



POCATELLO COMMUNITY CHARTER
SCHOOL

The Pocatello Community Charter School

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Preface

A group of interested parents, educators, and community members joined efforts in 1997 to begin work on creating a new kind of school. When the “Public Charter Schools Act of 1998” passed the Idaho Legislature in March of 1998, this group geared their work specifically towards establishing a charter school for the Pocatello area. Their early discussions evidenced a strong commitment to a few key elements: (1) academic challenges, (2) parents and teachers working together, (3) new learning and teaching approaches, and (4) designed flexibility in teaching the children. From these key elements grew the mission statement of the Pocatello Community Charter School.

Mission

PCCS is an innovative public education option for grades K-8. We are dedicated to the implementation of the ELOB model, small multiage classrooms, and academic excellence. Supported by skilled professionals and parental involvement, we emphasize personal responsibility, collaboration, and critical thinking.

In this document, the term *parent* refers to both parents and/or guardians.

School Overview

The Pocatello Community Charter School, a center of Expeditionary Learning, is a public school of choice serving 180 students in Pocatello, Idaho from kindergarten through the eighth grade. At our school, students learn in multi-age classrooms with the same teacher for two years. Multi-age classrooms allow students of different ages and abilities to lean together and develop friendships that expand beyond one grade level.

Our school’s mission is to work with parents in order to provide each child with an academically rigorous plan that is both innovative and flexible. We believe that each child has a unique set of talents, interest and challenges. We understand that no single approach can reach each child, and we work to create leaning environments within classrooms that respond creatively to the needs of all of the children. The five core values of our school are **a can-do attitude, respect for diversity, creative leadership, honesty and integrity, and personal responsibility.**

Our school is a center of Expeditionary Learning. Expeditionary Learning Outward Bound is a network of schools that emphasize active learning, literacy, character growth and teamwork. As an Expeditionary Learning school, we teach reading writing, science, math, and social studies through multiple drafts, achieve our personal best, and reflect upon what we have learned. Being

part of the Expeditionary Learning Outward Bound network allows our teachers to collaborate with other educators throughout the country, refine their own teaching practices, and participate as leaders, researchers and curriculum developers within their own school.

Legislative Intent

The Pocatello Community Charter School will abide by all federal, state, and local laws. We are committed to providing education experiences commensurate with the legislative intent outlined in Idaho Code 33-5202.

Idaho Code 33-5202: It is the intent of the legislature to provide opportunities for teachers, parents, students and community members to establish and maintain public charter schools, which operate independently within the existing public school system as a method to accomplish all of the following:

- (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) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site*
- (5) Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system*
- (6) Hold the schools established under this chapter accountable for meeting measurable student educational standards*

Educational Program

Idaho Code 33-5205.3.a The educational program of the charter school, designed among other things, to identify what it means to be an “educated person” in the twenty-first century, and how learning best occurs. The goals identified in the program shall include how educational thoroughness standards as defined in section 33-1612, Idaho Code, shall be fulfilled.

In accordance with our mission statement, the key goal of the educational program at the Pocatello Community Charter School is to academically challenge each child commensurate with his or her abilities, to prepare each child for success in today’s and tomorrow’s world. Innovation and flexibility are essential to such a program, in that no single approach can reach every child.

I. PCCS Educational Program Components

1. Integrated Curriculum: allows and encourages subject overlap. Such an approach more closely parallels the “real” world, where a project, problem, or opportunity demands skills in many areas.
2. Child-Centered Curriculum: As opposed to topics or methods mandated by textbooks or instructor interests/priorities, a child-centered curriculum is geared towards the interests and abilities of the child. Class work involves children working on projects they help design, either in groups or individually. The teacher serves as a mentor or guide to help the children as they encounter challenges and/or to present further challenges to their work.
3. Experiential Learning: Active, hands-on learning is typically connected to an in-depth project or investigation
4. Cooperative Learning: Class work is often done in groups, consisting of students at various or similar abilities. Students learn how to work together, an increasingly important skill in today’s workplace. Ideas, material, and labor are shared.
5. Multiple Intelligences: Based on the work of Howard Gardner, this concept holds that all people possess various intelligences, with individuals being stronger in some areas and weaker in others. Gardner has identified eight different intelligences: linguistic, logical-mathematical, spatial, bodily kinesthetic, musical, interpersonal, intra-personal, and natural. Using this approach, teachers try to understand each child’s strong and weak intelligences. Teachers use this information to help students learn and solve problems.
6. Portfolio Assessment: The portfolio serves as an in-house assessment tool. A series of rubrics show the extent to which students have met or exceeded the Idaho Achievement Standards. Students receive guidance in choosing their highest quality work to go into the portfolio.

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

8. Personal Education Plans (PEPs): These plans are written at the beginning of each school year with input from the child, the parent(s), and the teacher. Each PEP identifies a student's goals for the year, based on that student's strengths and challenges. The Personal Education Plan developed at the beginning of the year by the student, parents, and teachers, may be revised as the child's personal abilities change. (A sample draft of a personal education plan is included in Appendix A)

9. Learning Community: PCCS has made a commitment to develop and maintain a school community and culture dedicated to learning. Everyone involved with the school is regarded as part of the learning community, willing to help any other community member attain their learning goals. The greater Pocatello community is part of the learning community as well. Community members are often invited into the school and students have many opportunities to interact with the community outside the school boundaries.

II. An Educated Person in the 21st Century

We believe that an educated person in the 21st century will be someone who has the following attributes:

1. The ability to think, independently, creatively, and critically. Technology has made facts and answers simpler to acquire. The crucial skill, then, is not the ability to recite correct answers, but the ability to think of the right questions. A child-centered curriculum teaches thinking abilities, since work revolves around the children's interests and questions in any given discipline, with the teacher working as a guide. Children are encouraged to question what they see, what they hear, what they read, and what they experience as they learn about their world. No aspect of the school is considered off limits to thoughtful, serious discussion, query, or debate.

Goal: To give students experience and encouragement in independent, creative, and critical thinking.

2. Flexibility in academic, social, and personal arenas. Change has become the norm in our world, in everything from computers to neighborhoods. At our school, textbooks are seen as a resource, not as a curriculum foundation, allowing students and teachers greater academic flexibility. By teaching to multiple intelligences, we can maintain our high academic standards, while allowing individuals the flexibility to follow different routes, according to their personal strengths, to attain those standards. Our integrated curriculum further advances academic flexibility by allowing various subjects to overlap as needed. Portfolio assessments provide academic flexibility by assessing each child's actual work for the term, rather than their score on written tests. Cooperative learning and multi-age classrooms encourage social flexibility,

giving students experience in adapting to different social situations. Our plans for community interaction also give students opportunities to develop social flexibility, as well as learning that they, personally, can affect their communities.

Goal: To give students the experience and skills to adapt to, learn from, and initiate change.

3. The self-motivation, self-discipline, and self-confidence necessary to continue as a lifetime learner. Given the rapid pace of change in our society, the ability to continue learning is vital. We will work to build self-motivation by using a child-centered curriculum, encouraging children to learn more about areas of interest to them. Usually this will involve hands-on, community oriented projects, providing the kind of intrinsic rewards essential for self-motivated learners. Self-discipline comes through setting goals and working to achieve them, as in our Personal Education Plans. Students will also learn that discipline is most effective if it is democratic, by setting their own classroom and school rules, and by deciding how to enforce such rules, as outlined in the discipline section of this charter. Finally, lasting self-confidence comes through genuine success, a crucial element of everything we do at our school. We see child-centered classes, portfolio assessments, multiple intelligences, cooperative learning, and Personal Education Plans as mandatory components for any plan concerned with helping every child succeed in school.

Goal: To build confident, motivated, disciplined, successful learners who will continue learning all their lives.

4. A mastery of basic academic disciplines and democracy skills. The world-community of the 21st century, with all its complex problems and opportunities, asks that an educated person have both academic and democratic skills in hand. We define mastery as the ability to perform within the upper four levels of Bloom's Taxonomy: Application, Analysis, Synthesis, and Evaluation. We define the following as basic academic disciplines to be emphasized: math, science, language arts, social studies, health, physical education, computer/library skills and the arts. We have adopted the Idaho Performance Standards for K-8 goals where available. (These goals comprise the basis of our Personal Education Plans, as shown in Appendix A.) Our integrated curriculum, child-centered classes, and focus on multiple intelligences will allow students to approach these disciplines from many different angles, ensuring a thorough mastery. We define basic democracy skills as motivation, service, responsibility, tolerance, compassion, and community involvement. Our school uniforms, community partnerships, Personal Education Plans, multi-age classes, and child-centered classes help foster and develop these democracy skills. Where possible, the students will work on "real" projects that will combine the academic with the democratic.

Goal: To challenge each student and provide the hands-on, real world experiences necessary for mastery of academic disciplines and democracy skills.

III. How Learning Best Occurs

At the PCCS, we believe learning best occurs in a safe yet stimulating environment, where caring individuals help each other attain their personal best. Children begin school with an innate drive to learn which, if tended and encouraged, can help each child find joy and pride in learning. Teachers begin their careers full of excitement and ideas that, if encouraged, can help each classroom become a place of discovery and enthusiasm. The flexibility of the PCCS environment allows the greatest opportunity for both children and teachers to experience the best kind of learning.

Thoroughness Standards (Idaho Code 33-1612)

1. *A safe environment conducive to learning is provided.* The PCCS maintains that a safe environment entails physical, social, and academic safety. A child will be able to learn at the top of his/her ability only if she/he feels physically, socially, and academically safe.

Physical Safety: Each child should feel and be physically safe at all times. We have developed a thorough health and safety plan that addresses many of these issues. Threats of violence or bodily harm to any person associated with the PCCS will be dealt with as outlined in the discipline section of the charter.

Social Safety: Questions of social safety cause unnecessary stress in a child's life. The PCCS will work to alleviate such anxiety whenever possible. The multi-age class setup of the school works to break up cliques and to foster broad friendships across all age levels. School uniforms alleviate the social pressure rooted in fashion or the outward display of economic status. Progress based on individual ability--not popularity, age, or income--is central to all the workings of the school.

Academic Safety: The PCCS is firmly committed to providing an academically rich and challenging environment, where each child feels safe to progress according to his or her academic interests and abilities. Students are provided a variety of avenues toward achieving academic mastery of any given topic. Relevant, cooperative work among small groups of children provides a safe, nurturing environment for young minds to explore and understand their world.

2. *Educators are empowered to maintain classroom discipline.* Teachers, staff, administrators, and volunteers at the PCCS will have the authority to ensure a safe learning environment through appropriate disciplinary measures. With a few exceptions (i.e. illegal behavior), students will determine basic classroom rules, including discipline for misbehavior. The classroom rules will foster our ideals of a safe environment, conducive to all types of learning. Educators will oversee rule making and will help enforce the rules to minimize disruptive, inappropriate, or harmful behavior. However, every effort will be made to facilitate student self discipline.

3. The basic values of honesty, self-discipline, unselfishness, respect for authority, and the central importance of work are emphasized. As part of our goal to teach students fundamental interpersonal and academic skills, the above basic values will be reinforced on a daily basis with each student. Areas in need of improvement will be identified and targeted through the individualized learning plans set up for each student each semester.

4. The skills necessary to communicate effectively are taught. Specific requirements for communication skills are outlined in our Portfolio Requirements Checklist (Appendix A.) We believe, however, that it is not enough to teach communication skills. Each student will be involved with a meaningful project, to gain the competence he/she will need in the communication area. It is through continued practice that students will develop and enhance these skills.

5. A basic curriculum necessary to enable students to enter academic or vocational post-secondary educational programs is provided. Our curriculum aligns with and conforms to the Idaho Performance Standards for K-8 with the option to include further goals, not identified by the state, such as library, computer, and foreign language skills. Our goals provide for extensive computer experience--a bare minimum for tomorrow's technology oriented world. In addition, the four goals listed in our "Educated Person in the 21st Century" section above are viewed as skills an individual will need to succeed in any future education program he/she may wish to begin.

6. The skills necessary for students to enter the work force are taught. We believe that the skills identified in the "Educated Person in the 21st Century" section of this charter are skills any employer would welcome from an employee. In addition, our Portfolio Requirements Checklist and our Personal Education Plans, outlined in this document, contain specific requirements that meet this standard.

7. The students are introduced to current technology. Our school will surpass this standard, since each student will have extended experience with technology in each class. Each classroom will have many computers available for children with Internet access, educational programs, and word processing programs. We view computer skills as essential to a student's success, much like math, reading, or writing.

8. The importance of students' acquiring the skills to enable them to be responsible citizens of their homes, schools, communities, state and nation is emphasized. Our democracy-oriented goal, explained in the "Educated Person in the 21st Century" section, speaks directly to this standard.

Student Educational Standards

The measurable student educational standards identified for use by the charter school will allow students to demonstrate the extent to which they have attained the skills and knowledge specified as goals in the school's educational program (Idaho Code 33-5205.3.b.)

Although the PCCS embraces a child-centered, integrated approach to curriculum, every student is expected to master specific educational goals in mandated subject areas: science, math, art, social studies, reading, PE, health, music, and language arts. These goals provide a solid framework for each student's progression in a systematic, complete manner. These standards are the basis for the Portfolio Requirements Checklists (Appendix B) and Personal Education Plan (Appendix A).

The PCCS has developed student educational standards and goals based on the State Department of Education's Idaho Performance Standards for K-8. These standards are contained in the Portfolio Requirements Checklists and Personal Education Plan found in Appendix A. The PCCS will continue to examine and refine these performance standards to reflect changes in the school's mission and state regulations.

These measurable student educational standards will be treated as outcomes, with each student's progress measured by clearly stated benchmarks. In conjunction with standardized tests (Idaho Code 33-5205.3.d), students are required to demonstrate their knowledge by developing portfolios and presenting public exhibitions during their school careers at the PCCS.

Assessment Methods

Student progress in meeting the student educational standards is to be measured (Idaho Code 33-5205.3.c.)

The PCCS students will be assessed by a combination of ongoing assessments, such as portfolios and public exhibitions, aimed towards completing the goals outlined in their Personal Education Plans (PEPs) and Portfolio Requirements Checklist and appropriate standardized tests.

Each school year parents, students and teachers participate in creating and maintaining a Personal Education Plan (Appendix A) for the student. Included in the Personal Education Plan are clearly identified benchmarks for the student. These are the educational standards that the student must meet. The Personal Education Plans are aligned with current state standards.

Students are required to provide the supporting documents for the items listed in the portfolio requirements and to meet the benchmarks identified in their Personal Education Plan portfolios.

The PCCS may implement the use of a rubric to establish consistent scoring criteria in common and/or include outside evaluators to assist the classroom teachers in assessing the student's work.

The PCCS will establish a method for regular school self-evaluations as part of its accreditation process, per accreditation guidelines. The PCCS is committed to continually improving its programs and student outcomes. We will experiment, develop and implement strategies that our regular evaluations show to be most effective to ensure continued student growth.

Standardized Testing

A provision by which students of the charter school will be tested with the same standardized tests as other Idaho public school students (Idaho Code 33-5205.3.d)

Pursuant to Idaho Code, the PCCS requires students to participate in state standardized testing. Students enrolled in the PCCS in grades K through 8 will achieve standardized test scores comparable to those for School District 25 and the State of Idaho, as well as successful completion of required portfolios and exhibitions. Performance standards and assessments for students with special needs will be adapted as appropriate per State and Federal guidelines.

All students will show evidence (such as portfolio, testing, etc.) of meeting Personal Education Plan goals and portfolio requirements, which are aligned with the State of Idaho's K-8 Performance Standards for their grade level.

Governance Guidelines

Idaho Code 33-5205.3.f. The governance structure of the charter school including, but not limited to, the person or entity who shall be legally accountable for the operation of the school, and the process to be followed by the charter school to ensure parental involvement. This provision ensures that the charter school shall be state accredited as provided by rule of the State Board of Education. The Pocatello Community Charter School hereby ensures that it shall be state accredited as outlined in State Code.

I. Governing Board

A. Definition and Scope of Charter School Governing Board

The Pocatello Community Charter School (PCCS) Governing Board has complete responsibility for establishing and implementing the philosophy, vision, goals, objectives and operations of the school. Responsibilities include but are not limited to:

1. Establishing school policy, class size and staffing requirements.
2. Hiring and termination of --employees based on contract and human resource policies.
3. Adopting and administering the school budget.
4. Reviewing and approving contracts for goods and services over the maximum expenditure limit approved for the dean.
5. Preparing or delegating preparation of all documents and reports required to meet federal, state and local school district requirements.

6. Negotiating on behalf of the school for future needs.
7. Hold an annual meeting, set by the Board, to thoroughly review the Charter, the Strategic Plan, and the Policies and Procedures. At this meeting Board Officers will be elected and meetings for the next year will be scheduled.

B. Governing Board Membership

The PCCS Governing Board (aka Board) will consist of eight to ten unpaid members, this number may vary according to the needs of the board:

1. Four elected parent members (non-employee parents or guardians of children attending the school) for a two year term, designated as seats #1 - #2 - #3 - #4.
2. Two elected teacher advisory members (employed by the school) for a one-year term, designated as seats #5 - #6. Teacher members are non-voting members (Idaho Code 33-5204A).
3. One Community member (non-parent, and non-employee) appointed by Board for a one-year term, designated as seat #7.
4. Three at-large members open to any interested party appointed by the Board for up-to a two year term or so long as the position requires. These members will serve during times of heavy work load and are designated as seats #8 - #9 - #10.

Only one member per household may serve on the Board.

No payment or other compensation shall be provided to Board members for their Board services. Compensation for participation by Board members in professional seminars/meetings approved by the Board is allowed.

C. Election Process

1. Elections will be held once per year on a date chosen by the Board. The parents or legal guardians of any child attending the school or who has been accepted for attendance in the following year shall be eligible to vote in any regular or special election.
2. Parent Board members will be elected by those eligible to vote in any regular or special election.
3. The employees of the Charter School will elect teacher Board members.
4. The Board will appoint community and at-large Board members.

D. Terms

Consecutive two-year terms will be limited to two. Consecutive one-year terms will be limited to three.

E. Vacancies

1. If a parent Board member resigns, is removed or dies, the Board will choose a replacement from parent applicants.
2. If a teacher Board member resigns, is removed, or dies, a replacement member will be chosen by the teachers employed at the school from volunteer teacher applicants.
3. New Board member (see 1 and 2 above) shall serve for the remaining term of the predecessor in office.
4. If, in any general election, there are an insufficient number of candidates to fill the Board positions, the Board, may appoint parent(s), teacher(s) or community member as designated by the seat number in section B to fill the vacant term.

F. Attendance

Board members are expected to attend each meeting of the Board. Any Board member who misses two consecutive, unexcused, meetings is subject to removal from the Board. An excused absence requires 24-hour advanced notice to the Chair and/or Secretary of the Board.

G. Officers of the Board

1. *Chair.* The Chair shall preside at all meetings of the Board, execute contracts, represent PCCS and the Board to outside agencies, control all of the business and affairs of the school, be responsible for ensuring execution of orders and resolutions of the Board, and other duties. The Chair will prepare an agenda for each meeting. The agenda will be delivered to Board members and will be posted on the teacher, parent, office, and Board email lists, as well as posted in the PCCS lobby, no later than 48 hours prior to the scheduled meeting.
2. *Vice Chair.* The Vice Chair is in training for the Chair position and shall have all powers and duties of the Chair in the absence or disability of the Chair. The Vice Chair shall perform duties from time to time as assigned by the Chair or the Board.
3. *Secretary.* The Secretary shall keep full meeting minutes, record all acts and votes, and distribute those minutes no later than one week after the meeting. The Secretary shall perform duties from time to time as assigned by the Chair or the Board.
4. *Treasurer.* The Treasurer shall have full guardianship of school monies. The Treasurer shall give a report to the Board no less than monthly at a regular meeting. The Treasurer shall serve as the Chair of the Finance Committee. The Treasurer shall perform duties from time to time as assigned by the Chair or the Board.

H. Board Meetings

1. All business must be conducted at a legal meeting of the Governing Board with a quorum (simple majority) in attendance.
2. Regular Board meetings will be held at least once per month as scheduled annually. Regular meeting times and dates may be changed by a majority vote of the Governing Board.
3. Special Board meetings may be called by the Chair or at the request of any Board member or the Dean. At least three days written notice must be given.
4. Announcement of Board Meetings will be posted in the school office not less than 48 hours in advance of the meeting. All parents and staff are encouraged to attend.
5. A simple majority (quorum) may pass all voting matters including acts, resolutions, propositions, etc.
6. Executive Sessions: All regular and special meetings of the Governing Board shall be open to the public, except that, upon a majority vote of the members present, an executive session closed to the public may be held to discuss sensitive matters pertaining to: (a) client-attorney matters (b) acquisition/sale of property (c) contract proposals or negotiations, (d) personnel issues, or (e) sensitive individual student related issues. Only those persons invited by the Board may be present during executive session. During executive sessions, the Board shall not make final policy decisions, resolutions, rules, regulations, or take formal actions. Formal actions, such as approving a contract or payment of funds, will be approved only in open sessions. Matters discussed in executive sessions shall remain confidential. The Board Secretary will keep separate minutes of all Executive Sessions.
7. Proxy voting by Board members shall not be allowed.
8. The Chair may participate and vote in all matters before the Board.
9. Robert's Rules of Order shall govern the proceedings of the Board, except where specific procedural exceptions are adopted by the Board.
10. The Chair presides over the Board meeting and establishes the agenda that will be followed.
11. Board meetings may consist of (a) Board discussion – only Board members may participate or (b) open discussion – any individual in attendance may participate. The Chair will open discussions for Board and will determine when and for how long it is appropriate for open discussion. Upon the motion of a Board member and majority vote of the Board, the open discussion may be rescinded.
12. Every motion before the Board will have an appropriate discussion period. Those engaging in the discussion will raise their hand to be first acknowledged by the Chair before speaking. The Chair will acknowledge the individual who will then have the floor. At the Chair's discretion, comments may be limited to a specified time frame, i.e. two minutes per individual comment. The Chair will acknowledge each person that is permitted to speak. When feasible all individuals will be given opportunity to express their opinions.
13. Prior to any vote by the Board, the Chair must declare that the discussion period for Board members and guests is completed and "call for the vote". Board Members may

also issue a “call for a vote” to end discussion and put the issue to a vote of the members.

II. Advisory Councils

- A. The Board, by resolution, may establish advisory councils to perform functions that the Board from time to time deems necessary or beneficial to the charter school.
- B. The membership will be volunteer parents, employees, and/or community members approved by the Board.
- C. The role of an advisory council is to make recommendations to the Board or to act upon instructions of the Board.

III. Dean

The Dean will serve as chief administrator for the day-to-day operations of the charter school and shall perform other services and duties as assigned by the Board. (The duties and qualifications of the Dean are described in the Personnel section of this charter.) The Dean shall be accountable to and serve at the direction of the Board. The Dean shall be hired by the Board and may be terminated by a majority vote of the Board, under guidelines established by the Board contained in the Faculty Policy Section of the Charter. The Board will review the Dean’s performance and responsibilities annually.

IV. Legal, Insurance, and Contracting Issues

A. Legal Organization.

The Pocatello Community Charter School is organized and shall be maintained as a separate legal entity from Pocatello School District 25. The PCCS shall be a public school as provided by Idaho Public Charter Schools Act. The PCCS is a public entity and a non-profit organization.

B. Legal Definition.

- 1. The PCCS shall be fiscally responsible for its own operations.
- 2. The Board and its officers or agents, acting on behalf of PCCS, shall have the power and authority to:
 - a. Contract for goods and services.
 - b. Prepare a budget.
 - c. Select personnel and determine their compensation.
 - d. Procure Insurance.
 - e. Lease or purchase facilities for school purposes.

- f. Purchase, lease or rent furniture, equipment and/or supplies.
- g. Accept and expend gifts, grants or donations consistent with the law.
- h. Take actions as necessary and appropriate to properly and efficiently operate the school.

C. Contracts

The Board is authorized to approve contracts subject to the requirements and limitations of law. The Board's attorney may evaluate contracts.

D. Insurance

PCCS shall be responsible for maintaining insurance on and for its premises, students, employees, and operations for the following:

1. General liability for bodily injury.
2. General liability for property damage.
3. Personal injury extension.
4. Worker's compensation.
5. School leaders' errors and omissions.
6. Coverage to indemnify School District 25 and its Board and agents for claims brought against School District 25, its Board of Trustees, and its agents for action relating to and from operation of the PCCS.
7. Other insurance as deemed necessary

E. Legal Representation

PCCS shall be responsible for its own legal representation and legal costs.

V. Parental Involvement

The PCCS is a partnership between educators and parents. Parents have many levels of opportunity to participate in the Pocatello Community Charter School. (See also Parental Involvement Statement.)

1. The governing Board will include at least four parent/legal guardian members. This allows for significant parental involvement in policy and operations of the school.
2. The advisory councils will consist of mostly parents. Parents will have an opportunity to be involved in special projects related to different aspects of the school.
3. The parents or legal guardians of any child attending the school (or who has been accepted for attendance in the following year) will be eligible to vote in any regular or special election.
4. All Board meetings will be public and parents will be encouraged to attend and participate. Parental involvement with the child's education in the classroom and at home will be one of the foundations of PCCS. Parents will be encouraged to

participate in classroom activities and field trips. In the home, they will be responsible for direct instruction, tutoring, and proctoring of homework.

5. Parents are encouraged to regularly participate in the PCCS at all levels. In the home, they will be responsible for instruction, tutoring, and proctoring of homework.
6. Parents are expected to regularly participate in the PCCS at all levels: from administration, operation and maintenance of the facility, to assisting in the classroom and supporting the school mission and charter

Faculty/Staff Policies

Idaho Code 33-5205.3.g. The qualifications to be met by individuals employed by the charter school. Instructional staff shall be certified teachers, or may apply for a waiver of any of the limited certification options as provided by rule of the state Board of education.

Idaho Code 33-5205.3.l A provision which ensures all staff members of the charter school will be covered by the public employee retirement system, federal social security, unemployment insurance and worker's compensation insurance.

Idaho Code 33-5205.3.n. A description of the transfer rights of any employee choosing to work in a charter school and the rights of such employees to return to any non-charter school in the school district after employment at a charter school.

Idaho Code 33-5205.3.o. A provision which ensures that the staff of the charter school shall be considered a separate unit for purposes of collective bargaining.

Idaho Code 33-5206.2 No Board of trustees shall require any employee of the school district to be involuntarily assigned to work in a charter school.

Idaho Code 33-5206.3. Certified teachers in a charter school shall be considered public school teachers. Educational experience shall accrue for service in a charter school and such experience shall be counted by any school district to which the teacher returns after employment in a charter school.

The Pocatello Community Charter School embraces the legislative intent of the Public Charter Schools Act (Idaho Code 33-5201) to create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

I. Certification

After receipt of its charter, the PCCS Governing Board will hire a Dean to support and uphold the mission and goals of the school. The Dean will hold appropriate Idaho certification and will

submit certificates of newly hired teachers and professional support staff as an addendum to this application.

The PCCS Dean, teachers, and professional support staff will hold appropriate Idaho certification. Beyond the guarantee of professional preparation offered by certification, the PCCS will seek professional staff that is in agreement with and committed to the mission, goals, and educational approach of the school as outlined in this charter.

II. Staff Responsibilities

A. Overview

It is the responsibility of the faculty of the PCCS to teach the school curriculum and support the goals and objectives of the school. The teachers are expected to meet the curriculum goals, to provide a challenging yet supportive learning environment in the classroom, and to be sensitive to the individual learning needs and styles of the children. It is the teacher's responsibility to communicate with parents on relevant classroom matters.

B. Teachers

Teachers are responsible for maintaining pleasant and safe classroom climates that are conducive to learning and stimulate students' curiosity and enthusiasm for learning. Teachers are expected to exhibit the highest level of professional and social behavior in the classroom. Specific staff responsibilities include but are not limited to:

- *support the mission and goals of the PCCS
- *teach the PCCS curriculum
- *ensure mastery of grade-level knowledge, content, and skills for all students through consistent teaching practices and individual tutoring when appropriate
- *provide appropriate enrichment materials and individual tutoring when appropriate
- *create a challenging yet supportive school atmosphere that encourages academic achievement by all students
- *maintain a safe classroom environment
- *communicate in a timely fashion with parents and/or the PCCS Dean about any relevant classroom matters and student performance
- *provide collegial support to other PCCS staff members
- *participate in staff development programs
- *serve on ad hoc advisory committees to the PCCS Governing Board.

C. Aides

The responsibilities of the PCCS aides are to:

- *assist classroom teachers and the Dean
- *help maintain a safe learning environment
- *support an atmosphere conducive to learning; and
- *monitor students during non-instructional activities

D. Dean

The responsibilities of the PCCS Dean are to:

- *support the mission and goals of the PCCS
- *create a challenging/supportive atmosphere that encourages academic achievement by all
- *participate in evaluating student progress and in assessing needs for special programs
- *supervise teachers and other staff
- *ensure continued professional development and growth of teachers and other staff
- *provide recommendations to the Governing Board
- *provide administrative services
- *supervise school budget
- *evaluate the adherence of the PCCS program to its charter
- *establish and maintain accreditation
- *communicate in a timely fashion with parents and teachers about any relevant classroom matters and student performance

E. Administrative/Clerical Staff

The responsibilities of the PCCS administrative/clerical staff are to:

- *support the mission and goals of the PCCS;
- *assist the PCCS Dean
- *perform standard administrative and clerical tasks
- *maintain records and assist with reporting

III. Employee Rights

Pursuant to Idaho Code 33-5206, sections 2 and 3, all employees are voluntarily employed by the PCCS. Certified teachers employed at the PCCS are considered public school teachers. Full transfer rights of any employee choosing to work at the PCCS and the rights of such employees to return to any non-charter school after employment at a charter school are hereby established. Educational experience shall accrue during employment at the PCCS and such experience shall be counted by any school district to which the teacher returns after employment at the PCCS.

IV. Employee Evaluations

The PCCS will comply with all State laws regarding employee evaluations. Within the first three years of employment, the Governing Board must decide whether or not to negotiate a

multi-year contract with an employee. Contract decisions will be based on the performance of the employee, assessed partially on the basis of

- 1) observations and evaluations conducted by a teacher accountability team, set up and overseen by the Governing Board
- 2) student progress
- 3) professional competence and responsibility
- 4) sensitivity to students' needs
- 5) ability to work harmoniously with other members of the teaching staff
- 6) relationship with parents
- 7) commitment to the mission and goals of the PCCS.

The PCCS has an obligation to employ the educational staff best qualified to meet the educational needs of the children. It shall meet this obligation by retaining only those individuals who meet the highest standards of performance.

V. Hiring Standards and Criteria

A. Overview

The PCCS believes that the quality of the professional staff helps determine the quality of education offered in the school. It is therefore the responsibility of the PCCS Governing Board or their designated representatives to locate and recruit the best-qualified candidates to meet the school's educational needs. Candidates may include persons qualified to pursue the alternate method of certification.

Staff selection shall be based on strong academic preparation, professional competence, intellectual rigor, emotional maturity, enthusiastic professional attitude, knowledge of instructional practices, and ability to contribute to the furtherance of the school's educational goals. Attention shall be paid, among other factors, to the candidate's academic records, ability to work well with children, and previous relevant experience. Staff must demonstrate that they are aware that children have many different family circumstances and learning styles and that they are willing and able to provide the educational support that a diverse student population needs.

The PCCS Governing Board or their designated representative(s) will be responsible for advertising available jobs and soliciting applications from qualified candidates. It is the PCCS Board of Director's responsibility to obtain a criminal history check of all non-certified school employees and to obtain proof of citizenship or eligible alien status.

The PCCS is committed to hire the individuals who are best qualified for the job without regard to race, sex, religion or handicap unrelated to the job. The PCCS will adhere to relevant local, state, and federal laws in its hiring practices.

By a majority vote, the Governing Board shall approve employment and the initial salary. The figure for the initial salary will depend on the academic degrees of the employee, as well as his/her previous professional experience.

B. Employee Background Checks

All teachers and administration employed by the PCCS will hold current certification pursuant to Idaho Code 33-12-01 and meet all requirements set forth to obtain this certification (Idaho Code 33-12-02) including, but not limited to, a criminal history check pursuant to Idaho Code 33-13-0.

VI. Targeted Staff Size and Student-Teacher Ratio

The PCCS recognizes that personal student/teacher contact is essential to successful learning, allowing for greater individualization of instruction and the ability to address special needs. The PCCS is therefore committed to maintain the lowest student/teacher ratio compatible with its finances. The target student/teacher ratio is 20 to 1.

VII. Salaries, Contracts, Hiring and Dismissal, and Benefits

Pursuant to Idaho Code 33-5205, the staff employed at the PCCS shall be a separate unit for purposes of collective bargaining with the PCCS Governing Board. The PCCS Governing Board and the certified teachers employed at the PCCS will negotiate an agreement, a sample of which is attached as Appendix C.

The PCCS Governing Board in the course of the initial hiring process will develop the salary scale for PCCS. Initial estimates for budgeting purposes are based on established local school district salaries (Article XIII, 13.1, *A Negotiated Agreement between the Board of Trustees of School District No. 25 and the Pocatello Education Association*) as well as Idaho Code 33-1004A. (A sample salary scale used by PCCS is attached as Appendix D.)

Employee benefits will include Social Security (7.65%), public employee retirement, unemployment compensation, and other benefits required by law. The PCCS intends to include individual health care coverage as part of the benefits package for full-time employees. The details of this health care coverage will be determined by the PCCS Governing Board, and negotiated as a separate element during bargaining.

VIII. Payroll

The PCCS Governing Board will set up all necessary payroll services for employees of the PCCS.

IX. Employment Contracts

The terms of employment for teaching, administrative, and support staff of the PCCS will be determined by contracts negotiated within the parameters of relevant Idaho statutes. PCCS faculty and staff will be required to enter into individual term employment agreements resembling those used in business but explicitly stating that all requirements of the Public Charter School Act (Idaho Code 33-5201) are made part of the agreement. Teaching staff may be obligated to provide services during the PCCS academic year, in-service days, or during other times of the year depending upon their role in the school. The agreement affirms that any materials created by staff members for use by the PCCS, or produced using the staff or resources of the school, are works-for-hire and all intellectual property rights are vested in the school. (See sample employment contract, Appendix E)

A majority vote of the PCCS Governing Board shall be required to terminate the employment or not renew a contract of any PCCS faculty or staff member.

X. Professional Development Opportunities

Among the guarantors of student achievement are high teacher motivation and quality professional development opportunities. The PCCS seeks professional development opportunities that emphasize both content and pedagogy, help teachers develop leadership, and include contact with practitioners and researchers as well as other teachers. In addition to specific training opportunities, programs, which introduce teachers to programs/contacts with community resources, will be pursued.

XI. Staff Evaluation

The PCCS Governing Board or their designated representative(s) shall establish and specify clearly defined criteria for employee performance reviews. These criteria include but are not limited to a commitment to the PCCS mission and goals, high level of professionalism, high level of accomplishment, and effective participation in the PCCS team environment.

The PCCS Governing Board may establish an employee effectiveness and accountability committee to oversee the evaluation process. The evaluation process may include written evaluations based on classroom observations and comparisons of the students' performances on major assessments specified by Idaho Code and the PCCS curriculum goals for each grade. Special contributions by the PCCS staff to the school's program will also be an element in the performance review.

Health and Safety

The physical health, safety and well being of students attending PCCS are of utmost concern. While the ultimate responsibility for a child's welfare remains with the parent, the Governing Board has established the following policies.

I. Emergency School Closure

A. Determination of Need

The Dean of the Pocatello Community Charter School will be responsible for determining the conditions warranting school closure using resources such as law enforcement agencies, the weather service, and other appropriate agencies, as well as events such as power failure, heat failure, etc. that would warrant school closure.

The Pocatello Community Charter School will close when School District 25 closes due to inclement weather.

B. Notification of Students and Staff

After a decision has been made to close the school, the Dean will notify local electronic media for broadcast by 6:00 am. School will be held unless a decision is made to cancel. School staff will be notified by a notification tree, established by the Dean at the beginning of the school year. If it is not possible to notify an individual assigned to you on the tree, you should assume their calling responsibility. In the event of telephone line failure while staff are on campus, a direct communication tree will be used.

In the event of school closure or cancellation, all extra-curricular activities are also canceled.

C. School Closure During the School Day

If emergency conditions arise warranting evacuation and closure of the school site, students will be released to parents and/or parent authorized emergency contacts. While the basic responsibility for the welfare and safety of each child always remains with the parent, in the event that parents and/or parent authorized contacts are unable to be reached, school personnel will be responsible for the safety of the children. Local electronic media will be notified in a timely manner and attempts to reach parents and/or parent authorized emergency contacts will be made until successful. Should the emergency condition be such that retaining students beyond the normal departure is warranted, school personnel will notify electronic media and continue appropriate supervision until the emergency condition is over.

II. Fire Safety

Fire Hazards - Every precaution possible will be used in eliminating fire hazards from the schools site. The school site will be inspected annually and meet all state and local requirements. All children and staff will be instructed on the value and necessity for fire drills for their health and well being. Exits and doorways will be identified and kept clear of obstructions. The fire alarm system will be operable at all times the building is occupied and these systems will be inspected regularly.

Fire Drills

Fire drills to train students and staff on effective evacuation of the building will be conducted according to state and local codes. Records of the date, hour, and the amount of time required to evacuate the building shall be reported to the local fire department staff and the PCCS Governing Board.

III. Emergency Building Evacuation

In the event that the staff identifies a need to evacuate the building for any cause, a procedure exists that timely evacuation occur as the fire drill procedure. Relative conditions at the time of the emergency will be considered and acted upon.

All staff and students will be trained regularly on best practices for natural disasters, which may occur while at the school site.

IV. Head Lice (*Pediculosis*) Infestation

Pediculosis does not usually present a severe medical problem and can be treated following simple procedures.

A contract with the Southeastern Idaho District Health Department (SIDHD) will be maintained for regular nursing services and staff and student training. All individuals who are suspected of having head lice will be referred to the SIDHD for confirmation and action.

When a student is found to have head lice, parents and/or parent authorized emergency contacts will be asked to come to the school site and take the student home to receive treatment as soon as possible. Parents will be given a head lice information packet provided by the SIDHD. Treatment forms and follow-up forms will be completed before the child will be allowed to return to the classroom.

Information on head lice outbreaks at the school will be provided to all parents as part of a preventative measure. Parents will be instructed to examine all family members for potential head lice cases.

V. Communicable Disease Prevention

The PCCS will adopt and comply with all state requirements currently in effect for childcare providers, with the exception of child-staff ratios, which do not apply. This includes, but is not limited to, requiring that all children attending PCCS prove current on all immunizations required of children attending licensed child cares, unless a parent or guardian signs and submits a waiver form. Parents of children attending PCCS will be required to provide proof of up-to-date immunization records or a signed waiver form to be eligible for the registration process.

The PCCS maintains a contract with the Southeastern District Health Department for school nursing services. In addition, although not required, the Southeastern District Health Department will be requested to annually inspect the facility using State of Idaho Child Care regulations as a basis for inspection. Current guidelines and standards will be followed by PCCS in regards to head lice and other public health concerns that may arise at PCCS.

VI. AIDS and ARC (AIDS Related Complex)

The Governing Board will determine whether or not an infected employee shall be permitted to remain employed in a capacity that involves contact with students or other school employees, after consulting with the appropriate medical authorities. Infected employees who lack control of their bodily secretions, or who have oozing lesions shall not be permitted to attend work in a “contact position.”

The Governing Board and school personnel associated with an infected employee shall respect that person’s right to privacy, including maintaining confidential records.

A. AIDS Cleanup Procedures

The increasing risk that employees may be exposed to blood and body fluids from students infected with HIV requires universal precautions when contact with blood or other body fluids is anticipated.

All employees should routinely use appropriate barrier precautions to prevent skin and mucous membrane exposure when contact is made with blood or other body fluids and for handling items or surfaces soiled with blood or body fluids.

The PCCS will employ cleaning and decontaminating procedures recommended by local health authorities or recommended by health officials contracted by the PCCS.

B. Admission and Attendance of AIDS Infected Students

Because of the improbable risk of transmission of the AIDS virus from infected student to others, infected children should, whenever possible, be allowed to attend school in an unrestricted setting.

Infected students who lack control of their bodily secretions, or who display behavior such as biting, vomiting, etc., and infected students who have oozing lesions shall not be permitted to attend classes or participate in school activities with other students.

If an infected student is not permitted to attend classes or participate in school activities with other students, the PCCS will make every reasonable effort to provide such students with an alternative education. This alternative will be established on a case-by-case basis by PCCS staff and parent(s).

School personnel involved in the care and education of infected children shall respect the infected child's right to privacy, including maintaining confidential records.

VII. Approvals for Field Trips

At the beginning of every school year, all parents or guardians of students attending PCCS will submit a permission form for students to participate in all field trips away from the school site.

Sample:

I (parent/guardian) _____ give my permission for (child) _____ to attend all field trips away from the school site throughout the school year and take responsibility that my child follows rules that ensure his/her safety.

Signature _____

Date _____

VIII. Waivers from School Responsibility for Injury

All parents or guardians of students attending PCCS will agree to be responsible for any medical care expenses of their children, as well as submitting a signed waiver of the PCCS as responsible for any injury obtained by the child while attending the PCCS.

Sample:

All efforts are made to keep children safe while attending PCCS; however, the nature of everyday playground and classroom activities does contain an element of risk of injury. It is PCCS policy to obtain all emergency medical care needed by students. It is the parent/guardian's financial responsibility to meet all expenses of medical care for their child(ren). Please indicate:

_____ I accept all financial responsibility for all emergency medical care needed by my child.

Signature _____

Date _____

IX. Parental Permission for Basic First Aid

All parents or guardians of students at Pocatello Community Charter School will submit a permission form allowing the staff to treat their child with basic first aid should the need arise.

Sample:

The nature of everyday playground and classroom activities do contain elements of risk of injury. It is the policy of the PCCS to obtain all emergency medical care needed by students. It is also the policy of the PCCS to treat children with basic first aid at the school site when needed.

_____ I give my permission for the staff of the PCCS to obtain all emergency medical care needed by my child.

_____ I give my permission for the staff of the PCCS to administer all basic first aid needed by my child.

If your child has any special medical conditions or needs, please write this information on the back of this form.

Signature _____

Date _____

X. Administering Medication

The health and well being of children is extremely important to all staff at the PCCS. While it is ultimately always the parent/guardian’s responsibility to ensure children follow directions given by medical professionals, the staff of the PCCS is committed to meeting the needs of children and families. If a child is required to take prescribed medication during school hours, the staff at the PCCS will document and administer the medication with the parent/guardian’s permission. Whenever a parent requests medication to be administered to their child, they will be required to fill out and sign a permission form.

Sample:

I (parent/guardian) _____ give my permission to give my child the prescribed medication as per the written instructions attached, or on the medication container to (child) _____.

Date: _____

Date	Medication	Dose	Time	Given by	Comments

XI. Weapons and Threats to Physical Harm Procedures

All children have a right to a safe and nurturing school environment. All threats to do physical harm will be taken seriously and a mandatory meeting between the parent/guardian, the individuals involved, and the Dean will occur within 48 hours of the threat. This meeting's intent is to resolve the situation and establish plans to prevent further altercations. Discipline policies and procedures will be followed as outlined in this charter.

Weapons have no place in any classroom and possession of such will be grounds for expulsion, as stated in the Discipline policy of this charter. In the event a student is found with a weapon in his/her possession, the staff will notify the local law enforcement authorities as well as the student's parent/guardian, who will remove the individual from school property. The Governing Board and staff will comply with all federal, state and local laws regarding weapons on school grounds.

Keeping all children safe is of utmost importance. Any child bringing a weapon to school will be expelled from the Pocatello Community Charter School, as stated in the Discipline section of this charter.

A. Special Procedures for Hostage Situations

The staff at the Pocatello Community Charter School will comply with all local authorities and their expertise in the event of a hostage situation at the school site. Staff at the Pocatello Community Charter School will follow all instructions from local law enforcement authorities allowing law enforcement authorities to conduct their procedures for hostage situations in a professional manner.

Enrollment

Idaho Code 33-5205.3.i. Admission procedures, including provision for over-enrollment, which specifies admission, will be determined by lottery or other random method.

Idaho Code 33-5206.1 In addition to any other requirements imposed in this chapter, a charter school shall be nonsectarian in its programs, affiliations, admission policies, employment practices, and all other operations, shall not charge tuition, levy taxes or issue bonds, and shall not discriminate against any student on any basis prohibited by the federal or state constitutions or any federal, state, or local law. Admission to a charter school shall not be determined according to the place of residence of the student, or of the student's parent or guardian within the district, except that a charter school established under the provisions of this chapter shall adopt and maintain a policy giving admission preference to students who reside within the attendance area of that school.

I. General Enrollment Policies

Enrollment at the Pocatello Community Charter School shall be granted with no consideration to race, income, religion, gender, or ability, although preference will be given to individuals residing within School District 25, as allowed by Idaho Code 33-5206.1.

Projected enrollment figures for the upcoming school year shall be calculated, presented, and approved by the Governing Board each year. The number of openings available for new students will then be calculated and publicly announced, along with the enrollment deadline.

Individuals wishing to enroll in the school must submit all required enrollment materials before they can be considered for enrollment. By requesting enrollment, parents and students are indicating they agree to abide by the rules and policies of the Pocatello Community Charter School. Students residing within School District 25 boundaries will be given first preference for enrollment at the PCCS. Students living outside these boundaries will be admitted when openings are available, provided no students within the boundaries are seeking admission.

Students will be admitted on a first-come basis until age balance limits are met for each class. When all such positions are filled, the over-enrollment policy will go into effect, as required by State Law.

II. Over-enrollment Policies

In the event of over-enrollment, admission will be determined by random drawing, according to Idaho Code 33-5205(3)(i): After all class slots are filled, additional enrollee names will be collected and a lottery date established. All names collected, if eligible for admission to the PCCS, will be placed in a container. At a public meeting, a disinterested party will draw out names, while someone else records the names in the order drawn. Admission to the school will be based upon this list, with openings offered first to the grade appropriate names highest on the list. Parents may choose to have all their children's names placed in the drawing as one entry, i.e. "The John Doe Family."

These names, arranged according to grade level, constitute a waiting list, from which vacancies during the school year will be filled. The waiting list, once established, remains valid until such time as the school is disbanded. Names of potential enrollees will carry over to subsequent years' drawings. Parents or guardians may remove their children's names from the list, or the administration may remove names if it is determined that those individuals have moved out of the area, are no longer interested in enrolling, or are too old to attend the school.

Names on waiting list can also be removed if, when there is an opening, the office cannot establish contact with parent within 48 hours (two workdays) of the opening. Office staff will

send a registered letter to the given address containing a deadline, 48 hours after receipt, for contacting PCCS. After the deadline, names will be removed from the waiting list.

Anyone interested in enrolling after the designated enrollment date will need to submit the necessary enrollment materials and wait for the next enrollment drawing to be placed upon the waiting list. The Governing Board, may, if they deem necessary, establish additional enrollment drawings during the year to fill available space. All such drawings shall be announced to the public and conducted in public.

Annual Audit

Idaho Code 33-5205.3.j. The manner in which an annual audit of the financial and programmatic operations of the charter school is to be conducted.

A. Financial

The budget management system for the Pocatello Community Charter School will be in compliance with IFARMS. The budget management system will give the Pocatello Community Charter School flexibility to obtain program and account detail to meet management needs.

Accurate records will be kept of information required by the State Department of Education such as student attendance and personnel reporting.

B. Annual Audit of Financial and Programmatic Operations and Statement of Non-Liability

As defined in Idaho Code 33-701 subsection 6, a full and complete audit will be conducted yearly by an independent CPA chosen by the Governing Board and contracted by the Pocatello Community Charter School. Appropriate financial statements will be prepared throughout the year and presented at the audit. The audit will be conducted in accordance with generally accepted auditing standards. The audit will be conducted annually 90 days after the last day of the applicant's fiscal year and will be presented as part of the public annual review of the charter. Annual reports will report all funding resources in a manner consistent with the uniform Idaho Financial Accounting Reporting Management System.

School District 25 is not liable for the acts, omissions, debts or other obligations of the Pocatello Community Charter School. The PCCS Governing Board assumes this liability.

Discipline

Idaho Code 33-5205.3.k. The procedures by which students can be suspended, expelled, and re-enrolled.

Discipline policies at the Pocatello Community Charter School are in place to protect individuals and the property of the school. While providing this protection, we will involve students in the discipline process. This will provide students with valuable self-governing experiences, commensurate with the PCCS goal to teach democracy in action. However, all discipline actions will conform to Idaho Code 33-205.

I. Definitions

A. Minor Violations shall be defined by the school participants at the beginning of each school year, and are open to change during the year if necessary. Violations of any of these policies shall be met with disciplinary measures defined by the Board or its representatives. Once defined, any teacher or administrator of the school may apply the measures.

B. Major violations are defined as any illegal actions conducted on school property or during a school sponsored activity, including possession of illegal drugs, weapons at school, malicious vandalism, or assault. Any major violation will result in the immediate expulsion of the parties involved, to be enforced by the Dean or law enforcement officer.

II. School-Wide Rules

1. *No one may jeopardize the safety or well being of any person at the school.* We define safety as including physical, mental, social, and educational aspects. Minor violations might include playground squabbles or teasing. Major violations will include weapons on school grounds, illegal drugs, or assault.

2. *No one may damage school property.* We define school property as the school building and grounds, as well as the furnishings and materials of the school. Minor violations might include littering or drawing on desks. Major violations will include malicious vandalism, such as breaking into the school and destroying equipment.

III. Classroom Policies

The teachers are the primary discipline authorities in their classrooms, empowered to maintain an appropriate learning environment for all members of the class. Each class--teachers and students working together--shall establish its own rules of conduct and the discipline measures for violating such rules. This is to be seen as an educational experience, providing students with the opportunity to govern them selves and experience democracy and citizenship responsibilities. Teachers will oversee and administer class rules, always ensuring that the safety of individuals (School-wide Policy 1) is maintained. If any students wish to appeal their class rules, they must first formally petition the Advisory Council formed to oversee discipline issues (aka, discipline committee), then the PCCS Governing Board, if desired.

IV. Suspensions

The school participants shall define the causes for and the terms of suspension from the PCCS. A suspended individual is prohibited from school grounds or off-site school activities, unless accompanied by the Dean or a Governing Board member. Terms and causes of suspension may be amended or augmented as needed by a vote of Governing Board. Suspensions are meant to be temporary, enforced to protect the safety of individuals and property until permanent measures can be decided.

V. Expulsions

Expulsion from the school is for extreme, illegal behavior. Maintaining a safe learning environment for all school participants is the overriding concern. Once expelled, the student is no longer enrolled in the PCCS, and is not allowed on school property unless accompanied by the Dean or a Governing Board member. Their position shall be considered vacant and offered up to the next name on the waiting list. Expulsion is considered permanent, although the individual may apply for re-enrollment under terms defined when the individual is expelled.

VI. Re-enrollment

Terms of re-enrollment will be defined on an individual basis when someone is expelled. Such re-enrollment must abide by the by-laws of general enrollment for the school. Any individual eligible for re-enrollment will be required to undergo the same initial enrollment proceedings as everyone else (specifically, entering the admissions lottery and being placed upon a waiting list), with no preference or discrimination given (Idaho Code 33-5206.1)

Attendance Alternative

Idaho Code 33-5205.3.l. The public school attendance alternative for students residing within the school district who choose not to attend the charter school.

Attendance at the PCCS is voluntary, with no tuition requirement. Students residing within School District 25, who do not choose to attend the PCCS, are eligible to enroll in any school within School District 25, in accordance with that district's attendance policies.

Grievance Resolution

Idaho Code 33-5205.3.p. The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.

The Pocatello Community Charter School's Governing Board hears complaints on the part of individuals or groups who allege a violation of the provisions of the school's Charter.

A. Grievance Process

The grievance and complaint review process includes:

- 1) Written description of the grievance, along with any supporting documentation, to be presented by the aggrieved party to the Governing Board no later than one month after the grievance party becomes aware of the event.
- 2) Governing Board review of the grievance and all supporting materials along with interview of the aggrieved and other relevant parties prior to the next regularly scheduled Board meeting;
- 3) Governing Board' decision or a call for more information, in which case the process starts again with 2;
- 4) The Governing Board renders its decision concerning the complaint;
- 5) If the Governing Board decides wholly or partially for the aggrieved, any remedial action is to be taken as expeditiously as possible.

Special Education

Idaho Code 33-5205.3.q. The manner by which special education services will be provided to students with disabilities who are eligible pursuant to the federal individuals with disabilities act.

The Pocatello Community Charter School is committed to ensuring continued growth for all children enrolled therein. The PCCS recognizes the unique needs of all children and their potential for significant educational development and will provide education opportunities designed to meet each child's educational needs.

It must be stated, however, that we believe it is impossible to accurately predict how much or how little any child can learn. Children often demonstrate the ability to rise to whatever level is expected of them, be that level high or low. Given this, every opportunity will be made to academically challenge each child, that each may learn and grow without limits artificially imposed upon them.

The PCCS will comply with all applicable Idaho Codes as well as Federal Public Laws regarding provisions for exceptional children.

The Pocatello Community Charter School's learning program places a strong emphasis on academically challenging each child. Individual learning goals are established for each child at the start of each year, and re-visited throughout the year as necessary. This program is well suited to children with special needs, ensuring that those needs will be met and the child will receive an academically challenging experience *commensurate with his/her abilities*.

Many other features of the PCCS's school environment and curriculum promote an atmosphere, which minimizes the need for interventions, including:

- *Recognizing and encouraging the great variety of learning and teaching styles
- *Mandating parental involvement for improved home-school communication as
- *Multi-age classrooms, allowing students of varying abilities and ages to work together, learning from each other as well as the work at hand.
- *A commitment to the physical, emotional, social, and academic safety of each student.

Integrated assessments allow for immediate intervention in the case of learning difficulties. Students thus identified receive individual help towards meeting their personal learning goals, be it during or outside of regular school hours, as determined by their parents and teachers working together.

The PCCS recognizes that a student's difficulties may be due to health or emotional problems and/or to the family's circumstances. The PCCS will maintain an up-to-date list of social and health service agencies and organizations at the local and state level; will refer students and/or their families to such agencies or organizations when appropriate; and will follow up each case and act as an advocate for the student and family.

Although every effort will be made to mitigate factors causing a pupil to experience learning difficulties, we recognize that this may not be possible in all situations. In case of such continuing difficulties, the PCCS teacher, Dean, certified and special education expert, student and parent will meet as per Federal IDEA and 504 guidelines to evaluate the student and modify the student's personalized learning program, after which the modified program will be implemented. The student may be reevaluated upon recommendations from either the teacher or the parent, but no later than within three years.

I. Limited-English Proficient Students

We believe that separating limited-English proficient (LEP) students from the mainstream in bilingual programs has the ultimate effect of isolating such students; therefore, the PCCS will consistently place as many LEP students as possible in the regular classes. This approach practices inclusion and recognizes the immersion method of language acquisition as the fastest, most complete, and most effective. This method, which is eminently suitable for children, who learn as much language from interaction with others as from formal instruction.

Because the objective is full fluency, the LEP student will be expected to participate in the regular classroom schedule, where all students have the opportunity to hear and use English. This is to be seen as a positive learning experience for all the children, regardless of language abilities.

The PCCS will comply with the Idaho Consent Decree and ensure that the needs of students with limited English language proficiency will be addressed and ensure that equal educational opportunities are given to LEP children.

II. Students with Disabilities

When parents, students, and teachers meet to establish a Personal Education Plan, among the information obtained and used will be relevant previous academic history, including any existing classifications, individualized education programs, etc. In the course of classroom observations, if a teacher identifies a student as potentially at-risk, additional parent, student and teacher meetings will be held to allow for comprehensive evaluation of the student. In a joint meeting, parents, the classroom teacher(s) and the school's special education expert will determine the eligibility of the child for special education and his/her classification. The child's Personal Education Program will be revised to reflect the child's individual educational needs and implemented. In this joint meeting, participants will consider the need to obtain related services such as occupational therapy, physical therapy, etc. Within no more than three years, the pupil will be reevaluated.

Students with disabilities will be included in statewide assessment programs. The IEP team will determine if a student will participate in a mandated state standardized test or will take an alternative assessment. State criteria will be used to determine which students meet the alternative assessment eligibility guidelines.

The school may need to offer various accommodations: curriculum or instructional modifications within a regular classroom; support programs and supplementary instruction; special class programs; resource rooms; child study team services; speech-language services; counseling; family support and involvement sessions; “assistive” technology; and structural modifications to buildings per ADA specifications.

The PCCS will comply with Idaho Code and Federal laws governing the education of all exceptional children.

FAPE provisions will be provided for all identified students:

- a.) The PCCS will provide special education and related expenses free of charge to any student who qualifies for these services. Such students will be identified by the IEP team based on criteria established by the state of Idaho and adopted by the PCCS. Evaluation of students will be conducted by a psychometrist or other contracted Personnel who will administer the appropriate tests.
- b.) Programming will be determined by the IEP team based on test results, input from the classroom teacher, and individual needs of the student.
- c.) Initial IEPs will be written within sixty days following parental consent. IEPs will be reviewed and revised by the IEP team annually or more often if necessary.
- d.) Appropriate services will be delivered by the PCCS special education teacher, teaching assistants, and/or other contracted personnel. The services will be delivered in the regular classroom environment to the maximum extent appropriate.

III. Behavioral Interventions

If possible, PCCS personnel and the parents of the student will reach an agreement on how to respond to a student’s behavior. The PCCS has adopted a Behavioral Intervention Plan to be included in a student’s IEP when needed. The Behavioral Intervention plan includes steps for preventing problem behaviors from occurring, teaching the student appropriate behaviors, and reacting to problem behaviors when they do occur.

PCCS personnel may suspend a special education student for up to 10 school days in a school year using the same procedures that are used for other students. Services may cease during this period.

Any time PCCSA personnel consider unilaterally removing a special education student for more than ten days in a school year, additional procedures and limitations required by the IDEA must be followed.

IV. Gifted and Talented Education

The Personal Education Plans central to the PCCS education program are well suited to accommodating the needs and abilities of gifted and talented students. The regular discussion on and revision of these PEP’s ensures that each child is being academically challenged, with respect to the unique abilities of that child. Multi-age classrooms also allow students to move out of their age groups to face curriculum issues in line with their abilities.

The PCCS will comply with all applicable Idaho Code and Federal laws regarding the identification of gifted and talented students and offer appropriate instruction for those identified as per Idaho Code (33-2003).

Community Group Involvement

The Pocatello area is home to experts in many disciplines. Partnerships between the Pocatello Community Charter School and such community resources will enrich the PCCS educational program. Such partnerships will be subject to the approval of the Governing Board, as presented by interested parents, teachers, or students. The creation and nurturing of such partnerships is seen as a worthwhile objective in its own right and PCCS may seek outside funding for such projects.

[Editorial Note: Until the school is actually running, such partnerships cannot be seen as finalized. However, major local organizations have been contacted and are interested in helping develop and implement such learning programs, i.e. The Caribou National Forest, The Idaho Fish and Game Department, The Idaho Museum of Natural History, Bonneville Neighborhood Association, Portneuf Greenway and the Southeastern Idaho District Health Department.]

In addition, the PCCS planning team believes it is important to reach all segments of the community to discuss education issues, including, but not limited to, charter schools in the nation, in Idaho, and in Pocatello. The PCCS planning team will continue this outreach effort, recognizing as part of our responsibility the explanation and defense of charter schools and of innovative educational methods. In so doing, we hope to generate support and goodwill between the PCCS and the community, School District 25, and parents, teachers, and students.

Facility

I. Address of Facility

995 S Arthur Pocatello, Idaho

II. Financing Plans

Financing for the PCCS facility may come from sources in addition to the state per pupil funding.

The PCCS facility will comply with all applicable Idaho Codes and Federal laws.

Appendix A

Personal Education Plan

Appendix B

Portfolio Requirements Checklist

Appendix C

Sample Negotiated Agreement

Appendix D

Sample Salary Schedule

POCATELLO COMMUNITY CHARTER SCHOOL SALARIES & WAGES

For September 1, 2007 through August 31, 2008

2007-2008 Step	BA	BA+12	BA+24	MA BA+36	MA+12 BA+48	MA+24 BA+60	MA+36 ES/DR
1	31,000	31,000	31,000	31,000	31,180	32,930	34,780
2	31,000	31,000	31,000	31,180	32,930	34,780	36,730
3	31,000	31,000	31,180	32,930	34,780	36,730	38,790
4	31,000	31,180	32,930	34,780	36,730	38,790	40,960
5	31,180	32,930	34,780	36,730	38,790	40,960	43,260
6	32,930	34,780	36,730	38,790	40,960	43,260	45,680
7	34,780	36,730	38,790	40,960	43,260	45,680	48,240
8		38,790	40,960	43,260	45,680	48,240	50,940
9			43,260	45,680	48,240	50,940	53,800
10				48,240	50,940	53,800	56,810

Appendix E

Sample Employment Contract