

U.S. Department of Education
Washington, D.C. 20202-5335



APPLICATION FOR GRANTS
UNDER THE

CSP Non-SEA Planning, Program Design, and Implementation (84.282B)

CFDA # 84.282B

PR/Award # U282B120069

Grants.gov Tracking#: GRANT11152668

OMB No. , Expiration Date:

Closing Date: Jun 06, 2012

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="06/06/2012"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="Idaho STEM Academy, Inc."/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="27-458929"/>	* c. Organizational DUNS: <input type="text" value="0784551290000"/>

d. Address:

* Street1:	<input type="text" value="17 N 550 West"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Blackfoot"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="ID: Idaho"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="83221-0000"/>

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
--	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text"/>	* First Name: <input type="text" value="Brian"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Thelin"/>	
Suffix: <input type="text"/>	

Title: <input type="text"/>

Organizational Affiliation: <input type="text"/>

* Telephone Number: <input type="text" value="208-243-2354"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email: <input type="text" value="brian.thelin@gmail.com"/>
--

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.282

CFDA Title:

Charter Schools

*** 12. Funding Opportunity Number:**

ED-GRANTS-041312-001

* Title:

Office of Innovation and Improvement (OII): Charter Schools Program (CSP): CSP Grants to Non-State Educational Agency (Non-SEA): Planning, Program, Design, and Initial Implementation Grants CFDA Number 84.282B

13. Competition Identification Number:

84-282B2012-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Idaho STEM Academy Planning and Implementation

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="199,680.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="199,680.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Patricia Kolbet</p>	<p>* TITLE</p> <p>Founder</p>
<p>* APPLICANT ORGANIZATION</p> <p>Idaho STEM Academy, Inc.</p>	<p>* DATE SUBMITTED</p> <p>06/06/2012</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name: Idaho STEM Academy, Inc.

* Street 1: N/A Street 2: _____

* City: N/A State: _____ Zip: _____

Congressional District, if known: _____

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: N/A	7. * Federal Program Name/Description: Charter Schools
	CFDA Number, if applicable: 84.282

8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
---	---

10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name: N/A Middle Name: _____

* Last Name: N/A Suffix: _____

* Street 1: _____ Street 2: _____

* City: _____ State: _____ Zip: _____

b. Individual Performing Services (including address if different from No. 10a)

Prefix _____ * First Name: N/A Middle Name: _____

* Last Name: N/A Suffix: _____

* Street 1: _____ Street 2: _____

* City: _____ State: _____ Zip: _____

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: Patricia Kolbet

* Name: Prefix _____ * First Name: Patricia Middle Name: _____
* Last Name: Kolbet Suffix: _____

Title: _____ Telephone No.: _____ Date: 06/06/2012

Federal Use Only:	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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PR/Award # U282B120069

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Optional - You may attach 1 file to this page.

GEPA Statement.pdf

Add Attachment

Delete Attachment

View Attachment

GEPA Statement

The idea behind the creation of the Idaho STEM Academy is to provide CHOICE for students in Firth, Blackfoot, and Snake River School Districts. As such, every effort will be made to recruit students from all districts, with equal opportunity to participate for all students. A lottery system will be utilized to equalize access. Recruitment will be aggressive, and provided in both English and Spanish to overcome language barriers. There will be no grade point average, students from all ethnicities will be welcomed, and students with disabilities will also be recruited. Teachers will also be recruited aggressively, and selected from the highest-qualified candidates to mirror the ethnic diversity of the student population.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION Idaho STEM Academy, Inc.	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Patricia"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Kolbet"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Founder"/>	
* SIGNATURE: <input type="text" value="Patricia Kolbet"/>	* DATE: <input type="text" value="06/06/2012"/>

Close Form

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:

Address:

* Street1:
 Street2:
 * City:
 County:
 * State:
 * Zip Code:
 * Country:

* Phone Number (give area code) Fax Number (give area code)

Email Address:

2. Applicant Experience:

Novice Applicant Yes No Not applicable to this program

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

Add Attachment

Delete Attachment

View Attachment

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

**Idaho STEM Academy
2012**

Abstract: Young people in Idaho's rural Blackfoot, Snake River, and Firth School Districts are facing a critical challenge. State standards are becoming increasingly stringent, and overcrowding in public classrooms has led to a student population that struggles to meet them. Over 400 students grades K-8 have opted to enroll in charter schools, accessing high-quality alternatives to traditional public schools and reaping the benefits of smaller class sizes, longer school days, and an extended school calendar. However, there are currently no charter high schools in these communities – forcing Grade 8 charter school graduates to re-enter their traditional, under-staffed, overcrowded public schools in Grade 9.

To meet this need, Idaho STEM Academy (**ISA**) will serve 400 students, Grades 9-12, and will be financially self-sustaining. The school will address the purpose of the CSP program, providing results that are replicable and significant to the knowledge regarding the impact of charter schools on student populations. Idaho STEM Academy believes that a challenging but supportive atmosphere along with a safe environment create the setting where learning best occurs. A three-pronged instructional methodology will include:

- Classrooms similar to traditional high school classes, taught by highly qualified teachers;
- Dual enrollment classrooms where the teacher is both a highly qualified secondary teacher and an adjunct university faculty; credit is awarded for both high school and college simultaneously; and
- Computer labs with full-time facilitators where students schedule individual online college courses based on their interests and ability

This three-year project respectfully requests \$199,680 in Year One to provide new and critically needed educational opportunities to 400 high-need students in rural Idaho.

Contact Person: Brian Thelin; 21 N 550 West; Blackfoot, Idaho 83221; Phone: 208-243-2354
Fax: 208-782-1330; brian.thelin@gmail.com

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

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(vi) Quality of Project Personnel	Page 28
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(ix) The degree of flexibility afforded by the SEA and, if applicable, the LEA to the charter school	Page 38
(x) Describe how a charter school that is considered an LEA under State law, or an LEA in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act (IDEA)	Page 39
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Competitive Preference Priorities:

1. Improving Achievement and High School Graduation Rates (up to 6 points)

The Idaho STEM Academy will address **Competitive Preference Priority #1**, accelerating learning and helping to improve high school graduation rates and college enrollment rates. Idaho STEM Academy has been designed to ensure that all students have earned 18 credit hours in college coursework before graduation – providing tangible motivation for classroom learning and greatly enhancing the chances that students, with more than a full semester worth of credits in hand, will continue for a postsecondary degree. Teachers will participate in weekly professional development days focused on evidence-based best practices to provide students with the foundational skills and content knowledge necessary to succeed in postsecondary coursework. Additionally, strong partnerships with local colleges and universities will bring highly qualified instructors to the Idaho STEM Academy (**ISA**) campus. Although ISA has not yet begun serving students, this charter high school will meet the need for an alternative in high school education in the targeted Blackfoot, Snake River, and Firth School Districts, none of which have met AYP goals for multiple consecutive years. Currently, one elementary and one middle charter school serve as an alternative in education in these communities, and both are operating at maximum enrollment. As the first charter high school in the area, it is anticipated that students currently enrolled in charter elementary and middle opportunities will continue into the high school program. The Founders of ISA have been the moving force behind the charter movement in this community since the opening of the Blackfoot Charter Community Learning Center. As such, this experienced team of educational professionals and community leaders fully anticipates that student performance levels will remain constant from the elementary and middle to the high school level. Charter school students in targeted communities currently

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outperform their peers in both the local school districts and the state level on all standardized tests and assessments. Descriptions of strategies specific to relevant individual sub-groups of students are listed below:

Students with Disabilities: Approximately 19% of charter school students at the elementary and middle school level have an Individual Education Plan – a statistic that promises to hold consistent at the high school level. These students will be provided all supplementary services necessary to achieve their fullest potential. In the classroom, individualized instruction through online learning, small class sizes, and appropriate use of student assessment data will lead to an instructional program that produces strong outcomes for students with disabilities.

English Learners: Idaho STEM Academy will use the “Woodcock Munoz” test to determine student eligibility and language level, as well as a pre-posttest to document the progress in both content areas and English language development. Students who are eligible for the LEP program will participate in the ISA, LEP program according to state and federal guidelines. State and federally mandated testing of LEP students will be administered as they become available. LEP services may be provided on-site or contracted out. A significant percentage of targeted students speak Spanish within their homes. Although by the high school level, most have achieved competency in English, their families often have not. Family participation in a child’s educational journey is paramount to ultimate success, so ISA will have translators on hand for family events and conferences, to facilitate participation by all parents. Additionally, to turn the challenge of dual fluency into a strength Spanish language college credits will be available for student pursuit beginning in Grade 10 and continuing through Grade 12.

High-Need Students: The average ISA student will come from a low income family, headed by a single mother who did not pursue a college education. Although many students will live with

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both of their parents, few will live in a household with two parents employed at high-level jobs. Regional isolation is a serious challenge in the targeted communities, and few students have traveled more than fifty miles from their homes. Beyond the school environment, few students have a positive relationship with an adult that went to college. To promote academic achievement and attainment of state standards among the targeted high-risk, high-poverty students, the following strategies will be employed:

- Small Class Sizes
- Regular academic / career counseling sessions for all students, focused on promoting future goals and designing plans to reach them
- School-wide “Environment of College Expectation”
- Monthly parent workshops focused on the college process (searching for the right school, applications, financial aid, scholarships, hidden costs, potential benefits)
- Ongoing opportunities for parents to participate alongside students in academic-focused activities
- Multiple learning strategies, including traditional instruction, online learning, and authentic learning experiences
- Ongoing professional development / collaboration for ISA teachers – ensuring that no students “fall through the cracks”

High-Poverty Schools: Idaho STEM Academy will draw students from the following three schools, whose Free/Reduced Meal rates are shown below:

School	2010-2011 Free/Reduced Meal Rate
Blackfoot High School	59.2%
Snake River High School	48.5%

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Firth High School	57.7%
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Data indicates that more than half of Idaho STEM Academy students will be economically disadvantaged. Strategies to meet the needs of these students are identical to those strategies described in the **High-Needs Students** section above.

Inclusive Manner: Idaho STEM Academy will provide a unique curricular and instructional program, designed to ensure that ALL students earn college credits each year of their high school career. ISA staff will take part in a comprehensive Professional Learning Community, meeting every Friday for the entire day, to gain and practice the teaching strategies necessary to promote this level of success for all ISA students. Specific strategies are described under the **High-Needs Students** section.

2. Promoting Diversity (up to 2 points)

Idaho STEM Academy will bring students together from three separate school districts, each serving a unique pocket of students in Idaho. Firth School District is 97% White. Blackfoot School District has a student population that includes 16% American Indian and 18% Hispanic students. Snake River School District is mostly White, with 12% Hispanic, 5% American Indian, and 3% African American student populations. Students will be exposed to greater diversity than in their home districts, as they share their classrooms with students from neighboring communities. This plan is permissible under current Idaho law.

3. Improving Productivity (up to 2 points)

Through partnerships with local colleges and universities, Idaho STEM Academy will utilize Skype technology and distance learning as well as other online learning programs to increase student access to college-level instruction. This will allow ISA students to access experts in instruction that are not ISA faculty members. An external evaluator will conduct ongoing

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summative and formative evaluation activities throughout the project period. This will provide the internal data necessary to maintain an ongoing cycle of improvement, in addition to the data measuring progress towards stated goals, objectives, and performance measures.

SELECTION CRITERIA

(i) Quality of the proposed curriculum and instructional practices (15 points)

The Idaho STEM Academy is proposing a three year project, with 12 months dedicated to planning and 24 months dedicated to implementation. The project has forecasted a \$199,680 budget in Year One.

Young people in Idaho's Blackfoot, Snake River, and Firth School Districts are facing a critical challenge. State standards are becoming increasingly stringent, and overcrowding in public classrooms has led to a student population that struggles to meet them. Over 400 students grades K-8 have opted to enroll in charter schools, accessing high-quality alternatives to traditional public schools and reaping the benefits of smaller class sizes, longer school days, and an extended school calendar. However, there are currently no charter high schools in these communities – forcing Grade 8 charter school graduates to re-enter their traditional, under-staffed, overcrowded public schools in Grade 9.

There is a desperate need for a charter high school to provide high-quality alternatives in education in the Blackfoot, Snake River, and Firth School Districts. Idaho School Report Cards indicate that none of these districts met AYP goals in 2009-2010 – and that these goals have not been met for multiple consecutive years. Firth High School is currently on “Alert” status, Blackfoot High School was labeled “School Improvement Year 6,” and Snake River High School was labeled “School Improvement Year 3.” In addition to school-wide struggles to meet state standards in Math, Reading, and Language, budget constraints restrict the ability of high

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school students to attain college credits or postsecondary-level trainings during their high school career at these schools.

Although graduation rates in these schools are reported at levels comparable to state averages, in Idaho, a high school diploma is no longer enough for success. Today, nearly every living wage job requires some postsecondary education or training – such as an associates or bachelor’s degree, certificate, license, or completion of an apprenticeship or significant on-the-job training. In 1950, 60% of Idaho’s jobs were classified as unskilled, attainable by young people with high school diplomas or less. Today, less than 20% of Idaho’s jobs are considered to be unskilled. The demand for middle- and high-skilled workers is outpacing the state’s supply of workers educated and experienced at that level. 79% of Idaho’s jobs require some postsecondary education or training, yet only 34% of Idaho’s adults have some postsecondary degree (associate’s or higher). Students in targeted districts graduate high school unprepared for real world challenges, ending their formal schooling without the knowledge and skills required for success – ultimately closing doors and limiting their post-high school options. Idaho STEM Academy seeks to meet this crucial need through a three-pronged instructional methodology.

At full capacity, Idaho STEM Academy (**ISA**) will serve 400 students, Grades 9-12, and will be financially self-sustaining. Idaho STEM Academy believes that a challenging but supportive atmosphere along with a safe environment create the setting where learning best occurs. ISA’s core educational philosophy is that learning best occurs when:

- students experience the connection between school curriculum and the real world
- students actively engaged in hands-on and practical tasks
- student activities are integrated, meaningful, and applicable
- learners work both individually and as responsible members of a group

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- students, parents, and educators work together to identify academic and personal learning goals
- expectations are clearly communicated to students
- expectations for student achievement are held to a high level
- advanced learning opportunities are an integral part of each class
- the educational program includes character education and community service
- the learning experience contributes to the development of positive self esteem

ISA is committed to the concept that during high school, students can make significant progress toward a college degree or professional-technical certificate. To promote high academic achievement, mastery of state standards, and a college-focused environment, students will benefit from the following evidence-based instructional practices:

Classrooms similar to traditional high school classes, taught by highly qualified teachers.

A variety of methodologies will be implemented with fidelity, including:

- **Subject Matter Method:** presumes that an educated learner needs to know clearly defined skills and concepts that can best be learned in an organized sequential fashion.

Traditionally, this approach has been predominately lecture-based. Idaho STEM Academy will utilize computer and other technology-based learning to increase the efficiency of this method and to provide the opportunity for everything from rote drill to complex analysis and problem solving.
- **Inquiry and Problem-Solving Method:** suggests that learning occurs when individuals think critically and solve problems. The predominant premise of this method is that it is important to know how to retrieve and use the information, not just to have instant recall and possession of the information.

- **Individualized Learning Method:** attempts to personalize the learning process to the interests of the individual by allowing students to develop goals for their self-study. The reasons for learning thus become intrinsic--one's own curiosity and personal applicability of the information learned.
- **Discussion Method:** encourages learning through sharing of information and concepts within a group, with the thinking process playing an important role. A discussion leader is prepared to recognize each learner's level of understanding and can respond at the level most helpful to the learner.

Dual enrollment classrooms where the teacher is both a highly qualified secondary teacher and an adjunct university faculty; credit is awarded for both high school and college simultaneously.

Idaho STEM Academy will establish and nurture relationships with colleges and universities to enhance dual enrollment opportunities. All students will earn transferrable college credits during their high school career, beginning in Grade 9 and continuing through graduation. At least 75% of Idaho STEM Academy graduates will have earned 18 college credit hours by their high school graduation. Information concerning dual enrollment options and requirements will be provided to all parents. Any credits earned from the accredited postsecondary institution will be credited toward graduation requirements as outlined in ISA Board Policy.

Computer labs with full-time facilitators where students schedule individual online college courses based on their interests and ability.

Idaho STEM Academy will establish and nurture relationships with colleges and universities to enhance online enrollment opportunities. Trained facilitators will guide and monitor students as they pursue postsecondary credit. Direct communication between ISA facilitators and the

postsecondary institutions will help create an atmosphere where students are highly likely to succeed.

Professional development is a critical component of the ISA instructional program. The success of any teaching method is largely dependent on the teacher's ability to apply the technique. For this to occur, individuals must learn theoretical foundations and practice the specific processes to develop competency. ISA professional development will include:

- hiring teachers as early as possible and begin pre-service training organized by administrative personnel and covering the unique aspects of ISA emphasis
- extensive teacher mentoring (see next bullet)
- a four day student week, with every Friday set aside for targeted professional development
- teams of teachers who work cooperatively and are provided structured team planning, mentoring, and professional development time
- Opportunities for teachers to observe and work directly in the classroom with other teachers.

The Idaho STEM Academy curriculum is unique in that it contains traditional academic subjects as well as a strong emphasis on science, technology, mathematics, pre-medical and pre-engineering options. The Idaho State Board of Education's Thoroughness Standards serve as the starting point. Traditional core curriculum areas such as language, arts and social studies remain vital. They are augmented by music, art, career, health, physical, and professional-technical education. ISA will seek to establish both pre-engineering curriculum and a pre-medical professions curriculum.

Language Arts (English and Foreign): The goal is to develop learners who are effective communicators, who enjoy literature, and are lifelong readers and writers. The curriculum is

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literature-based. Comprehensive skills, grammar, and vocabulary are integrated within the literature program. Dramatization and memorization of accelerated vocabulary is a motivational aspect of the language arts experience. Writing includes creative, narrative, technical and expository writing. Communication skills include speaking, writing, and presentation skills. The innovative teaching methods will expand to include modern technological tools such as tablets, iPads, iPods, and 3D visual software.

Science and Health: The science curriculum is a multi-year sequence that emphasizes hands-on experimentation and functional knowledge of scientific phenomena. Science must take students beyond the factual approach of reading, reciting, drilling, and testing science to actually “doing” and “experiencing.” This process approach lets students experience the excitement of science so they can better understand facts and concepts. Curriculum will include integrating the scientific method, identifying variables, constructing tables or data, constructing graphs, describing relationships between variables, acquiring and processing data, constructing hypotheses, and designing investigations.

Mathematics: Students will master computation processes and proceed into algebra and/or geometry as individual ability dictates. Exploring, conjecturing, and thinking concepts as well as manipulative experiences will engage students and enhance learning. Students will learn to view and use technology as a tool for reasoning and problem solving in purposeful ways. ISA’s emphasis on math will differ from traditional schools through its focus on postsecondary ties early in the high school years.

Social Studies and Community Service: The curriculum will include the basic elements of history, government, geography, economics, sociology and citizenship with a focus on local, state, national, and world history. In addition, there will be a strong emphasis on community

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service in Grades 9 through 12. ISA will seek out ways for the students to discover and experience responsibilities and rights as members of our democratic community.

Career Education: Idaho STEM Academy will provide direct access to the vast array of career opportunities available in today's world. Students will work to recognize and understand their unique aptitudes, interests, and abilities as assets in the world of work. This will be accomplished through administering aptitude and interest surveys for all students Grades 9-12, along with career counseling and internships. Students will also be trained to develop and recognize the importance of "soft skills" such as personal responsibility, teamwork, and dependability in career success.

Technology Education: Students will gain a strong understanding of computer, mechanical, electrical, pneumatic, hydraulic, electronic, and other technologies that operate in the world around us as an integrated part of each classroom and its pre-engineering program. Instruction will utilize a hands-on modular approach that employs discovery learning and problem solving. Students will seek solutions to real-life challenges. Idaho STEM Academy will provide learners with technology skills that prepare them for future employment. ISA will comply with all requirements set forth in the Children's Internet Protection Act.

Professional-Technical Education: ISA will offer strong and effective programs to prepare students who are interested in engineering and health professions careers. These programs will accelerate learning opportunities through dual and online postsecondary coursework. Programs available to Idaho STEM Academy through the Eastern Idaho Professional Technical High School will include: Automotive Technology; Auto Collision Repair; Botany/Horticulture; Certified Nursing Assistant; Culinary Arts; Early Childhood Professional; Education Assistant; Electronics; Emergency Medical Technician; Information Technology; Occupational Career

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Experience; Pharmacy Technician; Pre-Engineering; Sports Medicine; Welding; and Work-Based Learning.

All students will participate in a common core of learning that will fulfill Idaho STEM Academy's goal to produce students who possess the academic skills and personal habits needed for success in the 21st century. Idaho STEM Academy will remain aligned with the goals and objectives of the Idaho Thoroughness Standards. When possible, ISA's emphasis on postsecondary credit will carry into every aspect of its curricular program. ISA students will:

- be responsible users of scientific information
- gain hands-on skills and practical knowledge in the use of technology across the curriculum
- participate in a well-defined career exploration and preparation program
- use knowledge, critical thinking, and logic to solve problems in mathematics, science and other curricular areas
- develop well defined oral and written skills
- develop their aesthetic talents in areas such as music, visual, and/or performance arts
- participate in a comprehensive program of community service that teaches responsible citizenship both locally and beyond

ISA recognizes that true education means students acquire knowledge and develop skills. This knowledge and these skills enable them to become proficient practitioners and establish a foundation for advanced study and career options.

Curriculum Development and Approval

ISA recognizes that curriculum development is a continuous process. Prior to the completion of the first year of operation curriculum will be fully aligned with the Idaho

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Thoroughness Standards. As the State of Idaho implements the Common Core State Standards over the next three years, ISA will use these standards to guide its curriculum implementation. ISA will continue to develop its curricular offerings by establishing and nurturing relationships with colleges and universities across the county. Both the secondary and postsecondary curriculum will be evaluated through ongoing observations of teachers and students, program audits, and with follow-up discussions with the Director to include written goals.

Textbooks and Curriculum

Idaho STEM Academy will generally follow the Idaho Department of Education curriculum, as defined in the Common Core State Standards, with specific enhancements as outlined by the Director. Textbooks for the school are not yet chosen and will be selected as required by online courses and by curriculum committees that include the director, teachers, and parents. All textbooks will be approved by the State Department of Education.

Educational Programs and Services

Means for all educational programs and services such as special education, physical education, HIV/AIDS education, family life/sex education, guidance and counseling services, Safe/Drug Free Schools programs, summer school programs, parent education programs, social work, and psychological services will be provided from the first day of school forward.

Any additional contracted services in areas such as psychological evaluation services, occupational therapy, speech and language therapy, etc. will be provided through qualified school employees or contracted private professionals.

How Special Education and Other Special Needs Will Be Met

Idaho STEM Academy serves all children including special education, gifted and talented, and LEP (Limited English Proficient) students. ISA follows the requirements of IDEA,

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the State of Idaho, and all other federal and state mandates regarding special needs students. Please cross-reference section (x) for details concerning students with disabilities and IDEA compliance.

Gifted and Talented Program

Gifted/talented children are those students who are identified as possessing demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic, or leadership areas, or ability in the performing or visual arts, and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities.

After qualified personnel are hired, Idaho STEM Academy will develop a written plan for its gifted and talented program and submit it to the chartering agency and Idaho State Department of Education. Updated plans will be submitted every three years thereafter. The plan shall include the following:

- Philosophy statement
- Definition of giftedness program goals
- Program options, including identification procedures and program evaluation
- ISA will screen all potentially gifted and talented students to ensure they have an opportunity to be considered for the program. The screening criteria will be age/grade appropriate, will be nondiscriminatory, and will comply with the procedures set forth in all governmental mandates.

Idaho STEM Academy will assess those students meeting the screening criteria and gather additional information concerning their specific aptitudes and educational needs. Identification

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of gifted and talented students will be based on multiple indicators of giftedness with information obtained through the following methods and sources:

1. Formal assessment methods, such as group and individual tests of achievement, general abilities, specific aptitudes, and creativity.
2. Informal assessment methods, such as checklists, rating scales, pupil product evaluations, observations, nominations, biographical data, questionnaires, interviews, and grades.
3. Information regarding students will be obtained from multiple sources, such as testing results, teachers, counselors, peers, parents, community members, subject area experts, and the students themselves.

Limited English Proficient Students

Idaho STEM Academy will conform to the federal definition of Limited English Proficient (LEP) as defined in Title III and IX of the ESEA. The school will use a home language survey upon student's registration. In addition, the "Woodcock Munoz" test will determine the student's eligibility and language level: L1, L2, and L3. The "Woodcock Munoz" test will be used as a pre-posttest to document the progress in both content areas and English language development. Students who are eligible for the LEP program will participate in the ISA, LEP program according to state and federal guidelines. State and federally mandated testing of LEP students will be administered as they become available. LEP services may be provided on-site or contracted out.

Additional Special Needs Services

As required by state and federal statutes, students attending Idaho STEM Academy who are identified as disadvantaged to the extent that they may require Special Education, Title I or Section 504 services or requiring other accommodations will receive those services at or through

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Idaho STEM Academy or at an alternate site.

There is a desperate need for a high school charter option in these communities, and parents are calling for immediate action. Without a charter option, students will be forced to continue attending failing high schools without a choice.

(ii) The extent to which the proposed project will assist educationally disadvantaged students in meeting State academic content standards and State student academic achievement standards (3 points)

Although the State of Idaho reports poverty levels below national averages, poverty remains a serious challenge in targeted communities. The chart below illustrates poverty levels in the Idaho STEM Academy area, compared to Idaho and national levels:

Community	Poverty Level
Blackfoot, Idaho	17.9%
Bingham, Idaho (Snake River School District)	16.7%
Firth, Idaho	30.9%
State of Idaho	14.3%
United States of America	15.1%

Strategies designed to meet the specific needs of students in poverty are essential to the success of any school aiming to positively impact learning. Idaho STEM Academy will draw students from the following three schools, whose Free/Reduced Meal rates are shown below:

School	2010-2011 Free/Reduced Meal Rate
Blackfoot High School	59.2%
Snake River High School	48.5%
Firth High School	57.7%

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Data indicates that more than half of Idaho STEM Academy students will be economically disadvantaged. Most potential students have very few individuals active in their lives that have a college degree, excluding their teachers and school administrators. They have little understanding of the employment opportunities surrounding them, or the education necessary to attain these positions. Many students have never traveled more than 50 miles from their home. Too frequently, they see their career choices as a fast food restaurant worker, retail cashier, or a professional athlete or rock superstar. Targeted students, facing the challenges of intergenerational poverty, have a very real need for accurate information regarding career pathways. They need supports throughout their high school careers that enforce the reality that a college education is attainable and necessary for most employment opportunities.

To promote academic achievement and attainment of state standards among the targeted high-risk, high-poverty students, the following strategies will be employed:

- Small Class Sizes
- Regular academic / career counseling sessions for all students, focused on promoting future goals and designing plans to reach them
- School-wide “Environment of College Expectation”
- Monthly parent workshops focused on the college process (searching for the right school, applications, financial aid, scholarships, hidden costs, potential benefits)
- Ongoing opportunities for parents to participate alongside students in academic-focused activities
- Multiple learning strategies, including traditional instruction, online learning, and authentic learning experiences

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- Ongoing professional development / collaboration for ISA teachers – ensuring that no students “fall through the cracks”

(iii) The quality of the strategy for assessing achievement of the charter school’s objectives

(15 points)

A rigorous evaluation strategy, continuously monitoring both qualitative and quantitative data sets for all students, will allow Idaho STEM Academy administration to accurately assess instructional strengths and weaknesses in real-time, creating an environment of continuous improvement that will maximize both the efforts and the funds supporting the school. To accomplish this ambitious plan, an external evaluation firm will be contracted to conduct all evaluation activities. At least once every five weeks, the Evaluator will collect project-specific data from Idaho STEM Academy administration. Detailed evaluation reports will be finalized and distributed to the Superintendent quarterly, with an in-depth analysis created at the end of each project year. Data sets will be illustrated for all students, and compared by sub-groups such as gender, race, economic status, and disability status.

Quarterly evaluation reports will be reviewed by the Superintendent, Principal, teacher representatives, counselor representatives, parent volunteers, student representatives and key community volunteers. This committee will meet quarterly to discuss strategies that may be necessary to improve student outcomes, based on real-time data delivered through evaluation reports. This committee will work to insure that all students, regardless of sub-group, are receiving similar impact and outcomes through school activities.

Measurable Student Educational Standards / Methods for Measuring Student Progress

To ensure a consistent and comprehensive evaluation procedure, individual assessment charts will be developed for each of the seven developed standards. The goal for every teacher at

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ISA will be to challenge each student to maximize his or her academic growth. Idaho STEM Academy's overall academic goal will be to accomplish all stated standards by the end of the 2014-2015 year. Idaho STEM Academy will track all required performance measures, and accomplish the following standards:

- 1. In the core subject areas of Math, Language Arts, and Science, 80% of students will earn a grade of "C" or above as calculated by classroom assessments and recorded on quarterly and semester report cards.**

Measured Through:

- Classroom work that demonstrates utilization, integration, and application of acquired information.
- Completion of homework, research, and other assignments as designated by the classroom teacher.
- Demonstration of mastery learning or subject competency through classroom assessments such as quizzes, test, or other measures determined by the teacher.
- Students will participate in community service that reflects responsible citizens in a democratic society.

- 2. 75% of 9th grade students will successfully complete at least 3 postsecondary credits during their freshman year.**

Students' completion of Standard 2 will be determine by a grade of "C" or better for at least three postsecondary credits as indicated on an official postsecondary grade report or transcript. Credit must be completed and recorded during the freshman year. Students are required to provide a copy of the grade report or transcript to the school records clerk for inclusion in their cumulative file. Discussions have begun with Idaho State University,

University of Idaho, Boise State University, College of Southern Idaho, and Eastern Idaho Technical College to establish dual credit and online credit opportunities.

3. 75% of 10th graders will successfully complete at least 3 postsecondary credits during their sophomore year.

Students' completion of Standard 3 will be determine by a grade of "C" or better for at least 3 postsecondary credits as indicated on an official postsecondary grade report or transcript. Credit must be completed and recorded during the sophomore year. Students are required to provide a copy of the grade report or transcript to the school records clerk for inclusion in their cumulative file. Discussions have begun with Idaho State University, University of Idaho, Boise State University, College of Southern Idaho, and Eastern Idaho Technical College to establish dual credit and online credit opportunities.

4. 75% of juniors will successfully complete at least 3 postsecondary credits each semester of their 11th grade year beginning in 2015-2016.

Students' completion of Standard 4 will be determine by a grade of "C" or better for at least 3 postsecondary credits as indicated on an official postsecondary grade report or transcript. Credit must be completed and recorded during the junior year. Students are required to provide a copy of the grade report or transcript to the school records clerk for inclusion in their cumulative file. Discussions have begun with Idaho State University, University of Idaho, Boise State University, College of Southern Idaho, and Eastern Idaho Technical College to establish dual credit and online credit opportunities.

5. 75% of 12th graders will successfully complete at least 3 postsecondary credits each semester of their senior year beginning in 2016-2017.

Students' completion of Standard 5 will be determine by a grade of "C" or better for at least 3

postsecondary credits as indicated on an official postsecondary grade report or transcript. Credit must be completed and recorded during the senior year. Students are required to provide a copy of the grade report or transcript to the school records clerk for inclusion in their cumulative file. Discussions have begun with Idaho State University, University of Idaho, Boise State University, College of Southern Idaho, and Eastern Idaho Technical College to establish dual credit and online credit opportunities.

- 6. 80% of students continuously enrolled at ISA from the beginning of each academic year will demonstrate their academic proficiency by demonstrating at least one year of academic growth as indicated by Idaho Standards Achievement Test (ISAT).**

Completion of Standard 6 will be determined by increased point total from the previous year's score in each subject area of the Idaho Standards Achievement Test (ISAT).

- 7. After its initial 2 years of operation ISA will equal or exceed Blackfoot School District and Idaho AYP scores.**

Completion of Standard 7 will be determined by School and District Report Cards released by the Idaho Department of Education reporting AYP scores for both Blackfoot School District and Idaho STEM Academy.

In addition to these evaluation measures, a variety of other data sets will be collected on an ongoing schedule to provide benchmark and milestone data recording progress towards stated objectives throughout the school year. Additional qualitative and quantitative data sets monitored by the external evaluator will include:

- Classroom grades (Quarterly)
- Student satisfaction surveys (Twice Annually)
- Parent satisfaction surveys (Twice Annually)

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- Parent attendance at workshops (Monthly)
- Student behavioral data (Monthly)
- Student attendance at counseling sessions (Monthly)
- Teacher reports (Bi-Monthly)
- Teacher surveys measuring perceived student motivation (Bi-Monthly)
- Career Pathway Intentions (Twice Annually)
- Student Attendance (Quarterly)
- Participation in Extra-Curricular Activities (Quarterly)
- Academic Improvement (Quarterly)
- Participation in College-Preparation Activities (Quarterly)
- Enrollment in Rigorous Coursework (Twice Annually)

Each of these data sets, as well as any others that may be collected, will be analyzed and compared to uncover relational impacts, unanticipated outcomes, and effective strategies that increase academic achievement, performance on state assessments, and college access.

Evaluator-designed surveys will be worded to discover the relationships between the various instructional strategies and activities incorporated into the Idaho STEM Academy curriculum, and to determine which activities students felt had the most impact and which had the least.

Detailed analyses tracking student cohort data as well as comparing targeted students to peers in surrounding school districts will be included in quarterly evaluation reports. Reviewed first by the afore-described committee and then disseminated among relevant stakeholders (parents, partners, teachers and volunteers,) quarterly evaluation reports will include all project outcomes backed by qualitative and quantitative data.

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At the conclusion of federal funding through this award, Idaho STEM Academy will continue to operate, becoming financially self-sufficient at full capacity. The Public Charter School Commission will continue to conduct annual assessments of ISA, ensuring that students are meeting state standards at required levels.

(iv) The extent of community support for the application (8 points)

Currently, 400 students in Grades K-8 attend a charter school. Idaho STEM Academy was designed to meet the needs of these students as they proceed to high school, as no charter options exist in these communities for high school students at this time. Recent surveys indicate that more than 95% of parents of middle school students at local charter schools desire a charter school option at the high school level. The demand for a charter education is growing – currently only 31% of the charter middle school students were charter elementary school students, indicating an enrollment growth of 69%. Community support for this project is so overwhelming that patrons in the Blackfoot community have offered to donate five used, portable classrooms, including delivery and set-up, to Idaho STEM Academy. Although the donors wish to remain anonymous at this time, their generosity speaks volumes about the recognition of the need for educational options within targeted communities. When applying for a charter, Idaho STEM Academy gathered and filed a Petition Requesting the Formation of an Idaho Public Charter School with 50 verified signatures of registered voters living in the Firth, Blackfoot and Snake River School Districts. Letters of support for Idaho STEM Academy are appended, included from the Blackfoot Community Center, and the Blackfoot Police Department.

Idaho STEM Academy will implement a multi-faceted plan to attract a sufficient and diverse student body, to provide for open communication, and to convey information about the

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school competently and accurately. ISA will actively recruit students for enrollment through any or all of the following: advertising in a local newspaper, announcements at local schools, radio advertising, flyers, open houses, other forms of public media. The focus will be to attract a sufficient pool of potential applicants that includes disabled, low-income and racially diverse students. Other strategies will include:

- Direct mailing to primary attendance area households
- Ongoing articles (in both English and Spanish) in the Gazette
- Holding public forums within each sending district's boundaries
- Posting advertising materials in English and Spanish in prominent locations (i.e. the library, the community notice board, at City Hall)
- News releases and articles

In each of these marketing processes, advertising will include strategies to reach at-risk and non-English speaking students. This process will comply with all requirements of Idaho code 33-5205, with respect to notifying citizens residing in the compact and contiguous attendance areas of enrollment opportunities at ISA. Idaho STEM Academy will disseminate enrollment information in English, Spanish, and possibly other languages, taking into consideration the language demographics of the attendance area. The school will post enrollment opportunities information in highly visible and prominent public locations through the community. This information will be disseminated at least three months in advance of the school's March enrollment deadline. ISA will also disseminate press releases to media outlets in the area on at least three occasions, beginning not later than fourteen days prior to the enrollment deadline. Once the enrollment deadline is established, if the school changes this date, this full notification process will be repeated.

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Idaho STEM Academy founders recognize that as a new start-up school, ISA's greatest appeal will be to students already attending the local charter middle school (Idaho Science and Technology Charter School). However ISA's emphasis on STEM curriculum and postsecondary credit opportunities will appeal to many parents and students. The targeted primary attendance area is "home" for most employees of the Idaho National Laboratory. The population includes a unique population of parents employed in the scientific and high tech industries. As such, a high school focusing on STEM curriculum and postsecondary credit should present a strong appeal to this community. In consideration of these factors, along with other considerations such as dissatisfaction with existing schools, overcrowding, and poor academic performance, ISA is comfortable with its projected enrollment and confident of its ability to recruit a sufficient number of students to ensure economic viability.

While enrollment to Idaho STEM Academy will be open to all students residing in the targeted attendance area, and opened to students beyond these boundaries as well, ISA will establish admission preference as authorized by Section 33-5205(3)(j), Idaho Code. This preference will be granted to students returning to ISA, students of founders, siblings of students already selected to attend ISA, and those in the attendance area. Admission preferences for initial ISA enrollment of students shall be as follows:

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

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Idaho STEM Academy's Director will determine plans for publicly sharing the school's annual report and other relevant information on the school's performance as outlined in IDAPA 08.02.04.203. The Board of Directors will be responsible for ensuring that the community is informed of the purposes, values and status of Idaho STEM Academy.

(v) The extent to which the proposed project encourages parental and community involvement (3 points)

Strong levels of parent involvement are essential to the ongoing success of Idaho STEM Academy. Parents of students who attend Idaho STEM Academy will be involved in the education of their children and in the school at many levels. As such, parents will play the following roles:

- Parents will receive a student/parent handbook at registration.
- Parents will be encouraged to attend two parent teacher conferences per year.
- Parents will be asked to complete surveys throughout the school year addressing the following issues: safety of students, classroom discipline, school-wide discipline, child's response to classroom atmosphere, and parents' perception of learning environment.
- Parents will be encouraged to be involved in the Parent Activity Committee (PAC) and to volunteer for school projects, programs, and committees, and to work specifically with students who are challenged academically.
- Parents will be encouraged to provide an appropriate learning environment at home for study.
- Parents will serve as members of the Board of Directors
- Parents will vote for candidates to the Board of Directors

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- Parents will be encouraged to visit Idaho STEM Academy, and to participate in school activities
- Parents will work together with educators and their child to identify academic and personal learning goals annually
- Parents will serve on Curriculum Committees that choose textbooks for all subjects, (to be approved by the State Department of Education)
- Parents Workshops will be held monthly to promote a home environment of college expectation
- Parents can work on a Parent Committee alongside the Board of Directors to promote school improvement

Community involvement will also be a crucial component in the ongoing success of Idaho STEM Academy. Community members will be encouraged to undergo background checks and then volunteer at ISA, helping students build healthy relationships with positive role models. Students will all be responsible to complete community service hours during each year at Idaho STEM Academy – promoting the development of a sense of community and service within the school and between the school and the community at large. Community agencies will be solicited to determine potential volunteer opportunities for students. Community members will be solicited to serve on the Board of Directors. In addition, a variety of community agencies will be approached to assist students in their career planning. In order to facilitate job shadowing and familiarity with a variety of professions, community employers will be invited to send guest speakers to address students, sharing job-specific details such as training required, compensation, duties, positive aspects, and work-related challenges.

(vi) Quality of Project Personnel (22 points)

(1) The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability (2 points)

Idaho STEM Academy encourages applications for employment from persons who are members of groups that have been traditionally underrepresented based on race, color, national origin, gender, age, or disability. This is true for school faculty and staff, as well as for members of the Board of Directors. As appropriate, job listings will be posted through multiple venues in both English and Spanish in order to reach a wide audience of potentially qualified applicants, including postings:

- Online
- In area banks and community centers
- In local newspapers
- At local colleges

(2) The qualifications, including relevant training and experience, of key project personnel (20 points)

The Idaho STEM Academy Founders will serve as key project personnel throughout the project period. Founders will elect the initial Board of Directors, write and edit the charter petition, recruit candidates for the position of school Director, and establish a preliminary operating budget. Following the election of the Board of Directors, founders may be appointed to serve on various committees that provide input and recommendations to the Board of Directors.

Idaho STEM Academy Founders represent the very best professionals in the targeted communities, boasting extensive experience establishing successful charter schools in the area.

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Each of the ISA Founders attended Board Training delivered by the Idaho School Board Association in the summer of 2011. All have been instrumental in launching both the Blackfoot Charter Community Learning Center (elementary school) and the Idaho Science and Technology Charter School (middle school). Detailed resumes for all Founders are appended in the Other Attachments section, and include:

Greg Sigerson is CEO and President of The Wisdom Factor, Inc. He is also founder of The Wisdom Factor Institute. This consulting firm specializes in the psychology of success, with emphasis on transformational leadership, marketing, sales, and managing business growth. In this capacity, Sigerson has overseen a budget with a \$50,000 annual surplus for seven years, indicating **strong fiscal management skills**. Mr. Sigerson is an internationally recognized speaker and has presented to groups such as Fox Communications, the Merchants Association, Melaluca, and the National Association of Financial Advisors. Prior to the Wisdom Factor, Mr. Sigerson spent nine years in advertising, public relations, and business communications.

Brian Thelin has owned and operated a recycling business in the Blackfoot area for a number of years. He was **involved in the initial charter school movement in this area and was a founder for Blackfoot Charter Community Learning Center**. Thelin was also involved in the beginnings of the Idaho Science & Technology Charter School. He currently has two children enrolled in the Idaho Science and Technology Charter School.

Mark Fisk is Pastor of the Blackfoot First Baptist Church. Mr. Fisk graduated from California State University at Long Beach with a Bachelor of Arts Degree in English. He received his Master of Divinity Degree with honors from Talbot School of Theology in La Mirada, California. **Mr. Fisk was a Founder of the Idaho Science and Technology Charter School in Blackfoot, Idaho.**

Patricia Kolbet is currently employed as a professional grant writer. She served six year as a high school teacher and three years on the faculty of Eastern Idaho Technical College. In this position, Ms. Kolbet gained **experience in developing course curriculum, instruction, and evaluation**. Here Ms. Kolbet also **developed the state-approved TSA for Horticulture**. Ms. Kolbet also worked eleven years as private consultant and spent 10 years with IBM as a systems engineer, operations specialist, and manager. She holds a Master’s Degree and is currently working toward her PhD. Ms. Kolbet has **extensive non-profit experience**, as she served as the President of Idaho Advanced Master Gardeners for eight years. She has run an independent company since 1996, including all **fiscal oversight** – managing more than \$100,000 annually.

Randy C. Ruger served six years as a Nuclear Weapons Technician in the United States Air Force. He also **served three terms as Mayor** of a small community in Southeastern Idaho, and worked 20 years with Western Farm Service as Manager of the Blackfoot, Idaho Branch. In this position, Mr. Ruger was **responsible for the marketing and operations of a multi-million dollar agricultural services business**. He supervised daily operations with direct responsibility for the sales force, credit department, and accounting department. He was also **responsible for business forecasting and budgeting**. Mr. Ruger holds a Bachelor of Business Administration Degree.

David M. Cannon graduated from Blackfoot High School, earned a Bachelor Degree in economics, and then completed a Juris Doctor Degree in 1995. Over the next four years he worked as an attorney for Bingham County. In 1999 Mr. Cannon entered private practice as a partner in, Moss & Cannon, P. He is currently Principal in Cannon Law, P.A.

Mary Diane Dodds has a **Multiple Subject Teaching Credential with CLAD** from the National University in Stockton, CA. Ms. Dodds has **extensive experience in the non-profit**

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sector, including eight years with Boy Scouts of America and eighteen years with Parent Teacher Association. Ms. Dodds has served as a Kindergarten Teacher at Blackfoot Charter Community Learning Center since 2007.

In addition to these dedicated and highly qualified individuals, Idaho STEM Academy has the fortune to benefit from the experience and knowledge of the area's leading expert in charter school establishment. John Frederick Ball Jr. is currently serving in an advisory role to the group of ISA Founders, leading the establishment of a high school charter facility. Mr. Ball has been in education for 31 years, including 5 years of teaching and 26 years in administration:

- 9 years high school administration
- 11 years as a postsecondary administrator at Idaho State University
- 6 years as a charter school administrator

Mr. Ball's unique experiences have led to an expertise in creating and maintaining dual credit programs for high school students. During his time with Idaho State University, he served as the Business and Services Department Chair and as the Idaho Region 5 Tech Prep Coordinator, where his focus was on coordinating high school programs with their college counterpart in order to provide a pathway for students to earn college credit while in high school.

In addition to this experience, Mr. Ball has established fiscal management expertise, as from 1995 through 2005 he was directly responsible for developing and administering Carl Perkins and other Federal Grants for the Idaho State University College of Technology and 21 regional high Schools.

Finally, since 2006, Mr. Ball has served as the Director for both Blackfoot Charter Community Learning Center and Idaho Science and Technology Charter School. Here, he has been responsible for developing, overseeing, and administering budgets for both schools. Mr.

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Ball is working closely with the Idaho STEM Academy Founders to drive school creation – the most dynamic team of educational professionals in the targeted community.

(vii) Quality of the management plan (16 points)

During the initial planning phase of project, the Founders will carry out all project activities, including:

Timeline	Activity / Benchmark / Milestone
Months 1-4	<ul style="list-style-type: none"> ✓ Nominate and/or Appoint five to seven individuals to the Board of Directors ✓ Recruit potential candidates for position of School Director ✓ Recruit potential candidates for teaching positions ✓ Establish Preliminary Operating Budget ✓ Begin recruiting students for School Year One
Months 5- Ongoing	<ul style="list-style-type: none"> ✓ Serve on committees to provide input and recommendations to the Board of Directors

Once the School Director and Board of Directors have been selected, a new phase of the program will begin. Tasks, related to stated objectives for this implementation phase, are described below:

Objective	Tasks / Milestones	Responsible
In the core subject areas of Math, Language Arts, and Science, 80% of students will earn a grade of “C” or above as calculated by classroom	<ul style="list-style-type: none"> ✓ All teachers will be trained in ISA philosophies, strategies, and methodologies ✓ All teachers will be trained to implement research-based 	<ul style="list-style-type: none"> ✓ School Director and Board of Directors ✓ School Director

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<p>assessments and recorded on quarterly and semester report cards by 2014-2015.</p>	<p>learning methodologies</p> <ul style="list-style-type: none"> ✓ Weekly professional development will further teaching expertise ✓ 6 hours of PD per week for 40 weeks = 240 hours of training in evidence-based practices annually 	<ul style="list-style-type: none"> ✓ School Director ✓ School Director
<p>75% of 9th grade students will successfully complete at least 3 postsecondary credits during their freshman year by 2014-2015.</p>	<ul style="list-style-type: none"> ✓ Partnerships with AT LEAST two local colleges will be firmly established by May 2013. ✓ A partnership with at least one additional college will be added by May 2014. 	<ul style="list-style-type: none"> ✓ School Director and Board of Directors ✓ School Director and Board of Directors
<p>75% of 10th graders will successfully complete at least 3 postsecondary credits during their sophomore year by 2014-2015.</p>	<ul style="list-style-type: none"> ✓ Students will take part in regular academic counseling focused on the importance of postsecondary education 	<ul style="list-style-type: none"> ✓ School Director and Academic Counselors
<p>75% of juniors will successfully complete at least 3 postsecondary credits each semester of their 11th grade year by 2015-2016.</p>	<ul style="list-style-type: none"> ✓ Parents will take part in regular workshops focused on creating an environment of college expectation within the home ✓ Families will receive individualized assistance in the college search / scholarship / 	<ul style="list-style-type: none"> ✓ Academic Counselors
<p>75% of 12th graders will successfully complete at least</p>	<p>individualized assistance in the college search / scholarship /</p>	

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<p>3 postsecondary credits each semester of their senior year beginning in 2016-2017.</p>	<p>financial aid / application processes</p> <p>✓ At least one additional college partnership will be in place by May 2015.</p>	<p>✓ Academic Counselors</p> <p>✓ School Director and Board of Directors</p>
<p>80% of students continuously enrolled at ISA from the beginning of each academic year will demonstrate their academic proficiency by demonstrating at least one year of academic growth as indicated by Idaho Standards Achievement Test (ISAT).</p>	<p>✓ Weekly professional development will further teaching expertise. Six hours of PD per week for 40 weeks = 240 hours of training in evidence-based practices and collaboration time annually</p> <p>✓ Environment of college expectation will motivate students to focus on academics</p>	<p>✓ School Director</p> <p>✓ School Director, Academic Counselor, Teachers</p>
<p>After its initial 2 years of operation ISA will equal or exceed Blackfoot School District and Idaho AYP scores.</p>	<p>✓ Parent involvement will be promoted through frequent workshops, family events, and ongoing communication – raising expectations and increasing outcomes</p>	<p>✓ School Director, Academic Counselor, Teachers</p>

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A key leader in the implementation of this project will be the School Director. A 0.5 FTE position in Year One when 120 students fill Grades 9 and 10, this position will become 1.0 FTE in Year Two. The successful candidate will be highly qualified to carry out the following responsibilities:

1. Coordinates the total educational and operational programs of the Idaho STEM Academy Charter School and provides leadership in their development and improvement.
2. Represents the Board of Directors of the Idaho STEM Academy Charter School as the liaison between the Board and the charter school community.
3. Attends and participates in meetings of the Board of Directors and its committees, except when his/her employment or salary is under consideration or when there is an executive meeting.
4. Advises the Board of Directors on the need for new and/or revised rules and policies; exercises the power to carry out such rules and policies after the Board approves them; and provides such instructions to school employees and students as may be necessary to implement charter policy.
5. Submits to the Board of Directors an explanation of any proposed procedure that would involve either departure from established policy, or the expenditure of substantial sums.
6. Supervises the preparation of the annual operating budget recommendations and implements the Board-approved budget. Approves and directs, in accordance with law and regulations of the Board, purchases and expenditures within the limits of the budget.
7. Maintains adequate records for the Idaho STEM Academy Charter School, including a system of financial accounts, business and property records, personnel, school population, and scholastic records. The director acts as custodian of such records and of

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all contracts, securities, documents, title papers, books of records, and other papers belonging to the Board of Directors. Management of all assets will be in accordance with the Bylaws of the Charter School Corporation, and will be Board-approved.

8. Prepares and submits to the Board of Directors recommendations relative to all matters requiring Board action, placing before the Board such necessary and helpful facts, information, and reports as are needed to insure the making of informed decisions.
9. Coordinates the supervision and evaluation of all employees and recommends the appointment, assignment, transfer, promotion, demotion, discharge, and/or suspension of employees as provided by law and the policies of the Idaho STEM Academy Charter School.
10. Holds such meetings of teachers and other employees as necessary for the discussion of matters concerning the improvement and welfare of the Idaho STEM Academy Charter School.
11. Represents the Idaho STEM Academy Charter School in its dealings with other school systems, social institutions, business firms, government agencies, and the general public.
12. Keeps the Idaho STEM Academy Charter School community informed about modern educational practices, educational trends, and the policies, practices, and problems.
13. Supervises, either directly or through delegation, all activities of the Idaho STEM Academy Charter School according to the policies of the Board of Directors.
14. With Board of Directors' approval, keeps informed of changes, developments, and research in education by advanced study, by visiting school systems elsewhere, by attending educational conferences, and by other appropriate means, and keeps the Board informed of trends in education.

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15. Studies and revises, together with the staff, all curriculum guides and courses of study, on a continuing basis.
16. Recommends to the Board of Directors for its adoption all courses of study, curriculum guides, and major changes in texts and time schedules to be used in the Idaho STEM Academy Charter School.
17. Make recommendations to the Board of Directors regarding building and facility changes
18. Make recommendations to the Board of Directors concerning the transportation of pupils in accordance with the law and the requirements of safety.
19. Provides suitable instructions and regulations to govern the use and care of school properties for school purposes, in conjunction with the Board of Directors.
20. Performs such other tasks as may, from time to time, be assigned by the Board of Directors
21. Prepares an annual report to be delivered to the Boise School District in compliance with the terms of the Charter School Petition.

(viii) Existence and quality of a charter or performance contract between the charter school and its authorized public chartering agency (15 points)

Idaho STEM Academy submitted a charter application for “review” in May 2012. In keeping with the customary proceedings of the Idaho State Department of Education, the “review” process will result in feedback and areas to strengthen within the next month. It is anticipated that the charter, with all recommended changes, modifications, and improvements, will be submitted for “approval” by August, with approval received in September 2012. This process has been consistent with achieving a charter contract for both the Blackfoot Charter

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Community Learning Center and the Idaho Science & Technology Charter School. The Founders of ISA, many of whom served as Founders for the elementary and middle charter schools, are well-versed in the application process and will participate actively in the revision process as necessary and appropriate.

The charter application that was submitted for “review” is appended as requested.

(ix) The degree of flexibility afforded by the SEA and, if applicable, the LEA to the charter school (3 points)

As a charter school in Idaho, the Idaho STEM Academy will have a great degree of flexibility. Although charter students are required to participate in all state assessments, the curriculum, instructional process, and even the school calendar, are left to the discretion of the individual charter school.

The ISA Founders attended an Idaho Charter School Conference this past spring, where the Idaho State Department of Education emphasized the need for charter schools to maintain flexibility in order to meet the ever-changing needs of their students. The Public Charter School Commission will deliver a fiscal review each year at each charter school, assessing student performance against per-student expenditures and school-wide budgets. However, as long as students are meeting state standards, the Public Charter School Commission will not interfere in the educational strategies of an individual school. Charter schools are encouraged to be unique in Idaho, through the use of flexible scheduling, collaborations, online learning, and unique learning experiences. Although all staff members must undergo background checks, personnel decisions are left to the charter school. Idaho STEM Academy reserves the right to hire any person for temporary assistance under the direct supervision of certified staff members as provided by rule of the Idaho State Board of Education when deemed in the best interests of the

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educational program. For all permanent or long term employees, ISA will meet state certification standards and the No Child Left Behind, Highly Qualified Teacher requirements. A thorough screening process will be used for temporary personnel to assure the safety of students and personnel. These provisions are intended to allow various community experts and other specialized persons who may not hold certification to contribute to the school according to their talents, experience, creativity, or expertise on a short-term or seminar basis.

(x) Describe how a charter school that is considered an LEA under State law, or an LEA in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act (IDEA)

Idaho STEM Academy will adhere to The *Idaho Special Education Manual*, and will adopt and implement all special education policies and procedures consistent with state and federal laws, rules, regulations, and legal requirements. All children will receive appropriate services as outlined in the Individuals with Disabilities Education Improvement Act, Section 504, and the State of Idaho Special Education Manual.

ISA budgeting will provide personnel, physical facilities, funding and contractual arrangements to ensure that students with disabilities attending the charter school will receive special education and other services as requirements in IDEA and outlined on the students' IEPs. All special education personnel will meet highly qualified special education standards and will be interviewed, selected, hired, trained, and in place by the first day of the school year.

ISA will conduct a yearly Child Find activity. This will include a three step process leading to the determination of whether or not a student requires special education services. This process will follow the procedure outlined in the Idaho Special Education Manual:

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- Step 1. Locating students: The school will establish and implement an ongoing Child Find system. An individual will be appointed to coordinate the development, revision, implementation, and documentation of the Child Find system.
- Step 2. Ensuring that staff and the school's constituents are informed of the availability of special education services
- Step 3. A screening process that will include any and all referrals by parents and/or other adults including teachers, counselors, or other school professionals. This screening will be an organized process, to identify students who are not meeting or who may not be meeting Idaho Content Standards.

Nondiscriminatory enrollment procedures

ISA will not deny enrollment to a student with a disability solely because of that student's need for special education or related aids and services. All appropriate services will be provided for students with disabilities that have the opportunity to meet the minimum federally established eligibility criterion for such services. Enrollment described elsewhere in this application, is consistent with the mission of ISA and civil rights requirements.

LRE Requirements

Idaho STEM Academy will provide special education and related services to eligible ISA students in the Least Restrictive Environment (LRE) in accordance with the Idaho Special Education Manual and as identified on each student's IEP. In many cases, the LRE will be specified as ISA. In other cases, the LRE might be a district school site or an alternative site, depending on the needs of each student.

If an IEP team determines that a student's academic needs cannot be met on site, the school will contract with another agency to provide those services. The school will, however,

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continue to monitor student progress. Regardless of transportation services for other students, ISA will also provide transportation services to those students whose IEP requires it.

Idaho STEM Academy will provide assessments to admitted students as required, meeting individual student needs and IDEA requirements. At risk students will be monitored and assessed using the Response to Intervention model and will be placed as needed. Services will include psychologist, speech/language pathologist, occupational therapist, vision specialist, and any other professionals listed in the students' IEP.

(xi) If the eligible applicant desires to use grant funds for dissemination activities under section 20 U.S.C 7221a (c)(2)(C), describe those activities and how those activities will involve charter schools and other public schools, LEAs, developers, and potential developers

N/A

(xii) Use of Funds

Grant funds will be utilized to support planning in Year One, including the School Director and Principal salary and benefits, computers, a server and network, copier, and evaluation services. In Years Two and Three, funds will be utilized to purchase textbooks, mobile laptop carts, WhiteBoards, software, and instructional materials. Funds will also be set aside to continue evaluation efforts. In this manner, grant funds will be utilized to make one-time expenditures, adding to the ability of ISA to achieve financial self-sufficiency by Year Four.

Application Requirements

Application Requirements	Response
Describe the educational program to be implemented by the proposed charter school,	Please cross-reference with Selection Criteria (i) and (ii), as well as the

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<p>including how the program will enable all students to meet challenging State student academic achievement standards, the grade levels or ages of children to be served, and the curriculum and instructional practices to be used;</p>	<p>Competitive Preference Priorities.</p>
<p>Describe how the charter school will be managed;</p>	<p>Please cross-reference with Selection Criteria (vi) and (vii).</p>
<p>Describe the objectives of the charter school and the methods by which the charter school will determine its progress toward achieving those objectives;</p>	<p>Please cross-reference with Selection Criteria (iii) as well as (vii).</p>
<p>Describe the administrative relationship between the charter school and the authorized public chartering agency;</p>	<p>Please cross-reference with Selection Criteria (viii) and (ix).</p>
<p>Describe how parents and other members of the community will be involved in the planning, program design, and implementation of the charter school;</p>	<p>Please cross-reference with Selection Criteria (iv) and (v).</p>
<p>Describe how the authorized public chartering agency will provide for continued operation of the charter school once the Federal grant has expired, if that agency determines that the charter school has met its objectives as described in paragraph</p>	<p>At the conclusion of federal funding through this award, Idaho STEM Academy will continue to operate, becoming financially self-sufficient at full capacity. The Public Charter School Commission</p>

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<p>(iii) of this section;</p>	<p>will continue to conduct annual assessments of ISA, ensuring that students are meeting state standards at required levels.</p>
<p>If the charter school desires the Secretary to consider waivers under the authority of the CSP, include a request and justification for waivers of any Federal statutory or regulatory provisions that the applicant believes are necessary for the successful operation of the charter school, and a description of any State or local rules, generally applicable to public schools, that will be waived for, or otherwise not apply to, the school.</p>	<p>N/A</p>
<p>Describe how the grant funds will be used, including a description of how these funds will be used in conjunction with other Federal programs administered by the Secretary;</p>	<p>Please cross-reference section (xii).</p>
<p>Describe how students in the community will be informed about the charter school and be given an equal opportunity to attend the charter school;</p>	<p>Please cross-reference Selection Criteria (iv).</p>
<p>Describe how a charter school that is considered an LEA under State law, or an LEA in which a charter school is located, will comply with sections</p>	<p>Please cross-reference Selection Criteria (x)</p>

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613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act (IDEA)	
If the eligible applicant desires to use grant funds for dissemination activities under section 5202(c)(2)(c) of the ESEA (20 U.S.C 7221a(c)(2)(C)), describe those activities and how those activities will involve charter schools and other public schools, LEAs, developers, and potential developers.	N/A

Other Attachment File(s)

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Other Attachments – Resumes

John Fredrick Ball Jr.

Education:

B.A. Degree 1980 Secondary Education

M.A. Degree 1985 Educational Administration

Ed.D. Degree 2005 Educational Leadership/Postsecondary Administration

Experience:

31 years in education

5 years teaching

26 years administration

- 9 years secondary administration
- 11 years as a postsecondary administrator at Idaho State University
- 6 years as a charter school administrator

During my years at ISU I served as the Business and Services Department Chair and as the Idaho Region 5 Tech Prep Coordinator. As the Tech Prep Coordinator, my focus was on coordinating high school programs with their college counterpart in order to provide a pathway for students to earn college credit while in high school.

School Finance/Grant Experience:

From 1995-2005, I was directly responsible for developing and administering Carl Perkins and other Federal Grants for the Idaho State University College of Technology and 21 regional high Schools.

From 2006 to the present, I have served as the Director for both Blackfoot Charter Community Learning Center and Idaho Science and Technology Charter School. Here, I have been responsible for developing, overseeing, and administering budgets for both schools.

Name: Brian Thelin

Address: [REDACTED]

Phone: [REDACTED]

Email: [REDACTED]

Statement of Intent:

As a father of five children education is very important to me. Choice and quality are also very important. All five of my children have or are currently attending charter schools. I am committed to the charter school movement. Through choice freedom can be realized. I have been involved in the beginnings of Blackfoot Charter Community Learning Center, Idaho Leadership Academy and Idaho Science & Technology Charter School.

Work Experience:

Hebe & Sons: Partner

1981 - Present

Truck sales, truck parts, dismantling trucks and automobiles, providing service and repair

Idaho Leadership Academy

2002 - July 2008

Assistant Transportation Supervisor, bus driver, bus technician,

Teton Stage Lines

2006 - 2009

Responsibilities: bus driver, substitute bus driver, charter bus driver (motor coach)

Idaho Science & Technology Charter School

2009 - Present

Transportation Supervisor, bus driver, driver trainer, bus technician

Blackfoot Charter Community Learning Center

2010 - Present

Transportation Supervisor, bus driver, driver trainer, bus technician

Honors & Activities:

I am a volunteer fireman and EMT with the Aberdeen-Springfield Fire Department. I have attended many fire and EMS trainings, including the 110 hour EMT training and many hours of continuing education to include CPR and first aid.

I operated my own computer business where I built, sold and serviced computers. I took classes in networking from Eastern Idaho Technical College.

I am a certified SCUBA diver instructor. I have taught and conducted many SCUBA classes.

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Greg Sigerson

October 2003 to Present – Founder and Owner of The Wisdom Factor Inc.

A consulting firm located in Blackfoot serving customers nationwide.

- Responsible for all aspects of operating the business.
- Responsible for sales, marketing, accounting, production and client management.
- Responsible for creating solutions that move the clients from their current financial situation to a level of greater income.
- Currently producing the book *“The Owners Manual, The Insiders Guide To Business Success”* with all the audios, seminars, speeches, webinars, and online training that accompany the project.

August 1994 – October 2003 Radio Sales Representative for KOOL 94.9

- Responsible for generating over a million dollars in local advertizing sales.
- Responsible for finding, consulting, closing, copy writing, collecting and seeing that all aspects of the clients needs were met.

Greg Sigerson has a BS in Psychology and Speech Communications for Idaho State University. 52 graduate credits from ISU

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Name: Mary Diane Dodds

Address: [REDACTED]

Phone: [REDACTED]

Email: [REDACTED]

Statement of Intent: I am supporting a charter high school because I have seen the success of students in the Blackfoot Charter Community Learning Center. When parents have school choice it invites excellence from students, parents, and staff. I would like to see this kind of quality education be an option for students all the way through high school.

Education: 1995-1996 Multiple Subject Teaching Credential with CLAD
National University, Stockton CA

1993-1995 Bachelor of Arts Interdisciplinary Studies
National University, Stockton CA

1972-1974 Associate of Arts General Studies, Emphasis in Vocal Music
Butte College, Oroville CA

Work Experience: 2007-2011 Kindergarten Teacher, Blackfoot Charter Community Learning Center, CA
2002-2006 Kindergarten Teacher, Patterson Unified School District, CA
2001-2002 Literacy Coach, Patterson Unified School District, CA
1996-2001 First Grade Teacher, Patterson Unified School District, CA
1995-1996 Substitute Teacher, Patterson Unified School District, CA
1980-1993 Piano Instructor, Self-employed

Non-profit Experience: Parent Teacher Association 1988-2006
Boy Scouts of America 1988-1996

Honors & Activities: 2000 Teacher of the Year – Patterson Unified School District, CA

Idaho Educational Credentials: Standard Elementary, All Subjects K / 8



PATRICIA I. KOLBET

STATEMENT OF INTENT

I support the establishment of a charter high school in Bingham County, ID that offers parents in the community another educational choice. I support a school system that enables students to excel in an environment that supports both their developmental and intellectual needs through a variety of programs and support structures.

QUALIFICATIONS

Six year as an instructor with Eastern Idaho Professional Technical High School. Courses of instruction include Introduction to Horticulture, Landscape Design, Floral Design and Greenhouse Management. Experience in developing course curriculum, instruction and evaluation. Developed the state-approved TSA for Horticulture with the INLA.

Three years as an adjunct faculty with Eastern Idaho Technical College. Courses of instruction focus on horticultural topics.

Eleven years experience in Landscape Design as private consultant providing technical expertise in property use analysis, maintenance considerations and consultation, provide plant care, use and maintenance analysis.

Twelve years as an Advanced Master Gardener with University of Idaho, Bingham County Extension office. Helped organize and currently presides over Bingham County Advanced Master Gardeners organization.

One year on the Blackfoot Urban Forestry Council consulting with the city concerning tree selection, planting and care, park design and grant writing.
ISA Certified Arborist, 2006.

EMPLOYMENT HISTORY

- 9/11 – present **FUNDING COORDINATOR**
Blackfoot Charter Community Learning Center Blackfoot, ID
- 8/02 – 08/11 **HORTICULTURE INSTRUCTOR**
Eastern Idaho Professional Technical High School, Idaho Falls, ID
- 9/01- 08/04 **ADJUNCT FACULTY**
Eastern Idaho Technical College, Idaho Falls, ID
- 7/96 - present **LANDSCAPE DESIGNER/CONTRACTOR**
Nature's Image Landscape Design, Moreland, ID
Owner/Operator & General Manager/Designer
- 2/07 - 08/07 **HORTICULTURE ASSISTANT**
Bannock/Bingham County Extension, Pocatello/Blackfoot, ID

**Idaho STEM Academy
2012**

5/93 - 9/94 **OFFICE ASSISTANT**
Re/Max of Boise, Boise, ID

6/82 - 5/93 **SYSTEMS ENGINEER/OPERATIONS SPECIALIST**
International Business Machines (IBM), Boise, ID

6/81 - 6/82 **LABORATORY TECHNICIAN**
J.R. Simplot Company, Pocatello, ID

5/77 - 8/79 **HISTOLOGY TECHNICIAN**
Bannock Regional Medical Center, Pocatello, ID

EDUCATION

Idaho State University, Pocatello, ID
Human Resources and Development
Goal – BA, Human Resources and Development

University of Idaho, Idaho Falls, ID
Plant Science – on hold
Goal – PhD, Plant Science or Horticulture

Conway School of landscape Design, Conway, MA
Master of Arts – June 1995
Major – Landscape Design

Idaho State University, Pocatello, ID
Master of Science – December 1982
Major – Zoology

Idaho State University, Pocatello, ID
Bachelor of Science – May 1975
Major – Biology
Minor – Math

References Available Upon Request

Name: Mark C. Fisk

Address: [REDACTED]

Phone: [REDACTED]

Email: [REDACTED]

Statement of Intent

No one can say they are free to choose without at least two viable options to choose between. Freedom and choice are partners. Barring an all online high school experience, the school districts of Bingham County have embraced a one size fits all high school educational model. This means the citizens of our area do not have a choice and thus their freedom is neglected. In other words, high school choice is not something that Bingham County families currently possess. This proposed charter school would enable educational choice and enhance our community's freedom.

Additionally, the educational model for this new high school is progressive, intelligent and a practical solution to the rising costs of post-secondary education. I had the privilege of attending one of the best junior colleges in the country before transferring to a California State University. Attending a less expensive city or junior college is not something that is available to students in our area. Anything that our high schools can do to reduce the cost of post-secondary education while introducing them to college curriculum in a supervised environment will greatly benefit these students and their families. I believe these benefits will not only be financial but students' online exposure to college curriculum will encourage them to pursue post-secondary education after high school, something the Idaho state government greatly desires.

Education

Master of Divinity, Talbot School of Theology, La Mirada, CA	1993 - 1999
B.A. English, California State University Long Beach, Long Beach, CA	1989 - 1992
Transfer, Pasadena City College, Pasadena, CA	1989 - 1986

Work Experience

Pastor, Blackfoot First Baptist Church, Blackfoot, ID	2006 - Present
Pastor, Heritage Valley Christian Fellowship, Santa Paula, CA	1999 - 2006
Administrative Manager, Inter-Con Security, Pasadena, CA	1991 - 1999
Sergeant, United States Marine Corps, El Toro, CA	1990 - 1992
Sergeant, United States Marine Corps Reserve, El Toro, CA	1987 - 1993

Other Experience

Substitute Teacher, Blackfoot, ID	2009 - Present
Founder, Idaho Science and Technology Charter School, Blackfoot, ID	2007 - 2009
Fire Department Chaplain, City of Santa Paula, Santa Paula, CA	2000 - 2001
Infant & Pediatric Security Workshop, Alhambra, CA	1996
Professional Assault Response Training®, Los Angeles, CA	1995
Supervisory Sexual Harassment Course, Pasadena, CA	1995

Honors & Activities

Churches of the Future Selectee, 2011, 2008
Inter-Con Supervisor of the Year, 1996, 1994
National Service Defense Medal, 1992 (USMC)

Idaho STEM Academy, Inc.

To Begin 2013-2014

Available to all Idaho students with a primary attendance area consisting of
Blackfoot, Snake River, and Firth School Districts

Presented to

Idaho Public Charter School Commission

May 31, 2012

Idaho STEM Academy

17 N 550 West

Blackfoot, Idaho, 83221

Contact Person:

Brian Thelin

21 N 550 West

Blackfoot, Idaho 83221

Phone: 208-243-2354

Fax: 208-782-1330

brian.thelin@gmail.com

School Phone: 208-557-4003

School email: info@idahostem.com

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TAB 1: Articles of Incorporation, By-Laws, Signatures, and Mission Statement

**ARTICLE 1
OFFICES**

Section 1.1 Offices

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

**ARTICLE 2
PURPOSE**

Section 2.1 Purpose

The Corporation is organized exclusively for educational purposes within the meaning Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future Federal income tax code.

Notwithstanding any other provision of these Bylaws to the contrary, the Corporation shall not carry on any activities not permitted of:

- (a) a corporation exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provisions of any future Federal income tax code, or
- (b) A corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provisions of any future Federal income tax code.

**ARTICLE 3
NO MEMBERS**

Section 3.1 No Members

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

**ARTICLE 4
BOARD OF DIRECTORS**

Section 4.1 Board of Directors

The number of Directors constituting the Board of the Corporation shall be five to seven (5 - 7) Directors. The function of the Board can be described as policy making, advising and evaluating. The Board shall have the further duty of directing the financial means by which the educational program is conducted. They shall also ensure that the community be informed of the needs, purposes, values and status of the charter school.

Section 4.2 Powers of the Board of Directors

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

Section 4.3 Election of Directors

- (a) During the initial year of operation, the Board shall be comprised of the Directors nominated and/or appointed by the organizing members and founders of Idaho STEM Academy. A founder is defined as someone who makes a material contribution to the establishment of the school. Founders must be designated within 180 calendar days after the date that instruction first begins at the charter school. Additional Directors, that is, more than the initial 5-7 may be added at the discretion of the current Directors, as established with a two-thirds majority vote.
- (b) After the initial year of operation, Directors shall be elected in accordance with the provisions of Section 4.3 (c).
- (c) After the initial year of operation, Directors will be elected to fill vacancies on the Board by the process outlined below:
 - i. All Board of Directors applicants will be required to submit a letter of interest and resume.
 - ii. Board of Directors applicants will be required to go through a screening process, overseen by the Board of Directors or a committee consisting of staff members, parents, and members of the Board of Directors.
 - iii. This screening committee will then nominate to the School Board of Directors, candidates for each open position.
 - iv. No more than three candidates per position shall be nominated.
 - v. Stakeholders of the school will then be asked to vote on the candidates. A stakeholder of the school is defined as one or more of the following; a parent of a child attending the school; a legal guardian of a child attending the school; staff members or employees of Idaho STEM Academy; Idaho STEM Academy board members and founders of the Charter School that signed the charter petition. Each parent or guardian, may vote, but no more than 2 votes will be allowed per family.
 - vi. Idaho STEM Academy Board of Directors will ensure all ballots are counted in a fair and impartial manner, by a neutral 3rd party.
 - vii. The time, date and location of all elections will be advertised by Idaho STEM Academy using, but not limited to, the following methods; newspaper articles, public service announcements in newspapers, and notification sent home with students.
 - viii. Voting on board member elections can be done in person or via absentee ballot. Absentee ballots are valid only if person is named on the Stakeholder list. The stakeholder list consists of; parents of students attending the school; staff members or employees of Idaho STEM Academy; Idaho STEM Academy board members and founders of the school that signed the charter petition. The cut-off for being listed as a

stakeholder is the final day of school each year. Parents of newly enrolled students are eligible to vote; parents of students who have exited the school will not vote.

Section 4.4 Terms

- (a) Directors shall be elected or appointed to a two (2) year term of office. However, during the initial year of operation one Director shall be selected by the founders of the charter school for a term of only one (1) year; two Directors will be appointed for a term of two (2) years and two Directors will be appointed for a term of three (3) years.
- (b) Each Director shall serve until the stakeholders at the annual meeting of the Corporation duly elect his/her successor.

Initial Terms

Directors elected or appointed in the first year of incorporation shall serve terms as follows:

- (Seat One) - 1 years
- (Seat Two) - 2 years
- (Seat Three) - 2 years
- (Seat Four) - 3 years
- (Seat Five) - 3 years

Section 4.5 Resignation and Removal

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

Section 4.6 Vacancies

- (a) A Board vacancy or vacancies shall be deemed to exist if any Director dies, resigns, or is removed, or if the authorized number of Directors is increased.
- (b) The Board may declare vacant the office of any director who has been convicted of a felony, or has been found to have breached any duty arising under Article 30-3-85 of the Idaho Nonprofit Public Corporation Act or to be of unsound mind, by any court of competent jurisdiction, has failed to attend three (3) consecutive meetings during any fiscal year, or has failed to attend four (4) or more meetings of the Board in any calendar year.
- (c) Removal of a Director for one or more of the reasons listed in Section 4.6(b) above may be initiated by any member of the Board and confirmed by a majority vote of the Board. To consider a Section 4.6(b) vote for removal, the Board shall hold a public meeting within ten (10) school attendance days of receiving such a request or at the next scheduled monthly board meeting during the summer. Such a meeting shall be

conducted with regard for the reasonable due process rights of all parties and in public, except where either the Board or the Director whose removal is sought requests a closed session. Where a closed session is held, the final action of the Board shall be taken in public.

- (d) A vacancy on the Board may be filled by a majority vote of the remaining Directors, although less than a quorum. Resumes of potential directors will be solicited from the stakeholders and the community. Each Director so elected shall hold office until the next annual meeting of the Corporation.
- (e) No reduction of the authorized number of Directors shall have the effect of removing any Director prior to the expiration of the Director's term of office.

Section 4.7 Compensation of Directors

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

Section 4.8 Employees

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

Section 4.9 Voting

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

Section 4.10 Quorum

A quorum consisting of a majority or more of the then current Directors must be assembled to vote and conduct business. The board may not continue to transact business or vote if a quorum is not present.

Section 4.11 Rights of Inspection

Every Director 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, 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 5 BOARD MEETINGS

Section 5.1 Place of Meeting

The place of all meetings of the Directors shall be permanently established after a building is constructed. Until that time, all meetings will be conducted in the library of the Blackfoot Charter Community Learning Center, 2801 Hunters Loop, Blackfoot, Idaho, or at such other place as shall be determined from time to time by the Board; and the place at which such meetings shall be held shall be stated in the notice and call of meeting. No change in the place of meeting shall be made within three (3) days before the day on which an election of directors is to be held.

Section 5.2 Annual Meeting

The annual meeting of the Directors of the Corporation for the election of Directors and Officers to succeed those whose terms expire and for the transaction of other business as may properly come before the meeting, shall be held each year during the first full week of June, at the principle office of the Corporation in the County of Bingham, Idaho. If the annual meeting of the Directors be not held as herein prescribed, the election of Directors and Officers will be held as soon as possible thereafter, pursuant to these Bylaws.

Section 5.3 Monthly Meetings

Monthly meetings of the Directors of the Corporation will be scheduled for the second Thursday of each month. This may change if a Director sees the need to have a different meeting time during the month.

Section 5.4 Notice of Meeting

Notice of the date, time and place of any meeting of the Board shall be in accordance with Idaho Open Meeting Law. Notice of the time and place of the annual meeting of the Directors or of any monthly meetings of the Directors shall be posted in accordance with section 67-2343 Idaho Open meeting Law at least five (5) calendar_days prior to the meeting and an agenda notice posted 48-hours prior to the meeting.

5.5 Special Meetings

Special meetings of the Board of Directors shall be in accordance with Idaho Open meeting Law and may be held at any time on a call issued by two or more members of the Board of Directors. Notice of any special meeting of the Board shall be given at 48 hours previously thereto by written notice delivered personally or sent by mail, facsimile, or electronic mail to each Director and posted publically.

Section 5.6 Attendance

Each member of the Board is expected to diligently and responsibly execute his duties and responsibilities. Failure to attend three consecutive meetings during any fiscal year of the

Board, or four absences in one year shall be, at the discretion of the Board, grounds for removal with cause.

Section 5.7 Robert's Rules of Order

Robert's Rules of Order will be used by the Board of Directors.

Section 5.8 Order of Business

At the meetings of the Board of Directors, the order of business shall be as follows:

- (a) Call meeting to order.
- (b) Proof of notice of meeting and determination of quorum.
- (c) Reading of minutes of previous meeting.
- (d) Reports of officers and Directors.
- (e) Reports of committees.
- (f) Unfinished business.
- (g) New business.
- (h) Public input.
- (i) Executive session (if needed)
- (j) Adjournment.

ARTICLE 6 OFFICERS AND DUTIES

Section 6.1 Officers

The Officers of the Corporation shall be Chairman of the Board, Vice Chairman, Secretary, and Treasurer. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as the Chairman of the Board. Officers of the Corporation shall also be Directors of the Corporation. The Officers shall be elected by majority vote of the Board each year at the annual meeting and serve a one (1) year term. If mid-term officer elections become necessary, the same process will be followed.

Section 6.2 Chairman of the Board

The Chairman of the Board has general supervision, direction and control of the business of the Corporation. The Chairman of the Board shall preside at all meetings of the Board. The Chairman of the Board has the general management powers and duties usually vested in the office of President and General Manager of a corporation as well as such other powers and duties as may be prescribed from time to time by the Board.

Section 6.3 Vice Chairman

In the absence or disability of the Chairman of the Board, the Vice Chairman will perform all the duties of the Chairman of the Board and, when so acting, shall have all the powers of, and be

subject to all the restrictions upon, the Chairman of the Board. The Vice Chairman shall have such other powers and perform such other duties as the Board may prescribe from time to time.

Section 6.4 Secretary

- (a) The Secretary shall keep or cause to be kept, at the principle office or such other place as the Board may order, a book of minutes of all meetings of the Board and its committees, including the following information for all such meetings: the time and place of holding; whether regular or special; if special, how authorized; the notice thereof given; the names of those present and absent, and the proceedings thereof. The Secretary shall keep, or cause to be kept, at the principle office in the State of Idaho the original or a copy of the Corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all Directors and their respective addresses.
- (b) The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committees thereof required by these Bylaws or by law to be given, and shall distribute the minutes of meetings of the Board to all its members promptly after the meetings; shall see that all reports, statements and other documents required by law are properly kept or filed, except to the extent the same are to be kept or filed by the Treasurer; and shall have such other powers and perform such duties as may be prescribed from time to time by the Board.

Section 6.5 Treasurer

- (a) The Treasurer of the Corporation shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the Corporation, including accounts of its assets, liabilities, receipts and disbursements. The books of account shall at all times be open to inspection by any Board member. The school secretary may serve as Treasurer.
- (b) The Treasurer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as may be designated from time to time by the Board. The Treasurer shall disburse the funds of the Corporation as may be ordered by the Board, and shall render to the Board, upon request, an account of all transactions as Treasurer and of the financial condition of the Corporation. The Treasurer shall present an operating statement and report, since the last preceding regular Board meeting, to the Board at all regular meetings. The Treasurer shall have such other powers and perform such other duties as may be prescribed from time to time by the Board

Section 6.6 Removal

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

Section 6.7 Vacancies

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

ARTICLE 7

DEPOSITORIES AND CONTRACTS

Section 7.1 Depositories

All funds of the Corporation shall be deposited in the name of the Corporation in such bank, banks, or other financial institutions the Board of Directors may from time to time designate. Those funds shall be drawn on checks, drafts, or other orders signed by individuals designated by the Board. The board must adopt policies for the signing of checks, drafts, or orders to ensure appropriate control over the expenditure of corporate funds and those policies must be included in the Board's Policy Handbook. Under no circumstances is any person authorized to sign checks, draft, or other orders drawn on a financial institution of the Corporation if that person is not covered by the Corporation's errors and omissions policy or directions and officers liability policy.

Section 7.2 Contracts

The Chairman, or Vice-Chairman, is authorized to execute any contract which has been previously approved or has been budgeted by the Board. No member of the board is authorized to bind the corporation by any contract, agreement, understanding, obligation, instrument, or by any other means, in any manner, inconsistent with the will of the Board.

ARTICLE 8

FISCAL AFFAIRS

Section 8.1Fiscal Year

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

ARTICLE 9

NOTICES

Section 9.1 Manner of Giving Notice

Notice of the time and place of the annual meeting of the Directors or of any monthly meetings of the Directors shall be given in accordance with section 67-2343 Idaho Open meeting Law.

Section 9.2 Waiver

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

ARTICLE 10 DISSOLUTION

Section 10.1 Dissolution

Upon dissolution of the Corporation, assets shall be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code. All remaining assets will be distributed to the authorizing chartering entity.

ARTICLE 11 AMENDMENTS

Section 11.1 Bylaws

New Bylaws may be adopted or these Bylaws may be amended or repealed by a majority vote of the Board and contingent on the approval of the chartering entity, provided that notice of the proposed amendments have been published to the members of the Board at least ten (10) days prior to the meeting. Whenever any amendment or new Bylaws are adopted, copies shall be placed in the Book of Bylaws with the original Bylaws, and immediately after them, and shall not take effect until so copied. If any Bylaws are repealed, the fact of repeal with the date of the meeting at which the repeal was enacted must be stated in the book and until so stated, the repeal must not take effect. Whenever any provision of the Bylaws is either amended or repealed, a marginal note shall be made thereon indicating the place or page where the amendment or repeal may be found.

CERTIFICATION OF BYLAWS

I certify that I am the initial agent of the Idaho STEM Academy, Inc., an Idaho nonprofit corporation, and that the forgoing Bylaws constitute the Bylaws of this corporation.

IN WITNESS WHEREOF, I have signed my name in certification thereof on January 4, 2011.

CERTIFICATION OF ADOPTION OF BYLAWS

See Appendix A

SIGNATURES OF QUALIFIED ELECTORS

See Appendix B.

PROOF OF ATTENDANCE AT CHARTER START 101

See Appendix C.

ARTICLES OF INCORPORATION

See Appendix D.

Mission Statement

The mission of Idaho STEM Academy is to prepare students to make intelligent and appropriate decisions about their education and future careers. Students who are motivated will be able to complete an Associate Degree by the time they graduate from high school.

Vision Statement

Idaho STEM Academy (ISA) will emphasize science, technology, engineering, and mathematics. ISA will provide extensive opportunities for high school student to earn both secondary and postsecondary credit during their high school years. Whether they choose a traditional university, a professional-technical school, or other specialized postsecondary training, the focus will be to maximize each individual's high school experience toward postsecondary education.

Each student will come to understand that high school is a preliminary step and that postsecondary education is essential to career success. ISA will provide a safe and supportive environment where each child can optimize learning.

TAB 2: PROPOSED OPERATION AND POTENTIAL EFFECTS OF THE PUBLIC CHARTER SCHOOL

Idaho STEM Academy will serve the community and students by offering an educational choice currently not available. There are over 400 charter school students in grades K-8. A great many of the charter parents see a powerful need for and want a choice beyond eighth grade. Other community members also support the need for charter education as evidenced by the fact that only 31% of the students in the community's current charter middle school (grades 6-8) were students in the charter elementary school.

All students will participate in a common core of learning that will fulfill the school's goal to produce students who possess the academic skills and personal habits needed for success in the 21st century. Idaho STEM Academy will remain aligned with the goals and objectives of the Idaho Thoroughness Standards. When possible, ISA's emphasis on postsecondary credit will carry into every aspect of its curricular program.

ISA will offer a unique opportunity for students to maximize postsecondary credit opportunities. The school will establish and nurture relationships with colleges and universities to enhance dual and online enrollment opportunities. Trained facilitators will guide and monitor students as they pursue postsecondary credit. Direct communication between ISA facilitators and the postsecondary institutions will help create an atmosphere where students are highly likely to succeed.

ISA instructional methodology hosts three types of learning environments: 1) classrooms similar to traditional high school classes, taught by highly qualified teachers. 2) Dual enrollment classrooms where the teacher is both a highly qualified secondary teacher and an adjunct university faculty; credit is awarded for both high school and college simultaneously. 3) Computer labs with full-time facilitators where students schedule individual online college courses based on their interests and ability.

Physical Facilities

Idaho STEM Academy recognizes the need to provide adequate and safe facilities without burdensome fiscal commitments. ISA has developed four options to meet its initial facility needs.

Primary Facility Plan

Patrons in the Blackfoot community have offered to donate 5 used portable classrooms, including delivery and set-up, to ISA. These donors wish to remain anonymous at this time. Idaho Science and Technology Charter School (ISTCS) has agreed to rent the location previously used for ISTCS modular classrooms to ISA. This location includes the infrastructure necessary for up to 10 modular classrooms, plus access to the ISTCS music room, outdoor fields, and other ISTCS facilities. ISTCS facilities are sufficient; any costs associated with these facilities will be included in the land lease agreement. Costs for 2 additional used portable classrooms, if needed, would be approximately \$10,000 for a total estimated cost of \$15,000 to

provide 7 classrooms, restrooms, and office space for 100 to 140 students. Cost estimates for these facilities are included in Appendix E. A letter of intent to lease land at the ISTCS for modular units is included in Appendix P.

Secondary Facility Plan

In the event that donations as described above are not forthcoming, The ISA secondary facilities plan includes two elements: 1) leasing modular classrooms and offices; 2) Continue to investigate other available buildings to lease. Design Space Modular Buildings, Boise Idaho, has provided an estimate of costs to lease, transport, and set-up a minimum of twelve modular classrooms on a year-to-year lease basis.

In the event that modular classrooms become necessary, the school will locate these adjacent to the Idaho Science and Technology Charter School at 21 North 550 West, Blackfoot, Idaho. City zoning officials have indicated that approval for this plan in this particular area would be procedural and not present a significant problem, since it was previously used for the same purpose. This location is the same as described in the primary facilities plan listed above and would still involve leasing land from ISTCS. A letter of intent to lease land at the ISTCS for modular units is included in Appendix P. Cost estimates for implementing the back-up plan are included in Appendix E.

Tertiary Facility Plan

A third option for facilities would be contingent upon Blackfoot Charter Community Learning Center (BCCLC) moving to a new facility in FY14. This is their plan. ISA has discussed the possibility of leasing BCCLC's current school building, if BCCLC is successful in implementing this plan. BCCLC is very interested in this option, but are not in a position to discuss it further at this time.

Prior to the start of school, facilities will be inspected to ensure compliance with Section 39-4130, Idaho Code and the Americans with Disabilities Act.

Attendance Area

The primary attendance area includes Blackfoot, Snake River, and Firth School Districts. These students will be given priority as designated in Idaho Code Section 33-5205(3) (j), however, students from other areas may be enrolled. Interest has been expressed by residents in all of these areas. ISA will endeavor to maintain small class sizes, with no more than 30 students per class.

Potential Impact on the School Districts

The total enrollment for ISA is 400 students. This would include approximately 100 students at each grade level. It is recognized that few older students would be attracted to the school for the first years; consequently, the initial year budget is projected on a student population of

approximately 120 students in grades 9 and 10. Grade 11 will be added then next year, followed by grade 12 the succeeding year.

Currently there are approximately 2,121 students in grades 9-12 within the ISA primary attendance area. When filled to capacity, ISA's goal is to enroll approximately 20% of this population. While this may ease some crowded conditions, it is anticipated that the districts will have significant reservations about funds that will follow these individuals to the charter school. This is often perceived as a loss of revenue for the district, but the positive effects of ISA will mean that the district does not have to employ teachers, administrators, or support staff, nor does it have to supply instructional materials, provide buildings and classrooms, or other related expenses for these students.

ISA will not rely on adjacent school districts for contracted services such as special education, psychological evaluation services, occupational services, speech and language therapy, vision, gifted and/or talented, or other administrative or special needs. ISA will partner with the other charter schools in the area to provide these services in the most economically conservative way possible.

Administrative Services

Administrative services for the school will be provided by the school Director, who will serve as both the building level principal and LEA administrator. A description of the director's responsibilities is included in Appendix G. A full-time secretary to handle paperwork and required reporting and a part-time business manager will take care of the schools fiscal affairs. Appendix K contains a detailed budget that demonstrates how all employee costs will be covered.

Annual programmatic operations and financial reports will be presented to the Board of Directors as outlined in TAB 5. of this petition.

Day-to-Day Operations

The Director will determine the day-to-day operations of Idaho STEM Academy.

Civil Liability

ISA will insure its interests against damage and for liability exposures with minimum limits as imposed by the State requirement or as otherwise determined by the Board. The Idaho State Board of Education and the Idaho Public Charter School Commission shall have no liability for the acts, omissions, debts or other obligations of any charter schools.

Insurance Coverage

ISA will procure and maintain insurance on its facilities, equipment, and other assets against damage and for liability exposures with minimum limits of liability of not less than \$1,000,000 per person, \$5,000,000 aggregate or such limits as imposed by the State requirement or as otherwise determined by the Board.

Proof of insurance will be given to the Public Charter School Commission each time it is renewed to continuous coverage.-ISA will provide a list of all other types and amounts of insurance required prior to the opening of the school.

TAB 3: Educational Program and Goals

Thoroughness Standards (Idaho Code 33-1612)

Idaho STEM Academy will fulfill the thoroughness standards identified in Idaho Code 33-1612. It will establish a thorough system of instruction that will fully address the following standards:

Standard a: 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. Students have the right to an education without fear of taunting, teasing, ridicule, or violence. Each parent has the right to expect a school to provide a safe and secure environment for his/her child. Every teacher has the right to work without the threat or fear of violence.

Objectives: Idaho STEM Academy will:

- Develop a staff/student handbook to provide rules and guidelines for physical safety. These guidelines will include and not be limited to the procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school, ensuring the school is drug-free, notification of parents' rights, and staff monitoring responsibilities.
- Provide a facility and adopt policies that meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools, and are inspected as required to ensure the safety of students and staff.
- Establish, publish, and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, violence, gangs, and use or sale of alcohol and drugs.
- Create an environment that encourages parents and other adults to visit the school and participate in the school's activities.

Standard b: 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: Idaho STEM Academy will:

- Develop policies that ensure a positive teaching and learning environment with an emphasis on high expectations of behavior and performance.
- Develop a student handbook providing a code of conduct including clear expectations and consequences for unacceptable behavior, and a process for teachers to handle minor and major infractions in the classroom setting. Teach appropriate behaviors and foster responsible decision-making skills.
- Establish and maintain consistent rules aligned throughout the school.

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

Goal: Offer opportunities for students to develop and express exemplary character traits in concert with the overall educational program.

Objectives: Idaho STEM Academy will:

- Emphasize the importance of adults modeling important values at school.
- Help students build personal bonds and carry out responsibilities to one another and to the faculty and staff.
- Develop a sense of community and service within the school, and between the school and the larger community. Community service instills a sense of individual, social, and civic responsibility and enables the student to use newly found knowledge to solve community problems.
- Provide character education as an integrated part of the curriculum
- Provide opportunities for community service and service learning
-

Standard d: The skills necessary to communicate effectively are taught.

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

Objectives: Idaho STEM Academy will:

- Emphasize meaningful language experience in literature, writing, and spelling, enhanced by dramatization and speech.
- Provide a technology-rich environment that enhances communication. Provide instruction in a foreign language. Knowledge of a second language is essential in many occupations. In addition, knowledge of a second language boosts English proficiency, improves memory and self-discipline, and enhances verbal and problem-solving skills.

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

Goal: Offer a thorough, dynamic, and interactive academic program where pacing is driven by student capabilities and opportunities for postsecondary credit are maximized for each individual. Students must be well grounded in the basics such as reading, writing, and social studies, with an overarching emphasis on science, technology, engineering, and mathematics (STEM).

Objectives: Idaho STEM Academy will:

- Develop relationships with multiple universities and colleges to offer a broad range of concurrent and/or dual enrollment opportunities for students.
- As provided in the budget projections, appendix K, establish computer labs with full-time facilitators where students will receive effective support while pursuing postsecondary

courses. Use a variety of methods to ensure student learning. In addition to traditional approaches, ISA will use methods of instruction that employ technology and prepare students for successful careers. This also includes a strong emphasis on real-life experience and hands-on experimentation. It will be important for the school to access and integrate resources such as the INL and other local industries into classroom and field instruction.

- Field trips and career development will be used to expose students to a wide range of career options.

Standard f: The skills necessary for the 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 networks linked to local and nationwide resources. These tools assist students in learning how to learn so that they become lifelong learners and are prepared to enter the work force with a solid foundation of knowledge and skills.

Objectives: Idaho STEM Academy will:

- Provide a strong foundation in core subjects such as English and History, with strong programs in science, technology, engineering and mathematics.
- Provide a technology-rich environment that supports and encourages the effective use of resources to pursue both secondary and postsecondary educational opportunities.
- Enable students to develop the following intellectual habits important in the work place: adapting to new situations and responding effectively to new information; solving problems; locating and evaluating information from a variety of sources; making flexible connections among various disciplines of thought; thinking logically and making informed judgments.
- Enable students to develop the following personal habits important in the work place: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of the work load; and working cooperatively with others to reach group consensus.

Standard g: The students are introduced to current technology.

Goal: Provide students with tools such as computers, scientific equipment, and networks linked to local and worldwide resources.

Objectives: Idaho STEM Academy will:

- Develop and maintain labs of computers with full-time facilitators that provide online access to colleges and universities across the nation and beyond.
- Use interactive technology and tools in an integrated educational program.
- Emphasize the acquisition of computer skills as an important medium for communication and research.
- Use computer networks and the internet as tools for such activities as accessing information, authoring, computation, record keeping, data storage, and communication.

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

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

Objectives: Through its service learning program, Idaho STEM Academy will:

- Provide a program of community service 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 work load; and working cooperatively with others to reach group consensus.
- Provide a well-developed social studies curriculum that enable students to understand and apply concepts and principles embedded in history, geography, political science, economics, etc..

Idaho STEM Academy will achieve the Thoroughness Standards through its basic curriculum and the unique aspects its expanded resources. A strong emphasis is placed on hard work, responsibility, honesty, and respect. This helps to create an environment that allows peace of mind and maximizes learning potential.

Defining an Educated Person

An educated student is one who is prepared for a successful future where technology and science are an integral part of every career. This requires a solid academic core, an in-depth knowledge of modern technologies, and productive work habits. In addition, individuals need the ability to accept responsibility, work cooperatively with a team, and the ability to solve complex problems.

ISA believes that high school can serve a much more productive role in preparing individuals to become a truly educated person.

When Learning Best Occurs

Idaho STEM Academy believes that a challenging but supportive atmosphere along with a safe environment create the setting where learning best occurs. ISA's core educational philosophy is that learning best occurs when:

- students experience the connection between school curriculum and the real world
- students actively engaged in hands-on and practical tasks
- student activities are integrated, meaningful, and applicable
- learners work both individually and as responsible members of a group
- Students, parents, and educators work together to identify academic and personal learning goals
- expectations are clearly communicated to students

- expectations for student achievement are held to a high level
- advanced learning opportunities are an integral part of each class
- the educational program includes character education and community service
- the learning experience contributes to the development of positive self esteem

ISA is committed to the concept that during high school, students can make significant progress toward a college degree or professional-technical certificate.

Instructional Methods

ISA instructional methodology hosts three types of learning environments: 1) classrooms similar to traditional high school classes, taught by highly qualified teachers. 2) Dual enrollment classrooms where the teacher is both a highly qualified secondary teacher and an adjunct university faculty; credit is awarded for both high school and college simultaneously. 3) Computer labs with full-time facilitators where students schedule individual online college courses based on their interests and ability.

After ISA is authorized and funded, the school will establish and nurture relationships with colleges and universities to enhance dual and online enrollment opportunities. Trained facilitators will guide and monitor students as they pursue postsecondary credit. Direct communication between ISA facilitators and the postsecondary institutions will help create an atmosphere where students are highly likely to succeed.

ISA classrooms will employ a multiplicity of ways to ensure student learning. These include the following:

- The Subject Matter Method presumes that an educated learner needs to know clearly defined skills and concepts that can best be learned in an organized sequential fashion. Traditionally, this approach has been predominately lecture-based. The Charter School utilizes computer and other technology-based learning to increase the efficiency of this method and to provide the opportunity for everything from rote drill to complex analysis and problem solving.
- The Inquiry and Problem-Solving Method suggests that learning occurs when individuals think critically and solve problems. The predominant premise of this method is that it is important to know how to retrieve and use the information, not just to have instant recall and possession of the information.
- The Individualized Learning Method attempts to personalize the learning process to the interests of the individual by allowing students to develop goals for their self-study. The reasons for learning thus become intrinsic--one's own curiosity and personal applicability of the information learned.
- The Discussion Method encourages learning through sharing of information and concepts within a group, with the thinking process playing an important role. A discussion leader is prepared to recognize each learner's level of understanding and can respond at the level most helpful to the learner.

Professional development is a critical component of the ISA program. The success of any teaching method is largely dependent on the teacher's ability to apply the technique. For this to occur, individuals must 1) learn the theoretical foundations and 2) practice the specific processes in order to develop competency. ISA professional development will occur through the following:

- hiring teachers as early as possible and begin pre-service training organized by administrative personnel and covering the unique aspects of ISA emphasis
- extensive teacher mentoring (see next bullet)
- a four day student week, with every Fridays set aside for targeted professional development
- teams of teachers who work cooperatively and are provided structured team planning, mentoring, and professional development time
- Opportunities for teachers to observe and work directly in the classroom with other teachers.

Curriculum Overview

All students will participate in a common core of learning that will fulfill the school's goal to produce students who possess the academic skills and personal habits needed for success in the 21st century. Idaho STEM Academy will remain aligned with the goals and objectives of the Idaho Thoroughness Standards section of this petition. When possible, ISA's emphasis on postsecondary credit will carry into every aspect of its curricular program.

ISA students will:

- be responsible users of scientific information
- gain hands-on skills and practical knowledge in the use of technology across the curriculum
- participate in a well-defined career exploration and preparation program
- use knowledge, critical thinking, and logic to solve problems in mathematics, science and other curricular areas
- develop well defined oral and written skills
- develop their aesthetic talents in areas such as music, visual, and/or performance arts
- participate in a comprehensive program of community service that teaches responsible citizenship both locally and beyond

ISA recognizes that true education means students acquire knowledge and develop skills. This knowledge and these skills enable them to become proficient practitioners and establish a foundation for advanced study and career options.

The Idaho STEM Academy curriculum is unique in that it contains traditional academic subjects as well as a strong emphasis on science, technology, mathematics, pre-medical and pre-engineering options. The Idaho State Board of Education's Thoroughness Standards serve as the starting point. Traditional core curriculum areas such as language, arts and social studies remain vital. They are augmented by music, art, career, health, physical, and professional-technical education. ISA will seek to establish both pre-engineering curriculum and a pre-medical professions curriculum.

Language Arts (English and Foreign): The goal is to develop learners who are effective communicators, who enjoy literature, and are lifelong readers and writers. The curriculum is literature based. Comprehensive skills, grammar, and vocabulary are integrated within the literature program. Dramatization and memorization of accelerated vocabulary is a motivational aspect of the language arts experience. Writing includes creative, narrative, technical and expository writing. Communication skills include speaking, writing, and presentation skills. The innovative teaching methods will expand to include modern technological tools such as tablets, ipads, ipods, and 3 dimensional visual software.

Science and Health: The science curriculum is a multi-year sequence that emphasizes hands-on experimentation and functional knowledge of scientific phenomena. Science must take students beyond the factual approach of reading, reciting, drilling, and testing science to actually “doing” and “feeling.” This process approach lets students experience the excitement of science so they can better understand facts and concepts. Curriculum will include integrating the scientific method, identifying variables, constructing tables or data, constructing graphs, describing relationships between variables, acquiring and processing data, constructing hypotheses, and designing investigations.

Mathematics: Students will master computation processes and proceed into algebra and/or geometry as individual ability dictates. Exploring, conjecturing, and thinking concepts as well as manipulative experiences will engage students and enhance learning. Students will learn to view and use technology as a tool for reasoning and problem solving in purposeful ways. ISA’s emphasis on math will differ from traditional schools through its focus on postsecondary ties early in the high school years.

Social Studies and Community Service: The curriculum will include the basic elements of history, government, geography, economics, sociology and citizenship with a focus on local, state, national, and world history. In addition, there will be a strong emphasis on community service in Grades 9 through 12. ISA will seek out ways for the students to discover and experience responsibilities and rights as members of our democratic community.

Career Education: Idaho STEM will provide direct access to the vast array of career opportunities available in today’s world. Individuals will work to recognize and understand their unique aptitudes, interests, and abilities as assets in the world of work. This will be accomplished through administering aptitude and interest survey throughout the high school years, along with career counseling and internships. Individuals will also begin to understand the importance of “soft skills” such as personal responsibility, teamwork, and dependability in career success.

Technology Education: Students will gain a strong understanding of computer, mechanical, electrical, pneumatic, hydraulic, electronic, and other technologies that operate in the world around us as an integrated part of each classroom and its pre-engineering program. Instruction will utilize a hands-on modular approach that employs discovery learning and problem solving. Students will seek solutions to real-life challenges. Idaho STEM Academy will provide our learners with technology skills that prepare them for future employment. ISA will comply with

all requirements set forth in the Children's Internet Protection Act.

Professional-Technical Education: ISA will offer strong and effective programs to prepare students who are interested in engineering and health professions careers. These programs will accelerate learning opportunities through dual and online postsecondary coursework as previously described. Programs available to Idaho STEM Academy through the Eastern Idaho Professional Technical High School are documented in Appendix R.

Curriculum Development and Approval

ISA recognizes that curriculum development is a continuous process. Prior to the completion of the first year of operation curriculum will be fully aligned with the Thoroughness Standards as documented under Tab 3. As the state of Idaho implements the Common Core State Standards over the next 3 years, ISA will use these standards to guide its curriculum implementation. ISA will continue to develop its curricular offerings by establishing and nurturing relationships with colleges and universities across the county. Both the secondary and postsecondary curriculum will be evaluated through ongoing observations of teachers and students, program audits, and with follow-up discussions with the Director to include written goals.

Textbooks and Curriculum

Idaho STEM Academy will generally follow the Idaho Department of Education curriculum, as defined in the Common Core State Standards, with specific enhancements as outlined by the Director. Textbooks for the school are not yet chosen and will be selected as required by online courses and by curriculum committees that include the director, teachers, and parents. Textbooks will be approved by the State Department of Education.

Educational Programs and Services

Means for all educational programs and services such as special education, physical education, HIV/AIDS education, family life/sex education, guidance and counseling services, Safe/Drug Free Schools programs, summer school programs, parent education programs, social work, and psychological services will be provided from the first day of school forward.

Any additional contracted services in areas such as psychological evaluation services, occupational therapy, speech and language therapy, etc. will be provided through qualified school employees or contracted private professionals.

How Special Education and Other Special Needs Will Be Met

Idaho STEM Academy serves all children including special education, gifted and talented, and LEP (Limited English Proficient) students. ISA follows the requirements of IDEA, the State of Idaho, and all other federal and state mandates regarding special needs students.

Idaho STEM Academy will adhere to The *Idaho Special Education Manual*, and will adopt and implement all special education policies and procedures consistent with state and federal laws,

rules, regulations, and legal requirements. All children will receive appropriate services as outlined in the Individuals with Disabilities Education Improvement Act, Section 504, and the State of Idaho Special Education Manual.

ISA budgeting will provide personnel, physical facilities, funding and contractual arrangements to ensure that students with disabilities attending the charter school will receive special education and other services as requirements in IDEA and outlined on the students' IEPs. All special education personnel will meet highly qualified special education standards and will be interviewed, selected, hired, trained, and in place by the first day of the 2012-2013 school year.

ISA will conduct a yearly Child Find activity. This will include a three step process leading to the determination of whether or not a student requires special education services. This process will follow the procedure outlined in the Idaho Special Education Manual and will focus on:

- Step 1. Locating students: The school will establish and implement an ongoing Child Find system. An individual will be appointed to coordinate the development, revision, implementation, and documentation of the Child Find system.
- Step 2. Ensuring that staff and the school's constituents are informed of the availability of special education services
- Step 3. A screening process that will include any and all referrals by parents and/or other adults including teachers, counselors, or other school professionals. This screening will be an organized process, to identify students who are not meeting or who may not be meeting Idaho Content Standards.

Nondiscriminatory enrollment procedures

ISA will not deny enrollment to a student with a disability solely because of that student's need for special education or related aids and services. All appropriate services will be provided for students with disabilities that have the opportunity to meet the minimum federally established eligibility criterion for such services. Enrollment described elsewhere in this petition, is consistent with the mission of ISA and civil rights requirements.

LRE Requirements

Idaho STEM Academy will provide special education and related services to eligible ISA students in the Least Restrictive Environment (LRE) in accordance with the Idaho Special Education Manual and as identified on each student's IEP. In many cases, the LRE will be specified as ISA. In other cases, the LRE might be a district school site or an alternative site, depending on the needs of each student.

If an IEP team determines that a student's academic needs cannot be met on site, the school will

contract with another agency to provide those services. The school will, however, continue to monitor student progress.

Regardless of transportation services for other students, ISA will also provide transportation services to those students whose IEP requires it.

Idaho STEM Academy will provide assessments to admitted students as required, meeting individual student needs and IDEA requirements. At risk students will be monitored and assessed using the Response to Intervention model and will be placed as needed. Services will include psychologist, speech/language pathologist, occupational therapist, vision specialist, and any other professionals listed in the students' IEP

Gifted and Talented program

Gifted/talented children are those students who are identified as possessing demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic, or leadership areas, or ability in the performing or visual arts, and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities.

After qualified personnel are hired, ISA will develop a written plan for its gifted and talented program and submit it to the chartering agency and State Department of Education. Updated plans will be submitted every three (3) years thereafter. The district's plan shall include the following:

- Philosophy statement
- Definition of giftedness program goals
- Program options, including identification procedures and program evaluation
- ISA will screen all potentially gifted and talented students to ensure they have an opportunity to be considered for the program. The screening criteria will be age/grade appropriate, will be nondiscriminatory, and will comply with the procedures set forth in all governmental mandates.

The School will assess those students meeting the screening criteria and gather additional information concerning their specific aptitudes and educational needs. Identification of gifted and talented students will be based on multiple indicators of giftedness with information obtained through the following methods and sources:

1. Formal assessment methods, such as group and individual tests of achievement, general abilities, specific aptitudes, and creativity.
2. Informal assessment methods, such as checklists, rating scales, pupil product evaluations, observations, nominations, biographical data, questionnaires, interviews, and grades.
3. Information regarding students will be obtained from multiple sources, such as testing results, teachers, counselors, peers, parents, community members, subject area experts, and the students themselves.

LEP Students

Idaho STEM Academy will conform to the federal definition of Limited English Proficient (LEP) as defined in Title III and IX of the ESEA. The school will use a home language survey upon student's registration. In addition, the "Woodcock Munoz" test will determine the student's eligibility and language level: L1, L2, and L3. The "Woodcock Munoz" test will be used as a pre-posttest to document the progress in both content areas and English language development. Students who are eligible for the LEP program will participate in the ISA, LEP program according to state and federal guidelines. State and federally mandated testing of LEP students will be administered as they become available. LEP services may be provided on-site or contracted out

Additional Special Needs Services

As required by state and federal statutes, students attending Idaho STEM Academy who are identified as disadvantaged to the extent that they may require Special Education, Title I or Section 504 services or requiring other accommodations will receive those services at or through Idaho STEM Academy or at an alternate site.

Dual Enrollment

ISA students will be allowed to participate in dual enrollment with other public schools as required by Idaho Code 33-203. Dual enrollment will be subject to school district procedures as allowed in Idaho Code 33-203 (1). State funding of a dually enrolled student will be limited to the extent of the student's participation in the public school programs. Information concerning dual enrollment options and requirements will be provided to all parents.

Dual enrollment will include the option of enrollment in a postsecondary institution if the student chooses. Any credits earned from the accredited postsecondary institution will be credited toward graduation requirements as outlined in ISA Board Policy.

TAB 4: Assessment of Student Educational Progress

Measurable Student Educational Standards

ISA will accomplish the following standards:

1. In the core subject areas of Math, Language Arts, and Science, 80% of students will earn a grade of “C” or above as calculated by classroom assessments and recorded on quarterly and semester report cards.
2. 75% of 9th grade students will successfully complete at least 3 postsecondary credits during their freshman year. .
3. 75% of 10th graders will successfully complete at least 3 postsecondary credits during their sophomore year.
4. 75% of juniors will successfully complete at least 3 postsecondary credits each semester of their 11th grade year.
5. 75% of 12th graders will successfully complete at least 3 postsecondary credits each semester of their senior year.
6. 80% of students continuously enrolled at ISA from the beginning of each academic year will demonstrate their academic proficiency by demonstrating at least one year of academic growth as indicated by Idaho Standards Achievement Test (ISAT).
7. After its initial 2 years of operation ISA will equal or exceed Blackfoot School District and Idaho AYP scores.

Methods for Measuring Student Progress

To ensure a consistent and comprehensive evaluation procedure, assessment charts will be developed for each of these standards.

The goal for every teacher at ISA will be to challenge each student to maximize his or her academic growth. The school’s overall academic goal will be to accomplish the above standards by the end of the 2014-2015 year.

Method for measuring student progress will include, but not be limited to:

Standard 1:

- Classroom work that demonstrates utilization, integration, and application of acquired information.
- Completion of homework, research, and other assignments as designated by the classroom teacher.
- Demonstration of mastery learning or subject competency through classroom assessments such as quizzes, test, or other measures determined by the teacher.

- Students will participate in community service that reflects responsible citizens in a democratic society.

Standard 2:

Students' completion of Standard 2 will be determine by a grade of "C" or better for at least 3 postsecondary credits as indicated on an official postsecondary grade report or transcript. Credit must be completed and recorded during the freshman year. Students are required to provide a copy of the grade report or transcript to the school records clerk for inclusion in their cumulative file.

Standard 3

Students' completion of Standard 3 will be determine by a grade of "C" or better for at least 3 postsecondary credits as indicated on an official postsecondary grade report or transcript. Credit must be completed and recorded during the sophomore year. Students are required to provide a copy of the grade report or transcript to the school records clerk for inclusion in their cumulative file.

Standard 4

Students' completion of Standard 4 will be determine by a grade of "C" or better for at least 3 postsecondary credits as indicated on an official postsecondary grade report or transcript. Credit must be completed and recorded during the junior year. Students are required to provide a copy of the grade report or transcript to the school records clerk for inclusion in their cumulative file.

Standard 5

Students' completion of Standard 5 will be determine by a grade of "C" or better for at least 3 postsecondary credits as indicated on an official postsecondary grade report or transcript. Credit must be completed and recorded during the senior year. Students are required to provide a copy of the grade report or transcript to the school records clerk for inclusion in their cumulative file.

Standard 6

Completion of standard 6 will be determined by increased point total from the previous year's score in each subject area of the Idaho Standards Achievement Test (ISAT).

Provisions by Which Students Will Receive Standardized Testing

Under the direction of the School Test Coordinator, standardized testing will be conducted in strict accordance with and at the specified intervals mandated by the State of Idaho:

Any and all other assessments required in Idaho now or in the future will be administered in accordance with state mandates and policies.

Additionally, all postsecondary tests or assessments to be administered at ISA will strictly adhere to the policies and processes defined by the postsecondary institution.

Accreditation

During its first year of operation, ISA will apply to the Northwest Accreditation Commission as required in IDAPA 08.02.02.140 for secondary accreditation. In compliance with Idaho State Board of Education Rules ISA will complete the state accreditation process. During its initial year of operation, the school will complete an accreditation self-assessment. All student and teacher standards will meet state-approved accreditation standards as adopted by the State Board of Education.

Throughout the accreditation and strategic planning process, ISA will comply with all provisions of NCLB, ESEA, and/or other federal and state mandates. In the event that concerns regarding NCLB standards should arise, steps will be taken by the Principal and the Board to identify and target school and individual needs. A comprehensive plan of improvement will be developed and implemented as required.

Accreditation reports outlining the attainment of standards will be submitted to both the charting agency and the State Accreditation Committee. The Committees will review the reports and make recommendations to the State Board of Education for accreditation status.

After accreditation, the Director will submit annual accreditation reports to the Idaho State Department of Education.

Copies of all annual reports including accreditation reports, financial audits, school reports cards, testing results, and all other federal, state and local reports will be given to the authorizing agency and other required state officials, and federal agencies. Parents and the public in general will also be provided access to report information, where appropriate.

Improvement Planning

ISA will develop a five year strategic plan focused on the improvement of student performance. The strategic plan will be monitored by a review team established by the school's administration and board of directors. This team will be empowered to recommend revision of goals as necessary and provide regular reports on implementation of the plan to the Board of Directors.

ISA will also develop a Continuous School Improvement Plan based on its strategic plan and focused on the improvement of student performance. This plan will also focus on improving school and staff capacity (structure/resource allocation/teacher skill sets) to increase student achievement.

Additionally the school will comply fully with the national and state mandates for No Child Left Behind including full compliance with the steps established by the ACT. The following chart lists the specific school improvement requirement per each year missing AYP.

AYP TIMELINE

Improvement Year Status	When the Status Takes Effect	Account-ability Workbook Label	School Improvement Requirements	LEA Improvement Requirements
Not in "Needs Improvement"	N/A (or in the year 2 consecutive years of making AYP)	Year 1	None	None
Alert	Year Following the 1 st time Missing AYP	Year 2	None	None
School Improvement Year 1	Year Following 2 nd Consecutive Time Missing AYP	Year 3	School Improvement <ul style="list-style-type: none"> • Technical Assistance from LEA • Choice • Develop and implement an School Improvement Plan • Supplemental Services (SES) for eligible students in reading and math if choice not 	LEA Improvement <ul style="list-style-type: none"> • Technical Assistance from SDE • Develop and implement an LEA Improvement
School Improvement Year 2	Year Following 3 rd Consecutive Time Missing AYP	Year 4	School Improvement <ul style="list-style-type: none"> • Technical Assistance from • Choice & SES • Implement Intervention Plan 	LEA Improvement <ul style="list-style-type: none"> • Technical Assistance from SDE • Implement the LEA Improvement
Corrective Action <i>[School Improvement Year 3]</i>	Year Following 4 th Consecutive Time Missing AYP	Year 5	School - Corrective Action <ul style="list-style-type: none"> • Choice & SES • Technical Assistance from LEA 	LEA - Corrective Action <ul style="list-style-type: none"> • Technical Assistance from SDE • Plan for and Implement Corrective Action
Restructuring Year 1: Planning <i>[School Improvement Year 4]</i>	Year Following 5 th Consecutive Time Missing AYP	Year 6	School - Restructuring <ul style="list-style-type: none"> • Choice & SES • Develop a Restructuring Governance 	LEA - Corrective Action <ul style="list-style-type: none"> • Technical Assistance from SDE • Plan for and Implement
Restructuring Year 2: Plan Implementation <i>[School Improvement Year 5]</i>	Year Following 6 th Consecutive Time Missing AYP	Year 7	School - Restructuring <ul style="list-style-type: none"> • Choice & SES • Implement the Alternative Governance 	LEA - Corrective Action <ul style="list-style-type: none"> • Technical Assistance from SDE • Implement Corrective Action

* School Improvement Holding - Years are marked with an asterisk on the State Report Card and delay the implementation of any new AYP requirements. However, all previously existing requirements must still be met.

Academic performance each year is determined by the Adequate Yearly Progress Proficiency Targets established by the State of Idaho. These are as follows:

AYP Proficiency Targets			
% Proficient or Advanced Needed Under Indexing			
	2011-2012	2012-2013	2013-2014
Reading	85.60%	90.40%	95.20%
Mathematics	83.00%	88.70%	94.30%
Language Usage	75.10%	83.40%	91.70%

The first stage of AYP accountability is School Improvement and it has two phases. In the first year of School Improvement, the school must develop and implement a “School Improvement Plan” that identifies specific actions for improving a school’s performance. Furthermore, parents are entitled to transfer their child to another, better performing school (this is called Public School Choice). As schools of choice, parents decide to send their child to a charter school so offering Public School Choice to charter school parents may mean notifying parents of their right to return to their local school district (a right that charter parents, no matter if the charter is low-performing or not, can always exercise.)

If ISA is in Alert status and fails to make APY for a third year, the school will move into “school improvement” status in which parents who elect to keep their child in the underperforming school are entitled to have the child receive, at no cost to them, federally-funded Supplemental Educational Services (SES), such as tutoring. There are no improvement requirements to be followed at this point; however, the school will take action to develop and implement an improvement plan. As both a School and LEA, this designation will require the school to notify parents of this status and their choice for other schools, notify parents of provisions for supplemental services to qualified students in reading and math if choice is not available, and develop an intervention school improvement plan. The school may also receive technical assistance from the SDE. At any time during the School Improvement phase, if a school achieves AYP for one year, it will then move into a holding pattern and be labeled as in “School Improvement 1” status. Any school in Improvement status must achieve APY for two years consecutive years in order to exit the school improvement phase and be designated as “Met Goal”.

In the fourth consecutive year of missing AYP, the school moves into what NCLB calls Corrective Action. The Corrective Action stage requires a school to make substantial changes to its program with one or more of the following steps:

- Replacing the school staff that are relevant to the failure to make AYP.

- Instituting and fully implementing a new curriculum, including providing appropriate professional development for all relevant staff that is grounded on scientifically-based research and offers substantial promise of improving educational achievement for low-achieving students and enabling the school to make AYP.
- Significantly decreasing management authority at the school, perhaps by hiring an educational management organization to operate the school. Fourth is appointing an outside expert to advise the school on its progress toward making AYP, based on its school plan.
- Extending the school year or school day or restructuring the internal organizational structure of the school.

If the school doesn't make AYP for a fifth year, it enters the Restructuring phase. Under Restructuring, the school must plan for and then, in the following year, execute fundamental changes in its program and the governance of the school, including:

- Contracting with an external provider to manage a school;
- Replacing staff and leadership;
- Turning the school's operation over to the state; or engage in some other kind of restructuring.
- Significantly decreasing management authority at the school, perhaps by hiring an educational management organization to operate the school;
- Appointing an outside expert to advise the school on its progress toward making AYP, based on its school plan;
- Extending the school year or school day; or
- Restructuring the internal organizational structure of the school.

If for a sixth year the school fails to meet APY, then all previous sanctions will be applied plus the school will be required to develop a Restructuring Plan that will implement one of the restructuring models such as closing down the school, closing down the school and reopening it under new authorizing authority, replacing all the teachers, replacing the chief administrator.

If a seventh year of failing to meet AYP is reached, the school will be subject to all previous sanctions and must then implement alternate governance provisions.

In the event that ISA moves into the School Improvement, the ISA Board of Directors will assume responsibility to provide the financial support for planning and implementing school improvement and professional development as outlined in NCLB. The Title I budget will be altered to include a 10% provision to purchase professional development for staff. The professional development will be determined by the School Improvement Plan. Further, 20% of the budget will be set aside for providing supplementary education services. The general education budget, as well as additional Federal funds will be taken into consideration as sources for mandated set asides.

If the school enters a restructuring phase, finances will be set aside to offset changes including but not limited to: Replacing teaching staff; Adding additional paraprofessional staff; Implementing new curriculum, or other restructuring alternatives that may designated for improvement.

Using viable data, the director will determine what changes need to be made; The director will develop several restructuring plans and present them to the governing board; The governing board will partner with an outside entity to provide arbitration, perspective, and coaching; The governing board will choose a viable plan; the board will oversee the implementation and evaluation of the plan.

TAB 5: Governance Structure

Governance Structure

Idaho STEM Academy, Inc. is a non-profit organization managed under the Idaho Nonprofit Corporation Act. The Board of Directors will be the public agents who control and govern the School. Idaho STEM Academy shall be responsible to identify and comply with all statutory requirements affecting the operation of a public school. The Board of Directors' meetings will follow the open meetings laws, keep accurate minutes, and make the minutes available to the public.

Founders

A founder is hereby defined as a person, including employees, parents, or staff of a public charter school, who within 180 calendar days after the date that instruction first begins at the charter school, makes a material contribution toward the establishment of a public charter school. To qualify as a founder, one must:

- A. have been directly involved in the initial development of the charter petition, or
- B. made a significant contribution to the development or establishment of ISA as defined by the Board.

ISA founders include parents and other community members who meet the above criteria. Founders will elect the initial Board of Directors, write and edit the charter petition, recruit candidates for the position of school Director, and establish a preliminary operating budget. Following the election of the Board of Directors, founders may be appointed to serve on various committees that provide input and recommendations to the Board of Directors.

After election, the Board of Directors becomes the Governing Body for ISA. Officers shall be established as set forth in the corporate bylaws. The function of the Board can be described as policy making, evaluating, and directing the financial means by which the educational program is conducted.

Powers and Limitations

Idaho STEM Academy is a legally and operationally independent entity established by the nonprofit corporation's Board of Directors. The elected Board of Directors will be legally accountable for the operation of the School. Idaho STEM Academy acknowledges that upon approval of the petition and 501(c)(3) status, the school's Board of Directors will be public agents required to control the school's operation. Idaho STEM Academy commits to compliance with all federal and State laws and rules and acknowledges its responsibility for identifying essential laws and regulations, and complying with them.

The Board of Directors will have the responsibility to approve the selection of the school Director, who may not be one of its members.

Idaho STEM Academy will not extend the faith and credit of any school district or the Idaho Public Charter School Commission to any third person or entity. Idaho STEM Academy will not contractually bind any school district or the Idaho Public Charter School Commission with any third party.

Relationship between Board of Directors and School Administration

The relationship of the Board of Directors to the ISA' administration will be as follows:

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

- Implementing the vision and mission of the school
- Providing instructional materials and supplies
- allocating resource
- fulfilling state charter school requirements
- building school-wide community
- providing special services
- contracting services
- providing disciplinary support
- establishing public and media relations
- building business and community partnerships
- developing curriculum, instruction, and assessment
- implementing professional development
- resolving employment and personnel issues
- overseeing enrollment and attendance
- conducting formative/summative staff evaluations
- maintaining facility conditions
- providing transportation
- promoting climate for innovation and growth
- building staff and school morale
- functioning as commission/board liaison
- supervising budget and financial records
- supplying annual reports to the Idaho State Charter School Commission

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Standing Committees and Ancillary Support Personnel

Standing committees may be formed in accordance with the bylaws of the corporation. These committees will include, but are not limited to, Parent Activity Committee (PAC), fundraising, policy review, etc.

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

budgetary process. Additional resources will be sought through volunteer and fundraising efforts.

The Board of Directors of Idaho STEM Academy will provide consultation to the Director regarding ongoing plans for the school. Parent committees may also work with the Board of Directors on school improvement.

Process to Ensure Parental Involvement

Parents of students who attend Idaho STEM Academy will be involved in the education of their children and in the school at many levels. The process to ensure parental involvement will be as follows:

- Parents will receive a student/parent handbook at registration.
- Parents will be encouraged to attend two parent teacher conferences per year.
- Parents will be asked to complete surveys throughout the school year addressing the following issues: safety of students, classroom discipline, school-wide discipline, child's response to classroom atmosphere, and parents' perception of learning environment.
- Parents will be encouraged to be involved in the Parent Activity Committee (PAC) and to volunteer for school projects, programs, and committees, and to work specifically with students who are challenged academically.
- Parents will be encouraged to provide an appropriate learning environment at home for study.

Public Access

Idaho STEM Academy's policies regarding the ways in which the public may have access to the school's students, staff, and facilities will be outlined in the Student/Parent Handbook. Parents and members of the community are invited to communicate with teachers, administrators, and board members. The Charter School will comply with Idaho statutes relating to public records and public meetings, as indicated in the Bylaws. Idaho STEM Academy gives permission for public inspection.

Annual Financial and Programmatic Operations Audits

An independent annual financial audit will be conducted by a qualified CPA after the completion of each charter school year. Programmatic Operations audits will be conducted as mandated by state requirements as outlined in:

- I.C. 33-5205(4)(k)
- I.C. 33-5206(7)
- IDAPA 08.02.04.300.03, Rules Governing Public Charter Schools
- IDAPA 08.03.01.301.12, Rules of the Public Charter School Commission

Dispute Resolution

The Public Charter School Commission and the Governing Board of Idaho STEM Academy will resolve disputes relating to provisions of the charter following the procedures set forth in Section 33-5209, Idaho Code, and the applicable rules of the State Board of Education for notice of defect and submission of a corrective action plan.

TAB 6: Employees of the Charter School

Employee Qualifications

Idaho STEM Academy’s certificated staff will meet all federal HQT standards. All full-time and part-time staff, including both classified and non-certificated individuals, will meet or exceed qualifications required by Idaho law. Staff will be required to possess personal characteristics, knowledge, and experience consistent with the philosophy, mission, and expectations of Idaho STEM Academy as outlined within this petition. The Director will make recommendations to the Board of Directors for approval of instructional staff.

Idaho STEM Academy reserves the right to hire any person for temporary assistance under the direct supervision of certified staff members as provided by rule of the Idaho State Board of Education when deemed in the best interests of the educational program. For all permanent or long term employees, ISA will meet state certification standards and the No Child Left Behind, Highly Qualified Teacher requirements. A thorough screening process will be used for temporary personnel to assure the safety of students and personnel. These provisions are intended to allow various community experts and other specialized persons who may not hold certification to contribute to the school according to their talents, experience, creativity, or expertise on a short-term or seminar basis.

Background Checks

All employees will undergo State of Idaho criminal background checks and FBI fingerprinting checks. One fingerprint card will be submitted to the Office of Certification at the State Department of Education and one will be kept in the individual’s personnel file.

Targeted Staff Size

Idaho STEM Academy will make every effort to keep class size small by employing one core area teacher per every 25 students. ISA will employ additional staff as lab facilitators and and/or teachers in technical education, music, foreign language, career education, physical education, etc.

The following positions are based on a first year student population of 120 students in grades 9 and 10. If more students are enrolled, these position numbers will be adjusted accordingly:

Director	0.5 FTE
English	0.5 FTE
Math	0.5 FTE
Science	0.5 FTE
Social Studies	0.5 FTE
Postsecondary Facilitator	1.0 FTE
Special Education	0.5 FTE
Music	0.5 FTE
Professional-Technical	0.5 FTE
Foreign Language	0.5 FTE

Physical education	0.5 FTE
Art	0.5 FTE
<hr/>	
Total Certificated staff	6.5 FTE
Admin. Assistant	0.5 FTE
Business Manager	0.5 FTE
Custodian/maint.	0.5 FTE
Paraeducators	0.5 FTE
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Classified	2.0 FTE

ISA’s goal is to achieve full capacity enrollment by its third year of operation. Additional certificated and classified staff will be added as needed. Projections for the coming year will be determined by the number of students in the lottery, as outlined under Tab 7.

Health and Safety Procedures

Idaho STEM Academy will comply with the following health and safety procedures:

- Conduct criminal history checks for all employees in compliance with Idaho Code 33-130. This requirement is a condition of employment.
- Require that all students show proofs of immunization before being enrolled at the Idaho STEM Academy or have an exemption signed by a parent or legal guardian.
- Require that all visitors sign in at the office and receive and wear a visitor’s pass when visiting the school building.
- Provide for inspection of the facility in compliance with Section 39-4130 of Idaho Code. Adopt policies to meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools. Fire and safety officials using the same guidelines for all public schools will inspect the facility.
- Adopt and implement a comprehensive set of health, safety and risk management policies.

These policies will be developed in consultation with the Idaho STEM Academy’s insurance carriers and at a minimum address the above and the following items:

- Policies and procedures for response to natural disasters and emergencies, including fires and bomb threats.
- Policies relating to preventing contact with blood-borne pathogens.
- A policy requiring that all staff receives training in emergency response, including appropriate “first responder” training.
- Policies relating to the administration of prescription drugs and other medicine.
- A policy that the school will be housed in a facility that has received fire marshal approval and has been evaluated by a qualified structural engineer who has determined the facilities present no safety hazards.
- Policies establishing that the school functions as a gun-free, drug, alcohol and tobacco free workplace.
- ISA will develop a policy regarding intern usage and comply with all requirements set forth

in the Children's Internet Protection Act.

All policies will be incorporated as appropriate into the school's student and staff handbooks and will be reviewed on an ongoing basis in the school's staff development efforts.

Employee Benefits and Provisions

ISA will provide all employees with the opportunity to participate in group health insurance and the following programs and benefits:

- Public Employee Retirement System,
- Federal Social Security
- Unemployment Insurance and Worker's Compensation Insurance to the extent allowed and required by law.

Accumulation of sick leaves for teachers shall be up to ninety (90) days and be governed by section 33-1217, Idaho Code.

Faculty at Idaho STEM Academy will work in an environment where they have opportunities to work with other faculty to align subject areas. The Director will determine in-service training days in order to provide teachers with training in the teaching methods described in this petition. All employees will undergo an annual performance review.

Transfer Rights

The transfer rights of any ISA employee choosing to return to any non-charter school after employment at ISA will be dependent upon the receiving school district from which an employee might transfer. ISA claims no transfer rights

Collective Bargaining

Idaho STEM Academy's staff shall be a separate unit for purposes of collective bargaining.

Written Employment Contracts

All certificated staff will be required to sign a written contract with Idaho STEM Academy. Contracts will be in the standard form as approved by the state superintendent of public instruction and in compliance with Idaho Code 33-5206(4). Copies of these contracts are available at www.sde.idaho.gov/EducatorResources/docs/Contracts.

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

Experience for Salary Schedule

Certified teachers at Idaho STEM Academy shall be considered public school teachers.

Educational experience shall accrue for service at the school similar to any other public school. Idaho STEM Academy certificated employees who are re-employed by the local district shall receive full credit for their years of service in the public charter school.

TAB 7: Admission Procedures

Admission and Over Enrollment Procedures

During its first year of operation, ISA will focus on 9th and 10th grade students. Enrollment will be capped at 160 students this first year and no more than 80 new students per year until the 400 cap is reached. One grade will be added each year so that a full high school program will be offered within three years.

In accordance with Idaho Code Section 33-5205(3), Idaho STEM Academy has identified the following admission procedures:

ISA will be open to all students on a space available basis. No student will be denied admission based on ethnicity, creed, gender, disability, or place of residence. No out of state students will be enrolled. The public will be notified of enrollment opportunities as described in the “Public Notification of Enrollment Opportunities” section below.

Idaho STEM Academy will follow the model admission procedure identified by the Idaho State Board of Education in the initial year and for every year thereafter:

Enrollment Deadline

Each year ISA will establish an enrollment admissions deadline that will coincide with the Board of Director’s March meeting. This will be the date by which all written requests for admission to attend the public charter school for the next school year must be received. The enrollment deadline cannot be changed once the enrollment information is disseminated. Late applications will be accepted for admission for slots remaining open and/or in addition to waiting lists at any time, but will be added to the bottom of the final selection list after the lottery.

Requests for Admission

A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in this state, may make a request in writing for such child to attend ISA. In the case of a family with more than one (1) child seeking to attend, 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 the public charter school at which admission is sought 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 the school is insufficient to enroll all prospective students, then a lottery as described below shall be utilized to determine which prospective students will be admitted to the public charter school. Only those written requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline shall be permitted in the lottery. Written requests for admission received after the established enrollment deadline will be

added to the bottom of the waiting list for the appropriate grade. If there is an opening in one grade, a sibling, if any, from a late submitted application must go to the bottom of the sibling list.

Admission Preferences

ISA will establish admission preference as authorized by Section 33-5205(3)(j), Idaho Code, for students returning to ISA, students of founders, siblings of students already selected to attend ISA, and those in the attendance area.

Priority of Preferences for Initial Enrollment

Admission preferences for initial ISA enrollment of students shall be as follows:

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

Priority of Preferences for Subsequent Enrollment Periods

The selection hierarchy for admission preferences for enrollment of students in subsequent school years shall be as follows:

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

Proposed Attendance List for Lottery

Each year ISA will create an attendance list containing the names of all prospective students on whose behalf a written request for admission was timely received by the public charter school, separated by grade level. The proposed attendance list shall contain columns next to the name of each student, in which the public charter school will designate admission preferences applicable to each prospective student. The columns shall be designated "A" for returning student preference; "B" for founders preference and children of employees; "C" for sibling preference, with a corresponding cross-reference to each of the siblings of the prospective student; and "D" for children within the primary attendance area preference.

Lottery Process

If the initial capacity of ISA is insufficient to enroll all prospective students, or if capacity is insufficient to enroll all prospective students in subsequent school years, then ISA will determine the students who will be offered admission by conducting a fair and equitable lottery. This lottery will be conducted as follows:

1. The name of each prospective student on the proposed attendance list shall be individually affixed to or written on a three by five (3 x 5) inch index card or other similar but equal media. The index cards shall be separated by grade. The selection procedure shall be conducted one (1) grade level at a time, with the order for each grade level selected randomly. The index cards containing the names of the prospective students for the grade level being selected shall be placed into a single container.
2. A neutral, third party shall draw the grade level to be completed first and then draw each index card from the container for that grade level, and such person shall write the selection number on each index card as drawn, beginning with the numeral "1" and continuing sequentially thereafter. In addition, after selecting each index card, the name of the person selected will be compared to the proposed attendance list to determine whether any preferences are applicable to such person.
3. If the name of the person selected is a returning student, then the letter "A" shall be written on such index card. If the name of the person selected is the child of a founder or is the child of an employee,, the letter "B" shall be written on such index card. If the name of the person selected is the sibling of another student that has already been selected for admission to the public charter school, then the letter "C" shall be written on such index card. If the name of the person selected resides in the primary attendance area then the letter "D" shall be written on the card.
4. With regard to the sibling preference, if the name of the person selected has a sibling in a higher grade who has already been selected, but the person previously selected did not have the letter "C" written on his or her index card (because a sibling had not been selected for admission prior to the selection of the index card of that person), then the letter "C" shall now be written on that person's index card at this time.
5. With regard to the founder's preference, a running tally shall be kept during the course of the selection procedure of the number of index cards, in the aggregate, that have been marked with the letter "B." When the number of index cards marked with the letter "B" equals ten percent (10%) of the proposed capacity of the public charter school for the school year at issue, then no additional index cards shall be marked with the letter "B," even if such person selected would otherwise be eligible for the founder's preference.
6. After all index cards have been selected for each grade, the cards shall be sorted for each grade level in accordance with the following procedure: All index cards with the letter "A" shall be sorted first, based on the chronological order of the selection number written on each index card; followed by all index cards with the letter "B," based on the chronological order of the selection number written on each index card; followed by all index cards with the letter "C," based on the chronological order of the selection number written on each index card; followed by all index cards with the letter "D," based on the chronological order of the selection number written on each index card; followed, finally, by all index cards containing no letters, based on the chronological order of the selection number written on each index card.

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

Final Selection List

The names of the persons in highest order on the final selection list shall have the highest priority for admission to the public charter school in that grade, and shall be offered admission to the public charter school in such grade until all seats for that grade are filled. All remaining students will be placed on a waiting list in the order drawn in the lottery. Any students admitted after initial acceptance will be taken in numerical order from this list.

Notification and Acceptance

- a. With respect to students selected for admission to the public charter school, within seven (7) days after conducting the selection process, the public charter school shall send an offer letter to the parent, guardian, or other person who submitted a written request for admission on behalf of a student, advising such person that the student has been selected for admission to the public charter school. The offer letter must be signed by such student's parent, or guardian, and returned to the public charter school by the date designated in such offer letter by the public charter school.
- b. With respect to a prospective student not eligible for admission to the public charter school, within seven (7) days after conducting the selection process, the public charter school shall send a letter to the parent, guardian, or other person 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.
- c. If a parent, guardian, or other person receives an offer letter on behalf of a student and declines admission, or fails to timely sign and return such offer by the date designated in such offer letter by the public charter school, then the name of such 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 final selection list. If a student withdraws from the public charter school during the school year for any reason, then the seat that opens in that grade will be made available to the next eligible student on the final selection list.

Subsequent School Years

The final selection list, also called the waiting list, for a given school year shall not roll over to the next school year.

Disciplinary Procedures Including Suspension, Expulsion, and Reenrollment

ISA is committed to the provision of a safe learning environment. Expectations for appropriate student behavior are high and will be communicated to both students and parents upon enrollment, through the student handbook, and verbal reminders from faculty and administrators.

A draft of the initial ISA Student Handbook is contained in Appendix F. Upon approval of the charter, the Board will appoint a committee to develop a final version of the student handbook. Under the ISA Director, this committee will assemble a student handbook that outlines the Student Code of Conduct and includes expectations and consequences for unacceptable behavior as outlined below:

Inappropriate student behavior will be identified as either a minor or major infraction. Minor infractions may include such behaviors as talking in class, tardiness, failure to follow directions, etc. repetitious or extreme minor infractions may constitute a major infraction. Major infractions may include but not be limited to fighting, bullying, defiance, use of illegal substances, possession of a weapon or firearm, etc.

In all serious or continuing disciplinary concerns, parents/guardians will be notified via phone calls, in writing, and/or through school conferences. If the situation causing concern is not immediately corrected, the student may be referred to the school Director for further discussion and appropriate action. The consequences for violations are described below.

Consequences for minor violations include, but are not limited to, the following:

- a. Loss of privileges
- b. Detention (lunch hour or before or after school)
- c. Phone call to parent
- d. Letter sent to the parent
- e. Student conference with the Director
- f. Student and parent conference with Director
- g. Suspension from extracurricular activities

Consequences for major violations may include any of the above consequences plus:

- h. In-school suspension
- i. out-of-school suspension
- j. Referral to Status Offenders Service.
- k. Referral to Counselor or Student Specialist for intervention
- l. Recommendation to Board for expulsion

Suspension or expulsion will be considered only as the final option in a series of efforts to avoid such measures including but not limited to the following steps:

Step 1: Teacher and/or director intervention includes disciplinary measures within the school designed to address the behavior problem while insuring the safety of all staff and students.

Step 2: Parent/Guardian Incident Notification.

Step 3: Suspension by the director or ISA Board of Directors in compliance with requirements of section 33-205, Idaho Code.

Step 4: Expulsion by the ISA Board of Directors in compliance with requirements of section 33-205, Idaho Code.

Bullying/harassment

Bullying/harassment shall be defined as any physical, verbal, cyber, or socially aggressive behavior calculated to intimidate, harm, injure, coerce, ridicule, or threaten. Any staff member observing or suspecting bullying behavior shall intervene.

Provisions to handle Students using or Suspected of being Under the Influence of Alcohol/Controlled substances

If a student discloses or is reasonably suspected of being under the influence of alcohol or controlled substances, ISA will comply with the procedures required by Section 33-210, Idaho Code. It is the policy of ISA that any staff member who has reasonable suspicion that a student may be under the influence of, or has in his or her possession, a controlled or dangerous substance as defined by law shall immediately notify the appropriate administrator or designee of such suspicions. The administrator or designee shall immediately investigate the allegation and if confirmed, notify the parent or legal guardian of said student's possession of a controlled or counterfeit substance or suspected abuse thereof.

This policy includes provisions for anonymity in that when a student voluntarily discloses use or being under the influence, information will be shared only on a "need to know" basis as provided in I.C. 33-210.

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

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

The ISA Board of Directors shall have the right to expel or deny enrollment to any student as set out in section 33-205, Idaho Code. Readmission of any student suspended or expelled, or admission of any student who has been denied admission shall be governed by section 33-205, Idaho Code.

All disciplinary actions related to special education students shall adhere to the federal mandates in IDEA and other applicable state and federal mandates as outlined in the Idaho special Education Manual. Disciplinary decisions regarding students with IEPs will be made with consideration given to whether or not the student's disability affected the behavior.

In all disciplinary matters, students and parents have the right to due process and to appeal decisions to the next higher level. Policies will be incorporated as appropriate into the school's student and staff handbooks and will be reviewed on an ongoing basis in the school's staff development efforts. ISA Board of Directors will formally adopt and recognize all Idaho Science and Technology Charter School policies addressing emergency or other situations not specifically covered by ISA policy.

Student Health and Safety

Idaho STEM Academy will comply with the following health and safety procedures:

- Conduct criminal history checks for all employees in compliance with Idaho Code 33-130. This requirement is a condition of employment.
- Require that all students show proofs of immunization before being enrolled at the Idaho STEM Academy or have an exemption signed by a parent or legal guardian
- Require that all visitors sign in at the office and wear a visitor's pass when visiting the school building or campus
- Provide for inspection of the facility in compliance with Section 39-4130 of Idaho Code. Adopt policies to meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools. Fire and safety officials using the same guidelines for all public schools will inspect the facility.
- Adopt and implement a comprehensive set of health, safety and risk management policies. These policies will be developed in consultation with the Idaho STEM Academy's insurance carriers and at a minimum address the above and the following items:
 - Policies and procedures to respond to natural disasters and emergencies, including fires and bomb threats.
 - Policies relating to preventing contact with blood-borne pathogens.
 - Policies relating to the administration of prescription drugs and other medicine.
 - A policy that the school will be housed in a facility that has received fire marshal approval and has been evaluated by a qualified structural engineer who has determined the facilities present no substantial safety hazard.

Public Charter School Attendance Alternative

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

Attendance Requirements

Parents and educators recognize the importance of attendance and punctuality at school. Key reasons for regular and punctual attendance are employability, educational benefits, and success in school.

- *Employability*—Punctuality and attendance are important skills for employment identified by employers. Developing these skills is critical whether students plan to work during the school year, after graduation, or after college.
- *Educational Benefits*—Regular attendance assures that students stay current in academic skills, personal management skills, and teamwork skills.
- *Success*—Students must be present in order to experience success. Further, each student's presence enhances the success of the entire class.

Habitual Truant

Any ISA pupil who, in the judgment of the Board of Directors, repeatedly has violated the established attendance regulations or whose parents or guardians fail or refuse to cause such child to be instructed as provided in Idaho Code 33-202, shall be declared an habitual truant as defined in Idaho Code 33-206. Such a child shall come under the purview of the juvenile corrections act and dealt with accordingly.

Attendance Appeal Process

If a parent/guardian wishes to appeal a failing grade or denial of promotion to the next grade due to the attendance requirement, truancies, or the number of tardies, the following policy applies:

- The parent/guardian has five (5) school days from the date shown on the notification to appeal the loss of credit or denial of promotion.
- The appeal process starts with the Director. An adverse decision may be appealed to the Board of Directors. The decision of the Board of Directors is final.
- In each situation, representatives of the school and the parent/guardian have five (5) days in which to respond to the appeal or the ruling. Appeals and responses shall be in writing.

Denial of School Attendance

In Accordance with Idaho Code 33-205, the ISA Board of Directors may deny enrollment or may expel or deny attendance to any pupil who is an habitual truant, or who is incorrigible, or whose conduct, in the judgment of the board, is such as to be continuously disruptive of school discipline, or the instructional effectiveness of the school, or whose presence in a public school is detrimental to the health and safety of other pupils, or who has been expelled from another school district in this state or any other state. Any pupil having been denied enrollment or expelled may be enrolled or readmitted to the school by the board of directors upon such reasonable conditions as may be prescribed by the board; but such enrollment or readmission shall not prevent the board from again expelling such pupil for cause.

The board shall expel from school for a period of not less than one (1) year, twelve (12) calendar months, or may deny enrollment to, a student who has been found to have carried a weapon or firearm on school property in is state or any other state, except that the board may modify the expulsion or denial of enrollment order on a case-by-case basis. Discipline of students with disabilities shall be accordance with the requirement of federal law part B of the individuals with

disabilities education act and section 504 of the rehabilitation act. An authorized representative of the board shall report such student and incident to the appropriate law enforcement agency.

No pupil shall be expelled nor denied enrollment without the board of directors having first given written notice to the parent or guardian of the pupil, which notice shall state the grounds for the proposed expulsion or denial of enrollment and the time and place where such parent or guardian may appear to contest the action of the board to deny school attendance, and which notice shall also state the rights of the pupil to be represented by counsel, to produce witnesses and submit evidence on his own behalf, and to cross-examine any adult witnesses who may appear against him. Within a reasonable period of time following such notification, the board of directors shall grant the pupil and his parents or guardian a full and fair hearing on the proposed expulsion or denial of enrollment. However, the board shall allow a reasonable period of time between such notification and the holding of such hearing to allow the pupil and his parents or guardian to prepare their response to the charge. Any pupil who is within the age of compulsory attendance, who is expelled or denied enrollment as herein provided, shall come under the purview of the juvenile corrections act, and an authorized representative of the board shall, within five (5) days, give written notice of the pupil's expulsion to the prosecuting attorney of the county of the pupil's residence.

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

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

Process for Public Notification of Enrollment Opportunities

As outlined in the following sections, Idaho STEM Academy intends to implement a solid plan to attract a sufficient and diverse student body, to provide for open communication, and to convey information about the school competently and accurately.

ISA will actively recruit students for enrollment through any or all of the following: advertising in a local newspaper, announcements at local schools, radio advertising, flyers, open houses, other forms of public media. The focus will be to attract a sufficient pool of potential applicants that includes disabled, low-income and racially diverse students. In each of these marketing

processes, advertising will include strategies to reach at-risk and non-English speaking students. This process will comply with all requirements of Idaho code 33-5205, with respect to notifying citizens residing in the compact and contiguous attendance areas of enrollment opportunities at ISA.

ISA will disseminate enrollment information in English, Spanish, and possibly other languages, taking into consideration the language demographics of the attendance area. The school will post enrollment opportunities information in highly visible and prominent public locations through the community. This information will be disseminated at least three months in advance of the school's March enrollment deadline. ISA will also disseminate press releases to media outlets in the area on at least three occasions, beginning not later than fourteen days prior to the enrollment deadline. Once the enrollment deadline is established, if the school changes this date, this full notification process will be repeated.

Idaho STEM Academy's Director will determine plans for publicly sharing the school's annual report and other relevant information on the school's performance as outlined in IDAPA 08.02.04.203.

Student Handbook and Procedure Ensuring Parental Access .

A copy of the Draft Student Handbook is contained in Appendix F. In order to ensure that both parents and students understand the expectations for students at ISA, parents will receive a student/parent handbook at registration. Additionally, all students will be given a copy of the handbook during the first few days of class. During registration, parents will sign a validation form indicating that they have received and agree to read and adhere to the handbook.

Tab 8: Business Plan

Business Description

Idaho STEM Academy, Incorporated, is organized exclusively for educational purposes within the meaning of IRC Section 501(c) (3) of the Internal Revenue Code. Notwithstanding any other provision of the school's 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).

Marketing Plan

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

- Direct mailing to primary attendance area households
- Ongoing articles (in both English and Spanish) in the Gazette
- Holding public forums within each sending district's boundaries
- Posting advertising materials in English and Spanish in prominent locations (i.e. the library, the community notice board, at City Hall)
- News releases and articles

In each of these marketing processes, advertising will include strategies to reach at-risk and non-English speaking students. This process will include all current requirements as stated in IDAPA 08.02.04.203.02

Recruiting High School Students

ISA founders recognize that as a new start-up school, ISA's greatest appeal will be to students already attending the local charter middle school (Idaho Science and Technology Charter School). However ISA's emphasis on STEM curriculum and postsecondary credit opportunities will appeals to many parents and students.

Since the ISA primary attendance area serves as a bedroom community for the Idaho National Laboratory. This area includes an abundance of parents employed in the scientific and high tech industries. A school focusing on STEM curriculum and postsecondary credit presents a very strong appeal to this community.

In consideration of these factors, along with other considerations such as dissatisfaction with existing schools, overcrowding, etc., ISA is comfortable with its projected enrollment and confident of its ability to recruit a sufficient number of students to ensure economic viability.

Management Plan

The Director in coordination with the Charter School Board of Directors will determine the day-to-day operations of Idaho STEM Academy. Refer to Appendix D for the job description and qualifications for Director of the Idaho STEM Academy.

Administrative services will be provided by the Idaho STEM Academy Director supplemented by other contracted services as needed. The Director will also serve as the liaison between the Idaho STEM Academy and its Board of Directors, and parents. Financial operations will be provided by the school business manager. Funding sources will include state foundation and other allocations, federal start-up grants, and, after authorization, the school will actively pursue, private grants, business partnerships, and donations .

Resumes of Founders

See Appendix H.

Financial Plan

While the Director of Idaho STEM Academy will be responsible for financial management, the Board has ultimate responsibility for the school's financial status. All accounting records will be kept in accordance with generally accepted accounting principles. Idaho STEM Academy will follow the requirements set forth by the state of Idaho and the Idaho State Department of Education, including formats for account numbering, audits, etc.

The budget for Idaho STEM Academy will be prepared in compliance with section 33-801, Idaho Statutes and State Board of Education policies and administrative rules. The budget 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 Idaho Public Charter School Commission. The budget will be prepared, approved and filed using the ISEE format.

Revenues

- Estimates of funding sources will include state allocations as based on the Support Unit Calculation Template for Charter Schools
- Salary Based Apportionment Template for Charter Schools
- state allocations for pupil transportation
- state allocations for remediation state lottery
- private grants
- business partnerships
- donations.

As soon as possible ISA will notify the appropriate divisions of the Idaho Department of Education of the school's intend to apply for federal Title I and IDEA funds. For Title I, the school will develop and implement an approved Consolidated Plan that details its program. This

plan will include but not be limited to a Parent Involvement Policy, Parent Compacts, participation in the state assessment and accountability system, highly qualified staff, and a scientific research based program of support for academically at risk students. For Federal IDEA funds the school will complete and submit Part B of the IDEA application as prescribed by the Division of Special Education Services.

Expenditures

Purchasing Process: Purchasing procedure will be in compliance with State Law, Idaho Code 33-601. Idaho STEM Academy's Director will determine procedures for procuring goods and services with approval of the Board of Directors.

Payroll Processing: Idaho STEM Academy will process its payroll in accordance with applicable Idaho codes.

Reports and Audits

Idaho STEM Academy will conduct an independent financial audit annually. A yearly independent audit will be performed as required by Idaho statute regarding audit reporting. Idaho STEM Academy Director will provide a monthly cash-flow and balance sheet to the Board of Directors that details revenues and expenditures for the previous month.

Startup Budget

A copy of the estimated start-up budget is contained in Appendix J.

Three Year Estimated Budget

A copy of the three year estimated budget is contained in Appendix K.

Transportation Services

Transportation services will be offered to all students residing in the primary attendance area more than one and one half miles from the school and within a 15 mile radius of the school. Students who reside less than one and a half miles will be looked at for safety busing. Bus services will be in cooperation with the existing charter schools, namely Idaho Science and Technology Charter School and Blackfoot Charter Community Learning Center. By combining busing with ISTCS & BCCLC we will be able to reach more of our students with a bus. All student transportation will be in accordance with Idaho Department of Education, Division of Student Transportation regulations and Idaho Code chapter 15, Title 33. School transportation provided by charter school functioning as LEAs, is a reimbursable expense funded by the state and dispersed by the State Department of Education in accordance with Section 33-1006, Idaho Code. Transportation reimbursement payments reflect the previous year's "allowable" transportation costs.

Transportation costs included in the Estimated Budget are based on actual costs incurred by Blackfoot Charter Community Learning Center and Idaho Science and Technology Charter School

School Lunch Program

Idaho STEM Academy will participate in the National Child Nutrition Program as per Idaho code 33-1015. A part-time director will be hired to conduct and oversee the program to ensure the nutritional well-being of all students. Meal preparation will be guided by the U.S. Dietary Guidelines for Americans.

Free and Reduced Lunch

Free and reduced price lunches will be available to qualifying students. The ISA Board will approve policies for determining eligibility of students for free and reduced prices for meals, verification reporting, and record keeping before the implementation of such program. Any such policies will be consistent with federal policy and guidance from the Idaho State Department of Education.

Facility construction will include appropriate food preparation equipment so as to allow ISA to provide its own food service. However, the school may contract for food service during the first years of operation and at any time in the future.

Budget Assumptions:

See Appendix N.

Tab 10: Termination or Dissolution

Business Arrangements and Partnerships

When approved by an authorizing agency, Idaho STEM Academy will contract with Idaho Science and Technology Charter School or Blackfoot Charter Community Learning Center for any additional student services such as Counseling, speech, psychological assessment, special education, or other services. In the event that these services are not available for one of these schools, other agencies will be contacted.

ISA has been in communication with Idaho State university, University of Idaho, Boise State University, College of southern Idaho, and Eastern Idaho Technical college regarding possible dual or concurrent credit relationships. No further action will be taken until the school's charter is approved and funds are available to hire competent consultants to assist with college relations.

ISA will actively and consistently seek to establish partnerships with business and industry that will lead to opportunities for guest speakers, guest teachers, field trips, internships, career education, and other on-site educational opportunities. At the current time, no such contracts exist.

In addition, these arrangements and partnerships may provide donations of supplies, equipment, or other educational materials. ISA also aims to establish working relationships leading to instructional assistance, in-service training, internships, and other exchanges of professional expertise.

Additional Information from Petitioners

Idaho STEM Academy fully recognizes and understands the need to develop and implement a comprehensive policy manual that details procedures and processes for all aspects of school operations. As soon as the school is authorized and funding is available, the founders will adopt the Idaho School Board Association Policy Manual as the governing document, where such policies are applicable and not covered in this petition.

Dissolution

In cases of termination the Chair of the Board of Directors of Idaho STEM Academy is responsible for the dissolution of the business and affairs of the school. Idaho STEM Academy will fully cooperate with the Chartering agency for the dissolution process. All materials and/or equipment purchased with federal grant funds will be returned to the authorizer. Under the direction of the chartering agency the school's board of directors will dispose of other school property to satisfy any outstanding debts as outlined in Article IX of the Idaho Constitution. Remaining assets will revert to the authorizing agency.

As per Idaho Code 33-209, school administrative and clerical personnel will ensure that parents are notified of the schools dissolution and that all records of students will be immediately transferred to the district or school receiving those students. This transfer will occur through the normal channels used by the school and the districts to exchange student files and information. This may include hand delivery to the district office or mail/ parcel delivery services.

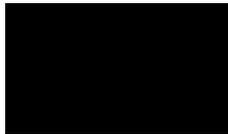
APPENDIX A: CERTIFICATION OF ADOPTION OF BYLAWS

CERTIFICATE OF ADOPTION

KNOW ALL MEN BY THESE PRESENTS, that we, the undersigned, being the Directors and the Secretary of IDAHO STEM ACEDÉMY, INC., also being all the members of said Corporation, do hereby certify that the above and foregoing By-Laws were duly and legally adopted as the By-Laws of said Corporation at the first meeting of the directors of said corporation on the Jan 12th day of January, 2011, and that the same does now constitute the By-Laws of the said Corporation.

IN WITNESS WHEREOF, We have hereunto set our hands as Directors, and Secretary, respectively, of the said Corporation. This 12th day of January, 2011.

Brian Thelin, Chair



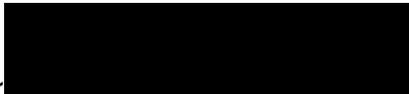
Mark Fisk, Secretary



Diane Dodds, Director



Fred Ball, Director



APPENDIX B: SIGNATURES OF QUALIFIED ELECTORS



Sara J. Staub
Clerk of the District Court
Ex-Officio Auditor and Recorder
(208)782-3160

JoAnne Pharis,
Chief Deputy Clerk
(208)782-3159

Mary Jo Jemmett,
Deputy Auditor/Payroll
(208)782-3156

Catherine Miles, Jury
(208)782-3157

Tami VanOrden,
Court Supervising Clerk
(208)782-3121

Marlene Jensen, Elections
(208)782-3164

General Fax
(208)785-4131

Court Fax Numbers
District: (208) 785-8057
Magistrate: (208) 782-3167

BINGHAM COUNTY CLERK

501 N. Maple St #205, Blackfoot, ID 83221

January 14, 2011

To Whom It May Concern:

Please find attached a Petition Requesting the Formation of an Idaho Public Charter School with 50 verified signatures of registered voters living in the Firth, Blackfoot or Snake River School Districts. If you have any questions, I would be glad to discuss them with you.

Sincerely,

Jessica L. Lewis
Bingham County Deputy Clerk

Petition to Establish a New Idaho Public Charter School

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

Name of Proposed New Charter School		Idaho STEM Academy			
School Districts in the Primary Attendance Area of the New Charter School		Firth, Blackfoot, Snake River			
I am currently a qualified elector in one of the above-named school districts.					
I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.					
Elector's Printed Name	Elector's Signature	Street Address	City	Tel	Date
1 Chantelle Macy					1/13/11
2 Mandy Watson					1/13/11
3 Brent E. Anderson					1/13/11
4 LISA BLIGHT					1/13/11
5 JaNae Crook					1-13-11
6 Tiffani Taylor					1-13-11
7 Jamie Thomas					1-13-11
8 Alisa Young					1-13-11
9 Mary E. Faulkner					1-15-11
10 Mandy Watson					1-15-11
11 Chad Hager					1-15-11
12 Jeffrey E. Robbins					1-13-11
13 Christine Robbins					1-13-11
14 Kelly W. Fisk					1-13-11
15 Bob Amos					1-13-11
16 Denise CURTIS					1-13-11
17 Mike CURTIS					1-13-11
18 Judy Hiler					1-13-11
19 STEVEN Dewey					1-13-11
20 Christine Dawley					1-13-11

Aberdeen
Pocatello

18/20 addresses in School Dist
 11/20 registered voters in School District

Petition to Establish a New Idaho Public Charter School

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Name of Proposed New Charter School		Idaho STEM Academy			
School Districts in the Primary Attendance Area of the New Charter School		Firth, Blackfoot, Snake River			
I am currently a qualified elector in one of the above-named school districts.					
I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.					
Elector's Printed Name	Elector's Signature	Street Address	City	Tel	Date
01 Tonya Houston	[Redacted]	[Redacted]	[Redacted]	[Redacted]	1-13-11
02 Diane Dodds	[Redacted]	[Redacted]	[Redacted]	[Redacted]	1-13-11
03 Tiffani Cottrell	[Redacted]	[Redacted]	[Redacted]	[Redacted]	1-13-11
04 Emma Morgan	[Redacted]	[Redacted]	[Redacted]	[Redacted]	1-13-11
05 Jan Parmenter	[Redacted]	[Redacted]	[Redacted]	[Redacted]	1-13-11
06 Lisa Farmenter	[Redacted]	[Redacted]	[Redacted]	[Redacted]	1-13-11
07 William E. WOLFLEY	[Redacted]	[Redacted]	[Redacted]	[Redacted]	1-13-11
08 Tawshah Wolfley	[Redacted]	[Redacted]	[Redacted]	[Redacted]	1-13-11
09 E Mark Wells	[Redacted]	[Redacted]	[Redacted]	[Redacted]	1-13-11
10 Ann Wells	[Redacted]	[Redacted]	[Redacted]	[Redacted]	1-13-11
011 April Hughes	[Redacted]	[Redacted]	[Redacted]	[Redacted]	1-13-11
012 Rick Hughes	[Redacted]	[Redacted]	[Redacted]	[Redacted]	1-13-11
013 GREG SIGERSON	[Redacted]	[Redacted]	[Redacted]	[Redacted]	1-13-11
014 Debbie Sigerson	[Redacted]	[Redacted]	[Redacted]	[Redacted]	1-13-11
015 Marilyn Cobley	[Redacted]	[Redacted]	[Redacted]	[Redacted]	1-13-11
016 JEFF C. NAUMAN	[Redacted]	[Redacted]	[Redacted]	[Redacted]	1-13-11
017 Judy A. Grubaugh	[Redacted]	[Redacted]	[Redacted]	[Redacted]	1-13-11
018 Hank Grubaugh	[Redacted]	[Redacted]	[Redacted]	[Redacted]	1-13-11
019 Cheryl England-John	[Redacted]	[Redacted]	[Redacted]	[Redacted]	1-13-11
020 Martin John	[Redacted]	[Redacted]	[Redacted]	[Redacted]	1-13-11

plus 20/20 Addresses in School districts
 15/20 Registered voters in School District

Petition to Establish a New Idaho Public Charter School

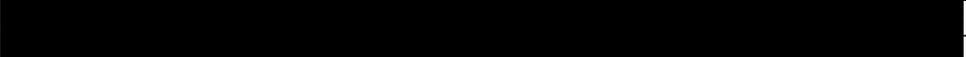
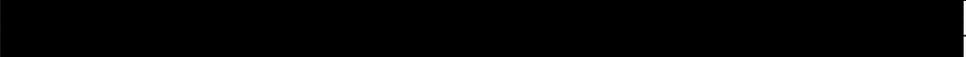
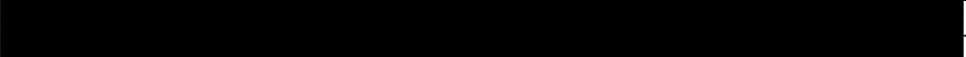
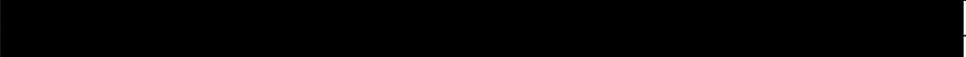
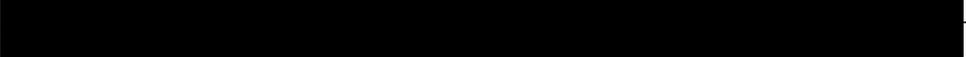
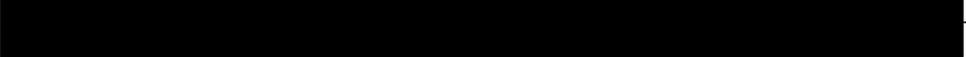
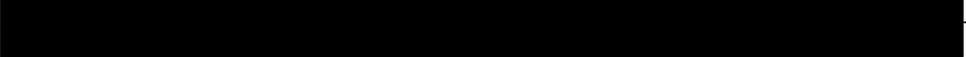
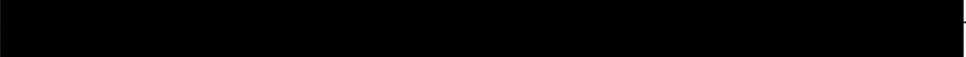
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Name of Proposed New Charter School		Idaho STEM Academy			
School Districts in the Primary Attendance Area of the New Charter School		Firth, Blackfoot, Snake River			
I am currently a qualified elector in one of the above-named school districts.					
I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.					
Elector's Printed Name	Elector's Signature	Street Address	City	Tel	Date
01 John F. Bell, Jr.					1/13/11
02 Heather Gwynn					1-13-11
03 Tamara Penoyer					1-13-11
04 Richie Wareing					1-13-11
05 Holly D. Lilya					1-13-11
06 Brian England					1-13-11
07 Kerie Kitzmiller					1-13-11
08 Lon Kitzmiller					1-13-11
09 Mike Kitzmiller					1-13-11
10 MARK FISHER					1-13-11
11 Lori Armstrong					1-13-11
12 Shannon Jensen					1-13-11
13 Brenda Nauman					1/13/11
14 Stacey Lilya					1/13/11
15 Jennie Lilya					1/13/11
16 Kristen Lilya					1/13/11
17 Marc Isom					1/13/11
18 Virginia Ruff					1-13-11
19 [Signature]					1-13-11
20 GREG HOUSTON					1-13-11

20/20 Addresses in School District
 18/20 registered voters in School District

Petition to Establish a New Idaho Public Charter School

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

Name of Proposed New Charter School		Idaho STEM Academy			
School Districts in the Primary Attendance Area of the New Charter School		Firth, Blackfoot, Snake River			
I am currently a qualified elector in one of the above-named school districts. I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.					
Elector's Printed Name	Elector's Signature	Street Address	City	Tel	Date
1 RICHARD E. JONES					1-13-11
2 Joel F. Evans					1-13-11
3 Marele Opel					1-13-11
4 Jenni Perkins					1-13-11
5 Cynthia Threlkoff					1-13-11
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17					
18					
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20					

Aberdeen

Just 4/5 registered voters in School District

Petition to Establish a New Idaho Public Charter School

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

Name of Proposed New Charter School		Idaho STEM Academy			
School Districts in the Primary Attendance Area of the New Charter School		Firth, Blackfoot, Snake River			
I am currently a qualified elector in one of the above-named school districts.					
I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.					
Elector's Printed Name	Elector's Signature	Street Address	City	Tel	Date
1 Barbara Parris	[Redacted]	[Redacted]	[Redacted]	[Redacted]	1-13-11
2 Andrea Marks	[Redacted]	[Redacted]	[Redacted]	[Redacted]	1-13-11
3 ED CASH	[Redacted]	[Redacted]	[Redacted]	[Redacted]	1-13-11
4 Bobby D. Parris	[Redacted]	[Redacted]	[Redacted]	[Redacted]	1-13-11
5 Steven Young	[Redacted]	[Redacted]	[Redacted]	[Redacted]	1-14-11
6 Elizabeth Young	[Redacted]	[Redacted]	[Redacted]	[Redacted]	1-14-11
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20					

Aberdeen
Aberdeen

Johis 4/6 Addresses in school District
2/6 Registered voters in school District

Total
50/7

APPENDIX C: PROOF OF ATTENDANCE AT CHARTER START 101

CERTIFICATE OF ATTENDANCE

This certificate is awarded to

Brian Thelin



Idaho State Department of Education
Charter Start Workshop
October 4 - 5, 2010

Michelle Clement-Jaycox
School Choice Coordinator

APPENDIX D: ARTICLES OF INCORPORATION

FILED EFFECTIVE



ARTICLES OF INCORPORATION

(Non-Profit)

(Instructions on back of application)

The undersigned, in order to form a Non-Profit Corporation under the provisions of Title 30, Chapter 9, Idaho Code, submits the following articles of Incorporation to the Secretary of State.

11 JAN 20 PM 12:45
SECRETARY OF STATE
STATE OF IDAHO

Article 1: The name of the corporation shall be:

Idaho STEM Academy, Incorporated

Article 2: The purpose for which the corporation is organized is:

the operation of a nonprofit charter school within the state of Idaho and to deal generally therein.

Article 3: The street address of the registered office is: 17 North 550 West, Blackfoot, Idaho 83221

and the registered agent at such address is: Brian Thelin

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

Brian Thelin, 17 N 550 W, Blackfoot Idaho 83221

Fred Ball, 38 S 600 W, Blackfoot, ID 83221

Mark Fisk, 781 W. Quail, Blackfoot, ID 83221

Article 5: The name(s) and address(es) of the incorporator(s):

Brian Thelin, 17 N 550 W, Blackfoot Idaho 83221

Article 6: The mailing address of the corporation shall be:

17 N 550 W, Blackfoot Idaho 83221

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

Article 8: Upon dissolution the assets shall be distributed:

to creditors pursuant to section 30-9-114 and 30-9-115 of the Idaho Code. All remaining assets will be distributed to organizations that qualify as exempt under IRC 501(c)(3). Any remaining assets will be distributed by the Idaho Department of Education or the Blingham County District Court in a manner consistent with the purpose of the corporation.

Signatures of all incorporators:

Brian Thelin Brian Thelin
 _____ _____
 _____ _____
 _____ _____
 _____ _____

Customer Acct #: _____
(during pre-filing account)

Secretary of State use only

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01/20/2011

FILED EFFECTIVE

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ARTICLES OF AMENDMENT (Non-profit)

11 SEP 21 AM 8:42

SECRETARY OF STATE
STATE OF IDAHO

To the Secretary of State of the State of Idaho
Pursuant to Title 30, Chapter 3, Idaho Code, the undersigned
non-profit corporation amends its articles of incorporation as
follows:

1. The name of the corporation is:
Idaho STEM Academy, Incorporated

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

2. The text of each amendment is as follows:
Ammend ARTICLE 2 Power, see attachment

3. The date of adoption of the amendment(s) was: September 8, 2011

4. Manner of adoption (check one):

Each amendment consists exclusively of matters which do not require member approval pursuant to section 30-3-90, Idaho Code, and was, therefore, adopted by the board of directors. (Please fill spaces below)
a. The number of directors entitled to vote was: 3
b. The number of directors that voted for each amendment was: 3
c. The number of directors that voted against each amendment was: 0

The amendment consists of matters other than those described in section 30-3-90, Idaho Code, and was, therefore adopted by the members. (Please fill spaces below)
a. The number of members entitled to vote was: _____
b. The number of members that voted for each amendment was: _____
c. The number of members that voted against each amendment was: _____

Dated: 9 8 2011
Signature: [Signature]
Typed Name: Brian Thelin
Capacity: Chairman

Customer Acct #:
(If using pre-paid account)
Secretary of State use only

S:\corporations\articles of amendment_no.pmd
Revised 10/2003

IDAHO SECRETARY OF STATE
09/21/2011 05:00
CK: 1553054 CT: 254293 BH: 1291246
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ARTICLE 2

PURPOSE

Section 2.1 Purpose

The Corporation is organized exclusively for educational purposes within the meaning Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future Federal income tax code.

Section 2.2 Power

Notwithstanding any other provision of these Bylaws to the contrary, the Corporation shall not carry on any activities not permitted of:

- (a) a corporation exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provisions of any future Federal income tax code, or
- (b) a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provisions of any future Federal income tax code.



ARTICLES OF AMENDMENT (Non-profit)

FILED EFFECTIVE

To the Secretary of State of the State of Idaho
Pursuant to Title 30, Chapter 3, Idaho Code, the undersigned
non-profit corporation amends its articles of incorporation as
follows:

12 APR -2 AM 9:26

SECRETARY OF STATE
STATE OF IDAHO

- The name of the corporation is:
Idaho STEM Academy, Incorporated

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

- The text of each amendment is as follows:

Article 8 : Upon dissolution the assets shall be distributed to the creditors pursuant to section 30-3-114 and 30-3-115 of the Idaho Code. All remaining assets will be returned to the authorized chartering entity for distribution in accordance with applicable law.

- The date of adoption of the amendment(s) was: March 29, 2012

- Manner of adoption (check one):

- Each amendment consists exclusively of matters which do not require member approval pursuant to section 30-3-90, Idaho Code, and was, therefore, adopted by the board of directors. (Please fill spaces below)
- The number of directors entitled to vote was: 5
 - The number of directors that voted for each amendment was: 5
 - The number of directors that voted against each amendment was: 0

- The amendment consists of matters other than those described in section 30-3-90, Idaho Code, and was, therefore adopted by the members. (Please fill spaces below)
- The number of members entitled to vote was: _____
 - The number of members that voted for each amendment was: _____
 - The number of members that voted against each amendment was: _____

Dated: 3 29 2011
 Signature: [Signature]
 Typed Name: Brian Thelin
 Capacity: Chairman

Customer Acct #:
 (If using pre-paid account)
 Secretary of State use only

g:\corp\corpforms\articles of amendment_np.pmd
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APPENDIX E: BACK-UP PLAN COST ESTIMATE

Back-up Facility Plan
Idaho Stem Academy

Portable Classroom cost Estimate room Design Source Modular Buildings
tot l 1

Unit	Quantity	mnthly rent	total unit cost	yr	dlvry fee	set-up fee	stairs/skirting		
28x64	4 (8 clasrms)	\$ 1,239	\$ 4,956	\$ 59,472	\$ 5,600	\$ 3,620	\$ 3,700	\$	72,392
12x56	2	\$ 423	\$ 846	\$ 10,152	\$ 3,000	\$ 300	\$ 1,740	\$	15,192
							total:	\$	87,584
							sewer and water hook-up	\$	8,756
							site preparation	\$	1,800
							roads and driveways	\$	11,800
							electrical	\$	12,800
							Installation and setup	\$	122,740
							monthly rental	\$	5,199
							total yearly rental	\$	62,388
							Total first Year cost	\$	185,128

APPENDIX F: DRAFT STUDENT HANDBOOK

Draft
ISA Student Handbook
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ISA Code of Conduct

Introduction

School is a place where students not only learn about the rights and responsibilities of citizenship, but also gain valuable experience in appropriately exercising them. It is important to strike a balance between rights and responsibilities to contribute to the maintenance of a school environment which is conducive to learning.

Although the student code of conduct contains a listing of infractions, it is clearly intended not to be all-inclusive, since no list can be. It is also intended that the administration and/or the Board of Directors have/has the power to administer discipline for any other offense that is in violation of law or school policy or procedures, or in violation of what is deemed accepted standards of conduct for ISA students.

This code of conduct has been prepared to specify:

- Acceptable behavior and unacceptable behavior
- Procedures to determine violations of rules
- Consequences for such violations

The school acts "in loco parentis," that is, in the place of the parent with respect to the supervision of a student's education and conduct while he/she is in school. This authority, and this code of conduct, extends to school sponsored functions at whatever location they are conducted.

Each student is guaranteed the right:

- To be heard
- To have fair and consistent rules
- To due process procedures

These student rights are accompanied by student responsibilities

- To attend school and classes regularly
- To respect school property
- To refrain from conduct that disrupts or threatens to disrupt the learning of other students

The code of conduct has been developed to address the responsibilities of students to attend school and to attend classes, making fully clear the possible immediate benefits and/or long-term consequences of excessive absences, truancy, class cuts, and tardiness.

The administration, through the Superintendent or his/her designee, and/or the Board of Education, reserves the right to follow different courses of action other than those listed. These courses of action may include a review and/or hearing by the Board of Education.

Section I

Class Contact Time

Excused Absences

Absences from school with the knowledge and approval of a student's parents/guardian are excused absences, but such absences are counted toward the maximum allowed per semester. In order for an absence to be excused, oral or written communication from the student's parents/guardian must be received within 48 hours of the last day of the absence, except for school approved activity absences.

Make-up Work

Make-up work is allowed for students who have excused absences. The classroom teacher will provide the student or the parent/guardian who requests make-up work with: a) a list of pages covered during the absence; b) information about assignments or special projects; c) a copy of all handout materials given during the absence. Credit for make-up work is not allowed for an unexcused absence.

Tardies

A student is tardy if he or she is not in the assigned classroom when the bell rings. In general, tardiness will be dealt with on an individual basis; however excessive and habitual tardies can lead to a loss of class credit.

Maximum Days Missed

Students may have a maximum of nine (9) absences per semester, or the number of absences permitted by the Idaho State Department of Education, whichever is fewer. Absence from class for any reason, including family convenience, shall be counted when the percentage of attendance and eligibility for promotion or credit is being considered.

Notification of Absences and Discipline

Parents/guardians will be notified of the 5th, 8th, and 10th absences from class during a semester. Notice of the 10th absence will inform the parent/guardian of the loss of credit, and include the appeal rights to challenge the loss of credit. The school Director may deny a promotion to the next grade or deny credit for a class to any student who exceeds the maximum number of absences.

Grounds for an Appeal

Those students who have valid reasons to believe that all or parts of their absences are the result of extraordinary circumstances may request a review of their case following the attendance appeal process below. Extraordinary circumstances may include, but are not limited to, verified

illness or medical treatment, death in the family or death of close friends, and medical or dental professional appointments.

A. Late to Class

Infraction	Occurrence						
	1st	2nd	3rd	4th	5th	6th	7th
1. Less than 2 min (1st MP)	Teacher Warning	Teacher Warning	Teacher Detention & Parent Contact	1 Administrative Detention	1 Administrative Detention	2 Administrative Detentions	1 Saturday Session
2. 2-5 min	1 Administrative Detention	2 Administrative Detentions	1 Saturday School				
3. More than 5 min (considered class cut)	3 Administrative Detentions	1 Saturday School	1 Day Internal Suspension	2 Days Internal Suspension			

B. Cutting Class

Infraction	Occurrence						
	1st	2nd	3rd	4th	5th	6th	7th
Any student cutting 3 or more classes in any given day will be considered truant for the day. Any test/quiz missed due to cutting will result in a grade of "0" with no make-up.	3 Detentions	1 Saturday School	1 Day Internal Suspension	2 Days Internal Suspension			

C. Truancy

Infraction	Occurrence						
	1st	2nd	3rd	4th	5th	6th	7th
Any test/quiz missed due to truancy will result in a grade of "0" with no make-up.	1 Saturday School	1 Day Internal Suspension	2 Days Internal Suspension				

D. Leaving School/Activity

Infraction	Occurrence						
	1st	2nd	3rd	4th	5th	6th	7th
Leaving the school grounds or site of school activity without permission	1 Day Internal Suspension Loss of parking privileges for 15 days	1 Day Internal Suspension Loss of parking privileges for 30 days	2 Days Internal Suspension Loss of parking privileges for remainder of the school year				

Section II

General Student Behavior

A. Display of Affection

Infraction	Occurrence						
	1st	2nd	3rd	4th	5th	6th	7th
Displays of physical affections on school property	Warning	1 Detention	2 Detentions				

B. Radio/CD/Headphone, etc.

Infraction	Occurrence						
	1st	2nd	3rd	4th	5th	6th	7th
Possession and/or playing of radios, stereos, tape decks, walkman set, head set	Confiscation Return to the student at the end of the day and 1 detention	Confiscation Return to the parent and 2 detention	Internal Suspension				
Wearing a hat							
Portable phones							

C. Paging Devices

Infraction	Occurrence						
	1st	2nd	3rd	4th	5th	6th	7th
Possession of a paging device	Confiscation. Return to	Confiscation Device	Confiscation Disorderly				

	parent Parent conference 1 Detention	turned over to police Parent Conference 1 day internal suspension	Persons Charges filed with police 2 days internal suspension	
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D. Eat/Drink outside of Cafeteria

Infraction	Occurrence						
	1st	2nd	3rd	4th	5th	6th	7th
Eating or drinking outside assigned areas	1 Detention	2 Detentions					

E. Cigarettes & Matches

Infraction	Occurrence						
	1st	2nd	3rd	4th	5th	6th	7th
Possession of cigarettes, matches, pipes, or any other type of smoking paraphernalia or smoking on school property	1 Day Internal Suspension	1 Day Internal Suspension Parent/guardian contact	2 Days Internal Suspension with parent/guardian contact				
	In addition to the consequences listed above, the administration will sign a complaint with local authorities against any student who is seen smoking inside of the school building.						

F. Flagrant Disrespect

Infraction	Occurrence						
	1st	2nd	3rd	4th	5th	6th	7th
Flagrant disrespect to any adult	1 - 5 Days Internal or External Suspension						

G. Not Going to Detention

Infraction	Occurrence						
	1st	2nd	3rd	4th	5th	6th	7th
1. Failure to report to administrative detention	1 Additional Detention	1 Saturday School	1 Day Internal Suspension				
2. Failure to report to teacher detention	2 Detentions						

H. Disruptive Behavior

Infraction	Occurrence						
	1st	2nd	3rd	4th	5th	6th	7th
1. Classroom - sent to office	Restricted from class 2 Detentions	Restricted from class minimum 2 days pending parent/teacher conference Saturday School	1 Day Internal Suspension				

2. In Internal Suspension	Further disciplinary action resulting in detention(s) and/or additional Internal/External Suspension						
3. In Detention	Will warrant additional days of detention and/or suspension						

I. Defiance of Teacher

Infraction	Occurrence						
	1st	2nd	3rd	4th	5th	6th	7th
Defiance of a teacher's authority	1 - 5 Days Internal or External Suspension						

J. Inappropriate Language

Infraction	Occurrence						
	1st	2nd	3rd	4th	5th	6th	7th
Inappropriate language in halls or classroom	Detention(s), Saturday School and/or Suspension						

Section III

Other Infractions

All acts of violence, whether contained in the following section of infractions or not, will not be tolerated. In addition, the student misconduct may be so serious in nature as to require further disciplinary action such as long term suspension and/or expulsion, and/or referral to the civil authorities. The administration and/or the Board of Education reserves the right to impose greater penalty at any time, depending upon the facts and circumstances of the particular infraction.

A. Stealing

Infraction	Occurrence		
	1st	2nd	3rd

Stealing	Appropriate discipline that will range from Internal Suspension to Board of Education hearing Return and/or payment for stolen property		
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B. Weapons / Explosives

Infraction	Occurrence		
	1st	2nd	3rd
Possession and/or use of a dangerous weapon (including explosives)	10 Days External Suspension Parent Conference Confiscation of weapon/explosives Referral to local authorities Mandatory Board of Education hearing for possible expulsion		

C. Fight / Assault

Infraction	Occurrence		
	1st	2nd	3rd

<p>Offenses are cumulative over a student's high school tenure. Administration will maintain accurate records of all fighting infractions.</p> <p>A parent conference with an Assistant Principal must be held prior to readmittance</p> <p>Should the nature and gravity of a single act of violence be deemed of a very serious nature, the administration reserves the right to place a student in the Alternative Evening Education Program or be brought before the Board of Education for an expulsion hearing.</p>	<p>Immediate External Suspension of at least 5 days not to exceed 10 days</p> <p>Incident report filed with the Police Department</p> <p>A parent conference with an Assistant Principal must be held prior to readmittance</p> <p>Referral for counseling services</p>	<p>Immediate External Suspension for 7 to 10 days</p> <p>Student will be removed from the building by Police and taken to Police Station</p> <p>Charges filed with the Police Department against student</p> <p>Administration may assign student to Alternative Evening School</p> <p>Parent conference with Executive Assistant Principal or designee prior to readmittance</p> <p>Referral to Child Study Team for consultation</p>	<p>Immediate External Suspension for 10 days</p> <p>Student will be removed from building by Police and taken to Police Station</p> <p>Charges filed with the Police Department against student</p> <p>Parent conference with Executive Assistant Principal or designee</p> <p>Possible Board of Education hearing for expulsion</p>
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D. Provoking / Harassing

Infraction	Occurrence		
	1st	2nd	3rd
<p>Provoking a fight / verbally abusing or harassing another student / physically violating the rights of others. This includes inappropriate comments or behaviors that denigrate the race, ethnicity, religion or gender of another student, as well as any form of hazing.</p>	<p>Internal / External Suspension and/or detention(s) including referral for counseling services</p> <p>Student may be sent home for the day</p> <p>Parent contact if deemed necessary</p> <p>Referral to</p>		

	authorities if deemed appropriate		
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E. Fire Extinguisher Tampering

Infraction	Occurrence		
	1st	2nd	3rd
Tampering, damaging or attempting to cause damage to school or personal property	Restitution / restoration and detention and/or 1-5 Days Internal / External Suspension Note: Improper use of computers and technical equipment may result in removal from the class with loss of credit and loss of privileges to use such equipment Appropriate legal action will be taken		

F. Trespassing

Infraction	Occurrence		
	1st	2nd	3rd
Trespassing on school grounds while on suspension	3 Days External Suspension		

G. Use or possession of drugs, alcohol, or illegal substances

Infraction	Occurrence	
	1st	2nd
Possession, consumption or being under the influence of alcoholic beverages or of controlled dangerous substances (marijuana or other dangerous drugs) This includes possession of drug paraphernalia	The following action will result in conjunction with present Board policy.	
	The student will be externally suspended from school for a minimum of 5 school days Referral to local authorities See below	The student shall be externally suspended from school for a minimum of 10 school days pending possible BOE expulsion hearing

		Referral to local authorities
		<p>See below</p> <p>The student who tests positive must obtain a letter from their physician attesting to their physical, mental and emotional ability to return to school.</p> <p>The student must attend an intake session and follow all recommendations that may include becoming involved in an out-of-school counseling program before readmittance to the school.</p> <p>This also applies to any student who is found to be in possession of alcoholic beverages, controlled dangerous substances and/or drug paraphernalia, regardless of the outcome of the drug-urine screening.</p> <p>If the administration deems necessary, a referral to the Child Study Team will be made to determine the student's eligibility and need for special education programs.</p> <p>The student will be monitored by their counselor on their return to school.</p> <p>Beyond the first offense, the Principal may recommend to the Superintendent that the student be expelled and have the matter referred to the Board of Education for a hearing.</p> <p>All offenses are cumulative over a student's high school tenure.</p>

Section IV

Consequences and Disciplinary Actions

A. Due Process

In all disciplinary matters, students and parents have the right to due process and to appeal decisions to the next higher level.

Policies will be incorporated as appropriate into the school's student and staff handbooks and will be reviewed on an ongoing basis in the school's staff development efforts. ISA Board of Directors will formally adopt and recognize all Blackfoot School District policies addressing emergency or other situations not specifically covered by ISA policy.

B. Minor Offenses

Inappropriate student behavior will be identified as either a minor or major infraction. Minor infractions may include such behaviors as talking in class, tardiness, failure to follow directions, etc. repetitious or extreme minor infractions may constitute a major infraction.

Major infractions may include but not be limited to fighting, bullying, defiance, use of illegal substances, possession of a weapon or firearm, etc.

In all disciplinary concerns, Parents/guardians will be notified via phone calls, in writing, and/or through school conferences. If the situation causing concern is not immediately corrected, the student may be referred to the school Director for further discussion and appropriate action. The consequences for violations are described below.

Consequences for minor violations include, but are not limited to, the following:

- a. Loss of privileges
- b. Detention (lunch hour or before or after school)
- c. Phone call to parent
- d. Letter sent to the parent
- e. Student conference with the Principal.
- f. Student and parent conference with Principal
- g. Suspension from extracurricular activities

C. Major Offenses

- h. In-school suspension
- i. out-of-school suspension
- j. Referral to Status Offenders Service.
- k. Referral to Counselor or Student Specialist for intervention
- l. Recommendation to Board for expulsion

D. Suspension

Suspension or expulsion will be considered only as the final option in a series of efforts to avoid such measures including but not limited to the following steps:

Step 1: Teacher and/or director intervention includes disciplinary measures within the school designed to address the behavior problem while insuring the safety of all staff and students.

Step 2: Parent/Guardian Incident Notification.

Step 3: Suspension by the director or ISA Board of Directors in compliance with requirements of section 33-205, Idaho Code.

Step 4: Expulsion by the ISA Board of Directors in compliance with requirements of section 33-205, Idaho Code.

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

All disciplinary actions related to special education students shall adhere to the federal mandates in IDEA and other applicable state and federal mandates as outlined in the Idaho special Education Manual.

In all disciplinary matters, students and parents have the right to due process and to appeal decisions to the next higher level.

E Expulsion

The ISA Board of Directors shall have the right to expel or deny enrollment to any student as set out in section 33-205, Idaho Code. Readmission of any student suspended or expelled, or admission of any student who has been denied admission shall be governed by section 33-205, Idaho Code.

No pupil shall be expelled nor denied enrollment without the board of directors having first given written notice to the parent or guardian of the pupil, which notice shall state the grounds for the proposed expulsion or denial of enrollment and the time and place where such parent or

guardian may appear to contest the action of the board to deny school attendance, and which notice shall also state the rights of the pupil to be represented by counsel, to produce witnesses and submit evidence on his own behalf, and to cross-examine any adult witnesses who may appear against him. Within a reasonable period of time following such notification, the board of directors shall grant the pupil and his parents or guardian a full and fair hearing on the proposed expulsion or denial of enrollment. However, the board shall allow a reasonable period of time between such notification and the holding of such hearing to allow the pupil and his parents or guardian to prepare their response to the charge. Any pupil who is within the age of compulsory attendance, who is expelled or denied enrollment as herein provided, shall come under the purview of the juvenile corrections act, and an authorized representative of the board shall, within five (5) days, give written notice of the pupil's expulsion to the prosecuting attorney of the county of the pupil's residence.

The board may modify the expulsion or denial of enrollment order on a case-by-case basis. Discipline of students with disabilities shall be accordance with the requirement of federal law part B of the individuals with disabilities education act and section 504 of the rehabilitation act. An authorized representative of the board shall report such student and incident to the appropriate law enforcement agency.

APPENDIX G: DIRECTOR'S JOB DESCRIPTION AND QUALIFICATIONS

JOB DESCRIPTION

Position Title: ISA Director

Reports to: Board of Director

Supervises: Directly or indirectly, all employees of the charter school

Performance Responsibilities:

1. Coordinates the total educational and operational programs of the Charter School and provides leadership in their development and improvement.
2. Represents the Board of Directors of the Charter School as the liaison between the Board and the charter school community.
3. Attends and participates in meetings of the Board of Directors and its committees, except when his/her employment or salary is under consideration or when there is an executive meeting.
4. Advises the Board of Directors on the need for new and/or revised rules and policies; exercises the power to carry out such rules and policies after the Board approves them; and provides such instructions to school employees and students as may be necessary to implement charter policy.
5. Submits to the Board of Directors an explanation of any proposed procedure that would involve either departure from established policy, or the expenditure of substantial sums.
6. Supervises the preparation of the annual operating budget recommendations and implements the Board-approved budget. Approves and directs, in accordance with law and regulations of the Board, purchases and expenditures within the limits of the budget.
7. Maintains adequate records for the Charter School, including a system of financial accounts, business and property records, personnel, school population, and scholastic records. The director acts as custodian of such records and of all contracts, securities, documents, title papers, books of records, and other papers belonging to the Board of Directors. Management of all assets will be in accordance with the Bylaws of the Charter School Corporation, and will be Board-approved.
8. Prepares and submits to the Board of Directors recommendations relative to all matters requiring Board action, placing before the Board such necessary and helpful facts, information, and reports as are needed to insure the making of informed decisions.
9. Coordinates the supervision and evaluation of all employees and recommends the appointment, assignment, transfer, promotion, demotion, discharge, and/or suspension of employees as provided by law and the policies of the Charter School.
10. Holds such meetings of teachers and other employees as necessary for the discussion of matters concerning the improvement and welfare of the Charter School.
11. Represents the Charter School in its dealings with other school systems, social institutions, business firms, government agencies, and the general public.
12. Keeps the Charter School community informed about modern educational practices, educational trends, and the policies, practices, and problems.
13. Supervises, either directly or through delegation, all activities of the Charter School according to the policies of the Board of Directors.
14. With Board of Directors' approval, keeps informed of changes, developments, and research in education by advanced study, by visiting school systems elsewhere, by attending educational conferences, and by other appropriate means, and keeps the Board informed of trends in education.

15. Studies and revises, together with the staff, all curriculum guides and courses of study, on a continuing basis.
16. Recommends to the Board of Directors for its adoption all courses of study, curriculum guides, and major changes in texts and time schedules to be used in the Charter School.
17. Make recommendations to the Board of Directors regarding building and facility Changes
18. Make recommendations to the Board of Directors concerning the transportation of pupils in accordance with the law and the requirements of safety.
19. Provides suitable instructions and regulations to govern the use and care of school properties for school purposes, in conjunction with the Board of Directors.
20. Performs such other tasks as may, from time to time, be assigned by the Board of Directors
21. Prepares an annual report to be delivered to the Boise School District in compliance with the terms of the Charter School Petition.

APPENDIX H: RESUMES OF FOUNDERS

Idaho STEM Academy Founders

Greg Sigerson is CEO and President of The Wisdom Factor, Inc. He is also founder of The Wisdom Factor Institute. This consulting firm specializes in the psychology of success, with emphasis on transformational leadership, marketing, sales, and managing business growth. Mr. Sigerson is an internationally recognized speaker and has presented to groups such as Fox Communications, the Merchants Association, Melaluca, and the National Association of Financial Advisors. Prior to the Wisdom Factor, Mr. Sigerson spent nine years in advertising, public relations, and business communications.

Brian Thelin has owned and operated a recycling business in the Blackfoot area for a number of years. He was involved in the initial charter school movement in this area and was a founder for Blackfoot Charter Community Learning Center. He currently has 2 children enrolled in the Idaho Science and Technology Charter School.

Mark Fisk is Pastor of the Blackfoot First Baptist Church. Mark graduated from California State University at Long Beach with a Bachelor of Arts Degree in English. He received his Master of Divinity Degree with honors from Talbot School of Theology in La Mirada, California.

Patricia Kolbet is currently employed as a professional grant writer. She served six year as a high school teacher and three years on the faculty of Eastern Idaho Technical College. Ms. Kolbet also worked eleven years as private consultant and spent 10 years with IBM as a systems engineer, operations specialist, and manager. She holds a Master's Degree and is currently working toward her PhD.

Randy C. Ruger served six years as a Nuclear Weapons Technician in the United States Air Force. He also served three terms as Mayor of a small community in Southeastern Idaho, and worked 20 years with Western Farm Service as Manager of the Blackfoot, Idaho Branch. In this position, Mr. Ruger was responsible for the marketing and operations of a multi-million dollar agricultural services business. He supervised daily operations with direct responsibility for the sales force, credit department, and accounting department. He was also responsible for business forecasting and budgeting. Mr. Ruger holds a Bachelor of Business Administration Degree.

David M. Cannon graduated from Blackfoot High School, earned a Bachelor Degree in economics, and then completed a Juris Doctor Degree in 1995. Over the next four year he worked as an attorney for Bingham County. In 1999 Mr. Cannon entered private practice as a partner in, Moss & Cannon, P.. He is currently Principal in Cannon Law, P.A.

Name: Brian Thelin

Address: [REDACTED]

Phone: [REDACTED]

Email: [REDACTED]

Statement of Intent:

As a father of five children education is very important to me. Choice and quality are also very important. All five of my children have or are currently attending charter schools. I am committed to the charter school movement. Through choice freedom can be realized. I have been involved in the beginnings of Blackfoot Charter Community Learning Center, Idaho Leadership Academy and Idaho Science & Technology Charter School.

Work Experience:

Hebe & Sons: Partner

1981 - Present

Truck sales, truck parts, dismantling trucks and automobiles, providing service and repair

Idaho Leadership Academy

2002 - July 2008

Assistant Transportation Supervisor, bus driver, bus technician,

Teton Stage Lines

2006 - 2009

Responsibilities: bus driver, substitute bus driver, charter bus driver (motor coach)

Idaho Science & Technology Charter School

2009 - Present

Transportation Supervisor, bus driver, driver trainer, bus technician

Blackfoot Charter Community Learning Center

2010 - Present

Transportation Supervisor, bus driver, driver trainer, bus technician

Honors & Activities:

I am a volunteer fireman and EMT with the Aberdeen-Springfield Fire Department. I have attended many fire and EMS trainings, including the 110 hour EMT training and many hours of continuing education to include CPR and first aid.

I operated my own computer business where I built, sold and serviced computers. I took classes in networking from Eastern Idaho Technical College.

I am a certified SCUBA diver instructor. I have taught and conducted many SCUBA classes.

Greg Sigerson

October 2003 to Present – Founder and Owner of The Wisdom Factor Inc.

A consulting firm located in Blackfoot serving customers nationwide.

- Responsible for all aspects of operating the business.
- Responsible for sales, marketing, accounting, production and client management.
- Responsible for creating solutions that move the clients from their current financial situation to a level of greater income.
- Currently producing the book “*The Owners Manual, The Insiders Guide To Business Success*” with all the audios, seminars, speeches, webinars, and online training that accompany the project.

August 1994 – October 2003 Radio Sales Representative for KOOL 94.9

- Responsible for generating over a million dollars in local advertizing sales.
- Responsible for finding, consulting, closing, copy writing, collecting and seeing that all aspects of the clients needs were met.

Greg Sigerson has a BS in Psychology and Speech Communications for Idaho State University.
52 graduate credits from ISU

Name: Mary Diane Dodds
Address: [REDACTED]
Phone: [REDACTED]
Email: [REDACTED]

Statement of Intent: I am supporting a charter high school because I have seen the success of students in the Blackfoot Charter Community Learning Center. When parents have school choice it invites excellence from students, parents, and staff. I would like to see this kind of quality education be an option for students all the way through high school.

Education: 1995-1996 Multiple Subject Teaching Credential with CLAD
National University, Stockton CA

1993-1995 Bachelor of Arts Interdisciplinary Studies
National University, Stockton CA

1972-1974 Associate of Arts General Studies, Emphasis in Vocal Music
Butte College, Oroville CA

Work Experience: 2007-2011 Kindergarten Teacher, Blackfoot Charter Community Learning Center, CA
2002-2006 Kindergarten Teacher, Patterson Unified School District, CA
2001-2002 Literacy Coach, Patterson Unified School District, CA
1996-2001 First Grade Teacher, Patterson Unified School District, CA
1995-1996 Substitute Teacher, Patterson Unified School District, CA
1980-1993 Piano Instructor, Self-employed

Non-profit Experience: Parent Teacher Association 1988-2006
Boy Scouts of America 1988-1996

Honors & Activities: 2000 Teacher of the Year – Patterson Unified School District, CA

Idaho Educational Credentials: Standard Elementary, All Subjects K / 8



PATRICIA I. KOLBET

STATEMENT OF INTENT

I support the establishment of a charter high school in Bingham County, ID that offers parents in the community another educational choice. I support a school system that enables students to excel in an environment that supports both their developmental and intellectual needs through a variety of programs and support structures.

QUALIFICATIONS

Six year as an instructor with Eastern Idaho Professional Technical High School. Courses of instruction include Introduction to Horticulture, Landscape Design, Floral Design and Greenhouse Management. Experience in developing course curriculum, instruction and evaluation. Developed the state-approved TSA for Horticulture with the INLA.

Three years as an adjunct faculty with Eastern Idaho Technical College. Courses of instruction focus on horticultural topics.

Eleven years experience in Landscape Design as private consultant providing technical expertise in property use analysis, maintenance considerations and consultation, provide plant care, use and maintenance analysis.

Twelve years as an Advanced Master Gardener with University of Idaho, Bingham County Extension office. Helped organize and currently presides over Bingham County Advanced Master Gardeners organization.

One year on the Blackfoot Urban Forestry Council consulting with the city concerning tree selection, planting and care, park design and grant writing.

ISA Certified Arborist, 2006.

EMPLOYMENT HISTORY

- 9/11 – present **FUNDING COORDINATOR**
Blackfoot Charter Community Learning Center Blackfoot, ID
- 8/02 – 08/11 **HORTICULTURE INSTRUCTOR**
Eastern Idaho Professional Technical High School, Idaho Falls,
ID
- 9/01- 08/04 **ADJUNCT FACULTY**
Eastern Idaho Technical College, Idaho Falls, ID
- 7/96 - present **LANDSCAPE DESIGNER/CONTRACTOR**

- Nature's Image Landscape Design**, Moreland, ID
Owner/Operator & General Manager/Designer
- 2/07 - 08/07 **HORTICULTURE ASSISTANT**
Bannock/Bingham County Extension, Pocatello/Blackfoot, ID
- 5/93 - 9/94 **OFFICE ASSISTANT**
Re/Max of Boise, Boise, ID
- 6/82 - 5/93 **SYSTEMS ENGINEER/OPERATIONS SPECIALIST**
International Business Machines (IBM), Boise, ID
- 6/81 - 6/82 **LABORATORY TECHNICIAN**
J.R. Simplot Company, Pocatello, ID
- 5/77 - 8/79 **HISTOLOGY TECHNICIAN**
Bannock Regional Medical Center, Pocatello, ID

EDUCATION

Idaho State University, Pocatello, ID
Human Resources and Development
Goal – BA, Human Resources and Development

University of Idaho, Idaho Falls, ID
Plant Science – on hold
Goal – PhD, Plant Science or Horticulture

Conway School of landscape Design, Conway, MA
Master of Arts – June 1995
Major – Landscape Design

Idaho State University, Pocatello, ID
Master of Science – December 1982
Major – Zoology

Idaho State University, Pocatello, ID
Bachelor of Science – May 1975
Major – Biology
Minor – Math

References Available Upon Request

Name: Mark C. Fisk

Address: [REDACTED]

Phone: [REDACTED]

Email: [REDACTED]

Statement of Intent

No one can say they are free to choose without at least two viable options to choose between. Freedom and choice are partners. Barring an all online high school experience, the school districts of Bingham County have embraced a one size fits all high school educational model. This means the citizens of our area do not have a choice and thus their freedom is neglected. In other words, high school choice is not something that Bingham County families currently possess. This proposed charter school would enable educational choice and enhance our community's freedom.

Additionally, the educational model for this new high school is progressive, intelligent and a practical solution to the rising costs of post-secondary education. I had the privilege of attending one of the best junior colleges in the country before transferring to a California State University. Attending a less expensive city or junior college is not something that is available to students in our area. Anything that our high schools can do to reduce the cost of post-secondary education while introducing them to college curriculum in a supervised environment will greatly benefit these students and their families. I believe these benefits will not only be financial but students' online exposure to college curriculum will encourage them to pursue post-secondary education after high school, something the Idaho state government greatly desires.

Education

Master of Divinity, Talbot School of Theology, La Mirada, CA	1993 - 1999
B.A. English, California State University Long Beach, Long Beach, CA	1989 - 1992
Transfer, Pasadena City College, Pasadena, CA	1989 - 1986

Work Experience

Pastor, Blackfoot First Baptist Church, Blackfoot, ID	2006 - Present
Pastor, Heritage Valley Christian Fellowship, Santa Paula, CA	1999 - 2006
Administrative Manager, Inter-Con Security, Pasadena, CA	1991 - 1999
Sergeant, United States Marine Corps, El Toro, CA	1990 - 1992
Sergeant, United States Marine Corps Reserve, El Toro, CA	1987 - 1993

Other Experience

Substitute Teacher, Blackfoot, ID	2009 - Present
Founder, Idaho Science and Technology Charter School, Blackfoot, ID	2007 - 2009
Fire Department Chaplain, City of Santa Paula, Santa Paula, CA	2000 - 2001
Infant & Pediatric Security Workshop, Alhambra, CA	1996
Professional Assault Response Training®, Los Angeles, CA	1995
Supervisory Sexual Harassment Course, Pasadena, CA	1995

Honors & Activities

Churches of the Future Selectee, 2011, 2008
Inter-Con Supervisor of the Year, 1996, 1994
National Service Defense Medal, 1992 (USMC)

APPENDIX I: FIRST YEAR MONTH-BY-MONTH CASH FLOW

Projected monthly cash flow for ISA first year of operation					
REVENUE			Monthly totals		
Month	state/fed income	Grants	monthly revenue	monthly expenses	monthly balance
July	142,350		142,350	99,037	43,313
August	113,880		113,880	67,166	90,027
September		250,000	250,000	62,329	277,698
October	113,880		113,880	58,007	333,571
November	85,410		85,410	55,776	363,205
December				59,876	303,329
January				59,876	243,453
February	56,940		56,940	59,876	240,517
March				59,256	181,261
April				55,775	125,486
May	56,940		56,940	55,051	127,375
June				57,285	70,090
total:	569,400	250,000	819,400	749,310	70,090
			cash balance	70.090	70.090
EXPENSES					
Month	payroll + benefit	materials, supplies, e	fixed costs	monthly Total	running total
July	35,818	48,453	14,766	99,037	99,037
August	35,818	16,572	14,776	67,166	166,203
September	35,819	11,734	14,776	62,329	228,532
October	35,818	6,689	15,500	58,007	286,539
November	35,819	4,457	15,500	55,776	342,315
December	35,818	4,457	19,601	59,876	402,191
January	35,818	4,457	19,601	59,876	462,067
February	35,818	4,457	19,601	59,876	521,943
March	35,818	4,457	15,500	59,256	581,199
April	35,818	4,457	15,500	55,775	636,974
May	35,818	4,457	14,776	55,051	692,025
June	35,820	6,689	14,776	57,285	749,310
	429,820	121,336	194,673	749,310	749,310

APPENDIX J: ESTIMATED START-UP BUDGET

Idaho STEM Academy First year estimated budget
(100 students)

Revenue	
source	amount
base support 6.9 units	\$135,420
salary based apportion	\$291,300
benefit apportionment	\$52,550
Albertson Grant	\$250,000
Other state revenue	\$7,516
transportation	\$58,500
Title VI-B	\$19,300
Technology	\$2,600
Lottery	\$2,214
total:	\$819,400
Expenditures	
all salaries	328,100
benefits	101,720
travel/purchased services	8,800
supplies	10,500
Accounting	3,400
Advertising	3,000
software/textbooks	7,100
staff development	2,300
testing	1,400
Equipment	78,000
Legal services	3,200
postage	1,000
Lab equipment	34,000
Modular setup	15,000
debt retirement	42,800
admin equip	6,400
in-service & training	4,700
building rental	15,000
utilities & insurance	22,960
build maint supplies	3,600
pupil transportation	55,130
Contingency	1,200
Total:	749,310
Fund Balance	70,090

APPENDIX K: THREE YEAR ESTIMATED BUDGET

Idaho STEM Academy									
3 year Projected Annual Operational Budget									
	2012-13			2013-14			2014-15		
	Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount
Number of Students	100			140			200		
Revenues:									
State Apportionment		\$ 4,500	\$450,000		\$ 4,500	\$630,000		\$ 4,500	\$900,000
State Transportation		75%	58,500		75%	58,500		75%	60,000
Nutrition Program	\$ -		0	\$ 60		8,400	\$ 60		12,000
Federal programs			37,000			92,000			94,200
Contributions/Donations									
state classroom enhancement			4,200			4,200			4,200
State Technology			6,500			3,500			3,500
State Textbook			4,500			2,500			2,500
State Lottery			8,700			8,700			8,700
Loan Proceeds									
Grant			250,000						50,000
Total Revenues			\$819,400			\$807,800			\$1,135,100
Expenses:									
Salaries:									
Teachers	\$ 34,000	3	\$102,000	\$ 35,020	4	\$140,080	\$ 36,070	5	\$180,350
Teachers	\$ 31,000	3	93,000	\$ 31,930	3	95,790	\$ 32,890	5	164,450
Instructional Aids	\$ 16,000	0.3	4,800	\$ 16,480	0.8	13,180	\$ 16,970	1	16,970
Classified/Office Staff	\$ 18,000	0.8	14,400	\$ 18,540	0.8	14,830	\$ 19,100	1	19,100
Administration	\$ 50,000	1	50,000	\$ 51,500	1	51,500	\$ 53,050	1	53,050
Business manager	\$ 42,000	0.3	12,600	\$ 43,280	0.4	17,300	\$ 44,560	0.4	17,820
counselor	\$ 38,000	0.5	19,000	\$ 39,140	0.5	19,570	\$ 40,310	0.7	28,220
bus drivers	\$ 15,000	0.5	7,500	\$ 15,450	0.5	7,730	\$ 15,910	0.5	7,960
Maintenance/Other	\$ 31,000	0.8	24,800	\$ 31,930	0.6	19,160	\$ 32,890	1	32,890
Total Salaries			\$328,100			\$379,140			\$520,810
Benefits:									
Retirement/PERSI	15.0%		\$49,220	15.0%		\$56,870	15.0%		\$78,120
Health/Life Insurance	8.0%		16,410	8.0%		18,960	8.0%		26,040
Payroll Taxes	8.0%		26,250	8.0%		30,330	8.0%		41,660
Workers Compensation	6.0%		9,840	6.0%		11,370	6.0%		16,620
Total Benefits			\$101,720			\$117,530			\$161,440
Operating Expenses:									
Textbooks	\$ 25.00		\$2,500	\$ 26.50		\$3,710	\$ 28.00		\$5,600
Supplies			\$10,500			\$11,200			\$12,090
Equipment			\$78,000			\$19,500			\$25,000
Contract Services			\$2,800			\$200			\$22,300
Legal			\$3,200			\$3,200			\$3,600
Accounting			\$3,400			\$3,500			\$3,500
Advertising/Marketing			\$9,000			\$1,000			\$1,800
Gas/Electric			\$14,400			\$15,400			\$17,400
Telephone			\$1,580			\$1,600			\$1,600
Liability & Property Insurance			\$7,000			\$7,500			\$8,000
Testing & Assessment			\$1,400			\$1,400			\$2,800
Staff Development			\$2,300			\$2,300			\$2,800
Consulting			\$2,000			\$1,200			\$1,200
Travel			\$4,000			\$1,600			\$3,000
Postage			\$1,000			\$1,000			\$1,000
CIS Lab			\$34,000			\$24,000			\$23,000
Rents and Leases			\$1,600			\$1,400			\$2,400
Modular set-up			\$15,000						
building reserve			\$42,800			\$116,000			\$156,000
Grounds & Maintenance			\$3,600			\$3,500			\$3,400
Miscellaneous			\$1,200			\$1,000			\$1,000
Total Operating Expenses			\$235,260			\$220,210			\$297,290
Program Expenses:									
Transportation	\$ 600		\$78,000	\$ 600		\$78,000	\$ 600		\$80,000
Nutrition Program	\$ 75		6,230	\$ 75		7,100	\$ 75		8,400
Total Benefits			\$84,230			\$85,100			\$88,400
Total Expenses			\$749,310			\$801,980			\$1,067,940
Net Operating Income/(Loss)			\$70,090			\$5,820			\$67,160
Beginning Fund Balance			0			70,090			75,910
Ending Fund Balance			70,090			75,910			143,070

APPENDIX L: INTERNET USE POLICY

Idaho STEM Academy
Network and Internet Acceptable Use Policy

Acceptable Use:

- The ISA network and Internet connection have been established solely for educational purposes.
- The Internet is to be used to pursue intellectual activities, seek resources, and access libraries in order to enhance the learning process.
- Be polite and use appropriate language. Do not use profanity, obscenities, sexually explicit material, or expressions of bigotry, racism and/or hate.
- Maintain individual anonymity and privacy. Do not reveal names, personal addresses or phone numbers.
- Adhere to copyright laws and restrictions. Do not transmit material in violation of federal or state law or regulation. (Such material includes, but is not limited to, commercial software, copyrighted material, threatening or obscene material, or material protected by trade secret.)

Unacceptable Use:

- Any use of the ISA network and Internet connection for commercial purposes or political lobbying is prohibited.
- Any use of the ISA network and Internet connection for illegal, inappropriate, or obscene purposes, or in support of such activities, is prohibited. Illegal activities shall be defined as a violation of local, state or federal laws.
- Inappropriate use shall be defined as a violation of the intended use of the network, including the intentional introduction of viruses, corruption of systems, files and resources. Obscene activities shall be defined as a violation of generally accepted social standards for use of a publicly-owned and operated communications vehicle.
- Students are prohibited from illegally copying documents, software, and other materials.
- Students are not allowed to enter or participate in any Internet "Chat Rooms".
- Students will not tie up the ISA network resources with idle activities.
- Students are not allowed to play games on the network or across the Internet.
- Students are not allowed to download files to the hard disk of any computer on the ISA network. Any files that are downloaded must be able to fit on a CD or USB drive.
- Students will not intentionally disrupt network traffic or crash the network and related systems
- Students shall not waste or take supplies, such as paper, printer accessories and CD's

Procedures for Use:

- Students must always get permission from their instructors before using the ISA network or the Internet.

- Students must sign in legibly on the appropriate log or register in the classroom each time they use the network.

Encounter of Controversial Material:

- With access to computers and people all over the world also comes the availability of material that may not be considered to be of educational value in the context of a school setting. Idaho STEM Academy has taken precautions to restrict access to controversial materials.
- However, on a global network it is impossible to control effectively the content of the data and an industrious user may discover controversial material. It is the student’s responsibility not to initiate access to such material.

No Warranties:

Idaho STEM Academy makes no warranties of any kind, whether expressed or implied, for the service it is providing. Idaho STEM Academy will not be responsible for any damages suffered. This includes loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by its own negligence or user errors or omissions. Use of any information obtained via the Internet is at the users own risk. Idaho STEM Academy denies any responsibility for the accuracy or quality of information obtained through its services. Idaho STEM Academy has the right to monitor ISA network and/or Internet access activity in any form that it sees fit to maintain the integrity of the network.

Student Agreement:

I understand and will abide by the above Network and Internet Use Policy. I further understand that any violation of the regulations above is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, school disciplinary action may be taken, and/or appropriate legal action.

Student Name _____

(Please Print)

Student Signature _____ Date _____

(If you are under the age of 18 a parent or guardian must also read and sign this agreement.)

Parent Agreement

As the parent or guardian of this student, I have read the Network and Internet Use Policy. I understand that this access is designed for educational purposes. Idaho STEM Academy has taken precautions to eliminate controversial material. However, I recognize it is impossible for Idaho STEM Academy to restrict access to all controversial materials and I will not hold them responsible for materials acquired on the network. Further, I accept full responsibility for

supervision if and when my child's use is not in a school setting. I hereby give permission to give my child access to the Idaho STEM Academy network, including access to the Internet and certify that the information contained on this form is correct.

Parent or Guardian's Name

(Please Print)

Signature _____ Date _____

APPENDIX M: SUICIDE PREVENTION PROGRAM

IDAHO STEM ACADEMY SUICIDE PREVENTION PROGRAM

The ISA Suicide Prevention Program will consist of 4, 50 minute classroom lessons presented to all ninth grade students in their health/PE class, and at least one follow-up lesson each year present in either a Social Studies or English class. The four lessons presented in the freshman year will align with National Health Education Standards 1.12.5, 2.12.3, 2.12.9, 3.12.4, 3.12.5, 4.12.1, 4.12.3, 4.12.4, 5.12.1, 5.12.4, 7.12.3, 8.12.2be as follows:

The first day of the student training focuses on the person at risk.

Objectives:

- Students will learn signs of depression and suicide.
- Students will learn myths about suicide.
- Students will analyze media to identify signs of depression and suicide possibly in a video.

The second day focuses on attitudes and behaviors that might interfere with getting help.

Objectives:

- Students will analyze a true story to determine *attitudes* that interfere with getting help.
- Students will analyze a true story to determine *behavior* that interferes with getting help.
- Students will analyze attitudes that they hold or have observed that interfere with getting help.
- Students will analyze behaviors that they hold or have observed that interfere with getting help.

The third day focuses on helping behavior.

Objectives:

- Students will learn specific steps to help someone at risk for suicide.
- Students will learn who the “suicide contacts” (key staff trained in suicide intervention) are at the school.
- Students will analyze media to identify helping behavior in a video.

The fourth day focuses on skills practice and resources.

Objectives:

- Students will practice intervening with another student exhibiting signs of depression.
- Students will meet the “suicide contact(s)” at the school and learn what to expect when seeking help.
- Students will learn how to respond when someone reveals they are suicidal on the Internet or through other technology.
- If you would like to see a clip of the video used in the RESPONSE Student Component, it is available on the Outreach Arts website: www.outreacharts.com/never_enough.htm

Parent mailing, information, and participation

The parent mailing consists of information regarding the program, a flyer with much more detail on depression and suicide, and (an optional) passive or active permission slip for their son/daughter to participate in the RESPONSE student component. It is required that the parent

mailing go out each year to parents of incoming freshmen. Parents may also be invited to a Parent Workshop. Research in the field indicates a clear need for parents to be educated on the signs of depression and suicidal ideation as well as the need to seek treatment; however, the most common strategy for parent involvement --offering a workshop on depression and suicide -- has not been successful with other suicide prevention programs regardless of program quality. Attendance at these workshops typically peaks only after a suicide has occurred. The parent workshop is optional, but strongly recommended for schools that can integrate the workshop with another school event. If parents would like to see a clip of the video used in the parent workshop, go to: www.outreacharts.com/never_enough_parent.htm.

APPENDIX N: BUDGET ASSUMPTIONS

Idaho STEM Academy
Budget Assumptions

All budget calculations are based on an initial enrollment of 100 students

Calculation for state funds, including State of Idaho Apportionment funds and foundation payments were completed using the new divisors proposed by Superintendent Tom Luna for future school funding through the Students First Proposal, plus consideration for a 2.5% reduction in funding as currently estimated by the JFAC committee for FY13.

Estimated federal grant funds include projected Title I, Title II, and Title IV-B funds amounting to approximately \$37,000.

ISA anticipates receiving a \$200,000 new charter school grant from the Albertson's Foundation.

This budget makes the assumption that ISA will not receive federal charter start-up grant monies. We recognize that these funds may be available at a future time.

Costs such as transportation, accounting, legal services, utilities, and textbooks were also derived from projections based on actual costs experienced at other charter schools.

We are estimating our liability insurance yearly cost of approximately \$7,000 based on actual payment made by similar size charter schools.

Estimates of utilities and debt service were calculated in the same manner. ISA will expend approximately \$14,400 on utilities.

The \$6,500 estimated cost for a yearly independent audit and a programmatic audit are also projection base on other school's actual expenses.

APPENDIX O: EMPLOYEE USE OF DRUGS AND ALCOHOL

Idaho STEM Academy
Use of Illegal Drugs and Alcohol
By Employees

Idaho STEM Academy complies with the federal mandates to establish a drug free workplace. The school will not tolerate drug or alcohol abuse by teachers or any other employee. Employees are prohibited from being under the influence of illegal drugs or alcohol on any school property or at any school related activity. Furthermore, employees are prohibited from manufacturing, dispensing, using, possessing, or distributing illegal drug or alcohol on school property or at any school activity.

Federally Funded Programs:

Any employee working in programs partially or wholly funded through federal grants will, as a condition of employment, agree to abide by the terms of this policy and will notify the school of any criminal drug status conviction occurring in the workplace. The employee must notify the school no later than five (5) days after such convictions.

In Accordance with the Drug-Free workplace Act, the school will report to the federal granting agency in writing and within ten (10) working days, notice that an employee has been convicted of a criminal drug statute for a violation occurring in the workplace.

Definitions:

Illegal drugs: Any controlled substance defined by Idaho Code Section 37-2701, or any other substance which is used to alter or change the mood or perception of an individual. Anabolic steroids are also included in this definition. Over the counter drugs prescribed by a doctor and/or used in the appropriately prescribed dosage are not included.

Under the influence: This includes all traditional and legally recognized conditions and behaviors associated with intoxication. Also, any physical or mental condition which is the result of indulging to any degree in the use of unlawful alcohol or illegal drugs, and which may deprive one of clearness of intellect and/or control of behavior which he/she otherwise would possess.

Unlawful alcohol: any beverage as defined by Idaho Code Sections 23-105 and 23-1001.

Violations: The commission of an act of illegal drug usage or unlawful alcohol consumption by a district employee.

Employee Awareness of Drug-Free Program:

Idaho STEM Academy will establish a drug-free awareness program to inform employees about the following:

- The school policy of maintaining a drug-free workplace

- The dangers associated with drug abuse in the workplace
- The school's right to ask employees to submit to drug/alcohol testing
- Employee assistance programs related to drug counseling and rehabilitation
- Penalties imposed for violation of the Illegal Drugs and Alcohol policy may include suspension, administrative leave, counseling, and other disciplinary actions up to and including termination.

Upon adoption of this policy or initial employment, the school will provide all employees with a copy of this policy. A signed statement acknowledging receipt and understanding of an agreement to abide by this policy will be placed in each employee's personnel file.

Receipt of ISA
Use of Illegal Drugs and Alcohol
By Employees

I hereby acknowledgement that I have received a copy of the Idaho STEM Academy policy concerning Use of Illegal Drugs and Alcohol by Employees. I understand the provision of this policy and am willing to submit to drug/alcohol testing, if requested by school officials.

Employee

Date

Witness

Date

APPENDIX P: ISA/ISTCS LETTER OF INTENT TO LEASE



21 North 550 West
 Blackfoot, ID 83221
 Phone: 208-785-7827
 Fax: 208-785-9913
 www.klahoscitech.com

LETTER OF INTENT TO LEASE:

Lease Proposal For: Idaho Stem Academy
 Property Address: 17 N 550 W
Blackfoot, ID 83221
 Tenant: Name: _____
 Address: 17 North
 Phone #/Fax #: _____
 Landlord: Name: Idaho Science & Technology C.S.
 Address: 17N 550 W Blackfoot ID 83221
Richard E. Dadds
Board Chair
 Phone #/Fax #: _____
 Size: _____ sq. ft.
 Intended Use: Educational
 Lease Rate: \$500/month
 Date of Possession: July 1, 2013
 Rent Commencement Date: July 1, 2013
 Lease Term: Yearly
 Option Periods/Length: _____
 Option Lease Rate: _____ /sq. ft. per year
 Escalations: _____
 Rent Schedule: Lease - Annual

APPENDIX Q: IRS 501(c)(3) DESIGNATION

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **MAR 13 2012**

IDACO STEM ACADEMY INCORPORATED
C/O BRUN THRI. N
17 NORTH 550 WEST
BLACKFOOT, ID 83221

Employer Identification Number:
27-4507929
DIN:
17053010309012
Contact Person:
MITCHELL P STEELE ID# 31350
Contact Telephone Number:
(877) 829 5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
Yes
Effective Date of Exemption:
January 20, 2011
Contribution Deductibility:
Yes
Adoptum Applies:
No

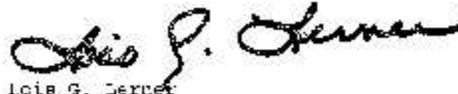
Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible requests, devises, transfers or gifts under section 2055, 2105 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Sincerely,



Lois G. Lerner
Director, Exempt Organizations

Enclosure: Publication 4221-PC

Letter 947 (00/00)

APPENDIX R: DUAL AND CONCURRENT ENROLLMENT PARTNERS



Classes offered for students in school districts:

Firth School District #59

Shelley School District #60

Idaho Falls School District #91

Bonneville Joint School District #93

Ririe School District #252

FOR MORE INFORMATION

Visit our web page at:

<http://www.d91.k12.id.us/EIPTHS>

Or contact us:

Bobbi Crosser, Professional Technical Education Coordinator

208-525-7517

crobbobb@d91.k12.id.us

Kristen Dunnells,

Administrative Assistant

208-525-7549

Dunnkris@d91.k12.id.us

Bobbi Crosser
PTE Coordinator
690 John Adams Parkway
Idaho Falls, Idaho 83401
208-525-7517
crobbobb@d91.k12.id.us
Visit us on the Web:
www.d91.k12.id.us/eipthts

**Eastern Idaho
Professional-
Technical High School**



Idaho Division of
Professional-Technical
Education

**Eastern Idaho
Professional-
Technical High School**



**Delivering High-Tech
Educational Training for
Future Career Success**

**Eastern Idaho
Professional-Technical
High School**

High Schools in Eastern Idaho have long recognized the importance of professional-technical training to enhance and link high school programs with post-secondary education.

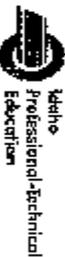
Since 1983, school districts and Eastern Idaho Technical College (ETC) have worked together to make post-secondary and other career training opportunities available to all high school students.

In 1998, a Cooperative Service Agency was formed to provide the governance structure for the Professional-Technical High School. There were five (5) programs offered to students in 1998. That number has grown to 16.



A consortium of schools from Fifth School District #59, Shalvey Joint School District #60, Idaho Falls School District #91, Bonneville Joint School District #93, and Ririe Joint School District #252 as well as EITC work together to help students connect with their futures by offering numerous classes at different locations.

Think of the Eastern Idaho Professional-Technical High School (EIP-THS) as "a school without a building." Students attend classes where they are offered. For example, an Idaho Falls High School student who wants to take a Certified Nursing Assistant class will travel to Clair E. Gale (where the class will be held in 2012-2013), and a Hillcrest High School student who wants to take Auto Body will travel to Bonneville High School or EITC. This enables all students within the consortium to take classes that would not otherwise be available at their "home" high schools



Program Offerings—2012-13 Location

- Automotive Technology—BHS/EITC
- Auto Collision Repair—BHS
- Botany/Horticulture—EITC
- Certified Nursing Assistant (CNA) - CEG
- Culinary Arts—CEG
- Early Childhood Prof.—Skyline/EHS
- Education Assistant—TBA
- Electronics—HHS
- Emergency Medical Technician—EWT—CEG
- Information Technology—IFHS
- Occupational Career Experience—TBA
- Pharmacy Technician—CEG
- Pre-Engineering—TBA
- Sports Medicine—Skyline
- Welding—BHS
- Work-Based Learning— all schools

**Eastern Idaho Professional-
Technical High School
950 Environmental Way**

**Idaho Falls, ID 83401
Phone: 208-525-7517**



17 N. 850 W. Blackfoot, ID 83221 208-557-4003 fax: 201-304-0276 www.idahostem.com

Russell Mickelson
Executive Director
The STEM Academy
8322 W. Cantera
Peoria, AZ 85383

Dear Russell,

This letter is to confirm our intent to implement a pre-engineering program provided by The STEM Academy. Implementation is contingent on the Idaho Public Charter School Commission authorizing the Idaho STEM Academy. We anticipate the authorization process will be completed in July 2012.

Thank you for your support.

Sincerely,

Pat Kolbet, Secretary
ISA Founding Board of Directors
208-317-3501

the STEM academy®

establishing engineering habits of the mind

March 12, 2012

Idaho STEM Academy, Inc.

2801 Hunters Loop

Blackfoot, ID 83221

T: 208.782.0744

Attn: Pat Kolbet

E: pkolbet@idahostem.com



re: Proposal to improve STEM literacy for all students

The practices, strategies and programming utilized within The STEM Academy (K-14 Program) have been qualified by the American Society of Engineering Education, National Academy Foundation and National Action Council for Minorities In Engineering. By selecting The STEM Academy your school is choosing to impact student participation and achievement right away. Your school via our Learning Management System will be capturing actionable, research based data which will foster improvement planning for students, teachers and administration. We look forward to welcoming your instructors to our National Professional Learning Community. Following orientation training collectively we will select a date for your banner raising event. Invitations will be sent out to local political, education and industry leaders as well as news media outlets. The banner raising will announce your school's commitment to improve STEM literacy for all students and create community awareness. This event can be the catalyst for the expansion or establishment of the program advisory committee and kick-off school participation in Engineering Projects in Community Service.

Russell Mickelson – Chief Executive Officer

FOUNDATION COURSE SCHEDULE (9-12)

STUDENT LAB SCHEDULE

Qualifies the number of students to be served per class size. Curriculum access is unlimited per site for all faculty and students. Project resources are provided to support the qualified number of students per class size.

24 STUDENT: \$40,000.00 includes

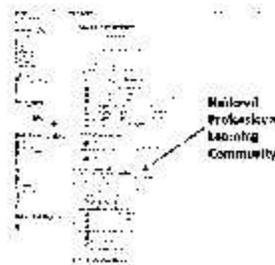
CURRICULUM (180 CLOCK HOUR COURSES)

- Introduction to Engineering
- 3D Solid Modeling
- Design for Manufacturing
- Principles of Engineering
- Architecture featuring Green Methods



LEARNING MANAGEMENT SYSTEM

- Curriculum Delivery
- National Professional Learning Community
- Student Assessment
- Student Outcomes Management
- Student Portfolio Development



the STEM academy®

establishing engineering habits of the mind

SOFTWARE

Solidworks

MasterCAM

Graphisoft ArchiCAD

EcoDesigner

3D VIA Shape



STUDENT ACTIVITY KITS

NASCAR STEM RC Student Activity Kits

Energy Concept STEM Measurement Student Activity Kits

Principles of Engineering STEM Student Activity Kits

Trebuchet Student Activity Kits



IMPLEMENTATION SCHEDULE

***3 Day STEM Instructor Orientation: \$7,500.00**

1: Investigation + Introduction

2: Methodologies + Learning Management System

3: Content Delivery + Content Mastery

*Instructors who attend training earn (1) graduate school credit per (8) hours of participation from University of Wisconsin



PROPOSAL SUMMARY

FOUNDATION COURSE SCHEDULE (24 STUDENT) \$40,000.00

- Introduction to Engineering
- 3D Solid Modeling
- Design for Manufacturing
- Principles of Engineering
- Architecture featuring Green Methods



PROFESSIONAL DEVELOPMENT OPTIONS

3 DAY ONSITE STEM INSTRUCTOR-ORIENTATION TRAINING \$7,500.00

TOTAL: \$47,500.00

STEM JUMP START GRANT PROGRAM AWARD \$2,500.00

TOTAL REQUESTED \$50,000.00

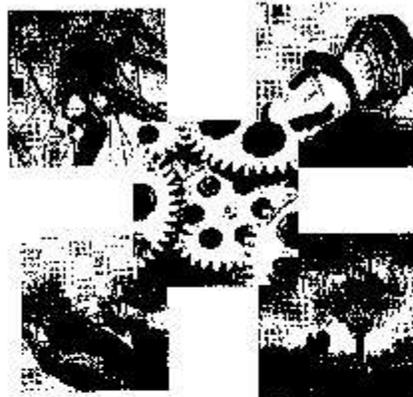
SCALE UP OPTIONS AVAILABLE

Idaho STEM Academy
the STEM academy®
establishing engineering habits of the mind



SCALE UP COURSE OPTIONS

Foundations of Technology
Engineering Technology
General Fabrication Methods
Green Methods
Green Building Science
Renewable Energy
Material Science
Foundations in Biotechnology



PURCHASE INFORMATION

Fed Tax ID# 27-2390050
The STEM Academy
8322 W. Cantera
Peoria, AZ 85383
Attn: Russell Mickelson
T: 480.381.9437
F: 480.505.1252
E: russell.mickelson@stem101.org



**BYU - Provo Independent Studies
Idaho Course Provider #: 2897**

Programs that offer a full and accredited high school education experience

The BYU Independent Study High School Program is designed to help students who are interested in completing their high school studies through our structured online program. If you are only in need of a few courses to meet your high school graduation requirements, go to our course catalog for a list of courses.

BYU Independent Study offers three different four-year High school programs: the Standard Program, the Advanced Program, and the Adult Diploma Program.

The Standard and Advanced Programs are designed for high-school-age students preparing for college or the job market. Upon completion of the program, students are issued an official transcript. This official transcript can be used to apply to colleges and universities or may be used as proof of high school completion for potential employers. Students in the Standard and Advanced programs do not receive a diploma.

It is recommended that students be at least 14 years old when applying to either program.

Areas of Course study include:

- | | |
|---------------------------------|------------------------------------|
| Accounting | Life Skills |
| Art | Mathematics |
| Business Education | Music |
| Career and Education Technology | Philosophy |
| Communications | Physical Education |
| Computer Science | Science-Biological |
| Family and Consumer Science | Science-Chemistry |
| Finance | Science-Earth Systems |
| Health | Science-Physics |
| Language Art-English | Social Science-Contemporary Issues |
| Language Arts- Literature | Social Science-History/Government |
| Language Arts- Reading | World Languages |
| Language Arts-Writing | |

APPENDIX S: ISA/ISTCS TRANSPORTATION LETTER OF INTENT



21 North 550 West
Blackfoot, ID 83221
Phone: 208-785-7827
Fax: 208-785-9913
www.idahoscience.com

Letter of Intent

Idaho Science and Technology Charter School intends allow Idaho STEM Academy to precipitate in its busing program. As we are already busing in the same attendance area for our school and Blackfoot Charter Community Learning Center. ISTCS will count the ISA students in their count and file for the reimbursement. ISA will be responsible for 30% of the ammount not reimbursed by the state

School year 2013-2014 estimated cost to Idaho STEM Academy \$11,000

City of Blackfoot Police Department

R. DAVID MOORE
CHIEF OF POLICE

MIKE VIRTUE
MAYOR

June 6, 2012

To Whom It May Concern:

I am contacting you in support of the Idaho STEM Academy's application to the U.S. Department of Education's Charter Schools Program Grant: Non-SEA grants for Planning and Implementation.

I have worked closely with the Charter Schools serving the community of Blackfoot, Idaho for many years. We currently have two, the Blackfoot Charter Community Learning Center serving our elementary age youth, the Idaho Science and Technology Charter School for our middle school youth. The proposed Idaho STEM Academy will continue this nature of education for our ninth through twelfth grade students.

Due to my passion for youth, I played an integral role in the foundation and development of what has now become the Blackfoot/Bingham County Youth Coalition (BBCYC). In my role as a board member, as well as the hours I volunteer, I have the opportunity to interact with youth from a wide variety of social, economic and educational backgrounds. I understand and support the need for diverse educational settings to support all our youth so they can achieve the highest level of success.

I am very proud to say that our Charter Schools have met and in most cases surpassed the standards required by the State of Idaho. I will continue to support the Idaho STEM Academy in their efforts to establish and provide the best possible opportunities for the youth of Blackfoot in any way I can.

If you would like to contact me, I can be reached at 208-785-1235 or dmoore@co.bingham.id.us.

Sincerely,


R. David Moore
Chief of Police

"... with Community Policing in mind..."

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

To add more Budget Narrative attachments, please use the attachment buttons below.

**Idaho STEM Academy
2012**

Budget Narrative

Personnel:

	Year One	Year Two	Year Three
Personnel			
Principal	\$ 73,600.00		
School Director	\$ 15,000.00	\$ 15,000.00	\$ -
Total	\$88,600	\$ 15,000.00	\$ -

Justification:

The School Principal will work with the School Director to recruit and hire teachers for Idaho STEM Academy. The School Principal will also work with the School Director, Founders, and Board of Directors in establishing school policies, curriculum, instructional strategies, and teaching methodologies. The School Principal will work with the School Director in selecting and securing professional development presenters. The School Principal will also work to secure partnerships with local colleges that result in dual credit opportunities for students. In Year Two and Year Three, this position will be fully funded through the school budget.

The School Director will oversee all project implementation activities, promoting the attainment of all stated goals and objectives. Specific responsibilities include:

1. Coordinates the total educational and operational programs of the Idaho STEM Academy Charter School and provides leadership in their development and improvement.
2. Represents the Board of Directors of the Idaho STEM Academy Charter School as the liaison between the Board and the charter school community.
3. Attends and participates in meetings of the Board of Directors and its committees, except when his/her employment or salary is under consideration or when there is an executive meeting.
4. Advises the Board of Directors on the need for new and/or revised rules and policies; exercises the power to carry out such rules and policies after the Board approves them; and provides such instructions to school employees and students as may be necessary to implement charter policy.
5. Submits to the Board of Directors an explanation of any proposed procedure that would involve either departure from established policy, or the expenditure of substantial sums.

**Idaho STEM Academy
2012**

6. Supervises the preparation of the annual operating budget recommendations and implements the Board-approved budget. Approves and directs, in accordance with law and regulations of the Board, purchases and expenditures within the limits of the budget.
7. Maintains adequate records for the Idaho STEM Academy Charter School, including a system of financial accounts, business and property records, personnel, school population, and scholastic records. The director acts as custodian of such records and of all contracts, securities, documents, title papers, books of records, and other papers belonging to the Board of Directors. Management of all assets will be in accordance with the Bylaws of the Charter School Corporation, and will be Board-approved.
8. Prepares and submits to the Board of Directors recommendations relative to all matters requiring Board action, placing before the Board such necessary and helpful facts, information, and reports as are needed to insure the making of informed decisions.
9. Coordinates the supervision and evaluation of all employees and recommends the appointment, assignment, transfer, promotion, demotion, discharge, and/or suspension of employees as provided by law and the policies of the Idaho STEM Academy Charter School.
10. Holds such meetings of teachers and other employees as necessary for the discussion of matters concerning the improvement and welfare of the Idaho STEM Academy Charter School.
11. Represents the Idaho STEM Academy Charter School in its dealings with other school systems, social institutions, business firms, government agencies, and the general public.
12. Keeps the Idaho STEM Academy Charter School community informed about modern educational practices, educational trends, and the policies, practices, and problems.

**Idaho STEM Academy
2012**

13. Supervises, either directly or through delegation, all activities of the Idaho STEM Academy Charter School according to the policies of the Board of Directors.
14. With Board of Directors' approval, keeps informed of changes, developments, and research in education by advanced study, by visiting school systems elsewhere, by attending educational conferences, and by other appropriate means, and keeps the Board informed of trends in education.
15. Studies and revises, together with the staff, all curriculum guides and courses of study, on a continuing basis.
16. Recommends to the Board of Directors for its adoption all courses of study, curriculum guides, and major changes in texts and time schedules to be used in the Idaho STEM Academy Charter School.
17. Make recommendations to the Board of Directors regarding building and facility changes
18. Make recommendations to the Board of Directors concerning the transportation of pupils in accordance with the law and the requirements of safety.
19. Provides suitable instructions and regulations to govern the use and care of school properties for school purposes, in conjunction with the Board of Directors.
20. Performs such other tasks as may, from time to time, be assigned by the Board of Directors
21. Prepares an annual report to be delivered to the Boise School District in compliance with the terms of the Charter School Petition.

**Idaho STEM Academy
2012**

Fringe:

	Year One	Year Two	Year Three
Fringe (23.86%)	\$ 20,980.00	\$ 3,080.00	\$ -
Medical, dental, vision	\$ 8,392.00	\$ 1,232.00	
Retirement	\$ 12,168.00	\$ 1,786.00	
Workers Comp	\$ 420.00	\$ 62.00	
Total	\$ 20,980.00	\$ 3,080.00	\$ -

Justification:

Fringe Benefits are provided for all ISA employees, and total 23.86%:

Travel:

	Year One	Year Two	Year Three
Travel			
Evaluator Travel	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00
Total	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00

Justification:

The External Evaluator will travel to Idaho STEM Academy twice annually to conduct on-site monitoring and ensure program fidelity. Each trip will include:
\$450 flight + \$100 ground transportation + \$350 hotel + \$100 per diem

Equipment:

	Year One	Year Two	Year Three
Equipment			
Server	\$ 8,750.00	\$ 16,500.00	
Network	\$ 6,700.00	\$ 11,500.00	
Copier	\$ 15,000.00		
Computers, tablets	\$ 10,250.00	\$ 49,800.00	\$ 39,000.00
Smartboards		\$ 14,400.00	\$ 64,800.00
Computer Furniture		\$ 12,600.00	\$ 6,300.00
Misc. Infrastructure	\$ 5,000.00	\$ 11,300.00	\$ 4,025.00
Total	\$ 45,700.00	\$ 116,100.00	\$ 114,125.00

Justification

Technology is essential to providing a 21st Century education, including providing access to online learning opportunities, dual credit opportunities, and individualized learning through evidence-based curricular tools. These technology tools will support the attainment of all objectives, allowing students new opportunities to access dual credit environments and preparing students for the technology-laden college environment beyond high school.

**Idaho STEM Academy
2012**

Computers / Tablets:

Year One - \$1,250 each * 10 desktop computers

Year Two: 2 mobile carts of tablets (30 count class sets) at \$24,900 each

Year Three: 1 mobile cart of tablets \$24,900; 15 laptops at \$940 each

SmartBoards:

25 SmartBoards at \$3,168 each

Supplies:

	Year One	Year Two	Year Three
Supplies			
Paper	\$ 750.00	\$ 5,100.00	\$ 8,200.00
Software	\$ 1,450	\$ 6,910.00	\$ 20,120.00
Misc.	\$ 200.00	\$ 1,000.00	\$ 1,750.00
Textbooks		\$ 10,350.00	\$ 13,410.00
Total	\$2,400.00	\$ 23,360.00	\$ 43,480.00

Justification:

Software in Year One will include a student tracking program. Years Two and Three will include evidence-based learning software, to be determined by the School Director and School Principal, with input from a committee including members of the Board of Directors, Founders, parent volunteers, and newly hired teachers.

Textbooks will also be determined by the School Director and School Principal, with input from a committee including members of the Board of Directors, Founders, parent volunteers, and newly hired teachers.

Contractual:

	Year One	Year Two	Year Three
Contractual			
External Evaluator	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00
Professional Development	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00
Total	\$ 40,000.00	\$ 40,000.00	\$ 40,000.00

Justification:

The External Evaluator will conduct ongoing monitoring of all program aspects, conducting both formative and summative evaluation activities. The External Evaluator will prepare Quarterly Evaluation Reports, in addition to all required reports and forms. Quarterly Evaluation Reports will allow ISA Founders and the Board of Directors to monitor program impact with real-time data, paving the way for informed, data-driven decisions that promote equal attainment of project objectives and goals for all student participants. Data will be divided into NCLB sub-groups to

**Idaho STEM Academy
2012**

highlight any disparities or gaps, allowing school leadership to address these issues quickly and efficiently. Evaluation results will be shared with all stakeholders, including community members, parents, students, teachers, and partnering colleges, to further promote the growth and sustainability of Idaho STEM Academy.

External Evaluator:

$\$100/\text{hour} * 4 \text{ hours/week} * 50 \text{ weeks} = \$20,000$ annually

During Year One, staff hired to begin teaching in Year Two will take part in an intensive two week Professional Development session. During this time, the essential strategies and teaching methodologies of ISA will be the focus, with local experts and leaders in evidence-based best practices delivering instruction and workshops. In Years Two and Three, these sessions will take place on alternating Fridays – which will be devoted entirely to Professional Development each week. These half-day workshops will allow teachers time to discuss immediately afterwards, and to practice implementation on the following Friday before another skill set is introduced.

Professional Development:

Year One: $\$2,000 / \text{full-day workshop} * 1 \text{ workshop} / \text{day} * 10 \text{ days} = \$20,000$

Years Two and Three: $\$1,000 / \text{half-day workshop} * 20 \text{ half-day workshops} = \$20,000$

Total:

	Year One	Year Two	Year Three
Total Request	\$ 199,680.00	\$199,540.00	\$199,605.00

Survey on Ensuring Equal Opportunity For Applicants

OMB No. 1890-0014 Exp. 2/28/2009

Purpose:

The Federal government is committed to ensuring that all qualified applicants, small or large, non-religious or faith-based, have an equal opportunity to compete for Federal funding. In order for us to better understand the population of applicants for Federal funds, we are asking nonprofit private organizations (not including private universities) to fill out this survey.

Upon receipt, the survey will be separated from the application. Information provided on the survey will not be considered in any way in making funding decisions and will not be included in the Federal grants database. While your help in this data collection process is greatly appreciated, completion of this survey is voluntary.

Instructions for Submitting the Survey

If you are applying using a hard copy application, please place the completed survey in an envelope labeled "Applicant Survey." Seal the envelope and include it along with your application package. If you are applying electronically, please submit this survey along with your application.

Applicant's (Organization) Name:	Idaho STEM Academy, Inc.
Applicant's DUNS Name:	0784551290000
Federal Program:	Office of Innovation and Improvement (OII): Charter Schools Program (CSP): CSP Grant
CFDA Number:	84.282

1. Has the applicant ever received a grant or contract from the Federal government?

Yes No

2. Is the applicant a faith-based organization?

Yes No

3. Is the applicant a secular organization?

Yes No

4. Does the applicant have 501(c)(3) status?

Yes No

5. Is the applicant a local affiliate of a national organization?

Yes No

6. How many full-time equivalent employees does the applicant have? (Check only one box).

3 or Fewer 15-50

4-5 51-100

6-14 over 100

7. What is the size of the applicant's annual budget? (Check only one box.)

Less Than \$150,000

\$150,000 - \$299,999

\$300,000 - \$499,999

\$500,000 - \$999,999

\$1,000,000 - \$4,999,999

\$5,000,000 or more

Survey Instructions on Ensuring Equal Opportunity for Applicants

OMB No. 1890-0014 Exp. 2/28/2009

Provide the applicant's (organization) name and DUNS number and the grant name and CFDA number.

1. Self-explanatory.
2. Self-identify.
3. Self-identify.
4. 501(c)(3) status is a legal designation provided on application to the Internal Revenue Service by eligible organizations. Some grant programs may require nonprofit applicants to have 501(c)(3) status. Other grant programs do not.
5. Self-explanatory.
6. For example, two part-time employees who each work half-time equal one full-time equivalent employee. If the applicant is a local affiliate of a national organization, the responses to survey questions 2 and 3 should reflect the staff and budget size of the local affiliate.
7. Annual budget means the amount of money your organization spends each year on all of its activities.

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this

information collection is **1890-0014**. The time required

to complete this information collection is estimated to average five (5) minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection.

If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: The Agency Contact listed in this grant application package.

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 02/28/2011

Name of Institution/Organization

Idaho STEM Academy, Inc.

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	88,600.00	15,000.00	0.00			103,600.00
2. Fringe Benefits	20,980.00	3,080.00	0.00			24,060.00
3. Travel	2,000.00	2,000.00	2,000.00			6,000.00
4. Equipment	45,700.00	116,100.00	114,125.00			275,925.00
5. Supplies	2,400.00	23,360.00	43,480.00			69,240.00
6. Contractual	40,000.00	40,000.00	40,000.00			120,000.00
7. Construction	0.00	0.00	0.00			0.00
8. Other						
9. Total Direct Costs (lines 1-8)	199,680.00	199,540.00	199,605.00			598,825.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	199,680.00	199,540.00	199,605.00			598,825.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

Name of Institution/Organization Idaho STEM Academy, Inc.	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)