

Heritage Community Charter School, Inc.

HERITAGE COMMUNITY CHARTER SCHOOL

Board Chairman:

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TAB 1: ARTICLES OF INCORPORATION, BYLAWS, SIGNATURES AND MISSION STATEMENT

See Appendices for Articles of Incorporation, Bylaws and Signatures of Qualified Electors

HCCS Vision and Mission Statements

Vision:

To create:

- **H**igh Academic Achievement
- **C**ontinuous Love of Learning
- **C**ommunication that is Effective and a
- **S**afe and Respectful Environment

Mission:

The Mission of Heritage Community Charter School is to create an atmosphere of mutual respect where students feel safe and are challenged to become their best selves as they develop a curiosity and love of learning that will continue throughout their lives and prepares them for post-secondary education, careers, and service in their communities as well educated leaders who desire to preserve a democratic society and who act with integrity and character.

Philosophy:

Heritage Community Charter School's philosophy lies with the strong belief that all children can learn. It is our goal to prepare each student with personal tools that will assist them in life's choices. We do so by addressing the needs of the Whole Child – Body, Mind, and Spirit:

Body: The atmosphere of the school and the classrooms will reflect mutual respect so that students will feel empowered to take risks necessary for growth and learning. Mistakes will be seen as opportunities to learn and all ideas will be valued.

Teachers will possess positive attitudes necessary to shape and facilitate learning in the classroom through encouraging, believing in the students, caring and requiring excellence in every detail.

Mind: We will seek to challenge every student all of the time through a coherent and orderly classical education curriculum.

We will have high expectations of our students, and our teachers will possess knowledge and skill necessary to assist students in achieving those high expectations.

Students will learn to value knowledge for knowledge's sake.

Spirit: Students will develop the self-esteem necessary to allow them to achieve their personal goals and to become active, responsible members of their communities.

Staff members will develop a specific character education plan and calendar of activities and events each year that will help students and the HCCS community understand and implement the character traits identified. The HCCS administrator will present the plan and calendar to the board of directors for approval by July 1st of each year.

The goal of HCCS is also for students to leave our school bilingual and bi-literate in Spanish and English. We believe we cannot accomplish this by providing Spanish as a foreign language class. Our students will need to use the language to learn something every day in order to become proficient. Our plan is to provide immersion experiences for our students.

Our teachers will use research based strategies when teaching the core subjects. But they will also use those same strategies, along with research based strategies for second language learners, to teach some of the core concepts in Spanish. For example, elementary students will have a language arts block during the morning. And in the afternoon, during "Spanish class", they will have 45 minutes to learn an additional language arts lesson. But this lesson will be taught in Spanish using curriculum materials written in Spanish. Although teachers will be using similar strategies in both sessions, the experience for the student will be very different.

Heritage Community Charter School seeks to replicate the successful curriculum model of instruction and school culture implemented by Xavier Charter School in Twin Falls. The HCCS founders believe that the educational model utilized by Xavier has a proven record of success and the establishment of a charter school, in Canyon County, that seeks to develop students who are proficient in English and Spanish as well as meet high academic standards will provide an additional choice to families in Caldwell to meet the needs of their children and assist the traditional school district in successfully preparing students to contribute to our community in meaningful ways. The Heritage Community Charter School educational program will be exemplified by:

- the consistency of the instruction models used throughout K-12. Starting with direct instruction in the lower grades and progressing through to Socratic Teaching, concept development, synectics and inquiry models; students will be able to recognize instructional models from grade to grade. Instruction will have the appearance of a spectrum, rather than a patchwork quilt. Students will be able to take those instructional techniques and incorporate them into learning strategies.

- the consistency of the cultural/climate expectations. Behavioral standards are the same for each classroom and teacher throughout the school.

Classical Education shall be defined as teaching by the same educational principles and toward the same educational pursuits as the ancients. To do so is known as the Trivium, Latin for “the three roads”. The three classical subjects are called Grammar (Elementary years), Logic (Middle School years), and Rhetoric (High School years). Levels of development in the classical sense are Knowledge, Understanding, and Wisdom. The picture is that human beings have three areas of mental capacity: one for gathering up information (Knowledge), a second for arranging the information in a logical order (Understanding), and a third for putting this information and this ordering to practical use (Wisdom). These three capacities are mutually dependent upon each other, but have a logical and developmental order between them. They all develop at the same time, from birth, yet they each pass through periods of intensive development until they finally meet each other and work harmoniously together.

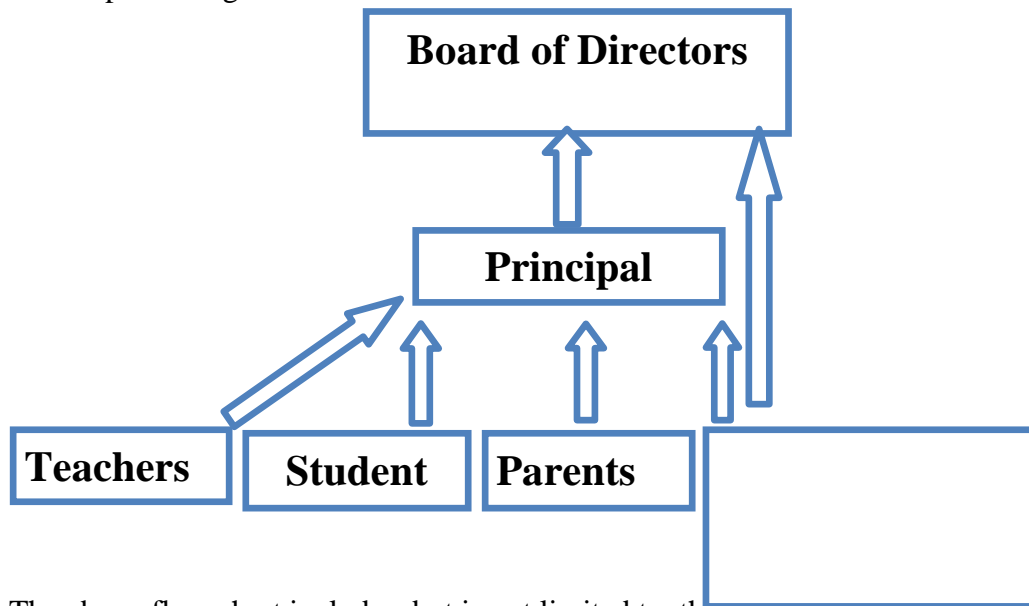
Socratic Teaching shall be defined as a powerful, teaching tactic for fostering critical thinking where the focus is on giving students questions, not answers. Teachers model the Socratic method by continually probing into the subject with questions directed at the student.

Synecdotics shall be defined as an approach to creative thinking that depends on understanding together that which is apparently different. Its main tool is analogy or metaphor.

TAB 2: PROPOSED OPERATIONS

Proposed Operations

The Heritage Community Charter School will function as a non-profit organization, organized and managed under the *Idaho Nonprofit Corporation Act*, as outlined in the school's Bylaws and Articles of Incorporation. Accordingly, the organizational flow chart representing the flow of information and the chain of command is as follows:



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

- The Board, as a board, shall have the full power and duty to manage and oversee the operation of the Corporation's business.
- The Board of Directors will have the responsibility to approve the selection of the school Principal, who may not be one of its members. The Board also will be responsible for hearing, and approving or disapproving, the recommendations of the school Principal with respect to changes in staffing, programs, or curriculum.
- The Board of Directors and PTSO (Parent Teacher Student Organization) of Heritage Community Charter School may provide consultation to the Principal regarding ongoing plans for the school.
- The Board will, when necessary, adjudicate disagreements between parents and the administration.
- The Board is responsible to the authorized chartering entity directly.
- The Principal (Administrator) represents the Board of Directors of the Charter School as the liaison between the Board and the charter school.

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

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

Target Student Population/Primary Attendance Area

The Primary Attendance Area of Heritage Community Charter School will include the following: the boundary of Caldwell School District, plus the intersection of Homedale Road and Farmway Road south to Orchard Avenue – Orchard Avenue East to Midway Road – Midway road north to Caldwell Boulevard – and Caldwell Boulevard northwest to Ustick Road. See image to the side.



Note: The “red” border indicates the boundary for Caldwell School District (boundary to the north). The “yellow” border (boundary to the south) indicates the additional area that combines with the district boundaries to constitute the Primary Area of Attendance.

Potential Effects on the District

Heritage Community Charter School will be located within the Caldwell School District

Boundaries and anticipates serving students from Caldwell, Vallivue, Nampa, Marsing and other small school districts within Canyon County.

Heritage Community Charter School plans to open in the fall of 2011 with two classes of 30 students each in grades K-6 (60 students per grade); one class of 30 students in grade 7; one class of 30 students in grade 8 and a total of 40 students in grades 9-12.

HCCS plans to expand grades 7 and 8 in the 2012-2013 school year to 60 students per grade. Maximum enrollment in HCCS will be 540 students. While the founders of

HCCS are sensitive to the struggles of public charter schools expanding into secondary education, the founders believe that offering a pilot secondary program beginning in the initial year of operation will give HCCS an opportunity to collect data and make adjustments that will allow the secondary program to be fully implemented and successfully functioning by the time the secondary program is full (the 2017-2018 school year). In addition, the founders of HCCS will be able to offer a unique secondary program designed to provide instruction in the core content areas utilizing the HCCS educational model. Planned expansion for grades 9-12, and/or increasing the number of students per grade in subsequent years will be dependent upon total enrollment, facility, budget needs, surveyed parental support, students' pre-registration and upon the approval from the Heritage Community Charter School Board of Directors.

The loss of ADA income (in local districts) due to HCCS's enrollment will be offset by the increase in projected population for Canyon County. In addition, HCCS expects to attract students currently enrolled in virtual charter schools and students currently participating in home schooling and will therefore minimally impact the Caldwell School District financially.

Although we recognize the strength of the local school district, there is a dual benefit a new public charter school will bring to our community. First, it will allow parents to choose a specific focus that meets the learning style and needs of their child. Second, parents make a conscious decision on where to have their child educated creating greater community buy-in to the educational process. This gain of choice not only benefits those attending public charter schools but also those attending traditional public schools. HCCS is proud to offer another choice of quality learning in a thriving, progressive School District. We are committed to remain a good neighbor in the educational community.

Facilities

We recognize the difficulties and resources needed to secure adequate facilities for public charter schools. With that in mind, we have selected several proposed locations for HCCS's future school facility. Upon approval, HCCS will develop a formal facility plan that takes into consideration our expected enrollment, staff size, revenues, and growth. Adoption of this facility plan will allow the Board of Directors to assess facility needs, evaluate and select a site, and explore our financing options.

Notwithstanding the likelihood of a modular campus in our early years, it will be the ultimate goal to provide a permanent structure that will meet the needs of the school's academic program. Due to the difficulties associated with financing in the current market, HCCS plans to utilize modular classrooms to meet its facility needs in the first few years of operation.

In an effort to select a site that will meet current and future needs, locations will be considered based on factors such as convenience for transportation, safety, diversity of the immediate surrounding neighborhoods, code requirements, access to major utilities, topography, affordability, etc.

Regardless of the location or type of facility, Heritage Community Charter School will acknowledge and certify that the facilities used will meet all requirements for health, safety, fire and accessibility prior to the opening of the school and will provide for the regular inspections of the facilities by authorized inspectors for the aforementioned compliance. Any facilities that the Board secures on behalf of the school will meet the legal requirements described above. For potential sites, *see* Appendix E.

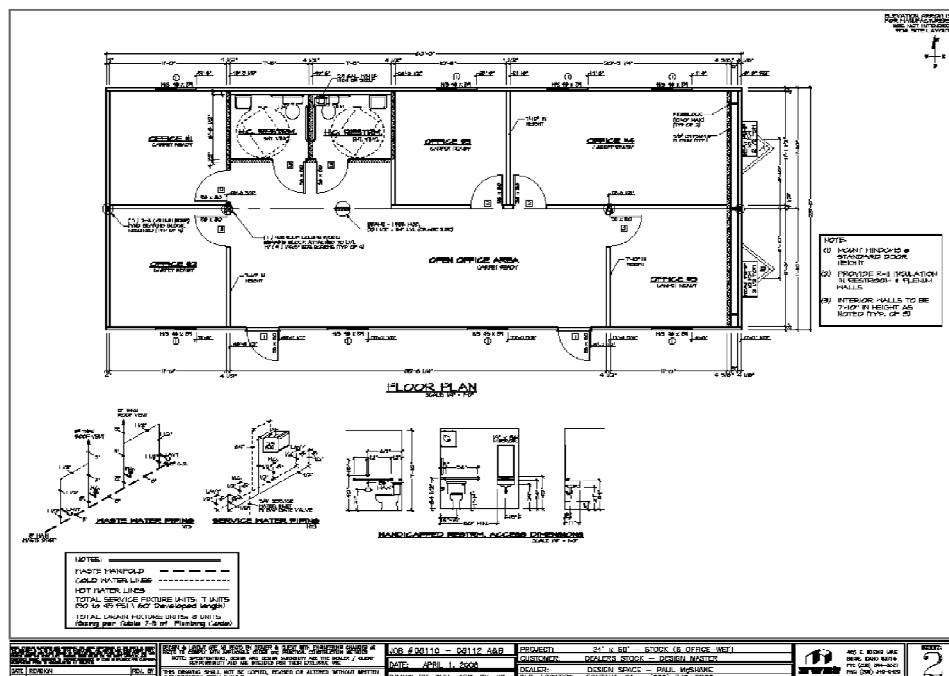
At this point, we have discussed our facility needs and received a commitment from a group of investors that are experienced in charter school facilities and are willing to assist us identify, secure, and develop a site that will accommodate our building needs (*See* Appendix L).

As part of our facility due diligence, we have also researched the specific zoning requirements applicable to any of the listed choices. In Caldwell, the municipal code provides that a charter school and all accessory buildings are considered a permitted use in any residential zoning district so long as certain requirements are met – examples include limitations on proximity to fire stations, industrial zones, airport overlay, etc. In the event our chosen site does not comply with the code restrictions, HCCS will go through the process of obtaining a special use permit with the city. While a special use permit would require additional time, it does provide HCCS with significant freedom if the most desirable location does not fit the parameters established for a permitted use.

The ultimate goal of Heritage Community Charter School will be to provide a facility in a convenient location that will both ensure the safety and enhance the education of our students. Due to the difficulties associated with financing in the current market, HCCS will likely utilize modular classrooms to meet its facility needs in the first few years of operation. We have spoken with several temporary classroom companies and have identified our needs and broken out our anticipated costs for the first several years of operation. For our first year, at a minimum we will seek modular units that contain restroom facilities, accommodate at least two classrooms, and have all the requisite permitting and licensing for the State of Idaho – a sample classroom floor plan is included above. We are aware of other units that accommodate more classrooms and can be more cost efficient, but their availability is limited. Therefore, for planning purposes, we will utilize a standard 28x64 two-classroom unit. In addition to the classroom space, we have included in our budget an administrative modular unit. This trailer will be used to house student records and will include a teacher break room, principal's office, secretary's office, etc. An example is provided below:



Tab 2: Proposed Operations



While the amount we have budgeted for our facility costs can be found in Appendix J, the following table provides a more detailed breakdown of HCCS's yearly expenses as it relates to the transportation, set up, development, and lease of its facilities in years one through three:

	July	Aug	Aug	Aug	Aug	Monthly Lease
	Delivery	Skirting	HC install & Ramps	Block&Level	Anchors & Ramps	Lease
28x64 (2 Classrooms)	\$ 1.125	\$ 1.525	\$ 2.175	\$ 2.645	\$ 650	\$ 1.395
Year one costs per building			\$ 23.465			
Year 2 costs per building			\$ 16.740			
Land Lease/Year			\$ 70,000			
Best Case	Buildings Costs					
Year 1	11	\$ 319.365				
Year 2	11	\$ 254.140				
Year 3	11	\$ 254.140				
Worst Case	Buildings Costs					
Year 1	9	\$ 272.435				
Year 2	10	\$ 244.125				
Year 3	11	\$ 260.865				

Please take note: under both the best and worst case scenarios, the year one “costs” reflect 10.5 months of rent (beginning mid-August). Also note, the mobile administrative office building shown above is approximately \$400 less per month in rent; however, the difference was not included in an effort to provide flexibility in the event unforeseen costs arise.

As of the date of this submission, the HCCS board is waiting for additional documentation regarding its ability to secure land for its modular campus.

Administrative Services

Administrative services will be provided by the Heritage Community Charter School Principal supplemented by other contracted services as needed. Annual programmatic and financial reports will be presented to the Board of Directors and the authorized chartering entity. The Principal will also serve as the liaison between the Heritage Community Charter School and its Board of Directors, and parents. The Principal, in coordination with the Heritage Community Charter School Board of Directors, will determine the day-to-day operations of Heritage Community Charter School.

Potential Civil Liability & Insurance Commitment

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

Heritage Community Charter School shall obtain its own liability insurance and insure its governing board, employees, contents, equipment, and fixtures against injury, damage, or loss. Additionally, both the facility provider and HCCS shall insure their respective interests against damage and for liability exposures with minimum limits of liability of not less than \$1,000,000 per person, \$5,000,000 aggregate or such limits as imposed by the State requirement or as otherwise determined by the board. All such insurance policies shall name Heritage Community Charter School as an additional insured and provide for at least ten (10) days written notice prior to cancellation. The facility provider and Heritage Community Charter School shall provide to each other certificates of insurance prior to the commencement date of facility occupancy evidencing such coverage.

All contract service providers are required to have adequate limits of liability insurance as determined by the board or other state requirement and shall maintain the same throughout any contract period. Heritage Community Charter School shall operate its business in conformance with all local, state and federal environmental laws.

Specific documentation of the above outlined requirements is contained in the respective insurance policies negotiated with the insurance providers.

TAB 3: EDUCATIONAL PROGRAMS

Educational Goals

It is the goal of Heritage Community Charter School to pursue a quest for excellence in all things ... for students, teachers and administrators. This lofty goal comes with the realization that excellence is never an accident – it comes from careful planning, exacting actions and precise follow through so that excellence becomes the norm, the habit that students, teachers and administrators will work toward every day.

This will be accomplished through strict adherence to the Thoroughness Standards.

Educational Thoroughness Standards

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

Goal: In keeping with our theme of addressing the needs of the whole child; body, mind and spirit, the goal of Heritage Community Charter School is to provide surroundings that maximize the learning process by having a safe and orderly facility where students will be academically challenged without the fear of threat.

Objectives: Heritage Community Charter School will:

- Develop procedures of conduct for students for proper behavior in the class and around the school. Procedures help establish a non-threatening environment where students are allowed to make mistakes without the anxiety of ridicule.
 - Develop a plan of action for addressing discipline concerns that emphasizes character building concepts that allows students to choose the right course of action.
 - Provide a staff/student handbook that provides rules and guidelines for physical safety. These guidelines will include and not be limited to the procedures for fire drills, visitors, reporting unsafe equipment, methods for checking students in and out of school, notification of parents' rights, and staff monitoring responsibilities..
 - Provide a facility that meets all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools, and is inspected as required to ensure the safety of students and staff.
 - Establish, publish, and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, and use or sale of alcohol, tobacco, and drugs. (see appendices for these policies.)
 - Create an environment that encourages parents and other adults to visit the school and participate in the school's activities.
 - Students will be required to wear a school uniform to help create an environment that is conducive to learning.
-

Standard 2. Educators are empowered to maintain classroom discipline. Each staff member has the right to teach without fear of violence.

Goal: Create uniform school wide discipline and consequence procedures that are founded in dignity and logic. Consistency from all classrooms, to the playground, to the lunch room and anywhere else on the school property will insure equitable handling of infractions.

Objectives: Heritage Community Charter School will:

- Develop a student handbook providing a code of conduct including clear expectations and consequences for unacceptable behavior, and a process for teachers to handle minor and major infractions in the classroom setting.
- Teach appropriate behaviors and foster responsible decision-making skills where students assume responsibility for their own behavior.
- Establish and maintain consistent rules aligned throughout the school.
- Celebrate the success of good behavior

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

Goal: Educate students as to classical views of self-command using traditional teaching methods so that each student will; recognize pillars of character, practice virtuous actions, and be able to differentiate between right and wrong

Objectives: Heritage Community Charter School will:

- Have teachers model desired behaviors and attitudes such as those set forth in the following Virtues (from *The Book of Virtues* by William J. Bennett), and Eight Expectations for Living:

Virtues –

Responsibility

Friendship

Compassion

Courage

Self-Discipline

Loyalty

Work

Perseverance

Honesty

Eight Expectations for Living –

1. We will value one another as unique and special individuals.
2. We will not laugh at or make fun of a person's mistakes nor use sarcasm or putdown.
3. We will use good manners, saying "please," "thank you," and "excuse me" and allow others to go first.
4. We will cheer each other to success.
5. We will help one another whenever possible.
6. We will recognize every effort and applaud it.
7. We will encourage each other to do our best.

8. We will practice virtuous living, using the Life Principles.

- Help students strive for excellence in learning and practicing the Life Principles and Eight Expectations for Living.
- Display every student's work in some positive form with teachers providing positive commentary through oral and/or written feedback.
- Daily recite or reflect upon a school, class and/or personal creed to reaffirm commitment to excellence.

Standard 4. The skills necessary to communicate effectively are taught.

Goal: To equip each student with the necessary communication skills to prepare them for the 21st century.

Objectives: Heritage Community Charter School will:

- Emphasize students and teachers speaking in complete sentences and addressing one another by name, demonstrating mutual respect and common courtesy.
- Use enriched vocabulary that is drawn directly from classical education sources such as classic literature, myths, fables, poetry, proverbs, quotes, foundational writings and other genres.
- Emphasize and practice good listening skills and techniques
- Emphasize meaningful language experience through daily memory work, recitations and/or writing that are exuberant and full of expression

Elementary (Grades K-5):

The conviction that learning more than one language is important for every child guides HCC's commitment to a dual-language program. Language is not only a means to communicate and an instrument for thinking; it is also an important tool for understanding and appreciating the thoughts of others in our increasingly multicultural world. Knowing two languages is a marketable skill, thus expanding the individual child's later opportunities for constructive engagement with society.

There are cognitive benefits as well. According to Michael Rosanova, Ph.D., a professor of education at Chicago State University, a Montessori-certified teacher, and an expert in bilingual education, "Long term, children who have gone through an early childhood dual-language immersion experience show greater cognitive flexibility, greater facility in concept formation, greater creativity and problem-solving skills in verbal and math problems, and, obviously, a greater facility of vocabulary.

"Learning a language, however, occurs most effectively and efficiently at a very early age – young children are highly receptive to language acquisition, and second language learning comes most easily early on in a child's life."

Elementary students at HCCS will be at the perfect age for dual-language learning.

- **Secondary** (Grades 6-12):

The philosophy and purpose are the same for the secondary program with a greater emphasis on college preparation. Students who have completed five or more years of elementary instruction at HCCS should be able to demonstrate bi-literate proficiency. Core classes will be taught in English in the secondary program. Spanish instruction, however, may continue through elective classes if the board of directors determines the need for additional Spanish instruction. Students in grades 6-12 will receive instruction in Latin which will prepare them for post-secondary study and enhance their overall understanding of languages.

Standard 5. A basic curriculum necessary to enable students to enter academic or professional-technical post-secondary educational programs is provided.

Goal: Help children establish strong foundations of knowledge, grade by grade through a solid, specific, shared core curriculum that will provide all children, regardless of background, with the shared knowledge they need to be included in our national literate culture.

Objectives: Heritage Community Charter School will:

- Use the Idaho State Board of Education's Standards as a foundation to be enhanced by the Core Knowledge Sequence and an advanced liberal arts high school curriculum that will provide the knowledge necessary for higher levels of learning.
- Develop a spectrum of instructional strategies that are research driven/data proven to ensure student learning, including but not limited to direct instruction, Socratic Teaching, concept development, synectics and inquiry models that are consistent throughout K-12.
- Use field trips and career development discussions when appropriate.
- Teach students as a whole group, thoroughly and to mastery, with intensive and specific modifications insuring success for all including identified special needs students.
- Expect teachers to "teach on their feet", meaning engaging students personally, adjusting instruction as necessary and holding high expectations of all students.

Curriculum Emphasis - Special Emphasis:

- **Elementary (K-5):** HCCS will offer a Spanish language program to enable students to become bilingual and bi-literate. The curriculum will incorporate theoretical foundations of bilingual education and second-language acquisition to implement effective program model. The goal of HCCS is for students to leave our school bilingual and bi-literate in both Spanish and English. The process for achieving that goal, however, will require that the school develop the capacity to

- provide Spanish instruction in phases. Full implementation will be achieved by the end of year 4 of operation.
- For draft implementation model, please see appendix I
 - Oral language development will be the focus of the Spanish program in kindergarten, 1st and 2nd grades. Reading and writing in Spanish will be added in 3rd grade. Spanish as a Second Language (SSL) strategies will be used for those students who transfer to our school and are behind in their Spanish language development.
 - **Secondary (6-12):** Students will receive instruction in core subjects in English. The founders believe that all students can learn and can achieve high standards. The school is committed to providing the support necessary for diverse learners to participate in the HCCS educational program. While our program focuses on a rigorous curriculum, HCCS will modify, adapt and design instruction to meet the needs of individual students when appropriate.
 - HCCS will develop a rigorous secondary program designed to prepare students for success in post-secondary education and the workforce. The founders of HCCS believe that by beginning operations with a small, pilot secondary program of 100 students and expanding as each year's 5th graders move into secondary school, the school will be able to collect data and modify the program in order to effectively meet the needs of students and achieve the vision of HCCS. A draft secondary school program model is included in Appendix I.
 - Secondary students (grades 6-12) will engage in a challenging course of study that includes courses in all core content areas. By full implementation, HCCS expects students to complete six years of instruction in math beginning with pre-algebra in 7th grade; six years of instruction in laboratory science; six years of instruction in English/language arts and six years of instruction in social studies. In addition, students will complete requirements in humanities, health, speech, physical education and elective courses. HCCS will offer students the opportunity to take Latin in grades 6 through 12 and advanced Spanish classes including dual credit and/or AP Spanish.
 - It is the goal of the HCCS founders to develop a robust dual credit program for secondary students that will allow students to finish a substantial number of college credits prior to high school graduation.

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

Goal: Provide students with: communication skills so that they can interact with others; cultural literacy, so that they possess a reservoir of common facts, ideas and references known to all in the culture; and real world work related experiences. -

Objectives: Heritage Community Charter School will:

- Provide a strong foundation in classical education that includes basic reading, writing, science, social studies, and computational skills.
- Provide a technology-rich environment, encouraging the effective use of technology as a tool in the workplace of the 21st century.

- Enable students to develop the following intellectual habits important in the work place: adapting to new situations and responding effectively to new information; solving problems; locating and evaluating information from a variety of sources; making flexible connection among various disciplines of thought; thinking logically and making informed judgments.
- Enable students to develop the following personal habits important in the work place: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of the work load; and working cooperatively with others to reach group consensus.
- Provide students with jobs in their classrooms and throughout the school to teach the importance of work, instill ownership in the school, and to help them learn the skills that they will need to enter the work force. These skills include taking instruction from supervisors, learning a task, and accomplishing a task in a timely manner.

Standard 7. The students are introduced to current technology.

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

Objectives: Heritage Community Charter School will:

- Use interactive technology as tools in an integrated educational program rather than as primary instructional delivery systems.
- Emphasize the acquisition of basic computer skills as a supplementary medium of communication and research to complement other approaches.
- Use computers as tools for such activities as accessing research information, authoring, computation, record keeping, data storage, and communication.

Standard 8. The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools, and communities is emphasized.

Goal: Provide students with opportunities to become involved in the community so as to develop the skills and understanding necessary to become responsible citizens in their respective jobs and communities of the 21st century.

Objectives: Heritage Community Charter School will:

- Enable students to develop habits of responsible citizens by following the guidelines outlined under Standard 3 with respect to the Life Principles and the Eight Expectations for Living.
- Enable students to understand and apply concepts and principles embedded in each of the social studies: history, geography, political science, economics and constitutional studies.

- Further enhance the ability of students to assess needs, prioritize in decision making, plan an approach, implement a plan, and evaluate the result as part of the community service aspect of the curriculum. This will take the form of the classroom community service projects:
 - K-5 – community projects established and supported by class parents
 - 6-8 – class sponsored community projects
 - 9-11 – individual/small group community projects
 - 12 – Community action piece as part of the student’s senior project
- Plan for further growth in career guidance and development as we expand into the high school grades.

Heritage Community Charter School will achieve the Thoroughness Standards by: implementing a classical education curriculum that is Solid, Sequenced, Specific and Shared; by establishing a culture of great expectations of all students, faculty and administration; and by developing a community of learning and professional development among the staff.

Definition of “Educated Person”

The “Educated Person” in the 21st Century will need to be a true learner of the world. The person must have the skill to learn, evaluate information and respond appropriately to challenges. In addition, the worker of tomorrow will need to possess life skills to allow him or her to become a successful member of the community. Communication is an essential part of an educated person’s life and the educated person strives to communicate with others effectively. To ensure the learning process, HCCS will concentrate on three areas: curriculum, climate and instruction.

How Learning Best Occurs

The founders of Heritage Community Charter School believe that learning best occurs in an environment that challenges students academically and encourages them to excel. HCCS believes that students will learn when provided with a strong foundation in the core content areas, language development opportunities and elective choices that are engaging. HCCS also believes that learning occurs best in an environment that promotes respect for others and strong character development. HCCS will provide students with this type of environment and educational opportunities designed to help all students succeed.

Curriculum Overview

For the sake of academic excellence, greater fairness, and higher literacy, schools need a solid, specific, shared core curriculum in order to help children establish strong foundations of knowledge, grade by grade. Heritage Community Charter School will remain aligned with the general goals and curriculum of the Idaho State Standards while incorporating the concepts of classical education as outlined here:

- Solid Foundations - Many people say that knowledge is changing so fast that what students learn today will soon be outdated. While current events and technology are constantly changing, there is nevertheless a body of lasting knowledge that should form the core of the curriculum. Such solid knowledge includes, for

- example, the basic principles of constitutional government, important events of world history, essential elements of mathematics and of oral and written expression, widely acknowledged masterpieces of art and music, and stories and poems passed down from generation to generation.
- Sequenced - Knowledge builds on knowledge. Children learn new knowledge by building on what they already know. Only a system that clearly defines the knowledge and skills required to participate in each successive grade can be equitable and fair for all students. For this reason a clear outline of content to be learned grade by grade will be developed. This sequential building of knowledge not only helps ensure that children enter each new grade ready to learn, but also helps prevent the many repetitions and gaps.
 - Specific – A classical education curriculum sequence is distinguished by its specificity. By clearly specifying important knowledge in language arts, history and geography, math, science, and the fine arts, the curriculum presents a practical answer to the question, "What do our children need to know?"
 - Shared - Literacy depends on shared knowledge. To be literate means, in part, to be familiar with a broad range of knowledge taken for granted by speakers and writers. For example, when sportscasters refer to an upset victory as "David knocking off Goliath," or when reporters refer to a "threatened presidential veto," they are assuming that their audience shares certain knowledge. One goal of the curriculum will be to provide all children, regardless of background, with the shared knowledge they need to be included in our national literate culture.

Character Education/School Climate

It is with the realization that no matter how good a curriculum is, no matter how prepared the teachers are, and no matter how new, updated and technologically advanced a facility is, if there is not the belief that every child can learn, and every teacher can make a difference, then all is for naught.

With this in mind, HCCS will strive to follow the “Great Expectations” Life Principles and the Eight Expectations for Living as outlined in Thoroughness Standard #3.

The Great Expectations Model is guided by six basic Tenets. These Tenets provide guidelines for training and implementation and serve as standards for evaluating the school, teachers and staff. The Tenets are as follows:

- High Expectations - Teachers must hold high expectations of students. When students recognize those expectations, they will respond by reaching upward to achieve them.
- Teacher Attitude and Responsibility - Teachers who have positive attitudes possess the influence necessary to shape the attitudes of students. The teacher’s attitude is one of a facilitator of learning who encourages and believes in students, and who requires excellence in every detail.
- All Children Can Learn - All children can learn no matter what labels are placed upon them, whether it is learning disabled, low socioeconomic status, unstable home life, inner-city, or rural.

- Building Self-Esteem - Building self-esteem is the key to helping students believe they are capable of learning and motivating them to try.
- Climate of Mutual Respect - Students are empowered to take risks necessary for growth when encompassed in a climate of mutual respect in which mistakes are seen as opportunities to learn and their ideas and efforts are appreciated. The teacher must extend the same respect to students that he/she desires to receive from them.
- Teacher Knowledge and Skill - The teacher must be knowledgeable and skillful in learning theory and teaching methods that enable students to achieve academic and social success.

With the Tenets comes Seventeen Classroom Practices to guide implementation of the ideal into each classroom. Consistency from classroom to classroom will be the hallmark for HCCS.

Classroom Practices:

1. The teacher models desired behaviors and attitudes such as those set forth in the Life Principles and the Eight Expectations for Living.
2. Students and teachers speak in complete sentences and address one another by name, demonstrating mutual respect and common courtesy.
3. Students are taught as a whole group, thoroughly and to mastery, with intensive and specific modifications insuring success for all.
4. Lessons are integrated, related to the real world, reviewed consistently, and connected to subsequent curricula.
5. Critical thinking skills are taught.
6. A non-threatening environment, conducive to risk-taking, is evident. Mistakes are okay. Students are taught to learn from their mistakes and to correct them.
7. Memory work, recitations, and/or writing occur daily. These enhance character development and effective communication skills while extending curricula. Recitations are exuberant and full of expression.
8. Enriched vocabulary is evident and is drawn directly from challenging writings and/or wisdom literature. Sources should include classic literature, myths, fables, poetry, proverbs, quotes, and other genres.
9. The Magic Triad (a kind word, a gentle touch and a smile), a positive and caring environment, and discipline with dignity and logic are evident.
10. Every student's work is displayed in some form. Teachers provide positive commentary through oral and/or written feedback.
11. Word identification skills are used as a foundation for expanding the use of the English and Spanish languages.
12. Students assume responsibility for their own behavior. Their choices determine consequences.
13. A school, class, or personal creed is recited or reflected upon daily to reaffirm commitment to excellence.
14. All students experience success. The teacher guarantees it by comparing students to their own past performance, not the performance of others. Students are showcased, and past failures are disregarded.

15. The teacher teaches on his/her feet, engages students personally, holds high expectations of students, and does not limit them to grade level or perceived ability.
16. Teachers and students celebrate the successes of others.

Parent Involvement

Enrollment at Heritage Academy will provide unique and meaningful opportunities for parental involvement by actively encouraging parent participation in HCCS's Parent Organization, involvement in school management and volunteer work.

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

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

HCCS Parent Teacher Student Organization

Parents/Guardians and grandparents of HCCS students may become members of the HCCS Parent Teacher Student Organization.

Members of the HCCS Parent Teacher Student Organization will:

Potentially serve on a board appointed task force or committee to investigate and research specific items related to school policy, procedure, programs, and curriculum.

Executive members of the Organization will be encouraged to attend the governing board meetings.

Volunteer time to the school.

Organize volunteer opportunities and potentially produce a monthly newsletter.

Organize fundraising opportunities.

Background checks, where applicable, will be performed on volunteers working with students.

Students at HCCS may participate in a student government organization. Students will have a minimum of one representative from the student government organization attend the Parent Teacher Student Organization monthly meeting.

Volunteer Time

HCCS will rely on parents and their willingness to volunteer their time to assist with the daily operation of the school as well as after school programs. Parent volunteerism is strictly optional, but it is encouraged for the benefit of the students. The school will regularly distribute volunteer information to parents that will allow them to sign up for service in areas of expertise or interest. This will allow parents to provide the most meaningful service, and simultaneously provide the school with the ability to coordinate parent service with school needs. Additionally, the school will advertise specific assistance in its newsletter and website when needed.

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

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

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

Instructional Model

Similar to the curriculum, instructional models must be solid, sequenced, specific and shared. Solid in that models used must be proven, data supported techniques that intensify the learning experience for students. Sequenced so that what is started in Kindergarten, continues throughout each grade, adapting and changing as needed for each new grade level, but recognizable none the less. Specific so that it targets each topic, so that teaching is with a purpose. And Shared – HCCS will establish itself as a learning community of teachers – each one teaching and learning from each other.

Logistically, each teacher will be on a rotation to receive specific, targeted professional development approved by the Board of Directors that supports HCCS’s vision and mission statements. They in turn will be the mentors/instructors of that professional development to the rest of the staff. This will insure that not only will each teacher will receive quality professional development every few years. Each teacher will have the responsibility and opportunity of being a team leader for Heritage Community Charter School.

Targeted initial instructional professional development will be obtained from Great Expectations, Core Knowledge, and in dual language instruction and/or others as recommended by the Principal and teachers and approved by HCCS's Board of Directors.

HCCS will explore opportunities to provide enrichment and remediation programs before school, after school and during school breaks to allow students to receive additional support for instruction. HCCS will also develop a peer tutoring or mentoring program that allows elementary students to work with secondary students to build upon students' knowledge and skills in the content areas and to enhance the HCCS community by developing cross-grade level relationships. HCCS secondary students will be required to participate in the peer mentoring program in order to fulfill community service requirements for specific secondary classes.

Special Education Services

Heritage Community 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").

To ensure the provision of a free and appropriate public education to all school-age children in need of Special Education Services, Heritage Community Charter School provides a Special Education Program in accordance with federal and state regulations and guidelines. Specifically, Heritage Community Charter School adopts and complies with the current Idaho Special Education manual from the State Department of Education. To the best of our knowledge this manual reflects IDEA guidelines and Special Education Best Practices. The Heritage Community Charter School Principal will designate a certified employee to serve as the Section 504 Compliance Officer.

It is the intent of Heritage Community Charter School to identify, locate, and evaluate all enrolled children who may have disabilities. Disability, in this instance, includes, but is not limited to, such conditions as hearing impairments, visual impairments, speech or language impairments, specific learning disabilities, emotionally disturbed, multiple disabilities, cognitive disability, other health impairments, physical impairments, autism, and traumatic brain injury.

HCCS will strive to obtain IEPs for students enrolled in the charter school prior to the beginning of each school year. The HCCS administrator, office staff and special education staff will review the list of students enrolling at HCCS after the annual enrollment deadline and subsequent lottery each year and will collect information regarding IEP and 504 plans after students have confirmed that they will be attending HCCS. HCCS staff will obtain copies of IEP and eligibility documents prior to August 1st of each year whenever possible so that staff can plan for instruction and services to begin immediately when the school year begins. HCCS staff will utilize information from documents obtained to plan for instruction, related services, accommodations, evaluations and IEPs that are necessary to ensure students with disabilities receive a free appropriate education in the least restrictive environment as defined by the student's IEP.

HCCS will contract with related service providers for some services and will have those contracts in place and approved by the Board of Directors prior to the beginning of each school year. In addition, the HCCS administrator and the HCCS special education staff will plan an annual in-service training that they will provide to staff members each year, prior to the beginning of school, to ensure that all HCCS staff have access to and an understanding of information in each student's IEP and can work together to implement the IEP.

Every year starting in September and continuing throughout the year, Heritage Community Charter School will make a concerted effort to identify children with disabilities. The September in-service shall be a review of special education requirements, regulations and obligations so that Heritage Community Charter School is alert to the needs of the children for whom it is responsible. The assistance of all staff members and agency personnel in this process is essential to accomplish this task, and they must work to ensure that this goal and responsibility are achieved.

Heritage Community Charter School asks for information about each child that is identified to establish answers to such questions as:

- What is the challenge?
- What has already been done about the challenge/what interventions have been used?
- What background information is available?

This information may be collected in several ways including interview, observations, screening, and testing. This information may be obtained from parents and the student, or from other agencies that have information about the student. This information will be reviewed by a multidisciplinary team to determine whether further evaluation is needed and/or whether the child meets the eligibility requirements to receive special education services.

All information collected will be held in strict confidence and released to others only with parental permission or as allowed by law. Parents may have a copy of any records kept upon request. A copy of the *Procedural Safeguards Notice* from the Idaho Special Education Manual will be provided to parents of Special Needs students each year in accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004).

Heritage Community Charter School keeps a record of all persons who review confidential records and also maintains a list of employees who may have access to records. When the information collected, maintained, or used is no longer needed to provide educational services to the child, the parents will be informed.

Parents and students have rights in this process. Parents have the right to:

- Review their child's records

- Refuse permission to release information (except as required by, or permitted by, law to be released)
- Request that information they believe to be inaccurate, misleading, or in violation of their child's privacy or other rights be changed. Requests for changing information in a students' record must be made to Heritage Community Charter School in writing, not by email. Response from the school to the request will be made within a reasonable time. If the school makes a decision not to change the information, the parents/guardian may request a district hearing following the process outlined in the Idaho Special Education Manual from the State Department of Education.

Heritage Community Charter School appoints one person to make sure that information archived on the students is kept confidential and also has a system that assures a practical method of identifying which children are currently receiving special education services and which children are not. Certain data regarding children are maintained within this system.

If a student at Heritage Community Charter School is found to be eligible for special education services at the charter school, services will be provided for that student as determined by the student's IEP team and in accordance with state and federal regulations:

- Heritage Community Charter School will form a multidisciplinary team to consider a student's eligibility for special education. If the team determines the need for an evaluation by personnel, such as a school psychologist, speech therapist, or occupational therapist, not currently employed by HCCS, such evaluation may be contracted with a private provider or local school district.
- A certified special education teacher will be responsible to monitor Individual Education Plans (IEPs) and supervise the implementation as written. The special education teacher, or an educational assistant under his/her supervision, will provide services as described by the student's IEP. The special education teacher will consult with the general education staff to utilize effective classroom interventions, adaptations, and modifications.
- Related services, such as speech or language therapy, behavioral therapy, occupational therapy, or transportation, refer to those services necessary for a student to benefit from his or her education and will be provided as determined by the student's IEP team.

Heritage Community Charter School will provide special education and related services to eligible Heritage Community Charter School students in the Least Restrictive Environment as identified by each student's IEP. Heritage Community Charter School's IEP team, inclusive of the parent, will be responsible for identifying and providing the LRE as outlined in the IEP.

When necessary, Heritage Community Charter School will contract with a private provider or local school district for the provision of related services. Direct speech,

language, behavioral, or OT services may be provided by a paraprofessional under the direct supervision of a licensed therapist. The supervision of paraprofessionals will be outlined in the student's IEP.

- In the event that the IEP team determines that the student's academic needs cannot be met on site, Heritage Community Charter School may contract with a local school district or private provider to provide services.

The HCCS board of directors understands that a dual language program may present additional challenges for students with disabilities. The HCCS board believes that this is an opportunity to train staff members to effectively identify each individual student's strengths and needs and develop a plan with goals that are designed to meet that individual student's needs. HCCS will provide specific training to staff members to ensure that IEP teams can identify students with language proficiency needs, students with disabilities and students with both language proficiency needs and disabilities. Staff will be trained to create appropriate educational plans for students' needs. Staff will also be trained to provide appropriate interventions, accommodations and modifications as identified by multi-disciplinary and/or IEP teams.

Few legislative mandates of the federal government have such far-reaching implications for local school districts. The school is committed to working with the community in providing services that meet the individual needs of each child.

Implementing IDEA disciplinary procedures

The discipline procedures adopted in the Idaho Special Education Manual will be utilized in disciplinary matters for students with disabilities attending HCCS. These adopted policies and procedures will meet the requirements of the IDEA. The HCCS administrator will review these policies and procedures annually; obtain training (when necessary) to ensure he or she follows these procedures, and provide training to HCCS staff in the requirements of IDEA with regard to discipline of students.

The Role of General Education Teachers in Regard to Special Education

All special education students will remain in the "regular" class unless otherwise indicated on their IEPs. They are included in all class activities. Teachers will maintain a minimum monthly conference with the special education student's parent/guardian. "Parent" will be defined according to IDEA 34 CFR 300.30. The special education teacher will collaborate a minimum of 1 time per week with the general education teacher. Teachers are included in the student's IEP conference. IEP meetings shall be held annually and teachers will be given advanced notice of the date and time for these meetings. Teachers need to sign the child's IEP as the regular classroom teacher. If the teacher monitors the goals of this IEP and does quarterly progress reports on the status, the IEP can benefit the teacher in understanding the child's special needs and the focus taken in the delivery of services to the child.

The special education teacher will contact the regular classroom teacher(s) on an “as needed basis” (but no less than once per month) to provide the teacher with specific IEP information regarding each student with a disability; provide updates; discuss progress, and answer questions. The teacher should contact the special educator with questions or concerns as soon as possible once a question or concern arises. Working as a team with special needs students is critical in ensuring that each student’s needs are met.

Limited English Proficiency

In addition, students attending Heritage Community Charter School with limited English proficiency, (LEP) will be assessed using the Home Language Survey to determine the extent to which they may require Title III services or a LEP instructor. Every effort will be made to help the student attain proficiency in the English language.

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

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

Home Language Survey (HLS)

Registration cards will include the question: What is the primary language spoken in the home?

If a response is any language other than English, a survey will go home to the parents.

If the district has Native American students enrolled, the survey will include the following questions: Is the student’s language influenced by the Tribal language through a parent, grandparent, relative or guardian? Does the student have at least one grandparent that is part of a federally recognized tribe?

If the survey comes back indicating that a student may be Limited English Proficient (LEP, the student will be tested with an English language proficiency test within 30 days of registration or within 2 weeks of entry into the school (if during the year.)

If the student tests less than proficient on the English language proficiency test, then a letter will go home to the parents indicating that their child was identified

as needing specific English language services. The parent will be given the opportunity to waive the services, if desired.

If the parent does not waive the Limited English Proficiency (LEP) services for their child, then the student will be placed in a program of “high quality language instruction, based on scientifically based research” (Section 3115 (c) (1)), as determined by Heritage Community Charter School.

Those children placed in a program will be counted for state and Federal funding. Once a student tests proficient on the English language proficiency test, they will be exited from the LEP program and monitored for 2 years. Students on monitoring status will be coded LEP on the ISAT and still counted for state and Federal funding purposes.

Those students whose parents waive the services may not be considered as “LEP” for state and Federal funding purposes and ISAT coding. However, they are still English language learners and must still be served according to their needs, according to the Office of Civil Rights.

Gifted and Talented Students

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

Plan for Dual Enrollment Participation

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

Parents will be provided information concerning dual enrollment options and requirements in accordance with the local school district policies. State funding of a dually enrolled student will be only to the extent of the student’s participation in the public school programs. The HCCS board will adopt a dual enrollment policy and procedures for dual enrollment.

Dual enrollment shall include the option of enrollment in a post-secondary institution. Any credits earned from the accredited post-secondary institution shall be credited toward graduation requirements as outlined in HCCS Board Policy.

TAB 4: MEASUREMENT OF PROGRESS

HCCS will seek to achieve this by providing enjoyable learning experiences, a progressive educational program in core subjects, and a bi-literate curriculum – all in an environment of respect, parental involvement, and a strong sense of community.

Method by which student progress will be measured

HCCS students will participate in state required assessments which will be used to measure progress in meeting state standards. In addition, HCCS will use classroom assessments, progress monitoring tools and data collection designed to monitor each measurable educational standard to assess individual, grade level and school progress in meeting the standards identified within the HCCS charter. Regular reports regarding progress will be provided to the HCCS board at the end of each semester.

Measurable student educational standards

Standard 1: Students at Heritage Community Charter School enrolled continuously from the beginning of the school year, will show annual academic improvement as measured by:

- 80% of 2nd and 3rd grade students who have been continuously enrolled at HCCS for two or more years will score equal to or better than the statewide benchmark as measured by the Idaho Reading Indicator.
- 80% of students who have been continuously enrolled at HCCS for ~~more than~~ two or more years will achieve proficient or above in all required subjects as measured by the Idaho Standards Achievement Tests (ISAT).
- 90% of students will achieve satisfactory or above in core subjects on quarterly academic progress reports, after two or more years of continuous enrollment at HCCS, as measured by teacher developed classroom assessment tools, such as, but not limited to culminating portfolios, assignments, quizzes and tests.

Standard 2: HCCS will achieve a daily average school absentee rate of less than 10% when calculated on a monthly basis.

Standard 3: Students will be able to recite a school, class, or personal creed after 6 consecutive months at Heritage Community Charter School assessed by the classroom/advisory teacher using the following measurements:

Grades K – 5:

- 85% of students participating in a flawless recitation of a school or class creed as part of a whole group (class) setting.
- 85% of students individually reciting a grade appropriate class creed flawlessly, with a maximum of two prompts.

Grades 6-12

85% of students participating in a flawless recitation of a school or class creed as part of a whole group (class) setting.

85% of students individually reciting a flawless class or personal creed.

Standard 4: 95% of all students, 9-12, will develop and maintain a career portfolio.

Completion/progress monitoring benchmarks are:

- 85% of students will achieve satisfactory status or above for their grade appropriate portfolio assignment pieces based on teacher developed rubrics.
- 95% of 8th grade students will develop an 8-year plan including a four year high school and a four year post high school career/education plan as part of their career portfolio.

Portfolio pieces will include a senior thesis, and may include but not be limited to grade appropriate pictures, interviews, reports, journal pages, speeches, biographies, internships, plans, and college/career investigations. Development of the carrier portfolio will be directed by a teacher/advisor and reviewed by the parents.

“The capacity to become cooperative contributors of society”

Standard 5: 90% of students will participate in a yearly community service project as outlined:

K-5 – community projects established by teachers and supported by parents

6-8 – class-sponsored community projects

9-11 – individual/small group community projects

12 – community action piece as part of the student’s senior project

Standard 6: HCCS will achieve above average parent and student satisfaction as measured by completion of an annual parent and student satisfaction survey.

A minimum of 50% of HCCS parents will complete a parent satisfaction survey no later than April 30th of each school-year. Parent satisfaction ratings will be calculated in each of the following areas: Academic Program, Parent and Community Relations/Communication, Administration and Board Activity, General School Operations. HCCS will score a minimum of 3.0 on a 5.0 scale in each area during the first three years of operation. After year 3, HCCS will score at least 3.5 on a 5.0 scale in all areas measured by the parent satisfaction survey.

A minimum of 75% of HCCS students in grades 4th -12th will complete a student satisfaction survey at least once a year. Student satisfaction ratings will be calculated in each of the following areas: Academic Program, School Culture, Faculty/Administrative and Student Relations/Communication. HCCS will score a minimum of 3.0 on a 5.0 scale in each area during the first three years of operation. After year 3, HCCS will score at least 3.5 on a 5.0 scale in all areas measured by the student satisfaction survey.

During the first year of operation, HCCS will collect baseline data regarding parent participation in monthly parent involvement events. HCCS will increase parent participation by a minimum of 10% per year until participation reaches 10% attendance at a minimum of one parent involvement activity per year. HCCS will maintain 50% involvement in subsequent years of operation.

Objectives and Targeted Practices

Standard 1 - Academic Improvement

Objective: Students will have positive attitudes and perceptions about creating quality work, striving for excellence and interpersonal skills.

Targeted Practice: students will be able to recognized 'good, better and best' work, both in their own and others
Students will be able to rewrite papers/projects to reflect corrective comments from others
Students will understand what plagiarism is, and how to create original works.

Objective: • Students will acquire and integrate knowledge and experiences from different subject areas.

Objective: • Students will gather and use subject area information effectively in order to gain new information and knowledge, classify and organize information, support inferences, and justify conclusions appropriate to the context and audience.

Targeted Practice: Students will be able to use a variety of resources in which to access information.

Objective: • Students will utilize, evaluate, and refine the use of multiple strategies to solve a variety of problems.

Targeted Practice: students will use a variety of problem solving techniques that have been introduced through the instructional models.

Objective: Enjoy high bi-literate proficiency – Elementary

Targeted Practice: students will demonstrate proficiency in Spanish language including the ability to exchange personal feelings and ideas orally, present material and respond spontaneously to questions, read and comprehend text, produce written text that adequately conveys ideas.

Standard 2 – Student Work and Classroom Environment

Objective: Students will experience success in the classroom

Targeted Practice: Every student's work will be displayed in some form in the classroom and/or school

Objective: The School and each classroom will have a non-threatening environment:

Targeted Practice: there will be no tolerance for abusive language, bullying and/or teasing. Each student has a right to make mistakes and the opportunity to correct them without prejudice.

Targeted Practice: there will be evidence that teachers are creating a positive and caring environment by using a kind word, a gentle touch and a smile with their students.

Standard 3 –Effective Communication

Objective: Students will communicate with clarity, purpose, and an understanding of audience using a variety of communication forms and skills.

Targeted Practice: students will develop oral and written projects appropriate to the student's grade level

Objective: Students will develop oral and written skills in two languages.

Targeted Practice: All students will have access to instruction in a second language. This instruction may be delivered in the form of a uniquely qualified instructor, computer software, and/or other technology assisted instruction.

Standard 4 – Career Plans

Objective: Students will reflect on, reconsider and re-evaluate the significance of information and their own learning.

Targeted Practice:

Students will participate in parent-teacher conferences
Students will develop 7-8 Career Portfolios for high school class choices and 9-12 for post high school plans.

Standard 5 – Community Service Projects

Objective: Students will develop strategies and techniques to use self-regulation, critical, and creative thinking when presented with a task and personalized learning goals.

Targeted Practice: students will learn and use different techniques (such as planners or advanced organizers) to outline and plan time/projects

Objective: Students will deal with disagreement and conflict caused by diversity of opinions and beliefs

Targeted Practice: students will know and use a variety of conflict resolution techniques

Objective: Students will evaluate and manage their behavior as group members

Targeted Practice: students will evaluate their personal contributions to the school and community as part of their community service project -

Objective: Students will participate in community service that reflects responsible citizenship in a democratic society

Targeted Practice: students will engage in community service as outline in the Thoroughness Standard #6

Standard 6 Appreciation for the Arts and Literature

Objective: Students will develop an appreciation for music, visual arts, and/ or performance.

Targeted Practice: all students will participate in music, visual arts and/or performing arts instruction/ appreciation.

Objective: Students will develop an appreciation for literature, poetry and expression of life principles through literature.

Targeted Practice: all students will participate in instruction and discussion of classic literature and poetry. All students will be able to identify life principles in works of literature studied at each grade level.

Targeted Practice: all students will participate in the recitation of the school and class poems and/or creeds.

Targeted Practice: all students in grades 9-12 will write and recite a personal creed incorporating key life principles.

Course of Instruction-

Instruction is inclusive of subject matter content and course offerings. Patterns of instructional organization will be determined by a qualified School Administrator and teaching team. Heritage Community Charter School will assure students meet the school goals with the state standards as a minimum. This includes special instruction that allows limited English proficient students to participate successfully in all aspects of the school's curriculum and keep up with other students in the regular education program. It also includes special learning opportunities for accelerated, learning disabled students, and students with other disabilities.

At appropriate grade levels, students will successfully complete instruction in the following that will include but not be limited to:

- Language Arts and Communication will include instruction in reading, writing, English, literature, technological applications, spelling, speech and listening.
- Mathematics will include instruction in addition, subtraction, multiplication, division, percentages, mathematical reasoning and probability.
- Science will include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences.
- Social Studies will include instruction in United States and world history, government, geography, economics, current world affairs, citizenship, and sociology.

Elementary School (Grades 1-5)

- Other required instruction for all students and other required offerings include:
- Fine Arts (art and music)
- Health (wellness)
- Physical Education (fitness)

Additional instructional options as determined by HCCS include:

- Foreign Language-(Spanish)

Middle School (Grades 6-8)

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

Other required instruction for all students includes:

- Health (wellness)
- Physical Education (fitness)

Other required offerings of the school might include:

- Fine & Performing Arts
- Vocational-Technical Education

Additional instruction options as determined by HCCS. For example:

- Spanish
- Latin
- Humanities

High School (Grades 9-12)

Students will continue to maintain a Career Portfolio for their high school and post high school options. The portfolio will be developed by the students with advice and recommendations from school personnel.

Other required instruction for all students includes:

- Physical Education
- Foreign Language

Additional instructional options can be determined by the Board of Directors so that graduation requirements from Heritage Community Charter School meet or exceed Idaho State Board of Education requirements.

High School Graduation Requirements:

Graduation requirements for Heritage Community Charter School will be determined by the HCCS Board of Directors and will meet or exceed state requirements.

Academic Mastery

Students in attendance at Heritage Community Charter School will be expected to do the following:

- Meet the statewide performance standards adopted by the Idaho State Board of Education including but not limited to: Language Arts, Mathematics, Science, Social Studies and Physical Education. Students of HCCS will be tested with the same standardized tests as other Idaho public school students.

Remediation

Evaluation of progress assessment data could prompt additional help that could include in-class remediation, tutoring or evaluation for Special Education services. Data indicators include, but are not limited to:

- Not reaching grade level on state adopted standardized tests.
- Reading below grade level as determined by IRI in grades K – 3; grades 4 – 12 teachers will use multiple sources of data such as classroom grades, fluency checks, comprehension checks, and/or computerized programs to determine a student's reading level.
- Failure to do math at grade level as determined by program assessments and/or on state adopted standardized tests.-

Provision by which students will receive standardized testing

The students at Heritage Community Charter School will be evaluated using adopted statewide performance/academic assessments in the areas of Language Arts, Mathematics, Reading, Science, Social Studies and others as targeted by the Idaho Board of Education. Those assessments currently include the Idaho Standards Achievement Tests, the Idaho Reading Indicator (IRI), and the National Assessment of Educational Progress (NAEP).

Additional yearly assessment tools may be required as determined by the HCCS Board of Directors.

Results will be reported as follows:

- Individual student progress
- Grade level/school composite scores
- Year to year comparative results by subject
- Comparative results between HCCS, state and national averages

Provision Ensuring State Accreditation

Heritage Community Charter School will be accredited through the Northwest Association of Accredited Schools (NAAS). Training will be obtained for properly applying for accreditation including the correct procedures for submitting reports.

Provision plan for improvement per NCLB

Student learning is the primary focus for Heritage Community Charter School. Our current plan entails data collection and evaluation on a regular schedule as outlined under Tab 4. A Strategic Plan would be in place as part of our accreditation process with the State of Idaho. Should it be determined through our measurement systems that learning is being compromised, steps will be taken by the Principal and the Board of Directors to identify and target school and individual needs. A comprehensive plan of improvement will be developed that would examine curriculum, time on task, teaching instruction, and other important process that effect student learning.

TAB 5: GOVERNANCE STRUCTURES

Description of Governance Structure

Heritage Community Charter School, Inc. is organized as a non-profit corporation pursuant to the Idaho Nonprofit Corporation Act. The Articles of Incorporation for Heritage Community Charter School, Inc. were filed with the Secretary of the State of Idaho on February 2, 2010. (Note: the 501(c)(3) application will be completed upon approval of the charter.) HCCS is governed by a Board of Directors that consists of three to seven board members as set forth in HCCS's Bylaws and Articles of Incorporation.

Upon approval, members of the Governing Board are deemed public agents responsible for oversight of the Charter School. The Governing Board (referred to as the "Board of Directors" or "Board") has all the power and duties afforded to a Board of Directors. Subject to the limitations of the Idaho Nonprofit Corporation Act, its Articles of Incorporation and its Bylaws, the activities and affairs of the school shall be conducted and all corporate powers shall be exercised by or under the direction of the Board. The function of the Board can be described as policy making, advising and evaluating. The Board shall have further duty of directing the financial means by which the educational program is conducted. They shall also ensure that the community be informed of the needs, purposes, values, and status of the charter school.

The Board, as a board, shall have the full power and duty to manage and oversee the operation of the school's business and to pledge the credit, assets, and property of the school when necessary to facilitate efficiency in its operation. 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 § 33-5204.)

During the initial year of operation, the Board shall be comprised of at least the following positions: chairman, secretary, and treasurer. The responsibilities of these positions are outlined in the Corporate Bylaws. The Board of Directors will be determined through elections as outlined in the Bylaws.

Liability

Upon approval, Heritage Community Charter School will be liable for all acts, omissions, debts or other obligations. The Idaho Public Charter School Commission (the "IPCSC") shall have no liability for the acts, omissions, debts or other obligations of Heritage Community Charter School.

Process to Ensure Parental Involvement

The Board shall establish policies to ensure parental involvement. These requirements shall not require the payment of tuition or mandatory service requirements, but will include requirements for parental or legal guardian participation in enrollment procedures, school policy recommendation, and student discipline. HCCS is a public

school of choice and parents who choose this school for their children are agreeing to abide by the policies of the school.

The Board shall establish or recognize an official parent committee. Members of that committee will be elected annually by parents or designated guardians of students enrolled in the school according to policy to be set by the Board. An elected parent representative will dually serve on the HCCS Board of Directors and Parent Association Boards. The parent representative shall be authorized by the parent committee and the Board of Directors to make recommendations regarding any aspect of the school. The parent committee shall be a key element in the creation, implementation, and evaluation of school policy.

Plan for Annual Financial & Programmatic Audits

Each year HCCS will conduct an annual programmatic audit and an annual financial audit. The results of the annual financial audit will be submitted to the Idaho Department of Education in compliance with Idaho Code 33-701(6) (as required by Idaho Code 33-5210(3)). A copy of these audits will also be submitted to the Idaho Public Charter School Commission.

HCCS will comply with Idaho Public Charter School Commission policy and conduct a programmatic audit through information obtained via its own instruments, timeline, and processes; a copy of this report will be sent to the chartering entity. Results of the Programmatic Audit will be submitted, with a report on student progress based upon the student standards and measurement of student progress outlined in the charter, to the school's authorizing entity each year. Accreditation-related visits and/or reports will be completed in a timely manner and copies will be submitted to the school's authorizing entity if and when applicable.

The annual financial audit will be conducted by an independent auditing firm and copies of the audit will be sent annually to the chartering entity. In addition, HCCS's authorizer may choose to conduct an audit of HCCS at the expense of the authorizer.

TAB 6: EMPLOYEES

Employee Qualifications

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

All individuals to be employed by Heritage Community Charter School will possess the personal characteristics, knowledge base and successful experiences necessary for meeting the requirements of this charter.

Administrative and instructional staff will be certified teachers, or a waiver or another limited certification option will be obtained as provided by rules of the State Board of Education. All instructional staff will be highly qualified as required by the No Child Left Behind Act. All HCCS staff will meet appropriate certification and/or licensure requirements for the positions held by the individual.

A series of professional and in-house professional development sessions will be conducted to train personnel in the unique aspect of Heritage Community Charter School. Training may include but is not limited to:

- Instructional Models methodology to insure the consistency of instruction
- Language instruction in immersion models
- Language Arts
- Vocabulary with an emphasis on word roots
- Great Expectations Training
- Classroom pacing
- Teaching with Love and Logic
- Core Knowledge
- Identified Life Principles
- School Leadership
- Memorization and Dramatization
- Homework
- Utilizing parent volunteers
- Effective use of educational assistants
- Modeling as a staff
- Capturing teaching time
- Intervention strategies for students at risk

Health & Safety Procedures

Heritage Community Charter School complies with the provisions of Idaho Code with the following health and safety procedures:

1. Passing a criminal history check is required for all employees in compliance with Section 33-130, Idaho Code. This requirement is also a condition of employment.

2. Students are required to show proof of immunization before enrolling at Heritage Community Charter School. Copies of Immunization records and of birth certificates will be kept on file.

3. Heritage Community Charter School welcomes visitors during the regular school day, as well as at the school's public events. Parents and/or guardians are particularly encouraged to visit the school and participate in its programs. However, protection of the students and staff of Heritage Community Charter School is the highest priority. In an effort to monitor and protect access to students and staff members, all visitors are required to check in at the school office before visiting classrooms or other areas on campus. Visitors will be required to receive and wear a visitor's pass when visiting the school. If the principal determines that the presence of any person is disruptive or detrimental to the school's program, the administrator may prohibit that individual's presence on campus.

Individuals that visit the school to communicate with or remove a student from campus must obtain permission of the principal or their designee prior to contacting the student. The Principal or designee shall not grant such permission unless the person has a clearly valid and proper reason for contacting the student. Parents and guardians will be granted access to their students immediately upon request unless there is a legally necessary reason to deny access. However, parents and guardians who enter classrooms may be subject to reasonable restrictions to prevent the disruption of the instructional process.

4. To ensure the safety and health of children and staff, Heritage Community Charter School shall, at least once a year subject the facilities to an independent inspection for the purposes of determining whether such facilities comply with safety and health standards and other codes and requirements of Idaho law. The safety inspection will be conducted by a professionally qualified independent inspector or done pursuant to Title 39, Chapter 80, Idaho Code. The safety inspection report shall be provided to the Board of Directors and to the authorizing charter entity for review

5. Heritage Community Charter School shall ensure the safety and health of students and staff by:

a. having in place at all times an Emergency Plan that will include evacuation, lock-down, and bomb threat procedures particular to the current facility. HCCS will cooperate and coordinate efforts with city, county, and state emergency personnel. HCCS shall review its emergency evacuation plan annually to determine whether the procedures in place require modification. The Plan will be posted in the school office as well as in every classroom building in the school. The Plan will be provided to each staff member at the beginning of the school year. In addition, HCCS will educate parents and patrons by providing information regarding the Plan in the student handbook or on the HCCS's web page.

b. advising all school personnel of routine procedures to follow in handling body fluids. These procedures shall provide simple and effective precautions against transmission of diseases to persons exposed to the blood or body fluids of another. These procedures shall be standard health and safety practices. No distinction shall be made between body fluids from individuals with a known disease or infection and from individuals without symptoms or with an undiagnosed disease. Training and appropriate supplies shall be available to all personnel.

c. recognizing that HCCS is responsible for providing first aid or emergency treatment in case of sudden illness or injury to a student, but that further medical attention is the responsibility of the parent or guardian. Each parent or guardian must provide an emergency telephone number where the parent or designee of the parent can be reached.

When a student is injured, staff shall provide immediate care and attention until relieved by a superior, a nurse or a doctor. The principal or designated staff member should immediately contact the parent so that the parent can arrange for care or treatment of the injured student. If a child develops symptoms of illness while at school, the responsible school officials shall do the following:

- Isolate the child immediately from other children in a room or area segregated for that purpose.
- Inform the parent or guardian as soon as possible about the illness and request him or her to pick up the child.
- As required by law, report each case of suspected communicable disease the same day by telephone to the local health authority, or as soon as possible thereafter if no contact can be made the same day.

In the event that the parent cannot be reached and in the judgment of the principal or person in charge immediate medical attention is required, the injured student may be taken directly to the hospital and treated by the physician on call. When the parent is located, he/she may elect to continue the treatment or make other arrangements.

d. requiring that school employees be authorized in writing by the school administrator or school principal to be able to:

- assist in the self-administration of any drug that may lawfully be sold over the counter without a prescription to a pupil in compliance with the written instructions, if the pupil's parent or guardian consents in writing.

- assist in the self-administration of a prescription drug to a pupil in compliance with the written instructions of a practitioner, if the pupil's parent or guardian consents in writing.

No employee except a qualified health care professional may administer a drug or prescription drug to a pupil under this policy except in an emergency situation. Diagnosis and treatment of illness and the prescribing of drugs are never the responsibility of a school employee and should not be practiced by any school personnel.

e. maintaining tobacco free buildings and grounds. Use of tobacco will not be allowed in any buildings or grounds nor will employees be allowed to use tobacco while on duty. New employees of the school will be hired with the understanding that they will be directed not to use tobacco in school buildings or grounds. Limitations or prohibitions on tobacco use are applicable to all hours.

All school workplaces are drug- and alcohol-free workplaces. All employees are prohibited from:

- Unlawful manufacture, dispensing, distribution, possession, use, or being under the influence of a controlled substance while on school premises or while performing work for the school;
- Distribution, consumption, use, possession, or being under the influence of alcohol while on school premises or while performing work for the school.

For purposes of this policy, a controlled substance is one which is:

- not legally obtainable;
- being used in a manner different than prescribed;
- legally obtainable, but has not been legally obtained; or
- referenced in federal or state controlled substance acts.

f. Attendance at Heritage Community Charter School may be denied to any child diagnosed as having a contagious or infectious disease that could make the child's attendance harmful to the welfare of other students. In the instance of diseases causing suppressed immunity, attendance may be denied to a child with suppressed immunity in order to protect the welfare of the child with suppressed immunity when others in the school have an infectious disease which, although not normally life threatening, could be life threatening to the child with suppressed immunity.

g. The School may arrange each year for health services to be provided to all students. Such services may include, but not be limited to:

- Consulting services of a qualified specialist for staff, students, and parents.
- Vision and hearing screening.
- Scoliosis screening.
- Immunizations.

h. Although neither a school (nor a teacher) has a duty to warn of the suicidal tendencies of a student absent the teacher's or school's knowledge of direct evidence of such suicidal tendencies, the School may, in its sole discretion, provide the following programs in order to prevent adolescent suicide by:

- offering and providing help and assistance including early identification;
- support and/or counseling by school support personnel for low-risk students;
- referral to appropriate sources outside the school for high and moderate-risk students;
- the rights of the student and his/her family; and
- after care support by the school for faculty, staff, and students after a sudden death has occurred.

i. HCCS recognizes that the misuse of drugs is a serious problem with legal, physical and social implications for the entire school community. As an educational institution of this community, the school should strive to prevent drug abuse and help drug abusers by educational, rather than punitive means.

For purposes of this policy, "Drugs" shall mean:

- all dangerous controlled substances as so designated and prohibited by Idaho law;
- all chemicals which release toxic vapors;
- all alcoholic beverages;
- any prescription or patent drug, except those for which permission to use in school has been granted pursuant to Board policy;
- "look-alikes";
- anabolic steroids;
- any other illegal substances so designated and prohibited by law.

In accordance with Federal law, the Board of Directors hereby establishes a "Drug-Free School Zone" that extends 1000 feet from the boundary of any school property. The Board prohibits the use, possession, concealment, delivery, or distribution of any drug or any drug-related

paraphernalia at any time on school property, within the Drug-Free School Zone, or at any school-related event. Individuals eighteen (18) years of age or older who knowingly deliver or distribute controlled substances so designated and prohibited by Idaho law within the Drug-Free School Zone to another person could be prosecuted to the fullest extent of the law.

6. For minor infractions of school rules or regulations, or for minor misconduct, staff may discipline and/or detain students. Students may be required to attend Saturday detention for up to four (4) hours.

Preceding the assessment of such punishment, the staff member shall inform the student of the nature of the offense charged, and/or the specific conduct that allegedly constitutes the violation.

The student shall be afforded an opportunity to explain or justify his/her actions to the staff member. Parents must be notified prior to a student serving an after-school detention. Students detained for corrective action or punishment shall be under the supervision of the staff member or designee.

Disciplinary measures include, but are not limited to:

- expulsion
- suspension
- detention, including Saturdays
- clean-up duty
- loss of student privileges
- loss of bus privileges
- notification to juvenile authorities and/or police
- restitution for damages to school property

7. To maintain a climate of respect and high expectation there, Heritage Community Charter school prohibits harassment, intimidation, and bullying by any means, including but not limited to electronic, written, oral or physical acts, either direct or indirect, when such intentional electronic, oral, written or physical acts physically harm, substantially interfere with a student's education, threaten the overall educational environment, substantially disrupt the operation of school, or are otherwise prohibited by law. This prohibition shall apply to all school employees, volunteers, parents/guardians, and students, including conduct between students, between adults, and between adults and students. Any such actions will follow disciplinary procedures.

8. Heritage Community Charter School is a school of choice and at any time a parent deems the school as unsafe, their child may enroll in the designated school for the student's place of residence. (NCLB Act 2001 – Title IX Part E Subpart 2, Sec. 9532)

Provision for Employee Benefits (PERSI, SS, WC, etc)

All employees who currently are members of PERSI will continue their participation. All new employees will become members of PERSI. Employees will contribute at the rate established by PERSI. All employees shall contribute to the Social Security System. Heritage Community Charter School will make all employer contributions as required by PERSI, and Federal Social Security. HCCS will also pay for workers compensation insurance, unemployment insurance and any other payroll obligations of an employer as required by Idaho Code 33-1279. HCCS shall also allow for accumulation of sick leave as allowed by Idaho Code 33-1217. The Board will provide health insurance and may establish other benefits.

Transfer rights

The transfer rights of an employee choosing to work at Heritage Community Charter School and the rights of such employees to return to any non-charter school after employment at Heritage Community Charter School will be dependent upon the school district from which an employee might transfer from. Heritage Community Charter School claims no transfer rights.

The board of directors for the charter school shall provide coverage for their employees with the public employee retirement system, federal social security, unemployment insurance and worker's compensation insurance.

Collective bargaining

In compliance with Idaho Code §33-5205(3)(p), HCCS staff shall be considered a separate unit for purposes of collective bargaining.

Employee Contracts for Teachers & Administrators

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

Heritage Community Charter School will follow the same personnel practices as are required by the Idaho Code. This would include supervision, evaluation, and dismissal as detailed by the Idaho Code.

- All teachers and administrators will be on a written contract approved by the Superintendent of Public Instruction.
- Those required by Idaho Code 33-130 and others the Board or Administrator require will undergo State of Idaho criminal background checks including the FBI finger-printing checks.
- Teachers will be evaluated according to the procedures outlined in Idaho Code 33-513. The Parent Committee may make recommendations regarding teacher and/or administrator evaluations.

- The school will employ as many teachers as course loads demand and as qualified applicants are available. All staffing decisions will be made with the needs of the students being the highest priority.
- Student/Teacher ratios will be recommended by the Administrator or Parent Committee and subject to Board approval. Student/Teachers ratios established may require the Board to hire additional staff to ensure adequate services or dismiss staff members to ensure fiscal responsibility.

TAB 7: SCHOOL PROCEDURES

Admission Procedures

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

Enrollment Opportunities I.C. 33-5205(3)(s)

The Governing Board will take the following steps to ensure the Caldwell community is aware of the enrollment opportunities at Heritage Community Charter School: while taking into consideration the language demographics of the attendance area, at least three (3) months in advance of the enrollment deadline, enrollment information will be posted in highly visible and prominent locations within the HCCS attendance area. In addition, the Governing Board shall ensure that such process includes the dissemination of press releases or public service announcements to media outlets that broadcast within, or disseminate printed publications within, the attendance area of HCCS. The Governing Board will ensure that such announcements are broadcast or published by such media outlets on not less than three (3) occasions, beginning no later than fourteen (14) days prior to the enrollment deadline each year. Finally, such enrollment information shall advise that all prospective students will be given the opportunity to enroll in HCCS, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

Caldwell District Demographics

HCCS seeks to provide a unique opportunity for students residing within the Caldwell community. The Founders of HCCS are committed to continuing the positive relationship with the Caldwell School District that the charter petitioners have enjoyed during the development phase of the charter school. HCCS anticipates serving as another unique educational choice in a district committed to meeting the needs of all of its students. In addition, HCCS will strive to serve a population of students that is similar in its demographic characteristics to that of the Caldwell School District. HCCS will plan marketing efforts designed to provide information to all community members in both English and Spanish and in a variety of formats (written, radio, television, community meetings, etc.). Marketing efforts will be designed to attract a student population that is consistent with the demographics of the District (within a plus or minus 10%) of the percentage of any group by ethnicity, ELL, free and reduced lunch, special education, etc. while also complying with Idaho Code regarding enrollment procedures.

Enrollment Deadline

Each year the Governing Board shall establish an enrollment admissions deadline, which shall be the date by which all written requests for admission to attend HCCS for the next

school year must be received. The enrollment deadline cannot be changed once the enrollment information is disseminated.

Requests for Admission

HCCS will comply with Section 33-5205(3)(j) of the Idaho Code to establish policy and procedure for admission. A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in this state, may make a request in writing for such child to attend HCCS. In the case of a family with more than one (1) child seeking to attend HCCS, a single written request for admission must be submitted on behalf of all siblings. The written request for admission must be submitted to, and received by, HCCS on or before the enrollment deadline established by the Governing Board. The written request for admission shall contain the name, grade level, address, and telephone number of each prospective student in a family. If the initial capacity of HCCS is insufficient to enroll all prospective students, then a lottery shall be utilized to determine which prospective students will be admitted to HCCS. Only those written requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline established by the Governing Board shall be permitted in the lottery. Only written requests for admission shall be considered by the Governing Board. Written requests for admission received after the established enrollment deadline will be added to the bottom of the waiting list for the appropriate grade. If there is an opening in one grade, a sibling, if any, from a late submitted application must go to the bottom of the sibling list.

Admission Preferences *I.C. 33-5206 & 33-5205(3)(j)*

HCCS has established an admission preference for students residing within the primary attendance area of the school. In addition, HCCS has established admission preferences for returning students, for children of founders and full-time employees of the school, and for siblings of students already selected to attend the school.

Priority of Preferences for Initial Enrollment

If the initial capacity of HCCS is insufficient to enroll all prospective students, a lottery shall be utilized to determine which prospective students will be admitted to HCCS. HCCS will follow Idaho Code Section 33-5205(3)(j). Prospective students will be placed in priority groups as follows:

- a. First, to the children of founders and full-time employees (provided that this admission preference shall be limited to not more than ten percent (10%) of the initial capacity of HCCS).
- b. Second, to siblings of pupils already selected by the lottery.
- c. Third, to prospective students residing in the primary attendance area of HCCS.
- d. Fourth, students who reside outside the primary attendance area of HCCS.

Priority of Preferences for Subsequent Enrollment Periods

Preferences for subsequent enrollment periods shall be as follows:

- a. First, to pupils returning to HCCS in the second or any subsequent year of operation. Returning students are automatically enrolled in the appropriate grade and do not need to be selected by a lottery.
- b. Second, to children of founders and full-time employees provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of HCCS.
- c. Third, to siblings of pupils already enrolled in HCCS.
- d. Fourth, to prospective students residing in the primary attendance area of HCCS.
- e. Fifth, to prospective students residing outside the primary attendance area of HCCS.

Proposed Attendance List for Lottery

Each year the Governing Board shall create an attendance list containing all the names of all prospective students on whose behalf a written request for admission was timely received by HCCS, separated by grade level. In addition, the proposed attendance list shall contain columns next to the name of each student, in which the Governing Board will designate admission preferences applicable to each prospective student. The columns shall be designated “A” for returning student preference; “B” for children of founders and full time employees preference; “C” for sibling preference, with a corresponding cross-reference to each of the siblings of the prospective student; and “D” for primary attendance area preference, and “E” for students residing outside the primary attendance area.

Equitable Selection Process

If the initial capacity of HCCS is insufficient to enroll all prospective students, or if the capacity is insufficient to enroll all prospective students in subsequent school years, then the Governing Board shall determine the students who will be offered admission to HCCS by conducting a lottery. The selection procedure, unless otherwise determined by the Governing Board and then approved by the school’s authorizer, shall be conducted as follows:

The name of each prospective student on the proposed attendance list shall be individually affixed to or written on a three by five (3x5) inch index card. The index cards shall be separated by grade. The selection procedure shall be conducted one (1) grade level at a time, with the order of grade levels selected randomly. The index cards containing the names of the prospective students for the grade level being selected shall be placed into a single container.

A neutral, third party shall draw the grade level to be completed first and then draw each index card from the container for that grade level, and such person shall write the selection number on each index card as drawn, beginning with the numeral “1” and continuing sequentially thereafter. In addition, after selecting each index card, the name of the person selected will be compared to the proposed attendance list to determine whether any preferences are applicable to such person.

If the name of the person selected is a returning student, then the letter “A” shall be written on such index card. If the name of the person selected is the child of a

founder or full-time employee, the letter “B” shall be written on such index card. If the name of the person selected is the sibling of another student that has already been selected for admission to the public charter school, the letter “C” shall be written on such index card. If the name of the person selected resides in the primary attendance area of the public charter school, then the letter “D” shall be written on such index card. If the name of the person selected resides outside the primary attendance area of HCCS, then the letter “E” shall be written on such index card.

With regard to the sibling preference, if the name of the person selected has a sibling in a higher grade who has already been selected, but the person previously selected did not have the letter “C” written on his or her index card (because a sibling had not been selected for admission prior to the selection of the index card of that person), then the letter “C” shall now be written on that person’s index card at this time.

With regard to the founder’s and full-time employee’s preference, a running tally shall be kept during the course of the selection procedure of the number of index cards, in the aggregate, that have been marked with the letter “B”. When the number of index cards marked with the letter “B” equals ten percent (10%) of the proposed capacity of HCCS for the school year at issue, then no additional index cards shall be marked with the letter “B,” even if such person selected would otherwise be eligible for the founder’s and full-time employee’s preference.

After all index cards have been selected for each grade, then the index cards shall be sorted for each grade level in accordance with the following procedure. All index cards with the letter “A” shall be sorted first, based on the chronological order of the selection number written on each index card; followed by all index cards with the letter “B,” based on the chronological order of the selection number written on each index card; followed by all index cards with the letter “C,” based on the chronological order of the selection number written on each index card; followed by all index cards with the letter “D,” based on the chronological order of the selection number written on each index card; followed by all index cards with the letter “E,” based on the chronological order of the selection number written on each index card; followed finally, by all index cards containing no letters, based on the chronological order of the selection number written on each index card.

After the index cards have been drawn and sorted for all grade levels, the names shall be transferred by grade level, and in such order as preferences apply, to the final selection list.

Within sixty days of approval of this charter, the HCCS board of directors will develop and adopt a definition of “Founders”. That definition will include, but not be limited to, those persons:

- sitting on the Board of Directors from January 2010 to June 2011 and/or
- involved in the initial writing of the petition for Heritage Community Charter School and/or

- Those individuals who have made a significant contribution to the development and establishment of Heritage Community Charter School as deemed by the Board of Directors.

VIII. Final Selection List

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

Notification and Acceptance Process

HCCS will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for the Notification and Acceptance Process.

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

X. Subsequent School Years

HCCS will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for Subsequent School Years.

The final selection list for a given school year will not roll over to the next subsequent school year. If the capacity of Heritage Community Charter School is not sufficient to

enroll all prospective students during the next subsequent school year, then a new equitable selection process will be conducted by Heritage Community Charter School for that year.

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

XI. Amendments

Heritage Community Charter School has the right to amend these admission procedures as needed with the approval of the Authorized Chartering Entity. Any changes will conform to the laws of the State of Idaho and applicable rule of the State Board of Education.

Disciplinary Procedures

Respectful behavior and kindness, with an emphasis on politeness, honesty, and integrity, is the number one expectation for Heritage Community Charter School students. There is little tolerance for disrespect shown to oneself and others at HCCS.

Students must be polite to the teachers, administrators, staff, fellow students, and any visitors. The same is required of those employed by Heritage Community Charter School. Teachers, administrators, and staff will be respectful of students and each other, and be an example of correct and proper behavior. Because the number one goal at HCCS is to have a safe and orderly school that provides an atmosphere that is conducive to learning, there is a focus on positive behavior. Any student faced with a disciplinary action will be granted due process pursuant to Idaho Code. In the case of suspension or expulsion, a student and parent/guardian will be given written notice of the charges and an opportunity to present the student's version of the incident. Whenever a student is faced with disciplinary actions the parents will be notified in a timely manner.

Heritage Community Charter School will produce a student handbook that will follow state laws and due process that outlines a Code of Conduct, with expectations and consequences. This handbook will be submitted to the authorizing entity before the start of the school year. Steps to address inappropriate behavior will include, but are not limited to the following:

1. Written or verbal teacher notification to the parent/guardian of incidence or infraction.
2. Principal intervention
3. Three day suspension. A Parent/guardian conference with student and principal to be held before re-admittance.
4. Five day suspension. A parent/guardian conference with student and the Board of Directors to be held before re-admittance.

5. Expulsion in accordance with Idaho Code.

Major Discipline Problems

Major discipline problems will be referred to the principal or designee for the appropriate consequences that may include suspension or referral to the Board of Directors or designee for expulsion. Written notice to the parent or guardian of the student shall state the grounds for the denial of enrollment and will indicate a time and place where parents may appear to contest the action of the Board of Directors. Written notice will only be given in the event the student is expelled or denied enrollment.

A student may be automatically suspended (step three of the above procedure) under circumstances that: endanger student lives, involve drug/alcohol violations, involve weapons violations, and/or others as designated by the Board of Directors. Policies addressing drugs/alcohol and weapons can be found in the appendix. An informal hearing will be held prior to the suspension as required by Section 33-205, Idaho Code.

Temporary Suspension

Students who cannot abide by the school regulations and policies of Heritage Community Charter School and who disrupt the educational atmosphere or interfere with the educational process of the school may be temporarily suspended from classroom instruction and/or school for a time, not to exceed five (5) days by the principal or designee; and in the event the Board of Directors determines that it would be detrimental to the student and/or other students' health, welfare, or safety to return the student to school, the Board may extend the temporary suspension for an additional five (5) school days.

Expulsion

The Board of Directors may expel students who refuse or consistently fail to abide by school regulations and policies. Expulsion procedures will comply with Idaho Code. The student will be granted a full and fair hearing prior to the decision for expulsion to present information concerning the incident and/or actions of the student. The decision of the Board is final.

Reenrollment to School Following Expulsion

A student who has been expelled may appeal to the Board of Directors to hear a petition for reenrollment in school. Heritage Community Charter School's Board of Directors shall have the right to deny reenrollment for disciplinary or attendance reasons.

Disciplinary Procedures for Special Education Students

Heritage Community Charter School adopts and complies with the current Idaho Special Education Manual from the State Department of Education and will follow the procedures outlined in the student discipline section of the manual. Students with disabilities are entitled to all of the same due process rights in the area of discipline as

students without disabilities. In addition, there are additional safeguards that will be observed that insure their right to Free Appropriate Public Education (“FAPE”).

Alcohol and Controlled Substances

The Board recognizes that the misuse of drugs is a serious problem with legal, physical and social implications for the entire school community. As the educational institution of this community, the schools should strive to prevent drug abuse and help drug abusers by educational, rather than punitive means.

For purposes of this policy, “Drugs” shall mean:

- A. all dangerous controlled substances as so designated and prohibited by Idaho law;
- B. all chemicals which release toxic vapors;
- C. all alcoholic beverages;
- D. any prescription or patent drug, except those for which permission to use in school has been granted pursuant to Board policy;
- E. “look-alikes”;
- F. anabolic steroids;
- G. any other illegal substances so designated and prohibited by law.

In accordance with Federal law, the Board hereby establishes a “Drug-Free School Zone” that extends 1000 feet from the boundary of any school property. The Board prohibits the use, possession, concealment, delivery, or distribution of any drug or any drug-related paraphernalia at any time on school property, within the Drug-Free School Zone, or at any school-related event.

Furthermore, the principal shall take the necessary steps to ensure that an individual eighteen (18) years of age or older who knowingly delivers or distributes controlled substances so designated and prohibited by Idaho law within the Drug-Free School Zone to another person is prosecuted to the fullest extent of the law.

The principal shall prepare guidelines for the identification and regulation of drug use in the schools. Such guidelines shall emphasize the prevention of drug use and include a statement to students that use of illicit drugs and the unlawful possession of alcohol is harmful. The student handbook shall provide standards of conduct that are applicable to all students which clearly prohibit, at a minimum, the unlawful possession, use, or distribution of illicit drugs and alcohol by students on school premises or as a part of any school activity.

Sanctions for violation of school policies which address illegal drug and alcohol possession, use or distribution will include referral to the appropriate law enforcement agency and may include voluntary referral to appropriate persons or agencies for screening and assessment.

Public Charter School Attendance Alternatives

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

Process for Public Notification of Enrollment Opportunities

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

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

- Advertising with public schools located within the target area using flyers upon administrative approval.
- Heritage Community Charter School website (available within four weeks of charter approval) that will introduce information about the school.
- Brochures promoting the curriculum and methods used at Heritage Community Charter School.
- Public informational meetings about Heritage Community Charter School held in accordance with Section 67-2340 of the Idaho Code

Other methods that may include: news releases, radio, television, newspapers, news conferences, newsletters and signage.

Habitual Truancy, Incurrigibility, & Disruptive Students

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

- If the student is an habitual truant, defined by Idaho Code 33-206 as any public school pupil who, in the judgment of the board of trustees, repeatedly has violated the attendance regulations established by the board; or any child whose parents or guardians, or any of them, have failed or refused to cause such child to be instructed as provided in section Idaho Code.
- If the he student is incurrigible,

- If the student is deemed by the board of trustees to be disruptive of school discipline or instruction effectiveness, or
- If the student is detrimental to the health and safety of the other students

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

Plan for the Denial of School Attendance

Heritage Community Charter School is a public school, open to all children based on the provisions provided within this petition. Strict adherence to HCCS’s Code of Conduct for Students as described in the Student Handbook is required for optimum learning to be achieved. New/incoming students and parents will ‘sign off’ on accepting the conditions and consequences of HCCS’s Code of Conduct. Students who show signs of truancy, incorrigibility, disruptive to the learning process, health or safety risk will follow the provisions set forth under Disciplinary Procedures in this petition.

Except in extenuating circumstances as presented to the Board of Directors, a student expelled from another school or district in this state or any other state shall be denied the right to enroll in Heritage Community Charter School. Written notice to the parent or guardian of the student shall state the grounds for the denial of enrollment and will indicate a time and place where parents may appear to contest the action of the Board of Directors.

Student Handbook & Parental Access

Upon approval of the charter, the Board of Directors will appoint a committee to develop a student handbook that will reflect the vision and purpose of HCCS and that will be in compliance with the HCCS School Board Policies and the Law of the State of Idaho. The student handbook will be available in hard copy and on the HCCS web site. All new students will receive a copy of the Student Handbook upon enrollment.

TAB 8: Business Plan

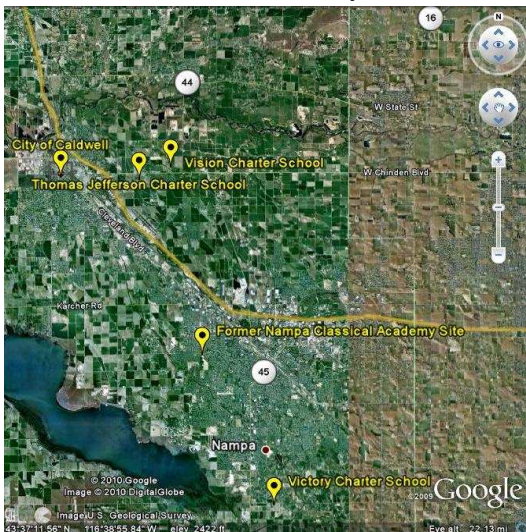
Description

Heritage Community Charter School, Inc. was established to act and operate exclusively as a nonprofit corporation pursuant to the Idaho Nonprofit Corporation Act. The purpose for which it was created was to establish and operate an Idaho public charter school and to provide educational activities related to this purpose. HCCS was incorporated and organized by a group of founding members who volunteered their time and resources to create another choice in public education to parents and students in their community.

In accordance with the provisions of Idaho Code § 33-5205(3)(s) and IDAPA 08.02.04.203.2, HCCS will ensure that citizens in the area of attendance are made aware of the enrollment opportunities the school. This notification process will include the dissemination of enrollment information at least three months in advance of the enrollment deadline established by the public charter school each year, to be posted in highly visible and prominent locations within the area of attendance of the public charter school. The information disseminated in compliance with the provisions of this paragraph will take into consideration the language demographics of HCCS's attendance area. In addition, HCCS will ensure the dissemination of press releases or public service announcements to media outlets that broadcast within (or disseminate printed publications within) the area of attendance of the school. Further, HCCS ensures that these announcements will be broadcast or published by such media outlets no less than three times beginning no later than fourteen days prior to the enrollment deadline each year. Finally, this enrollment information will expressly provide notice that all prospective students will be given the opportunity to enroll at Heritage Community Charter School, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

Marketing Plan

Purpose. At Heritage Community Charter School, our express purpose is to provide residents of our community with another choice in education. More specifically, our purpose is to offer an educational option that is otherwise unavailable yet highly desired.



Educational Environment. Residents of Canyon County have demonstrated an overwhelming demand for choice in education for their children. For example, all operating charter schools in the county are reporting significant waiting lists: **Victory Charter School** – waitlist of 1,791 students; **Vision Charter School** – waitlist of 396 students; **Idaho Arts** – waitlist of 507 students; and **Thomas Jefferson Charter School** – waitlist of

681 students. Furthermore, a recent decision by the IPCSC to revoke Nampa Classical Academy's charter will only increase the demand for additional charter school options inasmuch as over 550 students were enrolled to attend this school in the fall of 2010. Taken together, these schools report a combined total of 3,375 students waiting to enroll in the closest charter schools. For students that reside within Heritage Community Charter School's proposed Primary Area of Attendance, the likelihood of being accepted in any of these schools is very small due to the fact that they would not fall within these charter schools' primary area of attendance and would therefore not qualify for a permitted preference in enrollment – not to mention the additional time and cost of transporting their children to and from these schools.

Notwithstanding the apparent interest in charter schools, Caldwell School District does not have a charter school option within its boundaries. In the 2009-2010, the district reported a fall enrollment of 3,552 students in K-6, with a total K-12 enrollment of 6,212. Further, Caldwell School District is essentially surrounded by Vallivue School District (serving 4,220 in grades K-6 with a total K-12 enrollment of 7,040), and shares its northern boundary with Middleton School District (serving 1,596 students in K-6 with a total K-12 enrollment of 3,026). (See 2009-2010 Fall Enrollment Chart below.)

CANYON COUNTY SCHOOL DISTRICTS Fall Enrollment Data 2009-2010																	
GRADES	K	1	2	3	4	5	6	TOTAL K-6	7	8	9	10	11	12	Total K-12	Total K-12	
131 Nampa	1,330	1,242	1,242	1,222	1,238	1,210	1,250	8,706	1,143	1,162	1,130	1,033	960	1,055	6,483	16,189	
132 Caldwell	529	559	533	506	484	451	490	3,552	483	456	495	423	451	367	2,660	6,212	
135 Wilder	43	37	33	37	30	51	42	253	29	20	41	20	18	15	143	396	
134 Middleton	215	255	216	235	237	227	211	1,596	214	261	285	244	218	208	1,430	3,026	
136 Notus	30	24	25	30	24	35	31	199	34	26	32	34	38	25	189	388	
136 Melba	51	46	40	54	56	44	63	362	56	57	55	53	64	60	340	710	
137 Parma	33	78	87	74	90	81	86	589	73	92	82	80	82	78	484	1,073	
130 Vallivue	838	860	802	832	806	866	827	4,220	533	520	484	485	438	380	2,820	7,040	
TOTALS	2,830	2,901	2,788	2,790	2,754	2,646	2,700	19,477	2,542	2,604	2,604	2,380	2,260	2,188	14,557	34,034	

As seen above, over 24,500 K-8 students are attending Canyon County public schools, and approximately 11,815 of those students reside in Caldwell, Vallivue, and Middleton school districts – all of which will likely have students attending Heritage Charter School.

In addition to the public school offering in our community, over 1,600 students sought out alternative choices in education and were reported to have enrolled in private or non-public schools at the end of the 2007-08 school year. (See table below.)

CANYON COUNTY	PK	K	1	2	3	4	5	6	Total K-6	7	8	9	10	11	12	Total K-12
Caldwell Seventh Day Adventist	3	12	11	8	11	13	4	8	70	9	17	0	0	0	0	26
Calvary Christian School	33	13	13	6	7	7	8	12	99	7	9	9	6	8	5	143
Gern State Academy	0	0	0	0	0	0	0	0	0	0	0	19	32	22	20	102
Greenleaf Friends Academy	40	17	10	14	20	14	11	17	143	21	24	17	17	29	27	278
Nampa Christian School	48	60	43	49	42	39	41	39	361	53	47	56	48	68	68	701
St. Paul's Catholic School	30	20	23	27	22	23	25	13	183	18	15	0	0	0	0	216
Treasure Valley Ed Center	0	0	0	1	1	1	2	2	7	3	6	3	4	2	2	32
Zion Lutheran School	23	17	12	12	8	4	0	0	78	0	0	0	0	0	0	78
TOTAL CANYON COUNTY	179	139	112	117	111	101	91	91	941	111	118	104	107	129	136	1646

Enrollment data obtained through the Idaho State Department of Education's *Non-Public Fall Enrollment 2007-2008*.

The purpose of providing this “educational landscape” is to demonstrate the viability of the market from which HCCS will likely draw its student base and provide realistic support for the enrollment projections reflected in this petition. With proper outreach and marketing, we are confident that we will be able to attract students to HCCS. However, demographics or a high population of school-aged children is only the foundation for our enrollment projections. The final piece is simple: a unique and desirable educational offering that will enhance and improve the educational offering found at other schools.

Competitive Advantage. It is our firm belief that the program of instruction outlined in this petition will be the driving force behind parents’ choice to enroll their students in HCCS. As noted above, HCCS will use the Idaho State Board of Education’s Standards as a foundation to be enhanced by the Core Knowledge Sequence and an advanced liberal arts high school curriculum. Many traditional public and charter schools have chosen to implement this highly effective curriculum that promotes academic excellence, greater equity and higher literacy, and a coherent, cumulative, and content specific core curriculum. The instructional program at HCCS will be further enhanced by a substantive second language acquisition program. The Core Knowledge Sequence provides the high level of planning and coordination across all grades that are almost always features of successful second language acquisition programs. With this curricular foundation, the addition of a second language will provide students with a host of benefits, including but not limited to: improved problem solving, increased test scores, increased proficiency with native language, increased creativity, improved literacy skills, and a broadened appreciation for other cultures. Given the demographics of Caldwell and surrounding districts, this program will provide meaningful benefits for all students who choose to attend the school.

Outreach. In addition to the procedures and requirements outlined in the *Description* section above, advertising for Heritage Community Charter School may also include, but not be limited to, the following methods:

- Advertising with public schools located within the target area using flyers upon administrative approval.
- Heritage Community Charter School website (available within four to eight weeks following charter approval) that will introduce information about the school.
- Brochures promoting the curriculum and methods used at Heritage Community Charter School.
- Public informational meetings about Heritage Community Charter School. Note: these meetings may be subject to the open meetings law contained in Idaho Code § 67-2345. If open meetings rules apply, HCCS board shall ensure compliance.

Operations

Following the outline detailed under Tab 2, organization of Heritage Community Charter School will generally follow the model of traditional single-grade classrooms starting with grades K-6, and beginning with a small grade 7-12 pilot secondary program. The Principal will determine the day-to-day operations of the school including but not limited

to the school calendar, schedule, and hours of operation in accordance to State required hours of attendance and Board of Director approval.

Administrative services will be provided by the Principal, augmented by other contracted services as needed.

Board Policy

Upon approval of the charter the Board of Directors will be charged with developing A *School Board Policy Manual*. This manual will include policies including but not limited to: Instruction, Students, Community Relations, Personnel, Administration, Financial Management, Non-instructional Operations, School Facilities, and Philosophy. Board Policy will be made available to the public either as a hard or electronic copy.

Budget

The budget for Heritage Community Charter School will be: (i) prepared in compliance with section 33-801, Idaho Code; (ii) will be presented at a public hearing in June of the year the school will open; and (iii) will be delivered to the State Department of Education as required on or before July 15 prior to the start of the school year. The budget will be prepared, approved and filed using the Idaho Financial Accounting Reporting Management System (IFARMS) format. Funding sources will include state allocation per pupil, federal start-up grants, private grants, business partnerships, and donations. Following is a projected three-year budget and first year cash flow.

For budget, please see Appendix I.

Transportation Services

In accordance with Idaho Code §§33-1501 and 33-1006, where practicable HCCS will provide transportation to students that reside more than 1.5 miles from the school facility and within the Primary Area of Attendance. HCCS will ensure its transportation policy complies with Idaho Code §§ 33-402(g), 33-1510, 33-1006, 33-1501 through 1514, 33-5208, and 67-2806 inasmuch as they are applicable to the school. Inasmuch as the process for advertising, receiving proposals, and selecting a student transportation provider is time consuming and involves various timelines and procedures, HCCS will take all reasonable steps to ensure transportation services are secured in a timely manner. In the process of advertising, HCCS will solicit proposals from all busing contractors listed on the SDE's contractor list.

School Lunch Program

Heritage Community Charter School hopes to begin offering hot food services during its first year of operation and will follow the guidelines listed by the National School Lunch Program. Free and reduced lunch forms will be provided to all students. Until a facility is available, alternate sources to offer lunch will be explored.

Determining Eligibility for Free and Reduced Price Meals

All schools participating in the NSLP must make free and reduced price meals available to eligible students. Each School Food Authority participating in the NSLP must have an approved free and reduced price policy statement on file at the State Agency. If a School Food Authority is just starting in participation in the NSLP it must file its policy statement for approval by the State Agency. This policy statement then becomes a permanent document, subject to any amendments whenever the School Food Agency makes a significant change in its free and reduced price policy.

(NOTE: For Directors' Resumes, please see Appendix N)

TAB 10: BUSINESS PRACTICES

Business Arrangements

Public Access

Heritage Community Charter School's policies regarding the public access to the school's students, staff, and facilities will comply with all aspects of the Idaho Public Records Law (Idaho Code 9-337 – 9-350). The Charter School will comply with Idaho statutes relating to public records and public meetings, as indicated in the Bylaws. We will comply with the Idaho Open Meeting Law (Idaho Code 67-2340-67-2347).

Complaint Process

Heritage Community Charter School's protocol for a complaint process for parents/guardians and the public are as follows, with the ultimate authority residing with the Board of Directors of Heritage Community Charter School;

1. Have pertinent parties meet and try to resolve the issue.
2. If no resolution can be found, the Principal will arbitrate and attempt to find a resolution.
3. Ultimately, the issue will be brought before the Board of Directors. The decision of the Board of Directors will be final.

School Records

Heritage Community Charter School's Principal will determine how the school will maintain school records and required information, consistent with state and Federal laws/statutes. Records of students transferring from HCCS will be forwarded to the new school upon request of the school or parents. Records of students transferring to HCCS will be requested of the previous school of attendance.

Inspection Reports

Heritage Community Charter School will provide certification that the facilities meet all requirements for health, safety, fire, and accessibility for the handicapped required of all public schools prior to the opening of the school and by the date specified in the contract. The Charter School will provide initial and ongoing certifications of the facilities for health, safety, and fire compliance to the district and other entities as required.

State Compliance

Heritage Community Charter School will comply with the State Board of Education and Superintendent for Public Instruction as they relate to Charter Schools and all state statutes applying to public education unless exempt through charter legislation.

Right to Evaluate Contract Compliance

The Public Charter School Commission or the school's Authorized Chartering Entity, if not authorized by the Public Charter School Commission, shall retain the right at any time to evaluate the degree to which Heritage Community Charter School is meeting the

terms of the charter contract. The Board of Directors or designee may choose to have a State representative(s) or an independent evaluator(s):

1. visit the Charter School;
2. review the Charter School's records and data;
3. directly survey the Charter School's parents/guardians, students, or employees;
4. audit the books of the Charter School;
5. pursue other reasonable means of determining accountability for the Charter School contract.

Amending the Contract

A material revision of the terms of the charter school contract requires the approval of the school's authorizer and the Board of Directors.

Plan for Termination

It is the responsibility of the board of directors of Heritage Community Charter School to maintain communications with the Authorized Chartering Entity regarding any changes, problems, or difficulties in the operations of the school.

The Authorized Chartering Entity and Heritage Community Charter School will resolve disputes relating to provisions of the charter following the procedures set forth in §33-5209, Idaho Code, and the applicable rules of the State Board of Education and the Authorized Chartering Entity for notice of defect and submission of a corrective action plan.

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

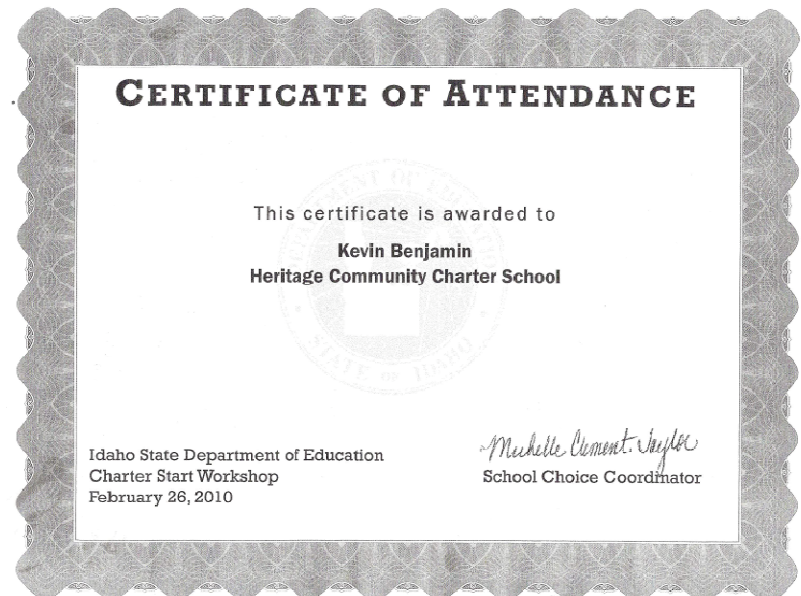
Upon the dissolution of the charter school, the schools assets will distributed to the Idaho Public Charter School Commission.

Upon dissolution of the charter school, all records of students will be immediately transferred to the receiving district and a notice will be sent to all parents describing how to request records from HCCS. Personnel records will be transferred to the HCCS authorizer and all employees will receive a notice describing where records will be maintained and describing the length of time personnel records will be held by the HCCS authorizer.

Internet Policy

HCCS shall adopt a Policy of Internet Safety for minors that include the operation of a technology protection measure with respect to any of its computers with Internet access and that protects against access through such computers to visual depictions that are obscene, child pornography, or other content harmful to minors in compliance with the Children's Internet Protection Act. An example of an internet policy can be found in Appendix B.

Appendix A – Proof of Attendance; Charter School Workshop





Appendix B: Internet/Computer Use Policy

The use of computers, including laptops, and the Internet can be unique and valuable tools that support the education of students in Heritage Community Charter School. They provide access to information in millions of widespread files. Their proper use can open new opportunities for research and communication. With opportunities come the disadvantages and/or dangers of access to information that may not be appropriate in the schools. Heritage Community Charter School will make reasonable effort to limit improper use and to shield students from access to inappropriate materials. The word “user” refers to anyone using a school computer, including, but not limited to, students, employees, and visitors with prior approval to use the computers.

PROCEDURES FOR USE

1. Individual computer/Internet users have the ultimate responsibility to use computer/Internet resources appropriately. All computer/Internet users are expected to use the network for purposes appropriate to the educational environment at all times. Users must refrain from any use that is not consistent with the policies, purposes, or objectives of Heritage Community Charter School.
2. All employees shall accept responsibility for monitoring student use on the Internet. It is the employee’s responsibility to be aware of the sites students are accessing and provide appropriate supervision for any workstations he/she oversees.
3. There is no expected right to privacy with use of Heritage Community Charter School computer/Internet. Administrators and teachers have rights to view all files and correspondence of employees and students whom they supervise.
4. Each student must agree to abide by these policy provisions and sign and return the attached signature page to the school before being allowed to access the school’s computers or the Internet. Students who are minors must also have a parent signature on the signature page in addition to their own.

CONSEQUENCES

Any action by a user that is determined to violate school policy or constitute an inappropriate use of the network or to improperly restrict or inhibit other users from using the network will result in disciplinary action and/or loss of use of the network and all school computers. A user will be required to reimburse Heritage Community Charter School for any losses, costs, or damages, including attorney’s fees, caused by inappropriate use of the network. Any condition or activity not specifically listed that is not consistent with the policies, purposes, and objectives of Heritage Community Charter School are prohibited.

RULES

1. Users shall:

Use accepted rules of network etiquette (Netiquette).

Follow the same standard of conduct expected and required in a classroom and specific user instructions.

Promptly disclose to your teacher or system administrator any security problems or potential security problems without demonstrating the problem to others. Also report any message you receive that is inappropriate or makes you feel uncomfortable.

Respect the rights of copyright owners. Materials must not be placed, copied, or redistributed on the network without the authors or owners written permission. Permission must be specific in the document, on the network, or must be obtained directly from the author or owner. If you are unsure of copyright rules, ask a teacher.

Report violations of rules.

Use of news-groups and chat-rooms and other systems including blogging will only be allowed with approval from both the classroom teacher and principal.

Use school-owned computers, laptops, PDA's, cell phones, or other equipment at home only with the approval from both the classroom teacher and principal.

2. Users shall not:

Send or deliberately receive a message that is inconsistent with the school's code of conduct, written or implied, or agree to meet with someone you have met online.

Use the network for commercial use, including agreeing to sell or offering for sale any goods or services that could be construed as commercial enterprise.

Send or retrieve materials that are defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal, or that encourages the use of controlled or illegal substances.

Send/receive information using someone else's name or password.

Read other users mail or files without the user's permission.

Reveal personal contact information about yourself or others including age, gender, address, telephone, school address, work address, social security number, etc.

Plagiarize works that you find on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were your own.

Vandalize equipment or data of another user, the network, or any of the agencies or other networks that are connected to the Internet. Vandalism is defined as any malicious attempt to harm or destroy.

Log in as another student or person

Share login information with other students or person
Share or copy files, unless directed by the instructor
Participate in Internet bullying or use any school-owned equipment for such purposes.
Violate Idaho Code 18-2202, Computer Crime, which states:

Any person who knowingly and without authorization alters, damages, or destroys any computer, computer system, or computer network as described in section 18-2202 Idaho Code, or any computer software program, documentation or data contained in such computer, computer system, or computer network, commits computer crime. A violation of the provisions of this section shall be a FELONY.

Please sign and return this portion of the document to the school.

I have read and do agree to abide by the provisions of this Heritage Community Charter School Policy.

User Name (Print) First

Last

User Signature

Date

Parent Signature (if User is a Student)

Date

Student Grade Level

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Appendix C: Weapons Policy

The Board of Directors prohibits students from possessing, storing, making, carrying, concealing in a locker or vehicle, or using a weapon or other devices designed to inflict serious bodily harm in any setting that is under the control and supervision of the School for the purpose of school activities approved and authorized by the School including, but not limited to, property leased, owned, or contracted for by the School, a school-sponsored event, in a School vehicle, or in school-sponsored transportation, without the written authorization of the Principal.

The term "weapon" means any object which, in the manner in which it is used, is intended to be used, or is represented, is capable of inflicting serious bodily harm or property damage, as well as endangering the health and safety of persons. Weapons include, but are not limited to: firearms, guns of any type whatsoever, including air and gas-powered guns (whether loaded or unloaded), an antique firearm, a rifle, shotgun, BB gun, pellet gun, facsimile of a firearm, chemical weapon with a chemical propellant, knives, pocket knife, butter knife, sword, sword cane, dirk, metallic weapons, ammunition and explosives, shotgun shells, cartridges, or ammunition of a firearm, and common objects found to be weapons (box cutters, pencils, razor blades, etc.), or any destructive device such as any bomb, grenade, mine, rocket, missile, pipe bomb, explosive firearm (including a starter gun) which may readily be converted to expel a projectile, the frame or receiver of any such weapon, any firearm muffler firearm silencer, machine gun, or short-barreled shotgun.

This policy shall also encompass such actions as look-alike items, false fire alarms, bomb threats, or intentional calls to falsely report a dangerous condition.

Further notice is given that except as determined by the Board of Directors on a case-by-case basis, a student who engages in such behavior while on school property, on school-sponsored transportation, school bus stop, or during school-sponsored activities shall be suspended, recommended for expulsion from school for not less than one (1) calendar year, and referred to the proper law enforcement agency for the purpose of criminal prosecution.

The Principal shall prepare administrative procedures to ensure immediate reporting to the parent and to the local law enforcement agency and proper disciplinary action as provided for in student/parent handbook.

The Principal is authorized to establish administrative procedures on weapons, which require students to immediately report knowledge of weapons and threats of violence by students and staff to the building principal. Failure to report such knowledge may subject the student to immediate suspension and potential expulsion from school.

Items pre-approved in writing by the Principal as part of a class or individual presentation or a theatrical prop used under adult supervision, if used for the purpose and in the manner approved, would be an exception to this policy. (Working firearms and any ammunition will never be approved as part of a presentation.)

Procedures shall also include the immediate reporting to the appropriate law enforcement agency if a dangerous weapon is found or is suspected to be in the possession of a School employee or a visitor.

Absolutely no weapons of any sort or anything that resembles a weapon as defined in 18 U.S.C. Section 930 are allowed on HCCS property or at school sponsored activities at any time under any circumstances. Any student who brings a weapon to school property and/or school sponsored activities is in violation of the Gun-Free Schools Act and Idaho Code 18-3302D, and shall be expelled for a period of no less than 1 year (12 months). A recommendation will be made to the Governing Board for extended suspension or expulsion.

WEAPONS POLICY EXPLAINED

I. Purpose

The purpose of this policy is to ensure a safe school environment for students, staff and the public.

II. Statement

No student shall possess, use, or distribute a weapon when in a school location.

III. Definitions

A. Weapon

1. Any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm, whether loaded or unloaded; air guns, pellet guns; BB guns, all knives, blades, clubs, metal knuckles, numb chucks, throwing stars, explosives, fireworks, mace and other propellants, cigarette lighters, stun guns, ammunition, poisons, chains, bows, arrows, laser pointers, and objects that have been modified to serve as weapons.
2. No student shall possess, use or distribute any object, device or instrument having the appearance of a weapon and such objects, devices or instruments shall be treated as weapons, including, but not limited to, weapons listed above which are broken or non-functional, look alike, toy guns, and any object that is a facsimile of a real weapon.
3. No student shall use articles designed for other purposes (i.e.: belts, combs, pens, pencils, files, scissors, tacks, etc.) to inflict bodily harm and/or intimidate and such use will be treated as the possession and use of a weapon.

B. School Location

School location includes a school building, school grounds, school activities or trips, bus stops, school buses or school vehicles, school-contracted vehicles, the area of entrance or departure from school premises or events, and all school-related functions.

C. Possession

Possession means having a weapon on one's person or in an area subject to one's control in a school location. A student who finds a weapon on the way to school or in the school building, or a student who discovers that he/she accidentally has a weapon in his/her possession, and takes the weapon immediately to the principal's office shall not be considered to possess a weapon.

IV. Consequences

A. HCCS takes a position of addressing each case individually in regard to the possession, use or distribution of weapons by students. The minimum consequence for student's possession, use or distribution of weapons may include (upon discretion of Administrator):

- Confiscation of the weapon
- Notification of Police
- Notification of parents/guardians
- Suspension
- Hearing with the Governing Board

V. Application to Instructional Equipment/Tools

While HCCS may address each case individually, it takes a firm position on the possession, use or distribution of weapons by students. Such a position is not meant to interfere with instruction or the use of appropriate equipment and tools by students. Such equipment and tools, when properly possessed, used and stored, shall not be considered in violation. However, when authorized instructional and work equipment and tools are used in a potentially dangerous or threatening manner, such possession and use will be treated as the possession and use of a weapon.

Appendix D: Alcohol, Tobacco, Drug Policy

Heritage Community Charter School recognizes that substance abuse, the harmful use of drugs, tobacco and alcohol, and the problems associated with it are becoming increasingly commonplace in our society. We recognize that a student's involvement with drugs and alcohol may cause problems in their daily lives. We also recognize that in many instances a student's involvement can lead to the illnesses of chemical dependency and alcoholism. We support prevention, early intervention, and appropriate referral. Our intent is to identify and document any behavior/appearance that would be considered problematic to the student. We will be involved in disciplinary action when needed.

DISCIPLINARY PROCEDURES: Students are forbidden to knowingly and/or voluntarily use, possess, distribute/sell alcohol, drugs, tobacco or other controlled substances while in school or at school sponsored events.

1. Distribution/Sale: Any student found to be distributing or selling alcohol, tobacco, drugs or other controlled substance will be referred to the Board of Directors for possible expulsion. Law enforcement will be notified immediately.
2. Under the influence: Any student judged to be under the influence of alcohol or other controlled substance regardless of any previous voluntary disclosure, will be deemed to be in violation of Section 37-2732C, Idaho Code, and will be subject to evaluation by a qualified counselor, administrator, or designee. Upon completion of the school's evaluation, the building designee may choose to initiate procedures to seek evaluation by law enforcement. The law enforcement evaluation may result in the transfer of school custodial responsibility to that of law enforcement in accordance with Section 20-216, Idaho Code.
3. Use/Possession: Any student found to be using or in possession of alcohol, tobacco, drugs or other controlled substance will be disciplined in the following manner:
 1. The student's parent/guardian will be notified as soon as possible.
 2. The student will receive 3 days in-school suspension. An informal hearing will be held prior to the suspension as required by Section 33-205, Idaho Code.
 3. The student will not be able to participate in the school's extra-curricular activities/sports for the period of one month.
 4. The student and the principal, or someone appointed by the principal will develop a Plan for Corrective Behavior for the student.
 5. In the case of a violation of the Plan for Corrective Behavior or a second offence, the student will be referred to the Board of Directors for possible expulsion from Heritage Community Charter School.

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

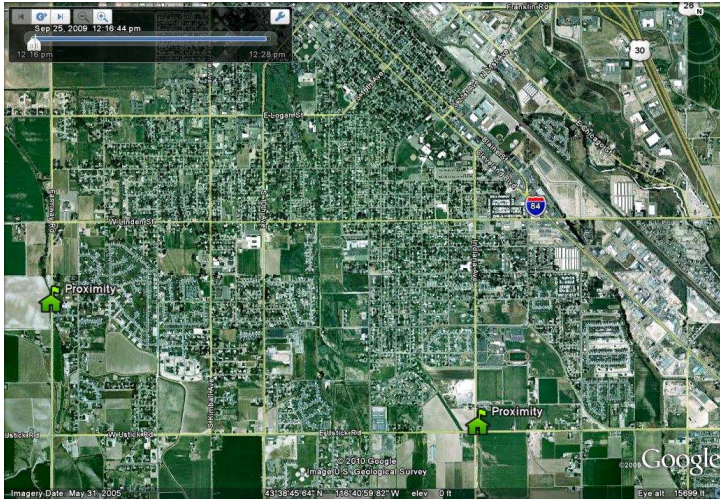
who will provide instruction to students in refusal skills and will implement a comprehensive guidance model. The counselor will serve as the employee to provide referral information to parents of students who may have concerns with substance abuse.

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

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

Appendix E – Facility Plan

The board has looked at numerous locations that would make wonderful sites for HCCS's modular and future facility. In the beginning, our search focused near the vicinity of Farmway Road between Ustick and Linden St. After further investigation regarding access to utilities, the search moved eastward near the vicinity of Caldwell High School on Indiana. Our research has also been supported by several meetings with Caldwell City officials to discuss locations, infrastructure, and traffic issues



for numerous locations and other concerns that the city might have regarding the introduction of a new charter school to their city. The city has been very accommodating with information and direction as we discuss our options. While we have several “listed” properties displayed below, these properties are not our best or most desirable sites. Currently we are negotiating for the purchase and/or lease of two properties both of which present ideal locations and access to city utilities as well as features that mitigate traffic concerns the city has expressed with other sites. Inasmuch as both of these sites are not officially listed for sale, we have been asked to refrain from listing them in this petition until an agreement has been reached. Notwithstanding, we expect a formal contract to be signed within 7-10 days of the date of this petition. Documentation will be included as part of our presentation to the commission and forwarded as soon as it becomes available.

Without disclosing the exact locations of the properties above, their proximity to existing public schools and other public buildings presents options to collaborate on academic programs and increase HCCS's class offering. As a result of our searching in these areas, the specific locations that have: (i) the necessary proximity to public utilities; and (ii) a low enough sales price to allow for utilities to be brought on site.

In addition to the properties discussed above, we have identified other locations that also have access to utilities and/or reasonable sales prices. These locations are represented in the aerial image below:

These locations range in price from \$100,000 to \$425,000 and range in area from 4.5 to 9.6 acres. As of the date of the submission of the board is seeking to place its first choice under contract –



Petition

pending approval of its charter.

In our meetings with the city, we have also discussed our plan for modular classrooms to determine whether special permitting or other restrictions would apply. Based on these conversations, it is our understanding that basic permitting and fees will apply, but we may be able to avoid certain infrastructure and landscaping costs depending on the site we select. Upon approval, we will immediately request additional modular proposals and meet with the city to begin the permitting process.

Appendix F: Articles of Inc. & Bylaws

ARTICLES OF INCORPORATION

OF

10 FEB -2 AM 11:42

HERITAGE COMMUNITY CHARTER SCHOOL, INC.
SECRETARY OF STATE
STATE OF IDAHO

I, the undersigned natural person, being of the age of eighteen years or more, acting as incorporator under the provisions of Title 30, Chapter 3, Idaho Code, adopt the following Articles of Incorporation for Heritage Community Charter School, Inc.

Article I

NAME

The name of the corporation is Heritage Community Charter School, Inc.

Article II

DURATION

The period of duration of the corporation is perpetual.

Article III

PURPOSE

(a) The corporation is created to act and operate exclusively as a nonprofit corporation pursuant to the Idaho Nonprofit Corporation Act as amended and supplemented. The purpose for which the corporation is created is to establish and operate a school for grades K through 12 and educational activities related thereto.

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

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

Article IV

MEMBERS/STOCK

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

Article V

BY-LAWS

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

Article VI

DIRECTORS

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

NAMES & ADDRESSES:

Lon C. McRae

10430 Randall Lane

Caldwell, ID 83607

Kevin Benjamin

15090 Castle Way

Caldwell, ID 83607

Crystal Davidson

1202 Palrang Drive

Caldwell, ID 83607

Article VII

INCORPORATOR(S)

The name and address of the incorporator is:

Lon C. McRae

10430 Randall Lane

Caldwell, ID 83607

Article VIII

REGISTERED OFFICE AND AGENT

The address of the corporation's initial registered office shall be: 10430 Randall Lane Caldwell, ID 83607 and the corporation's initial registered agent at such address shall be: **Lon C. McRae**

Such office may be changed at any time by the Board of Directors without amendment of these Articles of Incorporation. The mailing address of the corporation shall be: **10430 Randall Lane Caldwell, ID 83607.**

I hereby acknowledge and accept appointment as corporate registered agent:


Lon C McRae

Article IX

PRINCIPAL PLACE OF BUSINESS

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

Article IIX

DISTRIBUTIONS

The property of the corporation is irrevocably dedicated to educational purposes, and no part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its directors, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article III hereof.

Article XI

DISSOLUTION

Upon the dissolution and winding up of the corporation, all assets after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for educational purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, or corresponding provisions of any subsequent federal tax laws Any such assets not so disposed of shall be disposed of by the District Court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

In Witness Whereof, the incorporator has executed these Articles of Incorporation in duplicate this **February 1, 2010**, and says: That he has read the above and foregoing Articles of Incorporation; knows the contents thereof and that the same is true to the best of his knowledge and belief, excepting as to matters herein alleged upon information and belief and as to those matters he believes to be true.

INCORPORATOR


Lon C. McRae

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ARTICLES OF AMENDMENT (General Business)

To the Secretary of State of the State of Idaho
Pursuant to Title 30, Chapter 1, Idaho Code, the undersigned
corporation amends its articles of incorporation as follows:

1. The name of the corporation is:
Heritage Community Charter School, Inc.

If the corporation has been administratively dissolved and the corporate name is no longer available for use, the amendment(s) below must include a change of corporate name.

2. The text of each amendment is as follows:

Article VI Directors is amended to include the following statement as the first sentence in the section:

In order for business to be conducted, a quorum of directors, as defined and set forth in the bylaws of the corporation, must be present.

Article XI Dissolution is amended and restated in its entirety as follows:

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

3. The date of adoption of the amendment(s) was: June 29, 2010

4. Manner of adoption (check one):

- ☐ The amendment consists exclusively of matters which do not require shareholder action pursuant to section 30-1-1002, 30-1-1005 and 30-1-1006, Idaho Code, and was, therefore, adopted by the board of directors.
- ☒ None of the corporation's shares have been issued and was, therefore, adopted by the
☐ Incorporator ☒ board of directors.
- ☐ Approval by the shareholders is required and the shareholders duly approved the amendment(s) as required by either Title 30, Idaho Code or by the Articles of Incorporation.

Customer Acct #:

(if using pre-paid account)

Secretary of State use only

Dated: June 29, 2010

Signed: Lon C. McRae

Typed Name: Lon C. McRae

Capacity: Board President

electronic filing of amendment
at business.prd Revised 11/2004
Web Form

**BYLAWS
OF
HERITAGE COMMUNITY CHARTER SCHOOL**
An Idaho Nonprofit Corporation

Article 1: Offices

The corporation's principal office shall be fixed and located within the Caldwell School District # 132 boundaries, County or Canyon, State of Idaho. The Board is granted full power and authority to change the principal office from one location to another within the Caldwell School District # 132 boundaries, County of Canyon, State of Idaho.

Article 2: Purpose

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

Article 3: No Members

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

Article 4: Directors

Section 4.1 General Powers

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

Page 1 of 10

Heritage Community Charter School
Bylaws

corporation's activities, and the Board may, subject to contractual obligations as may exist, rescind any such assignment, referral or delegation at any time.

Section 4.2 Specific Powers

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

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

Section 4.3 Number, Election and Term of Directors

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

Section 4.4 Resignation and Removal

Any Director may resign effective upon giving written notice to the Board, unless the notice specifies a later effective time. If the resignation is effective at a future time, a successor may be nominated by a Director and voted in by majority vote of the Board. Any Director may resign effective upon giving written notice to the Board, unless the notice specifies a later effective time. If the resignation is effective at a future time, a successor may be nominated by a Director and voted in by majority vote of the Board

Section 4.5 Vacancies

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

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

Section 4.6 Place/Notice of Meetings

Meetings of the Board may be held at the principal office of the corporation or at any other place that has been designated in the notice of the meeting by resolution of the Board. Appropriate notices of the meeting complying with Idaho law shall be posted. The public, any board member or officer of the corporation may request to place any desired item on the agenda of any board meeting by notifying in writing. A description shall be delivered to the then acting secretary, or the secretary's designee, of the corporation. The Chairman of the Board shall have discretion regarding what items shall be included on meeting agendas.

Section 4.7 Annual Meetings

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

Section 4.8 Regular Meetings

The Board shall hold regular meetings on such dates and at such times and places as may be from time to time fixed and notified by the Board.

Section 4.9 Special Meetings

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

Section 4.10 Quorum and Voting

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

Section 4.11 Waiver of Notices

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

Section 4.12 Adjournment

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

Section 4.13 Rights of Inspection

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

Section 4.14 Fees and Compensation

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

Section 4.15 Standard of Care

- a. A Director shall perform all duties of a Director in good faith, in a manner such Director believes to be in the best interests of the corporation and with such care, including the duty to make reasonable inquiries, as an ordinarily prudent person in a like situation would use under similar circumstances.

Section 4.11 Waiver of Notices

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

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Section 4.14 Fees and Compensation

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

Section 4.15 Standard of Care

- a. A Director shall perform all duties of a Director in good faith, in a manner such Director believes to be in the best interests of the corporation and with such care, including the duty to make reasonable inquiries, as an ordinarily prudent person in a like situation would use under similar circumstances.

- b. In performing the duties of a Director, a Director may rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:
 1. One or more officers or employees of the corporation whom the Director believes to be reliable and competent in the matters presented;
 2. Legal counsel, independent accountants or other persons as to matters that the Director believes to be within such person's professional or expert competence; or
 3. A committee of the Board upon which the Director does not serve as to matters within a designated authority, provided the Director believes that the committee merits confidence and the Director acts in good faith, after reasonable inquiry when the need therefore is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

Article 5: Officers

Section 5.1 Officers

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

Section 5.2 Election

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

Section 5.3 Subordinate Officers

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

Section 5.4 Removal

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

Section 5.5 Resignation

Any officer may resign at any time by giving written notice to the Board; such resignation may not prejudice the rights, if any, of the corporation under any contract to which the officer is a party. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 5.6 Vacancies

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

Section 5.7 Chairman

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

Section 5.8 Vice Chairman

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

Section 5.9 Secretary

- a. The Secretary shall keep or cause to be kept, at the principal office or such other place as the Board may order, a book of minutes of all meetings of the Board and its committees, including the following information for all such meetings; the time and place of holding; whether regular or special; if special, how authorized; the notice thereof given; the names of Directors present and absent, and the proceedings thereof. The Secretary shall keep, or cause to be kept, at the principal office in the State of Idaho, the original or a copy of the corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all directors and their respective addresses. The Secretary shall keep the seal of the corporation and shall affix the same on such papers and instruments as may be required in the regular course of business, but failure to affix it shall not affect the validity of any instrument.
- b. The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committees thereof required by these Bylaws or by law to be given, and shall distribute the minutes of meetings of the Board to all its members promptly after the meetings; shall keep the seal of the corporation in safe custody; shall see that all reports, statements and other documents required by law are properly kept or filed, except to the extent the same are to be kept or filed by the Treasurer; and shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.
- c. The Secretary or Chairman of the corporation shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts and disbursements. The books of account shall at all times be open to inspection by any Director.

Section 5.10 Treasurer

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

to the Board at all regular meetings. The Treasurer shall have such powers and perform such other duties as may be prescribed from time to time by the Board.

Article 6: Committees

Section 6.1 Board Committees

The Board may, by resolution adopted by a majority of the Directors then in office, provided that a quorum is present, create one or more standing or ad hoc committees, each consisting of at least one (1) member of the Board, to serve at the pleasure of the Board.

Article 7: Other Provisions

Section 7.1 Validity of Instrument

Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance or other written instrument and any assignment or endorsement thereof executed or entered into between the corporation and any other person, shall be valid and binding on the corporation when signed by two Officers of the Board, as defined in Section 5.1 above, unless the person has no authority to execute the same. Any such instruments may also be signed by a designated individual properly authorized by the Board.

Section 7.1 Construction and Definitions

Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Idaho Nonprofit Corporation Act shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both the corporation and a natural person. The captions and headings in these Bylaws are for convenience of reference only and are not intended to limit or define the scope or effect of any provision.

Section 7.3 Fiscal Year

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

Section 7.4 Conflict of Interest

Any Director, officer, key employee, or committee member having an interest in a contract or other transaction presented to the Board or a committee

thereof for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the corporation's interest. The expectation of refraining from a conflict of interest goes beyond the legal definition and should give consideration to the potential question of conflict.

No Director shall be elected or appointed who has a relative employed by the Corporation. A relative for the purpose of these bylaws shall include grandparent, parent, spouse, sibling, or child. This shall also include those associated by blood and by matter of law including in-laws.

Should the relative, as defined above, of any serving Director be hired, that Director must resign at the earliest opportunity.

Section 7.5 Interpretation of Charter

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

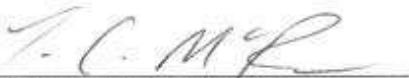
Article 8: Amendments

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

CERTIFICATE OF ADOPTION OF BYLAWS

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

Signature



Lon C. McRae D.M.D., Chairman
Heritage Community Charter School

Page 10 of 10
Heritage Community Charter School
Bylaws

Bylaws - Revised/Amended Sections

Section 4.3 Number, Election and Term of Directors

- a. The authorized number of Directors shall be no less than three (3) and no greater than seven (7) until changed by amendment of these Bylaws. Except as provided in subparagraph 4.3(b)(1) below, the Board shall consist of two members elected by the stakeholders of Heritage Community Charter School, the remaining Board members shall be elected by the Board of Directors. A “stakeholder” is defined as one or more of the following: (i) parents of students attending the school; (ii) the initial Board members; or (iii) the initial “founders” of Heritage Community Charter School as designated by the board in accordance with Idaho Code Section 33-5202A(3).

~~Those Directors who are to be elected by the Board of Directors shall be so elected at the annual meeting of the Board of Directors then in the office. The existing Directors of the corporation shall nominate each Director.~~

- b. Initial Board Members. Prior to and during the initial year of school operation, all Board members shall be elected by the Board of Directors. When electing initial board members, the board shall designate two seats that will become vacant at the end of the initial year, two seats that shall become vacant at the end of the second year, and so on. After the initial year, one of these vacancies shall be filled by a Stakeholder elected board member, and that seat shall be designated as a “Stakeholder Elected Seat.” At the end of the second year, one of the two vacancies shall be filled by a second Stakeholder elected board member, and that seat shall be designated as a Stakeholder Elected Seat.
- c. Board Member Elected. In order to fill the vacant seat of a Board member elected seat on the Board, the Board will solicit nominations and letters of application from stakeholders or members of the community. The Board may then elect an approved applicant to fill the vacancy. Board members elected to fill the seats of directors whose terms have expired shall be elected at the annual meeting of the Board of Directors.
- d. Stakeholder Elected. In order to fill the vacant seat of a stakeholder elected seat on the Board, the Board will solicit nominations and letters of application from stakeholders or members of the community. A stakeholder election will then be conducted to elect the board member(s) to fill the vacancy. If the election is for the replacement of a Stakeholder Elected Board member whose term has ended, the voting and election shall be conducted within three weeks of the annual

meeting of the Board of Directors. At the annual meeting, the Board shall ratify the election results and make such results effective.

- e. Upon the expiration of the initial year, the duration of the term of each new director shall be staggered so as to promote continuity in the Board.

Section 4.10 Quorum and Voting

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

Section 5.2 Election

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

Appendix G – Signature of Qualified Electors

Petition to Establish a New Idaho Public Charter School

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

(4)

Name of Proposed New Charter School		Heritage Community Charter School			
School District Where New Charter School will be Physically Located		Caldwell			
I am currently a qualified elector in the above-named school district. I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.					
Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
16 Cheryl Lee Garner	<i>Cheryl Lee Garner</i>	1116 Palrang Dr.	Caldwell	208-453-8732	1/26/2010
17 Cheryl Lee Garner	<i>Cheryl Lee Garner</i>	1102 Palrang Dr.	Caldwell	452-4584	1/26/10
18 DAVE HUGHES	<i>Dave Hughes</i>	1102 Palrang Dr.	Caldwell	863-4041	1-26-10
19 Gwen Freeman	<i>Gwen Freeman</i>	1023 Palrang	Caldwell	454-6334	1-26-10
20 FRED FREEMAN	<i>Fred Freeman</i>	1023 PALRANG	CALDWELL	850-8320	1/26/10
21 Veronica Salazar	<i>Veronica Salazar</i>	1124 Palrang Dr.	CALDWELL	128-128-1282	1-26-10
22					
23					
24					
25					
26					
27					
28					
29					
30					

To the Board of Trustees, Caldwell School District, I, William H. Hurst, County Clerk of Canyon County, certify that 4 signatures on this petition are those of qualified electors.



Signed:

Barbara H. Hurst
County Clerk or Deputy

4/16/2008

Petition to Establish a New Idaho Public Charter School

10

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

Name of Proposed New Charter School		Heritage Community Charter School			
School District Where New Charter School will be Physically Located		Caldwell School District			
I am currently a qualified elector in the above-named school district. I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.					
Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
1 Debbie Swanson	<i>Debbie Swanson</i>	2111 Willow Falls Ave	Caldwell	989-7731	01/26/10
2 KEVIN Collier	<i>Kevin Collier</i>	616 E. Willow	Caldwell	459-9462	1/26/10
3 Sara Collier	<i>Sara Collier</i>	1016 E. Willow	Caldwell	459-9462	1/26/10
4 George Carreon	<i>George Carreon</i>	2608 Aspen Falls	Caldwell	965-4799	1/26/10
5 William Aguirre	<i>William Aguirre</i>	2608 Aspen Falls	Caldwell	965-8582	1/26/10
6 Patricia Aguirre	<i>Patricia Aguirre</i>	2608 Aspen Falls	Caldwell	455-4158	1/26/10
7 Cory Jensen	<i>Cory Jensen</i>	2616 Aspen Falls	Caldwell	250-6874	1/26/10
8 Kristal Jensen	<i>Kristal Jensen</i>	2616 Aspen Falls	Caldwell	250-0470	1/26/10
9 Carol Murrell	<i>Carol Murrell</i>	2704 Aspen Falls	Caldwell	830-2475	1-26-10
10 BUCK MURRELL	<i>Buck Murrell</i>	2704 ASPEN FALLS	Caldwell	250-2449	1-26-10
11 Kent Brashaw	<i>Kent Brashaw</i>	616 Birch Falls	Caldwell	871-4536	1-26-10
12 Araceli Reyes	<i>Araceli Reyes</i>	620 Chaparral St	Caldwell	371-4403	1/26/10
13 Arthur H. Reyes Jr	<i>Arthur H. Reyes Jr</i>	620 Chaparral St	Caldwell	283-3765	1/26/10
14 Susan Murrell	<i>Susan Murrell</i>	502 Daugherty St	Caldwell	794-3896	1/26/10
15 John McGee	<i>John McGee</i>	2607 Aspen Falls	Caldwell	459-8464	1/26/10

To the Board of Trustees, Caldwell School District, I, William H. Hurst,
County Clerk of Canyon County, certify that 10 signatures on
this petition are those of qualified electors.



Signed:

County Clerk or Deputy

Barbara Maffey
County Clerk or Deputy

4/16/2008

Petition to Establish a New Idaho Public Charter School

(13)

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

Name of Proposed New Charter School		Heritage Community Charter School			
School District Where New Charter School will be Physically Located		Caldwell School District			
<input type="checkbox"/> I am currently a qualified elector in the above-named school district. <input type="checkbox"/> I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.					
Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
1 Chris Davidson	<i>Chris Davidson</i>	1002 Eldorado Dr	Caldwell	455-7732	1-24-10
2 Crystal Davidson	<i>Crystal Davidson</i>	1002 Eldorado Dr	Caldwell	455-7732	1-24-10
3 Ann Jensen	<i>Ann Jensen</i>	4477 Oregon Ave	Caldwell	455-5103	1-25-10
4 Dallas Jensen	<i>Dallas Jensen</i>	4477 Oregon Ave	Caldwell	455-5103	1-25-10
5 Jenny Conrad	<i>Jenny Conrad</i>	417 Linkspan Ct	Caldwell	455-7774	1-25-10
6 Sheri Blaisdell	<i>Sheri Blaisdell</i>	403 Linkspan Ct	Caldwell	402-4302	1-25-10
7 Ron Hagen	<i>Ron Hagen</i>	325 ARK ST.	Caldwell	459-8561	1-26-10
8 Bev. Hagen	<i>Bev. Hagen</i>	404 Windsor	Caldwell	458-2271	1-26-10
9 David Patten	<i>David Patten</i>	108 Lake St	Caldwell	757-2003	1-26-10
10 Kim Hatch	<i>Kim Hatch</i>	5507 Farmway	Caldwell	455-5069	1-26-10
11 Bryan Hatch	<i>Bryan Hatch</i>	5507 Farmway	Caldwell	455-5069	1-26-10
12 Daniel Hatch	<i>Daniel Hatch</i>	5507 Farmway Rd	Caldwell	455-5069	1-26-10
13 Judy Bush	<i>Judy Bush</i>	4407 Washington Ave	Caldwell	459-1919	1-26-10
14 Roddie Juarez	<i>Roddie Juarez</i>	1220 S. Palmyra Dr	Caldwell	571-1474	1-26-10
15 Sonia Juarez	<i>Sonia Juarez</i>	1220 S. Palmyra Dr	Caldwell	571-5085	1-26-10

To the Board of Trustees, Caldwell School District, I, William H. Hurst, County Clerk of Canyon County, certify that 13 signatures on this petition are those of qualified electors.



Signed:

County Clerk or Deputy

4/16/2008

Petition to Establish a New Idaho Public Charter School

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

Name of Proposed New Charter School		Heritage Community Charter School			
School District Where New Charter School will be Physically Located		Caldwell School District			
<input type="checkbox"/> I am currently a qualified elector in the above-named school district. <input type="checkbox"/> I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.					
Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
1. Hanna Magee	<i>Hanna Magee</i>	2607 Aspen Falls Ave	Caldwell	959-8204	1/26/08
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					

To the Board of Trustees, Caldwell School District, I, William H. Hurst, County Clerk of Canyon County, certify that 1 signatures on this petition are those of qualified electors.



Signed:

Barbara Hestberg
County Clerk or Deputy

4/16/2008

13

Petition to Establish a New Idaho Public Charter School

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

Name of Proposed New Charter School		Heritage Community Charter School			
School District Where New Charter School will be Physically Located		Caldwell School District			
<input type="checkbox"/> I am currently a qualified elector in the above-named school district. <input type="checkbox"/> I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.					
Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
1 Elizabeth Anglesano	<i>Elizabeth Anglesano</i>	2516 Willow Brook Pl	Caldwell	208-451-3911	26 Jan 2010
2 Joseph Mayberry	<i>Joseph Mayberry</i>	819 E. Willow St	Caldwell	208-459-9952	26 Jan 2010
3 Tara Mayberry	<i>Tara Mayberry</i>	1155 E. 11th St	Caldwell	208-459-9952	26 Jan 2010
4 JANET NEIL	<i>JANET NEIL</i>	2093 S. Willow St	Caldwell	208-459-9952	1/26/2010
5 Merry Dawn Baker	<i>Merry Dawn Baker</i>	2604 S. Willow Brook Pl	Caldwell	459-0110	01/26/2010
6 Stephanie Mayberry	<i>Stephanie Mayberry</i>	2607 S. Willow Brook Pl	Caldwell	459-4730	1/26/10
7 Sarah Norman	<i>Sarah Norman</i>	3121 Ray	Caldwell	631-6663	1-26-10
8 Kathy Norman	<i>Kathy Norman</i>	2611 S. Willow Brook Pl	Caldwell	459-6472	1-26-10
9 Don Norman	<i>Don Norman</i>	2611 S. Willow Brook Pl	Caldwell	459-6472	1-26-10
10 Alice Kopf	<i>Alice Kopf</i>	2617 S. Willow Brook Pl	Caldwell	459-6472	1-26-10
11 Ann Stephan	<i>Ann Stephan</i>	2617 S. Willow Brook Pl	Caldwell	459-6472	1-26-10
12 Doug Bann	<i>Doug Bann</i>	2612 S. Willow Brook Pl	Caldwell	459-0120	1-26-10
13 Jan Bann	<i>Jan Bann</i>	2612 S. Willow Brook Pl	Caldwell	459-0120	1-26-10
14 DAN M. YASAKO	<i>Dan Yasako</i>	265 Willow Falls Ct	Caldwell	453-8440	1/26/10
15 Lynette Mayberry	<i>Lynette Mayberry</i>	265 Willow Falls Ct	Caldwell	453-8440	1/26/10

To the Board of Trustees, Caldwell School District, I, William H. Hurst,
County Clerk of Canyon County, certify that 13 signatures on
this petition are those of qualified electors.



Signed

Barbara Mayberry
County Clerk or Deputy

4/16/2008

Appendix H - Dual Language Implementation Draft Plan

50/50 Model- Typical Practice

	1 st year 2011	2 nd year 2012	3 rd year 2013	4 th year 2014	5 th year 2015
K	50/50	50/50	50/50	50/50	50/50
1 st	40/60	50/50	50/50	50/50	50/50
2 nd	30/70	50/50	50/50	50/50	50/50
3 rd	20/80	30/70	50/50	50/50	50/50
4 th	20/80	20/80	40/60	50/50	50/50
5 th	20/80	20/80	30/70	40/60	50/50
6 th	20/80	30/70	30/70	40/60	50/50
7 th	Latin Roots	Latin Roots	Latin Roots	Latin Roots	Latin Roots
8 th	Latin Roots	Level 1 Latin	Level 1 Latin	Level 1 Latin	Level 1 Latin
9 th	Latin Roots	Level 1 Latin	Level 2 Latin	Level 2 Latin	Level 2 Latin
10 th	Latin Roots	Level 1 Latin	Level 2 Latin	Level 3 Latin	Level 3 Latin
11 th	Latin Roots	Level 1 Latin	Level 2 Latin	Level 3 Latin	Level 4 Latin
12 th	Latin Roots	Level 1 Latin	Level 2 Latin	Level 3 Latin	Level 4 Latin

90/10 Model- Best Practice

	1 st year 2011	2 nd year 2012	3 rd year 2013	4 th year 2014	5 th year 2015
K	90/10	90/10	90/10	90/10	90/10
1 st	70/30	80/20	80/20	80/20	80/20
2 nd	50/50	70/30	70/30	70/30	70/30
3 rd	30/70	60/40	60/40	60/40	60/40
4 th	20/80	40/60	50/50	50/50	50/50
5 th	20/80	30/70	50/50	50/50	50/50
6 th	20/80	30/70	40/60	50/50	50/50
7 th	Latin Roots	Latin Roots	Latin Roots	Latin Roots	Latin Roots
8 th	Latin Roots	Level 1 Latin	Level 1 Latin	Level 1 Latin	Level 1 Latin
9 th	Latin Roots	Level 1 Latin	Level 2 Latin	Level 2 Latin	Level 2 Latin
10 th	Latin Roots	Level 1 Latin	Level 2 Latin	Level 3 Latin	Level 3 Latin
11 th	Latin Roots	Level 1 Latin	Level 2 Latin	Level 3 Latin	Level 4 Latin
12 th	Latin Roots	Level 1 Latin	Level 2 Latin	Level 3 Latin	Level 4 Latin

Appendix I – Secondary Pilot Program

Graduation requirements for Heritage Community Charter School will meet or exceed state requirements. Minimum requirements for graduation (9-12) will be:

English	8 credits
Math	8 credits
(Algebra 1 & above)	
Speech	1 credit
Debate	1 credit
Science (all lab)	8 credits
History	6 credits
(2 credits of United States, 2 credits of Western Civilization and 2 credits of European History)	
American Government	2 credits
Economics	1 credit
Health	1 credit
Physical Education	2 credits
Humanities	4 credits
Electives	10 credits
TOTAL CREDITS	52 credits

A minimum of 14 credit possibilities will be available each year.

Secondary Schedule

Secondary students in grades 7-12 will take a minimum of seven credits per semester (14 per year) unless they have obtained prior approval from the HCCS board of directors.

Seniors will be required to complete a senior project and present to a panel established by the HCCS board and school administrator. Senior project topics and preliminary project outlines must be approved by the senior project committee (established by the school administrator).

All HCCS secondary students will be required to complete community service projects each year of enrollment. Requirements for each grade level will be established in board policy prior to the opening of the school.

The HCCS administrator will prepare an annual secondary school report for the HCCS board to review during the first five years of operation. The HCCS administrator and board members will analyze academic achievement data and secondary school operations and make adjustments to the program to ensure program success. The goal of the pilot program will be that by the first year of full enrollment in grades K-12, the secondary program will be fully functioning and effectively meeting the needs of the HCCS

secondary students. The HCCS founders have had preliminary discussions with higher education institutions in the Treasure Valley and anticipate developing dual credit agreements during the first few years of operation.

Appendix J - Budget & Supporting Materials

General Budget Assumptions – Best Case Scenario

The assumptions utilized in the creation of the following budget are as follows:

Enrollment/Revenue is based on a population of **520 students** in grades kindergarten through 12th grade. Revenue generated at this enrollment were acquired through use of the support unit calculation sheets (these templates are also included after the budget for reference). Attendance was estimated at 90% generating 25.5 support units in our first year of operation with the following breakdown of class size: **Kindergarten (60)**; **Grades 1-3 (180** [includes two classes of 30 per grade]); **Grades 4-6 (180** [includes two classes of 30 per grade]); **Grades 7-8 (60** [includes two classes of 30 per grade]); and **Grades 9-12 (40** [includes 10 students per grade]).

These student base numbers will carryover from year to year with a projected enrollment of 570 in year two (29.2 support units at 90% attendance) and 620 in year three with two classes/grade in grades kindergarten through 8t, and one class in 9-12 (32.9 support units at 90% attendance). In addition to these state funds, we have also budgeted for a 65% reimbursement for transportation. Further, we are aware of the possibility of another year of public school budget cuts *potential* for budget cuts to public education funding in the future. To help build a fund balance and protect against future budget cuts (if applicable), we have reserved 5% of general state revenue. If there are additional cuts to school funding in the future, HCCS will work closely with its administrator to identify and prioritize needs and make cuts accordingly.

We also anticipate receiving funds from the Albertsons Grant and Federal Charter Support grant. To be eligible for the Albertsons Grant, we will need to receive our 501(c)(3) charitable organization status with the IRS –HCCS has already begun working on IRS Form 1023 (501(c)(3) status application), and we anticipate it will be submitted for IRS review by mid-September (2010). Funding from the Albertsons Grant and Federal Charter Support Grant will be used to purchase textbooks, furniture, office equipment, and other start up related expenses.

In calculating future staff numbers and years of experience/education, we used an average rate. PERSI and payroll taxes have been calculated at standard rates, and benefit dollars have been calculated at \$325 per eligible full time employee. Further, as students carry over from year to year, HCCS will add additional staff members as needed.

Expenses for facility costs have been based off information provided from modular classroom suppliers (*see* Appendix O) and other charter schools servicing students in modular campuses. These costs would include permitting, set up, and monthly rent charges. Utilities and other associated costs have been estimated based on conversations with other similarly sized charter schools in order to gain a better understanding of everything that is needed with the facility and its upkeep.

Textbook, furniture, equipment and supply costs have been reviewed and estimated based on the needs for the core program. On August 9th, 2010, several board members participated in the federal grant training conference call conducted by the School Choice Coordinator Michelle Clement Taylor. This training provided valuable information and direction as we prepared our budget materials and determined allowable grant expenditures. With that in mind, we have included supplementary materials, equipment and other items into HCCS's Charter Support Program grant application that will be submitted by the end of August (2010) and will request funds over the first three years of operation. Items such as smart boards, mobile computer labs and additional program related materials are a few of the items that are in the startup grant submitted for approval.

The budgeted training program utilizing only General Funds would be sufficient to implement our education model. However, our budgets reflect that the federal grant will further supplement the minimum in an effort to provide meaningful training to HCCS staff and assist them in their efforts to meet the goals outlined in our petition.

Budget Supporting Worksheets (Best Case Scenario)

Required Data Elements for Calculating Salary Based Apportionment Include only staff paid from General Fund Money (code 10) For Budgeting Purposes 2010-2011		
Charter Number		Charter - Enters
Charter Name	Caldwell Community	Charter - Enters
Charter February Support Units	25.5	Units - from 1st Reporting Period Support Unit Calculation
Separate Secondary School Allowance	N/A	Applies to School Districts with one or more Separate Secondary Schools (B-12) (I.C. 33-1034 (5)(d))
Charter Staff Index - Administration	1.86643	From "Index - Admin" worksheet (tabs at bottom of this worksheet) or Charter enters
Charter Staff Index - Instructional	1.34957	From "Index - Inst" worksheet (tabs at bottom of this worksheet) or Charter enters
Actual FTE - Administration	1.50000	From "Index - Admin" worksheet (tabs at bottom of this worksheet) or Charter enters
Actual FTE - Instructional	27.00000	From "Index - Inst" worksheet (tabs at bottom of this worksheet) or Charter enters
Actual FTE - Noncertified	12.00000	Charter - Enters
Actual Total Salary - Administration	\$100,500	Charter - Enters
Actual Total Salary - Instructional	\$855,500	Charter - Enters
Actual Total Salary - Noncertified	\$162,840	Charter - Enters
Minimum adj. to \$29,355	\$49,335	From "\$29,355 min" worksheet (tabs at bottom of this worksheet) or Charter enters

INSTRUCTIONS:
Blue Cells require data entry.
Red Cells contain formulas. You may elect to complete the appropriate worksheet or override by entering the data.

SUGGESTION: If you choose to override one of the "RED" numbers, change the font color to "BLUE", thus indicating the cell is no longer a formula.

Idaho Department of Education
Basic Education Data System
Salary Based Apportionment and Benefit Apportionment Computation
School Year 2010 / 2011

Charter 000 Caldwell Community

Statewide Information:

Statewide Administrative Staff Index	1.86643
Statewide Administrative Staff Index Cap	1.86643 100.00%
Statewide Instructional Staff Index	1.34957
Statewide Instructional Staff Index Cap	1.34957 100.00%
PERSI, FICA, MEDICARE Rate	0.186400

Charter School Information:

Charter School Administrative Staff Index	1.86643
Charter School Administrative Staff Index (adjusted for cap)	1.86643
Charter School Instructional Staff Index	1.34957
Charter School Instructional Staff Index (adjusted for cap)	1.34957
Charter School February Support Units:	25.5

Staff Ratio	Calculated FTE	< 40 units then + 0.50	< 20 units then + 0.50	Separate Secondary School Allowance	Adjusted Staff Allowance	Actual FTE	Staff Allowance	Index	Base	Average Salary	Certified Preliminary Salary Based Apportionment
a	b	c	d	e	f	g	h	i	j	(i x j)	(g x j)
Administration	0.0750	1.9125			1.9125	1.5000	1.9125	1.86643	32,441	60,658.18	116,008.77
Instructional	1.1000	28.0500			28.0500	27.0000	28.0500	1.34957	23,565	31,832.62	892,063.49
Noncertified	0.5750	9.5625				12			19,041		
TOTAL:						49.5000					

Noncertified Preliminary Salary Based Apportionment	Salary Allocation for Beginning Instructional Staff FTE	Maximum Federal Staff	Maximum Allowed Apportionment	Actual Total Salary	Salary Based Apportionment Eligible for Benefits	Benefit Apportionment	Virtual Allowance	Ancillary Allowance	Salary Based Apportionment Plus Waivers	Maximum Salary Apportionment	Salary Based Apportionment
(b x j)	(Min \$29,655)	(Max 5%)	(i + m + a + o)	q	Smaller: p or q	r x 0.1864	(Max 5%)		Smaller of (p or q) + t + u	w	x
m	n	o	p	q	r	s	t	u	v	w	x
Administration			116,008.77	103,500 (Code 10)					100,500.00	116,008.77	116,008.77
Instructional	46,255.03		941,318.49	855,500 (Code 10)					855,500.00	941,318.49	941,318.49
Noncertified	162,079.56		162,079.56	162,840 (Code 10)					162,340.00	162,079.56	162,079.56
TOTAL:		0.00	1,239,406.82	1,119,840	1,118,840.00	261,839.74	0.00	0.00			1,239,406.82

Appendix J – Budget & Supporting Materials

EXPERIENCE AND EDUCATION MULTIPLIER TABLE

ADMINISTRATIVE INDEX

Year	BA	BA+12	BA+24	MA BA+36	MA+12 BA+48	MA+24 BA+60	MA+36 ES/DR
0	1.00000	1.03750	1.07640	1.11680	1.15870	1.20220	1.24730
1	1.03750	1.07640	1.11680	1.15870	1.20220	1.24730	1.29410
2	1.07640	1.11680	1.15870	1.20220	1.24730	1.29410	1.34260
3	1.11680	1.15870	1.20220	1.24730	1.29410	1.34260	1.39290
4	1.15870	1.20220	1.24730	1.29410	1.34260	1.39290	1.44510
5	1.20220	1.24730	1.29410	1.34260	1.39290	1.44510	1.49930
6	1.24730	1.29410	1.34260	1.39290	1.44510	1.49930	1.55550
7	1.29410	1.34260	1.39290	1.44510	1.49930	1.55550	1.61380
8	1.34260	1.39290	1.44510	1.49930	1.55550	1.61380	1.67430
9	1.39290	1.44510	1.49930	1.55550	1.61380	1.67430	1.73710
10	1.39290	1.49930	1.55550	1.61380	1.67430	1.73710	1.80220
11	1.39290	1.49930	1.55550	1.61380	1.73710	1.80220	1.86980
12	1.39290	1.49930	1.55550	1.61380	1.73710	1.86980	1.93990
13 or more	1.39290	1.49930	1.55550	1.61380	1.73710	1.86980	2.01260

QUALIFYING FTE PLACEMENT

Year	BA	BA+12	BA+24	MA BA+36	MA+12 BA+48	MA+24 BA+60	MA+36 ES/DR
0							
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15 or more					-	1.50000	
TOTALS	-	-	-	-	-	1.50000	-

TOTAL FTE

1.50000

Actual FTE

FACTORED FTE PLACEMENT

Year	BA	BA+12	BA+24	MA BA+36	MA+12 BA+48	MA+24 BA+60	MA+36 ES/DR
0	-	-	-	-	-	-	-
1	-	-	-	-	-	-	-
2	-	-	-	-	-	-	-
3	-	-	-	-	-	-	-
4	-	-	-	-	-	-	-
5	-	-	-	-	-	-	-
6	-	-	-	-	-	-	-
7	-	-	-	-	-	-	-
8	-	-	-	-	-	-	-
9	-	-	-	-	-	-	-
10	-	-	-	-	-	-	-
11	-	-	-	-	-	-	-
12	-	-	-	-	-	-	-
13	-	-	-	-	-	-	-
14	-	-	-	-	-	-	-
15 or more	-	-	-	-	-	2.80470	-
TOTALS	-	-	-	-	-	2.80470	-

FACTOR

2.80470

INDEX

1.86980

Administrative
Index

EXPERIENCE AND EDUCATION MULTIPLIER TABLE

INSTRUCTIONAL INDEX

Year	BA	BA+12	BA+24	MA BA+36	MA+12 BA+48	MA+24 BA+60	MA+36 ES/DR
0	1.00000	1.03750	1.07640	1.11680	1.15870	1.20220	1.24730
1	1.03750	1.07640	1.11680	1.15870	1.20220	1.24730	1.29410
2	1.07640	1.11680	1.15870	1.20220	1.24730	1.29410	1.34260
3	1.11680	1.15870	1.20220	1.24730	1.29410	1.34260	1.39290
4	1.15870	1.20220	1.24730	1.29410	1.34260	1.39290	1.44510
5	1.20220	1.24730	1.29410	1.34260	1.39290	1.44510	1.49930
6	1.24730	1.29410	1.34260	1.39290	1.44510	1.49930	1.55550
7	1.29410	1.34260	1.39290	1.44510	1.49930	1.55550	1.61380
8	1.34260	1.39290	1.44510	1.49930	1.55550	1.61380	1.67430
9	1.39290	1.44510	1.49930	1.55550	1.61380	1.67430	1.73710
10	1.39290	1.49930	1.55550	1.61380	1.67430	1.73710	1.80220
11	1.39290	1.49930	1.55550	1.61380	1.73710	1.80220	1.86980
12	1.39290	1.49930	1.55550	1.61380	1.73710	1.86980	1.93990
13 or more	1.39290	1.49930	1.55550	1.61380	1.73710	1.86980	2.01260

QUALIFYING FTE PLACEMENT

Year	BA	BA+12	BA+24	MA BA+36	MA+12 BA+48	MA+24 BA+60	MA+36 ES/DR
0	7.00000						
1							
2							
3							
4							
5			5.00000				
6							
7							
8				5.00000			
9							
10					5.00000		
11							
12						5.00000	
13							
14							
15 or more							
TOTALS	7.00000	-	5.00000	5.00000	5.00000	5.00000	-
TOTAL							27.00000

FACTORED FTE PLACEMENT

Year	BA	BA+12	BA+24	MA BA+36	MA+12 BA+48	MA+24 BA+60	MA+36 ES/DR
0	7.00000	-	-	-	-	-	-
1	-	-	-	-	-	-	-
2	-	-	-	-	-	-	-
3	-	-	-	-	-	-	-
4	-	-	-	-	-	-	-
5	-	-	6.01100	-	-	-	-
6	-	-	-	-	-	-	-
7	-	-	-	-	-	-	-
8	-	-	-	6.96450	-	-	-
9	-	-	-	-	-	-	-
10	-	-	-	-	7.77750	-	-
11	-	-	-	-	-	-	-
12	-	-	-	-	-	8.68550	-
13	-	-	-	-	-	-	-
14	-	-	-	-	-	-	-
15 or more	-	-	-	-	-	-	-
TOTALS	7.00000	-	6.01100	6.96450	7.77750	8.68550	-
FACTOR							36.43850
INDEX							1.34957

Appendix J – Budget & Supporting Materials

Charter Schools Only			
Input Estimated Information			
	Estimated Fall Enrollment	Estimated ADA First Period	Estimated ADA Best 28 Weeks
Kindergarten Administrative	60	84.00	84.00
Elementary Administrative			
Grades 1-3	180	162.00	162.00
Grades 4-6	180	162.00	162.00
Secondary Administrative	100	90.00	90.00
Optional programs you may or may not have			
ALTERNATIVE HIGH SCHOOL			
Summer Alternative High School			
EXCEPTIONAL CHILD			
Number of Pre-school Students			
Hours and minutes of service per student per week			
Exceptional students eligible for tuition equivalency allowance			
Elementary			
Secondary			

Grades 4-6		-		=	0.00	+	0	=	0
Elementary Administrative less than 300:									
Grades 1-3	324	-	25.20	=	298.80	+	20	=	14.94
Secondary Administrative	90.00	-		=	90.00	+	12	=	7.5
Optional Education									
Exceptional Preschool									
Exceptional Elementary					25.20				
Exceptional Secondary					0.00				
Exceptional Education Total					25.20	+	14.5	=	1.74
ALTERNATIVE HIGH SCHOOL UNITS					0.00	+	0	=	0.00
					0.00	+	0	=	0.00
Total Estimated Support Units (Round to nearest tenth)								=	25.5
									You May Use This Calculation

3 Year Budget Scenario – Best Case

Caldwell Community Charter School Annual Budget Template Caldwell, Id									
	Year 1			Year 2			Year 3		
	Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount
Number of Students	520			570			620		
Revenues:									
State Apportionment		\$ 3,807	\$1,978,773		\$3,957	\$2,255,385		\$4,056	\$2,514,488
State Transportation		75%	188,530		75%	181,688		75%	195,300
Nutrition Program	\$ -		0	\$ -		0	\$ -		0
Federal Grants			0			0			0
Albertsons Grant			100,000			0			0
Fundraising			0			0			0
Total Revenues									
			\$2,246,303			\$2,437,073			\$2,709,788
Holdbacks:									
State Holdback		5%	\$107,315		5%	\$121,854		5%	\$135,489
Total Holdbacks			\$107,315			\$121,854			\$135,489
Total Revenues after Holdbacks									
			\$2,138,988			\$2,315,218			\$2,574,298
Expenses:									
Salaries									
					0.0%			0.0%	
Teachers	\$32,000	23.5	\$752,000	\$ 32,000	26	\$832,000	\$ 32,000	27	\$864,000
Special Ed	\$32,000	2	\$64,000	\$ 32,000	2	\$64,000	\$ 32,000	2	\$64,000
Instructional Aids	\$ 6,755	6	\$40,530	\$ 6,755	8	\$44,040	\$ 6,755	8	\$44,040
Classified/Office Staff	\$16,720	2	\$33,440	\$ 16,720	2	\$33,440	\$ 16,720	2	\$33,440
Administration	\$60,000	1.5	\$90,000	\$ 60,000	2	\$120,000	\$ 60,000	2	\$120,000
Nutritional Program	\$24,000	0	0	\$ 24,000	0	0	\$ 24,000	0	0
Librarian/Technology	\$26,000	1	\$26,000	\$ 26,000	1	\$26,000	\$ 26,000	1	\$26,000
Maintenance/Other	\$17,280	1	\$17,280	\$ 17,280	1	\$17,280	\$ 17,280	1	\$17,280
			\$0			\$0			\$0
Total Salaries									
			\$1,023,250			\$1,146,780			\$1,278,760
Benefits									
Retirement/PERRSI	10.4%		\$105,936	10.4%		\$118,680	10.4%		\$122,002
Health/Life Insurance	290		104,400	290		114,840	290		118,320
Payroll Taxes	7.7%		78,698	7.7%		88,186	7.7%		90,617
Workers Compensation	1.1%		11,260	1.1%		12,610	1.1%		12,970
Total Benefits									
			\$306,254			\$334,326			\$343,939
Operating Expenses:									
Textbooks	\$ 100		\$52,000	\$ 85.00		\$48,450	\$ 85.00		\$52,700
Supplies			\$17,500			\$12,500			\$15,000
Equipment/ Furniture			\$30,000			\$15,000			\$10,000
Technology			\$20,000			\$10,000			\$10,000
Special Ed services			\$15,000			\$17,500			\$22,500
Legal			\$5,000			\$5,000			\$5,000
Accounting/ Audit fee			\$10,000			\$10,000			\$10,000
Advertising/Marketing			\$3,000			\$3,000			\$3,000
Utilities			\$45,000			\$45,000			\$47,500
Liability & Property Insurance			\$13,500			\$14,500			\$15,500
Testing & Assessment			\$3,500			\$3,750			\$4,000
Staff Development			\$20,000			\$40,000			\$40,000
Rents and Leases			\$333,677			\$267,937			\$267,937
Permits and fees			\$2,500			\$1,000			\$1,000
Custodial supplies			\$8,000			\$8,500			\$9,000
Grounds & Maintenance			\$8,000			\$8,000			\$8,000
Substitutes			\$8,500			\$7,500			\$8,500
DLA	50		2,500	50		2,500	50		2,500
Total Operating Expenses									
			\$590,677			\$520,132			\$532,132
Program Expenses									
Transportation	\$ 427		\$222,040	\$ 425		\$242,250	\$ 420		\$280,400
Nutrition Program	\$ -		0	\$ -		0	\$ -		0
Total Benefits									
			\$222,040			\$242,250			\$280,400
Total Expenses									
			\$2,136,421			\$2,243,468			\$2,315,231
Net Operating Income/(Loss)									
			52,567			571,751			\$259,067
Beginning Fund Balance									
			0			2,567			74,318
Ending Fund Balance (with 5% HB occurring)									
			2,567			74,318			333,386
Ending Fund Balance (No HB occurring)									
			108,882			303,486			698,043

Federal Grant Budget

Caldwell Community Charter School Annual Federal Grant Budget Template Caldwell, Id									
	Year 1			Year 2			Year 3		
	Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount
Number of Students	620			570			620		
Revenues:									
State Apportionment		\$ -	\$0		\$ -	\$0		\$ -	\$0
State Transportation		0%	0		0%	0		0%	0
Nutrition Program	\$ -		0	\$ -		0	\$ -		0
Federal Grants			233,000			233,000			233,000
Albertsons Grant			0			0			0
Fundraising			0			0			0
Total Revenues			\$233,000			\$233,000			\$233,000
Expenses:									
Salaries:									
Teachers	\$33,000	0	\$0	\$ 34,650	0	\$0	\$ 36,303	0	\$0
Special Ed	\$40,000	0	0	\$ 42,000	0	0	\$ 44,103	0	0
Instructional Aids	\$ 6,840	0	0	\$ 7,182	0	0	\$ 7,541	0	0
Classified/Office Staff	\$16,720	0	0	\$ 17,658	0	0	\$ 18,434	0	0
Administration	\$67,000	0	0	\$ 70,350	0	0	\$ 73,858	0	0
Nutritional Program	\$33,000	0	0	\$ 34,650	0	\$0	\$ 36,303	0	0
Librarian	\$33,500	0	0	\$ 35,175	0	\$0	\$ 36,934	0	0
Maintenance/Other	\$28,000	0	0	\$ 29,400	0	\$0	\$ 30,873	0	0
Total Salaries			\$0			\$0			\$0
Benefits:									
Retirement/PERSI	10.4%		\$0	10.4%		\$0	10.4%		\$0
Health/Life Insurance	32%	0	0	400	0	0	403	0	0
Payroll Taxes	7.7%	0	0	7.7%	0	0	7.7%	0	0
Workers Compensation	1.1%	0	0	1.1%	0	0	1.1%	0	0
Total Benefits			\$0			\$0			\$0
Operating Expenses:									
Textbooks	\$ 55		\$66,000	\$ 35.00		\$66,000	\$ 30.00		\$57,500
Supplies			\$20,000			\$13,750			\$10,000
Furniture/Furniture			\$89,500			\$30,000			\$61,000
Technology			\$41,500			\$73,750			\$64,500
Special Ed services			\$0			\$0			\$0
Legal			\$0			\$0			\$0
Auditor fees			\$0			\$0			\$0
Advertising/Marketing			\$3,000			\$0			\$0
Utilities			\$0			\$0			\$0
Liability & Property Insurance			\$0			\$0			\$0
Testing & Assessment			\$0			\$0			\$0
Staff Development			\$33,000			\$50,000			\$60,000
Rents and Leases			\$0			\$0			\$0
Permits and fees			\$0			\$0			\$0
Custodial supplies			\$0			\$0			\$0
Grounds & Maintenance			\$0			\$0			\$0
Substitutes			\$0			\$0			\$0
Total Operating Expenses			\$233,000			\$233,000			\$233,000
Program Expenses:									
Transportation	\$ -		\$0	\$ -		\$0	\$ -		\$0
Nutrition Program	\$ -		0	\$ -		0	\$ -		0
Total Benefits			\$0			\$0			\$0
Total Expenses			\$233,000			\$233,000			\$233,000
Net Operating Income/(Loss)			\$0			\$0			\$0
Beginning Fund Balance			0			0			0
Ending Fund Balance			0			0			0

Monthly Cash Flow

Caldwell Community Charter School Annual Budget Template Caldwell, Id				CASH FLOW					
	Year 1			July	August	September	October	November	December
	Number	Rate	Amount						
Number of Students	520								
Revenues:									
State Apportionment	0	0.307	\$1,579,770		\$590,932		\$620,832	\$696,966	
State Transportation		15%	166,530		340,959		\$40,150	\$23,368	
Nutrition Program	\$ -		0			0	0	0	0
Federal Grants			0		0		0		
Albertsons Grant			100,000	100,000			0		0
Fundraising			0			0			
Total Revenues			\$2,746,300	\$100,000	\$340,959	\$60	\$660,982	\$420,364	\$0
Expenses:									
Salaries:									
Teachers	0 32,000	23.5	\$752,000			\$62,867	\$62,867	\$62,867	\$62,867
Special Ed	\$ 32,000	2	64,000			\$5,333	\$5,333	\$5,333	\$5,333
Instructional Aide	\$ 6,755	8	40,530			4,053	4,053	4,053	4,053
Classroom/Office Staff	\$ 16,720	2	33,440			3,344	3,344	3,344	3,344
Administration	\$60,000	1.5	90,000	7,500	7,500	7,500	7,500	7,500	7,500
Nutritional Program	\$24,000	0	0			0	0	0	0
Librarian	\$26,000	1	26,000			2,600	2,600	2,600	2,600
Maintenance/Other	\$ 17,250	1	17,250			1,725	1,725	1,725	1,725
Total Salaries			\$1,023,250	\$7,500	\$7,500	\$87,225	\$87,225	\$87,225	\$87,225
Benefits:									
Retirement/PERC	10.4%		\$105,906	\$776	\$776	\$9,026	\$9,026	\$9,026	\$9,026
Health/Life Insurance	250		164,400	400	400	\$9,700	\$9,700	\$9,700	\$9,700
Payroll Taxes	7.7%		78,686	\$577	\$577	\$6,708	\$6,708	\$6,708	\$6,708
Workers Compensation	1.1%		11,260	\$83	\$83	\$959	\$959	\$959	\$959
	0.0%		0						
Total Benefits			\$300,254	\$1,636	\$1,636	\$25,395	\$25,395	\$25,395	\$25,395
Operating Expenses:									
Textbooks	\$ 100		\$62,000	\$26,000		\$20,000			
Supplies	0%		\$17,500		\$1,591	\$1,591	\$1,591	\$1,591	\$1,591
Equipment/ Furniture	0%		\$30,000		\$30,000				
Technology	0%		\$20,000		\$20,000				
Special Ed services	0%		\$15,000			\$1,500	\$1,500	\$1,500	\$1,500
Legal	0%		\$5,000		\$1,250				
Audit fee	0%		\$10,000						
Advertising/Marketing	0%		\$3,000		\$1,500				
Utilities	0%		\$40,000	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333
Liability & Property Insurance	0%		\$13,500		\$13,500				
Testing & Assessment	0%		\$0,500				\$1,750		
Staff Development	0%		\$20,000			\$10,000			\$5,000
Rents and Leases	0%		\$33,877		\$30,362	\$30,362	\$30,362	\$30,362	\$30,362
Permits and fees	0%		\$2,500	\$2,500					
Custodial supplies	0%		\$8,000			\$3,000			
Grounds & Maintenance	0%		\$6,000			\$600	\$600	\$600	\$600
Substitute	0%		\$6,500			\$650	\$650	\$650	\$650
IDA			\$2,500				1,250		
Total Operating Expenses			\$560,877	\$31,833	\$101,527	\$77,227	\$11,227	\$38,227	\$13,227
Program Expenses:									
Transportation	\$ 427		\$222,040			22,204	22,204	22,204	22,204
Nutrition Program	\$ -		0			0	0	0	0
Total Benefits			\$222,040	\$0	\$0	\$22,204	\$22,204	\$22,204	\$22,204
Total Expenses			\$2,736,421	\$41,169	\$101,962	\$212,051	\$176,351	\$173,351	\$179,351
Total Holdback			\$107,312						
Net Operating Income/(Loss)			\$2,587	\$58,831	\$333,029	\$212,051	\$487,940	\$258,210	\$-179,351
Beginning Fund Balance				0	\$8,831	\$91,860	\$79,808	\$47,860	\$1,103,860
Ending Fund Balance			2,587	\$58,831	\$341,860	\$373,809	\$427,750	\$1,103,860	\$924,509

Appendix J – Budget & Supporting Materials

January	February	March	April	May	June	Total	
	\$187,877			\$197,977	\$1,979,773	\$0	
	\$18,853			\$18,853	188,530	0	
0	0	0	0	0	0	0	
				0		0	
					130,030	0	
					0	0	
\$0	\$214,630	\$0	\$0	\$214,630	\$0	\$2,246,303	\$0
\$62,687	\$62,687	\$62,687	\$62,687	\$62,687	\$188,000	\$752,000	\$0
\$5,333	\$5,333	\$5,333	\$5,333	\$5,333	\$16,000	\$4,000	0
4,053	4,053	4,053	4,053	4,053	4,053	40,530	0
3,344	3,344	3,344	3,344	3,344	3,344	33,440	0
7,500	7,500	7,500	7,500	7,500	7,500	90,000	0
0	0	0	0	0	0	0	0
2,600	2,600	2,600	2,600	2,600	2,600	26,000	0
1,728	1,728	1,728	1,728	1,728	1,728	17,280	0
\$87,226	\$87,226	\$87,226	\$87,226	\$87,226	\$223,226	\$1,033,260	\$0
\$9,028	\$9,028	\$9,028	\$9,028	\$9,028	\$23,104	\$135,806	\$0
\$8,700	\$8,700	\$8,700	\$8,700	\$8,700	\$25,300	134,400	0
\$6,708	\$6,708	\$6,708	\$6,708	\$6,708	\$17,166	76,688	0
\$959	\$859	\$969	\$859	\$959	\$2,460	11,260	0
\$25,395	\$25,395	\$25,395	\$25,395	\$25,395	\$68,030	\$300,254	\$0
						\$52,000	\$0
\$1,591	\$1,591	\$1,591	\$1,591	\$1,591	\$1,591	\$17,500	\$0
						\$30,000	\$0
						\$20,000	\$0
\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$15,000	\$0
\$2,500			\$1,250			\$5,000	\$0
			\$1,600	\$2,500	\$7,500	\$10,000	\$0
\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,000	\$0
		\$1,750				\$13,800	\$0
					\$5,000	\$3,500	\$0
\$30,352	\$30,352	\$30,352	\$30,352	\$30,352	\$30,352	\$333,877	\$0
\$3,000	\$600	\$500	\$1,000			\$2,500	\$0
\$800	\$800	\$800	\$800	\$800	\$800	\$8,000	\$0
\$650	\$650	\$650	\$650	\$650	\$650	\$6,500	\$0
	1,250					\$2,500	\$0
\$43,727	\$39,977	\$40,477	\$41,977	\$40,727	\$50,727	\$590,877	\$0
22,204	22,204	22,204	22,204	22,204	22,204	\$222,040	\$0
0	0	0	0	0	0	0	0
\$22,204	\$22,204	\$22,204	\$22,204	\$22,204	\$22,204	\$222,040	\$0
\$179,551	\$174,801	\$175,301	\$176,801	\$175,551	\$364,185	\$2,136,421	\$0
					\$107,315	\$107,315	\$0
-\$179,551	\$39,829	-\$175,301	-\$176,801	\$39,079	-\$471,500	\$2,567	\$0
\$25,810	747,259	787,089	611,788	434,987	474,067	0	
747,259	787,089	811,788	434,987	474,067	2,567	2,567	

Facility Cost Breakdown

	July	Aug	Aug	Aug	Aug	Monthly Lease
	Delivery	Skirting	HC Install & Ramps	Block&Level	Anchors & Ramps	Lease
28x64 (2 Classrooms)	\$ 1.125	\$ 1.525	\$ 2.175	\$ 2.645	\$ 650	\$ 1.395
Year one costs per building			\$ 23.465			
Year 2 costs per building			\$ 16.740			
Land Lease/Year			\$ 70,000	Includes infrastructure, set up, permitting, etc.		
Best Case	Buildings Costs					
Year 1	11	\$ 319.365				
Year 2	11	\$ 254.140				
Year 3	11	\$ 254.140				

General Budget Assumptions – Worst Case Scenario

The assumptions utilized in the creation of the “Worst Case” budget are as follows:

Enrollment/Revenue is based on a population of **420 students** in grades kindergarten through 8th grade. Revenue generated at this enrollment were acquired through use of the support unit calculation sheets (these templates are also included after the budget for reference). Attendance was estimated at 90% generating 18.9 support units in our first year of operation with the following breakdown of class size: **Kindergarten (60); Grades 1-3 (180** [includes two classes of 30 per grade]); **Grades 4-6 (150** [includes two classes of 30 per grade for 4&5 and one class of 30 in 6th]); **Grades 7-8 (30** [includes one class of 15 per grade]).

These student base numbers will carryover from year to year with a projected enrollment of 480 in year two (22.5 support units at 90% attendance) and 540 in year three with two classes/grade in grades kindergarten through 6th, and one class in 7-9 (27.5 support units at 90% attendance). In addition to these state funds, we have also budgeted for a 75% reimbursement for transportation. Further, we are aware of the possibility of another year of public school budget cuts. To help build a fund balance and protect against future budget cuts (if applicable), we have reserved 5% of general state revenue. If there are additional cuts to school funding in the future, HCCS will work closely with its administrator to identify and prioritize needs and make cuts accordingly.

We also anticipate receiving funds from the Albertsons Grant and Federal Charter Support grant. To be eligible for the Albertsons Grant, we will need to receive our charitable organization status with the IRS – HCCS has already begun working on IRS Form 1023 (501(c)(3) status application), and we anticipate that it will be submitted for IRS review by mid-September (2010).

In calculating future staff numbers and years of experience/education, we used an average rate. PERSI and payroll taxes have been calculated at standard rates, and benefit dollars have been calculated at \$290 per eligible full time employee. Further, as students carry over from year to year, HCCS will add additional staff members as needed.

Expenses for facility costs have been based off information provided by modular classroom suppliers and from other charter schools servicing students in modular campuses. These costs would include permitting, set up, and monthly rent charges. Utilities and other associated costs have been estimated based on conversations with other similarly sized charter schools in order to gain a better understanding of everything that is needed with the facility and its upkeep.

Textbook, furniture, equipment and supply costs have been reviewed and estimated based on the needs for the core program. On August 9th, 2010, several board members participated in the federal grant training conference call conducted by the School Choice Coordinator Michelle Clement Taylor. This training provided valuable assistance and direction as we prepared our budget materials and determined allowable grant

expenditures. With that in mind, we have included supplementary materials, equipment and other items into HCCS's Charter Support Program grant application that will be submitted by the end of August (2010). Our grant application is requesting funds over the first three years of operation. Items such as smart boards, mobile computer labs and additional program related materials are a few of the items that are in the startup grant submitted for approval.

The budgeted training program utilizing only General Funds would be sufficient to implement our education model. However, our budgets reflect that the federal grant will further supplement the minimum in an effort to provide meaningful training to HCCS staff and assist them in their efforts to meet the goals outlined in our petition.

3 Year Budget Scenario – Worst Case

Caldwell Community Charter School Annual Budget Template Caldwell, Id									
	Year 1			Year 2			Year 3		
	Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount
Number of Students	470			480			540		
Revenues:									
State Apportionment		\$ 3,022	\$1,479,099		\$3,618	\$1,751,200		\$3,930	\$2,122,121
State Transportation		75%	119,700		75%	140,400		75%	170,100
Nutrition Program	\$ -		0	\$ -		0	\$ -		0
Federal Grants			0			0			0
Algebraic Grant			100,000			0			0
Fundraising			0			0			0
Total Revenue			\$1,698,799			\$1,891,600			\$2,292,221
Holdbacks:									
State Holdback									
Total Holdbacks		5%	\$79,940		5%	\$94,580		5%	\$114,611
			\$79,940			\$94,580			\$114,611
Total Revenue after Holdbacks			\$1,618,859			\$1,797,020			\$2,177,610
Expenses:									
Salaries:					0.0%			0.0%	
Teachers	\$32,000	17	\$544,000	\$32,000	20.5	\$666,300	\$32,000	23.5	\$732,000
Special Ed	\$32,000	2	\$64,000	\$32,000	2	\$64,000	\$32,000	2	\$64,000
Instructional Aides	\$8,786	6	\$33,770	\$8,786	6	\$33,776	\$8,786	6	\$33,780
Classroom Office Staff	\$10,720	13	\$23,060	\$10,720	13	\$23,060	\$10,720	2	\$33,440
Administration	\$80,000	1	\$80,000	\$80,000	1.5	\$90,000	\$80,000	2	\$120,000
Nutrition Program	\$24,000	0	\$0	\$24,000	0	\$0	\$24,000	0	\$0
Librarian	\$20,000	6.5	\$13,000	\$20,000	6.5	\$13,000	\$20,000	1	\$20,000
Maintenance/Other	\$17,280	0.75	\$12,960	\$17,280	0.75	\$12,960	\$17,280	1	\$17,280
						\$0			
Total Salaries			\$762,810			\$894,815			\$1,053,250
Benefits:									
Retirement/PERSI	10.4%		\$77,916	10.4%		\$92,613	10.4%		\$109,011
Health/Life Insurance	290		\$4,820	290		\$8,740	290		\$102,060
Payroll Taxes	7.7%		\$7,691	7.7%		\$6,811	7.7%		\$9,965
Workers Compensation	1.1%		\$2,260	1.1%		\$9,840	1.1%		\$11,280
Total Benefits			\$218,937			\$260,004			\$304,256
Operating Expenses:									
Textbooks	\$100		\$42,000	\$100		\$40,000	\$75		\$41,049
Supplies			\$10,000			\$12,500			\$12,500
Equipment/Furniture			\$20,000			\$10,000			\$7,500
Technology			\$20,000			\$10,000			\$15,000
Special Ed services			\$12,500			\$15,000			\$17,500
Legal			\$5,000			\$2,625			\$2,756
Accounting/Audit fee			\$10,000			\$10,000			\$10,000
Advertising/Marketing			\$3,000			\$3,000			\$3,000
Utilities			\$15,000			\$16,811			\$41,000
Liability & Property Insurance			\$13,500			\$14,000			\$15,500
Testing & Assessment			\$3,900			\$3,780			\$4,000
Staff Development			\$10,000			\$17,500			\$20,000
Rentals and Leases			\$282,283			\$284,115			\$279,827
Permits and fees			\$2,500			\$1,000			\$1,000
Custodial supplies			\$7,000			\$7,000			\$7,000
Grounds & Maintenance			\$3,000			\$3,000			\$4,000
Substitutes			\$6,000			\$6,500			\$7,500
IDA	50		\$0	50		\$0	50		\$0
Total Operating Expenses			\$486,353			\$448,340			\$483,728
Program Expenses:									
Transportation	\$580		\$169,600	\$580		\$167,200	\$620		\$226,600
Nutrition Program	\$ -		0	\$ -		0	\$ -		0
Total Benefits			\$169,600			\$167,200			\$226,600
Total Expenses			\$1,117,680			\$1,700,480			\$2,108,078
Net Operating Income/(Loss)			\$1,179			\$8,611			\$109,581
Beginning Fund Balance			0			1,178			7,791
Ending Fund Balance			1,179			1,191			117,372
Ending Fund Balance (No HB occurring)			\$1,179			\$12,911			\$12,500

Federal Grant Budget – Worst Case

Caldwell Community Charter School
Annual Budget Template
Caldwell, Id

	Year 1			Year 2			Year 3		
	Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount
Number of Students:	420			480			540		
Revenues:									
State Apportionment		\$ -	\$0		\$ -	\$0		\$ -	\$0
State Transportation		0%	0		0%	0		0%	0
Nutrition Program	\$ -		0	\$ -		0	\$ -		0
Federal Grants			233,000			233,000			233,000
Albertsons Grant			0			0			0
Fundraising			0			0			0
Total Revenues			\$233,000			\$233,000			\$233,000
Expenses:									
Salaries:				6.0%			5.0%		
Teachers	\$33,000	0	\$0	\$34,680	0	\$0	\$36,363	0	\$0
Special Ed	\$40,000	0	0	\$42,000	0	0	\$44,100	0	0
Instructional Aids	\$6,840	0	0	\$7,182	0	0	\$7,541	0	0
Classified/Office Staff	\$18,720	0	0	\$17,568	0	0	\$16,434	0	0
Administration	\$67,000	0	0	\$70,360	0	0	\$73,868	0	0
Nutrition Program	\$33,000	0	0	\$34,680	0	\$0	\$36,363	0	0
Librarian	\$33,500	0	0	\$35,175	0	\$0	\$36,834	0	0
Maintenance/Other	\$28,000	0	0	\$29,400	0	\$0	\$30,870	0	0
Total Salaries			\$0			\$0			\$0
Benefits:									
Retirement/PERSI	10.4%		\$0	10.4%		\$0	10.4%		\$0
Health & Insurance	3.2%	0	0	4.0%	0	0	4.0%	0	0
Payroll Taxes	7.7%	0	0	7.7%	0	0	7.7%	0	0
Workers Compensation	1.1%	0	0	1.1%	0	0	1.1%	0	0
Total Benefits			\$0			\$0			\$0
Operating Expenses:									
Textbooks	\$55		\$86,000	\$35.00		\$86,000	\$30.00		\$57,500
Supplies			\$20,000			\$13,750			\$10,000
Equipment/Furniture			\$69,500			\$30,000			\$51,000
Technology			\$41,500			\$73,250			\$54,500
Special Ed services			\$0			\$0			\$0
Legal			\$0			\$0			\$0
Audit fee			\$0			\$0			\$0
Advertising/Marketing			\$3,000			\$0			\$0
Utilities			\$0			\$0			\$0
Liability & Property Insurance			\$0			\$0			\$0
Testing & Assessment			\$0			\$0			\$0
Staff Development			\$33,000			\$50,000			\$60,000
Rents and Leases			\$0			\$0			\$0
Permits and fees			\$0			\$0			\$0
Custodial supplies			\$0			\$0			\$0
Grounds & Maintenance			\$0			\$0			\$0
Substitutes			\$0			\$0			\$0
Total Operating Expenses			\$233,000			\$233,000			\$233,000
Program Expenses:									
Transportation	\$ -		\$0	\$ -		\$0	\$ -		\$0
Nutrition Program	\$ -		0	\$ -		0	\$ -		0
Total Program Expenses			\$0			\$0			\$0
Total Expenses			\$233,000			\$233,000			\$233,000
Net Operating Income/(Loss)			\$0			\$0			\$0
Beginning Fund Balance			0			0			0
Ending Fund Balance			0			0			0

Monthly Cash Flow – Worst Case

Caldwell Community Charter School Annual Budget Template Caldwell, Id				CASH FLOW					
	Year 1								
	Number	Rate	Amount	July	August	September	October	November	December
Number of Students	420								
Revenues:									
State Apportionment	\$ -	\$ 3.82%	\$1,479,089		\$441,730		\$441,730	\$298,820	
State Transportation		15%	119,700		\$35,910		\$35,910	\$23,940	
Nutrition Program	\$ -		0				0	0	0
Federal Grants			0		0		0		
Albertson's Grant			100,000	\$1,000			25,000		25,000
Fundraising			0				0		
Total Revenues			\$1,698,789	\$50,000	\$476,640	\$0	\$504,640	\$310,760	\$25,000
Expenses:									
Salaries:									
Teachers	\$32,000	17	\$544,000			\$45,300	\$45,300	\$45,300	\$45,300
Special Ed	\$32,000	2	\$64,000			\$5,333	\$5,333	\$5,333	\$5,333
Instructional Aids	\$ 6,755	5	\$33,770			\$3,777	\$3,777	\$3,777	\$3,777
Classroom/Office Staff	\$16,720	1.5	\$25,080			\$2,508	\$2,508	\$2,508	\$2,508
Administration	\$40,000	1	\$80,000	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000
Nutritional Program	\$24,000	0	0			0	0	0	0
Librarian	\$26,000	0.5	\$13,000			1,300	1,300	1,300	1,300
Maintenance/Other	\$17,240	1.75	\$27,980			1,298	1,298	1,298	1,298
Total Salaries			\$752,060	\$85,000	\$55,000	\$64,140	\$64,140	\$64,140	\$64,140
Benefits:									
For non-union(ERS)	16.4%		\$177,016	\$645	\$616	\$6,630	\$6,630	\$6,630	\$6,630
Health/Life Insurance	290		\$7,820	400	400	\$8,235	\$8,235	\$8,235	\$8,235
Paid Taxes	7.7%		\$7,881	\$385	\$385	\$4,803	\$4,803	\$4,803	\$4,803
Workers Compensation	1.1%		\$8,280	\$55	\$55	\$706	\$706	\$706	\$706
	6.0%		0						
Total Benefits			\$271,997	\$1,450	\$1,450	\$18,513	\$18,513	\$18,513	\$18,513
Operating Expenses:									
Textbooks	\$ 100		\$42,000	\$21,000		\$21,000			
Supplies	0%		\$10,000		\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Equipment/Furniture	0%		\$20,000		\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
Technology	0%		\$20,000		\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
Special Ed services	0%		\$12,500			\$1,250	\$1,250	\$1,250	\$1,250
Legal	0%		\$5,000		\$5,000				\$5,000
Audit fee	0%		\$10,000						
Advertising/Marketing	0%		\$3,000		\$1,500				
Utilities	0%		\$95,000	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917
Liability & Property Insurance	0%		\$13,500		\$13,500				
Testing & Assessment	0%		\$3,500				\$1,750		
Staff Development	0%		\$10,000			\$1,000			\$4,000
Rents and Leases	0%		\$282,263		\$22,660	\$22,660	\$22,660	\$22,660	\$22,660
Permits and fees	0%		\$2,500	\$2,500					
Custodial supplies	0%		\$7,000			\$1,800			
Grounds & Maintenance	0%		\$3,000			\$300	\$300	\$300	\$300
Subsidiaries	0%		\$6,000			\$600	\$600	\$600	\$600
IDA			\$500			\$20			
Total Operating Expenses			\$480,363	\$25,417	\$80,980	\$80,740	\$53,410	\$31,880	\$36,946
Program Expenses:									
Transportation	\$ 340		\$159,600			15,960	15,960	15,960	15,960
Nutrition Program	\$ -		0			0	0	0	0
Total Benefits			\$159,600	\$0	\$0	\$15,960	\$15,960	\$15,960	\$15,960
Total Expenses			\$1,677,680	\$32,774	\$80,980	\$155,367	\$122,767	\$70,317	\$115,567
Total Holdbacks			\$19,940						
Net Operating Income/(Loss)			\$1,179	\$17,225	\$100,287	\$140,607	\$122,573	\$108,443	\$110,567
Beginning Fund Balance			0	17,225	405,523	244,157	818,730	868,174	
Ending Fund Balance			1,179	17,225	405,523	244,157	818,730	868,174	\$88,607

Appendix J – Budget & Supporting Materials

[illegible]

Facility Cost Breakdown

	July	Aug	Aug	Aug	Aug	Monthly Lease
	Delivery	Skirting	HC Install & Ramps	Block&Level	Anchors & Ramps	Lease
28x64 (2 Classrooms)	\$ 1.125	\$ 1.525	\$ 2.175	\$ 2.645	\$ 650	\$ 1.395
Year one costs per building			\$ 23.465			
Year 2 costs per building			\$ 16.740			
Land Lease/Year			\$ 70,000	Includes infrastructure, set up, permitting, etc.		
Worst Case	Buildings	Costs				
Year 1	9	\$ 272.435				
Year 2	10	\$ 244.125				
Year 3	11	\$ 260.865				

Budget Supporting Worksheets (Worst Case Scenario)

Required Data Elements for Calculating Salary Based Apportionment Include only staff paid from General Fund Money (code 10) For Budgeting Purposes 2010-2011		
Charter Number		Charter Enters
Charter Name	Galdwell Community	Charter Enters
Charter February Support Units	18.9	Units - from 1st Reporting Period Support Unit Calculation
Separate Secondary School Allowance	N/A	Applies to School Districts with one or more Separate Secondary Schools (9-12) (I.C. 33-1004 (d)(d))
Charter Staff Index - Administration	1.86880	From "Index - Admin" worksheet (tabs at bottom of this worksheet) or Charter enters
Charter Staff Index - Instructional	1.34857	From "Index - Inst" worksheet (tabs at bottom of this worksheet) or Charter enters
Actual FTE - Administration	1.90000	From "Index - Admin" worksheet (tabs at bottom of this worksheet) or Charter enters
Actual FTE - Instructional	27.00000	From "Index - Inst" worksheet (tabs at bottom of this worksheet) or Charter enters
Actual FTE - Noncertified	12.00000	Charter Enters
Actual Total Salary - Administration	\$100,500	Charter Enters
Actual Total Salary - Instructional	\$855,500	Charter Enters
Actual Total Salary - Noncertified	\$162,840	Charter Enters
Minimum adj. to \$28,315	\$49,255	From "\$28,315 min" worksheet (tabs at bottom of this worksheet) or Charter enters

INSTRUCTIONS:
 Blue Cells require data entry.
 Red Cells contain formulas. You may elect to complete the appropriate worksheet or override by entering the data.

SUGGESTION: If you choose to override one of the "RED" numbers, change the font color to "BLUE", thus indicating the cell is no longer a formula.

Appendix J – Budget & Supporting Materials

Idaho Department of Education
Basic Education Data System
Salary Based Apportionment and Benefit Apportionment Computation
School Year 2016 / 2017

Charter: **000 Caldwell Community**

Statewide Information:

Statewide Administrative Staff Index	1.86643
Statewide Administrative Staff Index Cap	1.86643 100.00%
Statewide Instructional Staff Index	1.34957
Statewide Instructional Staff Index Cap	1.34957 100.00%
PERSI, FICA, MEDICARE Rate	0.186400

Charter School Information:

Charter School Administrative Staff Index	1.86980
Charter School Administrative Staff Index (adjusted for cap)	1.86980
Charter School Instructional Staff Index	1.34957
Charter School Instructional Staff Index (adjusted for cap)	1.34957
Charter School February Support Units:	18.0

	Staff Ratio	Calculated FTE	< 40 units then + 0.50	< 20 units then + 0.50	Separate Secondary School Allowance	Adjusted Staff Allowance	Actual FTE	Staff Allowance	Index	Base	Average Salary	Certified Preliminary Salary Based Apportionment
	a	(Units x a) b	c	d	e	(b + c + d + e) f	g	h	i	j	(i x j) k	(g x i) l
Administration	0.0750	1.4175				1.4175	1.5000	1.4175	1.86680	32,441	60,658.18	65,982.97
								col (f)				
Instructional	1.1000	20.7900				20.7900	27.0000	20.7900	1.34957	23,565	31,802.62	661,176.47
								col (f)				
Noncertified	0.3750	7.0875					12			19,041		
TOTAL:							40.5000					

Noncertified Preliminary Salary Based Apportionment	Salary Allocation for Beginning Instructional Staff FTE	Maximum Federal Staff	Maximum Allowed Apportionment	Actual Total Salary	Salary Based Apportionment Eligible for Benefits	Benefit Apportionment	Virtual Allowance	Ancillary Allowance	Salary Based Apportionment Plus Waivers smaller of	Maximum Salary Apportionment	Salary Based Apportionment
(b x j)	(Min \$20,655)	(Max 5%)	(i + m + n + o)		Smaller: p or q	r x 0.1864	(Max 5%)		(p or q) + t + u		
m	n	o	p	q	r	s	t	u	v	w	x
Administration			65,982.97	103,500 (Code 10)					65,982.97	65,982.97	65,982.97
									col (v)		col (w)
Instructional	49,255.00		710,431.47	855,500 (Code 10)					710,431.47	710,431.47	710,431.47
									col (v)		col (w)
Noncertified	134,953.00		134,953.00	162,840 (Code 10)					134,953.00	134,953.00	134,953.00
									col (v)		col (w)
TOTAL:		0.00	931,367.53	1,115,840	931,367.53	168,018.70	0.00	0.00			931,367.53

EXPERIENCE AND EDUCATION MULTIPLIER TABLE

ADMINISTRATIVE INDEX

Year	BA	BA+12	BA+24	MA BA+36	MA+12 BA+48	MA+24 BA+60	MA+36 ES/DR
0	1.00000	1.03750	1.07640	1.11680	1.15870	1.20220	1.24730
1	1.03750	1.07640	1.11680	1.15870	1.20220	1.24730	1.29410
2	1.07640	1.11680	1.15870	1.20220	1.24730	1.29410	1.34260
3	1.11680	1.15870	1.20220	1.24730	1.29410	1.34260	1.39290
4	1.15870	1.20220	1.24730	1.29410	1.34260	1.39290	1.44510
5	1.20220	1.24730	1.29410	1.34260	1.39290	1.44510	1.49930
6	1.24730	1.29410	1.34260	1.39290	1.44510	1.49930	1.55550
7	1.29410	1.34260	1.39290	1.44510	1.49930	1.55550	1.61380
8	1.34260	1.39290	1.44510	1.49930	1.55550	1.61380	1.67430
9	1.39290	1.44510	1.49930	1.55550	1.61380	1.67430	1.73710
10	1.39290	1.49930	1.55550	1.61380	1.67430	1.73710	1.80220
11	1.39290	1.49930	1.55550	1.61380	1.73710	1.80220	1.86980
12	1.39290	1.49930	1.55550	1.61380	1.73710	1.86980	1.93990
13 or more	1.39290	1.49930	1.55550	1.61380	1.73710	1.86980	2.01260

QUALIFYING FTE PLACEMENT

Year	BA	BA+12	BA+24	MA BA+36	MA+12 BA+48	MA+24 BA+60	MA+36 ES/DR
0							
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15 or more					-	1.50000	
TOTALS	-	-	-	-	-	1.50000	-
TOTAL FTE							1.50000

FACTORED FTE PLACEMENT

Year	BA	BA+12	BA+24	MA BA+36	MA+12 BA+48	MA+24 BA+60	MA+36 ES/DR
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EXPERIENCE AND EDUCATION MULTIPLIER TABLE

INSTRUCTIONAL INDEX

Year	BA	BA+12	BA+24	MA BA+36	MA+12 BA+48	MA+24 BA+60	MA+36 ES/DR
0	1.00000	1.03750	1.07640	1.11680	1.15870	1.20220	1.24730
1	1.03750	1.07640	1.11680	1.15870	1.20220	1.24730	1.29410
2	1.07640	1.11680	1.15870	1.20220	1.24730	1.29410	1.34260
3	1.11680	1.15870	1.20220	1.24730	1.29410	1.34260	1.39290
4	1.15870	1.20220	1.24730	1.29410	1.34260	1.39290	1.44510
5	1.20220	1.24730	1.29410	1.34260	1.39290	1.44510	1.49930
6	1.24730	1.29410	1.34260	1.39290	1.44510	1.49930	1.55550
7	1.29410	1.34260	1.39290	1.44510	1.49930	1.55550	1.61380
8	1.34260	1.39290	1.44510	1.49930	1.55550	1.61380	1.67430
9	1.39290	1.44510	1.49930	1.55550	1.61380	1.67430	1.73710
10	1.39290	1.49930	1.55550	1.61380	1.67430	1.73710	1.80220
11	1.39290	1.49930	1.55550	1.61380	1.73710	1.80220	1.86980
12	1.39290	1.49930	1.55550	1.61380	1.73710	1.86980	1.93990
13 or more	1.39290	1.49930	1.55550	1.61380	1.73710	1.86980	2.01260

QUALIFYING FTE PLACEMENT

Year	BA	BA+12	BA+24	MA BA+36	MA+12 BA+48	MA+24 BA+60	MA+36 ES/DR
0	7.00000						
1							
2							
3							
4							
5			5.00000				
6							
7							
8				5.00000			
9							
10					5.00000		
11							
12						5.00000	
13							
14							
15 or more							
TOTALS	7.00000	-	5.00000	5.00000	5.00000	5.00000	-
TOTAL							27.00000

FACTORED FTE PLACEMENT

Year	BA	BA+12	BA+24	MA BA+36	MA+12 BA+48	MA+24 BA+60	MA+36 ES/DR
0	7.00000	-	-	-	-	-	-
1	-	-	-	-	-	-	-
2	-	-	-	-	-	-	-
3	-	-	-	-	-	-	-
4	-	-	-	-	-	-	-
5	-	-	6.01100	-	-	-	-
6	-	-	-	-	-	-	-
7	-	-	-	-	-	-	-
8	-	-	-	6.96450	-	-	-
9	-	-	-	-	-	-	-
10	-	-	-	-	7.77750	-	-
11	-	-	-	-	-	-	-
12	-	-	-	-	-	8.68550	-
13	-	-	-	-	-	-	-
14	-	-	-	-	-	-	-
15 or more	-	-	-	-	-	-	-
TOTALS	7.00000	-	6.01100	6.96450	7.77750	8.68550	-
FACTOR							36.43850
INDEX							1.34957

Appendix K – State Department Sufficiency Review

Sufficiency Review by the Idaho Department of Education Elements Required of a Petition to Establish a Charter School

Pursuant to the public charter school rules adopted by the Idaho State Board of Education on March 10, 2005, charter school petitioners are required to submit a draft charter school petition to the Idaho State Department of Education (SDE) for the purpose of determining whether the petition complies with statutory requirements (Idaho Code, Title 33, Chapter 52). This review must occur prior to the petition being submitted to an authorized chartering entity (IDAPA 08.02.04. 200.03).

Charter School Name: Heritage Community Charter School

Attendance District: Caldwell

Date submitted to State Department: February 4, 2010

Date of Review: March 3, 2010

Each section presents criteria for a response that meets the standard, and these criteria should guide the overall rating for the section. The Strengths and Concerns boxes provide space to identify data and other evidence that supports the rating. The rationale for each rating is important, especially if some of the data or evidence does not fit neatly into the criteria provided.

The following definitions should guide the ratings:

Meets the Standard:	The response reflects a thorough understanding of key issues. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.
Partially Meets the Standard:	The response addresses most of the criteria, but the responses lack meaningful detail and requires important additional information.
Does Not Meet the Standard:	The response does not meet statutory requirements and/or lacks raises substantial concerns about the applicant's understanding of the issue in concept and/or ability to meet the requirement in practice.

1. Describe the school's educational program and how it will identify:
 a) What it means to be an "educated person" in the 21st century; and
 b) How learning best occurs. 5205 (3) (a)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

2. Identify the school's goals and how all educational thoroughness standards shall be fulfilled.
 5205 (3) (a)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
	X	
Concerns and Additional Questions: Need to address thoroughness standards more fully. Not enough information is provided to demonstrate how the standards will be fulfilled.		

3. Identify measurable student educational standards that describe the extent to which all students of the charter school will demonstrate they have attained the skills and knowledge specified as goals in the school's educational program. 5205 (3) (b)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

4. Identify the method by which student progress is to be measured in meeting the school's student educational standards. 5205 (3) (c)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		
Strengths: A variety of methods are used for assessing student progress in the various goals.		

5. Describe how the school's students will be tested with the same standardized tests as other Idaho public school students. 5205 (3) (d)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
	X	
Concerns and Additional Questions: Direct Math Assessment is not included in the petition		

6. Describe how the school will ensure that it shall be state accredited as provided by rule of the Idaho State Board of Education. *5205 (3) (e); 5210 (4) (b)*

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		
<p>Concerns and Additional Questions: The application for seeking accreditation through the NAAS can be found on the State Department of Education website at http://www.sde.idaho.gov/site/accreditation/ .</p>		

7. Describe the governance structure of the school, including, but not limited to, the person or entity that shall be legally accountable for the operation of the school and the process the school will follow to ensure parental involvement. *5205 (3) (f)*

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		
<p>Concerns and Additional Questions: Concerns about the self-perpetuating board and the method for selection of board members – inclusion of all stake holders is important to consider.</p> <p>You are encouraged to include more and/or a variety of parent involvement in the planning and implementation of the charter as well as the whole school community. Contact the State Department of Education Parent Involvement Coordinator for ideas on how to engage and involve parents in your school community. Please see the Parent Involvement website at http://www.sde.idaho.gov/site/parentInvolvement/ .</p>		

8. Describe the qualifications to be met by individuals employed by the school. Every person who serves in a public charter school must comply with the professional codes and standards approved by the State Board of Education, including standards for ethics or conduct. *5204A (1); 5205 (3) (g); 5210 (4) (a)*

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

9. Describe the procedures the school will follow to ensure the health and safety of students and staff. *5205 (3) (h)*

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
		X
<p>Strengths: Well written Alcohol, Tobacco, Drug Policy (Appendix D). Addresses the need for safe building, transportation and surrounding neighborhood (pg. 30). Through character education and procedures for conduct for students (pg. 31). Staff and Student handbook will be provided including procedures for fire drills, visitors, policies, as well as expectations and consequences. (pg. 31) Goal: Create uniform discipline and consequences procedures, consistency (pg. 32). Emergency Plan in cooperation and coordination with local emergency personnel that will be</p>		

reviewed annually (pg. 59).
 Student health for first aid or sudden illness/injury to student is addressed (pg 59).
 Suicide prevention and education addressed (pg 61).
 Both employee (pg. 60) and student (pg. 61) ATOD possession, use and distribution are addressed.
 Education provided on effects of ATOD addressed (pg 61).
 Drug Free School Zone addressed and defined (pg. 61).
 "No tolerance of bullying, teasing, hazing, harassment," etc (pg. 62).
 Clear disciplinary measures included (pg. 61, 68).

Concerns and Additional Questions:
 Clarify the monitoring of campus access. Further delineate support mechanisms for policy violators.
 Include electronic means in bullying / harassment section (cyberbullying). Section 5H (Employees)
 - clarify the statement regarding duty to warn for suicidal tendencies. Establish zero tolerance for
 weapons on campus. IC 18-3302D renders it unlawful to carry a firearm or deadly weapon on
 campus and is punishable as a misdemeanor, regardless of the principal's approval.

10. Describe the school's plan for denial of attendance to any student who is or has been:

- An habitual truant
- Incurable
- Deemed by the board of trustees to be disruptive of school discipline or instructional effectiveness
- Detrimental to the health and safety of the other students
- Expelled from another school district or state 5205 (3) (i); 33-205; 33-206

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

11. Describe admission procedures that comply with I.C. § 33-5205(j), to include a provision for over-enrollment, and equitable selection processes for the initial year, as well as subsequent years of operation. Include enrollment capacity of the charter school. 5205 (3) (j)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
		X

Concerns and Additional Questions:
 The lottery preference groups should be specifically listed in the petition under the priority preference explanation. 33-5205(3)(j) states that schools may use the following preferences. Including them in the charter states which preferences will be used.

Equitable selection of students uses some of the preference groups discussed in Idaho Statute but not all.

Enrollment capacity not included. The initial school year capacity is discussed, but not the overall/final capacity.

12. Describe how waiting lists will be developed and renewed annually. *5205 (3) (j)*

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
	X	
<p>Concerns and Additional Questions:</p> <p>Purposed Attendance list should be renamed to Purposed Enrollment list or Enrollment Waiting List to correspond with language used in the equitable selection process. Additionally, include in the section about the lists that the list will not carry-over from year to year. (It is mentioned in the equitable selection process, but could be easily missed.)</p>		

13. Describe the manner in which annual reports will be conducted. Each public charter school shall annually submit a report to the authorized chartering entity which approved its charter. The report shall contain the audit of the fiscal and programmatic operations, a report on student progress based on the public charter school's student educational standards, and a copy of the public charter school's accreditation report. *5205 (3) (k); 5206 (7); 5210 (3)*

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		
<p>Strengths:</p> <p>P 30 states that the programmatic audit and fiscal reports will be submitted to the Board of Directors and the chartering entity.</p> <p>P 56-57 states that a copy of the fiscal audit will be submitted to the SDE.</p> <p>P 56 states that a student-progress report will be submitted annually to the chartering entity and that accreditation reports will be submitted if and when applicable.</p>		

14. Describe the school's disciplinary procedures, including the procedure by which students may be suspended, expelled and reenrolled. *5205 (3) (l); 33-210*

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

15. Include a provision that ensures all staff members of the school will be covered by all of the following:

- Public Employee Retirement System (PERSI)
- Federal Social Security
- Unemployment Insurance/Worker's Compensation Insurance
- Health Insurance *5205 (3) (m)*

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

16. Describe the public school attendance alternative for students residing within the school district who choose not to attend the public charter school. *5205 (3) (n)*

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

17. Describe the transfer rights of any employee choosing to work in a charter school that is approved by the board of trustees of a school district, and the rights of this employee to return to any non-charter school in the same district. *5205 (3) (o); 33-1217*

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

18. Include a provision that ensures that the staff of the public charter school shall be considered a separate unit for purposes of collective bargaining. *5205 (3) (p)*

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

19. Describe the manner by which special education services will be provided to students who are eligible for such services pursuant to the federal Individuals with Disabilities Education Act, including disciplinary procedures for these students. *5205 (3) (q)*

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
G/T-X	Spec Ed-X	
<p>Strengths: G/T~The school will offer a challenging curriculum including dual language instruction. The high school students will be exposed to Socratic seminars. The school will provide instruction for gifted students on the students' levels of challenge that would not ordinarily be provided by the school. Students will be nurtured in a caring environment that allows respect for all students. The school will follow Idaho code for the identification of and programming for gifted students.</p> <p>Spec Ed: Strengths:</p> <ul style="list-style-type: none"> ▪ The school plans to adopt the Idaho Special Education Manual as its policy for special education. ▪ Inclusion is encouraged but deference is given to the IEP in determining a setting most appropriate to meet individual needs. ▪ Related services are adequately addressed by contracting for services that are necessary for the child to benefit from his/her education when those services are not available from school personnel. ▪ A plan is in place to identify students who may have a disability but who do not enroll with an IEP. ▪ Confidentiality is adequately addressed. 		

Spec Ed:**Concerns and Additional Questions:**

- How will you identify students enrolling in the school who already have an IEP so that IEP services can be arranged prior to the beginning of school and are ready to be delivered the day school opens? This must occur prior to September.
- There are conflicting statements regarding the following:
 - The special education teacher will collaborate a minimum of 1 time per week with the general education teacher.
 - The special education teacher will contact the regular classroom teacher(s) on an “as needed basis” (but no less than once per quarter).

Discipline of students with disabilities needs more detail to demonstrate understanding of IDEA requirements.

20. Describe the school’s plan for working with parents who have students who are dually enrolled. *5205 (3) (r); 33-203*

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

21. Describe the process by which citizens in the area of attendance shall be made aware of enrollment opportunities of the public charter. *5205 (3) (s)*

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
	X	

Concerns and Additional Questions:

The phrase “will take into consideration the language demographics” raises concern. Part of making sure that all prospective students will be given the opportunity to enroll, is insuring that all students are made aware of the opportunity. Since this is a bi-lingual/bi-literate school, the expectation could be made that all communication regarding enrollment would be in the two languages of the school.

Reaching out beyond the website and informational meetings will be necessary to insure that all community members within the enrollment area are made aware of the opportunity.

22. Describe the school’s proposal for transportation services. *5205 (3) (t); 5208 (4)*

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Strengths:

In accordance with Idaho Code §§33-1501 and 33-1006, where practicable HCCS will provide transportation to students that reside more than 1.5 miles from the school facility and within the Primary Area of Attendance. HCCS will ensure its transportation policy complies with Idaho Code §§ 33-402(g), 33-1510, 33-1006, 33-1501 through 1514, 33-5208, and 67-2806 inasmuch as they are applicable to the school. Inasmuch as the process for advertising, receiving proposals, and selecting a student transportation provider is time consuming and involves various timelines and procedures, HCCS will take all reasonable steps to ensure transportation services are secured in a timely manner. In the process of advertising, HCCS will solicit proposals from all busing contractors listed on the SDE’s contractor list.

23. Describe the school's plan for termination of the charter by the board of directors, to include:
- Identification of who is responsible for dissolution of the charter school
 - A description of how payment to creditors will be handled
 - A procedure for transferring all records of students with notice to parents of how to request a transfer of student records to a specific school
 - A plan for the disposal of the public charter school's assets. *5205 (3) (u); 5206(8)*

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
	X	
Concerns and Additional Questions: Information on the transfer of student records and personnel records is not mentioned.		

24. Describe the proposed operation and potential effects of the school, including, but not limited to:
- a) facilities to be utilized by the school
 - b) the manner in which administrative services of the school are to be provided
 - c) the potential civil liability effects upon the school and its chartering entity *5205 (4)*

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
	X	
Concerns and Additional Questions: No facility locations were identified in the petition. The section on administrative services is very brief and does not fully explain what services may be contracted and with whom.		

25. Include copies of the petition to establish the charter school signed by at least thirty (30) qualified electors of the attendance area designated in the petition. Include proof of elector qualification. *5205 (1) (a)*

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		
<p>Strengths:</p> <p>The petition contains the following two statements relevant to designation of the proposed school's attendance area:</p> <p>"Heritage Community Charter School will be located within the Caldwell School District Boundaries and anticipates serving students from Caldwell, Vallivue, Nampa, Marsing and other small school districts within Canyon County." Tab 2, p. 29.</p> <p>"The primary attendance area for HCCS Charter shall be the total boundary used by the Caldwell County School District." Tab 7, p. 65.</p> <p>Based on the above excerpts, I interpret the petition as having designated the boundaries of the</p>		

Caldwell School District as the attendance area for purposes of Idaho Code § 33-5205(1)(a). The petition contains proof of elector qualifications for more than thirty electors who reside within the Caldwell School District. The county Clerk of Canyon County has certified 41 petitioners as qualified electors of the Caldwell School District. See pages 20-24 of the Petition for the elector certifications. Thus, the petitioners have satisfied the elector requirement.

26. Include proof of attendance at the public charter school workshop by at least one (1) person among the group of petitioners. 5205 (5)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
		X
<p>Concerns and Additional Questions: Idaho Code § 33-5205(5) requires that at least one person "among a group of petitioners or a prospective public charter school" attend a public school workshop and that proof of attendance be submitted with the petition. Appendix A of the Petition (p. 84) contains a certificate of attendance for "Hollie McRae." I do not find the name "Hollie McRae" among the list of 41 certified electors. See pages 20-24. Nor is that name listed in the Articles of Incorporation as either an incorporator or a director. See Tab 1, pages 4-7. The minutes from the corporation's organizational meeting do not list a "Hollie McRae" as a director or officer of the corporation. See Tab 1, p. 19. Thus, I am unable to conclude that "Hollie McRae" is within the group of petitioners and am unable to conclude that the petition satisfies the requirements of Idaho Code § 33-5205(5).</p>		

After a sufficiency review has been conducted by the State Department of Education, the petition and sufficiency may be submitted to an authorized chartering entity for review and approval. Completion of the review process does not ensure approval of the charter school petition, nor does it establish that the school cannot be challenged for failure to comply with state or federal statutes, rules or regulations at some future date. The SDE does not waive its duty to enforce such laws by performing the sufficiency review.

For the purpose of implementing the provisions of section 33-5203(2), Idaho Code, the State Board of Education shall assign a number to each petition it receives. Petitions shall be numbered based on the chronological order in which notice of the approved petition is received by the State Board of Education.

Submit Petitions and completed Approval Forms to:

State Board of Education
 Tamara Baysinger,
 Program Manager
 650 West State Street, 3rd Floor
 P.O. Box 83720
 Boise, Idaho 83720-0037

State Department of Education
 Michelle Clement Taylor
 School Choice Coordinator
 650 West State Street, 2nd Floor
 P.O. Box 83720
 Boise, Idaho 83720-0027

10/15/2009

Appendix L – District Interaction/Good Faith Effort

The founders of Heritage Community Charter School have enjoyed productive and friendly interactions with Caldwell School District and its Superintendent. While our meetings with the district did not result in the authorization of our petition, it did provide us with valuable insights and an exceptional foundation for future collaborative efforts. Many of the most recent revisions to this petition were the result of comments or suggestions from the district.

We, as founders of HCCS, began communicating with the district at the same time we turned in the initial draft of our petition for its sufficiency review. On February 22, 2010, we conducted our first face-to-face meeting with district representatives Roger Quarles (District Superintendent), Jonathan Cline (Director of Elementary Schools), Randy Schrader (Director of Secondary Schools) and Jennifer Swindell (Public Information Officer) to discuss a dual language immersion charter school in Caldwell.

On March 3, 2010, we submitted our petition to Superintendent Quarles at the Caldwell District Office. On March 8, 2010, the district received the HCCS petition during their board meeting. (*See below* CSD March Minutes.) On March 15, 2010, several founding members met with Superintendent Quarles to further discuss the proposed charter petition and the district's needs. On April 12, 2010, HCCS founders Lon McRae, Holle McRae and Crystal Davidson formally presented the petition to Caldwell School District. While the 60 day petition review deadline expired on May 6, 2010, HCCS board members hoped that continued discussions might prove beneficial in their efforts to become a Caldwell School District authorized charter school. Therefore, Michelle Clement Taylor (Idaho State Department of Education School Choice Coordinator) and other charter experts were asked if they would be willing to attend a work session with the district to provide further assistance. On June 2, 2010, the founders sent a letter to Superintendent Quarles and the district board chairman offering to conduct an informational work session. (*See below* June, 2nd Letter.) On June 10, 2010, the founders were politely notified by the district that due to increased responsibilities the district board declined the founders offer to conduct a work session. In response, the founders thanked the district and respectfully withdrew the Heritage Community Charter School Petition from the district and submitted it to the Idaho Public Charter School Commission for authorization.

[Documentation to Follow]

Appendix L – District Interaction/Good Faith Effort

These Minutes have been approved by the Board of Trustees and are the official record relating to the conduct or administration of the School District's business as reflected herein.

MINUTES OF A REGULAR MEETING BOARD OF TRUSTEES CALDWELL SCHOOL DISTRICT NO. 132 March 8, 2010

Madame Chairman A. Rojas called the Executive Session to order at 5:00 p.m.

Those present: LeAnn Simmons Trustee
 Richard Roberge Trustee
 Jackie Hopper Trustee
 Leif Skyving Trustee

Also present were: Randy Schrader, Mayda León, Gloria Betancourt and Superintendent Roger Quarles

EXECUTIVE SESSION:

A motion was made by Trustee R. Roberge and seconded by Trustee L. Skyving to enter into Executive Session for the purpose of discussing personnel issues. Motion carried and at 5:05 p.m. entered into Executive Session.

REGULAR AGENDA: A motion was made by Trustee J. Hopper and seconded by Trustee R. Roberge to return to regular session. Motion carried and at 7:05 p.m. returned to Regular Session.

A motion was made by Trustee R. Roberge and seconded by Trustee L. Skyving to place Employee #010-03-08-D on statutory probation for the duration of eight (8) weeks, commencing on March 9, 2010, and continuing through May 7, 2010. Motion carried.

Trustee J. Hopper requested clarification of agenda item to discuss the process of the superintendent's evaluation. The Board of Trustees utilized two methods of evaluating the superintendent. It is with great satisfaction with a job being well done, we have no areas of sub-expectations and we are satisfied with a job well done for last year.

A motion was made by Trustee R. Roberge and seconded by Trustee L. Skyving to accept Superintendents R. Quarles evaluation. Motion carried.

Madame Chairman A. Rojas called the meeting to order at 7:08 p.m.

Those present: LeAnn Simmons Vice Chairman
 Jackie Hopper Trustee
 Richard Roberge Trustee
 Leif Skyving Trustee

Also present were: Anali Marin, Nelida Carrillo, Alex Biernal, Brad Reynolds, Ryan Sullivan, Pat, Cawagdan, Juanita Rodriguez, Blair Warman, Samantha Heriot, Tyler Jones, Alma Mendoza, Emmanuel Galvez, David De Diaz, Makayla Carey, Cindy Ambriz, Amber Van Ocker, Andrea Gonzalez, Joel Villegas, Alex Aguilar, Manuel Gomez, Jeanette Jackson, Carrie Dayley, Mark Melody, Kari Krueger, Mitch Dane, Alice Marlow, Evan Curry, Jennifer Heppner, Lon McRae, Holle McRae, Cory Kniep, James Taylor, Randy Schrader, Jennifer Swindell, Shawn White, Joe Grover, Melissa Langan, Ila Cockrum, Jonathan Cline, Mayda León, Gloria Betancourt, and Superintendent Roger Quarles.

1. Board Member Report:

Trustee L. Skyving reported that he participated on the judging panel for Regional Mock Trails from the Canyon County area participants. Mrs. Jackson is proud to announce that Caldwell High

School was represented by two teams, out of ten teams attending. The Caldwell High School teams did not win and the competition level was high and very valuable. Trustee L. Skyving was very impressed with all of the student participation it was also a lot of fun.

Trustee J. Hopper reported she attended the Sextec Social Media conference on February 27th and 28th in San Francisco, CA. It was absolutely phenomenal. It was the most astonishing information the level of information and knowledge in technology around issues of sexuality. There is a lot of misunderstood information on sex sites in the internet as well as a high level of inaccuracy for students. Trustee J. Hopper will be meeting with the State Board of Education as a follow up meeting.

2. **Superintendent Report:** Superintendent Quarles reported on the following:
 - On February 12th Superintendent attended the Caldwell Chamber of Commerce annual Board retreat planning session. Superintendent Quarles gave an update on the Caldwell School District. They invited Superintendent Quarles to be an ex-officio board member as the Caldwell School District representative. Superintendent Quarles also agreed to work closely with the chamber from an educational perspective through their newly formed education committee.
 - On February 18th and 19th, Trustee Hopper, Jennifer Swindell and Superintendent Quarles attended the Idaho School Board Association sponsored "Day on the Hill". They were informative days and at times difficult to listen to due to the financial woes of our state's economy. The newly remodeled Capitol is beautiful and encourages everyone to visit.
 - Trustee Simmons has moved on to a new opportunity and was kind enough to bring the new Executive Director of the United Way, Derrick O'Neil. He will be a great replacement for Sally Zive, the outgoing director who recently retired after doing great things with the United Way. Mr. O'Neil has pledged his commitment to Canyon County and is currently meeting with most officials and community service groups to make that happen.
 - Met with a group of parents that are interested in developing the Heritage Charter School in our district with a primary focus on educating students through a dual emersion language program. They have completed their charter petition and will be bringing the formal presentation to the board next month. The material will be distributed this week for review in preparation for next month's meeting.
 - The SIC Superintendents met last week to discuss the complicated issues of the shrinking revenue sources for public education as student enrollment continues to grow. It is an interesting phenomenon that there is an expectation that public school cut staffing because the private sector is doing the same thing. The reality is that the private sector business is slowing, i.e. less work. While the quantity and expected quality in public education continues to grow. Our job is to do more with less. It's important that everyone knows that school will go on next year but it will look and feel different that it currently does.
3. **CEA Report:** Mr. Joe Grover reported on the following:
 - The negotiation team went to the IEA for training on negotiations on February 23rd and April 1st. The negotiations team is ready to start the process.
 - The Insurance Committee will be meeting on March 9th.
 - Two of our CEA members attended lobbying activities on March 3rd, Kim Wardwell and Amanda Farmer attended the budget JFAC session.

CONSENT AGENDA:

A motion was made by Trustee L. Simmons and seconded by Trustee R. Roberge to approve the Consent Agenda as presented. Motion carried and the following items were approved:

Appendix L – District Interaction/Good Faith Effort

4. **Board Meeting Minutes** for Regular Board Meeting on February 8, 2010 and Special Board Meeting on February 17, 2010
5. **Regular Bills:** February 5, 2010 – February 25, 2010
6. **Treasurer's Monthly Report:** January 31, 2010
7. **Financial Statement Summary:** Memo
8. **Enrollment & Attendance:** Memo
9. **Approved Clerk's Agenda Notice Posting Report:** Regular Board Meeting on February 8, 2010 and Special Board Meeting on February 17, 2010
10. **Approved Canyon Springs High School FCCLA Field Trip Request:**
The FCCLA State Leadership Conference is held to promote state and national FCCLA programs, to recognize individual and chapter achievements and hold the state competition in STAR events to be held April 8, 2010 through April 10, 2010 in Boise, Idaho. Two of these students will be competing in their STAR event categories and the others will be competing in state only events.
11. **Approve VISTA Application for Van Buren Elementary School:**
The following provisions explain the organizational requirements that must be met to sponsor an *Idaho Reads! - VISTA* project: The potential sponsoring organization must:
 - Be an Idaho elementary schools containing a K-3 grand span that qualify for Title I services, and/or literacy programs serving low poverty children in Kindergarten through third grade designated as non-profit by the Internal Revenue Service (IRS);
 - Comply with applicable financial and fiscal requirements established by Idaho's State Department of Education;
 - Ensure the *Idaho Reads! - VISTA* member will be used only for the purposes for which they are granted and their services will be used to supplement, not supplant, state and local funds or positions;
 - Have resources available for the *Idaho Reads! - VISTA* members to perform their tasks - that is, space, consumable supplies, telephone (including some long distance) fax, e-mail, internet access, computer and copying privileges, postage and related expenses, fees for background checks (if required by district), on-the job transportation reimbursement, and emergency cash to advance the members when needed;
 - Agree to release the VISTA member and Supervisor to attend all trainings, meetings, and activities required.
 - Be able to mobilize community, public, and private sector resources to achieve short-term program goals and long-term project self-sufficiency goals and to encourage local part-time volunteer service;
 - Have the capacity to recruit, orient, train, supervise, and otherwise support locally and nationally recruited *VISTA* members in appropriate capacity-building roles;
 - Have an understanding of the concept of, and be committed to, promoting national service and *VISTA*;
 - Have an understanding of the concept of, and be committed to, promoting the goals of the *Idaho Reads! VISTA* project;
 - Be experienced in the issues related to the beneficiaries of service and those being addressed by the proposed project;
 - Have the capacity to build community partnerships and collaborative efforts in order to achieve project self-sufficiency
12. **Approved Caldwell High School Field Trip YMCA Youth Government Field Trip to the State Capitol:**
Caldwell High School students have participated in the YMCA Youth Government for 20 over years. It is an exceptional learning experience where students from the entire state gather in the State Capitol and role play the three branches of state government. This is one of the few organizations that have been given permission to use the actual legislative chambers, the committee rooms, and the Supreme Court building. The convention for YMCA Youth

Government will be held on April 21st through April 23rd in Boise, Idaho at the newly remodeled State Capitol.

13. Approval Classified Personnel:

Eve Wilson, One-on-One Educational Assistant at Van Buren Elementary School
Justin Zaugg, Special Education Educational Assistant at Lewis & Clark Elementary School

14. Approval Reassignments

Melissa Langan, Principal at Van Buren Elementary School

15. Approval Transfers

Shari Eto, Business Manager at Food Services

16. Approval Temporary Assignments

Jeanette Callsen-Archuleta, Test Proctor at School District Buildings
Sandra Ackerman, Test Proctor at School District Buildings
Nancy Fortner, IRI Educational Assistant at Washington Elementary School
Michelle Goodman, IRI Educational Assistant at Washington Elementary School
Danielle Burgess, Full Time Kindergarten Teacher at Sacajawea Elementary School
Danielle Burgess, IRI Teacher at Sacajawea Elementary School
Melissa Binford, ISAT Intervention Teacher at Sacajawea Elementary School
Tami Burton, IRI Intervention Teacher at Sacajawea Elementary School
Tami Burton, ISAT Intervention Teacher at Sacajawea Elementary School
Lynna Butler, IRI Intervention Substitute at Sacajawea Elementary School
Katie Carhart, IRI Intervention Teacher at Sacajawea Elementary School
Alexis Contos, ISAT Intervention Teacher at Sacajawea Elementary School
Erin Ewalt, ISAT Intervention Teacher at Sacajawea Elementary School
Sonya Hoadley, IRI Intervention Teacher at Sacajawea Elementary School
Katie Jurgens, IRI Intervention Substitute Teacher at Sacajawea Elementary School
Katie Jurgens, ISAT Intervention Teacher at Sacajawea Elementary School
Debi Maughan, ISAT Intervention Teacher at Sacajawea Elementary School
Anna McMullen, IRI Intervention Teacher at Sacajawea Elementary School
Debbie Olsen, ISAT Intervention Teacher at Sacajawea Elementary School
Katherine Saunders, IRI Intervention Teacher at Sacajawea Elementary School
Carla Godinez, ISAT Intervention Educational Assistant at Sacajawea Elementary School
Emily Miller, ISAT Intervention Educational Assistant at Sacajawea Elementary School
Mirel Reyes, IRI Intervention Educational Assistant at Sacajawea Elementary School
Donette Hammond, IRI Intervention Teacher at Lincoln Elementary School
Jessica Hodges, IRI Intervention Teacher at Lincoln Elementary School
Holly Slaughter, IRI Intervention Teacher at Lincoln Elementary School
Rebecca Cordell, IRI Intervention Teacher at Lincoln Elementary School
Laurie Hamanishi, IRI Intervention Educational Assistant at Lincoln Elementary School
Kimberly Johnson, IRI Intervention Educational Assistant at Lincoln Elementary School
Karina McGee, IRI Intervention Teacher at Wilson Elementary School
Andy Mount, IRI Intervention Teacher at Wilson Elementary School
Leigh Peebles, IRI Intervention Teacher at Wilson Elementary School
D'Ann Rodwell, IRI Intervention Teacher at Wilson Elementary School
Emma Nagashima, IRI Intervention Educational Assistant at Wilson Elementary School
Rachelle Ayers, IRI Intervention Teacher at Lewis & Clark Elementary School
Gena Chaney, IRI Intervention Teacher at Lewis & Clark Elementary School
Lisa Fesenbek, IRI Intervention Teacher at Lewis & Clark Elementary School
Sandy Wade, IRI Intervention Educational Assistant at Lewis & Clark Elementary School
Vickie Smith, IRI Intervention Teacher at Lewis & Clark Elementary School
Claudia Ramirez, Title Tutor at Syringa Middle School
Scott Thomas, Event Worker at Caldwell High School
Carla Godinez, Translator for Parent Teacher Conference at Caldwell High School

Nancy Salazar, Translator for Parent Teacher Conference at Caldwell High School
Aurelia Flores, Homebound Tutor Canyon Springs High School
Robert Lerma, 21st Century Educational Assistant at Syringa Middle School

17. Approval of Coaching Assignments (09-10 S.Y.)

Bryan Marquardt, Head Freshman Softball Coach at Caldwell High School
Korey Yost, Assistant Jr. Varsity Baseball Coach at Caldwell High School
Alex O'Brien, Head Freshman Baseball Coach at Caldwell High School
Freddie Betancourt, Assistant 9th Grade Baseball Coach at Caldwell High School
Steve Bautista, Assistant 9th Grade Baseball Coach at Caldwell High School

18. Approval of Coaching Assignments (10-11 S.Y.)

Amber Campos, Head Volleyball Coach at Caldwell High School

19. Approval of Letters of Resignation/Terminations:

Kim Macy, Business Manager at Food Service
Connie Hadlock, Orchestra at Syringa Middle School

20. Approval of Letters of Retirement:

Marilyn Shaw, Kindergarten Teacher at Washington Elementary School
Frank Maxwell, Head Custodian at Lewis & Clark Elementary School

21. Approval of Release of Contract:

Heather McPherson, Title I Teacher at Wilson Elementary School

22. Approval of Student Teacher Placements:

The College of Idaho Teacher Education Staff and Caldwell School District have developed the following description of the planned program: Internship: A fifth year experiential program for Teacher Education. The details and description of the Internship program are included in the College of Idaho Intern Handbook.

Alex O'Brien will be assigned with **Matt Strong** at Caldwell High School.

REGULAR AGENDA:

23. LKV Update

Recommended project for remodeling Washington Elementary School:

- The original 1905 facility will be demolished.
- Construct a new building entrance on the North side of the 1949 addition and utilize this facility as a new 9th grade alternative program.
- Construct a new building entrance on the North side of the 1958 addition and utilize this facility as a new Caldwell School District Administrative Office.
- Complete necessary ADA modification to existing restroom facilities in both buildings.
- Install new carpet and paint in both facilities.
- Complete the necessary site modifications for pedestrian's connections to the public street, parking areas, and building entrances.

24. McKinstry Update on the new Canyon Springs High School

James Taylor came in to talk about some of the things that will be happening at the new Canyon Springs High School. Things that will be happening at the building remodeling are the parking lot, the bathrooms, annex remodel, and a new elevator. There will be an extended painting job done inside and out.

The structure is in very good condition. The building is made out of concrete it is a very good construction. James and his team met with the fire department everything went well.

25. Upcoming Supplemental Levy for 2010-2011

Appendix L – District Interaction/Good Faith Effort

The supplemental levy is anticipated to be the same amount from last year to be held next month and we will confirm the amount. The supplemental levy money is used for the purchase of textbooks, Gifted and Talented program, elementary music, physical education programs and school nursing personnel. May 18th is the set date for this year's Supplemental Levy.

26. Update on Elementary Uniform Dress Code Process & Middle School Uniform dress Code Survey Results: Wal-Mart donated 800 shirts for needy and at risk students. The district will not use tax payers' money for uniforms. Jennifer Swindell, public information officer for the Caldwell School District is creating a list of stores where parents will be able to purchase clothing for the new dress code the cost of items will be included. Parents from both middle schools were surveyed in regards to a new dress code. The survey was done at the parent teacher conference approximately 60% of parents attended. The survey for Jefferson Middle School 75% of the parents would support a new dress code and at Syringa Middle School 72% of the parents would support a new dress code. There were a few comments as why parents wouldn't agree some where the new dress code would be more expensive and the individuality of the students would be taken away.
27. Update on Washington Elementary Neighborhood Meeting:
There were 200 invitations that were sent out to the neighborhood families. Thirty five people showed up to hear about what was going to happen with the old Washington Elementary School and also talk about their concerns. The primary concerns were kids throwing rocks; they would like to have the school site park like access beyond the school day. The meeting went well it took three hours to talk about everything. There was no making promise that the district could not keep.

28. Caldwell High School Government Student Questions

POLICY DEVELOPMENT/ADOPTION:

29. A motion was made by Trustee R. Roberge and seconded by Trustee J. Hopper to revise Board Policy #546 Disciplining Students with Disabilities. Motion carried.
30. A motion was made by Trustee R. Roberge and seconded by Trustee L. Skyving to adopt Board Policy #528 Divorced or Estranged Parents: Rights and Responsibilities. Motion carried.
31. A motion was made by Trustee L. Simmons and seconded by Trustee R. Roberge to adopt Board Policy #673 K-3 Reading Program Guidelines. Motion carried.

ADJOURNMENT:

A motion was made by Trustee R. Roberge and seconded by Trustee L. Skyving to adjourn the meeting. Motion carried and the meeting was adjourned at 8:35 pm.

Respectfully Submitted,

ATTEST:

Amy Rojas, Madame Chairman

Mayda León, Clerk of the Board (grb)

Amy Rojas
Chairman, Caldwell School Board
Roger Quarles
Superintendent, Caldwell School District
1101 E. Cleveland Blvd.
Caldwell, Idaho 83605
(208)455-3300

March 5, 2010

Dear Chairman Rojas and Superintendent Quarles,

We appreciate the time that you and your staff spent meeting with us last month. We are excited about working with you to create another educational opportunity in a district that is continuously recognized for its outstanding efforts to meet students' needs. We look forward to a positive partnership with the district and hope that we can work together to provide a unique, innovative environment that is a valuable addition to the current district offerings.

We have received sufficiency review comments from the Idaho Department of Education and have made revisions to our petition to address the SDE comments and the input that you and your staff offered at our meeting. We respectfully submit our charter petition to establish a new charter school, Heritage Community Charter School, within the boundaries of the Caldwell School District and understand that our petition will be officially received at the upcoming March 8th meeting of the Board of Trustees in accordance with Idaho Code 33-5205. We are also including, in our submission, an outline with the changes that we made to the petition you originally reviewed and the application form the district has developed. We understand that the timeline that has been established by the state allows us to work together over the next 60 days to come to mutual agreement on the terms of the charter. We look forward to working with you during that time and hope to address further questions that you have as well as add more detail regarding the specific innovative educational program, curriculum and teaching methods that the school will employ. We want to note that although we have addressed all of the SDE comments and believe our petition currently meets all the requirements of the law, we have purposely not added additional information to the specific plan for innovative instruction because we are in the process of visiting dual language and language immersion schools, reading about best practices in implementing these models, and meeting with educators that are experts in this field. We hope that we will be able to also communicate with you or a district representative so that as we move forward in adding that detail, we can make sure that we address your desires and expectations for a district-authorized charter school.

The proposed charter school, Heritage Community Charter School will serve K-8 students in its first year of operation and add subsequent grades upon board approval.

The goal of the founders of HCCS is to create a K-8 school to meet the growing needs of families in the Caldwell area who would like to enroll students in a charter school that implements a dual language and/or language immersion model.

We look forward to meeting with you and your staff again soon. We would also be happy to attend either your board meeting on Monday or a future public meeting to present our charter petition and answer any questions board members have regarding our charter petition. We appreciate your commitment to offering a variety of choices within the boundaries of the Caldwell School District for parents and students. We believe you are doing an outstanding job of leading the Caldwell School District! Thank you again for your willingness to work with us to meet the growing needs of our community and successfully prepare students for post-secondary and career opportunities.

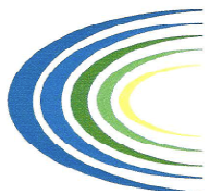
Sincerely,

Lon McCrae
Board Chairman
HCCS
10430 Randall Ln.
Caldwell, ID
453-1414

Crystal Davidson
Board Secretary
HCCS
1202 Palrang Dr.
Caldwell, ID
455-7732

Kevin Benjamin
Board Treasurer
HCCS
15090 Castle Way
Caldwell, ID
454-9875

Holle McCrae
Founding Parent
HCCS
10430 Randall Ln.
Caldwell, ID
453-1414



Caldwell School District

1101 Cleveland Blvd.
Caldwell, Idaho 83605
(208) 455-3300
(208) 455-3302 fax
www.caldwellschools.org

Board of Trustees

Richard Roberge
Jackie Hopper
Amy Rojas
LeAnn Simmons
Leif Skyving

Administration

Roger Quarles
Superintendent

Jonathan Cline
*Director,
Elementary Services*

Randy Schrader
*Director,
Secondary Services*

Ila Cockrum
*Director,
Special Education Services*

Jesus DeLeón
*Minority Recruiter
Director, Federal Programs*

Lisa Ruud Thompson
Director, Business Services

Gloria R. Betancourt
Director, Human Services

Paul Alderson
*Director,
Information Technology*

Jennifer Swindell
Public Information Officer

Mayda León
*Administrative Assistant
Clerk of the Board*

Dr. Lon McRae,

I presented your request to the trustees for the Caldwell School District. After much discussion, the trustees agreed that they are not interested in scheduling a work session at this time with the founders of the Heritage Community Charter School.

As you are aware, our volunteer trustees have been asked to do quite a bit of additional work in the last few months because of the financial emergency in state education funding. The trustees need to spend any extra time they have this summer on approving our budget and preparing for the next school year.

I want to express my appreciation for your dedication to improving the educational opportunities in our community. Please stay in touch.

We are sincerely interested in your future.

Roger Quarles
Superintendent
Caldwell School District

Appendix M – Investor/Developer Letter of Support



**352 N FLINT ST. #A
KAYSVILLE, UT 84037**

PHONE 801 444-9878

FAX 801 499-5025

June 30, 2010
Lon McRae, President
Heritage Community Charter School
10430 Randall Lane
Caldwell, Idaho 83607

Re: Charter School Modular Campus

Mr. McRae,

At One West Construction, we appreciate the opportunity to provide you with this letter of intent to assist you in the financing and development of your future school facility. The purpose of this letter is to memorialize the proposed general terms of our involvement with your school in the event the school is approved and authorized to begin operations in the fall of 2011. As we have indicated, we have significant experience with both modular campus and brick and mortar charter school campus/building construction. In fact, over the past twelve months we have constructed or are in the process of constructing six charter school facilities and two full modular campuses.

It is our understanding that you would like to have a site selected and modular campus put in place by August 2011. Generally speaking, the campus would consist of the following: sufficient classrooms to service 500-550 students, administrative offices, computer lab/library, restroom facilities, and sufficient land to allow you to eventually build a permanent facility. Each classroom would also need to include phone and data connections. At the outset, it is important to note that location will likely dictate the timeframe for the start of construction. Whether you choose to work with One West or another contractor, there are certain requirements imposed by the City of Caldwell on the construction of public school facilities. As you finalize your site selection, we would work with you to ensure full consideration of development timelines as it relates to the school's needs.

We understand the school may not have sufficient funds to purchase and develop the modular campus in the school's first year. Therefore, our commitment to you is our ability to provide funds to purchase the land, secure necessary permits, make necessary improvements, and pledge our credit to secure the modular buildings. Certainly, the particulars would be formalized in a duly authorized agreement prior to commencing

work. Again, thank you for the opportunity to provide you with this information, and we look forward to hearing back from you after your approval.

Regards,

A handwritten signature in black ink, appearing to read 'Ted E. Lewis', with a stylized, cursive script.

Ted E. Lewis

Appendix N – Board Member Resumes

Lon C. McRae D.M.D.

2947 East Magic View Drive
Suite 400
Meridian, ID 83642

208-895-8486 office
208-870-5500 cell
208-453-1414 home

Summary: Dr. McRae is a successful professional and business owner in the Treasure Valley and recognized as a highly qualified cosmetic dentist and dental instructor in the US. He resides in Caldwell, ID with his wife of twenty years and their four boys.

Qualifications:

Chairman- Heritage Community Charter School	Feb '10 -present
Humanitarian lead dentist in Dominican Republic	November 2007
Humanitarian lead dentist in Kenya, Africa	August 2006
Board of Directors for Autism Society of America-Boise	Oct '05 – Aug '06

Awards and Recognitions

Joe Garagiola Crown Council Humanitarian Award	2007
Crown Council Young Dentist of the Year	2000
Programs Vice President, Ricks College	'89 – '90

Professional Experience and Memberships:

Lifetime Qualified Member of the Crown Council Dental Organization
American Academy of Cosmetic Dentistry
Cosmetic Dental Instructor with The Hornbrook Group
IV Sedation Examiner for the State of Idaho Dental Board

Education:

Pacific Aesthetic Continuum	2000	Advanced Cosmetic Certification
New York University	1998	IV Sedation Certification
Oregon Health Sciences University	1992-96	Doctorate Degree in Dental Sciences
Eastern Oregon State University	1991-92	Undergraduate
Utah State University	1990-91	Undergraduate
Ricks College	1988-90	Associates Degree

Kevin D. Benjamin

15090 Castle Way, Caldwell, ID 83607

(208) 454-9875

kevinamy@q.com

Experience

Owner/Operator

Benjamin Painting, 1997 to present, Caldwell, ID

- Create a house painting business with sales revenues that grew from \$30K to \$330K.
- Hire, train, and manage a workforce of up to ten employees.
- Develop working budget with sales of \$300K.
- Perform all payroll, bookkeeping, taxes, and accounting functions.
- Create and maintain excellent working relationships with customers and vendors through superior communication.
- Plan work schedules for two to three crews.
- Order all supplies and maintain small inventory.
- Coordinate schedules with building contractors and other sub-contractors.
- Bid all jobs. Invoice all jobs. Manage AP/AR.
- Expand sales through word of mouth advertising and referrals.
- Establish a safe work environment with only four Workers Compensation claims in thirteen years.
- Working knowledge of Microsoft Word and Excel and QuickBooks Pro.

Founder/Board Member

Thomas Jefferson Charter School, 2002 to 2008, Caldwell, ID

- Member of team of five founders responsible for creating school with a current enrollment of approx. 350 students
- Helped research and write charter document.
- Presented portion of the charter document to the Vallivue School Board for approval. Approval was granted.
- Solicited community support through word of mouth advertising and newspaper ads.
- Generated potential student lists.
- Helped interview and hire an administrator and teaching staff.
- Acted as board liaison for the public through newspaper and local TV station.
- Worked directly with the developer, architect, banker, builder, and city officials in the planning, design, and construction process for \$3 million school building.
- Acquire and maintain all necessary insurance policies for school.

Education

Brigham Young University, Provo, UT

8/90 - 12/96

- ☐ Bachelor of Science in Business Management
- ☐ Emphasis in Entrepreneurship
- ☐ Minor in Political Science
- ☐ 3.36 GPA

Interests/Misc

Adult leader in the Boy Scouts of America for twelve years.

Member of neighborhood Architectural Control Committee.
Leader in local church youth group. Activities include water skiing, mountain and road biking, and camping.

Crystal Davidson

I am a home school mom to three children. I also work part-time as a clinical microbiologist. I am very interested and concerned with the quality of education my children receive and have always been very involved in their classrooms when they were attending public school.

Professional Experience

7/02— Present	Clinical MicroSTAT	Meridian, Idaho
Clinical Microbiologist		
Responsibilities include: identification of clinically significant organisms in patient samples with the use of standard laboratory practices which include selective media, biochemical reagents, staining and microscopy; performance of antibiotic susceptibility testing using Microscan; as well as participation in quarterly proficiency testing given by the College of American Pathologists.		

Volunteering

<i>Currently</i>	<i>LDS Church Youth Group</i>	<i>Caldwell, ID</i>
<i>Currently</i>	<i>Heritage Community Charter School</i>	<i>Caldwell, ID</i>
	Founder	
<i>8/09-11/09</i>	<i>Nampa Classical Academy</i>	<i>Nampa, ID</i>
<i>8/07-5/09</i>	<i>Willow Creek Elementary</i>	<i>Nampa, ID</i>
<i>5/96-12/97</i>	<i>LDS Missionary</i>	<i>Hawaii Honolulu Mission</i>

Education

Degrees		
01/94—12/99 BS Biology	Boise State University	Boise, Idaho

Appendix O – Modular Classroom Estimate



4055 S. Eagleson rd
Boise, ID. 83705
Ph: 208-362-7587
Fx: 208-362-7588

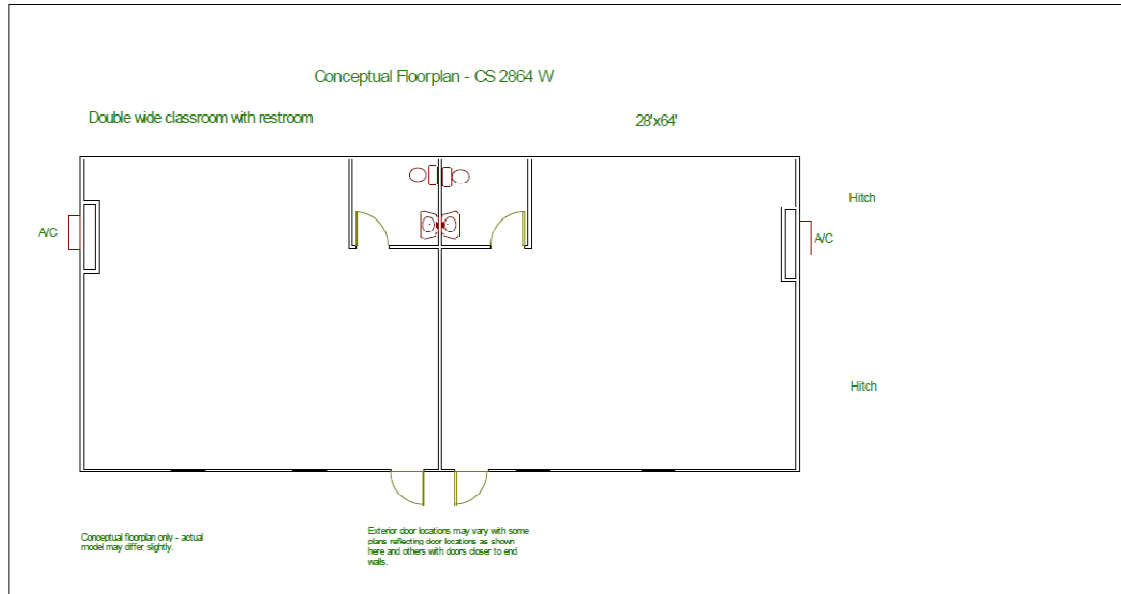
Quotation

Customer: Heritage Academy	Ship to: Caldwell, ID.
Attn: Crystal Davidson Phone: 208-284-6303	

August 25, 2010	Terms: Upon Invoice	Ship Via: Common Carrier
Salesman: Don Ruesch	Quotation good for 30 days, subject to availability	Date required: TBD

DESCRIPTION ITEM #1

1	28'x64' Double wide mobile classroom with RR's
<p>Pricing: <u>1A: Lease rates:</u> 12 month 28'x64' classroom lease rate: \$1,395.00 mo 24 month 28'x64' classroom lease rate: \$1,295.00 mo</p> <p>Price is for building only and does not include applicable tax, and installation charges</p> <p><u>Installation charges</u> (within Caldwell, ID): Delivery: \$1,125.00 Set-up *: \$2,645.00</p> <p><u>Return and teardown charges:</u> Current rate at time of return</p> <p><u>Optional Services **:</u> Anchors: \$65.00 ea x 18-24 Wood skirting: \$2,224.00 (includes wood frame backing; no insulation) HC ramp with switchback: \$206.00 mo/ea (\$400 set up, \$400 teardown)</p> <p><u>Not included:</u> Taxes Ramp or Deck Insurance Site prep work Utilities</p> <p><u>Conceptual Floorplan</u> (actual floorplan may differ slightly):</p>	



Utility Connections (provided by customer):

Electric: 200 amp, 220volt, single phase connection to building's panel box

ADDITIONAL INFORMATION:

* Set-up cost based on 1500 p.s.f. soil bearing capacity.

** Optional service (may be required by local municipality). Price reflects service taken during time of building delivery.

Our steps are constructed out of metal or aluminum with a 3'x5' landing and three risers with an average height of 34". The will facilitate a trailer setting with a door threshold of 33" to 38" at finished floor. Customer sites or requests that require either a higher or lower finished floor height outside of these parameters will need to find an alternative to the step option we provide.

Rates on handicap ramps assume a 30' long ramp with a 5'x5' landing. Site to be level. Customer requirements beyond those defined herein are subject to an additional charge.

Pricing is based upon others providing all permits, fees, taxes, licenses, utility connections and preparation of a level, compact and truck accessible site. The customer is solely responsible for the procurement and costs of all permits as required for the installation process of the building(s).

Unless otherwise noted, all buildings quoted herein offer a standard 50 lb roof load, and comply with DSMBI standard building specifications.

Quotation excludes all state, local and personal property taxes, fees, building permits and utility connections.

Pricing is for non-code, non-union, and non-prevailing wage.

Appendix O – Draft Family Handbook

(Due to the size of the draft Family Handbook, it is attached to this petition)