

Idaho Arts Charter School, Inc.

K-12

Originally opened 2005-2006
Reformatted and resubmitted 2015-2016
Nampa, Idaho

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Jackie Collins

1220 5th Street North

Nampa, Idaho 83687

(208) 463-4324

Jackie.collins@idahoartscharter.org

Non Discrimination Statement:

Charter School does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education services, activities and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. Any variance should be brought to the attention of the administration through personal contact, letter, phone, or email.

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Tab 1 – Executive Summary, Vision, Mission, Legislative Intent

“The real path to greatness, it turns out, requires simplicity and diligence. It requires clarity, not instant illumination. It demands each of us to focus on what is vital – and to eliminate all of the extraneous distractions.” Jim Collins

Executive Summary

Idaho Arts Charter School’s mission is to develop students with the academic achievements, skills and attitudes necessary to succeed in elementary, middle and secondary school and to be offered a post-secondary education and satisfying employment. Additionally, the school seeks to inspire students and develop artistic talents, attitudes and skills in students, promoting lifelong avocation in arts areas. The school seeks to develop an educated citizenry for the 21st century through academic programs, centered around a diverse arts curriculum, using focused investigations. Instruction will be well grounded in Idaho Standards including the basics of reading, writing, mathematics, science and social studies and will develop the habits of lifelong learning, curiosity, clear oral and written communication, creative thinking, effective use of technology as a tool, adaptability to new situations and new information and problem-solving skills. Students will gain these skills and abilities through a curriculum based heavily in music, drama, visual arts and dance. Students will develop personal habits and attitudes that lead to accepting responsibility for personal decisions and actions; academic honesty and the ability to face challenges with courage and integrity; a healthy lifestyle; empathy and courtesy for others; respect for differences among people and cultures; self-confidence and willingness to risk setbacks in order to learn; and the ability to work cooperatively with others.

Canyon County is a high need area where art programs and accessibility is limited. In addition, Canyon County does not have any schools that currently focus on the arts. Due to the prevalence of low income families in the area that do not have access to arts programs, schools such as IACS are in great demand.

Our Founders and Board members have experience and knowledge in the importance of arts integration, performing arts, educational standards, business and finance.

Educational Program. Idaho Arts Charter School curriculum will be aligned with the Idaho State Education Standards and will contain both traditional academic subjects and additional Arts areas consistent with the Charter’s unique emphasis. The Idaho State Department of Education’s curriculum serves as the starting point for instruction and is enhanced by unifying themes and creative teaching methods. The traditional core curriculum areas—language arts, mathematics, science and social studies--are strongly emphasized. They are augmented by an arts program, including theater, visual arts, instrumental and vocal music and dance. All content areas will be taught with an arts emphasis by using focused investigations.

Innovative Features. Idaho Arts Charter School will be innovative in using focused investigations to develop an arts based curriculum. Music, Drama, Visual Arts and Dance will be used in the delivery of instruction in all content areas. The individual arts will be emphasized as additional content areas and individualized for student to match interest and skill.

Founders Statement. In the early part of the 19th century, Thomas Jefferson wrote in *A Bill for the More General Diffusion of Knowledge*: "Whereas it appeareth that however certain forms of government are better calculated than others to protect individuals in the free exercise of their natural rights and are at the same time themselves better guarded against degeneracy, yet experience hath shewn, that even under the best forms, those entrusted with power have, in time and by slow operations, perverted it into tyranny; and it is believed that the most effectual means of preventing this would be, to illuminate, as far as practicable, the minds of the people at large and more especially to give them knowledge of those facts, which history exhibiteth, that, possessed thereby of the experience of other ages and countries, they may be enabled to know ambition under all its shapes and prompt to exert their natural powers to defeat its purposes; And whereas it is generally true that the people will be happiest whose laws are best and are best administered and that laws will be wisely formed and honestly administered, in proportion as those who form and administer them are wise and honest; whence it becomes expedient for promoting the publick happiness that those persons, whom nature hath endowed with genius and virtue, should be rendered by liberal education worthy to receive and able to guard the sacred deposit of the rights and liberties of their fellow citizens and that they should be called to that charge without regard to wealth, birth or other accidental condition or circumstance..."

Later he stated, "If a nation expects to be ignorant and free, it expects what never was and never will be."

In the 21st century, more than 200 years later, this truth still rings true: we need an educated citizenry. The Idaho Arts Charter School will enhance the learning skills and academic building blocks that prepare students for the real world, helping them to become useful additions to the surrounding communities. Through the use of focused investigations, students will learn the joy of discovery; they will learn basic principles and rules in all core subject areas and see them at work in the real world. Through in-depth study projects, students will experience a fully integrated curriculum taught by teachers and administrators who realize that change is part of education and our world; we must enable students with problem solving skills so they may adequately face challenges we can only imagine. In addition, the arts will be used extensively; all students will be exposed to theatre, visual arts, dance and instrumental and choral music. Each student will choose to excel in one area by the end of high school. Scientific studies have shown how beneficial study in these areas can be; students are too busy to get in trouble and the natural growth of synapses between brain hemispheres makes correlation among other subject areas much easier. Test scores rise and students carry these on into their adult lives.

Community Need and Interest. As evidenced by the Idaho Arts Charter School wait list and ten years of experience in providing quality education and excellence in arts education and

performance, the residents of Nampa, Idaho have helped the school grow to 780 students with a wait list of over 600 students.

Vision

Idaho Arts Charter School (IACS), an innovative, K-12 charter within the Nampa School District, is dedicated to Engaged Learning through the Arts. IACS strives to cultivate in students the types of skills needed to succeed in their academic and professional careers and to nurture in them a love and talent for the arts. Our belief is that the skills that students gain from a rigorous academic program focused around a diverse arts curriculum will help them lead inspired lives as educated, 21st century citizens.

IACS was envisioned by a committed group of founding parents in 2003 because of the lack of access to high quality college preparatory offerings with a focus on the arts. We opened Idaho Arts Charter School in 2005, serving 450 students across grades K-12. The school currently serves 780 students across grades K-12, with 60 students per grade. IACS would like to expand grades K-8 to 120 students per grade bringing the total students served to 1,320.

Our model of education is founded on four tenets: a strong culture of innovation, the integration of arts into core content, an adherence to college and career educational standards and self-empowerment through self-expression. To this end, our curriculum is well-grounded in the Idaho Core Standards, with integration of the arts for a more hands-on, exploratory education. At IACS, we help students develop lifelong learning habits, curiosity, clear communication, creative thinking, effective use of technology and intellectual flexibility and problem-solving skills.

IACS students gain these skills and abilities through a curriculum that is grounded in the Idaho Core Standards as well as music, drama, visual arts and dance. Students develop personal habits and attitudes that train them how to:

- Accept responsibility for personal decisions and actions;
- Develop academic honesty and the ability to face challenges with courage and integrity;
- Maintain a healthy lifestyle;
- Show empathy and courtesy for others;
- Respect the differences among people and cultures;
- Demonstrate self-confidence and a willingness to risk setbacks in order to learn;
- Work cooperatively with others.

Mission

Idaho Arts Charter School is dedicated to Engaged Learning through the Arts. IACS strives to cultivate in students the types of skills needed to succeed in their academic and professional careers and to nurture in them a love and talent for the arts.

Our belief is that the skills that students gain from a rigorous academic program focused around a diverse arts curriculum will help them lead inspired lives as educated, 21st century citizens.

The Idaho Arts Charter School (IACS) Mission is:

- ❖ To develop students with the academic achievements, skills and attitudes necessary to succeed in elementary, middle and secondary school and to prepare them for post-secondary education and satisfying employment.
- ❖ To inspire students and develop their artistic talents, attitudes and skills, promoting lifelong avocation in arts areas.
- ❖ To develop an educated citizenry for the 21st century through academic programs centered on a diverse arts curriculum, using focused investigations.

Legislative Intent

Idaho Code 33-5201 provides the legislatures intent for establishing charter schools.

Idaho Arts Charter School will:

1. Improve student learning;
2. Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students;
3. Include the use of different and innovative teaching methods;
4. Utilize virtual distance learning and on-line learning;
5. Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site;
6. Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system;
7. Hold the schools established under this chapter (Chapter 52 Idaho Code) accountable for meeting measurable student education standards.

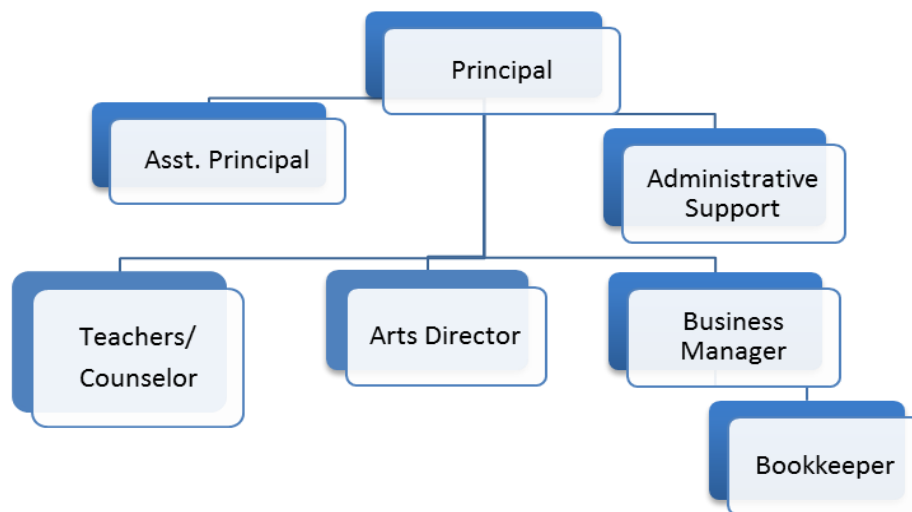
Tab 2 -Operations

Legal Status of the school

Idaho Arts Charter School, a nonprofit corporation, is registered in the State of Idaho 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. In this document, Idaho Arts Charter School is the petitioning entity and is referred to as IACS. Currently, Idaho Arts Charter School is authorized by Nampa School District but IACS will apply to become its own LEA and will be responsible for all programs, finances, reporting and monitoring.

The Idaho Arts Charter School Articles of Incorporation and Bylaws are included in this document as Appendix A.

Organizational Structure



Educational Method

See Tab 3 for specific detail on the IACS educational method.

The Charter School's Potential Effects

Charter School Facilities

Idaho Art Charter School (K-12) is currently located at 1220 5th Street North, Nampa, Idaho 83687. The building is a school once owned by Nampa School District. The building includes a large lawn in front the elementary students use for a playground, a cafeteria with a stage added in 2012, a small library, dance studio, classrooms and office space. Idaho Arts Charter School purchased and renovated the building through the selling of bonds in 2008.

An addition was added in 2012 which provided more classroom space, offices, recording studio, dance studio and a large orchestra room with small practice rooms. This addition was also financed through the selling of bonds.

IACS will purchase a new facility for the new students K-4: 300 students. It will be located within the Nampa School District boundaries.

Location

The primary attendance area for Idaho Arts Charter School is the Nampa School District area which is compact and contiguous as required by law. The primary attendance area boundary encompasses an entirely enclosed area.

Demographics

Currently, the student demographics at Idaho Arts Charter School is comprised of the following:

- 12% students with disabilities
- 50% Low income
- 20% Hispanic
- 1% Pacific Islander
- 1% African-American
- 1% Asian
- 1% American Indian
- 76% White

Administration Services

The Principal and Assistant Principal are chosen according to the bylaws of the corporation and are empowered, in coordination with the Board, to provide educational direction, administration and on-site day-to-day operation, as well as certain decisions concerning, but not limited to:

- Implementation of vision and mission
- Instructional materials and supplies
- Resource allocation
- State charter school requirements

- School-wide community building
- Special services
- Contracted services
- Disciplinary support
- Public and media relations
- Business and community partnerships
- Curriculum, instruction and assessment
- Professional development
- Employment and personnel issues
- Enrollment and attendance
- Staff evaluations
- Facility conditions
- School climate for innovation and growth
- Staff and school morale
- District/Board/Authorizer/SDE liaison
- Supporting the PTO
- Keep budget and financial records
- Annual IFARMS and Budget reports

Idaho Arts Charter will also employ a Business Manager who will work in coordination with the Principal in completing the budget and financial records and filing the annual IFARMS and budget reports to the State Department of Education.

Liability and Insurance

Civil Liability

Idaho Arts Charter School will have the same responsibilities as any other public school in matters of civil liability. The Idaho State Department of Education and Nampa School District shall have no liability for the acts, omissions, debts or other obligations of Idaho Arts Charter School.

Idaho Arts Charter School will procure and maintain a policy of general liability insurance and errors and omissions insurance adequate to meet the requirements of state law. A copy of proof of insurance will be provided to the authorizer. Idaho Arts Charter School shall be responsible for maintaining its own insurance for liability and property loss as required by Idaho State Law. Idaho law provides that the authorizer has no liability for the acts, omissions, debts or other obligations of a charter school, except as may be provided in an agreement or contract between the authorizer and a charter school. Idaho Arts Charter School shall hold harmless and indemnify the authorizer against any claim, action, loss, damage, injury liability, cost or expense of any kind or nature, including, but not limited to, attorney's fees and court costs, arising out of the operation of Idaho Arts Charter School and/or arising out of the acts or omissions of the agents, employees, invitees or contractors of Idaho Arts Charter School.

Enrollment

IACS enrollment currently is set to reach 1,320 students by 2021. K-8: 120 students per grade and 9-12: 60 students per grade. Starting in 2015 Idaho Arts Charter added an additional 60 students in grades K-4, and from that year forward has been rolling students up into the next grade. As of 2018-19 IACS 6th grade enrollment reached 120 students.

In **2021-2022** enrollment is capped at 60 students in 9th grade, and IACS is requesting to continue the roll up of students each year based on the requirement that they were already enrolled at IACS in the previous grade i.e., IACS agrees not to recruit or enroll students into high school unless students were enrolled at IACS in the previous year.

2021-22 9th (roll up 8th grade to 9th) up to 120 students

2022-23 10th (rollup 9th to 10th) up to 120 students

2023-24 11th (rollup 10th to 11th) up to 120 students

2024-25 12th (rollup 11th to 12th) up to 120 students

The Nampa School District Board of Trustees wants to encourage students who have been enrolled at IACS through middle school to continue their education at IACS throughout their high school career.

Final enrollment will be capped at 1,560 in 2025

Tab 3 – Educational Program and School Goals

An Educated Person

An educated person possesses accumulated knowledge and will continue to learn throughout their lifetime. Idaho Arts Charter School believes that learning is best accomplished when students and teachers are absorbed in focused investigations. To focus is to concentrate. To investigate is to search and inquire. So focused investigations require depth and purpose. Students, teachers and parents cooperate in the learning process as they invest their attention, time and energy. Music, Drama, Visual Arts and Dance are integral to instruction in all content areas. Through the arts, students are allowed to express their creativity and achieve their individual potential. The arts provide impetus for discovery and growth.

In Idaho Arts Charter School, students learn individually and as a part of a group. They are encouraged to become increasingly responsible for directing their own learning. This is evident on the high school level as they choose their individual artistic area of pursuit.

How learning best occurs

Learning is fostered best in communities where students' and teachers' ideas are respected and where there is mutual trust. Learning groups are kept small in the school. Older students will mentor younger ones. The respect for diverse learning styles, backgrounds and needs will provide an environment where students feel physically and emotionally safe.

In the Idaho Arts Charter School, students undertake tasks that require perseverance and significant achievement. In so doing, the students build self-confidence, learn from failure and turn disabilities into opportunities.

Educational Program and Goals

The curriculum of Idaho Arts Charter School will contain both traditional academic subjects and Arts education. The Idaho State Standards serve as a starting point that is enhanced by unifying themes and creative teaching methods. The traditional core curriculum areas--language, arts, mathematics, science and social studies--are strongly emphasized, through an integrated arts approach using focused investigations. They are augmented by a piano program, theater, visual arts, dance and music. Currently, Idaho Arts Charter is the only arts integrated K-12 school in the state. IACS educates an underserved population in Nampa. This population includes students who have low socioeconomic status, special education students and minority students. These populations do not have access in Canyon County to arts integrated programs.

Core Values. Idaho Arts Charter School's core values are reflected in its philosophy and mission statement. This establishes our school's culture. Teaching practices and school wide structures ensure that all students are well known by adults and peers. The faculty articulates

and promotes a set of character traits that are emphasized throughout the school. Teachers foster student character through challenging academic work, service and the expectation that students are courteous, respectful and compassionate.

The core values of IACS are:

- **I****NNOVATION:** To teach students to be innovative problem-solvers with a dynamic and flexible intellect.
- **A****RTS INTEGRATION:** To deepen student learning and develop a broad understanding of the arts through the integration of the arts into core content.
- **C****OLLEGE & CAREER READINESS:** To ready students for the challenges and expectations of college and career.
- **S****ELF-EMPOWERMENT:** To create an environment where students learn self-empowerment through self-expression.

To articulate those values, students will learn to:

- Accept responsibility for personal decisions and actions;
- Develop academic honesty and the ability to face challenges with courage and integrity;
- Maintain a healthy lifestyle;
- Show empathy and courtesy for others;
- Respect the differences among people and cultures;
- Demonstrate self-confidence and a willingness to risk setbacks in order to learn;
- Work cooperatively with others.

Instructional Methods. Idaho Arts Charter School is distinguished by its emphasis on the arts: drama, dance, music and the visual arts. Not only is there traditional content-oriented classroom-style teaching, but there is in-depth group projects (focused investigations) in which the students spend long periods of time with the same group of students and teachers to learn about specific topics. For example, The Civil War, The Lewis & Clark Expedition, or the scientific and mathematical modeling in the making of the Space Shuttle, to name a few. All projects are goal oriented and require perseverance and presentations by the students. These projects meet the expectations of the Idaho Thoroughness Standards.

Curriculum Overview. All students participate in a common core of learning that fulfills the school's mission to produce students who possess the academic and personal habits and attitudes desired of an educated citizen in the 21st century. Idaho Arts Charter School's curriculum is aligned with the Idaho Core student achievement standards of the Idaho State Department of Education as they are adopted.

Our students learn to:

- develop their aesthetic talents in music, visual arts, theatre and dance;
- develop oral and written skills;
- use knowledge and skills, think logically and solve problems related to mathematics;
- have sufficient knowledge of science to be responsible users of scientific information;
- participate in a comprehensive program of community service that reflects responsible citizens in a democratic society and an interdependent world;
- understand and apply the knowledge, concepts, principles and themes embedded in each of the social studies--history, geography, political science and economics.

In keeping with Idaho Arts Charter School's mission, we recognize that education is more than the assimilation of facts. Proficiency in a discipline means that the learner becomes a capable practitioner and has a sufficient foundation to pursue advanced study. The Idaho Arts Charter School emphasizes both the acquisition and application of knowledge.

The Idaho Arts Charter School curriculum contains both traditional academic subjects and additional arts expertise that make the Charter unique. The Idaho Core Standards serve as the starting point and is enhanced with unifying themes and other creative methods. The subjects that make up the curriculum are listed and briefly discussed below. Traditional core curriculum areas--language arts, mathematics, science and social studies--remain strongly emphasized. They are augmented by music, theater, visual art and dance education.

Humanities. This will be the major emphasis for the Idaho Arts Charter School. The individual arts will be emphasized as additional content areas and individualized for student to match interest and skill.

Language Arts. The Idaho Arts Charter language arts curriculum is aligned with the Idaho ELA standards. The goal is to develop learners who are effective communicators, who love literature, who are able to analyze and use a variety of text, who are able to effectively write expository text, and are lifelong readers and writers. Comprehensive skills, grammar and vocabulary are integrated within the literature program. Programs at the primary level include the use of Guided Reading and Zoo Phonics. At the intermediate and secondary level, core resources include the use of Literature Circles, 6 Traits Writing, and Shared Inquiry.

Science. Science instruction will be inquiry based. Science must take students beyond the factual approach or 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. Learners will participate in hands-on projects intended to form an awareness of the critical relationships between the built and natural environments. Learners will study and debate real-life issues such as coping with diminishing resources. A strong emphasis will be on gathering and analyzing data, utilizing the scientific method and thinking like a scientist.

Mathematics. It is the belief of the Idaho Arts Charter that mathematics must be used on a daily basis and in all areas of curriculum. IACS utilizes an integrated approach to mathematics that is

based on the Idaho Core Standards and is aligned with the philosophy of Mathematical Thinking for Instruction. An emphasis is placed on problem solving and real world applications.

Social Studies and Community Service. The third focused investigation every year will be a historical investigation. This will cover all areas of social studies, from history to government to current events. Every investigation will have involvement with members of the community, providing some sort of valuable service. Students learn how history affects our modern world, what things are worth keeping and repeating and what things must be learned from so they are never repeated. We seek out ways for the students to discover and experience responsibilities and rights as members of our democratic community. Using primary resources to investigate and communicate themes from history are a focus. A primary curricular tool for the history program will be the National History Day program.

Curriculum Framework. It is the intent of the Idaho Arts Charter School to remain aligned with goals of the Idaho State Standards and the student achievement standards of the Idaho State Department of Education as they are adopted.

Curriculum development will be an ongoing process directed by the Principal with the approval of the Board of Directors. The curriculum will be implemented and evaluated through observations of teachers and students, with follow-up discussions with the Principal to include written future goals. Curriculum will be designed by the Idaho Arts Charter School staff and approved by the board. Key components of curriculum will include Essential Questions, State Standards, Arts Integration and Assessment. Ainsworth (2010) and Wiggins' (2005) work will guide the curriculum planning process.

Idaho Arts Charter School generally follows the Idaho Department of Education textbook approval guide, with specifics outlined by the Principal.

Research to support programs:

Ainsworth, Larry. *Rigorous Curriculum Design: How to Create Curricular Units of Study That Align Standards, Instruction, and Assessment*. Englewood, Colo.: Lead Learn, 2010. Print.

"Current Research Supports Zoo-phonics." *Current Research Supports Zoo-phonics*. Web. 7 Feb. 2015. <http://www.zoo-phonics.com/about_research.html>.

Daniels, H. (1994). *Literature circles: Voice and choice in the student-centered classroom*. York, ME: Stenhouse.

"Education Northwest." *6 1 Trait® Writing Research*. Web. 7 Feb. 2015. <<http://educationnorthwest.org/traits/research>>.

Fountas, I & Pinell, G. *Research Base for Guided Reading as an Instructional Approach*. www.scholastic.com/guidedreading

Langer, J. (2002). *Effective literacy instruction*. Urbana, IL: NCTE.

Marzano, R., Pickering, D. & Pollack, J. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, VA: ASCD.

Minner, D. D., Levy, A. J. and Century, J. (2010), Inquiry-based science instruction—what is it and does it matter? Results from a research synthesis years 1984 to 2002. *J. Res. Sci. Teach.*, 47: 474–496.

"National History Day: National Program Evaluation." *National History Day: National Program Evaluation*. Web. 6 Feb. 2015. <<http://www.nhd.org/NHDworks.htm>>.

TIMSS Report: nces.ed.gov/timss

Vygotsky, L. (1978). *Mind in society*. Cambridge, MA: Harvard University Press.

Wiggins, Grant P., and Jay McTighe. *Understanding by Design*. Expanded 2nd ed. Alexandria, VA: Association for Supervision and Curriculum Development, 2005. Print.

Zemelman, S., Daniels, H. & Hyde, A. (1993). *Best practice: New standards for teaching and learning in America's schools*. Portsmouth, NH: Heinemann.

Educational Programs and Services. Provision of educational programs and services such as physical education, HIV/AIDS education, family life/sex education, occupational education, driver education, guidance and counseling services, Safe/Drug Free Schools programs, summer school programs, parent education programs, social work and psychological services will be identified based on need. The Board of Directors, Principal and PTO will work together to determine the need for, and estimated cost and value of, these programs.

Academic Freedom, Controversial Issues and Religion. The Idaho Arts Charter School shall offer an educational program appropriate to the level of student understanding which:

- allows students to study and discuss controversial issues.
- provides opportunities to examine evidence, facts and differing viewpoints.
- teaches the importance of fact, the value of judgment and the respect of conflicting opinions.

Goals. Students at IACS will:

- Be proficient and skilled readers and writers
- Be proficient mathematical thinkers
- Have dispositions that are conducive to college and career readiness
- Be innovative, flexible thinkers who can solve problems
- Have a strong awareness of who they are
- Be involved in the community
- Be confident presenters and communicators

Education Thoroughness Standards

Thoroughness Standard	Goals Toward Meeting Standard	Possible Activities To Achieve Goals	Evaluation Plan For Activities	Indicators of Goal Achievement
A safe environment conducive to learning is provided	<p>Create a physically safe building and campus.</p> <p>Create a learning environment where students feel safe from bullying and harassment.</p>	<p>Compliance with fire and building codes; student/staff handbook outlining policies for safety; review of student handbook yearly.</p> <p>Character education activities in advisory and homerooms.</p> <p>Adoption of guidelines on internet safety</p> <p>Use KeepNTrack system for students and volunteers</p>	<p>Building inspector reports and fire inspector reports</p> <p>Student surveys</p> <p>Suspension rates</p>	<p>Passing yearly building and fire inspections</p> <p>90% or more of students indicate they feel safe at school.</p> <p>90% or more of students indicate that they feel safe from bullying and harassment at school.</p> <p>Suspension rates are under 3% of students per year.</p>
Educators are empowered to maintain classroom discipline	<p>Hold students accountable for their actions, learning, and shared space.</p> <p>Administration will help teachers establish realistic and effective discipline plans</p>	<p>Procedures will be clearly communicated to staff, students and parents in the school handbook.</p> <p>Expectations and discipline policies will be openly communicated to student and parent audiences on a regular basis.</p>	<p>Staff surveys</p>	<p>90% or more staff indicate that administration effectively handle discipline issues.</p>

The basic values of honesty, self-discipline, unselfishness, respect for authority and the central importance of work are emphasized	Students will demonstrate honesty, self-discipline, respect for authority, and hard work.	Character traits of honesty, self-discipline, unselfishness, and respect are focused on in the curriculum and advisory activities.	Student surveys Report of incidents of plagiarism.	80% or more students indicate that students respect staff. 80% of the students indicate that other students are helpful and honest. Incidents of plagiarism are less than 2% of the population of the student body.
The skills necessary to communicate effectively are taught	Students graduate with effective communication skills. Communication skills will be emphasized in class.	Multiple opportunities to present in classes. Focus on communication skills in curriculum.	Student self-reflection on digital portfolios. Senior project presentation scores.	80% of students score a "12" or above on their senior project presentation.
A basic curriculum necessary to enable students to enter academic or professional-technical postsecondary educational programs is provided	Course offerings and curricula prepare students for postsecondary opportunities. College and career readiness is emphasized throughout K-12 curriculum.	"Future week" in which post-secondary options and opportunities are focused on.	Alumni survey College acceptance rates	90% of alumni indicate on alumni surveys that IACS prepared them for post-secondary programs. 80% of IACS graduates are accepted into 2 or 4 year colleges or PTE programs.
The skills necessary for students to enter the workforce are taught	Idaho Workplace skills are reinforced in the curricula.	Self-assessment in the Idaho Workforce Skill/Competency areas.	Teacher surveys and self-assessment data. Alumni surveys	Alumni indicate that they have the skills necessary to be successful in the workplace.
The students are introduced to current technology	Students are provided with up to date technology.	Review of technology plan. Monthly staff in-service	Review of technology plan.	Technology plan reviewed, evaluated, and adjusted yearly.

	Students have access to technology throughout the school day.	with technology training.	Teacher and student surveys.	90% of teachers and students indicate through surveys that technology is sufficient for their educational needs.
The importance of students acquiring the skills to enable them to be responsible citizens of the homes, schools, and communities is emphasized	Students will demonstrate responsibility in schools, home, and community.	Volunteer service opportunities. Responsibility as character trait focus.	Tardy rates Student surveys	Percentage of students with excessive tardies is under 5%. 10% of high school students receive service letter each year.

Graduation Requirements:

<u>Content Area</u>	<u>State Requirement</u>	<u>Additional details</u>	<u>School Requirement</u>
<u>Core of Instruction</u>	<u>29 credits minimum</u>		<u>39 credits minimum</u>
<u>Electives</u>	<u>17 credits minimum</u>		<u>9 credits minimum</u>
<u>Total Credits</u>	<u>46 credits minimum</u>		<u>48 credits minimum</u>
<u>Core Subject Areas</u>			
<u>Language Arts</u>	<u>8 credits English</u> <u>1 credit Speech</u>	<u>If speech credit is earned through another course meeting the standards it must be defined in the school's graduation requirements policy</u>	<u>8 credits English</u> <u>1 credit speech</u>
<u>Mathematics</u>	<u>6 credits</u>	<u>Including Algebra I and Geometry standards.</u> <u>2 credits must be taken in the last year of high school.</u>	<u>6 credits</u>

<u>Science</u>	<u>6 credits</u>	<u>4 credits must be lab based.</u>	<u>6 credits</u>
<u>Social Studies</u>	<u>5 credits</u>	<u>2 credits US History, 2 credits American Government, 1 credit Economics</u>	<u>5 credits</u>
<u>Humanities</u>	<u>2 credits</u>	<u>Interdisciplinary Humanities, Fine Arts or Foreign Language</u>	<u>11 credits including one art theory credit and 2 foreign language credits</u>
<u>Health</u>	<u>1 credit</u>	<u>CPR is required to be taught in Health</u>	<u>1 credit</u>
<u>Electives</u>			
	<u>17 Credits</u>	<u>To be determined by the school. Electives should reflect the emphasis of the school.</u>	
<u>Additional Requirements</u>			
<u>Advanced Opportunities</u>	<u>School must offer at least one Advanced Opportunity such as Dual Credit, Advanced Placement, Tech Prep or International Baccalaureate.</u>		<u>Dual Credit opportunities available</u>
<u>Senior Project</u>	<u>Required to include a written report and an oral presentation by the end of grade 12. It should reflect the emphasis of the school</u>		<u>Written research paper and oral presentation on a project that took a minimum of 30 hours time</u>
<u>College Entrance Exam</u>	<u>Take either the ACT, SAT, or COMPASS exam before the end of the 11th grade</u>		<u>SAT before the end of 11th grade</u>
<u>ISAT</u>	<u>Pass the ISAT with a score of proficient or Advanced in Reading, Math and Language Usage.</u>		<u>Same as state requirement</u>

High School graduation requirements will align with those of the state.

Special Education

The Idaho Arts Charter School will adopt and comply with the current Idaho Special Education Manual from the Idaho State Department of Education. The Idaho Arts Charter School will use the forms for special education as outlined in the Special Education Manual. IACS will ensure that all facilities are appropriately accessible to permit access by students with disabilities.

A minimum of one highly qualified certified special education teacher will be hired to facilitate special education programs. In addition, the principal or assistant principal of IACS will serve as local special education supervisor. Classified assistants will also be hired and trained to assist the special education teacher(s) in their programming.

A continuum of services will be provided at IACS. The IEP team first and foremost will consider the student's needs and continuum of alternate placements and related services in order to meet the educational needs of the student. In addition, outside agencies will be contracted to provide the following services: speech-language, occupational therapy, physical therapy, and school psychologist services. Special transportation will be provided for those students whose IEP requires that service. The need for extended school year, paraprofessional assistance, adaptive technology, positive behavioral supports and assistive technology will be considered and provided if deemed necessary according to the student's IEP.

The Idaho Arts Charter School will form an evaluation team comprised of members consistent with the requirements of the Idaho Special Education Manual to consider a student's eligibility for special education. The evaluation team reviews information from various sources including, but not limited to, response to intervention data, ISATs, classroom grades, formal and/or standardized assessments, curriculum based measurements and general progress in the curriculum. After reviewing all the data, the team then determines whether or not the student meets the criteria and demonstrates a need for special education.

An IEP team (Individualized Education Program) will be established as set forth by IDEA and comprised of the student's general education teacher, a special education teacher, an administrative representative, parents, the student when appropriate and other team members as appropriate to the needs of the student. An IEP will be developed that allows the student to be educated with nondisabled peers to the maximum extent appropriate. A variety of educational settings will be made available according to the needs of the student as outlined in the IEP.

Curriculum and materials that are research based will be used as the basis of programming for special education students. Behavior intervention plans will be utilized if a student has behavior that impacts their learning and/or the learning of others. In addition the use of Positive Behavioral Interventions and Supports will be utilized.

The discipline policy as set forth in the Idaho Special Education Manual will be used by the IEP team as a guideline for establishing when misconduct of a student with a disability was (1) a

demonstration of the disability, that is an inability to understand impact and consequences or an inability to control behavior; (2) the result of an inappropriate placement, and/or (3) the lack of provision of services consistent with the IEP and placement. This is called manifestation determination.

If the IEP team determines that the student's academic needs cannot be met on site, IACS will contract with a provider for the provision of those services. IACS utilizes a Response to Intervention team meeting format to evaluate student response to research based interventions, consisting of problem identification, analysis of the problem, research based interventions, and progress monitoring.

IAC's website, brochures, and other media advertise that IACS is a public school and provides free, appropriate education to students with disabilities.

IACS works to ensure that parent and student rights are protected, including personally identifiable information in student special education records.

Dual Enrollment

According to Idaho Code 33-203(7), dual enrollment shall include the options of enrollment in a regular public school. Students from the Idaho Arts Charter School are allowed to participate in dual enrollment options in the district of their residence provided that student meets eligibility requirements for that program, as specified in 33-203(7), Idaho Code. Opportunities for dual enrollment will be communicated to parents and students through ongoing group and individual conferences with the counseling staff, as well as daily announcements and monthly newsletters.

Tab 4 – Measurable Standards, Accreditation and Accountability

Measurable student educational standards (MSES)

Idaho Arts Charter School is committed to following a model that adheres to our goals of innovation, arts integration, college and career readiness and self-empowerment. We strive to help students meet their individual potential.

Idaho Arts Charter will use both standardized, quantitative measurements, performance based assessments, and qualitative assessments to determine if our students are meeting the goals of our mission.

Standard	Method of measuring student progress
1. A minimum of 10% higher than the statewide average of students who have attended IACS for 3 consecutive or more years will be proficient in the language arts' area.	ISAT spring data collected annually
2. A minimum of 10% higher than the statewide average of students who have attended IACS for 3 consecutive or more years will be proficient in the mathematics area.	ISAT spring data collected annually
3. A minimum of 80% of IACS graduated students will be accepted to a 2 or 4 year university or post-secondary program.	Number of accepted students—data gathered by career counselor in the spring of each year.
4. IACS students will demonstrate competence in their ability to present.	Senior project presentation passage rates.
5. IACS students graduate with a disposition that demonstrates flexible thinking, the ability to problem solve, a strong understanding of their strengths, and the skills to be college/career ready.	Senior digital portfolios Alumni surveys

Testing

Idaho Arts Charter School will participate in all state mandated testing, including the ISAT (which includes science assessments), ISAT Alt, IRI, IELA and NAEP. The school will have a test coordinator who will oversee the testing program and insure the testing process is followed with fidelity for all tests. The results will be published in August which will ensure transparency

to stakeholders, authorizers, and the public. The results will also be available on the IACS website and will be reported in the newsletter.

Juniors at Idaho Arts Charter School will also participate in the college and career readiness exam SAT. Information will be provided for SAT retakes (junior or senior year) and the ACT.

Accreditation

Idaho Arts Charter School is currently fully accredited through the Northwest Accreditation Commission, a division of AdvancEd. IACS will comply with the requirements of accreditation as per the process of the five-year cycle as outlined by AdvancEd. The accreditation report will be submitted to the authorizer as required by 33-5206(7).

School Improvement

If identified as a school in need of improvement, either as a priority or focus school, the board will actively look at data to ensure effective leaders are in place. In addition school leaders including the leadership team will look closely at multiple levels of data to begin determining where and what focus areas need to be addressed. Strategic improvement planning will go into effect and the Idaho State Department of Education will become a network and resource to help guide Idaho Arts Charter School in school improvement efforts. We will utilize the State Wide System of Support and utilize the framework for analyzing problems, identifying underlying causes and addressing instructional issues to better understand why we have not made sufficient progress in student achievement. A plan will be written and will be comprehensive, highly structured specific and focused primarily on the school's instructional program. We will utilize the WISE tool and or other state suggested tools that allow us to include scientifically based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for school improvement.

Tab 5 – Governance Structure, Parental Involvement, Audits

Governance Structure

Idaho Arts Charter School is a legally and operationally independent entity established by the nonprofit corporation's Board of Directors. The elected Board of Directors are legally accountable for the operation of the charter school. Idaho Arts School 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.

Idaho Arts Charter School, Inc. is a non-profit organization organized and managed under the *Idaho Nonprofit Corporation Act*. The Board of Directors are the public agents who control and govern the Idaho Arts Charter School. Idaho Arts Charter School 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 meeting laws and the Public Records Law. IACS will also keep accurate minutes and make the minutes available to the public, according to the bylaws of the Charter School Corporation (see Appendix A).

Under the Bylaws of the corporation, IACS is governed by a Board of Directors consisting of seven voting directors. Board Members are elected for a three-year term on a rotating basis. The seven members of the Board of Directors are as follows:

President

Vice-President

Secretary

Treasurer

Member-at-Large

Member-at-Large

Member-at-Large

Selection and Replacement. The Board of Directors are elected at the annual meeting from the membership, which shall be composed of founders, parents and legal guardians of students currently attending IACS.

Training and Evaluation. The Board of Directors will attend training sessions with the Idaho School Board Association (ISBA) or the Idaho Association of School Business Officials (IASBO) or the State Department of Education (SDE) annually. The IACS Board of Directors will also complete an annual self-evaluation.

Powers and Limitations. Idaho Arts Charter School is a legally and operationally independent entity established by the nonprofit corporation's Board of Directors. The elected Board of

Directors is legally accountable for the operation of the Charter School. Idaho Arts Charter School acknowledges that the Idaho Arts Charter School Board of Directors are public agents required by the authorizer to control the Idaho Arts Charter School. Idaho Arts Charter School will comply with all federal and state laws and rules and acknowledges its responsibility for identifying essential laws and regulations and complying with them. The approved petition will become the contract between the authorizer and the Idaho Arts Charter School, including all attachments hereto.

The Board of Directors has the responsibility to select the school Principal. The Board also will be responsible for hearing and approving or disapproving, the recommendations of the school Principal with respect to changes in staffing, program, or curriculum. The Board will, when necessary, adjudicate disagreements between parents and the administration. Idaho Arts Charter School commits to keeping complete and accurate Board of Directors' meeting minutes and to making them available to the public.

Relationship between Board of Directors and School Administration. The relationship of the Board of Directors to the Charter School's administration will be as follows:

Principal. The Principal will be empowered to provide educational direction, administration and on-site day to day operation of Idaho Arts Charter School.

Standing Committees and Ancillary Support Personnel. Standing committees will be formed in accordance with the bylaws of the corporation. These committees will include, but are not limited to, Parent – Teacher Organization (PTO)), fundraising and the like.

Ancillary support personnel, including clerical and custodial, will be hired and supervised by the Principal. 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.

Ethical Standards

IACS is a member of the ISBA and adheres to the ISBA ethical standards. Each Board member is required to read, understand, sign and adhere to the ethical standards of the Board.

Idaho Arts Charter School's Ethical Standards Agreement for board members is included in Appendix F.

Parental Involvement

The Board of Directors of Idaho Arts Charter School will provide consultation to the Principal regarding ongoing plans for the school. The PTO will also work with the Board of Directors on school improvement. The Chairperson of the PTO does not (nor will not) sit on the Board of Directors. The Parent–Teacher Organization will report to the school administrator, not to the Board of Directors.

Parents of students who attend Idaho Arts Charter School will be involved in the education of their children and in the school at many levels. Parents bring an in-depth understanding of their children's personalities, learning styles and strengths and weaknesses, which is essential for the continuing educational development of their children. The process to ensure parental involvement will be as follows:

1. Parents will receive a student/parent handbook at registration.
2. Parents will fill out an in-depth profile of their child.
3. Parents will be encouraged to attend two parent/teacher conferences per year.
4. 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.
5. Parents will be encouraged to be involved in the Parent Teacher Organization and to volunteer for school projects, programs and committees and to work specifically with students who are challenged academically.
6. Parents will be encouraged to provide an appropriate learning environment at home for study.

Audits

Every year Idaho Arts Charter School contracts with an independent certified public accountant to conduct an independent audit that complies with all related finance laws. At the completion of the audit, the Board reviews the results of the audit, approves and accepts the audit report and findings. A copy of the audit report and a copy of the accreditation report will be submitted annually to the Authorizing entity and the State Department of Education as required in Idaho Code Section 33-5206(7).

Financial Reporting

Idaho Arts Charter School will comply with the financial reporting requirements of Idaho Code Section 33-701(5-10). The Board will have prepared and published, within one hundred twenty (120) days from the last day of each fiscal year, an annual statement of financial condition and report of the school as of the end of such fiscal year in a form prescribed by the State Superintendent of Public Instruction pursuant to Idaho Code Section 33-701(5)(6). Such annual statements shall include, but not be limited to, the amounts of money budgeted and received and from what sources and the amounts budgeted and expended for salaries and other expenses by category. The annual statement will be submitted to the State Department of Education as required by law.

The school places copies of all teacher contracts and vendor contracts on the school website. In addition, the school places a listing of all disbursements on the website and makes available all such information upon request.

Annually, Idaho Arts Charter School will file with the State Department of Education such financial and statistical reports as the SOPI may require pursuant to Idaho Code Section 33-701(7). IACS will destroy all claims or vouchers paid five years from the date the same was canceled and paid pursuant to Idaho Code Section 33-701(8).

Idaho Arts Charter School will review the school budget periodically and make appropriate budget adjustments. Amended budgets shall be submitted to the State Department of Education pursuant to Idaho Code Section 33-701(9).

Idaho Arts Charter School will invest any money coming into the hands of the school in investments permitted by section 67-120 of the Idaho Code.

Tab 6 – Employee Requirements

Employee Qualifications

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

Background Checks

All employees, subcontractors, board members and volunteers who work with students independently are required to undergo State of Idaho criminal background checks and FBI fingerprinting in compliance with Idaho Code 33-130. Each person stated above shall submit the completed fingerprint card to the school who will submit such background check information to the Office of Certification at the State Department of Education.

Professional Codes and Standards

Staff must comply with the professional codes and standards approved by the State Board of Education, including the Code of Ethics for Idaho Professional Educators outlined in IDAPA 08.02.02.076. If a staff member violates any of the Code of Ethics the Idaho Arts Charter School Board will review the situation and take appropriate action.

Professional Development and Staff Evaluation. Idaho Arts Charter School has a professional development plan. Please see Appendix F.

Transfer Rights

Idaho Arts Charter School will apply to be its own Local Education Agency (LEA). No employee transfer rights apply between Idaho Arts Charter School and any other school district.

Employee Benefits

It is the intent of Idaho Arts Charter School to offer competitive wages and benefits so that it can recruit and retain talented employees. All employees who currently are members of PERSI will continue their participation. All new employees that are eligible for PERSI will become members of PERSI. All employees will contribute to the Federal Social Security System. Idaho Arts Charter School will make all employer contributions as required by PERSI and Federal Social

Security. In addition, the school will also pay for worker's compensation insurance, unemployment insurance and any other payroll obligations of an employer as required by Idaho Code 33-1279. Idaho Arts Charter School will also allow for accumulation of sick leave as allowed by Idaho Code 33-1217. The Board will provide health insurance and may establish other benefits. The Board will develop a process to ensure that all eligible employees are enrolled in the school's health insurance plan. Employees will have the right to decline health insurance.

Collective Bargaining

The staff at Idaho Arts Charter School shall be considered a separate unit for purposes of collective bargaining.

Contracts

All teachers and administrators will be on a written contract with Idaho Arts Charter School, approved by the Board. All contracts will be in a form approved by the State Superintendent, conditioned upon a valid certification being held by such professional personnel at the time of entering upon the duties.

A copy of all teacher and administrator contracts along with certificates for certified teachers and administrators will be on file in the school office.

Job postings and all other hiring and employment practices will be free of any unlawful discriminatory language or practices.

Health and Safety

Idaho Arts Charter School will comply with the following health and safety procedures:

1. Conduct criminal history checks for all employees in compliance with Idaho Code 33-130. This requirement is a condition of employment.
2. Require that all students show proofs of immunization before being enrolled at the Idaho Arts Charter School.
3. Require that all visitors sign in at the office and receive and wear a visitor's pass when visiting the school building.
4. Provide for inspection of the facility in compliance with 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.
5. Adopt and implement a comprehensive set of health, safety and risk management policies. These policies will be developed in consultation with the Idaho Arts Charter School'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.
- signs placed in all bathrooms and in the cafeteria that encourages hand washing.
- 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 substantial safety hazard.
- policies establishing that the school functions as a weapon-free, drug, alcohol and tobacco free workplace.
- 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.

Disciplinary Procedures

Behavior Expectations. IACS will provide a community which emphasizes positive personal habits and attitudes including a healthy lifestyle, integrity, empathy and courtesy for others, respect for differences among people and cultures and academic honesty.

In an arts environment, students will be facing new challenges and acquiring new skills. To create a safe, enriching and nurturing atmosphere that is in line with our school’s mission, all students are expected to encourage each other and treat each other with respect and kindness. Discipline is the process of training students so that the desired character traits and habits are developed. In order to ensure academic success, IACS requires all parents, teachers and students to comply with the following learning agreement:

Students will:

- Be respectful to my classmates and teachers
- Put my best efforts into my schoolwork
- Obey all school rules and uniform policy
- Communicate with my parents and teachers if I have a concern about school

Parents will:

- Monitor my child’s schoolwork and progress
- Ensure that my child follows the uniform policy
- Communicate with my child’s teacher if I have a concern about their schoolwork
- Attend all parent-teacher conferences
- Volunteer at least 10 hours of time toward school related activities
- Be respectful to IACS staff

The teachers and staff IACS will:

- Provide a safe environment for students that is conducive to learning
- Provide time for students to receive help before or after school
- Enforce school rules and the uniform policy consistently
- Provide students with clear and concise expectations
- Be respectful to students and parents

Behavior. Students need to know what behaviors are not allowed in order to make good choices. The following is a list of unacceptable behavior:

- Harassment, including teasing, name-calling and bullying, including cyberbullying
- Profanity or vulgar language
- Violence or threatened violence
- Disrespect, disobedience, or defiance of authority
- Destruction to property/vandalism (Students will be expected to replace or pay for replacement of any damaged items. Report cards and/or transcripts may be withheld until fees or fines are paid.)
- Excessive classroom problems
- Cheating, including plagiarism
- Stealing, including borrowing without permission
- Inappropriate display of affection or inappropriate touching
- Using the following items while on school grounds:
 - ✓ cell phones, IPODS, headphones, tape/CD players, or cameras (unless approved by administrators or teachers)
 - ✓ rollerblades, skateboards, or scooters (If these items are used to get to school, they must be removed and/or carried once the student reaches school.)
 - ✓ toys, games, recess equipment, trading games or other items of value (unless approved by teachers or administrators)
 - ✓ food or drink in classroom other than at lunch time (unless approved by teachers or administrators)
 - ✓ Use of illegal drugs, tobacco or alcohol—

Consequences for Unacceptable Behavior. Individual teachers will have in place a classroom management plan to deal with unacceptable behavior; most minor infractions will be resolved between the student, teacher and parent/guardian (if necessary) before resorting to the following measures. Suspension or expulsion will be considered only as the final option in a series of efforts including, but not limited to, the following steps:

Step 1: Parent/guardian incident notification by teacher or administrator, written or verbal.

Step 2: Principal intervention in addition to Step 1.

Step 3: In school suspension as determined by the principal with parental notification.

Step 4: One to five day out of school suspension with parental notification; re-admission after a conference with student, parent/guardian, principal and, if necessary, the IACS Board of Directors.

Step 5: Expulsion with readmission determined by availability subject to the approval of the IACS Board of Directors. The parents/guardians of the expelled student will have the opportunity to appeal the expulsion decision before the board.

Step 6: The IACS Board of Directors has the right to deny enrollment for disciplinary or attendance reasons. The administration has the option to choose other consequences than stated here, or to skip steps, as deemed appropriate to specific situations.

Contacting Law Enforcement and Student's Parents

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 is to be notified immediately. The principal or designee shall communicate all available information to the police and offer the full cooperation of the administration and faculty in a police investigation. The principal or his/her designee will notify a parent or guardian of an interview or detainment of a minor student by law enforcement officials.

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

The policy will be included in the student handbook and on the school's website.

Tab 7 – Admissions, Discipline, Student Policies

Enrollment

IACS enrollment currently is set to reach 1,320 students by 2021. K-8: 120 students per grade and 9-12: 60 students per grade. Starting in 2015 Idaho Arts Charter added an additional 60 students in grades K-4, and from that year forward has been rolling students up into the next grade. As of 2018-19 IACS 6th grade enrollment reached 120 students.

In **2021-2022** enrollment is capped at 60 students in 9th grade, and IACS is requesting to continue the roll up of students each year based on the requirement that they were already enrolled at IACS in the previous grade i.e., IACS agrees not to recruit or enroll students into high school unless students were enrolled at IACS in the previous year.

2021-22 9th (roll up 8th grade to 9th) up to 120 students

2022-23 10th (rollup 9th to 10th) up to 120 students

2023-24 11th (rollup 10th to 11th) up to 120 students

2024-25 12th (rollup 11th to 12th) up to 120 students

The Nampa School District Board of Trustees wants to encourage students who have been enrolled at IACS through middle school to continue their education at IACS throughout their high school career.

Final enrollment will be capped at 1,560 in 2025

Admissions Procedures

Idaho Arts Charter School 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, except through the student foreign exchange program.

Idaho Arts Charter School will follow the equitable selection process that is outlined in IDAPA 08.02.04.203.07 or another method that is approved by the authorizer. The admission preference groups include children of founders, siblings of current students, children of employees, and students living within the Nampa School District.

Idaho Arts Charter School has adopted the admission procedures set forth in Rule 203 established by the Idaho State Board of Education. We use a computer to randomize the numbers and simulate the lottery selection process. New applications will be accepted January through March each year. The annual lottery will be held in April.

1. The compact and contiguous attendance area for Idaho Arts Charter School shall be the

Nampa School District.

2. Prior to enrollment each year, Idaho Arts Charter School will advertise in a local newspaper, radio and other media and make application cards available at the Idaho Arts Charter School office or other designated location in Nampa, Idaho. The application will include information pertinent to filling a limited number of positions in each classroom.
3. Students residing in the Nampa School District will be given primary preference to enroll in the lottery.
4. Once enrolled in Idaho Arts Charter School, students will not be required to reapply each year thereafter.
5. Students who have been expelled from any school district must meet with the Idaho Arts Charter Board to gain approval in order to apply for admittance.

Equitable Selection Process. A new lottery pool will be established each academic year. No application will be held over from the previous year. Admittance to the lottery will be by a new application which will be accepted January through March each year with the two annual lotteries held in April: one lottery for each school campus.

All names entered in the lottery will be drawn and entered on a waiting list consistent with enrollment priorities.

Once the enrollment period is complete and waiting lists have been established through lottery as described above, subsequent applications will be added to the waiting lists on a first come-first served basis. A new list will be established each academic year as needed.

The following priority list will be established during subsequent years of operation:

1. Pupils returning to the Idaho Arts Charter School.
2. Children of founders, children of full time Idaho Arts Charter School employees, and siblings of students already enrolled at IACS.
3. Prospective students residing in the Nampa School District.
4. Students outside the Nampa School District.

Waiting Lists

Once the equitable selection process is conducted each year waiting lists for each grade will be developed. Students will be placed on the list according to the order they were drawn for each priority group. Those lists will be used to fill available spots until the next equitable selection process is conducted. If a student does not accept an offer for enrollment or the parent does not

respond to the offer by the date designated in the offer the student's name will be removed from the list and the next eligible student will be offered the seat.

Any written requests for admission received after the lottery will be added to the bottom of the wait list for the appropriate grade and preference group.

Wait lists will not carry over from one year to the next.

Public School Attendance Alternative

Not Applicable.

Notification of Enrollment Opportunities

In accordance with IDAPA08.02.02.203.02, Idaho Arts Charter School will ensure that the public notification process of enrollment opportunities will include the dissemination of enrollment information, at least three months in advance of the enrollment deadline established by Idaho Arts Charter School each year. The information will be posted in highly visible and prominent locations within the attendance area of the school, as well as, on the school's website. In addition, Idaho Arts Charter School will ensure that such process includes the dissemination of press release or public service announcements to media outlets such as television, radio and newspapers that broadcast within, or disseminate printed publications within, the area of attendance of the school. Idaho Arts Charter School will ensure that such announcements are broadcast or published by such media outlets on at least three occasions, beginning no later than fourteen days prior to the enrollment deadline each year. Enrollment information shall advise that all prospective students will be given the opportunity to enroll in the public charter school regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

Denial of Attendance

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

The parents/guardians of the pupil denied attendance may appeal to the IACS Board of Directors.

The process for expulsion and denial of attendance is in Tab 6 under Student Discipline. For Special Education cases, refer to Tab 3 under Special Education Services.

STUDENT/PARENT HANDBOOK

In order to ensure that parents, guardians and students understand the expectation for students at Idaho Arts Charter School, parents and/or guardians will receive a student handbook at registration which parents and/or guardians will sign acknowledging they have received the handbook and have read it. The handbook is also on our website.

See Appendix L for the student/parent handbook.

Tab 8 – Business Plan, Transportation, School Lunch

Business Plan

Description. Idaho Arts Charter School is organized exclusively for educational purposes within the meaning of IRS Section 501(c) (3) of the Internal Revenue Code and as outlined in the charter petition. Notwithstanding any other provision of its Articles of Incorporation, Idaho Arts Charter School 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). Idaho Arts Charter School was established as an entity in July 2004.

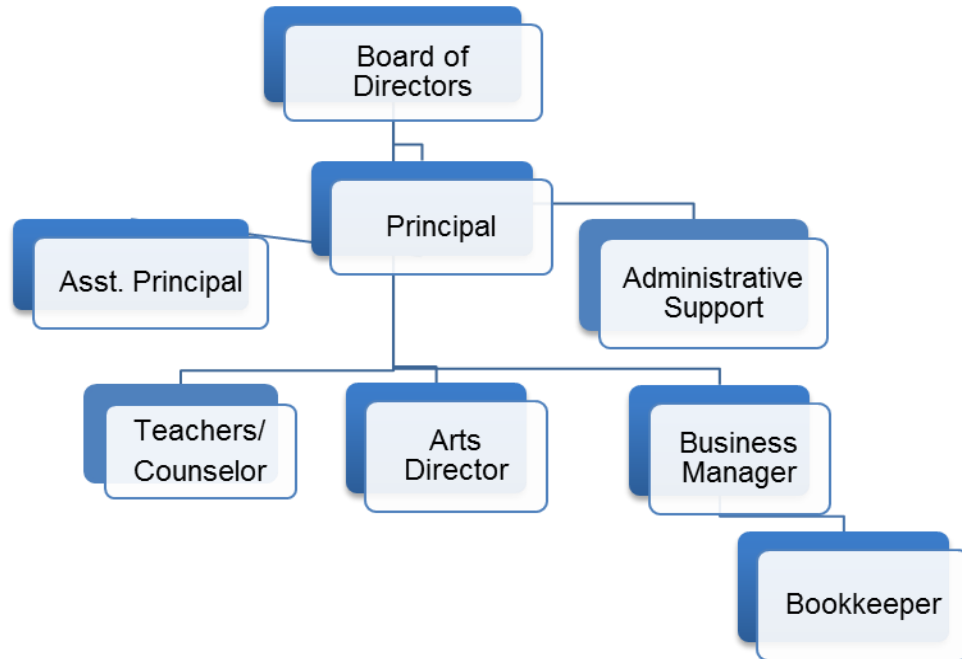
Since Idaho Arts Charter School has been in business since 2005, a pre-opening timeline is not applicable.

Marketing Plan. Idaho Arts Charter School seeks to create a diverse social balance. Prospective students are given the opportunity to enroll regardless of race, color, nationality or ethnicity, religion, gender, social or economic status, or special needs. The advertising process for IACS includes all current requirements as stated in Idaho Code § 33-5205. IACS takes into consideration language demographics of the attendance area and disseminates information accordingly. IACS may recruit students for enrollment by, but not limited to, the following:

- utilizing a special committee who is responsible for advertising to high, mid and low socioeconomic status families, students with various cultural backgrounds and special needs students in the attendance area and informing them of enrollment opportunities.
- utilizing the school website, as well as social networking tools
- sending direct mailings and fliers targeting primary attendance area households
- posting advertising materials in prominent locations within the District
- utilizing the media through press releases and articles
- word-of-mouth referrals
- developing a multimedia advertisement campaign

Strategies for Reaching At-Risk Youth and Underserved Families.

- Information booths at community events
- Information at neighborhood retail spaces
- Performances at community events and low income schools

Management Plan.

The Principal of Idaho Arts Charter School determines the day-to-day operations of the school. The Board will have oversight authority.

The Principal, in consultation with the Board, will establish the school calendar, schedule and hours of operation based on the State requirements. The instructional arrangements will also be reviewed on an annual basis and may be changed, as necessary.

Principal

GENERAL RESPONSIBILITIES

The position is responsible for the leadership, coordination, supervision and management of the school program and operation.

SPECIFIC TASKS

(These are intended only as illustrations of the various types of work performed. The omission of specific duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.)

- Works with the Board of Directors and the Assistant Principal to manage student recruitment and promote the school
- Analyzes data to drive school improvement

- Developing and maintaining an effective educational program consistent with State and Federal guidelines and the philosophy of the IACS charter
- Recommending new policies and revision of existing policies to the board
- Meeting and conferring with students, parents, faculty and staff
- Maintaining records and files
- Preparing reports
- Interpreting and enforcing school policies and regulations.
- Ensuring implementation of the Idaho Core Standards based curriculum
- Monitoring compliance with federal, state, and local mandates and guidelines related to local and state testing programs
- Planning and implementing a professional development/growth program for teachers and staff.
- Supervising special education program and other federal programs
- Propose schedules of classes and extracurricular activities; help schedule courses, students and teachers.
- Requisition supplies, textbooks, and equipment, conduct inventories, maintain records, and check on receipts for such material.
- Organize and implement safety related activities such as fire drills and lock down drills
- Reporting and monitoring of student attendance.
- Maintaining student discipline
- Organize parent involvement activities and act as liaison with PTO
- Supervise teachers and classified personnel
- Supervise assistant principal and other administrative staff (if applicable)
- Assist teachers in evaluating methods and materials and developing effective learning plans and classroom management techniques.
- Maintain and model high standards of professionalism.
- Perform related work as required
- Oversee the accreditation process
- Implement marketing and advertising plans

KNOWLEDGE, SKILLS AND ABILITIES

- Thorough knowledge of the practices, methods and techniques used in the administration and supervision of all programs in a school
- Skill in oral and written communications
- Ability to motivate others to reach their fullest potential
- Ability to establish and maintain effective working relationships with parents, students, teachers, and support staff.

EDUCATION AND EXPERIENCE

Master's Degree in education administration, considerable years of teaching experience and an endorsement in Administration and Supervision, Prek-12 required.

A comparable amount of training and experience may be substituted for the minimum qualifications.

Schools Financial Plan. The budget is prepared in compliance with Idaho Code § 33-801 and policy of the State Board of Education. It is presented at a public hearing in May (first reading) and June (second reading) of each year and is delivered to the State Department of Education as required on or before July 15th prior to the beginning of the school year. The budget is prepared, approved and filed using the Idaho Financial Accounting Reporting Management System (IFARMS) format.

Income Sources. Funding sources will include state allocation per pupil, federal grants, private grants, business partnerships and donations.

Working Capital and Assets. Idaho Arts Charter School will provide documentation on current capital and assets.

Expenditures. Expenditures are handled as described in the following sections.

Purchasing Process. The Principal determines procedures for procuring goods and services, with approval of the Board. Purchasing procedure is in compliance with Idaho Code § 33601.

Financial Management. The accounting records will be kept in accordance with generally accepted accounting principles and standards. Idaho Arts Charter School has followed the requirements set forth by the Idaho State Department of Education. The Principal, along with the Business Manager, will be responsible for financial management with the daily monitoring of revenue and expenses and managing cash flow.

Bonding. Documentation of bonding of all personnel involved in the school's financial operations will be kept on file at the school.

Inspection Reports. Idaho Arts Charter School will provide certification to the authorizer that the facilities meet all requirements for food, health, safety, fire and accessibility for the handicapped prior to the opening of the school and by the date specified in the contract. IACS also will provide regular inspections of the facilities for food, health, safety and fire compliance and provide copies of those reports to the authorizer and other entities as required.

Clerical Services and School Records & Reporting. Idaho Arts Charter School's Principal determines how the school will maintain school records and required information consistent with state and federal guidelines. IACS follows similar procedures to local District methods for reporting attendance and enrollment information to the state for funding purposes. IACS complies with all Internal Revenue Service regulations and reporting requirements.

Additional Personnel. Ancillary support personnel, including clerical and custodial, are hired and supervised by the Principal. The state funding formula is used for funding to hire staff through the regular budgetary process.

The Start-up budget and assumptions are in Appendix G. (Assumptions only)

Three year operating budget forecast is in Appendix H.

First year month-by-month cash flow are in Appendix I.

Fundraising. IACS aggressively manages its costs to be able to support its ongoing operational needs through state funding. Ongoing efforts to secure grant funding have allowed us to augment the core needs with additional technology and art-focused resources. Over the past ten years, IACS teachers and staff have raised \$1.65MM in grant funds. To emphasize the importance of seeking regular funding within arts-based contexts, IACS expects each teacher to write proposals for one-to-two grants each year. In addition, IACS has explored smaller fundraising opportunities that help us connect with our community. These include performances such as benefit concerts and a holiday bazaar, featuring 29 craft vendors all selling homemade goods. The money from these smaller funding ventures help to finance senior scholarships (roughly \$1000 per year).

Transportation Plan

Idaho Arts Charter School currently offers transportation to students residing in the Nampa School District through a contract with the Brown Bus Company. The program is subject to spot inspections and financial review by the State Department of Education. Those students outside of the Nampa School District are not provided transportation. Annually, the IACS administration and a Brown Bus Company representative go over alternative bus routing based on the mix of students by grade to make sure IACS is receiving the best possible service.

Students with special needs are provided transportation in accordance with requirements of state and federal law. Transportation of field trips, excursions and extracurricular activities will be provided by the school through contracted services at the expense of all participating students.

Idaho Arts Charter School transportation expense for the year 2013-2014 was \$264,203. For the year 2014-2015, IACS has budgeted \$265,000.

A copy of our contract is in Appendix E.

School Lunch Program

Idaho Arts Charter School will provide breakfast and lunch for all students. IACS will meet federal guidelines and participate in the National School lunch program with the opportunity for students to apply for free and reduced lunch (FRL). Students may receive a free breakfast because IACS is considered a severe need school. Appropriate documentation will be gathered annually and will meet the program requirements. IACS will also comply with the Smart Snack and the wellness policies.

Tab 9 – Virtual Charter Schools

Not applicable.

Tab 10 – Business Arrangements, Community Involvement, School Closure

Business Arrangements

At the current time, IACS has established key contracted business arrangements with the following:

- American Fidelity Assurance Co. (Flexible Benefit Plan)
- Moreton & Co. Property and Liability Insurance
- Brown Bus for student transportation services
- Selecthealth (Medical Insurance)
- Chatterbox for speech therapy and occupational therapy services
- Karen Toerne, PLLC
- Hamilton, Michaelson & Hilty, Attorneys at Law
- Quest CPA's - auditor
- Food Services of America

Community Partners consist of:

- IACS PTO
- Idaho Charter Network
- Key Club International
- National Honor Society
- Nampa Chamber of Commerce
- National Arts School Network
- Albertson's Foundation
- NNU

Some of the contracts/agreements are located in Appendix F and are available upon request.

Termination of the Charter

Idaho Arts Charter School will follow all closure and termination procedures as outlined in the Idaho Public Charter School Commission's Closure Protocol (see Appendix J).

In case of termination, the President of the Board of Directors will be responsible for the dissolution of IACS and will cooperate with the Nampa School District. The Board will follow all state and federal laws regarding the dissolution of a nonprofit corporation and arrange for the liquidation of assets and dispersing of funds to the creditors.

When the Board determines that the school will be terminated, the President will execute the termination. The President will arrange for the sale of assets and will use the proceeds to pay creditors. Within a month after the determination to dissolve the school, the President will

contact the parents of past and present students informing them of the process to obtain student school records and/or to which school the records should be forwarded. IACS will send written notification to parents of students at their last known address and will email the parents at their last known email. The notification will explain how to request a transfer of student records to a specific school, where to obtain records before dissolution and where the records will be stored after dissolution. IACS will send the records to the school requested by the parents. Parents can either email or send written instructions.

Within two months after the final school year, the President will direct the remaining student records to parents for whom the school has mailing addresses. Any remaining student records will be stored in a secure location for the legal limit. IACS will maintain a Facebook page or similar page stating who to contact for student records.

The President will direct all personnel records to all former employees of the school. All former employees shall receive their personnel records within one month after the final school year.

The President will arrange for the sale of assets for distribution to creditors pursuant to Idaho Code. At least 80% of the proceeds will be used to pay creditors in the following order and categories: Staff salaries, benefits, contracted service providers: payroll, accounting, utilities, transportation, nutrition, special education leases and mortgages.

Once appropriate assets have been used to pay creditors, IACS will donate or redistribute the remaining assets to other non-profits, in accordance with and allowable by Idaho State Statute. Any assets bought with federal funds will be returned to the Nampa School District and will not be used to pay creditors. All remaining funds will be turned over to the Nampa School District in accordance with Idaho State Statute.

Idaho Arts Charter School will fund and complete a final fiscal audit. The audit will be submitted to the Nampa School District and the State Department of Education.

Tab 11 – Regional Professional Technical Schools

Not applicable.

Appendix A

Articles of Incorporation and Bylaws

FILED EFFECTIVE

2005 JUL -8 AM 8:46

STATE OF IDAHO

**ARTICLES OF AMENDMENT OF
ARTICLES OF INCORPORATION OF
IDAHO ARTS CHARTER SCHOOL, INC.**

Pursuant to Title 30, Chapter 3, Idaho Code, the undersigned non-profit corporation adopts the following articles of amendment to its articles of incorporation:

1. The name of the corporation is: Idaho Arts Charter School, Inc.
2. The following amendment to the articles of incorporation was adopted by the directors of the corporation on September 2, 2004, in the manner prescribed by the laws of the State of Idaho:

Paragraph (1) of ARTICLE VII. of the articles of incorporation, entitled **Membership**, is hereby cancelled and of no further effect. In lieu of the cancelled paragraph, the following is substituted:

- (1) The corporation shall have members consisting of all parents and legal guardians of students currently attending the Idaho Arts Charter School and the founders.

ARTICLE XII., of the articles of incorporation, entitled **Dissolution**, is hereby cancelled and of no further effect. In lieu of the cancelled article, the following is substituted:

ARTICLE XII

Dissolution

Upon dissolution of the corporation, the Board of Directors shall, after paying or making provision for the payment of all liabilities of the corporation, distribute all of the assets of the corporation consistent with the purposes of the corporation, to Nampa School District No. 131, or to any other organization or organizations as determined by the Nampa School District No. 131 or organizations as shall at the time qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended from time to time.

3. Each amendment consists exclusively of matters which did not require member approval at the time of their adoption pursuant to Idaho Code Section 30-3-90, and was, therefore, adopted by the board of directors.

4. The number of directors entitled to vote was: 7. The number of directors that voted for each amendment was: 5. The remaining 2 directors did not cast votes on the amendments because they were not present at the meeting in which the amendments were approved, but consented to the holding of said meeting.

27 Executed by the undersigned corporation in duplicate original at Nampa, Idaho on ~~April~~ ^{June}, 2005. *RD*

IDAHO ARTS CHARTER SCHOOL, INC.

By: *Robert R. Decloss*
ROBERT R. DECLOSS
President

AFFIDAVIT OF ROBERT R. DECLOSS

STATE OF IDAHO)
) ss.
County of Canyon)

ROBERT R. DECLOSS, after being first duly sworn, deposes and says:

1. I am the president of Idaho Arts Charter School, Inc., and a member of the Board of Directors thereof.

2. The Amended Articles of Incorporation dated September 2, 2004 were adopted and approved by the Board of Directors of Idaho Arts Charter School, Inc.

3. Each amendment contained in the above described Amended Articles of Incorporation consisted exclusively of matters which do not require member approval pursuant to Idaho Code §30-3-90.

4. The number of directors entitled to vote at the meeting of the Board of Directors in which the Amended Articles were adopted was seven. The number of directors that voted for each amendment was five. The remaining two directors of the corporation were unable to attend the meeting. However, they have evidenced their approval of the above described Amended Articles of Incorporation by signing the same.

DATED this 23rd day of November, 2004.

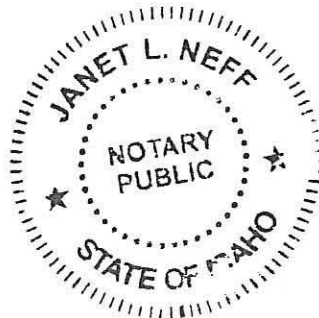
IDAHO ARTS CHARTER SCHOOL, INC.

By: *Robert R. Decloss*
ROBERT R. DECLOSS

SUBSCRIBED AND SWORN to before me this 23rd day of November, 2004.

Janet L. Neff
NOTARY PUBLIC FOR IDAHO
Residence: *Nampa, ID*
My Commission Expires: *2/26/2010*

*SEAL



**AMENDED
ARTICLES OF INCORPORATION
OF
IDAHO ARTS CHARTER SCHOOL, INC.**

Pursuant to the provisions of Title 30, Chapter III, Idaho Code, the Idaho Nonprofit Corporation Act (the "Act"), the undersigned acting as incorporators of a nonprofit corporation, in order to form a nonprofit corporation for the purposes hereinafter stated do hereby certify as follows:

ARTICLE I.

Name

The name of the corporation is: Idaho Arts Charter School, Inc.

ARTICLE II.

Duration

The period of existence and duration of the corporation shall be perpetual.

ARTICLE III.

Nonprofit

The corporation is a nonprofit corporation.

ARTICLE IV.

Corporate Purposes

The purposes for which this corporation is organized are:

A. To operate and maintain a charter school pursuant to the Public Charter Schools Act of 1998 as now in effect or hereafter amended. To educate, meeting all State of Idaho educational standards, in an environment that focuses upon the arts including, without limitation, music, dance, visual arts, and theatre.

B. To transact all lawful business for which corporations may be incorporated under the Idaho Nonprofit Corporation Act and the Idaho Business Corporation Act as those provisions are not inconsistent with the provisions of the Idaho Nonprofit Corporation Act.

C. To be duly educational and charitable in its purposes, within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended from time to time, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3).

D. To exercise all powers granted by law necessary and proper to carry out the above stated purposes, including but not limited to the power to accept donations of money, property, whether real or personal, or any other thing of value. Nothing herein contained shall be deemed to authorize or permit the corporation to carry on any business for profit, to exercise any power, or to do any act that a corporation formed under the Act, or any amendment thereto or substitute therefor, may not at that time lawfully carry on or do.

ARTICLE V.

Limitations

Notwithstanding any other provisions of these Articles or the Bylaws:

(1) No part of the net earnings of this corporation shall inure to the benefit of, nor be distributable to, any trustee, officer of the corporation, or any private individual, except that reasonable compensation may be paid for services rendered to or for the corporation.

(2) The corporation shall neither have nor exercise any power, nor shall it engage directly or indirectly in any activity, that would invalidate its status (a) as a corporation which is exempt from federal income taxation as an organization described in Section 501(c)(3) of the Internal Revenue Code, or (b) as a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.

(3) This corporation shall be duly charitable and educational and its purposes shall be conducted and the corporation shall be operated, supervised and controlled for the specific purposes of making programs, services, and facilities available to and for public education, without regard to race, creed, color, religion, sex or national origin.

(4) All income of the corporation for each taxable year (for federal income tax purposes) shall be distributed at such time and in such manner so as not to subject the corporation to federal tax under Section 4942 of the Internal Revenue Code of 1986, as amended.

(5) The corporation created hereby shall not engage in any act of self-dealing (as defined in Section 4841(d) of the Internal Revenue Code of 1986, as amended); retain any excess business holding as defined in Section 4943(c) of the Internal Revenue Code of 1986, as amended; make any investments in such manner as to subject the corporation to tax under

Section 4944 of the Internal Revenue Code of 1986, as amended; or make any taxable expenditures as defined in Section 4945(d) of the Internal Revenue Code of 1986, as amended.

ARTICLE VI.

Registered Office and Registered Agent

The street address of the initial registered office of the corporation is 203 9th Ave. South, Nampa, Idaho 83651, and the name of its initial registered agent at such address is James Andrews.

ARTICLE VII.

Membership

(1) The corporation shall have members consisting of all parents and legal guardians of students currently attending the Idaho Arts Charter School and the founders.

(2) The Board of Directors of the corporation shall not be personally liable for the debts, liabilities, or obligations of the corporation.

ARTICLE VIII.

Board of Directors

(1) The affairs of the corporation shall be managed by its Board of Directors. The Board of Directors shall consist of not less than (3) nor more than nine (9) individuals. The actual number of Directors shall be fixed by the Bylaws of the Corporation. Other than the Directors constituting the initial Board of Directors, who are designated in these Articles, the

Directors shall be elected or appointed by the existing Directors in the manner and for the term provided in the Bylaws of the corporation.

The names and street addresses of the persons constituting the initial Board of Directors are:

<u>NAME</u>	<u>ADDRESS</u>
Robert R. DeCloss	518 Fair Lane, Nampa, Idaho 83686
Brett Eshelman	611 N. Horton, Nampa, Idaho 83651
James Andrews	16255 N. Broker Top Dr., Nampa, Idaho 83651
Robbianne Busse	26785 Ustick, Wilder, Idaho 83676
Cammi Ellis	5102 Howard Lane, Nampa, Idaho 83687
Crystal Kuhn	1016 N. Middleton, Nampa, Idaho 83651
Allen Ellis	126 W. Woodglen Place, Meridian, Idaho 83642

(2) The corporation shall indemnify any director, officer, or former director or officer of the corporation against expenses actually and reasonably incurred by him/her in connection with the defense of any action, suit, or proceeding, civil or criminal, in which he/she is made a party by reason of being of having been a director or officer, except in relation to matters as to which he/she is adjudged in such action, suit, or proceeding to be liable for negligence or misconduct in the performance of duty to the corporation; and to make any other indemnification that is authorized by the Bylaws.

ARTICLE IX.

Officers

The officers of this corporation shall be a President and Chief Executive Officer, a Secretary and a Treasurer, and such subordinate officers as may be elected by the Board of Directors.

ARTICLE X.

Funds and Properties

All funds and properties received by this corporation shall be used in the first instance, or shall be invested and the income therefrom used, after payment of necessary expenses, for the exclusive objects and purposes set forth in these Articles of Incorporation as deemed advisable by the Board of Directors.

ARTICLE XI.

Amendment of Articles and Bylaws

These Articles of Incorporation may be altered, amended or replaced by the Board of Directors at any regular or special meeting, as provided for in the Bylaws of the corporation. The Bylaws of the corporation may be amended at any meeting of the Board of Directors of the corporation, as provided in the Bylaws.

ARTICLE XII.

Dissolution

Upon dissolution of the corporation, the Board of Directors shall, after paying or making provision for the payment of all liabilities of the corporation, distribute all of the assets of the corporation consistent with the purposes of the corporation, to Nampa School District No. 131, or to any other organization or organizations as determined by the Nampa School District No. 131 or organizations as shall at the time qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended from time to time.

ARTICLE XIV

Incorporator

The name and address of each Incorporator is:

NAME


ADDRESS

Robert R. DeCloss

518 Fair Lane, Nampa, Idaho 83686

Dated this 2 day of September, 2004.


ROBERT R. DECLOSS


BRETT ESHELMAN

FILED EFFECTIVE

July 1
2004 AM 8:31

STATE
IDAHO

ARTICLES OF INCORPORATION
OF
IDAHO ARTS CHARTER SCHOOL, INC.

Pursuant to the provisions of Title 30, Chapter III, Idaho Code, the Idaho Nonprofit Corporation Act (the "Act"), the undersigned acting as incorporators of a nonprofit corporation, in order to form a nonprofit corporation for the purposes hereinafter stated do hereby certify as follows:

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Name

The name of the corporation is: Idaho Arts Charter School, Inc.

ARTICLE II.

Duration

The period of existence and duration of the corporation shall be perpetual.

ARTICLE III.

Nonprofit

The corporation is a nonprofit corporation.

IDAHO SECRETARY OF STATE
07/01/2004 05:00
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1 @ 30.00 = 30.00 INC MONP # 2

C155378

ARTICLE IV.

Corporate Purposes

The purposes for which this corporation is organized are:

- A. To operate and maintain a charter school pursuant to the Public Charter Schools Act of 1998 as now in effect or hereafter amended. To educate, meeting all State of Idaho educational standards, in an environment that focuses upon the arts including, without limitation, music, dance, visual arts, and theatre.
- B. To transact all lawful business for which corporations may be incorporated under the Idaho Nonprofit Corporation Act and the Idaho Business Corporation Act as those provisions are not inconsistent with the provisions of the Idaho Nonprofit Corporation Act.
- C. To be duly educational and charitable in its purposes, within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended from time to time, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3).
- D. To exercise all powers granted by law necessary and proper to carry out the above stated purposes, including but not limited to the power to accept donations of money, property, whether real or personal, or any other thing of value. Nothing herein contained shall be deemed to authorize or permit the corporation to carry on any business for profit, to exercise any power, or to do any act that a corporation formed under the Act, or any amendment thereto or substitute therefor, may not at that time lawfully carry on or do.

ARTICLE V.

Limitations

Notwithstanding any other provisions of these Articles or the Bylaws:

(1) No part of the net earnings of this corporation shall inure to the benefit of, nor be distributable to, any trustee, officer of the corporation, or any private individual, except that reasonable compensation may be paid for services rendered to or for the corporation.

(2) The corporation shall neither have nor exercise any power, nor shall it engage directly or indirectly in any activity, that would invalidate its status (a) as a corporation which is exempt from federal income taxation as an organization described in Section 501(c)(3) of the Internal Revenue Code, or (b) as a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.

(3) This corporation shall be duly charitable and educational and its purposes shall be conducted and the corporation shall be operated, supervised and controlled for the specific purposes of making programs, services, and facilities available to and for public education, without regard to race, creed, color, religion, sex or national origin.

(4) All income of the corporation for each taxable year (for federal income tax purposes) shall be distributed at such time and in such manner so as not to subject the corporation to federal tax under Section 4942 of the Internal Revenue Code of 1986, as amended.

(5) The corporation created hereby shall not engage in any act of self-dealing (as defined in Section 4841(d) of the Internal Revenue Code of 1986, as amended); retain any excess business holding as defined in Section 4943(c) of the Internal Revenue Code of 1986, as amended; make any investments in such manner as to subject the corporation to tax under

Section 4944 of the Internal Revenue Code of 1986, as amended; or make any taxable expenditures as defined in Section 4945(d) of the Internal Revenue Code of 1986, as amended.

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The street address of the initial registered office of the corporation is 203 9th Ave. South, Nampa, Idaho 83651, and the name of its initial registered agent at such address is James Andrews.

ARTICLE VII.

Membership

- (1) This corporation shall have no members.
- (2) The Board of Directors of the corporation shall not be personally liable for the debts, liabilities, or obligations of the corporation.

ARTICLE VIII.

Board of Directors

- (1) The affairs of the corporation shall be managed by its Board of Directors. The Board of Directors shall consist of not less than (3) nor more than nine (9) individuals. The actual number of Directors shall be fixed by the Bylaws of the Corporation. Other than the Directors constituting the initial Board of Directors, who are designated in these Articles, the

Directors shall be elected or appointed by the existing Directors in the manner and for the term provided in the Bylaws of the corporation.

The names and street addresses of the persons constituting the initial Board of Directors are:

<u>NAME</u>	<u>ADDRESS</u>
Robert R. DeCloss	518 Fair Lane, Nampa, Idaho 83686
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Crystal Kuhn	1016 N. Middleton, Nampa, Idaho 83651
Allen Ellis	126 W. Woodglen Place, Meridian, Idaho 83642

(2) The corporation shall indemnify any director, officer, or former director or officer of the corporation against expenses actually and reasonably incurred by him/her in connection with the defense of any action, suit, or proceeding, civil or criminal, in which he/she is made a party by reason of being of having been a director or officer, except in relation to matters as to which he/she is adjudged in such action, suit, or proceeding to be liable for negligence or misconduct in the performance of duty to the corporation; and to make any other indemnification that is authorized by the Bylaws.

ARTICLE IX.

Officers

The officers of this corporation shall be a President and Chief Executive Officer, a Secretary and a Treasurer, and such subordinate officers as may be elected by the Board of Directors.

ARTICLE X.

Funds and Properties

All funds and properties received by this corporation shall be used in the first instance, or shall be invested and the income therefrom used, after payment of necessary expenses, for the exclusive objects and purposes set forth in these Articles of Incorporation as deemed advisable by the Board of Directors.

ARTICLE XI.

Amendment of Articles and Bylaws

These Articles of Incorporation may be altered, amended or replaced by the Board of Directors at any regular or special meeting, as provided for in the Bylaws of the corporation. The Bylaws of the corporation may be amended at any meeting of the Board of Directors of the corporation, as provided in the Bylaws.

ARTICLE XII.

Dissolution

Upon dissolution of the corporation, the Board of Directors shall, after paying or making provision for the payment of all liabilities of the corporation, distribute all of the assets of the corporation consistent with the purposes of the corporation, to Nampa School District #131, or to such other organization or organizations as shall at the time qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended from time to time, in such manner as the Board of Directors shall determine. Any such assets not so distributed shall be distributed by the District Court of the country in which the principal office of the corporation is then located, exclusively for such purposes or to such organizations, as such court shall determine to be consistent with the purposes of the corporation.

ARTICLE XIV

Incorporator

The name and address of each Incorporator is:

NAME

ADDRESS

Robert R. DeCloss

518 Fair Lane, Nampa, Idaho 83686

Dated this 24th day of June, 2004.



ROBERT R. DECLOSS
Incorporator

BYLAWS
OF
IDAHO ARTS CHARTER SCHOOL, INC.

ARTICLE ONE – NAME

This organization shall be known as Idaho Arts Charter School, Inc.

ARTICLE TWO – MEMBERSHIP

Membership of the organization shall be composed of all parents and legal guardians of students currently attending the Idaho Arts Charter School and the founders.

ARTICLE THREE – MEETINGS

Section 1. Annual Meeting: The annual meeting of the members for the election of the directors and for consideration of the officers' reports and the transaction of any other business pertaining to the affairs of the corporation shall be held on the second Monday in April of each year at whatever time and place may be designated by the board.

Section 2. Special Meetings: Special meetings may be scheduled and held at the discretion of the board at a time, date and location they may designate, subject to Idaho Code sections 67-2341 through 67-2346.

Section 3. Rules of Order: Rules at all meetings shall be those prescribed by Robert's Rules of Order.

Section 4. Notice of Meeting: Notice of meetings of the Board of Directors will adhere to Idaho Code, Title 33, chapters 4 and 5, in particular sections 33-402f with regard to notice of annual budget hearings by the board, and sections 33-510, with regard to notice of annual and regular meetings of the board. Regular and special meetings shall follow Idaho Code (sections 67-2341 through 67-2346) regarding open public meeting rules. See Appendix H for specific references to Idaho Code.

ARTICLE FOUR – BOARD OF DIRECTORS

Section 1. General Powers: The business and affairs of the corporation shall be managed by its Board of Directors who shall be members of the corporation.

Section 2. Number, Tenure, and Qualifications: The number of directors of the corporation shall be seven (7). Directors shall be elected at the annual meeting of members and the term of office shall be three (3) years. To initiate the process, terms of service for the first election of the Board of Directors shall be as follows: President, Treasurer, and first member at large elected for three (3) years, Secretary and second member at large elected for two (2) years, Vice President and third member at large elected for one (1) year.

Section 3. Special Meetings: Special meetings of the Board of Directors may be called by or at the request of the president or any two directors and shall be held at such place as the directors may determine.

Section 4. Notice: Notice of any special meeting shall be given at least forty-eight (48) hours before the time fixed for the meeting, by written notice delivered personally or mailed to each director at his/her business address or by electronic mail (e-mail), or by facsimile. If mailed, such notice shall be deemed to be delivered when deposited in the United States mail so addressed, with postage thereon prepaid, not less than three (3) days prior to the commencement of the above stated notice period. If notice is given by facsimile, such notice shall be deemed to be delivered when the facsimile is sent. Any director may waive notice of any meeting. The attendance of a director at a meeting shall constitute a waiver of notice of such meeting, except where a director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the Board of Directors need to be specified in the notice or waiver of notice of such meeting.

Section 5. Quorum: A majority of the number of directors fixed by these Bylaws shall constitute a quorum for the transaction of business at any meeting of the Board of Directors.

Section 6. Board Decisions: The act of the majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors.

Section 7. Vacancies: Any vacancy occurring in the Board of Directors may be filled by the affirmative vote of a majority of the remaining directors though less than a quorum of the Board of Directors. A board member selected in this manner may serve in a valid capacity only until the next annual meeting, at which time an election will be held to fill the unexpired term of office.

Section 8. Nomination of Directors: A nominating committee consisting of up to three (3) members shall be appointed by the Board of Directors in January of each year. They will be responsible for collecting names and vita of persons desiring to run for election to the Board. Persons desiring to serve on the Board will have the opportunity to submit their resume and qualifications by one week before the annual meeting. The nominating committee will publish information about all candidates. The information will be available for voters at the annual meeting. In addition, nominations may be made from the floor at the annual meeting.

Section 9. Committees: The Board of Directors may establish committees for either general or special purposes to act for such time and in such manner as the Board of Directors shall determine.

Committee chairpersons shall be chosen by a majority vote of the Board of Directors. Such chairpersons shall serve for a term not to extend beyond the next annual meeting. Committee chairpersons may be reappointed by a majority vote of the Board of Directors.

Committee chairpersons shall report on their activities at the pleasure of the Board of Directors. The secretary or president shall inform the committee chairperson at least one week in advance of the desired report that a report has been requested by the Board. Committee chairperson shall also report to the board membership at the annual meeting, as requested by the president. Committee members shall be chosen by the committee chairpersons and shall serve at the pleasure of the individual chairperson, but for a term not to exceed that of the chairperson by whom the committee person was chosen. Committee members shall be responsible to the committee chairperson. The committee chairperson shall designate a committee member as their assistant, to serve under the above stated conditions.

Committee chairpersons and committee members may attend directors meetings at the pleasure of the board. However, committee chairpersons shall have no voting powers beyond that defined for members at large.

ARTICLE FIVE – OFFICERS

Section 1. Number: The officers of this corporation shall be a president, vice president, treasurer and secretary, each of whom shall be elected by the Board of Directors. Such other officers and assistant officers as may be deemed necessary may be elected or appointed by the Board of Directors.

Section 2. Election and Term of Office: The officers of the corporation to be elected by the Board of Directors shall be elected annually at the first meeting of the Board of Directors held after each annual meeting of the members. If the election of officers is not held at such meeting, such election shall be held as soon thereafter as is convenient. Each officer shall begin his/her term at the next meeting following his/her election.

Section 3. Removal: Any officer or agent elected or appointed by the Board of Directors may be removed by the Board of Directors whenever in its judgment the best interest of the corporation would be served thereby.

Section 4. Vacancies: A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled by the Board of Directors for the unexpired portion of the term.

Section 5. Duties of Officers:

President: The president shall be the principal executive officer of the corporation and shall, in general, supervise and control all of the business and affairs of the corporation. The president shall preside at all meetings of the members and of the Board of Directors and, in general, shall perform all duties incident to the office of president and such other duties as may be prescribed by the Board of Directors from time to time. The president shall be a member of the Board of Directors during the term of office.

Vice President: In the absence of the president, or in the event of inability or refusal to act, the vice-president shall perform the duties of the president, and when so acting, shall have all the powers of, and be subject to all the restrictions upon, the president. The vice president shall perform such other duties as from time to time may be assigned by the president or by the Board of Directors. The vice president shall be a member of the Board of Directors during the term of office.

Secretary: The secretary shall keep the minutes of the meetings of the Board of Directors in one or more books provided for that purpose; see that all notices are given in accordance with the provisions with these Bylaws and as required by law; the custodian of the corporate record; keep a register of the post office addresses of all members; and, in general, perform all duties incident to the office of secretary and such other duties as from time to time may be assigned by the president or by the Board of Directors.

Treasurer: The treasurer shall have charge and custody of and be responsible for all funds, assets and securities received and give receipts for moneys due and payable to the corporation as required by the Board of Directors and deposit all such money in the name of the corporation in such banks, trust companies or other depositories as shall be selected in accordance with the provisions of these Bylaws; and, in general, perform all of the duties incident to the office of treasurer and such other duties as from time to time may be assigned by the president or the Board of Directors.

ARTICLE SIX – CONTRACTS, CHECKS, DEPOSITS, AND GIFTS

Section 1. Contracts: The Board of Directors may authorize any officer or officers to enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances.

Section 2. Checks, Drafts, or Orders: All checks, drafts, or other orders for the payment of money, notes, or other evidences of indebtedness issued in the name of the corporation shall be signed by such officer or officers, agent or agents, of the corporation and in such manner as shall from time to time be determined by resolution of the Board of Directors.

Section 3. Deposits: All funds of the corporation not otherwise employed shall be deposited from time to time to the credit of the corporation in such banks, trust companies, or other depositories as the Board of Directors may select.

Section 4. Gifts: The Board of Directors may accept on behalf of the corporation any contribution, gift, bequest, or devise, in money or in kind, for the general purpose or for any special purposes of the corporation.

ARTICLE SEVEN – WAIVER OF NOTICE

Whenever any notice is required to be given under the provisions of these Bylaws or under the provisions of the Articles of Incorporation or under the provisions of law, a waiver thereof in writing, signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

ARTICLE EIGHT – AMENDMENTS

These Bylaws may be amended, repealed, and/or new Bylaws may be adopted by a majority of the directors present at any regular meeting, or at any special meeting, if at least five days written notice is given of the intention to amend, repeal, or adopt new Bylaws at such meetings; provided, that the notice of the meeting shall set forth the proposed amendment and purpose thereof, and that a majority of those members in attendance may approve said amendment.

SECRETARY’S CERTIFICATION

This is to certify that the foregoing Bylaws of IDAHO ARTS CHARTER SCHOOL, INC. have been duly adopted by the Board of Directors at a meeting held on the ____ day of September, 2004.

Secretary

Dated: _____

Appendix B

Elector Signatures

Not Applicable.

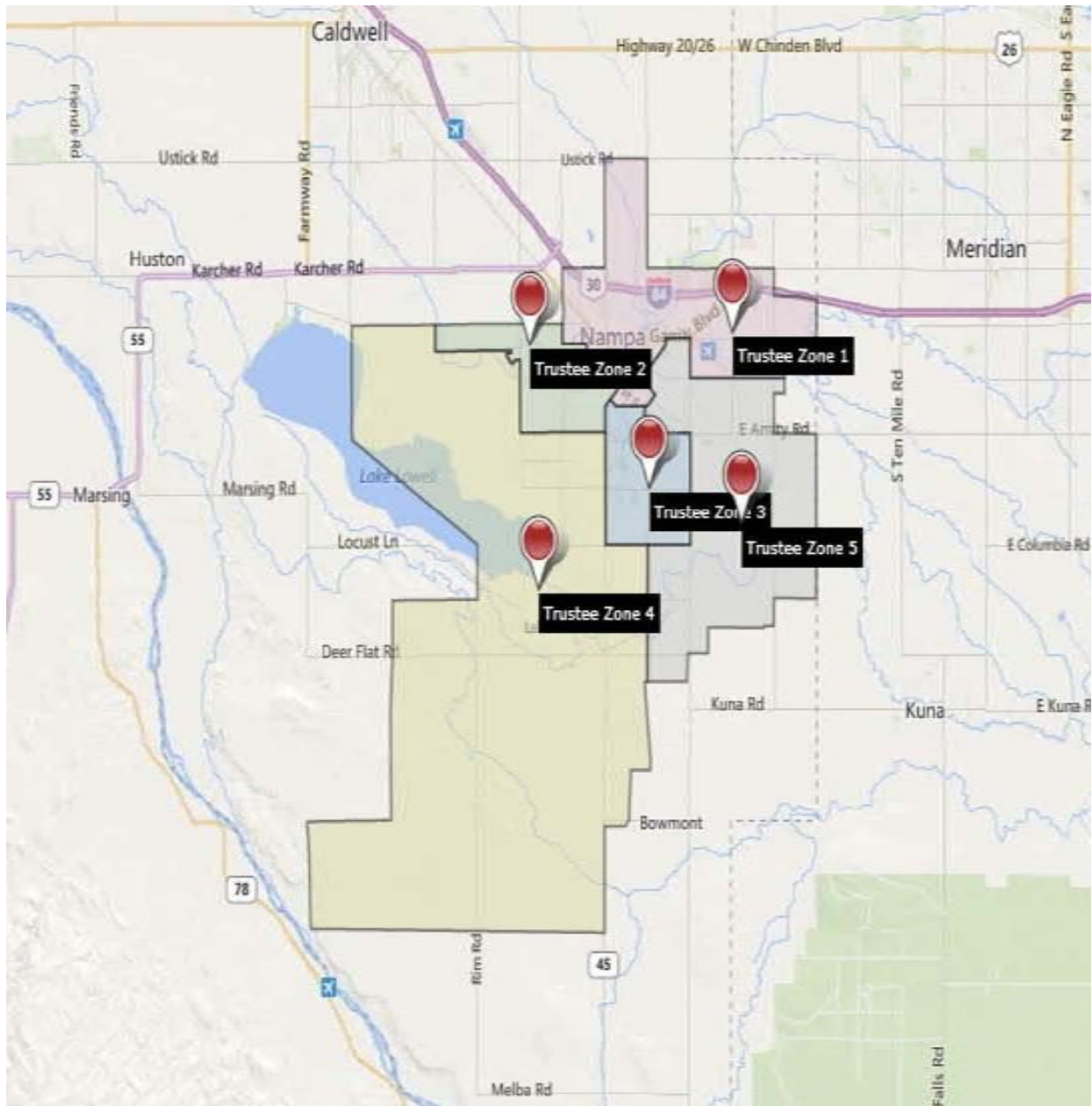
Appendix C

Charter Start 101 Workshop Certificates

Not Applicable.

Appendix D

Attendance Area Map



Nampa School District

Appendix E

Resumes of the directors

KIMBERLY COX
220 Almond St, Nampa, ID 83686
(208)615-6761
mamapapa@clear.net

EXPERIENCE:

Idaho Department of Fish and Game-Southwest Region

February 4, 2008-present

Office Services Supervisor 2

- Oversees the day to day operation of the Southwest Region as well as the HQ Front Desk, to include janitorial, pest control, meeting preparation, office celebrations
- Accounts Payable
- Payroll administration
- Assistant to the Regional Supervisor, to include travel arrangements and calendar maintenance
- Budget administration
- Supervises personnel (6 employees, 2 offices), assigns work, reviews and evaluates performance, counsels employees regarding programs, policies and procedures, resolves employee complaints, takes disciplinary action, interviews and hires employees, tracks time, and coordinates vacation schedules;
- Problem solves, troubleshoots, and provides guidance in resolving complex questions and issues;
- Reviews, implements, and enforces department and office policies, procedures, and regulations;
- Attends and conducts staff meetings;
- Liaison with staff, upper management, and the public.

Idaho Department of Fish and Game-Southwest Region

May 7, 2006-February 4, 2008

Office Specialist II

- Cash reconciliation of license sales.
- Create and maintain Excel spreadsheet logs of invoice and accounts payable activities.
- Processing of travel vouchers

- Regional Falconry permit coordinator- Inspect falconry facilities, issue permits and maintain falconry records.
- Customer service-Issue hunting and fishing licenses, etc.
- Answer multi-line phones.

Idaho Dept. of Fish and Game-Wildlife Health Laboratory**June 2005-May 2006****Administrative Assistant I**

- answer multi-line telephones,
- receive/send faxes,
- copy documents,
- type office correspondence,
- Process incoming packages and mail.
- Office maintenance to include ordering laboratory supplies and coding all incoming invoices for accounts payable department; Budget duties include taking account of current fiscal year budget monitoring and preparing future budgets. Biological aspects of position include logging in tissue and blood samples, packaging and shipping diagnostic samples to various laboratories, receiving & filing results and typing veterinary reports. The biological duties also include maintaining and improving a statewide disease database, compiling and sending samples for statewide CWD surveillance programs and entering results into disease databases.

The Creative Child Daycare and Learning Center**May 2001-June 2005****Office help/daycare worker**

- Duties consisted of answering telephones, assisting with monthly billing, accounts receivable, data entry, supply shopping, driving school routes, filling in for preschool teachers where necessary, assisting the owner with whatever was requested.

Diamond Developmental Center**Oct. 1999-Feb. 2000****Disability Developmental Technician**

- Duties consisted of supervising thirteen staff members who assisted developmentally delayed adults with daily living skills. These duties included scheduling staff, maintaining and updating client records, weekly billing of clients, training staff on proper procedures and protocols when working with developmentally delayed clients, and attending and participating in monthly assessment meetings. I also answered telephones and maintained client files.

EDUCATION:

- Certified Public Manager Program for State of Idaho. March 2010-December 2012
- Earned High School Diploma from Vallivue High School, Caldwell, Idaho 1987
- I also trained and received certification as a Combat Medic for the US Army. I served on active duty from 1987-1990.
- Numerous continuing education trainings such as Dealing with Difficult People, Supervisory Series I-IV, Effective Business Communication, etc.
- Received certificates of completion from Executrain of Boise, Sept. 2005, for training in Microsoft Office Access, Excel and Word.

Jodi Daugherty

PROFESSIONAL EXPERIENCE

Eide Bailly, LLP, Boise, ID

Audit in-charge	1995 – 2000
Audit Manager	2000 – 2010
Audit Senior Manager	2010 – 2012
Audit Partner	2012- Present

Audit Partner:

- Responsible for the final audited financial statements and success of the audit engagement for personal book of business.
- Responsible for the maintenance and growth of personal book of business.
- Actively involved in mentoring and training of staff at all levels.
- Career advisor for select audit managers.
- Speak at various engagements throughout the year.
- Represent Eide Bailly at conferences, associations, and seminars throughout the year.
- Serve on the First Focus committee which is Eide Bailly's women's initiative.
- Lead the Eide Bailly governmental editorial board.

Givens, Pursley and Huntley, Boise, ID

1995-1995

Accountant for successful law firm

- Produced the monthly financial statements.
- Responsible for the monthly cash flow projections.
- Responsible for the monthly accounts payable process.
- Maintained the general ledger for the firm.

EDUCATION & TRAINING

Northwest Nazarene College–

1988-1992

Bachelor of Science – Accounting

COMMUNITY INVOLVEMENT

Idaho Arts Charter School

- Help start the first PTO in 2005. Member of the PTO Board for 3 years.
- School Board Member since 2009

Nampa First Church of the Nazarene

- Sponsor in the 5th/6th grade activities on Wednesday nights
- Teacher in the 7th/8th class on Sunday mornings
- Sponsor on the middle school/high school activities and mission trips.

PROFESSIONAL ASSOCIATIONS AND MEMBERSHIPS

Western Pension & Benefits Council
American Institute of CPAs
Idaho Society of CPAs
Association of Governmental Accountants
Certified CPA in the State of Idaho, Hawaii, and Oregon
Oregon Municipal Finance Officer Association

Kaylene McDonald

PROFESSIONAL EXPERIENCE

Mountain West Enterprises, LLC, Nampa, ID
Managing Partner

2003- Present

Property Management – Manage all aspects of commercial and residential properties:

- Prepare and maintain all accounting records including budgets, check registers, profit and loss statements and balance sheets for properties. Ensure all accounting records adhere to GAAP.
- Complete and submit all government reporting including Acceptable Use Procedures, Fair Housing compliance and Civil Rights compliance.
- Supervise all Accounts Receivable and Accounts Payable for all properties. Verify and approve all deposits and payments.
- Create all marketing materials and ensure they are distributed to appropriate entities to reach target market.
- Conduct property inspections, move-ins and move-outs.
- Communicate with tenants to ensure lease terms and rules and regulations are adhered to. Complete initial lease and lease renewals for residential tenants. Negotiate lease terms with commercial tenants.

Kuna High School, Kuna, ID

2000-2005

Middleton High School, Middleton, ID

1998-2000

Secondary Education Business Education Instructor

- Instructed business and computer classes to grade levels 9-12. Prepared lesson plans and classroom materials appropriate to different age levels and learning styles.
- Prepared and graded examinations, homework and class assignments to evaluate student skills and progress.
- Utilized a variety of teaching styles including presentations, classroom discussions, student projects including group and individual assignments to maximize student interest and participation.
- Communicated with parents and other professional staff to ensure maximum student progress and success.
- Classes taught include: Economics, Accounting, Computerized Accounting, Business Law, Keyboarding, Career Development, Marketing, Multi-Media, Introduction to Business, Web Design I & II and Microsoft Office Suite.
- Served as Business Professionals of America advisor. Assisted students in preparation for B.P.A events and competitions. Accompanied students to regional, state and national conventions.
- Judged Business Professionals of America events. Ranked event participants and offered students advice and constructive criticism to improve overall projects and presentations.

EDUCATION & TRAINING

Boise State University –

1985-1989

Bachelor of Science – Entrepreneurial Management

University of Idaho

1997-1998

Idaho Education Credential – Standard Secondary

- Business Education
- Business Technology
- Marketing Education
- Marketing Technology
- Consumer Economics
- Work-Based Learning Coordinator

COMMUNITY INVOLVEMENT

Idaho Arts Charter School

- 1st Grade Classroom Volunteer – Fluency Reading
- 3rd Grade Classroom Volunteer – Math
- School Board Member

Darel E. Graubeger
816 W. Riverstone Court
Nampa, ID 83686
degvox@gmail.com

PROFESSIONAL EXPERIENCE:

Contractor for Bureau of Land Management, National Interagency Fire Center in Boise, ID (January 2001- Present) Computer Specialist and lead contract employee for the NIFC Help Desk

- Provide supervision to help desk contract staff and technical support to 1000+ users, inventory tracking, documentation and work with government employee counterparts to support over 400 computers on the BLM network at that site.
- Liaison with users, configuration management and IT security to ensure adherence to BLM guidelines and restrictions for software applications.
- Help with staffing needs, anticipate base wide needs in regards to IT equipment, office moves, classroom setups, etc.
- Work with Remedy ticketing system to track all work activity on site.
- Served as a Computer Technical Specialist Trainee on the Ukonom Complex Fires- Northern CA, June 2008
- Windows 7, Windows XP, Remedy, Active Directory, iPad, Laptop and desktop experience
- Security Clearance: High Risk Public Trust- Department of the Interior

Micron Technology (August 1992-January 2001)

Served in Micron's fabrication facility as an operator in the areas of ion implantation, metallization and wafer transport. Often served as a temporary lead and trainer in these areas and quickly became one of the most reliable and capable members of the team. Was responsible for the safety and security of millions of dollars' worth of product on a daily basis.

EDUCATION:

Bachelor of Arts in Speech and Communication, Northwest Nazarene University 1992

Transitioning to a Supervisory Role: Leadership Skills Development, DOI University, April 2007

Niwot High School – H.S. Diploma 1988

INTERESTS:

Voice acting, film acting, photography, travel

▶ Crystal Kuhn

9937 West Pettit Court, Star, ID 86339

Phone: 208-573-5344

E-mail: Crystal.TVRR@gmail.com

Education

Graduated from Mariner High School, 1986

Nail Technician (1998)

- ▶ Idaho licensed nail technician

Experience

Independent Jamberry Sales Consultant (2014 –Present)

Jamberry, Inc.

Business to business and consumer sales

Party planning and coordination

Partner: K Remodel (2014 –Present)

K Remodel and Design (kremodel.com)

Employee development

Partner: TVRR (2007 –Present)

Treasure Valley Remodel and Restoration (tvremodel.com)

Marketing and Public Relations

Board Member: Idaho Arts Charter School (2012 –Present)

Founder: Idaho Arts Charter School

Contributed to the writing of the school's original charter

Skills

- ▶ Gala, Wedding and General Event Coordination & Planning
- ▶ Vendor Management
- ▶ Fundraising
- ▶ Licensed Nail Technician

Barry Brooks PhD

8 4 6 E A S T G L A C I E R B A Y C O U R T • M E R I D I A N , I D 8 3 6 4 2

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www.linkedin.com/pub/dr-barry-brooks/56/694/974

PROFESSIONAL PROFILE

Successful at developing the vision, direction and strategies required to lead a highly effective student centric university campus • Extensive experience in designing and implementing highly effective training programs to professionally develop staff and faculty • Organized self-motivator whose earned fast-track promotions through a proven record of achievement • Strategic problem solver with ability to work across all levels of an organization • Highly skilled at uncovering ways to increase educational program efficiencies and increase customer/student satisfaction • Consistently exceed executive management key drivers as related to the annual academic and student services strategic plan

AREAS OF EXPERTISE

Recognized for successful student retention strategies • Known as an innovative educator, manager and trainer • Adept at addressing needs of a diverse student population • Lead teams of 7 direct reports and 150 indirect reports • Proven successes in launching new programs and services • Demonstrated strengths in student/community relations • Commitment to excellence and total customer satisfaction • Skilled at managing cultural and financial turnarounds • Twenty three years of postsecondary teaching experience • Superior planning, organizing and project management skills

PROFESSIONAL EXPERIENCE**CAMPUS DIRECTOR**

UNIVERSITY OF PHOENIX

Boise, ID

2013-Present

Selected to conduct a campus turnaround to address significant drop in campus growth for online and ground students.

- Actively lead in campus change strategies to address drop in enrollment and significant decreases in student retention.
- Under my leadership the campus increased overall student retention for the Idaho Campus including online & ground.
- Able to decrease cost expenditures by 21% and simultaneously increase overall campus operational efficiency.
- Enhanced partnerships with military, businesses, non-profits and educational institutions to better serve students.
- Initiated a campus facility plan including renovations and space re-organization resulting in campus revenue gains.
- Formed a goal oriented director/management team focused on student success as our highest priority.
- Increased academic focus of “Education to Career” initiatives incorporated within the classroom experience.

- Student satisfaction with advisor and faculty relationships increased from 48% to 96.5%.
- Spearheaded national committees enhancing career advisement systems, retention strategies & program internships.

DIRECTOR OF ACADEMIC AFFAIRS & STUDENT SERVICES

UNIVERSITY OF PHOENIX

Spokane, WA

2007-2013

Originally hired to function as a change agent, leading strategic and tactical efforts in redirecting diminished campus growth as related to drop in enrollment, student retention and academic rigor.

- Under my leadership the campus increased overall student retention by 23% (AA/AS, BA/BS and Graduate students).
- Monitor all work and ensure compliance with all federal and state regulations for all academic programs (campus received a consistent 100% compliance rating).
- Respond, managed and recommended discipline for all faculty and student discipline/grievance issues.
- Able to motivate team to meet and exceed all benchmarks of merging academic advising and finance departments over a 9 month period. Decreased employee turnover in these two departments by 27%.
- Managed department budget and oversaw cost savings initiatives. As a result, the Academic Affairs/Student Services Department saved over \$200k annually and maintained a campus profit margin of 65-67%.
- Designed and implemented a Student Resource Center (SRC) Utilization Plan that increased 28-32% (total footprint) of students utilizing the center to access our systems and personnel.
- Created a faculty coaching program, designed to support students' academic needs and enhance their overall learning experience. Provided coaching services that assisted students writing, composition, public speaking, math, etc.
- Spearheaded campus growth initiatives which increased student admissions from 350 students to 1,200 students in an eighteen month period. Concurrently encouraged responsible borrowing initiatives with students. During this period, campus budget went from \$4 million to \$14.4 million annually.
- Assured all faculty and staff were appropriately supervised, developed and evaluated.
- Strongly skilled at cultivating an optimistic, collaborative and high performance group work environment.

COLLEGE CAMPUS CHAIR UNDERGRADUATE & GRADUATE BUSINESS PROGRAM

UNIVERSITY OF PHOENIX

Spokane, WA

2005-2007

Recruited by senior management team to increase course options and increase retention to Undergraduate and graduate business program. In addition to doubling our program offerings, enrollment increased 150% and retention increased 27%.

- Increase student engagement by 38% with community and university sponsored events for social, cultural and recreational activities.
- Spearheaded implementation of additional degree programs and revised curriculum to increase academic rigor.

- Successful at creating an inclusive spirit between Academics and all other campus departments.
- Hired, trained, mentored and supervised all faculty and support staff to ensure that standards of excellence in academics are maintained at multiple campus sites.
- Facilitated quality assurance training for faculty and staff to ensure that service delivery exceeded university expectations. Taught as an adjunct faculty instructor since December 2003.

CERTIFICATES, AWARDS & ACCOMPLISHMENTS

- Certificate in Innovator's Accelerator Training with Apollo Education Phoenix, AZ. 2014
- Certificate in Situational Leadership II Training Blanchard Associates Sacramento, CA. 2012
- Recipient of the Western Region Campus Academic Excellence Award, 2011
- Leadership role in the design and implementation of a PhD program UOPX Industrial/Organizational Psychology.
- Awarded the "Most Outstanding Faculty" University of Phoenix in Spokane WA, 2009
- Certificate in Advanced Project Management Eastern Washington University, 2006
- Certificate in Organizational Stress Assessment Boston, MA. 2004
- Certificate in Human Services Management University of Washington, 1994
- Awarded a \$1 million grant for a total interior remodel of a residence hall while serving as Director of Residence Life at Lewis-Clark State College Lewiston, ID. 1991-1993
- Currently authoring a management/leadership theory text (estimate completion for final print June 2015)

COMMUNITY INVOLVEMENT

- Member of the Education, Economic and Governmental Committees for the Boise Metro Chamber of Commerce
- Active participant in the Leadership Boise Program sponsored by Boise Metro Chamber of Commerce
- Co-Executive Chair of the Treasure Valley Educational Partnership Boise, ID.
- Executive Board Member for Classical Christian Academy Post Falls, ID.
- Member of the Education and Health Service Committees Coeur d'Alene ID. Chamber of Commerce
- Volunteer with the Police Department Domestic Violence Unit Post Falls, ID.
- Team captain and sponsor for American Cancer Society Relay for Life in Kootenai County, ID.
- Volunteer Coordinator for the Ironman Competition in Coeur d'Alene, ID.

EDUCATION

PhD Organizational Psychology *from the I/O Psychology Dept.*

Capella University, Minneapolis, Minnesota Dissertation: Workplace Violence: A Study of Human Resource Managers Awareness, Preparedness & Response. Graduated *Summa Cum Laude* March 2003

M.S. Counseling & Guidance *Concentration in Career Guidance/Mental Health*
Oregon State University, Corvallis, Oregon. Graduated *Cum Laude* March 1992

B.A. Liberal Arts Degree *Concentration in Religious Studies*
Warner Pacific College, Portland, Oregon. Graduated *Cum Laude* May 1986

Matthew Mesropian

11325 W Cumberland River Dr, Nampa, ID 83686
208-412-2148

matthew.mesropian@gmail.com

Profile:

A proven leader with over 15 years of retail management, leadership and development experience. Proven track record of success in associate engagement, operational objectives and representation of the appropriate brand image. Driven sales focused leader with a passion for and experience driving specialty sales.

Lowe's Home Improvement.

Store Manager – July 2013 – present – Meridian, ID

- Successfully integrated personal beliefs with professional vision to build inclusive, positive team that is leading the region in overall engagement scores.
- Created vision for service in the stores and successfully overtook top honors in the market for overall customer satisfaction.
- Drove specialty sales to grow the business and increase overall customer shopping experience.

Area Product Service Specialist – February 2011 – July 2013

- Oversaw and implemented new Market Based Initiatives designed to drive sales and brand image
- Track, report and mentor Store Management on multiple metrics assigned by the Market Director.

Sales Manager – April 2008 – February 2011

- Recruit, hiring and development of Specialty Sales team.
- Work with local contractors, remodelers and property managers to find new ways to service their business.
- Develop, implement and evaluate sales processes for all store associates
- Teach, train, evaluate, follow up on individual and departmental sales performance

Wal-Mart Supercenter

In-stock/Operations Manager, May 2002-April 2007 – Multiple stores throughout Treasure Valley

Opened test store for Wal-Mart. Was responsible to pilot a new staffing and freight flow format that the company has since launched successfully. Over the course of the first year, I was a part of roundtables and conference calls discussing changes implemented locally that were reviewed

and implemented company wide. These enhancements streamlined the freight flow process, improving productivity and payroll expenses.

- Responsible for recruiting, hiring and training 150 in stock and operations associates
- Teach and train all new hourly as well as Market management new operational procedures
- Responsible for implementation and designation of receiving/stocking processes
- Set new store for Grand Opening
- Conducted training and over saw implementation of new receiving/stocking process across Region.

Education and Training

Nichols College, Dudley, MA - Focus Business Management

Lowe's Home Improvement Store Manager Training Program – Summer 2013

Appendix F

Contract, Leases, Agreements

Idaho School Employees

Section 125 Flexible Benefit Plan

Enrollment Interest Form for New Employees



Please mark the appropriate line &/or boxes and return to your Benefits Department:

_____ I WOULD LIKE MORE INFORMATION ABOUT PRE-TAXING MY BENEFITS UNDER THE SECTION 125 PLAN.

_____ I WOULD LIKE MORE INFORMATION ABOUT THE FOLLOWING VOLUNTARY PRODUCTS.

- Disability Income Insurance *
- Cancer Insurance *,+
- Accident Only Insurance *,+
- Hospital Indemnity Insurance *,+
- 403(b) Annuities **
- Life Insurance *,**
- Long Term Care Insurance *,+,**

_____ I WOULD LIKE MORE INFORMATION ON THE FOLLOWING REIMBURSEMENT ACCOUNTS AVAILABLE THROUGH SECTION 125:

- Medical Expense Reimbursement
- Dependent Care Reimbursement

* These products may contain limitations, exclusions and waiting periods.
 + This product is inappropriate for people who are eligible for Medicaid coverage.
 ** Not eligible under Section 125.

I would like to be contacted by American Fidelity to learn more about American Fidelity's products and services. With my signature below, I understand that a representative will call me to schedule my appointment and/or discuss my benefit options.

Print Name	Signature*	Date
Work Phone	Home Phone	
Job Location	Classified/Certificated/Mgmt	Date of Hire

*With my signature, I consent to being contacted, including by phone, regardless of my status on any Do-Not-Call list.

American Fidelity Assurance Company
 A member of the American Fidelity Group

Northwest Area Branch Office
 565 Andover Park West, Suite #102
 Tukwila, WA 98188
 1-866-576-0201

**Please fax to: Kimberly Weaver
 at 1-855-378-7401 for every new employee**

The Plan shall be construed, enforced, administered, and the validity determined in accordance with the applicable provisions of the Employee Retirement Income Security Act of 1974, (as amended) if applicable, the Internal Revenue Code of 1986 (as amended), and the laws of the State of Idaho. Should any provision be determined to be void, invalid, or unenforceable by any court of competent jurisdiction, the Plan will continue to operate, and for purposes of the jurisdiction of the court only, will be deemed not to include the provision determined to be void.

This Plan is hereby adopted this 30th day of September, 2014.

Idaho Arts Charter School - 501
(Name of Employer)

Witness: [Signature]
Title: Bookkeeper

By: [Signature]
Title: Principal

APPENDIX A

Related Employers that have adopted this Plan

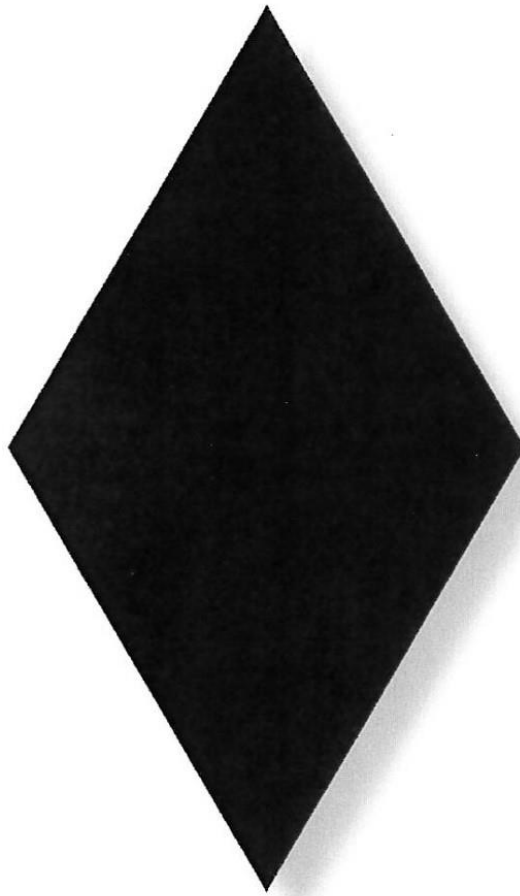
Name(s):

THIS DOCUMENT IS NOT COMPLETE WITHOUT SECTIONS I THROUGH XIII
PD - 05/14 Document ID # 60977 MCP #65460 Effective Date:10/20/2014 9/13/14 12:25 AM

Policy Year 2014-2015

Public Education

Multi-Lines Insurance Policy



Idaho Arts Charter School

Idaho Counties Risk Management Program,
UNDERWRITERS

3100 Vista Ave., Suite 300, Boise, ID 83705 Phone: (208) 336-3100 Fax: (208) 336-2100



PUBLIC EDUCATION MULTI-LINES INSURANCE POLICY DECLARATIONS

ISSUED BY IDAHO COUNTIES RISK MANAGEMENT PROGRAM, UNDERWRITERS

Named Insured:	Idaho Arts Charter	Policy Number:	1PED04205070114
Address:	1220 5th St. N	Policy Period: From:	July 1, 2014
	Nampa, Idaho 83687	To:	July 1, 2015
Application Date:	May 19, 2014	Both dates above at 12:01 AM	
Retroactive Date Section VI, Insuring Agreement 2:	August 8, 2005	Member Contribution:	\$ 21,279
Insuring Agreement 3:	August 8, 2005		
Retroactive Date Section VIII:	July 1, 2002		
Retroactive Date Section XI:	July 1, 2002		

SECTION V – PROPERTY

Insuring Agreements	Limit of Indemnification	Coverage Basis	Deductible
1. Buildings, Structures & Property:			
Professional Fees	\$500,000	Per covered occurrence.	The first \$2,500 of any loss is applicable to Section V, Insuring Agreements 1, 2, 3 & 4, excepting flood and earthquake losses. Earthquake: The first \$100,000 of any loss. *Flood Type A: The first \$100,000 of any loss. **Flood Type B: The first \$500,000 per building and first \$500,000 per contents.
Fine Arts	\$500,000	Per covered occurrence or in the aggregate for multiple occurrences.	
Landscape Items	\$25,000	Per covered occurrence.	
Ordinance Deficiency	\$5,000,000	Per covered occurrence.	
Preservation of Property	\$25,000	Per covered occurrence.	
Newly Acquired Property	\$10,000,000	Per covered occurrence.	
Property in Course of Construction: New or Repairs/Renovations of Existing	\$1,000,000	Per covered occurrence.	
Property In Transit	\$1,000,000	Per covered occurrence.	
Service Animals	\$25,000	Per covered occurrence.	
Water/Sewer Backup	\$1,000,000	Per Covered occurrence and/or in the Annual Aggregate all Public Education members combined.	
Earth Movement	\$50,000,000	Annual aggregate – all Public Education members combined.	
Flood Type A*	\$50,000,000	Annual aggregate – all Public Education members combined.	
Flood Type B**	\$5,000,000	Annual aggregate – all Public Education members combined.	
2. Automobile/Mobile Equipment Physical Damage		\$1,000,000	
		\$10,000,000	
3. Operational Disruption Expense		\$2,500,000	Per covered occurrence or in the aggregate for multiple occurrences. Per covered occurrence or in the aggregate for multiple occurrences.
Data Restoration Related to Operational Disruption Expense	\$250,000		
4. Valuable Papers and Records		\$1,000,000	Per covered occurrence or in the aggregate for multiple occurrences. Per covered occurrence or in the aggregate for multiple occurrences.
Data Restoration Related to Valuable Papers and Records	\$500,000		

TOTAL SECTION V LIMIT OF INDEMNIFICATION IS \$500,000,000 PER OCCURRENCE LIMIT FOR ALL PROPERTY COVERAGES AND ALL LIMITS OF INDEMNIFICATION COMBINED FOR ALL PUBLIC EDUCATION MEMBERS COLLECTIVELY.

----- SECTION VI – GENERAL LIABILITY -----

<i>Insuring Agreements</i>	<i>Indemnification Limit For Covered Claims</i>	<i>Defense Cost Limit for Covered Claims</i>	<i>Coverage Basis</i>
1. <i>General Liability</i>	\$2,000,000	\$3,000,000	Per covered occurrence.
2. <i>Sexual Molestation Or Abuse Liability – CLAIMS MADE COVERAGE</i>	\$2,000,000	\$3,000,000	Per Covered Claim.
3. <i>Educator’s Liability CLAIMS MADE COVERAGE</i>	\$2,000,000	\$3,000,000	Per Covered Claim.

----- SECTION VII – AUTO LIABILITY -----

<i>Insuring Agreements</i>	<i>Indemnification Limit For Covered Claims</i>	<i>Defense Cost Limit for Covered Claims</i>	<i>Coverage Basis</i>
1. <i>Automobile Liability</i>	\$3,000,000	\$3,000,000	Per covered accident.
2. <i>Automobile Medical Payments</i>	\$5,000 \$100,000	\$0	Each person. Each accident.
3. <i>Uninsured / Underinsured Motorists</i>	\$100,000 \$300,000	\$3,000,000	Each person. Each accident.

----- SECTION VIII – ERRORS & OMISSIONS CLAIMS MADE -----

<i>Insuring Agreements</i>	<i>Indemnification Limit For Covered Claims</i>	<i>Defense Cost Limit for Covered Claims</i>	<i>Coverage Basis</i>
1. <i>Errors and Omissions CLAIMS MADE COVERAGE</i>	\$2,000,000	\$3,000,000	Per covered claim.
2. <i>Employee Benefit Liability CLAIMS MADE COVERAGE</i>	\$2,000,000	\$3,000,000	Per covered claim.
3. <i>Employment Practices Liability CLAIMS MADE COVERAGE</i>	\$2,000,000	\$3,000,000	Per covered claim.

THERE IS A \$10,000,000 INDEMNIFICATION LIMIT IN THE AGGREGATE ANNUALLY FOR SECTIONS VI, VII, VIII, XI and XII COMBINED.

THERE IS A \$5,000,000 DEFENSE COST LIMIT IN THE AGGREGATE FOR SECTION VI, VII, VIII, XI and XII COMBINED.

----- SECTION IX – CRIME INSURANCE -----

<i>Insuring Agreements</i>	<i>Limit of Indemnification</i>	<i>Coverage Basis</i>	<i>Deductible</i>
1. <i>Employee Dishonesty</i>	\$500,000	Per covered occurrence.	The first \$2,500 of any loss in this section.
2. <i>Loss Inside Premises</i>	\$500,000	Per covered occurrence.	
3. <i>Loss Outside Premises</i>	\$500,000	Per covered occurrence.	

----- SECTION X – MACHINERY BREAKDOWN INSURANCE -----

<i>Insuring Agreements</i>	<i>Limit of Indemnification</i>	<i>Coverage Basis</i>	<i>Deductible</i>
1. <i>Property Damage</i>			The first \$2,500 of any loss in this section.
Off Premise Property Damage	\$100,000	Per covered occurrence.	
Data or Media (Property)	\$1,000,000		
Data or Media (Bus. Income & Extra Expense)	\$5,000,000		
Ammonia Contamination	\$1,000,000		
Consequential Loss	\$1,000,000		
Hazardous Substance	\$500,000		
Water Damage	\$2,500,000		
Fungus	\$15,000		
2. <i>Expediting Expenses</i>	\$2,500,000	Per covered occurrence.	
3. <i>Business Income and Extra Expense</i>	\$1,000,000	Per covered occurrence.	
4. <i>Spoilage Damage</i>	\$1,000,000	Per covered occurrence.	
5. <i>Utility Interruption</i>	\$100,000	Per covered occurrence.	
6. <i>Newly Acquired Premises</i>	\$5,000,000	Per covered occurrence.	
7. <i>Ordinance or Law</i>	\$5,000,000	Per covered occurrence.	
8. <i>Errors and Omissions</i>	\$10,000,000	Per covered claim.	

TOTAL SECTION X LIMIT OF INDEMNIFICATION IS \$100,000,000 PER OCCURRENCE LIMIT FOR ALL MACHINERY BREAKDOWN COVERAGES AND ALL LIMITS OF INDEMNIFICATION COMBINED FOR ALL PUBLIC EDUCATION MEMBERS COLLECTIVELY.

----- SECTION XI – CHEMICAL SPRAYING ACTIVITIES LIABILITY INSURANCE -----

<i>Insuring Agreements</i>	<i>Indemnification Limit For Covered Claims</i>	<i>Defense Cost Limit for Covered Claims</i>	<i>Coverage Basis</i>
1. <i>Chemical Spraying Activities Liability CLAIMS MADE COVERAGE</i>	\$500,000	\$2,000,000	Per covered claim and/or in the aggregate for multiple claims.
2. <i>Emergency Clean-up Expense</i>	\$5,000 \$100,000	Not applicable	Each Person. Each Accident.

----- SECTION XII – ENDORSEMENTS -----

<i>Insuring Agreements</i>	<i>Limit of Indemnification</i>	<i>Defense Cost Limit for All Liability Claims</i>	<i>Coverage Basis</i>	<i>Deductible</i>
1. <i>Accidental Discharge of Pollutants Endorsement #1</i>	\$50,000	Not applicable	Per covered occurrence and/or in the aggregate for multiple claims.	The first \$2,500 of any loss for Endorsement #1.
2. <i>Nuclear, Chemical or Biological Endorsement #2</i>	\$500,000	\$500,000	Per covered occurrence.	
3. <i>Injunctive Relief Endorsement #3</i>	\$0	\$50,000	Per covered occurrence and in the aggregate for multiple claims.	
4. <i>Terrorism Insurance Physical Damage/Loss Endorsement #4</i>	\$50,000,000	Not applicable	In the aggregate annually for all ICRMP Members Collectively.	The first \$10,000 of any loss for Endorsement #5.
5. <i>Attorney Consultation Reimbursement Amendatory Endorsement #5</i>	\$1,500 \$50,000	Not applicable	Per claim In the annual aggregate for all claims combined.	
6. <i>Participating Provision ISBA Dividend Endorsement #6</i>	\$0	\$0	Per policy period.	

THERE IS A \$10,000,000 INDEMNIFICATION LIMIT IN THE AGGREGATE ANNUALLY FOR SECTIONS VI, VII, VIII, XI AND XII COMBINED.

THERE IS A \$5,000,000 DEFENSE COST LIMIT IN THE AGGREGATE FOR SECTION VI, VII, VIII, XI AND XII COMBINED.

NOTICE RE: INSURANCE GUARANTY ASSOCIATION

As required by Article VIII, Section 4 of the Idaho Constitution and Idaho Code Section 41-3603(10), the ICRMP Program is not a participant in the Idaho Insurance Guaranty Association. As such, ICRMP Subscribers are not responsible for the costs of private insurer insolvencies, nor are they or claimants against them entitled to any of the protections which participation in the Guaranty Association would provide. This notice is provided in cooperation with the Idaho Insurance Guaranty Association. For additional information concerning this notice, contact the ICRMP Executive Director at 1-800-336-1985.



2111 E. Sherman Ave. Nampa, ID 83686

September 19, 2014

Idaho Arts Charter School
Attn: Jackie Collins
1220 5th Street N
Nampa, ID 83687

Dear Jackie,

For the 2014-2015 school year, Brown Bus Company respectfully submits a 1.58% rate increase. The contract rates will be adjusted to reflect this increase and the new rates will be effective for all transportation provided, starting in September 2014. The increase has been calculated using the CPI-U Consumer Price Index for All Urban Consumers: U.S. City Average for All Items, as detailed in the C.P.I. Adjustments clause of the School Bus Service Agreement. If there are any questions, please call.

Sincerely,

A handwritten signature in cursive script that reads "Brent Carpenter".

Brent Carpenter
Operations Manager

Idaho Arts Charter School

Three-Year Professional Development Plan

Topic #1: **Balanced Assessment System**

- Goals:**
- Have a written school assessment plan.
 - Use a balance of assessment methods and assessment item types in the classroom.
 - Create formative and summative assessments aligned with the common core.

Action #1: The staff at IACS will create both formative and summative assessments aligned with the common core.

Accountability: Core Staff

Initiated: August 2014

Timeline:

Completed: May 2017

Budget: \$2,000 for stipends

- Resources Needed:**
- Day 5 Integrated PD
 - Schoolnet

Year One – Create & administer ELA formative and Summative Assessments at all grade levels

Milestones: Year Two - Create & administer Math formative and Summative Assessments at all grade levels

Year Three – Review data and assessments for effectiveness

Action #2: Complete the school assessment plan.

Accountability: IACS Leadership Staff & Core Coaches

Timeline: Summer of 2014

Budget: N/A

Idaho Core Standards

- Resources Needed:** Assessment schedule of each grade level

May 2014—Complete draft of plan

June 2014—Collect input from teachers

Milestones: Late June 2014—Finalize draft of plan and create assessment schedule for 2014-15 school year

August 2014—Share plan and schedule with IACS staff

Topic #2: Support the implementation of the Idaho Core Standards

Goals:

- Provide PLC time for grade level groups to use best practices and research to impact student learning.
- Create curriculum maps for courses/grade levels for the Idaho Core Standards.
- Create a rubric to assess quality of curriculum maps.

Action #1: Create, implement, and monitor Professional Learning Communities within Idaho Arts Charter School.

Accountability: IACS Core Leadership Team (Marie McGrath, Andi Arnold, Stephanie Brown & Jenny Carper)

Timeline:
Initiated: in September 2014
Completed: June 2015

Budget: None

Resources Needed: Integrated PD Module from Day 6

Milestones: Every month the Leadership Team will meet and assess grade level notes and minutes for PLC teams. Focus will be on effectiveness of team time and how it impacts student learning.

Leadership Team will create a monthly calendar of topics related to core implementation and focus for PLC groups.

Action #2: Complete and analyze curriculum maps for courses/grade levels for the Idaho Core Standards.

Accountability: Administration and Leadership Team

Timeline:
Initiated: September 2014
Completed: June 2017

	<p>Budget: None</p> <p>Resources Needed: Curriculum Map Template (IACS Designed) Rubric (To be developed)</p> <p>Milestones: Curriculum maps completed and turned in by January of 2015. Completed rubrics on curriculum maps by March of 2015. Finalized curriculum maps by May of 2015. Curriculum maps analyzed each January 2016 and 2017.</p>
Action #3:	Develop a rubric for analyzing curriculum maps using Danielson’s Framework and the Idaho Core Standards.
	<p>Accountability: IACS Leadership Team</p> <p>Timeline: Initiated: May 2014 Completed: March 2015</p> <p>Budget: \$1,000</p> <p>Resources Needed: Danielson’s Framework Teachscape Modules</p> <p>Milestones: Rubric created by September 1, 2014. Curriculum maps analyzed with rubric from February and completed rubrics due March of 2015. Rubric revised as needed based on course changes and standards.</p>

Topic #3: Integrated PD

Goals:	<ul style="list-style-type: none"> • Staff will participate in the integrated PD modules created by the SDE and Discovery Education • Continue to train and support staff in the use and implementation of Schoolnet
Action #1:	Identify modules to be used with the staff.
	<p>Accountability: Core Leadership Team</p> <p>Timeline: March 2014</p>

Action #2:

Train staff on Integrated PD

Budget: N/A

Schoolnet

Resources Needed:

Integrated PD

PLC Time

Milestones:

Identify key concepts by August 2014

Add to PLC calendar by October 2014

Accountability: Core Leadership Team**Timeline:** March 2014 – May 2015**Budget:** \$12,000**Resources Needed:**

Schoolnet

March 2014—Core Standards #1 training

May 2014—Core Standards #2 training

Milestones:

June 2014—Core Standards #3 training

Wednesday early release PD time—Ongoing reflection and assessment of training

POLICY 218: Board of Directors Ethical Agreement

As members of the Board of Directors (Board), members will strive to improve education at the Idaho Arts Charter School (IACS) and to that end agree:

1. To be fiscally responsible with the other members and for IACS.

2. To know what the budget is and to take an active part in planning the budget and implementing the fundraising to meet it.
3. To be legally responsible to IACS and to know and approve all policies and programs and to oversee their implementation.
4. To be morally responsible for the health and well-being of IACS and to pledge to carry out the mission of IACS.
5. To be fully committed and dedicated to the mission of IACS.
6. To attend 75% (9 of 12) of the monthly board meetings and, if possible, all special board meetings and to be available for phone consultation and to understand that commitment to the Board will involve a good deal of time and will probably not involve less than (4-6) hours per month.
7. To understand no quotas have been set and no rigid standards of measurement and achievement have been formed. Every Board member is making a statement of faith about every other member and will trust each member to carry out the above agreements to the best of his or her ability, each in his or her own way, with knowledge, support and approval of all. If a Board member fails to act in good faith, he or she must resign or someone from the board may ask him or her to resign.
8. In its turn, IACS is responsible to each Board member in a number of ways.
9. To be sent, without request, monthly financial reports which allow Board members to meet the prudent person section of the law.
10. Board members and staff will respond in a straightforward and thorough fashion to any questions necessary to carry out the fiscal, legal, and moral responsibilities to IACS.
11. As members of the Board to:
 - Listen carefully to other members.
 - Respect the opinion of other members.
 - Respect and support the majority decisions of the Board.
 - Recognize all authority is vested in the full Board only when it meets in legal session.
 - Keep well-informed of developments related to issues which may come before the Board.
 - Participate actively in Board meetings and actions.
 - Bring to the attention of the Board any issues that will have an adverse effect on IACS or those served by IACS.
 - Refer complaints to the proper level on the chain of command.
 - Recognize the job of the Board is to ensure IACS is well-managed, rather than attempt to directly manage it.
 - Represent all the people IACS serves and not a particular geographic area or interest group.

- Consider the Board as trustees of IACS and to ensure it is well-maintained, financially secure, growing and always operating in the best interests of the mission of IACS and those served by IACS.

**SOURCE:**

Agreement adapted from article, "Recruiting Better Board Members", by Kim Klein, published in the Grassroots Fundraising Journal, no publication date.

ADOPTED: September 1, 2009

AMENDED:

POLICY #228: Board of Directors Conflict of Interest**DEFINITION**

“Conflict of interest” means any official action or any decision or recommendation by a person acting in a capacity of a board member, the effect of which would be the private pecuniary benefit of the board member, a member of his or her household, a relative, or a business with which the board member, a member of his or her household, or a relative is associated.

“Relative” means as a person related to the board member by blood or marriage within the second degree.

“Spouse” means a board member’s husband or wife by lawful marriage.

GENERAL PROHIBITION

It is unlawful for any member of the Board of Directors (the Board) to have pecuniary interest directly or indirectly in any contract or other transaction pertaining to the maintenance or conduct of the Idaho Arts Charter School (IACS or school) or to accept any reward or compensation for services rendered as a Board member except as otherwise provided by law.

The receiving, soliciting, or acceptance of school monies for deposit in any bank or trust company, or the lending of money by any bank or trust company to IACS, will not be deemed to be a contract pertaining to the maintenance or conduct of IACS. The Board’s payment of compensation to any bank or trust company for services rendered in the transaction of any banking business with the Board will also not be deemed the payment of any reward or compensation to any officer or director of any such bank or trust company.

DISCLOSURE

Board members must disclose any actual or potential conflict of interest before taking official action in any matters in which the effect would be the private pecuniary gain of the Board member, a spouse, a relative, a dependent, or any person the Board member is obligated to support or a business association of any such person.

CONTRACTS WITH BOARD MEMBERS OR THEIR SPOUSES OR RELATIVES

It is unlawful for the Board to enter into or execute any contract with a Board member, or his or her spouse or relative, where the terms of said contract requires, or will require, the payment or delivery of any school funds, money, or property to such Board member, or his or her spouse or relative, unless the contract meets the requirements set forth in Section [18-1361](#) or [18-1361A](#), Idaho Code, and this policy.

Non-Compensated Board Member

The Board may accept and award school contracts in which a Board member, or his or her spouse or relative, has a direct or indirect interest if the Board member receives no salary or fee as compensation for his service on the Board and if the following procedures are strictly observed:

1. The contract is competitively bid and the Board member, or his or her spouse or relative, submits the low bid;
2. Neither the Board member nor his or her spouse or relative takes part in the preparation of the contract or bid specifications, and the Board member takes no part in voting on or approving the contract or bid specification;
3. The Board member makes full disclosure, in writing, to all members of the Board of his or her interest, or the interest of his or her spouse or relative, and sets forth his or her intention, or the intention of his or her spouse or relative, to bid on the contract; and
4. Neither the Board member nor his or her spouse or relative has violated any provisions of Idaho law pertaining to competitive bidding or improper solicitation of business.

Compensated Board Member

In the event a Board member is the clerk or treasurer of the Board and is compensated for his or her service, the Board may accept and award school contracts in which that Board member, or his or her spouse or relative, has a direct or indirect interest if:

1. Less than three (3) suppliers of a good or service exist within a fifteen (15) mile radius of where the good or service is to be provided and the contract is necessary to respond to a disaster; or
2. Less than three (3) suppliers of a good or service exist within a fifteen (15) mile radius of where the good or service is to be provided and the following procedures are strictly observed:
 - a. The contract is competitively bid and the Board member, or his or her spouse or relative, submits the low bid;
 - b. Neither the Board member nor his or her spouse or relative takes part in the preparation of the contract or bid specifications, and the Board member takes no part in voting on or approving the contract or bid specification;
 - c. The Board member makes full disclosure, in writing, to all members of the Board of his or her interest, or the interest of his or her spouse or relative, and sets forth his or her intention, or the intention of his or her spouse or relative, to bid on the contract; and

- d. Neither the Board member nor his or her spouse or relative has violated any provisions of Idaho law pertaining to competitive bidding or improper solicitation of business.

EMPLOYMENT OF SPOUSES OF BOARD MEMBERS

No spouse of any Board member may be employed by a school with a fall student enrollment of greater than one thousand two hundred (1,200) in the prior school year. For schools with a fall student enrollment of one thousand two hundred (1,200) or less in the prior school year and for schools funded as separate schools pursuant to the provisions of Section 33-1003(2), Idaho Code, such spouse may be employed in a non-administrative position for a school year if each of the following conditions have been met:

1. The position has been listed as open for application on the school website or in a local newspaper for at least sixty (60) days, unless the opening occurred during the school year, in which case the position will be so listed for at least fifteen (15) days. If the position is listed in a newspaper, the listing will be made in a manner consistent with the provisions of Section 60-106, Idaho Code;
2. No applications were received that met the minimum certification, endorsement, education, or experience requirements of the position other than such spouse; and
3. The Board member abstained from voting in the employment of the spouse and was absent from the meeting while such employment was being considered and determined.

The school may employ such spouse for additional school years provided that the above conditions are met for each school year in which such spouse is employed. Any spouse of a Board member employed as a certificated employee will be employed under a Category 1 contract.

The Board member will abstain from voting in any decisions affecting the compensation, benefits, individual performance evaluation, or disciplinary action related to the spouse and must be absent from the meeting while such issues are being considered and determined. Such limitation includes, but is not limited to, any matters relating to negotiations regarding compensation and benefits; discussion and negotiation with benefits providers; and any matter relating to the spouse and letters of reprimand, direction, probation, or termination. Such limitations will not prohibit the Board member from participating in deliberation and voting upon the school's annual fiscal budget or annual audit report.

EMPLOYMENT OF RELATIVES OF BOARD MEMBERS

When a relative of a Board member or relative of a Board member's spouse is considered for employment by IACS, such Board member will abstain from voting in the election of such relative and will be absent from the meeting while such employment is being considered and determined.

GIFTS TO BOARD MEMBERS

Board members may not solicit, accept, or agree to accept any pecuniary benefit from any person known to be or likely to be interested in such contract, purchase, payment, claim, or transaction with

IACS. Nor may Board members solicit, accept, or receive a pecuniary benefit as payment for services, advice, assistance, or conduct customarily exercised in the course of his or her official duties. This prohibition does not apply to trivial benefits not to exceed the value of fifty dollars (\$50) incidental to personal, professional, or business contracts and involving no substantial risk of undermining official impartiality.



LEGAL REFERENCE:

Idaho Code Sections

18-1356 – Gifts to Public Servants by Persons Subject to Their Jurisdiction

18-1359 – Using Public Position for Personal Gain

18-1361 – Self-Interested Contracts – Exception

18-1361A – Non-compensated Appointed Public Servant – Relatives of Public Servant

33-506 – Organization and Government of Board of Trustees

33-507 – Limitation Upon Authority of Trustees

33-1003 – Special Application of Educational Support Units

59-701, *et seq.* – Idaho Ethics in Government Act

Black's Law Dictionary (9th ed. 2009)

ADOPTED: August 11, 2009

AMENDED: March 6, 2015

Note: This policy establishes a ground floor for conduct by board members and is not to be read or interpreted so as to provide “loopholes” or “technicalities” by which one can take advantage of government, the public, or other interested parties. The Idaho Ethics in Government Manual advises that when determining the proper answer to any ethical question, board members should be mindful of the impact a decision may have both legally and publicly.

Appendix G

Pre-Opening/Start-up Budget and Assumptions

Idaho Arts Charter School

Budget Assumptions (for Three year Budget in Appendix H) 2016-2017

Currently, IACS has 780 students: 60 per grade K-12.

In 2016-2017, IACS will have 1,080 students:

K-4 120 students per grade (will grow 1 grade per year until 120 students K-8)
5-12 60 students per grade

Revenue:

- State support based on \$4,400 per student
- Transportation support based on 85% of cost
- Nutrition revenue based on actual revenue received for 2015-2016 plus estimate for additional 300 students.
- Other State Distributions include facilities: \$250 per enrollment \$270,000, Leadership \$1,011.25 per instructional FTE \$49,550, Math/Science \$46,200, Lottery \$64,294, Professional Development \$30,000, Reading and remediation and assessments \$10,000 (adjusted to \$400,000 in case we lose some of the distributions in the following year).
- Albertson's Foundation has given IACS a grant to expand our school \$1.425 million.

Expenses:

Salaries:

- Instructional:
 - Certified (Teachers, SPED, Librarian) 49 teachers: 29 elementary, 20 high school
1 librarian and 2 Special Education teachers (for both elementary and high school)
 - Classified – 12 Aides
- Administration:
 - Elementary Principal
 - Secondary Principal
 - Assistant Principal
 - PT Facilities Manager
- Classified Office/Food Service/Janitorial Staff: 11
Front Office – 5, Accounting Office – 1, Nutrition – 2, Maintenance - 3

Benefits:

Taxes are specified in the 3-year budget: PERSI (15%), IRS (8%), Ins. (8%), and Workers Compensation (6%)

Operational Expenses:

- New equipment and furniture expense of \$80,000

- Contract Services includes non-reimbursed Special Education services \$50,000, copier contract \$30,000
- Legal/Audit services \$12,500. Right now, IACS spends less than \$7,000.
- Utilities are based on what IACS spends now plus an estimate for the new campus K-4
- Telephone has an initial cost of \$20,000 for a new system plus operating monthly fees
- Liability and Property Insurance is based on the IACS current cost \$21,500 plus an estimate \$13,500 for the new campus.
- Staff Development \$30,000 to offset other state support in the revenue
- Consulting: IT services \$24,000
- Rent for the new campus \$250,000
- Debt Retirement and fees for current campus \$735,500
- Transportation expense is based on Brown Bus current costs (780 students) \$265,000 plus estimated cost \$167,000 for the new campus K-4 (300 students).
- Nutrition program expenses are based on current costs and revenues plus an estimate for the new students. (Revenue and expenses zero out – besides salaries/benefits.)

Fund Balance:

The current IACS fund balance is \$787,700.

Appendix H Three year Operating Budgets

**Idaho Arts Charter School
Annual Budget Template**

	Year 1			Year 2			Year 3		
	Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount
Number of Students	1080			1140			1200		
Revenues:									
State Apportionment		\$4,400	\$4,752,000		\$4,400	\$5,016,000		\$4,400	\$5,280,000
State Transportation		85%	367,200		85%	392,450		85%	418,200
Nutrition Program	\$ 250		270,000	\$ 250		285,000	\$ 250		300,000
Federal Grants									
Contributions/Donations									
Other State Distributions			400,000			415,000			430,000
Startup Albertsons Grant			250,000			275,000			300,000
Total Revenues			\$6,039,200			\$6,383,450			\$6,728,200
Expenses:									
Salaries:					3.0%			3.0%	
Teachers	\$40,000	49	\$1,960,000	\$41,200	51	\$2,101,200	\$42,440	53	\$2,249,320
Special Ed	\$35,000	2	70,000	\$36,050	2	72,100	\$37,130	2.5	92,830
Instructional Aids	\$18,000	12	216,000	\$18,540	14	259,560	\$19,100	16	305,600
Classified/Office Staff	\$20,000	6	120,000	\$20,600	6	123,600	\$21,220	6	127,320
Administration	\$80,000	3.5	280,000	\$82,400	3.5	288,400	\$84,870	3.5	297,050
Nutritional Program	\$35,000	2	70,000	\$36,050	2	72,100	\$37,130	2	74,260
Librarian	\$45,000	1	45,000	\$46,350	1	46,350	\$47,740	1	47,740
Maintenance/Other	\$22,000	3	66,000	\$22,660	3	67,980	\$23,340	3	70,020
Total Salaries			\$2,827,000			\$3,031,290			\$3,264,140
Benefits:									
Retirement/PERSI	15.0%		\$424,050	15.0%		\$454,690	15.0%		\$489,620
Health/Life Insurance	8.0%		226,160	8.0%		242,500	8.0%		261,130
Payroll Taxes	8.0%		226,160	8.0%		242,500	8.0%		261,130
Workers Compensation	6.0%		169,620	6.0%		181,880	6.0%		195,850
Total Benefits			\$1,045,990			\$1,121,570			\$1,207,730
Operating Expenses:									
Textbooks	\$ 25.00		\$27,000	\$ 26.50		\$30,210	\$ 28.00		\$33,600
Supplies			\$14,000			\$14,000			\$14,000
Equipment			\$80,000			\$60,000			\$60,000
Contract Services			\$80,000			\$85,000			\$90,000
Legal			\$5,000			\$5,000			\$5,000
Accounting			\$7,500			\$8,000			\$8,500
Advertising/Marketing			\$3,000			\$3,000			\$3,000
Gas/Electric			\$55,000			\$57,000			\$59,000
Telephone			\$30,000			\$10,000			\$10,000
Liability & Property Insurance			\$35,000			\$35,000			\$35,000
Testing & Assessment			\$6,000			\$6,500			\$7,000
Staff Development			\$30,000			\$30,000			\$30,000
Consulting			\$24,000			\$26,000			\$28,000
Travel			\$15,000			\$17,000			\$19,000
Postage			\$5,000			\$7,000			\$8,000
Rents and Leases			\$250,000			\$265,000			\$280,000
Debt Retirement			\$735,500			\$733,000			\$731,000
Grounds & Maintenance			\$30,000			\$30,000			\$30,000
Miscellaneous			\$1,000			\$1,000			\$1,000
Total Operating Expenses			\$1,433,000			\$1,422,710			\$1,452,100
Program Expenses:									
Transportation	\$ 400		\$432,000	\$ 405		\$461,700	\$ 410		\$492,000
Nutrition Program	\$ 250		270,000	\$ 250		285,000	\$ 250		300,000
Total Benefits			\$702,000			\$746,700			\$792,000
Total Expenses			\$6,007,990			\$6,322,270			\$6,715,970
Net Operating Income/(Loss)			\$31,210			\$61,180			\$12,230
Beginning Fund Balance			787,700			818,910			880,090
Ending Fund Balance			818,910			880,090			892,320

Idaho Arts Charter School --- GENERAL 100 FUND

Appendix I First year month-by-month cash flow form

Idaho Arts Charter School
FIRST YEAR CASH FLOW (FY16 All Funds)

DESCRIPTION	Likely / Projected BUDGET	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	FY TOTAL
CASH ON HAND (Beginning Cash)	N/A	787,700	488,050	1,508,091	1,208,873	811,287	841,998	884,235	385,144	1,374,838	1,070,095	780,101	891,218	N/A
RECEIPTS														
Base Support	3,828,673	0	1,691,068	0	0	676,427	0	0	676,427	0	0	338,214	0	3,382,136
Benefit Apportionment	454,219	0	0	0	0	0	0	0	421,285	0	0	0	0	421,285
Lottery / Maintenance	47,000	0	0	34,200	0	0	0	0	0	0	0	0	0	34,200
Transportation	294,230	0	0	0	0	0	0	0	142,375	0	0	0	70,125	212,500
Exceptional Child Support	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tuition Equivalency	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other State Support	500,000	0	0	0	0	0	25,000	0	0	0	0	25,000	150,000	200,000
Other State Revenue	20,000	0	0	0	0	10,000	0	0	0	0	0	0	10,000	20,000
Nutrition	288,725	0	0	5,510	31,070	31,065	31,875	31,065	31,065	31,065	31,065	31,880	31,065	288,725
Title I	125,000	0	0	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	125,000
Federal Revenue	85,194	0	0	0	0	0	20,000	0	28,000	0	0	37,194	0	85,194
Local Revenue	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Fees & Fundraising	90,000	0	35,000	3,350	3,350	3,350	3,350	3,350	3,350	3,350	3,350	3,350	3,350	68,500
Other Revenue	4,200	350	350	350	350	350	350	350	350	350	350	350	350	4,200
TOTAL RECEIPTS	5,735,241	350	1,726,418	55,910	47,270	733,692	93,075	47,265	1,315,352	47,265	47,265	448,488	277,390	4,830,740
OUTFLOW														
Salaries	0	188,269	188,268	206,624	206,624	206,624	206,624	206,624	206,626	206,626	206,626	206,630	206,630	2,442,795
Benefits	0	50,703	50,704	57,315	57,315	57,315	57,315	57,315	57,315	57,315	57,315	57,319	57,320	674,566
Subtotal - Payroll	0	238,972	238,972	263,939	263,939	263,939	263,939	263,939	263,941	263,941	263,941	263,949	263,950	3,117,361
Facility Costs (All)	0	35,050	389,206	9,840	9,340	366,997	9,340	9,340	9,340	9,340	9,340	9,340	9,340	875,813
Subtotal - Occupancy	0	35,050	389,206	9,840	9,340	366,997	9,340	9,340	9,340	9,340	9,340	9,340	9,340	875,813
Elementary Supplies & Services	0	3,912	7,833	7,833	3,911	3,911	3,911	3,911	3,911	3,912	3,912	3,912	3,912	54,780
Secondary Supplies & Services	0	700	5,000	5,000	700	700	700	700	700	700	700	700	700	17,000
Professional Development	0	0	0	10,000	0	0	10,000	0	0	10,000	0	0	10,000	40,000
Technology	0	1,450	1,450	1,450	1,450	1,450	1,450	1,450	1,450	1,450	1,450	1,450	1,450	17,400
Exceptional Child	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Transportation	0	17,000	0	0	27,000	28,000	27,000	28,000	27,500	28,000	27,500	28,000	27,000	265,000
Nutrition	0	0	0	18,100	18,100	18,100	18,100	18,100	18,100	18,100	18,100	18,100	18,100	181,000
Support Services	0	0	0	9,550	4,500	4,500	4,950	4,500	4,500	4,950	5,500	5,500	5,950	54,800
Administration / Operations	0	4,916	7,916	7,916	4,916	4,916	4,916	4,916	4,916	4,916	4,916	4,920	4,920	65,000
Other Program Costs	0	0	35,000	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	50,000
Subtotal - Educational Program	0	27,978	57,199	61,349	62,077	63,077	72,527	63,077	62,577	73,527	63,978	64,082	73,532	744,980
Capital Outlay	0	0	10,000	22,000	7,500	0	5,000	0	0	5,000	0	0	0	49,500
Debt Retirement	0	0	9,000	0	0	9,000	0	0	0	0	0	0	0	18,000
Insurance	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Costs	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Subtotal - Other Costs	0	0	19,000	22,000	7,500	9,000	5,000	0	0	5,000	0	0	0	67,500
TOTAL OUTFLOW	0	302,000	704,377	357,128	342,856	703,013	350,806	336,356	335,856	351,808	337,259	337,371	346,822	4,805,654
CHANGE IN CASH	5,735,241	(301,650)	1,022,041	(301,218)	(295,586)	30,679	(257,731)	(289,091)	979,494	(304,543)	(289,094)	111,117	(69,432)	
ENDING CASH	N/A	488,050	1,508,091	1,208,873	811,287	841,998	884,235	385,144	1,374,838	1,070,095	780,101	891,218	821,788	

Appendix J

Pre-opening Timeline

Idaho Public Charter School Commission Charter Petition: Pre-Opening Timeline

Instructions

- A. Please provide details about all pre-opening tasks by completing the following tables. Insert rows as needed.
- B. Tasks should be organized by "Start By" date or "Complete By" date.
- C. "Category" should be identified as one of the following:
 - Board Governance
 - Enrollment / Lottery
 - Facilities
 - Fiscal Management
 - Fundraising
 - Human Resources
 - Marketing and PR
 - Other

► Phase 1: Immediately after Receiving Charter

Category	Task	Responsible Parties	Contacts or Resources	Start By (date)	Complete By (date)
Facilities	Search for new campus (K-8)	Board/Admin.	Real Estate Agent	October 2015	April 2016
Board Governance	Distribute duties to Board members	Board/Admin.	IACS Board	October 2015	June 2016
Board Governance	Start process for LEA status	Board/Admin.	SDE	October 2015	June 2016

► Phase 2: 6 to 9 Months before Opening

Category	Task	Responsible Parties	Contacts or Resources	Start By (date)	Complete By (date)
Human Resources	Hire 1 Elementary Administrator	Board	SDE	January 2016	March 2016
Marketing and PR	Advertise	Board/Admin.	Newspapers, TV	January 2016	April 2016
Enrollment/Lottery	Accept applications for enrollment	Staff	Community	January 2016	April 2016

► Phase 3: 3 to 6 Months before Opening

Category	Task	Responsible Parties	Contacts or Resources	Start By (date)	Complete By (date)
Facilities	Secure facilities	Board	NSD, Real Estate Agency	March 2016	June 2016
Enrollment/Lottery	Hold lottery for enrollment and establish waiting list	Board/Admin.	IACS	April 2016	April 2016
Human Resources	Hire Teachers/Staff	Board/Admin.	SDE	February 2016	May 2016

► Phase 4: 0 to 3 Months before Opening

Category	Task	Responsible Parties	Contacts or Resources	Start By (date)	Complete By (date)
Fiscal Management	Purchase new equipment/furniture	Admin.	Albertson's Grant	June 2016	August 2016
Fiscal Management	Submit 2016-2017 Budget to SDE	Board/Admin.	SDE	May 2016	July 2016
Facilities	Move In	Board/Admin.	Parents, Staff, Board, Admin.	August 2016	August 2016

Appendix K

Idaho PCSC Closure Protocol



Public Charter School Commission



CLOSURE PROTOCOL August 2013

Background

This Closure Protocol is aligned to Idaho statute and rule and is designed to reflect best practices for managing the school closure process in an organized manner that protects the state, students and the community.

The Idaho Public Charter School Commission Closure Protocol is based on the Colorado Charter School Sample Closure Framework released in 2011 and publicly available at www.charterschoolquality.org. The Colorado Sample Closure Framework was created through the collaborative work of the Colorado Department of Education, the Colorado League of Charter Schools, and the Colorado Charter School Institute.

The Colorado Charter School Sample Closure Framework incorporated information from the following sources:

1. *Accountability in Action: A Comprehensive Guide to Charter School Closure*. Edited by Kim Wechtenhiser, Andrew Wade, and Margaret Lin. National Association of Charter School Authorizers (2010).
2. Colorado Charter School Institute Closure Project Plan (2010).
3. *Charter Renewal*. Charter Schools Institute, The State University of New York (SUNY).
4. *Pre-Opening Checklist and Closing Checklist*. Office of Education Innovation, Office of the Mayor, City of Indianapolis.
5. *2010-2011 Charter Renewal Guidelines*. District of Columbia Public Charter School Board.

During the revision process, the following additional sources were integrated into the Idaho Public Charter School Commission Closure Protocol:

6. *Navigating the Closure Process*. Matthew Shaw. Authorizing Matters Issue Brief, May 2011. National Association of Charter School Authorizers (2011).

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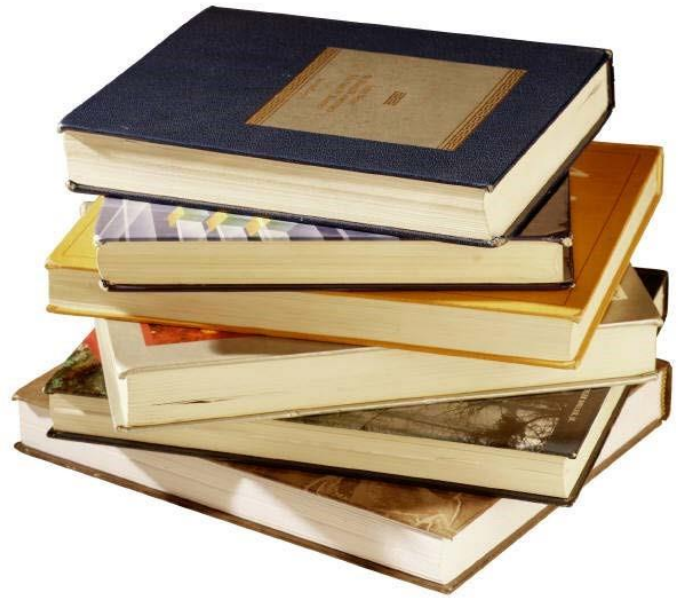
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Introduction

Charter school closures happen when a school’s charter is revoked, non-renewed, or relinquished. A number of factors can lead to closure of the school, including poor academic performance, finances, governance, or safety issues. Regardless of the reasons for closure, the board of directors of the public charter school is responsible for managing the closure and dissolution process.² Cooperation between the public charter school board and administrator, authorizer, and other state entities can allow for the facilitation of a smooth process that “minimize[s] disruption for students while ensuring that public funds are used appropriately.”³

The closure process should begin as soon as the authorizer or the charter school board takes initial action to close the school, regardless of whether an appeals process has been completed or the decision has been finalized. This allows the school and authorizer to discuss the potential closure, identify a tentative timeline for the final decision, and work together to establish a closure team and clear paths of communication with each other, stakeholders, and the community.

Whenever possible, the authorizer and public charter school should work together to ensure that the school is able to operate through the completion of the regularly-scheduled school year. Under most circumstances, this should allow adequate time to complete all closure tasks. More importantly, it minimizes instructional gaps for students. However, there are occasions when it is necessary for a school to close mid-year. In these cases, students’ educational transitions should be the highest priority. The school, authorizer, and other state entities must also identify the appropriate closure team and work closely together to prioritize closure tasks and manage their completion in as organized and efficient manner as possible.

Though individual schools should develop closure plans that are tailored to their situation, resources, and needs, all schools should keep the following primary goals in mind:

1. Providing educational services in accordance with the charter and performance certificate until the end of the school year, or the agreed upon date when instruction will stop.
2. Reassigning students to schools that meet their educational needs.
3. Addressing the school’s financial, legal and reporting obligations.

The closure process has many tasks, which are illustrated in the chart below. Based on the circumstances surrounding the closure, not all tasks in this protocol may apply. When the charter school, authorizer, and other state entities meet at the outset of the closure process, they should refer to the Closure Protocol and identify which tasks will be required or necessary. During this meeting, responsible parties and completion dates should be agreed upon to ensure a transparent and smooth closure. The template that follows includes the basic tasks that will usually need to be addressed to close a school; the format allows for the insertion of responsible parties and task deadlines.

Endnotes 1

Peysner, J. and Marino, M. “Why Good Authorizers Should Close Bad Schools.” *Accountability in Action: A Comprehensive Guide to Charter School Closure*. National Association of Charter School Authorizers (2010). Pages 6 and 9.

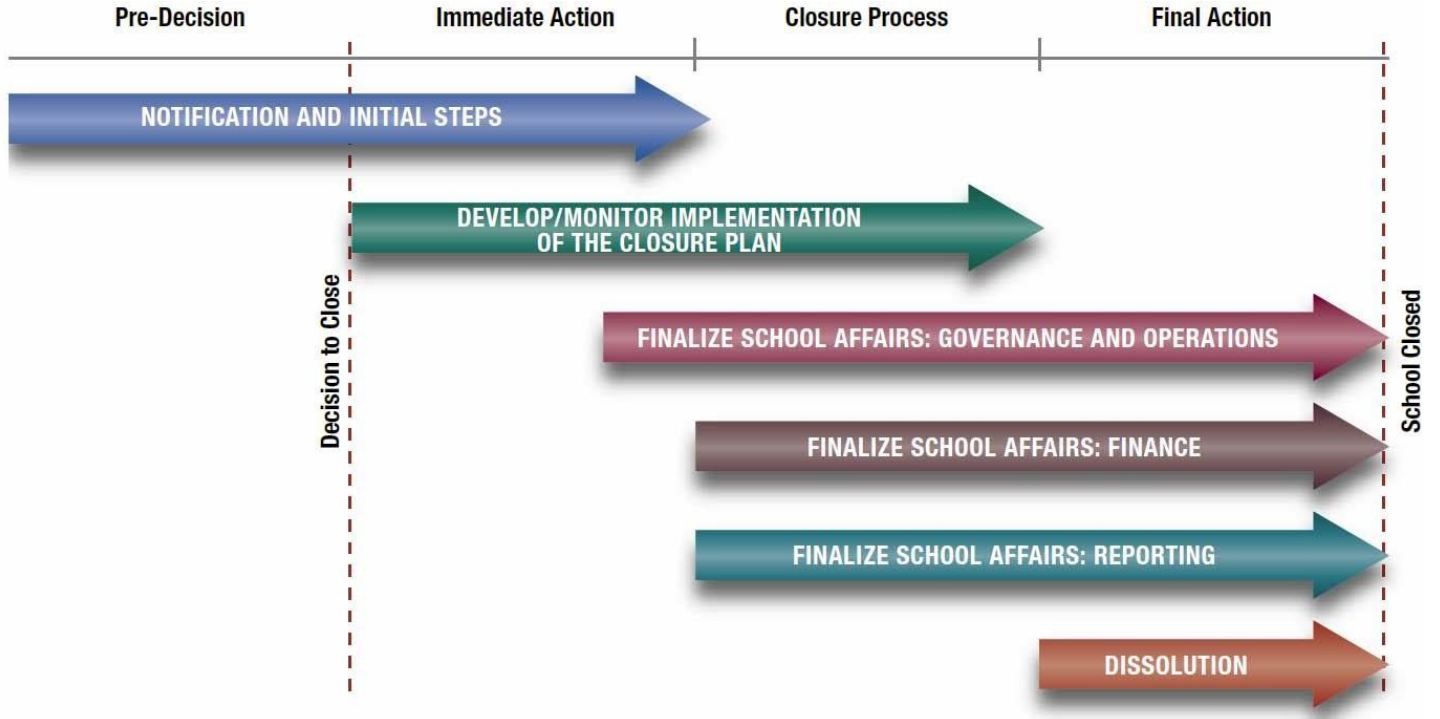
²

I.C. § 33-5212

³

Shaw, M. “Navigating the Closure Process.” *Authorizing Matters Issue Brief*, May 2011. National Association of Charter School Authorizers (2011). Pages 2-3.

A Conceptual Timeline for Closure



DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Meet with PCSC and SDE staff</p> <p>Within 3 business days of the authorizer’s or school’s initial / intended closure decision, the charter school administrator and a representative of the school’s board will meet (in-person or via telephone or web conference) with staff representatives of the PCSC and SDE to:</p> <ol style="list-style-type: none"> 1. Review the remaining process for finalizing the closure decision as applicable 2. Review the Closure Protocol and tasks and clarify critical deadlines 3. Identify points of contact for media or community questions 4. Draft communication to staff, families, and affected districts 	<p>School, PCSC, SDE</p>			
<p>Notify Parents / Guardians of Potential Closure</p> <ol style="list-style-type: none"> 1. Within one week of the authorizer’s or school’s initial / intended closure decision, the charter school will send letters to enrolled families. Notification should include: <ul style="list-style-type: none"> • The reasons for closure. • If applicable, an explanation of the appeals process and likely timeline for a final decision. • Assurance that instruction will continue through the end of the school year or an estimation of when instruction will cease. • Assurance that after a final decision is reached, parents/students will be notified and assisted in the reassignment process. • Public Charter School Closure FAQ. • Contact information for parents/guardians with questions. 	<p>School, PCSC</p>			
<p>Notify School Districts Materially Impacted</p> <ol style="list-style-type: none"> 1. Within one week of the authorizer’s or school’s initial / intended closure decision, the charter school will send letters to districts materially impacted by the closure decision. Notification should include: <ul style="list-style-type: none"> • The reasons for closure. • If applicable, an explanation of the appeals process and likely timeline for a final decision. • Copy of the letter sent to parents. • Public Charter School Closure FAQ. • Contact information for questions. 	<p>School, PCSC</p>			

<p>Meet with Charter School Faculty and Staff</p> <p>Administrator and charter board chair meet with the faculty and staff to:</p> <ol style="list-style-type: none"> 1. Discuss reasons for closure, status of appeals process (if applicable), and likely timeline for a final decision. 2. Emphasize importance of maintaining continuity of instruction through the end of the school year. 3. Emphasize need to limit expenditures to necessities. 4. Discuss plans for helping students find new schools and need for teachers and staff to have organized student files prepared for transfer. 5. Identify date when last salary checks will be issued, when benefits terminate, and anticipated last day of work. 6. Describe assistance, if any, that will be provided to faculty and staff to find new positions. 	<p>School</p>			
<p>Review and Report on Finances</p> <ol style="list-style-type: none"> 1. Review budget to ensure that funds are sufficient to operate the school through the end of the school year, if applicable. Communicate with the PCSC and SDE regarding financial status and next steps. 2. Limit expenditures to only those in the approved budget and delay approving expenditures that might no longer be necessary until a revised budget is approved. 3. Communicate with the SDE regarding whether there are any anticipated changes to remaining disbursements from the state. 	<p>School, PCSC, SDE</p>			

Notification and Initial Steps

<p>Send Additional and Final Notifications</p> <ol style="list-style-type: none"> 1. Notify parents and affected school districts in writing after key events (e.g., denial of an appeal) and when the closure decision is final. 2. The letters notifying staff, parents, and other districts of the final closure decision should include: <ul style="list-style-type: none"> • The last day of instruction. • Any end-of-the-year activities that are planned to make the transition easier for parents and students. • Assistance that will be provided to families in identifying new schools. This may include a list of school options; application deadlines or open house dates for traditional public, public charter, or private schools; or individual meetings with families. • Basic information about the process for access and transfer of student and personnel records. 	<p>School, PCSC</p>			
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Develop/Monitor Implementation of the Closure Plan

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Establish Transition Team, Develop Closure Plan, and Assign Roles</p> <ol style="list-style-type: none"> 1. Contact appropriate entities to establish a transition team, including: <ul style="list-style-type: none"> • A member of the PCSC staff • A member of the SDE staff • Charter school board chair • Lead administrator from the charter school • Lead finance person from the charter school • Additional members as deemed appropriate 2. Develop plan, review roles of primary entities, identify individuals responsible for closure tasks, and exchange contact information. 	School, PCSC, SDE			
<p>Establish a Schedule for Meetings and Interim Status Reports Agree on a meeting schedule to review progress and interim, written status reports to include:</p> <ol style="list-style-type: none"> 1. Reassignment of students and transfer of student records. 2. Identification of long-term storage location of student and personnel records; plan for access and communication to parents regarding access. 3. Notification to entities doing business with the school. 4. The status of the school’s finances, including outstanding expenses and payment of creditors and contractors. 5. Sale, dissolution, or return of assets. 6. Submission of all required reports and data to the authorizer and/or state. 	School			
<p>Submit Final Closure Report</p> <p>Submit the completed closure Protocol document and appropriate final closure documents to the PCSC (see the Reporting section for more details).</p>	School			

Finalize School Affairs: Governance and Operations

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Maintain Identifiable Location</p> <p>Maintain the school’s current location through the winding up of its affairs or relocate its business records and remaining assets to a location with operational telephone service that has voice message capability.</p>	School			
<p>Protect School Assets</p> <p>Protect the school’s assets and any assets in the school that belong to others against theft, misappropriation and deterioration.</p> <ol style="list-style-type: none"> 1. Maintain existing insurance coverage on assets, including facility, until the disposal of such assets in accordance with the closure plan. 2. Negotiate school facility insurance with entities that may take possession of school facility – lenders, mortgagors, bond holders, etc. 3. Obtain or maintain appropriate security services. Action may include moving assets to secure storage after closure or loss of facility. 	School			
<p>Notify Commercial Lenders / Bond Holders (if applicable)</p> <p>If the school has existing loans - Within 10 days after the final decision to close the charter school (after appeals process is complete), notify banks, bond holders, etc., of the school’s closure and projected dates for the school’s last payment towards its debt and if/when default will occur.</p>	School			
<p>Terminate EMO /CMO Agreement (if applicable)</p> <p>Review the management agreement and take steps needed to terminate the agreement at the end of the school year or prior to the intended closure date.</p> <ol style="list-style-type: none"> 1. The management company should be asked for a final invoice and accounting, including an accounting of any retained school funds and the status of grant funds. 2. The school and the management company should agree upon how the company will continue to provide educational services until the last day of instruction. <p>The school and the management company agree when other services including business services will end.</p>	School			
<p>Notify Contractors and Terminate Contracts</p> <ol style="list-style-type: none"> 1. Notify all contractors, including food service and transportation, of school closure. 2. Retain records of past contracts and payments. 3. Terminate contracts for goods and services as of the last date such goods or services will be needed. 	School			

<p>Notify Employees and Benefit Providers</p> <ol style="list-style-type: none"> Whenever possible, provide employees with formal, written notification of termination of employment at least 60 days before closure to include date of termination of all benefits in accordance with applicable law and regulations (i.e. WARN and COBRA) and eligibility for unemployment insurance pursuant to federal or state law or regulations of the Idaho Department of Labor. Notify benefit providers of pending termination of all employees, to include: <ul style="list-style-type: none"> Medical, dental, vision plans. Life insurance. PERSI, 403(b), or other retirement plans Consult legal counsel as specific rules and regulations may apply to such programs. 	School			
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DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Maintain and Organize Records</p> <ol style="list-style-type: none"> Maintain all corporate records related to: <ul style="list-style-type: none"> Loans, bonds, mortgages and other financing. Contracts. Leases. Assets and their sale, redistribution, etc. Grants -- records relating to federal grants must be kept in accordance with 34 CFR 80.42. Governance (minutes, bylaws, policies). Accounting/audit, taxes and tax status, etc. Employees (background checks, personnel files). Employee benefit programs and benefits. Any other items listed in the closure plan. Determine where records will be stored after dissolution. 	School			

<p>Transfer Student Records and Testing Material</p> <ol style="list-style-type: none"> 1. Ensure that all student records are organized and complete 2. Within 10 days of receiving a records request, send student records, including final grades and evaluations, to the students' parent or new district and/or school, including: <ul style="list-style-type: none"> • Individual Education Programs (IEPs) and all records regarding special education and supplemental services. • Student health / immunization records. • Attendance record. • Any testing materials required to be maintained by the school. • Student transcripts and report cards. • All other student records. 3. Document the transfer of records to include: <ul style="list-style-type: none"> • Date of transfer (for each individual student file transferred). • Signature and printed name of the charter school representative releasing the records. • Name and contact information of the receiver's representative. • The total number and percentage of general and special education records transferred. 	<p>School</p>		
<p>Inventory Assets and Prepare Federal Items for Pick-up</p> <ol style="list-style-type: none"> 1. Inventory school assets, and identify items: <ul style="list-style-type: none"> • Loaned from other entities. • Encumbered by the terms of a contingent gift, grant or donation, or a security interest. • Belonging to the EMO/CMO, if applicable, or other contractors. • Purchased with federal grants or funds (ie. ID Charter Start grant) <ul style="list-style-type: none"> ➤ Items purchased with federal funds should be listed on the Federal Items Inventory spreadsheet provided by the PCSC. The list should be very detailed and complete, and items should not be sold or re-distributed. 2. Return assets not belonging to school where appropriate documentation exists. Keep records of assets returned. 3. Organize and pack items purchased with federal funds and arrange for PCSC walk-through and pick-up. <ul style="list-style-type: none"> ➤ Boxes should be packed, closed, taped, and <i>clearly</i> labeled with name(s) and/or number(s) corresponding to the inventory. ➤ PCSC walk-through must be scheduled in advance and must be at least 2 days prior to the scheduled move day. ➤ At the time of the walk-through, all federal items must be prepared and distinctly separate from other school assets. If the school's items are not adequately prepared for moving, the PCSC will delay the date for pick-up of federal items. 	<p>School, PCSC</p>		

Finalize School Affairs: Finance

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Maintain IRS 501(c)(3) Status</p> <p>Maintain IRS 501(c)(3) status until final dissolution. Notify IRS regarding any address change(s) and file required tax returns and reports.</p>	School			
<p>Notify Funding Sources / Charitable Partners</p> <p>Notify all funding sources, including charitable partners of school closure. Notify state and federal agencies overseeing grants / programs of school closure.</p>	School			
<p>Review and Revise School Budget</p> <ol style="list-style-type: none"> 1. Review the school’s budget and overall financial condition. 2. Make revisions, taking closure expenses into account closure while prioritizing continuity of instruction. Submit budget to PCSC and SDE. 3. Identify acceptable use of reserve funds. 	School, PCSC, SDE			
<p>List all Creditors and Debtors</p> <p>Formulate a list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor. Not that the creditor list is not the same as the contractor list (above), but should include any contractors with whom the school owes money (based on a contract or invoice).</p> <ol style="list-style-type: none"> 1. Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors. 2. Debtors include persons who owe the school fees or credits, any lessees or sub-lessees of the school, and any person holding property of the school. 	School			
<p>Notify Debtors and Process Payments</p> <p>Contact debtors to request payment. Process and document received payments.</p>	School			
<p>Determine PERSI Obligations</p> <p>Contact PERSI to determine remaining liabilities for employee retirement program.</p>	School			
<p>Notify and Pay Creditors</p> <ol style="list-style-type: none"> 1. Notify all creditors of the school’s closure and request final invoices. 2. Sell appropriate assets. 	School			

Idaho Arts Charter School --- GENERAL 100 FUND

<p>3. Prioritize and pay creditors in accordance with I.C. § 33-5212(2).</p> <p>Document payments made.</p>				
<p>Itemize Financials</p> <p>Review, prepare and make available the following:</p> <ol style="list-style-type: none"> 1. Fiscal year-end financial statements. 2. Cash analysis. 3. Bank statements for the year, investments, payables, unused checks, petty cash, bank accounts, and payroll reports including taxes. 4. Collect and void all unused checks and destroy all credit and debit cards. Close accounts after transactions have cleared. 	<p>School</p>			
<p>Close Out All State and Federal Grants</p> <p>Close out state, federal, and other grants. This includes filing any required expenditure reports or receipts and any required program reports, including disposition of grant assets.</p>	<p>School, SDE, Fed</p>			
<p>Prepare Final Financial Statement</p> <p>Retain an independent accountant to prepare a final statement of the status of all contracts and obligations of the school and all funds owed to the school, showing:</p> <ol style="list-style-type: none"> 1. All assets and the value and location thereof. 2. Each remaining creditor and amounts owed. 3. Statement that all debts have been collected or that good faith efforts have been made to collect same. 4. Each remaining debtor and the amounts owed. 	<p>School</p>			
<p>Complete Final Financial Audit</p> <p>Complete a financial audit of the school in accordance with statute by a date to be determined by the authorizer. Submit final audit to the PCSC and SDE.</p>	<p>School, PCSC, SDE</p>			
<p>Reconcile with State</p> <p>Reconcile state billings and payments. If the school owes the state money, it should list the SDE as a creditor and treat it accordingly.</p>	<p>School, SDE</p>			

Finalize School Affairs: Reporting

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
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Idaho Arts Charter School --- GENERAL 100 FUND

<p>Prepare and Submit End-of-Year Reports</p> <ol style="list-style-type: none"> 1. Communicate with the PCSC regarding necessary end-year or annual data or reporting that needs to be submitted and identify deadlines. 2. Prepare and submit annual reports to the authorizer. 	<p>School, PCSC</p>			
<p>Prepare Final Report Cards and Student Records Notice</p> <p>Provide parents / guardians with copies of final report cards and notice of where student records will be sent along with contact information.</p>	<p>School</p>			
<p>Prepare and Submit Final ISEE Report</p> <p>Within 10 days of final closure, submit a final ISEE report to the SDE.</p>	<p>School, SDE</p>			
<p>Prepare and Submit Final Budget and Financial Reporting</p> <p>Within 120 days of final closure, submit a final budget and financial reporting, including final financial audit, to the SDE.</p>	<p>School, SDE</p>			
<p>Prepare and Submit All Other Required State and Federal Reports</p> <ol style="list-style-type: none"> 1. Communicate with the SDE and the federal government to identify any outstanding or final reports required for federal, state, or special programs (special education, Title I, etc.) and confirm deadlines. 2. Prepare and submit reports to the SDE and/or federal government. 	<p>School, SDE</p>			

<p>Prepare and Submit Final Closure Report to the PCSC</p> <p>Submit the completed closure Protocol document and a narrative and/or attachments that outline the following:</p> <ol style="list-style-type: none"> 1. The name and contact information of the individual(s) with whom the PCSC can follow-up after closure if there are questions or issues to be addressed 2. The school’s final financial status, including the final independent audit 3. The status of the transfer and storage of student records, including: <ul style="list-style-type: none"> • The school’s total enrollment at the start of the final semester • The number and percentage of student records that have been transferred prior to closure • The plan for storage and access to student records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure • A copy of public communication to parents regarding how to access student records after closure 4. The status of the transfer and storage of personnel records, including: <ul style="list-style-type: none"> • The school’s total number of staff at the beginning of the final semester • The number and percentage of personnel records that have been distributed to staff and/or new employers • If necessary, the plan for storage and access to personnel records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure • A copy of communication to staff regarding how to access personnel records after closure 5. Additional documentation (inventories, operational info, etc.) may be included with the report 	<p>School, PCSC</p>			
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Dissolution

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Dissolve the Charter School (I.C. § 30-3-110)</p> <ol style="list-style-type: none"> 1. Give appropriate notice of the meeting per Open Meeting law and statute, including the intention to vote on the dissolution of the corporation. 2. The charter school board adopts a plan of dissolution indicating to whom the assets of the non-profit corporation will be distributed after all creditors have been paid. (I.C. § 33-5206(9)) 3. Unless otherwise provided in the bylaws, the board of directors votes on the resolution to dissolve. A non-profit corporation is dissolved upon the effective date of its articles of dissolution. (I.C. § 30-3-112) 	<p>School</p>			

<p>Notify the Secretary of State (I.C. § 30-3-112)</p> <p>1. After the resolution to dissolve is authorized, dissolve the corporation by delivering to the Secretary of State for filing articles of dissolution setting forth:</p> <ul style="list-style-type: none"> • The name of the non-profit corporation. • The date dissolution was authorized. • A statement that dissolution was approved by sufficient vote of the board. • If approval of members was not required (commonly true for public charter schools), a statement to that effect and a statement that dissolution was approved by a sufficient vote of the board of directors or incorporators • Such additional information as the Secretary of State determines is necessary or appropriate. 	School			
<p>Notify Known Claimants (I.C. § 30-3-114)</p> <p>Give written notice of the dissolution to known claimants after the effective date of the dissolution. Claimants have 120 days from the effective date of the written notice to submit a claim.</p>	School			
<p>End Corporate Existence (I.C. § 30-3-113)</p> <p>A dissolved non-profit corporation continues its corporate existence, but may not carry on any activities except as is appropriate to wind up and liquidate its affairs, including:</p> <ol style="list-style-type: none"> 1. Preserving and protecting its assets and minimizing its liabilities. 2. Discharging or making provision for discharging its liabilities. 3. Disposing of its properties that will not be distributed in kind. 4. Returning, transferring or conveying assets held by the corporation upon a condition requiring return, transfer or conveyance, which condition occurs by reason of dissolution, in accordance with such condition. 5. Transferring, subject to any contractual or legal requirements, its assets as provided in or authorized by its articles of incorporation or bylaws. 6. Doing every other act necessary to wind up and liquidate its assets and affairs. 	School			
<p>Notify IRS</p> <p>Notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the authorizer.</p>	School			

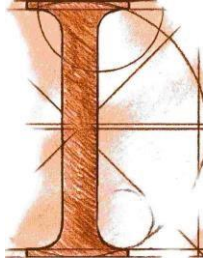
“If charter schools are to have any hope of transforming public education, they cannot settle for simply being pretty good or just above average – especially when that average is well below what students need to succeed in the world. From this perspective, charter schools need to be about excellence. Specifically, they need to prove that excellence is possible and achievable at scale and under difficult circumstances, even with students whom others may have given up on.”

“All of those who embark on this perilous journey of hope deserve our deepest gratitude and respect for embracing this challenge with courage, persistence and good faith. But these virtues alone are not enough. Charter schools are not supposed to rest on good intentions and earnest effort; they are supposed to achieve meaningful results demonstrated by a sound body of evidence over the charter term. Charter schools that cannot deliver on that promise, either to their students or the broader public, need to be closed. This is the unpleasant, but imperative responsibility of authorizers.”

-- James A. Peyser and Maura Marino. “Why Good Authorizers Should Close Bad Schools.”¹

Appendix L

Student Handbook



**IDAHO ARTS
CHARTER SCHOOL**

“Engaged Learning through the Arts”
STUDENT HANDBOOK
2014-15

www.idahoartscharter.org

**Idaho Arts Charter School
1220 5th Street North Nampa, ID 83687**

**Principal— Jackie Collins
Assistant Principal—Marie McGrath
Arts Director—Jan Jorgensen**

Office hours: 7:30-4:00
Phone number: 463-4324

School hours:

7:45 AM- 2:50 PM (Grades 7-12)
8:45 AM- 3:45PM (Grades 1-6)
8:45-11:45 12:45-3:45 (Kindergarten)

Early Release Wednesdays:

7:45 AM- 1:50 PM (Grades 7-12)
8:45-2:45 PM (Grades 1-6)
8:45-11:15 12:15-2:45 (Kindergarten)



2014-15 School Year Calendar

August 2014							December 2014							April 2015						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
					1	2		1	2	3	4	5	6				1	2	3	4
3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11
10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18
17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25
24	25	26	27	28	29	30	28	29	30	31				26	27	28	29	30		
31																				
September 2014							January 2015							May 2015						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
	1	2	3	4	5	6					1	2	3						1	2
7	8	9	10	11	12	13	4	5	6	7	8	9	10	3	4	5	6	7	8	9
14	15	16	17	18	19	20	11	12	13	14	15	16	17	10	11	12	13	14	15	16
21	22	23	24	25	26	27	18	19	20	21	22	23	24	17	18	19	20	21	22	23
28	29	30					25	26	27	28	29	30	31	24	25	26	27	28	29	30
														31						
October 2014							February 2015							June 2015						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
			1	2	3	4	1	2	3	4	5	6	7		1	2	3	4	5	6
5	6	7	8	9	10	11	8	9	10	11	12	13	14	7	8	9	10	11	12	13
12	13	14	15	16	17	18	15	16	17	18	19	20	21	14	15	16	17	18	19	20
19	20	21	22	23	24	25	22	23	24	25	26	27	28	21	22	23	24	25	26	27
26	27	28	29	30	31									28	29	30				
November 2014							March 2015							July 2015						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
						1	1	2	3	4	5	6	7				1	2	3	4
2	3	4	5	6	7	8	8	9	10	11	12	13	14	5	6	7	8	9	10	11
9	10	11	12	13	14	15	15	16	17	18	19	20	21	12	13	14	15	16	17	18
16	17	18	19	20	21	22	22	23	24	25	26	27	28	19	20	21	22	23	24	25
23	24	25	26	27	28	29	29	30	31					26	27	28	29	30	31	
30																				

- Aug 18 Office Staff First Day Back
- Aug 25 MS/HS Registration: 9am – noon & 1pm – 4pm
- Aug 26 MS/HS Registration: 1pm – 8pm
- Aug 27 Teacher's First Day Back
- Sept 2 Student's First Day Back
- Oct 24 End of 1st Quarter
- Oct 30 Student Led Conferences: 4pm – 8pm
- Oct 31 No School – Student Led Conferences: 8am – noon
- Nov 24-28 No School – Thanksgiving Break
- Dec 22 – No School – Winter Break
- Jan 2
- Jan 19 No School – MLK Day
- Jan 22 End of 2nd Quarter
- Feb 13 No School
- Feb 16 No School – President's Day
- Mar 23-27 No School – Spring Break
- Mar 30 No School – Teacher In-service
- Apr 3 End of 3rd Quarter
- Apr 9 Student Led Conferences: 4pm – 8pm
- Apr 10 No School – Student Led Conferences: 8am – noon
- May 8 No School for Kindergarten only
- 2015-16 Kindergarten Registration
- May 25 No School – Memorial Day
- June 5 Last Day of School
- June 8 Last Day for Teachers
- June 19 Last Day for Office Staff

Total Student Days = 171

Every Wednesday from Sept 3, 2014 – March 18, 2015 will be Teacher Collaboration and an early release day for students. Secondary students will be released at 1:45pm and Elementary students will be released at 2:45pm. Wednesdays return to the regular release times on April 1st to accommodate the standardized testing scheduled in the Spring. Please refer to the online calendar for additional information regarding items on this calendar. www.idahoartscharter.org

Middle/High School daily schedule

1st period—7:45-8:35

2nd period—8:40-9:30

3rd period—9:35-10:25

4th period—10:30-11:20

Middle School Lunch—11:20-11:45

High School Advisory—11:25-11:40

High School Lunch—11:40-12:05

Middle School Advisory—11:50-12:05

5th period—12:10-1:00

6th period—1:05-1:55

7th period—2:00-2:50

Middle/High School

Wednesday early release/assembly schedule

1st period--7:45-8:25

2nd period--8:30-9:10

3rd period--9:15-9:55

4th period--10:00-10:40

5th period--10:45-11:35

(No Advisory)

Lunch--11:35-12:10

6th period--12:10-12:55

7th period--1:00-1:45

Idaho Arts Charter School Song

(Words and music by Allen Ellis)

Idaho Arts Charter School

Dear IACS

Where learning is fun

And there's so much to be done

That's how we spell success (IACS!)

Idaho Arts Charter School

You're near and dear to our hearts

Our motto is educational excellence

Through the arts

Through the arts

Through the arts!

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Expectations

“IACS will provide a community which emphasizes positive personal habits and attitudes including a healthy lifestyle, integrity, empathy and courtesy for others, respect for differences among people and cultures and academic honesty.”

(From IACS Mission and Purpose Statement)

In an arts environment, students will be facing new challenges and acquiring new skills. To create a safe, enriching and nurturing atmosphere that is in line with our school’s mission, *all students are expected to encourage each other and treat each other with respect and kindness.* Discipline is the process of training students so that the desired character traits and habits are developed. In order to ensure academic success, IACS requires all parents, teachers and students to comply with the following learning agreement:

<p>Students will:</p>	<ul style="list-style-type: none"> ❖ Be respectful to my classmates and teachers ❖ Put my best efforts into my schoolwork ❖ Obey all school rules and uniform policy ❖ Communicate with my parents and teachers if I have a concern about school
<p>Parents will:</p>	<ul style="list-style-type: none"> ❖ Monitor my child's schoolwork and progress ❖ Ensure that my child follows the uniform policy ❖ Communicate with my child's teacher if I have a concern about their schoolwork ❖ Attend all parent-teacher conferences ❖ Volunteer at least 10 hours of time toward school related activities ❖ Be respectful to IACS staff
<p>The teachers and staff IACS will:</p>	<ul style="list-style-type: none"> ❖ Provide a safe environment for students that is conducive to learning ❖ Provide time for students to receive help before or after school ❖ Enforce school rules and the uniform policy consistently ❖ Provide students with clear and concise expectations ❖ Be respectful to students and parents

**Please contact an IACS school administrator to determine the highly qualified teaching status of any staff member. Staff education levels and certification areas are located in the "teacher bio" on the IACS website.

Behavior

Students need to know what behaviors are not allowed in order to make good choices. The following is a list of unacceptable behavior:

- ❖ Harassment, including teasing, name-calling and bullying
- ❖ Profanity or vulgar language
- ❖ Violence or threatened violence
- ❖ Disrespect, disobedience, or defiance of authority
- ❖ Destruction to property/vandalism (Students will be expected to replace or pay for replacement of any damaged items. Report cards and/or transcripts may be withheld until fees or fines are paid.)
- ❖ Excessive classroom problems
- ❖ Cheating, including plagiarism
- ❖ Stealing, including borrowing without permission
- ❖ Inappropriate display of affection or inappropriate touching
- ❖ Using the following items while on school grounds:
 - cell phones, IPODS, headphones, tape/CD players, or cameras (unless approved by administrators or teachers)
 - rollerblades, skateboards, or scooters (If these items are used to get to school, they must be removed and/or carried once the student reaches school.)
 - toys, games, recess equipment, trading games or other items of value (unless approved by teachers or administrators)
 - food or drink in classroom other than at lunch time (unless approved by teachers or administrators)
 - Use of illegal drugs, tobacco or alcohol—

Drug/Alcohol Policy

The Nampa School District and IACS recognizes that students need to be healthy in order to learn and that the District is responsible to make the teacher and the learning environment conducive to the achievement of educational excellence. The District also recognizes the responsibility to protect the right of all students to a quality education in a chemical free environment. *Therefore, IACS does not allow any drugs, alcohol, or tobacco in a student's possession on school grounds at any time.* Any students violating the Nampa School District Drug-Free School Board Policy will be subject to disciplinary procedures. The School District follows Idaho Codes in dealing with drug/alcohol issues; copies are available at the district office.

Zero Tolerance Policy

Idaho Arts Charter School and the Nampa School District are committed to maintaining a safe school learning environment that is safe for students, personnel and patrons and to ensuring an optimum learning environment. It is the policy of the IACS board of directors that:

1. Student misconduct that jeopardizes the safety and welfare of students, personnel and/or the educational process **will NOT be tolerated**. Appropriate measures will be used by building administrators to maintain a safe learning environment; law enforcement officials may be contacted in order to assist school administrators in maintaining a safe school environment.
2. Organizations, groups, or individuals that initiate or advocate activities which threaten the safety and well-being of persons or property on school facilities or at school-sponsored events are detrimental to the educational purpose of Idaho Arts Charter School and the Nampa School District and **will NOT be tolerated**. Law enforcement officials may be contacted in order to assist school administrators in maintaining a safe school environment.

To maintain a safe, secure learning environment in our school, possessing and/or exhibiting the following items are prohibited in school, on school property, or at school-sponsored events:

- ❖ Drugs, narcotics, alcohol, cigarettes, lighters, or matches
- ❖ Gambling devices
- ❖ Noise-making or explosive devices
- ❖ Any kind of weapon, including toys that simulate weapons
- ❖ Laser pointers
- ❖ Gang identification paraphernalia including, but not limited to, beepers, gloves, rage, bandanas and gang symbols
- ❖ Pornographic material

To maintain a safe, secure learning environment in our school, the following activities are prohibited in school, on school property, or at school-sponsored events. **Immediate and appropriate corrective action will be taken against students who participate in any of the following:**

- ❖ **Arson or reckless burning** (intentional setting or causing fire/explosion)
- ❖ **False fire alarm** (sounding an alarm without cause)
- ❖ **Assault** (making threats of harm or causing injury)
- ❖ **Burglary** (illegally entering premises with intent to commit crime)
- ❖ **Theft** (stealing property)
- ❖ **Firearms or other dangerous weapons** in possession
- ❖ **Explosives** (including fireworks)
- ❖ **Bomb threat** (communicating a threat falsely with intent to alarm others)
- ❖ **Extortion, blackmail, or coercion** (obtaining money or property by the threat of violence or threatening to force someone to do something against his/her will)
- ❖ **Malicious mischief** (defacing or injuring property)
- ❖ **Fighting** (including inciting a fight or encouraging it) **Robbery** (unlawfully taking property of an individual by force or threat of force)
- ❖ **Trespassing** (being present in an unauthorized place or refusing to leave when ordered to do so)
- ❖ **Disturbing school activities or meetings** (creating disturbance at school)

- ❖ **Any behavior that could be construed as life threatening** (e.g. peer challenges)
- ❖ **Harassment** of any kind (see below)

Harassment

It is the policy of this school to maintain a learning environment that is free from any type of harassment; therefore, it will not be tolerated. Harassment includes but is not limited to ethnic slurs, racial jokes, verbal or physical abuse, or other offensive or persistently annoying conduct directed at someone's gender, race, skin color, national origin, age, religious beliefs, ethnic background, sexual orientation, or disability.

Harassment also:

- ❖ has the purpose or effect of creating an intimidating or hostile environment
- ❖ unreasonably interferes with an individual's educational performance
- ❖ adversely affects an individual's educational opportunities
- ❖ has unwelcome, personally offensive overtones

Sexual Harassment

It is the policy of this school to provide an educational environment free of any kind of sexual harassment. To accomplish this purpose, the policy is designed to secure, at the earliest level possible, an appropriate resolution to an allegation of sexual harassment. **Sexual harassment is unlawful and will NOT be tolerated**; it is a violation of this policy for any employee, student, or party with which the school district has a cooperative agreement, to engage in sexual harassment. Sexual harassment means unwelcome sexual advances, requests for sexual favors and/or any verbal, visual, or physical contact of a sexual nature, made by someone in the educational or work setting. Examples may include, but are not limited to:

- ❖ sexually suggestive or obscene words, notes, e-mails, invitations, gestures, or jokes
- ❖ derogatory comments, slurs, jokes, epithets (swearing), or name-calling
- ❖ spreading sexual rumors about others
- ❖ display of sexually suggestive pictures, cartoons, or objects continuing to express interest after being informed that the interest is unwelcome
- ❖ discussion or asking about others' personal sexual experiences **unwelcome** touching, leering, impeding or blocking movement,
- ❖ sexual bullying, assault and/or rape

Sexual harassment includes conduct by student to student, adult to student, male to female, female to male, male to male, or female to female.

Other examples in the educational environment may include using the following as a condition for receiving sexual favors: implying or actually withholding grades earned or deserved; suggesting a poor performance evaluation will be prepared; or suggesting a scholarship recommendation or college application will be denied. Other examples are engaging in sexual behavior to control, influence, or affect the educational opportunities, grades and/or learning environment of a student.

If there is sufficient evidence to support the allegation of harassment, the harasser will have disciplinary action, which may include expulsion. If the investigation shows the complaining student has falsely accused another student of harassment knowingly and in a malicious manner, that complaining student will also be subject to disciplinary action, which may include expulsion. Procedures for law enforcement reporting will also be followed when necessary.

Confiscated Material

Any of the above listed items or clothing depicting these things may be confiscated from students and not returned, at any time. The school will not be responsible for replacing confiscated items that become lost or stolen.

Bus Behavior Expectations

The school bus driver is considered to be the ultimate authority on the bus. The bus is considered to be an extension of the school grounds, so any behavior unacceptable at school is also unacceptable on the bus. In addition, students are expected to follow special rules specific to bus transportation as established by the bus company. These rules are in place to provide the safest environment for all children riding the bus. The bus company reserves the right to issue citations for misbehavior. When a student receives a citation, parents will be contacted and conference with the school principal will occur. Continued infractions (or any infraction listed under the IACS no tolerance policy) will result in the loss of the privilege of riding the bus. The IACS will consider the loss of bus privileges to be grounds for suspension and/or expulsion from school.

Consequences for Unacceptable Behavior

Individual teachers will have in place a classroom management plan to deal with unacceptable behavior; most minor infractions will be resolved between the student, teacher and parent/guardian (if necessary) before resorting to the following measures. Suspension or expulsion will be considered only as the final option in a series of efforts including, but not limited to, the following steps:

- Step 1: Parent/guardian incident notification by teacher or administrator, written or verbal.

- Step 2: Principal intervention in addition to Step 1.
- Step 3: In school suspension as determined by the principal with parental notification.
- Step 4: One to five day out of school suspension with parental notification; re-admission after a conference with student, parent/guardian, principal and, if necessary, the IACS Board of Directors.
- Step 5: Expulsion with readmission determined by availability subject to the approval of the IACS Board of Directors.
- Step 6: The IACS Board of Directors has the right to deny enrollment for disciplinary or attendance reasons.

The administration has the option to choose other consequences than stated here, or to skip steps, as deemed appropriate to specific situations.

Locker Policy

Students are assigned lockers at the beginning of the year and are responsible for keeping them clean and free from damage. Lockers are equipped with combination locks. To avoid theft, students should not share their locker combination with other students. Students are discouraged from bringing valuable personal property to school other than normal school supplies and personal clothing. The school cannot and will not assume liability for personal property loss due to fire or theft, nor for damage or destruction due to accidents, acts of vandalism, or any other cause, including natural causes. Students who choose to bring personal items do so at their own risk. Lockers may also be inspected by the administrators as deemed necessary and this may occur randomly. Students may not place any items on the outside of their locker, unless approved by the administration. Students should check their lockers frequently to ensure that there is no rotting food or other materials that may create a hazard. A \$2.00 locker fee will be assessed to the student each school year and a \$25.00 cleaning fee will be assessed to students if at the end of any school year the lockers are excessively dirty.

Cell Phone Policy

Cell phones are allowed on campus, but need to be turned off or on silent during class time. If a cell phone is seen or used without staff approval it will be taken from the student and given to administration.

Cell phones can be used by students when not in class (before school, during passing periods, at lunch and after school).

First offense – Phone is kept until the end of day and parent must pick it up from the office.

Second offense— Student will have after school detention for one week and parent must pick up the phone.

Third offense— Parent must pick up the phone and pay a \$25 fine.

Fourth offense—Phone will be kept till the next Board meeting and Parent/Student will be requested to appear before the Board

Homework Policy

The education of today’s children must be considered a team effort by both parents and teachers. Research has shown that, regardless of ethnic background or family income level, the most successful students are those who have regularly structured homework and instrumental practice time. Parent-assisted homework time serves a dual purpose:

- ❖ It allows the student extra practice time to reinforce and advance the skills taught in school.
- ❖ It communicates to the child his or her priority in the parent’s life. The contact time develops more than academic skills; it develops a sense of self-value and builds memories.

The discipline of nightly homework creates a habit that will benefit the student throughout life. It is our intent to require reasonable and constructive assignments that will encourage the student’s success in the classroom and it is important that our parents share these beliefs about homework and will support this effort. It is also important to understand that we do not expect our parents to teach their child; that is our job. However, parental support and involvement is crucial to your child’s long-term academic success.

How to help:

Establish a time and quiet place for homework to be done

Follow through to ensure that homework is completed

Encourage your child throughout the process

Homework time guidelines:

Kindergarten: 5-10 minutes per night

Grades 1-2: 10-15 minutes per night

Grades 3-4: 15-20 minutes per night

Grades 5-6: 20-30 minutes per night

Grades 7-12: No more than 20 minutes per night/ per class

Attendance

We appreciate the value families place in ensuring that students attend school every day and the measures they take, such as scheduling medical appointments, activities and events outside the regular school day. To aid our efforts to monitor attendance and identify students who struggle, our school has established rules and procedures listed in this section.

Regular attendance is a vital part of a student's educational preparation because student learning is enhanced by teacher-student contact time. If students do not attend regularly they are at risk of falling behind and dropping out. Students who are frequently absent or tardy disrupt classroom instruction and our campus climate. Attendance also impacts our school's ability to provide a comprehensive education program as we receive less state funding when students do not attend regularly. Therefore, every effort should be made by students, parents/guardians ensure that the student is in attendance and punctual every day.

Absence Reporting

To ensure that our school and parents know when a student is absent or truant as soon as possible, we ask that parents report absences to school within a day. Our school, in turn, will report to parents when a student has missed a class or school on the day of the absence.

Whenever a student is absent, **the parent should call the main office at 463-4324**, by no later than **10:00 A.M.** on the day of the absence. This timely notice is important because without it, a student may be incorrectly identified as truant. The phone call should include:

- 1.) The student's first & last name, spelling out the last name clearly.
- 2.) The date(s) of the absence(s).
- 3.) The reason for the absence(s).
- 4.) A phone number where parents can be reached.

In the case of an extended absence of two (2) or more days, we ask that you notify the school so we can inform teachers, provide make-up work (if requested) and verify that your student is safe. In reporting extended absences, please give details as to the nature of the extended absence and an **expected date of return to school**. Extended medical illnesses **will** require documentation from your health care provider.

Make-up Work

Make-up work is allowed for students **who have excused absences only**. The teacher will provide the student or parent/guardian who requests make-up work with information about material covered during the absence, including a copy of all handout materials given. **The student has the amount of days that they were absent to complete daily assignments and still receive credit.** (*example, if a student was gone two days, then they would have two days from

the time they returned to school to make that work up). **It is up to teacher discretion as to whether assignments can be provided in advance.**

Excessive or Chronic Absences

Our goal is for all students to attend school every day. Attendance is monitored daily to identify students with difficulties. Administrators and teachers will work with students and their parents to identify strategies to address the behavior. Students who receive six (6) absences, **excuse or unexcused**, in any class period within a semester will face consequences such as:

Loss of credit; summer school; referral to an attendance committee; making up lost time outside the regular school day (e.g. Saturday School), reduction in grade; or other action determined by the school administrator or designee based on the individual's situation and need.

Absences which are included as part of the six (6) Excessive Absences are:

Unexcused Absence (UA)—Absence not due to illness

Excused Sick (ES)—Absence due to due to short term illness or illness without a doctor's note

Bereavement (BE)—Absence due to death in family

Medical Excused (ME)—Absence due to long term medical issues or surgery

Medical Appointment (MA)—Absence due to medical appointment

Truancy (TR)—Absence due to skipping school

School Excused (SE) absences or absences due to field trips (FT) are not counted as part of the excessive absences.

The student will be notified after their fourth (4) absence that they face consequences for excessive absences and are in danger of losing credit. If a student obtains six (6) or more absences the above mentioned actions will be taken to deal with the students excessive absences. Students and parents have the right to an appeal process (See "Grounds for Appeal" section).

Denial of credit appeals process

Those students who have valid reasons to believe that all or part of their absences is 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 of close friend, or medical/dental professional appointments. The appeal process starts with the principal.

At six (6) absences, the class credit is denied and the student may file a petition to reinstate the credit.

Students will use the petition form to explain the reasons for the absences, how attendance or behavior change, actions taken and why credit should be granted in the appeals form. The petition form can be obtained from the office.

A credit petition committee consisting of a building level administrator, a counselor and teachers will review the petition form and make a decision. If credit is denied, the student may ask the committee for a face-to-face hearing to appeal the denial. **All decisions of the committee are final.**

Check-out Policy

If a parent/guardian wishes to check out the student from school for an appointment, **the parent is to report to the office** and the student will be summoned by the staff (teachers are not allowed to release students unless parents/guardians have checked out their child through the office first). Only those listed on the enrollment form will be allowed to sign out a child from school; these individuals must be eighteen (18) years of age or older.

Weather Emergency Closures

In the case of extreme weather conditions, the parent should listen to local TV (i.e. Channels 6 & 7) and radio stations between 6:00-7:00 A.M. to find out if conditions warrant school closure. Parents will be informed when weather conditions warrant a "Late Start" school day; all buses will then run ninety (90) minutes later and school will begin ninety (90) minutes later. Dismissal will be on the regular schedule and times.

Academic Honesty

IACS is committed to helping our students assume responsibility for their own ethical behavior. Students are encouraged to value our atmosphere of trust, honesty and respect. In pursuit of this goal, we have developed a policy for our students regarding cheating.

Cheating includes but is not limited to the following:

- ❖ Claiming credit for work that is not your own (i.e., copying homework or answers, using others' projects or papers, or plagiarizing documents from the Internet).
- ❖ Having parents, siblings, friends or any other source complete your homework.
- ❖ Allowing other students to copy your homework, assignments, or tests.
- ❖ Talking during a test or exam may be perceived as cheating.

Consequences include but are not limited to the following:

- ❖ Notification of parent/guardian
- ❖ Detention
- ❖ Poor grade or a zero for the work
- ❖ Work will be redone by the student
- ❖ Repeated offenses lead to suspension

Grading Scale

The grading scales are as follows:

K through 2nd grades:

E=Exceeds grade level

M=Meets standards/expectations

I=Improving

N=Needs more time to develop

C=Concerned with child's progress

3rd through 12th grades:

A 100-90

B 80-89

C 70-79

D 60-69

F 59-less

Honor roll

All students, grades 3-12, will be eligible to qualify for honor roll if their quarter grades equal a grade point average of 3.5 or above.

National Honor Society

Students can qualify for National Honor Society if they meet the requirements. National Honor Society induction takes place in May of each school year for the following school year.

Idaho Arts Charter School Dress Code

School uniforms may be purchased at any vendor as long as they comply with the guidelines below.

Embroidery services and shirts can be provided by an approved vendor. Approved vendors are:

- ❖ TS Services—463-8852 or tsservices@cablone.net.
- ❖ Land's End—www.landsend.com
- ❖ Bulldog Shirt Shop—466-6450
- ❖ Alpine Embroidery—442-8443

Uniform clothing must be of appropriate size (No excessive tightness or bagging) and meet the following guidelines:

- ❖ Khaki, black or navy pants, shorts, capris, skirts, jumpers, or skorts may be worn. Items may be no more than 4 inches above the knee and must be hemmed.
 - No more than two pockets on the front and two pockets on the back are allowed.
 - Pockets must not have embellishments or oversized buttons.
 - No cargo or flared pants.
 - Fabric should be cotton, polyester, twill, or any blend of the listed fabrics.
 - No corduroy, velvet, denim, or fleece material will be allowed.
 - Color of khaki does not include white, brown or greenish khaki.
- ❖ Traditional polo shirts or collared/button-down shirts in any solid color
 - No secondary color is present on the shirt (no trim or stripes.)
 - Shirts embroidered with school logo (no patches allowed) -Polo shirt will have 2-4 buttons, polo collar and appropriate sleeve length (short, $\frac{3}{4}$, or long sleeved). No cap sleeves, snaps, or Johnny collars.
 - Shirts must cover midriff.
 - Shirts will be required to have all buttons fastened except for the top two.
 - Solid colored turtlenecks, tanks and long or short sleeved tees may be worn under approved polo or collared button down shirt for warmth.
 - No lace camis.
 - All undershirts must be tucked in.

- ❖ Traditional Crew- or V-neck sweater, cardigan, or sweatshirt in solid colors with logo may be worn over polo or collared button-down shirts. **Only school jackets that are embroidered or school club related may be worn inside the building.**
- ❖ Traditional blazers, or sport coats, with IACS logo in black, navy, or khaki may be worn over polo or collared button down shirts. Fabrics should be cotton, poly, twill or any blend of the listed fabrics.
- ❖ No pullover hooded sweatshirts.
- ❖ Once entering the building all jackets should be removed. Only school approved and embroidered jackets can be worn.
- ❖ Socks, tights or stockings need to be a solid color.
- ❖ Shoes must be conducive to any school activity; No backless sandals/shoes will be allowed, includes clogs, flip flops, etc. Heels must be no higher than 1½ inch.
- ❖ No hats or head coverings (exception made for medical/religious purposes).
- ❖ No dangling or large jewelry, including chains. No belts over shirts. No makeup (elementary students only).
- ❖ No hair paint.
- ❖ No visible tattoos or body piercing, except earrings (*elementary students only*).

The administration has authority to allow an exception to the dress code/uniform policy - i.e.: special jean days, spirit days, etc.

Health Policy

It is important for your child to be healthy and not contagious while he/she is attending school. The following guidelines are intended to help parents/guardians determine when to keep their child home to insure his/her well-being and to prevent the spread of illness:

- ❖ Temperature of 100 degrees or above
- ❖ Vomiting or diarrhea
- ❖ Nasal discharge of yellow/green color
- ❖ Cough in combination with any of the above symptoms
- ❖ Any other contagious condition (e.g., “pinkeye”)
- ❖ An unidentified rash
- ❖ Head lice (see school district policy below)

If a child is ill with one of the above symptoms during the school day, parents are required to pick up their child as soon as the school contacts the parent.

It is the policy of the Nampa School District and IACS to exclude all students who are found to have head lice, including the presence of nits (eggs). If nits or live lice are still present the child will be sent home and will not be readmitted until all evidence of head lice is absent.

Asthma/ Allergies

Parents of students who have allergies or asthma must fill out an asthma information form or an allergy information form.

Immunizations

State Law mandates that children must be fully immunized to attend school; failure to comply results in an automatic exclusion from school. Parents/guardians must submit a copy of their child's immunization status to the office. Exemption forms for religious, personal, or medical reasons are available in the school office.

Medications

If a student must take medication during school hours, these guidelines will be followed:

A "Medication Request" form for giving medication at school must be completed and signed by a parent/guardian and a physician. This form is available in the school office.

1. The parent/guardian must submit a written request to the school if the medication is to be given during school hours. Specific directions for administering the medication and the parent/guardian signature must be received before any medication will be given to the student.
2. The medication must be in the original container with the student's name and directions for administering the medication on the label.
3. It is the student's responsibility to come to the office at the appropriate time to take the medication, unless the student has a disability and is unable to do so.
4. Non-prescription medication, such as Tylenol, will not be provided to students upon request.

Discrimination Policy

Idaho Arts Charter School does not discriminate on the basis of race, skin color, national origin, religion, gender, age, disability, or status in admission to its educational programs/activities and employment practices as prescribed in Federal State laws and regulations.

Use of Materials/ Equipment/ Internet Policy

Idaho Arts Charter School has adopted Nampa School District's *Student Internet and Appropriate Use Policy* for use. These rules are intended to provide general guidelines and examples of prohibited uses but do not attempt to state all required or prohibited activities by users. Failure to comply with these rules may result in loss of computer and Internet access privileges, disciplinary action and/or legal action.

Technology Use Is a Privilege, Not a Right

Student use of IACS computers, cameras, networks and Internet services is a privilege, not a right. Unacceptable use/activity may result in suspension or cancellation of privileges as well as additional disciplinary and/or legal action. The building principal has final authority to decide whether students' privileges will be denied or revoked.

Acceptable Use

Student access to IACS computers, cameras, networks and Internet services are provided for educational purposes and research consistent with the school's educational mission, curriculum and instructional goals. The same rules and expectations govern student use of computers as apply to other student conduct and communications. Students are further expected to comply with these rules and all specific instructions from the teacher or other supervising staff member/volunteer when accessing the school's computers, networks and Internet services.

Prohibited Use

IACS employs a filtering service that prevents most attempts to access inappropriate material. However, the user is responsible for his or her actions and activities involving IACS computers, cameras, networks and Internet services and for his or her computer files, passwords and accounts. Examples of unacceptable uses that are expressly prohibited include but are not limited to the following:

- ❖ **Accessing inappropriate materials—accessing, submitting, posting, publishing, forwarding, downloading**, scanning, or displaying materials that are obscene, threatening, discriminatory, harassing, illegal, or otherwise inappropriate.
- ❖ **Illegal activities—using the school's computers, cameras, networks and Internet services for any illegal activity or** activity that violates other board policies, procedures and or school rules.

- ❖ **Violating copyrights—copying or downloading copyrighted materials without the owner’s permission.**
- ❖ **Plagiarism—representing any materials obtained on the Internet as a person’s own work (such as term papers, articles, etc.).** When Internet sources are used in student work, the author, publisher and Web site must be identified.
- ❖ **Copying software—copying or downloading software without the express authorization of the system administrator.**
- ❖ **Non-school—related uses—using the IACS computers, cameras, networks and Internet services for non-school— related purposes** such as private financial gain, commercial, advertising or solicitation purposes, political lobbying or any other personal use.
- ❖ **Misuse of passwords/unauthorized access—sharing passwords, using other users’ passwords without permission and/or accessing other users’ accounts.**
- ❖ **Malicious use/vandalism—any malicious use, disruption, or harm to the school’s computers, cameras, networks and Internet services,** including but not limited to hacking activities and creation/uploading of computer viruses.
- ❖ **Unauthorized access to chat rooms/news groups — accessing chat rooms or news groups without specific authorization from the supervising teacher.**

No Expectation of Privacy

IACS retains control, custody and supervision of all computers, cameras, networks and Internet services owned or leased by the school. The school reserves the right to monitor all computer and Internet activity by students. Students have no expectations of privacy in their use of school computers, including e-mail and stored files.

Compensation for Losses, Costs and/or Damages

The student and/or the student’s parent/guardian shall be responsible for compensating IACS for any losses, costs, or damages incurred by the school related to violations of policy and/or these rules, including investigation of violations.

Unauthorized Charges, Costs, or Illegal Use

IACS assume no responsibility for any unauthorized charges made by students including but not limited to credit card charges, long distance telephone charges, equipment and line costs, or for any illegal use of its computers such as copyright violations.

Student Security

A student shall not reveal his/her full name, address, or telephone number on the Internet without prior permission from a supervising teacher. Students should never meet people they have contacted through the Internet without parental permission. Students should inform their supervising teacher if they access information or messages that are dangerous, are inappropriate, or make them uncomfortable in any way.

System Security

The security of the school's computers, networks and Internet services is a high priority. Any user who identifies a security problem must notify the system administrator. The user shall not demonstrate the problem to others. Any user who attempts or causes a breach of system security shall have his/her privileges revoked and may be subject to additional disciplinary and/or legal action.

No Warranties

IACS makes no warranties of any kind, whether expressed or implied, for the service it is providing. The school and the school district will not be responsible for any damages a user suffers, which includes loss of data resulting from delays, no-deliveries, mis-deliveries, or service interruptions caused by IACS or by the user's errors or omissions. IACS specifically denies any responsibility for the accuracy or quality of information obtained through its services. All users need to consider the source of any information they obtain and consider how valid it may be.

Network Etiquette

Students must also agree and abide by the generally accepted rule of network etiquette to be polite in all communications and not to verbally harass/abuse others or use vulgarities.

Library Use

Students are allowed to check out two books at a time. Students with overdue books will be issued a fine. Books must be returned before the end of each semester, or replacement fines will be issued. Fines may also be issued for damage or excessive wear on a book.

Textbook/Materials Use

Books or class materials must be returned before the end of each semester, or replacement fines will be issued. Fines may also be issued for damage or excessive wear on a book or materials.

Security

Visitor sign in

All visitors, including parents, are required to sign in at the office and obtain a visitor's badge for the day. Students who do not attend IACS are only allowed to visit campus with prior approval from an administrator.

Identification cards

All students and staff of Idaho Arts Charter School will be issued a student identification card. This card will also serve as a lunch card. If a card is lost, it is the responsibility of the student to pay for a replacement card. Replacement cards cost \$5.00 and can be purchased in the office.

Closed campus

The campus is closed during all hours of school. Students are to arrive and stay for their entire school day. No student may go to a vehicle or leave school without permission from parents AND the school administration. Students are not allowed to leave campus at lunch unless accompanied by a parent/guardian after sign-out procedures have been followed. Leaving campus without checking out is treated as an unexcused absence and/or truancy.

Driving/parking

Students with a valid driver's license are welcome to drive to school and park in designated areas as long as they are careful of the health, safety and welfare of their fellow students, faculty and staff and the general community. Driving privileges may be revoked if students in any way endanger others. Police citations will be issued for violation of public law. The car registration and a driver's license are required to obtain a parking sticker. Parking in unauthorized locations is not permitted and vehicles may be towed and/or driving privileges revoked.

Pets

Pets are not allowed on campus, unless there is administrator approval.

Emancipated Students (Adult at 18)

Although a student may turn 18 while still in high school, the school is still required to deal with parent(s) or legal guardians in matters of attendance, discipline and reporting. Proof of an 18-year-old student living independently from their parents is needed for emancipation status. Any possible exceptions to this rule must be approved by an administrator.

Student drop off/ pick-up

Students in grades K-12 may not be dropped off at school earlier than 7:30 a.m. Students in grades 7-12 must be picked up (if not involved in an after school activity) no later than 3:15. Students in grades K-6 must be picked up no later than 4:15. If a parent does not show up or contact the office by 4:15, the school resource (police) officer will be called to transport your child home.

Interscholastic Activity Eligibility

To be eligible to participate under Idaho High School Activities Association rules, a student must: 1. Pass and receive credit in five (5) full-credit classes the semester previous to participation.

2. Be enrolled in and attending six (6) classes.
3. Have a physical and/or interim questionnaire on file.
4. Have proof of medical insurance or waiver.

Transfer students must meet additional requirements for eligibility.

Student Behavior at School Activities

Students in school or involved in school-sponsored activities either on or away from the school premises are expected to obey their school officials, protect property, maintain order and decorum and conduct themselves in such a manner as to reflect credit upon themselves and their school. Any student who does not meet these standards is in violation of the discipline regulations of Idaho Arts Charter School and will be subject to disciplinary consequences.

FINE ARTS LETTER

Fine Arts points will be awarded by the advisor of each individual activity. Record of students' points will be kept by the teacher/coach in each fine arts area. Points are accumulated throughout the student's high school career at IACS. Students must have a total of 200 points in a minimum of two different areas of Fine Arts in order to receive a FINE ARTS LETTER.

**APPROVAL BY PRINCIPAL AND A MINIMUM Simple Cumulative

GPA OF 2.0 OVERALL IS REQUIRED AND THERE CAN BE NO FAILING GRADE IN ANY SUBJECT**

- ❖ Negative points for all areas may be given for un-excused absences at rehearsals and school events, suspensions, disruptive behavior, failure to complete assigned duties and homework = -5 to - 25 pts

~MUSIC LETTER (Music instructors)

(Band, Jazz Band, Choir, Jazz Choir, Guitar, Piano, Rock Band and Orchestra)

1. All State, All-Northwest, Treasure Valley Honor Meet, BSU Honor Band, Youth Symphony, or other honor group = 50 pts
2. Solo/Ensemble rating –
 - a. Superior = 20 pts
 - b. Excellent = 15 pts
 - c. Good = 10 pts
 - d. Fair (or attempted) = 5 pts
3. Attending college or professional concert (Approved by advisor; w/ written review) = 5 pts
4. School Performance = 5 pts per performance
5. Premier Ensemble (Jazz Band, Jazz Choir, Chamber Orch.) = extra 5 pts per semester
6. Community service performance, playing in church, cleaning music room, organizing music library, etc.) approval by advisor = 5—15 pts (max. 15 pts per year)
7. Music Officer = 5—25 pts (advisors discretion)
8. Original composition, performed at concert = 10 pts
9. Conducting group at concert = 25 pts
10. School Musical (not part of a drama production)
 - a. Major role or pit musician = 25 pts
 - b. Minor role or chorus = 15 pts

~DANCE LETTER (Dance instructors)~

1. School Performance = 10 pts per dance (Maximum 60 pts per year)
2. Attending professional dance performance (Approved by teacher, write and submit a review) = 5 pts per performance
3. Choreography for School Performance = 5 pts per group inspired choreography; 10 pts for individually choreography (Maximum 40 pts per year)
4. Community performance (approval by advisor)= 5—15 pts (max. 15 pts per year)

~DRAMA LETTER (Drama instructors)~

1. School Play (Must meet director's goals, including attendance for rehearsals)

Max 80 pts per year

- i. Acting
 - i. Major role = 20 pts
 - ii. Supporting Role = 10-15 pts
 - iii. Minor role = 5-10 pts
- ii. Technical
 - i. Student Director = 20 pts 1. Stage Manager = 20 pts
 2. Designer = 10-15 pts
 3. Crew = 5 -15 pts
2. Attending College and/or Professional plays and/or show
(Must submit critique; 2 per semester max.) = 5 – 10 pts
3. Attending a Community Theatre and/or other High School Show
(Must submit critique; 2 per semester max.) = 5 pts
4. District Drama Competition
 - a. Participant = 5 pts
 - b. District Finalist = 10 pts
 - c. State Participant = 15 pts
 - d. State Finalist = 20 pts
 - e. State Winner = 25 pts
5. Outside Theatrical experience (2 per semester max.) = 5-20 pts
(To be determined by instructor.)

~VISUAL ARTS LETTER (Art instructors)~

1. Attend college and/or professional art show (Approved by teacher, write and submit a review) = 5-10 pts
2. Art show/contest entry = 5-10 pts per entry (up to 50 pts per year) 3. Art show award winner = (1st – 3rd) = 5-25 pts for each art show award
4. Art Club Officer = 5-25 pts (advisors discretion)
5. Participation in artwork to advertise the school = 5-10 pts for each piece
6. Art for school based activity = 5-10 pts for each activity
7. Community service performance. Examples: Face painting (nonfundraiser), murals, window painting, utility box design, free art classes for the community, etc. = 5-10 pts

*YEARBOOK/NEWSPAPER (Yearbook instructor)

1. Staff = 5-20 pts (Approved by teacher)
2. Editor = 5-35 pts
3. Published article = 5-25 pts

ACADEMIC LETTER

Academic points will be awarded by the advisor of each individual activity. Record of students' points will be kept by the teacher/coach in each academic area. Points are accumulated throughout the student's high school career at IACS. Students must have a total of 200 points in a minimum of two different activities in Academics in order to receive an ACADEMIC LETTER.

****APPROVAL BY PRINCIPAL AND A MINIMUM Simple Cumulative
GPA OF 3.0 MUST BE MAINTAINED AND THERE CAN BE NO
FAILING GRADE IN ANY SUBJECT****

- ❖ Negative points for all areas may be given for un-excused absences at rehearsals and school events, suspensions, disruptive behavior, failure to complete assigned duties and homework = -5 to - 25 pts

KNOWLEDGE-BASED COMPETITIONS (Advisor of competition)

(included but not limited to: History Day, INL, BSU Science Competition, Science Olympiad & Academic Decathlon)

1. Preparation = 5-20 pts
2. Regional/City Finalist = 15 pts
3. State Finalist = 25 pts
4. National Finalist = 50 pts
5. Captain of the team = 15 pts

~NATIONAL HONOR SOCIETY (Honor society advisor)~

1. General meeting = 5 pts (one meeting per month)
2. School & Community Service Project = 5-50 pts
3. Officers = 25 pts

STUDENT GOVERNMENT (Student government advisor)

1. General meetings = 5 pts (per quarter)
2. Student Government events = 5-50 pts (per event)
3. Performance of Duties = 5-50 pts
4. Additional service to community (Pre-approved by advisor) = 525 pts

~KEY CLUB (Key club advisor)~

1. Officers meetings
 - a. 36 = 5 pts
 - b. 32-35 = 4 pts
 - c. 28-31 = 3 pts
 - d. 24-27 = 2 pts
 - e. 23 or below = 0 pts
2. General meetings
 - a. 18 = 5 pts
 - b. 16-17 = 4 pts
 - c. 14-15 = 3 pts
 - d. 12-13 = 2 pts
 - e. 11 or below = 0 pts

3. Key Club events = 5 pts per each activity/event participated in
4. Participation in community/public performance = 5 - 10 pts

ATHLETIC LETTER

Athletic points will be awarded by the advisor of each individual activity. Record of students' points will be kept by the teacher/coach. Points are accumulated throughout the student's high school career at IACS. Students must have a total of 200 points in their sport in order to receive an ATHLETIC LETTER.

**APPROVAL BY PRINCIPAL AND A MINIMUM Simple Cumulative

GPA OF 2.0 OVERALL AND THERE CAN BE NO FAILING GRADE IN ANY SUBJECT**

- ❖ Negative points for all areas may be given for un-excused absences at rehearsals and school events, suspensions, disruptive behavior, failure to complete assigned duties and homework = -5 to - 25 pts

~DANCE TEAM (Dance coach)~

1. Officer = 5-15 pts
2. Practice attendance = 5 pts (per semester)
3. Competition performance = 20 pts
4. Solo Award = 10 pts (once per year)
5. Team Award = 25 pts (once per year)
6. Fund raising = 5-25 pts (per activity)
7. Misc. to be determined by coach (Community service dance performance, choreography, cleaning dance & locker rooms, etc.) = 5-15 pts (Max. 15 pts per yr)

AWARDS CEREMONY

1. Varsity Letter "I" (cardinal chenille on black felt, gray chain outline) will be given to each qualified student in the first area (Fine Arts, Academic and/or Athletic) in which he/she receives the necessary points. If a student achieves points for all three areas in one year, a White "I" will be given.
2. A metal pin (one per discipline over school service) will be received for the second year (Athletics is a bar) and a service bar for the third and fourth years (Third year for Athletics is a pin and fourth year is a service bar) for each additional year that 100 points are accumulated as well as no failing grades, the required GPA and as recommended by advisor/coach.
3. A paper certificate will accompany the Varsity letter, pin and/or service bar for each year. A pin for Fine Arts, Academic or Athletic will be given in the year that it is earned. 4. Medals and/or trophies may be given to an individual or team as determined by advisor/coach and approved by the Principal/Administrator for Top Achievement Awards in music, dance, drama, art and yearbook.
5. Up to five (5) Outstanding Student Awards per high school teacher will be awarded to students. Awards will be submitted by teacher and approved by Principal/Administrator.

6. Principal will choose at least one student from each grade (ninth through twelfth) to receive a principal's award (representing over-all outstanding student at IACS).
7. Letter, pins and awards are the responsibility of the school and/or team to provide.
8. Points are accumulated 9th through 12th grades that they attend IACS. No outside points from another school will be accepted.
9. Students may appeal in writing on grade checks if they no longer have an F in any subject up to 5 days before the awards ceremony. Must be turned into the Award's Coordinator.