

# Agenda of Regular School Board Meeting

## The Board of Trustees Lakeland Joint School District No. 272

---

A Regular School Board Meeting of the Board of Trustees of Lakeland Joint School District No. 272 will be held Monday, May 12, 2014, beginning at 5:30 PM in the Administrative Offices, 15506 N. WASHINGTON ST., RATHDRUM, ID 83858.

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice.

- A. **Call to Order 5:30 p.m.**
- B. **Executive Session as authorized by Idaho Code 67-2345 (b) 5:30 p.m.**
  - 1. Negotiations
- C. **Welcome Visitors/Pledge of Allegiance 6:00 p.m.**
- D. **Approve Agenda**
- E. **Consent Agenda**
  - 1. Minutes of Previous Meeting(s) - Regular Meeting of 04/14/2014 3
  - 2. Regular and Special Bills 7
- F. **Report and Presentation Agenda**
  - 1. LEA
  - 2. Visitor Presentations
    - a. Hayden Canyon Charter School 21
  - 3. Public Comment (Each speaker will be asked to limit their remarks to no more than three minutes. Please see the Public Comment sign-in sheet and Policy #1520 for proper procedure in addressing the Board during Public Comment).
  - 4. Staff Reports
    - a. Lisa Sexton-Anti-bullying video
    - b. Tom Taggart
      - 1) Financial 235
    - c. Brad Murray
      - 1) Staffing
- G. **Action Agenda**
  - 1. Approve/deny Hayden Canyon Charter School Request
  - 2. Approve/deny the hiring of new personnel as presented
  - 3. Approve/deny any notices of staff resignations, retirements, or leaves as presented
  - 4. Approve/deny District Teacher of the Year per Administration's recommendation
  - 5. Approve/deny leasing buses for transporting students to the Senior Graduation Parties 237
- H. **Discussion Agenda**
  - 1. Coal and Oil Trains through Rathdrum 239
  - 2. Awards Banquet May 15, 2014

3. Correspondence
  - a. Discipline Reports
  - b. Other

**THE MEETING MINUTES OF THE LAKELAND JOINT SCHOOL DISTRICT 272,  
EXECUTIVE SESSION AND REGULAR BOARD MEETING, APRIL 14, 2014**

**LAKELAND JOINT SCHOOL DISTRICT NO. 272**

Meeting Location  
Athol Elementary  
6333 E Menser  
Athol, ID 83801



**6:00 p.m. Regular Meeting**

**BOARD MEMBERS PRESENT**

Chairman Larry Brown (Zone 5)  
Trustee Kyle Olmstead (Zone 1) (ABSENT)  
Trustee John Shaffer (Zone 2)  
Trustee Tim Skubitz (Zone 3)  
Trustee Brian Wallace (Zone 4) (Via Telephone)

**ADMINISTRATION PRESENT**

Superintendent Dr. Mary Ann Ranells (ABSENT)  
Assistant Superintendent Brad Murray  
Director of Business Tom Taggart  
Clerk Brook Cunningham

**A. Call to Order 6:00 p.m.**

Chairman Brown called the meeting to order at 6:01 p.m.

**B. Welcome Visitors/Pledge of Allegiance 6:00 p.m.**

At 6:02 p.m. Chairman Brown gave welcome to those who were present and led in the pledge.

**C. Approve Agenda**

*Motion* was made by TRUSTEE SHAFFER and seconded by TRUSTEE SKUBITZ to approve the agenda as presented. Motion carried unanimously.

**D. Consent Agenda**

- a. Minutes of Previous Meeting(s) - Regular Meeting Minutes of 03/10/2014 and Special Meeting Minutes of March 24, 2014

***THE MEETING MINUTES OF THE LAKELAND JOINT SCHOOL DISTRICT 272,  
EXECUTIVE SESSION AND REGULAR BOARD MEETING, APRIL 14, 2014***

b. Regular and Special Bills

*Motion* was made by TRUSTEE SHAFFER and seconded by TRUSTEE SKUBITZ to approve the consent agenda as presented. Hearing all ayes motion carried unanimously.

**E. Report and Presentation Agenda**

1. LEA

No one from the LEA was present.

2. Visitor Presentations

No Visitor Presentations.

3. Public Comment

(Each speaker will be asked to limit their remarks to no more than three minutes. Please see the Public Comment sign-in sheet and Policy #1520 for proper procedure in addressing the Board during Public Comment).

There were no comments from the public.

4. Staff Reports

a. Kathy Thomas-Athol Elementary Principal

Kathy Thomas was present along with several of her teachers to share with the Board what they are doing during collaboration time. Amy Galloway presented on a typical agenda for collaboration. Amanda Leach and Maria Allred presented their book in which helps them assess advanced needs verses strategic needs. Julie Anderson spoke a bit on the ELA Common core.

b. Tom Taggart

1) Financial

Tom informed that in May the Board will discuss the budget and in June they will need to approve the 2014-2015 Budget. Tom also updated the Board on the State Budget in which there would be discretionary funding available per each District Unit. Several dollars for Professional Development and implementation of the Common Core State Standards have been made available. There is also new money implementing School Safety.

***THE MEETING MINUTES OF THE LAKELAND JOINT SCHOOL DISTRICT 272,  
EXECUTIVE SESSION AND REGULAR BOARD MEETING, APRIL 14, 2014***

b. Brad Murray-

Mr. Murray asked Superintendent Intern Lisa Sexton to speak about the SBAC. Sexton reporting that her students have been highly engaged with the Common Core format. The SBAC tests began the week after Spring Break and students are doing very well. She also spoke on several conversations with parents regarding the SBAC.

**F. Action Agenda**

1. Approve/deny the hiring of new personnel as presented

*Motion* was made by TRUSTEE SKUBITZ and seconded by TRUSTEE SHAFFER to approve the list of new personnel as presented. Motion carried unanimously.

2. Approve/deny retirements and resignations as presented.

*Motion* was made by TRUSTEE SKUBITZ and seconded by TRUSTEE SHAFFER to approve the resignation as presented. Motion carried unanimously.

3. Approve/deny Timberlake Junior High's Spring Track Schedule

*Motion* was made by TRUSTEE SHAFFER and seconded by TRUSTEE SKUBITZ to approve the track schedule as presented. Hearing all ayes motion carried.

4. Approve/deny transferring \$5,000 donated from the Coeur d' Alene Tribe to the Lakeland Education Foundation

*Motion* was made by TRUSTEE SHAFFER and seconded by TRUSTEE SKUBITZ to approve transferring the \$5,000 donated from the Coeur d'Alene Tribe to the Lakeland Education Foundation.

5. Approve/deny approving the attached list of policies

*Motion* was made by TRUSTEE SHAFFER and seconded by TRUSTEE SKUBITZ to approve the attached list of policies as presented. Hearing all ayes motion carried. The policies have been included within the Board's packet.

6. Approve/deny Summer Meal Program

Tom informed administration was looking for approval to apply for the summer food program which is intended to be ran only at Lakeland Junior High this year.

Kevin Doyle and Tammy Cass were in attendance of the meeting in case the Board had any questions regarding the program.

***THE MEETING MINUTES OF THE LAKELAND JOINT SCHOOL DISTRICT 272,  
EXECUTIVE SESSION AND REGULAR BOARD MEETING, APRIL 14, 2014***

Tammy informed that the program would be free for kids under the age of 18 and adults would be charged a small fee.

Chairman Brown asked how or who would be monitoring if a registered sex offender was in the building at that time. Cass informed that there are many ways to detect suspicious characters.

*Motion* was made by TRUSTEE SKUBITZ and seconded by TRUSTEE SHAFFER to approve applying for the Summer Food Program. Hearing all ayes motion carried.

**G. Discussion Agenda**

1. Update on Current Legislation

Tom was not able to attend the Post Legislative Tour this year. Many items were already discussed in his financial portion of the agenda.

2. Negotiations

Tom asked who on the Board wanted to participate. Trustee Skubitz and Chairman Brown both volunteered to be on the team.

3. Awards Banquet May 15, 2014

The Awards Banquet is at Templin's Resort this year.

4. Correspondence

a. Official Canvass from the March 11, 2014 Supplemental Levy Election

Included in the Board's packet.

b. Discipline Reports

Included in the Board's packet.

c. Other

The meeting adjourned at 7:07 p.m.

\_\_\_\_\_  
Larry Brown, Board Chairman

Attest \_\_\_\_\_  
Brook Cunningham, Clerk

# Lakeland Joint School District No. 272

Office of the Superintendent

P.O. Box 39

Rathdrum, ID 83858

Board of Trustees  
Regular School Board Meeting  
May 12, 2014

Gross Salaries		1,540,486.49	
Gross Benefits		434,761.58	
Hobart Service	Services (FS)	338.65	82391
Idaho Department of Education	April 17, 2014 Fingerprinting	200.00	82392
Identometrics	Services (FS)	3,192.00	82393
Platt Electrical Supply	Maint Supplies	60.12	82394
Rathdrum, City of	Dist Portion of Crossing Guard Salary 1/1 - 3/31/2014	2,666.32	82395
Riddle, Susan	Petty Cash Replenishment	117.46	82396
Lakeland Education Foundation	Coeur d'Alene Tribe Donation	5,000.00	82397
Bureau of Education & Research	Registration (Common Core Math/Hanna, Wineteer)	458.00	82398
Cenex Cooperative Supply	#2 Dyed Diesel, Unleaded Gas, 15W-40	12,557.28	82399
Draper, David	Expense Claim Reimbursement	19.00	82400
Harlow's Bus Sales	Tran Supplies	800.00	82401
Peck, Cynthia	Expense Claim Reimbursement	65.00	82402
Rickard, Darrell	Expense Claim Reimbursement	362.99	82403
Riverside Hotel, The	Lodging (IHSAA/Cronnelly, Derrick, FCCLA/Miller, Foster)	930.00	82404
Schilling, Hannah	Lunch Credit Reimbursement	31.45	82405
Tacoma Company	Instructional Materials	61.80	82406
Thornton, Richard	Expense Claim Reimbursement	45.00	82407
Unity School Bus Parts	Tran Supplies	224.34	82408
Walmart	Instructional/ BASE Supplies	182.12	82409
Riddle, Susan	Petty Cash Replenishment	113.71	82410
Cenex Cooperative Supply	#2 Dyed Diesel	10,441.60	84501
Miller's Food City	Instructional Materials	264.65	84502
Spirit Lake Books	Title I Parent Involvement Supplies	95.40	84503
Idaho Department of Education	May 2, 2014 Fingerprinting	120.00	84504
Rathdrum Trading Post Hardware	Maint Supplies	338.71	84505
A-L Compressed Gases	Instructional Materials	241.39	
Air Tech	Services (Maint)	666.97	82411
Alsco	Coverall Service	157.12	82412
American Time	Maint Supplies	1,634.23	82413
Amos, Kelly	Expense Claim Reimbursement	24.00	
Anderson, Julian & Hull	Legal Expenses 1/24 - 3/6/2014	14.50	82414
Arthur, Don	Services (Tran)	60.00	
Arthur, Karen	Services (Tran)	60.00	
Athol, City of	AE Water/Sewer 3/28 - 4/28/2014	70.00	
Avista	April 2014 Electricity/Natural Gas	49,640.02	
Baker, Richard	Field Trip Meals 3/16 - 4/15/2014	5.00	82415
Bar Circle "S"	April 2014 Water (GE)	84.96	
Big R Stores	Maint Supplies	32.97	82416
Bornitz, Debra	Field Trip Meals 3/16 - 4/15/2014	10.00	82417
Boyd, Randal	Expense Claim Reimbursement	116.00	82418
BSN Sports	Instructional Materials	172.70	82419
Burt's Music & Sound	Services (LJHS) <span style="float: right;">7</span>	76.50	82420

Burt's Music & Sound	Services (TJHS)	42.50	
Cameron, Cherie	Field Trip Meals 3/16 - 4/15/2014	10.00	82421
Carey, Sarah	Field Trip Meals 3/16 - 4/15/2014	35.00	82422
Carr, Curtis	Expense Claim Reimbursement	336.34	82423
Cass, Tammy	March - April 2014 Mileage	391.15	
Chipmasters	Maint Supplies	175.00	82424
Craig-Johnson, Becky	Field Trip Meals 3/16 - 4/15/2014	15.00	82425
Crescent Electric Supply	Maint Supplies	787.20	82426
De Lage Landen	Copier Lease 4/15 - 5/14/2014	821.70	82427
DeAustin, BJ	April 2014 Mileage	33.10	
Derrick, Trent	Expense Claim Reimbursement	307.89	82428
Dodson, Charles M., Atty	Legal Expenses 4/3 - 4/30/2014	258.20	
Dollar Tree	BASE/ Summer Program Supplies	200.00	82429
Draper, David	Expense Claim Reimbursement	94.00	82430
Ednetics	Tech Equipment, April 2014 Phones	17,902.57	82431
Ferguson Enterprises	Maint Supplies	76.63	82432
Follett School Solutions	Library Books	325.97	
Foster, Ashley	Expense Claim Reimbursement	64.00	82433
Foster, Trudy	April 2014 Mileage	61.85	
Friesen, Roger	Field Trip Meals 3/16 - 4/15/2014	10.00	82434
Gabiou, Amy	April 2014 Mileage	88.20	
Gerstenberger, Judy	Expense Claim Reimbursement	122.50	82435
Gerstenberger, Judy	April 2014 Mileage	19.95	
Ginter, Brian	Field Trip Meals 3/16 - 4/15/2014	15.00	82436
Graybar	Maint Supplies	481.18	
Hansen, Debbie	April 2014 Mileage	200.00	
Harlow's Bus Sales	Tran Supplies	418.22	82437
Harmon, Robert	Field Trip Meals 3/16 - 4/15/2014	25.00	82438
Harvest, Zachary	April 2014 Mileage	212.00	
Hayes, Aaron	April 2014 Mileage	55.80	
Herff Jones	Graduation Materials (THS)	1,026.00	82439
Herndon, Heidi	Expense Claim Reimbursement	26.00	
Hogan, Levi	Expense Claim Reimbursement	303.90	
Horizon	Maint Supplies	163.69	82440
Hudson, Diane	March-April 2014 Mileage, Reimb Webinar Registration	228.35	
Husky Trucks	Tran Supplies	1,508.28	82441
Husky Trucks	Services (Tran)	11,081.35	
Idaho State Tax Commission	Apr 14 Rotary/Ala Carte/Adult Meals Sales Tax	1,077.11	
Insight Investments	Tech Equipment	6,686.00	82442
ISB	Medicaid Administration Fee	201.40	82443
Isbell, Lee	April 2014 Mileage	257.70	
J & R Electronics	Tran/Maint Digital Radio Service May 2014	1,600.00	82444
Johnson, Brandi	Expense Claim Reimbursement	79.00	82445
Jostens	Graduation Supplies (LHS)	564.58	
Kannegaard, Judith	April 2014 Mileage	79.95	
Kimmel Athletic	Instructional Materials	81.36	82446
Kootenai County Solid Waste	March 2014 Garbage/Rgfuse Disposal Fees	3,560.90	82447
Kootenai Electric Cooperative	AE/GE Electricity 3/15 - 4/15/2014	4,663.90	82448

Kootenai Health Cash Team	March 2014 PT & OT Hours & Mileage	5,302.87	82449
Lakeland Sr High School	Reimburse Skills USA State Comp Advisors Lodging	178.00	82450
Larsen, Nancy	Field Trip Meals 3/16 - 4/15/2014	15.00	82451
Les Schwab Tires	Services (Tran)	228.27	82452
Livingston, Edward	Expense Claim Reimbursement	30.50	
Mason, Nancy	Lunch Credit Reimbursement	38.45	82453
McGuire Bearing	Maint Supplies	12.12	82454
McHatton, Daniel	Field Trip Meals 3/16 - 4/15/2014	10.00	82455
Merwin's Repair & Towing	Services (Tran)	250.00	82456
Midway Parts	Maint Equipment	8,203.60	82457
Midway Parts	Maint Supplies	786.37	
Miller, Molly	Expense Claim Reimbursement	64.00	82458
Morrison, Patty	Expense Claim Reimbursement	10.00	82459
Morrison, Patty	Expense Claim Reimbursement	10.00	
Murray, Brad	Expense Claim Reimbursement	291.00	82460
Murray, Brad	April 2014 Mileage	127.40	
Napa Auto Parts	Tran Supplies	1,318.83	82461
Napa Auto Parts	Tran Supplies	306.32	
Neilson, Terra	Field Trip Meals 3/16 - 4/15/2014	10.00	82462
North Kootenai Water District	TLE Fire/Water 3/15 - 4/15/2014	83.90	82463
O'Reilly Auto Parts	Tran Supplies	784.23	82464
O'Reilly Auto Parts	Tran Supplies	335.34	
Office Max	Office Supplies	169.99	82465
Oxarc	Maint Supplies, Services	93.45	
Palomin, Racheal	In-Lieu of Transportation 3/30 - 4/27/2014	383.05	82466
Paslay, Marilyn	February - April 2014 Mileage	204.65	
Perma-Bound	Library Books	1,516.45	82467
Perma-Bound	Library Books	269.43	
Peterson, Katherine	April 2014 Mileage	64.50	
Pettit, Corey	Expense Claim Reimbursement	101.00	82468
Platt	Maint Supplies	139.02	82469
Platt	Maint Supplies	406.18	
Post Falls Glass & Screen	Services (LJHS)	123.00	82470
Postmaster - Rathdrum	PO Box Annual Fee (GE)	112.00	
Postmaster - Spirit Lake	PO Box Annual Fee (THS)	112.00	
Pote, Sheila	April 2014 Mileage	126.75	
Progressive Printing	Office Supplies	108.00	
Ransier, Richard	Field Trip Meals 3/16 - 4/15/2014	5.00	82471
Rathdrum, City of	April 2014 Water/Sewer	3,911.22	
Raymond Handling Concepts	Services (FS)	629.56	82472
Reed, Scott	Field Trip Meals 3/16 - 4/15/2014	5.00	82473
Reigel, Lorraine	April 2014 Mileage	63.90	
Rice, Dee Ann	Field Trip Meals 3/16 - 4/15/2014	10.00	82474
Rodda Paint	Maint Supplies	36.13	82475
Royal Business Systems	Copier Use 3/30-4/29/2014, Office Supplies	4,086.26	82476
Russum, Wendy	Field Trip Meals 3/16 - 4/15/2014	5.00	82477
Schilling, Sherene	Expense Claim Reimbursement	5.50	82478
Sescilla, Mark	Expense Claim Reimbursement	85.00	82479
Sescilla, Mark	Expense Claim Reimbursement	66.00	
SL Start & Associates	Services (SPED/Parapro Behavior Intervention)	139.50	82480

Snijder, Teresa	Field Trip Meals 3/16 - 4/15/2014	15.00	82481
Spirit Lake, City of	April 2014 Water/Sewer	349.25	
Stein Bros	Instructional Materials	178.82	82482
Stein Bros	Instructional Materials	53.80	
Sun Rental	Services (Maint)	232.00	82483
Sun Valley	Lodging (ID Prevention Conference)	994.00	82484
Thorsness, Robi	Field Trip Meals 3/16 - 4/15/2014	20.00	82485
Timberlake High School	Reimbursement of Bus Charge for State Leadership Conf.	1,774.25	82486
Tinsley, Honey Jean	Expense Claim Reimbursement	45.00	82487
Tinsley, Honey Jean	April 2014 Mileage	76.50	
TLI Sewer	TLE May 2014 Sewer	617.50	82488
Toothaker, Johnathan	April 2014 Mileage	71.80	
Torgy's Novus Windshield Repair	Services (Tran)	195.00	82489
Torgy's Novus Windshield Repair	Services (Maint, Tran)	1,119.00	
Trans Pro	Services, Supplies (Tran)	1,874.79	82490
Unity School Bus Parts	Tran Supplies	153.95	82491
Vieira, Frank	Expense Claim Reimbursement	16.25	82492
Virco	Furniture (JBE)	2,498.28	82493
Washington-Halsted, Sarah	Services (iSTEM from Excellence Program)	2,000.00	82494
Welding Fabrication Services	Services (Tran)	70.00	82495
Western Mountain Bus Sales	Tran Supplies	122.31	
Western States Fire Protection	Services (THS)	1,601.84	82496
Whitworth University	Registration (Gifted Education/Spurway)	350.00	82497
Williams, Janine	Expense Claim Reimbursement	5.50	82498
Woolley, Trina	Field Trip Meals 3/16 - 4/15/2014	10.00	82499
Yager, Sheri	March - April 2014 In-Lieu of Transportation	90.00	
Ziegler Lumber	Maint Supplies	119.01	82500
		155,869.37	
	0430JM	(80,883.49)	
	0515JM	74,985.88	

# Lakeland Joint School District No. 272

Office of the Superintendent

P.O. Box 39

Rathdrum, ID 83858

Board of Trustees  
Regular School Board Meeting  
May 12, 2014

## Additional Bills

American Express	Shipping Fees, Library/Instr/STRIVE/SpEd/Tech/Title I Supplies, Furniture, Travel	8,050.69	84506
American Express	Instr/Tech/Library/Ofc/BASE Supplies, Furniture, Travel, Shipping Fee	12,227.32	84507
Bogie & Sons	Services (TLE)	16,425.00	84508
<del>Buena Vista Palace Resort &amp; Spa</del>	<del>Lodging (KTEC Resort Academy) VOIDED</del>	<del>430.45</del>	<del>84509</del>
Cenex Cooperative Supply	#2 Dyed Diesel	9,707.93	84510
Coeur d'Alene Garbage Service	Dumpster Dumping 4/1-30/2014	1,598.75	84511
Draper, David	Expense Claim Reimbursement	10.00	84512
Edwards Education Essentials	Registration (Incredibly Fun Visual Phonics Strategies)	94.00	84513
Fred Meyer/Kroger	SpEd Supplies	59.97	84514
Garrett, Chris	Registration (Evidence-Based Sports Enhancement/Kiefer)	179.00	84515
Horizon	Maint Supplies	379.54	84516
Hyatt Regency Bellevue	Lodging (Implementing the Common Core: Math)	509.08	84517
Lowe's	Maint Supplies	2,987.00	84518
Napa Auto Parts	Maint Supplies	69.38	84519
Norco	Instructional Materials	19.93	84520
Sawyer, Kim	Expense Claim Reimbursement	65.00	84521
Tanner, Diana	Expense Claim Reimbursement	65.00	84522
Verizon Wireless	Cell Phones 3/23 - 4/22/2014	1,815.34	84523
Visa	Tech/Instr Supplies, Registration (ID State Prevention & Support)	2,701.12	84524
American Express	Lodging (KTEC Resort Academy)	130.45	84525
Carey, Sarah	Advance (Twin Falls/LHS Golf)	915.00	84526
A Drug Free Alliance	DOT/Alcohol Testing (Tran)	555.00	
Alsco	Coverall Service	39.28	
Bellevue School District	Registration (AP US History Workshop/Zimmerman)	795.00	
Brown, Matthew	April 2014 Mileage	40.60	
Budget Blinds of North Spokane	Equipment (JBE)	304.00	
Burt's Music & Sound	Services (LJHS)	22.00	
Certified Laboratories	Maint Supplies	1,158.25	
Chartwells	April 2014 Food Service	125,066.50	
Herff Jones	Graduation Supplies (THS)	90.30	
Husky Trucks	Tran Supplies	72.86	
Insight Investments	Equipment (FS)	383.00	
Markerboard People, The	Instructional Supplies	225.00	
Napa Auto Parts	Tran Supplies	131.98	
O'Reilly Auto Parts	Tran Supplies	297.49	
OETC	Tech Licenses	340.00	
Perma-Bound	Library Books	164.57	

Sharum, Craig	Lunch Credit Reimbursement	34.00
Spear, Todd	Expense Claim Reimbursement	60.14
Super 1	Instructional Materials	48.80
Trans Pro	Services (Tran)	430.66
Western Mountain Bus Sales	Tran Supplies	192.13

**Avista 2013-14**

Bill Date	6/25/2013		7/25/2013		8/26/2013		9/25/2013		10/24/2013		11/18/2013	
	GAS	ELECTRIC	GAS	ELECTRIC	GAS	ELECTRIC	GAS	ELECTRIC	GAS	ELECTRIC	GAS	ELECTRIC
GE (105)	158.33		146.20		114.41		117.76		467.47		450.99	
MVAS (491)	240.96	513.65	138.79	359.66	117.25	283.82	108.37	458.36	420.19	592.50	919.55	674.56
MAINT (003)	15.48	188.11	6.01	167.10	4.29	172.34	4.29	175.29	25.92	209.73	61.93	254.65
TRAN (002)	49.89	650.35	12.04	181.87	4.29	192.58	4.29	222.99	126.83	593.29	257.17	918.49
JBE (101)	180.74	2,129.93	121.90	1,292.30	95.70	1,045.39	98.23	1,662.26	347.96	2,680.96	854.02	3,562.76
LJHS (201)	173.01	2,738.05	107.95	1,787.23	96.97	1,902.34	97.82	2,499.09	337.32	3,065.49	980.15	3,731.88
DO (001)	24.95	418.85	8.60	404.65	4.29	452.93	4.29	444.79	61.05	437.23	109.34	485.08
LJHS FBF (201)		10.10		10.10		10.10		10.10		73.33		47.19
LHS (301)	997.22	5,384.93	395.49	4,133.44	108.37	3,279.48	159.91	5,729.68	2,345.57	5,946.70	3,199.14	6,507.94
LHS FBF (301)		82.34		70.92		86.13		173.57		207.20		271.63
SLE (102)		1,965.68		1,135.08		1,030.78		1,535.75		2,200.43		3,087.87
AE (103)	23.85		4.25		4.25		5.10		81.66		217.80	
GARG HTR (002)		360.41		11.43		11.63		11.52		246.70		534.05
THS (401)	593.55	6,965.51	352.68	4,692.65	278.68	4,530.69	267.07	6,812.88	713.46	7,741.00	1,665.79	8,206.84
SOCCER FLD (005)										10.10		10.10
TLE (106)	971.99	3,074.56	324.77	2,116.18	106.47	1,573.94	137.84	2,414.37	671.48	2,858.55	1,370.23	3,289.43
TLE LITE (106)		20.63		20.45		22.14		23.27		25.31		28.55
FOOD SERV	236.60	1,212.17	132.04	880.89	135.83	890.90	217.02	1,281.65	373.05	1,368.16	536.33	1,389.65
THS GNRT (401)	192.74		85.17		43.87		75.71		103.61		384.53	
LJHS SIGN (201)						17.31		32.06		31.92		30.89
TJHS (202)	474.57	2,890.80	170.90	1,792.75	123.58	1,423.40	129.92	2,935.00	766.57	3,051.92	1,869.44	3,753.49
BKE (104)	158.65	1,434.49	124.01	826.69	121.90	755.93	124.43	1,186.29	172.78	1,568.05	489.24	1,939.14
<b>SUB TOTAL</b>	<b>\$4,492.53</b>	<b>\$30,040.56</b>	<b>\$2,130.80</b>	<b>\$19,883.39</b>	<b>\$1,360.15</b>	<b>\$17,681.83</b>	<b>\$1,552.05</b>	<b>\$27,608.92</b>	<b>\$7,014.92</b>	<b>\$32,908.57</b>	<b>\$13,365.65</b>	<b>\$38,724.19</b>
<b>TOTAL</b>	<b>\$34,533.09</b>		<b>\$22,014.19</b>		<b>\$19,041.98</b>		<b>\$29,160.97</b>		<b>\$39,923.49</b>		<b>\$52,089.84</b>	
CHECK DATE		7/12/2013		7/31/2013		9/13/2013		10/15/2013		10/31/2013		12/13/2013
Bill Date												
	GAS	ELECTRIC	GAS	ELECTRIC	GAS	ELECTRIC	GAS	ELECTRIC	GAS	ELECTRIC	GAS	ELECTRIC
GE (105)	724.51		656.13		696.53		615.72		414.47			
MVAS (491)	1,557.98	731.23	1,477.65	635.16	1,358.56	638.79	1,097.83	632.45	513.57	543.56		
MAINT (003)	156.76	357.51	116.79	412.50	361.70	180.00	105.63	328.04	66.58	245.38		
TRAN (002)	589.05	1,185.59	534.20	937.62	502.60	1,281.98	396.61	1,127.68	232.06	885.73		
JBE (101)	1,661.56	5,726.96	1,559.39	5,231.02	1,565.73	5,473.99	1,316.28	5,028.66	717.63	3,504.34		
LJHS (201)	2,291.54	4,980.69	2,021.65	5,104.81	1,992.76	5,310.38	1,576.30	5,081.17	882.20	3,822.31		
DO (001)	262.74	505.46	247.86	482.17	273.89	487.48	193.01	475.31	88.89	434.56		
LJHS FBF (201)		10.10		10.10		10.10		10.10		10.10		
LHS (301)	5,413.22	7,147.63	4,211.05	6,632.67	4,962.93	7,232.34	4,082.80	7,241.09	2,418.37	6,243.12		
LHS FBF (301)		45.23		49.14		37.42		45.23		80.37		
SLE (102)		5,069.68		4,895.74		5,470.27		4,635.22		3,312.24		
AE (103)	429.50		493.01		533.51		474.61		227.92			
GARG HTR (002)		716.36		682.15		818.40		797.66		539.79		
THS (401)	3,586.71	9,723.74	2,784.80	8,739.63	3,504.27	9,436.93	2,486.02	8,466.44	1,504.43	7,420.30		
SOCCER FLD (005)		10.10		10.10		10.10		10.10		10.10		
TLE (106)	3,457.02	4,293.92	3,415.85	3,459.69	3,120.73	3,863.03	3,309.80	3,812.92	1,864.89	3,473.98		
TLE LITE (106)		29.71		31.06		26.91		25.17		24.20		
FOOD SERV	1,130.95	1,408.94	1,121.79	1,259.66	1,250.74	1,344.90	947.74	1,425.87	720.77	1,236.36		
THS GNRT (401)	695.96		719.20		646.69		554.65		328.74			
LJHS SIGN (201)		33.13		32.84		30.11		30.40		31.66		
TJHS (202)	3,694.53	5,184.10	3,320.35	4,875.14	4,645.83	5,333.81	3,199.14	4,891.21	1,710.89	3,932.77		
BKE (104)	1,507.95	2,346.68	1,072.47	1,824.66	1,123.91	2,016.95	915.32	2,007.36	549.67	1,648.07		
<b>SUB TOTAL</b>	<b>\$27,159.98</b>	<b>\$49,506.76</b>	<b>\$23,752.19</b>	<b>\$45,305.86</b>	<b>\$26,540.38</b>	<b>\$49,003.89</b>	<b>\$21,271.46</b>	<b>\$46,072.08</b>	<b>\$12,241.08</b>	<b>\$37,398.94</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>TOTAL</b>	<b>\$76,666.74</b>		<b>\$69,058.05</b>		<b>\$75,544.27</b>		<b>\$67,343.54</b>		<b>\$49,640.02</b>		<b>\$0.00</b>	
CHECK DATE		1/15/2013		2/14/2014		3/14/2014		4/15/2014		5/15/2014		
GAS	100 661000 333 ??? 000		FOOD SERV 290 710000 333 000 0		ELECTRIC 100 661000 332 ??? 000		FOOD SERV 290 710000 332 000 00					

Bar Circle "S" Water 100 661000 331 105 000 Garwood

	Irrigation					CHECK	INVOICE
Date	Reading		Reading		TOTAL	DATE	NUMBER
July 2012	51646900	324.45	2264300	27.43	\$351.88	7/13/2012	JUNE 12 WATER
Aug 2012	52530400	1,551.67	2268700	27.43	\$1,579.10	8/15/2012	JULY 12 WATER
Sept 2012	53325900	1,398.55	2272000	27.43	\$1,425.98	9/14/2012	AUG 12 WATER
Oct 2012	53951000	1,102.05	2297700	59.10	\$1,161.15	10/12/2012	SEPT 12 WATER
Nov 2012	54139100	341.67	2325500	62.75	\$404.42	11/15/2012	OCT 12 WATER
Dec 2012	53951000*	27.43	2297700*	27.43	\$54.86	12/14/2012	NOV 12 WATER
Jan 2013			2325500	27.43	\$27.43	1/15/2013	DEC 12 WATER
Feb 2013			2325500E	27.43	\$27.43	2/15/2013	JAN 13 WATER
Mar 2013			---	27.43	\$27.43	3/15/2013	FEB 13 WATER
April 2013			2445800	171.50	\$171.50	4/12/2013	MAR 13 WATER
May 2013	54139800	27.43	2466700	50.75	\$78.18	5/15/2013	APR 13 WATER
June 2013	54344600	370.73	2494800	63.27	\$434.00	6/14/2013	MAY 13 WATER
					<b>\$5,743.36</b>		
July 2013		319.05		37.52	Bills not received		
Aug 2013	55180700	1,164.52	2538300	66.93	1588.02	8/15/2013	JUN/JUL 13 WATER
Sept 2013	55836800	1,155.99	2555800	44.83	1200.82	9/13/2013	AUG 13 WATER
Oct 2013	56467200	1,111.28	2583200	62.06	1173.34	10/15/2013	SEPT 13 WATER
Nov 2013	N/A	27.43	N/A	27.43	54.86	11/15/2013	OCT 13 WATER
Dec 2013			N/A	27.43	27.43	12/13/2013	NOV 13 WATER
Jan 2014			N/A	27.43	27.43	1/15/2014	DEC 13 WATER
Feb 2014			N/A	27.43	27.43	2/14/2014	JAN 14 WATER
Mar 2014			N/A	27.43	27.43	3/14/2014	FEB 14 WATER
April 2014	56478300	27.43	2726100	197.78	225.21	4/15/2014	MAR 14 WATER
May 2014	56483300	27.43	2750900	57.53	84.96	5/15/2014	APR 14 WATER
June 2014							
					<b>\$4,436.93</b>		
July 2014							
Aug 2014							
Sept 2014							
Oct 2014							
Nov 2014							
Dec 2014							
Jan 2015							
Feb 2015							
Mar 2015							
April 2015							
May 2015							
June 2015							
do not pay shaded areas			*bill shows wrong reading - they'll check with their programmer to correct				

CITY OF ATHOL 100 661000 331 103 000 683-2101							
C-0010			C-0011			CHECK	INVOICE
DATE	READING		READING		TOTAL	DATE	NUMBER
JULY 2012	2069	\$35.00	1723	\$35.00	\$70.00	8/9/2012	JULY 12
AUG 2012	2089	\$35.00	1751	\$35.00	\$70.00	8/9/2012	AUG 12
SEPT 2012	2089	\$35.00	1751	\$35.00	\$70.00	9/14/2012	SEPT 12
OCT 2012	2131	\$35.00	1807	\$47.10	\$82.10	10/12/2012	OCT 12
NOV 2012	2131E	\$35.00	1807E	\$35.00	\$70.00	11/15/2012	NOV 12
DEC 2012	2131E	\$35.00	1807E	\$35.00	\$70.00	12/14/2012	DEC 12
JAN 2013	2131E	\$35.00	1807E	\$35.00	\$70.00	1/15/2013	JAN 13
FEB 2013	2131	\$35.00	1807	\$35.00	\$70.00	1/31/2013	FEB 13
MAR 2013	2131E	\$35.00	1807E	\$35.00	\$70.00	3/15/2013	MAR 13
APR 2013	2131	\$35.00	1807	\$35.00	\$70.00	4/12/2013	APR 13
MAY 2013	2195	\$35.00	1825	\$35.00	\$70.00	5/15/2013	MAY13
JUNE 2013	2208	\$35.00	1827	\$35.00	\$70.00	6/14/2013	JUN 13
		\$420.00		\$432.10	\$852.10		
<b> </b>							
JULY 2013	2223	\$35.00	1844	\$35.00	\$70.00	7/12/2013	JUL 13
AUG 2013	2251	\$35.00	1876	\$35.00	\$70.00	8/15/2013	AUG 13
SEPT 2013	2287	\$35.00	1914	\$35.00	\$70.00	9/13/2013	SEPT 13
OCT 2013	2300	\$35.00	1941	\$35.00	\$70.00	10/15/2013	OCT 13
NOV 2013	2310E	\$35.00	1963E	\$35.00	\$70.00	11/15/2013	NOV 13
DEC 2013	2310E	\$35.00	1963E	\$35.00	\$70.00	12/13/2013	DEC 13
JAN 2014	2300	\$35.00	1941	\$35.00	\$70.00	1/15/2014	JAN 14
FEB 2014	2300E	\$35.00	1941E	\$35.00	\$70.00	2/14/2014	FEB 14
MAR 2014	2300	\$35.00	1941	\$35.00	\$70.00	3/14/2014	MAR 14
APR 2014	2300	\$35.00	1941	\$35.00	\$70.00	4/15/2014	APR 14
MAY 2014	2300	\$35.00	1941	\$35.00	\$70.00	5/15/2014	MAY 14
JUNE 2014							
		\$385.00		\$385.00	\$770.00		
<b> </b>							
JULY 2014							
AUG 2014							
SEPT 2014							
OCT 2014							
NOV 2014							
DEC 2014							
JAN 2015							
FEB 2015							
MAR 2015							
APR 2015							
MAY 2015							
JUNE 2015							

City of Rathdrum Accounts (Water 100 661000 331 ??? 000) (Sewer 100 661000 335 080 000) 687-0261													
2013-14		WATER	SEWER	WATER	SEWER	WATER	SEWER	WATER	SEWER	WATER	SEWER	WATER	SEWER
DO (001)	7.1640.1	24.50	42.40	24.50	42.40	24.50	42.40	24.50	42.40	24.50	45.40	24.50	45.40
TRAN (002)	7.1660.1	28.50	56.54	28.50	42.40	28.50	42.40	30.45	91.87	28.50	45.40	28.50	45.40
Food Serv	7.1610.1	46.50	42.40	54.95	162.54	55.60	169.61	60.15	219.08	46.50	45.40	46.50	45.40
JBE (101)	7.1620.1	56.90	183.74	80.30	438.15	88.10	522.96	69.25	318.02	46.50	45.40	46.50	45.40
JBE Annex(101)	7.1630.1	46.50	42.40	46.50	42.40	46.50	42.40	48.45	91.87	46.50	45.40	46.50	45.40
BKE (104)	7.1580.1	64.50	42.40	64.50	42.40	64.50	63.60	72.30	155.47	64.50	45.40	64.50	45.40
BKE Irrig (104)	4.1585.1	727.45		888.00		728.75		105.40					
LJHS (201)	7.1670.1	93.75	388.69	132.75	812.71	158.10	1,088.32	106.10	522.96	64.50	45.40	64.50	45.40
LJHS Field (013)	4.1650.1	199.00		287.40		305.60		89.80					
LHS (301)	7.1570.1	70.35	134.27	75.55	190.81	84.00	282.68	96.35	416.95	64.50	45.40	64.50	45.40
LHS Irrig (007)	4.0616.1	79.00		79.00		79.00		79.00					
LHS Field (008)	4.1600.1	121.00		644.90		224.35		43.00					
LHS FBF RR	7.0002.1		42.40		42.40		42.40		42.40		45.40		45.40
MVAS (491)	7.1590.1	72.50	643.10	199.90	3,335.62	129.70	113.07	71.20	197.88	46.50	45.40	46.50	45.40
Soccer Fld (005)	4.0000.1	71.60		126.20		101.50		51.45					
		1,702.05	\$1,618.34	\$2,732.95	\$5,151.83	\$2,118.70	\$2,409.84	\$947.40	\$2,098.90	\$432.50	\$454.00	432.50	454.00
			<b>\$3,320.39</b>		<b>\$7,884.78</b>		<b>\$4,528.54</b>		<b>\$3,046.30</b>		<b>\$886.50</b>		<b>886.50</b>
invoice #		JULY 13 WATER/SEWER		AUG 13 WATER/SEWER		SEPT 13 WATER/SEWER		OCT 13 WATER/SEWER		NOV 13 WATER/SEWER		DEC 13 WATER/SEWER	
		WATER	SEWER	WATER	SEWER	WATER	SEWER	WATER	SEWER	WATER	SEWER	WATER	SEWER
DO (001)	7.1640.1	24.50	45.40	24.50	45.40	24.50	45.40	24.50	45.40				
TRAN (002)	7.1660.1	28.50	45.40	28.50	45.40	51.90	474.69	29.80	91.39				
Food Serv	7.1610.1	46.50	45.40	46.50	45.40	83.55	635.68	60.80	244.71				
JBE (101)	7.1620.1	46.50	45.40	46.50	45.40	46.50	45.40	118.00	1,072.64				
JBE Annex(101)	7.1630.1	46.50	45.40	46.50	45.40	46.50	45.40	46.50	99.06				
BKE (104)	7.1580.1	64.50	45.40	64.50	45.40	64.50	45.40	97.00	612.68				
BKE Irrig (104)	4.1585.1							43.00					
LJHS (201)	7.1670.1	64.50	45.40	64.50	45.40	165.25	1,386.95	90.50	382.70				
LJHS Field (013)	4.1650.1							43.00					
LHS (301)	7.1570.1	64.50	45.40	64.50	45.40	189.95	1,678.25	87.25	344.37				
LHS Irrig (007)	4.0616.1							79.00					
LHS Field (008)	4.1600.1							54.05					
LHS FBF RR	7.0002.1		45.40		45.40		45.40		45.40				
MVAS (491)	7.1590.1	46.50	45.40	46.50	45.40	53.65	283.04	49.75	106.72				
Soccer Fld (005)	4.0000.1							43.00					
		432.50	\$454.00	\$432.50	\$454.00	\$726.30	\$4,685.61	\$866.15	\$3,045.07	0.00	0.00	0.00	0.00
			<b>\$886.50</b>		<b>\$886.50</b>		<b>\$5,411.91</b>		<b>\$3,911.22</b>		<b>0.00</b>		<b>0.00</b>
invoice #		JAN 14 WATER/SEWER		FEB 14 WATER/SEWER		MAR 14 WATER/SEWER		APR 14 WATER/SEWER		MAY 14 WATER/SEWER		JUN 14 WATER/SEWER	
Food Serv Water Account #290 710000 331 000 000				Sewer Account #290 710000 335 000 000				inv # is June ?? water/sewer					
10/10/2013		\$9287.62 refund for MVAS overcharge 5/2012-8/2013 R#17725											

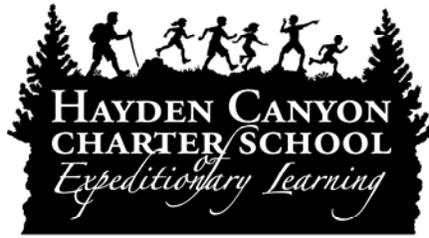
**City of Spirit Lake (Water 100 661000 331 ??? 000) (Sewer 100 661000 335 090 000) 623-2131 Barbara**

2013-14		WATER	SEWER	WATER	SEWER	WATER	SEWER	WATER	SEWER	WATER	SEWER	WATER	SEWER
SLE (102)	9.01	113.50		211.00		16.00		802.25		16.00		16.00	
SLE (102)	10.01	16.00	26.00	16.00	26.00	16.00	26.00	16.00	26.00	16.00	26.00	16.00	26.00
THS Main (401)	581.01	37.25	73.66	31.00	26.00	31.00	26.00	38.50	78.00	31.00	26.00	58.50	199.33
THS Irrigation (009)	606.01	16.00		16.00		16.00		16.00		16.00		16.00	
THS Irrigation (009)	615.01	16.00		23.50		22.25		18.50		16.00		16.00	
THS Conc (401)	616.01	16.00	26.00	16.00	26.00	16.00	26.00	16.00	26.00	16.00	26.00	16.00	26.00
TJHS (202)	685.01	37.25	125.66	16.00	26.00	16.00	52.00	31.00	104.00	16.00	26.00	31.00	156.00
TJHS Irrigation (010)	715.01	604.75		1,553.50		1,622.25		838.50		16.00		16.00	
		856.75	251.32	1,883.00	104.00	1,755.50	130.00	1,776.75	234.00	143.00	104.00	185.50	407.33
			<b>1,108.07</b>		<b>1,987.00</b>		<b>1,885.50</b>		<b>2,010.75</b>		<b>247.00</b>		<b>592.83</b>
Invoice Number		JUL 13 WATER/SEWER		AUG 13 WATER/SEWER		SEPT 13 WATER/SEWER		OCT 13 WATER/SEWER		NOV 13 WATER/SEWER		DEC 13 WATER/SEWER	
		WATER	SEWER	WATER	SEWER	WATER	SEWER	WATER	SEWER	WATER	SEWER	WATER	SEWER
SLE (102)	9.01	16.00		16.00		16.00		16.00		16.00			
SLE (102)	10.01	16.00	26.00	16.00	26.00	16.00	26.00	16.00	26.00	16.00	26.00		
THS Main (401)	581.01	38.50	78.00	38.50	78.00	41.00	86.66	47.25	108.33	38.50	78.00		
THS Irrigation (009)	606.01	16.00		16.00		16.00		16.00		16.00			
THS Irrigation (009)	615.01	16.00		16.00		16.00		16.00		16.00			
THS Conc (401)	616.01	16.00	26.00	16.00	26.00	16.00	26.00	16.00	26.00	16.00	26.00		
TJHS (202)	685.01	17.25	56.33	18.50	60.66	21.00	69.33	22.25	73.66	19.75	65.00		
TJHS Irrigation (010)	715.01	16.00		16.00		16.00		16.00		16.00			
		151.75	186.33	153.00	190.66	158.00	207.99	165.50	233.99	154.25	195.00	0.00	0.00
			<b>338.08</b>		<b>343.66</b>		<b>365.99</b>		<b>399.49</b>		<b>349.25</b>		<b>0.00</b>
Invoice Number		JAN 14 WATER/SEWER		FEB 14 WATER/SEWER		MAR 14 WATER/SEWER		APR 14 WATER/SEWER		MAY 14 WATER/SEWER			

<b>KOOTENAI ELECTRIC</b>												
<b>FY 2011-12</b>												
	6/8/11 -	7/8/11-	8/8/11-	9/10/11-	10/11/11-	11/12/11-	12/13/11-	1/14/12-	2/15/12-	3/15/12-	4/15/12-	5/15/12-
	7/8/2011	8/8/2011	9/10/2011	10/11/2011	11/12/2011	12/13/2011	1/14/2012	2/15/2012	3/15/2012	4/15/2012	5/15/2012	6/15/2012
103 AE	785.63	637.89	959.82	1,616.21	2,704.07	3,406.30	3,246.38	3,566.24	3,086.08	2,625.80	2,085.55	1,591.43
Mtr 5968959	33.83	40.89	39.72	49.13	51.66	81.94	85.05	81.46	75.58	71.17	60.96	57.29
Mtr 4113124	739.44	584.64	907.74	1,554.72	2,640.05	3,312.00	3,148.97	3,472.42	2,998.14	2,542.27	2,012.23	1,521.78
Sec Light	12.36	12.36	12.36	12.36	12.36	12.36	12.36	12.36	12.36	12.36	12.36	12.36
105 GE	785.58	509.16	885.42	1,359.08	2,007.23	2,601.54	2,682.92	2,959.65	2,576.88	2,299.62	1,559.27	1,288.86
<b>PAID</b>	<b>1,571.21</b>	<b>1,147.05</b>	<b>1,845.24</b>	<b>2,975.29</b>	<b>4,711.30</b>	<b>6,007.84</b>	<b>5,929.30</b>	<b>6,525.89</b>	<b>5,662.96</b>	<b>4,925.42</b>	<b>3,644.82</b>	<b>2,880.29</b>
ck date	7/29/2011	8/31/2011	9/30/2011	10/31/2011	11/30/2011	12/31/2011	1/31/2012	2/29/2012	40,998.00	4/30/2012	5/31/2012	6/29/2012
<b>FY 2012-13</b>												
	6/15/12-	7/15/12-	8/15/12-	9/15/12-	10/15/12-	11/15/12-	12/15/12-	1/15/13-	2/15/13-	3/15/13-	4/15/13-	5/15/13-
	7/15/2012	8/15/2012	9/15/2012	10/15/2012	11/15/2012	12/15/2012	1/15/2013	2/15/2013	3/15/2013	4/15/2013	5/15/2013	6/15/2013
103 AE	812.22	796.61	1,159.43	1,727.01	2,625.19	2,814.20	3,162.16	3,397.66	2,778.61	2,092.84	1,899.94	1,562.07
Mtr 5968959	50.03	46.35	45.45	44.72	59.33	62.85	66.68	54.92	45.45	75.82	65.37	63.25
Mtr 4113124	749.83	737.90	1,101.62	1,669.93	2,553.50	2738.99	3083.12	3330.38				
Mtr 83699138								installed 2/26/13	2,720.80	2004.66	1822.21	1486.46
Sec Light	12.36	12.36	12.36	12.36	12.36	12.36	12.36	12.36	12.36	12.36	12.36	12.36
105 GE	600.93	558.98	973.62	1,156.01	1,588.64	2,038.21	2,276.77	2,485.96	2,022.89	1,817.46	1,535.69	1,125.03
<b>PAID</b>	<b>1,413.15</b>	<b>1,355.59</b>	<b>2,133.05</b>	<b>2,883.02</b>	<b>4,213.83</b>	<b>4,852.41</b>	<b>5,438.93</b>	<b>5,883.62</b>	<b>4,801.50</b>	<b>3,910.30</b>	<b>3,435.63</b>	<b>2,687.10</b>
ck date	7/31/2012	8/31/2012	9/28/2012	10/31/2012	11/30/2012	12/31/2012	1/31/2013	2/28/2013	3/29/2013	4/30/2013	5/30/2013	6/28/2013
<b>FY 2013-14</b>												
	6/15/13-	7/15/13-	8/15/13-	9/15/13-	10/15/13-	11/15/13-	12/15/13-	1/15/14-	2/15/14-	3/15/14-		
	7/15/2013	8/15/2013	9/15/2013	10/15/2013	11/15/2013	12/15/2013	1/15/2014	2/15/2014	3/15/2014	4/15/2014		
103 AE	939.57	942.13	1,263.74	1,883.76	2,876.56	3,678.53	3,273.53	3,705.63	3,186.83	2,647.16	0.00	0.00
Mtr 5968959	55.49	64.23	65.86	73.86	88.55	92.04	95.52	105.64	89.40	85.83		
Mtr 83699138	871.72	865.54	1185.52	1797.54	2774.48	3572.96	3164.48	3586.46	3,083.90	2,547.80		
Sec Light	12.36	12.36	12.36	12.36	13.53	13.53	13.53	13.53	13.53	13.53		
105 GE	673.49	778.46	1,113.87	1,347.93	1,921.22	2,650.10	2,612.42	2,875.46	2,412.02	2,016.74		
<b>PAID</b>	<b>1,613.06</b>	<b>1,720.59</b>	<b>2,377.61</b>	<b>3,231.69</b>	<b>4,797.78</b>	<b>6,328.63</b>	<b>5,885.95</b>	<b>6,581.09</b>	<b>5,598.85</b>	<b>4,663.90</b>	<b>0.00</b>	<b>0.00</b>
ck date	7/31/2013	8/30/2013	9/30/2013	10/31/2013	11/26/2013	12/31/2013	1/31/2014	2/28/2014	3/31/2014	4/30/2014		
						18						
<b>100 661000 332 ??? 000</b>												

North Kootenai Water District (Twin Lakes Elementary School)							
100 661000 331 106 000							
	<b>Meter #</b>				<b>Account #</b>		
	<b>5367855</b>				<b>1036541-01</b>		
	Start Read	End Read	Consumption	Charges	Charges	Check Amt	Check Date
July 2013	173968	183052	908400	2,087.32	40.00	2,127.32	7/31/2013
Aug 2013	183052	191038	798600	1,834.78	40.00	1,874.78	8/30/2013
Sept 2013	191038	199925	888700	2,042.01	40.00	2,082.01	9/30/2013
Oct 2013	199925	203431	350600	804.38	40.00	844.38	10/31/2013
Nov 2013	203431	203609	17800	50.50	40.00	90.50	11/26/2013
Dec 2013	203609	203773	16400	48.40	40.00	88.40	12/31/2013
Jan 2014	203773	203857	8400	36.40	40.00	76.40	1/31/2014
Feb 2014	203857	204045	18800	52.00	40.00	92.00	2/28/2014
Mar 2014	204045	204158	11300	40.75	40.00	80.75	3/31/2014
April 2014	204158	204292	13400	43.90	40.00	83.90	4/30/2014
May 2014							
June 2014							
						7,440.44	
	<b>Meter #</b>				<b>Account #</b>		
	<b>5367855</b>				<b>1036541-01</b>		
	Start Read	End Read	Consumption	Charges	Charges	Check Amt	Check Date
July 2014							
Aug 2014							
Sept 2014							
Oct 2014							
Nov 2014							
Dec 2014							
Jan 2015							
Feb 2015							
Mar 2015							
Apr 2015							
May 2015							
June 2015							

TLI SEWER, LLC			
TLE SEWER CHARGES 100 661000 335 095 000			
	AMOUNT	CK DATE	INV #
JULY 11	549.25	7/1/2011	TLE JULY 11 SEWER
AUG 11	549.25	7/29/2011	TLE AUG 11 SEWER
SEP 11	549.25	9/7/2011	TLE SEPT 11 SEWER
OCT 11	549.25	9/30/2011	TLE OCT 11 SEWER
NOV 11	549.25	10/31/2011	TLE NOV 11 SEWER
DEC 11	549.25	11/30/2011	TLE DEC 11 SEWER
JAN 12	585.00	12/30/2011	TLE JAN 12 SEWER
FEB 12	585.00	2/7/2012	TLE FEB 12 SEWER
MAR 12	585.00	2/29/2012	TLE MAR 12 SEWER
APR 12	585.00	3/30/2012	TLE APR 12 SEWER
MAY 12	585.00	4/30/2012	TLE MAY 12 SEWER
JUNE 12	585.00	5/31/2012	TLE JUNE 12 SEWER
	6,805.50		
	AMOUNT	CK DATE	INV #
JULY 12	585.00	6/29/2012	TLE JULY 12 SEWER
AUG 12	585.00	7/31/2012	TLE AUG 12 SEWER
SEP 12	585.00	8/31/2012	TLE SEPT 12 SEWER
OCT 12	585.00	9/28/2012	TLE OCT 12 SEWER
NOV 12	585.00	10/31/2012	TLE NOV 12 SEWER
DEC 12	585.00	11/30/2012	TLE DEC 12 SEWER
JAN 13	598.00	12/31/2012	TLE JAN 13 SEWER
FEB 13	598.00	1/31/2013	TLE FEB 13 SEWER
MAR 13	598.00	3/12/2013	TLE MAR 13 SEWER
APR 13	598.00	3/29/2013	TLE APR 13 SEWER
MAY 13	598.00	4/30/2013	TLE MAY 13 SEWER
JUNE 13	598.00	5/31/2013	TLE JUNE 13 SEWER
	7,098.00		
	AMOUNT	CK DATE	INV #
JULY 13	598.00	7/1/2013	TLE JULY 13 SEWER
AUG 13	598.00	7/31/2013	TLE AUG 13 SEWER
SEP 13	598.00	8/30/2013	TLE SEPT 13 SEWER
OCT 13	598.00	9/30/2013	TLE OCT 13 SEWER
NOV 13	598.00	10/31/2013	TLE NOV 13 SEWER
DEC 13	598.00	11/26/2013	TLE DEC 13 SEWER
JAN 14	617.50	12/31/2013	TLE JAN 14 SEWER
FEB 14	617.50	1/31/2014	TLE FEB 14 SEWER
MAR 14	617.50	2/28/2014	TLE MAR 14 SEWER
APR 14	617.50	3/31/2014	TLE APR 14 SEWER
MAY 14	617.50	4/30/2014	TLE MAY 14 SEWER
JUNE 14			
	6,675.50		



May 8, 2014

Mr. Tom Taggart  
Director of Business and Operations  
Lakeland School District No. 272  
15506 N. Washington St.  
Rathdrum, Idaho 83858  
via email

Re: Proposed Hayden Canyon Charter School

Dear Tom,

Thank you for the opportunity to be on the agenda for the Lakeland School District Board Meeting on May 8, 2014 regarding the proposed Hayden Canyon Charter School. The State Department of Education has reviewed our draft charter petition and completed the Sufficiency Review process. Their letter and completed Sufficiency Review form is included in the appendices. The next step is to submit the petition to the local school district to consider authorization, which is the Lakeland School District because the proposed location for the school is within its boundaries.

Hayden Canyon Charter School is proposed for grades K – 8 and is intended to be affiliated with Expeditionary Learning, which is the curriculum at three other Idaho charter schools: Anser Charter School near Boise, Palouse Prairie School in Moscow and Pocatello Community Charter School. Expeditionary Learning is taught in over 160 schools in 33 states, and emphasizes a collaborative, hands-on, project based approach.

The proposed school is not intended as competition, but rather as complimentary to existing public schools. The proposed school will help accommodate future growth in the area, instead of being a burden to surrounding schools. The land for the proposed school would be donated by Hayden Canyon, a master planned community located in the northeast portion of the city of Hayden, which lies on the border between the Lakeland and Coeur d Alene School Districts. Students will be able to attend the new school within their neighborhood, rather than having to attend existing schools in two separate districts outside the area. Since public charter schools are responsible for generating the cost of their facilities themselves, taxpayers would not be burdened to pass a bond initiative to fund its construction.

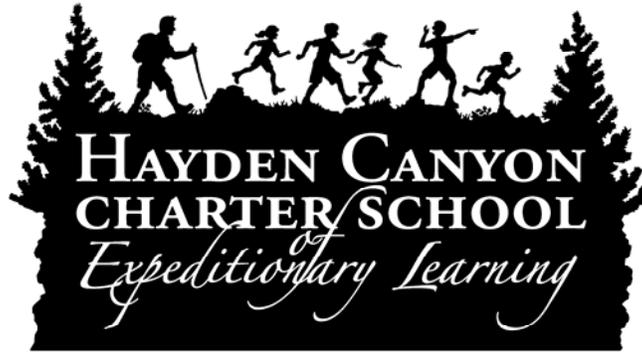
We are seeking independent Local Education Agency (LEA) status. It is our understanding, according to Idaho Code Section 335205 1.C, there are three possible options for the Board in considering authorization. They are: 1) approve the petition; 2) deny the petition; 3) refer it to the Idaho State Public Charter School Commission. If the Board is not interested in authorization, then we would respectfully request referral to the Public Charter School Commission.

We appreciate the Lakeland School District taking time to consider our petition; please do not hesitate to contact me with any questions or comments. We look forward to seeing you on May 12th.

Best regards,

A handwritten signature in black ink, appearing to read 'G. Lanker', with a long horizontal flourish extending to the right.

Glen Lanker, Chairman  
Hayden Canyon Charter School Board



## SUFFICIENCY REVIEW SUBMITTAL COVER PAGE

Proposed Charter School Name: Hayden Canyon Charter School

District Location: Lakeland School District

Proposed Physical Location: 13782 N. Government Way  
Hayden, ID 83835

Authorized Representative: Glen Lanker  
1029 E. Shadow Wood Lane  
Coeur d' Alene, ID 83815  
208.667.5557  
[glanker@artios.biz](mailto:glanker@artios.biz)

Alternate Contact: Terry Wright  
10217 Cedar Court  
Hayden, ID 83835  
208.699.4352  
[terrytrainerwright@hotmail.com](mailto:terrytrainerwright@hotmail.com)

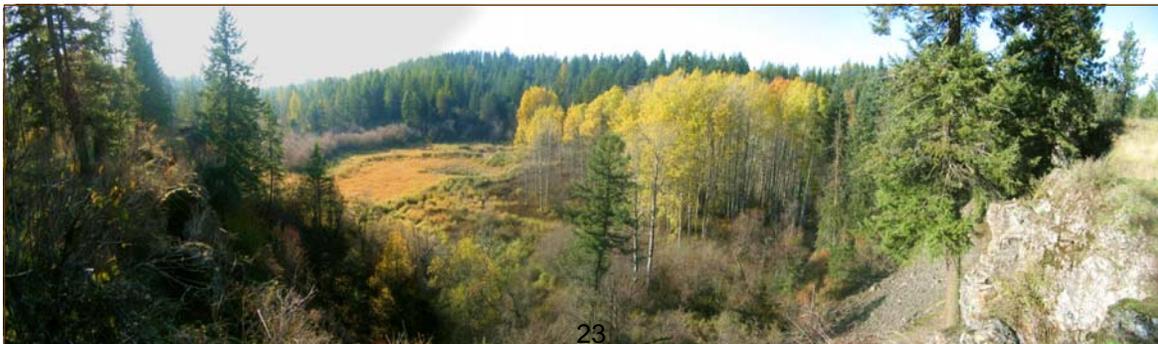
Proposed Opening Date: Fall of the 2015 - 2016 School Year

Proposed Grade Levels: K - 8

Initial Enrollment Goal: 276 Students in Grades K - 5

Focus of School: Expeditionary Learning

Date Submitted for Review: 8/7/13, 12/3/13, 2/14/14



## TABLE OF CONTENTS

<b>TAB 1 Vision, Mission and Legal Status .....</b>	<b>5-7</b>
A. Vision and Mission Statements .....	5
B. Executive Summary .....	5
C. Legal Status.....	6
<b>TAB 2 Proposed Operations .....</b>	<b>8-11</b>
A. School Facilities .....	8
1. Location/Attendance Area.....	8
2. Facility Plan.....	8
B. Operations.....	9
1. Grade Range .....	9
2. Commencement of School Operations.....	9
3. Administrative Services.....	9
4. Non-Instructional Operations .....	10
<b>TAB 3 Educational Program and School Goals.....</b>	<b>12-35</b>
A. Definition of "Educated Person" .....	12
B. How Learning Best Occurs.....	14
C. Educational Program, Philosophy, and Goals .....	15
1. Underlying Scope and Purpose.....	15
2. Instructional Methods .....	22
D. Manner in Which Special Education Services Will be Provided .....	31
E. Manner in Which Gifted and Talented Students Will be Served.....	33
F. Manner in Which Limited English Proficiency Services Will be Provided .....	34
G. Plan for Dual Enrollment Participation .....	35
<b>TAB 4 Measurable Standards, Accreditation, and Accountability.....</b>	<b>36-39</b>
A. Measurable Student Educational Standards .....	36
1. Standard 1 .....	36
2. Standard 2 .....	36
3. Standard 3 .....	37
B. Standardized Testing.....	37
1. Statewide Assessments .....	37
2. Additional Assessments.....	25
3. Reporting of Student Test Results.....	37
4. Annual Reports to Idaho State Board of Education and ACE.....	37
D. Accreditation .....	37
E. Student Achievement .....	38
F. Plan for Improvement per ESEA .....	39
G. Middle Level Credit and Advancement.....	39
<b>TAB 5 Government Structure, Parental Involvement, Audits.....</b>	<b>40-44</b>
A. Governance Structure .....	40
B. Ethical Standards of Governance.....	41
C. Parental Involvement .....	41
1. In Governance.....	41
2. Daily Involvement at HCCSEL.....	42

D. Staff Involvement in Governance.....	42
E. Charter School Financial and Programmatic Operations.....	43
1. Annual Reports.....	43
2. Annual Budget.....	43
3. Financial Audits.....	43
4. Other Reports.....	44
<b>TAB 6 Employee Requirements .....</b>	<b>45-56</b>
A. Personnel .....	45
1. Administration.....	45
2. Instructional Director.....	46
3. Staff Members .....	47
B. Transfer Rights .....	49
C. Employee Benefits.....	49
D. Collective Bargaining.....	49
E. Certified Teachers Shall Be Considered Public School Teachers .....	49
F. Evaluation of Teachers.....	50
G. Plan to Meet Requirements.....	50
H. Evaluation of Instructional Director.....	50
I. Criminal History Check .....	50
J. Health and Safety of Students and Staff .....	50
K. School Disciplinary Procedures.....	51
L. Internet Safety .....	56
<b>TAB 7 Admissions, Discipline, Student Policies.....</b>	<b>57-63</b>
A. Admissions .....	57
1. Attendance Area .....	57
2. Admission Procedures .....	57
3. Enrollment .....	59
4. Attendance Requirements.....	61
B. Student Policies.....	62
1. Internet Access and Use Provisions.....	62
2. Student Handbook.....	63
<b>TAB 8 Business Plan, Transportation, School Lunch .....</b>	<b>64-69</b>
A. Business Plan.....	64
1. Business Description .....	64
2. Marketing Plan .....	64
3. Management Plan .....	65
4. Financial Plan .....	66
5. Expenditures .....	67
6. Financial Operations.....	68
7. Pre-Opening Timeline .....	68
B. Transportation .....	68
C. Food Services .....	69

<b>TAB 9 Virtual School .....</b>	<b>70</b>
<b>TAB 10 Business Arrangements, Community Involvement, School Closure .....</b>	<b>71-75</b>
A. Business Arrangements and Community Partnerships.....	71
1. Business Partnerships .....	71
2. Curriculum.....	71
3. Special Education .....	71
4. School Nurse.....	71
5. Transportation.....	71
6. Meals .....	72
7. Legal .....	72
8. Accounting.....	72
9. School Assessment.....	72
B. School Closure.....	72
1. Notifications .....	72
2. Governance and Operations.....	73
3. Finances: Audits, Assets, Liabilities.....	73
4. Taxes, Withholdings and Other Payments .....	74
5. Contracts and Creditors .....	75
6. State and Federal Reporting .....	75
<b>Appendices.....</b>	<b>76-212</b>
A. Articles of Incorporation with Secretary of State Stamp .....	76
B. Signed Bylaws by the Board of Directors.....	83
C. Petition with Signatures of Qualified Electors.....	102
D. Application for Nonprofit Status .....	111
E. Charter Start! 101 Workshop Proof of Attendance.....	113
F. Resumes of the Directors of the Nonprofit Corporation.....	115
G. Initial Letter of Intent with Expeditionary Learning.....	124
H. Vicinity Map.....	132
I. Site Master Plan and Primary Attendance Area .....	134
J. Surrounding Public School Locations and Summary Table.....	136
K. Community Campus Organization Chart.....	139
L. Community Campus Concept Drawings .....	141
M. USDA Community Facilities Loan Program.....	148
N. Estimated Facility Construction Costs.....	153
O. Estimated Furnishings, Fixtures and Equipment Costs .....	155
P. Projected Attendance Table .....	157
Q. Start-up Budget and Assumptions .....	159
R. Three Year Operating Budget.....	162
S. First Year Month-by-Month Cash Flow .....	164
T. Pre-Opening Timeline.....	166
U. Draft Student Handbook .....	169
V. Hayden Canyon Site Photographs .....	185
W. Idaho State Department of Education Sufficiency Review Information .....	187

## **TAB 1 VISION, MISSION, AND LEGAL STATUS**

### **A. Vision and Mission Statements**

#### **Vision**

*Develop innovative, insightful, inspiring leaders who benefit their communities and the world.*

#### **Mission**

*To awaken a passion for discovery and life-long learning; to ignite collaboration in students and teachers that builds character and transcends individual potential.*

#### **School Motto**

*Inquire. Collaborate. Innovate*

### **B. Executive Summary**

#### **School Concept**

Attract inspirational, principled faculty to cultivate introspective students with high leadership potential, and engage in an experientially supported, academically robust, research oriented, and mutually responsible process of discovery. Multidisciplinary learning, enhanced through teamwork and community engagement, gives wings to our mission.

#### **Definition of Success**

HCCSEL defines success as “engaging students so that they become self-motivated learners....” In the process, teachers will continually give students the tools they need to be academically successful and prepare them to solve real life problems beyond the classroom. Students and adults affiliated with HCCSEL will maintain high expectations of quality work and exemplary citizenship. HCCSEL is focused on student achievement and continual improvement with curriculum, projects and activities aligned to the school’s vision.

The learning environment at HCCSEL is one of purpose, physical and emotional safety, respect, and is marked by kindness; all students are expected to be responsible and accountable for what they say and do. Meaningful service learning is embedded in HCCSEL’s curriculum; some key essentials for this are engaged family members, involved community experts, field research and continuous assessment. “Teachers talk less. Students talk and think more. Lessons have explicit purpose, guided by learning targets for which students take ownership and responsibility.”

One of our teachers’ priorities is to foster curiosity, to help students overcome fears and discover they can do more than they think they can. Older students mentor younger students and help them feel physically and emotionally safe. Teachers promote confidence in students as strengths and

abilities are honed. Students are encouraged to learn from failure, to never give up, and to turn disabilities into opportunities.

HCCSEL promotes character traits and skills such as: integrity, honesty, ownership, critical thinking, accountability, responsibility, reflection, leadership, caring, communication skills, citizenship, self-reflection, manners, being a risk-taker, being empathic, and treating others as you want to be treated.

Measurements of this success will include use of parent, teacher and student surveys, assessment data such as SBAC and IRI scores, as well as the overall Star Rating of the school as determined by the State Department of Education. Another indicator of success will be enrollment and retention rates of students in the school.

### **Community Need and Interest**

Expeditionary Learning (EL) schools are out-performing state and district averages on standardized tests and closing critical achievement gaps. The community of Kootenai County has voiced a need for an alternative educational approach. HCCSEL will be the first Expeditionary Learning School in North Idaho. An initial Letter of Intent with EL is included (see Appendix G).

### **Motivation and Qualifications of Founding Group**

The founding group of HCCSEL is a collection of local parents and educators seeking to provide a different, more creative educational option for students and families. The group was originally brought together by the developers of the Hayden Canyon community to review the options for a new school in the local area where it was determined that an EL charter school would be the best fit.

Qualifications of the group include several Masters Degrees in Education and over 100 years of combined educational experience. The group contains a CPA as well as members with several years of non-profit board experience.

## **C. Legal Status**

### **Petitioning Entity and Authorized Chartering Entity (ACE) Overview and Definitions**

The Idaho legislature in 1998 enacted into law Title 33, Chapter 52, the “Public Charter Schools Act of 1998”, for certain purposes relating to charter schools as enumerated in that Act.

Hayden Canyon Charter School, Inc., a nonprofit corporation, is registered in the state of Idaho for the educational purpose of creating and managing a charter school in the Hayden, Idaho area. In this document, Hayden Canyon Charter School, Inc. is the petitioning entity and is referred to as HCCSEL. Hayden Canyon Charter School, Inc. will apply to become its own LEA and will be responsible for all programs, finances, financial aspects and reporting.

Pursuant to Idaho Code 33-5205, HCCSEL is submitting this petition to establish a new charter school for approval of, initially, the Lakeland School District followed by the Idaho Public Charter School Commission. Grades of study shall be implemented according to community needs and as circumstances permit. In this document, the Lakeland School District or the Idaho Public Charter School Commission is the intended ACE. It is the presumed intent of the Board that HCCSEL will function within the guidelines of either the Lakeland School District or Idaho Public Charter School Commission.

The Hayden Canyon Charter School Articles of Incorporation and amendments are included in this document as an Appendix A. The Corporate Bylaws are in a separate document Appendix B.

### **Signatures of Qualified Electors**

Certified signatures of at least thirty (30) qualified electors of the proposed charter school's service area are included as Appendix C.

## **TAB 2 PROPOSED OPERATIONS**

### **A. School Facilities**

#### **1. Location/Attendance Area**

The compact and contiguous primary attendance area for Hayden Canyon Charter School (HCCSEL) shall be the boundaries of the 610 acre master planned community called Hayden Canyon, which is located in the City of Hayden, Idaho. Hayden has a population of around 13,000 and is located just north of Coeur d' Alene in Kootenai County. The boundaries of Hayden Canyon are shown on the attached Vicinity Map (see Appendix H) and Site Master Plan (Appendix I). The area is more or less a mile square and is bordered on the west by Government Way (one block east of US95); on the north by the section line that coincides with an extension of Boekel Road; on the east by Strahorn Road; and on the south by Lancaster Avenue, including the 38 acre parcel at the southeast corner of the intersection of Government Way and Lancaster Road. Excluded areas are the following: A 10-acre parcel at the northeast corner of the intersection of Government Way and Lancaster, which includes the existing Hayden Adventist Church; and the existing West Hayden Estates subdivision at the northeast corner of the intersection of Lancaster Avenue and Strahorn Road.

The Hayden Canyon property lies on the boundary between the Lakeland and Coeur d' Alene School Districts as indicated on the Surrounding Public School Locations Map (Appendix J) with the proposed HCCSEL facility location being within the Lakeland District. This map shows all the existing public elementary, middle and high schools in the area within a 10 mile radius, more or less. As shown, there are no public schools in a 5 mile diameter circle centered on the proposed HCCSEL location. Also included is a helpful summary of current enrollment at schools in the area and their capacity (Appendix J).

#### **2. Facility Plan**

At the heart of Hayden Canyon is the Community Campus located on the redeveloped site of a 30 acre former sand and gravel mining operation. Over 250 acres of the 610 acre development are being set aside as open space, including a beautiful canyon preserve. In addition to the school facility, the Community Campus will include the following:

- An 18 acre Community Park with playfields, basketball, volleyball and tennis courts, and restrooms. The school will have priority use of the park and playfields on school days during specified hours.
- A Community Center which will include an indoor pool, a multi-purpose gymnasium, fitness center and coffee café. The YMCA has expressed interest in operating the facility. Priority use agreements between HCCSEL and the Community Center will allow it to be used by the school during school hours and also be available for after school programs.
- A 0.5 acre site for a sheriff substation.

The Community Campus land is being donated by the Hayden Canyon developer, as an agreed on requirement of approval with the City of Hayden. A separate non-profit, The Institute for Community at Hayden Canyon (IHC), has been established in association with the National Institute for Community (IFC), which will secure financing and construct the improvements through the USDA's Rural Development Loan Program. The IHC will enter

into long term lease agreements and coordinate with various non-profits utilizing the facilities, including HCCSEL as shown on the attached Campus Organizational Chart (Appendix K). The approach is for the Community Campus facilities to be multi-purpose and shared by several non-profit community service providers. This will reduce the expense for the school and the rest of user groups, as compared to each having to secure land and build separate single-use facilities. The Institute for Community has specific experience and expertise related to this and has been in existence for over twelve years. Initial schematic design drawings for the Community Campus are included (Appendix L), along with a letter of intent from the USDA regarding the loan program (Appendix M). The initial phase of the school facility will consist of 18 classrooms, an office area, multi-purpose space with adjacent stage/music room and warming (non-commercial) kitchen totaling approximately 34,200 sq. ft. of building area, as shown on the enclosed Estimated Facility Construction Costs (Appendix N). The 26,300 sq. ft. second phase will consist of an additional 18 classrooms and media/technology center. All the facilities will be ADA compliant and meet requirements of that law. This will ultimately accommodate around 650 students in grades K - 8. A back up option is to start the school in portable classroom units if, for any reason, the permanent building cannot be constructed right away. All facilities will be appropriately accessible to permit attendance by any student with disabilities.

The primary attendance area is designated as the boundaries of the Hayden Canyon development due to the significant contributions from its residents benefitting HCCSEL, including the land donation for the community campus facilities and ongoing maintenance of the parks and open space by the Hayden Canyon Homeowner's Association. The surrounding extensive natural open space and other amenities will provide significant opportunities for learning expeditions for HCCSEL students.

## **B. Operations**

### **1. Grade Range**

HCCSEL is seeking approval for grades K-8 and will open initially as a K-5 school. At a future date, HCCSEL may expand as approved by the Board of Directors and as circumstances permit, to include grades K-8 and beyond.

### **2. Commencement of School Operations**

HCCSEL will begin its operations in the fall of school year 2015-16 if approved by the State Board of Education (SBOE).

### **3. Administrative Services**

HCCSEL will be lead in administrative services by both an Instructional Director and a Business Director. Both employees will be hired and evaluated directly by the Board.

The Instructional Director will be responsible for the overall management and promotion of the teaching and learning as well as fostering a positive school culture through programs and student discipline. Specifically, they will oversee teacher observations and evaluations, student character development programs and discipline, and representing the school to community and parents.

The Business Director shall manage all state reporting and financial affairs of the school. Uploading student information to ISEE and submitting all required forms to local and state agencies will be a vital role of this position. They will submit appropriate budget and annual statements to the Board for approval. This person will also represent the school to parents.

#### **4. Non-Instructional Operations**

##### **a. Insurance and Liability**

HCCSEL will have the same responsibilities as any other public school in matters of civil liability. The Idaho Public Charter School Commission shall have no liability for the acts, omissions, debts or other obligations of HCCSEL.

HCCSEL will procure and maintain a policy of general liability insurance and errors and omissions insurance adequate to meet the requirements of state law. A copy of proof of insurance will be provided to the ACE. HCCSEL shall be responsible for maintaining its own insurance for liability and property loss as required by Idaho State Law.

##### **b. Civil Liability**

Idaho law provides that an ACE have no liability for the acts, omissions, debts or other obligations of a charter school, except as may be provided in an agreement or contract between the ACE and a charter school. HCCSEL shall hold harmless and indemnify the ACE against any claim, action, loss, damage, injury liability, cost or expense of any kind or nature, including, but not limited to, attorney's fees and court costs, arising out of the operation of HCCSEL and/or arising out of the acts or omissions of the agents, employees, invitees or contractors of HCCSEL.

##### **c. Clerical Services**

HCCSEL's Board of Directors will authorize the allocation of clerical staff upon the recommendation of the Instructional Director. Staff will maintain school records as required by Idaho State Law and Federal Law.

##### **d. School Records**

HCCSEL's Business Director will be responsible for maintaining school records and required information. HCCSEL will maintain school records as required by Idaho State Law and Federal Law.

##### **e. Attendance Reporting**

HCCSEL will follow Idaho State Law for reporting attendance and enrollment information.

##### **f. IRS Regulations**

HCCSEL will comply with all Internal Revenue Service (IRS) regulations and reporting requirements.

##### **g. Custodial and Maintenance Services**

HCCSEL's Board of Directors will authorize the allocation of custodial and/or maintenance staff upon the recommendation of the Instructional Director.

**h. Lease Documentation**

Hayden Canyon Charter will provide the ACE complete documentation for the lease of the school facilities prior to the opening.

## TAB 3 EDUCATIONAL PROGRAM AND SCHOOL GOALS

### A. Definition of an “Educated Person,” in the 21st Century

The 21st century will be a period of unprecedented and rapid change, schools are helping today’s students prepare for a first job, but also for careers that do not yet exist, and for societal challenges we do not yet know.

Traditionally, we have searched past literature for answers; however, we are living in an age where the past is not a good predictor of the future. The only thing that will be certain is that our society will be constantly transforming. It will not be the traditional society of the past on which so much of today's education is based.

Hayden Canyon Charter School will help students develop each of the following skills and abilities, as adopted by the Expeditionary Learning Model.

- Ability to be proactive and take initiative, identify and summarize a problem/question or issue.
- Ability to identify and present one’s own hypothesis, perspective and position.
- Ability to identify and consider other salient perspectives and positions that are important to the analysis.
- Ability to identify and assess key assumptions.
- Ability to identify and assess the quality of supporting data/evidence and provides additional data/evidence related to the issue.
- Ability to understand problem solving as a creative act, and see it as a process of successive refinement.
- Ability to examine a body of work and see bigger ideas that arise from the work and find directions for future development and exploration.
- The ability to seek feedback and reflect.

### Evidence of Expeditionary Learning's impact on Student Achievement

Idaho has 3 EL schools: Anser Charter School in Boise, Pocatello Community Charter, and Palouse Prairie Charter in Moscow. Below is an analysis of each school in relation to their local district as well as the state using recent Star and ISAT results.

<u>School/District</u>	<u>Star Rating</u>	<u>Star Points</u>	<u>Reading % P/A</u>	<u>Math % P/A</u>	<u>LA % P/A</u>
<b>Anser Charter</b>	<b>4 Stars</b>	<b>77/100</b>	<b>94.2</b>	<b>89.2</b>	<b>88.8</b>
Boise Independent			91.2	83.1	79.8
<b>Pocatello Community</b>	<b>4 Stars</b>	<b>77/100</b>	<b>91.4</b>	<b>85.6</b>	<b>85.1</b>
Pocatello SD			90.8	84.2	80.0
<b>Palouse Prairie</b>	<b>4 Stars</b>	<b>81/100</b>	<b>90.8</b>	<b>88.8</b>	<b>77.6</b>
Moscow SD			93.1	86.9	84.6
State of Idaho			90.0	82.1	77.1

It can be concluded that the EL schools in Idaho, all being 4 Star schools, show above average results as compared to the closest district as well as overall Idaho State results in ISAT scores.

In addition to individual school improvement, EL is committed to collecting third-party research on the impact of its work. Three recent studies show statistically significant evidence of EL's impact on students' achievement.

**[Study 1: Impact of the Expeditionary Learning model on student academic performance in Rochester, NY](http://elschools.org/sites/default/files/Impact%20of%20EL%20Rochester%20UMDI%200711.pdf)**

[http://elschools.org/sites/default/files/Impact%20of%20EL%20Rochester UMDI 0711.pdf](http://elschools.org/sites/default/files/Impact%20of%20EL%20Rochester%20UMDI%200711.pdf)

Type: Quasi-experimental matched comparison group design

Location: Rochester, NY

Date: July 2011

Author: UMASS Donahue Institute

Summary: In a 2010 study of EL schools in Rochester, NY, researchers compared students from EL elementary and middle schools to district peers in non-EL schools in Rochester, NY over two academic years. Researchers documented two important findings:

Participating in an EL school resulted in substantial and statistically significant achievement advantages for elementary students in English/language arts (ELA) and math, and for both years of middle school ELA.

These statistically significant positive effects predict that, on average, enrollment in an EL school would raise 55% of comparison school elementary students and 39% of comparison school middle school students from the non-proficient level to the proficient level on the ELA exam. In math, the effect size suggested that 65% of elementary students would have increased from the non-proficient level to the proficient level.

**[Study 2: The relationship between Expeditionary Learning participation and academic growth](http://elschools.org/sites/default/files/Mountain-Measurement-2010-Final_0.pdf)**

[http://elschools.org/sites/default/files/Mountain-Measurement-2010-Final\\_0.pdf](http://elschools.org/sites/default/files/Mountain-Measurement-2010-Final_0.pdf)

Type: Quasi-experimental study

Location: National

Date: 2010

Author: Mountain Measurement, Inc.

Summary: In a national study of more than 11,000 students in eight states, researchers compared growth in reading, math, and language usage between students in EL schools to a non-EL comparison group. The researchers found that in mature EL schools – those that had implemented the EL program at a high level of fidelity for three years or more – students experienced significantly greater test score gains than non-EL students in four out of six comparisons in math, reading, and language usage.

### **Study 3: Expeditionary Learning: Analysis of impact on achievement gaps**

[http://elschools.org/sites/default/files/Impact%20on%20achievement%20gaps\\_UMDI%20\\_1211\\_0.pdf](http://elschools.org/sites/default/files/Impact%20on%20achievement%20gaps_UMDI%20_1211_0.pdf)

Type: Quasi-experimental matched comparison group design

Location: New York, NY and Rochester, NY

Date: December 2011

Author: UMASS Donahue Institute

Summary: In a 2011 study, researchers examined the progress that EL schools in New York made between 2006 and 2010 toward closing achievement gaps for specific student populations: Hispanic, African-American, and special education students, English language learners, and those eligible for free or reduced price lunch. These gaps were measured in terms of effect sizes for English/language arts (ELA) and mathematics. Representing achievement gaps as effect sizes created a benchmark against which EL and comparison school effect sizes could be measured. Researchers documented two important findings:

Results provide strong evidence that EL schools are closing achievement gaps for these populations in Rochester and New York City. Residual effect sizes are large and consistent in ELA in all three schools and in math in two of the schools.

Effect sizes suggest that the EL schools in this study are substantially closing achievement gaps for students eligible for free or reduced price lunch, English language learners, and African-American and Hispanic students. In many cases, the achievement gap was completely closed.

### **B. How Learning Best Occurs**

Hayden Canyon Charter School will adopt the EL Core Practices which align with the Idaho Core and Idaho Content Standards. It is different from other schools in the area because our instructional practices will emphasize student inquiry, critical thinking, and craftsmanship. Students will engage in original research and create high-quality academic products to share with outside audiences. Learning expeditions - deep, interdisciplinary investigations of rich academic topics - are the perfect vehicle to reach all Learning Targets.

Schools that implement our model have test scores that exceed district averages, often by substantial margins, particularly for high-need subgroups. In our exemplary high schools, 100% college acceptance is the standard. Not only do students achieve at higher levels than their peers on state tests, but they also gain skills critical to college readiness and success —problem solving, critical thinking, persistence toward excellence, and active citizenship.

The teacher's role in the learning process for students is as facilitator. Most daily classroom activity will include limited direct instruction with a combination of integrated project-based student work and group discussion with self-directed research. The teacher will organize the classroom environment to foster both individual and group work with emphasis on problem-solving, taking initiative for one's own learning and collaboration with others.

## **C. Educational Program and Goals**

### **1. Underlying Scope and Purpose**

#### **a. Target Student Population**

Hayden Canyon Charter School is a public charter school. It is not a religious school, a conversion of a private or parochial school, or a school operated for profit. HCCSEL will serve students of Kindergarten through Grade 8. HCCSEL intends to initially open serving Kindergarten through Grade 5 and to expand to include Grades 6, 7 and 8 as enrollment demands and circumstances permit. The decision to expand will be at the discretion of the HCCSEL Board of Directors.

#### **b. Personnel-to-student ratios**

HCCSEL will employ one teacher per class, with additional staff as required to support the educational needs of the students. The goal is to have a ratio of teachers to students that will provide an optimal learning environment.

In addition, HCCSEL intends to employ sufficient classified and support personnel to meet the needs of the staff, students and community.

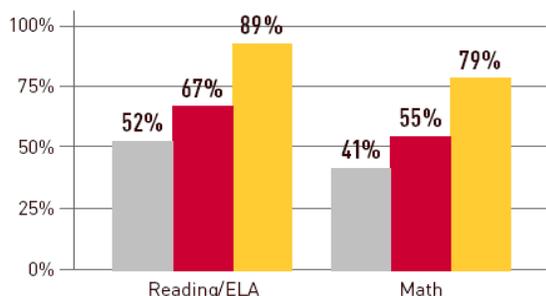
#### **c. Distinguishing Features**

The school is distinguished by the Expeditionary Learning (EL) school model, which is a comprehensive school reform and school development model for elementary, middle, and high schools. EL has been recognized nationally as an innovative, research-based, school improvement model and has been credited with producing high performing public charter schools. Charter schools that partner with EL, outperform districts based upon the length of partnership. For schools partnering less than five years, 62% outperform districts. For schools partnering from 5-7 years, 95% of the schools outperform districts; 100% of schools who have partnering with EL 8+ years outperform their districts.

## Longer partnerships yield higher achievement scores

% of EL schools outperforming districts based on length of partnership with EL (2010–11)

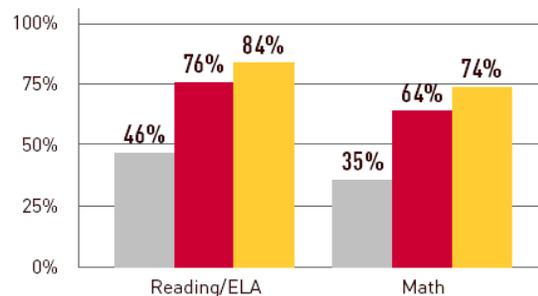
■ Partner <5 years  
■ Partner 5-7 years  
■ Partner 8+ years



## Deeper implementation of the model yields higher achievement scores

% of EL schools outperforming districts based on level of EL implementation (2010-11)

■ Early implementing  
■ Implementing  
■ Highly implementing



*EL conducts an annual review to determine each school's level of implementation.*

The comprehensive EL model includes five dimensions that shape student achievement in schools: curriculum, instruction, assessment, culture and character, and leadership. Within each dimension, EL has defined five to ten core practices that represent what the EL approach to education ideally looks like in a school and in a classroom. There are 38 Core Practices. Each core practice is further defined and explained with a series of lettered sections and numbered descriptors.

### The Five Dimensions of the EL Model

- Curriculum:** Our approach to curriculum makes standards come alive for students by connecting learning to real-world issues and needs. Academically rigorous learning expeditions, case studies, projects, fieldwork, and service learning inspire students to think and work as professionals do, contributing high-quality work to authentic audiences beyond the classroom. Our schools ensure that all students have access to a rigorous college preparatory curriculum, and regularly analyze the curriculum to check alignment to standards and opportunities for all students to meet those standards.
- Instruction:** Our classrooms are alive with discovery, inquiry, critical thinking, problem-solving, and collaboration. Teachers talk less. Students talk and think more. Lessons have explicit purpose, guided by learning targets for which students take ownership and responsibility. In all subject areas, teachers differentiate instruction and maintain high expectations in order to bring out the best in all students and cultivate a culture of high achievement.
- Assessment:** Our leaders, teachers, and students embrace the power of student-engaged assessment practices to build student ownership of learning, focus students on reaching standards-based learning targets, and drive achievement.

This approach to assessment is vital to ensuring that schools achieve educational equity. Students continually assess and improve the quality of their work through the use of models, reflection, critique, rubrics, and work with experts. Staff members engage in ongoing data inquiry and analysis, examining everything from patterns in student work to results from formal assessments, disaggregating data by groups of students to recognize and address gaps in achievement.

- **Culture and Character:** Our schools build cultures of respect, responsibility, courage, and kindness, where students and adults are committed to quality work and citizenship. School structures and traditions such as crew, community meetings, exhibitions of student work, and service learning ensure that every student is known and cared for, that student leadership is nurtured, and that contributions to the school and world are celebrated. Students and staff are supported to do better work and be better people than they thought possible.
- **Leadership:** Our school leaders build a cohesive school vision focused on student achievement and continuous improvement, and they align all activities in the school to that vision. Leaders use data wisely, boldly shape school structures to best meet student needs, celebrate joy in learning, and build a school-wide culture of trust and collaboration. Leadership in our schools goes beyond a single person or team—it is a role and expectation for all.

#### **d. Educational Program Components**

##### **In Expeditionary Learning schools...**

**Learning is active.** Students are scientists, urban planners, historians, and activists, investigating real community problems and collaborating with peers to develop creative, actionable solutions.

**Learning is challenging.** Students at all levels are pushed and supported to do more than they think they can. Excellence is expected in the quality of their work and thinking.

**Learning is meaningful.** Students apply their skills and knowledge to real-world issues and problems and make positive change in their communities. They see the relevance of their learning and are motivated by understanding that learning has purpose.

**Learning is public.** Through formal structures of presentation, exhibition, critique, and data analysis, students and teachers build a shared vision of pathways to achievement.

**Learning is collaborative.** School leaders, teachers, students, and families share rigorous expectations for quality work, achievement, and behavior. Trust, respect, responsibility, and joy in learning permeate the school culture.

## **Hayden Canyon Charter School will include:**

Integrated Curriculum: Expeditionary Learning allows and encourages subject overlap. Such an approach more closely parallels the “real” world, where a project, problem, or opportunity demands skills in many areas.

Child-Centered Curriculum: Class work involves children working on projects they help design, either in groups or individually. The teacher serves as a mentor or guide to help the children as they encounter challenges and/or to present further challenges to their work.

Experiential Learning: Active, hands-on learning is typically connected to an in-depth project or investigation.

Cooperative Learning: Class work is often done in groups, consisting of students with various abilities. Students learn how to work together, an increasingly important skill in today’s workplace. Ideas, material, and labor are shared. A key element is the use of fluid multi-age classrooms where students can be supportive mentors and role models for their younger classmates.

Relationship Based: Multi-age classrooms promote stronger relationship building between teacher and student. Each student has the same teacher for a period of two years. This facilitates continuity and security for the student; and a greater teacher awareness of students’ needs.

Portfolio Assessment: The portfolio serves as an assessment tool. A series of rubrics show student achievement. Students receive guidance in choosing their work to go into the portfolio, see Tab 4 for portfolio use in Measurable Student Learning Outcomes.

Collaborative Planning: Teachers regularly form partnerships to plan/teach together. This encourages innovation, collaboration, growth, flexibility, and specialization for the teachers.

Learning Community: Hayden Canyon Charter School has made a commitment to develop and maintain a school community and culture dedicated to learning. Everyone involved with the school is regarded as part of the learning community. The greater Hayden Canyon community is part of the learning community as well. The community provides the natural and social environments for purposeful fieldwork connected to the academic curriculum. Hayden Canyon Charter School will be located within a 610 acre master planned community which includes over 250 acres of open space. This will provide multiple opportunities for field-work and learning expeditions in close proximity. The school will have priority use of an adjacent 18 acre community park with play fields and a community center with a gym and aquatic center. In addition, hiking trails, ropes challenge course and equestrian center will be used for learning expeditions. Community members are

invited into the school and students have many opportunities to interact with the community outside the school boundaries.

Service Learning: Service learning is a method by which students learn and develop through active community service that meets the needs of communities. It is an integral part of the investigations and products of many learning expeditions and meets an authentic community need.

Fieldwork: Fieldwork has a clear purpose that furthers the work of the Learning Expedition. It is a process in which students gather information and data outside of the classroom. As much as possible, fieldwork is modeled on the authentic work of professionals in the field.

#### **e. EL Core Values of the HCCSEL community**

Hayden Canyon Charter School core values are reflected in its philosophy and mission statement. As an Expeditionary Learning School, we are committed to the ten design principles:

**THE PRIMACY OF SELF-DISCOVERY** - Learning happens best through challenges and requisite support. Students discover their abilities, values, passions, and responsibilities in situations that offer adventure and the unexpected. In Expeditionary Learning schools, students undertake tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline, and significant achievement. A teacher's primary task is to help students overcome their fears and discover they can achieve their goals.

**THE HAVING OF WONDERFUL IDEAS** -Teaching in Expeditionary Learning schools fosters curiosity about the world by creating learning situations that provide important ideas to consider, time to experiment, and time to make sense of what is observed.

**THE RESPONSIBILITY FOR LEARNING** - Learning is both a personal process of discovery and a social activity. Everyone learns both individually and as part of a group. Every aspect of an Expeditionary Learning school encourages both children and adults to become increasingly responsible for directing their own personal and collective learning.

**EMPATHY AND CARING** - Learning is fostered best in communities where students' and teachers' ideas are respected and where there is mutual trust. Learning groups are small in Expeditionary Learning schools, with a caring adult looking after the progress and acting as an advocate for each child. Older students mentor younger ones, and students feel physically and emotionally safe.

**SUCCESS AND FAILURE** - All students need to be successful if they are to build the confidence and capacity to take risks and meet increasingly difficult

challenges. But it is also important for students to learn from their failures, to persevere when things are hard, and to learn to turn disabilities into opportunities.

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

**DIVERSITY AND INCLUSION** - Both diversity and inclusion increase the richness of ideas, creative power, problem-solving ability, and respect for others. In Expeditionary Learning schools, students investigate and value their different histories and talents as well as those of other communities and cultures. Schools and learning groups are heterogeneous.

**THE NATURAL WORLD** - A direct and respectful relationship with the natural world refreshes the human spirit and teaches the important ideas of recurring cycles and cause and effect. Students learn to become stewards of the earth and of future generations.

**SOLITUDE AND REFLECTION** - Students and teachers need time alone to explore their own thoughts, make their own connections, and create their own ideas. They also need time to exchange their reflections with other students and with adults.

**SERVICE AND COMPASSION** - We are crew, not passengers. Students and teachers are strengthened by acts of consequential service to others. One primary function of an Expeditionary Learning school is to prepare students with the attitudes and skills to learn from and be of service.

In addition to these design principles, HCCSEL, in accordance with the EL model, is committed to building, nurturing and assessing student character (or agency). Expeditionary Learning defines character as having two facets-relational character and performance character. Relational character skills are essential for positive collaboration, ethical interaction, appropriate participation, and personal responsibility for actions (e.g., kindness, honesty, integrity). Performance character skills (habits of scholarship) are needed to obtain a standard of excellence in academic or real-world endeavors (e.g., organization, perseverance, craftsmanship). Both types of character are essential for success in school and in life. Fostering character is not an add-on in EL schools-it is embedded in all aspects of the school culture and permeates academic studies. Character is a focus all day long. Academic learning in EL schools is seen not as an end to itself, but rather in service of preparing students and adults to contribute to a better world. Therefore, all learning is character-based. Students are on a mission to do good work: work that is good in quality, good for the soul, and good for the world.

## **f. Goal Attainment, Idaho Core State Standards, College and Career Readiness**

EL is a national leader in helping schools meet the pedagogical “shifts” in English Language Arts (ELA) and Math that the Idaho Core State Standards (ICSS) will require.

The three shifts for ELA are:

- Building knowledge through content-rich nonfiction and informational texts.
- Reading and writing grounded in evidence from text.
- Regular practice with complex text and its academic vocabulary.

The three shifts for Math are:

- Focus strongly where the Standards focus
- Coherence: think across grades, and link to major topics within grades
- Rigor: require conceptual understanding, procedural skill and fluency, and application with intensity.

HCCSEL strives to meet the challenging goals represented by these shifts. As stated earlier, the balance of achievement, character and engagement will help ensure ALL students are College and Career Ready and who possess the academic and personal habits and attitudes desired of an educated citizen in the 21st century. The student enrollment at HCCSEL will be small in size, with students moving up together. The receiving teacher will have intimate knowledge about what has been taught and about the understandings of individual students. The school will use multiple forms of assessment to determine if it has attained its goals including: ongoing student assessment, community/parent feedback and state and federal testing results.

The HCCSEL's Expeditionary Learning curriculum will successfully be aligned with Idaho Core and Content Standards prior to opening in 2015. EL's curriculum, created in collaboration with the New York State by Education Department, combines high quality, rigorous, standard-aligned content with effective instructional practice, bringing together the “what” and the “how” of the Common Core standards. Teachers who use these materials are not only ensured that they are addressing the standards, they are also being coached to address the standards in best practices ways that engage students. EL professional development engages teachers in the same deep reading, thinking, and writing that they will expect of their students in return, immersing educators in experiences that engage them with the topics they will ultimately teach to their students and provides materials such as videos and toolkits for ongoing learning. Example of Expeditionary Learning ELA Curriculum Plan for Grades 3-5.

<http://elschools.org/sites/default/files/EL%20Curriculum%20Plan.pdf>

The curriculum is built on rich and compelling topics that are supported by great books and worthy informational texts. Daily lessons are written at a level of detail that helps teachers envision and implement key instructional routines, such as scaffolding students toward high quality writing, or conferring with students to push them to cite evidence from text. It was designed to be used either as an exemplar of Idaho Core-aligned instruction for veteran

teachers as they develop their own lessons, or as explicit modeling for teachers who need more support.

### **About Expeditionary Learning**

The EL school model challenges students to think critically and take active roles in their classrooms and communities, resulting in higher achievement and greater engagement in schools. EL has 20 years of experience developing the capacity of new and veteran teachers to strive for the expanded definition of student success - a vision that combines rigorous academics with critical higher order thinking skills - laid out by the **Idaho Core State Standards**. The EL network includes more than 160 schools, 4,000 teachers, and 45,000 students.

### **Data Collection and Progress Monitoring**

HCCSEL is committed to following state guidelines for monitoring the academic progress of our student population. For reading, the Idaho Reading Indicator will be administered in the fall and the spring and data will be shared with staff, parents and the State Department of Education. Continuous and frequent progress monitoring will be given to students who do not meet state benchmarks. Assessments will include core phonics, fluency and comprehension. Data collected will be used to guide instruction and interventions. For mathematics, assessments will include but not be limited to the Aimsweb Mathematics Concepts and Applications test. Once again, this data will be shared with staff and parents and used to guide instruction and interventions. We will stay on the mandatory state timeline of spring 2015 for implementing the new Smarter Balanced Assessment Consortium.

### **Analyzing Common Core/EL Assessment Data**

- Teachers align assessments with their curriculum and learning targets and have the year-end goal in mind.
- Teachers immediately analyze and use assessment data to drive instruction. Assessment data results in deliberate differentiation to support students' learning.
- Teachers collaboratively create common assessments and analyze data to identify patterns, establish goals, and inform lesson planning.
- Students use assessment data to evaluate their own learning, address misunderstandings, determine readiness for next steps, and set longer-range goals with support from teachers.
- Teachers use assessment data to check the effectiveness of instruction.

## **2. Instructional Methods**

### **a. Curriculum Overview**

The educational program for Hayden Canyon Charter School is based on the Expeditionary Learning Schools (ELS) model. ELS is derived from Design Principles which emphasize project-based learning, reading and writing across the disciplines, inquiry-based science, math and social studies, and learning in and through the arts. Additionally, ELS emphasizes positive school culture, including small, multi-age classrooms when possible.

HCCSEL's learning approach to curriculum makes standards come alive for students by connecting learning to real-world issues and needs with a global understanding. Academically rigorous learning expeditions, case studies, projects, fieldwork, and service learning inspire students to think and work as professionals do, contributing high-quality work to authentic audiences beyond the classroom. EL schools ensure that all students have access to a rigorous college preparatory curriculum, and regularly analyze the curriculum to check alignment to standards and opportunities for all students to meet those standards.

The curricular offerings on each educational level shall meet the requirements of the State Board of Education. HCCSEL will adopt and address the Idaho Core State Standards K-8. Curriculum development will be an ongoing process led by the Instructional Director and teachers, with the approval of the Board of Directors.

## **b. Subject Area Curriculum**

### Language Arts

The Language Arts curriculum will align with the Idaho Core State Standards: Reading Literature, Reading Informational Text, Reading Foundational Skills, Writing, Speaking and Listening and Language.

### Reading

Reading is a complex process about making meaning. The reading process includes phonemic awareness, fluency, vocabulary development, and comprehension. In Expeditionary Learning schools, comprehension strategies and critical thinking skills are taught K-8 to help students make sense of content and the world around them. Students learn to read while reading to learn. Students at all grade levels work with a balance of informational and literary text, and learn to read carefully to extract evidence from text. Complex text sources, whether primary or secondary source material, are used with all students as an enriching challenge. Reading is taught across all content areas because each subject area requires students to learn from different kinds of text (e.g., science articles, historical primary sources, math word problems). By integrating reading throughout the day, schools convey to students the importance of reading, critical thinking, and meaning-making in school and in life.

### Writing

At HCCSEL, writing is taught K-8 across the curriculum. Students learn to write effectively to inform, to build arguments substantiated with evidence, and to write with literary power in narrative and poetic genres. Teachers develop and teach a common language for the writing process and the traits of good writing. They use consistent practices for teaching and assessing writing. Students learn to write like historians, scientists, mathematicians, and artists. Through writing, students learn more deeply about content and communicate what they know. They learn to craft quality writing in a variety of contexts. Students write to learn while learning to write. Students have regular opportunities to write for authentic purposes and audiences beyond the classroom, which fosters motivation for producing quality writing. While

the nature and amount of writing varies by discipline and grade level, writing is a central vehicle for learning and communicating in all classrooms.

### Mathematics

At HCCSEL, math is taught with rigor and integrity in isolated math classes. Along with discrete math instruction, math is integrated into projects, case studies, and learning expeditions whenever possible, in a lead or supporting role. Teachers of all disciplines support mathematical thinking in areas such as numeracy, statistics, patterns, and problem-solving. In the same way that an EL school celebrates literacy through events, projects, community meetings, exhibitions, and hallway displays, mathematical thinking and learning is showcased and discussed throughout the building.

HCCSEL focuses on foundational facts-vocabulary, formulas, algorithms, and number facts-that are always grounded in conceptual understanding. Teachers ensure that students develop procedural fluency, calculating with accuracy and efficiency. There is an equally strong focus on problem-solving skills and critical thinking. Students learn to use appropriate technology strategically in problem-solving. Technology tools are used not as a substitute for learning foundational facts, but to enhance conceptual understanding and problem-solving. EL math teachers support students to think like mathematicians and cultivate mathematical habits of mind-curiosity, risk-taking, perseverance, and craftsmanship. Students learn to reason abstractly and quantitatively, model mathematically to empirical situations, and to construct and critique mathematical arguments. HCCSEL will follow the Math Idaho Core State Standards.

### Science

At HCCSEL, teachers focus on supporting students to read, write, think, and work as scientists. They use expeditions, case studies, projects, problem-based content, collaboration with professional scientists and engineers, and interactive instructional practices to foster inquiry and enable authentic student research. When possible, student research contributes to the school community or broader community (e.g., kindergartners analyzing conditions for optimal growth in their school garden). HCCSEL teachers reinforce the connections among science, math, engineering, and technology as they promote skills in questioning; developing and using models; planning and carrying out investigations; collecting, analyzing, and interpreting data; constructing explanations; designing solutions; engaging in argument from evidence; and synthesizing and communicating information. Students learn to be logical in making assumptions, accurate when collecting data, insightful when drawing conclusions, and unbiased when supporting statements with reliable scientific evidence. In addition, because appreciation and stewardship of the natural world is part of the design of EL schools, environmental literacy is integrated into the science curriculum at all grade levels.

HCCSEL is aware of the Next Generation Science Standards and will comply with these standards when they are adopted.

### Social Studies

At HCCSEL, teachers of social studies prioritize students' understanding of enduring concepts so that they can apply that understanding to the modern world. Teachers view social studies as a way to develop students' capacity to interpret their world critically and to engage productively in it. They help students understand the big picture and timeline of history and emphasize deep understanding rather than memorization of myriad facts and details. By focusing on big ideas such as the elements that make up a culture or a civilization, teachers support students to appreciate and understand diverse cultures and understand connections among ancient and modern cultures. To help animate history, teachers choose compelling case studies that include narratives that intertwine history, government, economics, geography, and culture, and illuminate enduring themes. Students often investigate and address social issues in their local community and become compassionate community members in the process. While learning social studies, students act as social scientists—they analyze primary sources, consider multiple perspectives, conduct research, and draw their own conclusions. Explicit literacy instruction is a focus for students at all grade levels. Students learn to read, write, and think as historians.

### Arts

At HCCSEL, arts in all forms are celebrated as a foundation of culture and a central aspect of learning and life. Artistic skills are understood as intelligences, and artistic achievement is valued as academic achievement. Student exhibitions of learning feature the arts along with other subjects. EL schools are filled with student artwork, which is displayed in a way that honors the work. Artistic performances are points of pride for the school.

The visual and performing arts are taught using the same effective instructional practices that are used in other disciplines, and all students have access to professional artists and professional exhibitions and performances. Ideally, specialists in visual and performance arts are on the school staff. If they are not, classroom teachers use professional art educators and artists whenever possible to support high-caliber artistic learning. The arts build school culture and student character by emphasizing authentic performance, craftsmanship, risk-taking, creativity, and a quest for beauty and meaning. The heritage of critique in the arts forms the basis for a whole-school culture of critique in all disciplines.

Arts are often used as a window into disciplinary content in other academic subjects (e.g., Ancient Greek architecture as an entry point to Ancient Greek civilization, protest songs as a case study when learning about the civil rights movement). The arts are also used as a window into diverse cultures and regions of the world.

### Fitness and Wellness

HCCSEL promotes wellness in students and school staff members. Healthy eating, exercise, stress reduction, sleep, and healthy relationships—the key elements of physical and mental health—are included as part of a school's wellness approach. The physical education program places a strong emphasis on personal fitness and nutrition

and character development, and reinforces the EL school culture of respect, responsibility, and achievement. Physical activity and outdoor time are woven into the school day whenever possible and appropriate (e.g., walking to fieldwork research sites, setting up and cleaning classrooms and common spaces, using physical energizer breaks to enhance academic work times). Experiences in the natural world, working in and appreciating nature, are a priority for students in EL schools. Physical challenges push students to pursue excellence and assume responsibility for their own learning. Teachers help students understand the connections between physical challenge and academic challenge. Schools provide healthy meals to students and discourage unhealthy foods. Crews emphasize the importance of wellness and are stewards of a climate of social and emotional safety for students. Crew meetings and school staff explicitly support students to understand and monitor dangers to wellness posed by alcohol, drugs, and tobacco, as well as unhealthy relationships. School staff models healthy lifestyles and a healthy school culture. HCCSEL will have priority use of the adjacent 18 acre park and playfields during school hours as well as during specified times before and after school as needed. There will be joint programs arranged between HCCSEL and the adjacent YMCA Community Center for use of the gymnasium, aquatic center, and other areas.

#### Technology

Teachers at HCCSEL will ensure that technology literacy is woven throughout all subject areas and grade levels whenever it genuinely supports effective teaching and learning.

#### **c. Curricular Materials**

Hayden Canyon Charter School will employ instructional materials according to their quality and applicability to 21st century learning for all subjects and in accordance with Idaho State Law. Instructional materials will be coordinated with learning expeditions and prioritized for accuracy and appropriateness of information. Instruction will be coordinated between developmental levels as appropriate. Literature based resources will be emphasized as students explore a wide array of resources including magazines, chapter books, articles, excerpts, interactive software databases and the publications of other education organizations. HCCSEL staff will locate and adapt instructional resources. Guest speakers from organizations, businesses, universities, as well as parents and legal guardians, and other school community members will play important roles in the authentic learning component of the education program.

#### **d. Structure of School Week**

Hayden Canyon Charter School will format our calendar using a four-day school week model. Students will attend Monday through Thursday between the hours of 8:15am and 4:45pm. Before and after school programs will be organized by the YMCA adjacent to the school building. Teacher contract hours will be between 8am and 5pm on these days. Fridays will be reserved for teacher Professional Development for up to 4 hours. Special student activities such as homework help and extracurricular events will be developed to be instituted during the Friday PD time, though not mandatory for students or staff to participate. Again, the YMCA will

organize Friday activities for families desiring more educational or childcare related opportunities.

**e. Thoroughness Standards**

Hayden Canyon Charter School will fulfill the thoroughness standards as identified in Idaho Code 33-1612 and administrative rule.

***A Safe Environment Conducive To Learning Is Provided.***

Goal: Maintain a positive and safe teaching and learning climate. Every student has the right to attend a school that encourages positive and productive learning, provides a safe and orderly environment, and promotes student respect for themselves and others.

Objectives: Hayden Canyon Charter School will:

- Provide a facility and adopt policies that meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools.
- Develop and maintain a school climate which supports individuals and the learning process.

Measurements: CEE surveys will be taken annually by students, staff and parents to analyze the climate and safety. Statistics on student management (discipline) will also be used. SERP drills will be conducted monthly to ensure proper safety procedures in collaboration with local emergency personnel.

***Educators are empowered to maintain classroom discipline.***

Goal: Create a positive teaching and learning environment with an emphasis on high expectations of behavior and performance.

Objectives: Hayden Canyon Charter School will:

- Adapt the Safe Environment policies into the student handbook providing a code of conduct including clear expectations and consequences for unacceptable behavior.
- Teach appropriate behaviors and foster responsible decision-making skills and incorporate high expectations for behavior into regular classroom assessments.
- Establish and maintain consistent rules aligned throughout the school.

Measurements: CEE surveys will be taken annually by students, staff and parents to analyze the climate and safety. Statistics on student management (discipline) will also be used.

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

Goal: Students will develop and express exemplary character traits, including honesty, self-discipline, unselfishness, respect for authority and the importance of work, as well as an understanding of the importance of community and service throughout the educational program.

Objectives: Hayden Canyon Charter School will:

- Develop activities where students will build personal bonds and carry out responsibilities to one another and to the faculty and staff (ELS's concept: we are all crew), and regularly assess these responsible activities.
- Develop practices and learning activities that emphasize community and service within the school, and between the school and the larger community. Community service instills a sense of individual, social, and civic responsibility and enables the student to use newly found knowledge to solve community problems.
- Develop practices and activities that emphasize the practice of adults modeling these important values at school.

Measurements: CEE surveys will be taken annually by students, staff and parents to analyze the climate and safety. Statistics on student management (discipline) will also be used. Teacher evaluations will include professional responsibilities.

***The skills necessary to communicate effectively are taught.***

Goal: Teach students a range of effective communication skills appropriate for the 21st century.

Objectives: Hayden Canyon Charter School will:

- Use classroom and community activities for the purpose of developing skills in written, oral, visual, multimedia communication with individuals and groups.
- Emphasize receptive skills (listening, viewing, and reading) as critical components of the communication process
- Use computers as tools to support the composition, dissemination, receipt and storage of communications.

Measurements: Student portfolios and exemplars will represent use of technology. Teacher evaluations will include alignment to proper use of technology during instruction and professional responsibilities. Student computer use will be logged and tracked to check for appropriate amount and procedure of use.

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

Goal: Offer a curriculum that enables students to be successful in high school and beyond because they are well grounded in the basics such as reading, writing, mathematics, science, and social studies and in the application of those skills in authentic settings.

Objectives: Hayden Canyon Charter School will:

- Organize *Expeditions*, in the ELS model, which provides a rigorous interactive academic program where projects and service, rather than textbooks, drive pacing.
- Require teachers and students to collaborate on setting learning goals, doing team and individual activities and assessing their own and the team's outcomes against their goals.
- Provide students regular opportunities to communicate their learning to peer and public audiences and have those audiences evaluate and provide constructive feedback.
- Encourage and enable students to engage in extra-curricular activities that extend the range of their learning activities beyond what the school can provide.
- Regularly assess individual student needs and supplement Expeditions with established methodologies to reinforce basic skills.
- Ensure students can perform at proficient and/or advanced levels on the SBAC for grades K-6.

Measurements: SBAC taken by all students and analyzed by grade level and specific groups. Teacher evaluations relating to use of expeditions and proper curriculum and assessment. CEE survey for analysis of extra-curricular activities. Student portfolios and public curriculum nights to share student work.

***The skills necessary for students to enter the work force are taught.***

Goal: Provide students with basic skills that prepare them for future employment using learning tools such as computers, scientific equipment, and local and national resources. These tools assist students in learning how to learn so that they become lifelong learners and are prepared to enter the workforce with a solid foundation of knowledge and skills.

Objectives: Hayden Canyon Charter School will:

- Create Expeditions where students apply their foundation in reading, writing, problem solving, math concepts science, social studies, and computational skills to solve authentic problems.
- Enable students to develop the following intellectual habits important in the work place: adapting to new situations and responding effectively to new information; planning; solving problems; locating and evaluating information and learning new skills 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; individual and teamwork skills (i.e., personal initiative, working with others); 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 a technology enriched environment, encouraging the effective use of technology as a tool for learning and in the workplace of the 21st century.

Measurements: SBAC, and other State-mandated testing, taken by all students and analyzed regarding problem solving and proper research techniques. Student portfolios and other exemplars will be reviewed and displayed. CEE surveys will be given. Student and classroom recognition for achievement aligned with individual and community values.

***The students are introduced to current technology.***

Goal: Ensure students become fluent at using technology (such as computers, scientific equipment, and networks linked to local and nationwide resources) as tools to find information, record and manage data, and communicate ideas.

Objectives: Hayden Canyon Charter School will:

- Ensure that students leaving HCCSEL will be proficient in keyboarding, using both a word processing and spreadsheet package, and using the Internet as a resource.
- Use computers as tools for such activities as accessing research information, authoring, computation, record keeping and data storage, and communication.
- Ensure that students can evaluate the quality and bias of information.

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

Measurements: Student portfolios and exhibitions will present proper research and technology-related tool use. Teacher evaluations will include observations regarding use of technology during instruction and assessment. SBAC will be taken using proper technology and will assess students on understanding of technology.

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

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

Objectives: Hayden Canyon Charter School will:

- Provide a comprehensive program of community service through the use of Expeditions that reflects responsible citizenship in a democratic society and an interdependent world.
- Enable students to develop the following habits of responsible citizens: accepting responsibility for personal decisions and actions; honesty, courage and integrity; empathy, courtesy and respect for differences among people; assuming a fair share of the workload; and working cooperatively with others to reach group consensus.
- Enable students to understand and apply concepts and principles embedded in each of the social studies: history, geography, political science, and economics.

Measurements: Student portfolios will include analysis of community connections and responsible citizenship. Student management data will be used to employ development of character and responsibility. Curriculum will be adopted which includes best practices in teaching social and emotional understanding. Student and classroom recognition of values related to citizenry.

#### **D. Manner In Which Special Education Services Will Be Provided**

Hayden Canyon Charter School recognizes the unique needs of all children and their potential for significant educational development and will provide education opportunities designed to meet each child's needs. HCCSEL will abide by Idaho State Code 33-5205(3)(r), Federal Public laws, the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973, guidelines regarding provisions for students who have disabilities. HCCSEL does not discriminate on the basis of race, color, religion, national origin, sex, age, sexual identity or disability.

To be eligible for services under IDEA, a student must have a disability that adversely affects educational performance and requires specially designed instruction. HCCSEL

will identify special needs students, including Limited English Proficient (LEP), special education, gifted and talented, and students qualifying for section 504. HCCSEL will adopt the Idaho Special Education Manual as now adopted or as amended in the future and with all federal regulations dealing with these areas. The Idaho Special Education Manual will be used for identifying, evaluating, programming, developing Individualized Education Plans (IEP), planning services, developing our discipline policy, budgeting, and providing transportation for special needs students, as necessary.

Special Education and related services will be provided free of charge to any student who qualifies for Special Education services per Idaho Code. Such students will be identified based on criteria established by the state of Idaho. HCCSEL will ensure that a free appropriate public education (FAPE) is available to students who attend HCCSEL and are eligible for special education. FAPE is determined for each individual student with a disability. FAPE will include special education in the least restrictive environment (LRE) and will include related services, supplementary aids and services, and/or assistive technology devices and services required to help the student benefit from his or her education program.

If a student is found to be eligible for special education services at the charter school, services will be provided for the student in one or more of the following ways.

- HCCSEL will comply with Child Find procedures as outlined in the Special Education Manual. Additionally, information regarding Child Find procedures will be included on the website, application materials, and all public notices for enrollment.
- HCCSEL personnel will provide a continuum of services including general education and special education classes with supplemental services such as resource employees or itinerant instruction. Supplementary services may also include special transportation for students with disabilities, assistive or adaptive technological aids or personal paraprofessionals. HCCSEL will work hand in hand with YMCA to provide special services during school breaks.
- HCCSEL will form a multidisciplinary team to consider each student's eligibility for Special Education. If a team determines the need for an evaluation by personnel, such as a school psychologist, speech therapist, or occupational therapist, not currently employed by the school, such evaluations will be contracted with a private provider who meets applicable certification requirements for the State of Idaho. In addition to the team, all staff will be trained and expected to adhere to RTI protocol to identify and evaluate students in possible need of special education or related services. In determining student eligibility under IDEA; the evaluation team (which includes educators and the parent and/or student) reviews information from multiple sources including, but not limited to, general education interventions, formal and informal assessments, and progress in the general curriculum. All

interventions used will be research-based and continuously monitored to find the best option for every student identified.

- A certified Special Education teacher will be responsible for designing, implementing, monitoring and supervising Individual Education Plans (IEP) and 504 plans. The Special Education teacher will lead an IEP for each student which will include teachers, the Instructional Director or designee, parents or guardians of the student and other professionals who may assist in an educational capacity. The team will direct services in an inclusion or pullout model depending on the degree of intervention necessary to meet the student's needs and including as many assessments and progress indicators as possible. Through the ELS model, a wide range of skill levels are addressed because of the emphasis on the individual. A paraprofessional will be used to support instruction as allowed by IDEA and the ESEA; however paraprofessionals may not deliver the preponderance of services. The appropriate personnel will consult with the general education staff to utilize effective classroom interventions, adaptations, and modifications. All supplemental and replacement curriculum will be scientifically research-based and appropriate.
- Disciplinary problems by special education students will be assessed by the multidisciplinary team. Teachers and Administrators will follow the Idaho Special Education Manual (as currently defined in Chapter 7, Section 13, and titled "student discipline") to address these issues. A Procedural Safeguards Notice will be given to parents, which will contain a full explanation of special education rights. When manifestation determinations occur, staff will provide proactive use of Positive Behavioral Interventions and Supports (PBIS).
- HCCSEL will contract with private provider for the provision of "related services". Direct speech, language, or occupational therapy services may be provided by a paraprofessional under the direct supervision of a licensed therapist. In the event that the IEP team determines that the student's academic needs cannot be met on site, the HCCSEL will determine the least restrictive environment complying with PL 94-142.

#### **E. The Manner In Which Gifted And Talented Students Will Be Served At HCCSEL**

In accordance with Idaho Code 33-2003, HCCSEL identifies students possessing high performing capabilities in specific academic, intellectual, leadership, creativity and visual/performing arts talent areas. The identification in each area uses a variety of assessments outlined In the Best Practices Manual for Idaho Gifted/Talented Programs. Once identified, HCCSEL will implement a modification of curriculum to provide a challenging educational experience. HCCSEL offers an enriched EL curriculum for ALL students.

In Expeditionary Learning schools, differentiation is a philosophical belief and an instructional approach through which teachers proactively plan to meet students' varied

needs based upon ongoing assessment. Teachers utilize flexible groupings of students and design respectful and tiered tasks that allow for different approaches to the same goals. Teachers will differentiate through content, process and/or product. Each classroom builds a culture that honors diverse needs and holds all students accountable to the same long-term learning targets, putting equity at the center of the school's commitment and vision. At a school-wide level, differentiation is supported by appropriate grouping structures that are informed by a team of school professionals.

## **F. The Manner In Which Limited English Proficiency Services Will Be Provided**

Hayden Canyon Charter School is committed to ensure that LEP students identified:

- attain English Proficiency within three years of their initial enrollment;
- develop high levels of academic attainment in core academic subjects as measured by grades, attendance and graduation goals and;
- meet the same challenging state academic standards

Hayden Canyon Charter School will apply the federal definition of Limited English Proficient (LEP) as defined by Title III and IX of the ESEA.

Registration and enrollment materials for all students will include a Home Language Survey (HLS) form that identifies first language spoken by the student in the home.

HCCSEL will use the Idaho English Language Assessment (IELA) (currently v 3.0) as the primary means of assessing the student's English language proficiency. The IELA will be taken by incoming ELL students based on the HLS and teacher identification. The Special Education teacher will administer all ELL assessments. The IELA will inform placement decisions for new English Language students. The test assesses the student's proficiency in the domains of Speaking/Listening, Reading, and Writing. Identification for placement will be completed within 30 days upon enrollment and then placement decisions will occur within 2 weeks.

Students who are placed in the LEP program will be assessed each spring with the Idaho English Language Assessment (IELA) to determine proficiency and growth.

### **LEP Program**

The Expeditionary Learning model is based primarily on the inclusion of all students in whole-class learning as much as possible. It is a model with the "social construction of meaning" and "equity of participation" to support academic rigor for all students at its core. The idea is to have the same high bar for all students and differentiate the support for individual students (rather than the learning target). The LEP program will set standards and objectives for each student through an individualized plan that is developed and approved by a team compiled of classroom teachers, the parent/s, the Instructional Director, and the special education teacher. The educational approach for LEP students in Hayden Canyon Charter School is teaching English as a second language in a regularly scheduled structured setting. The instruction will be provided each day by, or under the

supervision of, the classroom teacher within the context of the Expeditionary Learning. Additionally, appropriate curriculum and materials, including world text will be utilized to meet the needs of the LEP student. If necessary, a bilingual teacher will be contracted and/or hired. Accommodations are made as recommended in the Educational Learning Plan (ELP). The instruction and/or accommodations will follow grade level/subject curriculum with an attempt to incorporate WIDA ELD standards.

Students identified in an LEP program will be continuously monitored by staff for the required minimum of 2 years, when the students will either be exited or re-classified into an updated program. Data will be collected from the Placement Test, State Standardized Assessment data, grades, teacher referrals, previous LEP services and LEP Instructor recommendations. Target growth objectives, intermediate and annual goals will drive the instruction based on student need. Similar to Special Education students, parents will be heavily involved in the process for determining the best educational course of action for their students. If parents do not speak English proficiently, an interpreter will be found to assist.

### **G. Plan for Dual Enrollment Participation**

Eligible students from Hayden Canyon Charter School shall be allowed to participate in dual enrollment in non-charter schools as provided for in Idaho Code 33-203. Due to our program requirements and school week schedule, it will be very difficult to attempt dual enrollment though we will work with parents and local school districts to accommodate as best we can. Parents will be able to request with our administrative office to enroll part-time and we will work with the other educational entity (local school district or other charter program) to ease the burden on the parents and student attempting the dual enrollment.

## TAB 4 MEASURABLE STANDARDS, ACCREDITATION, AND ACCOUNTABILITY

### A. Measurable Student Educational Standards and Progress

HCCSEL's goal is to accomplish these educational standards annually:

#### Standard 1

**During each year of operation, all students 3<sup>rd</sup> grade and older enrolled in HCCSEL continuously from the beginning of the school year will be assessed using Idaho Core's prescribed Smarter Balanced Assessment (SBAC). A minimum of 85% of the students will perform at or above state averages for proficiency.**

In addition to measurement of proficiency, student results are also analyzed by growth related to normalized data throughout the rest of the state by students of similar academic achievement. Measurement of student growth is an essential component to assessing a school and will be a focus of all educators at HCCSEL.

#### Standard 2

**During each year of operation, all students at HCCSEL will develop and maintain a portfolio of their own work. Portfolios display work that is created over the course of the year and that illustrates achievement of Idaho Core and Content Standards, learning targets, and character growth. Students write reflections on how their work shows evidence of their learning and they prepare for formal presentations of the portfolios. Their work will be evaluated against specific rubrics to assure they are obtaining skills and knowledge for those specific activities.**

Student portfolios are archives of evidence that students have met Idaho Core and Content Standards. Unlike a yearly test, which is divorced from student ownership and reflection, the portfolio provides a clear, ongoing picture for students of what the standards look like when embodied in their own work. Portfolios compel students to unpack and analyze the standards, along with their classmates and teachers, and make sense of them as related to their own learning. The passage presentation provides a synthesis of this thinking, and also directly address Idaho Core speaking and listening standards at all grade levels.

In keeping with the school's EL integrated curricular goals, high-quality student work will be regularly displayed in public ways within the community and open for community assessment of the ways students have acquired, integrated, extended, refined and meaningfully used knowledge and skills measured by Idaho's required assessments (Assessment of the school, not of individual students).

Portfolio pieces may include, but not be limited to grade appropriate, visual, written and multimedia pieces derived from schoolwork and college/career investigations. Development of the portfolios will be directed by a teacher and reviewed by the parents in student-led conferences.

### **Standard 3**

**During each year of operation, at minimum 75% of students at HCCSEL will improve in the results of their Progress Report between mid-term and end of term.**

Twice annually (mid-term and end of term) teachers will complete a Progress Report for each student, that include, at a minimum, benchmark assessments in Reading (e.g. Reading Level, Reading Fluency, Word Knowledge) and Mathematics (e.g. Problem solving skills, Computational Fluency). Standardized test data (e.g. IRI) may be included in addition to school developed assessments.

### **B. Standardized Testing**

#### **1. Statewide Assessments**

The students at HCCSEL will be evaluated using the same standardized test (the on-line SBAC) as other Idaho public school students. Our administration and staff will coordinate the testing of students during the mandated testing window by utilizing school technology resources including mobile laptops and computer-based classrooms. The Instructional Director will take the lead as the testing coordinator with the help of classified and certified staff to manage the test proctoring and scheduling. All personnel involved in state testing will be trained prior to the testing window to ensure strict test proctoring.

#### **2. Additional Assessments**

Additional yearly assessment tools may be required as determined by the HCCSEL Board and in keeping with EL practices.

#### **3. Reporting of Student Test Results**

Staff will report results of the following student tests to the Instructional Director who will compile a report to be presented to the Board:

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

#### **4. Annual Reports to Idaho State Board of Education and ACE**

Annual reports will be made to the Idaho State Board of Education and Authorized Chartering Entity, providing formative and summative data to demonstrate that the school is meeting all the performance standards prescribed by the State and other standards still under construction. This data can include emerging Idaho State Department of Education standards, benchmarks and/or HCCSEL -developed criteria.

### **D. Accreditation**

Despite lack of a requirement for accreditation due to our student population being K-8, HCCSEL will be accredited within 4 years of opening, as set forth by the rules and

regulations of the Idaho State Board of Education. The Board will comply with all accreditation standards established by the Idaho State Board of Education. HCCSEL will use one or more of the following standards as required by the AdvancEd Accreditation Standards. HCCSEL will submit all accreditation reports to the Elementary/Secondary Accreditation Committee in a timely manner.

## **E. Student Achievement**

Increasing student achievement and closing the achievement gap are critical goals for schools across the United States. However, too often the complex terrain of “student achievement” is reduced to the set of indicators that is easiest to assess with standardized tools. Expeditionary Learning schools pursue an expanded view of student achievement that takes into account three distinct dimensions of achievement. Successful EL schools achieve exemplary results in each of these dimensions and build systems and structures that treat the dimensions as an interconnected whole. Below is a brief description of HCCSEL’s view of student achievement.

### *Mastery of Knowledge and Skills:*

This dimension of achievement asks students to demonstrate understanding, proficiency and application of a body of knowledge and skills within each discipline. Students solve problems, think critically, apply their learning to novel disciplinary tasks and communicate clearly about complex ideas. High-level student thinking and work occur daily and is a normal expectation for all students.

### *Character and Engagement:*

This dimension of student achievement relates to non-cognitive skills that support student success. *Performance character* includes the academic mindsets and habits of scholarship that students bring to learning (e.g. perseverance, organization, initiative). *Relational character* includes the way students treat and work with others (e.g. respect, tolerance, collaboration). Both aspects of character are essential and interconnected.

### *High-quality Student Work:*

This dimension of student achievement asks students to transfer disciplinary knowledge and skills to authentic contexts. Students put knowledge and skills to use in order to solve complex problems and create a body of work that shows craftsmanship, depth of thinking and creative application. Students present their work to diverse audiences and communicate their thinking clearly both in writing and speaking.

### *A Strategic Plan:*

This will be in place as part of our accreditation process with the State of Idaho. The HCCSEL Board, Instructional Director, Expeditionary Learning, and staff representatives will develop the Strategic Plan. The plan will outline, by year, educational steps including needed assessment data, analysis, and remediation for

all educational goals identified. Explicit action plans will be included to address each of the five dimensions of the EL model.

#### **F. Plan for Improvement per ESEA**

Should the school ever need to be identified as in need of improvement or a focus or priority school, according to ESEA, the Board and leadership team will develop a plan that meets the school improvement process guidelines.

In addition to all State requirement, should it be determined, through our measurement systems, that learning is being compromised, steps will be taken by the Instructional Director and the Board to identify and target individual needs. A comprehensive plan of improvement will be developed that will all aspects of the school, again, built around the five dimensions of the EL model. In addition a yearly Implementation Review (IR) is administered by EL, faculty and the school leader to assess the implementation of 33 Power Practices, based upon EL's Core Practices.

#### **G. Middle Level Credit and Advancement**

HCCSEL will open with students K-5, though plans are in place to build into grades 6-8 within 3 years. Prior to expansion into grades 6-8, Hayden Canyon Charter School will develop and maintain a Middle Level Credit System acceptable to the State Department of Education, pursuant to IDAPA 08.02.03. The system will address: Credit Requirements, Credit Recovery, Attendance, Alternate Mechanism, Special Education Students and Limited English Proficient (LEP) students. The policies and procedures to implement the system will be adopted prior to the first academic term in which students grade 7 or 8 are enrolled.

## TAB 5 GOVERNANCE STRUCTURE, PARENTAL INVOLVEMENT, AUDITS

### A. Governance Structure

Hayden Canyon Charter School is a nonprofit organization governed by a School Board with a structure of officers and by-laws, with delegation of operational management to the Instructional Director. The School Board of HCCSEL is the entity which plans and directs all aspects of the school's operations to the end that students shall have ample opportunity to achieve their individual and collective learning needs and to provide a thorough system of education. The Board meets as a whole on a monthly basis and in compliance with Idaho Code 67-2340 through 67-2347. It operates through various committees, including an executive committee consisting of officers elected to manage the Board and create, monitor, and revise school policies.

There is a clear distinction between the governance work of the School Board and the administrative and management work of the paid staff. HCCSEL is legally incorporated under the Idaho Nonprofit Corporations Act and is regulated by Idaho statutes and IRS regulations regarding nonprofit organizations. The HCCSEL School Board is responsible for governing the school. The Trustees each have a personal fiduciary duty to safeguard long-term well-being of the school.

The role of a Board is to set policy and the role of the school administration is to implement it through procedures. The National School Boards Association defines policies and procedures as follows:

***Policies:*** are principles adopted by the Board to chart a course of action. They tell what is wanted and may include why and how much. They are broad enough to indicate a line of action to be taken by the administration in meeting a number of day to day problems; they need to be narrow enough to provide clear direction to the administration.

***Procedures:*** are detailed directions developed by the administration to put the policy into practice. They tell how, by whom, where and when things are to be done.

### Legal Organization of HCCSEL

HCCSEL is and will remain organized and managed as a nonprofit corporation registered in the state of Idaho throughout the terms of this agreement. The Board of Hayden Canyon Charter is legally accountable for the operation of the school.

HCCSEL shall be a public school as provided by the Idaho Public Charter Schools Act. HCCSEL shall be deemed a governmental entity.

HCCSEL must comply with all federal and state laws and rules. HCCSEL is created and operates under the authority of Idaho Code Title 33, Chapter 52. Although most provisions of this code are not explicitly listed in this document, HCCSEL will fully

comply with and adhere to its provisions. The responsibility for identifying the essential laws and regulations, and complying with them, lies with HCCSEL, not with the ACE.

HCCSEL is managed by a School Board which acts as public agents authorized to control HCCSEL and which has the same responsibilities and liability as any School Board of public education.

HCCSEL is organized and shall be maintained as a separate legal entity from the Lakeland School District 272. HCCSEL may not extend the faith and credit of the District or the ACE to any third person or entity, nor may HCCSEL contractually bind the District or ACE with any third party.

HCCSEL is subject to the provisions of Idaho Code on disclosure of public records.

As specified in Idaho Code 33-5204, no School Board member shall have pecuniary interest directly or indirectly in any contract or other transaction pertaining to the maintenance or conduct of the authorized ACE and charter, or to accept any reward or compensation for services rendered as a director except as may be otherwise provide by law.

The Bylaws of the Corporation, Hayden Canyon Charter School, Inc., contain additional detail on the definitions of membership, attendance requirements, vacancies, terms, resignation & removal, election process, officers & duties, meetings, committees, policies and procedures, and self-evaluation of the Board of Directors. Those Bylaws are included in Appendix B.

## **B. Ethical Standards of Governance**

The Hayden Canyon Charter School Board of Directors will comply with all ethical standards as required for employees. In addition, IASB standards of professional ethics will be adopted into the By-Laws of the HCCSEL School Board.

## **C. Parental Involvement**

### **1. In Governance**

- HCCSEL is a partnership between educators and parents/legal guardians of students enrolled at HCCSEL.
- The School Board will always include at least two parent or legal guardian members. This allows for significant parental input in policy and operation of the school.
- Advisory councils will consist primarily of parents/legal guardians. They will have an opportunity to be involved in special projects related to different aspects of the school. The Board will develop a policy to register volunteers.
- Each parent or legal guardian of any child who is enrolled shall be eligible to vote in any regular or special elections. Parents/legal guardians will have direct input in electing the governing body for HCCSEL as delineated in the Corporation Bylaws.

- All board meetings will be public and attendance will be encouraged for interested parents and legal guardians. Open communication will support parental participation.
- The HCCSEL Family Council is a parent group which meets each month and provides input into school policies and development, conducts activities for parent education and school involvement and links families to activities and volunteer opportunities within the Hayden Canyon community. Additionally, Family Council provides an impartial voice to staff and the School Board on issues or concerns parents bring to them. At least one parent representative of the School Board will attend these meetings.

## **2. Daily Involvement at HCCSEL**

- HCCSEL will work to build a *Community Based Curriculum* committee that works together to establish and implement HCCSEL's unique volunteer program.
- Parents/legal guardians will receive a student handbook at the beginning of each school year.
- Parents/legal guardians will be encouraged to attend a parental orientation at the beginning of the school year.
- Parents/legal guardians will be encouraged to attend parent/student/teacher conferences.
- Parents/legal guardians will be asked to complete a survey during the school year including the following topics: safety of students, classroom discipline, school-wide discipline, classroom atmosphere, and parental perception of the learning environment and student achievement.
- Parents/legal guardians will be encouraged and welcome to volunteer for school projects, programs and committees.
- Parents/legal guardians will be encouraged to provide an appropriate learning environment at home.
- Parents/legal guardians will be encouraged to communicate regularly with the school. In turn, the school will regularly communicate with the parents and legal guardians.
- Parents/legal guardians will be encouraged to participate in family enrichment nights.
- Parents/legal guardians will be encouraged to participate in fund raising events.

## **D. Staff Involvement in Governance**

HCCSEL is committed to the empowerment of staff and their involvement in decisions that impact their work. HCCSEL will include staff input in the decision making process. Staff input will be linked to the governance decision making of the School Board and will include:

- Encouragement for staff to be present at meetings of the School Board
- Involvement in the School Improvement Plan
- The opportunity to provide input to the School Board regarding the annual evaluation of the Instructional Director to be utilized as the School Board deems appropriate.
- Voting in elections to elect a School Board member. Along with school parents and guardians, staff will have a voice in Board member selection.

## **E. Charter School Financial and Programmatic Operations**

### **1. Annual Reports**

As required by Idaho Code 33-701(5-10) and in compliance with federally mandated programs, the governing board of HCCSEL School Board will submit an annual report to the ACE which shall contain:

- HCCSEL's annual independent financial audit of the fiscal and programmatic operations as required by Idaho State Law. The ACE may choose to do an independent audit at their expense.
- A report on student progress based on HCCSEL's student educational standards.
- A copy of HCCSEL's accreditation report.
- All annual reporting requirements as outlined in IDAPA 08.03.01.301 and 08.02.01.300.03.

Expeditionary Learning Schools provide an audit and school plan as part of their services to EL schools.

The academic program will be reported to the state and to the public through the school report cards.

HCCSEL's consultant in EL will lead an audit of the program with an annual "implementation report". The team will document where the school is in terms of implementing EL instructional strategies. A copy of the implementation report will be submitted to the School Board for review.

### **2. Annual Budget**

The budget for HCCSEL will be prepared in compliance with Idaho Code 33-701(5-10) and policies of the State Board of Education. It will be presented at a public hearing in June of the year the school will open, and will be delivered to the State Department of Education as required on or before July 15 prior to the start of each school year. Copies of the budget will be provided to the ACE as required. The budget will be prepared, approved and filed using the Idaho Financial Accounting Reporting Management System (IFARMS) format. Annual budget will be made available to the public.

### **3. Financial Audits**

Internal and external audits will be performed in compliance with GAAP and IRS code. Internal audits will include but not be limited to monthly review of bank statements and reconciliations, budget versus actual reports, and any School Board required fraud prevention procedures. Results of internal audits will be presented to the School Board on a semi-annual basis. External audits will include but not be limited to review by a certified accountant or audit authority annually.

The school will comply with Idaho Codes 33-5205(3)(1) and 33-5206(7) regarding financial reporting and audits.

#### **4. Other Reports**

The ACE may reasonably request that HCCSEL provide additional information to ensure that the school is meeting the terms of its charter. HCCSEL will abide by any additional reporting requirements of the ACE. The ACE may conduct on-site reviews at its discretion.

Hayden Canyon Charter School will comply with Idaho Codes 33-701(5-10):

33-701(5) – Publication of annual statement of financial condition

33-701(6) – Submission of annual financial audit to the SDE

33-701(7) – To file annual with the SDE such financial and statistical reports as the SOPI may require

33-701(8) – Destroying of claims or vouchers paid five years from the date the same was canceled and paid

33-701(9) – Review the school budget periodically and make appropriate budget adjustments; amended budgets shall be submitted to the SDE

33-701(10) – Invest any money coming into the hands of the school in investments permitted by section 67-1210, Idaho Code

## **TAB 6 EMPLOYEE REQUIREMENTS**

Expeditionary Learning school leaders build a cohesive school vision focused on student achievement and continuous improvement, and they align all activities in the school to that vision. Leaders use data wisely, boldly shape school structures to best meet student needs, celebrate joy in learning, and build a school-wide culture of trust and collaboration. Leadership in EL schools goes beyond a single person or team—it is a role and expectation for all.

School leaders in Expeditionary Learning schools focus on improving student achievement by developing quality teachers. School leaders establish and communicate high expectations. They align professional development, feedback, and coaching with formal evaluation systems in order to promote the professional growth of every teacher and ensure school-wide excellence.

School leaders and teachers in Expeditionary Learning schools ensure that curriculum, instruction, and assessment are tightly aligned to high standards for student achievement, including required district frameworks. School leaders, in coordination with EL school designers, facilitate a collaborative process for curriculum mapping that includes a comprehensive review of current practices, careful sequencing and prioritization of content, vertical alignment across grade levels, and opportunities for interdisciplinary connections. Leaders support the creation of assessment plans for all curriculum units that identify formative and summative assessments associated with standards-based learning targets. School leaders carefully monitor implementation of agreed-upon curriculum, instruction, and assessment through frequent classroom visits and feedback to teachers.

Teachers and school leaders in Expeditionary Learning schools collect and analyze data to understand student achievement, assess teaching practices, and make informed decisions about instruction. Data inquiry teams analyze and disaggregate various data to determine patterns of performance. These teams emphasize collaborative inquiry as the keystone for productive data use. They use multiple sources of data, including and going beyond test scores (e.g., classroom assessments, student work, student engagement indicators). EL schools invest in the capacity of every teacher to access, understand, and use data effectively.

Expeditionary Learning school leaders encourage school staff, families, and community members to assume leadership roles in their areas of expertise. Supported by a leadership team, they maintain focus on teaching and learning even as they manage other responsibilities. All stakeholders engage in data-based conversations linked to school improvement, and the school uses a clear process for making, communicating, and implementing decisions.

### **A. Personnel**

#### **1. Administration**

**The primary goals for the administrative staff are to:**

- Provide for efficient and responsible supervision, implementation, evaluation and improvement of the instructional program, consistent with the policies established by the Board of Directors.

- Provide effective and responsive communication with staff, students, parents/legal guardians, Board members, and other citizens.
- Foster staff initiative and rapport.
- Manage non-instructional aspects of school (i.e. budget, finance, facilities, transportation, admissions, etc).
- Conduct actions in accordance with state and federal laws and the regulations of the Idaho State Department of Education and the State Board of Education.
- Administrative staff will conduct their business in accordance with Board policy and the Instructional Director's rules and procedures.

## **2. Instructional Director**

### **Duties and Authorities**

The Instructional Director will be hired, supervised, evaluated, compensated and (if necessary) terminated by the Board of Directors.

The Instructional Director is the chief administrator of Hayden Canyon Charter School (HCCSEL) and will be granted appropriate authority by the Board to allow for the administration and management of HCCSEL, in accordance with Board policies and directives, and Idaho State and Federal Law.

The Instructional Director is authorized to develop administrative procedures to implement Board policy and to delegate duties and responsibilities as necessary. Delegation of authority or duty, however, shall not relieve the Instructional Director of responsibility for the action which was delegated.

### **Compensation and Benefits**

The Board and the Instructional Director shall enter into a contract approved, in form, by the Idaho State Superintendent of Public Instruction. This contract shall govern the employment relationship between the Board and the Instructional Director.

### **Qualifications and Appointment**

The Instructional Director must be of good character and of unquestionable integrity and comply with the Idaho State Department Code of Ethics.

The Instructional Director shall have the experience and the skills necessary to work effectively with the Board of HCCSEL employees, parents/legal guardians, students, and the community.

The Instructional Director will hold all administrative credentials or certificates as required by Idaho State Law or will be working towards those required credentials as approved by the Idaho Bureau of Certification's Alternative Authorization process.

Additionally, the Instructional Director is expected to engage in ongoing professional development as required to maintain appropriate certifications and at the discretion of the Board.

When the office of the Instructional Director becomes vacant, the Board will conduct a search to find the most capable person for the position. Qualified staff members who apply for the position will be considered for the vacancy.

### 3. Staff Members

#### a. Qualifications

All Staff will meet or exceed qualifications required by Idaho State and Federal law, including No Child Left Behind. Teachers will meet the Highly Qualified teacher status.

Instructional staff shall be certified teachers as defined in the Uniformity Chapter of the State Board of Education rules for the Public Schools of Idaho, Section 000-651 and the Idaho Department of Education Professional School Personnel Certification Standards manual and will comply with the Idaho State Department Code of Ethics. A copy of the certificates for all certified teachers/staff members will be kept on file at HCCSEL along with proof of Highly Qualified status.

HCCSEL reserves the right to seek waivers or limited certification options as provided by the rules of the Idaho State Board of Education when deemed in the best interest of the educational program.

HCCSEL teachers will be in compliance with IDAPA 08.02.02. Teacher will have obtained a bachelor's degree from an accredited college or university and meets the following requirements:

- 01. General Education Requirements.** Completion of the general education requirements at an accredited college or university is required.
- 02. Professional Education Core Requirements.**
  - a.** A **minimum** of twenty-four (24) semester credit hours, or thirty-six (36) quarter credit hours, in the philosophical, psychological, and methodological foundations and in the professional subject matter of elementary education, which **shall** include at **least** six (6) semester credit hours, or nine (9) quarter credit hours, in developmental reading and its application to the content area.
  - b.** At **least** six (6) semester credit hours, or nine (9) quarter credit hours, of elementary student teaching or two (2) years of satisfactory experience as a teacher in grades K-8.
- 03. Additional Requirements.** An institutional recommendation from an accredited college or university or verification of two (2) years of teaching experience in grades Kindergarten (K) through eight (8).
- 04. Area of Endorsement.** All individuals seeking a Standard Elementary Certificate shall complete the requirements for a subject area endorsement as outlined under requirements for a Standard Secondary Certificate. An endorsement allowing teaching of that subject through grade nine (9) or a K-12 endorsement shall be added to the Standard Elementary Certificate. (4-7-11)

**05. Proficiency.** Proficiency in areas noted above is measured by completion of the credit hour requirements provided herein. Additionally, each candidate shall meet or exceed the state qualifying score on approved elementary content area and pedagogy assessments.

#### **b. Professional Development**

Our school designers, EL regional support staff, spend an average of 30 days a year in a school working on-site with teachers and school leaders. This allows them to provide professional development within a whole school design and combine focused institutes with on-site coaching and support. Off-site institutes and site seminars engage teachers as learners to support better assessment of student learning, demonstrate engaging content instruction, and foster their own development as learners and thinkers.

##### **School-based professional development offerings**

Each school designer develops a variety of school-based professional development opportunities for staff based on a school's identified needs. Some examples include:

- Full staff training for improved school-wide implementation of our model
- Small team coaching sessions for curriculum planning
- Curriculum planning with individual teachers
- Demonstration lessons with students and follow-up debriefing sessions with teachers
- Targeted professional development around one of the key facets of our model, authentic student-engaged assessment
- Classroom observation and follow-up debriefing sessions with teachers
- Individual or small group meetings with school leaders or leadership teams
- Presentations to various constituent groups (e.g., parents, community groups, school boards)
- Ongoing assessment of the school-wide implementation of our core practices
- Access to teaching resources, model student work, and EL Commons, our online forum for sharing knowledge and collaborative work space

##### **Professional development institutes AND seminars**

Our professional development is led by the most experienced school designers and master teachers from across our network. Three-day and five-day residential institutes provide content-rich curricular and instructional strategies for teachers and leaders on topics such as reading, math, differentiation, assessment, and the use of data. Five-day residential Learning Expeditions for Educators allow teachers to experience learning as their students do. And two-day Site Seminars invite educators to observe some of our most successful schools in action.

**B. Transfer Rights**

Any employee choosing to work in HCCSEL shall not have a right to return to any non-charter school in the same school district after employment. However, any employee shall have the right to apply for employment with the local school district through the District's normal employment process. Per Idaho Code 33-5205(3) (p) 33-1217

**C. Employee Benefits**

All full time employees will be covered by, and participate in the following benefit programs: health insurance, sick leave, Public Employee Retirement System, Federal Social Security, Unemployment Insurance, and Workers' Compensation Insurance to the extent required by law. Per Idaho Code 33-5205 (3) (n)

Per Idaho Code 33-1217, Accumulation of unused sick leave shall be accumulated from year to year as long as an employee remains continuously in the service of HCCSEL, to ninety (90) days accumulation of leave. Termination of employment HCCSEL shall terminate sick leave rights, both current and accumulated, except when such employee is employed by another district or another state educational agency during the school year immediately following the year of termination or within three (3) school years immediately following the year of termination if termination of employment is due to a reduction in force; and the accumulated leave up to a maximum of ninety (90) days shall be secured for, and credited to, the employee by the district or state educational agency thereafter employing such employee. Whenever new school districts are formed by the consolidation or by the division of existing districts, the accumulated sick leave of school district employees who continue in service in the new district or districts created by such consolidation or division shall have such accumulated sick leave secured for, and credited to, them in such newly created district, or districts.

**D. Collective Bargaining**

Per Idaho Code 33-5205(3) (q), the staff of HCCSEL shall be considered a separate unit for purposes of collective bargaining.

**E. Certified Teachers shall be Considered Public School Teachers**

Per Idaho Code 33-5206 (4), certified teachers in HCCSEL shall be considered public school teachers. Educational experience shall accrue for service in HCCSEL and such experience shall be counted by any school district to which the teacher returns after employment in HCCSEL. Each year of service at HCCSEL counts as one-year experience on the state indexing scale.

HCCSEL embraces the legislative intent of the Public Charter Schools Act to create professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

**Written Contracts**

All teachers and Instructional Director shall be on written contract in form as approved by the state superintendent of public instruction, conditioned upon a valid certificate being

held by such professional personnel at the time of entering upon the duties thereunder. Per Idaho Codes 33-5206(4)

#### **F. Evaluation of Teachers**

The Instructional Director will be responsible for the evaluation of HCCSEL staff. The Instructional Director and staff will be using the Charlotte Danielson Model for staff and peer evaluation. The process of developing criteria and procedures for certificated personnel evaluation will allow opportunities for input from those affected by the evaluation; i.e., trustees, administrators and teachers. If a teacher is deemed to be underperforming, support will be given to him/her by a team composed of the Instructional Director, a peer mentor and an EL school designer. In all cases, teacher performance shall be linked to continued employment at HCCSEL.

#### **G. Plan To Meet Requirements**

The Board of Directors will authorize the allocation of other administrative staff upon the recommendation of the Instructional Director. As authorized by the Instructional Director, administrative staff shall have full responsibility for the day-to-day administration of the area to which they are assigned. Administrative staff will be governed by the policies of HCCSEL and are responsible for implementing any required administrative procedures that relate to their assigned responsibilities. IDAPA 08.O2.O2.120.

#### **H. Evaluation of Instructional Director**

The Board shall delineate the duties of the Instructional Director and shall use them as the basis for evaluating the Instructional Director's performance. IDAPA 08.O2.O2.120.

The Board will annually evaluate the performance of the Instructional Director, using standards and objectives developed by the HCCSEL Board supported by EL philosophy and principles. The evaluation criteria will be consistent with HCCSEL's mission and goal statements and guided by leadership rubrics such as *New Leaders for New Schools: Principal Leadership Actions Rubric*, *Kim Marshall: Principal Evaluation Rubric*, *Marzano Research Laboratory: Marzano Principal Evaluation System*, *The Leadership and Learning Center: Reeves Leadership Performance Matrix*. A specific time shall be designated for a formal evaluation session. The evaluation should include a discussion of strengths and weaknesses, as well as performance areas needing improvement. In addition, a staff survey will be conducted yearly for additional feedback.

#### **I. Criminal History Check Required**

Fingerprinting and background checks will be required for all employees per Idaho Code 33-130 and all contractors whom may have contact with students per Idaho Code 33-512. Certain judgments, convictions, or legal issues may prevent an individual from employment as an educator or employee of a school, per Idaho State Law.

#### **J. Health and Safety of Students and Staff**

##### **1. Safe Learning Environment**

The staff at HCCSEL will communicate and consistently enforce and apply school policies and procedures.

## **2. General Policies and Procedures**

Per Idaho Code 33-5205 (3)(1) and IDAPA 08.02.03.160, the Instructional Director, in conjunction with the Board and staff, annually review all policies and procedures relevant to safe learning environment, including but not limited to the following:

- School climate
- Discipline
- Drug, Alcohol, Tobacco free
- Weapons-free schools
- Student harassment, health, violence and suicide prevention
- Contagious and infectious diseases
- Emergency Plan and Evacuation Drills
- Confidentiality of personally identifiable information and protection of student rights

## **K. Schools Disciplinary Procedures**

### **1. Discipline**

Discipline policies at HCCSEL are for the safety and wellbeing of all individuals on school property or at school activities. If HCCSEL school policy or any unlawful act is violated the consequences may result in disciplinary action, suspension, expulsion and/or other disciplinary actions employed by the School Board, Instructional Director or designee in order to protect individuals and school property, all discipline actions will conform to Idaho Codes or subsequent revisions of that code. All school policies will be given to parents upon enrollment as well as being posted on the school's website and in the school front office at all times. Students and parents/guardians will sign policy agreement reflecting that they have read and will adhere to all policies.

#### **a. Policy Violation Definitions**

*Minor Violations* shall be defined by the faculty and administration at the beginning of the school year, and are open to change during the year as necessary. Examples may include disrupting the learning environments, willful disobedience, or name-calling. Violations of any of school policies shall be met with disciplinary measures defined by the Board or Instructional Director. Any staff member may correct a student.

*Major violations* are defined as any illegal actions conducted on school property, that may jeopardize any individual, an individual's personal property, or any part of school property or during any school activity, including but not limited to, possession of illegal substances, weapons at school, malicious vandalism, or assault. Any major violation will be reported immediately to school authority and/or local law enforcement and will result in the immediate disciplinary actions. Depending on the offense, consequences may include but not limited to suspension or expulsion of all parties involved, consequences will be enforced by the Instructional Director and/or law enforcement.

#### **b. School-Wide Rules**

HCCSEL will have a zero tolerance for any form of harassment. No one may jeopardize the safety or wellbeing of any person at school or on any part of school property or at any school sponsored activity. Harassment includes, but is not limited to a person's gender,

race, ethnicity, color, religion, physical, mental, social, condition or educational aspects. This includes, but not limited to teasing, bullying, malicious jesting/joking, verbal, written, inferred and gestures, any form of communication including but not limited to any and all electronic devices, mechanical devices or hand written regardless of its origin.

No one may damage any part of school property. School property is defined as any part of the school building property, grounds, furnishings and any materials belonging to the school.

### **c. Classroom Conduct/Discipline Policies**

Teachers are the primary discipline authorities in their classrooms and are empowered to maintain an appropriate learning environment for all members of the class. Each class -- teachers and students working together -- shall establish its own rules of conduct and the discipline measures enacted when those rules are violated. This is to be seen as an educational experience, providing students with the opportunity to govern themselves and experience democracy and citizenship responsibilities. Teachers will oversee and administer class rules, always ensuring that the safety of individuals is maintained.

The Instructional Director will work with staff and students to maintain a level of consistency in classroom policies throughout the school. A list of “non-negotiable” policies will be put in place school-wide which all students and staff will adhere to under the direction of the Instructional Director.

### **d. Suspension, Expulsion and Re-enrollment**

All policies and procedures dealing with denial of school attendance to any student will be in accordance with Idaho Code 33-205.

#### **Suspension**

Authority to temporarily suspend students has been delegated by the Idaho Legislature to the Instructional Director or designee. No person other than the Instructional Director or designee or the School Board may suspend a student from HCCSEL.

Ground for suspension may include but is not limited to the following:

- Presenting a physical danger to other students or staff
- Major, repetitive disruptions to the learning environment
- Harassment or bullying of another school member
- Drug or alcohol violations

A student may be suspended at the discretion of the Instructional Director or designee for disciplinary reasons, or for other conduct that is disruptive or detrimental to the instructional process of the school, to the health or safety of any student, staff member or visitor or the general climate of the school.

If a student that has been suspended or expelled from HCCSEL or another local school; that student is strictly forbidden to come onto any school property, to attend any HCCSEL school functions or activities until his/her suspension/expulsion has been

satisfied/completed. If this violation occurs further consequence may occur at the discretion of the school administration, designee or School Board.

A student may also be suspended when, in the judgment of the Instructional Director or designee the suspension is necessary for the health, welfare, or safety of the any individual at the school.

### **Period of Suspension**

A temporary suspension by the Instructional Director or designee shall not exceed five (5) school days in length. Upon appeal to the School Board, the suspension may be extended for an additional ten (10) days. This appeal for additional suspension would only be granted if there was a finding by the School Board that immediate return to school by the temporarily suspended student would be detrimental to any other individual's health, safety, and welfare at the school.

### **Expulsion**

Only the Appeals Board, consisting of the Instructional Director or his/her designee and the School Board, may expel a student. Expulsion will, at minimum, last the remainder of the school year in which the student is expelled. Parents of a student taken to the Appeals Board for expulsion will receive notice in writing 7 days prior to the hearing and will be given the chance to speak at the hearing on the student's behalf to contest the action per Idaho Code 33-205.

Ground for expulsion may include but is not limited to the following:

- Presenting a continued physical danger to other students or staff
- Illegal drug or alcohol violations
- Weapon violations (zero tolerance)

Once expelled, a student is no longer enrolled in HCCSEL and is not allowed on any school property, unless authorized by the Instructional Director, School Board or designee. That student's position shall be considered vacant and offered up to the next name on the waiting list. Expulsion is considered permanent, although a student may apply for re-enrollment under terms defined at the time the student is expelled.

If a Special Education or Special Services student accumulate, or is likely to accumulate, more than ten (10) days of suspension in a school year, the student's IEP team must be convened to determine if the current program and placement are appropriate and if the behavior is related to the student's disability. Based on this determination, the IEP team shall make needed modifications to the student's IEP.

### **Re-enrollment**

Terms of re-enrollment will be defined on an individual basis when a student is expelled. Such re-enrollment must abide by the general enrollment guidelines for the school. Any individual eligible for re-enrollment will be required to undergo the same initial enrollment proceedings as other prospective students, with no preference or discrimination given. Other standards or requirements may be set forth at the discretion of the School Administrator, designee, or school board.

Any student having been expelled or denied re-enrollment may be re-enrolled or readmitted to the HCCSEL by the School Board or Instructional Director upon such reasonable conditions as may be prescribed by the Board; but such re-enrollment or readmission shall not prevent the Instructional Director or the School Board from again expelling such student for cause. Other standards or requirements may be set forth at the discretion of the Instructional Director, designee, or School Board.

If a student has been suspended or expelled from another school, private, charter or public HCCSEL reserves the right to deny the student enrollment to HCCSEL until the student's suspension/expulsion on been completed/served. This decision will be at the discretion of the Instructional Director or School Board.

Suspension or expulsion will be at the discretion of the Instructional Director or school board a series of efforts may include but are not limited to the following steps:

Step 1: Parent/guardian incident notification.

Step 2: Instructional Director intervention in addition to step 1.

Step 3: Suspension with parental notification in accordance with Idaho Code 33-205. Readmission will occur after a conference with student, legal guardian(s), and the Instructional Director.

Step 4: Expulsion In accordance with Idaho Code 33-205.

Step 5: The School Board and/or the Instructional Director shall have the right to deny re-enrollment for disciplinary or attendance reasons.

In the case of a major violation as defined above, the progression of the steps may be altered.

#### **4. Student Policies**

The HCCSEL Board will develop and implement policies specifying how personnel shall respond when a student discloses or is (reasonable suspicion) reasonably suspected of using or being under the influence of alcohol or any controlled substance defined by section 37-2732C, Idaho Code. Such policies shall include provisions that anonymity will be provided to the student on a faculty "need to know" basis, when a student voluntarily discloses using or being under the influence of alcohol, mood altering chemicals or any controlled substance while on school property or at a school function, except as deemed reasonably necessary to protect the health and safety of others. Notification of the disclosure the legal guardian will be performed by the Instructional Director or designee.

If a student is reasonably suspected or if a staff member has probable cause to believe a student is using or under the influence of alcohol, mood altering chemical or a controlled substance in violation of section 37-2732C, Idaho Code, regardless of any previous voluntary disclosure, the Instructional Director or designee shall contact the student's, legal guardian and report the incident to law enforcement. The fact that a student has previously disclosed the use of alcohol, mood altering chemical or a controlled substance shall not be deemed a factor in determining reasonable suspicion at a later date.

In addition to policies adopted pursuant to Idaho Code 33-210, students may, at the discretion of the HCCSEL Instructional Director School Board, be subject to other disciplinary or safety policies, regardless whether the student voluntarily discloses or is reasonably suspected of using or being under the influence of alcohol, mood altering chemical or a controlled substance in violation of HCCSEL policy or section 37-2732C, Idaho Code.

The HCCSEL Instructional Director or School Board shall ensure that procedures are developed for contacting law enforcement and the student's legal guardian regarding a student reasonably suspected of using or being under the influence of alcohol, mood altering chemical or a controlled substance.

Any HCCSEL employee or independent contractor who has a reasonable suspicion that a student is using or is under the influence of alcohol or a controlled substance and, acting upon that suspicion, reports that suspicion to the Instructional Director or initiates procedures adopted by the HCCSEL School Board pursuant to this section, shall have immunity from any liability, civil or criminal, that might otherwise be incurred or imposed. Any such participant shall have the same immunity with respect to participation in any judicial proceeding resulting from such report. Any person who reports in bad faith or with malice shall not be protected by this section. Employees and independent contractors who intentionally harass a student through the misuse of the authority provided in this section shall not be immune from civil liability arising from the wrongful exercise of that authority and shall be guilty of a misdemeanor.

### **5. General Health and Safety Procedures**

HCCSEL will comply with the following health and safety procedures and will adopt and implement policies regarding health, safety, risk management and unsafe school choice option policies as required by Idaho State Law. These policies at a minimum will address the following items:

Require fingerprinting and criminal history checks for all employees in compliance with Idaho State Law. This requirement is a condition of employment.

- Require that all students have proof of immunization or have a written parental waiver, and also a birth certificate or other officially recognized identification, before being enrolled at HCCSEL.
- Require that all visitors sign in when visiting the school building(s), as detailed in HCCSEL Policies Handbook.
- Provide an inspection of the facility in compliance with Idaho State Law. Adopt policies to meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools. Fire and safety officials will inspect the facility using the same guidelines for used for all public schools.
- Provide a policy and procedures for response to natural disasters and emergencies including fires and bomb threats.

- Provide a policy relating to infectious and contagious diseases. Provide a policy relating to the administration of prescription drugs and other medicine.
- Provide a policy establishing that HCCSEL functions as a weapons-free drug, alcohol and tobacco free workplace.
- Provide a policy relating to student harassment and bullying
- Policies will be incorporated as appropriate into the student and staff handbooks and will be reviewed on an ongoing basis.

## **L. Internet Safety**

Internet users are responsible to use the school's computers, networks and Internet resources in an ethical and educational manner appropriate to the school setting. General school rules for behavior and communications shall apply. In addition, HCCSEL has policies and procedures for computer usage as required by the Children's Internet Protection Act.

The school will implement and review measures to block or filter pictures that: (a) are obscene, (b) contain child pornography, or (c) are harmful to minors;

The school has policies for student Internet access, included in its Student Handbook. Students will annually discuss these policies. Students and parents will annually sign an agreement to adhere to them.

As technologies evolve and are adapted by teachers for classroom use, the Board may develop additional policies for teachers and/or students (and suggestions for parents) regarding: (a) access by minors to inappropriate matter on the Internet and World Wide Web; (b) the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; (c) unauthorized access, including so-called "hacking," and other unlawful activities by minors online; (d) unauthorized disclosure, use, and dissemination of personal information regarding minors; and (e) restricting minors' access to materials harmful to them.

Additionally, educators at the school will work with students to develop the intellectual skills necessary to discriminate among sources, identify materials appropriate to their age and maturity levels, and evaluate and communicate information. School personnel will instruct students in their role as on-line users, so that they can use electronic resource networks in an appropriate manner.

## **TAB 7 ADMISSIONS, DISCIPLINE, AND STUDENT POLICIES**

### **A. Admissions**

HCCSEL will provide an equitable selection and admissions process without discrimination according to Idaho Law, which will be clearly communicated. All publicity for the school will identify the school as a free public charter school and provides appropriate education for all students, even those with disabilities.

#### **1. Attendance Area**

As described earlier, the compact and contiguous primary attendance area for HCCSEL shall be the boundaries of Hayden Canyon Development per the Site Master Plan and Primary Attendance Area Map (see Appendix F2).

#### **2. Admission Procedures**

HCCSEL intends to implement enrollment procedures in accordance with the Model Admission Procedures outlined in the Idaho State Board of Education Rules Governing Charter Schools. IDAPA equitable selection rules will apply for all enrollment lottery.

##### **a. Enrollment Deadline**

Each year the School Board of HCCSEL will establish an application deadline, which shall be the date by which all requests for admission to attend the School for the next school year must be received. The enrollment deadline cannot be changed once the enrollment information is disseminated.

##### **b. Requests for Admission**

A legal guardian with authority to make decisions regarding school attendance on behalf of a child in Idaho must make a request in writing for such child to attend HCCSEL. In the case of a family with more than one (1) child seeking to attend HCCSEL 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, HCCSEL on or before the enrollment deadline. 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 HCCSEL is insufficient to enroll all prospective students, then an equitable selection process, in accordance with the Idaho State Board of Education Model Admission Procedures, shall be utilized to determine which prospective students will be admitted to HCCSEL. Only those written requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline established by HCCSEL shall be permitted in the selection process. Only written requests for admission shall be considered by HCCSEL. 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.

**c. Priority of Preferences for Initial Enrollment**

HCCSEL will establish an admission preference for students. The selection hierarchy with respect to such preferences shall be in accordance with Idaho Code 33-5205(3) (j).

Initial enrollment preference hierarchy will be:

- Children of founders
- Students living in the attendance zone
- Siblings of enrolled students
- Students living outside of the attendance zone

**d. Priority of Preferences for Subsequent Enrollment Periods**

HCCSEL intends to establish admission preferences for enrollment of students in HCCSEL in subsequent school years. The selection hierarchy with respect to such preferences shall be in accordance with Idaho Code 33-5205(3)(k).

Subsequent years preference hierarchy will be:

- Students already enrolled
- Children of founders
- Siblings of enrolled students
- Students living in the attendance zone
- Students living outside the attendance zone

**e. Proposed Attendance List for Lottery**

Each year HCCSEL will create an attendance list containing the names of all prospective students on whose behalf a written request for admission was timely received, separated by grade level. In addition, the proposed attendance list will contain columns next to the name of each student, in which HCCSEL will designate admission preferences applicable to each prospective student.

### 3. Enrollment

<i>Grade</i>	<i>Max Class Size</i>	<i>2015-16</i>		<i>2016-17</i>		<i>2017-18</i>	
		<i>No. of Class-rooms</i>	<i>No. of Students</i>	<i>No. of Class-rooms</i>	<i>No. of Students</i>	<i>No. of Class-rooms</i>	<i>No. of Students</i>
K	21	2	42	2	42	2	42
1	21	2	42	2	42	2	42
2	24	2	48	2	48	2	48
3	24	2	48	2	48	2	48
4	24	2	48	2	48	2	48
5	24	2	48	2	48	2	48
6	25			2	50	2	50
7	26					2	52
8	26						
<b><i>Totals</i></b>		<b>12</b>	<b>276</b>	<b>14</b>	<b>326</b>	<b>16</b>	<b>378</b>

HCCSEL school structure will consist primarily of the following multi-age classrooms: K-1, 2-3, 4-5, and 7-8. The two age groups without multi-age will be 1<sup>st</sup> grade in the afternoon (after Kindergarten leaves) and 6<sup>th</sup> grade. These ages are particularly challenging for many students and we feel that a concerted, individualized effort to give them the tools they will need to succeed for the remainder of their education is vital.

HCCSEL will open with two classrooms each of K-1, 2-3 and 4-5. Each class will be roughly equally split between grade levels and genders. Kindergarten students will attend only in the morning sessions though will have the opportunity to enroll in an extended day option at cost. First graders will then combine classes to reach 20 each to work on the more advanced topics they require.

The benefits of a multi-age classroom are immense; however, the key difference from the traditional model is each student will keep the same teacher for two years before transitioning to another. This provides consistency in academic targeting and well as the incredibly important social and emotional development of the child.

#### **2015-16**

For purposes of the 2015 lottery, the grade level enrollment figures above were used. Subsequent to the lottery, for purposes of maximizing enrollment, Hayden Canyon Charter School may admit additional students to the multi-age classrooms based on priority preference until a given classroom reaches its cap of 24.

Due to the two-year classroom model, the second year of the school will be one of the only in which 1<sup>st</sup>, 3<sup>rd</sup> and 5<sup>th</sup> graders will have had their previous teacher for only one year. From second year on out, this should no longer be an issue.

### **2016-17**

Because of the potential for class levels to diverge from balanced enrollment in the table above, the lottery in 2016 will be based on the distribution of vacant seats determined as follows: The Instructional Director will develop a schedule of single and multi-age classrooms and enrollment caps for each classroom such that: (1) all students who wish to return have a place, (2) no classroom exceeds 24 for grades 3-5 and 20 for K-1 (3) the total enrollment does not exceed the school's enrollment cap. The Board will approve this enrollment plan prior to the opening of the lottery application period, and the plan will be published as part of the lottery information.

Within the classroom schedule set in the step above, grade-level enrollments will be determined as follows: First, students who elect to continue in the school for the next year will be distributed into classrooms. Second, in multi-age classrooms, the open seats will be distributed to give the most uniform age distribution possible in each room. At its meeting just prior to the start of the lottery enrollment period, the grade level enrollments and open seats will be finalized by the Board and reported to the Authorizer. This schedule of classrooms, enrollment cap, and open seats will be advertised to families.

Following the lottery, if any open seats remain in a multi-age classroom, the remaining seats can be taken by students in either grade, first from the waiting list(s) and when the waiting lists are exhausted, then on a first-come basis.

In the third year, we will be expanding our building to almost double the size. This will be a challenge to balance existing students and new students. We will likely add the intermediary classes this year as well: 1-2, 3-4 and 5-6 for those students who need a bit more time to reach academic or social standards yet do not need to be retained a full grade level.

### **2017-18 and subsequent years**

The process in this and subsequent years will be the same as the previous, with the new year's enrollment caps. Middle school enrollment caps will be as follows: 25 in 6<sup>th</sup> grade classes and 26 in 7/8<sup>th</sup> grade classes.

#### **a. Final Selection List**

The names of the persons in highest order on the final selection list shall have the highest priority for admission to HCCSEL in that grade, and shall be offered admission to HCCSEL in such grade until all seats for that grade are filled. Any remaining names on the list after capacity is reached will comprise the future admission waiting list. This list will remain in effect until the next year's selection process is initiated.

**b. Notification and Acceptance Process**

With respect to students selected for admission to HCCSEL within the time frames outlined in the Idaho State Board of Education Model Admission Procedures, HCCSEL shall send an offer letter to the legal guardian who submitted a written request for admission on behalf of a student, advising such person that the student has been selected for admission to HCCSEL. The offer letter must be signed by such student’s legal guardian, and returned to HCCSEL by the date designated in such offer letter.

With respect to a prospective student not eligible for admission to HCCSEL within the time frames outlined in the Idaho State Board of Education Model Admission Procedures, HCCSEL shall send a letter to the legal guardian who submitted a request for admission on behalf of such student, advising such person that the prospective 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.

If the legal guardian receives an offer letter on behalf of a student and declines admission, or fails student will be stricken from the final selection list, and the seat that opens in that grade will be made available to the next eligible student on the waiting list.

If a student withdraws from HCCSEL during the school year for any reason, then the seat that opens in that grade will be made available to the next eligible student on the waiting list. Waiting lists will be developed and maintained by the HCCSEL office staff, assorted by grade level. Waiting lists will be destroyed prior to new lottery list being made for the new school year.

**c. 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 HCCSEL is insufficient to enroll all prospective students during the next subsequent school year, then a new equitable selection process shall be conducted for such school year.

**4. Attendance Requirements**

**a. School Attendance Philosophy**

Students, legal guardians, and educators recognize the importance of attendance and punctuality at school. Punctual attendance is relevant to educational success. Attendance requirements will be in compliance with Idaho State Law. State and HCC policy requires students to not have attendance less than 90% of the time or exceeds 9 days in the current semester.

**b. Attendance Requirements**

HCCSEL attendance requirements will be in compliance with Idaho State Law. Absence from any class for any reason, including family convenience, shall be counted when the percentage of attendance and eligibility for promotion are being considered.

### **c. Public School Alternatives**

Students who do not attend HCCSEL have the following educational options:

- STEM Charter School
- Lakeland School District
- Coeur d'Alene School District
- Coeur d'Alene Charter Academy

### **d. Public Awareness of Enrollment Opportunities**

Citizens residing within the contiguous attendance area of HCCSEL will be made aware of enrollment opportunities via local media including newspaper, radio, and internet marketing. Please see Tab 8 marketing plan. In addition, families currently enrolled will be made aware of enrollment opportunities and encouraged to invite others. HCCSEL intends to actively promote enrollment opportunities to the citizens in the area of attendance. HCCSEL will implement a process for promoting enrollment opportunities which includes the dissemination of enrollment information in advance of the enrollment deadline established by HCCSEL School Board each year, and in accordance with the time frames specified in the Idaho State Board of Education Model Admission Procedures. Such information will be posted in visible and prominent locations within the area of attendance. In addition, HCCSEL will ensure that the process includes the dissemination of press release or public service announcements, to media outlets that broadcast within, or disseminate printed publications within, the area of attendance of HCCSEL. Finally, the enrollment information shall advise that all prospective students will be given the opportunity to enroll in HCCSEL regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

### **e. Denial of Attendance**

Prior to enrollment, all prospective students and their legal guardians will be interviewed, and all of their records will be reviewed by the administration. If students have been habitually truant, incorrigible, disruptive to instructional effectiveness, detrimental to health and safety of others, suspended or expelled from any other school district or state, enrollment will possibly be denied. These prospective students and their parents will meet with Instructional Director and a few HCCSEL staff for an interview and discussion of how the school can best serve the student.

## **B. Student Policies**

### **1. Internet Access and Use Provisions**

**HCCSEL internet access and use policies will include the following:**

- Prohibit and prevent the use of school computers and other school owned technology-related services from sending, receiving, viewing or downloading materials that are deemed to be harmful to minors, as defined by section -18-1514, Idaho Code; and
- Provide for the selection of technology for the local district's computers to filter or block internet access to obscene materials, materials harmful to minors and materials that depict the sexual exploitation of a minor, as defined in chapter 15, title 18, Idaho Code; and

- Prohibit students from cyber-bullying using school computers or during school time; and
- Establish appropriate disciplinary measures to be taken against persons violating the policy provided for in this section; and
- Include a component of internet safety for students that is integrated into the district's instructional program; and
- Inform the public that administrative procedures have been adopted to enforce the policy provided for in this section and to handle complaints about such enforcement, and that such procedures are available for review at the district office.

As a part of enrollment orientation parents will sign an internet use permission form which will be stored in the school office. Teachers will be made aware and abide by the parental permission.

## **2. Student Handbook**

HCCSEL has drafted a student handbook that has outlined the school policies and a Code of Conduct including expectations and consequences for unacceptable behavior. A draft will be provided to each student and the student's legal guardian at the time of the student's initial enrollment. Additional copies of the handbook will be made available upon request. (See Appendix U)

## **TAB 8 BUSINESS PLAN, TRANSPORTATION, AND SCHOOL LUNCH**

### **A. Business Plan**

#### **1. Business Description**

Hayden Canyon Charter School, Inc. (HCCSEL) is organized exclusively for educational purposes within the meaning of IRC Section 501(c) (3) of the Internal Revenue Code. The initial intent is to establish one public charter school which has Expeditionary Learning as its principle teaching methodology. This school will be called HCCSEL. Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal Income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 (or corresponding provision of any future United States Internal Revenue Law), or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law). Hayden Canyon Charter School, Inc. was established in 2013.

#### **2. Marketing Plan**

Prospective students will be given the opportunity to enroll regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs. The primary attendance area for HCCSEL shall be a one-mile radius around the Hayden Canyon development. Students from surrounding areas will be allowed to attend HCCSEL if they secure their own transportation. Most of the students outside the one-mile radius will come from the boundaries of the Coeur d'Alene School District and Lakeland Joint School District. These target areas have student bodies of approximately 10,160 and 4,400 students respectively in grades K-12. HCCSEL will start with grades K-5, with expansion to include 6-8 as circumstances permit.

Hayden Canyon Charter School will actively recruit students for enrollment during the first year through advertisement in an effort to attract a sufficient pool of potential applicants that include disabled, low-income, and racially diverse students. HCCSEL will actively recruit students for enrollment using, but not limited to, the following methods:

- Advertising with elementary and middle schools located within the target area upon administrative approval.
- Direct mailing to primary attendance area households.
- Paid advertising and ongoing articles in local newspapers.
- Holding public forums within local boundaries, including but not limited to Hayden, Rathdrum, and Coeur d'Alene.
- Posting advertising materials in prominent locations in Kootenai County (i.e. libraries, community notice boards, City Hall locations, etc.).
- Operating summer programs or other activities that involve children in Expeditionary Learning-type activities
- Advertisement of enrollment opportunities will comply with IDAPA 08.02.04.203.02.

## **Initial HCCSEL Marketing Launch Outline**

**Total Estimated Initial Marketing Budget: \$14,200** (does not include direct mail postage)

### **Community Outreach Campaign**

#### **A. Local Informational Seminars**

- a. Involve Expeditionary Learning Executives presentations
  - i. Present case studies
  - ii. Testimony from parents or students from other company schools
  - iii. Present architectural rendering of proposed school
- b. Kroc Center, Hayden Country Club, Lakeland locations
  - i. Make presentations in the heart of potential drawing area
- c. News Releases
  - i. General education story about Expeditionary Learning
  - ii. Press releases prior to seminars
  - iii. Place notices on local Calendars of Events
  - iv. Monitor Op Ed pages...Generate positive letters to the editor if needed
- d. Collect names for ongoing email campaign
  - i. Monthly or bi-monthly email after presentations
- e. Name a local spokesperson for the Expeditionary Learning that can field questions, hand out literature, schedule interviews with potential parents and students

#### **B. Conduct a Local Survey**

- a. Use local educators and parents to conduct surveys in affected CDA, Hayden, Lakeland and gather names for database and invite to seminars.
- b. Use the data collected as presentation material for seminars

#### **C. Website Landing Page**

- a. Develop local informational landing page that links to elschools.com
- b. Landing page offers basic info on Hayden Canyon School, but links to more involved elschools.com site for details
- c. Landing page offers local contact information

#### **D. Local Advertising Support**

- a. Print ads in Press and Nickel's Worth to promote informational seminars
- b. Obtain all possible corporate advertising materials from Expeditionary Learning
- c. Direct and emails prior to seminars (already mentioned)
- d. Obtain a list of prominent local people (parents) willing to appear in ads, attend seminars
- e. Limited local radio and/or cable TV advertising prior to seminars
- f. Schedule live morning appearances on local radio (KVNI, K-102)
- g. Purchase area direct mail and email lists of families with school age children
- h. Direct mail and email prior to each seminar
- i. Email on a bi-monthly basis leading up to school full capacity
- j. Create a simple local hand-out to accompany Corporate materials

## **3. Management Plan**

### **a. Instructional Arrangements**

HCCSEL plans to open in August of 2015. Grade organization will generally consist of multi-age/grade classrooms by combining pairs of grades levels. In the event that initial student enrollment does not allow for multi-grade classrooms to be effectively

implemented, HCCSEL intends to utilize teacher looping of grades to allow students and teachers to be together for more than one year. The Instructional Director will determine the school calendar, schedule, and hours of operation. Within that general format, the Instructional Director, in consultation with the School Board, will establish the school year calendar in compliance with the requirement of providing 900 hours of instruction. The school day is initially planned to begin at 8:15 AM and end at 4:15 PM on a four-day school week schedule (Monday – Thursday). This schedule will be reviewed on an annual basis and may be changed, as necessary, by the Instructional Director in consultation with the School Board. State required hours of attendance will be met. Administrative services will be provided by the HCCSEL Instructional Director supplemented by other contracted services as needed. Annual programmatic and financial reports will be presented to the School Board. The Instructional Director will also serve as the liaisons between the School Board, the Public Charter School Commission, and parents.

Financial operations may be contracted out to licensed and bonded entities under circumstances where internal staff does not perform some or all of those types of operations. Funding sources will include state allocation, federal start-up grants, private grants, business partnerships, and donations.

#### **b. Day-to-Day Operations**

The Instructional Director of HCCSEL will determine the day-to-day operations of the school. The School Board will have oversight authority.

### **4. Financial Plan**

#### **a. Budget Statement**

The budget for HCCSEL will be prepared in compliance with Idaho law and the policies of the State Board of Education, will be presented at a public hearing in June of the year the school will open, and will be delivered to the State Department of Education as required on or before July 15 prior to the start of the school year. Copies of the budget will be provided to the ACE. The budget will be prepared, approved and filed using the Idaho Financial Accounting Reporting Management System (IFARMS) format.

#### **b. Start-Up Budget**

Enrollment models and three year operating budget form, and the First year month-to-month cash flow form, are contained in Appendices G2-4. Although HCCSEL may anticipate additional revenue, this budget only includes State Allocations and an initial grant from the Albertson's Foundation. The expenses include both start-up and ongoing costs.

#### **c. Budget Overview**

In order to ensure financial solvency, the budget has been designed to transition from start up funds to balance with only the Idaho state enrollment-based apportionment as a source of income. The School Board has set a financial goal of having two full-time Directors for the school. The School Board expects to assign other responsibilities to the

Directors, as a way of securing additional salary resources, and to provide additional support to the Directors with volunteer help. This is a significant challenge for the school, but it is the most viable strategy while the school is in the initial growth phase.

In addition to the Albertson's grant, other sources of funding will be pursued, including grants for special programs, and support for facilities. These additional sources are not shown in the budget because they have not been secured.

Staffing estimates are based on Idaho staffing ratios.

#### **d. Idaho Support Units.**

HCCSEL can be financially solvent with a targeted enrollment of 288 students (K-5) in year 1 (including 40 Kindergarten) in 12 classrooms. This target was chosen through an analysis of the waiting list at regional charter and EL schools, the formula converting attendance to "units" and the classrooms initially available in the facility.

#### **e. State Income**

The budget uses the currently available calculation worksheet for the state allocation. It was held constant across all three years of the budget –the figure might rise with increased years of experience of the staff, but since staff education and experience are presently unknown, the conservative flat rate of reimbursement is used. In this model, with an income source constrained, projected raises are also constrained to what can be financed with increased enrollment/teacher.

Kindergarten students are counted at 50% per capita for purposes of this budget makes some allowance for the reduced "units" for kindergarteners, but given the small size of the school, the budget errs on the conservative side.

The budget template has an added calculation that multiplies planned headcount (which is already adjusted for Kindergartners) by 95% to reflect ADA measure of attendance. The template has additional rows that show the unadjusted head count and students/classroom.

#### **f. Income Sources**

The primary funding sources are the Idaho state allocations. Funding sources include private grants (initially Albertson's Foundation at \$200K), business partnerships, and donations.

#### **g. Working Capital and Assets**

HCCSEL intends to begin a campaign to develop a reserve capacity. The goal is \$40,000 before the opening of the school.

### **5. Expenditures**

Expenditures will be handled as described in the following sections.

**a. Purchasing Process**

The Business Director will determine procedures for procuring goods and services, with approval of the School Board.

**b. Payroll Processing**

HCCSEL may outsource its payroll processing as determined by the Business Director, with approval of the School Board. As soon as circumstances allow, payroll processing shall be performed in-house by a qualified administrative staff member.

**c. Reports and Audits**

HCCSEL will conduct an independent financial audit annually. The ACE may choose to do an independent audit at their expense. HCCSEL will follow the requirements set forth by Idaho statute regarding audit reporting.

**6. Financial Operations**

Financial operations of the HCCSEL are outlined in the following sections.

**a. Financial Management**

The accounting records will be kept in accordance with generally accepted accounting principles. HCCSEL will follow the requirements set forth by the Idaho State Department of Education, including formats for account numbering.

**b. Financial Management Personnel**

The Business Director will manage the school’s financial organization, with the Board maintaining ultimate financial responsibility.

**c. Bonding**

Documentation of bonding of all personnel involved in the school's financial operations will be provided to the ACE prior to the opening of the school.

**7. Pre-opening Plan and Timeline**

See Appendix T

**B. Transportation**

To-school transportation is not part of the initial transportation plan for HCCSEL’s operations. The responsibility of transportation rests with the students and their guardians. Due to the requirement by the State to provide transportation, where practicable, HCCSEL will work to develop a transportation plan as soon as possible. We expect much of the enrollment of the school to be within walking distance in the developed community. Options for the second year of operation and beyond include contracting with local school districts or private provider and/or paying parents in lieu of amounts as outlined in Idaho Code 33-1503. In the event that transportation is needed for Expeditionary Learning purposes, HCCSEL may contract vehicles through a School District, a licensed charter service, public transit, or a legally recognized church or facility with reasonable limits of insurance coverage for

passengers. The preference is for use of “yellow bus” service once transportation is provided. Travel costs shown in the budget are based on estimated transportation needs for learning purposes. As the student enrollment pool expands to outlying areas where private transportation is burdensome, HCCSEL may contract with School Districts or contracted transportation companies as defined above.

EL school programs do not have an unusual amount of travel compared to traditional public schools. Expeditions will be designed to consider travel requirements.

### **C. Food Service**

It is HCCSEL’s intention to provide a lunch program as soon as it is fiscally and feasibly possible. HCCSEL is not committed to providing lunch from opening day. Once food service is available, free and reduced lunch forms will be provided to all students by HCCSEL. Once a suitable lunch preparation facility is available, any qualifying student will receive their lunch from the school. Until that time, alternative methods of feeding qualifying students are being explored, including use of the Idaho Special Milk Program and contracting food services from the Lakeland Joint and Coeur d’Alene School Districts. HCCSEL will use verification, reporting, and record keeping procedures as outlined in the National School Lunch Program through the Idaho State Department of Education.

## **TAB 9 VIRTUAL SCHOOL**

Hayden Canyon Charter School is not a virtual school. However, HCCSEL may, as circumstances permit, integrate online learning into its curriculum. Classes may also be designed, offered, and promoted for the purpose of allowing students to gain educational credits approved under the standards of HCCSEL.

## **TAB 10 BUSINESS ARRANGEMENTS, COMMUNITY INVOLVEMENT AND SCHOOL CLOSURE**

### **A. Business Arrangements and Community Involvement**

#### **1. Business Partnerships**

Hayden Canyon Charter School recognizes that external review, feedback, and expertise is an invaluable contribution to its ongoing success and will actively seek business arrangements or partnerships with other schools, educational programs, businesses, or non-profit organizations as deemed appropriate. HCCSEL intends to establish relationships with multiple supporting organizations, including but not limited to:

- Expeditionary Learning Schools, Inc.
- Idaho School Board Association
- Idaho Charter School Network
- University of Idaho
- North Idaho College
- Anser Charter School (EL mentor school)
- The YMCA
- The Institute for Community at Hayden Canyon

#### **2. Curriculum**

Hayden Canyon Charter School will contract with the nationally acclaimed Expeditionary Learning Schools organization to implement the EL model. The organization will provide technical assistance, curriculum planning assistance, and professional development, and program assessment necessary to implement an EL school.

Hayden Canyon Charter School intends to involve community members in student projects that will allow for authentic learning experiences beyond the classroom. HCCSEL will partner with local businesses and non-profits such as Pilgrims Market, TESH, the YMCA, local artists and others as future opportunities become available.

#### **3. Special Education**

HCCSEL will contract with qualified individuals and local organizations to provide counseling, speech and physical therapy, and LEP services as needed.

#### **4. School Nurse**

HCCSEL will contract with qualified personnel.

#### **5. Transportation**

HCCSEL will not contract with any outside services at this time. Transportation may be considered as enrollment increases and needs are identified, according to Idaho Code 33-5205(3)(t) and 33-5208(4).

## **6. Meals**

HCCSEL has no plans to offer a school lunch program when it opens.

## **7. Legal**

HCCSEL intends to contract with legal counsel as needed.

## **8. Accounting**

HCCSEL intends to contract for outside auditing services. All other accounting will be done internally by our Business Director.

## **9. School Assessment**

HCCSEL intends to contract with the Idaho Charter School Network for programmatic audit and to supplement professional development provided by Expeditionary Learning School.

## **B. School Closure**

### **Charter School Closure Plan**

If dissolution is needed then the School Board of HCCSEL to perform the following:

#### **1. Notifications**

##### **a. Notification of Parents**

Parents or legal guardians of any student should be notified in writing of the school's closing. The notice should include the closing school's plans to help students identify and transition into a new school. The notice must advise the recipient to contact the school where the student intends to enroll and to have the student's new school contact the closing school to have the student's educational records transferred. The notice must advise the recipient of the name and contact information of a staff person at the closing school who is prepared to assist students during the transition.

##### **b. Records**

The closing school must assign a staff person who is responsible for the transition of student records. The closing school must submit a list of all students whose records have not been transferred by the Charter School's Instructional Director. Personnel records will be kept by the School Board for a period of 4 years after the closing of the school. Former employees of the school may request with a representative of the Board for a copy of their record at any time within the 4 years.

##### **c. Notification of Local Public Schools**

All Idaho school districts and charter schools that offer the same grades must be notified in writing of the school's closing and the potential for transfer of students.

**d. Follow-up Transfer**

A follow up procedure must be established to determine where each student enrolled at the time of closing will continue his or her education. The closing school must submit a report with this information to the Charter School's Directors.

**2. Governance and Operations**

**a. Resolution Appointing Liaison**

The closing school's Board Of Directors should adopt a resolution appointing a liaison to coordinate the management of the dissolution of the closing school.

**b. Base of Operation**

If necessary, a temporary base of operation should be established during the wind-up of the closing school's affairs. The closing school should publish notice of the location of the office and hours of operation and have operational telephone service with voice message stating hours of operation. This will assist in acting as custodian of and maintaining and dispensing student files and records, performing day-to-day closure duties, and maintaining custody of business records until all business and transactions are completed.

**c. Insurance Policy**

The closing school must continue to have insurance coverage for a period following dissolution.

**3. Finances: Audits, Assets, Liabilities**

**State board of Accounts Audit**

Request an immediate and complete financial audit by Idaho State Board of Accountancy.

**a. Financial Statements and Fixed Asset Schedule**

Within thirty (30) days after the effective date of revocation, the organization should have prepared a comprehensive fixed asset schedule and financial statements. The closing school should update this fixed asset schedule and financial statements quarterly thereafter until dissolution is complete.

**b. Resolution of Dissolution and Plan of Distribution of Assets**

The closing school's Board must adopt a resolution that the corporation be dissolved and that a plan of distribution of assets be implemented. Assets obtained with federal, state or private funds should be distributed according to guidelines established. All assets should be distributed pursuant to the terms of the Charter Agreement.

**c. Asset Inventory and Creditor Determination**

The closing school's assets should be inventoried and determination of any secured creditors made. All assets obtained through federal funds will be transferred to the ACE for distribution to any other federally funded schools for use of their own desire.

**d. Protection of Assets**

The closing school's assets must be protected against theft, misappropriation and deterioration. This may mean moving the assets from the closing school to a safe storage facility. Insurance should be maintained on the assets until they are disposed of according to the plan of distribution.

**e. Liquidation of Assets**

Assets should be liquidated in a manner to ensure the highest possible price is obtained. This may be done by retaining an auctioneer. If an asset is subject to a security interest, the secured party should be contacted. (Note: no asset may be given away, except as authorized by law. Furthermore, Board members of the closing school and their relatives as well as employees and students of the closing school should not purchase any asset unless the purchase is disclosed to the closing school's Board and the disclosure is made a matter of record in the Board's official proceedings and approved by a majority of the non-interested directors.)

**f. Final Distribution of Assets**

All liabilities and obligations of the school must be paid and discharged (or adequate provision must be made therefore) to the extent of the closing school's assets. Any assets held subject to written conditions or limitations must be disposed of in accordance with those conditions or limitations. Remaining assets must be assigned to a not-for-profit entity with an educational mission pursuant to the terms of the Charter Agreement.

**g. Final Audit**

Obtain a final audit of the closing school's financial affairs once close out and dissolution is complete.

**4. Taxes, Withholdings and Other Payments**

**a. Final Tax Payments**

Determine taxes due and make final federal and state tax payments (every employer, including the school, which pays wages to employees is responsible for withholding, depositing, paying, and reporting federal income tax, social security taxes, and federal unemployment tax for such wage payments).

**b. Withholding Tax Return**

File the final withholding tax return.

**c. Final IRS Return**

File the final return with the IRS. (Form 990 and Schedule A).

**d. Notify Employees and Benefit Providers**

Formally notify all employees of termination of employment at least 60 days before closure to include date of termination of all benefits. Notify benefit providers of pending termination of all employees.

## **5. Contracts and Creditors**

### **a. Termination of Agreement**

To the extent possible, all present leases, service agreements, and other contracts not necessary for the dissolution of the closing school should be terminated.

### **b. Notification of Creditors and Debtors**

Formulate a list of creditors and debtors and any amounts accrued and unpaid with respect to each creditor and debtor. Notify all creditors of the schools closure and request a final bill. Contact all debtors and request payment.

## **6. State and Federal Reporting**

### **a. Dissolution Form and Reporting**

The closing school should prepare to complete the Secretary of State's dissolution form. When completing the form, the closing school's Board must be prepared to bring all business reporting up to date with the Secretary of State's Office.

### **b. Coordination with Idaho Department of Education**

The closing school should coordinate with the Idaho Department of Education's Charter School Liaison regarding procedural issues as well as satisfaction of financial issues related to state and federal funding. The full plan for the dissolution of the school should be shared with the Department.

### **c. Closeout State and Federal Grants**

A complete listing of state, federal and other grants received should be complied with State Board of Accountancy.

### **d. Dept. of Education Filings**

File Federal form 269 or 269a if the school was receiving funds directly from the United States Department of Education. 34 CFR 80.41.

### **e. Notice of Discontinuance**

File the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).

### **f. Special Education**

If applicable, contact the Special Education director regarding accounting for, and close out of, state and federal special education funds.

### **g. Deposit of Records**

Negotiate with appropriate legal entities to determine what body will be the final repository of the closing school's records. Such entities might include the traditional public school district in which the charter school is located.

**Appendix A**  
**Articles of Incorporation with Secretary of State Stamp**

2013 MAY -6 AM 10: 59

SECRETARY OF STATE  
STATE OF IDAHO

---

**ARTICLES OF INCORPORATION  
OF  
HAYDEN CANYON CHARTER SCHOOL, INC.**

The undersigned, acting as incorporator of a corporation under the Idaho Nonprofit Corporation Act, adopts the following Articles of Incorporation for such corporation.

**ARTICLE I.**

**NAME**

The name of the corporation is Hayden Canyon Charter School, Inc.

**ARTICLE II.**

**PERIOD OF DURATION**

The period of its duration shall be perpetual.

**ARTICLE III.**

**PURPOSE**

The corporation is organized exclusively for charitable, scientific, literary or educational purposes within the meaning of and pursuant to section 501(c)(3) of the Internal Revenue Code of 1986 (or under the corresponding provision of any future United States Internal Revenue law), including but not limited to maintain and operate a Charter School pursuant to Idaho Code Title 33, Chapter 52. References in these Articles of Incorporation to the "Code" shall be to the Internal Revenue Code of 1986, as amended from time to time.

IDAHO SECRETARY OF STATE  
05/06/2013 05:00  
CK: 6410 CT: 246462 DH: 1372479  
1 @ 30.00 = 30.00 INC NONP # 2  
1 @ 20.00 = 20.00 NON EXPEDI # 3

## ARTICLE IV.

### POWERS

The corporation shall have all powers provided for nonprofit corporations under the Idaho Nonprofit Corporation Act.

## ARTICLE V.

### INDEMNIFICATION OF CORPORATE AGENT

The corporation shall, in accordance with the Idaho Public Charter Schools Act, indemnify any Board Member, officer, or employee of the Corporation against expenses actually and reasonably incurred in connection with the defense of any action, suit or proceeding, whether civil, criminal, administrative or investigative, in which such person is made a party, or is threatened to be made a party, by reason of being or having been an officer, except in relation to matters as to which such person is judged to be liable for willful misconduct in the performance of such person's duties to the Corporation.

All officers and directors of the corporation shall comply with the general standards of conduct contained in Idaho Code 30-3-80.

## ARTICLE VI.

### LIMITATIONS

A. No part of the income or net earnings of the corporation shall inure to the benefit of, or be distributable to, any director or officer of the corporation or any other private individual (except that reasonable compensation may be paid for services rendered to or for the corporation affecting one or more of its purposes, and reimbursement may be made for any

expenses incurred for the corporation by any officer, director, agent or employee, or any other person or corporation, pursuant to and upon authorization of the Board of Directors); and provided further that no director or officer of the corporation, or any other private individual shall be entitled to share in any distribution of any of the corporate assets on dissolution of the corporation or otherwise. No substantial part of the activities of the corporation shall consist of carrying on propaganda or otherwise attempting to influence legislation, except as otherwise provided in section 501(h) of the Code. The corporation shall not participate in or intervene in (including the publishing or distributing of statements) any political campaign on behalf of, or in opposition to, any candidate for public office.

B. No part of the assets of the corporation shall inure to the benefit of or be distributable to any organization whose income or net earnings or any part thereof inure to the benefit of any private shareholder or other individual or any substantial part of the activities of which consists of carrying on propaganda or otherwise attempting to influence legislation.

C. Upon dissolution of the corporation, all of its assets shall be paid over to organizations organized and operated exclusively for charitable or educational purposes and recognized by the Internal Revenue Service as exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, as the Board of Directors shall determine. Any assets not so disposed shall be disposed of by a court of general jurisdiction in Kootenai County.

D. Notwithstanding any other provision hereof, this corporation shall not conduct or carry on any activities not permitted to be conducted or carried on by an organization which is tax-exempt under the provisions of section 501(c)(3) of the Code.

ARTICLES OF INCORPORATION - 3

E. Notwithstanding any other provision of these Articles during any period that the corporation is a "private foundation" within the meaning of section 509 of the Code, the corporation shall be required to distribute its income for each taxable year of the corporation at such time and in such manner as not to subject the corporation to tax under section 4942 of the Code; and the corporation shall be prohibited from engaging in any act of self-dealing as defined in section 4941(d) of the Code, from retaining any excess business holdings in violation of the provisions of section 4943(c) of the Code, from making any investments in such manner as to subject the corporation to tax under section 4944 of the Code, and from making any taxable expenditures as defined in section 4945(d) of the Code.

#### **ARTICLE VII.**

##### **NO MEMBERS**

The corporation shall have no voting members.

#### **ARTICLE VIII.**

##### **BOARD OF DIRECTORS**

All business affairs of the corporation shall be conducted by its Board of Directors; provided, however, that pursuant to Idaho Code Section 30-3-63(3), the following shall apply: The number of directors serving on the Board of Directors shall be fixed in accordance with the corporation's Bylaws, which number shall be no less than five (5) nor more than nine (9). The Directors shall be elected in the manner and for the term provided in the Bylaws of the Corporation. The names and addresses of the persons who are to serve as the initial directors are:

Daniel Taylor,	Chair	9892 Lamson Lane Hayden, Idaho 83835
Glen Lanker,	Vice Chair	1029 E. Shadow Wood Lane Coeur d'Alene, Idaho 83815
Jason Ball,	Secretary	305 Summerfield Loop Hayden, Idaho 83835
Cynthia Reyburn,	Treasurer	1660 E. Club Lane Hayden Lake, Idaho 83835
Terry Wright,	Member	10217 Cedar Court Hayden, Idaho 83835

**ARTICLE IX.**

**REGISTERED OFFICE**

The address of the initial registered office of the corporation is 1029 Shadow Wood Lane, Coeur d'Alene, Idaho 83815, and the name of its initial registered agent at such address is Glen Lanker.

**ARTICLE X.**  
**PRINCIPAL OFFICE**

The address of the principal office of the corporation is 1029 Shadow Wood Lane,  
Coeur d'Alene, Idaho 83715.

**ARTICLE XI.**  
**AMENDMENT**

These Articles of Incorporation may only be amended by the majority vote of the  
corporation's Directors.

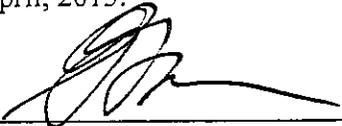
**ARTICLE XII.**  
**TAXABLE YEAR**

The taxable year of the corporation shall be determined by the corporation's  
Directors.

**ARTICLE XIII.**  
**BYLAWS**

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

In witness whereof, I have subscribed these Articles of Incorporation this 29th day  
of April, 2013.

  
\_\_\_\_\_  
Glen Lanker, Incorporator

**Appendix B**  
**Bylaws Signed by the Board of Directors**

# **BYLAWS OF HAYDEN CANYON CHARTER SCHOOL, INC.**

The undersigned, acting as the Board of Directors (“Board”) under the Nonprofit Public Corporation Act of the State of Idaho, adopt the following Bylaws for such corporation:

## **ARTICLE I. CORPORATION’S OFFICES**

**Section 1.01** The Corporation’s principal office shall be fixed and located in the County of Kootenai, State of Idaho, as the Board shall determine. The Board is granted full power and authority to change the principal office from one location to another within the County of Kootenai, State of Idaho.

## **ARTICLE II. CORPORATION MEMBERSHIP**

**Section 2.01** The Corporation has no members. The rights which would otherwise vest in the members vest in the Board. Actions which would otherwise require approval by a majority of all members requires only approval of a majority of all Board members.

**Section 2.02** Nothing in the Article II shall be construed to limit the corporation’s right to refer to persons associated with it as “members” even though such persons are not members, and no such reference by the corporation shall render anyone a member within the meaning of Idaho Code, Title 30, Chapter 3-34 of the Idaho Nonprofit Corporation Act. Such individuals may originate and take part in the discussion of any subject that may properly come before any meeting of the Board, but may not vote.

## **ARTICLE III. PURPOSE**

**Section 3.01** In accordance with the Idaho Public Charter Schools Act of 1998, Chapter 52, Title 33, Idaho Code, corporation is organized exclusively for educational purposes, (as “Educational” is defined in Section 501c(3) of the Internal Revenue Code of 1986), to create and operate one or more public charter schools for the education of Idaho children.

**Section 3.02** The Corporation is organized and will be operated as Hayden Canyon Charter School, Inc. The specific purposes for Hayden Canyon Charter School, Inc. are as follows:

- A. To act and operate exclusively as a nonprofit corporation pursuant to the laws of the State of Idaho.
- B. To engage in all activities and pursuits, and to support and assist such other organizations, as may be reasonably related to the foregoing and following purposes.

- C. To engage in any and all other lawful purposes, activities, and pursuits, which are substantially similar to the foregoing and which are or may hereafter be authorized by or are consistent with Section 501(c)(3) of the Internal Revenue Code, the Idaho Nonprofit Corporation Act, and the Idaho Public Charter Schools Act.
- D. To operate the Hayden Canyon Charter School for the purpose of providing educational opportunities for students as well as teaching and professional development opportunities for educators.
- E. To solicit and receive contributions, purchase, own and sell real and personal property, to make contracts, to invest corporate funds, to spend corporate funds for corporate purposes, and to engage in any and all activities in furtherance of, incidental to, or connected with any purpose described herein.
- F. The corporation shall be authorized and empowered to pay reasonable compensation to non-board members for services rendered to the corporation and to make payments and distributions in furtherance of the purposes set forth herein.
- G. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office, except as authorized under the Internal Revenue Code, of 1954, as amended.
- H. The property of this corporation is irrevocably dedicated to educational purposes within the meaning of Section 501 (c)(3), and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person. Any Faculty member with a seat on the Board may receive a salary connected with employment at Hayden Canyon Charter School. Salaries are considered permissible expenses for the purpose of retaining capable and talented employees, and a certain ratio of employees shall serve on the Board with full voting rights. Expenses and salaries of employees, relating to the operation of the school, shall not be construed as a benefit to a director, in spite of being derived from Hayden Canyon Charter School's income.
- I. The corporation shall not discriminate on the basis of race, age, color, national origin, religious belief, gender, sexual orientation, or disability in any program, accommodation, or activity it sponsors. The corporation will comply with all federal and state requirements and laws.

## **ARTICLE IV. BOARD OF DIRECTORS**

### **Section 4.01 Powers and Responsibilities**

- A. All corporate powers, and the business and affairs of the Corporation shall be managed under the direction of the Board of Directors except as may be otherwise provided by law or by these Bylaws. The Board may delegate the management of the activities of the corporation to others, so long as the affairs of the corporation are managed, and its powers exercised, under the Board's ultimate jurisdiction. If any such provision is made, the powers and duties conferred or imposed upon the Board of Directors shall be exercised or performed to such extent by such person or persons as shall be provided in the Bylaws.
- B. The Board of Directors for Hayden Canyon Charter School, Inc. will serve as the Board of Directors for any and all schools opened and/or operated by the corporation.
- C. The Board of Directors has complete responsibility for establishing and implementing the philosophy, vision, goals, objectives, operations, and accountability of the Corporation school(s), subject to the rules and regulations promulgated by the Idaho State Board of Education.
- D. Without limiting the generality of the powers here granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in the HCCS Bylaws.
- E. The Board will hold an annual meeting, with a date set by the Board, to review the school Charter(s) and Board Policies and Procedures; at this meeting Board Officers will be elected and meetings for the next year will be scheduled.
- F. No director shall have pecuniary interest directly or indirectly in any contract or other transaction pertaining to the maintenance or conduct of an authorized chartering entity and charter, or to accept any reward or compensation for services rendered as a director except as may be otherwise provided in Title 33, Chapter 52 of Idaho Code.

**Section 4.02 Board of Directors Membership**

- A. The Board of Directors will consist of a minimum of five (5) to a maximum of nine (9) voting members.
  - (1) Board Member positions will belong to one of three categories: Board elected positions, School Parent elected positions, and School Faculty elected positions. Appointment or election to these positions is described separately in these Bylaws.
    - (a) Following the first scheduled election after the first day in which HCCS is open for business, the core composition of the Board will consist of a minimum of two (2) School Parent elected members, one (1) School

Faculty elected member, and two (2) members who represent the best interests of HCCS as determined by a vote of the Board.

- (2) The Board may extend beyond the minimum of five (5) members to fill any number of open positions to a maximum of nine (9) by a majority vote of the Board members present at a regular or special Board meeting, so long as the following conditions are met.
  - (a) If the Board consists of seven (7) members, then the composition of the Board will consist of a minimum of two (2) school parent elected members and a maximum of three (3) school parent elected members, one (1) school faculty elected member and a maximum of three (3) school faculty elected members, and one (1) member who is Board appointed.
  - (b) If the Board consists of nine (9) members, then the composition of the Board will consist of a minimum of two (2) school parent elected members and a maximum of four (4) school parent elected members, a minimum of four (4) school faculty elected members, and the remaining members who are elected by the Board.
- (3) No two members of the same household shall be members of the Board at the same time.

#### **Section 4.03 Compensation of Board Members**

- A. Board members shall serve without compensation. However, the Board may approve reimbursement of a member's actual and necessary expenses while conducting official corporation business.

### **ARTICLE V. ELECTION OF BOARD MEMBERS**

#### **Section 5.01 Board Member Elections – General**

- A. New members of the Board may be elected by the existing Board or elected onto the Board as defined in section 5.02 below.
- B. Elections of members of the Board of Directors will be held once per year on a date chosen by the Board. The first election will take place within one (1) year of the first day in which HCCS is open for business.
- C. Open positions on the Board will belong to one of three categories: At large elected positions, School Parent elected positions (in this capacity, "Parent" refers to parents or legal guardians of current students), School Faculty elected positions (School Faculty is defined as including any full or part time certificated employee paid by the school at the time of the nomination process).

- D. Nomination of members for Board appointed positions must be by the Board of Directors, except during the annual Board Membership election. During the annual Board Membership election seats on the Board shall be made open to new members according to term defined herein for each category. Elections for Board seats shall be based on applications submitted prior to the annual election meeting. Any school parent may submit an application to become a candidate for Board membership for an open School Parent elected position.

## **Section 5.02 Election Process**

- A. Board elections will be conducted once per year for open Board seats. Elections will be conducted between May 15<sup>th</sup> and May 31<sup>st</sup>. Applications for open seats will be due 30 days prior to the election. All applications will be posted for public viewing both at the school in a visible location and on the school website.
- B. For all elected positions a vote by the majority of those casting a ballot shall be the vote of the constituency.
  - (1) Names of all candidates for each position will be listed separately on the ballot. The name receiving the most votes will be elected to the Board position.
  - (2) If there are no candidates for an open Board position, a majority of Board Members then in office will appoint an individual to fill that position within 30 days.
- C. All legal guardians listed on each student's current school registration card and all employees of the school will have one vote each in the matters pertaining to the election of an open position on the Board.

## **ARTICLE VI. BOARD MEMBER TERMS**

### **Section 6.01 Board Member Terms**

- A. Initial Board Members are defined as members of the Board of Directors on the first day on which a Corporation school is open for business. Two (2) members of the Initial Board will remain on the Board for two (2) years, the other three (3) can apply for re-election.
- B. Unless otherwise stipulated, Board members will serve for a one (1) year term. Board members may serve multiple terms.
- D. The term of office of a Board member elected or appointed to fill a vacancy begins on the date of the Board member's election or appointment, and continues:
  - (1) For the balance of the term assigned to that position.

- (2) For the balance of the un-expired term in the case of a vacancy created because of the resignation, removal, or death of a Board member, or
  - (3) For the term specified by the Board in the case of a vacancy resulting from the increase of the number of Board members authorized.
- E. A Board member’s current term of office shall not be shortened by any reduction in the number of Board members resulting from amendment of the Articles of Incorporation or the Bylaws or other Board action, “Term of office” refers to the service period for a given seat on the Board, not the eligibility of the individual Board member. Conditions may occur where resignation or removal of a Board member is deemed necessary.
- F. A Board member’s current term of office shall not be extended beyond that for which the Board member was elected by amendment of the Articles of Incorporation or the Bylaws or other Board action.
- G. If the Board votes to open additional Board positions, the position will be filled by the process in these Bylaws. The initial term of the new positions (seats) will end on the second regular election following their selection.

**ARTICLE VII. RESIGNATION OF BOARD MEMBERS**

- A. Subject to the provisions of Section 30-3-69 of the Idaho Nonprofit Public Corporation Act, any Director may resign effective upon giving written notice to the Chairman or Secretary of the Board, unless the notice specifies a later effective time. If the resignation is effective at a future time, a successor may be selected before such time, to take office when the resignation becomes effective.
- B. Resignations are null and void until acted on by the Board in an official meeting, but may be withdrawn at any time until accepted by the Board.

**ARTICLE VIII. REMOVAL OF BOARD MEMBERS**

- A. At a meeting of the Board of Directors called expressly for that purpose, the Board may remove a Board member and declare vacant the position of any Board member convicted of a felony during the Board member’s term of service on the Board, or found to have breached any duty arising under Article 30-3-85 of the Idaho Nonprofit Public Corporation Act, or of unsound mind as determined by a court of competent jurisdiction, or who has demonstrated an attendance problem as described in the “Attendance” section of these Bylaws, by a majority vote of the Board members then in office.
- B. Removal of a Board member for one or more of the reasons listed above may be initiated by any member of the Board. The Board shall hold a special meeting for that purpose within ten week days of receiving such a request. Such meeting shall be conducted with regard for the reasonable due process rights of all parties and in

public, except where the member for whom removal is sought requests a closed session. Where a closed session is held, the final action of the Board shall be taken in public. Notice to the Board Member shall be provided in written form within 10 days of such meeting.

#### **ARTICLE IX. BOARD MEMBER VACANCIES**

- A. A Board member vacancy or vacancies shall be deemed to exist if any Board member dies, resigns, or is removed. Unfilled Board positions beyond the minimal membership requirements are also considered vacant.
- B. If a position on the Board is vacated 90 days or more before the regular scheduled elections, a new member will be elected by the Board after reviewing applications submitted during the annual election process, with the exception of the founding year. The election shall take place within thirty (30) days of the date on which the position became vacated.
- C. If, in any general election, there are an insufficient number of candidates to fill the minimum Board positions, the Board may appoint an individual to fill the vacancies as long as the compositional requirements of the Board are met.

#### **ARTICLE X. SCHOOL INSTRUCTIONAL DIRECTOR**

- A. The Instructional Director is hired by the Board. The Instructional Director has day-to-day responsibility for the school(s) of the Corporation, including carrying out the Corporation's goals and Board policy. The Instructional Director will attend all Board meetings, report on the progress of the school(s), answer questions of Board members and carry out the duties described in the job description. The Board can designate other duties as necessary.
- B. The Board shall delineate the duties of the Instructional Director and shall use them as the basis for evaluating the Instructional Director performance. Unless specifically limited, the Instructional Director may delegate to other staff the exercise of any powers and the discharge of any duties imposed by Board policy or a vote of the Board. The delegation of power or duty shall not relieve the Instructional Director of responsibility for the actions taken under such delegation.
- C. In order to perform their responsibilities, Board members must be familiar with the operations within the schools. The Instructional Director shall establish communication procedures which can enhance the Board member's understanding of student programs and school operations. Additionally, the records of the school(s) shall be open for and available to inspection by any member of the Board.

- D. The Instructional Director will be responsible for hiring, assessing, and managing staff necessary to meet the goals of the Corporation. The number of, job descriptions, and contracts of staff shall be approved by the Board.
- F. The Board shall serve as the reviewer and the Corporation's final arbiter in regards to the lawful grievance Instructional Director.

## **ARTICLE XII. BOARD MEETINGS**

- A. All official business must be conducted at a legal meeting of the Board of Directors with a quorum in attendance, and as stipulated by the Idaho Open Meeting Law.
- B. Regular Board meetings will be held at least once per month as scheduled annually. Regular meeting times and dates may be changed by a majority vote of the Board members present at a regular or special Board meeting.
- C. Special Board meetings may be called by the Chair or at the request of any two Board members or the Instructional Director. At least three days written notice must be given.
- D. Announcement of Board Meetings will be publicized as stipulated per the Open Meeting Law and per Board Policy and Procedures.
- E. A simple majority of the quorum of Board members present at a regular or special Board meeting may pass all voting matters including acts, resolutions, propositions, etc., unless specified otherwise in these Bylaws.
- F. In exceptional circumstances, and with prior approval of the Chair, Board members may participate in a Board meeting through use of conference telephone or similar communication equipment, so long as all Board members participating in such meeting can hear one another. Participation in a meeting pursuant to this section constitutes presence in person at such meeting. All board meetings conducted by telephone conference call shall fully comply with the Idaho Open Meeting Act, Idaho Sections 67-2340 through 67-2347.
- G. Executive Sessions: All regular and special meetings of the Board of Directors shall be open to the public, except that, upon a majority vote of the members present at a regular or special Board meeting, an executive session closed to the public may be held to discuss confidential matters as allowed by the Idaho Open Meeting Act, Idaho Sections 67-2340 through 67-2347. Only those persons invited by the Board may be present during executive session. During executive sessions, the Board shall not make final policy decisions, resolutions, rules, regulations, or take formal actions. Formal actions, such as approving a contract or payment of funds, will be approved only in open sessions. Matters discussed in executive sessions shall remain confidential. The Board Secretary will keep

separate minutes of all Executive Sessions. The School's legal counsel shall be present at the executive session and shall run the meeting.

- H. All members of the Board, including the Chair, shall participate and vote in all matters before the Board. The Instructional Director and Faculty Representative shall attend and fully participate in all discussions of the Board, as long as there are no state or federal restrictions regarding conflict of interest. In the event that an even number of Board members is involved in a voting situation where the vote is split, the motion made must be modified until a voting majority is reached.
- I. "The Standard Code of Parliamentary Procedure" shall govern the proceedings of the Board, except where specific procedural exceptions are adopted by the Board.
- J. The Chair presides over the Board meeting and establishes the agenda that will be followed.
- K. Every motion before the Board will have an appropriate discussion period. Those engaging in the discussion will first be acknowledged by the Chair before speaking. At the Chair's discretion, comments may be limited to a specified time frame (e.g. two minutes per individual comment). The Chair will acknowledge each person that is permitted to speak. When feasible all individuals will be given opportunity to express their opinions.
- L. Board meetings may include open public discussion, which is defined as any individual in attendance having the option to have their viewpoints heard on the motion before the Board. Such public discussion will be initiated by a motion by any Board member which specifies the length of discussion period and time for each individual to speak, and the motion must be voted on immediately without debate. Upon the motion of a Board member and majority vote of the Board members present, the open discussion may be rescinded.
- M. Every Board meeting will have time for open comment from the public, which is defined as any individual in attendance having the option to have their viewpoints or concerns heard on matters pertaining to the Corporation. The length of discussion period and time for each individual to speak will be determined by the Chair.

#### **Section 11.01 Board Member Attendance**

- A. Board members are expected to attend each Board meeting of the Corporation and to participate fully in any committees of the Board of which they are a member.
- B. A Board attendance problem occurs if, in regard to a Board member's attendance at Board meetings:
  - (1) The member misses one third of the total number of Board meetings in a

twelve-month period.

- C. If an attendance problem occurs, a majority of the Board members present at a special Board meeting called for that purpose may vote to vacate the position, as described in the “Removal of Board members” section of these Bylaws.

## **ARTICLE XII. BOARD ACTIONS**

### **Section 12.01 Quorum**

- A. A quorum of the Board of Directors consists of a majority of the Directors in office immediately before a meeting begins. The act of a majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board of Directors, unless otherwise stipulated in these Bylaws. In the event that a Board member is elected during a meeting where a majority of the Directors is present that newly elected Board member shall have immediate voting rights equal to those of the other Board members present.
- B. A majority of the number of committee members fixed and appointed by the Board of Directors or Chair, as the case may be, shall constitute a quorum for the transaction of business at a meeting of such committee. The act of the majority of the committee members present at a meeting at which a quorum is present shall be the act of the committee.

### **Section 12.02 Committees**

- A. The Board, by resolution adopted by a majority of the full membership of the Board of Directors, may create standing committees as needed.
- B. The chair and members of standing committees will be appointed by the Board Chair with the approval of the full membership of the Board of Directors. Committee chairs must be members of the Board.
- C. The Board, by resolution adopted by a majority of the members present at a regular or special Board meeting, may create ad hoc committees as needed.
- D. The chair and members of ad hoc committees will be appointed by the Board Chair with the approval of a majority of the members present at a regular or special Board meeting. Committee chairs must be members of the Board.
- E. The powers, rights, duties, and terms of Board Committees shall be enumerated in any resolution to create such committee.
- F. Nothing in these Bylaws shall be deemed to prohibit the Board of Directors from appointing committee members who may be non-directors, provided that such committees shall not have and may not exercise any of the powers of the Board of Directors.

**Section 12.03** Advisory Councils

- A. The Board, by resolution adopted by a majority of the Board members present at a regular or special Board meeting, may establish advisory councils to perform functions that the Board from time to time deems necessary or beneficial to the Corporation school(s).
- B. The membership of advisory councils will be volunteer parents, employees, community members, or other pertinent individuals approved by the Board.
- C. The role of an advisory council is to make recommendations to the Board or to act upon instructions of the Board.

**Section 12.04** Board Goals and Objectives

- A. Each year the Board will formulate goals and objectives. The goals and objectives may include but are not limited to the Board functions of vision, structure, accountability and advocacy.
- B. The Board shall evaluate its own performance in terms of generally accepted principles of successful Board operations and in relation to its annual goals and objectives. The Board self-evaluation shall address performance in the key functions of school Boards - vision, structure, accountability and advocacy. The results of the self-evaluation shall be used in setting goals for the subsequent year and engaging in Board development activities where needed.

**ARTICLE XIII. BOARD OFFICERS AND DUTIES**

**Section 13.01** Election

- A. Election of Officers of the Corporation shall be at annual elections of the Board by a majority of the Board members present after any new Board members are elected. Any Officer may resign at any time by giving written notice to the corporation, the resignation taking effect upon receipt of the notice or at a later date specified in the notice. Should an Officer position become vacant before annual elections, a new Officer shall be elected by a majority of the Board members present at a regular or special Board meeting and their term shall be until the next annual elections of the Board. Election for officers shall occur annually. All officer positions are subject to the annual election process.

**Section 13.02** Terms of Office

- A. Each officer serves as elected by the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

**Section 13.03** Officers

- A. Officers of the Corporation shall be a Chair, Vice Chair, Secretary, and Treasurer. Any two or more offices may be held by the same person, except that neither the Secretary nor Treasurer may serve concurrently as the Chair.
- B. Chair - The Chair shall preside at all meetings of the Board, represent the Corporation and the Board to outside agencies, oversee the business and affairs of the Board, be responsible for ensuring execution of orders and resolutions of the Board, and other duties as defined by the Board. The Chair will prepare an agenda for each meeting. The Chair shall have the full right to participate in debate without relinquishing the chair and shall have the right to vote on all matters put to a vote. No faculty members may serve in the capacity of Chair.
- C. Vice Chair - The Vice Chair shall have all powers and duties of the Chair in the absence or disability of the Chair. The Vice Chair shall perform duties from time to time as assigned by the Chair or the Board.
- D. Secretary - The Secretary shall be responsible for keeping full meeting minutes, record all acts and votes, and distribute those minutes as stipulated per Board Policy and Procedures. The Secretary shall perform duties from time to time as assigned by the Chair or the Board.
- E. Treasurer - The Treasurer shall have full guardianship of school monies. The records of the accounts of the Board shall, at all reasonable times, be open for and available to inspection by any member of the Corporation. The Treasurer shall perform duties from time to time as assigned by the Chair or the Board. The Treasurer will be bonded as required by Idaho Code 33-509. The Treasurer shall give a report to the Board no less than monthly at a regular meeting showing:
  - (1) The money received by the Treasurer each month and from what source received;
  - (2) All monies disbursed and the purposes for which expended;
  - (3) The balance of general funds against anticipated future revenue and expenses;
  - (4) The Secretary can also serve as the Treasurer;

**Section 13.04** Rights of Inspection.

- A. Every member of the Board has the 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 to the relevant party(ies), 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.

## **ARTICLE XIV. POLICIES AND PROCEDURES**

### **Section 14.01 Policy Development**

- A. Written policies are a primary means by which the Board governs and guides the acts of the Corporation school(s). As such, the Board shall use policy development as a means to articulate the Board's educational goals and provide further clarification and definition regarding governance structures.
- B. Adoption of new policies or the revision or repeal of existing policies is solely the responsibility of the Board.
- C. The Board shall carefully consider the ramifications of the adoption of policy proposals prior to their adoption.
- D. Under unusual circumstances, the Board may temporarily approve a policy to meet emergency conditions. However, the above process is required before the policy shall be considered permanent.
- E. If a policy is added or revised because of a change in the law over which the Board has no control, the policy may be approved at one meeting at the Board's discretion.

### **Section 14.02 Administrative Procedures**

- A. The Instructional Director shall develop administrative procedures as are necessary to ensure consistent implementation of policies adopted by the Board. When a written procedure is developed, the School Director may submit it to the Board as an information item. Such procedures need not be approved by the Board, though it may revise them when it appears that they are not consistent with the Board's intentions as expressed in its policies. Procedures need not be reviewed by the Board prior to their issuance; though on controversial topics, the School Director may request prior Board approval.

### **Section 14.03 Changes to Board Approved Administrative Procedures**

- A. Changes to Board Approved Administrative Procedure require Board approval. Such changes may be approved in the same meeting as presented. The Instructional Director shall have the authority in unusual or emergency circumstances to make changes to Board approved administrative procedures. It shall be the duty of the School Director to inform the Board promptly of such action and to make any appropriate recommendations for changes in the procedure at the next scheduled Board meeting.

### **Section 14.04 Administration in Policy Absence**

- A. In cases when action must be taken and the Board has not provided guidelines in policy for such action, the School Director shall have the power to act, keeping in mind the educational philosophy and financial condition of the Board. It shall be the duty of the School Director to inform the Board promptly of such action and of the need for policy.

**Section 14.05 Suspension of Policies**

- A. In the event of special circumstances, the operation of any section or sections of Board policies, including those governing its own operating procedures, may be temporarily suspended by a majority vote of Board members present at any regular or special meeting. Reasons for suspension of Board policy shall be documented in Board minutes. Board policies established by law or by contract may not be suspended.

**ARTICLE XV. BOARD MEMBER INSURANCE**

- A. The Corporation shall maintain sufficient insurance to protect the Board and its individual members against liability arising from actions of the Board or its individual members while each is acting on behalf of the Corporation and within his or her authority as a Board member.

**ARTICLE XVI. NON-LIABILITY OF BOARD OF DIRECTORS**

- A. The members of the Board of Directors shall not be personally liable for the corporation's debts, liabilities, or other liabilities.

**ARTICLE XVII. INDEMNIFICATION OF CORPORATE AGENTS**

- A. The corporation shall, in accordance with the Idaho Public Charter Schools Act, indemnify any Board Member, officer, or employee of the Corporation against expenses actually and reasonably incurred in connection with the defense of any action, suit or proceeding, whether civil, criminal, administrative or investigative, in which such person is made a party, or is threatened to be made a party, by reason of being or having been an officer, except in relation to matters as to which such person is judged to be liable for willful misconduct in the performance of such person's duties to the Corporation.
- B. All officers and directors of the corporation shall comply with the general standards of conduct contained in Idaho Code 30-3-80.

**ARTICLE XVIII. INSURANCE FOR CORPORATE AGENTS**

- A. The Board shall adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any Board Member, officer, employee or other agent of the corporation, against any liability other than for violating provisions of laws relating to self-dealing asserted against or incurred by the agent in such capacity

or arising out of the agent's status as such, whether or not the corporation would have the power to indemnify the agent against such liability under the provisions of the Idaho Charter Schools Act.

## **ARTICLE XIX. SELF-DEALING TRANSACTIONS**

- A. Except as may otherwise be provided by the Idaho Public Charter Schools Act or the Articles, no contract or other transaction between the Corporation and one or more of the Board members or any other corporation, firm, association or entity in which a Board Member of the Corporation has an interest shall not be allowed to do business with the corporation subject to the provisions section 33-5204 and 33-507 or other relevant sections of Idaho Code.

## **ARTICLE XX. OTHER PROVISIONS**

### **Section 20.01 Fiscal Year**

- A. The fiscal year of the corporation begins on July 1<sup>st</sup> of each year and ends on June 30<sup>th</sup> of the following year.

### **Section 20.02 Execution of Instruments**

- A. Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any officer or agent of the corporation to enter into any contract or execute and deliver any instrument in the name of, or on behalf of the corporation. Such authority may be general or confined to specific instances.
- B. Unless so authorized, no officer, agent, or employee shall have any power to bind the corporation by any contract or engagement, to pledge the corporation's credit, or to render it liable monetarily for any purpose or any amount.

### **Section 20.03 Checks and Notes**

- A. Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the corporation requires two signatures as specified by Board policy.

### **Section 20.04 Construction and Definitions**

- A. Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Idaho Charter Schools Act and 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 a corporation and a natural person. The captions and headings in these Bylaws are for conveniences for

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

**Section 20.05** Conflict of Interest

- A. Any Board Member, employee or committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure in writing of his or her interest to the Board or committee prior to its acting on such contract or transaction. For the purpose of this section, a person shall be deemed to have an “interest” in a contract or other transaction if he or she, or a spouse is the party (or one of the parties) contracting or dealing with the corporation, or is a director, trustee or officer of, or has a significant financial or influential interest in the entity contracting or dealing with the corporation. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction which might reasonably be construed to be adverse to the corporation’s interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist or can be reasonably construed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). Each of the Board members and the Board of Directors shall at all times comply with the Ethics in Government Act, Idaho Code sections 59-107 *et seq.* and shall comply with the General Standards for Directors, Idaho Code section 30-3-80. The minutes of the meeting shall reflect the disclosure made and the vote thereon and, where applicable, the abstention from voting and participation.

**Section 20.06** Manner of Giving Notice.

- A. Whenever provisions of any statute or these Bylaws require notice to be given to any director, officer, or other individual, they shall not be construed to mean personal notice. Such notice shall be given in writing and placed within public sight at the school in sufficient amount of time prior to the meeting or action to be taken as required by statute, the articles of incorporation, these Bylaws, and the corporation’s policies or procedures. Said notice need not be given individually and may be given in one notice document.

**ARTICLE XXI. INTERPRETATION OF CHARGER**

- A. Whenever any provisions of these Bylaws are in conflict with the provisions of the Charter, the provisions of these Bylaws control.

## **ARTICLE XXII. AMENDMENT TO CHANGES TO BYLAWS**

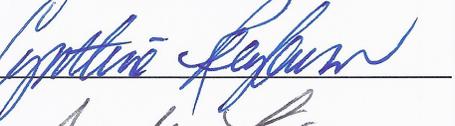
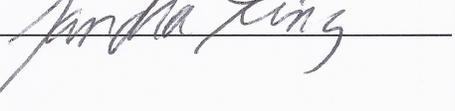
- A. Proposals for changes to the Bylaws must originate by a written motion during a regular or special Board meeting, specifying the addition, change, or deletion. The full text of the proposed change must be made available to the school community at least two weeks prior to the Board meeting in which the change(s) will be discussed.
- B. New Bylaws may be adopted or these Bylaws may be amended or repealed by a majority vote of members of the Board then in office.
- C. The final vote for changes to the Bylaws will occur during a regularly scheduled Board Meeting or a special meeting held for this purpose for which there has been given two weeks published notice as defined in these Bylaws.
- D. One copy shall be maintained of the original Bylaws of the Corporation. Whenever any amendment or new Bylaws are adopted, each successive change shall be separately appended to the end of the document, indicating the date on which the change was authorized. If any Bylaws are repealed, the fact of repeal with the date of the meeting at which the repeal was enacted must be stated in the book and until so stated, the repeal must not take effect.
- E. A second copy of the Bylaws shall be maintained which is subtitled with the date of the last change made to the Bylaws and which is in content the authoritative current version of the Bylaws.

## **ARTICLE XXIII. DISSOLUTION**

- A. Upon the dissolution of the corporation, its assets shall be liquidated under the direction of the Board. Proceeds from the liquidation shall be used to pay any and all debts and liabilities of the corporation pursuant to Section 30-3-114 and 30-3-115 of the Idaho Code. Any excess amounts will be distributed as required by Idaho State Law.

IN WITNESS WHEREOF, the undersigned have made and subscribed to these Bylaws at 1029 Shadow Wood Lane, Coeur d'Alene, ID 83715, STATE OF IDAHO, KOOTENAI COUNTY at the meeting of the Board of Directors held on the 23<sup>rd</sup> day of January, 2014.

(Names and Signatures of the Formative Board of Directors)

Glen Lanker,	Chair	
Terry Wright,	Vice Chair	
Jason Ball,	Secretary	
Cynthia Reyburn,	Treasurer	
Sandra King,	Member	

6066914\_1.DOCX

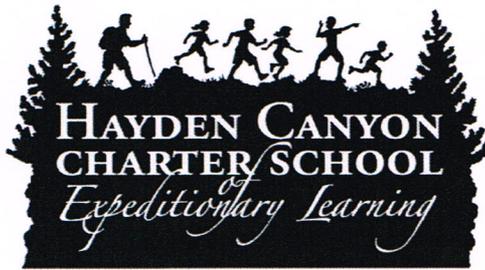
**Appendix C**  
**Petition with Signatures of Qualified Electors**

STATE OF IDAHO )  
 ) ss  
County of Kootenai County )

To the honorable Ben Yursa, Secretary of State for the State of Idaho: I,  
Clifford T. Hayes, County Clerk of Kootenai County, hereby certify that 8  
signatures on this petition are those of qualified electors. Certified on this 22 day  
of November, 2013.

Signed: Grace A. Studer  
County Clerk or Deputy





## Hayden Canyon Charter School Petition of Support

We, the undersigned, support the proposed Hayden Canyon Charter School of Expeditionary Learning and believe it will fill a need in the Hayden, Idaho area for educational choice. We appreciate Expeditionary Learning's exemplary hands-on, project-based, collaborative learning approach and are looking forward to it being available in our community. We certify that we currently reside in either the Lakeland or Coeur d' Alene School Districts and are registered voters in Kootenai County. Thank you.

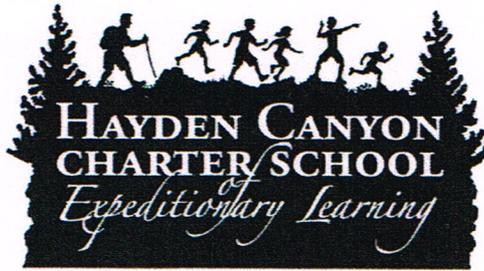
Printed Name with Signature Below	Address	E-mail	Phone
OK ELEN LANKER <i>[Signature]</i>	1029 E. SHADOW WOOD LANE CDA, ID 83815	glankere@artios.biz	208.667.5557
OK LINDA LANKER <i>[Signature]</i>	1029 E Shadow Wood Ln CDA - ID 83815	lindaelankert@gmail.com	818-8680
OK DEBORAH JACOBS <i>[Signature]</i>	8244 E. SCENIC BAY CDA, ID 83814	DEBIJ2@AOL.COM	818-6688
OK Dianne Dahlke <i>[Signature]</i>	5868 N. Saint Croix Dr. CDA, ID 83815	dieseldahlke1@aol.com	208-660-7337
OK Cynthia Gage <i>[Signature]</i>	9346 N Justice way Hayden Id 83835	Syndee_gage@yahoo.com	208 755-6025
RDA Nicole Savoie <i>[Signature]</i>	431 S. Bret Ave. CDA, ID 83814		208-964-4173
NR Lynn Moore <i>[Signature]</i>	3144 N 7th CDA ID 83815	mooreid@frontier.com	208-659-5550
OK Sue Baldwin <i>[Signature]</i>	3677 E 78 Blvd CDA, ID 83815	Sue.baldwin@Davistercorp.com	691-7642
OK Dorely Devenere <i>[Signature]</i>	2088 W Bolivar Ln CDA, ID 83815		208 699 6755
OK Brent Baldwin <i>[Signature]</i>	3677 E 78 Blvd CDA, ID 83815	Brent e CIRENLEVE@CDA.com	208 660 1511

STATE OF IDAHO )  
 ) ss  
County of Kootenai County )

To the honorable Ben Yursa, Secretary of State for the State of Idaho: I,  
Clifford T. Hayes, County Clerk of Kootenai County, hereby certify that 9  
signatures on this petition are those of qualified electors. Certified on this 20 day  
of November 2013.

Signed: Grace A. Studer  
County Clerk or Deputy





## Hayden Canyon Charter School Petition of Support

We, the undersigned, support the proposed Hayden Canyon Charter School of Expeditionary Learning and believe it will fill a need in the Hayden, Idaho area for educational choice. We appreciate Expeditionary Learning's exemplary hands-on, project-based, collaborative learning approach and are looking forward to it being available in our community. We certify that we currently reside in either the Lakeland or Coeur d' Alene School Districts and are registered voters in Kootenai County. Thank you.

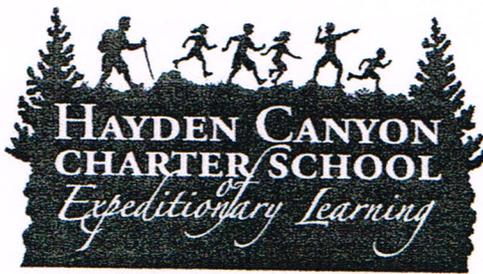
Printed Name with Signature Below	Address	E-mail	Phone
OK Carolyn A. Keefer Carolyn A. Keefer	3729 Nicklaus Dr. Coeur d'Alene, ID 83815		
OK Ron Keefer Ronald L. Keefer	3729 Nicklaus Dr Coeur d'Alene, ID 83815		
MS Genevieve Waldman Genevieve B. Waldman	3936 N. Trevino Dr Coeur d'Alene ID 83815	jandgwaldman @ msn.com	
OK Jesse Waldman Jesse Waldman	3936 N. Trevino Coeur d'Alene ID 83815	Chiefmeister100@gmail.com	
OK PJ. COUBRYN PJ. COUBRYN	3921 TREVINO COEUR, ID 83815		
OK Pat & Belm Pat & Belm	743 Fairmont Ln CDA ID 83814		
OK Julie Green Julie Green	8562 S. Gozzer Rd. Harrison, Id. 83833		
OK JACK DOLAN Jack Dolan	8562 So Gozzer Rd HARRISON, IDAHO 83833		
OK Julie Dalsaso Julie Dalsaso	743 Fairmont Ln Coeur d'Alene, ID 83814		
OK John W. Gundlach John W. Gundlach	402 S. 16th St. Coeur d'Alene, ID 83814		

STATE OF IDAHO )  
 ) ss  
County of Kootenai County )

To the honorable Ben Yursa, Secretary of State for the State of Idaho: I,  
Clifford T. Hayes, County Clerk of Kootenai County, hereby certify that 7  
signatures on this petition are those of qualified electors. Certified on this 20 day  
of November, 2013.

Signed: *Grace A Studer*  
County Clerk or Deputy





## Hayden Canyon Charter School Petition of Support

We, the undersigned, support the proposed Hayden Canyon Charter School of Expeditionary Learning and believe it will fill a need in the Hayden, Idaho area for educational choice. We appreciate Expeditionary Learning's exemplary hands-on, project-based, collaborative learning approach and are looking forward to it being available in our community. We certify that we currently reside in either the Lakeland or Coeur d' Alene School Districts and are registered voters in Kootenai County. Thank you.

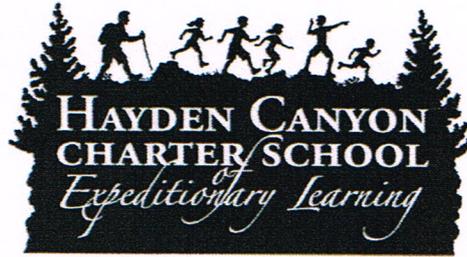
Printed Name with Signature Below	Address	E-mail	Phone
Jason Ball <i>JB</i>	305 Summerfield Ln Hayden ID 83835	jball@goodneighbor.com	208-819-9220
Jeff R. Mitchell <i>Jeff R. Mitchell</i>	2421 E. Grandview Dr CDA, ID 83815	jeffmitchell208@gmail.com	(805) 722-8192
Fred Sharp <i>Fred Sharp</i>	9426 N. Finucan Hayden, ID 83835	fred@fredsharp.net	208-640-0408
Kris LaMarr Kris LaMarr	9705 N Parmigan Dr Hayden, Id 83835	krklamarr12@gmail.com	208 449-3538
R. Allen Brown <i>R. Allen Brown</i>	5026 Upper Hayden Lake Rd. Hayden 83835		(208) 762-0380
R. Boiteauillet <i>R. Boiteauillet</i>	1275 E. Whispering Pines Hayden, ID 83835	MCBOIFE@Frontier.com	208- 762-3222
Shaun Zaugg <i>Shaun Zaugg</i>	9051 N. Drawbridge Ct Hayden, ID 83835	s2oggere@yahoo.com	208-772 6371
Angela Hills <i>Angela Hills</i>	838 E. Miles Ave. Hayden Id 83835	ussang@hotmail.com	208-651- 3122

STATE OF IDAHO )  
 ) ss  
County of Kootenai County )

To the honorable Ben Yursa, Secretary of State for the State of Idaho: I,  
Clifford T. Hayes, County Clerk of Kootenai County, hereby certify that 7  
signatures on this petition are those of qualified electors. Certified on this 20 day  
of November, 2013.

Signed: Grace A. Studer  
County Clerk or Deputy





## Hayden Canyon Charter School Petition of Support

We, the undersigned, support the proposed Hayden Canyon Charter School of Expeditionary Learning and believe it will fill a need in the Hayden, Idaho area for educational choice. We appreciate Expeditionary Learning's exemplary hands-on, project-based, collaborative learning approach and are looking forward to it being available in our community. We certify that we currently reside in either the Lakeland or Coeur d' Alene School Districts and are registered voters in Kootenai County. Thank you.

	Printed Name with Signature Below	Address	E-mail	Phone
OK	Richard V. Wright <i>[Signature]</i>	10217 CEDAR CT. HAYDEN, ID. 83835		208 699-2152
OK	Patricia Ann Petersen <i>[Signature]</i>	874 E Mikes AV Hayden, ID 83835	parhpetersen @hotmail.com	208- 762- 0270
OK	Shawn Creed <i>[Signature]</i>	1489 W. Benjamin Ave Post Falls ID	Shavaun Creed@ gmail.com	208-651-8259
OK	Terry Wright <i>[Signature]</i>	10217 Cedar Ct Hayden 83835	terrytrainerwright @hotmail.com	208 699-4352
OK	Bryan Lindsay <i>[Signature]</i>	3811 W Lennox Ln CDA, ID 83815	bryanklindsay@ gmail.com	208- 446-7835
OK	Ryan Frank <i>[Signature]</i>	9133 N. Orange Blossom Ct. Hays 10 83835	rcfrank@gmail.com	208-440-8360
OK	Brianna Ball <i>[Signature]</i>	305 Summerfield Loop Hayden ID 83835	brannaball@gmail.com	208-819-9217
		1		

**Appendix D**  
**Application for Nonprofit Status**

## **Status of Application for Non-Profit Status**

As of August 1, 2013 the 501 application to the IRS seeking 501c3 non-profit status for HCCS is substantially complete but has not yet been completed for submittal. It is anticipated it will be finished and submitted no later than September 1, 2013.

**Appendix E**  
**Charter Start! 101 Workshop Proof of Attendance**

# *Certificate of Attendance*



*This certificate is awarded to*

*Glen Lanker*

136

*For attending the Charter Start! 101 Workshop*

*September 13 & 14, 2012*

*Michelle Clement Taylor*

*School Choice Coordinator*

**Appendix F**  
**Resumes of the Directors of the Nonprofit Corporation**

# A R T I O S

ARCHITECTURE  
COMMUNITY DESIGN  
DEVELOPMENT

1029 E. Shadow Wood Lane  
Coeur d Alene, Idaho 83815  
208.667.5557 offc  
208.819.4705 cell  
glanker@artios.biz

**Glen Lanker** is an architect and developer and the principal of A R T I O S, Inc., which is an architecture, community design, and development firm in Coeur d' Alene, Idaho. "Artios" is a Greek word from the New Testament which means "complete and fitted together". It describes the company's mission of designing and developing communities where people have the opportunity to live, work, shop, and play, and build relationships within walkable neighborhoods. He has been a proponent of the "Smart Growth" movement for many years through his association with organizations such as the Congress for the New Urbanism and Idaho Smart Growth. He is currently the Operating Manager for Hayden Canyon, a 610 acre Traditional Neighborhood Development being developed in Hayden, Idaho.

Glen has been a resident of Coeur d Alene since 2006, having relocated from nearby Spokane, Washington. His firm has experience in a wide range of project types including planning and urban design, single and multi-family residential, retail, office, churches and private schools. Prior to moving to Spokane in 1992, he was the principal of an architectural firm in San Diego, whose projects included an inner city community center and several waterfront facilities for the America's Cup. From 1986 to 1990, he managed an architectural firm that was part of a development and construction company which developed approximately 200,000 square feet of office and retail space throughout California.

He graduated from Arizona State University's College of Architecture "cum laude" in 1981. His primary emphasis in elective courses was in business, especially real estate development.

Glen and his wife, Linda, have three grown children and one grandchild.

## References:

Ron Nilson 208.664.9291	President/CEO, Ground Force Manufacturing, LLC, Post Falls, ID Member of North Idaho College Board of Trustees
Jae Enos 208.777.7000	President, Victory Homes, Coeur d Alene, ID
Bill Jhung 208.769.3284	Region 1 Director, Idaho Small Business Development Center, Post Falls, ID
Harry Amend 208.667.7094	Retired Coeur d' Alene School District Superintendent, Twin Lakes, ID
Stefan Chatwin 208.209.2026	Administrator, City of Hayden, ID
Jim Putman 208.777.7325	Senior Pastor, Real Life Ministries, Post Falls, ID

# Terry T. Wright

---

10217 Cedar Court  
Hayden, Idaho 83835  
[terrytrainerwright@hotmail.com](mailto:terrytrainerwright@hotmail.com)

## Profile

Over 20 years experience in Elementary Education.  
Develops, plans, prepares and delivers instruction.  
Assesses, records and communicates student progress.  
Establishes positive and productive relationships with parents and other professionals.  
Works under pressure with challenges and available resources.  
Works creatively and collaboratively with colleagues.  
Nominated Teacher of the Year, 1997.

## Professional Experience

2013-2007 Teacher's substitute, School District 271, Coeur d'Alene, Idaho.  
2007-2004 Part time teacher, Fernan Elementary, Coeur d'Alene, Idaho.  
2004-2003 Part time teacher, Hayden Meadows Elementary, Hayden, Idaho.  
2003-2002 Greenhouse assistant, Petal Pushers Nursery, Coeur d'Alene, Idaho.  
2002-1993 Teacher, Fernan Elementary, Coeur d'Alene, Idaho.  
1993-1990 Teacher, Hazeltine Elementary, Van Nuys, California.

## Education

2013-1993 Continuing education: North Idaho College/ University of Idaho.  
1993 Idaho Education Credential: Standard Elementary K/8.  
1987 Professional Clear Multiple Subject Teaching Credential.  
College for Developmental Studies; Los Angeles, California.  
1985 Bachelor of Fine Arts  
University of Colorado; Boulder, Colorado.

## Contributions to the Education Profession

Served as Master Teacher to several aspiring University of Idaho students.  
Served as school liaison and judge for District 271 Science Fair for three years.  
Served on a Student Assessment Team for over four years.  
Integrated Advanced Learning Strategies and programs for high achieving students.

## Community Involvement

Hayden Canyon Charter School founding Board.  
Board Director at Panhandle Parks Foundation.  
Kootenai County Dog Park Association founding member.  
Chair of Fort Sherman Playground Children's Committee.  
District 271 Long Range Planning Committee.

## References

Jim Gray	Principal, School District 271	208-929-0307
Bob Macdonald	Former Kootenai County Commissioner	208-660-3313
Melissa Shanahan	Educational Pathways	303-588-9851

Bio  
Jason Ball  
305 Summerfield Loop, Hayden ID 83835  
208-819-9220

With over 20 years of experience in business development, marketing, and public relations, Jason Ball has had an integral role in the success of start-up companies, and companies seeking fresh ideas and new direction. Mr. Ball's consultative approach spans everything from product development to employee benefits. Companies such as WD-40, Samsung, and the San Diego County School District have utilized his services. Jason is an innovator and visionary leader who injects a culture of collaboration and service within organizations. Organizations for which he has been employed, or to which he has provided consulting have become leaders in their respective fields. Mr. Ball's native tongue is English, but he is also fluent in Spanish. His background in Business Communications has served well for marketing content, as well as drafting legal documents prior to final review by legal counsel.

Jason has a penchant for mentoring and coaching youth. He understands that stability and prosperity in this world is a magnificent responsibility resting upon youth who can apply skills and knowledge passed along to them. As such, Mr. Ball's positive influence can be found in his service as a Boy Scout leader, a coach of youth sports such as soccer, basketball, and running, and as a spiritual advisor.

Jason and Heather Ball are the parents of five children who benefit from their parents' examples of service to others. Jason serves his community through involvement with the Healthcare Coalition - Panhandle Health (Panelist), Hayden Chamber of Commerce (Board of Directors), CareNet Kootenai (formerly elected President), the Hayden Senior Center (formerly elected Board President), Gem Community Citizen's Project Group (Chairman), Jumpin' Beans Mobile Food Bank (Founder), the Alzheimer's Association (Instructor, Support Group Facilitator, and Chair of the 2013 Walk to End Alzheimer's), the City of Hayden (events committee and co-creator of Hayden's Got Talent), Helping Hands Day of Service (former Chairman), OnSite for Seniors (Volunteer for Marketing and Fundraising), Cure Idaho (Treasurer), North Idaho Violence Prevention Center (Engaging Men Instructor), Dirne Community Health Center (Volunteer Advisory Committee), Keeping Children Safe (KCS) Citizen's Panel for the Idaho Department of Health & Welfare (Panelist), BSA (District Trainer), and San Diego State University (former instructor for vocational retraining program for engineers).

In his spare time, Mr. Ball enjoys training and racing in triathlon events, as well as inventing and fabricating prototypes of composite kayaks, carbon fiber bicycle parts, and running shoes. He designed the first play-boat kayaks under eight feet in 1998, and pioneered the use of proprietary flexible resin suitable for whitewater use. Mr. Ball has developed conceptual models of an expanding hypodermic needle, designed to aid phlebotomists when inserting needles into collapsed or dehydrated veins. Mr. Ball also enjoys writing wildly imaginative children's literature that breathes life into lessons about character development.

References:

Ronald McIntire, Mayor, City of Hayden, Idaho (208) 772-4411  
Patricia Christo, RN, Coordinating Director, Alzheimer's Association, N. Idaho (208) 666-2996  
Chris Petersen, District Executive, Boy Scouts of America, Old Missions District (208) 772-2455  
Dirk Baird, PhD, Owner of Hayden Lake Physical Therapy (208) 667-6264  
Wade Larson, PhD, President, LMM Leadership Group (former Dean at SEL Univ) (208) 819-2521

Cynthia B. Reyburn  
1660 E. Club Lane  
Hayden Lake, ID 83835  
208-635-5555(h)  
208-659-2159 (c)  
[cynthiareyburn@roadrunner.com](mailto:cynthiareyburn@roadrunner.com)

## RESUME

### Professional Experience

**Accountant**, First Alliance Management Services, Inc., 1997 – present. President and founder of full service accounting firm providing services to small business and individuals. Services include forensic accounting, tax preparation, payroll, computerization, budget preparation and implementation, staff training, and financial consulting. Industry experience includes construction, real estate, interior design, architecture, retail banking, non-profit, agriculture, oil and gas, wholesale and retail product manufacture and sales, medical practice consulting.

**Faculty**, University of Phoenix, 2008-present. Instructor for online MBA accounting, taxation, ethics, marketing, and finance courses. Responsible for creating online classrooms, facilitating course materials, preparing assignments and grades, and maintaining continuing education or professional experience to aid instruction.

**Instructor**, Colorado Mountain College, 1993-2001. Faculty responsible for accounting, taxation, and finance courses. Additional responsibilities included preparation of lesson plans, selection of textbooks, and working with administration to develop new business courses.

**Vice President of Retail Lending and Consumer Services**, Colorado National Bank and Central Bank of Colorado, 1991-1997. Responsible for acquiring and retaining new retail loan clients, sales of bank products and services, financial evaluation of loan applications, mortgage lending, and portfolio management.

**Medical Practice and Reimbursement Analyst**, Image America, 1989-1991. Member of Mergers and Acquisitions team responsible for visiting imaging centers throughout the Southeast analyzing reimbursement rates, patient mix, and overall practice profitability. Position ended due to relocation of executive offices to Massachusetts.

**Medical Practice Consultant**, Western Maine Outpatient Center, Gallatin Women's Center, Hendersonville Mental Health Clinic, Head Start Rehabilitation Center, 1989 - 1991. Responsibilities include reduction of A/R average collection from 360 days to 30, file primary and secondary insurance, install computers and accounting software, train staff, prepare financial statements and other documentation necessary to sell Western Maine Outpatient Center. Additional activities included reimbursement and coding analysis, profitability analysis.

### Education

**MBA**, University of Denver, Denver, Colorado, 1988. Major: Finance, Minor: Accounting; Master's degree carries CPA hours in accounting.

**BSBA**, University of Denver, Denver, Colorado, 1987. Dual Major: Finance and Marketing.

**Juris Doctorate**: University of Tulsa School of Law, Tulsa, Oklahoma, 1988 – 1989. Attained second year student status.

Enrolled Agent: Beginning coursework Fall, 2012.

### Software Proficiencies

QuickBooks: Including payroll, budgeting, and report preparation modules.

Peachtree Accounting Software: Various versions and modules.

Outlook Express: Current and prior versions.

Microsoft Office Suite: Word, Power Point, Excel.

Tax Act, Turbo Tax Professional, various proprietary tax preparation software.

Westlaw; other legal reference materials in hard copy and electronic.

### Professional and Social Affiliations

Rotary International: 2006 - present. Enjoy participation in committees and service projects. Currently serving as President elect of Hayden, Idaho chapter; will attain chapter Presidency July, 2013 – July, 2014.

Coeur d'Alene Library Foundation: 2003 - 2006. Board Member and Finance Committee Chairman. Assisted with fund raising, grant writing, social events, and marketing for new \$12m library.

Downtown Garden District: 2003 –2009. President and founder of neighborhood association with the primary goals of residential real estate investment, neighborhood improvement and safety, and historical preservation.

Phi Alpha Delta Law Fraternity International: 1988; Member, voted Secretary 1989.

Zeta Tau Alpha Sorority: Member 1984; elected Standards Officer 1985.

Sigma Chi Fraternity: Little sister 1985; voted Sweetheart of Sigma Chi, 1985.

References

Northwest Real Estate, Inc.  
Robbie and Pam Canfield  
10264 Government Way  
Hayden, ID 83835  
208-704-0000

Client since 2010. Prepare corporate and individual income tax returns, accounting and taxation consulting. Prepared and filed 501(c)(3) application for new non-profit company; consulted regarding accounting, finance, and organizational issues related to non-profit formation

Mark Ellingson  
Witherspoon Kelley Davenport & Toole, Attorneys at Law  
608 Northwest Blvd.  
Coeur d'Alene, ID 83814  
208-667-4000

Forensic accounting research including review of computerized data, determination of altered accounts and false entries, misappropriation of assets; testified in federal bankruptcy court; client prevailed.

Ed and Peggy Santos  
Center Target Sports, Inc.  
3295 E. Mullan Avenue  
Post Falls, ID 83854  
208-773-2331

Client since 2003. Assist with business plan and financial statement preparation and analysis, representation of client at loan committee and other financial meetings, consulting regarding accounting, taxation, personnel management, sales, marketing, profitability and growth issues.

Peter and Grace Optekar  
9701 N. Country Club Drive  
Hayden, ID 83835  
208-660-4677

Personal reference: Family friends, fellow church members, neighbors since 2003.

---

# SANDRA KING

---

5951 N. Silver Pine Ct. ■ Coeur D'Alene, ID 83815  
Mobile: 208-661-7924 ■ [cdakings@gmail.com](mailto:cdakings@gmail.com)

---

## Profile

*Detail oriented marketing professional with extensive experience in developing and managing relationships. Possesses excellent communication, presentation, and organizational skills along with a strong ability to assess needs, implement creative solutions, and adapt future strategies.*

---

## Experience

**Multimedia Marketing Consultant, Hagadone News Network** **2009 – 2012**

Responsible for client development and advertising sales including creation of advertisement concept, messaging and design based on business analysis, strategic planning and objectives. Assisted in new product creation and launch.

- Currently responsible for all advertising sales for the North Idaho Business Journal, successfully grew sales by more than 20% in under 3 months.
- Assisted clients from a wide variety of backgrounds in developing and implementing effective marketing campaigns based on proven advertising techniques. Including but not limited to: retail business, industrial companies, government agencies, political candidates, non-profit and volunteer organizations.
- Assisted in concept creation, sales, marketing and launch of new online resource designed to target a specialized market niche.
- Developed and instructed online marketing seminar with over a hundred attendees.
- Consistently outperformed performance expectations.

**Platinum Trader Investment Consultant, Charles Schwab and Co.** **2000 – 2005**

Cultivated outstanding relationships with clients through outbound calls, client education, seminar enrollments and superior customer service resulting in consolidation of client assets and improved client satisfaction surveys.

- Consistently outperformed peers and ranked in the highest quartiles in productivity, business development, quality assurance, and client satisfaction.
- Developed and presented advanced employee training and instructed technical analysis and risk management branch seminar for clients.
- Created team sales incentive contests to raise group performance. Obtained Schwab Bank dual employee status, assisted in floor wide sales contest to increase awareness of mortgage offering and transition client's to Schwab Bank's new services.

**Public Relations Representative, Spinworks, P.R..** **1997 - 2000**

Media contact responsible for creation and implementation of promotional contests, securing celebrity endorsements, project development and event coordination.

- Assisted in promotion of record breaking 1997 Alzheimer's Memory Walk and supporting events including Talk the Walk and AZ Women's Expo.
- Secured celebrity endorsements and worked as celebrity handler at media events
- Worked closely with marketing and advertising departments in project development to create cohesive campaigns and maintain brand integrity

**Computer Skills**

MS Office including Word, Excel, PowerPoint and Access, MS Outlook, Google Drive, Internet, Adobe Professional, (Highly proficient).

---

**Honors**

- Two time winner of Charles Schwab Chairman's Club.
- Two time winner of Active Trader Employee of the Month.
- Excellence in Service winner.

**Activities**

- Coeur d'Alene Rotary
    - Student of the Month Committee Chair – current
    - Attendance Committee Co-Chair – current
    - Rose Sale Captain - 2010
  - Coeur d'Alene Women In Business Board Member 2010 - current
  - Post Falls Women In Business President 2010 – current
  - Women In Red Co-Chair 2007
  - Toastmaster's District 9 Spring Conference Chair 2007
    - Coeur d'Alene Toastmaster President 2007
    - Coeur d'Alene Toastmaster VP of Public Relations 2006-2007
  - Coeur d'Alene Cancer Community Charities Spring Fashion Fantasy Co-Chair 2007
- 

**References****Ladonna Beaumont**

Magnuson McHugh & Co. (208) 755-3829

[ladonnabeaumont@gmail.com](mailto:ladonnabeaumont@gmail.com)

**Amanda Miller**

Hospice of North Idaho. (208) 640-0767, (208) 819-4520

[amiller@honi.org](mailto:amiller@honi.org)

**Tom Cronin**

Retired Police Chief. President of Coeur d'Alene Rotary. Former candidate for Kootenai County Coroner. (208) 691-9175

[profiletom@aol.com](mailto:profiletom@aol.com)

**Appendix G**  
**Initial Letter of Intent with Expeditionary Learning**

August 24, 2012

John LeCavalier  
West Regional Director  
Expeditionary Learning  
1622 SE 55th  
Portland, OR 97215  
via email: [jlecavalier@elschools.org](mailto:jlecavalier@elschools.org)

Re: Proposed Hayden Canyon Charter School Letter of Intent

Dear John,

Thank you very much for considering our proposed charter school in Hayden, Idaho, as a potential member of the Expeditionary Learning network. We appreciate all of your help in facilitating the EL workshop here and giving us an overview. We believe EL and our proposed school will be an excellent fit and look forward to a great long-term partnership.

147

As mentioned, the proposed school will be included in a proposed master-planned Traditional Neighborhood Development called Hayden Canyon. One of the required conditions for project approval with the City of Hayden is the donation of land sufficient for a community park and school site. It is the intent of the property owner, Hayden Canyon Land, LLC to direct the school site be made available for the proposed charter school. This would be contingent on successful approval of its charter by the state and demonstration of financial sustainability including the ability to support long-term financing for the school facility. It is also pending final required approvals from the City of Hayden for the development to be able to proceed.

We have reviewed the enclosed EL Partnership Agreement and Projected Scope of Services dated August 17, 2012 and are in general agreement with the terms and conditions. It is our intent to go forward with EL and execute the agreement as soon as we are able. As you are aware, we have not yet formed a legal non-profit entity and established a board of directors, which are necessary for entering into any legal agreement. We are also in the process of fundraising to generate your initial fee in the amount of \$10,500 for consulting and support to the point of charter approval by the State of Idaho. As soon as these tasks are accomplished, we will be able to execute the agreement, subject to review and approval by the future board, and go forward in earnest with EL. In light of where we're at in the process and these pending tasks, it is acknowledged this letter of intent is non-binding on both parties.

Please do not hesitate to contact us with any questions or comments and thank you again.

Best regards,



Glen Lanker  
Hayden Canyon Land, LLC



# EXPEDITIONARY LEARNING

## Hayden Canyon Charter School Development – Projected Scope of Services August 17, 2012

Partnership Year	Est. Cost	Projected Services
<i>Development</i> (Pre-Charter Approval: July, 2012 – February, 2013 or Charter deadline)	\$10,500*	<ul style="list-style-type: none"> <li>• Introduction to EL workshop and stakeholder meetings (July) **</li> <li>• Partnership Readiness Process and Partnership Agreement; Signed MOU (August) ***</li> <li>• Charter application support – EL supports Hayden Canyon with Charter application, provides models and supporting documentation through EL Commons and other resources.</li> </ul>
<i>Planning</i> (Post-Charter Approval – March, 2013 – August, 2014) <ul style="list-style-type: none"> <li>• Planning year MOU includes all on-site support, off-site PD, EL network membership, leadership cohort</li> <li>• MOU FY is September 1 – August 31</li> </ul>	\$65,000 – 75,000	<ul style="list-style-type: none"> <li>• Development of Work Plan and Planning Year MOU:               <ul style="list-style-type: none"> <li>○ On-site Professional Development (PD) for all founding teachers (teacher contracts include 10- 15 additional contract days in first and second academic years)</li> <li>○ Off-site PD to include site seminars, training institutes, leadership cohort training: 148 leader, teachers, Board</li> </ul> </li> <li>• Development of hiring process for school leader; EL involvement and/or approval</li> <li>• Orientation of board and school leader: Board Development workshop(s). Leadership training</li> <li>• Development of hiring process for founding teachers; EL involvement and/or approval</li> <li>• Development of core school documents (handbooks, etc) and curriculum (Learning Expeditions)</li> </ul>
<i>Implementation</i> <i>Year 1 (Affiliate Year)</i> <ul style="list-style-type: none"> <li>• MOU's are determined each spring based upon Work Plan, Implementation Review and student data</li> </ul>	\$65,000- \$80,000	<ul style="list-style-type: none"> <li>• Customized work plan based on specific needs identified through data analysis of readiness assets/needs</li> <li>• Development of School Leadership Team</li> <li>• On-site coaching for all teachers in workshop-model instruction, project development and effective assessment practices (informed and driven by EL Core Practices)</li> <li>• Creation of portfolio and student-led conference structures</li> <li>• Support for implementation of Morning Meeting, Community Meetings and related structures for creating school culture</li> </ul>

		<ul style="list-style-type: none"> <li>• Implementation Review</li> </ul>	
<i>Implementation Year 2 (Full Partner)</i> <ul style="list-style-type: none"> <li>• MOU's are determined each spring based upon Work Plan, Implementation Review and student data</li> </ul>	\$65,000-\$80,000	<ul style="list-style-type: none"> <li>• Customized work plan based on specific needs identified through data analysis and Implementation Review (annual EL assessment)</li> <li>• On-site coaching for all teachers to support success with work plan goals</li> <li>• Additional support based on specific needs identified through data analysis and Implementation Review</li> </ul>	
<i>Implementation Year 3 (Full Partner)</i> <ul style="list-style-type: none"> <li>• MOU's are determined each spring based upon Work Plan, Implementation Review and student data</li> </ul>	\$65,000-\$80,000	<ul style="list-style-type: none"> <li>• Customized work plan based on specific needs identified through data analysis and Implementation Review</li> </ul>	149
<i>Implementation Year 4 (Full Partner)</i> <ul style="list-style-type: none"> <li>• MOU's are determined each spring based upon Work Plan, Implementation Review and student data</li> </ul>	\$65,000-\$80,000	<ul style="list-style-type: none"> <li>• Customized work plan based on specific needs identified through data analysis and Implementation Review</li> </ul>	

- \* Payment required for Development/Charter application phase; all other costs are post-Charter approval.
- \*\*Services provided free of charge.
- \*\*\*Partnership Agreement is pre-requisite for moving forward with a formal partnership.



# EXPEDITIONARY LEARNING

## Partnership Agreement

**Expeditionary Learning partners with schools based on a shared goal of increasing student achievement and school success.** The most fundamental conditions for participation in the national network of Expeditionary Learning Schools are for EL core practices to be the central means for improving instruction, student achievement and school culture. This document sets forth the terms of partnership between Expeditionary Learning (EL) and EL partner schools.

In Expeditionary Learning schools, success is evidenced by progress toward quantifiable targets:

- Academic achievement that exceeds district (and eventually state) averages
- Growth in academic achievement as measured by valid growth assessments
- School attendance rates that exceed district (and eventually state) averages
- High school graduation rates that exceed district averages and high levels of college acceptance
- Steady improvement on Expeditionary Learning's annual Implementation Review, with the goal of evidencing "implementing" or "highly implementing" scores across all five domains by the end of a school's fourth partnership year

151

Less readily quantifiable, but no less important indicators of success include:

- Habits of scholarship & character
- Quality, depth & authenticity of student work

### **Three Areas of Mutual Responsibility and Accountability:**

**Commitment to High Achievement for All Students:** School and EL staffs collaborate to develop data-informed work plans so that Expeditionary Learning's core practices are fully implemented, resulting in growth and achievement for every student.

**Full Engagement in the Expeditionary Learning Model:** The school engages with EL staff and provides organizational support for EL services as specified in the Memorandum of Understanding. This includes strong leadership and faculty engagement, structural and curricular autonomies, and funding for multi-year contract services.

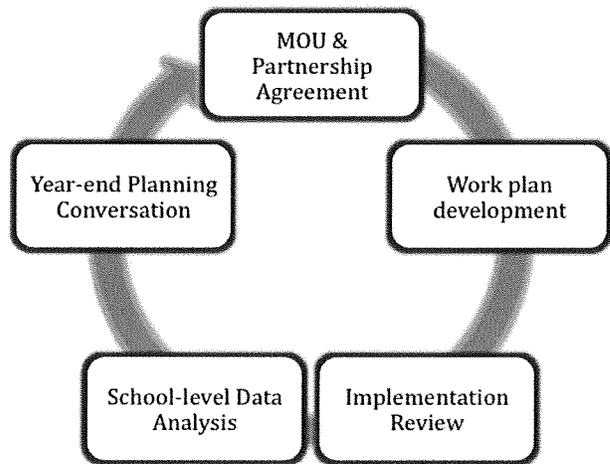
**Build a Strong National Brand Together:** The school agrees to strongly identify themselves as an Expeditionary Learning school and Expeditionary Learning as their lead partner. Expeditionary Learning agrees to support school PR and communication efforts

Revised 4.25.2011

### Annual Strategic Planning Cycle:

School improvement demands continuous attention to thoughtful process and product. Expeditionary Learning is committed to school partnerships that are proactive and informed through a cycle of planning.

- a. Prior to the start of the school year, this Partnership Agreement will be reviewed and committed to by the partners.
- b. Also prior to the school year, the actualization of this agreement will be delineated in an annual Work Plan and Memorandum of Understanding (MOU).
- c. Regular check-in meetings with school leadership and EL School Designers and/or Regional Directors will establish goals and assess progress toward those goals.
- d. Each spring, school and EL personnel engage in a comprehensive Implementation Review (IR). The IR assesses the extent to which the school is implementing core EL practices.
- e. Year-end planning conversations are driven by results data. At the end of the first Affiliate Year, a decision is made whether to progress to full membership. Subsequently, these conversations lead to collaborative development of a new Work Plan and corresponding MOU and, in some cases, a Partnership Improvement Plan (see below).



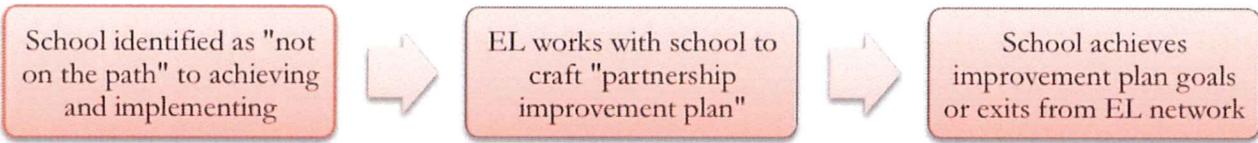
### Conditions for Partnership Success

Expeditionary Learning partners with schools based on a shared goal of increasing student achievement and school success. In order to achieve that goal, school and district leaders must actively involve EL staff as a vital school improvement partner and deeply engage with School Designers, the Regional Director, and other EL representatives. Additionally, EL schools should progressively implement EL strategies and evidence increased student achievement.

Specifically, EL seeks the following conditions when partnering with schools:

- Capacity of school leader(s) to support quality implementation of the EL model and ensure follow through on agreed-upon action steps;
- Access to adequate time for professional development, teacher planning time and leadership development;
- Active collaboration with district leaders and/or charter board members to ensure alignment and minimize competing priorities;
- Other school/district partners are integrated into the EL planning process and are closely coordinated to support school improvement goals; and,
- Access to student-level, subgroup and cohort achievement data (when available) and annual school demographic data.

When conditions to support partnership improvement are lagging, school leadership and EL staff should craft a partnership improvement plan.



A partnership between EL and a school may be terminated for several reasons:

- a) A school or district does not support the partnership improvement plan and/or does not make progress toward its goals.
- b) A school’s implementation of Expeditionary Learning is not progressively impacting student achievement within a school.
- c) A school or district no longer financially supports Expeditionary Learning.

Schools on a partnership improvement plan will either demonstrate growth in implementation and achievement, or may be exited from the EL network.

**Description of Improvement Plan Process:** Expeditionary Learning desires to fully support school partnerships. To that end, the following process applies when a school is identified as not on the path to achieving and implementing: 153

- a) EL Regional Director meets with school or district leadership to share concerns and relevant data.
- b) Regional Director and/or School Designers work with school leadership to draft a partnership improvement plan. This plan should directly address concerns, detail specific goals, and include a timeline with review and decision points.
- c) Regional Director and/or School Designers and school leaders monitor progress toward improvement goals and facilitate “decision point” conversations according to established timeline.
- d) Regional Director makes recommendation to EL’s Senior Leadership Team. EL staff, district and school leaders evaluate whether continued partnership is in the best interests of both organizations.

**Complaint Resolution Process:** Expeditionary Learning understands that school improvement is a shared responsibility between school and EL staff and we expect our partners to us to the highest standards. If a school or district leader is concerned about the any aspect of the services a school is receiving from Expeditionary Learning, the following process should be followed:

- a) School leaders meet with School Designer to share concern. School Designers are closest to the work and can therefore often offer the clearest resolution to a problem.
- b) A school leader or School Designer should involve the Regional Director if a concern is not satisfactorily addressed or if a pattern of concerns emerges.
- c) National staff is involved when the nature of the problem makes this necessary.

**I have read and understand the Strategic Planning Cycle that Expeditionary Learning staff will use in partnership planning with school leadership and staff. I have reviewed the Improvement Plan Process. With this agreement the school and Expeditionary Learning staff mutually commit to working together to create a great EL school.**

**Signatories to the Agreement:**

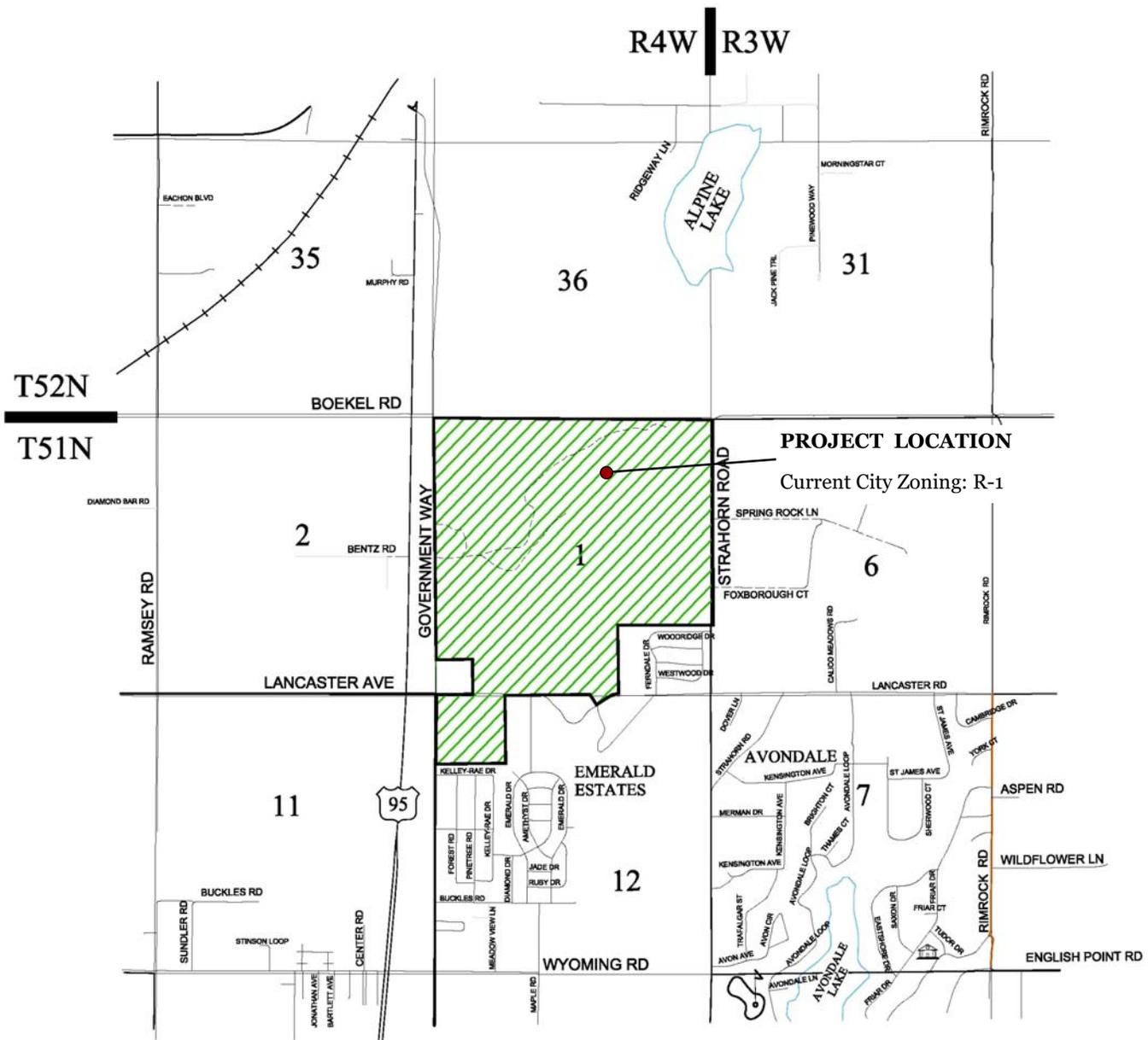
**Signatures**

\_\_\_\_\_ District/School Official

\_\_\_\_\_ EL Regional Director

Revised 4.25.2011 3

**Appendix H  
Vicinity Map**



**Appendix I**  
**Site Master Plan and Primary Attendance Area**



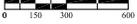
**LEGEND**

- PROPERTY LINE
- - - FLIGHT PATH EDGE
- EXISTING CONTOURS SHOWN AT 2 FOOT INTERVALS

1. SEE "RESIDENTIAL LOT TYPE TABULATION" FOR BREAKDOWN OF UNIT TYPES AND QUANTITIES PER SUB-PHASE, INCLUDING WORKFORCE HOUSING.
2. SEE "VILLAGE CENTER PLAN" FOR MIXED-USE NEIGHBORHOOD COMMERCIAL AREA.
3. SEE "COMMUNITY CAMPUS PLAN" FOR SITE OF COMMUNITY PARK, SCHOOL, COMMUNITY CENTER, AND EMERGENCY RESPONSE FACILITY.

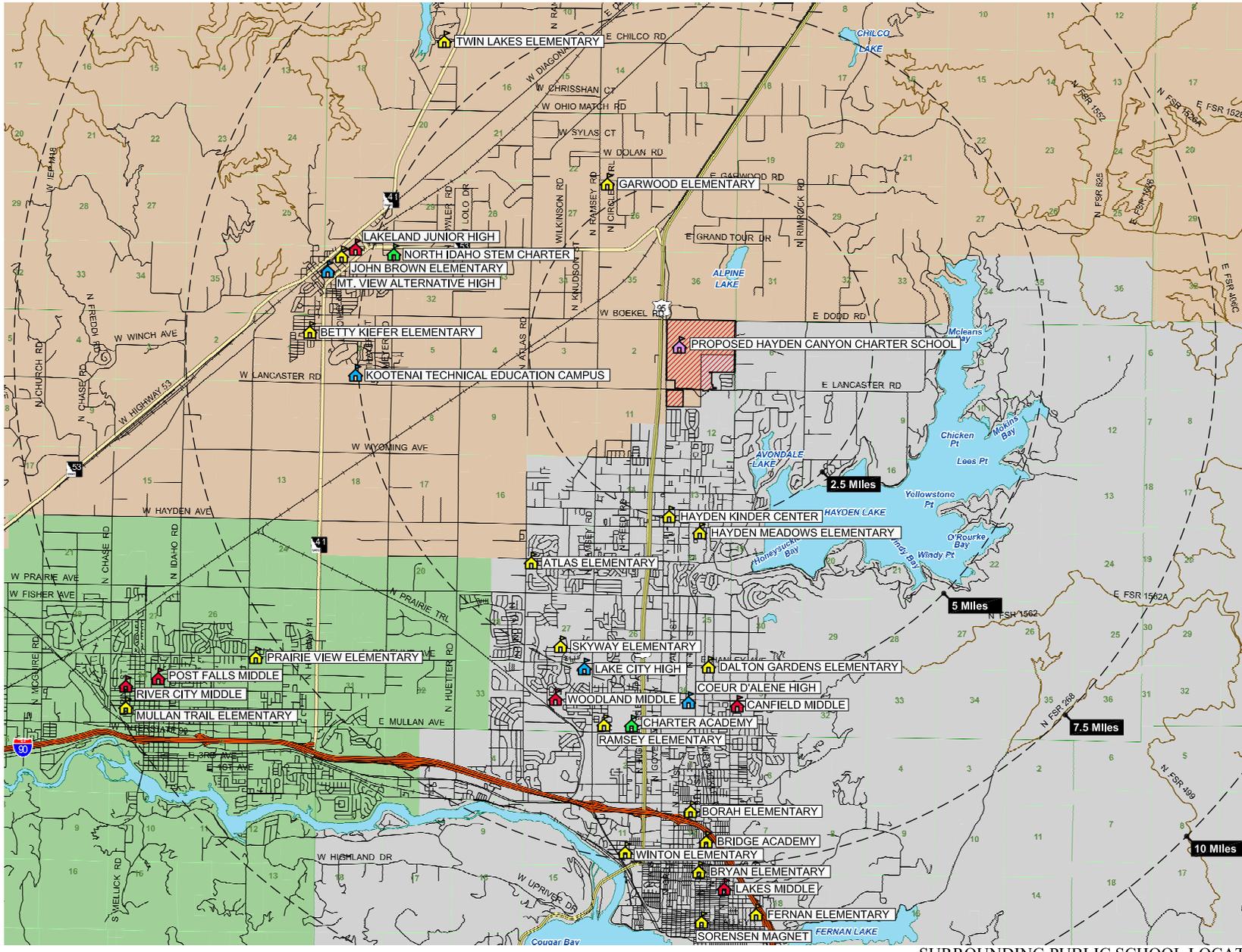
<span style="color: blue;">■</span>	Community Facilities
<span style="color: red;">■</span>	Mixed-Use Commercial (For Rent Apartments)
(L)	Loft Multi-Family
(M)	Mansion Multi-Family (For Sale Condos)
	Int. Lot: 80(w) x 110(d)
(T)	Townhouse
	Int. Lot: 24(w) x 60(d)
(LT)	Large Townhouse
	Int. Lot: 24(w) x 110(d)
(R)	Rosewalk Cottage House
	Int. Lot: 59(w) x 45(d)
(B)	Bungalow Court
	Int. Lot: 37(w) x 90(d)
(C)	Cottage House
	Int. Lot: 40(w) x 110(d)
(LC)	Large Cottage House
	Int. Lot: 43(w) x 110(d)
(V)	Village House
	Int. Lot: 50(w) x 110(d)
(N)	Neighborhood House
	Int. Lot: 60(w) x 110(d)
(LN)	Large Neighborhood House
	Int. Lot: 70(w) x 110(d)
(E)	Estate House
	Int. Lot: 80(w) x 110(d)

General Notes:  
 1. Typical internal lot sizes listed under each lot type. Corner lots are 10'-12' wider than internal lot widths. See Lot Type sheets for detailed information for each specific lot type.

  
  
**SITE MASTER PLAN**  


October 26, 2012

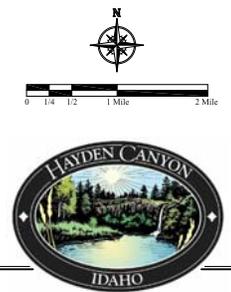
**Appendix J**  
**Surrounding Public School Locations and Summary Table**



- LEGEND**
- COEUR D'ALENE SCHOOL DISTRICT #271
  - LAKELAND SCHOOL DISTRICT #272
  - POST FALLS SCHOOL DISTRICT #273
  - HAYDEN CANYON
  - EXISTING ELEMENTARY SCHOOL
  - EXISTING MIDDLE SCHOOL
  - EXISTING HIGH SCHOOL
  - EXISTING CHARTER SCHOOL
  - PROPOSED HAYDEN CANYON CHARTER SCHOOL

October 5, 2012

**SURROUNDING PUBLIC SCHOOL LOCATIONS**



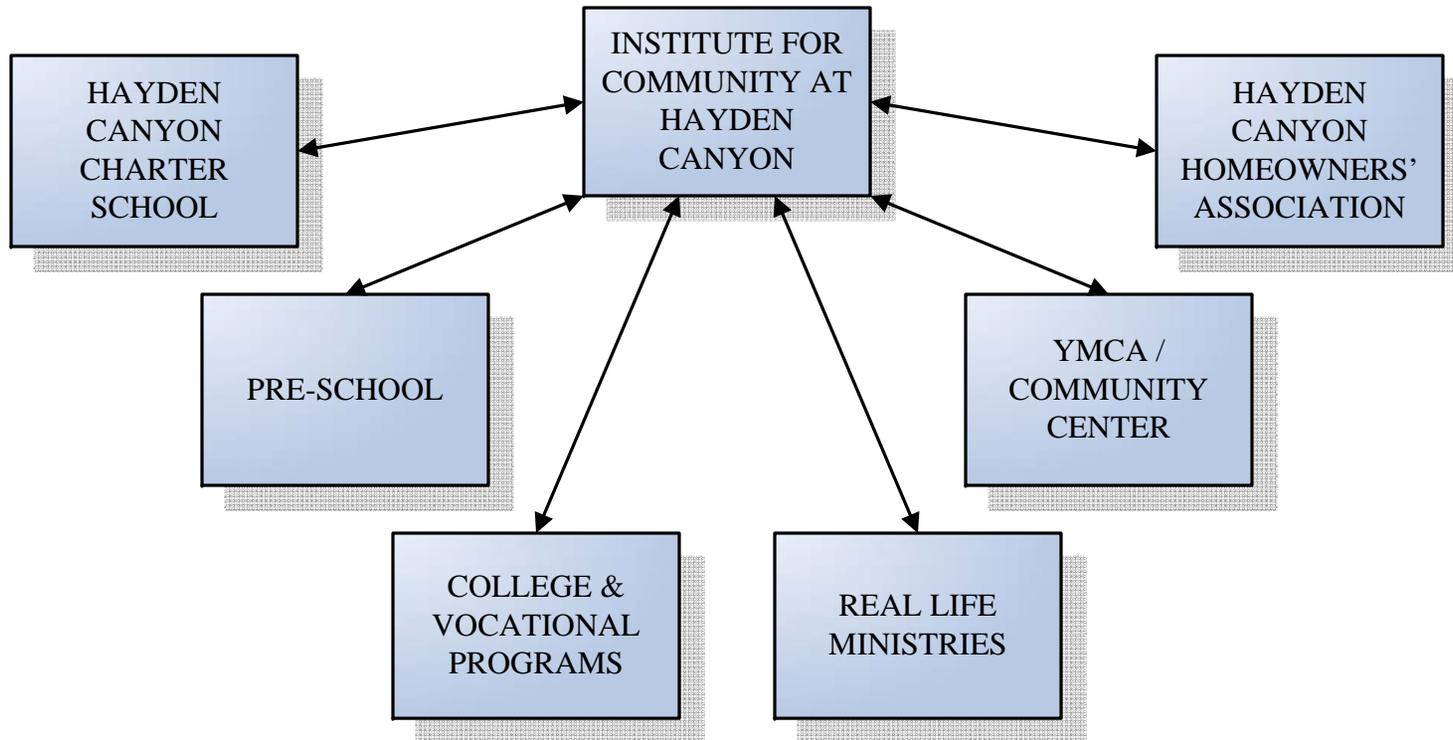
**ENROLLMENT AND CAPACITY OF PUBLIC SCHOOLS  
SURROUNDING HAYDEN CANYON**

	School District	Attendance			Capacity
		2011-2012	2012-2013	2013-2014	
<b>SCHOOLS WITHIN 5 MILES OF HAYDEN CANYON</b>					
<b>Elementary School:</b>					
Hayden Kinder Center 9650 N. Government Way, Hayden, ID 83835	271	224	272		598
Hayden Meadows Elementary 900 E. Hayden Avenue, Hayden, ID 83835	271	589	607		567
Garwood Elementray 17506 N. Ramsey Road, Rathdrum, ID 83858	272	333	313		450
Atlas Elementary 3000 W. Honeysuckle, Hayden, ID 83835	271	503	479		513
Dalton Gardens Elementary 6336 Mt. Carroll, Dalton, ID 83815	271	518	405		378
Skyway Elementary 6621 N. Courcelles Parkway, Coeur d'Alene, ID 83815	271		500		594
North Idaho Stem Charter (K-8) 15633 N. Meyer Road, Rathdrum, ID 83858	N/A		264		264
<b>High School:</b>					
Lake City High 6101 N. Ramsey Road, Coeur d'Alene, ID 83815	271		1,510		1,510
<b>SCHOOLS GREATER THAN 5 MILES FROM HAYDEN CANYON</b>					
<b>Elementary School:</b>					
John Brown Elementary 15574 N. Washington Street, Rathdrum, ID 83858	272	437	359		475
Betty Kiefer Elementary 13898 N. Schooner Street, Rathdrum, ID 83858	272		473		515
Betty Kiefer Elementary 13898 N. Schooner Street, Rathdrum, ID 83858	272				
Ramsey Elementary 1351 W. Kathleen, Coeur d'Alene, ID 83815	271		639		810
Borah Elementary 632 E. Borah Avenue, Coeur d'Alene, ID 83815	271		370		486
Twin Lakes Elementary 5326 W. Rice Road, Rathdrum, ID 83858	272		283		360
Borah Elementary 632 E. Borah Avenue, Coeur d'Alene, ID 83815	271				
Winton Elementary 920 W. LaCrosse, Coeur d'Alene, ID 83815	271		328		297
Bryan Elementary 802 Harrison Avenue, Coeur d'Alene, ID 83815	271		434		432
Prairie View Elementary 2478 E. Poleline Avenue, Post Falls, ID 83854	273		603		600
Fernan Elementary 520 N. 21st Street, Coeur d'Alene, ID 83814	271		444		513
Sorensen Magnet (1-6) 310 N. 9th Street, Coeur d'Alene, ID 83814	271		369		243
Mullan Trail Elementary 300 W. Cherry Avenue, Post Falls, ID 83854	273		367		540
<b>Middle School:</b>					
Canfield Middle 1800 E. Dalton, Coeur d'Alene, ID 83815	271	814	791		832
Lakeland Junior High 15601 N. Highway 41, Rathdrum, ID 83858	272	431	434		650
Woodland Middle 2101 W. Saint Michelle Ave, Coeur d'Alene, ID 83815	271	820	815		728
Lakes Middle 930 N. 15th Street, Coeur d'Alene, ID 83814	271	647	609		572
Post Falls Middle 301 E. 16th Avenue, Post Falls, ID 83854	273		751		900
River City Middle 1505 N. Fir Street, Post Falls, ID 83854	273		549		550
<b>High School:</b>					
Lakeland High 7006 W. Highway 53, Rathdrum, ID 83858	272		750		850
Coeur d'Alene High 5530 N. 4th Street, Coeur d'Alene, ID 83815	271		1,462		1,556
Kootenai Technical Education Campus * 6838 W. Lancaster Road, Rathdrum, ID 83858	272		450		500
Mt View Alternative High 7802 W. Main Street, Rathdrum, ID 83858	272		100		125
Coeur d'Alene Charter Academy (6-12) 4904 N. Duncan Drive, Coeur d'Alene, ID 83815	N/A		702		767
Coeur d'Alene Bridge Academy (11-12) 606 River Avenue, Coeur d'Alene, ID 83814	N/A		0		
Post Falls High 2832 E. Poleline Avenue, Post Falls, ID 83854	273		1,511		1,700
New Vision High School 201 W. Mullan Avenue, Post Falls, ID 83854	273		85		100

**Appendix K**  
**Community Campus Organization Chart**



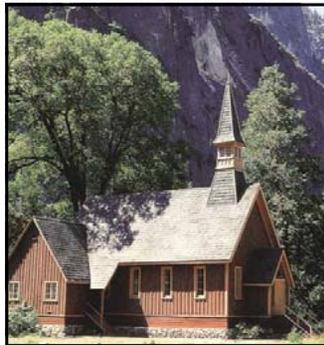
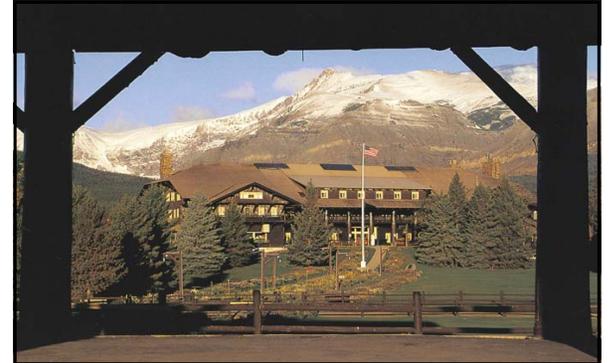
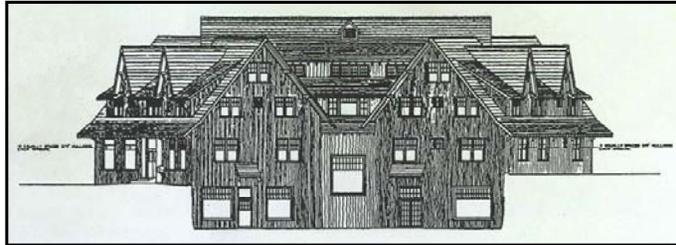
### HAYDEN CANYON COMMUNITY CAMPUS

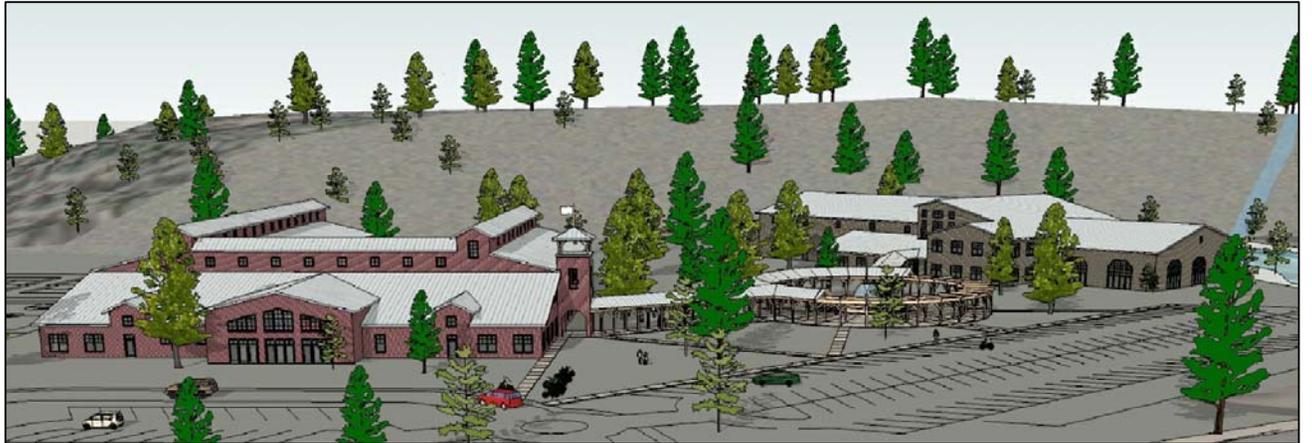


**Appendix L**  
**Community Campus Concept Drawings**

Use	Gross Building	Land Area
<b>Community Campus</b>		
① Grade School - Phase I	35,000	3.0 acres
Grade School - Phase II	27,000	
School Total:	62,000	
② Community Center	20,000	
③ Community Park / Playfields		18.5 acres
④ Shared Parking		
⑤ Public Safety Facility/Sheriff Sub-Station		0.5 acres







March 15, 2012

COMMUNITY CAMPUS : PERSPECTIVE VIEWS



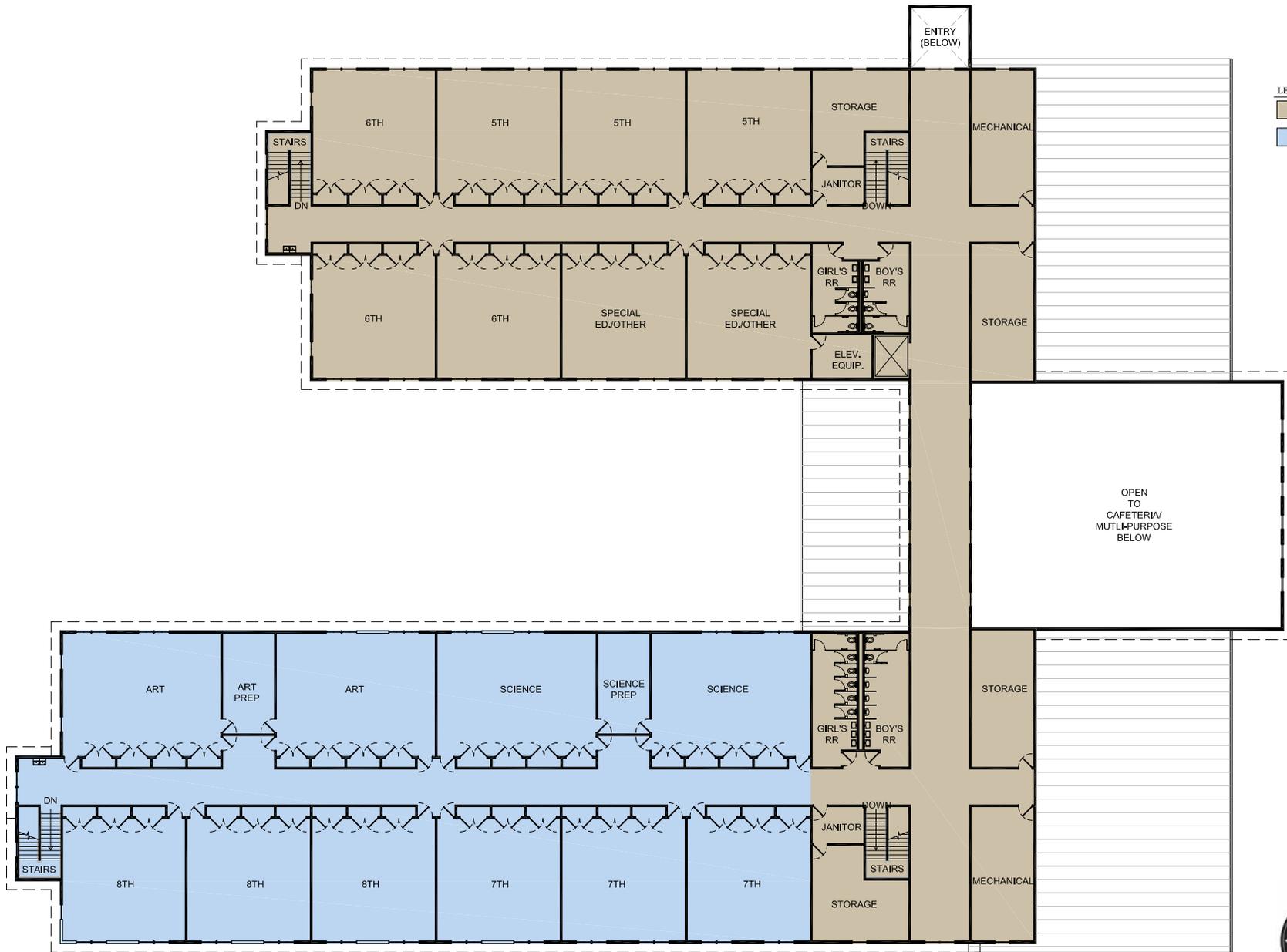


**LEGEND**  
 PHASE I  
 FUTURE PHASE



SCHOOL: MAIN FLOOR

March 15, 2012

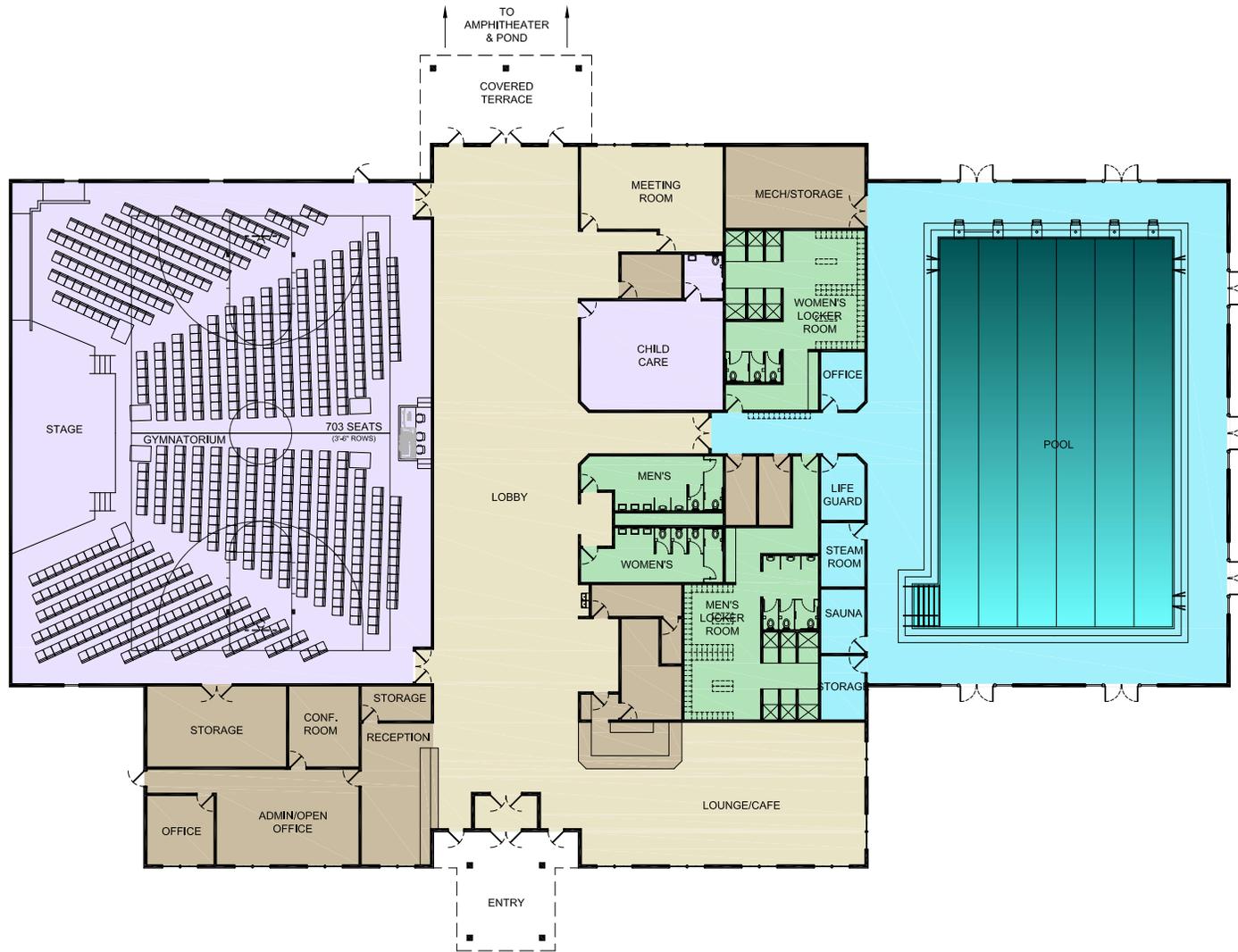


**LEGEND**  
 PHASE I  
 FUTURE PHASE



SCHOOL: UPPER FLOOR

March 15, 2012



COMMUNITY CENTER: MAIN FLOOR

**Appendix M**  
**USDA Community Facilities Loan Program**

Glen Lanker

---

**To:** lindaelanker@gmail.com  
**Subject:** FW: follow up ltr  
**Attachments:** Hayden Canyon Memo.pdf; Community Facilities Fact Sheet.doc

---

**From:** Lunderstadt, Howard - RD, Coeur d' Alene, ID [<mailto:Howard.Lunderstadt@id.usda.gov>]  
**Sent:** Friday, April 27, 2012 9:16 AM  
**To:** Glen Lanker - Artios  
**Subject:** RE: follow up ltr

Glen,

I have attached a scan of the follow up letter, and our fact sheet for an attachment to the letter to add clarification. Maximum term of our loans is 40 years. Typical real estate loans are for 30 years, or the useful life of the facility. We can consider the longer term if the situation warrants it. No real loan maximum, but practically speaking \$15 million is the largest that we have seen approved by the national office. So again it would depend on the situation and really what makes sense. Hope this helps.

171

**Howard R. Lunderstadt | Area Specialist (Community Programs)**  
**Rural Development**  
**U.S. Department of Agriculture**  
**7830 Meadowlark Way, Suite C3 | Coeur d'Alene, ID 83815**  
**(208) 762-4939 ext 126 | Fax# (208) 762-9799**  
[www.rurdev.usda.gov](http://www.rurdev.usda.gov)

**"Committed to the future of rural communities"**  
**"Estamos dedicados al futuro de las comunidades rurales"**

This electronic message contains information generated by the USDA solely for the intended recipients. Any unauthorized interception of this message or the use or disclosure of the information it contains may violate the law and subject the violator to civil or criminal penalties. If you believe you have received this message in error, please notify the sender and delete the email immediately.



United States Department of Agriculture  
Rural Development  
Northern Idaho Area Office

April 27, 2012

Glen Lanker  
Hayden Canyon  
1029 E. Shadow Wood Lane  
Coeur d' Alene, Idaho 83815

Re: USDA Rural Development assistance for the proposed Community Facilities at Hayden Canyon

Dear Glen;

To summarize our discussion, the USDA Rural Development has many different programs for Community and Economic Development. The Community Facilities Loan Program may be suitable for assisting the proposed Hayden Canyon Public Charter School and Community Center. The following terms and conditions are associated with this particular program:

1. Small cities or towns with a population of 20,000 or less are eligible. The City of Hayden meets this requirement with approximately 13,000 residents.
2. The applicant must be a public body (municipality) or non-profit 501(c)3 organization. The non-profit organization needs to be established with at least 3-4 years of history and audited financial statements, tax returns, etc. I understand the Institute for Community you mentioned will be the intended non-profit and they have been in existence for 15 years owning and operating their Highpoint Community Center and their national affiliate has been in place for 7 years.
3. The community facilities must be for public use and not just for the residents of a particular neighborhood or subdivision.
4. The loan amount can be up to 100% of market value. It will be a benefit that the land is being donated to the non-profit and will provide them with equity.
5. Real estate loans have a term of 30 years or for the estimated useful life of the facility. The maximum loan term is 40 years.
6. The interest rate is a fixed rate for the term of the loan, currently it is just under 4% (subject to change).
7. It will be important to have documented revenue sources in the form of long-term shared use agreements (leases) from the other non-profits and user groups such as the charter school, YMCA, etc. sufficient to cover debt service and operating expenses.
8. Phasing is encouraged to ensure revenue growth keeps pace with debt service and expenses.

172

As mentioned, this program financed the Sandpoint Charter School facility, which is currently serving grades 6-12. It may be helpful to contact their administrator for more information.

We look forward to discussing further the potential of financing these community facilities in Hayden Canyon. I have attached a fact sheet for further clarification.

Sincerely,

Howard Lynderstadt  
Area Loan Specialist – Community Programs  
USDA Rural Development

Attachment

7830 Meadowlark Way, Suite C3, Coeur d'Alene, Idaho 83815  
Phone: (208) 762-4939 • Fax: (208) 762-9799 • Web: <http://www.rurdev.usda.gov/id>

Committed to the future of rural communities.

"USDA is an equal opportunity provider, employer and lender."  
To file a complaint of discrimination write USDA, Director, Office of Civil Rights, 1400 Independence Avenue, S.W.,  
Washington, DC 20250-9410 or call (800)795-3272 (voice) or (202) 720-6382 (TDD).



**COMMUNITY FACILITIES DIRECT LOANS and GRANTS**

**PURPOSE**

- ◆ Provide financial assistance to develop essential public community facilities in rural areas up to 20,000 population.
- ◆ Provide loan and grant funds for projects serving the most financially needy communities.

**ELIGIBLE APPLICANTS**

- ◆ Public body such as a city, county, district, or other political subdivision.
- ◆ An organization operated on a not-for-profit basis such as an association, cooperative, or private corporation.
- ◆ Federally recognized Indian tribe.

**ELIGIBILITY REQUIREMENTS**

- ◆ Must have broad based community support.
- ◆ Applicant must be unable to obtain all needed credit elsewhere. Leveraging is encouraged 173
- ◆ Applicant must have legal authority and responsibility to own, construct, operate, and maintain the proposed facility.
- ◆ Must be necessary for orderly community development and consistent with the State's strategic plan.

**ELIGIBLE PURPOSES**

- ◆ Construct, enlarge, extend or improve essential community facilities for health services, public safety and public services.
- ◆ To obtain necessary equipment for the operation of these facilities.
- ◆ Reasonable fees such as: engineering, legal, administrative, environmental analysis, surveys, and planning.
- ◆ Costs of acquiring interest in land; rights, such as water rights, leases, permits, rights-of-way, etc.

**ESSENTIAL COMMUNITY FACILITIES**

- ◆ Fire, rescue and public safety (fire stations, fire & rescue equipment, jails, police stations)
- ◆ Health services (clinics, nursing homes, hospitals, assisted living, group homes)
- ◆ Community, social or cultural services (libraries, schools, day care, museums)
- ◆ Transportation facilities (bridges, roads, airports, parking facilities)
- ◆ Telecommunication equipment (telemedicine and distance learning)
- ◆ Natural gas distribution.
- ◆ Support structures for rural electric and telephone systems. (when not eligible for RUS)

**SECURITY:**

- ◆ Loans will be secured by the best security position practicable in a manner that will adequately protect the interest of the Government.
- ◆ Bonds or notes pledging taxes, assessments, or revenues may be accepted as security if they meet statutory requirements.
- ◆ A mortgage may also be taken on the organization's facilities when state law permits.

## INTEREST RATES

- ◆ Interest rates are set periodically. Once a loan is approved the rate remains fixed for the term of the loan.
- ◆ Are dependent on the median household income for the service area and health or sanitary standards. (check with the Rural Development Area Office for current rates).

## TERMS

- ◆ Maximum term on all loans is 40 years. However, no repayment period will exceed any statutory limitation on the organization's borrowing authority nor the useful life of the facility or improvement to be financed.

## GRANT FUNDS

- ◆ Available on a graduated scale based upon the Median Household Income & population of the service area, as well as the repayment ability of the facility.
- ◆ Available where the Median Household Income for the service area is below \$31,822.
- ◆ Grant funds are very limited and will only go to the most needy projects.

## APPLICATIONS

- ◆ Applications may be submitted at any time and compete for funding with other applications on hand.
- ◆ The USDA, Rural Development will advise the applicant in how to assemble information to determine engineering feasibility, economic soundness, cost estimates, organization, financing, and management matters in connection with the proposed improvements. 174
- ◆ For further information contact the USDA, Rural Development Area Office serving your county, the State Office in Boise, or the website at <http://www.rurdev.usda.gov> (non-profits or public bodies, community facilities or regulations/instructions Part 1942-A & 3570-B).

## OFFICES

**Blackfoot**  
(208) 785-5840

**Caldwell**  
(208) 459-0761

**Coeur d'Alene**  
(208) 762-4939

**Twin Falls**  
(208) 733-5380

**Boise State Office**  
(208) 378-5618  
TTY (208) 378-5644

## COUNTIES SERVED:

- ◆ Bannock, Bear Lake, Bingham, Bonneville, Butte, Caribou, Clark, Custer, Franklin, Fremont, Jefferson, Lemhi, Madison, Oneida, Power, Teton
- ◆ Ada, Adams, Boise, Canyon, Elmore, Gem, Owyhee, Payette, Valley, Washington
- ◆ Benewah, Bonner, Boundary, Clearwater, Idaho, Kootenai, Latah, Lewis, Nez Perce, Shoshone
- ◆ Blaine, Camas, Cassia, Gooding, Jerome, Lincoln, Minidoka, Twin Falls

**Appendix N**  
**Estimated Facility Construction Costs**

Hayden Canyon Charter School Facility Estimated Construction Costs													
	No. of Class-rooms	Building Area (SF)	Parking (SF)	Land-scaping (SF)	Estimated Construction Costs		Annual Payment w/ USDA Loan		Annual Payment at 5/7 *				
					\$ per SF	Est. Cost	at 3.5% (54.38/1000)	at 4.0% (57.84/1000)	at 3.5%	at 4.0%			
<b>Phase 1</b>													
with offices, multi-purpose room w/ warming kitchen and stage	18												
Building		34,232			115.00	\$3,936,680							
Sitework													
parking (@ 3 spaces per 1000 SF x 350 SF)			35,944		5.50	\$197,690							
landscaping				34,232	2.50	\$85,580							
<b>Subtotal Phase 1</b>						<b>\$4,219,950</b>		<b>\$229,481</b>	<b>\$244,082</b>	<b>\$163,915</b>	<b>\$174,344</b>		
<b>Phase 2</b>													
with media & computer lab	18												
Building		26,344			120.00	\$3,161,280							
Sitework													
parking (@ 3 spaces per 1000 SF x 350 SF)			27,661		5.75	\$159,052							
landscaping				26,344	2.75	\$72,446							
<b>Subtotal Phase 2</b>						<b>\$3,392,778</b>		<b>\$184,499</b>	<b>\$196,238</b>	<b>\$131,785</b>	<b>\$140,170</b>		
<b>Total</b>	<b>36</b>	<b>60,576</b>				<b>\$7,612,728</b>		<b>\$413,980</b>	<b>\$440,320</b>	<b>\$295,700</b>	<b>\$314,514</b>		
*assuming shared-use with other non-profits for rent of 2/7 of mortgage payment.													

**Appendix O**  
**Estimated Furnishings, Fixtures and Equipment Costs**

Hayden Canyon Charter School Facility Estimated FF&E Costs								
		Year 1		Year 2		Year 3		Totals
		No.	Initial Cost:	No.	Add'l Cost:	No.	Add'l Cost:	
Classrooms								
Grd.	Per Classroom FF&E (1) AV & IT							
K	\$7,372	2	\$14,745	2	\$0	2	\$0	\$14,745
1	\$6,390	2	\$12,780	2	\$0	2	\$0	\$12,780
2	\$5,594	2	\$11,188	2	\$0	2	\$0	\$11,188
3	\$6,205	2	\$12,410	2	\$0	2	\$0	\$12,410
4	\$5,900	2	\$11,800	2	\$0	2	\$0	\$11,800
5	\$5,613	2	\$11,226	2	\$0	2	\$0	\$11,226
6	\$3,696	0	\$0	2	\$7,392	2	\$0	\$7,392
7	\$3,696	0	\$0	0	\$0	2	\$7,392	\$7,392
8	\$3,696	0	\$0	0	\$0	0	\$0	\$0
Lockers								
5	\$106	24	\$2,548	0	\$0	0	\$0	\$2,548
6	\$106	0	\$0	25	\$2,654	0	\$0	\$2,654
7	\$106	0	\$0	0	\$0	26	\$2,760	\$2,760
8	\$106	0	\$0	0	\$0	0	\$0	\$0
Science Room								
	\$17,856		\$0					\$0
Art Room								
	\$15,533	0		0		0		\$0
Music Room/Stage								
	\$10,010	1	\$10,010	0		0		\$10,010
Cafeteria/Multi-Purpose								
folding tables	\$20,306	1	\$20,306	0		0		\$20,306
chairs	\$45	300	\$13,500	0		0		\$13,500
Kitchen (Warming)								
	\$23,630	1	\$23,630	0		0		\$23,630
Gym Equipment								
	\$6,869	1	\$6,869					\$6,869
Tech Lab								
	\$5,474	0		0		\$0		\$0
Spec Ed								
	\$3,447							\$0
Offices								
Ed. Director Office	\$5,123	1	\$5,123					\$5,123
Bus. Director Office	\$3,631	1	\$3,631					\$3,631
Conference Room	\$4,359	1	\$4,359					\$4,359
Reception	\$6,480	1	\$6,480					\$6,480
Workroom	\$10,978	1	\$10,978					\$10,978
Additional Office	\$1,216	1	\$1,216					\$1,216
<b>Total</b>			<b>\$182,798</b>		<b>\$10,046</b>		<b>\$10,152</b>	<b>\$202,995</b>

**Appendix P**  
**Projected Attendance Table**

Hayden Canyon Charter School Projected Enrollment by Grade and No. of Classrooms																															
Year				1		2		3		4		5		6		7		8		9		10		11		12		Max.			
Grade	Max. Students per Classroom	Classroom Area per Student (SF)	Classroom Size (SF)	No. of Classrooms	Total Students																										
<b>K - 8</b>																															
K	21	40	840	2.0	42	2.0	42	2.0	42	2.0	42	2.5	53	2.5	53	2.5	53	2.5	53	3.0	63	3.0	63	3.0	63	3.0	63	3.0	63	3.0	<b>63</b>
1	21	40	840	2.0	42	2.0	42	2.0	42	2.0	42	2.5	53	2.5	53	2.5	53	2.5	53	3.0	63	3.0	63	3.0	63	3.0	63	3.0	63	3.0	<b>63</b>
2	24	35	840	2.0	48	2.0	48	2.0	48	2.0	48	2.5	60	2.5	60	2.5	60	2.5	60	2.5	60	3.0	72	3.0	72	3.0	72	3.0	72	3.0	<b>72</b>
3	24	35	840	2.0	48	2.0	48	2.0	48	2.0	48	2.5	60	2.5	60	2.5	60	2.5	60	2.5	60	3.0	72	3.0	72	3.0	72	3.0	72	3.0	<b>72</b>
4	24	35	840	2.0	48	2.0	48	2.0	48	2.0	48	2.5	60	2.5	60	2.5	60	2.5	60	2.5	60	3.0	72	3.0	72	3.0	72	3.0	72	3.0	<b>72</b>
5	24	35	840	2.0	48	2.0	48	2.0	48	2.0	48	2.5	60	2.5	60	2.5	60	2.5	60	2.5	60	3.0	72	3.0	72	3.0	72	3.0	72	3.0	<b>72</b>
6	25	33.6	840	0.0	0	2.0	50	2.0	50	2.0	50	2.0	50	2.0	50	3.0	75	3.0	75	3.0	75	3.0	75	3.0	75	3.0	75	3.0	75	3.0	<b>75</b>
7	26	32.3	840	0.0	0	0.0	0	2.0	52	2.0	52	2.0	52	2.0	52	2.0	52	3.0	78	3.0	78	3.0	78	3.0	78	3.0	78	3.0	78	3.0	<b>78</b>
8	26	32.3	840	0.0	0	0.0	0	0.0	0	2.0	52	2.0	52	2.0	52	2.0	52	2.0	52	3.0	78	3.0	78	3.0	78	3.0	78	3.0	78	3.0	<b>78</b>
Subtotal K-8				<b>12</b>	<b>276</b>	<b>14</b>	<b>326</b>	<b>16</b>	<b>378</b>	<b>18</b>	<b>430</b>	<b>20</b>	<b>475</b>	<b>21</b>	<b>499</b>	<b>22</b>	<b>524</b>	<b>23</b>	<b>550</b>	<b>25</b>	<b>597</b>	<b>26</b>	<b>621</b>	<b>27</b>	<b>645</b>	<b>27</b>	<b>645</b>	<b>27</b>	<b>645</b>		
<b>% change</b>						15%		14%		12%		9%		5%		5%		5%		8%		4%		4%		0%		57%			
<b>PHASE 1</b>																															
34,232 18 classrooms with offices, etc.																															
<b>PHASE 2</b>																															
26,344 18 classrooms with multi-purpose room w/ kitchen and stage and media & computer																															
<b>TOTAL</b>																															
60,576 36 classrooms																															

**Appendix Q**  
**Start-up Budget and Assumptions**

Hayden Canyon Charter School  
Annual Budget Template

	Year 1		
	Number	Rate	Amount
Total students K-8	276		
State Units	12.41		
<b>Direct Revenue:</b>			
State Apportionment (95% ADA)			\$ 945,266
State Facilities			\$ 43,000
Federal Funding			\$ 25,000
Nutrition Program			
FullDayK tuition	21	\$ 2,000	\$ 42,000
<b>Total Direct Revenue</b>			<b>\$ 1,055,266</b>
<b>Other Operating Revenue:</b>			
Empty classroom rental			\$ 34,869
Rent reduction - inkind facility costs			\$ 17,434
Business Sponsorships			\$ 25,000
Grants - federal, state, tech			\$ 50,000
Inkind/charitable donations			
1) Advertising (30%)			\$ 1,500
2) Family instructional support			\$ 22,080
3) Signature fundraiser event			\$ 15,000
<b>Total Other Revenue</b>			<b>\$ 165,883</b>
<b>TOTAL REVENUE</b>			<b>\$ 1,221,149</b>
<b>Expenses: Salaries:</b>			
Teachers	\$ 37,500	13	\$ 487,500
Special Ed Coordinator	\$ 45,000	0.5	\$ 22,500
Office Staff	\$ 30,000	1	\$ 30,000
Instructional Director	\$ 55,000	1	\$ 55,000
Business Director	\$ 55,000	1	\$ 55,000
CBC/Nutrition Program			
School Nurse/Office			
Maintenance	\$ 25,000	1	\$ 25,000
<b>Total Salaries</b>		<b>18</b>	<b>\$ 675,000</b>
<b>Benefits:</b>			
Retirement/PERSI	10.39%		\$ 70,130
Health Insurance	10.00%		\$ 67,500
Payroll Taxes	8.00%		\$ 54,000
Workers Compensation	0.54%		\$ 3,650
<b>Total Benefits</b>			<b>\$ 195,280</b>
<b>Operating Expenses:</b>			
Instructional Supplies			\$ 5,200
Expeditions			\$ 10,000
EL Contract			\$ 55,000
Postage			\$ 500
General and Administrative			\$ 6,900
Advertising/Marketing			\$ 5,000
Lease			\$ 165,000
Electric/Heat Utilities			\$ 15,000
Technology Utilities			\$ 3,600
Liability & Insurance			\$ 6,000
Staff Development			\$ 2,600
Travel			\$ 2,600
Legal and Accounting			\$ 2,500
Testing Fees and Supplies			\$ 2,300
Authorizer Fee (1.5%)			\$ 12,500
Repairs and Maintenance			\$ 5,000
Curriculum			\$ 30,000
Substitute Teachers			\$ 4,000
Accounting Software (2M)			\$ 400
Student Mgmt. Software			\$ 2,500
Financial Audit			\$ 1,500
Contingency Reserve			\$ 10,000
<b>Total Operating Expenses</b>			<b>\$ 348,100</b>
<b>Total Expenses</b>			<b>\$ 1,218,380</b>
<b>Net Operating Income</b>			<b>\$ 2,769</b>
<b>Beginning Fund Balance</b>			<b>\$ -</b>
<b>Ending Fund Balance</b>			<b>\$ 2,769</b>

## **Budget Assumptions**

- Attendance will likely be 95% of maximum enrollment
- State facilities funding for charter schools will exist and remain
- Half of the kindergarten enrollment will choose extended day option
- Teachers will be a mix of new (within five years) and veteran (more than 10 years) experience
- Full-time nurse will not be needed during the first 2 years
- Special education coordinator will be part-time or shared with another school/district
- We will be granted two AmeriCorps employees
- Health insurance benefits will be sufficient for employees
- Donations of classroom supplies by student families will occur or supplement fee
- Gas prices do not increase too dramatically for expeditions and other travel
- Utilities costs estimated and variable
- The building will lease shared-use space so we are not assuming the entire lease payment
- Use of substitute teachers for sick days will be less than 5 per teacher for the year
- Curriculum costs dependent on state standards changes
- Authorizer fee is included in expenses at 1.5% of State revenue.
- Staff development included in EL contract fees
- Major repairs covered by lease costs
- Possible in-kind donations available for professional fees and other costs
- Fundraising events are successfully organized by parents and staff annually
- Revenue line items including State Apportionment and State Facilities percentages are based upon applicable State of Idaho guidelines. Budgeted amounts reflect these requirements.
- Federal funding amounts based upon federal programs and related guidelines and requirements. Budgeted amounts reflect these guidelines.
- Other revenue line items will be considered based upon opportunity, support, and need; however, for purposes of this initial budget, only the most conservative and verifiable sources of revenue were included.
- Proceeds from the anticipated Albertson's Grant will be utilized only for initial capital expenditures, specifically furnishings, fixtures and equipment, and not for any operating expenses.
- Operating expenses calculations are based upon local rates, professional estimates, curriculum requirements, and research with other Idaho Charter Schools.
- Teacher salaries and benefits are based upon local school district rates, state and federal requirements, and our analysis of our competitive position versus cash flow.
- Capital expenditures are based upon asset requirements, professional estimates, and market research using local, regional, and national vendors. These amounts are subject to change based upon need, donations, and vendor price changes at time of final purchase.
- To achieve the most accurate budget estimates, revenue line items were calculated at the most conservative levels while expense line items including capital items were based upon mid-range estimates. The budgets herein represent the most conservative while reasonable amounts and are subject to quarterly review including budget versus actual analysis.

**Appendix R**  
**Three Year Operating Budget Form**

Hayden Canyon Charter School  
Annual Budget Template

	Year 1			Year 2			Year 3		
	Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount
Total students K-8	276			326			378		
State Units	12.41			14.87			17.38		
<b>Direct Revenue:</b>									
State Apportionment (95% ADA)			\$ 945,266			\$ 1,114,964			\$ 1,289,679
State Facilities			\$ 43,000			\$ 51,000			\$ 59,000
Federal Funding			\$ 25,000			\$ 25,000			\$ 35,000
Nutrition Program							\$ 60		\$ 22,680
FullDayK tuition	21	\$ 2,000	\$ 42,000	21	\$ 2,000	\$ 42,000	21	\$ 2,000	\$ 42,000
<b>Total Direct Revenue</b>			<b>\$ 1,055,266</b>			<b>\$ 1,232,964</b>			<b>\$ 1,448,359</b>
<b>Other Operating Revenue:</b>									
Empty classroom rental			\$ 34,869			\$ 34,869			\$ 34,869
Rent reduction - inkind facility costs			\$ 17,434			\$ 17,434			\$ 17,434
Business Sponsorships			\$ 25,000			\$ 25,000			\$ 25,000
Grants - federal, state, tech			\$ 50,000			\$ 50,000			\$ 50,000
Inkind/charitable donations									
1) Advertising (30%)			\$ 1,500			\$ 1,500			\$ 1,500
2) Family instructional support			\$ 22,080			\$ 26,080			\$ 30,240
3) Signature fundraiser event			\$ 15,000			\$ 20,000			\$ 30,000
<b>Total Other Revenue</b>			<b>\$ 165,883</b>			<b>\$ 174,883</b>			<b>\$ 189,043</b>
<b>TOTAL REVENUE</b>			<b>\$ 1,221,149</b>			<b>\$ 1,407,847</b>			<b>\$ 1,637,402</b>
<b>Expenses: Salaries:</b>									
Teachers	\$ 37,500	13	\$ 487,500	\$ 38,630	15	\$ 579,450	\$ 39,790	17	\$ 676,430
Special Ed Coordinator	\$ 45,000	0.5	\$ 22,500	\$ 46,350	0.5	\$ 23,180	\$ 47,740	0.5	\$ 23,870
Office Staff	\$ 30,000	1	\$ 30,000	\$ 30,900	1	\$ 30,900	\$ 31,830	1	\$ 31,830
Instructional Director	\$ 55,000	1	\$ 55,000	\$ 56,650	1	\$ 56,650	\$ 58,350	1	\$ 58,350
Business Director	\$ 55,000	1	\$ 55,000	\$ 56,650	1	\$ 56,650	\$ 58,350	1	\$ 58,350
CBC/Nutrition Program							\$ 25,000	1	\$ 25,000
School Nurse/Office							\$ 40,000	1	\$ 40,000
Maintenance	\$ 25,000	1	\$ 25,000	\$ 25,750	1	\$ 25,750	\$ 26,520	1	\$ 26,520
<b>Total Salaries</b>		18	\$ 675,000		20	\$ 772,580		24	\$ 940,350
<b>Benefits:</b>									
Retirement/PERSI	10.39%		\$ 70,130	10.39%		\$ 80,270	10.39%		\$ 97,700
Health Insurance	10.00%		\$ 67,500	10.00%		\$ 77,260	10.00%		\$ 94,040
Payroll Taxes	8.00%		\$ 54,000	8.00%		\$ 61,810	8.00%		\$ 75,230
Workers Compensation	0.54%		\$ 3,650	0.54%		\$ 4,170	0.54%		\$ 5,080
<b>Total Benefits</b>			<b>\$ 195,280</b>			<b>\$ 223,510</b>			<b>\$ 272,050</b>
<b>Operating Expenses:</b>									
Instructional Supplies			\$ 5,200			\$ 6,000			\$ 6,800
Expeditions			\$ 10,000			\$ 12,000			\$ 14,000
EL Contract			\$ 55,000			\$ 55,000			\$ 55,000
Postage			\$ 500			\$ 500			\$ 500
General and Administrative			\$ 6,900			\$ 8,150			\$ 9,450
Advertising/Marketing			\$ 5,000			\$ 5,000			\$ 5,000
Lease			\$ 165,000			\$ 165,000			\$ 16,500
Electric/Heat Utilities			\$ 15,000			\$ 15,000			\$ 15,000
Technology Utilities			\$ 3,600			\$ 3,600			\$ 3,600
Liability & Insurance			\$ 6,000			\$ 6,000			\$ 6,000
Staff Development			\$ 2,600			\$ 3,000			\$ 3,400
Travel			\$ 2,600			\$ 3,000			\$ 3,400
Legal and Accounting			\$ 2,500			\$ 2,500			\$ 2,500
Testing Fees and Supplies			\$ 2,300			\$ 2,717			\$ 3,150
Authorizer Fee (1.5%)			\$ 12,500			\$ 15,000			\$ 17,500
Repairs and Maintenance			\$ 5,000			\$ 5,000			\$ 5,000
Curriculum			\$ 30,000			\$ 5,000			\$ 5,000
Substitute Teachers			\$ 4,000			\$ 4,500			\$ 8,000
Accounting Software (2M)			\$ 400			\$ -			\$ -
Student Mgmt. Software			\$ 2,500			\$ 500			\$ 500
Financial Audit			\$ 1,500			\$ 1,500			\$ 1,500
Contingency Reserve			\$ 10,000			\$ 12,000			\$ 14,000
<b>Total Operating Expenses</b>			<b>\$ 348,100</b>			<b>\$ 330,967</b>			<b>\$ 195,800</b>
<b>Total Expenses</b>			<b>\$ 1,218,380</b>			<b>\$ 1,327,057</b>			<b>\$ 1,408,200</b>
<b>Net Operating Income</b>			<b>\$ 2,769</b>			<b>\$ 80,791</b>			<b>\$ 229,202</b>
<b>Beginning Fund Balance</b>			<b>\$ -</b>			<b>\$ 2,769</b>			<b>\$ 83,560</b>
<b>Ending Fund Balance</b>			<b>\$ 2,769</b>			<b>\$ 83,560</b>			<b>\$ 312,762</b>

**Appendix S**  
**First Year Month-by-Month Cash Flow Form**

Hayden Canyon Charter School  
Annual Budget Template

	Year 1		July	August	September	October	November	December	January	February	March	April	May	June
	Number	Rate												
Total students K-8	276													
State Units	12.41													
<b>Direct Revenue:</b>														
State Apportionment (95% ADA)			\$ 945,266	\$472,633					\$472,633					
State Facilities			\$ 43,000	\$43,000										
Federal Funding			\$ 25,000						\$25,000					
Nutrition Program														
FullDayK tuition	21	\$ 2,000	\$ 42,000		\$4,667	\$4,667	\$4,667	\$4,667	\$4,667	\$4,667	\$4,667	\$4,667	\$4,667	
<b>Total Direct Revenue</b>			<b>\$ 1,055,266</b>											
<b>Other Operating Revenue:</b>														
Empty classroom rental			\$ 34,869	\$2,906	\$2,906	\$2,906	\$2,906	\$2,906	\$2,906	\$2,906	\$2,906	\$2,906	\$2,906	\$2,906
Rent reduction - in-kind facility costs			\$ 17,434	\$1,453	\$1,453	\$1,453	\$1,453	\$1,453	\$1,453	\$1,453	\$1,453	\$1,453	\$1,453	\$1,453
Business Sponsorships			\$ 25,000											
Grants - federal, state, tech			\$ 50,000		\$5,556	\$5,556	\$5,556	\$5,556	\$5,556	\$5,556	\$5,556	\$5,556	\$5,556	
Inkind/charitable donations														
1) Advertising (30%)			\$ 1,500	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125
2) Family instructional support			\$ 22,080		\$2,453	\$2,453	\$2,453	\$2,453	\$2,453	\$2,453	\$2,453	\$2,453	\$2,453	
3) Signature fundraiser event			\$ 15,000					\$15,000						
<b>Total Other Revenue</b>			<b>\$ 165,883</b>	\$4,484	\$4,484	\$15,270	\$15,270	\$15,270	\$30,270	\$15,270	\$15,270	\$15,270	\$15,270	\$4,484
<b>TOTAL REVENUE</b>			<b>\$ 1,221,149</b>	\$524,600	\$8,967	\$35,207	\$35,207	\$35,207	\$65,207	\$532,840	\$35,207	\$35,207	\$35,207	\$4,484
<b>Expenses: Salaries:</b>														
Teachers	\$ 37,500	13	\$ 487,500	\$40,625	\$40,625	\$40,625	\$40,625	\$40,625	\$40,625	\$40,625	\$40,625	\$40,625	\$40,625	\$40,625
Special Ed Coordinator	\$ 45,000	0.5	\$ 22,500	\$1,875	\$1,875	\$1,875	\$1,875	\$1,875	\$1,875	\$1,875	\$1,875	\$1,875	\$1,875	\$1,875
Office Staff	\$ 30,000	1	\$ 30,000	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500
Instructional Director	\$ 55,000	1	\$ 55,000	\$4,587	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583
Business Director	\$ 55,000	1	\$ 55,000	\$4,587	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583
CBC/Nutrition Program														
School Nurse/Office														
Maintenance	\$ 25,000	1	\$ 25,000	\$2,087	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083
<b>Total Salaries</b>		18	\$ 675,000	\$56,261	\$56,250	\$56,250	\$56,250	\$56,250	\$56,250	\$56,250	\$56,250	\$56,250	\$56,250	\$56,250
<b>Benefits:</b>														
Retirement/PERSI	10.39%		\$ 70,130	\$5,846	\$5,844	\$5,844	\$5,844	\$5,844	\$5,844	\$5,844	\$5,844	\$5,844	\$5,844	\$5,844
Health Insurance	10.00%		\$ 67,500	\$5,625	\$5,625	\$5,625	\$5,625	\$5,625	\$5,625	\$5,625	\$5,625	\$5,625	\$5,625	\$5,625
Payroll Taxes	8.00%		\$ 54,000	\$4,500	\$4,500	\$4,500	\$4,500	\$4,500	\$4,500	\$4,500	\$4,500	\$4,500	\$4,500	\$4,500
Workers Compensation	0.54%		\$ 3,650	\$306	\$304	\$304	\$304	\$304	\$304	\$304	\$304	\$304	\$304	\$304
<b>Total Benefits</b>			<b>\$ 195,280</b>	\$16,277	\$16,273	\$16,273	\$16,273	\$16,273	\$16,273	\$16,273	\$16,273	\$16,273	\$16,273	\$16,273
<b>Operating Expenses:</b>														
Instructional Supplies	\$ 5,200		\$ 5,200		\$578	\$578	\$578	\$578	\$578	\$578	\$578	\$578	\$578	\$578
Expeditions	\$ 10,000		\$ 10,000		\$1,111	\$1,111	\$1,111	\$1,111	\$1,111	\$1,111	\$1,111	\$1,111	\$1,111	\$1,111
EL Contract	\$ 55,000		\$ 55,000	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583
Postage	\$ 500		\$ 500	\$42	\$42	\$42	\$42	\$42	\$42	\$42	\$42	\$42	\$42	\$42
General and Administrative	\$ 6,900		\$ 6,900	\$575	\$575	\$575	\$575	\$575	\$575	\$575	\$575	\$575	\$575	\$575
Advertising/Marketing	\$ 5,000		\$ 5,000	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417
Lease	\$ 165,000		\$ 165,000	\$13,750	\$13,750	\$13,750	\$13,750	\$13,750	\$13,750	\$13,750	\$13,750	\$13,750	\$13,750	\$13,750
Electric/Heat Utilities	\$ 15,000		\$ 15,000	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250
Technology Utilities	\$ 3,600		\$ 3,600	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300
Liability & Insurance	\$ 6,000		\$ 6,000	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500
Staff Development	\$ 2,600		\$ 2,600	\$289	\$289	\$289	\$289	\$289	\$289	\$289	\$289	\$289	\$289	\$289
Travel	\$ 2,600		\$ 2,600	\$289	\$289	\$289	\$289	\$289	\$289	\$289	\$289	\$289	\$289	\$289
Legal and Accounting	\$ 2,500		\$ 2,500	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208
Testing Fees and Supplies	\$ 2,300		\$ 2,300	\$256	\$256	\$256	\$256	\$256	\$256	\$256	\$256	\$256	\$256	\$256
Authorizer Fee (1.5%)	\$ 12,500		\$ 12,500	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250
Repairs and Maintenance	\$ 5,000		\$ 5,000	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417
Curriculum	\$ 30,000		\$ 30,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
Substitute Teachers	\$ 4,000		\$ 4,000	\$444	\$444	\$444	\$444	\$444	\$444	\$444	\$444	\$444	\$444	\$444
Accounting Software (2M)	\$ 400		\$ 400	\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$400
Student Mgmt. Software	\$ 2,500		\$ 2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500
Financial Audit	\$ 1,500		\$ 1,500											\$1,500
Contingency Reserve	\$ 10,000		\$ 10,000	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833
<b>Total Operating Expenses</b>			<b>\$ 348,100</b>	\$29,008	\$29,008	\$29,008	\$29,008	\$29,008	\$29,008	\$29,008	\$29,008	\$29,008	\$29,008	\$29,008
<b>Total Expenses</b>			<b>\$ 1,218,380</b>	\$101,546	\$101,532	\$101,532	\$101,532	\$101,532	\$101,532	\$101,532	\$101,532	\$101,532	\$101,532	\$101,532
<b>Net Operating Income</b>			<b>\$ 2,769</b>	\$423,054	-\$92,564	-\$66,324	-\$66,324	-\$66,324	\$431,309	-\$66,324	-\$66,324	-\$66,324	-\$66,324	-\$97,048
<b>Beginning Fund Balance</b>			<b>\$ -</b>	\$0	\$423,054	\$330,489	\$264,165	\$197,841	\$131,516	\$95,192	\$526,500	\$460,176	\$393,851	\$327,527
<b>Ending Fund Balance</b>			<b>\$ 2,769</b>	\$423,054	\$330,489	\$264,165	\$197,841	\$131,516	\$95,192	\$526,500	\$460,176	\$393,851	\$327,527	\$261,202

**Appendix T**  
**Pre-opening Timeline**

# Idaho Public Charter School Commission

## Charter Petition: Pre-Opening Timeline

### Instructions

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

### ► Phase 1: Immediately after Receiving Charter

Category	Task	Responsible Parties	Contacts or Resources	Start By (date)	Complete By (date)
Facilities	Work with IFC to design building	Board	IFC	Sept 2014	Nov 2014
Fundraising	Apply for grants for start-up capital	Board/Grantwriter	County resources	Sept 2014	Nov 2014
Marketing and PR	Schedule several community chats regarding school to begin marketing	Board/PR firm	Blue	Sept 2014	Nov 2014

### ► Phase 2: 6 to 9 Months before Opening

Category	Task	Responsible Parties	Contacts or Resources	Start By (date)	Complete By (date)
Human Resources	Hire Business and Instructional Directors	Board		Dec 2014	Jan 2015
Board Governance	Board Training and Adoption of Board Policies	Board	ISBA	Jan 2015	Feb 2015
Enrollment/Lottery	Publish application and hold lottery	Board		Feb 2015	Mar 2015

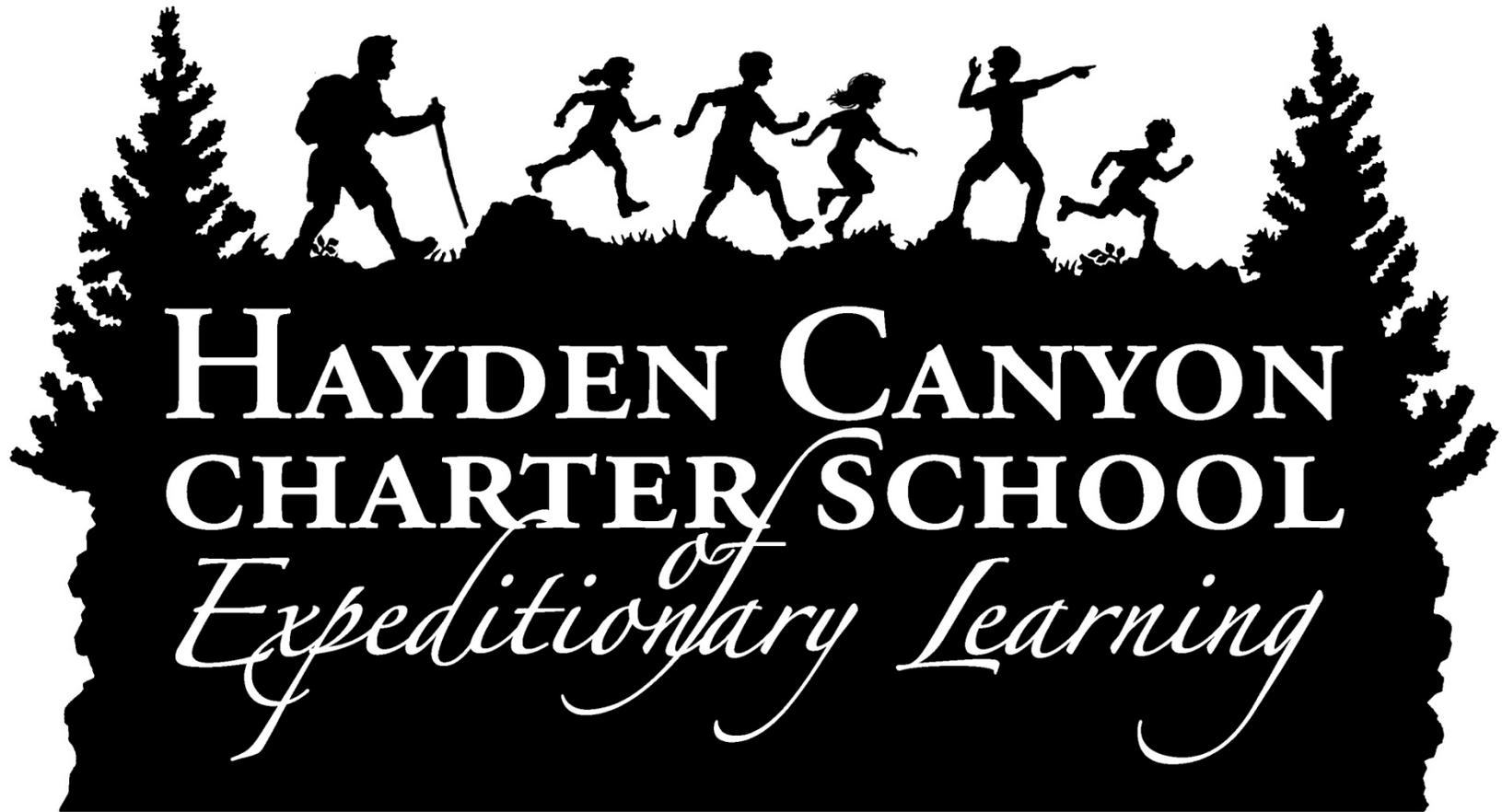
**► Phase 3: 3 to 6 Months before Opening**

Category	Task	Responsible Parties	Contacts or Resources	Start By (date)	Complete By (date)
Facilities	Purchase FFE	Business Director		March 2015	June 2015
Human Resources	Recruit and Hire teaching staff	Instructional Director		March 2015	June 2015
Board Governance	Finalize policies and procedures for staff and students	Board and Instructional Director		April 2015	July 2015

**► Phase 4: 0 to 3 Months before Opening**

Category	Task	Responsible Parties	Contacts or Resources	Start By (date)	Complete By (date)
Human Resources	Train staff under EL principles	Instructional Director	EL	July 2015	August 2015
Enrollment	Finalize attendance enrollment/lottery	Business Director		July 2015	August 2015
Facilities	Install Finance and Student tracking software	Business Director		July 2015	August 2015

**Appendix U**  
**Draft Student Handbook**



*Student Handbook*

November 23, 2013

192

## ***Welcome to Hayden Canyon Charter School***

HCCSEL is where students and adults are committed to high expectations, quality academics and citizenship. HCCSEL will engage our students so that they become self-motivated learners. Teachers will give students the tools they need to be academically successful and prepare them to solve real life problems beyond the classroom.

Our learning environment will be purposeful, physically and emotionally safe, marked by kindness, and respect; each student is expected to be responsible and accountable for what they say and do. Meaningful service learning is embedded in our curriculum. Some key essentials for this are engaged family members, involved community experts, field research and continuous assessment. “Teachers talk less; students talk and think more. Lessons have explicit purpose, guided by learning targets for which students take ownership and responsibility.”

One of our teachers’ priorities is to foster curiosity, to help students overcome their fears and discover they can do more than they think they can. Older students mentor younger students and help them feel physically and emotionally safe. Teachers will encourage students to learn from their failures, to never give up, and to learn to turn disabilities into opportunities. Students will grow and develop confidence in their ability to problem solve and become lifelong learners.

HCCSEL promotes character traits and skills such as: integrity, honesty, ownership, being principled, critical thinking, accountability, responsibility, being a risk-taker, leadership, caring, being empathic, communication skills, citizenship, reflective, manners and to treat others as you want to be treated.

### ***Vision Statement***

Develop innovative, insightful, inspiring leaders who benefit their communities and the world.

### ***Mission Statement***

To awaken a passion for discovery and life-long learning and; to ignite collaboration in students and teachers that builds character and transcends individual potential.

### ***Motto***

Inquire, Collaborate, Innovate

### ***DAILY SCHEDULE***

School hours will be:  
Monday thru Thursday  
8:00 A.M. to 4:00 P.M.

### ***KINDERGARTEN TIMES***

AM Kindergarten  
PM Kindergarten

### ***LUNCHES/SNACKS***

Parents will be responsible for providing their own child's lunch and snacks each day.

### ***PARKING LOT/DROPPING OFF STUDENTS***

Children may be dropped off and picked up in the designated area. Please do not block bus lanes, park in bus zones or in areas that are not designated for parking as this blocks traffic from flowing freely. Legal guardians will be responsible for all drop offs and pick-ups of their child/children.

### ***PARENTS/VISITORS/VOLUNTEERS***

All visitors are requested to follow HCCSEL policies. All parents, visitors and volunteers must first check in at the school office before going to any classroom. You must show your identification your first initial visit to the building. The school office is open daily. The school office is open daily from Monday thru 8:00 A.M. to 4:00 P.M. Our phone number is 208-772-xxxx.

### ***STUDENT ADMISSIONS***

Prior to enrollment and admission of a student the legal guardian must provide HCCSEL with relevant and current information that includes: proof of student's age by presenting student's original birth certificate, Verification of residency is required annually. Proof of residency is utility bill, title, lease agreement, or some kind of document of this nature. Up-to-date immunizations include 5 DTP, 3 Polio, 2 MMR, and the series of Hepatitis B.

### ***STUDENT RECORDS***

HCCSEL requires each legal guardian to provide all of their child's school records. This includes grades, discipline, immunization, standardized test (IRI/ISAT or any other state testing), health, school pictures, IEP, 504, Special Education, progress reports, legal records such as legal custody, restraining order, other court records or other relevant student records.

### ***CONFIDENTIAL RECORDS***

Student records are privileged and confidential and shall not be disclosed except under the following circumstances:

- 1) Threat of harm to self, others or property
- 2) Reported or suspected child abuse/neglect
- 3) Court order

### ***ATTENDANCE & TARDY REQUIREMENTS***

HCCSEL recognizes the importance of attendance and punctuality. Punctual attendance is relevant to educational success. Attendance requirements will be in compliance with Idaho State Law. State and HCCSEL policy requires students to not have attendance less than 90% of the time or exceeds 9 days in a semester. HCCSEL attendance requirements will be in compliance with Idaho State Law. Absence from any class for any reason, including family convenience, shall be counted when the percentage of attendance and eligibility for promotion are being considered.

If a student must come to school late or leave early for any reason, the parent must stop at the school office to sign their child in or out. The child will only be released to a legal guardian unless specific written permission is in the possession of the school office. If your child has an appointment of some sort, please attempt to make the appointment during a time other than school hours.

Regular attendance is essential if the student is to maximize the educational opportunities at HCCSEL. Unnecessary absences and tardiness should be avoided. Expectations are for students to be in their classrooms on time each morning. *Attendance is also linked to state funding for all schools.*

***Legal guardians are to notify the office if a student is absent or will arrive late at school.***

- If the school has not been notified of an absence legal guardian will be notified.
- Any student leaving school must first check out at the office.
- Students returning to school are to check into the office. A note signed by the legal guardian or the presence of the legal guardian is necessary to release the student from school.
- Legal guardians need to contact the school if someone other than a legal guardian will be picking up their child during the school day.
- In the case of lengthy absences, some assignments may be sent home in advance or obtained during the absence. However, most of the work will be held until the child's return to school. Appropriate time will be given to allow the child to complete the work.
- Students arriving after school start times will be considered tardy and will need to pick up a pass from the office to enter class.

#### ***HABITUAL TRUANCY/ABSENCES***

Habitual truancy/absences would be described as a student missing more than 9 days in a semester. Parents will be contacted by letter and by phone in an attempt to resolve the issue. If this cannot be resolved within a reasonable amount of time and efforts with a referral to the Board of Directors or to the District Attorney in regard to habitual truancy/absences is unable to resolve the issue, this may be deemed a case of educational neglect. Disciplinary action may be applied leading up to possible expulsion.

#### ***TRANSPORTATION***

HCCSEL does not provide transportation to school or to children's homes at this time. Parents are asked to sign a fieldwork permission form that permits their children to participate in fieldwork the entire year. Special events such as overnight adventures will require additional notification and acknowledgement from families.

#### ***STUDENT SAFETY***

Keeping our students safe is our number one priority. To ensure the safety of all students any child who arrives before 8:40 or is left past 3:30 will be sent to a designated area. (Charges may be applied.) Emergency situations will be taken into consideration. We ask that all guardians dropping off or picking up their children be respectful of this policy due to the fact there are times when teachers are using this time for either instructional preparations or fulfilling professional requirements and supervision is not available. Students are not allowed in a classroom or out on the playground without adult supervision.

***In order to promote safety and to help prevent accidents from happening please refrain from using your cell while dropping off or picking up your child.***

### ***EMERGENCY DRILLS***

Emergency drills are required by law to perform and practice fire drills, lock downs and evacuation. These drills constitute an important safety precaution. Evacuation plans/routes are posted in each room. Students will be apprised of the plan and are expected to respond to drills in an orderly fashion.

### ***CARE OF SCHOOL PROPERTY***

Students are responsible for the proper care of assigned materials, books, supplies, and furniture supplied by the school. Students who deface property or equipment will be required to pay for damage or replace the item and will be subject to disciplinary action.

### ***HEALTH AND SAFETY***

***It is essential that the school have up-to-date contact information at all times for each parent.*** HCCSEL does not have a nurse on staff. We cannot keep ill children at school. The first-aid care the school can provide is very limited. If a child is hurt or complains of illness, the teacher will send the child to the office. The legal guardian will be called. Simple cuts or bruises will be treated by applying a bandage or ice to the injury. We are unable to administer more serious medical treatment. The office will call the parent in the event of a more serious injury or illness. In the event of an injury deemed major, 911 will be contacted first, then the parent. The child will be kept in the office until the parent arrives to get the child. In the event of an emergency, the office will call an ambulance before calling the parents.

### ***ADMINISTING MEDICATIONS***

No uncertified personnel or staff member shall administer any medication to a student without written permission from the legal guardian including specific written instructions of how to administer the medication, the proper dosage, and amount of times the medication is to be administered to the student per day on file in the school office. This includes over the counter medications. If a student is required to have medication of any sort at school, the legal guardian will provide such medication. The medication must be in its original container with matching instructions.

The school office will inform the legal guardian when the student is running low on required medication. It is the legal guardian's responsibility to make sure the office is informed of all special needs of their child and receives all appropriate medications that their child is required to have.

In case of an emergency it is the parent's responsibility to provide HCCSEL with all necessary information to be able to assist their child; emergency phone numbers, contact persons, or any special instructions; especially if the legal guardian is not available.

In case of an emergency all staff personnel will take reasonable action to aid the student to the best of their ability and knowledge. The necessary certified professionals will be contacted in attempt to help aid the student.

### ***HEAD LICE***

Head lice are very contagious and easily spread from direct or indirect contact with infected persons and /or infected personal items. If nits (egg cases) are present, the student will be excluded from the school until the student is "nit free."

### ***STUDENT'S PERSONAL BELONGINGS***

Students are responsible for their personal belongings. The HCCSEL is not responsible for any theft, loss, or breakage of any student's personal belongings. This includes but not limited to: any electronic device, cell phones, games, toys, computers, CD players, MP3 players, IPODs etc.

### ***LOST AND FOUND***

Items that are lost or found will be store in an area easily identified by students and parents. The rightful owners may claim them at any time. At the end of each term these items will displayed for the rightful owners to come and claim them as well. If they are not claim at this time they will be donated to a local charity/store.

### ***BICYCLES/SKATEBOARDS***

All bicycles ridden to school shall be kept at the bicycle rack. It is strongly encouraged that all bicycles are locked in one form or another. Individuals who choose to ride their bicycles to HCCSEL will be fully responsible for their bicycle and bring them at their own risk. HCCSEL will not be responsible for any damage or theft of any bicycle. Bicycles are not to be ridden on school property one hour prior and after school or during school hours.

It is strongly discouraged from bringing skateboards to HCCSEL due a lack of storage space. Skateboards are not to be ridden on school property one hour prior and after school or during school hours.

### ***PLAYGROUND & EQUIPMENT***

All playground equipment whether portable or stationary are to be used appropriately and according to their intended use.

### ***RESTROOMS***

Students are encouraged to use restrooms and get drinks during breaks rather than disrupting class time.

### ***VISITING PARENTS AND VISITORS***

All parents and visitors are required to check in before proceeding to any other part of the school. In addition, we require that parents and visitors to check out at the front office when leaving. This is in case of an emergency we will have a record of who is in the building and needs to be accounted for. We welcome all parents and visitors to HCCSEL. However, we do ask that you please be respectful and sensitive to when classes are in session so that instructional time may be optimized.

### ***HOMEWORK POLICY***

Research indicates that parental involvement has a profound effect on student achievement and attitude. Parent/teacher/child partnerships are essential for student's success. Homework is designed to reinforce the day's lesson or provide practice. Parents need to encourage and monitor their child's completion of homework. Children should be taught a routine for where and when to do their homework. Homework assignments are designed to be developmentally appropriate for the student.

Situations may occur that homework cannot be completed on time. If the student cannot complete homework for any reason; students will be expected to make up or complete unfinished work. Communication between home and school is vital. If you have any questions about homework, or if your child is regularly having difficulty completing homework, please discuss it with your child's teacher.

***Our Comment:***

- Homework is to be used for enrichment of mastering a subject matter. It is also meant to help students to enhance independent study skills and habits.
- Students will be provided time during school hours to complete or minimize homework assignments.
- The teacher will attempt to avoid weekend and holiday assignments.
- Homework will be assigned according to appropriate skill, age, and grade level.
- Homework will not be used as a disciplinary measure.
- The teacher will instruct students so they may successfully accomplish the assigned task with minimal assistance from parents.
- The teacher will communicate if a student is struggling with any particular subject, task, or behavior.

***Parent's Comment:***

- Provide assistance to student if necessary, allowing the student to complete the task at hand without the parent doing the work.
- Provide a quiet study place and time for student to complete assignments.
- Encourage student to be diligent in attempting to do their best.
- Develop a regular routine, schedule for homework time and providing necessary tools to complete assignments.
- Communicate with teacher if student is struggling with any subject matter/task.

***Student's Comment:***

- Before leaving the classroom makes sure he/she understands assignment/task to be completed.
- Understand the time frame that is required for the assignment/task to be completed and turned in.
- To know what materials, books etc. are needed to complete the assignment/task.
- Student will complete to the best of their ability carefully and neatly so it is legible and according to teacher's standards.

***INTERNET SAFETY***

Internet users are responsible to use the school's computers, networks and Internet resources in an ethical and educational manner appropriate to the school setting. General school rules for behavior and communications shall apply. HCCSEL has policies and procedures for computer usage as required by the Children's Internet Protection Act. All students are expected to follow and comply with HCCSEL policies and standards.

***INTERNET USE POLICY***

HCCSEL prohibits student usage of websites that may contain offensive or inappropriate material in order to provide for a positive, productive educational experience. Communications on the Internet are public in nature and files stored on the Internet should not be assumed to be private. HCCSEL will

- Filters out as much as possible inappropriate material (sometimes technology changes so fast it is hard to keep up with it).
- Supervises and monitors students.
- Provides students with the understanding and skills needed to use technology in an appropriate manner.

The use of HCCSEL *technology is a privilege and not a right*. Technology is designed to be used as a tool to assist with the instructional objectives of the school.

**Prohibited uses of the Technology include, but are not limited to:**

- Sending, receiving, displaying, or accessing defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing, or illegal materials.
- Encouraging the use of or promoting the sale of controlled substances or drugs.
- Any attempt to harm or destroy data of another user, the network, any technology equipment, or any of the agencies or other computer network services that are connected to the Internet. This includes, but is not limited to, the uploading or creation of computer viruses.
- Any attempt to sell or offer for sale any goods or services that could be construed as a commercial enterprise, unless approved by the Board or their designee.
- Redistributing a copyrighted program or copyrighted material without the express written permission of the owner or authorized person or as provided by the fair use exception. This includes uploading and downloading of materials.
- Invading the privacy of individuals, revealing personal information of others or themselves, such as home address, or phone number.
- Logging in to the system using another user's account or password.
- Leaving an account open or unattended.
- Violating any local, state, or federal regulation or statute.
- Altering computer equipment as set up by the system administrator.
  - *HCCSEL reserves the right to monitor all activity on the Internet.*
  - *HCCSEL reserves the right to block any material on the Internet.*
  - *HCCSEL reserves the right to deny access to technology to any individual.*

Security on the network is a high priority. The Administrator or designee has established procedures that will maximize system security. No warranties are made or given with respect to any service, any information, or any software contained within the Internet. Opinions, advice, services and all other information expressed by students, staff, information providers, service providers, or other third party personnel on the Internet provided by HCCSEL are those of the individual and do not represent the position of HCCSEL. Accounts which are inactive for more than 30 days may be removed by HCCSEL along with the user's files without prior notice. HCCSEL staff is responsible for supervising student use of technology.

Student discipline for violation of any part of these rules and procedures shall be based on the student's age and the severity of the infraction. Student discipline may involve actions up to and including suspension and/or expulsion. Discipline of staff may involve actions up to and including termination. Perpetrators or their parents/guardians may be billed for damages to equipment. Illegal activities will be referred to the appropriate law enforcement agency.

### ***CELL PHONES/ELECTRONIC DEVICES***

Students are not allowed to use cell phones during school hours. If a student is caught using a cell phone during school hours it will be confiscated and given to the school office. The legal guardian will be called and asked to pick the phone up. The phone will not be released to the student. If the infraction continues to occur, other disciplinary actions will be taken at the discretion of the administrator or designee. Regardless of its origin if it is discovered that a student is texting, emailing, instant messaging, blogging, cheating on any quiz, test or exam, copying or plagiarism of any material with any portable device or other means is strictly prohibited; this may result in but not limited to lowering of grade, loss of grade, loss of credit, loss of class, suspension, or expulsion. If a student is in need to use a phone there is a student phone at the school office.

Other electronic devices such as IPODS, smart phones, video cameras, game boy, MP3 players, audio player, digital recorders of any kind are prohibited from being used during school hours. Use of school computers is a privilege not a right. Inappropriate or misuse of school computers or its technologies will result in disciplinary consequences at the discretion of the administrator or designee.

### ***PARENT/TEACHER CONFERENCES***

There are two scheduled parent/teacher conferences throughout the school year; one in November and one in March. You will receive a conference slip from your child's teacher. We will attempt to give you an appointment time that will be convenient for you. However, at any time during the year a parent/teacher conference may be requested. We strongly encourage parent's participation and on-going communication regarding their child's progress.

### ***COLD WEATHER***

Please do not request your student to stay in at recess unless it is absolutely necessary. If a child is well enough to come to school, he/she is usually well enough to go outside. When the weather becomes extremely cold, we keep all students indoors. Please provide your child with the appropriate clothing according to the temperatures during the winter months.

### ***SNOW DAYS***

For snow days or school closure please call 208-772-xxxx or listen to KVNI-1080 AM or our local television stations; KREM Channel 2, KXLY Channel 4, or KHQ Channel 6. These stations begin broadcasting school closure at 5:30 A.M. Do not call the television or radio station. If school is closed all school activities are cancelled as well.

### ***DRESS CODE***

HCCSEL's first responsibility is the education of our students. Students are required to wear appropriate clothing that is conducive for sports, fieldwork and weather. Student's clothing shall not be disruptive or distract from the educational process. Clothing displaying inappropriate/offensive writing or graphics is unacceptable. Students shall be required to dress in appropriate attire without any undergarments exposed, personal body parts are not to be revealed at any time.

200

Prohibited clothing includes but not limited to obscene, sexual, drug/alcohol/tobacco related messages. Low hanging pants, short-shorts, and spaghetti strapped tops are not allowed. If a student is not wearing suitable clothing or is exposing personal body parts, they will be asked to correct the problem; if the student cannot or will not correct the problem their legal guardian will be called. If the student's clothing is inappropriate for school activities or disruptive to the educational process, their legal guardian will be called and asked to bring appropriate attire. Tennis shoes are recommended footwear on days the student has physical education or fieldwork. Shoes and shirts must be worn at all times.

Regardless of the manufacture all gang related attire/items such as clothing, jewelry, symbols, signs, images, insignias, emblems, badges or anything that would promote, encourage, display evidence of membership or affiliation of a gang during school hours or at any school activity is prohibitive. All gang related, symbols, gestures, behavior will not be tolerated.

### ***CLUBS AND CLIQUES***

It is prohibited for a student to form, solicit, organize, construct, or establish any cliques, clubs, sororities, secret societies, elite groups, or memberships that would exclude, set apart, segregate, them from other students.

### ***SCHOOL WIDE RULES***

HCCSEL will have a zero tolerance for any form of harassment. No one may jeopardize the safety or wellbeing of any person at school or on any part of school property or at any school sponsored activity. Harassment will include but not be limited to, a person's race, ethnicity, color, religion, physical, mental, social, condition or educational aspects. This includes, but is not limited to teasing, bullying, malicious jesting/joking, verbal, written, inferred and gestures, any form of communication including but not limited to any and all electronic devices, mechanical devices or hand written regardless of its origin. No one may damage any part of school property. School property is defined as any part of the school building property, grounds, furnishings or any materials belonging to the school.

### ***STUDENT BEHAVIOR***

It is the students' responsibility to read and understand HCCSEL's expected behavior. In the case of smaller children teachers will read and explain expectations to them. We also ask parents to help enforce these expectations. Expectation for all students' conduct will be of such manner that it promotes the educational process with optimal learning conditions in accordance to HCCSEL policies and standards. Students shall not be allowed to interfere or disrupt another student's ability to learn.

Each classroom will be conducted in such a fashion that each student has optimal opportunity to master the subject matter being taught. Each classroom shall be to age appropriate level and according to EL standards. Students will show respect to all individuals, school property, and personal property belonging to others. Those who violate school policies may be disciplined at the discretion of the Administrator or designee.

Discipline may include, but is not limited to the following: Loss of privileges from school activities, work duty, detention, restitution or replacement for property damage or stolen goods, (from the school or individuals), parental conference with teacher/administrator, suspension, or expulsion. In case of unlawful acts, law enforcement may retain or arrest all parties involved.

### ***CLASSROOM CONDUCT POLICIES***

Teachers are the primary discipline authorities in their classrooms and are, empowered to maintain an appropriate learning environment for all members of the class. This is to be an educational experience, providing students with the opportunity to govern themselves and experience democracy and citizenship responsibilities. Teachers will oversee and administer class rules, always ensuring that the safety of individuals is maintained. Staff members will encourage students resolve the conflict by including the following: **1.)** clearly state the problem, **2.)** generate options for correcting the problem, **3.)** select the solution, **4.)** follow up to be sure that the solution is working.

### ***STUDENT DISCIPLINE***

It is HCCSEL intent to help the student develop a positive attitude toward self-discipline and socially acceptable behavior. HCCSEL intends for students to grow toward self-discipline, to accept responsibility, and to learn to appreciate the rights of others. Discipline policies at HCCSEL are for the safety and wellbeing of all individuals on school property or at school activities. If HCCSEL school policy or any unlawful act is violated the consequences may result in disciplinary action, suspension, expulsion and/or other disciplinary actions employed by the School Board, Instructional Director or designee in order to protect individuals and school property. All discipline actions will conform to Idaho State Law or subsequent revisions of that code. All school employees and volunteers are expected to share the responsibility of supervising the behavior of students and for seeing that they abide by the established rules of conduct. Where student conduct is not covered by policy, adults are expected to exercise reasonable, professional judgment.

### ***PROHIBITED BEHAVIOR***

HCCSEL top priority is to provide a safe learning environment for your child. Students will be held accountable for their actions. Such causes for disciplinary may include but not limited to: refusal to follow instructions, behavior that is disruptive to instructional effectiveness, habitual truancy/absences, being disrespectful, inappropriate or offensive language/behavior, profanity, bullying, vandalism, possession of a weapon or object made or used as a weapon, drugs, alcohol, tobacco, controlled substance, being under the influence of any controlled substance, drugs, alcohol, medications that are being abuse, giving another individual a substance/medication that does not belong to them, any form of harassment, willful disobedience, being incorrigible, throwing objects including snow/ice, fighting or starting a fight, theft or vandalism of school property or of an individual's personal property, behavior that is unhealthy, behavior that is detrimental to the health, that is harmful or unsafe to another individual or property, cyber bullying, using a cell phone during school hours, using an electronic device/internet to bully, harassment, slander, intimidate, threaten regardless if it is indirect, oral, verbal or written regardless of its origin; ill remarks or comments about a person's color, creed, religion, race, ethnic origin, age, academic skills or ability, physical or emotional disability.

### ***POLICY VIOLATION DEFINITIONS***

***Minor Violations*** shall be defined by the faculty and administration at the beginning of the school year, and are open to change during the year as necessary. Violations of any of school policies shall be met with disciplinary measures defined by the School Board or Instructional Director. Any staff member may correct a student or Administrator of the school may apply the measures.

**Major violations** are defined as any illegal actions conducted on school property, that may jeopardize any individual, an individual's personal property, or any part of school property or during any school activity, including but not limited to, possession of illegal substances, weapons at school, malicious vandalism, or assault. Any major violation will be reported immediately to school authority and/or local law enforcement and will result in the immediate disciplinary actions. Depending on the offense, consequences may include but not limited to suspension or expulsion of all parties involved, consequences will be enforced by the Instructional Director or law enforcement.

### ***SUSPENSION***

Authority to temporarily suspend students has been delegated by the Idaho Legislature to the Instructional Director or designee. No person other than the Instructional Director or designee or the School Board may suspend a student from HCCSEL.

***Ground for suspension may include but not limited to the following:***

- Presenting a physical danger to other students or staff
- Major, repetitive disruptions to the learning environment
- Harassment or bullying of another school member
- Drug or alcohol violations

A student may be suspended at the discretion of the Instructional Director or designee for disciplinary reasons, or for other conduct that is disruptive or detrimental to the instructional process of the school, to the health or safety of any student, staff member or visitor or the general climate of the school.

If a student that has been suspended or expelled from HCCSEL or another local school; that student is strictly forbidden to come onto any school property, to attend any HCCSEL school functions or activities until his/her suspension/expulsion has been satisfied/completed. If this violation occurs further consequence may occur at the discretion of the school administration, designee or School Board.

A student may also be suspended when, in the judgment of the Instructional Director or designee the suspension is necessary for the health, welfare, or safety of the any individual at the school.

### ***PERIOD OF SUSPENSION***

A temporary suspension by the Instructional Director or designee shall not exceed five (5) school days in length. Upon appeal to the School Board, the suspension may be extended for an additional ten (10) days. This appeal for additional suspension would only be granted if there was a finding by the School Board that immediate return to school by the temporarily suspended student would be detrimental to any other individual's health, safety, and welfare at the school.

### ***EXPULSION***

Only the Appeals Board, consisting of the Instructional Director or his/her designee and the School Board, may expel a student. Expulsion will, at minimum, last the remainder of the school year in which the student is expelled. Parents of a student taken to the Appeals Board for expulsion will receive notice in writing seven days prior to the hearing and will be given the chance to speak at the hearing on the student's behalf to contest the action per Idaho Code 33-205.

Grounds for expulsion may include but is not limited to the following:

- Presenting a continued physical danger to other students and staff
- Illegal drug or alcohol violations
- Weapon violations (zero tolerance)

Once expelled, a student is no longer enrolled in HCCSEL and is not allowed on any school property. Unless authorized by the Instructional Director, School Board or designee. . Their position shall be considered vacant and offered up to the next name on the waiting list. Expulsion is considered permanent, although a student may apply for re-enrollment under terms defined at the time the student is expelled.

If a Special Education or Special Services student accumulate, or is likely to accumulate, more than ten (10) days of suspension in a school year, the students IEP team must be convened to determine if the current program and placement are appropriate and if the behavior is related to the student's disability. Based on this determination, the IEP team shall make needed modifications to the student's IEP.

### ***RE-ENROLLMENT***

Terms of re-enrollment will be defined on an individual basis when a student is expelled. Such re-enrollment must abide by the general enrollment guidelines for the school. Any individual eligible for re-enrollment will be required to undergo the same initial enrollment proceedings as other prospective students, with no preference or discrimination given. Other standards or requirements may be set forth at the discretion of the Instructional Director, designee, or school board.

Any student having been expelled or denied re-enrollment may be re-enrolled or readmitted to the HCCSEL by the School Board, Instructional Director upon such reasonable conditions as may be prescribed by the Board; but such re-enrollment or readmission shall not prevent the Instructional Director or the School Board from again expelling such student for cause. Other standards or requirements may be set forth at the discretion of the Instructional Director, designee, or School Board.

If a student has been suspended or expelled from another school, private, charter or public HCCSEL reserves the right to deny the student enrollment to HCCSEL until the student's suspension/expulsion on been completed/served. This decision will be at the discretion of the Instructional Director or School Board.

Suspension or expulsion will be at the discretion of the Instructional Director or School Board a series of efforts may include but are not limited to the following steps:

- Step 1: Legal guardian notified of incident.
- Step 2: Instructional Director intervention in addition to step 1.
- Step 3: Suspension with legal guardian notification in accordance with Idaho Code 33-205. Readmission will occur after a conference with student, legal guardian(s), and the Instructional Director.
- Step 4: Expulsion in accordance with Idaho Code 33-205.

Step 5: The School Board and/or the Instructional Director shall have the right to deny re-enrollment for disciplinary or attendance reasons.

*In the case of a major violation as defined above, the progression of the steps may be altered.*

### **WEAPONS/DRUGS/ALCOHOL/TOBACCO**

Items such as weapons or objects that are used or made as a weapon, drugs, alcohol, tobacco, or controlled substances are strictly forbidden on school property and/or at any school activity according to Idaho state code. Any student having in their possession any of the above items will be expelled for a period up to one (1) year for the date of violation(s). The Board of Directors or School Director reserves the right to deny re-enrollment of such student. The Board of Directors or the School Director may modify the disciplinary actions given reasonable considerations to the circumstances and on a case by case basis.

Special Education students with disabilities will be treated in according to federal law Part B of the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act. No student shall be expelled nor denied enrollment without first receiving due process rights. In addition to policies adopted pursuant to Idaho Code 33-210, students may, at the discretion of the HCCSEL Instructional Director School Board, be subject to other disciplinary or safety policies, regardless whether the student voluntarily discloses or is reasonably suspected of using or being under the influence of alcohol, mood altering chemical or a controlled substance in violation of HCCSEL policy or section 37-2732C, Idaho Code.

The HCCSEL Instructional Director or School Board shall ensure that procedures are developed for contacting law enforcement and the student's legal guardian regarding a student reasonably suspected of using or being under the influence of alcohol, mood altering chemical, or a controlled substance.

***Legal Guardian Notification of Board of Direction Action:*** Legal guardian(s) will be notified by mail within 48 hours of the board hearing regarding the terms and conditions of the actions taken by the Board of Directors.

### **DEFINITIONS**

***Contraband:*** is any a substance or materials that are prohibited according to HCCSEL rules/policies in a student's possession.

***Possession:*** includes but not limited to, on the person, in the person's clothing/shoe, lockers, backpacks, desk, computer file, cell phone, or if an individual has passed a prohibited object or material to another individual in attempt to conceal the object or material.

***Reasonable suspicion:*** means any behavior, action, evidence, facts, information that gives the Instructional Director or designee reason to believe or indicates that a serious violation has been committed, unlawful act, or that a student is attempt to conceal.

***Probable Cause:*** a reasonable amount of suspicion, supported by circumstances sufficiently strong to justify a prudent and cautious person's belief that certain facts are probably true.

**Assault:** According to Idaho code assault is defined as any willful attempt or threat to inflict injury upon another person, when coupled with an apparent present ability to do so, and any intentional display of such as would give the individual reason to fear or expect immediate bodily harm. An assault may be committed without actually touching, or striking, or doing bodily harm to another person.

**Battery:** According to Idaho code battery is defined as the willful and unlawful use of force or violence, or the actual, intentional, and unlawful touching or striking against the will of another, or unlawfully and intentionally causing bodily harm.

If an assault, battery is committed towards another individual at school and/or on school property serious consequences will be applied to all parties involved with the violation.

**NOTICE** Students and legal guardian shall be informed of this policy at the beginning of each school year Legal Reference: Idaho Code Section 18-3302D

### ***SEARCH & SEIZURE OF CONTRABAND OR ILLEGAL ITEMS***

Search and seizure: If at any time a school official has reasonable suspicion or probable cause a student has possession of contraband or illegal items, then a search may be conducted among their personal belongings, backpack, coat jacket, purse, locker, desk, computer files, or cell phones may be subject to search and seize of any item that would be considered dangerous, illegal, unlawful or prohibited according to HCCSEL rules or policies. Such searches will be done in private, discreetly, by the appropriate gender, and witnessed by another adult. The student may be asked to remove their coat or shoes and empty their pockets or purse. Reasonable suspicion or probable cause indicates the need to protect or preserve the overall welfare of students or the educational process and discipline of the school.

### ***USE OF DRUG DOGS***

The school may elect to use Kootenai County Sheriff's department or City police at the discretion of the School Board, Instructional Director or designee. The use of a drug dog shall comply with school policy and Idaho state law.

If a drug dog's alerts to a person, place or thing this constitutes reasonable suspicion/probable cause for the school officials, law enforcement, or school board to search the person, place or thing, i.e., lockers, personal items, back packs or vehicles. School officials may conduct a search without notice, consent, or a search warrant.

**Appendix V**  
**Hayden Canyon Site Photographs**

HAYDEN CANYON SITE PHOTOGRAPHS



**Appendix W**  
**Idaho State Department of Education**  
**Sufficiency Review Information**



STATE DEPARTMENT OF EDUCATION

P.O. BOX 83720  
BOISE, IDAHO 83720-0027

TOM LUNA  
STATE SUPERINTENDENT  
PUBLIC INSTRUCTION

March 7, 2014

Glen Lanker, Authorized Representative  
Hayden Canyon Charter School of Expeditionary Learning  
1029 E. Shadow Wood Lane  
Coeur d'Alene, ID 83815

Dear Mr. Lanker,

In Idaho, the State Superintendent of Public Instruction has the responsibility for carrying out policies, procedures and duties authorized by law or established by the State Board of Education for all secondary and elementary school matters (Idaho Code, Section 33-125). Pursuant to Idaho Rules of the Board Governing Education (IDAPA) 08.02.04.200.03, the Sufficiency Review Committee at the Idaho State Department of Education (SDE) has reviewed the draft petition submitted by Hayden Canyon Charter School of Expeditionary Learning for the formation of a new public charter school. This review is to determine whether the proposed petition was prepared in accordance with the instructions furnished, and in the format required by the Board, and contains the information required by Section 33-5205, Idaho Code. (IDAPA 08.02.04.205.01) Additionally, the review is designed to help with the creation of high quality charter schools.

The findings of the State Department of Education are outlined in the enclosed document. Based on the review, the charter petition submitted meets the established standards and legal requirements for new charter schools. Please communicate these findings to the school's board.

Please review the comments discussed in the Sufficiency Review Form. All of the reviewed items now meet the standards. The petition is ready to submit to the authorizer. The Sufficiency Review will need to be added as an appendix before submitting it.

If you have questions feel free to call me.

Sincerely,

A handwritten signature in cursive script that reads "Michelle Clement Taylor".

SchoolMichelle Clement Taylor, School Choice Coordinator

Enclosure: Idaho State Department of Education Sufficiency Review

## **Sufficiency Review Cover Sheet 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 (I.C. 33-5202). This review must occur prior to the petition being submitted to an authorized chartering entity (IDAPA 08.02.04. 200.03).

**Petitioners:** Complete the Cover Page and insert identifying page numbers verifying the location of each of the required elements in the petition. Arrange the petition in the Tab and order that follows. This form will provide a checklist to ensure petitions address all required elements. This form will also assist SDE and authorized chartering entities to facilitate a review of petitions in a consistent format.

Send one (1) original and one (1) electronic copy of the completed Sufficiency Review Cover Sheet and the Charter School Petition to the attention of Michelle Clement Taylor, School Choice Coordinator, [mtaylor@sde.idaho.gov](mailto:mtaylor@sde.idaho.gov):

Michelle Clement Taylor  
School Choice Coordinator:  
State Department of Education  
P.O. Box 83720  
Boise, ID 83720-0027

After a sufficiency review has been conducted by the State Department of Education within thirty (30) days of receipt the results of the review will be returned to the petitioners. If the petition items do not meet the standard those items need to be addressed and returned to the department for review.

Once all of the petition items meet the defined standards, the next step is to submit the petition and sufficiency review findings to an authorized chartering entity for review and consideration for approval. Items that are required by the authorizers and not reviewed by the department should be revised before submitting them to the authorizer.

Completion of the sufficiency 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.

## Cover Page

<b>Proposed Charter School Name: Hayden Canyon Charter School</b>	
<b>District Location: Lakeland School District</b>	
<b>Proposed Physical Location: 13782 N. Government Way, Hayden, ID 83835</b>	
<b>Authorized Representative: Terry Wright</b>	
<b>Address: 10217 Cedar Court, Hayden, ID 83835</b>	
<b>Telephone: 208-699-4352</b>	<b>E-mail: terrytrainerwright@hotmail.com</b>
<b>Alternative Contact: Glen Lanker</b>	
<b>Address: 1029 E. Shadow Wood Lane, Coeur d'Alene, ID 83815</b>	
<b>Telephone: 208-667-5557</b>	<b>E-mail: glanker@arios.bix</b>
<b>Proposed Opening Date: Fall of 2015</b>	
<b>Proposed Grade Levels: K-8</b>	
<b>Initial Enrollment Goal: 276 students K-5</b>	
<b>Focus of School: Expeditionary Learning</b>	
<b>Date Submitted for Review: August 7, 2013, December 3, 2013, February 14, 2014</b>	

**Date of Review Completion: September 13, 2013, December 20, 2013, March 7, 2014**

**Overall review comments:**

**3<sup>rd</sup> Review:** All of the items that did not meet the standard in the previous reviews have been addressed and corrected. The petition now meets the legal requirements and may be submitted to the authorizer at this time.

**2<sup>nd</sup> Review:**

A majority of the items that did not meet the standards have been revised and now meet the standards. There are still a couple of items that need to be revised. Please review those items, revise and resubmit those items. It is not necessary to submit the entire petition at this point.

**1<sup>st</sup> Review**

The petition is well organized and clearly outlines the educational program for the proposed school. 24 of the items meet the established standard. Of the items that do not meet the standard many will be easily fixed.

There are several sections in the petition that the wording is from EL materials. That is acceptable; however those sections should include citations or acknowledgement. For example on page 11 "Schools that implement our model..." What is the source for this information?

The section on Middle Level Credit on page 34 is something that can be removed from the charter. It is not a requirement for charter schools. If the school wishes to implement a system it may be included in the board policies and student handbook.

On page 163 – Student Handbook – Student safety section it is mentioned that the school may charge parents for late drop off or pickup during the school day. There are questions if this is something that is legal or not. A more positive approach would be to address the concerns with the parents and determine other ways to meet the needs of the families.

Required Elements	Idaho Code
<b>Tab 1 – Vision, Mission, Legal Status</b>	
Executive Summary – succinct description of school concept, how success will be defined, community need and interest  (Note: Required by authorizers – not thoroughly reviewed by department; however items noted in the review must be addressed if the standard is not met.)	
<b>Meets Standard</b>	
<b>Comments:</b> Before submitting the petition to the authorizer(s), you will want to insure that all areas of the executive summary they require are addressed. For example, the motivation and collective qualifications of the petitioning group.	
Vision and Mission Statements	08.02.04.202 08.03.01.401.03
<b>Meets Standard</b>	

**Comments:** The board will want to review ways to determine if the school/student/staff are achieving the mission statement. A definition of success is included in the executive summary, but how the success will be measured is less clear. This will be especially important if (when) the school is approved and the performance certificate is developed.

Explanation of legal status of the school. References to Articles of Incorporation and Bylaws – inclusion in Appendices.

33-5204(1)  
08.02.04.500

**Meets Standard – 3<sup>rd</sup> Review**

**Comments:**

**3<sup>rd</sup> Review:** The petition clearly states the schools intent to be a separate LEA.

**2<sup>nd</sup> Review:** The petition still does not address the LEA concern. If the school is district authorized will it be a separate LEA. This impacts the federal programs including IDEA and Title. Will the school be responsible for them or will they be part of the district? If the school is authorized by the Commission it will automatically be an LEA.

**1<sup>st</sup> Review:** Before the petition is submitted to the Idaho Public Charter School Commission it must first be submitted to the local school district. It may be necessary to revise this section based on that possibility. If the district were to authorize the school the law now allows for the charter school to be a separate LEA (Local Education Agency) from the district. The intent of the board regarding the status should be explained in this section.

**Tab 2 – Proposed Operations**

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; and
- c. the potential civil liability effects upon the school and its chartering entity.

33-5205(5)

**Meets Standard – 2<sup>nd</sup> Review**

**Comments:**

**2<sup>nd</sup> Review:** Changes were made to this section to meet the standards.

**1<sup>st</sup> Review:** Administrative services – principal/head of school, business manager/bookkeeper are not addressed in this section.

**Note:** Page 8 states the school will begin operations in 2014-15; this should be updated to 2015-16. The deadline for submission to an authorizer for 2014-15 was September 1, 2013.

**Suggestions:**

Facilities – only one location was provided – given the connection with the developer this is understandable. Please be aware that the authorizers may require additional options.

Letter C on page 9 should be combined with letter A on page 8.

Describe the proposed location of the school. Also provide the specific attendance area of the school. If the attendance area uses boundaries other than school district or county boundaries include a detailed description of the attendance area and a map showing the boundary.

33-5205(3)(j)

**Meets Standard**

Commitment to secure property and liability insurance. Errors and Omissions insurance is not required by statute but is recommended.

33-5204(4)

**Meets Standard**

**Tab 3 – Educational Program and School Goals**

Describe what it means to be an “educated person” in the 21st century.

33-5205(3)(a)  
33-1612

**Meets Standard**

**Comments:**

**2<sup>nd</sup> Review:** The inclusion of the Idaho EL schools provides relevance and support for adoption of this model.

**1<sup>st</sup> Review:** Do you have any studies or data regarding Idaho EL schools and how they compare to the districts? This would be relevant and timely information.

Consider moving the third study so that it is before “How Learning Best Occurs”. It seems out of place where it is.

Explain how learning best occurs.

33-5205(3)(a)

**Meets Standard – 2<sup>nd</sup> Review**

**Comments:**

**2<sup>nd</sup> Review:** Additional details regarding the role of the teacher are included. The environment and process are included in other sections.

**1<sup>st</sup> Review:** What is the role of the teacher in how learning best occurs? This section should provide more detail about the learning environment and process.

Describe the school’s educational program and goals. Describe how the goals will be measured and the related data that will be collected. Include how each of the education thoroughness standards as defined in Idaho Code Section 33-1612 shall be fulfilled.

33-5205(3)(a)  
33-1612

**Meets Standard – 2<sup>nd</sup> Review**

**Comments:**

**2<sup>nd</sup> Review:** The items noted in the first review have been addressed. The goals are aligned with the Thoroughness standards and provide how the goals will be measured and the data collected. Additional detail is provided regarding the school week and plans for Fridays. The content standards have been addressed.

**1<sup>st</sup> Review:** Measurements and data for the school goals are not provided. The goals are connected to each of the Education Thoroughness standards.

The Common Core is thoroughly addressed in the petition, however little mention is made regarding the alignment of the curriculum to the Idaho Content Standards.

Question – It was noted that the school will operate using a 4 day school week. What will occur on Fridays? Will that be used as a professional development day for teachers? Will any accommodations or activities occur for students?

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, to include a disciplinary procedure for such students.

33-5205(3)(r)

**Meets Standard – 3<sup>rd</sup> Review**

**Comments:**

**3<sup>rd</sup> Review:** The items listed below have been addressed in the petition.

**2<sup>nd</sup> Review:** Please review the Special Education Sufficiency Review Checklist.

Specifically, the text of the charter needs to include a statement that the board of HCCSEL **will adopt** the Idaho Special Education Manual. Stating “HCCSEL will **utilize** the Idaho Special Education Manual...” does not meet the standard. (Page 32 first paragraph) The best revision would be to add adopt to the current statement: HCCSEL will adopt and utilize the Idaho Special Education Manual...

In the facilities section of the petition, include language that states the facilities will be ADA compliant.

Include in the petition a statement that Child Find procedures outlined in the manual will be followed and that information regarding Child Find procedures will be included on the website, application materials, and all public notices for enrollment.

**1<sup>st</sup> Review:** Please review the Special Education Sufficiency Review Checklist at the end of this document.

Describe the manner in which gifted and talented students will be served.	33-2003
<p style="text-align: center;"><b>Meets Standard</b></p> <p><b>Comments:</b>  The reference to Idaho Code should be corrected. Currently 33-200 is referenced; it should be 33-2003. Currently the code states that school districts shall develop a plan. Should the charter school decide to develop a plan and/or policy related to Gifted and Talented, the GT website: <a href="http://www.sde.idaho.gov/site/gifted_talented/docs/Gifted%20and%20Talented%20Rules%20and%20Regulations.pdf">http://www.sde.idaho.gov/site/gifted_talented/docs/Gifted%20and%20Talented%20Rules%20and%20Regulations.pdf</a> would be a great resource. Any plan that is developed should include the sections specifically required by IDAPA Rule, such as Philosophy, means of identification, assessment. Etc.</p>	
Describe the manner in which Limited English Proficiency services will be provided.	33-1617
<p style="text-align: center;"><b>Meets Standard – 2<sup>nd</sup> Review</b></p> <p><b>Comments:</b>  <b>2<sup>nd</sup> Review:</b> The required changes have been completed. Additional considerations posed in the questions should be added to the program design and policies as they are developed.  <b>1<sup>st</sup> Review:</b> See comments at end of the review</p>	
Describe the school’s <u>plan</u> for working with parents who have students who are dually enrolled. <u>Include the manner</u> by which eligible students from the public charter school shall <u>be allowed to participate</u> in dual enrollment in non-charter schools within the same district as the public charter school, as provided for in Idaho Code Section 33-203.	33-5205(3)(s) 33-203
<p style="text-align: center;"><b>Meets Standard – 2<sup>nd</sup> Review</b></p> <p><b>Comments:</b>  <b>2<sup>nd</sup> Review:</b> The revisions meet the requirements for this section. Dual enrollment is generally conducted on a “as space is available” basis. Including this in the petition would help clarify this section.  <b>1<sup>st</sup> Review:</b> The petition states that students will be allowed to participate in dual enrollment according to ID Code, however there is no plan for working with parents and specific details for participation are not included.  Will students from other schools be allowed to dual-enroll?</p>	
<p style="text-align: center;"><b>Tab 4 – Measurable Standards, Accreditation, and Accountability</b></p>	
Identify measurable student educational standards (MSES) 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.	33-5205(3)(b)
<p style="text-align: center;"><b>Meets Standard – 3<sup>rd</sup> Review</b></p>	

**Comments:**

**3<sup>rd</sup> Review:** The items listed below have been addressed in the petition. Further refinement of the standards may be necessary with working with the authorizer on the performance certificate.

**2<sup>nd</sup> Review:** The standards addressed in this section should be student educational standards. The first standard is a measure of the overall school performance as opposed to the students. There are no measures related to the students' academic achievement or growth based on standardized measures. The expectation is that there are measures specific to the students' growth and/or achievement based on the statewide measures. Additionally, there are proposed changes to the Star Rating System that would impact this standard.

**1<sup>st</sup> Review:** The standards that are included are not specific enough. The first two items under standard 1 say essentially the same thing. If that is not the intention, they should be rewritten to clarify the differences.

The standards should include some reference to the state accountability system and the rating, achievement levels, and growth the school expects to achieve.

It is unclear which of the items are actually standards and which are explanations for the standards. The standards should be clearly identified.

Identify the method by which student progress is to be measured in meeting the school's student educational standards.

33-5205(3)(c)

**Meets Standard – 2<sup>nd</sup> Review**

**Comments:**

**2<sup>nd</sup> Review:** The revisions include measures for the standards as written. When writing the standard to address student achievement it will be important to include the measures for that standard.

**1<sup>st</sup> Review:** The expectation at the SDE is that all students will be progressing toward "proficiency" and "advanced" ratings on the assessments from year one of enrollment in the school.

Additional detail is needed for methods of measuring the standards. Because it is unclear which items are actually standards, it is difficult to determine what the methods of measuring those standards are.

On page 32, it is stated: "All assessments (formative or summative) required by the State... What formative assessments are being referenced? The wording in the parenthesis should be removed or better defined.

Describe how the school's students will be tested with the same standardized tests as other Idaho public school students.

33-5205(3)(d)

**Meets Standard – 2<sup>nd</sup> Review**

**Comments:**

**2<sup>nd</sup> Review:**

The revisions to this section meet the requirements.

**1<sup>st</sup> Review:**

The requirement for this item is to describe how, as opposed to stating that the students will be evaluated using the same standardized tests. There explanation should include an acknowledgement that the Smarter Balance Assessment is an on-line assessment requiring a computer lab or mobile lab, reference to a test coordinator, and the time in the schedule for assessments and make-ups.

Describe how the school will ensure that it shall be accredited as provided by rule of the Idaho State Board of Education.	33-5205(3)(e) 08.02.02.140
<p style="text-align: center;"><b>Meets Standard – 2<sup>nd</sup> Review</b></p> <p><b>Comments:</b>  <b>2<sup>nd</sup> Review:</b>  The revisions to this section provide the plan for accreditation within the first four years.</p> <p><b>Note:</b> This section still references the “accreditation standards established by the Idaho State Board of Education.” That should be removed because the State Board does not have accreditation standards. (It does have requirements.) Additionally, the sentence “HCCSEL will use one or more of the following standards as required AdvancED Accreditation Standards,” should be removed, since there aren’t any standards listed.</p> <p><b>1<sup>st</sup> Review:</b>  The standards used for accreditation are the AdvancEd standards. The bullets in this section are not accurate.</p> <p>Additionally, accreditation is not required for K-8 schools. Will the school pursue the accreditation process or not? If so, will it happen in year one or at a later date? This section should “describe how” the school will do it.</p>	
Describe the school’s plan if it is ever identified as in need of school improvement, a priority school or a focus school.	08.02.03.112 08.02.03.114
<p style="text-align: center;"><b>Meets Standard – 3<sup>rd</sup> Review</b></p> <p><b>Comments:</b>  <b>3<sup>rd</sup> Review:</b> The items listed below have been addressed in the petition.</p> <p><b>2<sup>nd</sup> Review:</b>  The first paragraph of the section should be removed. The requirement for Adequate Yearly Progress is not applicable since Idaho’s waiver request was approved. This section should address would the board and administration will do if it is identifies as “in need of improvement.” Those actions should align not only with the EL model but the expectations outlined in the ESEA waiver.</p> <p><b>1<sup>st</sup> Review:</b> This section should reference ESEA as opposed to No Child Left Behind. Additionally, it should address the school improvement process. Information regarding the requirements can be found in the ESEA waiver found on this webpage: <a href="http://www.sde.idaho.gov/site/eSEA/">http://www.sde.idaho.gov/site/eSEA/</a> . The priority schools section starting on page 135 is a good place to start reviewing what the expectations and requirements are relating to school improvement.</p>	
<b>Tab 5 – Governance Structure, Parental Involvement, Audits</b>	
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.	33-5205(3)(f)
<p style="text-align: center;"><b>Meets Standard</b></p> <p><b>Comments:</b>  Good explanation for the role of the board and the paid staff, including the explanation of policies and procedures will be helpful for all groups involved with the school.</p>	

Describe the ethical standards to which the governing board of the public school will adhere	33-5204A(2)
<p align="center"><b>Meets Standard – 2<sup>nd</sup> Review</b></p> <p><b>Comments:</b>  <b>2<sup>nd</sup> Review:</b>  The revisions included this item and they meet the standards.</p> <p><b>1<sup>st</sup> Review:</b>  This item was not included on the Sufficiency Review form that was submitted. It should be added to the charter.</p>	
Describe the process to be followed by the school to ensure parental involvement.	33-5205(3)(f)
<p align="center"><b>Meets Standard</b></p> <p><b>Comments:</b>  The process described gives specific examples of how parents are expected to communicate with teachers and support learning at home AND how teachers need to communicate with parents. The following are items to consider adding:</p> <ol style="list-style-type: none"> <li>1) Parent expectations for supporting learning at home through homework support and daily communication with their child regarding learning targets.</li> <li>2) How teachers will inform parents about key initiatives.</li> <li>3) Lastly, how the school will create an open and encouraging learning environment where teachers are open to parent support in the classroom.</li> </ol>	
Describe the manner in which an annual audit of financial will be conducted and submitted to the authorizer.	33-5205(3)(l) 33-5206(7) 33-5210(3)
<p align="center"><b>Meets Standard</b></p> <p><b>Comments:</b>  <b>33-5205(3)(l) – manner in which annual audits of the financial operations are to be conducted.</b>  Page 38 states that external audits will include but not be limited to review by a certified accountant or audit authority annually. Page 38 also states that a copy of the annual independent audit will be submitted annually to the authorized chartering entity.</p> <p><b>33-5206(7) – school will annually submit the audit of the fiscal operations as required in section 33-5205(3)(l), Idaho Code, and a copy of the public charter school’s accreditation report to the authorized chartering entity that approved its charter.</b>  Page 38 states that a copy of the annual independent audit will be submitted annually to the authorized chartering entity along with a copy of the school’s accreditation report</p>	
Describe the manner in which the school will comply with the financial reporting requirements of section 33-701 (5-10)	33-5210(3)
<p align="center"><b>Meets Standard – 2<sup>nd</sup> Review</b></p>	



Include a provision that ensures that the staff of the public charter school shall be considered a separate unit for purposes of collective bargaining.	33-5205(3)(q)
<b>Meets Standard</b>	
Include a provision that ensures all teachers and administrators will be on a written contract as approved by the state superintendent, conditioned up a valid certificate being held by such professional personnel at the time of entering upon the duties.	33-5206(4)
<b>Meets Standard</b>	
Include a provision that ensures all employees of the school undergo a criminal history check.	33-5210(4)(d) 33-130
<b>Meets Standard – 2<sup>nd</sup> Review</b>	
<p><b>Comments:</b>  <b>2<sup>nd</sup> Review:</b>  The revisions meet the requirements.</p> <p><b>1<sup>st</sup> Review:</b>  Does not fully comply with 33-130 as Section I discusses only EMPLOYEES as needing to meet background check requirements. Idaho Code 33-512 is not addressed either as is relates to contractors that may have supervised interaction or contact with students.</p>	
Describe the procedures the school will follow to ensure the health and safety of students and staff.	33-5205(3)(h)
<b>Meets Standard – 2<sup>nd</sup> Review</b>	
<p><b>Comments:</b>  <b>2<sup>nd</sup> Review:</b>  The revisions meet the requirements.</p> <p><b>1<sup>st</sup> Review:</b>  Include the establishment and annual review of policies related to student health, violence prevention, suicide prevention and building safety including evacuation drills (IDAPA 08.02.03.160)</p>	
Describe the school's disciplinary procedures, including the procedure by which students may be suspended, expelled and reenrolled.	33-5205(3)(l) 33-205
<b>Meets Standard – 2<sup>nd</sup> Review</b>	

**Comments:**

**2<sup>nd</sup> Review:**

The revisions meet the requirements.

**1<sup>st</sup> Review:**

- Specify harassment includes actions based on gender as well as those listed.
- Regarding discipline policies developed by teachers and students in each classroom- while student involvement in determining behavior expectations is applauded, it should be clear that a baseline of behavior expectations and discipline be established as 'non-negotiables' to avoid wide variances in practice classroom to classroom.
- Provide concrete examples of minor policy violations (as is done in the major policy violations section).
- Describe the threshold / or provide examples of behavior violations which may result in suspension.
- Regarding expulsion- specify the minimum length of expulsion and include the Appeal Board's requirement to provide, in writing, notice to the parent or guardian of the pupil describing the grounds for expulsion and the opportunity for contest the action (33-205).
- Describe the threshold / or provide examples of behavior violations which may result in expulsion.
- Regarding general health and safety procedures- include policy related to bullying.

Describe the school's policy for contacting law enforcement and student's parents, legal guardians or custodian regarding a student reasonably suspected of using or being under the influence of alcohol or a controlled substance. Include the plan for making the policy available to each student, parent, guardian or custodian.

33-210(3)

**Meets Standard – 2<sup>nd</sup> Review**

**Comments:**

**2<sup>nd</sup> Review:**

The revisions meet the requirements.

**1<sup>st</sup> Review:**

Clarify how the policy will be made available to each student, parent, guardian or custodian.

**Tab 7 – Admissions, Discipline, Student Policies**

Discuss the total enrollment capacity of the charter school. Include the initial enrollment for the school, enrollment by grade – including the number of classes per grade, and the growth plan for the school.

33-5205(3)(k)

**Meets Standard**

**Comments:** The school years listed on the enrollment charter need to be updated to reflect the proposed opening date.

Describe admission procedures, include a provision for over-enrollment, and equitable selection processes for the initial year, as well as subsequent years of operation.

33-5205(3)(k)

**Meets Standard – 2<sup>nd</sup> Review**

**Comments:**

**2<sup>nd</sup> Review:**

The revisions meet the requirements.

**1<sup>st</sup> Review:**

The preference groups that will be used should be specifically listed in the charter. It is not necessary to state “per changes ...in 2009”, just include those groups in the list of preferences. The use of preference groups is completely up to the school and not all groups have to be used.

Also the charter needs to state what mention for equitable selection will be used. If it is the same as the IDAPA rules you can state that.

The reference to 33-5205(3)(j) needs to be updated to 33-5205(3)(k).

The explanation for 2014-15 admitting additional students is not aligned to the state law/rules. Students need to be added based on priority preference as opposed to when they apply.

Describe how waiting lists will be developed, maintained, and renewed annually.

33-5205(3)(k)

**Meets Standard – 2<sup>nd</sup> Review**

**Comments:**

**2<sup>nd</sup> Review:**

The revisions meet the requirements.

**1<sup>st</sup> Review:**

The petition includes an explanation for the attendance list, but not for the waiting list. How will the list of students that don't get into the school be developed and maintained?

Describe the public school attendance alternative for students residing within the school district who choose not to attend the public charter school. (Only applicable if the school is a conversion of an existing traditional public school.)

33-5205(3)(o)

**Not applicable**

Describe the process by which citizens residing in the compact and contiguous attendance area of the charter school will be made aware of enrollment opportunities.

33-5205(3)(t)

**Meets Standard**

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, or
- Expelled from any other school district or state.

33-5205(3)(i)  
33-205  
33-206

**Meets Standard**

**Comments:** Describe the process / plan through which HCCS will determine whether or not to admit students presenting any of the issues listed above (habitual truant, incorrigible, etc...).

Include a draft student handbook that describes the school rules. Also include the procedure for ensuring a student's parent or guardian has access to the handbook. Note: The handbook should be included in the Appendices.

33-5205(3)(m)

**Meets Standard**

**Comments:** Include the prohibition of cyber-bullying in the internet access section of student policies. Page 164 of the student handbook misspelled 'administering' in the 'administering medications' section.

**Tab 8 – Business Plan, Transportation, School Lunch**

A detailed business plan including:

- Business description
- Marketing plan
- Management plan
- School's financial plan
- Pre-opening plan and timeline

(Note: Required by authorizers – not thoroughly reviewed by department; however items noted in the review need to be addressed before submitting to the authorizer.)

08.02.04.202  
08.03.01.401.10

**Included**

**Comments:** Commitment to secure Property and Liability Insurance should be moved to Tab 2.

Describe the school's proposal for transportation services including first year costs.  
Note: The budget should reflect estimated costs.

33-5205(3)(u)  
33-5208(4)

**Meets Standard – 2<sup>nd</sup> Review**

**Comments:**

**2<sup>nd</sup> Review:**

The revisions meet the requirements.

**1<sup>st</sup> Review:**

While the SDE understands that planning for first year transportation programs can be difficult due to enrollment still being completed and the areas in need of service not yet being defined, to meet Idaho Code 33-1501’s requirement “[t]o afford more equal opportunity for public school attendance...[districts and charter schools]...shall, where practicable, provide transportation...”, it is the SDE’s recommendation that during the first year of operations, charter schools not providing student transportation should look closely at all options for their second year. This includes, but is not limited, to a charter run transportation program, contracting with a private transportation provider, partnering with the district or districts the charter school will service, and/or paying parents in-lieu of amounts as outlined under Idaho Code 33-1503. Hayden Canyon Charter School is welcome to contact our offices with any questions they have and we strongly encourage them to contact our offices as part of their review of options and especially before implementing any plan in order to avoid any errors in the process (including the bidding and awarding of contracts). Because of the timelines involved, it is best to begin the process no later than the early spring to avoid complications that may come at the last minute. It is also important to note that charter schools may receive advanced payment for same year activities for their transportation program under Idaho Code 33-5208 (4) & (6) to help offset these up-front costs.

With regards to Expeditionary Learning trips, HCCS states that “HCCS may contract vehicles through a School District, a licensed charter service, public transit, or a legally recognized church or facility...” While these options would not in and of themselves be prohibited by Idaho rules or code, it is the SDE’s stance that the “yellow” school bus as defined in the Standards for Idaho School Buses & Operation (SISBO) is the safest and therefore preferred means of transporting students. It is therefore the SDE’s recommendation that HCCS only utilize a conforming district or private contractor operated school bus meeting these requirements with a driver meeting all federal and state requirements for operating said vehicle, when transporting students for any and all HCCS events.

Any questions or assistance should be directed to Brandon Phillips at [BCPhillips@SDE.Idaho.gov](mailto:BCPhillips@SDE.Idaho.gov) or (208) 332-6832.”

Describe the school’s proposal for a school lunch program, including how the determination of eligibility for free and reduced price meals will be made.	08.02.04.202 08.03.01.401.10c
--	----------------------------------

**Meets Standard – 2<sup>nd</sup> Review**

**Comments:**

**2<sup>nd</sup> Review:**

The revisions meet the requirements.

**1<sup>st</sup> Review:**

In application

It is HCCS’s intention to provide a lunch program as soon as it is fiscally and feasibly possible. HCCS is not committed to providing lunch from opening day. **Free and reduced lunch forms will be provided to all students by HCCS.** Once a suitable lunch preparation facility is available, any qualifying student will receive their lunch from the school. Until that time, alternative methods of feeding qualifying students are being explored, including use of the Idaho Special Milk Program and contracting food services from the Lakeland Joint and Coeur d’Alene School Districts. HCCS will use verification, reporting, and record keeping procedures as outlined in the National School Lunch Program through the Idaho State Department of Education.

Feedback from CNP:

- 1) *“Free and reduced lunch forms will be provided to all students by HCCS”* These forms cannot be provided to the students until the program has been approved at time of implementation. It is against CFR to disseminate to students at a facility that does not run the program.
- 2) Idaho State Department of Education, Child Nutrition Programs would be happy to work with this program with any of the above options they have outlined above. Please have them contact us.

**Tab 9 – Virtual Schools and Online Programs - Not Applicable**

**Tab 10 – Business Arrangements, Community Involvement, School Closure**

Describe any potential or current business arrangements or partnerships with other schools, educational programs, businesses, or nonprofit organizations. This includes curriculum, special education, transportation, food service, legal, and accounting. (Note: Required by authorizers – not thoroughly reviewed by department; however items noted in the review must be addressed if the standard is not met.)	08.03.01.401.10
---	-----------------

**Meets Standard**

Describe the school’s plan for termination of the charter by the board of directors, to include: <ul style="list-style-type: none"> <li>• Identification of who is responsible for dissolution of the charter school;</li> <li>• A description of how payment to creditors will be handled;</li> <li>• 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; and</li> <li>• A procedure for transferring personnel records to the employees.</li> <li>• A plan for the disposal of the public charter school’s assets, including those purchased with Federal funds.</li> </ul>	5205 (3) (v) 5206 (8)
---	--------------------------

**Meets Standard – 2<sup>nd</sup> Review**

**Comments:**

**2<sup>nd</sup> Review:**

The revisions meet the requirements. If the petition is submitted to the Idaho Public Charter School Commission additional work on this section using their School Closure Protocol will be necessary.

**1<sup>st</sup> Review:**

Generally, charter management organizations (CMO) or educational management organizations (EMO) do not step in solely to help with closures. A firm could be hired to help with the closure, but it may not be an EMO/CMO.

The wording in this section should be updated to reflect that HCCS is the school that will be closing. This section reads as if it was copied from another document but not updated for this school.

Personnel records were not addressed in this section.

Assets purchased with Federal funds were not addressed in this section. Those items must be turned over to the authorizer for distribution to other charter schools or schools with similar programs (Title I, IDEA, ...)

**Tab 11 – Professional-Technical Regional Public Charter Schools – Not Applicable**

**Appendices**

Include a copy of the Articles of Incorporation, file-stamped by Idaho Secretary of State’s Office.

33-5204(1)

**Meets Standard**

Include a copy of the signed bylaws adopted by the board of directors of the non-profit corporation.

33-5204(1)

**Meets Standard**

**Comments:**

The bylaws meet the “legal sufficiency” requirements, however the following are things that should be considered and/or corrected before the petition is submitted to the authorizer.

Is the “Faculty elected position” a faculty member that is serving on the board or someone who only the faculty votes for? If it is a faculty member the board may want to reconsider this decision. It can lead to conflicts of interest and issues where the board member must be recused. The board is essentially the faculty’s employer, so it is problematic to have the employee also be the employer.

No mention of an annual meeting is included in the bylaws Article XII – Board Meetings. The annual meeting should be included because of the requirements related to the adoption of the budget and when that occurs.

The heading for Article XXL “Interpretation of Chartger” should be updated to say “Charter”.

Include copies of the Elector petition forms to establish a charters school with no fewer than 30 signatures of qualified electors of the attendance area designated in the petition and proof of elector qualifications.

33-5205(1)(a)  
33-5205(3)

**Meets Standard – 2<sup>nd</sup> Review**

**Comments:**

**2<sup>nd</sup> Review:** Verification of elector qualifications was provided. There are more than 30 signatures included and verified.

**1<sup>st</sup> Review:**

Proof of elector qualifications was not included with the petition. The petitions should be verified by the county elections clerk to insure that all of the individuals who signed are registered voters. The election clerk needs to indicate if the individual signing is a registered voter. There should be a stamp or signature of the election clerk on the reviewed forms.

Include documentation of application for nonprofit status.

33-5204(1)

**Meets Standard**

**Comments:** The application is in process.

Include proof of attendance, within the last two years, at the Charter Start! 101 Workshop presented by the Idaho State Department of Education.

33-5211(3)

**Meets Standard**

Resumes of the directors of the nonprofit Corporation, including references (Note: Required by authorizers – not thoroughly reviewed by department.)

08.03.01.401.13

**Included**

Copies of any contracts or lease agreements. (Note: Required by authorizers – not reviewed by department.)

08.03.01.401.13

**Included**

**Comments:** EL Letter of Intent, USDA Rural Development information

Start-up budget with assumptions form and supporting documentation. (Note: Required by authorizers – not thoroughly reviewed by department; however items noted in the review must be addressed if the standard is not met.)

08.03.01.401.13

**Meets Standard – 2<sup>nd</sup> Review**

**Comments:**

**2<sup>nd</sup> Review:**

**Note:** The issues for the budget discussed in the first review have been addressed for the most part. There are still issues with it that should be worked out before it is submitted to the authorizer for consideration. The expectation for the SDE is that the developers demonstrate an understanding of the budgeting process and cover the required services. It is not a requirement to have balanced budgets. The authorizers will expect the school to demonstrate that they can operate with a balance budget.

The budgeted amount for facilities should say 30% instead of 10%. Additionally the amount is higher than the current estimates.

The budget includes "Expected Other Revenues" to help balance the budget. Unless there are actual commitments for those amounts they should not be included in the budget. Without those expenses there will be an operating loss for the first year. While it is expected that new business ventures will start with an operating loss, public schools are required to have balanced budgets and operate without a loss.

The expectation that there will be a full-time instructional director, business director, maintenance and office personal may be unrealistic for the initial year. Reducing those positions may help balance the budget.

**Based on**

**1<sup>st</sup> Review:** The start-up budget shows a negative balance from the start. The budget should be balanced. Generally, authorizers will not approve a school that shows a negative balance from the start.

In the assumption it states that major repairs are unnecessary for the first three years. If the school owns or is purchasing the building the budget will need to reflect the building maintenance requirements established by law.

Idaho case law has established that student fees cannot be charged for required subjects. Supplement fees for classroom supplies should not be included. If there are items needed for the classroom then they should be included in the budget.

Facilities funding from the state should be added as a separate line item for the revenues. For FY2015 it will be 30% of the statewide average of the levied amount. An estimation of this amount could be incorporated into the budget.

The authorizer fee may not be as high as what is included in the budget.

Completed three year operating budget form – submitted in IFARMS format and format as required by authorizer. (Note: Required by authorizers – not thoroughly reviewed by department; however items noted in the review must be addressed if the standard is not met.)

08.03.01.401.13

**Meets Standard – 2<sup>nd</sup> Review**

**Comments:**

**2<sup>nd</sup> Review:**

**See the note on the previous item.**

The State Facilities funding should be included under the “direct revenue” category. The figure for year three (\$180,000.00) is too high. The amount will not increase beyond the 30% of 2015 unless the overall school funding increases. While the student population increases the funding would not increase to \$180,000.

As stated in the last item, the “other operating revenues” should not be included unless there are commitments for those items.

**1<sup>st</sup> Review:** The 3-year budgets show an operating loss for all three years. Again, this is not something that is acceptable for charter schools. The facilities funding should be included in the budgets. This may help with the deficit.

First year month-by-month cash flow form. (Note: Required by authorizers – not thoroughly reviewed by department.)

08.03.01.401.13

**Included**

**Comments:** The initial payment from the State will not occur until July 31 of the opening year. It should not be listed in the July cash flow since it is not available for use. Additionally the payments from the state occur in August, October, November, February, and May. This should be adjusted to accurately reflect the cash-flow. 33-5208(6) includes the explanation for the advanced payment and 33-1009 explains the subsequent payments.

Pre-opening Timeline (Note: Required by authorizers – not reviewed by department.)

08.03.01.401.13

**Included**

Draft Student Handbook

33-5205(3)(m)

**Meets Standard**

**Comments:** Draft student handbook is included.

## Hayden Canyon Charter School Charter Petition Special Education Sufficiency Review Checklist

This is a checklist of Special Education services or items to consider when creating a public charter school. This checklist is a guide, provided by Idaho’s Student Achievement and School Improvement Department. It is provided as a tool to assist charter petitioners as they consider the continuum of services public schools provide, required by the Individual with Disabilities Education Act.

Addressed in petition	<i>Special Education Item</i>
Y – 3 <sup>rd</sup> Review	<b>Manual;</b> Plan to adopt Idaho Special Education Manual from State Dept. of Ed
Y – 3 <sup>rd</sup> Review	<b>Physical facilities;</b> ensure that facilities are appropriately accessible to permit access by students with disabilities
Y	<b>Teacher;</b> Plan to hire Special Ed Teacher/Coordinator --- pg. 28
Y- 2 <sup>nd</sup> review	<b>Provide Continuum of Services;</b> the continuum of setting includes gen ed classes, special classes, etc. making provision for supplemental services, such as resource services or itinerant instruction, to be provided in conjunction with the general classroom. In determining appropriate settings and services for a student with a disability, the IEP team shall consider the student’s needs and the continuum of alternate placements and related services available to meet those needs. <b>2<sup>nd</sup> review: Addressed</b> <b>1<sup>st</sup> review: Not addressed – add correct language.</b>
Y	<b>Related Services:</b> Plan to contract/hire related services to meet IEP requirements i.e.; SLP, OT, PT, School Psych. Etc. --- pg. 28
Y- 2 <sup>nd</sup> review	<b>Supplementary Aids, Services:</b> transportation for those students who’s IEP requires it; even if others are not transported, extended school year, assistive technology, paraprofessional, etc. <b>2<sup>nd</sup> review: Addressed</b> <b>1<sup>st</sup> review: Not addressed – add correct language.</b>
Y- 2 <sup>nd</sup> review	<b>Related Services:</b> Positive Behavioral Intervention, Adaptive Technology, Extended School Year <b>2<sup>nd</sup> review: Addressed related service in general. May want to include specifics about extended school year and behavior intervention.</b> <b>1<sup>st</sup> review: Not addressed – add correct language.</b>
Y – 3 <sup>rd</sup> Review	<b>Determine eligibility:</b> Determining student eligibility under IDEA; an evaluation team (which includes educators and the parent and/or adult student) reviews information from multiple sources including, but not limited to, general education interventions, formal and informal assessments, and progress in the general curriculum. <b>2<sup>nd</sup> review: The revisions include the need for a team to determine eligibility, but it does not discuss the sources/types of data/information to be used for the determination.</b> <b>1<sup>st</sup> review: Not addressed – add correct language.</b>
Y	<b>LRE:</b> IDEA requires students with disabilities be educated with students who are

	nondisabled to the maximum extent appropriate, continuum of services, variety of education environments such as general education classroom, resource room for direct instruction or replacement curriculum, behavioral supports, etc. --- pg. 27
Y- 2 <sup>nd</sup> review	<b>Research Based Curriculum</b> ; Use of supplemental and replacement for students with disabilities, requires curriculum that s scientifically research based curriculum due to the increased accountability. 2 <sup>nd</sup> review: Addressed 1 <sup>st</sup> review: Not addressed – add correct language.
Y	<b>Discipline of student under IDEA</b> ; following IDEA for students with an IEP that may need a Behavior Intervention Plans (BIPS) for student whose behavior impact their learning or the learning of others --- pg. 28
Y- 2 <sup>nd</sup> review	<b>Discipline of student under IDEA</b> : When manifestation determinations occur, proactive use of Positive Behavioral Interventions and Supports (PBIS) 2 <sup>nd</sup> review: Addressed 1 <sup>st</sup> review: Not addressed – add correct language.
Y	<b>Contractual arrangements</b> : IEP team determines that the student’s academic needs cannot be met on site, contract with another agency to provide those services. The charter is responsible to continue to monitor student progress. ---pg. 28
Y- 2 <sup>nd</sup> review	<b>Child Find</b> : (RTI or Intervention) provide a formal process in place for evaluating student response to scientifically research-based interventions, consisting of the core components of problem identification, problem analysis, applying research-based interventions, and progress monitoring. 2 <sup>nd</sup> review: Addressed 1 <sup>st</sup> review: Not addressed – add correct language.
Y – 3 <sup>rd</sup> Review	<b>Child Find</b> : website, applications, etc. publicize that your charter is a public school and therefore provides a free and appropriate education to students with disabilities Not addressed – add correct language.
Y- 2 <sup>nd</sup> review	<b>Confidentiality</b> ; protect student and parent rights; protect the confidentiality of personally identifiable information 2 <sup>nd</sup> review: Addressed in the policy section of the charter. 1 <sup>st</sup> review: Not addressed – add correct language.

Hayden Canyon Charter School  
Petition Review for LEP Program  
September 4, 2014

The charter must address the following:

On page 29, section F. Please indicate who will receive a home language survey. It is not clear if all students will receive a home language survey. Office for Civil Rights recommends that districts give this form to all students.

On page 29, the current ELL Placement Test as known as the Idaho English Language Assessment (IELA) is version 3.0 not 2.0. Also it is not clear who will administer the placement test and how students will be identified for this assessment.

At the start of the school year, districts/schools have 30 days to identify, assess and make program placement decisions for students. After the 30 days, the district/school has 2 weeks to identify access and make program placement decisions for new students who enroll.

### **Program Model & Instructional Approaches**

Providing a “push-in” ELD program is allowable if the teacher has background in training in English Language Development and providing linguistic supports to ELs. Revise your LEP Program to ensure teachers working with LEP students have the knowledge and skills needed to help students learn the language and content. Also change the “individual LEP Plan” to Educational Learning Plan (ELP). This is the official term we use for Idaho in our LEP Programs.

How will the charter incorporate the WIDA English Language Development (ELD) Standards into content area instruction?

### **Professional Development Plan**

What is the charter’s plan to provide professional development specific to meeting the needs of ELs to **ALL** staff? What specific professional development will be provided? (i.e., SIOP, Project GLAD, WIDA)

### **Exiting & Monitoring LEP Students**

Please address how

students will exit the LEP program. Also explain how the charter will monitor exited students for the required two years. (i.e., how often, what data will be looked at, who will monitor)

What will be the process for “Re-classifying” students into the LEP program?

### **Parent Involvement**

How will the charter involve parents/family of ELs in meaningful ways? This should include how parents will be involved in the development, implementation and evaluation of the LEP program.

What is the charter’s plan for providing translation and interpreting services to parents when necessary?

### **Program Evaluation, Review & Improvement**

Describe the process for annually evaluating the LEP program’s effectiveness.

Who will be responsible for evaluation of the LEP program?

What data will be reviewed to inform changes to the program?

What plan does the charter have in place to ensure necessary changes to the program happen quickly and effectively?

## LAKELAND JOINT SCHOOL DISTRICT #272

FY 13

## FY14 - GENERAL FUND BUDGET SUMMARY INFORMATION

## GF BUDGET SUMMARY INFORMATION

July, 2013 - April, 2014

REVENUE						REVENUE				
REVENUE	BUDGET	RECEIPTS TO DATE	% Received	BALANCE	% Remaining	BUDGET	YTD ACTIVITY	% Received	BALANCE	% Remaining
M&O Levy	-	-		-			16.24		(16.24)	
Supplemental Levy	4,950,000.00	3,030,466.80	61.2%	1,919,533.20	38.8%	4,950,000.00	2,961,413.63	59.8%	1,988,586.37	40.17%
Emergency Levy	-	274.91		(274.91)			1,187.36		(1,187.36)	
Tort Levy	118,500.00	71,656.57	60.5%	46,843.43	39.5%	115,000.00	67,939.19	59.1%	47,060.81	40.92%
Investments	37,500.00	23,478.89	62.6%	14,021.11	37.4%	50,000.00	30,368.93	60.7%	19,631.07	39.26%
Community Ed.	500.00	360.00		140.00		500.00	512.00		(12.00)	
Other Revenue	92,500.00	205,538.95	222.2%	(113,038.95)	-122.2%	95,000.00	92,416.44	97.3%	2,583.56	2.72%
Base State Support	15,220,000.00	12,906,875.93	84.8%	2,313,124.07	15.2%	14,941,774.00	13,581,685.03	90.9%	1,360,088.97	9.10%
Transportation	1,060,000.00	1,006,241.77	94.9%	53,758.23	5.1%	1,075,000.00	940,132.81	87.5%	134,867.19	12.55%
Tuition Equiv	65,000.00	-	0.0%	65,000.00	100.0%	50,000.00	-	0.0%	50,000.00	100.00%
State Paid Benefits	2,119,333.00	1,785,401.60	84.2%	333,931.40	15.8%	1,953,725.00	1,766,870.28	90.4%	186,854.72	9.56%
Other State Support - PFP		291,712.00					884,042.26			
Lottery/Additional St Maint	-	82,399.00		(82,399.00)					-	
Property Tax Replace.	2,578.00	2,577.75	100.0%	0.25	0.0%	5,000.00	2,577.75	51.6%	2,422.25	48.45%
Other State Revenue	152,000.00	-	0.0%	152,000.00	100.0%	156,300.00	-	0.0%	156,300.00	100.00%
Other Fed Rev-E-Rate	97,500.00	-	0.0%	97,500.00	100.0%	95,000.00		0.0%	95,000.00	100.00%
Unrestricted Grants	140,000.00	35,769.98	25.5%	104,230.02	74.5%	145,000.00	48,832.81	33.7%	96,167.19	66.32%
Other Indirect Restricted	-	-	#DIV/0!	-	#DIV/0!	80,000.00	44,293.91	55.4%	35,706.09	44.63%
Transfers	35,000.00	9.84	0.0%	34,990.16	100.0%	45,000.00	-	0.0%	45,000.00	100.00%
<b>TOTALS</b>	<b>24,090,411.00</b>	<b>19,442,763.99</b>	<b>80.7%</b>	<b>4,939,359.01</b>	<b>20.5%</b>	<b>23,757,299.00</b>	<b>20,422,288.64</b>	<b>86.0%</b>	<b>4,219,052.62</b>	<b>17.76%</b>

## LAKELAND JOINT SCHOOL DISTRICT #272

## FY13 GENERAL FUND BUDGET SUMMARY INFORMATION

## FY14 GENERAL FUND BUDGET SUMMARY INFORMATION

## EXPENSES

July, 2013 - April, 2014

EXPENDITURES	July, 2013 - April, 2014					EXPENSES				
	BUDGET	FYTD ACTIVITY	% Expended	BALANCE	% Remaining	BUDGET	YTD ACTIVITY	%	BALANCE	%
Elementary	5,890,949.00	4,046,858.49	68.7%	1,844,090.51	31.3%	5,743,052.00	4,403,149.39	76.7%	1,339,902.61	23.3%
Secondary	6,123,581.00	4,180,792.17	68.3%	1,942,788.83	31.7%	6,019,005.00	4,497,968.69	74.7%	1,521,036.31	25.3%
Alternative	515,459.00	321,444.33	62.4%	194,014.67	37.6%	492,539.00	350,695.01	71.2%	141,843.99	28.8%
Except. Child	1,157,294.00	869,969.12	75.2%	287,324.88	24.8%	1,276,707.00	835,782.48	65.5%	440,924.52	34.5%
Gifted/Talented	90,778.00	53,268.41	58.7%	37,509.59	41.3%	97,798.00	50,069.35	51.2%	47,728.65	48.8%
Ex Curr	521,540.00	426,995.11	81.9%	94,544.89	18.1%	538,477.00	407,773.15	75.7%	130,703.85	24.3%
Summer School	65,785.00	63,780.61	97.0%	2,004.39	3.0%	77,521.00	58,620.03	75.6%	18,900.97	24.4%
Adult Ed	-	203.46	#DIV/0!	(203.46)	#DIV/0!	500.00	273.77	54.8%	226.23	45.2%
Guidance/Health	928,177.00	617,981.80	66.6%	310,195.20	33.4%	919,093.00	623,594.80	67.8%	295,498.20	32.2%
Ancillary	339,283.00	344,585.67	101.6%	(5,302.67)	-1.6%	332,963.00	382,820.55	115.0%	(49,857.55)	-15.0%
Personnel Support	-	-	#DIV/0!	-	#DIV/0!	-	-	#DIV/0!	-	#DIV/0!
Ed Media	482,339.00	366,548.69	76.0%	115,790.31	24.0%	479,775.00	379,652.07	79.1%	100,122.93	20.9%
Instruct. Related Technology	363,514.00	289,123.95	79.5%	74,390.05	20.5%	274,213.00	245,182.18	89.4%	29,030.82	10.6%
Board	97,500.00	72,707.12	74.6%	24,792.88	25.4%	86,000.00	94,307.84	109.7%	(8,307.84)	-9.7%
District Admin	454,352.00	389,317.19	85.7%	65,034.81	14.3%	420,472.00	436,052.82	103.7%	(15,580.82)	-3.7%
School Admin	2,089,208.00	1,548,514.33	74.1%	540,693.67	25.9%	1,989,666.00	1,582,576.88	79.5%	407,089.12	20.5%
Business Operations	288,185.00	224,202.63	77.8%	63,982.37	22.2%	279,337.00	212,240.85	76.0%	67,096.15	24.0%
Admin Tech Services	174,720.00	172,144.09	98.5%	2,575.91	1.5%	221,556.00	156,353.24	70.6%	65,202.76	29.4%
Bldg Custodial	1,609,716.00	1,596,897.91	99.2%	12,818.09	0.8%	1,662,072.00	1,332,970.89	80.2%	329,101.11	19.8%
General Maint Non-Student Occ	86,090.00	77,322.50	89.8%	8,767.50	10.2%	83,162.00	78,925.47	94.9%	4,236.53	5.1%
General Maint Student Occ	729,576.00	659,900.55	90.4%	69,675.45	9.6%	707,798.00	569,711.18	80.5%	138,086.82	19.5%
Pupil Trans.	1,681,703.00	1,413,623.20	84.1%	268,079.80	15.9%	1,634,918.00	1,358,931.24	83.1%	275,986.76	16.9%
Dist. Trans.	35,662.00	28,965.31	81.2%	6,696.69	18.8%	34,175.00	28,520.30	83.5%	5,654.70	16.5%
Capital Assets	-	-	#DIV/0!	-	#DIV/0!	-	-	#DIV/0!	-	#DIV/0!
Transfers	280,000.00	201,722.00	72.0%	78,278.00	28.0%	245,000.00	140,000.00	57.1%	105,000.00	42.9%
Reserve	85,000.00	-	0.0%	85,000.00	100.0%	141,500.00	-	0.0%	141,500.00	100.0%
<b>TOTAL</b>	<b>24,090,411.00</b>	<b>17,966,868.64</b>	<b>74.6%</b>	<b>6,123,542.36</b>	<b>25.4%</b>	<b>23,757,299.00</b>	<b>18,226,172.18</b>	<b>76.7%</b>	<b>5,531,126.82</b>	<b>23.3%</b>

## Brook Cunningham

---

**From:** Conrad Underdahl  
**Sent:** Monday, May 12, 2014 10:05 AM  
**To:** Brook Cunningham  
**Subject:** Re: Senior Grad Parties

Yes ours is the 5th at Triple Play

On Mon, May 12, 2014 at 8:25 AM, Brook Cunningham <[bcunningham@lakeland272.org](mailto:bcunningham@lakeland272.org)> wrote:

Hello, could you please tell me the date and location of your Senior Grad Parties that I can give to the Board tonight to approve the Bus Leasing. You can then turn in the Bus Leases to me with the next week, but at least we can get the Board to approve tonight. Thank you ☺

Brook A. Cunningham, Clerk of the Board

[Lakeland Joint School District No. 272](#)

PO Box 39

15506 N. Washington Street

Rathdrum, ID 83858

[208-687-0431](tel:208-687-0431) (Voice)

[208-687-1884](tel:208-687-1884) (Fax)

## Brook Cunningham

---

**From:** Kurt Hoffman  
**Sent:** Monday, May 12, 2014 11:27 AM  
**To:** Brook Cunningham  
**Subject:** Re: Senior Grad Parties

Timberlake High School senior graduation party will be on Friday June 6 and will be held at Silver Mountain. Please just send me the bus lease forms and I will get them to the right people and returned to you. Please let me know if you need anything else. Thanks Brook!

On Mon, May 12, 2014 at 8:25 AM, Brook Cunningham <[bcunningham@lakeland272.org](mailto:bcunningham@lakeland272.org)> wrote:

Hello, could you please tell me the date and location of your Senior Grad Parties that I can give to the Board tonight to approve the Bus Leasing. You can then turn in the Bus Leases to me with the next week, but at least we can get the Board to approve tonight. Thank you ☺

Brook A. Cunningham, Clerk of the Board

[Lakeland Joint School District No. 272](#)

PO Box 39

15506 N. Washington Street

Rathdrum, ID 83858

[208-687-0431](tel:208-687-0431) (Voice)

[208-687-1884](tel:208-687-1884) (Fax)

--

Kurt Hoffman  
Timberlake High School Principal  
(208) 623-6303

## Coal Trains and Oil Trains: Traffic and Safety Issues in North Idaho

- **The Funnel:** BNSF's 78.5-mile line between Sandpoint, ID, and Spokane, WA has existing capacity issues and will experience the full impact of expanded coal and oil train movement. Today the line averages 50 to 60 trains per day. Following terminal completions, 26 to 35 coal trains per day could move on this line with the number increasing to 45 to 60 coal trains per day in a decade. Beyond coal trains, the line could see 22 trains per day of loaded/returning Bakken oil trains moving to Pacific Northwest terminals. As a result, rail traffic in "the Funnel" could increase by 100%, exceeding current capacity of approximately 78 trains per day.
  
- **MRL & BNSF Issues:** Montana Rail Link from Montana to Sandpoint currently averages 18 total trains per day, of which 5 are loaded/empty coal trains. MRL reports its capacity on this line could increase by an additional 8 loaded and 8 empty trains per day "with significant infrastructure improvements." While the BNSF/MRL route via Helena and Missoula is about 100 miles shorter, apparent MRL capacity issues and the expected high volume of traffic suggest BNSF routes via Great Falls would also be used to export coal. These same trains move through Sandpoint en route westward. Additionally, this northern BNSF route would also carry up to 22 trains per day to and from the Bakken oil fields, again via Sandpoint.
  
- **Crossing Delays:** If projections result in 80 additional trains per day (both oil and coal) that could mean up to 5 hours of delays at some crossings. This estimate is based on average length of coal and oil trains and assumes they travel at 25 mph through the crossing.
  
- **At-Grade Crossing Replacement:** Local jurisdictions are the primary payers to replace at-grade crossings with over or underpasses. Underpasses can cost from \$1 million for the least expensive pedestrian/bike path to more than \$20 million. Railroads only have to pay up to 5 percent of the cost, if an at-grade crossing is closed. They have no obligation to contribute to improvements if no at-grade crossing is closed.

- **Sign Only Improvements:** Across North Idaho, many rural rail crossings have only signs. To add gates and signals can cost \$250,000. Costs again are covered by public funds.
- **Coal Dust and the Rail Bed:** Coal dust is known as ballast “foulant.” BNSF investigations found that coal dust build up can prevent water from draining from track beds, which in turn can push steel rails out of gauge and cause derailments.
- **Escaping Coal Dust:** As much as 645 pounds of coal dust can escape a single car on a 400-mile trip, according to BNSF. Surfactants can reduce that by 85 percent, but its efficacy has only been tested for short distances. Empty coal cars still emit dust, and are not treated. Recent study in Seattle confirms coal trains are emitting dust, even though they have been presumably treated with dust suppression chemicals.
- **Bakken Oil Train Dangers:** Bakken oil has been found to be highly volatile and the federal government is looking into requiring shippers to acquire newer tank cars, as the older ones have been determined to be unsafe. There have been 4 derailments between July 2013 and February 2014 involving Bakken oil trains in North America. Three of them involved massive explosions resulting in evacuations and dozens of deaths.
- **Hazmat Response Capacity:** While North Idaho has a well-designed hazardous material response plan and system, it is limited due to availability of financial resources. In Bonner County, Sandpoint is the only fire department with Hazmat technicians. Local emergency responders rely on Kootenai County for equipment in the event of a large Hazmat spill. Taxpayers pay for training, personnel and equipment. Local responders could be better prepared with additional resources.

Sources: Sightline Institute; “Heavy Traffic Still Ahead” report commissioned by the Western Organization of Resource Councils; Burlington Northern Santa Fe Railway; City of Sandpoint Fire Department

May 13, 2014

U.S. Sen. Mike Crapo  
239 Dirksen Senate Office Building  
Washington, DC 20510

U.S. Sen. James E. Risch  
483 Russell Senate Office Building  
Washington, DC 20510

U.S. Rep. Raul Labrador  
1523 Longworth HOB  
Washington, DC 20515

Dear Senators Crapo and Risch, and Rep. Labrador,

We are writing to share our concern about proposals to dramatically increase rail traffic through our communities. Many communities in North Idaho were born with the railroads and have embraced railroads as an integral part of our regional identity. Pending proposals, however, to export coal and increase rail transport of oil could dramatically increase rail traffic through our communities. We are concerned about the magnitude of potential coal and oil train traffic and what this could mean for our families and businesses.

The U.S. Army Corps of Engineers is the permitting authority for three coal-export terminal projects: the Gateway Pacific Terminal at Cherry Point, Washington; the Coyote Island Terminal at the Port of Morrow, Oregon; and the Millennium Bulk Logistics Terminal in Longview, Washington. The primary rail line to feed coal to the terminals passes through Bonner County in North Idaho.

Collectively, the announced capacity of all of these projects is approximately 105 million tons of coal per year. A recent report by the Western Organization of Resource Councils estimated this amount of coal could result in up to 60 coal trains per day traveling through the 78-mile "funnel" between Sandpoint and Spokane. In addition, this line may also see another 22 oil trains carrying highly volatile crude oil from North Dakota if proposed Northwest oil facilities also are approved.

Our communities deserve an opportunity to understand the potential impacts of this increased traffic. Among our concerns are:

- Safety concerns raised by the increased traffic congestion at crossings and the delay of emergency vehicles;
- Potential increased tax burden on local communities needing to improve crossings and prepare for potential spills, derailments and other emergencies. Currently railroads only contribute 5% of the cost when an at-grade crossing is replaced by an under or overpass.
- Potential issues caused by fugitive coal dust and/or diesel particulates that may contribute to public health impacts, derailments, and pollution of Idaho waters by coal falling from railcars;

Idaho does not have a voice in the review of these rail proposals. For two of the three terminal proposals, the Corps is producing an Environmental Impact Statement pursuant to the National Environmental Policy Act. But to date the Corps insists they will only consider the impacts at the export terminal sites and not the impacts to railroad communities along the route. We are concerned the Corps may authorize the export terminals without considering how this traffic will affect our communities.

We urge you to:

1. Request the U.S. Army Corps of Engineers conduct a comprehensive, cumulative programmatic EIS of the coal export facility proposals under their review that examines the impacts to communities all along the rail lines;
2. Urge the Surface Transportation Board to exercise its jurisdiction to examine conflicts with other rail users and ensure the cost of mitigating the impacts of the unprecedented coal traffic does not fall on the local communities, other rail users and taxpayers;
3. Support strict new federal standards on new tankers that haul crude oil and other hazardous materials, and a requirement that existing tankers be brought up to those standards or retired;
4. Support the recommendations of the National Transportation Safety Board to the Federal Railroad Administration issued Jan. 23, 2014, that would improve the safety of oil transport by rail.

Idaho families, communities and businesses are relying on you to look out for our health and welfare in this national issue. Idaho currently has no voice in this process. We have nothing to gain, and everything to lose if these proposals go through without proper review.

Thank you for your attention to our concerns.

Very Respectfully,

Signed,

---

CARRIE LOGAN  
Mayor, City of Sandpoint  
1123 Lake St.  
Sandpoint, ID 83864

---

CARY KELLY  
Chairman, Bonner County  
Commissioners  
1500 Hwy 2, Suite 308  
Sandpoint, ID 83864

---

MIKE NIELSEN, District 2  
Commissioner  
Bonner County Commissioners  
1500 Hwy 2, Suite 308  
Sandpoint, ID 83864

---

GLEN BAILEY, District 1  
Commissioner  
Bonner County Commissioners  
1500 Hwy 2, Suite 308  
Sandpoint, ID 83864