residential mail. Acceptance must be made within 48 hours of when the offer is made or of the date the offer was delivered, as verified by the U.S. postal Service. If no response is received within 48 hours, the child's name will be moved to the bottom of the waiting list.

Final Selection List

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.

There shall be no carryover from year to year of the list maintained to fill vacancies. A new lottery shall be conducted each year to fill vacancies which become available.

Lottery Process for Subsequent Years

All potential students wishing to enroll in McKenna Charter School must complete a lottery application. Applications can be mailed to the address provided on the application or faxed to the school. Applications must be received by McKenna Charter School on or before the third Wednesday of February, by 12:00 pm. Applications received after the deadline will be added to the bottom of the final selection list for the appropriate grade.

If the capacity of the school is insufficient to enroll all prospective students, a lottery shall be utilized to determine which prospective students will be admitted to MCS. McKenna Charter School will comply with Idaho Code Section 33-502 (j) and follow the Admission Procedures outlined in IDAPA rules 08.02.04 sections 203.03 to 2.03.12.

Prospective students will be placed in priority groups as follows:

First Priority—Students returning to the public charter school in the second or any subsequent year of its operation;

Second Priority – The second priority group of McKenna Charter School will include the children of full-time employees, children of the Founders provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of McKenna Charter School

Third Priority – The third priority group is siblings of pupils already enrolled in the charter school;

Fourth Priority – The fourth priority group is students who reside within Mountain Home and Mountain Home Air Force Base.

Fifth Priority – The fifth priority group includes students who reside outside of Mountain Home and Mountain Home Air Force Base.

Offers of enrollment may be made via e-mail, telephone or residential mail. Acceptance must be made within 48 hours of when the offer is made or of the date the offer was delivered, as verified by the U.S. postal Service. If no response is received within 48 hours, the child's name will be moved to the bottom of the waiting list.

Final Selection List

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.

There shall be no carryover from year to year of the list maintained to fill vacancies. A new lottery shall be conducted each year to fill vacancies which become available.

Attendance Alternative

Students located within the attendance area of McKenna Charter School will have the option to enroll in existing public schools presently doing the area. No student will be required to attend McKenna Charter School.

Enrollment Opportunities

To make citizens aware of enrollment opportunities, MCS will use mix of media which may include, the local newspaper, direct mail, radio, the internet, and other media outlets as outlined in Idaho code 33-5205(3).

Discipline

In accordance with Idaho, the McKenna Charter School Board of Directors may deny enrollment or may expel or deny attendance to any pupil who is a habitual truant, or who is incorrigible, or whose conduct, in the judgment of the board, is such as to be continuously disruptive of school discipline or the instructional effectiveness of the school, or whose presence in a public school is detrimental to the health and safety of other pupils, or who has been expelled from another school district in this state or any other state. Any pupil having been denied enrollment or expelled may be enrolled or readmitted to the school by the board of directors upon such reasonable conditions as may be prescribed by the board, but such enrollment or readmission shall not prevent the board from again expelling such pupil for cause.

The board shall expel from school for a period of not less than one (1) year (twelve calendar months) or may deny enrollment to, a student who has been found to have carried a weapon or firearm on school property in Idaho or any other state, except that the board may modify the expulsion or denial of enrollment order on a case-by-case basis. An authorized representative of the board shall report such student and incident to the appropriate law enforcement agency.

Discipline of students with disabilities shall be in accordance with the requirement of federal law Part B of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act. Discipline of students with disabilities will consider whether the disability contributed to the student violation of school rules.

No pupil shall be expelled nor denied enrollment without the board of directors 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 enrollment. The 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 directors 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 time to prepare their response to the charge.

Any pupil who is within the age of compulsory attendance, and 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.

Once the expulsion period is complete, students may apply for readmission into the school.

The school administrator of any school may temporarily suspend any pupil for disciplinary reasons or for other conduct disruptive of good order or of the instructional effectiveness of school. A temporary suspension by the school administrator shall not exceed five (5) school

McKenna Charter School
Tab 7: Admissions, Discipline, Student Policies

days in length, and the school administrator may extend the temporary suspension an additional ten (10) school days. Provided, that the board of directors finds that immediate return to school attendance by the temporarily suspended student would be detrimental to other pupils' health, welfare, or safety, the board may extend the temporary suspension for an additional five (5) school days. Prior to suspending any student, the school administrator shall grant an informal hearing on the reasons for the suspension and the opportunity to challenge those reasons. Any pupil who has been suspended may be readmitted to the school by the school administrator, upon such reasonable conditions as the school administrator may prescribe. The board of directors shall be notified of any temporary suspensions, the reasons therefore, and the response, if any, thereto.

The board of directors shall establish the procedure to be followed by McKenna Charter School administration for the purpose of affecting a temporary suspension. This procedure must conform to the minimal requirement of due process.

Student Handbooks

Student policies are found in the student handbooks, one handbook for each of the programs-- K-6, 7-12 onsite and 9-12 online.

The handbooks are available in print at the main office or online on our school's website.

(See Student Handbooks in Appendix C.)

Tab 8: Business Plan, School Lunch

Funding Sources

Basic funding for the school would be provided as stipulated in Idaho Code. No tuition will be charged for Idaho residents, except for overage classes.

School Lunch

MCS does not plan to provide a lunch program.

McKenna Charter School
Tab 9: Virtual Schools and Online Programs

Three Year Budget

Richard McKenna Charter School											
Annual Budget Template											
			Year 1			Year 2			Year 3		
			Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount
Number of Students			336			360			384		
Revenues:											
State Apportionment				\$4,400	\$1,478,400		\$4,400	\$1,584,000		\$4,400	\$1,689,600
State Transportation				85%	57,120		85%	122,400		85%	195,840
Nutrition Program			\$ 0		0	\$ 0		0	\$ 0		0
Federal Grants											
Contributions/Donations											
Total Revenues					\$1,535,520			\$1,706,400			\$1,885,440
Expenses:											
<u>Salaries:</u>							3.0%			3.0%	
Teachers			\$37,500	12	\$450,000	\$38,630	13	\$502,190	\$39,790	14	\$557,060
Special Ed			\$42,000	1	42,000	\$43,260	1	43,260	\$44,560	1	44,560
Instructional Aids			\$30,000	2	60,000	\$30,900	2	61,800	\$31,830	3	95,490
Classified/Office Staff			\$25,000	5	125,000	\$25,750	5	128,750	\$26,520	5	132,600
Administration			\$45,000	1	45,000	\$46,350	1	46,350	\$47,740	1	47,740
Nutritional Program			\$42,000	0	0	\$43,260	0	0	\$44,560	0	0
Librarian			\$45,000	0	0	\$46,350	0	0	\$47,740	0	0
Maintenance/Other			\$28,000	1	28,000	\$28,840	1	28,840	\$29,710	1	29,710
Total Salaries					\$750,000			\$811,190			\$907,160
<u>Benefits:</u>											
Retirement/PERSI			15.0%		\$112,500	15.0%		\$121,680	15.0%		\$136,070
Health/Life Insurance			6.0%		45,000	8.0%		64,900	8.0%		72,570
Payroll Taxes			8.0%		60,000	8.0%		64,900	8.0%		72,570
Workers Compensation			6.0%		45,000	6.0%		48,670	6.0%		54,430
Total Benefits					\$262,500			\$300,150			\$335,640
<u>Operating Expenses:</u>											
Textbooks			\$25.00		\$8,400	\$26.50		\$9,540	\$28.00		\$10,750
Supplies					\$14,000			\$14,000			\$14,000
Equipment					\$5,000			\$5,000			\$5,000
Contract Services					\$37,000			\$37,000			\$37,000
Legal					\$1,500			\$1,500			\$1,500
Accounting					\$5,500			\$5,500			\$5,500
Advertising/Marketing					\$4,300			\$4,300			\$4,300
Gas/Electric					\$7,200			\$7,200			\$7,200

McKenna Charter School
Tab 9: Virtual Schools and Online Programs

	Telephone		\$2,500		\$2,500		\$2,500
	Liability & Property Insurance		\$8,000		\$8,000		\$8,000
	Testing & Assessment		\$1,500		\$1,500		\$1,500
	Staff Development		\$5,000		\$5,000		\$5,000
	Consulting		\$15,000		\$15,000		\$15,000
	Travel		\$6,000		\$6,000		\$6,000
	Postage		\$1,000		\$1,000		\$1,000
	Rents and Leases		\$0		\$0		\$0
	Debt Retirement		\$0		\$0		\$0
	Grounds & Maintenance		\$8,400		\$8,400		\$8,400
	Miscellaneous		\$1,000		\$1,000		\$1,000
	Total Operating Expenses		\$131,300		\$132,440		\$133,650
	Program Expenses:						
	Transportation	\$ 200	\$67,200	\$ 400	\$144,000	\$ 600	\$230,400
	Nutrition Program	\$ 0	0	\$ 0	0	\$ 0	0
	Total Benefits		\$67,200		\$144,000		\$230,400
	Total Expenses		\$1,211,000		\$1,387,700		\$1,606,800
	Net Operating Income/(Loss)		\$324,520		\$318,620		\$278,590
	Beginning Fund Balance		150,000		474,520		793,140
	Ending Fund Balance		474,520		793,140		1,071,730

Tab 9: Virtual Schools and Online Programs

Online learning makes a McKenna Charter High School education available well beyond the Mountain Home campus. Specially designed to mirror the campus learning experience, McKenna Online's courses are designed and taught by Idaho certified teachers, include peer-to-peer interaction, and foster rich learning opportunities. Online courses begin two weeks after campus classes and provide the same academic rigor of the classroom, but with greater convenience and flexibility.

McKenna Charter School has been operating an online program for regular and alternative ed students since 2002. We created our own learning management system named Acquire. In addition, we built our online courses. All of our teachers are highly qualified, and Idaho certified.

Our teachers are available during posted office hours via phone, email, or video conferencing. Teachers are required to grade all assignments within 48 hours. Our attendance is based upon course work completed which is tracked by Acquire. Each course requires 90 hours of completed work which includes student to student interaction via blogs and discussion boards. Credit is granted when a student completes all of the daily assignments and the final project with a D or better.

Each online course has been mapped to the Idaho State Common Core Standards.

Students receive technical support from teachers, a help desk, office staff, and contracted technical services.

All of our online students use their own computers and internet access. MCS provides equipment such as webcams and microphone headsets as needed.

Online teachers attend an annual inservice for professional development/training. They also have access to online tutorials which provide self-paced learning opportunities that qualify for district inservice credit hours.

Special education services are provided by our special education director who provides one-on-one help and direct instruction using video conferencing and screen sharing. The special education director also meets face-to-face with parents and students. Testing is contracted out to locally qualified psychologists.

Tab 10: Business Arrangements, Community Involvement, School Closure

Business Arrangements

Contracted Services

McKenna Charter school will contract services as needed such as technical support, auditing, architectural services, networking, testing, proctoring, and financial accounting.

Lease/Purchase Documentation

McKenna Charter School will provide complete documentation for any lease or purchase of facilities.

School Closure

In case of termination, MCS will follow the procedures found in Idaho code 33-5212.

The president of the board of directors will be responsible for the dissolution of McKenna Charter School and will cooperate with the Public Charter School Commission. The board will follow all state and federal laws regarding the dissolution of a nonprofit corporation and arrange for the liquidation of assets dispersing of funds to the creditors. The board will also follow the Public Charter School Commission's school closure protocol.

When the board determines that the school will be terminated, the board will appoint a designee or designees to execute the termination. The designee may or may not be a board member or the administrator. The designee will work under the direction of the chairperson and will coordinate the dissolution of the school. The designee will arrange for a final independent fiscal audit, and for the sale of assets and will use the proceeds to pay creditors.

Any items bought with federal funds will be delivered to the Public Charter School Commission and will not be used to pay creditors. The remaining assets will be distributed to creditors pursuant to Idaho Code 33-5212.

Student/Employee Records

Within the month after the determination to dissolve the school, the designee will contact the parents of past and present students of how to obtain school records and/or to which school the records should be sent. The designee will send written notification to parents of students at their last known address and will email the parents at their last known email. The notification will explain how to request a transfer of student records to a specific school, where to obtain records before dissolution, and where the records will be stored after dissolution. The designee will send the records to the school that parents have requested.

The designee will send personnel records to all former employees of the school within one month after the final school year.

Appendix A: Montessori K-6 Program

Montessori concept: focus on self-directed activity

The Montessori philosophy originates in the teachings of Maria Montessori, who focused on the development of the human individual through all stages of childhood. Montessori focused on the role of childhood in the formation of adults; she is a formidable progenitor of so much of today's thought concerning early childhood education. For Montessori, education is considered integral to the development of the child.

The Montessori method

As an educational method, Montessori teaching focuses on the child's experience, characterized by a focus on self-directed activity, where the teacher's role is more observational than what might be considered traditional or typical. The teacher is sometimes called a guide in the Montessori philosophy. In Montessori education, the environment is adapted to the child and his or her development. Seat work is downplayed in favor of physical activity and interaction.

Montessori Kindergarten Overview

At the core of the Montessori approach to education is the curriculum for the 6 year-old child. This program is attended by the largest number of children and is the starting place and mainstay of Montessori education worldwide.

Developmentally, the young child is curious about everything and needs to explore and discover. Our kindergarten learning environment is designed to encourage each child to move, touch and manipulate. Each child has the freedom to work independently, based on their own initiatives with respectful guidance from their teacher.

Montessori learning environments are inviting, attractive spaces with an intriguing array of learning materials, books, plants, animals, art and music materials and nature activities. The environment contains specially designed, hands-on materials that invite children to engage in learning activities of their own individual choice. Children in a Montessori classroom learn by making discoveries, a process that helps to cultivate concentration, motivation, self-discipline, and a love of learning.

Learning Environment

Our classrooms are prepared with the child, and only the child, in mind. The physical space and routines are designed to maximize independent learning and exploration. Objects are placed so children can reach what they need, without having to wait for adult help.

Dr. Montessori noticed that children learn less from listening to an adult talk, and more from direct experience with objects in their environment. Children have a deep urge to need to manipulate and explore. Montessori developed learning materials to stimulate the child into discovery. Each Montessori material is simple and carefully designed to appeal to the child at this stage of development. The prepared environment focuses on the child and in this space, only things that will assist the child's development and encourage spontaneous activity will be present.

Montessori Curriculum

The daily practice of Montessori philosophy is made possible by a clearly defined Montessori curriculum. The Montessori curriculum includes practical life, sensorial activities, language, mathematics, botany, geography, art, music, drama, and environmental studies.

A Brief Overview of Elementary Montessori

Montessori Elementary is a program that grows out of respect for the mind of a rapidly developing child. No longer content to have physical independence (achieved in the kindergarten class), the child now strives for intellectual independence. This is a time of insatiable curiosity and excitement for learning.

The World as a Classroom

Children in the 6-12 age group are starting to realize that the world is an enormous, interesting place. They are primed to study continents, cultures, scientific concepts, and great literature. The world becomes their classroom.

The carefully developed elementary curriculum guides the child through identifying, classifying, and researching all of the fascinating concepts in each chosen field of study. The areas of practical life, language, math, geometry, botany, zoology, geography, and history are all represented in the classroom, with materials that lead the child to abstraction of the fundamental concepts in each area.

Montessori Elementary Classroom

PRACTICAL LIFE AND LANGUAGE

Practical life, which was a separate area in the 3-6 classroom, is now integrated with the day-to-day care of the classroom and its inhabitants. Tasks may include preparation of snack and daily meals and watering of plants and care of animals. Elementary children dust the shelves, organize and straighten the materials, sweep and vacuum, and keep the classroom neat and clean.

The language area includes a comprehensive spelling curriculum, word study (including antonyms, synonyms, homonyms, and compounds, as well as the parts of speech), creative writing, and research skills. Reading of every kind is highly encouraged, as children are introduced to poetry, folk tales, non-fiction, and classic literature. Children are also given many opportunities to read out loud - giving a presentation they have written, or dramatizing the work of another author.

MATH AND GEOMETRY

The math area begins with the Golden Bead material to teach beginning math concepts (place value, quantity/symbol association, and concrete addition, subtraction, multiplication, and division). The materials bring a "hands-on" quality to the classroom, with children learning through trial and error, self-discovery, and teaching from other children. The materials quickly move the child to an abstraction of math concepts, including problem solving, fractions, borrowing and carrying, graphing, measurement, long division, and algebraic equations.

McKenna Charter School Montessori Elementary Program

Geometry is a fascinating area of Montessori. Actual wooden shapes are used to master the terminology of all of the plane figures and solids. Matching cards are used to introduce types and positions of lines, types and positions of angles, and special characteristics of shapes. Experimentation with other materials leads children to their own discoveries of spatial relationships, including congruence, symmetry, and equivalency.

CULTURAL STUDIES

Botany and zoology encompass a wide field of biological study. Matching cards are used to learn the characteristics of many plants and animals, and charts aid in the classification of the plant and animal kingdoms. After this first knowledge is gained, children begin to research on their own, using their knowledge of specific plant and animal species.

Geography and history include the study of civilizations and countries. Wooden puzzle maps of each continent are studied, with children learning the names, flags, animals, cultures, and geographic features of each country. History begins with the study of time, including clocks, calendars, and timelines. As various fundamental needs of people (like shelter, transportation, food, and clothing) are explored, the children research and chart changes in these needs over time and across cultures.

KEEPING TRACK OF WORK

Children in an elementary classroom begin to keep a record of their work. This can take the form of a journal, a work plan, or chart. In some classrooms, the children draw up contracts where they agree to do certain work during a week or month. The child still has the freedom to choose their own work, as well as choosing to work with another child or in a group. Keeping track of their work helps them make good work choices, and lets the teacher see which presentations have been done and which are still needed.

Finding their place in the world

Maria Montessori summed up the 6-9 classroom thusly: "The elementary child has reached a new level of development. Before he was interested in things: working with his hands, learning their names. Now he is interested mainly in the how and why...the problem of cause and effect." It is now the job of the elementary teacher to provide the child with the materials and information to discover the interconnectedness of the universe.

An elementary Montessori classroom is a warm community: a multi-age, stimulating environment with highly trained teachers and materials that invite exploration and research. Children learn to face challenges with confidence, and begin to find their own place in the world around them. (<http://www.montessoriforeveryone.com/> Articles&Interviews, "A Brief Overview of Elementary Montessori")

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Appendix B: High School Courses

English

ENG 103 Elements of English I

Where: Online

Prerequisite: Permission from school administration and current IEP.

Looking for a way to improve your reading and writing skills? Here it is! With an emphasis on reading, this course is designed to help students build a foundation and develop strategies for reading and writing. Using phonetics, identifying context clues, and understanding some of the rules of grammar, students can get a better handle on their reading and writing. With interesting readings and engaging activities, students will walk away from this course feeling capable and empowered to move on to the next level of English mastery.

ENG 105 Elements of English II

Where: Online

Prerequisite: Elements of English I

Literary themes, revising and editing, and text organizers—oh my! With all the rules, vocabulary, and skills needed, English is rather intimidating for anyone. This course is designed to empower students with the skills and strategies necessary to succeed in English. Students build upon the foundations of reading and sentence writing by learning how to construct paragraphs. Interesting readings and engaging multimedia bring this course to life, preparing students for their next exciting level of English mastery.

ENG 110 English 9 A

Where: Online

Prerequisite: None

English 9 A will lead students through an exploration of three fiction genres: the short story, the novel, and the play. Each unit of study will focus on key elements of fiction. Students will also write a critical essay relating to one of the short stories they read. Focus will be given to all aspects of the writing process including prewriting, outlining, and revision.

ENG 111 English 9 B

Where: Online

Prerequisite: None

ENG 115 Literature 9 A--Film as Literature

Where: Onsite

Prerequisite: None

Reading in the Dark: The Motion Picture as Literature

In this course, we shall study motion pictures as a genre of literature. We shall explore a brief history of the art form, and study the different devices that film makers employ to tell a story, develop a plot, and pursue universal and specific themes.

Primary Text:

Documentaries, Short Films, Feature Films (This course is a pre-requisite for those students wishing to enroll in the course entitled "Video Production".)

This course will satisfy the requirements for Language Arts or Humanities

ENG 116 Literature 9 B--Non-Fiction

Where: Onsite

Prerequisite: None

In this course we will delve into the world of nonfiction to determine how it is written, if it is effective in achieving its purpose, and if argumentative, whether it successfully refutes a counter argument. We shall also research further into the topic at hand, discuss--debate in Socratic Seminar, and write a rebuttal and/or an addendum based on our research and discussion.

Primary Text:

Texts will vary in this course from short essays, original sources, documentary films and speeches, to longer, self-contained works of nonfiction by various authors.

This course will satisfy the graduation requirement for either a credit in Language Arts OR an Elective credit.

McKenna Charter School High School Courses

ENG 210 English 10 A

Where: Online

Prerequisite: English 9

English 10 A will focus on the art of rhetoric and reading, writing, speaking and listening. Students will learn about the history of Greek drama as they study Sophocles' famed play *Antigone*. Students will learn about the art of persuasive speaking, as well as how to write an I-Search paper using MLA format. Grammar and vocabulary lessons will be part of each week's requirements.

ENG 211 English 10 B

Where: Online

Prerequisite: English 9

English 10 B will focus on two very important texts: Shakespeare's outstanding tragedy *Hamlet*, and William Golding's acclaimed novel *Lord of the Flies*. Both units will focus on the role of individual conscience and the potential for corruption. Student's will write critically and creatively and continue to study grammar and vocabulary.

ENG 215 Literature 10 A--Poetry

Where: Onsite

Prerequisite: None

Poetry: The Best Words in their Best Order

Course-work will include, but not be limited to, the study of the "parts and pieces" of poetry, that when combined, produce both sound and sense. The emphasis of this course will be on how one can learn to read, question, appreciate, and connect with poetry on both a scholarly and a personal level.

Primary Text:

Various poems and photocopied handouts

This course will satisfy the requirements for either a Language Arts credit, or an Elective credit.

ENG 216 Literature 10 B--The Short Story

Where: Onsite

Prerequisite: None

The Short Story: Big Things in Small Packages

In this course, we shall discover how to question, glean meaning from, and deepen our appreciation

of story writing through close study of an eclectic assortment of short stories.

Course-work will include, but not be limited to, the study of the short story as a literary genre, the effective keeping of a notebook, and the art of meaningful participation in a Socratic Seminar setting.

Primary Text:

Various Short Stories

This course is a good "entry point" for students that have not had extensive experience in close-reading and critical thinking, but is also challenging enough to satisfy even the most experienced reader. It will satisfy the requirements for either a Language Arts credit, or an Elective credit.

ENG 310 English 11 A

Where: Online

Prerequisite: English 10

This course has been organized with the attempt to provide an accurate study of the American experience what it has been, what it is, and what it may become.

English 11 A American Literature will:

- Provide a framework for the study of the history, culture, and literature of the United States.
- Promote individual inquiry in meeting the course objectives.
- Nurture critical and creative thinking skills.
- Approach the American experience through time periods.
- Focus on analyzing events, movements, groups, individuals, and literature that have shaped and continue to shape American culture and history.

Students in English 11 A American Literature will:

- Identify the major periods and associated persons in the development of United States culture and history.
- Demonstrate use of state standards by effective reading, writing, viewing, speaking, and listening skills in relation to American culture.
- Explore through inquiry and research various American history, culture, and literature topics.

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ENG 311 English 11 B

Where: Online

Prerequisite: English 10

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- Demonstrate use of state standards by effective reading, writing, viewing, speaking, and listening skills in relation to American culture.
- Explore through inquiry and research various American history, culture, and literature topics.

ENG 315 Literature 11 A--The Novel

Where: Onsite

Prerequisite: None

In this course we will study a novel in great depth. We will look, not only for literary value, but for the novel's social, historical, and psychological importance. Students will be afforded ample opportunity to learn the skills involved in using one's mind well and communicating one's thoughts clearly and effectively.

Primary Text:

The selection of a novel to study in this course will vary, depending upon the age and skill level of the student group. Possible novels will range from the classics in our culture to contemporary pieces that deal with themes that are universal to the nature of man.

This course will satisfy the graduation requirement for either a credit in Language Arts OR an Elective credit. In some instances,

depending upon the novel selected, this course might meet the requirements for a credit in Humanities as well.

ENG 316 Literature 11 B--Shakespeare

Where: Onsite

Prerequisite: None

In this course we will explore a major Shakespearean play, line by line, and at times word by word. In addition to studying the play itself in depth, we shall also read and discuss ancillary texts to discover meaning both in the Elizabethan age and in our own time.

Primary Text:

The play in parallel text, ancillary sources, video productions.

This course will satisfy the requirements for a credit in Language Arts, OR an Elective credit, OR an Humanities credit.

ENG 410 English 12 A

Where: Online

Prerequisite: English 11

English 12 focuses on Lifetime Literacy, World Literature, and the beginnings of the English language.

Among the things studied in English 12 A:

Classic Literature

- Chaucer's *The Canterbury Tales*
- *Beowulf*
- Dante's *Inferno*

English Romantic Poetry

- Shakespeare's *Macbeth*
- Dostoyevsky's *Crime and Punishment*

Lifetime Literacy

- Resumes
- Email Messages
- Memorandums
- Reading and Understanding News articles

Writing

- Miscellaneous writing projects about literature selections

Contemporary Literature

- Modern Poetry
- *12 Angry Men*

McKenna Charter School High School Courses

ENG 411 English 12 B

Where: Online

Prerequisite: English 11

English 12 focuses on Lifetime Literacy, World Literature, and the beginnings of the English language.

Among the things studied in English 12 A:

Classic Literature

- Chaucer's *The Canterbury Tales*
- *Beowulf*
- Dante's *Inferno*

English Romantic Poetry

- Shakespeare's *Macbeth*
- Dostoyevsky's *Crime and Punishment*

Lifetime Literacy

- Resumes
- Email Messages
- Memorandums
- Reading and Understanding News articles

Writing

- Miscellaneous writing projects about literature selections

Contemporary Literature

- Modern Poetry
- *12 Angry Men*

ENG 412 Creative Writing

Where: Online

Prerequisite: Two RMCHS Online English courses with at least a B grade in each course.

Elements of English I and II require a B grade and a teacher recommendation.

In Creative Writing students will write in a variety of creative formats including poetry, personal narrative, descriptive essay and short story. Throughout the course students will explore creative genres through reading and group discussions. Emphasis will be placed on participation in the group Online workshop where students will discover ways to add to and revise their creative pieces. The course will also include publication on the class blog.

ENG 414 Speech

Where: Online and Onsite

Prerequisite: English 10

Study the basic forms of communication and gain understanding of the ways speaking, viewing and listening can improve your personal communication techniques.

ENG 415 Literature 12 A--Primary Research

Where: Onsite

Prerequisite: None

We, in the Onsite program of Richard McKenna Charter High School, have an unique opportunity to conduct original research. Our building houses an archive containing the literary and personal effects of Harper Prize, Nebula Award, and Screenwriter's Guild Award winning Mountain Home author, Richard McKenna. Consequently, our students can add to their skills in research and writing, while enlarging and illuminating the content of our collection. Students in this course will learn the skills involved in professional primary research in literature, history, geography, and biography.

An alternate course in this section involves primary research using Mountain Home and the surrounding communities as a laboratory to compile multi-media presentations in history, sociology, process analysis, etc. for publication.

Primary Text:

The McKenna Archive and/or Mountain Home and the surrounding communities

This course will satisfy the requirements for a credit in Language Arts, OR Humanities, OR an Elective.

ENG 416 Literature 12 B--Special Topics in Literature

Where: Onsite

Prerequisite: None

This course will allow us to connect with literature that is often overlooked in a more traditional curriculum, but is important to our overall understanding of who we are and where we stand in the family of man. We might, for example, research, discuss, and write about food in different regions of America before the advent of the interstate highway system, the place of salt in human culture over time, or explore local cultures and/or ethnic groups through diaries, journals, news articles, and interviews. The directions in which this course might take us are as varied as the points on our social compass.

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Primary Text:

Resources for this course will vary depending upon need and availability.

This course will satisfy the requirements for a credit in Language Arts, OR an Elective, OR (depending upon the topic at hand) an Humanities.

Health Education

HPE 112 Personal Fitness

Where: Online

Prerequisite: None

This class helps you to self evaluate your levels of fitness in 5 basic fitness components: physical, social, mental & emotional, and spiritual fitness. This personal fitness class will help lead you to the road of a better and healthier lifestyle, while giving you useful information that will enable you to make decisions as to how you will accomplish and keep that healthier lifestyle. Topics to be covered include: nutrition, stress management, exercising, and how to enhance your physical awareness.

HPE 120 Health & Personal Wellness

Where: Online

Prerequisite: None

Health is a nine week course in which students will study the wellness concept and social issues confronting young men and women. This course is designed to help students develop the knowledge, skills, and attitudes that will benefit them throughout their lives. The content contained in this course is designed to cover the five main areas of health. These include physical health, mental health, emotional health, social health, and spiritual health.

The course is divided into three blocks of instructional content: Mental and Emotional Wellness, Physical Wellness, and Risk Awareness and Prevention. Each block contains content, which centers around the five Idaho Achievement Standards for Health Education.

Humanities: Visual Arts

ART 110 Art history

Where: Online and Onsite

Prerequisite: None

This course is an overview of the world's greatest paintings, sculptures, and architecture. We will be studying different art periods and styles, along with famous works of art* and artists, especially painters. We will also learn how to look at art by examining the elements of art and the principles of design and composition. In studying about the history of art, we will also examine the history "in" art, as many works of art are a great source of historical information. Students will also view three motion pictures about artists and a few documentaries. Those taking this course will be doing a final project that will allow them to choose, in their opinion, the world's greatest artists and works of art.

* *Students may be exposed to a few works of art that show the nude human form, but these are classic works of art that are normally found in art books and public galleries and are not generally considered offensive.*

ART 112 Architecture

Where: Onsite

Prerequisite: None

MUS 110 Music Appreciation

Where: Online

Prerequisite: None

This course is an overview of different kinds of music. We will study music periods and styles along with famous musical works and composers. Although emphasis will be given to what is termed "classical" music, the course also examines music from different cultures as well as American popular music. This course is designed to help students develop an understanding of the basic elements of music, an appreciation for great musical works and composers, and the behaviors of an active and informed listener.

MUS 210 Music History

Where: Onsite

Prerequisite: None

In this course we consider various musical genres and their history. A number of historical films are

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used as well as written information. Students gain an appreciation for music by listening to a variety of styles and by examining the poetry and history in the lyrics. We usually try to put on a short musical performance for the school as a climax.

Humanities: World Languages

SPN 110 Spanish I A

Where: Online

Prerequisite: None

This is a beginning Spanish course. By the end of the semester students will be able to answer and ask simple questions pertaining to greetings, leave taking, family, counting and telling time, colors, how to express likes and dislikes, are also important concepts to be accomplished.

Students will also experience some cultural aspects of many of the Spanish speaking world.

SPN 111 Spanish I B

Where: Online

Prerequisite: Spanish I A with at least a C grade

This is a continuation of Spanish 1A. You must have passed with a "C" grade or better to enroll in this course.

Some of the material you will learn:

- South American culture and customs
- Stem changing verbs - also known as "shoe" verbs
- The present progressive of verbs
- Reflexive verbs
- Begin using the past tense of verbs

SPN 210 Spanish II A

Where: Online

Prerequisite: Spanish I B with a C grade or better

SPN 211 Spanish II B

Where: Spanish II B with a C grade or better

Prerequisite: None

Mathematics

MAT 104 Math Review A

Where: Online and Onsite

Prerequisite: ISAT Basic Proficiency or below

In Math Review A we will cover the following areas:

- Place Values
- Comparing and Ordering Numbers
- Addition
- Subtraction
- Rounding and Estimating
- Multiplication
- Relationship of Multiplication and Division
- Division
- Computation
- Fractions
- Fractions and Decimals
- Decimals

MAT 105 Math Review B

Where: Online and Onsite

Prerequisite: ISAT Basic Proficiency or below

In this course, we will cover the following topics:

- Fractions, Decimals, and Percent
- Percent
- Measurement - Time
- Measurement - Metric System
- Measurement - Mass
- Measurement - Length
- Measurement - Volume
- Measurement - Temperature
- Consumer Math
- Perimeter and Circumference
- Area
- Surface Area
- Volume
- Geometric Properties
- Expressions
- Statistics
- Negative and Positive Numbers

MAT 106 Pre-Algebra A

Where: Online and Onsite

Prerequisite: Math Review B with a C grade or better

In the first semester of Pre Algebra, students will form a firm foundation of numerical concepts that will flow through the rest of their math courses.

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Students will use reading, comprehension, and computation skills to master the following concepts:

- Number Sense and Symbols
- Solving Equations with one and two steps
- Arithmetic Properties
- Adding, Subtracting, Multiplying, and Dividing Integers
- Fractions and Mixed Numbers
- Decimals and Estimating
- Ratios, Proportions, and Percents
- Solving Story Problems

MAT 107 Pre-Algebra B

Where: Online and Onsite

Prerequisite: Pre-Algebra A with a C grade or better

This course prepares students for Algebra. It introduces math sentences and rules that will be applied throughout the rest of the math sequence.

Pre-Algebra B includes:

- Adding and Subtracting Rational Numbers
- Multiplying and Dividing Rational Numbers
- Working with Square Roots
- Introduction to Graphing
- Using Functions
- Polynomials
- Informal Geometry (Perimeter, Area, and Volume)
- Measurement (Weight, Capacity, and Time)

MAT 110 Algebra 1 A

Where: Online and Onsite

Prerequisite: Pre-Algebra B with a C grade or better

This course includes video lessons and interactive practice.

This course covers the following topics:

- Commutative and Associative Properties
- Order of Operations and Absolute Value
- Solving for an Unknown with One Variable
- Distributive Property
- Number Line and Cartesian Coordinates
- Graphing a Line
- Slope-Intercept Formula
- Graphing a Line from Slope-Intercept Formula
- Graphing Parallel Lines and the Standard Equation of a Line
- Graphing Perpendicular Lines
- Finding the Slope-Intercept Formula with Different Givens

- Graphing Inequalities
- Solving Simultaneous Equations by Graphing
- Solving simultaneous Equations by Substitution
- Solving Simultaneous Equations by Elimination
- Coin Problems
- Consecutive Integers

MAT 111 Algebra 1 B

Where: Online and Onsite

Prerequisite: Algebra 1 A with a C grade or better

This course includes video lessons and interactive practice.

This course is a continuation of Algebra 1A

Assignments in the last two lessons require graphing.

You will need access to a fax machine or have the ability to scan papers into your computer and attach them to the assignment.

This course covers the following topics:

- Multiplication and Division with Exponents
- Negative Exponents and Raising Exponents to a Power
- Addition and Multiplication of Polynomials
- Factoring Polynomials
- Factoring Trinomials with Coefficients
- Factoring Trinomials with Negative Numbers
- Square Roots and Dividing Polynomials
- Difference of Two Squares and Oriental Squares
- Repeated Factoring of Polynomials
- Solving Equations with Factoring
- Unit Multipliers
- Square Unit Multipliers
- Metric Conversions
- Fractional Exponents
- Significant Digits and Scientific Notation
- Bases Other Than Ten
- Graphing a Circle and an Ellipse
- Graphing a Parabola and a Hyperbola

MAT 210 Geometry A

Where: Online and Onsite

Prerequisite: Algebra 1 B with a C grade or better

Geometry is divided into two courses - each lasting nine weeks. Geometry A will emphasize reasoning in geometry, measuring, coordinate graphing, angles, parallels and triangles. Geometry B will emphasize quadrilaterals, circles, area and volume. Each geometry assignment will contain problems/activities which follow the Idaho Achievement Standards for Geometry.

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Students will use a variety of problems solving skills to complete this course.

MAT 211 Geometry B

Where: Online and Onsite

Prerequisite: Geometry A with a C grade or better
Geometry is divided into two courses - each lasting nine weeks. Geometry A will emphasize reasoning in geometry, measuring, coordinate graphing, angles, parallels and triangles. Geometry B will emphasize quadrilaterals, circles, area and volume. Each geometry assignment will contain problems/activities which follow the Idaho Achievement Standards for Geometry.

Students will use a variety of problems solving skills to complete this course.

Occupational/Technical Education

OCP 410 Workplace Readiness

Where: Onsite

Prerequisite: Senior Status

Students will gather information to create a personal data sheet and use this to practice filling out job applications. They will create a resume with a reference page, practice writing cover and thank you letters. They will prepare and participate in mock job interviews. They will visit the campus of The College of Southern Idaho where students will take the Compass entrance test. They will explore and discuss the benefits of higher education, and the different levels including the technical certificate, associate, bachelor, master and doctorate degrees.

Career choice and preparation will be explored.

This course counts as an elective credit.

OCP 411 Workplace Experience

Where: Onsite

Prerequisite: None

Students may earn credit for their work experience outside the regular school day and school classroom. The student is required to complete a job application, cover letter, resume, reference page and thank you letter and submit them to the teacher. The student is required to write a detailed journal about their work hours. After the student turns in and receives a passing grade on the documents and turns in their

detailed journal (for at least 90 hours of work experience) they will be granted credit for the course.

This course counts as an elective credit.

OCP 412 Senior Project

Where: Onsite and Online

Prerequisite: Senior Status

Senior Project is a course designed to give learners support in the process of completing their Senior Project graduation requirement and preparing for the Senior Project presentation. The course will address these components: written paper, job shadow experience, and presentation. As your instructor, I will help you develop skills in the areas of choosing a topic, organizing, interviewing, researching, managing time, meeting deadlines, writing, using technology, and presenting information. I will do my best to encourage you and support your efforts. I am committed to working with students who want to produce a quality Senior Project.

Components of the Senior Project

Your project will be a career- related project. You will choose a career that interests you and investigate it by working in the field with someone who is currently employed in the area. You will produce a research paper and presentation related to the chosen career.

TEC 110 Introduction to Engineering

Where: Onsite

Prerequisite: None

While not all students will go into engineering fields, all students will have jobs where they must solve problems. Engineers are professional problem solvers, and we will explore this field as we study what engineers do and how they approach problems. Students will learn to measure with extreme precision (down to 1/10,000 of an inch), Design their ideas on professional 3D modeling software, and see their designs come to life in our own 3D printer.

TEC 112 Introduction to Architectural Design

Where: Onsite

Prerequisite: None

In this class, students will explore the art and science that goes into the design of the buildings we live and work in. Students will explore both

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residential and commercial building designs, learn a bit about what goes into a building from idea to construction, and even design their dream home using professional 3D architectural software.

TEC 114 Introduction to Robotic Design

Where: Onsite

Prerequisite: None

Students will explore the world of robotics. They will learn about the mechanics, the programming, and how it all comes together to help us in our everyday lives. Students will be using their new skills to create competitive robots to battle head to head against other student's designs.

TEC 116 Power, Energy, and Transportation Technology

Where: Onsite

Prerequisite: None

Students will explore the technologies that we interact with everyday. We will learn about some of the history of where we get our energy and how we get around, what powers our world today, and what the power, energy, and transportation in our world will look like tomorrow.

TEC 118 Alternative Energy

Where: Onsite

Prerequisite: None

In this course you will learn about why alternative/renewable energy has become such a popular choice for new energy production. You will learn what makes and energy source renewable and what kinds of energy production are considered alternative. You will learn about what forces (societal, political and environmental) are driving us toward increased use of alternative energy. This class will give you an opportunity to construct a solar powered car and a solar oven. You will also work with wind turbine Online activities to learn about the variables that go into the production of wind energy.

TEC 210 Principles of Engineering

Where: Onsite

Prerequisite: Introduction to Engineering

For students who have completed Introduction to Engineering, we will further explore the world of engineering. We will dig deeper, looking more into the physics and application of engineering.

TEC 211 Engineering and 3D Modeling

Where: Onsite

Prerequisite: None

Similar to Introduction to Engineering, but with a stronger focus on the 3D CAD (Computer Aided Drafting) program *SolidWorks*. Students will become proficient with the 3D modeling software, and even have more opportunities to use our 3D printer to be able to hold their designs in their hands.

TEC 212 Video Game Design

Where: Onsite

Prerequisite: None

Most all students have played them, but how many have really stopped and wondered what went into making them? In here, we will explore the video game industry, learn some basic programming concepts, and even work in teams to create their own video game, from the idea all the way to the packaging and production.

TEC 220 Manufacturing Technology

Where: Onsite

Prerequisite: None

Students will explore how things in our world our made. Almost everything you buy from the stores today is manufactured, but what exactly does it take to make the world around us?

TEC 314 Advanced Robotic Design

Where: Onsite

Prerequisite: Introduction to Robotic Design

For students who have already taken Introduction to Robotic Design, we will further explore the field of robotics. With a stronger emphasis on the robotic programming, we will continue designing and building to achieve different goals set out for the students.

Science

SCI 110 Physical Science A

Where: Online

Prerequisite: None

Physical Science deals with the process of scientific investigation of objects and phenomena in our physical universe. This course introduces the interrelated nature of matter and energy and

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the physical laws that govern their behavior as well as their mathematical relationships. The organized nature of matter and energy and our understanding of physical laws that have produced an advanced technology and its effect on society will be emphasized. The first semester will cover chemistry and the second semester will cover physics.

SCI 111 Physical Science B

Where: Online

Prerequisite: None

Physical Science deals with the process of scientific investigation of objects and phenomena in our physical universe. This course introduces the interrelated nature of matter and energy and the physical laws that govern their behavior as well as their mathematical relationships. The organized nature of matter and energy and our understanding of physical laws that have produced an advanced technology and its effect on society will be emphasized. The previous semester covered chemistry and this semester will cover physics.

SCI 112 Earth Science A

Where: Online

Prerequisite: None

The Earth Science A course will cover many of the foundations of science and the Earth's lithosphere. The foundations of science introduce concepts like the scientific method, science, technology, scientific measurement, experiment, and a quick overview of matter and energy. The Earth's lithosphere will address concepts such as the Earth's interior, plate tectonics, Earthquakes, volcanoes, minerals, rocks, weathering, erosion, soil, and geological history.

SCI 113 Earth Science B

Where: Online

Prerequisite: None

The Earth Science B course will go over the Earth's hydrosphere, atmosphere, biosphere, and exosphere.

The hydrosphere section is about the natural states of matter, water cycle, oceanography, fresh water, and pollution of the hydrosphere.

The atmosphere section discusses composition, insolation, temperature, pressure, humidity,

clouds, precipitation, wind, air masses, storms, acid rain, and ozone depletion.

The biosphere will be covered lightly as this would be a review of biology or life science.

The exosphere deals with the Earth and its place in the solar system, and universe.

SCI 114 Astronomy

Where: Onsite

Prerequisite: None

In this course you will learn about the cosmos, our galaxy, our solar system and the possibility of life on other worlds. You will learn why you really are made of "star-stuff"

SCI 116 Geology

Where: Onsite

Prerequisite: None

In this course you will learn the principles of geology. The course will investigate minerals, rocks and the processes that form them. In addition, you will learn about plate tectonics, volcanism and the interior structure of our planet. You will read a book about the man who first tackled a scientific understanding of how seashells could possibly be found high atop mountains and how in answering this question he was first to describe three of the most fundamental principles in geology.

SCI 210 Biology A

Where: Online

Prerequisite: None

Students in this course will be studying from two of the five main themes of Biology: cells and genetics. Biology B emphasizes evolution, classification, and ecology. Emphasis on home laboratory investigation encourages the student to make observations in the field.

SCI 211 Biology B

Where: Online

Prerequisite: None

Students in this course will be studying from two of the five main themes of Biology: cells and genetics. Biology B emphasizes evolution, classification, and ecology. Emphasis on home laboratory investigation encourages the student to make observations in the field.

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SCI 212 Ecology

Where: Onsite

Prerequisite: None

In this course you will learn the fundamentals of ecology. The course will investigate plants, animals the interactions between them, habitats and how human activities impact them. You will read a book that is a fish story, a global whodunit, a courtroom drama, and a critically important ecological message all rolled into one. It is adventure on the high seas and in the courtroom and a tale of our dangerously over-fished oceans.

SCI 310 Chemistry A

Where: Online

Prerequisite: None

In this general chemistry course you will study the patterns and organization of our world at the atomic level and learn how to appreciate and predict the behaviors and interactions of the matter and energy that make up our beautiful universe.

Semester A topics:

Metric system, scientific method, properties of matter, the atom, periodic table, bonding, naming compounds and formulas.

SCI 311 Chemistry B

Where: Online

Prerequisite: None

In this general chemistry course you will use interactive tutorials, simulations, and home-style labs to study the patterns and organization of our world at the atomic level and learn how to appreciate and predict the behaviors and interactions of the matter and energy that make up our beautiful universe.

Semester B topics:

Reactions, balancing, stoichiometry, pH, solutions, hydrocarbons, calorimetry, gas laws, and nuclear chemistry.

Social Studies

SOC 110 World History A

Where: Online and Onsite

Prerequisite: None

Presented through a "Time Machine" experience, students will travel back through time to visit previous civilizations, empires, important events and people that have shaped history and influenced our lives today. They will see connections from the past to the present, expand their vocabulary and learn about famous firsts. Students will have opportunities to do creative writing as they will have a "camera" with them on their journeys and will describe their "snapshots" of important events and people in two different types of formats. They will also "interview" the most influential people that they meet along the way. There is a strong emphasis on geography, so they will know the places they are visiting.

SOC 111 World History B

Where: Online and Onsite

Prerequisite: None

Presented through a "Time Machine" experience, students will travel back through time to visit previous civilizations, empires, important events and people that have shaped history and influenced our lives today. They will see connections from the past to the present, expand their vocabulary and learn about famous firsts. Students will have opportunities to do creative writing as they will have a "camera" with them on their journeys and will describe their "snapshots" of important events and people. They will also "interview" the most influential people that they meet along the way. There is a strong emphasis on geography, so they will know the places they are visiting.

SOC 210 U.S. History 10 A

Where: Online and Onsite

Prerequisite: None

U.S. History 10A spans the time frame from 10,000 BC to 1789 AD. It includes major events such as the Paleo-Indian Migration, the voyage of Christopher Columbus, the settling of the English Colonies, and the American Revolution.

SOC 211 U.S. History 10 B

Where: Online and Onsite

Prerequisite: None

U.S. History 10 B spans the time from 1789 AD to 1877 AD. This course includes major events such as the electing of our first President, the buying and exploring of new territories, the mistreatment

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of Native Americans, and, finally, the causes and effects of the American Civil War.

SOC 230 World Cultures

Where: Onsite

Prerequisite: None

Through readings and class discussions, this course examines a number of various cultures from around the world, including Venezuela, Brazil, India, China, Japan, Iran, Australia, and Africa. We view a number of films from each of these areas to understand some of their history, religion, geography, government, architecture and arts.

SOC 240 World Geography

Where: Onsite

Prerequisite: None

In this course you will learn the countries of the world, about cultural difference in regions around the world, plan and research the international trip of your dreams and prepare a PowerPoint of your "imagined" trip. You will learn about population growth (and decline) in the countries around the world and the challenges it poses to a country and the planet. You will learn about food from around the world and have the opportunity to sample different ethnic foods.

SOC 310 U.S. History 11 A

Where: Online

Prerequisite: None

U.S. History 11 A begins with the Second Industrial Revolution and ends with World War II. Students will be required to read one book from this period. The text for this course is American Nation in the Modern Era Online.

This course is based on textbook readings and internet exploration to create a positive learning experience.

Reading, writing and historical exploration is emphasized.

Content Covered:

- Introduction to the course, expectations, the Industrial Revolution and Captains of Industry
- Book Report Assignment, American Labor Movement, and Unions
- Immigration and The Populist Movement
- America and the World, Imperialism and the Spanish American War, The Progressive

Movement, Women's Suffrage, Prohibition and Child Labor

- The United States Enters World War I, The Home Front, The War's End and Aftermath
- The Turbulent Decade, The Red Scare, The Klan, African Americans Defend Themselves, Jazz Era and The Harlem Renaissance.
- The Great Depression and The New Deal.
- The Road to War, Attack on Pearl Harbor, World War II and The Atomic Bomb.

SOC 311 U.S. History 11 B

Where: Online

Prerequisite: None

Students will study Post World War II to the Present Era.

Students will be required to read one book from the Vietnam War periods and the text for this course is *American Nation in the Modern Era Online*.

Module 1: The Cold War

- Healing the Wounds of War
- The Cold War Begins
- The Cold War Turns Hot
- The Cold War at Home

Module 2: Society After World War II

- The Challenges of Peace
- The Affluent Society
- Voices of Dissent

Module 3: The New Frontier and the Great Society

- Kennedy and the Cold War
- The Kennedy White House
- Johnson's Great Society

Module 4: The Civil Rights Movement

- Freedom Now!
- Voting Rights
- Challenges for the Movement
- The Movement Continues

Module 5: Struggles for Change

- Women's Rights
- The Chicano Movement
- More Groups Mobilize
- A Cultural Revolution

Module 6: War in Vietnam

- Background to Conflict
- The War Escalates

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- A Turning Point
- The War Ends

Module 7 : From Nixon to Carter

- The Nixon Years
- From Watergate to Ford
- Carter: The Outsider as President
- Life in the 1970s

Module 8: The Republican Revolution

- Reagan Comes to Power
- Reagan's Second Term
- Bush and Life in the 1990s

SOC 312 Economics

Where: Online and Onsite

Prerequisite: Junior Status

In Economics, we will investigate the complex world of decision making--mainly the decisions involved in allocating our scarce resources (time, money & possessions) and how to use them in the most efficient manner. We make many of these decisions each day in a variety of categories: consumer, saver, investor, worker, employer or government official. We will explore the complexities of foreign trade and the simplicities of a budget. With the study of Economics we will develop our "Real Life" skills--the skills to be a more conscientious consumer, a savvy investor, a smarter job seeker, and a more informed citizen of the world.

SOC 330 Comparative World Religions

Where: Onsite

Prerequisite: None

The purpose of this course is to allow students to inquire into who we are as members of the family of man based on what Huston Smith calls "our wisdom traditions". We shall look into the six major "religions" in the world: Buddhism,

Hinduism, Confucianism-Taoism, Judaism, Christianity, and Islam. We shall do so, not to discover and dwell upon those dogmatic differences that separate us from each other, but to gain insight into those basic tenets we hold in common and to clear up misunderstandings that we might have about each other.

Primary Text:

Huston Smith's, *World Religions*, and John Renard's, *The Handy Religion Answer Book*, Documentary Films, and Guest Speakers.

SOC 410 U.S. Government A

Where: Online and Onsite

Prerequisite: Senior Status

U.S. Government A is the study of the structures, processes, and issues of national, state and local government. The goal of this class is informed, responsible participation in political life by competent citizens committed to the fundamental values and principles upon which our American society is based. In the end, a free society must rely on the knowledge, skills, and virtue of its citizenry and elected officials. Knowledge is essential to the preservation and improvement of representative government.

SOC 411 U.S. Government B

Where: Online and Onsite

Prerequisite: Senior Status

U.S. Government B concentrates on the role of the individual citizen as a participant in government. The student will examine his/her own core values and establish criteria by which he/she will be able to make responsible judgments as a citizen. A 15 hour service project, planned and carried out by the student, will be the culminating activity of the course.

Appendix C: Student Handbooks

7-12 Onsite Student Handbook



HOME OF THE PRIDE

McKENNA JR./SR. HIGH

Student Handbook



Overview

McKenna Jr./Sr. High School is an accredited, nontraditional, public school. In Mountain Home, Idaho McKenna Jr./Sr. High offers junior and senior high school courses through an onsite school program which serves around fifteen students per teacher. An online high school program serves several hundred students throughout the state of Idaho.

McKenna Jr./Sr. High School's onsite program is patterned after the workplace and is a school of choice. Scholars apply to attend McKenna because they have made a conscious commitment to do so and are allowed to remain in our classroom section only so long as they are committed to active participation, as equal partners, in their own education. If a student does not continuously re-earn the privilege of working in our classroom section, that student will be released and may either enroll in our online program or seek his/her education elsewhere.

Our rules and policies are those of any job-site in business or industry. Here, education is our "job." We come to work each day to build an important product that must last through many years of our collective future -- an educated and skilled spouse, parent, or citizen. This is one of the most important jobs we shall ever have in our life; we take our work seriously and do it with pride.

Entrance Requirements

All students who attend the onsite high school program must have completed the 8th grade and pre-algebra, and be younger than 21 years old.

McKenna Charter School provides a free and appropriate public education for all children with disabilities in a variety of specially designed programs. Special education and related services are available for persons who qualify.

Parents, guardians and educators of students attending MCS can refer a student who may be eligible for services and not currently receiving services by contacting the student's teacher, the school counselor, or the school principal. The referrals will be made to the special education director for further evaluation.

Rules and Behavior

McKenna Jr./Sr. High School has four simple rules built upon industry standards. They are:

- Show Up
- Show Up Early
- Work Hard

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- Be Respectful

SHOW UP means that we have no excused absences. While we do understand that students sometimes have legitimate reasons for missing work, the fact remains that they are not in attendance and so miss that valuable opportunity to work with a teacher and teammates and to learn.

Our six-week block schedule passes by so quickly that every minute in class is important and the opportunity to “make up work” does not exist. Consequently, we demand that students attend 100% of the time. If a student, for whatever reason, fails to attend at least 90% of the scheduled time, that student will automatically lose the credit for the course that he or she is working on, but may petition the staff for reinstatement of that credit if he or she wishes.

If a student exhibits a habit of absenteeism, he or she will lose his or her seat in the classroom section of our program until such time as it can be proven that the problem has been successfully overcome.

If a student must miss work for an appointment with a doctor, lawyer, etc..., the student must secure a note, written on prescription pad or letterhead stationery by the official or his/her receptionist or assistant, specifying the reason for the visit and the time of the students’ arrival and department. The student must then present the note to our administrative assistant upon returning to school.

SHOW UP EARLY means that a student must be early for every class. This allows a student to be physically, mentally, and professionally ready to work when “company time” begins. If a student is even one second late, he or she will be marked tardy and will lose that hour of attendance. If a student is marked tardy twice in one three-week session, that student will be placed in a strict probationary status for lack of punctuality. Chronic abuse of this rule will result in the student being dismissed from the classroom section of our program.

If a student is even one second late, he or she must sign in at our office, stating the reason for the tardiness, and said student will lose that hour of attendance.

WORK HARD means that a student must remain on task 100% of the time. If a student is found to be wasting valuable time, he or she will be marked off task for the hour. We also do not accept partial, or in any other way, incomplete assignments.

As with the “Show Up Early” rule, if a student is found to be off task twice during the three-week session, that student will be placed on a strict probation. Students at MJSHS work harder than they have ever worked before; the importance of the product we are producing calls for nothing less. Chronic abuse of this rule will result in the student being dismissed from our classroom section of our program.

BE RESPECTFUL means that any verbal, written, or physical abuse of others or other’s property will result in the student, or students, involved being immediately dismissed from the

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classroom section of our program, and he, she, or they may never come back. Consequently, this is a very safe place to go to school and we will take whatever steps we deem necessary to keep it that way.

Discipline

In accordance with Idaho, the McKenna Charter School Board of Directors may deny enrollment or may expel or deny attendance to any pupil who is a habitual truant, or who is incorrigible, or whose conduct, in the judgment of the board, is such as to be continuously disruptive of school discipline or the instructional effectiveness of the school, or whose presence in a public school is detrimental to the health and safety of other pupils, or who has been expelled from another school district in this state or any other state. Any pupil having been denied enrollment or expelled may be enrolled or readmitted to the school by the board of directors upon such reasonable conditions as may be prescribed by the board, but such enrollment or readmission shall not prevent the board from again expelling such pupil for cause.

The board shall expel from school for a period of not less than one (1) year (twelve calendar months) or may deny enrollment to, a student who has been found to have carried a weapon or firearm on school property in Idaho or any other state, except that the board may modify the expulsion or denial of enrollment order on a case-by-case basis. An authorized representative of the board shall report such student and incident to the appropriate law enforcement agency.

Discipline of students with disabilities shall be in accordance with the requirement of federal law Part B of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act. Discipline of students with disabilities will consider whether the disability contributed to the student violation of school rules.

No pupil shall be expelled nor denied enrollment without the board of directors 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 enrollment. The 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 directors 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 time to prepare their response to the charge.

Any pupil who is within the age of compulsory attendance, and 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.

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The school administrator of any school may temporarily suspend any pupil for disciplinary reasons or for other conduct disruptive of good order or of the instructional effectiveness of school. A temporary suspension by the school administrator shall not exceed five (5) school days in length, and the school administrator may extend the temporary suspension an additional ten (10) school days. Provided, that the board of directors finds that immediate return to school attendance by the temporarily suspended student would be detrimental to other pupils' health, welfare, or safety, the board may extend the temporary suspension for an additional five (5) school days. Prior to suspending any student, the school administrator shall grant an informal hearing on the reasons for the suspension and the opportunity to challenge those reasons. Any pupil who has been suspended may be readmitted to the school by the school administrator, upon such reasonable conditions as the school administrator may prescribe. The board of directors shall be notified of any temporary suspensions, the reasons therefore, and the response, if any, thereto.

The board of directors shall establish the procedure to be followed by McKenna Charter School administration for the purpose of affecting a temporary suspension. This procedure must conform to the minimal requirement of due process.

Workplace Behaviors and the Five Habits of Mind

In addition to the four simple rules, industry and higher education demand that employees and students practice certain behaviors for continued employment or academic success. We, at McKenna Jr./Sr. High School, believe so strongly in these behaviors that we devote time at the beginning of each day for our students to do nothing but memorize and review them. A list of these behaviors can be found in the Appendix at the end of the handbook.

Enrollment Options

If a high school student is dismissed from the onsite program at McKenna Jr./Sr. High School, they may transfer to the online program.

These rules are the cornerstone of success, both here at McKenna and in the life that comes after. We wish it to be abundantly clear that we strictly enforce these rules because the product we are working to create is so important that we cannot and will not allow any half measures.

Policies

Earning Course Credit

McKenna Jr./Sr. High School scholars work with teachers within a block schedule. If a scholar has met our attendance requirements, adhered to our rules and policies, successfully completed the course work, and passed all with a 70% or above, he/she will be awarded credit for the course. If not, then said student must repeat that course at a later date.

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If a student fails to pass a course with a mark of 70% or better, he or she may not attend the next six-week session, but must sit out and re-apply for attendance in the next session.

As always, a student may enroll in our online program for the time he or she is not enrolled in the onsite program.

Absent or Tardy Notification

If a student knows that he or she will be late for, or absent from school/work, that student **MUST** telephone the office between 7:30 and 8:00 AM, and **MUST** speak to an office staff member. Leaving a voicemail alone, without speaking to a staff member, is **NOT** acceptable. We require that the student call in person, not a parent or guardian. This shows a large degree of maturity, professionalism, and respect, and will go a long way in the estimation of the Credit Reinstatement Committee should the absence or tardy result in the loss of credit for the course or in dismissal from the classroom section of our program (see Credit Reinstatement Policy).

Most importantly, we want the students to call in so that we will know that they are safe. The telephone number to call is 580-2449, option 1. Failure to call in is considered unprofessional and disrespectful, and could result in the student being placed on a probationary status. Chronic abuse of this policy will result in the student being dismissed from the onsite program.

Credit Reinstatement

If a student's attendance drops below 90% due to absences, tardiness, or time off task, and that student wishes to have the resulting lost credit reinstated, it is his or her responsibility to petition the staff for reinstatement of that credit. The forms for this petition can be found in the office. Completed forms must be turned in to the office by the final Wednesday of the session.

The staff will consider the completed petition forms at their regularly scheduled meeting at the end of that day and will meet with the petitioning student after school on the final Friday of the block to discuss the reasons for the loss of credit, whether it can be reinstated, and under what conditions.

Parents or guardians may attend these petition meetings if they wish, but their attendance is not required.

Cell Phones

The use of cell phones, for any reason, is prohibited on the campus of McKenna Jr./Sr. High School. If a student does possess a cell phone, it **MUST** be turned off and kept out of sight at all times. If a cell phone is discovered by any staff member, said phone will be confiscated, taken to the office, and released **ONLY** to a designated parent or guardian, never back to the student. Remember, students are here to work on a product, not to be "in touch with friends and family;" that must be left to free time and done elsewhere.

Visitors

All visitors **must** sign in and out at our office. Just as our students are prohibited from visiting the campuses of other schools in Mountain Home (except on official business or by appointment), so are visitors prohibited from loitering on the grounds of our school. This, as with our other rules and policies, is to ensure the safety of our students, and as with our other rules and policies, we take it quite seriously.

Tobacco/Alcohol/Illegal Substance Use

IDAHO STATE LAW PROHIBITS THE USE OF TOBACCO PRODUCTS ON SCHOOL PROPERTY. Also, the area adjacent to our school is frequently patrolled by officers of the Mountain Home Police Department and students who are smoking illegally will be issued tickets. If a ticket is issued to one of our students, that student must notify his or her parents or guardians, by telephone, from our office immediately following the incident. Parent, or guardians, may also speak with the school's staff, concerning the violation, if they wish.

Any use of tobacco, alcohol and/or illegal substance use is prohibited. Any student found abusing these products will be investigated by law enforcement officials and will be suspended or expelled from the school, depending on the circumstances.

Field Trips

Field trips at McKenna Jr./Sr. High School are considered to be simply an extension of our campus to another location. Consequently, all rules and policies that apply at our home campus also apply during transportation to and from, and while on location at our field trip. The staff will give any special instruction specific to the trip just prior to our departure. Any violation of our rules and policies during our field trips will result in the student, or students involved being dismissed from the classroom portion of our program. Said students may then transfer to the online program, or may pursue their education elsewhere.

Computer Use

McKenna Jr./Sr. High School provides computers for student use in certain classes. These computers are to be treated professionally and with care, as are all resources at our school, and used only for projects authorized by the classroom teacher.

Misuse of school technology such as visiting unauthorized web sites, plagiarism, personal use or abuse of any kind, may result in the student or students involved losing the privilege of remaining in our classroom program. Your classroom teacher may add instruction and/or restrictions to computer use on a class-by-class basis.

Home Work

We expect all of our scholars to sacrifice such time as needed to fully grasp the subject matter and skills embodied in each course they take. We work to the job, not the clock. The product

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we are working on simply cannot be properly built in a six-hour workday. Each and every student knows his or her shortcomings and what work needs to be done each night to overcome those weaknesses. In some cases, that might involve extra reading or writing; in some cases calculation or research.

We believe, above all else, that education takes self-discipline, self-sacrifice, and time for quiet contemplation. Just as an athlete must run, and re-run, a play until it becomes second nature, so must a student practice academic skills. We expect then, that each of our students dedicate some out of class time every day, toward that end.

Plagiarism

Plagiarism, or copying and using information without providing the source, is a form of stealing and is not tolerated. First time violators are placed on probation. Repeated violations will result in suspension from the school.

Dress and Grooming Standards

In order to prepare our students for success in the world after McKenna Jr./Sr. High School, we have turned to business, industry, and higher education to help us formulate our rules and policies. Employers have told us that they are having an increasingly difficult time finding employees that will show up consistently to work, show up early, work hard during the time for which they are being paid, and who are respectful to people with whom they come in contact. We have, therefore, developed those four requirements into the basic rules of conduct at our school.

Employers have also asked that we address the subject of appropriate dress and appearance as an integral part of being professional and respectful in the job place. Our objective in establishing and enforcing our uniform dress code, as with all of our rules and policies, is to enable our students to learn and practice those things that will be expected of them in “the world of work,” to give them an opportunity to reflect their own sense of personal dignity and integrity, and to allow them to represent our school to the public in a positive light.

Shirts and Jackets

The official Richard McKenna Charter High School uniform shirt must be purchased (at our cost) from our office. Every student must buy at least one navy blue polo shirt with our logo. If students are interested in purchasing more than one shirt, we also have polo shirts available in blue, green, maroon, red, and black. Students may purchase as many shirts as they would like.

In cold weather conditions, students should consider “layering up” with an undershirt that must be tucked in to not show below their uniform shirt. A long-sleeved undershirt or turtle-neck, in white, black, or a color that matches the uniform shirt may be worn under uniform shirt with the turtle-neck showing above the uniform shirt collar and the long sleeves beneath the uniform shirt sleeves.

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Students may also wear a plain-colored sweater or dressy sweatshirt in green, navy blue, tan, black, red or maroon over their uniform shirt. If a student wishes to purchase an “official” sweatshirt with the McKenna logo embroidered on the front, he or she will need to place an order through the office. A suit jacket, or sports jacket may also be worn over the uniform shirt, but it must be “formal looking” and is subject to the approval of staff members.

Trousers

MJSHS official trousers or jeans are available at D & B Supply (555 Air Base Road) and are the **only** pants allowed to be worn as part of the uniform. Store employees will assist you in locating the correct pant. Trousers or jeans that are too tight or too baggy (as determined by the administration of our school), are unacceptable. A conservative belt must be worn with the trousers to keep the waist cinched up to the acceptable height.

Shoes and Footwear

Loafers, boots, conservative athletic shoes, sneakers, and leather deck shoes are acceptable. Open-toed shoes of any kind are unacceptable. Plain colored stockings/socks should also be worn.

Jewelry, Makeup, Perfume, and Cologne

Jewelry should be conservative and in good taste, with no body piercing allowed other than in the ears, and then must be limited to two piercings in each lobe. Makeup should be used sparingly and should be natural looking. Perfume and cologne is highly discouraged as many persons are allergic and so will be negatively affected even by a light usage in the workplace.

Hats and Head Covering

Unless worn because of religious mandates, hats and head coverings are not allowed to be worn in McKenna Jr./Sr. High School.

Hair

Hair must always be clean and neat. Any extreme in style and color, or hair that hangs down in one’s face is unacceptable.

Nails

Fingernails should be trimmed and clean. Extremes in length or color are unacceptable.

Conclusion

If clothing and grooming fails to meet the standard, **as determined by the staff of McKenna Jr./Sr. High School**, the student will be sent home immediately and will be marked absent until the violation is corrected. Continued violation will result in probation or suspension from the onsite program.

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A safe rule of thumb is, if you have a question as to if an item of clothing is acceptable, you probably shouldn't wear it.

Once again, this dress code is not arbitrary or punitive; it is taken directly from business and industry policies. We hope that in establishing and enforcing this policy we will help our students to be better prepared to succeed in life after our school. That is our objective in all that we do.

General Information

Student Fees and Supplies

Students enrolled in a course that requires the use of expendable material, such as painting or crafts courses, will be assessed a supply fee, but payment of this fee is not due until the student is actually enrolled in that particular course.

All students are responsible to furnish the following *required* supplies:

- A three-ringed binder (at least two inches wide)
- Loose-leaf paper
- A pencil with an eraser (we all make mistakes)
- A pen that writes either black or blue ink
- White-out

Students may have additional supplies if they wish, but ALL students must arrive each day with all of the items on the above list. Students who do not have the supplies on this list will be sent home to get them and will lose attendance hours for their time away.

Lunch Break

We do not have a hot lunch program at McKenna Jr./Sr. High School. However, we do have a microwave oven in each classroom. Students are welcome to use these appliances, should they choose to bring lunches to school. Students are not required to stay on campus during the lunch break, but must be back in their seat and ready to resume work at 12:30. If a student does choose to eat lunch in our building, there is always a classroom left open for that purpose. This privilege will remain in place only so long as students conduct themselves maturely and professionally and leave the classrooms clean and tidy.

Parking

We have ample parking space, but request that staff and students reserve all of the parking in the front (east side) of our building for handicapped parking and for visitors to our school. We also ask that you leave the first four spaces (on either side at the front of our building) empty so that McKenna staff members may park there.

Building Cleanliness

One of the questions we hear most often from visitors is, “Is your school always this clean and orderly?” We take great pride in being able to respond, “Yes, it is.” The staff and students use the last ten minutes of each day to vacuum, straighten up, and empty wastebaskets. The simple act of cleaning up shows that we respect our school, others, and ourselves, and enhances the reputation of our school as a place of quality.

Emergencies

Phone Calls

There are no public telephones at McKenna Jr./Sr. High School. If students wish to make a telephone call, they must do so on their own time and off of school property. The staff will take calls only from students’ parents or guardians, and then FOR EMERGENCIES ONLY (forgetting lunch money, or scheduling rides to or from school, etc... are not considered emergencies). Students may not take, or make, telephone calls while at school.

Snow/Emergency School Closure

All school closures will be reported to KTVB Channel 7 News. Students are responsible for checking before coming to school. The news announcement will state whether school is closed for the day or just delayed. If school is reported as delayed, we will begin classes at 10:00 a.m. Students must call before 10:00 a.m. to check on status of opening.

Building Evacuation

An evacuation route map is posted next to the door in each room of our building; we require that all of our students and staff familiarize themselves with the proper evacuation route from that room. In the event of an emergency, an alarm will sound. We ask that evacuation be made maturely and professionally. Students must stay with the other members of their class, proceed to the rendezvous area, and wait until roll is taken, further instructions are given, and the student body is formally dismissed.

We realize that in the event of an actual evacuation, students will be tempted to take out their cell phones to call to inform their loved ones that they are safe. However, for safety reasons, we once again prohibit the use of cellular phones. A staff member has been designated to handle the responsibility of contacting family and loved ones. This is not simply a courtesy, but is enforced to prevent further complication of an already complex problem.

Schedules

Daily Class Schedule

McKenna Jr./Sr. High School students enroll in two classes a day for six weeks and receive 90 hours of instruction in each class.

This schedule allows the student and his or her team to concentrate on two courses at a time and learn skills and concepts embodied in that course in great depth. If a student has met our attendance requirements, adhered to our rules and policies, successfully completed all of the course work, and passed with a grade of 70% or above, he or she will be awarded academic credit for the course. If not, then the scholar must repeat that course at a later date.

Daily Schedule

8:00 AM to 10:00 AM1st Morning Session

10:00 AM to 10:10 AMMorning Break (must remain on campus)

10:10 AM to 12:10 AM2nd Morning Session

Lunch

12:10 PM to 12:50 PM.....Lunch Break (Open Campus)

12:50 PM to 1:50 PM.....First Afternoon Session

1:50 PM to 2:00 PM.....Afternoon Break (must remain on campus)

2:00 PM to 3:00 PM.....Second Afternoon Session

3:00 PMEnd of School Day

Graduation Requirements

1. Earn 46 semester credits in the following areas:
 - 9 English (one of which must be speech)
 - 6 Math (two Algebra 1, two Geometry, and two Electives during the senior year)
 - 6 Science (four of which must be lab sciences)
 - 5 Social Studies (two U.S. History, two U.S. Government, and one Economics)
 - 2 Humanities
 - 1 Health
 - 17 Electives
2. Complete a senior project.
3. Take the ACT, SAT or Compass exam by the end of 11th grade.

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4. Be proficient in Reading, Language, and Math on the 10th grade Spring Idaho Standard Achievement Test (ISAT).
5. Earn at least 6 credits through McKenna Jr./Sr. High School during the last semester of their senior year, regardless of the number of credits earned at other schools. (Exemptions require office approval.)

Transfer Credit: McKenna Jr./Sr. High School accepts credits transferred from any accredited school or university.

Graduation Ceremony

We, at McKenna Jr./Sr. High School, believe the commencement ceremony to be one of the most important rites of passage in American culture. Our scholars have sacrificed twelve years to gain the knowledge, skills, and habits that will allow them to transition to the world of adulthood.

Our commencement ceremony should be celebrated with formality and dignity by all who have helped our graduates arrive at this point in their lives. It is, therefore, mandatory for all of McKenna Jr./Sr. High School, staff and students, to attend this occasion. Failure to attend without prior approval may result in disciplinary action.

School Staff

McKenna Jr./Sr. High School is a “staff run” school that is patterned after the workplace. Each staff member is here to help students learn, keep the rules, and develop positive behaviors. Each staff member is also empowered to enforce the rules, at his or her own discretion, should that prove necessary.

Kris CochranSchool Administrator
Colette BundyRegistrar-Administrative Assistant-Receptionist
Jack DooleyLanguage Arts
Jaime LukeSocial Studies
Todd Thorn.....Science
.....Math

Computer Acceptable Use Policy

McKenna Jr./Sr. High School recognizes the value of computer and other electronic resources to improve student learning and enhance the administration and operation of its schools. To this end, MJSHS encourages the responsible use of computers; computer networks, including the internet; and other electronic resources in support of the mission and goals of MJSHS.

Because the internet is an unregulated, worldwide vehicle for communication, information available to staff and students is impossible to control. Therefore, MJSHS adopts this policy

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governing the voluntary use of electronic resources and the internet in order to provide guidance to individuals and groups obtaining access to these resources on MJSHS-owned equipment.

MJSHS RIGHTS AND RESPONSIBILITIES

It is the policy of MJSHS to maintain an environment that promotes ethical and responsible conduct in all online network activities by staff and students. It shall be a violation of this policy for any employee, student, or other individual to engage in any activity that does not conform to the established purpose and general rules and policies of the network. Within this general policy, MJSHS recognizes its legal and ethical obligation to protect the well-being of students in its charge. To this end, MJSHS retains the following rights and recognizes the following obligations:

- To log network use and to monitor fileserver space utilization by users, and assume no responsibility or liability for files deleted due to violation of fileserver space allotments.
- To remove a user account on the network.
- To monitor the use of online activities. This may include real-time monitoring of network activity and/or maintaining a log of internet activity for later review.
- To provide internal and external controls as appropriate and feasible. Such controls shall include the right to determine who will have access to MJSHS-owned equipment and, specifically, to exclude those who do not abide by MJSHS's acceptable use policy or other policies governing the use of school facilities, equipment, and materials. MJSHS reserves the right to restrict online destinations through software or other means.
- To provide guidelines and make reasonable efforts to train staff and students in acceptable use and policies governing online communications.

STAFF RESPONSIBILITIES

Staff members who supervise students, control electronic equipment, or otherwise have occasion to observe student use of said equipment online shall make reasonable efforts to monitor the use of this equipment to assure that it conforms to the mission and goals of the MJSHS.

Staff should make reasonable efforts to become familiar with the internet and its use so that effective monitoring, instruction, and assistance may be achieved.

USER RESPONSIBILITIES

Use of the electronic media provided by MJSHS is a privilege that offers a wealth of information and resources for research. Where it is available, this resource is offered to staff, students, and other patrons at no cost. In order to maintain the privilege, users agree to learn and comply with all of the provisions of this policy.

ACCEPTABLE USES

- All use of the Internet must be in support of educational and research objectives consistent with the mission and objectives of MJSHS.
- Proper codes of conduct in electronic communication must be used. In news groups, giving out personal information is inappropriate. When using e-mail, extreme caution must always be taken in revealing any information of a personal nature.

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- Network accounts are to be used only by the authorized owner of the account for the authorized purpose.
- All communications and information accessible via the network should be assumed to be private property.
- Subscriptions to mailing lists and bulletin boards must be reported to the system administrator. Prior approval for such subscriptions is required for students and staff.
- Mailing list subscriptions will be monitored and maintained, and files will be deleted from the personal mail directories to avoid excessive use of fileserver hard-disk space.
- Exhibit exemplary behavior on the network as a representative of your school and community. Be polite!
- From time to time, MJSHS will make determinations on whether specific uses of the network are consistent with the acceptable use practice.

UNACCEPTABLE USES

- Giving out personal information about another person, including home address and phone number, is strictly prohibited.
- Any use of the network for commercial or for-profit purposes is prohibited.
- Excessive use of the network for personal business shall be cause for disciplinary action.
- Any use of the network for product advertisement or political lobbying is prohibited.
- Users shall not intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users, or misrepresent other users on the network.
- No use of the network shall serve to disrupt the use of the network by others. Hardware and/or software shall not be destroyed, modified, or abused in any way.
- Malicious use of the network to develop programs that harass other users or infiltrate a computer or computing system and/or damage the software components of a computer or computing system is prohibited.
- Cyberbullying—Hate mail, chain letters, harassment, discriminatory remarks, and other antisocial behaviors—are prohibited on the network.
- The unauthorized installation of any software, including shareware and freeware, for use on MJSHS computers is prohibited.
- Use of the network to access or process pornographic material, inappropriate text files (as determined by the system administrator or building administrator), or files dangerous to the integrity of the local area network is prohibited.
- The MJSHS network may not be used for downloading entertainment software or other files not related to the mission and objectives of MJSHS for transfer to a user's home computer, personal computer, or other media. This prohibition pertains to freeware, shareware, copyrighted commercial and non-commercial software, and all other forms of software and files not directly related to the instructional and administrative purposes of MJSHS.
- Downloading, copying, otherwise duplicating, and/or distributing copyrighted materials without the specific written permission of the copyright owner is prohibited, except that duplication and/or distribution of materials for educational purposes is permitted when such duplication

McKenna Charter School
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and/or distribution would fall within the Fair Use Doctrine of the United States Copyright Law (Title 17, USC).

- Use of the network for any unlawful purpose is prohibited.
- Use of profanity, obscenity, racist terms, or other language that may be offensive to another user is prohibited.
- Playing games is prohibited unless specifically authorized by a teacher for instructional purposes.
- Establishing network or Internet connections to live communications, including voice and/or video (relay chat), is prohibited unless specifically authorized by the system administrator.

DISCLAIMER

MJSHS cannot be held accountable for the information that is retrieved via the network.

Pursuant to the Electronic Communications Privacy Act of 1986 (18 USC 2510 et seq.), notice is hereby given that there are no facilities provided by this system for sending or receiving private or confidential electronic communications. System administrators have access to all mail and will monitor messages. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.

MJSHS will not be responsible for any damages you may suffer, including loss of data resulting from delays, non-deliveries, or service interruptions caused by our own negligence or your errors or omissions. Use of any information obtained is at your own risk.

MJSHS makes no warranties (expressed or implied) with respect to:

- the content of any advice or information received by a user, or any costs or charges incurred as a result of seeing or accepting any information; and
- any costs, liability, or damages caused by the way the user chooses to use his or her access to the network.

MJSHS reserves the right to change its policies and rules at any time.

USER AGREEMENT

I have read, understand, and will abide by the above Acceptable Use Policy when using computer and other electronic resources owned, leased, or operated by MJSHS. I further understand that any violation of the regulations above is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, school disciplinary action may be taken, and/or appropriate legal action may be initiated.

User Name (please print)

User Signature

Date

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HOME OF THE PRIDE

MCKENNA JR./SR. HIGH

Student Handbook



Rules

Students who enroll in McKenna Online are expected to follow all of the rules, policies and procedures outlined in this handbook, as well as any specific course rules, policies, and procedures developed by the teacher.

Entrance Requirements

Students must have completed the 8th grade and pre-algebra, and be younger than 21 years old. They may not be enrolled full-time in another public school. Those who count the student as a dependent on their income tax form must be a resident of Idaho.

McKenna Online provides a free and appropriate public education for all children with disabilities in a variety of specially designed programs. Special education and related services are available for persons who qualify.

Parents, guardians and educators of students attending McKenna Online can refer a student who may be eligible for services and not currently receiving services by contacting the student's teacher, the school counselor, or the school principal. The referrals will be made to the special education director for further evaluation.

Summer School

Students who enroll in the Summer School program must have completed the 8th grade, be younger than 21 years old, and qualify as an at-risk student as defined by Idaho State Code.

Students are considered at-risk if they meet at least three of qualifiers 1-6, and/or one of qualifiers 7-12 listed below:

1. Has repeated at least one (1) grade.
 2. Has absenteeism that is greater than ten percent (10%) during the preceding semester.
 3. Has an overall grade point average that is less than 1.5 (4.0 scale) prior to enrolling in an alternative secondary program.
 4. Has failed one (1) or more academic subjects.
 5. Is two (2) or more semester credits per year behind the rate required to graduate.
 6. Is a limited English proficient student who has not been in a program more than three (3) years.
 7. Has substance abuse behavior.
 8. Is pregnant or a parent.
 9. Is an emancipated youth.(Is living on his/her own and providing for his/her livelihood.)
 10. Is a previous drop out.
 11. Has serious personal, emotional, or medical problems.
 12. Is a court or agency referral.
-

Special Education

McKenna Online is dedicated to serving all students regardless of race, religion, or disability. However, due to the legal contract associated with an IEP, students with disabilities require different enrollment

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practices. The following steps must be followed in order for a student with an active IEP to enroll in McKenna Online classes.

- On the initial enrollment form, if a parent or student specifies that the student has a current IEP, the IEP and the eligibility report must be obtained before the student can enroll in classes. At times, obtaining this paperwork from the previous schools may take several weeks. If the parent or student has a current copy of the IEP and eligibility report, he/she may fax it to the school to speed up this process.
- Once the IEP and eligibility reports are obtained, the special education director will contact the parent for an initial orientation. At that time, the special education director will go over the eligibility report and current IEP to discuss the current goals, objectives, services, and accommodations.
- There are times when an IEP that is written in a traditional school setting may not be conducive to the online environment. If this is the case, either a formal or informal meeting will be set at which time the IEP may be amended.
- Once all of the paper work has been completed, the student and parent will have a second orientation with a McKenna Online staff member to go over school policy, the computer system and to choose classes.

Please be aware that this process may take several weeks depending upon the timely manner in which the school receives the IEP and eligibility report. If you have any questions, please feel free to contact Mrs. Flick, Special Education Director, at (208) 724-1100.

Technical Requirements

Operating System

- Windows XP, Vista or 7
- Mac OS X 10.5 Leopard and later (Intel CPUs only)

Processor

- Windows: Pentium III 500 MHz or higher
- Mac: G4 800 MHz or faster

Memory

- 1 Gb of RAM or higher (2 Gb recommended)
- 256 Mb Video RAM (VRAM)

Peripherals

- USB 2.0
- Printer Recommended but not required

Internet connection

- DSL or Cable Modem

Web browsers

- Chrome (best choice)
- Firefox 3 or higher
- Safari 1.2 or above
- Internet Explorer does not work very well with our program.

Plugins

- Adobe Flash
- Adobe Reader

School Calendar

Policies

(All policies are subject to change without notice.)

Course Credit

In order to receive course credit, students must:

- Complete all assignments to the teacher's satisfaction with an overall course average of 61% or higher.
- AND
- Pass any final projects with a score of 61% or higher.

Dual Credit

McKenna Online will grant high school course credit for college courses earned at approved accredited colleges. McKenna Online will grant a one year high school course (two semester credits) for a four credit hour college course. Fewer college credits may be prorated. For example, a student who completes English 101--a one semester course worth three college credit hours--would earn one year's worth of high school English, or two semester credits, whereas a one semester college credit equals only one semester of high school credit.

Proctors

The ISAT (Idaho Standard Achievement Test) must be proctored (supervised) by an approved proctor. An approved proctor must meet the following criteria:

- Must be a responsible adult older than 21 who is **not** related to the student.
- Proctors must complete a [Proctor Verification Form](#) and fax it to McKenna Online at (208-580-2450). They must also send a copy of their driver's license to the office.
- Once the office verifies the information and approves the proctor, the proctor will be emailed login information.
- (Proctors who violate the terms outlined in the Proctor Verification Form are removed from the approved proctor list.)

Students must have their ISAT proctored at one of the following locations:

- A public setting like a library or school.
- At [Approved Testing Centers](#)

Students are never to be proctored using their own computer.

ISAT Testing

All McKenna Online 10th grade students, as well as 11th or 12th grade students who are not proficient, are required to take the ISAT exams with McKenna Online proctors. Students who refuse to take the ISAT will not be able to graduate from McKenna Online and may face dismissal.

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Special Education

McKenna Online provides a free and appropriate public education for all children with disabilities in a variety of specially designed programs. Special education and related services are available for persons who qualify. Parents, guardians and educators of students attending McKenna Online can refer a student who may be eligible for services and not currently receiving services by contacting the student's teacher, the school counselor, or the school principal. The referrals will be made to the special education director for further evaluation.

Course Extension Policy

- Course Extensions may be granted once by a teacher when extenuating circumstances occurred that hindered class work (serious illness, personal injury, death in immediate family, etc. They are NOT granted to students who simply failed to submit their assignments on time and are trying to get caught up.)
- The student has until the end of the next session to complete the incomplete assignments. At the end of that session, the teacher must post a final course grade.
- Extensions cannot be granted for the last session of the year since school will be closed and there will be no course access.

Drop Policy

- Students may drop a course during the first two weeks from the start date without penalty. They will have to start from the beginning if they retake the course.
- Students who drop a course after two weeks from the start date receive an F on their transcript. They will have to start from the beginning if they retake the course.

Missed Assignments

Any assignments that are not completed or resubmitted within five days after the due date automatically receive permanent zeros.

Inappropriate, Obscene, or Pornographic Communication

If a student uses communication with the teacher and/or students that is determined by the teacher or McKenna Online administration to be inappropriate, obscene, or pornographic, the student will be immediately dropped from the course. In some cases, legal action may also be taken. Any possibilities for re-admittance must be discussed with the principal, parents and student.

If it happens in more than one course, they will be dropped from the school.

Cyberbullying

Any student found guilty of cyberbullying with other McKenna Online students will be dropped from the program.

Plagiarism (Copying information without providing the source)

Plagiarism in any form is not tolerated and may lead to course and/or school expulsion.

Cheating

Cheating in any form is not tolerated and may lead to course and/or school expulsion.

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Credit Transfer

It is up to the student to find out which McKenna Online courses will be accepted by their local high school as core credit and which will be accepted as elective credit. McKenna Online is accredited by the *Northwest Accreditation Commission*. Association members are required to accept credits from other members; however, it is still a good idea to make sure how many and which credits a school will accept.

Grading Points (4.0 Scale)

94 to 100	=	A
90 to 93	=	A-
87 to 89	=	B+
84 to 86	=	B
80 to 83	=	B-
77 to 79	=	C+
74 to 76	=	C
70 to 73	=	C-
67 to 69	=	D+
64 to 66	=	D
61 to 63	=	D-
60-->	=	F

K-6 Parent Handbook

McKENNA MONTESSORI

Parent Handbook



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McKenna Charter School
K-6 Student Handbook



Welcome to the McKenna Montessori 2016-2017 Parent Handbook!

We would like to extend a warm welcome to you and your child/children. We are so happy you are a part of our McKenna Montessori family. Over the course of this year our children will grow in a Montessori environment to become self-assured, vibrant students who love to learn. Parents are the most important teachers in the lives of their children and are a very important part of what makes our school community so special. We are honored to be partners with you in the development of your child. We rely on your communication, energy, support, and involvement to ensure a successful experience for your child.

Please review carefully the information included in this handbook. It is intended to acquaint you with the policies and procedures of the school. It is important that you read it thoroughly.

We do our best to remain in close communication with our families in a number of different ways. We use email to send our weekly newsletter and to communicate important information. Please make sure that we have your most updated contact information. You may visit our website at rmckenna.org for information about the school and to keep up to date on school events and news. Our school calendar can be accessed on the website.

We are looking forward to a wonderful and productive year.

Respectfully,

Kris Cochran, Director

McKenna Charter School/McKenna Montessori

kcochran@rmckenna.org

208-580-2347

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MISSION STATEMENT

Our mission is to help students develop a love for learning and serving by engaging their curiosity and creativity through meaningful activities that challenge their thinking, require effective communication, and build character.

EDUCATIONAL GOALS

MONTESSORI EDUCATION

The Montessori method of teaching and learning is nearly opposite of what happens in a traditional public school. Instead of moving lock-step as a group, students are encouraged to discover and delve into subjects as deeply as they desire. They are required to accomplish certain tasks each week, but are allowed to choose when and how much time they spend on a particular task. What they accomplish each week is called “work” and helps to instill a sense of pride, ownership, and achievement and develops a strong work ethic.

The Montessori model relies heavily upon manipulatives that are engineered to teach and reinforce concepts. For example, students begin learning how to write letters by tracing the letter in a box of sand. This kinetic connection helps to wire the child’s brain. The students also trace letters using felt letters. Again, they see and feel the letter. They also arrange the felt letters on a blanket to form words and sentences. After experiencing letters kinetically, they are better prepared to write letters.

The same holds true for math. There are a number of math manipulatives that range from a number tower, to math beads wired together in grids of 10x10 beads. They begin to build a number sense by stacking one grid on top another.

Sciences are taught by observing and experiencing. Time is spent in and out of the classroom growing plants and raising animals. They learn physics by using levers, weights, and scales. They learn to observe and categorize their observations by organizing objects by sounds, textures, and weights.

Art, music, and movement are an integral part of a Montessori curriculum. Emphasis is placed on participation more than perfection. Students will have opportunities to perform on stage.

The teacher is literally the “guide-at-the-side” and helps students individually and in small groups. She also challenges students to work on more demanding tasks when they have mastered a concept.

Students are not given letter grades, but are assessed by the teacher who shares her observations regularly with parents. The non-graded setting reduces competition and comparisons. Students are taught to be considerate and to put away manipulatives neatly in a specific place so that others may use them. They are also taught to treat each other with kindness, respect, and patience.

Since Montessori classrooms combine two or three grade levels, students are able to learn from their older classmates, and look forward to doing things the older students are doing. Older students help teach younger students which, in turn, reinforces what the older students have learned.

OUR CORE VALUES

MONTESSORI CONCEPT: FOCUS ON SELF-DIRECTED ACTIVITY

The Montessori philosophy originates in the teachings of Maria Montessori, who focused on the development of the human individual through all stages of childhood. Montessori focused on the role of childhood in the formation of adults; she is a formidable progenitor of so much of today's thought concerning early childhood education. For Montessori, education is considered integral to the development of the child.

THE MONTESSORI METHOD

As an educational method, Montessori teaching focuses on the child's experience, characterized by a focus on self-directed activity, where the teacher's role is more observational than what might be considered traditional or typical. The teacher is sometimes called a guide in the Montessori philosophy. In Montessori education, the environment is adapted to the child and his or her development. Seat work is downplayed in favor of physical activity and interaction.

Developmentally, the young child is curious about everything and needs to explore and discover. Our learning environment is designed to encourage each child to move, touch and manipulate. Each child has the freedom to work independently, based on their own initiatives with respectful guidance from their teacher.

Montessori learning environments are inviting, attractive spaces with an intriguing array of learning materials, books, plants, animals, art and music materials and nature activities. The environment contains specially designed, hands-on materials that invite children to engage in learning activities of their own individual choice. Children in a Montessori classroom learn by making discoveries, a process that helps to cultivate concentration, motivation, self-discipline, and a love of learning.

LEARNING ENVIRONMENT

Our classrooms are prepared with the child, and only the child, in mind. The physical space and routines are designed to maximize independent learning and exploration. Objects are placed so children can reach what they need, without having to wait for adult help.

Dr. Montessori noticed that children learn less from listening to an adult talk, and more from direct experience with objects in their environment. Children have a deep urge to need to manipulate and explore. Montessori developed learning materials to stimulate the child into discovery. Each Montessori material is simple and carefully designed to appeal to the child at this stage of development. The prepared environment focuses on the child and in

this space, only things that will assist the child's development and encourage spontaneous activity will be present.

MONTESSORI CURRICULUM

The daily practice of Montessori philosophy is made possible by a clearly defined Montessori curriculum. The Montessori curriculum includes practical life, sensorial activities, language, mathematics, botany, geography, art, music, drama, and environmental studies.

SCHOOL OVERVIEW

HISTORY AND PHILOSOPHY

The location of the K-8 Montessori program is at 1305 East 8th North, Mountain Home, Idaho. The attendance area of the K-8 Montessori program is Mountain Home and the Mountain Home Air Force Base. The K-8 Montessori program will grow one grade level per year beginning with Kindergarten and ending with the 8th grade. We will build facilities as needed.

At the McKenna Montessori School we are invested in creating respectful relationships among teachers, administrative staff, parents, and children. We appreciate and celebrate diversity and recognize how we as a school benefit from the array of cultural backgrounds and traditions that families and staff members bring to our community. We work to provide an inclusive environment and do not discriminate on the basis of race, sex, religion, creed, national origin, ancestry, ethnicity, handicap, or sexual orientation.

Our approach to education is based on the philosophy and methods of Maria Montessori, the first Italian female physician who founded the first Montessori school in Rome in 1907. Dr. Montessori believed that the goal of the educational process was to cultivate a child's natural desire to learn. Dr. Montessori observed that all children have the same basic needs:

- The need for order – to organize, classify and interpret reality
- The need for independence – the impulse to act personally upon and within reality
- The need for social relationships
- The need to experience reality through imagination

The teacher carefully prepares the classroom environment and directs the activity of the classroom, but it is the child who learns. Dr. Montessori observed that children are motivated through the work itself and that children, like adults, learn best by doing rather than being filled with facts. Concentration, determination, and purpose established in early childhood lead to confident, successful learning later in life. At McKenna Montessori, children learn how to observe, think, and evaluate and experience the joy of learning. The Montessori approach is not a tweaking of traditional models of education, it is a completely

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different way of learning and teaching designed to prepare children for success in an increasingly complex world.

McKenna Montessori is an advocate for the child, developing education programs that follow the natural needs and development of the child. We believe each person has the potential to achieve success through an ordered, challenging, nurturing educational environment that includes the whole person – intellectual, emotional, spiritual, and physical. At the center is the child, whose needs are the focus of the learning process.

PHASES AND CLASSROOM SPACE

The McKenna Montessori School will have two phases. Phase 1 is the completion of two 2500 square foot buildings at 1305 East 8th North, Mountain Home, ID 83647 which will house grades K-1.

Each of the classrooms is thoughtfully arranged and offers an inviting space for activity that is focused and calm. Learning materials are displayed on shelves that are accessible to the children to foster independence as the students go about their daily work. There are spaces in the classroom that allow for group activity as well as areas where the student can work alone. Parts of each classroom are open and spacious to allow younger children to lay out materials for exploration. There are well-defined spaces for each part of the curriculum, such as Language Arts, Math, and Culture. Each of these areas features shelves or display tables with a variety of inviting materials from which students can choose.

CURRICULUM AND TEACHERS

Our highly trained, credentialed teachers nurture and cultivate each child's curiosity while providing a strong foundation for continued academic success. McKenna Montessori provides a warm, vibrant, educational home designed to foster a love of learning and help all children reach their fullest potential at their own unique pace. We strive to educate the whole child and to inspire children to be caring, socially responsible participants in their community and world. Our carefully prepared classrooms are staffed with highly qualified, Montessori-certified teachers and specially trained staff. Multi-age classrooms allow the children to learn from one another and to be valued contributors to the classroom community.

The term "Montessori" implies both philosophy and a method of education philosophy based on the research of Dr. Maria Montessori – an Italian physician and educator. At its heart, the Montessori method emphasizes independence, freedom within limits, and a respect for the child. Classroom spaces are purposefully designed and materials carefully curated in pursuit of an education partnership. Multi-aged classrooms provide benefits that are readily apparent when visiting the classroom. Younger children in the classroom have an opportunity to observe and imitate the older students as they work. Older students have an opportunity to reinforce their own knowledge by explaining what they are doing and assisting and mentoring younger children. Each child can learn and develop at his own pace within a classroom that accommodates many levels of ability and complexity.

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The training of a Montessori teacher is integral to the Montessori method. All of McKenna Montessori's teachers have completed extensive Montessori teacher training in addition to their bachelor's or master's degrees. Our teachers use both concrete teaching materials and a well-defined innovative curriculum tailored to the child. The Montessori teacher is specially trained to observe each child and to design lessons based on that child's natural curiosity and love of learning. The teacher is responsible for preparing the educational environment within each classroom and for presenting lessons in that environment. During the course of a day, the teacher will demonstrate a wide array of concrete sensorial materials and sequential activities through individual instruction. The child soon learns to associate abstract concepts with hands-on experience.

FAMILY COMMITMENT

Parents are a fundamental part of the well-being of our school and of a successful educational experience for their child. As such, we have the expectation that all members of the school community participate and support the school whenever possible.

It is the hope and expectation of McKenna Montessori that parents make every effort to understand and embrace the mission of the school. To that end, we aim to help parents learn about the Montessori approach by providing information and opportunities for parent education, i.e. "Parent Gatherings." Dates and times of McKenna Montessori Parent Gatherings will be posted on our website at rmckenna.org, and emailed in our weekly newsletters.

Additionally, we expect parents to familiarize themselves with the philosophy, policies, and procedures contained in the McKenna Montessori Parent Handbook and other school publications, including our regular email communications.

Parents are welcome and encouraged to be an active part in their child's education. In addition to weekly newsletters, and a regularly updated website, we invite parents to observe in the classroom, join us on field trips, help us organize school events or fundraisers, and connect with each other at parent gatherings. Please contact the main office to arrange classroom visits.

GOVERNANCE

The McKenna Montessori School is operated by a Board of Directors and a School Director. The Board of Directors is charged with the ultimate responsibility for financial, legal, and strategic planning and policy issues for the McKenna Montessori School. The board sets policy to be implemented by the administration and staff. Furthermore, the Board ensures the integrity of Montessori philosophy within the school. The Board currently consists of 6 members.

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The Board holds regular meetings approximately 3 times per year, typically on the second Tuesday of the month. Minutes are on file in the office and on the rmckenna.org website.

ADMISSIONS AND ENROLLMENT

ADMISSION GUIDELINES

To be considered for enrollment at McKenna Montessori, children must be at least 5 years of age on or before September 1.

ADMISSION PROCESS

LOTTERY

Lottery Application Form (Grades K-1)

Please print the Lottery Application Form and hand-deliver it between January 4th and March 1st, 2016 (by 1:00 PM), to Richard McKenna Charter High School, 675 South Haskett Street, Mountain Home, Idaho during office hours (8:00-3:00, M-F, except holidays). Lottery Application Forms sent by email will not be accepted.

For more information call 208-580-2347

Lottery Application Form (type link below into your browser)

<http://rmckenna.org/lottery/application.pdf>

Formulario de Solicitud (Lotería)

Por favor, imprima el Formulario de Solicitud (Lotería) y entrégalo en persona entre el 4° de enero y el 1° de marzo, 2016 (por la 1:00 PM), durante horas laborables (lunes a viernes de 8:00 AM-3:00 PM, sin incluir días festivos) a Richard McKenna Charter School, 675 South Haskett Street, Mountain Home, Idaho. Las solicitudes enviadas por E-mail no serán aceptadas.

Para mas información, llame 208-580-2449 opción 1.

Formulario de Solicitud

<http://rmckenna.org/lottery/applicationspan.pdf>

ADMISSION

Anyone may attend McKenna Charter School free of charge.

McKenna Charter School is a public school and does not charge tuition. The school welcomes students regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs and does not discriminate in their educational programs or activities, admissions procedures, or employment practices.

If the capacity of the school is insufficient to enroll all prospective students, a lottery shall be utilized to determine which prospective students will be admitted. McKenna Charter

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School will comply with Idaho Code and follow the Admission Procedures outlined in the Idaho Administrative Procedures Act (IDAPA 08.02.04 section 203, Admission Procedures).

LOTTERY PROCESS

- The deadline for submitting Lottery Application Forms is 1:00 PM, Tuesday, March 1st, 2016.
- The lottery will be held at 1:00 PM, Thursday, March 3rd, 2016 at McKenna Charter High School, 675 South Haskett Street, Mountain Home, Idaho.
- Selection
- The public is welcome to attend the lottery. The the following will be performed on a computer:
 - Randomly select which grade will be filled first.
 - Divide students by grade level.
 - Assign random numbers to the students in each grade level.
 - Place students in the correct preference categories by grade level.
 - List the students in each preference category in ascending order by their randomly assigned numbers.
 - Fill a tentative class list for the first selected grade level beginning with the first student in the highest preference category and continuing down the list to the next preference category until all of the available openings are filled.
- The admission preferences will be in this order:
 - First Priority, to students returning to the public charter school in the second or any subsequent year of its operation;
 - Second Priority, to the children of full-time employees provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of Richard McKenna Charter School;
 - Third Priority, to siblings of students already enrolled in the public charter school;
 - Fourth Priority, to students residing in Mountain Home and Mountain Home Air Force Base;
 - Fifth Priority, students who reside outside of Mountain Home and Mountain Home Air Force Base.

OFFERS

- Parents will be notified whether their child is offered admission, or placed on a waiting list. Parents of students who are offered admission must provide written acceptance within seven (7) days of notification. If they choose not to accept the offer, or fail to

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respond within seven (7) days, the student at the top of the waiting list will be offered admission.

- Vacancies
- Vacancies during the school year are filled with students at the top of the waiting list. There shall be no carryover from year-to-year of the list maintained to fill vacancies. A new lottery shall be conducted each year to fill vacancies which become available.

SCHOOL POLICIES

SCHEDULE

The tentative daily schedule for grades 1-8 begins at 8:00 AM and ends at 2:40 PM, Monday through Friday. There is a 10 minute break in the morning, a 40 minute lunch break, and a 10 minute break in the afternoon.

The day is a mixture of physical activity and seat work. Part of the day is spent on academics (reading, writing, math, science, and social studies) and part of the day is spent on applications and physical activity (the Arts and P.E.)

ATTENDANCE

Regular, punctual attendance is necessary for your child to receive the full benefit of the Montessori program. Parents should notify the school by 9 a.m. if a child is unable to attend school. Children with a contagious disease must be kept home for the health and safety of the other children. Please inform the office if your child contracts a contagious disease. More information can be found under the “Health Policies” section.

ARRIVAL AND DISMISSAL

Arrival: When arriving at our school, parents of primary children should park in the parking lot and enter the building using your child’s building and then classroom entrance where a teacher will be waiting to greet you and your child.

Dismissal and Release of Children: Please pick up your child at the designated time. If you will be late, please call the school at 208-580-2347. K-1 students who don't ride a bus will be picked up at the main entrance of the K-1 building or by the gate at the fenced in play area. Please park your vehicle and come to the building.

For your child’s protection, we will not release a child to someone other than a custodial parent or individuals designated on the Family Information Sheet unless written authorization is provided to the school. We will ask for photo identification of the person picking up your child.

Please be sure to let a staff member know when your child arrives and leaves the school. When your child arrives for the day, his/her arrival time will be recorded by a staff member. The departure time, also noted by a staff member, will be recorded as the time you and your child leave the school grounds for the day. Staff members will be happy to discuss this process with you if you have any questions.

LATE ARRIVAL

It is important that children arrive on time, as the beginning of the school day sets a tone for the classroom. Children who are rushed and arrive late may not be in the right frame of mind to begin their activities. We ask for your cooperation in ensuring that your child has the opportunity to begin his/her work at the start of class. Parents should not enter classrooms or disturb teachers once the day has begun. Children should arrive either before or promptly at 8:00 am. A child who arrives after 8:00 am must be signed in at the main office.

SCHOOL CLOSINGS

In the event of a snowstorm, weather emergency or unforeseen school closure, please tune in to television channel 6 (KIVI), and channel 7 (KTVB) for announcements about school closings. We will also post information on our website (rmckenna.org) as we are able. We often remain open while many other schools are closed because those schools provide student transportation. We realize that many of you live some distance from school and we encourage you to use your own judgment when deciding whether to venture out in questionable weather and road conditions. School work can always be made up. You are welcome to call the office if questionable conditions exist.

HEALTH POLICIES

IMMUNIZATIONS

According to IDAPA 16, Title 02, Chapter 15 any child enrolling in an Idaho school for the first time must be adequately immunized.

IMMUNIZATION REQUIREMENT BY AGE

Doses of Vaccines Required

Children born on or before September 1, 1999 must have a minimum of:

- (4) Diphtheria, Tetanus, Pertussis (DTaP)
- (1) Measles, Mumps, and Rubella (MMR)
- (3) Polio
- (3) Hepatitis B

Children born after September 1, 1999 through September 1, 2005 must have a minimum of:

- (5) Diphtheria, Tetanus, Pertussis (DTaP)(See footnote 2)
- (2) Measles, Mumps, and Rubella (MMR)
- (3) Polio
- (3) Hepatitis B

Children born after September 1, 2005¹ must have a minimum of:

- (5) Diphtheria, Tetanus, Pertussis (DTaP)²
- (2) Measles, Mumps, and Rubella (MMR)
- (4) Polio³
- (3) Hepatitis B
- (2) Varicella (Chickenpox)⁴
- (2) Hepatitis A

7TH GRADE IMMUNIZATION REQUIREMENTS

Immunization Requirement by Grade⁵

Children admitted to 7th grade must meet the following minimum immunization requirements in addition to school entry requirements:

- (1) Tetanus, Diphtheria, Pertussis (Tdap)
- (1) Meningococcal

EXEMPTIONS

Idaho law allows a parent/guardian to claim an exemption from immunization requirements for their child for medical, religious, or personal reasons. All exemptions must be documented on the official State of Idaho form provided by the Idaho Department of Health and Welfare, Immunization Program. A medical exemption requires the signature of a licensed physician and certification that the child has a medical condition which prevents him or her from receiving required vaccinations. The law does not allow parents/guardians to claim an exemption because the shot record is lost or incomplete, or because it is too much trouble to contact the physician or clinic and obtain a copy. Schools should maintain an up-to-date list of pupils with exemptions so they can be excluded quickly if an outbreak occurs.

¹ Preschool children need only be age-appropriately immunized with the required vaccines.

² DTaP: The 5th dose is not necessary if the 4th dose was administered at age 4 years or older.

³ Polio: The 4th dose is not necessary if the 3rd dose was administered at age 4 years or older and at least 6 months after previous dose.

⁴ Varicella: History of chickenpox disease documented by a physician or licensed health care professional meets the requirement.

⁵ 7th Grade Requirement: This requirement will be extended to: 7th-10th grade students in 2014, 7th-11th grade students in 2015, and 7th-12th grade students in 2016.

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REFERENCE: Section 39-4801, Idaho Code: Idaho Department of Health and Welfare Rules, IDAPA 16, Title 02, Chapter 15 “Immunization Requirements for Idaho School Children.”

ILLNESS

For the protection of all of the students at the school, the School Director reserves the right to send a child home whose health poses a threat to other children in the program. Any ill child should be kept home. Children should not be brought to school if they:

- Have vomited within the last 24 hours
- Are running a fever
- Are unable to play outside

In addition, if your child has a communicable disease you must report this to the school office.

MEDICATIONS ADMINISTRATION

Any medicine that is brought to school must be given to the School Director in the main office. It cannot be kept in your child's bag or lunch box. There are three things you must know about how we handle medications. These policies are for the protection of your child.

1. A medication authorization form must be filled out, which includes the length of time the medication is to be dispensed. These medication authorization forms (available in the main office) must be completed and signed before the teacher can give your child medicine. One form needs to be completed for each medication your child is taking.
2. Give the medication to an adult. No medications are to be in lunch boxes. If you want your child to have vitamins or nonprescription drugs, please administer them at home.
3. The medication to be dispensed must be in its original, labeled pharmacy container with your child's name on it. This rule is for clarification in case of an allergic reaction and to help prevent any mistakes in medications.

CHILD SAFETY

PARENT NOTIFICATIONS

Parents or their authorized emergency contacts will be notified immediately of any accidents, injuries or illnesses. Behavioral incidents will be communicated on a case by case basis depending on the seriousness of the incident. The classroom teacher or School Director will determine this and will communicate with you either immediately by phone or at the end of the school day for less serious matters.

CHILD ABUSE & NEGLECT

All schools, child care centers, physicians and others who work with children are required by law to inform Child Protective Services at the Department of Human Services of any suspected abuse or neglect of children. By law, a suspicion of child abuse generally means

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that the reporter has “reasonable cause to believe” or “reasonable cause to know or suspect” that a child is being maltreated physically, emotionally or mentally.

BUILDING SECURITY AND EMERGENCY PREPARATION

McKenna Montessori conducts fire drills regularly throughout the year. During the day, all exits are locked (door can be opened from the inside). During the school day everyone is asked to use the main/office door.

HARASSMENT

All children must be free from harassment and bullying in our school. Children may not be cruel and/or abusive to each other in any way in our environment. If you believe an incident of harassment has occurred with your child, please report it immediately to your child’s teacher or the school director. The school will investigate and take appropriate action.

WEAPONS

No weapons of any sort – including play or pretend guns, knives, and similar items – are allowed on our campus.

COMMUNICATION

Most of the communication coming from the school will be disseminated electronically. It is essential that we have your email address and that you keep us current if that address changes. Please make certain to read the weekly electronic newsletter as it contains important information about your child’s classroom as well as school-wide information.

SCHOOL CALENDAR

The calendar of events for the school year is available on our website: (rmckenna.org) Changes and updates are made monthly on the calendar and are also communicated to you through our weekly electronic newsletter.

School begins the first week in August and ends the second week in May for 176 days of instruction. The school year is divided into six, six-week sessions with a week break between most sessions, and a two week break at Christmas.

VOICEMAIL

The main telephone number has voice mail capabilities. Voicemail is also convenient for leaving us after-hour messages. We check voice mail regularly throughout the day.

Main office phone number (208)580-2347.

EMAIL

In our ongoing efforts to be more conscientious in the use of resources, most communication between the school and home will be made electronically. All regular correspondence from the school will be sent via email. If you are not receiving our weekly electronic newsletter or other email communication; please inform the office.

All teachers and administrative staff members have an e-mail address. Questions, suggestions and other communications can be initiated using a standard addressing format.

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Simply put the staff person's first name initial and entire last name in front of “@rmckenna.org” (e.g., kcochran@rmckenna.org for Kris Cochran).

WEBSITE

McKenna Montessori has a link on the rmckenna.org website. General information, the calendar of events, important forms, and other useful information can be found within the K-8 link.

WEEKLY ELECTRONIC NEWSLETTER

You will be sent the McKenna Montessori Newsletter electronically at the end of each week. This important communication provides information on all school-wide activities, events, updates, volunteer activities, etc. as well as provides information on the specific activities of your child's classroom. Please be sure to notify the office if you are not receiving our weekly newsletter. Please be sure to provide the office with your updated email address.

CHANGES OF ADDRESS OR EMERGENCY CONTACT INFORMATION

Whenever you change your address, home phone, work phone or emergency notification information, be sure to let the classroom teacher know. In addition, be sure to notify the school office directly. Please do not rely on your child's teacher to update the office. It is only by alerting both the teacher and the office to any changes that you can be sure we will change all documentation throughout the school. Both the office and the teacher emergency records need to be up- to-date.

PROBLEM RESOLUTION

We believe that open communication and supportive relationships between home and school are imperative for the full development of the child. However, we know that we are all human and things don't always go perfectly to everyone's satisfaction. Occasionally there might be issues, misunderstandings, conflicts, or communication confusion between parents and the school. If you have questions or concerns that you want to address, please start by contacting your child's classroom teacher. You may schedule a meeting if you wish. If you are not comfortable with the outcome of that meeting, you are encouraged to contact the Richard McKenna School Director. At some point, the teacher may feel a need to meet with you about your child's development. If so, she will arrange a meeting time with you that is convenient for all parties. She may request that the Director of the school attend that meeting.

DRESS STANDARDS

CLOTHING AND FOOTWEAR

We have found that student behavior and performance improve significantly when students wear uniforms. McKenna Montessori requires K-8 students to purchase and wear uniforms which consist of an approved polo shirt with the school's logo, and a pair of closed-toed shoes for protection. All students are required to have the navy colored approved polo shirt. There are a variety of other colors which can be purchased.

OUTSIDE WEAR

All students go outside most days. Outerwear should be appropriate to the weather. When there is snow or mud, boots are required. When it is very cold, snow pants, mittens, and hats are required.

INDOOR SHOES

All children in grades K-1 wear indoor shoes (or slippers) while in the classroom for several reasons. The Montessori method recognizes the child's need for quiet and order in the classroom to allow him or her greatest opportunity for concentrated work. The opportunity to take off and put on shoes increases their level of independence and dressing skills.

Slippers also eliminate a higher noise level in the classroom. The children use mats for a great deal of floor work and slippers help to maintain the cleanliness of the environment, alleviating mud and dirt being tracked into the classroom with street shoes. We ask you to provide slippers to be kept at school. Please encourage your child to choose simple and comfortable ones, Ballet or Isotoner-type slippers are preferred as they are easier to wear and store. Slippers with large character heads are not appropriate because children are often uncomfortable if they are trying to sit with their feet directly under their bottom. Clog or backless type slippers tend to fall off frequently and are a distraction. Please mark the child's name on both slippers. To avoid confusion and prevent loss of clothing, please label all garments with your child's name. The "Lost and Found" clothing will be donated at the end of the school year in June.

NUTRITION

Nutritious food is essential for young, growing bodies. We encourage parents to establish sound eating habits at an early age.

LUNCHES

At McKenna Montessori, parents are responsible for their child's lunches. All children need to bring a lunch each day. Please provide meals that include the important basic food groups. Please be sure to send nutritious lunches your child will eat and enjoy. Please do not send candy, pop or sugary foods. We have a strict no-chocolate policy. We discourage prepackaged foods (i.e. Lunchables, Hot Pockets, Chef Boyardee, etc.). We will send your child's leftovers home so you can gauge what and how much your child is eating.

Refrigeration is available, but we cannot reheat food. You may use thermos bottles if you wish.

CHILD CUSTODY ISSUES

McKenna Montessori is dedicated to the total development of each unique child. We believe that all children need a loving, supportive family. When a family separates, it is especially difficult for the children. Their loyalties are torn as they love and need both parents. The school will be supportive, open, and welcoming to both parents. We will remain neutral in conflicts between parents.

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School records, conferences, meeting information, educational materials and similar items are available to both parents. Parents should try to schedule joint conferences with the teacher, but accommodations can be made for separate conferences. Parents, regardless of the custody arrangement, are entitled to information about the activities of the school and access to certain records. These records include: medical, dental and school records, day care provider's records, and notification of meetings regarding the child's education.

The school will not limit a parent's access to his/her child unless there is a court order on file in the child's records at the school limiting or specifying particular conditions for a parent's access to the child.

SPECIAL SERVICES

McKenna Montessori provides a free and appropriate public education for all children with disabilities. Special education and related services are available for persons who qualify.

Parents, guardians and educators of students attending McKenna Montessori can refer a student who may be eligible for services and not currently receiving services by contacting the student's teacher, or the school director. Referrals will be made to the special education director for further evaluation.

PARENT/TEACHER CONFERENCES

Parent-teacher conferences are scheduled in the Fall and early Spring. Parents are given the opportunity to select a convenient time for the conference. Teachers are available for special conferences as necessary. Speak directly with your child's teacher to make arrangements. We believe good communication between home and school is essential to the best learning environment for the child.

FIELD TRIPS AND GOING OUT EXCURSIONS

We try to give ample notice for field trips, along with a permission slip for each trip. Notification of a field trip is given to the parents at least one week prior to an off-campus event. If you wish to have alternative care for your child for the duration of the outing, you will be responsible for making these arrangements.

The safety and protection of our students is a critical concern. Off-campus trips create potential hazards that require us to take special precautions. McKenna Montessori reserves the right to refuse to be responsible for children off campus when past behavior patterns indicate an inability to follow directions and basic rules. If we are concerned about the safety of a child based on observed behavior, development and/or maturity, we may require the parent of the child to take sole responsibility for their well-being during the trip. Teachers and supervisory staff can exclude a child from an outing if this parental supervision is not available.

BIRTHDAYS

THE BIRTHDAY WALK AROUND THE SUN

In the Primary classrooms, each child is honored in a special celebration called “The Birthday Walk,” an international Montessori tradition. Parents share in this important occasion by helping their child select photographs from each year of her life and by helping her prepare a written history of milestones reached and fun times had during each year. These milestones are shared as the child walks around the “sun,” once for each year celebrated. Parents are invited to participate in this beautiful ceremony with their child. In the Elementary birthday celebrations are handled differently. Your child’s teacher can explain how birthdays are celebrated in her/his class. Children with summer birthdays select a date during the school year to celebrate their birthday.

INVITATIONS AND PRESENTS

If you are planning a birthday party for your child, please do not send invitations to school unless all the children in the class are invited. If your child is attending a party after school, please do not send gifts to school with your child. We have found that these situations can be upsetting for those who are not invited.

RESEARCH

The following citations were taken from the American Montessori Society website, <http://amshq.org>:

Bagby, J. H. (2002). “The Characteristics of Problem-Solving Transfer in a Montessori Classroom.” AMS 2002 Outstanding Doctoral Dissertation Award.

Bhatia, P. (2012). “Mind Over Matter: Contributing Factors to Self-Efficacy in Montessori Teachers.” AMS 2014 Outstanding Doctoral Dissertation Award, First Place.

Blahut, Judith S. (2013). “Children's Effortful Control in a Montessori Classroom: Effects of Parenting and Purposeful Work.” AMS 2013 Outstanding Thesis Award (Tied Place).

Boulmier-Darden, Prairie (2013). “Montessori Education and Learning in Living Systems.” AMS 2013 Outstanding Thesis Award (Tied Place).

Cauller, T. (2012). “Toward an Improved Model of Education: Maria Montessori, Karl Popper, and the Evolutionary Epistemology of Human Learning.” AMS 2012 Outstanding Doctoral Dissertation Award, First Place.

Clark, Margaret R. (2012). “Making Peace: A Creative Thesis Project.” AMS 2012 Master’s Thesis, Award, First Place.

Crawford, T. (2008). “Does Working with Sets Contribute to Conservation of Number for Young Children?” AMS 2011 Outstanding Master’s Thesis Award, First Place.

Daoust, C. J. (2005). “An Examination of Implementation Practices in Montessori Early Childhood Education.” AMS 2005 Outstanding Doctoral Dissertation Award.

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Daoust, C. J. (1994). "A Comparison of the California Public School and Montessori Elementary Curriculums."

Dorer, M. J. (2007). "Montessori Curriculum in Minnesota and Wisconsin Public Montessori Elementary Schools."

Gomes, J. J. M. (2006). "Using a Creativity-Focused Science Program to Foster General Creativity in Young Children: A Teacher Action Research Study." AMS 2006 Outstanding Doctoral Dissertation Award.

Hennigan, E. (2008). "Assessment and Instructional Decision-Making in Montessori Early Childhood Classrooms." AMS 2009 Outstanding Master's Thesis Award.

LaRue, W.J. (2010). "Empowering Adolescents: A Multiple Case Study of U.S. Montessori High Schools." AMS 2011 Outstanding Doctoral Dissertation, Second Place.

Livingston, B. Victoria (2013). "Educators on Social Media: A Look Into What Montessori Teachers and Other Educators Believe About Intrinsic Motivation and Rewards." AMS 2014 Outstanding Master's Thesis Award, Second Place.

Appendix D: Workplace Behaviors

PREPARATION

The student is eager to learn, and arrives with all of the materials necessary to complete the task.

This demonstrates that the student is prepared, focused, willing to risk opinions and ideas, and participates fully to the best of his or her ability in all activities.

PARTICIPATION and PROBLEM SOLVING

The student writes down and follows directions precisely, asks for help when necessary, accepts responsibility for all of his or her actions, and learns from mistakes.

This demonstrates that the student writes and follows instructions, accepts responsibility for their work and participation, or lack thereof, and recognizes that mistakes are really only lessons in disguise.

The student uses time effectively, in and outside the classroom, and can be trusted to work both independently and as a productive member of a team.

This demonstrates that the student accepts responsibility to use outside resources, solve problems, and make the necessary sacrifice, both for his or her own benefit and for the betterment of the team as a whole.

PRESENTATION

The student communicates clearly and logically in both speech and writing.

This demonstrates that the student works to the best of his or her ability -- reviews all work before handing it to others -- thinks before speaking or writing -- and collaborates with others when needed to ensure that all final productions are the best that the student can produce in the time allowed.

Appendix E: K-6 Facilities

Facilities

Mountain Home Charter School plans to build three facilities on five acres we own in Mountain Home, Idaho for a total of 22,000 sf.

Phase One

Construction will be in two phases. Phase one will consist of two, 2,500 sf annex buildings with a total of four classrooms and will include the infrastructure for the entire project (roadways, sidewalks, landscaping, sewer, water, gas, power, and data). The estimated cost will be \$1,300,000. We will go to bid in the spring of 2015, break ground in the summer of 2015, and be ready for occupancy during the spring of 2016. School will begin for grades K-1 in August, 2016. Phase one's capacity is 96 students, grades K-3.

Phase Two

Phase two construction of the main building will begin in the spring of 2018, assuming there is a demand for grades 4-6. The project should be completed by the winter of 2019, and school open in August, 2019. Phase two includes offices, 6 classrooms, a multipurpose room, stage and courtyard. The estimated cost of phase two construction is \$2,125,000. Phase two's capacity is 144 students.

Completed Project

Once the annexes and main building are complete, grades 1-6 will be housed in the main building, and kindergarten will be housed in the annexes for a total of 168 students. The extra classroom in the kindergarten annex will be converted into a workshop. (See photos below. Models were created by Richard McKenna Charter High School Students.)

ADA Compliance

All of the new facilities will be ADA compliant as required by law and local codes.

McKenna Charter School
K-6 Facilities

Phase One—Two 2,500 sf Annexes housing four classrooms for grades K-3, beginning with kindergarten and first grade, plus infrastructure for entire project.



Phase Two—Main building. 17,000 sf with offices, six classrooms, a courtyard, multipurpose room, and stage.



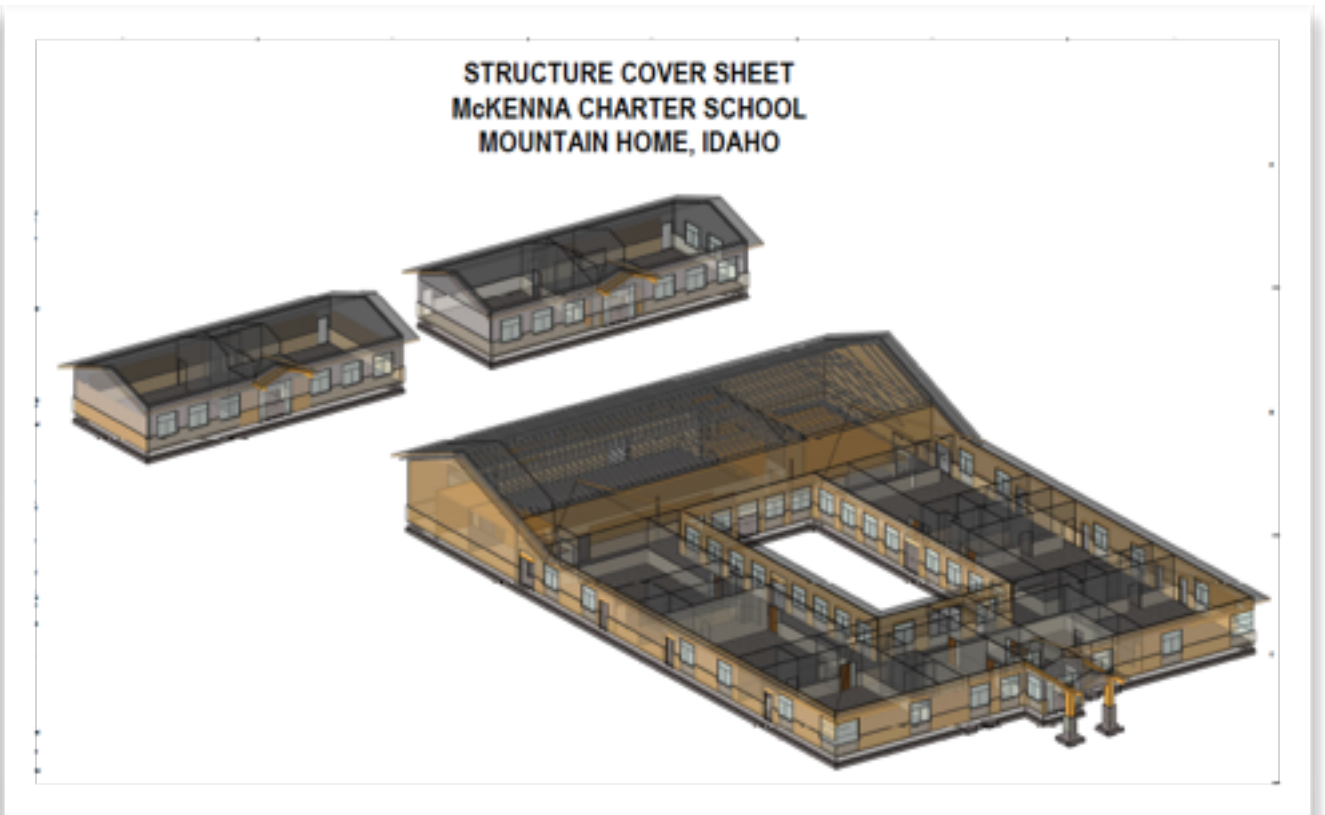
McKenna Charter School
K-6 Facilities

Entire Project—22,000 sf of building space housing up to 216 students, grades K-6 located on five acres in Mountain Home, Idaho. Includes offices, nine classrooms, one work shop, a multipurpose room, stage, and court yard.



McKenna Charter School
K-6 Facilities

3-D View



Appendix F: Articles of Incorporation

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ARTICLES OF INCORPORATION (Non-Profit)	
(Instructions on back of application)	
The undersigned, in order to form a Non-Profit Corporation under the provisions of Title 30, Chapter 3, Idaho Code, submits the following articles of incorporation to the Secretary of State.	
Article 1: The name of the corporation shall be: <u>Idaho Virtual High School Inc.</u>	
Article 2: The purpose for which the corporation is organized is: <u>Education (Charter School)</u>	
Article 3: The street address of the registered office is: <u>2300 E. 42 S. Mountain Home, ID 83647</u> and the registered agent at such address is: <u>Larry Slade</u>	
Article 4: The board of directors shall consist of no fewer than three (3) people. The names and addresses of the initial directors are: <u>Larry Slade 2300 E. 42 S. Mountain Home, ID 83647</u> <u>Connie Slade 2300 E. 42 S. Mountain Home, ID 83647</u> <u>Lee Miller 11883 Blueberry Dr. Boise, ID 83709</u>	
Article 5: The name(s) and address(es) of the incorporator(s): <u>Larry Slade 2300 E. 42 S. Mountain Home, ID 83647</u>	
Article 6: The mailing address of the corporation shall be: <u>2300 E. 42 S. Mountain Home, ID 83647</u>	
Article 7: The corporation (☐ does ☒ does not) have voting members.	
Article 8: Upon dissolution the assets shall be distributed: <u>Mountain Home School District #193, Mountain Home, ID</u>	
Signature of all incorporators: <u>Larry Slade</u> Typed Name: <u>Larry Slade</u> Typed Name: _____ Typed Name: _____ Typed Name: _____ Typed Name: _____	
Customer Acct #: (if using pre-paid account) Secretary of State use only	
IDAH0 SECRETARY OF STATE 10/19/2001 05:00 CK: 3466 CT: 147174 BH: 425305 1 @ 30.00 = 30.00 INC NONP # 2 1 @ 20.00 = 20.00 NON EXPIDI # 3 C141064	

Appendix G: Bylaws

**BYLAWS
OF
IDAHO VIRTUAL HIGH SCHOOL INC AN IDAHO NONPROFIT CORPORATION**

**ARTICLE I
OFFICES**

Section 1.1 Offices

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

**ARTICLE 2
PURPOSE**

Section 2.1 Purpose

The Corporation is organized exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future Federal income tax code. Notwithstanding any other provision of these Bylaws to the contrary, the Corporation shall not carry on any activities not permitted of:

(a) a corporation exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue

Code of 1986 or the corresponding provision of any future Federal income tax code, or

(b) a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 or the corresponding provisions of any future Federal income tax code.

**ARTICLE 3
NO MEMBERS**

Section 3.1 No Members

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

Section 3.2 Associates

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

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ARTICLE 4

BOARD OF DIRECTORS

Section 4.1 Board of Directors

The Board shall consist of Directors elected or appointed for a two (2) year term of office as set forth below. The number of Directors constituting the Board of the Corporation shall be not less than five (5) or more than seven (7) Directors. The function of the Board can be described as policy making, advising and evaluating. The Board shall have the further duty of directing the financial means by which the educational program is conducted.

Section 4.2 Powers of the Board of Directors

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

Section 4.3 Election of Directors

(a) During the initial year of operation, the Board shall be comprised of the Directors listed in the Articles of Incorporation and any other directors elected by the then current Board.

(b) After the initial year of operation, Directors will be elected by the Board from a list of nominees submitted by the nominating committee. The nominating committee consists of the Chairman of the Board and others whom the Chairman of the Board appoints.

Section 4.4 Term

(a) Directors shall be elected to a two (2) year term of office. However, during the initial year of operation, half of the Board of Directors shall be selected by lottery or other method to serve an initial term of only one (1) year.

(b) Each Director shall serve until the board elects his/her successor at the annual meeting.

Section 4.5 Resignation and Removal

Subject to the provisions of Section 30-3-69 of the Idaho Nonprofit Public Corporation Act, any Director may resign effective upon giving written notice to the Chairman of the Board, or the Secretary of the Board, unless the notice specifies a later effective time. If the resignation is effective at a future time, a successor may be selected before such time, to take office when the resignation becomes effective. A Director may be removed without cause by a majority of the Directors then in office.

Section 4.6 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, or has been found to have breached any duty arising under Article 30-3-85 of the Idaho Nonprofit Public Corporation Act or to be of unsound mind, by any court of competent jurisdiction, or has failed to attend four (34) or more meetings of the Board in any calendar year.

(c) Removal of a Director for one or more of the reason listed in Section 4.6(b) above may be initiated by any member of the Board. The Board all hold a public meeting within ten (10) school attendance days of receiving such a request or petition.

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Bylaws

(d) A vacancy on the Board may be filled by a majority vote of the remaining Directors, although less than a quorum. Each Director so elected shall hold office until the next annual meeting of the Corporation.

(e) 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 4.7 Compensation of Directors

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

Section 4.8 Employees

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

Section 4.9 Voting

No proxy voting on the Board may occur. Tie votes will be broken by the Chairman of the Board.

Section 4.10 Quorum

A quorum consisting of a majority of more of the then current Directors must be assembled either physically or at a distance via phone lines or other media to vote and conduct business.

ARTICLE 5
BOARD MEETINGS

Section 5.1 Place of Meeting

The place of the quarterly meetings of the Directors shall be the principle office of the Corporation or at such other place as shall be determined from time to time by the Board. The place at which such meetings shall be held shall be stated in the notice and call of meeting. No change in the place of meeting shall be made within three (3) days before the day on which an election of directors is to be held.

Section 5.2 Face-to-face Meetings

The Board shall meet face-to-face in February, June, and October.

Section 5.3 Monthly Meetings

Monthly meetings of the Directors of the Corporation will not be mandatory, but will be scheduled for the third Tuesday of each month if a Director sees the need to have a meeting during the month. During these monthly meetings, the Board may meet face-to-face or at a distance via phone lines or other media.

Section 5.4 Notice of Meeting

Notice of the time and place of meetings shall be posted at the principle office of the Corporation and on the Idaho Virtual High School web site at least three (3) days prior to the meeting.

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ARTICLE 6
OFFICERS AND DUTIES

Section 6.1 Officers

The Officers of the Corporation shall be Chairman of the Board, Vice Chairman, Secretary, and Treasurer. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as the Chairman of the Board. Officers of the Corporation shall also be Directors of the Corporation. The Officers shall be elected each year at the annual meeting by the Board and serve a one (1) year term.

Section 6.2 Chairman of the Board

The Chairman of the Board is the general manager and chief executive officer of the Corporation and has, subject to the control of the Board, general supervision, direction and control of the business of the Corporation. The Chairman of the Board shall preside at all meetings of the Board.

Section 6.3 Vice Chairman

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

Section 6.4 Secretary

(a) The Secretary shall keep or cause to be kept, at the principal office or other such place as the Board may order, a book of minutes of all meetings of the Board and its committees, including the following information for all such meetings: the time and place of holding; whether regular or special; 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.

(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 of its members promptly after the meetings; 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 duties as may be prescribed from time to time by the Board.

Section 6.5 Treasurer

(a) The Treasurer of the Corporation shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the Corporation, including accounts of its assets, liabilities, receipts and disbursements. The books of account shall at all times be open to inspection by any Board members.

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(b) 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 depositories as may be designated from time to time by the Board. The Treasurer shall disburse funds of the Corporation as may be order by the Board, and shall render to the Board, upon request, an account of all transactions as Treasurer and of the financial condition of the Corporation. The treasurer shall present an operation statement and report, since the last preceding regular Board meeting, to the Board at all regular meetings. The Treasurer shall have such other powers and performs such other duties as may be prescribed from time to time by the Board.

Section 6.6 Removal

Any Officer may be removed, either with or without cause, by a majority of the Directors then in office.

Section 6.7 Vacancies

A vacancy in any office because of death, resignation, removal, disqualification or any other cause shall be filled in the manner prescribed these Bylaws for regular election or appointment to such office, provide that

filled in the manner prescribed these Bylaws for regular election or app
such vacancies shall be filled as they occur and not on an annual basis.

ARTICLE 7
FISCAL AFFAIRS

Section 7.1 Fiscal Year

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

ARTICLE 8
NOTICES

Section 8.1 Manner of Giving Notice

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

Section 8.2 Waiver

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

ARTICLE 9
DISSOLUTION

Section 9.1 Dissolution

Upon dissolution of the Corporation, assets shall be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code. After paying or adequately providing for the debts and obligations of the Corporation the remaining assets shall be distributed to one or more

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

ARTICLE 10
AMENDMENTS

Section 10.1 Bylaws

New Bylaws may be adopted or these Bylaws may be amended or repealed by a majority vote of the Board. Whenever any amendment or new Bylaws are adopted, copies shall be placed in the Book of Bylaws with the original Bylaws, and immediately after them, and shall not take effect until so copied. If any Bylaws are repealed, the fact of repeal with the date of the meeting at which the repeal was enacted must be stated in

the book and until so stated, the repeal must not take effect. Whenever any provision of the Bylaws is either amended or repealed, a marginal note shall be made thereon indicating the place or page where the amendment or repeal may be found.

I, _____, certify that the foregoing Bylaws were approved and adopted for the organization by its Board of Directors on _____ and that they are currently in effect.

Signature

TITLE OF PERSON SIGNING

Date of signature