

Charter

for the

Academy at Roosevelt Center

240 East Maple Street, Pocatello, Idaho, 83201



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Academic Programs & Partnerships

Pre-Kindergarten:

The Academy will implement a prekindergarten program focused on training head-start age students in the Harbor Methodology as much as age and attention will allow. Further, Harbor methodology will be blended with a Pre-kinder curriculum.

Idaho Education Network:

The Academy High School will become a cohort with the Idaho Education Network sponsored and supervised by the Idaho State Department of Education.

Intermountain Center for Education Effectiveness:

The Academy High School will become a cohort with the ICEE to offer professional development training in latest research based practices.

Idaho State University

Students will be provided with concurrent/dual enrollment classes offered by Idaho State University.

School Statements

Vision

The vision of The Academy is to provide teachers, parents, and students with innovative teaching tools and methods so that together they create a school that will develop students who are competent, confident, productive, and responsible young adults who possess the habits, skills and attitudes necessary to succeed in post-secondary education, find satisfying employment and succeed in life. A complete education is built not only on a solid academic foundation but also on an approach that encourages parental involvement and character development.

Mission Statement

The mission of The Academy at Roosevelt Center is to educate students by implementing a core curriculum of mathematics, reading, writing, science and social studies and by involving parents in the educational process, while nurturing student confidence and achievement with a safe, character building teaching method.

Philosophy

The philosophy of the Academy is grounded in the belief that when there is low threat, and content is highly challenging, accelerated learning takes place. Each child has the right to come to school without fear of taunting, teasing, or violence. Each parent has the right to expect a school to provide a safe, kind environment for his/her child. Each staff member has the right to teach without fear of violence. Students, parents, and teachers will experience peace of mind in The Academy setting.

Innovation

At their best, charter schools can create innovative models of public education. The Academy is innovative in our choice of curriculum and teaching method, in our approach to daily instruction, in our vision for the children's overall environment, and in our methods of empowering parents to support their child's daily progress.

Student Body

The target enrollment for The Academy is **400 Kindergarten - 12th grade** students. Many will come from the non-traditional school settings of home school, and virtual public school, where parents sense the need for a brick and mortar learning environment.

The Academy High School 9-12 Model

Current educational research indicates that higher levels of student learning are most likely to occur when the following are in place:

- **A Clear Focus & Vision**
- **Challenging Curriculum, Instruction, and Assessment Aligned to Harbor Methodology and Idaho Teaching Standards**
- **High Expectations for Students and Staff**
- **An Environment Focused on Learning and Strong Character Development**
- **Strong Instructional Leadership and Overall Leadership**
- ***High Quality Focused, Relevant, and Ongoing Professional Development**
- ***A Collaborative Spirit and Research Driven Collaborative Structures (DuFour, Marzano, etc.) for Student Achievement AND Harbor Character Development**
- ***Meaningful Parent Involvement**
- ***Continuous Review and Improvement**

This amended charter for the Academy school (k-12) will be written and organized to address and incorporate each of these items, to ensure the greatest potential for accelerated student academic growth.

Clear Focus & Vision

Thoroughness Standards with their “goals” and “objectives,” to be civic leaders, contributing citizens, and critical thinkers, depends on students’ abilities to communicate effectively in speech and in writing, to apply (Language Arts, Mathematics, Science, etc.) to critical thinking and problem solving, and to internalize and demonstrate the value of family, community, and country. Recognizing the development of skills in these core academic areas as essential to our mission and vision for our school, classes in these subject areas (to be determined) must be taught at The Academy High School. The primary focus of the Academy High School will be to offer rigorous, challenging, and relevant core classes which will prepare every student for college readiness. *Our resolve is to provide a high school education that will position our graduates as leaders and ahead of their peers entering initially into college. Regardless of their track of study in our high school, students will leave fully prepared for the knowledge economy and post-secondary requirements awaiting them.*

Harbor Methodology & Character Development

In addition to incorporating the Harbor Method into the High School experiences, **each grade will have a theme** and a focus (i.e. Place, Discovery, Innovation, Entrepreneurship, Research, Problem Solving, etc.) Within the theme of each grade level, the common thread of _____, _____, and _____, (i.e. critical thinking, communications, technology, multimedia, scientific method, Global perspective, life skills, finance, knowledge economy, **critical thinking, integration, and application**, etc.) will be emphasized resembling a “spiraling” focus, so to speak.

During each of the four years of high school, the students will reinforce and intensify their learning and academic focus in _____ vital skill development areas: _____, _____, _____, and _____. (i.e. Mathematics, Science, English grammar, composition/writing, Leadership, Communications, basically the determined academic and curricular focus/package the school will specialize in).

Challenging Curriculum

The Academy High School will offer curriculum driven by and aligned to Idaho Achievement Standards. The Academy High School will participate in all testing required by the State Board of education and will meet the requirements of the NCLB Act to ensure that all students are taught by highly qualified teachers (Title 33, Chapter 52, 33-5205 and 33-5210) and that students meet the proficiency standards within.

The Academy High School’s graduation requirements will be aligned with graduation requirements of Pocatello/Chubbuck School District #25 and will meet or exceed the minimum set forth by the Idaho State Board of Education. Students of the Academy High School will participate in job shadowing, internships, and apprenticeships within the local business community of Pocatello and neighboring communities.

Students will also be required to do ___ hours of **civic leadership** in the form of service learning, citizenship projects, and volunteerism within the community.

Dual Enrollment --ref. Idaho Code 33-5205 (3)

Students enrolled in the school shall be allowed to participate in dual enrollment with traditional schools as required by Idaho code 33-203. Dual enrollment options will be subject to district requirements as allowed in Idaho code 33-203.

Dual Enrollment with Idaho State University

The Academy High School will begin partnership with the Concurrent Enrollment program ISU offers area high school students.

9TH GRADE: (THEME: _____)

A 9th grade advisor, consisting of a high school teacher, will be assigned by the principal to each 9th grade student at the beginning of each student’s freshman year. This advisor will act as such for the student though all four years of the Academy High School.

During their freshman year, and through their 9th grade theme, students gain a sense of _____. **This iwill be manifested in the academic curricula focus:** (For example, if the 9th grade theme is Respect and Appreciation for “Place,” the curricula might focus on Earth Sciences, and the appropriate woven-in skills listed earlier. Service and volunteer hours will also be aligned to the 9th grade theme. [A similar pattern will be developed for each grade level.](#)

9TH GRADE Sample Schedule:

Semester 1	Semester 2
English	English
Algebra	Algebra
Biology	Biology
Geography	Health
Study Skills	Computers 1
Spanish	Spanish
15 hours Civic Leadership	

10TH GRADE Sample Schedule:

Semester 1	Semester 2
English	English
Geometry	Geometry
Chemistry	Chemistry
U.S. History 1	U.S. History 1
Spanish 2	Spanish 2
Music 1	Music 2
15 hours Civic Leadership	

11th GRADE Sample Schedule:

Semester 1	Semester 2
English	English
Algebra 2	Algebra 2
U.S. History 2	U.S. History 2
Computers 2	Computers 3
Music 3	Music 4
Elective/Other	Elective/Other
15 hours Civic Leadership	

12th GRADE Sample Schedule:

Semester 1	Semester 2
English	English
Calculus or Statistics	Calculus or Statistics
Physic	Physics
U.S. History 2	U.S. History 2
Computers 4	Communications
Elective/Other	Elective/Other
15 hours Civic Leadership	

Credits Required for a Diploma of Distinction:

School wide Title I Program:

A. Educational Thoroughness Standards

The Academy at Roosevelt Center will fulfill the thoroughness standards identified in Section 33-1612, Idaho Code. It has been established that a thorough system of public schools in Idaho is one in which the following standards are met:

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

Objectives: The Academy will:

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

Standard b. Educators are empowered to maintain classroom discipline.

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

Objectives: The Academy will:

- Follow the general philosophy of the Harbor School method
- Develop a student handbook providing a code of conduct including clear expectations and consequences for unacceptable behavior, and a process for teachers to handle minor and major infractions in the classroom setting.
- Teach appropriate behaviors and foster responsible decision-making skills.
- Establish and maintain consistent rules aligned throughout the school.

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

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

Objectives: The Academy will

- Follow the general philosophy of the Harbor School Method.
- Emphasize the importance of adults modeling important values at school.
- Help students build personal bonds and carry out responsibilities to one another and to the faculty and staff.
- Develop a sense of community and service within the school, and between the school and the larger community. Community service instills a sense of individual, social, and civic responsibility and enables the student to use newly found knowledge to solve community problems.

Standard.d The Skills necessary to communicate effectively are taught.

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

Objectives: The Academy will:

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

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

Goal: Develop an educated citizenry for the 21st century through a dynamic, interactive academic program where pacing is driven by student capabilities rather than textbooks. Students must be well grounded in the basics such as reading, writing, mathematics, science, and social studies.

Objectives: The Academy will:

- Use the Idaho State Department of Education's Curriculum as a starting point to be enhanced by unifying themes and other creative methods.
- Use a variety of methods to ensure student learning, including but not limited to Spalding's method as detailed in *Writing Road to Reading* (language arts); The Shurley method (grammar) Teaching of math through direct instruction, math manipulatives, timed tests, and Saxon math for homework; hands-on experimentation for science learning; and emphasis on community service in social studies.
- Student, parent, and educator together develop a Personal Learning Goal for each student considering the student's strengths and weaknesses. The faster learner is continuously presented with new challenges. The slower learner benefits from extra adult help, multiple methods, and multiple environments.
- Emphasize environmental responsibility and an understanding of the relationships between the built and natural environment.
- Field trips and career development discussions will be used, as needed.

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

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

Objectives: The Academy will:

- Provide a strong foundation in basic reading, writing, science, social studies, and computational skills.
- Provide a technology rich environment, encouraging the effective use of technology as a tool in the workplace of the 21st century.
- Enable students to develop the following intellectual habits important in the workplace: adapting to new situations and responding effectively to new information; solving problems; locating and evaluating information from a variety of sources; making flexible connections among various disciplines of thought; thinking logically and making informed judgments.
- Enable students to develop the following personal habits important in the work place: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; a healthy lifestyle; empathy, responsible time management; assuming a fair share of the work load; and working cooperatively with others.
- Provide students with jobs in their classrooms and throughout the school to teach the importance of work, instill ownership in the school, and to help them learn the skills that they will need to enter the work force. These skills include taking instruction from supervisors, learning a task, and accomplishing a task in a timely manner.
- In grades 7 and 8, further enhance the ability of students to assess needs, prioritize in decision-making, plan an approach, implement a plan, and evaluate the result as part of the community service aspect of the curriculum.

- Plan for further growth in career guidance and development as we expand into the high school grades.

Standard g. The students are introduced to current technology.

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

Objectives: The Academy will:

Emphasize the acquisition of basic computer skills as a supplementary medium of communication and research to complement other approaches.

- Use computers as tools for such activities as accessing research information, authoring, computation, record keeping, data storage, and communication.

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

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

Objectives: The Academy will:

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

The Academy will achieve the Thoroughness Standards through its basic curriculum and the unique aspects of the school. Instruction of the curriculum will be accomplished using an aligned proactive method. A combination of a strong emphasis on kindness, the “golden rule,” and a reward system which honors children who are hard working, responsible, honest, and respectful creates an environment allowing for student peace of mind which then maximizes learning potential. We will focus on the memorization and dramatization of classic poetry, which, through daily recitation, discussion, and application to life situations, will create sensitivity for humankind in staff and students.

B. Measurable Student Educational Standards

Measurement of student performance is fundamental to The Academy at Roosevelt Center. Standards and standardization are the basis of assessment. Performance will be assessed on at least three levels.

1. student progress relative to previous performance will be assessed following state requirements
2. attitudes and personal academic habits will be assessed through teacher evaluations
3. performance will be assessed relative to state developed standards

Self-assessment, assisted by video-taped presentations, will provide a unique learning opportunity for students at the Academy. As active participants in assessment of their own work, students are encouraged to develop an understanding of their strengths and deficiencies and an objective view of their accomplishments. In addition learners will be shown

exemplary performances for given tasks. An assessment of their efforts reflects how closely it matches this performance. The goal is not only to give a grade, but also to encourage students to do their personal best and show them their own improvement throughout the year.

Measurable Student Educational Standards of the Academy at Roosevelt Center:

1. 85% of Academy students will solve mathematical problems at grade level after two consecutive years of enrollment as measured by any of the following: ISAT, DMA and teacher administered tests from research based curriculum.
2. 85% of Academy students will read at grade level after two consecutive years of enrollment as measured by any of the following: IRI, ISAT and teacher administered tests from research based curriculum.
3. 85% of Academy students will write at grade level after two consecutive years of enrollment as measured by any of the following: DWA, ISAT, and teacher administered tests from research based curriculum.

Student performance will be assessed relative to other learners of the same age through state, and national testing. The Academy will follow the timeline established by the Idaho State Department of Education in administering student assessments. A student baseline will be established during the first year of testing. That baseline will include, but not be limited to, the following: Idaho Reading Indicator, Direct Writing Assessment, Direct Math Assessment, ISAT. As other state mandated tests are required, The Academy will administer those tests.

The State standards clearly define the essential knowledge and skills for student learning in each program area. The Academy will meet or exceed the state standards in reading, language arts, math, science, social studies, health/wellness, and humanities. In addition to academic skills students will be evaluated for progress in the following areas:

Personal Responsibility

- Students will have positive attitudes and perceptions about creating quality work, striving for excellence and interpersonal skills.
- Students will develop strategies and techniques to use self-regulation, critical, and creative thinking when presented with a task and personalized learning goals.

Expanding and Integrating Knowledge

- Students will acquire and integrate knowledge and experiences from different subject areas.
- Students will gather and use subject area information effectively in order to gain new information and knowledge, classify and organize information, support inferences, and justify conclusions appropriate to the context and audience.

Communication Skills

- Students will communicate with clarity, purpose, and an understanding of audience using a variety of communication forms and skills.
- Students will develop their talents in music, visual arts, and/ or performance.
- Students will develop oral and written skills in a non-native language.

Thinking & Reasoning Skills

- Students will utilize, evaluate, and refine the use of multiple strategies to solve a variety of problems.
- Students will reflect on, reconsider and re-evaluate the significance of information and their own learning.

Social Responsibility & Skills

- Students will deal with disagreement and conflict caused by diversity of opinions and beliefs
- Students will evaluate and manage their behavior as group members
- Students will participate in community service that reflects responsible citizenship in a democratic society

C. Method of Measurement of Student Progress

Student performance will be assessed relative to other learners of the same age through state, and national testing. The Academy at Roosevelt Center will coordinate the time, within a four-week period, when it will give the state-mandated assessments with the Pocatello School District's timelines for administering those same assessments. A student baseline will be established during the first year of testing and evaluated each year thereafter, using a composite assessment in comparison to the previous year's results.

The educational standard for students enrolled at The Academy at Roosevelt Center will be for 85% of our students, after three years of consecutive enrollment, to annually meet the statewide performance standard of proficient at grade level in all program areas as developed by the Idaho State Board of Education as measured by any of the following: IRI, DWA, DMA, ISAT, and teacher administered tests from research based curriculum.

Student assessment evaluation, reported annually will consist of:

- a student baseline developed during the first year using testing results;
- a comparison of annual results with baseline scores to assess progress;
- grade-level and school composite scores;
- a graph of annual results showing year-to-year change;
- a graph of school scores relative to state and national averages; and
- sub-analysis of a variety of variables to identify areas for improvement.

Monitoring the progress of our students and evaluating innovations in education procedures are an important part of our curriculum development process. The annual report of student progress will be made to the Idaho Public Charter School Commission each year. In addition to the data listed above, The Academy will provide formative and summative data to demonstrate that the school is meeting performance standards prescribed by the state.

As part of the Character Education Program, students will set goals for themselves, reflect on their progress throughout the year, and conference with their parent(s) and teacher at the completion of the year to see if these goals were met and if new ones need to be set.

Surveys of Students, Parents, and Teachers

As an additional level of accountability, students, parents, and teachers are asked to provide feedback on the school's program, its operation, extracurricular activities, policies, etc. Programs will be adjusted to meet the needs of students and their families, consistent with The Academy's charter

In addition, attitudes and personal/ academic habits listed in the Philosophy and Mission are regularly assessed through teacher and student evaluations of projects as well as from parent input.

Procedure for Supporting Low Performing/At Risk Students

Additional help will be given to students who, after three consecutive years of enrollment at the Academy, do not accomplish the following:

- Achieve proficiency at grade level in reading as measured by the annual RIT score, IRI, ISAT, or teacher administered tests from research based curriculum.
- Achieve proficiency at grade level in math as measured by the DMA, ISAT or teacher administered tests from research based curriculum.

Those students not reading at grade level or computing grade level math will be identified and receive a variety of services including, Special Education, Title I (if funded), and/or tutoring.

D. State Accreditation

The Academy at Roosevelt Center is accredited through the state of Idaho's accreditation process. Annual accreditation reports will be submitted by the Academy to the Idaho State Accreditation process based on the Accreditation and School Improvement Planning: Standards and Procedures for Idaho Schools Manual.

It is the fundamental duty of The Academy to provide a thorough system of education by providing:

- safe environment conducive to learning
- educators empowered to maintain classroom discipline
- basic values of honesty, self-discipline, unselfishness, respect for authority and the central importance of work
- the skills necessary to communicate effectively
- a basic curriculum necessary to enable students to enter academic or vocational post-secondary educational programs
- the skills necessary for students to enter the workforce
- an introduction to current technology
- the students with the skills to enable them to be responsible citizens of their homes, schools, communities, state and nation.

E. Curriculum and Method

The Academy at Roosevelt Center operates using the Harbor Method of instruction and curriculum. The curriculum is aligned with the Idaho State Achievement Standards. The academic objective of The Academy is to provide a complete educational foundation based on proven methods of instruction, and rich challenging content. The expectation of students is mastery of both knowledge and skills.

The curriculum at The Academy is a comprehensive program that includes both traditional academic subjects taught in innovative ways, and additional curriculum areas that make The Academy even more unique. They are:

Mathematics: through daily practice, review, and application, the curriculum builds a solid early foundation in both facts and concepts. Kindergarten through eighth grade students will master the arithmetic processes of addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals through Hall of Fame Drills. However, since mathematical learning is not a spectator sport, there are concept and manipulative experiences that engage students in exploring, conjecturing and thinking. Students develop a high degree of mathematical literacy and qualitative proficiency, while viewing math as a tool for reasoning and problem solving in purposeful ways.

Language Arts The goal is to develop learners who are effective communicators, who love literature and are lifelong readers and writers. The reading curriculum is literature-based. Comprehension skills and vocabulary development are integrated within the literature program. Writing includes self-analysis using the 6-Traits writing model in conjunction with creative and expository writing. Grammar usage, punctuation and capitalization skills are specifically taught, used and practiced daily. Spelling is taught methodically, focusing on patterns, phonograms, rules and stages that children pass through as they develop spelling proficiency.

Dramatization and memorization of accelerated vocabulary is a motivational aspect of the language arts experience (Harbor). Writing includes self-analysis connected with student learning goals through a personal journal, as well as creative, expository, and professional writing. Communication skills include speaking and writing, and expand into presentation skills, using modern technological tools.

Social Studies and Community Service: This curriculum includes instruction in history, government, geography, economics, current world affairs, citizenship and sociology and will follow the elements of the Idaho State Standards. In addition there will be a strong emphasis on community service from Grade 7 onward as students apply their understanding of and their contributions to the world around them. We will seek out ways for the students to discover and experience responsibilities and rights as members of our democratic community.

American History: We desire to instill in our students a love of history, particularly the history of America. Our students will be distinguished as historians in general and students of American history in particular. Our students will study the original founding documents, and the lives and writings of the Founders.

Science and Health: The science curriculum is a multi-year sequence that will include instruction in applied sciences, earth and space sciences, physical sciences and life sciences that emphasize hands-on experimentation and functional knowledge of scientific phenomena. Science must take students beyond the factual approach of reading, reciting, drilling and testing science to actual fieldwork with instruments. This process approach allows students to experience the excitement of science so they can better understand the facts and concepts and is in line with the Idaho State Standards.

Music: Studies have shown that early musical training can dramatically boost a child's brainpower, building the kind of skills necessary to succeed in high level math and science. Therefore, we will create a piano music lab within the first two years of The Academy's opening. In addition, The music curriculum for older students will focus on the development of fundamental musical skills, while also exposing students to local musical heritage and culture.

Physical Education: A flexible physical education program is designed to ensure that students develop the coordination, motor skills, and overall fitness necessary to lead healthy and active lives. P.E. students are expected to participate in physical activities (as far as health will allow) that will teach them good sportsmanship, team play, and individual achievement. Physical education also includes diet and nutrition education.

Foreign Language: The study of a foreign language is an integral and distinguishing aspect of the Academy curriculum. Research demonstrates that the study of a second language boosts English proficiency, improves memory and self-discipline and enhances verbal and problem-solving skills. Concepts of foreign language are introduced in Kindergarten, with emphasis on the intermediate level learners (ages 9-13) with a gradual expansion in subsequent years, allowing students at the high school level to regulate their own foreign language acquisition. Spanish is the primary second language target.

Character and Leadership Development: Our plan for character education provides expectation training through memorization and dramatization of classic poetry, historical passages, the Great Books, studying the lives of great leaders, as well as employing a staff which models essential traits of good character. The staff at The Academy will ensure a safe, kind environment allowing students to acquire essential information and attitudes that will help them lead productive lives. We intend to prioritize character development. This will generally be accomplished through two methods; first by embracing The Harbor Method of instruction and second, by studying the lives of great leaders. The Harbor Method is a child-centered educational model built on high expectations for both student behavior and academic endeavor. The Harbor Method provides a comprehensive plan for character education that taps into each child's innate need to know boundaries, while protecting each child's dignity. The heart of the character education curriculum is simply being kind to one another. The result of character education is a school that greatly reduces the incidents of teasing, taunting, bullying and negative peer pressure. The Academy students will help create a kinder community around them, whether at school, at home or in

their neighborhoods. The leadership curriculum is a survey of the best of the moral, intellectual, and cultural traditions of western civilization as they have been refined and developed over generations.

Highly qualified teaching professionals implement these learning programs. All students share in an increased opportunity for expanded learning through fine arts, foreign language, and technology programs. The goal of the Academy is that our students will become competent, confident, productive, and responsible persons who possess the habits, skills, and attitudes to succeed in life and to be prepared for post-secondary education and satisfying employment. We hope that our students will be capable of pursuing any subject area because they understand how to learn and they enjoy the process of learning.

Teachers are engaged in the process of direct instruction throughout the day using a variety of proven teaching techniques. It is important to consider and address the varying developmental rates and learning modalities of the student population. Teachers at The Academy using direct instruction with a built in monitoring approach, can keep curricula challenging and the expectations for learning high with the help of qualified educational assistants and classroom volunteers.

F. Charter School Governance

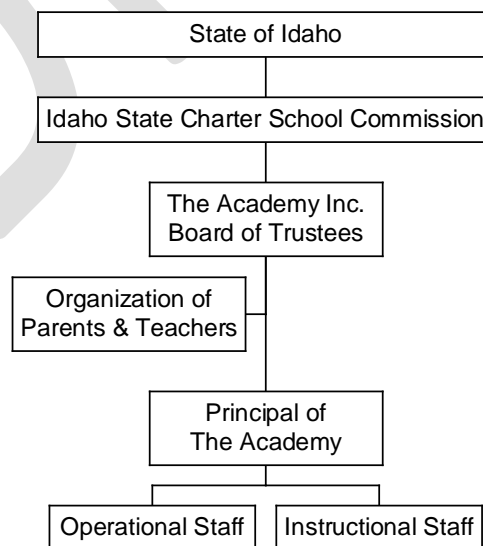
Governance and Operation – Governing Body

The Board of Directors of The Academy at Roosevelt Center is a group of Idaho citizens committed to operating a performance-based charter school in the Pocatello area. The governing body of The Academy Inc., an Idaho nonprofit corporation, is the Board of Directors for the school. The nine member Board of Directors consists of individuals who are a cross representation of professions and experiences both with and without students enrolled in The Academy. Board Directors are not employees of the charter school. The Board of Directors meets regularly to oversee the management, operation, activities, and affairs of the school. The Board of Trustees defines, composes, and revises (as needed) the policies of The Academy and ensures compliance with its charter agreement and applicable laws and regulations. The Board of Directors will be subject to the provisions of the Idaho Open Meetings Act and the Idaho Public Records Act. Any Board member who works directly with students will be subject to background checks.

Please see Appendix C for Articles of Incorporation and By-laws of this nonprofit organization.

The Academy Board of Directors will comply with Idaho Code 33-5204(2) and will ensure that the commission is not liable for acts, omissions, debts, or other obligations. The Academy Board of Directors will purchase errors and omissions insurance for the protection of the school as well.

Organizational Chart



Involvement in Operations by Parents, Teachers, and Community

Advisory committees composed of parents and students regularly consult with the Administrator. Such advisory committees will be encouraged to provide regular reports to the Board for consideration.

It is anticipated that many Board members will be community members, other than parents, in order to further increase the level of the school's accountability on testing and on results.

The school community may form a Parent Teacher Organization to coordinate classroom and school volunteers, fundraising activities, and other volunteer services that may be needed.

G. Staff Qualifications

To ensure that teacher applicants are highly qualified, The Academy at Roosevelt Center uses a variety of evaluation factors, including years of classroom teaching experience, area(s) of endorsement, charter school experience, former employment referral, and other skills and experiences. Together these factors indicate potential success in working effectively in the unique charter school setting of the Academy.

To address the uniqueness of the program, The Academy provides and requires an extensive amount of professional development for teachers in order to make sure they are all highly qualified in curriculum and instructional methods. The Academy will contract with another established Harbor School, or fully trained and experienced Harbor teachers, for training and teacher mentoring services. There will be intensive training in multiple day sessions in the Harbor Method of instruction for Academy teachers.

New Academy teachers are immersed in the Harbor method of instruction for a period of time sufficient to demonstrate the execution of curriculum through direct instruction, the benefits of the Harbor culture, the importance of pacing, and the reliability of high expectations for every student

Each Academy teacher will be assigned Mentor Teacher for ongoing training throughout the year.

Workshops and in-service training will be scheduled as needed.

All staff will be subject to background checks as required by state law and District policy. In addition the following qualifications are set for classified staff:

The Principal – The first requirement for employment consideration as Principal or other titled Administrator will be possession of a valid Idaho Administrator Certificate. The Principal must be a highly experienced leader and educator who possess the following characteristics:

- significant experience developing and managing budgets
- experience writing and implementing curriculum, technology, and training/professional development
- a record of leadership and sound management
- a passion for helping students attain high standards
- strong interpersonal skills and experience in team building
- an understanding of the diversity and unique character of the school's community
- consistent and exceptional professional evaluations
- outstanding references from peers, former colleagues, parents, and members of the school community
- commitment and passion for student achievement, parent involvement, and innovation in education
- strong academic credentials, interpersonal skills, and work ethic

- strong positive professional references
- experience in special education and related issues

The principal will report to the Board of Directors and will bear chief responsibility for implementing the school's education program; attaining the school's objectives for high student achievement; managing, evaluating, promoting, and releasing school personnel; creating a school culture that is disciplined, orderly, and conducive to learning; and nurturing a strong relationship among The Academy at Roosevelt Center, the parents, and the community.

The Clerk of the Board must have the following:

- Working knowledge of the internet and other information technology services
- Working knowledge of commonly used software applications including, Microsoft Outlook, Word, PowerPoint, Excel, and other database management software
- Experience with school reporting tools and responsibilities
- Experience with not-for-profit human resource issues and practices
- Understanding of confidentiality of student records
- Experience with accounts payable and receivable
- Excellent organizational skills
- The ability to work on multiple tasks under time constraints
- A highly professional manner

The Teaching Staff – The teaching staff must be drawn from people with the following qualities:

- All required teacher certification, unless waived by the board of the Academy. Waiver will only be considered temporary.
- “Highly Qualified” under NCLB
- Three to five years of classroom experience (preferred)
- Master of Arts in reading/math/technology (preferred)
- Technology certified (preferred)
- High grade point averages from high school and college
- Experience mentoring peers
- Experience in staff professional development
- Proficiency in standard technology applications (MS Office, Outlook, etc.)
- Consistently exceptional professional evaluations
- Teaching awards and other professional honors from parent groups, local businesses, and educational partnerships
- Outstanding references from peers, former students, and parents.

Certified teachers, who have left the workforce but seek part-time employment will be encouraged to apply. Local dancers, artists, actors, computer experts, and other consultants with special skills may be asked to participate as guests of the school in special instruction, events, outings or assemblies. The guests will be supervised by a member of the teaching staff that possesses a valid Idaho Teaching Certificate.

H. Health and Safety of Students and Staff

The Academy at Roosevelt Center complies with the provisions of Idaho Code with the following health and safety procedures:

1. Passing a criminal history check is required for all employees in compliance with Section 33-130, Idaho Code. This requirement is also a condition of employment.
2. Students are required to show proof of immunization before enrolling at the Academy.
3. All visitors are required to sign in at the office and receive and wear a visitor's pass when visiting the school building.
4. The facility must be inspected for compliance with Section 39-4130 of the Idaho Code. The facility must meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools.
5. The Academy follows a comprehensive set of health, safety and risk management policies. These policies must be developed in consultation with The Academy's insurance carriers and, as a minimum, address the former and following items:
 - a. Policies and procedures for response to natural disasters and emergencies, including fires and bomb threats.
 - b. Policies relating to preventing contact with blood-borne pathogens
 - c. A policy requiring that all staff received training in emergency response, including appropriate "first responder" training.
 - d. Policies relating to the administration of prescription drugs and other medicine.
 - e. Policies establishing that the school functions as a gun-free, drug-free, alcohol-free, and tobacco free workplace.

Other 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.

I. Admission Procedures

The admissions process seeks to ensure that all potential families understand the mission and the unique nature of the school. The Academy will comply fully with Section 33-5205(3)(s), Idaho Code, in providing enrollment opportunities. The Academy at Roosevelt Center is inclusive and open to all eligible students as required by law. There will be no discrimination in the admission of students to the school on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services. The Academy provides a free, appropriate public education (FAPE) to all of its students.

Upon admission of any student with special needs, the school will comply with all federal and states laws regarding the education of handicapped students. The school does not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability.

As a public charter school, The Academy is also committed to being open for enrollment to all students given enough capacity, as required by Idaho Open Enrollment laws.

Equitable Selection Process

The Academy will provide for enrollment preferences. The preferences will follow ADAPA 08.02.04.203.06-.07

The Academy will scrupulously follow IDAPA 08.02.04.201, in establishing an application deadline, and IDAPA 08.02.04.203 in establishing admission procedures including, enrollment opportunities, enrollment deadline, requests for admission, admission preferences, priority of preferences for initial and subsequent enrollment periods, proposed attendance lists, equitable selection process/lottery, final selection list, and notification and acceptance processes. The Academy lottery process will be handled by a third party to ensure fairness to the community and compliance with Idaho Code.

J. Financial and Programmatic Operations Audit

Proposed Budget

Please refer to Appendix B for a three-year budget plan. The attached budget provides evidence that the overall plan for The Academy at Roosevelt Center is fiscally sound.

Administrative Audit

The Academy shall have an annual financial audit as required by the state using Idaho Code to dictate the guidelines. The Academy will outsource the majority of its accounting and auditing services. Outsourcing will be done by certified professionals.

Annually, the school will issue an accountability report and/or annual report to detail its performance relative to its goals and objectives. This report describes deficiencies in performance, and offers corrective actions for remediation of these deficiencies. Additionally, the school shall comply with any state requirements that might be implemented in the future.

K. Disciplinary Procedures

Good behavior and kindness, with an emphasis on politeness, honesty, and integrity, is the number one expectation for the Academy at Roosevelt Center students. There is little tolerance for disrespect at The Academy. Students must be polite to the teachers, administrators, staff, fellow students, and any visitors. The same is required of those employed by The Academy. Teachers, administrators, and staff will be respectful of students, and be an example of correct and proper behavior. Because the number one goal at the Academy is to have a safe and orderly school that provides an atmosphere that is conducive to learning, there is a focus on positive behavior. Any student faced with a disciplinary action will be granted due process pursuant to Idaho Code section 33-205. In the case of suspension or expulsion, a student will be given written or oral notice of the charges and an opportunity to present his version of the incident. Whenever a student is faced with disciplinary actions the parents will be notified immediately.

Major Discipline Problems

Major discipline problems will be referred to the principal or designee for the appropriate consequences that may include suspension or referral to the Board of Directors or designee for expulsion. Parents will be notified of any disciplinary actions taken.

Temporary Suspension

Students who cannot abide by the school regulations and policies of The Academy and who disrupt the educational atmosphere or interfere with the educational process of the school may be temporarily suspended from classroom instruction and/or school for a time, not to exceed five (5) days by the principal or designee; and in the event the Board of Directors determines that it would be detrimental to the student and/or other students' health, welfare, or safety to return the student to school, the Board may extend the temporary suspension for an additional ten (10) school days.

Expulsion

The Board of Directors may expel students who refuse or consistently fail to abide by school regulations and policies. The Board may delegate its authority for student expulsion to an expulsion hearing officer, as implicitly provided by Section 33-205, 33-513(2) and or 33-513(5)(g), Idaho Code.

The recommendation for expulsion will be reported to the principal or designee on a Recommendation Expulsion Form. In the event that a hearing officer is delegated the authority for student expulsion, the Board may serve as an appellate body for those whose wish it to contest the hearing officers decision. The following types of student conduct are examples of what might constitute a major discipline, and may lead to expulsion, subject to procedures for implementing this policy.

- A. Disruption of school or a school-related activity by depriving others of the use of school buildings, school grounds, or parts thereof, through use of violence, force, noise, threat, passive resistance, or other conduct which interferes with educational activities organized by school officials.
- B. Extortion by means of force or threat to obtain money or property from another student
- C. Intimidation of any person with threat of bodily harm
- D. Causing or attempting to cause damage to school property
- E. Stealing or attempting to steal school property
- F. Fighting (physical altercations) on or off school grounds while under the supervision of school authorities.
- G. Cursing, using profanity or vulgar language.
- H. Possessing, handling, or transmitting ANY object which may be reasonably considered a weapon on or off school grounds at any educational function or school event. (Such objects will not include school supplies such as pencils, or compasses where they have a reasonable use in connection with an educational function in which the student is engaged; but such objects do include any firearm, any flammable substance, any explosive, including firecrackers, or any knife.)
- K. Possessing, using, selling, transmitting, or being under the influence of any drug, alcohol, intoxicant of any kind, or tobacco on or off school grounds while under the supervision of school authorities. (Use of prescribed drug authorized by a registered physician will not be a violation of this rule.)
- L. Insubordination by failing to comply with reasonable directions of teachers during any period of time on or off school grounds when the student is under teacher supervision and when the insubordination may constitute interference with school purposes.

Reenrollment to School Following Expulsion

A student who has been expelled may appeal to the Board of Trustees to hear a petition for reenrollment in school. The Academy Board of Directors shall have the right to deny reenrollment for disciplinary or attendance reasons.

Disciplinary Procedures for Special Education Students

The Academy adopts and complies with the current Idaho Special Education Manual from the State Department of Education and will follow the procedures outlined in Chapter 7, Section 13: Student Discipline.

Re-admittance to School Following Expulsion

A student who has been expelled may appeal to a Reinstatement Committee authorized by the Board to hear a petition for reinstatement in school. The Committee will make a recommendation to the Board which will make the final decision. If the committee recommends "not to reinstate" the student may petition the Board for a hearing with the Board.

The Academy and its governing board shall, from its inception, implement the following guidelines as outlined in Section 33-210, Idaho Code:

1. Any student who is reasonably suspected of using or being under the influence of alcohol or a controlled substance whether by an administrator, teacher, staff person, or fellow student, shall be immediately reported to the administration, or in the absence of the administrator the person temporarily appointed in his or her stead.
2. The school administrator shall have the duty to contact the student's parents, legal guardian or custodian, and law enforcement relative to the circumstances of the suspected abuse.
3. This policy is formulated to meet the provisions of section 37-2732C, Idaho Code, including the possibility of conviction of a misdemeanor under the law and drug rehabilitation requirements.
4. Each student who is accepted for enrollment shall be provided a copy of this policy together with a copy of Section 37-2732C, Idaho Code, and such notice shall be accepted by signature of the parent, guardian, or custodian of the student upon admission to the school and shall keep a record of that notice on file at the school.
5. Upon formal adoption of the policies and procedures manual of The Academy (~~ARC~~) the Board shall also formally adopt this policy entitled "Tobacco, Alcohol, Drugs, or Other Forms of Intoxicants".

L. Charter School Employee Benefits

All fulltime employees of The Academy at Roosevelt Center shall participate in PERSI. These Employees will contribute at the rates established by PERSI.

All employees shall contribute to the Social Security System.

The Academy must make all employer contributions as required by PERSI, and Federal/State Social Security, and pay for Workman's Compensation Insurance, and Unemployment Insurance, and any other payroll obligations of an employer in the State of Idaho.

The members of an education association and non-union members of the school staff must have, as a minimum, the same salary and health benefits, which shall, in any event, be no less than the State's allocation.

M. Charter School Attendance Policy

The State of Idaho provides by law for compulsory school attendance of all children between the ages of seven (7) and sixteen (16). Truancy is a violation of Idaho law.

The Academy at Roosevelt Center has the responsibility to encourage student school attendance. The responsibility for compliance with this law belongs to the parents, but the school is obliged to keep an accurate record of daily attendance, this attendance record is to be placed in the student's permanent record and kept on file indefinitely. The details of the specific attendance policy are found in the Academy's policy and procedures manual.

The Academy lies within the boundaries of School District #25 and there are a number of attendance alternatives available to students who reside in these boundaries who choose not to attend The Academy (~~ARC~~).

School District #25 has an open enrollment policy so parents can choose which school best fits the needs of their child.

Since The Academy plans to eventually serve children in kindergarten through 12th grade, the following public alternatives are available:

ELEMENTARY SCHOOLS (15): Chubbuck, Edahow, Ellis, Gate City, Greenacres, Head Start, Indian Hills, Jefferson, Lewis and Clark, Syringa, Tendoy, Tyhee, Washington, Wilcox, Lincoln, Early Childhood Center

MIDDLE SCHOOLS (4): Franklin, Hawthorne, Irving, Kinport Academy, Teen Parent

HIGH SCHOOLS (3): Century, Highland, Pocatello, Teen Parent Program and New Horizons.

Additionally the Pocatello Community Charter School provides a non-district, public school alternative for parents and students. It currently serves kindergarten through 8th grade.

N. Employee Transfer Rights of Employment

Employees of The Academy at Roosevelt Center are not employees of School District Twenty-five.

Any current Pocatello School District employee who becomes an employee of The Academy, either certified or classified, will not be considered an employee of School District #25 and therefore, shall not have transfer rights. If an employee of The Academy returns to School District #25 as an employee they must, at that time, follow the District's employment procedures.

O. Collective Bargaining

The certified staff of The Academy at Roosevelt Center shall not be associated with any area school district for purposes of collective bargaining. The Academy ensures that the staff shall be considered a separate unit for purposes of collective bargaining as granted under Idaho Code.

P. Dispute Resolution

The Public Charter School Commission and the Board of Directors of The Academy at Roosevelt Center will resolve disputes relating to provisions of this charter by following the procedures set forth in section 33-5209, Idaho Code, and the applicable rules of the State Board of Education, including a notice of defect and submission of a corrective action plan.

Members of the public, parents, teachers, students, and others, may submit a complaint to the Board in writing and may deliver the same by any of the following means:

- In person
- By fax
- By e-mail
- By regular U. S. mail to The Academy's administrative office

Instructions and procedures for members of the public, parents, teachers, students, and others to communicate are made available in the student handbook and on the School's website. Those making complaints are strongly urged to first submit their issue in writing directly to the involved party.

Review, Response, and Disposition

The Principal shall review any grievances, and notify the concerned individual in writing within 72 hours that the grievance has been received, and that the grievance shall be acted upon within one week. Parents may be confident that their concerns will be acknowledged immediately and acted upon in a timely manner. The principal has the duty to attempt to resolve any such matter in the time period stated.

Upon appeal to the Principal a hearing will be held within 10 business days, inviting all parties involved. The Principal will communicate a decision within one week of the hearing, along with a notice of rights to appeal.

If the matter is not resolved before the next meeting of the Board of Directors, the Principal will report the grievance to the Board. Within 72 hours of the meeting. The parent is notified in writing of any Board actions. The Chairman of the Board is permitted under the By-laws to convene an ad hoc board meeting to address a question that warrants immediate attention.

Appeals

Concerned individuals must be notified in writing of any decisions made by the Principal and informed that appeals may be made to the Board of Directors. Additionally, concerned individuals must be made aware of the full appeal process, including the fact that decisions of the Board of Trustees are considered final.

Q. Special Education

To ensure the provision of a free and appropriate public education to all school-age children in need of Special Education Services, The Academy at Roosevelt Center provides a Special Education Program in accordance with federal and state regulations and guidelines. Specifically, The Academy (ARC) adopts and complies with the current Idaho Special Education manual from the State Department of Education. To the best of our knowledge this manual reflects IDEA guidelines and Special Education Best Practices.

The Academy Director of Special Education is the Section 504 Rehabilitation Act Compliance Officer.

It is the intent of The Academy to identify, locate, and evaluate all enrolled children who may have disabilities. Disability, in this instance, means such conditions as hearing impairments, visual impairments, speech or language impairments, specific learning disabilities, emotionally disturbed, multiple disabilities, cognitive disability, other health impairments, physical impairments, autism, and traumatic brain injury. Before disabled children can be served, they must be identified.

The 1997 Amendments to the Individuals with Disabilities Education Act (IDEA) mandate that every school district in the country develop a system to identify children with disabilities who live in the district from birth age through age 21.

The rules adopted by the Idaho Department of Education direct that in addition to a three-year intensive search, school districts must conduct an annual in-service effort to identify and provide services to children with disabilities.

Each year The Academy will make a concerted effort to identify children with disabilities. In-service training will provide a review of special education requirements, regulations and obligations so that The Academy is alert to the needs of the children for whom it is responsible. The assistance of all staff members and agency personnel in this process is essential to accomplish this task, and they must work to ensure that this goal and responsibility are achieved.

The Academy asks for information about each child that is identified to establish answers to such questions as:

- What is the problem?
- What has already been done about the problem?
- What background information is available?

This information may be collected in several ways including interview, observations, screening, and testing. This information may be obtained from parents and the student, or from other agencies that have information about the student. This information will be used to decide whether the child has a disability and if he or she needs special services.

All information collected will be held in strict confidence and released to others only with parental permission or as allowed by law. Parents may have a copy of any records kept upon request.

The Academy keeps a record of all persons who review confidential records with the exception of other educational agency personnel and also maintains a list of employees who may have access to records. When the information collected, maintained, or used is no longer needed to provide educational services to the child, the parents will be informed.

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

- Review their child's records
- Refuse permission to release information (except as required by, or permitted by, law to be released)

- Request that information they believe to be inaccurate, misleading, or in violation of their child’s privacy or other rights be changed. The school has a process to resolve disagreements about information collected as explained in the Idaho Special Education Manual from the State Department of Education.

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

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

- The Academy will form a multidisciplinary team to consider a student’s eligibility for special education. If the team determines the need for an evaluation by personnel, such as a school psychologist, speech therapist, or occupational therapist, not currently employed by the Academy, such evaluation may be contracted with a private provider.
- A certified special education teacher will be responsible to monitor Individual Education Plans (IEPs) and supervise the implementation as written. The special education teacher, or an educational assistant under his/her guidance, will provide services in an inclusion or a pullout model depending on the degree of intervention necessary to meet the student’s needs. The special education teacher will consult with the general education staff to utilize effective classroom interventions, adaptations, and modifications.
- Related services, such as speech or language therapy, behavioral therapy, occupational therapy, or transportation, refer to those services necessary for a student to benefit from their special education. When necessary The Academy will contract with a private provider for the provision of related services. Direct speech, language, behavioral, or OT services may be provided by a paraprofessional under the direct supervision of a licensed therapist. The supervision of paraprofessionals will be outlined in the student’s IEP.
- In the event that the IEP team determines that the student’s academic needs cannot be met on site, The Academy may contract with a local school district to provide services.

Upon registration The Academy will provide a home-language survey and provide appropriate assessment to determine special needs. The Academy is committed to meeting the needs of children with disabilities. Few legislative mandates of the federal government have such far-reaching implications for local school districts. The school is committed to working with the community in providing services that meet the individual needs of each child.

Other Special-Needs Student Services

In a society based on democratic principals, each person has the right to learn at the most appropriate level where growth will take place. Because gifted and/or talented students have special needs, they are provided educational experiences that strive to meet those needs in the regular classroom. The Academy will identify gifted and talented students as recommended by the State Department of Education.

The Role of General Education Teachers in Regard to Special Education

All special education students will remain in the “regular” class unless otherwise indicated on their IEPs. They are included in all class activities.

Classroom teachers will maintain a minimum monthly contact with the special education student’s parent/guardian. The special education teacher will conference a minimum of 1 time per week with the general education teacher.

Teachers are invited to student’s IEP conference. IEP meetings shall be held each spring and teachers will be given advanced notice of the date and time for these meetings.

Teachers need to sign the child's IEP as the regular classroom teacher. If the teacher monitors the goals of this IEP and does quarterly progress reports on the status, the IEP can benefit the teacher in understanding the child's special needs and the focus taken in the delivery of services to the child.

The special education teacher will contact the regular teacher on an "as needed basis" to provide the teacher with information that may be valuable. The teacher should contact the special educator with questions or concerns. Working as a team with special needs students always yields the best results!

Limited English Proficiency

In addition, students attending The Academy with limited English proficiency (LEP), will be assessed by the IEP team to determine the extent to which they may require Title 1 services or a LEP instructor. Every effort will be made to help the student attain proficiency in the English language. In the event that the IEP team determines that the student's academic needs cannot be met on site, The Academy will contract with the Pocatello School district or another private provider to provide required services.

R. Dual Enrollment

Eligible students may participate in dual-enrollment in Public School Districts as provided for in Section 33-203(7) Idaho Code. The students shall enroll in the non-charter school where the program class is offered subject to the school district policy. Transportation shall be provided to the students by their parents when exercising dual-enrollment opportunities.

S. Enrollment Opportunities

To ensure that all potential families in the area are aware and understand the unique features of The Academy at Roosevelt Center, frequent opportunities for tours of The Academy will provide the community as well as interested families with diverse backgrounds and needs the chance to view the curriculum in action, closely inspect the books and materials, meet teachers and staff, and get any questions or concerns answered. A school website is also offered to answer families' questions.

The boundaries of the primary attendance area for The Academy will be conterminous with the Pocatello/Chubbuck School District #25

Public School Attendance Alternative

If a student is eligible for enrollment and is selected through the lottery process as described by IDAPA 08.02.04 and chooses not to attend The Academy, they will have the opportunity to enroll in the appropriate public school district as afforded by Idaho Code. The Academy cannot ensure enrollment beyond our legal authorization and does not intend to ensure enrollment in any school public or private.

T. Facilities

The Academy occupies the Roosevelt Center in Pocatello, a well-know facility, centrally located in Pocatello and originally built and operated as a grade school for many years. The facility was declared "surplus property" by School District #25 in 2002 and was purchased by an investment group which offered the facility to The Academy on a lease basis.

FACILITY DESCRIPTION – The facility has 12 classrooms, each of which is fitted with a broadband internet connection. The facility also has an ample gymnasium, an inviting playground, an administrative wing, and an off-street parking area that provides ample parking for the school's staff and its visitors. The facility is located in a neighborhood environment. The facility is zoned for educational use. The structure meets the requirements of the Uniform Building Code, Accessibility Standards (ADA), and the Uniform Fire Code for educational occupancy and safety. In anticipation of school occupancy, the building was refitted with new high-efficiency heating and air conditioning systems (HVAC), and the single pane windows in the classrooms were replaced with energy efficient thermo pane units. Insulation was upgraded in the building and the outdated hot water boiler radiators ~~been~~ were removed. The electrical system in the building meets current electrical standards and has ample capacity for the additional load anticipated by computer installations. The roof of the building was

upgraded from a hot mopped tar roof to a PVC membrane style roof, and the landlord discharges all structural and roof maintenance responsibilities.

SCHOOL FACILITY IMPACT AND EFFECT – It is anticipated that there will be little additional impact, if any, on the area immediately adjacent to the facility since the structure has been in existence for many years and has been more or less continuously occupied throughout.

FACILITY ADMINISTRATIVE SERVICES – Facility administrative services purchased by the school will be provided either by contract or by staff as determined by the Board. Students also participate on a limited basis in facility care and light maintenance in order to instill pride and ownership of the facility. Students participate in such duties as cleaning of the whiteboards, straightening the classrooms, emptying the garbage cans, dust-mopping the gym floor, picking up the playground, and so forth.

Any contracts entered into by the school will be public record and will be available for inspection upon request.

U. Civil Liability

The Academy at Roosevelt Center has liability insurance and insures its governing board, employees, contents, equipment, and fixtures against injury, damage, or loss of any kind no matter the cause. Additionally, both the facility provider and The Academy insures their respective interests against damage and for liability exposures with minimum limits of liability of not less than \$1,000,000 per person, \$5,000,000 aggregate or such limits as imposed by the State requirement or as otherwise determined by the board. All such insurance policies shall name the Academy as an additional insured and provide for a least ten (10) days written notice prior to cancellation. The facility provider and The Academy shall provide to each other certificates of insurance evidencing such coverage.

All contract service providers are required to have adequate limits of liability insurance as determined by the Board or other state requirement and shall maintain the same throughout any contract period.

To the extent it is covered by insurance The Academy shall indemnify its employees, parents, students, agents, servants, customers, invitees, the facility provider, the chartering entity, or any other person entering the facility under express or implied invitation, against death, injury, or damage to or loss of property caused by virtue of the Academy's negligence or misconduct.

The Academy shall operate its business in conformance with all local, state and federal environmental laws. Any chemicals, agents or compounds stored on site shall be properly contained with appropriate warning and emergency procedures and labeling in place. The Academy shall contain contaminants and manage hazardous substances in a manner as to protect all building and grounds from pollutants, potential risks and assumes responsibility for said risks.

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

V. Child Nutrition

Due to limitations in equipment and available space The Academy will not be able to operate a full service kitchen while at the Roosevelt Center location. However, The Academy will provide hot food services by cooperating with another school that participates in the federally assisted National School Lunch Program. In so far as school calendars coincide, The Academy will offer hot lunch to all its students at full price, and free and reduced price lunches to those students who qualify under federal guidelines.

When physical facilities allow for the construction and operation of a full service kitchen, The Academy will participate in the National School Lunch Program as an independent provider.

W. Weapons Policy

The Academy at Roosevelt Center maintains a policy of ZERO tolerance for weapons. A student who carries a weapon onto school property or who has a weapon in his/her possession while on school property or at a school function shall be

immediately referred to the administrator for disciplinary action. Such action may include referral to law enforcement authorities, and/or suspension from school, not to exceed 5 days, pending action by the Governing board of The Academy.

Weapons are defined as ANY object which may be reasonably categorized as a firearm, any flammable substance, any explosive, including firecrackers, or any knife. This definition does not include school supplies such as pencils, or compasses where they have reasonable use in connection with an educational function in which the student is engaged.

X. Transportation

The Academy at Roosevelt Center will not provide transportation to and from school for its students. An organization has been started by parents of students of the Academy. This group will help parents who want to find other parents for purposes of carpooling.

Parents also have the option of using the Pocatello Regional Transit system. The bus route has stops on Maple Street, in front of the school at :17 and :56 after each hour. There are also other private transportation providers that parents can contact if they wish.

If the law governing transportation of students by charter schools is clarified or interpreted by Idaho courts to require charter schools to provide transportation, The Academy will comply to provide transportation for all covered students.

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